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<http://www.nea.org/home/19027.htm>

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More Issues...

■ Reading

▫ Research & Tools

NEA Believes Teaching Is the Key To Successful Reading

NEA's Official Reading Policy

"There is no one way to teach reading that is effective for all students. The teacher is the key to successful reading. Teachers should receive a sound preservice education as well as ongoing, relevant professional development in order to implement complete reading programs that address the full spectrum of reading skills and diverse student needs. Teachers should be supported by parents, skilled education support professionals, communities that value and promote reading, and policies that provide adequate resources and allow them to use their expertise."

Read More from NEA

- [Reading Yesterday and Today: The NRP Report and Other Factors](#)
- [NEA Resources on Reading](#)
- [NEA Task Force on Reading Report](#)

Related Links

- [Put Reading First](#)
- [Adolescent Literacy in the Content Areas](#)
- [International Reading Association](#)
- [Reading Is Fundamental](#)
- [Children of the Code](#)

EDUCATION NEWS

<http://www.educationnews.org/articles/traumatized-learning-the-emotional-consequences-of-protracted-reading-difficulties.html>

EDUCATION POLICY

TECHNOLOGY

HIGHER EDUCATION

ONLINE SCHOOLS

PARENTING

INTERNATIONAL / UK

K-12

Traumatized Learning: The Emotional Consequences of Protracted Reading Difficulties

Traumatized Learning: The Emotional Consequences of Protracted Reading Difficulties

[Children of the Code](#) interview: Dr. Alex Granzin

Alex Granzin, Ph.D., is a School Psychologist with the Springfield Public Schools of Oregon and a Past President of the Oregon School Psychologists Association. He is the co-author of *Working Parents Can Raise Smart Kids: The "Time Starved" Parent's Guide to Helping Your Child*



Target the Problem! <http://www.readingrockets.org/helping/target/otherissues/#processing>
Other Sources of Reading Difficulty

Phonological processing

Phonological processing refers specifically to the processing of speech sounds (phonemes). Many poor readers have a specific weakness in phonological processing even through their other processing skills (auditory and language processing) are strong. This is often the case for students with reading disabilities. Readers with phonological processing difficulties usually have problems decoding words.

More information:

- [Knowledge and Skills for Teaching Reading](#)
- [Identifying Risk Factors to Prevent Difficulties](#)
- [Outstanding Questions about Phonological Processing in Dyslexia \(Cogprints\)](#)
- [Neuroscience, Phonology, and Reading: The Oral to Written Language Continuum \(Children of the Code\)](#)



<http://leadingfromtheheart.org/2007/07/26/mind-bending-for-real/>

I just discovered this new (to me, at least) blog *On the Brain* by [Dr. Merzenich](#), a leader in neuroplasticity from UCSF.

I'm excited about this little discovery because brain plasticity – the ability my, your brain has to reorganize itself – supports my belief that I can find ways to help people learn, that learning can happen as long as it is consistent, appropriate, and timely. I'm looking forward to staying up to date with the latest research here.

Among the many resources here I was led to [children of the code](#), a site based on learning to read and understand 'the code' – the technology of written language.

For the Love of Teaching

Blogging about BrainsSMART teaching and technology integration!

Friday, August 6, 2010 10:15 AM | By: Diane ▼

Children of the Code - A Must See!

<http://www.fortheloveofteaching.net/2010/08/children-of-code-must-see.html>

Both of my sons have Dyslexia. Therefore this topic is near and dear to my heart. Following are excerpts from the Children of the Code website. Please visit their website for the full article and a wealth of resources.

Excerpts from the **Children of the Code** Website:

According to the U.S. Department of Education more than 60% of K-12 school children are reading below the level needed to proficiently process the written materials used in their grade levels - *reading below the level necessary for the brain-work of reading to be transparent to the mind-work of learning from what they are reading.* Obviously, reading is the skill that matters most to success in school and children who fall behind in reading are in great academic danger. However, it is not just the lack of reading skills that most endangers these children. *It's the mind-shame.*

WatchKnowLearn

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We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction.
Malcom Gladwell

Reading <http://www.watchknowlearn.org/Category.aspx?CategoryID=5987>

Videos History Comments (0) Featured

Discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.

There are 2727 videos in 730 subcategories and 13 videos in this category.

Subcategories: [Sounds In Words](#) | [Literature](#) | [Structure of Words](#) | [Using a Book](#) | [Reading For Understanding](#) | [Vocabulary](#)

Challenging to Read: A Collection about Dealing with Reading Problems

From childrenofthecode.org, produced by [Children of the Code](#)

An excellent series this details some of the problems students have in reading. This is not a one video and done series. It is especially important for teaching students with reading concerns of all types. Here is the main site: <http://www.childrenof...> [\[more\]](#)

Found by [freealan](#) in [Reading](#)

December 26, 2010 at 12:21 PM

Ages: 4 - 18 License: Undetermined

Rating: ★★★★★ Views: 975



READING MATTERS TO MAINE

Teaching ALL Children to Read
A Website for Parents, Teachers & Advocates

Consequences of Reading Failure
<http://www.readingmattersmaine.org/cost-of-failure>

1. See [Children of the Code: We Have a Problem](#). A Public Television website that explores the alphabetic code and the consequences of not learning it—for the child, the adult, and society.
2. 38% of American schoolchildren (20 million children) are unable to read grade-level material. (NCES National Center for Educational Statistics)
3. 25% of the young-adult population lack the basic literacy skills required in a typical job. (United States Office of Technology)
4. Children raised in poverty, those with limited proficiency in English, those from homes where the parents' reading levels and practices are low, and those with speech, language, and hearing handicaps are at increased risk for reading failure. (National Institute of Child Health and Human Development)
5. It is important to note that a substantial number of children from highly literate households who have been read to by their parents since early in life also have difficulties learning to read (G. Reid Lyon, Ph.D., *Why Are So Many Children Having Difficulties?*) www.readingrockets.org/article/257

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Parents:

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Glossary

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Reading

Milestones

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What's the Problem?

What to Do?

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"The most important thing in the world is to open up new worlds for our children to explore." Toru Kumon

<http://kumonhappylearning.wordpress.com/2009/05/27/investing-in-children-s-early-learning/>

INVESTING IN CHILDREN'S EARLY LEARNING



well they are learning", he continues.

What is the economic cost of children's failure to learn? "*Reading problems pervade our society. Literacy experts believe that over 90 million adults lack a sufficient foundation of basic literacy skills to function successfully in our society and, as a consequence, lose over \$200,000,000,000 dollars a year in income*", declares [David Boulton](#), learning activist, author, and technologist. "As they begin learning to read, they're also learning to think abstractly— they're learning to learn, they're becoming critically self-reflexive, and they're experiencing emotionally charged feelings about who they are and how



Perhaps as facts about the cost of literacy become public, society will start heeding the wise advice of education scientists. Here are some staggering figures provided by [Children of the Code](#) Education Project:

Current statistics indicate the level of literacy of children in these grade levels.

Note the poor percentage of those considered to be proficient in language.

How could parents help their children "learn how to learn"?

[David Boulton](#) advises: "*Millions of dollars and thousands of research papers later, the most important thing we have learned is that the process of learning to read affects the cognitive and emotional development of children much more fundamentally than ever before imagined. Beyond the obvious academic and economic implications, how well children learn to read has other, even more life-shaping, consequences. Most children begin learning to read during a profoundly formative phase in their development.*"

Be Amazing Learning

Brain fitness, reading readiness and learning

Children of the Code

September 29, 2010

Reading is such an incredibly complex task that it's not notable that some students struggle with reading, but rather miraculous that any of us can read at all. The [Children of the Code](#) project calls attention to the problems that we face when our children do not learn to read:

“We don't look at reading difficulties through the lens of how to improve the 'teaching' of reading, instead through the lens of 'understanding the challenges involved in learning to read' - from the learner's perspective.”

The Children of the Code web site teams with information about reading challenges from experts in the field, including Sally Shawitz, who has used neuro-imaging to understand the basic nature of reading and reading difficulties, and Paula Tallal, whose foundational research into the link between oral and written language led to the development of Fast ForWord.

At [Be Amazing Learning](#), we are committed to offering individualized, validated solutions for students who are struggling with reading. We are intrigued with depth and breadth of interviews on the Children of the Code site from experts in the fields of neuroscience, cognitive psychology, linguistics, instructional design, literacy, and teaching. If you have an interest in reading difficulties you should take a look at this great site.

<http://beamazinglearning.wordpress.com/2010/09/29/children-of-the-code/>

The Karl Frank Jr. Communicator

A source of communication for topics in education and the Mehlville School District.

Psychology Research: Differences in Family Language Learning – Dr. Todd Risley

In bold below...

<http://karlfrankjr.wordpress.com/2007/11/01/psychology-research-differences-in-family-language-learning-dr-todd-risley/>

David Boulton: Last night I talked with George Farkus and he made it really clear that from a sociological research point of view they've known for many, many years now, although they haven't been able to get it across very widely, *that eighty percent of the variation in public school performance result from family effects not school effects.*

Teach Effectively!

Engelmann interview on instructional design

Comments

Tags: achievement, arithmetic, direct instruction, effectiveness, evidence, evidence-based education, logic, professional development, reason, teaching.

Over on [Children of the Code](#) David Boulton published a transcript of an interview with Siegfried Engelmann, the primary force behind the development of the Direct Instruction methods. In "Instructional Design 101: Learn from the Learners!," which provides only part of the material that CoC will publish, Mr. Boulton asked Mr. Engelmann a wide range of questions and recorded his answers.

Engelmann recounts how he entered education, how he came to develop scripts, and lots more. Also, there are insightful anecdotes. For example, in one segment Mr. Engelmann recounts a story about the development of the *Corrective Reading Program*.

| Siegfried Engelmann: For instance, we had to do a corrective reading program that deals basically with failed readers in grades four through twelve. There's a strand that's for decoding, and there's another strand for comprehension.

| And when we were field testing this one program, teachers working with this small group of kids that were, you know, word guessers—I mean, they just didn't have the game at all.

| David Boulton: They had developed habits and strategies that were working against them.

| Siegfried Engelmann: Right. And they were often very complicated.

| David Boulton: Yes.

| Siegfried Engelmann: And this one kid showed just how complicated his strategy was. He made a mistake in reading a word, and the teacher

<http://teacheffectively.com/2009/09/09/engelmann-interview-on-instructional-design/>

EdTech Solutions: Teaching Every Student

"What's Wrong with Me?" The Emotional Cost of Reading Disabilities

<http://teachingeverystudent.blogspot.com/2007/11/whats-wrong-with-me-emotional-cost-of.html>

 Listen



The 'code', the technology of written language, is the most influential invention in the history of history. It is the "OS" (operating system) of civilization. Becoming code users literally changed how our minds think, self-reflect, remember, abstract, categorize, and codify.

Today's social institutions; our science, law, politics, organizations and technologies are all outgrowths of what the code made and makes possible in our minds. We are all, in a very real sense, children of the code. For some of us the code is an invisible, taken-for-granted, mind-enabling platform, for others it is an ever-present mind-shaming barrier that all but determines what is possible in life. - childrenofthecode.org

Children of the Code, an online social education project and public television documentary series, addresses the complexities of fluently making sense of "the code" the basis of understanding the written word. The comprehensive website includes videos, over 100 interviews with leading experts in the field, articles, and resources for parents, students, educators and other professionals. The video section of the site included [this video which explores the emotional toll on students](#) who struggle to make sense of text. School constantly and repeatedly reinforces what is difficult for some children. The cost to their "sense of self" is enormous and requires us as educators to offset the damage.

"I always tell people that from the moment a kid gets up in the morning until he goes to sleep at night, the central mission of the day is to avoid humiliation at all costs." - Dr. Mel Levine

By increasing our own awareness of the struggles, we can lessen the damaging impact on our students and, *instead, build upon their strengths*. Try [these simulation activities](#) to better understand the challenges they face. And then use new tools and strategies to help make your curriculum accessible and help your students more easily demonstrate what they know. (The proliferation of read/write web tools allows us to do that in ways never before possible! If you need ideas, check out this post - [Free Technology Toolkit for UDL in Every Classroom](#))

Children who blame themselves for the struggle of learning to read are in serious psychological and intellectual danger. They are at risk of becoming ashamed of how they think, how they learn, and who they are.
([childrenofthecode.org](#))

You will spend hours at the website, but it is time well spent. Thank you to Lynn, at the [Interactive Multimedia Technology](#) blog, for pointing out this invaluable resource.

American Birthright

LINKING EARLY CHILD DEVELOPMENT TO A MORE PROSPEROUS AND EQUITABLE SOCIETY

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Resources

[Children of the Code Project](#) | resource <http://americanbirthrightmedia.org/resource/children-code-project>

Children of the Code aims to promote and improve literacy. Their video modules contain highlights from hundreds of hours of interviews with leaders in the literacy field and struggling readers. Topics include "Reading Crisis", "Collective Cost", "Emotional Danger" and "Social Danger". The video modules are available for free on the website and they are meant to be shared and integrated into other websites and presentations.

Sooner SUCCESS of Garfield County

We provide information and resources to the parents and professionals who care for children and youth with special needs in Garfield County. Let us make your road a little easier.

<http://soonersuccess.blogspot.com/2009/03/shame-dark-heart-of-reading.html>

Wednesday, March 4, 2009

SHAME: The Dark Heart of Reading Difficulties - 8 Video Segments

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our nation more than the war on terrorism, crime, and drugs combined.

Children who blame themselves for the struggle of learning to read are in serious psychological and intellectual danger. They are at risk of becoming ashamed of how they think, how they learn, and who they are.

The first segment provides a good starting point for appreciating the "SHAME" that struggling readers experience. Next, "The Power of Shame" describes shame's painful life-long and often life-distorting effects. The next three segments explore the "Public Shame" of the classroom; the "Fear of Shame" felt by children as they anticipate being asked to read out loud in classrooms, and how both drive the "Secret Shame" that causes children to hide their reading difficulties from parents, teachers and peers. "Emotionally Learning Disabling" and "Avoidance" build on the previous segments and show how powerfully behavior-determining and learning-disabling shame avoidance can be. Finally, "Cognitively Learning Disabling" begins our discussion of the 'downward spiral of shame' and describes how shame disrupts, distracts, and chokes the cognitive processing that is necessary for learning to read in the first place.

For more information on the Children of the Code projects as well as videos related to:

- *** The history of the code and its effects on the world around and within us;
- *** The cognitive, emotional, academic, and social challenges involved in learning to read
- *** How the structure of the code affects learning to read it
- *** What the brain- sciences are teaching us about learning and reading
- *** and How teachers and parents can help their children learn to read better.

[Visit the Children of the Code website](#)

I Speak of Dreams

Passions: Effective parenting and education, learning disabilities, non-profit management, horses, and fun!

Saturday, November 03, 2007

http://lizarditz.typepad.com/i_speak_of_dreams/2007/11/new-video-from-.html

New Video from Children of the Code

Children of the Code is a massive project, consisting of interviews, articles, and videos on the subject of reading and literacy -- and how reading acquisition can break down, and be repaired.

The mission of *Children of the Code Project* is to help bring about a society wide transformation in our understanding of "The Code and the Challenge of Learning to Read It".

The main website is here, <http://www.childrenofthecode.org/>

Index of the video segments:

<http://www.childrenofthecode.org/Tour/index.htm>

The new segments: [READINESS: Early Learning Trajectories](#) - Below the fold: what's included in these new segments

In this chapter we explore some key factors and issues related to how children's early learning trajectories determine their level of readiness for taking on the challenges involved in learning to read:

- the role of the family in shaping children's readiness for reading
- the interplay of nature and nurture in early learning trajectories
- the sensitive slope of early childhood brain development
- the inseparability of emotion and cognition in all learning
- the fundamental role language plays in human life - from the beginning
- how children's language foundations develop and adapt to their environments
- how children's trajectories through all the above result in meaningful differences that profoundly affect the difficulty they have learning to read

I'd urge any parent of a child with language delays and/or learning disabilities to [explore this website](#).

Children of the Code

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our nation more than the war on terrorism, crime, and drugs combined.

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Children of the Code

http://ingenious.com/?page_id=1993

Home » Resources » Video Library » Children of the Code



If you want to know about the profound impact of the English language and why it is so difficult for children to learn, you must watch this series! It will forever change the way you think about the English language. Go to [Children of the Code](#) website to explore further.

IALA

International Association for Learning Alternatives

<http://learningalternatives.net/weblog/post/1255/>

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Provocative Conceptions About Learning



[TED](#) brings the world's leaders in various fields. Sugata Mitra invented the "hole in the wall" project with astonishing learning results, then continued the experiment around the world with the same impact. It can't help but cause us to question conventional ideas about the ability of children to learn. His 17 minute talk at TED captured in the video [Child-Driven](#)

[Education](#) will entertain, enlighten and cause one to puzzle about unfettered human learning.

[Children of the Code](#) tackles issues of learning to read (breaking the code) with a wealth of the world's expertise and resources. The difficulties are described in an amazing video 7 minute [What's So Difficult?](#) and the attendant results for many children of "[mind shame](#)," a crippling long term [affliction](#) for school achievement.

A third brief video is from the fresh mind of [Ken Robinson](#) who draws engagingly as he talks about the need for change.

Reading & Learning PATHWAYS

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What we do

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Mission Statement

ESL

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<http://www.rpathways.com/#links>

Children of the Code

"Warning: Protracted difficulty with learning to read can lead to cognitive habits and emotional aversions that endanger the general health of learning.
Above all else, do no harm."

[Children of the Code](#)

This non-profit organization has attracted a large number of international scholars who recognize that the current education system is failing a huge segment of school-age children. Despite the obvious outcomes of children who struggle with the written word, they believe the mind-shame that results from struggling with reading to be a far greater danger for these children. When young children realize they are not performing to the standard of their peers, a devastating downward spiral is set in motion which more often than not results in social, emotional and academic failure.



Home Training ▼ Montessori ▼ Parents ▼

<http://www.ageofmontessori.org/resources/recommended-links/>

Recommended Links

www.montessoriconnections.com

Excellent site offering lots of information about where to get Montessori materials, information on conferences to attend, training courses and Montessori schools.

www.amshq.org

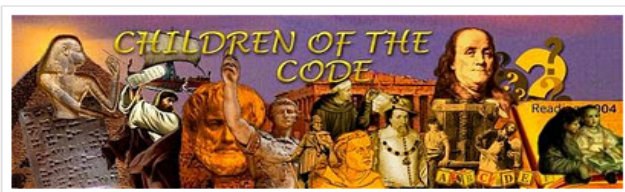
This is the site for the American Montessori Society. It gives you information on their annual conferences (the largest annual Montessori conventions in the US) plus much more useful information, including research.

www.childrenofthecode.org

A dynamic, up-to-date site with video clip interviews with world-renowned brain researchers and reading researchers. (The title refers to the difficulties inherent in the brain learning to read the "code" of letters that represent sounds.)

literacyspace: literacy & library cightings

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales. Albert Einstein



... from Children of the Code

the history, science and mystery of learning to read

<http://literacyspace.blogspot.com/2007/09/children-of-code.html>

A Social Education Project and Public Television Documentary

~ [David Boulton](#), co-producer and creator of the [Children of the Code](#), is a learning ecologist, activist and technologist

The 'code', the technology of written language, is the most influential invention in the history of history. It is the "OS" (operating system) of civilization. Becoming code users literally changed how our minds think, self-reflect, remember, abstract, categorize, and codify.

Today's social institutions; our science, law, politics, organizations and technologies are all outgrowths of what the code made and makes possible in our minds. We are all, in a very real sense, children of the code. For some of us the code is an invisible,



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Links: <http://www.illinoisaspire.org/north/links.php>

Reading

Website	Link	Description
National Reading Panel	http://nationalreadingpanel.org/	A website focused on the findings of the National Reading Panel.
Children of the Code	http://www.childrenofthecode.org/	Children of the Code is a wonderful, general resource for learning about the miracle of reading. If language or reading is within your range of interest, check it out. It includes interviews and work from Sally Shaywitz, Louisa Moats, Reid Lyon, Marilyn J. Adams, Ed Kame'enui, Paula Tallal and many more.



READING FIRST IN VIRGINIA

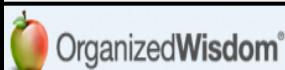
eLibrary

The Matthew Effect <http://www.readingfirst.virginia.edu/index.php/elibrary/C48/>

Dr. Anne Cunningham - The Effects of Learning to Read On Children's Minds

<http://www.childrenofthecode.org/interviews/cunningham.htm>

Dr. Anne Cunningham, is the Director of the Joint Doctoral Program in Special Education with the Graduate School of Education at Berkeley and the Historian of the Society for the Scientific Study of Reading. She is the co-author of "What Reading Does For The Mind" and numerous other articles and research papers related to reading.



<http://www.organizedwisdom.com/video-index-chapter-3c-shame-the-dark-heart-of-reading-difficulties/4287509/nxi/med>

Recommended Pages at childrenofthecode.org

Video Index: Chapter 3c: SHAME - THE DARK HEART OF READING DIFFICULTIES

[childrenofthecode.org](http://www.childrenofthecode.org) — "Index to videos related to the role of emotion, particularly shame, in disabling learning, particularly learning to read." [View full resource at childrenofthecode.org](#)



Tracy Ochester, PsyD

Active Health Library, Doctor, Psychologist, and PsyD



Videos addressing the shame associated with reading difficulties
<http://www.childrenofthecode.org/Tour/c3c/index.htm>



GIRLStart program helps girls improve reading skills

<http://www.youthandfamilyservices.org/2011/08/25/girlstart-program-helps-girls-improve-reading-skills/>



"According to the U.S. Department of Education more than 60% of K-12 school children are reading below the level needed to proficiently process the written materials used in their grade levels." (childrenofthecode.org) Youth & Family Services is actively working to promote literacy levels early on in the lives of children. YFS Girls Incorporated® is currently beginning their third year of utilizing the National Literacy Program (NLP), or GIRLStart. GIRLStart is modeled on a very successful literacy and self-esteem program developed by Girls Incorporated® of Alameda County, CA. GIRLStart is a three-year, after-school program designed to increase the literacy skills, self-esteem and success of kindergarten, first and

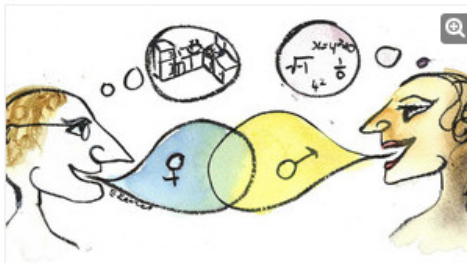
WORLD SERVICE

The Forum

<http://www.bbc.co.uk/programmes/p008762s>

27/06/2010

Presented by Marcus du Sautoy, Provost of Columbia University Claude Steele reveals how our brains can be hindered by the power of stereotype threats and shows us what we can do to avoid them. Linguist Guy Deutscher explores how different quirks of our mother tongues can cause very different habits of mind. Hungarian poet Agnes Lehoczky explores the effect of poetry on the mind and suggests that it's time to rehabilitate the notion of eavesdropping.



Overcoming stereotype threats by speaking new geographies of the mind. Illustration by Emily Kasriel.

RELATED LINKS

- Agnes Lehoczky (www.eggboxpublishing.com)
- Claude Steele (provost.columbia.edu)
- Guy Deutscher (www.childrenofthecode.org)
- The Forum Facebook page (www.facebook.com)

AAFP American Family Physician

A peer-reviewed journal of the American Academy of Family Physicians

Learning Deficits May Account for Cases of School Phobia

Am Fam Physician. 2004 Sep 15;70(6):1032.

TO THE EDITOR: I enjoyed the article "School Refusal in Children and Adolescents,"¹ by Dr. Fremont in the October 15, 2003 issue of *American Family Physician*. School refusal is an important issue, and I would like to add a few observations and recommendations.

Certainly, concomitant psychologic and home issues are significant contributing factors, but I would urge the author and other clinicians who see children with school phobia to consider reading or learning issues first. The psychologic issues that physicians identify and diagnose may be secondary. Unless reading and learning issues are addressed, any other therapy is doomed to failure.

EUGENE HEYMAN, M.D.
Family Practice Associates
20 Elm St.
Pittsfield, MA 01201

<http://www.aafp.org/afp/2004/0915/p1032.html>

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4. Paige R. Educating a new generation. Speech before the Los Angeles World Affairs Council on February 13, 2002. Accessed online June 11, 2004, at: <http://www.lawac.org/speech/paige.htm>.

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Dr. Deborah R. Glaser

Education Consulting and Teacher Training

reading@drdebglaser.com

"The world belongs to children who read."

Useful Links

<http://www.drdebglaser.com/usefullinks.html>

Web links:

- Florida Center for Reading Research www.fcrr.org

This site provides many supports for reading teachers. Some of what you will find include: Activities, for small and whole groups, to support student practice of the five components. Presentations used by many of the nation's prominent researchers. This is a nice way to keep up with current thinking.

- Response to Intervention Network rtinetwork.org

The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Successful schools are highlighted; articles, videos, and more are included on this site.

- Learning First Alliance www.learningfirst.org

This is a powerful site, highly supportive of schools and solid research. Keep current on what is happening in education through regular visits to this site.

- The Free Library www.thefreelibrary.com

Become a member (free) and access multiple articles. Very helpful way to keep up with research and practice. You can even publish your own articles through this site.

- Children of the Code www.childrenofthecode.org

Amazing rich site filled with interviews, videos, updates on reading and the science behind language and reading.



Dr. Deborah R. Glaser

Rochester 5th Ward Information

In an attempt to close the gap between city government and its citizens, especially those I represent in Rochester's Fifth Ward, I will try to provide timely updates on issues and concerns that are under consideration for council action as well as any specific concerns you bring to my attention.

<http://fifthwardinfo.blogspot.com/2006-06-01-archive.html>

About Me



NAME: BOB NOWICKI **LOCATION:** ROCHESTER, MINNESOTA, UNITED STATES

IBM retiree after 32 years, positions in service, marketing, product development, business and product strategy. Many community volunteer boards and committees including Diversity Council, IMAA, Sesquicentennial, RNeighbors (formerly Rochester Neighborhood Resource Center). Elected to City Council in 2002. Represent 5th Ward. Member Environmental Commission, ROCOG (Rochester Olmsted Council of Governments), State Emergency Radio Board, Co-Chair Kiwanis/Wells Fargo Hockey Festival, State Emergency Radio Board

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Fantastic Opportunity To Help Our Community

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. So says a recent Public Television, DVD & Web Documentary Series, **Children of the Code**.



A Different Way In Reading Center

A NOT-FOR-PROFIT TAX EXEMPT 501(C)(3) ORGANIZATION

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General Information: <http://adifferentwayin.org/Resources.aspx>

www.interdys.org

The International Dyslexia Association (IDA) 800-222-3123

www.ncld.org

National Center for Learning Disabilities (NCLD) 212-545-7510

www.ldonline.org

LD On-Line

www.childrenofthecode.org

(a social education project that explores many aspects of the challenges involved in learning to read).



The African American Lectionary

A collaborative project of The African American Pulpit and American Baptist College of Nashville

How Early Must We Start?

Dr. Lesley M. Morrow, President of the International Reading Association, states that some states use the reading tests of third grade students to determine the number of prison beds needed in future prisons as well as the number of prisons to be built. Telling the larger society that city planners look at reading scores to determine how many prisons to build has been largely attributed to the work of members associated with The [Children of the Code Project](http://www.childrenofthecode.org).

What we find for African American kids is that they're about twice as likely to be suspended as white kids. In the last five or six years, that likelihood has increased.... If we add disability to the mix, disabled kids are two to three times more likely to be suspended than non-disabled kids. If we put both of those together, African American kids with disabling conditions are three and a half to four times as likely to be suspended -- all other things being equal -- three and a half to four times as likely to be suspended as any other kid in the state.

<http://www.theafricanamericanlectionary.org/PopupCulturalAid.asp?LRID=170>



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http://www.davidsoninstitute.org/db/Resources_id_13933.aspx

Topics: [Life Span Development: Brain Dev.](#), [Twice Exceptional: Learning Disabilities](#)

Resource: The brain and dyslexia - What brain imaging can and can't tell us about reading difficulties

Website: [The brain and dyslexia - What brain imaging can and can't tell us about reading difficulties](#)

Author: Shaywitz, S.

URL: <http://www.childrenofthecode.org/interviews/shaywitz.htm>

Year: 2005

Description: The Children of the Code project (www.childrenofthecode.org) offers an interview with Dr. Sally Shaywitz, professor of Pediatric Neurology at Yale University and author of "Overcoming Dyslexia". She is a dedicated and passionate neuroscientist focused on helping children and families overcome the pain and strain of reading difficulties.

Comments: Contributed by: DITD Team Member on 4/4/2005

This article is an in-depth interview with Dr. Sally Shaywitz that discusses her research on the brain, dyslexia and reading problems. Dr. Shaywitz is a professor of Pediatric Neurology at Yale University. She is the author of "Overcoming Dyslexia" and has published articles in many scientific and popular journals, including Nature, Journal of the American Medical Association, Scientific American and Child. I would recommend this article to parents, counselors, mentors and educators who are looking to get more information about dyslexia and reading difficulties.

The Augustine Project for Literacy



<http://www.augustineproject-ws.org/Links.html>



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Links



Recommended Links

www.steauts-ws.org/augustine (St. Paul's Augustine page)

www.augustineproject.org (Chapel Hill Augustine website)

www.augustineproject.blogspot.com/ (Blog run by the project in Chapel Hill. Lots of good info.)

www.childrenofthecode.org (Wonderful website with links to many articles, focusing on children who have problems with reading)

www.interdys.org/ (International Dyslexia Society Website)

Louisa C. Moats, Ed.D.

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http://louisamoats.com/Recommended_Websites.php

Recommended Resources

Readings

Websites

Conferences

Products & Programs

Recommended Websites

Information about LETRS Training
www.letts.com

American Federation of Teachers, articles about reading
www.aft.org

National Council on Teacher Quality, reports on teacher education practices
www.nctq.org

Children of the Code, interviews with reading experts
www.childrenofthecode.org

tes *the largest network of teachers in the world*

TES (Times Educational Supplement) January 23 2004 p24 Commentary.
Primary forum with TES primary editor Diane Hofkins [pictured]
[The first 3 paragraphs of this article are on www.tes.co.uk; search on <code breakers>
SSS member Steve Bett has been involved in discussion with [David Boulton](#).]

The code breakers <http://www.tes.co.uk/article.aspx?storycode=389720>

**An activist is trying to explain to his fellow Americans
why English spelling is so hard to learn.**

Reading: the horrible task

"Some people there are who, being grown, forget the horrible task of learning to read. It is perhaps the greatest single effort it the human undertakes, and must do it as a child"
John Steinbeck

"Education happens from the outside-in. Learning happens from the inside-out... In the name of teaching children about 'things', we are unintentionally but nevertheless pervasively and insidiously teaching children that their 'presence' and inside-out participation is not important to their learning"
Implicity website

"We have a genuine national crisis. More and more, we are divided into two nations. One that reads, and one that doesn't. One that dreams, and one that doesn't"
George W Bush

Quotes from [Children of the Code](#)



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Superintendent of Public Instruction

OSPI

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Reading

<http://www.k12.wa.us/Reading/Resources.aspx>

Instructional Resources

[American Library Association](#)

ALA provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information.

[Children of the Code](#)

A comprehensive resource with extensive online [video](#) offerings. Interviews with over 120 leaders in the fields of neuroscience, cognitive psychology, linguistics, orthography, instructional design, child, adult, and family literacy, teaching, government policy, and many other fields.



the
PRODIGY
PROJECT

Read to a Boy... Rescue a Man.

<http://www.prodigyproject.com/php/views/contents/content.php?id=11>

"Approximately 70% of young African-American kids can't read. 70%! If you look at Hispanic kids, 65-70%! When we do our studies and identify kids at risk for reading failure, we know that the majority of those kids who are at risk and who will hit the wall as they learn to read are kids from poverty."

Dr. G. Reid Lyon, Branch Chief, National Institute for Child Health and Human Development (COTC interview)

Dr. Grover (Russ) Whitehurst, the Director of the Institute of Education Sciences, and an Assistant Secretary of Education with the U.S. Department of Education said the following in a September '03 interview with ["Children of the Code - www.childrenofthecode.org"](#), "As you know, we have from thirty-eight to forty percent of children not reading at the basic level at fourth grade. That means they are unable to deal with age appropriate written text and

MedicBD Health



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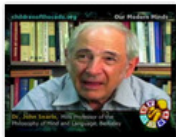
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http://www.health.medicbd.com/library/video_play/D10IAx3wDk/Dr_John_Searle_Part_1_Language_Literacy_and_the_Modern_Mind

Videos of John Searle on Consciousness

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Dr. John Searle Part 1 - Language, Literacy and the Modern Mind

8.92 min. | 4.8333335 user rating | 5837 views

In this the first part of our interview with Dr. John Searle we discuss the difference between human language and [animal](#) communication and how literacy acted as the 'enabling technology' that gave rise to the modern human mind and the institutions of civilization. To view a higher quality version of this video or to embed it in your site go to: www.childrenofthecode.org

ENCYCLOPEDIA.com

<http://www.encyclopedia.com/video/Cxyrenvz3SU-dr-michael-merzenich-neuromodulation-neuroplasticity.aspx>



Dr. Michael Merzenich: Neuromodulation and Neuroplasticity in Reading Related Brain Processes -2

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This is part 2 of our interview with Dr. Michael Merzenich. In this segment we discuss "Signal-to-Noise and Language" and "Neuroplasticity and Sound". For more information, including a transcript of this interview see: <http://www.childrenofthecode.org/interviews/merzenich.htm> To view the other parts of this interview, to see this one in higher quality, or for versions you can embed in your own website see: <http://www.childrenofthecode.org/pvid/merzenich/part2.htm>