

***CONCERNING LITERACY CHALLENGES
THAT INCLUDE DYSLEXIA
ANNUAL REPORT***

House Bill 08-1223

Submitted to:
House Education Committee
Senate Education Committee
Colorado State Board of Education

Dwight D. Jones
Colorado Commissioner of Education

Colorado Department of Education
201 East Colfax
Denver, Colorado 80203

January 2009



Colorado State Board of Education Members

January 2009

201 East Colfax Avenue, Room 506
Denver, Colorado 80203
(303) 866-6817 or (303) 866-6809; (303) 866-6761 Fax
www.cde.state.co.us

Elaine Gantz Berman (D)
1st Congressional District

Angelika Schroeder (D)
2nd Congressional District

Marcia Neal (R)
3rd Congressional District

Bob Schaffer (R)
4th Congressional District

Peggy Littleton (R)
5th Congressional District

Randy DeHoff (R)
6th Congressional District

Jane Goff (D)
7th Congressional District

***CONCERNING LITERACY CHALLENGES
THAT INCLUDE DYSLEXIA
ANNUAL REPORT***

House Bill 08-1223

**Prepared by:
H.B. 1223 Steering Committee**

**Ed Steinberg, Assistant Commissioner
Student Support Services**

**Robert Hammond, Deputy Commissioner
Administration and Operations**

**Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203**

House Bill 08-1223:

The focus of H.B. 08-1223 is the provision of technical assistance pertaining to Colorado public school students with literacy challenges that include dyslexia (Appendix A).

Colorado Department of Education Responsibility:

The implementation of this technical assistance has been charged to the Colorado Department of Education (CDE). Requirements of the legislation include training to address the needs of students with literacy challenges, including dyslexia. This training must include, but is not limited to, the areas of:

- awareness,
- assessment,
- identification,
- evidence-based progress monitoring, and
- scientifically-based interventions.

This training and technical assistance is to be reflective of a tiered continuum of intensity for intervention consistent with a Response to Intervention (RtI) model. In addition, it is encouraged to be coordinated with current best practices and work already occurring in the teacher preparation programs at state institutions of higher education.

Per the requirements of the legislation, an annual report is due to the State Board of Education and to the Education Committees of the House of Representatives and the Senate by January 30th of each year.

Year One:

To assist CDE in the implementation of H.B. 08-1223, a Steering Committee, comprised of parents, representatives from higher education, special education administrators, practitioners, and CDE consultants was formed (Appendix B). This committee has continued to meet monthly to provide input on issues surrounding implementation. The Steering Committee developed a vision statement and three broad outcome statements to guide this work.

Vision

Colorado meets the needs of students struggling with literacy challenges, including dyslexia.

Outcome 1

All educators have a basic understanding of literacy challenges, including dyslexia, and implications for teaching strategies.

Outcome 2

All district and building leadership understand the underpinnings for reading challenges and necessary resources for remediation.

Outcome 3

All Pre-K-6 teachers, and all K-12 reading interventionists, including special educators, are prepared in appropriate scientifically-based reading research (SBRR) methods of assessment, instruction, and progress monitoring.

In year one, the primary focus has been on increasing awareness. The Steering Committee would initially like to thank Governor Ritter for his advocacy in this area as manifested by his Executive Order proclaiming October, 2008, as Dyslexia Awareness Month (Appendix C). The Governor's support sends a clear message to the State of the importance and urgency of this issue.

The Steering Committee, in conjunction with the Rocky Mountain Branch of the International Dyslexia Association, has developed a Fast Facts on dyslexia, which provides a brief overview of information and resources on that topic (Appendix D). It provides the reader with a synopsis of the manifestations of dyslexia as well as resources, both print and Web-based, to explore for further information. This informational brief can be found on the CDE Web site and has been widely disseminated throughout the State.

Training is currently in development which will provide a consistent message to practitioners in the field, as well as to parents and other constituent groups. To this end, a brief informational PowerPoint presentation is in development, which will be presented at educator and parent awareness meetings across the State, and will be

available on the CDE Web site. A representative sample of slides is included in this report. (Appendix E).

CDE has also sponsored or supported a number of trainings in recent months that have included direct information on the needs of students with literacy challenges. These include:

- **Reading in the Rockies**
In conjunction with the Rocky Mountain Branch of the International Dyslexia Association, Dr. Ed Steinberg presented awards to Representative Michael Merrifield and Senator Suzanne Williams, sponsors of H.B. 08-1223. The two-day conference focused on the five components of reading in an RtI model.
- **Kaleidoscope**
A full-day workshop was presented to teachers in eligible facilities, focusing on research-based instructional literacy strategies.
- **Odyssey**
Thirty regional trainers were taught strategies to build oral language in the classroom by Judi Dodson, a nationally-recognized literacy expert. These regional trainers have in turn presented those strategies to hundreds of teachers across the state in three sessions throughout the school year. A final wrap-up conference will be held on April 25, 2009, with Dr. Abraham Bashir, who will discuss the connection between oral and written language.
- **Language Essentials for Teachers of Reading and Spelling (LETRS)**
LETRS is a training designed to provide teachers with the deep foundational knowledge necessary to understand how students learn to read, write, and spell. Fifty current LETRS instructors, who provide this research-based foundational training throughout the state, were provided information and materials on the most updated modules by Dr. Carol Tolman, one of the authors of LETRS.
- **Rural Secondary Literacy Project**
The Rural Secondary Literacy Project is a collaborative initiative within the Colorado Department of Education to study a comprehensive, multi-tiered system of literacy support for all students. The intent of the project is to develop an effective, replicable secondary literacy framework and increase the capacity of rural secondary schools to deliver literacy instruction and intervention.
- **Courage to Risk**
This two-day collaborative conference, sponsored by the Colorado Department of Education and ten other professional organizations, featured sessions that focused on the essential five components of reading and the use of an RtI model to meet the needs of students with literacy challenges.
- **Reading First Initiative**
Reading First is designed to provide professional development for teachers anchored in scientifically based reading research and to ensure

accountability through ongoing, valid and reliable assessments. Teachers from forty-two schools were trained in the use of data to inform instruction, in specific research-based strategies, and in the use of the tiers of intervention to meet a variety of student needs. A particular focus was placed on modeling instructional strategies for enhancing oral language, academic language, and building background knowledge for English Language Learners.

- **Read to Achieve**
Training was provided to schools on advanced analysis of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assist teachers in using these data to select appropriate literacy interventions for struggling readers. Professional development, focused on best practices of literacy instruction, was also provided to paraprofessionals.
- **PEAK Inclusion Conference**
A full-day session will be presented to assist parents and educators better understand the needs of students who struggle to learn to read and those who have dyslexia, as well as to identify and provide appropriate interventions for these students to become successful readers, writers and spellers.

Specific information regarding literacy challenges will be included in the Spring 2009 RtI training modules, including the Problem Solving/Consultation and Family and Community Engagement modules. The Problem Solving/Consultation module will directly address ways to meet the needs of a child with literacy challenges through the RtI problem-solving process.

Existing venues and opportunities will continue to be used to build educators' knowledge and skills related to the awareness, assessment, identification, evidence-based progress monitoring, and scientifically-based interventions that effectively address the needs of students with literacy challenges.

Members of the Steering Committee and Colorado Department of Education staff have reached out to constituent groups to share information related to literacy challenges, including dyslexia, and to impart a sense of urgency regarding this issue. Such groups have included:

- CDE Regional Professional Development Council Coordinators,
- The Colorado Consortium of Special Education Teacher Educators (CCSETE),
- Colorado Directors of Special Education,
- The Colorado Response to Intervention Leadership Team,
- PEAK Parent Center,
- Colorado Special Education Advisory Council (CSEAC),
- Colorado Council for Learning Disabilities (CCLD), and
- International Dyslexia Association—Rocky Mountain Branch (IDARMB).

Plans for Year Two:

Year two will continue with initiatives begun in year one, as described above. A literacy guidebook will be developed as a cross-unit initiative. This guidebook will provide practitioners in the field with research-based resources and instructional strategies to address literacy challenges within a RtI model.

A comprehensive database of resources for literacy challenges, including dyslexia, will be created for the Colorado Department of Education Web site. The Web site will expand the current information and links available and undergo regular updating. Professionals and families will have efficient access to a central clearing house for literacy-related information and professional development opportunities.

A focus will be placed on Outcome 2 to increase awareness of underpinnings for reading challenges and resources for remediation among district and building leadership. Plans to deliver this information include presentations at the Colorado Association for School Executives (CASE) annual convention.

Year two plans include providing parents with resources as well. The Department will work closely with PEAK Parent Center in providing outreach to parents, educators, and community partners in all regions of Colorado.

Finally, additional emphasis will be placed on developing partnerships with state institutions of higher education. This partnership will be inclusive of both the general and special education arenas, to ensure that teacher pre-service education effectively addresses the literacy issues of struggling students at all levels.

Index of Appendices

Appendix A	H. B. 08-1223
Appendix B	Steering Committee Members
Appendix C	Governor Ritter's Executive Order Proclaiming October, 2008 as Dyslexia Awareness Month
Appendix D	Dyslexia Fast Facts
Appendix E	Sample slides from Dyslexia Awareness PowerPoint Presentation

Appendix A

An Act

HOUSE BILL 08-1223

BY REPRESENTATIVE(S) Merrifield, Benefield, Buescher, Carroll M., Casso, Curry, Fischer, Kerr A., Levy, Massey, McNulty, Peniston, Primavera, Scanlan, Solano, Witwer, Borodkin, Butcher, Carroll T., Frangas, Gagliardi, Gallegos, Garza-Hicks, Green, Kefalas, Labuda, Madden, May M., McFadyen, McGihon, Middleton, Romanoff, Stafford, Summers, and Todd;
also SENATOR(S) Williams, Bacon, Boyd, Gibbs, Groff, Isgar, Morse, Schwartz, Shaffer, Spence, Tupa, and Windels.

CONCERNING THE PROVISION OF TECHNICAL ASSISTANCE PERTAINING TO
COLORADO PUBLIC SCHOOL STUDENTS WITH LITERACY CHALLENGES
THAT INCLUDE DYSLEXIA.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Part 1 of article 2 of title 22, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SECTION to read:

22-2-133. Assessment and identification of students with literacy challenges including dyslexia - training and technical assistance - collaboration with higher education. (1) ON OR BEFORE AUGUST 1, 2008, AS PART OF ITS RESPONSIBILITY FOR EDUCATION STANDARDS AND PRACTICE, THE DEPARTMENT MAY MAKE AVAILABLE TECHNICAL ASSISTANCE AND

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

TRAINING CONCERNING ISSUES FACED BY STUDENTS WITH LITERACY CHALLENGES, INCLUDING DYSLEXIA, TO SCHOOL DISTRICTS, ADMINISTRATIVE UNITS AS DEFINED IN SECTION 22-20-103 (1), RESIDENTIAL TREATMENT FACILITIES, CORRECTIONAL FACILITIES, AND OTHER LOCAL EDUCATION AGENCIES THROUGHOUT THE STATE. THE PROVISION OF ANY TECHNICAL ASSISTANCE AND TRAINING PURSUANT TO THIS SUBSECTION (1) SHALL NOT PRECLUDE THE DEPARTMENT FROM USING FEDERAL FUNDS TO IMPLEMENT SUCH TECHNICAL ASSISTANCE AND TRAINING. ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED SHALL INCLUDE BUT NEED NOT BE LIMITED TO THE AREAS OF AWARENESS, ASSESSMENT, IDENTIFICATION, AND EVIDENCE-BASED PROGRESS MONITORING, AND SHALL INCLUDE SCIENTIFICALLY BASED INTERVENTIONS TO ADDRESS THE NEEDS OF STUDENTS WITH LITERACY CHALLENGES, INCLUDING DYSLEXIA. ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED SHALL REPRESENT A TIERED CONTINUUM OF INTENSITY FOR INTERVENTION CONSISTENT WITH THE RESPONSE TO INTERVENTION MODEL THAT SCHOOL DISTRICTS ARE REQUIRED TO IMPLEMENT NO LATER THAN AUGUST 15, 2009, PURSUANT TO RULES ADOPTED BY THE DEPARTMENT.

(2) THE DEPARTMENT IS ENCOURAGED TO COORDINATE ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED WITH CURRENT BEST PRACTICES AND WORK OCCURRING IN TEACHER PREPARATION PROGRAMS AT STATE INSTITUTIONS OF HIGHER EDUCATION. WHERE APPROPRIATE, THE DEPARTMENT IS ENCOURAGED TO PROVIDE TECHNICAL ASSISTANCE AND TRAINING TO SCHOOL DISTRICTS, ADMINISTRATIVE UNITS, RESIDENTIAL TREATMENT FACILITIES, CORRECTIONAL FACILITIES, AND LOCAL EDUCATION AGENCIES IN A COORDINATED EFFORT WITH TEACHER PREPARATION PROGRAMS AT STATE INSTITUTIONS OF HIGHER EDUCATION. THE DEPARTMENT AND STATE INSTITUTIONS OF HIGHER EDUCATION ARE ENCOURAGED TO WORK COLLABORATIVELY TO DEVELOP OR AFFIRM MINIMUM STANDARDS FOR TEACHER PREPARATION PROGRAMS IN THE AREAS OF LITERACY ASSESSMENT AND INSTRUCTIONAL SKILLS, INCLUDING DYSLEXIA AWARENESS, IDENTIFICATION, AND REMEDIATION FOR GENERAL AND SPECIAL EDUCATION.

(3) ON OR BEFORE JANUARY 30, 2009, AND ON OR BEFORE JANUARY 30 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL REPORT TO THE STATE BOARD OF EDUCATION AND TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR ANY SUCCESSOR COMMITTEES, CONCERNING THE ACTIVITIES AND STATUS OF ANY TECHNICAL ASSISTANCE

AND TRAINING MADE AVAILABLE PURSUANT TO THIS SECTION.

(4) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(a) "LITERACY CHALLENGE" MEANS A SITUATION WHERE A STUDENT IS EXPERIENCING DIFFICULTY IN READING IN PHONEMIC AWARENESS, PHONICS, VOCABULARY, FLUENCY, OR COMPREHENSION.

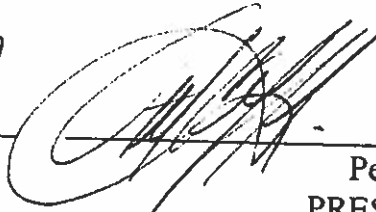
(b) "RESPONSE TO INTERVENTION" MEANS A MODEL FOR EDUCATION DEVELOPED PURSUANT TO RULES ADOPTED PURSUANT TO THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE, THAT PROMOTES A WELL-INTEGRATED SYSTEM CONNECTING GENERAL, COMPENSATORY, GIFTED, AND SPECIAL EDUCATION IN PROVIDING HIGH-QUALITY, STANDARDS-BASED INSTRUCTION AND INTERVENTION THAT IS MATCHED TO A STUDENT'S ACADEMIC, SOCIAL-EMOTIONAL, AND BEHAVIORAL NEEDS.

SECTION 2. Effective date. This act shall take effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly that is allowed for submitting a referendum petition pursuant to article V, section 1 (3) of the state constitution, (August 6, 2008, if adjournment sine die is on May 7, 2008); except that, if a referendum petition is filed against this act or an item, section, or part of this act within such period, then the act, item, section, or


part, if approved by the people, shall take effect on the date of the official declaration of the vote thereon by proclamation of the governor.



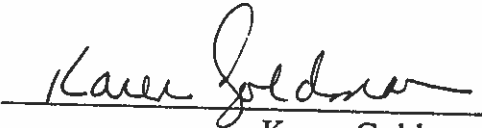
Andrew Romanoff
SPEAKER OF THE HOUSE
OF REPRESENTATIVES



Peter C. Groff
PRESIDENT OF
THE SENATE



Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES



Karen Goldman
SECRETARY OF
THE SENATE

APPROVED May 27th, 2008 at 1:52 p.m.



Bill Ritter, Jr.
GOVERNOR OF THE STATE OF COLORADO

Appendix B

HB 1223 Steering Committee

Dianne Cox
Director of Special Education
RE1 Valley School District

Margaret Deiotte
Parent
Colorado Springs

Dr. Lynn Fitzhugh
Executive Director, The Dyslexia Center
Colorado Springs

Faye Gibson
Principal Consultant
Colorado Department of Education

Dr. Brook Hanks
Lecturer in Education, Literacy
Western State College

Julie Holiday
Assistant Director for Special Education
Academy District 20

Ellen Hunter
Principal Consultant
Colorado Department of Education

Tammy Johnson
Special Education Director
Fort Morgan School District

Lynn Kuhn
Literacy Consultant
Aurora, Colorado

Adena Miller
Senior Consultant
Colorado Department of Education

Deb Montgomery
Principal Consultant
Colorado Department of Education

Candy Myers
Consultant
Colorado Department of Education

Daphne Pereles
Supervisor
Colorado Department of Education

Dr. Corey Pierce
Assistant Professor, Special Education
University of Northern Colorado

Patricia Reitweisner
Parent
Colorado Springs

Dr. Debora Scheffel
Director, Colorado Reading First
Colorado Department of Education

Dr. Ed Steinberg
Assistant Commissioner
Colorado Department of Education

Elenn Steinberg
President, Rocky Mountain Branch
International Dyslexia Association

Karen Teja
Parent
Colorado Springs

Dr. Jennifer Urbach
Assistant Professor, Special Education
University of Northern Colorado

Appendix C

Honorary Proclamation



BILL RITTER, JR.
GOVERNOR

DYSLEXIA AWARENESS MONTH October 2008

WHEREAS, dyslexic men, women and children experience difficulties in learning to read, write, spell and, in some cases, in learning to use numbers because of a neurological, genetically-based difference; and

WHEREAS, the symptoms of dyslexia include a delay in spoken language development, difficulties with concepts of sequence, time and space, and reduced comprehension of the written and spoken word; and

WHEREAS, while those afflicted must overcome frustrations and hardships in school, work and personal growth, this learning difference can be overcome through early diagnosis and an appropriate educational prescription; and

WHEREAS, The International Dyslexia Association – Rocky Mountain Branch, and other non-profit organizations share their knowledge, experience and support to increase the public's awareness, attend to those individuals with this learning difference and help them to attain their fullest intellectual potential; and

WHEREAS, the State of Colorado is pleased to join with all those who work toward solutions to the problems associated with dyslexia in our schools and our communities;

Therefore, I, Bill Ritter, Jr., Governor of the State of Colorado, do hereby proclaim October 2008, as

DYSLEXIA AWARENESS MONTH

in the State of Colorado.



GIVEN under my hand and the Executive Seal of the State of Colorado, this tenth day of September, 2008

Bill Ritter, Jr.

Bill Ritter, Jr.
Governor

Appendix D

What is dyslexia?

The student who struggles with reading and spelling often puzzles teachers and parents. This student receives the same classroom instruction that benefits most children, but continues to struggle with some or all of the many facets of reading and spelling. This student may have dyslexia.

The International Dyslexia Association [IDA] and the National Institutes of Health adopted the following definition in 2003:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized 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 the growth of vocabulary and background knowledge. (Lyon, Shaywitz, and Shaywitz, 2003)

What are the National Statistics on dyslexia?

- Fifteen to twenty percent of the population is affected by dyslexia. Dyslexia exists on a continuum of severity, from poor spelling to a total inability to read. (The National Institutes of Health)
- Individuals may inherit the genetic links for dyslexia, and at least half of the identified cases of dyslexia have a genetic predisposition for this disorder of learning. (Pennington, Shaywitz, Olsen)
- Research supports the essential role of early identification and appropriate instruction in preventing and alleviating the symptoms of dyslexia. (Torgesen, Foorman, Wise)
- Unremediated dyslexia is associated with documented functional brain differences visible in imaging studies. These differences may be “normalized” if instruction is effective. (IDA, NIH)
- Children with a family history and/or early history of speech and language delays are at high risk.

What are the common characteristics of dyslexia?

- Difficulty acquiring and using oral and written language
- Difficulty in phonological awareness, including segmenting, blending and manipulating sounds in words
- Difficulty mastering the alphabetic principle and basic decoding skills (mapping sounds to letters)
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty acquiring age appropriate sight word recognition skills
- Difficulty learning to spell accurately
- Oral language skills often stronger than written language skills
- Difficulty learning and retaining multi-syllabic vocabulary required for mastery of academic content
- Limited reading comprehension due to weak decoding, word recognition and fluency skills

What instruction is appropriate for dyslexia?

- Individuals with dyslexia require direct, explicit and systematic instruction in both oral and written language
- Even if a student’s problem is not so severe as to require special education, classroom supports and accommodations are often necessary for the student to benefit fully from classroom and supplemental instruction
- Explicit instruction in the code of written language (the letter-sound system) is critical
- Structured, multi-sensory delivery of language content is characteristic of effective programs
- Individuals with dyslexia may require instruction of greater intensity and duration than typically developing readers and writers
- Individuals with dyslexia require research-based instruction in all five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as writing and spelling
- Because instruction is a complex undertaking, teachers who provide instruction and remediation should be trained and supervised in the use of the program or approach selected.

How does dyslexia fit in an RTI model?

According to the Colorado Department of Education's Practitioner's Guide to Implementation: "RTI is a comprehensive system of tiered interventions for addressing the full range of student needs" (p.1). <http://www.cde.state.co.us/cdegen/downloads/RtIGuide.pdf> Inherent in this model is the idea that research based instruction will be used, students' progress will be continually monitored, and individual strengths and needs will be addressed. Since dyslexia exists on a continuum of severity, each student's needs will be served by a varying degree of intensity required to produce increased academic outcomes.

The RTI model is predicated on:

- High quality standards-based instruction
- Evidenced based materials
- Universal screening of all students
- Continuous progress monitoring
- Problem solving and instructional decision making

The intent of this model is that each student has access to instruction of sufficient intensity to ensure adequate progress.

What are the implications for long term management of dyslexia?

Dyslexia is a life-long characteristic. Students respond to instruction in varying degrees. But, most students continue to need support and/or accommodations with writing, study skills, reading lengthy assignments, foreign language learning, and mathematical computation skills even if remediation of basic reading skills is successful. Parents, students, and teachers should have access to current, research-based information about dyslexia and related learning problems to aid in decision making and the management of students' academic careers.

Where can I find more resources on this subject?

Web sites:

- The International Dyslexia Association-Rocky Mountain branch: <http://www.dyslexia-rmbida.org/>
- The International Dyslexia Association: <http://www.interdys.org/>
- Florida Center for Reading Research: <http://www.fcrr.org/>
- Great Schools: <http://www.greatschools.net/>
- National Center for Learning Disabilities: <http://www.nclld.org/>
- National Research Center for Learning Disabilities: <http://www.nrclld.org/>

Books:

- Colorado Department of Education – Response to Intervention (RtI): A Practitioner's Guide to Implementation, 2008.
- Brown-Chidsey, Rachel & Steege, Mark W. Response to Intervention – Principles and Strategies for Effective Practice. New York, NY: Guilford Press, 2005.
- Hosp, Michelle; Hosp, John; & Howell, Kenneth: The ABCs of CBM – A Practical Guide to Curriculum-Based Measurement. New York, NY: Guilford Press, 2007.
- Moats, Louisa and Hall, Susan: Parenting the Struggling Reader. New York, NY: Broadway Books, 2002.
- Moats, Louisa and Dakin, Karen: Basic Facts about Dyslexia and Other Reading Problems. Baltimore, MD: IDA, 2008.
- Richards, Regina: The Source for Dyslexia and Dysgraphia. E. Moline, IL: Linguistics, 1999.
- Shaywitz, Dr. Sally: Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level. New York, NY: Random House, 2003.
- Torgesen, Joseph: FCRR Technical Report #8: Dyslexia: A Brief for Educators, Parents, and Legislators in Florida
- Wolf, Maryanne. Proust and the Squid: The Story and Science of the Reading Brain. New York, NY: Harper, 2007.

Appendix E

Literacy Challenges Including Dyslexia in a Response to Intervention Model

Colorado H.B. 1223
January 2009

What is a literacy challenge?

- A literacy challenge exists when a student is experiencing difficulty in one or more of the five components of reading
 - phonemic awareness
 - phonics
 - vocabulary
 - fluency
 - comprehension



What is the impact of a literacy challenge?

"Poor reading produces a perception of stupidity and dumbness to peers and clearly to the youngster who is struggling. That is the shame. They feel like they're failures; they tell us that. And sadly, when we talk with these kids, adolescents, and adults who've had a tough time, that shame of not learning to read is further exacerbated by the fact that they can't compete occupationally and vocationally--they don't do well in school. Clearly the adolescents show us a level of pain that this society doesn't even see."

Dr. G. Reid Lyon,
Former Branch Chief,
National Institute for Child Health and Human Development

Why is reading so difficult?

"Reading is difficult for several reasons: One is that it's a code and the code is not transparent. A second problem is that our brains are not really set up to deal with this code. It is not language. A third problem is instructional confusion... teachers who don't understand what the code really is or how it needs to be conveyed."

Dr. Grover Whitehurst,
Assistant Secretary, U.S. Department of Education
Director of the Institute of Education Sciences

Dyslexia--A Literacy Challenge

- Dyslexia =
 - Dys - not, cannot
 - Lexia - read



Dyslexia is:	Dyslexia is not:
a specific learning disability	backwards letters or numbers
an educational problem	a medical problem
evidenced by difficulties with accurate and/or fluent word recognition	a vision problem
evidenced by poor spelling and decoding	a condition that will resolve itself with age or maturity
a condition that can be remediated with appropriate scientifically research-based interventions	related to intellectual ability or sex
a condition that effects 20% of the population	caused by a lack of effort and motivation

Rtl is an effective problem-solving process that addresses the needs of students with literacy challenges including dyslexia.



Rtl Defined

Response to Intervention is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction & intervention that is matched to students' academic, social-emotional, and behavioral needs.

A continuum of evidence-based, tiered interventions with increasing levels of intensity and duration is central to Rtl.

Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

Six Components of Colorado Rtl	Application to Literacy Challenges
Leadership	Providing quality professional development opportunities and adequate resources in literacy
Curriculum & Instruction	Students provided with a variety of scientifically-based reading interventions at the earliest sign of difficulty; to include intensive, structured, multisensory instruction by skilled teachers
School Climate & Culture	Students and teachers are part of a supportive and collaborative learning environment that meets individual student needs
Problem Solving Process	Systemic use of data to choose appropriate literacy interventions and adapt them as needed
Assessment/Progress Monitoring	Systemic use of screening, benchmarking, and progress monitoring to identify student needs and monitor growth, and to measure student progress and effectiveness of chosen interventions
Family & Community Engagement	Families included as active partners in the entire Rtl process; Parents provide intervention support at home; Parent input informs decisions about the intervention and progress.

What are the long-term implications of an unremediated literacy challenge?

“Every public major concern has a much higher incidence of reading problems attached to it: from juvenile delinquency, to teen pregnancy, to failure to graduate from high school, to drug problems. You take anything that we say is a major concern, and there is a higher than expected incidence, by far, of individuals who have struggled with reading or had a frank learning disability.”

Dr. Paula Tallal,
Chair of Neuroscience,
Rutgers University

Colorado House Bill 1223

- Serves to address these pressing needs by
 - Utilizing professional development opportunities to:
 - Encourage leadership
 - Inform educators
 - Increase overall awareness of literacy challenges
 - Encourage the use of appropriate interventions within a RtI framework