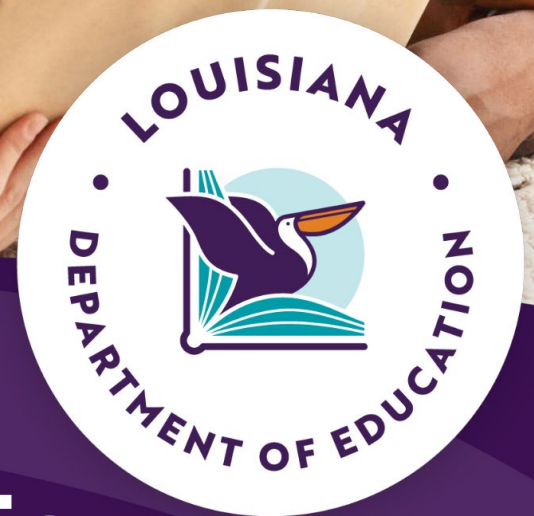




Louisiana Dyslexia Family Handbook

What Every Family Should Know

Louisiana Dyslexia Family Handbook: What Every Family Should Know

**Office of Teaching and Learning
Division of Literacy
April 2026**

Acknowledgements

The Louisiana Department of Education would like to acknowledge the contributions and expertise of the following individuals who supported the development of the Dyslexia Family Handbook.

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Louisiana Dyslexia Family Handbook: What Every Family Should Know

Guidance for helping families understand Louisiana's approach to supporting students with dyslexia

Overview and Purpose

This handbook is designed to help Louisiana families understand how dyslexia is identified and supported in schools. It explains each step of the statewide process, what families can expect from their child's school, and how schools and parents can work together to support reading development.

Whether your child has just been flagged through universal screening, is receiving intervention, or you are seeking more information about dyslexia identification (which may also be referred to as a clinical identification or diagnosis in some contexts), you may have questions about what comes next. This handbook is designed to help you navigate the process with confidence. The dyslexia guidance described within this handbook is part of a statewide effort to improve literacy for all students through strong instruction, early identification, and targeted support.

Purpose of This Handbook

The purpose of this handbook is to provide clear, consistent information for families about:

- what dyslexia is and how it affects reading and learning;
- how Louisiana schools screen for and identify risks for dyslexia;
- the types of support and intervention students may receive;
- parent rights and ways families can partner with schools; and
- where to go for help if questions or concerns arise.

Our goal is to make the process easier to understand and to ensure every family knows what strong support looks like.

How to Use This Handbook

You do not need to read this guide all at once. Each section is written so families can:

- learn the basics of dyslexia;
- follow the 5-step process used in Louisiana;
- understand what schools are required to do at each step;
- find practical tips and questions to ask along the way; and
- quickly locate resources, definitions, and next steps.

Use the table of contents to jump to the section that matches your current questions or your child's stage in the process.

Continuous Improvement

Louisiana is committed to strengthening how schools support students with dyslexia. Our statewide dyslexia strategy continues to grow as we learn more from research, from data, and — most importantly — from families and educators. This handbook is part of that ongoing work.

As school systems use clearer processes for screening, communication, and intervention, the Louisiana Department of Education will regularly review feedback, update resources, and refine guidance to ensure every child receives strong support. Families play an important role in this process.

Family experiences help identify what is working well and how to better support a child at school. By sharing your insights, asking questions, and partnering with your child's school, you contribute to a stronger system for all students with dyslexia. Louisiana's goal is simple: continuous improvement that leads to better understanding, earlier identification, and more effective support for every student.

Understanding Dyslexia in Louisiana

Dyslexia is a common learning difference, and many families have questions about what it really means for their child. In Louisiana, we want families and schools to share a clear understanding of dyslexia so students can get the right support as early as possible. This section explains what dyslexia is, what it is not, and how it may show up at home or in the classroom. Our goal is to help you feel informed, supported, and confident as you navigate the next steps with your child's school.

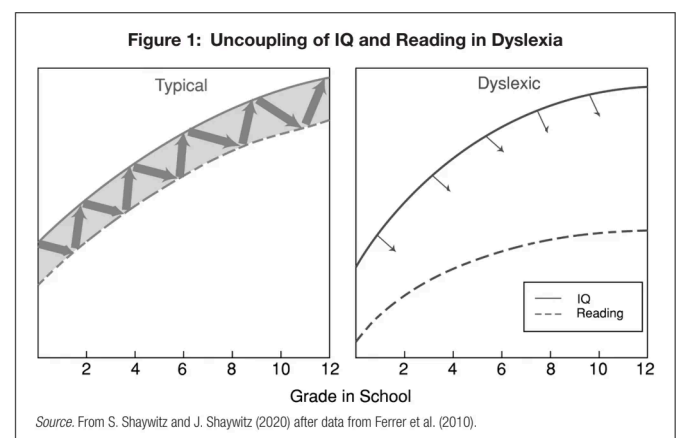
What is dyslexia?

Dyslexia, as defined by Louisiana law¹, is "an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell." **Phonological processing** means the appreciation of the individual sounds of spoken and written language. The difficulty is considered "unexpected" based on the child's thinking skills and instruction.

¹ Louisiana Revised Statutes §392.11. (2023 & 2024). Acts 2023, No. 266, §1; Acts 2024, No. 517, §1

For many families, learning about dyslexia can feel personal — and often familiar. Families should know that:

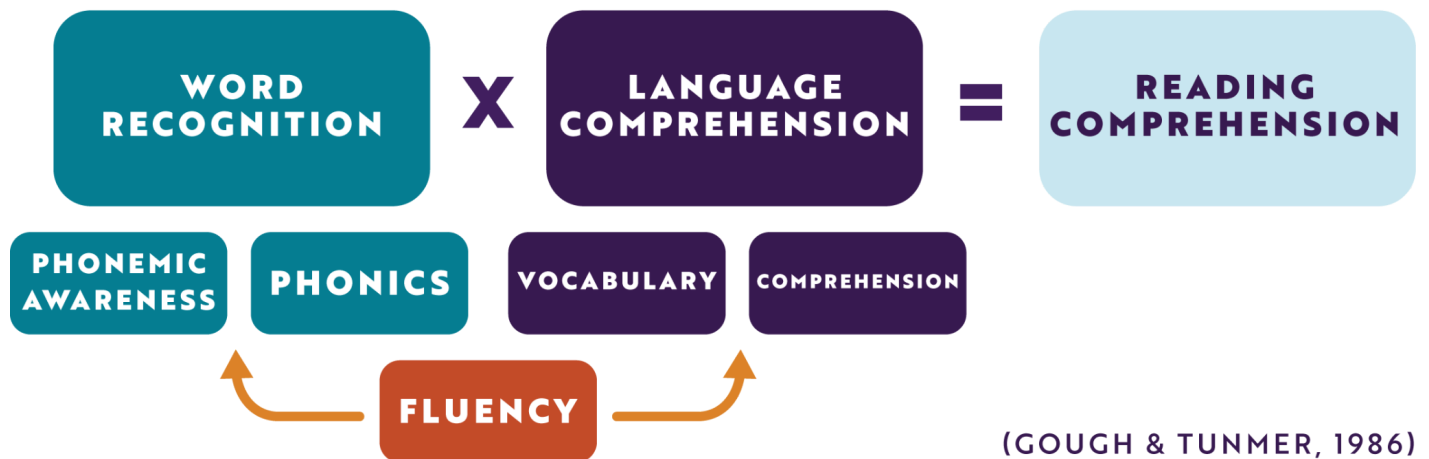
- **Dyslexia reflects differences in how the brain connects speech and print.** Children with dyslexia may have weaker connections in certain areas of the brain, which affects how quickly and accurately their reading pathways in the brain develop.
- **Dyslexia is a language-based learning difference.** It affects how the brain processes the sounds in spoken and written words, which makes reading and spelling more difficult.
- **Dyslexia is an unexpected difficulty in reading.** Students with dyslexia have the thinking ability to be stronger readers, but struggle because of underlying challenges with phonological processing.
- **Dyslexia exists on a continuum, meaning it can affect students in different ways and to different degrees.** With the right instruction and support, students at every point on this continuum can build stronger reading skills and thrive in school.
- **Dyslexia often runs in families.** Many children with dyslexia have a parent or close relative who experienced reading difficulties, even if dyslexia was not identified when they were in school.
- **Dyslexia is a condition that requires targeted, multisensory structured literacy support.** Even with high-quality classroom instruction, most students with dyslexia need additional, specialized intervention to build reading skills.
- **Dyslexia is a difficulty with accurate and fluent word reading.** Students may read slowly, make errors when decoding words, or have trouble recognizing familiar words with automaticity (reading words quickly and easily without having to sound them out). Students may also sound flat or monotone when reading.
- **Dyslexia is a challenge with spelling and sounding out new words.** Because students have difficulty identifying and manipulating sounds in language, spelling patterns and unfamiliar words can be especially hard.
- **Dyslexia is a difference that can impact comprehension over time.** When reading is slow or effortful, students may use more energy on decoding, leaving less attention for understanding what they read.
- **Dyslexia can be identified and supported at any age.** Some students may not have been identified early on. While early identification is crucial, it is never “too late” to identify dyslexia or provide effective, targeted support — even in middle or high school.
- **Dyslexia is a challenge students can learn to manage with the right help.** With effective intervention, practice, and support, students with dyslexia can become confident, successful readers.



This graph shows that for children with dyslexia, reading skills develop more slowly than their thinking skills. Their intelligence continues to grow, even if reading lags behind.

Source: From S. Shaywitz and J. Shaywitz (2020) after data from Ferrer et al. (2010).

THE SIMPLE VIEW OF READING



This graphic shows that strong reading depends on two skills working together: decoding (reading the words) and language comprehension (understanding the words).

(Based on Gough & Tunmer, 1986)

Families can also refer to the [updated definition](#) of dyslexia provided by the [International Dyslexia Association](#) (IDA) which was published in October 2025.

What does this mean for families?

Understanding dyslexia can help you know what to look for, what supports your child may need, and how you can partner with the school to support your child. While there are some common signs shared by children with dyslexia, it is important to note that dyslexia manifests differently based on the individual, their age, and other factors impacting foundational reading skill development.

However, there is also a large overlap (or comorbidity) between Attention Deficit/Hyperactivity Disorder (AD/HD) and dyslexia. Inattention and behavioral concerns may be more apparent than dyslexia, or students who are gifted may compensate well and camouflage signs of dyslexia. For instance, dyslexic readers may sometimes appear to have difficulty with attention because of the effort required for them to attend to the reading. Comorbid symptoms may make the signs of dyslexia more difficult to detect.

Because many of the characteristics of dyslexia can mimic AD/HD, it is important to gather additional data to identify the disability or co-occurrence of disabilities.

Dyslexia may also be overshadowed by acceptable grades that have been earned through the student's tremendous determination and application of strengths to overcome struggles. Although dyslexia affects children in different ways, early recognition and the right kind of instruction can make a big difference.

**“Early support
leads to stronger
outcomes.”**

What Dyslexia May Look Like at Home

Families are often the first to notice small patterns that show up outside of school. Below are a few of the potential signs of dyslexia that families may notice at home (keeping in mind that these are only “look-fors” and are not intended to be used as a checklist or screening tool).

For **younger** children at home, dyslexia may look like:

General Strengths	General Weaknesses
• Curiosity • Great imagination • Ability to figure things out • Eager to embrace new ideas • Gets the gist of things • Good understanding of new concepts • Large vocabulary • Enjoyment in solving puzzles	• May be late learning to talk • Difficulty remembering and following through with directions • Trouble learning the alphabet, numbers, days of the week, or other sequences • Trouble learning nursery rhymes, songs, or simple letter-sound games • Avoiding being read to or seeming restless during story time • Finding it hard to recognize common words, even after practice

For **older** children at home, dyslexia may look like:

General Strengths	General Weaknesses
• Large spoken vocabulary • Strong comprehension of stories read aloud • Strong understanding of information read aloud • Ability to understand the “big picture” • Noticeable resilience and ability to adapt • Strengths in areas not dependent on reading (i.e., math, computers, visual arts) • Success in areas not dependent on rote memory • Exceptional empathy, warmth, and emotional intelligence	• Struggling to recall the right word during conversation • Mispronouncing new or longer words • Difficulty following multi-step directions • Guessing when reading words instead of carefully sounding them out • Having trouble spelling, even with familiar words • Avoiding books, reading homework, or reading aloud • Feeling frustrated, embarrassed, or “behind” even when they work very hard

Early Signs of Dyslexia at School

Some early signs that may appear in preschool and elementary school may include:

- Trouble remembering the names of letters
- Trouble remembering the sounds letters make (letter-sound correspondence)
- Difficulty rhyming or identifying beginning and ending sounds in words
- Challenges learning letter names or matching letters to sounds
- Slow, effortful reading or guessing at words
- Difficulty breaking spoken words apart into sounds or syllables
- Difficulty spelling words the way they sound
- Avoiding reading aloud or becoming frustrated with reading tasks
- Family members may have had similar difficulties

Once again, please keep in mind that these look-fors are **not** intended to be used as a checklist or a diagnostic tool; they are just patterns to watch for at home that may be helpful for you to share when communicating with your child's school. Most people likely have one or two of these characteristics; this does not mean that everyone has dyslexia.

To learn more about potential signs of dyslexia across the grade levels, you may refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) as well as [A Guide to Dyslexia in Louisiana](#) (pgs. 3-7).

Navigating the 5-Step Louisiana Dyslexia Referral Process

Louisiana schools follow a clear, statewide approach for identifying risks for dyslexia and supporting students who struggle with reading. The dyslexia referral process begins within [Louisiana's Tiered Pathways for Literacy Support](#) (TPLS), which is designed to meet the needs of all students — those who are on track, those who struggle, and those who may have disabilities.

Most students receive strong reading instruction in the classroom (Tier 1). Some students need additional small-group support to strengthen specific skills (Tier 2). Students who show more significant needs may receive more intensive, specialized reading intervention that provides extra instruction focused on reading skills (Tier 3). Your child's school will work with you to explain which level of support is needed and how progress will be monitored.

Importantly, if a student does not respond (or only minimally responds) to well-designed interventions, the school should refer the student to the SBLC to determine if a need exists for a full evaluation for special education services. This approach combines regular assessment with targeted support so schools can respond and take action when a student is struggling with reading.

"Every child with dyslexia can succeed with the appropriate reading instruction and support."

- Bethany (Parent)

As you move through the dyslexia process with your child’s school, you can expect:

- routine, early screening for reading difficulties;
- clear communication about screening results and next steps;
- additional screening if concerns persist;
- information about the type of support your child receives;
- regular tracking of student growth over time with ongoing updates about your child’s progress;
- opportunities to meet with school partners to discuss concerns or next steps;
- guidance about what happens if concerns continue; and
- respectful collaboration between families and school staff.

IDEA requires school systems to implement a proactive approach to identifying and evaluating students who are suspected of having a disability. If at any point throughout the 5-step process it is suspected that a student has a disability, the school system has an obligation to identify and evaluate the needs of students according to [Bulletin 1508: Pupil Appraisal Handbook](#), and propose a special education program to meet those needs when appropriate. **The 5-step process may not be used to delay or deny the evaluation of a student suspected of having a disability**, but when done with fidelity, provides a wealth of information for decision-making regarding possible special education needs.

5-Step Dyslexia Referral Process



You’ll find more details about each step in the pages ahead.



Step 1: Universal Screening

The purpose of this step is to check every child's early reading and language skills. Louisiana requires educators to receive professional development aligned to the **Science of Reading**.

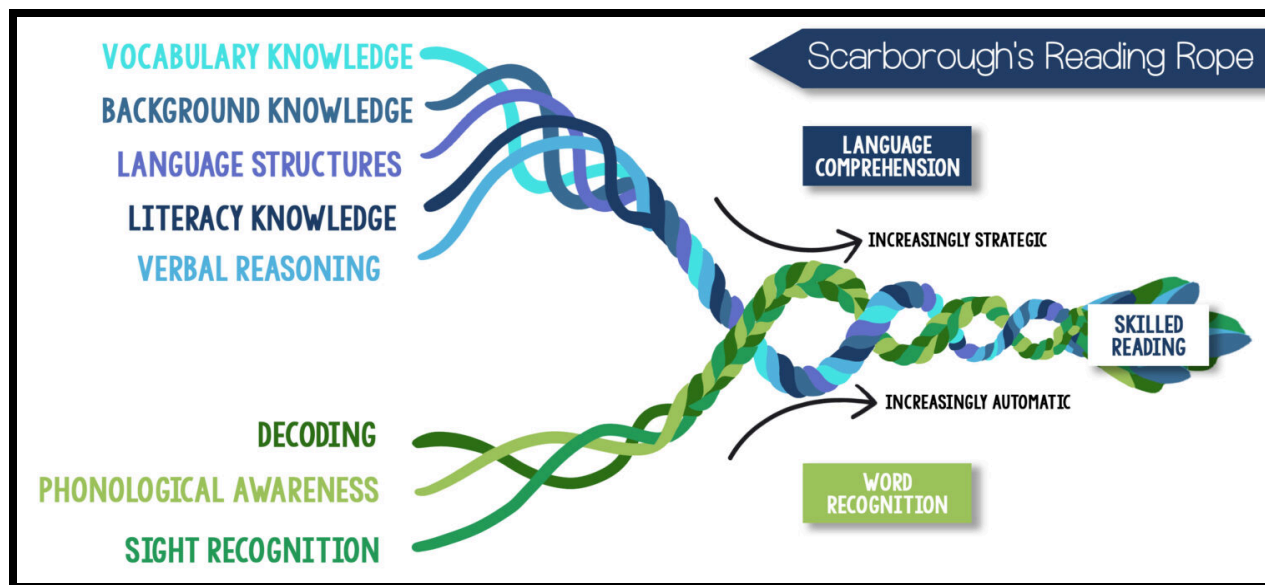


Image Source: [Website](#)

Caption: The Reading Rope illustrates how many smaller skills (like decoding, vocabulary, and background knowledge) weave together to help children become confident, skilled readers.

To make sure that students are responding to classroom instruction and showing literacy growth, schools give short, grade-level tests called universal screeners to all K-3 students several times a year. These screeners look for early signs that a child may be “at risk” for reading difficulties and may need extra help with reading skills.

- All K–3 students are screened for reading skills using **DIBELS** three times each school year — at the beginning, middle, and end of the year. After each screening, families should receive a DIBELS Home Connect letter within 15 days of screening that explains their child's results and supports learning at home.
- All kindergarten students are screened for dyslexia using the **Shaywitz DyslexiaScreen** in the spring (in addition to the universal screener). If a student's results show they may be at risk, Bulletin 1903 requires that families must be notified within 30 days of the screening.
- Some students moving from third to fourth grade may be screened for dyslexia. This applies to students who scored Well Below on DIBELS after multiple attempts and were promoted to fourth grade with a good-cause exemption.
- A dyslexia screening can be requested at any grade level. Teachers or families may ask for a screening if there are concerns about a student's reading progress.

Ultimately, the purpose of Step 1 is to ensure that all students are responding to classroom instruction and showing literacy growth while also identifying students who may be at risk for reading difficulties as soon as possible.



Step 2: Data Review and Parent Notification

In this step, schools review screening results to see who may need extra support. Teachers and school leaders look at your child's data, classroom work, and observations. If more information is needed, the school will contact you to schedule a **data review** meeting to review the data together and discuss next steps. This conversation helps you understand what the school has noticed and how they plan to support your child.

Data from the universal literacy screener and dyslexia screener should be analyzed to:

- identify students with scores falling below grade-level benchmarks;
- provide parent notification for students with scores falling below grade-level benchmarks **within 15 days** of receiving DIBELS screening results;
- provide parent notification for at-risk dyslexia screening **within 30 days** of receiving screening results;
- determine skill strengths and areas of concern;
- make informed decisions about evidence-based interventions; and
- develop a reading improvement plan.

**"Being identified as
'at risk' does not
mean your child has
a disability."**

For students identified as needing an [Individual Academic Support Plan](#), Louisiana education policy requires families to be informed about activities they can do to support extended learning at home. Always keep in mind that the use of screening measures and/or tiered interventions may not be used to delay or deny the evaluation of a student suspected of having a disability.



Step 3: Skill-Specific Measures

The purpose of this step is to learn more about the specific areas where a child may be struggling, especially if the student is showing signs of reading difficulties. These additional skill-specific measures vary by grade level and will include short tests that look closely at skills such as phonological processing (sounds of words and letters), decoding (reading words), rapid naming (quick naming of objects), or oral language (communication skills). These tests are usually given by trained school staff, such as classroom teachers or reading and dyslexia specialists.

These extra screeners do not diagnose dyslexia. They help the school better understand which reading skills need support and what kind of help will work best. Families can ask which skills were checked, how concerns will be addressed, and how progress will be monitored. In addition to tests for skill-specific measures, the family or data team may request that the student be administered the **dyslexia screener** at any grade level. Families may also request a [dyslexia core assessment](#) if a student is identified as “at risk” by the dyslexia screener. Regardless of the decisions made within Step 3, your child should begin receiving reading intervention and progress monitoring right away — support does not wait for a formal evaluation.



Step 4: Interventions and Progress Monitoring

The purpose of this step is to provide immediate support and track how well it is working. If data shows your child needs extra help, the school begins evidence-based reading intervention right away — without waiting for a dyslexia identification or diagnosis. Based on your child’s ongoing assessment data, the school may provide Tier 1 classroom supports, Tier 2 small-group intervention, Tier 3 intensive intervention, and/or [High Dosage Tutoring](#) (HDT) included within these tiers to target the specific skills your child needs.

The school will check your child’s progress regularly and adjust instruction as needed, and families should be kept informed about growth and next steps. Families should expect schools to provide the most appropriate intervention, regularly monitor the student’s progress, and adjust instruction based on what their child needs.

Children with dyslexia can build stronger oral language, decoding, and spelling skills, more confidence with reading and writing, greater stamina and independence, and a more positive connection to learning when they receive early **multisensory structured literacy** support. To learn more about effective instruction, you may refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) (pgs. 15-18).



Step 5: School Building Level Committee (SBLC)

Core instruction, classroom supports (Tier 1), and other tiered interventions must continue throughout the special education eligibility process. **The purpose of Step 5 is to bring all information together and decide if a full evaluation is needed.** The School Building Level Committee (SBLC) is a school-based problem-solving team that meets to review information about students who may need extra support. Every Louisiana school has an SBLC, and its goal is to make sure students get the help they need as early as possible. The SBLC usually includes teachers, school leaders, interventionists, and other staff who know your child and understand reading development. Families are encouraged to participate.

The SBLC's main responsibilities are to:

- Review all available data including screening results, classroom work, progress monitoring, teacher observations, outside evaluations, and parent input.
- Identify what supports a student may need, such as targeted reading intervention, classroom strategies, or accommodations.
- Monitor how well the supports are working, and adjust them if the student is not making enough progress.
- Analyze all available data and work with parents to determine whether more information is still needed, including whether the child should receive a dyslexia core assessment and/or a full IDEA evaluation.

A common misconception is that dyslexia requires a private evaluation or medical diagnosis. Evaluations conducted by appropriately trained school staff may identify dyslexia as part of the dyslexia core assessment or as part of a full IDEA evaluation. A medical diagnosis is not required for eligibility. However, results from private evaluations and documentation provided by a parent or guardian must also be reviewed by the SBLC. To learn more about assessments for dyslexia, you may also refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) (pgs. 9-14).

Dyslexia Core Assessment	Full IDEA Evaluation
• Focuses on reading skills • Can identify dyslexia • 30-day timeline	• Evaluates impact on education • Determines special education eligibility • 60 business day timeline

According to the Individuals with Disabilities Education Act (IDEA), your child's school has an obligation called **Child Find**. Child Find requires schools to ensure that all students with disabilities who may be in need of special education and related services are identified, located, and evaluated. Only students whose dyslexia significantly impacts educational performance and requires specially designed instruction beyond general education intervention and supports should be referred for a full IDEA evaluation under [Bulletin 1508](#). These students may qualify under **Specific Learning Disability (SLD)** and receive an

Individual Education Plan (IEP), which may include dyslexia therapy or intensive multisensory structured literacy instruction as part of special education services. Other students with dyslexia who do not meet IDEA criteria are still entitled to identification, multisensory structured literacy intervention, appropriate accommodations via the tiered pathway, and, when needed, a **Section 504 Plan**.

Think of the SBLC as your child's school-based support team. Its purpose is to work with families and teachers to understand what your child needs and to make sure the right help is put in place quickly. While the Louisiana 5-step referral process for dyslexia provides guidance for a school-wide approach to address the needs of all students, families may request a dyslexia core assessment if a student is identified as "at risk" by the dyslexia screener. Furthermore, families may also request a full IDEA evaluation through the school's SBLC process at any time if concerns are identified.

Meeting the Needs of Dyslexic Learners

Your child should begin receiving reading support right away — support does not wait for a formal evaluation. Some children with dyslexia make strong progress with high-quality reading instruction and extra help provided through classroom and Tier 2 small-group intervention, along with extra support from home. Many children with dyslexia are successful when provided with intensive Tier 3 reading intervention at school without needing accommodations or special education services. However, while Tier 3 intervention is very intensive, it may not always be specifically designed to meet the needs of a student with moderate to severe dyslexia. Some students with dyslexia may need a specific type of reading instruction that is clear, step-by-step, and focused on sounds and word reading.

“Support does not wait for a formal evaluation.”

Multisensory Structured Language and Literacy Programs

[Bulletin 1903](#) requires that students identified with dyslexia are provided with an intervention method known as **multisensory structured literacy**. These programs must be routinely provided within the regular school day inside a regular classroom setting, a separate classroom setting, or individual or small group instruction. Any additional accommodations that are developed by the SBLC or any combination of these supports must also be provided.

Structured Literacy is the teaching approach supported by the Science of Reading based on decades of research that shows how children learn to read and which teaching practices are most effective.

Multisensory means teaching practices using sight, sound, and movement at the same time to help learning stick. A **multisensory structured language and literacy program** utilizes structured literacy along with all the senses to enhance student memory and learning and must consist of specific components. Parents will understand the connection more clearly once they know it is not just a program — it is a research-based method.

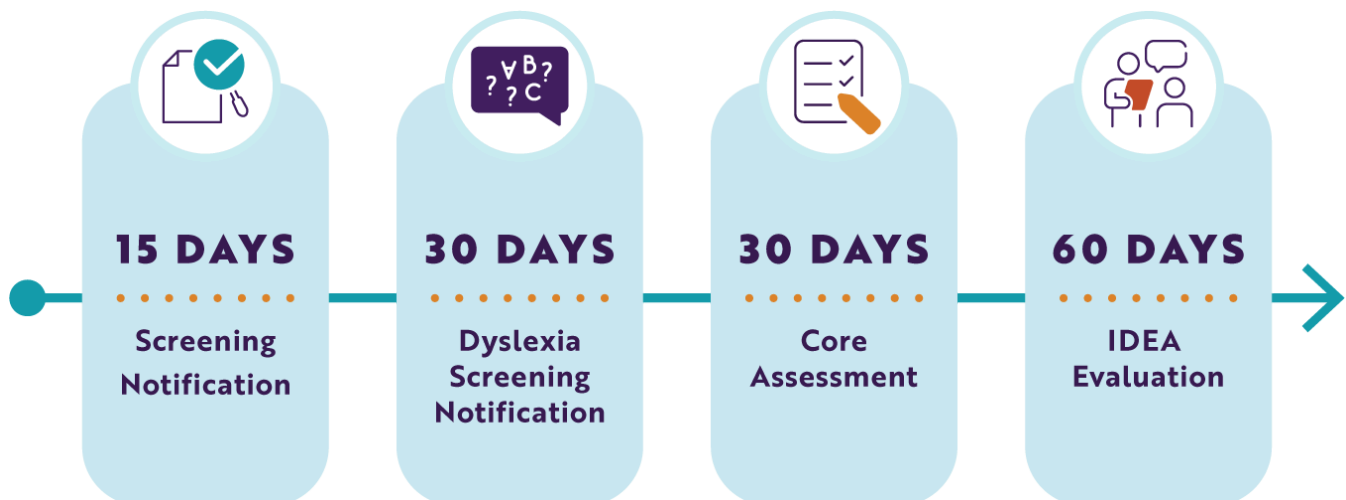
Accommodations and Special Education Services

Families should know that an identification of dyslexia alone does not automatically determine the need for accommodations or special education services (as determined by [Bulletin 1508](#)). Eligibility decisions for accommodations and/or special education services must be based on whether the evaluation shows that the disability affects the student's access to and progress in the general education curriculum. This may include general education supports and accommodations, specialized reading instruction, and goal-setting.

**"Having
dyslexia does not
automatically mean a
child needs an IEP."**

A **Section 504 Plan** provides accommodations that help a student access the same instruction as their peers when dyslexia or another condition substantially limits one or more major life activities (e.g., reading, learning). An **Individualized Education Program (IEP)** provides specially designed instruction for students whose needs cannot be met through general education supports alone. In federal law for special education services, dyslexia falls under the "Specific Learning Disability" (SLD) category. The SBLC will review all data (including information provided by families) to help determine which supports and services will best meet the needs of each child.

Families should know that The Office of Special Education and Rehabilitative Services (OSERS) issued the [Dear Colleague Letter](#) (October 2015) to clarify that schools can identify, evaluate, and use the term "dyslexia" when determining eligibility and services under IDEA. Nothing within the IDEA prohibits the use of the term "dyslexia" in IDEA evaluation, eligibility determinations, or IEP documents. Additionally, [Louisiana's Educational Rights of Children with Disabilities](#) was developed by the Louisiana Department of Education to help parents navigate the complex system that oversees special education in Louisiana's public schools. Each school year, school systems are required to provide parents with a copy of the procedural safeguards. These safeguards are used to inform parents of the supports, services, and protections offered by your local system.



Whether or not your child receives a full IDEA evaluation and/or diagnosis through the referral process, the school **must** support your child with dyslexia. Families should be informed and included throughout this decision-making process. To learn more about supporting the education of a child with dyslexia, you may also refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) (pgs. 19-21).

Family and School Partnerships

Strong partnerships between families and schools help children make the most progress. You don't have to navigate dyslexia alone — your child's school team is there to support you.

Partnering with Your School

Families and schools share the same goal: helping your child grow as a reader and feel confident at school. You know your child best, and the school understands how reading develops. Small, consistent steps can help create a positive relationship built on trust and teamwork, and working together creates the strongest path forward.

Simple Ways to Partner with Your Child's School

- **Stay in touch** with your child's teachers. Regular communication with the teacher or interventionist helps everyone stay on the same page about progress and next steps.
- **Share what you notice** at home. Patterns you see during homework, reading time, or daily routines can give the school useful information.
- **Share strategies that work** at home. Teachers are often glad to try new strategies, and your suggestions can provide valuable insight.
- **Ask your child's teacher how these signs show up in class** and what the school is doing to help.
- **Ask for updates** about support. Schools use data regularly, so simple check-ins will help you know what's working.
- **Ask questions** when something feels unclear. It's okay to ask for explanations or examples — schools expect and welcome this.
- **Attend meetings** when you can. Being part of conversations shows the school team that you are engaged and helps keep decision-making collaborative.
- **Keep a few short notes or examples** to bring to meetings. This will help to ensure the school has a clear picture of your child's needs.
- **Focus on shared goals.** Families and schools both want your child to grow as a reader and feel confident at school.
- **Celebrate growth together.** Whether big or small, recognizing progress helps build motivation and makes the process feel more hopeful.
- **Celebrate small wins** at home. Encouragement builds confidence when reading feels hard.

Helpful Questions to Ask Your Child's Teacher

- Are the patterns we are noticing at home typical for this age, or do they show a possible risk for dyslexia?
- What reading skills is my child working on?
- What kind of targeted support is my child receiving right now?
- What can I do at home to support what my child is learning at school?
- How often will my child's progress be checked, and how will I know if the support is working?
- How will the school keep me updated on my child's progress?

Who to Contact If You Have Concerns

If you have questions about your child's reading development, screening results, or the dyslexia process at school, you can reach out to:

- **Your child's teacher** for questions about classroom performance, reading behaviors, homework, or daily progress.
- **The school's literacy or reading interventionist** for questions about targeted instruction, intervention plans, and progress monitoring.
- **School counselor or SBLC chairperson** for questions about the 5-step process, additional screening, or whether a referral for further evaluation is needed.
- **School administrator (principal or assistant principal)** for questions about school practices, scheduling, or concerns that require administrative support.
- **District literacy or special education office** for questions not resolved at the school level or for help understanding district-wide dyslexia supports.

Beyond the school setting, you should communicate with other stakeholders who can provide more information regarding your child's developmental and educational needs. The more information you can share with the school during the referral process, the better. These stakeholders may include:

- **Dyslexia therapists** for specialized, multisensory structured literacy instruction outside of school.
- **Educational advocates** to help families understand school processes, meetings, and available supports.
- **Pediatricians or healthcare providers** for questions related to a child's overall development or medical history.
- **Private evaluators** who can conduct independent assessments at a family's request.

LDOE Contact Information

The Louisiana Department of Education has email addresses for different topics, managed by experts at the LDOE. You can find these emails throughout our website, or access all of them in our [email support contact list](#). These addresses let multiple staff members see your question, so you can get a faster response. You should expect a reply within 48 hours.

Diverse Learners	diverselearnersupport@la.gov
Louisiana Literacy	louisianaliteracy@la.gov
General Requests	ldoecommunications@la.gov

The LDOE's [Special Education Ombudsman](#) is here to help parents, guardians, educators, and students with disabilities. The Ombudsman is a neutral person who listens to concerns, supports a fair process, and provides confidential assistance in non-legal special education matters. Contact the Special Education Ombudsman at disputeresolution.doe@la.gov or 1-877-453-2721, Option 2.

Parent Voices: What Helped Us Most

Parent voices remind us what strong communication and meaningful support can look like in real families' lives.

“Every child with dyslexia can succeed with the appropriate reading instruction and support. My son didn’t start talking until age four, and we were told he might never speak. He was diagnosed with dyslexia at age five. Now he is a senior in high school. Although he still receives dyslexia therapy and still struggles at times, he is successful — and watching him reach his goals means even more because of the long road it took to get here. I hope this parent handbook helps guide you, provides resources, and gives you the tools you need to support your child. Let this be a reminder: even on the hardest days, don’t give up. Keep pushing, keep advocating, and keep believing in your child. With your persistence and the right support, our kids not only make it through the hard days — they rise above them and succeed.” (*Bethany Statum*)

“One of the most helpful things for our family was connecting with other parents who have children with dyslexia. Talking with parents who truly understand the frustration of homework — or the pain of watching your child work harder than their peers and still struggle — can make a big difference. Those experiences can be heartbreaking, and no one should face them alone. I strongly encourage you to build a support system of people who can encourage and sustain you along the way. When we work together, we can better support our children and help them succeed.” (*Brooke Osborn*)

A Note to Families

Families play a critical role in supporting children with dyslexia — by asking questions, sharing concerns, celebrating progress, and advocating for what their child needs. Your knowledge of your child, combined with strong instruction and support, helps shape meaningful outcomes.

Your voice matters.

This handbook is here to support *you* as you support your child. You are not alone in this process, and your persistence, partnership, and belief in your child make a difference every day.

References and Resources

Louisiana Department of Education. (2024). Bulletin 1903: Louisiana handbook for students with dyslexia (Louisiana Administrative Code, Title 28, Part CLIX). Louisiana Department of Education. <https://www.doe.louisiana.gov>

Louisiana Department of Education. (2023). *Tiered Pathways for Literacy Support (TPLS)*. Louisiana Department of Education. <https://www.louisianabelieves.com>

International Dyslexia Association. (2017). *Dyslexia handbook: What every family should know* (2nd ed.). International Dyslexia Association. <https://dyslexiaida.org>

Shaywitz, S. E., & Shaywitz, J. (2020). *Overcoming dyslexia: Second edition*. Alfred A. Knopf.

Louisiana Department of Education. (2024). *Guide to dyslexia in Louisiana*. Louisiana Department of Education. <https://www.doe.louisiana.gov>

Websites

- [Academic Language Therapy Association](#)
- [Dyslexia Resource Center](#)
- [International Dyslexia Association](#)
- [Louisiana Dyslexia Resource Guide](#)
- [National Center for Learning Disabilities](#)
- [Scottish Rite](#)
- [The Reading League Louisiana](#)
- [The Yale Center for Dyslexia and Creativity](#)
- [Understood.org](#)

Appendices

Glossary of Terms

The following terms may be helpful in understanding the content of the Dyslexia Family Handbook.

Accommodations - Supports that change *how* a student learns or demonstrates learning without changing the grade-level expectations; helps to remove barriers so the students can fully participate in instruction.

Automaticity - Reading words quickly and easily without having to sound them out.

Bulletin 1508 - the Louisiana policy that guides how schools evaluate students for special education services.

Bulletin 1903 - the Louisiana policy that explains how schools identify and support students with indicators of dyslexia.

Child Find - Requires schools to ensure that all students with disabilities who may be in need of special education and related services are identified, located, and evaluated.

Cumulative Instruction - Teaching that reviews and builds on what students have already learned, adding new skills a little at a time.

Data review - A meeting where the school looks at your child's reading information (such as screening results, classroom work, and progress) to decide what support is needed next.

Decoding - Reading a word by breaking it into sounds and blending them together.

DIBELS - Dynamic Indicators of Basic Early Literacy Skills; a set of short reading checks that help teachers see how well students are developing the early skills needed for reading, such as recognizing letters, hearing sounds in words, reading simple words, and reading fluently.

Dyscalculia - A learning difference that makes understanding numbers and math facts difficult.

Dysgraphia - A learning difference that affects handwriting, spelling, and written expression.

Dyslexia Core Assessment - A set of specialized tests given by trained school personnel to learn more about how a child reads, spells, and works with the sounds in words.

Dyslexia Fund - A state program that helps families pay for an approved dyslexia evaluation by reimbursing (paying back) part of the cost.

Dysphasia / Developmental Language Disorder (DLD) - A language disorder that makes understanding or using spoken language difficult.

Explicit Instruction - Teaching that is clear, direct, and easy to follow — students are told exactly what to learn and how to do it.

Fluency - Reading accurately, smoothly, and at a steady pace.

High Dosage Tutoring - A research-based instructional model that explicitly addresses students' unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading.

Individual Academic Support Plan - A single student plan for academic support in literacy and mathematics created by the teacher, principal, other school personnel, and the parent or legal guardian.

Letter-sound Correspondence - Knowing which sound each letter (or letter combination) makes (e.g., knowing that the letter “b” makes the /b/ sound).

Multisensory Instruction - Teaching that uses sight, sound, and movement at the same time to help learning stick.

Phonological Awareness - Recognizing and working with the sounds in spoken words (like rhyming or breaking words into parts).

Phonological Processing - How the brain identifies, remembers, and works with speech sounds.

Progress Monitoring - Regular checks to see how well a student is improving in reading.

Reimbursement - When the state pays you back for a service you already paid for out of pocket, such as an approved dyslexia evaluation.

School Building Level Committee (SBLC) - A school team that reviews student learning data and helps decide next steps for support.

Science of Reading - A large body of research that shows how children learn to read and which teaching practices are most effective.

Shaywitz DyslexiaScreen - A short screening tool used by teachers to identify students who may be at risk for dyslexia based on classroom observations and a child’s early reading behaviors.

Skill-Specific Measures - Short tests that look closely at certain reading skills to understand where support is needed.

Sound-symbol Relationships - How letters and letter groups represent the sounds in spoken words (e.g., the letters “ch” represent the /ch/ sound in “chair”).

Specific Learning Disability (SLD) - a language learning difference that affects how the brain processes information related to language or learning; students may have difficulty listening, speaking, reading, writing, spelling, or doing math, even though they have received appropriate instruction and support.

Structured Literacy - A clear, step-by-step way of teaching reading that focuses on oral language, sounds, spelling patterns, and word reading.

Systematic Instruction - Teaching that follows a planned, step-by-step order so skills build in a logical way.

Tier 2 Intervention - Extra, targeted reading help provided in a small group for students who need more practice with specific skills to prevent further reading difficulties.

Tier 3 Intervention - The most intensive reading support that provides specialized reading instruction focused on specific reading skills, usually in small groups or one-on-one.

Unexpected Difficulty (in reading) - Struggling with reading even though thinking skills and instruction are age-appropriate.

Universal Screening - A quick reading check given to all students to look for early signs of reading difficulties.

Dyslexia Myths and Misconceptions

Dyslexia is often misunderstood, and families may hear many different explanations about what dyslexia is and what it is *not*.

MYTH	FACT
Dyslexia is a vision problem.	There is no evidence that visual problems cause dyslexia. Children with dyslexia do not see letters or words “backwards,” nor do they have problems with how their eyes work.
Letter reversals are a sign of dyslexia.	Letter reversals, like confusing <i>b</i> and <i>d</i> , are common for many young children learning to write. These reversals alone do not mean a child has dyslexia. Routine vision screenings may help identify a need for further assessment.
Dyslexia is related to lower intelligence or a lack of effort or motivation.	Students with dyslexia are just as capable as their peers. Dyslexia is unexpected in relation to a child’s thinking skills and access to good instruction. Children with dyslexia often work harder than others to read and spell.
Dyslexia is something a child will “grow out of.”	With the right support, students can make strong progress, but dyslexia does not disappear or correct itself over time. Early and effective intervention makes a significant difference.
Boys have dyslexia more often than girls.	Both boys and girls can have dyslexia. Boys are often identified more frequently in schools, but research shows that dyslexia occurs at similar rates in both boys and girls.
A brain scan (fMRI) can conclusively diagnose dyslexia.	Brain imaging is a research tool — not a tool for diagnosing. Schools diagnose dyslexia using reading, spelling, and language assessments (not medical scans or brain imaging).
One screener or test can identify dyslexia.	No single test can diagnose dyslexia. Screeners only show whether a child may be at risk; schools use multiple measures over time to understand a child’s needs.
Bright students can’t have dyslexia.	Dyslexia is an unexpected difficulty in reading, meaning it occurs in children with age-appropriate thinking and learning skills. Many students with dyslexia are highly intelligent, curious, and capable.
Delayed hand dominance is a sign of dyslexia.	Research does not support a connection between dyslexia and delayed hand dominance. Dyslexia is not a motor or coordination issue.
A computer program alone can treat dyslexia.	Technology can help with extra practice, but it cannot replace a trained teacher. Students with dyslexia make the most progress when a skilled educator teaches reading in a clear, step-by-step way that meets their needs.

The “Dys-Family”: Dyslexia, Dysgraphia, Dyscalculia, Dysphasia

Families may hear several terms that begin with “dys–.” These words describe different learning differences that can affect how a child reads, writes, speaks, or works with numbers. These difficulties all stem from how the brain processes language or symbols, which is why they are sometimes grouped together. Together, these are often called the “dys-family.”

These learning differences do not reflect a child’s intelligence; many students with dys-family profiles are highly capable and thrive with appropriate support. Understanding the differences can help families talk with teachers, specialists, and the School Building Level Committee (SBLC) more confidently.

- **Dyslexia** is a difference that affects how the brain processes sounds and words. Students may have trouble recognizing words, reading smoothly, or sounding out new words. Dyslexia is the most common member of the dys-family.
- **Dysgraphia** affects handwriting and written expression. Students may have difficulty forming letters, spacing words, organizing their thoughts on paper, or spelling accurately at an age-expected pace.
- **Dyscalculia** affects how students understand and work with numbers. Children may struggle to recognize quantities, learn basic math facts, understand number relationships, or solve problems that require number sense.
- **Dysphasia (also called Developmental Language Disorder or Specific Language Impairment)** affects spoken language skills. Students may have difficulty understanding what others say, finding the right words, forming sentences, or following complex directions. Dysphasia is different from dyslexia, but the two can co-occur because both involve underlying language processing.

Some children experience more than one of these challenges. For example, a student with dyslexia may also have dysgraphia or dysphasia, which can explain difficulties with spelling, writing sentences, or following directions. These combinations are not unusual, and these distinctions can also help your child’s team decide which supports are needed within Louisiana’s Tiered Pathways for Literacy Support.

With the right instruction and accommodations — at school and at home — students can make strong progress in reading, writing, speaking, and math. To learn more about the Dys-Family and other related learning disorders, you may refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) (pgs. 5-6).

Frequently Asked Questions (FAQ) About the 5-Step Referral Process

Who can evaluate, identify, or diagnose dyslexia?

If a child shows signs of reading difficulty, the school must look more closely at the concerns. In Louisiana schools, the term ‘identify dyslexia’ may also be referred to as ‘diagnose dyslexia’ through a dyslexia core assessment. A medical diagnosis is not required. Once a student is identified as at-risk for dyslexia, families may choose to seek a dyslexia core assessment outside of school, but they can also request one from the school at any time. Trained school professionals can use the results of a dyslexia core assessment to identify dyslexia. Vendors and professionals who administer the dyslexia core assessment may include licensed psychologists, certified school psychologists, licensed speech-language pathologists, certified educational diagnosticians, clinical psychologists, neuropsychologists, and/or certified academic language therapists who are trained to use clinical tools to assess reading, language, and thinking and language skills the brain uses to understand and work with words (cognitive-linguistic skills).

What does a dyslexia core assessment look like?

A dyslexia core assessment is not based on one test or a checklist. Instead, it is a collection (or battery) of short tests that help to better understand how your child reads, writes, and uses language. In Louisiana, these tests are designed to identify through a clinical diagnosis the skills that may be making reading harder for your child. There are no separate “medical” tests for dyslexia, and a child does not need a formal medical diagnosis from a medical doctor to receive dyslexia support. During the core assessment, a trained educator or school professional guides your child through several brief activities that will focus on tests of language, word reading, oral reading fluency, and intellectual ability. The core assessment should also include an academic performance review and an interview with the student’s parent or legal guardian. **If a parent or legal guardian requests the school to conduct the core assessment, the school system must complete the core assessment within 30 days. Additionally, the parent or legal guardian may only make one request for a core assessment per academic year.**

Can I get help with paying for a dyslexia core assessment?

The Louisiana [Dyslexia Fund](#) is a special state fund established to cover the costs associated with dyslexia testing and core assessments for students. It provides funding to the Louisiana Department of Education (LDOE) to pay approved vendors to give the core assessment. Parents can choose between a professional provided by the school or an LDOE-approved private professional. If the parents choose an LDOE-approved private professional, the parents can be reimbursed by the LDOE up to \$500.

What happens once my child is evaluated (tested) for dyslexia?

A dyslexia core assessment can check skills like phonological awareness, decoding, spelling, and reading fluency — all things connected to dyslexia. Once an assessment is completed by an outside vendor, the school must consider the results of the evaluation when deciding what kinds of services the child should receive.

When might my child need a 504 Plan for dyslexia?

A 504 Plan — sometimes called an Individual Accommodation Plan (IAP) — provides accommodations that help a student access the same instruction as their peers. These two terms mean the same thing. An IAP/504 Plan provides accommodations that help a student fully access classroom instruction; this is different from an IEP, which includes specialized instruction and services. Knowing both terms helps families understand the type of support their child is receiving.

A child may qualify for a 504 Plan if dyslexia substantially limits a major life activity (like reading or writing). Your child may need a 504 Plan if:

- dyslexia substantially limits a major life activity, such as reading or writing in the classroom;
- they need specific supports or accommodations — like extra time, audiobooks, or reduced copying — but do not need special education services; or
- making progress with instruction but still benefit from accommodations that remove barriers.

Having dyslexia does **not** automatically mean a child qualifies for a 504 Plan. The decision is based on how dyslexia affects your child's day-to-day learning.

What are some examples of accommodations my child may be provided through a 504 Plan for dyslexia?

After the SBLC determines the disability, a data team will review all educational data to determine if the disability substantially limits the student. If the student qualifies for accommodation under Section 504, accommodations should be chosen carefully by the data team based on your child's educational data and the specific skills or tasks that are most challenging.

Schools should focus on providing the *right* supports within the 504 Plan (not the *most* supports), as providing too many supports can actually interfere with learning and growth. Here are a few examples of accommodations that a student with dyslexia may be provided based on their needs:

- Extended time on assignments
- Read-aloud or text-to-speech*
- Chunking of assignments and directions
- Do not count off for spelling
- Testing in small group
- Use of assistive technology
- Provided with notes or graphic organizers
- Reduce copying demands

Text-to-Speech on ELA standardized tests have certain criteria by the state that must be met.

As students grow, accommodations may be adjusted or removed if they are no longer needed. The goal should always be to match supports to your child's current needs so they can participate confidently and independently in grade-level classroom learning.

When might my child need an IEP for dyslexia?

An **Individualized Education Program (IEP)** provides specially designed instruction for students whose needs cannot be met through general education supports alone. A child needs an IEP only if dyslexia significantly affects school performance and the child needs special education services, not just extra practice. Your child may need an IEP if:

- dyslexia significantly impacts their school performance;
- they need intensive, individualized instruction that goes beyond classroom or small-group intervention; or
- they require specialized goals, services, or supports that only special education can provide.

Having dyslexia does **not** automatically mean a child needs an IEP. An IEP is appropriate only when dyslexia creates educational needs that require special education services, not just accommodations or additional practice.

What happens if my child is identified as having dyslexia but is not identified as needing a 504 plan or IEP?

Students identified as having dyslexia but who do not meet the criteria of an IDEA disability should receive multisensory structured literacy intervention in an educational program consistent with Louisiana Dyslexia Law. Bulletin 1903 requires school districts to:

- Multisensory structured literacy intervention
- Delivered by trained personnel
- In addition to core instruction
- With ongoing progress monitoring

This ensures students receive the support they need without requiring an IEP or 504 plan.

How does High Dosage Tutoring (HDT) fit in this process?

High Dosage Tutoring is Louisiana's statewide tutoring model designed to provide extra, focused instruction in reading. HDT is not a screening step and not an evaluation step — it is an extra layer of support. For students with dyslexia or signs of dyslexia, HDT can be one part of their support plan if:

- it uses evidence-based foundational skills instruction;
- the group is very small (up to 4 students);
- sessions are frequent and consistent (minimum 10 weeks);
- it begins within 30 days of a need being identified; and
- it aligns with the child's multisensory structured literacy needs.

HDT is part of Louisiana's literacy support system and is not a replacement for dyslexia intervention. Families can ask how HDT and dyslexia intervention are coordinated to reinforce the same skills.

What are my rights as a parent or legal guardian if there is reason to believe that the referral process is being delayed?

Families have the right to request an evaluation at any time. When you submit a written request, the school must respond without unnecessary delay and hold a meeting to review your concerns. If the team agrees an evaluation is needed, the school must request your written consent and then complete the evaluation within 60 business days, as required by Louisiana policy. If the school decides not to evaluate, they must give you a written explanation — called Prior Written Notice — that states why they are refusing and outlines your rights. You may disagree with the decision, request another meeting, provide additional information, contact the district's special education office, or use dispute resolution options available under IDEA. If your child continues to show signs of dyslexia or has persistent learning difficulties, you can continue to request an evaluation, and the school must respond in writing each time. Families in Louisiana can review the [Louisiana's Educational Rights of Children with Disabilities](#) — a guide developed by the LDOE to help parents navigate the complex system that oversees special education in Louisiana schools.

What are my rights as a parent or legal guardian if there are disagreements related to my child's special education services?

Parents of students with exceptionalities may refer to the [Dispute Resolution For Students With Exceptionalities](#). This dispute resolution system is designed to protect the education rights of all children with exceptionalities within our state and help parents and public agencies resolve special education related disputes. To read about other questions families may have, you may refer to the [IDA Dyslexia Handbook: What Every Family Should Know](#) (pgs. 6-8).

Questions to Ask at an SBLC Meeting for Dyslexia

These questions can help you better understand your child's reading needs and how the school plans to support them.

1. What specific signs or screening results suggest my child may have characteristics of dyslexia?

Helps you understand what the school is seeing and how it aligns with Louisiana's definition of dyslexia and early warning signs.

2. What interventions or supports will my child receive, and how often?

Dyslexia requires multisensory structured, systematic instruction. This question clarifies the plan.

3. Who will be providing my child's intervention, and what training do they have in dyslexia or multisensory structured literacy?

Focuses on instructional quality to meet the needs of all students.

4. How long will my child receive these supports before the team reviews progress and decides next steps?

Helps you understand timelines and avoids open-ended intervention without review.

5. How will the school monitor my child's progress, and how often will we review it together?

Progress monitoring should occur regularly so instruction can be adjusted as needed.

6. How will we know that the current plan is working — or not working — for my child?

This encourages data-based decision-making rather than waiting for failure.

7. If my child does not make enough progress, what are the next possible steps?

Supports transparency around Tier 3, core assessment, 504, or special education pathways.

8. What accommodations might help my child access classroom learning right now?

Accommodations do not fix dyslexia, but they remove barriers while intervention addresses underlying skills.

9. Does the SBLC recommend additional skill-specific measures or a dyslexia core assessment?

Helps you understand whether the team believes deeper evaluation is needed.

10. What can I do at home that aligns with what the school is doing?

Ensures home support reinforces — not conflicts with — school instruction.

You are an important part of your child's support team. Asking clear, informed questions helps everyone understand your child's strengths and needs so the right plan can be put in place. SBLC meetings work best when families and schools partner together, share information openly, and focus on helping each child grow into a confident, capable reader. Don't hesitate to bring these questions with you or ask for clarification at any point — your voice matters.

Strategies to Try at Home

When looking for ways to support your child at home, please keep in mind that “school is where new learning should take place; home is ideal for practice and reinforcement” (Shaywitz, 2022). This means that you should not feel as though you should have to teach new skills at home. Instead, focus on practicing and reinforcing the skills that you know your child is already learning at school. This extra practice at home should be a fun, special time for you to connect with your child (not cause stress or tension in your relationship). Just a few minutes in the evenings after school can support and strengthen your child’s learning.

To explore more ways to support your child at home, you may refer to the [“Ten Things to Help Your Struggling Reader”](#) resource provided by The Yale Center for Dyslexia & Creativity. In addition, you may refer to *Overcoming Dyslexia* (Shaywitz, 2020) for more strategies to help your child become a better reader. Many parents also find it helpful to watch short demonstrations of reading strategies online. Searching for short phrases related to the skills mentioned above can lead you to simple, family-friendly examples.

Below, please find some specific skills you may practice along with a few specific strategies to support your child at home.

Sounding Out Smaller Words

Help your child hear and blend sounds in simple words — an essential skill for decoding.

Try This:

- Clap out syllables in everyday words (e.g., “bas-ket,” “pic-nic”).
- Stretch and blend sounds: mmmm–aaaa–p → map.
- Play “What’s the first sound you hear?” using objects around the house.

You can find many short, parent-friendly demonstrations of phonemic awareness activities online by searching for phrases like “**phonemic awareness games for home**” or “**how to blend sounds with children**.”

Taking Bigger Words Apart

Older or more advanced readers often benefit from breaking longer words into meaningful parts.

Try This:

- Look for prefixes and suffixes together (e.g., re-, un-, -ful, -less).
- Use a chin-drop method to “feel” the number of syllables in a word (e.g., the chin drops three times — once for each syllable — when saying the word “fan-tas-tic”).
- Notice repeated word parts (e.g., “spect” inside the words inspect, respect, spectator).

Families can search online for “syllable division strategies for kids” or “breaking multisyllabic words apart” to find simple modeling videos.

Reading Out Loud

Reading out loud to your child can lead to your child wanting to read out loud, too. Listening to your child read out loud is one of the most important things you can do to help your child become a more fluent reader. Reading aloud — whether the child reads or the parent reads — supports fluency, vocabulary, and comprehension.

Try This:

- Take turns reading pages or sentences.
- Provide extra support with “echo reading” or “I read, we read, you read.”
- Re-read favorite books to build fluency and confidence.
- Listen to books together while following along with the text.

Lots of practice reading out loud will help your child to become a more skilled reader. Search for “read aloud fluency activities” or “how to support oral reading at home” to explore more ideas.

Supporting Older Students

As texts get harder, help your child build meaning and confidence — not frustration.

Try This:

- Preview key vocabulary together before reading.
- Watch or look at a short explanation of the topic before tackling a complex text.
- Ask your child to summarize what they learned using drawings, notes, or bullet points.

Families can search for “supporting older struggling readers at home” or “building vocabulary and comprehension for middle school/high school students.”

Remember that the goal of practicing reading skills at home is not to recreate school instruction, but to give your child encouragement, confidence, and low-stress opportunities to strengthen what they are already learning. A few minutes of relaxed practice or shared reading can make a meaningful difference over time. Every child’s journey with reading is unique, and progress may look different from day to day.

What matters most is creating a positive, supportive environment where your child feels safe to try, make mistakes, and grow. Small, consistent moments of connection with your child can help reinforce skills, build motivation, and remind your child that they are capable and supported.

SAMPLE LETTER #1: Sample At-Risk Letter

Families should receive a similar at-risk [letter](#) within 30 days of a school-based dyslexia screening.

Student Name: **(child's name)**

LASID Number: **(student #)**

Dear Parent/ Guardian,

As part of Louisiana's required literacy screening process, **(child's name)** recently participated in the state mandated dyslexia screener. We are writing to inform you that based on the screening data reviewed, **(child's name)** has been identified as at risk for dyslexia. It is important to understand that the dyslexia screener is not a diagnostic test. Under R.S. 17:392.11, this screener is used solely to determine whether a student may be at risk for dyslexia. A diagnostic determination can only be made through a core assessment.

Pursuant to Act 517 of the 2024 Regular Session and *Bulletin 1903 - Louisiana Handbook for Students with Dyslexia*, parents of students identified as at risk for dyslexia may request a core assessment for the diagnosis of dyslexia. If you choose to request this assessment, you may select either the school or a vendor or professional approved by the Louisiana Department of Education (LDOE) to administer the core assessment. If you request that the school conduct the core assessment, it must be completed within 30 business days and at no cost to you. If you choose an approved vendor or professional, the LDOE provides a reimbursement of up to \$500 of the cost of the assessment in accordance with R.S. 17:392.11(C)(3).

Louisiana requires that schools provide families with an [updated list](#) of department-approved vendors and professionals who are authorized to administer the core assessment. If you would like to request a Dyslexia Core Assessment or would like more information about the process, please visit the [Louisiana Dyslexia Core Assessment Support Program webpage](#).

We are committed to supporting your child's literacy development and ensuring you have clear information about the process.

SAMPLE LETTER #2: Request for a Dyslexia Screening (Louisiana)

For families requesting an initial dyslexia screening under Act 266 and Bulletin 1903.

Today's Date (month, day, year)

Your Name

Your Address

City, State, Zip Code

Phone Number

Email Address

Name of Principal or SBLC Chair

Name of School

School Address

City, State, Zip Code

Re: Request for Dyslexia Screening for **(child's name, student #)**

Dear **(Principal/SBLC Chair/Teacher)**,

I am writing to request that my child, **(child's name)**, who is in **(# grade)** in **(teacher's name)**'s class, receive a dyslexia screening as outlined in Louisiana's Bulletin 1903: Louisiana Handbook for Students with Dyslexia and Act 266 (2023).

I have concerns about my child's progress in reading, including: **(brief description of concerns based on what you have noticed at home and in school performance)**.

I understand that Louisiana requires schools to screen students who may be at risk for dyslexia and to review these results through the School Building Level Committee (SBLC). I respectfully request that my child be screened using the appropriate screening tools.

Please notify me of the screening date and provide results within the timelines required by state policy. I would also appreciate any next steps recommended by the SBLC based on these results.

Thank you for your support. Please contact me at **(phone number)** or **(email)** if you need further information.

Sincerely,

Your Name

Copy to: **Child's Teacher, SBLC Chair**

SAMPLE LETTER #3: Request for a Dyslexia Core Assessment (Louisiana)

For families requesting a dyslexia core assessment under Act 266 and Bulletin 1903.

Today's Date (month, day, year)

Your Name

Your Address

City, State, Zip Code

Phone Number

Email Address

Name of Principal or SBLC Chair

Name of School

School Address

City, State, Zip Code

Re: Request for Dyslexia Core Assessment for **(child's name, student #)**

Dear **(Principal/SBLC Chair/Teacher)**,

I am writing to request that my child, **(child's name)**, who is in **(# grade)** in **(teacher's name)**'s class, receive a dyslexia core assessment as outlined in Louisiana's Bulletin 1903: Louisiana Handbook for Students with Dyslexia and Act 266 (2023).

My child has shown ongoing indicators of dyslexia, including: **(brief description of dyslexia indicators you have noticed at home and in school performance as well as family history of reading difficulties if applicable)**.

We have reviewed screening results and previous interventions with the school, and I believe additional assessment is needed to better understand my child's needs. I respectfully request that the School Building Level Committee (SBLC) consider my concerns and initiate the dyslexia core assessment process.

Please notify me of the next steps in accordance with district policy, including timelines for SBLC review, assessment procedures, and when results will be shared. I appreciate your partnership in supporting my child's reading development.

Thank you for your support. Please contact me at **(phone number)** or **(email)** if additional information is needed.

Sincerely,

Your Name

Copy to: **Child's Teacher, SBLC Chair, School Counselor (if applicable)**