

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

*Student is a second grader with dyslexia. Student Strengths: Becomes actively engaged during tasks that involve hands-on projects, demonstrations, experimentation, observation, and visual aids; very driven and persistent when verbally sharing opinions; has a lively imagination as demonstrated through artwork.*

<b>Common Disability Characteristic that Interfere with Learning</b>	<b>Evidence-based Strategies to Increase Students School Success</b>
<b>Academic</b> (reading, writing, math, science, social studies)	
Student reads and rereads text, but with little comprehension of content.	<p><b>Strategy: Graphic Organizers</b>            Why: with access to graphic organizers that are front-loaded at beginning of task so that student has access to it during the reading, student can process and write/draw comprehension of reading content in a personalized, visual way. Teacher can help by modeling (verbally, or visually on whiteboard) the content that student is expected to focus on to guide their progress.</p>
	<p><b>Strategy: Cooperative Learning Roles</b>            Why: having a defined role will relieve student of pressure to demonstrate comprehension of ALL text. Student is in non-threatening, interdependent environment and can “specialize” on retaining specific aspects of the reading to avoid feeling overwhelmed and also to benefit from hearing peers’ perspectives on the reading.</p>
Student has poor memory for sequences, facts and information that has not been experienced.	<p><b>Strategy: Foldables</b>            Why: having the constructive learning experience of a 3D graphic organizer can be a fun way to engage with content. Either writing or gluing text that’s been scaffolded by teacher into liftable flaps, spinning wheels, and illustrations give student ownership of the content.</p>
	<p><b>Strategy: Drama Based Pedagogy</b>            Why: Student will have opportunity to connect to material by providing the relevancy themselves, breaking concepts down in ways that make sense to them. This increases student’s skills in comprehension, memory and recall, and mental imaging.</p>
<b>Social / School Skills</b>	
Student often acts like class clown, particularly when in group that is not under direct supervision at teacher table during small group reading instruction.	<p><b>Strategy: Providing Choice (Choice Boards and Choice Menus)</b>            Why: having two or more independent work options offered by the teacher during this instruction time, student will experience a sense of autonomy to choose the way they want to learn or express knowledge, thereby increasing their engagement and on task behavior.</p>

	<p><b>Strategy: Good Behavior Game</b> Why: this will help student to build social and emotional skills needed to develop healthy behavior. Also, by allowing the whole class to participate this will improve the classroom culture and climate.</p>
Student has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies.	<p><b>Strategy: Behavior Specific Praise</b> Why: strategy's success depends on teacher's efforts of getting to know student personally; in this way, the praise is genuine and based on student's efforts, no matter how small, when keeping on task. Hearing praise that is specific to the student's actions may contribute to their self-esteem; for example, praising a student's willingness to help a classmate during a difficult task.</p>
	<p><b>Strategy: Positive Self Talk</b> Why: When teacher models this for student, it can help them curb negative emotions and increase their self-confidence, success, and productivity.</p>
<b>Behavior / Organization</b>	
Student has challenges in sustaining attention during whole group instruction, seems prone to daydream.	<p><b>Strategy: Academic Games</b> Why: Engaging student with academic games to review or introduce content is a way to increase motivation and working together with peers, as well as encourage strategic thinking.</p>
	<p><b>Strategy: Movement in Learning</b> Why: When physical activity is included, that adds another level of positive reinforcement to guide student on task. This is a way for student to take in content through more than one sense, increasing probability for it to encode into long-term memory.</p>
Student is easily frustrated and emotional about school reading and/or testing; may hesitate to respond when called upon to answer questions.	<p><b>Strategy: Response Cards</b> Why: When teacher poses a question directly, it may place undue pressure on student; student may feel less pressure and more anonymity when every student is responding with a response card.</p>
	<p><b>Strategy: Constant Time Delay</b> Why: This provides for higher student engagement, many opportunities for student response and teacher feedback in order to master fluency in letters, numbers, sight words, vocabulary, spelling, and math facts. Student can gain confidence in learning essential content fluency.</p>