

READING:

Why do some children have difficulty learning to read?

Elaine Offstein

Master of Arts: Special Education, Learning Handicapped

Board Certified Educational Therapist

Real-Time EEG Neurofeedback Specialist







In 1852, the state of Massachusetts passed compulsory education laws.



1917: Every state has compulsory education laws

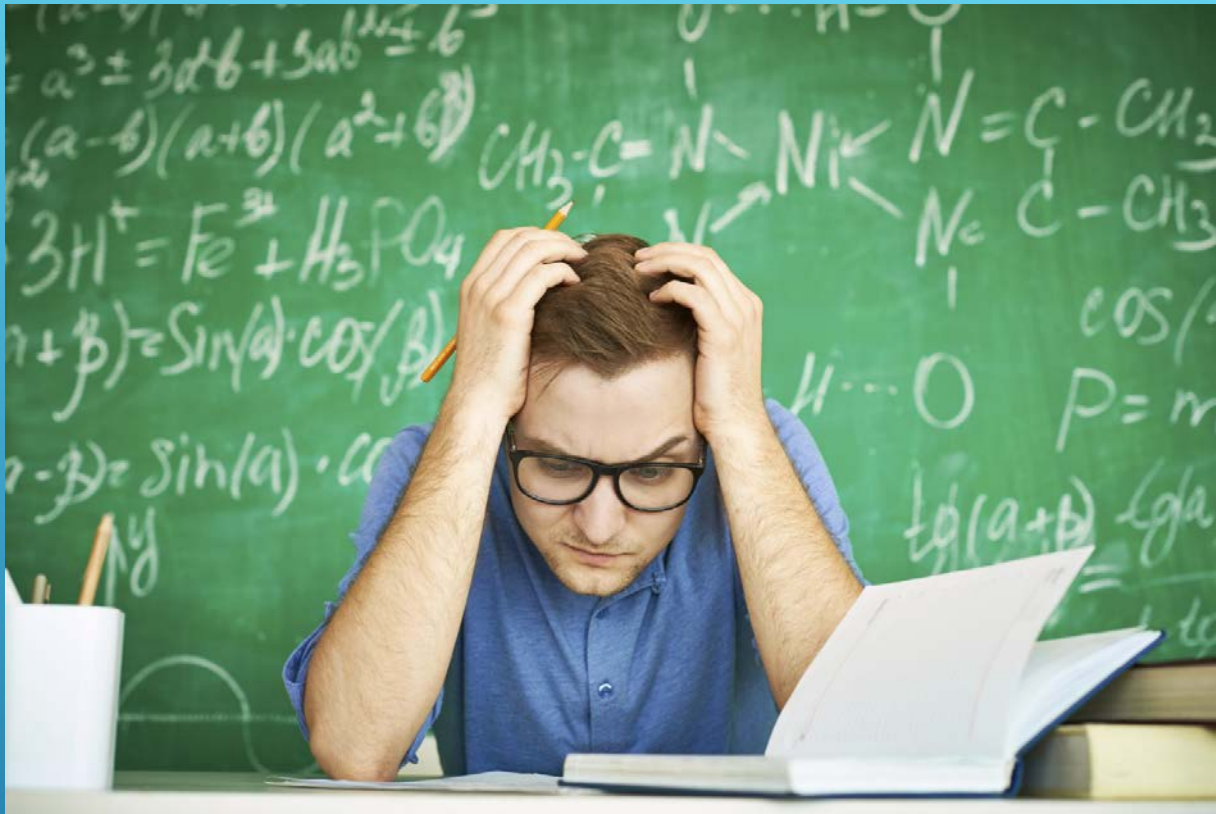
In the 1970's, all challenges to education laws end

Compulsory education is the law of the land



70 to 80% of all persons
incarcerated are functionally
illiterate







**A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z**



Sumerian cuneiform

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

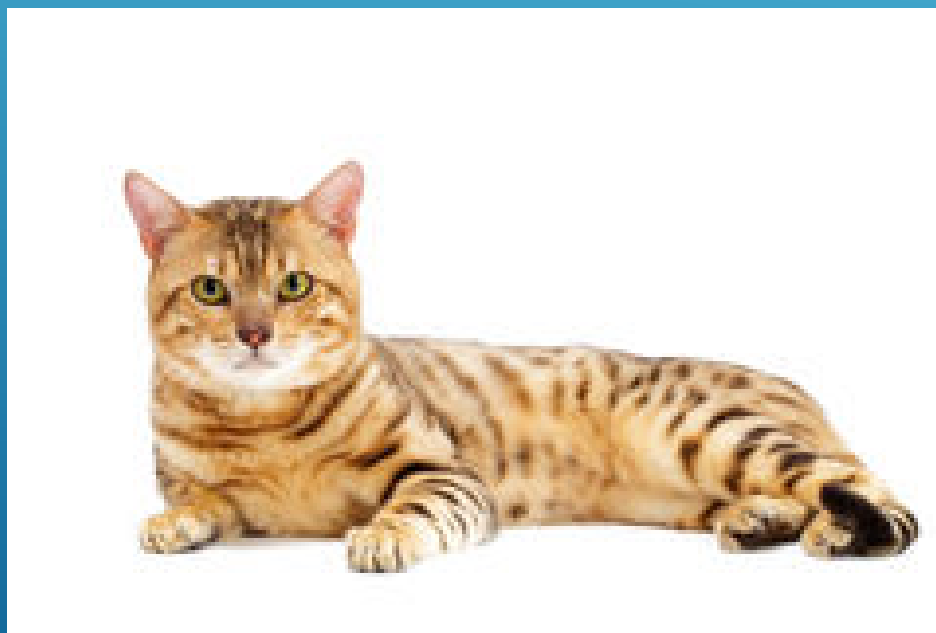
dreamstime.com

α β γ δ ε ζ η θ
ι κ λ μ ν ξ ο π ρ
σ τ υ φ χ ψ ω
~ ~ ~ ~ ~ ~ ~ ~

dreamstime.com

CAT

C + A + T



PHONEMIC AWARENESS

“*phonema*” Greek word meaning “sound” or “voice”

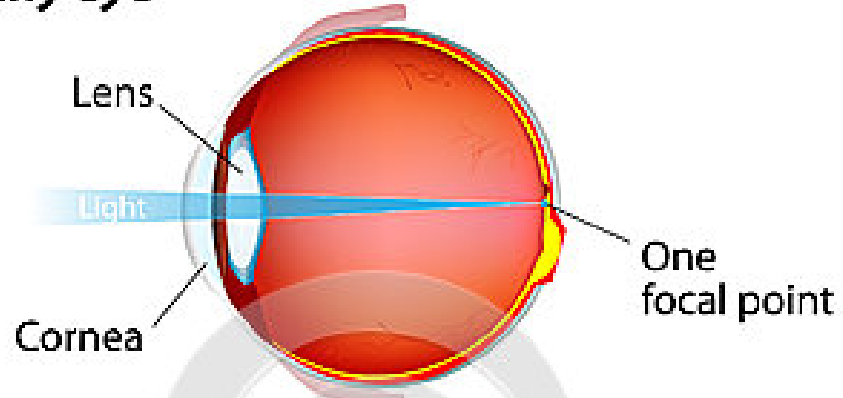
Phoneme = smallest unit of sound

Phonics: the study of sound and its relationship to symbols

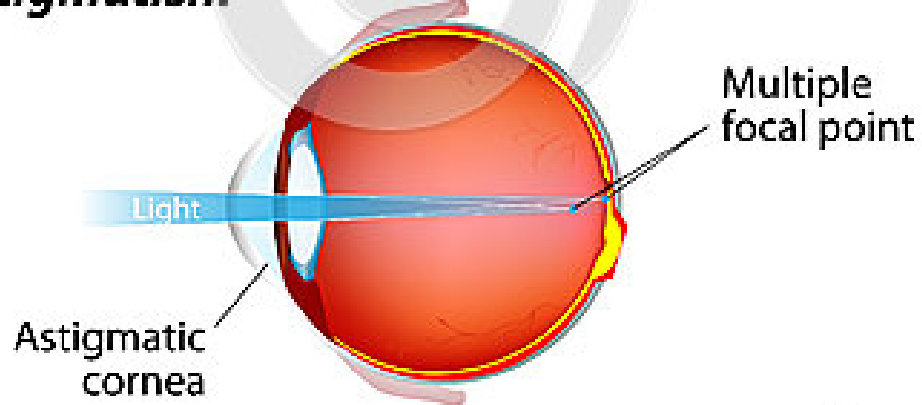




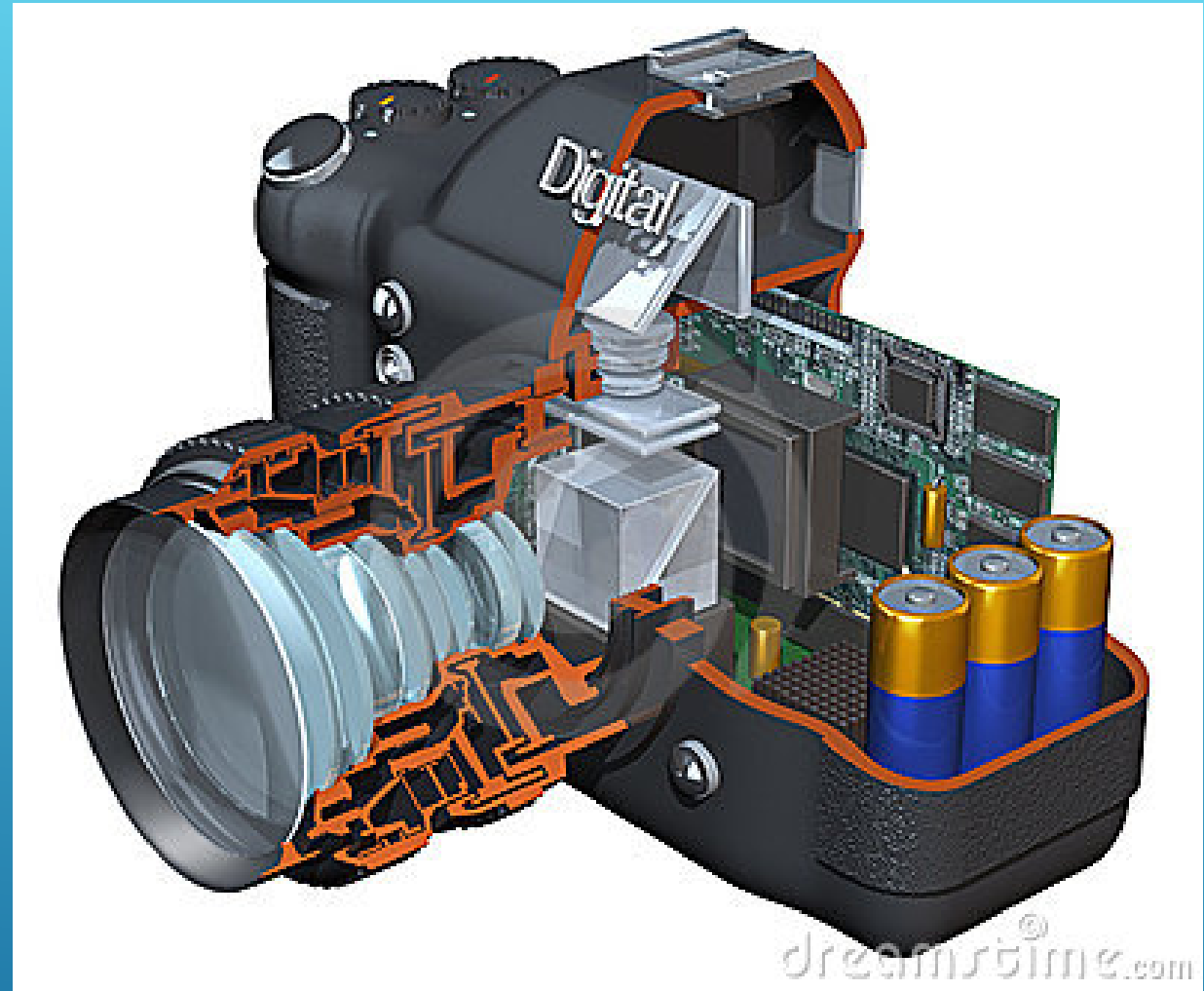
Healthy eye



Astigmatism

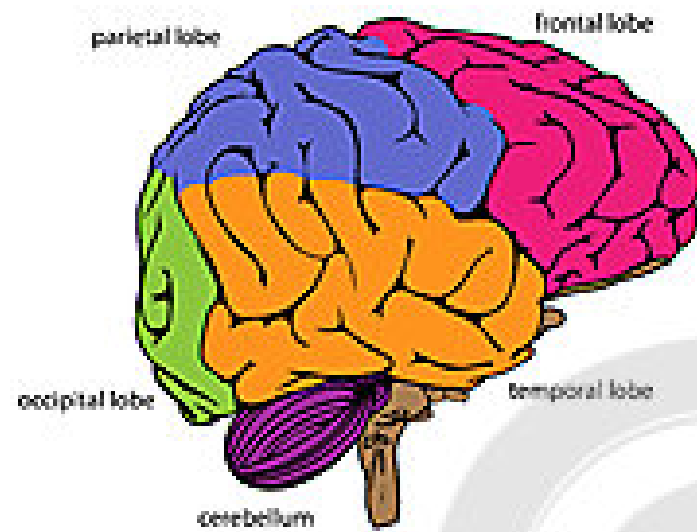


dreamstime.com

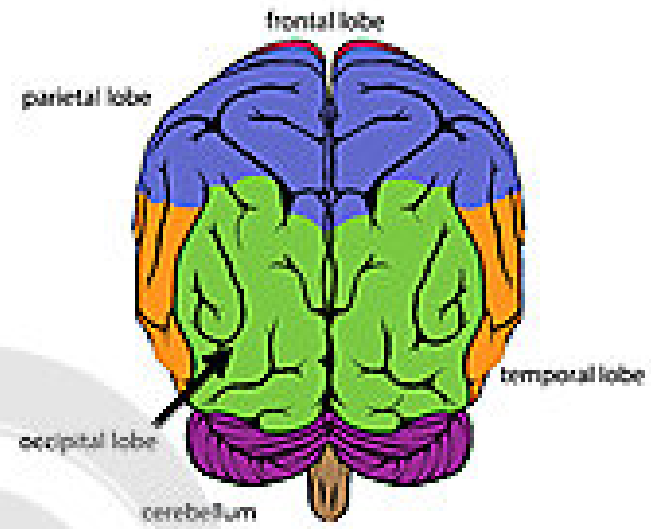


dreamstime.com

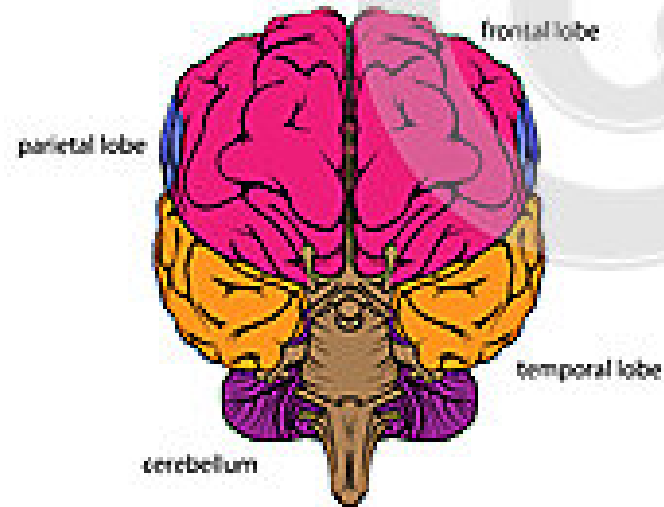




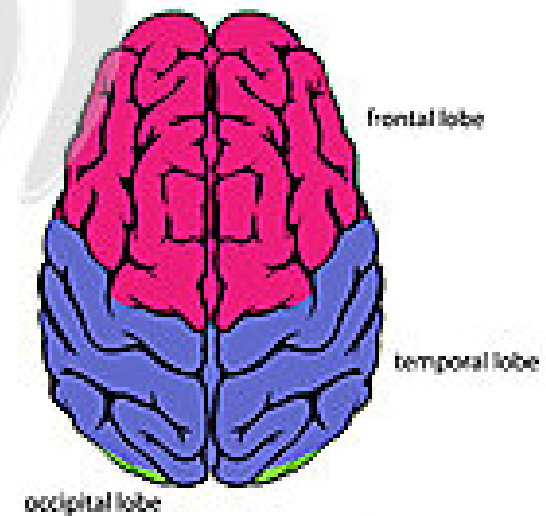
SIDE



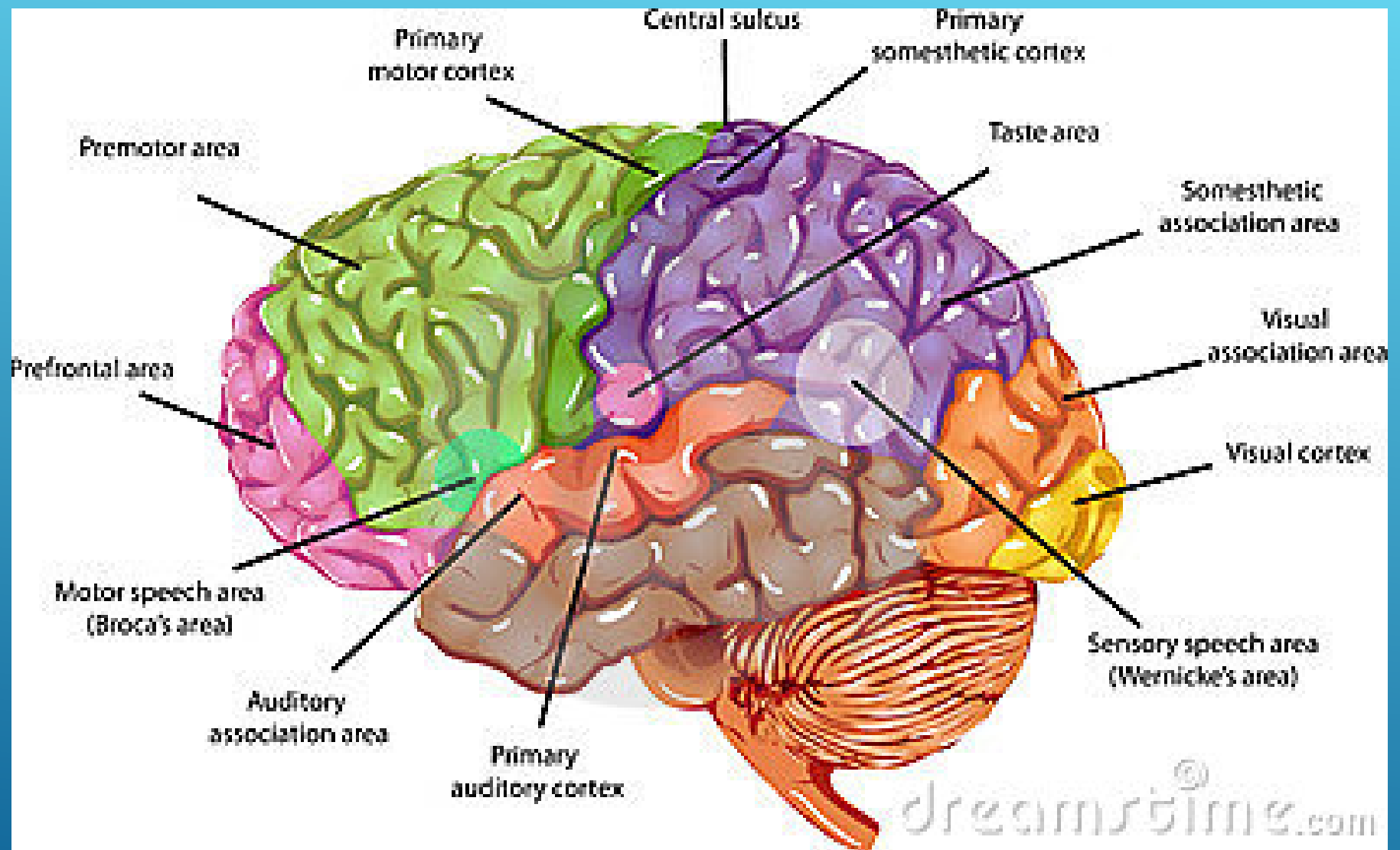
BACK



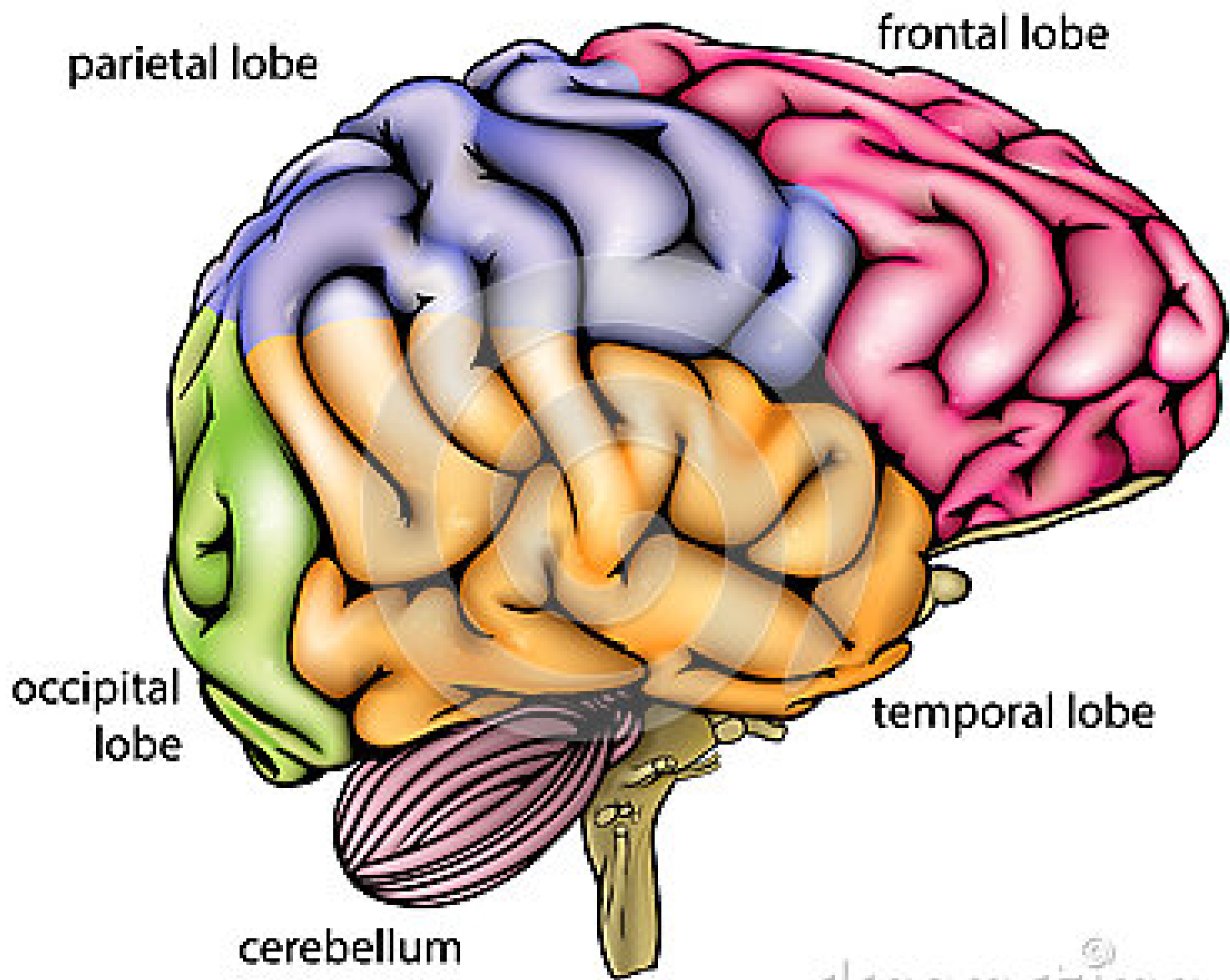
FRONT



TOP







parietal lobe

frontal lobe

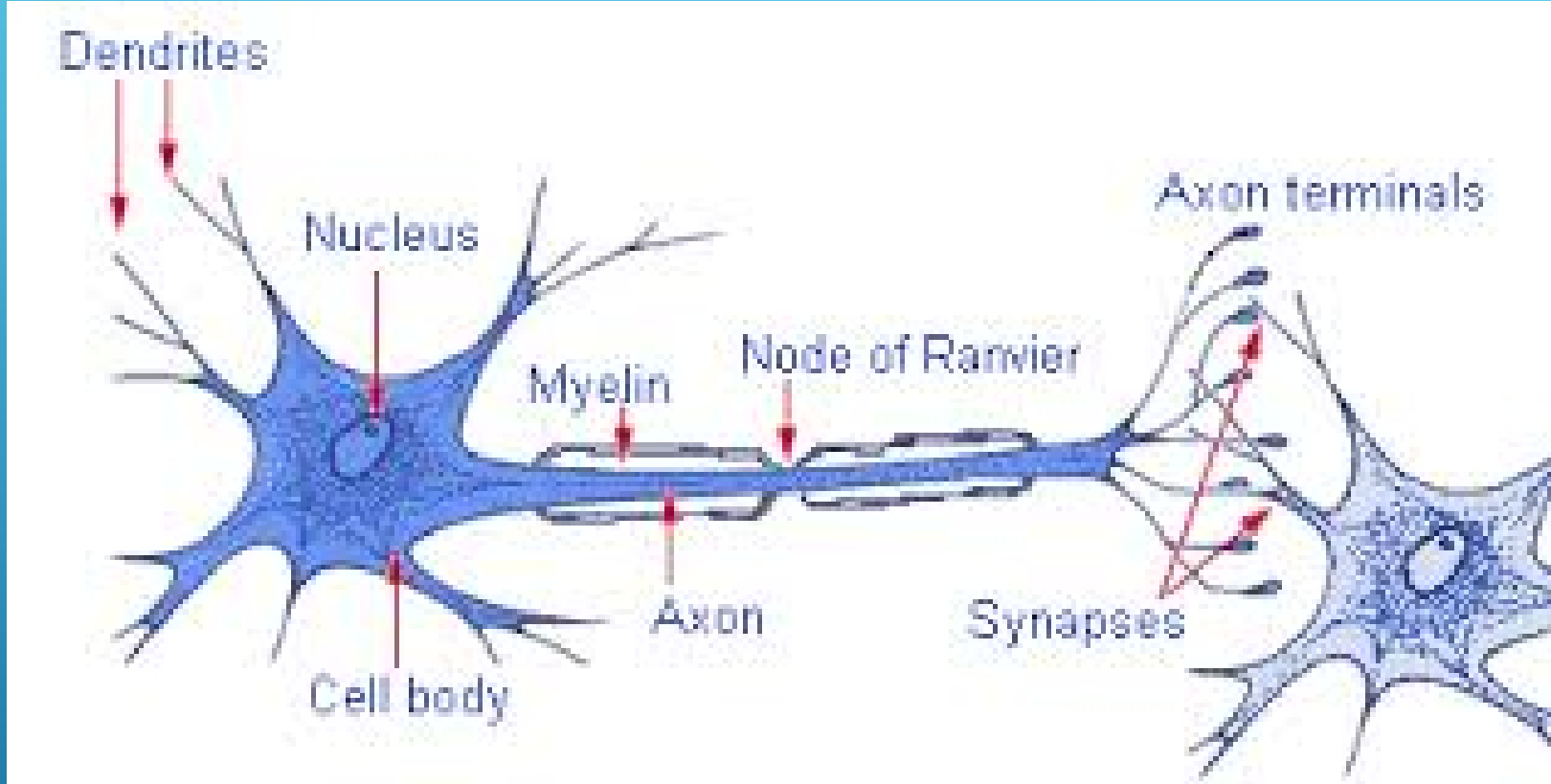
occipital lobe

temporal lobe

cerebellum

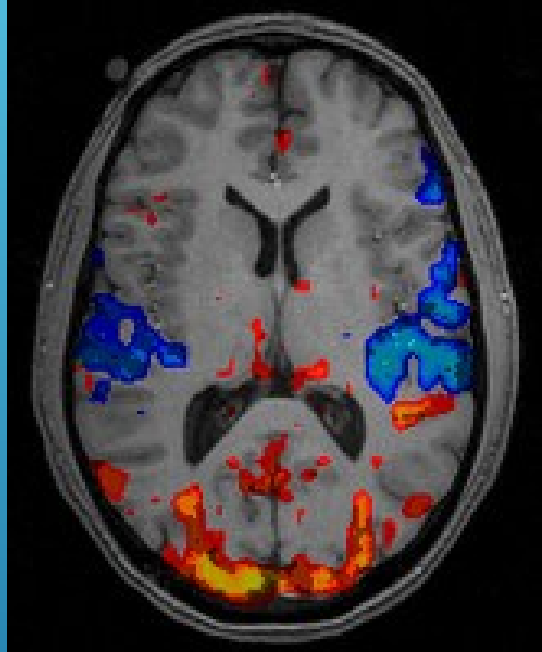
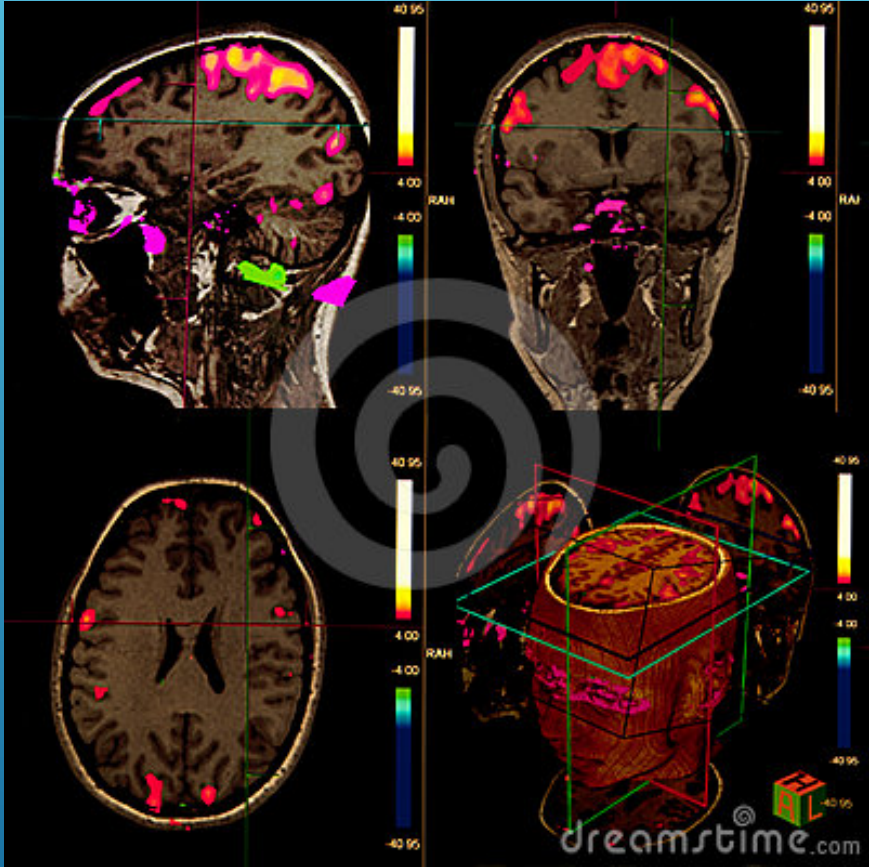
dreamstime.com



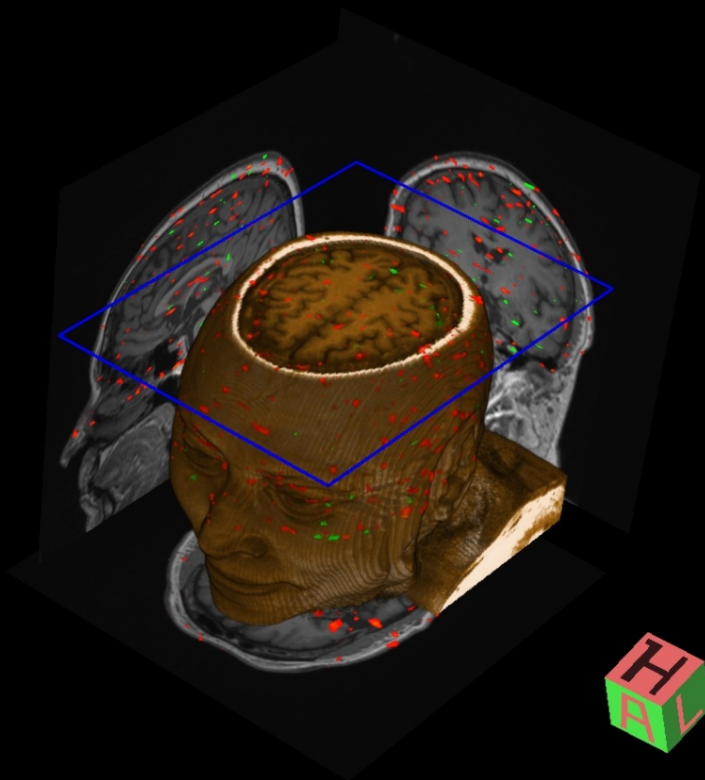




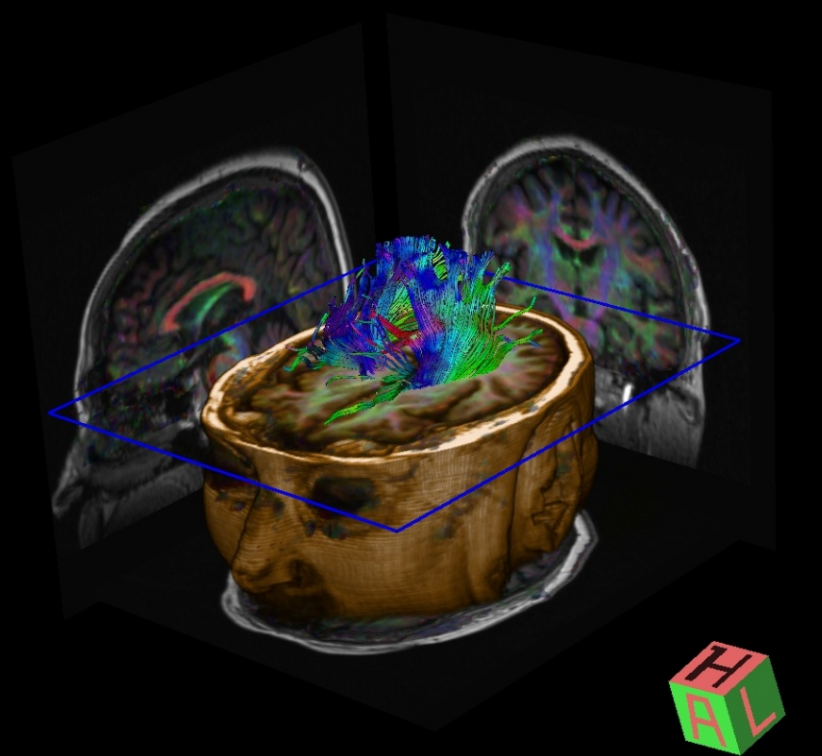




Warning: Not for diagnostic use



Warning: Not for diagnostic use







Instruction must be explicit, relevant to the needs and age-levels of the students and must continue at all grade levels.



Instruction for struggling and dyslexic readers must be systematic, direct, sequential, multi-sensory, and cumulative.



Instruction must include understanding of word structure, word patterns, grammar, sentence structure, language usage, and idioms.





- ▶ Multi-sensory instruction includes touch, movement, hearing, seeing, speaking, smelling, and even taste--let's make letters and words out of food and eat them!
- ▶ Include music, movement, and art
- ▶ Engage in blindfold activities to improve listening and visualization

UPPER LEFT	UPPER MIDDLE	UPPER RIGHT
MIDDLE LEFT	MIDDLE MIDDLE	MIDDLE RIGHT
LOWER LEFT	LOWER MIDDLE	LOWER RIGHT

- ▶ Alphabet word building game: start with a simple two-letter syllable and build words by adding every consonant to the beginning of the syllable: example: ab, eb, ib, ob, ub.
- ▶ Now add each consonant of the alphabet, in order, to the beginning of the syllable to make a word: bab, beb, bib, bob, bub.
- ▶ Some words will be real, some nonsense. Continue the game changing, the ending consonants. Thus, all vowels and consonants are used. Move on to blends, digraphs, etc.

- ▶ Use air writing: children say and spell words aloud by creating large letters in the air while they look at the words on the chalkboard
- ▶ Letter substitution: e.g. replace the "r" in the word "rat" with "p" and what do you have?
- ▶ Use letter substitution for beginning, middle, and ends of words

- ▶ Provide tactile tracing/writing experiences: e.g. sandpaper letters, finger painting, write letters/words in corn meal with fingers, etc
- ▶ Play memory games and teach memory strategies
- ▶ Use commercially available word games: Scrabble, Perquacky, UpWords, Boggle, Pictionary, etc.

- ▶ Play rhyming games, read Dr. Seuss books for ideas, have students make-up their own rhymes using real and nonsense words
- ▶ Engage in real and nonsense word building. Create single syllable and compound words, real and nonsense, if the words are real, define them
- ▶ Group sentence building: everyone adds a word to see how long a sentence we can make

- ▶ Always make certain students know and understand the meanings of words in stories they read and that are read to them
- ▶ Always discuss obvious and inferred concepts, ideas, and opinions in literature and non-fiction
- ▶ Role play stories
- ▶ Play "Charades"

- ▶ Clarify or simplify written directions
- ▶ Develop reading guides
- ▶ Constantly build vocabulary through activity and example
- ▶ Have students read along to audio books
- ▶ Teach the use of the Thesaurus: here's a super cool site: www.visualthesaurus.com

- ▶ Build vocabulary by reiterating a sentence/concept using different words that are synonyms for the words you used the first time. My favorite joke: the song *Row, Row, Row Your Boat* becomes:
“Propel, propel, propel your craft along the liquid solution. Ecstatically, ecstatically, ecstatically, ecstatically, existence is but an illusion”
- ▶ Have fun with antonyms and synonyms

- ▶ Put words on 3 x 5 cards, color-coded for parts of speech, and have students manipulate them into sentences. Green for verbs, red for nouns, yellow for adverbs, blue for adjectives, etc,
- ▶ Make sure all parts of speech have their own color, no duplicate colors. Use colored card stock, colored 3 X 5 cards, heavy construction paper, thick art paper, so the words hold up for manipulation
- ▶ Have students generate words for their own recipe file box of color-coded 3 x 5 cards

- ▶ Have students write and illustrate their own books based. They can dictate the words, if necessary
- ▶ Choose picture books with alliterative themes/patterns and use them as templates for students to write their own books in same pattern(*A My Name is Alice* and other alphabet books; *Hop on Pop* and other Dr. Seuss books; *Harry the Dirty Dog*; *Clifford, the Big Red Dog*; etc)

- ▶ Block out extraneous stimuli on assignments
- ▶ Highlight essential information
- ▶ Research structured learning programs and find what works best for you and your students
- ▶ Don't rely on just one program, become eclectic, include everything that works

- ▶ Have child dictate a story and then write the story for him/her to read own words
- ▶ Reduce amount of information on assignment/work pages
- ▶ Simultaneously combine verbal and visual information
- ▶ Maintain daily routines
- ▶ Encourage use of graphic organizers

Please feel free to email me:
eoffstein@yahoo.com

For information about Real-Time EEG
Neurofeedback go to my website:
www.seeyourbrainwaves.com

For information about improving cellular,
joint, and skin health, visit:
www.jusuru.com/elaineoffstein