



# HOW TO SUPPORT STUDENTS WITH DYSLEXIA

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Decoding Dyslexia is a network of parent-led grassroots movements across the country concerned with the limited access to educational interventions for dyslexia within the public education system. We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia.

## We are advocating for the following policy goals:

- A universal definition and understanding of “dyslexia” in state education codes and federal legislation
  - Mandatory teacher training on dyslexia, its warning signs and appropriate intervention strategies
  - Mandatory early screening tests for dyslexia
  - Mandatory evidence based literacy programs to address dyslexia, accessible through both general and special education programming
  - Access to appropriate accommodations and “assistive technologies” for students with dyslexia
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## Take Action to Support Students with Dyslexia

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### Join the Bi-Partisan House/Senate Dyslexia Caucus

Led by Senator Cassidy (R-La), Senator Bennet (D-Co), Congressman Smith (R-Tx), and Congresswoman Brownley (D-Ca), the Caucus helps raise awareness about the millions of individuals with dyslexia, the most prevalent learning disability.

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### Address Issues Related to Students with Learning Disabilities in Upcoming Reauthorizations

The **Higher Education Opportunities Act (HEOA)** and **Carl D. Perkins Career and Technical Education Act (CTE) of 2006** need to include provisions that address issues relating to students with learning disabilities within Institutions of Higher Education and Career and Technical Education Programs.

#### • **Disability Support Services:**

- Improve **access to key data** that families will need about the disability services available at Institutions of Higher Education and Career and Technical Education Programs so students can make **informed decisions** (e.g., graduation rates for students with disabilities, disability support office (DSO) information, accommodation eligibility requirements)
- Offer **demonstration grants** for programs that successfully recruit and retain students with disabilities into postsecondary education
- Provide **supports for students with disabilities** to help them succeed once they’ve matriculated (e.g., removing barriers to accessing necessary accommodations, training for faculty on Universal Design for Learning (UDL) and best practices, reasonable proof-of-disability criteria)

#### • **Educator Preparation Programs at IHE:**

- Ensure that **teacher preparation standards** are based on the science of reading (e.g., Center for Effective Reading Instruction (CERI) Knowledge and Practice Standards for Teachers of Reading)
- Offer **demonstration grants** for IHE school of education programs that adopt curricula and student teaching experiences that expose pre-service teachers to content that is grounded in literacy research and evidence based screening and instructional practices

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### Increased Funding and Oversight

- Investing in special education and early intervention services makes sense. All programs authorized by the Individuals with Disabilities Education Act (IDEA) should be fully funded.
- Ensure that the funding authorized through the READ Act is focused on research projects that scale and sustain successful dyslexia identification and intervention programs in the classroom.