

# Policy Goals 2018

## Decoding Dyslexia Maryland



In December 2016, the Maryland General Assembly and Governor Hogan received the Report of the [Task Force to Study the Implementation of a Dyslexia Education Program in Maryland](#) (Dyslexia Task Force). Task Force participants, including legislators, MABE, PSSAM, MSPA, MSEA, MSDE, private dyslexia schools, Decoding Dyslexia MD, and 3 public school teachers, reviewed current research and developed six recommendations to improve reading instruction in Maryland. The legislative requests below are based on these recommendations and the findings presented in the Task Force report.

### 2018 Request for Legislative Support

1. **Support Screening for At-Risk Readers** legislation, sponsored by Delegates Kaiser and Luedtke and Senator Conway. **SB 548 and HB 910** will provide a framework to screen all students in grades Pre-Kindergarten, Kindergarten and First Grade to identify struggling readers and provide them with evidence based reading instruction;
2. **Support Certification in Foundational Reading. Sponsored by Delegate Stein and Senator Conway, House Bill 493 and Senate Bill 638** require teacher candidates to pass a foundational reading exam for certification as well as requiring that undergraduate coursework completed by teacher candidates included foundational, evidence based reading instruction based on the science of reading.
3. **Support including the Reading & Dyslexia Pilot program in the Kirwan Commission Recommendations to Support At-Risk Students.** The Dyslexia Task Force requested a line item in the FY2019 Governor's budget to cover a portion of the six-year reading pilot program. It was suggested that the Kirwan Commission support this request.

### Dyslexia Task Force Recommendations

1. **Recognize dyslexia as a condition of Specific Learning Disability (SLD)** in all Maryland public schools and facilitate best practices in schools and systems for the identification, assessment, and intervention of dyslexia;
2. **Initiate Early, Universal Reading Screening** in all PK-1 classrooms in Maryland;
3. **Use a multi-tiered system of supports (MTSS)** to identify and provide foundational reading instruction in structured literacy to all students.
4. **Use a structured literacy approach to teach reading in PK-3**, particularly for students with reading difficulties including dyslexia.
5. **Transform teacher preparation programs and coursework** at the undergraduate (pre-service), graduate levels; transform in-service professional development in reading for teachers and administrators;
6. **Implement a Pilot Dyslexia Education Program** that includes teacher preparation, universal screening, use of a Structured Literacy approach to reading instruction, accommodations, and fidelity measures and reporting.

### About Decoding Dyslexia Maryland

**Decoding Dyslexia Maryland** is a parent and teacher led movement that advocates for early, evidence based reading instruction for students with reading difficulties like dyslexia.