



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

Date: 03/25/2013

Committee: House Education
House Higher Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: HCR 095 REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO EVALUATE THE COMPREHENSIVE PLAN FOR TEACHING READING IN HAWAII SCHOOLS AND TO MOVE FORWARD WITH APPROPRIATE IMPLEMENTATION

Purpose of Resolution: Dyslexia; Board of Education; Department of Education

Department's Position:

The Department of Education (Department) does not support this resolution as it would impact or replace priorities set forth in the Executive Budget for Fiscal Biennium 2013-15. Any decision to require a literacy specialist at every school or to provide services to all schools should be left to the Department and aligned with its Strategic Plan priorities and implementation.

Testimony on HCR95
House of Representatives Committee on Education and Committee on Higher Education
Monday, March 25, 2013
State Capitol Conference Room 309

Testimony of Lynn Hammonds, Executive Director, Hawaii Teacher Standards Board

Chairs Takumi and Choy and Members of the Committees:

Thank you for the opportunity to testify on HCR95 Requesting the Board of Education and Department of Education to evaluate the comprehensive plan for teaching reading in Hawaii schools and to move forward with appropriate implementation.

The HTSB requires Hawaii based teacher preparation programs to include the teaching of reading for all teacher candidates. The Board currently offers teaching licenses in the fields of Reading and Reading Specialist, and adding Literacy Specialist is on the agenda for the April 19 meeting.

I look forward to working with the Department of Education on the report required in SCR120.



ALAN M. ARAKAWA
MAYOR

OUR REFERENCE

YOUR REFERENCE

POLICE DEPARTMENT

COUNTY OF MAUI

55 MAHALANI STREET
WAILUKU, HAWAII 96793
(808) 244-6400
FAX (808) 244-6411



GARY A. YABUTA
CHIEF OF POLICE

CLAYTON N.Y.W. TOM
DEPUTY CHIEF OF POLICE

March 22, 2013

The Honorable Roy M. Takumi, Chair
And Members of the Committee on Education
House of Representatives
Hawaii State Capitol
Honolulu, HI 96813

The Honorable Isaac W. Choy, Chair
And Members of the Committee on Higher Education
House of Representatives
Hawaii State Capitol
Honolulu, HI 96813

RE: House Concurrent Resolution: HCR 95, REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO EVALUATE THE COMPREHENSIVE PLAN FOR TEACHING READING IN HAWAII SCHOOLS AND TO MOVE FORWARD WITH APPROPRIATE IMPLEMENTATION

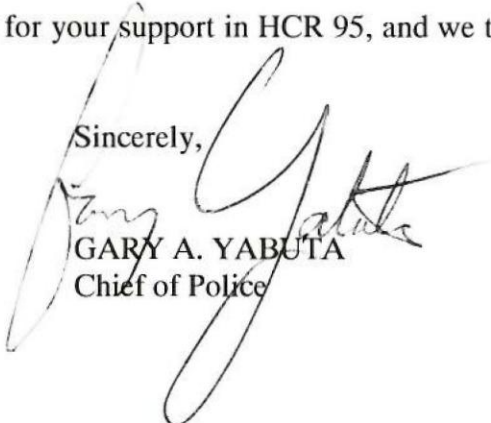
Dear Chairs Takumi and Choy, and Members of the Committees:

The Maui Police Department is in support of this resolution, as we feel the need for our children and students' ability to read and write correctly is a life skill necessary for the academic challenges and the successful career paths to be encountered by our future generations.

The impact of the illiteracy is self evident, and the incapability to read and write clearly leads to anti-social behavior, ignorance and poor self-esteem, which are key elements associated to substance abuse and criminal consequences.

The Maui Police Department is asking for your support in HCR 95, and we thank you for this opportunity to testify.

Sincerely,


GARY A. YABUTA
Chief of Police

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 1:01 PM
To: EDNtestimony
Cc: MMoore@LDAHawaii.org
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM
Attachments: HCR95.pdf

HCR95

Submitted on: 3/21/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Moore	Learning Disabilities Association of Hawaii	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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Monday, March 25, 2013

2:00 PM

Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION &
THE HOUSE COMMITTEE ON HIGHER EDUCATION

RE: HCR 95

Dear Chair Takumi, Chair Choy, Vice Chair Ohno, Vice Chair Ichiyama, and Members of the Committees:

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 HCR 95 – requesting the Board of Education and Department of Education to evaluate the Comprehensive Plan for Teaching Reading in Hawaii Schools and the move forward with appropriate implementation.

HIDA is quite familiar with HCR 95, 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 submitted both the *Comprehensive Plan for Teaching Reading in Hawai'i Schools* (Comprehensive Plan) and the draft legislation for 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 HCR 95 would be an important step toward implementing the Comprehensive Plan and improving literacy instruction in Hawaii schools.

We strongly support all provisions of the resolution, with particular enthusiasm for ones requesting various stakeholders to move forward with appropriate implementation of the Comprehensive Plan. We look forward to learning more about the evaluation that the Board of Education and Department of Education are requested to conduct; as well as reviewing the written report requested from the DOE. The effort to improve literacy in our state is a large one; therefore, we also support the request to coordinate with the University of Hawaii and Hawaii Teachers Standards Board – both valuable and important stakeholders in improving the educational outcomes for struggling readers.

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 concurrent resolution is not simply about diagnosis though; it is about helping all struggling readers. Specifically, while sections of HCR 95 relating to dyslexia awareness, 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.

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. The Comprehensive Plan reflects 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 three elements of the Comprehensive Plan – 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 the Comprehensive Plan is adopted and implemented with fidelity.

Lastly, on March 22, 2013, the DOE testified against SCR 120, a companion concurrent resolution to HCR 95, indicating concern over the cost of hiring literacy specialists. While cost is certainly a material consideration to be evaluated, the State must contemporaneously consider the offsetting societal costs of illiteracy.

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

- 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
- 60% of adolescents in substance abuse treatment programs have learning disabilities
- Teenagers with dyslexia are more likely than those without dyslexia to drop out of school, withdraw from friends or families, or attempt suicide
- 85% of delinquent children and 75% of adult prison inmates are 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

These aforementioned costs are in addition to those the DOE pays for outside services for public school children who do not receive proper reading interventions in the public schools; as well as the cost of litigation related to these matters (e.g., see, *Student v. Department of Education, State of Hawai'i*, DOE-SY0607-109-R, CV No. 08-00146 HG-BMK)

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.

We thank the House 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.



March 25, 2013
2:00 p.m.
Conference Room 309

TESTIMONY TO THE JOINT HOUSE COMMITTEES ON
EDUCATION AND HIGHER EDUCATION

RE: HCR 95

Chairs Takumi and Choy, Vice Chairs Ohno and Ichiyama, and the members of the committees,

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 HCR 95 which requests the Board of Education and the Department of Education to evaluate the comprehensive plan for teaching reading in Hawaii schools and to move forward with appropriate implementation.

A working group created pursuant to Senate Concurrent Resolution No. 110, regular Session of 2010, submitted to the Senate and House of Representatives Committees on Education the *Comprehensive Plan for Teaching Reading in Hawaii Schools*, which addresses dyslexia awareness and literacy instruction as they relate to teaching preparation programs, teaching licensure requirements, professional development for educators, and reading programs in public schools. The underlying principle of the *Comprehensive Plan* that the SCR110 working group has developed is that, with as much as 20% of the population having dyslexia or other reading disabilities, and much higher percentages reading below basic reading levels, the difficulties of Struggling Readers must, to the greatest extent possible, be addressed in general education classroom.

By asking the Board of Education, Department of Education, University of Hawaii, and Hawaii Teacher Standards Board to evaluate the *Comprehensive Plan*, a dialogue about improving the literacy in Hawaii public schools may truly begin. By asking the DOE to submit a written report to the House Education committee on what exactly the schools are doing to teach reading in a manner consistent with the *Comprehensive Plan*, Struggling Readers, their families, and educators will be able to track and monitor assessments and support available to these students.

HCR 95 is an important step towards improving reading and literacy instruction in Hawaii's schools and holds the DOE accountable for its assertion that its existing reading instruction programs are successfully teaching Hawaii's students to read. Commendations to HIDA and the dedicated members of the SCR 110 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.



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

March 25, 2013

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice
Chair*

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Ms. Cassandra Bennett
Dr. Tammy Bopp
Ms. Jyo Bridgewater
Dr. Robert Campbell
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Phyllis DeKok
Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent
Ms. Gabriele Finn
Ms. Tami Ho
Ms. Barbara Ioli
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Shanelle Lum
Ms. Eleanor MacDonald
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Ms. Dale Matsuura
Ms. Stacey Oshio
Ms. Zaidarene Place
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Ms. Melissa Rose
Dr. Patricia Sheehey
Mr. Tom Smith
Mr. Mike Tamahaha
Dr. Daniel Ulrich
Ms. Cari White

Jan Tateishi, Staff
Susan Rocco, Staff

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

RE: HCR 95 - REQUESTING THE BOARD OF EDUCATION
AND THE DEPARTMENT OF EDUCATION TO EVALUATE
THE COMPREHENSIVE PLAN FOR TEACHING READING
IN HAWAII SCHOOLS AND TO MOVE FORWARD WITH
APPROPRIATE IMPLEMENTATION

Dear Chairs Takumi and Choy and Members of the Committees,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **supports the intent** of HCR 95 that promotes awareness of dyslexia and asks the Department of Education to move to implement the recommendations in the *Comprehensive Plan for Teaching Reading in Hawaii Schools*, prepared with great dedication by the Dyslexia Working Group.

The Working Group included two current members of SEAC, reflecting our ongoing concern that students with disabilities have the lowest rates of proficiency on the Hawaii State Assessment for Reading, with only 1 out of every 5 special education students reading at grade level standards. Additionally, students with specific learning disabilities make up 50% of the school age special education population, and 80% of these students have a reading disability.

The *Comprehensive Plan* driving HCR 95 addresses the needs of these students as well as many students in the general education population whose struggles with reading result in poorer academic performance overall. This plan comes at a time when the Department of Education is undergoing strategic reforms to improve



student achievement including Response to Intervention, an Early Warning system to identify struggling learners, and mentoring support for new teachers.

With respect to HCR 95 SEAC has the following concerns:

1) the Department's strategic reform efforts appear to be in the initial stages, and hard data on their effectiveness may not be available before the SY 2013-14.

2) HCR 95 calls for extensive data to be collected by the Department for its status report to the 2014 Legislature, and there may not be adequate time to complete the data collection and analysis by the end of December 2013.

3) the Department's budget is at risk of significant cuts to funding by the current Legislature, which may forestall efforts to install literacy specialists in every complex, much less at every school.

4) the resolution does not address the issue of preservice training and the responsibility of institutions of higher learning to prepare future teachers with foundational reading instruction skills, the ability to identify struggling readers and writers, and strategies to differentiate supports.

Having stated our concerns, SEAC also believes it is important to move forward as quickly as possible to prevent academic failure and its effect on the quality of life of our students. We offer the following recommendations for your consideration:

- having the Department provide an interim report on the available data specified in HCR 95 prior to the opening of the 2014 Legislature;
- developing awareness strategies around dyslexia and other reading disorders for all stakeholders to implement, including the Department, the Dyslexia Working Group members, SEAC and other parties interested in addressing this issue;
- developing a survey of teachers in the Department to identify those who currently meet the standards for reading specialists, as well as their current placement in the field; and
- utilizing evidence-based practices as a basis for professional development to the field.

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

March 21st, 2013

RE: Testimony for hearing of HCR 95 on March 25th, 1013, 2:00 PM

To Education Committee:

I am writing in support of HCR 95 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 HCR 95, 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

March 21, 2013

Testimony in Support of HCR 95:

Joint Hearing before the House Education Committee

Monday, March 25, 2013, 2:00 p.m. State Capitol Auditorium

Representative Roy T. Takumi, Chair House Education Committee

Representative Issac Choy, Chair House Higher Education Committee

Vice Chairs and Committee members:

Dear Chairpersons, Vice Chairpersons and Committee Members:

I support HCR95.

My name is Camille Chun-Hoon. I am a HIDA Board member and the parent of a dyslexic daughter, who had been identified at age 6. Illiteracy is a very serious issue, and I look forward to the day when children like mine, throughout Hawaii, can be identified through early intervention.

Acquisition of reading for her was difficult but was acquired through intervention. The use of specific evidence-based practices directly correlates to improvement in literacy for many students who have language based learning challenges. That is good news. However, the key is to continue moving forward!

Over the past three years, HIDA volunteers have worked so very diligently in efforts working with the Department of Education, University of Hawai'i, etc. in drafting the 100+ page Comprehensive Plan to Teach Reading in Hawai'i Schools. If implemented, it will enable schools to teach reading to children with dyslexia and other reading disabilities in their general classrooms.

I thank the Committee on Education and Higher Education for bringing this issue forward for hearing and urge the Committees to pass this measure in its current form.

Camille Chun-Hoon

348-3587

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 1:00 PM
To: EDNtestimony
Cc: valdecorte@hawaiiintel.net
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/24/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Valerie DeCorte	Individual	Support	No

Comments: March 24, 2013 Testimony in Support of HCR 95 Hearing before the House Committees on Education and Higher Education Monday, March 25, 2013, 2:00 p.m. Conference Room 309 Dear Chair Takumi, Chair Choy, and members of the Committees: I am submitting this testimony in support of HCR 95. 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 HCR 95. Thank you. Sincerely, Valerie Jean De Corte Orton Gillingham Trained Tutor Hilo High School ELL Teacher

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 2:41 PM
To: EDNtestimony
Cc: ScottF2009@hotmail.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/21/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

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

Comments: Dear Members of the Education and Higher Education Committees: I am submitting this testimony in support of House Concurrent Resolution No. 95. I wish I could also testify in person, but I have classes on Friday. 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 much, but that's when I found out I wasn't really reading. 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. It's still not easy – I read much more slowly and inaccurately than my friends. But it's easier in high school because everyone uses electronic dictionaries and spell-check, and nobody asks me about syllables anymore. 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. 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 HCR 95. Thank you. Sincerely yours, Scott Fujiwara

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 22, 2013 10:05 PM
To: EDNtestimony
Cc: mhiga@dyslexia-hawaii.org
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/22/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM 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 HCR 95. 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 individuals can and do learn when taught with appropriate teaching methodologies. I respectfully request your support of HCR 95 as I believe it is an important step in the right direction 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. Thank you for the opportunity to testify in support of HCR 95.

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ELIZABETH ANN ISHII
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Email: EAIshii@lawcsilc.com

March 21, 2013

RE: Testimony in Support of HCR 95
Hearing before the House Committees on Education and Higher Education
March 25, 2013, 2:00 pm

Ladies and Gentlemen:

I am submitting this testimony in support of House Concurrent Resolution No. 95.

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 this 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 all afternoon 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 “dyslexia.” 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. My son could not read. He had been “picture reading” – memorizing written words by how they look. He memorized the written word “stegosaurus” by its attributes in the same way he recognized a picture of the dinosaur with rows of plates on its back. In the fourth grade there were simply too many words to memorize. 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 to 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. 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 child 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 said. Some would look at me like I just didn’t get it - who will hire their daughter if she can’t read? I’d pack up the display and cry on the drive home - pretty certain none would get help for their children.

I know the fundamental problem is that most schools and teachers are simply not equipped to teach reading to struggling readers, especially those with dyslexia or other reading disabilities. 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 very small percentage of those struggling readers have alternatives outside of public school.

HCR 95 starts the process of improving reading and literacy instruction in public schools and requires the Department of Education, University of Hawaii, and the Hawaii community to acknowledge that reading instruction should be one of the highest, if not the highest priority, of education. 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

Testimony in Support of HCR 95 – relating to education

March 25, 2013

I am submitting this testimony in support of HCR 95

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 substituting in the classroom, I can't help noticing the many dyslexic children in the public schools and I know that identifying them is difficult for a classroom teacher. 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 literary 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. I have taken classes, purchased tools and literature at my own expense to help the children I tutor. Prior to learning about dyslexia, I tutored without knowing what challenges a child with dyslexia face. I can see a difference the specialized teaching makes. The child becomes more confident, uses strategies, and is eager to read more. The child becomes uplifted because of the structured lessons.

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 which address dyslexia awareness and literacy instruction as they relate to teacher preparation programs, teacher licensure requirements, professional development for educators, and reading programs in public schools.

.

Sincerely,

Lina Kikuta

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 2:43 PM
To: EDNtestimony
Cc: jlouis@hawaii.edu
Subject: *Submitted testimony for HCR95 on Mar 25, 2013 14:00PM*

HCR95

Submitted on: 3/21/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Jamie Louis	Individual	Support	No

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 1:04 PM
To: EDNtestimony
Cc: orchid1oin@aol.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/24/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
David Matsuura	Individual	Support	No

Comments: Thursday March 21, 2013 Testimony in Support of HCR 95 Hearing before the House Committees on Education and Higher Education Monday, March 25, 2013, 2:00 p.m. Conference Room 309 Dear Chair Takumi, Chair Choy, and members of the Committees: I am submitting this testimony in support of HCR 95. As a former State Senator and a parent of children affected with dyslexia, I strongly encourage support for HCR 95. 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 HCR 95 is a necessary entry point in setting forth a framework for the Working Group's Comprehensive Plan to Teach Reading to Students in Hawaii. In House Bill 675, I also supported 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. Thank you for this opportunity to write in support of HCR 95. Sincerely, Former, State Senator David Matsuura

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Louisa Moats testimony, HCR95, Hawai 'i

RE: Testimony in Support of HCR 95 – Relating to Education
Hearing before the House Committees on Education and Higher Education
Monday, March 25, 2013, 2:00 p.m
Conference Room 309

Dear Chair Takumi, Chair Choy, and members of the Committees:

I am submitting this testimony in support of HCR 95

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 resolution, HCR95, 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, HCR95, 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 HCR95 with the revisions suggested by the Hawai'i Branch of the International Dyslexia Association.

Sincerely,

Louisa Moats, Ed.D.

260 Elkhorn Road

P.O. Box 6193

Sun Valley, ID 83354-6193

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 12:57 PM
To: EDNtestimony
Cc: bijou15@live.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/24/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Tiffany Otani	Individual	Support	No

Comments: Sunday March 23, 2013 Testimony in Support of HCR 95 Hearing before the House Committees on Education and Higher Education Monday, March 25, 2013, 2:00 p.m. Conference Room 309 Dear Chair Takumi, Chair Choy, and members of the Committees: I am submitting this testimony in support of HCR 95. I am writing to advocate for the passage of HCR 95. 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 HCR 95 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, Tiffany Thompson-Otani

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 1:25 PM
To: EDNtestimony
Cc: svoit@hawaii.rr.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/24/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Sheila Watts Voit	Individual	Support	No

Comments: Sunday March 23, 2013 Testimony in Support of HCR 95 Hearing before the House Committees on Education and Higher Education Monday, March 25, 2013, 2:00 p.m. Conference Room 309 Dear Chair Takumi, Chair Choy, and members of the Committees: I am submitting this testimony in support of HCR 95. 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 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. Over twenty years ago, I discovered my children were affected with dyslexia. I changed my career to help my children and countless others. Due to advances in the fields of education, psychology, and neurosciences, we have gained tremendous knowledge that must be applied to learning and teaching in our classrooms. By adopting HCR 95 today, we can open doors to collaborative relationships among professionals, educators and parents. By using research to guide instructional interventions, we can objectively take scientifically researched-based approaches into classrooms and homes without losing precious time. Students can close academic gaps when university education programs, complexes, schools, and parents have the knowledge, courage, and wisdom to accept dyslexia as an educational condition and lead others to informed practices. In a more enlightened world, individuals with dyslexia and other literacy challenges will realize their potential with self-esteem intact. Thank you for your consideration. Very truly yours, Sue Voit

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 20, 2013 8:07 PM
To: EDNtestimony
Cc: jwagner@assets-school.net
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/20/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Jason Wagner	Individual	Comments Only	No

Comments: Dear 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.

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

March 24, 2013

RE: Testimony in support of HCR 95
Hearing before the House Education and Higher Education Committees
3.25.13 2:00 pm
Conference Room 309

Dear Chair Takumi, Chair Choy and members of the Committees

I am submitting this testimony **in support** of HCR 95.

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 SCR 120 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 HCR 95. Thank you.

Respectfully,

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

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 2:16 PM
To: EDNtestimony
Cc: doriskjyoung@yahoo.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/21/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Doris Young	Individual	Support	No

Comments: Date: 3/21/13 RE: Testimony in Support of HCR 95 Hearing before the House of Representatives Education/Higher Education Committees Monday, March 25, 2013 State Capitol, Conference Rm. 309 Dear Chair Takumi, Chair Choy, and members of the Committees: Aloha. I am a parent of a child with dyslexia, a tutor of dyslexic children, and an Occupational Therapist at The Queen's Medical Center. I am writing today to reinforce the need for our children of Hawaii to have specific learning approaches necessary to build strong reading skills, no matter what the child's abilities or learning challenges. In both my own child, children I tutor, and in patients I treat at the medical center, I see how pivotal reading skills can be for success or failure in daily life; a child or adult who cannot read well becomes a non-confident learner. Behavioral, academic, and emotional problems can stem from the lack of basic reading skills. My daughter's experience with the public school system, unfortunately, was not a very positive one. During kindergarten, I knew instinctively, as a parent, that something was not quite right about my daughter's ability to read, but I did not know what. She would ask, "Mom, what's that word?" I would respond, "CAT." On the next page, she would ask, "Mom, here's a new word I don't know. . . What's this word?" I would again respond, "CAT." Despite numerous attempts to consult with teachers and the principal, no one identified the problem, nor offered solutions. I was told that she needed to be 2 years behind in reading before they could offer any services. Out of desperation, I left the public school system, and moved my daughter to a private school. Within a few months, they recommended that I get educational testing. I returned to the public school, and sat before a group of teachers and the assistant principal of the public school, requesting that my child receive educational testing, and they told me that "your daughter is so lucky to have such a concerned parent. . . we do not recommend testing or any other services, she's just fine." They made this decision with only a writing sample as data; no testing, no screening, and without meeting with her. Within the year, I paid privately (about \$1000) to have her tested, and she was diagnosed with a Specific Learning Disability--Dyslexia, and, later, with ADD. With specialized instruction from an Orton-Gillingham trained tutor, my daughter has been able to gradually learn how to read and improve her comprehension. I have heard similar stories from other parents of children I tutor. Please support HCR 95, so that ALL children of our state can receive the assessments, reading instruction, and support necessary to become successful readers and community citizens. Thank you. Sincerely, Doris Young Concerned parent, tutor, and therapist

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March 18, 2013

RE: Testimony in Support of SCR 120
Hearing before the Sent Education/Higher Education Committees
Fricay, March 22, 2013
State Capitol Auditorium

Dear Chair Tokuda, Chair Taniguchi, and members of the Committees:

I am submitting this testimony in support of SCR 120

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.

SSCR 120 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

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 25, 2013 7:35 AM
To: EDNtestimony
Cc: pascualp011@hawaii.rr.com
Subject: Submitted testimony for HCR95 on Mar 25, 2013 14:00PM

HCR95

Submitted on: 3/25/2013

Testimony for EDN/HED on Mar 25, 2013 14:00PM in Conference Room 309

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

Comments: I strongly urge you to support this legislation. As a teacher of 41 years and as a parent of 4 children, I've seen how extremely damaging dyslexia can be if a child is in an environment where no one understands or helps them. They end up hating school and feeling inferior. Don't let that happen to our kids!!

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