



Self-Advocacy for Children and Young Adults With Dyslexia

[insert - Presenter Name]
[insert - Presenter Title]

If you have questions after the presentation, please contact: [insert contact name and email]

or

[Contact | National Center on Improving Literacy at nciliteracy@gmail.com](mailto:nciliteracy@gmail.com)



The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education.

Our mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

Self-Advocacy for Children and Young Adults With Dyslexia

This workshop is part of a series on the key roles families play in supporting children's literacy success. It is designed for students in grades Pre-k - 12 who want to better understand how reading develops and advocate for their literacy needs. Students will learn basic literacy background knowledge and the essential skills they need to become confident, capable advocates for their own success.

The research reported here is funded by a grant to NCIL from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award 3: S283D160005). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government.





Learning Objectives

During this session, participants will:

- Build foundational knowledge about dyslexia and develop the confidence, skills, and strategies needed to effectively advocate for their own literacy needs.
- Empower themselves to understand their learning profile, use accommodations, communicate with teachers, and take an active role in shaping their educational success.



Agenda

- x Introduction
- x Empowerment
- x Understanding
- x Taking Control
- x Concluding Questions





HELLO!

I am **Jacob Blumenstein**. I co-founded KidsRead2Kids and work with NCIL and the International Dyslexia Association to help kids like me see their limitless potential.



HI!

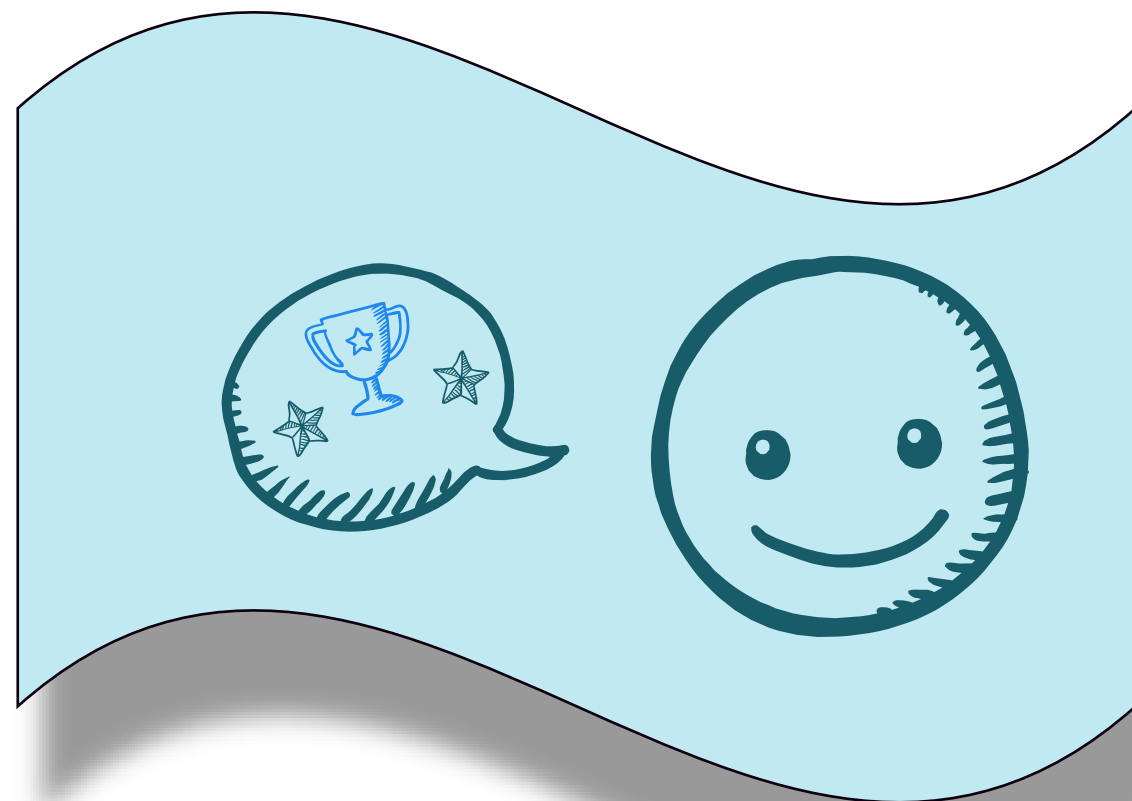


I am Kelly. I'm a college freshman planning to study Economics with a double minor in mathematics and business. I am also a fellow person with dyslexia.



CONGRATULATIONS!

Viewing this presentation is one more step to becoming an empowered learner. All of use here are so proud of you!





1

INTRODUCTION

What is advocacy and why is it important?



INTRODUCTION

- x What is a literacy advocate?
- x Why am I a natural literacy advocate?
- x How can I advocate effectively?





2

UNDERSTANDING

What is dyslexia?



UNDERSTANDING: DYSLEXIA

- x What is dyslexia, and why does it differ among people?





85%

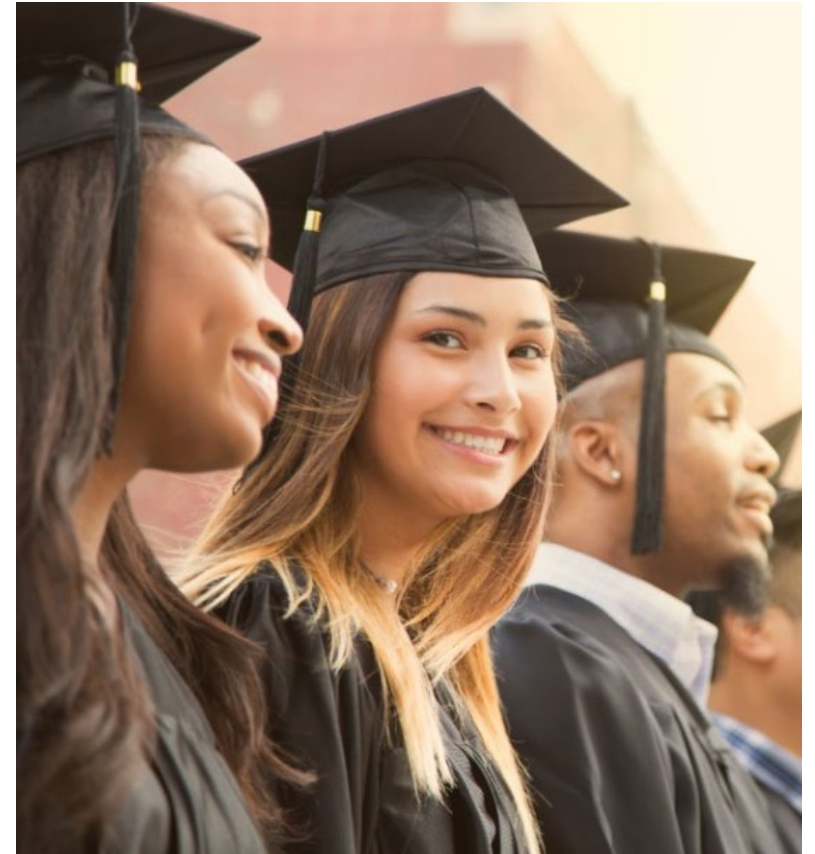
Of students with an LD have dyslexia symptoms

469,812

Students with reading challenges in the U.S.

15-20%

Of the population has some version of dyslexia



Source: <https://dyslexiaida.org/dyslexia-basics/>



National Center on Improving Literacy

UNDERSTANDING: THE EVALUATION PROCESS

- ✗ The importance of getting evaluated
- ✗ Talking to specialists
- ✗ What your documentation means



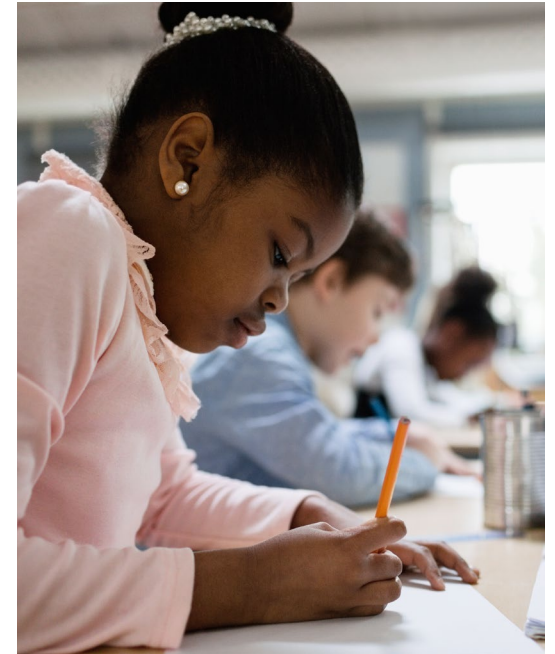
[Learn More](#)



National Center on Improving Literacy

UNDERSTANDING: ACCOMMODATIONS

- x It's important to understand that your accommodations are here to level the playing field, NOT to give you an unfair advantage. Some kids may think you're lucky that you get these, but it's not luck at all. Even with all your accommodations, things still might not be equal.



UNDERSTANDING: ACCOMMODATIONS (CONTINUED)

- x Extra time
- x Not graded for spelling
- x A quiet place
- x A scribe
- x Use of a computer/calculator
- x Use of audiobooks/digital textbooks
- x Language waiver
- x Assistive technology



[Try it Out](#)



UNDERSTANDING: YOUR RIGHTS



- ✗ Know your rights and know your laws
- ✗ Check out [NCIL's State of Dyslexia Map](#) or [Decoding Dyslexia](#) for information about dyslexia laws in your state
- ✗ You should not have to request your accommodations, modifications, or services within your IEP over and over again

[Learn More 1](#)

[Learn More 2](#)





YOU ARE NOT ALONE

It is so important you know that.





3

EMPOWERMENT

You deserve to advocate for yourself.



EMPOWERMENT: THE FIRST STEP

- x It all starts with you!
- x Empowerment is the first step.



[Watch Video](#)



MEET SOME FAMOUS PEOPLE WITH DYSLEXIA!

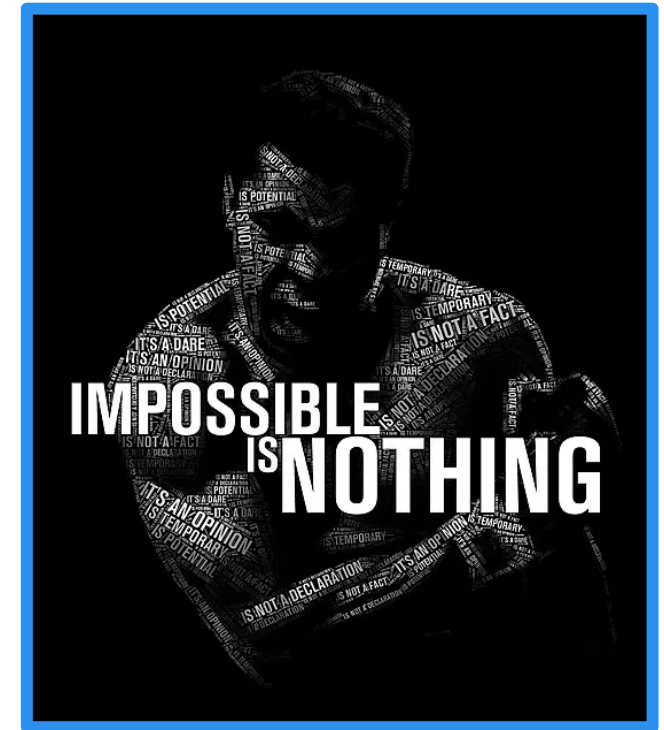


[Watch Video](#)



SPOTLIGHT: INSPIRATIONAL PEOPLE WITH DYSLEXIA

- **Anderson Cooper:** Broadcast journalist
- **Ann Bancroft:** Polar Explorer
- **Anne M. Burke:** Illinois Supreme Court Justice
- **Beryl Benacerraf:** Doctor and Professor
- **Brad Falchuk:** Creator of hit TV shows
- **Cher:** Musician
- **Dav Pilkey:** Children's Book Author
- **David Flink:** CEO of Eye to Eye
- **Dax Shepard:** Actor/Podcaster
- **Daymond John:** Entrepreneur
- **Henry Winkler:** Actor
- **Ingvar Kamprad:** Founder of Ikea
- **Jay Leno:** Comedian
- **Jennifer Aniston:** Actress
- **Joe Whitt, Jr.:** NFL Coach
- **Lindsey Stirling:** Violinist
- **Michael Bennet:** U.S. Senator
- **Muhammad Ali:** Boxer / Activist
- **Orlando Bloom:** Actor
- **Paul McCartney:** Beatles
- **Princess Beatrice:** British Royalty
- **Tommy Hilfiger:** Designer
- **Whoopi Goldberg:** Actress



Reference List: Notable Individuals with Dyslexia - Wikipedia; Understood.org; WebMD; Disabled World; Eye to Eye National; Public Interviews / Media Profiles



“

"Imagine a dyslexic from London meeting the queen of England. It's mind-boggling stuff, but that shows how much potential you have."

-Maggie Aderin-Pocock

”

Turn to a partner and share:

- One challenge you've faced in school or life
- One strength or talent you have that helps you push through challenges



EMPOWERMENT: IT'S OKAY TO STRUGGLE

- ✗ It's okay to struggle!
- ✗ Download your textbooks.
- ✗ Use a digital note-keeping tool.
- ✗ Organize.



EMPOWERMENT: YOU ARE MORE

- ✗ It is so important you know just how smart you are.
- ✗ You are not defined by your challenges; you are defined by your strengths.
- ✗ Kids might not understand. Teachers might not understand. But believe me, you are more than your dyslexia.





4

TAKING CONTROL

What now?

[Learn More](#)



National Center on Improving Literacy

TAKING CONTROL: ADVOCATING FOR YOURSELF

How to get what you need

- ✗ Step 1: Figure out what you need.
- ✗ Step 2: Find someone at school who can help.
- ✗ Step 3: Talk to your teachers.
- ✗ Step 4: Check in and follow up.



[Learn More](#)



National Center on Improving Literacy

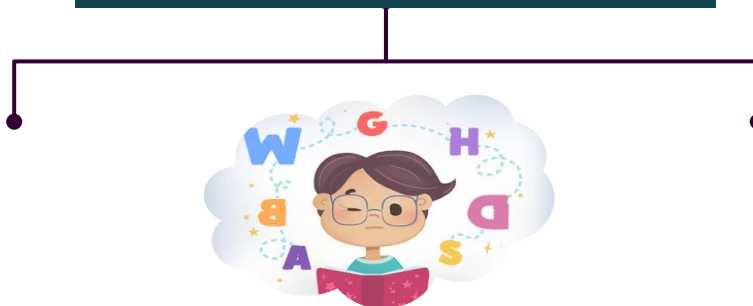
TAKING CONTROL: REVIEW

- ✗ Learn your school's system of literacy support and services
- ✗ See where you fit
- ✗ What does your school provide?

School
counselor



Special Education
Department



Individual
teachers



TAKING CONTROL: RECORD

- ✗ Keep notes of information and communications between teachers and administrators about your reading and writing development
- ✗ Work together with your parents or family members!



TAKING CONTROL: REQUEST

- ✗ Talk with other friends and family members who have similar experiences
- ✗ Google and AI are your friends too!



TAKING CONTROL: TIPS AND TRICKS



- ✗ As you learn, so do your teachers.
 - Talk to them on day one.
 - Work with a learning specialist.
 - Show them what you see!
- ✗ Feel confident in your accommodations!





5

CONCLUSION

Let's clear some things up!



COMMON THOUGHTS

- ✗ Help! Even after all of this, I'm still struggling in school.
- ✗ No matter how hard I try, I still read behind or slower than my peers.
- ✗ My handwriting is terrible!
- ✗ I like audiobooks, but my parents/teachers think it's cheating.
- ✗ I don't feel comfortable being my own advocate.
- ✗ I feel like my teachers are against me.



[Learn More](#)



CHECK FOR UNDERSTANDING



What are the important steps in advocating for yourself?

- ☐ Review the school's system.
- ☐ Record teacher and administrator conversations.
- ☐ Request help from those who have similar experiences.
- ☐ Refer the school to workshops and engagement activities that demonstrate positive literacy approaches.
- ☒ All of the above.



THANKS!

ANY QUESTIONS?

You can find more info at:

- NCIL: improvingliteracy.org
- jacob@kidsread2kids.com



National Center on
Improving Literacy



National Center on Improving Literacy

ADDITIONAL RESOURCES

X Here are some additional resources to help you in the future:

- X <https://kidsread2kids.com>
- X <https://www.bookshare.org>
- X <https://www.getspeechify.com/>
- X <https://learningally.org/>
- X <https://www.understood.org>





Thank You!

- [insert contact information]

