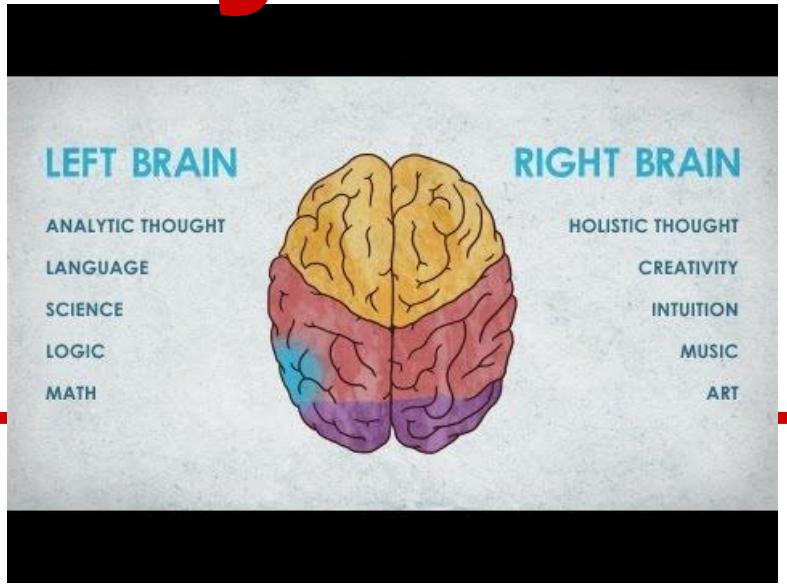
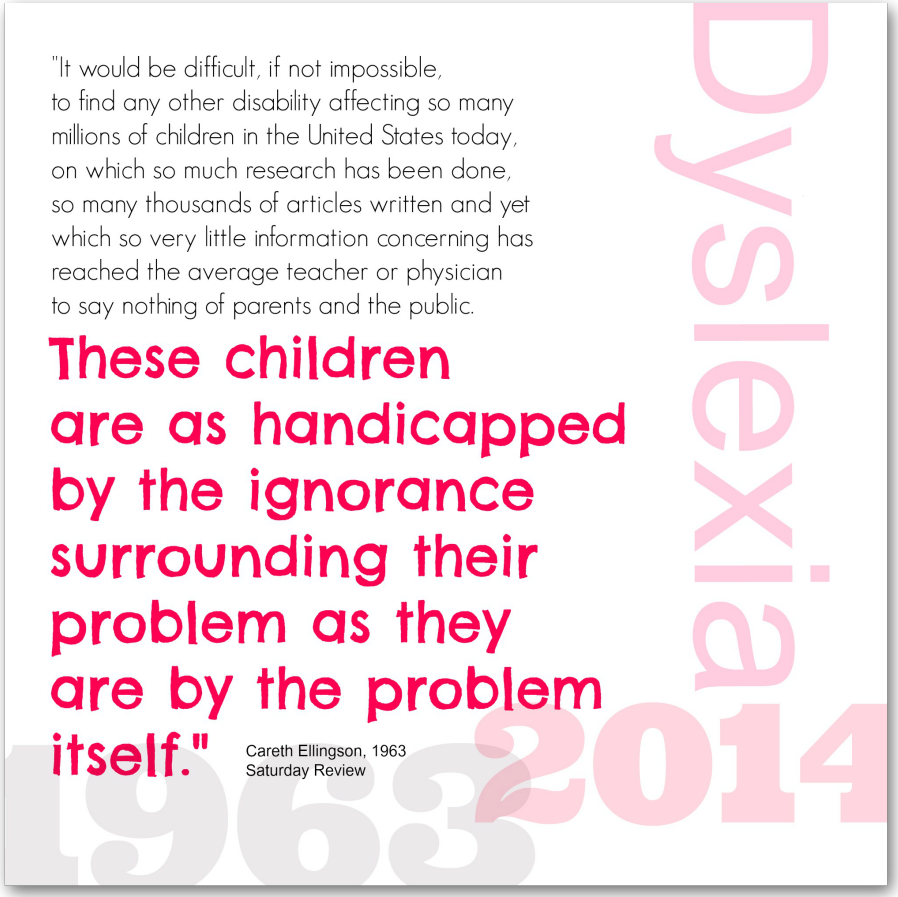
Decoding Dyslexia - MI

Dyslexia Myths & Controversies
What is Decoding Dyslexia?
Dyslexia Legislation Overview

Prepared by Denise Diaz 5/14

Myths of Dyslexia

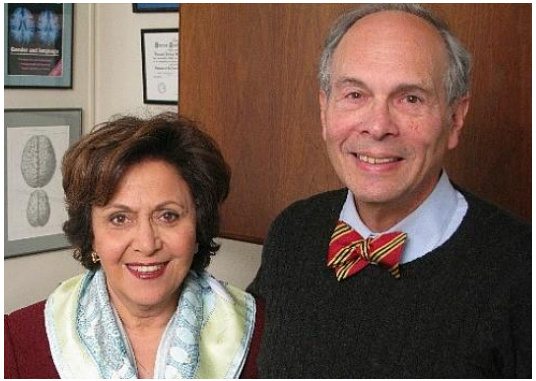




Recommended: **Webinar: Myths Of Dyslexia** from Susan Barton & Learning Ally

Dr. Sally Shaywitz:

“The diagnosis of dyslexia is as precise and scientifically informed as almost any diagnosis in medicine.”



Dr. Sally Shaywitz is the Audrey G. Ratner Professor in Learning Development at the Yale University School of Medicine, and the co-director of the Yale Center for Dyslexia & Creativity.

IDA Definition of Dyslexia

Q: What Is Dyslexia?

A: Dyslexia is a specific learning disability that is neurological in origin.

- Difficulties with accurate and / or fluent word recognition
- Poor spelling and decoding abilities
- A deficit in the phonological component of language
- Unexpected in relation to other cognitive abilities & the provision of effective instruction
- Secondary consequences:
  - Problems in reading comprehension
  - Reduced reading experience that can impede growth of vocabulary and background knowledge (“The Matthew Effect” ... The rich get richer and the poor get poorer; a rolling deficit)

Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD).

Common Dyslexia Myths (from UM DyslexiaHelp)

Myth: Dyslexia does not exist.

Fact: 30 years of documented, scientific evidence ... one of the most common learning disabilities to affect children.

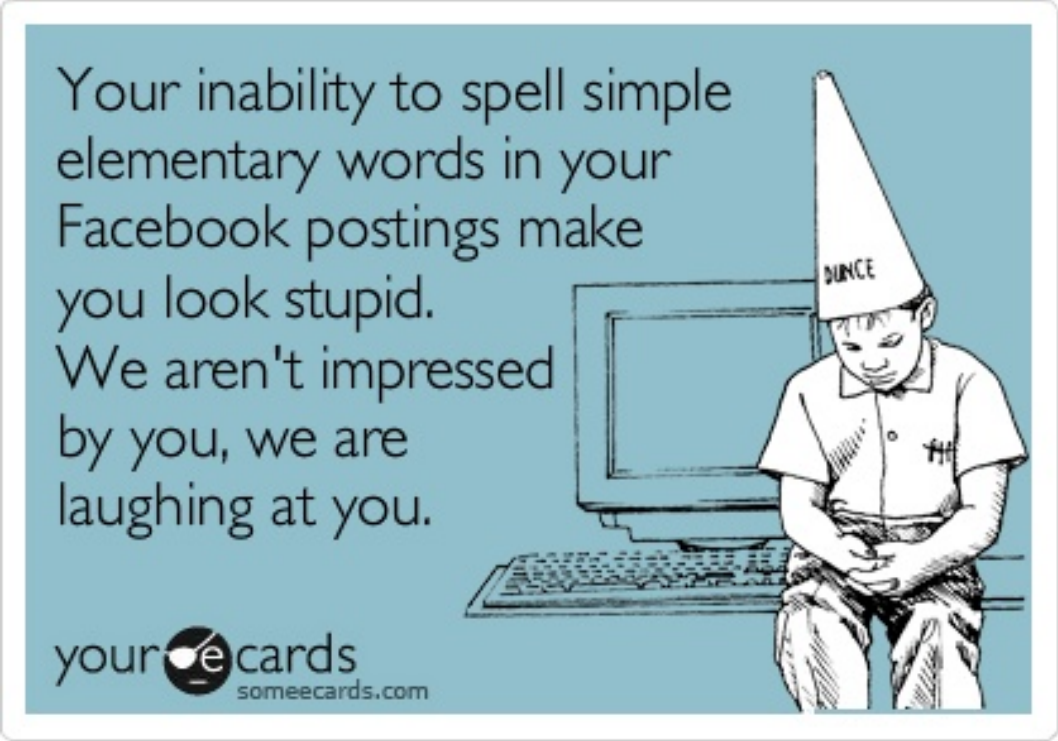
Myth: Dyslexia is rare.

Fact: In the United States, NIH research has shown that dyslexia affects **20%**, or **1 in every 5** people. Some people may have more mild forms, while others may experience it more severely. The United States Department of Health and Human Services estimates that 15% of the U.S. population has dyslexia.

Myth: Intelligence & ability to read are related, so if someone doesn't read well, they can't be very smart.

Fact: There is absolutely no relation between dyslexia and IQ. Dyslexics can have high, middle, or low IQ's.

Stigma & Print Disabilites



Common Myths Con't (from UM DyslexiaHelp)

Myth: Dyslexia cannot be diagnosed until third grade.

Fact: Professionals with extensive training can accurately diagnose dyslexia as early as age 5. Parents need to be aware of the warning signs of a risk for dyslexia before 3rd grade. This myth is especially damaging to children; earlier diagnosis & treatment can head off many negative effects.

Myth: Dyslexia is a medical diagnosis.

Fact: Dyslexia is not characterized as a medical problem and is not tested by doctors because they don't have training on reading, writing and spelling testing. There is no pill or medication that can heal dyslexia, and nothing to do with dyslexia is covered by medical insurance because it is not a medical problem.

Myth: People with dyslexia cannot read.

Fact: Incorrect. Most children and adults with dyslexia are able to read, even if it is at a basic level. Spelling is one of the classic red flags alerting parents and teachers of a serious underlying problem. See also: "Stealth Dyslexia."

Common Myths Con't (from UM DyslexiaHelp)

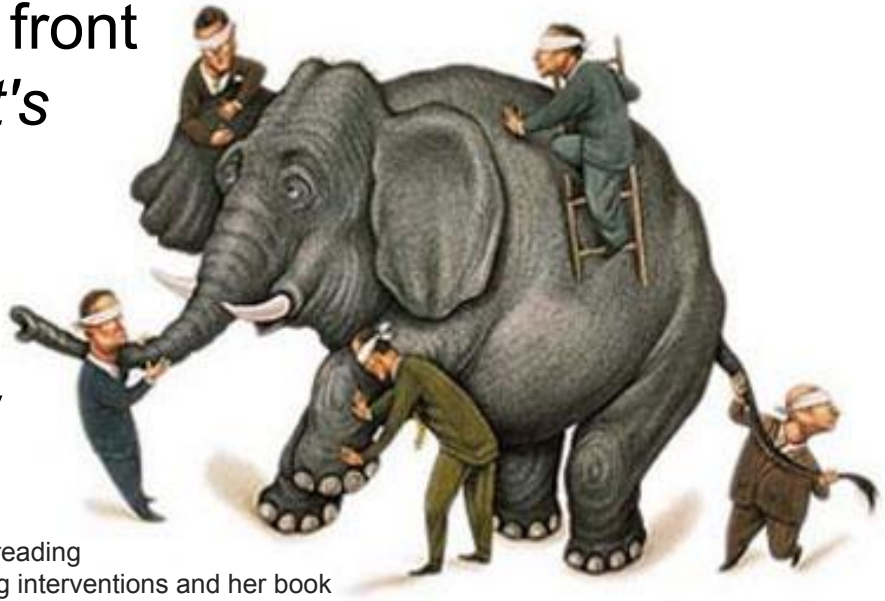
Myth: Dyslexic children will never read well, so it's best to teach them to compensate.	**Fact:** Individuals with dyslexia can become terrific readers with the appropriate intervention. It is important to test a child early in his/her school career in order to identify any problems and attempt to prevent major reading difficulties before they even start.
Myth: If a dyslexic child reads out loud for 20 minutes per day, it will improve his or her reading.	**Fact:** Reading out loud will not help a child sound out unknown words. Instead, he will continue to try to memorize the shape of a word and use pictures and context clues to try and guess it which will not help his reading development.
Myth: Accommodations are a crutch, and the child for whom they are made will become lazy.	**Fact:** Accommodations are not an advantage; it is an attempt to level the playing field whether it is a standardized test and/or homework assignment. ie. A dyslexic child has great difficulty learning to spell in the traditional way, so marking off for spelling will not teach him how to spell. They need to be taught spelling using alternative methods ... papers should be graded for content only.

Controversies In Academia

Brought You By:
The Media & The Publishing Industry

Dr. Maryanne Wolf

“What you see in this history is one researcher after another seizing on what is in front of them and saying, "*Ah, that's what dyslexia is. That's what causes it.*" ... the (folk tale of the) blind men and the elephant describe the history of dyslexia research.”



-Dr. MaryAnne Wolf, a scholar and author who studies the origins of reading and language-learning. She is best known for her research on reading interventions and her book *Proust and the Squid* on the science of the reading brain. She is currently Director of the Center for Reading and Language Research at Tufts University, where she is a Professor of Child Development.[1]

Two Recent Controversies

The term “Dyslexia” was almost removed from the DSM-V during the last revision process (2012 -13).*

Concern was that removing the term would:

(a) perpetuate lack of recognition and understanding of dyslexia

(b) contribute to delays in diagnosis and treatment

*For more information on dyslexia in the DSM-V, see the article, “**DSM-5 Changes: What are the Implications?”** http://bit.ly/RBhPoO
The DSM (Diagnostic and Statistical Manual of Mental Disorders) is published by the American Psychiatric Association and it provides “standard criteria for the diagnosis and identification of myriad disabilities, including dyslexia.The DSM-V codes are designed to match those of the World Health Organization’s International Statistical Classification of Diseases and Related Health Problems (ICD) manual, which is the standard for diagnosis in the US.”

Two Recent Controversies

The authors of a new book also suggest that use of the term "Dyslexia" should be discontinued.

"Julian Elliott and Elena Grigorenko (argue) in their new book ... that the term 'dyslexia' describes too many conditions, is too broad for diagnosis, and should be replaced by 'reading disorders,' a term that is, oddly, even broader and less scientific than the word they seek to replace."

- Hal Malchow, IDA President-Elect

"IDA Responds to the 'Dyslexia Debate'"

Is “Dyslexia” Valid?

“The provocative and adversarial nature of their claims is attracting media attention ... Unfortunately, the media have failed to challenge the authors regarding their dramatic claims, having served only to amplify their voice.”

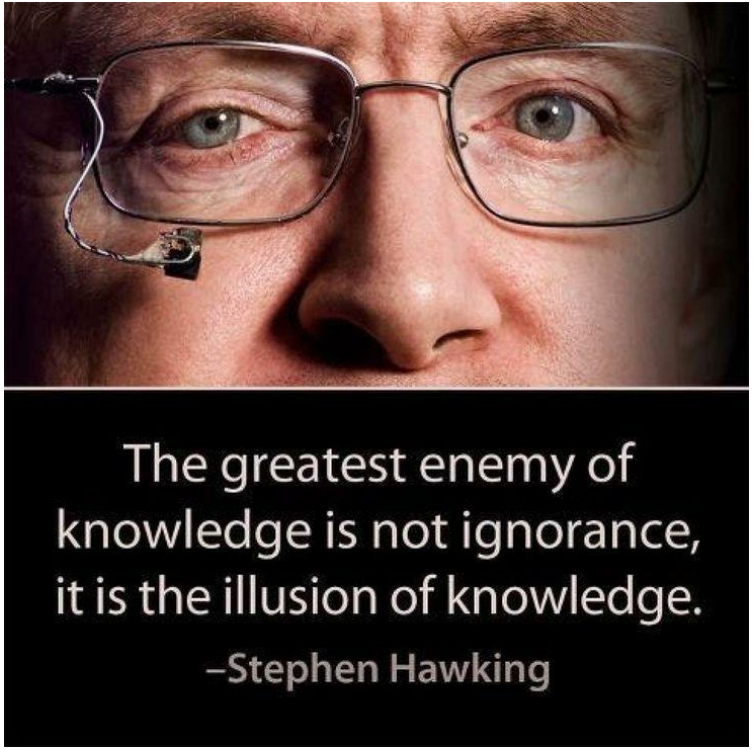
- From Reading Well: “Our Response To The Dyslexia Debate”

A better question is: What is motivating this “Debate”?

Keep In Mind ...

“Complex issues ... are reduced to sound bites empty of real content”

-Hal Malchow, IDA President-Elect



Keep In Mind ...

“... in their pursuit of a more perfect definition, Drs. Elliott and Grigorenko overlook real world consequences for people who actually live with the condition they would rename.”

- Hal Malchow, IDA President-Elect from “IDA Responds to the ‘Dyslexia Debate’”

Keep In Mind ...

- **The term dyslexia, though imperfect, helps define and distinguish reading problems, aligns deficits with effective interventions, motivates parents and legislators to action and protects children from being falsely labeled as stupid or lazy**

- **The real risk to struggling readers is failure to receive proper reading assessment and intervention early in their schooling, therefore more assessment and identification of dyslexia is needed, not less**

- **Were the authors to succeed in eliminating the word dyslexia it would be an enormous setback for struggling readers, both in the United States where dyslexia legislation is being advanced at both the state and national levels, and in the UK where students can qualify for support based on being identified as dyslexic.**

- **Their claims mislead parents and hurt children, which ironically is what they claim the term dyslexia is doing**

- From Reading Well: “Our Response To The Dyslexia Debate”

Three Types Of Dyslexia

- Phonemic Awareness Deficit
- Rapid-Naming Deficit
- Double Deficit

Intervention is informed by diagnosis. Reading difficulties -- even those understood as “dyslexia” -- are not helped by one catch-all intervention. Intervention is most effective when it’s targeted to an individual’s unique profile; treatment is therefore informed by specific terminology.

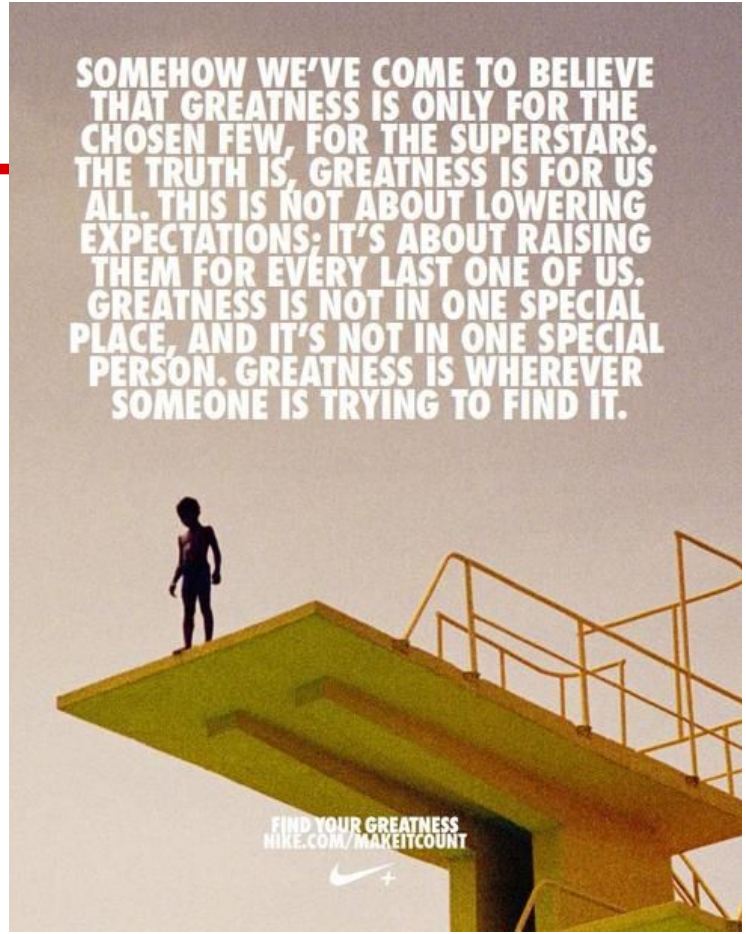
See “Interview: Dr. Maryanne Wolf - Rapid Naming, Double-Deficits and Dyslexia | EducationNews.org” http://bit.ly/RBcVIw

Why We Need The Label

- Dismissing the label robs children of an explanation that relieves them of self-blame
- The label allows children to identify a community that shares their common struggles and it allows them to claim the strengths of that community; it allows them (and their advocates/families) to understand what is still possible, what is not denied
- The label informs proper treatments and supports and where to look for them.

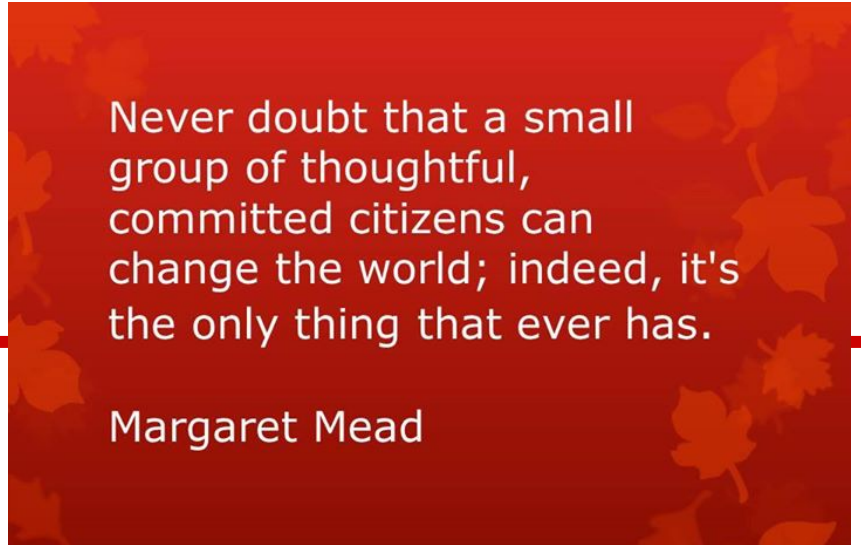
Why We Need The Label

- Controversy about the label also degenerates into marginalizing the concerns and the advocacy of proactive parents who seek answers and supports to help their child
  - Myth: Dyslexia is a vanity label sought by “middle class parents” to explain away their inadequacies.



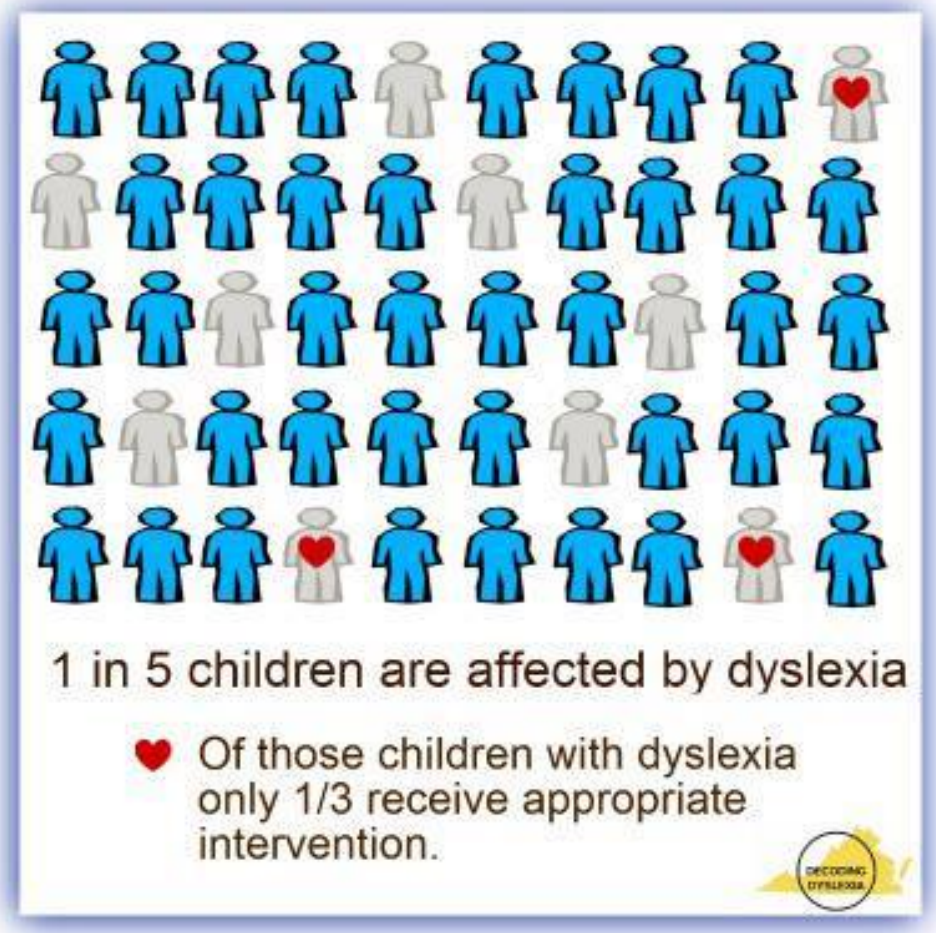
Decoding Dyslexia

Who We Are



A worried
mother does
better
research
than the FBI

The Mother Ship: DD-NJ


1 in 5 children are affected by dyslexia
Of those children with dyslexia only 1/3 receive appropriate intervention.

Decoding Dyslexia:

Decoding Dyslexia is a grassroots movement driven by families concerned with the limited access to educational interventions for dyslexia and other language-based learning disabilities within public schools. We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia in public schools.

Decoding Dyslexia

46 States And Counting ...

Decoding Dyslexia: #DDSM14 (Where's Waldo?)

- Tremaine Foundation
- Learning Ally
- #showme1in5

1
IN
5

1inFiVE

1
IN
5

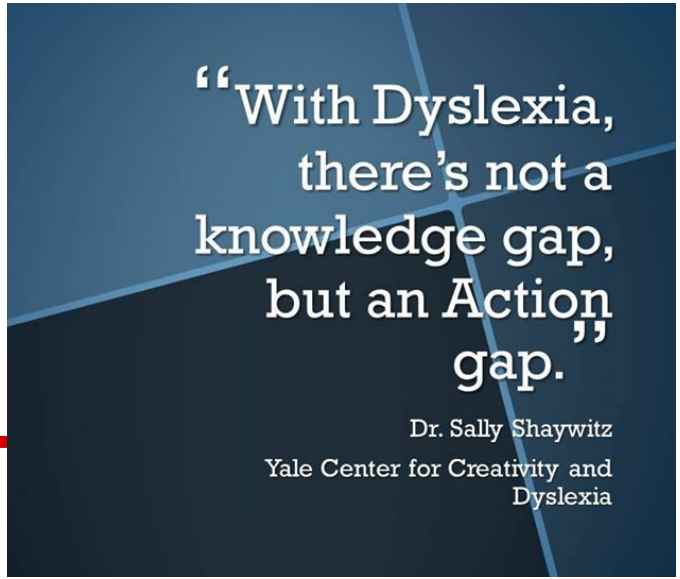
Can you identify the 1in5 ?
1 in 5

Not to sound "bratty" but...
it is time to wake up people!
1 in 5

#showme1in5
1
5

Dyslexia Legislation

What's Happening



Legislation

Bipartisan Dyslexia Caucus & H. Res. 456

- ❏ Reps Cassidy & Brownley
- ❏ 75 cosponsors to date (2 from MI out of 14)
- ❏ Need 100

“Dyslexia affects millions of Americans, including many students. We know that many with dyslexia are among our brightest and most successful. If dyslexia is identified in elementary school and the appropriate resources are given to these children, America can produce more teachers, more scientists and more entrepreneurs.”

-Congressional Dyslexia Caucus Introduces Bipartisan House Resolution

H. Res 456

“Dyslexia can be properly and successfully addressed by schools. There is no excuse not to.”

“At a time when 66 percent of our nation’s children are performing below proficient in reading, neither our children nor the nation can tolerate waiting any longer. Furthermore, there is increasing evidence that dyslexia is a major factor in the achievement gap for African-American and Latino children, a gap that is associated with unemployment, lower earnings, and often, incarceration. Data indicate that at current rates this gap will take another 40 or so years to close, but it could be narrowed with proper diagnosis of dyslexia and instruction.

... As physician-scientists, we have seen the devastating impact on children and families resulting from the failure by our schools to recognize and address dyslexia; as scientists we know the powerful scientific knowledge that both explains dyslexia and offers an evidence-based route to remediation. Often we wish there were more knowledge to address a problem. In the case of dyslexia, we have the knowledge to do much better for our children and our nation and so rather than a knowledge gap, there is an action gap which H.R. 456 – by bringing science to education – takes a major step to close.”

- Drs. Sally & Bennett Shaywitz, The Hill

TEACH Act

- Senators Elizabeth Warren (D-Mass.) and Orrin Hatch (R-Utah)
- **T**echnology, **E**ducation, and **A**ccessibility in **C**ollege and **H**igher Education ("TEACH") Act
- Bipartisan legislation
- Seeks to strengthen the accessibility of educational technologies for college students with disabilities
- Requires the United States Access Board to develop guidelines for the accessibility of electronic instructional materials and information technologies at institutions of higher learning.

"*Technological advances have increased educational opportunities for everyone but especially for students with disabilities. However, in order to benefit from these new technologies students need to be able to access them ...*"

- Sens. Warren and Hatch Introduce Bipartisan TEACH Act

Yale Center's MDAI

Dyslexia As Civil Rights Issue

- The Yale Center for Dyslexia & Creativity
- Multicultural Dyslexia Awareness Initiative (MDAI)
- Provides awareness of dyslexia to communities of color & those of Latino heritage
    - Dyslexia-focused advocacy, education & knowledge sharing
- Student, parent, and education and legislative communities

"*Dyslexia crosses racial, ethnic, and socioeconomic lines, and with proper instruction and accommodations, it can be remediated. However, the diagnosis and treatment remains elusive in public schools, and even more so in urban school populations, African American and Latino communities. Children who cannot read are marginalized and left to struggle and ultimately risk falling completely through the cracks, dropping out of school and facing dismal futures. With proper identification and intervention, this is preventable.*"

- The Yale Center For Dyslexia & Creativity's Multicultural Awareness Initiative

Flirting With Mandatory Retention: Michigan HB5111 & HB5112

- Highland Park sued by ACLU for failing to teach kids to read
- 36,000 children would have to repeat 3rd grade because they were "not proficient" on MEAP exam
- 14 states and the District of Columbia require holding students back on the basis of reading proficiency, most of which require assessment and remediation for students in all K-3 grades
- Opposed By SBE
- Emphasis on "Accountability" rather than identifying & addressing root causes

- "Legislation on grade retention fails to acknowledge the real issues in education"
- "Michigan, school district sued for failing to teach kids to read"

Dyslexia Overlooked

“While there are numerous curricula and programs designed to increase literacy, dyslexia is often overlooked when searching for causes of illiteracy. Dyslexia is the most common reading disability with approximately **1 out of every 5** people struggling with dyslexia. More than 20% of the population is dyslexic, yet many remain undiagnosed, untreated and struggling with the impact of their dyslexia.”

- The Yale Center For Dyslexia & Creativity

NASP On Retention:

"*When students continue to perform below grade level standards and other causes for failure are ruled out (e.g., handicapping condition, limited English proficiency), and the student is retained in grade, the retention intervention must offer more than a "repeat" of the previous year's instruction.*"

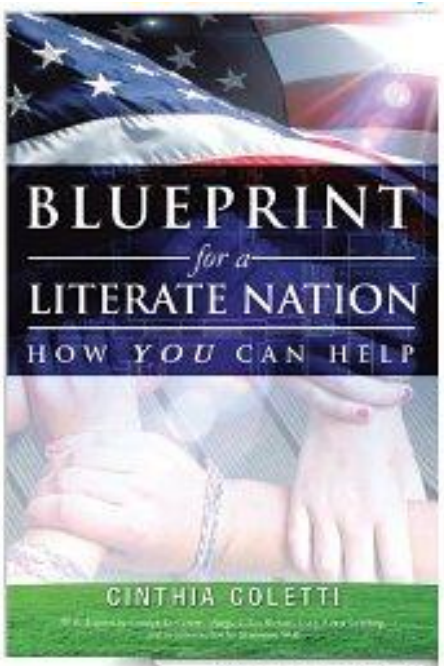
"*The majority of studies conducted over the past four decades on the effectiveness of grade retention fail to support its efficacy in remediating academic deficits.*"

Recommendations:

- ❏ Efforts to identify and disseminate **evidence-based practices** that promote academic success for students whose skills are below grade level
- ❏ **Early identification** of students who are not meeting grade expectations
- ❏ The provision of **individualized, accelerated instruction utilizing evidence-based instructional practices and frequent progress monitoring**

-White Paper: Grade Retention and Social Promotion , National Association Of School Psychologists

Literate Nation



Literate Nation is a nationwide, grassroots, literacy organization for parents, teachers and policymakers, working to drive positive, seismic shifts in student literacy and education outcomes.

Model State Literacy Policies

- ❏ Summarize the critical literacy policies and practices that are necessary for a literate America. This work is based on the scientific findings of more than 400 peer-reviewed studies
- ❏ To inform, advise and sustain solid state-wide literacy practices through policy
- ❏ based on extensive, peer-reviewed scientific studies
- ❏ best-validated methods of obtaining improved student reading development through to full literacy acquisition across all student demographics and all disciplines

For more information, go to: http://literatenation.org

3 Governors & Dyslexia

- Gov Pete Schumlin, VT
- Gov Dan Malloy, CT
- Gov Phil Bryant, MS

DON'T
KEEP
CALM
GO CHANGE
THE WORLD

Faces Of Dyslexia: DD-AK

Contact Us:

- On Twitter: @DyslexiaMI
- On Facebook: www.facebook.com/DecodingDyslexiaMI
- www.decodingdyslexiami.com
- **Denise Pairent Diaz:** diazdp@aol.com
- **LisaBarnett:** seethebeautyindyslexia@gmail.com
  http://www.seethebeautyindyslexia.com/