

34th Annual Learning Symposium

Breakout Session: You Are Not Alone:

Destigmatizing the Journey of the Student With Dyslexia

Presented by: Jasmin Dean, M.M., Founder and Executive Director of Celebrate Dyslexia



Our evidence-based presentation is designed to bring awareness and solutions for identification to the one in five students with dyslexia. Our purpose is to enable every campus, school district, and student support system to be a safe, high quality educational environment where students with dyslexia may become self-driven and thrive.

Presentation Objectives/Learning Outcomes:

- Instill understanding and sympathy for individuals with dyslexia
- Build a rudimentary understanding of dyslexia to equip educators and parents with necessary information
- Inspire and motivate educators, parents and stakeholders to take action in their learning environments at various levels- classroom, school campus and district/network/community

Bio of presenter:

Jasmin Dean is the founder and Executive Director of Celebrate Dyslexia, a non-profit organization fostering a community to celebrate, educate and empower the 1 in 5 with Dyslexia. She is also the founder and board chair for Celebrate Dyslexia Schools, a place where the entire ecosystem provides strength-based and evidence-based opportunities for every stakeholder in the dyslexia conversation to allow every stakeholder to learn to read, teach children to read and support those they love. Creating a portfolio of high-profile strength-based events, assisting the education community in efforts to bring evidence-based practices to every classroom, and including efforts on medical accountability in this all important conversation with parents and children alike, her efforts are to close the action gap for all those with dyslexia and the people that love, educate and employ them.



Thanks to our Sponsors and Partners:



CAPTRUST



Dianne P. Hengst, M.a., PsyD.



TRINITY UNIVERSITY

Objectives & Takeaways

- Instill understanding and sympathy for dyslexic people.
An understanding teacher who knows dyslexia is a LIFELINE for a dyslexic student.
- Build a rudimentary understanding of Dyslexia to equip educators with necessary information.
Dyslexia is a reading disability, not a thinking disability
- Inspire and motivate educators to take action in their learning environments at various levels – classroom, school campus, and district/network/community
Charge: Close the Action Gap

What does dyslexia look like in the classroom?

- Unexpected
- Valuable resource:
 - [TEA Dyslexia HandBook \(tea.Texas.gov\)](http://tea.texas.gov)
 - [Reading Rockets](#)
- Signs and Symptoms
 - Difficulty pronouncing words, spelling words the way they sound
 - Difficulty recognizing common sight words
 - Difficulty reading fluently
 - Use of less complicated words in writing that are easier to spell
 - Frustration with the amount of time required and energy expended for reading
- You May be Dyslexic If...

If you think a child might be dyslexic what do you do next?

Talk to the parents. You will be their lifeline. They have seen what you see in the classroom at home and might not know what to do themselves.

Every district is different, learn who the dyslexia coordinator is, and make them your friend. They need more friends, too.

Early Identification is key

'90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade. 75% children whose help is delayed to age 9 or later continue to struggle throughout their school career.'

– 1996 by Vellutino, Scanton, Sipay, Small, Pratt, Chen and Denckla

If untreated, dyslexia can have repercussions that reach beyond the classroom or workplace. Dyslexia is associated with anxiety, anger, embarrassment, discouragement, and depression.

Instructional Accommodations

- Copies of notes
- Note taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments
- Alternative test location
- Priority seat assignments
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Formula charts
- Adaptive learning tools and features in software programs



EDUCATION INITIATIVE

20%

of the population is affected by Dyslexia, it is the **most common** of the language-based disorders. This means **Early Identification and Intervention is Critical**.

90%

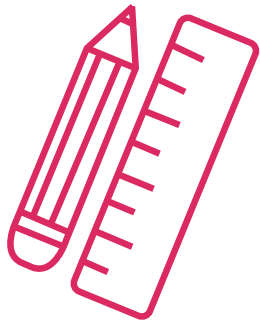
of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade.

OUR MISSION:

Celebrate Dyslexia is working to **remove barriers** to access of information, education and intervention for students with dyslexia and their families. Of the many problems preventing proper support for students is **targeted education for teachers**. Education is ground zero for the impact of students with dyslexia.

OUR SOLUTIONS:

Dyslexia 101 professional development and Parent training seminars. Celebrate Dyslexia has already begun by educating **over 750** teacher prep students and faculty. **Celebrate Dyslexia Learning Center** is training educators and establishing an International Multisensory Structured Education Council (IMSLEC) certified program. **Celebrate Dyslexia Schools (CDS)** was launched in 2021, and initiated work on developing a comprehensive **Charter School model**.



Services Provided

Listening tours, data collection, presentation with solution based steps, Experience Dyslexia Simulator, Dyslexia 101



Learning Structure

Through building capacity with Celebrate Dyslexia Learning Center, every school district will have a Qualified Instructor (QI) to implement in-house training.



Learning Environment

CDS' proposed initial home will be at the DoSeum, the nation's top-ranked children's museum



“The hands on practicum and interspersed training conversations make this program more effective and different than most trainings we experience in education.”



CDS CORE VALUES:

you are **understood.**

you will be **educated.**

you will be **heard.**

you are **not alone.**

you will be **taught to
your strengths.**

