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This is my experience with my grandson's dyslexia:

In kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades we were told he was doing well but struggled with reading. His parents read with him and to him every night and although he improved, he still was not a good reader. We got great reports about his progress in everything but reading; he was said to have an excellent vocabulary. His parents decided to have another evaluation, this time at Fundamental Learning Center in Wichita, and we learned of his dyslexia. He was found to have the vocabulary of a 5<sup>th</sup> grader and the reading ability of a 1<sup>st</sup> grader. He needs many more exposures to a word than a normal reader for it to become fixed in his brain. Had we known dyslexia was the problem, decisions would have been altered.

His parents held him back in 2<sup>nd</sup> grade because the school had a teacher who was "great for kids with reading problems". She was exceptional and made tremendous progress for him, BUT his K, 1<sup>st</sup> and earlier 2<sup>nd</sup> grade teachers should have been able to recognize the problem.

Mr. Brownback's plan to hold poor readers back is inappropriate. **If a child's only problem is reading, he or she needs help with reading by specially trained instructors, not to be simply held back.** I volunteer in my grandchildren's school, reading with 1<sup>st</sup> graders, and I regularly recognize symptoms similar to my grandson's. Teachers need education on dyslexia, which accounts for most of the 20% of elementary school students with reading problems.

To address the problem of low reading scores is wonderful but the plan outlined so far is totally off base in my opinion.



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