



Dyslexia

**WHAT EVERY EDUCATOR
NEEDS TO KNOW**

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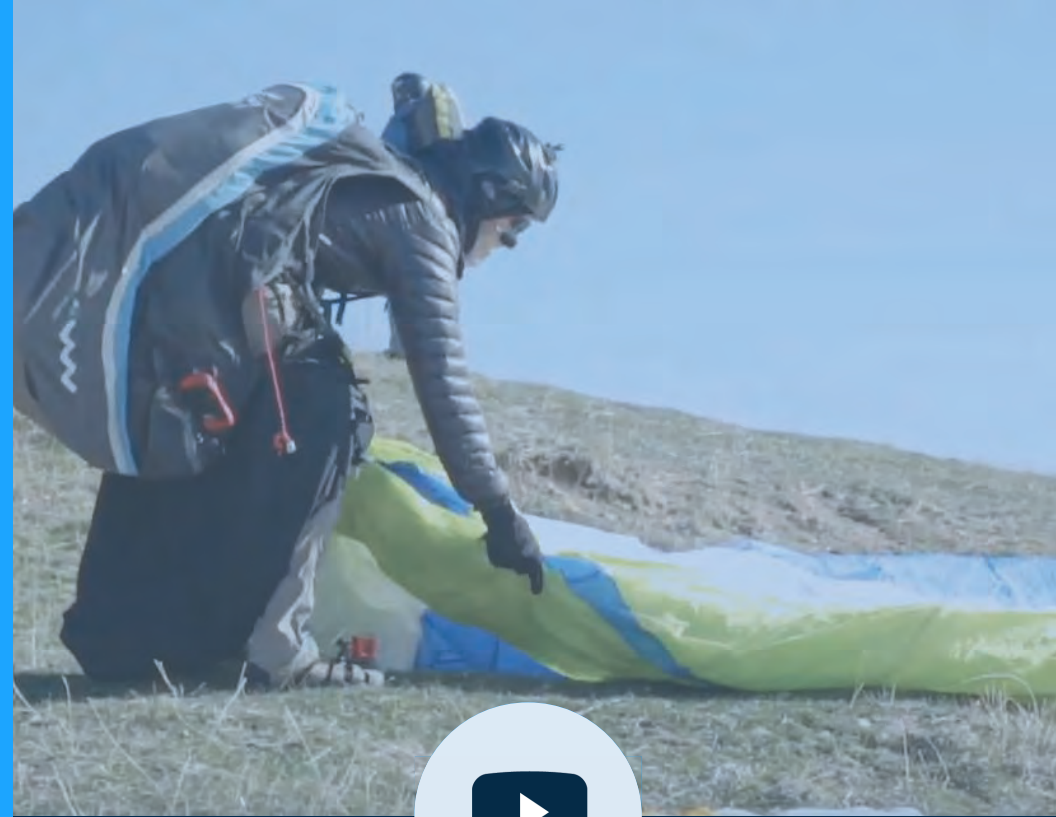
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Preface

WHY I'M PASSIONATE ABOUT DYSLLEXIA

During my honeymoon, I realized I had never heard my husband read aloud. It was then that I heard him stammer, omit even the shortest words, and repeat entire sentences. My extremely intelligent husband is an adult with dyslexia who had not received appropriate assessment and intervention. When I cautiously questioned him about his reading, he revealed that when he was in school it took him more than six hours a night to complete his homework. He often misspelled the months of the year and struggled with certain days of the week. He had to practice his home address. He would often blaze past construction signs and public signs, appearing to disregard the information when, in truth, he couldn't read it quickly enough to process what it meant.

Both of my children with dyslexia were verbal in childhood, with no obvious signs of language challenges, until I started introducing the alphabet with letter-to-sound correspondence. As soon as I would introduce a letter with its sound, my children with dyslexia would forget it. My otherwise very quick children were absolutely struggling with the basic connection between written letters and their corresponding sounds.



SPOTLIGHT

It wasn't until he was 49 that Curtis Pons, the husband of Donell Pons, discovered dyslexia was the reason behind his life long struggle with reading. Click the link to watch his story.

[Soaring with Dyslexia ›](#)

Introduction

FIRST STEPS FOR EDUCATORS

One in five students has a language-based learning disability, the most common of those being dyslexia. Dyslexia affects every instructional task a student will face in school and, left undiagnosed, can adversely affect their entire lives.

Fortunately, there is a window of opportunity to tackle and remedy dyslexia at an early age. Patricia Mathes, a professor at Vanderbilt University, has been conducting research that examines the impact of early screening and intervention. Some of the findings reveal that students who have manifested signs of dyslexia were likely to read just like their non-dyslexic peers if remediation was conducted early and appropriately. For adults who have been coping with dyslexia for most of their life, persistence and patience will be key to improving skills. The good news is, regardless of age, they can improve.

To create that opportunity for remediation, students and adults need access to early screening and, when appropriate, a diagnosis of dyslexia. Here are the next steps you and your district can take to effectively identify and support students and adults who are struggling with dyslexia.

STEP 1

Train and Support Teachers

Having on-site personnel who have been trained in a dyslexia-specific reading remediation methodology is imperative to diagnosing students at a young age. Very few educators have specific training or education regarding dyslexia. Until recently, schools were not able to directly address dyslexia as it hadn't been recognized as its own learning difficulty. Without dyslexia-specific training at the school level, there is no way educators can effectively prepare to identify, teach, or even provide basic support to students with dyslexia. While some schools may have a handbook, this is only the first step. Schools, legislators, and districts all need to focus more on passing legislation and providing appropriate education and support to teachers and administrators.

STEP 2

Implement a Universal Screener

A clear step towards improving the educational experience for a student with dyslexia is to have universal screeners available, and have teachers and administrators trained on how to use them. Educators can then not only identify students with reading challenges, but also drive appropriate instruction, intervention, and accommodation. When screening for dyslexia, the critical components of reading to assess are phonemic awareness and rapid automatized naming, which influences short-term memory and processing.

Find Effective Tech Tools

Classrooms can use tools like audiobooks as an alternative to textbooks, along with additional features like SmartPens, which allow students to record class lectures and transcribe notes to revisit later. Also, the quality of text-to-speech resources like Google Drive and Speechnotes have vastly improved over the years, and these resources are usually free.

Everyone can find a way to be involved in recognizing and supporting students with dyslexia, from educators to schools to administrators to legislators. If we start looking at the difficulties in acquiring literacy skills at a young age, we can find techniques that work best for each individual student. Children will use reading and writing skills every day of their lives, and it is paramount that they be provided with the right guidance and tools to get them on track.



Provide Research-Based Interventions

In David Kilpatrick's book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, he cites three research-validated elements, based on his studies of reading intervention programs, that led to the best results in early diagnosis of dyslexia:

1. They aggressively addressed and corrected the students' phonological awareness difficulties and taught phonological awareness to the advanced level.
2. They provided phonic decoding instruction and/or reinforcement.
3. They provided students with ample opportunities to apply these developing skills to reading connected text.

RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [Helping students tackle dyslexia](#)

[Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#) by David Kilpatrick

[5 Steps for Identifying Dyslexia in Your Child](#) from the Dyslexia Center of Utah

[Curing Dyslexia: What is Possible?](#)

[Reading Horizons Dyslexia Screener](#)

[Inside Dyslexia: What You Need to Know About 20% of Your Students](#)



Part I

IDENTIFYING AND SUPPORTING YOUNG STUDENTS WITH DYSLEXIA

IDENTIFYING STUDENTS WITH DYSLEXIA

Students with dyslexia may display the following characteristics or have certain common experiences in the classroom as a result of their lack of basic literacy skills:

- Poor phonemic awareness (PA) and below-average rapid automatized naming (RAN);
- Misspelling common words such as the days of the week or months of the year;
- Anxiety about being in the classroom because of the numerous tasks involving reading and writing;
- Leaving writing assignments unfinished, even when the student seems engaged in the topic;
- Sloppy penmanship, not because of an underlying handwriting issue, but to disguise poor spelling;
- Randomly capitalizing words or letters within words because the rules of spelling and grammar are still elusive; and
- Negative behaviors such as talking during class instruction, inattentiveness, excessive bathroom breaks, and “time-wasting.”

What to do if you suspect a student has dyslexia

If an educator suspects a student has dyslexia, he or she can immediately request the student be evaluated under the Child Find mandate found within The Individuals with Disabilities Education Act. The wording of Child Find is clear: “Schools are required to locate, identify and evaluate all children with disabilities from birth through age 22.” Identifying students who need services is an important first step.



RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [Identifying students with dyslexia](#)

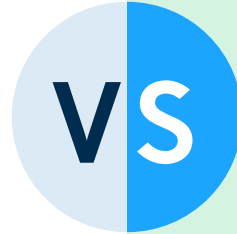
[Child Find: What It Is and How It Works](#)

FINDING AN EFFECTIVE DYSLEXIA SCREENER

Conducting Screening

When it comes to the specifics of screening for reading difficulties, Richard Selznick's book *Dyslexia Screening: Essential Concepts for Schools & Parents* is one of the most approachable and concise texts. He writes that screening allows educators to look at various assessments that are already being used in the classroom to identify students who are at risk of reading difficulties.

Selznick points out that, although it might be nice to have someone "specialized" in learning disabilities conduct the screening, any teacher can administer a screening and work with other professionals to interpret the results. It's important to have individuals on the screening team who are versed in appropriate reading readiness milestones.



Screening vs. Diagnosis

It's also important for educators to know the difference between a screening and a diagnosis.

- **Screening** focuses on a specific set of skills that indicate reading readiness or skills that can predict future reading success, such as phonemic awareness and letter-naming fluency, both of which are measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- **Diagnosis**, on the other hand, focuses on gathering clinical evidence to make a clinical determination. Diagnostic tests of reading examine more complex skills, such as comprehension and cognitive processes. A screener can lead to a diagnosis, but a diagnosis will need to come from a professional who is approved to diagnose dyslexia.



Free vs. Paid Screeners

Family members who opt to pay for an expensive diagnosis are often left with a costly piece of paper, yet they are still at the mercy of a school with no formal training in the appropriate interventions. Even though an online screener is not an official document, it can be a good place to start when a parent doesn't have a lot of options. Schools will not offer services based on the results of an online screener, but they may be useful as part of a larger process of examination. When looking for an online screener, I recommend consulting established websites such as the International Dyslexia Association, Bright Solutions for Dyslexia, and the Yale Center for Dyslexia and Creativity.

If a Screener Indicates 'Yes,' What Next?

The conversation with parents will be handled according to the state laws governing dyslexia screening. For example:

Texas

There are dyslexia specialists in schools who are trained to handle all aspects of screening, identifying, and remediating for students that are dyslexic.



Utah

A school would need to be sure it's compliant with screening and identifying, not diagnosing, students with dyslexia. Even if there isn't a formal diagnosis, schools should still provide appropriate instruction for reading difficulties.



Schools need to be sure they are not only prepared to screen, but ready to provide appropriate remediation and ongoing reports to parents. It's not acceptable to have students in the same level of remediation for the entire year, therefore not making acceptable progress.

RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [How to find a dyslexia screener](#)

[Dyslexia Screening: Essential Concepts for Schools & Parents](#) by Richard Selznick

[Reading Horizons Dyslexia Screener](#)

[International Dyslexia Association](#)

[Yale Center for Dyslexia and Creativity](#)

[Acadience \(DIBELS\)](#)



THREE TOOLS EDUCATORS CAN ACCESS IMMEDIATELY TO IDENTIFY, ACCOMMODATE, AND SUPPORT THEIR STUDENTS WITH DYSLEXIA

1. **Online dyslexia screeners:** Screeners don't diagnose your student, but they do informally assess their alignment with characteristics of students with dyslexia, depending on their grade level.
2. **Existing assessments:** If class assignments or test results show that a student has problems with rapidly and automatically naming known letters and letter sounds, or has difficulties with phonemic awareness, they are exhibiting two of the primary universal characteristics of dyslexia.
3. **Online and print resources:**

Online

[International Dyslexia Association](#)
[Bright Solutions for Dyslexia](#)
[The Yale Center for Dyslexia and Creativity](#)
[Reading Horizons Webinars](#)

Books

Beginning to Read: Thinking and Learning About Print
by Marilyn Jager Adams
Overcoming Dyslexia by Sally Shaywitz
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick



Once the administration at my school saw our reading data, they supported my idea to implement a reading program. Reading data gathered from Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) testing, and other standard assessments indicated there were many students who were struggling with reading. With the support of the administration, we offered training in the components of evidence-based reading instruction to every educator and paraeducator in grades K-5.



RELATED RESOURCE

This content is based on an article previously published in SmartBrief: [Supporting students with dyslexia](#)

HOW TO LEAD YOUR DYSLEXIA INITIATIVE

Advocate for Legislative Change

If your state doesn't have legislation regarding dyslexia, administrators can start conversations with their state school boards. Your state office of education wants students to excel at reading, so this is a great place to start.

Provide Professional Development

I find one of the biggest impediments to excellent instruction is often not lack of materials, but lack of training in how to use those materials effectively. To create a plan for professional development, administrators can access the K-3 reading program materials that are available on most state office of education websites. Here are three specific steps to take:

- Research whether your state offers dyslexia training materials or not.
- Familiarize yourself with the critical elements of reading instruction that are promoted by your state and district education offices.
- See if the company providing your school with reading materials offers Structured Literacy resources or programs.

Every state has mandated testing that monitors the quality of instruction and determines the future funding of programs. In grades K-3, and often beyond, most states require a reading assessment such as DIBELS to measure various components of

reading readiness and capability. It's important that administrators make sure every teacher understands how DIBELS is administered and what the data reveals about reading readiness and competency.

Screen for Reading Difficulties

It doesn't matter if the school year has already started. Screen your students, look at the data, and start with the students who are most in need of remediation.

Raise Awareness Among Parents and Students

Include dyslexia awareness in your parent nights, and consider handing out resources such as a dyslexia handbook from your state office of education during parent-teacher conferences. Most parents are aware and concerned about how well their student is reading. The more aware parents are of the characteristics of dyslexia, the more likely they will be able to recognize dyslexia in their child.



RELATED RESOURCE

This content is based on an article previously published in SmartBrief: [4 ways to lead a dyslexia initiative](#)

Part 2

IDENTIFYING AND SUPPORTING MIDDLE SCHOOLERS, HIGH SCHOOLERS, AND ADULTS WITH DYSLEXIA



IDENTIFYING STUDENTS WITH DYSLEXIA IN MIDDLE AND HIGH SCHOOL

I've had many older students confess to me that they would rather be thought of as defiant than stupid.

Many educators have not been given the training and resources to accommodate students with dyslexia, and especially older students with dyslexia who are out of the initial learning curve for reading.

The Sound-to-Symbol Relationship

Less transparent spelling patterns are a primary struggle for older students with dyslexia. For this reason, educators, parents, and administrators working with students who are struggling in the upper grades should look at an older student's written work to assess for signs of an undiagnosed language-based learning difficulty. The spelling errors will often be consistent, with short, common words misspelled simply because they are not phonetically regular, such as "the" or "was."

To teach older students to spell more effectively, educators should be using an etymology background to trace the origins of the words along with the morphology, or parts of the words. There are excellent books on the topic. Two of my favorites are *Unlocking Literacy* by Marcia K. Henry and Maryanne Wolf and *Bringing Words to Life* by Beck, McKeown, and Kucan.



Warning Signs

- A strong warning sign of an older student with dyslexia is avoiding reading out loud. Students may also refer to themselves as "silent readers."
- When students do read aloud, they stumble over multisyllabic words.
- Students may fatigue quickly or claim to be "bored" when reading or writing, and reading fluency may change based on the subject matter.
- Students may incorrectly place periods and apostrophes, have poor handwriting that masks poor spelling skills, or write in all capital letters to avoid differentiating between upper- and lowercase letters.
- Students may exhibit a great deal of knowledge when speaking but struggle to complete a short, written answer on the same subject.
- If a student has an unusual name or a name with numerous options for spelling the vowel sounds, such as "Michael," spelling his/her own name correctly may be challenging for many years.
- Days of the week and months of the year may also be misspelled, even though the student has seen them numerous times.
- Task avoidance is one of the most common behaviors that students with undiagnosed dyslexia may exhibit in the classroom. Task avoidance is anything from consistently not turning in work while still attending class, to skipping class when a book reading or written assignment is due.
- Some students with language-based reading difficulties find oral presentations in front of large groups to be anxiety-provoking, while others may find this is the only time they can shine. It's important to understand the nature of the language-based learning difficulty to meet the individual needs of the student.

First Steps in Helping an Older Student with Dyslexia

- Reach out to your administration.
- Screen the student using an age-appropriate dyslexia screener.
- Talking with your student's parents about the struggles you're seeing in class might prompt them to get their child tested and possibly diagnosed, when appropriate, by a doctor. From there, a parent can find reading data collected by the school by visiting their state Office of Education website.



RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [Identifying students with dyslexia in middle, high school](#)

[What is Dyslexia?](#)

[Unlocking Literacy](#) by Marcia K. Henry and Maryanne Wolf

[Bringing Words to Life](#) by Beck, McKeown, and Kucan

A list of basic accommodations for a student with low literacy skills may not be effective if the student hasn't been thoroughly evaluated. For instance, if they don't have the skills to write a grade-level paper or read a grade-level text, offering students extended time for writing or reading assignments is simply giving them more time to struggle. Such accommodations are anxiety-inducing, and often suggest that students with language-based learning difficulties simply don't put forth enough effort.

HOW TO SUPPORT MIDDLE AND HIGH-SCHOOL STUDENTS WITH DYSLEXIA

Implement a Solid Intervention System

Using a Structured Literacy reading program not only provides the best instruction for students who may struggle with reading, but there is sufficient evidence to suggest it is the best instruction for all readers. Training all staff in the same Structured Literacy program provides not only a foundation for instruction, but also a shared vocabulary for every teacher.

Response to Intervention (RTI) is the framework for implementing appropriate levels of intensive instruction to improve academic outcomes. If schools have well-trained teachers who are supported by an RTI framework for reading instruction, then educators can provide high-quality classroom instruction supported by tiered levels of support.

Multi-Tiered System of Support (MTSS) is an expanded framework that not only includes academic instruction,

but also social and emotional care. Without quality Tier I instruction, the number of students in Tier II and III intervention can exceed the school's resources.

Dyslexia doesn't correlate with intelligence. A very low IQ will impact reading at some level, but students with relatively low IQs can learn to read well if they don't have a language-based learning challenge. Likewise, people with very high IQs can struggle with reading because of a language-based learning difference. This understanding alone should lead to far less unfounded criticism of students who struggle with reading.

Educate Students, Teachers, and Administrators

Since dyslexia is the most common learning disability, every student, teacher, and administrator should educate themselves about the characteristics and effects of dyslexia.

Daniel Coyle has written a powerful bestseller called *The Culture Code: The Secrets of Highly Successful Groups*. Coyle begins the book by examining some of the most successful groups, from Google to the Navy SEALs. He found that these groups have many things in common. One of the most important elements for groups to be successful is safety.

When people feel safe, they are far more productive and feel freer to take the risks to be creative. However, it's not human nature to feel safe. We are all worried about being accepted, and this detracts from feeling safe. Imagine how students with dyslexia feel when they go unidentified, misunderstood, and simply neglected. They have no hope of feeling safe. It's important to talk about dyslexia in an informed way with students, parents, teachers, and administrators.

RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [How to support middle, high-school students with dyslexia](#)

[Effective Reading Instruction](#) from the International Dyslexia Association

[Dyslexia: A Lifelong Journey](#) [Webcast]

[The Culture Code: The Secrets of Highly Successful Groups](#) by Daniel Coyle



HELPING STUDENTS WITH DYSLEXIA PREPARE FOR THE COLLEGE ENTRANCE EXAMS

It's never too late to provide appropriate support, particularly when college entrance exam results dictate future educational placement and funding. Because it is a reading test, students with language-based learning difficulties need extra preparation and accommodations to do well. It's not typical to find exam preparation courses designed specifically for students with reading challenges, but universities, community colleges, and most high schools offer exam preparation courses outside of regular classes.

How Administrators Can Help

School counselors are excellent resources on the quality and appropriateness of these courses. I would also highly recommend finding online reviews about ACT preparation courses and consulting sites such as Green Test Prep, which has a page dedicated to learning disabilities and extra time. Most state offices of education are involved in the ACT test, so they can also be a valuable source of information, as well.

How Educators and Parents Can Help

Although extended time is one of the most common accommodations, be sure it's appropriate for your student. If your student is struggling to read with fluency and accuracy, extended time alone will not be helpful. You should consider having the questions read to the student. The testing accommodations you ask for should be in line with what has been helpful for your student in the past. This is why the 504 plan and IEP are important; they are blueprints for the accommodations your student will receive on the ACT.

Parents should do everything they can to make test day as stress-free as possible. Make sure your student has read the instructions and understands what to bring to the testing center and what to leave home. There's nothing worse than arriving to the testing center and realizing you've forgotten your ID or brought a backpack that must be left outside.

RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [Helping students with dyslexia prepare for the ACT](#) and [Helping high schoolers with dyslexia successfully transition to college](#)



HELPING HIGH SCHOOLERS WITH DYSLEXIA SUCCESSFULLY TRANSITION TO COLLEGE

Older students with dyslexia may have coping strategies and habits that they have developed over time in order to manage the academic demands that come with high school and eventually college. These habits may have been useful in getting assignments completed, but they may also be barriers to getting proper help. With the appropriate support, students with dyslexia can reach their college goals. There are a few key things that educators should help their students prepare for when they're transitioning from high school to college.

Losing their 504s or IEPs

Colleges do not fall under the Individuals with Disabilities Education Act and do not need to provide the same level of support and services as public schools. There are no 504s or IEPs in college, and no obligation to provide specialized instruction or tutoring. However, colleges are obligated to follow federal civil



rights laws, which include Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act. The intent here is to provide equal access to a college education and not discriminate based on disability.

Looking for Financial Assistance Early

Some states offer financial and other assistance for college to individuals with dyslexia. In order to find out if a student can qualify for Vocational Rehabilitation services, contact your local Vocational Rehabilitation Office. There tend to be long waiting lists, so look into this as early as possible. Middle school is not too early to be investigating this service.

Applying for Accommodations in College

Students must register for accommodations separately from applying to colleges. Different colleges provide varying levels of support and accommodations. To help students understand this process, educators should suggest that they arrange a tour of any college before applying and request to see the department of disability resources or accommodations.

Support for Students Navigating the Social Changes of College

There are Decoding Dyslexia (DD) chapters in every state. This grassroots organization of parents with children with dyslexia is largely responsible for some of the most important dyslexia legislation leading to state dyslexia handbooks, standards for reading teachers, and more. The DD chapters have many contacts with support groups, and some chapters even host their own youth support groups.

Effective Reading Tutoring for College Students

Finding resources on campuses to provide reading tutoring to college-age students is challenging. With the right instruction, it is never too old to improve reading skills. However, there does not seem to be a great deal of interest in providing reading tutoring to college-age students on campuses. Effective tutoring for college-age students begins with a thorough assessment of the student's reading skills. It should then provide the elements of Structured Literacy, addressing issues with decoding that include basic sound-to-symbol knowledge, as well as morphology and etymology, to help students understand the origin of words and provide a foundation for understanding new and unfamiliar words.



HOW EDUCATORS AND FAMILY MEMBERS CAN HELP ADULTS WITH DYSLEXIA

Knowing that roughly 20% of the population will struggle to acquire the skill of reading through no fault of their own—no lack of desire, interest, or intellect, but simply because of a neurobiological difference—should motivate all of us, as a society, to acknowledge and support people with dyslexia.

Advantages and Challenges of Working with Adults

Adults' progress will vary depending on the severity of their dyslexia, their enthusiasm to improve, and the experience and skill of their instructor. Many habits they develop in order to cope in school, such as guessing at words and deriving meaning from context clues rather than decoding words, are survival skills that will be an obstacle to real growth. Adults can let down their guard if they know they are in a safe learning space.

One of the advantages of working with an older student is their ability to self-reflect and to analyze different aspects of reading instruction more readily than a younger student can. They'll recognize the importance of improving their reading skills because they want to advance their career or help their child with homework.

Using a Structured Literacy Program

Dr. David Kilpatrick, author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, says that phonemic awareness and a quality Structured Literacy

program are critical parts of learning to read for younger students, and they remain just as critical for older students. A Structured Literacy program provides reading, writing, and language instruction taught in an explicit and systematic way.

Tools for Everyday Life

Adults with dyslexia should be aware of the numerous technology-based supports available for readers today. Reading Horizons posts webinars that discuss how people can cope with dyslexia, as well as how instructors can support people of all ages with dyslexia.

There are many tech tools people can use to make their day with dyslexia a little easier. My husband uses text-to-speech apps such as Prizmo Go to read lengthy documents. When he's reading online articles, he'll use Mercury Reader to clean up the webpage in order to concentrate on the text. Text-to-speech is invaluable for writing emails and other correspondence. For hard-copy print such as a book or a restaurant menu, people can use OCR Instantly Pro to snap a picture of the text. This will translate the words in the picture for a text-to-speech app to read aloud. The C-Pen Reader Pen reads text aloud as it's scanned across the page.

Family members, friends, and colleagues of people with dyslexia can help by acknowledging the existence of dyslexia. Dyslexia cannot be cured, but having people around who care enough to learn about dyslexia has been very liberating for my husband. When people with dyslexia feel comfortable talking openly about their challenges and strengths, it not only offers me an opportunity to be involved in education in a meaningful way by providing specialized tutoring, but it also allows me to meet uniquely talented people who find ingenious ways to thrive.



RELATED RESOURCES

This content is based on an article previously published in SmartBrief: [How educators, family can help adults with dyslexia](#)

[Individuals with Disabilities Education Act](#)

[The Difference Between IEPs and 504 Plans](#)

[Decoding Dyslexia](#)

[Dyslexia: A Lifelong Journey \[Webcast\]](#)

[Screening for Dyslexia: Expert Panel Discussion](#)

References

ARTICLES

The content of this e-book was revised from a series of articles written by Reading Horizons Board Member, Donell Pons, originally published on SmartBrief:

[Helping students tackle dyslexia](#)

[Identifying students with dyslexia](#)

[How to find a dyslexia screener](#)

[Supporting students with dyslexia](#)

[4 ways to lead a dyslexia initiative](#)

[Identifying students with dyslexia in middle, high school](#)

[How to support middle, high-school students with dyslexia](#)

[Helping students with dyslexia prepare for the ACT](#)

[Helping high schoolers with dyslexia successfully transition to college](#)

[How educators, family can help adults with dyslexia](#)

BOOKS

[Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#) by David Kilpatrick

[Dyslexia Screening: Essential Concepts for Schools & Parents](#) by Richard Selznick

[Unlocking Literacy](#) by Marcia K. Henry and Maryanne Wolf

[Bringing Words to Life](#) by Beck, McKeown, and Kucan

[The Culture Code: The Secrets of Highly Successful Groups](#) by Daniel Coyle

LINKS

[5 Steps for Identifying Dyslexia in Your Child](#) from the Dyslexia Center of Utah

[Curing Dyslexia: What is Possible?](#)

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[The Difference Between IEPs and 504 Plans](#)

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[Screening for Dyslexia: Expert Panel Discussion](#)



Grades K-3

Prepare elementary teachers with the curriculum and training to ensure every K-3 student builds a solid foundation in reading and spelling while preventing students with dyslexia and other reading difficulties from falling behind.



Instructional Software



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Prepare teachers to efficiently identify and provide for the individual instructional needs of students with dyslexia and other reading difficulties.