

DYSLEXIA AND OTHER SPECIFIC LEARNING DISABILITIES

WHEREAS One in five students, or approximately 15-20% of the population have a language-based learning disability, of which dyslexia is the most common^{2,3}; and

WHEREAS Children who get off to a poor start in reading rarely catch up on their own; a poor reader in 1st grade will almost invariably stay a poor reader ... 74% of those children identified in 3rd grade as reading disabled will remain so in the 10th grade^{2,4}; and

WHEREAS Children with dyslexia, especially those who are not identified, often experience difficulties with depression, anxiety and poor self-image; twenty percent of students with a learning disability, again of which dyslexia is the most common, drop out of high school vs. 8% of students in the general population^{3,5}; and

WHEREAS Early identification and intervention is the key to helping individuals with dyslexia succeed in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multi-sensory, structured language approach. It is important for these individuals to be taught by a systematic and explicit method that involves several senses (hearing, seeing, touching, and moving) at the same time^{4,5}; and

WHEREAS Dyslexics can be successful if they have the right support. Dyslexics tend to be very gifted in certain areas. A book entitled “The Dyslexic Advantage” found 1 in 3 entrepreneurs in England were dyslexic. Some of our brightest individuals including Albert Einstein, Winston Churchill, Charles Schwab, Steve Jobs and Henry Ford were dyslexic^{1,4}; now, therefore, be it

Resolved, That Utah PTA collaborate with schools and community organizations to educate parents, school administrators, and teachers about dyslexia and other specific learning disabilities, their early warning signs and appropriate educational interventions; and be it further

Resolved, That Utah PTA advocate for early identification and interventions for students with dyslexia and other specific learning disabilities in both general education and special education so that all children with dyslexia and other specific learning disabilities can receive the appropriate interventions; and be it further

Resolved, That Utah PTA and its constituent bodies support legislation for funding to assist in training of parents, teachers and other school personnel in early identification, appropriate education intervention and assisted technologies for dyslexia and other specific learning disabilities.

Documentation:

¹Eide, B. (2011). *The Dyslexic Advantage*. New York: Plume.

²Handler, S. M. (2011). Joint Technical Report—Learning Disabilities, Dyslexia, and Vision. *Pediatrics: The official journal of the American Academy of Pediatrics*, 818-849.

³National Center for Learning Disabilities. (2011). *The State of Learning Disabilities*. New York: National Center for Learning Disabilities.

⁴Shaywitz, S. E. (2008). The Education of Dyslexic Children from Childhood to Young Adulthood. *Annual Review of Psychology*, 451-475.

⁵The International Dyslexia Association. (2013). *Dyslexia in the Classroom: What every teacher needs to know*. Baltimore, MD: The International Dyslexia Association.