

## Compilation of Basic Reading Information, Facts about Dyslexia and Instruction that Works

Statistics	Source
36% of 4 <sup>th</sup> graders scored at proficient level 2007 (represents solid academic performance at grade level) in reading 36% of 8 <sup>th</sup> graders scored at proficient level in reading 2007	NAEP (National Assessment for Educational Progress) Report 2007 for Ohio. Further details: <a href="http://nces.ed.gov/NationsReportCard/">http://nces.ed.gov/NationsReportCard/</a>
--3 <sup>rd</sup> grade reading scores are now used to forecast prison capacity. --80% of the prison population are either low-level readers or illiterate. --92% of low-level readers in 3 <sup>rd</sup> grade will not go to college.	US Census Data, 2000
29% of all students at public 4-yr.colleges & universities have to enroll in a remedial class.	<a href="http://www.edin08.com/">www.edin08.com/</a> The Whole Child Newsletter 10/27/08 <a href="http://www.wholechildeducation.org">www.wholechildeducation.org</a> .
--37,857 students dropped out of Ohio schools in 2008 --75% high school graduation rate 2005 --31% college readiness rate 2002 --53% college enrollment rate (directly from high school) 2004 --47% college graduation rate (within 6 yrs.) 2005	Strong American Schools—Ohio <a href="http://www.edin08.com/">www.edin08.com/</a>
40% of Ohio inmates are illiterate	Ohio Dept. of Education 2008
--Average annual operating cost per State inmate in 2001 was \$22,650. --Average annual cost of educating a student in 2001-02 was \$9,000.	<a href="http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf">http://www.ojp.usdoj.gov/bjs/pub/pdf/spe01.pdf</a> National Center for Education Statistics <a href="http://nces.ed.gov/fastfacts/display.asp?id=372">www.nces.ed.gov/fastfacts/display.asp?id=372</a> <a href="http://nces.ed.gov/programs/youthindicators/Indicator_s.asp?PubPageNumber=11">http://nces.ed.gov/programs/youthindicators/Indicator_s.asp?PubPageNumber=11</a>
<b><u>“Dyslexia is a principal cause of reading difficulties &amp; illiteracy. A child who cannot read well is likely to fail in school &amp; is more likely than reading peers to drop out of school. A child who drops out of school is more likely to abuse drugs &amp; to violate the law &amp; is less likely to secure meaningful employment &amp; stable housing. He or she will be poorly equipped to support a family in later years.”</u></b>	<b><u>Michael Sisbarro, Ph.D. &amp; Circuit Judge Karen K. Cole, 2005. <i>Paying Attention to Reading: What Judges Need to Know About Dyslexia and ADHD.</i></u></b>
Dyslexia is the most common & best understood form of a reading disability. Important research findings indicate that instructional factors have been underestimated as a contribution to a reading disability. “Skills that prevent poor reading can be taught and <b>must be taught early</b> in school. Many children placed in special education are <b>instructional casualties</b> .”	Barbara R. Foorman, Ph.D., Florida State U., Center for Reading Research, <a href="http://www.fcrr.org">www.fcrr.org</a> <i>Prevention &amp; Remediation of Reading &amp; Learning Disabilities: What We Know From Research</i> , Presented at VA Branch/ IDA, Richmond, VA., 2008.
Special education does not close the reading gap for students with dyslexia. Group sizes are too large and teachers are not adequately trained to provide specialized reading intervention services.	Barbara R. Foorman, Ph.D., Florida State U. <a href="http://www.fcrr.org">www.fcrr.org</a> <i>Prevention &amp; Remediation of Reading &amp; Learning Disabilities: What We Know From Research.</i>
Dyslexic children use nearly 5x the brain area as normal children while performing a simple language task (study by an interdisciplinary team of U.of Washington researchers). Study shows for the first time that there are chemical differences in the brain function of dyslexic and non-dyslexic children... new evidence shows that dyslexia is a brain-based disorder. <b>Dyslexia, a reading disorder, is the most common learning disability, affecting an estimated 5 - 15% of children.</b> (American Journal of Neuroradiology)	<a href="http://www.washington.edu/newsroom/news/1999archive/10-99archive/k100499a.html">http://www.washington.edu/newsroom/news/1999archive/10-99archive/k100499a.html</a>
<b>About 40% of the population have reading problems severe enough to hinder their enjoyment of reading.</b> These problems are generally not developmental and do not diminish over time, but persist into adulthood without appropriate intervention. Because the percentage is so large, an arbitrary cutoff point of 20% was selected for the purpose of labeling children as disabled in basic reading skills. <b>The difference between a child who has a learning disability in reading and a child who is simply a poor reader is</b>	Research on Reading from National Institute of Child Health and Human Development by <i>Bonita Grossen</i> , U. of Oregon, Nov, 1997 NRRF - A Synthesis of Research on Reading from the NICHD.htm

<b>only a difference in the severity of the problem.</b>	
There is a persistent, but incorrect belief, that dyslexia is primarily caused by difficulties in the visual perception of letters, leading to confusions between letters like "p" and "d". However, such visual difficulties are the cause of dyslexia in only about 10 percent of the cases. <b>The most common cause, accounting for more than 70 percent of dyslexia, is a difficulty in relating the visual form of a letter to its sound, which is not a straightforward process in the English language.</b>	<a href="http://www.sciencedaily.com/releases/2008/06/080611103900.htm">http://www.sciencedaily.com/releases/2008/06/080611103900.htm</a>
“ <b>Can reading difficulties in dyslexic students be prevented?</b> The best answer to this question from current research is that serious reading difficulties can be prevented in most students with dyslexia if the right kind of instruction is provided with sufficient intensity early in development.”	FCRR Technical Report #8— <i>Dyslexia: A Brief for Educators, Parents, and Legislators in Florida</i> . Torgensen, Fooman, & Wagner, Florida Center for Reading Research.
<u>Explicit, Systematic Reading Instruction That Works</u>	
“Effective early interventions, as well as remedial instruction that is powerful enough to accelerate students’ rate of reading growth, almost always involve extra small group or 1:1 instruction for periods of time varying from 20 to 90 minutes/day, 4-5 times a week. To provide effective preventive or remedial instruction for students with severe dyslexia, schools need to develop the capacity to provide substantial amounts of skillful & targeted small group instruction to these students for as long as it takes to help them acquire grade level reading skills.”	FCRR Technical Report #8— <i>Dyslexia: A Brief for Educators, Parents, and Legislators in Florida</i> . Torgensen, Fooman, & Wagner, Florida Center for Reading Research.
Alabama’s Double Springs Elementary School has seen a greatly reduced number of referrals to Special Education for reading difficulties as a result of a well-designed program using the 3-Tier Model to catch students <b>before</b> they fail. With 3 yrs. of outcome data, no student completing Tier 3 dyslexia intervention has been referred to Special Ed. due to reading difficulties.	Dr. Denise P. Gibbs, Director Alabama Scottish Rite Foundation Learning Centers, Presentation at 2006 IDA National Conference, Indianapolis, IN. <a href="mailto:Gibbsdenise@aol.com">Gibbsdenise@aol.com</a> <a href="http://www.ALScottishRiteLearningCenters.com">www.ALScottishRiteLearningCenters.com</a>
An intensive reading program conducted three years ago in 50 Allegheny County schools permanently "rewired" the brains of dyslexic children, Carnegie Mellon University researchers said... Scans were done before the 100 hours of instruction, immediately after and one year later. <b>At the end of the program, the children who were poor readers had brain activity nearly the same as children with similar IQs who didn't have reading problems...</b> "One of the key issues is <b>if we can know initially, at the 4- or 5-year-old level, that a child is not learning and that the reason they're not learning has nothing to do with culture or IQ, but a difference in how their brain works...then we could immediately give them the type of instruction that they need to overcome that.</b> "	By <a href="#">Allison M. Heinrichs</a> TRIBUNE-REVIEW June 12, 2008 <a href="http://www.pittsburghlive.com/x/pittsburghtrib/search/s_572313.html">http://www.pittsburghlive.com/x/pittsburghtrib/search/s_572313.html</a>
Treatment intervention research has shown that <b>appropriate early direct instruction seems to be the best medicine for reading problems.</b> Reading is not developmental or natural, but is learned. Reading disabilities reflect a persistent deficit, rather than a developmental lag in linguistic (phonological) skills and basic reading skills. <b>Children who fall behind at an early age (K and gr. 1) fall further and further behind over time. Longitudinal studies show that of the children who are diagnosed as reading disabled in 3<sup>rd</sup> grade, 74% remain disabled in 9<sup>th</sup> grade</b> (Fletcher, et al., 1994; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992; Stanovich, 1986; Stanovich & Siegel, 1994). <b>Adults with reading problems exhibit the same characteristics that are exhibited by children with reading problems.</b>	Research on Reading from National Institute of Child Health and Human Development by <i>Bonita Grossen</i> , U. of Oregon, Nov, 1997 NRRF - A Synthesis of Research on Reading from the NICHD.htm
Texas has the oldest dyslexia law. Earlier diagnosis in Texas has eliminated the need for most middle school & high school programs.	Newspaper interview, <a href="#">Star-Telegram 1-4-04</a> w/ St. Bd of Ed Chairwoman Geraldine Miller
Washington State has a Dyslexia Pilot Program in process for 2007-09	<a href="http://www.k12.wa.us/curriculum/instruct/reading/DyslexiaPilotProj.aspx">http://www.k12.wa.us/curriculum/instruct/reading/DyslexiaPilotProj.aspx</a>