

DYSLEXIA

International
DYSLEXIA
Association®
HAWAI'I BRANCH - HIDA



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Mother of two children, one with learning differences

Parent Empowerment Coach, Consultant and Advocate

Private School Representative with SEAC (Special Education Advisory Council) for the Department of Education

HIDA Board Member and Public Awareness Committee Chair



MISSION

Increase awareness of dyslexia in our community

Provide support for people with dyslexia, their families, educators

Promote teacher training

Improve literacy for struggling readers



PROGRAMS

Public Awareness & Educational Outreach

- Phone & Email Support
- Website & YouTube Channel <https://hi.dyslexiaida.org>
- Presentations/Webinars
- Locally developed/published *A Resource Guide About Dyslexia for People in Hawaii*

Teacher & Tutor Training

- Webinars & Workshops
- Scholarships for conferences & workshops that promote Structured Literacy Instruction

MEMORIZE THIS CODE

When you see: Pronounce it as:

P

/r/

T

/d/

J

/v/ or /l/

X

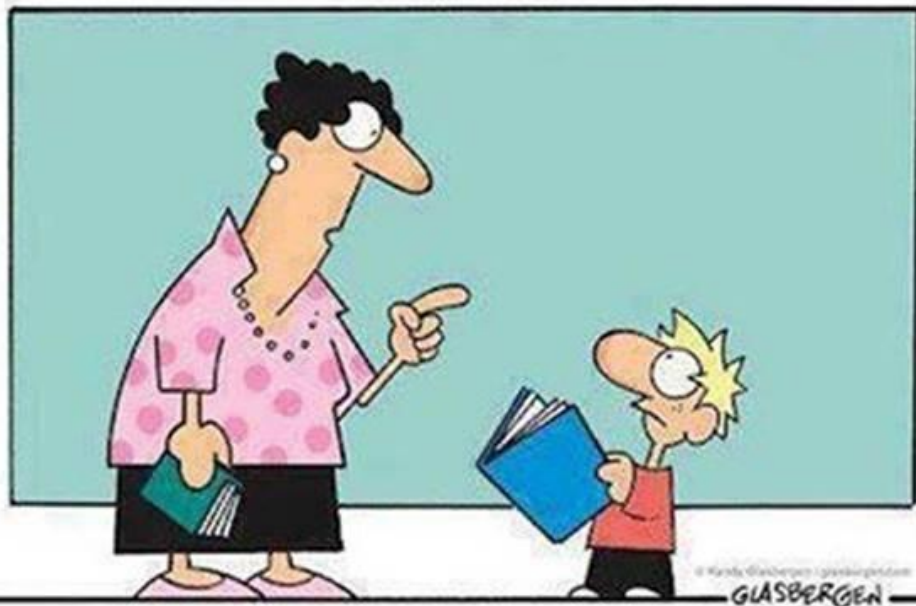
/ch/

W

/s/ or /z/

READ THIS SENTENCE

PEATING
XANGEW JIJEW



It's called **reading**.
It's how people install new
software into their brains.

DECODED IT SAYS:

READING
CHANGES LIVES

DID YOU CRACK THE CODE?

15 PHONEMES (or one component sound of spoken words) were used in our sentence; and only 7 of them were coded.

PEATING XANGEW JIJEW

→ *Still... many of us couldn't read it.*

READING CHANGES LIVES

**In order to read,
you must learn to **DECODE****



Translate Print into Speech

MYTHS ABOUT DYSLEXIA



Is caused by:

- a disease
- low intelligence
- lack of motivation, laziness or a bad attitude
- poor vision
- is uncommon
- can be “cured”
- only during school hours
- simply “seeing things backwards”

FACTS ABOUT DYSLEXIA



Individuals with dyslexia can:

- learn to read
- be gifted
- be identified before 3rd grade

Dyslexia occurs:

- at all intelligence levels
- in both boys and girls
- in all ethnic groups
- at all socioeconomic levels
- in families (hereditary)

DYSLEXIA

Language-Based Learning Difference

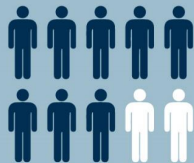
Can make it very difficult for student to have academic success in typical school setting

Refers to Cluster of Symptoms

Leads to difficulties with specific language skills, particularly reading
Other difficulties including spelling, writing, pronouncing words

Affects Individuals throughout their Lives

Doesn't go away when school ends



80% of the population believes that dyslexia is associated with low intelligence

THIS IS NOT TRUE.

DYSLEXIA occurs in people of **ALL** INTELLECTUAL LEVELS

DYSLEXIA

is the **MOST COMMON** LEARNING DISABILITY



and affects **15-20%** of the US population



KEY FACTS ABOUT DYSLEXIA

dyslexia **RUNS IN FAMILIES**

parents with dyslexia **ARE MORE LIKELY TO HAVE CHILDREN with dyslexia**

research has proven that students with dyslexia

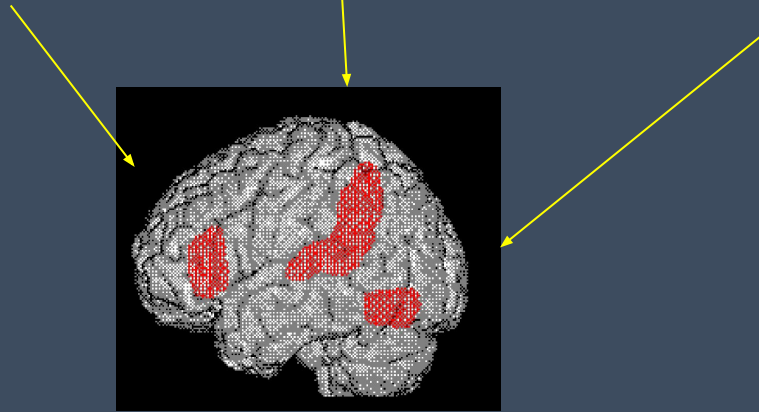
CAN LEARN TO READ when instruction is:

Explicit and systematic	Phonics based
Multisensory	Individualized
Consistent and frequent	Emotionally reinforcing

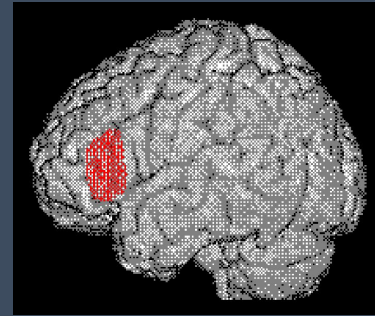
WHAT CAUSES DYSLEXIA

Dyslexia is caused by neuro-anatomical and neuro-chemical differences in brain activity.

speech phoneme processing visual word fluency



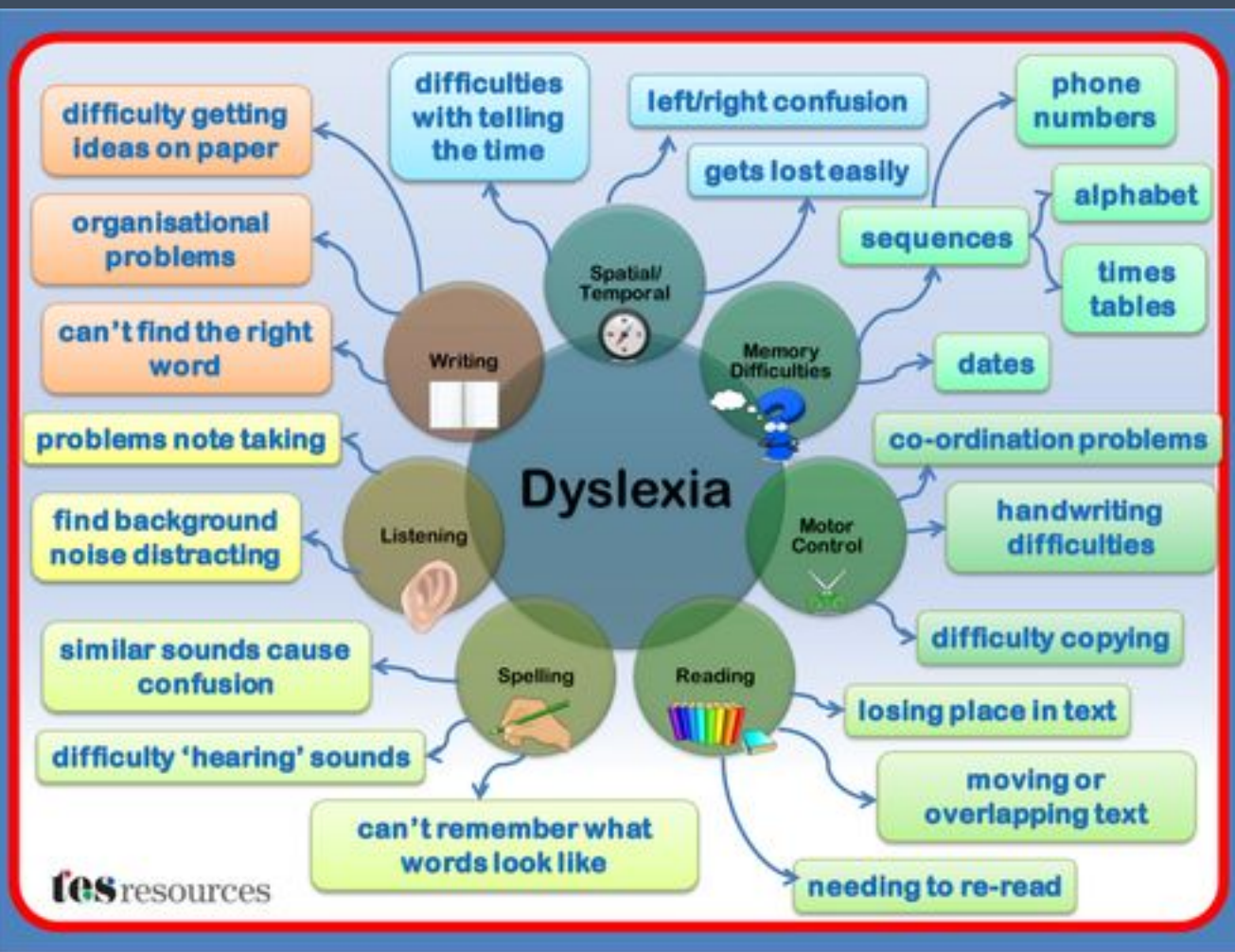
typical reader's brain



dyslexic reader's brain

BRAIN DIFFERENCES CAUSE DYSLEXIA

These brain differences cause people with dyslexia to have difficulty decoding oral and written language.





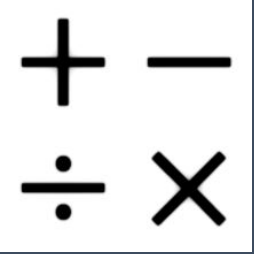
SIGNS OF DYSLEXIA | READING

- difficulty counting sounds or syllables in words
- confuses words that look similar (horse for house)
- misreads/omits small words when reading out loud (the, at)
- slow and laborious word-by-word reading
- difficulty with reading comprehension



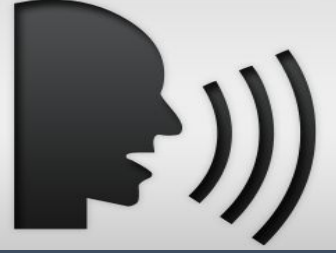
SIGNS OF DYSLEXIA | WRITING

- weak spelling skills - may do well on school spelling tests, but makes many spelling errors in daily work
- poor handwriting
- difficulty with written assignments – may have many good ideas, but cannot write in a coherent manner



SIGNS OF DYSLEXIA | MATH

- slow to learn time, days of the week, seasons
- difficulty retaining sequence of math steps
- reverses numbers or confuses signs
- difficulty copying math problems, organizing problem-solving steps, or aligning numbers
- frequent calculation errors



SIGNS OF DYSLEXIA | SPOKEN LANGUAGE

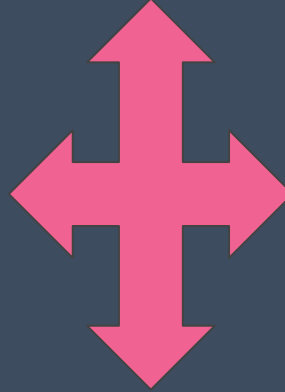
- delayed language development
- difficulty...
 - learning the alphabet
 - learning nursery rhymes
 - following oral directions
 - Learning a foreign language
- problems...
 - pronouncing words
 - retrieving words in speech
 - expressing ideas clearly

OTHER LEARNING DIFFERENCES

Dyscalculia

Dysgraphia

Auditory Processing Disorder



OTHER CONDITIONS

ADHD (inattentive, hyperactive, combined)

Autism Spectrum Disorder

Anxiety

Depression

Possible Challenges or Strengths

3 to 5 X's more work and energy to complete a task

Focus/ Attention Moderating

Social Cognition/ Skills

Language Processing

Vocabulary

Background Knowledge

Memory

Processing Speed

Fluency

Executive Function (3 to 5 year rule)

COVID Impacts

SUPPORT: BEST PRACTICES

Use A Team Approach for Home + School Collaboration

Teachers

Psychologist

Administrators

Behaviorists

Tutors

Service providers

Speech Pathologist

Support staff

Mentors

Others: Clergy

Psychiatrist



SUPPORT: BEST PRACTICES

Support Whole Child/Student

- socially + emotionally + behaviorally + academically

Include Child/Student at every step

- identify their unique + individual strengths
- explicitly teaching learning strategies
- building confidence
- self advocate



ACCOMMODATIONS

Change how a student learns material

Formal

→ legally provided via IEP or 504 plan (*e.g., extended time on tests*)

Informal

→ requested by parent or student (*e.g., doing only odd-numbered problems on math worksheet*)

ACCOMMODATIONS + EQUITY

Individuals receive
what they *need*
to be *successful*



Equality

Equity

ACCOMMODATIONS

ASSISTIVE TECHNOLOGY

Any device, software or equipment, that can help kids with learning and attention issues work around their challenges



Speech to text

Audio books

Text to speech

Note taking pen

Grammarly

Record devices for lectures and notes

Spell check

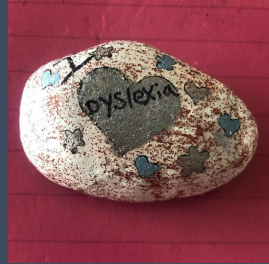
Photos of assignments

Calculator

Assignments trackers

EMBRACE LEARNING DIFFERENCE

Self-acceptance is critical to self-awareness & self-advocacy



Help child to develop interests and talents... make time every day for what feeds their soul!



SELF-ADVOCACY TOOL

Encourage/help child in developing advocacy skills

→ learn about ways to advocate for themselves in/out of school

Download 2-sided card at:

<https://hi.dyslexiaida.org/you-are-not-alone/>

ADVOCATING FOR YOURSELF

UNDERSTAND YOUR WAY OF LEARNING



- Know the strategies that help you succeed and the accommodations that bypass your limitations.
- Be informed about your learning difference and be able to explain it in language that is easy to understand.
- Get past initial fears and denial and become thoroughly familiar with assessments of your learning.
- Be attuned to your own experiences.
- Be able to reflect on both your successes and limitations.

PRACTICE COMMUNICATING

- Learn how to make clear requests and back them up with explanations.
- Role-playing different situations and putting together the needed information in advance will build confidence.
- Your manner of communication can create allies or it can leave others confused or defensive.



IDENTIFY SUPPORTERS



You need to know people:

- whom you can trust
- with whom you can comfortably share experiences
- from whom you can seek advice

These supporters are a crucial life-long resource for you.

SELF-ADVOCACY TOOL

STUDENTS WITH **DYSLEXIA** ARE IN EVERY CLASSROOM. AS MANY AS 15-20% OF THE POPULATION AS A WHOLE HAVE SOME OF THE SYMPTOMS OF **DYSLEXIA**.

MY NAME: _____

I want my teacher to know...

MY STRENGTHS: _____

MY CHALLENGES: _____

I ALSO WANT MY TEACHER TO KNOW: _____

⇒ The International Dyslexia Association recommends that **ACCOMMODATIONS** be a part of the normal cycle of teaching and testing.

⇒ **ACCOMMODATIONS** do not give students an unfair advantage.

⇒ **ACCOMMODATIONS** provide students with **DYSLEXIA** equal access to a full school experience.

From: <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/> (2020)

Download 2-sided card at:
<https://hi.dyslexiaida.org/you-are-not-alone/>

→ Print, fill-in and give to your teachers as a reminder of your accommodations

TYPES OF ACCOMMODATIONS		
Instruction	Tests & Homework	Time & Setting
ALTERNATIVES TO PRINT & LECTURE	OPTIONS FOR MY RESPONSES	EXTRA TIME & REDUCED DISTRACTION
<ul style="list-style-type: none">◊ Audiobooks◊ Speech-to-text/Text-to-speech◊ Verbal and Visual prompts◊ Highlighted text◊ Larger font/More space◊ Audio/Video recorded lectures and instructions◊ Copy of lesson notes◊ Do not call on me to read (unless I volunteer)	<ul style="list-style-type: none">◊ Mark answers directly on tests◊ Dictate to scribe or device◊ Keyboard responses◊ Calculator◊ Point to response choices; alternative answer sheets◊ Online dictionary, spelling, grammar & checkers◊ Graphic organizer, chart, outline, blank web◊ Grade on content not conventions	<ul style="list-style-type: none">◊ Extra time◊ Access to an alternative environment◊ Distraction-free setting◊ Alternative seating◊ Individual or small group choices◊ Flexible scheduling (e.g., several sessions vs. one)◊ More frequent breaks

From: <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/> (2020)

ADDITIONAL INFORMATION:

YOU ARE NOT ALONE!

International DYSLEXIA Association®
Hawaii Branch x HIDA

2016: Motto adopted by Oregon Branch of IDA Student Empowerment Group

Can't change dyslexia or make easier for a student in school

CAN help make students feel they are not alone with dyslexia

2020: HIDA joins **You Are Not Alone** movement

Request a **FREE** wristband: info.hi@dyslexiaida.org

DYSLEXIA DOESN'T GO AWAY

With proper instruction + support, people with dyslexia:

- can develop their talents
- achieve their potential
- make their contributions to society



RESILIENCE + GRIT

Important for parents & teachers to possess + send the right kinds of messages to struggling children/students.



- brains of people with dyslexia are different
- struggles are connected to strengths
- work on areas of challenge, but understand + build strengths
- child/student will have to work harder than other kids in school + need to develop a strong work ethic



Steven Spielberg
Filmmaker



Florence Welch
Musician, Singer, Songwriter



Anderson Cooper
Journalist, Author
Television Personality



Jamie Oliver
Chef, Restaurateur



Whoopi Goldberg
Actress, Comedian
Producer, Writer



Jack Horner
Dinosaur Paleontologist



Carol Greider
Molecular Biologist
2009 Recipient of The Nobel Prize



Channing Tatum
Actor



Erin Brockovich
Consumer Advocate



Tim Tebow
Professional Athlete
2007 Heisman Trophy Winner



Keira Knightley
Actress



Sir Richard Branson
Entrepreneur
Businessman



Meryl Davis
2014 Olympic Ice
Dance Gold Medalist



[HIDA YouTube Channel](#)

[Advocacy and Your Child with Learning Differences](#)

[Back to School and Your Child with Learning Differences](#)

[Self-Care for Parents of Children with Learning Differences](#)

[Tips and Support for Parents of Children with Dyslexia](#)

[DyslexiaIDA.org](#)

[ATRC.org](#)

[HawaiiDisabilityRights.org](#)

[LDAHawaii.org](#)

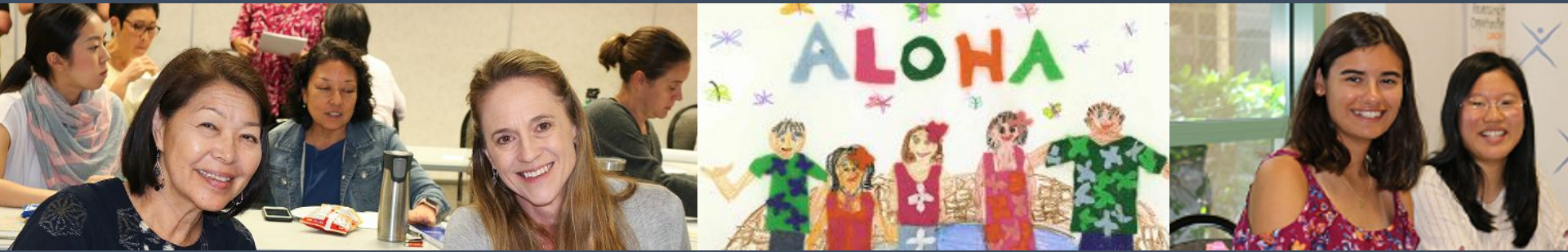
[LDAamerica.org](#)

[Understood.org](#)



KEEP INFORMED | HIDANEWS

<https://hi.dyslexiaida.org/news/>



YOUR SUPPORT CHANGES LIVES

<https://hi.dyslexiaida.org/donate/donate/>

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HI.DyslexialDA.org



["Hawaii Dyslexia - HIDA YouTube"](#)



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Coaching For Ohana

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Let's navigate the journey of Dyslexia together