Utah PTA
EDU 2025-1

SUPPORT FOR STUDENTS WITH DYSLEXIA
AND OTHER SPECIFIC LEARNING DISABILITIES

WHEREAS up to 15%-20% of the general population display signs or symptoms of dyslexia and in Utah Code, dyslexia is currently defined as "a learning disorder that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition; and poor spelling and decoding abilities; and typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction;" [3,6,8,9] and

WHEREAS, The term dyslexia is found in 49 states' laws, including Utah Education Code, and in Federal law under the Individuals with Disabilities Education Act (IDEA) within the broad eligibility category of Specific Learning Disability (SLD), yet many public schools have historically avoided the term "dyslexia" in evaluations when determining special education eligibility, and in Individual Education Plans (IEPs)[2,3,8]

WHEREAS, Without appropriate remediation, most students who struggle to learn to read continue to struggle with lasting consequences including not reaching college and career readiness, increased risk of not earning a high school diploma, and social/emotional problems including depression, anxiety, and poor self-image; and [1, 3, 5, 8]

WHEREAS, There is compelling scientific evidence that early identification and intervention using an evidence-based Structured Literacy instruction based on the Science of Reading, which is a multimodal, direct, explicit, structured, and sequential approach to instructing pupils with dyslexia improves literacy outcomes for most students with symptoms of dyslexia and other struggling readers; and [3, 6, 8]

WHEREAS, Most teacher preparation programs provide limited training regarding dyslexia, appropriate accommodations, or evidence-based Structured Literacy Instruction based on the Science of Reading, leaving most teachers unprepared to adequately address the learning needs of children with dyslexia and other struggling readers; now, therefore, be it [4, 6, 7]

RESOLVED, That Utah PTA and its constituent associations recognize that dyslexia and other specific learning disabilities have significant educational implications that need to be better addressed by public schools and school districts and be it further

RESOLVED, That Utah PTA, and its constituent associations support teacher and staff training necessary to improve the understanding of dyslexia and other specific learning disabilities and their warning signs, including training in the implementation of best practices based on the Science of Reading and to promote knowledge of appropriate accommodations for students with dyslexia and those that struggle with reading; and be it further

RESOLVED, That Utah PTA and its constituent associations 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 and its constituent associations support funded legislation to assist in training teachers, other school personnel and parents in early identification, appropriate education intervention, and assistive technologies for dyslexia and other specific learning disabilities.

This updates and replaces EDU 2014-3 Dyslexia and Other Specific Learning Disabilities

Work Cited:

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3. "Dyslexia Basics Fact Sheet.pdf | Powered by Box." *Box.com*, 2020, app.box.com/s/1h4c6zrqcqsrgzds7u934xdjki8fl71i. Accessed 10 Dec. 2024. Whereas 1, pg 1, Whereas 4 pg 6, Whereas 3 pg 2
4. Flipsnack. "Perspectives Winter 2024." *Flipsnack*, 2024, www.flipsnack.com/B88EAE88B7A/perspectives-winter-2024/full-view.html. Accessed 30 Oct. 2024. (Page number 23 for Whereas 5 and page 26 for Whereas 4).
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8. *Dyslexia: A State Guide*. 2024 literacycenter.ed.gov/2023-SLP/docs/Dyslexia-A_State_Guide.pdf. Accessed 10 Dec. 2024. pg 2 for whereas 2, pg 2 whereas 1, whereas 3 pg 3, whereas 4 pg 6
9. "Utah Code Section 53E-4-307." *Utah.gov*, 2024, le.utah.gov/xcode/Title53E/Chapter4/53E-4-S307.html. Accessed 23 Oct. 2024.

Source 4:

The Science of Reading is not a teaching method, curriculum, or ideology. The Science of Reading is not synonymous with phonics. The phrase "the Science of Reading" is ripe for bandwagon parades if misunderstood. The level of desperation to reverse unconscionably high reading failure rates leads us to hope for magic bullets. The phrase *the Science of Reading* has the potential to serve as a political rallying point, and it could destroy itself if paired with impossible promises and unrealistic expectations. Let us all ensure that the Science of Reading is not the next educational trend destined to fade by being careful about how we use the phrase.

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Poor reading comprehension as a result of deficient representations and processing of orthographic and phonological components of language is particularly applicable to the 5% to 17% of students with dyslexia. Within the English orthography, dyslexia negatively affects both word reading and spelling, representing the lower tail of a

The ever-expanding Science of Reading is, in our view, an objective way to explain that reading is complex and must be taught using instructional approaches informed by science and student data. Science is open-minded and objective. It doesn't take sides but rather illuminates a path. If new data confront and overturn long-held assumptions and beliefs, even about Structured Literacy, we need to make changes that reflect this new information, not succumb to confirmation bias. Following the science and seeking to ensure that every student becomes a reader is the right starting place. There are no fix-alls in education, but ensuring every child becomes a reader would open possibilities that children, their families, and educators deserve to explore.

Source 2

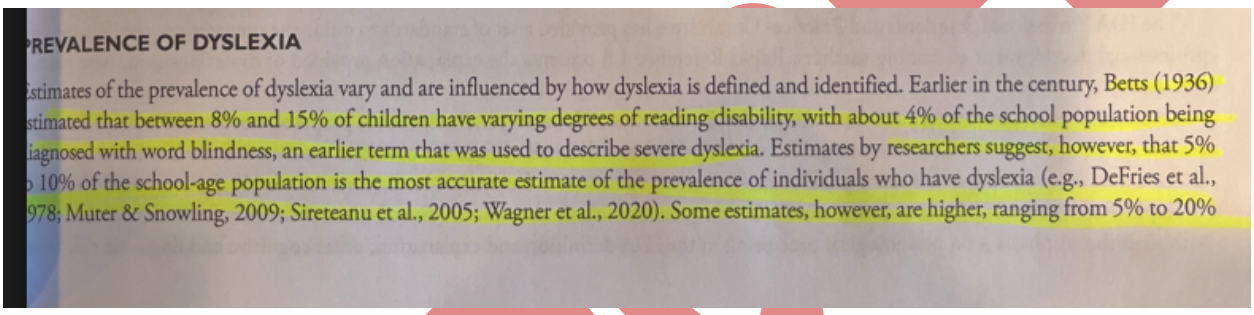
Prevalence of Dyslexia

Data from the Utah State Board Education (USBE) 2016–17 shows that 11% of students in Utah public schools are eligible to receive special education services. Figure 1 gives the number of students with disabilities in Utah within each of the 13 qualifying categories of special education. Students with dyslexia may qualify for special education services under the specific learning disability (SLD) classification. The USBE 2016–17 data show that 47.3% of students with disabilities in Utah qualify under SLD.

Source 3

learning disability in reading and language processing. Nevertheless, many more people—perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit, instruction in reading, writing, and language.

Source 6



PREVALENCE OF DYSLEXIA

Estimates of the prevalence of dyslexia vary and are influenced by how dyslexia is defined and identified. Earlier in the century, Betts (1936) estimated that between 8% and 15% of children have varying degrees of reading disability, with about 4% of the school population being diagnosed with word blindness, an earlier term that was used to describe severe dyslexia. Estimates by researchers suggest, however, that 5% to 10% of the school-age population is the most accurate estimate of the prevalence of individuals who have dyslexia (e.g., DeFries et al., 1978; Muter & Snowling, 2009; Sireteanu et al., 2005; Wagner et al., 2020). Some estimates, however, are higher, ranging from 5% to 20%

Source 1

Factors for Job Success

Individuals with dyslexia may not be alone when struggling with the reading and writing demands of the workplace. Approximately 40% of high school graduates lack the literacy skills employers seek (Achieve Inc., 2005). An adult with dyslexia may have difficulty with work-training courses, even literacy classes, if these are not presented in ways that accommodate their learning needs.

Source 3

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

Source 5

without difficulty. Similarly, meta-analyses have shown that children with this learning disorder have more depressive and anxious symptoms compared with the general population of children.[6]

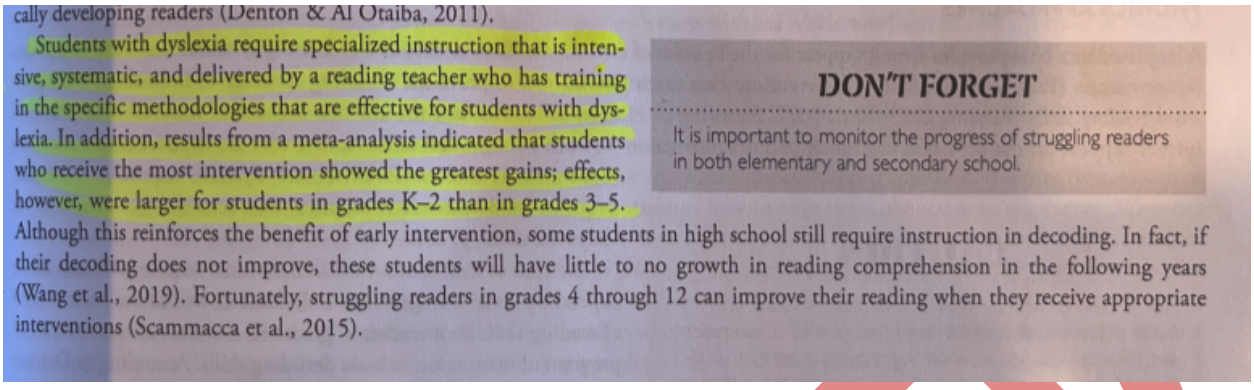
Source 8

directions, and organizational skills. Because they have challenges with reading, students with dyslexia may have low self-esteem, difficulty expressing themselves, anxiety, depression, and attention deficit, as well as exhibiting behavioral or emotional reactions (Huang et al., 2020).

Source 3

Dyslexia is a lifelong condition. With proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multisensory, 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) at the same time. Many individuals with dyslexia need one-on-one help so that they can move forward at their own pace. In addition, students with dyslexia often need a great deal of structured practice and immediate, corrective feedback to develop automatic word recognition skills. For students with dyslexia, it is helpful if their outside academic therapists work closely with classroom teachers.

Source 6



cally developing readers (Denton & Al Otaiba, 2011).

Students with dyslexia require specialized instruction that is intensive, systematic, and delivered by a reading teacher who has training in the specific methodologies that are effective for students with dyslexia. In addition, results from a meta-analysis indicated that students who receive the most intervention showed the greatest gains; effects, however, were larger for students in grades K–2 than in grades 3–5. Although this reinforces the benefit of early intervention, some students in high school still require instruction in decoding. In fact, if their decoding does not improve, these students will have little to no growth in reading comprehension in the following years (Wang et al., 2019). Fortunately, struggling readers in grades 4 through 12 can improve their reading when they receive appropriate interventions (Scammacca et al., 2015).

DON'T FORGET

It is important to monitor the progress of struggling readers in both elementary and secondary school.

Source 8

2023). Examples of multimodal strategies include using manipulatives, using sound boxes, writing letters in sand, using hand signs, making finger tapping sounds, color-coding, and drawing. Research supports the use of multimodal engagement. For example, research has shown that students who use sound boxes improve in phoneme segmentation, letter-sound skills, and spelling (Keesey et al., 2015; DeWine & Chai, 2024).

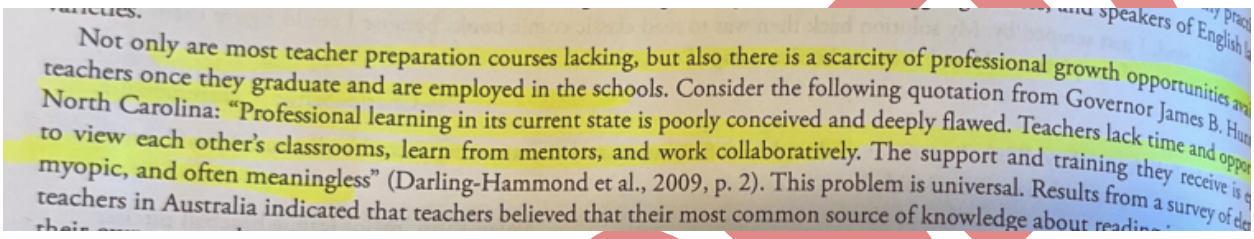
Explicit Instruction: Explicit instruction is a structured, systematic, and targeted approach that increases student engagement and promotes improved student outcomes (Archer & Hughes, 2010). Explicit instruction begins with setting a purpose for learning, stating the lesson objectives, and connecting what is about to be taught to prior learning (i.e., activating background knowledge) (Colorado Department of Education, n.d.; Laine et al., 1998). When

Source 4

Problems in Need of Solutions

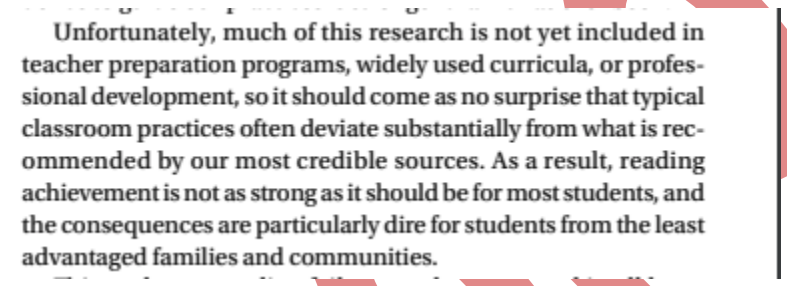
Unfortunately, the work of reading scientists over the past 50 years does not populate the syllabi of most teacher preparation programs. Scientific research has been eschewed by professors at most colleges of education. Consequently, the teachers

Source 6



Not only are most teacher preparation courses lacking, but also there is a scarcity of professional growth opportunities and speakers of English
teachers once they graduate and are employed in the schools. Consider the following quotation from Governor James B. Hu
North Carolina: "Professional learning in its current state is poorly conceived and deeply flawed. Teachers lack time and oppo
to view each other's classrooms, learn from mentors, and work collaboratively. The support and training they receive is
myopic, and often meaningless" (Darling-Hammond et al., 2009, p. 2). This problem is universal. Results from a survey of el
teachers in Australia indicated that teachers believed that their most common source of knowledge about

Source 7



Unfortunately, much of this research is not yet included in teacher preparation programs, widely used curricula, or professional development, so it should come as no surprise that typical classroom practices often deviate substantially from what is recommended by our most credible sources. As a result, reading achievement is not as strong as it should be for most students, and the consequences are particularly dire for students from the least advantaged families and communities.

BOD approve the dyslexia resolution to the general membership meeting at May Convention