

March 1, 2016

Today I am writing a testimony in support of the Senate Bill No. 317, An Act Concerning Dyslexia. However as a supporter of Connecticut's dyslexic students I know that the Senate Bill is not comprehensive enough to provide dyslexics with needed supports. Currently this bill only calls for "a course" in Dyslexia. This is not sufficient and requires amendment.

Dyslexic students desperately need your help to succeed and achieve in this world. They are bright, out of the box thinkers who can make great contributions to society, both locally and globally, if only they are taught in ways they can comprehend and best learn. Teachers need to be taught to properly and appropriately teach dyslexic students who comprise a large percentage of today's special education recipients.

While teachers may desire to educate their students they cannot do this effectively and adequately without the proper training. Comprehensive teacher preparation using evidence-based curriculum and content of graduate level classes must take place in our CT Institutions of Higher Education. Teacher education must include literacy instruction for students with Dyslexia, as it is the most common reading disability. All teacher preparation programs should align with evidence-based standards are proven to be effective. The International Dyslexia Association's (IDA) Knowledge and Practice Standards For Teachers of Reading should be aligned with the Remedial Reading Endorsement.

Please help the 1 in 5 dyslexic student population in our great state of Connecticut prepare for successful futures. Again I support an amended version of Senate Bill No. 317 whereby candidates seeking a remedial reading endorsement must complete a graduate level program aligned with evidence-based practices and the IDA Knowledge and Practice Standards for Teachers of Reading.

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