



PDX READING SPECIALIST



# ARIZONA COMPREHENSIVE DYSLEXIA RELATED TRAINING

[info@pdxreading.com](mailto:info@pdxreading.com)

503.747.3491

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

# Meet Barbara...

Walking into Barbara's office, a framed quote sits on the bookshelf:

*"This isn't what I do. It's who I am."*

This quote sums up Barbara's passion and dedication for helping students who learn differently. An elementary teacher for more than ten years, Barbara witnessed so many smart, capable, hard working students struggle with basic reading skills. Feeling ill prepared to help these students, Barbara searched for answers as to why so many students were struggling and what she could do about it.

Her search led her to graduate school, where Barbara studied language based reading disabilities. When Barbara learned that dyslexia is the most common reason smart, capable students struggle with reading, she knew she needed to do something about it.

In 2010, Barbara left the classroom and founded PDX Reading Specialist. From the beginning, her mission was clear: **INSPIRE** Individuals to Become **CONFIDENT & CAPABLE** Learners.

At her core, Barbara is an educator and advocate working to reshape the narrative of what it means to learn differently. She is a nationally recognized speaker, delivering keynote speeches for Learning Ally, EdWeb and Decoding Dyslexia. She is passionate about training educators on how to deliver evidence-based instruction, equipping them with tools to be successful, and inspiring all to believe that we can not only overcome reading challenges, but prevent them from taking hold...if we act early.

Barbara's professional development courses are guaranteed to inspire and empower educators to help **all** students become confident and capable learners.



# About This Training...

I am honored to be included on the Arizona Department of Education's list of approved trainers. I believe every teacher deserves the best in professional development.

## ***What Sets Barbara's Trainings Apart?***

**I am a teacher.** My years in public education have provided me with perspective on the daily challenges (and successes!) of teaching.

**This is not a training for one.** While the legislation requires at least one kindergarten through third grade teacher in each school receive training related to dyslexia, the educator selected cannot be the "all knowing, go-to" person for all things dyslexia and reading related. I will position this person to be a conduit--bringing knowledge and learning back to his/her staff. That being said, if you're able to send additional educators to the training, please do!

**Knowledge that transcends curriculum.** A curriculum does not teach a child. A trained teacher does. This training provides foundational knowledge about teaching reading that transcends all curriculum.

## ***What Focus Areas Does This Training Cover?***

This comprehensive training meets all focus areas required to be in compliance:

- Understanding and Recognizing Dyslexia (URD)
- Instruction (I)
- Intensifying Instruction (II)

While you have the option to take each component separately, from various vendors, it is **highly recommended** you select a comprehensive training. *Why, you might ask?* While the three sections of the training exist in isolation, the content does not. In order for educators to understand how all three areas are connected, they must complete a comprehensive training.

# Training Formats...

Live, In-Person



Live, Virtual



## Why Not "On-Demand"?

Not all virtual trainings are created equal. One of the hallmarks of Barbara's trainings are that they are interactive. Educators complete group activities, play games, have time for independent practice, and perhaps most valuable of all, get their questions answered in real time. This is simply not possible with an on-demand training.

Whether you choose in-person or virtual, both modalities meet the standard of excellence Barbara has always guaranteed.

See a short sample of Barbara  
in action!



SCAN ME



# What is the Cost?

The cost of the live, virtual training is \$750 and the cost of the live, in-person training is \$950. This cost includes all consumable materials, including a 300 page training binder (sent via USPS prior to virtual training).

# Training Dates...\*

	<b>DATES (2021-2022)</b>	<b>FORMAT</b>	<b>LOCATION</b>	<b>TIME</b>
<b>Cohort #1</b>	October 18 <sup>th</sup> & 19 <sup>th</sup> November 15 <sup>th</sup> & 16 <sup>th</sup> December 13 <sup>th</sup> & 14 <sup>th</sup>	Live, Virtual	Online	8:00am-3:00pm (with 45 minutes for lunch)
<b>Cohort #2</b>	December 1 <sup>st</sup> -3 <sup>rd</sup> January 19 <sup>th</sup> -21 <sup>st</sup>	Live, Virtual	Online	8:00am-3:00pm (with 45 minutes for lunch)
<b>Cohort #3</b>	February 9 <sup>th</sup> -11 <sup>th</sup> February 14 <sup>th</sup> -16 <sup>th</sup>	Live, In-Person	Phoenix Area (exact location TBD)	8:00am-3:00pm (with 45 minutes for lunch)
<b>Cohort #4</b>	March 30 <sup>th</sup> -31 <sup>st</sup> ; April 1 <sup>st</sup> April 4 <sup>th</sup> -6 <sup>th</sup>	Live, In-Person	Phoenix Area (exact location TBD)	8:00am-3:00pm (with 45 minutes for lunch)
<b>Cohort #5</b>	June 22 <sup>nd</sup> -24 <sup>th</sup> June 27 <sup>th</sup> -29 <sup>th</sup>	Live, Virtual	Online	8:00am-3:00pm (with 45 minutes for lunch)

*\*If your district would like to discuss alternative training dates, please email [info@pdxreading.com](mailto:info@pdxreading.com)*

# How Do I Register?

Trainings will fill fast! To hold spots for your school/district, click [here](#).

# Want to Talk to Barbara?

Please call or email and we'll set up a time to answer your questions!

# Course Overview

## **MODULE ONE: UNDERSTANDING & RECOGNIZING DYSLEXIA (URD)**

- The Science of Reading
- Dyslexia Decoded

## **MODULE TWO: INSTRUCTION (I)**

- Essentials of Structured Literacy
- Phonology
- Decoding
- Morphology & Word Study
- Encoding
- Fluency & Comprehension
- Writing

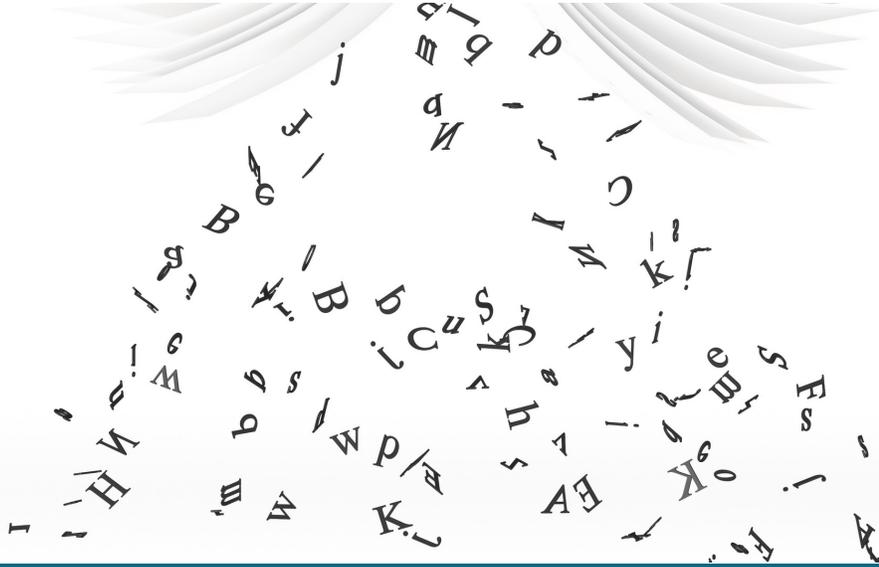
## **MODULE THREE: INTENSIFYING INSTRUCTION (II)**

- Assessment
- Intensification



# MODULE ONE: UNDERSTANDING & RECOGNIZING DYSLEXIA

## DYSLEXIA DECODED



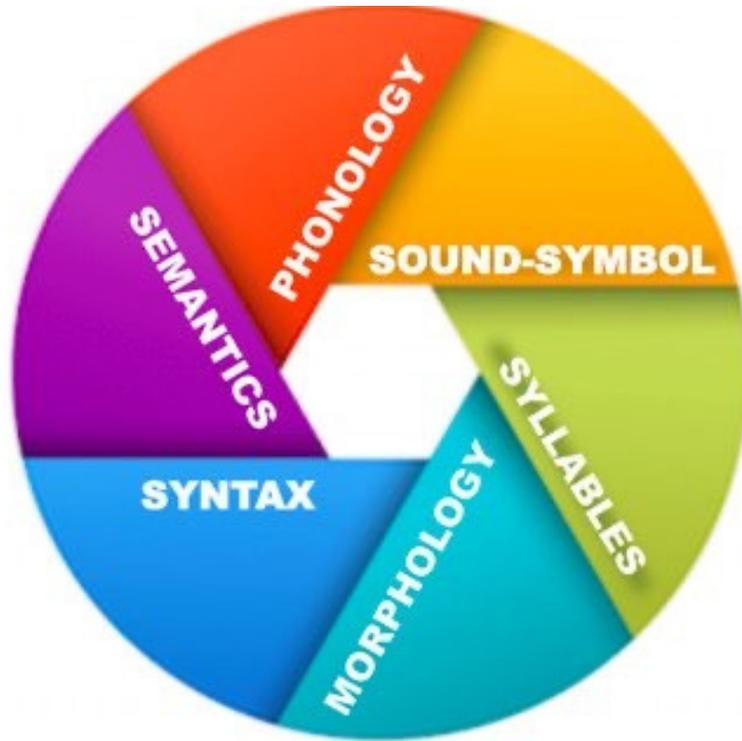
**Dyslexia represents the most common and most prevalent of all known learning disabilities and impacts approximately 1 in 5 individuals**  
National Institute of Health

### LEARNING OUTCOMES:

- Explain the reasoning or evidence behind the main points in the definition of dyslexia.
- Address common myths and misconceptions about dyslexia.
- Recognize that reading difficulties coexist with other cognitive and behavioral problems.
- Explain a scientifically valid model of other cognitive influences on reading and writing including RAN, executive function, working memory, etc.
- Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- Recognize the characteristics of individuals with dyslexia by age and grade level.
- Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties.
- Explore accommodations that level the playing field for individuals with dyslexia.
- Recognize the power of early intervention and identify levels of instructional intensity, duration, and scope.

# MODULE TWO: INSTRUCTION

## ESSENTIALS OF STRUCTURED LITERACY



**Teaching the code of written English in a systematic and explicit manner has been empirically shown to have superior results compared to methods that do not explicitly and systematically teach the code.**

Brady, 2011; Ehri, Nunes, Stahl, & Willows, 2001; NELP, 2008; NICHD, 2000; Share, 1995

### LEARNING OUTCOMES:

- Understand the research supporting Structured Literacy instruction and how effective instruction changes brain function.
- Identify the tenants of Structured Literacy.
- Apply the six principles of explicit instruction.
- Explain systematic, cumulative instruction.
- Understand the importance of frequent feedback and practice to build automaticity.
- Identify the characteristics of simultaneous, multi-sensory instruction.
- Contrast Structured Literacy and Balanced Literacy.
- Evaluate evidence based curriculum.

# PHONOLOGY: DO YOU HEAR WHAT I HEAR?



The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills.

Torgeson, 2002

## LEARNING OUTCOMES:

- Differentiate between phonological awareness and phonemic awareness.
- Discuss the research relating to phonological awareness.
- Explicitly state the goal of any phonological awareness activity.
- Select and implement activities that match a student's developmental level of phonological skill.
- Demonstrate instructional activities that identify, match, blend, segment, substitute and delete sounds.
- Successfully produce vowel and consonant phonemes.
- Teach articulatory features of phonemes and words.
- Support instruction with manipulative materials and movement.
- Direct students' attention to speech sounds during reading, spelling and vocabulary instruction.
- Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner.

## MODULE TWO: INSTRUCTION

# DECODING: CONNECTING SYMBOLS TO SOUNDS



**The aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words.**

Ehri, 2004

### LEARNING OUTCOMES:

- Understand the research about systematic and explicit phonics instruction.
- Explain the Simple View of Reading.
- Identify the sub-skills required for accurate and fluent word recognition.
- Learn how to map phonemes to graphemes (orthographic mapping).
- Plan lessons with a cumulative progression of word recognition skills that build one on another.
- Sort, pronounce and combine regular written syllables and apply the most productive syllable division principles.

# MODULE TWO: INSTRUCTION

## MORPHOLOGY & WORD STUDY

One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information.

Marzano & Pickering, 2005

### Words Have Power



#### LEARNING OUTCOMES:

- Understand the history of English and how words change over time.
- Define morpheme, free and bound bases, and affixes.
- Recognize the most common prefixes, roots, suffixes, and combining forms in English. content words, and analyze words at both the syllable and morpheme levels.
- Recognize advanced morphemes.
- Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis.
- Construct and deconstruct simple, complex, and compound sentences.
- Identify the basic parts of speech and classify words by their grammatical role in a sentence.
- Compare explicit vs. implicit vocabulary instruction.
- Develop methods to teach vocabulary.

## MODULE TWO: INSTRUCTION

# ENCODING: FROM SOUNDS TO SYMBOLS

### LEARNING OUTCOMES:

- Understand the various ways we spell words: phoneme to grapheme, based on rules, based on surrounding sounds or letters, and based on position, length and surrounding sounds.
- Learn the most common sound-spelling correspondences.
- Identify the challenge of spelling the schwa sound and how to teach this to students.
- Learn the five major spelling rules: FLOSS, rabbit rule, doubling rule, dropping rule, and changing rule.
- Analyze a list of high frequency words to determine which are permanently irregular.
- Apply a strategy for spelling irregular high frequency words.

**The vast majority of irregular words have only a single irregular letter-sound relationship.**

David Kilpatrick, 2015

ee

green  
• • — •

feet  
• — •

see  
• — •

ea

eat  
— •

clean  
• • — •

seat  
• — •

## MODULE TWO: INSTRUCTION

# FLUENCY & COMPREHENSION

**“...while fluency in and of itself is not sufficient to ensure high levels of reading achievement, fluency is absolutely necessary for that achievement because it depends upon and typically reflects comprehension” (Pikulski & Chart, 2005).**

### LEARNING OUTCOMES:

- Determine which students need a fluency-oriented approach to instruction using screening, diagnostic, and progress monitoring assessments.
- Design lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels.
- Design lesson plans with a variety of techniques to build reading fluency.
- Identify student interests and needs to motivate independent reading.
- Make appropriate recommendations for use of assistive technology.
- Understand the role of decoding and language comprehension in skilled reading comprehension.
- Identify the factors that contribute to deep comprehension and understanding.
- Apply key comprehension strategies: metacognition, activating background knowledge, creating mental images, making inferences, questioning, retelling/summarizing, monitoring/clarifying.
- Demonstrate the use of explicit comprehension strategy instruction as supported by research.
- Differentiate between instructional routines appropriate for each major genre: informational text, narrative text (literature, text) and argumentative.
- Plan thoughtful questions before, during, after reading to deepen understanding.

**"Real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, connecting it the minds of those you've never met."  
(Zimmerman and Hutchins)**

## MODULE TWO: INSTRUCTION

# THE WRITTEN WORD: WHY GETTING IT ON PAPER IS SO HARD & HOW TO HELP

Technological advances do not eliminate the need for explicit teaching of handwriting.

Spear-Swerling, 2006



### LEARNING OUTCOMES:

- Use multi-sensory techniques to teach letter naming and letter formation in manuscript and cursive forms.
- Implement strategies to build fluency in letter formation, copying and transcription of written language.
- Analyze the lower and higher level cognitive demands involved in writing.
- Examine students' writing to determine specific instructional needs.
- Select and design activities to teach important components of writing.
- Integrate basic skill instruction with composition in writing lessons.
- Provide specific constructive feedback to students.
- Teach research-based writing for the intended audience.
- Make appropriate written recommendations for the use of assistive technology in writing.

# MODULE THREE: INTENSIFYING INSTRUCTION

## **ASSESSMENT *OF AND FOR* LEARNING**



**"Research has clearly shown that good formative assessment practices lead to more effective instruction and increased student achievement".**

Larry Berger

### **LEARNING OUTCOMES:**

- Understand the importance of early identification and intervention.
- Compare the student characteristics of difficulties with decoding vs. language comprehension.
- Learn about the four types of assessments.
- Explain why individual students are or are not at risk in reading based on their performance on the screening assessments.
- Administer educational diagnostic assessments of phonological awareness, rapid automatic naming, sound-symbol knowledge, oral reading fluency and comprehension.

# MODULE THREE: INTENSIFYING INSTRUCTION

## INTENSIFYING INSTRUCTION



### WORKSHOP OUTCOMES:

- Learn and demonstrate understanding of the Taxonomy of Intervention Intensity.
- Write appropriate, specific recommendations for instruction and educational programming based on assessment data.
- Explicitly and effectively teach concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text.
- Demonstrate the simultaneous use of two or three learning modalities to increase engagement and enhance memory.
- Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression.

**“A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school.”**

(Gabrieli, 2009)