

Lifting Adults Out of Poverty by Teaching Them to Read

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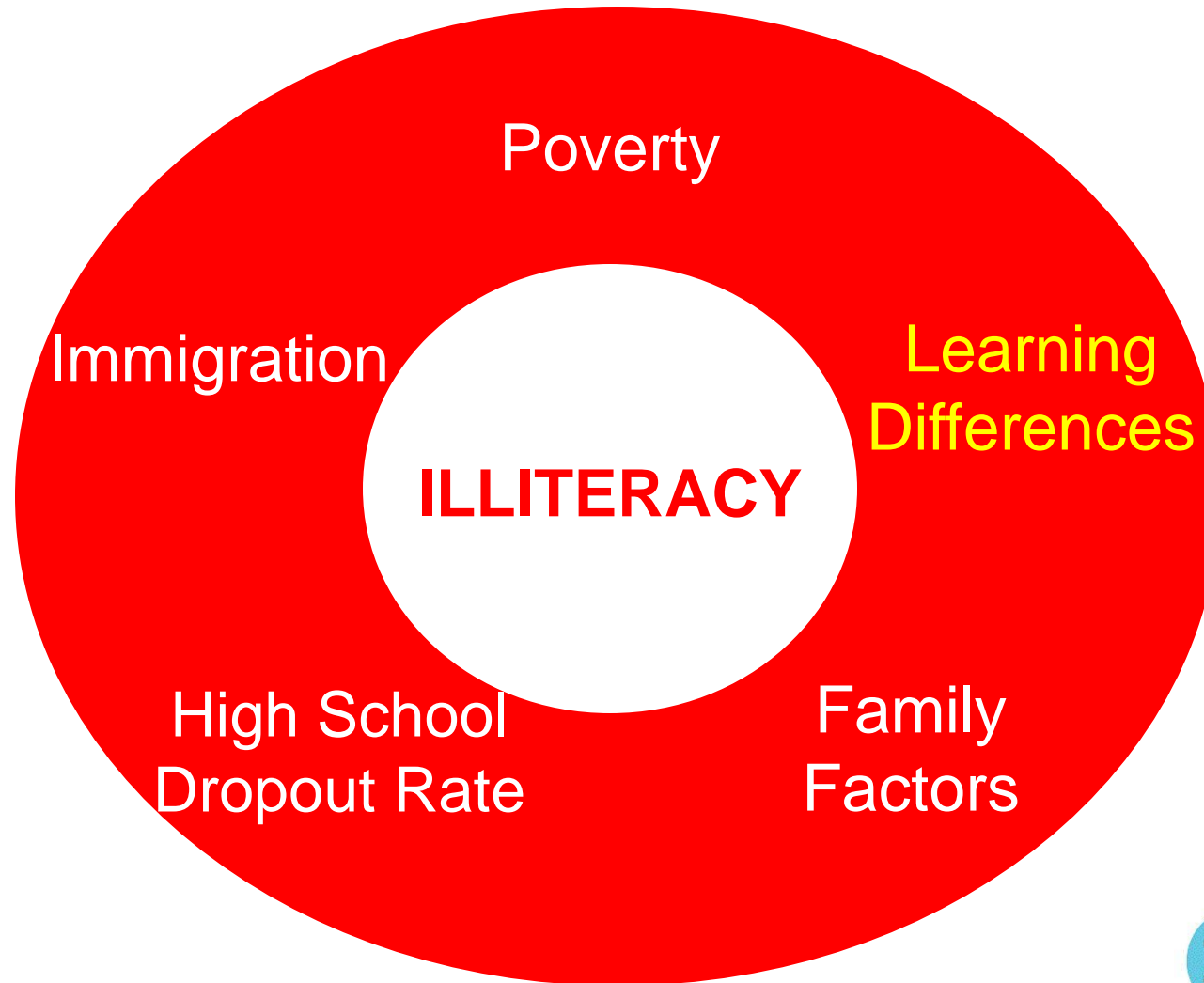
About LIFT

- **LIFT has been teaching adults to read for 55 years**
- **Our goal is to Bend the Trend of escalating illiteracy in the DFW area through Adult Basic Literacy, HSE/GED Prep and English Language Acquisition classes.**
- **1/5 adults in North Texas cannot read**
- **Our goal is to increase access to jobs, reduce reliance on social services, and improve the quality of life**

Adult Basic Literacy at LIFT

- **Starting in 2012, LIFT advanced our basic literacy classes by training staff at the Shelton School in the **Sequential English Education** program**
- **Since then LIFT has invested in **continued training of our volunteers in the program****
- **As Director of the Adult Basic Literacy program, I have become a Certified Academic Language Therapist and am currently pursuing my Master of Arts in Multisensory Teaching at Dallas Baptist University**
- **I am also on the Board of the Dallas International Dyslexia Association**

Root Causes of Illiteracy



What is Dyslexia?

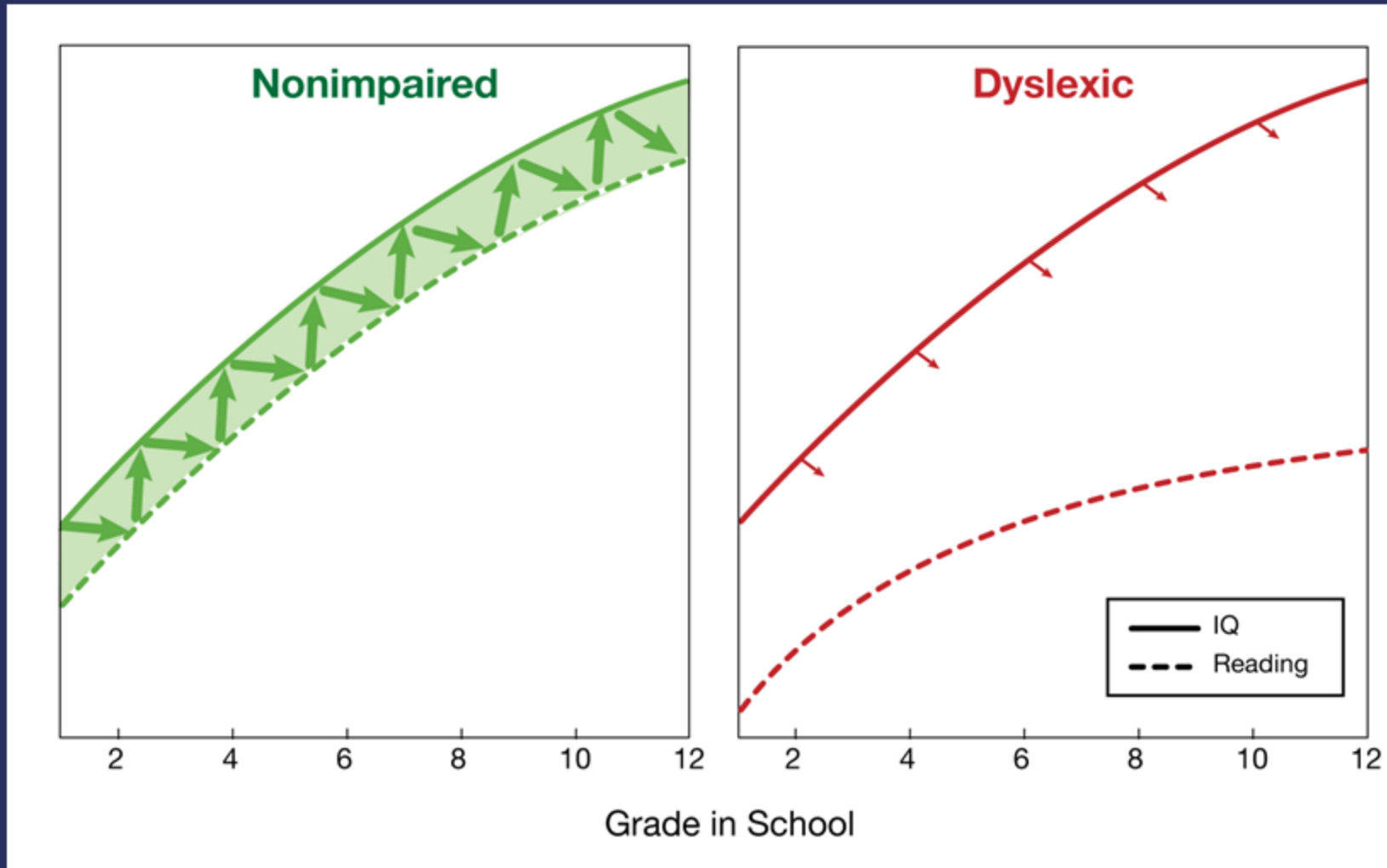
- **One of several** distinct learning disabilities
- **Specific language-based disorder which develops in utero**
- **Characterized by difficulty decoding single words**
- **Reflects insufficient visual and auditory processing abilities**

What is Dyslexia?

- **Not a result** of developmental disability or sensory impairment
- **Characterized by average or above average intelligence**
- **Affects reading, writing, and spelling**
- **Characterized by lack of fluency in reading**

Non-impaired:
IQ-Reading Linked

Dyslexia:
IQ-Reading Diverge



Dyslexia Affects the Whole Person

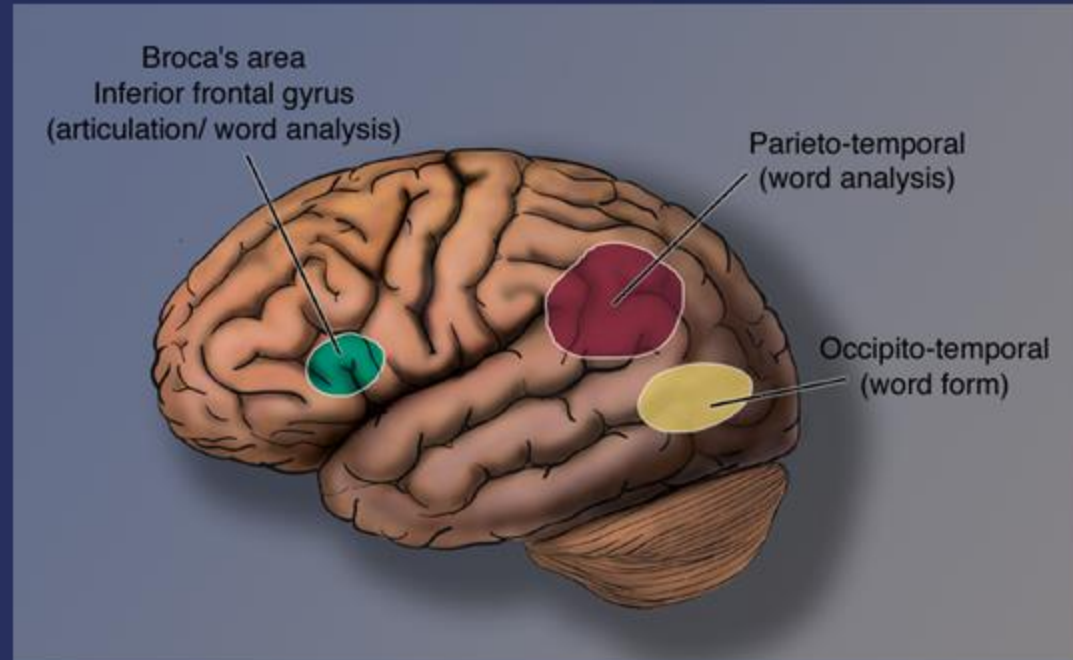
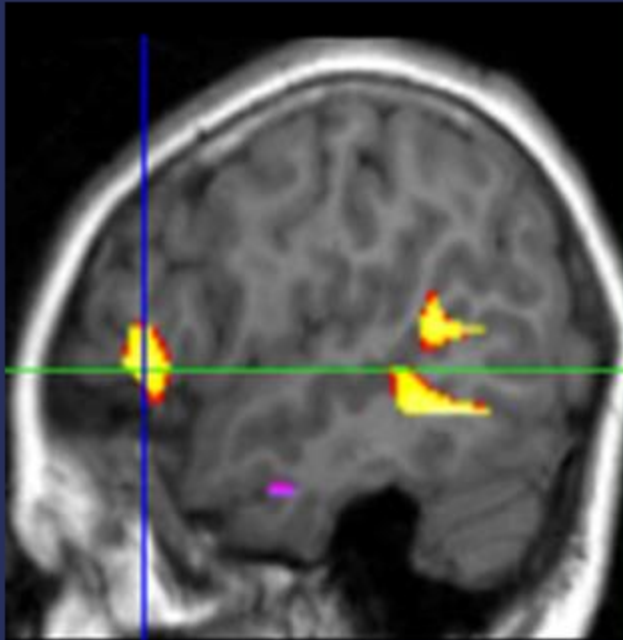
1. **Short Term Memory and Working Memory**
2. **Organization** - affects judgment of time and space
3. **Perception and Movement** - sensitivity to light, coordination,
4. **Emotions** – embarrassment, anger, guilt

How the Brain Reads

- **Not just one area for reading** – each brain has to figure it out
- **Generally, language is in the left side of the brain**
- **Visual input travels to the back of the brain, is then sent other areas to interpret it**
- **A word form area of the left side of the brain recognizes sight words**
- **As a person learns to read, pathways form so that reading can be faster**

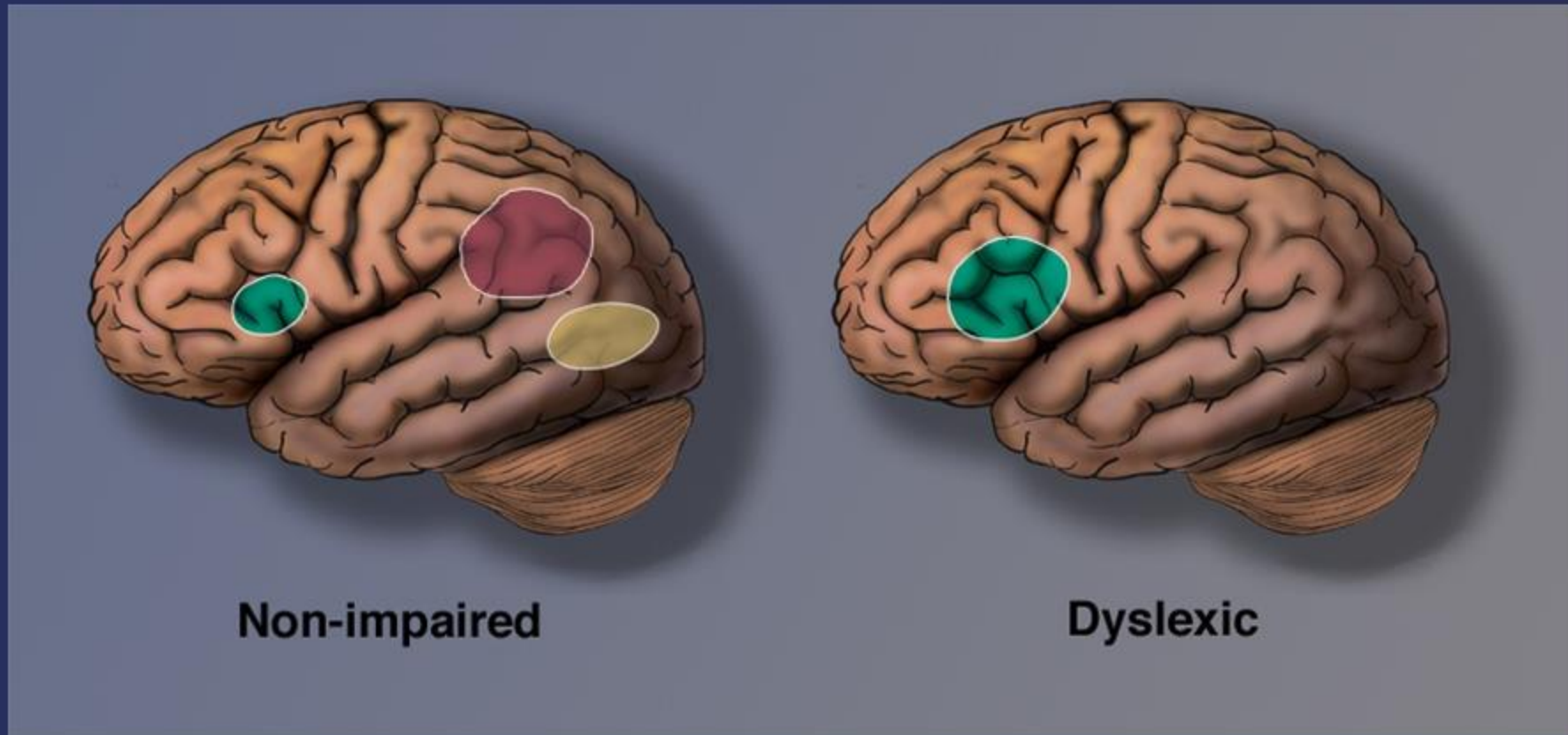
Neural Systems for Reading

Typical vs Dyslexic Readers



©Sally Shaywitz, M.D., *Overcoming Dyslexia*

Neural Signature for Dyslexia: Inefficient Posterior Reading Systems



Non-impaired

Dyslexic

Benefits of Teaching Adults in a Classroom

- **Energy**
- **Humor**
- **Camaraderie**
- **Model for social interaction**
- **Support system**
- **Work together**
- **Classroom culture**
- **Routine and organization**

Need to Break Faulty Reading Habits

Don't allow spelling out words before reading them - slows down processing and prevents fluency

Need to Break Faulty Reading Habits

Don't allow "guessing" - A person with dyslexia reads by the shape of the word.

defeat

defend

A Person with Dyslexia May Have Working Memory Deficits

bat

fat

sat

bat

Teach Effective Strategies

- **Phonetic sounds of letters in a multisensory program**
- **Teach decoding of words into beginning sound and word families**
- **Teach patterns of letters in words**
- **Use lots of repetition – it may take many times**
- **Use the strategy of patting out syllables**

Comprehension

Vocabulary

Rhythm

Paraphrasing

Visualization

Vocabulary

Low-literate readers may have weak oral language.

Have student give meanings in their own words.

The teacher may have to give some help.

Act it out!

Have student use the word in a sentence.

Rhythm

There is a rhythm to language that people with dyslexia may not experience.

First have the student read the sentence.

Then have him or her **repeat the reading of the sentence with **phrasing of sentences**.**

Teach the **stress on syllables, patting them out.**

Paraphrasing

The process used to understand sentences must be directly taught.

After reading a sentence, the student should put it into his or her own words.

This may involve going through each word and phrase with the student to help break it into parts.

Visualization

A person with dyslexia does not picture in his or her mind what is read.

Have the student not just paraphrase, but **ask them to answer some questions:**

How old is the boy in the sentence?

What does he look like?

Is he skinny or not?

Is he tall or short?

Active Learning

*"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."
- Benjamin Franklin*

Steps to Success

- 1. Welcome them with open arms**
- 2. Give them what they need**
- 3. Send them away with a smile**

Success!

