

Educator/School Discussion Guide with Families and Caregivers

This document has been created as a resource to support schools, districts, and their staff as they partner with families and caregivers during the implementation of the Early Screening of Dyslexia statute. Please use this resource in conjunction with your district's guidance and expectations.

One Indicator that has been found to be highly predictive of future reading difficulty is a family history of difficulty reading and language development([E2SSB 6162](#))

The Purpose of this document is to provide educators with guidance for learning about the family and caregiver educational history of students who exhibit weakness in:

- Phonological awareness
- Phonemic Awareness
- Rapid naming skills
- Letter sound knowledge

Please keep in mind that no one factor guarantees or even predicts the literacy-learning trajectory of a student. The information gathered is meant to contribute to a deeper understanding of a student's strengths and struggles and should be maintained with the data on the student's literacy skills in order to be accessible by relevant educators. Strengths and interests can be leveraged in the process of remediating and supporting struggles.

Before speaking to the family members or caregivers, make sure to obtain any relevant information from school personnel and records about the student, such as:

- Social-Emotional well-being
 - Students don't learn well if they feel unsafe, uncared for, or unwanted.
 - Does the child feel like a member of the class community?
- Physical factors
 - Can the child see and hear well enough to benefit from instruction?
- Attendance & discipline
 - Could the child's literacy struggles be due to lack of instruction?



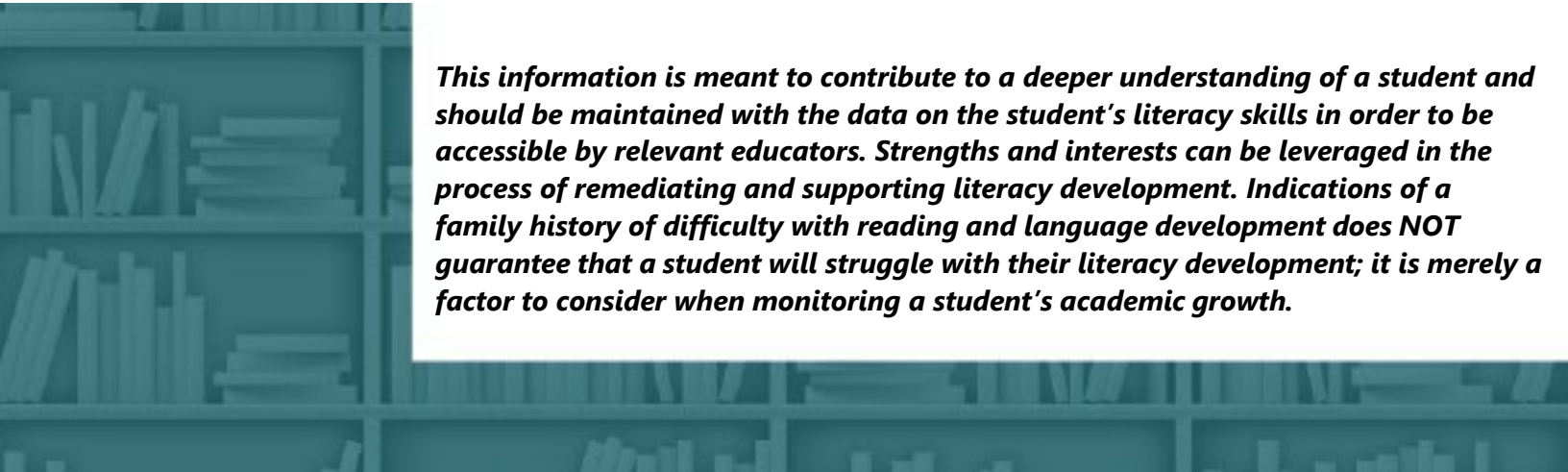
The best way to elicit information about a student's family history is through a culturally responsive conversation that demonstrates the value of the caregiver/school partnership. Remember to communicate in ways that are accessible, understandable and respectful, with interpreters when necessary.

Your Relationship with Families and Caregivers is Paramount to Students' Success.

Kindergarten teachers can build upon the relationships developed from administering WaKIDS.

Below are guiding ideas and/or prompts to learn about your student and their family and/or caregivers:*

- "How do the student and guardians feel about the school experience?"
- "What are the student's strengths in the academic and social-emotional arenas?"
- "What expectations do you have for your child's school experience?"
- "What is the best way to communicate with you?" (phone, email, etc.)
- "How do you (families/caregivers) think the student is progressing in their literacy development?"
- "Have any of the child's **biological** siblings struggled with learning to read, write, or talk?"
- "Is there anything that we should know about the parents' and caregivers' educational experience that is relevant to understanding and supporting your student's academic development?"
- Discuss grade level expectations (academicstandards).
- Discuss potential challenges to the student meeting grade level expectations at the same rate as their peers.



This information is meant to contribute to a deeper understanding of a student and should be maintained with the data on the student's literacy skills in order to be accessible by relevant educators. Strengths and interests can be leveraged in the process of remediating and supporting literacy development. Indications of a family history of difficulty with reading and language development does NOT guarantee that a student will struggle with their literacy development; it is merely a factor to consider when monitoring a student's academic growth.