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Title: *Identification of Dyslexia in Ohio: When We Know Better, We Do Better*

Description: When a policy is unclear, it can affect whether and how a child will ever be identified and treated for dyslexia. Federal law IDEA includes dyslexia in the category of specific learning disabilities (SLD) but does not provide a definition or specify how services should be provided in K-12 public schools. The exact manner by which the law is implemented is left to individual states. Because students with dyslexia require clearly defined processes for the identification and evidence-based interventions, many states have proposed or passed dyslexia laws to give students with dyslexia additional rights and protections. These state laws aim at trying to ensure consistency in services provided to students with dyslexia across school districts within a state. The presenter will discuss results of a case study regarding how Ohio K-12 public school districts implement federal and state policies for students identified with dyslexia or showing dyslexic tendencies. The findings and recommendations from the current study will provide data to inform policy makers and educators at the national, state, and local level regarding identification of dyslexia.

Objectives:

- Understand the IDEA category of SLD and dyslexia
- Interpret the impact of state dyslexia laws on local education agencies (LEA)
- Summarize how school districts interpret and implement federal and state policies for students identified with dyslexia or showing dyslexic tendencies
- Analyze a hybrid model for the identification of dyslexia
- Assess how screening for dyslexia contributes to early identification and intervention
- Evaluate a district dyslexia protocol sample