
Dyslexia Is Real

— And Must Really Be Addressed! —

Introductions

Join [Assemblymember Jo Anne Simon](#) for a

Discussion about Dyslexia

On Tuesday October 23rd at 6:30 p.m.

At P.S. 133 William A. Butler School

610 Baltic Street at 4th Avenue



Why Dyslexia Legislation?

Just Ask A Dyslexic Person!



Defining dyslexia

S. Res. 576 (2016)

Whereas dyslexia is--

(1) defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader; and

(2) most commonly due to a difficulty in phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read, spell, and often, learn a second language; . . .

Defining dyslexia

Dyslexia is a specific, language-based learning disability which is characterized by difficulties with:

- i) Accurate and/or fluent word recognition
- ii) Spelling and decoding
- iii) Verbal memory and processing speed

Secondary consequences may include:

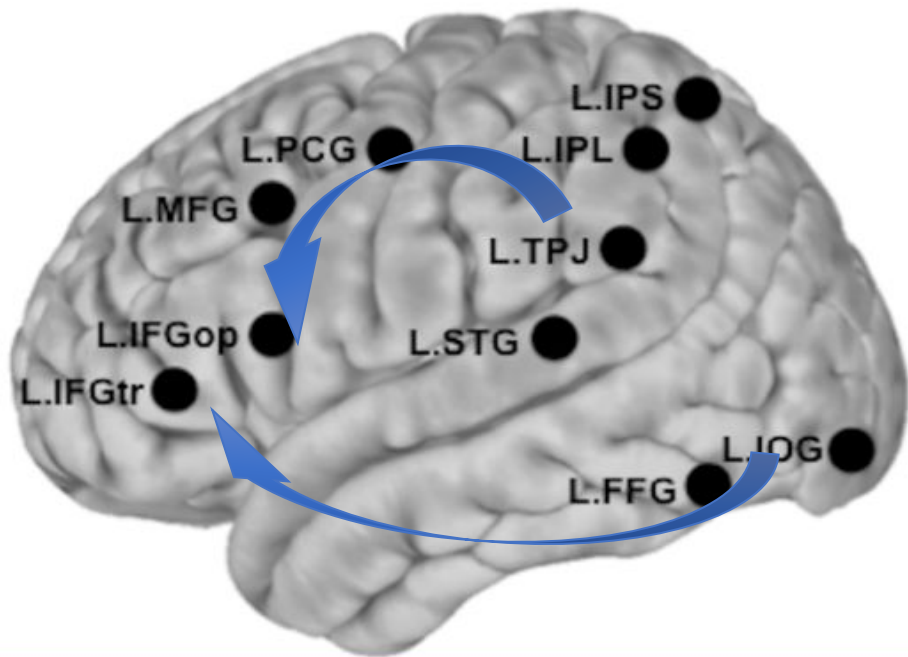
- i) problems in reading comprehension
- ii) reduced reading experience
- iii) negative self-concept and decreased motivation

WHAT DYSLEXIA IS NOT

- Dyslexia is not caused by a lack of motivation.
- Dyslexia is not a visual problem.
- Dyslexia is not a problem of laziness.
- Dyslexia is not outgrown.
- Dyslexia is not caused by parents not reading to their child.
- Dyslexia is not seeing letters backward.
- Dyslexia is not rare.
- Dyslexia is not a problem of intelligence.

#UNTILEVERYONECANREAD

What Does The Science Say?



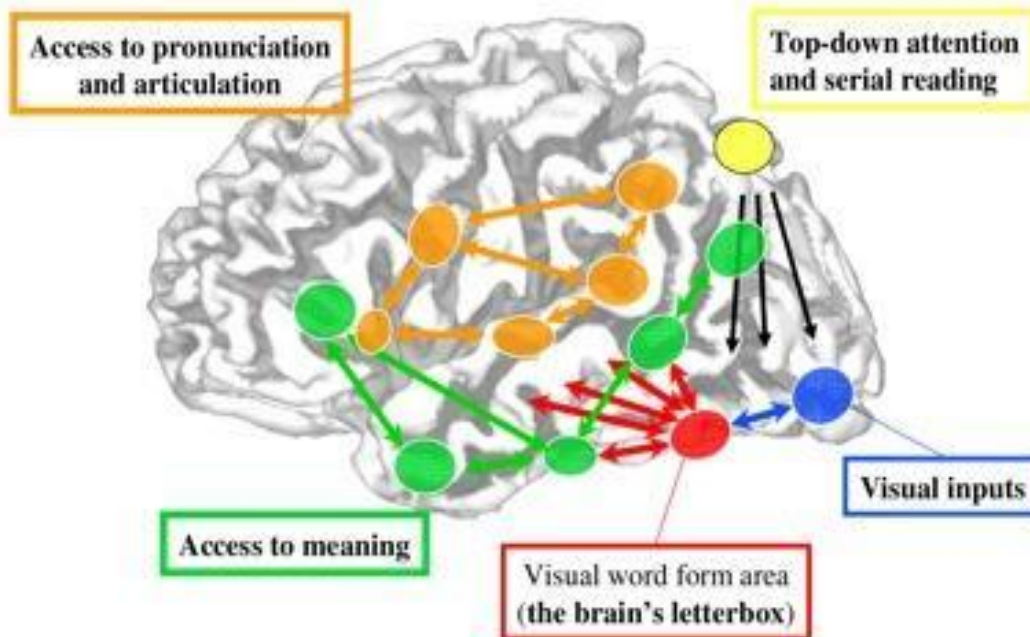
The Reading Brain

- Two decades of study have defined a left hemisphere reading network that supports normal reading.
- Adults and children with disordered reading show altered activation of these regions during reading and reading-related tasks, and disrupted functional connectivity of these circuits at rest.
- 3 studies suggest this network is present at age 5, before onset of reading instruction.
- Another shows connectivity in this network in INFANCY is associated with expressive language.

Neuroscience as Applied to Learning to Read: Brain Imaging and Cortical Networks Involved in Reading

Learning to read consists in:

- creating an **invariant visual representation** of written words
- **connecting it** to brain areas coding for **sound** and **meaning**



Brain circuitry inherited from our primate evolution can be co-opted to task of recognizing words

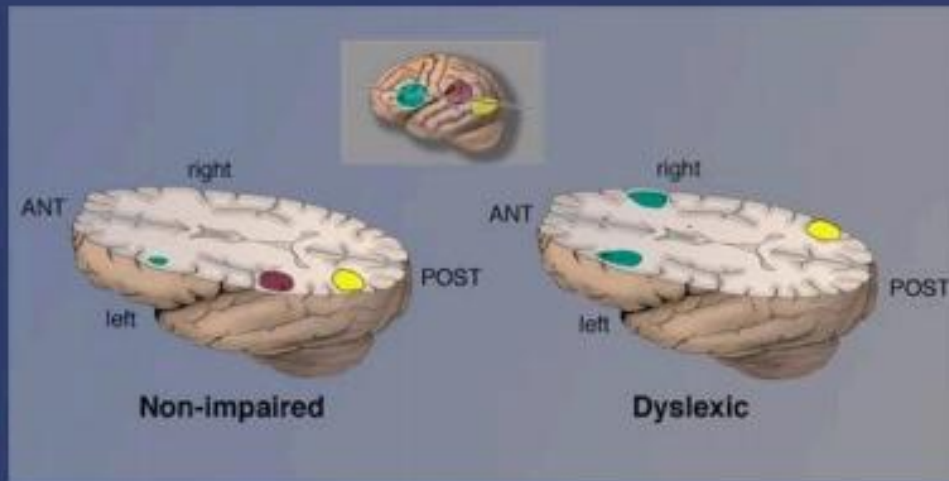
Once BUILT...Automatic!

Spoken language networks (orange and green) are a fundamental part of the reading circuit

Accommodations:

Neurobiological evidence for requirement of extra time

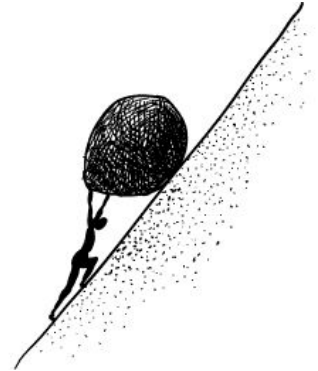
- Word form area fails to form
- Reliance on ancillary systems
- Partial compensation for accuracy, not for automaticity



*Reading not automatic, effortful,
even with extra time feels rushed*

Dyslexia

- Prevalence of including more children in general education classes – every teacher will have a dyslexic kid or 5 in her/his class! Many will go unidentified until it is too late and they will continue to struggle with reading.
- Reduces the number of kids who will need intensive individualized instruction.



Goals Promoted by the Dyslexia Guidance Memorandum Law

- Accurate Diagnosis “Dyslexia” - More Specific Than Learning Disability Classification
- Targeted Treatment
- Early Intervention

Why Is This Important?



- ACCURATE DIAGNOSIS:

Access to psychological treatment and Educational Intervention and Accommodations

- EARLIER DIAGNOSIS:

Early intervention leads to better outcomes

- TARGETED TREATMENT:

Focused Instruction (Scope And Sequence) Produces Best Outcomes

Specific Provisions of the Law

- Use the words Dyslexia, Dysgraphia, Dyscalculia in NYSED to consult with stakeholders/interested parties
- You can find the guidance here:

<http://www.p12.nysed.gov/specialed/publications/guidance-on-chapter-2-16-of-the-laws-of-2017.html>



Learning Disabilities in New York State

New York State (NYS) Commissioner's Regulations define learning disability to mean a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j).

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

8 NYCRR 200.1(z)(6)

MEETING THE NEEDS OF STUDENTS WITH DYSLEXIA, DYSGRAPHIA, AND DYSCALCULIA

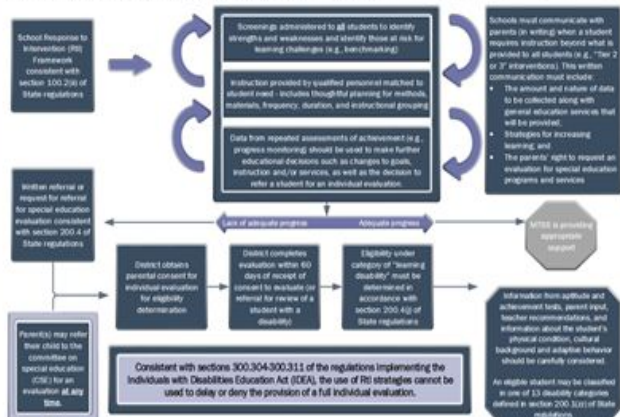
According to various reports¹, as many as 5-20 percent of students are affected by dyslexia, dysgraphia, and/or dyscalculia. Students with learning disabilities, which may include students with dyslexia, dysgraphia, and/or dyscalculia, demonstrate unique educational strengths and disability-related needs. All students with disabilities, including students with specific learning disabilities, must receive an appropriate education that meets their unique needs.

When determining eligibility for special education programs and services and developing an individualized education program (IEP) for such students, information about the student's specific learning difficulties related to reading, writing, and/or mathematics is essential in determining the nature and extent of the student's disability and educational needs. The committee on special education (CSE), which includes the student's parents and other qualified individuals, should include information about the student's dyslexia, dysgraphia, and/or dyscalculia, when applicable, in evaluation results to describe how that condition relates to the student's eligibility for special education. Although dyslexia, dysgraphia, and/or dyscalculia, alone, are not disability classifications under the Individuals with Disabilities Education Act (IDEA) or NYS Commissioner's Regulations, there is nothing in federal or NYS law and regulations that prohibits the inclusion of the terms dyslexia, dysgraphia, and dyscalculia in a student's special education evaluation materials or in his/her IEP. The use of specific terms, as appropriate, along with detailed descriptions of the student's learning characteristics, supports the development of an IEP that enables the student to make progress on individualized annual goals and to participate and progress in the general education curriculum.

¹ Horowitz, S. H., Rawe, J., & Whittaker, M. C. (2017). *The State of Learning Disabilities: Understanding the 1 in 5*. New York: National Center for Learning Disabilities. Retrieved on May 25, 2018 from: <https://www.nclad.org/the-state-of-learning-disabilities-understanding-the-1-in-5>

IDENTIFICATION OF STUDENTS WITH LEARNING DISABILITIES WITH A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)²

²Multi-Tiered System of Supports (MTSS), according to the Center on Innovation and Entrepreneurship at the American Institutes for Research (2015) is a prevention framework that organizes building-level resources to address each individual student's academic and behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) represent a continuum of supports.



These documents are for distribution only. Please refer to Part 200 of the Regulations of the Commissioner of Education in New York State or the regulations implementing IDEA for additional information on requirements for evaluations and eligibility determinations for students with disabilities. Additional information on implementing RTI within an MTSS framework is available at the New York State Response to Intervention Technical Assistance Center: <https://nysed.org>.



Students with Disabilities Resulting from Dyslexia, Dysgraphia, and Dyscalculia

Questions and Answers

August 2018

1. What is the definition of a learning disability in New York State?

As defined in section 200.1(z)(6) of the Regulations of the Commissioner of Education, learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of the Regulations of the Commissioner of Education. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

While the definition of learning disability explicitly includes certain conditions, this list is not exhaustive and could include other conditions such as dyscalculia or dysgraphia. Clinical diagnoses of dyslexia, dysgraphia, and dyscalculia do not automatically qualify a student for special education programs and services; however, dyslexia, dysgraphia, and dyscalculia are conditions that could qualify a student as having a learning disability as defined above. School districts have an obligation to locate, identify, and evaluate a student who is suspected of having a disability to determine eligibility for special education and related services, including students with dyslexia, dysgraphia, and dyscalculia.

2. What are dyslexia, dysgraphia, and dyscalculia?

The New York State Education Department (NYSED), in cooperation with stakeholders, has developed the following working definitions of the terms dyslexia, dysgraphia, and dyscalculia³:

³ Dyslexia, dysgraphia, and/or dyscalculia may also be referred to as a "Specific Learning Disorder" in the area(s) of reading, mathematics, and/or written expression consistent with the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

What evidence based education should look like

According to Yale Center for Dyslexia and Creativity (<http://dyslexia.yale.edu>), moving forward will require adopting an educational model that incorporates 21st century scientific knowledge about dyslexia. They suggest, for example:

- A school climate where everyone at school is on board
- The word dyslexia is consistently used
- Small classes
- Evidence-based methods
- Knowledgeable, flexible, caring teachers
- Consistency in instruction across all classes
- A community to join where students know they are not alone

Such models are often found in independent schools and in public charter schools for dyslexic students.

Resources:



Advocates for Children
of New York
Protecting every child's right to learn



Understood



Thank You

— Discussion and Q&A —
