

# HELPING YOUR CHILD WITH DYSLEXIA OR READING DELAYS SUCCEED AT HOMESCHOOLING



Presented by:  
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- Owner and operator of the Multisensory Reading Center
- 20+ years of experience as an educator working with children of all ages and their families
- Earned Ed.D. from the University of Florida
- Certified Academic Language Therapist (CALT)
- Certified Structured Literacy/Dyslexia Specialist (C-SLDS)





# Agenda



**Characteristics of  
Dyslexia/Reading Delays**



**Social/Emotional Considerations**



**Scaffolding for Success in  
Content Areas**



**Instructional Strategies**



A photograph of three children reading books. In the center, a young girl with braided hair is smiling broadly while holding an open book. To her left, a girl with long blonde hair and glasses is looking down at her book. To her right, a young boy is holding a yellow book and smiling. The background is a solid dark green color.

# CHARACTERISTICS OF DYSLEXIA/READING DELAYS

# The Neurobiology of Literacy

(Adapted from *Overcoming Dyslexia*, Sally Shaywitz, 2003. Graphic shared with permission from Lexercise)

## Reading Systems in the Brain

### Frontal Word Analysis (Broca's Area)

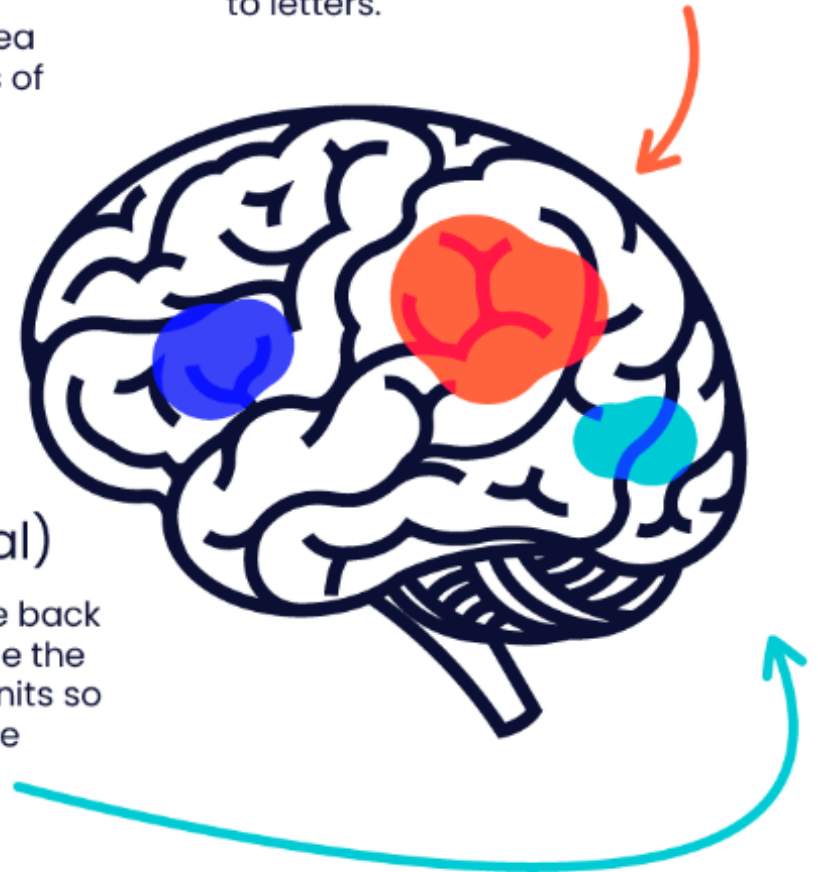
The frontal word analysis area works to process sequences of speech sounds in words.

### Middle Word Analysis (Wernicke's Area)

The middle word analysis area is the decoding hub, linking sounds to letters.

### Word Form Area (Occipito-Temporal)

The word form area near the back of the brain helps to package the letters of words into visual units so that words can be read more automatically.



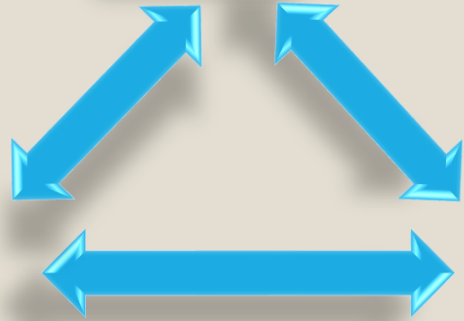
# Orthographic Mapping: Creating a Bank of Sight Words

## Word Meaning

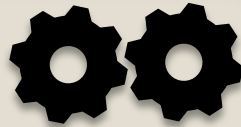
Cat



**Sounds**  
(phonemes)  
/c//a//t/



**Letters**  
(graphemes)  
C-A-T



# Characteristics of Dyslexia/Reading Delays

Difficulty decoding an unknown word

Difficulty remembering High-Frequency words

Difficulty with spelling patterns or non-phonetic spelling

Choppy/slow fluency

Reluctance to engage in reading/writing tasks

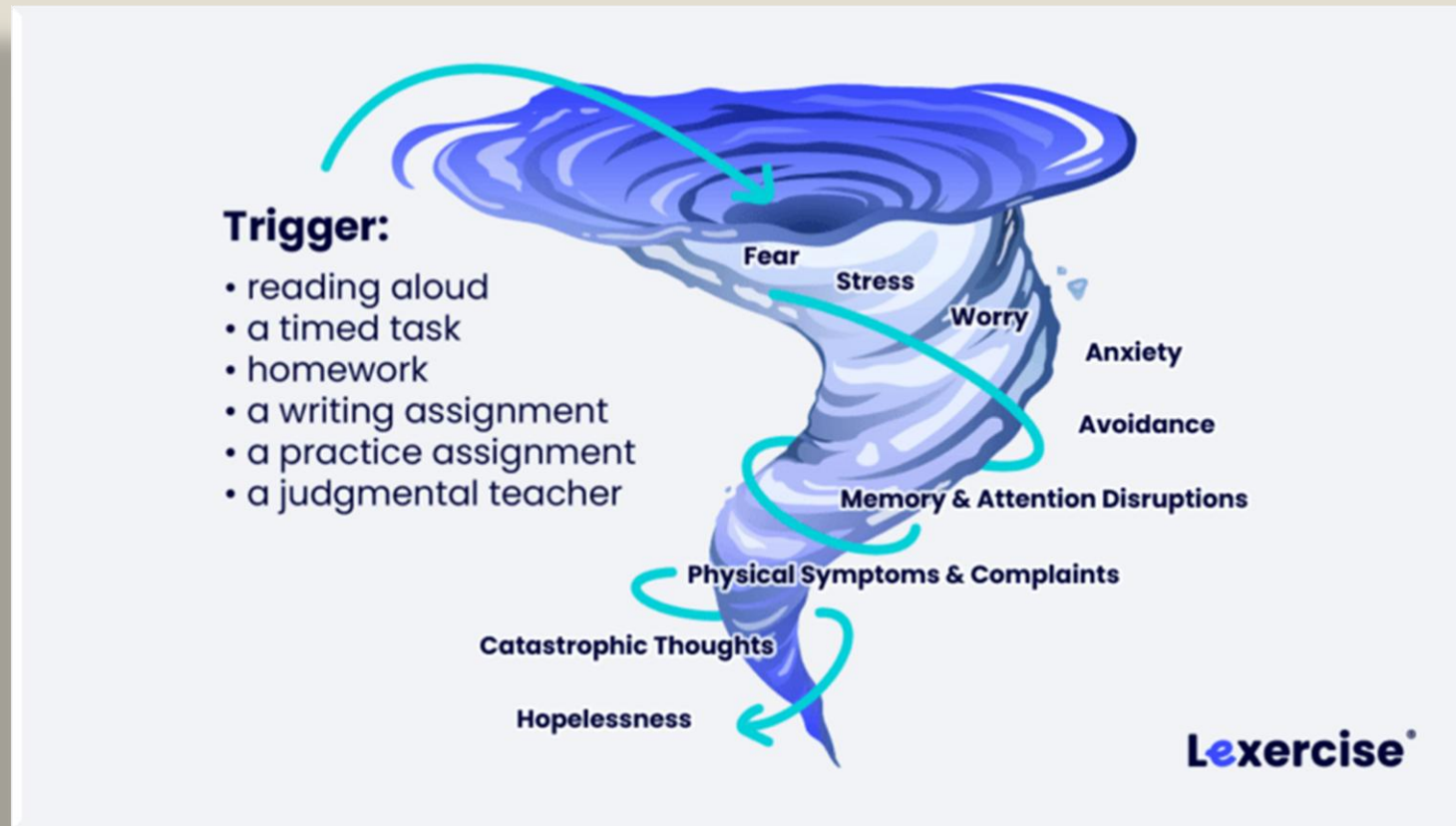
Taking longer than expected to complete assignments/tasks

Reading comprehension difficulties, but oral comprehension strong

A photograph of three children of diverse backgrounds reading books. A young girl with glasses is on the left, a young girl with braids is in the center holding an open book, and a young boy is on the right holding a yellow book. The image has a dark green overlay and a white border.

# SOCIAL/EMOTIONAL CONSIDERATIONS

# The Vortex of Reading/Writing Delays



# Dyslexia is a Profile of Strengths

- Capacity to learn, especially if information is presented orally
- Average or above-average oral vocabulary skills
- Excels in academics or activities not necessarily dependent on reading/writing ie. math, science, history, arts, sports, engineering, etc.
- Out-of-the-box thinking
- High 3-D thinking and spatial awareness skills

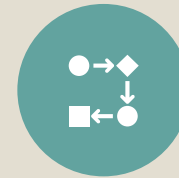




# Growth Mindset: Effort Matters More than Talent



“Progress over Perfection”



“Practice Makes Progress”



## Be Realistic About the Challenges and Setbacks Faced by Your Child

***“Mom, happiness gets this much,” my six-year-old daughter Eloise said, pointing to a small petal on the ground. “And sadness gets this much,” she added, pointing to the larger one.***



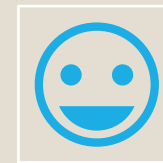
# How Can We Balance the Scale?



**Make Happiness  
Bigger**



**Validate the Hard  
Stuff**



**Teach Them That  
Emotions Change**

*Psalm 139.14*

*“I praise you because I am fearfully and wonderfully made.”*



A wooden signpost stands on the left side of a dirt path that leads into a dense forest of evergreen trees. The path is surrounded by green grass and small rocks. The text is overlaid on the path and forest background.

# SCAFFOLDING FOR SUCCESS IN CONTENT AREA INSTRUCTION



# Johnny

- 9 years old
- Student with dyslexia
- 1<sup>st</sup> grade reading level; works with an Orton-Gillingham trained specialist for his reading/spelling/literacy skills
- 3<sup>rd</sup> grade math
- 6<sup>th</sup> grade science

# General Accommodations



Extended Time



Spelling  
Assistance/Scribe/Assistive  
Technology



Audio Books or Read-  
Alouds



Read Question/Answer  
Choices

The background is a dark chalkboard filled with various handwritten mathematical notations and diagrams in white chalk. Visible elements include: a circle containing the number '10'; the equation  $\sqrt{a^2 + b^2} = x^2$ ; a system of equations  $\begin{cases} xy = -2 \\ cx - cy = 2b^2 \end{cases}$ ; the expression  $2\pi = C$ ; a coordinate system with a curve; the equation  $x^2 + y^2 = ab + 4c$ ; a diagram of a circle with a shaded sector; the expression  $24 + x + a^2 + 3^2$ ; the equation  $x = 9.25$ ; a summation  $\sum_{N=30}^n x$ ; a square root expression  $\frac{1}{2} \sqrt{984 + x^2}$ ; a binary sequence  $010112$ ; a graph of a bell curve; and the equation  $\beta = 9 + x^2 + \dots$ .

# INSTRUCTIONAL STRATEGIES

# General Instructional Guidelines



EXPLICIT  
INSTRUCTION



PRACTICING FOR  
PROFICIENCY



MULTISENSORY  
STRATEGIES

# Explicit Instruction Cycle

I Do

We Do

You Do



# Practicing for Proficiency



Understanding vs.  
Proficiency



Practice Intensity



Connect across literacy  
and academic instruction



# Multisensory Instruction and Practice

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V – Visual

---

A – Auditory

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K- Kinesthetic

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T- Tactile

# Decoding and Spelling Strategies:

It's All About  
Orthographic  
Mapping!



# Oral Blending and Segmenting

## Blending = Decoding

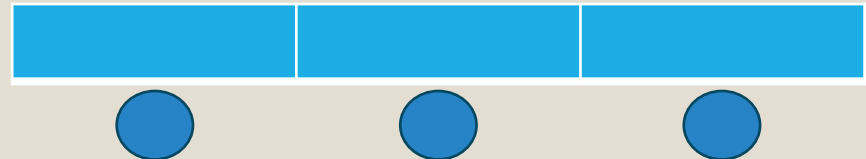
You say the sounds -  
*/d//o//g/*

Ask your child -  
"What word do those  
sounds make?"

## Segmenting = Spelling

You say the word -  
"Ship"

Ask your child - "Can  
you tell me the sounds  
in the word "ship?"



# Teach “Blendable” Sounds



No “uh” on stopped consonants such as /p/ or /b/



Vowels should be stretched out



**Blendable Sounds Video:**

[https://www.youtube.com/watch?app=desktop&v=K8Dh\\_cubb-4](https://www.youtube.com/watch?app=desktop&v=K8Dh_cubb-4)

# Use Connected Phonation

## Scaffolds Working Memory

Connected phonation helps scaffold a child's working memory by linking sounds together fluidly, aiding in letter and sound recall.

So instead of saying /f//u//n/

Stretch it out as a continuous flow:

**ffffffuuuuunnnnn**



# Word Chains: Blending Drills and Word Work

- Word Chains help to develop proficiency with decoding and spelling
- You or the child is switching or changing out letters to create new words.
- [Virtual blending board](#) at UFLI Toolbox
- [Free Word Chains](#) at The Six Shifts
- [Free Virtual Spelling Mat](#) at UFLI Toolbox
- [Free Printable Spelling Mat](#) at UFLI Toolbox

dot

dit  
dip  
rip  
rap  
tap  
sap  
cap  
cab

ph sh th wh  
ar er ir or ur  
ai au aw ay ea  
ee igh oa oo ow  
oi ou ow oy  
ed ing ng nk

a b  
f g  
k l  
p q  
u v  
z

Switch one sound/letter to create a new word: "Change the /ch/ to /k/ and what's our new word? - kick"

You say the word to be spelled - "Chick"

Your child repeats the word and taps a box for each sound - /ch/i/k/

Your child says the letters re-tapping each box and then pulls or writes the letters to spell the word.

# Morphology Word Chains

Pre -

-ed

re

view

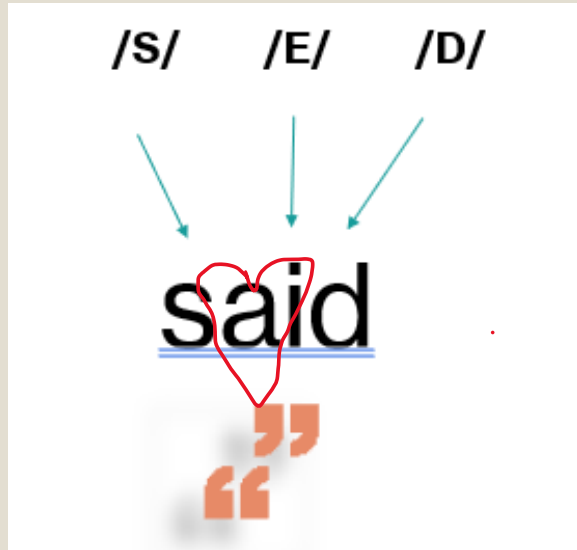
ing

Reviewing	Previewing
previewed	previewing
Reviewed	Previewed

[Free Morphology list](#)



# Heart Words



Show

Show the word card and say the word – “said.” Have the child echo .

Say

Say the sounds in the word and have your child echo - /s//e//d/

Identify

Identify the sounds/letters that need to be learned by “heart.”

Free [Videos](#) and [Free Flashcards](#)



# Fluency Strategies

- **Decodables**
- **Repeated readings**
- **Novel studies**

# Decodables



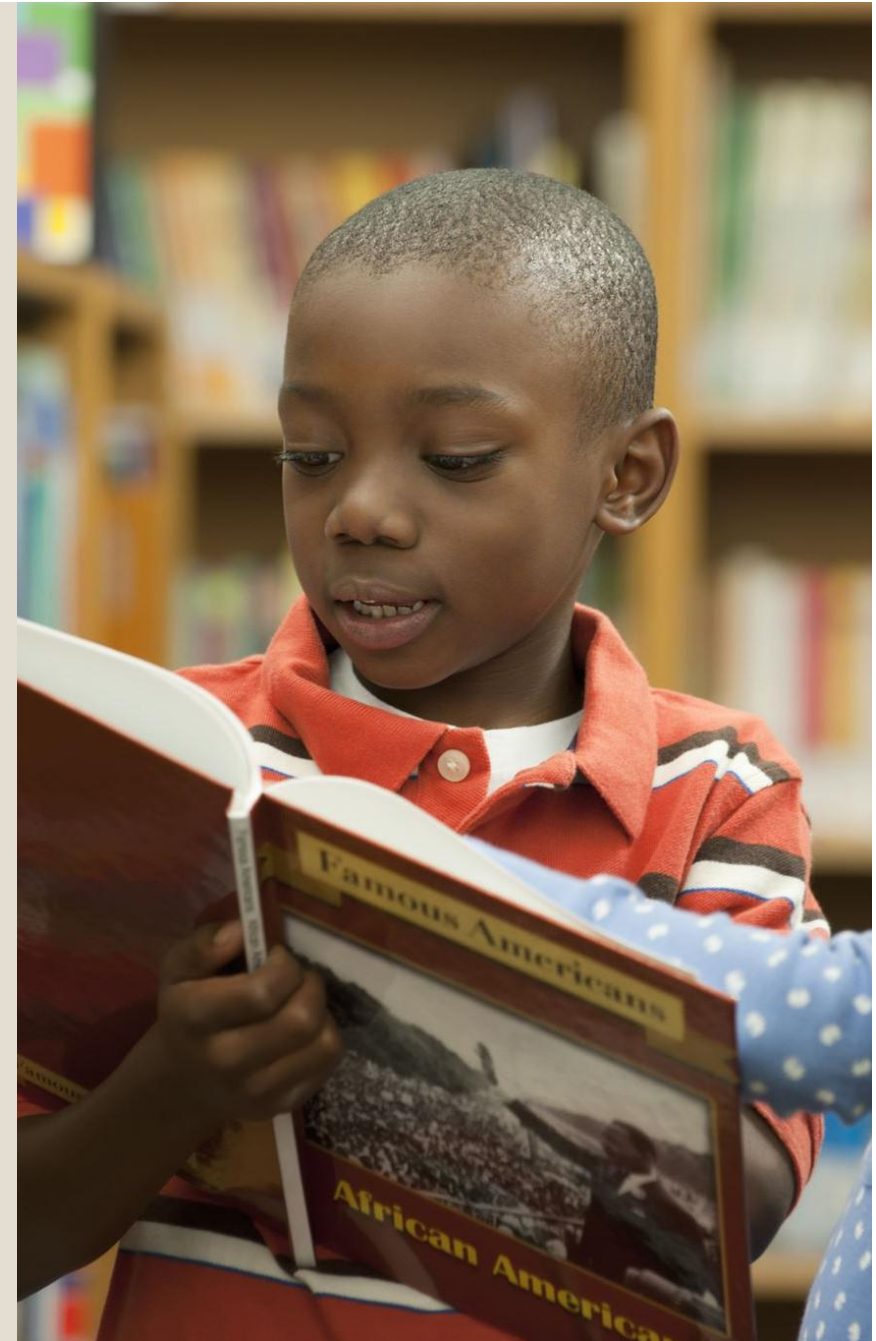
Reinforce Phonics Skills



Develop Fluency and Confidence



[Free Decodables at UFLI Toolbox](#)



# Repeated Readings



Practice a target skill, i.e.,  
Accuracy, Expression,  
Punctuation Clues



Model Good Reading First



Builds Confidence



# Novel Studies



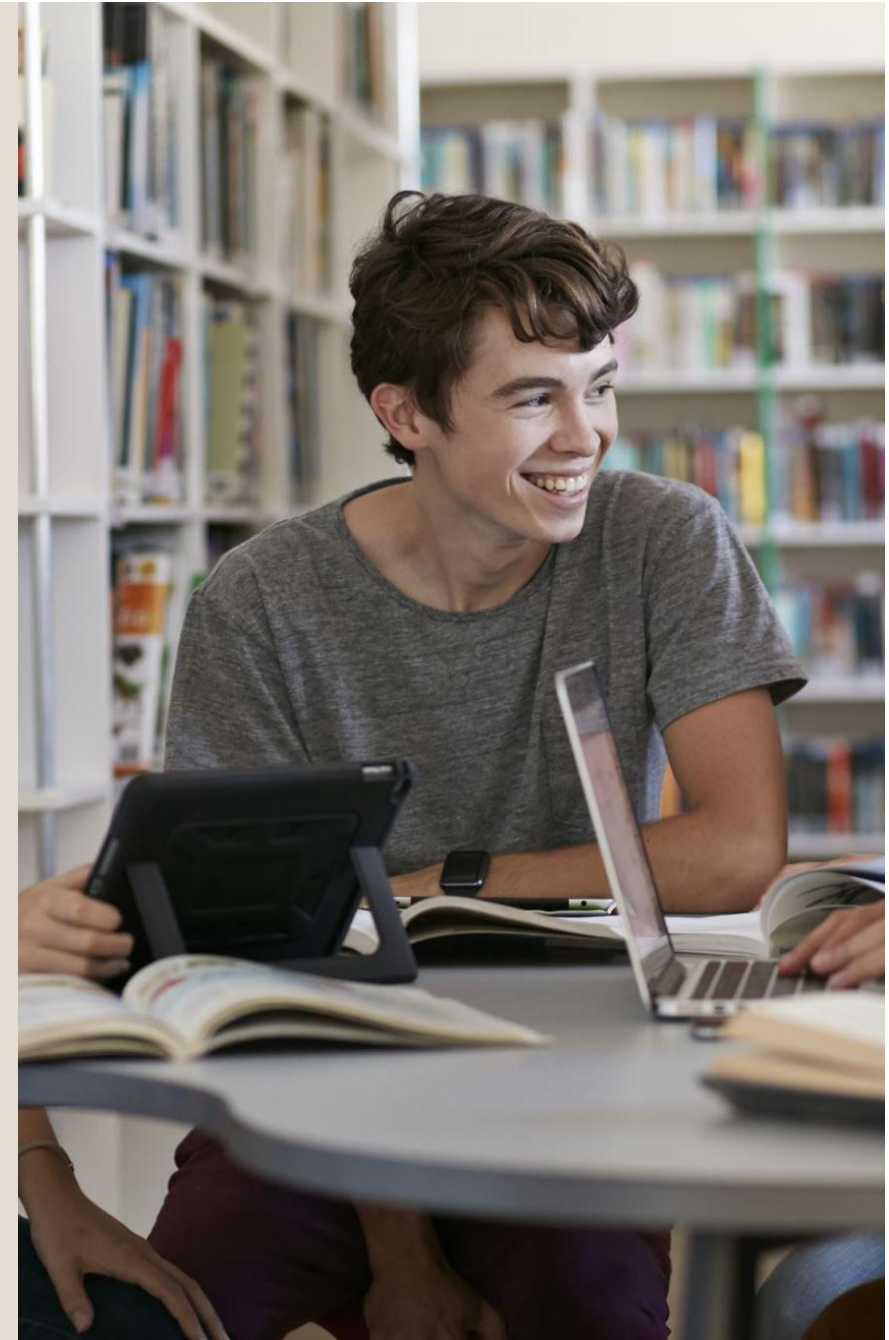
Engaging



Scaffold by reading page by page together



Fosters Comprehension and Vocabulary Development





# Writing Strategies

- Sentence Dictation
- Graphic Organizers
- Editing Strategies

# Writing-Sentence Dictation

## Cementing New Concepts

Writing 2-3 phrases/ sentences as part of a lesson helps students cement new concepts and review previous ones.



Say a phrase or sentence and have your child repeat.



Ask if they would like to spell any words together first.



Have the child write the sentence/phrase and then edit together.

# Teach Strategies



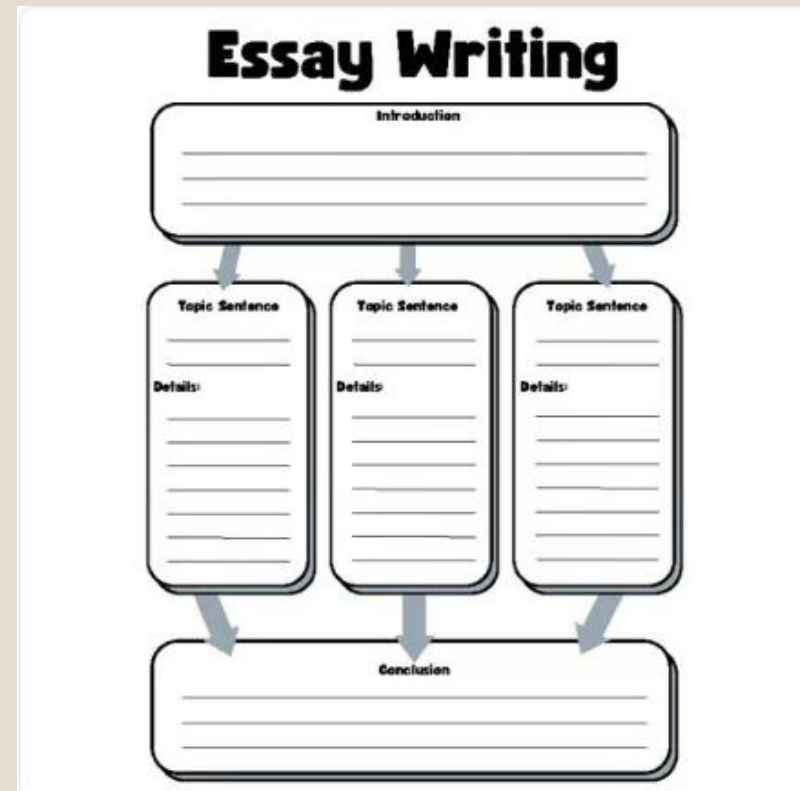
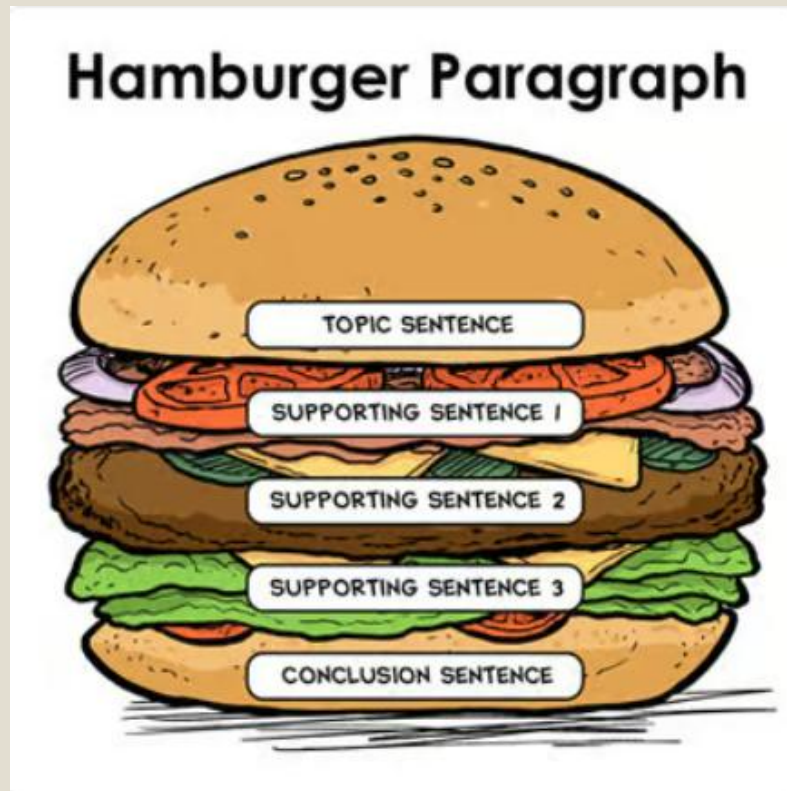
**C - Capitalization**

**A - Appearance**

**P - Punctuation**

**S - Spelling**

# Graphic Organizers





# Free Resources

[www.dyslexiasite.com](http://www.dyslexiasite.com)

