

SECOND REGULAR SESSION

SENATE BILL NO. 984

97TH GENERAL ASSEMBLY

INTRODUCED BY SENATOR SIFTON.

Read 1st time February 27, 2014, and ordered printed.

TERRY L. SPIELER, Secretary.

5720S.03I

AN ACT

To amend chapter 167, RSMo, by adding thereto three new sections relating to the management of dyslexia in elementary and secondary schools.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section A. Chapter 167, RSMo, is amended by adding thereto three new
2 sections, to be known as sections 167.920, 167.923, and 167.926, to read as
3 follows:

167.920. As used in sections 167.920 to 167.926, the following
2 **terms shall mean:**

3 (1) "Department", the department of elementary and secondary
4 education;

5 (2) "Dyslexia", a specific learning disability:

6 (a) That is neurological in origin;

7 (b) That is characterized by difficulties with accurate and fluent
8 word recognition and poor spelling and decoding abilities that typically
9 result from a deficit in the phonological component of language;

10 (c) That is often unexpected in relation to other cognitive
11 abilities and the provision of effective classroom instruction; and

12 (d) Of which secondary consequences may include problems in
13 reading comprehension and reduced reading experience that can
14 impede growth of vocabulary and background knowledge;

15 (3) "Dyslexia specialist", a professional who has completed
16 training and obtained certification in dyslexia therapy from a dyslexia
17 therapy training program;

18 (4) "Dyslexia therapy", an appropriate specialized dyslexia
19 instructional program that is:

20 (a) Delivered by a dyslexia specialist;

- 21 **(b) Systematic, multi-sensory, and research-based;**
22 **(c) Offered in a small group setting to teach students the**
23 **following components of reading instruction without limitation:**
24 **a. Phonemic awareness to enable a student to detect, segment,**
25 **blend, and manipulate sounds in spoken language;**
26 **b. Graphophonemic knowledge for teaching the letter-sound plan**
27 **of English;**
28 **c. The structure of the English language that includes**
29 **morphology, semantics, syntax, and pragmatics;**
30 **d. Linguistic instruction directed toward proficiency and fluency**
31 **with the patterns of language so that words and sentences are carriers**
32 **of meaning; and**
33 **e. Strategies that students use for decoding, encoding, word**
34 **recognition, fluency, and comprehension.**

167.923. 1. By January 1, 2015, the department shall employ a
2 dyslexia specialist who may be a licensed psychologist, licensed
3 psychometrist, or licensed speech-language pathologist who has a
4 minimum of three years of field experience in screening, identifying,
5 and treating dyslexia and related disorders in school districts.

6 **2. The dyslexia specialist shall:**

- 7 **(1) Be highly trained in dyslexia and related disorders, including**
8 **best practice interventions and treatment models;**
9 **(2) Be responsible for providing professional development and**
10 **training regarding dyslexia;**
11 **(3) Serve as the primary source of information and support for**
12 **districts addressing the needs of students with dyslexia and related**
13 **disorders;**
14 **(4) Be responsible for creating the dyslexia research guide**
15 **established in section 167.926.**

16 **3. The department shall ensure that the dyslexia specialist has**
17 **completed training and received certification from a program and is**
18 **able to provide necessary information and support to teachers.**

167.926. No later than the 2015-2016 school year, the department
2 shall develop and maintain a dyslexia resource guide that shall be used
3 as a guide for school districts, public schools, and teachers.