

LITTLE ROCK SCHOOL DISTRICT

Parent Packet

**for Students with
Characteristics
of Dyslexia.**



LITTLE ROCK
SCHOOL DISTRICT

Parent Interview for a Level 1 Screener

To the parents/guardians of _____ Date: _____

As a part of our reading instruction, we conduct assessments to determine your child's strengths and weaknesses so we can make informed decisions about education. You are receiving this letter because *part of our reading assessment showed some indicators of risk for reading*. Per Arkansas Act 1268, the LRSD screens all K-2 students and students in grade 3-12 who show possible characteristics of dyslexia as indicated by a teacher. This does NOT mean that your child DOES have dyslexia or characteristics of dyslexia. It only indicates that our initial screening showed indicators and further screening is needed to determine next steps.

This interview will be used as a part of a Level 1 Screener to gather additional information in your child's skills in some or all of the following: **alphabet knowledge, phonemic awareness, phonics, sound-symbol recognition, decoding, rapid naming, and/ or encoding (spelling)**. We may also gather assessment data for listening comprehension, vocabulary, oral expression, written expression, handwriting, math, so the school can determine how best to meet your child's instructional needs. When all components have been completed, you will be notified of the results and be asked to participate in a discussion of next steps. To learn more about characteristics of dyslexia visit: <https://ed.ted.com> and watch the video, What is Dyslexia?

If you would like to schedule a phone conference to discuss initial screening and complete this interview, **please return this page of the interview, or send me an email with the following information:**

Best phone number to reach you at: _____

Times you are available to talk on the phone:

1st Choice _____

2nd Choice _____

3rd Choice _____

I will do my best to be available to call at one of these times. If I am not able to contact you at any of these times, I will call and leave a message with other options.

Sincerely,

Name

Position

Phone/ Email

Completion of this form indicates the parent has been informed that an informal Level 1 dyslexia screener will be completed for their child.

Person Completing this Form: _____ Date completed: _____

Parent participated: ☐ In person ☐ via phone ☐ Other: _____

Student Name: _____ Date of Birth: _____ ID Number: _____

Grade: _____ School: _____ Classroom Teacher (K-5) _____

Check the answer to the following questions regarding the student.

Family History	Yes	No
Learning Problems		
Father		
Mother		
Sibling		
Physical History of Student		
Chronically ill		
Extremely high fever		
Physical problems causing difficulty learning		
Currently taking medication		
Trouble hearing		
Trouble seeing		

Check the term indicating the degree of your concern for the student regarding each skill area.

Skill Area	Rarely	Often
Phonological Awareness		
Difficulty recognizing or reproducing rhyming words		
Difficulty naming the first or last sound in a word		
Difficulty blending sounds together to make a word		
Alphabet		
Difficulty learning or recalling names of letters		
Difficulty learning or recalling sounds of letters		
Decoding and Word Recognition		
Difficulty sounding out unfamiliar words		
Difficulty reading words accurately		
Fluency		
Makes frequent reading errors		
Reads with hesitations		

Reads slowly		
Spelling		
Difficulty memorizing words for spelling tests		
Difficulty spelling words correctly		
Comprehension		
Difficulty understanding what he/she reads		
Difficulty answering textbook questions		
Written Expression		
Difficulty writing sentences correctly		
Difficulty writing stories and reports		
Cognitive/Academic Ability		
Needs many repetitions to learn something new		
Has difficulty with math facts		
Has trouble with math word problems even when they are read aloud		
Has reading difficulties unexpected compared to other abilities		
Oral Language		
When listening...difficulty understanding verbal directions		
When listening...difficulty understanding stories read to him/her		
When speaking...weak or limited oral vocabulary		
When speaking...difficulty finding the right word		
When speaking...difficulty speaking with correct grammar		
When speaking...difficulty explaining ideas or elaborating on thoughts		
Attention		
Displays difficulty organizing time and materials		
Is easily distracted by sights or sounds		
Does many things too quickly		
Is often overactive or fidgety		
Is inconsistent with production of classwork or homework assignments		
Needs direct supervision to complete homework		
Handwriting		
Is slow with handwriting and copying tasks		
Displays overall poor quality/illegible handwriting on written assignments		

Upon completion of this form, return to your school's dyslexia contact or your child's classroom teacher to continue the Level 1 Screening process. When all components are completed, the team must meet to discuss results, inform the parent of results, and complete next steps. For more information, please see the [Arkansas Dyslexia Resource Guide](#).

**Elementary Tier 3 Dyslexia Intervention Form****LITTLE ROCK**
SCHOOL DISTRICT

DATE _____

Dear Parent or Guardian of _____,

Your student has been identified to receive intervention for word -level reading and spelling difficulties. The intervention program to be delivered is the **Wilson Reading System (WRS)**. This program is designed to address reading and spelling difficulties, including **characteristics of dyslexia**. During intervention your student will receive instruction in phonological awareness, phonics, and reading skills. This intervention instruction is systematic, structured, sequential, and cumulative. It is provided in a small group setting by a teacher who has completed the WRS Introductory course. Frequent assessments will be administered to monitor your student's progress. Most importantly, your student will acquire skills and strategies that will be beneficial in all areas of learning.

Please check the box indicating your request, sign at the bottom, and return to your student's interventionist☐YES! I **DO** want my student to participate in the WRS intervention program☐I **do not** want my student to participate in the WRS intervention program.* *(If at any time you change your mind and want dyslexia intervention services for your child, please notify the school so they can begin intervention.)*

*We decline intervention for the following reason(s): _____

We appreciate your support as we strive to build a community of skilled readers. For more information about the Wilson Reading System, go to www.wilsonlanguage.com. For more information about Characteristics of Dyslexia, go to www.lrsd.org/dyslexia. You will find a definition of dyslexia, characteristics of dyslexia, information about independent evaluations, and information about possible accommodations in our **LRSD Parent Packet**. This information is obtained from the Arkansas Dyslexia Resource Guide by the Arkansas Department of Education. If you have any questions about the program, please email or call me.

Sincerely,

Little Rock School District

Interventionist's Email: _____

Interventionists Phone number: _____

Please sign and return indicating that you have received this information:

(Your student's interventionist will make a copy of the completed form and send it home for your records)

Student Name _____

Signature of Parent/Guardian _____ Date _____

**Middle and High School Tier 3 Dyslexia Intervention Form****LITTLE ROCK**
SCHOOL DISTRICT

DATE _____

Dear Parent or Guardian of _____ ,

Your student has been identified to participate in a class to receive intervention in word-level reading and spelling difficulties. This class is called Enrichment or Academic Reading depending on your student's grade level and needs. The class counts as a career-focus credit. Your student will continue to receive high-quality instruction in their grade-level English class. The intervention class utilizes the **Wilson Reading System** to address reading and spelling difficulties, **including characteristics of dyslexia**. During intervention, your student will receive instruction in phonological awareness, phonics, reading, and spelling skills. Instruction is systematic, structured, sequential, and cumulative. It is provided in a small group setting by a certified teacher who has completed the WRS Introductory course. Frequent assessments will be administered to monitor your student's progress. Most importantly, your student will acquire skills and strategies that will be beneficial in all areas of learning.

Please check the box indicating your request, sign at the bottom, and return to your student's interventionist☐YES! I **DO** want my student to participate in the intervention class☐I **do not** want my student to participate in the intervention class.* *(If at any time you change your mind and want dyslexia intervention services for your child, please notify the school so they can begin intervention.)*

*We decline intervention for the following reason(s): _____

We appreciate your support as we strive to build a community of skilled readers. For more information about the Wilson Reading System, go to www.wilsonlanguage.com. For more information about Characteristics of Dyslexia, go to www.lrsd.org/dyslexia. You will find a definition of dyslexia, characteristics of dyslexia, information about independent evaluations, and information about accommodations in our [LRSD Parent Packet](#). This information is obtained from the Arkansas Dyslexia Resource Guide by the Arkansas Department of Education. If you have any questions about the program, please email or call me.

Sincerely,

Little Rock School District

Interventionist's Email: _____

Interventionist's Phone: _____

Please sign and return indicating that you have received this information:

(Your student's interventionist will make a copy of the completed form and send it home for your records)

Student Name _____

Signature of Parent/Guardian _____ Date _____



LITTLE ROCK SCHOOL DISTRICT DYSLEXIA PARENT PACKET

What is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. ~Adopted by IDA: November 2002

Characteristics of Dyslexia

Underlying Cause: Deficit in the phonological processing (Phonological awareness, phonological memory, and/or rapid naming)

Characteristics:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Poor reading fluency (rate, accuracy, labored)
- Poor spelling

Outcomes:

- Difficulty with reading comprehension
- Reduced reading experience that limits vocabulary and background knowledge

Independent Comprehensive Dyslexia Evaluation

A dyslexia diagnosis is not required for a school to provide dyslexia intervention services, however a parent or legal guardian may choose to have an independent comprehensive dyslexia evaluation for the student. Parents are responsible for selecting the qualified individual to perform the comprehensive dyslexia evaluation and must cover the cost. The school district shall consider the diagnosis and provide the student with interventions determined to be appropriate by the school district (Ark. Code Ann. § 6-41-604). Schools should consider all sources of information when determining appropriate services for students. If services are warranted, then interventions will be delivered by a dyslexia interventionist at the school district.



LITTLE ROCK SCHOOL DISTRICT DYSLEXIA PARENT PACKET

Accommodations

If applicable, specific for modifications or accommodations should be determined by the 504 or IEP team. Listed below are some accommodations to be considered for a student exhibiting the characteristics of dyslexia.

Specific accommodations should be selected based on individual student needs.

Reading

- Allow audio books and/or text-to-speech software
- Utilize outlines, summaries
- Preview questions and vocabulary
- Allow shared reading or buddy reading

Writing

- Grade for content rather than spelling
- Allow students to dictate work to an adult
- Substitute alternative projects for written reports
- Utilize speech-to-text software
- Reduce written work
- Minimize copying
- Accept oral responses, reports, and presentations

Testing

- Provide extra time
- Review directions orally
- Read tests orally
- Allow dictated responses

Homework

- Reduce reading and writing requirements
- Limit time spent on homework
- Provide extra time

Instruction

- Break tasks into small steps
- Give directions in small steps
- Give examples and model behavior
- Emphasize daily review
- Provide copies of lecture notes

Classroom

- Post schedules and maintain routines
- Chart assignments on a calendar
- Use color-coding to organize materials and information
- Incorporate multisensory activities
- Coordinate preferential seating
- Avoid requiring student to read aloud in front of a group.



LITTLE ROCK SCHOOL DISTRICT DYSLEXIA PARENT PACKET

COMMONLY ASKED QUESTIONS A Resource for Parents and Teachers

How do I know if my child has dyslexia?

To receive intervention, a child must exhibit characteristics of dyslexia. **A dyslexia diagnosis is not required for a school to provide dyslexia intervention services,** To learn more about whether your child fits the dyslexia profile, visit: <https://ed.ted.com> and watch the video, [What is Dyslexia?](#)

If I have concerns, who do I talk to?

Start by talking with your child's teacher, principal, or school counselor. They can assist in determining next steps. You may also contact Chandle Carpenter, LRSD Dyslexia Specialist: 501-447-3335, chandle.carpenter@lrzd.org.

How do students get identified to receive dyslexia intervention? Students can be identified through initial, level one, or level two dyslexia screening. They may begin receiving intervention after just one of those screenings or a combination of them. Multiple screening measures are in place to ensure we collected multiple sources of information to best serve your child. For more information, check out www.lrzd.org/dyslexia

Who provides dyslexia intervention?

There are certified teachers in every LRSD school who have been training on dyslexia intervention methods. Our district currently uses the Wilson Reading System (WRS) program as our dyslexia intervention program. All teachers who deliver WRS have attended the WRS Introductory Course. These teachers may include reading interventionists, literacy facilitators, and special education teachers. In some cases, classroom teachers who have been trained are provided extra time in their schedules to provide dyslexia intervention. When students receive dyslexia intervention, it is in a small group setting to ensure fidelity of implementation.

Do I have to pay for special testing for my child to receive dyslexia intervention?

No; the Little Rock School District has the capacity to administer all levels of dyslexia screening assessments as needed. If a parent does choose to have an external evaluation, there are suggestions and guidelines provided in this guide and in the [Arkansas Dyslexia Resource Guide](#) regarding external evaluations and assessors.

For more information, videos, articles, forms, and links, please visit www.lrzd.org/dyslexia