

Welcome Everyone!

Special Thanks to the International
Dyslexia Association

INDIANA Branch



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Prevent The Dyslexia Paradox

Presenters:
Martha Hammond & Jeff Bond

IDA Definition

“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.”

IDA-International Dyslexia Association



Dyslexia: Not A New Thing

- Dyslexia has been identified and studied for more than 100 years.
- The last 40 years of research has been continued by the NIH (National Institute of Health) in 27 centers around USA and coordinates with 6 other countries.
- Research is independent, scientific, replicated then published.
- **Paid for by our tax dollars.**



Characteristics of Dyslexia

- Must exhibit 1 – 3 characteristics to be considered for screening - if one exhibits 5, most certainly is dyslexia
- Poor pre-reading and reading cannot be the result of ESL, literacy-poor home environment, inadequate literacy instruction, frequent absences, cognitive delays
- Persists over time and interferes with learning
- Presents across settings, i.e. not subject-specific
- Symptoms intensify when student is hot, tired, sick, hungry or otherwise stressed



Dyslexia Facts



- **1 in 5 individuals have dyslexia, in all languages & cultures**
- **Presents in degrees: Mild, Moderate, Severe, Profound**
- **Does not indicate a lower intelligence or laziness**
- **Will exert 5 times the effort than that of a typical reader, *just to decode***
- **Lifelong condition but with research-based instruction, proven to be effective, they can succeed***

Systematic*
Explicit*
Phonetic*
Multisensory*

These elements are essential in a reading approach designed for use with individuals who have dyslexia, and provide a rigorous, comprehensive reading approach that will [benefit all children](#).



ADHD



- Of the 1 in 5 with dyslexia, 40-60% will also have ADHD. Always test for both. If both are identified, both must receive appropriate, separate interventions
- Children with both dyslexia and ADHD are at a dramatically amplified risk for substance abuse and felony convictions; Must receive appropriate interventions for both challenges





PARADOX (noun)

- **Paradox: A statement or act that contradicts itself**
- A counterintuitive conclusion or outcome
- An unanswerable question or difficult puzzle, particularly one which leads to a deeper truth



The Dyslexia Paradox



1. Targeted interventions are most effective when administered in kindergarten and first grade.
2. Dyslexia is not diagnosed until a child has failed to learn to read as expected, usually in 3rd grade or later.
3. So, dyslexia is generally diagnosed after the most effective time for intervention has passed.

Risks of Delayed Intervention

- 90% of children with reading difficulties will achieve grade level in reading if they receive help by the 1st grade
- By grade 3 it has turned into a significant emotional and social problem including poor self-esteem, dislike of school, acting out or internalizing fear and shame
- 75% of children whose help is delayed to age 9 or later continue to struggle throughout their school career

[Reading Rockets](#)



Costs of Delayed Intervention

- By grade 4 it takes four times as long to intervene as it would have in K-1
- 40% of Students who do not read on grade level by 4th grade will be on welfare at some time in their life.



When Dyslexia is Identified Later

- Students who are identified with dyslexia in later grades (as well as newly identified adults) require reading placement testing
- Instruction must begin on the grade level that the individual is reading, not their actual grade level
- If student has years of “catching up” to do, the full range of supports offered by IDEA must be considered



BIG CHANGES ON THE HORIZON FOR INDIANA SCHOOLS

- The Indiana Senate enrolled Act No. 217 was passed and signed into law Spring 2018:
- An Act to Amend the Indiana Code Concerning Education
- Effective July 1, 2018
- To be implemented 2019-2020 school year

[Indiana SB 217](#)



Key Tenets

- A school multidisciplinary team will include information on dyslexia in a student's educational evaluation if the team determines the student has characteristics of dyslexia
- For students identified for special education, information about dyslexia will be discussed by the student case conference committee and included in the student's IEP



Key Tenets

Universal Screener

- School Corporations and Charter School reading plans will include indicators to screen for risk factors of dyslexia using a tool approved by the IDOE in grades K-2
- If a student is determined to be at risk for dyslexia, school will administer a level 1 screening.
- Based on those results school may administer a level 2 screener
- [Screeners approved by IDOE](#)





**Screening tools
will include, as
developmentally
appropriate:**

- **Phonological and phonemic awareness**
- **Sound symbol recognition**
- **Alphabet knowledge**
- **Decoding skills**
- **Rapid naming skills**
- **Encoding skills**



Key Tenets

- **School corporations and charter schools must use the RTI (Response to Intervention) process to address needs of students with dyslexia.**
- **Provides that dyslexia interventions may include certain types of instruction: Explicit Direct, Systematic, Sequential, and Cumulative**
- **Language of century-long: Instruction that is Systematic, Explicit, Phonetic, Multisensory**
- * **Requires well-trained educators who can address literacy in these terms with sensitivity and administrative support**

Key Tenets

Requires school corporations and charter school to provide annual reports to the IDOE:

- How many students were screened
- How many students are determined to be at risk for dyslexia

Requires LEAs and charters to provide information on dyslexia on web site by July 15 each SY:

- Dyslexia interventions that were used/previous SY
- How many students received interventions
- How many students identified as at risk/previous SY



Key Tenets

No later than the 2019-20 school year, each school corporation and charter school will have at least one person to serve as an authorized reading specialist who will be:

- Proficient in identification of & intervention for dyslexia
- Trained for teaching reading to students with dyslexia
- Fluent in RTI (Response to Intervention) process



Key Tenets

- Requires, not later than the 2019-2020 school year, the department to ensure that each teacher receives professional awareness information on dyslexia.
- **The Indiana Department of Education will develop and update an Indiana dyslexia resource guide before 2019-2020 school year**
- **[Initial Guidance](#)**
- Schools are urged to also be mindful of the requirements of IDEA and [Article 7](#), which have not been altered by this new legislation



Best Practices



- Early Identification, intervention and instruction using the prescribed elements
- Learn as much as you can about dyslexia so that you can provide effective instruction and so you know what to advocate for- Knowledge is POWER
- Seek out online training modules and professional development conferences because even though this bill is monumental for students in our state, it is not yet perfect
- Provide encouragement for your co-educators, share knowledge with parents and students, know what to ask for from your administration

[Knowledge and Practice Standards for Teachers of Reading](#)



A large blue circle is on the left, followed by a smaller yellow circle, and then a very small grey circle. A large, dark grey curved shape is on the right side of the slide.

The Alternative

To providing
research-based
instruction to dyslexic
learners



Dropouts



- **Dyslexia is the leading cause of school failure and early dropouts in the USA**
- **80% dropouts have LD-Reading accounts for 80% of LDs**
- **More than 1.3 million students drop out of high school every year in the US**



Dyslexia and Early Criminal Behavior

- Adolescents with dyslexia experience feelings of shame, failure, inadequacy, hopelessness, loneliness, and easily give in to peer pressure
- By then they may have experienced rejection and ridicule for years
- They feel they fit in well with same age and older peers who are engaging in criminal activity



Dyslexia and Department of Juvenile Justice



- 50-85% of American inmates have LDs
- 85% of juvenile offenders are poor readers or non-readers
- Dyslexia is the most commonly shared characteristics of juvenile offenders
- The #1 killer of teenagers is suicide
- 80% suicide notes have multiple spelling/spacing and other errors that suggest dyslexia

Strengths of Dyslexia

Although their unusual wiring causes deficits in reading, spelling and writing, these difficulties often exist in individuals with heightened abilities and talents that can lead them to success in many areas.



- [Successful people with dyslexia](#)
- [How to support kids with dyslexia in tapping into its gifts](#)
- [The Gifts of dyslexia: Talents among dyslexics and their families](#)

Classroom Accommodations

- Allow use of keyboarding, spell-check, grammar assistance, note-taking guides, calculators, counting rods/cubes
- Assistive technology - for everyone, whenever possible: Universal Design for Learning
- Do not require reading aloud, writing on board, copying from board, or reciting multiplication tables
- [8 Classroom Accommodations for Dyslexia \(That Benefit ALL Students\)](#)
- All teachers should know who has dyslexia so accommodations are provided throughout the school day



Home Helps

- Communicate your confidence in your child, and in their future
- Never communicate disappointment to your child concerning reading problems or anything else
- Create a comfortable reading space at home, don't send them there, go with them, listen, take turns
- Read aloud to your child, even teenagers
- Take your child to the library. Make it an event
- Be aware of your child's gifts, highlight those often/as needed/when appropriate



The Role of PATINS

Promoting Achievement through Technology and INstruction for all Students

- Assistive Technology training & support to Indiana schools, to help create accessible learning environments
- Trainings on UDL (Universal Design for Learning)
- Lending Library of AT devices, software, Apps and resource materials for the purpose of 6-week preview before purchase
- Access to Education & Tech Expo
- AEMing for Achievement Grant
(Accessible Educational Material)



PATINS
PATINSPROJECT.ORG

Indiana Center for Accessible Materials

- Training and technical support to DRMs/educators, on the use of accessible content in curriculum delivery: [All things ICAM](#)
- Provide access to multiple specialized formats for use with PC, MAC, iPad and other portable devices: Digital, Audio & Braille, Large Print in hard copy and digital
- Ensure protection of copyright process-ICAM LUA
- Work closely with the IERC to provide a full range of services/materials for students identified as B/LV



ICAM



To qualify for the ICAM a student must meet 2 requirements:

1. Must have a current IEP
2. In the case of a reading disability “resulting from organic dysfunction” such as dyslexia, must have documentation issued by a medical doctor

ICAM

- Publishers submit to:
- NIMAC (National Instructional Materials Accessibility Center) 6/2006
- NIMAS (National Instructional Materials Accessibility Standard) files
- Convert NIMAS files to EPUBs
- Learning Ally
- Bookshare
- Refer to the publisher



ICAM

- The ICAM collaborates with Learning Ally (Previously Recording for the Blind and Dyslexic)
- Provides free access to audio textbooks and popular fiction in classic audio human voice recordings &
- VoiceText when available, both for use on iOS and Android devices
- To reinforce decoding, improve fluency, increase comprehension and boost confidence
- Currently membership costs \$135. per year for students who do not qualify for ICAM services
- [Eligibility for services](#) if not via the ICAM



Tools

- [Learning Ally](#)
- [Read:OutLoud \(dated but still used\)](#)
- [Bookshare](#)
- [Microsoft Edge](#)
- [uPAR](#)
- Making materials accessible (ePub format)
- Google – Voice Typing
- Co:Writer (word prediction)
- Read&Write for Google
- [Free Kindle Books](#)



Resources

- [The Yale Center for Dyslexia and Creativity*](#)
- [International Dyslexia Association*](#)
- [National Institute of Health Dyslexia Research *](#)
- [Bright Solutions for Dyslexia*](#)
- [Overcoming the Dyslexia Paradox](#)
- [Find Your Child's Reading Level](#)
- [Universal Protocol for Accommodations in Reading](#)
- [7 Ways to Empower Children who have Dyslexia – Foster the Gifts!](#)
- [MIND-Strengths In Dyslexia: What Are They?](#)



Videos

- [Senator Erin Houchin Discusses Dyslexia Legislation](#)
- [Meet Elliot](#)
- [Dyslexia and Privilege](#)
- [Mixing oil and water so nearly everyone learns to read*](#)
- [The Creative Brilliance of Dyslexia](#)



