

Ways to help your child improve their literacy skills

- ▶ Read with your child daily
- ▶ Read it again and again
- ▶ Teach young children to listen for letter sounds (e.g., initial sound - pig & pin)
- ▶ Play rhyming and word games
- ▶ Allow your child to make their own book choices (i.e., nonfiction, fantasy, comic book, etc.)
- ▶ Have books and magazines available for your child at home
- ▶ Visit your local library
- ▶ Don't leave home without something to read
- ▶ Encourage your child to keep a daily journal
- ▶ Set a regular time for doing homework
- ▶ Create a family scrapbook
- ▶ Encourage your child to develop talents not related to reading to build self-confidence
- ▶ Meet and talk to your child's teacher
- ▶ Learn about reading difficulties and how to further support your child (See Additional Resources)

“Making Percy dyslexic was my way of honoring the potential of all the kids I've known who have those conditions. It's not a bad thing to be different. Sometimes, it's the mark of being very, very talented.”

— Rick Riordan,
author of the Percy Jackson series

Additional Resources

Online sources:

International Dyslexia Association
www.dyslexiaida.org

Learning Disabilities Association of America
www.lidaamerica.org

National Center for Learning Disabilities
www.nclld.org

Florida Center for Reading Research
www.fcrr.org

Reading Rockets
www.readingrockets.org

National Institute of Child Health & Human Development
www.nichd.nih.gov

National Institute of Mental Health
www.ninds.nih.gov

Davis Dyslexia Association International
www.dyslexia.com

ASD Resources
www.asdk12.org/step
www.asdk12.org/reading
www.asdk12.org/dyslexia

Books:

Shaywitz, S. (2003). *Overcoming Dyslexia*.

Moats, L.C. & Dakin, K.E. (2007). *Basic Facts About Dyslexia & Other Reading Problems*



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Educating All Students for Success in Life

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Dyslexia: A Parent Resource



Anchorage School District



“Science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia ... For the student, the knowledge that he is dyslexic is empowering ... [It provides him] with self-understanding and self-awareness of what he has and what he needs to do in order to succeed.”

Sally Shaywitz, M.D., co-director of Yale Center for Dyslexia and Creativity

Dyslexia

The term “dyslexia” is included in the Individuals with Disabilities Education Act 2004 (IDEA) under the definition of Specific Learning Disability (SLD).

According to IDEA, SLD means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations

Common characteristics of specific learning disability in reading include difficulties in:

- ▶ Processing sounds of speech
- ▶ Learning to decode print
- ▶ Acquiring phonemic awareness
- ▶ Spelling
- ▶ Learning letter/sound correspondence
- ▶ Reading fluency
- ▶ Rapid word naming

Dyslexia Defined

The International Dyslexia Association and the National Institutes of Health adopted the following definition of dyslexia in 2003:

Dyslexia is a specific learning disability (SLD) that is neurobiological in origin. It is characterized by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

(Lyon, Shaywitz, & Shaywitz, 2003)

How does the Anchorage School District address Dyslexia?

A student with Dyslexia typically has reading skills significantly below what is expected given the child’s educational experience. Not all students who have difficulties with these skills are dyslexic.

The Anchorage School District uses universal screening to benchmark all students’ reading skills in grades K– 8 three times a year.

When a student exhibits early signs of reading difficulty, the school gathers a team of professionals (i.e., teachers, parents, and other pertinent staff), who review the assessment data. At that time, the team constructs a plan of instructional supports to address the skill deficit while monitoring the student’s progress over a period of time.

Research has shown early interventions using effective reading strategies, such as explicit and systematic phonological instruction, can improve reading skills (S. Shaywitz, 2003).

If a student makes adequate improvement in his/her reading skills given the appropriate targeted interventions, then additional supports and/or formal assessment may not be warranted.

If a student does not demonstrate adequate progress, the school team, including parent, may recommend intensifying instructional supports.

At any time in the process, a formal evaluation to determine eligibility for special education services or a 504 plan may be initiated.

You can find additional resources about Dyslexia at the ASD Step Center or online resources.

If you have specific questions concerning your child’s reading progress/skills, contact his/her teacher.