



DYSLEXIA

WHEREAS, the Commonwealth has no more precious resource than its children and dyslexia impacts approximately 1 in 5 or 20% of our population; and

WHEREAS, dyslexia is the most common learning disability and 80% of children with a "specific learning disability" have dyslexia; and

WHEREAS, dyslexia is an unexpected language processing disorder, neurological in nature, that can impact speaking, reading, spelling, written expression and learning a second language; and

WHEREAS, dyslexia is an unexpected disability in an individual who is of average to above average intelligence; and

WHEREAS, dyslexia is included in the Virginia Department of Education's definition for a "specific learning disability" and is included as a "specific learning disability" in the Federal Law that provides special education services (IDEA); and

WHEREAS, the Virginia Congress of Parents and Teachers passed a resolution in 1986 to support efforts of literacy councils and/or community groups or projects that combat illiteracy; and

WHEREAS, approximately 80% of the current prison population is functionally illiterate and research indicates that individuals with dyslexia are overrepresented in prison populations; and

WHEREAS, multiple studies have shown that early reading difficulties without appropriate remediation will have adverse effects leading to high school drop-out, behavioral issues and socio-economic impact;

THEREFORE, BE IT

RESOLVED, that the Virginia Congress of Parents and Teachers (PTA) recognizes that dyslexia has significant educational implications requiring teacher/staff training on dyslexia, its warning signs and appropriate interventions as well as use of an early screening test for dyslexia to include parental notification, and be it further

RESOLVED, that the Virginia Congress of Parent and Teachers Association (PTA) supports the use of evidence-based remediation programs, implemented with fidelity, which can be accessed by both the general and special education populations to include access to appropriate assistive technologies in the public school settings for students with dyslexia.

2015, approved by General Membership