



The ABC's of Dyslexia For Parents

A is for Abilities and Talents....many dyslexics have superior talent in the arts, intelligences, and sports. Find your child's strengths and build on those to foster your child's self esteem. Regular routines will keep your child organized and less frustrated.

B is for Building Your Case....Parents have the right to request their child be assessed in the area of Dyslexia and related disorders as long as your child attends Texas public school or charter. However, if the school district has data to support refusal of your request, they must provide notice of your rights through due process of 504 Law.

C is Components of Instruction....once your child is identified, the child is entitled to 50 minutes per day in individual or small-group setting utilizing an approved method for dyslexia instruction, in addition to 90 minutes of core reading instruction. (*highly suggested time allotments*)

D is for Dyslexia....is a specific learning disability that is neurological. It is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties usually result from a deficiency in phonological processing of language. (*sounds/letters*) It will eventually lead to difficulties in comprehension and increased vocabulary. (*International Dyslexia Association www.interdys.org*)

E is for Early Identification by a team of knowledgeable persons is critical. You as a parent make up part of this team. Educate yourself so that you can actively participate in the decisions that are best for your child.

F is for Fluency....the ability to read with pace, accuracy and proper expression. Fluency is one of several critical factors necessary for reading comprehension. If you provide a good model of reading, your children will emulate you.

G is for Graphophonemic Knowledge (phonics instruction)....blending sounds associated with letters and letter groups into words and separating words into component sounds for reading, spelling and writing. You must make sure that your child's reading program has a strong phonics component. Dyslexia programs must be Orton-Gillingham based.

H is for Homework....Set a time and place for homework. Decide which parent will help with which subjects. If necessary, read textbook information to your child. Provide a homework notebook or daily assignment sheet. Set up a routine for filing and turning in completed homework.

I is for Information....under Federal Statute, parents/guardians must be informed of all services and options available to the child once a referral to 504 has been established. Districts must provide a dyslexia parent education program for parents/guardians of students identified with Dyslexia.

J is for the Joy of reading....In order to instill a love of reading, each time you read a book to your child, you are planting a seed and nurturing it. They will want to read the books that are read aloud to them. Recorded Books: www.rfbid.org

K is for Keeping documentation....of your child's illnesses and difficulties. Keep evaluations from doctors especially if your child has had hearing/speech problems or previous difficulty with hearing or ear infections.

L is for Language....Dyslexia is "language based" which means we must step up to the challenge of talking to our children, listening closely to our children and reading and writing to and with them every day!

M is for Maintain high expectations....don't baby your child or label your child lazy or stupid. Always share your expectations with your child and hold them accountable for their actions. **Multi-Sensory**...means that instruction incorporates the use of sensory pathways such as...visual, auditory, kinesthetic and tactile.

N is for Never...use reading as a punishment or use books as a threat. We want their book experiences to be positive, not negative. Reward with positive reinforcement. Be firm, but sensitive when enforcing the rules and routines. Patience is a virtue.

O is for Observations...as a parent, make observations about your child at home and keep a journal. If your child is evaluated, the committee will involve you in the decision making progress and your observations on the development of your child since birth, will be important.

P is for Phonological Awareness...play word games with your child such as, rhyming, same beginning sound sentences, counting words in sentences, counting syllables in words, and counting sounds in words. Children need lots of practice blending and segmenting words into sounds. (www.phonograpage.com)

Q is for Questioning...Ask “thinking” questions that do not require just yes or no answers. Ask “how” and “why” questions. Ask questions about the setting, characters, problems or actions in the stories, and the outcome. Ask questions about your child in the school setting, so that you are informed about your child’s progress.

R is for Read, Re-Read, & Retell...Read aloud to and with your child every day, have them reread the passage 3 times and retell the stories in their own words for a quick check to see if they understand what they have read. Have students practice reading silently as well.

S is for Symptoms...**Dyslexia symptoms include** delayed spoken language, poor awareness of sounds and letters, weak word retrieval, difficulty sounding out words, difficulty reading real and nonsense words, difficulty spelling, confusion about direction, difficulty with rote automatic recall, slow, labored reading, little or no understanding about what is read.

T is for Take turns reading with your child...If your child is stuck on a word give them the word, and go on. Do not frustrate your child by asking them to “sound the word out”. **Stop** after reading a few lines and have your child discuss what is happening in the story. Have your child dictate the information to you and copy it later.

U is for Universal Screening...to ensure that underachievement in your child suspected of having dyslexia is not due to lack of appropriate instruction, in other words the disability is “unexpected” in relation to their instruction, universal screening and repeated progress monitoring checks should be given at reasonable intervals by the teacher during the school year.

V is for Vivacious Vocabulary...When reading to and with your child, stop at new or key words and discuss the meanings of those words with your child. Increasing their vocabulary will help them build knowledge about the world. Use these new words on a daily basis to ensure ownership of these new terms. (www.dictionary.com)

W is for Watch for children’s expressions and body language...be sensitive to signs of boredom, confusion, or frustration; you may need to adjust your reading plan, change the level of the book, or practice in a different setting.

X is for “EXpository”...Read informational books that appeal to your children. Children will be reading to learn for all their lives, they are curious to know how the world around them functions. Wide reading includes things like magazine articles, newspaper articles, recipes, internet reading, pamphlets, brochures, recipes, etc. Find books at: www.lexiles.com

Y is for YOU, the parent! You are your child’s first teacher and true advocate!!
Your child is not looking for an easy way out...***They are looking for a different way in!!***

Z is for “ZEALOUS” means be active, devoted, diligent:

*“You may have tangible wealth untold:
Caskets of jewels and coffers of gold.”
“Richer than I, you can **NEVER** be,
I had someone who read to me!”* Strickland Gillilan