

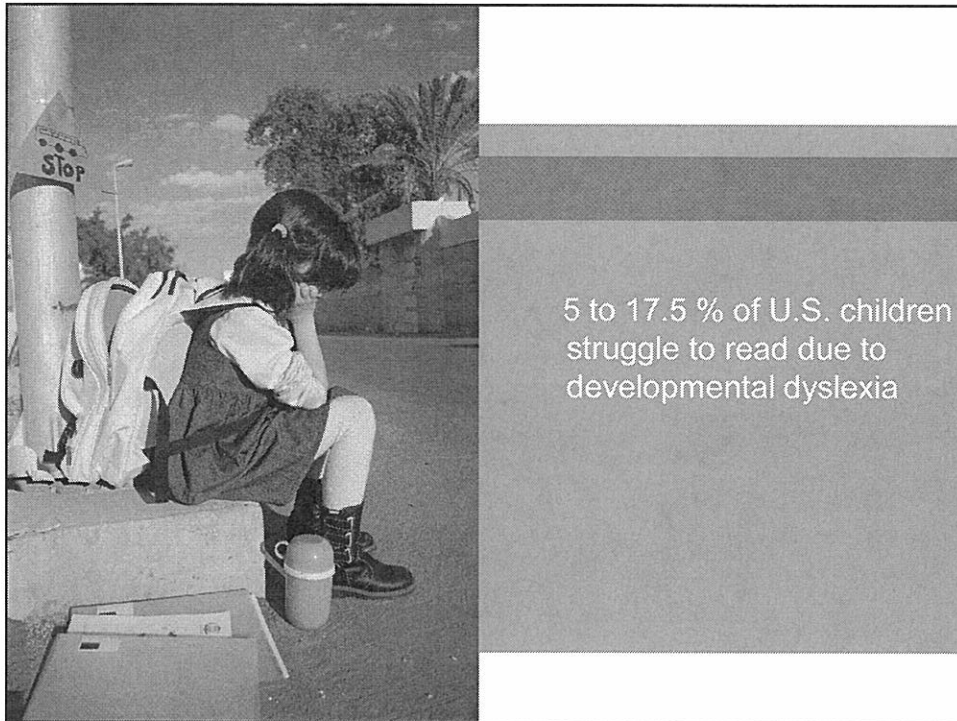
DEVELOPMENTAL DYSLEXIA

THE WHO, WHAT, WHY AND HOW QUESTIONS OF DEVELOPMENTAL DYSLEXIA?

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Certified Academic Language Therapist

Special thanks to Timothy N. Odegard, PhD, CALP, LDP

Who has dyslexia?



Myths of Dyslexia

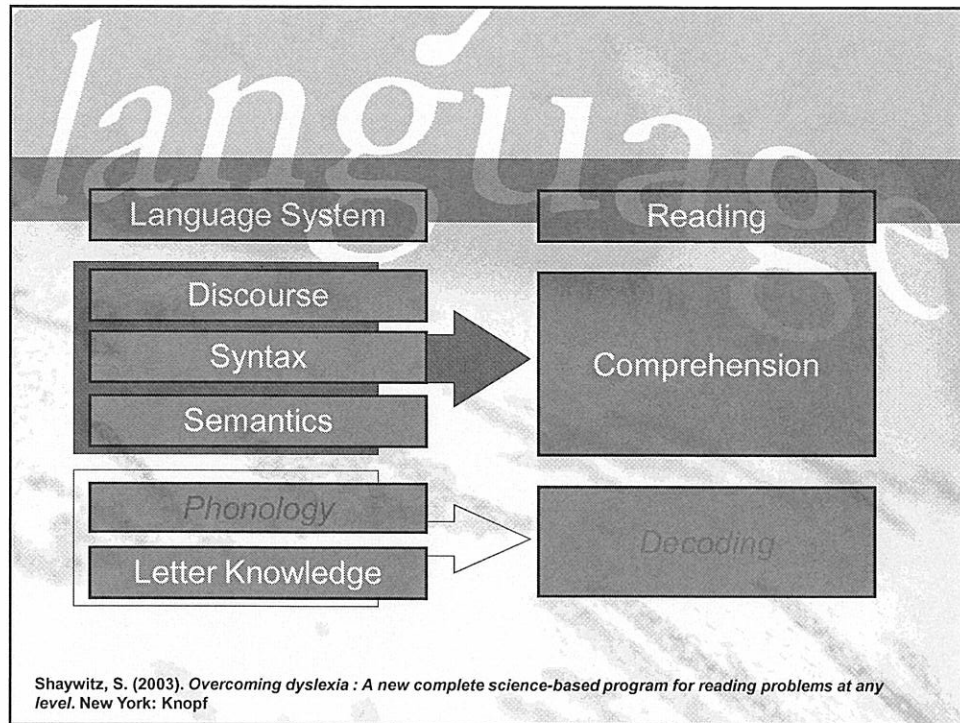
- Dyslexia is rare.
- Dyslexia is a medical diagnosis.
- There is a test for dyslexia.
- Dyslexia can't be diagnosed until 3rd grade.
- Children outgrow dyslexia.
- People with dyslexia see things backwards.
- Dyslexia is a visual problem and can be corrected with colored overlays or vision therapies.

What is dyslexia?

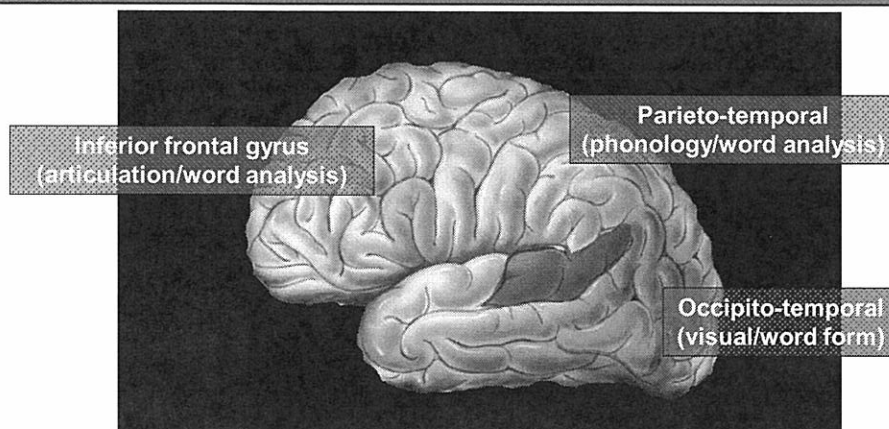
DEFINITION OF DYSLEXIA

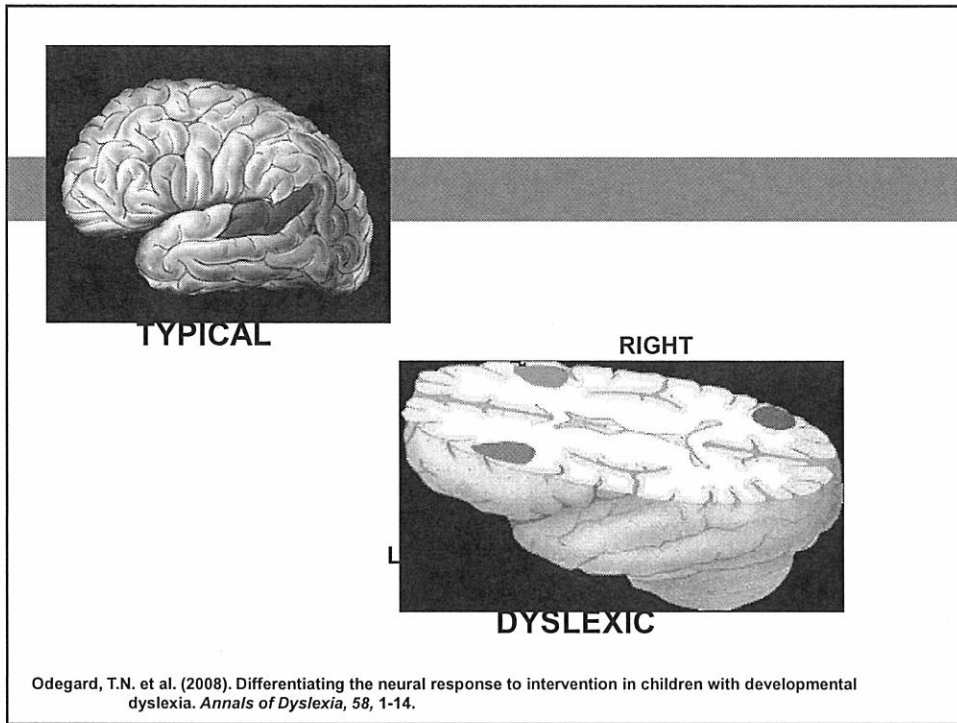
Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Adopted by IDA Board of Directors: November 12, 2002



What we know about neural pathways in good readers:





These individuals have a core deficit in phonemic awareness which impairs the ability to segment the spoken word into its underlying sounds.

This causes problems with accurately and efficiently sounding out single words.

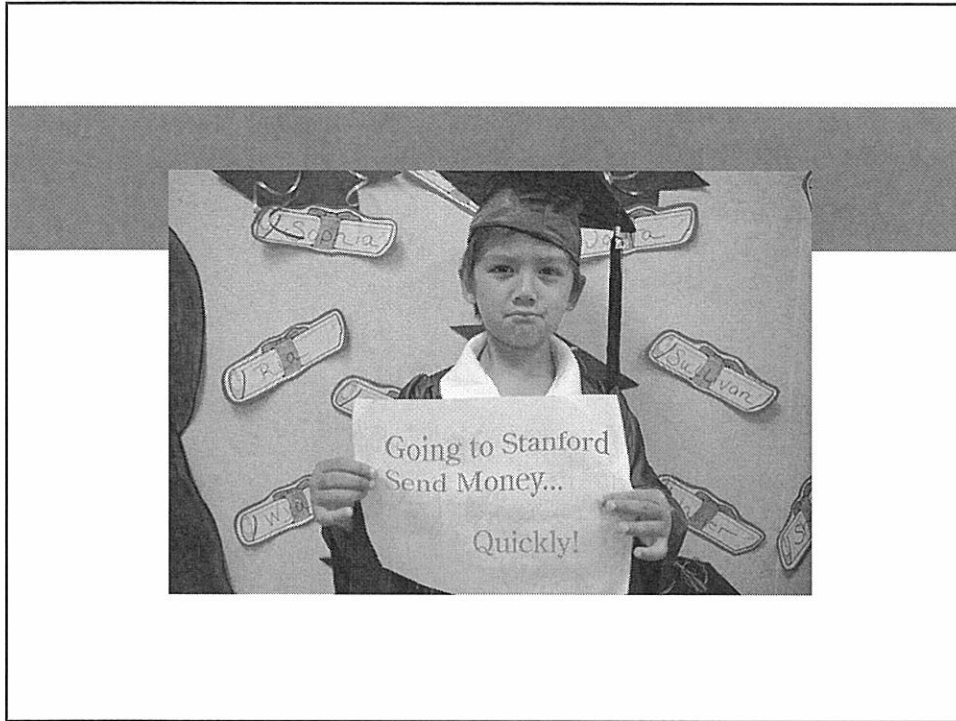
Slow, inaccurate word reading leads to poor reading comprehension.

Reading comprehension and spelling problems contribute to difficulty with written expression.

Why should we care about dyslexia?

Reading is a gateway to success





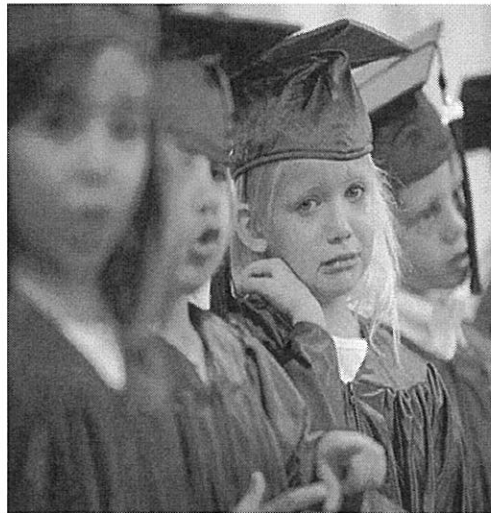
A fundamental civil right in our country is the right to a free, appropriate public education.

National Assessment of Educational Progress (NAEP)
2010-2011 Reading Scores for Arkansas Eighth Graders

29% Below Basic

43% Basic

72%

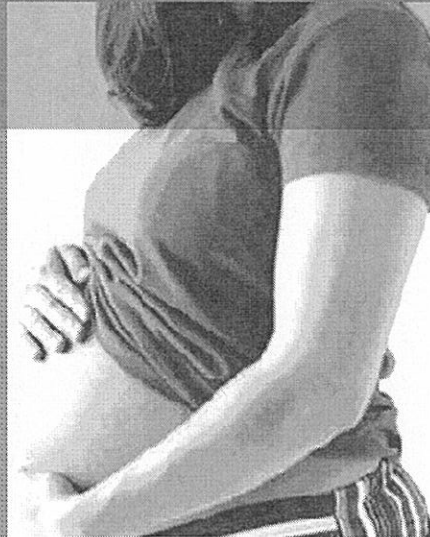


Roughly 11,400 students in Arkansas did not graduate from high school in 2011.

Literacy is an underlying problem for many.

(Alliance for Excellent Education, 2011).

Individuals who struggle with reading are more likely to become a teen parent and suffer from persistent health problems



(Center for Educational Statistics, 2009).

In addition, 1 out of 3 prison inmates have the lowest level of reading proficiency



(Center for Educational Statistics, 2009).

The Frustrations of Parents Trying to Avoid Literacy Failure

- The child is pushed on to the next grade
- The child is retained for a second year of the same instruction
- Intervention that is provided is not helping
- Schools do not test for Dyslexia
- Children in Special Education *never* leave Special Education (80% of students identified as SLD are dyslexic)

How do we help
individuals with dyslexia?

Early Identification
&
Effective Reading Instruction

G. Reid Lyon, NICHD

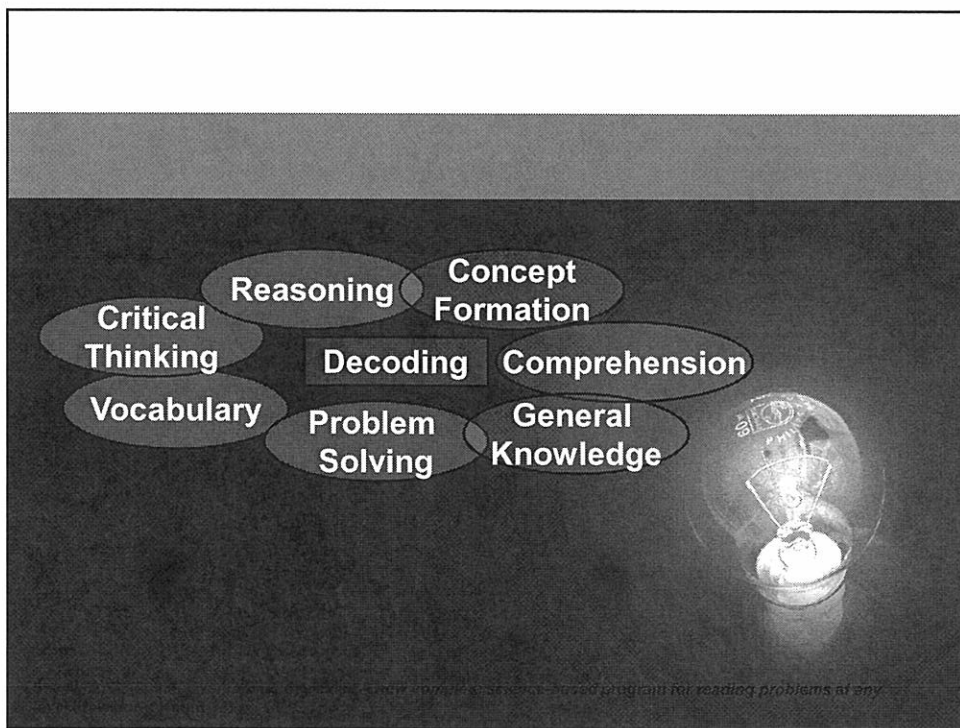
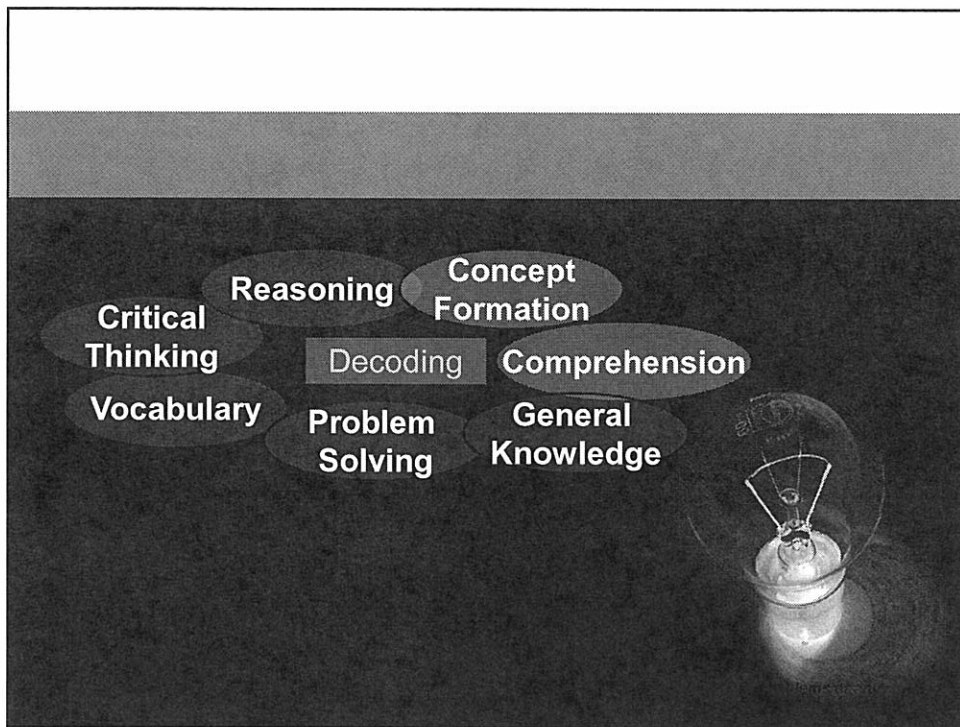
The early identification of children at-risk for reading failure coupled with appropriate reading interventions can reduce the percentage of children reading below the basic level in 4th grade to 6% or less.

NICHD – National Institute of Child Health and Development

It takes 4 times as long to remediate a student with poor reading skills in fourth grade as in late kindergarten or early first grade.

Essentials of Effective Early Intervention

- *Multisensory, systematic and direct* instruction in:
 - Phonemic Awareness - noticing, identifying, and manipulating the sounds of spoken language
 - Phonics – how letters and letter groups represent the sounds of spoken language
 - Spelling
 - Vocabulary
 - Comprehension strategies
- Practice in applying these skills in reading and writing
- Fluency training
- Enriched language experiences: listening to, talking about, and telling stories



Highly Trained Professions

Identification of Dyslexia

There is a critical need for professionals capable of identifying dyslexia.

Skills Needed:

1. Fundamental knowledge of the constructs that should be tested to identify academic difficulties that arise from dyslexia
2. Knowledge of the tests that should be administered to assess these constructs
3. Proficiency in the administration, scoring, and interpretation of these tests
4. Fundamental knowledge of the relationship between dyslexia and related medical conditions and learning disabilities
5. Proficiency in interpreting performance on tests that assess the fundamental cognitive abilities associated with dyslexia in relationship to a child's medical, familial, academic history

Remediation of Dyslexia

There is a critical need for professionals teachers capable of remediating the cognitive deficits that accompany dyslexia and teach children with dyslexia to read.

Skills Needed:

1. Fundamental knowledgeable of the structure of the English language and reading
2. Knowledge of the best practices for reading instruction
3. Knowledge of the best practices for remediating the reading and related cognitive deficits that accompany dyslexia
4. Proficiency in the administration of targeted intervention aimed at remediating the reading and related cognitive deficits that accompany dyslexia