



February 21, 2014

Informational Hearing Cover Letter  
Transfer of power point presentation  
Date of hearing, Monday, February 24<sup>th</sup> 1PM

Chair, Representative Gelser  
and Members of the House Education Committee  
900 Court St. NE  
Salem, Oregon 97301

Dear Chair Representative Gelser and Members of the House Education Committee:

We thank you for this opportunity to meet with you. We appreciate your time. We would like to talk further about how we can work together to address dyslexia and achieve Oregon's educational goals.

Our power point presentation is attached to this email. It is called:  
[Moiras edits to professional power point\\_v3H.pptx](#)

Sincerely,

Maria Baker, Parent Advocate  
Jen Cappalonga, Parent Advocate, Educator  
Diana Sticker, Founding Member and Parent Advocate  
Moiras Finnegan, Founding Member and Speech Language Pathologist  
Decoding Dyslexia Oregon  
[www.decodingdyslexiaor.org](http://www.decodingdyslexiaor.org)



# Addressing Dyslexia:

Key to Achieving Oregon's Education Goals



Prepared by: Decoding Dyslexia Oregon

# DECODING DYSLEXIA OREGON

*Our kids with amazing abilities struggle with reading and writing*



# Dyslexia is of interest to families in Oregon and across the nation...



45 State groups



[www.decodingdyslexia.net](http://www.decodingdyslexia.net)



# Decoding Dyslexia: Mission

- 1. Raise dyslexia awareness**
- 2. Empower families to support their children**
- 3. Inform policy-makers on best practices to identify, remediate, and support students with dyslexia in Oregon schools.**





**Ensure teachers  
have the tools they  
need for their  
students to succeed**

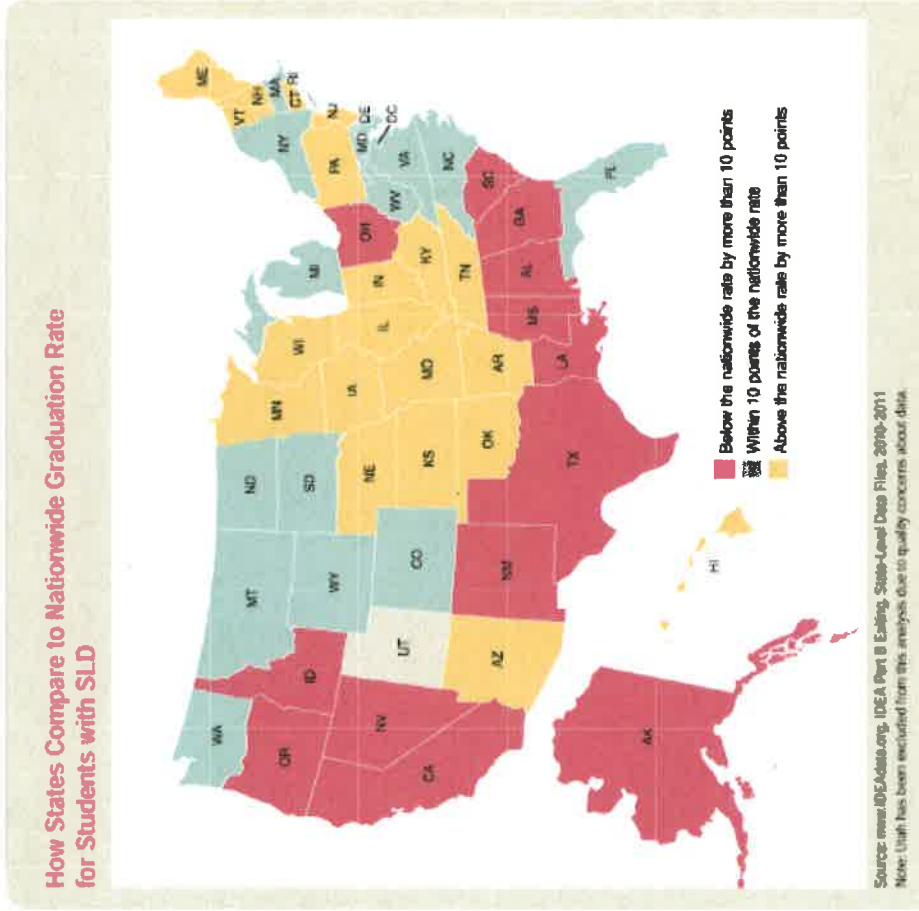




**Dyslexia is  
an equity  
issue  
that affects all  
racial and  
socioeconomic  
groups**



# Comparing Oregon to the Nation



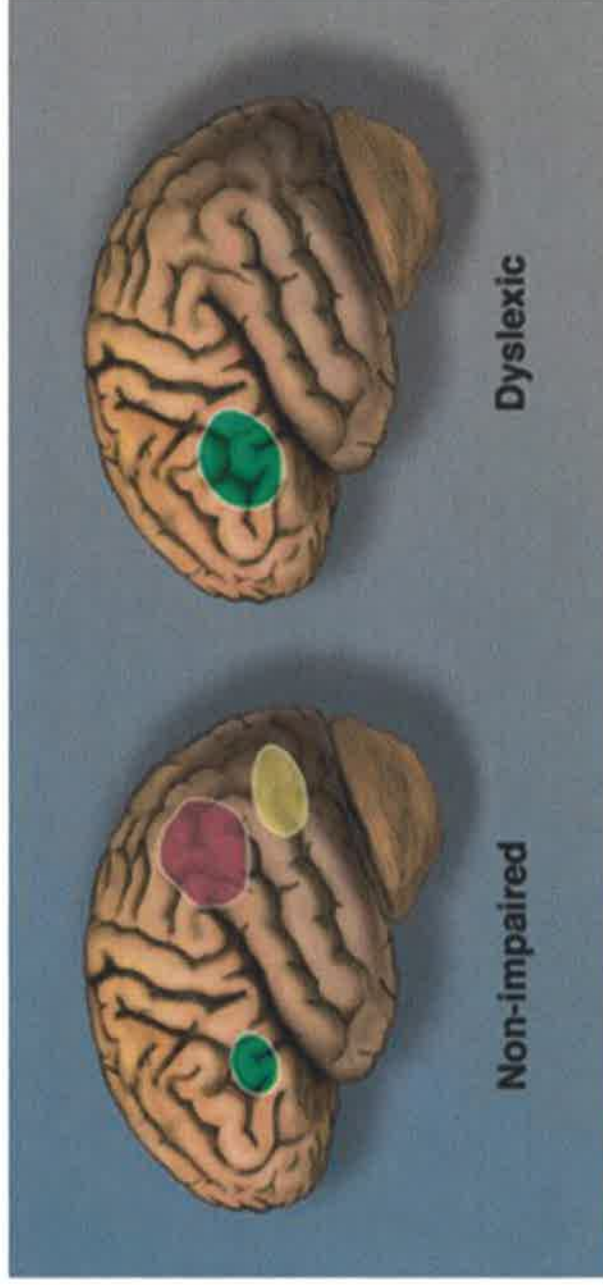


# Definition of dyslexia

- 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.



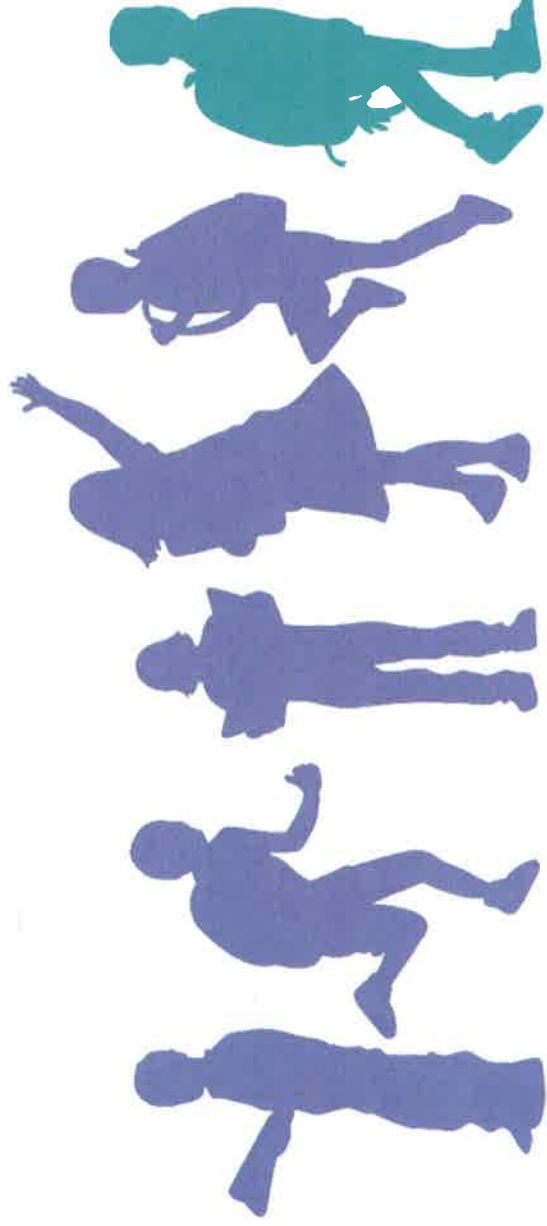
# Neural Signature for Dyslexia: Disruption of Posterior Reading Systems



© Sally Shaywitz. *Overcoming Dyslexia*, 2003



# Prevalence of Dyslexia



- “Depending on the definition chosen, the prevalence of reading disability is approximately **5% to 20% of school-aged children** in the United States.
- Approximately, **28,186 to 112,753 students** with dyslexia in Oregon public schools.

(American Academy of Pediatrics, 2011)



# Impact of Dyslexia

- **32% of all 4<sup>th</sup> grade students have “below basic” reading skills.** (National Assessment of Educational Progress, 2013)
- **22% of all 8<sup>th</sup> grade students have “below basic” reading skills.** (National Assessment of Educational Progress, 2013)
- **68% of state prison inmates do not have a high school diploma and of those, 66% have a learning disability**  
(US Dept. of Justice, 2003)
- **Children with higher reading skills at age 7 have higher incomes, better housing and more professional roles in adulthood.** (Bates and Richie, 2013)



# The solution is *educational*

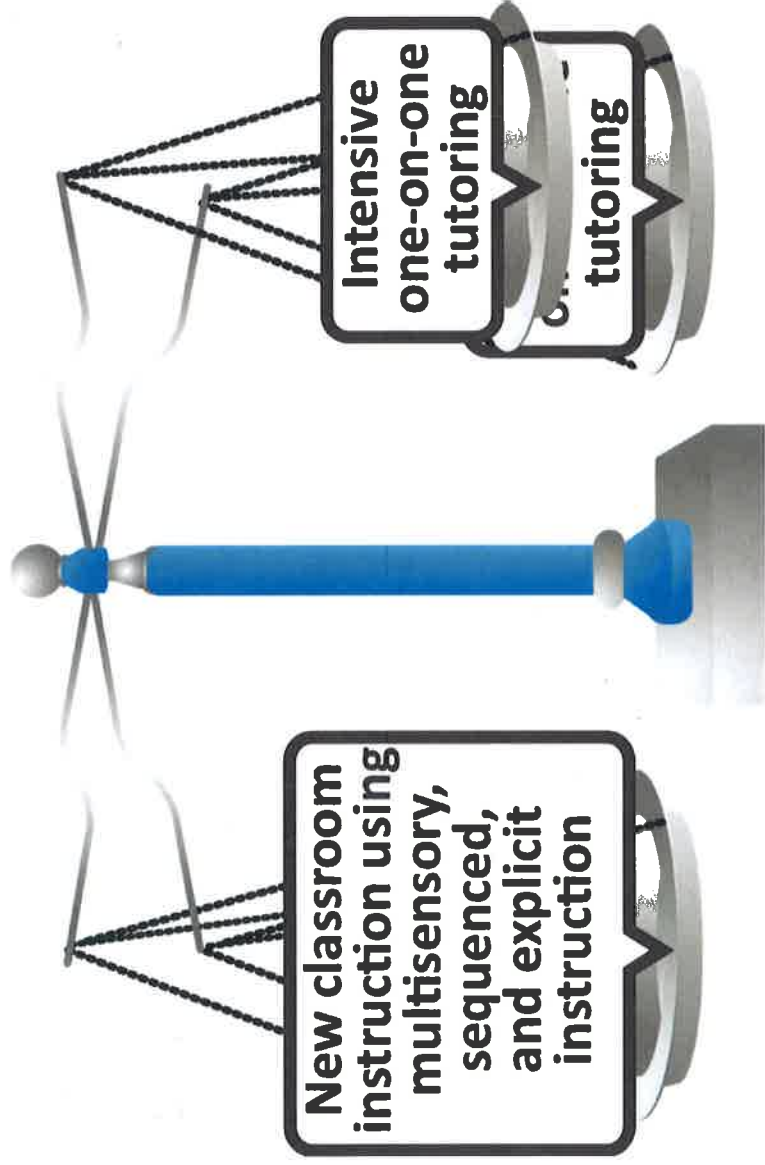


- It is important for these children to be taught by a **sequenced, systematic and explicit method** that involves several senses (hearing, seeing, touching) at the same time.

(American Academy of Pediatrics, 2011)



# Classroom instruction and tutoring outside of the classroom



# Benefits of Early Intervention

- When intervention began in the 1st grade, the **expected incidence of reading disability of 12% - 18% was reduced substantially to 1.6% -6%.”**

(American Academy of Pediatrics, 2011)



# Risks of Waiting

- “Children identified as reading disabled after 2nd grade **rarely catch up to their peers.**”
- “When intervention is delayed until 3<sup>rd</sup> grade, **approximately 74% of these children will continue to have difficulties** learning to read through high school.”

(American Academy of Pediatrics, 2011)





# Legislation



1. **A universal definition** and understanding of dyslexia.
2. **Early screening** for dyslexia.
3. **Evidence-based remediation programs** for students who show signs of dyslexia.
4. **Teacher training** for all teachers to include the International Dyslexia Association's Knowledge and Practice Standards.
5. **Access to assistive technologies** in public schools for students with dyslexia.



**Thank you for your time!**  
**Respectfully,**

