Sample 2 of Notification of Change in Intervention Letter

Date:

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We are writing to provide an update on your child’s progress in learning to read. He/she has been receiving extra reading help at school since [date].

Based on progress to date, the school team thinks that your child needs more help with certain reading skills. The team will collect information about which skills need more work so that we can create a plan to best teach your child. These are the skills that we will collect more information on: [list areas for informal diagnostic assessment].

Your child will receive extra reading support as part of a small group of children that will meet X minutes per day, X times a week to focus on these skills. This small group work will be in addition to the time he/she spends learning to read as part of the whole class.

Sometimes difficulty learning to read can be because of problems that are common to individuals with dyslexia. Students with dyslexia have problems with word reading and spelling in spite of having strong speaking and understanding skills. Dyslexia is a common reading problem and each person with dyslexia has slightly different signs and symptoms, which may be mild or severe.

Dyslexia runs in families. If your child has a parent or older sister or brother who has had difficulty with reading, it is more likely that your child may have difficulties learning to read as well. If your child was slow in learning to talk or had trouble with rhyming words, these might be some of the early warning signs of dyslexia as a possible cause of his/her reading problems. Oregon schools are required by law to screen for a family history of reading difficulties if a child shows risk factors on the reading screening and does not make good progress as the result of additional reading help. Please carefully complete the attached checklist on family history and return it to your child’s teacher.

The information you provide on the checklist will not change how the reading instruction is provided, but it will help the school team better understand the possible cause of the reading difficulties, and your child’s progress will continue to be closely monitored. If a student does not catch up over time when provided with extra reading support, this may be a sign of a learning disability in the area of reading, and the school team may consider requesting your consent to complete a full reading evaluation.

Providing early support regardless of the cause of reading difficulties can help prevent later problems with reading from developing. We are committed to your child’s school success and will keep you updated regarding your child’s progress in reading.

As always, if you have questions about your child’s learning needs or progress, please contact the classroom teacher. You may also contact [name, phone number, and email of dyslexia trained teacher], for more information on dyslexia. Additional online resources on dyslexia are listed below.

Sincerely,

**Resources that Provide More Information on Dyslexia:**

ODE – Dyslexia Page: <https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/Dyslexia.aspx>

Understood: <https://www.understood.org/en>

International Dyslexia Association (IDA): <https://dyslexiaida.org/>

Decoding Dyslexia Oregon: <http://www.decodingdyslexiaor.org/>