

October 27, 2015

Parent Advisory Meeting

I. Intro and Background of AMR

A. Teaching

15 years Secondary Education Teacher

Passionate about student success academically and emotionally

B. Education

Bachelors- SXU; Secondary Education concentration in History; endorsement in Psychology

Masters- Olivet; School Administration/Leadership

C. Family experience: three children, oldest son with dyslexia

Husband and I were average and above average academic achievers

Son had no interest in learning letters, reading, writing his name

Kindergarten- could not write his name or recognize letters; began intervention

First Grade- struggles continued; emotionally broke down when timed or competed

Second Grade- continued struggles despite; RtI, Classroom intervention, tutor; emotional crumbling; feelings were affirmed and school was highly supportive of evaluation and assistance

II. Project Dyslexia

A. Began as a parent support group-

saw and heard of so many others that have similar stories; what could I learn

B. Gaps w/in communication and education of dyslexia-

Professional/personal disappointment; what else can be done....

C. Developed a greater vision and mission= Project Dyslexia

1. Mission:

Project Dyslexia is committed to assisting individual dyslexic journeys to achieve excellent results; this will be achieved through communication with educational systems and hosting seminars/workshops to educate and empower people about dyslexia.

2. Vision:

provide advocacy support/clarity, tutoring, educational awareness/training

3. Goals:

a. Spring Benefit 2015

b. Affordable tutoring with certified tutors

c. Procure grants/donation to provide financial assistance, research for programs, and more

- c. Develop and implement an early intervention screening
- d. Design, develop, and implement an intervention program/service

III. What is Dyslexia?

A. Definition: *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.*”

Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD). Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: *Definition Consensus Project*.

B. Common Characteristics:

1. **Common Diagnostic/academic:** reading slowly, trouble learning how to read, read multiple times for clarity, uncomfortable reading aloud, omit, transpose, add/delete letters, difficulty pronouncing multisyllabic words, read magazines/articles rather than long books, avoid reading, difficulty learning a second language
2. **Other Characteristics:** trouble with rhyming, asks "what" often, appears to be daydreaming, exhausted at the end of a school day, difficulty with telling time, excellent memory for things that were "experienced", poor memory for sequence or items that require memorization, sight words;

These are the nagging/tugging messages a person keeps asking and seeking an explanation.....

3. **Impact on Academics/Emotions-** length, effort, diminish self-esteem; together the aforementioned lead to several other peripheral behaviors and side-effects. Summative, the lack of early intervention leads to these compounded issues and a more common diagnosis of dyslexia in middle school, as it rears its head more in 4th+ grades.

This is when things got the ugliest for my son and me.....

“Children learn to read in grades k-3; they read to learn in 4th and beyond.”

IV. What a dyslexic needs to be successful academically?

- A. Parent/Educator understanding of a spectrum disorder; autism parallel....not to be mistaken
- B. Remediation- bringing things down to the present level of understanding; scaffold to greater achievement
- C. Accommodations- uses strengths to offset weaknesses; lessening the work load; *spelling, oral reading, writing*
- D. 504 / Individual Education Plan (IEP); informed/trained teachers that understand the dynamics of dyslexia
- E. Evidence based reading program/curriculum w/in the school
- E. Certified Tutor for Multisensory Processing Disorders; using direct/explicit reading program; Orton-Gillingham (O-G), Wilson, Barton, Lindamood

V. **Other Support Organizations/Resources**

A. Community groups like Project Dyslexia

B. State/National Organizations such as

1. Decoding Dyslexia- several chapters throughout the state; legislative group; instrumental in HB 3700;
2. Everyone Reading Illinois- organizes annual conference, provides support/direction to community
3. International Dyslexia Association- IDA
4. NIH- National Institute of Child Health and Human Development;
affiliate to the US Department of Health and Human Services
5. “Overcoming Dyslexia” by Sally Shaywitz
6. The Lagrange Center for Dyslexia- supported by the Scottish Rite mission
7. Wilson-OG certified tutors and evaluators