



THE
ROBERTS ACADEMY
AT MERCER UNIVERSITY, MACON GA.

Joy Wood , Head of School



Roberts Academy

AT MERCER UNIVERSITY

Where Students with Dyslexia Thrive

The Mission of the Roberts Academy at Mercer University is to prepare students with dyslexia to achieve academic success through dynamic educational programs.

The Roberts Academy at Mercer University



Independent School for Dyslexia

Serve students grades 2nd - 5th

Beginning classes fall 2024

**Partnership with Mercer University in fine arts,
STEM, physical education for Enrichment
classes**

Orton – Gillingham approach & instruction

160 – 180 student building capacity

Student Teacher Ratio 5:1 in Reading and Math

Lower tuition than most LD schools



What is

dyslexia

?

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.

International Dyslexia Association

Dyslexia can affect:



(Dyslexia Difficulties Mind Map, 2015)

Dyslexia

● is real.

It's a learning difference that makes reading difficult. It is genetic and runs in families. Researchers have been studying dyslexia for more than 100 years.

● is common.

Some experts say 5 to 10 percent of people have dyslexia. Others say as many as 17 percent show signs of it.

● is lifelong.

With proper intervention and remediation, people with dyslexia can improve their reading skills.

 **Dyslexia isn't a problem of intelligence, Laziness, vision, or reading letters backwards.**

Trouble Areas

- Reading
- Processing and manipulating sound
- Letter sound relationship
- Difficulties in pronunciation
- Rhyming
- Access incorrect phoneme
- Spelling
- Grammar
- Writing
- Word problem in Math
- Math facts

Additional Diagnoses

ADHD (Attention Deficit Hyperactivity Disorder)

OCD (Obsessive Compulsive Disorder)

Anxiety

Auditory Processing

Working Memory

Receptive / Expressive Language

Executive Function

Sensory Integration

Students Feel:

anxious

defeated

stupid

angry

trouble-maker

misunderstood

frustrated

incompetent

depressed

inferior

bullied

low self-esteem

"School's like a wall, and for everybody else, there's a ladder there, and they just get up on that ladder and climb over the wall. But, for whatever reason, dyslexics don't know how to climb that ladder, so they figure out another way to get past the wall. We've got to dig a hole under it, or find a rope to build a rope ladder or find some other way around it. We are constantly trying to solve a problem."

The Dyslexic Advantage



The Orton Gillingham Approach

- language-based
- multisensory
- structured
 - sequential
 - diagnostic
 - prescriptive



DYSLEXIC STRENGTHS



Creative
Intuitive
Persistent
Empathetic
Critical thinkers



Big picture thinkers

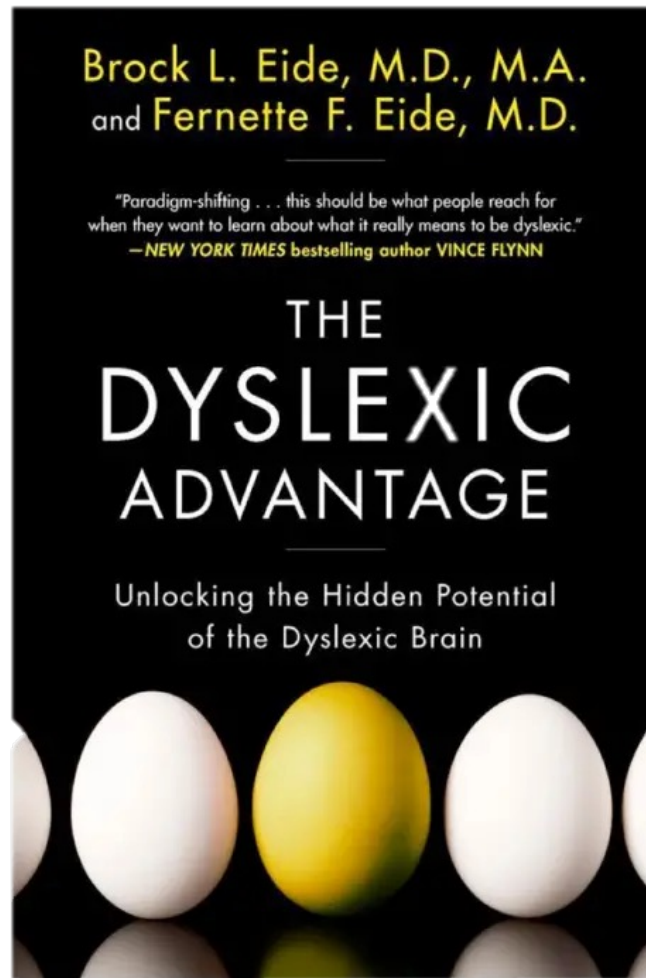
Strong reasoning skills

Superior pattern detection

Excellent at solving puzzles

Excelled oral comprehension

Mental simulation- Three-dimensional thinking



"Suffering from dyslexia" is suffering of a special kind. Rather than suffering of a person with an incurable disease, it's the suffering of a hero on a perilous but promising quest.

Brock L. Eide MD, MA
Fernette F Eide MD

Why Roberts Academy?

- GaDOE Dyslexia Task Force - teacher training essential
- State mandate of dyslexia screening in public schools
- State is now realizing the prevalence of this learning difference (20%)

Dyslexia Remediation & The Prescription

- ❖ Small teacher/student ratio is essential (5:1)
(attention, executive functioning, anxiety)
- ❖ Explicit, multi-sensory and structured teaching (*OG*) will provide students a pace to overcome the dyslexic roadblocks
- ❖ Daily diagnostic teaching that repeats to fill the *GAP* caused by "Working Memory" (this is not an IQ problem)
- ❖ Repeat - repeat - repeat (100 times mastery)
- ❖ The pace, breakdown and repeat with multi-sensory teaching makes the neural pathway larger and helps create automaticity.

Scarborough Reading Rope - Hollis Scarborough 2001 - Senior Scientist at Haskins Laboratories - Early Language Development

N

Background
Knowledge

Vocabulary

Language
Structures

Verbal

Reasoning

Literacy

Knowledge

Phonological
Awareness

Decoding

Sight Recognition

INCREASINGLY STRATEGIC

Language skill development, practice, and life experience help a child weave language comprehension more strategically.

INCREASINGLY AUTOMATIC

With practice, word recognition becomes more automatic, until it's effortless and unconscious.



LANGUAGE COMPREHENSION

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Increasingly
Strategic

and Meaning

WORD RECOGNITION

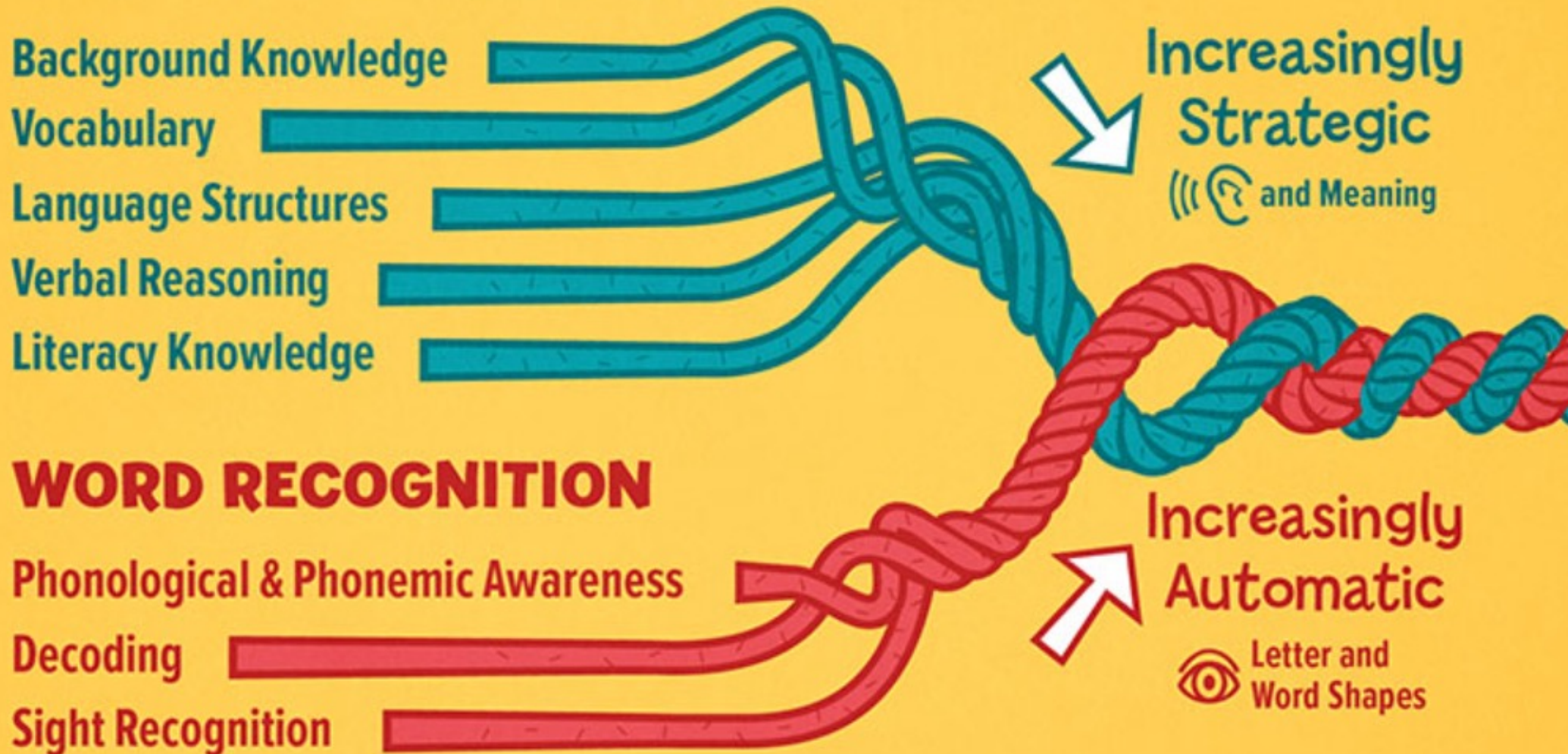
Phonological & Phonemic Awareness

Decoding

Sight Recognition

Increasingly
Automatic

Letter and
Word Shapes



Online Resources

International Dyslexia Association
website

dyslexiaida.org

understood.org

GaDOE Dyslexia Video Series

www.dyslexia.yale.edu

Self Assessment

International Dyslexia
Association website

dyslexiaida.org

“Shaywitz has illuminated the inner workings of dyslexic minds.”

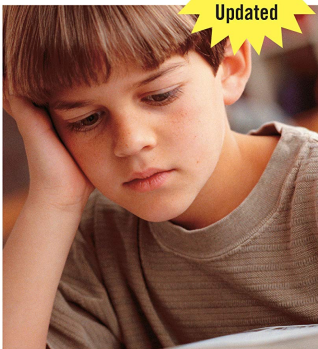
—*Time*

OVERCOMING DYSLEXIA

SECOND EDITION

Completely
Revised and
Updated

A major update and
revision of the
essential program
for reading problems
at any level,
incorporating the latest
breakthroughs in science,
educational methods,
technology, and legal
accommodations



Sally Shaywitz, M.D.

Codirector of the Yale Center for Dyslexia & Creativity

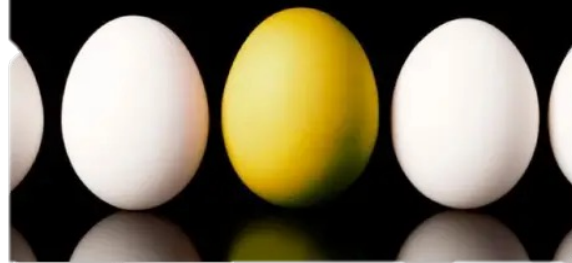
and Jonathan Shaywitz, M.D.

Brock L. Eide, M.D., M.A.
and Fernette F. Eide, M.D.

“Paradigm-shifting . . . this should be what people reach for
when they want to learn about what it really means to be dyslexic.”
—NEW YORK TIMES bestselling author VINCE FLYNN

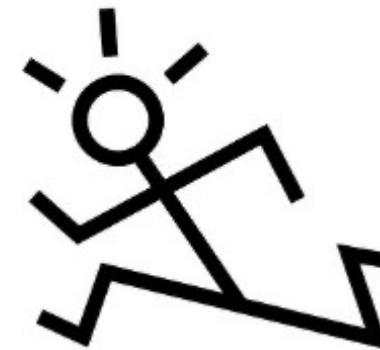
THE DYSLEXIC ADVANTAGE

Unlocking the Hidden Potential
of the Dyslexic Brain



SPARK

THE REVOLUTIONARY NEW SCIENCE OF EXERCISE AND THE BRAIN



Supercharge Your Mental Circuits to Beat Stress, Sharpen
Your Thinking, Lift Your Mood, Boost Your Memory, and Much More

JOHN J. RATEY, MD

COAUTHOR OF *DRIVEN TO DISTRACTION*

with ERIC HAGERMAN