Families and Schools Partnering for Children’s Literacy Success
Family Track Facilitator’s Guide: Address Concerns Together

For more information: https://improvingliteracy.org/kit/

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**Note:** Greet participants and begin workshop with introductions as needed. Follow the facilitation procedure notes appropriate for the workshop session.

For the traditional blended and virtual dissemination models, activate the tutorial link and start with the introduction slide and then continue to the next slide.

For the flipped blended dissemination model, ask participants in they have any questions about the purpose of NCIL’s tutorial on Families and Schools Partnering for Children’s Literacy Success.

**Overview of The National Center on Improving Literacy (NCIL)**
The NCIL’s mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach pre-K to grade 12 students with literacy-related disabilities, including dyslexia.
Note: This slide explains why the topic is important/the session big ideas.

You and your child’s teacher can discuss what your child has learned and what skills he or she is still working on. You should share your understanding of your child’s learning needs and tell the teacher what activities or tasks are giving your child trouble at home and how you’ve helped.
Learning Objectives

• To learn what makes reading a complex and unnatural process
• To learn how to appropriately address your child's literacy needs early
• To learn about reading disabilities, including dyslexia

Note: Participant learning objectives to display and communicate when the workshop begins.
Learning reading is a complex and unnatural process. This may explain why so many children do not learn to read through exposure to books and language alone. All children benefit from explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Yet, some children continue to struggle with reading even with high-quality classroom instruction. By appropriately addressing your child’s literacy needs early, your child can learn to read. Click Watch Video to see Linda Farrell discuss why every student can become a better reader. Click Learn More for how to recognize reading problems in your child.

**Video:** Play Watch Video Reading Rockets (0:35)
I go to some schools and students really aren’t scoring well on their tests. And there are a number of reasons for that. And what is so satisfying is when teachers say, “I know they’re not scoring well on their tests but they can, they can.” We know how to do this. Help us do even more. And that is fabulous because every student can learn more. Every student can learn more. And, I have yet to find a student who cannot learn to decode.

**Guiding question to check for understanding:** What is your key takeaway from the video?

**Resource:** Distribute, review, and discuss Recognizing Reading Problems with participants. Tell participants they can use the document to identify signs for risk of reading difficulties and what to do next.
If you or your child’s teacher is concerned that your child’s reading difficulties are unexpected and unusual, seek further information from the school and others about next steps. One type of learning disability in reading is dyslexia. Other learning disabilities in reading may be related to challenges in comprehension or a combination of skills. You can request that the school evaluate your child for a reading disability if you suspect one. Click Child Find for more information. In the Individuals with Disabilities Education Act (IDEA), the federal special education law, a child with characteristics of dyslexia or other literacy-related disabilities may qualify for IDEA services under the category of a specific learning disability. Click Learn More for more information.

**Resource:** Distribute, review, and discuss Child Find: What It Is and How It Works to participants.

**Note:** Click on Questions Parents Often Ask About Special Education Services. Review the information in the Read This Publication If You Want to Know... section at the top. Encourage participants to further review the information later.
The main difference between instruction appropriate for all children in the classroom and children with or at risk for dyslexia is the way in which instruction is provided. Instruction should be more explicit, comprehensive, intensive, and supportive that the instruction that is provided to most children. Click Understanding Dyslexia Toolkit for NCIL’s toolkit on understanding dyslexia. Click Learn More for information on the relationship between dyslexia and MTSS. Click Learn More Tips for how to talk to your child’s teacher about dyslexia.

**Resource:** Distribute, review, and discuss 8 Tips for Talking to Your Child’s Teacher About Dyslexia with participants. Tell participants the document provides some tips for how to discuss dyslexia with school staff. If time permits, see activity below.

**Activity:** Provide time for participants to use the document to reflect on the tips and discuss them in groups. Encourage participants to share other tips too.

**Note:** Click Learn More to see the Ask an Expert question and response. Read aloud the information. Next, click Understanding Dyslexia Toolkit to show the landing page for the toolkit for more information to share with families on this learning disability.
To start addressing concerns about your child’s literacy development with your child’s school, ask:

How is my child’s language and literacy learning being supported in this system of literacy services and support?
What types of support are offered to my child if he or she is struggling to read or write?
What accommodations does the school provide to help my child read or write?
What might happen next if my child continues to struggle?

Responses should build common understanding and promote joint action between home and school.

**Resource:** Distribute, review, and discuss Route to Reading: Form a Pit Crew with participants. Tell participants they can use the infographic to prepare for conversations with school staff.
Summarize the big ideas for participants:

• All children benefit from explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
• Some children continue to struggle with reading even with evidence-based classroom reading instruction.
• If you or your child’s teacher is concerned that your child’s reading difficulties are unexpected or unusual, seek further information from the school and others about next steps.

You have now completed the section on addressing concerns together. Click on the bar to continue.

**Note:** This completes Session 4: Address Concerns Together.
Think about what you’ve learned about partnering with your child’s school to help Dave. Dave is interested in learning about his child’s school’s system of literacy support and services and how his child is being supported within that system. What can Dave say or do to find out more? Choose the answer that best fits. Find out what opportunities are provided to help with literacy learning at the school; discuss what literacy skills his child has learned and what he or she is still working on; ask for literacy activities matched to his child’s skill level and share what worked well and what did not; request information on his child’s literacy progress and talk about what happens if he has concerns about the progress being made; or all of the above. Click submit after choosing your answer.

**Note:** Provide time for participants to review and discuss the scenario. Then, ask participants to discuss the correct answer with their tablemates. Poll participants on the answer and click Submit to see if correct.
The National Center on Improving Literacy’s mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach pre-K to grade 12 students with literacy-related disabilities, including dyslexia. This tutorial expands upon information in NCIL’s partnering with your child’s school literacy brief and infographic. Click the partnering with your child’s school icon to access the literacy brief and infographic and click the NCIL icon to learn more about the National Center on Improving Literacy.

Resource: Distribute copies, review, and discuss the Partnering with Your Child’s School literacy brief and infographic with participants. Tell participants that the session topic is related to the literacy brief.
Want to learn more? Search the NCIL Resource Repository for literacy resources and activities you can do with your child at home or in your community. Sort by audience, topic area, and resource type to find resources matched to skills in this tutorial. Click the icon to take you there.
Questions?

Slide to use for soliciting questions from participants and discussing answers on session content and related information at the end of the workshop. Review the big ideas from all three sessions and clarify as needed.
Thank You!

- [insert contact information]