

Strategy Matrix for Students with Learning Disability in Reading Organization of Needs with Useful Interventions

Disability: Learning Disability in Reading (Dyslexia)

Student Strengths: Jessica has good spatial knowledge and can see 3-D objects in her head. She has an enhanced picture recognition memory and thinks in pictures. And lastly, she is highly creative!

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Poor reading fluency	<u>Constant Time Delay-</u> This will help build Jessica’s fluency in recognition of letters, common words and spelling. It will help her learn to read faster with the time limit.
	<u>Music as a Teaching Strategy-</u> Jessica can use music and rhythm to improve fluency by singing out loud and at different speeds. It’s also a more fun way of reading.
Weak vocabulary skills.	<u>Art and Illustration-</u> In particular, the interactive word walls could help Jessica because it will help her learn and retain vocabulary in a visual way! She learns better with visuals.
	<u>Lines Vocabulary Strategy-</u> This strategy will help Jessica learn new vocab words definitions by linking them to known words.
Social / School Skills	
Difficulty articulating thoughts.	<u>Journaling for Academics-</u> Students can discuss and write about what they are having difficulty with in their journal and later have the teacher review it for help.
	<u>Response Cards-</u> The pre-determined response cards will avoid Jessica having to think too hard on articulating her thoughts because she will choose the appropriate response card from the ones given to her.
Trouble reading social cues.	<u>Post-it Note Method-</u> I can put different social interactions on post-it notes and have Jessica organize them under the correct response. She will learn to understand cues, like body language, better.
	<u>Precorrection-</u> By me telling the class what I expect before anything happens, Jessica will know what the appropriate social cue is in particular situations.
Behavior / Organization	
Has difficulty doing group work.	<u>PALS-</u> This will help Jessica by pairing her with a tutor who is confident and can help Jessica feel more confident with group work and completing tasks. They can switch to where the tutor is the tutee so Jessica can explore both roles.
	<u>Cooperative Learning Roles-</u> Jessica can have an easier time with group work by being assigned an individual role with unique responsibilities that ultimately completes the assignment.
Difficulty attending to specific tasks or assignments.	<u>Behavior Specific Praise-</u> If I praise every time Jessica completes a task, she will be more likely to finish future tasks.
	<u>Written Behavior Contract-</u> By signing a contract between me and Jessica, she will know what tasks are expected of her and will be more likely to complete them to get the pre-agreed upon rewards.