



Dyslexia



Prepared by: Decoding Dyslexia Oregon

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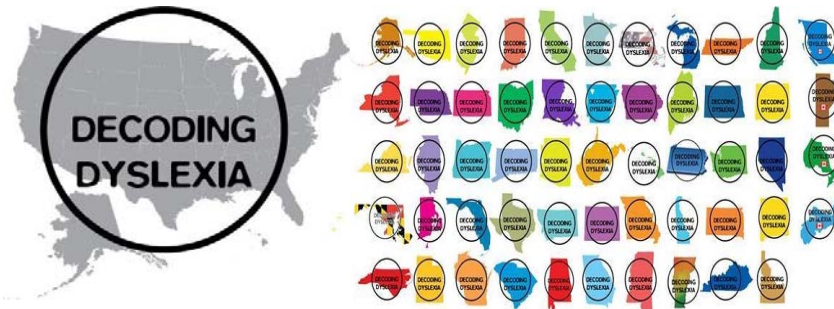
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Our Goals for Today

- What is Decoding Dyslexia?
- Dyslexia 101
- Simulation Stations: How does it feel to have dyslexia?
- Review of new legislation HB 2412 and SB 612
- How to support your teachers



Dyslexia is of interest to families in Oregon and across the nation...



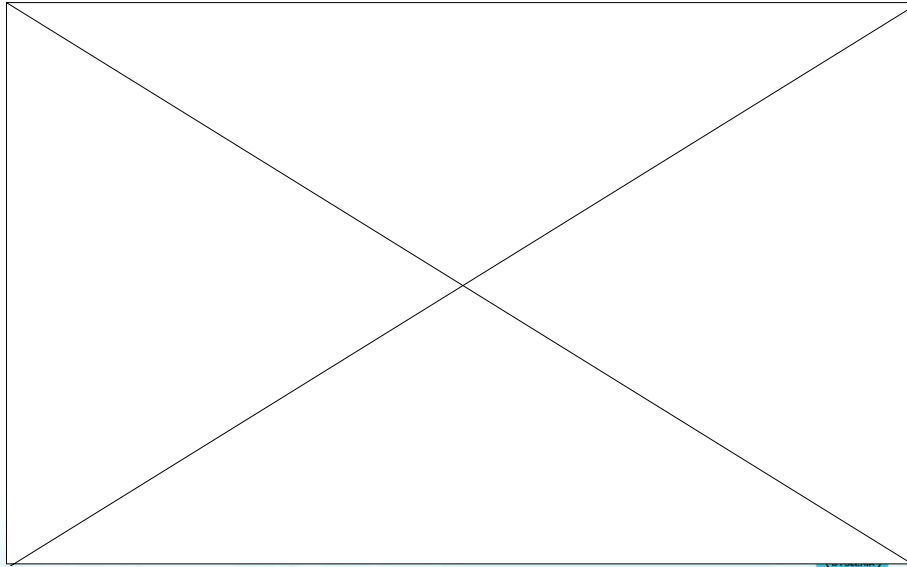
Decoding Dyslexia: Mission

1. Raise dyslexia awareness
2. Empower families to support their children
3. Influence policy regarding best practices for identifying, teaching, and supporting students with dyslexia in Oregon schools.



By Kelli Sandman-Hurley, Ed.D.

Doctorate in Literacy with a specialization in reading and dyslexia
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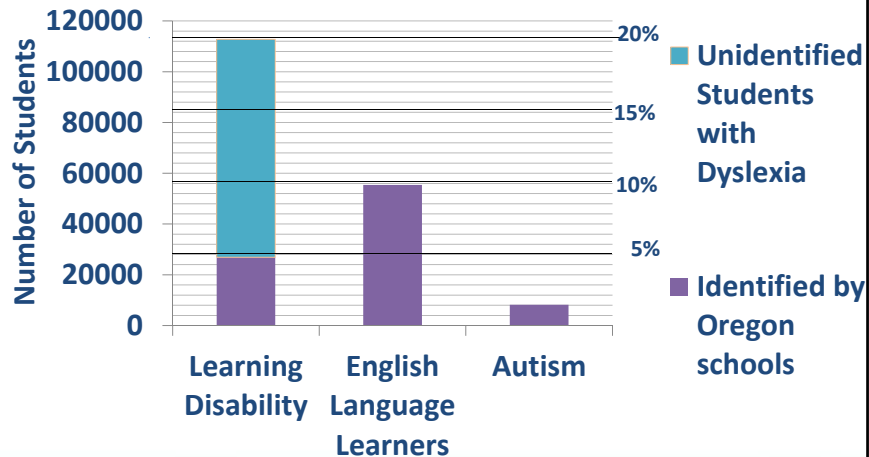
What is dyslexia?

- Dyslexia is a specific learning disability that is neurological in origin.
- It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities.
- These difficulties typically result from a **deficit in the phonological component of language** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

(International Dyslexia Association, 2002)



Prevalence of Dyslexia in Oregon



*Oregon Statewide Report Card 2012-2013

**American Academy of Pediatrics, 2011



Dyslexia Persists Over Time

- “Dyslexia occurs at all levels of intelligence and is a persistent problem that **does not represent a transient developmental lag.**”
(American Academy of Pediatrics, 2011)
- “Dyslexia is persistent: A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school.” (Gabrieli, 2009)



Dyslexia Facts

National Institute of Health results on Dyslexia, Released in 1994

(These research results have been independently replicated and periodically updated.)

- Dyslexia represents the most common and prevalent of all known learning disabilities.
- Dyslexia is the most researched of all learning disabilities.
- Dyslexia is the leading cause of reading failure and school dropouts in our nation.
- Reading failure is the most commonly shared characteristic of juvenile justice offenders.
- Early intervention is essential for this population.



More from NIH....

- Dyslexia is identifiable, with 92% accuracy, at ages 5 1/2 to 6 1/2.
- Dyslexia is primarily due to linguistic deficits. Dyslexia is due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards.
- Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in [phonemic awareness](#).

Children do not outgrow reading failure or dyslexia.
- Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness. Children do not mature out of their reading difficulties.



Early Warning Signs

- Delayed Speech
- Difficulty Rhyming
- Difficulty Memorizing Rote Facts
- Difficulty with Word Retrieval
- Unusual Pencil Grip
- Family History of Dyslexia



Is learning to read easy or hard?

5% of students learn to read effortlessly

20%-30% learn to read easily with any kind of formal reading instruction

60% find learning to read a challenge

12%-18% need intensive help from highly trained educators to learn how to read

(Lyon, 1997)



Why Early Instruction?

Reviews of many studies on early intervention have found that when intervention begins in the 1st grade, the expected incidence of reading disability of 12% -18% was reduced substantially to 1.6% -6%.

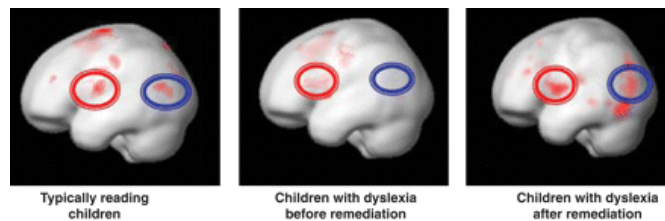
(American Academy of Pediatrics, 2011)

Use of science-based instructional approaches in KG - 3rd grade classrooms can reduce reading failure to 1.6% - 6.0%

(American Academy of Pediatrics, 2011)



Effective Instruction Changes Brain Function



“Such improvements are much more likely to occur in children who are beginning to read (ages 6 to 8) than in older children...”
(Gabielli, 2009)



Are teachers prepared to help?



Teachers aren't taught how to recognize students with dyslexia.

They aren't given the tools they need to teach students with dyslexia how to read, spell, and write.



National Reading Panel (NIH, 2000):

5 Core Components of Early Reading Success

How are Oregon's Universities doing?

- **Phonemic awareness**
Ability to distinguish and manipulate the sounds of spoken language
- **Phonics**
Knowledge of correspondence between sounds and letters
- ✓ **Fluency**
Ability to accurately and rapidly read isolated and connected text
- ✓ **Vocabulary**
Knowledge of word meaning
- ✓ **Comprehension**
Ability to derive meaning from novel text and integrate new information with prior knowledge



Elements of Effective Instruction

- It is important for these children to be taught by a **sequenced, systematic and explicit method that involves several senses** (hearing, seeing, touching) at the same time.
- Remedial programs should include specific instruction in decoding, fluency training, vocabulary, and comprehension.”

(American Academy of Pediatrics, 2011)



Teachers Want Training

Location	% with Masters Degrees	Thought info necessary for all teachers	Want additional training on Dyslexia	How much learned about Dyslexia out of 10 ?
Salem-Keizer #1	50.8%	98.4%	85%	8.22
Salem-Keizer #2	9.5%	100%	95%	9.14
PPS #1	85.3 %	97.1%	85%	7.52
PPS #2	68%	96%	100%	7.64
PPS #3	97%	100%	100%	8.19
OSPA/WASPA	120 N/A	80%	61%	



Senate Bill 612

- Requires school districts to ensure that at least one K-5 teacher per K-5 school receives training related to dyslexia. Allows school districts to receive funding for training through Network of Quality Teaching and Learning.
- Directs Department of Education to designate dyslexia specialist and develop list of training opportunities related to dyslexia.
- Directs Department of Education to develop plan to provide dyslexia screening and guidance for parental notification



House Bill 2412

Educator preparation programs for:

- early childhood,
- elementary,
- special education, and
- reading

must provide instruction on dyslexia and the instruction must be consistent with an international dyslexia association knowledge and practice standards.



Addressing Dyslexia properly will mean that:

- More students read at grade level by third grade.
 - More 9th graders can finish strong.
 - High school and college graduation rates can increase.
 - More Oregonians are ready for rewarding jobs.
- Governor's 40-40-20 goals

These goals will only be met if we address dyslexia.



For more information...

Arrange to have your staff experience:

- Dyslexia 101
- Dyslexia Simulation
- Movies on Dyslexia (Embracing Dyslexia, The Big Picture, F.A.T. City, etc.)
- Books such as: Overcoming Dyslexia...



More Resources:

WEBSITES

Decoding Dyslexia Oregon
International Dyslexia Association
Understood
Oregon Branch of International Dyslexia Assoc.
National Reading Panel Report
Oregon Literacy Framework
LD Online
Bright Solutions for Dyslexia
Yale Center for Dyslexia & Creativity

www.decodingdyslexiaor.org
www.interdys.org
www.understood.org
www.orbida.org
www.nationalreadingpanel.org
www.ode.state.or.us
www.LDonline.org
www.dys-add.com
www.dyslexia.yale.edu

FILMS

Embracing Dyslexia
Journey into Dyslexia
The Big Picture: Rethinking Dyslexia

FREE Online

BOOKS

Overcoming Dyslexia
Speech to Print: Language Essentials for Teachers
Unlocking Literacy: Effective Decoding and Spelling Instruction
Essentials of Dyslexia Assessment and Intervention

Sally Shaywitz, MD
Louisa Moats Ph.D.
Marcia Henry Ph.D.
Nancy Mather



Thank you for your time!

Respectfully,

