

Suggestions to classroom teachers:

It may be necessary to make modifications in the classroom for Client, due to the nature of his dyslexia. Keeping in mind the method of instruction or activity will determine the accommodation or strategy that will best meet Client's learning needs based on the method of instruction. The following are some suggestions based on his diagnosis and needs:

MODIFYING THE PRESENTATION OF THE TEACHING MATERIALS:

1. Break assignments into segments of shorter tasks.
2. When content mastery is questionable, investigate the use of concrete concepts before teaching abstract.
3. Relate information to Client based on previous experiences.
4. Reduce the number of concepts introduced at any one time.
5. Provide Client with an overview of the lesson before beginning the lesson. (Tell Client what he is expected to learn and why.)
6. Monitor the level of language used to communicate ideas. (Be sure vocabulary and complex sentence structures are not too advanced.)
7. Schedule frequent, short conferences with Client to check for comprehension.
8. Provide consistent review of any lesson before introducing new information.
9. Allow Client to obtain and report information utilizing audio recorders, iPad, interviews/oral reports, projects, computers, calculators, dictation, and films.
10. Reading comprehension to learn: Highlight important concepts to be learned in text or material. (Color code key points; outline; student guides.)
- *Reading comprehension for standardized testing: Circle specific words with pencil only (no highlighter). Focus on transitional words such as /but/, /therefore/, /henceforth/ (words that signify change). Summarized each paragraph with a few words in the margin of the page while reading.
- *Avoid "what do you think will happen next" questions. This may confuse Client. If presented with their prediction on a test the Client will most likely choose their prediction over the actual events that occurred next in the story.
11. Space practice and drill sessions over time.
12. Monitor the rate in which you present material.
13. Give additional presentations:
 - a. Repeat original presentation.
 - b. Provide a more complete or a simpler explanation.

- c. Give additional examples.
- d. Model skills in a variety of ways.
14. Provide additional guided practice:
 - a. Lengthen practice sessions.
 - b. Schedule extra practice sessions.
15. Make consequences more attractive:
 - a. Increase feedback.
 - b. Provide knowledge of results.
 - c. Chart performance.
 - d. Reward approximations.
 - e. Give incentives to begin and to complete.
16. Recognize and give credit for Client's oral participation in class.
17. Make arrangements for homework assignments to reach home with clear, concise directions. *Learning management system, school planner, notebook specific for homework
18. Assign tasks –classwork/homework- at the appropriate level (lower reading or difficulty level). Learning to read tasks at reading level.
19. Give tests orally.
20. Allow use of SMART phone or tablet to take photo images of assignments or notes from the board, audio record lecture, dictate his assignments in lieu of writing.
21. Dragon Naturally Speaking for speech to typing.

AUDITORY PROCESSING:

1. Give written or graphic directions to supplement verbal directions.
2. Slow the rate of presentation.
3. Paraphrase material using similar language.
4. Request Client to tell you “what they heard”. Modify verbal directions if “what the child heard” different than the intent of the instruction.
5. Keep statements short and to the point.
6. Avoid use of abstract language (metaphors, idioms, puns, etc.).
7. Keep sentence structures simple. Gradually introduce more complex sentences as Client masters the ability to comprehend them.
8. Encourage feedback from Client to check for understanding. (Have Client restate what you have said in his own words.)
9. Familiarize Client with any new vocabulary before the lesson. (Make sure he can recognize

- and use this vocabulary.)
10. Reduce the amount of extraneous noise such as conversations, TV, radio, noises from outside, etc.
 11. Alert Client's attention to key points with such phrases as "This is important" or "Listen carefully."
 12. Ensure that the readability levels of the textbooks used in class are commensurate with Client's language level or allow the use of audio textbooks.
 13. Utilize visual aids to supplement verbal information. (Charts, graphics, pictures, etc., can be used to illustrate written and spoken information.)
 14. Utilize hands-on activities whenever possible. Establish the concrete experience base before teaching more abstract concepts.
 15. Always demonstrate to Client how the new material relates to material he has previously learned.
 16. Provide homework assignments, videos of assignment instruction/concept (flipped classroom) on learning management system (LMS) for students/parents to access at home.

VISUAL PROCESSING:

1. Highlight information to be learned (color coding, underlining, etc.).
2. Keep written assignments and work space free from distractions.
3. Worksheets should be clear and well-defined.
4. Go over visual task with Client and make sure he has a clear understanding of all parts of the assignment before beginning.
5. Avoid having Client copy from the board. Provide him with a written copy of the material. This may come from the teacher's manual or lecture notes. Or, allow him to take photo images with a camera app.
6. Allow use of SMART phone or tablet to take photo images of assignments or notes from the board, audio record lecture, dictate his assignments in lieu of writing.
7. Request school books on audio.

VISUAL-MOTOR INTEGRATION:

1. Avoid large amounts of written work (both in class and homework).
2. Encourage Client to select a method of writing which is most comfortable (cursive or manuscript).
3. Set realistic expectations for neatness on which this is mutual agreement.
4. Let Client keyboard, audio record, or give answers orally instead of writing.
5. Avoid pressures of speed and accuracy.
6. Provide Client with a copy of lecture notes produced by the teacher or a peer.
7. Reduce amounts of copying from the board and textbook; provide Client with written information.
8. Allow use of SMART phone or tablet to take photo images of assignments or notes from the board, audio record lecture, dictate his assignments in lieu of writing.
9. Utilize Livescribe™ pen to capture lecture with notetaking.
10. Provide homework assignments, videos of assignment instruction/concept (flipped classroom) on learning management system (LMS) for students/parents to access at home.

MODIFYING TIME DEMANDS:

1. Increase the amount of time allowed complete in classroom assignments and tests if Client demonstrates within average or above average delayed recall ability. (Contract with Client concerning time allotment.)
2. Reduce the amount of work or the length of tests (as an alternative to allowing more time).
3. Teach time management skills (use of checklists, prioritizing time, and prioritizing assignments).
4. Space work periods with breaks or change of task.
5. Set up a specific routine and stick with it.
6. Alternate quiet and active time (short periods of each).
7. Give Client a specific task to perform within specific time limits.
8. Allow unfinished classwork to become the homework in lieu of homework instead of in addition to homework.
9. Teacher/Parent communication on expected time to complete homework verses actual time to complete homework. Modify the amount of homework accordingly.

RESOURCES:

1. Livescribe Pen:

Allows audio recording of lecture while notes are written. Can reorganized notes and share with others. Mac and PC compatible.

<https://store.livescribe.com/>

2. The Reader Pen:

Reads text to voice in English or Spanish. Dictionary capacity. Save capacity.

<http://www.readerpen.com/>

3. Dragon Naturally Speaking:

Converts voice to text. Bluetooth compatible. Adapts to users voice.

<https://www.nuance.com/dragon.html>

4. The Mightier Game

Through gaming teachings children strategies for emotional regulation.

<https://www.mightier.com/how-it-works/>

SUGGESTIONS TO THE PARENTS:

Give high priority to consistent attendance at Dyslexia Center of Tulsa and to the home therapy program we give you. Home therapy should be done every day for one-half hour in order to maximize the benefits to your child. Thank you for the opportunity to help. We enjoyed working with Client. If we can provide further information, please contact us at 918-313-5518.