

Secrets to Helping Children Read



Event sponsored by: **The Reading Bee Academy Ltd.**



Copyright Notice

Please note, all content in the presentation and handouts are copyright protected. The copyright is owned by The Reading Bee Academy Ltd. Any, unauthorized use such as copying, scanning, selling, publishing, modifications to, translations, create derivative works from, distribution (hardcopies, online uploading, social media posting or otherwise) in whole or in part is strictly prohibited by law.

Requests for permission should be addressed to:

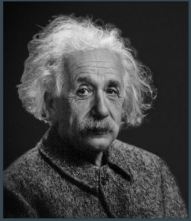
The Reading Bee Academy Ltd.

E-mail: readingbeeacademy@gmail.com

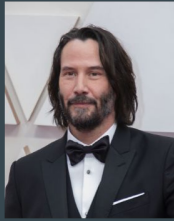
Agenda

- | | |
|------------------------------------|------------------|
| 1. Introduction | 2:00-2:10 pm EST |
| 2. Problems and Impact on Children | 2:10-2:20 pm EST |
| 3. Identifying the Signs | 2:20-2:40 pm EST |
| 4. Effective Strategies | 2:40-3:00 pm EST |
| 5. Caregiver Questions | 3:00-3:15 pm EST |

What do they all have in common?



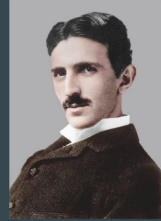
Albert
Einstein



Keanu
Reeves



Jennifer
Aniston



Nikola
Tesla



Steve
Jobs



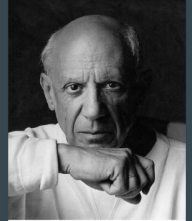
Leonard
da Vinci



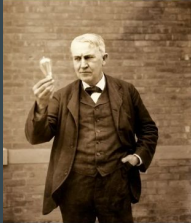
Keira
Knightley



Steven
Spielberg



Pablo
Picasso



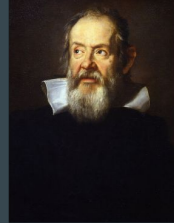
Thomas
Edison



Cher



Orlando
Bloom



Galileo
Galilei



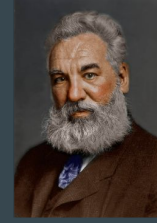
Richard
Branson



Whoopi
Goldberg



George
Washington



Alexander
Graham Bell



John
Lennon

How would you describe reading disability in one word?

Word Cloud

A word cloud visualization of responses to the question 'How would you describe reading disability in one word?'. The words are arranged in a central cluster with varying sizes and colors. The largest word is 'struggle' in blue. Other prominent words include 'different' in pink, 'barrier of speech' in yellow, and 'needing extra assistance' in orange. Smaller words include 'difficult' (green), 'omission' (red), 'barrier' (red), 'stigmatized' (blue), 'repetition' (pink), and 'fifficulty' (blue).

needing extra assistance
different
struggle
omission
difficult
barrier
barrier of speech
stigmatized
repetition
fifficulty

What is a reading disability?

Reading Disability (Dyslexia)

As of 2018, U.S. federal law (U.S. Public Law 115-391):

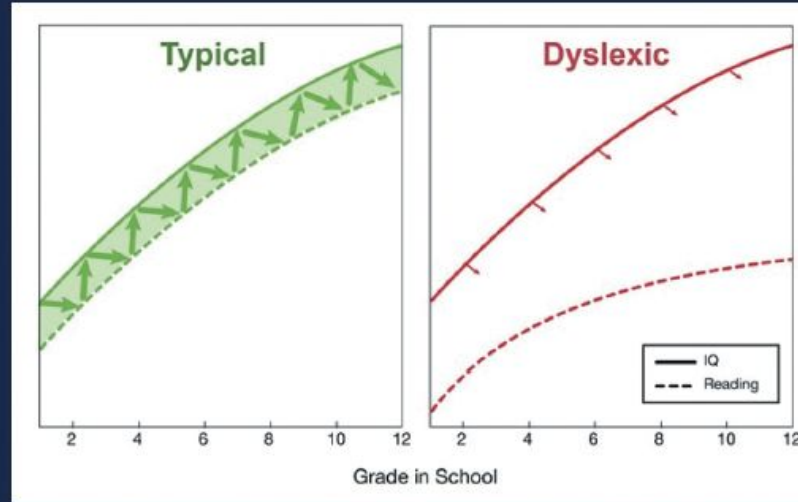
‘The term “dyslexia” means an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in the phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read, and spell.’

A reading disability is NOT:

- Intellectual or cognitive disability (not an IQ problem)
- Unwillingness to learn
- Thinking impairment

Reading disability

Typical IQ-Reading Linked Dyslexia IQ-Reading Diverge



Scientific validation of “Unexpected”

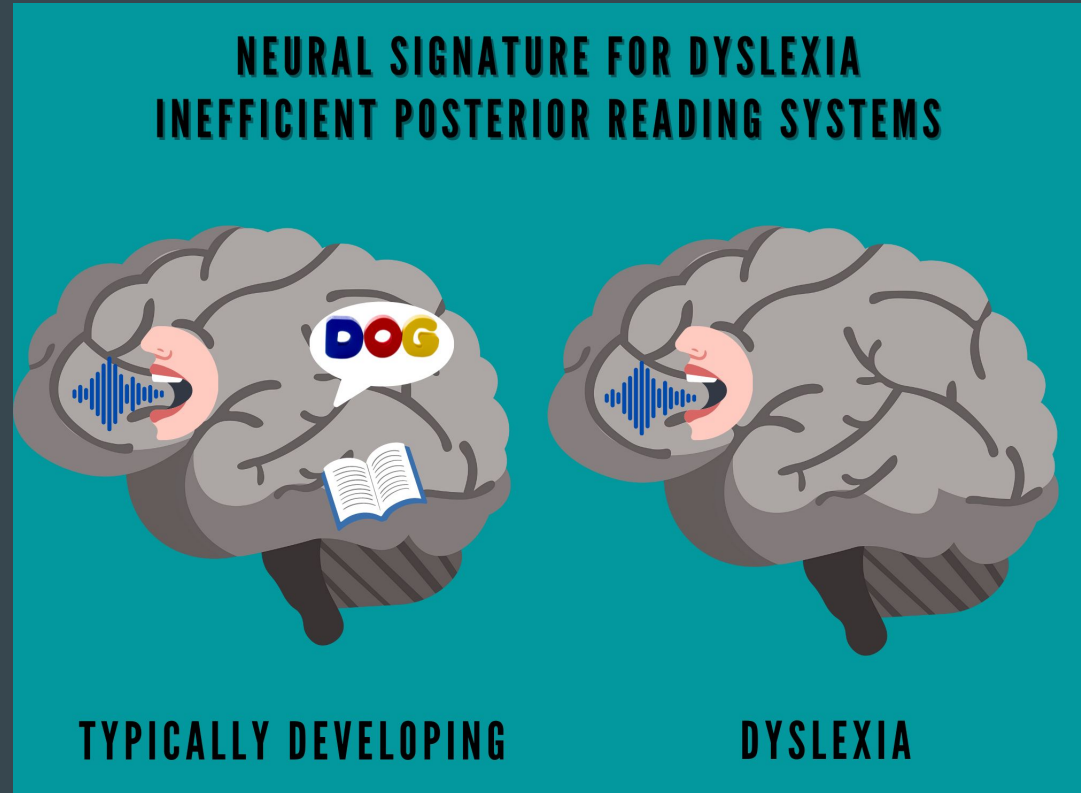
© Sally Shaywitz, *Overcoming Dyslexia*, 2nd Ed., 2020;
data after Ferrer, Shaywitz, et al. *Psych. Sci* 2010

Figure 1. In typical readers (left panel) IQ and reading are dynamically linked over time. In dyslexic readers (right panel) IQ and reading diverge indicating that in dyslexia a person can have a very high IQ yet read at a much lower level so that the poor reading is unexpected.

Reading Disability

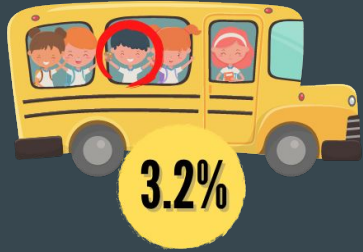
IS DYSLEXIA REAL? Neurobiological in origin

Problem in integrating the way the word looks (orthography), the way the word sounds (phonology) and what the word means (semantics)



Non-impaired readers (left) activate three important language areas on the left side of the brain, one anterior (Broca's area) and two posterior (parietotemporal, above, and occipitotemporal, below). These two posterior regions are significantly less activated and function inefficiently in dyslexic readers (right). (Sally Shaywitz, *Overcoming Dyslexia*, 2020)

Statistics Canada



OF CANADIAN CHILDREN
HAVE A LEARNING
DISABILITY

3.2%



OF PEOPLE WITH LEARNING
DISABILITIES HAVE DYSLEXIA

ONTARIO'S GRADE 3 STUDENTS

26%



Examples of Reading Disabilities:

- Child spends a lot of time figuring out words making their reading very slow
- Effortful and frustrating when reading aloud
- May have letter reversals or drop sounds in words

big → dig

stops ~~x~~



Examples of Reading Disabilities

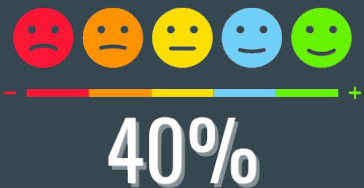


<https://www.youtube.com/watch?v=OLb6ehPPc4E>

© 2021 The Reading Bee Academy Ltd. All Rights Reserved.

Why is it important?

Impact on Children



STRUGGLE WITH ANXIETY,
LESSENERED HAPPINESS,
DEPRESSION, AND LOW
SELF-ESTEEM



PREFER WORKING ALONE



IMPACTS THEIR SOCIAL
RELATIONSHIPS



AT RISK FOR READING
PROBLEMS IN ADULTHOOD

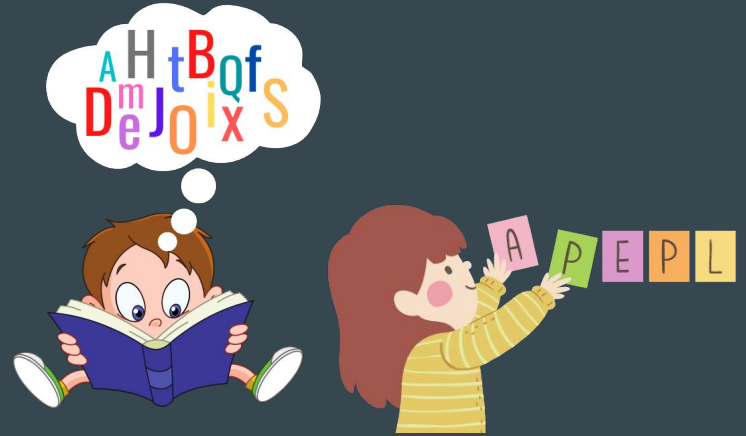
Impact on Children - Personal Experiences



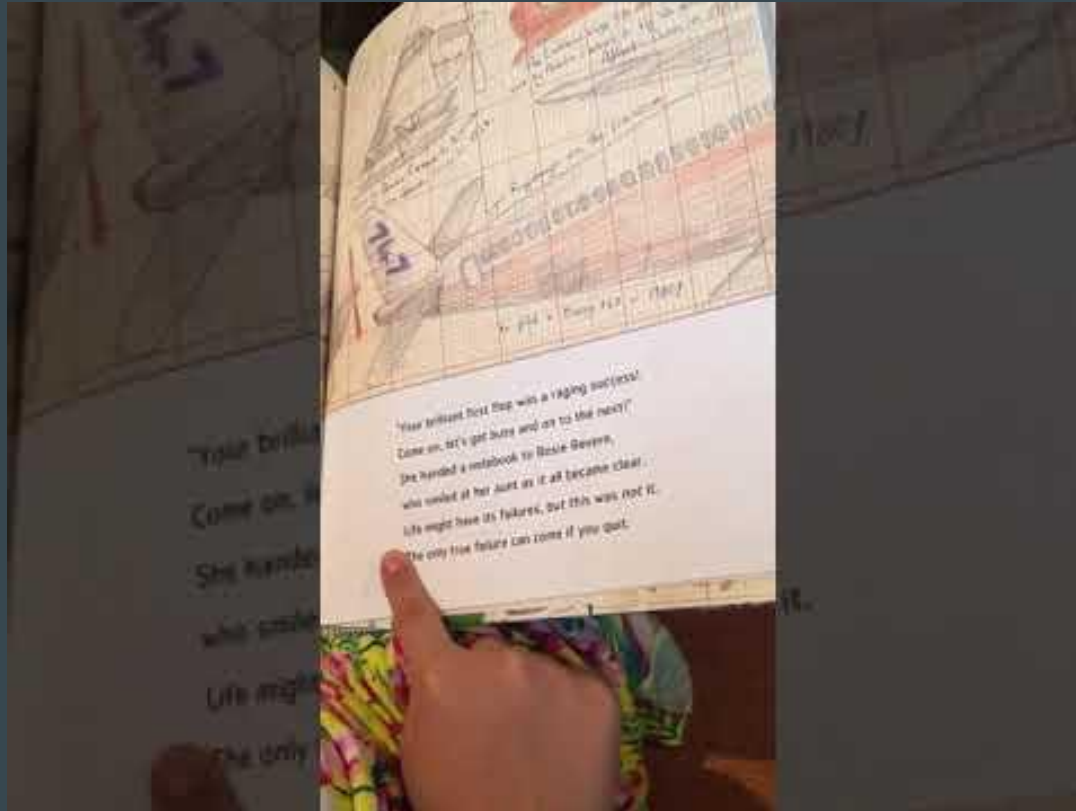
**What are some signs to
look for?**

Early Identification

- Problems in:
 - Learning the alphabet
 - Sounding out letters
 - Blending sounds together
 - Recognizing and creating rhyming words
- Frequent reversals of letters and numbers
- Avoidance to read out loud
- Slow and choppy reading
- Guessing words when reading



Early Identification



Mentimeter - What are some signs that you see in the video?

Word Cloud

A word cloud of responses to the question 'What are some signs that you see in the video?'. The words are arranged in a roughly circular pattern. The most prominent words are 'slow' (large blue font), 'struggling' (pink), 'struggle' (blue), 'stutter' (pink, vertical), 'failure' (blue), 'flutters replace failures' (teal), 'missing words' (orange), 'omitting words' (yellow), 'choppy' (yellow, vertical), 'raging' (green, vertical), 'reread' (red), and 'replaced p in raging' (red).

Early Identification

- Unable to recognize a word after seeing it many times
- Busy sounding out words but not understanding what is being read
- Difficulties when re-telling a story



Early Identification



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

© 2021 The Reading Bee Academy Ltd. All Rights Reserved.

Early Identification and Intervention effective?

- Research supports screening for dyslexia by the end of kindergarten or first grade.
- Research evidence for positive impact of early screening, identification and early intervention for young children at risk for dyslexia.



Interdisciplinary approach

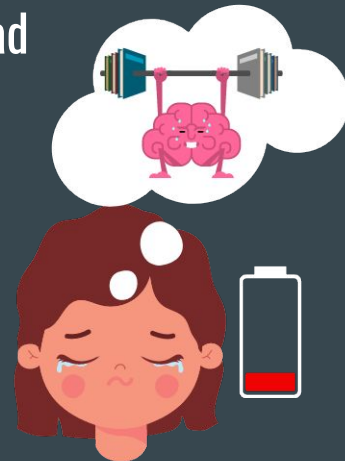
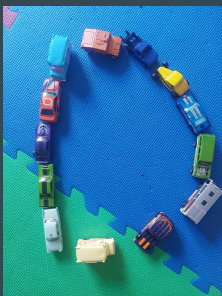
It takes a team!



**How can you help at
home?**

Effective Strategies (General)

- Take turns and make it fun
- Facilitate letter recognition
- Finger tracking
- Repeat! Repeat! Repeat!
- Use their toys
- Foster curiosity
- Reflect
- Use analogies
- Decrease mental load
- Generalization



Building a Better Reader

Decoding



Automaticity



Fluency



Comprehension



Effective Strategies (Decoding)

A



**Segment words into
their sounds or
syllables through
tapping or clapping**



Effective Strategies (Decoding)

A

**Group together
similar sounds**



B

**Move and
delete
sounds**



Effective Strategies (Comprehension)

A

ORGANIZE

Use mind maps to help organize what your child has learned from the passage.



B

FIND

While reading, pinpoint and underline key themes and topics.



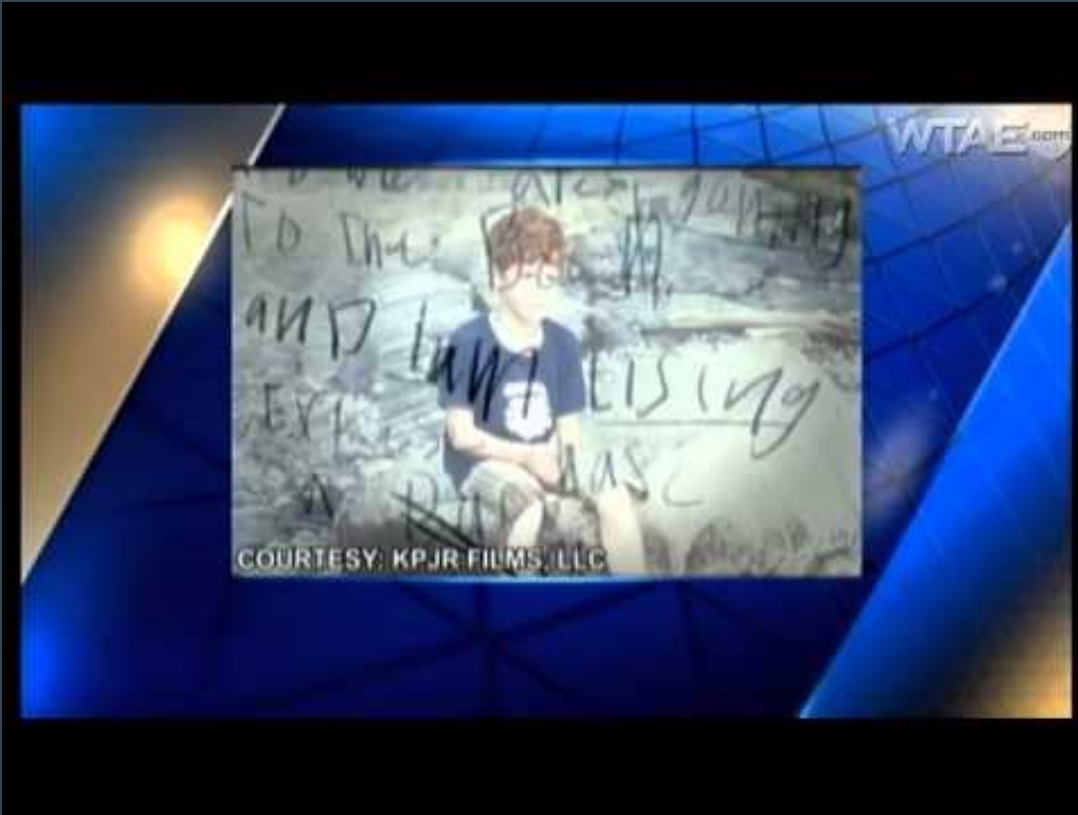
sunny

C

ASK

Ask children to determine the key elements of the narrative.





<https://www.youtube.com/watch?v=xZu3z4rQzew>

Caregiver Questions

Where to reach us?



readingbeeacademy@gmail.com



[@readingbeeacademy](https://www.facebook.com/readingbeeacademy)



[@readingbeeacademy](https://www.instagram.com/readingbeeacademy)



[@The_Reading_Bee](https://twitter.com/The_Reading_Bee)

Resources

- https://www.edu.gov.mb.ca/k12/docs/support/learn_disabilities/module3.pdf
- <https://www.readingrockets.org/article/recognizing-reading-problems>
- <https://www.kidsacademy.mobi/storytime/reading-problems/>
- [https://journals.lww.com/jrnldb/Abstract/1992/08000/Impaired Emotional Health in Children with Mild.3.aspx](https://journals.lww.com/jrnldb/Abstract/1992/08000/Impaired_Emoional_Health_in_Children_with_Mild.3.aspx)
- <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.116.4470&rep=rep1&type=pdf#page=52>
- <https://www.asha.org/public/Who-Are-Speech-Language-Pathologists/>
- <https://www.readingrockets.org/article/roles-reading-specialist>
- <http://www.edu.gov.on.ca/eng/parents/speced.html>
- <https://cpa.ca/public/whatisapsychologist/>
- <https://educationtothecore.com/2017/01/15-reading-strategies-primary-learners/>
- <https://www.ldatschool.ca/teaching-the-brain-to-read-strategies-for-enhancing-reading-decoding-fluency-and-comprehension/>
- https://www.readingrockets.org/helping/target/phonics#do_parents
- <http://www.ohrc.on.ca/en/right-read-inquiry-reading-disabilities-backgrounder>
- <https://www.ldac-acta.ca/prevalence-of-learning-disabilities/>
- <https://dyslexiaida.org/definition-of-dyslexia/>
- <https://www.aboutkidshealth.ca/article?contentid=3859&language=english>
- <https://www.nichd.nih.gov/health/topics/reading/conditioninfo/disorders>

References

- Balikci, O. S. & Melekoglu, M. A. (2020) Early Signs of Specific Learning Disabilities in Early Childhood. *International Journal of Early Childhood Special Education*, 12(1), 84-95. doi:10.20489/intjecse.722383
- Casey, R. Levy, S., Brown, K., Brooks-Gunn, J. (1992) Impaired Emotional Health in Children with Mild Reading Disability. *Journal of Developmental & Behavioral Pediatrics*, 13(4), 256-260.
- Ferrer, E., Shaywitz, B., Holahan, J., Marchione, K., Michaels, R., & Shaywitz, S. (2015). Achievement Gap in Reading Is Present as Early as First Grade and Persists Through Adolescence. *The Journal of Pediatrics*, 167(5), 1121-1125e1.
- Gonzalez, G., Zaric, G., Tijms, J., Bonte, M., Blomert, L., & van der Molen, M. (2015). A Randomized Controlled Trial on the Beneficial Effects of Training Letter-Speech Sound Integration on Reading Fluency in Children with Dyslexia. *PLoS ONE*, 10(12): e0143914. doi:10.1371/journal.pone.0143914
- Hulme, C., & Snowling, M. J. (2016). Reading Disorders and Dyslexia. *Current Opinion in Pediatrics*, 28(6), 731–735. <https://doi.org/10.1097/MOP.0000000000000411>
- McArthur, G., Sheehan, Y., Badcock, N.A., Francis, D.A., Wang, H.C, Kohnen, S., et. al. (2018). Phonics Training for English-Speaking Poor Readers. *Cochrane Database of Systematic Reviews*, 11. Art. No.: CD009115. DOI: 10.1002/14651858.CD009115.pub3.
- Shaywitz, B. & Shaywitz, S. (2020) The American Experience: Towards a 21st Century Definition of Dyslexia. *Oxford Review of Education*, 64(4), 454-471. DOI:10.1080/03054985.2020.1793545
- Tibi, S., & Duqmaq, S. (2006). The Impact of Reading Disability on Children's Social Life. *UAEU Funded Research Publications*, 19, 43-46.
- Van Reybroeck, M., De Rom, M., (2020). Children with dyslexia show an inhibition domain-specific deficit in reading. *Reading and Writing*, 33, 907–933. <https://doi.org/10.1007/s11145-019-09986-z>