

Student Learning Plan | [Kevin A. Student](#)

A Cavalier since 2nd grade, Kevin is an outgoing and athletic middle school student who makes friends easily. He is an avid soccer player who can often be seen organizing pick-up games at recess. He also loves building with legos and creating other 3-D designs. Kevin was seen for his triennial reevaluation in the summer before 7th grade in order to obtain an updated estimate of his levels of functioning. Kevin was diagnosed in 3rd grade with dyslexia and received Orton-Gillingham tutoring as a result. Since entering the Middle School, he has participated in Directed Studies and Achievement Center English. The current evaluation confirmed the previous dyslexia diagnosis and also revealed an additional diagnosis of mild dysgraphia.

Kevin is a student of many strengths including his vocabulary skills, listening comprehension skills, his processing speed, and working memory. He also has strong math fluency skills in simple addition, subtraction, and multiplication. He is described as being alert and consistent in completing his work, although his speed of completion is sometimes at the expense of accuracy.

Beginning in Kindergarten, Kevin began experiencing concerns with his early reading and writing skills. Once the dyslexia diagnosis was obtained and additional supports were put in place, Kevin began to show improvement in his reading comprehension and phonological memory and skills. Through hard work, he has made great strides with his reading fluency. Currently, he still displays weaknesses in the basic mechanics of writing, including spelling, capitalization, punctuation, and sentence and essay writing. To support his weaknesses with written expression, Kevin benefits from "talking out" his thoughts as well as using graphic organizers.

In the classroom, Kevin can be impulsive and become easily distracted. Strategies that have been successful in the past include a cue system and preferential seating that allows movement, such as the side of the classroom. To help Kevin manage his workload, he benefits from teacher check-ins to ensure he is on track with independent assignments.

Diagnosis

Specific Learning Disorder in Reading (Dyslexia); Specific Learning Disorder with Impairment in Writing (Dysgraphia)

Strengths

Verbal and non-verbal skills, working memory, processing speed, fluid reasoning, math fluency in addition and multiplication, listening comprehension, phonological memory, vocabulary

Areas in Need of Support

Basic comprehension and fluency, phonological processing, written expression, listening comprehension, sentence building

Educational Accommodations

Classroom:

Preferential seating to minimize distractions/low distraction/low traffic

Written copies of orally presented material (notes from teacher or another student)

Reduced penalty for spelling on handwritten material

Repetition and/or clarification of directions

Chunking of lengthy assignments

Cue before calling on/establish eye contact

Allow use of graphic organizers

Provide visual and verbal instruction

Testing:

Tests administered in smaller setting

Extended time as needed

Use of computer to type written responses for assessments

Assistive Technology:

Computer use for school and/or homework

Encouraged to use audio books for fluency/comprehension

Other Accommodations:

Alternate course in Reading/Writing

Organizational support recommended

Directed Studies