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Instructing Students with SLD/Dyslexia: What Every Educator Needs to Know



Dyslexia expert [Dr. Margie Gillis](#) gave the keynote address at the Special Education Resource Center of CT's 2016 Back to School meeting.

Download Margie's [presentation](#) "Assessing and Instructing Students with SLD/Dyslexia" to accompany your viewing of this video.

Expert Teaching is the Treatment for Students with SLD/Dyslexia

"One of the most important conclusions from research is that for children with learning problems, learning is hard work. A corollary to this finding is that for their teachers, instruction is very hard work and requires an enormous amount of training and support. Children who have difficulty learning to read or completing mathematics problems will likely not benefit from 'more of the same' but require an **alternative method of teaching** to assist their learning" (Semrud-Clikeman, 2005). Structured Literacy, which is systematic and cumulative, explicit, and diagnostic-prescriptive, offers that alternative.

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What is Structured Literacy?

According to the International Dyslexia Association, Structured Literacy emphasizes the structure of language and is marked by several elements:

- phonology (speech-sound system)
- sound-symbol association (beginning phonics)
- syllable instruction (advanced phonics and orthography)
- morphology (meaningful parts of words)
- syntax (grammar and sentence structure)
- semantics (relationships among words, phrases, and sentences)

The integration of listening, speaking, reading, and written expression makes this instruction multisensory. The ultimate goal of Structured Literacy instruction is the development of deep levels of comprehension and expression and lifelong reading and writing habits. This instruction enhances the reading and academic achievement of all students and is essential for students with dyslexia or related difficulties.

Literacy How Empowers Teachers to Instruct Students with SLD/Dyslexia

We now offer Orton-Gillingham Classroom Educator Training to school districts and schools, including 30 hours of coursework, as well as supervision of the 50-hour practicum for those educators intending to apply for certification.



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