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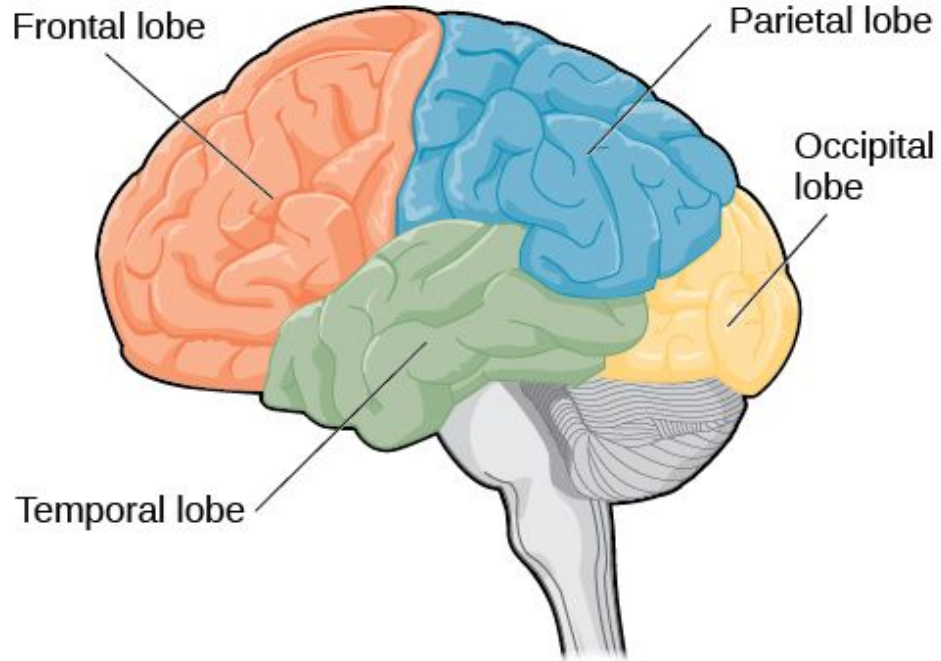
# Dyslexia Awareness Month

— Piedmont Unified School District —  
October 12, 2022

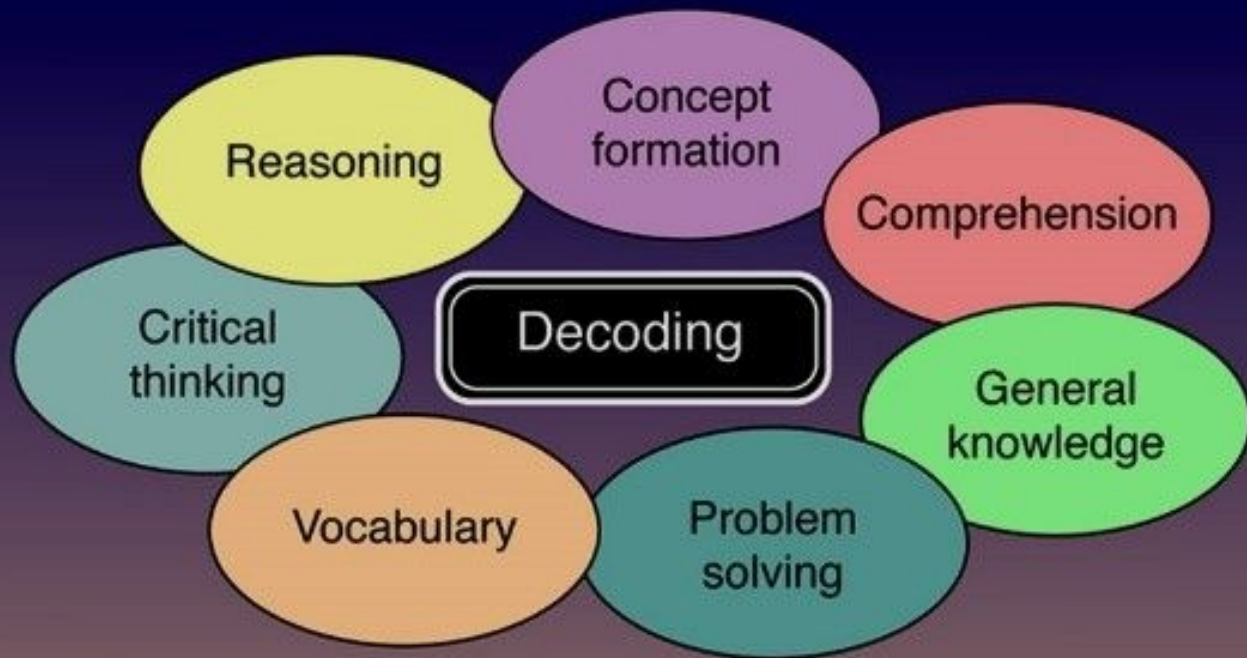
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# Dyslexia and the Brain



## Sea of Strengths Model of Dyslexia





*Universal  
Screening for  
Dyslexia*



## Dyslexia Risk Screening Areas (SB 237)

- (i) Phonological and phonemic awareness, including phoneme blending, phoneme segmenting, and phoneme manipulation tasks
- (ii) Sound-symbol recognition and symbol-sound recognition
- (iii) Alphabet knowledge
- (iv) Decoding skills, including real and nonsense words
- (v) Rapid automatized naming (letters, digits, objects, colors)

“night”



**Auditory**



**Visual**



**Kinesthetic**

# Reading Intervention Curriculum

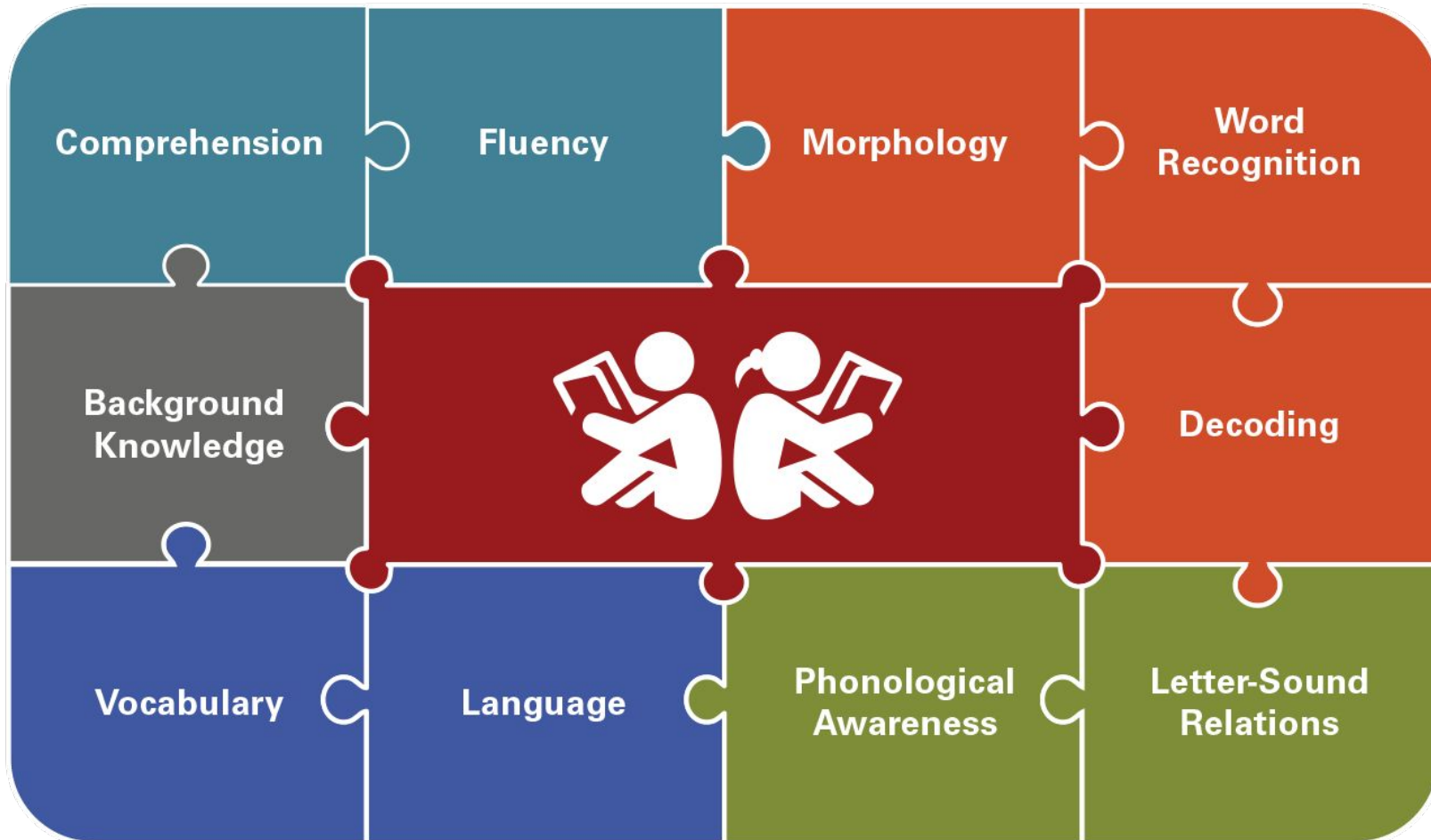


institute for  
multi-sensory  
education

ORTON GILLINGHAM



## Framework: Core Elements of Teaching Foundational Reading, Grades K-3





# CA MTSS

## RtI<sup>2</sup>

- Universal screening
  - Multiple tiers of intervention
  - Data-driven decision making
  - Problem solving teams
  - Focus on CCSS
- Addresses the needs of **ALL Students**
  - Aligns the **entire** system of initiatives, supports, and resources
  - Implements continuous improvement processes at **all levels** of the system

Motivating Learning Push-In  
RegularEd Together  
Co-Teaching Help Rewarding  
SpecialEd Success Growth  
Partner  
Teamwork  
Communicate Fun  
Cooperation Share Planning Time  
Collaboration Assist Support Lessons  
ELLs Benefit



Special Education  
is a SERVICE not  
a PLACE!

Created by My Video Schedule  
Background adapted from MyCuteGraphics.com

## PUSD Data

58/330 (2.5%) - Specific  
Learning Disability (SLD) in  
Reading

Males - 39 (67.2%)

Females - 19 (32.8%)

Elementary - 12 (20.7%)

Middle school - 19 (32.8%)

High school - 27 (46.6%)

**Questions?**