DYSLEXIA GUIDEBOOK

A Guide for Struggling Readers & Spellers in DC

School Year 2022-23

DECODING DYSLEXIA

OFFICE OF THE STUDENT ADVOCATE

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This toolkit is intended to help inform families and educational stakeholders of the nitty-gritty, need to know facts about Dyslexia and will provide families and stakeholders with pertinent information that can help guide them through the initial phase of navigating dyslexia and the obstacles it presents. Our hope is that this toolkit will not only raise awareness about dyslexia, but also empower any individual to advocate for students who may need their support.

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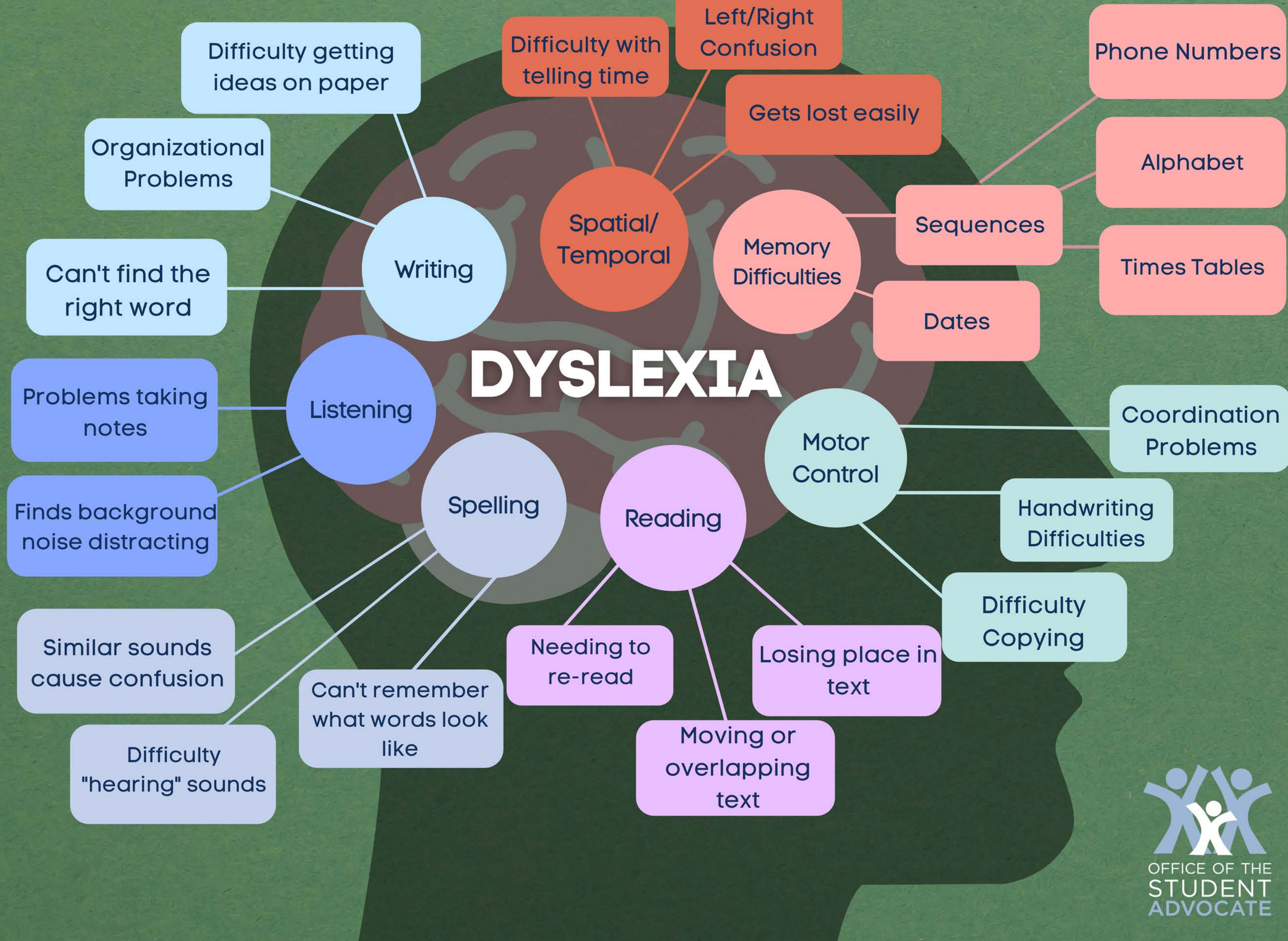
DYSLEXIA

DYSELXIA is a learning disability related to reading and spelling. People with dyslexia have difficulty reading at a consistent pace without making mistakes. They may also have a hard time with reading comprehension, spelling, and writing. Since dyslexia does not fully go away, identifying it early will help children develop the skills needed to read with more fluency and more accurately comprehend writing.

Note: The graphic below is for informational purposes only and does not solely indicate someone has dyslexia. If you believe you or a student have dyslexia, please contact your school or a medical provider.



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DC DYSLEXIA LAW

ADDRESSING DYSLEXIA & OTHER DIFFICULTIES AMENDMENT ACT OF 2020

Defines dyslexia as: "neurobiological in origin; is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, which typically result from a deficiency in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction; and may have secondary consequences, such as problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. **This law requires the implementation of dyslexia training, screening, treatment and prevention.**

TIMELINE OF IMPLEMENTATION IN SCHOOLS

2022-23

- Produce Professional Development on the Science of Reading (required for all DC K-2 teachers) and Dyslexia Awareness training (required for all DC teachers)
- Guidance on Screening

2023-24

- Screening to be implemented in all K-2 DCPS and Charter Schools
- If screening indicates the student is at risk for reading difficulties, students will receive reading intervention based on the science of reading
- Parents will receive written notification of results and subsequent plans and will have a meeting to discuss student support
- Annual Reporting -- DCPS and Charter Schools will send a letter to OSSE indicating if they have complied with the law

2024-25

- Each DCPS and Charter Schools will adopt a reading curriculum based on the science of reading

For more about the DC Dyslexia Law, click here.

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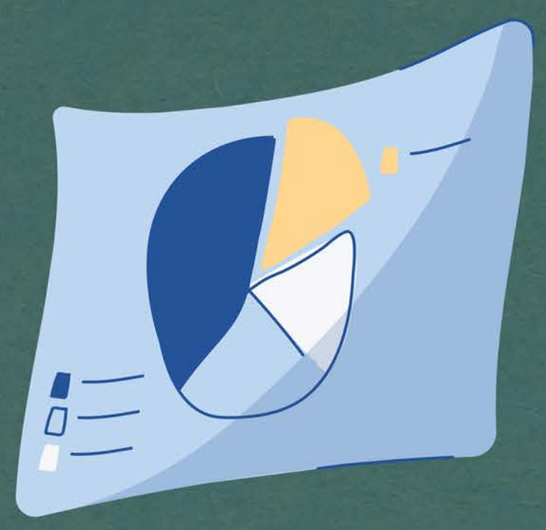
NEED TO KNOW

Dyslexia is not a disease, it is a neurobiological condition caused by a different wiring in the brain and occurs in people of all backgrounds and intellectual levels.

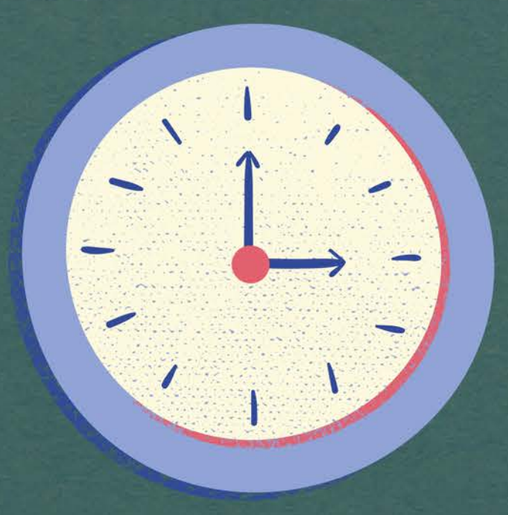
Up to 15–20% of the population have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words.



Structured literacy benefits ALL students in learning to read, but is critical to a percentage of students including those who are dyslexic.

Most children with dyslexia can become proficient readers with early identification and comprehensive and systematic reading instruction.

Dyslexia is strongly heritable, it runs in families. Children who have a parent or sibling with dyslexia are considered at risk for dyslexia.



Early identification and intervention of dyslexia are very important. Intervention of children at risk are most effective in kindergarten and first grade.

If you suspect a disability you may ask for a full evaluation for specialized services from your child's school at anytime.

Children with dyslexia may qualify as having a learning disability under the Individuals with Disabilities Education Act (IDEA). This requires public and charter schools to provide special education and related services.

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MYTH vs. FACT

MYTH

DC Public and Public Charter Schools cannot say dyslexia. Schools should only use the term "specific learning disability."

FACT

According to the Individuals with Disabilities Education Act (IDEA), all schools, including DC Public and Public Charter Schools, **can** say dyslexia. Although dyslexia falls under the "specific learning disability" category, in some cases, like with dyslexia, it may be helpful to include information about the specific condition.

MYTH

Children with Dyslexia see and write letters backwards.

FACT

Children with dyslexia do not see and write letters backwards because dyslexia is not a problem with the eyes. Many young children reverse letters when learning to write, regardless of whether or not they have dyslexia. In fact, most children with dyslexia do not reverse letters.

MYTH

If you don't teach a child with Dyslexia how to read by age 9, they will never learn how to read.

FACT

It is never too late to help improve the reading, spelling and writing of someone with dyslexia. Although early intervention is best, adult dyslexics can still develop the skills needed to read with more fluency and comprehend with more accuracy.

MYTH

Dyscalculia is "math dyslexia."

FACT

While dyslexia can cause challenges for students with reading comprehension and language, dyscalculia causes challenges with number sense (being able to work with numbers, understanding math symbols, making number comparisons).

For more information on dyscalculia click here.

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SIGNS & SYMPTOMS

PRESCHOOL YEARS

Warning Signs

- Trouble learning common nursery rhymes
- Trouble learning the names of letters in the alphabet
- Unable to recognize letters in their own name
- Persistent "baby talk"
- Doesn't recognize simple rhyming patterns (ex: cat, bat, mat)

Strengths

- Curiosity
- A strong imagination
- A good understanding of new concepts

KINDERGARDEN - FIRST GRADE

Warning Signs

- Expresses that reading is hard
- Cannot sound out simple words (ex: map, log, hot)
- Does not associate letters with sounds
- No connection between the word in print and the word pronounced

Strengths

- Curiosity
- A strong imagination
- A large vocabulary for their age
- Enjoys solving puzzles and building models
- Excellent listening comprehension

SECOND GRADE - HIGH SCHOOL

Warning Signs

- Reading is slow and awkward
- Has trouble reading unfamiliar words
- Avoids reading out loud
- Uses vague language when speaking such as "stuff" or "things"
- Speech is full of hesitations and frequently uses "ums"
- Seems to need extra time to respond to questions
- Confuses words that sound alike (ex: lotion & ocean, volcano & tornado)
- Trouble remembering dates, names and phone numbers
- Poor spelling

Strengths

- Excellent thinking skills
- A high level of understanding of what is read to them
- Sophisticated listening vocabulary
- Excels in areas not dependent on reading such as math, computers, visual arts, social studies and creative writing

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DECODING

Decoding is an important part of the process of word recognition that helps students become skilled readers. It allows readers to "apply [their] knowledge of letter-sound relationships, including knowledge of letter patterns, to correct pronounce written words" (Reading Rockets, n.d., para. 1).

CLUES THAT A LEARNING READER IS STRUGGLING WITH DECODING

- Guessing words based on the first one or two letters in the word
- Getting stuck on words while reading
- Reading slowly
- Not understanding words that are too hard to sound out
- Trouble spelling accurately
- If a teacher teaches short vowel sounds/patterns and the student does not apply the knowledge to their writing samples
- Trouble matching sounds and letters
- Using context clues to try and guess what a word is

WHAT YOU NEED TO KNOW TO DECODE

- Which sound(s) each letter makes
- How to take apart the sounds in a word and blend them into one word
- How to sound out letter combinations

HOW TO HELP LEARNING READERS IMPROVE DECODING SKILLS

- Read to your child & have them read to you
- Spot familiar words and letter patterns
- Point out any "irregular" words or letter combinations
- Manipulate sounds and letters with manipulatives such as magnetic letters
- Ask child to put letter magnets in order while they sing the alphabet song
- Encouraging child to look at all the letters in the word, not just the first one or two
- Use audiobooks as a tool for learning readers while they follow along with the text
- Engage in experiences that develop background knowledge (museums, educational TV programs, etc.)

Some words like "of" cannot be decoded because they do not sound the way they are spelled. Some schools call these "trick words" (Rawe, n.d., "Why some words can't be decoded").

Teachers and educators can help students with decoding by providing structured literacy instruction. (Please see the section on "What Makes Up Effective Reading Instruction"). In addition to providing structured literacy, teachers can also employ the following steps in daily instruction to help students decode:

HOW TEACHERS/ EDUCATORS CAN HELP WITH DECODING

- "Practice sound-symbol associations;
- Practice phoneme analysis and blending for decoding accuracy;
- Practice reading phonetically regular words and high-frequency irregular words to build fluency;
- Practice reading decodable text and traditional children's stories to build fluency decoding words in connected text; and
- Practice spelling words (and sentences) from dictation that contain the patterns already taught" (Blachman & Murray, 2012, p. 9).

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SCIENCE OF READING

In the past 50 years, there have been numerous developments on our understanding of how the human brain learns how to read. The science of reading "is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing" (The Reading League, 2020, n.p.). Researchers have found that proper instruction based on science of reading principles help pre-literate and developing readers build connections in their brains, improving the way that they understand and process text.

SIMPLE VIEW OF READING

Reading Comprehension = Language Comprehension * Word Recognition (Waterford.org)
"Reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished" (The Reading League, 2022, p. 17).

LANGUAGE COMPREHENSION

Language comprehension is a person's ability to make meaning of the words that we hear. It can be strengthened in developing readers through background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge (The Reading League, 2022).

WORD RECOGNITION

Contrary to popular belief, the human brain does not decode words as we read. We store parts of words in our mind, with the goal of recognizing words quickly and accurately when they appear (Hanford, 2019). This is an increasingly automatic process that occurs within the brain. Word recognition can be strengthened in developing readers through phonological awareness, decoding (and spelling), and sight recognition (The Reading League, 2022).

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SCIENCE OF READING

PATTERNS OF READING SKILLS

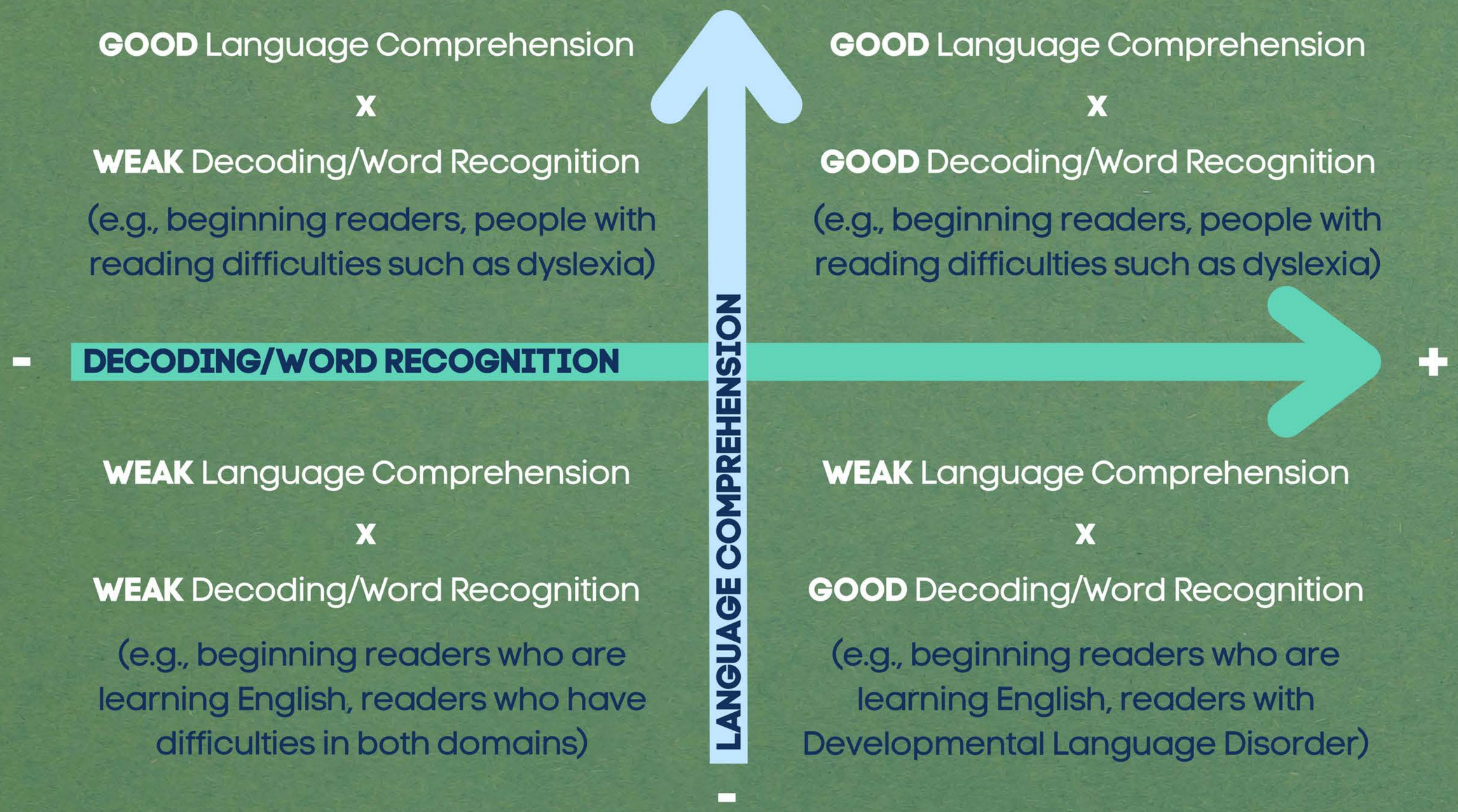

Image above adapted from The Reading League (The Reading League [TRL], 2022, p. 21)

THE SCIENCE OF READING IS NOT:

- AN IDEOLOGY OR PHILOSOPHY
- A FAD, TREND, NEW IDEA OR PENDULUM SWING
- A POLITICAL AGENDA
- A ONE-SIZE-FITS ALL APPROACH
- A PROGRAM OF INSTRUCTION
- A SINGLE, SPECIFIC COMPONENT OF INSTRUCTION SUCH AS PHONICS

(The Reading League [TRL], 2022, p. 9)

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EFFECTIVE READING INSTRUCTION

According to the International Dyslexia Association (IDA), Structured Literacy is an effective reading instructional practice for all students learning to read, including those with dyslexia. As reported by the IDA , structured literacy should be systematic, cumulative, explicit, and diagnostic. The IDA recognizes the following elements to structured literacy instruction: phonology, sound-symbol association, syllables, morphology, syntax, and semantics.

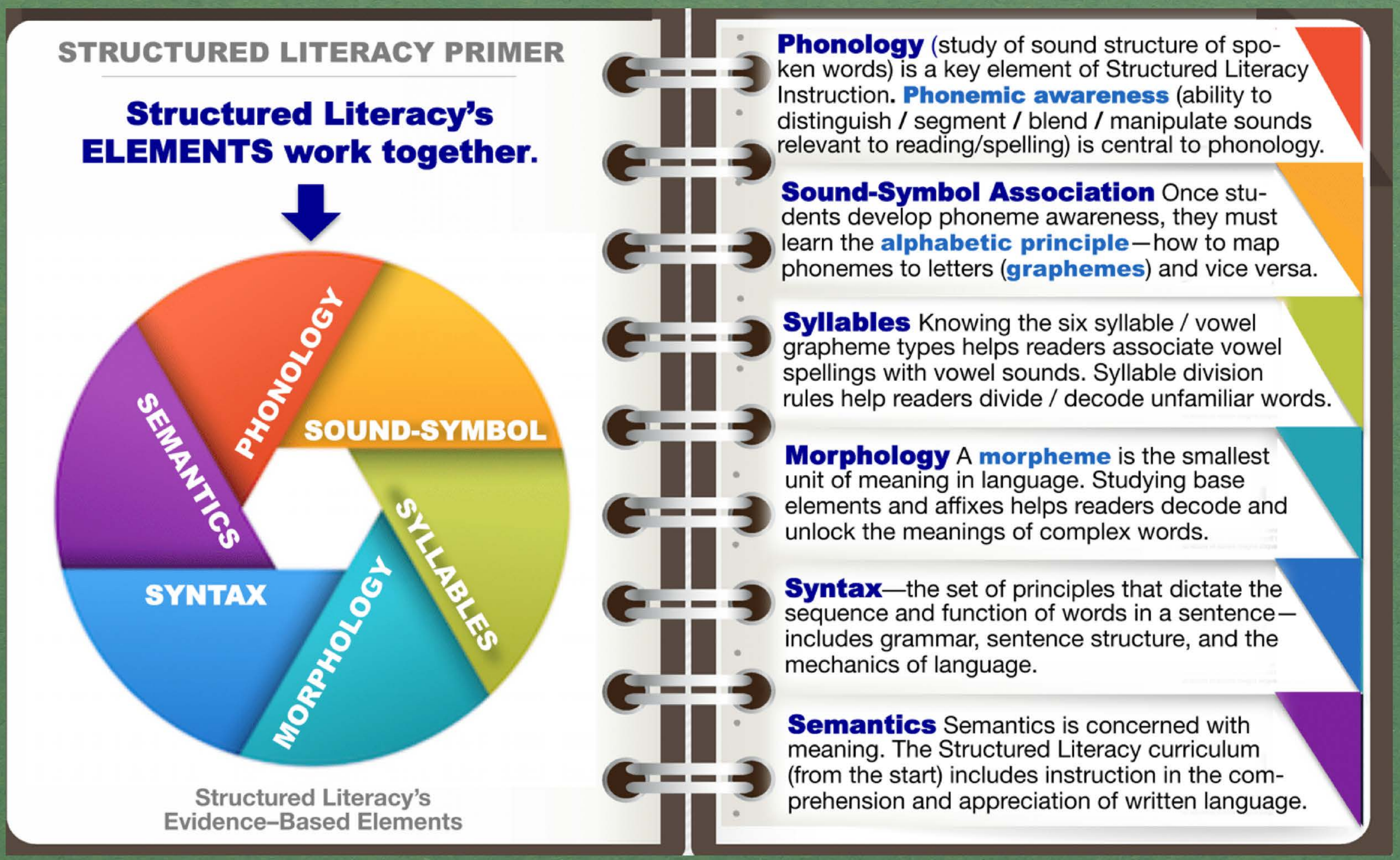

Image above explains the elements of structured literacy (International Dyslexia Association, 2016)

The two most critical elements for students with dyslexia are (1) phonological awareness and (2) phonics and word decoding. Word decoding involves students recognizing patterns of letters that make sounds and word parts (e.g., prefixes and suffixes).

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UNDERSTANDING ASSESSMENTS

ASSESSMENTS THAT CAN INDICATE SIGNS OF DYSLEXIA

All assessments listed below are "administered throughout the year to gather data to adjust and enhance instruction" (District of Columbia Public Schools, 2021). These assessments may be used in both DCPS or Public Charter Schools. Parents/Caretakers can request student scores and profiles from classroom teachers or during Parent-Teacher conferences.

DYNAMIC INDICATORS FOR BASIC EARLY LITERACY SKILLS (DIBELS)

Grade K-8 (Note: DCPS only administers DIBELS for grades K-2)

DIBELS is administered in the beginning, middle, and end of the school year. It measures a student's phonemic awareness, phonics, reading fluency, and reading comprehension. Student scores are compared to DIBELS benchmark goals to determine whether or not they need additional, targeted instructional support. Assessments take 7-15 minutes per student.

ORAL READING FLUENCY (ORF)

Grade 1-8

ORF is offered as one of the six subtests in DIBELS to assess component skills involved in reading. The assessment proctor will provide students with three reading passages. Students have one minute to read each passage out loud and answer questions. They are assessed on their ability to articulate and self-correct while reading out loud. ORF measures a student's reading rate accuracy and is measured through words read correctly per minute (wcpm).

EARLYBIRD SCREENING

Online (Not provided though DCPS/PCS)

Developed by Dr. Nadine Gaab at Boston Children's Hospital, in partnership with the Florida Center for Reading Research, EarlyBird provides dyslexia screening for students as early as Kindergarten. EarlyBird is a game-based application that is customized for the student and educator. The assessment is self-administered and automatically scores students as they play the game.

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UNDERSTANDING ASSESSMENTS

ASSESSMENTS THAT DO NOT SCREEN FOR DYSLEXIA

PARTNERSHIP FOR ASSESSMENT OF READINESS OF COLLEGE AND CAREER (PARCC)

Grade 3-8 as well as students enrolled in Algebra I/II, Geometry, and English I/II

PARCC "is the District of Columbia's annual assessment of mathematics and English language arts/literacy (ELA), based on the Common Core State Standards (CCSS)" (Office of the State Superintendent of Education, n.d., n.p.). **PARCC is not used as a screening tool for dyslexia.** It measures a student's reading comprehension, ability to produce evidence-based writing, and mathematical problem-solving. The assessment takes approximately six hours. Paper test accommodations are available. Student assessment results are released in the Fall of the following school year.

READING INVENTORY (RI)

Grade 1-12 (Note: DCPS only administers RI for grades 2-10)

RI is a computer administered assessment conducted in the beginning, middle, and end of the school year. Students are given a Lexile score, which can range from 30L-1500L . This score is used to compare the student's reading ability to the grade-level performance standards and determine what materials are appropriate for their reading level. Schools will administer additional RI assessments if progress monitoring is needed. The assessment takes 25-30 minutes.

PHONICS INVENTORY (PI)

Grades 2-10 (Note: DCPS will administer assessment for students who score lower than 500 on RI)

PI is a computer administered assessment conducted in the beginning, middle, and end of the school year. The purpose of the assessment is to determine a student's ability to recognize phonic patterns and pronunciation. Students are assessed on their ability to decode "60 phonetically regular invented words" (National Center on Intensive Intervention, n.d.). The assessment takes 15 minutes.

TEXT READING COMPREHENSION END OF SCHOOL YEAR BENCHMARKS

KINDERGARTEN	LEVEL D
1ST GRADE	LEVEL J
2ND GRADE	LEVEL N
3RD GRADE	LEVEL P
4TH GRADE	LEVEL T
5TH GRADE	LEVEL V

TEXT READING COMPREHENSION (TRC)

Grade K-5 (Note: DCPS only administers TRC for grades K-1)

TRC is administered in the beginning, middle, and end of the school year. It measures a student's reading accuracy and instructional reading level. Assessments take 7-15 minutes per student. Students are instructed to read a passage and complete oral comprehension, recalling, and/or retelling tasks. This test does not assess decoding ability or signs for dyslexia.

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TERMS TO KNOW

- **504 Plan:** a formal plan that schools develop to give kids with disabilities the support they need. They cover any condition that limits daily activities in a major way.

- **AD/HD:** one of the most common developmental problems, affecting 3–5% of the school population. It is characterized by inattention, distractibility, hyperactivity and impulsivity. It is estimated that 30% of those with dyslexia have coexisting AD/HD.

- **Assistive Technology:** any device, software, or equipment that helps people work around challenges so they can learn, communicate, and function better.

- **Comprehension:** Making sense of what is read. Comprehension depends on good word recognition, fluency, vocabulary, background knowledge, and language ability.

- **Dyscalculia:** A specific learning disability in learning and understanding mathematical concepts.

- **Dysgraphia**: Extremely poor handwriting or the inability to perform the motor movements required for handwriting. This condition is associated with neurological dysfunction.

- **Executive Functioning: t**he ability to design actions towards a goal, handle information flexibly, realize the ramifications of behavior, and make reasonable inferences based upon limited information.

- **Fluency:** Reading words at an adequate rate with a high level of accuracy, appropriate expression, and understanding.

- **Gifted and Talented Learning Disabled (GTLD) or Twice-Exceptional:** Students who are identified as gifted and talented who also have met criteria for an IEP or 504 plan. These students are learners who have high performance or potential in a gift, talent, or ability area combined with one or more disabilities that may affect achievement.

- **Independent Educational Evaluation (IEE):** A private evaluation from an outside source. Usually parents pay for this type of private testing, but if you are dissatisfied with your child's school based evaluation you can request an Independent Education Evaluation at public expense.

Links are embedded to provide more information on each of the terms.
Click on underlined words for additional information.

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TERMS TO KNOW

- **Individualized Education Plan (IEP):** A document that sets out the child's placement in special education as well as the specific goals, short-term objectives, and benchmarks for measuring progress each year

- **Language based learning disability:** A disorder in one or more of the basic processes involved and understanding or producing spoken or written language.

- **Phonics:** The paired association between letters and sounds; an approach to the teaching of reading and spelling that emphasizes sound-symbol relationships, especially in early instruction.

- **Phonological Awareness:** The sensitivity to the sound structure in spoken language. Phonological awareness progresses from rhyming; to syllable counting; to detecting first, last, and middle sounds; to phonemic awareness, which includes segmenting, adding, deleting, and substituting sounds in words.

- **Processing Speed:** Processing speed is the pace at which you take in information, make sense of it, and begin to respond.

- **Rapid Automized Naming (RAN):** The ability to quickly name aloud a series of familiar items on a page. These include letters, numbers, colors or objects.

- **Response to Intervention (RTI):** An integrated model of assessment and intervention with a multilevel prevention system to identify students at risk as well as monitor their progress, supply evidence-based interventions, and allow for appropriate adjustments based on student responsiveness. An alternative way to identify students with learning disabilities.

- **Structured Literacy:** Explicitly teaches systematic word-identification/decoding strategies. This benefits all students, and is vital for those with dyslexia.

- **Written language disorder:** A disability that involves impairment in reading, decoding, sight word recognition, reading comprehension, spelling, and/or written expression. Written language disorders, as with spoken language disorders, can involve any of the five language domains (phonology, morphology, syntax, semantics, and pragmatics).

Links are embedded to provide more information on each of the terms.
Click on underlined words for additional information.

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WHAT TO ASK

I want to request an evaluation because I am concerned that my child may be dyslexic or have another language-based learning disability.

What types of goals are usually included on an IEP for kids with dyslexia?
Check out Virginia's Dyslexia Guide **here** (scroll to pg. 21).

What are my student's strengths and areas of improvement?

What type of reading intervention is being provided for my child? Is it explicit and strategic?

Is the reading intervention being consistently provided?

How will you let me know if my child is making progress?

Who else can provide information about Dyslexia and other special education services?

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READING INSTRUCTION RESOURCES

Learning Disabilities Association of America

https://ldaamerica.org

Washington Literacy Center

https://www.washlit.org/

DC Reading Clinic

https://www.dcreadingclinic.org/

The National Center for Learning Disabilities

https://www.ncld.org/?s=dyslexia

Institute of Education Sciences

https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf

The Yale Center for Dyslexia & Creativity

https://dyslexia.yale.edu/resources/parents/what-parents-can-do/

Reading Rockets

https://www.readingrockets.org/audience/parents

University of Michigan Dyslexia Help

http://dyslexiahelp.umich.edu/parents/living-with-dyslexia/home

The Dyslexia Resource

https://dyslexiaresource.org/

Storyline Online

https://storylineonline.net/

Get Ready to Read

https://www.getreadytoread.org/

International Dyslexia Association Free Dyslexia Digital Library

https://dyslexialibrary.org/

Links are embedded for each of the resources listed above.

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READING INSTRUCTION VIDEOS & MOVIES

Effective Reading Instruction

Title: Dyslexia Advice for Parents
Link: https://www.youtube.com/watch?v=Jir9xD9-VYo
Audience: Parents/Caregivers
Time: 49:15

Title: Overcoming Dyslexia: What Does It Take
Link: https://www.youtube.com/watch?v=S76msy8NQf4
Audience: Teachers
Time: 53:47

Title: Introduction to Structured Literacy| Danielle Thompson, International Dyslexia Association, Oregon
Link: https://www.youtube.com/watch?v=BEd7eOWCkB4
Audience: Teachers
Time: 1:04:37

Title: Structured Literacy Lesson
Link: https://www.youtube.com/watch?v=cciMpUePOV0
Audience: Teachers or Parents/Caregivers
Time: 15:42

Title: An Overview of Structured Literacy
Link: https://www.youtube.com/watch?v=CcsXZ9MLMNs
Audience: Teachers or Parents/Caregivers
Time: 8:31

Title: Inside a Dyslexia Intervention | Reading Strategies for Struggling Readers
Link: https://www.youtube.com/watch?v=ex3X3IoPqXg
Audience: Teachers
Time: 36:25

Films About Dyslexia

(Source: Decoding Dyslexia:)
https://www.decodingdyslexiadc.org/resources

The Big Picture: Rethinking Dyslexia
https://kpjrfilms.co/the-big-picture/

Dislecksia – The Movie
www.dislecksiathemovie.com

Embracing Dyslexia
www.embracingdyslexia.com

Being You
roadtripnation.com/roadtrip/being-you#showdlsfkjadlk

Science of Reading

Title: What Teachers Should Know About the Science of Reading
Link: https://www.youtube.com/watch?v=1HGS9EG0HgU&t=909s
Audience: Teachers
Time: 30:41

Phonological Awareness

Title: What is Phonological Awareness?
Link: https://www.youtube.com/watch?v=K0G6teawxls&t=20s
Audience: Teachers or Parents/Caregivers
Time: 4:05

Phonemic Awareness

Title: Phonemic Awareness
Link: https://www.youtube.com/watch?v=IzbMkYeIwFc&t=102s
Audience: Parents/Caregivers
Time: 3:34

Title: Watch the Letters Get Down – Reggae – Phonemic Awareness/ Letter Recognition
Link: https://www.youtube.com/watch?v=VgDmGu7Pur8
Audience: Young Students
Time: 3:51

Title: 44 Phonemes
Link: https://tinyurl.com/2p9abe8s
Audience: Teachers
Time: 5:29

Phonics

Title: Blend Them Up (Blends & Digraphs Reinforcement Song)
Link: https://www.youtube.com/watch?v=0tYVuh6Y0HI
Audience: Young Students
Time: 3:00

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RESOURCES FOR PARENTS & EDUCATORS

Local Resources

Capital Area Branch of
The International Dyslexia Association
dc.dyslexiaida.org
Phone: (301) 906-1630

DC Office of Human Rights
ohr.dc.gov
Phone: (202) 727-4559
Email: ohr@dc.gov

DC Public Charter School Board
dcpcsb.org
Phone: (202) 328-2660

DC Public Schools
dcps.dc.gov
Phone: (202) 442-5885

Decoding Dyslexia DC
decodingdyslexiadc.org
Phone: (240) 545-5323
Email: DecodingDyslexiaDC@gmail.com

Office of The State Superintendent (OSSE)
osse.dc.gov
Phone: (202) 727-6436

Office of The Student Advocate
studentadvocate.dc.gov
Phone: (202) 741-4692
Email: student.advocate@dc.gov

Office of The Ombudsman for Public Education
educationombudsman.dc.gov
Phone: (202) 741-0886
Email: education.ombudsman@dc.gov

For more information on local resources, visit
https://studentadvocate.dc.gov/page/resource

National Resources

National Center for Learning Disabilities
ncld.org

National Center on Improving Literacy
improvingliteracy.org
Email: nciliteracy@gmail.com

The Yale Center for Dyslexia and Creativity
dyslexia.yale.edu

The Office of Special Education Programs
ed.gov/about/offices/list/osers/osep/about.html
Phone: (202) 245-7100

Children's Dyslexia Centers, Inc.
childrensdyslexiacenters.org
Phone: (877) 861-0528

Learning Ally
learningally.org
Phone: (800) 221-4792

LD Online
ldonline.org

Bookshare
bookshare.org/cms/

Understood
understood.org

Individuals with Disabilities Education Act
sites.ed.gov/idea/

The following resources may have a cost associated with their services:

The Reading League
Phone: (315) 362-2620
Email: info@thereadingleague.org

Links are embedded for each of the resources listed above.

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SOURCES

Council of the District of Columbia
D.C. Law 23-191. Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. (2020). Retrieved from https://code.dccouncil.us/us/dc/council/laws/23-191

Decoding Dyslexia DC
Decoding Dyslexia - Washington DC. (n.d.). Retrieved from https://www.decodingdyslexiadc.org/

District of Columbia Public Schools
DCPS Printable Assessment Descriptions and Calendar. (2022). Retrieved from https://dcps.dc.gov/publication/dcps-printable-assessment-descriptions-and-calendar

Division for Learning Disabilities of the Council for Exceptional Children
Teaching Tutorial:Decoding Instruction. (2012). Retrieved from https://www.teachingld.org/wp-content/uploads/2019/09/original_TT7_Decoding.pdf

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NEED IMMEDIATE ASSISTANCE?

Our Request for Assistance (RFA) Line operates Monday through Friday from 9 am-5 pm. Our staff members answer live and are prepared to answer any questions or concerns you may have regarding your student or public education in the District.

RFA Line: 202.741.4692

OFFICE OF THE STUDENT ADVOCATE

The Office of the Student Advocate was established by the Council of the District of Columbia through the Parent and Student Empowerment Act of 2013 .
The office provides guidance and resource supports for families in order to assist them in navigating our complex system of public education in DC.

For more information, visit our website.

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