

# Dyslexia 101: Understanding Dyslexia and Its Impact on Reading, Spelling, and Self- Esteem

Nancy Mather, PhD

Professor Emerita, University of Arizona

WPS Dyslexia Webinars

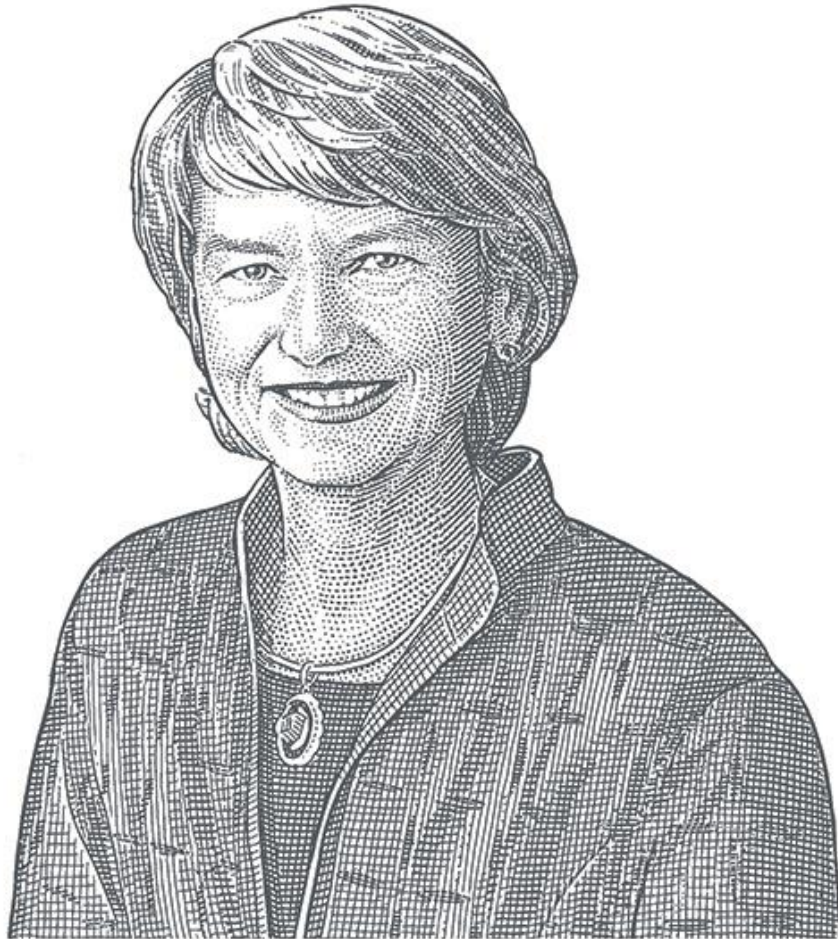
October 5, 2022



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Dr. Nancy Mather is Professor Emerita at the University of Arizona. Dr. Mather's career has focused on assessment and intervention for individuals with dyslexia and learning disabilities, and she has published numerous articles and books and conducts workshops on both assessment and instruction for students with dyslexia. Dr. Mather is also the coauthor of several widely used standardized tests.

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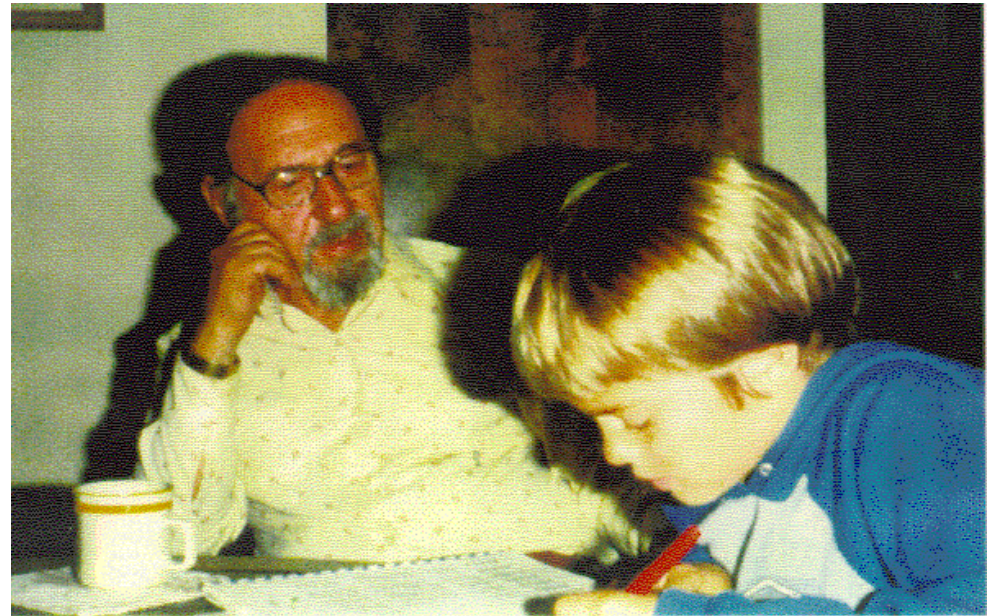


“Every child would read if it were  
in his power to do so” (p. 5).

**Source:** Betts, E. A. (1936). *The prevention and correction of reading difficulties*. Row, Peterson and Company.

# Charlie, Grade 3

- Strengths in:
  - Mathematics
  - Oral vocabulary
  - Knowledge
- Weaknesses in:
  - Word identification
  - Word perception speed
  - Spelling



# Main Objective

Provide a basic overview of dyslexia.



# Topics

- What is dyslexia?
- Various definitions
- Dyslexia laws
- What's going on in the brain?
- A little bit of history
- Heredity and comorbidity
- Linguistic risk factors
- Impact on self-esteem



So, what are we going to talk about?



# What is dyslexia?

- It is a specific problem in the development of word reading and spelling skills.
- It affects the development of automaticity with sound–symbol connections.
- It has both a neurobiological and genetic basis.
- It is often accompanied by specific weaknesses in cognitive factors that predict poor reading and spelling.
- It affects motivation and self-esteem.

# What is dyslexia? *(cont.)*

- It is the most common specific learning disability:
  - 70% to 80% of the referrals to special education involve concerns about reading development.



# European Dyslexia Association

“No matter which country—no matter which language—dyslexia is everywhere.”



**Source:** European Dyslexia Association. *What is dyslexia.* [eda-info.eu/what-is-dyslexia/](http://eda-info.eu/what-is-dyslexia/)

# Dyslexia and Alternate Terms

- Specific reading disability
- Specific learning disability in basic reading skills
- Specific reading fluency/rate disability
- Developmental learning disorder with impairment in reading (ICD-11 6A03.0)
- Specific learning disorder with an impairment in reading (DSM-5 315.00)



# Specific Reading Disability = Dyslexia

# What is a **specific** reading disability?

“The addition of the adjective *specific* in describing LD was meant to imply that the poor academic performance experienced by students with LD emanated from a limited number of underlying deficits” (p. 245).

**Source:** Kavale, K. A., & Forness, S. R. (2000). What definitions of learning disability say and don't say. *Journal of Learning Disabilities*, 33, 239–256.

# What is a **specific** reading disability? *(cont.)*



“We do not understand why the term ‘dyslexia’ is often viewed as if it were a four-letter word, not to be uttered in polite company” (p. 187).

**Source:** Siegel, L. S., & Mazabel, S. (2013). Basic cognitive processes and reading disabilities. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed., pp. 186–213). Guilford Press.



Labels are  
for jars, not  
people.





“Without a label we have no way of talking about a problem.”

**Source:** Johns, B. H., & Kauffman, J. M. (2009). Caution: Response to intervention (RtI). *Learning Disabilities: A Multidisciplinary Journal*, 15, 157–160.

# The Term *Dyslexia*

“In the first half of this century the story of dyslexia has been one of decline and fall; in the second half it has culminated in a spectacular rise. From being a rather dubious term, dyslexia has blossomed into a glamorous topic; and rightly so, for with a prevalence of around 5% the condition is remarkably common” (p. 192).

**Source:** Frith, U. (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, 192–214.

# The Simple View of Reading

$$R = D \times C$$

Reading comprehension (R) = the product of decoding (D) times listening comprehension (C)

**Source:** Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6–10.

# Four Types of Readers

- Impaired decoding, but typical listening comprehension (specific reading disability/dyslexia)
- Impaired listening comprehension, but typical decoding (language impairment)
- Impaired decoding and listening comprehension
- Typical decoding and listening comprehension

Specific language impairment and reading disability are best considered as distinct disorders that often co-exist.

**Source:** Ramus, F., Marshall, C. R., Rosen, S., & van der Lely, H. K. J. (2013). Phonological deficits in specific language impairment and developmental dyslexia: Towards a multi-dimensional model. *Brain*, 136, 630–645.

# Reading Comprehension

“Individuals with problems in reading comprehension that are not attributable to poor word recognition have comprehension problems that are general to language comprehension rather than specific to reading” (p. 3).

**Source:** Spencer, M., Quinn, J. M., & Wagner, R. K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice, 29*, 3–9.

# Definitions of Dyslexia *(cont.)*

A 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.

**Source:** International Dyslexia Association. (2003).

# Definitions of Dyslexia (*cont.*)

Dyslexia is present when the automatization of word identification (reading) and/or word spelling does not develop or does so very incompletely or with great difficulty. The term “automatization” refers to the establishment of an automatic process. A process of this kind is characterized by a high level of speed and accuracy. It is carried out unconsciously, makes minimal demands on attention and is difficult to suppress, ignore or influence.

**Source:** Health Council of the Netherlands. (1995). *Dyslexia—definition and treatment*. The Hague: Health Council of the Netherlands.



# Definitions of Dyslexia (*cont.*)

Dyslexia is characterized in practice by a severe retardation in reading and spelling which is persistent and resists the usual teaching methods and remedial efforts.... [I]t will be accompanied by very slow and/or inaccurate and easily disturbed word identification and/or word spelling.

**Source:** Health Council of the Netherlands. (1995). *Dyslexia—definition and treatment*. The Hague: Health Council of the Netherlands.

“It was as if he were driving in a NASCAR race in first gear while everyone else was cruising along in fifth gear.”

**Source:** Lindstedt, K., & Zaccariello, M. J. (2008). A tale of two assessments: Reading fluency. In J. N. Apps, R. F. Newby, & L. W. Roberts (Eds.), *Pediatric neuropsychology case studies*. Springer. doi.org/10.1007/978-0-387-78965-1\_20

# Definitions of Dyslexia (*cont.*)

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.

**Source:** Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties*. DCSF, DCSF-00659-2009.

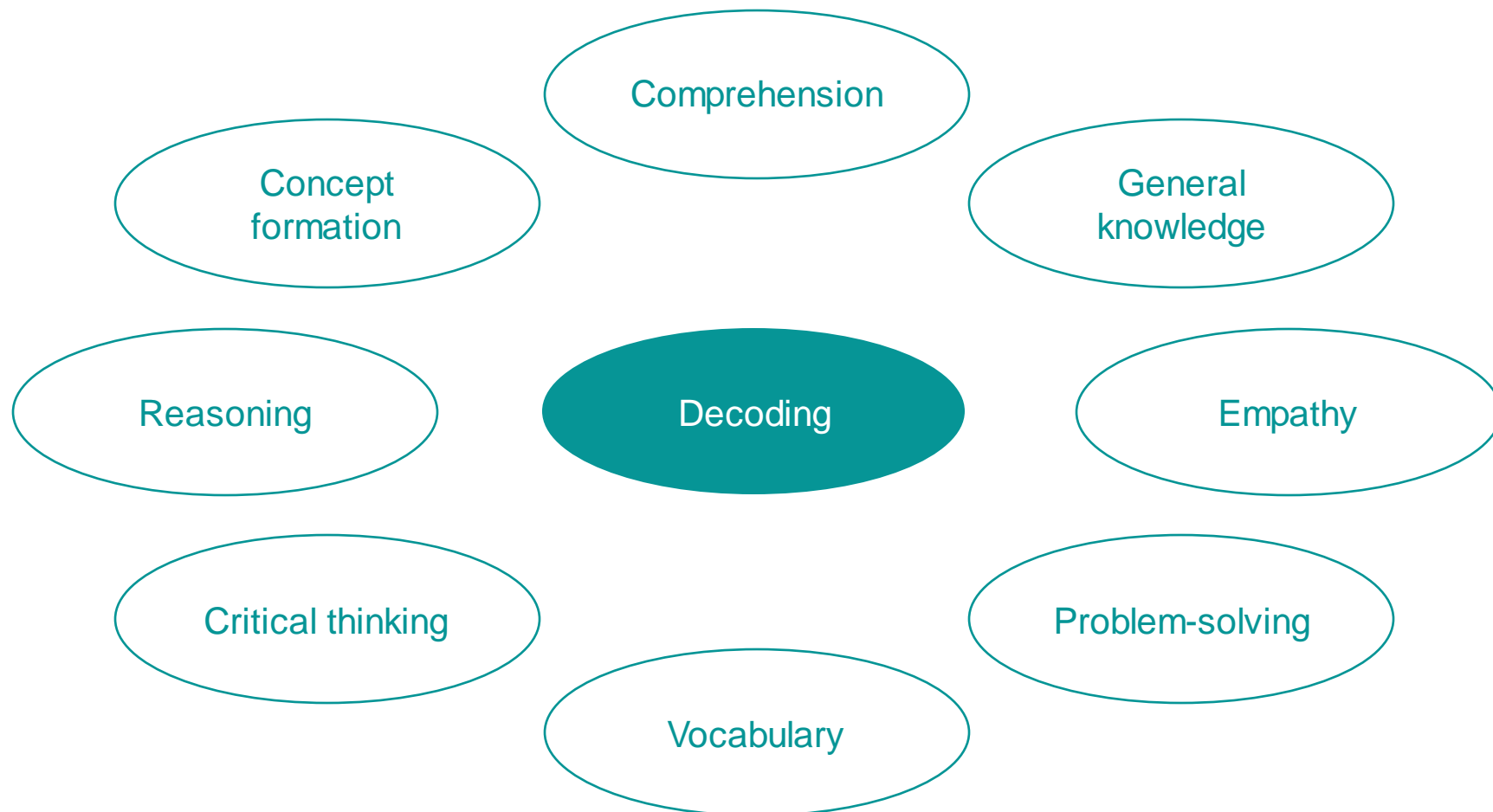
# Definitions of Dyslexia (*cont.*)

The British Dyslexia Association (BDA) Management Board adopted Sir Jim Rose's definition (2009) with the addition of a further paragraph:

In addition to these characteristics, the BDA acknowledges the visual processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

**Source:** British Dyslexia Association. (2010). *Definition of dyslexia*.  
[www.bdadyslexia.org.uk/news/definition-of-dyslexia](http://www.bdadyslexia.org.uk/news/definition-of-dyslexia)

# Sea of Strengths Model of Dyslexia



**Source:** Shaywitz, S. & Shaywitz, J. (2020). *Overcoming dyslexia* (2nd ed.). Knopf, p. 56.

# Diagnosis of Word Blindness

“With the possession of a knowledge of the symptoms, there is little difficulty in the diagnosis of congenital word-blindness when the cases are met with, since the general picture of the condition stands out as clear-cut and distinct as that of any pathological condition in the whole range of medicine” (p. 88).

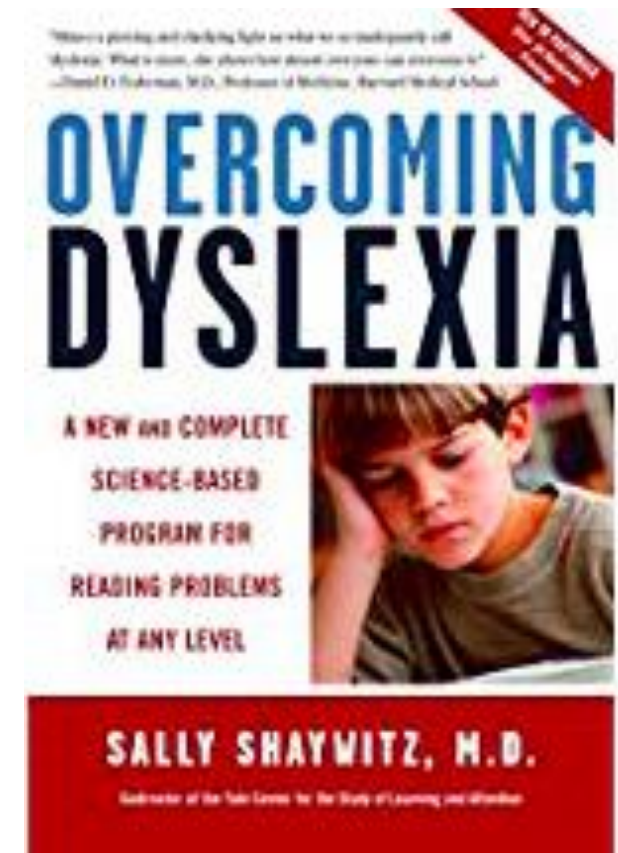
**Source:** Hinshelwood, J. (1917). *Congenital word-blindness*. H. K. Lewis.

# Consensus on the Definition of Dyslexia

- It is a neurobiological difference that affects the development of basic reading skills, spelling, and automaticity with sound–symbol connections.
- It is often accompanied by specific weaknesses in linguistic risk factors that predict poor reading and spelling.
- It is a lifelong condition, but effective interventions reduce the impact.
- Many other abilities are often intact and can even be advanced.

# Consensus on the Definition of Dyslexia *(cont.)*

“The diagnosis of dyslexia is as precise and scientifically informed as almost any diagnosis in medicine” (p.165).

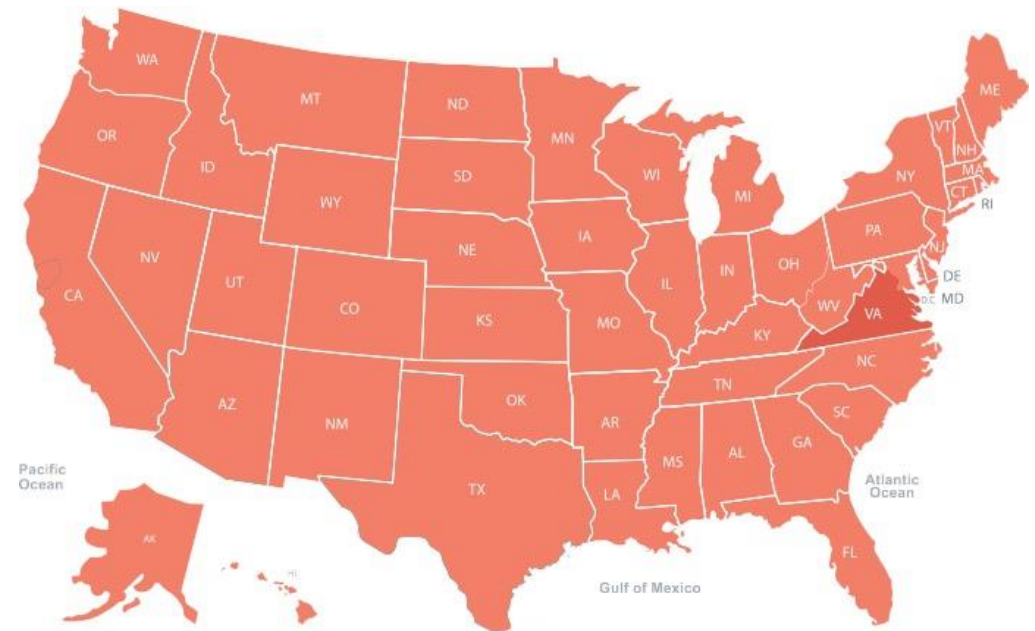


**Source:** Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for overcoming reading problems at any level*. Knopf.



# Dyslexia Laws in the USA

As of December of 2015, 28 states had some type of dyslexia law. In 2020, it was 46. By 2022, all states have some type of dyslexia law.



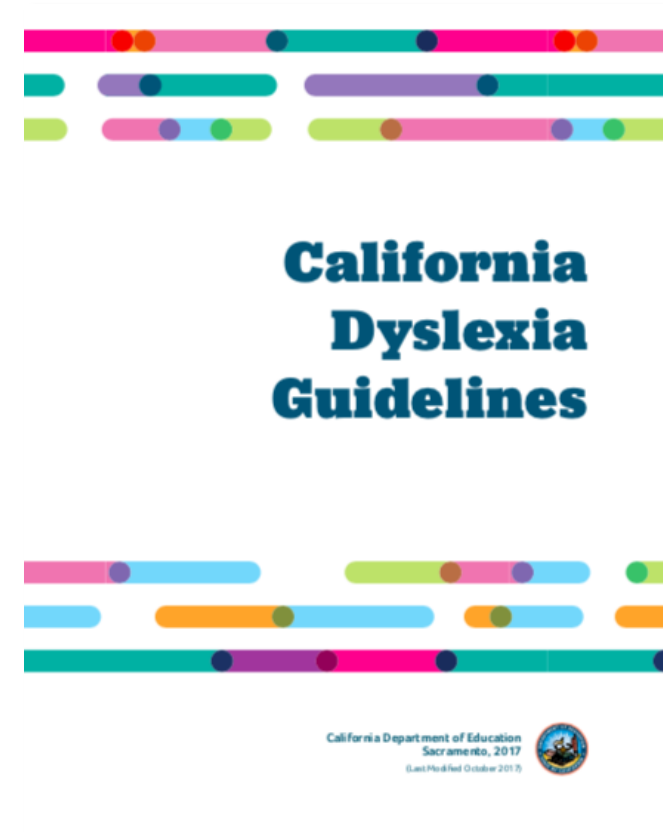
**Source:** Youman, M., & Mather, N. (2018). Dyslexia laws in the USA: A 2018 Update. *Perspectives*, 37–41.

# Dyslexia Resources

Developed by a panel of experts including dyslexia researchers Sally Shaywitz, MD and Richard Wagner, PhD

Available for download at

[chconline.org/resourcelibrary/california-dyslexia-handbook-downloadable/](http://chconline.org/resourcelibrary/california-dyslexia-handbook-downloadable/)



# Dyslexia Resources *(cont.)*

## **Dyslegia: A Legislative Information Site**

Dyslegia.com tracks the progress of legislation specifically related to dyslexia throughout the United States.

[dyslegia.com](https://dyslegia.com)

## **National Center on Improving Literacy**

State of Dyslexia: Explore dyslexia legislation and related initiatives in the United States of America.

[improvingliteracy.org/state-of-dyslexia](https://improvingliteracy.org/state-of-dyslexia)

## **Dyslexic Advantage**

Dyslexia Laws in the US 2021

[dyslexicadvantage.org/dyslexia-laws-2018/](https://dyslexicadvantage.org/dyslexia-laws-2018/)

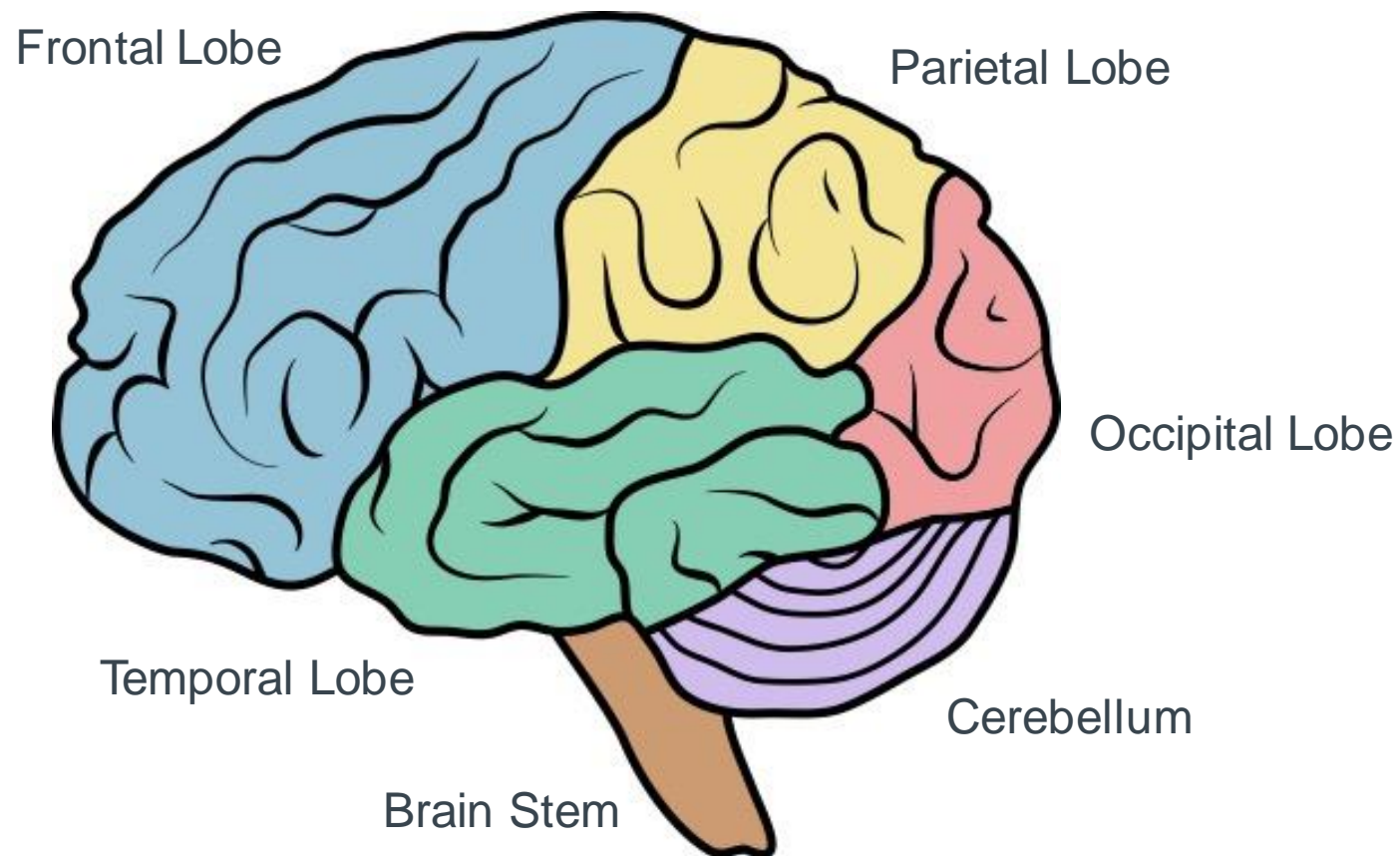
# Federal Guidance

In implementing the IDEA requirements discussed above, OSERS encourages SEAs and LEAs to consider situations where it would be appropriate to use the terms dyslexia, dyscalculia, or dysgraphia to describe and address the child's unique, identified needs through evaluation, eligibility, and IEP documents. OSERS further encourages States to review their policies, they do not prohibit the use of the terms **dyslexia**, **dyscalculia**, and **dysgraphia** in evaluations, eligibility, and IEP documents.

**Source:** U.S. Office of Special Education Programs. (2015, October 23). *OSEP dear colleague letter on IDEA/IEP terms*. U.S. Department of Education.

<https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/>

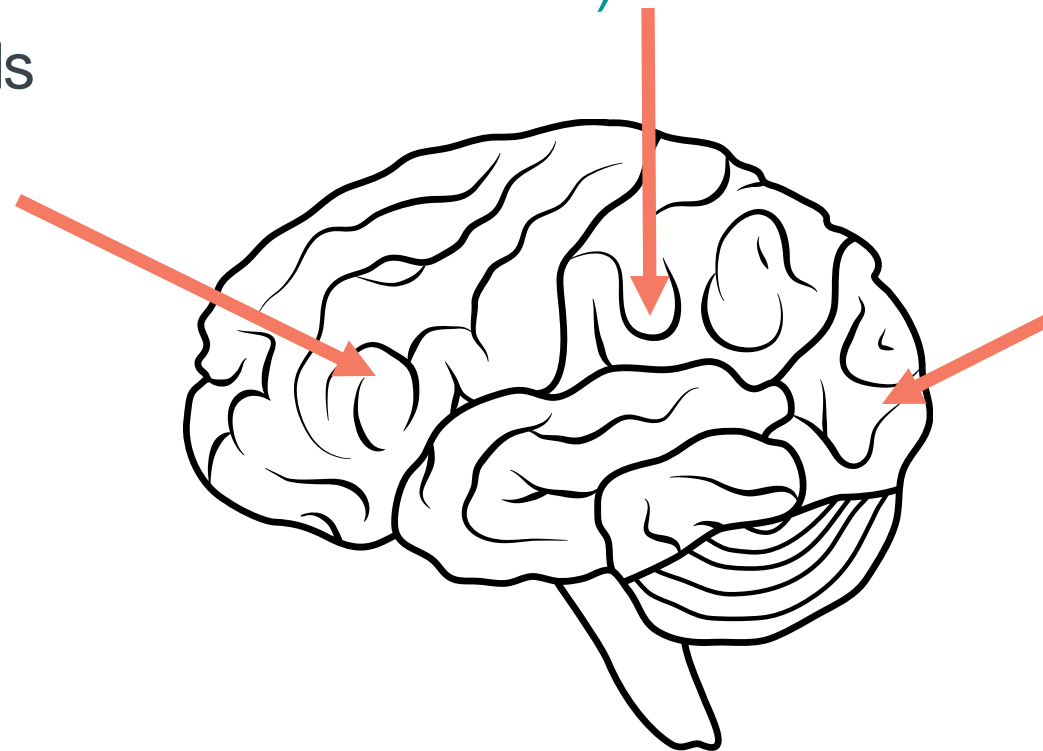
# What is going on in the brain?



# What is going on in the brain? (cont.)

**Broca's area:**  
Hearing sounds  
in words  
(phonological  
processing)

**Parietotemporal area:**  
Integration of sounds with  
symbols (phoneme–grapheme  
connections)



**Occipitotemporal  
area:**  
Word form area  
(rapid retrieval of  
letters and words;  
stored images of  
words)

# Word Form Area

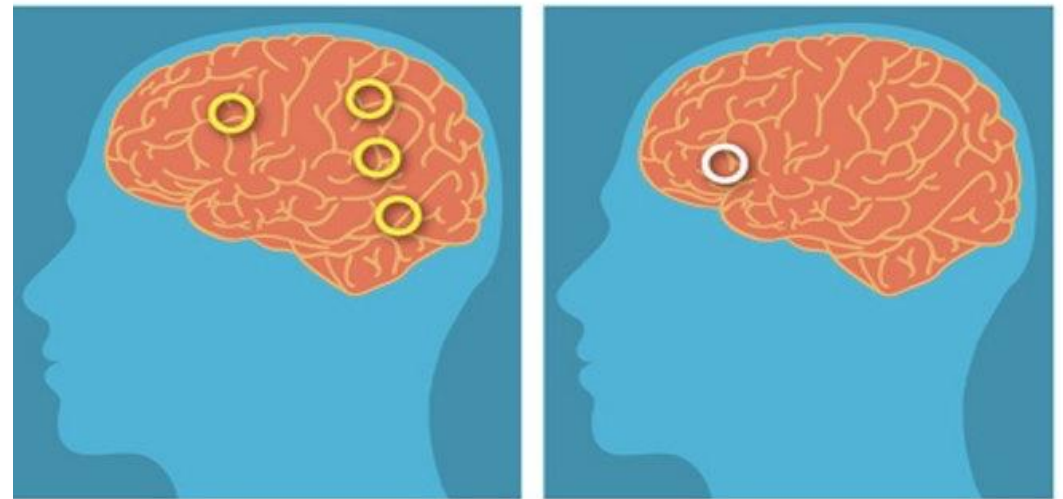
This is the express pathway to reading, the one used by skilled readers for instant word recognition. The more skilled the reader, the more this area is activated.

**Source:** Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia* (2nd ed.). Knopf.

# Dyslexia Is Not Tied to IQ

NIH-funded study finds that dyslexia is not tied to IQ.

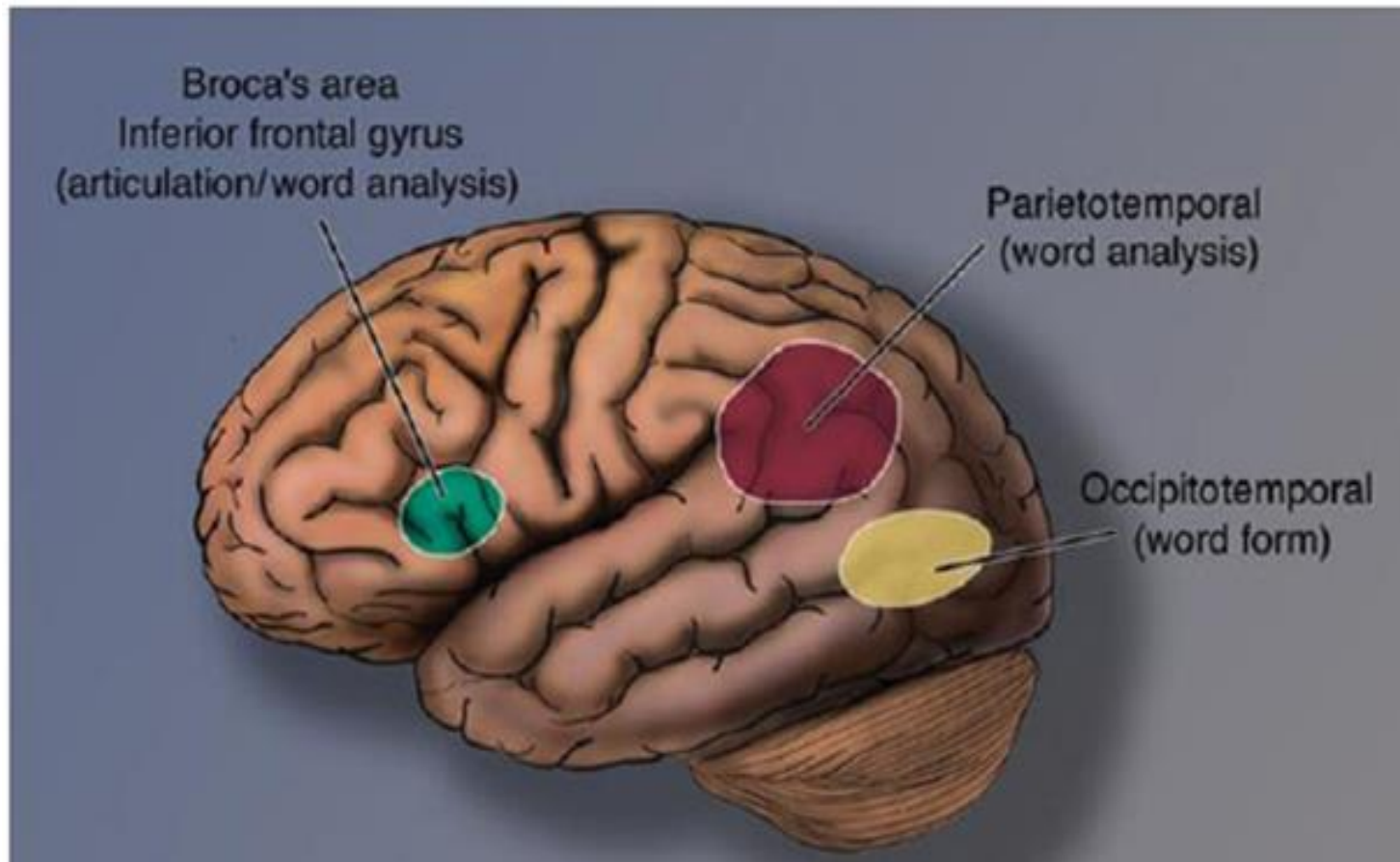
At the left, brain areas active in typically developing readers engaged in a rhyming task. Shown at right is the brain area activated in poor readers involved in the same task.



**Source:** National Institutes of Health. (2011). *NIH-funded study finds dyslexia not tied to IQ* [News release]. [www.nih.gov/news-events/news-releases/nih-funded-study-finds-dyslexia-not-tied-iq](http://www.nih.gov/news-events/news-releases/nih-funded-study-finds-dyslexia-not-tied-iq)



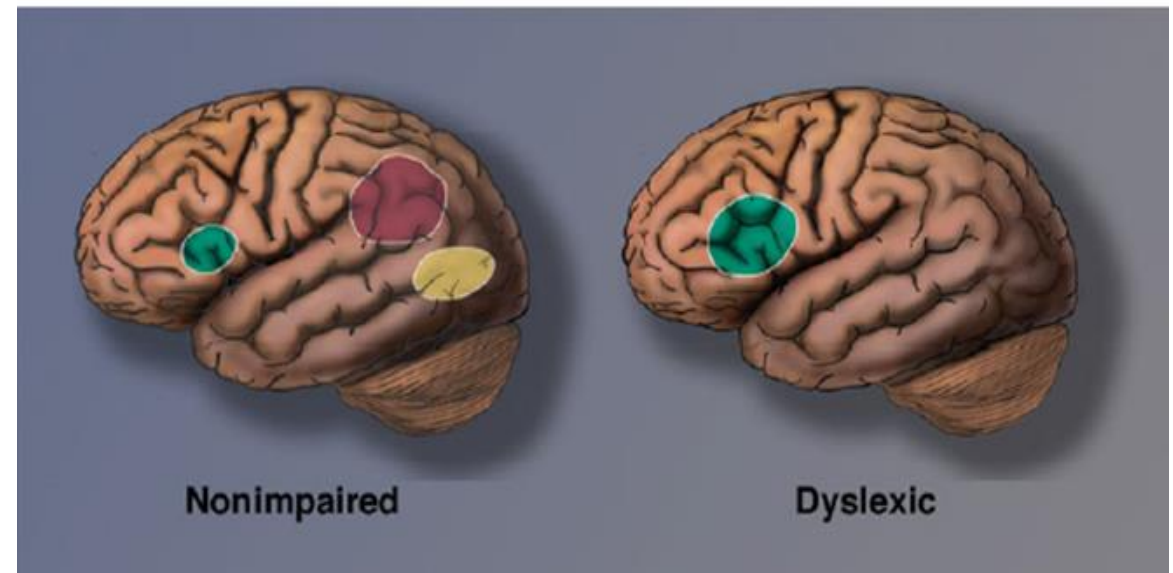
# Neural Signature for Dyslexia



**Source:** Shaywitz, S. (2003). *Overcoming dyslexia*. Knopf.

# Neural Signature for Dyslexia (*cont.*)

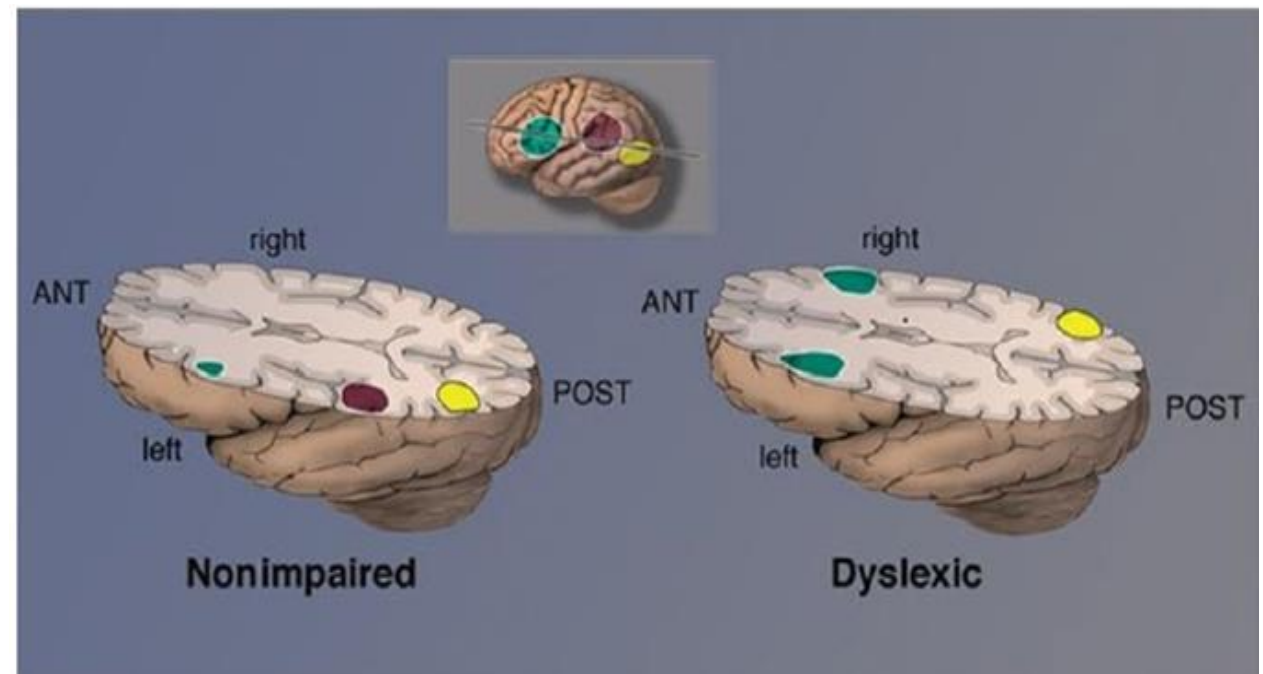
The front of the brain is overactivated and **the back is underactivated** (the neural signature).



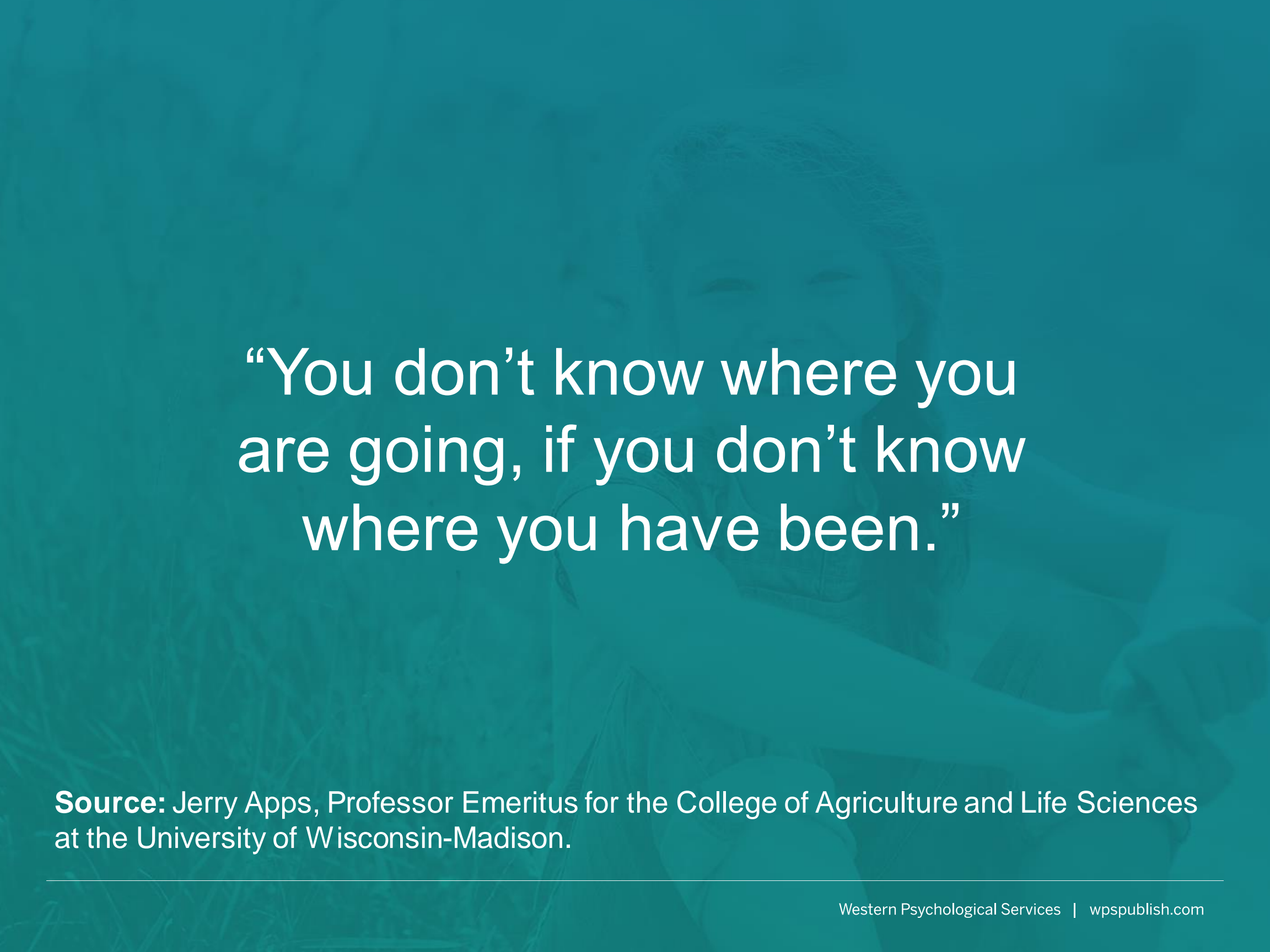
**Source:** Shaywitz, S. (2003). *Overcoming dyslexia*. Knopf.

# Neural Signature for Dyslexia (*cont.*)

Compensate:  
overactive left  
and right anterior  
systems and the  
right visual word  
form area



**Source:** Shaywitz, S. (2003). *Overcoming dyslexia*. Knopf.



“You don’t know where you  
are going, if you don’t know  
where you have been.”

**Source:** Jerry Apps, Professor Emeritus for the College of Agriculture and Life Sciences at the University of Wisconsin-Madison.

# 1896 Description of an Intelligent 14-Year-Old Boy

He seems to have no power of preserving and storing up the visual impression produced by words—hence the words, though seen, have no significance for him. His visual memory for words is defective or absent; which is equivalent to saying that he is what Kussmaul has termed “word blind.” . . . I may add that the boy is bright and of average intelligence in conversation. . . . The schoolmaster who has taught him for some years says that he would be the smartest lad in the school if the instruction were entirely oral. [Quoting W. Pringle Morgan, 1896]

**Source:** Hinshelwood, J. (1902). *Congenital word-blindness with reports of two cases*. John Bale, Sons & Danielsson, p. 94.

# Congenital Word - Blindness

WITH REPORTS OF TWO CASES

BY

JAMES HINSHELWOOD, M.A., M.D.

*Surgeon to the Glasgow Eye Infirmary*

[Reprinted from the "Ophthalmic Review" for April, 1902]



London

JOHN BALE, SONS & DANIELSSON, LTD.

OXFORD HOUSE

83-89, GREAT TITCHFIELD STREET, OXFORD STREET, W.

—  
1902

# Conclusions from Hinshelwood Regarding Congenital Word-Blindness

- Particular areas of the brain appear to be involved.
- The children often have average or above intelligence and good memory in other respects.
- The problem with reading is localized, not generalized to all areas of academic performance.

**Source:** Hinshelwood, J. (1902). *Congenital word-blindness with reports of two cases*. John Bale, Sons & Danielsson.

# Conclusions from Hinshelwood Regarding Congenital Word-Blindness (*cont.*)



- The children do not learn to read with the same rapidity as other children.
- The earlier the problem is identified, the better so as not to waste valuable instructional time.
- The children must be taught by special methods adapted to help them overcome their difficulties.
- The sense of touch can help children retain visual impressions.
- Persistent and persevering attempts will often help children improve their reading.

**Source:** Hinshelwood, J. (1902). *Congenital word-blindness with reports of two cases.* John Bale, Sons & Danielsson.



# Components of Effective Reading Instruction

- Provided individually or in small groups
- Delivered systematically at a regular time each day
- Supported with a supply of books suitable to child's reading level
- Instructed by specially trained reading teachers

**Source:** Monroe, M., & Backus, B. (1937). *Remedial reading: A monograph in character education*. Houghton Mifflin.

# Changes in Behavior

“Gains in the remedial work were accompanied in many cases by greater interest in reading and favorable changes in behavior” (p. 129).

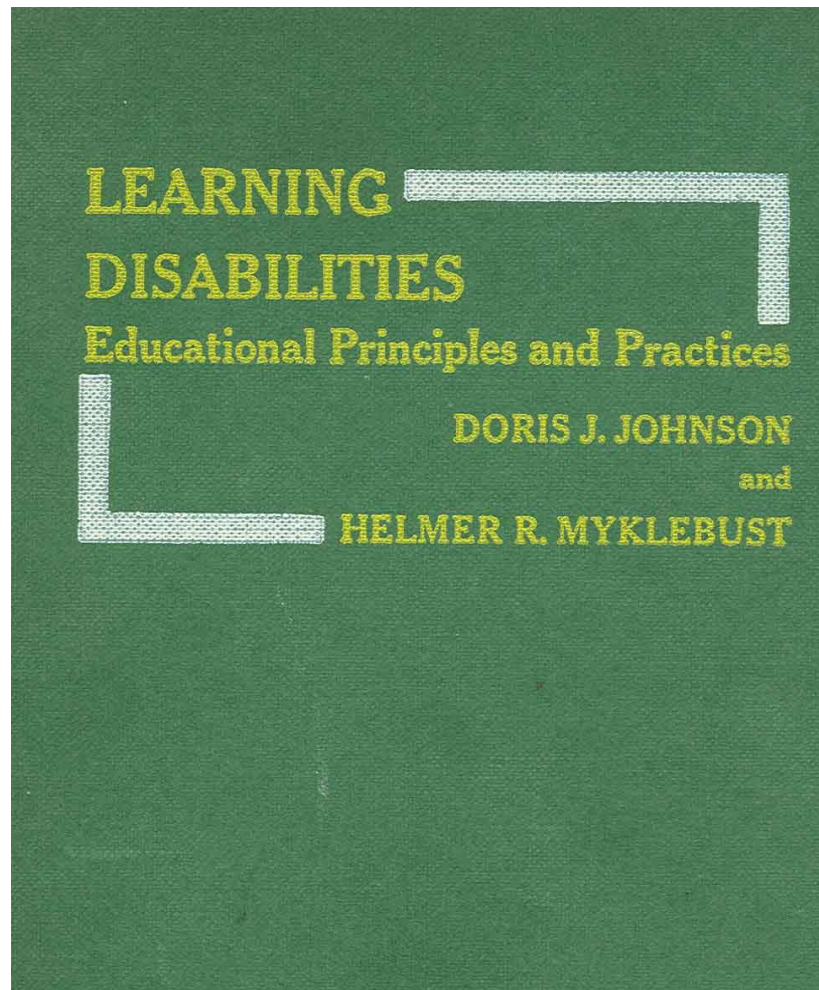
**Source:** Monroe, M., & Backus, B. (1937). *Remedial reading*. Houghton Mifflin.

# A Major Problem: Inappropriate Reading Material

- Scarcity of high-interest books with simple reading vocabulary
- Provision of reading books for only one grade level for each grade
- Inflexible programs so that teachers cannot adjust the difficulty of the texts to the achievement level of the students

**Source:** Monroe, M., & Backus, B. (1937). *Remedial reading*. Houghton Mifflin.

1967



# Visual Dyslexia

- Confuses letters and words with similar appearance
- Slow rate of perception
- Reversals in reading and writing
- Difficulty retaining visual sequences

**Source:** Johnson, D. J., & Myklebust, H. R. (1967). *Learning disabilities: Educational principles and practices*. Grune & Stratton.

# Auditory Dyslexia

- Difficulty hearing the differences among speech sounds
- Difficulty discriminating short vowel sounds
- Difficulty with blending and segmentation

**Source:** Johnson, D. J., & Myklebust, H. R. (1967). *Learning disabilities: Educational principles and practices*. Grune & Stratton.


# Lessons from History

- Certain parts of the brain are involved.
- A specific problem exists in cognitive, linguistic, or perceptual processes that affects reading and spelling development.
- Oral language and reasoning abilities are often more advanced than basic reading skills.
- Early intervention is critical.
- Reading problems can affect an individual of any level of intelligence.

# Lessons from History *(cont.)*

- Both assessments and instruction must be planned, adapted for each individual, systematic, and intensive.
- Reading disabilities affect the IQ score.
- One-to-one or small-group instruction is effective.
- Teachers need adequate training and supervision in the implementation of methodologies.
- Reading problems affect emotional well-being and self-esteem.





“Everything has been said  
before, but since nobody listens  
we have to keep going back and  
beginning all over again.”

**Source:** Gide, A. (1892). *Le traité du narcissisme*.

We have some children who  
are hard to teach to read.

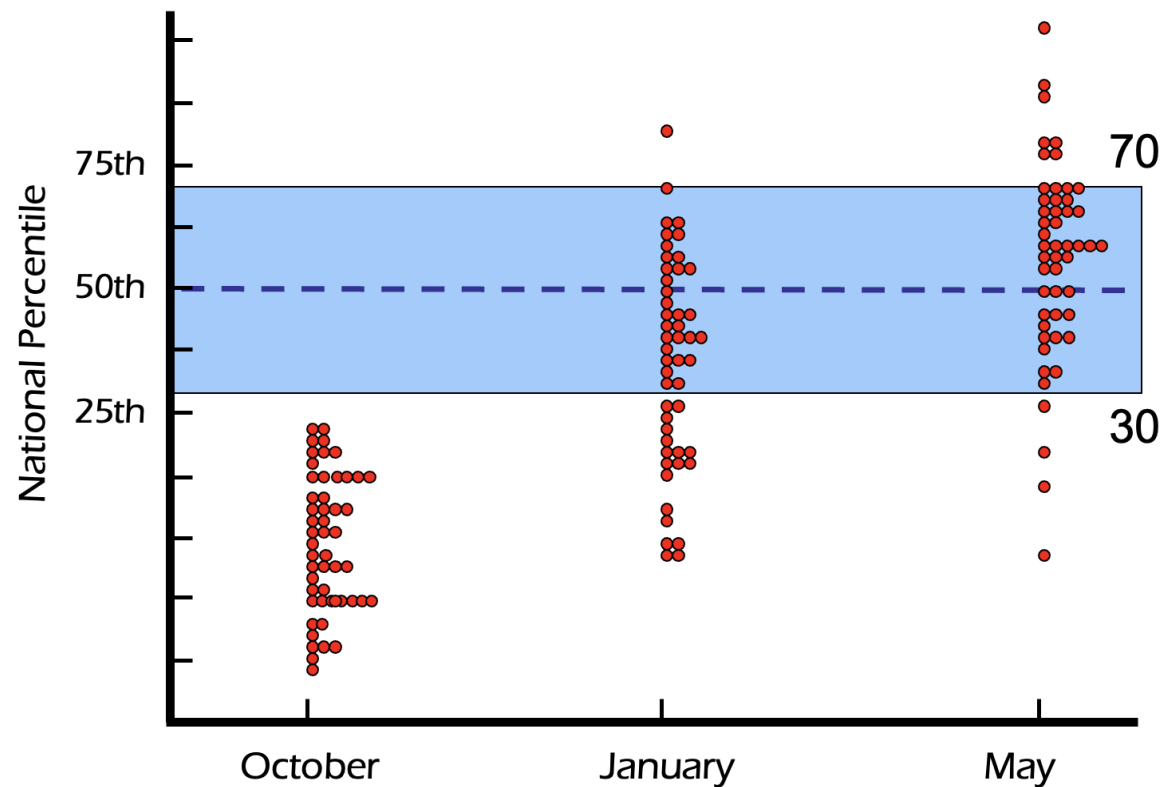


# Design of Study in Which Intervention Occurred

- Most “at-risk” first graders from five elementary school—PPVT above 70
- Instruction provided in 45-min. sessions every day from October through May in groups of three or five by experienced teachers or well-trained paraprofessionals
- Used a structured (scripted) reading program that contained instruction and practice in phonemic awareness, phonics, fluency, and comprehension
- Used a number of methods to achieve fidelity of implementation: 3 days of initial training, weekly supervisory visits, and monthly in-services (3 hours)

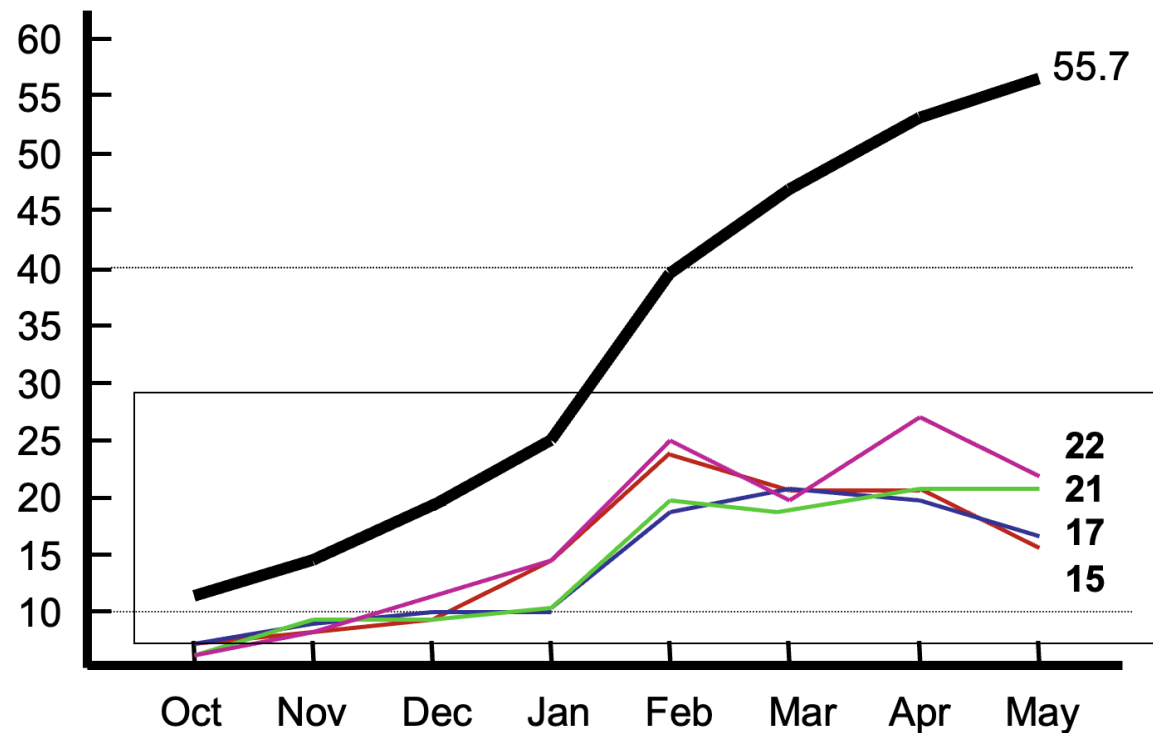
**Source:** Torgesen, J. K. (2004, January). *Setting new goals for reading interventions: Evidence from research* [Keynote presentation]. Northern California Branch of the International Dyslexia Association, San Francisco.

# Growth in Word Reading Ability



**Source:** Torgesen, J. K. (2004, January). *Setting new goals for reading interventions: Evidence from research* [Keynote presentation]. Northern California Branch of the International Dyslexia Association, San Francisco.

# Growth in Words Correct Per Minute on First-Grade-Level Passages for Four Lowest Performers



**Source:** Torgesen, J. K. (2004, January). *Setting new goals for reading interventions: Evidence from research* [Keynote presentation]. Northern California Branch of the International Dyslexia Association, San Francisco.

# A Consistent Finding

“The remedial work was unsuccessful in about 4 or 5 percent of the cases, in that this percentage of cases did not show improved scores on the retests” (p. 151).

**Source:** Monroe, M., & Backus, B. (1937). *Remedial reading*. Houghton Mifflin.

# Hereditary Factors

Strong converging evidence indicates that:

- Dyslexia has a genetic basis but there is not one specific gene for reading.
- Family history is a key risk indicator.
- If one parent has dyslexia, the child has a 40% to 60% chance of getting dyslexia. If both parents, there is a 75% chance.

# High Comorbidity

High comorbidity (two or more disorders in the same person) exists between dyslexia and other learning disorders. 40% of children with dyslexia will have another learning disorder as well.

**Source:** Moll, K., Snowling, M. J., & Hulme, C. (2020). Introduction to the special issue “Comorbidities between reading disorders and other developmental disorders.” *Scientific Studies of Reading*, 24(1), 1–6. doi:10.1080/10888438.2019.1702045



# Comorbidity and Confounding Factors

- Comorbidity factors
  - ADHD
  - Speech/language impairments
  - Dysgraphia
  - Dyscalculia
- Confounding factors
  - English language learners
  - Behavior and motivation



# Primary Reading and Writing Areas

- Phonics
- Sight-word recognition
- Reading fluency
- Spelling

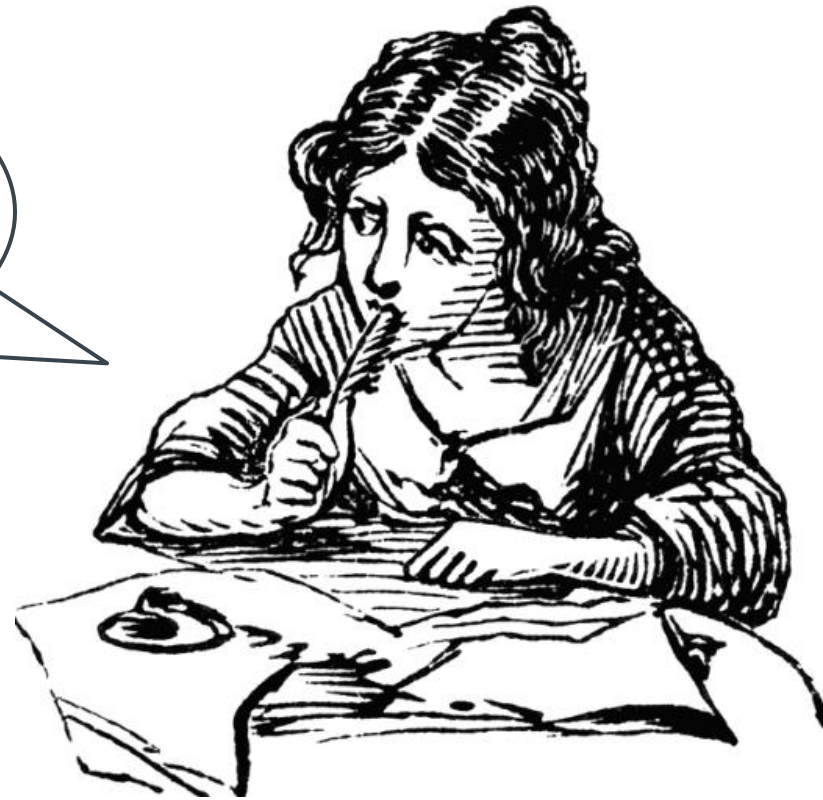


# Linguistic Risk Factors

- Phonological awareness: ability to hear and manipulate speech sounds
- Rapid automatized naming (RAN): ability to name objects, colors, letters, and/or digits rapidly
- Auditory working memory: ability to listen, then rearrange, information (e.g., repeat a string of digits in reversed order).
- Orthographic processing: ability to recall letter orientation and the spelling patterns of words

# Unstable Word Images

How do I spell  
“because”? I  
knew it yesterday.



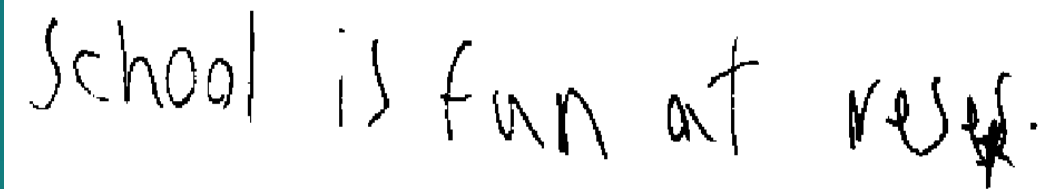
Visual orthographic images (VOI)

# Behavior and Motivation

Reading and writing are so hard and frustrating that sometimes these kids act out or just give up.



“Failure to learn to read as others do is a major catastrophe in a child’s life” (p.1).

A white rectangular box containing the handwritten sentence "School is fun at recess." in black ink. The handwriting is cursive and somewhat informal, with a period at the end of the sentence.

**Source:** Dolch, E. W. (1939). *A manual for remedial reading*. Garrard Press.

# Reading Affects Everything You Do

Slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development.

**Source:** Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.

# Reading Affects Everything You Do *(cont.)*



The longer this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior. Or to put it more simply and sadly—in the words of a tearful 9-year-old, already failing frustratingly behind his peers in reading progress, “Reading affects everything you do” (p. 390).

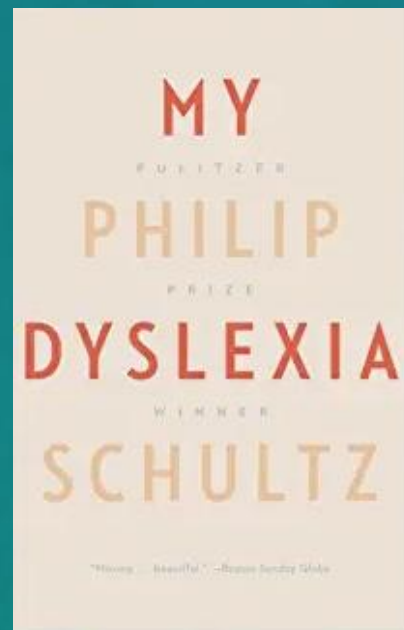
**Source:** Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.



“We firmly believe that it does students with LD little good to be included and socialized in general education classrooms for 12 years if the result is that these students leave high-school reading at a second- or third-grade level and with serious self esteem issues” (p. 66).

**Source:** Herr, C. M., & Bateman, B. D. (2013). Learning disabilities and the law. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed., pp. 51–68). Guilford Press.

“My ignorance of my dyslexia only intensified my sense of isolation and hopelessness. Ignorance is perhaps the most painful aspect of a learning disability” (p. 64).



**Source:** Schultz, P. (2011). *My dyslexia*. W. W. Norton & Company.

# The Dyslexia Paradox

Dyslexia is typically not identified until a child is in second grade and has not learned to read as expected. Early intervention is most effective when provided from Pre-K to Grade 1 prior to reading failure.



## A Paradox

**Source:** Ozernov-Palchik, O. & Gaab, N. (2016). Tackling the ‘dyslexia paradox’: Reading brain and behavior for early markers of developmental dyslexia. *WIREs Cognitive Science*, 7, 156–176. doi:10.1002/wcs.1383

# Students with Dyslexia Need Understanding Teachers

- Sympathetic
- Interested
- Developmental
- Supportive
- Inspiring





“A definition is relatively worthless unless it results in action” (p. 25).

**Source:** Cruickshank, W. M. (1983). Learning disabilities: A neurophysiological dysfunction. *Journal of Learning Disabilities, 1*, 24–26.

# Dyslexia 101

- Dyslexia runs in families
- High comorbidity with other disorders (e.g., ADHD, speech/language impairments, dysgraphia, dyscalculia)
- No one cognitive weakness can rule a diagnosis in or out
- Early intervention is critical
- Effective treatments provide intensive, explicit instruction in phonemic awareness, phonics, fluency, and spelling
- Accuracy is easier to improve than fluency
- Dyslexia affects motivation and self-esteem
- Students need highly trained reading teachers

# What is dyslexia? Jack, Age 8

Difficult because it's hard to read

Yelling because I get frustrated

Spelling is hard to do

Learning is something I want to do

Easy sometimes at school

X-tra time it takes for me at school and to do homework

I can do it. I will get it

And hard sometimes to read and do homework

# What is dyslexia?

## Theresa, Jack's Mom

Doing lots of research, then more research

Yelling—lots of yelling because I couldn't find someone to help him

School—wanted to wait to test him and start an IEP “he's too young”

Love this little guy

Endurance—every aspect of this is a marathon, not a sprint

X-traordinary ability to make something out of nothing with a Lego

Intelligent—his dad and I know he is, and the school needs to know he is

Adversity vs. anxiety—with the right tools, we are turning this around



# What is dyslexia?

## Jack's Third-Grade Teacher

Don't give up!

You are resourceful

Super hard worker

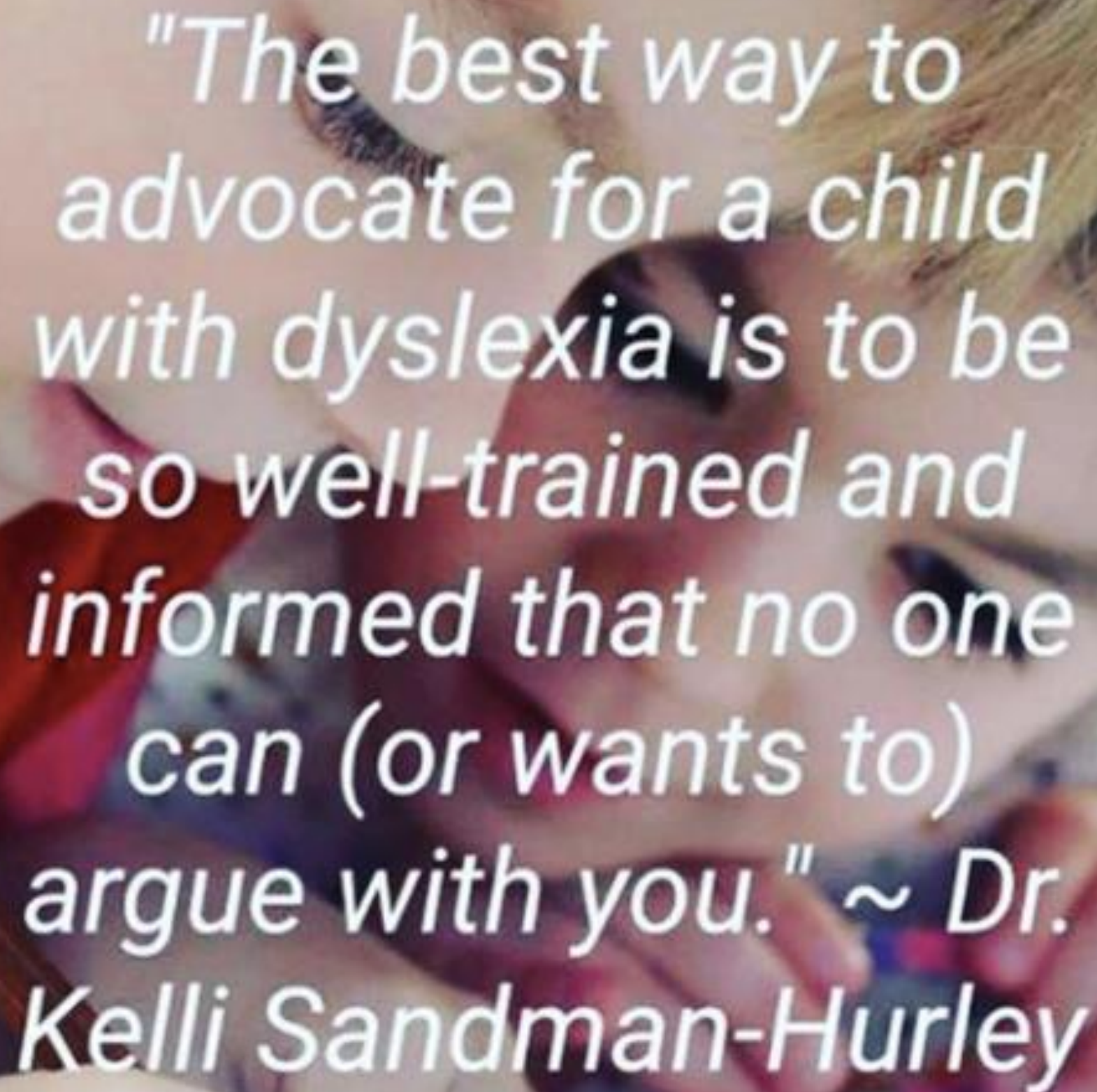
Listens carefully

Eager to learn

X-ceptionally creative

Insightful and gifted in many ways

Ask for help whenever you need it!



*"The best way to advocate for a child with dyslexia is to be so well-trained and informed that no one can (or wants to) argue with you." ~ Dr. Kelli Sandman-Hurley*

# Dyslexia is complex; assessing for it doesn't have to be.

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# Upcoming Webinars

- [Best Practices in Dyslexia Assessment](#)

- Presented by: Nancy Mather, PhD.

- November 2, 2022 | 12:00 p.m. – 1:15 p.m. PST

- [Challenges in Assessing Dyslexia](#)

- Presented by: Nancy Mather, PhD.

- December 7, 2022 | 12:00 p.m. – 1:15 p.m. PST

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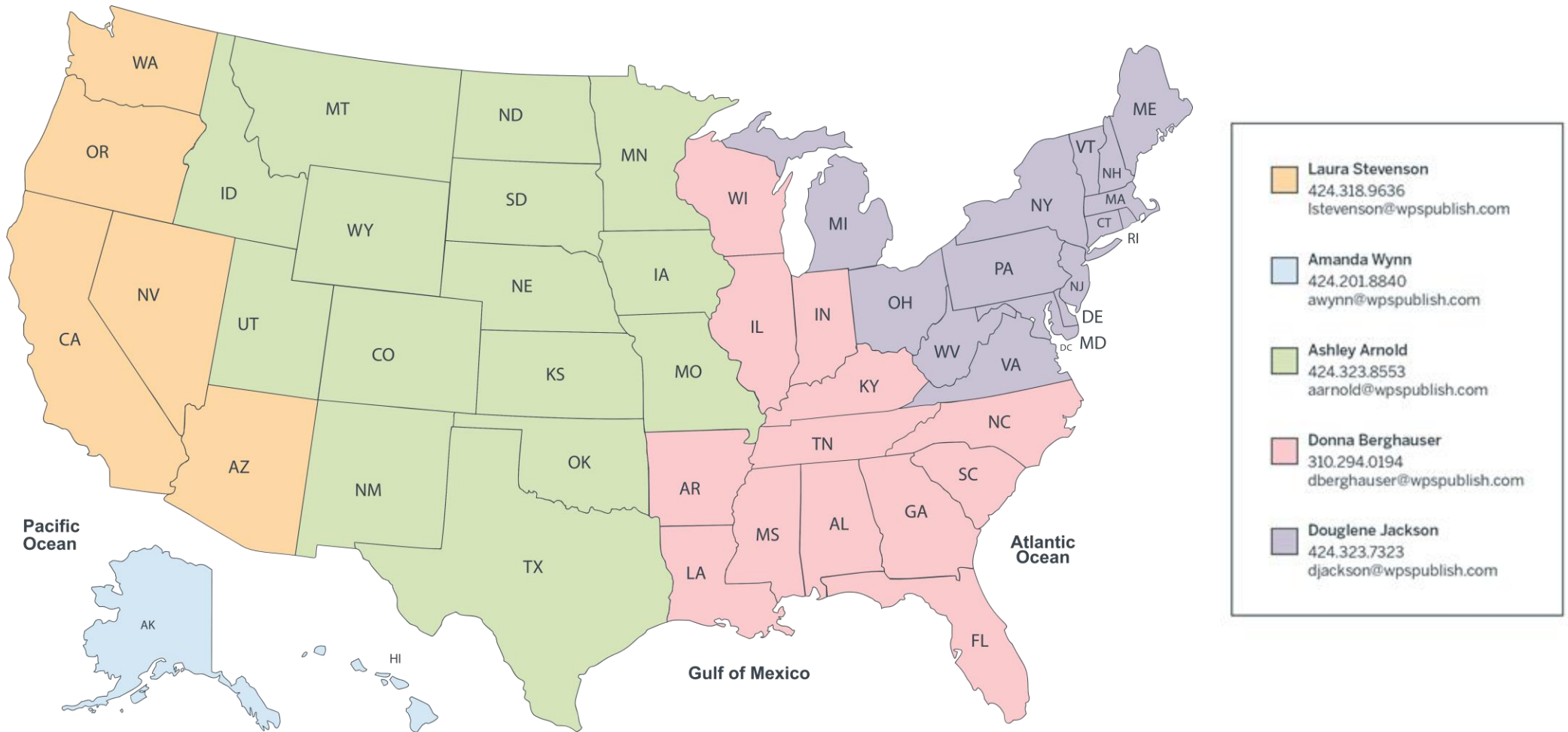
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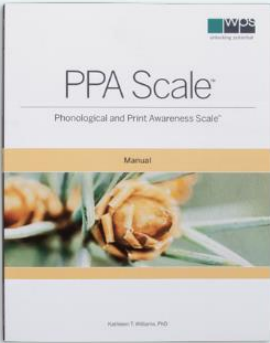
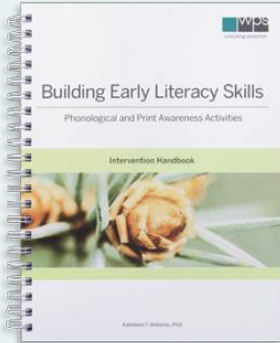
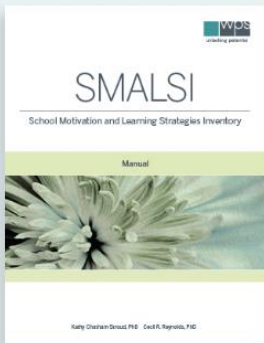
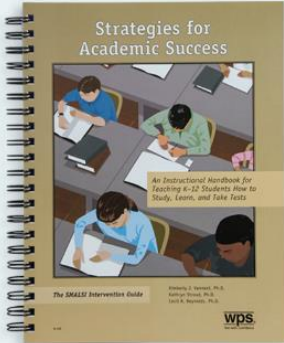
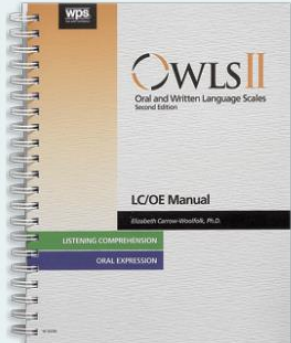
# WPS Regional Map



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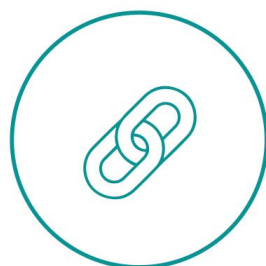
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# Questions?

