

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

Disability: Learning Disability in Reading, 8th grade History

Student Strengths: Creative, Good problem solver, Pattern recognition, Great listening comprehension with ability to recall information, High emotional intelligence, Good observational skills, Great social skills

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Reading Comprehension	<p>Music as a Teaching Strategy: Music breaks the content into parts increasing comprehension of read materials when put into a song and increases student engagement. This class wide activity helps with comprehension of themes and important events from the reading.</p> <p>Movement in Learning: This will be combined with music. Since the information is being taken in multiple ways, retention and comprehension is improved.</p>
Weak Vocabulary Skills	<p>LINCS Vocabulary Instructional Method: She is building on prior knowledge. By identifying the word, drawing a picture, and writing a story, she is retaining the information better and increasing vocabulary.</p> <p>Constant Time Delay: This will be used to learn vocabulary and increase her confidence within this area.</p>
Social / School Skills	
Negative self-image regarding feelings of inadequacy	<p>Positive Self-talk: She is challenging their own negative self-talk; this helps create positive links to change thinking patterns.</p> <p>Art and Illustration: Visual stimulation such as art and illustration will help her express herself and can increase self-confidence improving self-image.</p>
Low student involvement in large group work	<p>PALS: By promoting collaboration with peers, she can work on social skills in small groups within the classroom in a safe environment leading to more engagement. By strengthening her confident in small groups, she can become more comfortable with her peers and promote class discussion in larger groups.</p> <p>CWPT: Supports an inclusive classroom. Promotes collaboration with peers and desire to learn.</p>
Behavior / Organization	
Completing reading activities causes her to become easily frustrated	<p>Written Behavior Contract: Positive reinforcement for her, teaching her emotions are okay but rewards her for expressing them appropriately.</p> <p>Precorrection: Student is explicitly told what to expect and what is expected in class to curb negative behavior in class.</p>
Note taking/organization	<p>Guided Notes: This will help her learn how to organize notes which makes them easier to go back and look at later.</p> <p>Foldable Graphic Organizer: Helps her organize content while assisting in remembering the material.</p>