

House File 2289 - Introduced

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A BILL FOR

1 An Act relating to practitioner preparation in reading and to
2 reading instruction and dyslexia interventions for public
3 school students.

4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.16, subsection 1, paragraph b, Code
2 2016, is amended to read as follows:

3 b. Include preparation in reading programs, including
4 ~~reading recovery~~ at least three semester credit hours, or
5 the equivalent, of reading disabilities coursework including
6 dyslexia, and integrate reading strategies into content area
7 methods coursework. The coursework shall include but not be
8 limited to characteristics typical of students with reading
9 disabilities, including dyslexia, and reading interventions
10 that are systemic, structured, multisensory, direct, explicit,
11 and sequential.

12 Sec. 2. Section 279.68, subsection 2, paragraph d,
13 subparagraph (3), subparagraph division (a), Code 2016, is
14 amended to read as follows:

15 (a) Assists students assessed as exhibiting a substantial
16 deficiency in reading to develop the skills to read at
17 grade level. Assistance shall include but not be limited to
18 strategies that formally address dyslexia, when appropriate.
19 For purposes of this subparagraph division (a), "*dyslexia*"
20 means a ~~specific and significant impairment in the development~~
21 ~~of reading, including but not limited to phonemic awareness,~~
22 ~~phonics, fluency, vocabulary, and comprehension, that is not~~
23 ~~solely accounted for by intellectual disability, sensory~~
24 ~~disability or impairment, or lack of appropriate instruction~~
25 learning disability that is neurobiological in origin and is
26 characterized by difficulties with accurate and fluent word
27 recognition and by poor spelling and decoding abilities.
28 "Dyslexia" includes difficulties that typically result from a
29 deficit in the phonological component of language that is often
30 unexpected in relation to other cognitive abilities and other
31 effective classroom instruction, and may include secondary
32 consequences such as problems in reading comprehension and
33 reduced reading experience that can impede growth of vocabulary
34 and background knowledge.

35 Sec. 3. Section 279.68, subsection 2, Code 2016, is amended

1 by adding the following new paragraph:

2 NEW PARAGRAPH. *Of.* All intensive interventions,
3 instructional services, and supports provided under this
4 section shall be systematic, structured, multisensory, direct,
5 explicit, and sequential.

6 EXPLANATION

7 The inclusion of this explanation does not constitute agreement with
8 the explanation's substance by the members of the general assembly.

9 This bill relates to reading instruction and dyslexia
10 interventions for public school students, and practitioner
11 preparation in reading.

12 Under the bill, each practitioner preparation program
13 approved by the state board of education must include at least
14 three semester credit hours of coursework relating to reading
15 disabilities, including dyslexia.

16 For purposes of Code section 279.68, the bill strikes the
17 current definition of "dyslexia" and provides that "dyslexia"
18 means a specific learning disability that is neurobiological
19 in origin and is characterized by difficulties with accurate
20 and fluent word recognition and by poor spelling and decoding
21 abilities. "Dyslexia" includes difficulties that typically
22 result from a deficit in the phonological component of language
23 that is often unexpected in relation to other cognitive
24 abilities and other effective classroom instruction, and may
25 include secondary consequences such as problems in reading
26 comprehension and reduced reading experience that can impede
27 growth of vocabulary and background knowledge.

28 INTERVENTIONS, SERVICES, AND SUPPORTS. The bill requires
29 that all intensive interventions, instructional services, and
30 supports provided under Code section 279.68 to kindergarten
31 through grade three students with reading deficiencies shall
32 be systematic, structured, multisensory, direct, explicit, and
33 sequential.