

**THE LAFAYETTE ROTARY CLUB**  
**OCTOBER 23, 2018**

THIS WEEK DIANE SHERIFF HAS THE PROGRAM

- |     |    |                           |
|-----|----|---------------------------|
| oct | 30 | BOARD MTG-NO MEAL         |
| NOV | 6  | STEVE WHEELER             |
|     | 13 | JOSH YERTA                |
|     | 20 | BUSINESS MEETING          |
|     | 27 | CHARLOTTE BLASINGAME      |
| DEC | 4  | DARON BROOKS              |
|     | 11 | CHRIS BUSBY-DIST GOV      |
|     | 18 | CHRISTMAS MEAL-NO PROGRAM |
|     | 25 | NO MEETING                |

**Today in  
History**

1933 John Dillinger and his gang rob Central National Bank, in Greencastle, Indiana. They take \$75, 000

1964 Future undisputed world heavyweight boxing champion Joe Frazier dominates German Hans Huber for an easy points win and the Olympic heavyweight gold medal in Tokyo

1973 Richard Nixon agrees to turn over White House tape recordings to Judge John Sirica



Famous Birthday:  
1925 Johnny Carson,  
American comedian and  
TV host (Tonight Show,  
Who Do You Trust), born  
in Corning, Iowa (d. 2005)

# Dyslexia

## An Overview

Prepared as a collaboration between ARI and Shelton Outreach of the June Shelton School and Evaluation Center of Dallas, Texas  
[www.shelton.org](http://www.shelton.org)

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### Difficulties associated with dyslexia

- The core difficulty is with word recognition and reading fluency, spelling, and writing.
- The cause of these difficulties related to the way the brain processes information

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### Dyslexia can also affect a person's self-image.

- Students with dyslexia often end up feeling "dumb" and less capable than they actually are.
- Stress due to academic problems, can lead to feelings of discouragement about school.

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## Based on research

- This definition is based on the work of the National Reading Panel report of 2000
- That report was based on the meta-analysis of research on reading and reading interventions from around the country

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## Universally accepted definition

- This definition has been used as the accepted definition in multiple state legislatures
- This definition has guided the legislation and/or the administrative codes in multiple states.
  - Arkansas
  - Mississippi
  - New Jersey
  - Ohio
  - Texas
  - Utah
  - And ALABAMA

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**Dyslexia** is a specific learning challenge that is neurological in origin.

- It is not an "umbrella" term
- It is a specific cluster of symptoms resulting in difficulties with written language
  - Reading
  - Writing
  - Spelling

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1983



- Drs. Sally and Bennett Shaywitz began the Connecticut Longitudinal Study
- Wanted to track children from kindergarten through high school
- Wanted to answer these questions:
  - What is the difference between good and poor readers?
  - What is the prevalence of dyslexia?
  - Is dyslexia a developmental lag that children outgrow, or is it persistent over time?

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### Overcoming Dyslexia

- Reflects information gathered in the Connecticut Longitudinal Study
- Complimented by the use of fMRI
- Many of the graphics in this presentation are from the work of Dr. Shaywitz
- This book is a must read for anyone who works with students with dyslexia
  - Based on solid science
  - Expressed in clear language
  - Accessible to professionals and parents as well

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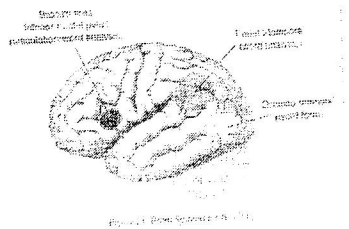
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### Neural Pathways used in reading



• Sally Shaywitz, M.D.

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## Back to the definition

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It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

- Misread common words
  - Misread them a variety of ways!
- Reading is "choppy," hesitant
  - Lacks "flow"
- Spelling
  - An area of particular weakness

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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.

- Understanding the sound structure of the language.
  - Do not get "rhyming games"
- Mispronounce common words
  - Besauetti
  - Specific Ocean

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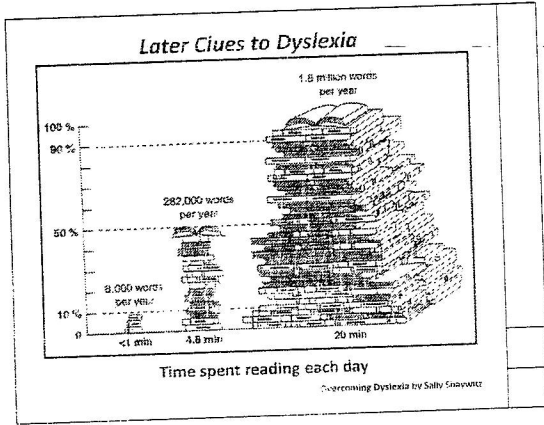
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### What it is *not*: Myths about Dyslexia

- Letter or number reversals are the best indicator for dyslexia
  - False!
- Eye exercises or colored lenses will cure it
  - False!
- Students with dyslexia will outgrow it
  - False!

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**Related Disorders** refers to learning differences in reading comprehension, attention, math, coordination, social skills and oral language disorders.

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Common Characteristics:  
Elementary Aged Children

Does Your 1st, 2nd or 3rd-Grader:

- Remember simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet?
- Have an understanding of rhyming words, such as knowing that *far* rhymes with *cat*?
- Recognize words that begin with the same sound (for example, that *bird*, *baby*, and *big* all start with *b*)?
- Easily clap hands to the rhythm of a song?

Pulled from the IDA website: [www.interdis.org](http://www.interdis.org)

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Common Characteristics:  
Elementary Aged Children

Does Your 1st, 2nd or 3rd-Grader:

- Frequently use specific words to name objects rather than words like "stuff" and "that thing"?
- Easily remember spoken directions?
- Remember names of places and people?
- Show understanding of right-left, up-down, front-back?
- Sit still for a reasonable period of time?
- Make and keep friends easily?

Pulled from the IDA website: [www.interdis.org](http://www.interdis.org)

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Common Characteristics:  
Elementary Aged Children

- Answering "no" to some or most of these questions may indicate a learning disability. Not all students who have difficulties with these skills are dyslexic. Formal testing is the only way to confirm a diagnosis of suspected dyslexia.

Pulled from the IDA website: [www.interdis.org](http://www.interdis.org)

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## Resources

- Eden, G. F., *Dyslexia and the brain*. The International Dyslexia Association Website.
- Moats, L. C., Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
- This power point was prepared by
- Nancy M. Coffman, MS, LDT, CALT, QI, Director of Outreach, June Shelton School and Evaluation Center
- [www.shelton.org](http://www.shelton.org)

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