

Impact of My Disabilities in the Classroom

The following document was created by an actual student in order to share disabilities/learning differences with a new school (e.g., a college). The information has been edited/truncated and would differ from student to student. Creating this type of document can benefit the student – by fully and transparently owning and stating disabilities, documenting effective strategies, and clarifying needed accommodations for success. The document also benefits the school by generating awareness and understanding, and by enabling adequate support for student success.

<p>Official Diagnosis</p> <ol style="list-style-type: none">1. Specific Learning Disorder with impairment in Reading 315.00 (F81.0)2. Specific Learning Disorder with impairment in Writing 315.2 (F81.81)3. Specific Learning Disorder with impairment in Mathematics 315.1 (F81.2)4. Language Disorder 315.39 (F80.9)5. ADHD 314.00 (F90.0)	<p>Commonly Stated Diagnosis</p> <ol style="list-style-type: none">1. <i>Dyslexia</i>2. <i>Dysgraphia</i>3. <i>Dyscalculia</i>4. <i>Receptive/Expressive Language Disorder</i>5. <i>ADHD (primarily inattentive)</i>
<p>My Areas of Strength</p> <ul style="list-style-type: none">• Positive character traits (Kind, quiet, hardworking, caring for others)• Strong non-verbal skills (Visual-spatial, visual motor coordination, non-verbal reasoning, hands-on learner)• Creative	<p>Overarching Strategies Commonly Used</p> <ul style="list-style-type: none">• Start by visualizing the end-product “Big Picture”• Utilize strengths whenever possible• Audible format used for textbooks, handouts, etc.• Extra time for quiz/tests with use of reader/scribe• Provided: lecture notes; whiteboard photo, lecture recording• Use of a calculator, formula/notecard• Professional tutoring support for content and executive function• Waiver used for World Language requirements

DYSLEXIA a life-long disability, affecting 20% of population, with an unexpected difficulty in reading.

How disability impacts me	Strategies used	Accommodations that work
Slow & labored reader	<ul style="list-style-type: none"> • Pre-reading (using condensed versions of books, reviewing chapter contents, viewing pictures) • Watching videos and movies • Annotating using word doc with photos/drawings 	<ul style="list-style-type: none"> • Audio format available (textbook books, novels, handouts) • Extended time for tests/quizzes with reader
Challenge and embarrassing to read aloud in classroom	<ul style="list-style-type: none"> • Met one-on-one with teacher after class to give oral presentation (if needed) • Easier to present when part of a group. 	<ul style="list-style-type: none"> • Consideration of one-on-one oral presentations if necessary
Difficulty completing “in class tests/quizzes” in time allotted	<ul style="list-style-type: none"> • Email teachers requesting the use of my accommodation(s) for tests. • Requested accommodations for all tests. 	<ul style="list-style-type: none"> • Extended time: tests/quizzes with reader/scribe • Access to keyboard • Use of calculator
Difficulty keeping up with large amounts of reading	<ul style="list-style-type: none"> • Learning Ally • Bookshare • Audible, Text to speech 	<ul style="list-style-type: none"> • Audio format for all reading assignments • Consider reduced course load
Difficulty comprehending material after reading it	<ul style="list-style-type: none"> • Audio format used with visual supplement when able to augment understanding • Listening to SparkNotes, etc. • Visually organizing the information • Dictate/record information 	<ul style="list-style-type: none"> • Audible and hardcopy of all textbooks, handouts, lecture notes, etc.
Poor or inconsistent spelling	<ul style="list-style-type: none"> • Spell check • Computer • Scribe 	<ul style="list-style-type: none"> • Spell check software • Scribe
Difficulty following verbal, multi-step directions	<ul style="list-style-type: none"> • Used iPad to photo whiteboard notes • Requested hard copy of all multi-step directions • Moodle/Blackboard/Canvas directions listed 	<ul style="list-style-type: none"> • Hard copy of all assignments • Photo whiteboard assignment (if not provided hardcopy)
Challenges learning a foreign language	Waiver used in High School	Substitution request if foreign language required for graduation

Dysgraphia is a life-long disability, a neurological disorder with unexpected difficulties spelling, putting thoughts down on paper. Difficulty in producing legible written words due to poor handwriting, and in rapidly retrieving the words wanting to be written.

How disability impacts me	Strategies used	Accommodations that work
<p>Poor handwriting and spelling</p>	<ul style="list-style-type: none"> • Computer-driven documents for annotation of books, study materials, etc. • Record lectures • Photos in the classroom of whiteboard • Request copies of lecture notes • Work with study group • Use of spell check/Grammarly • Speech to text technology 	<ul style="list-style-type: none"> • Use of computer/iPad with spell check • Scribe • Speech to text technology

Dyscalculia is a learning disability that affects an individual's ability to do basic arithmetic. Adults with dyscalculia often take longer to read and understand number/word problems and are more prone to make mistakes with calculations.

How disability impacts me	Strategies used	Accommodations that work
<p>Slow/labored processing of information found in math equations</p>	<ul style="list-style-type: none"> • Tutor support • Calculator • Reader/scribe • Formula notecard • Review with study group/tutor 	<ul style="list-style-type: none"> • Use of calculator • Reader/Scribe • Formula notecard • Study Guide
<p>Difficulty memorizing math facts, formulas, solving word problems <i>(Higher math easier than lower/math facts)</i></p>	<ul style="list-style-type: none"> • Formula note card • Use of calculator • Reader/Scribe • Tutor 	<ul style="list-style-type: none"> • Use of calculator • Use of formula note card • Reader/Scribe

Receptive/Expressive Language Disorder is a life-long learning disability that affects an individual's ability to communicate effectively. A person has trouble understanding others' spoken or written language (receptive language), or sharing thoughts, ideas, and feelings orally or in writing (expressive language).

How disability impacts me	Strategies used	Accommodations that work
<p>Slow capturing & responding to verbal input</p>	<ul style="list-style-type: none"> • Request lecture notes • Record lectures when able/necessary • Photo whiteboard in the classroom • Ask the speaker to repeat • Advise speaker that I am thinking and will respond • Request all verbal directions in writing • Meet with teacher during office hours 	<ul style="list-style-type: none"> • Syllabus for classes • Projects/assignments outlined • Work with tutor to outline

ADHD (Inattentive type) Attention-deficit/hyperactivity disorder (ADHD) is a disability that can affect an individual's ability focus. Symptoms of ADHD include inattention (not being able to keep focus, making careless mistakes, easily distracted.)

How disability impacts me	Strategies used	Accommodations that work
<p>Distracted, inability to stay focused on long reading assignments, or presentations</p>	<ul style="list-style-type: none"> • Hands-on learning whenever able • iPad with use of pencil when able • Sit near the presenter • Writing/doodling in notebook 	<ul style="list-style-type: none"> • Distraction free setting for test taking • Recording lectures

Other:

<p>In past, struggled with self-esteem & anxiety</p>	<ul style="list-style-type: none">• Learning about my disabilities and what I needed to be successful• Given encouragement to focus on my strengths, interests & passions• Learning how to ask for help• As my grades improved, my confidence grew	<ul style="list-style-type: none">• Professional tutoring support (content & executive function)
<p>Challenges with Executive Function</p>	<ul style="list-style-type: none">• Use of a planner• Use of a study guide• Creating a 3-column document capturing notes, vocabulary, pictures, color, etc.• Utilizing a coach (tutor) to review assignments, plan and ensure that nothing is being missed.	<ul style="list-style-type: none">• Assistance with class registration (early)• Consider reduced course load• Regularly scheduled check-ins with staff/tutor