


Equipping Minds for Reading Success!

Faith Berens, M.Ed., Reading and Dyslexia Specialist
Equipping Minds Conference, 2020



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My Family



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We Provide Our Members...

- Individualized phone consultations
- E-mail support
- Newsletters
- Brigance assessment kits
- Access to Private Consultant Locator/Database of homeschool friendly professionals
- Struggling Learner Website resources
- Webinars/Workshops
- Prayer support and encouragement
- Compassion grants

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Exceptional Learners

1 in 5 children Have Learning and Attention Issues

Dyslexia

Autism Spectrum

ADD - ADHD

Dysgraphia

Dyscalculia

Down Syndrome

Neurodevelopmental Disorder

Intellectual Disability

Fetal Alcohol Syndrome

Gifted

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Exceptional Learners

Intellectual Disabilities

6.5 million US

200 million globally

The employment gap, difference between the employment percentage for people with disabilities (35.9%) and people without disabilities (76.6%), was 40.7 percentage points.

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Why is learning so hard?
Equipping Minds for Reading, Math,
Writing Success
Bridging to Academics
Classroom Connections
What can this program look like at
home?

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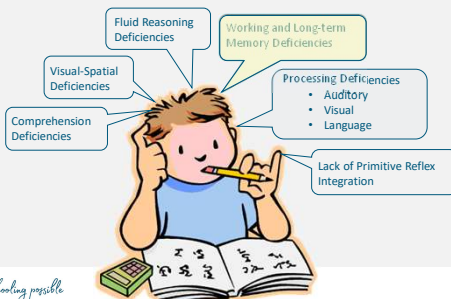


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To learn to read is to light a fire;
 every syllable that is spelled out is
 a spark “
 Victor Hugo

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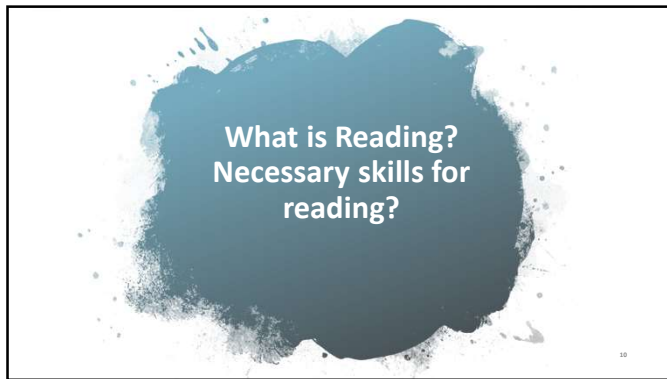
Why do Students Struggle?



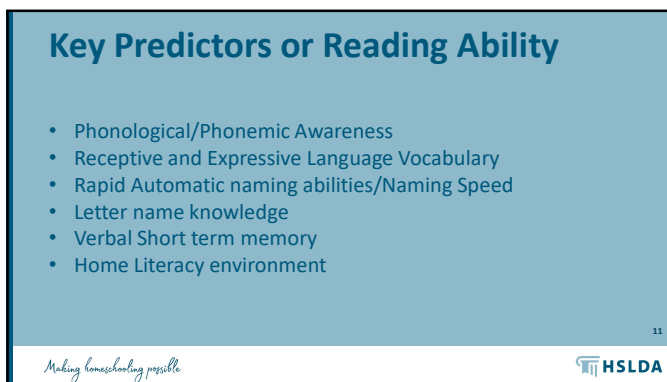
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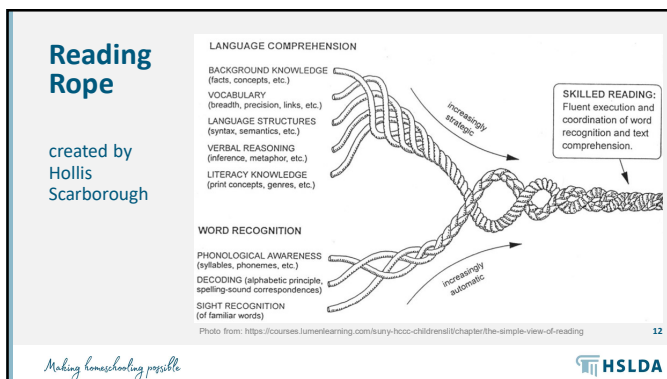
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Visual

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



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Auditory

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



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Phonological Processing/Phonemic Awareness

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

Phonemic Awareness skills include:

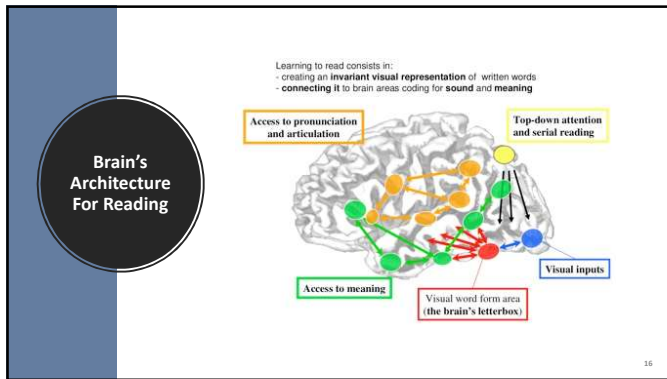
- Rhyming (recognizing and generating)
- Segmenting sounds, Phoneme isolation, blending and manipulation
- Syllable awareness and counting

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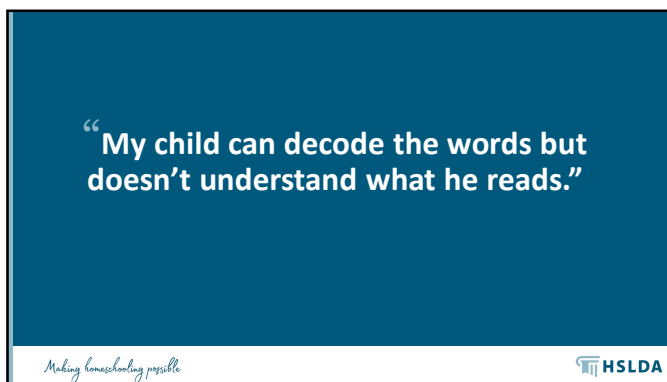
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What is comprehension?

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

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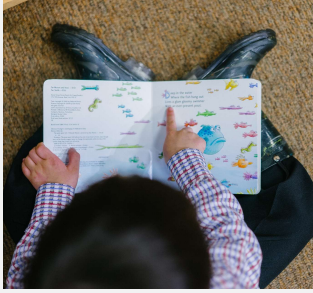
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Language

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



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Equip learners to play on the same field.

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Current Interventions
Content Remediation
Learning Strategies
Medications
Occupational Therapy
Physical Therapy
Speech Therapy

IEP Accommodations
Preferred Seating
Notes / Scribe / Reader
Extended Time for Tests
Support, Small group, or Co-taught classes
Modified Assignments


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Cognitive Functioning:

Cognitive Skills include:

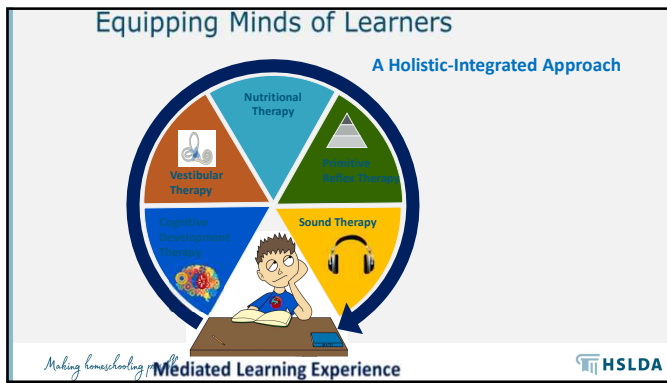
- Memory (short term, working, and long term)
- Attention (sustained, visual and auditory selected, divided, and flexible)
- Processing (General, language, visual, and auditory)
- Logic and Reasoning (make a plan, prioritize, analyze and solve)
- Comprehension (understanding and remembering language,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



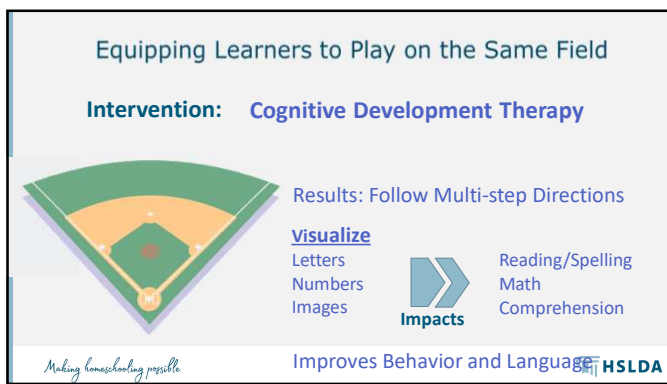
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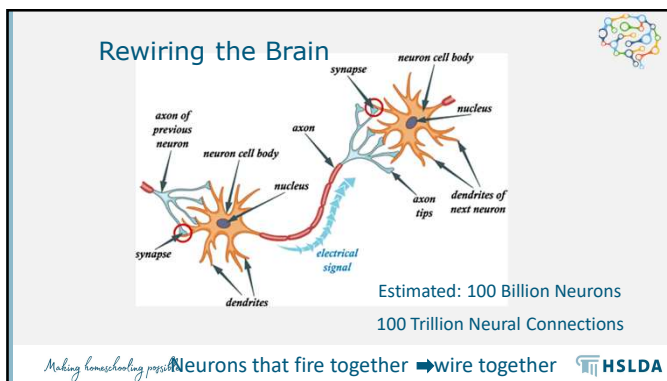
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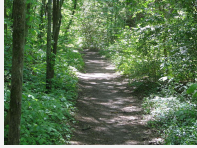


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Neuropathways are Like Hiking Trails...



Pathways can be created and strengthened with human mediation

Changes in pathways require intensive therapy
 ○ Repetition and practice everyday

Human mediation takes learners beyond natural limitations enabling them to reach their full cognitive potential.

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Equipping Minds



Creates and Strengthens:

- Neuropathways
- Underdeveloped Cognitive Learning Skills
 - Auditory and visual processing
 - Working and long-term memory
 - Comprehension
 - Attention
 - Logic
 - Reasoning

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Rewiring the Brain



Intensive Therapy 30-60 minutes/day
 5 days a week
 12 – 24 weeks



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Equipping Minds of Learners

Cognitive Development Exercises:

Interactive Games

Paper-and-marker activities

Progressive / challenging organization

Learners are encouraged to “think aloud” and verbalize:

- processing
- thinking



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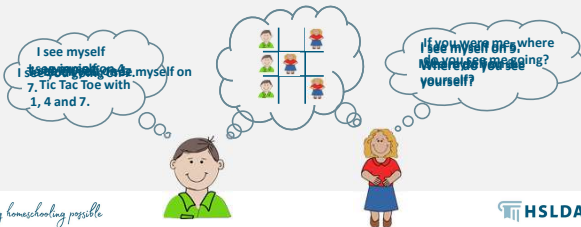
Intensive Therapy

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Equipping Minds of Learners

Game: Xtreme Tic Tac Toe

Cognitive Skill: visual memory, auditory processing, working memory, logic and reasoning

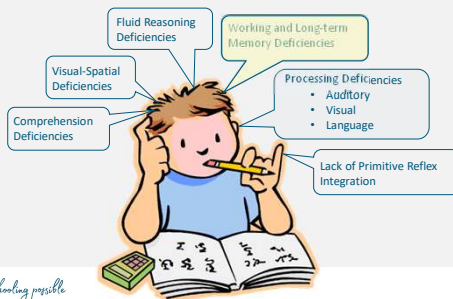


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Why do Students Struggle?



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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

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Working Memory & Executive Functions – 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

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What research says about reading instruction:

- 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)

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Simple View of Reading

Decoding

Language Comprehension

Simple View of Reading (SVR) (Gough and Tunmer, 1986)

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5 Pillars of Reading Instruction

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary (Language)
5. Comprehension

*Spelling/Writing

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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

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Play Games
Read Aloud
Echo Reading
Choral Reading
Shared Reading

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Structural Cognitive Modifiability

Reuven Feuerstein, Clinical and Cognitive Psychologist
1921 – 2014)

1. Human beings are shaped by:

- Environment
- Human Biology
- Mediation

2. Intelligence is adaptive

3. The brain is plastic and can generate new structures through external and internal factors.

5 Decades
PROVEN

SCM

Mediation
Learning
Experience
Instrumental
Enrichment

2000+ Research Studies




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Equipping Minds: Transforming Learners

Strengthens:



Academics



Perseverance



Communication



Job Performance



Relationships



Life Skills


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Implementation Models

Accessible, Affordable, and Enjoyable


- One – on – One Homeschool or private practice
- Small Group
- Whole classroom
- Private Schools
- Public Schools
- Before/After School Care
- Recreational Therapy and Centers/Communities
- Private Practice therapy

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Assessing Reading to Determine Difficulty Areas:

- San Diego Quick Word Test
- Eckenwiler website, 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

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Auditory Processing

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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.

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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."

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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.

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INSERT THE PRESENTATION TITLE IN FOOTER (ALL CAPS)



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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.

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Auditory Processing Resources~

- Language/Speech Therapy
- Equipping Minds Cognitive Development Curriculum
- Sound Therapy International
- LiPS program/intervention
- FastForWord- www.gemmllearning.com
- Earobics- www.superduperinc.com
- Sounds Abound- by Catts and Williamson available at www.linguissystems.com
- When the Brain Can't Hear- by Dr. Terri Bellis
- Auditory Integration Training- www.aithelps.com

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Visual Processing

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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.

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Visual Processing Resources~

Equipping Minds Cognitive Development Program

- 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 under Resources tab)

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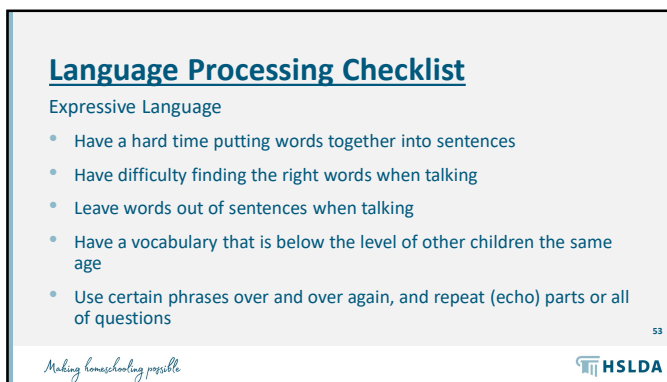


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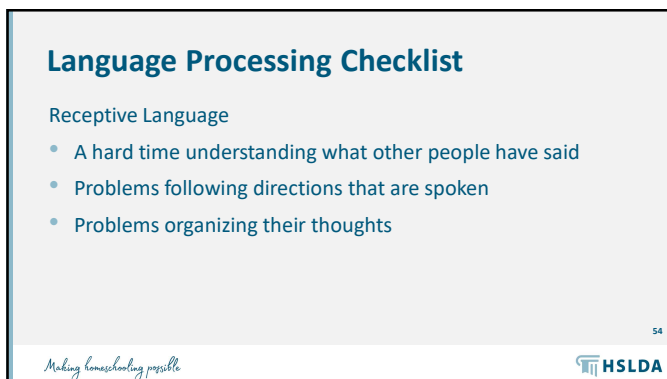
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Key Websites & Resources for Reading

[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
 International Dyslexia Association, www.interdys.org
www.TheStrugglingReader.com
 Timothy Rasinski, www.timrasinski.com
 Reading Rockets, www.readingrockets.org
 Reading Lady, www.readinglady.com
www.literacyconnections.com

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