

My name is Christina Lincoln and thank you for hearing my testimony today. As a Certified Dyslexic Therapist, Certified Academic Language Therapist, and RTI instructor in the Portland School District, I'm here to oppose SB 221 that removes International Dyslexic Association's basic standards from Oregon's teacher preparation programs. If passed, teacher preparation (for helping dyslexic students) will remain unchanged, prolonging a fifty-year failed educational policy for our intelligent but struggling readers.

Redacting the best practice standards of the IDA from teacher training curriculum will be a disservice to our dyslexic student population by denying them the best opportunity to become successful readers, which is critical to their future success. Moreover, it would be a disservice to teachers in training. It would leave them inadequate and unprepared to remediate the neurological disorder that affects fluent word identification, decoding abilities and spelling with dyslexic students. To eliminate the IDA standards would be knowingly and intentionally creating an unequal opportunity for the dyslexic students of Oregon.

One objection is that such best practice and research based standards is unfair to other students with disabilities and the scope of the content is too narrow. In reality, the IDA's standards both overlap and transfer successfully with other disabilities affecting reading skills.

After seven months as the RTI instructor at Whitman Elementary a Title One school, 43% of my RTI students have moved from Red (intensive) to Yellow (strategic). 19% have moved from Yellow (strategic) to Green (now meeting benchmark!). Every third grade RTI student recorded a 20-30 point increase in fluency using the DIBELS assessment. Not one of these students has been professionally diagnosed with dyslexia, yet the IDA standards and methods I currently use, have transferred successfully to achieve dramatic results in teaching other students with disabilities and struggling readers (for example; students with ADD, autism, ELL, behavior/emotional diagnosis, and students living in severe poverty.)

Redacting IDA standards will deny future teachers the skills that will successfully remediate the dyslexic disability and protract Oregon's failure to accommodate dyslexic students. The standards not only offer best practice methods for dyslexia, they transfer and overlap to help all struggling readers become successful readers. On behalf of all

future teachers and the dyslexic population of Oregon, I urge you to reject SB 221.