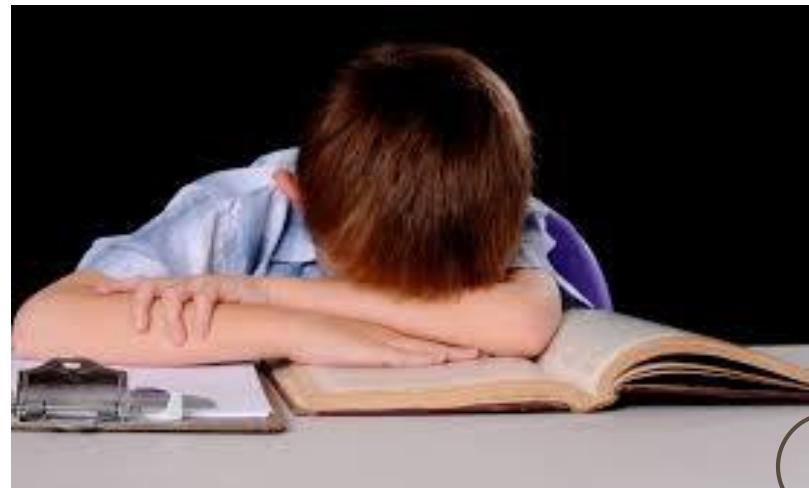


ALASKA READS: MEANINGFUL READING IMPROVEMENT

Alaska - 30% of students are learning to Read according to the
NAEP and historical Standards Based Assessments (normalized)

**Alaska can do better,
based on the
science of reading.**



MATHERS AND YOUMAN 2018 SUMMARY OF DYSLEXIA LAWS

- Awareness
- Pilots for Screening & Intervention
- Teacher Training
- Provision of Intervention/Accommodations
- Overall Rights
- Prescriptiveness

Dyslexia Laws in the United States



Figure 1.

In less than 10 years this issue is the number 1 issue according to the Superintendents Association. The problem is real, the response is varied.

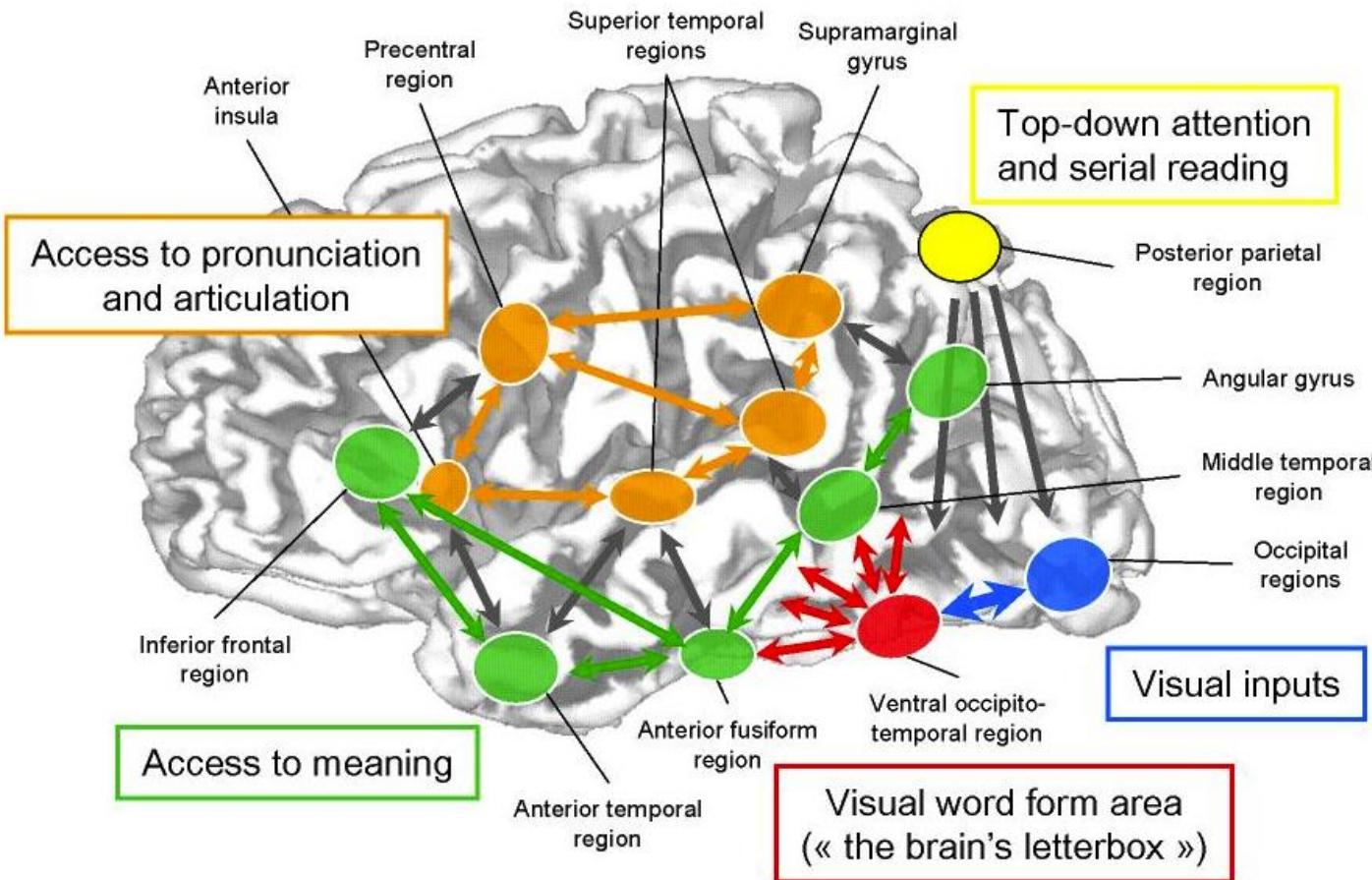
TEACH EVERY CHILD TO READ

- Reading is Essential
- Teaching Reading is Urgent
- Teaching Reading is Complex
- Science tells us almost all students can be taught to read



NOT BORN TO READ – WE KNOW BETTER NOW

A modern vision of the cortical networks for reading

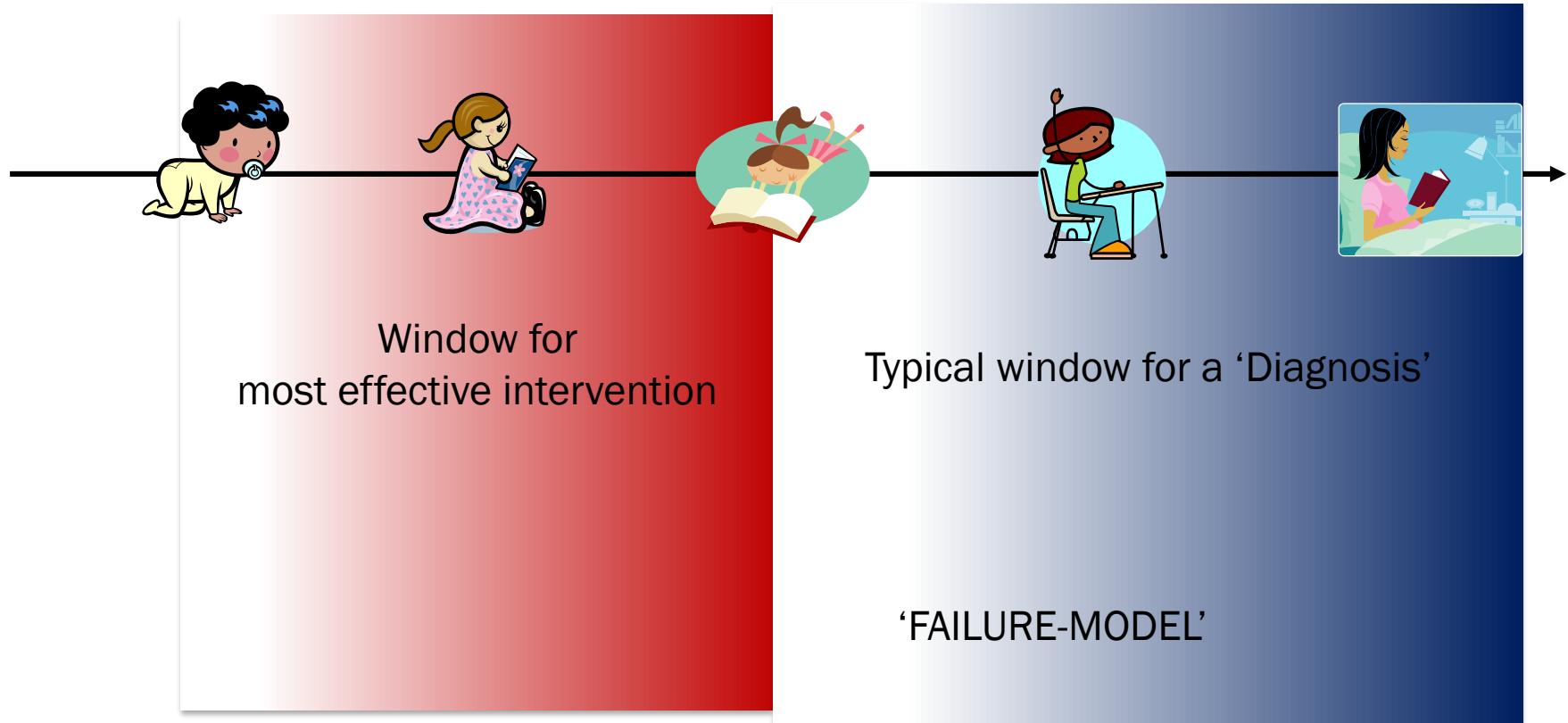


WAITING FOR DYSLEXIA: WITHOUT IDENTIFICATION ...

- Brain structure and formation does not benefit from early targeted intervention
- Specialized, effective, targeted intervention is not ensured.
- Resources, time and effort are misdirected.
- Reading failure rather than third grade proficiency.



THE DYSLEXIA PARADOX



Learning to read



Reading to learn

There is an extensive scientific knowledge base in reading.

We know more about reading development and teaching reading than any other area in education

Research suggests that 95% of students population can attain average reading skills with the implementation of intensive and systematic intervention (Torgesen, 2000)

But not if we do not teach every child to read.

Child Find Mandate in IDEA – An Obligation and Duty for the state

Identify, locate and evaluate all children with disabilities

Age birth to 21

This requirement to Identify all children exists even if child is not receiving services: Districts must have a method of determining which children with disabilities are receiving special education and related services and which children are not. (20 U.S.C. 1412(a)(3))

Covers children who attend private or public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a)(3))

NOTE: The mandate applies to all children who are suspected of having a disability, including children who receive passing grades and are **"advancing from grade to grade."** (34 CFR 300.111(c))

Are we identifying those that need specialized instruction before they fail ?

PHONOLOGICAL PROCESSES IMPACT SPEECH LANGUAGE AND COMMUNICATION (SL&C) AND THEREFORE READING.

As early as ages 4-5, screening in key phonological processing* skills can indicate a deficit that can adversely impact educational performance in reading.

These early deficits, are phonological processes that as language skills fall under the I.D.E.A. SL&C category even before reading failure. Therefore Child Find. Federal funds are provided for Child Find.

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Title 34 › Subtitle B › Chapter III › Part 300 › Subpart A › Section 300.8

*Phonological Processing

- Phonemic Awareness
- Rapid automatized naming
- Phonological Memory
- Letter sound knowledge

EARLY DEFICITS IN PHONOLOGICAL SKILLS CAN BE IDENTIFIED AND IMPROVED

Phonological Processing

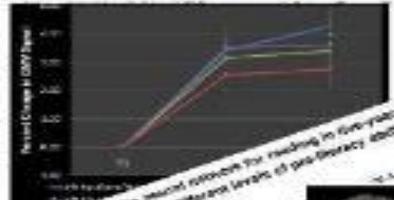
- **Phonemic Awareness**
- **Rapid automatized naming**
- **Phonological Memory**
- **Letter sound knowledge**

Evidence-based interventions work!

- 22 studies reported normalization of brain atypicalities through remediation

Gray matter volume changes following reading intervention in dyslexic children

Anthony J. Pantelis¹, G. Lynn Flook^{2,3}, William M. Napieralski², Jon Galloreno F. Klein²

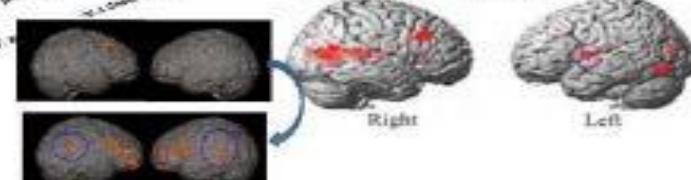


Time course of the neural outcome for reading in dyslexic children following children of different levels of post-treatment additional reading

Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI

Chris Neale¹, Laura Chabot², Robert A. Olson³, Diane L. Liberman⁴, Paul Fletcher⁵, Michael M. Merzenich⁶ and Virginia E. Ganor⁷

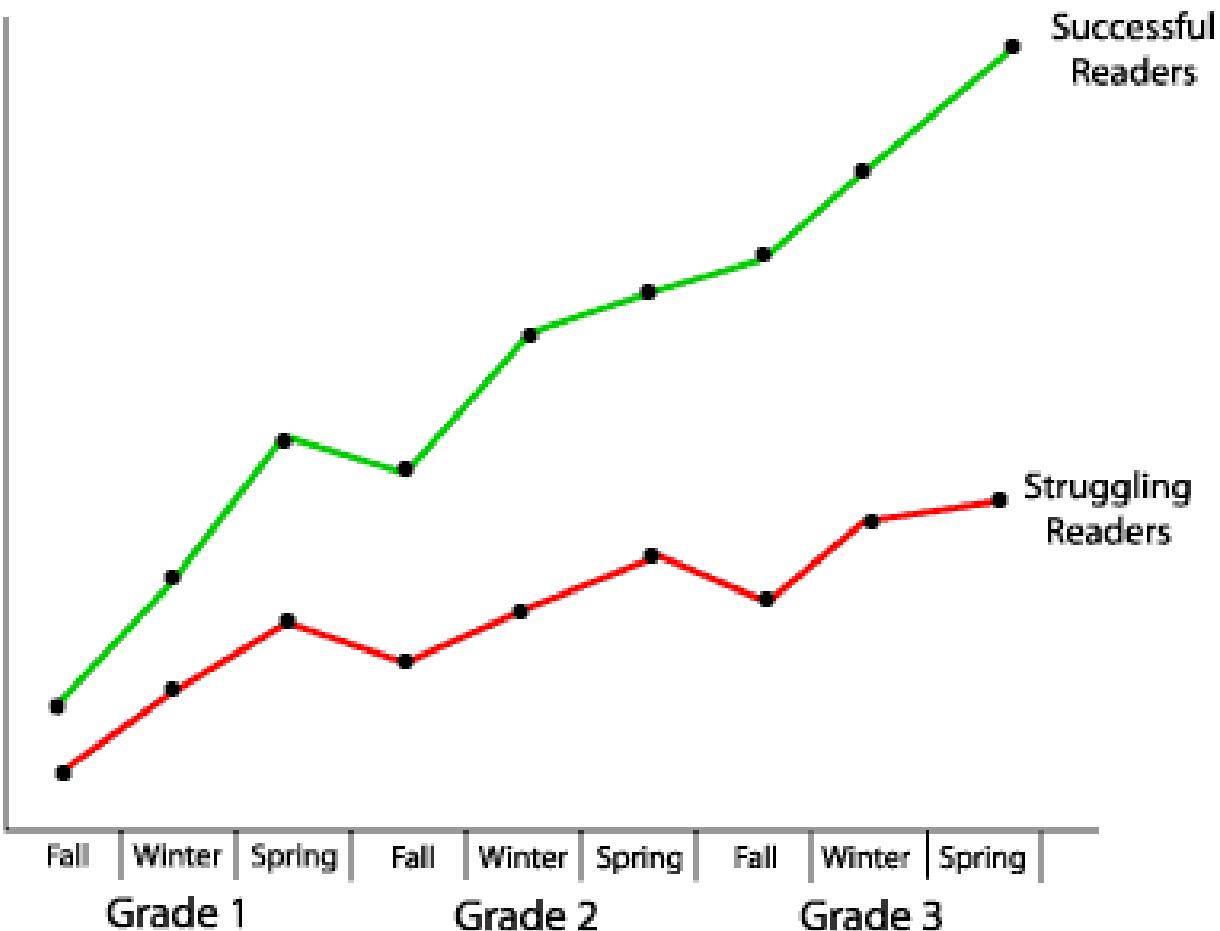
B: Dyslexic children increases after remediation



Massachusetts is FAILING to teach too many students to read.

The achievement gap begins before **3RD** grade and grows

The Matthew Effect :
Good Readers Read More
Poor Readers Read Less



PROVIDING INDIVIDUAL EDUCATION PLANS MORE THAN DOUBLES BETWEEN BETWEEN K AND 2ND GRADE AND AGAIN BY 5TH GRADE.

The number of students in “high incidence” IEP categories of, SLD (incl. dyslexia), Communication and Health (incl. ADD/ADHD)

Massachusetts

Increased from

20,000 (kindergarten)

40,000 (grade 2)

90,000 (grade 5)

**General Education, Response to Intervention and Title 1 have failed
To teach proficient reading or ensure early identification for I.D.E.A.**

For thousands of students in Massachusetts.

ALASKA'S DATA: PROVIDING INDIVIDUAL EDUCATION PLANS MORE THAN DOUBLES BETWEEN BETWEEN K AND 2ND GRADE AND AGAIN BY 5TH GRADE.

The number of students in “high incidence” IEP categories of, SLD (incl. dyslexia), Communication and Health (incl. ADD/ADHD) Increased from

494 (kindergarten)

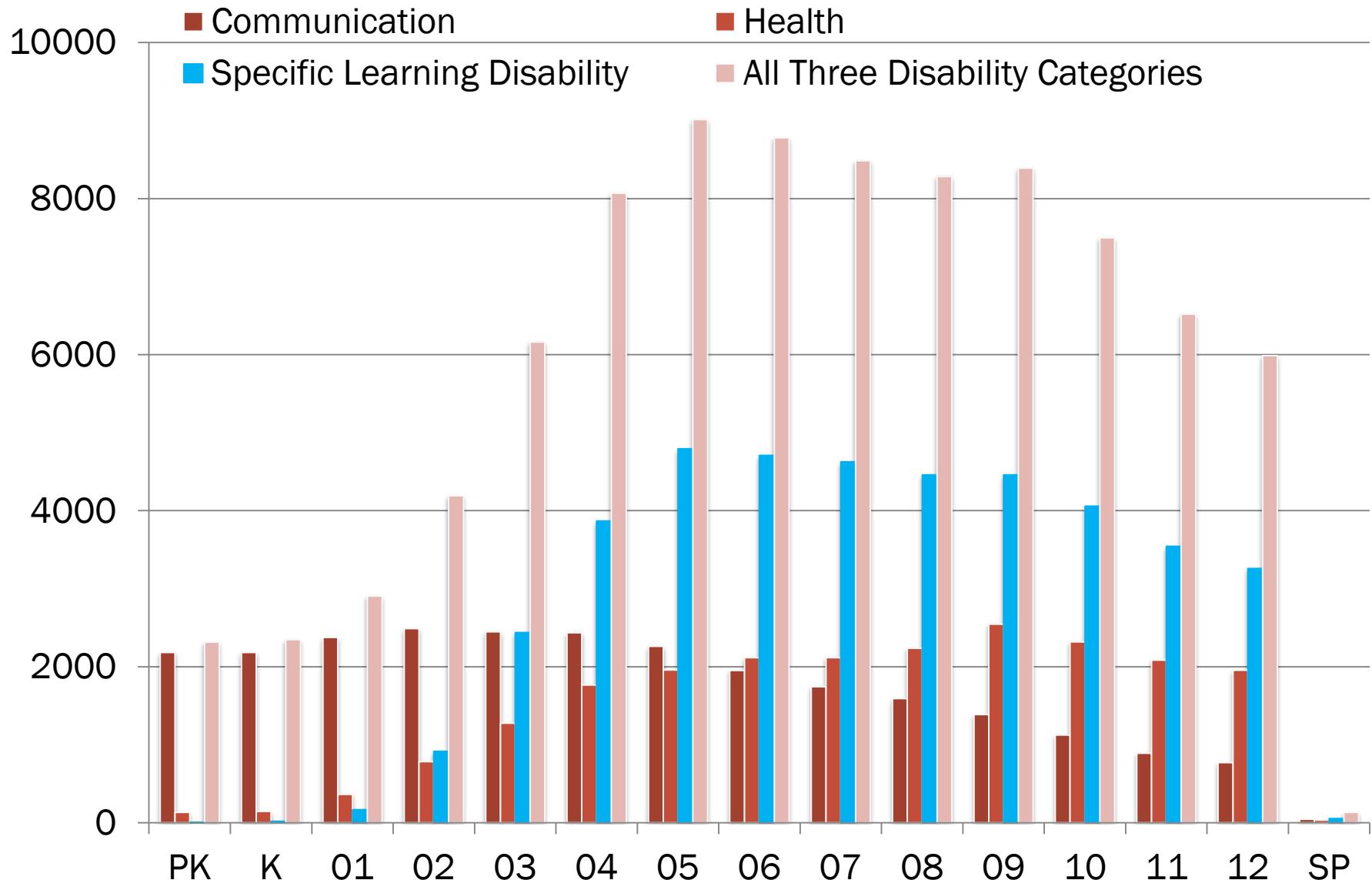
755 (grade 2) 36% increase

1172 (grade 5) 36% increase

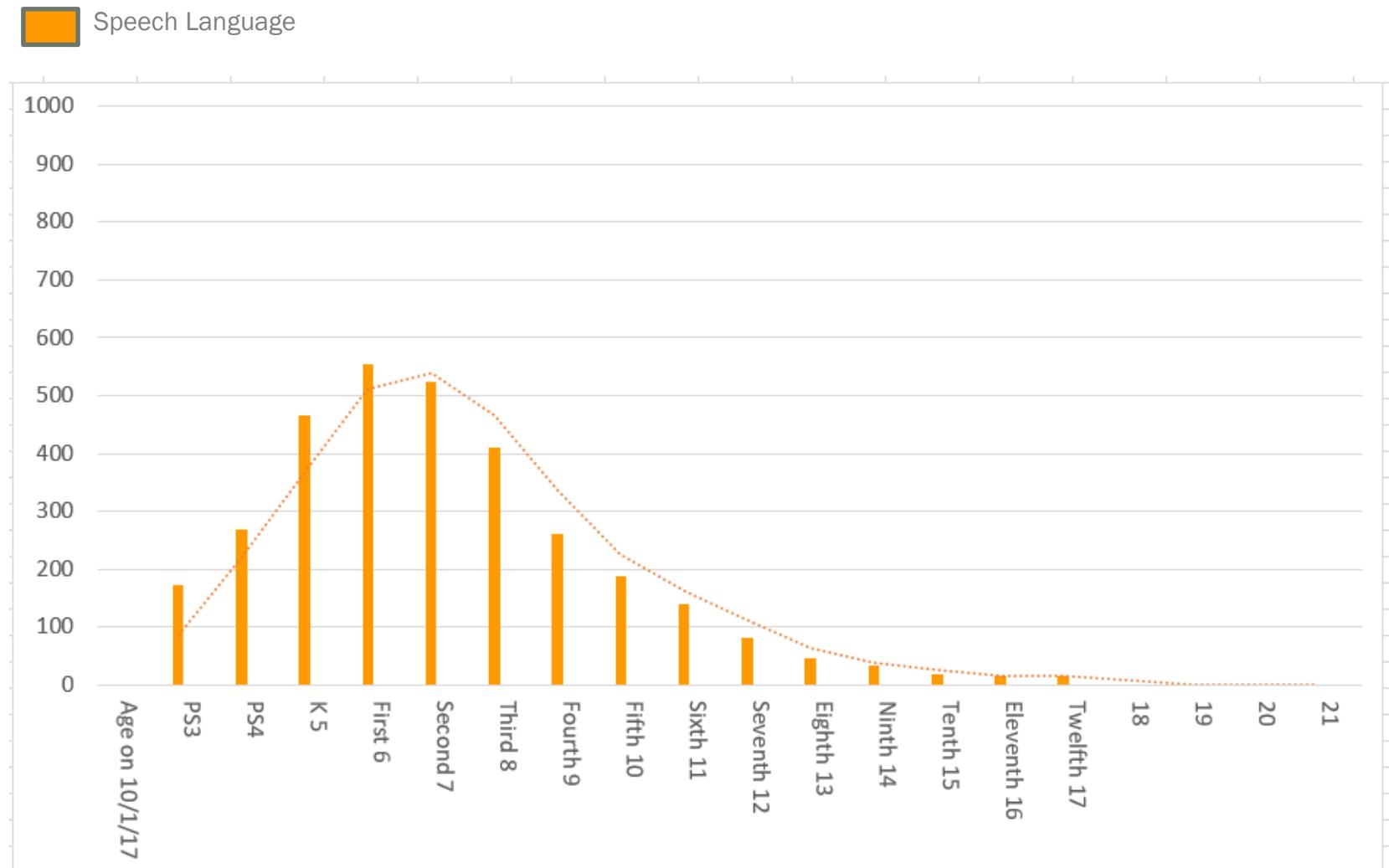
**General Education, Response to Intervention and Title 1 have failed
To teach proficient reading or ensure early identification for I.D.E.A.
For students in Alaska.**

<https://education.alaska.gov/sped/618data>

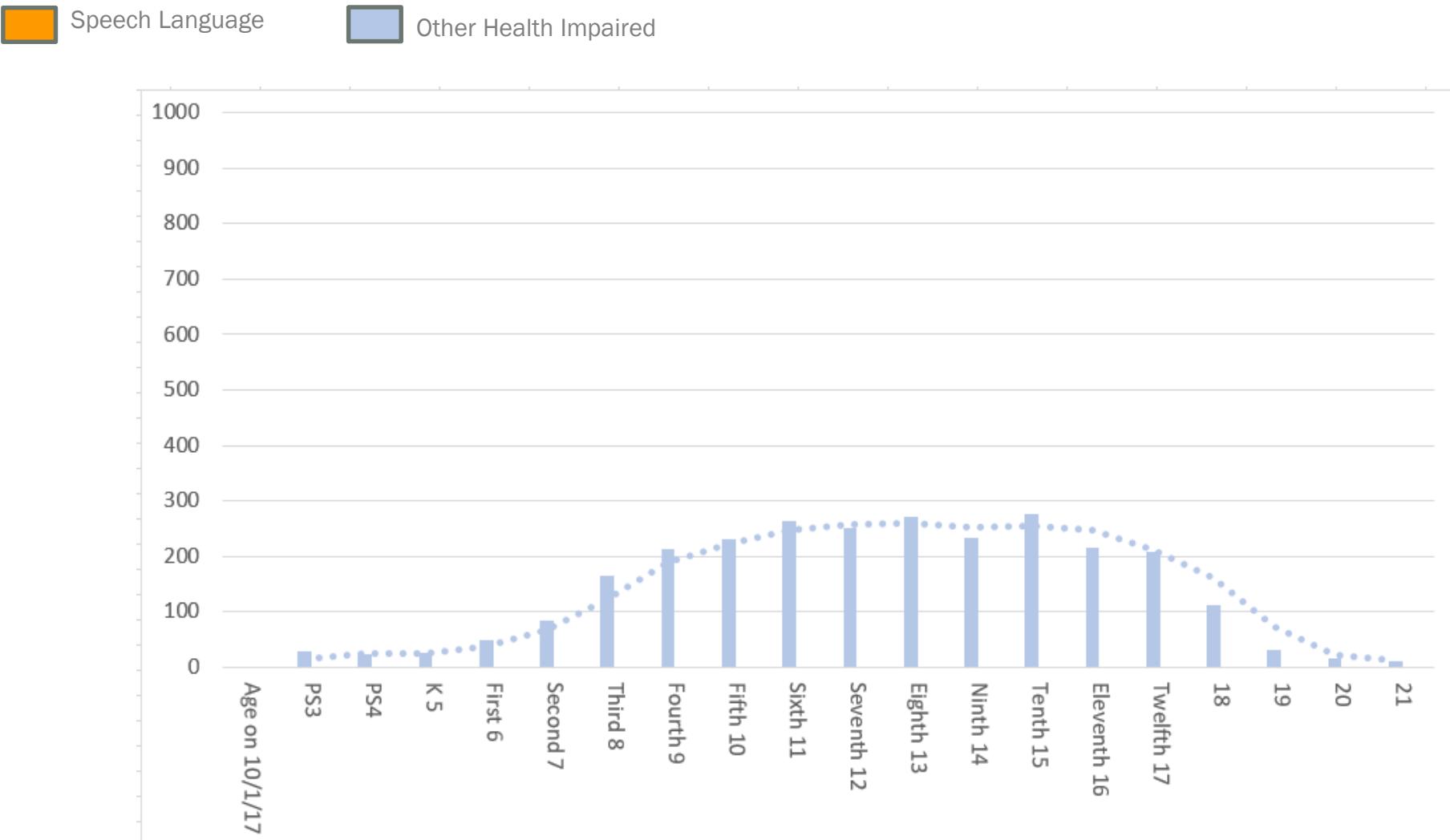
Most **Massachusetts** students receive an IEP after 2nd grade
As typical students begin to read fluently.



Alaskan Students - Eligibility Category Speech Language Impairment: an early **screenable** core neurobiological deficit in Phonological Processing.



Alaskan Students - Eligibility Category Other Health Impaired: an early **screenable** core neurobiological deficit in Phonological Processing.

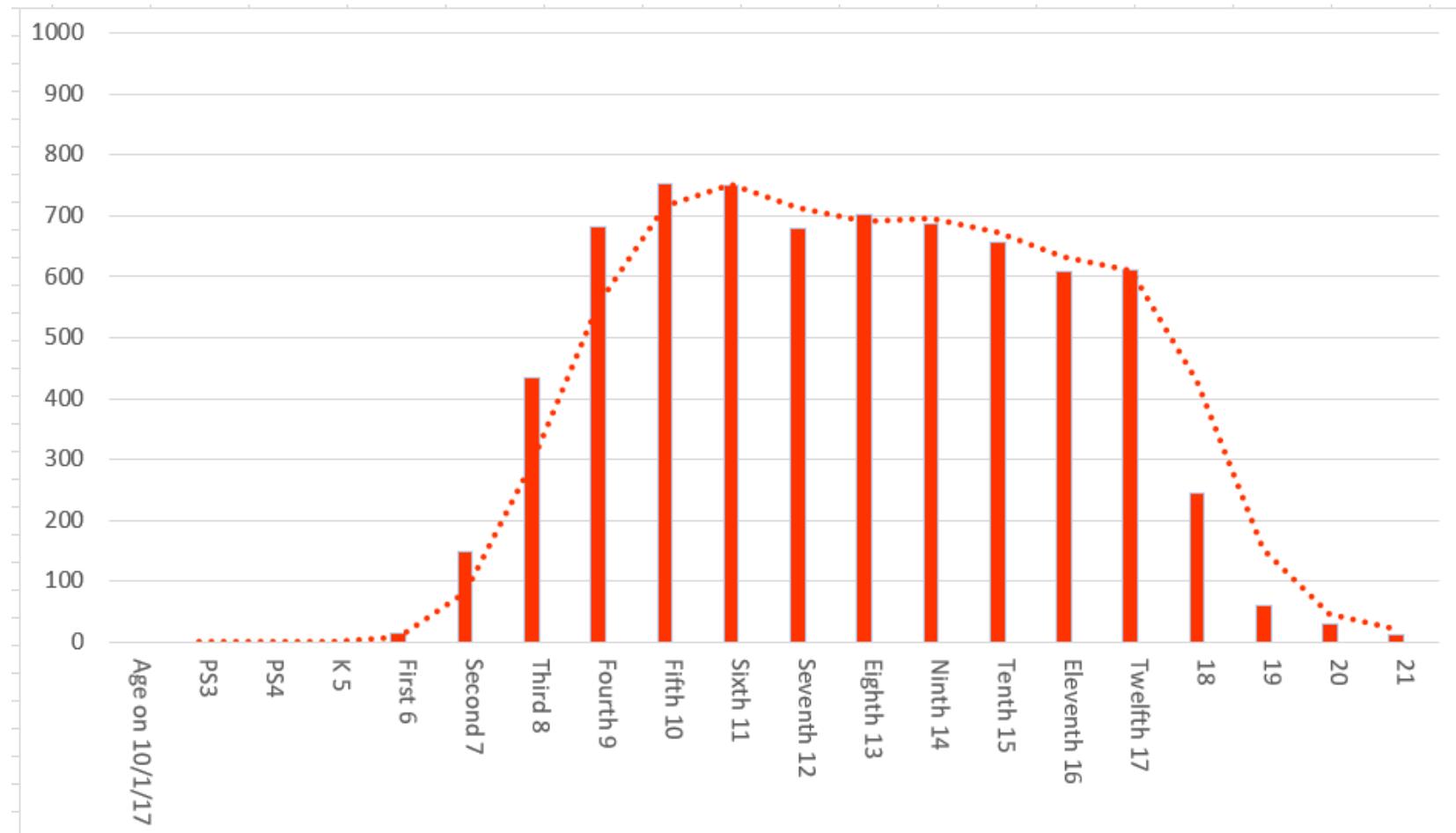


Alaskan Students - Eligibility Category Learning Disability (Dyslexia): an early **screenable** core neurobiological deficit in Phonological Processing.

Speech Language

Other Health Impaired

Learning Disability/Dyslexia

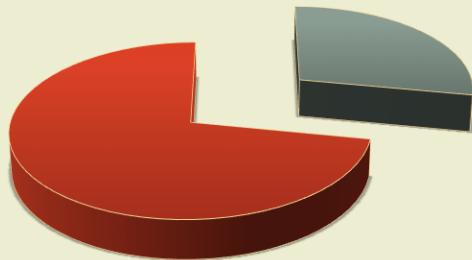


Most Alaskan students with a Learning Dusability/Dyslexia receive an IEP after

2nd grade

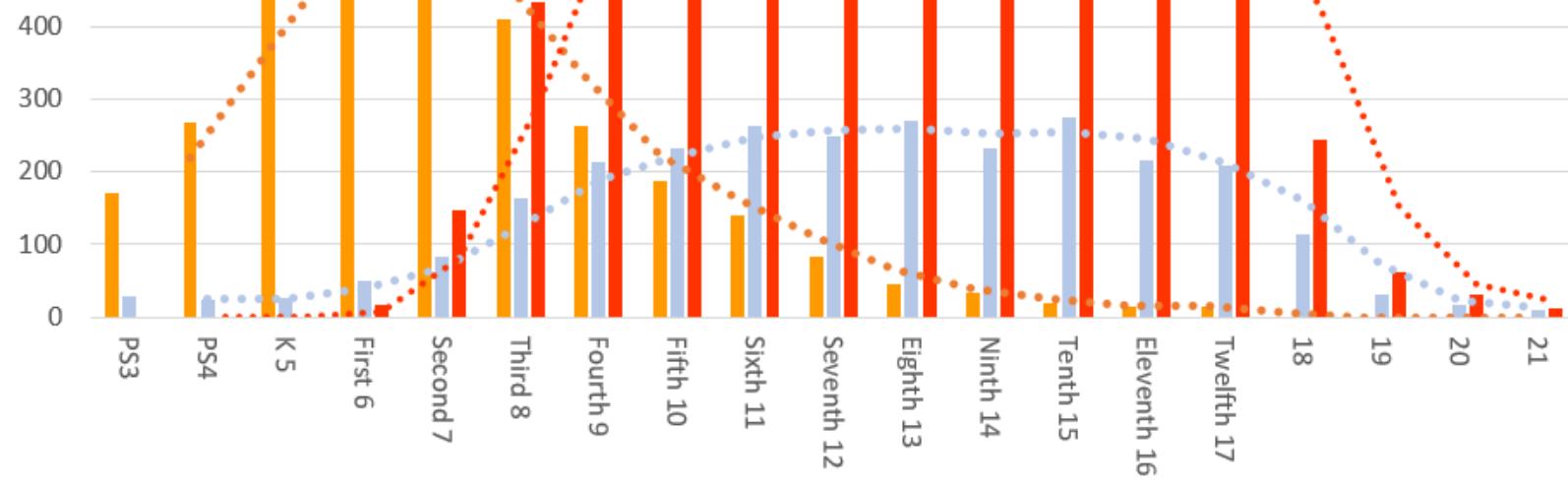
read fluently.

Learning Disability/Dyslexia



■ Reading Efficiently
■ Not reading

4th grade Alaska Reading
28% reading efficiently
(NAEP)

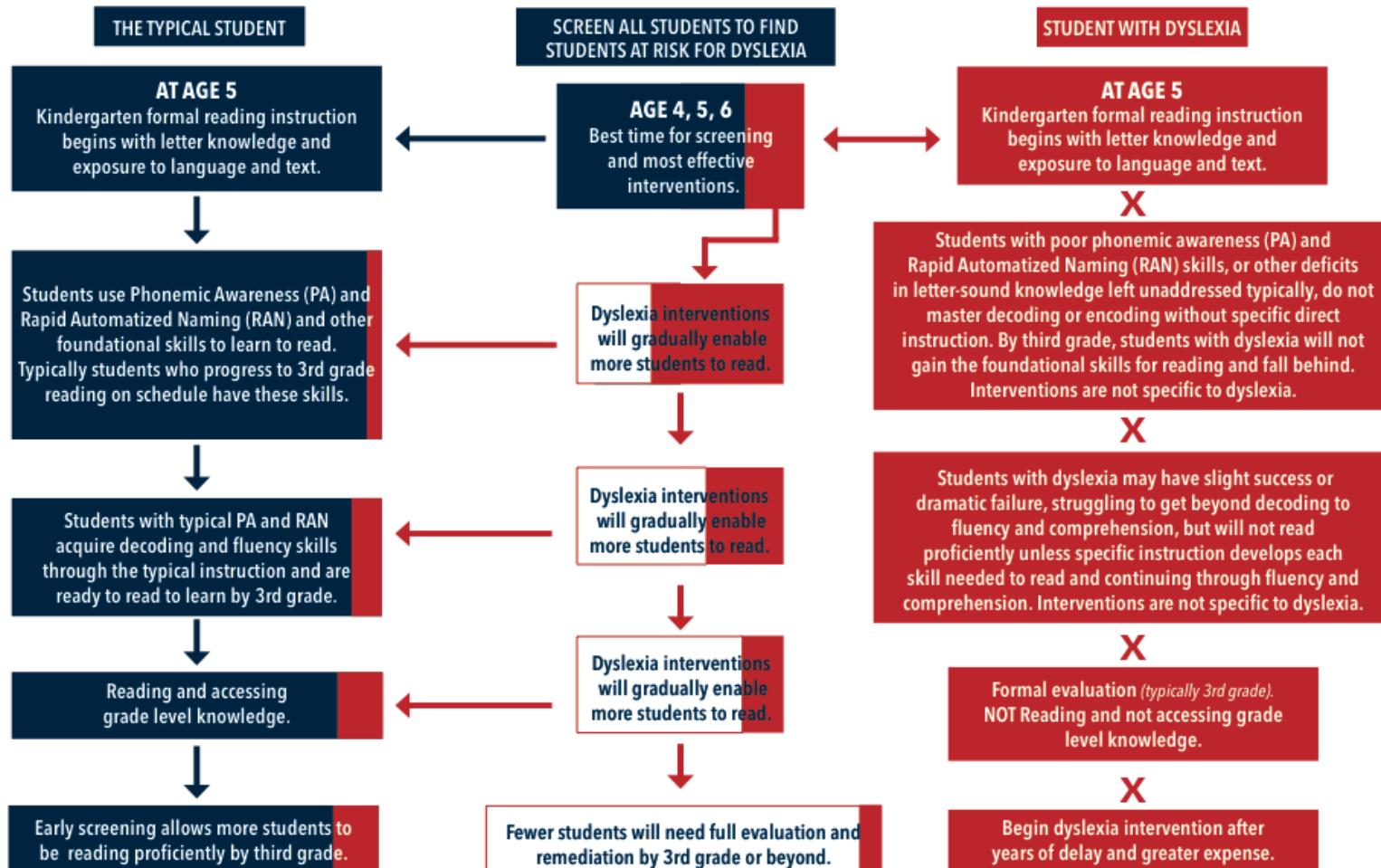




EQUAL ACCESS TO EARLY SCREENING FOR DYSLEXIA

- Early screening is consistent with Massachusetts Section 57 Chapter 71 of the General Laws • Children arrive at school with differences
- Dyslexia is a neurobiological difference in brain function and structure • Dyslexia is one form of Neuro-Diversity • Neuro-Diversity, affects how a student will learn to read.

IMPROVING THE CURRENT MODEL WITH DYSLEXIA SCREENING



10 MYTHS ABOUT DYSLEXIA SCREENING

1. Signs of dyslexia can only be seen after 2-3 years of reading instruction
2. A screening is expensive and has low sensitivity and low specificity
3. The screening test will only add more testing to the kindergarten age
4. Most districts/kindergarten teacher do screening anyway.
5. All at-risk children should be referred to 'Special Education'
6. A screening will give children a diagnosis at age 4.
7. Second language learners cannot be screened for DD until they are fluent in English
8. Even if you screen early, you won't be able to intervene effectively that early anyway
9. Children will grow out of their dyslexia on their own and catch up
10. Screening can only be completed by neuropsychologists



Teaching all students to read

If we ensured Alaskan students closed the gap?

what other State of Alaska systems, HSS, DOJ, Economic would benefit?

Increase reading decrease Medicaid.

Increase reading decrease incarceration.

Increase readingdecrease economic burden.

Nurses, supported MA dyslexia laws based on research showing the increasing complexity of healthcare requiring literacy.

BE A LEADER IN LITERACY, AND IMPROVE OUTCOMES FOR ALASKAN CHILDREN.

FOLLOW THE SCIENCE

Thank you for the opportunity to come and speak to you.

We come to you at the request of your citizens who have identified a Literacy Crisis in this state.

You have the power to tackle this crisis to a complete turn around.