

119TH CONGRESS  
2D SESSION

# H. R. 10113

To make certain revisions to the Individuals with Disabilities Education Act, and for other purposes.

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IN THE HOUSE OF REPRESENTATIVES

AUGUST 17, 2026

Mrs. HOUCHIN introduced the following bill; which was referred to the Committee on Education and Workforce

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## A BILL

To make certain revisions to the Individuals with Disabilities Education Act, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “New Improvements  
5 to Definitions for Educational Access Act” or the “New  
6 IDEA Act”.

7 **SEC. 2. REVISIONS TO INDIVIDUALS WITH DISABILITIES**  
8 **EDUCATION ACT.**

9 The Individuals with Disabilities Education Act (20  
10 U.S.C. 1400 et seq.) is amended—

1 (1) in section 602—

2 (A) in paragraph (3)—

3 (i) in subparagraph (A)—

4 (I) by inserting “(including devel-  
5 opmental language disorder)” after  
6 “language impairments”;

7 (II) by inserting “spectrum dis-  
8 orders” after “autism”; and

9 (III) by inserting “(including  
10 dyslexia, dyscalculia, and dysgraphia,  
11 which relate to difficulties in reading,  
12 math, and writing)” after “specific  
13 learning disabilities”; and

14 (ii) in subparagraph (B)(i) by insert-  
15 ing “language or” before “communication  
16 development”; and

17 (B) in paragraph (30)—

18 (i) in subparagraph (A), by striking  
19 “listen, think” and inserting “think, lis-  
20 ten”; and

21 (ii) by amending subparagraphs (B)  
22 and (C) to read as follows:

23 “(B) DISORDERS INCLUDED.—Such term  
24 includes such conditions as word-level reading  
25 disabilities, reading comprehension disabilities,

1 math calculation disabilities, math problem-solv-  
2 ing and reasoning disabilities, written expres-  
3 sion disabilities, perceptual disabilities, and  
4 brain injury. Alternative terms for commonly  
5 recognized specific learning disabilities in-  
6 clude—

7 “(i) dyslexia, characterized by signifi-  
8 cant and unexpected difficulties in reading  
9 and spelling words accurately and with au-  
10 tomaticity, typically associated with weak-  
11 ness in phonological processing (the appre-  
12 ciation of individual sounds of spoken lan-  
13 guage);

14 “(ii) dyscalculia, characterized by sig-  
15 nificant and unexpected difficulties in  
16 math calculation skills and understanding  
17 numbers and math facts, typically associ-  
18 ated with weakness in fundamental num-  
19 ber representation and processing; and

20 “(iii) dysgraphia, characterized by sig-  
21 nificant and unexpected difficulties in  
22 automatic formation of letters or numbers  
23 and the production of legible or coherent  
24 writing, typically associated with weakness

1 in storing and automatically retrieving let-  
 2 ters and numbers.

3 “(C) DISORDERS NOT INCLUDED.—Such  
 4 term does not include a learning problem that  
 5 is primarily the result of—

6 “(i) visual, hearing, or motor disabil-  
 7 ities;

8 “(ii) intellectual disability;

9 “(iii) emotional disturbance;

10 “(iv) a lack of appropriate instruction  
 11 in reading, including in the essential com-  
 12 ponents of reading instruction (as defined  
 13 in section 203 of the Adult Education and  
 14 Literacy Act (29 U.S.C. 3272));

15 “(v) lack of appropriate instruction in  
 16 math; or

17 “(vi) limited English proficiency.”;

18 and

19 (2) by inserting after section 608, the following:

20 **“SEC. 608A. PROVISION OF ACCOMMODATIONS AND SERV-**  
 21 **ICES.**

22 “In determining eligibility for, or providing, an ac-  
 23 commodation or service under this title, a local educational  
 24 agency or other agency shall provide equal access, to the

1 accommodation or service, to all eligible children, includ-  
2 ing eligible children who are—

3           “(1) children living in low-income households;

4           and

5           “(2) children with limited proficiency in

6           English.”.

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