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.
“...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.”
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

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

Parieto-temporal
word meaning, link between spoken and written language (decoding)

Inferior frontal gyrus
(Broca’s area)
formation of speech sounds, articulation

Occipito-temporal
mapping familiar words as images, identification of letters, rapid recognition (fluency)

Person with Dyslexia

Inferior frontal gyrus
(Broca’s area)
formation of speech sounds, articulation

Image adapted from Shaywitz, Overcoming Dyslexia
“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.”
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 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.
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
Characteristics - Additional Resources

Welcome to Bright Solutions

- **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"**
- **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.
Characteristics - Additional Resources
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
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
“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 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.”

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
The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain

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 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

Ben Foss
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
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. 287
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.
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


- 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

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

RESOURCES FOR PARENTS
Understood www.understood.org
National Center for Learning Disabilities www.ncld.org

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