



## Roadmap for parents:

If you are seeing the “Common Signs of Dyslexia” in your child:

- **Step 1:** Find a screening tool on our site under “info to download” and completed the tool
- **Step 2:** Bring this completed screening tool with you to your child’s next doctor’s visit and discuss the results/your concerns with your child’s pediatrician
- **Step 3:** Ask for information/resources – referral to a Speech-Language Pathologist (SLP) who is trained in literacy
- **Step 4:** Explore local resources
- **Step 5:** Reach out to Decoding Dyslexia-Idaho; peruse the website for resources, information, knowledge
- **Step 6:** Continue to discuss concerns with your child’s pediatrician at follow up appointments/annual well child visits

### What Should You Do Next?

#### Evaluation

A good evaluation will provide recommendations for intervention, what should be included in the child’s academic program, and outline what can be done at home.

To find more information on testing and evaluation please click here:

- <https://dyslexiaida.org/testing-and-evaluation/>
- <https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/>

#### Intervention

Intervention is an important step. Earlier in the child’s life is important to intervene and get them on the right supportive path for support in their literacy journey. Here are some links to guide you in your knowledge towards effective intervention:

- Parent’s Guide: <https://dyslexiaida.org/parents-guide-to-effective-instruction/>
- Evaluating Professionals – what to know: <https://dyslexiaida.org/evaluating-professionals-fact-sheet/>
- When educational promises are too good to be true: <https://dyslexiaida.org/when-educational-promises-are-too-good-to-be-true/>

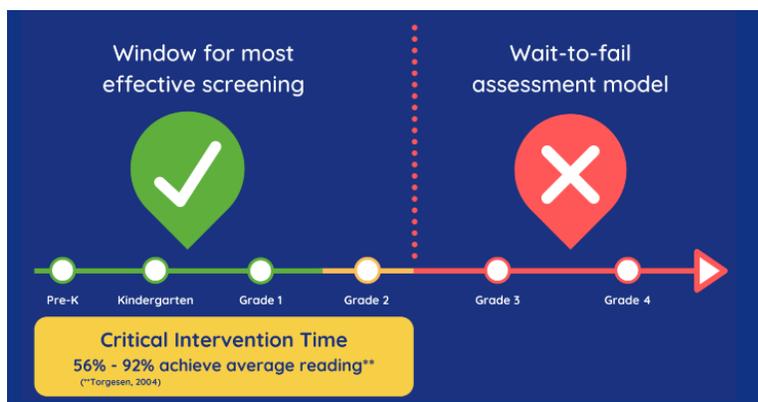
Take Action – Follow through with recommendations and support your child at home. A literacy trained specialist will outline in their plans ways to support your child at home, in school, and in their personal life (behaviorally).

Other considerations for an individual with Dyslexia:

- Assistive technology
  - Speech to Text
  - Scribe Writing Tools
  - ePens, eReaders
  - Ear plugs (to drown out white noise when reading)
  - Audible reading programs
- IEP & 504 plans: Know your rights, the laws, and accommodations/modifications for child
  - o There are many reading skills...Where is your child weak/strong
    - Reading Skill: Decoding
    - Reading Skill: Fluency
    - Reading Skill: Finding Key Ideas and Details
    - Reading Skill: Making Inferences
    - Reading Skill: Comprehension
    - Reading Skill: Vocabulary
  - o Your child's IEP should have goals for each area of weakness in reading skills.
  - o Each goal should be tied to a specific state academic standard for reading.
  - o Goals should also be SMART (specific, measurable, attainable, results-oriented, and time-bound).

### When no one is listening to my concern, what should I do:

If your gut is telling you there is a concern to be addressed, don't wait for "let's wait and see". Contact local resources and get additional opinions.



### Identifiable Risk Factors for Reading Difficulty:

Identifiable risk factors for reading difficulty can be assessed as early as **4 years old** and serve as crucial markers in identifying children at risk for dyslexia or other reading impairments. (Note\*\*Dyslexia\*\*cannot be diagnosed this early, but risk factors can be identified, and early

intervention can be implemented to prevent later difficulties or reduce the severity of struggles in learning to read)

- History of being a late talker
- Difficulty rhyming words
- Difficulty saying or writing the alphabet
- Difficulty remembering letter sounds
- Difficulty breaking a word into sounds or syllables
- Difficulty reading new words
- Slow, difficult reading and/or writing
- Trying to memorize text
- Difficulty answering questions about what was read
- Reading below grade level
- Difficulty writing ideas on paper
- Inaccurate spelling

Some of these literacy precursors measured in kindergarten have shown to predict reading comprehension in the 10<sup>th</sup> grade. Stanley et al, 2018. So start the conversation early with your pediatrician.

Guide to typical speech and language (speaking, listening, reading and writing) development based on grade.

<https://www.asha.org/public/speech/development/communicationdevelopment/>

### **Screening Tools:**

#### **National Center for Learning Disabilities (NCLD) Screening Tool:**

- Paper based tool – available free online
- Intended for preschool through adult
- Covers a wide variety of issues that may constitute signs of a learning disability for all ages.

Addresses:

- Gross and Fine Motor Skills (8 items)
- Language (16 items)
- Reading (15 items)
- Written Language (8 items)
- Math (12 items)
- Social/Emotional (8 items)
- Attention (8 items)
- Other (10 items)

#### **Get Ready to Read Screening Tool:**

- Web based tool – available free online
- 20 questions

- 10-15 minutes
- Also available in Spanish
- Reliable, research-based series of questions
- Intended for 3-5-year-old children before they enter school
  - Addresses:
    - Print knowledge
    - Linguistic awareness
    - Emergent writing
- Gives score at the end – level of accuracy /20
- Offers information and [free skill-building activities](#)

#### [Early Learning Observation & Rating Scale \(ELORS\)](#)

- Paper based tool – available free online
- Intended for 4-5-year-old children
- 10 items per domain
- Addresses 7 domains
  - Perceptual and motor domain
  - Self-management domain
  - Social and emotional domain
  - Early math domain
  - Early literacy domain
  - Receptive language domain
  - Expressive language domain

#### [International Dyslexia Association Screening Tool:](#)

The following self-assessment tools were developed to provide additional information specific to the following age groups.

- [Preschool](#)
- [School-Age Children](#)
- [Adults](#)

#### [International Dyslexia Association Adult Self-Assessment Tool:](#)

Dyslexia self-assessment for adults: If you checked seven or more of these questions, this may indicate dyslexia. Consider seeking consultation from a specialist or a formal diagnostic assessment from a qualified examiner.

## Decoding Dyslexia Idaho (DDID) Checklists

### Resources:

#### **Local Resources:**

Please note that DD-ID does not officially endorse, represent, or have a legal connection with any of the resources listed below. These are websites, films, and books that many parents found useful in their personal searches for information on and about dyslexia. If you cannot find the local resources you are looking for, email us! We will put you in touch with other families to help find what you need!

#### **Assessment Services**

- St Luke's Center for Neurobehavioral Medicine - Neuropsychologists
- Northwest Neurobehavioral Health
- Lee Pesky Learning Center
- Reach the Summit Language and Literacy Clinic

#### **Remediation Services**

- Coopalo Learning Center
- Joshua Institute
- Reach the Summit Language and Literacy Clinic
- Rise above Dyslexia
- Lee Pesky Learning Center
- Chatterbox Learning Academy

#### **Early Intervention/Preventative Services**

- St Luke's Children's Rehab Speech Pathologists
- Other community Speech Pathologists
- Headstart programs
- Daycare programs
- Library programs

#### **Advocacy and Support**

- Decoding Dyslexia ID

### Websites (See Website Resources on the DDID Website):

- <https://www.wabida.org> – Washington State IDA branch – serving Washington, Idaho and Western Montana
- [Improvingliteracy.org](http://Improvingliteracy.org)
- [NCLD.org](http://NCLD.org)
- [understood.org](http://understood.org)
- [Readingrockets.org](http://Readingrockets.org)
- Gaab lab – Dyslexia Resource Packet
- [Boston Children's Hospital: Dyslexia Resources Packet](#)