

LOVEJOY I.S.D.



Dyslexia

Parent Handbook

PARENT TIPS AND RESOURCES

You may find the following suggestions, tips, and resources to be helpful in working with your child.

Learn about dyslexia

- *Expand your knowledge by reading
- * Attend conferences and presentations by professionals in the field.

Talk with your children about Dyslexia

Your child may have questions about dyslexia. He needs knowledge, reassurance, and support from you. Listed below are some questions your child might ask, along with some simple, straightforward answers.

What is dyslexia?

Dyslexia means having a hard time learning to read.

How did I get dyslexia?

You were born with it, just like you were born with (...freckles, green eyes, etc.)

Is there something wrong with my brain?

No, your brain is normal. The road your brain takes to reading is different. It may be harder, and it may take longer, but you will be able to learn to read.

Can anyone catch it?

No, dyslexia is not contagious, like a virus or cold.

Why does it have such a weird name?

The word "dyslexia" comes from the Latin word "dys" which means difficult, and the Greek word "lexia" which means words.

Does it mean I am dumb?

No, dyslexia is a problem that intelligent people have with reading. It has nothing to do with how smart you are.

Will my dyslexia ever go away?

No, but children who have dyslexia can learn to read. You are not the problem; you have a problem with learning to read. You will learn how to handle your dyslexia.

Collaborate with educators

- *Gain knowledge about the schools' responsibilities and your child.
- *Act as liaison between school and child, adding the positive dimension for both.
- *Communicate your child's special learning needs to the school.
- * Develop an on-going communication system between home and school.
- *Establish a team approach planned by teacher, parent, and student for developing study skills and assisting with schoolwork.
 - * Designate a time and place for homework.
 - * Devise a plan for completing long assignments.
 - * Develop strategies for complex assignments.
 - * Read aloud to your child or contact "Recordings for the Blind and Dyslexic" to request assistance with services available.
 - * Incorporate technology for efficient and effective learning.
 - * Act as your child's secretary by writing assignments he or she dictates.
 - * Exhibit enthusiasm and interest in your child's learning.
 - * Encourage ways of teaching and learning that optimize your child's abilities.

Read Aloud

Struggling readers need daily practice in reading aloud. Use the strategies below to guide your child's reading.

Problem Solving Strategies for Parents

A good reader is one who can figure out (problem-solve) words he doesn't know. A good reader has a repertoire of strategies to draw from, and can flexibly make use of these as needed. You can help by being aware of what some of these strategies are, and prompting your child to make use of the strategies he knows rather than problem-solving for him.

1. Your child should monitor his reading. He will try to make words and picture agree or match. Looking puzzled, stopping, trying it again by starting over, are all signals that let you know that he is aware that something isn't quite right.

PARENTS: It is important that the child do the monitoring. Do not "help" too quickly. Give your child thinking time. If your child really is stuck, after allowing time, you can ask: "Was that okay?" "Why did you stop?" "What did you notice?" "Was there something tricky in that sentence? Show me."

2. Your child should self-correct his errors.

PARENTS: Allow time for him to fix his errors. The child must take the first step. The child may reread the sentence to support his attempts to figure out a hard word.

3. Your child should cross-check his strategy use. He should be checking to see if his attempt makes sense. Does it then also look right? Does the word match the beginning letter sound?

PARENTS: If your child becomes frustrated and doesn't know what to do you may want to use one of the following prompts to help him on his way:

“Can you “code” the word?”

“What else could you try?”

“Do you know another word that starts like that?”

“Do you know a word that looks like this word?”

“What do you think it could be?”

“Run your finger under the tricky word.”

“Do the letters give you any clues?”

“Get your mouth ready to say that first sound.”

Remember, it is very important that your child do the reading work, not you! Give sufficient time for your child to try and try again

Tips to encourage reading and writing

1. Keep books and magazines in your child's room. They will choose reading more often if books and magazines are there.
2. Carry books along when you go to the dentist, doctor, or places you may have to wait.
3. Reading a story or poem is a magical way to soothe a fretful child or relieve teen boredom.
4. Have your child help with a family message center. Children love the sense of accomplishment – and helping! – when they seek out items from the shopping list. At the same time you are getting your child to read – while seemingly doing something else. Keep grocery lists, chore lists, messages, shopping lists, “love notes,” etc.
5. Read recipes. All reading doesn't happen in books. When you are cooking, ask your child to read the ingredients to you.
6. Read road signs. While you are driving, ask your child to read the road signs: Stop, Yield, One Way, street signs, or maps.
7. Get taped recordings of books. You may lack time to read to your child as much as you would like, but that is no reason your child should be denied this pleasure.
8. Encourage your child to keep a daily journal.
9. Vary the writing your children do at home for different audiences and for different purposes.
10. Encourage creativity and the enjoyment of writing.
11. Model reading and writing for your children.

Selecting books for your children

Use the steps below to help in selecting books from the library or bookstore that are at an appropriate level of difficulty for your child.

1. Choose a random page from the middle of the book and ask your child to read it aloud.
2. Keep an unseen count for every time he makes an error.
3. If he makes 5 or more errors on the page, the book is likely too difficult.

If your child shows interest in the book, a suggestion would be to use it as one for you to read aloud to your child. Modeling fluent reading provides a wonderful opportunity to share good literature with your child. Listening to an adult read fluently permits the child to hear the flow and pace of language as the writer intended.

Homework help

There are many things parents can do to help when it comes to homework:

- Set a regular time for doing homework. Take into account the need for having a break from schoolwork and the importance of getting work done early in the evening. For many families, right after dinner is a good time.
- Designate a regular place for doing homework that takes into account your child's learning preferences. Have needed supplies on hand.
- Model good work habits yourself. Be nearby, doing your own "homework" such as paying bills, sorting mail, etc.
- Coach your child at the beginning and end of an assignment, and at checkpoints along the way if he has difficulty with lengthier assignments.
- If your child has difficulty working independently on assignments he has the skills to complete, establish a schedule that includes time he is expected to work alone before asking for help. Discuss the kinds of help you will give him and the things you expect him to do alone.
- Schedule breaks and limit the number of spontaneous interruptions.
- Break a long assignment into smaller, more manageable tasks. Coach him so that he can learn to do this for himself.
- Be available to spell words if this interferes with his flow of thought while writing, or to serve as his scribe on lengthier assignments if handwriting is a hindrance.
- Make sure you and your child understand the expectations for homework. It may be helpful to review the directions and estimate the amount of time it will take.
- Establish the habit of using a planner to record assignments, directions, and due dates. Coach your child to seek clarification from the teacher if an assignment seems unclear. Coach your child by asking questions or reinforcing what's been done. Help your child see how a particular assignment or skill fits into the curriculum. Make suggestions, but avoid doing the work for your child. Work together in a way that keeps the child responsible.

Self-esteem

Students with dyslexia may face challenges emotionally as well as academically. Unwavering support and acceptance from a parent is critical. Encouragement and support in developing special talents not related to reading can help build confidence and self-image, which often carries over into overall performance. Be specific in setting realistic goals and confront problems honestly. Confidence and self-esteem develop from real, tangible successes. Honest praise for hard work, persistence, willingness to ask for help, and accepting and learning from mistakes will emphasize the importance of traits and attitudes that can lead to long-term success.

Factors for Success

- * A consistently supportive adult in the environment over time
- * “You can” messages from supportive adults, parents, teachers, peers
- * Provide the gift of time (reduced workload, longer time to “grow up”, longer time to process, organize, and execute tasks).
- * Development of a talent or special skill and take advantage of the opportunity to “teach” it to others.
- * Frankly and directly addressing problems (enormous relief comes from knowing what you know, what you don’t know, and why you don’t know or can’t do)
- * Order, routine, and clear instructions
- * Complicated tasks simplified by being broken down into small, manageable chunks
- * Assistance in prioritizing and sequencing events and tasks.
- * Assistance in planning and managing time.
- * Development of problem-solving skills, and strategies for academics as well as interpersonal relationships.
- * Learning experientially by doing and through formats other than books and lectures.
- * Intellectual stimulation beyond basic skills development

Recommended Books for Parents and Teachers

Winning the Homework War
Kathleen Anesko

What’s Wrong with Me?; Learning Disabilities at Home and at School
Regina Cicci

Parenting With Love and Logic: Teaching Children Responsibility.
Foster Cline

Parenting Teens With Love and Logic: Preparing Adolescents
Foster Cline

The Reading Brain: The Biological Basis of Dyslexia
Drake Duane

Straight Talk about Reading
Susan Hall and Louisa Moats

Your Child's Growing Mind; A Practical Guide to Brain Development and Learning
from Birth to Adolescence
Jane M. Healy, Ph.D.

The Schools We Need and Why We Don't Have Them
E.D. Hirsch

Teaching Our Children to Read; The Role of Skills in a Comprehensive Reading Program
Bill Honig

To Read or Not to Read
Daphne M. Hurford

Attention Deficit Disorder and Learning Disabilities
Barbara Ingersoll

Basic Facts about Dyslexia; What Everyone Ought to Know
International Dyslexia Association

All Kinds of Minds
Guidelines to All Kinds of Minds
Educational Care
Keeping a Head in School
Mel Levine, M.D.

Upside Down Kids: Helping Dyslexic Children Understand Themselves and Their
Disorder.
Harold Levinson

Turning Around the Upside-Down Kids: Helping Dyslexic Kids Overcome Their
Disorder.
Harold Levinson

Colleges with Programs or Services for Students with Learning Disabilities.
Midge Liplin

The Dyslexic Scholar: Helping your child Succeed in the School System.
Kathleen Nosek

No One to Play With; Social Problems of LD and ADD Children
Betty Osman

Bridges to Reading; What to do When You Suspect Your Child Has a Problem
Parent's Educational Resource Center

Dysgraphia: Why Johnny Can't Write? A Handbook for Teachers and Parents.
Pro-Ed

Helping Children Overcome L.D.
Jerome Rosner

Overcoming Dyslexia
Sally Schaywitz, M.D.

The Misunderstood Child
Larry Silver, M.D.

Reversals: A Personal Account of Victory Over Dyslexia.
Eileen Simpson

No Easy Answers
Sally Smith

The Difficult Child
Stanley Turecki, M.D. and Leslie Tonner

About Dyslexia; Unraveling the Myth
Smart Kids with School Problems
Priscilla Vail

Success for College Students with Learning Disabilities.
Susan a. Vogel

The Learning Disabled: A Handbook of Procedures for Helping them Regain Their
Confidence.
Workshop Press

Recommended Books for Children

Learning Disabilities and The Don't-Give-Up Kid
Eagle Eyes; A Child's View of Attention Deficit Disorder
Jeanne Gehret, M.A.

How Dyslexic Benny Became a Star; A Story of Hope for Dyslexic Children and Their Parents
Joe Griffith

The Turned-In, Tuned-On Book
Marnell Hayes

Josh: A Boy with Dyslexia
Caroline Janover

Keeping A Head in School
Melvin Levine, M.D.

Thank you, Mr. Falker
Patricia Polacco

Charlie's Challenge
Ann Root and Linda Gladden

Putting on the Brakes
Patricia Quinn, M.D. and Judith M. Stein, M.A.

Hank Zipper books by Henry Winkler

Sources For Recorded Books and Tapes

Earful
www.earful.com

Library of Congress-National Service for the Blind and Physically Handicapped
www.loc.gov/nls

North Texas Taping and Radio for the Blind
www.readingresource.org

Recorded Books, Inc.
<http://www.recordedbook.com>

Recording fo the Blind and Dyslexia, Inc. – Texas Unit
www.rfdbtexas.org

Recording for the Blind and Dyslexic, Inc. – National Headquarters
www.rfbd.org

Talking Textbooks on Tape
www.talkingtapes.org

Texas State Library
www.tsl.state.tx.us/tbp/index.html