## Disability Simulation Inventory of Materials

### MATERIALS INCLUDED

<table>
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<th>FACILITATOR’S PACKET</th>
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<td>Brief Overview</td>
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<td>Simulation Adaptations</td>
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<td>Preparation and Setup</td>
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<td>Order of Presentation</td>
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<tr>
<td>Facilitator’s Script—Introduction</td>
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<td>Facilitator’s Script—Final Summary Statement and Debriefing Questions</td>
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<td>Simulation Skills Summary</td>
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<tr>
<td>What is Dyslexia?</td>
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<td>What is a Learning Disability?</td>
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### ADDITIONAL MATERIALS REQUIRED

<table>
<thead>
<tr>
<th>To be copied FOR EACH PARTICIPANT:</th>
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<tr>
<td>Simulation Skills Summary</td>
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<tr>
<td>What is Dyslexia?</td>
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<td>What is a Learning Disability?</td>
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### STATION #1: A SPECIAL PREPRIMER

- Directions and script for station leader
- A SPECIAL PREPRIMER
- Station leader’s copy of story with “translation”
- Skills list and debriefing questions

**A SPECIAL PREPRIMER** must be copied (ONE TIME ONLY) and assembled (usually no more than 8 copies are needed) for use in this station. These “books” remain in the station when participants leave.

### STATION #2: AUDITORY FIGURE-GROUND

- Directions and script for station leader
- Auditory figure-ground CD
- Bogg’s Department Store Mail Order Form
- Mail Order Form Answer Sheet
- Skills list and debriefing questions

**Pencils** (short and stubby)

**CD player** (battery run)

**Earphones and listening center[s]**

Mail Order Form Answer Sheet should be copied (ONE TIME ONLY) on heavy cardstock and used by participants **FOR REFERENCE** to check Mail Order Form. Answer Sheets remain in station when participants leave.

**To be copied FOR EACH PARTICIPANT:**

- Bogg’s Department Store Mail Order Form

### STATION #3: MIRROR ACTIVITY

- Directions and script for station leader
- Diagram for setting up mirrors
- 3 Activity sheets: star, lined paper, letters
- Skills list and debriefing questions

**Pencils** (short and stubby)

**Mirrors and cover boards** (heavy cardstock, approx 5” x 8”) for each station participant

**To be copied FOR EACH PARTICIPANT:**

- 3 Activity sheets: star, lined paper, letters

### STATION #4: LINES WITH BUMPS

- Directions and script for station leader
- Master sheet of letters for review (b, d, g, p, q)
- Story sheet
- Station leader’s copy of story with “translation”
- Skills list and debriefing questions

**Master sheet of letters**

**Cut apart on dotted lines to make flash cards for review** (1 set only ONE TIME ONLY).

**Make 8-10 copies of the Story Sheet** (ONE TIME ONLY)

### STATION #5: NON-DOMINANT HAND

- Directions and script for station leader
- Activity sheet
- Skills list and debriefing questions

**One pen with colored ink**

**Pencils** (short and stubby)

**To be copied FOR EACH PARTICIPANT:**

- Activity sheet

### STATION #6: UNFAIR HEARING TEST

- Directions and script for station leader
- “Unfair Hearing Test” CD (CEC)
- Worksheet
- Answer sheet
- Skills list and debriefing questions

**Pencils** (short and stubby)

**CD player** (battery run)

**Earphones and listening center[s]**

**Make 4-5 copies of the answer sheet** (ONE TIME ONLY) and cut apart

**To be copied FOR EACH PARTICIPANT:**

- Worksheet

*If listening centers and/or earphones are not available for use (or are malfunctioning), auditory tasks can be conducted for the entire group without listening centers **IF SOUND CAN BE EFFECTIVELY AMPLIFIED ANOTHER WAY.**
I. Brief Overview

The disability simulation, “Put Yourself in the Shoes of a Person with Dyslexia,” is a hands-on experience that evolved in the early 1980’s as a project of the California State Department of Education Special Education Resource Network. Many of the activity sheets included in this simulation were taken from a presentation given by Kay McDonald at the annual conference of the 1983 Orton Dyslexia Society (now the International Dyslexia Association). Additions were later contributed by Gloria DeMent-Inland Empire Branch—IDA; and Lillian Lieberman and Diane Grimm—Northern California Branch—IDA. In 2005, The Northern California Branch of The International Dyslexia Association (NCBIDA) made further updates.

The simulation was designed to increase awareness of the difficulties and frustrations that people with dyslexia (specific language learning disability) encounter daily. It is hoped that this experience will lead to greater empathy and understanding and provide insight into working more effectively with these individuals.

Simulation participants rotate among six learning stations that simulate various language-related tasks similar to those encountered in the classroom and workplace.

A station leader guides participants through each task.

- **Station 1: Special Pre-Primer** simulates a beginning reading problem. (Participants read a special pre-primer.)
- **Station 2: Auditory Figure-Ground** simulates an auditory figure-ground problem. (Participants take a sales order—in writing—from a CD with background noise.)
- **Station 3: Mirror Activity** simulates a visual-motor and writing problem. (Participants trace and write while looking at their writing hand in a mirror.)
- **Station 4: Lines with Bumps** simulates a letter-word identification problem. (Participants read a mirror image of a poor quality photocopy of a story.)
- **Station 5: Non-Dominant Hand** simulates a copying and writing problem. (Participants write with their non-dominant hand.)
- **Station 6: Unfair Hearing Test** simulates an auditory discrimination problem. (Participants take a spelling test dictated from a CD player. The recording is designed to simulate a hearing loss or an auditory discrimination problem.)

Participants rotate approximately every 10 minutes from one station to the next. Station leaders give instructions at each station and lead a debriefing of approximately three minutes after each task. When all station experiences have been completed, participants come together for a general final debriefing led by the facilitator.

The simulation is designed to be stressful, and participants may become fatigued and even emotional. Although the experiences represent a “worse case scenario,” this simulation is in no way intended to imply that teachers or parents deliberately make life stressful for individuals with dyslexia. However, the frustrations experienced in this simulation are typical of those that people with dyslexia encounter in their daily lives.
### VII. Simulation Skills Summary

<table>
<thead>
<tr>
<th>Modality/Type of Task</th>
<th>Station Skills/Classroom Tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>Station 1: A Special Pre-Primer</strong></td>
<td><strong>Station 2: Auditory Figure-Ground</strong></td>
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<tr>
<td>Cognitive</td>
<td>Visual Tracking</td>
</tr>
<tr>
<td>Visual</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Auditory</td>
<td>Abstract Reasoning</td>
</tr>
<tr>
<td>Visual-Auditory</td>
<td>Symbol Recognition</td>
</tr>
<tr>
<td>Oral Motor</td>
<td>Word Identification</td>
</tr>
<tr>
<td>Visual-Auditory-Kinesthetic</td>
<td>Orthographic Memory</td>
</tr>
<tr>
<td><strong>Station 5: Non-Dominant Hand</strong></td>
<td><strong>Station 6: Unfair Hearing</strong></td>
</tr>
<tr>
<td>Visual-Kinesthetic</td>
<td>Tracking</td>
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<tr>
<td>Kinesthetic-Motor Memory</td>
<td>Spatial Organization</td>
</tr>
<tr>
<td><strong>Station 7: Reading Versus Listening</strong></td>
<td>Ability to Sustain Attention</td>
</tr>
<tr>
<td><strong>Station 8: Decoding Strategies</strong></td>
<td>Short-Term Auditory Memory</td>
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<tr>
<td><strong>Station 9: Writing from Dictation</strong></td>
<td>Auditory Working Memory</td>
</tr>
<tr>
<td><strong>Station 10: Note-taking</strong></td>
<td>Following Verbal Instructions</td>
</tr>
<tr>
<td><strong>Station 11: Job Completion</strong></td>
<td><strong>Station 12: Written Expression</strong></td>
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<tr>
<td><strong>Station 14: Dictionary</strong></td>
<td><strong>Station 15: Listening/Reading Comprehension</strong></td>
</tr>
<tr>
<td><strong>Station 17: Tracing</strong></td>
<td><strong>Station 18: Written Expression</strong></td>
</tr>
<tr>
<td><strong>Station 20: Orthography</strong></td>
<td><strong>Station 21: Morphology</strong></td>
</tr>
<tr>
<td><strong>Station 23: Dictation</strong></td>
<td><strong>Station 24: Written Expression</strong></td>
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</tbody>
</table>
What is Dyslexia?
Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms that cause difficulties with specific language skills. People with dyslexia may experience difficulties in language skills such as reading, spelling, writing, and speaking. Dyslexia is life-long, but effects may change at different stages in a person’s life.

IDA/NICHD Working Definition
Dyslexia is a specific learning disability that is neurological 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.

[Adopted by IDA Board of Directors in 2002. This definition is also used by the National Institute of Child Health and Human Development.]

Are there other learning disabilities besides dyslexia?
- Dyscalculia—a mathematical disability in which a person has unusual difficulty solving arithmetic problems and/or grasping math concepts.
- Dysgraphia—a neurological-based writing disability in which a person finds it difficult to form letters or write within a defined space.

Are Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD) learning disabilities?
- No, they are behavioral disorders.
- An individual may have more than one learning or behavioral disability. In various studies, as many as 50% of those diagnosed with a learning or reading disability have also been diagnosed with ADD or ADHD.
- Although disabilities may co-occur, one is not the cause of the other.

How common are language-based learning disabilities?
- 15-20% of people in the general population have a language-based learning disability.
- More than 80% of students with specific learning disabilities receiving special education services have deficits in language and reading.
- Dyslexia is the most common cause of reading, writing and spelling difficulties.
- Dyslexia affects people from different ethnic and socio-economic backgrounds nearly equally.
- Likewise, dyslexia affects males and females nearly equally.

What are the effects of dyslexia?
- The impact that dyslexia has is different for each person and depends on the severity of the condition and the type and intensity of remediation.
The National Dyslexia Association
Northern California Branch - NCBIDA

VIII. What Is Dyslexia? (continued)

- Some people with dyslexia do not have difficulty with early reading and spelling tasks but experience later problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

Can people with dyslexia learn to read?
- Yes, if children who have dyslexia receive effective phonological training and reading instruction in kindergarten and first grade, they will have significantly fewer problems in learning to read than children who are not identified or helped until third grade.

- 74% of the students who are poor readers in third grade remain poor readers in ninth grade. It is never too late for individuals with dyslexia to learn to read, process and express information more efficiently. Appropriateness of remediation, and intensity and duration of instruction, are all critical factors in the prognosis.

- Research shows that programs utilizing multisensory structured language instruction are effective for teaching children and adults to read and express themselves in writing.

Is there a cure for dyslexia?
- No, dyslexia is not a disease. There is no cure.

- With proper diagnosis, appropriate instruction, hard work, and support from family, teachers, friends, and others, individuals who have dyslexia become successful in school and later as working adults.

- People with dyslexia have been found to have problems with discriminating sounds within a word; this is a key factor in their reading difficulties.

- Dyslexia is not the result of either lack of intelligence or a desire to learn; with appropriate instruction, people with dyslexia can learn successfully.

What causes dyslexia?
- Although exact causes of dyslexia are still not completely clear, researchers have determined that the causes are neurobiological and genetic.

- Anatomical and brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions.

How is dyslexia diagnosed?
- A comprehensive evaluation that assesses cognitive ability, psycho-linguistic processing, information processing and academic skills is needed to determine if a person has dyslexia.

- The evaluation considers the individual's health, family background and overall school history as well as whether or not a student is achieving at expected levels.

- Testing can be conducted by trained professionals within the school system or independently.

IDA Website
For more information about dyslexia, including characteristics at all ages, visit IDA's website at www.interdys.org.
This simulation addresses not only students with dyslexia but also students with learning differences that interfere with their visual, auditory, kinesthetic and/or tactile processes, or integration of these modalities, preventing them from fully functioning and performing skills necessary for school, jobs and life in general. There is not one definition of a learning disability accepted by all, although there are many definitions found in the literature. Most are defined by exclusion, saying what people are not, rather than what they are. Dr. Sally Shaywitz often defines a learning disability as a weakness in a sea of strengths.

In her book (page 21), Mothers Talk About Learning Disabilities, Elizabeth Weiss puts it in simple terms:

The Orton Dyslexia Society tells us that (a learning disability) is not a disease to “have” and “be cured of” but a kind of mind. Most broadly defined, a learning-disabled child is one whose level of academic achievement is lower than would be expected on the basis of his or her intellectual potential.

Public Law 94-142 defines a learning disability:

The term “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage—although these may exist concomitantly.

In About Dyslexia (page 4), Priscilla Vail quotes Margaret Byrd Rawson—psychologist, teacher, and pioneer in the field of dyslexia:

The differences are personal, the diagnosis is clinical, the treatment is educational, and the understanding is scientific.