### More About Dyslexia

Affects at least 1 of 5 children in U.S.

The most common and prevalent of all learning disabilities

Affects girls and boys equally

Most people inherit it

Leading cause of reading failure and school dropouts in our nation

### NIH about Dyslexia

Dyslexic children have difficulty with the sound/symbol relationship of the written code because of neurophysiological differences

Early intervention is essential

It is identifiable with 92% accuracy at ages 5-1/2 to 6-1/2

It is primarily due to linguistic deficits

- a systemic language difficulty.

Reading failure caused by dyslexia is highly preventable through brain training – from attention, to memory, to perception through direct, explicit, repetitive and reflective instruction.

Children do not outgrow dyslexia or reading failure

Of children who display reading failure in the 1<sup>st</sup> grade, 74% will be poor readers in the 9<sup>th</sup> grade...

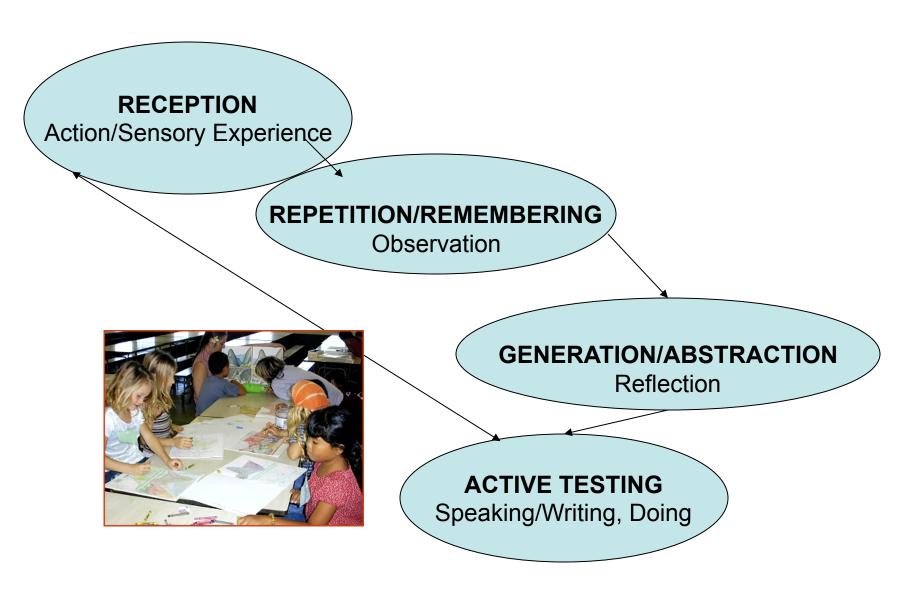
UNLESS they receive brain changing instruction

"Whole language" is not supported by research as an approach to teach people with dyslexia to become automatic readers

### Dyslexia and ADD often occur within the same child

"The current discrepancy model to establish eligibility for special education services is not a valid diagnostic marker for dyslexia."

#### How People Learn



### Teach the Dyslexic Brain To Learn

People with dyslexia need MORE sensory preparation

They need MORE repetition, recollection and reflection

Strengthen multisensory reception and storage

Reading Programs for dyslexics MUST

- Programs that are based on researched success
- These programs must be:
  - Direct
  - Repetitive
  - Multisensory
  - Teach phonemic awareness

- The programs must include:
  - Direct, explicit teaching of every rule.
    - Dyslexics do not "intuit" written language
    - One rule must be taught at a time and practiced until it is stable in both reading and spelling

- The programs must include:
  - Teaching that is systematic to "fill the holes" in the foundation
  - The logic behind language and rules practiced to automaticity
  - Consistent review to solidify the learning

- The programs must include:
  - Consistent word building and analytic pulling apart of words
  - Continuous assessment to be certain that UNDERSTANDING is growing not just blind application

- Phoneme awareness must be taught directly
  - Phoneme segmentation
  - Phoneme deletion
  - Phoneme matching
  - Phoneme counting
  - Phoneme substitution
  - Blending
  - Rhyming

- Comprehension
  - Assist the development of self-talk
  - Assist "Visualizing" and other 2-sided brain activities
  - Read books out loud to the person
  - Have the person read books out loud to someoone

#### Comprehension

- Directly teach phonemic rules
- Directly teach grammar rules
- Directly teach answering of comprehension questions – Who? How? What? Where? Why?

# Brain design is not destiny