

3

Before and After
Scenarios to help
Teachers Teach
Students with Dyslexia



Wait a Minute!

What is Dyslexia?

According to the International Dyslexia Association, "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

- 1 out of 5 people have Dyslexia
- Girls and boys have Dyslexia
- Dyslexia is not a visual disorder
- Dyslexia is hereditary



Which option?

On the following pages, are 3 fictional scenarios about fictional students with characteristics of Dyslexia. In each example, read the scenario then choose which option is best ethically, professionally, and for the child.

- Poor spelling is a characteristic of Dyslexia
- Dyslexia is not curable
- Dyslexia affects people worldwide
- Dyslexia can affect self-image

1 Where is The Off Button?

Sam is a friendly, social child who is very intelligent. He loves to learn and is always asking questions. He gets A's and B's in all his classes except Reading, where he typically gets a D. Sam's favorite subject is Science and he does very well when there are experiments for him to complete. Sam even demonstrates he is a good teacher by teaching students about the experiments when they do not understand the concept.

But when it comes to reading time, he shuts down. He always asks to go to the bathroom, he is asking to sharpen his pencil, he is up and down out of his seat like a jack-in-the-box, he is talking to his neighbors when he's supposed to be quietly listening to instructions, and he makes noises with his mouth. Even when the teacher tells him to quiet down or remain in his seat, he is on the move. It's like he can't turn his engine off and remain calm. Sometimes when he is called on to read, he makes a joke that makes the class laugh.

During reading assessments when he reads to an adult, he misses many words, especially words he should know. The words he stumbles on he either makes up a word having nothing to do with the text, or he skips the word entirely, or he tries to decode the word but is way off. Sam starts to get angry and says reading is stupid. He says he is stupid. His overall assessment score is in the intense intervention category and way below grade level.

Based on his assessment score, Sam is placed in a small group for intense reading instruction with one teacher and 3 other struggling students. He participates in the group for 20 minutes a day Monday-Friday. During group time he asks to get a drink, he asks to go back to his classroom to get a forgotten object, and he makes fun of students when they make a mistake. Sam is out of his seat for the entire group time so the teacher has to redirect him often taking away from instruction time.

At parent-teacher conferences, Sam's parents don't seem surprised to hear how Sam is doing in school, especially how he behaves during reading instruction. His parents report that at home he throws a temper tantrum running around the house throwing things and screaming when it is time to do his reading homework. The parents are exhausted, Sam is worn out and both the parents and Sam shut down not completing the assignment. The teacher empathizes with the parents explaining they see frustration and avoidance and always on-the-go behaviors from Sam at school as well.

What Now?

Option 1

The Teacher tells the parents they need to call their pediatrician and make an appointment for Sam to be evaluated for ADHD (Attention Deficit Hyperactivity Disorder). Sam needs to learn to stay in his seat and pay attention the teacher says. As the conversation continues the teacher lets the parents know that medication is what Sam needs to stay focused and be able to learn.

In this option, the teacher makes assumptions that Sam has ADHD and needs medication. Teachers are not permitted in most districts to directly advise parents to seek out medication.

The teacher is assuming that Sam's issue is ADHD and not something else.

Many educators immediately go this way of thinking, but ADHD symptoms mirror many of the characteristics of Dyslexia.

Option 2

The Teacher asks the parents if they know of anyone in the family who has trouble reading. Did Sam learn to talk later than his peers?

Upon explaining the reading assessment Sam did poorly on to the parents, the teacher advises them that perhaps they speak to their pediatrician to see if they have any recommendations.

After the conference, the teacher notifies the school team put in place to analyze data on students to determine if a more intense evaluation is needed to look into a reading disability, Dyslexia.

In this option, the teacher approaches the situation with a bit more empathy and intentionally asks the parents for some more family information. Typically, parents are willing to share personal information about themselves or other family members when it comes to their child struggling in school.

The teacher made the correct choice by seeking additional support from the school team to discuss further testing for a disability, Dyslexia.



Correct

How Many Times?

2

Kelsey is a quiet student who is well-behaved and always follows the rules. She is friendly and is always willing to help anyone needing help. Her favorite subject is math and math skills seem to come easy to her. Kelsey is one of the students who is taught a math concept once and she completely understands it. Grade-wise, Kelsey gets average grades, mostly C's in all subjects except math where she gets A's.

But when it comes to reading time, Kelsey tries to hide so she is not called on. When the teacher asks Kelsey to identify the sound of a letter, Kelsey shrugs her shoulders or says in a very quiet voice that she doesn't know. Kelsey has great difficulty with independent reading work, especially when it is silent reading time. She will hold and look at a book the entire time, but the teacher notices she never turns a page.

When Kelsey was given a reading decoding assessment, Kelsey score was in the intensive instruction, very low range. A small group with 4 other students and one teacher was created that Kelsey joined to get some extra support. The group teacher noted that Kelsey did not say much and was not successful at improving her letter sound knowledge. During the small group, the teacher would ask the students to say the name of the letter and give the sound. Sometimes the teacher included a visual picture of something beginning with the letter.

Both Kelsey's small group teacher and homeroom teacher noticed how many times they needed to repeat the same letter name/sound over and over, day after day to Kelsey and she still made little to no progress. Not only was Kelsey expressing frustration by tightly twisting her hair with a scowl on her face, but the teachers were frustrated trying to figure out how to get Kelsey to learn the letter names and sounds. They wondered how many times they needed to repeat the same information before the lightbulb would go off in Kelsey's head. The teachers were puzzled how such a smart girl in math who easily mastered the skills could be so behind in reading.

At parent-teacher conferences, the teacher told the parents that she didn't know what else to do to help Kelsey. She advised the parents to seek outside tutoring because the teacher had no more strategies to use to help. The teacher said she had told Kelsey over and over again and Kelsey wasn't mastering the skills, so someone else needed to try.

What Now?

Option 1

The teachers are obviously feeling like pulling their hair out trying to create ways to teach the letter names and sounds so Kelsey masters the skill and can move on.

In this scenario, the teacher should reach out to a specialist in their building/district who has a wealth of experience with students like Kelsey. The specialist can give the teacher more strategies to try, and/or advise the teacher to speak with the school psychologist to see if Kelsey is a good candidate for further evaluation to determine if she has a learning disability.

The parents and the teacher should work together to come up with a plan.

In this option, the teacher admits there have been many strategies tried that have not been successful, but they are willing to join forces with the parents and other specialists in the building to create a plan of action to help Kelsey.

Kelsey deserves adults in her corner; to not give up on her. The teacher is not giving up and by seeking support from colleagues is demonstrating their willingness to find solutions.

Option 2

The Teacher tells the parents they are done trying to help Kelsey because they have tried everything and nothing is working. Since Kelsey shows little progress with the small group, there is no other option to help Kelsey than going to an outside tutor.

The teacher puts the situation in the parent's hands and removes themselves from trying to be a team player. The teacher washes their hands of the situation thinking they tried.

It is now up to the parents to on their own, come up with a plan to help their daughter.

In this option, the teacher has clearly given up and has transferred the problem to the parents. The teacher paints a picture that with all the adults in the building there is not one person who could help Kelsey.

The teacher removes themselves from further support. Washing their hands of the situation and verbalizing they are giving up on Kelsey.



Correct

3

Is it WAS or WUZZ?

Anthony hates school. He tells everyone so too. Anthony is always late to school, he doesn't have his homework and he has no interest in getting good grades. In fact, his grades are usually D's and F's. Anthony chooses when he follows expectations and when he doesn't. His attitude is that no one can tell him what to do.

One thing Anthony does love is art. He is a fantastic artist and can draw anything. Of course, art class is his favorite, and he adores his art teacher. Many times in class, the teacher uses Anthony's work as an example. If he was allowed, Anthony would draw all day long.

Anthony doesn't have friends because he isn't always nice to his classmates. The students in his class pick on him because he says words incorrectly; like su-ghetti instead of spaghetti. Anthony will yell at the kids, even telling them to "shut up." For teams, no one ever picks Anthony unless it's for an art project, then everyone wants to have him in their group.

In class, Anthony refuses to write sentences, words, and especially paragraphs. He has fantastic ideas and can talk about those ideas all day, but when the teacher prompts him to write down those thoughts, Anthony will put his head down, break his pencil so he doesn't have to write, or ask to leave the classroom to see the nurse because he has a stomach ache or headache. Anthony can copy words down but when he is directed to write the words himself he shuts down. Even if he is spelling a word that has been on a spelling test or a word the teacher has repeatedly shown him how to spell, he still misspells it. Several times the teacher has noticed Anthony writing letters backward, or writing the whole word backward. Anthony can't seem to remember how to spell any words. In fact, sometimes Anthony misspells his name.

Anthony's teacher has noticed that his spelling on his spelling tests is not grade-level. He writes phonetically or writes anything down to say he's finished. He is given the same amount of words and the same words as the rest of the class; as well as the same homework assignments like writing the words 3 times each or taking a practice spelling test. Anthony fails his spelling test week after week.

During parent-teacher conferences, the teacher points out examples of Anthony's spelling errors to his dad. Dad laughs and tells the teacher he has trouble to this day with spelling and he always failed spelling when he was in school. The teacher notices that Dad's pronunciation of certain words is incorrect like Anthony's pronunciation.

What Now?

Option 1

The teacher has observed many important things about Anthony's spelling. He has written words/letters backward, he misspells words he has had ample exposure to, he seems to avoid writing at all costs.

Dad mentioned that he too struggles with spelling and has always had difficulty.

The teacher noticed that both Anthony and his dad pronounce words incorrectly even when they are corrected.

The teacher decides to speak to the Intervention Specialist to get some spelling strategy ideas to teach Anthony. The Speech Pathologist is someone else the teacher decides to speak with for help.

In this option, the teacher acknowledges there is a problem with Anthony's spelling and seeks help from others. Once the teacher learns new strategies, they teach those strategies to Anthony and slowly see progress in his spelling.

The Speech Pathologist suggests she does a screener with Anthony to determine if there may be a need for Speech and Language services.

The teacher seems to be willing to search for answers to help Anthony be a successful speller.

Option 2

The teacher makes comments to Anthony in an annoyed voice that he has been taught the words before. Why isn't he remembering them? And why can't he write letters correctly?

During parent conferences, the teacher laughs when dad tells him about dad's spelling history and tells dad he should get help too.

Since the teacher notices how far behind Anthony is, he decides to keep Anthony in during recess time and art class the next week to have Anthony write his spelling words over and over on paper until recess and art class end.

In this option, the teacher keeps doing what he's been doing. Which isn't working. Keeping Anthony in from recess and art class will not make Anthony remember how to spell the words. In fact, students need outlets to relax and recharge, just like adults.

Teachers need to speak respectfully to parents no matter what they might really think/feel.

Questioning Anthony in an annoying voice will not make Anthony a strong speller.



Correct

How

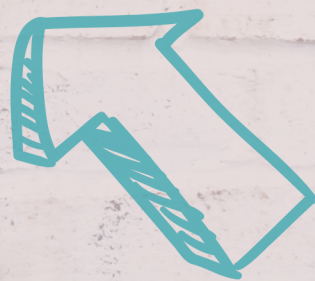
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Were you able to choose the correct option before you saw the arrows?



Thank you for
grabbing this guide!
I hope you found it
helpful.

Before you go,





INTERESTED IN LEARNING MORE?

TEACH READING THE SWEET WAY!



Teaching is HARD! Can I get an Amen?!

Hi! I'm Jennifer and I am a leading authority on Dyslexia and Intervention here to help guide you to a fresh, sweet, new way of teaching students with Dyslexia. I teach awesome teachers like you to teach with a research-based, current approach you can use to see actual reading growth! Plus, I help you regain your teaching confidence and help take the frustration out of teaching. The approach I teach is proven to allow your students to gain skill mastery in their reading and show EVERYONE they CAN READ!

[Click here](#) or visit my website below so you don't miss anything!

I can't wait to hear from you!

CONTACT:

✉ DEMYSTIFYINGDYSLEXIA@PROTONMAIL.COM

🌐 WWW.DEMYSTIFYINGDYSLEXIA.COM

