

How to Prevent Reading Failure for all children including those with Dyslexia:

Karen Starkiss



Comments about the workshops

- You helped our staff establish what we do well, where the school is at and what we need to do next
- This workshop has highlighted a vast range of assessments and interventions available
- Outstanding; fast paced, straight to the point and practical
- Feeling Inspired and wanting to go back and put these ideas into practice

This workshop is designed to develop your knowledge of evidence-based practices, supporting all students to become competent readers including those with reading difficulties and disorders such as dyslexia.

An extensive body of research has provided us with a clearer understanding of the skills that lead to success with reading and writing and how children learn to read. Research has also informed us exactly what deficits will lead to reading failure. We will explore the five key components of a reading program, and the most effective ways to teach reading. Reading and Spelling are different skills but should not be separated when teaching.

PARTICIPANTS WILL LEARN ABOUT:

- ✓ Why some students learn differently and how we must change our teaching for students with dyslexia to succeed
- ✓ Comorbidities including dysgraphia and dyspraxia and what signs look for.
- ✓ Cognitive deficits such as phonological processing and Working memory and how they impact on reading progress.
- ✓ Early Identification of students with the potential for Reading Difficulties or Dyslexia
- ✓ Suggestions to help you select most impactful Screening and Assessment tests
- ✓ The essentials of a school's scope and sequence for Reading from Prep to Grade 6
- ✓ The Five essential skills we must teach: Phonemic Awareness, synthetic Phonics, Vocabulary (and oral language), Fluency and Comprehension
- ✓ Explicit direct instruction and examples of what reading lessons might look like
- ✓ Suggestions for whole school literacy Intervention programs
- ✓ Teaching Reading through spelling the importance of rules
- ✓ Essential resources for inclusion
- ✓ Accommodations and assistive technology for students who struggle with literacy

KAREN STARKISS is an ex-school principal with extensive experience of assisting schools to become Inclusive. She has over 30 years of experience as a teacher, and an assessor of dyslexia. Karen has been contracted to train school principals, managers, teachers, psychologists and health therapists for the Education Departments in the ACT, Northern Territory and Victoria in areas of RTI, Inclusion, Diversity and Raising Standards in Literacy. Karen has been interviewed by the Age & on ABC radio about her expertise in dyslexia & has advised a Government Task Force in Canberra about students with LD. Karen provides training to schools, TAFEs & employers throughout Victoria & Interstate about creating Inclusive Learning Environments as well as working as a consultant to many schools to help them raise standards by improving literacy provision.



Workshop offered for individual schools or Networks throughout Australia
Bookings/ price details : Karen@dyslexiasupportservices.com.au / 0402 225 051