

Dear Task Force Members,

Please take a moment to read the email below which I am forwarding from Marta Lastufka. It contains an informative description she has thoughtfully provided about her family's experiences in seeking assistance with dyslexia out-of-state. It also contains many links to related articles and other interesting information. This email will be posted to the task force website as well. I will also be sending a separate email with information she recently shared about Dyslexia Awareness Month and the film "The Big Picture," but wanted to keep this information separate.

Thank you for your attention to this matter.

George Ascott  
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**From:** Marta Lastufka <[sweetsongsung@gmail.com](mailto:sweetsongsung@gmail.com)>  
**Sent:** Monday, October 29, 2018 12:53 PM  
**To:** George Ascott <[George.Ascott@akleg.gov](mailto:George.Ascott@akleg.gov)>  
**Subject:** Wilson Reading Programs and Wired for Reading

George,  
Can you offer this to the task force?

When we were living in New York we ask what school districts in the area were successful in serving students with dyslexia. For years the Rhinebeck School district insisted that they couldn't afford to implement methods to serve their dyslexic students. Because of Rhinebeck's proximity to private schools who did, they soon found themselves at the losing end of lawsuits where they were required to pay private school tuition for students in their district who had to leave to learn. They then realized they couldn't afford not to serve those students.

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>

They, like other districts, adopted the Wilson Reading System starting every student, regardless of ability, learning to read using the *Foundations* (K-3) program. As their special education director explained to us. Using this reading program for all students gave everyone a strong foundation. The students who had no learning challenges learned to read as quickly, or quicker than they would have using their old reading program and the students who had reading challenges had a much stronger chance to become readers. They adopted Wilson's *Just Word* program for the 4-12 grade students who still struggled. For the most challenged students, they had Orton Gillingham trained tutors for small group learning.

I have left several messages to see how long it took their district to implement the new program and to ask what data they have in regard to improvement but I am still waiting to hear back from her.

Here is an article about the Upper Arlington School District in Ohio that took a very similar approach.

<https://www.apmreports.org/story/2017/09/11/ohio-upper-arlington-dyslexic-kids>

When we had our son tested in Seattle the wonderful doctor who tested him referred us to Laura Rogan and her newly developed reading program, *Wired For Reading*. At that time it was a one-on-one tutoring program. We traveled to Seattle for intensive sessions and then attempted to continue through Skype from Juneau, but that proved to be too difficult for us and drove us to look at private schools.

<http://wiredforreading.com/>

Since then the program has greatly expanded. They now have a Tier One classroom program called *Word Wires* and are soon launching an online program.

<http://word-wires.com/>

Laura Rogan is a wonderful educator and I am including a video of a parent training she offered. I am sorry for the length but I think it is very instructional in understanding more fully what dyslexia looks like and methods to help students learn. In this she is also clear about the importance of evidence based reading methods. This is important because, as every family with a dyslexic child in our schools will describe, is many hours of wasted time and energy spent laboring through pointless remediation, online programs and reading methods that do not contribute to greater understanding and only further deteriorate a child's self esteem.

<https://www.youtube.com/watch?v=JpX7oQH2Zm0&feature=youtu.be>

Thank you  
Marta