



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

Date: 04/18/2013

Committee: House Education
House Higher Education

Department: Education

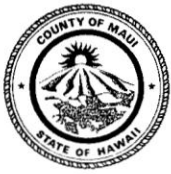
Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: SCR 120,SD2 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) supports SCR 120,SD2, as long as it does not impact or replace priorities set forth in the Executive Budget for Fiscal Biennium 2013-15 and is aligned with the Department's Strategic Plan priorities and implementation.



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

April 17, 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: SCR 120, SD2 – REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO EVALUATE THE IMPLEMENTATION OF A PLAN TO PROMOTE GREATER AWARENESS OF DYSLEXIA AND PROVIDE COMPREHENSIVE SUPPORT FOR STUDENTS WITH DYSLEXIA AND OTHER LITERACY CHALLENGES.

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.

An evaluation by the Department of Education and the Board of Education addressing the concern of dyslexia awareness in the educational system and the need for qualified educational specialists and support systems would benefit students who face this disability and other literacy challenges and improve their ability to overcome them. The benefits of a proper education are self evident and a strong deterrent to anti-social behavior which may ultimately lead to substance abuse or criminal consequences.

The Honorable Roy M. Takumi, Chair
Committee on Education

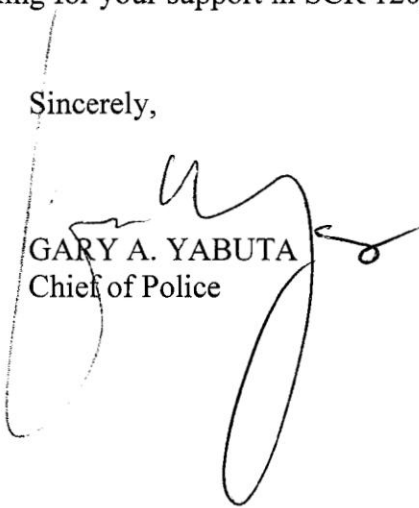
The Honorable Isaac W. Choy, Chair
Committee on Higher Education

April 17, 2013

Page 2

The Maui Police Department is asking for your support in SCR 120, SD2, and we thank you for this opportunity to testify.

Sincerely,



GARY A. YABUTA
Chief of Police

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Thursday, April 18, 2013
1:00 p.m.
Conference Room 329

**TESTIMONY TO
HOUSE COMMITTEES ON EDUCATION AND HIGHER EDUCATION**

RE: SCR 120, SD2

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 SCR 120, SD2 – requesting the Board of Education and Department of Education to evaluate the implementation of a plan to promote greater awareness of dyslexia and provide comprehensive support for students with dyslexia and other literacy challenges.

HIDA is quite familiar with SCR 120, SD2, 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 SCR 120, SD1 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 SCR 120, SD2 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.

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. 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.

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 Senate 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.



April 18, 2013
1:00 p.m.
Conference Room 329

TESTIMONY TO THE HOUSE JOINT COMMITTEES ON
EDUCATION AND HIGHER EDUCATION

RE: SCR 120 SD2

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 SCR 120 SD2 which requests the Board of Education and the Department of Education to evaluate the implementation of a plan to promote greater awareness of dyslexia and provide comprehensive support for students with dyslexia and other literacy challenges.

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.

SCR 120 SD2 is an important step towards improving reading and literacy instruction in Hawaii's schools and holds the DOE accountable for the 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.



April 16, 2013

TO: COMMITTEE ON EDUCATION
Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice Chair

COMMITTEE ON HIGHER EDUCATION
Representative Isaac W. Choy, Chair
Representative Linda Ichiyama, Vice Chair

RE: Measure Number SCR 120, SD2 (SSCR1543) Thursday, April 18, 1:00 p.m.

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I am writing on behalf of Hawaii Learning Resource in support of Measure Number SCR 120, SD2 regarding implementing a comprehensive plan to promote awareness of Dyslexia and provide support for students with Dyslexia and other literacy challenges in Hawaii schools.

As a nonprofit dedicated to helping academically struggling students, their parents and their teachers, Hawaii Learning Resource sees first-hand how important it is to provide the right help at the right time to students and educators. This legislation will help to ensure that students and educators have access to effective instruction and teaching methods that are proven to be effective in helping not only students with dyslexia, but all students who struggle with reading.

Hawaii Learning Resource strongly supports implementation of Measure Number SCR 120, SD2 to help struggling students in our schools. Helping struggling students achieve reading success will help their learning process and help them succeed in school and ultimately in life.

Sincerely,

Toni A. Stylos
Director

Hawaii Learning Resource, 501(c)(3)

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

Suzy Travis, M.A., M.Ed.
Principal, 9-12

April 16, 2013

RE: TESTIMONY FOR HEARING OF HB

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



Accredited by the
Western Association
of Schools and
Colleges



An Alpha United Way Member Agency



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

April 18, 2013

**Special Education
Advisory Council**

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Ms. Martha Guinan, *Vice
Chair*

Ms. Brendelyn Ancheta
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,
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Ms. Gabriele Finn
Ms. Tami Ho
Ms. Barbara Ioli
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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: SCR 120 SD 2- 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** SCR 120 SD2 that requests the Department of Education and the Board of Education to evaluate its dyslexia awareness efforts, professional development, and classroom supports for students with dyslexia and other learning disabilities and literacy challenges.

This resolution resulted in large part from the recommendations in the *Comprehensive Plan for Teaching Reading in Hawaii Schools*, prepared by the Dyslexia Working Group which included two current members of SEAC. The report generated by this resolution will give the Department, the Board and community stakeholders baseline information from which to enhance the Department's capacity to address the needs of students with dyslexia and other literacy challenges on a statewide basis using evidence-based practices.

We look forward to continued participation and to receiving the report. 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

4/16/2013

TESTIMONY IN SUPPORT FOR MEASURE S.C.R. 120

Attention: Education and Higher Education Committees

Hearing: April 18, 2013, 1:00 pm

Measure: SCR120

My name is Teresa Hale, I am the mother of 4 students in the public school system, 2 of which are dyslexic, and I am submitting this testimony in support of SCR 120. My oldest daughter, now 20, suffered through 12 years of school undiagnosed because she could read just well enough to get by. I had no idea that she might have a learning disability that caused her slower reading rate, an inability to spell correctly and her struggles with basic math. She is now in community college and enjoys school for the first time ever but relies heavily on spell checking software. She had to pass several math classes before she could enroll for the one that was required for an A.A. degree. On a positive note, she finally had a math teacher who taught her in a way that made sense to her and she can finally say that she understands most of the basic math concepts.

My younger daughter, now 10, is not as high functioning as my older daughter so she began falling behind grade level in 2nd grade and by 3rd grade her teacher told me she thought she had a learning disability. Although, I knew she was falling behind and had discovered that I could not explain math to her in a way that made sense, I was shocked to hear she had a disability because she seemed so "normal" in every other way. I researched learning disabilities while the school conducted their tests and I discovered that she had almost every warning sign and symptom for dyslexia. The school did not believe her test results to be those of a student with a learning disability so they did an in school intervention for 5 weeks to see if they could help her. The reading specialist could not make any consistent progress with her so she qualified for special education as having a learning disability.

I shared with the IEP team what I had learned through my research, that she needed a multisensory program to remediate her disability and asked them if they had one in their special education department. I was told they had the Souday System, which is one of many Orton-Gillingham derived multisensory programs that has been proven to help teach dyslexic students to read properly. I was relieved and asked them to use this program with her at the meeting when she qualified for services. I was very disappointed to find out the next year that they were not using this program because her special education teacher was not certified to teach dyslexic students and preferred other methods. I expressed my concern and brought in a workbook for dyslexics that I purchased and had been using with my daughter to help her. The special education teacher took my workbook to the one special education teacher at the school who was certified to teach dyslexic students and asked her to compare it to the Souday System. She said they were very similar and if she added tactile exercises it could be used in lieu of the Souday System. Her special education teacher added the workbook to the other multisensory methods she was using.

The next school year started and my daughter had a new special education teacher, also not certified to teach dyslexic students. I wrote him a letter asking him to use the Souday System with her and I brought the workbook back but he chose to use neither. At her IEP meeting I was given a copy of her test scores and I created a spreadsheet so I could compare her scores from the past two years to see what progress she had made. I was very disappointed to see that even though they had doubled the time she spent in special education she had made little to no progress, and even some regressions. I rejected the IEP they proposed for her so we had another meeting. In the rejection letter I mentioned that I felt my daughter was not receiving an appropriate education and asked that the school, the Department of Education, or the State of Hawaii refer her to Assets School at public expense because the school refuses to provide her with a special education plan that is appropriate for her. The District Superintendent joined the team for the next IEP meeting.

I brought a copy of *Multisensory Teaching of Basic Language Skills* to the meeting and shared many things I had learned about teaching poor readers, especially those with dyslexia. I showed them the spreadsheet I made and informed them that I believed that my daughter was not making acceptable progress because they were not using the appropriate multisensory program with her. I asked them to include that she would receive 1:1 with an Orton-Gillingham derived multisensory program in her IEP and was told they do not specify programs in the IEP. Later I asked the special education teacher why he would not use the Sunday System and he said he has never even looked at it and he preferred methods that he chose. These methods, although multisensory, do not belong to the list of recommended multisensory programs that were comprised by the experts who contributed to the book I had studied. I explained that not all multisensory programs and methods are the same and they were designed for specific and different purposes. Only Orton-Gillingham derived multisensory programs have been proven with 25 years of evidence to work effectively with poor readers, specifically dyslexics. I was unable to convince anyone of my daughters need for this program, even though the methods have been proven using MRI's to rewire the brain, they actually change which part of the brain that the dyslexic student uses to read to match the area that non-dyslexic students use.

Measure SCR 120 needs to be passed. Currently the Department of Education is not held accountable for the success of the programs that they use to teach dyslexic students. They seem to be allowed to make uneducated decisions and to stubbornly refuse to implement specific multisensory programs that have scientific evidence to prove their success for the last 25 years. They continue to hide behind the notion that all multisensory programs are equal, referring to Orton as "the grandfather" of all programs, thus implying that they are all Orton-Gillingham derived programs, and they are not. It appears that they are only required to go through the motions with dyslexic students, failing to actually teach them. This keeps students in special education for the remainder of their school years, when they are perfectly capable of getting the help they need, to learn how to learn, which will allow them to catch up to their peers and return to the regular classroom. Not

providing this is a gross waste of resources, as well as, time that these students don't get back. My daughter's scores appear even lower now, partly due to the fact that her peers are moving on, even farther without her. This has a very negative effect on her self-esteem. She hates being in special education and this is affecting her attitude towards school, which somehow has remained mostly positive. This will change when she moves to middle school next year and starts failing her classes, even though she works as hard as she can. Her dyslexia interferes with her ability to produce work that shows what she knows.

The Department Of Education has proven that it is either ignorant about dyslexia or is aware but refusing to help the 20% of the population that has this condition. I am convinced of this because at our meeting when we were going over work my daughter has done at one point the District Superintendent said in a surprised tone "Oh, she's smart", to which I replied, "She is smart, her IQ is exactly where it is supposed to be, this isn't an intelligence issue, it's a symbol issue." Every dyslexic student has an average or above average IQ. This alone should prove that remediation is possible it just requires the proper multisensory program (specific, sequential, repetitive, intensive, explicit, direct, systematic and cumulative) administered by certified, qualified teachers.

Please support SCR 120. Thank you.

Teresa Hall, parent 4/16/13

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 16, 2013 11:38 AM
To: EDNtestimony
Cc: gakiona@hawaii.rr.com
Subject: Submitted testimony for SCR120 on Apr 18, 2013 13:00PM

SCR120

Submitted on: 4/16/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

Submitted By	Organization	Testifier Position	Present at Hearing
Gary Akiona	Individual	Support	No

Comments: Comments: My grandson, Maximus is dyslexic and is currently being privately tutored in the MSL method, which allows him to keep up with his 2nd grade class at Maemae School. Please support SCR120.

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 16, 2013 9:23 PM
To: EDNtestimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for SCR120 on Apr 18, 2013 13:00PM*

SCR120

Submitted on: 4/16/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	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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April 17, 2013

Testimony in Support of SCR 120, SD 2:
Joint Hearing before the House Education/Higher Education Committees

Senator Roy Takumi, Chair House Education Committee
Senator Issac Choy, Chair House Higher Education Committee
Vice Chairs and Committee members:

Dear Chairpersons, Vice Chairpersons and Committee Members:

I support SCR 120 SD 2.

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.

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 Committees for bringing this issue for hearing and urge the Committees to pass this measure in its current form.

Camille Chun-Hoon

April 16, 2013

VIA online

**RE: Testimony in Support of SCR 120, SD1 – Relating to Education
before the Education and Higher Education Committees**
April 18, 2013 04-18-13 1:00 PM in conference room 329.

Dear Members of the House Education and Higher Education Committees:

I am submitting this testimony in support of SCR 120, SD1.

I am a practicing pediatrician in Hawaii for more than 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.

Six 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 6 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 SCR 120, SD1.

Sincerely,

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

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 16, 2013 8:05 PM
To: EDNtestimony
Cc: ScottF2009@hotmail.com
Subject: Submitted testimony for SCR120 on Apr 18, 2013 13:00PM

SCR120

Submitted on: 4/16/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

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 Senate Concurrent Resolution 120. I wish I could also testify in person, but I have classes on Thursday. 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 they had, 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 at night 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 SCR 120. Thank you. Sincerely yours, Scott Fujiwara

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April 16, 2013

To Whom it May Concern,

My name is Carol Furuya. I am a board director with the Hawaii Branch of the International Dyslexia Association and a parent of a dyslexic child.

I am writing in support of SCR 120 which will be heard on April 18,2012 at 1:00pm with the Education and Higher Education committees.

As a parent I know first hand that the DOE had no idea how to help my son. Teachers admitted they were not given the tools to help him learn. My son is 25 yrs old now but I continue to hear the same statement from other parents with children in school now and teachers who want to know more about how to look for signs of Dyslexia because they "suspect" a struggling student .

The bottom line is these kids are going to become part of our community and you can't be a CONTRIBUTING CITIZEN if you are not educated to do so. Please keep that in mind.

Thank you for your time and I humbly ask for your full support.

Mahalo,

Carol Furuya

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, April 16, 2013 3:06 PM
To: EDNtestimony
Cc: mhiga@dyslexia-hawaii.org
Subject: Submitted testimony for SCR120 on Apr 18, 2013 13:00PM

SCR120

Submitted on: 4/16/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

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

Comments: I am submitting this testimony in support of SCR 120, SD2. 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 when their teachers had little or no understanding of dyslexia. I have listened to the heart-breaking stories of parents whose teenaged and adult children are reading at an early elementary level, even after years in a special education classroom, and told that a "certificate of completion" is "okay" since they don't meet the requirements for a high school diploma. I have listened as parents, their voices quivering, 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 with appropriate teaching methodologies. I respectfully request your support of SCR 120, SD2 as I believe it is an important step in the right direction to continuing the dialogue and 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 SCR 120, SD2.

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ELIZABETH ANN ISHII
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April 16, 2013

RE: Testimony in Support of SCR 120
Hearing before the House Education and Higher Education Committees
April 18, 2013, 1:00 p.m.

Ladies and Gentlemen:

I am submitting this testimony in support of Senate Concurrent Resolution No. 120.

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.

SCR 120 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 SCR 120 – relating to education

April 17, 2013

I am submitting this testimony in support of SCR 120 SD1

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 specialists 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 Orton-Gillingham classes, purchased tools and literature at my own expense to help the children I tutor. I am presently under the tutelage of a Fellow with the Academy of Orton-Gillingham Practitioners and Educators. Prior to learning about dyslexia, I tutored without knowing what challenges a child with dyslexia faces. 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.

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Sincerely,

Lina Kikuta

RE: SCR 120 SD 1

Hearing: April 11, 2013 9:30 a.m. Ways and Means

As an individual who has worked locally and nationally for over 20 years in the areas of dyslexia, reading disabilities and educational improvement, I strongly support SCR 120.

In the late 19th century, Hawaii had one of the highest literacy rates on earth. Things have changed. Many of Hawaii's keiki, its greatest resource, have for generations struggled to read and yet been deprived of scientifically validated research-based reading instruction. Children who do not master reading do not thrive educationally, socially or economically. Much more is spent on prisons, welfare and social programs for failed students than would be spent on improved instruction for Hawaii's many poor readers (a disproportionate number of whom are Native Hawaiian).

Many states have already addressed this issue in the ways outlined in SCR 120. It is time for Hawaii to do so. In Hawaii we take care of our own; failing to utilize well-accepted, scientifically-based reading instruction, as supported by the National Institutes of Health, reading experts, and leading universities around the world, constitutes educational neglect and perhaps educational malpractice. It is time for action.

SCR 120 is a joint effort crafted by the leading stakeholders in reading education in Hawaii. The development of this document represents years of research and effort and, as a collaborative document, is unique in the history of education in Hawaii. SCR 120 represents the best plan for improved reading instruction for Hawaii's many struggling readers and is Hawaii's best chance to change a long and shameful history of poor reading statistics in our State.

Susan Walker Kowen, J.D.

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Monday, April 15, 2013 3:50 PM
To: EDNtestimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for SCR120 on Apr 18, 2013 13:00PM*

SCR120

Submitted on: 4/15/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, April 17, 2013 11:30 AM
To: EDNtestimony
Cc: pascualp011@hawaii.rr.com
Subject: Submitted testimony for SCR120 on Apr 18, 2013 13:00PM

SCR120

Submitted on: 4/17/2013

Testimony for EDN/HED on Apr 18, 2013 13:00PM in Conference Room 329

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

Comments: My name is Patricia Pascual and I'm a retired teacher, 41 years in private as well as public education, grades 1-6. I've also raised 3 children and now I'm helping my grandchild who has dyslexia. HIDA is so wonderful to work tirelessly to get the Comprehensive Plan for Teaching Reading in Hawaii Schools passed. Please continue to support this and don't let the bill die. It's heartbreaking to see students struggle with their reading and writing, not be understood and their talents appreciated, and not receive help. There must be more expertise in schools regarding what can be done for dyslexic students. That is an extremely important step in improving our education system. Thank you!

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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 SCR 120. 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. Unfortunately, some of those labels were stated.

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. I taught a GED class at Waiawa Correctional Facility several years ago, and although I'm not a diagnostician, it appeared to me that many of those inmates had a learning challenge. I wonder how much of an impact the DOE would have on the State Department of Public Safety Corrections Division if they started to address the issues of Dyslexia and other literacy challenges in a more comprehensive way?

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