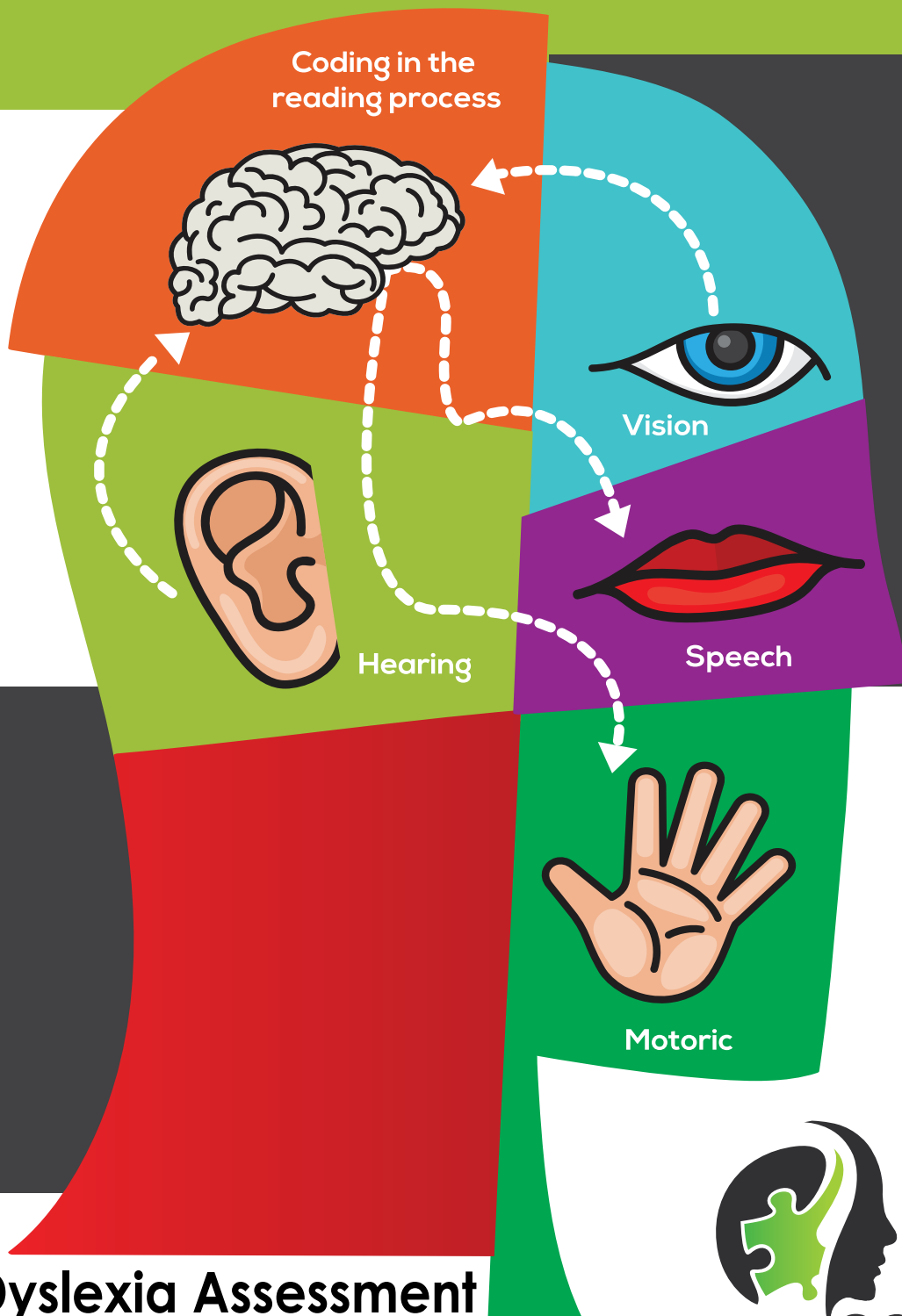


Dyslexia Professional Training



Junior Dyslexia Assessment

DYSLEXIA IN PRACTICE

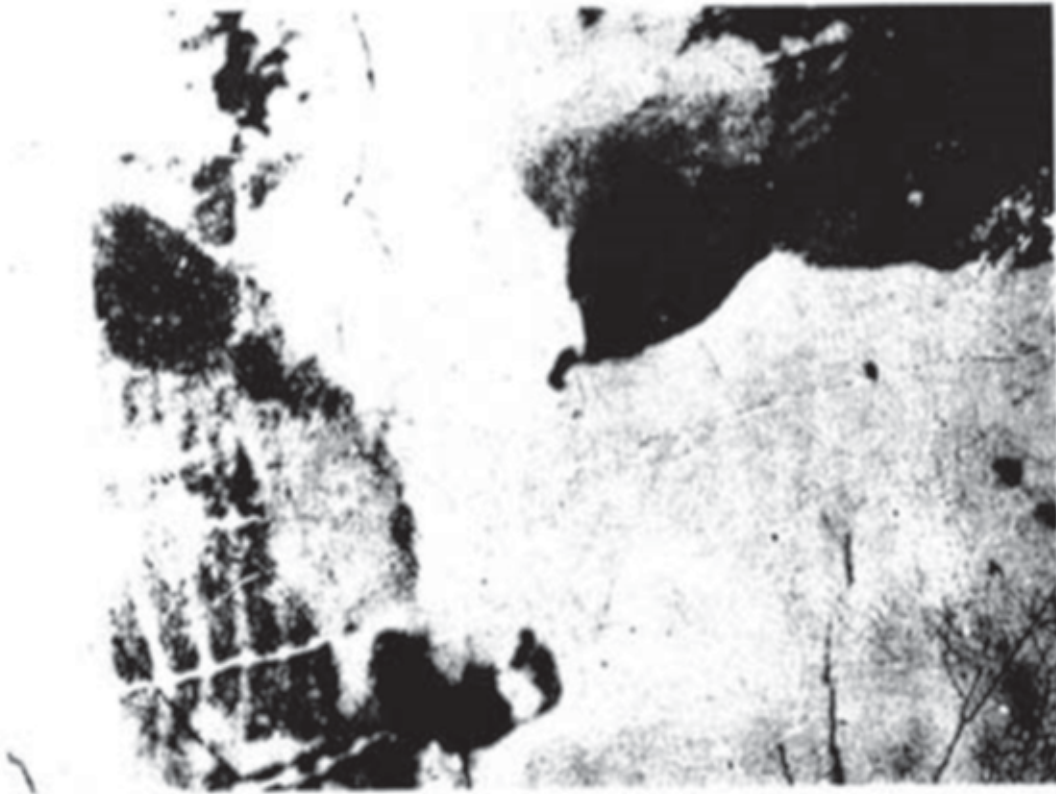
Use your non-writing hand to copy the paragraph. If you are right-handed, use your left hand and vice versa.

TASK 1

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

TASK 2

Identify the animal in the picture.



What do you see?

TASK 3

Please read the following paragraph:

*We pegin our qrib eq a faziliar blace, a poqy like yours enq zine.
Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.
Enq wiqhinq each one of qhese zany calls, each one qheq hes QNA,
Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.
So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.
Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.
Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain.
Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.*

PHONEME TRANSLATION KEY:

When you see	Pronounce as
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

Passage:

We begin our trip at a familiar place, a body like yours and mine.
It contains a hundred trillion cells that work together by design.
And within each of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume.
So the code in each cell is identical, a remarkable but valid claim.
This means that the cells are nearly alike, but not exactly the same.
Take, for instance, the cells of the intestines; that they're vital is certainly plain.
Now think about the way you would think if those cells were the cells in your brain.

Translation:

We begin our trip at a familiar place, a body like yours and mine.
It contains a hundred trillion cells that work together by design.
And within each of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume.
So the code in each cell is identical, a remarkable but valid claim.
This means that the cells are nearly alike, but not exactly the same.
Take, for instance, the cells of the intestines; that they're vital is certainly plain.
Now think about the way you would think if those cells were the cells in your brain.

TASK 4

Attempt to read and make sense of the following paragraph.

One day, John and Bob went from work. "What would you like
to eat?", Bob asked John. "I don't know, John," he replied,
"What would you like to eat?" It isn't until ten years ago
on TV, especially five channels do. "Wow,"
said John, "Poorly, that's great! Let's eat." "Yes,"
he said, "I'll go to the store." He then went
shopping. "Look," he said, "I'll pick up some
meat for the grill." "Eat!" Bob shouted, "Let's eat."
Then he went to the store.

Trying to read this passage, you will experience the kind of difficulty a dyslexic reader faces when deciphering normal typeface (Almeida).

from p. 98, in: Capossela, T.L. (1998). *The Harcourt Brace Guide to Peer Tutoring*. Orlando, FL: Harcourt Brace & Company.

JUNIOR DYSLEXIA ASSESSMENT




"She comes to me crying and wanting to know why she is so stupid."



5 EARLY SIGNSSM A CHILD MAY HAVE DYSLEXIA

1. A history of reading problems in the family
2. Avoids reading time; complains reading is hard
3. Does not associate letters with sounds
4. Cannot sound out simple words
5. Does not recognize rhyming patterns



I will learn to read but first I need to...

Rhyme I need to recognize the sounds that letters make before I can read.	Look at books I need to see illustrations and words in books to read.
Track I need to follow objects with my eyes to read.	Do puzzles I need to understand how things, like and letters, fit together to read.
Talk I need to be able to understand what other people say when I read.	Build I need to use my fingers and hands to understand how letters and words are made.

...and I need someone to read to me every day!






"Before we ever put a pencil in a child's hands, those hands should dig, climb, press, pull, squish, twist, and pinch in a wide array of environments and with a variety of materials."

Cultural LEARNING



C. Write these words in alphabetical order.

1. take	aekt
value	aeluv
use	esu
2. royal	alory



Facts about Dyslexia

- Startling facts about dyslexia and related language-based learning disabilities:
- Up to 20% of the population has a reading disability.
- Of students with specific learning disabilities who receive special education services, 70% to 80% have deficits in reading.
- Dyslexia is the most common cause of reading, writing and spelling difficulties



- If children who are dyslexic get effective phonological training in nursery school, grade R and first grade, they will have significantly fewer problems in learning to read at grade level than do children who are not identified or helped until third grade.



SPH/LS/ESL/ENGLISH/STUDENTS
 GRADE 1-3/4/5/6/7/8/9/10/11/12

- 74% of the children who were poor readers in the 3rd grade remained poor readers in the 9th grade. This means that they couldn't read well when they became adults.
- Individuals inherit the genetic links for dyslexia.




SPH/LS/ESL/ENGLISH/STUDENTS
 GRADE 1-3/4/5/6/7/8/9/10/11/12

- Dyslexia affects males and females equally, and people from different ethnic and socio-economic backgrounds as well.
- Dyslexia also affects people from different ethnic and socio-economic backgrounds equally.



SPH/LS/ESL/ENGLISH/STUDENTS
 GRADE 1-3/4/5/6/7/8/9/10/11/12



"Most parents and teachers delay evaluating a child with reading difficulties because they believe the problems are just temporary, that they will be outgrown. Reading problems are not outgrown, they are persistent."

- Sally Shaywitz, M.D.
 Author - Overcoming Dyslexia



SPH/LS/ESL/ENGLISH/STUDENTS
 GRADE 1-3/4/5/6/7/8/9/10/11/12

7 Common Myths About Dyslexia



DT

Myth #1: Reading and writing letters backwards is the main sign of dyslexia.

- Fact: Some kids with dyslexia write letters backwards and some don't.
- So, letter reversal isn't necessarily a sign that your child has dyslexia.



SPH/LS/ESL/ENGLISH/STUDENTS
 GRADE 1-3/4/5/6/7/8/9/10/11/12

Myth #2: Dyslexia doesn't show up until elementary school.

- Fact: Signs of dyslexia can show up in preschool, or even earlier.



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Myth #3: Kids with dyslexia just need to try harder to read.

- Fact: Research shows that the brain functions differently in kids with dyslexia. It also shows that reading can actually change the brain over time.
- But effort has nothing to do with it.



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Myth #4: Dyslexia goes away once kids learn to read.

- Fact: Intervention makes a big difference in helping kids with dyslexia learn to read.
- But being able to read doesn't mean they're "cured."
- Dyslexia is a lifelong learning issue that can affect more than just basic reading skills.



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Myth #5: Dyslexia is a vision problem.

- Fact: Vision problems do not cause dyslexia.
- Some may have problems with visual perception, or visual processing.
- That means the brain has trouble recognizing details in images and processing what the eyes are seeing.
- Those challenges can make reading difficult.



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Myth #6: Kids who don't speak English can't have dyslexia.

- Fact: Dyslexia exists all over the world and in all languages.



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Myth #7: Dyslexia is caused by not reading enough at home.

- Fact: Reading at home and being exposed to reading is important for all kids.
- But dyslexia doesn't happen because of a lack of exposure.
- It's a neurological condition.

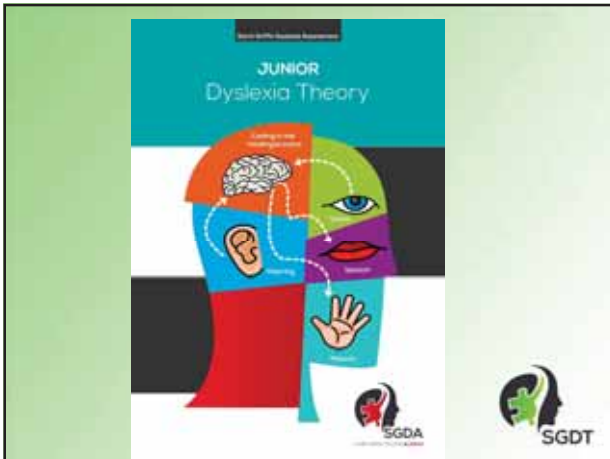


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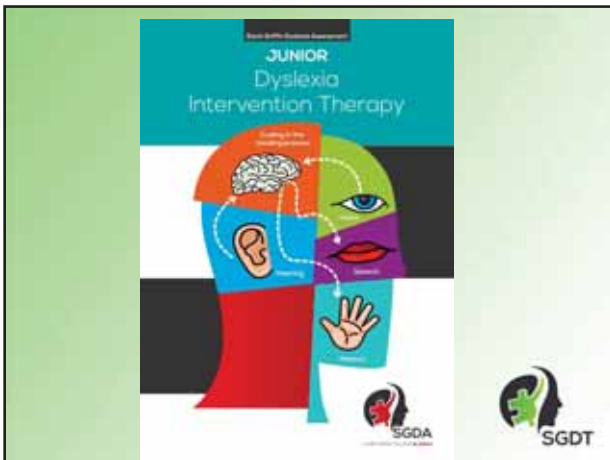
Dyslexia doesn't
come with a manual.
It comes with a
mother who never
gives up.

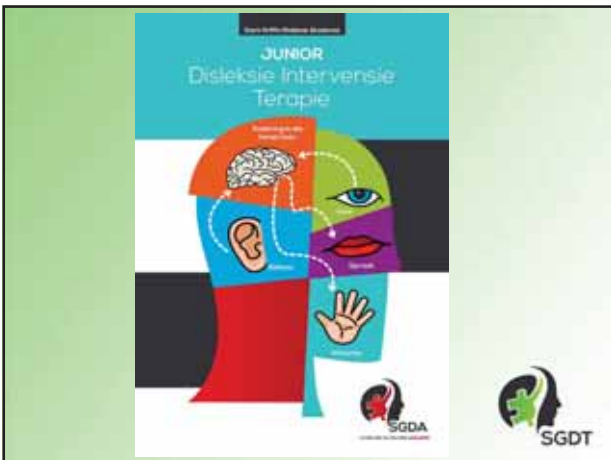
- OUTLAY of the SGJDA:**
- Theory Manual
 - Questionnaire of 30 Q's (asked to the parent)
 - Perceptual Exam
 - Reversals Exam (Piaget & Left-Right Exercises)
 - Name It – Eidetic Identification
 - Phonological Awareness Assessment – Phonetic Skills











30 Questions asked to the parents

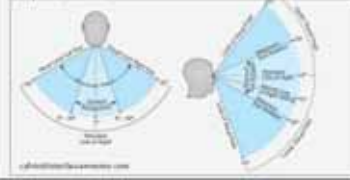


SGDT

PERCEPTUAL EXAMINATION

What is Visual Perception?

The ability to interpret the surrounding environment by processing information that is contained in visible light. The resulting perception is also known as eyesight, sight, or vision (adjectival form: visual, optical, or ocular).



SGDT

Hierarchical model of visual perceptual processing



SGDT

Visual Discrimination



SGDT

Visual Memory



SGDT

Visual Sequential Memory



SGDT

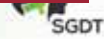
Figure-Ground



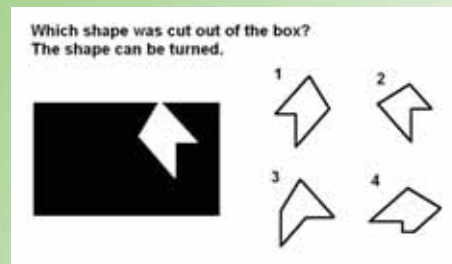
Visual Closure



Visual Spatial Relations



Visual Form Constancy



Modified Piaget Right-Left Awareness Test:

A. Instructions:

- Show me your right hand – Show me your left leg
- Touch your left ear – Raise you right hand
- Show me your right leg
- Show me your left hand
- Point to your right eye



B. Sit opposite the child:

- Show me my left hand
- Show me my right leg
- Show me my right hand
- Show me my left leg



C. Place a coin on the table left of a pencil in relation to the child:

- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?
- Have the child go around to the opposite side of the table.
- Is the pencil to the right or to the left of the coin?
- And the coin – is it to the right or to the left of the pencil?



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- **Be aware that the examiner must be confident in determining Right from Left, especially with regards to mirror-images.**



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D. Sit opposite the child with a coin in your right hand and a pencil in your left hand:

- Have I got the coin in my right hand or in my left?
- And the pencil, is it in my right or my left hand?



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E. Place 3 objects in front of the child:

- 1. a pencil to the left
- 2. a key in the middle
- 3. a coin to the right



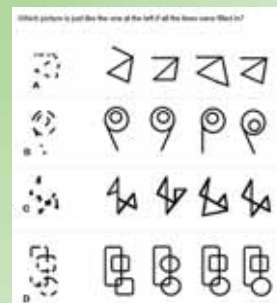
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- Is the pencil to the left or to the right of the key?
- Is the pencil to the left or to the right of the coin?
- Is the key to the left or to the right of the coin?
- Is the key to the left or to the right of the pencil?
- Is the coin to the left or to the right of the pencil?
- Is the coin to the left or to the right of the key?



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LEFT-RIGHT QUESTIONS



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Eidetic Decoding

Identification of 6 alphabetical letters:

- a (apple)
- c (cat)
- m (monkey)
- t (train)
- s (sun)
- d (donkey)



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Source: Stark, S. (2020)

Identification of 6 x 3-letter words:

- fat
- pig
- wet
- fun
- and
- mug



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Source: Stark, S. (2020)

Identification of 6 x frequently used words:

- are
- is
- does
- of
- for
- we



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Source: Stark, S. (2020)

PHONOLOGICAL AWARENESS SKILLS TEST (PAST)

- Concept of Spoken Word
- Rhyme Recognition
- Rhyme Production
- Syllable Blending
- Syllable Segmentation



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- Syllable Deletion
- Phoneme Isolation of Initial Sounds
- Phoneme Isolation of Final Sounds
- Phoneme Blending
- Phoneme Segmentation



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- Phoneme Deletion of Initial Sounds
- Phoneme Deletion of Final Sounds
- Phoneme Deletion of Consonant Blends
- Phoneme Substitution




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Source: Stark, S. (2020)

10 Things Every Child With Dyslexia Wants You To Know

1. I am not stupid or lazy, I need time to get things done.	6. I try my best but do get frustrated. I need you to be patient with me.
2. I may be dyslexic but I can still shine in lots of ways.	7. My dyslexia does not only affect my literacy skills.
3. It might take me a long time to 'get it' but when I 'get it' it sticks!	8. I find visual reminders helpful as I sometimes find remembering everything a bit tricky..
4. When you break things down into smaller steps I find it really, really helpful.	9. I often like to work in a quiet room as I can find noises distracting.
5. Sometimes I just need to work in a different way to the others in class to get the job done.	10. My dyslexia is just one part of my character. It does not define who I am or want to be.



fos resources



Thank You!



CONTACT US:

- www.sgda.co.za
- www.dyslexiasa.org
- www.mystudybuddy.co.za
- **Contact: Wanda Geldenhuys:**
(016) 454-0281
083 449 6644

DYSLEXIA DIAGNOSTICIAN
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STARK GRIFFIN DYSLEXIA **ACADEMY**

A learning disability with no diagnosis is a diagnosis of no learning disability.

The Stark-Griffin Dyslexia Academy (SGDA) is a registered company that provides professional development and capacity building to individuals who work with the dyslexic population. We incorporate the neuroscience of dyslexia to enable HPCSA - registered psychologists, psychometrists, audiologists, speech therapists, occupational therapists and optometrists to specifically diagnose dyslexia in seven categories and six severity levels. We foster the best practices of inclusive education to construct learning enrichment curricula and teacher training programs to assist and accommodate the learner who experiences barriers to learning. Our main focus at SGDA is the direct diagnosis of learning disorders.

SGDA is the culmination of the diagnosis of Specific Learning Disorders in South Africa and since 2010 we have been working towards providing equal opportunities for every student especially the dyslexic learner. Our conviction is that the advantages of specific learning disabilities far outweigh its associated challenges.



STARK GRIFFIN DYSLEXIA ACADEMY

6 Severn Drive, Three Rivers, Vereeniging, 1929
Tel: +27 16 454 0281 Email: wanda@sgda.co.za

www.sgda.co.za



SGDA is a registered Professional Development Provider with the HPCSA and SACE.