Sample 1 of Notification of Change in Intervention Letter

Date:

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

We are writing to provide an update on your child’s reading progress as the result of the supplemental support that has been provided beginning [date].

Your child’s progress on [insert skill areas] has been monitored every X weeks since beginning the supplemental reading support. The progress monitoring results are included in the graphs below.

[Insert progress monitoring graphs from data management system.]

[Summarize results, highlighting growth that has been made. Note the child’s current scores and include the goal for each measure.]

Based on your child’s progress to date, the school team has determined that more intensified reading support is needed. The team will collect additional informal diagnostic information that will be used to help design the intensified support. Specifically, the school will collect more in-depth information in the areas of [list areas for informal diagnostic assessment].

This intensified reading support will be developed based on the assessment information that is collected and will consist of small group instruction presented X minutes per day, X times a week in addition to the core reading instruction.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Students with dyslexia have isolated difficulties with word reading and spelling in spite of strong oral language skills. Dyslexia is a relatively common reading difficulty, with individuals experiencing varying levels of severity of the characteristics.

Dyslexia runs in families. If there is an immediate family member (i.e., a parent or older sibling) who has had experienced difficulty with reading, it is more likely that the child may experience a reading difficulty as well. Evidence of early warning signs related to a child’s speech and language development provides more information to support the possibility of dyslexia as the cause for the reading difficulties. Oregon districts are required by law to screen for a family history of reading difficulties if a child shows risk factors on the universal reading screening and does not make adequate progress as the result of supplemental reading support. Please carefully complete the attached checklist on family history and return it to your child’s teacher.

While the information you provide on the checklist will not change the nature of the reading intervention provided, it will help the school team better understand the possible cause of the reading difficulties, and your child will continue to be closely monitored. Your child’s response to intervention will also provide the team with information regarding the nature of the reading difficulty. If a student does not catch up over time, 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.

Early intervention regardless of the cause of reading difficulties can significantly prevent problems with reading from developing. We are committed to your child’s academic success and are pleased to have the opportunity to continue to provide your child with the necessary reading instruction and supports. We will keep you updated regarding your child’s progress based on the adjustments that will be made to his/her small group reading intervention.

As always, if you have questions about the progress monitoring results, the plan for intensified reading support, or your child’s learning needs and 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/>