THE PURPOSE of IMSLEC is to accredit training courses for the professional preparation of the Multisensory Structured Language Education specialist. IMSLEC is committed to quality training of MSLE clinicians and teachers, establishing standards and criteria of excellence for the programs it accredits.
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It is with great excitement and anticipation that the Alliance for Accreditation and Certification of Dyslexia Specialists announces our Inaugural Alliance Conference!

Charlotte Marriott City Center
Charlotte, North Carolina
September 27 and 28, 2019

Register online at: www.allianceaccreditation.org

Keynote: Eric Tridas, MD, FAAP
The Developmental Web: A practical approach to the diagnosis and management of individuals with learning and behavior challenges.

Most parents and teachers wonder "what's wrong" with a student who presents with learning and behavior challenges. While this quest to find what's wrong may lead to a diagnosis, it does not always translate into a solution to the child's (and the adults who work with him/her) problems. During this presentation Dr. Tridas will describe the interaction between learning, attention, anxiety and executive functions and the problems that they cause for these students, their parents and teachers. Dr. Tridas will summarize the impact that these symptoms have on different neurodevelopmental functions and their effect on reading, writing, time management, organization, social relationships and behavior regulation. During the presentation, Dr. Tridas will also briefly describe general educational, psychological and medical strategies used to manage these challenges and ways of ensuring their efficacy.

IMSLEC meetings will be held on Thursday, September 26, 2019
• Board of Directors Meeting: 8:00-10:00
• Council Meeting: 10:15 to 12:30
• New Board of Directors Meeting: 1:30 to 2:00

Friday, September 27
Keynote: Eric Tridas, MD, FAAP
Panel Presentation: Academy of Orton Gillingham Practitioners and Educators (AOGPE), Academic Language Therapy Association (ALTA), International Multisensory Structured Language Education Council (IMSLEC), Wilson Language Training.

Saturday, September 28
Break-Out Sessions
syl-LAB-le em-PHAS-is: Seven Rules for Accenting English Words
Josie Calamari, Fellow/AOGPE, Schenck School, Atlanta, GA

Vocabulary Considerations with Differentiated Text for MSL Instruction
Deanna Fogarty M.Ed., W.C.T., W.D.T.

Keeping a Parent Meeting Calm Using the Alphabet LMNOP - the most difficult portion to say in the alphabet; the easiest way to gain understanding with parents.
Michelle M. Johnson, M.A., CALP

Evoking Reading Automaticity: Neurophysiological evidence of Phonological-Orthographic Feature Integration
Anna E. Middleton, Ph.D., CALT

The Principles of the Orton-Gillingham Approach: TIMELESS and RELEVANT for the 21st Century
Diane Milner, Ph.D., Fellow/AOGPE, Key School and Learning Center at Carolina Day School, Asheville, NC

Brain 101: A crash course in the neuroscience of reading development and instruction
Tim Odegard, Ph.D.

Dyslexia: What do we Really Know and What do we Need to Know to Intervene
Tim Odegard, Ph.D.

Early Diagnosis and Intervention and Its Relationship to Oral Language Development
Joyce Pickering, Hum. D.,M.A. SLP/CCC, CALT, QI, AMS/EC

Assistive Technology: What the Research Says About Which Technologies Support Learners with Dyslexia
Nanci Shepardson, M.S.Ed., Ed.S. W.D.P
PRESIDENT’S LETTER

Save the Date!

Alliance Conference - September 27-28, 2019
Charlotte, North Carolina

It is with great excitement and anticipation that the Alliance for Accreditation and Certification of Dyslexia Specialists announces our Inaugural Alliance Conference to be held at the Charlotte Marriott City Center in Charlotte, North Carolina on September 27 and 28, 2019. The keynote speaker will be Dr. Eric Tridas along with professionals representing the four Alliance organizations: ALTA, AOGPE, IMSLEC and Wilson Language Training. Watch your email for more exciting details to come.

The work of IMSLEC could not continue without the many volunteer hours contributed by the members of the Board of Directors. I would like to thank Karen Avrit, Chris Bedenbaugh, Jeanine Phillips, Janie Carnal, Nancy Cushen White, Sandy Donah, Mary Farrell, Lynne Fitzhugh, Carin Illig, Allison Peck, Joyce Pickering, Kathy Rose, Karen Vickery, Laurie Wagner, Kay Allen and Deborah Lynam for their dedication to our organization.

IMSLC Innovator Awards were presented to several deserving individuals. These awards honor individuals who demonstrate excellence in teaching of or support of multisensory structured language education. Outstanding MSLE Teacher honorees: Heidi Flohr, Malika Meidinger and John Santonastaso. Outstanding MSLE Therapist honorees: Elizabeth Evans, Elizabeth A. Gonzales, Dawn Laurenzano, Jessica Newman and Anna-Leena af Ursin Monza. Outstanding Educator in a College or University honoree: Kathleen Wessell. Outstanding School Administrator honorees: Danielle Sochor, Kara Janasak and Nicole Tuttle.

Thank you for presenting the Etoile DuBard Award to me last September during our board meeting. The award presentation was a surprise and was accepted with gratitude. It is a pleasure to be associated with professional individuals who strive to not only maintain IMSLEC standards, but to encourage other courses to join our organization. IMSLEC continues to grow and to look for avenues that promote quality instruction.

The next IDA conference is November 7-10, 2019 in Portland, OR.

There are currently 46 IMSLEC accredited courses. Courses have submitted applications to the accreditation committee. The application, self-study and onsite visit process is lengthy, but assures the quality of the course.

Boon Philanthropy has established an Orton National Scholarship. Its purpose is to provide financial assistance to teachers who enroll in training at one of the Alliance courses. IMSLEC is grateful for the scholarship funds provided by Boon Philanthropy.

Respectfully submitted,
Kay Peterson
IMSLC President
Innovator Awards honor individuals who demonstrate excellence in the teaching of or support of multisensory structured language education since 2003.

The Etoile DuBard Award of Excellence is awarded annually at the IMSLEC fall meeting, to a person who meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard.

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<th>Innovator Awards</th>
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<td><strong>Outstanding MSLE Professional</strong></td>
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2018 Etoile Dubard Award Honoree

**Kay Peterson**

A popular proverb suggests, “If you want something done, ask a busy person.” Kay Peterson is indeed that busy person and handles her many responsibilities with grace and efficiency.

Kay is the owner and course director of LEAD/Literacy Education & Academic Development in Dallas, TX. At LEAD, Kay oversees and provides training at all IMSLEC accredited levels. Kay is also an adjunct faculty member for the School of Education at Mississippi College in Clinton, MS. She is the course director and instructor for its Dyslexia Therapy Program. Kay is an educational consultant and is a publisher of educational materials to support Orton-Gillingham based programs.

Kay has experience in teaching public and private schools, private academic language therapy and administrative experience. She is a Certified Academic Language Therapist (CALT), an ALTA Qualified Instructor (QI), and a State of Texas Licensed Dyslexia Therapist (LDT). Kay is president of the International Multisensory Structured Language Education Council (IMSLEC) and is a past president of both the Academic Language Therapy Association (ALTA) and the Alliance for Accreditation and Certification of Dyslexia Specialists. She has served IMSLEC, ALTA and the Alliance in numerous other offices and advisory roles. Additionally, Kay has served on the board of directors for the Dallas Branch of the International Dyslexia Association (IDA).

Kay tirelessly strives for excellence because she believes that her work mentoring teachers and therapists, guiding parents, designing curriculum, and participating in professional organizations changes and improves lives of individuals with dyslexia. Her amazing career allows her to continue to make a difference in countless lives of teachers, therapists and their students.

While there is no prize for being busy, IMSLEC genuinely appreciates and respects Kay in her work as she continues to contribute beyond measure to individuals with language learning disabilities. Kay clearly meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard. IMSLEC honors Kay Peterson with this year’s Etoile Dubard Award.
Thank you

Thank you for your support.
Your donations make a difference.
Donations may be made at
www.imslec.org
or mailed to:
IMSLEC
14070 Proton Road, Suite 100
Dallas, TX  75244

In Appreciation

IMSLEC is honored to be chosen to distribute Boon Philanthropy's Orton National Scholarship grants. 2018 marked the first year of distribution for the Orton National Teacher Scholarships. Recipients for scholarships were selected by an alphabetical system that will rotate annually. IMSLEC training courses with recipients in the 2018 rotation were: Atlantic Seaboard Dyslexia Education Center, Brainspring Orton Gillingham Program, DuBard School for Language Disorders, Fairleigh Dickinson University Orton Gillingham Dyslexia Specialist Training Course, Fundamental Learning Center, James Phillips Williams Learning Center, Kendore Learning, Key Learning Center, LEAD/Literacy Education & Academic Development, and Literacy Through Multisensory Teaching.

Take advantage of Boon’s $100,000 MATCHING GIFT opportunity. For every dollar you contribute, Boon will contribute a dollar. In this way we act together to support the Orton National Scholarship program. Visit Boon’s’ website to learn more about this opportunity.
www.boonphilanthropy.org
At their first parent-teacher conference, the parents of a bright, enthusiastic kindergartner tell the teacher that they are concerned about their child’s first attempts to read. Unlike their older children, he was late to speak; has trouble understanding rhymes; cannot write his name; and often is unable to name objects that are familiar to him. By this time in their schooling, his siblings were all beginning readers while he cannot sound out even simple three-letter words. They are told by their child’s well-intended teacher that children learn to read at their own rate. In addition, he is a boy and needs “the gift of another year.” They heed the teacher’s advice, and the boy moves on to first grade where formal reading instruction begins. The boy’s struggles are now even more pronounced. Once again, the parents are reassured by his teacher that while his development is different from the other students in his class, he just needs more time to acquire the skills that his peers have already begun to master. By second grade, the boy is far behind his grade level in reading; his homework sessions are battles that regularly result in tears on all sides; and the social and emotional elements of his progress reports are showing increasing evidence of anxiety and oppositional behavior. Convinced that he may be dyslexic, the very concerned parents make a referral to the district committee on special education to have him evaluated. They are told that he has not received enough formal reading instruction to determine if he is dyslexic and that they have to wait until the end of third grade before a formal diagnosis can be made. Finally, as an unmotivated, frustrated fourth grader who is two years behind his peers, he is identified as dyslexic and begins to receive the specialized instruction that he has needed since kindergarten.

Despite an overwhelming body of research indicating that early recognition and treatment are extremely important steps in the prevention of a reading problem in the child who is at risk of dyslexia (National Reading Panel, 2000; Schatschneider and Torgesen, 2004). To be eligible for early intervention, children must be identified as soon as possible. For many years and even today, dyslexia is commonly defined as an unexpected difficulty in learning to read. This results in many educators arguing that they have to wait until adequate reading instruction has been provided before making a diagnosis of dyslexia. This “catch-22” type of logic prevents early identification, thus denying dyslexics the early intervention that is critical to their future success and ensuring that they unnecessarily experience the debilitating effects of failure in their formative years of schooling.

Recognizing the inadequacy of this early definition of dyslexia, in 2012 the International Dyslexia Association (IDA) crafted a new research-based definition that helped to reduce, but did not eliminate, the “wait to fail” mentality that the previous definition fostered. The IDA definition of dyslexia added the neurobiological basis of dyslexia and a phonological component, both of which can be assessed before reading instruction takes place, thus allowing for possible identification before dyslexics encounter reading failure. It states:

At their first parent-teacher conference, the parents of a bright, enthusiastic kindergartner tell the teacher that they are concerned about their child’s first attempts to read. Unlike their older children, he was late to speak; has trouble understanding rhymes; cannot write his name; and often is unable to name objects that are familiar to him. By this time in their schooling, his siblings were all beginning readers while he cannot sound out even simple three-letter words. They are told by their child’s well-intended teacher that children learn to read at their own rate. In addition, he is a boy and needs “the gift of another year.” They heed the teacher’s advice, and the boy moves on to first grade where formal reading instruction begins. The boy’s struggles are now even more pronounced. Once again, the parents are reassured by his teacher that while his development is different from the other students in his class, he just needs more time to acquire the skills that his peers have already begun to master. By second grade, the boy is far behind his grade level in reading; his homework sessions are battles that regularly result in tears on all sides; and the social and emotional elements of his progress reports are showing increasing evidence of anxiety and oppositional behavior. Convinced that he may be dyslexic, the very concerned parents make a referral to the district committee on special education to have him evaluated. They are told that he has not received enough formal reading instruction to determine if he is dyslexic and that they have to wait until the end of third grade before a formal diagnosis can be made. Finally, as an unmotivated, frustrated fourth grader who is two years behind his peers, he is identified as dyslexic and begins to receive the specialized instruction that he has needed since kindergarten.

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Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

Early Warning Signs of Dyslexia

The earliest and simplest indicators for risk of dyslexia are a family history of reading difficulties and problems with oral language. With the publication in 1983 of “Categorizing Sounds and Learning to Read—A Causal Connection,” Bradley and Bryant set the stage for future work that would refine the early identification of dyslexics. They found that:

- who are backward in reading are strikingly insensitive to rhyme and alliteration. They are at a disadvantage when categorizing words on the basis of common sounds even in comparison with younger children who read no better than they do. Categorizing words in this way involves attending to their constituent sounds, and so does learning to use the alphabet in reading and spelling. Thus the experiences which a child has with rhyme before he goes to school might have a considerable effect on his success later on in learning to read and to write [emphasis added]."

A small percentage of children experience delays in expressive language. These late talkers frequently use only a few words by age two, and their speech often consists of monosyllabic words, even though their development in other areas is within normal range (Lyytinen and Lyytinen, 2004; Preston et al., 2010). Preston also reports that late talkers were almost four times as likely to be diagnosed with reading difficulties as were children who were not late talkers.

The link between family history and language delays is clear in a meta-analysis of 95 publications by Snowling and Melby-Lervag (2016). They found that children of at-risk families experience language delays as infants and toddlers and that these delays manifest themselves as phonological lags in preschool. Similarly at school age, family risk of dyslexia is associated with significantly poor phonological awareness and literacy skills (Lyytinen, Eklund, & Lyytinen, 2005). While it does not yield a diagnosis of dyslexia by itself, it has been established that between 40 to 60% of children with a parent or sibling with reading difficulties will have reading problems themselves (Scarborough, 1990; Snowling, Gallagher, & Frith, 2003; Scerri & Schulte-Körne, 2010).

More recent studies (Paracchini, Diaz, & Stein, 2016; Truong, Adams, Boada, Frijters, Hill, Lovett, Mahone, Willcutt, & Wolf, 2017) provide additional evidence of the role genetics play in reading difficulties.

Bradley and Bryant’s findings were the foundation for the validating research that followed confirming that phonological awareness, rapid naming, and verbal working memory are the strongest predictors of literacy acquisition, and these abilities can be assessed when children start school in kindergarten. (Fletcher et al., 2002; Fuchs et al., 2012). Further confirming the predictive value of these measures, difficulties in these areas have also been established as the primary causes of
dyslexia (Ramus, 2003; Vellutino et al., 2004; Snowling and Hulme, 2012). These behavioral studies have been bolstered by recent research employing promising new tools that are able as early as infancy to identify differences in brain structures and neural activity in dyslexics.

**Progress on the Research Front**

In 2009, John Gabrieli and his colleagues used electroencephalograms to demonstrate that newborns with parents who are dyslexic show differences in response to language sounds within days of birth. Using magnetic resonance imaging (MRI), the Boston Longitudinal Dyslexia Study (2011), conducted by Nadine Gaab and her team at Children’s Hospital Boston established that children five years old and younger with a family history of dyslexia displayed decreased neural activity during phonological processing tests, while preschoolers with no family history of dyslexia did not. The Gaab Lab and the Gabrieli Lab at MIT joined together to conduct a comprehensive study, *Research on the Early Attributes of Dyslexia* (2014), that examined more than 1,500 kindergarteners for early signs of dyslexia. Using behavioral and language assessments and MRI scans, they found that differences in brain structure correlated with pre-reading skills. It is important to note that these differences were present as reading instruction was being started. Neuroimaging studies such as these are extremely important for several reasons. They unequivocally establish that a diagnosis of dyslexia, while behavioral in nature, is consistent with physiological and structural differences found in the brains of dyslexics, but not found in nondyslexics. This research also demonstrates that these differences in neurological function can be found as early as infancy.

While these and other studies have demonstrated the potential predictive power of neuroimaging, the reality is that it is unrealistic to think that schools will be able to perform this type of sophisticated and expensive testing. Fortunately, low cost and valid assessments of phonological awareness, rapid naming, and verbal working memory are reliable predictors of literacy acquisition. Early identification of dyslexia can begin in preschool with a family history and a test of phonological awareness, and then followed by more formal examinations of rapid naming and working memory upon entrance to school. The research basis for early identification is clearly established; the tools for screening are readily available; and yet school districts have been notoriously slow in adopting measures to identify and then remediate dyslexic students. Frustrated by this lack of response in the face of overwhelming evidence, parents of and advocates for dyslexic have sought legislative relief.

**Progress on the Legislative Front, but a long way to go**

As of 2015, 28 states had statewide dyslexia laws, 6 states had initiatives or resolutions related to dyslexia, and 14 states had handbooks or resource guides to inform parents and educators about procedures for identifying and educating students in public and private schools (Youman and Mather, 2016). For dyslexics, parents of dyslexics and those who teach dyslexics, passages of these laws is cause for optimism, but “tempered optimism” might be more appropriate in this context because it is often a long, tortuous journey from writing policy to effective implementation.

Insight into the challenges of moving from a law to delivering the type of school experience that law makers intended
is readily apparent in the name of the dyslexia bill that passed the Tennessee House in 2014. It was titled “Dyslexia is Real” indicating that the audience for this bill, including educators, needed to be convinced of the very existence of dyslexia. If you do not believe in the existence of something, how effective will you be in screening for it? Earlier this year, (The New York Times, January 11, 2018) the U.S. Department of Education found that some school districts in Texas "took actions specifically designed to decrease the percentage of students identified for special education" and that the Texas Education Agency did not comply with federal laws to identify and provide services to students with disabilities. The findings came after Texas reported a substantial decrease in its number of children with disabilities over more than a decade.

Windward parents in New York, New Jersey and Connecticut have experienced what is perhaps an even more insidious version of this resistance to identify and provide services to students eligible for special education. Educators who ascribe to the earlier, inadequate definition of dyslexia still tell parents that dyslexia cannot be diagnosed until children have failed to learn to read after receiving what they deem to be “adequate” reading instruction. This usually means that students have to struggle through second or even third grade before they are identified. Decades of research substantiates that this is simply not true.

There is absolutely no reason to put off early identification and subsequent researched-based intervention. “Free Appropriate Public Education” (FAPE) is an educational right of children with disabilities that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Failure to provide early identification of students with dyslexia is to deny them their rights under IDEA. It is not just unethical; it is illegal; and it must stop.

“Early Identification of Dyslexia

By Dr. John J. Russell
Head of The Windward School

This article originally appeared in the spring 2018 issue of The Beacon, The Windward School biiannual newsletter for educators and parents.”
Arkansas: 2019: Senate Bill 153 a bill that will require that a public school include in its annual school-level improvement plan a literacy plan. It will also require that the curriculum, professional development, and graduate studies recommendations for a public school district and open-enrollment public charter school be in accordance with the Science of Reading (defined as: the study of the relationship between cognitive science and educational outcomes) and that the Department of Education create an approved list of curriculum programs that are supported by the Science of Reading, and other purposes. (Approved 2/11/19).

Senate Bill 677 requiring a youth newly committed to the Division of Youth Services to undergo a reading assessment and dyslexia screening during the intake process and be provided services. It also requires that youth currently committed review information regarding dyslexia and dyslexia intervention services.

Georgia: 2019: S.B. 48 required dyslexia screening and special training methods for those with dyslexia. This also requires that the Department of Education shall make available a dyslexia informational handbook no later than December 1, 2019.

Kansas: The Legislative Task Force on Dyslexia met on January 10, 2019 and adopted the following recommendations. KSBE should modify the Educator Preparation Program Standards to include the IDA’s Knowledge and Practice Standards for Teachers of Reading. KSBE should require candidates for K-6 teaching licenses, ELA endorsements, reading specialist, and SpEd, to pass an examination of their knowledge of the science of reading. Legislation should provide funding to train college of education professors who teach reading to become cognizant in the science of reading. They also included recommendations about professional development, screening and evaluation process, evidence-based reading practices, and that KSBE should direct the creation of a dyslexia handbook for use by teachers.

Massachusetts: 2018: General Law Chapter 7 Section 57A Section 30 Screening procedures and protocols. Massachusetts General Law Chapter 15A. No resident of the commonwealth of MA with a developmental disability (including dyslexia or other SLD) should be required to take a standardized college entrance exam for a public-funded higher education institution.

Michigan: Lauri Wagner, from Michigan reports that there is no new legislation or and no updates.

Minnesota: Revised Dyslexia Definition. K-12 Bill. The department must employ a dyslexia specialist. Dyslexia Screening tool.

Montana: Nothing new for 2019: S.B. 140 dyslexia awaiting governor’s signature (would require screening and assistance for students with dyslexia) Montana Office of Public Instruction did add to their special education guide.

Mississippi: Currently pending: Mississippi – 2019 – HB 150 – Loan Forgiveness for Dyslexia Therapists, An Act To Amend Section 37-106-71, Mississippi Code Of 1972, To Authorize Loan Forgiveness To Individuals Providing Instructional Or Clinical Service As A Licensed Dyslexia Therapist In A Public Or Eligible Nonpublic School For The Mississippi Dyslexia Forgivable Loan Program; To Amend Section 37-106-57, Mississippi Code Of 1972, To Provide That Awards Granted Under The William Winter Teacher Forgivable Loan Program Shall Be Available To Nontraditional Licensed Teachers Under Certain Conditions; And For Related Purposes.

New Mexico: New Mexico -2019 – SB 398 – Dyslexic Student Early Interventions currently pending

Requires screening and early intervention for dyslexia. Requires each school district to develop and implement a literacy professional development plan that includes structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and for training in evidence-based reading intervention for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia.


Ohio: Caren Karlage reports no new legislation in Ohio.


Provides that once per year, beginning in the 2020-2021 school year, a dyslexia awareness program shall be offered. At a minimum, the program shall include: 1. Training in awareness of dyslexia characteristics in students; 2. Training in effective classroom instruction to meet the needs of students with dyslexia; and 3. Available dyslexia resources for teachers, students and parents.
Tennessee: House Bill HB 253 was introduced, in summary it requires LEAs to provide students with characteristics of dyslexia appropriate tiered dyslexia-specific intervention through services provided by a teacher trained in dyslexia intervention; requires the department of education to employ at least one dyslexia specialist beginning with the 2019-2020 fiscal year. - Amends TCA Title 49, Chapter 1, Part 2.

Texas: 86(R) HB 3
SECTION 1.019. Subchapter C, Chapter 48, Education Code, as added by this Act, is amended by adding Section 48.103 to read as follows:

Sec. 48.103. ALLOTMENT FOR STUDENT WITH DYSLEXIA OR RELATED DISORDER.
(a) Subject to Subsection (b), for each student that a school district serves who has been identified as having dyslexia or a related disorder, the district is entitled to an annual allotment equal to the district's basic allotment multiplied by 0.1 or a greater amount provided by appropriation.
(b) A school district is entitled to the allotment under Subsection (a) only for a student who
1) is receiving instruction that
A) meets applicable dyslexia program criteria established by the agency; and
B) is provided by a person with specific training in providing that instruction; or
2) has received the instruction described by Subdivision (1) and is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom and accommodations in the administration of assessment instruments under Section 39.023.
(c) A school district may receive funding for a student under this section and Section 48.102 if the student satisfies the requirements of both sections.

Also in Texas HB 3244—Prohibition of Unlicensed Dyslexia Services is currently pending.
HB 3244 as currently written would outlaw the provision of private services for dyslexia of any kind except by persons licensed as multisensory structured language education (MSLE) therapists.

Utah: Enacted: Bulletin: Utah Extends Dyslexia Program
Utah has passed a law extending its school dyslexia program until 2024. For more information, see Utah Intervention for Reading Difficulties Program.

Wyoming: Enacted: 2019- HB 297 – Amending Assessment and Intervention AN ACT relating to education; amending the reading assessment and intervention program required for students in grades kindergarten through grade three; and providing for an effective date.

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Most of the information gathered came from the website
Dyslegia: A Legislative Information Site.
www.dyslegia.com
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Sally Shaywitz, M.D.,
Co-director of Yale Center for Dyslexia and Creativity

“Science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia … For the student, the knowledge that he is dyslexic is empowering … [It provides him] with self-understanding and self-awareness of what he has and what he needs to do in order to succeed.”

—Testimony Before the Committee on Science, Space, and Technology, United States House of Representatives
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