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Assessing and Treating Dyslexia: What SLPs need to know

Heather Caska, MS, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com



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Assessing and Treating Dyslexia

What SLPs Need to Know

Heather Caska, MS, CCC-SLP
Clinic Director of Way to Grow Pediatric Therapy and Dyslexia Center
HeatherC@waytogrowaz.com

Disclosures

- Financial Disclosures
 - Receives a salary from Way to Grow Pediatric Therapy and Dyslexia Center
 - Paid an honorarium by Speechpathology.com for this presentation
- Non-Financial Disclosures
 - Member of Board of Directors for the Arizona Branch of the International Dyslexia Association
 - Professional Development Chair of the Arizona Speech-language Hearing Association

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Learning Outcomes

After this course, participants will be able to:

- Describe assessment techniques and tools to identify individuals with dyslexia.
- Identify patterns of children who fit the profile of individuals with dyslexia.
- Identify the principles and key elements of evidence-based intervention techniques and approaches to manage dyslexia.

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Myths

- Individuals with dyslexia see things backwards
- “They just need to practice more”
- They will catch up: “Let’s wait and see what happens”
- Dyslexia can be cured
- Individuals with dyslexia have a low IQ
- Schools cannot recognize or use the term “dyslexia”
- SLPs cannot diagnose or treat dyslexia

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Definition



Brain processes language for learning how to read and spell differently



Difficulty in the phonological aspect of language



15-20% of the population are affected



NOT always just deficits in decoding; reading comprehension, spelling and writing can also be affected



Not related to low IQ

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continued

Family history of speech, language or learning difficulties

Delayed speech and language skills

Difficulty learning shapes, colors, numbers, days of the week, or letters

Difficulty pronouncing words

Difficulty learning new vocabulary

Rhyming and identifying sounds is difficulty

Early Warning Signs

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continued

Difficulty knowing right from left

Struggles with sight word recognition

Poor spelling

Difficulty memorizing number facts

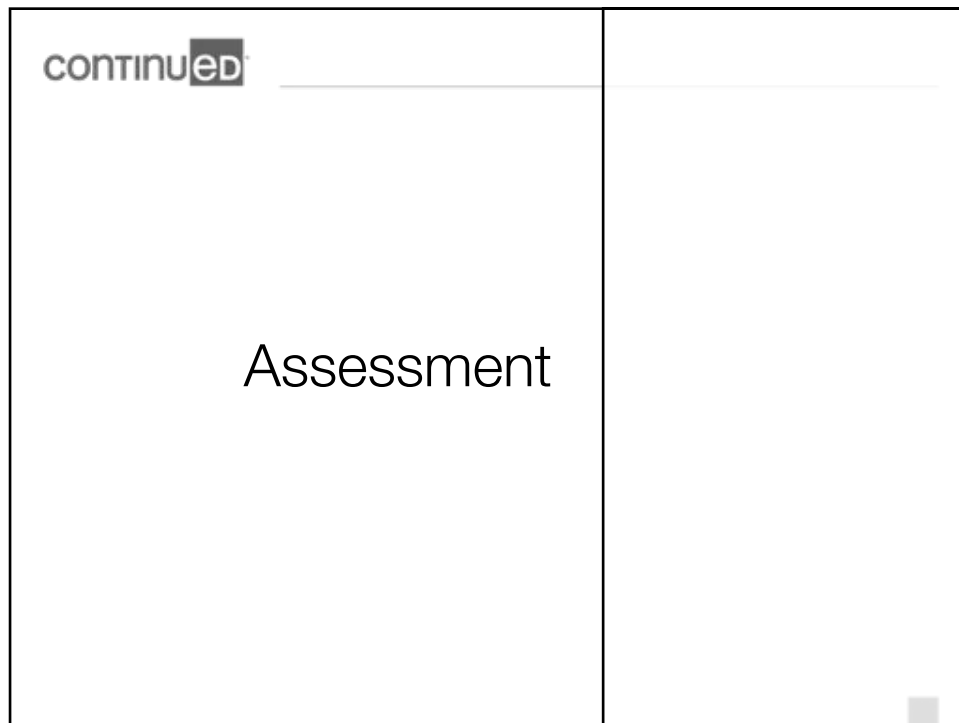
Frustration with school and homework

Difficulty understanding what is read

Putting ideas in writing is difficult

Early Warning Signs

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The 'continued' logo is located in the top left corner of the slide.

Assessment

A small icon consisting of three small squares arranged in a 2x2 grid, with the bottom-right square missing.

Assessment should be a team approach

A small icon of a document with a pencil, representing testing or evaluation.

Academic and language testing

A small icon of a clock, representing time or duration.

Full and comprehensive case history (including family history)

A small icon of a document with a speech bubble, representing review or communication.

Review of all records (school or clinic evaluations, IEPs, etc)

A small icon of a graduation cap, representing education or testing.

Cognitive and intellectual testing should be considered

continued

Language/Literacy vs Psychoeducational Evaluation

continued

Evaluators



Professionals with Master's and Doctorate degrees in the following:

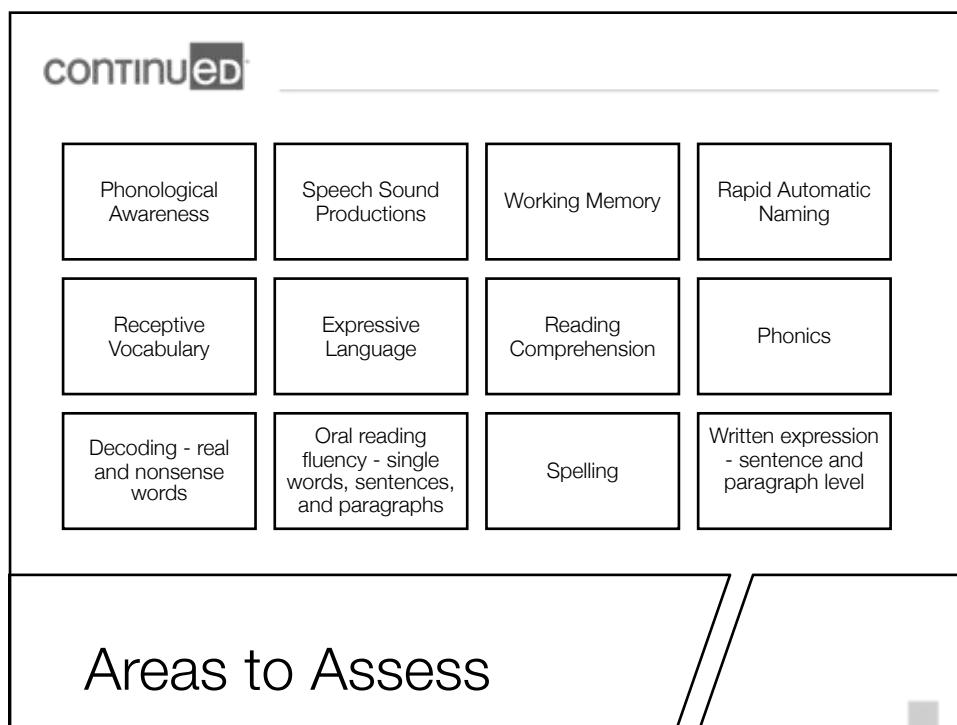


Many tutors offer screening assessments



Who can diagnose?????

continued



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Assessments to Consider

Phonological Processing

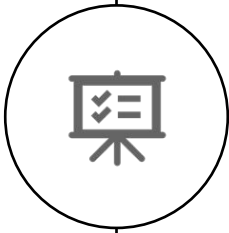
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Phonological Awareness Screening Test (PAST)

Spoken Language

- Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)**
- Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)
- Test of Integrated Language and Literacy Skills (TILLS)

Academic/Educational Testing

- Wechsler Individual Achievement Test, Third Edition (WIAT-3)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)



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Assessments to Consider

- Written Language
- Test of Word Reading Efficiency, Second Edition (TOWRE-2)
- Gray Oral Reading Tests, Fifth Edition (GORT-5)
- Qualitative Reading Inventory, Sixth Edition (QRI-6)
- Test of Written Language, Fourth Edition (TOWL-4)
- Test of Early Written Language, Third Edition (TEWL-3)
- Test of Written Spelling, Fifth Edition (TWS-5)
- Word Identification and Spelling Test (WIST)
- Test of Integrated Language and Literacy Skills (TILLS)

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Other Factors to Consider

Be cautious of composite scores

- Can mask weaknesses

Scores in the bottom third of distribution should be given more attention

- Scaled score of 8 (SS 90, 25th percentile)
- 25-35% of students struggle with reading to some degree

Phoneme manipulation tasks are more sensitive to reading skills

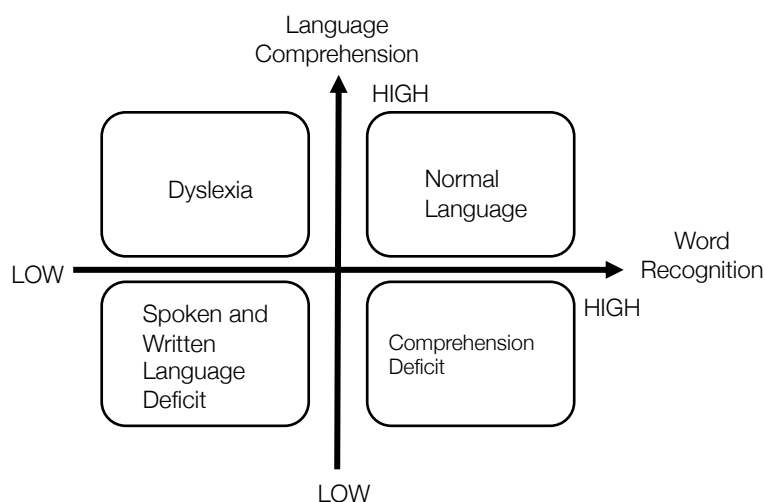
- Weighs heavily on working memory and requires other PA skills

Having a solid knowledge base in the area of reading acquisition and reading difficulties is essential

Arbitrary cut off scores

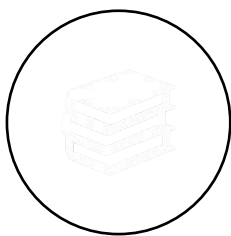
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Classifying Reading Impairments

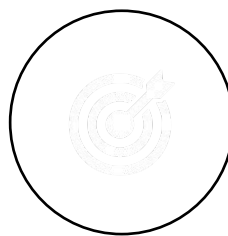


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Goals




BE CAUTIOUS OF READING
FLUENCY AND READING
COMPREHENSION GOALS



GOALS SHOULD EXPLICITLY
TARGET AREAS OF DIFFICULTY

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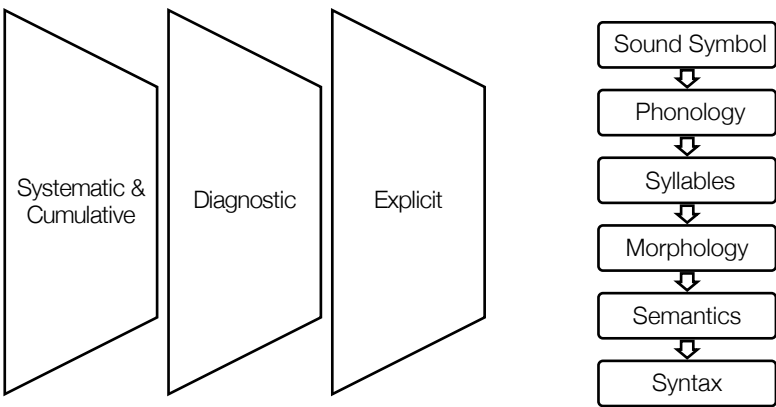


Intervention

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Structured Literacy



Systematic & Cumulative Diagnostic Explicit

Sound Symbol
↓
Phonology
↓
Syllables
↓
Morphology
↓
Semantics
↓
Syntax

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Structured Literacy Principles

- Systematic and Cumulative
 - Follows a logical order of language
 - Starts with easiest tasks and progresses
 - Each step is based on concepts previously learned
- Explicit
 - Direct teaching
 - Multi-sensory (visual, kinesthetic, auditory)
- Diagnostic
 - Individualized instruction
 - Continuous assessment
 - Mastered to automaticity

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Structured Literacy Elements

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Phonology <ul style="list-style-type: none"> ▪ Study of the sound structure ▪ Sound Symbol Associations <ul style="list-style-type: none"> ▪ Understanding alphabetic principle ▪ Syllables <ul style="list-style-type: none"> ▪ 6 syllable types ▪ Syllable division rules | <ul style="list-style-type: none"> ▪ Morphology <ul style="list-style-type: none"> ▪ Morpheme is the smallest unit of meaning ▪ Syntax <ul style="list-style-type: none"> ▪ Sequence and function of words ▪ Semantics <ul style="list-style-type: none"> ▪ Meanings |
|--|---|

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Structured Literacy Elements – Sound Symbol

A... B... C...

- Predictor of later reading success, including how quickly a child will learn the letter sounds
- Letter names facilitate the learning of the letter sounds
- Knowing the sequence of letters increases knowledge of letter names
- Difficulty in learning letter names indicate a language or learning difference
- Highly correlated with name writing

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Structured Literacy Elements – Sound Symbol

Digraphs and Trigraphs

sh -dge

ch - -tch

th *qu

wh

ph

-ck

Vowel Teams

a-e ai/ay au/aw *oo

e-e ee/*ea *ie ou

i-e igh *ei ow

o-e oa/*ow oe ui

u-e ue/ew

y ey oi/oy

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Structured Literacy Elements – Sound Symbol

Vowel -r Patterns ar or er ir ur

er ir ur - always pronounced /er/

ar/or pronounced /er/ in
unaccented syllable

or is pronounced /er/ after a
/w/ (i.e. word)

ar is pronounced /or/ after /w/
(i.e. ward)

Consonant graphemes with more than 1 sound

c → /k/ /s/ before e i y

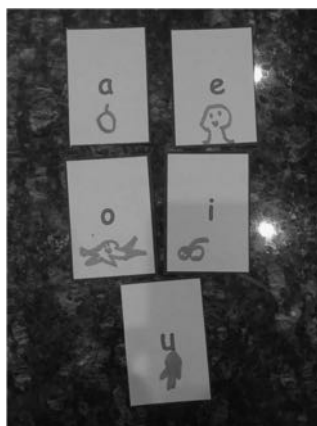
g → /g/ /dʒ/ before e i y

s → /s/ /z/

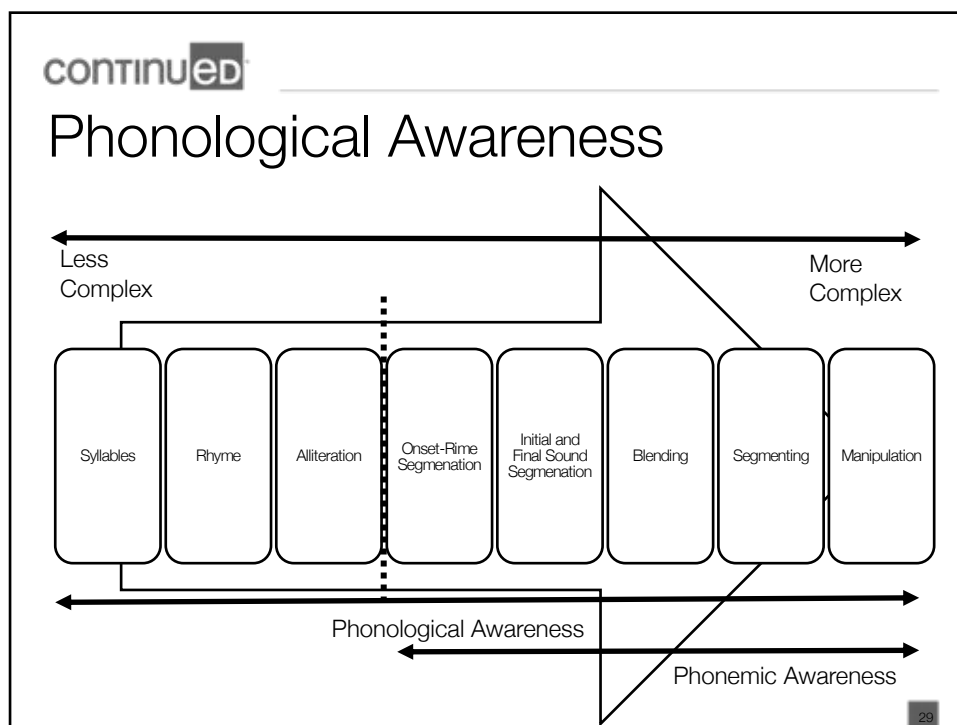
x → /ks/ /z/

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Structured Literacy Elements – Sound Symbol



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continued

Phonological Awareness

Syllable Segmentation

- Sentence Segmentation → I like pizza
- Compound words → cupcake, football
- 2 syllable words → pillow, blanket
- Multisyllabic words → unicorn, alligator

Rhyme

- Judge Rhymes → do cat and dog rhyme?
- Odd one out → Which word does not rhyme? hot, fire, spot
- Matching → Find the word that rhymes with bell: smell, hop, smile
- Generation → Tell me a word that rhymes with cop.

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Phonological Awareness

Initial and Final Sound Alliteration:

- Initial continuants then stops- same for final
- Judge → Do shoe and sun start with the same sound?
- Odd one out → Which word does not have the same sound at the end: dish, wash, bath?
- Matching → Which word ends with the same sound as bus?
- Initial and Final Sound Sorts → Which one starts like fish and which one starts like sun? Mom, fair, laugh

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Phonological Awareness

- Onset Rime Segmentation
 - Initial continuants → What's the first sound in fun?
 - Initial stops → What's the first sound in toy?
 - Final continuants → What's the last sound in bus?
 - Final Stops → What's the last sound in back?
- Blending and Segmenting - target as reciprocal tasks
 - CV and VC - continuants then stops (i.e. so, is, up, go)
 - CVC continuants then include stops (i.e. fish, moon, bat)
 - CCVC and CVCC (i.e. jump, stop)
 - Varying Shapes (i.e. chomp, street)

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Phonological Awareness

Manipulation

- Minute drills
- Begin with orthography cues
- Visual cues
- Master to automaticity

Say "cupcake", now say "cupcake" but don't say "cup"

Say "fly", now say "fly" but instead of /f/ say /s/

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Syllables

C Closed - ends in a consonant; vowel is short (i.e. not, jump)

L Consonant 'le' (i.e. turtle, little)

O Open - ends in a vowel; vowel is long (i.e. no, he)

V Vowel team (i.e. play, grow)

E Silent 'e' (i.e. time, cute)

R Bossy 'r' (i.e. star, bird)



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continued

Closed Syllables

not	fish
jump	glad
honk	soft
smash	frog
cat	swish
leg	film

Consonant 'le' Syllables

trouble	buckle
needle	eagle
cable	snuggle
article	gentle
frazzle	turtle
castle	giggle

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continued

Open Syllables

pro	be
flu	no
shy	hi
go	me
she	my
why	cry

Vowel Team Syllables

play	street
cow	train
read	boat
flight	toy
few	piece
due	fawn

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continued

Silent -e Syllables

game	bike
eve	note
dime	mile
home	mute
cute	hose
plane	these

R-controlled Syllables

car	jerk
bird	stir
her	storm
shirt	curb
hurt	porch
shark	third

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Syllable Division

1. Compound Words

- "Catfish rule"
- rainbow, makeup

2 VC.CV and VC.CCV

- "Rabbit rule" and "monster rabbit rule"
- plenty magnet, dandruff

3. Cle - count back 3

- "Turtle rule"
- little, jumble

4. V.CV

- "Tiger rule"
- First syllable is open
- frozen, polo

5. VC.V

- "Camel rule"
- First syllable is closed
- clever, limit

6. V.V

- "Lion rule"
- boa, diet

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continued

Syllable Division

- Mark your vowels
- Identify the pattern



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continued

rainbow

Compound
word

rain

bow

40

continued

continued

C le

giggle

Count back 3

gig le

41

continued

v c c c v

dandruff

VC.CCV

dan druff

42

continued

V V
diet

di et

43

continued

V C V
frozen

fro zen

44

continued

V C V
clever

VC.V

clev er

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continued

Common Spelling Patterns

<p>FLOSS rule</p> <ul style="list-style-type: none"> ▪ f, l, s, z <p>Long spelling right after short vowel</p> <ul style="list-style-type: none"> ▪ -ck, -tch, dge <p>2 sounds of y</p> <ul style="list-style-type: none"> ▪ Long i at end of 1 syllable ▪ Long e at end of 2 syllables <p>Closed syllable rule breakers</p> <ul style="list-style-type: none"> ▪ all/alk ▪ ost, old, oll, olt, ind, ild ▪ ng nk 	<p>Doubling Rule</p> <ul style="list-style-type: none"> ▪ hopped ▪ bigger <p>Silent 'e' rule</p> <ul style="list-style-type: none"> ▪ gaming ▪ shared <p>Final 'y'</p> <ul style="list-style-type: none"> ▪ Vowel+y = keep y ▪ Consonant +y = change y to i (except for suffixes that begin with i) <p>3 sounds of -ed</p> <ul style="list-style-type: none"> ▪ /t/ /d/ 'ed'
---	---

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continued

FLOSS Rule

- When f, l, s, or z follows a short vowel in a 1 syllable word - double it

Pass smell fizz

Off bluff

Long Spelling Rule

Long spelling right after short vowel

- /k/ -ck
- /tʃ/ -tch
- /dʒ/ -dge

back duck sick lock

pitch hutch fetch match

dodge badge edge fudge

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continued

2 Sounds of y

“Cry baby”

- ‘Y’ says /aɪ/ at the end of a 1 syllable word
 - *cry my why*
- ‘Y’ says /i/ at the end of a 2 syllable word
 - *baby body sunny*

Closed Syllable Rule Breakers

- **“Most old trolls and colts are kind but wild”**
 - ost old oll olt ind ild
- **“Walk Tall”**
 - all alk
- ng/nk
 - ing ink ang ank

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continued

continued

Doubling Rule

“1:1:1:” rule

- Vowel suffix
 - Base word is:
 - 1 syllable
 - 1 short vowel
 - Ends in one consonant
- Hop + ed = hopped
Stop + ing = stopping

Sneaky 'e' Rule

- Vowel suffix – drop the 'e'
 - Consonant suffix – keep the 'e'
- Hope + ed = hoped
Hope + less = hopeless

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continued

Final -y Rule

- 'y' is preceded by a vowel → keep it
 - 'y' is preceded by a consonant → change y to i ** *unless your suffix starts with an 'i'*
- Cry+ed = cried
Cry+ ing = crying
Play+ed = played

3 Sounds of -ed

- Base word ends in voiceless phoneme → /t/
jumped kissed packed
- Base word ends in voiced phoneme → /d/
begged loved played
- Base word ends in /t/ or /d/ → /ɛd/
hunted visited needed

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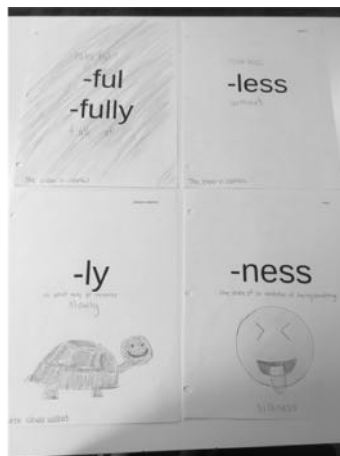
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Morphology

- Improves decoding, spelling, and vocabulary development
- Inflectional morphemes
 - Does not change meaning; grammatical marker
 - -s, -es, -ed, -ing, -er, -est
- Derivational morphemes
 - Changes part of speech/meaning
 - -er, -ly, -ness, -less, -ment, -able
- Words sorts and word building

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Morphology



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Written Expression, Reading Comprehension, Executive Function

- Syntax and Semantics
- Sentence Structures
- Writing Processes
 - Brainstorming, organizing, editing
- Reading Comprehension Strategies
- Cognitive Strategies
 - Self-monitoring
 - Recall strategies



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Syntax and Semantics

- Sentence structure
- Sentence combining tasks
- Parts of speech
- 'who' 'what' 'where' 'when' phrases
 - The bright funny child
 - jumped
 - into the water
 - after lunch

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Sentence Structure

- 'who' phrase
 - *The bright funny child*
- 'what' phrase
 - *jumped*
- 'where' phrase
 - *into the water*
- 'when' phrase
 - *after lunch*
- 'who' + 'what' + 'where' + 'when'
 - *The bright funny child jumped into the water after lunch.*
- 'where' + 'who' + 'what' + 'when'
 - *Into the water, the bright funny child jumped after lunch.*
- 'when' + 'who' + 'what' + 'where'
 - *After lunch, the bright funny child jumped into the water.*

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Case Studies

Testing Profile



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"Sam" - 15:8 - Sophomore

- Homeschooled
- Described as "bright" and "athletic"
- Concerns with dyslexia
- Family history of dyslexia
- Receiving Barton Tutoring
- No concerns with oral language abilities
- No current diagnosis

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Testing Profile - TILLS

Test of Integrated Language and Literacy Skills	Standard Scores/Percentiles
TILLS Total	SS 41/ 0
TILLS Sound Word Composite Score	SS 40/ 0
TILLS Sentence/Discourse Composite Score	SS 63 / 2nd
TILLS Oral Language Composite Score	SS 50 / 0
TILLS Written Language Composite Score	SS 41/ 1st

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Testing Profile - TILLS

	Raw Score	Standard Score & TILLS Total	Percentile Rank	Descriptive Term
1 Vocabulary Awareness (VA)	32	2	2	severely impaired
2 Phonemic Awareness (PA)	4	0	0	profoundly impaired
3 Story Retelling (SR)	18	6	17	average
4 Nonword Repetition (NWRRep)	17	2	1	severely impaired
5 Nonword Spelling (NWSpell)	6	1	1	severely impaired
6 Listening Comprehension (LC)	17	6	9	below average
7 Reading Comprehension (RC)	12	1	0	profoundly impaired
8 Following Directions (FD)	8	2	1	profoundly impaired
9 Delayed Story Retelling (DSR)	15	6	10	below average
10 Nonword Reading (NWRRead)	12	4	5	below average
11 Reading Fluency (RF)	124	0	0	profoundly impaired
12a Written Expression-Discourse (WE-Disc)	85	9	27	average
12b Written Expression-Sentence (WE-Sent)	1.87	9	34	average
12c Written Expression-Word (WE-Word)	93	0	1	profoundly impaired
13 Social Communication (SC)	11	9	21	average
14 Digit Span Forward (DSF)	4	3	1	severely impaired
15 Digit Span Backward (DSB)	2	5	3	moderately impaired

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Testing Profile – CTOPP-2

CTOPP-2	Standard Scores/Percentiles
Phonological Awareness Composite Score	SS 86/18
Phonological Memory Composite Score	SS 79/8
Rapid Automatic Naming Composite Score	SS 49/<1

	Raw Score	Age Equivalent	Grade Equivalent	Percentile Rank	Scaled Score	Descriptive Term
Elision (EL)	17	6-9	1.7	2	4	poor
Blending Words (BW)	26	14-0	9.0	63	11	average
Phoneme Isolation (PI)	25	7-9	2.7	25	8	average
Memory for Digits (MD)	15	6-6	1.4	9	6	below average
Nonword Repetition (NR)	17	8-6	3.4	16	7	below average
Rapid Digit Naming (RD)	21.41	7-6	2.4	<1	2	very poor
Rapid Letter Naming (RL)	29.35	6-9	1.7	<1	1	very poor

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Testing Profile – GORT-5

GORT-5	Standard Scores/Percentiles
Oral Reading Index	SS 73/4

	Raw Total	Age Equivalent	Grade Equivalent	Percentile Rank	Scaled Score	Descriptive Term
Rate	24	8-6	3.0	5	5	Poor
Accuracy	24	8-3	3.0	5	5	Poor
Fluency	48	8-3	3.0	5	5	Poor
Comprehension	26	8-6	3.2	5	5	Poor

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Testing Profile – TOWRE-2

TOWRE-2	Standard Scores/Percentiles
Word Reading Efficiency Index	SS 67/1

	Raw Score	Age Equivalency	Grade Equivalency	Percentile Rank	Scaled Score	Descriptive Term
Sight Word Efficiency (SWE)	49	7-9	2.5	1	68	Very Poor
Phonemic Decoding Efficiency (PDE)	19	7-6	2.0	2	70	Poor

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"Sam" - 15y; 8m Sophomore

▪ Strengths

- Oral Language expression
- Sentence structure
- Grammar syntax
- Narrative structures
- Pragmatic Language
- Writing fluency
- Blending
- Phoneme Isolation



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"Sam" - 15y; 8m Sophomore

▪ Areas of difficulty

- Nonword repetition
- Phonemic Awareness – manipulation
- Nonword spelling and decoding
- Reading fluency
- Spelling in reading
- Reading Comprehension
- Following verbal directives
- RAN
- Phonological memory



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Case Studies

Treatment Profile



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"Jen" - 10; 6 – 5th grade

- Targeting orthographic knowledge
- Phonemic awareness
- Written expression – sentence structure
- Monitoring errors in work

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continued

"Jen" - 10;6 – 5th grade

Closed syllables – blends and digraphs

Rule Breakers

FLOSS

Long Spelling

Vowel teams

Silent e syllables

Phonemic awareness – phoneme level

14 suffixes (l.e. -y, -ly, -ed, -est)

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continued

"Jen" - Daily Treatment Session

Phonemic Awareness drill

Visual Drill

Auditory Drill

Morpheme Drill

Syllable Division/Identification

Word Level Decoding and Spelling

Sentence Level Decoding and Spelling

Sight words

Written Expression

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Auditory Drill

a	a, a-e, ai, ay	/tj/	ch, tch
e	e, e-e, ee, ea, y	/dz/	j, ge, gi, gy, dge
i	i, i-e, igh, y	/s/	s, ss, ce, ci, cy
o	o, o-e, oa, ow, oe	/k/	c, k, ck
u	u, u-e, ue, ew	/f/	f, ff, ph

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Activities

Blocks/ manipulatives	Bingo	Bang	War
Go Fish	Matching	Uno	Shaving cream
	Rice	Play-doh	

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Resources

- Florida Center for Reading Research
- William VanCleave ED
- International Dyslexia Association - National and State Branches
- American Speech-Language Hearing Association
- SLP's Role in Language and Literacy Facebook Group
- Decoding Dyslexia
- Reading Universe

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Resources

- Essentials of assessing, preventing, and overcoming reading difficulties – David A. Kilpatrick
- Equipped for reading success: A comprehensive, step by step program for developing phoneme awareness and fluent word recognition - David A. Kilpatrick
- Overcoming dyslexia: A new and complete science-based program for reading problems at any level – Sally Shaywitz
- Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System – Kelli Sandman-Hurley
- From Talking to Writing Strategies for Supporting Narrative and Expository Writing – Terrill M. Jennings & Charles W. Haynes
- Multisensory Teaching of Basic Language Skills – Suzanne Carreker and Judith R. Birsch
- Phonological Awareness Training Program A Speech Language Pathologists Tool for Training Teachers - Jayne Jaskolski and Maura Jones Moyle

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Questions and Wrap Up

SLPs play a vital role
in identification of
dyslexia

Early Identification is
key

Reading
comprehension and
reading fluency –
what are we missing?

Don't forget about
phonemic awareness

Talk about it!!!

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References

- Adolf, S.M., & Hogan, T.P. (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools*, 49, 762-773.
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