

## Remediation, Learning Disabilities, Dyslexia, and RtI

- Understanding the Nature of Dyslexia
  - A learning disability in basic reading and/or reading fluency
  - No longer solely a clinical term
- Common Definitions
  - Webster's II New College Dictionary: an impairment of the ability to read
  - Popular, BUT incorrect: disorder in which the reader reverses and transposes letters

Dyslexics do not see things backwards or mix things up in their visual world anymore than those without dyslexia

Extensive research against the notion that reading difficulties are caused by visual-spatial problems

Reversing and transposing letters is a common error made among average first graders and those with dyslexia up to third and fourth grade

Weak readers are making reading and spelling errors consistent with someone in the early stages of reading development

They are not poor readers because they are reversing and transposing letters, rather they are reversing and transposing letters because they are poor readers

- Reading Disabilities
  - Researchers have discovered that dyslexia and reading disabilities do not differ qualitatively from the simple concept of poor word-level reading

## Equipped for Reading Success Module 16: Remediation, Learning Disabilities, Dyslexia, and RtI

- We need to address all word reading difficulties with a similar approach of determining the parts of the process that are not working and address those concerns
- RtI and MTSS
  - In Colorado, a child is determined to have a Specific Learning Disability when the child does not achieve adequately for the child's age or to meet State-approved grade-level standards AND the child does not make sufficient progress despite using a process based on the child's response to high quality, scientific, research-based intervention
  - 3-Tiered System
    - Biggest difference between tiers is the time and intensity of instruction
    - Tier 1: High quality, research-based instruction for all students in general education classrooms
    - Tier 2: Research-based intervention in a small group, general education remedial setting
    - Tier 3: Data-based individualization for students with intensive needs
  - Supportive Activities for all three tiers
    - Train phonological awareness from kindergarten to early third grade
    - Train letter-sound skills from kindergarten until mastered
    - Use a developmental reading approach
    - Use various teaching techniques that promote mapping