

Parents for Reading Justice

A STRATEGIC ROADMAP FOR **BUILDING A DYSLEXIA PARENT GROUP**



Class Workbook

Second Edition - 2022

Parents for Reading Justice

PO Box 12736

Columbus, Ohio 43212-9998

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Written by Brett Tingley & Keida Mascaro

Illustrations by Ava Tingley

Book design by Keida Mascaro

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Our Dyslexic Children, Inc. is doing business as Parents for Reading Justice

This book is dedicated to Brenda Louisin, our North Star, and to every parent of a child with dyslexia who is fighting for their child's right to read. We believe the least we can do in this shared fight is to offer freely our experience, strength and hope.

We believe in you. We believe in your child. We are in this together and we will share in the victory.

Enjoy, and more to come!

PREFACE

Our Dyslexic Children, Inc., in partnership with Parents for Reading Justice, represents the grassroots effort we have created to make systemic change in our communities for not only our children with dyslexia but for every child in this country! We believe in the Science of Reading (SoR) to address dyslexia, and have seen tremendous success in our children when they were properly identified and educated. We also believe that the SoR is the way all children best learn to read and that by utilizing it we will open the door for each child to reach their full potential.

Our journey began years ago when we discovered our children were suffering under the status quo of our school system. We quickly figured out that we had to mobilize and take on our school system to bring in the SoR that was critical to our children's future. In taking on this challenge, we organized our efforts around Phases.

In Phase 1, like minded parents banded together as UA-KID (Upper Arlington Kids Identified with Dyslexia) in a strategic effort and took on our school system. After a hard fight, we stood victorious, creating system wide change for each and every child in our district. Today, not only are our children with dyslexia receiving effective remediation, but all of our district's children are receiving instruction based in the SoR.

In Phase 2, we expanded our mission and formed OH-KID to bring parent groups from all over Ohio together to help them affect change in their districts, building on the success of our previous efforts.

Sensing the potential for even more outreach to communities in need, we completed Phase 3 with the production of, Our Dyslexic Children, a film documenting every step of our journey in our school system.

Our aspiration was that this documentary would reach those in need who are not in our immediate network or might be in remote communities that could use our story as a springboard for their own efforts to bring the SoR to their school systems.

With the unveiling of our new online course, Phase 4 is now complete. This document is the official workbook for the online course we are proud to now offer. This 8 Step class meets the user at every level in their journey to implement proper reading instruction for their child and for all the children in their school system. We couldn't be more excited about this phase.

All content that we have created, and are in the process of making, functions to both inspire parents to affect change for their children with dyslexia, as well as to persuade school districts to adopt instruction based on the SoR for all their students. The SoR benefits every child. With only a third of children in this country reading proficiently per NAEP testing (The Nations Report Card), this is an existential national crisis.

In Phase 5, through grassroots organizing and social media, we will build a national community that will reach a critical mass and finally tip the scales to bring the SoR to every child in this country! Parents are the key because the best way to make change for children with dyslexia, and for all children in the district, is to form a parent group. We have developed this online course to assist you in your journey, based on our own experiences taking on our school district in Ohio. We can't wait for you to join this community!

We have found that in retrospect, the achievement of transforming a school district to serve all its children is what makes us most proud. We hope this will be your experience as well. The reward is certainly worth the risk. Because all children deserve to learn to read!

Brett Tingley, President of Our Dyslexic Children, Inc.

February, 2022

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Letters: The Building Blocks of Life!

Step 1:

WHAT IS DYSLEXIA?

~ Educate Yourself ~

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

~ Definition by International Dyslexia Association

*Source is International Dyslexia Association - <https://dyslexiaida.org/definition-of-dyslexia/>

FINALLY, THERE IS AN EXPLANATION

The enlightenment. Many people don't even consider dyslexia until they hear about it and begin doing research. You need to open the door to see if this may be an issue for your child. If your child is having trouble learning to read, they very well may have dyslexia. Our hope is that as you take this course you will not only have a much better understanding of dyslexia and how children learn to read, but you will create meaningful change in your child's reading instruction.

GLOSSARY OF TERMS



Child Find

- ◆ Child Find refers to the public schools' federal obligation to look for, find and identify, children with the specific learning disability (SLD) of dyslexia, and then provide FAPE. Schools must find and evaluate students thought to have disabilities—at no cost to families. Child Find means that the public school should find your child with dyslexia. They have an affirmative obligation to look for and help children with dyslexia. If they are not doing this they are failing their federal obligations. You are not asking for favors, only that your school district follows federal law.

Link: https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/child-find-what-it-is-and-how-it-works?_ul=1*bvm7jm*domain_userid*YW1wLXBIZHAtQnhoNoJ6UnVKcUpwV1dNUGc.

Link: <https://sites.ed.gov/idea/regs/b/b/300.111>



Decoding Dyslexia

- ◆ Decoding Dyslexia is a network of parent-led grassroots movements across the country concerned with the limited access to educational interventions for dyslexia within the public education system. Decoding Dyslexia aims 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.

Link: <http://www.decodingdyslexia.net>



Free Appropriate Public Education (FAPE)

- ◆ FAPE refers to the idea that your child (identified with dyslexia) is entitled to learn to read in the public schools at no charge to the family. The key here is that your public school has a federal obligation to teach your child how to read, so you are not asking for special favors or something above and beyond what they are federally required to provide.

Link: <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Link: <https://www.wrightslaw.com/info/fape.index.htm>



Individualized Educational Plan/Program (IEP)

- ◆ An IEP is the written legal document that lays out the unique plan/program of special education instruction, supports and services that your child needs to make progress in school. Parents are part of the IEP team and you do not have to sign the IEP unless you feel your child's unique needs are being met.

Link: https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs?_ul=1*1wbd5xo*domain_userid*YW1wLXBIZHAtQnhoNoJ6UnVKcUpwV1dNUGc.



Individuals with Disabilities Education Act (IDEA)

- ◆ The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education services to eligible students. It is the federal law that protects your child with dyslexia and requires public school districts to, among other things, find children with dyslexia (commonly referred to as Child Find) and provide them with a fair and appropriate public education (commonly referred to as FAPE). By familiarizing yourselves with the concepts generally and using these terms, you will put your district on notice that you know the federal law that protects your child, the obligations the district has under it and the powers you have if they do not meet those obligations. You are not asking for any favors, only that your district follow federal law.

Link: <https://sites.ed.gov/idea/>



International Dyslexia Association (IDA)

- ◆ The International Dyslexia Association is the international non-profit whose mission is ‘To create a future for all individuals who struggle with dyslexia and other related reading differences so that they may have richer, more robust lives and access to the tools and resources they need.’ The website is a great resource for everything related to dyslexia. There are chapters all over the world that you can become involved in locally.

Link: <https://dyslexiaida.org/>



Intervention Specialist (IS)

- ◆ An IS is the public school teacher specially trained to help children with reading difficulties. The IS will work with your child over and above the regular education classroom teacher. The most important thing about your child’s IS is that they are trained with fidelity in a program that is scientifically proven to help children with dyslexia, including the structured literacy approaches of Orton-Gillingham, Wilson etc. You also want your child to feel comfortable with their IS. The older the child the more trauma they may have related to learning to read. Ideally this will be a close relationship based in trust where your child can be vulnerable and learn to read.

Link: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/working-with-clinicians/what-is-a-reading-specialist?_ul=1*174z1b9*domain_userid*YW1wLXBIZHAtQnhoNoJ6UnVKcUpwV1dNUGc



Neuroplasticity

- ◆ Neuroplasticity refers to the brain’s ability to form new neural pathways. For children with dyslexia, this is our hope. Our children can learn to read and with effective reading instruction, their brains can be rewired to function more like an intuitive reader. One important aspect of neuroplasticity is to understand that it diminishes with time, so the earlier your child can get effective reading instruction, the better.

Link: <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100230276>



Orton-Gillingham (OG)

- ◆ Orton-Gillingham is a multi-sensory approach we found to be a very effective method for helping children with dyslexia learn to read. Several different organizations offer IDA accredited training programs. Just make sure your OG tutor has completed a practicum. Many practicums are up to 100 hours long. For a full list of IDA accredited programs go to link below.

Link: <https://dyslexiaida.org/accredited-teaching-training-programs/>

Link: <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/orton-gillingham-what-you-need-to-know>



Science of Reading (SoR)

- ◆ The Science of Reading refers to the body of peer reviewed scientific research that studies how children best learn to read. The Reading League Coalition defines SoR as: “The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing... The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

Most colleges of education don’t teach their students to utilize the Science of Reading, instead they push outdated philosophies. Most of the cutting edge scientific research is being done in the departments of Cognitive Neuroscience, Speech and Hearing, etc. The Colleges of Education exist in their own silos, and have largely remained resistant to the Science of Reading.

Link: <https://www.thereadingleague.org/what-is-the-science-of-reading/>



Structured Literacy

- ◆ “The IDA Knowledge and Practice Standards for Teachers of Reading (Knowledge and Practice Standards) provide a comprehensive research based framework that articulates what all reading teachers and specialists should know and be able to demonstrate to teach reading successfully to all students. The focus of the Knowledge and Practice Standards is the structure of language and its component systems, their connections to design and delivery of instruction and the complex nature of skilled reading. Such knowledge is critical in teaching those with dyslexia and other struggling readers, but all students can benefit from the Structured Literacy approach.”

- Taken from IDA’s Knowledge and Practice Standards for Teachers of Reading

Link: <https://dyslexiaida.org/kps-for-teachers-of-reading/>

Link: <https://dyslexiaida.org/what-is-structured-literacy/>



Systemic Group Complaint

- ◆ A systemic group complaint filed with the state Department of Education alleging that the school district is failing children with dyslexia all across the district is a very powerful tool. Filing a complaint with the state is one way parents can allege a violation of special education law. The other way is to file a request for due process. Due process requests often end in settlements and commonly come with gag orders. We chose a state complaint because if we won, it could send a message to other school districts that they need to change what they're doing for students with dyslexia allowing the potential for a much broader impact! As an example, we share our systemic complaint in the link below.

Link to our systemic complaint: [HERE](#)



Wilson Reading System (WRS)

- ◆ WRS is another multi-sensory approach derived from Orton-Gillingham that we found is effective in helping children with dyslexia learn to read. It is another widely used method of remediation.

Link: <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/wilson-reading-system-what-you-need-to-know>

STEP 1 RESOURCES

Our Dyslexic Children - 2020

Film on parent group UA-KID taking on their school system and winning.

<https://youtu.be/oJ7xa6meD2Q>

Hard to Read: How American Schools Fail Kids with Dyslexia - 2017

Emily Hanford's Podcast on American Public Media where our work with UA-KID was highlighted.

<https://www.apmreports.org/episode/2017/09/11/hard-to-read>

Hard Words: Why Aren't Our Kids Being Taught to Read? - 2018

Emily Hanford's Podcast on American Public Media

<https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

At a Loss for Words: What's Wrong With How Schools Teach Reading - 2019

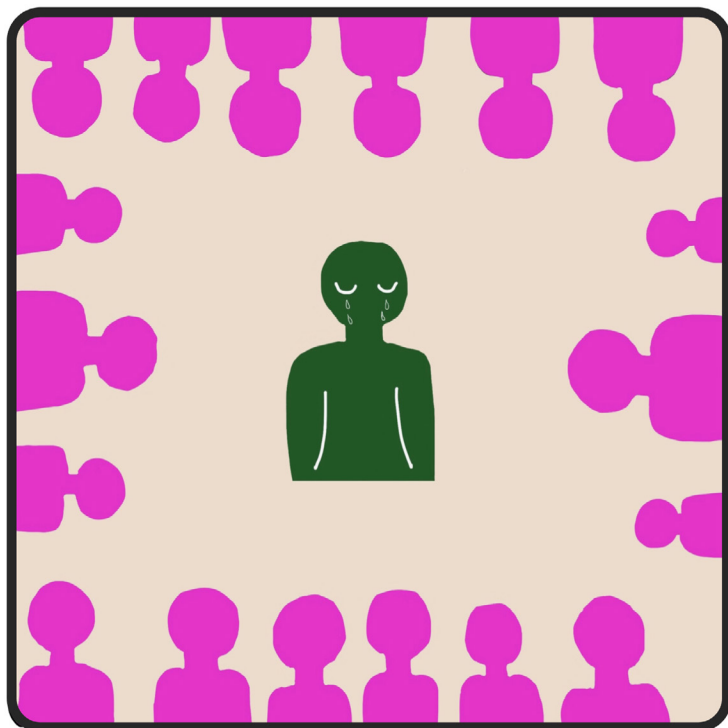
Emily Hanford's Podcast on American Public Media

<https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>

What The Words Say: Many Kids Struggle with Reading – and Children of Color Are Far Less Likely to Get the Help They Need - 2020

Emily Hanford's Podcast on American Public Media

<https://www.apmreports.org/episode/2020/08/06/what-the-words-say>



The Burden of Feeling ‘Other’

Step 2:

IS YOUR CHILD SUFFERING FROM DYSLEXIA?

~ What To Look For ~

“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...”

~ International Dyslexia Association

[\(https://dyslexiaida.org/dyslexia-basics-2/\)](https://dyslexiaida.org/dyslexia-basics-2/)

But The Good News Is...

“Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade, with future achievement constrained only by students reasoning and listening comprehension abilities.”*

~ American Federation of Teachers - Quoting Dr. Louisa Moats

<https://www.aft.org/ae/summer2020/moats>

KNOWING IS THE KEY

Dyslexia is a very common condition, and it’s estimated that as many as one in five people have it. If you have a family history, the likelihood is much greater that your child has dyslexia. Knowing this alone does not guarantee your child has dyslexia, but offers important insight into getting your child proper reading instruction early so they can reach their full potential. It will be a relief to your child to know they are capable of learning to read. In fact, research shows all children would benefit from instruction based in the Science of Reading. This is especially imperative for children with dyslexia to learn to read. Time is of the essence! The earlier you figure this out for your child, the better their chances will be learning to read and avoiding the trauma and social/emotional issues from falling behind their peers.

WHAT ARE THE SIGNS

In Understood.org's 2020, *Signs of Dyslexia* below, dyslexia can manifest differently in children at different ages.

A few examples:

Pre-School

- Has a hard time learning nursery rhymes or song lyrics that rhyme.
- Struggles to name familiar objects and uses general words like thing and stuff instead.
- Has trouble remembering things in the right order, like singing the letters of the alphabet.

Grade School

- Has trouble sounding out words.
- Often confuses letters that look similar (b, d, p, q) and letters with similar sounds (d/t; b/p; f/v).
- Has trouble with spelling.
- Often doesn't recognize common words.

Middle School

- Reads very slowly.
- Spells the same word correctly and incorrectly in the same assignment.
- Struggles with writing assignments.

High School

- Often skips over small words when reading aloud.
- Seems to be searching for words when speaking, and might substitute words (like saying "gate" instead of "fence").
- Often doesn't "get" the joke.

For current list, visit: (<https://www.understood.org>)

THINGS TO CONSIDER



Trust Your Gut - Trust your gut, trust your intuition. Teachers may not know about dyslexia or the *Science of Reading*. Many behavior issues result from children being frustrated and embarrassed about not being able to read. Children are not born lazy. If you can teach them early enough they will be enthralled by reading because they're good at it and are successful.



Time Is Of The Essence - Time is not on your side. Neuroplasticity wanes with time. It is commonly thought that it takes four times longer to remediate a 4th grader than a 1st grader. Moving quickly to identify the problem and work towards a solution is imperative. There is no time to waste.

"Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school— unless these students are identified early in their school career and given the intensive, systematic intervention they require."

American Federation of Teachers (<https://www.aft.org/position/reading-instruction>)



School Staff May Not Know About Dyslexia - Teachers and administrators may try to downplay your concerns and tell you: they'll grow out of it, or that they need to be medicated for ADHD, or that you should have read to them more, and/or they should eat more veggies... The truth probably is that they don't know about dyslexia or the Science of Reading. If 'dyslexia is not real' then they come up with a lot of creative explanations to blame it on you and your child. This is why the push-back is hard.



Your Child's Test Results - Don't let the district cherry pick your child's test results or conduct partial testing so the results look more favorable than they are. If they do an assessment and you don't agree with the findings, you can ask for your child to be tested privately and the district may be required to pay for it. (For details, see Step 3 - Questionnaire Checklist #3) If your district resists, show them [our documentary](#) and [Emily Hanford's 2017 podcast](#) in the hopes of educating your district.

Independent Education Evaluation IEE: (<https://sites.ed.gov/idea/regs/b/e/300.502>)

Beware Of Snake Oil Salesmen - Beware of vision therapy or physical therapists who say they can cure dyslexia. It's a great idea to get your child's sight and hearing tested to rule out any other issues, however no amount of 'vision therapy' cures dyslexia. In order to help children with dyslexia, you must actually teach them to read.

"Most experts believe that dyslexia is a language-based disorder. Vision problems can interfere with the process of learning; however, vision problems are not the cause of primary dyslexia or learning disabilities. Scientific evidence does not support the efficacy of eye exercises, behavioral vision therapy, or special tinted filters or lenses for improving the long-term educational performance in these complex pediatric neurocognitive conditions. Diagnostic and treatment approaches that lack scientific evidence of efficacy, including eye, behavioral vision therapy, or special tinted filters or lenses, are not endorsed and should not be recommended."

Pediatrics 2009;124:837-844 <https://pediatrics.aappublications.org/content/pediatrics/124/2/837.full.pdf>

Get Your Child Help ASAP - Get your child as much help as you can afford ASAP, even if you have to pay for it. Time is not on your side. You may have to pay for testing and tutoring. You can always go after the district later for reimbursement. This is still probably cheaper than sending them to a private school for dyslexia.

Critical Training For Your Child's Intervention Specialist - The Intervention Specialist (IS) must be trained with fidelity. Research the intervention program the district is using with your child and make sure the program training and time to complete the training is sufficient. Many districts do 'bits and pieces' of programs which will not achieve the results the programs were designed to achieve. Orton-Gillingham practicums are critical. Upper Arlington IS's have a 100 hour practicum at the Children's Dyslexia Center.

Reference - Jean Colner & Brett Tingley Interview: <https://youtu.be/NgsL4Jt36Rc>

STEP 2 QUESTIONNAIRE



Have you read Sally Shaywitz's book, [Overcoming Dyslexia](#)?

- ◆ This book is a great primer on dyslexia, how children learn to read and what you can do to help them reach their full potential. It is available at most public libraries. If your public library doesn't have a copy, request that they order one. The key is to know that your child can learn to read if they are given proper instruction.



Have you met with your child's teachers to share your concerns? As a parent, you need to understand how they teach reading and why they suspect your child is struggling?

- ◆ It's possible they may know nothing about dyslexia, so it's good to start here. Give them a paperback copy (if possible) of [Overcoming Dyslexia](#). The school system may just not know how to help your child.



Have you determined whether your district uses the 'whole language' or 'balanced literacy' approach to reading? Neither of these approaches are scientifically proven to be effective with children with dyslexia.

- ◆ This would explain why your otherwise intelligent child is having a hard time learning to read. Whole language and balanced literacy do not follow the Science of Reading and aren't the most effective methods of teaching reading, and are especially damaging to children with dyslexia.

Link: <https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>



Have you joined a local parent resource group?

- ◆ Network with parents. We found Facebook and Instagram groups are a great resource! Many districts have support groups that meet to commiserate about their dilemma. These are good places to learn from other parents' experiences, find support and meet people to get the lay of the land. In step 4 we will teach you how to form a grassroots organization to affect systemic change for all children in your district.



Have you explored your local International Dyslexia Association ([IDA](#)) chapter or a [Decoding Dyslexia](#) chapter by: joining their email list, attending educational offerings, emailing them for help and even formally joining the group? Also, keep up on current information by subscribing to [Wrightslaw](#), [Understood.org](#), etc.

STEP 2

RESOURCES

The Yale Center for Dyslexia and Creativity - Dr. Sally Shaywitz

<https://dyslexia.yale.edu/>

Overcoming Dyslexia: Second Edition, Completely Revised and Updated - Dr. Sally Shaywitz

Shaywitz, S. (2020) New York: Knopf.

<https://www.amazon.com/Overcoming-Dyslexia-Complete-Science-Based-Problems/dp/0679781595>

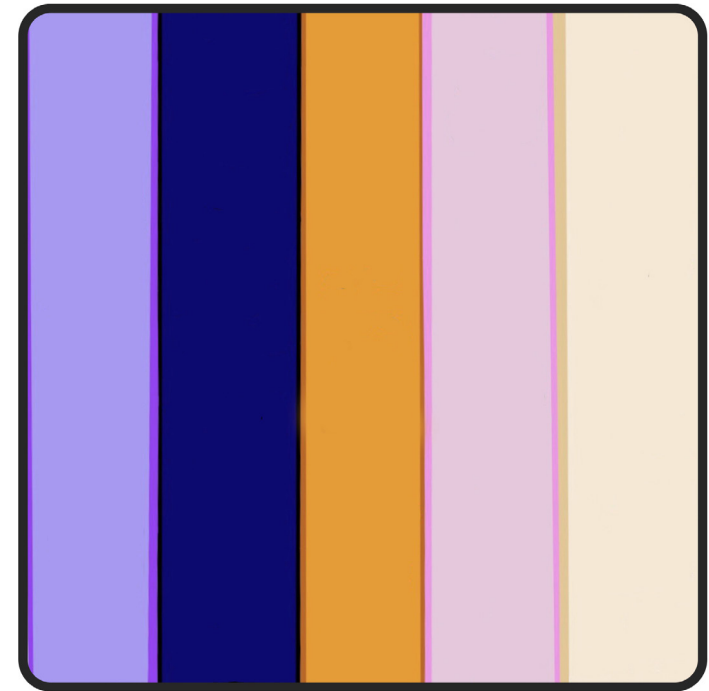
The Big Picture: Rethinking Dyslexia

James and Kyle Redford's Film

<https://www.amazon.com/Big-Picture-Rethinking-Dyslexia/dp/BooDT55OCM>

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Law = Protection

Step 3:

IS YOUR DISTRICT FOLLOWING FEDERAL LAW?

~ Dyslexia, Your District & The Law ~

“Stand in the truth.

You are not asking for anything that federal law does not already require of your school district.”

~ Brett Tingley, President of Our Dyslexic Children, Inc.

“...not that it’s a learning disability, it’s a teaching disability. They don’t know how to teach the child properly.”

~ Pete Wright, Special Education Attorney
taken from documentary film
Our Dyslexic Children

EDUCATIONAL RIGHTS

Most colleges of education don’t teach about dyslexia, SoR, IDEA or FAPE. This should make you angry. Not only has the science been conclusive for decades, but federal law requires all public schools identify and remediate children with dyslexia. You are not asking for anything special, only what is federally mandated. It’s time to get busy!

THINGS TO CONSIDER



District Awareness of Dyslexia and Law - Does your district know about dyslexia, or do they use terms like ‘dyslexic-like symptoms’? Do they know the IDEA requires that Districts identify children with dyslexia and provide them with specially designed instruction? Go to [Wrightslaw](#) and take time to learn about what your district’s responsibilities are to your child.

- ◆ If your District is confused about the use of the term ‘dyslexia’ in special education, you can direct them to the Code of Federal Regulations definition of “Specific Learning Disability” which specifically includes the term dyslexia. (See 34 CFR Sec. 300.8(c)(10))
- ◆ Federal child find requirements are critically important and place an affirmative obligation on the part of school districts to locate, identify and evaluate students suspected of disabilities – including dyslexia. (See CFR Sec. 300.111)



Procedural Safeguards - Does your district pass out a special education notice outlining their procedural safeguards? Each state releases their own, and it’s very important that you read this.

- ◆ Always take this pamphlet because cases exist in which the district prevailed because parents refused this handout.
- ◆ For example, in Ohio parents are offered [THIS](#) guide.



Colleges of Education and SoR - Most colleges of education don’t teach about dyslexia, SoR or the law (IDEA) that protects your child.

Link: <https://sites.ed.gov/idea/>



Educational Advocate - If you have the resources, hiring an educational advocate can expedite your understanding of dyslexia and the Science of Reading. You can’t be an expert in dyslexia and special education services fast enough. Talk to your advocate’s references to ensure they were successful.

- ◆ Each state has its own free parent resource. In Ohio we have the [OCECD](#). The Ohio Coalition for Education of Children with Disabilities works with parents to help them obtain the assistance they need.

STEP 3 QUESTIONNAIRE CHECKLIST



Have you educated yourself on your rights under the Individual Disability Education Act known as IDEA?

- ◆ Familiarize yourself with Wrightslaw and read [From Emotions To Advocacy](#).



Have you met with your child's teacher, principal, or district special education leadership to determine their understanding of dyslexia, intervention methods, the SoR, and special education laws that protect children with dyslexia?



If you suspect your child has dyslexia, have you formally requested in writing that your child be tested for special education services?

- ◆ Parents, teachers and other professionals can refer a child for testing to determine eligibility for special education services. Through special education services, students with learning disabilities, including dyslexia, may receive specially designed instruction utilizing the SoR. If your district refuses to evaluate when you make a referral, consider getting a private evaluation under your state's rules regarding Independent Educational Evaluations that may be available at district expense.

Independent Education Evaluation IEE: (<https://sites.ed.gov/idea/regs/b/e/300.502>)



Is your district identifying children (Child Find) with dyslexia, and giving IEP's?

Link: <https://sites.ed.gov/idea/regs/b/b/300.111>



Have you requested full academic records for your child?



Is your school following federal law to educate your child?

- ◆ Has your child been identified as a "student with a disability" through your district's "child find" initiatives?
- ◆ Is your child getting specially designed instruction using appropriate evidence-based methodologies aligned to all areas of educational need?
- ◆ When assessing student progress under the IEP, is your child making 'meaningful educational progress' based on your child's unique circumstances, needs and abilities?



What is preventing your child from getting these services?

- ◆ Many times ignorance, arrogance or misplaced budget concerns cloud their judgment. The irony is it's far cheaper for a district to identify and remediate our children when they are younger, instead of waiting for them to fail later on.
- ◆ Availability or cost of evidence-based interventions should not be a barrier to a child's receipt of necessary intervention. Consider whether the child has made meaningful progress using less intensive methods. If not, then shifting to a new method or program may be required. If a district does not have personnel on staff that can provide a necessary service, then it may need to hire or contract with an outside provider to do it.

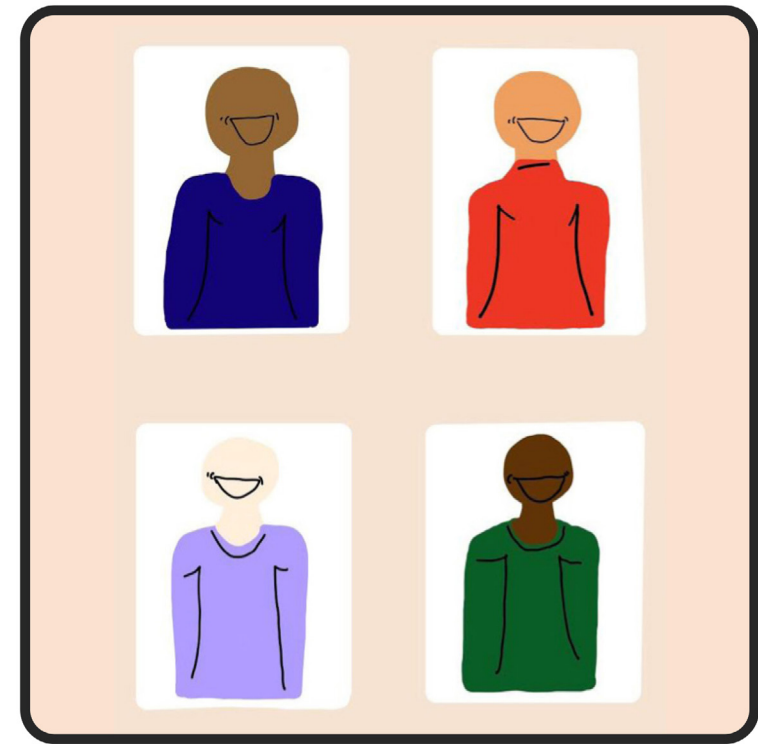
STEP 3

RESOURCES

From Emotion To Advocacy (FETA) - Pete Wright
<https://www.wrightslaw.com/store/feta2.sm.store.html>

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Change Happens When Parents Band Together.

Step 4: THE PARENT GROUP

~ Better Together ~

‘...if you want to do something about poverty or the number of people who are homeless or the number of people in our prisons, teach every child to read. We know how to do it, we just aren’t doing it and it’s time for parents to demand that this be taught to every child.’

~ Cameron James, Dyslexia Advocate
taken from documentary film
Our Dyslexic Children

“Wherever I have seen parents become active, that’s where change has happened. You rarely see districts reinvent themselves without parents being a catalyst for that.”

~ Michael Bucey, President of BV-KID
taken from documentary film
Our Dyslexic Children

BANDING TOGETHER IS THE KEY

We are equipping you with the tools to start a grassroots organization to bring about a lasting systemic change to the way your district teaches reading. This will not only help children with dyslexia, but will benefit all children in the school district. Most colleges of education don’t teach about dyslexia or the Science of Reading. Don’t believe your district is looking out for your children. They may not know about the science, or worse, they could be misdirected by financial concerns.

There’s a certain process of grief (Elizabeth Kübler-Ross’s, [Five Stages of Grief](#)) that you may experience as you realize you can’t trust your district. This is natural and expected, but it’s best to move forward to help your child. We are with you in this journey, in our hearts and in spirit!

THE ARCHITECTURE OF THE PARENT GROUP




MAIN PARENT GROUP

All parents join this group and will meet regularly. We highly recommend all members, including spouses and/or partners read and listen to these materials so everyone is on the same page. Materials include: [Overcoming Dyslexia](#), and [From Emotion To Advocacy](#) as well as listening to all of Emily Hanford’s podcasts in Step 1 Resources.

ACTION COMMITTEE

This is the sub-group within the main parent group that is organized and tasked with leading the charge against the district should you be forced to pursue legal action. This action committee should be formed preemptively, in tandem with the main parent group, for maximum efficiency.


FORMING A PARENT GROUP - THE ESSENTIALS

 **Forming A Parent Group** - Form a parent group even if your district is getting things right. It's the best way to advocate for children with dyslexia and create change in the classroom.

- ◆ Teachers and administrators are overwhelmed and underpaid, so your parent group keeps dyslexia a priority. (The squeaky wheel gets the grease.) This also helps educate parents to be full participants in IEP meetings.

 **Joining Our Global Community** - Our social media accounts and email list: ParentsForReadingJustice@gmail.com, [Twitter](#), [Instagram](#) and [Facebook](#).

- ◆ We are regularly updating our socials and website with the newest information available to us, including timely interviews with thought leaders in the field.


 **Recruiting Parents For Your Group** - Recruit parents of children who are receiving 'reading help' at school and ask them to join the parent group.

- ◆ Volunteer at school if you can, and see which children are receiving additional reading instruction. Ask your children which peers receive additional reading help. These parents (along with some parents from parent support groups you've already met) may well be the start to your parent group. Seek out parents with special skills, i.e. attorneys, accountants, sales professionals, speech therapists, teachers etc. An educational advocate can also help grow your group by asking their clients if they are interested in joining.

 **Organizing Your Parent Group** - Organize the group formally and run it like a business with regular meetings, a mission statement, minute keeping, the election of officers, and the forming of an action committee, etc. Take advantage of each parent, tapping into their unique talents to make the group better than the sum of the parts.

- ◆ Develop a mission statement. Review UA-KID mission statement on our website here: (<https://parentsforreadingjustice.org/uakid-mission-statement>). Please feel free to slap your logo on top and use it. Don't waste precious resources reinventing the wheel!


 **Leveraging Everyone's Strengths** - Divide and conquer the workload and execute, making sure everyone in the group is sharing in the effort. Remember to leverage individual strengths!

 **Becoming Parents' Best Resource** - Begin educational programming for parents. Become a parent's best resource. Children with dyslexia not learning to read is a preventable tragedy. The more people who understand this, the more effect we can have.

- ◆ You can have neuropsychologists, educational advocates, International Dyslexia Association local chapters, Decoding Dyslexia local chapters, speech therapists, etc speak to your parents. Show our film and hold a panel discussion of parents and children afterwards.

 **Fundraising For Professional Development** - Fundraise for Orton-Gillingham or Wilson training for your reading specialists. Host fundraisers and leverage the crowd.


- ◆ Make effective reading remediation and instruction the focus.

 **Understanding Inner Workings Of Your District** - Further understand the nuances of the inner workings of your school district by getting inside their walls more often.

- ◆ Attend school board meetings, see who the decision makers and influencers are. Build relationships and don't be deterred if the school staff turns you down.

 **Building Bonds Within Your Parent Group** - Make your group efforts fun and effective!

- ◆ Create a social atmosphere for 15 minutes before each meeting. Refreshments are always appreciated.

 **Sharing Information With Your District** - Buy paperback copies of [Overcoming Dyslexia](#) and pass them out at school board meetings, IEP meetings and give to teachers, principals, school board members, etc. They are cheaper than private school tuition.

- ◆ Also give copies to school staff, and send them Emily Hanford's podcasts (links in Step 1 Resources). Try to educate them in an inclusive way. You're learning, so share as you learn. You might also donate books on dyslexia and decodable books to classrooms and to the public library. Invite the superintendent and the newspaper for a photo opportunity.



Fundraising For Broader Participation - Schedule a fundraiser to pay advocacy fees for families who don't have the resources in your district.

- ◆ Helping children with dyslexia learn to read can be very expensive, so building equity into your parent group is incredibly important.



Hiring An Educational Advocate & Attorney - Hire an educational advocate for your group if you can afford one.

- ◆ Educational advocates may be experts in dyslexia, reading and educational services, and may already know key players in your district. A great educational advocate can significantly shorten the learning curve.



Requesting Information From Your District - Make sure all parents in your group have requested a full academic record for their child from the district.

STEP 4

RESOURCES

UA-KID Mission Statement

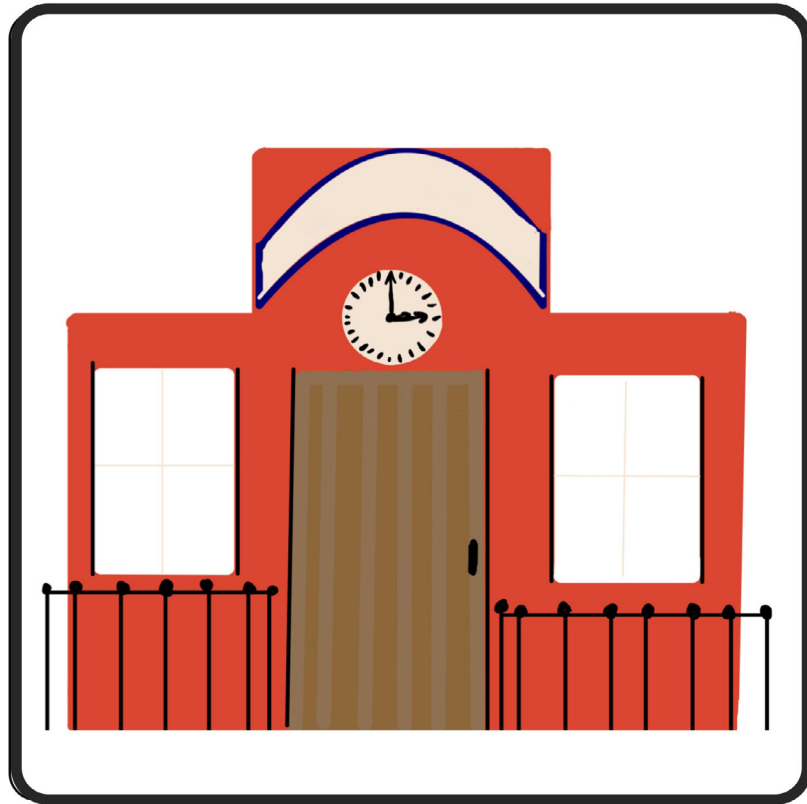
<https://parentsforreadingjustice.org/uakid-mission-statement>

BV-KID Mission Statement

<https://parentsforreadingjustice.org/bvkiid-mission-statement>

NOTES

NOTES



Our School - Our District

Step 5:

ENGAGE YOUR DISTRICT

~ Stand In The Truth ~

“In some schools they just ignore it because if they label it they have to rush it with resources. If the school refuses to identify the child the family has these hard decisions. They have a decision to pull the child out and get them outside help and that’s what families with resources do. And if the family doesn’t have resources or the awareness they just accept the fact that their child is a poor student. They’re just tracked to be low potential.”

~ Kyle Redford, Dyslexia Advocate & Educator
taken from documentary film
Our Dyslexic Children

WHEN YOU KNOW BETTER, YOU DO BETTER

This is a critical stage because you hope the district will be open to the Science of Reading and the law that protects your children with dyslexia. Initially, you need to assume that they will be receptive. At the same time, form your Action Committee and continue to prepare in case you are forced to take legal action.

One concept discussed in Emily Hanford’s podcasts is the idea that ‘when you know better, you do better’. Teachers may never have been taught about dyslexia and they will go through a certain amount of grief when they realize that they may have been harming children for years. This will be a very powerful revelation, and for some teachers it may be too much. But for others it will be a gift and transform the way they teach reading.

Andrea Rowson (a reading expert in Ohio) talked about the frustration of not knowing how to help all kids until she learned SoR. Now she feels confident telling her students and parents that she can help each child learn to read. This is a win/win for our children and our teachers.

STEP 5 ACTIONABLES



Engage District Personnel - Taking legal action against your district will result in a huge black eye in public perception, so your parent group must give your district personnel a chance to correct before moving forward. Your parent group should engage your district administrators, assistant superintendent and superintendent.

- ◆ You have just educated yourself and want to share your findings with your district. The superintendent is the leader of the district, and you want your district to be the first to know. You should be respectful, knowledgeable and willing to help while also determined to fight for your child.
- ◆ Use language like, “We’re worried our district is breaking federal law by not helping children with dyslexia but we can help fix this problem.” You’ll be glad you did this later. This is a very critical step. Then you all can honestly say you asked for help and your district refused, and you were forced to take action.



Engage School Board - If you are not satisfied with your district administration’s commitment, your parent group may also want to introduce itself at a school board meeting as a partner to your district with time and energy to help.

- ◆ You are not just parents complaining about what’s not going right. You are willing to help fix the reading issues. This will build trust and respect in helping solve important issues while putting a stake in the ground and putting the district on notice that dyslexia is an issue they’ll have to deal with.
- ◆ Get on their meeting agenda for an introduction. Often times school board meetings require you sign up to speak. Bring as many parents as possible to establish yourself as a legitimate concern. Have parents share heart-wrenching stories about their children’s struggles. The school board is the only check on the administration the parents have. They need to remember that.
- ◆ Finally, attempt to meet with every school board member individually and ask for help. The school board doesn’t believe your district administration works for them, but they are the parent’s only check on the administration. The school board is elected by parents.



Leverage Media - Introduce your parent group to local media and leverage a local reporter or media outlet who will care about what you are doing to help children to read.

- ◆ Oftentimes there is an education reporter who attends the school board meetings. This is a good person to develop a relationship with. They will add pressure to your school district to do what is required.
- ◆ A publicist may be a great resource to your cause. Most towns have at least a few publicists, and they can be helpful making introductions. They are usually well connected to local media outlets and personalities, and may be willing to provide services pro bono in support of the cause.
- ◆ Lastly, make good use of social media avenues to get the word out. This includes podcasts, Instagram influencers, Twitter influencers, Facebook groups or personalities, etc.



Action Is Motion

Step 6:

MAKE YOUR MOVE

~ Affecting Change In Your District ~

“We can’t shy away from conflict... someone asked about a statement that Secretary of Education Arne Duncan and others have made that public-school reform is the civil-rights issue of our generation. Well, during the civil-rights movement they didn’t work everything out by sitting down collaboratively and compromising. Conflict was necessary in order to move the agenda forward. There are some fundamental disagreements that exist right now about what kind of progress is possible and what strategies will be the most effective. Right now, what we need to do is fight. We can be respectful about it. But this is the time to stand up and say what you believe, not sweep the issues under the rug so that we can feel good about getting along. There’s nothing more worthwhile than fighting for children...”

~ Michelle Rhee from Newsweek Magazine 12/13/10
What I’ve learned, p 36-41.

“You have to go to war for your child because it’s their one shot to do this. You can’t wait for the school district to figure it out.”

~ Paul Tingley, Founding Member of UA-KID
taken from documentary film
Our Dyslexic Children

AN INFLECTION POINT

This is the moment. You’ve gathered all the information and made predictions about which way your district will move. Your prediction will determine your next step. Does your school district embrace the Science of Reading and structured literacy or are they going to obfuscate and fight you? If it is the latter, you will need to engage all who are in power; i.e. principals, superintendent, school board, and let them know that the science exists to teach children with dyslexia how to read, that federal law protects your children, and if given no other choice, you will be forced to proceed with legal action against the district.

You are determined and will not back down when it comes to your children. Now is the time to take a stand to make change for every child in your district.

On our journey we've come to realize that although the research on how children with dyslexia learn to read is conclusive and laws have been passed to protect our children, until parents activate, very little changes. Parents are where the rubber meets the road where the battle is being fought. We are the customers of a broken system, and must fight to fix that system for our children.

Your efforts will 'plant a seed' in your district, and surrounding districts will benefit as a consequence. As we create this change all over the country, we'll change the way reading is taught everywhere! We can't lose another generation!

THINGS TO CONSIDER



Hiring An Advocate - If many families in your parent group are having the same issues with the district, hire an educational advocate.

- ◆ Schedule a fundraising party for this. We held one at a restaurant and charged a cover and had a raffle. An educational advocate will help jump-start your knowledge base (dyslexia, reading interventions and special education services) and may help you determine when to bring in an attorney. They may have dealt with your district and know the politics, power structure, etc.



Stay Together - Expect to get push-back from teachers, administrators and even other parents.

- ◆ This is very common. Also anticipate your district will probably try to separate you and give services to the loudest family, squeaky wheel, to try to break up the parent group. This has happened in nearby districts. Know this tactic is coming, and stand together.



Gather Evidence - Document your child's struggles by collecting evidence over and above obtaining all their educational records. All of these efforts gathering evidence could help build your case later on.

- ◆ Record videos - Record your child reading grade level curriculum in books or on worksheets.
- ◆ Keep every piece of paper your child touches including teacher notes. Be sure to pay special attention to anything referred to as 'dyslexic-like symptoms.' Many districts won't even say the word dyslexia.



Create A Paper Trail - Document everything and collect all communications in writing.

- ◆ Keep emails, email summaries of meetings, email responses from teachers, staff etc. Take screenshots of district policies. The district may change policies to look better or comply. The most common policy the district updates is Child Find. Get a screen shot of that policy first. Read every single thing the district gives you. Record meetings with phone audio recording apps after asking permission.



Learn From Your Predecessors - Learn from those who came before you. If there are people who fought a similar fight, meet with them to learn from their battles.

- ◆ We reached out to the [James family](#) (a local family who had challenged the district a decade earlier) and they had very valuable historical information that informed our decisions. Email us here at ODC and we can pay it forward with a zoom call. When the times get rough, these people will inspire you and remind you what is possible.

POSSIBLE SCENARIOS THAT WE'RE AWARE OF

	DISTRICT RESPONSE	PARENT GROUP ACTION
A	<p>Friendly & Cooperative</p> <p>The district seems to be willing to embrace the Science of Reading and IDEA law.</p>	<p>Work openly with the district assuming they are partners. Perhaps run someone from the parent group for school board to make change from the inside, a slower long term solution.</p>
B	<p>Not Enthusiastic</p> <p>The district tepidly embraces the Science of Reading and IDEA.</p>	<p>Engage a special education attorney to make the first few meeting appointments with district so they understand that you are determined and aren't afraid to file a complaint.</p> <p>Boulder Valley BV-KID (Interview Link Here) Olentangy Dyslexia Network ODN (Interview Link Here) Decoding Dyslexia Ottawa Hills (Interview Link Here)</p>
C	<p>Hostile</p> <p>District is ignorant of the Science of Reading, dyslexia and arrogant about not wanting to be told what to do to comply with IDEA by a parent group, actively pushing back.</p>	<p>High risk but if you can thread this needle it could potentially be very high reward in short period of time. File Systemic group complaint. Even if you have to file a complaint, it's cheaper than sending your kid to a private school specializing in dyslexia and you'll transform the district for all children. Incredibly worthwhile, rewarding long lasting change!</p>

Gut Check - Is your district willing to dig in and help, or will you need to take further action? This is the time to fight for all children!

- ◆ If your district is not willing to follow federal law, make sure you've alerted them that you must take a stand. If they refuse to cooperate, then the Action Committee's work comes into play. The Action Committee is the separate subset of parents in the parent group that has been running a parallel process committed to holding the district legally responsible. While general parent group membership is still an important necessary role, the Action Committee is where real change is made when the district won't collaborate.

Systemic Group Complaint - If you are left with no other option than to file a systemic group complaint, activate your Action Committee.

- ◆ There is strength in numbers and if you don't fight for your child, who will? The science doesn't lie and federal law protects your child. An attorney is the ultimate tool to get a district's attention. We found that until we hired an attorney and pursued legal remedies, our district didn't take us seriously, and placated us with empty and ill-informed promises.

Maximum Participation & Impact - Involve as many people as possible.

- ◆ We had 19 people sign our complaint including spouses and adult children. Work together as a united front holding your district accountable while assessing the proper course of action. If you file a systemic group complaint, have as many people sign it as possible, even at varying levels (some will sign their full name and others may sign anonymously). The reason a systemic group complaint is so powerful, is that they are accessible to the public. If and when you file an individual complaint for your child (and we do recommend this because you must take care of your child first) the remedy may be confidential so others may not benefit from it. Be determined, it could take time.

Multiple Complaints - We found it particularly impactful to file both a systemic group complaint simultaneously with as many individual remedies as possible.

- ◆ By fighting individually and as a group simultaneously, you basically swamp the district and alert the state department of education that the district is in trouble. It moves you up the priority list and shines a light into your district's practices. This forces everyone to recognize the issue. Be prepared because things could get ugly. Teachers may shun you in public, parents might complain you're fighting the district, your district might go to the paper attempting to mobilize people and groups against you, but stay strong. You stand in the truth!



Partner With Your District At All Times - Continue efforts to be the district's partner at all times.

- ◆ If the district proposes group talks, go and participate. You want to be able to say you've exhausted all avenues and cooperated with the district. You must maintain your track-record of meeting with your school district officials, attending school board meetings and continue meeting with anyone else who asks to meet with you.



Leverage Local Media - The good news is that once you prevail, the local media will be very interested in the fact that your district was found in violation of federal law by the state department of education.

- ◆ Provide the local media a copy of the letter of findings for specific violations. This helps you alert the public and keep the spotlight on the district so they can't sweep the issues under the rug. This will also help other districts in the area make change. It sends a chill through the administrations of surrounding school districts. The more the public is made aware of your district's transgressions, the better it will be for children with dyslexia in surrounding districts. Lean into the media partnerships you have made in the beginning.

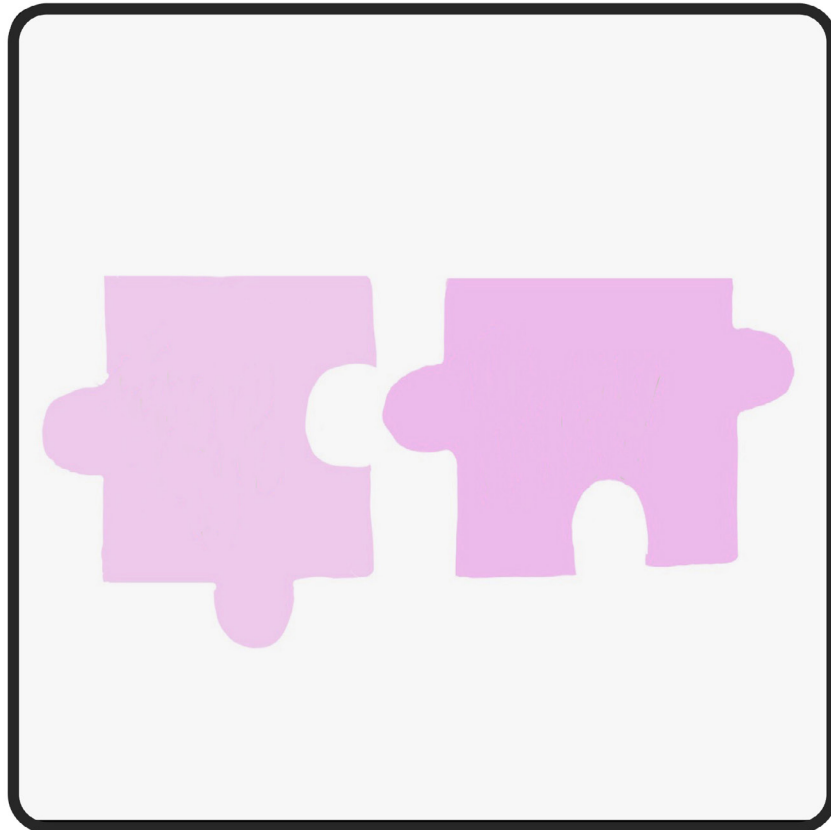
*Upper Arlington Letter of Findings [HERE](#)

STEP 6

RESOURCES

NOTES

NOTES



Better Together

Step 7:

REBUILDING RELATIONSHIPS

~ Monitor & Rebuild ~

“Hard War, Easy Peace.”

~ Kareem Weaver, Head of the Oakland,
California NAACP Education Committee and FULCRUM

“In sympathy with the teachers who have to discover all of this empowering information at a late stage in their careers they almost always say I am so grateful for this information. Why didn’t anybody teach me this before.”

~ Dr. Louisa Moats Ed. D.
National Expert in Literacy & Teacher Practice Standards
taken from documentary film
Our Dyslexic Children

A NEW BEGINNING

This step is incredibly important because you are now creating the district you want for your children as well as for those children whose names you will never know. Do this in the spirit of [Emily Hanford’s podcast](#) where she states, ‘When we know better, we do better’. Most teachers never learned about dyslexia or the laws protecting children with dyslexia. They never learned about it in their studies at their colleges of education, which is our next fight.

Now that your district is committing to move forward with the science, let it all go and come together for the children! Roll up your sleeves and stand shoulder to shoulder with your district.

THINGS TO CONSIDER



Monitor Implementation Of Changes - Once you are victorious and your district is found in violation, you must monitor their progress and their follow-through, and hold them accountable.

- ◆ Leverage your parent group to monitor the corrective actions required in the letter of findings. Conduct public records requests to ensure your corrective actions are being implemented. Professional development for staff is imperative. Find out which teachers are being trained, which children are being taught and share the workload among the group.



Rebuild Relationships - Rebuild relationships in your district.

- ◆ You may find some district staff 'retire early' or 'transfer' from the district. As Kareem Weaver of the Oakland NAACP says, "Hard war, easy peace." Now that the ugly part is over, quickly move to reconciliation. It's over so embrace the district and work together for the children. No "I told you so's" even though it is tempting, you just need to move on. A good leader allows others to take their ideas as their own. This improves buy-in. If your district thinks all of their changes are their own, they will be more likely to embrace them.
- ◆ Mend all relationships. Introduce yourself to any new staff. Bring cookies, coffee etc. to meetings and control your narrative and show that you are not crazy litigious parents, but instead very determined and knowledgeable partners determined to see that all children in the district reach their full potential. Share your parent group mission and objectives with each new staff in that very first meeting so they know exactly what you are looking for. That way everyone is on the same page and knows exactly what you want the district to implement.
- ◆ Initiate quarterly meetings with district administration. We meet with the district quarterly as the 'Dyslexia Task Force.' We told the district that the reason we got into this conflict was due to a communication breakdown. Pitch the group as a sort of focus group for the district so they can run their ideas for helping children with dyslexia by constituents and knowledgeable parents on the subject. These meetings are a place to head off conflicts with parents before they get out of hand, so it's a win/win! Children are learning to read and the district is reducing the number of conflicts and complaints.



Amplify Your District's Successes - Highlight when your district gets it right.

- ◆ The best way to encourage the correct practices and behaviors in your district is to highlight them whenever they do the right thing. Reach out to the paper and tell the positive stories. It's amazing to have a parent whose filed a complaint who's willing to go on the record in the newspaper talking about how well the district is now performing for their child. See if parents can appear on the local radio and highlight what the district is doing well and make note of the positive results. Write letters of recommendation and have them put in the file for district staff who are doing the right thing. Develop presentations with your district and showcase the work you've done together. Invite parents and administration officials from other districts to a co-sponsored IDA event to spread the word on what a responsive district can do to not only help their children with dyslexia, but to help all of their children.



Offer SoR To All Intervention Specialists - To foster acceptance, encourage your district to "offer" their whole language trained IS's another tool in their tool belt - SoR training.

- ◆ Don't force IS's to take SoR, because they will resist. Simply present it as another intervention method. After they see the power of effective interventions, they will abandon ineffective whole language techniques.



Special Education Will Influence Reading Instruction For All - Regular education teachers will see how well their students are doing after receiving effective remediation, and they'll ask about the methods.

- ◆ We changed the way we teach all children in our district to read partly due to regular education teachers seeing how well Wilson Foundations (WF) worked for children receiving it as intervention. In fact, they asked to pilot WF in their regular education classes. The district ended up adopting WF as a part of their core curriculum.
 - * In the Upper Arlington District, all children K-3 get 30 minutes of Foundations daily.
- ◆ Dr. Louisa Moats in AFT's newly revised '[Teaching is Rocket Science](#)' 2020 states, '*Researchers now estimate that 95% of all children can be taught to read by the end of first grade, with future achievement constrained only by students' reasoning and listening comprehension abilities.*'
- ◆ Today, most of our district's children who have received our new early literacy program don't need remediation because our core curriculum is working.

STEP 7

RESOURCES

Upper Arlington Letter Of Findings

<https://features.apmreports.org/documents/?document=3989688-Ohio-Department-of-Education-Letter-of-Findings>

Local Media Spotlight - All Sides With Ann Fisher - The Fight Against Dyslexia

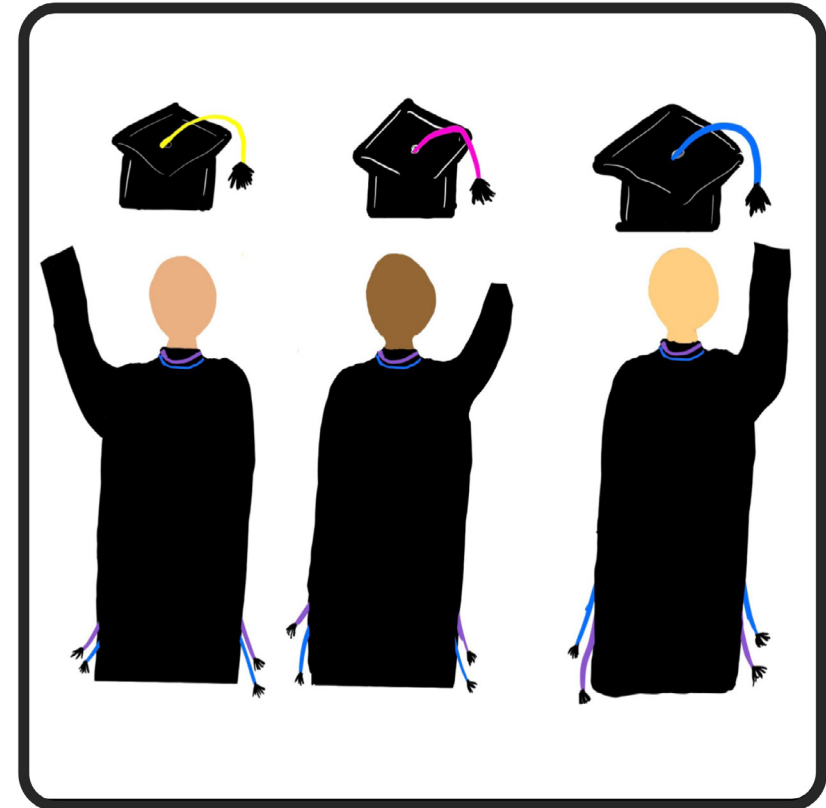
Guests include Dr. Sally Shaywitz, Emily Hanford, Kevin Gorman and Brett Tingley

<https://radio.wosu.org/post/fight-against-dyslexia#stream/0>

From Complaint To Compliance - Presentation

UA-KID joint presentation with Upper Arlington Schools Administration highlighting successes after bringing SoR to district.

<https://youtu.be/doN4eT9kITo>



Our Work Has Just Begun

Step 8:

THE FUTURE IS ACTIVISM

~ Take Action ~

“Education means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free.”

– Frederick Douglass, Blessings of Liberty and Education

A NEW WORLD

We’re so excited that you’ve reached this point in your journey. You have changed the course of history for your child and your school district - you should be very proud of yourself! There’s a special kind of person who continues on this mission to help even more children learn to read. Now you have an opportunity to leverage your success and broaden your impact across your state and across the country.

Step 8 will inspire you and explore how you can have an impact for millions of children, children whose names you may never know. We have interviewed successful parent groups and thought leaders. If you’re like us you become addicted to the success and the smiles on families’ faces as they thank you for your work. How can you stop now that you know the injustice and have found a way to right that wrong? There is a feeling that you get when you go into a classroom and hear a teacher doing a lesson based on the science and hear children in that very moment learning to read. That feeling is indescribable. Our work is not done until every child learns to read!

THINGS TO WATCH



Mentoring Other Dyslexia Parent Groups - Three very successful Dyslexia Parent Groups we mentored from all over the country share their stories about how they started and how they are paying it forward. Video featuring Michael Bucey, Carole Dorn-Bell, Mindy Patrick, Melissa Binkley, Julie Kowalczyk & Brett Tingley.



Mike McGovern Discussing Statewide Legislation - Mike McGovern, president of the International Dyslexia Association Central Ohio, spearheaded the effort to pass dyslexia legislation in Ohio in 2020. Here’s how he did it:

◆ Mindful Literacy Podcast [HERE](#)



Kareem Weaver Interviews - Kareem Weaver, head of [FULCRUM](#) and the Oakland California NAACP’s education initiative, discusses how he has affected change in Oakland from a social justice perspective and ways to pay it forward.



Steven Dykstra Interview - Steven Dykstra, Wisconsin based psychologist, discusses trauma, the social emotional impacts of dyslexia and the urgency we must have in our work bringing school districts to the science of reading in our frank hard-hitting interview.



Our Dyslexic Children - World Premiere - Zoom Panel - May 2020 - Our first discussion panel was filmed for our documentary premiere and features Emily Hanford, Joy Palmer, Michael Bucey, Brenda Louisin, Kelli Trinosky and Brett Tingley. It’s an interesting panel discussion and will help you make an impact. You can watch the full panel discussion in the resources.

◆ Full Panel Discussion [HERE](#)



Our Dyslexic Children - Phase 4 - Zoom Panel - September 2020 - This discussion panel features Louisa Moats, Kareem Weaver, Kerry Agins, Andrea Rowson, Kelli Trinosky and Brett Tingley. The discussion is full of ideas for broadening your impact.

◆ Full Panel Discussion [HERE](#)

“Don Meichenbaum, one of the world’s leading experts on trauma and violence, and one of the most influential mental health professionals of the last century, said one thing is more important to traumatized children than anything else. More important than therapy, more important than social programs, more important than anything else. The research shows that the single most powerful predictor of their ability to overcome the trauma and survive their circumstances is the ability to read. If they can read, they have a chance to find success in school and overcome all those terrible things in their lives. If they can’t, school will only be another source of pain and failure added to all the other sources of pain and failure. If they can read, they can benefit from therapy and everything else we may try to do for them. If they can’t read, all of that is a waste of time.”

- Dr. Steven Dykstra, Psychologist
from [*Trauma and Reading*](#)

CONGRATULATIONS!

~ You Made It ~

Join our growing network of parents working in all corners of the world to bring change to their districts and ensure their children reach their full potential.

ParentsForReadingJustice.org has resources from experts to answer your questions. Together we will change the way reading is taught all over the world. We are here to help you, and are excited to continue to serve!