

# IEP / 504 Snapshot

## Student Information

Replace pic below with your student's picture, if desired



### 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 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 heart beat.

## 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 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).

\*You can access accommodations at [www.understood.org](http://www.understood.org) This is also a great resource for descriptions & characteristics of various disabilities.