

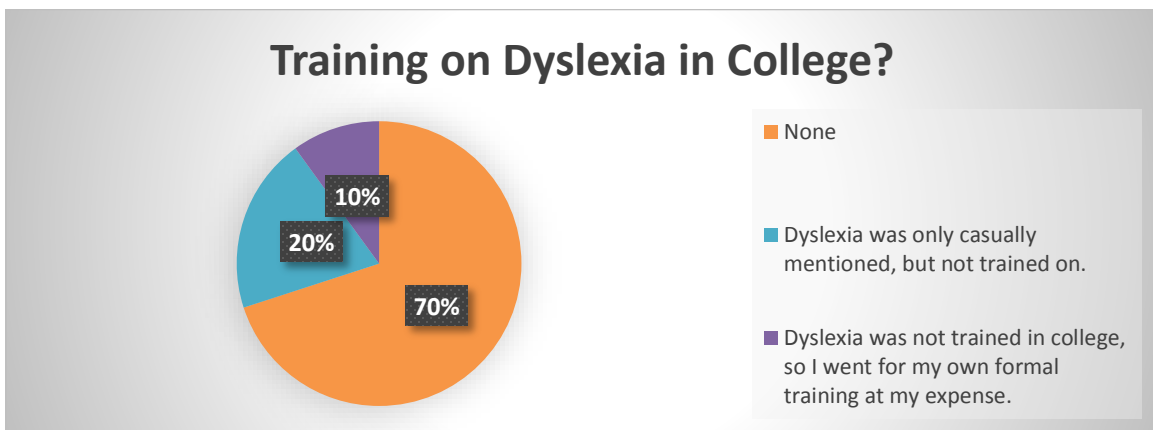


A Parent-Led Grassroots Movement for Dyslexia in Kansas

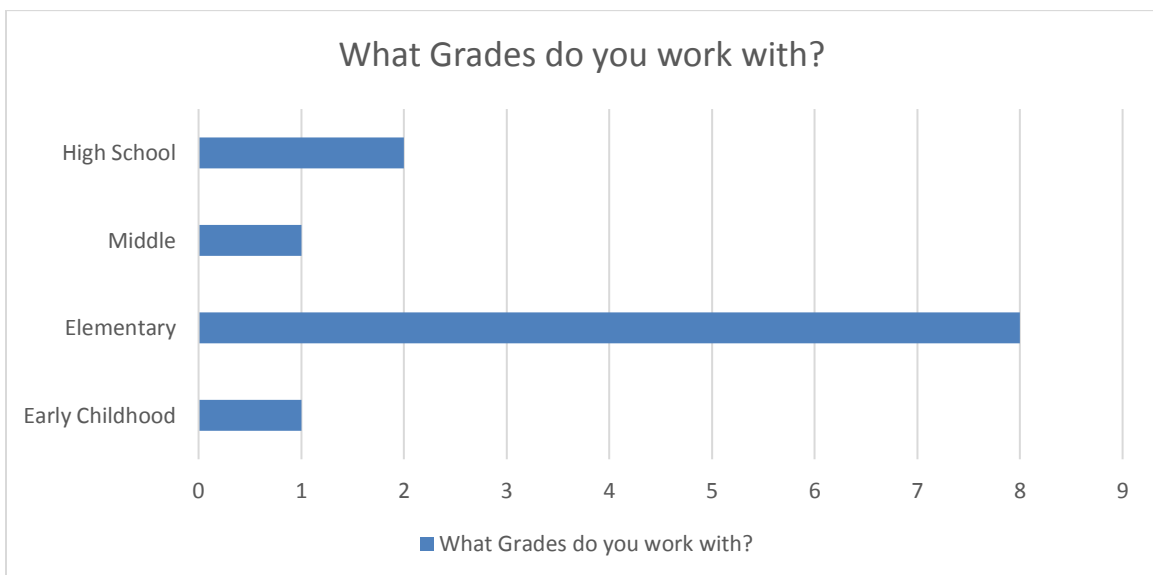
Decoding Dyslexia – Johnson County, KS is a grassroots movement driven by KS families concerned with the limited access to educational interventions for dyslexia within our public schools. We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia in Kansas public schools.

In a recent Decoding Dyslexia Teacher survey,
We asked teachers about their experience with Dyslexia.
We had 10 anonymous respondents.

1. What training were you given in College to prepare you for working with Dyslexics?



2. I work with students in what grades? Choose all that apply.



3. What has your experience with Dyslexia in the public schools been like?

- Once I learned about OG and started implementing it properly with those identified in the lowest test groups, the kids are making outstanding gains. I'm a firm believer in OG or Structured Literacy now, ALL elementary school teachers need to be trained in it
- Moderate situations are not addressed until reading for comprehension becomes an issue, by which point the capable student has fallen unnecessarily behind classmates; the stress surrounding such a frustrating situation often becomes tragically overwhelming.
- In my first year of teaching first grade I had e students tested and all of them qualified. Too many people tried to convince me to wait and see. I knew and refused to wait. Now I am in 4th grade and have too many students whose teachers waited! We MUST have something in place that demands early testing. My 3 students had to wait their entire first grade year to be tested because of the "process" and it is costing students and teachers precious time!
- I have recently had a student who's mother had concerns about her child being dyslexic. She requested an IEP form the school. This mother was aware the school had 60 school days to respond to her request for the child to be evaluated, and was even told by the school phycologist that the evaluation would be very close to that 60 school day time frame. In the meantime I watched this student struggle to read or even sound out three letter words. This student also struggled in processing simple math equations. In watching the student in other activities such as science, and centers I could tell this student was very intelligent. I tried to help this student the best I knew how, but it become very clear no matter how much I tried to help, this student needed to be taught differently, because this student learned differently, and I was not how to teach in a way that child could learn. During this time the student's mother had her child tested for dyslexia through an outside source. The mother was given a comprehensive report form the testing agency. This mother gave the report to her child's pediatrician, who wrote a letter to the school officially diagnosing this student with dyslexia, and stated we should make accommodations for this student. However being in the public schools I knew there was only so much we could do this student. Towards the end of the first semester there was still no IEP evaluation that had taken place, and it was clear to me this child would leave my class at the end of the year, further behind than he/she started. About a week later the mother of this student informed me that her child would not be coming back after winter break, because this child was now going to go to a private school just for kids with dyslexia, so this student could be taught in a way he/she could actually learn. This mother told me this was not a reflection on my teaching skills, but a reflection on our school system itself that her child could not get the help that was needed to succeed. I fully support Bill 2602 Creating a Dyslexia Task Force!
- Taboo. Teachers might recognize that students might be dyslexic but are told not to say anything because they will be liable to pay for testing.
- education teachers also struggle to help them due to lack of training.
- I have learned more in 5 months than in my 25 years of being a teacher due to two of my grandchildren being diagnosed with dyslexia. I have worked w/students that had problems with reading, listening to and following directions, writing, etc. I was never able to help in any meaningful way. Text book companies gave a great song and dance about how RTI activities they provided would help struggling students. They don't. You don't mention the word or you hear crickets chirping in meetings. Children with dyslexia in any of it's forms, needs a trained person, not a game or computer program.
- Ignored until last few months
- Frustrating we are failing our students