

- Use highly visual materials (e.g., many figures, pictures, diagrams) in reading assignments.
- Allow the student to use a tape recorder

**Curriculum adaptations in reading and writing:**

- Shorten assignments based on mastery of key concepts.
- Shorten spelling tests based on mastering most functional words.
- Substitute clay models, posters, cartoons, panoramas, puppet shows, models, dioramas, plays, for written assignments.
- Change from percentage to mastery grading.
- Decrease all forms of competitive marking and grading.
- Allow students to work in pairs who have complementary learning strengths so both feel capable in some areas of learning.
- Specify, list and make a check up document stating exactly what the student will need to learn to pass, and do it at the beginning of the grading period and then make weekly references to it, with the student having the progress chart available for personal motivation.
- Modify expectations so student can succeed.
- Have conferences to help student recognize the value of concepts and help choose ways to demonstrate learning.
- Use both printed and oral directions on assignments.
- Give directions in small chunks that student can remember and accomplish successfully.
- Have student repeat directions to determine that communications are clear.
- Show a model or provide rubrics for the finished product.
- Provide support as soon as the student shows frustration or flagging interest.
- Check progress frequently in the first few minutes of the assignment.
- Break large assignments in to smaller chunks and help student succeed at each juncture.

## Literacy Screening

### Early indicators

- May talk later than most children.
- ? May have difficulty pronouncing words i.e., "alluniumum, "busgetti" for "spaghetti", "mawn lower" for "lawn mower".
- ? May be slow to add new vocabulary words.
- ? May be unable to recall the right word.
- ? May have difficulty with rhyming.
- ? May have trouble learning numbers, alphabet, days of the week, colors, shapes, write or spell own name.
- ? May be unable to follow multi- step directions or routines.
- ? Fine motor skills may develop more slowly than peers'.
- ? May have difficulty telling and/or retelling a story in the correct sequence.
- ? Often has difficulty separating sounds in words
- ? Gets confused or unfocused when blending sounds to make words.

### Primary skills

- ? May be slow to learn the connection between letters and sounds.
- ? Has difficulty decoding single words (reading single words in isolation).
- ? Has difficulty spelling phonetically.
- ? Makes consistent reading and spelling errors such as:
  - Letter reversals - "d" for "b" as in: "dog" for "bog"
  - Word reversals - "tip" for "pit"
  - Inversions - "m" for "w," "u" for "n"
  - Transpositions - "felt" for "left"
  - Substitutions - "house" for "home"
- ? May confuse small words - "at" for "to," "said" for "and," "does" for "goes."
- ? Relies on guessing and context.
- ? May have difficulty learning new vocabulary, names for objects.
- ? May transpose number sequences or confuse arithmetic signs (? - x / =).
- ? May have trouble recalling facts.
- ? May be slow to learn new skills; relies heavily on memorizing (often very limited, already) without understanding.
- ? May have difficulty planning, organizing, managing time, materials and tasks.
- ? Often uses an awkward pencil grip - fist, thumb hooked over fingers, etc.
- ? May have poor "fine motor" coordination; i.e.

### Working so hard and still trying -- grades four and above

- ? Is usually reading below grade level often with rudimentary skills.
- ? May reverse letter sequences - "soiled" for "solid," "left" for "felt."
- ? May be slow to discern and to learn prefixes, suffixes, root words, and other reading and spelling strategies.
- ? May have difficulty spelling; spells same word differently on the same page.
- ? May avoid reading aloud.
- ? May have trouble with word problems.
- ? May write with difficulty with illegible handwriting; awkward pencil grip, fist-like or tight.
- ? May avoid writing.
- ? May have difficulty with written composition.
- ? May have slow or poor recall of facts.
- ? May have difficulty with comprehension.
- ? May have trouble with (does not catch on to) idioms, jokes, proverbs.

# Reading Report

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

<b>Reading Abilities</b>	<b>Initial success</b>	<b>1<sup>st</sup> quarter</b>	<b>2nd quarter</b>	<b>3rd quarter</b>	<b>Finale</b>
Reading speed					
Reading accuracy					
Specific sounds are associated with letters - Alphabet, blends, vowel combinations					
Initiates reading tasks - starts work on own, uses references, internet searches, pleasure					
Initiates writing tasks - notes, takes notes,					
Slow to start, minutes involved					
Speed of work - laborious, plodding, quick, focused on accuracy, dashes through					
Eye movements across the page					
Focus attention on the words - minutes able to do this, level of intensity - lost in reading					
Misreads information.					
Builds ideas and images based on passage - with help, automatically, deep, rich, creative					
Understands words and placement in text.					
Captures meaning from the passage					
Stores ideas in memory - during session, recalls, during day, recalls next day					
Can put ideas gleaned into writing					
Summarizes main ideas, sub plots					
Spelling is consistent and phonetic					
Student knows when word may not be right					
Mnemonic devises are used for some words					
Little attention to details or lost in details					
Little knowledge from previous reading					
Answers open-ended questions on tests					
Foreign words present difficulties					
Organizing and managing difficulties					
Limited English vocabulary					
Retains previously covered material					



These building blocks are cognitive foundational skills for reading.

Focus attention

Recognize sounds associated with letters

Vocabulary building with picture and mind associations

Memory work

Capture meaning from reading

Respond to questions about material -- get it in and get it back out!

Acquiring and practicing for expertise

### **Reading Associated Skills**

These are ways these reading associated skills affect the reading experience.

Read very slowly with many inaccuracies

- Slow to start

- Slow going

- Avoids reading

Not aware that specific sounds are associated with letters; or some sounds are missing.

Can't focus attention on the printed marks and /or control eye movements across the page.

Not understanding words or placement in text

Not capturing meaning from the passage

Misreads information

Stores few ideas in memory

- Poor memory skills and practices

- Little attention to detail

- Main thoughts lost in all the details

- Can't answer open ended questions

- Little knowledge from previous reading

- Forgot previously covered ideas or material

Limited vocabulary

Spelling of common words presents inconsistent results

Foreign words present difficulties

Organizing and managing difficulties

- Avoids writing tasks

- Has trouble summarizing

- Has difficulty with outlining tasks

- May not be able to recognize a topic sentence

Ability to build ideas from passage is limited

Outcomes and predictions do not flow from the story

Ability to put ideas into words is limited

- Ability to translate verbal ideas to the page is limited

## Math issues and dyscalculia or dysnomia

	<p>"I hate math."</p> <p>"I need to go see the nurse, I have a stomach ache, that's all."</p> <p>"This is stupid."</p> <p>"My dad said you don't even need this stuff."</p>	<p style="text-align: center;"><b>Definition</b></p> <p><b>Dyscalculia</b> - a mathematical disability in which a person has unusual difficulty solving arithmetic problems and grasping math concepts.</p> <p>Having a difficult time performing math to the point of being unable to successfully process numbers - and often it also includes feeling threatened by the subject.</p>
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Underlying causes of math difficulties:

*Visual Processing Weakness* - This may be the most common cause of math difficulty. Math requires the student to visualize numbers and math situations. When a person has a generalized visual processing weakness it is sometimes referred to as a nonverbal learning disability. It is useful to note that many teachers do not teach math in a way that requires visualization, instead many approaches still require almost entirely on working memory.

*Deficits in Working Memory* - Difficulty holding a series of concepts in the head at one time while performing math functions is common with many students and especially true of LD. It certainly describes the student with attention deficit disorder. For help with basic facts, move to p. 66.

*Sequencing Problems* - Students who have difficulty sequencing or organizing detailed information often have difficulty remembering specific facts and formulas for completing math calculations. If this is the underlying cause of a student's math difficulties, there is often also difficulty in getting and keeping the details.

*Math "phobia"* - Some students just develop a "fear" or "phobia" of math either because of negative experiences in their past, inconsistent educational experiences, or lack of self-confidence. Sometimes math phobia can cause as much difficulty as a learning disability. <http://www.ldinfo.com/dyscalculia.htm#top>

Math seems like a paradox. We all need it; we cannot be self-sufficient in life without the ability to understand and use money, days of the month, time of day, how much water to boil, how long to let something cook in the microwave. At the same time, many of us have ambivalence - almost a love-hate feeling about math.



Many of us had a devil of a time in some of our math classes!

As we look back, there are so many things that go with teaching math that many of us never use -- don't know when to use -- haven't seen anyone else use. And there are a ton of things we wish we could use, but never get a handle on how or when to do the processes.

*(Don't let this secret get out, but there are also a lot of math things I finally learned and started to use once I was teaching math to others. . . See, hear, use, teach others --- the best steps to follow if we want students to understand and use math)*

**!!! Easy Changes to promote success !!!**

**!** Give students responsibility to teach the math concept they have difficulty grasping --to others