

1 causes of specific learning disabilities, including dyslexia,
2 dyscalculia and related learning difficulties. Of those who are
3 referred to special education services in public schools, the
4 majority are referred because of problems with language, reading,
5 writing, or a combination of each;

6 (3) Teaching reading effectively, especially to students
7 experiencing difficulty, requires considerable knowledge and skill.
8 Informed and effective classroom instruction, especially in the
9 early grades, can prevent and relieve the severity of language
10 difficulties, and significantly improve literacy development;

11 (4) For those students with specific learning disabilities,
12 including dyslexia and dyscalculia, who need specialized
13 instruction, competent intervention can lessen the impact of the
14 disorder and help the student overcome the most debilitating
15 symptoms;

16 (5) While programs for specific learning disabilities,
17 including dyslexia and dyscalculia, that certify or support
18 teachers, clinicians or specialists differ in their preparation
19 methodologies, teaching approaches and organizational purposes,
20 they should ascribe to a common set of professional standards for
21 the benefit of the students they serve. Compliance with such
22 standards can assure the public that individuals who serve students
23 with specific learning disabilities in public schools are prepared
24 to implement scientifically based and clinically proven practices;

1 (6) The American Psychiatric Association's Diagnostic and
2 Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), and
3 the federal Individuals with Disabilities Education and Improvement
4 Act of 2004 (IDEA) offer widely-adopted and consistent standards to
5 guide the preparation, certification and professional development
6 for teachers of reading and related literacy skills in classroom,
7 remedial and clinical settings; and

8 (7) The basis of ascribing to common standards to benefit
9 students with specific learning disabilities, including dyslexia
10 and dyscalculia, requires recognizing common characteristics of the
11 disabilities. The Legislature finds that the definitions of
12 dyslexia and dyscalculia prescribed by IDEA and DSM-5 are the
13 appropriate measure for recognizing characteristics of dyslexia and
14 dyscalculia in students.

15 (b) The Legislature recognizes the following regarding
16 dyslexia and dyscalculia:

17 (1) Dyslexia and dyscalculia are conditions that may be
18 considered under the specific learning disability category, and
19 their definitions are consistent with IDEA and state board policy.
20 State board policy provides that "specific learning disability"
21 means a disorder in one or more of the basic psychological
22 processes involved in understanding or in using language, spoken or
23 written, that may manifest itself in the imperfect ability to
24 listen, think, speak, read, write, spell, or to do mathematical

1 calculations, including conditions such as perceptual disabilities,
2 brain injury, minimal brain dysfunction, dyslexia and developmental
3 aphasia;

4 (2) Dyslexia is an alternative term used to refer to a pattern
5 of learning difficulties characterized by problems with accurate or
6 fluent word recognition, poor decoding, and poor spelling
7 abilities. If dyslexia is used to specify this particular pattern
8 of difficulties, it is important also to specify any additional
9 difficulties that are present, such as difficulties with reading
10 comprehension or math reasoning; and

11 (3) Dyscalculia is an alternative term used to refer to a
12 pattern of learning difficulties characterized by problems
13 processing numerical information, learning arithmetic facts, and
14 performing accurate or fluent calculations. If dyscalculia is used
15 to specify this particular pattern of mathematic difficulties, it
16 is important also to specify any additional difficulties that are
17 present, such as difficulties with math reasoning or word reasoning
18 accuracy.

19 (c) The state board is responsible for the following:

20 (1) Ensuring that all students receive the necessary and
21 appropriate screenings, evaluations and early assessments for
22 specific learning disabilities, including dyslexia and dyscalculia;

23 (2) Ensuring that any Individualized Education Program
24 regarding specific learning disabilities, including dyslexia or

1 dyscalculia, which is developed or implemented, is consistent with
2 the provisions of this section; and

3 (3) Providing ongoing information and education to parents
4 regarding specific learning disabilities, including dyslexia and
5 dyscalculia, and the services available to students with such
6 disabilities.