More About Dyslexia

NIH Facts 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**

NIH Facts about Dyslexia

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.

NIH Facts about Dyslexia

Children do not outgrow dyslexia or reading failure

Of children who display reading failure in the 1st grade, 74% will be poor readers in the 9th grade…

UNLESS they receive brain changing instruction

NIH Facts about Dyslexia

"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

RECEPTION
Action/Sensory Experience

REPETITION/REMEMBERING
Observation

GENERATION/ABSTRACTION
Reflection

ACTIVE TESTING
Speaking/Writing, Doing

Teach the Dyslexic Brain To Learn

People with dyslexia need MORE sensory preparation

They need MORE repetition, recollection and reflection

Teach the Dyslexic Brain to Read

Strengthen multisensory reception and storage

- Reading Programs for dyslexics MUST in 

Teach the Dyslexic Brain to Read

Strengthen multisensory reception and storage

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

Teach the Dyslexic Brain to Read

Strengthen multisensory reception and storage

- 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**

Teach the Dyslexic Brain to Read

Strengthen multisensory reception and storage

- **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**

Teach the Dyslexic Brain to Read

Strengthen multisensory reception and storage

- **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**

Teach the Dyslexic Brain to Read

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

Teach the Dyslexic Brain to Read

- 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

Teach the Dyslexic Brain to Read

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