


Specialized instruction for dyslexia

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There are no universally effective programs, but here are the learned principles that should be included in all programs about how we learn the written language. Marianne Wolff, Researcher and Parent, in Proust and Squid, 2007, page 209 Below is a list of some programs that have been developed for struggling readers and writers. Some of them were created specifically for dyslexia and are underutilized in the principle of structured literacy (e.g., Orton-Gillingham's approach, multi-sensory approaches). Depending on the program, it can focus on one of the more different skills that underlie reading-oral language, phonemic awareness, vocabulary, understanding, spelling, or writing. You will need to determine which program works best for your child. More often than not, these programs are best used in individual or small group therapy settings. Experts will want to familiarize themselves with the program. Some of them require special training. For example, Orton-Gillingham is a multifaceted approach that was created specifically for dyslexia. It teaches reading, writing and spelling through auditory, visual and tactile measures. Many other reading and writing programs use the Orton-Gillingham approach. When researching structured literacy-based programs such as the one that is built on the Orton-Gillingham approach, either for training courses or for access to a certified tutor or therapist, look for programs/courses that have been accredited. The International Multi-Sensory Language Education Council (IMSLEC) conducts its accredited courses to strict standards, which in turn allow courses to certify qualified professionals who meet these standards as teachers, therapists and instructors. These certification accreditation credentials provide access to reliable and effective training. Other reliable resources for dyslexia programs are through the Academic Association of Language Therapy and the International Dyslexia Association. All about reading teaches acoustics, decoding, fluency and understanding in a fun and engaging way. All About Spelling teaches coding skills, spelling rules, and multi-sensory strategies to help students become experienced spellers for life. Visit the Barton Reading and Spelling System website is a one-on-one tutoring system that improves spelling, reading and writing skills. It works well for children, teens and adults who struggle because of dyslexia or learning disability. Visit the website equipped to read Success is a comprehensive turn-based program that presents more than 20 strategies to improve memory and easy word search skills in order to overcome the difficulty of reading for early level. Visit the website This multi-sensory mnemonic strategy makes it easier for the language organization. The kit is aimed at primary school students, although it can also be used with older students for with vocabulary, writing and organization. Visit the Neuhaus Education Center website for a set of excerpts marked with the hundredth word. The child can read the passage to the hundredth word, while the parent folds how long it takes, and tracks his progress over time. Visit the website This program offers reading, writing, spelling and grammar instructions, in addition to multi-sensory components. It also offers English as a second language (ESL) component to assist users who are trying to learn the language. Visit the three-program website, a method that encourages better reading understanding by focusing on basic phonemic awareness through a combination of mixing, segmentation and sound exercises. Visit the website This program encourages phonemic awareness, helping users understand how mouth movements correspond to conversational sounds. Children can then apply this understanding to their speech, spelling, reading and seeing improvements. Visit the website This research reading program begins with the user distinguishing between letters and sounds of letters and ends up reading the user's full sentences and stories. After all, the user can understand and analyze what he or she has just read. Visit the website While it is not a reading program or curriculum, Moose Materials activities and games that can support many multi-sensory structured language programs. They provide students with the reinforcements they need to learn reading and spelling. Visit the Nessy website to help students learn basic reading skills. This program is designed to meet the common core and the strictest government standards, the structure is systematic, and data reports are clearly organized and easy to understand. Visit Project Read, a language arts curriculum that is carefully designed for all age groups and learning profiles. Piloted in 1969 by Victoria Green, Project Read helped students in acoustics, reading and writing. From the outset, the three guidelines were direct training of concepts and language skills, presentation of concepts and skills in their dependent manner (from the simplest to the most complex), and multi-sensory strategies and materials created specifically for each concept and skill. The curriculum is designed for regular classroom teachers, and offers different products to meet the needs of each class. Project Read has been shown to help narrow the learning gap by increasing test scores, meet government standards, and enrich existing RTI models. In addition to training materials, Project Read offers tools staff to effectively intervene in reading, writing and spoken language. Visit the website This curriculum is designed to improve the fluency of reading and understanding of the 2nd - 5th grades. Through the word word ACTIVITIES, RAVE-O systematically walks students through carefully selected basic words on phonemic, orthographic, semantic, syntax and morphological levels. Visit the website This program aims to improve reading levels through teacher simulations, repetitive reading and monitoring of students' progress. It provides students with practice reading and writing problems that help practitioners evaluate progress and set goals of fluency reading. Visit the website This desktop app has been published with the potential to help challenged readers of all ages who are struggling to read digital text. This app provides more customizable focus, color and additional options for individual users than any other tool of its kind available. Visit the rewards program website is a family reading and writing intervention materials created for young struggling learners. The program aims to increase fluency, improve reading understanding, and improve accuracy in writing sentences. Visit the Souday Systems website and the Intermediate Reading Intervention Programs that use Orton-Gillingham's language learning approach. Students will learn and systematically go through basic reading and writing skills such as mixing sound, basic vocabulary, handwriting, and understanding reading. Programs include complete lesson plans and teaching material for teachers. Visit the SPELL-Links website uses a speech-to-print word research approach that uses congenial, biological brain wiring and organization for oral language. Unlike other reading programs that begin with writing and teach students to match the letter of sound, SPELL-Links first helps students learn how to attend to the sound structure of colloquial English words, and then how to connect and combine sounds (phonology), letter patterns (spelling, mental spelling), and meanings (semantics, morphology) to read and spell. Visit the website This program clearly teaches fluency in reading skills and practices. It aims to help readers apply their knowledge to related text, and it complements any reading program that directly teaches the structure of English words. Visit the website This language program teaches the basics of vocabulary and language by providing its users with the tools to understand the English coding system. He uses the Orton-Gillingham multi-sensory approach to help readers. Visit the website of Marcia Henry's book, Words: Comprehensive Decoding and Spelling Instruction based on Word Origin and Word Structure - The second edition, now includes reproducible student activities and advanced monitoring tools WORDS emphasizes decoding and spelling based on the origin of words and the structure of words, thereby strengthening the ability of students to decode, understand and spell. Visit a website equipped to read success a comprehensive turn-based program that enhances phonological awareness and free word recognition to promote orthographic mapping. Are you looking for a resource that will help you teach students how to overcome the difficulties of reading? Visit the website Share this: Accommodation does not change the content of learning, give students an unfair advantage, or change the skills or knowledge that the test measures. Accommodation for both testing and learning changes the way students access information and demonstrate their knowledge, skills and abilities; they do not change academic standards or expectations. The purpose of the placement is to provide equal access to the full school experience for students with dyslexia or other learning disabilities (e.g., providing an extended exam time for a student who has slow processing speeds affecting academic fluency). Accommodation is an adjustment that allows a student to demonstrate knowledge, skills and abilities without lowering learning expectations or performance and without changing what is measured (e.g. providing text in an audio format when academic knowledge (e.g. history, biology, literature) is a target skill measured). Accommodation does not change the content of the training, gives students an unfair advantage, or change the skills or knowledge that the test measures. Accommodation allows students with dyslexia to demonstrate their learning without being hampered by their disability. Appropriate accommodation should be an integral part of a normal learning and testing cycle, never reserved only for assessment periods. Classrooms make it possible for students to learn and demonstrate their learning through full participation in the classroom. Assessment (testing) of placement is changes in evaluation materials (e.g. large print) or procedures (e.g. long-term) that allow students to demonstrate their abilities rather than disability during tests and exams. Without housing, an assessment cannot accurately measure the knowledge and skills of a student with learning disabilities (e.g. dyslexia). Placing does not change the product or the expiration date of the test. The changes differ from changes in placement in curriculum content, homework, or grades to change the nature of learning and grades and what students should learn, but they have the advantage of allowing interaction with other students in the classroom and school. A training modification (i.e. homework) can be the appointment of mathematical tasks requiring a lower level of mathematical knowledge. Changing the content of the curriculum may be to teach different concepts and information at a lower level (e.g., continuing to multiply when students switch to factions). Evaluation changes may include using a calculator to verify the accuracy of mathematical facts or text in an audio format, where reading understanding is a targeted skill measured. Changes can be allowed for both testing and training. If the validity of the test item or the content of the instruction is affected or altered, the change is a modification, not a placement. Accommodation or modification? Choosing between accommodation or modification is a decision that is crucial for the future choice of education. Changes change the content and knowledge and their assessment; There is no accommodation. The student IEP team is responsible for making official decisions related to placement (or changes, if warranted). Choosing housing wisely and purposefully Each dwelling should be in line with the educational needs of the individual student. Decide what accommodation is needed to ensure that the student is on an equal footing with those without a disability. Provide evidence to support the selection of placement requests. Are the premises directly related to the student's functional limitations? As? Keep in mind that the answers to these questions may not be the same for learning and evaluation. Accommodation is only useful if the student knows how to use them effectively. Extra time alone rarely improves performance for students with dyslexia, or for students without learning disabilities. Not every student needs or benefits from a long time. Extended time gives students time to use the strategies needed to perform tasks that are inherently difficult for them (e.g., systematic decoding strategies for students with poor single-word decoding skills; rereading text with complex syntax and grammar to understand). Some students who may benefit from a long period of time need to be taught to enjoy extra time. Students who usually read too quickly for accuracy or understanding need to learn explicit word identification strategies as well as strategies to improve their understanding of reading. Practice is the key to the efficient use of housing. Accommodation should be integrated into classroom practice before use is expected in evaluation situations. Types of Placement Presentation, Response, Setting, and Timing/Planning are the four main types of spaces used during training and evaluation: Presentation accommodations allow students to access educational materials in a way that does not require them to read the standard print presented in the standard visual format: Presentation-Instruction Oral Instructions Repetition instructions Text/Instructions in audio format Large Print Less Elements on the Page Visual Elements or signals (e.g. (e.g. Facts, Definitions). Presentation Placement-Assessment Speech Calculator to Text Software Text-to-Speech Software Electronic Spelling Dictionary Grammar Check Check. Accommodation in response allows students alternative options to complete activities, assignments and tests. Students may be allowed to demonstrate their knowledge and skills in alternative ways, or to decide or organize their work using an electronic device or organizer. Mark replies in a test book, not on a separate answer sheet by the Dictate scribe or recording oral responses to the audio recorder Recording oral responses to Livescribe pen Point to the Choice Response Type (keyboard) answer. Installing the premises changes the place in which the test or purpose is given, or the conditions for setting the assessment. Individual or small group Reduce visual and/or auditory distractions (e.g., separate desk or position within class-private office) Distraction-free setting (separate room) Alternative furniture arrangement (e.g., front-echer cladding for whole group lessons against block tables for small group work). Timing/scheduling changes the length of time required to complete a test, project, or assignment, and may also change the way time is organized (such as breaks): flexible planning (e.g. multiple sessions vs. one) Extended time, allowing for more frequent breaks (if necessary) changes in the order of tasks or subtests. Organizing, learning strategies and increasing affordability for public/district organization trials In addition to housing types and examples of listed, devices and strategies that help students organize their time and work can sometimes be helpful. Some examples are listed: Time-tracking time highlighters to highlight text Planners to track paper graph assignments to organize math tasks on paper Color coding (e.g. subject areas, categorization in notes). Study Visualization Strategy Retelling as soon as possible after a lecture Putting new learning into your words as soon as possible after class-talk about learning the Organization Of the Training Group to discuss (practice). Accommodation and state/district placement tests are provided, and regularly used, must be the same, or similar, during classroom training, class tests, and state/district tests. However, some premises are only allowed during training and cannot be used on state/district assessments. The requirements vary from state to state and from district to district, but housing that is recorded in IEPs students and 504 plans should be available. Idea's re-authorization in 2004 requires states to have placement guidelines for assessments and to report the number of housing at the time of state and district assessments. All fifty states have now issued guidelines pointing to specific specific housing that is allowed. The policy in some states also includes educational accommodation. The purpose of these government guidelines is to ensure that test results actually reflect what students know and can do. For those states that have adopted common core government standards, CCSS testing companies have created universal accessibility features (e.g. increased text, repetition of instructions, scratch paper, digital notepad for notes, spell-checking software, token use) available to all students taking these tests. Details of the features and requirements for affordability and housing guidelines, varying from to each of the two CCSS testing companies, are included in the following documents: PARCC Accessibility Features and Accommodations Manual (link) Road to Success for dyslexic students: intervention and accommodation - with appropriate intensity and duration Of Accommodation does not replace appropriate intervention-recovery. Accommodation, for example, for a long time, can be a bridge between success and failure for a student with dyslexia - a critical difference that evens the playing field. To achieve this success, students with dyslexia usually require a purposefully planned combination of intervention-recovery (with appropriate intensity and duration) and placement: Intervention specific to each student's individual strengths and challenges provides an opportunity for academic achievement; this specialized instruction is not a crutch, but a lifeline. Accommodation levels the playing field for students with dyslexia and other learning disabilities; they do not give an unfair advantage. As a parent or teacher, don't think that a student is learning the same way as you do. Always keep the goal in mind, and plan learning, evaluation and placement accordingly. Please note that this bulletin does not include an exhaustive list of premises - only a sample of options. It's up to each student's families and study team to explore alternatives as they plan the optimal combination of learning and placement that is the best match for each student. National Centre for The Useful Resources for Learning Disabilities (NCLD): www.understood.org; Accommodation: What They Are and How They Work ADA-Americans with Disabilities Act-Testing Placement Changes, and Alternative Assessments: How They Affect Learning and Assessment Assessment (LD Training) Forum for Placement in the 21st Century. Critical Considerations for Students with Disabilities. 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