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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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- Two opportunities to pass the exam

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

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.
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

Definition

- Difficulties 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
Early Warning Signs

- 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 difficult

Early Warning Signs

- 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
Assessment

Assessment should be a team approach

Academic and language testing

Full and comprehensive case history (including family history)

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

Cognitive and intellectual testing should be considered
Language/Literacy vs Psychoeducational Evaluation

Evaluators

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

Many tutors offer screening assessments

Who can diagnose?????
Areas to Assess

Assessments to Consider

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

Spoken Language
- 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)
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)

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
Classifying Reading Impairments

Language Comprehension

Dyslexia

Normal Language

Spoken and Written Language Deficit

Comprehension Deficit

Goals

BE CAUTIOUS OF READING FLUENCY AND READING COMPREHENSION GOALS

GOALS SHOULD EXPLICITLY TARGET AREAS OF DIFFICULTY
Structure Intervention

- Systematic & Cumulative
- Diagnostic
- Explicit

Structured Literacy

- Sound Symbol
- Phonology
- Syllables
- Morphology
- Semantics
- Syntax
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

Structured Literacy Elements

- Phonology
  - Study of the sound structure
- Sound Symbol Associations
  - Understanding alphabetic principle
- Syllables
  - 6 syllable types
  - Syllable division rules
- Morphology
  - Morpheme is the smallest unit of meaning
- Syntax
  - Sequence and function of words
- Semantics
  - Meanings
Structured Literacy Elements – Sound Symbol

- 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

Vowel Teams

<table>
<thead>
<tr>
<th>Vowel Teams</th>
<th>a-e ai/ay au/aw *oo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e-e ee/*ea *ie ou</td>
</tr>
<tr>
<td></td>
<td>i-e igh *ei ow</td>
</tr>
<tr>
<td></td>
<td>o-e oa/*ow oe ui</td>
</tr>
<tr>
<td></td>
<td>u-e ue/ew</td>
</tr>
<tr>
<td></td>
<td>y ey oi/oy</td>
</tr>
</tbody>
</table>
Structured Literacy Elements – Sound Symbol

<table>
<thead>
<tr>
<th>Vowel -r Patterns ar or er</th>
<th>Consonant graphemes with more than 1 sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>er ir ur - always pronounced /er/</td>
<td>c → /k/ /s/ before e i y</td>
</tr>
<tr>
<td>ar/or pronounced /er/ in unaccented syllable</td>
<td>g → /g/ /dʒ/ before e i y</td>
</tr>
<tr>
<td>or is pronounced /er/ after a /w/ (i.e. word)</td>
<td>s → /s/ /z/</td>
</tr>
<tr>
<td>ar is pronounced /or/ after /w/ (i.e. ward)</td>
<td>x → /ks/ /z/</td>
</tr>
</tbody>
</table>
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.
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

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)
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/

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)
### Closed Syllables

<table>
<thead>
<tr>
<th>not</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>glad</td>
</tr>
<tr>
<td>honk</td>
<td>soft</td>
</tr>
<tr>
<td>smash</td>
<td>frog</td>
</tr>
<tr>
<td>cat</td>
<td>swish</td>
</tr>
<tr>
<td>leg</td>
<td>film</td>
</tr>
</tbody>
</table>

### Consonant 'le' Syllables

<table>
<thead>
<tr>
<th>trouble</th>
<th>buckle</th>
</tr>
</thead>
<tbody>
<tr>
<td>needle</td>
<td>eagle</td>
</tr>
<tr>
<td>cable</td>
<td>snuggle</td>
</tr>
<tr>
<td>article</td>
<td>gentle</td>
</tr>
<tr>
<td>frazzle</td>
<td>turtle</td>
</tr>
<tr>
<td>castle</td>
<td>giggle</td>
</tr>
</tbody>
</table>

### Open Syllables

<table>
<thead>
<tr>
<th>pro</th>
<th>be</th>
</tr>
</thead>
<tbody>
<tr>
<td>flu</td>
<td>no</td>
</tr>
<tr>
<td>shy</td>
<td>hi</td>
</tr>
<tr>
<td>go</td>
<td>me</td>
</tr>
<tr>
<td>she</td>
<td>my</td>
</tr>
<tr>
<td>why</td>
<td>cry</td>
</tr>
</tbody>
</table>

### Vowel Team Syllables

<table>
<thead>
<tr>
<th>play</th>
<th>street</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>train</td>
</tr>
<tr>
<td>read</td>
<td>boat</td>
</tr>
<tr>
<td>flight</td>
<td>toy</td>
</tr>
<tr>
<td>few</td>
<td>piece</td>
</tr>
<tr>
<td>due</td>
<td>fawn</td>
</tr>
</tbody>
</table>
### Silent –e Syllables
- game
- eve
- dime
- home
- cute
- plane

### R-controlled Syllables
- bike
- note
- mile
- mute
- hose
- these
- car
- bird
- her
- shirt
- hurt
- shark
- jerk
- stir
- storm
- curb
- porch
- third

### 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
Syllable Division

- Mark your vowels
- Identify the pattern

Let's practice!!!

rainbow

Compound word

rainbow

rain    bow
giggle

cle

gig

le

dandruff

dan

druff
diet

frozen
Common Spelling Patterns

**FLOSS rule**
- f, l, s, z

Long spelling right after short vowel
- -ck, -tch, -dge

2 sounds of y
- Long i at end of 1 syllable
- Long e at end of 2 syllables

**Doubling Rule**
- hopped
- bigger

**Silent ‘e’ rule**
- gaming
- shared

**Closed syllable rule breakers**
- all/alk
- ost, old, oll, olt, ind, ild
- ng nk

**Final ‘y’**
- Vowel+y = keep y
- Consonant +y = change y to i (except for suffixes that begin with i)

**3 sounds of –ed**
- /t/ /d/ ‘ed’
### 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  
  - /tf/ -tch  
  - /dʒ/ -dge  

back  duck  sick  lock  
pitch  hutch  fetch  match  
dodge  badge  edge  fudge

### 2 Sounds of y
- “Cry baby”
  - ‘Y’ says /ər/ 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
### Doubling Rule

**“1:1:1:” rule**
- Vowel suffix
- Base word is:
  - 1 syllable
  - 1 short vowel
  - Ends in one consonant

<table>
<thead>
<tr>
<th>Hop + ed = hopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop + ing = stopping</td>
</tr>
</tbody>
</table>

### Sneaky 'e' Rule

- Vowel suffix – drop the 'e'
- Consonant suffix – keep the 'e'

<table>
<thead>
<tr>
<th>Hope + ed = hoped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope+ less = hopeless</td>
</tr>
</tbody>
</table>

### 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’**

<table>
<thead>
<tr>
<th>Cry+ed = cried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cry+ ing = crying</td>
</tr>
<tr>
<td>Play+ed = played</td>
</tr>
</tbody>
</table>

### 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
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
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

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
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.

Case Studies

Testing Profile
"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

### Testing Profile - TILLS

<table>
<thead>
<tr>
<th>Test of Integrated Language and Literacy Skills</th>
<th>Standard Scores/Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>TILLS Total</td>
<td>SS 41 / 0</td>
</tr>
<tr>
<td>TILLS Sound Word Composite Score</td>
<td>SS 40 / 0</td>
</tr>
<tr>
<td>TILLS Sentence/Discourse Composite Score</td>
<td>SS 63 / 2nd</td>
</tr>
<tr>
<td>TILLS Oral Language Composite Score</td>
<td>SS 50 / 0</td>
</tr>
<tr>
<td>TILLS Written Language Composite Score</td>
<td>SS 41 / 1st</td>
</tr>
</tbody>
</table>
### Testing Profile - TILLS

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Standard Score &amp; TILLS Total</th>
<th>Percentile Rank</th>
<th>Descriptive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>2</td>
<td>2</td>
<td>severely impaired</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>profoundly impaired</td>
</tr>
<tr>
<td>18</td>
<td>8</td>
<td>17</td>
<td>average</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>2</td>
<td>severely impaired</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>severely impaired</td>
</tr>
<tr>
<td>17</td>
<td>6</td>
<td>9</td>
<td>below average</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
<td>profoundly impaired</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>4</td>
<td>profoundly impaired</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>10</td>
<td>below average</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>5</td>
<td>below average</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>profoundly impaired</td>
</tr>
<tr>
<td>85</td>
<td>5</td>
<td>27</td>
<td>average</td>
</tr>
<tr>
<td>1,87</td>
<td>9</td>
<td>54</td>
<td>average</td>
</tr>
<tr>
<td>93</td>
<td>0</td>
<td>1</td>
<td>profoundly impaired</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>21</td>
<td>average</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>severely impaired</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>5</td>
<td>moderately impaired</td>
</tr>
</tbody>
</table>

### Testing Profile – CTOPP-2

<table>
<thead>
<tr>
<th>CTOPP-2</th>
<th>Standard Scores/Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness Composite Score</td>
<td>SS 86/18</td>
</tr>
<tr>
<td>Phonological Memory Composite Score</td>
<td>SS 79/8</td>
</tr>
<tr>
<td>Rapid Automatic Naming Composite Score</td>
<td>SS 49/&lt;1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Age Equivalent</th>
<th>Grade Equivalent</th>
<th>Percentile Rank</th>
<th>Scaled Score</th>
<th>Descriptive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>6-9</td>
<td>1.7</td>
<td>2</td>
<td>4</td>
<td>poor</td>
</tr>
<tr>
<td>26</td>
<td>14-0</td>
<td>9.0</td>
<td>63</td>
<td>11</td>
<td>average</td>
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<tr>
<td>25</td>
<td>7-9</td>
<td>2.7</td>
<td>25</td>
<td>8</td>
<td>average</td>
</tr>
<tr>
<td>15</td>
<td>6-6</td>
<td>1.4</td>
<td>9</td>
<td>6</td>
<td>below average</td>
</tr>
<tr>
<td>17</td>
<td>8-6</td>
<td>3.4</td>
<td>18</td>
<td>7</td>
<td>below average</td>
</tr>
<tr>
<td>21.41</td>
<td>7-6</td>
<td>2.4</td>
<td>&lt;1</td>
<td>2</td>
<td>very poor</td>
</tr>
<tr>
<td>20.05</td>
<td>6-0</td>
<td>1.7</td>
<td>&lt;3</td>
<td>1</td>
<td>very poor</td>
</tr>
</tbody>
</table>
## Testing Profile – GORT-5

<table>
<thead>
<tr>
<th>GORT-5</th>
<th>Standard Scores/Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Index</td>
<td>SS 73/4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
<th>Age Equivalent</th>
<th>Grade Equivalent</th>
<th>Percentile Rank</th>
<th>Scaled Score</th>
<th>Descriptive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Total</td>
<td>24</td>
<td>8-6</td>
<td>3.0</td>
<td>5</td>
<td>5</td>
<td>Poor</td>
</tr>
<tr>
<td>Accuracy</td>
<td>24</td>
<td>8-3</td>
<td>3.0</td>
<td>5</td>
<td>5</td>
<td>Poor</td>
</tr>
<tr>
<td>Fluency</td>
<td>48</td>
<td>8-3</td>
<td>3.0</td>
<td>5</td>
<td>5</td>
<td>Poor</td>
</tr>
<tr>
<td>Comprehension</td>
<td>26</td>
<td>8-6</td>
<td>3.2</td>
<td>5</td>
<td>5</td>
<td>Poor</td>
</tr>
</tbody>
</table>

## Testing Profile – TOWRE-2

<table>
<thead>
<tr>
<th>TOWRE-2</th>
<th>Standard Scores/Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading Efficiency Index</td>
<td>SS 67/1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>Age Equivalency</th>
<th>Grade Equivalency</th>
<th>Percentile Rank</th>
<th>Scaled Score</th>
<th>Descriptive Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight Word Efficiency (SWE)</td>
<td>49</td>
<td>7-9</td>
<td>2.5</td>
<td>1</td>
<td>68</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Phonemic Decoding Efficiency (PDE)</td>
<td>19</td>
<td>7-6</td>
<td>2.0</td>
<td>2</td>
<td>70</td>
<td>Poor</td>
</tr>
</tbody>
</table>
"Sam" - 15y; 8m Sophomore

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

- 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
Case Studies
Treatment Profile

"Jen" - 10; 6 – 5th grade

- Targeting orthographic knowledge
- Phonemic awareness
- Written expression – sentence structure
- Monitoring errors in work
"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 (i.e. -y, -ly, -ed, -est)

"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
Auditory Drill

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

Activities

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

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 – Terill M. Jennings & Charles W. Haynes
- Multisensory Teaching of Basic Language Skills – Suzanne Carreker and Judith R. Birsh
- Phonological Awareness Training Program A Speech Language Pathologists Tool for Training Teachers - Jayne Jaskolski and Maura Jones Moyle
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!!!

References

References

- Elleseff, T. (2019, August 8). Neuropsychological or Language/Literacy: Which Assessment is Right for My Child? Retrieved from https://www.smartspeechtherapy.com/neuropsychological-or-language-literacy-which-assessment-is-right-for-my-child/?fbclid=IwAR3ra2Ois4Vspv7dk8ENDnKdmu5iAgwgek#X0aPhUIVs3gj7DgfWXhw
- Hogan, T., & Plante, E. (2019, June 6). Lively discussion about tests with Elena Plante: why we use them, what makes on valid, is more better, how are they different. See Hear Speak Podcast. Podcast retrieved from https://www.seehearspeakpodcast.com/episode-7.


