



Reading Disorders

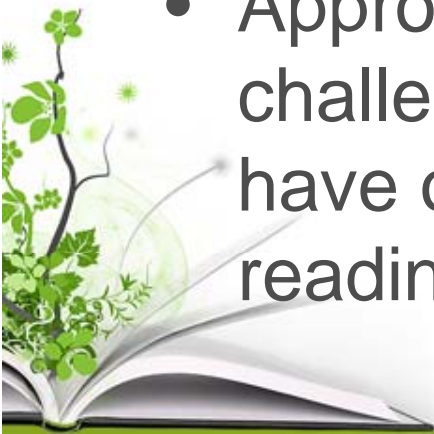
Helping a Child Who Has Reading Problems

Harold Bloom (2001) observes that self-trust “cannot come without years of deep reading.”



Facts About Reading

- By 2nd grade, a 4,000 word difference exists between students at the highest and lowest ends of the vocabulary growth chart. (Baumann & Kame'enmi, 2004)
- Giving verbal definitions is a strong correlate of children's academic success and literacy level. (Chall, 1987)
- Approximately 40% of children have initial challenges when beginning to read, 15-20% have ongoing problems, but 5% are referred for reading problems. (emedicine.com)





1 What is reading?

2 Identifying reading problems

3 Remediating reading problems

4 Q & A



Reading Activity

THE BOAT IN THE BASEMENT

A woman was building a boat in her basement. When she had finished the the boat, she discovered that it was too big to go though the door. So he had to take the boat a part to get it out. She should of planned ahead.

Goodman, K. (1996). On Reading. Portsmouth, NH; Heinemann, pp. 38-41.



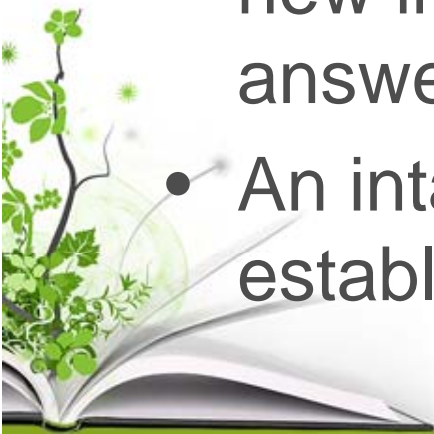
Reading Activity 2

- How many errors did you notice?
- What were they?
- What do these observations lead you to believe about reading?

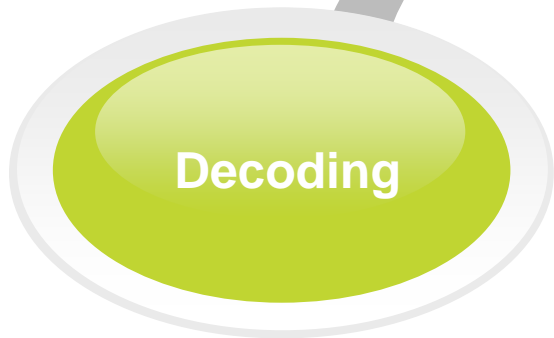


What is reading?

- An agreed upon system of visual or tactile symbols and linguistic rules that a group of people use to communicate
- A complex combination of skills that involve various types of memory for letter shapes, sounds, meaning and the ability to use, store (in short or long term memory), or respond to the new information (reading more, giving an answer or opinion orally or in writing)
- An intact linguistic rule system must be established for reading to become automatic.



Receptive



Expressive



What is Dyslexia?

- Problems with learning how to read
- Is not related to intellectual functioning
- Can have a genetic component
- Affects all socio-economic levels, races, language backgrounds



Types of Reading Problems

- Decoding: problem changing the symbol into a sound
- Comprehension: problem understanding the meaning
- Other language or cognitive skills impede reading progress (memory, attention, other executive function)
- Mixture of these problems



4. Analysis

3. Wh-questions

2. Vocabulary

1. Decoding



Who Has Overcome Dyslexia?

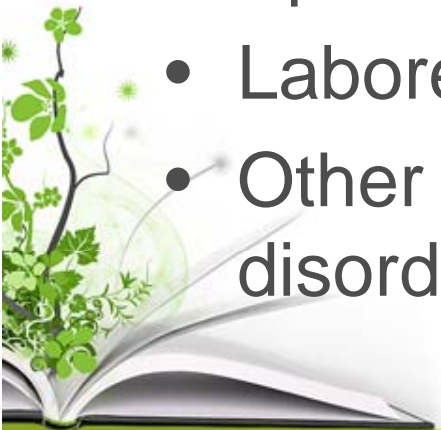
Area of Talent	Names of Familiar People
Actors	Kiera Knightley, Orlando Bloom, Tom Cruise, Danny Glover, Edward James Olmos
Artists	Leonardo da Vinci, Willard Wigin, Auguste Rodin, Tommy Hilfiger
Business people	Charles Schwab, John Chambers, Richard Branson, Henry Ford
Writers	Hans Christian Andersen, Agatha Christie, Scott Adams
Scientists	Albert Einstein, Thomas Edison, Michael Faraday, Pierre Curie



Reading problems cross all boundaries, but they do not mean that a person cannot achieve success!

Symptoms of Reading Problems

- Complaints (too hard, don't like reading or school)
- Behaviors during class, inattentive
- Low average to failing grades
- Still sounding out words or guessing at words in higher grades
- Spends a lot more time reading than peers
- Labored oral reading—sounds choppy
- Other identified learning problems or language disorders/delays



Identification—Who and What?

- Educators and parents can identify students who are struggling readers
- Parents are valuable resources for educators for early identification
- Specific reading tests and phonological awareness tests identify students who demonstrate reading problems
- Language and specialized tests tease out those students who have multiple problems (language delay plus reading problems)



If You Suspect a Reading Problem

1. Collect work samples and make list of your observations that make you think there is a problem.
2. Talk with your child's teacher.
3. Request a Student Study Team (SST) meeting.
4. Request a phonological awareness and a language screening.
5. Request in writing a reading assessment that includes a phonological assessment.



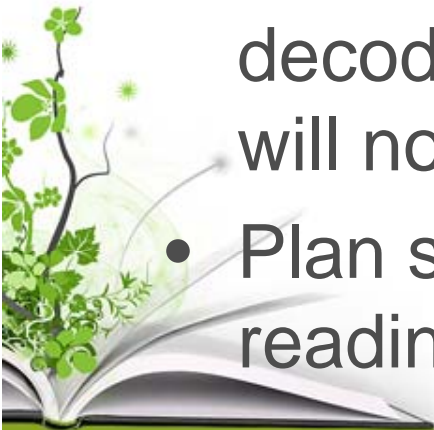
Remediation of Reading Problems

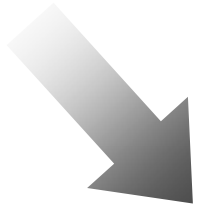
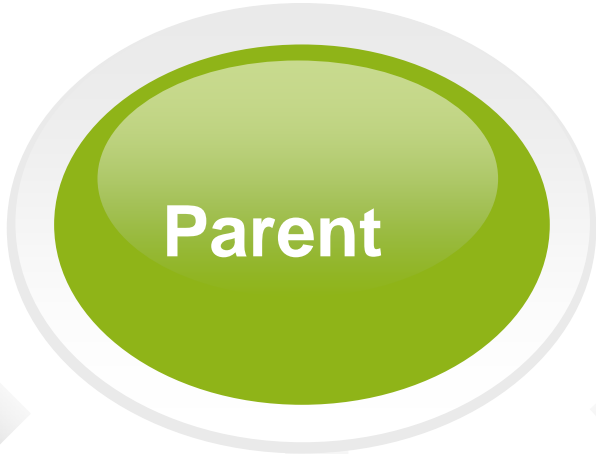
- Leveled reading groups
- Response to Intervention (RtI)
- Tutoring
- Speech Therapy (push-in or pull-out)
- Specialized instruction
- Activities that the students enjoy that expose them to print and guided learning—Always!
- Family activities that include vocabulary building, language formulation, and written language—Always!



During a Remediation Phase

- Provide all readings on CD or sound file.
- Read all instructions to the child.
- Accommodations must be written up for the child to ensure that she or he does not fall further behind academically.
- Allow extra time for reading.
- Make sure that all reading material is 95% decodable for the child to ensure that the child will not give up.
- Plan some success into the schedule (a non-reading task)





Understand the Programs

You can see actual materials from the reading intervention programs that your schools use at the Santa Clara County Office of Education (SCCOE)

For information and hours, visit
<http://sccoe.org/depts/library/proflib.asp>



Activities to Encourage Reading

Baby

Talk and sing to your baby

Toddler

Nursery rhymes, songs, print exposure, read to child, book respect

Preschool

Fine motor skills, reading, asking and answering questions, language games

Elementary

Functional reading, using strategies, spelling and writing activities, opinions

Middle-school +

Filling out forms, discussion and research, writing for audience and purpose, analyzing character and plot



For Pre-K Children

- Draw their attention to print anywhere you go
- Have books in the home
- Visit the library and check out books
- Read together
- List out groups of things as fast as you can
- Play memory, phonics, and language games



K-2nd Grade Students

- Do phonics activities
- Read together
- Ask your child wh- questions
- Explicitly teach 2-3 vocabulary words per day

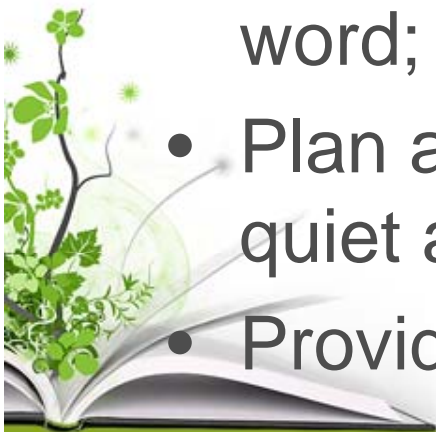
Note: Teachers teach about 10 new words every day, but students actually learn 3-4 of them.

- Model reading at home
- Plan a homework time in a quiet area



3rd Grade + Students

- Ask your child “wh” and “how” questions about things you read together
- Do projects together (models, art, cooking)
- Use the Internet together (search, comparison shopping, crossword puzzles and cards)
- Cue to sound out the word or look for a smaller word inside the target word before giving the word; make word cards for new words
- Plan and follow through with homework time in a quiet area
- Provide growth information and honest feedback



Materials for 12 year old + Kids

- Large Print Reader's Digest
- People Magazine
- Car specifications/catalogs
- Manga/Comics
- Graphic novels
- Book summaries
- Newspaper (Dear Abby, Miss Manners, horoscopes)
- Online articles

Note: Parents must review all materials for content.



How to Study A Word (3rd grade +)

1. Look at the word.
2. Say the word.
3. Think about the word.
 1. **What does it sound like?**
 2. **Does it have an opposite?**
 3. **Give an example.**
 4. **Does it follow a pattern?**
4. Write the word once.
5. Check the spelling.
6. Make a vocabulary card for this new word.

Modified from Houghton Mifflin



5 New Words Game (3rd grade +)

Purpose: to build vocabulary and heighten awareness of words

1. Ask you child to tell you five new words that your child heard today or this week.
2. Write the new words on a list.
3. Practice the words in sentences or make a crossword or word search puzzle.
4. When you reach a certain number of words on your list, celebrate.
5. Keep the list visible in your home.



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