

When My Child Is Identified as a Struggling Reader

Hearing your child is struggling with reading can be confusing and may leave you with many questions. **Early interventions help identify students who struggle with reading, a reading disorder or dyslexia.** You, your child's teachers and principal can work together as a team to create an action plan to support your child's success.

What Happens Now?

- **Screening**

Universal screeners are administered to all students at least three times each year in Pre-K through grade 8 and during grade 9. This allows student progress to be monitored and general education interventions (GEI) to be provided when needed.

- **General Education Interventions**

When your child is not making enough progress with core classroom instruction, the student support team may implement interventions based on data about your child's needs. These interventions should be evidence-based and proven effective. Your child's progress will be monitored regularly to determine how well they respond to the intervention. Some children will require more intensive interventions than others.

Parents and caregivers should be informed about the interventions being used and how their child's progress will be monitored.

- **Individualized Education Program (IEP)**

Over time, many children show significant improvement. If progress with interventions is limited, or if the team suspects your child may have a learning disability, including dyslexia, a referral may be made for a special education evaluation.

You may also submit a written request for a special education evaluation if you believe your child is not making adequate progress.

STRUCTURED LITERACY

Every child in Kansas receives structured literacy instruction.

"All students can benefit from evidence-based core reading instruction. When all students receive this evidence-based reading instruction, success in reading is more likely. This type of instruction, also called multisensory structured literacy, when provided with sufficient corrective feedback, will result in the highest level of reading achievement."

- Moats, 1994, 2004

What Can I Do?

- Communicate your concerns with your child's teacher.
- Ask how you can support your child at home.
- Ask for and monitor your child's progress.
- Ask about the timeline for additional interventions if progress is limited.
- Stay informed, ask questions, find resources and learn about your child's rights.

Questions to Ask

- How do my child's reading scores compare with grade-level expectations?
- What is your approach to reading instruction in the classroom?
- What program and specific strategies are being used to help my child?

Resources

Kansas State Department of Education (KSDE) Dyslexia Requirements and Recommendations

<https://www.ksde.gov/student-success/resources-by-subject-area/dyslexia-requirements-and-recommendations>

Families Together, Inc.

<https://famielstogetherinc.org>

For additional help, contact:

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