

# Decoding Dyslexia Maryland(DD-MD) Fact Sheet



**Decoding Dyslexia Maryland** (DD-MD) was formed to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, educate and support students with dyslexia in MD public schools.

**Dyslexia** is a language-based, neuro-biological learning disability, where people have difficulty with specific language skills, particularly reading. Sally Shaywitz, with the **Yale Center for Dyslexia and Creativity**, found that 1 in 5 people struggle with language and reading. Students with dyslexia have many gifts and can learn to read, spell and write as long as a specific methodology and intervention is provided by a well-trained teacher.

Screening students for language/reading problems well before 3<sup>rd</sup> grade will help close the gap between those who read on grade level and those who do not. Students with language learning disabilities like dyslexia often pass through the education system and graduate semi-illiterate or drop out. Maryland residents pay for this through costly incarceration, juvenile facilities and social welfare programs. Other struggling readers **quit** the system and home school, attend private schools and/or receive 1:1 tutoring. Less fortunate students and their families cannot afford to provide expensive interventions to their children.

## How to Close the Reading GAP

DD-MD, in conjunction with 48 other Decoding Dyslexia states in the U.S., has a 5-point advocacy plan to close the reading gap. Many states enacted, or are in the process of enacting, legislation that reflects these 5 components:

1. Define "dyslexia" in the state education code so that teachers and administrators can **Identify, Educate and Support** students with dyslexia.
2. Require Maryland teacher certification and ongoing training to **EDUCATE** pre and post service teachers about dyslexia and appropriate intervention strategies.
3. Require early screening to **IDENTIFY** students who struggle with reading disorders like dyslexia.
4. Require dyslexia remediation & intervention programs that are proven to **EDUCATE** students with dyslexia or other reading disabilities, and that can be accessed by both

general and special education populations. These programs must include structured, explicit, systematic, cumulative instruction designed to promote understanding, memory, recall, and use of spoken and written language. They must also have multiple components that focus on areas of instruction such as phonological skills, phonics and word analysis, spelling, word recognition, oral reading fluency, grammar and syntax, text comprehension, writing, and study skills.

5. Ensure access to appropriate accommodations including assistive technologies in the public school setting to **SUPPORT** students with dyslexia.

## For More Information, Contact DD-MD

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## Links

### Decoding Dyslexia MD (DDMD) Facebook Page

<http://www.facebook.com/decodingdyslexiamd/>

### Decoding Dyslexia MD Website

<http://www.decodingdyslexiamd.weebly.com>

### Decoding Dyslexia US

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

### Twitter

<https://twitter.com/dyslexiasomd>

### Pinterest

<http://pinterest.com/dyslexiasomd/>

### Yale Center for Dyslexia & Creativity

[www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)

### National Assessment for Educational Progress, MD Report, 2014 Reading Performance, 8<sup>th</sup> Grade

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2013/pdf/2014464MD8.pdf>

### National Reading Panel Studies

<http://www.nichd.nih.gov/about/org/der/branches/cdbb/Pages/nationalreadingpanelpubs.aspx>

### State Legislative Update

[https://docs.google.com/document/d/1NziayYzhZSmGA\\_bV-y5Yo0lpUnIHtvyONyf1GPULb6E/edit?usp=sharing](https://docs.google.com/document/d/1NziayYzhZSmGA_bV-y5Yo0lpUnIHtvyONyf1GPULb6E/edit?usp=sharing)