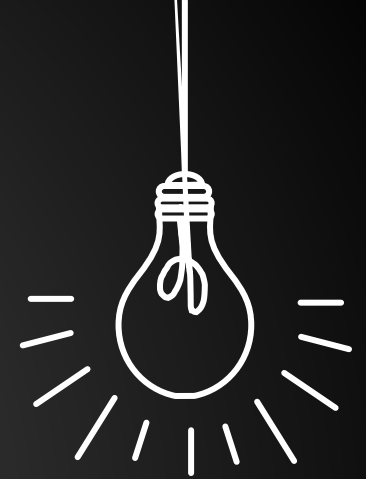




A Parents Perspective On the Dyslexia Journey

Sheri Hight

- 💡 Mom with two dyslexic boys
- 💡 Aunt of a dyslexic nephew
- 💡 Dyslexia Teacher for Amarillo ISD
- 💡 Adjunct Graduate Faculty at University of Central Arkansas
- 💡 Dyslexia Tutor
- 💡 Dyslexia advocate
- 💡 Contact shight2@uca.edu



My Objectives



Discuss what I did to help my boys get what they needed.

Discuss what I have learned along the way.

Discuss and share the resources that I used and still use today.

Share post secondary and high school information.



My Boys!

Logan and Parker are both dyslexic.

However, they struggle in different ways.



Have you ever said? Or has someone said to you?

Why isn't my child learning to do that?

Wait my child can do that!

Why doesn't my pediatrician know how to help?

When is my child going to reach that milestone too?

He is not old enough to attend his IEP meeting.

He loves when I read to him.

He's just an active learner. He's not interested yet!

He can't keep up in class, he needs to be moved from gifted cluster

His vocabulary is so high he is fine.

If you read to them more!

Boys are late bloomers!

Spelling doesn't matter, he will just use the computer.

Why does everyone keep saying he will eventually get it?

We will just give him a calculator, math facts are too hard.



What I knew as a parent:

- 💡 Read aloud and ask questions/rhyme/play with words
- 💡 Sing songs and play music- Logan loved music. He had a great internal beat.
- 💡 Talk to your child- start at birth- about their day, about their friends, toys, books, really anything



A Teacher who knows the at-risk characteristics for dyslexia plays a pivotal role in a child's future reading success and confidence.



-Unknown

Red Flags for Dyslexia

Early warning signs- before entering school*

- Late talking
- Speech problems/ articulation
- Trouble rhyming
- Trouble retrieving the correct word
- Leaving off the beginning of words
- A family member or sibling has dyslexia (increased risk)

* 2 or more must be present to be considered at risk for dyslexia

Red Flags in K-1

- Poor Phonological and Phonemic Awareness
 - Inability to rhyme, identify initial and final sounds of spoken words or to blend and segment one-syllable spoken words
 - Does not associate letters with sounds such as b sounds like /b/
- Lack of familiarity with basic print concepts such as (1) print conveys meaning, (2) print is read left to right and (3) words are separated by spaces.
- Poor knowledge of common letter sound relationships
- Difficulty decoding unfamiliar words at the middle or end of first grade, especially when measured by reading nonsense words like *zat*
- Difficulty learning high frequency and function words
- Inconsistent ability to read the same word from page to page
- Complains about how hard reading is or “disappears” when it is time to read

Red Flags in 2-3 *all of red flags for K-1 plus

- Ongoing difficulties with decoding of unfamiliar words
- Slow, labored, dysfluent reading of grade appropriate text
- Poor reading comprehension
- Poor spelling
- Difficulty writing sentences
- Confuses words that sound alike ex: lotion/ocean
- Needs extra time to respond to questions
- Trouble remembering dates, names, phone numbers, random lists
- Trouble finishing tests or classwork on time

Red Flags in 4-6 * All of red flags from K-3 plus

- Class is now reading to learn, no longer learning to read
- Students at risk are still learning to read and will struggle to learn what they are reading.
- Comprehension struggles
- Spelling
- Disorganized and brief writing, may include messy handwriting
- Social/emotional challenges
- Low self esteem (may not be immediately visible)

Strengths

- Curious
- Excellent thinking skills; reasoning, conceptualization, abstraction, imagination
- The innate ability to figure things out, get the “gist”
- Talent for building models, seeing things a different way
- Excellent comprehension oral stories
- High listening vocabulary
- Excel in areas that are not dependent on reading; math, visual arts (more concept driven) physics, history, science
- The ability to read and understand at a high level (something that is highly learned, over practiced) special areas of interest.
- Improvement occurs in specialized areas that are focused, they develop mini-vocabulary that he or she can read

1in5 – DYSLEXIA IS / SIGNS + SYMPTOMS

Following you will find some of the more common Signs and Symptoms associated with dyslexia, broken down by age. Take a moment to review the list that is most closely associated with your child's age. If you notice that a majority of the signs and symptoms are apparent in your child's progression, a logical next step could be taking the **Dyslexia Symptoms Quiz**, or learning more about **Getting Diagnosed**.

	LANGUAGE Does your child have difficulty:	READING Does your child have difficulty:	WRITING Does your child have difficulty:	EMOTIONAL Does your child have:	ADDITIONAL SIGNS and SYMPTOMS Does your child have difficulty:
Age 5 – 8	<ul style="list-style-type: none"> • Learning the alphabet • Rhyming words • Repeating what has been said • Staying focused • Learning to speak 	<ul style="list-style-type: none"> • Naming Letters • Matching letters to sounds • Learning to read at expected age • Remembering printed words • Remembering sight words 	<ul style="list-style-type: none"> • Learning to write and copy at an age-appropriate level • Writing letters in correct order • Writing numbers in correct order • Spelling correctly and consistently • Writing neatly 	<ul style="list-style-type: none"> • Poor self-confidence • Low self-esteem • Poor social skills - making and keeping friends • A quick temper/frustration 	
Age 9 – 13	<ul style="list-style-type: none"> • Rhyming words • Pronouncing words correctly • Speaking smoothly • Understanding directions • Understanding grammar/vocabulary 	<ul style="list-style-type: none"> • Reading at age-appropriate level • Enjoying reading • Remembering sight words • Learning and remembering new words • Understanding math word problems. 	<ul style="list-style-type: none"> • Understanding spelling rules • Spelling words consistently correct • Writing letters and numbers in the correct order • Writing neatly • Listening and taking notes 	<ul style="list-style-type: none"> • Fitting in with peers confidently • Maintaining a positive social status • Maintaining a positive attitude • Interpreting non-verbal actions (e.g. body language) of others • Maintaining an even temper 	<ul style="list-style-type: none"> • Assuming a good sense of direction • Learning new games easily • Learning and remembers new skills easily • Remembering numbers
Age 14 – 18	<ul style="list-style-type: none"> • Speaking fluently • Grasping a wide vocabulary • Using the correct grammar and vocabulary • Knowing the difference between words that look and sound similar • Getting to a point quickly 	<ul style="list-style-type: none"> • Reading at expected grade level and accuracy • Reading aloud proficiently • Recognizing sight words • Enjoying reading • Reading confidently 	<ul style="list-style-type: none"> • Consistently spelling words accurately • Fully developing ideas • Preparing accurate, comprehensive outlines • Editing written work • Being logical and organized 	<ul style="list-style-type: none"> • Identifying social strengths and weaknesses • Dealing with being teased • Making and keeping friends • Dealing with unexpected challenges • Identifying what others are feeling 	<ul style="list-style-type: none"> • Memorizing information • Organizing information • Being even keeled from day to day • Understanding space and direction

NOTES

My Journal





Logan's school journey

2006

Prior to preschool was evaluated for a late speech sounds. In Pre K struggled to learn Alphabet, names of friends and home phone number. Always loved me to read aloud to him.

2008

Kindergarten, would avoid reading tasks. When he read he would interchange or add letters to words. He can write his first and last name.

2009


First grade, multiple teachers, struggled with high frequency words and function words. Teachers kept saying he would get it. He was so verbal. I kept asking why he was struggling.

2011

Logan still struggling. I asked for full educational testing school. Logan was given an IEP in 3rd grade for SLD in reading and written expression. In Virginia at the time no one was aloud to use the term dyslexia.

2015-20

Middle school Logan struggle with writing. Did not like reading. Had him privately reevaluated after Parker given the dyslexia diagnosis. Started to thrive and challenge himself after learning @ his dyslexia.



Parker's school journey



2011

Parker loved school! He could identify his letters. Struggles to learn his colors.



2012

Parker loved kindergarten. He could identify his letters and write most of them. He reversed b and d. Struggled with high frequency words.



2013

1st grade, struggled with high frequency words- hated rainbow writing! Could tell you the names of letters, most of the sounds. Reversed b and d. He was identified as a gifted student.



2014

2nd grade struggling to recall answers if he had to wait to long to answer. Still reversing, Not able to get thoughts on paper. Teacher thinks he cannot keep up. Privately assessed- Dyslexia!



2015-19

In Virginia, modifications to assignments. Intervention through school and tutors.

NOTES

Remember to!
Breathe

My recorded observations, concerns, interventions and accommodations for Logan.

When Parker was born I also kept a record of his milestones. I noticed early on my boys had different personalities.

I never imagined they would both struggle to learn to read.

This is our dyslexia journey through the the eyes of one parent with two boys with dyslexia. Each would have their own struggles, goals and accommodations.

Dyslexia is the unexpected difficulty learning to read and spell.

TITLE A

TITLE B

TITLE C

TITLE D

DATE: Logan Birth - 5

- Gross motor milestones on track
- Fine motor milestones lagging-
- Loves books - when I read them to him
- Language development always on track
- Loved to have conversations- we would "discuss" his day in the rocking chair
- Moved twice (military kid)
- Dad deployed 4 times.
- Not a good sleeper
- Had a whole list of funny ways he said words
 - leetle leetle - lady bug
 - Chick fila- chick away

Concerns:

- Struggled to remember classmates names in Pre-K
- Cannot remember home phone number
- Avoids learning the alphabet- letter name and sound

DATE: Logan Birth - 5

Intervention in preschool we made him a word wall
Word wall at home with picture support

- Environmental print
- Classmates pictures with names, teachers, family, grand parents, aunts, uncles, cousin, brother, mom, dad, and dog

What I wish I knew

- Oral Language development and reading
- Early at risk signs for dyslexia
- Who to ask- teachers did not know
 - Neither did my sister who was a teacher

TITLE A

TITLE B

TITLE C

TITLE D

DATE:

Logan starts K in the
FALL

NOTES

Note to myself: pack
for the trip to Texas

Buy kindergarten
supplies

Send box to Dad

DATE: **Logan Kindergarten**

- Logan did not like K
- Struggling with high frequency word
- Schedule of his not good- 1/2 day afternoon
- Literal learner- always needed to understand
- Preferred Centers to working with teacher on reading and writing
- Can writing first and last name

Concern:

- **Avoiding print activities**
- **Struggling to learn alphabet- no letter sound correspondence (I did not have this terminology at the time)**

TITLE A

TITLE B

TITLE C

TITLE D

DATE: Logan First

- Loved his teacher- when she was there
- Foundational year for learning to read and write
- Had a list of "sight words" to learn Logan struggled to remember
- Learned to tie shoes
- But struggled to button and zip, use scissors, handwriting tasks are avoided

Concerns:

- Dad deployed right after school started
- Multiple long term subs due to illness in teacher's family
- Interchanging letters when he reads
- Memorizes stories
- Great vocab!

DATE:

Interventions:

Occupational Therapy outside of school for fine motor skills.

No one is answering my questions!!

Why is he struggling?

TITLE A

TITLE B

TITLE C

TITLE D

DATE:

NOTES

- Call doctor
- Call sister again- she's a teacher
- Ask friends
- Talk to Logan's teacher

DATE: **Logan 2nd grade**

- Meeting with counselor- military kids group
- Reading behind grade level
- Fluency is slow
- Comprehension is good. Decoding and spelling are not! Still adding letters to words or reading something completely different than what is there.
- Ms. Bradley was concerned
 - High vocabulary
 - Busy- active learner

Concerns:

- Is he distracted? why?
- Is getting enough sleep? Still not the best sleeper

TITLE A

TITLE B

TITLE C

TITLE D

DATE: **Logan 2nd grade**

- Still struggling to read and write
- Decodable words are a struggle
- He is memorizing some high frequency words
- Struggles with function words - the, and, a
- Finds his strength outside of school- he is a natural athlete- loves racing BMX and juijitsu

Concerns:

- Logan knows he is struggling

Interventions:

OT continues

DATE:

“Do the best you can until you know better, then when you know better, do better.”

TITLE A

TITLE B

TITLE C

TITLE D

DATE: **Logan 3rd grade**

- Logan has two teachers - switching classes -
- Struggling to finish assignments in class and at home.
- Homework was a battle and full of tears.

Concerns:

When the teacher was concerned about attention issue. I asked for a full educational evaluation and listed what we had done to help Logan outside of school already. Sleep study he was a terrible sleeper. Had him evaluated by a developmental pediatrician for his handwriting and spent 1 ½ years in OT.

School agreed to full educational testing.

Diagnosis - SLD in Reading

Intervention: IEP with goals and accommodations set in place prior to first SOL

DATE: Parker Preschool

- Loved school
- Was interested in learning how to write "build" his letters
- Recalled friends names after hearing them several times
- Struggled with fast pace
- Stuttered sometimes
- Bad allergies

**At home we noticed when he had a choice between two things he would always choose the last one said, but sometimes get mad. We later discovered this was part of his processing speed.

TITLE A

TITLE B

TITLE C

TITLE D



What I learned:

SLD in reading - can equal dyslexia

Hire a tutor when needed!

Schools will avoid the term dyslexia because they then have to remediate the students.

So many acronyms in IEP meetings...They may have the military beat! This is a learning curve ask them to explain.

Ask questions to the teachers and staff. Keep asking and trust your gut. You know your child.

Acronyms for IEP meetings

IEP- Individual Education Plan

IDEA- Individuals with Disabilities Act

LRE- Least Restrictive Environment

LEA-Local Education Agency

FIE- full and individual education

FAPE- free appropriate public education

ARD- admission, review and dismissal(Texas)

FERPA- Family Education Rights and Privacy Act

IEE- Individual Education Evaluation

PWN - Prior Written Notice

PLAAFP (PLOP or PLP)- Present levels of academic achievement functional performance

SLP- speech language pathologist

OT/PT - occupational/ physical therapy

ESY- extended school year



DATE:

NOTES

Ask Logan's opinion
about what is
working at school.

DATE: Logan 4th & 5th

Small group testing

Sped classroom time for reading.

General education for math.

Science Logan excelled!

Social studies he excelled!

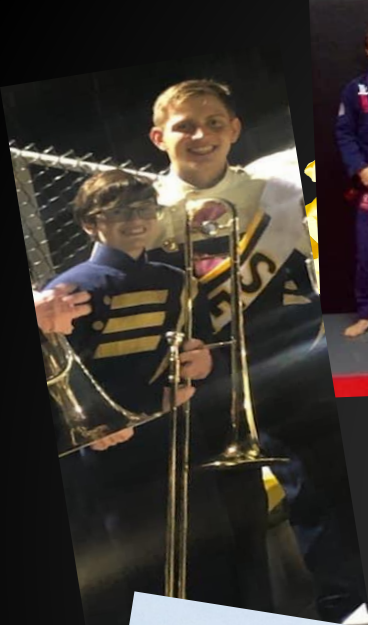
Outside of school Logan set goals. He wanted to be an Olympian. We discussed who would write his resume? How would he know what was on it? He needed to be able to read and write. He also needed to be able to handle his own money. Math skills were important.

TITLE A

TITLE B

TITLE C

TITLE D



What I learned:

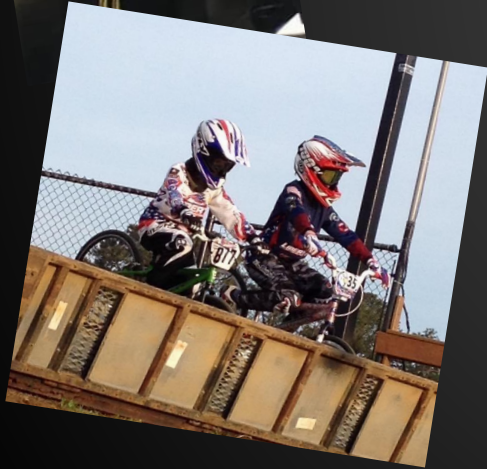
Your child's opinion matters! It is their IEP.

Keep an IEP notebook

 [How to organize an IEP notebook](#)



Help your child find their strengths both in and outside of school



DATE: Parker Kindergarten

- 1/2 day kindergarten morning
- Loved school
- Struggled with high frequency words
- His teacher grouped him with students that struggled (hindsight)
- Allergies

Concern:
Parker's confidence.

DATE: Parker 1st grade

- Full day
- Loved school
- Struggled with high frequency words-hated writing rainbow words!
- Strong vocabulary
- Great handwriting
- Out of the box thinker.
- Spelling not great.
- Struggling to remember answers when not called on.
- Identified gifted.
- Slow to get ready in the morning
- Bad allergies

Concerns:
Spelling
High frequency words

TITLE A

TITLE B

TITLE C

TITLE D

Logan Middle School 6th/7th

DATE:

Concerns:

- Did not like small group
- Did not want to be different
- Still struggling with writing. Spelling and issue. complete sentences and editing. Subject verb agreement also a struggle.
- Math basic concepts not strong but high order think great. Understands how to do the problem - struggles to get past the basics.

Also re-evaluated outside of school. Dyslexia diagnosis. (7th grade)

DATE: Parker 2nd grade

- Gifted cluster class
- Struggling to process information fast enough for his teacher
- Sits in the front of the class
- Struggles to get his thoughts on paper
- Struggles with spelling
- Struggles with comprehension
- Struggles with Oral reading fluency

We decided to have Parker assessed outside the school district. There was a risk the school would not accept our testing. However during my conference with the teacher I felt that if I were to have him tested through the school they would continue to pushing hard for ADHD testing and to remove him from the gifted cluster. Testing results: dyslexia, slow processing, red-green color blindness and he needed bi-focals for overconvergence. IEP was put in place mid year. He was also assessed for technology - text to speech and word prediction to help with writing.

TITLE A

TITLE B

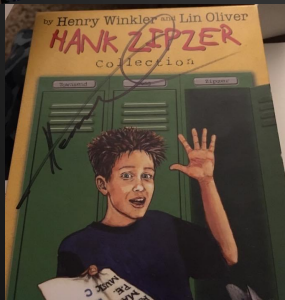
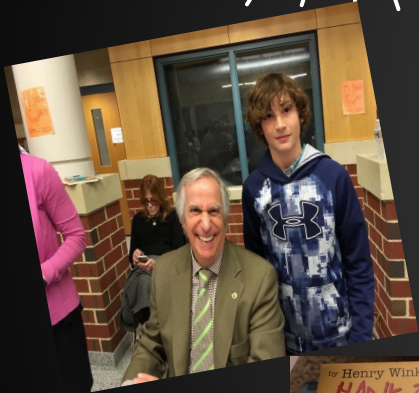
TITLE C

TITLE D



What I learned:

- 💡 If you have a sibling or parent with dyslexia you have a 50% of also having dyslexia
- 💡 Dyslexia ranges from mild to severe.
- 💡 Apply through the school counselor for accommodations for the PSAT/SAT and ACT
- 💡 Read through your state special education handbook and Dyslexia Handbook



Logan Middle School 8th

DATE:

Concerns:

- Pushed for additional support with writing
- Asked for additional technology support.
Audio books
- Took the PSAT without accommodation!!! He could have had them...ugh!
-

DATE: Parker 3rd grade

Receiving services and accommodations thru his IEP.(a few listed below)

- Extra time on assignments
- When having to write more than 3 sentences parker may use IT.
- Chunking
- Modified assignments - front copied only
- Alternative ways to respond - orally, drawing,
- Parker had accommodations on the DRA also - untimed
- audiobooks

TITLE A

TITLE B

TITLE C

TITLE D



What I learned:



Parent resources/support



To forgive myself for what I did not know earlier



Decoding Dyslexia



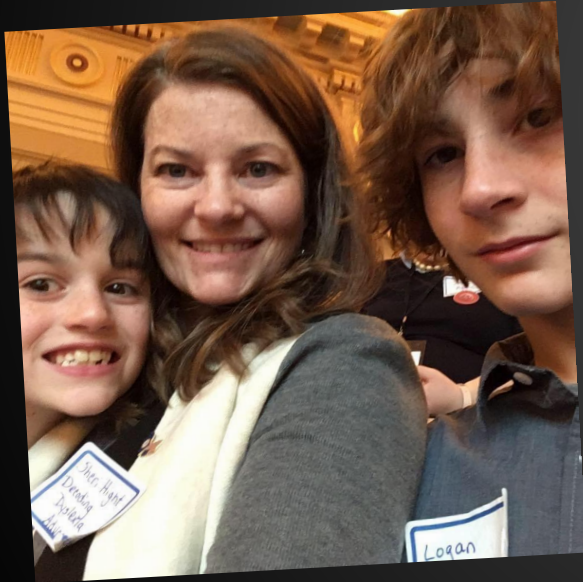
School Districts have Parent Liaisons



Special Education Coordinator



Get to know your case manager - they write the goals for your child



DATE:

Parker 4th and 5th

Parker was working on decoding and encoding.

He was also working on his accuracy when reading. So he could comprehend.

He also was working on finding the main idea and details.

Writing complete subject verb agreement sentences.

DATE:

He was not using all of his accommodations so we needed to adjust them. Parker started attending his IEP meetings for a few minutes just to give his thoughts and then go back to class.

****Accommodations are to help students access curriculum not be dependent upon the accommodation. Parker need read aloud per request. That was unheard of when we requested it. I did think he should have to be dependant on the teacher or wait to have it read to him if he felt he could read it. He just needed help with a word or two.**



What I learned:



I want to teach and advocate for my children and other like mine.



The diagnosis is not a one size fits all. Each student is an individual.



You are a deciding member of the IEP team-
Your vote counts!



DATE: **Logan 9-12**

school closed in April his Junior yr for Covid

Logan transitions to HS easily.

He choose to challenge himself with
Honors English.

is on consult with his IEP.

He checks in with his case manager
once every two weeks and gives her an
update on when he reached out for
help if he needed it.

This is our transition plan for when he
goes to college.

DATE:

Logan has had a year to adjust to
learning he is dyslexic. He said he
thought he was just dumb. He didn't
know why he was getting help. ** This
hit hard for me! I did not push hard
enough for a proper diagnosis.**



What I learned:

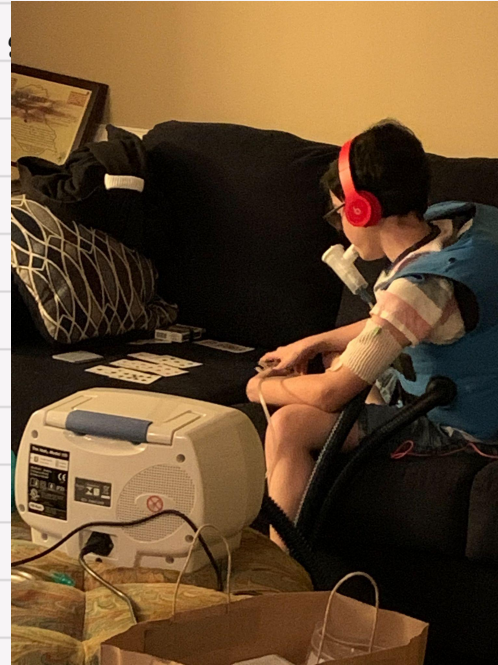
- 💡 Transition plans for college/post secondary/trade school are vital - your child needs to be involved in the process
- 💡 It is okay if your child is undecided along the way
- 💡 It is important for them to have experiences to help them transition past high school
- 💡 Volunteer, summer job, afterschool job, chores

DATE:

Parker 6th- school closes

- Online is not ideal - but for now comforting
- Case manager is not always attending intervention times
- We just need to get thru
- Also dealing with a new cystic fibrosis diagnosis
-

DATE:



TITLE A

DATE:

Logan senior Covid year

Online /hybrid

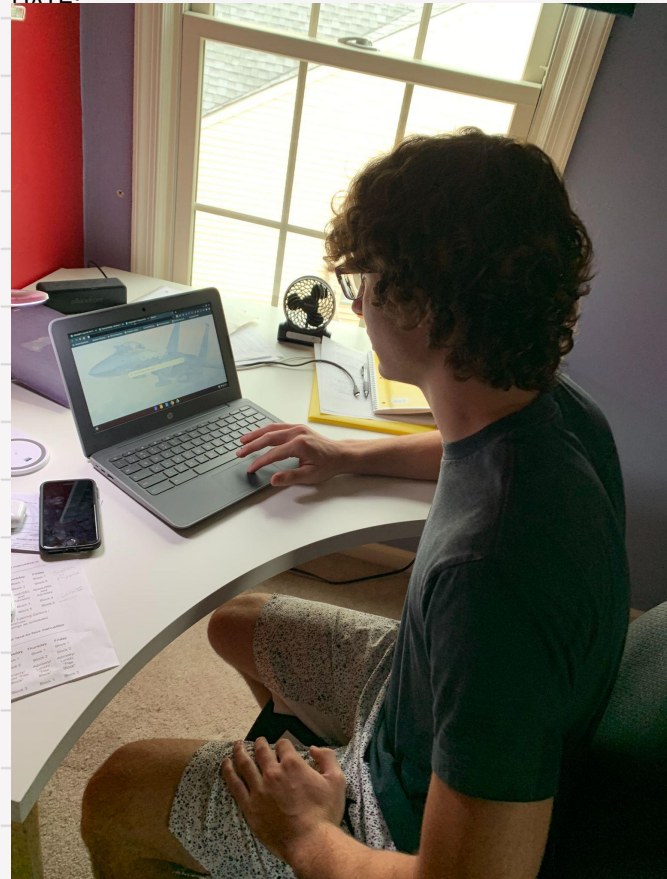
Not ideal

Logan is still reaching out to his teachers when needed.

When he turned 18 he signed the release from his IEP.

He is ready to fly!

DATE:



TITLE C

TITLE D



What I learned:



Time management is key



Open communication with my kids and the school kept everyone on track.



All our planning kept our kids focused



Online school was hard but we survived-
many educators were by our side.

TITLE A

DATE: Parker 7th - covid year

- School online for the school year.
- Pneumonia and 2 weeks of IV antibiotics.
- School has been understanding.
- Shortened assignments for mastery.
- Extra time for makeup.

TITLE B

DATE: Parker 8th grade

Move to Texas over the summer!

New school- New town- new friends!
Transfer in the IEP. That was a long process.

Retested him because we were from out of the district. STILL DYSLEXIC...

TITLE C

TITLE D





What I learned:

- 💡 Moving to a new state - plan, plan, plan
- 💡 Things will still not go as planned!
- 💡 Get a tour if you can (covid interfered)
- 💡 Call and talk to the Disability Coordinator
- 💡 Bring all your documents to the school.
- 💡 Current IEP, any supporting documents
medical for us - documents from
pulmonologist about CF

TITLE A

DATE:

Logan college bound!

Texas Tech Freshman!

3.7 first semester

Air Force ROTC won 3 awards

3.5 second semester

Was DOBNER approved for the AFROTC with his waiver for his dyslexia.

TITLE B

TITLE C

DATE:

Sophomore year -

Fall semester - projected 3.5

Awarded Air Force You can Fly scholarship for Flight training

Awarded Texas Armed Services Scholarship from State Representative Four Price

TITLE D



What I learned:



Educators are doing what they can with what they know how to do.



The Science of Reading supports all learners



There are lots of resources available



TITLE A

DATE: **Parker 9th grade**

IEP for Dyslexia and OHI for CF

TITLE B

Goals for writing and reading.

Accommodations.

TITLE C

In the process of getting SAT /ACT accommodations also for PSAT.

He is on the Robotics team in school.

TITLE D

In Honors Biology. Receives gifted services.

After school is in the 4-H shotgun Club and Horse Club..

*Notebook
Created by
SlidesMania*



Present

Logan

A sophomore at TTU. He is majoring in History, with a Military History minor and is in the AFROTC. He decided he did not need any accommodations in college and has been able to maintain a 3.5 GPA.

Parker

A freshman in high school has adjusted to moving to Texas. Is receiving accommodations and dyslexia intervention. Parker did not pass the STARR because Texas does not allow the passage to be read to students with SLD/dyslexia. He passed all Reading SOLs in Virginia when he had read aloud.

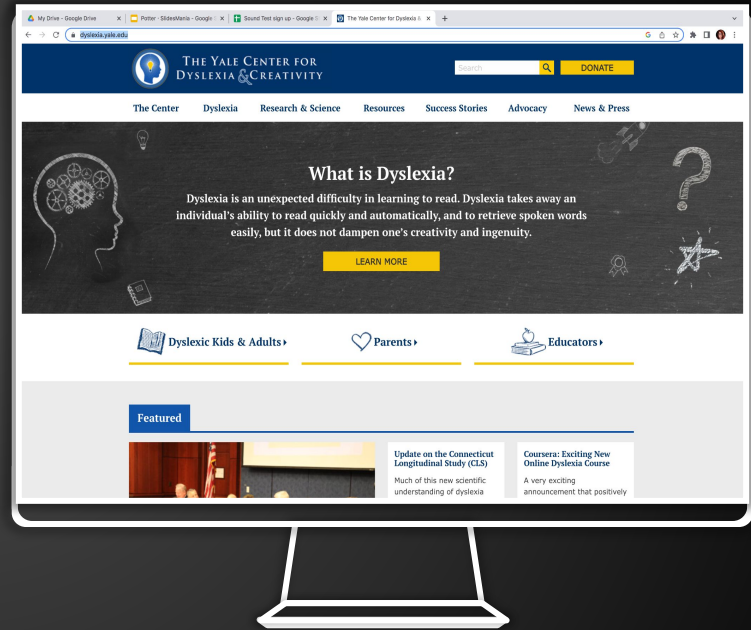


Resources!



The Yale Center for Dyslexia & Creativity

All those with dyslexia will have the opportunity to know and understand their diagnosis; to become better readers; and to become confident and successful students and adults.





Reading Rockets

[Reading](#)
[Rockets](#)

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.

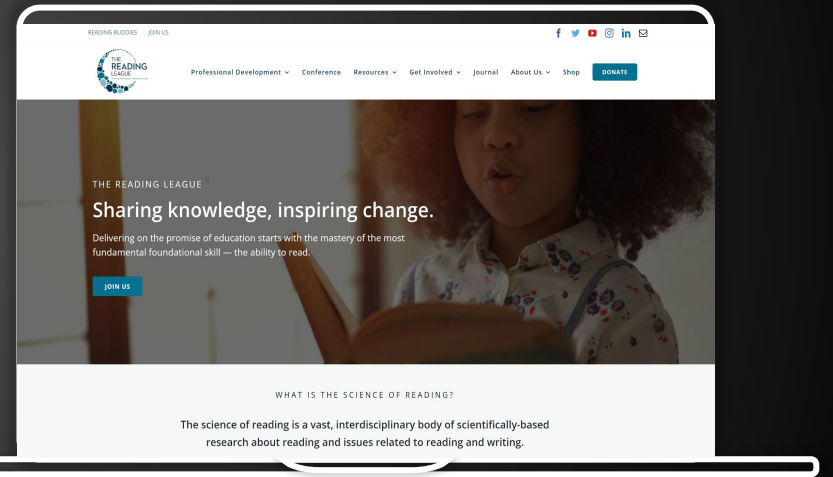




The Reading League

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

[Reading Buddies](#)





International Dyslexia Association

The International Dyslexia Association, Inc. (IDA) is a nonprofit, 501(c)(3) charity, organized and operated to provide advocacy, resources and services to teaching professionals, advocates and individuals and families impacted by dyslexia and other related learning differences.

[Facts sheets](#)

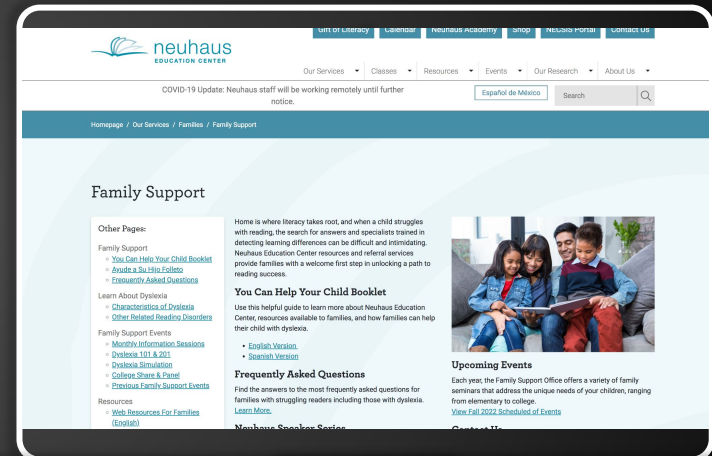




Neuhaus Education Center

Home is where literacy takes root, and when a child struggles with reading, the search for answers and specialists trained in detecting learning differences can be difficult and intimidating. Neuhaus Education Center resources and referral services provide families with a welcome first step in unlocking a path to reading success.

[Family Support](#)





Podcasts

Articles or interviews you can listen to learn about varying topics related to educating students with dyslexia.

[Empower Dyslexia](#)

[Sold A Story Emily Hanford](#)

[What Words say](#)

[Understood.org](#)



College board -
[SAT/AP/PSAT accommodations](#)

ACT [accommodations](#)

[Decoding Dyslexia](#)

[International Dyslexia Association Family Resources](#)

College Disability Center - your student has to reach out themselves for services

OSER Letter - [Dear Colleagues letter](#)

Dyslexia Handbooks-

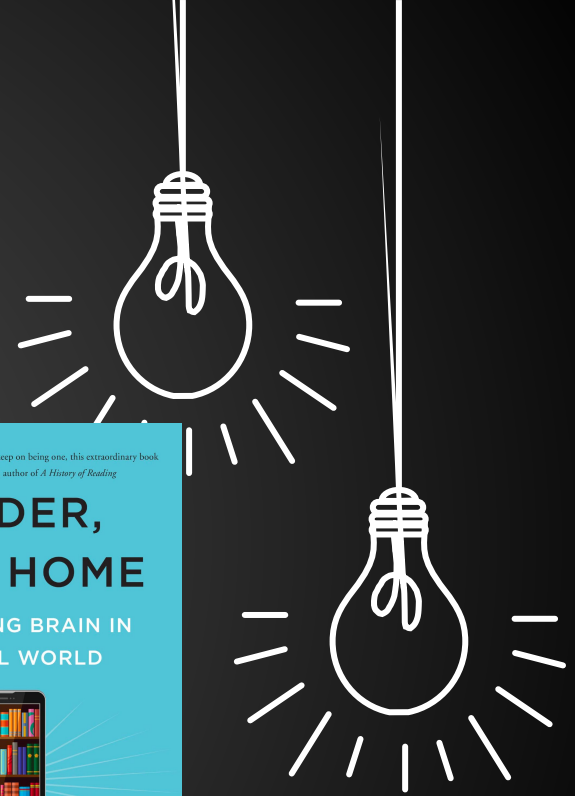
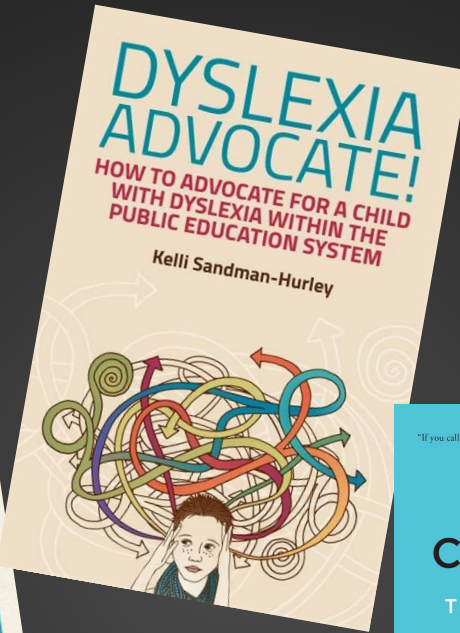
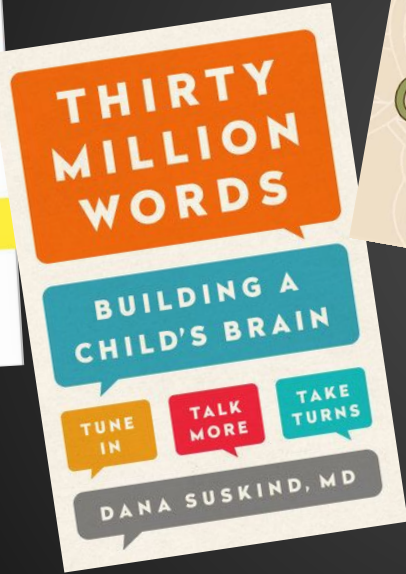
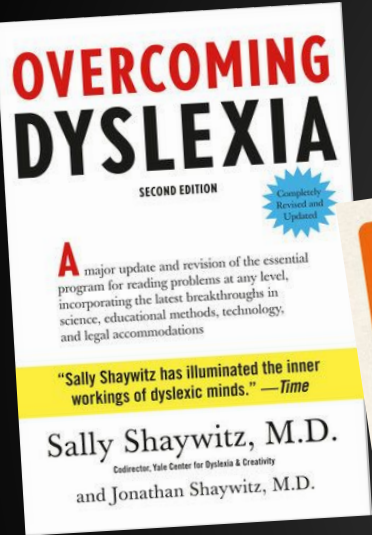
[TX 2021 Dyslexia Handbook](#)

[AR Dyslexia Resource Guide](#)

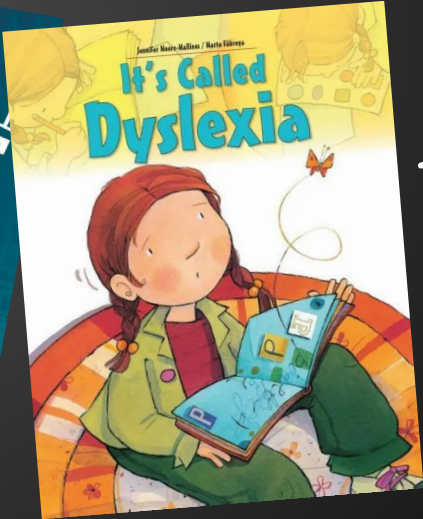
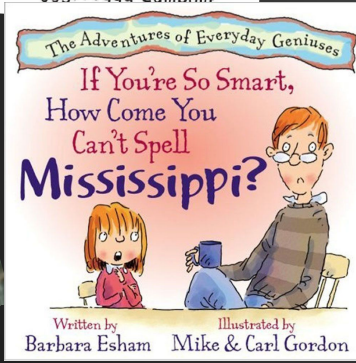
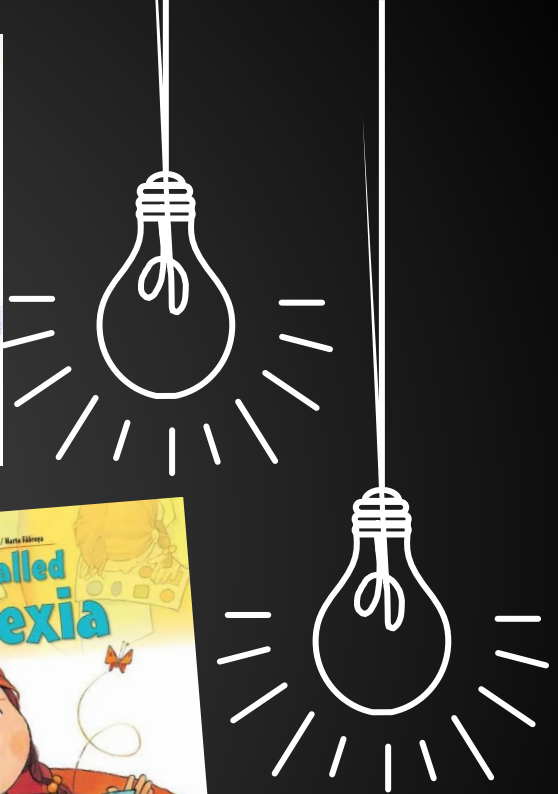
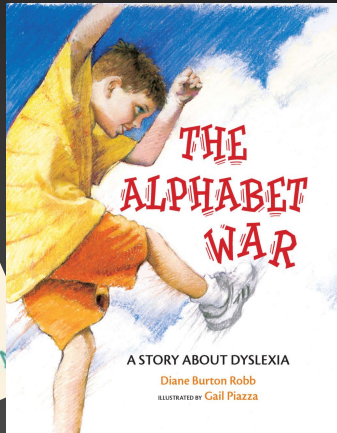
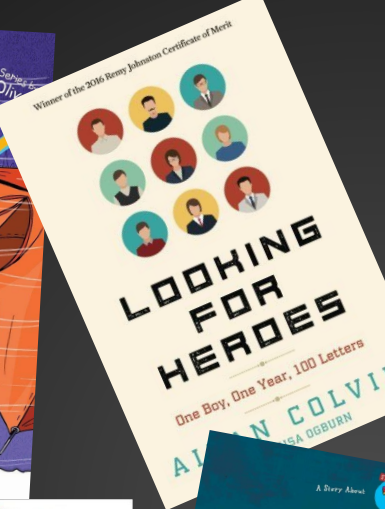
[VA Dyslexia Guide](#)

Postsecondary transition info- [LD Advisory](#)

Books for Parents



NEW YORK TIMES BESTSELLER
Lynda Mullaly Hunt



Books for Kids

Sometimes it's the
journey that teaches you
about the destination.



Drake



Thank you!