

REPLACE THIS COVER PAGE

with a letter detailing your family's personal struggle to get your public school to identify and provide appropriate reading interventions to your child(ren) with dyslexia.



## Decoding Dyslexia - NJ Information Packet

Print this packet of information to disseminate to your local NJ legislators and education officials.

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Revised March 20, 2012



**Decoding Dyslexia - NJ** is a grassroots movement driven by NJ families concerned with the limited access to educational interventions for dyslexia within our public schools. We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia in NJ public schools.

There is much talk these days about “Education Reform” in NJ. These reform efforts need to address NJ literacy instruction and how to best meet the needs of students with dyslexia and other language based learning disabilities. 1 in 5 students or approximately 15-20% of the population have a language-based learning disability of which dyslexia is the most common. Many NJ families are currently struggling to secure proper reading interventions for their children within public schools. This is not a “failing school” issue. This is an issue that affects families in all types of school districts across our state regardless of demographics.

**Decoding Dyslexia - NJ** is advocating for NJ to implement:

1. A universal definition and understanding of “dyslexia” in the state education code
2. Mandatory teacher training on dyslexia, its warning signs and appropriate intervention strategies
3. Mandatory early screening tests for dyslexia
4. Mandatory dyslexia remediation programs, which can be accessed by both general and special education populations
5. Access to appropriate “assistive technologies” in the public school setting for students with dyslexia.

DD-NJ and families across our state are eagerly awaiting the final report and recommendations of the NJ Reading Disabilities Task Force. We hope that they are currently reviewing the Dyslexia Handbooks of Texas, Washington, Mississippi and South Dakota; as well as, keeping current on the recent legislative accomplishments in states across the US.

Please help support our public schools in identifying and remediating our children with dyslexia. Reading is the foundation of ALL learning!

CONTACT INFORMATION:

Website: [www.DecodingDyslexiaNJ.org](http://www.DecodingDyslexiaNJ.org)

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## Dyslexia Information and Resources

### 1. General Information on Dyslexia

#### A. Dyslexia: A Brief for Educators, Parents, and Legislators in Florida

Joseph K. Torgesen, Barbara R. Foorman, Richard K. Wagner  
Florida Center for Reading Research

Purpose: Dyslexia is a term that has been applied since the early part of the 20th Century to many students with reading difficulties. The term comes from medicine, but its broadest application is within education. Many educators, however, remain confused about the term in spite of the fact that major advances in our understanding of dyslexia have been made through scientific research over the past 40 years. The purpose of this technical assistance paper is to briefly describe what is currently known about dyslexia, focusing particularly on methods of early identification, prevention, and remedial instruction.

[http://www.fcrr.org/TechnicalReports/Dyslexia\\_Technical\\_Assistance\\_Paper-Final.pdf](http://www.fcrr.org/TechnicalReports/Dyslexia_Technical_Assistance_Paper-Final.pdf)

#### B. Dyslexia Basics Fact Sheet

The International Dyslexia Association

<http://www.interdys.org/ewebeditpro5/upload/BasicsFactSheet.pdf>

#### C. Knowledge and Practice Standards for Teachers of Reading

The International Dyslexia Association

[http://www.interdys.org/ewebeditpro5/upload/KnowPracStan\(3\).pdf](http://www.interdys.org/ewebeditpro5/upload/KnowPracStan(3).pdf)

#### D. Model Language for State Law on LITERACY in GENERAL EDUCATION

The International Dyslexia Association

<http://state-literacy-law.org/content/model-language-state-law-literacy-general-education>

### 2. State Department of Education Dyslexia Resource Handbooks/Guidelines

**Mississippi:** <http://www.mde.k12.ms.us/acad/id/curriculum/laer/dyslexia.html>

**South Dakota:** [http://doe.sd.gov/oess/documents/SPED\\_DyslexiaGuide.pdf](http://doe.sd.gov/oess/documents/SPED_DyslexiaGuide.pdf)

**Texas:** <http://www.region10.org/dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf>

**Washington:** <http://www.k12.wa.us/Reading/pubdocs/DyslexiaResourceGuide.pdf>

### **3. State Dyslexia Legislation: Recent Updates**

#### **ILLINOIS:**

HB 4084 DYSLEXIA PILOT PROJECT – has been introduced and has been assigned to the Elementary & Secondary Education Committee Hearing, March 2012.

Amends the School Code. Requires the State Board of Education to establish a pilot project to provide early screening and intervention services for children with risk factors for dyslexia, subject to appropriation. Requires the State Superintendent of Education to select 3 school districts to participate in the pilot project. Sets forth provisions concerning district qualifications and requirements, the duration and goal of the pilot project, consultation, reporting, and rules. Beginning with the 2012-2013 school year, allows teachers institutes to include instruction on the indicators of dyslexia, which instruction must be provided by a dyslexia specialist.

<http://www.ilga.gov/legislation/fulltext.asp?DocName=&SessionId=84&GA=97&DocTypeId=HB&DocNum=4084&GAID=11&LegID=63350&SpecSess=&Session=>

#### **KANSAS:**

SB 410 DYSLEXIA IDENTIFICATION, SCREENING, INTERVENTION – has been introduced by the Committee on Education

AN ACT concerning school districts; requirements regarding identification of pupils with dyslexia and provision of services for such pupils.

[http://www.kslegislature.org/li/b2011\\_12/measures/documents/sb410\\_00\\_0000.pdf](http://www.kslegislature.org/li/b2011_12/measures/documents/sb410_00_0000.pdf)

#### **KENTUCKY:**

HB 69 DYSLEXIA BILL – has been introduced and has been accepted in the House Education Committee. Proceedings are going as planned with meetings set up with leadership in the House and Senate.

AN ACT relating to early education assessment and intervention. Create a new section of KRS Chapter 158 to define “aphasia,” “dyscalculia,” dyslexia,” “phonemic awareness,” and “scientifically based research”; require the Kentucky Board of Education to promulgate administrative regulations for district-wide reporting on the use of K-3 response-to-intervention implementation in reading by August 1, 2013, in mathematics by August 1, 2014, and behavior by August 1, 2015; require the Department of Education to make available technical assistance, training, and a Web-based resource to assist all local school districts in the implementation of the system and instructional tools based on scientifically based research; require the department to collaborate with other state agencies and organizations; require conformity with 20 U.S.C. sec. 1414(a)(1)(E) for initial evaluations of students with suspected disabilities; require the department to report to the Interim Joint Committee on Education on implementation by November 30, 2013, and annually thereafter; amend KRS 157.200 to conform with the federal definition of a “specific learning disability.”

<http://www.lrc.ky.gov/record/12rs/HB69.htm>

**OHIO:**

HB 96 and 157 were unanimously passed by the Ohio Senate with a subsequent unanimous concurrence vote in the Ohio House during a late night, end-of-the-year Statehouse session on December 14; both bills were signed into law by Governor Kasich on December 21, 2011.

HB 96

The law will: 1) place the IDA definition of dyslexia directly into Ohio the Ohio Revised Code. Although the term "dyslexia" is currently listed as a specific learning disability within the 2008 Ohio Special Education Operating Standards, Ohio law does not contain a definition of dyslexia; and 2) begin a 3-year pilot program for the early identification and remediation of students at-risk for dyslexia and other phonologically based reading disorders.

HB 157

The law will: 1) define a dyslexia specialist as someone who has achieved training consistent with the Level II IDA Knowledge and Practice Standards; and 2) give Educational Service Centers (Ohio's statewide network of inservice training facilities) and other educational institutions permissive authority to hire a dyslexia specialist to provide professional development in dyslexia for Ohio teachers grades K - 4.

To read the full International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading, visit

[http://www.interdys.org/ewebeditpro5/upload/KnowPracStan\(3\).pdf](http://www.interdys.org/ewebeditpro5/upload/KnowPracStan(3).pdf)

**RHODE ISLAND:**

H 7542 CREATING A SPECIAL LEGISLATIVE COMMISSION TO ASSESS THE EDUCATIONAL NEEDS OF CHILDREN WITH READING DISABILITIES AND DYSLEXIA – has been introduced and referred to the House Health, Education & Welfare Committee

<http://www.rilin.state.ri.us/BillText/BillText12/HouseText12/H7542.pdf>

H 7541 THE RHODE ISLAND DYSLEXIA ACT – has been introduced and referred to the House Health, Education & Welfare Committee

An ACT relating to health and safety - Dyslexia Diagnosis and treatment

<http://www.rilin.state.ri.us/billtext12/housetext12/h7541.pdf>

**WEST VIRGINIA:**

SB 662 DYSLEXIA SCREENING AND INTERVENTION PILOT PROJECT – has been introduced and referred to the Committee on Education

A BILL to amend the Code of West Virginia, 1931, as amended, by adding thereto a new section, designated §18-2-36a; and to amend said code by adding thereto a new section, designated §18-20-1e, all relating to defining "dyslexia"; establishing a dyslexia screening and intervention pilot project; and establishing a dyslexia teacher training pilot program.

[http://www.legis.state.wv.us/bill\\_status/bills\\_text.cfm?billdoc=sb662%20intr.htm&yr=2012&sesstype=RS&i=662](http://www.legis.state.wv.us/bill_status/bills_text.cfm?billdoc=sb662%20intr.htm&yr=2012&sesstype=RS&i=662)

**WYOMING:**

SF 0052 DYSLEXIA SCREENING AND RESPONSE – has been signed into law by the Governor of WY.

AN ACT relating to reading assessment and intervention; requiring assessment and early intervention for dyslexia and other reading difficulties; requiring a report; and providing for an effective date.

<http://legisweb.state.wy.us/2012/Bills/SF0052.pdf>

**4. Possible Funding Sources**

**IDEA 2004 Part B Coordinated Early Intervening Services (CEIS)**

**Title I, Part A**

**Discretionary Grants, such as Reading First**

**Prioritizing the LEA General Operating Budget**