

10 THINGS YOU SHOULD KNOW ABOUT DYSLEXIA

PRESENTED BY SHARON ROBERTS,
PRESIDENT OF THE INTERNATIONAL DYSLEXIA ASSOCIATION=AUSTIN

#1 A BRIEF HISTORY OF DYSLEXIA

- ▶ Germany 1877 - reading blindness [A. Kussmaul, physician]
- ▶ Germany 1887 - term “dyslexia” was first used [R. Berlin, ophthalmologist]
- ▶ Britain Late 1880s -90s - word blindness [Hinshelwood, ophth., Kerr, phy. & Pringle Morgan, GP]
- ▶ Britain 1896 - Percy F. study “...*intelligent, but inability to read.*” [Pringle Morgan, GP]
- ▶ U.S. 1925 - word blindness [Samuel T. Orton, a neuropath.]
- ▶ U.S. 1948-9 -- The International Dyslexia Association - then called the Orton Society
- ▶ 1985-95-- The development of neuroimaging technologies
- ▶ Research/Organizations: Singapore, Japan, Brussels, the Netherlands, Norway, Mumbai, Kenya, Australia, Canada

#2 WHAT IS DYSLEXIA?

ACCORDING TO THE INTERNATIONAL DYSLEXIA ASSOC.

- *“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.”*

#3 THE BRITISH DEFINITION

- The Rose Review was an independent group appointed by the British government to make recommendations on the identification and teaching of children with dyslexia. Headed by Sir Jim Rose, it explored what could be done for children and young people with literacy differences, and gave us one of the best modern definitions of dyslexia that's still in use today:
- "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia."

#4 CO-EXISTING CONDITIONS: ADHD/ADD

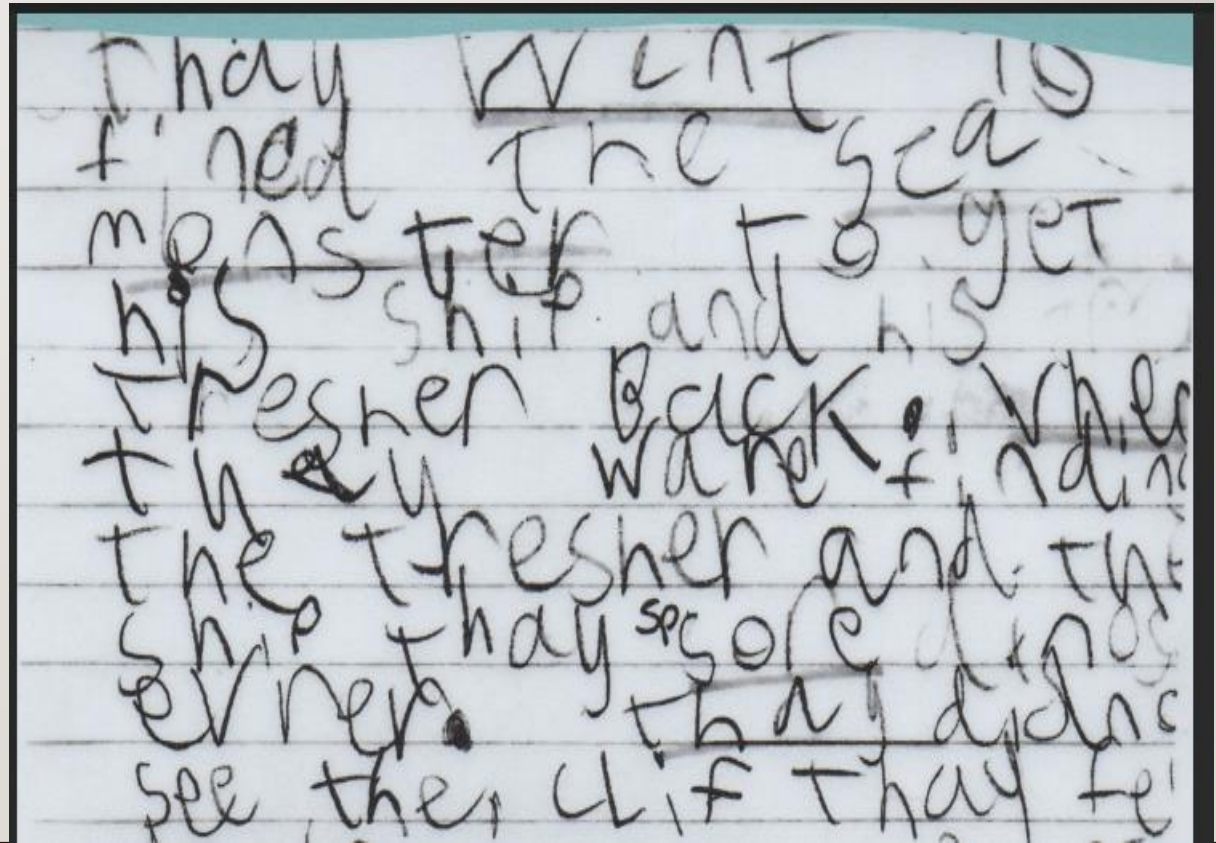


What is ADHD? **Attention-deficit/hyperactivity disorder** (ADHD) is one of the most common mental disorders affecting children. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought).

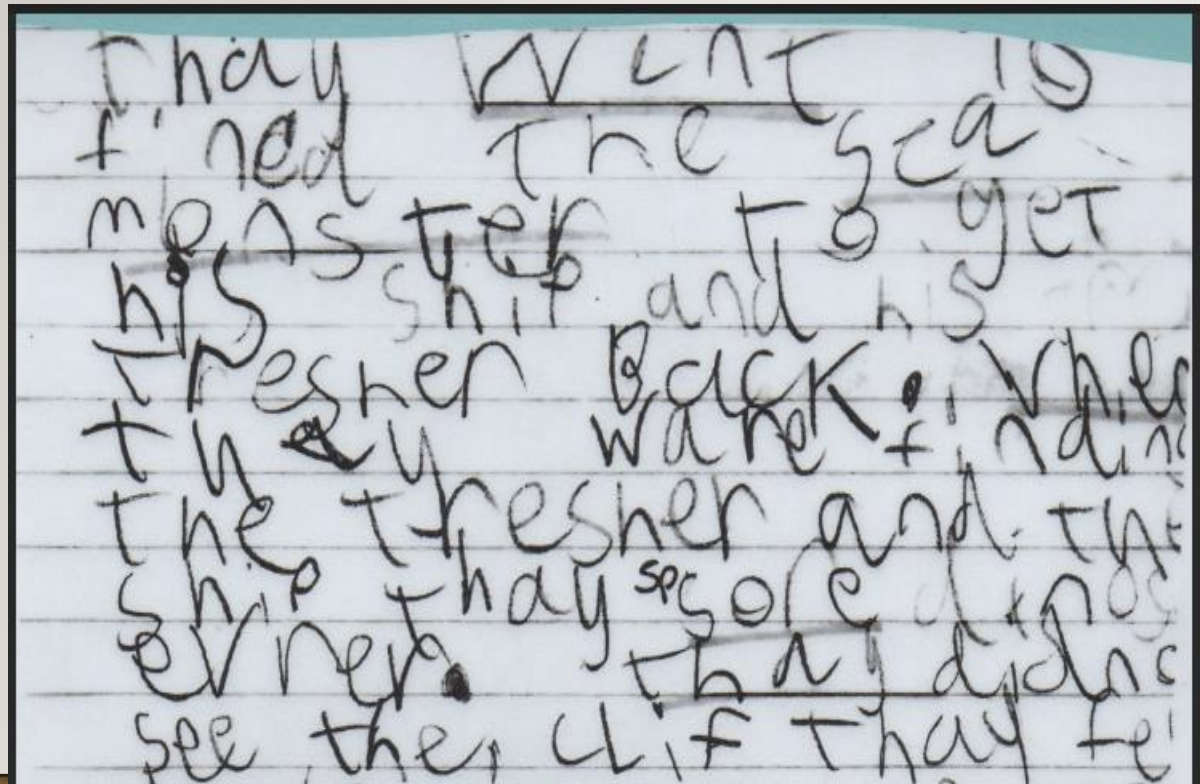
CO-EXISTING CONDITIONS: DYSGRAPHIA

WHAT IS DYSGRAPHIA?

- Dysgraphia makes the act of writing difficult.
- Leads to problems with spelling, handwriting, and getting thoughts down on paper.



CO-EXISTING CONDITIONS: DYSGRAPHIA



They went to
find the sea
monster to get
his ship and his
treasure back. When
they want find
the treasure and the
ship they saw dinos
aurs. They didn't
see the cliff they fell

CO-EXISTING CONDITIONS: DYSCALCULIA



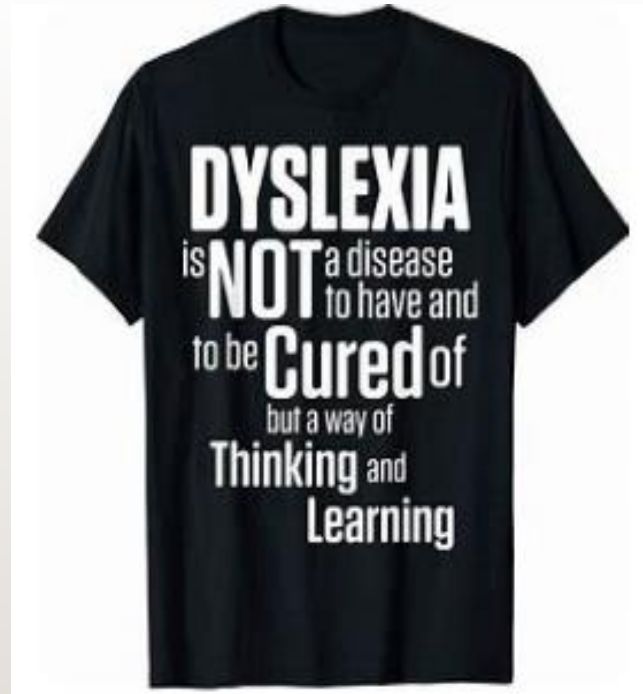
Dyscalculia is a learning disability in math. People with dyscalculia have trouble with math at many levels. They often struggle with key concepts like bigger vs. smaller. And they can have a hard time doing basic math problems and more abstract math.

#5 Dyslexia is a Genetic Condition

- It's not uncommon for a child with dyslexia to have an immediate family member who also has this condition. Also, it's not unusual for two or more children in a family to have this type of learning disability.



#6 DYSLEXIA & SEA OF STRENGTH

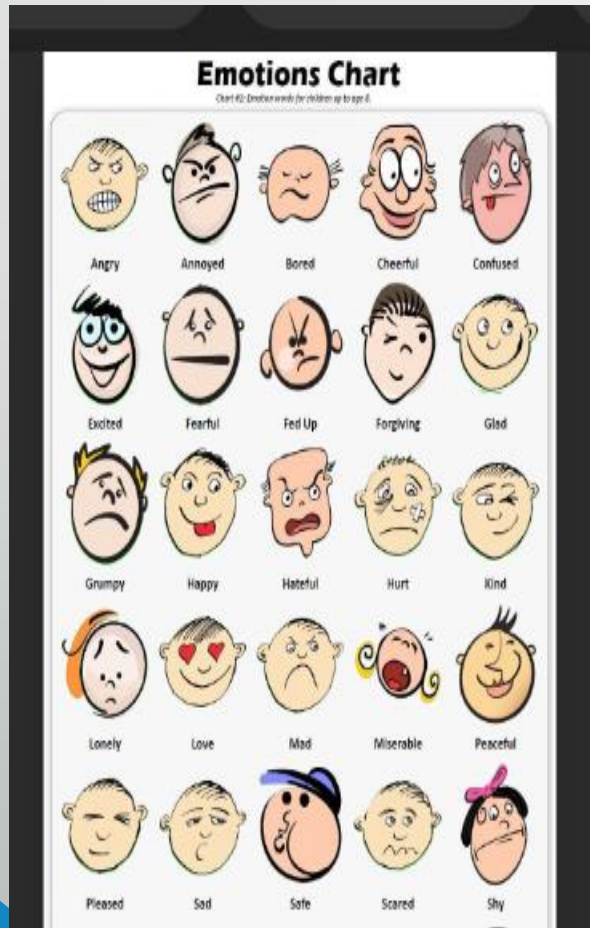


- Dyslexia does not mean brain damaged.
- Students with dyslexia have average to above average intelligence.
- Dr. Sally Shaywitz urges parents, teachers, and ultimately students to view **dyslexia** as a small weakness in a vast sea of strengths that make up who that child is.

FAMOUS PEOPLE WITH DYSLEXIA



#7 Social & Emotional Issues



Anxiety can result in shutting down or acting out.

Anger can result in being disrespectful and throwing/breaking things.

Poor Self-Image can result in a child with dyslexia feeling stupid.

Depression losing some of the joys in life.

What to do:

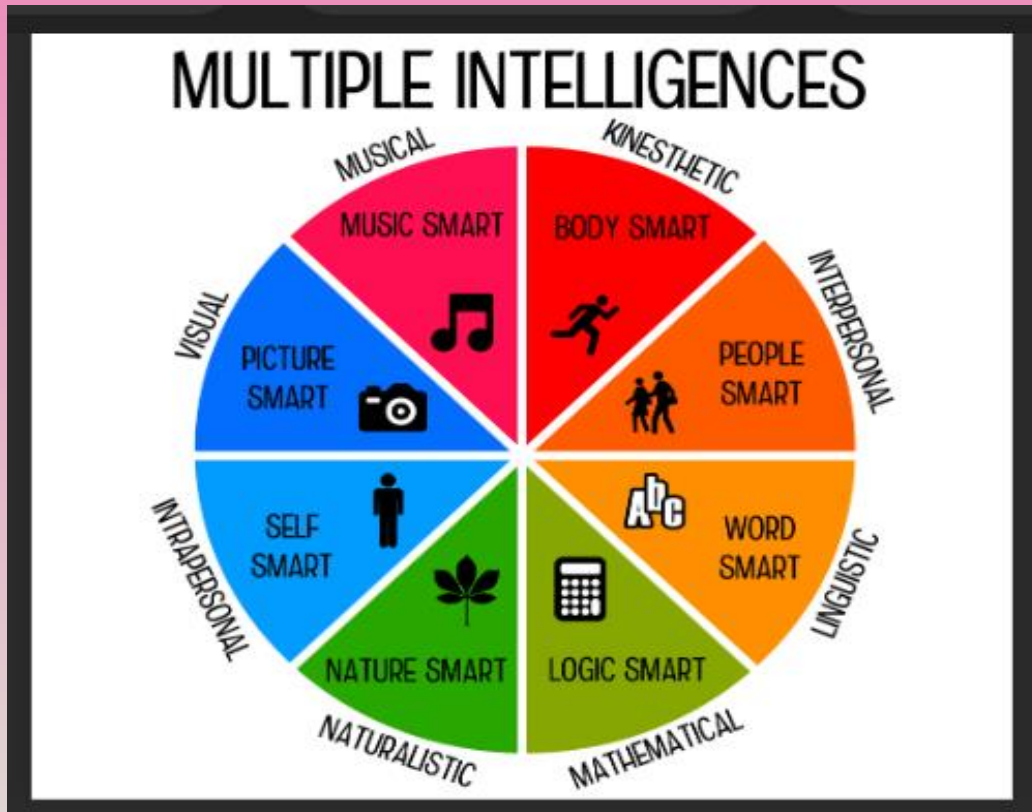
- ✓ School counselors can offer advice, speak with your child, and offer resources.
- ✓ Talk with your child's teachers and ask them to log what event happened right before the student acted out—the trigger.
- ✓ Talk with your child's dyslexia teacher.

PEANUTS

Sometimes I just want someone to hug me and say, "I understand your pain. It's going to be okay, here's a coffee and Two million dollars."



MULTIPLE INTELLIGENCES AND LOVE



- ❖ Always remind your child of their strengths.
- ❖ Gardner's Multiple Intelligence Theory reflects on many different ways that we are "intelligent" when we struggle with "reading".
- ❖ I always told my students that no computer on earth could LOVE the way they love.

#8 TEACHING STUDENTS WITH DYSLEXIA

“TEACHING READING IS ROCKET SCIENCE”

Louisa Moats, PhD June 1999

Hays CISD has never lost sight of this with Dyslexia Programs that are:

- Structured – explicit teaching of every reading skill
- Systematic – a lesson sequence routinely taught
- Sequential – letters/sounds taught by reliability (not a-b-c)
- Multisensory – involving hearing/speaking/touching simultaneously
- By highly trained teachers in the methods of Orton-Gillingham System of Reading Instruction and outlined in Structured Literacy.
- Dyslexia teachers continue learning the latest research in multiple areas including the Science of Reading

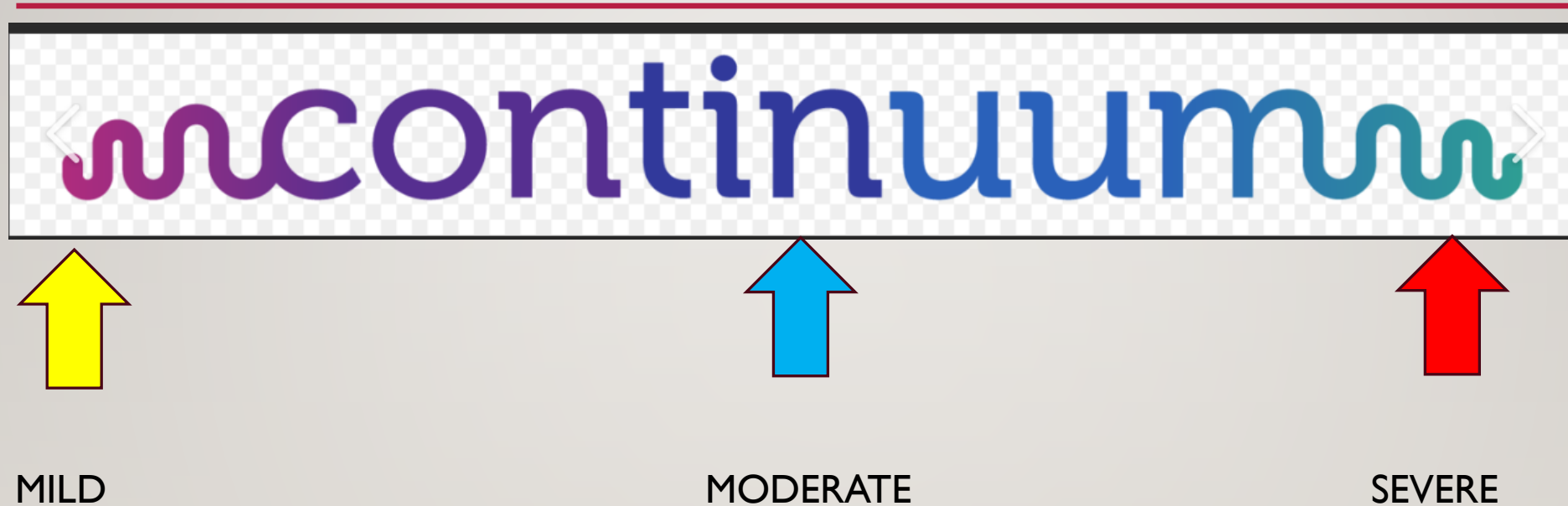
#9 TEXAS LAW SINCE 1995

- Texas was the 5th state to create an initial dyslexia law only behind California, Louisiana, Massachusetts, and Mississippi.
- Texas has been robust in updating and adding more to our laws for those with dyslexia.

➤ **NEXT, WE NEED
STRUCTURED
LITERACY TO BE
TAUGHT IN ALL
CLASSROOMS K-2**

Texas	1995, 2011, 2017, 2019	Screening and Treatment for Dyslexia and Related Disorders	Texas Education Code §38.003
Texas	2009, 2015	Licensed Dyslexia Practitioners and Licensed Dyslexia Therapists	Occupations Code, Ch. 403
Texas	2011	Classroom technology for dyslexia	Texas Education Code Section 38.0031
Texas	2011	Retesting University students for dyslexia	Texas Education Code Section 51.9701
Texas	2011	Examination Accommodations For Person With Dyslexia	Texas Occupations Code 54.003
Texas	2011, 2021	Educator Preparation for Dyslexia	Amendments to Texas Education Code Sections 21.054, 21.4552
Texas	2017	Dyslexia Specialist at Regional Centers	Education Code Section 8.061
Texas	2017	Special Education Transition Planning	Education Code 29.011; 20.0112 (b), (e); 29.017
Texas	2019	School District Dyslexia Allotment	Texas Education Code Sec. 48.103
Texas	2019, 2021	Monitoring School Compliance	Texas Education Code Section 7.028(a); 28.006 Subsections (g-2) and (1); 38.003, Subsection (c) and (c-1) Bill Text
Texas	2023	Dyslexia Evaluations & Services	HB 3928

#10 DYSLEXIA IS ON A CONTINUUM



Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

FINAL THOUGHTS

“I don't 'suffer'
from dyslexia,
I live with it and
work with it. I
suffer from the
ignorance of people
who think they
know what I can
and cannot do.”