

# What can I do to help my child?

- Discuss challenges with your child and keep the lines of communication open
- Keep in close contact with your child's school
- Read aloud with your child every day
- Provide high interest reading materials
- Take advantage of recorded audio books
- Look for apps to help with spell-check or to dictate notes
- Encourage, motivate, and praise your child to boost literacy confidence
- For younger children, play word games and activities
- Help your child to plan, organize, make sense of homework and extended learning
- Embrace learning preferences that develop your child's strengths and talents

# Other Resources and Support

**KCS Dyslexia Parent Resource Page:**  
<https://bit.ly/Dyslexiahelptips>

**Parent Video Link:**  
[http://bit.ly/KCS\\_Dyslexiavideo](http://bit.ly/KCS_Dyslexiavideo)

**Dyslexia Resource Guide:**  
[bit.ly/TNDyslexiaGuide](http://bit.ly/TNDyslexiaGuide)

**Tennessee IDA:**  
[tnida.org](http://tnida.org)

**International Dyslexia Association**  
<https://dyslexiaida.org/>

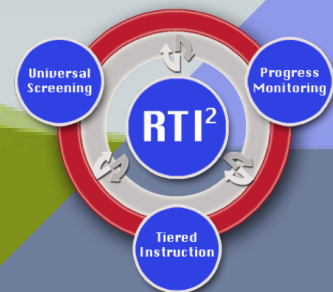
**Understanding Dyslexia**  
[http://bit.ly/Understanding\\_Dyslexia](http://bit.ly/Understanding_Dyslexia)

**ILP-D**  
[bit.ly/ILP-D](http://bit.ly/ILP-D)

*Ten Things to Help Your Struggling Reader.*  
Retrieved from [bit.ly/StrugglingReaderHelp](http://bit.ly/StrugglingReaderHelp)

## Understanding Characteristics of Dyslexia

Updated September, 2023



## What is Dyslexia?

- Dyslexia is a learning difficulty (or difference) that primarily affects the skills involved in accurate and fluent word reading and spelling
- Dyslexia occurs across a range of intellectual abilities
- Additional difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organization
- Dyslexia occurs at varying degrees from mild to severe and is addressed through a variety of interventions.

## What is an ILP-D?

- Individualized Learning Plan for Students with Characteristics of Dyslexia
- All components of the ILP-D function together to serve struggling readers within RTI2 intervention and the general classroom.
- The contents of the ILP-D document are designed to ensure that students are placed in appropriately aligned dyslexia-specific interventions. Educators will be monitoring the effectiveness of interventions as well as the necessary and student-specific scaffolds and accommodations during Tier 1 instruction.

## Common Risk Factors

### Kindergarten & First Grade

- Difficulty breaking words into smaller parts, or syllables
- Difficulty identifying & manipulating sounds in syllables
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words
- Difficulty spelling words the way they sound or remembering letter sequences in very common words seen often in print

### Second & Third Grade

- Difficulty recognizing common sight words
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and putting letters in words for spelling

### Fourth & Fifth Grade

- Difficulty reading aloud
- Avoidance of reading
- Difficulty decoding unfamiliar words in sentences and using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use less complicated words in writing that are easier to spell than more appropriate words
- Reliance on listening rather than remain for comprehension

### Middle & High School

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading
- Difficulty learning a foreign language

## Identification & Parent Communication

**Step 1:** KCS students, Grades K-8, are screened through the TN universal screener, aimswebPlus. High School students are screened using the Early Warning System (EWS).

**Step 2:** A thorough analysis of student data, including the universal reading screener, is completed to see if a student meets the criteria for an ILP-D.

**Step 3:** Parents are notified about their child's struggles. The parent can accept the ILP-D which addresses characteristics of dyslexia. If the parent declines an ILP-D, the student receives intervention support as determined by the school-based team within the RTI2 process.

**Step 4:** Strategies for instruction and intervention are matched with the identified characteristics of dyslexia.

**Step 5:** Ongoing communication of student progress with parents occurs quarterly.