

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

Dyslexia Resource Guide:

http://bit.ly/dyslexia_resource_guide

Tennessee IDA:

tnida.org

International Dyslexia Association

<https://dyslexiaida.org/>

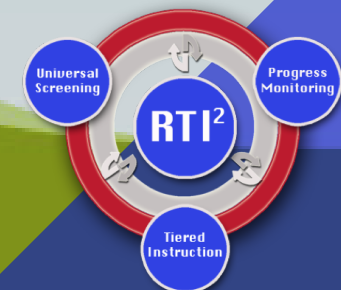
Understanding Dyslexia

http://bit.ly/Understanding_Dyslexia

Jenkins, J. (2017) *Ten Things to Help Your Struggling Reader*. Retrieved from [HTTP://dyslexia.yale.edu/resources/parents/what-parents-can-do/ten-things-to-help-your-struggling-reader/](http://dyslexia.yale.edu/resources/parents/what-parents-can-do/ten-things-to-help-your-struggling-reader/)

Understanding Characteristics of Dyslexia

Updated September, 2021



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 which may occur in a variety of settings

What do we know?

- Individuals with dyslexia have difficulty identifying the separate speech sounds within a word and/or learning how letters represent those sounds.
- Dyslexia is not due to a lack of intelligence or desire to learn.
- Interventions must be evidence-based, multisensory with direct instruction that is systematic, cumulative, with a systematic review of concepts including phonological awareness, sound-symbol association, syllable structure, morphology, syntax, and semantics.
- Students may perform well early on with reading and spelling tasks, but experience problems with more complex language skills.

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 pitting letters in words for spelling

Fourth & Fifth Grade

- Difficulty reading aloud
- Avoidance of reading
- Difficulty reading fluency difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of 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 are screened through the TN universal screener, aimswebPlus.

Step 2: Additional diagnostic screeners are used as necessary to determine characteristics of dyslexia.

Step 3: Strategies for instruction and intervention are matched with the identified characteristics of dyslexia.

Step 4: Parents with students exhibiting characteristics of dyslexia are notified through a letter that identifies the areas that are being addressed, in what setting, and through which intervention program.

Step 5: Ongoing communication of student progress with parents occurs every 4.5 weeks.

Step 6: Parents may contact their school for more information with concerns.