



February 27, 2018

Senators,

I'm writing you as president of the International Dyslexia Association Georgia Branch and as the parent of two dyslexia children.

Thank you for sponsoring Senate Resolution 761 to study dyslexia within our state. I would like to offer our support of your efforts and willingness to provide information from IDA-GA that might help you in gaining further support in this study and/or related to any future legislation that might result from your efforts.

The International Dyslexia Association is a non-profit, scientific, and educational organization formed to increase public awareness of dyslexia. We are a resource and support system for parents, individuals with dyslexia, and educators. IDA is dedicated to the study and treatment of dyslexia. IDA members receive information about managing dyslexia, access to an international network of professionals in the field, discounts on conferences fees, quarterly and biannual publications, free community outreach activities, scholarship opportunities to quality teacher training workshops, an information and referral hotline, and e-newsletters.

[ga.dyslexiaIDA.org](http://ga.dyslexiaIDA.org)

IDA does not recommend or endorse any individual, business, school, or program.

As the parent of two dyslexia children, I can attest to the frustration felt by parents who are unable to provide their children with educational options that are appropriate to their learning style. Worse yet, many teachers have never been trained to identify dyslexic students in the classroom. As you know, about 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (6–7%). About 85% of those students have a primary learning disability in reading and language processing. Nevertheless, many more people— perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. This easily means every classroom has a few students who could benefit from early identification and remediation.

Thank you for your efforts and please do not hesitate to contact me if I or IDA-GA can help you in your efforts.

Until everyone can read,

*Karen Huppertz*

President

International Dyslexia Association Georgia

[president.ga@dyslexiaida.org](mailto:president.ga@dyslexiaida.org)