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| <b>Introduction</b>                 | <p><b>Student</b> enjoys science, math and audio books – she also has dyslexia and has unexpected difficulty with reading fluency, spelling and processing written information. 1 in 5 students have <b>dyslexia</b>, which is a neurobiological difference in brain structure that can be seen in <b>brain scans</b><sup>1</sup>.</p> <p>Research shows that certain explicit, <b>structured language teaching</b> programs, like <b>Lindamood Bell</b>, help dyslexic students with language. <b>Student</b> uses Lindamood Bell in School and Barton Reading and Spelling with a tutor. She is fully capable of understanding text and meaning within the right environment.</p> <p>See <i>“From One Teacher to Another”</i> for a unique perspective on dyslexia in the classroom.</p> | <p>She has accommodations in her IEP that help her work smarter and use her <b>strengths to support her challenges</b>.</p> <p>Some Important Accommodations &amp; Contact Info:</p> <ol style="list-style-type: none"> <li>1. Time and a half on tests and assessments</li> <li>2. Fewer problems for classwork/homework – quality, not quantity</li> <li>3. Assistive Technology in Class – for organization, note-taking, writing, spelling, and more.</li> <li>4. Flexibility with sensory needs – doodling &amp; movement</li> <li>5. Class notes and study guides provided in advance</li> <li>6. Reduced/limited copying from the board</li> <li>7. Gift of Time to process reading, writing &amp; speaking – she works hard to accomplish what others consider easy and can be overwhelmed by basic tasks.</li> <li>8. Contact me anytime and at the first sign of struggle: <b>Insert Name and Email</b></li> </ol> |
| <b>Strengths &amp; Interests</b>    | <ul style="list-style-type: none"> <li>• Creative</li> <li>• Uses codeacademy.com to learn java coding</li> <li>• Good problem solver, critical thinker</li> <li>• Likes to be helpful, have a job</li> <li>• Loves math – solid understanding of process</li> <li>• Enjoys hands-on science</li> <li>• Good at technology, putting things together</li> <li>• Inclusive of others</li> <li>• Honest, funny</li> <li>• Good perceptual, spacial skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Self Advocate when comfortable</li> <li>• Drawing, doodling helps with focus</li> <li>• Enjoys listening to books, stories</li> <li>• Excellent swimmer</li> <li>• <b>Very</b> Non-competitive</li> <li>• Wants to work in science/math field someday</li> <li>• Likes Mine Craft and other design/skill video games</li> <li>• Good organizational skills, but organization systems are overwhelmed about mid-quarter</li> </ul>   |
| <b>Challenge Area</b>               | <b>Description of Challenge in Classroom</b>   | <b>Accommodations / Modifications</b>  |
| <b>Reading &amp; Social Studies</b> | <ul style="list-style-type: none"> <li>• Fluency is not automatic and reading takes time. If there are distractions, it will take longer.</li> <li>• Struggles with multi-syllable words</li> <li>• She reads at a 6<sup>th</sup> grade level but comprehends much higher.</li> <li>• Reading quickly: Uses a Kindle to read &amp; listen to books (using WhisperSync)</li> <li>• Learns by hearing, seeing, doing.</li> </ul>   | <ul style="list-style-type: none"> <li>• Extra time is very important – with time, she can complete her work.</li> <li>• We can help scribe as needed on lengthy assignments.</li> <li>• Notes in advance – bulleted versus paragraphs are helpful. She can use the notes to add detail during lectures, etc.</li> <li>• Textbooks and literature/novels can be added to the Kindle so she can listen and read at the same time.</li> <li>• Have had success with co-teacher facilitating group activities where writing is involved and teachers use a group participation protocol.</li> </ul>   |

<sup>1</sup> Sally Shaywitz, author of *Overcoming Dyslexia*, has a very useful website if you want to know more about dyslexia: [The Yale Center for the Study of Dyslexia and Creativity](#). For information on the standard definition of dyslexia, please see the [International Dyslexia Association's](#) widely accepted definition.

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|                          | <ul style="list-style-type: none"> <li>• Some difficulty with maps, telling time and visually chaotic worksheets</li> <li>• Some difficulty with group assignments</li> </ul>  | <ul style="list-style-type: none"> <li>• To remediate reading, spelling and writing, she receives an intensive, research-based, language arts program for 30 minutes a day, 4 days a week. She also has a tutor for the Barton Reading and Spelling method for 1 hour, twice a week after school on Tuesday and Thursday.</li> <li>• Technology – online calendar, reminders, AT software and apps</li> <li>• Add word banks to crossword puzzles or substitute another assignment</li> </ul>  |
| <b>Writing/ Spelling</b> | <ul style="list-style-type: none"> <li>• Enjoys choice writing assignments</li> <li>• Difficulty with assigned prompts or non-preferred topics</li> <li>• Handwriting difficult and <b>is not automatic</b>.</li> <li>• Spells VERY phonetically and leaves out vowels</li> <li>• Low word recognition for vocabulary</li> <li>• Struggles with multi-syllable words</li> <li>• Difficulty organizing thoughts for writing</li> <li>• Likes to type or write out all her thoughts in one big lump and then edit</li> <li>• Difficulty copying information from board to paper</li> <li>• Finishing work in time provided</li> <li>• Dysgraphia</li> </ul>      | <ul style="list-style-type: none"> <li>• <b>Keyboarding</b> – She has basic typing skills. Her IEP states that she will keyboard using Type to Learn 4 for 15 minutes a day and if that's not successful she will keyboard her social studies notes onto her laptop for keyboard training.</li> <li>• <b>Writing Process:</b> Catherine needs to write using her oral skills – by saying her thoughts aloud and then editing, she can produce a well thought-out paragraph/story this way.</li> <li>• Dictating to scribe (AT or human) – she has many good thoughts but easily tires of writing. At home, I will type or write book reports or lengthy worksheets.</li> <li>• <b>Inspiration</b> Visual Tools can be useful.</li> <li>• Word banks and sentence starters</li> <li>• Frequent breaks</li> <li>• AT word recognition software for spelling and grammar (Ginger, American Wordspeller, Typo)</li> <li>• Laptop – she uses her laptop in class</li> </ul> |
| <b>Math/Science</b>      | <ul style="list-style-type: none"> <li>• She likes math and science and thinks of herself as a math/science person</li> <li>• Math Calculation difficulty for math facts because of working memory and processing</li> <li>• Diagonals are difficult – geometry and art (see DTVP-2). She can circle the correct drawing, but has difficulty drawing these lines/shapes because of dysgraphia</li> <li>• High level of frustration at times, especially with word problems. She said she struggled with the algebra assessment because there was a banking reference she didn't understand.</li> <li>• Usually enjoys her math and science homework</li> </ul> | <ul style="list-style-type: none"> <li>• Provide multiplication tables on laptop or in binder</li> <li>• Calculator to help with speed</li> <li>• Modified workload</li> <li>• Reduced Paper and Pencil</li> <li>• Frequent breaks</li> <li>• Extended time</li> <li>• Verbal reinforcement</li> <li>• Movement Opportunities</li> <li>• Rewards: code academy or math computer games</li> <li>• Photograph written assignments from board (using iPod)</li> <li>• Assessments should be reviewed in advance for vocabulary issues</li> </ul>  |
| <b>All Classes</b>       | <ul style="list-style-type: none"> <li>• Struggles with transitions</li> <li>• Difficulty with change to a routine</li> <li>• Difficulty with teacher changes/substitutes</li> <li>• Difficulty focusing in chaotic or noisy environment</li> <li>• Difficulty with multi-step instructions</li> <li>• Difficulty with timed tasks</li> </ul>  | <ul style="list-style-type: none"> <li>• Kind, firm, consistent redirection works best</li> <li>• Preferential seating next to helpful peer</li> <li>• Visual checklist for multi-step instructions</li> <li>• Needs a quiet environment to complete difficult tasks like writing</li> <li>• Use headphones!</li> <li>• Use her as a helper to get her acclimated</li> </ul>   |

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|   |   | <ul style="list-style-type: none"> <li>• Provide a heads up on what comes next</li> <li>• Allow for frustration – give her time to get it together and move forward. Avoid power struggles.</li> <li>• Sitting for long periods of time is difficult – sits with legs up on chair</li> <li>• Check for understanding with long string of directions</li> </ul>  |
| <p><b>Behavior / Social</b></p>                                 | <ul style="list-style-type: none"> <li>• Less mature than others her age</li> <li>• Has 3-5 close friends</li> <li>• Limited participation in unfamiliar environment</li> <li>• Increased anxiety in a new environment or unknown situation, especially with unfamiliar people</li> <li>• Sensitive to angry tone or words – will shut down</li> <li>• In new situations, she can be very anxious – this often appears as “silly”</li> <li>• She might refuse to do something new and avoid the situation by leaving, withdrawing or refusing to cooperate</li> </ul> | <ul style="list-style-type: none"> <li>• Sometimes needs help to integrate socially</li> <li>• Provide choice as it creates accountability</li> <li>• Secret look or signal to chill if acting silly and inappropriate socially</li> <li>• Increase comfort level by explaining expectations in advance and explicitly – try to be concrete</li> <li>• When upset, please let her cool off. She will return to finish the conversation or task and is able to move forward</li> <li>• Give cool down time first, then prompt for information</li> <li>• Prompt her to problem solve once she cools off. She is very skilled at problem solving and will take responsibility for her actions.</li> <li>• Works well with <b>insert teacher name</b></li> <li>• <a href="#">Celebrate Calm</a> – Kirk Martin – behavioral solutions for LD/ADHD</li> <li>• <a href="#">Overcoming Dyslexia</a>, by <a href="#">Sally Shaywitz</a></li> <li>• <a href="#">Yale Center for Dyslexia and Creativity – From One Teacher to Another</a></li> <li>• <a href="#">Jonathan Mooney</a>, Learning Outside the Lines</li> <li>• <a href="#">The Myth of Laziness</a>, by Mel Levine</li> </ul> |
| <p><b>Verbal Apraxia / Verbal Expression and Processing</b></p> | <ul style="list-style-type: none"> <li>• Since birth, she’s had difficulty with speech. Most issues are resolved, but when under pressure she will struggle to articulate thoughts</li> <li>• Sometimes you cannot understand her b/c she might slur all the words together.</li> </ul>   | <ul style="list-style-type: none"> <li>• She is embarrassed when asked to repeat herself so I usually pretend I didn’t hear her and say: I’m sorry I didn’t hear you – could you repeat that?</li> <li>• Provide time for processing</li> </ul>   |