Decoding Dyslexia MD
Education Goals 2017

The Reading & Literacy Gap

Individuals with **dyslexia** have trouble with reading, writing, and spelling. These difficulties are not related to intellectual ability or a lack of education. Individuals with dyslexia often need prescriptive, specialized instruction delivered by an educator with knowledge and practice in the foundations of reading.

Characteristics of Effective Instruction

Structured Literacy describes evidence-proven interventions for dyslexia that are highly organized, carefully sequenced, cumulative, explicit and direct instruction in the basic language skills of listening, speaking, reading, and writing. Students systematically and explicitly learn the structure and use of sounds, syllables, words, sentences, and written discourse by a teacher trained in these methods. Reading studies show this to be the most effective way to teach children to read.

Legislative Goals

1. Require institutions of higher education provide **teacher training** on dyslexia, appropriate evidence-based interventions for dyslexia and screening/identification for dyslexia.
2. Require schools to provide in-service **professional development** to teachers on dyslexia, appropriate evidence-based interventions for dyslexia and screening/identification for dyslexia.
3. Require early screening to IDENTIFY students who struggle with reading disorders like dyslexia.
4. Require dyslexia intervention programs to EDUCATE students with dyslexia, which can be accessed by both general and special education populations. These programs must include structured, explicit, systematic, cumulative instruction designed to promote understanding, memory, recall, and use of spoken and written language. They must also have multiple components that focus on areas of instruction such as phonological skills, phonics and word analysis, spelling, word recognition, oral reading fluency, grammar and syntax, text comprehension, writing, and study skills.

5. Ensure access to appropriate accommodations including assistive technologies in the public school setting to SUPPORT students with dyslexia.
6. Define "dyslexia" in the state education code so that teachers and administrators can Identify, Educate and Support students with dyslexia.

Resources & Research

National Assessment for Educational Progress (NAEP) 2015, MD: http://nces.ed.gov/nationsreportcard/states/

Knowledge & Practice Standards for Teachers of Reading
http://eida.org/knowledge-and-practices/

National Reading Panel Studies
https://www.nichd.nih.gov/publications/pubs/nrp/Pages/report.aspx

Teaching Reading is Rocket Science, American Federation of Teachers/Louisa Moats
http://www.aft.org/sites/default/files/reading_rocketscience_2004.pdf

What Doesn't Work
http://www.spelfabet.com.au/2015/03/dr-louisa-moats-we-need-to-be-outraged/

The Department of Education Dyslexia Guidance
https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf

NEW! MSDE Dyslexia Technical Assistance Bulletin
http://www.decodingdyslexiamd.org/uploads/1/7/7/2/17722255/dyslexia_tab_final_2016.pdf

About Decoding Dyslexia MD

Decoding Dyslexia Maryland includes families, educators and related professionals concerned about dyslexia education in public schools.

Decoding Dyslexia MD
http://www.decodingdyslexiamd.org

Decoding Dyslexia US
www.DecodingDyslexia.net