

DYSLEXIA

What Every Educator Should Know

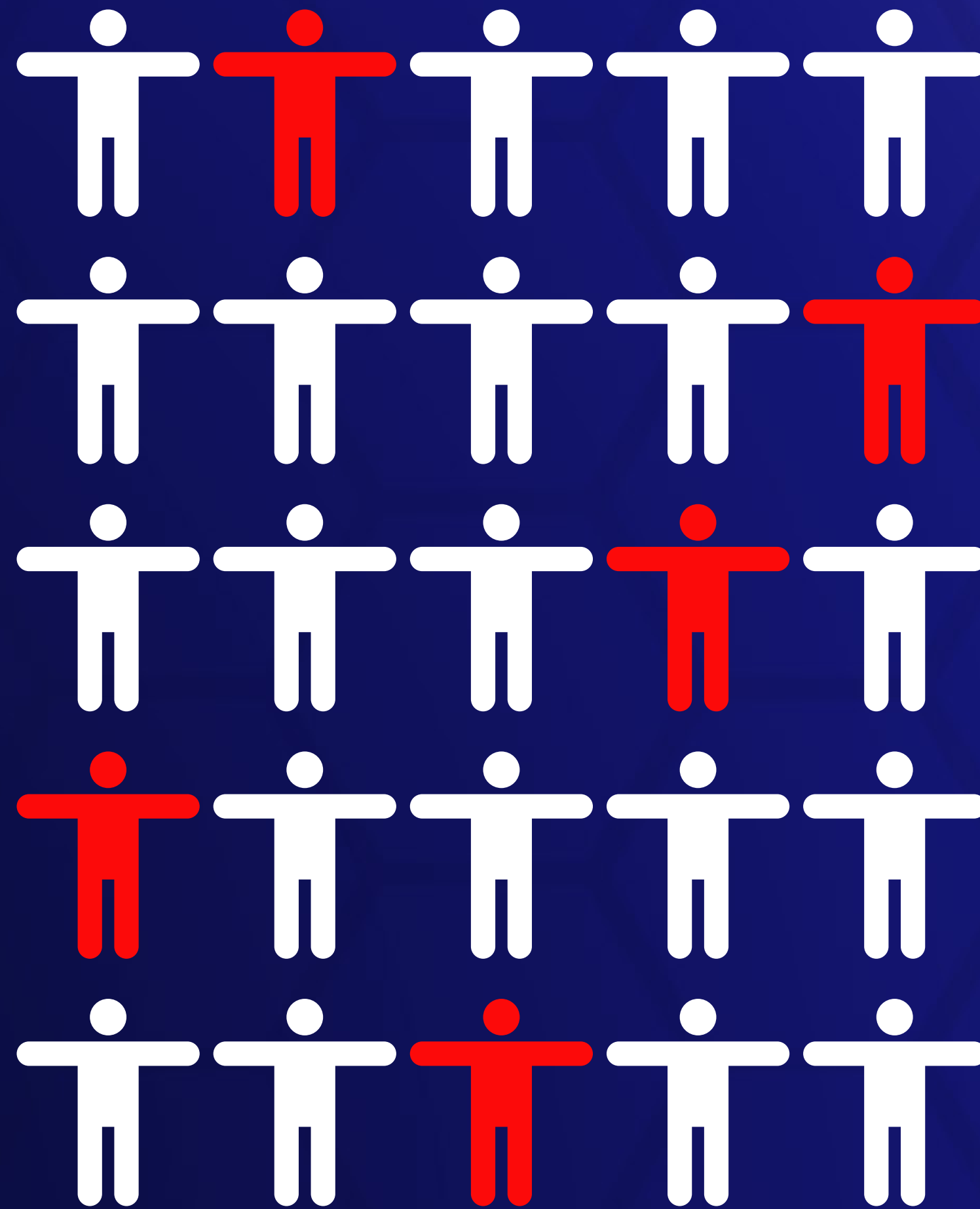
Donell Pons, M.Ed., MAT



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ReadingHorizons®

Approximately 1 in 5 children struggle with dyslexia 8.5 million American students



SPECIAL EDUCATION STATISTICS ON DYSLEXIA

About 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education.

Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those students have a primary learning disability in reading and language processing.

Nevertheless, many more people—perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words.

STUDY: THIRD GRADE READING PREDICTS LATER HIGH SCHOOL GRADUATION

by Sarah D. Sparks on April 8, 2011

“...A student who can’t read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer.”

DOUBLE

JEOPARDY

HOW THIRD-GRADE
READING SKILLS
AND POVERTY
INFLUENCE HIGH
SCHOOL GRADUATION

By Donald J. Hernandez
Professor, Department of Sociology
Hunter College and the Graduate Center,
City University of New York and
Senior Advisor, Foundation for Child Development

The Annie E. Casey Foundation

DYSLEXIA IN THE PRISON POPULATION

“While the prevalence of dyslexia in the general population is about 20%, the prevalence of dyslexia in prisoners is more than twice that, or 48% according to a scientific study my colleagues and I, conducted at the University of Texas Medical Branch in conjunction with the Texas Department of Criminal Justice (published 2000).”

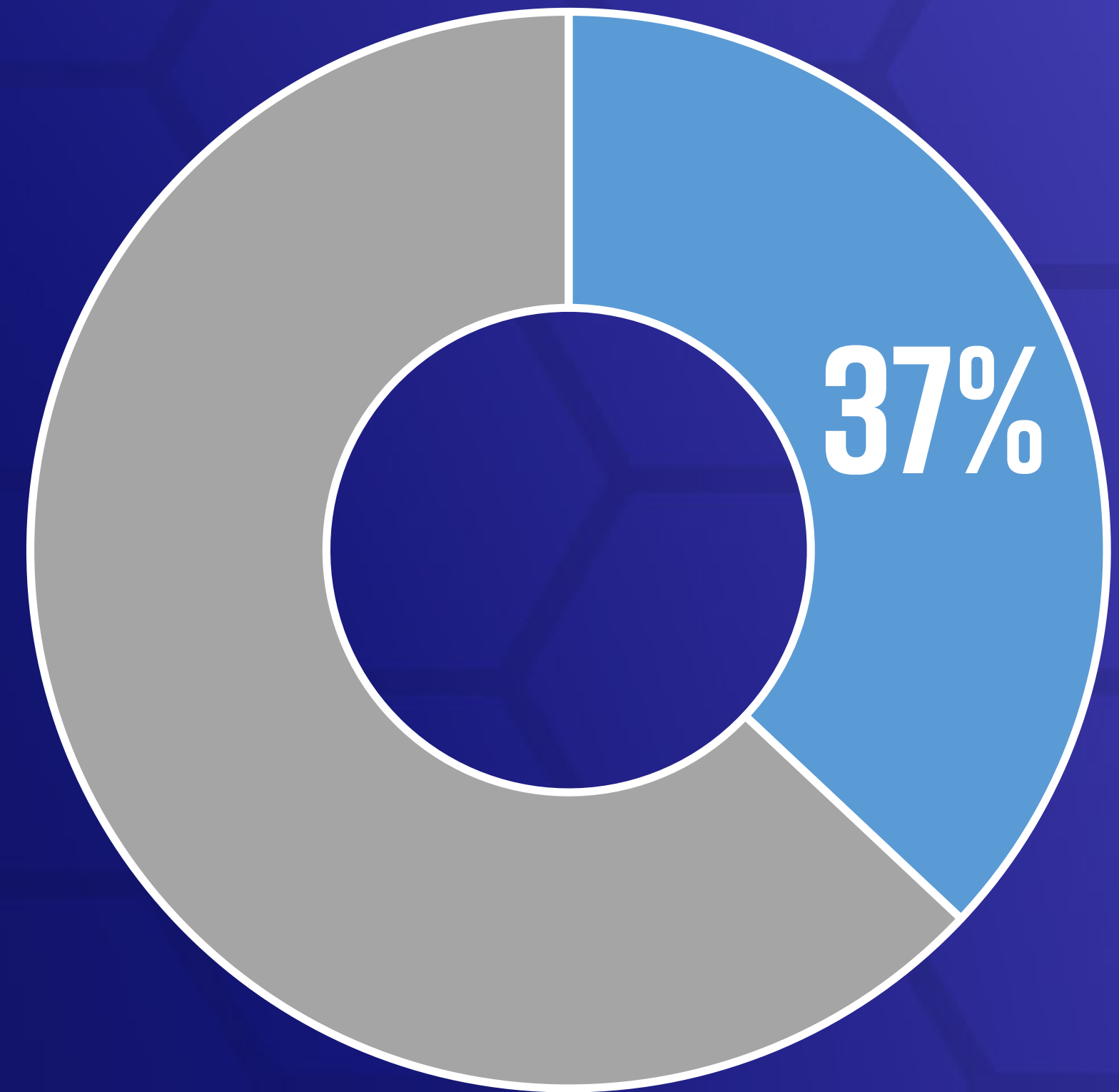
K.C. Moody

In reference to: Moody et al., Tex Med. 2000 Jun; 96(6):69-75.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Thirty-seven percent of twelfth-grade students performed at or above the *Proficient* level in 2015.

2015 average reading score not significantly different compared to 2013.



http://www.nationsreportcard.gov/reading_math_g12_2015/#reading

First published case of developmental dyslexia by Dr. W. Pringle Morgan, referring to 14-year-old Percy F.:

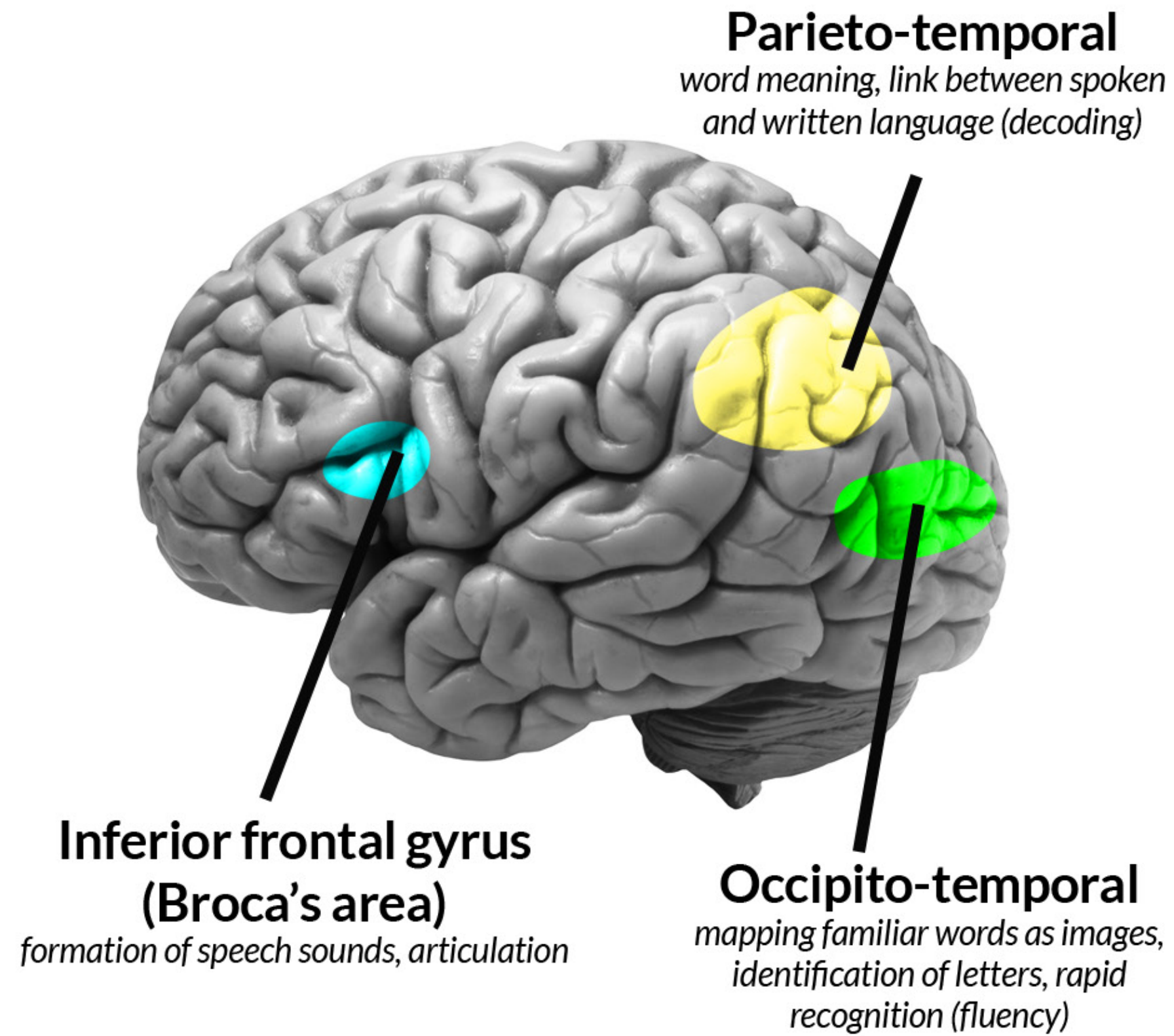
“He has always been a bright and intelligent boy, quick at games, and in no way inferior to others of his age. His great difficulty has been—and is now—his inability to learn to read.”

British Medical Journal, 1896

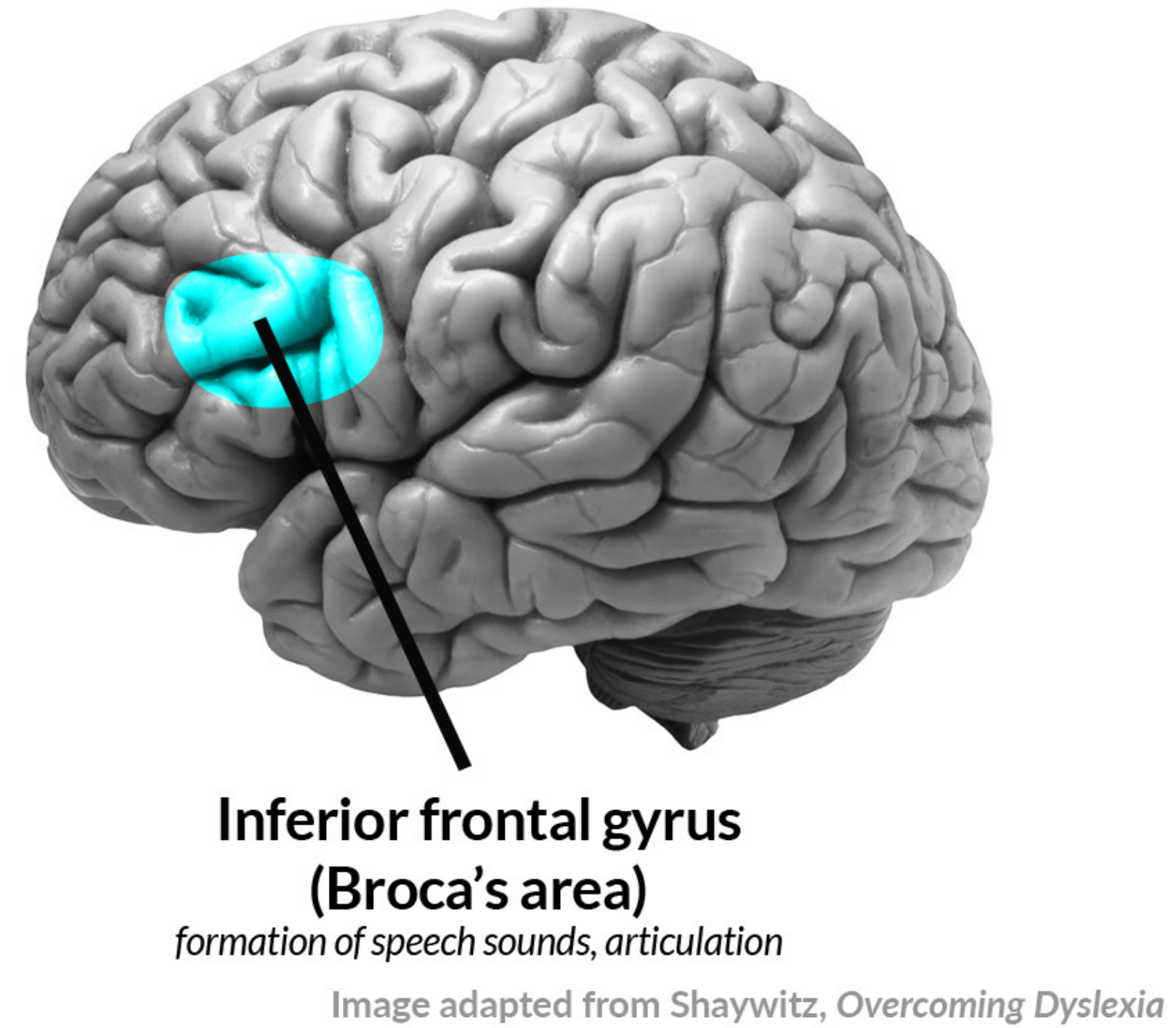
Definition of Developmental Dyslexia (Shaywitz et al.)

“An unexpected difficulty in reading in children and adults who otherwise possess the intelligence and motivation considered necessary for accurate and fluent reading and who also have had reasonable reading instruction.”

Effective Readers



Person with Dyslexia



Dr. Sally Shaywitz, Congressional Committee Hearing on the Science of Dyslexia, 2014



“As you will hear, in dyslexia, science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia, to know its prevalence, its cognitive basis, its symptoms and remarkably, where it lives in the brain and evidence-based interventions which can turn a sad, struggling child into not only a good reader, but one who sees herself as a student with self-esteem and a fulfilling future.”



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Slow Reader. Out-of-the-Box Thinker.

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FOR PARENTS

FOR EDUCATORS

POLICY & ADVOCACY

SUCCESSFUL DYSLEXICS

About Dyslexia

- What is Dyslexia?
- Could You Be Dyslexic?
- Dyslexia in the News
- Myths & Truths about Dyslexia
- Successful Dyslexics
- Overcoming Dyslexia
- "Dyslexia" *Scientific American* Article

Center Initiatives

- YCDC Launches Public Service Awareness Campaign
- Multicultural Dyslexia Awareness Initiative

About YCDC

- About the Center
- Messages From YCDC's Co-Directors
- Our Mission
- Our Research
- Our Directors
- Snapshots
- YCDC in the News
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- Staff & Council Members

Research & Science

- YCDC Research
- Scientific Discoveries
- The Paradox of Dyslexia
- Current Clinical Studies

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- Share Your Dyslexia Success Story!
- Suggest a Book

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earing

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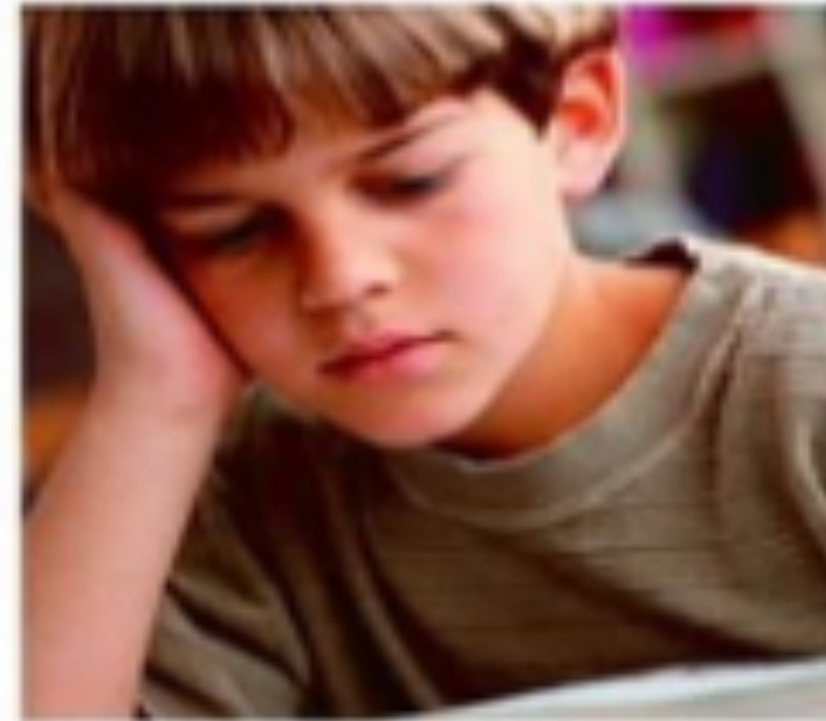
dyslexia.yale.edu

"Shines a piercing and clarifying light on what we so inadequately call 'dyslexia.' What is more, she shows how almost everyone can overcome it."
—Daniel D. Federman, M.D., Professor of Medicine, Harvard Medical School

NEW IN PAPERBACK
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OVERCOMING DYSLEXIA

**A NEW AND COMPLETE
SCIENCE-BASED
PROGRAM FOR
READING PROBLEMS
AT ANY LEVEL**



SALLY SHAYWITZ, M.D.

Codirector of the Yale Center for the Study of Learning and Attention

Characteristics of Students With Dyslexia

- Delayed onset for talking
- Poor receptive or expressive vocabulary
- Difficulty learning the alphabet or counting
- Problems recognizing or producing rhymes
- Difficulty with sound-letter associations
- Difficulty with basic reading skills and automaticity
- Poor spelling
- Struggles with learning, using, and retaining vocabulary
- Problems with reading comprehension
- Difficulty with written expression

Professional Development Resources



www.decodingdyslexia.net



dyslexiaida.org

Assessing Children with Dyslexia - Pattern of Deficits

- **Difficulty with letter-sound knowledge and phonological awareness—inability to identify letters and their sounds and to manipulate the individual units of speech such as the initial, middle, or ending sounds in a word.**
- **Difficulty with Rapid Automated Naming (RAN)—inability to rapidly recall and name familiar items such as letters, numbers, and colors.**
- **Difficulty with processing speed and working memory—inability to focus attention to complete tasks and hold new information in short-term memory and manipulate it to achieve a result.**

Dyslexia can coexist with:

- **ADD/ADHD:** brain-based condition that impacts attention/focus
- **Dysgraphia:** brain-based condition that impacts written expression
- **Dyscalculia:** brain-based condition that impacts numbers and math concepts
- **Executive functioning:** pattern of chronic difficulties in executing daily tasks and planning, organizing, memory, and reasoning
- **Speech and Language difficulties**

Basic Facts About
DYSLEXIA
& Other Reading Problems



Louisa Cook Moats
Karen E. Dakin

The
International
DYSLEXIA
Association

Characteristics - Additional Resources

Bright Solutions for Dyslexia

Home | Free On-Line Videos | What is Dyslexia? | How to Get Help | Seminars & Presentations | More Info

To listen, first highlight text, then click here

Welcome to Bright Solutions

Sharing the latest dyslexia research with those who need to know

Start here. Watch these free on-line videos by Susan Barton

- **Dyslexia: Symptoms & Solutions**
- **How to Spot Dyslexia in a Writing Sample**
- **Classroom Accommodations for Dyslexic Students**
- **Watch many short videos on "Bright Solutions YouTube Channel"**

Videos about the Barton Reading & Spelling System

- **Free On-Line Videos**
These free videos are a great way to learn about dyslexia.
- **What is Dyslexia?**
The symptoms, the research-based definition, the cause of dyslexia, their gifted areas, famous dyslexics and their stories, and more.
- **How to Get Help**
How to get tested, tutoring that works, classroom and on-the-job accommodations, technology tools, common myths, and more.
- **Seminars & Presentations**
Dates and locations of Susan Barton's free presentations, Summer Seminars, Tutor Certification sessions, and more.

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ABOUT | HAVE DYSLEXIA? | FOR PARENTS | FOR EDUCATORS | POLICY & ADVOCACY | SUCCESSFUL DYSLEXICS

Watch the PSA: "A Letter to My Teacher"

"I believe that people who struggle with dyslexia are given the insight to find inventive solutions in life and business that others probably never find."


Ari Emanuel
Hollywood super agent & co-CEO, WME-IMG

Got Dyslexia? You're in Good Company!

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FOR DYSLEXIA, INC.


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DYSLEXIA
Association


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Curing Dyslexia: What is Possible?
A webinar by Patricia Mathes, Ph.D.

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Curing Dyslexia: What is Possible?
A webinar by Patricia Mathes, Ph.D.

[Watch Now](#)



dyslexiaida.org/curing-dyslexia-what-is-possible

Current Dyslexia Legislation (as of 2015)

- 28 states have dyslexia laws
- 6 states have initiatives or resolutions related to dyslexia
- 14 states have handbooks or resource guides about dyslexia

Dyslexia Screening

Essential Concepts for Schools & Parents



Richard Selznick, Ph.D.

author of *The Shut-Down Learner* and *School Struggles*

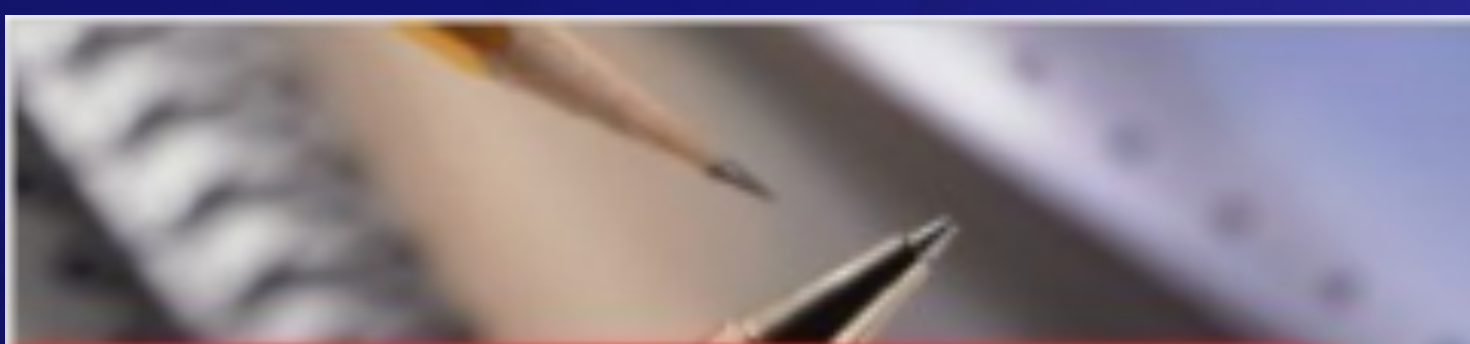
Basic Facts About Assessment of **DYSLEXIA**

Testing for Teaching



Susan C. Lowell
Rebecca H. Felton
Pamela E. Hook

The
International
DYSLEXIA
Association™



Essentials

of **Dyslexia** **Assessment** **and Intervention**

- A practical guide to understanding, assessing, and helping individuals who have dyslexia
- Expert advice and tips throughout
- Conveniently formatted for rapid reference

Nancy Mather
Barbara J. Wendling

Alan S. Kaufman & Nadeen L. Kaufman, Series Editors

PsychCorp

Shaywitz
DyslexiaScreen
● ● ● ●

Manual
Connecticut
Edition
Sally L. Shaywitz

ALWAYS LEARNING

PEARSON



October 23, 2015

Dear Colleague:

Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for all of us. I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education and Rehabilitation Services (OSERS) has received communications from stakeholders, including parents, advocacy groups, and national disability organizations, who believe that State and local educational agencies (SEAs and LEAs) are reluctant to reference or use dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, or in developing the individualized education program (IEP) under the IDEA. The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.

Under the IDEA and its implementing regulations "specific learning disability" is defined, in part, as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia." See 20 U.S.C. §1401(30) and 34 CFR §300.8(c)(10) (emphasis added). While our implementing regulations contain a list of conditions under the definition "specific learning disability," which includes dyslexia, the list is not exhaustive. However, regardless of whether a child has dyslexia or any other condition explicitly included in this definition of "specific learning disability," or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA's definition of "child with a disability."

For those students who may need additional academic and behavioral supports to succeed in a general education environment, schools may choose to implement a multi-tiered system of supports (MTSS), such as response to intervention (RTI) or positive behavioral interventions and supports (PBIS). MTSS is a schoolwide approach that addresses the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors.

MTSS, which includes scientific, research-based interventions, also may be used to identify children suspected of having a specific learning disability. With a multi-tiered instructional

“I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA).”

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President Signs Dyslexia Bill Into Law

Feb 18, 2016 | Press Release

Washington, D.C. – The president today signed into law the bipartisan Research Excellence and Advancements for Dyslexia Act (READ Act) (H.R. 3033). The READ Act, introduced by Science, Space, and Technology Committee Chairman Lamar Smith (R-Texas), supports important research to further our understanding of dyslexia, including better methods for early detection and teacher training.



Above, Chairman Smith joins House Speaker Paul Ryan in signing the READ Act.

READ Act:

- \$2.5 million annually for dyslexia research
- Early identification of children and students with dyslexia
- Professional development about dyslexia for teachers and administrators
- Curricula development and evidence-based educational tools for children with dyslexia

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Brock L. Eide, M.D., M.A.
and **Fernette F. Eide, M.D.**

"Paradigm-shifting . . . this should be what people reach for
when they want to learn about what it really means to be dyslexic."
—**NEW YORK TIMES** bestselling author **VINCE FLYNN**

THE DYSLEXIC ADVANTAGE

Unlocking the Hidden Potential
of the Dyslexic Brain



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The Dyslexia **EMPOWERMENT PLAN**

A Blueprint for Renewing
Your Child's Confidence and
Love of Learning

Identifying and building on your child's strengths

Best practices for accommodations and the latest technologies

Simple ways to secure your child's legal rights

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Essentials

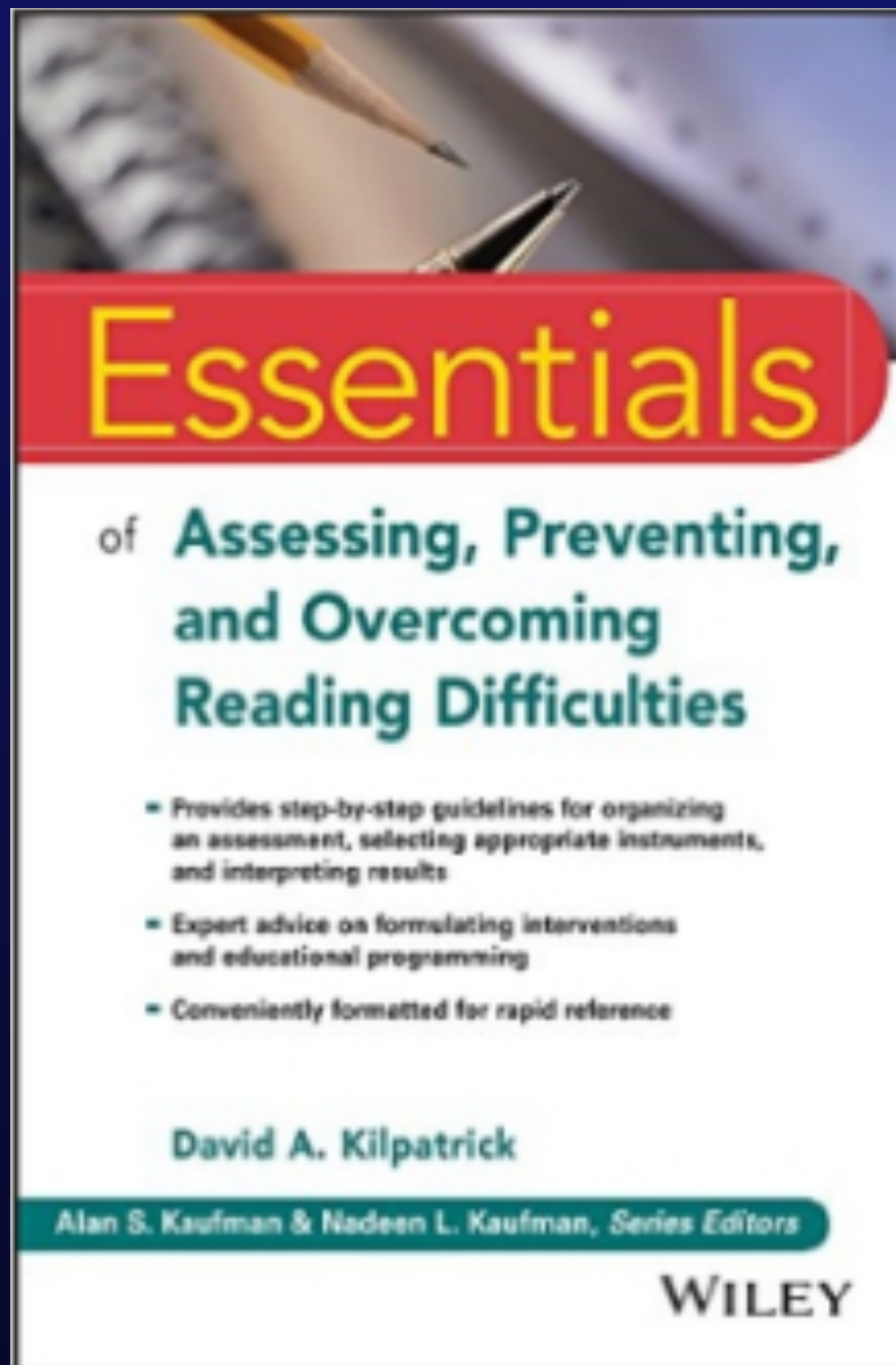
of **Assessing, Preventing, and Overcoming Reading Difficulties**

- Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
- Expert advice on formulating interventions and educational programming
- Conveniently formatted for rapid reference

David A. Kilpatrick

Alan S. Kaufman & Nadeen L. Kaufman, Series Editors

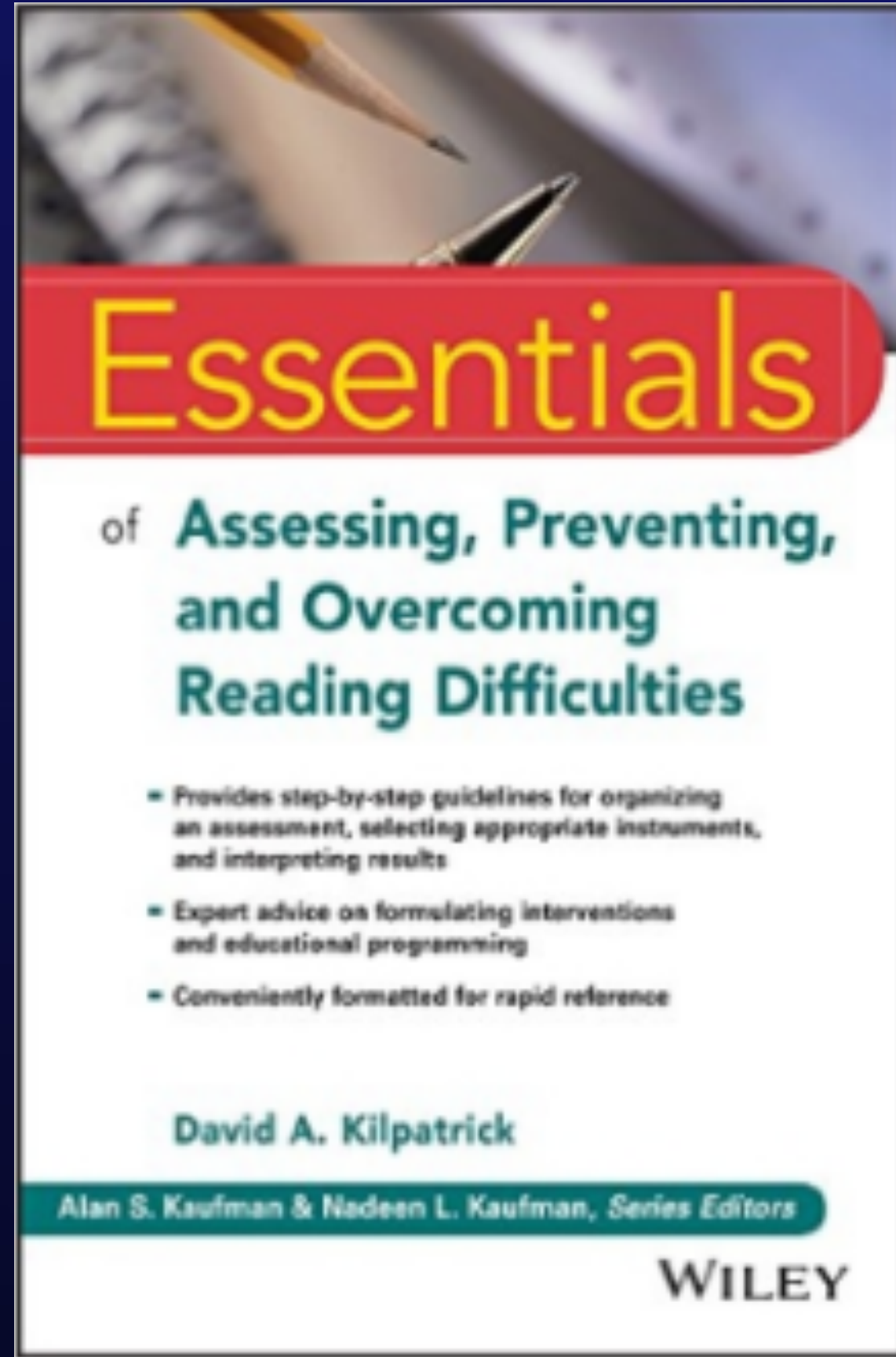
WILEY



Essentials of Assessment, Preventing, and Overcoming Reading Difficulties, Kilpatrick, p. 287

Main Challenges for Weak Readers

- Students need to develop good phonic decoding skills. Poor phonic decoding is a common characteristic of weak readers.
- Weak readers need to develop the capacity to easily remember the words they read. Weak readers have limited sight vocabularies because when they encounter new words, they do not remember them. Weak readers require dozens of exposures to words before they are permanently stored.
- Once the capacity to efficiently store new words has developed, students require a great deal of reading practice. Only words that have been encountered can be added to one's sight vocabulary. Wide exposure to words is necessary to build sight vocabulary. ***However, reading practice alone is not an effective way to improve reading skills if the student is unable to phonically decode unfamiliar words or to remember the words being read.***

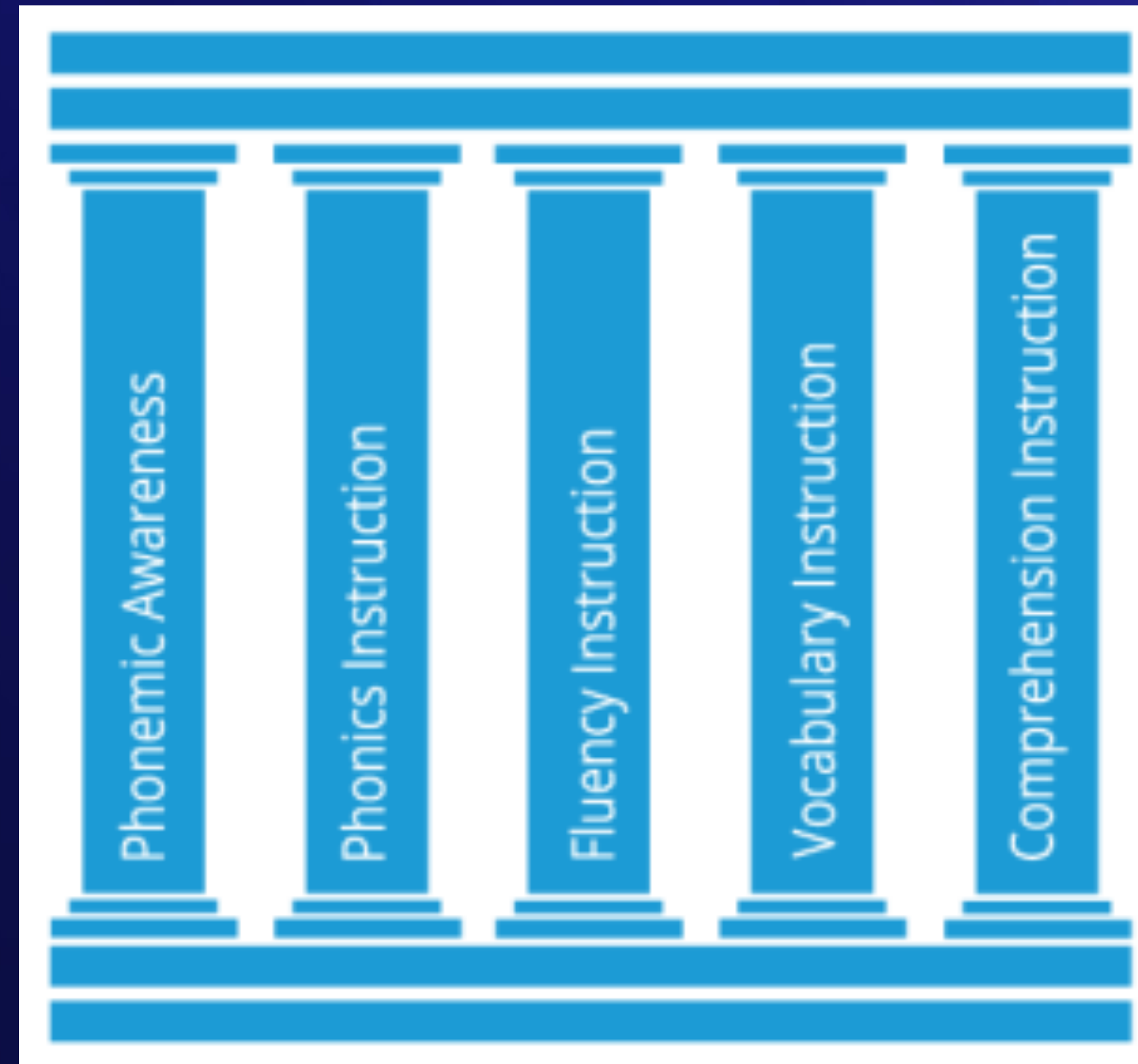


Essentials of Assessment, Preventing, and Overcoming Reading Difficulties, Kilpatrick, p. 290

Research Validated Elements of Successful Reading Programs

- They aggressively addressed and corrected the students' phonological awareness difficulties and taught phonological awareness to the advanced level.
- They provided phonic decoding instruction and/or reinforcement.
- They provided students with ample opportunities to apply these developing skills to reading connected text.

National Reading Panel - Recommendations for Research-based Reading Instruction



National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups. Washington, D.C.: National Institute of Child Health and Human Development, National Institutes of Health.

Resources: Books

- *Basic Facts About Assessment of Dyslexia (IDA)*, Lowell, Felton, Hook
- *Basic Facts About Dyslexia (IDA)*, Moats and Dakin
- *Dyslexia Screening*, Selznick
- *Essentials of Assessment, Preventing, and Overcoming Reading Difficulties*, Kilpatrick
- *From ABC to ADHD (IDA)*, Tridas
- *Overcoming Dyslexia*, Shaywitz
- *The Dyslexia Empowerment Plan*, Foss

Resources: Websites

- Susan Barton, Bright Solutions <http://www.dys-add.com>
- The Yale Center for Dyslexia & Creativity <http://dyslexia.yale.edu>
- International Dyslexia Association <https://dyslexiaida.org>
- Decoding Dyslexia <http://www.decodingdyslexia.net/>

Additional Resources

- Hernandez, Donald J. “Double Jeopardy - The Annie E. Casey Foundation.” The Annie E. Casey Foundation. N.p., n.d. Web. 28 Nov. 2016. <http://www.aecf.org/resources/double-jeopardy>
- Moody, K. C. et al. “Prevalence of Dyslexia among Texas Prison Inmates.” Tex Med 96.6 (2000): 69-75. Texas Medicine. U.S. National Library of Medicine. Web. 28 Nov. 2016. <https://www.ncbi.nlm.nih.gov/pubmed/10876375>
- National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>
- US Department of Education Correspondence regarding dyslexia. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

Additional Resources Mentioned in the Q & A

DYSCALCULIA

The Number Sense, Stanislas Dehaene

ASSESSING ENGLISH LANGUAGE LEARNERS

RTI Network.org has a toolkit for identifying specific learning disabilities for ELL students

<http://rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell>

RESOURCES FOR PARENTS

Understood www.understood.org

National Center for Learning Disabilities www.nclld.org

ADULTS

National Association for Adults with Special Learning Needs <http://naasln.org>