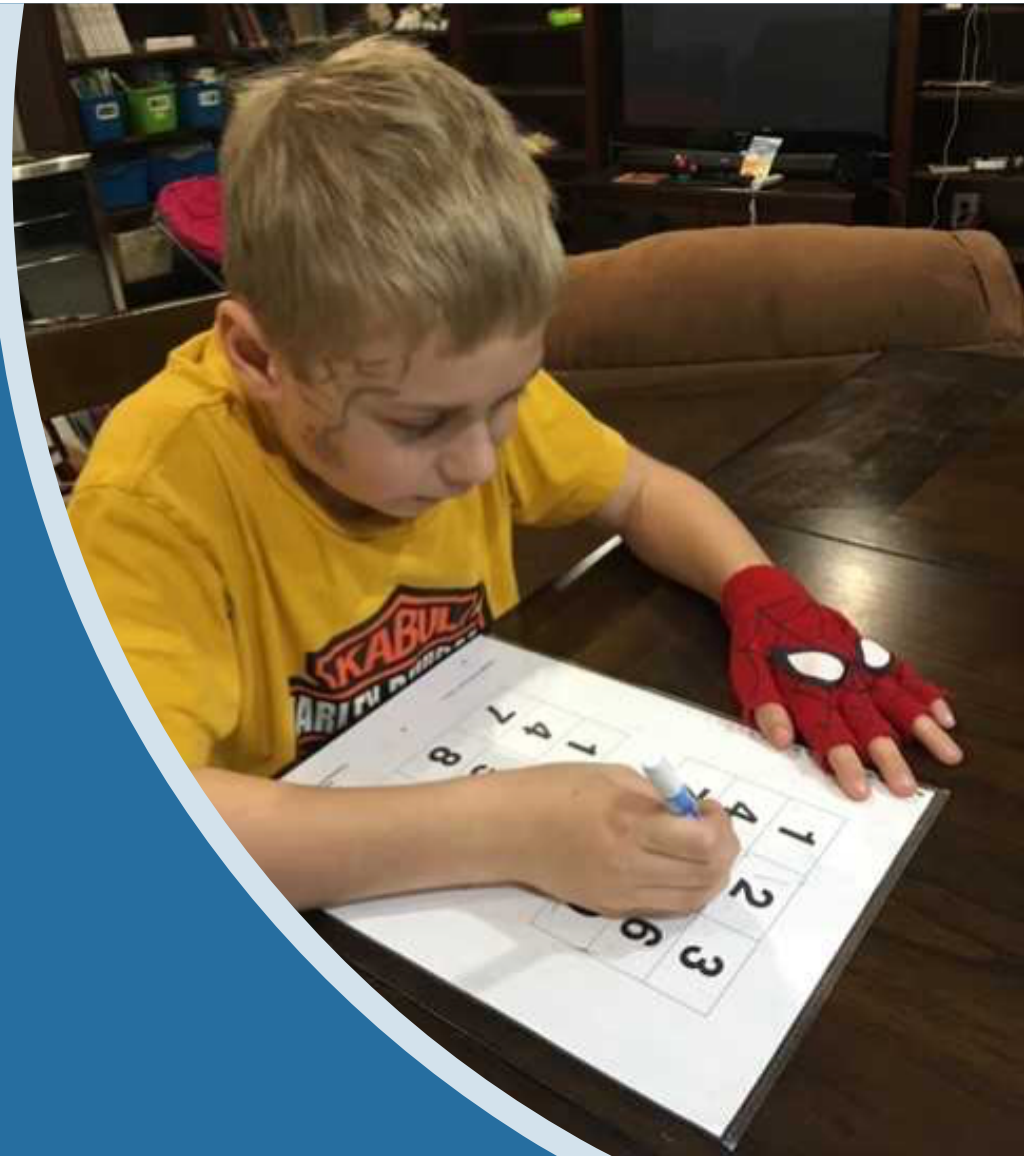




## *Equipping Minds for Success in Reading*

Faith Berens, M.Ed., Reading and  
Dyslexia Specialist

Equipping Minds Conference, Spring  
2019

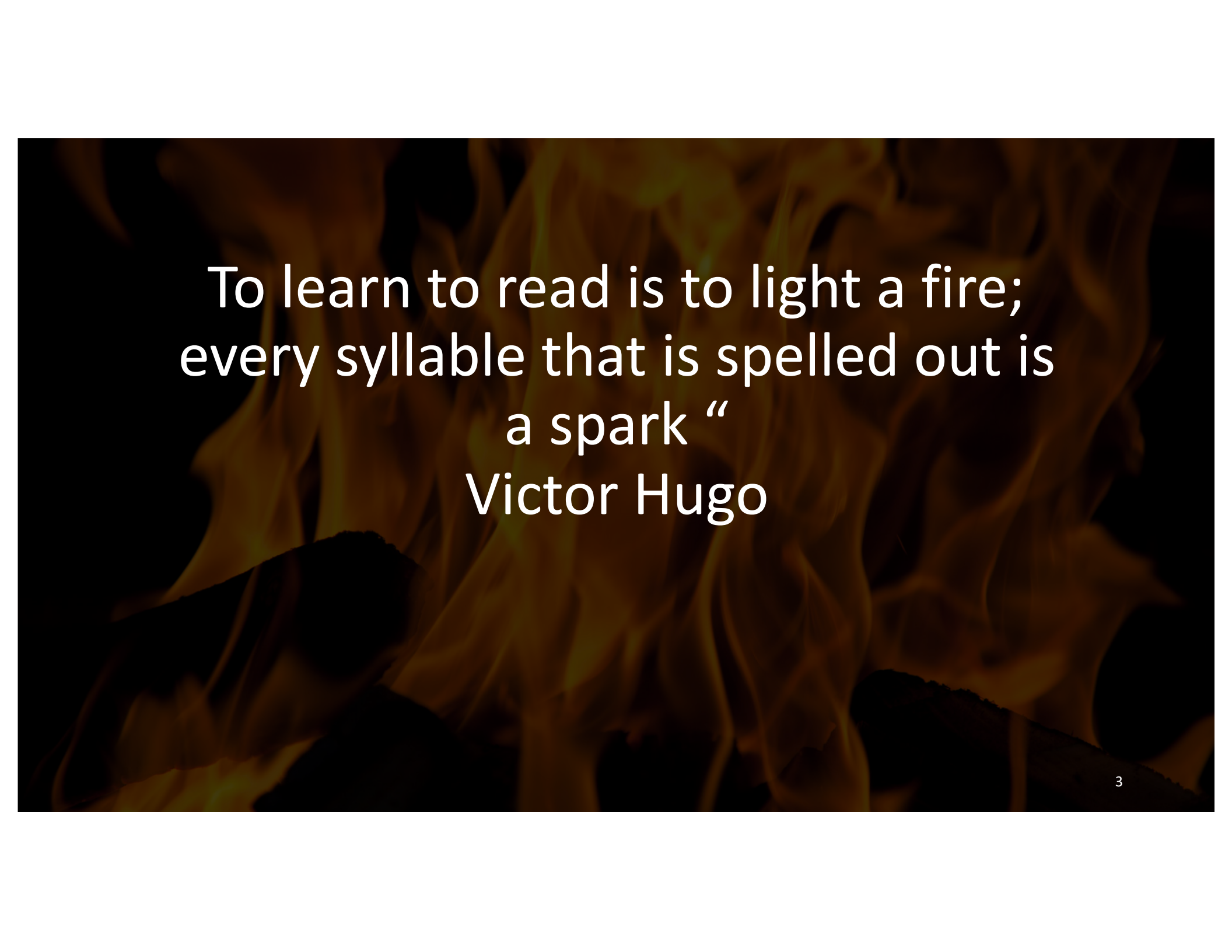


# My Family



*Making homeschooling possible*





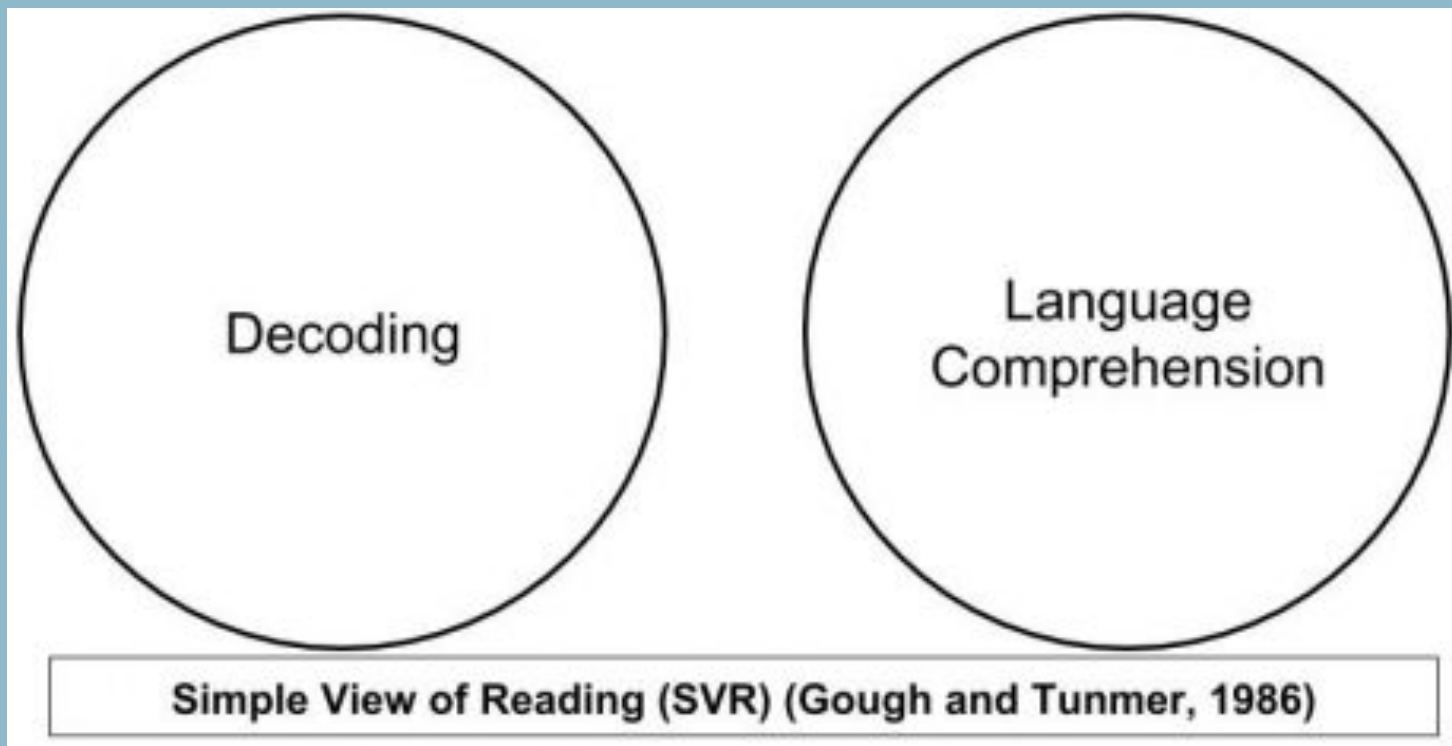
To learn to read is to light a fire;  
every syllable that is spelled out is  
a spark “  
Victor Hugo



**What is Reading?  
Necessary skills for  
reading?**



## Simple View of Reading



# Reading Rope

created by  
Hollis  
Scarborough

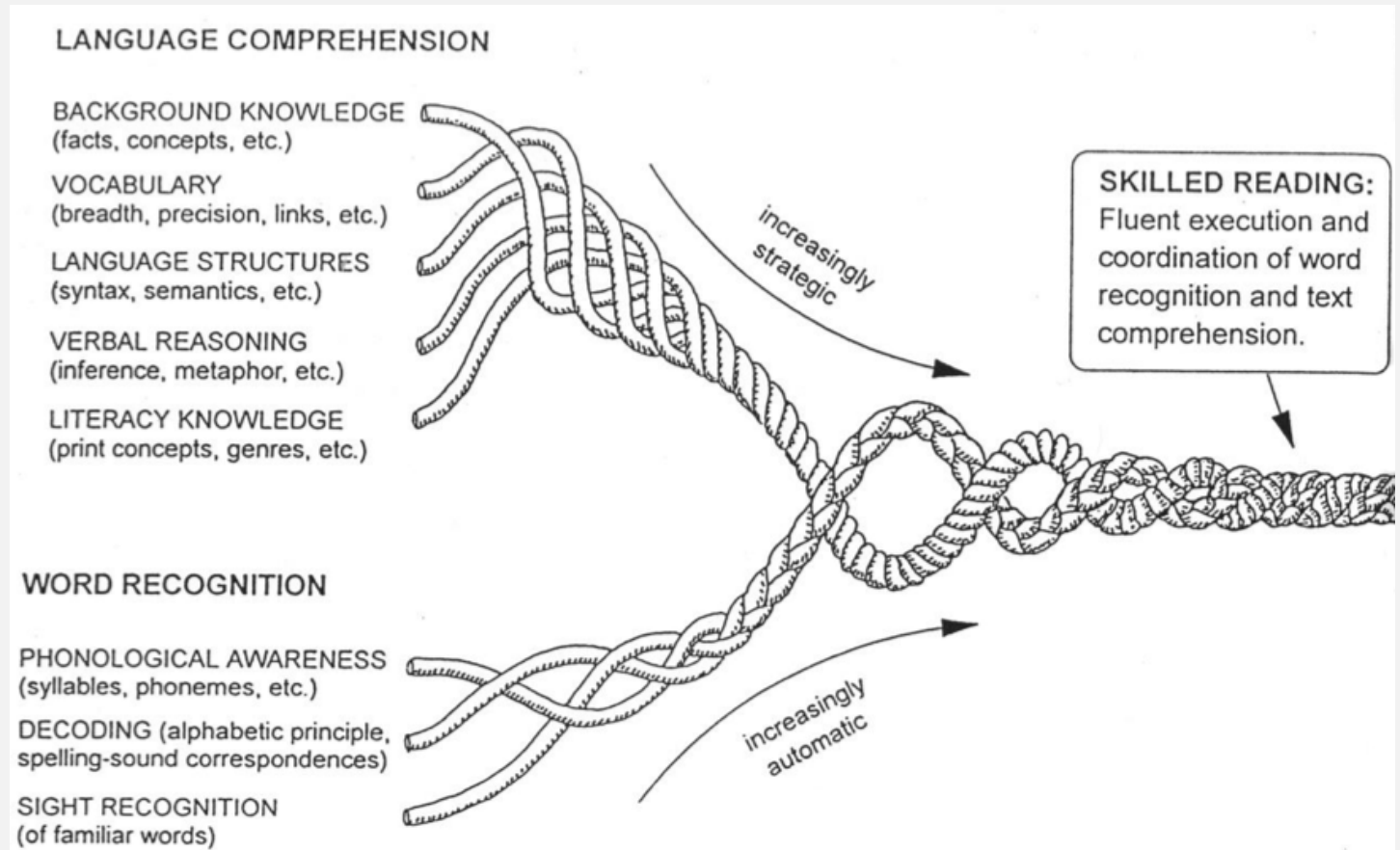
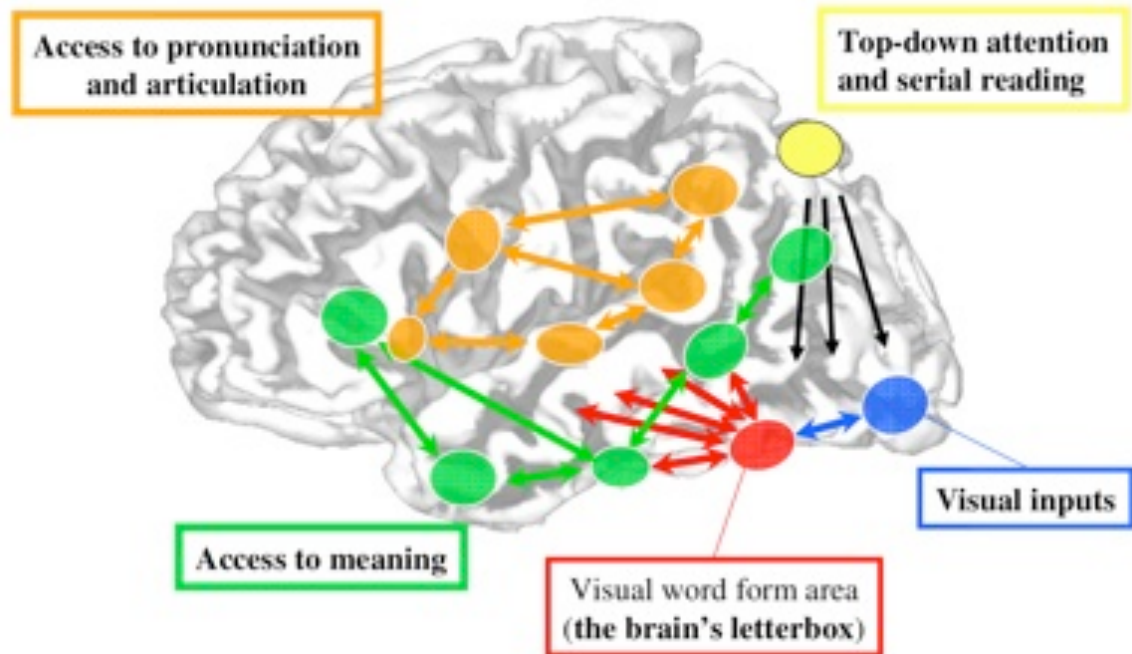


Photo from: <https://courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading>

# Brain's Architecture For Reading

Learning to read consists in:

- creating an **invariant visual representation** of written words
- **connecting it** to brain areas coding for **sound** and **meaning**



# Language

- ❖ Background Knowledge
- ❖ Vocabulary
- ❖ Language Structures
- ❖ Verbal Reasoning
- ❖ Print Awareness





# Visual

- ❖ Visual Discrimination
- ❖ Visual Figure-Ground
- ❖ Visual Memory
- ❖ Convergence
- ❖ Tracking



# Auditory

- ❖ Auditory Memory
- ❖ Auditory Discrimination
- ❖ Sound Sequencing
- ❖ Phonological Processing
- ❖ Phonemic Awareness Skills



# Phonological Processing/Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate the sounds within words

Phonemic Awareness skills include:

- Rhyming (recognizing and generating)
- Segmenting sounds, Phoneme isolation, blending and manipulation
- Syllable awareness and counting

# Cognitive Functioning:

Cognitive Skills include:

- Memory (short term, working, and long term)
- Attention (sustained, visual and auditory selected, divided, and flexible)
- Processing (General, language, visual, and auditory)
- Logic and Reasoning (make a plan, prioritize, analyze and solve)
- Comprehension (understanding and remembering language, “seeing” details—imagery, or “the movie in your mind”)





# Key Predictors of Reading Ability

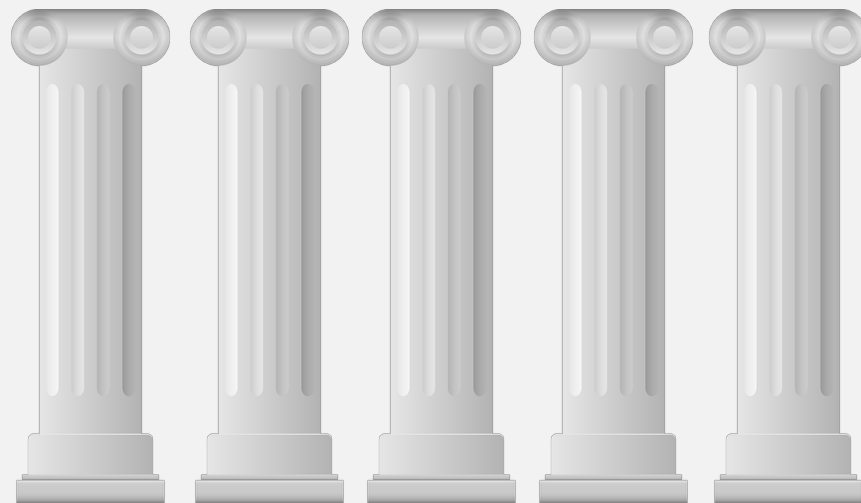
- Phonological/Phonemic Awareness
- Receptive and Expressive Language Vocabulary
- Rapid Automatic naming abilities/Naming Speed
- Letter name knowledge
- Verbal Short term memory
- Home Literacy environment

- Phonemic awareness skills and letter naming are the two most important predictors of reading success
  - About 75% of all people will learn to read no matter the type of instruction/methodology
  - Systematic, explicit, direct instruction in phonics is the best approach to teaching reading
  - Students need sight word instruction, as well as phonics instruction
  - Repeated readings and increased reading experiences help students improve in decoding and fluency
  - Students positively benefit from being taught morphology (roots of words)

## What research says about reading instruction:

# 5 Pillars of Reading Instruction

1. Phonemic Awareness
  2. Phonics
  3. Fluency
  4. Vocabulary (Language)
  5. Comprehension
- \*Spelling/Writing



# Solid Teaching Strategies

- Encouraging and positive
- Mediated Learning
- Connected Text
- Multi-sensory, explicit and systematic teaching; letter/sound
- Repetition and Practice
- Timed Reading, Timed Repeated Readings
- Multi-sensory, explicit and systematic teaching





Read Aloud  
Echo Reading  
Choral Reading  
Shared Reading

# Assessments

# Assessing Reading to Determine Difficulty Areas:

- San Diego Quick Word Test
- Eckenwiler website, [www.TheStrugglingReader.com](http://www.TheStrugglingReader.com)
- Rent/Buy Brigance Comprehensive Inventory of Basic Development
- DORA test on-line
- Curriculum-based reading placement tests
- Book, 3-Minute Reading Assessments (Scholastic Publishers)
- Reading specialist or private practitioner to do formal and informal reading assessments

# Types of Professionals

- Cognitive Therapists and Interventionists
- Reading Diagnosticians
- Reading Specialist and Dyslexia Tutors
- Learning Disability Specialists
- Educational Psychologists



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# What Can Hinder Reading Development?

# Visual Processing

## Visual Processing Checklist

- Reading reversals
- Skipping of small words when reading.
- Needing to use finger to track after age 7.
- Oral reading that is smooth at the beginning of the page, but more labored the longer a child reads.
- Experiencing eye fatigue shortly after reading begins. (watery eyes, rubbing eyes)
- Yawning shortly after reading begins.
- Continuing to struggle even after being prescribed eye glasses.

## Visual Processing Resources~

- Vision Therapy
- Visual tracking exercises
- Dianne Craft's Brain Integration Therapy
- Colored overlays, easy reader windows, and text "trackers"
- Irlen's Reading By the Colors program (Irlen Syndrome)
- Low Vision resources ([www.hslda.org/strugglinglearner](http://www.hslda.org/strugglinglearner) under Resources tab)



# Language Processing

# Language Processing Checklist

## Expressive Language

- Have a hard time putting words together into sentences
- Have difficulty finding the right words when talking
- Leave words out of sentences when talking
- Have a vocabulary that is below the level of other children the same age
- Use certain phrases over and over again, and repeat (echo) parts or all of questions

# Language Processing Checklist

## Receptive Language

- A hard time understanding what other people have said
- Problems following directions that are spoken
- Problems organizing their thoughts

# Language Processing Resources

- Speech and Language Therapy
- Equipping Minds Cognitive Development Curriculum
- Visualizing and Verbalizing by Nanci Bell
- Talkies by Gander Publishing
- 2<sup>nd</sup> Striaight Talk: A Parent's Guide to Language Development



# Auditory Processing

# Auditory Checklist

- Difficulty remembering sight words
- Naming Skills- trouble retrieving names of letters, words, people, and things.
- Expressive language- laboring over verbal expression.
- Difficulty with phonics- trouble remembering sounds of letter combinations such as 'au' or 'oi'.
- Difficulty applying phonics rules in a reading setting.
- Sounding out the same word over and over in the same passage.

# Auditory Checklist

## **Spelling difficulties, including:**

- Trouble spelling phonetically (the child may spell “team” as “tie” or “went” as “wat.”)
- Spelling the same word differently each time.

## **Difficulty sequencing sounds, including:**

- Trouble learning and retaining days of the week and months.
- The child guesses at words because reading longer words is very hard.
- The child puts extra sounds in a word (ie.- contribution becomes contribu'ta'tion), “band” becomes “brand.”



# Auditory Checklist

## Difficulty saying longer words:

- Transposing letters: “animal” is “aminal;” “magazine” is “mazagine;” “suddenly” is “sundenly.”
- Avoiding difficult words when speaking.

## The child’s silent voice disappears:

- He or she subvocalizes when reading silently, or needs to read aloud to understand a passage.
- He or she needs to repeat the alphabet in his head when writing it out.

# Auditory Checklist

## **Difficulty with speech, including:**

- Trouble articulating many sounds.
- Exhibiting language delay.

## **Difficulty understanding verbal instruction:**

- He or she needs to ask for directions to be repeated frequently.
- He or she says “what” a lot.

# Auditory Processing Resources~

- Language/Speech Therapy
- \*Sound Therapy International
- LiPS program/intervention
- FastForWord- [www.gemmllearning.com](http://www.gemmllearning.com)
- Earobics- [www.superduperinc.com](http://www.superduperinc.com)
- *Sounds Abound*- by Catts and Williamson available at [www.linguisystems.com](http://www.linguisystems.com)
- *When the Brain Can't Hear*- by Dr. Terri Bellis
- Auditory Integration Training- [www.aithelps.com](http://www.aithelps.com)

# Working Memory

# Definition of Working Memory

“The ability to hold in mind and mentally manipulate information over short periods of time.”

Tracy Alloway,  
leading expert on  
working memory

## Working Memory – the Brain’s Conductor

- ❖ Prioritizes and processes information, so you can ignore what is irrelevant and work with what is important.
- ❖ Holds on to information so you can work with it.



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# Working Memory Checklist

- Difficulty remembering and following instructions
- Difficulty paying attention
- Difficulty reading and reading comprehension
- Difficulty learning math facts and multi-step math problems
- Difficulty remembering factual information
- Omits words when writing sentences
- Has difficulty integrating new information with prior knowledge
- Slow processing



# Working Memory Resources

- Games in Equipping Minds Cognitive program
- Pyramid of Potential Maintaining Brains Everyday
- Jungle Memory
- BrainWare Safari
- Cog Med
- Working Memory Activities by David Newman
- Working Memory, Hemisphere Integration, Sequencing and Attention Building Activities ([goodsensorylearning.com](http://goodsensorylearning.com))

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“My child can decode the words but doesn't understand what he reads.”

# What is comprehension?

- Understanding
- Making meaning
- Making imagery
- Translating language (oral or written) into a mental gestalt/picture

# Dyslexia Curricula

# Dyslexia Reading Interventions:

- Equipping Minds
- Wilson Language Program
- Susan Barton Method for Reading and Spelling
- Lexercise, [www.lexercise.com](http://www.lexercise.com)
- Scottish Rites Dyslexia Intervention program
- All About Reading, All About Spelling or The Logic of English, or Reading Horizons
- NILD therapy
- Dianne Craft, Right Brain Phonics and Reading and Brain Integration Therapy
- Reading from Scratch program

# Key Websites & Resources for Reading

Building The Reading Brain by Wolfe and Nevills

Reading In the Brain by Stanislas Dehaene

Teaching Struggling Readers by Carol Lyons

International Reading Association, [www.ira.org](http://www.ira.org)

International Dyslexia Association, [www.interdys.org](http://www.interdys.org)

[www.TheStrugglingReader.com](http://www.TheStrugglingReader.com)

Timothy Rasinski, [www.timrasinski.com](http://www.timrasinski.com)

Reading Rockets, [www.readingrockets.org](http://www.readingrockets.org)

Reading Lady, [www.readinglady.com](http://www.readinglady.com)

[www.literacyconnections.com](http://www.literacyconnections.com)



*Making homeschooling possible*



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