

# Information for Parents

## **Learn about dyslexia.**

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

## **Understand your student and help your student understand.**

- Acknowledge your student's difficulty with reading.
- Demystify dyslexia with open discussion about the learning disorder and its effect on your student.
- Explain that individuals learn differently.
- Encourage questions and discussion about concerns and problems with learning.
- Encourage your student to learn through listening, talking, observing and experiencing.
- Maintain high expectations for content learning despite reading and writing limitation, while emphasizing other ways to learn.
- Set standards, goals, and expectations of achievement within reach of your student's abilities.

## **Support your student.**

- Respect your student and value his or her uniqueness.
- Focus on your student's abilities.
- Encourage development of hobbies, interests and talents.
- Allow and encourage originality and creativity.
- Initiate a variety of learning experiences (museums, historical sites and places where there are "hands-on" learning opportunities, etc.).
- READ, READ, READ, aloud to your student for information, literacy appreciation and recreation.
- Plan activities and tasks that assure successful experiences.
- Organize your student's environment and agree upon a regular routine for meals, homework, recreation, chores, bedtime, etc.
- Offer frequent and specific praise to your student for good effort as well as for success.

## **Collaborate with educators.**

- Gain knowledge about the school's responsibilities to your student.
- Act as liaison between school and student, adding the positive dimension for both.
- Communicate your student'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 student, or contact Recordings for the Blind and Dyslexic to request assistance with services available.
- Incorporate technology for efficient and effective learning.
- Act as your student's secretary by writing assignments he or she dictates.
- Exhibit enthusiasm and interest in your student's learning.
- Encourage ways of teaching and learning that optimize your student's abilities.

# STUDENT/PARENT INFORMATION

## **Study Environment**

1. With student present, set goals prior to activity and reward (even for small gains).
2. With student's input, set realistic consequence at the time goals are set.
3. With student input, plan a study schedule.
4. Provide a place for the student to study.
5. Keep the house quiet and free of distractions.
6. Arrange a time with student that phone messages will be taken, and arrange a time with student that phone messages can be returned.

## **Weekend study schedule**

Block of time . . . . . 2 hours

Study . . .55 minutes

Break . . .15 short

Study . . .50 minutes

- Short breaks are taken in the study area.
- Snacks, music, pets, etc., are available, but the student must stay in the study area.
- No TV programs are made available.

## **Student Organizational Checklist**

yes +                      sometimes -                      no x

1. I have all the required materials/notebooks ready each day for all my classes.
2. I have quick and easy access to my academic planner and calendar.
3. I have the name, number, and email of students in each class to use as a reference list for assignments and study information.
4. I have all my required assignments written down in my planner before going home each day.
5. I plan for long-term assignments and never do them overnight.
6. I turn in neat, complete and correct assignments, and I have someone review my assignments prior to turning them in.
7. I prioritize tasks before doing assignments, tackling the most important or hardest assignment first.
8. I turn my assignments in on time.

## DAILY TO DO LIST

- A's - Must be done today
- B's - Would be nice to get done;  
but can wait
- C's - Ignore long enough and  
they go away
- Z's - Need not be done at all

## NOTE TAKING

Requisite Skills: Listen  
Paraphrase  
Write

### **Listen for**

### **Write down**

- who, whoever whose ..... person/character
- when ..... time
- where ..... place, location
- why ..... reason
- what ..... thing
- how ..... way
- which ..... choice
- how many ..... number, amount
- what kind of ..... type
- to what extent ..... degree