19A

Protecting Every Child's Right to Learn How to Read

Work with Us to Stop the School-to-Prison Pipeline

Dyslexia Advocacy Action Group is a 501c3 grassroots movement driven by parents and teachers alarmed and impacted by the lack of explicit systematic multisensory literacy instruction at school districts across New York State. Our mission is to raise dyslexia awareness, empower families, administrators and teachers by sharing the scientific knowledge of how children learn to read. We run free community dyslexia support workshops for parents, teachers and administrators, we share knowledge of the explicit multisensory structured literacy approaches critical for general education students and students with dyslexia.

- **THE MAJORITY OF STUDENTS DIAGNOSED WITH DYSLEXIA ARE NOT BEING TAUGHT HOW TO READ IN PUBLIC SCHOOLS (THAT'S UP TO 20% OF THE POPULATION)**
- **52% OF GENERAL EDUCATION STUDENTS (WITH ENGLISH AS A FIRST LANGUAGE) CANNOT READ TO GRADE LEVEL**
- **22% ARE FUNCTIONALLY ILLITERATE (CANNOT READ STREET SIGNS, MEDICAL DIRECTIONS OR WEBSITES)**
- **NEW YORK STATE'S HIDDEN SURTAX FOR FAILURE TO TEACH READING IS: $ 3 BILLION DOLLARS PER YEAR**

> TEACHERS ARE TRAINED IN AN APPROACH THAT DOES NOT EXPLICITLY TEACH WORD RECOGNITION SKILLS, PHONICS, PHONEMIC AWARENESS OR ORTHOGRAPHIC AWARENESS

Early screening and fast-track explicit systematic multisensory remediation **prevents learning differences becoming disabilities.** Early explicit systematic multisensory instruction foregoes the need for I.E.P's for most students. Early explicit systematic multisensory instruction for general education students prevents illiteracy. Early automatic remediation for groups of at-risk students prevents:

- o 80% of school drop-outs cannot read (National Assessment of Adult Literacy)
- o 80% of youths before courts cannot read (National Assessment of Adult Literacy)
- o 70-85% of people in prison cannot read (National Assessment of Adult Literacy)
- o 48% of people in prison have dyslexia (Moody, 2000)
- o 3 out of 4 people on welfare cannot read (National Assessment of Adult Literacy)
- o 52% of general education students, with English as a first language read below grade level, 22% are functionally illiterate (New York State Department of Education)

33 States have literacy laws that protect general education students and students at risk of dyslexia from not being taught how to read

S02675 BROOKS : Requires the certification or training of teachers, administrators and instructors in the area of dyslexia and related disorders.
A08786A Carroll : Relates to establishing a dyslexia task force and implementing the findings of such task force.
A08697 Carroll: Requires screening for dyslexia and provides for intervention services for dyslexic children

501C(3) Registered Charity: 473327 ◆ IRS EIN: 83-3085334

UNTREATED DYSLEXIA IS A SYMPTOM OF A BROADER MISUNDERSTANDING ABOUT HOW TO TEACH READING

According to the International Dyslexia Association, dyslexia is a specific learning disability that is characterized by difficulties with accurate and/or fluent word recognition and decoding abilities. **However, general education students who speak English as a first language are failing to learn how to read. Illiteracy is a general education crisis in New York.**

**NON-ENGLISH LANGUAGE LEARNERS
NEW YORK
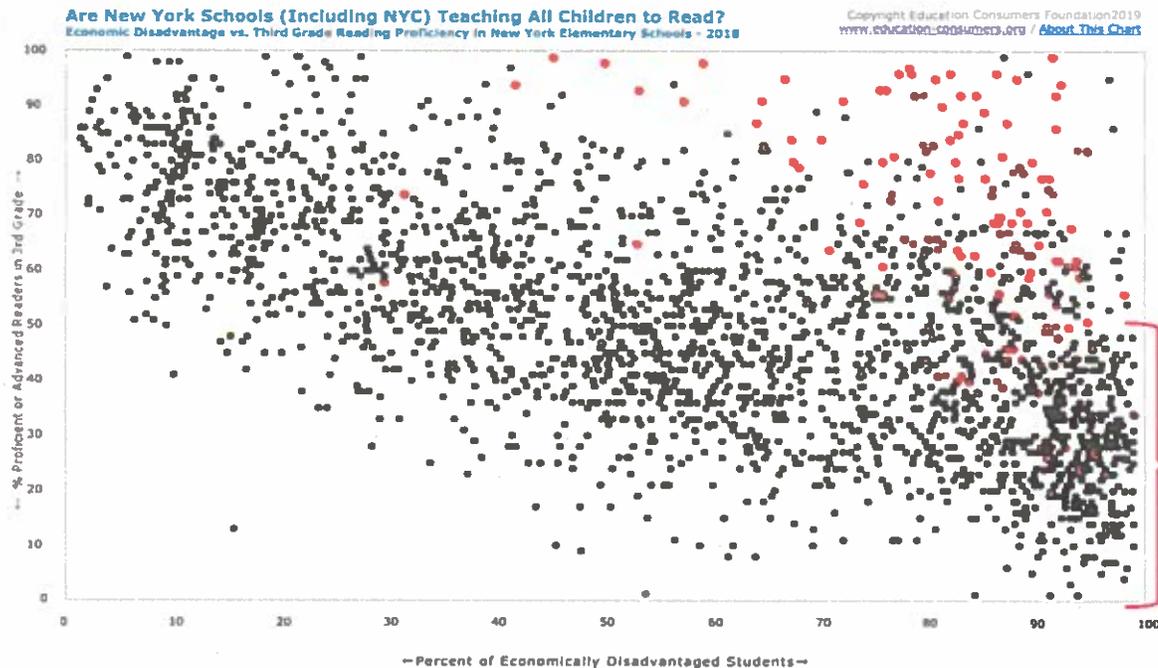2018 & 2019 ELA NAEP RESULTS 8th GRADE**
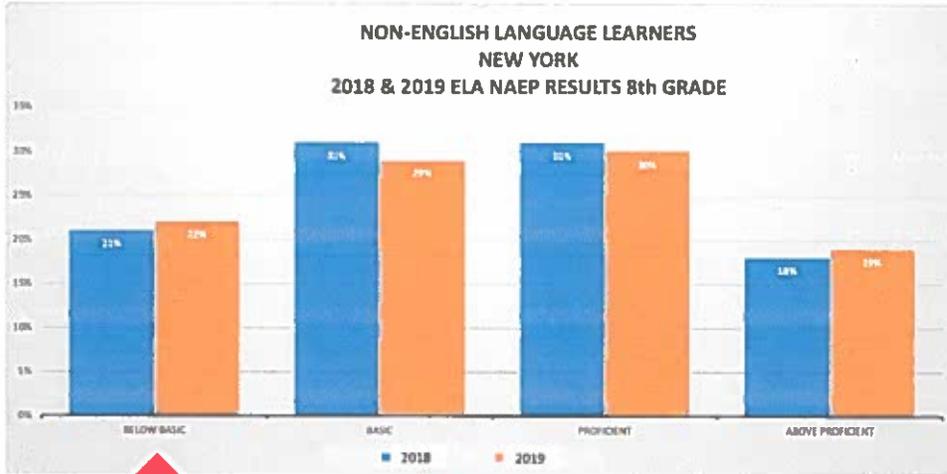
Almost 25% are functionally illiterate: they cannot read street signs, medical directions, web pages etc.

Approx. 30% can barely read

52% (more than half) of general education students with English as a first language struggle or are functionally illiterate

IT WOULD TAKE THESE STUDENTS 1-3 YEARS TO GET TO GRADE LEVEL
BUT TEACHERS DO NOT RECEIVE TRAINING TO TEACH THEM!

Are New York Schools (Including NYC) Teaching All Children to Read?
Economic Disadvantage vs. Third Grade Reading Proficiency in New York Elementary Schools - 2018

Copyright Education Consumers Foundation 2019
www.education-consumers.org / About This Chart

Schools in NYS With less than 50% of students who can read

←Percent of Economically Disadvantaged Students→

← % Proficient or Advanced Readers in 3rd Grade →

Email: teachreadingnow@gmail.com
Phone: 917-208-3866

AMERICAN
PSYCHIATRIC
ASSOCIATION

Diagnosis

Learning disorder can only be diagnosed after formal education starts. To be diagnosed with a specific learning disorder, a person must meet four criteria.

1) Have difficulties in at least one of the following areas for at least six months despite targeted help:

1. Difficulty reading (e.g., inaccurate, slow and only with much effort)
2. Difficulty understanding the meaning of what is read
3. Difficulty with spelling
4. Difficulty with written expression (e.g., problems with grammar, punctuation or organization)
5. Difficulty understanding number concepts, number facts or calculation
6. Difficulty with mathematical reasoning (e.g., applying math concepts or solving math problems)

2) Have academic skills that are substantially below what is expected for the child's age and cause problems in school, work or everyday activities.

3) The difficulties start during school-age even if in some people don't experience significant problems until adulthood (when academic, work and day-to-day demands are greater).

4) Learning difficulties are not due to other conditions, such as intellectual disability, vision or hearing problems, a neurological condition (e.g., pediatric stroke), adverse conditions such as economic or environmental disadvantage, lack of instruction, or difficulties speaking/understanding the language.

A diagnosis is made through a combination of observation, interviews, family history and school reports. Neuropsychological testing may be used to help find the best way to help the individual with specific learning disorder.

Please Reform this Policy

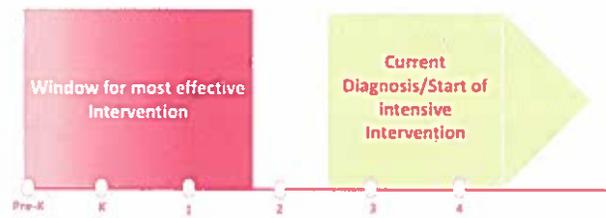Email: teachreadingnow@gmail.com
Phone: 917-208-3866

WAIT TO FAIL OR
SUPPORT AT THE WINDOW FOR MOST EFFECTIVE INTERVENTION?

Common literacy issues, such as dyslexia, are generally diagnosed after the most effective time for intervention has passed. The Dyslexia Paradox describes the discrepancy between when developmental dyslexia is typically diagnosed (between 2nd and 4th grade) and the most effective window for interventions.
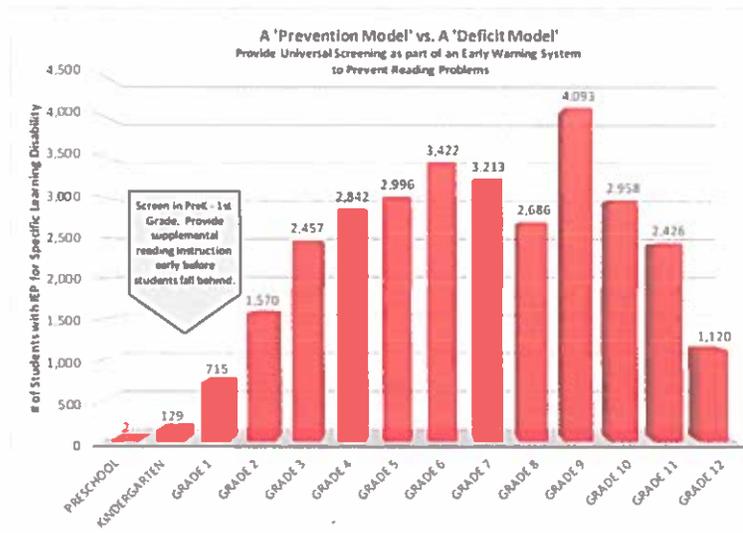
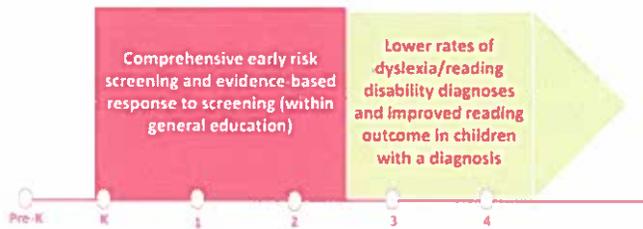Credit: Dr. Nadine Gaab
Nadine.gaab@childrens.Harvard.edu

The Dyslexia Paradox ("the wait to fail approach")

Dyslexia is generally diagnosed after the most effective intervention window

Window for most effective Intervention

Current Diagnosis/Start of intensive Intervention

Pre-K   K   1   2   3   4

Solving the Dyslexia Paradox

Replacing "the wait to fail approach" with a support model

Comprehensive early risk screening and evidence-based response to screening (within general education)

Lower rates of dyslexia/reading disability diagnoses and improved reading outcome in children with a diagnosis

Pre-K   K   1   2   3   4

A 'Prevention Model' vs. A 'Deficit Model'
Provide Universal Screening as part of an Early Warning System to Prevent Reading Problems

Screen in PreK - 1st Grade. Provide supplemental reading instruction early before students fall behind.

(a) Source: Maryland Special Education / Early Intervention Services Census Data Related Tables, Oct 1, 2016. Table 7 Students w/ Disabilities by Grade and Disability - Specific Learning Disability category shown.

Email: teachreadingnow@gmail.com
Phone: 917-208-3866

TIMELINE OF THE ENGLISH LANGUAGE
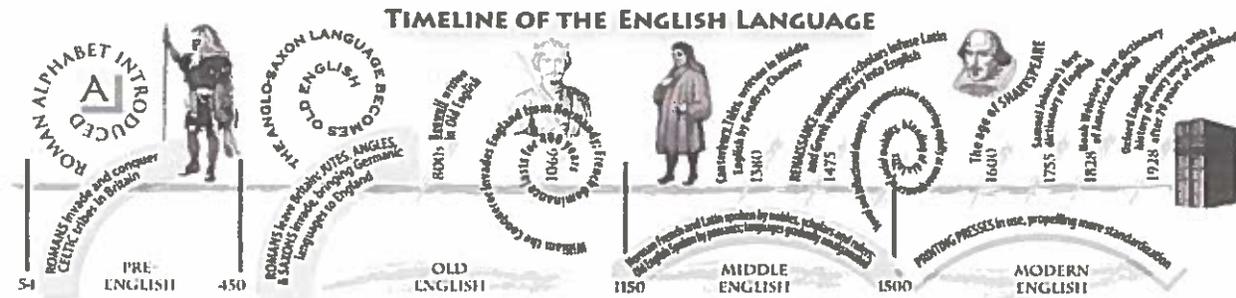
Sanskrit is the foundation of all languages including English. The English language slowly evolved over thousands of years as a result of combining with multiple languages, including; Celtic, Anglos Saxon (Old English), Latin, Norman French and Greek. Humans evolved with language from the beginning, our brains are wired for language at a cellular level. However, the written English language is very recent. Our brains do not automatically link sounds to symbols – the alphabetic "code" is not wired-in the same way as it is for spoken language. Word recognition has to be taught as a phonics-based explicit systematic approach.

MRI SCANS HAVE CLARIFIED THE NEUROLOGICAL LINKS THAT FORM TO ENABLE A PERSON TO LEARN HOW TO READ

Scarborough 2002
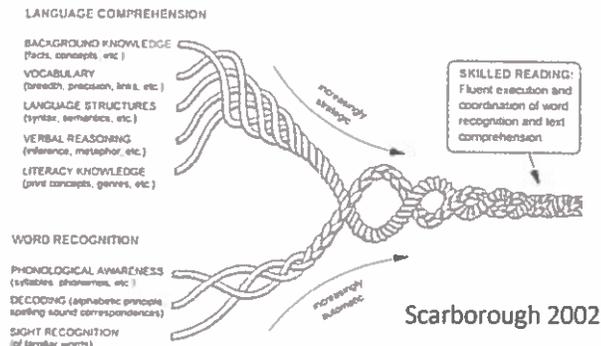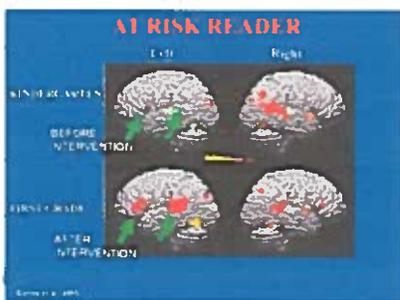
National Reading Panel (2000) Conclusions:
The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

5

These programs are **wonderful** but should be given to students who have already received explicit systematic instruction and learnt how to read (recognize words, decode). *These programs would be great after 3rd grade.* But, *not* as a tool to learn how to read.

In The Guide to the Reading Workshop, there is an example of a child reading ten or more Level C books in a thirty-minute sitting – which is fantastic – but can the child decode? Or is the child attempting to self-teach?

Examples of The Three Cueing System from an advisory booklet for parents:

School 1: During reading, when your child gets stuck on a word, follow these steps.
Ask your child to:

    Guess what the word might be.

    Look at the picture to help guess what the word might be.

    Go back to the start of the sentence and re-read it, adding the word you think might make sense. .

        Read to the end of the sentence and check that the word "makes sense".

        If the word makes sense then check if it "looks right" (could it be that word?). If the word is still incorrect, tell your child the word and allow him/her to continue reading.

        It is inappropriate for your child to be directed to "sound out" words, using individual letter sounds, as many words cannot be identified in this manner.

School 2: Teaching your child reading strategies:

    If your child has difficulty with a word:

    Ask your child to look for clues in the pictures

    Ask your child to read on or reread the passage and try to fit in a word that makes sense.

    Ask your child to look at the first letter to help guess what the word might be.

6

Protecting Every Child's Right to Learn How Read

ORGANIZATION BACKGROUND

Dyslexia Advocacy Action Group is a grassroots movement driven by parents and teachers impacted by the limited access to educational interventions for students with dyslexia and other language-based learning disabilities at public schools. Yale Scientific estimates that up to one in five people have dyslexia. Our mission is to raise dyslexia awareness to empower families, administrators, and teachers to understand and treat dyslexia. We work with school districts to adapt their curriculums so that students with dyslexia receive support before the end of first grade, without being referred to special education. We offer resources, including free tools for identifying students at risk of dyslexia. We organize teacher training and support schools to implement the science of reading for students at risk of dyslexia and general education students. The Dyslexia Advocacy Action Group became a 501c(3) in 2018 and has been advocating for students, educating school districts, and organizing teacher training since 2014.

1. EXECUTIVE SUMMARY

The Dyslexia Advocacy Action Group requests a $ 103,750 grant to advocate for children in crisis and conduct dyslexia educational workshops. Additionally, we ask for $ 1,382,750 to subsidize teacher training and mentoring at impoverished schools with high populations of illiterate students. Dyslexia affects children from all socioeconomic backgrounds; school funding levels do not necessarily correlate with the ability to teach reading. Students with dyslexia generally have above average or average IQs. However, the majority of students we have found are in crisis with reading levels that are two-to-five years below grade level. The emotional impact of repeated reading failure damages their confidence, self-esteem, and places extraordinary pressure on their families. Symptoms of untreated dyslexia include; anxiety, feelings of isolation and stupidity, self-blame, behavioral issues, and shut-down. These students are three times more likely to attempt suicide and dropout: 85% of youths before courts cannot read (National Assessment of Adult Literacy). School dropouts and unprepared graduates increase government spending on health care, welfare, and criminal justice; this *hidden annual surtax* for New York State is $ 3,088, 573,000 (Education Consumers Foundation). Our school intervention programs will reduce the burden to taxpayers by advocating for at-risk students, influencing cultural change within schools, training, and mentoring teachers. Most teachers lack training in science-based approaches. Many have never successfully taught a child with dyslexia how to read and do not think it is possible: dyslexia is highly treatable. There are millions of students with dyslexia who read at or above grade level. These students either live in a school district that teaches structured literacy or their parents sued the school district to send their child to a private school for dyslexia. It costs up to $75,000 annually for school tax payers. However, many parents cannot afford to sue, or they do not live near private or public schools that implement structured literacy approaches to fidelity. Please work with us to stop the misery of illiteracy and the school-to-prison pipeline.

1

2. PROGRAM BUDGET

Advocacy Program:	Objective:	Quantity/Duration:	Cost:	Total:
6(a). Advocacy for Individuals at Strategically Selected School Districts and Educational Presentations	Crisis abatement & staff educational presentation	50 students over a one-year period	$300 per student	$ 15,000
6(b). State Wide Free Volunteer Advocacy and School Educational Interventions	Student crisis abatement & cultural change	300 students over a one year period	$150 per student	$ 45,000
7. Dyslexia Parent Support Workshops	Educate & empower families	25 workshops in one year with a minimum of 15 attendees	$ 350 per workshop	$ 8,750
8. Dyslexia Presentation for Special Education Departments	Cultural change and teacher buy-in	20 school districts over a one year period	$ 500 per workshop	$ 10,000
9(a). Dyslexia Advocacy Training & Advocacy Network	Train and Support Advocates	15 workshops over a one year period with a minimum of 15 trainees	$ 1000 per training event	$ 15,000
9 (b). Dyslexia Advocate Network	Advocate Support	Support for 300 advocates across New York	$ 10,000	$ 10,000
			TOTAL:	$103,750

Training Program:	Objective:	Quantity/Duration:	Cost:	Total:
10. Professional Development: Academy of Orton-Gillingham Classroom Educator (select schools)	Meets standards derived from Board of Regents, University of the State of New York	Train teachers in a remediation approach that is prescriptive and adaptive	$2,750 per teacher for 100 teachers	$275,000
11(a). Teacher Mentoring Program (OG Fellow)	Teaching to fidelity	Twice per week for three years (recommended)	$1,800 per day for 100 days	$432,000
11(b) Teacher Mentoring Program (Outstanding Certified Teacher)	Teaching to Fidelity	Twice per week for three years (recommended)	$900 per day	$72,000
12. School District Conference: Reading Science & Implementation	Training & support general education teachers	For Multiple School Districts, Precedes Completion of Teacher Training	$ 5,000 for 100 multiple districts	$ 500,000
			TOTAL:	$1,279,000

GRAND TOTAL: $ 1, 382,750

CONTACT US FOR DETAILS

Cell: 917-208-3866

Email: teachreadingnow@gmail.com