

IEP / 504 Snapshot

Student Information



John Doe

John is well-mannered and respectful. He loves math, experiments, and recess. He wants to be Iron Man when he grows up. His

favorite food is tacos.

Primary: SLD in reading comprehension (dyslexia)

Secondary: OHI (anxiety)

Dyslexia involves difficulty reading due to problems identifying speech sounds and learning how they're related to letters and words. Anxiety results in a feeling of fear, dread, and uneasiness that may occur as a reaction to stress. A person with anxiety may sweat, feel restless and tense, and have a rapid heartbeat.

Characteristics

- **Dyslexia**
 - Poor decoding: Difficulty accurately reading (or sounding out) unknown words
 - Poor fluency
 - Slow, inaccurate, or labored oral reading
 - Poor spelling: Difficulty with learning to spell, or with spelling words, even common words, accurately
- **Anxiety**
 - Feeling restless, wound-up, or on edge.
 - Having difficulty concentrating.
 - Having headaches, muscle aches, stomachaches, or unexplained pains.
 - Difficulty controlling feelings of worry.

General Accommodations

- **Dyslexia**
 - Provide extra time for reading and writing.
 - Provide copy of lecture notes before class starts.
 - Allow the student to use a text reader like a Reading Pen or text-to-speech software. Use speech-to-text software to help with writing.
 - Provide lecture notes. Grade for content not spelling.
- **Anxiety**
 - Allow the student to have a self-calming object on hand.
 - Give advance notice of planned substitute teachers or other changes in routine.
 - Provide a "take a break pass" as needed.

Helpful Tips

- Responds best to positive reinforcement.
- Provide cue card system so John can discreetly ask for help.
- Do not call on him in class if his hand is not raised.
- Follow up individually after classroom instructions are given.
- Allow the use of letter and number strips.
- Use highlighters while following along with notes in class.
- Allow dictation of stories versus writing them out (speech-to-text).
- Design an environment of acceptance and understanding.
- Check in with him frequently.
- If frustrated, allow John to take a walk down the hallway and back.
- Allow preferential seating (sometimes this may be at the back of the class so others don't notice when he struggles).