



MCS
Dyslexia
Parent Night
Spring 2024

Dyslexia, ADHD,
and Anxiety:
How are they
related?

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MADISON COUNTY
SCHOOLS

MARK OF EXCELLENCE

The poster features a vibrant, abstract circular graphic in shades of red, orange, and teal. Above the main title, there are several blue dashed lines forming an arc. The Madison County Schools logo is in the top right corner, and the tagline 'MARK OF EXCELLENCE' is below it.

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**October Dyslexia
Parent Night Recap**

- Defined dyslexia
- Signs and characteristics of dyslexia
- Common misconceptions
- Science of Reading overview
- MS dyslexia legislation
- MCS policies: Structured Literacy and Interventions
- Strategies for parents



The poster has a white background with blue geometric shapes: a triangle, a circle, and a square. A purple circle is partially visible at the bottom. A large QR code is positioned on the right side of the slide.

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Once a student receives a dyslexia diagnosis, what is the responsibility of the school/district in regard to their diagnosis?

- The school district shall develop interventions and strategies to address the needs of a student diagnosed with dyslexia and provide the necessary accommodations to enable the student to achieve appropriate educational progress allowing the student to become college and/or career ready upon graduation.

If a student is diagnosed with dyslexia, does he/she automatically receive special services?

- No, the school district shall make an initial determination whether a student with dyslexia qualifies under the Individuals with Disabilities Education Act (IDEA) to receive services and funding under the provisions of the IDEA. If the student is ineligible for special education services, then the district may decide if a 504 Plan is warranted.

If a student does not qualify for special education services, yet has a dyslexia diagnosis, what services, if any, will he/she receive?

- Students with a diagnosis of dyslexia can be provided accommodations and support in the general education setting through MTSS. Schools may utilize the information that is provided in the diagnosis documentation to help target interventions.

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Our Goals

Understand	• ADHD, Anxiety, and Dyslexia
Get Familiar	• With how they are related
Learn	• Strategies you can use at home

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“There is no greater disability in society than the inability to see a person as more.”

Robert M. Hensel



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Agenda

- Dyslexia
- ADHD
- Anxiety
- Dyslexia, ADHD, & Anxiety comorbidity
- Primary and Secondary disabilities
- Strategies for parents



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Share one
thing you
think of when
you hear the
word
dyslexia...



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Dyslexia

- A specific learning disability
- Neurobiological
- Characterized by difficulties with fluent word recognition and spelling
- Deficit in the phonological component of language
- Often unexpected in relation to other cognitive abilities




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The Neuroscience of reading




We are hard-wired for language.



Reading is language made visible.

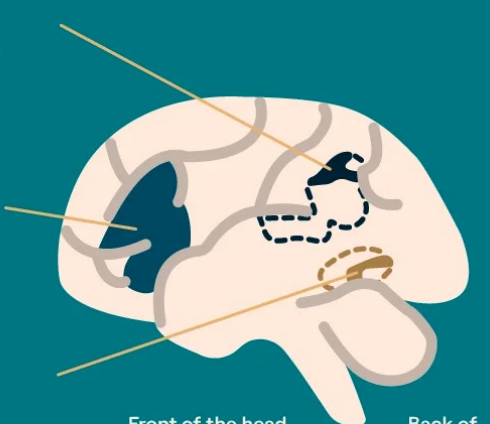


Reading is an adaptation.



For many, creating the circuitry for reading is difficult.

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Temporo-parietal cortex
 Less activity here reflects the trouble kids with dyslexia have with understanding the sound structure of language.
After reading intervention: In several studies, more activity is seen here.

Inferior frontal cortex
 Some studies show more activity in this area in kids with dyslexia compared to skilled readers. Other studies show less activity.
After reading intervention: Some studies show increased activity here.

Occipito-temporal cortex
 This area supports recognition of sight words. It shows less activity in kids with dyslexia.
After reading intervention: More activity is seen in some studies but not in others. Mastering sight words is an ongoing process that takes time and effort.

Front of the head Back of the head

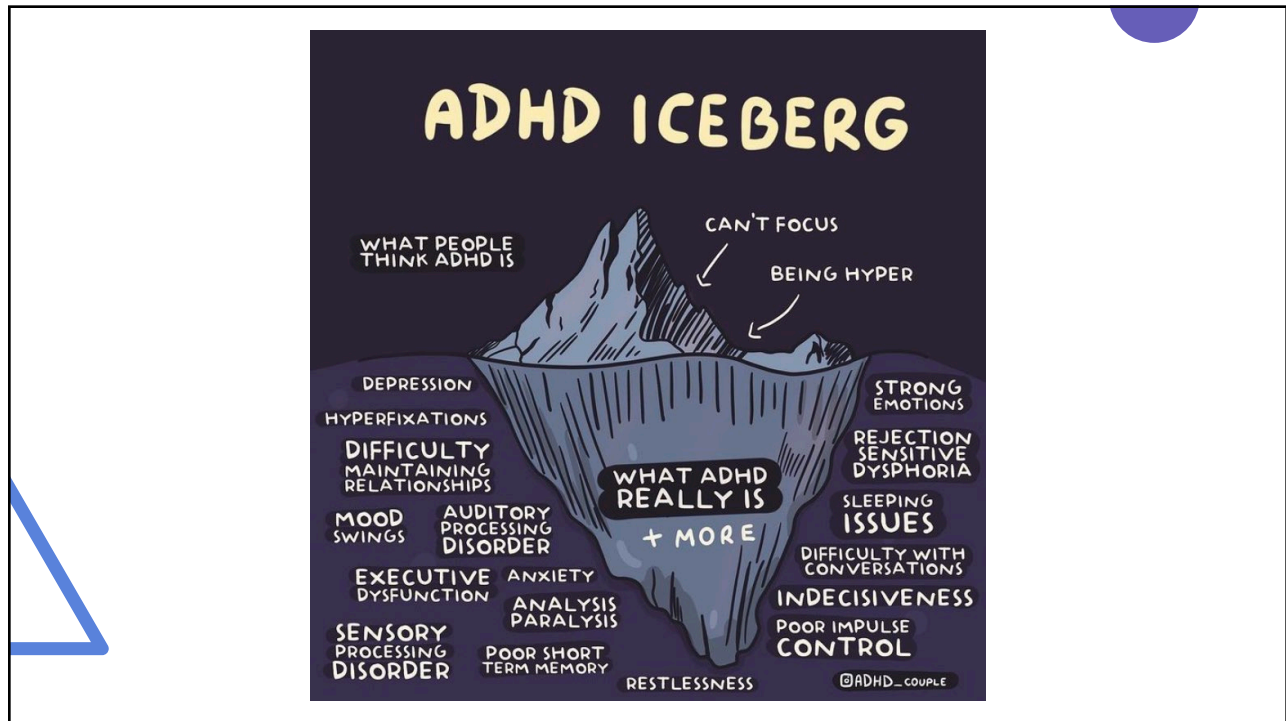
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Share one thing you think of when you hear the word **ADHD**...



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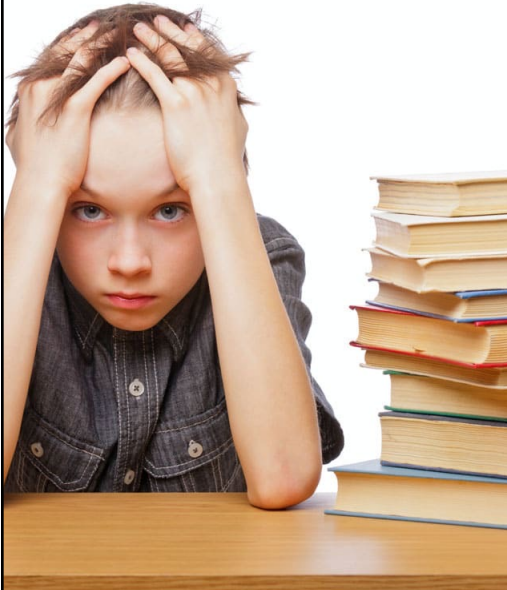


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ADHD

- Brain difference
- Struggle with focus
- Several types: Inattentive, Hyperactive, and Combined
- Deficit in executive functioning skills
- Strong ability to hyperfocus
- Genetic predisposition

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About 50 to 60 percent of people with ADHD also have a learning disability. The most common of these is dyslexia.

ADDitude Magazine October 2022

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ADHD AND DYSLEXIA

Similarities	Differences
<ul style="list-style-type: none"> Difficulty in organizing thoughts when reading and writing Trouble paying attention Problems in communication Keeping an eye on the word or words while reading Difficulty completing tasks Brain fatigue when learning Working memory deficits 	<ul style="list-style-type: none"> Dyslexia impacts one's ability to use language, while ADHD affects one's ability to focus. Dyslexia affects one's grammar and spelling abilities, while ADHD impacts one's ability to organize thoughts and actions Dyslexia causes struggles with understanding the content on a test, while ADHD causes one to make careless mistakes and miss directions due to focus issues.

 **Dr. Roseann**

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Share one
thing you
think of when
you hear the
word
anxiety...



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Anxiety

- Fear + Uncertainty = Anxiety
- Survival Brain: brain stem
- Emotional Brain: limbic system
- Thinking Brain: Frontal Lobe
- Natural Human response:
Flight, Fight, Freeze, Fawn
- Predicts the future

- Myloie Dr. Robika

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Conscious Discipline® Brain State Model

Executive State
Need: Problem solving opportunities
Looks like: Wisdom, unlimited skills
Message: What can I learn?

Emotional State
Need: Connection
Looks like: Back talk, sass, yelling, verbal reactions
Message: Am I loved/connected?

Survival State
Need: Safety
Looks like: Hiding, fighting, surrender, physical reactions
Message: Am I safe?

The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset adult is always a threat to children's sense of safety. We must actively calm ourselves if we are to help children calm themselves. Taking three deep breaths helps us calm down by shutting off the stress response in the body.

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Anxiety and Dyslexia

- Becomes agitated or angry for no clear reason
- Cries often or acts out in class, especially when a demand is stronger than coping skills
- Avoids doing homework or classwork
- Avoids situations that could involve reading
- Withdraws from other kids and activities
- Often complains of headaches and stomachaches
- Is afraid of making even small mistakes
- Asks “what if” constantly
- Worries about things way off in the future

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How to Identify Negative Self-Talk

Filtering: You magnify the negative aspects of a situation and filter out all of the positive ones.

Personalizing: When something bad occurs, you automatically blame yourself.

Catastrophizing: You automatically anticipate the worst.

Polarizing: You see things only as either good or bad. There is no middle ground. You feel that you must be perfect or you're a total failure.

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Fixed Mindset vs Growth Mindset

The infographic features two brain-like shapes. The left shape is a solid grey brain representing a 'Fixed Mindset'. The right shape is a colorful brain with various colored sections (purple, orange, yellow, green) and circles, representing a 'Growth Mindset'. Lines connect specific traits to each brain.

- Fixed Mindset (Grey Brain):**
 - Avoid challenges
 - Refuse to receive criticism or feedback
 - Focus on proving yourself
 - Feel threatened by others' success
 - Can't accept failures or mistakes
 - Shy away from unfamiliar things
 - Believe that talent is static
- Growth Mindset (Colorful Brain):**
 - View challenges as opportunities
 - Embrace constructive feedback
 - Focus on the process, not the end result
 - Be inspired by others' success
 - Learn and grow from failures
 - Always step out of the comfort zone
 - Believe that talent is ever-improving

LifeHack

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ADHDinos

Panel 1: A blue dinosaur says, "Remembering them all just feels so impossible." A small pink brain character is on the ground next to a smartphone.

Panel 2: The dinosaur says, "Wait..." and looks at the smartphone. The phone rings, indicated by "*rrring*" and "*ring*" sound effects.

Panel 3: The dinosaur asks, "Did you set alarms for everyone's birthdays?" The pink brain character replies, "Yeah!"

Panel 4: The dinosaur says, "Great work, Brain!" and the brain character replies, "I'm adapting!"

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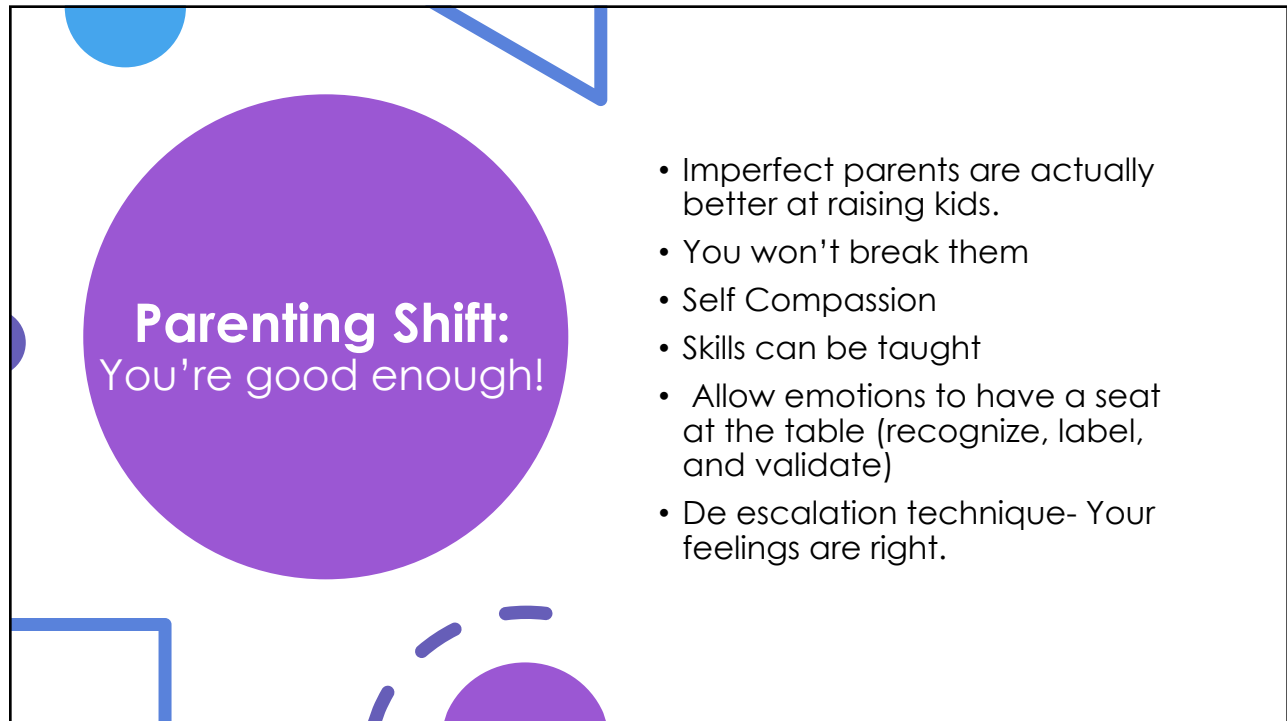
The
spotlight
can shift

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How to help
Strategies for the home

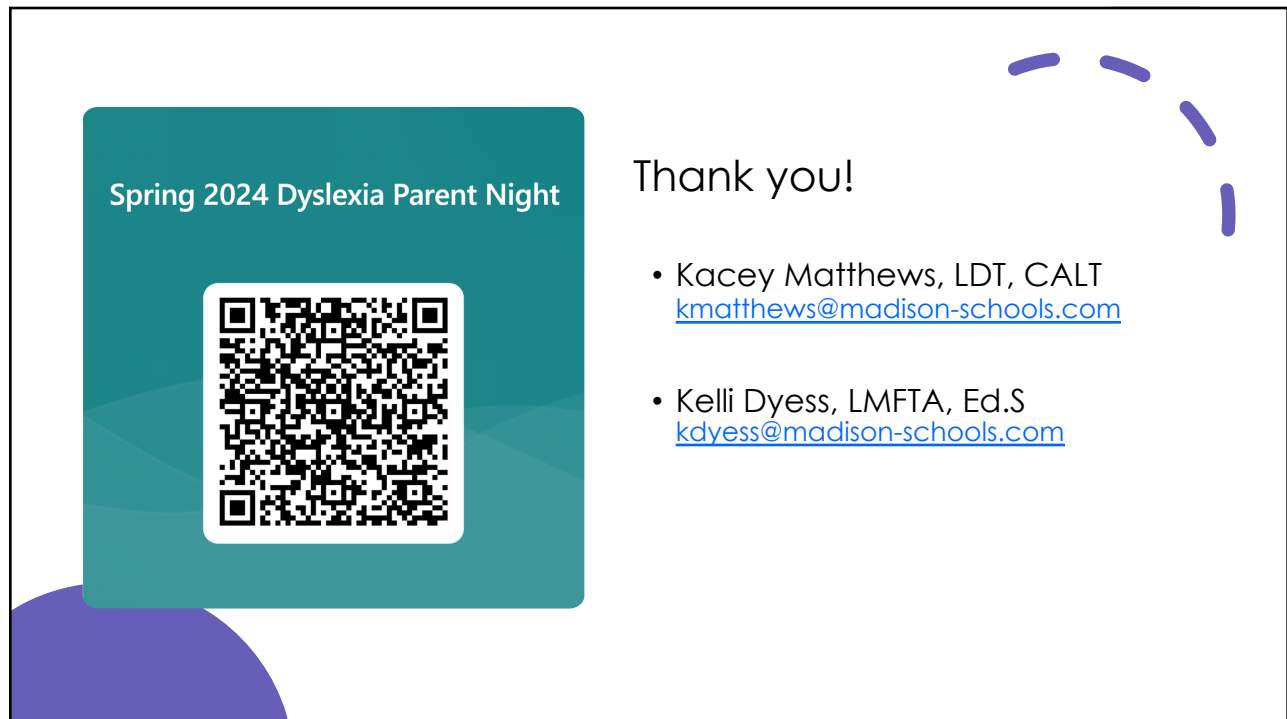
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Parenting Shift:
You're good enough!

- Imperfect parents are actually better at raising kids.
- You won't break them
- Self Compassion
- Skills can be taught
- Allow emotions to have a seat at the table (recognize, label, and validate)
- De escalation technique- Your feelings are right.

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Thank you!

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