

Dyslexia in Wisconsin

A Call to Action

34% of Wisconsin's 4th graders are **below basic reading level.**

Since 1994, Wisconsin has dropped from **3rd to 34th** in national reading scores.



1 in 10

Estimated number of people who have dyslexia.

0

Number of people who outgrow dyslexia.

40

States having laws focusing specifically on dyslexia.

Wisconsin does not.

What can we do?

- Develop programs establishing screening for early reading deficiencies, including dyslexia
- Provide early intervention measures with evidence-based screening tools
- Use data from other models nationally to assess best strategies for Wisconsin
- Recommend high quality pre-service and in-service professional development activities to address reading difficulties like dyslexia

“In short, when we focus on the needs of children with dyslexia, we implement robust educational systems that benefit *all* children—until everyone can read.”

Rick Smith, CEO, International Dyslexia Association

Some AAP Recommendations

Left untreated, learning difficulties may lead to frustration, low self-confidence and poor self-esteem and substantially increase the risk of developing psychological and emotional problems.

1. Children who exhibit signs of learning disabilities should be referred as early in the process as possible for educational, psychological, neuropsychological, and/or medical diagnostic assessments.
2. Children with learning disabilities should receive appropriate support and individualized evidence-based educational interventions combined with psychological and medical treatments as needed.
3. Families of children with suspected learning disabilities should receive information about state and local parent support programs.



Why Public Schools Struggle to Help Kids with Dyslexia

Evaluation and therapy must begin early. It can take months or years for families to navigate how to get kids the help they need. Meantime the child is falling further behind.

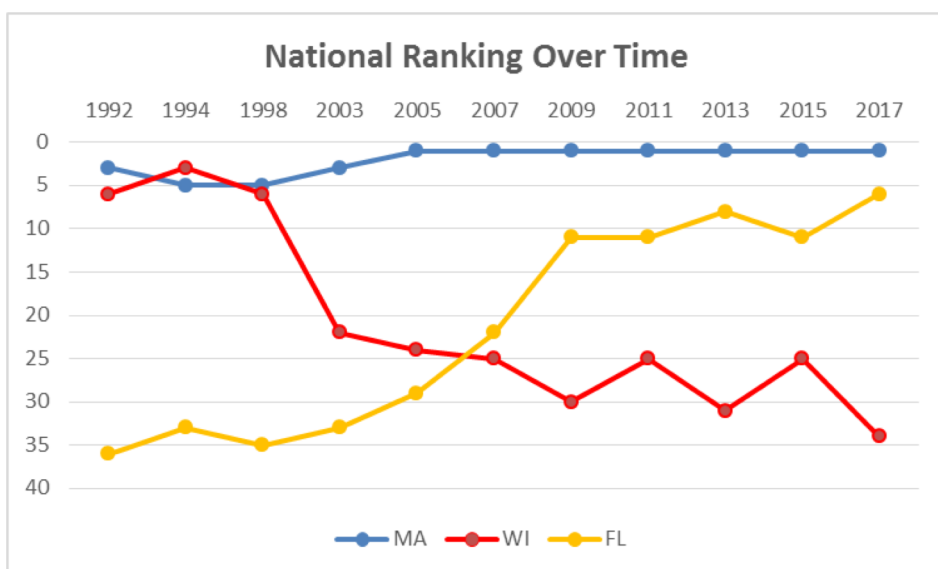
Understanding of dyslexia is uncommon, and most educators are unfamiliar with evidence based screening and evaluation. There may or may not be a perception that children may “catch up” by 3rd or 4th grade.

“While you are hoping for dyslexia help from your school, your child is losing ground – falling behind with reading and writing skills that are fundamental to all learning... among children who do not get help outside of school there is nearly a 90 percent chance that a poor reader in first grade will remain a poor reader.”

Sandie Barrie Blackley, MA, CCC

AAP Policy Statement, “Learning Disabilities, Dyslexia and Vision,” 2009

National Ranking Over Time



“But other places are making more progress than Wisconsin, and that, too, has been true for years... [Massachusetts and Florida]...have been determined, consistent, and rigorous overall in pursuing strategies to improve reading scores. They are far from perfect, but we ought to be learning more from them.”

Alan Borsuk, Marquette University Law School