



Dyslexia: Beyond Reversals



Almost everyone who has heard the term dyslexia knows that it is used to describe a person who is struggling to learn how to read. But many people are still confused about the core deficit that defines dyslexia. Although the research community is clear about the underlying cause, if you ask someone off the street why a person with dyslexia struggles to read, the answer will likely be, "because they see and write letters backwards."

This is not the case.

When people first began learning about dyslexia, they knew little about the inner workings of the brain. According to the knowledge available at the time, dyslexia appeared to be strongly related to the visual system. This theory remained for many years, but recent brain research has helped us move beyond that idea.

Converging evidence now points to the auditory circuitry of the brain. More specifically, this deficit is a lack of phonemic awareness, which is the ability to hear a spoken word and break it apart into the individual phonemes, or

sounds. Generally the individual can see the letters just fine. The problem is that the brain cannot process and separate the individual sounds that make up the word.

In 1994, researchers and education professionals published a consensus paper detailing the components of a working definition for dyslexia. This definition was updated in 2003 and it may well be narrowed and tightened again in the future as brain science moves forward.

The definition also explains that dyslexia has nothing to do with intelligence; in fact, many people with dyslexia are extremely bright. This can result in even more problems because young people with dyslexia can sometimes learn to compensate in other ways and seem to be able to read. They may memorize words or guess the words by understanding the context of what they are reading. But as these children with dyslexia get

(continued on page 3)



LANGSFORD

Learning Acceleration Centers

2520 Bardstown Road
Louisville, KY 40205

211 Towne Park Circle
Louisville, KY 40243

502.473.7000

9402 Towne Square Ave.
Cincinnati, OH 45242

513.531.7400

www.WeTeachReading.com



To the Staff at Langsford

As you know, my child Ross has struggled for years with Dyslexia and Auditory Processing Disorder. After years of intervention both at school (JCPS, Exceptional Child Services for Specific Learning Disorder) and outside of school (tutors) Ross had not gained academically and his self esteem and confidence level were basically non-existent. He became a target for bullies and was completely miserable at school.

After much soul-searching, we decided to send him to our neighborhood catholic school. We liked the idea of smaller class sizes while still in a mainstream setting. We felt like the sense of community, playing sports with his classmates and being close to home would all help with his confidence and self esteem issues. That proved to be true; he felt very safe and comfortable in this environment from the beginning.

I was so relieved. I knew he was still struggling with the school work, but he was happy. You can imagine my devastation when I went to his 504 meeting in September and was told that it had become evident that Ross' needs were greater than the school could handle. I left without knowing what to do; I just cried for an hour.

I didn't know how I was going to tell Ross. I called Langsford and was given an appointment for an evaluation within a week. We received the results about one week after the evaluation. Our first coordinator came to the school and met with the resource and classroom teachers,

along with the principal and explained exactly what the report meant and how Langsford could help. Although, the staff was skeptical that a child so far behind could make the gains to be able to catch up in 3rd grade and continue on to 4th grade, they agreed to make the arrangements and accommodations to help Ross through his time at the center. Ross began his program in October. With the help of the knowledgeable and kind staff at the center, Ross is now reading and able to work independently in class. He still has work to do, but his teachers and I agree that Langsford has been nothing short of a miracle. The school, with great optimism and excitement has given the green light for Ross to stay at the school and proceed

to 4th grade. They have, with the guidance of staff at Langsford Center written Ross an appropriate 504 Plan and have a better understanding of how to meet his needs.

The cost of Langsford does seem prohibitive,

and it is a huge sacrifice to spend that amount of money. It works and now that is all that matters. I wish I would have done this in the beginning. I know that it would have saved Ross a lot of suffering and in the long run, probably would have saved us money. I would recommend this program to anyone who has concerns about their children's academic progress. I say, "THE SOONER, THE BETTER!"

Sincerely,



Madonna R. Stengel



Don't be left out of the Langsford loop!

Keep up with events, programs and receive information about reading by joining our email list.

To sign up today, simply go to www.WeTeachReading.com

Read our blog for a peek inside Langsford: www.langsfordcenter.blogspot.com

Would you like to see your Langsford story in the next Langsford Letter? Just send your letter and a picture of your former Langsford student to our nearest office.

(continued from page 1)

older, although they may have learned to recognize many words, they are not fluent, and actual reading is labored and slow. Consequently they do not like to read, which then creates a chain of events that affects learning in many ways, including such areas as writing, vocabulary and basic background knowledge.

If you are concerned about your child or a student who is not reading as well as her same age peers, don't wait. Evaluations backed by current research can be performed to help pinpoint whether a struggling reader may have the underlying difficulty that defines dyslexia. And if dyslexic traits are found, the

good news is that the trajectory is changeable and improvable. The brain can be rewired to recognize and process the sounds in words more effectively.

Although anyone reading this information can now answer a simple person-on-the-street interview, a short article in a newsletter can only begin to scratch the surface about dyslexia. If you want to learn more, Langsford has a document available discussing the definition of dyslexia in much more depth. ←

Contact us via email at:
info@WeTeachReading.com for a free copy.

Website Spotlight

<http://www.interdys.org>

The International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. This website contains information and resources about dyslexia and there is an entire section dealing with various research in the field of reading. The site has fact sheets available and they are organized for specific audiences (general, parents, educators, adults with dyslexia). Readers can learn more about their annual conference, which will be held this year in Seattle Washington October 29th-November 1st, 2008.



We teach reading
& learning for life!

LOUISVILLE
2520 Bardstown Road
Louisville, KY 40205

211 Towne Park Circle
Louisville, KY 40243

502.473.7000

CINCINNATI
9402 Towne Square Ave.
Cincinnati, OH 45242

513.531.7400

info@WeTeachReading.com

Want more
reading news?

Subscribe to our periodic
e-mail newsletter. Go to:
www.WeTeachReading.com



LANGSFORD

Learning Acceleration Centers

Langsford Learning Center, with locations in Louisville, Kentucky, and Cincinnati, Ohio, has tutored children and adults since 1992. We have proven results teaching phonological (phonemic) awareness, phonics, reading, spelling, reading and listening comprehension, handwriting, and math using specialized, research-based approaches.

From enrichment to remediation, we have extensive experience training the foundations associated with independent learning, including helping individuals with learning disabilities, auditory processing disorder (APD), dyslexia, and hyperlexia.

- Multisensory, one-to-one learning sessions
- A customized plan of action
- Diagnostic assessment
- Highly-trained, year-round staff

502.473.7000

2520 Bardstown Road
Louisville, KY 40205

Learning Acceleration Centers

LANGSFORD

