

Research Excellence and Advancements for Dyslexia Act (READ Act)

If you can't read, you can't achieve.

Dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader. **According to research published in *Psychological Science**, one out of six U.S. school children may have dyslexia.**

Dyslexia has no correlation to intelligence. By investing in early detection, children with dyslexia can learn strategies to help them read more effectively. But millions of children have undiagnosed dyslexia, and millions more do not receive effective educational assistance at their schools.

The READ Act addresses these problems by requiring the President's annual budget request to Congress to include a line item for the Research in Disabilities Education program of the National Science Foundation (NSF). It also requires the NSF to devote at least \$5 million annually to dyslexia research, which would focus on best practices in the following areas:

- **Early identification of children and students with dyslexia**
- **Professional development about dyslexia for teachers and administrators**
- **Curricula development and evidence-based educational tools for children with dyslexia**

The READ Act does not increase federal spending. The READ Act authorizes multi-directorate, merit-reviewed, and competitively awarded dyslexia research projects, using funds appropriated for the NSF Research and Related Activities account and the Education and Human Resources Directorate.

Dyslexia is among the qualifying learning disabilities under the Individuals with Disabilities Education Act.

Please help millions of children learn to read and achieve.

For more information or to cosponsor the READ Act, contact Cliff Shannon at 202.226.9783.

*Psychological Science, Empirical Evidence for a Definition of Dyslexia, 21(1) 93-101