

Self-Advocacy for Children and Young Adults with Dyslexia

FACILITATOR'S GUIDE



The National Center on Improving Literacy

Self-Advocacy for Children and Young Adults with Dyslexia

Facilitator's Guide

Introduction

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. This workshop is part of a series on key roles that families can play in supporting adolescents' literacy success. Each of the workshops expands upon information in NCIL's literacy briefs and infographics on these key roles:

- *Supporting Your Child's Literacy Development at Home*
- *Learning About Your Child's Reading Development*
- *Partnering with Your Child's School*
- *Advocating for My Child's Literacy Needs*

Purpose of and Intended Audience for the Workshop

The purpose of the workshop is to provide participants with the literacy knowledge needed to successfully self-advocate. It is intended for students in preschool through grade 12. During the workshop, participants will:

- Build foundational knowledge about dyslexia and develop the confidence, skills, and strategies needed to effectively advocate for their own literacy needs.
- Empower themselves to understand their learning profile, use accommodations, communicate with teachers, and take an active role in shaping their educational success.

Overview of the Workshop Series

The *Self-Advocacy for Children and Young Adults with Dyslexia* workshop is a short informational session lasting approximately 60 minutes.

Please adjust the number of sessions, content presentation, and/or session length based on your needs and those of participants. For example, the strands can be broken down into shorter sessions or sessions can be combined. Also, content may need to be modified, or scaffolds added to support participants' access to and understanding of the material.

*For subsequent workshop agendas, consider incorporating a "share-out" after the welcome and introduction. Allow participants to talk about the strategies, tips, and activities they tried after the previous workshop and what happened.

Facilitator Roles and Responsibilities

The facilitator plays a key role in successfully disseminating the workshop. He or she should be able to fulfill the roles and responsibilities of the facilitator, understand adult learning principles, and have a good rapport with parents and caregivers. The facilitator may participate in person or virtually. If virtually, an on-site host is recommended to handle logistics and greet participants.

Before the workshops, the facilitator:

- Reviews the facilitator guide and workshop content, including handouts, videos, and resources.
- Decides what information to share, customizing as needed.
- Checks that all links to videos and resources are working.
- Reads the session information in the facilitator guide.
- Prepares for the session by addressing information in the facilitator guide, including printing the PowerPoint slides in notes format for use during the workshop.
- Follows your organization's participant communication and registration processes, including drafting and sending an agenda (see examples in Appendix).

During the workshops, the facilitator:

- Presents the information on each slide, using the script or directions in the notes as a guide.
- Facilitates any activities and discussions and poses guiding questions for reflection on content at specified times during the workshop.
- Plays the workshop section videos, reviews the resources, and conducts the activities.
- Answers questions and provides clarification as needed.
- Contextualizes and personalizes content, including what the information means for students with disabilities.

After the workshops, the facilitator:

- Notes participant questions and comments that need to be addressed and plans to follow up.
- Distributes and collects workshop evaluation forms, and then reviews and uses evaluation feedback to inform the design, content, and/or delivery of future workshops.

Purpose and Organization of the Facilitator Guide

The purpose of the facilitator guide is to provide information and materials to effectively facilitate the workshop in person as a workshop series and enable participants to achieve the learning objectives. The facilitator guide is organized by the workshop sessions. Each workshop session includes the intended learning objectives, needed materials and equipment, big ideas,

and suggested facilitation procedure. Accompanying this guide is a PowerPoint file with facilitator notes, including an optional script, resource and activity directions and guiding questions (where applicable) for facilitators to use when preparing for and delivering the workshop sessions. Facilitators are free to customize the slide deck, facilitator notes, and accompanying resources to meet the needs of the audience. For example, facilitators may decide to forgo sharing some resources, adjust activities, and/or add or omit information to enhance the audience experience. You may choose to use the narration that accompanies the online workshop or mute the narration and present the content yourself.

Organization of the PowerPoint Slides and Notes

The following formats are applied for all slide decks. Please familiarize yourself with these formatting conventions so you know how to easily navigate the PowerPoint notes.

- The pink backpack  on a slide indicates there are resources to be distributed. These resources can be reviewed during the workshop, or participants can review on their own. You can click on the icon directly from the slide to access the online version. The URL is included in the speaker notes. If the training is in person, you may choose to print some out and distribute as handouts.
- If there is a video, the link will be provided in the slide notes. The transcript for the video is provided so that you can decide if you want to show the video, or if you want to cover the topic through a discussion.
- Hidden slides are optional and may be used at the presenter's discretion based on the needs of the audience.
- **Yellow highlighted text** is for you to customize based on your state/grade for the presentation.
- **Bold text = Presenter script (what the presenter should say).**
- Regular text = Presenter notes (reminders or instructions).
- *Italic text = Ideas for activity or interaction.*
- Underlined text = specific contexts (e.g., Zoom vs. in-person).
 - Regular text with bullet = specific instruction.
- * Asterisks indicate hints or ideas for customization.
- CLICK = Directions for slide animations.

Session

Learning Objective

- Participants will build foundational knowledge about dyslexia and develop the confidence, skills, and strategies needed to effectively advocate for their own literacy needs—empowering them to understand their learning profile, use accommodations, communicate with teachers, and take an active role in shaping their educational success.

Materials and Equipment

- ☐ Laptop computer with audio speakers, projector, and display screen*
- ☐ Wireless internet connection*
- ☐ Workshop link
- ☐ Chart paper, sticky notes, pens and markers (as needed)
- ☐ One copy per participant (in presentation order):

Handout Title	Slide #	URL
IDEA Fact Sheet	18	https://assets.ctfassets.net/p0qf7j048i0q/5mCyZWw2Px6V0rd7eM6pD9/2cd896d2bcc9568ed70d86d02c8581b3/IDEA_Fact_Sheet_Understood.pdf
5 Self-Advocacy Sentence Starters for Middle-Schoolers with Dyslexia	18	https://www.understood.org/en/articles/5-things-your-middle-schooler-with-dyslexia-can-say-to-self-advocate
Advocating for Yourself in Middle School and High School	33	https://familyvoices.org/wp-content/uploads/2019/04/Advocating_HSMS.pdf

Videos (in presentation order):

Topic	Slide #	Time min:sec	URL
What is dyslexia	13	3:32	https://www.youtube.com/watch?v=kE3DqJP-nkl
Inside a Dyslexia Evaluation	15	20:44	https://www.youtube.com/watch?v=DNu4WiQaVTI
Meet Some Famous People with Dyslexia	22	1:31	https://youtu.be/FrOvfigiDZc?si=dl2pk1dLdxS_a8YC
Self-Advocacy Introduction	32	1:42	https://www.youtube.com/watch?v=L4r5j44JR2M
		28:30	

Big Ideas

- Dyslexia is real, common, and nothing to be ashamed of. It just means your brain learns differently.
- You have strengths. Your talents, creativity, and problem-solving matter just as much as your challenges.
- Accommodations level the playing field. Extra time, audiobooks, tech tools, and other supports help you show what you know.
- You can speak up for yourself. Tell teachers what works for you, ask questions, and follow up when you need help.
- You're not alone. Many successful people have dyslexia, and there are resources, communities, and adults ready to support you.
- You are in control of your learning. Understanding your needs, staying organized, and using your tools makes you a stronger, more confident learner.

Procedure

- Refer to the session PowerPoint slides and speaker notes for facilitator guidance and instructions.

Next Steps

- Answer participant questions and provide time for comments.
- Distribute and collect an evaluation form from each participant.
- Provide participants with information about the next workshop or related resources if available.
- Encourage participants to try out strategies, tips, and activities learned during the workshop with their children.

Appendix

Traditional or Virtual Workshop Agenda Example*

[Title of Workshop]

[Date, time, location]

Welcome and Introduction

Learning Objectives

Evidence-based Strategies, Tips, and Activities for [topic]

Questions and Comments

Next Steps