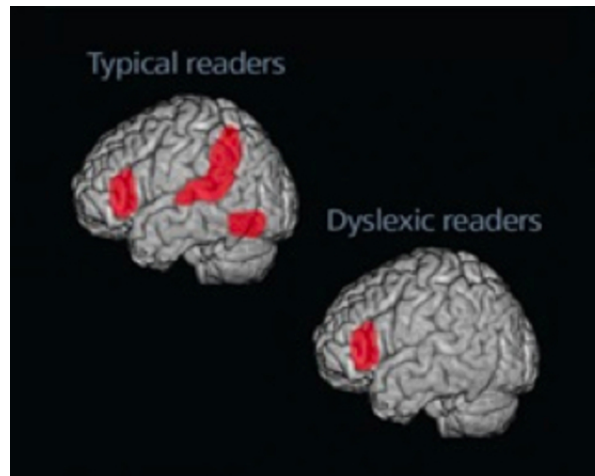


## Understanding SLD/Dyslexia: Identification, Assessment, and Instruction



Dyslexia is neurobiological in origin, resulting from significant deficits in phonological processing. It impacts reading, is inconsistent with a student's other abilities, and persists despite appropriate instruction.

### It's the Law—Connecticut Public Act 14-39 SLD-Dyslexia

Signed into law on May 28, 2014, [Public Act 14-39](#) states:

“Not later than January 1, 2015, the Department of Education shall add ‘SLD-Dyslexia’ under ‘Specific Learning Disabilities’ in the ‘Primary Disability’ section of the individualized education program form used by planning and placement teams for the provision of special education and related services to children requiring special education and related services.”

In response, the Connecticut State Department of Education (CSDE) assembled an internal Specific Learning Disabilities/Dyslexia advisory group (including Margie Gillis), with these objectives:

- Explore issues surrounding the identification and instruction of students with SLD/Dyslexia
- Review and identify a shared understanding and definition of "dyslexia"

- Identify pertinent legislation and implementation practices from other states
- Discuss evidence-based practices for the screening, identification, and instruction of students with SLD/Dyslexia.

## **What This Means for Students with SLD/Dyslexia and the Schools That Serve Them**

What is dyslexia? What are the warning signs? How should schools assess and identify students? What are the elements of instruction that work best for these students? What do their teachers need to know and be able to do? Learn more:

- Listen to CSDE's March 12 webinar, "[Increasing Awareness of Specific Learning Disabilities \(SLD\)/Dyslexia: Implications for Connecticut Educators.](#)"
- See CSDE's [Frequently Asked Questions about Specific Learning Disability/Dyslexia Public Act 14-39.](#)
- Visit [Dyslexia Resources](#) on Literacy How's website.

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