

Chairman Heinert and members of the Education Committee,

Thank you for taking the time to review my written testimony in regards to House Bill 1231.

Imagine you go to parent teacher conferences for your child who is in preschool... Your child's teacher says "Your child is a good kid, he's happy, he's active, but.... he's behind. We need to discuss getting him on an IEP to get him the extra help he needs to help get caught up so he is where he needs to be."

Through the years you hear a similar rendition at every fall parent teacher conference. The teacher goes through your child's assessment results to find that little to no progression has been made and in fact he is regressing. Each year you agree with the school than an IEP or other interventional plan for reading will get him on track to where he needs to be.

Fast forward to sixth grade where now, it is much more noticeable, especially with the change of environment being in middle school. You decide that maybe there is something else going on, you aren't really sure but decide to have your child assessed for dyslexia. This screening is no small feat. It involves an application, extensive interview with parents, testing of your son for several hours and a fee of \$400+.

Upon receiving the results, you learn that your child has dyslexia and that the methods used within the school system that were used to help with reading over all these years wasn't the appropriate curriculum for dyslexic students. In fact, some of the methods used were counterproductive and causing more frustration than good.

This is exactly what happened to our son. As parents with zero experience with dyslexia and teachers who also did not have appropriate training, the fact that we all thought we were "helping" when we were hindering his learning was heart breaking.

As a student now in eighth grade and through private tutoring outside of the school system, our son has been making progress and learning methods that work for him to read and comprehend. While he is not near an eighth-grade learning level, we now know what his condition is and how it can be addressed.

Unfortunately, the diagnosis of dyslexia at this age, has made us realize that in previous years many things could have been done differently to help him be successful in school. An early dyslexia assessment, followed with intervention methods would have also provided the teachers and other school staff the opportunity to do what they are passionate about and that is to educate students and experience their progress in the classroom.

Please consider House Bill 1231 to help students in North Dakota that have dyslexia to be recognized, diagnosed and provided the proper learning methods to become productive members of our great state.

Please vote Yes for House Bill 1231.

Thank you for your time, consideration and service to the state of North Dakota,

Joan Trygg