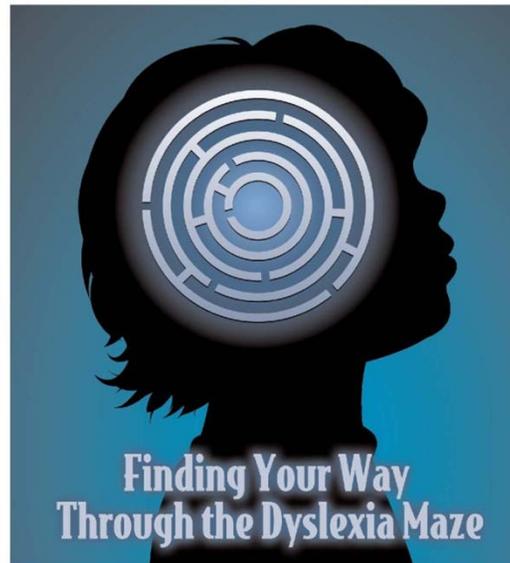




Renee H. Matlock, M.A., CCC-SLP/L  
Certified/Licensed Speech-Language Pathologist  
Dyslexia Specialist  
Speech Plus  
10071 W. Lincoln Highway  
Frankfort, IL 60423  
815-464-6069  
[rmatlock@speechplus.org](mailto:rmatlock@speechplus.org)  
[www.speechplus.org](http://www.speechplus.org)

# Making Your Way Through the Dyslexia Maze



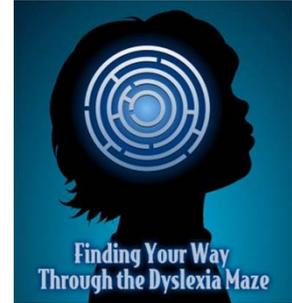
**Monday, October 8, 2012 from 7:00-8:00  
at the Frankfort Public Library**

Join Renee Matlock, local Speech-Language Pathologist and Dyslexia Specialist, to learn all about dyslexia — fact and fiction. Renee Matlock will help you navigate the "dyslexia maze" and discuss such topics as:

What really is dyslexia?      What causes Dyslexia?  
How is dyslexia diagnosed?      How can my child be helped?



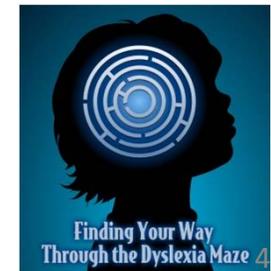
# Dyslexia



- Highly misunderstood
- Many myths about Dyslexia abound!
- What is a myth?
  - A myth is a popular belief that has grown up around something or someone that is unfounded or a false notion
  - Before research studies were completed, many myths existed to explain why a Dyslexic individual could not read, write or spell as expected.

# Common Myths about Dyslexia

- Dyslexia does not exist
- Dyslexic children SEE letters and words backwards
- Reversals are an invariable sign of Dyslexia
- Your child will outgrow Dyslexia
- There is a test for Dyslexia
- If a child cannot read well, they are not very smart
- Dyslexia is rare
- Retaining my child will improve his/her academic struggles
- Children with Dyslexia are just lazy



# Does Dyslexia Really Exist?

## Fact

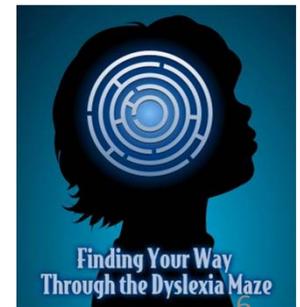
- There is now more than 30 years of independent, replicated scientific research by NIH and other researchers around the world
- States are passing Dyslexia laws as parents and educators are acknowledging that Dyslexia affects up to 10% of our children
- Many states are now requiring schools to provide free screenings for Dyslexia for Kindergarteners and First Graders



# The Most Important Thing To Do: Educate Yourself and Your School!

## Resources:

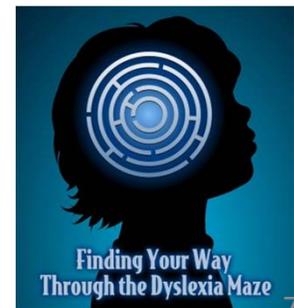
- Overcoming Dyslexia, Sally Shaywitz, M.D.
- Yale Center for Dyslexia, [www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)
- Reading Rockets, [www.readingrockets.org](http://www.readingrockets.org)
- Florida Center for Reading Research, [www.fcrr.org](http://www.fcrr.org)
- International Dyslexia Association, [www.interdys.org](http://www.interdys.org)



# Definition of Dyslexia

International Dyslexia Association, 2002

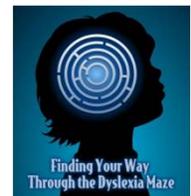
Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is 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 the growth of vocabulary and background knowledge.



# Just What the Heck Does This Mean?

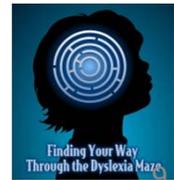
## Dyslexia is...

- A language based specific learning disability
- A cluster of symptoms that result in difficulty with reading, writing and spelling
- Neurobiological in origin. Reading is primarily an auditory – language processing task in the brain. The brain of Dyslexic individuals is wired differently than non-Dyslexics; different areas of the brain are activated during reading.
- Prevalent – 10-20% of individuals struggle with Dyslexia (classroom of 30, as many as 3-6 children may have Dyslexia)



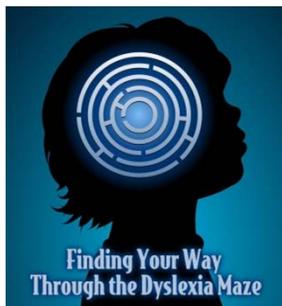
# The Language-Literacy Connection

- Literacy refers to the ability to read, write and spell
- Spoken language
  - Is a symbol based system
  - Spoken words are symbols used to represent meaning
- Reading
  - is simply a more advanced form of language
  - Use the same symbolic systems but in written form
  - A child must understand the alphabetic principle (letters represent sounds)



# The Language-Literacy Connection

The “raw materials” of literacy are the same as the “raw materials” of oral language



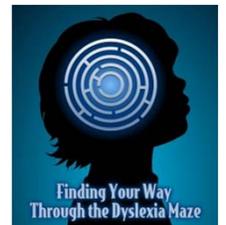
Skills in these areas will affect reading ability.

# The Language-Literacy Connection (a deeper look)

The Dyslexia glitch occurs at the sound level (phonology)

- Involves a weakness within the language system
- Level at which the distinctive sounds of language are processed
- Dyslexic children and adults have difficulty developing an awareness that spoken and written words are comprised of these phonemes or building blocks.
- This is called phonological awareness

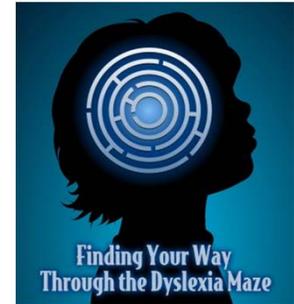
***Difficulty with phonological awareness is  
a hallmark of Dyslexia***



# Signs & Characteristics of Dyslexia

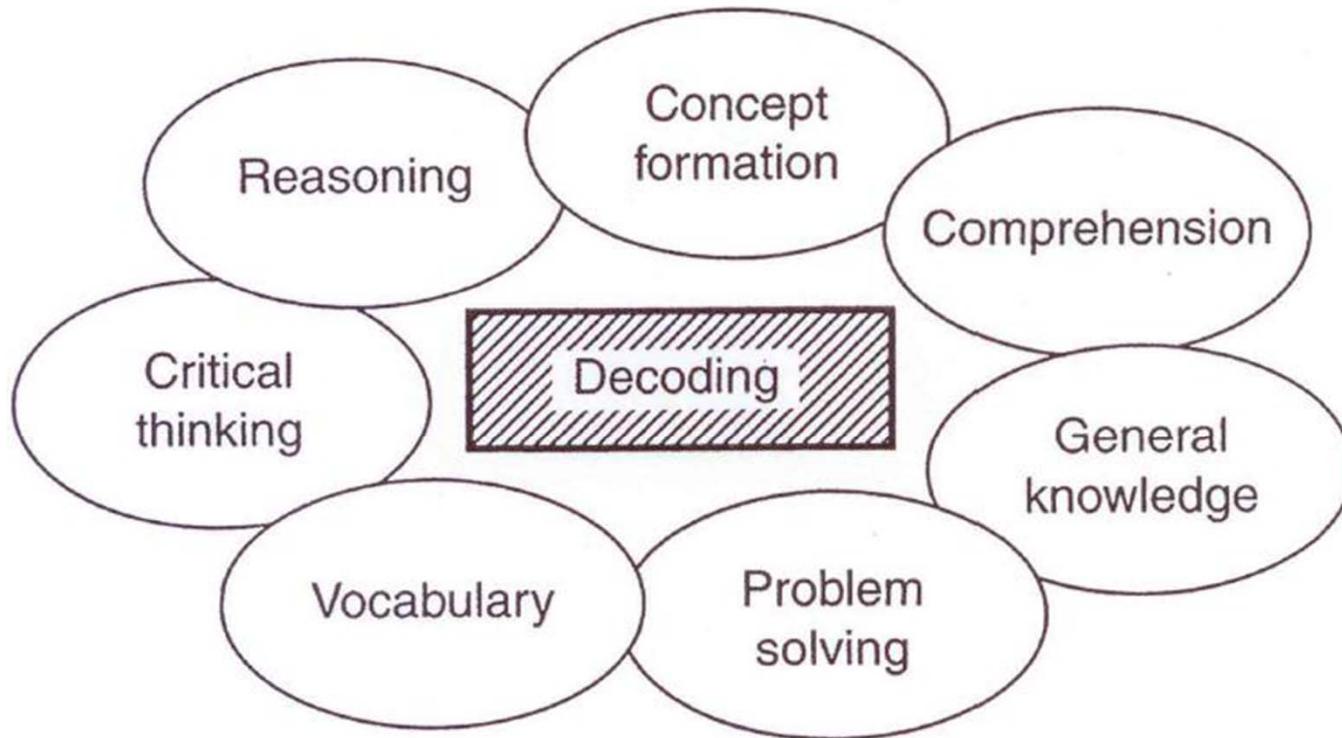
- History of reading difficulties in the family
- Lack of awareness of sounds in words, rhymes or sequence of sounds and syllables in words
- Difficulty decoding & encoding words
- Poor sequencing of numbers or letters in words ( b-d, sing-sign, 12-21)
- Difficulty expressing thoughts orally and/or in writing
- Delayed spoken language
- Difficulty with listening comprehension
- Difficulty with reading comprehension
- Confusion with directions (right-left, yesterday-tomorrow, months and days)
- Poor handwriting
- Difficulty with math, often related to sequencing of steps and math language

# Important!



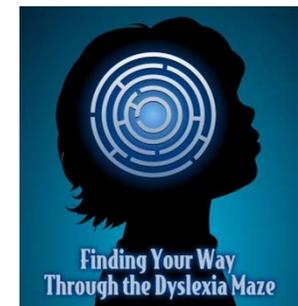
- Few individuals exhibit all signs
- Difficulties with sound/language processing is the underlying deficit for all Dyslexics

# Slow Reading Surrounded by a Sea of Strengths

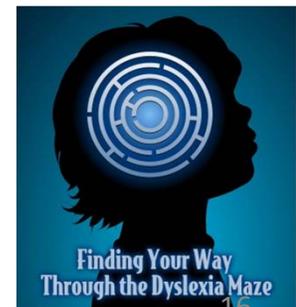


# How is Dyslexia Diagnosed?

- There is no one single test that can diagnose Dyslexia
- Must have a thorough evaluation of language, reading, writing and spelling by a qualified professional
- The following areas should be tested:
  - Listening & understanding vocabulary and language
  - Verbal expression
  - Phonological processing
  - Word recognition (reading single, printed words)
  - Decoding (sounding out real and nonsense words)
  - Oral Reading Fluency (accuracy+rate=fluency)
  - Reading comprehension
  - Spelling (often the most severe weakness)
  - Short paragraph writing

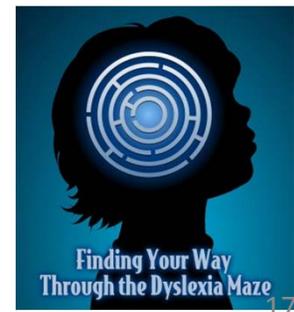


# The Diagnostic Process



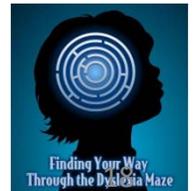
# Intervention/Treatment for Dyslexia

- A plan should be put in place to address each area of weakness (e.g. vocabulary, listening comprehension, speaking, reading, writing, spelling)
- Therapy program must be
  - Systematic
  - Structured
  - Explicit
  - Multi-sensory
- Many need 1:1 help so the child can move forward at their own pace
- Provide positive feedback
- Practice! Practice! Practice! All skills must become automatic
- School accommodations and modifications
- Help with emotional issues that may develop due to long term school struggles.

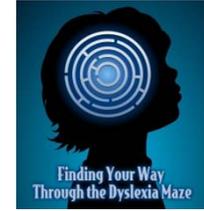


# Is There a Cure for Dyslexia?

- No, Dyslexia is not a disease – there is no cure
- The Dyslexic can succeed in school and later in life as an adult with
  - Proper diagnosis
  - Appropriate intervention, instruction & accommodation
  - School accommodations and modifications
  - Support of family, school and private professionals

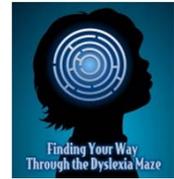


# What are the Rights of a Dyslexic Individual?

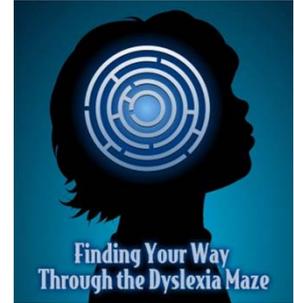


- Three federal laws define the rights of students with Dyslexia and other specific learning disabilities
  - IDEA, Individuals with Disabilities Education Act, 2004
  - Section 504 – Rehab Act of 1973
  - ADA – Americans with Disabilities Act
- Legally entitled to special services to help them overcome and accommodate their learning problems
- Protect against unfair and illegal discrimination

# Grassroots Endeavors



- West Virginia just became the 18<sup>th</sup> state to proclaim October as Dyslexia Awareness Month
- Illinois also issued such a proclamation
- Will be helpful to parents
- Many states passing laws mandating schools to screen students for Dyslexia during Kindergarten and/or first grade; students will then be eligible for a Dyslexia intervention program



# QUESTION & ANSWER