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An Analysis of Dyslexia Legisation and Implementation Guidelines in Midwestern States

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AN ANALYSIS OF DYSLEXIA LEGISLATION AND

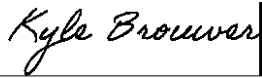IMPLEMENTATION GUIDLINES IN MIDWESTERN STATES

By

Josephine A. Denning

A thesis submitted in partial fulfillment
of the requirements for the
University Honors Program

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Department of Communication Sciences and Disorders
The University of South Dakota
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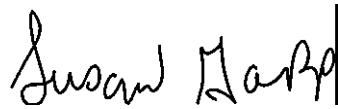
The members of the Honors Thesis Committee appointed

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ABSTRACT

An Analysis of Dyslexia Legislation and Guidelines in Midwestern States

Josephine Denning

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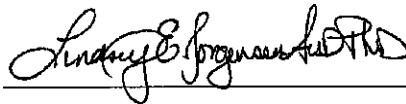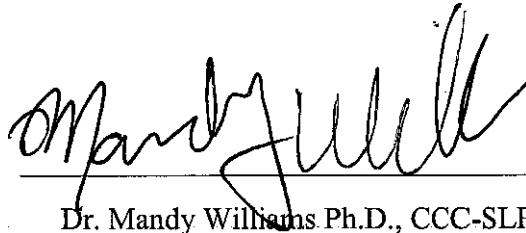The purpose of this thesis is to describe dyslexia legislation and implementation guidelines in South Dakota and selected surrounding states. Dyslexia has been defined as a language-learning disability that affects a person's reading and writing skills negatively.

Federal legislation, The Individuals with Disabilities in Legislation Act (2004), identifies dyslexia as a specific learning disability; however, distinguish dyslexia from a broader category. Legislation and requirements are being recently passed in multiple states, affecting dyslexia policy. This thesis will provide an overview of the legislation and guidelines of dyslexia in Midwest region. Best practices in assessment and instruction for dyslexia have been reviewed, identified, and used as the standard for the evaluation within this paper. This research is important because it can inform legislators about dyslexic specific legislation, particularly in South Dakota. This document will help parents, speech-language pathologists, and other professionals understand better what the eligibility laws for dyslexia explicitly state.

Researching Midwest states' law and policy on dyslexia will provide a comparison of legislation in similar states providing a framework in establishing legislation that would best serve the needs of students in the K-12 schools, particularly students with dyslexia and specifically in the state of South Dakota.

KEYWORDS: Literacy, Policy, Dyslexia, Accessible Literacy Learning

Table of Contents

1.   Introduction

Dyslexia is a language-learning disability that negatively affects an individual's reading and writing skills, reading, spelling, and written expression (International Dyslexia Association [IDA], 2020). Students diagnosed with dyslexia will often struggle with decoding and are more likely to have difficulty with production, comprehension, and awareness of language. Because of the phonological component dyslexia affects, there are secondary consequences like poor reading comprehension. Dyslexia's correlation with other diagnoses, ADHD and Speech and Language Disorders, has been identified in current research (IDA, 2020).

Early intervention is critical for children with dyslexia, as they will lag in development if they do not receive appropriate services. Dyslexia has also been linked with other areas of childhood development. Sanfilippo et al. state, "In total, 20% to 40% of children with attention-deficit/hyperactivity disorder have dyslexia, and children with autism spectrum disorder are also at increased risk of having dyslexia." (2020) Being aware of coexisting conditions can help professionals in better assisting affected students.

There are multiple, sometimes opposing perspectives, of dyslexia in the scientific literature and prominent professional reading organizations. According to the International Literacy Association, dyslexia can be described as a word-level reading difficulty, a clinically derived subgroup of poor decoders, a persistent intractability to high-quality intervention, or a neurodiverse profile (Elliott, 2020). Lack of consensus in the field on the definition, diagnosis, and remediation of dyslexia creates challenges for

educators, particularly in identifying evidence-based best practices to best meet students'

needs. In order to support students with dyslexia, there needs to be evidence-based, high-

quality procedures and policies in place concerning defining, assessing, and treating

students.

Therefore, the purpose of this thesis is to provide a critical review of evidence-

based practices and legislative policy. First, the primary cognitive and developmental

deficits of dyslexia will be outlined, with a focus on the overlap with speech-language

pathology roles and responsibilities. Next, a description of best practices from two major

organizations, the International Dyslexia Association and the International Literacy

Association, will be provided and critically reviewed. Finally, these best practices will be

used to evaluate current Midwest states' legislation and provide recommendations for

future guidelines.

Dyslexia and Phonological Processing

Dyslexia is characterized by deficits in the phonological processing of language

(Catts 1989). Phonology is the form of speech sounds of a language, and phonological

processing is the use of the sounds of one's language (i.e., phonemes) to process spoken

and written language (Wagner & Torgesen, 1987). The three components of phonological

processing are phonological awareness, phonological working memory, and phonological

retrieval. A weakness in phonological processing can ultimately impact reading decoding

and reading comprehension. An overview of these components and their relationship to

literacy will be provided in the following sections.

Phonological awareness is sensitivity to sounds and words to develop appropriate literacy skills. People with dyslexia will have difficulty with pieces of sounds and words, causing reading and writing deficits.

Phonological working memory is the second component of phonological processing. This is short-term memory in storing phonemic information (Perrachione et al., 2017). An example task of this can include repeating nonsense words and manipulating them phonemically. Novel word learning, vocabulary development, sentence processing can be supported by phonological working memory (Perrachione et al., 2017). These processes are foundational towards the development of reading competency.

Phonological retrieval is the ability to recall known phonemes associated with graphemes. A task that falls under this category would be rapid naming or pairing of letters and numbers. Retrieval is how quickly an individual can recognize and sequence phonemes. Phonological retrieval is essential when discussing dyslexia because the ability to recall speech sounds in one's language is integral to reading.

According to Sanfilippo et al., problems with decoding "almost always lead to difficulties in reading fluency and comprehension, reduced vocabulary, lower content knowledge, and a decline in overall school performance" (2002). Dyslexia is a disability that has no core cause, which can be hard for students and parents to understand. Its etiology is not related to hearing loss, visual impairment, or lack of intelligence or motivation.

Speech-Language Pathologists and Dyslexia

Speech-Language pathologists (SLPs) are specialists who are trained to identify, assess, and treat students with communication disorders, including written language disorders and dyslexia. According to the American Speech-Language Hearing Association (ASHA), SLPs' roles and responsibilities relating to reading and writing in children include but are not limited to:

"Preventing written language problems by fostering language acquisition and emergent literacy; (b) identifying children at risk for reading and writing problems; (c) assessing reading and writing; (d) providing intervention and documenting outcomes for reading and writing; and (e) assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base." (ASHA, 2001) Children with speech/language impairments are more likely to exhibit literacy delays. Therefore, SLPs can provide preventative and rehabilitative service to the at-risk children.

For example, SLPs implement interventions for phonemic awareness, word decoding, and overall help strengthen children's language. Because of this ever-changing subject area of dyslexia, the role of SLPs in dyslexia intervention and diagnosis is flexible.

2.   Legislation

Overview of Legislation in Midwest States

Legislation introduced into state mandates such as eligibility requirements and early interventions can effectively help meet the needs of students with dyslexia. This

overview will provide a review of the dyslexia policy and guidelines in Midwest states, focusing on South Dakota. This information can be used to help focus on providing quality services to people with dyslexia.

While not all 50 states have specific dyslexia legislation, the federal government formally recognizes dyslexia through the Individual Disabilities Education Act (IDEA, 2004). IDEA is a national law that implements service eligibility for children with disabilities in education. This law includes 13 different subchapters for the eligibility of children in public schools. One of these subchapters includes Specific Learning Disability (SLD). Dyslexia is classified as a type of SLD (2004). Although this is a national law, each state implements SLD guidelines in different ways. This can include how and what services are provided for students with specific learning disabilities. For example, the states may even define dyslexia differently, varying throughout all 50 states.

Recently, many states have passed laws that pertain to the definition, intervention, and screening of dyslexia. Each state has the power to pass a more detailed description of dyslexia and its services beyond what is stated in IDEA (2004), making dyslexia distinct and separate from a broader specific reading disability. Each state's laws differ from the next but all have the common goal of having the same guidelines statewide in public schools. This flexibility of state legislation provides an opportunity for people with dyslexia to have more specific eligibility guidelines and services, separating students with dyslexia from other poor readers. Creating specific eligibility guidelines can ultimately lead to more resources and specialized instruction for those impacted; however, there are cautions to this type of legislation. To date, different interventions for dyslexic versus non-dyslexic poor readers lacks scientific research (Miciak & Fletcher, 2020), Legislation

written specifically to the assessment, diagnosis, and intervention for dyslexia can potentially disproportionately serve the more advantaged social, racial, and economic groups (Holmqvist, 2020); privileging those that can gain access to the label (Elliot, 2020; Gabriel, 2020) and therefore reducing competing recognition and resources of the needs of all poor readers.

Decoding Dyslexia is a grass-roots movement founded by parents towards the purpose of bringing public awareness to dyslexia and improving services for children and families. This organization works with the international dyslexia association to empower families and teachers through awareness, education, and advocacy. This network currently has chapters in all 50 states that provides local advocacy addressing state-specific dyslexia issues and policies.

This thesis will focus on the legislation in the Midwest states of South Dakota, Minnesota, Iowa, and Nebraska. The state governments have either initiative, policies, and legislation relating to dyslexia. Some policies have been laws for decades while other states have recent dyslexia statues.

Iowa

Within the last six years, Iowa legislators have passed three dyslexia laws. The oldest of the three laws, An Act Improving Student Literacy Skills, defines dyslexia as a "specific and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension, that is not solely accounted for by intellectual disability, sensory disability or impairment, or lack of appropriate instruction" (2014). This is to address dyslexia formally and appropriately in Iowa state law.

The second dyslexia related law to pass was signed in April of 2016, pertaining to teachers' role in dyslexia. Relating to Reading and Literacy Requirements for Practitioner Preparation Programs Act states, "Such preparation shall address all students, including but not limited to students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under chapter 256B" (2016). Teachers must include in their plans for academic learning all students regardless of disabilities and gifts. While this law describes a considerable amount of learning barriers, it specifically mentions dyslexia.

The third and final dyslexia law in the state of Iowa, Providing for a Dyslexia Response Task Force and Report Act was signed into law in April of 2018 (2018). The law established a task force composed of 12 members, bringing specific expertise. Speech-pathologists are included in this task force. This group is set with the responsibility to study dyslexia in Iowa and make recommendations for students and teachers based on this information. This law is rather new with its first task force report due to the state senate in November 2019.

Nebraska

Nebraska's state department takes a different approach to dyslexia legislation and guidelines. Their concise document contains all legal information pertaining to dyslexia, Technical Assistance Document for Dyslexia (2016). This document provides guidance to school districts in Nebraska to deeply understand dyslexia, identify evidence-based practices that guide effective instruction and supports for children verified with the

specific learning disability of dyslexia, and provide a list of resources for informed study that will guide instructional decision making relating to dyslexia ("Technical Assistance Document for Dyslexia," 2016). Parents are also given suggestions that can be helpful to look out for when working with a child with dyslexia. Parents play a large role in dyslexia intervention for students. Their knowledge of the child and the issue is influential to the success of the student's emotional and physical well-being and development through vital therapy strategies. Like most disorders, at-home support whether from parents or guardians is needed to ensure progress is taken to positively improve the disability.

In 2017, Nebraska Legislation Bill 645 officially added the term dyslexia to the special education statute. It defines dyslexia as a specific learning disability and adopts the definition of IDA. This law helps students who may not have qualified for intervention services or received attention for having a reading disability.

The second Nebraska dyslexia statue outlines education and instruction for students who exhibit characteristics of dyslexia. There are three distinct sections of this bill that uniquely assist students with dyslexia. Starting the 2018-2019 school year, every student with characteristics of dyslexia shall receive evidence-based multisensory structured literacy instruction (Teacher Education Program, 2018). Included, all Nebraska teacher education programs must contain instruction on best practices on reading and evidence-based structured literacy interventions, classroom accommodations, and assistive technology for individuals with dyslexia, in addition to the science and signs of dyslexia.

The most recent Nebraska law relating to dyslexia includes reading improvement efforts for children kindergarten to 3rd grade. Beginning in the 2019-2020 school year, an approved reading assessment shall be administered three times per year to students in grades K-3. All students who fall below the threshold level of performance, as determined by the assessments, will be identified as having a reading deficiency (Nebraska Reading Improvement Act, 2018). A supplemental reading intervention program shall be provided to all students with a reading deficiency. Because of quality tools and support it provides, this initiative is intended to build stronger readers in Nebraska, notably students with dyslexia.

Minnesota

The Minnesota Department of Education focuses on providing strong reading outcomes by the end of 3rd grade. Minnesota has five dyslexia statutes in place ranging from 2015 to 2020. The oldest defines dyslexia. Under this statute, it specifies that students who have dyslexia diagnosis must still meet state and federal eligibility criteria in order to qualify for special education services (Definition of Dyslexia Statute, 2015).

The second bill accepted into law in 2016 is devoted to screening, "Reading Proficiently No Later than 3rd Grade" (2016). Minnesota school districts must assess children in Kindergarten, 1st, and 2nd grade to ensure they are reading at grade level. Each child must also be screened for characteristics of dyslexia. It is noted that dyslexia screening is also required in 3rd and up unless there is another known cause for the reading difficulty. Another section of this law states that the school district must report an annual summary of the efforts they are putting to screen and identify children with

dyslexia. This includes using the tools provided by the state dyslexia specialist. Minnesota Department of Education has a list of screeners that test phonemic awareness, decoding, letter naming fluency, oral reading fluency, and other important skills to proficiently read.

The third law ratified in 2017 introduces the role of dyslexia specialist of the Minnesota Department of Education (Dyslexia Specialist, 2017). The primary purpose of this position is to be the lead source of information and support in addressing the needs of students with dyslexia in Minnesota schools. This role provides technical assistance to teachers, parents, and other professionals involved with dyslexia.

The fourth law also accepted in 2017 reads as follows, "A student identified as being unable to read at grade level under section 120B.12 (2nd law) must be provided with alternate instruction under this subdivision that is multisensory, systematic, sequential, cumulative, and explicit" (Alternate Instruction Act, 2017). This is not specific to students who are dyslexic but all students who are not reading at their grade level. This can be crucial to students with dyslexia struggling with phonological deficit. Having this requirement set in place allows students to be caught earlier and find students who are unintentionally overpassed. Students can be substantially influenced to become a better reader.

The fifth and most recent law, "Teacher Preparation Program Requirements" (2019) includes a subsection that preparation programs in elementary education, early childhood education, special education, and reading interventions must include instruction on dyslexia. With consultation for the Department of Education, teachers develop induction modeled on practice standards of the International Dyslexia

Association. These preparations must address four key points: "the nature of symptoms of dyslexia, resources available for students who show characteristics of dyslexia, evidence-based instructional strategies for students who show characteristics of dyslexia include the structured literacy approach, and outcomes of intervention and lack of intervention for students who show characteristics of dyslexia" (Teacher Preparation Program Act, 2020). This statute does not limit the power a school district has to determine a school's curriculum and reading program.

An update of the dyslexia screening bill was signed June 2020. These clarification updates were for the "Read Well by Third Grade" statute (2020). These new screening measures will go into effect starting in the 2020-21 school year in Minnesota. The state of Minnesota is taking strides to provide quality reading education to all students, including those with reading disabilities.

<div align="center">**South Dakota**</div>

South Dakota has minimal legislation compared to the surrounding states' statutes pertaining to dyslexia. South Dakota's latest bill pertaining to dyslexia officially defines the term for the purpose of special education and related services. Section one of SD House Bill 1175 is the only statue in South Dakota devoted to the condition. In 2016, due to a presented bill relating to dyslexia, SD Department of Education assembled a task force that created a 5-year plan dedicated to meeting the needs of students with learning disabilities, dyslexia included. This taskforce put together a dyslexia guide with a variety of resources, and they started collecting data on how the districts are responding to the needs of its struggling readers annually. Although SD does not have legislation requiring specific approaches or programs, the SD Department of Education holds training to

ensure local evaluation teams have the knowledge and capacity to evaluate and diagnose dyslexia.

Next section will address best practices for dyslexia and interventions. The most prevalent cause of academic failure and underachievement is reading difficulties. Effective classroom instruction can alleviate the problems in the areas of language, reading, and/or writing. Teachers can be defined in the following paragraphs as anyone who assists with reading. Anyone who teaches reading effectively needs skills and knowledge about the subject.

3.   Best Practices

International Dyslexia Association and International Literacy Association

Introduction

In 2018, IDA created the "Knowledge and Practice Standards for Teachers of Reading." There are five core standards relating to knowledge, practice, and ethical conduct of reading instruction. Each standard is paired with examples of coursework expectations relating to a specific substandard. The Center for Effective Reading Instruction (CERI) has supported these standards for consistent reading instruction in the classroom.

The International Literacy Association developed a set criterion ("Standards for the Preparation of Literacy Professionals 2017") for literacy professionals in their preparation programs (Appendix A). These standards narrow in on the knowledge and skills needed to provide effective literacy instruction. Knowledge of evidence-based

practices relating to curriculum, teaching strategies, and assessment are highlighted in the document. ILA differs from IDA as they have separate professional role categories depending on the age of the student population they are working with, such as middle school and high school reading teacher.

<div align="center">**Comparison of Standards**</div>

IDA: Standard I: Foundations of Literacy Acquisition

This set of practices called substandard focuses on the knowledge teachers need to understand about the technical side of reading. The fundamental ability for reading and writing are influenced by experiences and instruction. Knowledge about language structure permits teachers to interpret assessments, present lesson concepts clearly, select appropriate examples of concepts, and provide corrective feedback to students. (IDA, 2018). In order to provide effective instruction of reading and writing, a formal understanding of language use, structure, and form is essential.

ILA: Standard 1: Foundation Knowledge

ILA directs teachers to establish a foundation of evidence-based knowledge in literacy and language. The standard includes educators understanding reading development including the components of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension and how to support the development though evidence-based intervention strategies. Writing development knowledge is required to provide appropriate instruction. The concepts of literacy relate to another, so must literacy instructional approaches. Both ILA and IDA have standards that exhibit the requirement that people in a literacy instruction role must have the accurate knowledge of language and reading abilities.

IDA: Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

Students' reading education needs differ. One student can be excelled in reading and may benefit from independent reading time. Much as one student may struggle with phonemic awareness and decoding, another can be strong in phonics while weak in language comprehension and pragmatics.

This standard's significance is in the importance of teachers understanding and recognizing the signs of these reading difficulties and disorders. The differences between reading disorders are also written in this standard for the knowledge of teachers. As children grow, their disorders along with them. Teachers need to notice developmental changes in reading difficulties and adapt appropriate instruction and education.

ILA: Standard 5: Learners and the Literacy Environment

This ILA best fits with IDA's standard because both concentrate on educators having the knowledge of learner difference and how their literacy environment can influence their educational progress. ILA's standard does make the significant point that today teachers must have a mix of digital and print literacy instruction, while also having independent and group learning opportunities for students.

IDA: Standard 3: Assessment

Early intervention is important for students with reading disabilities to receive appropriate instruction. Proper assessments can identify students at risk for learning disabilities including dyslexia. This standard focuses on educators understanding the purpose of reading assessments including screening, progress-monitoring, diagnostic, and

outcomes. Assessments can be performed both formally and informally. In order to identify students at risk for reading difficulties, verified and reliable screening tools should be used and understood by educators. Interpreting the results and test information is important as well. Teachers and other educators should understand how a student's profile may affect his or her performance on a standardized test. For example, if a student is a slow reader, a time component of a test may reflect negatively on the student, whether they understand the information or not.

ILA: Standard 3: Assessment and Evaluation

ILA and IDA agree that educators need to understand differences between literacy assessments to properly select appropriate ones for specific students. They also need to know how to administer tests to accurately gather evidence on literacy and language development for intervention purposes. With incorrect testing, students can be underqualified for service they need to become proficient readers.

IDA: Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles

Features of Structure Literacy instruction are valuable to students with reading disabilities including dyslexia. "Structured Literacy involves teaching language concepts in an explicit, systematic, cumulative manner, according to a planned scope and sequence of skill development" (IDA, 2018). Direct interaction between student and teacher and elements of modeling, prompting, and corrective feedback helps students learn to decode words. Teaching systematically with spelling instruction, decoding instruction assists students struggling to read texts that contain too many words.

<u>Substandard B:</u> Structured Literacy Instruction—Phonological Awareness, Phonological Sensitivity, Phonemic Awareness

Because phonological awareness is a core weakness of dyslexia, students can benefit from ample instruction emphasized on phonological sensitivity. Remembering pronunciation of words and spelling can be a struggle for students. With the knowledge of how to teach decoding and phonological skills, teachers can prevent and manage reading problems in students including students with dyslexia.

<u>Substandard C:</u> Structured Literacy Instruction—Phonics and Word Recognition

Reading fluency and comprehension is based on the foundation of strong word-decoding and recognition skills. By applying the knowledge of letter sounds and patterns, students are able to read unfamiliar words. A weakness in these skills is evident is students with poor reading abilities, including dyslexia. This IDA substandard states that teachers need to understand multisensory, multimodal techniques in order to focus students' attention on printed words (IDA, 2018). Rather guessing words based on surrounding pictures and context, students need decoding skills to enhance their memory and text comprehension.

<u>Substandard D:</u> Structured Literacy Instruction—Automatic, Fluent Reading of Text

Strong readers have the ability to quickly and accurately read text. As a good addition to fluent reading of text, oral reading needs appropriate prosody. Learning when and how to intonate and phrase voices are elements of a good oral reader. Students can become quickly depleted of energy to read when it is not effortless. Working overtime to comprehend what they are reading, learning readers can become unmotivated, ultimately leading to falling more and more behind in classwork. Teachers should recognize when

students can accurately decode words but may slowly understand the meaning. With this acknowledgement, teachers can provide aids to combat fluency difficulties such as text-to-speech software.

Substandard E: Structured Literacy Instruction—Vocabulary

Vocabulary is a major key to reading comprehension. The knowledge of word meanings helps readers effectively write and speak. Having a vast volume of vocabulary knowledge will encourage independent reading. Teachers play an active role in introducing students to their language 'box."

Substandard F: Structured Literacy Instruction—Listening and Reading Comprehension

Like the previous sections, many skills play a part in successful reading comprehension. Oral comprehension leads to good reading comprehension. Educators should understand the relationship between listening, reading comprehension, and written expression, which then they can incorporate appropriate oral and reading activities in the classroom to build students' overall comprehension.

Substandard G: Structured Literacy Instruction—Written Expression

Written expression is affected by reading impairments like dyslexia. Spelling and handwriting are basic writing skills needed for reading comprehension and fluency. Difficulties in writing expression areas like grammatical structure may cause students to lack motivation to write and continue to learn proper writing techniques. Appropriate and effective general education instructions and strategies teachers are taught on writing skills are helpful for students struggling with writing difficulties. The demands for writing escalates as education levels increase. Foundations of writing skills are an essential component to a strong reader.

ILA: Standard 2: Curriculum and Instruction

This ILA standard most coordinates with IDA standard 4. While ILA' standard is not as expansive, both focus on having well-rounded literacy curricula. Educators need to adapt, design, implement, review education approaches to provide students literacy instruction that motivates and engages them. Research is not fully developed to accurately say what intervention methods are best for struggling readers.

IDA: Standard 5: Professional Dispositions and Practices

IDA's stance of ethical conduct for dyslexia and other reading difficulties is simple and basic. The principle of respect for all those involved is emphasized. It is important to provide accurate information to parents and students while acting in the best interest of struggling readers. The knowledge of the most recent, scientific backed information is expected by the professionals in this field.

ILA: Standard 4: Diversity and Equity

There are two ILA standards that compare to IDA's Professional Dispositions and Practices standard. Standard 4 informs teachers to recognize their own beliefs system and how their views on life may affect instruction. Educators should learn, understand, and appreciate students' cultural differences. Building rapport with students and peers can help teacher integrate stimulating practices relating to their specific students' diversity

ILA Standard 6: Professional Learning and Leadership

This standard focuses on teachers being continuous learning and looking towards professional resources to improve their practices. One way to accomplish this would be to hold a professional membership to access relevant evidence-based practice research. ILA

emphasizes the teachers' role in advocating for literacy learning in students and the importance of professional collaboration with families, students, and colleagues. Another important aspect of teaching is to know how to reflect on teaching strategies and make possible changes to improve learner responses.

IDA's set of standards fills the need for effective instruction, prevention, and intervention of reading for students at risk for reading failure. Their comprehensive document lays out best practices for teachers and other professionals assisting students with reading difficulties, including dyslexia. Examples for coursework or in classroom fieldwork are available for every principle mentioned. These can be helpful to people who may not be trained in these areas. It is important for educators to have the knowledge and skill set to teach language, reading, and writing to all students, especially those experiencing reading difficulties.

Appraisal of Consensus Graph

Topic	IDA Standard	ILA Standard	Appraisal of consensus
Literacy/ Language Knowledge	Standard 1: Foundation of Literacy Acquisition	Standard 1: Foundational Language	Both parties agree educators need knowledge of language and literacy development.
Diverse Reading Profiles	Standard 2: Knowledge of Reading Profiles	Standard 5: Learners and the Literacy Environment	Both agree that readers learn differently and teachers must understand different learning profiles, but IDA mentions

			educators understanding dyslexia specifically while ILA does not.
Assessment	Standard 3: Assessment	Standard 3: Assessment and Evaluation	Both have similar views on why knowing assessment is important.
Literacy Instruction	Standard 4: Structural Literacy Instruction	Standard 2: Curriculum and Instruction	While IDA has extensive notes on teaching strategies to provide effective instruction on students with reading difficulties including dyslexia, ILA agrees that teachers need appropriate knowledge on literacy instruction to effectively reach to a student's need; ILA is less prescriptive. Teachers should implement programs to motivate and engage readers.
Professionalism and Diversity	Standard 5: Professional Practices	Standard 4: Diversity and Equity Standard 6: Professional Learning and Leadership	Both organizations emphasize respect for students and all involved, also providing updated, evidence-based information. IDA does not use the term 'diversity' in their standard, while IDA does.

Comparison of Standards

IDA accredits most academic establishments, including a number of countries. Both ILA and IDA organizations work to have effective literacy learning for all students. While IDA supports the above information about evidence-based practices regarding educators learning about dyslexia. ILA has its own position: …there is no certifiable best method for teaching children who experience reading difficulty (Mathes et al., 2005). There are two interventions that can have consistent outcomes that show effective instruction for struggling readers. The Cognitive approach designed to follow guidelines after witnessing errors and the Behavioral/Direct Instruction approach which is designed to reduce errors before they occur (Mathes et al., 2005). While each organization has structural differences, they share that the belief that practices should be grounded in evidence, and it is essential to children's education need to have engaging early interventions. They also share the common foundation that regardless of children's intelligence levels, both boys and girls have difficulty learning to read. Both institutions bring much needed information to the dyslexia conversation and should both be considered when making policy and legislative decisions.

4. Discussion

Speech-Language Pathologist Clinical Implications

Speech-Language Pathologists (SLPs) have an active role in supporting students with dyslexia. SLPs can identify students at risk for reading and writing difficulties through proper assessments. The tests are important for early identification leading to

early intervention. The sooner students are identified with having dyslexia, the sooner intervention strategies can be used to boost reading abilities.

After performing standardized tests to identify students, SLPs provide effective intervention for ideal outcomes in reading and writing areas. Activities involving word-letter recognition and phonemic awareness are effective treatment strategies SLPs can use with students with dyslexia ("Written Language Disorders"). SLPs are actively involved in intervention with students with dyslexia because often there are coexisting speech and language disorders with dyslexia.

In addition to individual work with students with dyslexia, SLPs can work with classroom teachers to implement strategies to help struggling readers. With colleague collaborations, increased reading instruction and smaller group sessions can benefit for students. SLPs and teachers plan interventions together, which can produce high quality results. Working in interdisciplinary teams is also a key role for SLPs in student intervention. Reading falls in multiple disciplines, and when SLPs work collaboratively with students, families, and other professions, it can elicit academic and social success (Ward-Lonergan & Duthie, 2018).

South Dakota's Dyslexia Future

While recent policy relating to dyslexia has improved, there still is more that can be done to support struggling readers. South Dakota lawmakers have the power to add dyslexia legislation that will benefit students with reading difficulties. Increasing educator knowledge on dyslexia through required training, adding a dyslexia endorsement for teachers to get, such as Iowa is doing, or implementing early reading screening tests are three ways legislators can positively impact students who are dyslexic

in South Dakota. Raising dyslexia awareness in South Dakota will aid in empowering students with dyslexia and their families. In addition to educator knowledge, parental educational access is important for the struggling students' success. Teamwork between SD representatives, educators, students, and families will stimulate students with dyslexia to perform to the best of their abilities. Representatives of South Dakota should strongly consider IDA and ILA standards for how to properly take action to assist students with reading difficulties, especially dyslexia. There is a counterpoint, having less legislation would empower and provide opportunities for teachers to be more responsive to students' needs. While South Dakota has minimal dyslexia legislation, there are ample amounts of resources that can provide policymakers answers to their pressing questions, giving them the choice to implement appropriate dyslexia legislation.

5.   Conclusion

This thesis can serve as a tool to inform policymakers, especially in South Dakota on best practices to identify, intervene, and support students with dyslexia in schools. While state policies and guidelines are constantly changing, this document can assist in the process of revising or developing in order to meet the needs of students with dyslexia. ILA and IDA have similar standards on literacy knowledge for educators, although IDA explicitly mentions the term' dyslexia.' Both can be reviewed by legislators and experts for policy consideration. The lack of concise research and agreement among literacy experts is a barrier for all involved, and in the future should have significant improvement as more advanced research is conducted.

Speech-Language Pathologist should also be included in dyslexia discussion. SLPs are uniquely situated to contribute to literacy development in children with dyslexia due to their qualified knowledge of expertise in speech-language disabilities. South Dakota legislation can look to its neighbors such as Minnesota for laws that properly aid students with dyslexia. Overall, Midwest states are currently moving in a direction of positive impact for students with dyslexia.

Appendix A

ILA Standards for Preparation of Literacy Professionals 2017

Classroom Teachers Matrix by Roles

PRE-K/PRIMARY CLASSROOM TEACHER				
Standard	**Component 1**	**Component 2**	**Component 3**	**Component 4**
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate.	**1.1** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidencebased instructional approaches that support that development.	**1.2** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary writing development and the writing process, and evidencebased instructional approaches that support writing of specific types of text and producing writing appropriate to task.	**1.3** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.	**1.4** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.
2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.	**2.1** Candidates demonstrate the ability to critically examine pre-K/primary literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program.	**2.2** Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/ primary learners.	**2.3** Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners.	**2.4** Candidates plan, modify, implement, and evaluate evidencebased and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/ primary learners.
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students' language acquisition and literacy development for instructional and	**3.1** Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.	**3.2** Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	**3.3** Candidates use results of various assessment measures to inform and/or modify instruction.	**3.4** Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.

25

accountability purposes.				
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	**4.1** Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	**4.2** Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	**4.3** Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	**4.4** Candidates forge family, community, and school relationships to enhance students' literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	**5.1** Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.	**5.2** Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.	**5.3** Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.	**5.4** Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	**6.1** Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	**6.2** Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	**6.3** Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	**6.4** Candidates advocate for the teaching profession and their students, schools, and communities.

ELEMENTARY/INTERMEDIATE CLASSROOM TEACHER

Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.	**1.1** Candidates demonstrate knowledge of major theoretical, conceptual, and evidencebased components of elementary/intermediate reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidencebased instructional approaches that support that development.	**1.2** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of elementary/ intermediate writing development and the writing process and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task.	**1.3** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing.	**1.4** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and disciplinespecific literacy processes that serve as a foundation for all learning.
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.	**2.1** Candidates demonstrate the ability to critically examine elementary/intermediate literacy curricula and select highquality literary, multimedia, and informational texts to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.	**2.2** Candidates plan, modify, and implement evidence-based and integrated instructional approaches that develop reading processes as related to foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension for elementary/ intermediate learners.	**2.3** Candidates design, adapt, implement, and evaluate evidence-based instruction and materials to develop writing processes and orthographic knowledge of elementary/ intermediate learners.	**2.4** Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that develop the language, speaking, listening, viewing, and visually representing processes of elementary/intermediate learners.
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.	**3.1** Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and the appropriateness of various types of informal and formal assessments.	**3.2** Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.	**3.3** Candidates use results of various assessment measures to inform and/or modify instruction.	**3.4** Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.

Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	**4.1** Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	**4.2** Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	**4.3** Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	**4.4** Candidates forge family, community, and school relationships to enhance students' literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	**5.1** Candidates apply knowledge of learner development and learning differences to plan learning experiences that develop motivated and engaged literacy learners.	**5.2** Candidates demonstrate knowledge of and the ability to incorporate digital and print texts and experiences designed to effectively differentiate and enhance students' language, literacy, and the learning environment.	**5.3** Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	**5.4** Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates rare lifelong learners who eflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	**6.1** Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	**6.2** Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	**6.3** Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	**6.4** Candidates advocate for the teaching profession and their students, schools, and communities.

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER				
Standard	Component 1	Component 2	Component 3	Component 4
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.	**1.1** Candidates demonstrate knowledge of major theoretical, conceptual, and evidencebased components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and disciplinespecific literacy instruction.	**1.2** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline.	**1.3** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, speaking, viewing, and visually representing in their specific discipline.	**1.4** Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and disciplinespecific literacy processes that serve as a foundation for all learning.

STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.	2.1 Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literary, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy.	2.2 Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners.	2.3 Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning.	2.4 Candidates use evidencebased instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests.
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.	3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.	3.2 Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.	3.3 Candidates use the results of student work and assessment results to inform and/or modify instruction.	3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.	4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity.	4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.	4.4 Candidates forge family, community, and school relationships to enhance students' content and literacy learning.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.	5.1 Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners.	5.2 Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment.	5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences.	5.4 Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.	6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.	6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	6.4 Candidates advocate for the teaching profession and their students, schools, and communities.

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