

EVERY CHILD ACHIEVES ACT 2015

SENATOR CASSIDY'S TITLE II PART A AMENDMENT

What it would do:

Help get educators training to better understand, identify and address the early indicators of learning disabilities, including dyslexia.

How it would work:

Nearly every school receives money through Title II of ESEA. This money may be used for many different purposes. This amendment would add a new way for schools to spend that money: schools may invest in professional development programs so that educators can better understand, identify and address the early indicators of children with learning disabilities.

The funds could be used to:

- Inform educators about risk factors in early reading and math difficulties (such as low phonemic awareness, lack of reading fluency, decoding skills, and early numeracy skills) and other risk factors of learning disabilities
- Provide professional development for educators to implement evidence-based interventions in reading and math

Why it is needed:

Children with learning disabilities – like dyslexia, math disabilities, writing disabilities, and executive functioning issues - constitute the largest number of students with disabilities, and yet, because their learning issues are not as immediately visible as students with other types of disabilities, they often go unnoticed for years. By addressing their needs early, supports can be provided that can minimize challenges later.

Early identification of warning signs coupled with well-targeted intervention and support for students with specific learning disabilities are critical to preparing children for success.

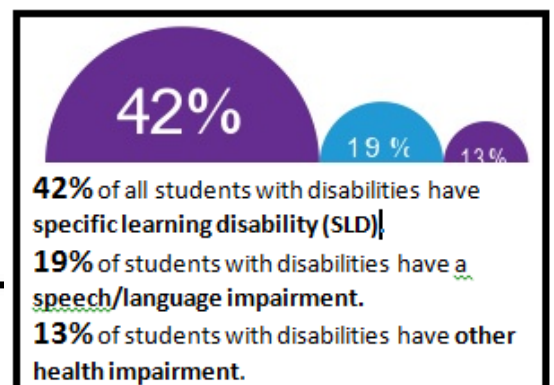
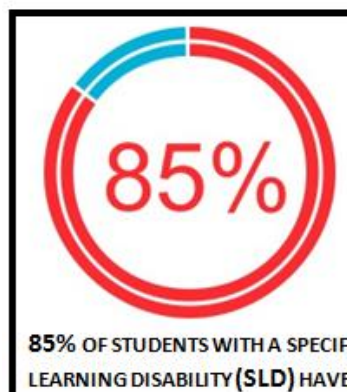
IDENTIFY & UNDERSTAND

Identifying children with specific learning disabilities early is possible.

Understanding how to meet their needs can make all the difference.



RISK FACTORS FOR SLD CAN BE IDENTIFIED EARLY. IN FACT, 49% OF PARENTS OF CHILDREN WITH DYSLEXIA ALSO HAVE SIMILAR ISSUES WITH READING.



COUNTLESS CHILDREN WOULD BENEFIT FROM TEACHER TRAINING ON IDENTIFICATION OF SPECIFIC LEARNING DISABILITIES.

STUDENTS WITH SLD SPEND MOST OR ALL OF THE SCHOOL DAY IN GENERAL EDUCATION CLASSROOM