



JERSEY SHORE
LEARNING CENTER
RIDE THE WAVE TO SUCCESS

WHAT IS DYSLEXIA

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About the Author

Mary Beth D'Antoni is a reading expert who has been active in the field of education for over thirty years. She holds a NJ K-12 teaching certificate. She earned a Bachelor of Arts Degree in Psychology and a master's degree in education. She worked as a seventh-grade Language Arts Teacher, Reading Teacher, Adjunct Professor of Reading and is author of "Pathways to the Mind," a reading program for students who have difficulty learning from traditional methods. She is presently Owner and Founder of Jersey Shore Learning Center. Her educational experience has involved concentrated work in remedial, developmental and enrichment areas for kindergarten through college level students. Ms. D'Antoni has done extensive independent research related to students with learning differences. Her program "Pathways to the Mind" is based on her experience, findings and research on the development of reading skills and has been recognized throughout Monmouth and Ocean counties. She has designed and published "Pathways to the Mind." The program focuses on prevention and early intervention of learning difficulties using a wide range of options, teaches language patterns, involves intensive instruction in the area of reading, focuses on pattern processing and phoneme segmentation of words, their order and their connection to letters. Ms. D'Antoni's teaching materials have proven to be highly successful in the development of essential learning skills.



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Right Brain Thinkers



- A dyslexic learns best from their right brain....



- A dyslexic is creative



- A dyslexic learns using 3-dimensional forms.



- A dyslexic needs meaning in order to learn.



- A dyslexic needs to learn through a multi-sensory approach.



WHAT HAPPENED?

John was bringing readers home from the LOW reading group and doing OK reading them...because they were simple. The middle and high reading groups weren't reading the same books.

So, John got some extra assistance.... that will solve the problem.

But, it didn't...No one told John's parents. He was getting EXTRA HELP, so the teachers were doing their jobs.

The extra help was reinforcing b=/b/, c=/c/ etc..... Where is the meaning?

MEANING

If a dyslexic does not have MEANING attached to what they are learning their brain will NOT process the information...distortion sets in.

John finishes kindergarten and is going into first grade. He's still reading the SIMPLE books. But he's getting extra help.

Now the students are learning sound patterns...oa, ai, ee etc.

They are no longer reading, "Jan saw a cat sitting on a mat." They are reading "Jean sees a striped cat perched on the floor."

John is falling farther behind.





WHY?

Why isn't John keeping up with the class.

He's DYSLEXIC. He's SMART. He's CREATIVE. He's a 3-dimensional thinker.

John wasn't being taught to his strengths.

I CAN READ!

Once a dyslexic student is taught to their strengths, they will thrive.

A dyslexic child is often placed in a Resource Center, basic skills class or pulled out for special remediation or gets no help at all.... They do NOT belong in any of those places.

They will be taught below grade level in a Resource Center.... a dyslexic student has a high IQ.

They will be doing what is being done in class in basic skills but at a slower rate.

They may be getting help with a program that doesn't meet their educational needs.





3RD
GRADE

Now John is in third grade and he CAN'T read!!!



THERE IS HOPE!

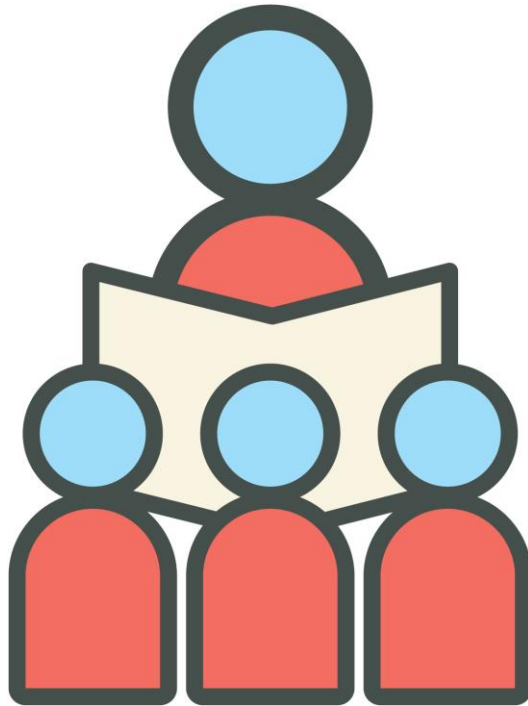
TYPES OF DYSLEXIA

Hope is in understanding!

Having knowledge about the type of dyslexic your child is, is the first step in getting them to learn to read.

There are three types of dyslexia

- Dysphonetic Dyslexia
- Surface Dyslexia
- Mixed Dyslexia



DYSPHONETIC DYSLEXIA

Cannot bridge letters and sounds



Does not rely on sounding out a word by letter sound (cat=cough) guesses instead.

Uses initial letter to aid in guessing

Memorizes

Do not perceive sounds as discrete entities – causes confusion

Surface Dyslexia

- Sounds out words letter by letter and sound by sound

- Lack of automaticity

- Reads slow

- Fluency suffers

- Comprehension is compromised

Mixed Dyslexia

- Poor phonological processing skills

- Slower rapid and automatic word recognition skills

- Inconsistent language comprehension skills

- Bizarre error patterns in their reading

Reading Comprehension Deficits

Struggle to derive meaning from print despite good reading mechanics

Weak executive functioning – self organizing incoming information with previously read material

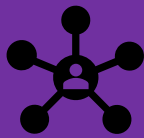
Weak working memory – the amount of memory needed to hold and manipulate information while engaged in a cognitive task

Weak language foundation – fund of words with which the student is familiar with

Working Memory



The ability to retain representational knowledge of the world around us and works in tandem with executive functioning



The longer information is available in our WM, the greater our mental flexibility to manipulate and store this information in a manner that facilitates retrieval



Ability to transfer isolated and discrete learning skills to a classroom reading situation

ECLECTIC APPROACH TO TEACHING

- A dyslexic student must be taught in a one to one setting.
- In order to instruct a dyslexic student, the educator **MUST** have knowledge of the dyslexic brain.
- One method will not work for ALL students. But, combine different elements of reading strategies and....Watch magic happen!



HOW TO TEACH A RIGHT BRAIN LEARNER

Top-down processing refers to perception that is driven by cognition. Your brain applies what it knows and what it expects to perceive and fills in the blanks, so to speak. This is how a dyslexic processes information. I see the word “fragrant.” /f/ is at the beginning, but I hear /th/. /t/ is at the end. I hear /d/. I know that perfume is what a woman wears to smell nicely...What can this word be? I don't SEE the letters (the g looks like a p). I don't HEAR the sounds correctly. So what does the word have to do with perfume?

PROCESSING

So, if you show a dyslexic the letter f and it is among the letters in the alphabet, he will figure out what the letter is by reciting the alphabet.



If you show the letter f alone, there is no previous knowledge to use to figure it out.

Dyslexia

Someone with dysphonetic dyslexia cannot bridge guess...cat=cough...uses initial letter.

Someone with surface dyslexia will sound out a word letter by letter. There is no automaticity.

Teach to a Dyslexic's Strengths



Their strength is in their cognition (knowledge).

A dyslexic doesn't know what this is...c

A dyslexic knows what this is....a clicking camera that goes "c" when you press the button

A dyslexic knows what this is...a roller coaster and the kids are going, "a,a,a!:" on the descent.

A dyslexic knows what this is a ticking clock that goes, "t,t,t."

Knowledge Leads to Perception

Top-Down Teaching...Use the knowledge they have and they will thrive!!!

Let's look at how we teach our students.

We start from what they know and build upon it.

We DO NOT introduce a concept unless it has meaning.

Knowledge..meaning..perception..confidence..success

Their brains work differently...

A Dyslexic's Strengths



ECLECTIC APPROACH
*WILSON
*ORTON-GILLINGHAM
*LINDAMOOD BELL (VISUALIZING AND VERBALIZING)

Our eclectic approach to teaching reading includes the Wilson and Orton-Gillingham methods to teaching reading.



As with Orton-Gillingham, the basics of language are taught through all three learning styles: visual, auditory and kinesthetic



As with the Wilson reading Program, we teach students using the alphabetic principles (sound-symbol relationships) through these main elements 1. phonemic awareness 2. instruction of word analysis and comprehension 3. reading and spelling instruction.

Imagery

Imagery is an important component to our instruction.



Imagery

bL

cr



Additional Information

Visit our “Shop” at <https://jerseyshorelearningcenter.com/shop/>

You will find:

E-books that you can use at home to work with your child with day to day instructions.

Free ebooks that you can sign up for on the Homepage.

Update on future workshops

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