



# JHT LEONARDO AFTER HOURS

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Dyslexia: A Lifelong Journey  
OCTOBER 16TH, 6:00 P.M. – 8:30 P.M.

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THE LEONARDO  
AFTER HOURS IS  
PRESENTED BY

JHT LEONARDO



JOSEPH JAMES MORELLI  
SCHOLARSHIP FUND



MADSEN CYCLES™

I'm going to tell you something  
you don't know that is mostly  
true:

...

*One mother's perspective on learning with dyslexia in  
America's public school system*

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University of Utah  
Reading Clinic  
Graduate

Bridge, Inc.  
Student's Name



The Utah  
Reading Clinic

27 June 2017

*[Signature]*





# Discovering Difference

In 1877, Rudolf Berlin, German ophthalmologist and professor in Stuttgart, noted a difficulty with reading amongst some of his adult patients. He could find no visual cause. “He named the ship, even though he never became her captain.”

At the same time in England, William Pringle Morgan, a general practitioner, noted the “word blindness” referenced by Berlin and expanded the condition to include children. Long associated with “recognizing” dyslexia, Pringle Morgan became the ship’s captain after humanizing dyslexia by referring to his patient as “Percy F., a well-grown lad, aged 14. He has always been a **bright and intelligent** boy.”

<https://dyslexiahistory.web.ox.ac.uk/brief-history-dyslexia>

# Reading Instruction

Dr. Samuel T. Orton, a neuropathologist at the State University of Iowa, presented his first paper on word-blindness to the 1925 annual meeting of the American Neurological Association in Washington, D.C.

“Of all the early pioneers, he (Orton) was the one who, more than anyone else, put what we now call developmental dyslexia on the map.”

Orton was one of the first to advocate phonics instruction for those with dyslexia. Drs Orton and Ann Gillingham worked together to develop the Orton-Gillingham method of reading instruction, still highly regarded today. Most recently, the International Dyslexia Association recommends structured literacy. (Visit [IDA.com](http://IDA.com) for details.)

# Defining Dyslexia

The International Dyslexia Association

Dyslexia is a specific learning disability that is neurobiological 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Dr. Sally Shaywitz, Yale Center for Dyslexia and Creativity

Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence. In fact, dyslexia is **an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader**. While people with dyslexia are slow readers, they often, paradoxically, are very fast and creative thinkers with strong reasoning abilities.



# Snapshot of Learning and Attention Issues in the U.S.

**1 in 5**  
children in the U.S. have  
learning and attention issues.



Only a **small subset** receive specialized instruction or accommodations...

**1 in 16**

public school students have Individualized Education Programs (IEPs) for specific learning disabilities (SLD) such as dyslexia and for other health impairments (OHI) such as ADHD and dyspraxia



**1 in 50**

public school students receive accommodations for disabilities through a civil rights statute called Section 504



...while millions of children with learning and attention issues are **not formally identified**.

## What are Learning and Attention Issues?

Learning and attention issues are brain-based difficulties in reading, writing, math, organization, focus, listening comprehension, social skills, motor skills or a combination of these. Learning and attention issues are not the result of low intelligence, poor vision or hearing, or lack of access to quality instruction.

## Common Examples

Learning disabilities, such as:

- Dyslexia
- Dyscalculia
- Dysgraphia

Other difficulties that affect learning and behavior, such as:

- ADHD
- Executive function deficits
- Dyspraxia
- Nonverbal learning disabilities

## Risk Factors

### GENETICS

Learning and attention issues tend to run in families. Genes that can affect brain structure and chemistry get passed down from parent to child.

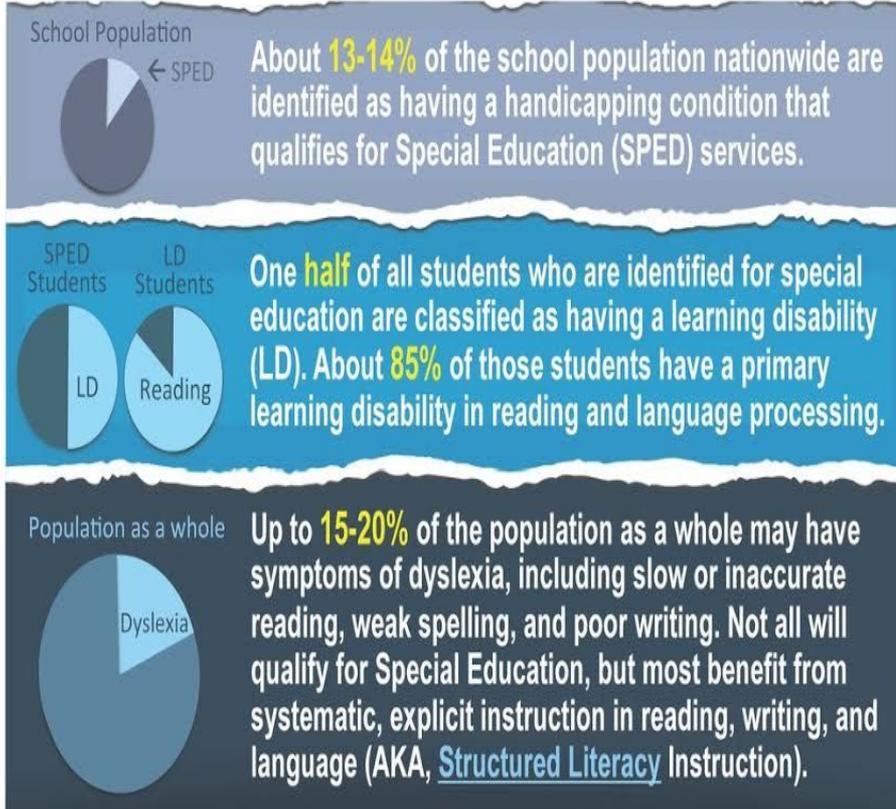
### TOXIN EXPOSURE

Exposure to lead and other environmental factors have been linked to ADHD and other issues that impact learning, attention and behavior.

### ADVERSE CHILDHOOD EXPERIENCES

Trauma, such as abuse, neglect, and other adverse childhood experiences, can increase the likelihood of being identified with learning or behavior issues.

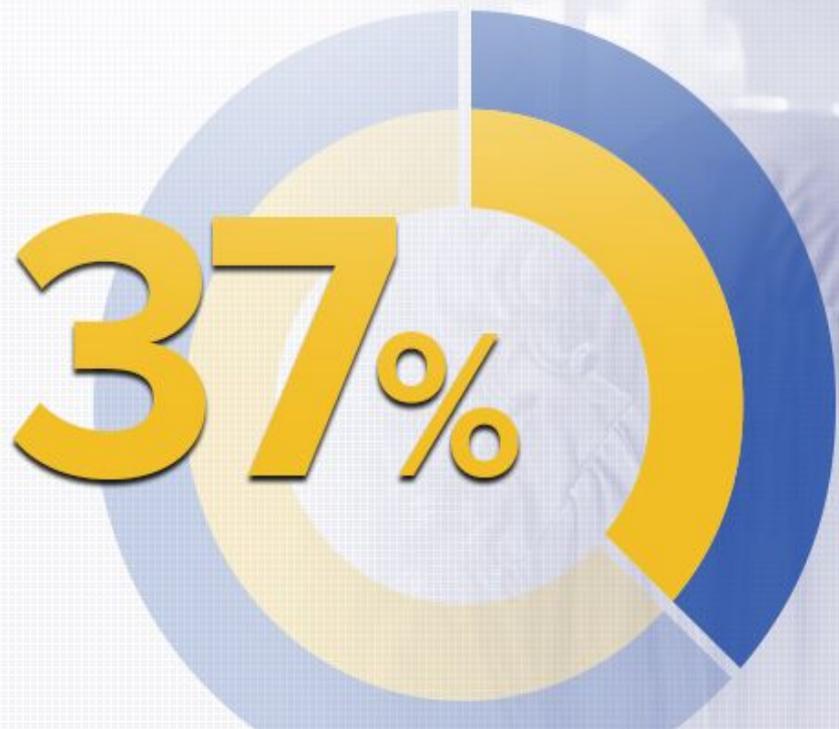
# How widespread is dyslexia?



Find solutions at the International Dyslexia Association (IDA) • [eida.org](http://eida.org)  
Source: IDA Fact Sheet, "[Dyslexia Basics](#)" • Moats & Dakin (© 2016 Cowen For IDA)

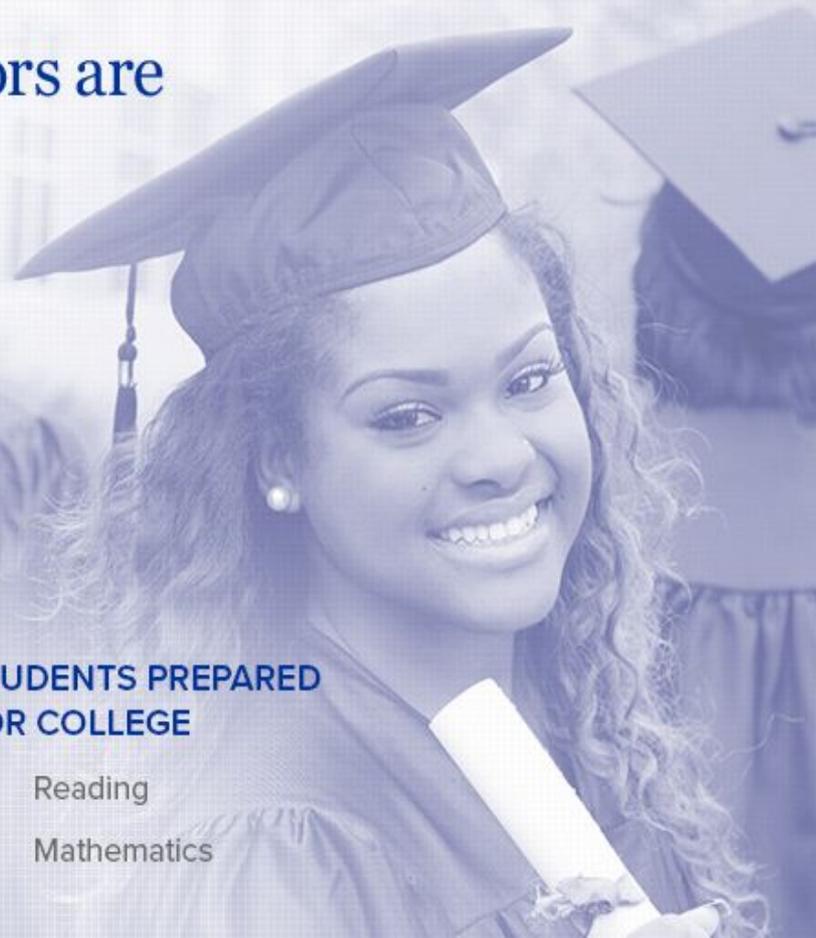
2015 NAEP MATH AND READING, GRADE 12

Just over a third of high school seniors are academically prepared for college.

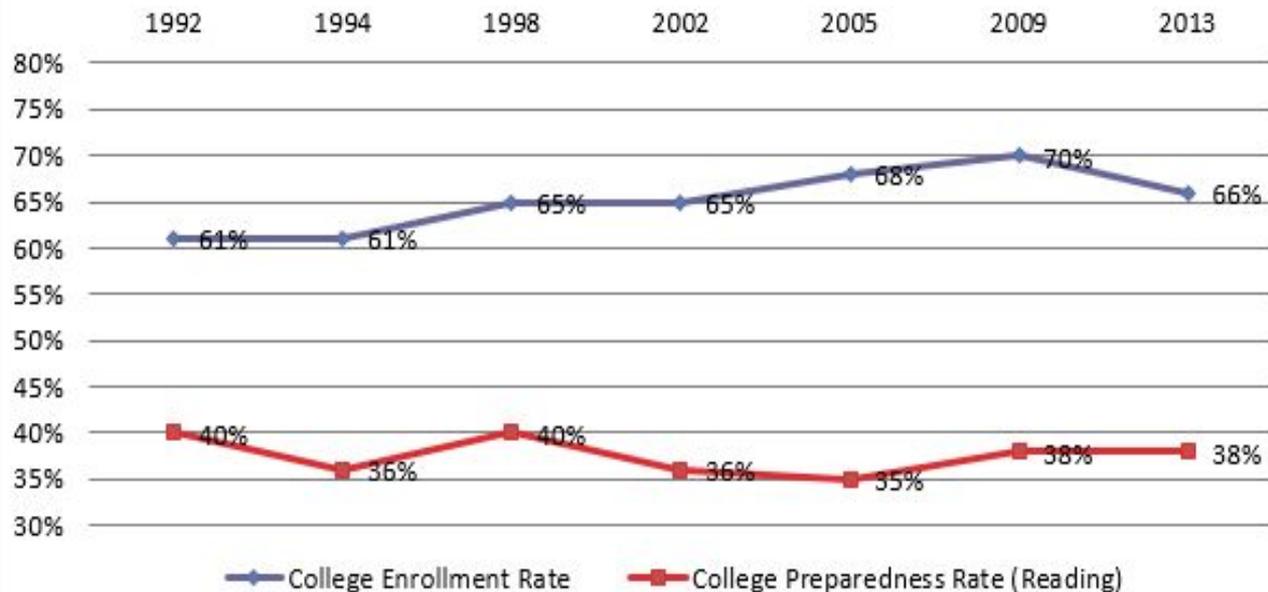


STUDENTS PREPARED FOR COLLEGE

- Reading
- Mathematics



## College Enrollment vs. College Preparedness in Reading



# Profile of the Struggling Reader and Appropriate Instruction

## The struggling reader has:

- 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 Automatized 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.

## Appropriate instruction includes:

- Aggressively addressing and correcting the students' phonological awareness difficulties and teaching phonological awareness to the advanced level.
- Providing phonic decoding instruction and/or reinforcement.
- Providing students with ample opportunities to apply these developing skills by reading connected text.

# Dyslexia Legislation

- 42 states have dyslexia-specific laws
- 33 dyslexia-related bills were introduced between January and March 2018
- 17 states have handbooks or resource guides about dyslexia. Utah has a handbook recently approved by the Utah State Board of Education on October 4, 2018.

# Utah State Dyslexia Handbook

“It is the responsibility of local education agencies (LEAs) to implement effective universal screening processes and use the information they collect to make important determinations about dyslexia-specific accommodations and interventions for at-risk students.” (pg 16)

