Reading Disability

The student…	The teacher…
➢ Has difficulty recognizing many common words (high frequency/sight words) ➢ Struggles with fluency when asked to read aloud ➢ May have problems with oral and/or reading comprehension ➢ May appear to be disinterested in reading ➢ May have difficulty decoding text ➢ May have difficulty matching letters and sounds ➢ May have difficulty with auditory, phonological and/or language processing	➢ Introduces important vocabulary before students read a selection ➢ Reduces necessity for students to read aloud in front of peers ➢ Provides multi-sensory instruction, using sight, sound, and touch ➢ Employs strategies such as questioning to find the main ideas or thinking maps ➢ Reviews word parts, roots, affixes, and suffixes ➢ Allows extra time for students to complete work when necessary ➢ Provides positive and corrective feedback

Writing Disability

The student…	The teacher…
➢ Has difficulty writing from a prompt or from dictation ➢ Struggles to organize words into meaningful thoughts ➢ May write poorly formed letters or have illegible handwriting ➢ Makes excessive spelling, punctuation, and grammar errors ➢ Writes sentences that lack logical connections ➢ Creates paragraphs and stories with missing elements and illogical transitions ➢ Includes reversals or spelling errors when writing ➢ Has difficulty completing written schoolwork	➢ Suggests pre-writing strategies to organize a student's thoughts ➢ Provides graphic organizers ➢ Allots time to practice handwriting ➢ Develops personalized spelling lists ➢ Teaches students the steps to creating a story and the way to add transitions ➢ Allows extra time for written tasks including note taking ➢ Asks students to write without proofreading to produce ideas; encourages proofreading later

ADD/ADHD

The student…	The teacher…
➢ May have difficulty paying attention in class ➢ Often struggles with organizational skills ➢ Frequently fails to finish activities or homework ➢ May be either restless or inattentive during class ➢ May appear bored ➢ Is easily distracted ➢ May blurt out answers or talk excessively ➢ Is often a creative, divergent thinker ➢ Is frequently ready to talk and participate	➢ Maintains a daily classroom routine ➢ Provides organizational tools, such as checklists, outlines, and schedules ➢ Color-codes to help with organizational skills ➢ Provides fidget tools such as plastic coffee stirrers ➢ Explains appropriate ways for students to get help (e.g. raise hand, ask a friend, etc.)

Beginning English Language Learners (ELLs)

The student…	The teacher…
➢ Comprehends few conversations without linguistic support ➢ Often does NOT seek clarification and watches others for cues ➢ Struggles and tends to give up on attempts to speak ➢ Has difficulty with pronunciation which inhibits communication ➢ Reads some environmental print and high frequency words ➢ Copies printed text	➢ Uses gestures, movement, and other supports when communicating ➢ Provides a word bank for students ➢ Practices high-frequency, concrete terms with students ➢ Provides short sentence stems and single words for practice before writing ➢ Models pronunciation of social and academic language ➢ Uses graphic organizers