

Dear Honorable Senators,

I'm writing to you to state my support for Senate Bill 1054, An Act Concerning Students with Dyslexia. I reside in West Hartford, CT and am the Chairperson of Central Connecticut State University's Department of Special Education and Interventions, where I teach both general and special education teachers at the undergraduate and graduate level.

Senate Bill 1054 is an important first step in supporting the appropriate identification of students with dyslexia but it does not go far enough to support the free and appropriate public education that these students are entitled to by state and federal law.

As a former special education teacher and current professor of special education, I'm deeply committed to the pre-service training and in-service professional development of our state's general and special education teachers. I firmly believe that the early identification of dyslexia is critical. Early screening of dyslexia is an efficient and effective means of identifying at-risk students. Furthermore, your Senate Bill should also include mandated Connecticut teacher certification and ongoing professional development to include training on dyslexia, evidence-based intervention strategies, and the use of assistive technology for both general and special education teachers. *The International Dyslexia Association's Knowledge and Practice Standards* are an excellent benchmark for teacher preparation programs. This document clearly defines critical knowledge and skills both general and special educators must possess to effectively identify and teach students with dyslexia. In its current state, your Senate Bill stops short of these critical components.

Sincerely,

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Chairperson and Professor  
Department of Special Education and Interventions  
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