

118TH CONGRESS
1ST SESSION

H. RES. 794

Recognizing the significance of “National Learning Disabilities Awareness Month”.

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 18, 2023

Ms. BROWNLEY (for herself, Mrs. HOUCHIN, Ms. NORTON, Ms. CROCKETT,
and Mr. TAKANO) submitted the following resolution

OCTOBER 25, 2023

Referred to the Committee on Education and the Workforce

RESOLUTION

Recognizing the significance of “National Learning Disabilities Awareness Month”.

Whereas the Individuals with Disabilities Education Act (20 U.S.C 1401(30)) defines a specific learning disability as—

(1) a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations;

(2) such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia; and

(3) such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Whereas a specific learning disability is the most prevalent disability of students who are served under the Individuals with Disabilities Education Act of 2004, impacting 34 percent of all students who received special education services;

Whereas the National Assessment of Educational Progress indicates that more than 95 percent of 4th and 8th grade students with a specific learning disability were not proficient in reading in academic year 2022;

Whereas the National Assessment of Educational Progress indicates that more than 93 percent of 4th and 8th grade students with a specific learning disability were not proficient in math in academic year 2022;

Whereas National Assessment of Educational Progress Math and Reading scores indicate that Black and Hispanic students with a specific learning disability experience even greater opportunity gaps than their White and Asian peers;

Whereas research shows that students with specific learning disabilities can achieve commensurate with their peers, if given appropriate instruction and support;

Whereas developmentally appropriate universal screening should begin as early as possible to assess which students demonstrate the most pervasive risk factors for specific learning disabilities; and

Whereas research rooted in the science of reading establishes an evidence base of effective instructional methods for developing reading skills for students with and at risk for specific learning disabilities: Now, therefore, be it

1 *Resolved*, That the House calls on State and local
2 educational agencies to continue to meet the needs of stu-
3 dents with specific learning disabilities through a free ap-
4 propriate public education.

5 *Resolved*, That the House recognizes the significance
6 of “National Learning Disabilities Awareness Month”.

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