

**2018 Spring Conference**  
**Recent Advances in Literacy**  
**and Fluency: Research to**  
**Practice**

**Literacy part III Intervention**

**March 2, 2018**

# Part 3

“While dyslexia is a **neurologically** based condition, the treatment is not medical but **educational.**”

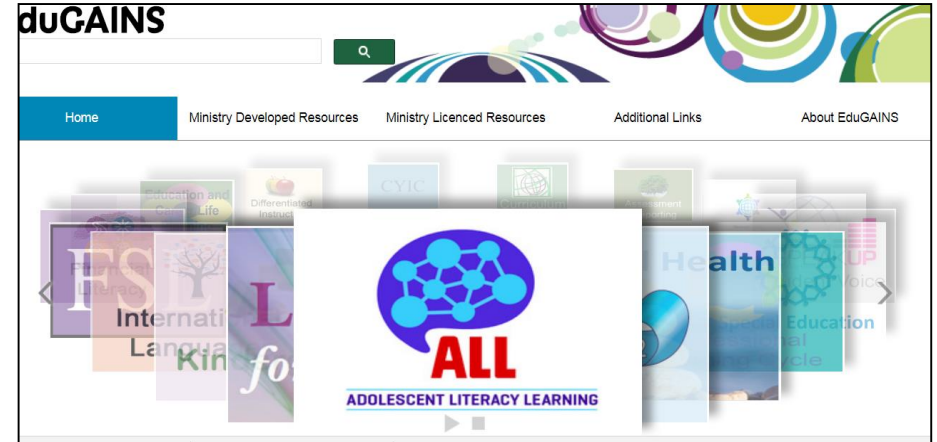
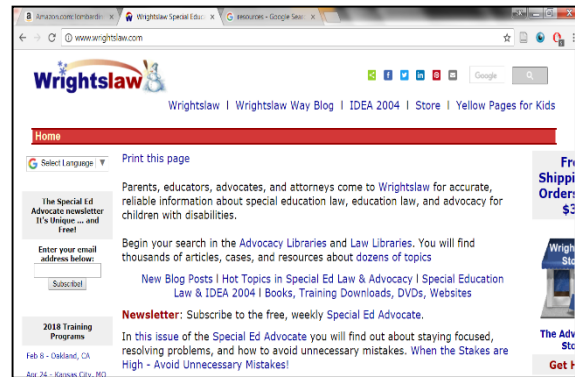
Barbara Steinberg (2014)

- Websites you can introduce to parents



## Wright's Law [www.wrightslaw.com](http://www.wrightslaw.com)

→ To learn special education law, education law, and advocacy for children with disabilities (a lot of information)



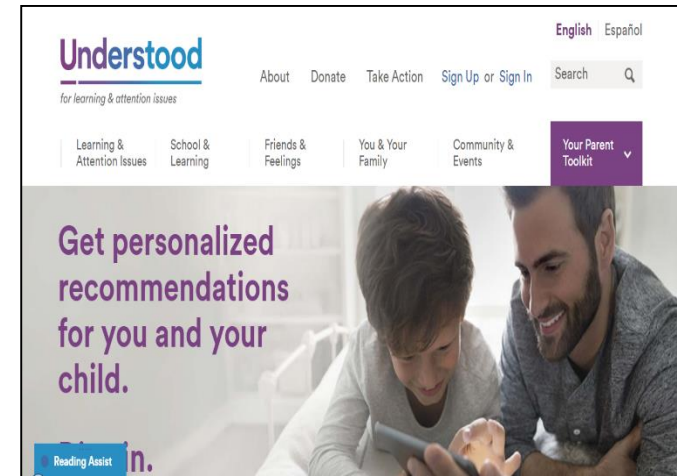
## Edu Gains, [www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)

→ For teachers in Ontario schools. Great sources about how to teach (e.g., adolescence literacy, 124 pages!)

# Understood for learning and attention issue

<https://www.understood.org/en>

→ Great resource for parents! (lots of online seminars offered, e.g., How to read IEP report?)



# Reading Rockets

[http://www.readingrockets.org/extras/stem\\_series](http://www.readingrockets.org/extras/stem_series)

→ Research and guide, book recommendations (another good resource for parents!)



# Potential Professional Roles



**IDENTIFICATION**



**PREVENTION**



**ASSESSMENT**



**INSTRUCTION  
THERAPY**



**ACCOMODATIONS**

# National Reading Panel “The Big 5”

1. Phonemic awareness

2. Alphabetic principle

3. Vocabulary

4. Fluency

5. Comprehension

(National Institute of Child Health and Human Development, 2000)



# Treatment Studies Suggest:

- **Explicit** instruction (teaching direct connections)
  - Phonics
  - Vocabulary
  - Spelling
  - Comprehension
- **Systematic** instruction
  - Moving from word, syllable, phoneme
- **Intensive**
  - More frequent than regular instruction



# Treatment Outcomes (Torgesen, 2004) Suggest:

- Children with **low verbal ability** can be brought up to age level in word reading ability (end of first grade) but will show weakness in **text comprehension** later (end of 2<sup>nd</sup> grade)
- Lower verbal ability and the more severe the degree of reading impairment --**greater need to intense, explicit and one-on-one and small** group intervention
- **Older children** (beyond grade 3) with RD DO respond to treatment and **make substantial gains – fluency lags behind.**

## Prevention – Most Critical

- Torgesen reviewed many studies on early intervention and found that when intervention began in the 1st grade, the expected incidence of reading disability of **12% -18%** was reduced substantially to **1.6% -6%**.

- Identify *preschool screening* of children who are at risk for *reading delays* or disabilities. Risk factors include:
  - Low SES
  - Family history of language and/or reading delays
  - Developmental of speech or language delays
- Employ screening instruments to assess pre-reading *phonological awareness* and *print concepts* from ages 3-5

- **Provide intervention** in all areas of weakness (don't wait and see!)
- ***Re-evaluate child's performance*** annually until it is clear that s/he is working at age/grade expected levels

# Prevention & Early literacy study

# Excerpt from “Developing Early Literacy” Report of the National Early Literacy Panel (2008)

- Reviewed 8000 articles and analyzed **500 articles**.
- What are the **skills and abilities** of young children (birth through 5 or K) that **predict reading, writing, or spelling** outcomes?
- **Which programs, interventions**, or procedures have contributed or inhibited gains in children’s skills and abilities that are linked to later outcomes in reading, writing or spelling?
- **What child characteristics** have contributed to or inhibited gains in children’s skills and abilities that are linked to later outcomes?

# 6 variables that have strongest predictive power

(even after the role of IQ or SES were accounted for)

- **Alphabet knowledge:** knowledge of the name and sounds associated with printed letters
- **Phonological awareness:** the ability to detect, manipulate, or analyze the auditory aspects of spoken language
- **Rapid automatic naming (RAN):** the ability to rapidly name a sequence of random letters or digits
- **RAN of objects or colors**
- **Phonological memory:** the ability to remember spoken information for a short period of time.
- **Writing** names or writing one's own name



# Early intervention (prevention) program

- **Code-focused** intervention: PA instruction
- **Shared-reading** intervention: simply reading books to children
- **Parent** and home program
- **Language-enhanced** intervention

# Results

- The **code-focused** program reported significant (moderate to large) effects across a broad spectrum of **early literacy outcomes**

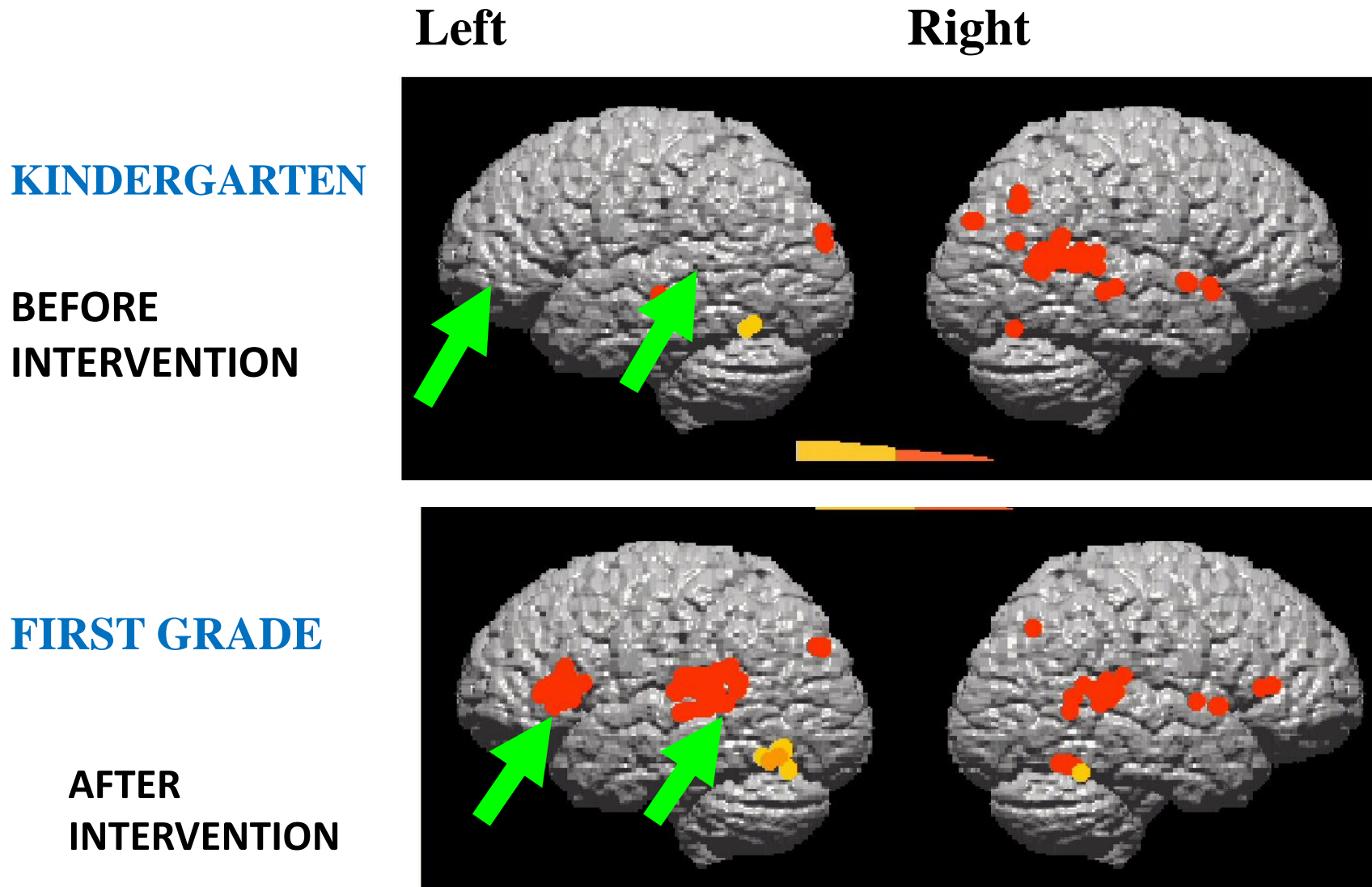
- Book-shared program/home and parent** program produced significant (moderate) effects on children's **oral language**

- Language-enhanced** interventions were successful at increasing children's oral **language skills** (large effects)

- Intervention that produced large and positive effects on children's **code-related skills** were usually
  - **one-on-one** or **small** group intervention
  - Teacher/clinician/therapist - directed
- **Age, SES, and race did not alter** the effectiveness of the interventions



# Early intervention (prevention) brain study



Simos et al,  
2005

- High risk K (33 children)
- Early intervention program
- MRI scan: K and 1<sup>st</sup> grade

- **Intervention study**



# Risk of Waiting

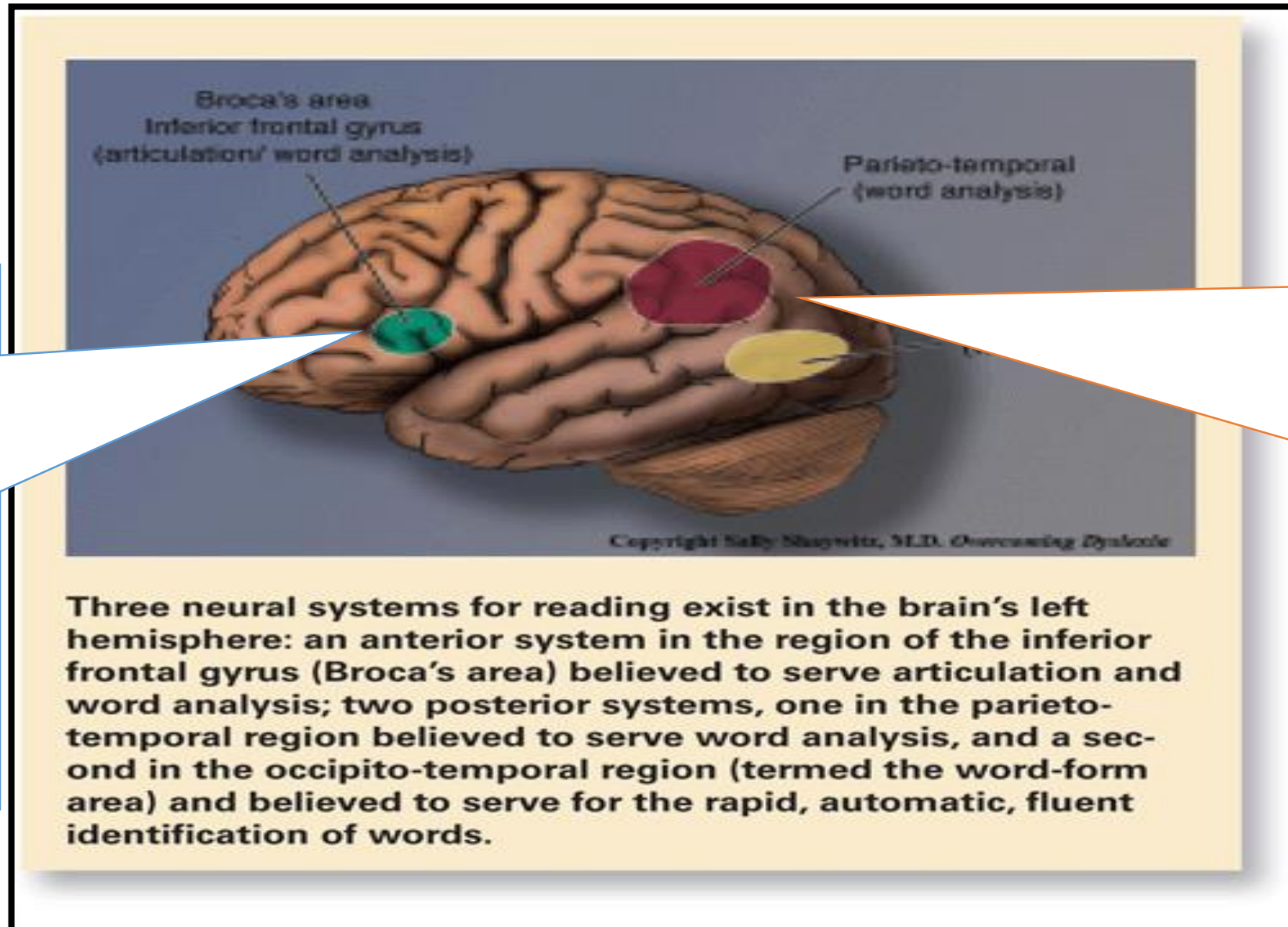
“Results of longitudinal studies have shown that when intervention is **delayed until 3rd grade** or 9 years of age (the average age at which these children receive services), approximately **74%** of these children will continue to have difficulties learning to read through high school.”

(American Academy of Pediatrics, 2011)



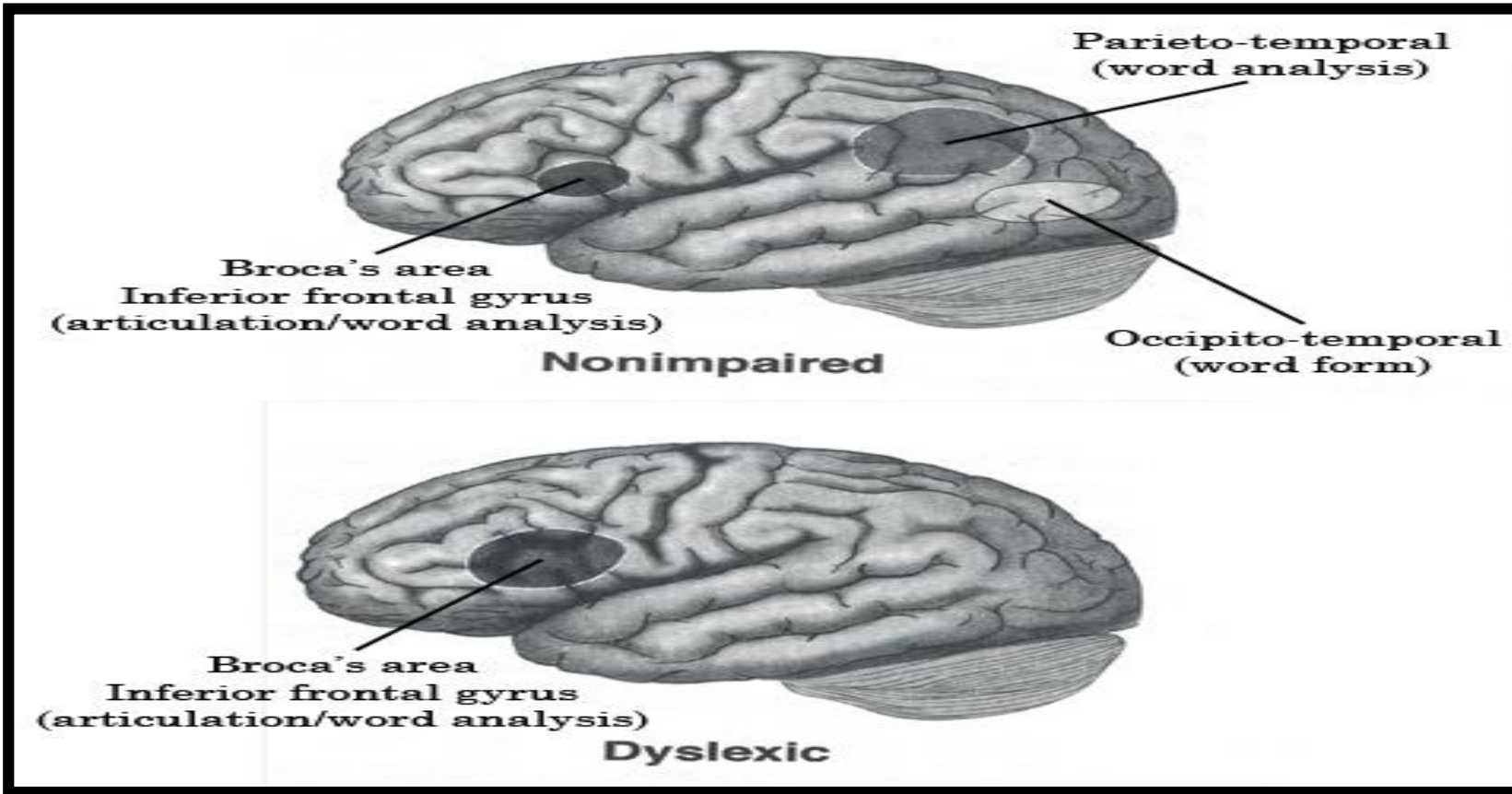


# We already talked about this in the part 1 .



The inferior frontal gyrus serves articulation and word analysis

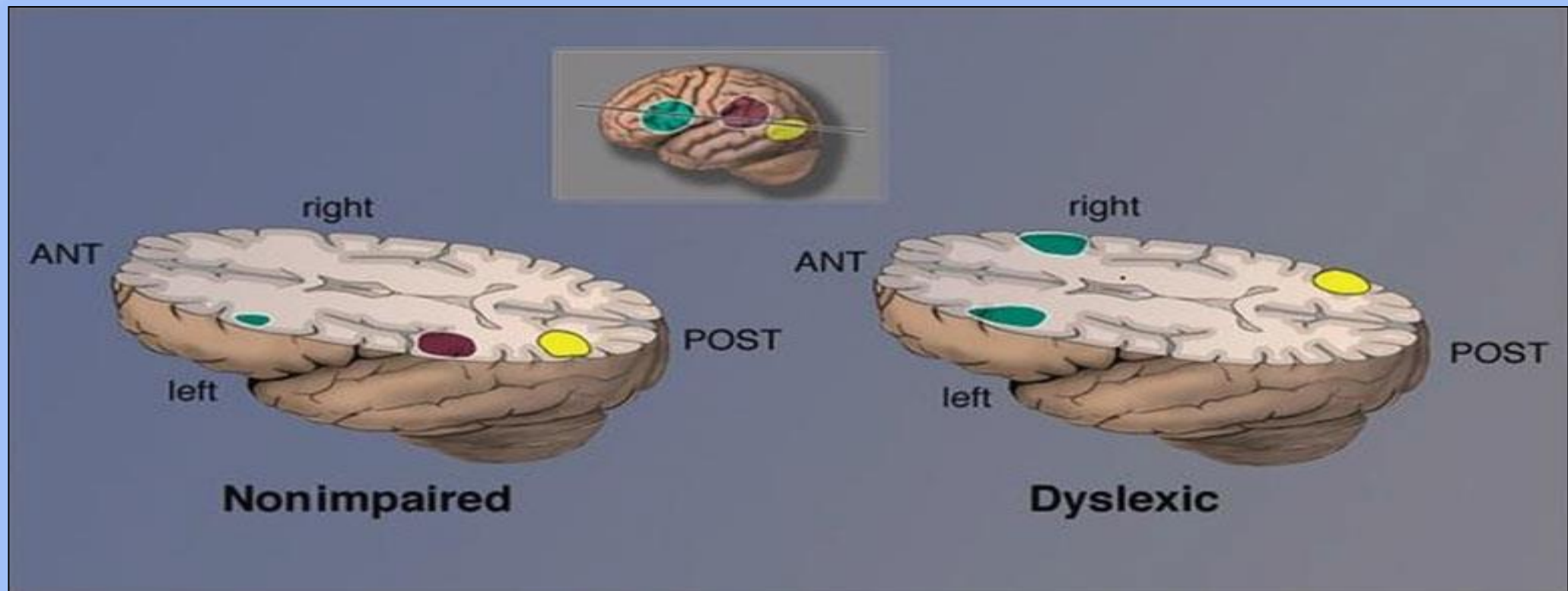
Two posterior areas (parieto-temporal region and occipito-temporal region) serve for the rapid, automatic fluent identification of words



When people with dyslexia try to read, a front part of the brain is over-stimulated while crucial portions in the center and back are under-stimulated.



Dyslexic readers have a disruption in the left hemisphere posterior neural systems for reading **but compensate by developing anterior systems in the left and right hemispheres** and the posterior homolog of the visual word form area in the **right hemisphere**.



# Intervention Principles

- Screen all children in kindergarten and first grade
- Begin intervention immediately
- Establish phonological awareness and regular letter-to-sound correspondences
- Work on reading and writing simultaneously

# Components of Intervention

- **Sound-to-letter correspondences**
- **Blending and segmenting sounds in word reading and spelling (phonological aspects of reading)**
- **Reading fluency**
- **Rapid word recognition**
- **Writing text**



# Individual Instruction Programs

- **NO ONE APPROACH ALONE IS SUFFICIENT**
- **Many programs are based on LiPs and OG.**
- **Lindamood Phoneme Sequencing Program** for Reading, Writing, and Speech (LiPS)
  - Pat Lindamood, MS. CCC-SLP
- **Orton-Gillingham** Multisensory Approach to Reading and Spelling

# LiPS: A Multisensory Scheme (What do I *feel*?)



**MOUTH PICTURES**

**LABELS**

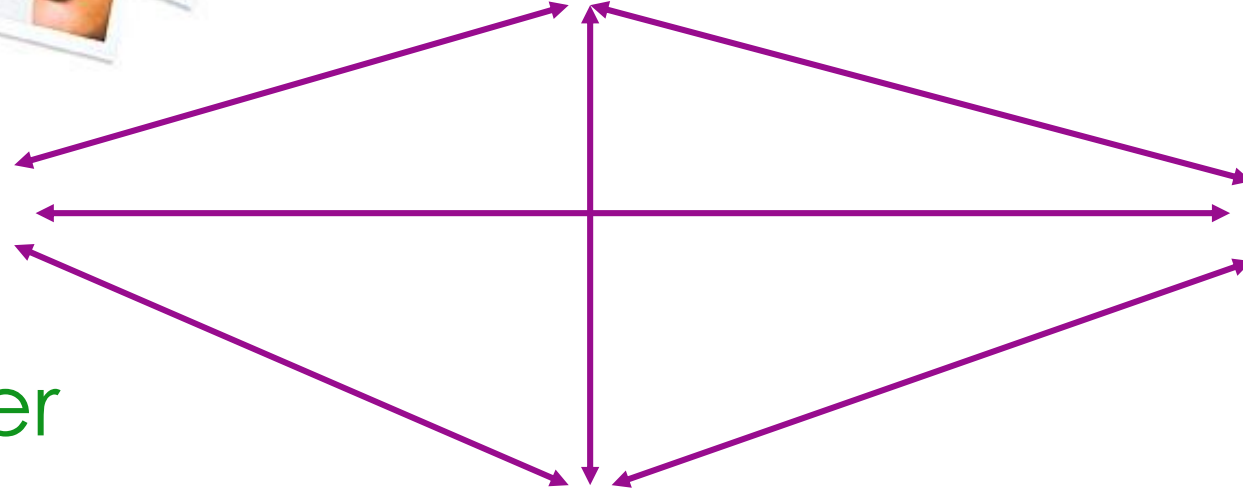
Brothers (p,b);  
Noisy lip popper  
Quiet lip popper

**MOUTH MOVEMENTS**

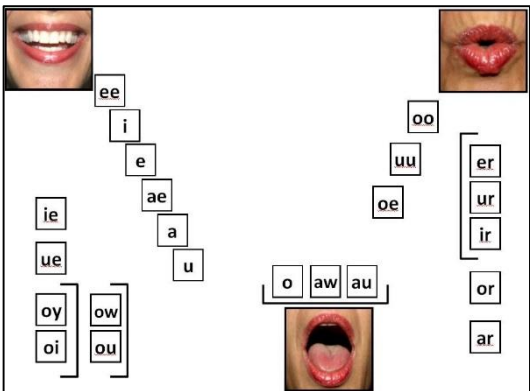
Lips, tongue, Air

**SOUNDS  
AND  
LETTERS**

[p] /p/  
[c] /s, k/  
[ee] /l:/



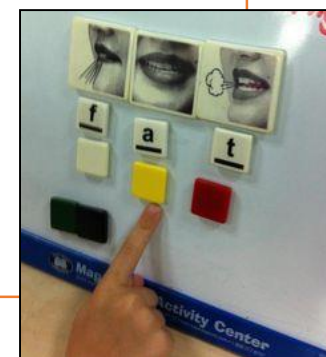
# LiPS Procedures



Teach sound classifications (consonants, vowel charts)

Teach tracking of sounds with mouth pictures and/or colored blocks for reading and spelling

Teach tracking of syllables and sounds within syllables with colored felts and blocks



# Orton-Gillingham Approach

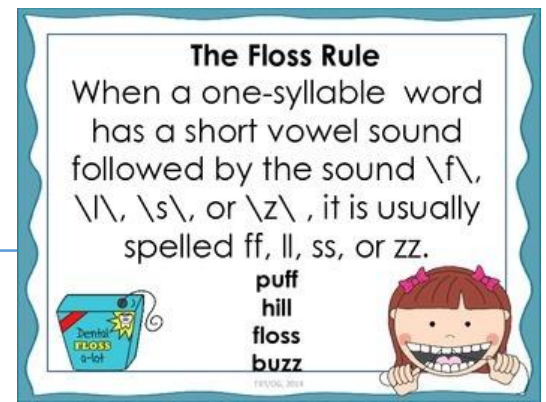
- Multisensory: auditory, visual and kinesthetic (avk)



- Alphabetic-phonetic (sounds/letters)



- Synthetic-analytic (blending/segmenting)



## ■ Cognitive

- Teach students the various rules of language & how to apply those rules to reading, writing & spelling

## ■ Repetitive

- Trace → copy → cover
- T model, S trace 3 times while naming, S copy 3 times while naming, S write while model covered
- Systematic-**sequential** (order/hierarchy)



# Dividing Words into Syllables

VC/CV

V/CV or VC/V

VC/CCV or VCC/CV

VV

V/V

/cle

Prefix/

/Suffix

## Syllables Made Simple - A Guide

Types of Syllables	Visual Reminder	Marking the Syllables	Syllable Rules	Word Examples
Closed Syllable			<ol style="list-style-type: none"> <li>This syllable has 1 vowel.</li> <li>The vowel is followed by one or more consonants.</li> </ol>	hotdog, catnip, crash, still
Open Syllable			<ol style="list-style-type: none"> <li>This syllable has only one vowel.</li> <li>The vowel is the last letter in the syllable.</li> <li>The vowel makes it's long sound.</li> </ol>	why, no, she, I, be, my, me
Vowel - Consonant - e Syllable			<ol style="list-style-type: none"> <li>This syllable has a vowel, a consonant and then an e.</li> <li>The vowel makes the long sound.</li> <li>The e is silent.</li> </ol>	grapevine, slide, drive
R-Controlled			<ol style="list-style-type: none"> <li>This syllable contains one vowel directly followed by an r.</li> <li>The vowel is controlled by the r. It doesn't make a short or long sound.</li> </ol>	barnyard, party, third, short, burnt
Double Vowel Syllable			<ol style="list-style-type: none"> <li>This syllable contains a vowel team or a diphthong.</li> </ol>	snow, drew, join, brain, green
Consonant - le Syllable			<ol style="list-style-type: none"> <li>This syllable has three letters: a consonant, an l, and an e.</li> <li>The e is silent the consonant and the l sound blend together.</li> </ol>	apple, bundle, wiggle, riddle



**rab/bit**

Whenever you have two or more consonants stuck between two vowels

Divide between the consonants

so that each vowel has its own consonant!



**rep/tile**

Always divide syllables in a way that will

keep your VCE syllable together as one unit.

We hear one talking vowel and therefore you must keep that syllable together!



**ti/ger**

Whenever you have two vowels with only one consonant stuck between them you need to try two syllable division strategies.

Your first choice is to divide after the first vowel to make the vowel open so it makes its long sound.

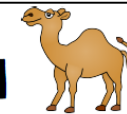


**li/on**

Typically when you have two vowels touching they create a vowel team.

Make sure to always look for vowel teams first.

If it is not a known vowel team, try splitting the vowels!



**cam/el**

Whenever you have two vowels with only one consonant stuck between them you need to try two syllable division strategies.

Your second choice is to keep the first vowel closed by the consonant so that it makes it's short sound.



**hor/net**

Whenever you have two or more consonants stuck between two vowels you want to divide between the consonants so that each vowel has its own consonant!

But remember that the r-controlled vowel makes a different sound, or no sound at all!



**tur/tle**

Consonant - L - E,

Count Back 3.

Divide your syllables by starting at your last letter and counting back.

# Organization of the Orton-Gillingham Method

Spelling rules  
ck/k, dge/ge,  
double  
f,l,s,z

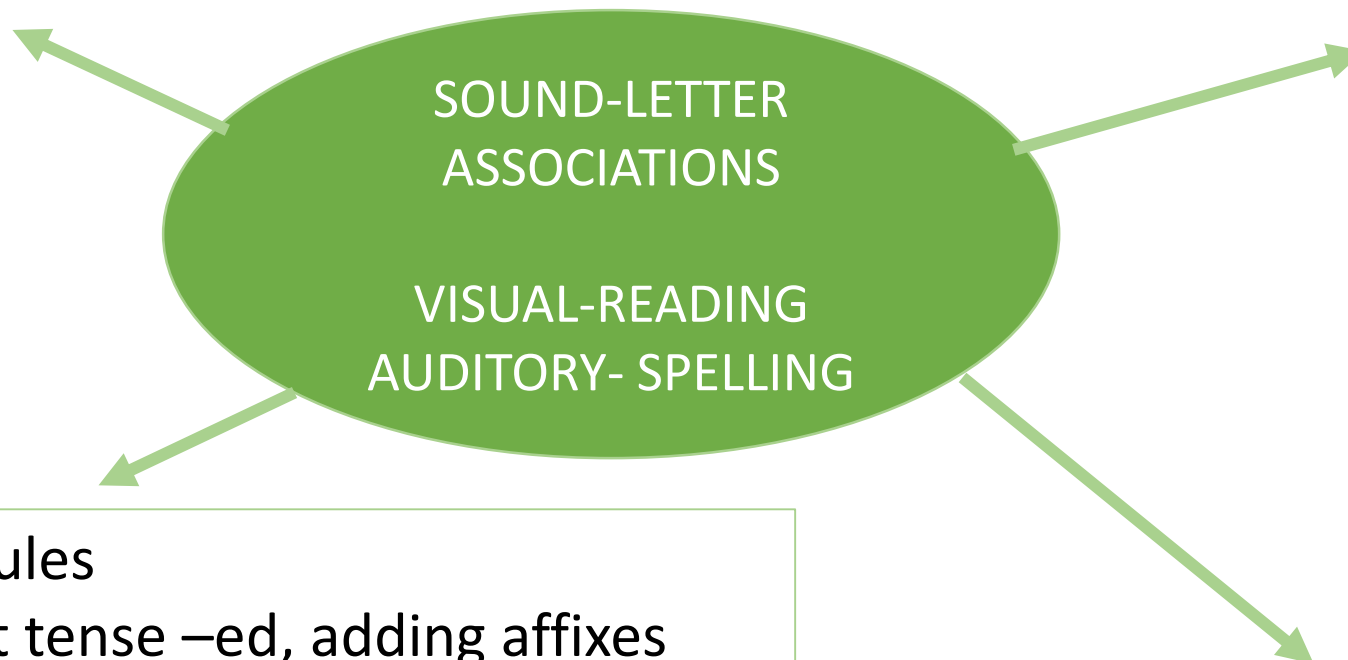
Sounds and letters

SOUND-LETTER  
ASSOCIATIONS

VISUAL-READING  
AUDITORY- SPELLING

Morphological rules  
derivations (past tense –ed, adding affixes  
such as –er, est, ion, tion)

Syllable patterns (open, closed)



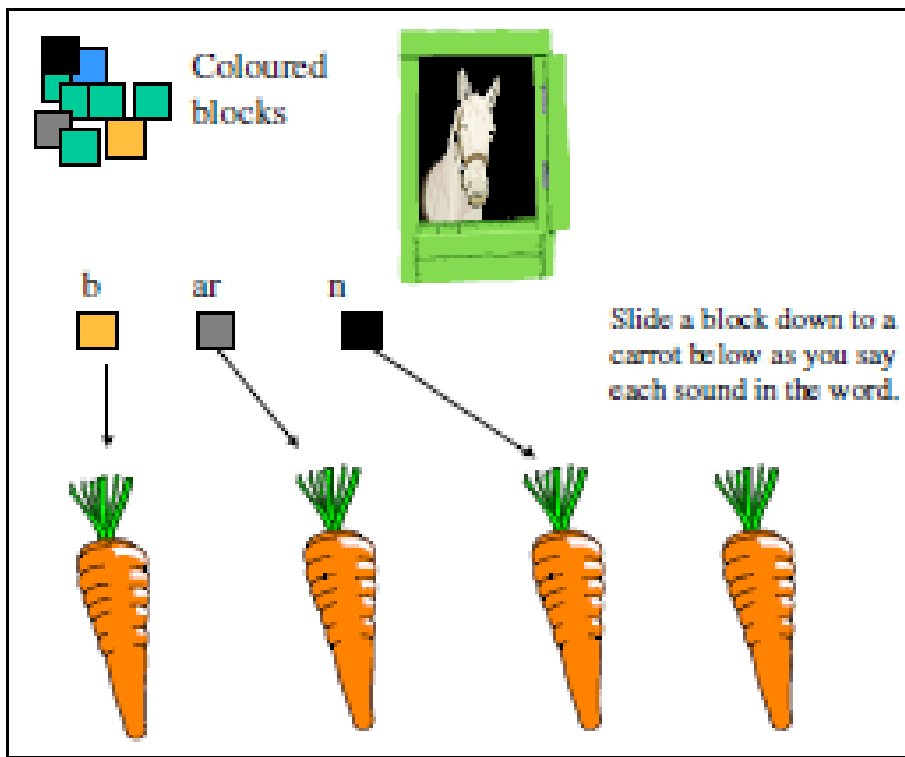
There are **lots of**  
**free resources**  
**available!!**  
**If you know your**  
**goals, you can**  
**find them!!!!**



# Phonological/phonemic awareness and sound-symbol treatment activities

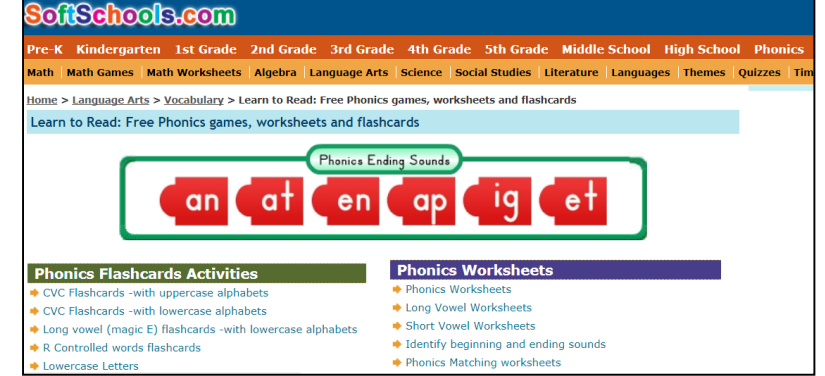
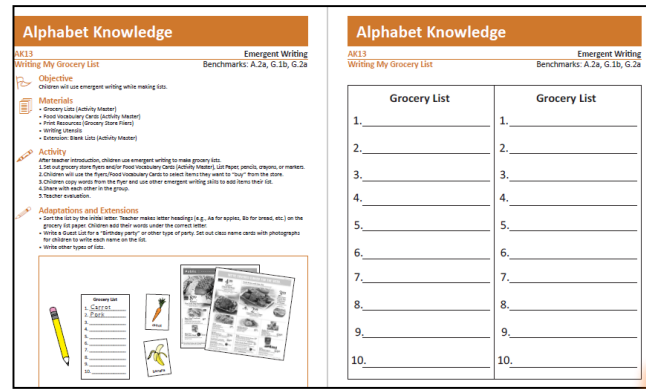
## The Gillon Phonological Awareness Training Programme (Gillon 2008)

- Rhyme, Phoneme analysis, Phoneme identity, Phoneme segmentation, Phoneme blending, tracking speech sounds, Sound symbol association, reading and spelling games.....



"Here is a picture of a horse. He'd like to some carrots to eat. I will say a word and I want you to show me how many sounds are in the word. We will give the horse one carrot for each sound we hear.

This horse lives in a barn. How many sounds can you hear in the word barn? B ar n (segment the word) Bring down one block at a time and place on a carrot below the horse to represent each sound."



# Florida center for reading research

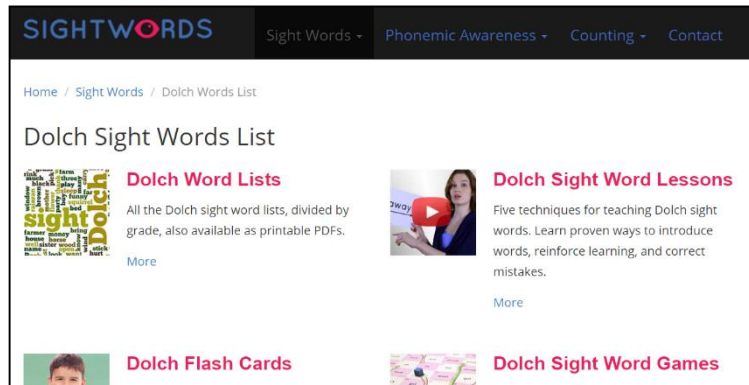
<http://www.fcrr.org/>

→ Great resources for both research and practice!

# Softschools.com

<http://www.softschools.com/>

→ Phonics worksheets, flashcards activities, & games! (e.g., oi, oy worksheet)



# Sightwords.com

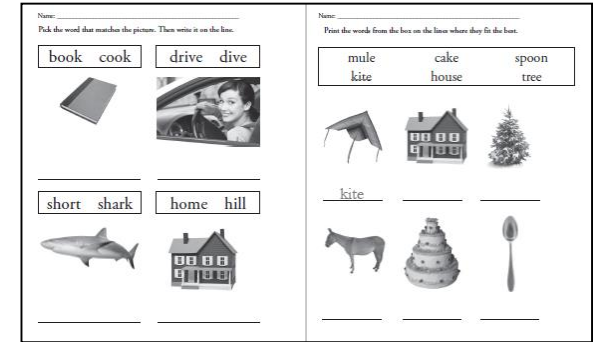
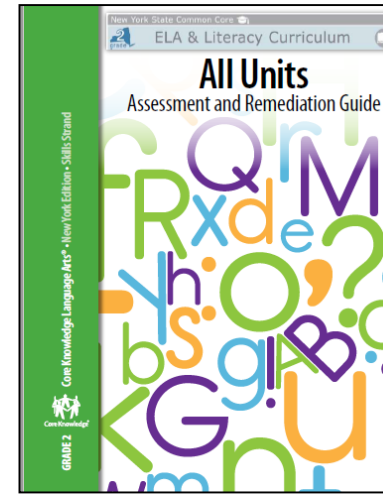
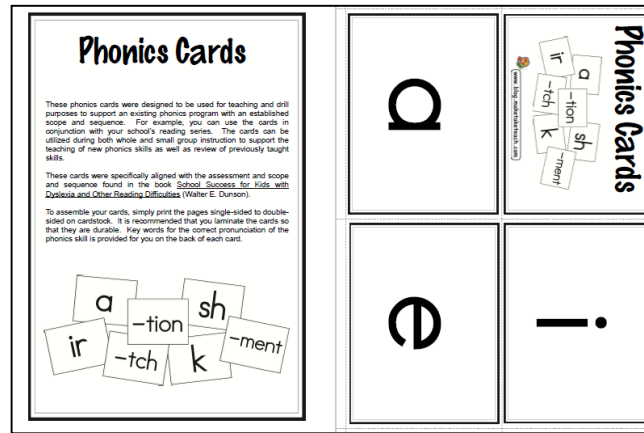
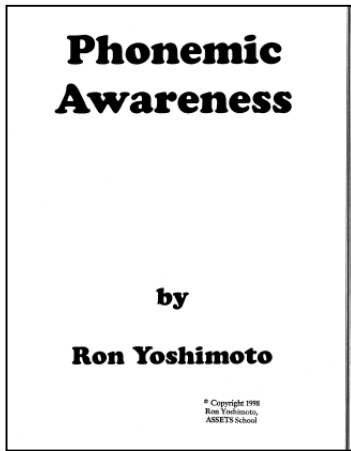
<http://www.sightwords.com/sight-words/dolch/#lists>

→ **Sight word lists by grade (worksheets, games & flashcards)!**

# I can read! I can succeed!

<http://www.sightwordsgame.com/sight-words/worksheets/printable-sight-word-worksheets/>

→ **printable sight word lists & activities**



# Ronald Yashimoto

- <https://www.ortongillinghaminternational.org/>
- → Not in his training, but he provides lots of free materials (e.g, phonemic awareness, syllabification)
- <http://education.wm.edu/centers/ttac/resources/webinar/languageinstruction/index.php/phonics-deck>

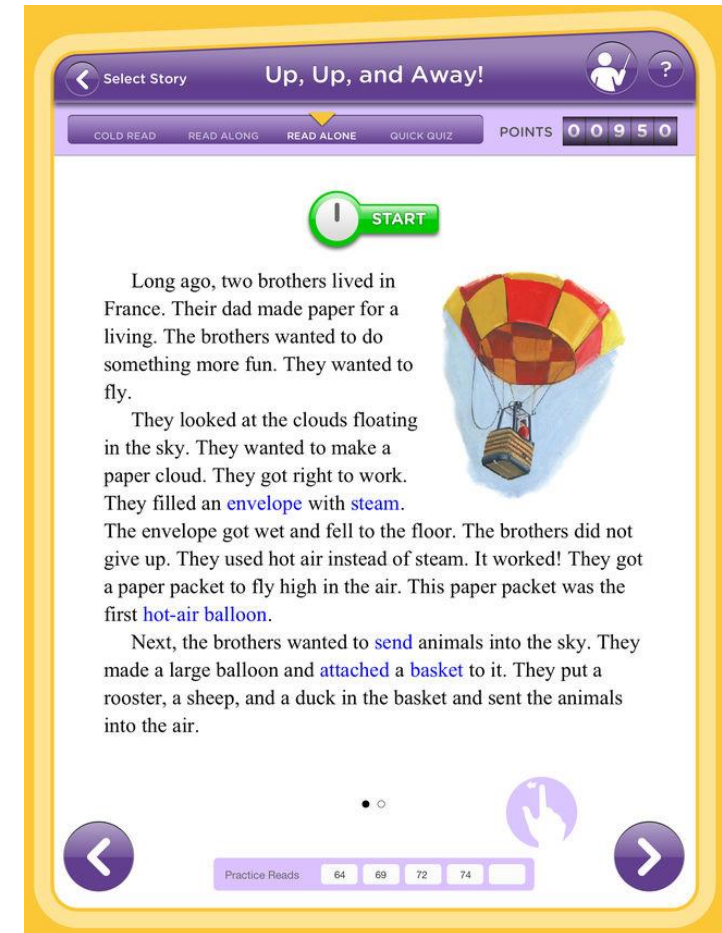
## ELA & Literacy curriculum Assessment and remediation guide

- Information in detail (one syllable practice, two syllable, vowel digraphs (1192 pages)
- Reading + spelling

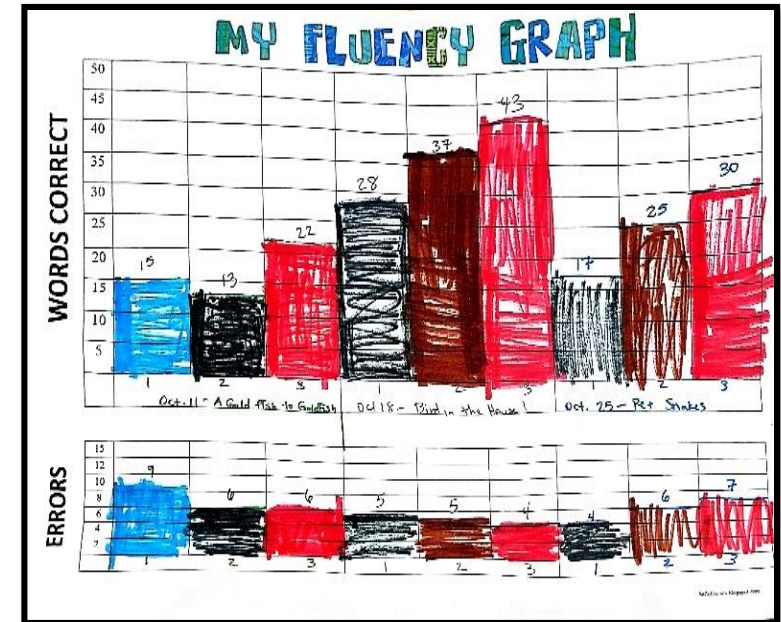


# Reading fluency

- Simple but still working: **Repeated** reading!!
- Designed for children who read **slowly despite adequate** word recognition (Samuels, 1979).
- Select a passage from **50 to 100 words** long from a book that is **slightly above** the student's reading level.



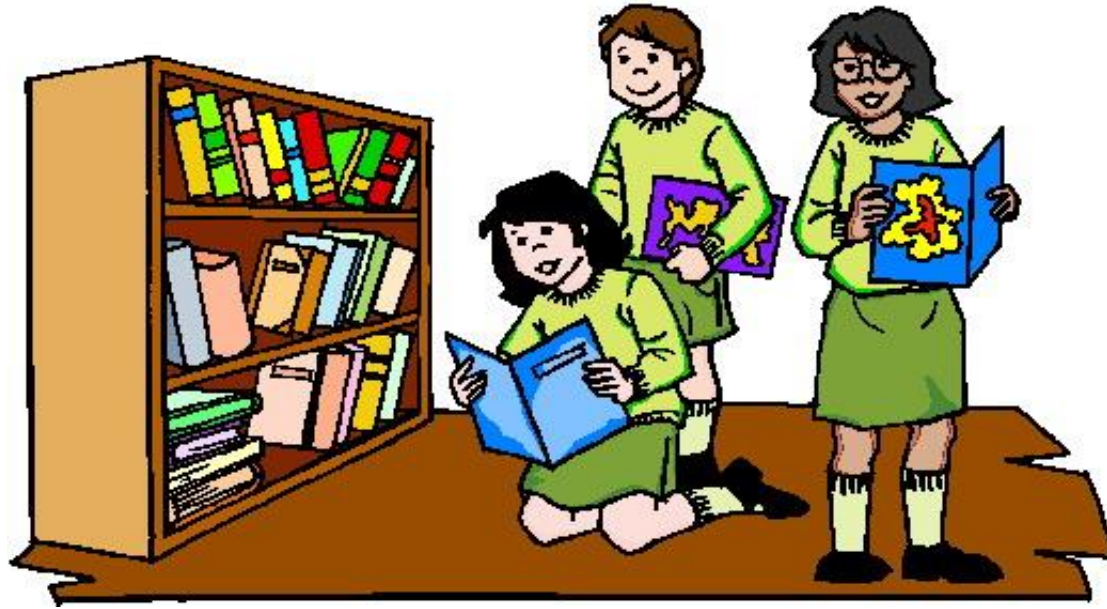
- Have student read the same passage **several times (at least 3 times!)**.
- **Time the reading** and count the **number of errors**.
- Use three different colored pencils for recording time and errors
- Provide a **model of fluent reading** prior to repeated reading practice.
- Correction and **feedback!**



Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

# Reading fluency norm (Hasbrouck & Tindal, 2017 updated)



**Accessible book/text resources**

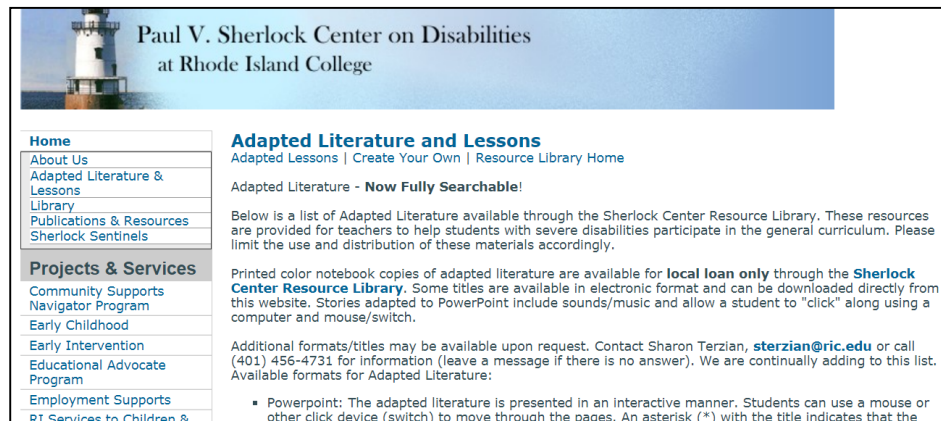
- **Sherlock Center on Disabilities**

- <http://www.ric.edu/sherlockcenter/wwslist.html>

–Adapted books can be downloaded and printed (various formats available)

- **Tar Heel Reader** (<http://tarheelreader.org>)

- Books that can be accessed by touch screen or computer screen (by topic, language)



Paul V. Sherlock Center on Disabilities  
at Rhode Island College

**Home**  
About Us  
Adapted Literature & Lessons  
Library  
Publications & Resources  
Sherlock Sentinels

**Projects & Services**  
Community Supports  
Navigator Program  
Early Childhood  
Early Intervention  
Educational Advocate Program  
Employment Supports  
RT Services to Children &

**Adapted Literature and Lessons**  
Adapted Lessons | Create Your Own | Resource Library Home

Adapted Literature - **Now Fully Searchable!**

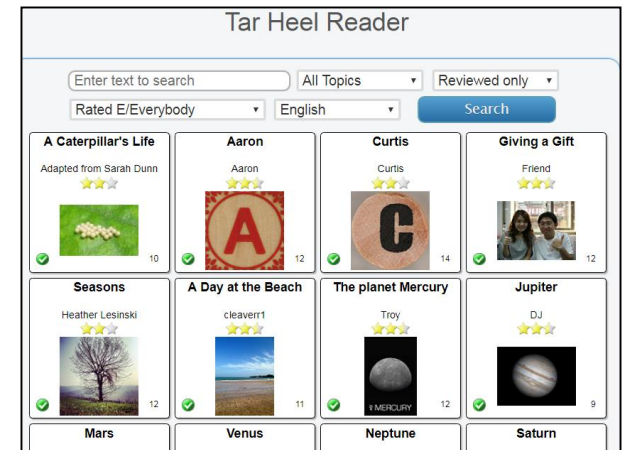
Below is a list of Adapted Literature available through the Sherlock Center Resource Library. These resources are provided for teachers to help students with severe disabilities participate in the general curriculum. Please limit the use and distribution of these materials accordingly.

Printed color notebook copies of adapted literature are available for **local loan only** through the **Sherlock Center Resource Library**. Some titles are available in electronic format and can be downloaded directly from this website. Stories adapted to PowerPoint include sounds/music and allow a student to "click" along using a computer and mouse/switch.

Additional formats/titles may be available upon request. Contact Sharon Terzian, [sterzian@ric.edu](mailto:sterzian@ric.edu) or call (401) 456-4731 for information (leave a message if there is no answer). We are continually adding to this list.









Available formats for Adapted Literature:

- Powerpoint: The adapted literature is presented in an interactive manner. Students can use a mouse or other click device (switch) to move through the pages. An asterisk (\*) with the title indicates that the



Tar Heel Reader

Enter text to search | All Topics | Reviewed only |  
Rated E/Everybody | English | Search

<b>A Caterpillar's Life</b> Adapted from Sarah Dunn ★ ★ ★  10	<b>Aaron</b> Aaron ★ ★ ★  12	<b>Curtis</b> Curtis ★ ★ ★  14	<b>Giving a Gift</b> Friend ★ ★ ★  12
<b>Seasons</b> Heather Lesinski ★ ★ ★  12	<b>A Day at the Beach</b> cleaverr1 ★ ★ ★  11	<b>The planet Mercury</b> Troy ★ ★ ★  12	<b>Jupiter</b> DJ ★ ★ ★  9
Mars	Venus	Neptune	Saturn



## •Text project

•<http://textproject.org/>

•→ **Free resources for reading comprehension and vocabulary learning**



## •K12 reader

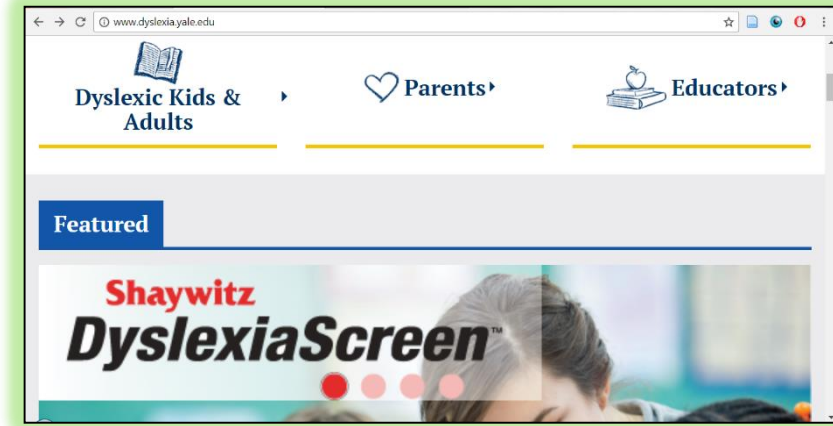
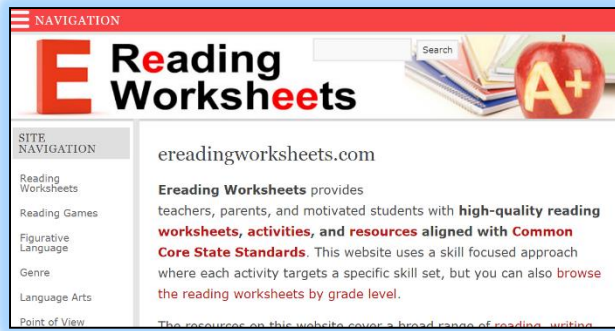
(reading instruction resources)

•<http://www.k12reader.com/common-core-standard/ccss/>

→ **Free resources + even CCSS (Common Core) codes!!!!**

**Reading, Vocab, spelling, grammar!**





# •Reading worksheets

•<https://www.ereadingworksheets.com/>

•Reading material by grade levels or skill (e.g., inference, main idea....)

# Yale Center for Dyslexia & Creativity

[www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)

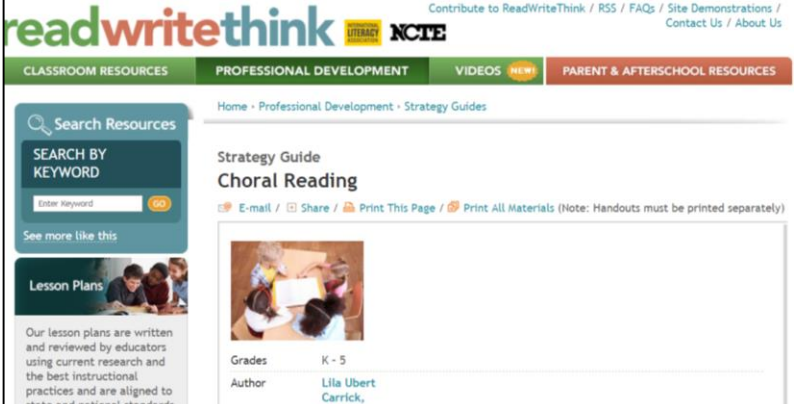
→ For children with dyslexia, parents, and teachers, Most current brain research are occurring there!

# If (independent) repeated reading is too hard...

- **Choral reading** (Paige, 2011)
- Reading aloud **in union** under the direction of a leader (clinician)
- Choral reading helps build students' fluency, self-confidence, and motivation (less self-conscious or nervous)

The following link includes a set of Choral Reading activities with a wide variety of texts

<http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html>



The screenshot shows the ReadWriteThink website interface. At the top, there is a navigation bar with links for 'CLASSROOM RESOURCES', 'PROFESSIONAL DEVELOPMENT', 'VIDEOS', and 'PARENT & AFTERSCHOOL RESOURCES'. A search bar is visible on the left. The main content area displays a 'Strategy Guide' for 'Choral Reading'. Below the title, there are options to 'E-mail', 'Share', 'Print This Page', and 'Print All Materials'. A small image of students reading is shown, along with the author's name, Lila Ubert Carrick, and the grade level, K-5.



# Spelling activities



- Recommended: **reading + spelling together**
- Most websites I introduced include reading & spelling together

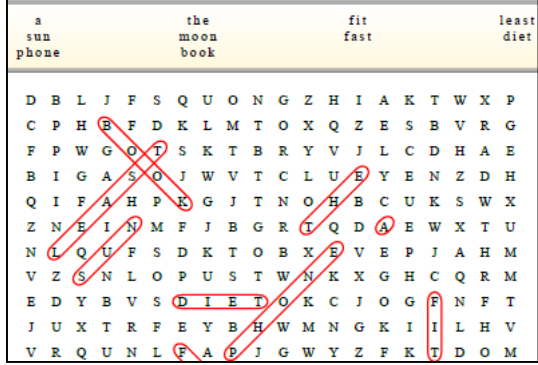
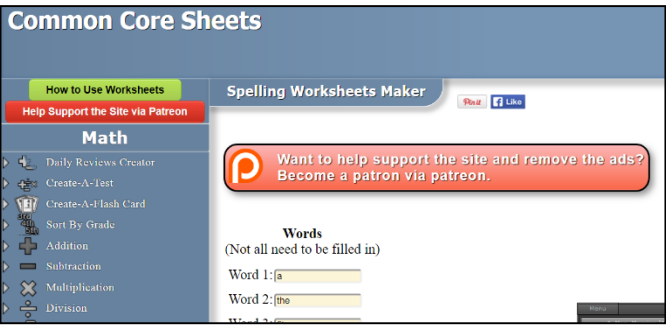
## K5 learning

<http://www.k5learning.com/spelling-worksheets>

→ You can buy their resources, but so many worksheets are free including 49 lessons of spelling worksheets!

Math Worksheets Grades 1-6	<b>First Grade Spelling Worksheets</b>
Kindergarten Worksheets	
Reading Comprehension	
Vocabulary Worksheets	
Spelling Worksheets	
Grade 1	<b>Spelling worksheets for grade 1</b>
Spelling Lists	These worksheets will help your child practice and improve word usage and spelling. The spelling exercises are at a grade 1 level. Each worksheet is available as a printable pdf document and, where required, a second sheet with answers is included. Several versions of each exercise are provided for extra practice.
Grade 2	Our worksheets complement our <a href="#">K5 Reading</a> and <a href="#">K5 Spelling</a> online programs. Check out our <a href="#">14-day free trial</a> !
Grade 3	
Grade 4	
Grade 5	<b>Spelling lists</b>
Grammar Worksheets	These worksheets provide organized lists of grade 1 spelling words. <a href="#">49 worksheets</a> .
Cursive Writing Worksheets	
Flashcards	<b>Trace and write</b>
	Trace the words. Write the words on the line.





# Handwriting worksheets .com

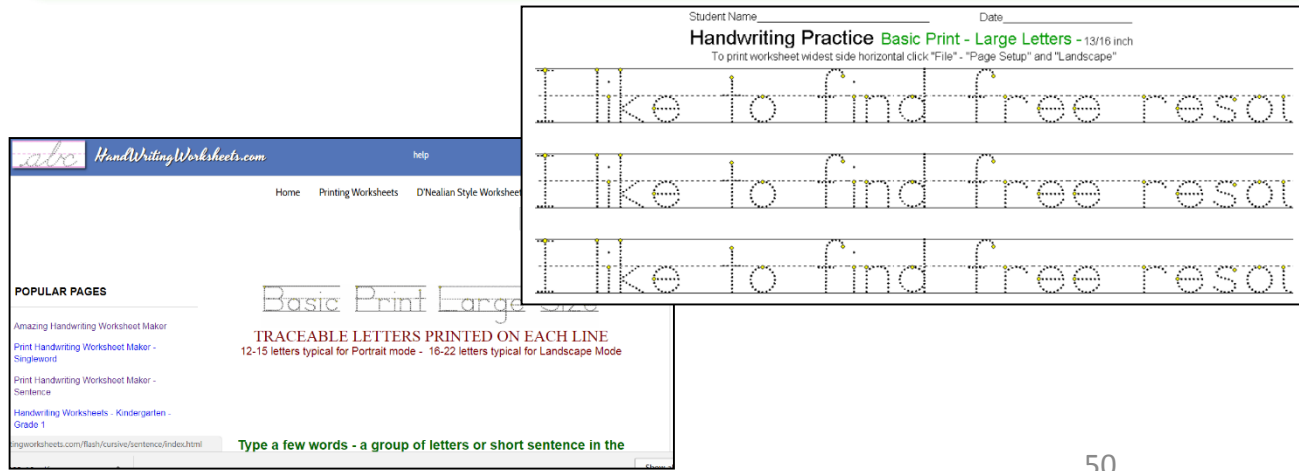
<https://www.handwritingworksheets.com/print-k/make-pk-all.htm>

→ You can buy their resources, but so many worksheets are free including 49 lessons of spelling worksheets!

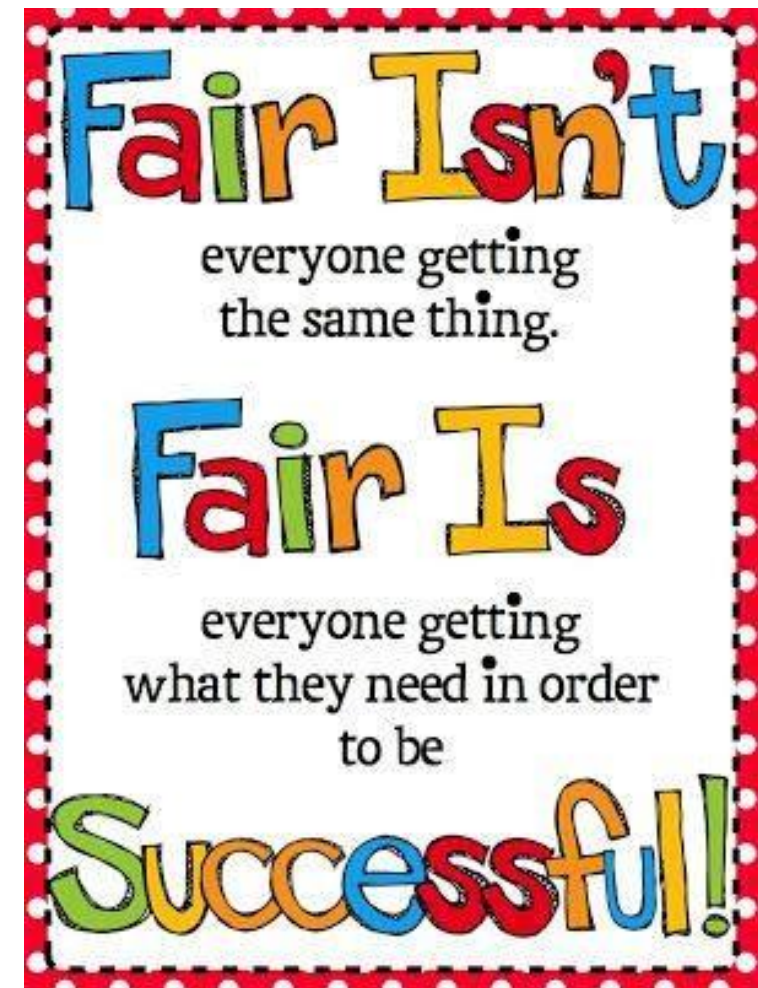
## • Common core sheets

• <http://www.commoncoresheets.com/SpellingMaker.php>

• → You can make your own worksheets (you just need to type your target words: scrambled words, word finds).



# Accommodations



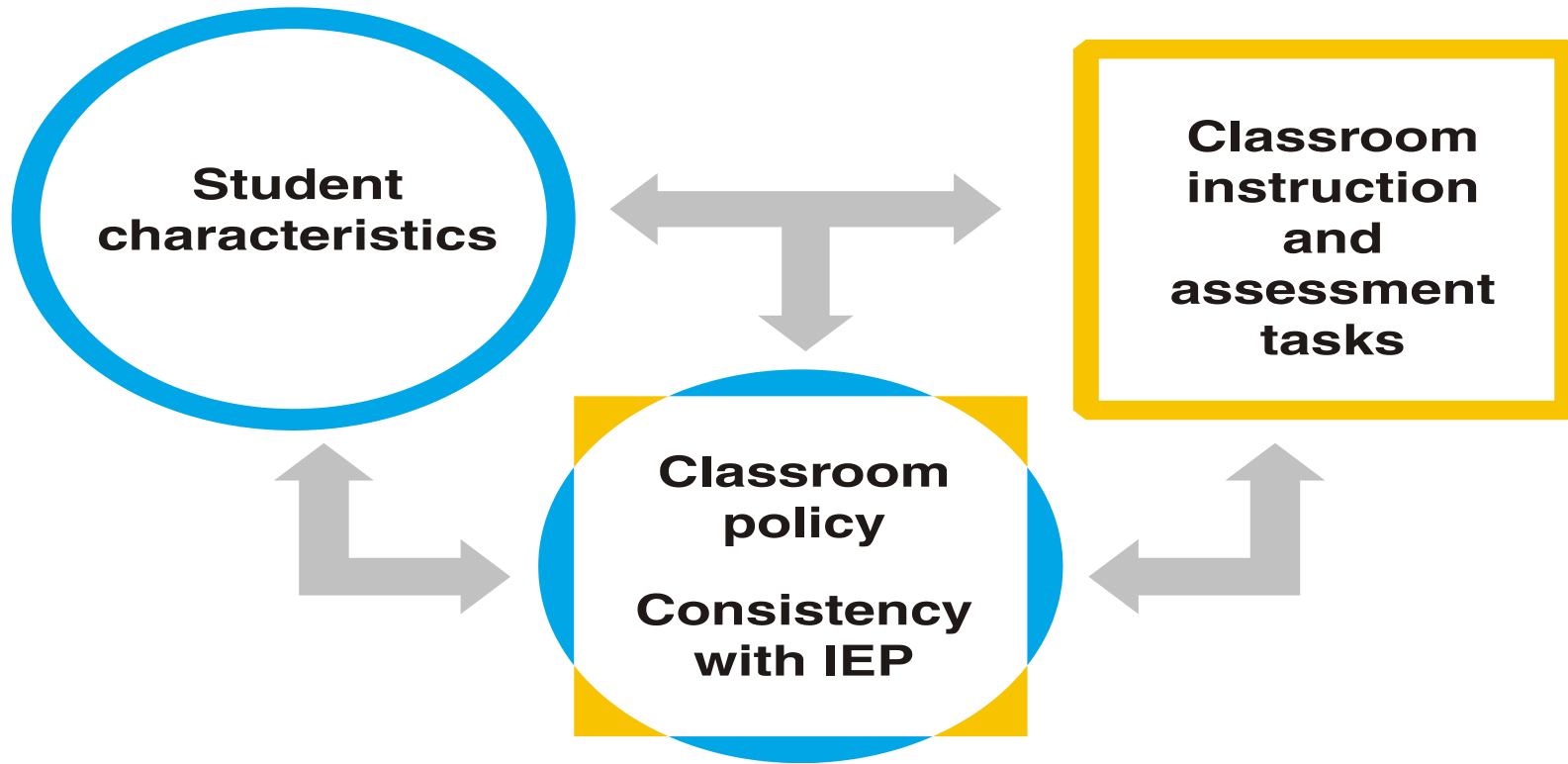
- Excerpted from Nicole Ofiesh, Ph.D.

# Using Accommodations

Accommodations may be used to enhance the way instruction or materials are presented to a student or to provide **different ways for a student to respond to instruction or materials** without changing the content being addressed.

The decision to use a specific accommodation with a student should:

1. be made on an **individual basis**
2. be **used routinely** in classroom instruction and testing
3. be effective and appropriate as **evidenced by grades and observations**



## **Decision-making for Instructional Accommodations**

# Treatment/Accommodations

- Individual Instruction
- Classroom Accommodations
- Augmentative Devices



# Accommodations examples and why (effect of disabilities)

## ➤ **Extended time**

### ➤ **Why?**

➤ **Slow academic fluency (reading, writing), slow processing speed, slow memory retrieval, need to re-read for reading comp, etc.**

## ➤ **Frequent breaks**

➤ **Short attention span, fatigue, weak attention regulation**

# Accommodations

## ➤ Recording devices

➤ Weak working memory, weak auditory processing, difficulty regulating attention and distractibility (listening and writing simultaneously)

## ➤ Preview vocabulary and reading

➤ Weak working memory, weak reading skills, weak verbal retrieval



# Accommodations

- **Word processor with Spell check**
  - **Grapho-motor weakness, weak processing speed, difficulty regulating visual attention impacts spelling, punctuation, letter size, and spacing**
- **Text-to-speech**
  - **Slow academic fluency, slow memory retrieval, inaccurate reading negatively affects comp.**

## Reading Rockets: Accommodation list

<http://www.readingrockets.org/article/accommodations-students-ld>

→ **Categorized various accommodations**

- Lazarus, S. S., & Thurlow, M. L. (2016). 2015-16 **high school assessment accommodations policies: An analysis of ACT, SAT, PARCC, and Smarter Balanced** (NCEO Report 403).

→ **Good information especially for high school students who prepare college**

### Accommodations for Students with LD

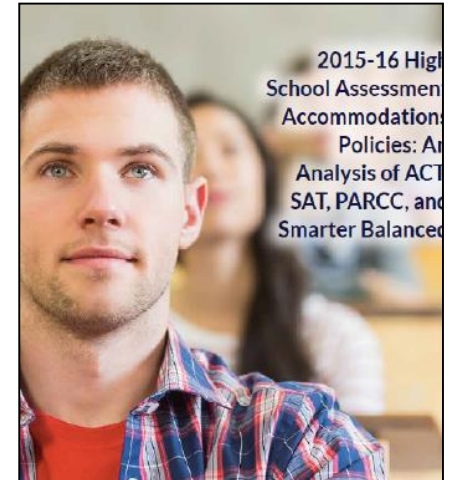
By: National Center for Learning Disabilities (NCLD)



The National Center for Learning Disabilities presents examples of accommodations that allow students with learning disabilities to show what they know without giving them an unfair advantage. Accommodations are divided into the following categories: how information is presented to the student, how the student can respond, timing of tests and lessons, the learning environment, and test scheduling.

#### What are accommodations?

Accommodations are alterations in the way tasks are presented that allow



Bureau of Exceptional Education and Student Services  
(BEESS)

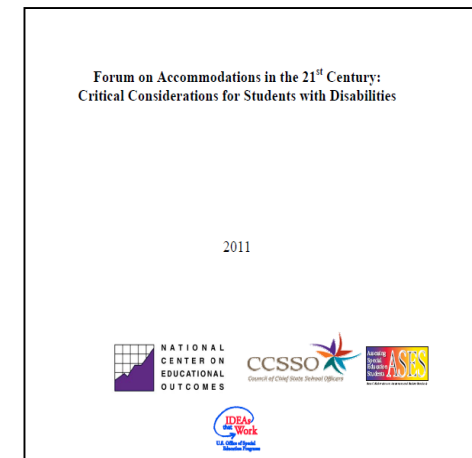
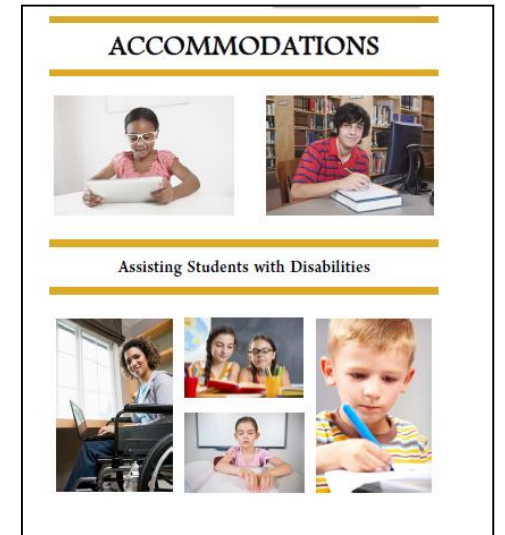
<http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs>

→ Especially, Appendix B Accommodations—Quick Reference Guide

- **Forum on Accommodations in the 21st Century: Critical Considerations for Students with Disabilities**

<https://nceo.umn.edu/docs/OnlinePubs/AccommodationsForumReport2011.pdf>

→ This is a report but makes us think “How do technology-based assessments affect our approach to accommodations?”



# Classroom Accommodations

- Spelling correction software
- Extended time
- Scribes
- Spelling correction software
- Oral vs. written
- Speech recognition software (Dragonfly)
- Text readers (Kurzweil)
- Exemption from Foreign language


**FEDERAL  
LAWS  
UNDER  
AMERICANS  
WITH  
DISABILITIES  
ACT (ADA)**

- No time to cover “apps” today.
- However, you can find **a great resource** that organizes literacy app and provides **review for each app!!**.

## 1. LITERACY APPS FOR STRUGGLING LEARNERS (34 pages)

## 2. AND INEXPENSIVE APPS FOR PEOPLE WHO NEED AUGMENTATIVE COMMUNICATION SUPPORTS (54 pages)

Harvey Pressman and Andrea Pietrzyk  
Central Coast Children’s Foundation,  
Inc.




4. *Alphabytes* (<http://itunes.apple.com/us/app/alphabytes/id423710441?mt=8>)

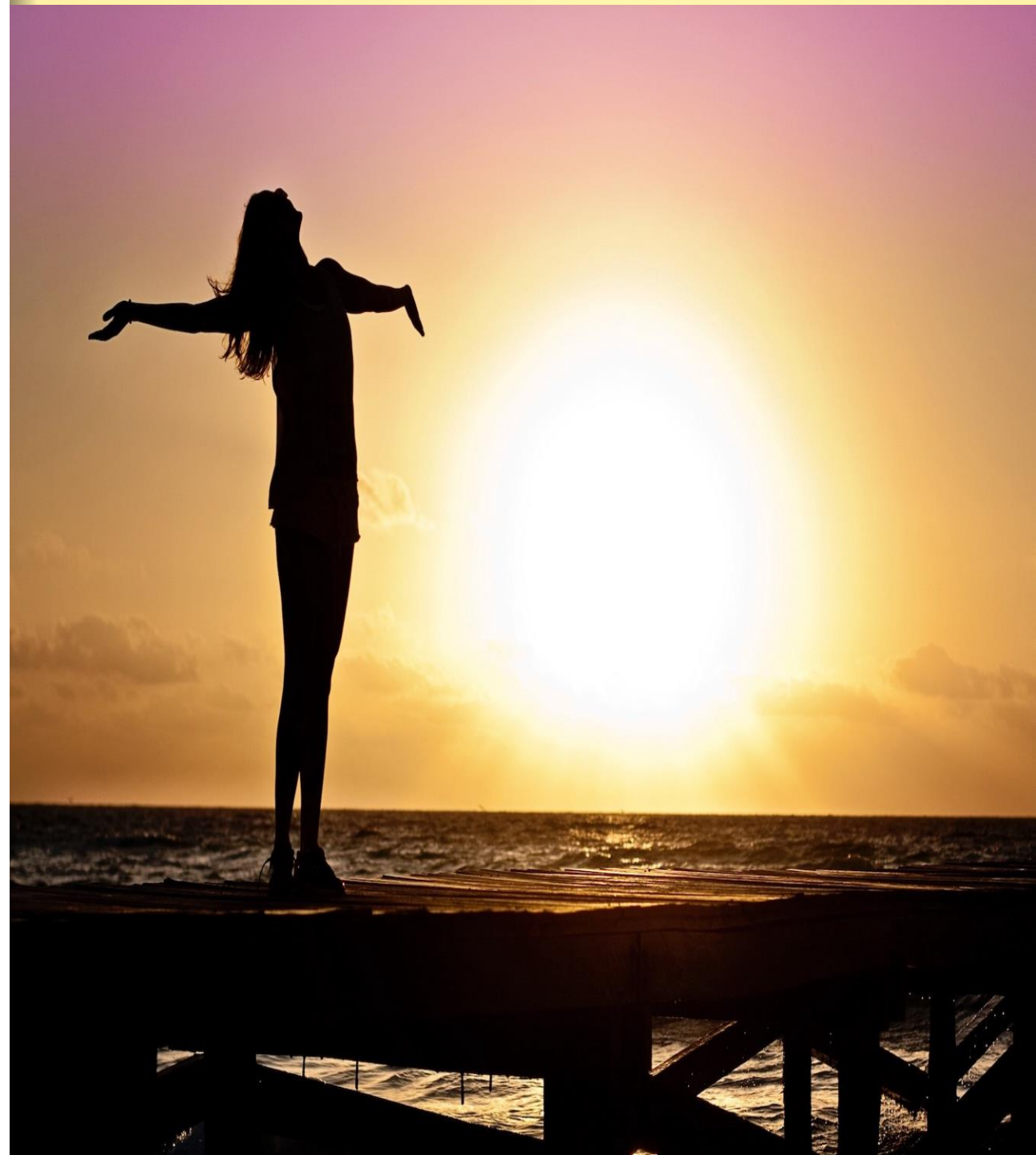
- **Ideal for:** Pre-reading
- **What is it?** An app to teach the alphabet and beginning spelling skills. Children trace both uppercase and lowercase letters and play memory games to reinforce letters and words with visuals.
- **How much is it?** \$1.99
- **Platforms:** iPad. Requires iOS 3.2 or later.
- **Reviews:** Reviews for the app are very good; parents agree that it helps kids learn to write the alphabet. One parent particularly likes how the app teaches both upper- and lowercase letters. Some of the games are perhaps too difficult for toddlers, but they can grow into them. One complaint is that the music cannot be turned off.

1. *Verbally* (<http://itunes.apple.com/us/app/verbally/id418671377?mt=8#>)

- **What is it?** A text-to-speech app intended especially for people with AAC needs. Users type the phrase that they wish to convey, and Verbally speaks it. The app allows users to choose from several male and female voices and three different keyboard layouts. For ease of use, the app has a word predictor and two core grids – one for words and one for phrases. There is no need for an internet connection to use it, either.
- **Platforms:** iPad. Requires iOS 3.2 or later.
- **Reviews:** Verbally has received good reviews. Though the voices could be improved, the app’s “purpose and functionality make it so valuable.”



**Can individuals  
with dyslexia  
be successful in  
life?**



- It is important to help the child identify areas of
- **strengths** and develop some **expertise**, these are
- **islands of competence.**





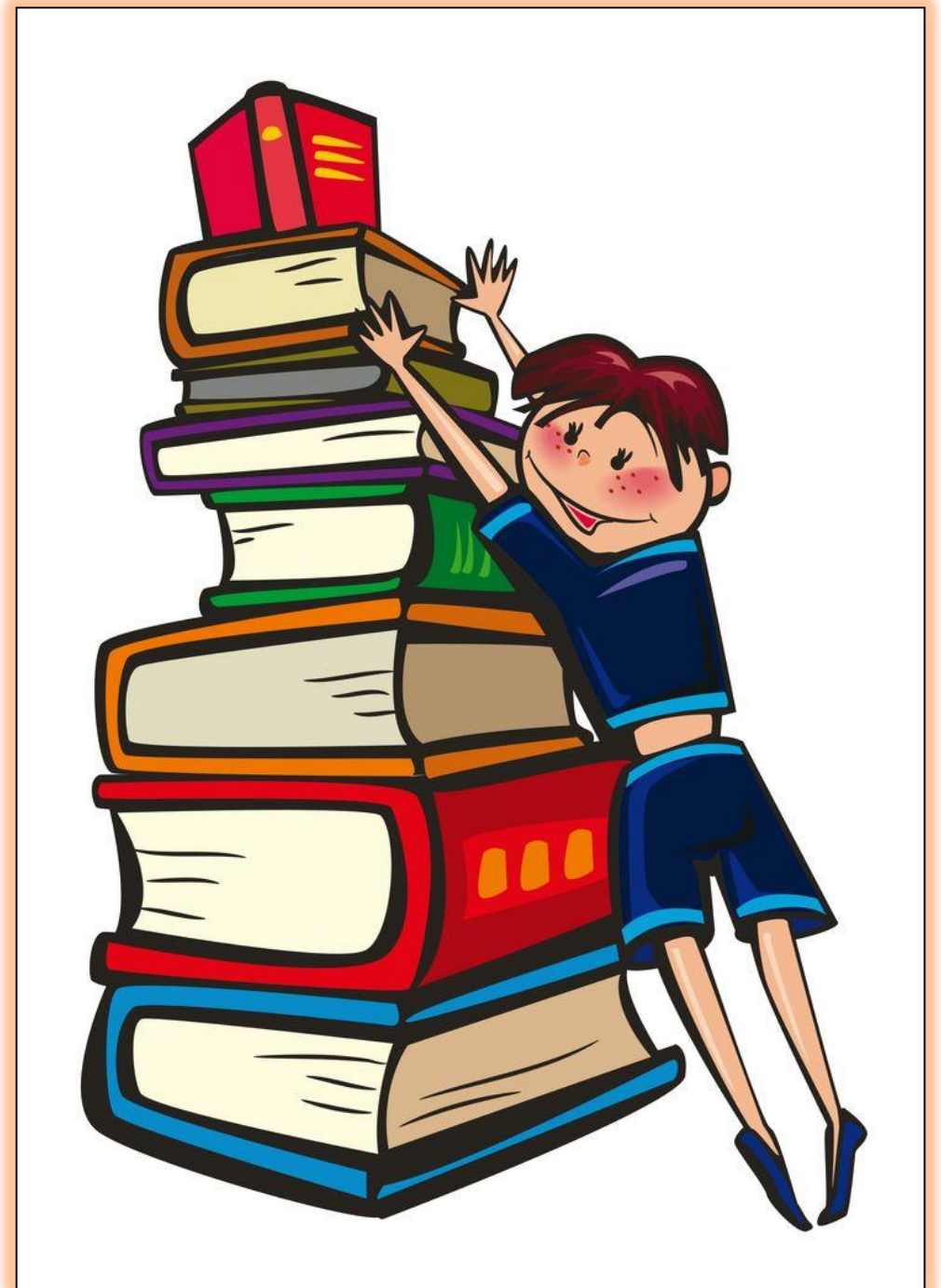
# Psychological and social implications

Students with RD may be **perceived as less intelligent** or not trying hard enough

❑ **Decreased self-esteem** is often a result (Riddick et al., 1999)

❑ Negative experiences leave students vulnerable to **feelings of failure, anxiety, shame, helplessness, depression** (Valas, 1999)

❑ Students with RD are **less likely to finish high school**, and more likely to enter the juvenile justice system (Quinn, 2001; Wagner 1993)







**What can we do?**

**This is how I do...  
(there are so  
many ways)**

**Read to Succeed+  
Growth mindset training!  
Spring 2018**

**If you have any questions please  
contact:**

Dr. Sun Kim  
Phone: [501-852-0850]  
Email: [skim@uca.edu]



**WHAT 1:  
Literacy Intervention  
(4:00-5:30)**

Using evidence-based intervention  
founded upon the principles of  
Orton-Gillingham, Read to Succeed!  
will provide training in:

- Sound symbol association
- Phonological awareness
- Syllable Instruction
- Oral Reading fluency
- Written text comprehension

**WHAT 2:  
Growth mindset training  
(5:30-6:00)  
(no extra fee charged)**

When students believe they can  
improve and even get smarter, they  
are more likely to put in extra time  
and effort in their school work.

Growth mind set lesson units will teach basics about the brain, brain plasticity, behavior, and how we can change our brains by what we do. This will include attention and regulation, executive function skills (plan, organize, and sequence kids' thoughts), and hand-writing skills



# What is Grit?

Passion coupled with the tenacity to overcome obstacles (Angela Duckworth, U of Pennsylvania)



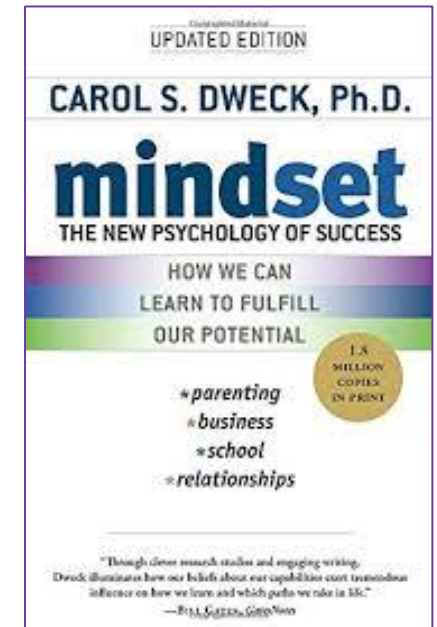
# Grit & Growth mindset

## • Fixed mindset

- Intelligence is set in stone.
- You either have it when you are born or you don't

## Growth mindset

- Intelligence can be **developed**.
- **Nobody is born** knowing everything or being able to do everything.
- you have to **LEARN what you want to know** or be able to do.



# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.



- Transition to 7<sup>th</sup> grade
- Work gets harder, kids begin to struggle
- Assessed whether students with identical achievement scores at the beginning of 7th grade had fixed or growth mindsets
- **Fixed mindset students were focused on grades.** Growth mindset students said **learning was more important** than getting good grades.
- **Math grades rose dramatically in the growth mindset group** as compared to the fixed mindset group (+ science class, pre-med students, etc.).

## • Carol Dweck's Research

- ❖ **Growth mindset can be taught.**
  - Students need to know that the brain can stretch and grow like a muscle. They can get smarter!
- ❖ **Giftedness can be cultivated.**
  - Students need to be exposed to circumstances where talents can flourish.
- ❖ **Lessons must require effort and challenge.**
  - Those who excel make deliberate efforts and systematically address weaknesses; push themselves beyond the “comfort zone.”

# Example Exercise

- Think of something that you are good at doing
- How did you first learn to do it?
- What made you keep doing it even though it was hard?
- What helped you get better at it?
- Once you started to get good at it, what made you want to get even better?

(Cushman, 2008)



# Tools for Teaching Growth mindset and Grit

- Intentional Praise  
“Smart vs. Hard-Working Students”
- Share Inspiring Stories
- Teach about brain development, psychology, and neurological processes
- Effort is required and encouraged
- Learn from mistakes

- Establish the environment
- Set the expectations
- Teach the vocabulary
- Create the frustration
- Monitor the experience
- Reflect and learn

**2013 US Dept. of Ed Report Promoting GRIT, Tenacity, and Perseverance:** <http://pgbovine.net/OET-Draft-Grit-Report-2-17-13.pdf>

**The Resilience Project @ Stanford:**

<https://undergrad.stanford.edu/resilience>: “Stanford, I screwed up!”  
celebrating the 'epic failures' in our lives.

**Jia Jiang's 100 Days of Rejection:** <http://fearbuster.com/>

Personal story of rejection

**The Science of Resiliency:**

<https://www.youtube.com/watch?v=403i7IWrv78>

(youtube vide)

**TedTalks: Scott Gellar, Carrie Green, and Eduardo Briceno**

The screenshot shows the Florida Department of Education website. At the top, there is a navigation bar with links for 'About Us', 'Newsroom', 'How Do I?', 'Contact Us', and 'Public Records'. Below this is a search bar with the text 'What are you looking for?' and a magnifying glass icon. A secondary navigation bar contains links for 'ACADEMICS', 'SCHOOLS', 'TEACHING', 'ACCOUNTABILITY', 'FINANCE', and 'POLICY'. The main content area is titled 'Resources' and features a sub-section for 'Classroom Resources'. A blue box on the left is labeled 'THE GROWTH MINDSET'. Below it, there are links for 'Abilities', 'Effort', and 'Failure'. The text in the 'Classroom Resources' section reads: 'A HUGE thank you to the teachers who have shared growth mindset tools they created to meet their own needs! Please be sure to email [Abbey.Stewart@fldoe.org](mailto:Abbey.Stewart@fldoe.org) any resources you have created and would like to share with the teaching community!' and 'Another HUGE thank you to the team and Mindset Works for allowing the FDOE to share some of'.

The screenshot shows the 'THE NED SHOW' website. The header includes the logo 'THE NED SHOW' with the tagline 'There's a Champion in Every Kid!' and navigation links for 'Customer Care', 'About Us', and 'ShopNED'. Below the header is a secondary navigation bar with links for 'The Program', 'Coordinators', 'Teachers', 'Parents', 'Videos', and 'KIDZone'. The main content area is titled 'LESSON PLANS & RESOURCES' and features a banner for 'NEVER GIVE UP!' with a cartoon character and several book covers. Below the banner, there is a text box that says 'Seven book-based lesson plans elaborate on the first letter of NED's name.' At the bottom, there are two sections: 'LESSON PLANS' and 'LESSON PLANS BY BOOK TITLE:'.

# •Florida department education

•<http://www.fldoe.org/teaching/just-for-teachers-community/growth-mindset/resources.stml>

•→ **Growth mindset material (video lists, professional learning (e.g., even genius works hard))**

# •The Ned show

•<http://www.thenedshow.com/never-give-up.html>

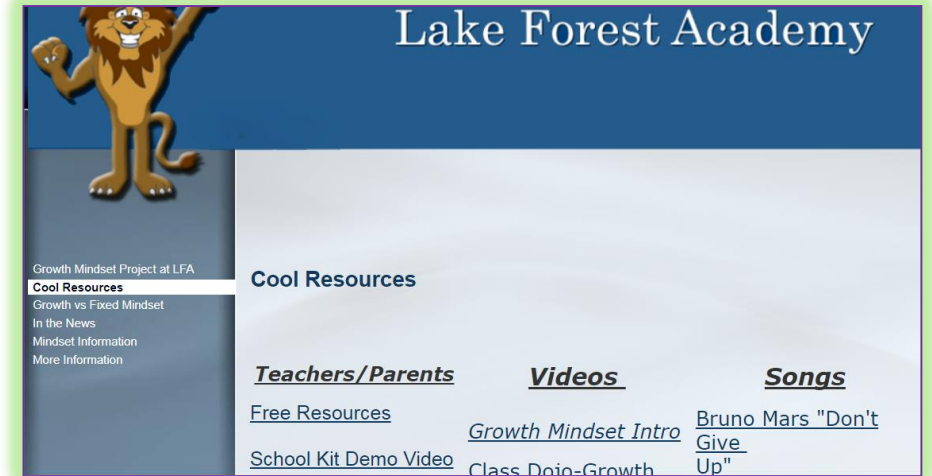
•→ **You need their recommended books. But if so, they provide materials in various topics (e.g., Never give up, Do your best...)**



# Edutopia

<https://www.edutopia.org/resilience-grit-resources>

→ **Resources on developing resilience, grit, and growth mindset.**



# Lake Forest Academy

<https://sites.google.com/a/nhcs.net/growth-mindset/cool-resources>

→ **Videos, Songs, and free resources for growth mindset!**

# School on wheels.inc

<https://www.schoolonwheels.org/programs/growth-mindset/>

→ **Growth mindset materials from week 1 through week 7!**

Week 1

[Week 1 Lesson Plan](#)

[Week 1 PowerPoint](#)

[Growth Mindset Quiz \(PDF\)](#)

[Growth Mindset Online Quiz](#)

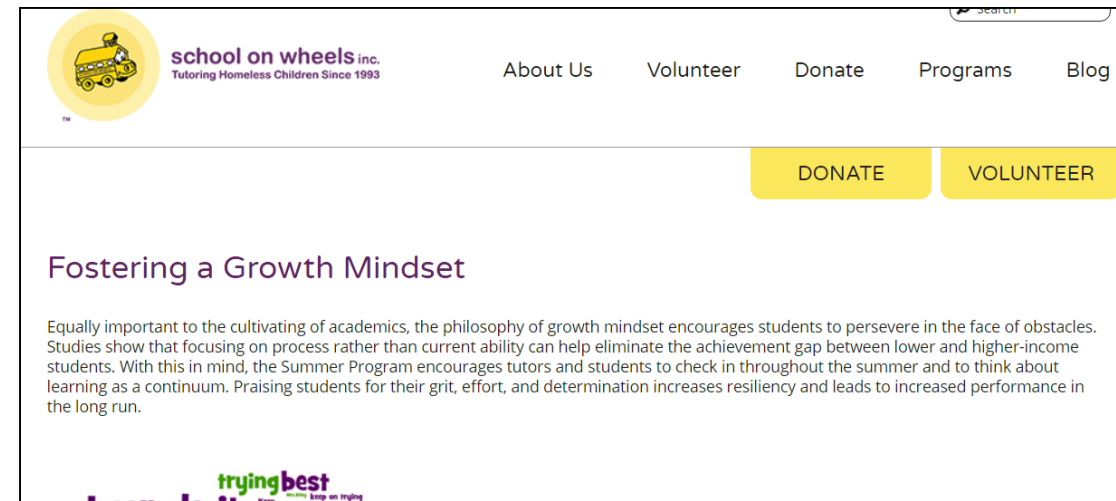
[Growth Mindset Video \(2 and a half minutes\)](#)

Week 2

[Week 2 Lesson Plan](#)

[Week 2 PowerPoint](#)

[Brain Articles](#)



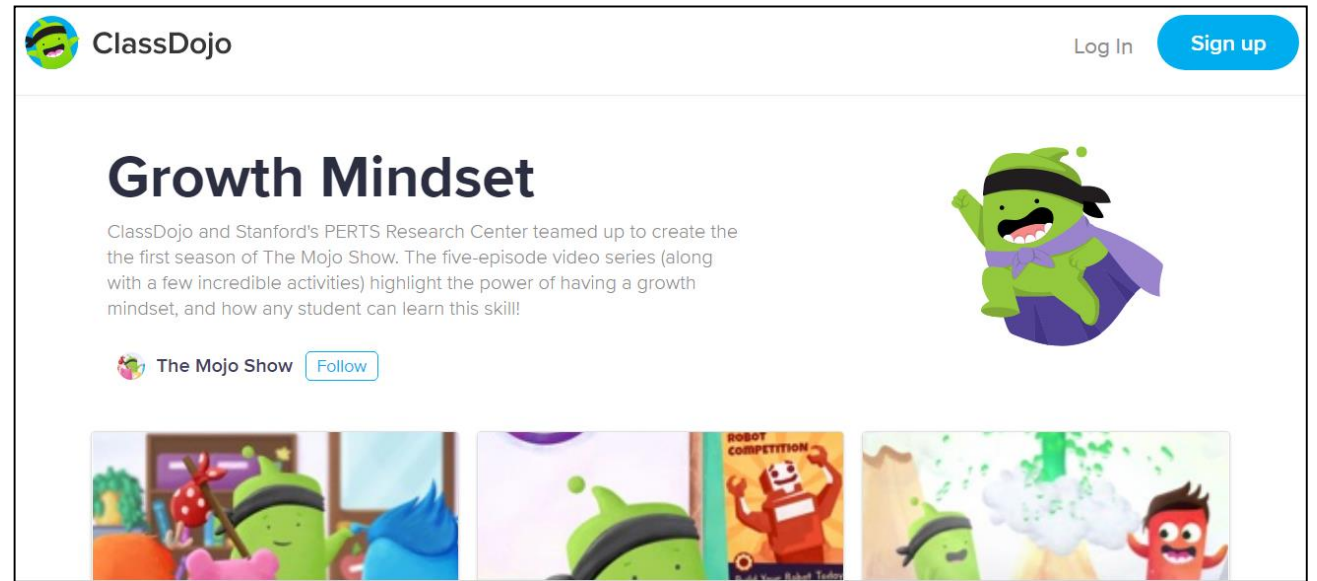
# ClassDojo series

<https://ideas.classdojo.com/b/growth-mindset>

→ **Classroom teachers may use it but they may not have enough time to do all!**

**Watch → Discussion → Share (providing the discussion topics for each video)**

<http://vid.ly/7n3n7x> (mysterious neurons)




ClassDojo

Log In Sign up

## Growth Mindset

ClassDojo and Stanford's PERTS Research Center teamed up to create the first season of The Mojo Show. The five-episode video series (along with a few incredible activities) highlight the power of having a growth mindset, and how any student can learn this skill!

The Mojo Show Follow



## **Growth mindset intro:**

<https://www.youtube.com/watch?v=75GFzikmRY0&feature=youtu.be>

## **Growth mindset vs. fixed mindset:**

[https://www.youtube.com/watch?v=KUWn\\_TJTrnU&feature=youtu.be](https://www.youtube.com/watch?v=KUWn_TJTrnU&feature=youtu.be)

## **The power of yet**

<https://vimeo.com/117900689>

## **Take risks**

<https://www.youtube.com/watch?v=q3ib2idp-0I&feature=youtu.be>

# **Growth mindset video lists**

# Growth mindset video lists

## **Get through it**

<https://www.youtube.com/watch?v=QS2vv72R2XI&feature=youtu.be>

## **It is possible**

<https://www.youtube.com/watch?v=RDKMfmpo7gc&feature=youtu.be>

## **Famous failure**

[https://www.youtube.com/watch?v=zLYECIjmnQs&feature=youtu.be&list=P  
LmQSJICY9X0fEdDOwepUX60JvBiYAqqap](https://www.youtube.com/watch?v=zLYECIjmnQs&feature=youtu.be&list=P<br/>LmQSJICY9X0fEdDOwepUX60JvBiYAqqap)

## **Goal settings, one set at a time**

<https://www.youtube.com/watch?v=8cCiqbSJ9fg&feature=youtu.be>



# Animal assisted therapy



- “AAT is a goal-directed intervention in which an animal that meets specific criteria is an integral part of the treatment process”
- Suggested to **reduce children’s anxiety and isolation** and **improve their willingness** to be involved in therapy and self-esteem.
- **Performance improvement** has been proved in research (e.g., Kirnan, Siminerio, and Wong, 2016).

- How to?
  - Read to a dog
  - Reward, breaks (petting, playing, walking the dog, etc.)
- Need to be addressed before the handler starts working with the therapy dog
  - **Allergies, fear of dogs, cultural differences** (some cultures regard dogs as unclean, while others believe that spirits appear as animals, Brodie et al., 2002.
  - **Some inner city children** do not work well with Pit Bulls, Rottweilers, and Doberman Pinschers, but work well with other breeds, such as a Poodles or Cocker Spaniels, Greenbaum, 2006).

# AAT Resources

- Canine companions for independence (CCI.org)
- Froling, J. (1998, February 1). Service Dog Tasks for Psychiatric Disabilities. Retrieved from: [http://www.iaadp.org/psd\\_tasks.html](http://www.iaadp.org/psd_tasks.html)
- Sanburn, J. (2013). Comfort Creatures. *Time*, 181(15), 48.
- U.S. Department of Housing and Urban Development. (2004, May 17). Service Animals and Assistance Animals for People with Disabilities in Housing and HUD Programs. Retrieved from <http://portal.hud.gov/hudportal/documents/>

## Research resources

- Griess, J. (2010, June 1). A canine audience: The effect of animal-assisted therapy on reading progress among students identified with learning disabilities. University of South Florida.
- Hall, S. S., Gee, N. R., & Mills, D. S. (2016). Children Reading to Dogs: A Systematic Review of the Literature. *PLoS ONE*, 11(2), 1–22.

# AAT Research resources

- Jalongo, M. R., Astorino, T., & Bomboy, N. (2004). Canine Visitors: The Influence of Therapy Dogs on Young Children's Learning and Well-Being in Classrooms and Hospitals. *Early Childhood Education Journal*, 32(1), 9–16.
- Kirnan, J., Siminerio, S., & Wong, Z. (2016). The Impact of a Therapy Dog Program on Children's Reading Skills and Attitudes toward Reading. *Early Childhood Education Journal*, 44(6), 637–651.
- Levinson, E. M., Vogt, M., Barker, W. F., Jalongo, M. R., & Van Zandt, P. (2017). Effects of Reading with Adult Tutor/Therapy Dog Teams on Elementary Students' Reading Achievement and Attitudes. *Society & Animals*, 25(1), 38–56.

# Thanks!

*Any questions?*  
skim@uca.edu

