



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/06/2013

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0675 RELATING TO EDUCATION

Purpose of Bill: Promotes awareness of the definition and characteristics of dyslexia and other similar learning disorders. Requires DOE to provide professional development to teachers relating to students with dyslexia. Requires the Hawaii teachers standards board to establish licensure standards for reading specialists.

Department's Position:

The Department of Education (Department) does not support HB675. The Department appreciates the Dyslexia Work Group's comprehensive plan for literacy. Over the past three years, the Department has addressed the concerns of the Work Group through implementation of its dyslexia awareness efforts.

The annual Child Find Process incorporates dyslexia awareness. Professional development for all teachers is available through complex area/state staff and professional development coursework. Response to Intervention (RTI) is occurring at schools throughout the state with student progress being monitored through several systems. The practice of educational data-based decision making is embedded at every school. Schools apply a data team process that reviews student progress, creates action plans to focus on student needs, and , when needed, employs the assistance of "higher levels" of support with a focus on student success.

Lastly, Hawaii's teachers are qualified and capable of providing reading instruction to students.

February 4, 2013

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Committee on Education

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Representative Mark M. Nakashima, Room 406

Representative K. Mark Takai, Room 426

Representative Lauren Kealohilani Cheape, Room 303

Representative Richard Lee Fale, Room 319

RE: House Bill No. 675 and the related *Comprehensive Plan for Teaching Reading in Hawai'i Schools*.

Ladies and Gentlemen:

I am the Executive Director of the International Dyslexia Association (HIDA).

HIDA is asking for support of House Bill 675 (HB 675) which requires the Department of Education to begin the process of improving reading and literacy instruction in Hawai'i public schools. The changes contemplated by HB 675 are necessary because reading instruction method currently used in Hawai'i's schools are not adequate to teach reading to students with dyslexia or other reading disabilities (up to 20% of the population). They are also not adequate to teach reading to many other students even though they do not have a disability (the 41% of Hawai'i's fourth graders and 32% of Hawai'i's eighth graders who read below basic reading levels; see 2011 NAEP results). A copy of HB 675 is attached.

HB 675 is scheduled for hearing before the House Education Committee on Wednesday, February 6, at 2:10 p.m. in Room 309.

HB 675 is a result of Senate Concurrent Resolution No. 110 (SCR 110) which was unanimously adopted by the Senate and House of Representatives in 2010. A copy of SCR 110 is attached.

The resulting Working Group consisted of representatives of the Department of Education (DOE); University of Hawai'i (UH); Teacher Education Coordinating Committee (TECC); Special Education Advisory Council (SEAC); Hawai'i Association of Independent Schools (HAIS); and community organizations, including HIDA, that are concerned about literacy and education.

The Working Group members met at least monthly from 2010 through the beginning of 2013. Amazingly, the members reached agreement on the *Comprehensive Plan for Teaching Reading in Hawai'i Schools* (*Comprehensive Plan*), a copy of which is attached. On January 15, the Working Group submitted it to Representative Takumi for the House Education Committee, and Senator Tokuda for the Senate Education Committee. The *Comprehensive Plan* requires significant changes relating to literacy instruction in university teacher preparation programs and public school classrooms in Hawai'i. As noted in the introductory letter on the first page of the *Comprehensive Plan*, all members of the Working Group agree that literacy instruction in schools should be guided by principles and practices described in the *Comprehensive Plan*.

The Working Group also submitted a proposed bill to begin implementation of portions of the *Comprehensive Plan*. Although the DOE representatives approved the *Comprehensive Plan*, they advised the Working Group that the DOE would not approve any proposed bill. Therefore, the Working Group submitted the proposed bill to Representative Takumi and Senator Tokuda but indicated it had not been approved by the DOE representatives. Ultimately, the proposed bill underwent a number of changes in the legislative drafting process and emerged as HB 675.

HB 675 requires the DOE to: (a) promote the awareness of, and strengthen support for, persons with dyslexia or other similar learning disorders; (b) require at a minimum, subject to funds made available for this purpose and the availability of qualified personnel, one licensed reading specialist teacher who meets the requirements established by the Hawai'i Teacher Standards Board, for each public school; and (c) make available professional development materials and training to educators to support the enhancement of reading, writing, and spelling skills of students with, dyslexia, or other similar learning disorders.

HIDA supports the intent of HB 675, but has requested changes to restore consistency with the *Comprehensive Plan*. A redlined copy of the proposed changes, and a letter addressed to Representative Takumi and Representative Ohno explaining why HIDA is requesting the changes, are attached.

Although HB 675 specifically references children with dyslexia or other reading disorders, the changes requested by HIDA as set forth in HB 675 will contemporaneously improve reading instruction for other students who struggle with reading (i.e., the 41% of Hawai'i's fourth graders and 32% of Hawai'i's eighth graders who read below basic reading levels in 2011). This was always the intent of the Working Group.

Please note the changes contemplated by HB 675 and the *Comprehensive Plan* have been implemented in other states and are yielding very favorable results. Furthermore, the school-based programs portion of HIDA's teacher training and practicum program, the Odyssey Project, provides a successful working model for implementation of the procedures and practices laid out in the *Comprehensive Plan*. So, HIDA knows the procedures and practices will work in Hawai'i. A description of the Odyssey Project, including the success of the school-based programs, is attached. In spite of requests for school-based programs from many other schools, as a very small volunteer organization, HIDA knows the ultimate solution lies with the DOE and local universities.

We also understand that practices such as are contemplated in HB 675 have been implemented in certain DOE schools and that this is in the discretion of the respective principal. HIDA believes that proper reading and literacy instruction is so fundamental to education, that it should be administered at the DOE level. Also, respective principals should not have to "reinvent the wheel" in creating a sound reading and literacy instruction program, or in providing requisite professional development opportunities regard best practices reading and literacy instruction. These matters should be the responsibility of the DOE and implemented through the principals at their schools.

HIDA recognizes that clearly there are many demands on the DOE and school resources in these difficult economic times. However, as a matter of educational priorities, what can be more important than teaching children to read? Children who cannot read will struggle in school and will struggle in life. Because of a

variety of reasons, often related to the effects of persistent school failure, the societal risks associated with the inability to read are:

- 85% of delinquent children and 75% of adult prison inmates are illiterate
- 60% of adolescents in substance abuse treatment programs have learning disabilities
- 25% of students identified as having a specific learning disability drop out of high school, which is approximately 3.5 times the overall rate
- 62% of students with dyslexia or other learning disabilities were unemployed 1 year after graduation
- teenagers with dyslexia are more likely than those without dyslexia to drop out of school, withdraw from friends or families, or attempt suicide
- 90 million U.S. adults are functionally illiterate
- an estimated \$2 billion is spent each year on students who repeat a grade because they have reading problems
- the cost to taxpayers of adult illiteracy is \$224 billion a year in welfare payments, crime, job incompetence, lost taxes, and remedial education
- U.S. companies lose nearly \$40 billion annually because of illiteracy

The National Center for Education Statistics has stated “although difficult to translate into actual dollar amounts, the costs to society [of dyslexia] are probably quite high in terms of lower productivity, underemployment, mental health services, and other measures.” Furthermore, failure to support people with dyslexia can result in a tremendous loss of human potential. Researchers have provided evidence that dyslexic brains often possess greater creativity, imagination, and dynamic reasoning. This is consistent with a 2007 study of entrepreneurs in the United States which found that a disproportionately high number (35%) identified themselves as having dyslexia.

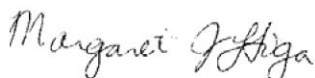
HB 675 is the first step towards giving every public school student the opportunity to learn to read, and also towards reducing illiteracy, and the societal risks associated with the inability to read, in Hawai‘i.

We hope you will support HB 675.

Please feel free to call me at 538-7007, or Elizabeth Ishii a member of HIDA’s Professional Advisory Board who is familiar with HB 675 at 522-5133 if you have questions.

Thank you for your consideration.

Very truly yours,



MARGARET J. HIGA
Executive Director

cc (without enclosures): Representative Roy Takumi
Representative Takashi Ohno

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February 6, 2013
2:10 p.m.
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION

RE: HB 675 – Relating to Education

Dear Chair Takumi, Vice Chair Ohno, and Members of the Committee:

My name is Ryan Masa. I am the President of the Hawai'i Branch of the International Dyslexia Association (HIDA), a Hawai'i non-profit corporation. HIDA has dedicated itself for thirty years to its mission of increasing awareness of dyslexia in the community, providing support for dyslexics, families and educators, and promoting teacher training and improving literacy for struggling readers throughout Hawaii.

HIDA supports the intent of HB 675 – Relating to Education, but respectfully has recommendations regarding some of its provisions.

HIDA is quite familiar with HB 675, as we had the honor of having representation on the Working Group created pursuant to 2010 Senate Concurrent Resolution No. 110 (SCR 110) that met at least monthly for three years and recently submitted both the *Comprehensive Plan for Teaching Reading in Hawai'i Schools* (Comprehensive Plan) and the draft legislation for what is now HB 675. This Working Group also included the Hawai'i Department of Education (HIDOE), University of Hawai'i System (UH), Teacher Education Coordinating Committee (TECC), Special Education Advisory Council (SEAC), and several other organizations committed to improving literacy for **all students** in Hawaii. The passage of HB 675 would be an important step toward implementing the Comprehensive Plan.

Our comments on HB 675 are as followed:

1. **Dyslexia Definition.** We strongly recommend the current definition of dyslexia [Page 1, Lines 1-12; Page 4, Lines 3-7] be changed to read, "*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.*"

This corrected definition of dyslexia has been adopted by both the federal National Institute of Child Health and Human Development (NICHD) and the International Dyslexia Association (IDA) since 2002, and has now withstood over 10 years of scientific inquiry. Also, the definition is consistent with federal policy, as dyslexia is listed under "Specific Learning Disability" in the Individuals with

Disabilities Education Improvement Act (IDEA, 2004). In fact, dyslexia has been listed as a Specific Learning Disability since the first major federal special education law (PL 94-142, Education of All Handicapped Children Act) was passed in 1975. Considering major components of this bill pertain to public awareness and professional development, an essential starting point for all subsequent conversation and action requires use of a definition that is accurate and consistent with both the scientific community and federal law.

2. **“Similar Learning Disorders”.** We strongly recommend that the term "similar learning disorders" be replaced with "literacy challenges." The bill's definition for "similar learning disorders" is the stated definition for "literacy challenges" in the Comprehensive Plan. This corrected term is more specific to the intent of the bill, and is consistent with the Response to Intervention (RTI) framework. It is widely agreed upon that intervention will be provided to students on the basis of need, without first having to qualify with a formal diagnosis of a "learning disorder." Many struggling readers' difficulties will not, and should not, rise to the level of a "disorder." This is a key component of RTI – we should provide a tiered approach that applies, at the lowest level, to all students, with the goal of minimizing students who require more intensive intervention
3. **Literacy Specialists.** We strongly recommend that the license or license field "Literacy Specialist" be added in conjunction with provisions containing the term "Reading Specialists". The conceived Literacy Specialist license, required skills, and job description, which are used prominently throughout the Comprehensive Plan, are different from the already existing ones for reading specialist. Individuals classified as literacy specialists shall have advanced preparation and meet more rigorous standards for comprehensive and in-depth content knowledge than what currently is required. Again, the SCR-110 Working Group agreed on this distinction after three years of thoughtful deliberation.
4. **Teacher Licensure.** As a technical matter, it is our understanding that the Hawai‘i Teacher Standards Board (HTSB), in consultation with the HIDOE, but not the HIDOE itself, determines licensure for Hawaii teachers. [Page 2, Lines 19-21]
5. **Areas of Support.** We strongly support the bill's intent to "support students with dyslexia and other literacy challenges by implementing a comprehensive plan..." [Page 2, Lines 9-11]. We also strongly support the three provisions that require the HIDOE to: (a) promote the awareness of, and strengthen support for, persons with dyslexia or other similar learning disorders; (b) require at a minimum, subject to funds made available for this purpose and the availability of qualified personnel, one licensed reading specialist teacher who meets the requirements established by the HTSB for each public school; and (c) make available professional development materials and training to educators to support the enhancement of reading, writing, and spelling skills of students with, dyslexia, or other similar learning disorders.

Dyslexia and other literacy challenges affect up to 15-20% of the general population. Of all students diagnosed with a specific learning disability, 85% have an issue pertaining to reading and language processing, making it by far the most common learning disability. The condition does not discriminate – it exists across gender, ethnicity, and all levels of intelligence and socioeconomic status. This bill is not simply about diagnosis though; it is about helping all struggling readers. Specifically, while the sections of HB 675 (as revised by HIDA’s changes to conform to the Comprehensive Plan) that relate to reading specialists and literacy specialists and professional development for educators, are essential to improve reading instruction for students with dyslexia, they will also improve reading instruction for students with other literacy challenges. It is widely known that 41% of Hawaii public school fourth graders and 32% of its eighth graders scored *below basic* on 2011 National Assessment of Educational Progress (NAEP) exam. These statistics, which rank Hawaii toward the bottom of the nation, should be shamefully unacceptable to all of us.

As has been written before, we must remember that *statistics are human beings with the tears wiped off.*

At this prevalence, dyslexia and other related literacy challenges impact more children than any other cognitive or physical childhood condition. Reading is foundational and should be valued as a right, not as a luxury determined by luck.

Reading might be best thought of as a "gateway skill." Proficiency in reading grants a student access to other content knowledge, as most academic subjects are mediated through digital or printed text. Without this skill, most content (and by extension, education and career opportunities) become increasingly inaccessible to that student. It has been widely documented that struggling readers, for a variety of reasons, often related to the effects of persistent school failure, disproportionately face poor academic, health, and economic outcomes (e.g., high school and college graduation rates, substance abuse, delinquency, unemployment, incarceration, etc.). When we do not properly teach a child to become a proficient reader, we do not only cheat them out of a skill, we steal something much more precious – their opportunities and aspirations.

What is most frustrating about the current epidemic of inadequate reading levels is that the appropriate instructional methods have been widely known and accepted for decades. Both the Comprehensive Plan and HB 675 reflect this well-established scientific knowledge and national best practices. One application is the school-based programs of HIDA's Odyssey Project. HIDA has administered this program in Hawaii public schools for several years, which includes the 3 elements of HB 675 – dyslexia awareness, professional development, and a "literacy specialist." The Odyssey Project data reports students making significant gains in reading achievement, along with lowering the number of special education referrals because appropriate identification and intervention were provided early. HIDA is confident that similar improvement would occur in all Hawaii schools if HB 675 is adopted and implemented with fidelity.

Taken together, the dire state of literacy in this state, and nation, has migrated over whatever equivocal line separates an educational crisis from a public health one. We have a moral imperative to act on behalf of these children and their families. Our current situation is untenable and rises to the level of warranting legislative attention. Several other states have statutes regarding literacy and this would be a wonderful opportunity for Hawaii to lead.

Even though we offered recommendations about certain provisions, HIDA believes HB 675 is an important step toward improving literacy instruction in Hawaii schools.

We thank the House of Representatives for bringing much needed attention and engagement to the critical issue of literacy in our state. We look forward to continuing to work with the Legislature and other public and private stakeholders in serving the needs of Hawaii's struggling readers.

Mahalo for the opportunity to testify in support of this measure.

Testimony on HB675, RELATING TO EDUCATION
Wednesday, February 6, 2013
2:10 pm, State Capitol Room 309

By LYNN HAMMONDS, EXECUTIVE DIRECTOR
HAWAII TEACHER STANDARDS BOARD

February 5, 2013

Dear Chair Takumi:

I am writing in strong support of the intent of HB675, which promotes awareness of the definition and characteristics of dyslexia and other similar learning disorders; requires the DOE to provide professional development to teacher relating to students with dyslexia; requires the Hawaii teacher standards board to establish licensure standards for reading specialists.

HTSB requests that the following section be removed, as the HTSB has already adopted the International Reading Association's standards for reading teachers and specialists for use in Hawaii teacher preparation programs and teacher licensure:

Page 2, line 19:

~~(4) Establish licensure standards for teachers, including reading specialists, relating to the needs of students with dyslexia or other literacy challenges; and~~

A copy of these standards, including the elements relating to reading specialist, is attached.

As a result of discussion between the HTSB and the Dyslexia Task Force, the Board recently reviewed language in their Hawaii Administrative Rules and plans to revise the language to broaden the requirement for teacher preparation programs to require instruction to all teacher candidates in the "teaching of reading and working with students with reading disorders". In addition, the HTSB is also reviewing licensing fields and levels, and has discussed adding the license fields of dyslexia, dyslexia specialist, and literacy specialist. It is also reviewing reading tests recommended by the Task Force and will review dyslexia teacher training programs as an option for currently licensed teachers to add new license fields to an existing license.

Thank you for this opportunity to testify.

Standards 2010: Standard 1
Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practices in systematic ways.
- Knowledge represents the currently shared content of the reading field, subject to change over time as new knowledge and understandings are acquired.

Elements

Element 1.1

Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

**Reading Specialist/Literacy
 Coach Candidates**

Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice,

challenge, and interests).

Demonstrate a critical stance toward the scholarship of the profession.

Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

Element 1.2

Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Reading Specialist/Literacy
Coach Candidates

Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.

Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

Element 1.3

Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Reading Specialist/Literacy
Coach Candidates

Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standards 2010: Standard 2
Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Foundational knowledge about literacy is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.
- A conceptual framework for literacy development should inform teaching practices and selection of materials.
- Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.
- Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.
- Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

Elements

Element 2.1

Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

Develop and implement the curriculum to meet the specific needs of students who struggle with reading.

Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.

Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

Element 2.2

Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Reading Specialist/Literacy Coach Candidates

Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking,

motivation, and writing.

Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

Support classroom teachers and education support personnel to implement instructional approaches for all students.

As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Element 2.3

Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Reading Specialist/Literacy Coach Candidates

Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Standards 2010: Standard 3 Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and systemwide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.

- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

Elements

Element 3.1

Candidates understand types of assessments and their purposes, strengths, and limitations.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates	Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
	Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
	Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
	Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 3.2

Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Reading Specialist/Literacy Coach Candidates	Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
	Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.
	Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.

Element 3.3

Candidates use assessment information to plan and evaluate instruction.

Reading Specialist/Literacy Coach Candidates	Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
	Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
	Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.
	Plan and evaluate professional development initiatives using assessment data.

Element 3.4

Candidates communicate assessment results and implications to a variety of audiences.

Reading Specialist/Literacy
Coach Candidates

Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

Demonstrate the ability to communicate results of assessments to various audiences.

Standards 2010: Standard 4
Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Diversity will be as much a reality in the future as it is in our lives today and has been in the lives of our predecessors.
- There is a tradition of "deficit" thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when cultural deprivation was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future.
- Creating a curriculum that values diversity requires that teacher educators and teachers step outside their personal experiences within a particular linguistic, ethnic, or cultural group to experience the offerings of other groups.
- The elements of diversity in a society cannot be isolated within that society and certainly not within an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.
- There is a danger in overgeneralizing (i.e., stereotyping) characteristics to all members of a group.
- Language-minority students need appropriate and different language and literacy instruction if they are to be successful academically while they learn English.
- It is the responsibility of teachers and schools not only to prepare learners in ways that value their diversity but also to prepare those learners to engage in active citizenship to redress areas of inequity and privilege.

Hide
Elements

Element 4.1

Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

**Education Support Personnel
Candidates**

Recognize the forms of diversity in their own lives and understand how these may limit or enable their reading and writing.

Demonstrate an understanding of the forms of diversity that exist in society, with a particular focus on individual and group differences that have been used to marginalize some and privilege others.

Value diversity as a resource in a functioning democratic society.

**Pre-K and Elementary
Classroom Teacher
Candidates**

Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.

Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.

Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.

Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

**Middle and High School
Content Classroom Teacher
Candidates**

Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.

Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.

Demonstrate an understanding of the ways in which various forms of diversity interact with adolescent literacy development and content area learning.

Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

**Middle and High School
Reading Classroom Teacher
Candidates**

Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.

Demonstrate an understanding of the impact of urban,

	<p>suburban, and rural environments on local culture, language, and learning to read and write.</p> <p>Demonstrate an understanding of the ways in which diversity influences adolescent literacy development.</p> <p>Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</p>
Reading Specialist/Literacy Coach Candidates	<p>Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.</p> <p>Assist teachers in developing reading and writing instruction that is responsive to diversity.</p> <p>Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p> <p>Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.</p>
Teacher Educator Candidates	<p>Demonstrate an understanding of current theoretical perspectives and empirical evidence related to diversity and reading and writing development.</p> <p>Prepare preservice teachers and other reading professionals to understand the relationship between first- and second-language acquisition and literacy development.</p>
Administrator Candidates	<p>Examine, evaluate, and articulate how students' diversity informs pedagogy, the selection of curricula, and professional development practices.</p> <p>Support and collaborate with teachers, parents and guardians, and community members to provide experiences that are responsive to students' diverse needs.</p> <p>Plan for and sustain school cultures that are supportive of the diversity that exists among teachers and students.</p>

Element 4.2

Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Education Support Personnel Candidates

Describe specific aspects of school and community experiences that can be used to reveal students' diversity and engage them in learning.

Assist in instructional practices that are linked to students' diversity and which also acquaint them with others' traditions

and diversity.

Assist in instructional practices that engage students as agents of their own learning.

**Pre-K and Elementary
Classroom Teacher
Candidates**

Assess the various forms of diversity that exist in students as well as in the surrounding community.

Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).

Provide instruction and instructional formats that engage students as agents of their own learning.

**Middle and High School
Content Classroom Teacher
Candidates**

Assess the various forms of diversity that exist in students as well as in the surrounding community.

Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

Provide instructional formats that engage students as agents of their own learning.

**Middle and High School
Reading Classroom Teacher
Candidates**

Assess the various forms of diversity that exist in students as well as in the surrounding community.

Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

Provide instructional formats that engage students as agents of their own learning.

**Reading Specialist/Literacy
Coach Candidates**

Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.

Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Provide support and leadership to educators, parents and guardians, students, and other members of the school

community in valuing the contributions of diverse people and traditions to literacy learning.

Teacher Educator Candidates

Engage preservice teachers and other reading professionals in multiple experiences and settings to strengthen their understandings about the ways that multiple identities of students intersect with curriculum orientations, literacy instruction, and student agency.

Collaborate with preservice teachers and other reading professionals to identify and advocate for forms of pedagogy, curriculum orientations, and professional development practices that focus on students' diversity.

Provide opportunities for preservice teachers and other reading professionals to reflect on and evaluate literacy-related experiences aimed at providing responsive instruction that honors students' diversity.

Administrator Candidates

Examine, evaluate, and articulate how instructional programs, curricular materials, and assessment practices impact the literacy outcomes of diverse students.

Identify human and material resources to effectively shape learning environments that are responsive to the various features of student diversity.

Element 4.3

Candidates develop and implement strategies to advocate for equity.

**Education Support
Personnel Candidates**

Use their literacy skills to assist communities that are experiencing discrimination to overcome it (e.g., volunteer in the development of or teach in an adult literacy or English as a second language program).

**Pre-K and Elementary
Classroom Teacher
Candidates**

Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.

**Middle and High School
Content Classroom Teacher
Candidates**

Provide students with linguistic, academic, and cultural experiences that link their backgrounds with content area learning.

Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

	Demonstrate how issues of inequity and opportunities for social justice activism and resiliency in students' communities can be incorporated into the content areas and literacy curriculum.
Middle and High School Reading Classroom Teacher Candidates	<p>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</p>
Reading Specialist/Literacy Coach Candidates	<p>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</p> <p>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</p> <p>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</p> <p>Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.</p>

**Standards 2010: Standard 5
Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- An effective literate environment offers both visible and "invisible" support (i.e., psychological, social, emotional) to learners as they expand their literacies.

- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (i.e., making the curriculum permeable to the social context). Learning should extend beyond the walls of the educational context to explore the potential for acts of literacy that affect the world outside.
- Learners require a literate environment that affords them the opportunity to engage in meaningful ways by providing time, accessibility, tools, choice, and support.
- Student learning is positively impacted by positive teacher dispositions, such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.
- To meet the needs of learners, a coconstructed literate environment must continually change as interests and focal points for learning shift over time.

Elements

Element 5.1

Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates	Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
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Modify the arrangements to accommodate students' changing needs.

Element 5.2

Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Reading Specialist/Literacy Coach Candidates	Create supportive social environments for all students, especially those who struggle with reading and writing.
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Model for and support teachers and other professionals in doing the same for all students.

Create supportive environments where English learners are encouraged and provided with many opportunities to use English.

Element 5.3

Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

Reading Specialist/Literacy Coach Candidates	Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
--	--

Create effective routines for all students, especially those who

struggle with reading and writing.

Support teachers in doing the same for all readers.

Element 5.4

Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**Reading Specialist/Literacy
Coach Candidates**

Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Support teachers in doing the same for all students.

Standards 2010: Standard 6 Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Effective professional learning is evidence based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of diversity.
- Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.

- Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

Elements

Element 6.1

Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates	<p>Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.</p> <p>Use knowledge of students and teachers to build effective professional development programs.</p> <p>Use the research base to assist in building an effective, schoolwide professional development program.</p>
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Element 6.2

Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Reading Specialist/Literacy Coach Candidates	<p>Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.</p> <p>Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.</p> <p>Join and participate in professional literacy organizations, symposia, conferences, and workshops.</p> <p>Demonstrate effective interpersonal, communication, and leadership skills.</p> <p>Demonstrate effective use of technology for improving student learning.</p>
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Element 6.3

Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Reading Specialist/Literacy	Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include
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Coach Candidates

working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).

Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.

Support teachers in their efforts to use technology in literacy assessment and instruction.

Element 6.4

Candidates understand and influence local, state, or national policy decisions.

**Reading
Specialists/Literacy Coach
Candidates**

Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.

Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.

Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

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February 4, 2013

**RE: TESTIMONY FOR HEARING OF HB 675 ON FEBRUARY 6, 2013,
2:10 PM**

To Education Committee:

My name is Paul Singer and I am the Head of Assets School, located in Honolulu, Hawaii. On behalf of my entire administrative team, I am writing in support of HB 675 Legislation, regarding dyslexia and a comprehensive plan for teaching reading in Hawaii's schools. As an educator for more than 30 years, as well as being dyslexic myself, I can't imagine a more important piece of legislation than HB 675.

With nearly 20% of the general population dealing with the challenges presented by dyslexia, it is time to pass legislation that will enable schools to effectively assist this growing population of students. For many students, the challenges of learning to read result in emotional scars that come from years and years of negative school experiences. These scars often never fully heal. I know this from my extensive experience working in this field, as well as my own personal experience as a dyslexic learner.

I strongly encourage your support of HB 675.

Thank you for your time and consideration.

Sincerely,

Paul Singer
Head of School
psinger@assets-school.net

ADMINISTRATION

Paul Singer, M.A., M.Ed.
Head of School

Sandi Tadaki, M.Ed.
Assistant Head of School
Director of Admissions

Jyo Bridgewater, J.D.
Principal, K-8

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February 5, 2013

House of Representatives
The Twenty-Seventh Legislature
Regular Session of 2013

Committee on Education

Attention: **Rep. Roy M. Takumi, Chair**

Rep. Takashi Ohno, Chair

Members of the Committee on Education

Aloha!

I would like to introduce myself. My name is Margarette Pegi Minicola Pang. I am the Founder and Executive Director for the Dyslexia Tutoring Center of Hawaii, Inc. (DTCH), and I am dyslexic.

My credentials are as follows:

- Certified Dyslexia Testing Specialist (the only one of two in the State of Hawaii)
- Certified Barton Tutor
- Dyslexia Screening Specialist
- 22 years of experience in the field of dyslexia

I have been a member of the SCR 110 Working Group for 3 years.

This Bill, HB675, has changed a lot during the past 3 years. I do not agree with the current bill. I strongly feel my original position, which supports DYSLEXIA AWARENESS TRAINING and a HANDBOOK or RESOURCE GUIDE on dyslexia is the correct and necessary 1st step – and the only thing that should be in this bill.

One of my reasons is this: Teachers resent and fight change that is forced down their throat – when they do not understand why it is necessary. The current bill forces them to change methodology and change how they teach reading, before they understand why.

That's why DYSLEXIA AWARENESS must be the first 1st step, and should include PRACTICAL, FREE, and easy-to-implement ACCOMODATIONS that every teacher can do **NOW** without additional training.



I think once teachers understand dyslexia, and once they see the positive impact that these practical, free, and easy accommodations provide, then teachers will be open, and hopefully eager, to learn and implement different ways of teaching reading & spelling.

However, I do think it will take **at least 3 – 5 years** for all teachers in Hawaii to go through a Dyslexia Awareness session, and for all the schools to get and read through a dyslexia handbook or resource guide, if one is implemented.

If you try to force different methods “down the throats” of teachers now, without that awareness & understanding, they will fight and resent dyslexia – and we won’t accomplish anything.

So the **ONLY** dyslexia Bill that I and DTCH **would support**, at this time, is one for **Dyslexia Awareness, Dyslexia Awareness sessions for teachers, and creation of a Handbook or Resource Guide on dyslexia.**

But if the Committee on Education decides **not** to switch the HB675 to only dyslexia awareness and a handbook or resource guide, then I would like to leave you with the following questions as a topic for discussion:

- Why are special education teachers not mentioned or included in training that will be required for reading specialists and literacy specialists?
- After all, the federal special education law requires that Special Ed teachers be "highly qualified" to teach whatever subject is listed on the IEP.
- And more than 80% of Special Ed kids are classified as having a Learning Disability, struggle with reading.

I would like to take this opportunity to say “Thank you” in advance to each and every one of you for reading and considering my testimony.

Mahalo Nui Loa!

Margarette P. M. Pang
Certified Dyslexia Testing Specialist
Certified Barton Tutor
Dyslexia Screening Consultant



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

TESTIMONY FOR HOUSE BILL 675, RELATING TO EDUCATION

House Committee on Education
Hon. Roy M. Takumi, Chair
Hon. Takashi Ohno, Vice Chair

Wednesday, February 6, 2013, 2:10 PM
State Capitol, Conference Room 309

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in support of House Bill 675, relating to education.

For dyslexic individuals, the cortical language network of the brain is a network that differs from non-dyslexic persons in appearance, organization, and function. These differences, researchers have found, account for the fact that most people with dyslexia need direct instruction in phonological processing and alphabetic skills, failure to address which can lead to difficulty in learning to read, write, spell, and, subsequently, meet rigorous educational demands in nearly all subject matters. Moreover, dyslexia is exacerbated by other common brain-based conditions, like Attention-Deficit/Hyperactivity Disorder (ADHD). Thus, as dyslexia expert Gordon Sherman notes, when dyslexia and any comorbid conditions are not properly assessed and treated, the environment in which a dyslexic child finds herself can turn the student's learning *difference* into a learning *disorder*. For that reason, we strongly support efforts to provide training in recognizing dyslexia to educators, as well as the resources—including reading specialists and dyslexia awareness information—necessary to support dyslexic students in achieving annual learning growth benchmarks.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance



S E A C
Special Education Advisory Council
919 Ala Moana Blvd., Room 101
Honolulu, HI 96814
Phone: 586-8126 Fax: 586-8129
email: spin@doh.hawaii.gov

February 6, 2013

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Representative Roy M. Takumi, Chair
House Committee on Education
State Capitol
Honolulu, HI 96813

RE: HB 675- RELATING TO EDUCATION

Dear Chair Takumi and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **supports the intent** of HB 675 that promotes awareness of dyslexia and addresses needed supports to struggling readers through literacy specialists and personnel development for classroom teachers.

This legislation is the first step in a comprehensive plan set in motion by Senate Concurrent Resolution No. 10 in 2010. SEAC has provided a representative to participate over the past three years in the thoughtful and methodical planning of the Dyslexia Working Group resulting from SCR 110.

SEAC's interest in improving services for students who struggle with reading is fueled by the knowledge that an inability to read at grade level has a significantly negative impact on a student's overall academic success. Students with disabilities are woefully behind their peers in reading proficiency and making very slow improvements over time. In 2011-12 only 25% of students with disabilities met proficiency in reading on the Hawaii State Assessment compared to 72% of students without disabilities.

Many parents of students with disabilities who have been found eligible for services through the Individuals with Disabilities Education Act under the broad category of specific learning disabilities are anxious to know whether their child has a specific diagnosis of dyslexia and whether he or she is receiving the appropriate instruction in the classroom. HB 675 addresses the need for greater awareness, better screening and early, researched-based interventions when students fail to make progress.



While SEAC shares the sense of urgency with the Dyslexia Working Group that many students need more timely and sustained interventions to realize their academic goals, we have a number of unanswered questions about the implementation of HB 675, including:

- Is the Hawaii Teachers Standards Board prepared to license reading or literacy specialists?
- Are the definitions offered correlated with existing federal and state regulations? For example, “other similar learning disorders” is not a term used in IDEA or Chapter 60.
- How does the requirement for the Department of Education to provide training to educators interface with its Race to the Top Response to Intervention Training that began this school year?

SEAC requests that the Committee consider introducing a resolution to resolve these implementation issues, allow forward progress on the Working Group’s Comprehensive Plan, and offer the opportunity for more input from other key stakeholder groups.

Thank you for the opportunity to provide testimony on this important legislation. If you have any questions, I will be happy to answer them.

Respectfully,

Ivalee Sinclair, Chair



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February 6, 2013
2:10 p.m.
Conference Room 309
TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION
RE: HB 675 – Relating to Education

Dear Chair Takumi, Vice Chair Ohno, and Members of the Committee:

My name is Lee Grossman and I am the Interim Executive Director and CEO of the International Dyslexia Association (IDA). IDA is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia as well as related language-based learning differences.

We are the oldest such organization in the U.S. serving individuals with dyslexia, their families, and professionals in the field for the past 64 years. IDA has 44 branches throughout the United States and 23 international partners with the Hawaii Branch (HIDA) being our affiliate in the State of Hawaii. HIDA has brought to our attention the importance of the legislation proposed in HB 675 and we fully support the recommendations and proposed changes that HIDA has presented in its testimony on this bill.

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

Dyslexia and language related disorders make up approximately 80% of those with learning disabilities and it is projected that 10-20% of the population has some form of dyslexia. Considering the population of Hawaii is approximately 1.4 million people, it can be estimated that 140,000-280,000 of Hawaii's residence have dyslexia. Currently many of these people are receiving inadequate, inappropriate or no services for this condition which creates an added burden to the families, the individuals with dyslexia and to the general population.

The passage of HB 657 is an important start to addressing these inadequacies and providing much needed services to the dyslexia community. We urge you to move HB 675 forward and look forward to working with you to improve the lives of those affected by dyslexia and reading disabilities.

Sincerely,

A handwritten signature in black ink that reads "Lee Grossman". The signature is written in a cursive style and is followed by a horizontal line.

Lee Grossman
Interim Executive Director and CEO
International Dyslexia Association

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 06, 2013 7:28 AM
To: EDNtestimony
Cc: dyslexiaunlocked@mac.com
Subject: *Submitted testimony for HB675 on Feb 6, 2013 14:10PM*

HB675

Submitted on: 2/6/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Vickie M. Kozuki Ah You	Alternative Learning Solutions HI	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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February 6, 2013
2:10 p.m.
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON
EDUCATION

RE: HB 675 - Relating to Education

Chair Takumi, Vice Chair Ohno and members of the committee,

My name is Robert Witt and I am executive director of the Hawaii Association of Independent Schools (HAIS), which represents 99 private and independent schools in Hawaii and educates over 33,000 students statewide.

HAIS supports the intent of HB 675 which promotes awareness of the definition and characteristics of dyslexia and other similar learning disorders. HB 675 also requires the Department of Education (DOE) to provide professional development to teachers of students with dyslexia, and requires the Hawaii Teachers' Standards Board (HTSB) to establish licensure standards for reading specialists.

HAIS supports the efforts of the Hawaii Branch of the International Dyslexia Association (HIDA) to implement recommendations of the Working Group, formed by SCR 110 in the 2010 Legislative Session, as expressed in its Comprehensive Plan.

We agree with HIDA that the language in HB 675 referring to dyslexia as a "specific developmental learning disorder" should instead state that dyslexia is "a specific learning disability," thereby aligning this measure with a definition consistent with the federal National Institute of Child Health and Human Development (NICHD) along with the International Dyslexia Association (IDA).

This more precise and conventional reference allows for our dialogue about dyslexia during this session to be instructed by more than ten years of scientific inquiry while matching language used consistently within the context of the Individuals with Disabilities Education Improvement Act (IDEA, 2004). With such a change, our dialogue will be elevated and more broadly understood by consistently using language commonly accepted in the practice and policy of education since 1975 when the Education of All Handicapped Children Act was approved, the first major step in accepting and treating this condition in our schools.

The three years of inquiry conducted by the Working Group adds significantly to the existing body of knowledge about dyslexia, makes reasonable recommendations for new policy, and thereby advances practice benefiting the significant numbers of children in our schools who have dyslexia. Should there be those who recommend more study of this issue, with additional stakeholders engaged in the next 12 months, HAIS pledges to support such an effort while also urging the House Committee on Education to pass this measure to allow for more awareness building, constructive dialogue, and momentum-building.

More specifically, the reading specialists and professional development opportunities for teachers described in HB 675 will improve reading instruction for all readers, not just students with dyslexia. Struggling Readers are students with dyslexia or other reading disabilities (up to 20% of the population), as well as other students who struggle with reading. In 2011, according to the National Assessment of Educational Progress (NAEP), 41% of Hawaii's fourth graders and 32% of Hawaii's eighth graders read below basic reading levels.

Additionally, the provisions of HB 675 are designed to build capacity for teachers to gain more specific knowledge and skills in best practices that are research-validated. Professional development will be available to educators to support the enhancement of reading, writing, and spelling skills of Struggling Readers, as well as increase and improve awareness of improved practice across the field in the teaching of reading to all children.

Commendations to HIDA and the dedicated members of the Working Group for advancing knowledge in this field and serving as a catalyst with policy-makers to create policy in support of such advanced practice.

Thank you for the opportunity to testify.



HOUSE OF REPRESENTATIVES
THE TWENTY-SIXTH LEGISLATURE
REGULAR SESSION OF 2012

COMMITTEE ON EDUCATION
Representative Roy M Takumi, Chair

2/6/2013
Rm. 309, 2:10 PM

HB 675
Relating to Education

Chair Takumi and Members of this Committee, my name is Max Sword, here on behalf of Dr. Richard Kelley, Chairman Emeritus of Outrigger Hotels Hawaii, in support of HB 675.

Many do not know that Dr. Kelley grew up with dyslexia, and he believes that if he had not had wonderful, supportive parents and excellent schooling, he might have fallen through the cracks and had a much different life.

Unfortunately, many children with dyslexia or other reading disabilities do not have the advantages that Dr. Kelley had. A lot of these kids are smart, but fail to live up to their potential and far too often get discouraged in a traditional school setting and drop out.

There are a number of studies that show that some dyslectics turn to anti-social activities, such as drugs and gangs, where their inability for reading comprehension does not matter. As a result, the rate of dyslectics in prison populations is about twice that of normal populations.

Dr. Kelley and Outrigger Hotels believe that early recognition and appropriate techniques will make the difference between a child exceling in school and life, or becoming another negative statistic.

We support the efforts of HIDA and urge your favorable consideration of this measure.

Mahalo for allowing use to testify.



STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
919 ALA MOANA BOULEVARD, ROOM 113
HONOLULU, HAWAII 96814
TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
February 6, 2013

The Honorable Roy Takumi, Chair
House Committee on Education
Twenty-Seventh Legislature
State Capitol
State of Hawaii
Honolulu, Hawaii 96813

Dear Representative Takumi and Members of the Committee:

SUBJECT: HB 675 - RELATING TO EDUCATION

The State Council on Developmental Disabilities **SUPPORTS THE INTENT OF HB 675**. The bill promotes awareness of the definition and characteristics of dyslexia and other similar learning disorders, requires the Department of Education (DOE) to provide professional development to teachers relating to students with dyslexia, and requires the Hawaii Teachers Standards Board to establish licensure standards for reading specialists.

The Twenty-Fifth Legislature in 2010 adopted SCR 110, SD2, that established a working group to develop a comprehensive plan to improve awareness of and strengthen support for persons with dyslexia. This was a beginning step in addressing awareness and support for persons with dyslexia.

With regard to the implementation of the bill, the Council has the following questions that are similar to the ones raised by the Special Education Advisory Council (SEAC) in their testimony:

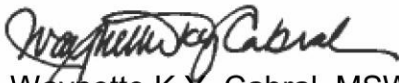
- 1) Is the Hawaii Teachers Standards Board able to develop standards for reading specialists by the first day of the 2014-2015 school year?
- 2) Is DOE able to provide for one licensed reading specialist teacher who meets the requirements established by the Hawaii Teachers Standards Board for each public school by the first day of the 2014-2015 school year?
- 3) Are the definitions included in Section 2 on Pages 3-7 consistent with existing Federal and State laws and regulations? An example provided by SEAC is the definition for "other similar learning disorders" as it is not a term referenced in the Individuals with Disabilities Education Act or Chapter 60, Hawaii Administrative Rules.

The Honorable Roy Takumi
Page 2
February 6, 2013

- 4) How does the requirement that DOE provide training to educators interface with its Race to the Top response to intervention training that started this school year (2012-2013)?

Thank you for the opportunity to submit testimony **supporting the intent of HB 675.**

Sincerely,


Waynette K.Y. Cabral, MSW
Executive Administrator


J. Curtis Tyler III
Chair

Feb 2, 2013

RE: Testimony in Support of HB675 – Relating to Education

Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675

I am a supporter of continued Dyslexia Awareness. I am a DOE Substitute Teacher, a mother and special learning disabilities behavior teacher, and educator to students and others. My daughter is now 17-years old, in grade 11 and still struggles with performance, meeting standards and experiences great pressure to meet the criteria of the DOE system set for regular students without the additional aids which could be offered in this bill.

I first approached the school in her 2nd grade noticing serious issues. Shut down by the school and other parent in denial of a disability because of lack of knowledge and awareness from professionals who are directly involved in the education system. This delayed created unnecessary struggles and additional emotional, mental and educational handicaps in my daughter's life. I believe strongly if her low level of reading and Dyslexia challenges were addressed in EARLY CHILDHOOD education she would be much more adapted, accomplished and confident student not discouraged. Instead the DOE continually passing her on to the next grade just to meet the NO CHILD LEFT BEHIND (NCLB) act is not an excuse to public, teacher, parents and student awareness. The DOE is the specialists and experts in EVERY child's life and it should not be SOLELY a parent's responsibility to prove, fight, stress and use unnecessary court actions or threats of lawsuits to get the help a child needs.

In the DOE system, you have the recognized students 2-4 per inclusion class plus another 2-4 unidentified students per class. These larger classrooms, lack of teacher one on one instructors, inexperienced or unknowledgeable teachers trying to perform a functioning class reaches almost impossibilities for teachers to do effective teaching. I see higher level students suffer, regular students suffer and learning disabilities students suffer in the classroom. The pressure should not all be on one teacher to perform excellence in an imperfect, identified, unaddressed system.

I also support changes to HB675 recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

Please support HB675.

Thank you.

Sincerely,

Kathryn Rose Kepo'o (808) 429-5888

February 3, 2013

RE: Testimony in Support of HB675- Relating to Education

Hearing before the House Education Committee

February 6, 2013, 2:10pm

Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675. The oldest of my four children is dyslexic and if I hadn't sent him to a school that had the tools to teach him to write he would have never gone on to the University of Colorado to earn his Aerospace Engineering degree and now his Physics degree.

In my husband's family there is a history of dyslexia. His uncle the late Senator Richard Matsuura was probably dyslexic as he often mentioned to us how he could not read or write well in school. Senator Matsuura also has a son and grand children who are also dyslexic.

My son's dyslexia was never recognized while he was in the DOE for grade school or 7th grade. In 7th grade his teachers just told me they thought he was "lazy" and "not working up to his full potential." I learned about dyslexia through workshops HIDA would put on. I had my son tested. By this time he was in the 9th grade at Mid Pacific Institute. I took the test results that revealed he was dyslexic. It had recommendations on "accommodations" so he could do better. I took it to his English teacher since he was failing in her class. Her comment was that she did not have the "tools" to do anything that was recommended since she never got that in her training to become a teacher. She recommended I try to see if ASSETS school would be able to teach my son the "accommodations" he needed to be successful in his academics.

Unlike many others I could send my son to ASSETS. There he got the help he needed so he could succeed. He graduated with a 4.0 grade point average, was one of the two valedictorians, took AP calculus and AP chemistry which he passed and got college credits, and even took summer courses at UH as a junior in high school.

There are no regrets in this route my husband and I chose for my son. But it was heart breaking to have him leave behind his friends from his other schools and it was especially painful to hear someone say "lazy" when that clearly was not who my son

was. It was eye awaking, if not shocking to learn that those who choose to become educators are not taught the tools they need to teach in ways those with “phonological awareness” delays can best learn. I can’t imagine what it is like for those children who never get diagnosed or never get to a school that is equipped with teachers who have the “tools” to teach them.

I support this bill but I also support the changes to HB675 recommended by the Hawaii Branch of International Dyslexic Association (HIDA), including the definition of dyslexia.

Thank you for your time to listen to me. Please support HB675.

Sincerely,

Carol Furuya

TESTIMONY IN SUPPORT OF HB 675

Submitted by Doris Ching, Educator
Emeritus Vice President for Student Affairs, University of Hawai`i System
February 3, 2013

Chair Takumi, Vice-Chair Ohno, and Members of the House Committee on Education:

I strongly support HB 675 because it is an important first step toward improving reading and literacy instruction for students with reading disabilities as well as for students without disabilities who are struggling to learn to read in our public schools. I understand clearly the many demands on the Department of Education and school resources at this time, but as a matter of educational priorities, what can be more important than teaching children to read? Reading is the “gateway” to continued learning. To reiterate, there is no question in my mind that this bill will benefit *all* students. This bill will support a basic foundation to the instruction of reading for *all* children who are learning to read.

I am pleased to commend the Legislature for the passage of the 2010 Senate Concurrent Resolution 110 that created the Working Group to address the issues of dyslexia and reading disabilities of students of all ages who are academically capable, but may not learn to their full potential with the traditional modes of teaching and learning. The passage of HB 675 will be a major step toward implementing the *Comprehensive Plan to Teach Reading in Hawai`i Schools* which has been a 3-year joint effort of the SCR 110 Working Group which included the Hawai`i International Dyslexia Association (HIDA), University of Hawai`i System, Hawai`i State Department of Education, and other organizations committed to improving the literacy skills of students in Hawai`i with dyslexia and reading disabilities.

I also support the recommended changes to the bill, as proposed by the Hawai`i Branch of the International Dyslexia Association (HIDA) because they conform it more closely to the *Comprehensive Plan*. With the changes, this legislation will make a positive difference in the lives of numerous students, educators, and parents, and will benefit the entire community. I urge you to pass HB 675.

As I stated in my testimony before you in 2010, I am heartened and encouraged by your committee’s interest in this important issue. Today, I thank you, again, for your continued efforts to provide all children with the very basic tool of *learning to read*, that can make the difference between their future of success or their future of non-fulfillment as students and contributing citizens.

Thank you for this opportunity to write in support of HB 675.

Date: 2/2/2013

RE: Testimony in Support of HB675 – Relating to Education Hearing before the House Education Committee February 6, 2013, 2:10 pm Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675

I also support changes to HB675 recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

As a parent of a child with dyslexia, who cannot afford to enroll her at Assets School, HB675 would bring a great relief and would provide her with the help she needs to be able to read at grade level, as well as, receive the proper education that she deserves.

Discovering that Ayslee had a disability came as a shock because she seemed like a normal child in almost every way and the process of getting her help at school was a horrible experience. I realized that Ayslee learned differently when she was in 2nd grade and I was unable to help her learn in the only way I knew how to teach her. She made inconsistent mistakes in spelling, even with repeated practice. She did not seem to understand math and was unable to master the basic skills. She also began falling behind grade level in reading. At conferences her teacher told me that the school recommended that he not refer her if she showed any improvement at all and instead to wait until 3rd grade. I did not know what refer meant but I assumed it was sending her to a small group to get additional help, which my oldest daughter did when she was in grade school.

At our first 3rd grade conference the teacher told me she thought that Ayslee had a learning disability and I was shocked. Not knowing anything about them I went home and googled them to see what I could learn and dyslexia was the first one I saw. I read the checklist and warning signs of people with dyslexia and discovered that Ayslee displayed about 75% of those symptoms. I shared this with the teacher and she thought that the school would not be able to help Ayslee with her dyslexia. I thought if the school could not help her then I should call her pediatrician and ask if they could test her for dyslexia. He told me that it is the Department of Education's responsibility to test children for learning disabilities and he started the referral process for me.

I had no idea what to expect at the first meeting with the "team" and it quickly turned into a nightmare. I had to prove that Ayslee had a learning disability and felt I was being treated as a lazy parent who was trying to blame the school for her inability to learn. Her previous teachers were the only people present to show me any support and validate what I was saying. I will forever be indebted to Ms. Kim who fought for Ayslee when I became emotional because of what was happening at that meeting. The team agreed to test her and I was relieved because I thought for sure that the testing would show what type of help that Ayslee needed and she would be able to get it. Unfortunately that was not the case.

When I met again with the “team” to go over Ayslee’s test scores the results were not necessarily those of a student with a learning disability but they were what one could expect from a child with dyslexia. The testers all took turns explaining the tests they gave Ayslee and the results that they were presenting. Her behavior was consistently reported to be positive and many of the tests came back at grade level except her math fluency, spelling and passage comprehension, which were below, but not enough to constitute a learning disability.

Her occupational therapist reported that she did great drawing shapes but when it came to writing words she did not place them appropriately on the lines and that her formation of letters were not complete enough to be legible. The school counselor reported that Ayslee’s behavior appeared to be consistent with her peers when watching her work but he was shocked when he saw what she produced which was very hard to read, very poorly spelled and did not seem to follow what was expected of a 3rd grade students writing capabilities. Her teacher reported that Ayslee’s work was hard to read and even though it was misspelled she could usually decipher what most students were trying to get across but not with Ayslee’s work. She also said when she asked Ayslee to help her understand Ayslee could not read it either and could not remember what she wrote well enough to be able to explain it to her. The report from the district psychologist came back as average, and she insisted that Ayslee did not have a learning disability. I had studied dyslexia and was not surprised by these test results so I shared what I had learned about dyslexia with the team.

The response I received was not what I expected and very disheartening. The district psychologist told me that Ayslee could not possibly be dyslexic because she scored too high on her phonological awareness test and she refused to sign the paper qualifying her for special education. I was aware that diagnosing dyslexia requires a minimum of 8 different tests but chose not to argue this with someone who was obviously not going to listen. She went on to say that the school had not even tried to help her and qualifying her for special education without an intervention would be like going to the doctor and having them remove a limb without trying to heal it first. Her attitude infuriated me, she was one of the members of the “team” who had met Ayslee only to give her tests and she was the one claiming to know the most about her learning style.

The team agreed to do an in school 6-week intervention to see if they could help Ayslee. We met back after this intervention and the teacher who helped Ayslee with reading reported that she could not make any consistent progress with her. What Ayslee was taught one week she would forget the next and things she did not seem to have trouble with one week she would not know the next. Her teacher worked with Ayslee on her math skills and found that Ayslee could easily do the classwork when using manipulatives like the rekenrek, but could not apply this understanding to the paper using her pencil.

The team agreed that Ayslee had a learning disability and she was approved for special education services. The district psychologist felt the need to mention that the only reason she was signing the paper was because the intervention did not work and that she still did

not believe that Ayslee had a learning disability. I showed her Ayslee's HSA scores, which were 251 in reading, well below proficiency and 272 in math, only 4 points above well below proficiency. I asked her to explain to me how the IQ tests that she had given Ayslee could come back as average when she performed so poorly on these tests and she could not answer me. This discrepancy between the HSA scores and the IQ scores are a perfect example of a student with dyslexia.

Ayslee qualified for special education services and I was relieved thinking she would get the appropriate help and that she would be able to make great improvements.

Unfortunately, it was not as simple as that. I shared with the team that Ayslee needed a multisensory approach to learning and that the special education department had the Souday System, which is an Orton-Gillingham derived program that is one of many recommended for teaching dyslexic students. I did not realize that if it was not printed in the IEP that it would not happen. At Ayslee's first 4th grade conference I learned that the special education teacher was not using this program but instead was using other methods that she preferred which were also multisensory in nature. I was upset because I thought that I had covered this in our meeting and called a meeting with her and the classroom teacher to discuss what was happening with Ayslee.

I explained all that I had learned about dyslexia and why an Orton-Gillingham approach was the most appropriate for her. I brought in a dyslexia workbook I purchased and asked her to use this or the Souday System to help Ayslee. The special education teacher did not have certification to teach dyslexic students so she showed the workbook to the only special education teacher at the school to have this qualification and she said that the workbook followed the Souday System very closely and should help Ayslee with her reading problems. At the end of the year when I picked up the workbook to take it home the special education teacher confided in me that the workbook was a great resource and would be able to help many of the students in special education.

Ayslee continues to be in special education and the time of day she is there has increased to two hours a day in hopes that this will help her meet her IEP goals of reaching grade level. She has made some progress, which I attribute mostly to her participation in the Odyssey Project. I am so grateful to HIDA for selecting Ayslee to participate in this program. She has been given the opportunity to be given reading instruction using the Orton-Gillingham method by a teacher and a tutor who are earning their AA in this method. I have been able to follow her progress so much closer through this program than I can her special education instruction. She is taught special decoding skills and tested on her reading twice a week for an hour each day and her progress is recorded. This is the second year she was selected for this program and I cry tears of relief over the progress she has made. She went from being stuck at a 2.5 grade reading level to recently graduating to a 4th grade level.

Ayslee is a 5th grade student who is about ready to leave a predominantly multisensory elementary school and go to a strictly linear public middle school where she will be sent to 7 different classes on a rotating schedule. Her dyslexia causes her to have poor organizational skills and she is insecure about asking for help about what she does not

understand. I believe that she will begin failing school next year because of this and her inability to decode textbooks that are written for her grade level, which she cannot read. Ayslee's only hope from a downward spiral is if we can qualify for enough financial aid for her to go to Assets School. HB675 would change all of this for students like Ayslee. This bill is just the beginning of a plan that could change the lives of 15-20% of the population that are suffering through the public school system, falling through the cracks because they do not qualify for special education or do not get what they really need from it. My oldest daughter is the perfect example, fortunately (or not) she read just well enough to get by so she was never referred for services and I did not know why she struggled so much with spelling and math. She graduated from public school two years ago still not able to spell properly and struggling with basic math. She is now in her second year of community college and she finally had a math teacher that taught her a multisensory approach to mathematics that she could understand. At 20 years old she can finally say that she gets it. This is what the typical dyslexic student can hope to get from a public education. This is not enough and something must be done to enable this 15-20% of the population to get the education and opportunities that they deserve.

Dyslexics have many gifts, they are the big picture people who can look at a situation and see what is missing. They are the entrepreneurs who make all of our lives better by coming up with the solution to the problems that the non-right brain dominant members of the population are not even aware of. They are the ones with strong intuition skills that can relate to other people and know just what to say to make them feel good and inspire them to greatness. They are important and if we do not make the necessary changes that are required to the public education system and teach them appropriately then they may not make it to graduation. They will not have an equal opportunity for employment and may remain unemployed. They will develop mental health issues like depression because they are frustrated and have low self-esteem. They may develop social problems and run a higher risk of becoming criminals (60-80% of juvenile offenders and prison inmates have reading problems). On behalf of the well being of the entire population I ask you to pass HB675 as the first step for a remedy to this unfortunate situation.

Please support HB675.

Thank you.

Sincerely,



Teresa Hale / Parent / HIDA Member

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 04, 2013 2:13 PM
To: EDNtestimony
Cc: proofitworks@gmail.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/4/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Cora Piliwale	Individual	Support	No

Comments: I support HB675. I feel we need to help those who have dyslexia. Mahalo

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

February 4th, 2013

RE: Testimony for hearing of HB 675 on FEBRUARY 6, 2013, 2:10 PM

To Education Committee:

I am writing in support of HB 675 Legislation, regarding dyslexia and a comprehensive plan for teaching reading in Hawaii's schools. For the past 12 years, I have been an educator at Assets School, working with hundreds of dyslexic high school students. Each year I have the privilege of teaching these young men and women the learning skills necessary for them to pursue their dreams of college and/or career. I cannot imagine a job more rewarding than seeing struggling readers grow into competent and confident learners. Each year, nearly all of our graduates at Assets High School enroll in college following graduation, and all of our students who apply to college are accepted into programs (which include 4-year mainland universities). These students have these opportunities because they are enrolled in a school that specifically addresses their unique learning needs as dyslexic learners.

As the report states, "Dyslexia and other literacy challenges affect up to 15-20% of the general population." This means there are thousands of underserved dyslexic students across the state of Hawaii, and only a small fraction of these students have the opportunity to be served by Assets School. This legislation will help to ensure that all students have access to effective reading instruction, not just those who can afford it or find it. It will also require that teachers be properly trained to understand dyslexia and implement teaching methods that are proven to be effective.

There are many urgent issues confronting the people of Hawaii. However, I believe that Hawaii's low literacy rates are truly at the root of many of the challenges we face as a state. By passing HB 675, we are taking an incredible step forward in building a stronger and literate community.

Thank you for your time and consideration.

Sincerely,



Susan Travis,
High School Principal
Assets School
One Ohana Nui Way
Honolulu, Hawaii 96818
stravis@assets-school.net

February 4, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am a practicing pediatrician in Hawaii for 25 years. I have always felt helpless to the many parents who came for guidance and direction for their children with reading problems. Guiding them to get DOE testing led to disappointing results. Many months later, these families were still struggling to help their children read.


Five years ago, I discovered that my own son had dyslexia. After coping with the shock, I immediately shifted into researching dyslexia to help my son. The past 5 years of learning about dyslexia have led me to the profoundly appalling conclusion that our schools and teachers are poorly equipped to recognize or help children with reading problems.

NIH funded Dyslexia research centers state that 1 in 5 of all people, have some form of dyslexia. This number stunned me. Leaving me breathless. Leaving me speechless. I continue to think about this number every day. How could so many children and adults who have reading issues not be identified? How could so many children and adults with reading issues not be helped? With such prevalence, why do most teachers and educators know almost nothing about dyslexia?

Current neurobiology now demonstrates brain wiring differences in dyslexics. With proper reading programs, the young brain can be taught to use more efficient reading pathways. In other words, if started in the early years, we could literally change the brain wiring for reading. There may be a small window of opportunity to help reading fluency and comprehension. Why are we missing this? Shouldn't every teacher be knowledgeable about dyslexia? Shouldn't it be a requirement for all teachers to understand this very common problem? I dream of a day when all teachers will know more than I about dyslexia.

Please support HB 675.

Sincerely,



Lillian Fujimoto, MD
Straub Mililani Clinic
95-1249 Meheula Pkwy
Mililani, HI 96789

[House Education Committee](#)

Dear Chair and committee members

RE: Support for HB 675:

I strongly support HB 675, because I am aware that too many bright and capable students, who are also struggling readers, slip through the cracks in the current education system. Unfortunately, despite good intentions, our current system fails to reliably translate what is known about what works to help struggling readers into what is practiced in our public schools. Too many of these students continue down a typical path of academic failure, frustration, and frequently acting out. They fail to reach their potential and too often become a drain on taxpayer resources. With the services provided by this bill, these students will be better supported to be successful in school and life.

I am very aware of what a difference getting the right help at the right time can make for struggling readers. My son could not read in 3rd grade, because he had dyslexia. We were fortunate that we had the resources to get help for him from outside the public school system. Because he got the right help at the right time, he was able to graduate with honors from Princeton and is now a PHD candidate at Stanford. Unfortunately the current practices allow far too many students like my son to slip through the cracks, because they aren't getting the right resources at the right time. This bill will help identify struggling readers earlier, translate what works into the classroom, and effectively help most of these students reach their full potential so they can become contributing members of society.

I urge your support.

Sincerely,



*Sharon Vitousek MD,
Board Chair, Hawaii Learning Resources*

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 04, 2013 9:20 PM
To: EDNtestimony
Cc: ScottF2009@hotmail.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/4/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Scott H. Fujiwara	Individual	Support	No

Comments: Dear Chair Takumi, Vice-Chair Ohno, and Members of the Education Committee: I am submitting this testimony in support of House Bill No. 675. I wish I could also testify in person, but I have classes on Wednesday. I am a senior at Hanalani School, and I am dyslexic. I am lucky; I read and write well enough to be graduating from high school and moving on to college. I know there are a lot of other dyslexic students who won't have that opportunity. I went to a public elementary school in Mililani and everything seemed fine until the 4th grade. I don't recall that much, but that's when I found out I wasn't really reading. Apparently I was just recognizing the shape of the word "stegosaurus" in the same way I could recognize a picture of a stegosaurus. I knew both meant a huge prehistoric animal with plates along its back. I thought I was reading like the other children, but that wasn't the case. I couldn't "sound out words," or find them in a dictionary, or spell, or tell how many syllables there were, or read a single sentence out loud without making mistakes. That's really hard to understand when you know you are smart. And it's even harder to keep believing you're smart. My mother said my school counselor suggested I move to a private school because he honestly did not think my public school would be able to help me. So I transferred to Hanalani where the principal had dyslexia. I went to multi-sensory language tutoring after school for about three years – at first 3 times a week until I could go once a week. It was a lot of extra work, but I learned to read and write pretty well – although rather slowly. It's still not easy. I don't sound out words; everyone uses electronic dictionaries and spell check; nobody asks me about syllables anymore; and I still make mistakes reading out loud. Though I didn't realize it growing up, as I said, I am lucky. My parents could afford to send me to a private school and private MSL tutoring. They could take off from work in town, pick me up after school in Mililani, and drive me to meet my tutor near the stadium. My mother could read textbooks to me when I was just too tired to complete the assignment. They could help me understand when dyslexia was making something difficult – like memorization, taking notes, and reading pages of instructions. I think that's one of the toughest things – it's hard to tell if something is difficult because of the dyslexia or because you're just not trying hard enough. I know not all parents can do as much. Many cannot afford private school and tutoring. Many cannot help their children learn what the school can't seem to teach them. So I really do believe the public schools have to do more. They have to be able to teach children like me to read - there are a lot of us. They have to know when children are struggling because of learning differences instead of assuming they are not trying hard enough. And they should never have to tell parents that they honestly do not think the public school will be able to help their dyslexic child. Please support HB 675. Thank you.

Sincerely yours, Scott Fujiwara

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or

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ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 04, 2013 9:23 PM
To: EDNtestimony
Cc: donaahuna@gmail.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/4/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Dona Ahuna	Individual	Comments Only	No

Comments: Teachers need more support, but the standards board doesn't have to require licensure if the reading specialist is a licensed teacher. Teachers already pay a lot for their teaching license, don't add more. Also, who will be diagnosing the students?

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February 4, 2013

RE: Testimony in Support of HB675-Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in **support of HB675**. As a parent and Academic Language Therapist, I witnessed the prevalence and impact dyslexia has on our children in our schools. I was fortunate to have the financial ability to send my 2 sons to ASSETS, a private school specializing in dyslexia. While Assets has a stellar reputation for its effective instructional programs, it also has one of the highest tuitions in the state.

The incidence data states that 20% of the population has some form of dyslexia or a reading challenge, yet 90% are unable to afford private instruction. This means appropriate, effective instruction is only available to the affluent which is a travesty. This bill is an opportunity to ensure ALL students have access to instruction that has been scientifically proven to be effective.

We are currently witnessing a new generation of children entering schools. They were born and raised on the explosion of new technology that has left them ill-equipped to compete in the global market. Literacy is the key in preparing our children for a competitive world.

I also support the changes to HB675 recommended by the Hawaii Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

Please support HB675.

Thank you.

Sincerely,

Susan Okamura, M.S., CCC-SLP
Certified, AOGPE
95-749 Lauaki Street
Mililani, Hawaii 96789

February 4, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am the parent of two dyslexic sons. I also tutor dyslexic students and adults. I teach them to read, write, and spell, using multisensory structured language methods (MSL). This means that I break down the English language into manageable pieces, and methodically teach the elements, one by one, from the simplest to the most complex. These methods *work*.

As The Comprehensive Plan to Teach Reading to Students in Hawai'i explains, the scientific evidence for the effectiveness of MSL is very strong. Dyslexic students are very capable of learning to read and write. They simply need to be taught their way.

My older son spent two years in classrooms headed by well-meaning teachers, who were doing their best but did not know how to teach him to read, and at the end of that time he could read exactly two words: “cat” and “the.” He then went to Assets School, where he was taught using the Orton-Gillingham method. This method is based on the research of neurologist Samuel Orton and Punahou teacher Anna Gillingham, and is the basis of all the scientifically-valid MSL approaches. It was initially a struggle for him, but he learned how to read and write, then he learned to enjoy reading, and eventually to enjoy writing, too. He graduated from college with a degree in creative writing and has published some of his science fiction and fantasy writings.

Because of our older son’s experience, we recognized the warning signs earlier with his younger brother and started him from the beginning at Assets School. He never had the experience of failing, and it shows. His older brother spent two years thinking he was stupid because other kids could read and he could not. Other kids could see patterns in letters, but he saw a bewildering forest of random sounds. Other kids could make the books talk, but he could not. This level of discouragement seeps into a child’s soul and undoes his self-confidence.

Still, my sons were lucky. They got the sort of teaching they need. Many, many children do not receive the kind of instruction they need. Many, many parents want to help their

children but cannot afford expensive private education. Our schools could become places where all children are able to learn, if all teachers had the knowledge and resources they need.

HB 675 is a step in this direction. Please support it.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathy E. Ferguson', followed by a long, sweeping horizontal line that extends to the right.

Kathy E. Ferguson
2154 Booth Road
Honolulu, Hawai'i 96813

Date: February 4, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am a mother of a child with dyslexia.

I don't have dyslexia and didn't, still don't completely, know what it really means. I knew my child wasn't dumb but couldn't read well, couldn't write proper sentences and used no punctuation. Teacher at public and private schools didn't know what his problem was nor how to help him. He received poor grades for years. We stayed up (and yelled a lot) til 10 PM every night trying to help him with elementary school homework!

Reading is one of the most important, if not the most important, thing a child should learn in school, so the Legislature, Department of Education and schools should make it a very high priority. Even though reading is so important, so many children are not learning to read in school. That's why having specialists make sense.

HB 675 is important because many children with dyslexia and other literacy challenges struggle in school.

We reluctantly (VERY EXPENSIVE) sent our child to Assets School and it changed our lives! The entire staff understands dyslexia and is trained to teach children with dyslexia! Can you imagine if ALL students were allowed access to staff like this??

I looked at the Comprehensive Plan to Teach Reading to Students in Hawaii that was written by the SCR 110 Working Group, and see that the members, including the DOE, UH and other groups responsible for educating Hawaii's children, agreed that to improve reading instruction in public schools, we have to implement practices like the ones included in HB 675.

Please support HB 675.

Thank you.

Sincerely,

Stacy Armstrong
92-1305 Punawainui St.
Kapolei, HI 96707

ELIZABETH ANN ISHII
841 Bishop Street Suite 850
Honolulu, Hawaii 96813
Phone: 522-5133
Facsimile: 522-5144
Email: EAIshii@lawcsilc.com

February 4, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and Members of the Education Committee:
I am submitting this testimony in support of House Bill No. 675.

I want to disclose that I participated in the Working Group meetings that went on for three years pursuant to 2010 Senate Concurrent Resolution No. 110. I was assisting the representative from the Hawaii Branch of the International Dyslexia Association (HIDA). However, I am submitting testimony as an individual and not based on any affiliation with either the Working Group or HIDA.

In 2003, I discovered my nine year old son has dyslexia. I had suspected something might be wrong for several years before that because, although he was considered one of the best students, there were odd things gaps in his skills. For example, he didn't have a precise concept of time – everything was either “yesterday” or “a long time ago.” He couldn't rhyme words. He could read big words in a sentence like “argument” or “extra-terrestrial,” but routinely missed “she” or “this.” I was always told at parent-teacher conferences, “it's developmental, he's one of our best students.” Then, when my son was in the fourth grade, he started asking me why he wasn't smart anymore. My upbeat child, the perennial teacher's pet, was always sad. The week before Christmas, I came home and he was crying pretty hysterically. The teacher had told him in front of the class that he and the other “bad boys” couldn't go to the Christmas party because they hadn't learned to sing the first two lines of *Here Comes Santa Claus* in Hawaiian for the Christmas play. He had been practicing and couldn't do it. I told him to take a bath, eat dinner, and I would help him. We tried for over an hour. He couldn't do it. He couldn't remember the order of the sounds. I told him it didn't matter (of course it didn't matter), and that I would take him to Dave & Busters on the day of the party. Yes, I complained to the teacher, school, everyone. And while they agreed he could go to the party, they didn't think it odd that a straight “E” student couldn't memorize two lines in Hawaiian.

Amazingly, it was a stranger who first mentioned the word. I told him about *Here Comes Santa Claus* and some of the other odd things I'd observed over the years and he said, “have him tested for dyslexia; I have dyslexia and I can't do those things either.” A private psychologist ran the tests and confirmed the diagnosis. I told the teachers and

counselor and they literally couldn't believe it. The counselor told me my son would have to fall behind by two years before they could get him services. I didn't even know what that meant, but I knew it wasn't anywhere good enough. So I moved my son to a private school. It wasn't that the teachers and counselor in my son's public school didn't care or didn't want to help him. The contrary was true. They just didn't know what they could do for him.

Fast forward a couple of years. My son was on track and I was volunteering at HIDA. I am not an educator so I was pretty much only good for handing out dyslexia brochures at education fairs. People, mostly mothers, would come to the HIDA booth and take a few brochures without meeting my eyes. And I would ask, "can I help you?" Frustration, desperation, and anger would roll off them as they would tell me how they've been trying for years to get help for a son because he can't read and he's a junior and what is he going to do after school? I would talk about language therapy tutoring, IEPs and special education, HIDA's seminars, and assistive technologies. And I would say I believed the DOE is working to improve the situation. Some would stay for well over an hour, writing down everything I say. Some would look at me like I just didn't get it - who will hire their son if he can't read? I'd pack up the display, and cry on the drive home; pretty certain none would get help for their sons. I know the fundamental problem is that most schools and teachers are simply not equipped to teach reading to struggling readers. They don't have the expertise and resources. That has to change because it seems there are almost as many struggling readers as there are children who don't struggle with reading. And as it stands, only a small percentage of those struggling readers have alternatives outside of public school.

House Bill 675 starts the process of improving reading and literacy instruction in public schools. Please support it because children should never have to wonder why they "aren't smart anymore," and all children should have the opportunity to learn to read.

Thank you for your consideration.

Very truly yours,



Elizabeth Ann Ishii

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 7:49 AM
To: EDNtestimony
Cc: snpkauai@Hotmail.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Shaunna GaNun	Individual	Support	No

Comments: Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee: I am submitting this testimony in support of HB 675 I am a parent of a child with dyslexia and a wife to a husband with dyslexia. My child is receiving support at school using the Barton program but I believe so much more teacher education and public awareness is needed. Too many people do not understand what dyslexia really is. My husband received accommodations during his childhood education but still after all these years dyslexics are not supported and recognized for what it really is. Reading is very important and the Department of Education should make it a very high priority. Specialists are very important and highly needed. Please support HB 675. Thank you

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Tuesday February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm -- Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am past President of the International Dyslexia Association,¹ an individual with dyslexia, and the father of an individual with dyslexia. My daughter has a home in Hawaii, and I have been privileged to have lectured several times on Maui and Oahu.

In 1994 and again in 2002, I served as Chair of scientific consensus meetings sponsored by the National Center of Child Health and Human Development of the National Institute of Health, resulting in the research definition of dyslexia used in research throughout the United States.² Thus, I support changes to HB 675 recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

In 2004, I organized an invitational forum attended by 33 organizations to address the issue of Response to Intervention (RtI) and Building Capacity to Deliver Multi-Tiered Reading Intervention in Public Schools.³ Schools across the nation have struggled to implement RtI and build capacity to deliver effective multi-tiered reading interventions. For these reasons, supporting the Comprehensive Plan developed by the Working Group created pursuant to 2010 Senate Concurrent Resolution No. 110 (SCR 110) is important and necessary to make statewide gains in literacy.

The State of New Jersey has formed a Reading Disabilities Task Force that has recently released a report that may be of interest to committee members (see attached). I have also attached a handout that I use that addresses issues related to dyslexia and learning disabilities in general as well as containing some personal anecdotes.

I currently serve, or have served on the past, on the National Joint Committee on Learning Disabilities,⁴ the Learning Disabilities Roundtable sponsored by the Division of Research to Practice of the U. S. Department of Education,⁵ the Professional Advisory Boards of the Center for Development and Learning,⁶ the National Center for Learning Disabilities,⁷ and The Children's Dyslexia Centers, Inc., a charity of the Scottish Rite.⁸ I also was Chair of the Protection and Advocacy Agency for the State of New Jersey.⁹ My legal practice has specialized in advocating for individuals with disabilities for over 35 years.

¹ <http://www.interdys.org>

² <http://www.k12.wa.us/Reading/DyslexiaPilotProj.aspx>

³ Chhabra, V. (2006). Building capacity to deliver multi-tiered reading intervention in public schools and the role of response to intervention. *Perspectives on Language and Literacy Special Edition*, 40-46.

⁴ <http://www.ldonline.org/about/partners/njclcd>

⁵ http://www.ldanatl.org/legislative/joint_activities/commonground.asp

⁶ www.cdl.org

⁷ <http://www.nclcd.org>

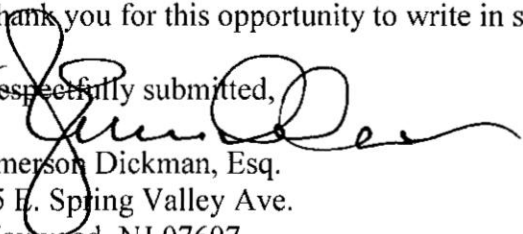
⁸ <http://childrensdyslexiacenters.org>

⁹ <http://www.njpanda.org>

Your committee members are to be congratulated on the work that you are doing to ensure an appropriate education for all children.

Thank you for this opportunity to write in support of HB 675.

Respectfully submitted,



Emerson Dickman, Esq.
25 E. Spring Valley Ave.
Maywood, NJ 07607
201-909-0404

New Jersey Department of Education

Reading Disabilities Task Force

Report to the Governor

August 2012

New Jersey Department of Education

Reading Disabilities Task Force Report

August 2012

EXECUTIVE SUMMARY

The Reading Disabilities Task Force, appointed by Governor Chris Christie in July 2011, recommends the following:

1. The New Jersey Administrative Code for Special Education (NJAC 6A:14-3.5c-12) be amended to include the definition of dyslexia. The Task Force further recommends that the definition be the definition adopted by the International Dyslexia Association (IDA) in 2002.
2. The NJ Department of Education requires that all New Jersey students be screened using a research-based assessment for potential indicators of dyslexia at kindergarten entry and at point of entry into school and district, unless screening results have been previously reported for the student. Further, it is recommended that these indicators be used to identify those students who would benefit from research-based multisensory structured language interventions that address all components of reading instruction, i.e., phonemic awareness, phonics, fluency, vocabulary and reading comprehension and that such intervention be implemented.
3. By 2015, New Jersey require that all instructional pre-service teachers and newly certified Reading Specialists pass a written test on the foundations of teaching reading, the basic rules of phonology, morphology, syntax and semantics of the English language, the diagnosis of reading difficulties, development of reading comprehension, and reading assessment to obtain P-3 or K-5 certification. These requirements should be in addition to the PRAXIS and all state requirements for certification.
4. New Jersey offers a new instructional certification at the post baccalaureate level concentrating on dyslexia.
5. By 2015, New Jersey require that a minimum of 20 hours of the required 100 hours of professional development hours for educators (required every five years) be devoted to

professional development on research-based methods of screening, interventions, accommodations and use of technology for reading disabilities, including dyslexia.

6. All divisions within the NJDOE continue to collaborate to provide professional development, potentially through the Regional Achievement Centers, about literacy issues for teachers in general education, special education and bilingual/ESL education, and for administrators, supervisors, instructional support staff, child study team members, and speech/language specialists.

INTRODUCTION

On December 8, 2008, Senator Jeff Van Drew (District I: Cape May, Atlantic and Cumberland counties) introduced into the 213th Legislative Session, Senate Bill 2400. The bill was co-sponsored by Senators Turner and Whelan and established the New Jersey Reading Disabilities Task Force, with support in the Assembly through S811, introduced by Assemblyman Nelson T. Albano (District 1: Cape May, Atlantic and Cumberland).

The Reading Disabilities Task Force enabling legislation declared that:

- a. Approximately 85% of all children who receive special education services have basic deficits in language and reading;
- b. Many students with reading disabilities are never properly diagnosed and do not receive the necessary specialized educational programs, and
- c. It is in the public interest for the State to establish a "Reading Disabilities Task Force" to study instructional practices and strategies that benefit students with reading disabilities and examine the way in which current New Jersey State policies affect this population.

Legislation defined the purpose of the task force to "study and evaluate practices for diagnosing, treating, and educating children with reading disabilities and examine how current statutes and regulations affect these students in order to develop recommendations to be presented to the Governor and Legislature."

Legislation also stipulated that the composition of the task force be composed of:

- The Commissioners of Education and Human Services, or their designees
- Five people appointed by the Governor who shall include: one person recommended by the New Jersey Branch of the Learning Disabilities Association of America; one person recommended by the New Jersey Branch of the International Dyslexia Association; one person recommended by the New Jersey Speech Language Hearing Association; one

person recommended by the New Jersey Education Association, and one member of the public with demonstrated expertise in issues relating to the task force work.

- Two members of the Senate, appointed by the President of the Senate, no more than one of who shall be of the same political party.
- Two members of the General Assembly, appointed by the Speaker of the General Assembly, no more than one of whom shall be of the same political party.
- Two members of the public, one selected by the President of the Senate and one selected by the Speaker of the General Assembly, with demonstrated expertise in issues relating to the task force.
- The Commissioner of Education, or the commissioner's designee, shall serve as the chairperson of the task force.

Task Force Members, appointed July 2011, include:

- Assemblyman Nelson T. Albano (D-Legislative District 1)
- Deborah Ciapanna, representing expertise in issues related to the task force work
- Maria DiTullio-Cerino, representing the New Jersey Reading Association
- Marilyn Gonyo, Ed.D., representing the New Jersey Learning Disabilities Association
- Senator Thomas H. Kean, Jr. (R-Legislative District 21)
- Karen T. Kimberlin, representing the New Jersey Speech-Language-Hearing Association
- Mary Jane Kurabinski, Commissioner of Education designee, chairperson
- Assemblyman Matthew W. Milam (D- Legislative District 1)
- Jane Peltonen, representing the public through her appointment by the President of the Senate
- Beth Ravelli, representing the public through her appointment by the Assembly Speaker
- Gordon F. Sherman, Ph.D., representing the New Jersey Branch of the International Dyslexia Association
- Senator Jeff Van Drew (D-Legislative District 1).

The initial meeting was held in June 2011 and was followed by monthly meetings from July 2011 through July 2012. More frequent meetings were held as necessary. Meetings included input from the NJDOE Office of Licensing and Credentialing, and the NJDOE Office of Special Education. The Task Force held a public forum to collect testimony from parents and educators. One hundred and thirty-eight people attended; 54 addressed the Task Force. Written testimony was submitted to and subsequently read by task force members. Almost exclusively, families and educators addressed dyslexia and the roadblocks that families encounter when seeking services for their children who struggle with literacy, math, and foreign languages. Most families addressed the need for awareness and acceptance of dyslexia and advocated for early diagnosis and sustained targeted intervention.

It is important to note that the legislation that enabled the Reading Disabilities Task Force can be traced to the diligence of one family seeking early diagnosis and services *specifically for children with dyslexia*. Beth Ravelli from Ocean City, NJ, and her daughter Samantha were the driving force behind the legislation and subsequent work. Mrs. Ravelli is a member of the Task Force and continues to provide guidance through her work with families.

While the impetus for the legislation was the concern of families with children with dyslexia, the task force was initiated to look at special needs relating to reading difficulties more broadly, and this report seeks to provide information related to dyslexia and to similar learning differences and disabilities. While some disabilities are already listed as specific categories, many, including dyslexia, are currently joined under the broader classification of specific learning disabilities.

Note: The International Dyslexia Association states “Of the students with specific learning disabilities receiving special education services, 70-80% have deficits in reading. Dyslexia is the most common cause of reading, writing and spelling difficulties. Dyslexia affects males and females nearly equally, and people from different ethnic and socioeconomic backgrounds as well” (retrieved from <http://www.interdys.org/FAQHowCommon.htm>, July 12,2012).

IDEA Statutes 2004, 20 USC Sec.401 (30) describe a specific learning disability as follows

- a. In general “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematic calculations.
- b. Disorders include ...such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

New Jersey parents continue to advocate for a definition of dyslexia in code, and additional training for teachers, principals, and child study team members as a way to increase the services provided to *specifically* address dyslexia.

A LOOK AT THE STATES

Task Force members looked at work done in many states from as early as 1975. Legislation in these states was enacted to build public awareness and/or to change practice and assessment in classrooms. The following table highlights some of that work.

State	Year of Enactment	Title or Subject	Citation
Kentucky	2012	Early Education Assessment and	KRS CHAPTER 158 (Added), KRS 157.200

		Intervention	(Amended)
Ohio	2012	Pilot Project - Early Intervention and Screening	Revised Code 3323.01 (amended); Revised Code 3323.25 (added); Effective March 22, 2012
Oklahoma	2012	Pilot Dyslexia Teacher Training Program	Oklahoma Statutes, Title 70, Section 7001, Effective July 1, 2012
Wyoming	2012	Assessment and Early Intervention	W.S. 21-3-110(a)(xxiii) (amended); W.S. 21-3-401(a), (c), (d) (amended and added); Effective July 1, 2012
Texas	2011	Retesting Students for Dyslexia	Amendment to Texas Education Code 38.003
Texas	2011	Classroom Technology for Dyslexia	Texas Education Code Section 38.0031
Texas	2011	Retesting University Students for Dyslexia	Texas Education Code Section 51.9701
Texas	2011	Educator Preparation for Dyslexia	Amendments to Texas Education Code Section 21.044 and 21.054
Texas	2011	Examination Accommodations for People with Dyslexia	Texas Occupations Code 54.003
New Mexico	2010	Intervention for Students Displaying Characteristics of Dyslexia.	NMSA 23-13-32 (Intervention) ; NMSA 22-13-6-E (Dyslexia Defined)
Louisiana	2009; amended 2010	Decisions of Board of Parole: Exempting Individuals with Dyslexia from Certain Conditions	Louisiana Rev Statutes 15:574.4.2 (E)

		Premised on Educational Attainment	
Louisiana	2009	Universal Dyslexia Screening and Intervention	<u>Louisiana Revised Statutes 17:24.11</u>
Texas	2009	Licensed Dyslexia Practitioners and Dyslexia Therapists	<u>Occupations Code, Ch. 403</u>
Washington	2009	Individuals with Dyslexia — Identification and Instruction	<u>Revised Code of Washington 28A.300.530</u>
Colorado	2008	Assessment and Identification of Students with Literacy Challenges including Dyslexia	<u>Colorado Revised Statutes 22-2-133</u>
Texas	1995	Screening and Treatment for Dyslexia and Related Disorders	<u>Texas Education Code §38.003</u>
Mississippi	1994; amended 1994, 1996, 1997, 1999, 2001, 2007	Pilot Programs for Testing and Educational Remediation for Dyslexia and Related Disorders.	<u>Mississippi Code 37-23-15</u>
Louisiana	1992; amended 1997	Screening and Intervention for School Success	<u>Revised Statutes 17:392.1</u>
Louisiana	1986; amended 1987, 1989, 1990, 2003, 2005	Testing Pupils' Sight and Hearing; Testing for Dyslexia	<u>Louisiana Rev. Statutes 17:2112</u>
Massachusetts	1983	Exempting Students with Dyslexia from Standardized College	<u>Massachusetts General Laws Ch 15A Sec. 30</u>

		Entrance Exams	
Louisiana	1975; numerous amendments through 2010	Duties of State Board of Elementary and Secondary Education	<u>Revised Statutes 17:7(11)</u>

From: <http://www.dyslexia.com/state-dyslexia-laws/>

Note: For additional and pending legislation please see <http://www.ecs.org/ecs/ecsat.nsf/WebTopicView?OpenView&count=-1&RestrictToCategory=Reading/Literacy>

WHAT IS DYSLEXIA?

Many professional organizations agree on the symptoms and challenges of dyslexia. For example, The International Dyslexia Association defines dyslexia as: "...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 the IDA Board of Directors, Nov. 12, 2002, this definition is also used by the National Institute of Child Health and Human Development (NICHD).

The Mayo Clinic defines dyslexia as a learning disorder characterized by difficulty reading and as a lifelong condition that affects how the brain processes information. People with dyslexia have difficulty spelling and trouble learning a foreign language (Mayo Clinic, 2012). Studies show that individuals with dyslexia process information differently than non-dyslexic people and can have average to above average intelligence. People with dyslexia can succeed with tutoring and/or specialized education programs.

Symptoms of dyslexia often include late talking, difficulty learning new words, and rhyming challenges. By school age, students are slow to read and read well below the level for their age. Students experience processing problems and have difficulty understanding what they hear. They have difficulty comprehending rapid instructions; following more than one command at a time; remembering sequence, and seeing, and occasionally hearing, similarities and differences in letters and words.

The American Speech Language Hearing Association describes dyslexia as a language-based learning disability in which the child “has trouble almost exclusively with the written (or printed) word. The child who has dyslexia as part of a larger language learning disability has trouble with both the spoken and the written word.”

Individuals with dyslexia present with difficulties in expressing ideas clearly, learning new vocabulary words, understanding questions and following directions that are heard and/or read, recalling numbers in sequence, reading and comprehending material, learning words to songs and rhymes, telling left from right (making it hard to read and write since both skills require this directionality), learning letters and numbers, learning the alphabet, identifying sounds that correspond to letters, mixing up the order of letters, spelling, memorizing multiplication tables, and telling time.

The confluence of research validates the importance of looking at early potential indicators for dyslexia and points to the treatment of dyslexia through early, multisensory instruction and sustained intervention. Although the instruction specifically needed for dyslexic students is indeed solid evidence-based instruction for all students, the dyslexic student needs intense instruction in focused, targeted areas which generally, though not exclusively, include more time for phonemic awareness, phonics, fluency, vocabulary and comprehension.

The primary evidence that students with dyslexia have a problem that is inherent, and not the sole result of poor teaching or lack of experience, comes from twin studies showing that dyslexia is heritable (Olson & Gayan, 2001), and from brain imagery studies showing differences in the way the brains of dyslexic students function (Shaywitz, 2003). Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg (2001) found that the clearest indicators of dyslexia in kindergarten are difficulties acquiring phonemic awareness, learning letter/sound correspondences, and learning to decode print using decoding strategies. It is important to note that although these are the clearest indicators of dyslexia, they may also point to children with limited exposure to Standard English in the home.

In addition, the Florida Center for Reading Research Technical Report #8 outlines a model for instruction for "Response to Intervention," an approach which includes three elements:

1. Classroom teachers who provide high quality small group instruction that differentiates instruction to meet specific student needs. Differentiation takes multiple forms: time, group size, focus of instruction, structure of lesson, etc.).
2. Screening and ongoing assessment to identify students falling behind (not meeting benchmarks).
3. Interventions for struggling readers that are targeted to individual academic need and are sustained (Torgesen et al., 2006).

RATIONALE AND CONTEXT FOR RECOMMENDATIONS

RECOMMENDATION 1: The New Jersey Administrative Code for Special Education (NJAC 6A:14-3.5c-12) be amended to include the definition of dyslexia in its glossary. The Task Force further recommends that the definition be the definition adopted by the International Dyslexia Association (IDA) in 2002.

The Task Force asks that the Commissioner of Education work with the New Jersey Department of Education's Office of Special Education to include the International Dyslexia Association's adopted definition of dyslexia into the section of Administrative Code which defines key terms.

The definition to be inserted should read:

"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 "(IDA, 2002).

RECOMMENDATION 2: The NJ Department of Education require that all New Jersey students be screened using a research-based assessment tool for potential indicators of dyslexia at kindergarten entry and at point of entry into school and district, unless screening results have been previously reported for the student. It is further recommended that these indicators be used to identify those students who would benefit from a research-based multisensory structured language intervention that addresses all components of reading instruction, i.e., phonemic awareness, phonics, fluency, vocabulary and reading comprehension and that such intervention be implemented.

Potential indicators of dyslexia (as defined by the International Dyslexia Association) in young, preschool children include talking later than expected; a slowness to add new words; difficulty rhyming, and trouble following multiple directions. After a child begins school, the signs of dyslexia include:

- Difficulty reading single words, such as a word on a flashcard
- Difficulty learning the connection between letters and sounds
- Confusing small words, such as **at** and **to**
- Letter reversals, such as **d** for **b**
- Word reversals, such as **tip** for **pit**

In elementary aged children, the International Dyslexia Association recommends asking these questions.

“Does your first, second or third grader:

- Remember simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet?
- Have an understanding of rhyming words, such as knowing that **fat** rhymes with **cat**?
- Recognize words that begin with the same sound (that **bird**, **baby**, and **big** all start with **b**)?
- Easily clap hands to the rhythm of a song?
- Frequently use specific words to name objects rather than words like “stuff” and “that thing”?
- Easily remember spoken directions?
- Remember names of places and people?
- Show understanding of right-left, up-down, front-back?
- Sit still for a reasonable period of time?
- Make and keep friends easily?

Research indicates that the early diagnosis of reading difficulties and targeted, sustained interventions, have met the needs of struggling readers and helped to reduce the numbers of children falling seriously behind in learning to read and in succeeding in school. By screening for potential indicators for dyslexia using a research-based assessment, educators can gain additional insights into the potential needs of children, particularly when those difficulties are neurological in origin and may or may not be related to poverty or lack of exposure to Standard English or other environmental origins.

Although there are several screening measures available, the Task Force did not recommend one over another. As the FCRR states “any system that provides reliable assessment of ...emerging reading skills several times a year would identify all students with dyslexia in the system as well as other students who are struggling in reading for different reasons” (Torgesen et al., 2006).

Once screened for these potential indicators, students identified as “at risk” must receive intervention and instruction to mitigate the difficulties they have in phonological processing and language development. The Task Force recommends that all students identified as “at risk,” based on screening, be provided intense instruction using research-based methods to improve phonemic awareness, phonics, fluency, vocabulary and reading comprehension (as appropriate for age and grade level). Further, the NJ Department of Education should offer guidance on early screening and interventions for students with potential dyslexia and other reading disabilities. These areas should be monitored regularly to ascertain the improvements made and necessary changes needed to ensure improvement of targeted reading skills.

RECOMMENDATION 3: By 2015, New Jersey requires that all instructional pre-service teachers and newly certified Reading Specialists pass a written test on the foundations of teaching reading, the basic rules of phonology, morphology, syntax and semantics of the English language, the diagnosis of reading difficulties, development of reading comprehension, and reading assessment to obtain P-3 or K-5 certification. These requirements should be in addition to the PRAXIS and all state requirements for certification.

Consideration should be given to the Massachusetts Tests for Educator Licensure which is also being used in Connecticut, Minnesota, and Wisconsin.

RECOMMENDATION 4: New Jersey offers a new instructional certification at the post baccalaureate level concentrating on dyslexia.

When considering the instructional certificate, the NJDOE should review and consider the recommendations contained in *The Knowledge and Practice Standards for Teachers of Reading, developed by the Professional Standards and Practice Committee of the International Dyslexia Association, 2010* (retrieved from <http://www.interdys.org/ewebeditpro5/upload/KPS3-1-12.pdf> July 27, 2012).

The Task Force also recommends that NJDOE review the work in other states, specifically Texas, when designing requirements for certification at the post baccalaureate level (and beyond).

RECOMMENDATION 5: By 2015, New Jersey require that a minimum of 20 hours of the required 100 hours of professional development hours for educators (required every five years) be devoted to professional development on the screening, interventions, accommodations and use of technology for reading disabilities, including dyslexia.

Because of the importance of literacy, and the need for early diagnosis and interventions for struggling readers, the Task Force wants to ensure that all educators, kindergarten through grade 12, in all content areas, have training in recognizing the potential indicators for reading disabilities, including dyslexia.

RECOMMENDATION 6: All divisions within the NJDOE continue to collaborate to provide professional development, potentially through the Regional Achievement Centers, in literacy for teachers in general education, special education and bilingual/ESL education, and including administrators, supervisors, instructional support staff, child study team members, and speech/language specialists.

Through its Offices of Literacy and Special Education, the NJDOE provides professional development on literacy. It is recommended that these offices be required to continue and, where possible, expand their work to include joint guidance and professional development related to reading disabilities, including dyslexia. Such collaboration might include, but not be limited to, pilot projects, professional development workshops with job-embedded coaching,

and literacy conferences. Particular attention should be paid to the demands of the Common Core State Standards, adopted by New Jersey in June 2010.

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OTHER RESOURCES

<http://www.interdys.org/>

<http://www.interdys.org/ewebeditpro5/upload/KPS3-1-12.pdf> July 27, 2012) *The Knowledge and Practice Standards for Teachers of Reading, developed by the Professional Standards and Practice Committee of the International Dyslexia Association, 2010*

<http://www.mayoclinic.com/health/dyslexia/DS00224/>

<http://www.asha.org/>

<http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.403.htm>

<http://www.state.nj.us/education/code/current/title6a/chap14.pdf>

<http://www.ecs.org/ecs/ecsat.nsf/WebTopicView?OpenView&count=-1&RestrictToCategory=Reading/Literacy>

<http://www.dyslegia.com/state-dyslexia-laws/>

<http://www.wrightslaw.com/statute.htm>

<http://www.nichd.nih.gov/about/overview>

DYSLEXIA -- WHAT IS IT, REALLY?

PERSONAL REFLECTIONS AND SCIENTIFIC FACT

G. Emerson Dickman, Esq
www.dickmanalliance.com

I'm not an advocate for children in special education because I'm dyslexic. That is the answer to the first question that people have when we first meet. They have been told I am dyslexic, and they find out I'm an advocate. My early interest involved persons with developmental disabilities. However, within the broad spectrum of reasons why some children learn differently, it is presently the field of learning disabilities that is the most dynamic, creative, and motivating.

Within the field of learning disabilities most of the effort of researchers and educators seems to be focused on issues related to the acquisition of literacy skills. How are literacy skills acquired? Why do some children have difficulty acquiring such skills? What can be done to help those who don't easily acquire such skills? I guess I became interested in learning disabilities generally and dyslexia specifically, because these are the same questions for which I needed answers in order to advocate successfully for a child who can't seem to learn how to read. What I didn't know is that the dedication, generosity, and selfless nature of those in the forefront of finding answers to these questions are as irresistible as quicksand. This is where everything is happening. I've been sucked in over my head, and I'm loving it!

For many years I declined to speak of my own dyslexia. Although, I don't recall ever being ashamed or being in denial, I never thought my having dyslexia was a credential that should be exploited as if it made me a better advocate or that my personal anecdotes would provide the least bit of meaningful knowledge or insight to anyone else. How many presentations have we all suffered that were merely entertaining and didn't bring us closer to the answers we were seeking? I didn't feel that what I have to say about myself would be helpful to anyone else. Nevertheless, at some point I was convinced to take a shot. For my story to be relevant, the reader (or listener) must be able to distinguish his/her needs as a learner from my own in order to profit from my experiences. We are not the same; we are different people with certain similarities. Knowing what makes us different is as important and meaningful as knowing what makes us the same.

Four out of ten children have difficulty learning how to read. Almost half that number has so much difficulty that they need direct and explicit instruction by knowledgeable instructors using informed methods of instructions if they are ever to be efficient at *breaking the code*.

In this day and age, literacy skills are required if we are to effectively provide for our family, our community, and ourselves. There was a time when reading was not necessary to be a successful provider. Two hundred years ago, if you could track an elk, shoot straight, and figure out how to get it back to camp you were a hero and community leader - reading didn't matter.

The Internet has recently made keyboarding skills a necessity for everyone wanting access to the "information highway." It wasn't to long ago when only secretaries needed to know how to type. The time will come again when reading will not be a required skill; but, for the foreseeable future, "reading is the foundation upon which all scholastic success depends." *R.E. v. Jersey City Bd. of Ed.* OAL DKT NO. EDS 7018-97 (N.J. 10-30-97).

What is a Learning Disability?

Surprisingly, there remains significant disagreement among laymen regarding the concept of "learning disability." In order for what I have to say to be meaningful to you, we must have a common understanding of what I mean when I use the term "learning disability."

In 2002 the issue of Learning Disabilities as a scientifically valid concept was addressed by the Commission on Excellence in Special Education created by President George W. Bush on October 2, 2001 (PCESE), the International Dyslexia Association (IDA), and by The Learning Disabilities Roundtable (the Roundtable).¹ These initiatives

¹ The Learning Disabilities Roundtable consisted of ten organizations sponsored by the Division of Research to Practice Office of Special Education Programs of the U.S. Department of Education. The report of the Roundtable

were all related. The PCESE white papers triggered the creation of the Roundtable. As a member of the Roundtable, IDA developed position papers on each of the topics for which the Roundtable sought to achieve consensus.

The following discussion appears to be the general consensus of the vast majority of the researchers, practitioners, and advocates participating in all three projects.

- 1. The concept of learning disability is valid.**
- 2. The term learning disability refers to a class of specific disorders.**

The recognition that subgroups of learning disabilities exist identifies the concept of learning disabilities as a taxonomic hierarchy.

- 3. Such specific disorders are due to cognitive deficits.**

The etiology of a learning disability is neurological in nature. A "cognitive deficit" is distinguishable from *performance deficits* and *adaptive functioning*.² For instance, a deficiency in phonological processing is a *cognitive deficit* that results in *performance deficit* in word recognition, spelling, and fluency that predicts problematic *adaptive functioning* (a Manifest Disability) in the development of literacy skills.

In other words, a learning disability cannot be identified by reference to performance deficits or a Manifest Disability alone. For instance, the ability to read at a level expected, considering age and potential, is neither necessary nor sufficient to diagnose a learning disability. On one hand, the cognitive deficit may exist even though the predictable impact on adaptive functioning has been ameliorated through effective remediation. On the other hand, problematic adaptive functioning may exist due to variables unrelated to cognitive abilities, such as an ineffective general curriculum.

- 4. Such cognitive deficits are intrinsic to the individual.**

Although it is accepted that learning disabilities are inherent, the term "intrinsic" is used in place of "congenital," which was previously preferred,

entitled *Specific Learning Disabilities: Finding Common Ground* was published July 25, 2002. I was privileged to have prepared the initial draft that resulted in the IDA position paper on *The Nature of Learning Disabilities* and to have been a representative from IDA to the Learning Disabilities Roundtable

² In this article the term *Manifest Disability* is synonymous with a predictable anomaly in adaptive functioning due to a cognitive deficiency.

because of the currently accepted hypothesis that "environmental factors" (e.g., instruction) must be in place to develop the neural networks that support academic skills" (Executive Summary, p.7). Nevertheless, there continues to be a lack of general consensus as to whether or not a learning disability can be caused by an acquired (extrinsic) versus a developmental (intrinsic) environmental pathogen and/or postnatal trauma.

- 5. Such cognitive deficits are unexpected in relation to other cognitive abilities.**

If the cognitive variable identified *predicts* the anomalous development of a particular skill, such predicted development is not unexpected. For instance, problems reading are not unexpected in light of a cognitive deficit in phonological processing. However, the deficient neurocognitive process *is* unexpected in relation to other neurocognitive abilities. In 1902 Hinshelwood said, "The problem [learning disability] is localized; it is not generalized to all areas of learning." In 2010 Shaywitz *et al* said, "IQ is linked to the level of ability to read in the neurotypical individual, but is not linked to the level of ability to read in the dyslexic individual."

The concept of unexpectedness requires that the role of discrepancy analysis be considered. There is *no validity* to a discrepancy analysis that compares aptitude to achievement (e.g., IQ to reading ability), or achievement-to-achievement (e.g., Math ability to reading ability). However, discrepancy may be applied to intra-individual cognitive patterns, as a step in the identification process; which step is understood to be neither necessary nor sufficient to determine the existence of learning disability. Such an analysis merely confirms the existence of an element in the LD phenotype that distinguishes the LD child from other populations experiencing similar cognitive deficits. In other words, within the LD population individuals exhibit a pattern of cognitive deficits in the presence of a preponderance of cognitive assets. This discrepancy has diagnostic salience and is a factor that is necessary in order to help quantify appropriate expectations for intervention and establish goals relating to rate of growth. If individuals are to be grouped for instructional purposes, such information is also necessary to ensure the homogeneity of grouping.

It is the *assets* not the *deficits* that distinguish individuals with learning disabilities from other populations that share similar cognitive deficits. For instance, the individual who is considered a low achieving slow learner may have a similar cognitive profile in a particular domain to an individual with a learning disability. However, the individual with the learning disability will show a preponderance of assets relative to the deficits involved and, as a

consequence, may be expected to exhibit a different rate of progress and growth.

The only discrepancy model with any relevance is one that is **intra-individual**, compares the extent of discrepancy between **cognitive** deficits and a preponderance of relative **cognitive** assets (clinical judgment may be a significant factor in the case of a profile that is confounded by co-morbidity), and is applicable to **diagnosis**, but is not a factor to be used to determine eligibility for services.

6. Such cognitive deficits predict performance deficits.

7. Such performance deficits predict consequences in adaptive functioning.

The developmental course of an unrecognized and untreated cognitive deficit is the underdevelopment of performance skills that result in a Manifest Disability in a particular domain of adaptive functioning. A cognitive deficit, no matter how profound, is not a disability unless it results in an impact on adaptive functioning. The label "disability" is not determined by the "deficit itself, but its social consequences." (Vigotsky, 1993, paraphrase). To paraphrase Dr. Gordon Sherman, a disability is characterized by an incompatibility between biology and environment. If the skill that is impacted by the disordered variable is not needed by the culture and time in which the person exists (a contextual variable), it has no consequence and is not a disability. For instance an inability to efficiently learn to detect poisonous plants is not a disability in a culture where everyone buys their food from grocers and supermarkets. Therefore, the Manifest Disability has no Derivative Impact. In contrast, the inability to read has significant social consequences (Derivative Impact) in most cultures. We would not categorize a deficient cognitive process that predicts an inability to identify poisonous plants as a learning disability because it does not predict deficits in performance that predict consequences on adaptive functioning (a Manifest Disability with Derivative Impact) in the culture within which the individual is expected to perform.

8. Such consequences are variable across the life span.

Although the cognitive deficit involved is intrinsic to the individual and neurological in nature and, therefore, is life-long, the consequences on adaptive functioning vary over time for a variety of reasons. For instance, the performance deficit involved, e.g., word recognition, may be successfully remediated or the manifest disability, e.g., reading, is made less consequential due to life choices such as the individual who does not read efficiently choosing to be a farmer instead of a

journalist or pursuing a degree in engineering instead of history.

Consistent with the foregoing discussion, the following definition identifies *learning disability* as a level in a taxonomic hierarchy.

The term learning disability refers to a profile of strengths and relative weaknesses, of presumed neurobiological origin, that is intrinsic to the individual. Such relative weaknesses predict difficulty, in spite of quality instruction, in the development of learning and adaptive functions that have academic, vocational and/or social and emotional consequence in the culture in which the individual is expected to perform.

Dickman/Moats 6-23-08

The term learning disability refers to relative weaknesses, of presumed neurobiological origin, that predict difficulty in the development of adaptive functions.³ It being understood that:

- 1. Such weaknesses are intrinsic to the individual and are "not generalized to all areas of learning,"⁴***
- 2. They exist in spite of effective instruction in general education, and***
- 3. The predicted "difficulty" has academic, vocational, social, and/or emotional consequence in the culture in which the individual is expected to perform.***

The interactionist position maintains that there are neurobiological factors that make people at risk for disability. However, "neural systems are malleable in many children"⁵ and the predictably concomitant disability can often be prevented by exposing the child to appropriately differentiated instructional programs. In other words, neural systems:

1. Result from genes,
2. Determine potential, and
3. Are malleable (i.e., can be changed).

Therefore, patterns that predict LDs can be modified (i.e., made less severe) by environment.

There are two factors that are required for a relative neurobiological weakness (i.e., a *focal weakness*) to result in a disability:

1. It must negatively impact the development of an ability (i.e., a *manifest underachievement*)

³ Adaptive functions are the physical, mental, and social ability necessary to carry out the activities demanded by the culture in which one lives.

⁴ James Hinshelwood (1902)

⁵ Jack Fletcher, Ph.D.

2. That has academic, vocational, social, and/or emotional consequences in the culture in which the individual is expected to perform (i.e., a *derivative impact*).

What we refer to as a learning disability today we know to be a "neural system" or *focal weakness* that predicts a *manifest underachievement*, which has a *derivative impact*. Every human being on earth has *focal weaknesses*, but it is the culture that determines whether same will have a *derivative impact*. For instance, sense of direction is no longer an ability with a salient value in modern culture and the ability to read is essential. "I am not better than those that can't read, I just made a better choice of disabilities." (Dr. Chilton, a pediatrician in New Mexico who has read very well from early childhood.)

The concept of learning disabilities is widely misunderstood and an ability to describe the concept with the authority of scientific consensus has powerful potential. To educators who do not understand the concept, remediation is a waste of time and accommodations are unfair. It is the "sea of strengths" that Dr. Shaywitz refers to that is so often overlooked. Unfortunately, there is no learning disability, if it goes unrecognized or unremediated, that does not have the ability to pollute a child's *sea of strengths*.

Matthew Effect:

Research conducted by the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH) indicates that 17 to 20 percent of children exhibit a significant reading disability. Of children that are reading disabled in the third grade, 74 percent remain disabled at the end of high school. The pervasive effect of deficient literacy is aptly described by Keith Stanovich's "*Matthew Effect*" construct.

Stanovich has coined the phrase "Matthew Effect" to describe the phenomenon that a single unmediated deficit can have a significant impact on the development of skills that are not deficient. The phrase comes from the Gospel according to Matthew where it is inferred that "the rich get richer and **the poor get poorer.**"

There have, in addition, been a number of empirical studies of the correlation between IQ and reading achievement. The results of these studies converge on the conclusion that IQ is only weakly and nonspecifically related to achievement in the early grades. To these findings, however, I must add a sobering afterward. Whereas IQ and general cognitive skills seem not to have much bearing on early reading achievement, early reading failures

seem to result in a progressive diminution in IQ scores and general cognitive skills. In the words of Keith Stanovich, who has developed this argument with scholarship and force:

"Slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development. The longer this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior. Or to put it more simply -- and sadly -- in the words of a tearful nine-year-old, already falling frustratingly behind his peers in reading progress, "Reading affects everything you do." (Adams, 1990, pp. 59-60).

Cognitive Dissonance:

The concept of *unexpectedness* helps explain an unfortunate and often experienced side effect of having a learning disability. Concomitant to unexpected weakness is unreasonable expectations and concomitant to unreasonable expectations is failure. Failure is a relative concept. Expecting an "A" and getting a "B" is as much a failure as expecting a "C" and getting a "D". The messages we hear from our environment are: "If you would only try harder you could do it." "You don't care enough." "You are lazy." "You are unmotivated." As we enter into adolescence the belief that we can do "it," is being challenged by an emerging understanding that we can't do "it." These incompatible beliefs eventually create an uncomfortable (downright painful) psychological state known as a *cognitive dissonance*. In order to resolve the dissonance between a belief in one's competence and efficacy ("I'm smart") with emerging beliefs of lack of competence and efficacy ("I'm stupid"), the adolescent will often add a variable to explain the failure without challenging self image. The variable most often introduced is effort. "If I don't do my homework, if I don't study for tests, if I don't go to school, my failure is explained and I can remain *smart*." Barry Lorinstein, a well-known neuropsychologist, refers to such a child as preferring to be seen as *unwilling* rather than *unable*. For those of us who have difficulty learning how to read we also struggle with the compounding impact of Matthew Effect, failure, and cognitive dissonance.

Aptitude-Achievement Discrepancy:

In order to qualify for special education services, Federal Regulations require that the pupil exhibit "a severe discrepancy between achievement and intellectual ability." Thus, the criteria for eligibility are not the existence of a learning disability but a **failure** to achieve. In other words, a pupil with dyslexia can't get special education assistance until and unless other children of similar intellectual potential are reading significantly better. This formula has been roundly criticized:

- The formula for identifying children with learning disabilities under the Federal law (IDEA) is a "wait and fail model." "The way we define kids as learning disabled is invalid and immoral." Tom Hehir, Director, Office of Special Education Programs (OSEP), U.S. Department of Education. (The agency responsible for implementing, interpreting and enforcing the Federal Regulations).
- Any such formula requires that the student cross a "threshold of severe failure." Nancy Mather, University of Arizona, co-author of the materials accompanying the Woodcock Johnson Psychoeducational Battery Revised.
- "The only thing such a formula prevents is prevention." Jack Fletcher, University of Texas, a pre-eminent researcher and author in the field of learning disabilities.
- "For twenty-five years, we have used the IQ-achievement discrepancy model, a wait-to-fail model that is known to be:
 1. Ineffective --
 2. Inefficient --
 3. Irrational --
 4. Immoral --
 5. Indefensible – consensus in the field that is must go."⁶

This formula virtually guarantees failure, Matthew Effect and a struggle with cognitive dissonance. Administrative convenience is not a sufficient reason to continue the use of this invalid and

⁶ Testimony of Dr. Douglas Carnine, "IDEA: Focusing on Improving Results for Children with Disabilities," Hearing before the Subcommittee on Education Reform Committee on Education and the Workforce United States House of Representatives, March 13, 2003

archaic construct. If you wait until a cancer patient actually shows signs of illness, it is often too late. Early detection, early treatment is the goal of the medical doctor it must also be the goal of the educator. Our educational practices and policies require that a focal weakness, that is "malleable," is not addressed until the manifest underachievement and the derivative impact is realized. Such policies and practices allow a child to risk disability. The moral imperative is to take such action as is necessary to avoid the predicted harm before it manifests by addressing the identified focal weakness with timely intervention.

My Story:

I am dyslexic. I was left back in the first grade because I couldn't learn to read. The first day of my second try at first grade was a perfect example of the kind of insult that is often added to the "injury" of having a learning disability. I was a second grader in first grade; the other children were kindergartners in first grade. To make them feel comfortable, the teacher had all the desks placed in the middle of the room so we could all "skip around the class." I wasn't a kindergartner -- I refused skip. Sensing my anguish, the teacher sent me back to kindergarten for the rest of the week to learn how to skip - so much for empathy.

This teacher also used the EIF approach to teaching reading -- Embarrassment Is Fundamental. She was actually surprised that I had just as much trouble reading in front of the class as I had trying to read at my desk. As a result, until I was 40 years old, any kind of public speaking resulted in inordinate anxiety and panic. Teachers called me "lazy and unmotivated" to my face. I began hating school. They told my parents: "He needs a fire put under him." or "Put a bomb under his butt." I learned to hide in the back of the room, with a book in front of my face, and, if possible, behind Billy Norton, the biggest kid in class. I wanted to be invisible.

Then, in the eighth grade, I met that "charismatic adult" about whom Robert Brooks often speaks. Mr. Tanenbaum taught science and he was "tough." But his toughness included structured, hands-on, and visual experiences. He used graphs and charts while challenging my conceptual strengths. Reading and memory skills took a back seat. I got "A"s instead of "C"s and "D"s. Other kids, who always appeared quicker and smarter than I was in school, were struggling to get "C"s.

The effect of this experience in science class was profound. I started to face those fears that haunted me the most. I committed to running for a class

office knowing that in a month, which is an eternity for an 8th grader, I would have to SPEAK IN PUBLIC! In 10th grade, I ran for Vice President. The varsity quarterback ran for President. Two weeks before the election he realized that a loss would be a significant blow to his campus status. Since I, would probably loose anyway, he proposed that we trade nominations. To his surprise, to my surprise, and to the surprise of some of my teachers (several of whom considered early retirement), I won.

College started badly. I didn't know how to study. I went to a challenging school, and took 18.5 credits the first semester. I managed only 3 to 4 hours of sleep per night and still couldn't make up for my labored reading, slow processing speed, and poor memory skills. I flunked out after the second semester.

In my second year at C.W. Post College of Long Island University, I gradually learned what I needed to know. First and foremost: reading the teacher is often more important than reading the book. Go to every class, sit in front, watch the teacher (make eye contact), take notes, and review your notes immediately after class.

To counteract my failed freshman year, I took 56 credits in my senior year; almost double the average course load of 30 credits. Incidentally, my undergraduate degree is in engineering because it was the only degree that didn't have a foreign language requirement. Also, I never did learn my times tables (7x9 is processed 7x3=21x3=63, etc.) and, as a consequence, I did not do well in math in public school. In college I was at home with the math concepts and abstract problem solving necessary to earn an engineering degree.

After college came a job, marriage, three years in the U. S. Army, children, and law school. Rutgers Law School used a Socratic method of instruction; understanding and being able to argue concepts was more important than remembering the name and date of a particular case.

Remediate, Compensate, Accommodate, Promote:

My personal profile of unexpected deficits includes problems with phonological processing, memory, and processing speed. I also have unexpectedly strong visual spatial skills. A plan to address weaknesses should be to *remediate* that which can be remediated, then to *compensate* for those problems that can't be remediated, and lastly, *accommodate* those needs that can be neither compensated for nor remediated. The difference

between these concepts is important. If you fill in a pothole it is remediated. If you learn to take yourself around the pothole, you are compensating for its existence. If you need help to get around it, you are asking for an accommodation. My profile involves a phonological processing deficit that can be effectively remediated, memory problems that can be reasonably compensated for by using digital recorders, taking notes and by finding a wife with a good memory and all of the skills that I lack. My processing speed deficits require that I have to request the patience of others (such as those who await this article). Of course, opportunities to promote unexpected skills should never be overlooked.

Dyslexia:

In the United States about 85% of children identified as having a learning disability have a difficulty learning how to read. Unfortunately, there remains widespread misunderstanding as to what dyslexia is among parents and professionals.

G. Reid Lyon, Ph.D. head of the branch of the National Institutes of Child Health and Human Development responsible for researching learning disabilities has said, "If you don't know the cause you get instructional paradigms built on faulty assumptions." The Center for Effective Collaboration and Practice in 1998 took the position that one must "look beyond the overt topography of behavior, and focus, instead, upon identifying biological, social, affective, and environmental factors that initiate, sustain, or end behavior."

Sometimes the cause for behavior is counterintuitive. The following is an example that helps explain the counterintuitive nature of an understanding of the cause of dyslexia.

1. Read the following sentence aloud.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

2. Before going on, go back and count how many Fs appear in the above sentence.

3. The answer to your question as to why I am asking you to do this is in the footnote below.⁷

⁷ There are 6 F's. All written languages are a code for spoken language. In an alphabetic language letters and letter

Most of the world assumes that dyslexia is a visual problem involving such things as reversals, transpositions, words "dancing" on the page, and the like. Hence, there is a long history in the reading field of worthless "instructional paradigms built on faulty assumptions."

Louisa P. Moats has said, "It is not self evident that phonological processing underlies reading disability."

Jeanne S. Chall said: "The reading gaps of the deaf as compared to the blind seem almost a contradiction. Common sense tells us that the deaf would be the better readers because they can see the print. Yet the blind are the better readers. This happens because reading is closer to hearing than to seeing."

On August 3, 2002, a scientific consensus meeting was held in Washington, D.C., to address the need to update the research definition of Dyslexia adopted by NICHD in 1994.⁸ This group came to consensus on the following definition:

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. 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.

The various concepts in the definition can be broken down as follows:

1. "Dyslexia is a specific learning disability ..."

This definition recognizes the existence of other specific learning disabilities and its place on the

combinations represent phonemes, the smallest unit of sound in the spoken language being encoded. Good readers automatically make symbol to sound and sound to symbol correspondence. In this case, the instruction to count F's was automatically interpreted by the brain to mean the unvoiced /f/ sound that most often corresponds to the f symbol and an accomplished reader overlooks the voiced /v/ sound in the word "of." This is one test that good readers most often fail and non-readers always get correct.

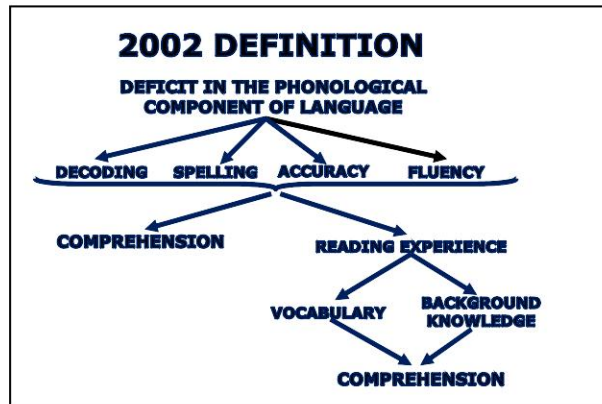
⁸ Participants: Susan Brady, University of Rhode Island; Hugh Catts, University of Kansas; Emerson Dickman, Secretary IDA, Project Leader; Guinevere Eden, Georgetown University; Jack Fletcher, University of Texas Medical School, Houston; Jeff Gilger, California State University/LA; G. Reid Lyon, Chief, Child Development and Behavior Branch, NICHD; Bennett Shaywitz, Yale University, Discussion Leader definition of "dyslexia;" Sally Shaywitz, Yale University; and Harley Tomey, President, IDA.

taxonomic hierarchy of the concept learning disability.

2. "... that is neurobiological in origin."

The deficit is cognitive, intrinsic to the individual, and occurs at the level of neuronal activity.

3. "It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities."



Prior definitions focused on decoding as the performance deficit caused by a cognitive deficit in phonological processing and spelling and fluency problems were considered derivative to the decoding deficit. This definition recognizes fluency, automaticity, and spelling along with decoding as being directly influenced by the cognitive deficit involved. As a result, the definition has greater relevance to written languages that are more phonologically regular and transparent, e.g., Italian, or that are non-alphabetic, e.g., Chinese.

4. "These difficulties typically result from a deficit in the phonological component of language. . ."

The core cognitive deficit of dyslexia resides in the phonological system.

5. "... that is often unexpected in relation to other cognitive abilities . . ."

Consistent with the definition of learning disabilities, the cognitive deficit involved exists in the presence of cognitive assets and is not expected as the result of a generalized developmental disability. The factor distinguishing a Learning Disability from a Developmental Disability is not the character of the deficit, which may be similar, but the existence of relative cognitive strengths. It is critical to recognize the relative nature of the comparison of deficit to assets. In other words, there is nothing in this definition that would

preclude an individual with a generalized developmental disability from also being dyslexic if his cognitive assets were relatively superior to his "deficit in the phonological component of language."

6. "and the provision of effective classroom instruction."

Individuals who can't read due solely to poor instruction (curriculum casualties) are not dyslexic.

7. "Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

The primary goal of reading is to comprehend the meaning of text. The dyslexic individual does not, without comorbid weakness, have a cognitive deficit that directly impacts the ability to comprehend. However, if you can't decode a word - you don't have access to its meaning and if you don't read - the vocabulary and background knowledge necessary for efficient comprehension does not develop. Therefore, comprehension suffers indirectly. Almost like the family that suffers when the head of the family is injured and can't work.

Dyslexia in a nutshell:

- **Focal Weakness = *phonological***
- **Manifest Disability = *decoding, accurate word recognition, fluency, spelling***
- **Derivative impact = *comprehension***

Informed Instruction:

Research for the last twenty years, and practice for the last fifty years, is converging on the elements that comprise informed, effective instruction for dyslexia. To wit: direct and explicit instruction that is structured, sequential, cumulative, phonics-based, and multisensory. The one aspect of such instruction that is most often discussed, most often overlooked, and most often misunderstood in the *multisensory* element, especially the use of tactile/kinesthetic input. Kinesthetic memory accounts for *fixed action patterns* that help us through the hundreds of movements repeated in the same order without apparent conscious thought in the shower every morning. One word written with a finger on the palm of the opposite hand will unlock the door to long term memory and permit the retrieval of not only the single word, but also the whole concept it was intended to represent. If you know this trick there is no good excuse to interrupt when another is speaking or to forget the

"great idea" that came during a lonely ride in the car. The importance of reinforcing direct instruction with tactile/kinesthetic input should not be underestimated.

"We have gained enormous insight into factors that contribute to successful reading acquisition and explain failure." (Bonita Blachman, Syracuse University.) "The knowledge children need to master in order to succeed at reading is well documented, and the kinds of instruction methods that are effective have also been verified." (Brady and Moats, 1997, *Informed Instruction for Reading Success: Foundations for Teacher Preparation*; A Position Paper of the International Dyslexia Association.)

Fear Is Our Enemy:

Self-advocacy is a two way street. It is more important that we do for ourselves than have others do for us.

- Come to class prepared.
- Make eye contact.
- Take notes as best you can.
- Expand, summarize, or outline notes immediately after class.
- Focus on concepts.
- Highlight text.
- Manage time.
- Sit in front.

If you are like me and have experienced embarrassment at the hands of insensitive teachers, be proactive - discuss your concerns with the teacher.

"I am a student with learning problems I have been afraid of being embarrassed by teachers all my life. If you will agree to call on me only when I raise my hand, I will be able to set aside this fear and concentrate on what you have to teach. If you do this for me, I will sit in front, take notes, and come to every class."

We must all learn to sit in front!

Updated 5-22-12

From: Jennifer E. Lienhart Tsuji

TO: Education Committee

Date: ___ February 5, 2013 _____

RE: Testimony in Support of HB 675 – Relating to Education Hearing
before the House Education Committee February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

The passage of HB 675 would be an important step toward implementing the Comprehensive Plan.

My son entered public school in 2008. Every day of kindergarden and first grade was emotional, anxiety producing, frustration. Mostly because he could not get written material done in a timely manner . We also noticed some transference of numbers during math. Later, in first grade, spelling was increasingly challenging and time consuming. My son at this point hated going to school and would cry and have meltdowns any time we asked him to write anything. After two years of seeing my son meltdown...I said "Enough!" and pulled him out to homeschool.

I had a private assessment done during his first grade year, and realized that he was in fact dysgraphic (a form of dyslexia involving processing time usually associated with input and/or output of information.) I attended many trainings regarding Multi-Sensory Language theory, the Odyssey project, and other related topics. They were eye-opening and realistic andy they gave me hope. I could see a program that could be beneficial for not only the dyslexic child but also the ESL child. MSL

training can increase every child's reading abilities. I could not believe that Hawaii was not implementing these standards yet.

It is after many years and personal experience, many years of paying for private tutoring to obtain the skills that HIDA describes, and now paying for private school tuition.... that I write you today to support HIDA's recommendations for HB675. I would like to think that some day (if we just cannot handle the financial burden anymore) that the public school will have already implemented the suggestions made by HIDA (and re-submitted by myself below).

If you are a parent, then I am sure you can relate to the desire to make your children happy with their learning experience and build their self-esteem in a healthy and productive manner which is what these suggestions to HB675 can accomplish.

I support HIDA's recommendations as follows (modified to express personal interest and emphasis):

1. Dyslexia Definition. A strong recommendation that the current definition of dyslexia [Page 1, Lines 1- 12; Page 4, Lines 3-7] be changed to read, "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."

This corrected definition of dyslexia has been adopted by both the federal National Institute of Child Health and Human Development (NICHD) and

the International Dyslexia Association (IDA) since 2002, and has now has withstood over 10 years of scientific inquiry. Also, the definition is consistent with federal policy, as dyslexia is listed under "Specific Learning Disability"

Disabilities Education Improvement Act (IDEA, 2004). In fact, dyslexia has been listed as a Specific Learning Disability since the first major federal special education law (PL 94-142, Education of All Handicapped Children Act) was passed in 1975. Considering major components of this bill pertain to public awareness and professional development, an essential starting point for all subsequent conversation and action requires use of a definition that is accurate and consistent with both the scientific community and federal law.

2. “Similar Learning Disorders” I strongly recommend that the term "similar learning disorders" be replaced with "literacy challenges." The bill's definition for "similar learning disorders" is the stated definition for "literacy challenges" in the Comprehensive Plan. This corrected term is more specific to the intent of the bill, and is consistent with the Response to Intervention (RTI) framework. It is widely agreed upon that intervention will be provided to students on the basis of need, without first having to qualify with a formal diagnosis of a "learning disorder." Many struggling readers' difficulties will not, and should not, rise to the level of a "disorder." This is a key component of RTI – we should provide a tiered approach that applies, at the lowest level, to all students, with the goal of minimizing students who require more intensive intervention

3. Literacy Specialists. We strongly recommend that the license or license field "Literacy Specialist" be added in conjunction with provisions containing the term "Reading Specialists". The conceived Literacy Specialist license, required skills, and job description, which are used prominently throughout the Comprehensive Plan, are different from the already existing ones for reading specialist. Individuals classified as literacy specialists shall have advanced

preparation and meet more rigorous standards for comprehensive and in-depth content knowledge than what currently is required. Again, the SCR-110 Working Group agreed on this distinction after three years of thoughtful deliberation.

4. Teacher Licensure. As a technical matter, it is our understanding that the Hawaii i Teacher Standards Board (HTSB), in consultation with the HIDOE, but not the HIDOE itself, determines licensure for Hawaii teachers. [Page 2, Lines 19-21]

5. Areas of Support. I strongly support the bill's intent to "support students with dyslexia and other literacy challenges by implementing a comprehensive plan..." [Page 2, Lines 9-11]. I also strongly support the three provisions that require the HIDOE to: (a) promote the awareness of, and strengthen support for, persons with dyslexia or other similar learning disorders; (b) require at a minimum, subject to funds made available for this purpose and the availability of qualified personnel, one licensed reading specialist teacher who meets the requirements established by the HTSB for each public school; and (c) make available professional development materials and training to educators to support the enhancement of reading, writing, and spelling skills of students with, dyslexia, or other similar learning disorders.

Dyslexia and other literacy challenges affect up to 15-20% of the general population. Of all students diagnosed with a specific learning disability, 85% have an issue pertaining to reading and language processing, making it by far the most common learning disability. The condition does not discriminate – it exists across gender, ethnicity, and all levels of intelligence and socioeconomic status. This bill is not simply about diagnosis though; it is about helping all struggling readers. Specifically, while the sections of HB 675 (as revised by HIDA's changes to conform to the Comprehensive Plan) that relate to reading specialists and literacy specialists and professional development for educators, are essential to improve reading instruction for

students with dyslexia, they will also improve reading instruction for students with other literacy challenges. It is widely known that 41% of Hawaii public school fourth graders and 32% of its eighth graders scored below basic on 2011 National Assessment of Educational Progress (NAEP) exam. These statistics, which rank Hawaii toward the bottom of the nation, should be shamefully unacceptable to all of us.

As has been written before, we must remember that statistics are human beings with the tears wiped off.

At this prevalence, dyslexia and other related literacy challenges impact more children than any other cognitive or physical childhood condition. Reading is foundational and should be valued as a right, not as a luxury determined by luck.

Reading might be best thought of as a "gateway skill." Proficiency in reading grants a student access to other content knowledge, as most academic subjects are mediated through digital or printed text. Without this skill, most content (and by extension, education and career opportunities) become increasingly inaccessible to that student. It has been widely documented that struggling readers, for a variety of reasons, often related to the effects of persistent school failure, disproportionately face poor academic, health, and economic outcomes (e.g., high school and college graduation rates, substance abuse, delinquency, unemployment, incarceration, etc.). When we do not properly teach a child to become a proficient reader, we do not only cheat them out of a skill, we steal something much more precious – their opportunities and aspirations.

What is most frustrating about the current epidemic of inadequate reading levels is that the appropriate instructional methods have been widely known and accepted for decades. Both the Comprehensive Plan and HB 675 reflect this well-established scientific knowledge and national best practices. One application is the school-based programs of HIDA's Odyssey Project. HIDA has administered this program in Hawaii public schools for several years,

which includes the 3 elements of HB 675 – dyslexia awareness, professional development, and a “literacy specialist.” The Odyssey Project data reports students making significant gains in reading achievement, along with lowering the number of special education referrals because appropriate identification and intervention were provided early. HIDA is confident that similar improvement would occur in all Hawaii schools if HB 675 is adopted and implemented with fidelity.

Taken together, the dire state of literacy in this state, and nation, has migrated over whatever equivocal line separates an educational crisis from a public health one. We have a moral imperative to act on behalf of these children and their families. Our current situation is untenable and rises to the level of warranting legislative attention. Several other states have statutes regarding literacy and this would be a wonderful opportunity for Hawaii to lead.

Even though we offered recommendations about certain provisions, I believe in HIDA's recommendation regarding HB 675 is an important step toward improving literacy instruction in Hawaii schools.

I thank the House of Representatives for bringing much needed attention and engagement to the critical issue of literacy in our state. We look forward to continuing to work with the Legislature and other public and private stakeholders in serving the needs of Hawaii's struggling readers.

Mahalo for the opportunity to testify in support of this measure.

Please support HB 675. Thank you.

Sincerely,

Jennifer E. Lienhart Tsuji

cc: Faye Hanohano

cc. Mark Nakashima

cc. Cindy Evens

[TYPE YOUR NAME(S) AND ADDRESS UNDER YOUR
SIGNATURE(S)]

February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013 at 2:10pm.
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

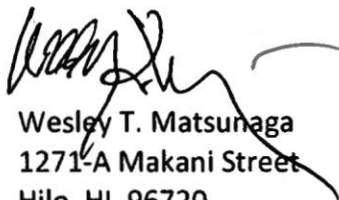
I am submitting testimony in support of HB 675.

As a person with dyslexia and as a parent of a child with dyslexia, I know first-hand the many difficulties individuals with dyslexia face in their everyday life and within the public school system. The educators at the schools are there to help all students achieve their educational goals. The problem is that those very same teachers are not fully understanding of what is dyslexia and are not properly trained to recognize and assist students with dyslexia. Many with dyslexia are not ignorant individuals, but still struggle with learning because of their literacy challenges. As a result, these students will never be able to achieve their maximum academic potential. With the availability of properly trained specialists in the schools, those students with dyslexia can get the much needed help to improve and attain their education.

I looked at the Comprehensive Plan to Teach Reading to Students in Hawaii that was written by the SCR 110 Working Group, and see that the members, including the Department of Education, University of Hawaii and other groups responsible for educating Hawaii's children, agreed that to improve reading instruction in public schools, we have to implement practices like the ones included in HB 675.

Please pass HB 675 for a better future.

Sincerely,



Wesley T. Matsunaga
1271-A Makani Street
Hilo, HI 96720
Ph.: 959-4772

February 5, 2013

RE: Testimony in Support of HB 675 - Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675.

Our journey began 6 years ago in 2007 when our middle child was in 2nd grade and was diagnosed with dyslexia. Since then our other 2 children have also been diagnosed with dyslexia. As a parent you want to do everything possibly to help your children but in this situation we were at a complete loss. Fortunately, we were lucky enough to get in touch with Sue Voit. She has educated us as parents as well as help tutor our children. But I soon realized that there isn't much help for parents and for children struggling to read. Not enough specialized tutors and not enough teachers have the necessary background and skills to help struggling readers. These kids need to be taught in a different way (like using multi-sensory structured language), different than they currently are because it doesn't work with dyslexic children.

I always said.....every teacher, principle, educator, politician needs to have a child with dyslexia because only then will you know our struggles. You have the power to help our young struggling readers, so please support HB 675 and the changes to HB 675 by the HIDA, including the definition of dyslexia.

Every second counts! Every child counts! Things need to change now!

Thank you.

Sincerely,



Jadee Takayesu

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 11:45 AM
To: EDNtestimony
Cc: e_emh53@yahoo.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Elva E. Hayakawa	Individual	Support	No

Comments: It is important that children with dyslexia receive the support they need to move forward in their education. The trained teachers will not only support the dyslexia population. They will be able to help other students having difficulty learning using the conventional methods. Thank you.

Please note that testimony submitted less than 24 hours prior to the hearing , improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Date: 2/5/13

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am a mother of a 14 year-old boy who has dyslexia. I knew he was different from the time he was a toddler. He is my third son and I knew something was different about him by the time he was three. It was incredible and stunning to watch a little toddler be so interested in subjects that most of his peers wouldn't question for another decade. I homeschooled him from the middle of his kindergarten year until a change in our lives forced me to send him to school in the middle of his 6th grade year. No testimony I could write here, could ever be adequate enough to describe the struggle a family goes through to find the proper tools and support to ensure their dyslexic child will find success in school.

Success goes beyond the grades a child receives from his or her report card. Success is determined by this child's self-worth, self-esteem and belief that no matter what, he will be safe in his school environment, in spite of his differences. This can only be so if his environment is equipped to first; recognize his differences and what it means, and second; to have the resources to properly address these differences.

As a mother watching my child struggle through the system of years of numerous testing, meetings, emails with teachers and counselors, phone calls, the endless cry for help day after day, I feel strongly that there needs to be greater education and understanding about what we are dealing with as a whole. Dyslexia itself is not the problem. It's the ignorance about dyslexia that is. How can any person interacting with someone, especially a child with dyslexia, know the first thing about helping them if they don't even have the background or knowledge about it? The frustration, the pain and the struggle cannot even be described in this testimony.

Unless you have had firsthand experience with a person struggling in a world not set up for the challenges and the gifts of a dyslexic, you will be clueless.

The wonders of a dyslexic mind are compelling and worth a good, solid look at how we educate these children. It would be such a waste if we don't. The long-term effect will be seen not only in our schools presently, but in our community, our society, our world, when these children grow up to be the adults of our future.

Our society hasn't fully realized what we have to gain from the intuitive and keen minds of these children. We cannot overlook it any longer.

I no longer have the privilege of seeing my son on a daily basis anymore, as I live on Oahu and he in Hilo. But in my mind, I can still hear what he would say to me every single night, when I tucked him into bed. "Thank you Mom, for everything you've taught me today and everything you do for me. I could never live without you because who would understand me?"

I would always tell him what an honor it was for me to have been chosen as his mother and that it is he, who teaches me. Truly he did, every single day. I also promised him that no matter what, for the rest of my life; I would never give up trying to improve his life through my own researching and reaching out to help him in some way.

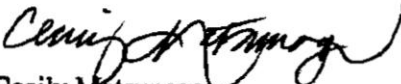
This is part of my promise to him.

I pray that it is your desire to help my son and the thousands of others who are counting on you to make that difference in their lives.

Please support HB 675.

Thank you.

Sincerely,


Cecily Matsunaga
Parent

House Committee on Education
Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair

Regarding: HB 675 – Relating to Education

Dear Chair Takumi, Vice Chair Ohno and members of the Committee:

My name is Rhonda Wingard and I support House Bill 675.

My daughter was recently diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) combined and Dyslexia with features of Dysgraphia. I am still learning about these conditions and how they affect her academically, mentally, emotionally and physically and what I can do as her parent to help, but one thing I know for sure is that my daughter has a “learning disability”. I like to refer to her as being a “different learner”.

Shortly after her diagnosis, I met with her school to find out what was available to accommodate ADHD Dyslexic children. To my surprise, I was told that there weren't any immediate accommodations available for dyslexic children and in order for her to have special accommodations, the school would have to complete a 504 modification plan to see if she would qualify as having a learning disability under Section 504 of the Rehabilitation Act of 1973. This was shocking to hear given the number of children in Hawai'i who are dyslexic or who have reading problems.

She, along with many other dyslexic children, struggle each day to read, comprehend, memorize and recite what they have learned. It's frustrating and devastating when a child is trying so hard to remember what they've learned but can't remember or remember it differently and are penalized with bad grades, comments made by teachers and family, being teased by fellow classmates, etc. This snowballs into deeper, more serious problems with family, anxiety, low-self-esteem, depression, anger, self-doubt...the list goes on. It saddens me that these children are simply a victim of not having the right tools available to teach them in the way that they learn. Just as you would teach a blind person by sound or teach a deaf person by sight, dyslexic children should be taught through a multi-sensory, structured language approach.

By passing House Bill 675, it will require trained educators, who specialize in teaching children with learning disabilities, to be in the school to help dyslexic children or struggling readers. This resource will give these children a fair chance to finally learn how they were built to learn rather than struggling to desperately understand in an attempt to avoid criticism and failure. I am very optimistic that with the passing of this bill, we will see an improvement with dyslexic children academically and that success will help improve their relationship with family and friends, build self-esteem, gain confidence, have a sense of achievement, have a more promising outlook for the future and most of all, finally get a fair chance to learn! By not passing this bill, Hawai'i is saying loud and clear that we condone leaving children behind rather than doing what we have to ensure **NO CHILDREN ARE LEFT BEHIND!**

Sincerely,

Rhonda K. Wingard

Tuesday February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I believe the DOE needs this bill to become law so they have a strong system in place to follow. It is unacceptable that we have so many students struggling in school. Learning to read is the most important life skill and the first building block to which all other learning is based on. It might be hard to hear but right now students are set up to fail from day one. It has been my experience that most teachers mean well and want their students to succeed. However, teachers are not appropriately trained to provide the intense reading strategies that most students need.

I always loved books but had an extremely hard time learning to read. The DOE's solution was to wait saying I will read when I'm ready. The first few years (K-3) of school are crucial to learning to read. At the end of second grade I was diagnosed with SLD and spent two years in special education classes making no progress. My parents took me for a second opinion and I was diagnosed with dyslexia at the end of fourth grade. If not caught up to grade level by the 4th grade fluency will never catch up. At 9 years old I was absolutely crushed to learn that despite all my hard work both in special Ed and in private tutoring I will never be on track. That makes success a constant uphill battle for students. Most of these students already have obstacles in front of them making school secondary: low income, foster care, family members in prison or into drugs. If they are not taught to read they have NO chance to escape that life.

During my 11 years in the public school system the DOE always wanted to do the minimum to help me and other students. I was one of the luckiest ones with a family who valued education and the courage to stand up not just for me but for all struggling readers in Hawaii.

I have witnessed MOST of my peers struggle through school with no one to help them. I've seen MANY peers graduate high school not being able to read or write. They have come from low income families whose priorities are drastically different than mine. Without learning to read how can we expect these generations to attend college or even just hold a job to support their families?

Despite seeing all of this while I was in school, starting in 1993, my family is still being contacted by other families and asked for help with similar problems today in 2013. This is unacceptable! How many thousands of students have gone through the DOE since then without getting help? Since the DOE can not develop a system on their own to help all children learn to read then they need to be given a system that has proven to work.

I also support changes to HB 675 recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

Please support HB 675.
Thank you.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Voit". The signature is written in a cursive style with a large, sweeping initial "J".

Jennifer Voit
1689 Akolea Place
Hilo, HI 96720

Date:February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education

Hearing before the House Education Committee

February 6, 2013, 2:10 pm

Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

My interest in dyslexia is both as a teacher/tutor, and a sister (Tita) to a dyslexic sibling. As a teacher at a very large high school on the Big Island, I have been given the chance to work with many students who are not able to read or write. And, it has been my experience working with these high school students, many have literacy challenges, and their needs are not being addressed.

But honestly, what has really made me open my eyes to this literary challenge has been living with a 56 year old dyslexic sister, and witnessing her daily struggles. My Tita has no job, no high school diploma, no husband, no children, no money, no nothing. Currently she is living with me trying to finish off her high school classes, for she wants to do a “do over” and earn her high school diploma. She knows with that diploma, new opportunities can finally open up for her. This lady wants to better herself, and be a contributing citizen in our community.

My journey with my Tita has been a short one, but an eye opener. Having been a “hanai” baby, I did not witness all the day to day trials my younger Tita experienced, I was not there. Over a year ago though, I received a phone call from her, she was living on the mainland, and had no job, no money, and she wanted to come home. I sent her money to buy a one way ticket back to the islands, along with some extra for a suitcase, and some money for food and whatever incidentals that she would incur returning to Hawaii. The money I sent was to a friend, who then wrote out a check for my Tita, for she did not even have a bank account.

This Tita has been with me over a year now, and I see the same reversals and confusion while she is reading and writing daily. I think, if only someone had seen the signs when my Tita had been in elementary school, something could have been done to help her.

It is so disheartening to see an adult struggling each day trying to make sense of simple directions.

And I cannot tell you what this has done to me, and my resolve is even stronger than before, to help those students who are literacy challenged. My teaching of our literacy challenged students have been a passion of mine, no one of them should ever have to go through life feeling anything less than they are, terrific individuals who all deserve a fair chance at a great life. Merely surviving is not good enough. Ask me, and I can tell you from my experience, but if you really want to hear the story first hand, perhaps it would be better to have my Tita talk about what she is going through right now.

Yes, this story will have a good ending, and I can tell you my Tita is an inspiration to those teachers and fellow students who are attending night school in Hilo. She won't give up. And

when she does earn that high school diploma in her late 50's, many people, those who know her, and those who do not, will all be celebrating!!

I urge you PLEASE, my legislatures, pass this bill. It will bring about the many changes that we here in Hawaii need now, not later. Do not wait, all you have to do is think about my Tita, she should have had the help she needed long ago, but where were we when she was asking for that help. We who have no literacy challenges should assist those who have needs.

Mahalo nui loa for allowing me to share with you, my experiences about someone who means the world to me, who I view as a hero, and who is dyslexic.

Please support HB 675.

Thank you.

Sincerely,

Valerie Jean De Corte

HIDA

Orton Gillingham Trained Tutor

Hilo High School ELL Teacher

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 12:38 PM
To: EDNtestimony
Cc: bethany.higa@yahoo.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Bethany Higa	Individual	Support	Yes

Comments: I support dyslexia!!!!!!!!!!!!!! I support house bill 675 because I am a struggling reader. I have a hard time reading and spelling and I feel everybody should have a fair chance. When I was younger I struggled with reading and had a hard time passing 2nd grade. By the time I was in 5th grade I could read and write cursive easily. Now being in 7th grade I have difficulty reading chapter books lower than my grade level. I hope kids get a reading education by this bill being passed. I feel kids need a good education young. Without a good education now kids will fail when they get older and they won't live a good life. This testimony is written by a 12 year old with dyslexia. Please pass this bill for kids like me.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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Tuesday February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair ^{Roy} Takufu, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

As a former State Senator and a parent of children affected with dyslexia, I strongly encourage support for HB 675. Over the years, my family and I have endured many frustrating educational experiences. Yet, I also recognize that individuals affected with dyslexia may enjoy a creative mind or talent that others consider a gift. Unfortunately, not all individuals with dyslexia are afforded the educational opportunity to reach their academic potential and thrive as lifelong learners.

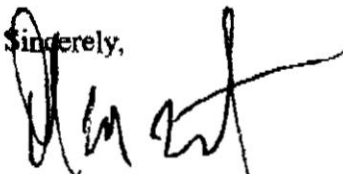
In 2010, I was encouraged by the passage of Senate Concurrent Resolution 110 that established a Working Group to develop a comprehensive plan to improve awareness and support for persons with dyslexia. After three years, it appears that the Working Group has fulfilled its task with the development of a Comprehensive Plan that will benefit *all* students. The passage of HB 675 is a necessary entry point in setting forth a framework for the Working Group's *Comprehensive Plan to Teach Reading to Students in Hawaii*.

I also support changing the definition of dyslexia, as recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), to reflect the definition previously defined by the Working Group and aligned with the Comprehensive Plan. The acceptance and use of this definition will be significant in developing a common language among students, parents, and educators.

Due partially to advances in technology and changes in global industry, literacy demands are rising, making **learning to read** absolutely critical for **all** students and the top priority for all schools. Thus, the Legislature, Department of Education, and schools must become innovative and resourceful in order to acquire reading or literacy specialist.

I thank the committee for their interest in making literacy a priority for all students, including those affected with dyslexia.

Sincerely,



Former, State Senator David Matsuura
458 Ponahawai St., Hilo, HI 96720

February 5, 2013

House Education Committee

Re: HB 675 Education/Dyslexia – February 6, 2013, 2:10 pm, Room 309

Dear Representatives:

Please **SUPPORT** HB 675, regarding education, dyslexia and struggling readers.

The legislation and comprehensive plan put forth the best practices and methods, as determined by the US Department of Education, the National Institute of Child Health and Human Development, the National Institution for Literacy, and the National Reading Panel.

Federal entities and national experts have repeatedly found that children (and adults) with dyslexia can become better readers through evidence-based Multi-sensory Structured Language methods.

The methods will help any person learn to read, but are imperative for many students with dyslexia and other struggling readers. Without those methods, the student may never gain fluency in reading or writing, and faces a higher risk of dropping out.

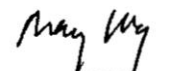
Representatives of the University of Hawaii College of Education, the Hawaii Teacher Standards Board, the Teacher Education Coordinating Committee worked diligently to create feasible, evidenced-based proposed legislation and a comprehensive plan.

The Department of Education dropped its statewide program several years ago, presumably in a misguided attempt to save money. If you were to ask the DOE for the feedback from the teachers who were trained in MSL, I am confident you would find that the results provide a resounding endorsement.

The legislature should adopt HB 675, because without it, the DOE has shown little regard to implementing a comprehensive program using the evidence-based, national methods.

Please support HB 675, with the amendments consistent with the provisions recommended by the SCR 110 work force committee.

Respectfully submitted,


Mary Wong

EVELYN H. YANAGIDA, PH.D.
Pacific Business News Building
1833 Kalakaua Avenue, Suite 800
Honolulu, HI 96815

February 5, 2013

RE: Testimony in support of HB 675 – Relating to Education
Hearing before the House Education Committee
2.6.13, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno and Members of the Committee

I am submitting this testimony in support of HB 675.

I am a licensed psychologist and serve on the professional advisory board of the Hawai'i Branch of the International Dyslexia Association (HIDA). I have been in practice for over 30 years and have evaluated thousands of students for learning disabilities, including dyslexia. Many of the children I assess have been passed on from one grade to the next without anyone identifying, much less remediating, their skill deficits. By the time I see these children they are often discouraged, frustrated and angry which does not bode well for their transition to middle and high school.

Since reading is a fundamental life skill we need to take every possible step to give our keiki the skills to achieve at the level of their potential. Implementing practices like those contained in HB 675 is a positive step that will increase public awareness of dyslexia and provide badly needed, research-based reading instruction in our public schools.

I concur with HIDA's testimony and ask you to support HB 675. Thank you.

Respectfully,



Evelyn H. Yanagida, Ph.D., ABPP
Licensed Psychologist HI-207
Board Certified in Clinical Psychology

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

RE: HB 675 – Relating to Education

Dear Chair Takumi, Vice Chair Ohno, and Members of the Committee:

My name is Jason Wagner, and I am a teacher and the Dean of Student Activities at Assets School. I am writing in support of House Bill 675.

I have worked at Assets for the last 11 years, and in that time, I have worked with many students with Dyslexia and other literacy challenges. I've found that the more the students know about their challenges, the better equipped they are for their transition after high school. They know what accommodations work for them and they practice advocating for those accommodations. Students tell me countless stories of relief after hearing that they had Dyslexia and that there was a reason why things weren't making sense. They also felt relief that they weren't "stupid" or "slow"- labels that maybe weren't directly stated, but possibly implied.

It would help if faculty received professional development to further their teaching strategies to reach as many students as possible. Since approximately 15-20% of the population has Dyslexia or another literacy challenge, it would be beneficial for the state to address this issue.

Thank you for allowing me to testify on behalf of this bill.

Sincerely,

Jason Wagner

Testimony in Support of HB675 – relating to education

Hearing before the House Education Committee

February 6, 2013, 2:10 p.m.

Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675

My name is Lina Kikuta and I am a substitute teacher with the Hawaii Department of Education and am also a private tutor for children with dyslexia. I became interested in tutoring dyslexic children because there is really little help for these children in public or private schools. I am not dyslexic and to my knowledge no one in my family is.

When I am in the classroom as a substitute teacher, I have noticed that there are many struggling readers in the public schools and I know that identifying them is difficult. Teachers have told me that they don't know how to help the children. Some of them have no other alternative but to ignore the signs and hope the child will somehow learn to read on his/her own. Reading is so very important for a child to learn and the Legislature, Department of Education and schools should make it a very high priority. Having specialist available in schools makes sense. How can we expect to have productive citizens if we haven't given them the opportunity to learn through reading?

I have been tutoring children with dyslexia for three years and I have taken classes at my own expense to help the children. Prior to learning about dyslexia, I tutored without knowing what goes on with a dyslexic child. I can see a difference the specialized teaching makes. The child becomes more confident, eager to read more and is uplifted.

I have looked at the *Comprehensive Plan to Teach Reading to Students in Hawaii* that was written by the SCR 110 Working Group, and see that the members, including the DOE, UH and other groups responsible for educating Hawaii's children, agreed that to improve reading instruction in public schools, we have to implement practices like the ones included in HH 675.

Please support HB 675.

Sincerely,

Lina Kikuta

February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I have worked with dyslexics struggling to read and other children with special education labels for the past 40 years as a teacher and administrator. I have worked with children in public schools and independent schools on the mainland, in Japan, and in Hawaii. In addition, I have a son who is dyslexic with the added gift of attention deficit disorder.

As a mother, I have watched my son as a third grader in public school break into tears while trying to make it through yet another worksheet filled with words to say and blanks to complete. Well meaning teachers were at a loss as to why he couldn't "get" the assignment and suggested he simply needed to work harder and longer.

As a teacher, I have watched my colleagues attempt to learn better ways to teach reading in the classroom and give up in the face of multiple demands for their time; lack of support for school wide use of consistent MSL methodology; and limited access to training, mentoring and support for professional development.

As an independent school administrator, I have interviewed many students for admission to a specialized reading focused program with tears in his/her eyes as he/she talked about the inability to read simple stories at their previous school and the hours needed to spend on homework just to read one chapter assigned by the teacher. Sadly, the feeling of failure and lack of hope were woven deeply into the fabric of these young people.

HB 675 brings Hawaii an amazing opportunity to make a significant, positive difference in the way we view struggling readers, treat literacy challenges, provide access to literacy specialists, ensure professional development and commit to all children and families the certainty that every child will be able to read. For students like my son, or colleagues who are searching for answers, and for those who can't get through another night of homework without tears, HB675 gives Hawaii the means to ensure every child will read.

Please support HB 675. Thank you.

Respectfully submitted,

A handwritten signature in black ink that reads "Patricia Jenks". The signature is written in a cursive, flowing style.

Patricia Jenks

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 2:14 PM
To: EDNtestimony
Cc: kandmhiga@hawaii.rr.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Margaret Higa	Individual	Support	Yes

Comments: I am submitting this testimony in support of HB 675. I am the parent of two dyslexic children and the executive director for the Hawai'i Branch of the International Dyslexia Association (HIDA). I have witnessed my own children's frustrations as they struggled to learn and keep up with their peers in classrooms in which their teachers had little or no understanding of dyslexia and only used traditional teaching methods. I have listened to the heart-breaking stories of parents whose high school aged children are reading at a 3rd grade level, even after years in a public school special education classroom, and told that a "certificate of completion" will be "okay" since they don't meet the requirements for a high school diploma. I have comforted weary parents, their voices quivering, as they related to me their anger and desperation when they are told by their child's teachers: "She's just lazy. If only she would try harder." Or, "Dyslexia? That's just reading backwards, right?" Dyslexic children can and do learn when taught by informed professionals. I firmly believe that passage and implementation of HB 675 is crucial to equipping our schools and teachers with the knowledge, expertise and professional development to improve reading instruction for all struggling readers in Hawai'i schools. Time is critical; too many children are failing to learn and realize their potential. I respectfully request your support of HB 675 as I believe it is an important step in the right direction to ensuring a better future for our children and the future of our state. Thank you for the opportunity to testify in support of HB 675.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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RE: Testimony in Support of HB 675 – Relating to Education

Hearing before the House Education Committee

February 6, 2013, 2:10 pm

Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

For over four decades, I have been involved in reading research, clinical practice, classroom teaching, and teacher training. I received my doctorate in Reading and Human Development from Harvard University, and have been an associate professor, a practicing psychologist, a licensed teacher, and Co-Principal Investigator on a multi-year, multi-million dollar research project funded by the National Institutes of Health to investigate the causes and remedies for reading failure in high-poverty, racially diverse schools. I have also served as a board member and officer of the International Dyslexia Association (IDA) for many years. I was a contributing writer of the national Common Core State Standards (CCSS) and have been a consultant on many national projects including the Reading First initiative (2001-2008), the Reading Rockets program, and the standards-writing effort of the IDA. I have published many research articles in peer-reviewed, scientifically oriented journals and I am the author of several textbooks and policy papers pertaining to teacher training and student services in reading, language, and literacy. I have also visited your state three times to speak at various conferences.

I have been asked by the proponents of the pending bill, HB675, to provide commentary on some key issues under consideration.

1. Prevention of reading disabilities and reduction in numbers of students who end up in the “below basic” category. At this point, after more than 30 years of research on the nature, causes, and treatments for reading difficulties, including dyslexia, predictive science is quite advanced. We are quite good at flagging students who are risk for reading difficulties and at identifying what kind of reading difficulty they are likely to demonstrate (phonologically-based, or dyslexia; fluency-based; or language comprehension-based). We also have validated treatment approaches for each subtype of reading difficulty, at least through the intermediate grades. We know that *early identification is critical* in preventing and ameliorating reading disabilities and difficulties, and that with a multi-tiered system of support (MTSS or RtI) and specialized instruction, the severity of a reading disability can be lessened and the number of students who fail academically because of poor reading can be significantly reduced. I strongly

support an emphasis on “literacy challenges” or “literacy difficulties” because we should aim to *prevent* disorders that are manifest as serious failure.

2. Professional development for and licensing of Literacy Specialists. A well-trained and well-equipped teacher can make a huge difference in a student’s eventual outcomes. To this end, I chaired a committee of the IDA in 2010 that developed very specific guidelines for what teachers of reading should know and be able to do (IDA’s *Knowledge and Practice Standards*). The document was created to fill a big void in the world of teacher training standards, which typically are not aligned with scientific research, which are not rigorous or measurable, which are unhelpfully vague, and which pay insufficient attention to the content knowledge that is necessary to drive instruction and the amount of supervised practice necessary to become a competent teacher. Literacy Specialists should be distinguished from “Reading Specialists” who, in spite of their title, are often not prepared with the depth of knowledge and skill necessary to intervene with dyslexia and related challenges.

3. Measurement of teacher competence. I strongly advocate the utilization of a teacher knowledge and competency assessment such as that adopted by Massachusetts and Connecticut. More states are moving in this direction, and it is the most effective way of ensuring that teachers are properly prepared. It should be required of all teachers of reading, including classroom teachers. The test for Literacy Specialists should be more rigorous than the tests currently used for special education licensure or for regular classroom teacher licensure. Until the New England states adopted a rigorous, meaningful test and set the cut-points at a motivating level, students at risk were not improving and teacher practices were not advancing with the scientific evidence. Since the tests were adopted, significant progress has been made in both states and the student achievement levels are among the highest in the country.

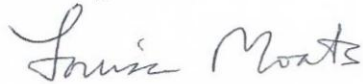
Legislators might reasonably ask why such a test should be necessary when the teachers are licensed and hold degrees. The unfortunate truth, which is well documented in a series of studies published in journals such as *Reading and Writing*, *Scientific Studies of Reading*, *Annals of Dyslexia*, and *Journal of Learning Disabilities*, or published by the National Council on Teacher Quality (NCTQ) is that their coursework is often without real substance or may contain information which is seriously out of step with scientifically grounded evidence pertaining to reading acquisition, reading development, reading differences, and reading instruction. In my current enterprise, which is training teachers throughout the country, not a day goes by when we are not shocked by the lack of knowledge displayed by licensed, credentialed teachers with graduate degrees. After reviewing data from Hawai'i, I have no reason to believe that your state’s teachers would differ in this respect.

Louisa Moats testimony, HB675, Hawai'i

While I think it inappropriate to mandate how courses should be designed in teacher training, I do think that state government should define expectations for professionals who serve in public schools and that tax-payer dollars should be used to ensure that certified or licensed professionals are available to work in every school. A meaningful, rigorous assessment should measure teachers' knowledge of all essential components of instruction that are addressed in the CCSS and the IDA Standards (phoneme awareness, phonics and spelling, reading fluency, vocabulary and language development, reading comprehension, and writing). The bar should be set high enough to discourage those individuals who are not prepared to teach. Again, this assessment should be required of all teachers of reading and should be aligned to a scientifically-grounded blueprint.

Thank you for your thoughtful engagement of these critical issues. Please adopt HB675 with the revisions suggested by the Hawai'i Branch of the International Dyslexia Association.

Sincerely,

A handwritten signature in cursive script that reads "Louisa Moats".

Louisa Moats, Ed.D.

260 Elkhorn Road

PO Box 6193

Sun Valley, ID 83354-6193

February 5, 2013

RE: Testimony in Support of HB675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675

I am fully dyslexic and I have suffered throughout my educational years, from lower to middle to higher levels of education, of which suffering has contributed to my low self-esteem (though mitigated over the years by my own endeavors to re-train and re-learn how to assimilate and educate myself through the vehicle of dyslexia, which I believe is a misunderstood gift of intelligence).

Therefore I support changes to HB675 recommended by the Hawai'i Branch of the International Dyslexia Association (HIDA), including the definition of dyslexia.

I urge to do the right thing and please support HB675.

Thank you very much.

Lana Kaiiopuna "Kai" Alapa
P.O. Box 22661
Honolulu, HI 96823
Kai.Alapa@gmail.com
(808) 342-3303

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 3:16 PM
To: EDNtestimony
Cc: elizabeth@school.org
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
elizabeth Scamahorn	Individual	Support	No

Comments: Date: February 4, 2013 RE: Testimony in Support of HB 675 – Relating to Education Hearing before the House Education Committee February 6, 2013, 2:10 pm Conference Room 309 Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee: I am submitting this testimony in support of HB 675 I am a resource teacher with lots of experience with students having delays related to reading and writing and speaking. Please support HB 675 so that this state will be a leader in the understanding of specific learning disabilities. if you are a person with dyslexia school successes can be minimal and failures are too many. With correct support successes can increase. With legislative understanding and this bill's passage Hawaii schools will have more success!

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Tuesday February 5, 2013

RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309

Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

I am writing to advocate for the passage of HB675. After working in the public school system for eleven years, I have become convinced that in order to meet the literacy needs of our school population, our public education system needs structure and direction.

Reading remediation and literacy should not be left up to the individual whims of department heads, administration, or even budget. Many of our students can't read! They have the ability, they simply have not been provided the curriculum and trained teachers they need to be taught in a different way.

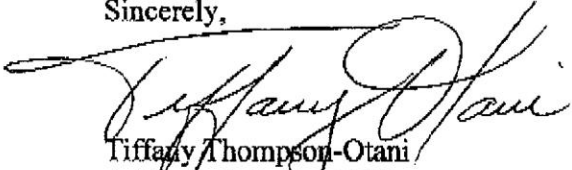
Eleven years ago, after graduating from my Special Education Teacher Training Program, I was unprepared to teaching literacy skills to my mostly dyslexic students. I seriously considered giving up and leaving the teaching profession. Then my complex level District Education Specialist (DES) offered Multisensory Structure Language (MSL) training in collaboration with the Hawaii Branch of the International Dyslexia Association (HIDA). Several years ago, I enrolled in HIDA's Certified Level training and practicum. The practicum was invaluable to my professional growth and my students' outcomes.

Three years ago, our department created a policy that any student entering our high school reading at a fifth grade level or below would be required to take a reading lab course for two years for remediation of foundational reading skills. Two years later, we had the highest improvement in scores in the state on the HSA. Thirty percent of our special needs population succeeded in passing the Hawaii State Assessment. We were clearly beginning to see progress! I was inspired! The following year, our department head retired and a new individual announced that he was doing away with the 9th grade lab. His feelings were supported by our special education counselor, who felt that "Special Education" students need more electives and should not be held to Common Core Standards. Unfortunately, many middle and high school teachers continue to believe, that if a student has not learned to read proficiently by the fourth grade – it is too late for them. Today, it is extremely disheartening to hear teachers arguing over the existence of dyslexia or if the DOE recognizes dyslexia. We need

As a high school special education teacher, I love my job-----really love it. The Working Group's *Comprehensive Plan to Teach Reading to Students in Hawaii* is exactly what teachers are looking for to meet the needs of students. I also appreciate that the plan was written collaboratively by members, including the DOE and UH.

Please pass HR 675 and enable our school system to receive the direction and resources it needs to properly address the needs of our most precious resource; the children.

Thank you.
Sincerely,

A handwritten signature in cursive script, appearing to read 'Tiffany Thompson-Otani', written in black ink.

Tiffany Thompson-Otani
Address: P.O. Box2053

Vocano, Hi. 96785

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 4:09 PM
To: EDNtestimony
Cc: kahonua@msn.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Jeanette Nekota	Individual		No

Comments: Dear Chair Takumi, vice-Chair Ohno and members of the Committee: I am submitting this testimony in support of HB 675 I am a parent of child with dyslexia and a social worker on the Leeward Coast that works with many parents/students that are dyslexic. Right now you cannot get a child tested nor request getting a student tested for dyslexia because the DOE rules state dyslexia is a medical term not a learning disability. When you go to your doctor the medical insurance states dyslexia is learning disability not a medical condition. So you get stuck like I did. I have a child with a form of dyslexia and she graduated from High School reading at a 5th grade level. I fought the DOE and brought them to three administration hearing (which cost the state over \$60,000 in lawyer fees) and got a tutor for my daughter. She learned to read in 8 weeks (she started at 5th grade and read at 12th grade in 8 weeks). My daughter got her Associate degree, bachelors degree, masters degree and now in a doctoral degree program. In two years she will graduate with a doctoral degree in psychology and will be a licensed clinical psychologist. Yes, all students can learn to read and there is no excuse for a student just getting by. Currently, I am working with students that suffer from dyslexia and they are following into the cycle of being learning disabled. First they struggle in the classroom and their teachers tell them that they need to try harder, then the oppositional defiant disorder sets in, then conduct disorder then drug abuse then in our prison system or getting pregnant at an early age and cycle continues. Many of the domestic abusers are dyslexic and read at the 1st - 5th grade (they are illiterate). We are giving our children a death sentence. I was told, when my daughter was in the 5th grade by a professional "don't ever expect your daughter to go to college". I fought the system and soon she will be a doctor of psychology. All I wanted the DOE was to teach my daughter to read. She was passed on because she was a nice girl but her self esteem was going down because she could not keep up with her peers. She like the majority of the students in our DOE system can learn to read and later read to learn. Stop this cycle and support our children!!!

Please note that testimony submitted less than 24 hours prior to the hearing , improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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February 5, 2013

Re:Testimony in Support of HB675-Relating to Education
Hearing before the House Education Committe
February 6, 2013, 2:10pm
Conference Room 309

Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB675.

My name is Gary Akiona and my grandson Maximus Hunt who attends Mae'mae school is dyslexic. Verbally he keeps up with his second grade class. However, he struggles with reading and writing at that level.

He was so far behind in first grade that his single mom took out a loan to pay for a private tutor who taught the MSL method. This person was able to open the door for him to be able to read. For monetary reasons he was only able to be tutored for 6 months. In the short time using the MSL method he was able to read at first grade level.

As we all know the DOE does not test beyond ADHD so he attends Special Ed classes at Mae'mae with very little emphasis or knowledge of dealing with dyslexic students.

He is currently participating in the HIDA/Assets program that is training teachers the ASSETS Method. This extra help may be keeping my grandson's head above water. This is only temporary. What happens to Maximus after this?

Every day is a challenge for any child with Dyslexia.

Please support HB675.

Thank you.

Sincerely,

Gary Akiona Kati Akiona(grandma) and Lea Akiona(Max's mom)
1815 Kualono St.
Honolulu, Hawaii 96817
808 595-4671

ohno2-Jun

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 05, 2013 7:22 PM
To: EDNtestimony
Cc: pascualp011@hawaii.rr.com
Subject: Submitted testimony for HB675 on Feb 6, 2013 14:10PM

HB675

Submitted on: 2/5/2013

Testimony for EDN on Feb 6, 2013 14:10PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Patricia Pascual	Individual	Comments Only	No

Comments: I've read HIDA's recommendations and I sincerely hope you will agree to them. I'm raising a child now who is dyslexic and we've gone through years of struggles and emotional times trying to get her help. HIDA has been the best resource of all. They truly "get it" and are always there to help. I'm a retired teacher myself and have taught grades K-6 FOR 41 years.

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TESTIMONY FOR HOUSE BILL 675, RELATING TO EDUCATION
House Committee on Education

Hon. Roy M. Takumi, Chair
Hon. Takashi Ohno, Vice Chair
Wednesday, February 6, 2013, 2:10 PM
State Capitol, Conference Room 309

Honorable Chair Takumi and committee members:

As a teacher in the Hawaii DOE, I am writing to urge you to support this bill with several concerns that need to be addressed. Within the scope of my duties, I have been tasked to work with students who would probably meet the definition of the students referred to in HB 675. Due to my prior teacher training, learning to recognize signs of potential dyslexia is a skill I have acquired. Unfortunately, I have found the support available for these students in Hawaii minimized by the DOE's lack of definition, methods for diagnosing, and specific accommodations available for these students. Often, it is only with the collaborative support of the parent or guardian that we are able to provide the student with any structure that assists in their academic progress. I do not believe the DOE currently has any procedure utilized for diagnosing students if a teacher has evidence of potential dyslexia. Any improvement in these areas would significantly improve the daily academic life of dyslexic students. However, there are some areas of the bill that are ambiguous.

The bill's intent to provide professional development for teachers is admirable if they are provided paid time outside of their normal instructional duties to complete the training. With the numerous training demands teachers are now mandated to complete due to the new evaluation procedures, in spite of the current loss of all professional development days, this would probably be another PowerPoint presentation with little chance of retention, as most instructional research has demonstrated.

Additionally, 302A – Dyslexia Awareness section C-4 states:

“A multi—tiered system of research—validated interventions and supports, **including without limitation**, multi-sensory structured language education, within the response to intervention model...”

As a teacher, any intervention which defines an accommodation without any limitations is suspect. Some of the limitations that may arise could be fiscal, personnel availability, or assistive technology that may disrupt other students in the learning environment. Also, some of the therapies suggested in this bill would need to be conducted by specialists trained in using the interventions. Many of these could not be conducted within a normal classroom situation where a teacher is responsible for managing the learning of between 15 to 30+ students. This would require the school to have an area for pull out services, and the reading specialist to provide the accommodations. Finally, it is not clear from the bill as it is written, if the DOE would be responsible for payment to outside vendors a parent may contract with to provide the services if a school cannot meet the student's needs to a potential limitation, nor is it certain who would be responsible for approving such vendors.

Mahalo for the opportunity to provide testimony on this bill. I hope an amended form will be provided for further review.

ohno2-Jun

From: EDU Testimony
Sent: Wednesday, February 06, 2013 9:54 AM
To: EDNtestimony
Subject: FW: Testimony for HB 675

From: sandi tadaki [mailto:sctadaki@gmail.com]
Sent: Wednesday, February 06, 2013 9:41 AM
To: EDU Testimony
Subject: Testimony for HB 675

Dear Members of the House Committee on Education--

It grieves me greatly that unless you have personal stake in this matter, it does not rise to your awareness or concern. It weighs on my heart that so many misunderstand the needs of individuals with dyslexia and believe them to be mentally retarded or cognitively impaired. As one who works and speaks regularly with parents of struggling readers, I hear and feel their frustration when grappling unsuccessfully with "the system," sadness and rage about their child's rapidly diminishing sense of self, and, when financial resources are limited, guilt and dread about their inability to provide tutoring or specialized schooling in support of their child. I have told friends that it will be a happy day when the school at which I work is put out of business because the state has finally made it a priority to help kids acquire what should be a fundamental right--the ability to be literate readers. PLEASE give our kids options in their future by equipping them with the tools they need to find success in life.

Mahalo nui loa for your time and attention to this most critical matter!

Sincerely yours,

Sandi Tadaki

TESTIMONY TO HB 675
House Committee on Education

Honorable Chair Takumi and Members of the House Committee on Education;

My name is Gerald Suyama, Facilitator/Chair of the committee created by SCR110, which was authored by then Senator Norman Sakamoto three years ago. The committee was tasked to create a comprehensive plan to help students who were diagnosed with dyslexia and other literacy problems. This dedicated group of individuals, representing a broad spectrum of stakeholders, worked tirelessly for three years researching and crafting this comprehensive plan.

There were two major issues that were addressed and agreed upon. First, through the vision and courage of then Dean of the College of Education at the University of Hawaii (Manoa), Dr. Christine Sorenson, the COE has decided to adjust the pre-service elementary education teacher training to include a program similar to a elementary and reading dual certification. Embedded in this change is an emphasis on a multisensory approach to teaching reading. Second, the Department of Education has agreed that a Literacy coach, who will give direct support to teachers in their classrooms would be implemented with money provided by the legislature.

If this comprehensive plan, supported by HB 675 is implemented, I can see a tremendous change in our society as a whole. I believe there will be less homelessness and less crimes committed, which in turn should result in a decrease in the prison population. There are obviously wide implications for this bill. I ask for your support. Mahalo.

ohno2-Jun

From: EDU Testimony
Sent: Wednesday, February 06, 2013 11:31 AM
To: EDNtestimony
Subject: FW:

From: Joan Helbling [mailto:helblingjoan@gmail.com]
Sent: Wednesday, February 06, 2013 10:50 AM
To: EDU Testimony
Subject:

Date: _____
RE: Testimony in Support of HB 675 – Relating to Education
Hearing before the House Education Committee
February 6, 2013, 2:10 pm
Conference Room 309
Dear Chair Takumi, Vice-Chair Ohno, and members of the Committee:

I am submitting this testimony in support of HB 675

My name is Joan Helbling and I have a dyslexic son. I was also a teacher at Punahou School for 23 years and now

I tutor...Language Therapy...students with dyslexia. It makes such a difference to a young life if dyslexia is identified early

and proper remediation measures put into place. Hida's work has been crucial in disseminating information and providing

O-G training for parents and educators. As a mother of a now grown up son, I struggled to find support and information.

My son, often felt like a failure despite his superior intelligence. I have seen first hand the damage untreated dyslexia can have

on spirit and self image. I see this with my students as well. I have worked with children from six years old to seventeen...and all

have worked twice as hard as those who don't struggle to learn. They feel shame and embarrassment as they strive to catch up

for the gaps due to lack of proper teaching. Reading is more essential than ever in this fast track, high tech world. These bright

children deserve a chance and equal opportunities to learn. I support HIDA and have seen the difference it has made in the

lives of students, parents and teachers... Please pass this bill. Orton Gillingham method works...It is the answer. I feel that every

teacher, elementary to high school would take the O-G course, they would have at their fingertips, the necessary tools to address the

needs of students with learning differences.

Please support HB 675.

Thank you.

Sincerely, Joan Helbling, Retired Elementary Teacher with M.A. and Reading Specialist Credential (U.C. Berkeley, Hayward State College,

St. Marys College in Moraga, 32 years teaching experience in California, East Africa, Minnesota, West Africa and Hawaii..*(Hanahaouli and

Punahou school-23 years. Retired in 1998

[TYPE YOUR NAME(S) WITH POSITION/TITLE AND ORGANIZATION UNDER YOUR SIGNATURE(