ALEX: He was not ready to jump...

TEACHER: We have been doing some reading assessments in the classroom...

ALEX: ...the swimming strokes...

And this is his latest reading data.

As you can see, I've got some areas of concern.

I'm wondering if he has my dyslexia.

How do I make sure he gets the help he needs?

In our first video, we described dyslexia and how it affects learning.

Next, we'll discuss how North Carolina schools handle reading instruction and dyslexia.

Along the way we'll introduce important new terms and tell you where you can learn more.

PARENT: They won't teach kids with dyslexia.

PARENT: They don't even recognize the word.

PARENT: You need vision therapy and eye exercises to fix it.

Ready for some myth-busting?

Fact: The best treatment for dyslexia is effective reading instruction!

ALEX: ...when the summer...

HOST: Because reading is such an important skill, North Carolina law requires public schools to assess all K-3 students for early warning signs that a child isn't responding to reading instruction.

ALEX: ...many of Gavin's friends...

HOST: These routine assessments are part of a school's multi-tiered system of support, or MTSS.

BOY: ...can go by car...
HOST: They allow teachers to gather important data on key skills to see whether students are on track.

BOY: Families cook their dinners over campfires...

So, how's he doing in the classroom?

All students receive high quality core instruction in reading, and we monitor progress frequently to make sure students are responding.

If anyone falls behind, we want to catch it early so the school intervention team can develop a plan.

TEACHER: For example, we might add supplemental support such as additional small group reading instruction.

TEACHER: Great!

TEACHER: Yeah, what letters are in that word?

TEACHER: And when needed, the team assists in customizing instruction for children who need intensive support.

BOY: "N".

TEACHER: N.

How will I know what's going on?

That's a great question.

We share information all along the way about your child's progress.

Do these supports work for dyslexia?

TEACHER: It depends.

Some children with dyslexia do well with general education supports only.

Others may need additional support through special education as well.

TEACHER: A child's response to interventions provides meaningful information to the school team so they can decide how best to meet his or her needs.

READING SPECIALIST: Long "O" sound, long "O" sound, B-o-ne.

TEACHER: While many children respond well...

READING SPECIALIST: Let's look at this word...

TEACHER: Others don't make enough progress and continue to struggle.

ALEX: I forgot....

It may be time for us to consider an evaluation...
03:22 for special education.
03:26 What does that involve?
03:27 
03:28 NURSE: Can you see this letter here?
03:29 ALEX: "H"...
03:30 HOST: Parents have the right to request a comprehensive
03:32 evaluation at any time to determine if a child
03:35 qualifies for special education.
03:39 SPEECH PATHOLOGIST: Good job!
03:41 SPECIAL ED TEACHER: Point to the one that could cause a fire.
03:45 HOST: Your written request begins the
03:46 special education process, which operates under
03:49 the regulations and protections of a federal law
03:52 known as I-D-E-A.
03:54 IDEA spells out the timelines and requirements for evaluations
03:58 and parental involvement.
04:00 SPECIAL ED TEACHER:...my friend Alex.
04:01 PSYCHOLOGIST: Hi Alex, how are you today?
04:02 ALEX: Good.
04:04 PSYCHOLOGIST: Come on in, we're going to work together today.
04:06 SPECIAL ED TEACHER: Hi, Ms. Rogers.
04:07 I have some evaluation results that we would like
04:10 to go over today, if you could pass that around...
04:13 HOST: This important law, along with North Carolina law and policy,
04:16 also provides specific rules to determine
04:18 if a child meets the eligibility requirements
04:21 for special education and related services.
04:24 CLARK: And I'm Miss Clark.
04:25 I had the opportunity to do Alex's in-class observation.
04:27 HOST: The evaluation results must show that a child
04:29 qualifies in one or more categories of disability
04:32 listed under IDEA
04:35 AND requires specially designed instruction.
04:37 PSYCHOLOGIST: I'm the school psychologist.
04:39 It appears the entire team is in agreement that Alex
04:43 qualifies as "a student with a learning disability"
04:47 under IDEA in the category of
Specific Learning Disability, or S-L-D.
HOST: The umbrella term, Specific Learning Disability, covers a group of learning issues, including dyslexia.
Once a child qualifies for special education, it's time to develop an Individualized Education Program, or I-E-P.
Every IEP is written by an IEP Team, whose membership is defined by IDEA, and always includes parents.
READING SPECIALIST: Sometimes I help with the creation of reading goals, making sure that...
HOST: The IEP describes the child's strengths and needs in detail so the team can write meaningful goals and plan how to monitor progress.
TEACHER: ...the interventions...
MOM: You mentioned that Alex shows characteristics of dyslexia. Where is that indicated in the results?
HOST: The team also decides how many minutes of reading instruction will be provided each day, and your child's teachers will choose a research-based reading curriculum that's a good fit.
ALEX: "C" says "kkkkk", "K" says "kkkkk"...
HOST: There's so much more we want you to know about how an IEP must meet your child's unique needs.
SPECIAL ED TEACHER: What does that mean?
BOY: It means that it's long...
SPECIAL ED TEACHER: It goes on forever and ever, right?
HOST: With the right supports and services, most children with dyslexia can learn
06:26
in classrooms alongside children without disabilities.
06:30
In fact, IDEA requires the team to consider this approach.
06:34
GIRL: In the hot water at the beach,
06:37
we evaporated out of nowhere.
06:40
Then I was super nervous...
06:43
HOST: Parents, you are key members of the IEP Team
06:46
as it monitors your child’s progress and makes adjustments
06:48
as needed.
06:50
TEACHER: Hi, I’m so glad I ran into you guys today.
06:53
It’s Mrs. Smith!
06:55
I have the Dyslexia Topic Brief
06:57
that we talked about...
06:58
HOST: We encourage you to learn as much as you can
06:59
about dyslexia and special education,
07:01
and to always ask questions!
07:04
MOM: So when can we expect new reading data?
07:07
GRANDMA: What can we do to make his homework easier?
07:11
PARENT: I’d like an IEP meeting about my daughter’s
07:15
reading program.
07:18
HOST: For more information, check out our other
07:20
videos and resources.
07:22
We look forward to partnering with you
07:24
to help your child with dyslexia become
07:26
a life-long reader!
07:27
♪ ♪