

Wee Speech /Timber Ridge News

August 2011

Fall Schedule

Fall scheduling has begun. If you have specific day/time requests, please talk with your therapist. Fall schedule will begin the week of August 23.

Literacy

The staff at Wee Speech has begun training in several literacy programs such as [SPELL -links](#) And will be offering these programs to families this fall. Please call the office for more details.

Waiting Room Floor

The new laminate floor is on it's way to the waiting room. Please help us keep it clean and safe by notifying a therapist when there has been a spill. Thank you.

Julie Levin, Laura Drower
Wee Speech, P.C.

August Birthdays!

Neil L.	8/4
Avi L.	8/15
Max A.	8/15



Web Site

<http://www.corestandards.org/>

In June of 2010, Illinois adopted The Common Core State Standards as the learning standards for K-12 schools. These Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Log on to this site to download the pdf which delineates these standards.

Guess How Many?

Sophia K. is the winner of our July Guess How Many? Congratulations Sophia! Each month we fill our Guess How Many Jar with some fun items and children are encouraged to fill out a slip with their guess (**Don't forget your last name or initial.**). The envelope for guesses is on the bulletin board in the Clinic waiting room. The drawing is at the end of the month and a special prize awaits the winner!! Good Luck!!

Therapist Corner

Common Misunderstandings About Students with Reading

Disabilities By: Roxanne F. Hudson, Leslie High, and Stephanie Al Otaiba (2007)

Writing letters and words backwards are symptoms of dyslexia.

Writing letters and words backwards are common in the early stages of learning to read and write among average and dyslexic children alike. It is a sign that orthographic representations (i.e., letter forms and spellings of words) have not been firmly established, not that a child necessarily has a reading disability (Adams, 1990).

Reading disabilities are caused by visual perception problems.

The current consensus based on a large body of research (e.g., Lyon et al., 2003; Morris et al., 1998; Rayner et al., 2001; Wagner & Torgesen, 1987) is that dyslexia is best characterized as a problem with language processing at the phoneme level, not a problem with visual processing.

If you just give them enough time, children will outgrow dyslexia.

There is no evidence that dyslexia is a problem that can be outgrown. There is, however, strong evidence that children with reading problems show a continuing persistent deficit in their reading rather than just developing later than average children (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996). More strong evidence shows that children with dyslexia continue to experience reading problems into adolescence and adulthood (Shaywitz et al., 1999, 2003).

More boys than girls have dyslexia.

Longitudinal research shows that as many girls as boys are affected by dyslexia (Shaywitz, Shaywitz, Fletcher, & Escobar, 1990). There are many possible reasons for the overidentification of males by schools, including greater behavioral acting out and a smaller ability to compensate among boys. More research is needed to determine why.

Dyslexia only affects people who speak English.

Dyslexia appears in all cultures and languages in the world with written language, including those that do not use an alphabetic script such as Korean and Hebrew. In English, the primary difficulty is accurate decoding of unknown words. In consistent orthographies such as German or Italian, dyslexia appears more often as a problem with fluent reading – readers may be accurate, but very slow (Ziegler & Goswami, 2005).

People with dyslexia will benefit from colored text overlays or lenses.

There is no strong research evidence that intervention using colored overlays or special lenses has any effect on the word reading or comprehension of children with dyslexia (American Optometric Association, 2004; Iovino, Fletcher, Breitmeyer, & Foorman, 1998).

A person with dyslexia can never learn to read.

This is simply not true. The earlier children who struggle are identified and provided systematic, intense instruction, the less severe their problems are likely to be (National Institute of Child Health and Human Development, 2000; Torgesen, 2002). With adequately intensive instruction, however, even older children with dyslexia can become accurate, albeit slow readers (Torgesen et al., 2001).