What is a Language Disorder?

The American Speech-Language-Hearing Association defines language disorder as impaired comprehension and/or use of spoken, written and/or other symbol systems.

The disorder may involve (in any combination):

- form of language—phonology, morphology, syntax
- content of language—semantics
- function of language in communication—pragmatics


International Dyslexia Association

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading.
Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words.

Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person’s life.

Dyslexia is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

http://dyslexiaida.org/definition-of-dyslexia/

Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition (DSM-V)

315.00 (F81.0) With impairment in reading:
- Word reading accuracy
- Reading rate or fluency
- Reading comprehension

Note: Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning.
Characteristics of individuals with language-based disabilities, including reading disabilities

- Poor attention, especially for language
- Poor memory and poor memory for sequences
- Poor predictability for language
- Performance and achievement below expectations
- Difficulty with phonological awareness—including segmenting and blending

- Difficulty with sound-symbol association
- Poor spelling
- Inaccurate or labored oral reading—lack of reading fluency
- Difficulty with comprehension—oral and written
- Difficulty in word finding and rapid naming
- Poor written expression
Messy handwriting prone to size and spacing errors
Directional uncertainty
Poor organizational skills
Family history of similar problems or history of speech, language, or reading problems

ASSESSMENT OF DYSLEXIA

When talking about the assessment and remediation of dyslexia, there are three important things to remember....
• There is NO ONE TEST that is used to diagnose dyslexia.

• Early identification is crucial.

• Phonetic, structured, multisensory intervention should be used in a program of remediation.

Dyslexia Screening
Mississippi House Bill 1031

All children will be screened during the spring of Kindergarten and the fall of 1st grade using a State Board of Education approved screener.

Screening will include:

✓ Phonological and phonemic awareness
✓ Sound-symbol recognition
✓ Alphabet knowledge
✓ Decoding skills
✓ Encoding skills
✓ Rapid Naming
### Myth 1: Signs of dyslexia can be seen only after two to three years of reading instruction.

**Facts:**
- Early signs of dyslexia can be observed in preschool.
- MRI and other brain studies can identify brain characteristics of individuals with dyslexia as early as infancy and preschool.

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### Myth 2: Even with early screening, early intervention is not effective.

**Facts:**
- High-quality classroom reading instruction in early grades and early interventions for at-risk students can improve the effectiveness of remediation.
- The brain’s plasticity decreases through childhood; certain skills are harder to acquire after a “sensitive period.”

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### Myth 3: Early screening is costly and time-consuming.

**Facts:**
- School personnel may already have skills needed for screening.
- Screening could take place during pre-K registration, at daycare centers, preschools, or in collaboration with pediatricians.
- The cost for remediation is greater than the cost for screening.
Comprehensive Assessment
DuBard School for Language Disorders

- Hearing and Vision (Screenings)
- Nonverbal Mental Ability
- Listening Comprehension
- Oral Expression
- Written Language
- Spelling
- Articulation (Speech)
- Phonological Skills
- Rapid, Automatic Naming

Nonverbal Mental Ability

- Word Analysis
- Word Recognition
- Reading Fluency
- Reading Comprehension
- Auditory Processing and Memory
- Visual Memory
- Motor-free Visual Perception
- Visual-Motor Integration

Nonverbal Mental Ability

- Reynolds Intellectual Assessment Scales (RIAS)
- Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2)
- Primary Test of Nonverbal Intelligence (PTONI)
- Comprehensive Test of Nonverbal Intelligence – 2nd Edition (CTONI-2)
- Test of Nonverbal Intelligence – 4th Edition (TONI-4)
Listening Comprehension and Oral Expression

- CELF-5 Screening Test
- Test of Language Development – Primary: 4th Edition (TOLD-P-4)
- Test of Auditory Comprehension of Language – 4th Edition (TACL-4) (measures receptive language only)
- Preschool Language Scales – 5th Edition (PLS-5)

Relationship Between Oral and Written Language

- Language is a vehicle, a way to convey the curriculum, whether learning to read and write, learning about science, music, history, or any other subject.

- Learning to read and write (written language) is part of learning to speak and comprehend (oral language).

Relationship Between Oral and Written Language

- In both oral and written language, one must recognize word patterns, word structure, and sentence forms. One must know word meanings and how words related to one another. One must be able to use context to interpret intent.

- Example of listening to someone and not knowing what they mean relates to being able to decode but not knowing what the words say.

### Relationship Between Oral and Written Language

- The integration of word recognition, vocabulary, and oral language comprehension are important for the development of adequate reading comprehension skills.


- “...if print cannot be translated into language, then it cannot be understood.”


### Written Language

- Test of Written Language – 4th Edition (TOWL-4)
- Test of Early Written Language – 3rd Edition (TEWL-3)

### Articulation


### Articulation


### Children with speech and language disorders are 4 times as likely to develop reading disorders.

Phonological Skills

• Phonological Awareness Test – 2nd Edition (PAT-2)
• Comprehensive Test of Phonological Awareness – 2nd Edition (CTOPP-2)

Rapid Naming

• Rapid Automated Naming and Rapid Alternating Stimulus Tests (RAN/RAS)

Rapid Naming

• Rapid naming: Ability to access phonological information stored in long-term memory with precision, efficiency, and ease when given a series of things to name as quickly as possible.
• Seems simple, but is actually quite complex

Word Analysis

• Decoding Skills Test (DST)
• Woodcock Johnson – 4th Edition (WJ-IV)
• Wechsler Individual Achievement Test – Third Edition (WIAT-III)
Word Recognition
• WIAT-III
• WJ-III

Reading Fluency
• WIAT-III

Reading Comprehension
• WIAT-III
• WJ-III
• Gray-Oral Reading Test – 5th Edition (GORT-5)
• Test of Reading Comprehension – 4th Edition (TORC-4) (Silent Reading)

Auditory Processing and Memory
• Test of Auditory Processing Skills – 4th Edition (TAPS-4)

Visual Memory
• Wide Range Assessment of Memory and Learning – 2nd Edition (WRAML-2)
Motor-free Visual Perception
• Motor-Free Test of Visual Perception – 4th Edition (MVPT-4)

Visual-Motor Integration
• Beery-Buktenica Developmental Test of Visual-Motor Integration – 6th Edition (Beery VMI)

How do we teach students who have dyslexia?

• ADVOCATING high professional standards in the preparation of MSL specialists
• ESTABLISHING criteria of program excellence.
• EVALUATING AND ACCREDITING both independent post-secondary educational programs which offer comprehensive on-site training courses, and programs located within other already accredited institutions.
## Principles of Instruction

**Content:** Structure of the English Language

<table>
<thead>
<tr>
<th>Phonology &amp; phonological awareness</th>
<th>Sound symbol association: visual to auditory, auditory to visual, blending and segmenting</th>
<th>Syllables: types and patterns for division</th>
<th>Morphology: base words, roots, affixes</th>
<th>Syntax: grammar, sentence variation, mechanics of language</th>
<th>Semantics: meaning</th>
</tr>
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### PHONOLOGICAL AWARENESS

Phonological awareness is the sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It involves the ability to identify, think about and manipulate the individual sounds in words.

- Rhyming
- Identifying words that begin or end with the same sound
- Identifying sounds in various positions in words
- Manipulating sounds in a word (such as saying the word without the first or last sound)

Phonological awareness encompasses many different areas:

- Rhyming
- Identifying words that begin or end with the same sound
- Identifying sounds in various positions in words
- Manipulating sounds in a word (such as saying the word without the first or last sound)
- Ability to segment sentences into component words
- Ability to segment words into component syllables
- Ability to segment words into component sounds
- Ability to blend phonemes into words
Deficient development of phonological awareness is a critical diagnostic sign of dyslexia for two reasons:

1. When compared to typical readers, children with dyslexia are consistently more impaired in phonological awareness than any other single ability.

2. Measures of phonological awareness administered in kindergarten strongly predict rate of growth in word reading ability, which is the reading skill that is most problematic for children with dyslexia.

Rhyming with Word Families

at

cat  mat  sat  fat

c  m  s  f

I saw a red elephant.

el e phant

r e d
PHONEMIC AWARENESS

Phonemic awareness is included in phonological awareness but is concerned with the way that the sounds in words correspond to the written graphemes.
Sound-Symbol Association

Sound-symbol association is also known as the alphabetic principle.

Second Grade Spelling Analyzation

light  try
sight  lie
mood  stay
cry  wait
tie  boot
high  pray
### Types of Syllables

<table>
<thead>
<tr>
<th>Type</th>
<th>Name of Syllable</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>R-controlled</td>
<td>tar, arm, fire, earth</td>
</tr>
<tr>
<td>E</td>
<td>Magic E</td>
<td>ate, quake, rhyme</td>
</tr>
<tr>
<td>V</td>
<td>Vowel Team</td>
<td>tea, train, boil, tray</td>
</tr>
<tr>
<td>L</td>
<td>Consonant + le</td>
<td>maple, apple, beagle</td>
</tr>
<tr>
<td>O</td>
<td>Open</td>
<td>no, she, try</td>
</tr>
<tr>
<td>C</td>
<td>Closed</td>
<td>rob, snap, milk</td>
</tr>
</tbody>
</table>

**R Controlled**—A R-controlled syllable has an R right after the vowel. The vowel sound is neither long nor short.

Examples: turn, large, fern

**Magic E**—Magic E is always at the end of a word. Magic E jumps over the consonant to make the previous vowel long.

Examples: cake, ride, home

**Vowel Team**—A vowel team syllable has two or more letters together that make one vowel sound.

Examples: boat, crown, light

**Consonant + le**—This syllable is always at the end of a word. Look for a consonant plus LE and count back three.

Examples: apple, bubble, marbles
Open—A syllable ending in a one-letter vowel that is not closed by a consonant is OPEN. The vowel is LONG and says its own name.

Examples: go, she, try

Closed—A syllable where one vowel is followed by most consonants is CLOSED. The vowel gives its SHORT sound.

Examples: cat, stop, fun

When labeling syllables, follow these steps:

1. Always look for R first.
2. Then look for E, V, L next.
3. Last, look for O and C.

Source: Presentation by Gena Callaway and Ellen Ph. Ed., M.Ed., at IDA, November 6, 1999. As used at The Schenck School, Atlanta, Georgia.

<table>
<thead>
<tr>
<th>Syllable Type</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>crown</td>
<td>middle</td>
<td>theme</td>
</tr>
<tr>
<td>Closed</td>
<td>base</td>
<td>store</td>
<td>west</td>
</tr>
<tr>
<td></td>
<td>seal</td>
<td>cable</td>
<td>end</td>
</tr>
<tr>
<td></td>
<td>simple</td>
<td>yard</td>
<td>she</td>
</tr>
</tbody>
</table>
7 WAYS TO DIVIDE SYLLABLES

**Compound Word:** Divide between the two words.
- Examples: birth/day, cow/boy

**Consonant + le:** Count back three letters and divide.
- Examples: tur/tle, ca/ble

**Prefix/Suffix:** Divide between the prefix and the root word and/or the suffix and the root word.
- Examples: un/tie, joy/ful, un/friend/ly

**VCCCV:** Leave the consonant blends and digraphs together.
- Examples: ath/lete, pump/kin, hun/dred

**VCCV:** Divide between the two consonants.
- Examples: rab/bit, ban/dit

**VCV:** 60% of the time, divide after the first vowel to get a long sound.
- Examples: pi/tot, fe/male

40% of the time, divide to get a short sound.
- Examples: cab/in, sev/en

**VV:** Divide between unstable digraphs and diphthongs or between vowels that do not form digraphs or diphthongs.
- Examples: li/on, cha/os
Semantics

Semantics is the study of meaning.

Comprehension activities MUST be included during reading instruction!

- explicit sound/symbol instruction
- direct instruction in vocabulary
- direct instruction in morphology

Morphology

A morpheme is the smallest unit of meaning in oral and written language.

Morphemes include prefixes, root words, and suffixes.
The four most frequent prefixes account for 97% of prefixed words in printed school English

• dis- (not, opposite of)
• in-, im-, il-, ir- (not or in)
• re- (again)
• un- (not)

The four most frequent suffixes account for 97% of suffixed words in printed school English

• -ed (past tense verb)
• -ing (present tense verb)
• -ly (characteristic of)
• -s, -es (more than one)
The DuBard Association Method®
Distinctive Features

- No program to buy or sell
- Use of Northampton symbols
  - Northampton symbols are organized into primary and secondary spellings
  - 1’s and 2’s are used to differentiate between sounds that are written the same but said differently.


- Precise articulation required from the beginning
- Cursive script recommended (may be taught in manuscript)
- Color differentiation
  - Teaching of phonemes progresses to syllables, words of gradually increasing length, sentences/questions, stories/questions

- Modification of temporal rate
  - Individual student’s book made as he/she progresses through the method (modified for whole-class instruction)
  - Instruction in phonetic rules is delayed until upper levels of the DuBard Association Method®
The DuBard Association Method® training course of the DuBard School for Language Disorders at The University of Southern Mississippi holds accredited status from the International Multisensory Structured Language Education Council (IMSLEC) for its instructional programs at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy levels.

The DuBard Association Method® training course has been accredited by the International Dyslexia Association for meeting the Knowledge and Practice Standards for Teachers of Reading.

DuBard School for Language Disorders
The University of Southern Mississippi

www.usm.edu/dubard
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