

### **How do I know if my child may have characteristics of dyslexia?**

The following are the primary reading/writing/spelling characteristics of dyslexia:

- difficulty reading words in isolation
- difficulty accurately decoding unfamiliar words
- difficulty with oral reading (slow, inaccurate, or labored)
- difficulty spelling

The reading/spelling characteristics are most often associated with the following:

- segmenting, blending, and manipulating sounds in words (phonemic awareness)
- learning the names of letters and their associated sounds
- holding information about sounds and words in memory (phonological memory)
- rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

### **What do I do if I think my child may have dyslexia?**

You should meet with your child's teacher to discuss his/her reading progress and any questions or concerns you have regarding their reading.

### **What criteria is the dyslexia program required to meet?**

The state requires that each campus have a program for students identified with characteristics of dyslexia and/or related disorders. That program must be:

- individualized to meet the student's needs,
- multisensory, using visual, auditory, tactile, and kinesthetic methodologies;
- phonologically based;
- meaning based;
- systematic, sequential, and cumulative; and
- process oriented.

### **What can I do to help my child?**

As a parent, you can help your child by

- understanding his/her dyslexia; reading books to learn more
- praising your child's strengths and avoiding pressuring him/her in the area of reading/writing/spelling
- establishing routines at home
- making certain your child understands your directions; having him/her read them back to you;
- breaking large tasks into small ones, allowing your child to successfully complete each small task in order to successfully complete large ones;
- making certain there is a place for your child to do his/her homework;
- helping your child develop a plan for completing homework and other tasks;
- seeking alternative assignment methods such as oral reports, tests and assignments, and provisions for recorded text, word processors, etc.;
- working closely with your child's teacher; and
- being patient with your child.

### **Whom do I contact if I have questions/concerns?**

You should contact the Campus Dyslexia Coordinator at your child's school. This is usually the assistant principal or counselor. You can also contact the District Dyslexia Coordinator at (210)-554-2570