

JAMAL CASE MATERIALS

Supplement to

Learning Disabilities: Foundations, Characteristics, and Effective Teaching

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Sociological Report

Name: Jamal Smith	DOB: 7-24-1995
Address: 111Charles	
School: Hereford Elementary	Grade: 1
Date of Interview: 11/26/2002	Interviewer:
Primary Language: English	Ethnicity: African American

	Father	Mother
Name:	Robert Alton Smith (Deceased, Military Accident)	Irene Smith
Age:		34
Education:	High school grad	College graduate
Marital Status:		Widow
Ethnicity:	African American	African American
Occupation:	Mechanic	Registered Nurse
Employer:		----- Hospital
Telephone:		---

Directions to the home:

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Other persons living in the home

Person	Relationship	Age or Grade
Patricia	sister	12 yrs (6 th grade)
Mrs. Alice G. Lincoln	grandmother	68 yrs; college grad.

Referral Information

This evaluation was requested by Mrs. Hamilton (Hereford 1st grade teacher) with the support of Mrs. Smith (Jamal's parent) in Fall 2002.

Circumstances of the Interview

The interview was done at the home on one of Mrs. Smith's days off. The grandmother came into the interview part way through it and then left shortly thereafter.

Developmental & Health History

The pregnancy, delivery, and developmental history were all within the normal range. Jamal's health was reported to be generally good. The major factor here is that Jamal was conceived before Mr. Smith died in a helicopter training

accident. Mrs. Smith reported that this understandably made her feel sad; she regrets that her son never knew his father. She said that this was the time that her mother moved here to help her with the children.

Mrs. Smith provided a release (on file) permitting an interview with Dr. G. Snyder, Jamal's pediatrician. Dr. Snyder's office provided background on immunizations and illnesses. There was nothing unusual in the data; Jamal had all the normal childhood diseases but without complications.

School History

Jamal attended preschool in 1998-1999 before entering kindergarten at Hereford. He had perfect attendance in kindergarten. He is currently in the first grade.

At the end of kindergarten Jamal had mastered most of the kindergarten math standards of achievement. He was able to name all the alphabet letters, and could point to words, but did not have a fully developed concept of word and his teacher told me he was using mostly first-letter cues to guess at words when he read. His spelling awareness showed initial and some final consonants, and some vowel proficiency.

Jamal's first report card this year showed problems in the areas of decoding/study skills, language, and handwriting. Problems were also noted in the areas of work study, cooperating in a group, following directions, and fulfilling responsibilities. He is reported to be working below grade level in reading, spelling, and handwriting.

Teachers say that Jamal is easily frustrated by any task that involves writing, and it takes him considerably longer than his peers to complete written tasks. In addition, he has a tendency to socialize with his peers rather than doing his assignments. According to his teacher, he often blurts out answers. He reportedly has problems completing homework assignments. Jamal has had trouble maintaining appropriate classroom behaviors despite several behavior contracts that use rewards of his choosing. He is reported to be sociable, well liked, and has many friends in the classroom.

Adaptive Behaviors

According to his mother, Jamal likes school and is eager to learn, but has problems staying on task and following directions. His grandmother reports he has trouble completing his weekly chores despite prompting and a contract displayed on the refrigerator that rewards him for doing his chores on time. His mother and grandmother perceive him to be a bright child, but state he has a short attention span and lacks confidence in himself. They report that he seems more "needy" than the older daughter, and that he has a tendency to exhibit immature behaviors such as using "baby talk" in an attempt to get attention, particularly from his grandmother and uncle. His uncle, who has no children of his own, visits often and tries to help "give him a good male model."

Jamal is reported to have many friends and exhibits positive peer

relationships. He is viewed as a social child by his mother. She says that Jamal is athletically very adept and that, therefore, he gets to play with older boys. He plays with children in the neighborhood and his grandmother was quick to point out that he is good enough at baseball to pitch to older boys. The grandmother worries that some of them may “lead him astray.”

Mrs. Smith reports that Jamal does require frequent discipline, as he likes to “test” rules. However, she and the grandmother say that he responds well if they just explain why he should or should not do things. The mother and grandmother report that they differ on their discipline philosophy. The mother describes herself as more “traditional” in both her behavioral expectations and how she chooses to discipline Jamal. The grandmother feels he is “basically a good boy” and “smart” so he will figure things out for himself.

Family Information

Jamal is the younger of two children and lives with his mother, grandmother, and sister. Jamal is said to get along fairly well with his sister. His mother reports that she works long hours due to her demanding work schedules. (She is the lead nurse for the emergency room for the hospital.) Jamal’s grandmother is a former school teacher and mother of seven children. Mrs. Smith is her youngest child.) She says that Jamal looks forward to visits with his uncle, who takes a special interest in giving Jamal chances to “do boy things”; he takes Jamal fishing or to sporting events. This appears to be a stable, supportive home environment.

There is a family history of learning problems (father was dyslexic) and the mother and grandmother are very concerned about Jamal's problems in school. They fear that Jamal will have a negative school experience if he does not receive additional school support to remediate his academic problems. The grandmother does not have substantive concerns; she admits that he seems to be having some trouble but thinks it is typical of boys.

Summary

The developmental and health history have been mostly normal. The important factor to consider here is the father’s absence. Jamal is currently struggling in the first grade in decoding and handwriting. He is perceived as a bright child with lots of potential. He has specific problems following directions, staying on task, and completing tasks both at home and at school. Jamal is seen as a social child, who has many friends and is well liked by his peers. He does have a tendency to exhibit immature behavior such as using “baby talk” in an attempt to receive attention.

Other components need to be reviewed to determine eligibility for Jamal. He comes from what appears to be a supportive and concerned home environment that has a strong educational background (both mother and grandmother have college degrees) and supports the importance of education.

PSYCHOLOGICAL REPORT

Student	Jamal Smith	Birthdate	7/24/95
Age	6-9	Sex	Male
Address	111 Charles Way	Parents	Mrs. Irene Smith, RN
School	Hereford	Grade	First
Report Date	January 8, 2002	Psychologist	M. Rivera, Ph.D.

REASON FOR ASSESSMENT

Jamal Smith was recommended for assessment by his teacher and she obtained the support of his mother. The boy is in first grade and is slightly behind his peers in literacy. They are afraid that he will not learn to read and will become a behavior problem.

GENERAL OBSERVATIONS

Jamal came readily to the testing situation. He was compliant and, though nervous, seemed to try hard. He expressed concern about whether his mother would think he had “done a good job.” He sometimes fatigued. He would lapse into less mature behavior when he received harder tasks. He frequently glanced at the window in the door, probably showing that he wanted to know who was coming into the assessment situation. He might have hoped for help from someone or feared that someone might be watching his work.

ASSESSMENTS

Jamal was given several different assessments. He was tested to see about his general ability, to rule out mental retardation. He was also tested on academic ability to see if he was just low-achieving. He was tested on his social perceptions to see if he might have an emotional problem.

Intelligence: *Wechsler Intelligence Scale for Children III*

Achievement: *Woodcock Johnson Psycho-Educational Battery III*

Social relations: *High-Scope Child Observation Record*

Classroom Observations: 20-min narrative observation in classroom of Ms. Hamilton
December 19.

RESULTS

Intelligence

Wechsler Intelligence Scale for Children-III

<i>Verbal</i>		<i>Performance</i>	
Information	13	Picture Completion	9
Similarities	10	Coding	6
Arithmetic	8	Picture arrangement	8
Vocabulary	13	Block design	5
Comprehension	9	Object assembly	10
Digit Span	6	Symbol search	10
		Mazes	9

Verbal IQ: 109
Performance IQ: 99
Full Scale IQ: 105

Overall, Jamal seems to be a capable learner. He has a strong vocabulary and a large store of incidental knowledge. He has deficits in memory for repetition of digits and abstract assembly of objects.

Achievement:

Reading SS By Age 90
Mathematics SS By Age 105
Written Language SS By Age 92
Oral Language SS By Age 80
Knowledge SS By Age 126

Jamal is doing fine, except that he is lagging a little behind in some aspects of language (reading and spelling).

Social Relations:

Even though the *COR* is aimed at use with younger children, I have found it useful with first graders. Jamal's scores on the Social Relations scale show that he is socially quite aware of others, both peers and adults. He may be so tuned-in that he is advanced for his age.

Observation:

During the observation, the teacher interacted with Jamal very little. The class was rehearsing their part in the holiday pageant for the next day. The situation was unsettled. Jamal seemed to have a problem with following directions. He had a conflict with the authority of the teacher. She treated it gently, so he got away with challenging her. The other children seemed to follow his lead. One time, he scowled at the authority figure (teacher) and turned back to his peers to propose that they do something else.

INTERPRETATION AND RECOMMENDATIONS

Based on these tests, the observations, and my work with Jamal, I would say that Jamal has no serious learning disabilities. He is smart enough to learn reading and spelling. He is probably just weighted down by his teacher and mother's desire to have him progress at a normal schedule. He will probably benefit from opportunities to gain insight into the emotional problems he has with his mother. Afterall, he is missing his father and his uncle is not around enough to provide a good male role model.

Confidential
Educational Assessment

Name: Jamal R. Smith	Birthdate: 7-24-1995
School: Hereford Elementary	Sex: Male
Parents: Mrs. Irene Smith	Age/Time of Testing: 6 yrs. 6 mo.
Examiner: Clinton Brown	Grade: 1
Evaluation Dates: 1-24 & 25 2002	

Background Information

Reason for Referral:

Jamal is working below grade level in reading, spelling, and handwriting. He only sometimes finishes his written work, he calls out answers and easily gets off task. Multi-step directions are difficult for him to follow. His teacher suspects that he may have trouble processing what he hears. Jamal's mother did not report these problems at home as severe, but she agreed to Mrs. Hamilton's recommendation of an evaluation.

Background Information:

Jamal attended kindergarten at Hereford in 2000-01. By the end of that school year, his teacher indicated that Jamal had mastered the 13 kindergarten math standards of achievement. On the Early Word Knowledge Test, Jamal named all the alphabet letters. Regarding concept of words, he could point to words although he got out of 'sync', started over and did not attempt to self-correct. In terms of spelling awareness, when asked to write words that the teacher called out, Jamal was able to get the initial and some final consonants, but he did not get many of the vowels.

Jamal's first report card grades revealed difficulty in academics and with study skills. He is reading close to grade level if you just look at teacher rating, although he received "Needs Improvement" on Decoding/Study skills and Language with an "Unsatisfactory" in Handwriting. Reading Comprehension was "satisfactory". In mathematics where Jamal was also on grade level, he received S's in Computation, Problem Solving, and Math Concepts. Jamal received good grades in the content areas. All areas of Work Study Habits needed improvement as did cooperating with the group, following directions and carrying out responsibilities. Comments from his teacher indicated that she was especially concerned with Jamal's phonological awareness and that Jamal continued to have problems finishing his work. She added that he was easily distracted and had trouble following directions. Jamal's attendance has been excellent thus far. Mrs. Hamilton considered Jamal to be a child who is eager to please and not a behavior problem.

Independent Observation: (See Psychological Component)

Methods of Assessment:

Woodcock-Johnson Psycho-Educational Battery, III: Tests of Achievement
Boehm Test of Basic Concepts - Booklet 1 & 2

Beery Developmental Test of Visual-Motor Integration

Comprehensive Test of Phonological Processing

Informal Writing Sample

Behavior Observations During Testing:

Jamal was willing to go with this examiner for testing and seemed relaxed throughout the two sessions. During testing Jamal paid close attention and answered questions with considerable reflection, but he sometimes blurted answers before the examiner had finished the question. Although he did not seem frustrated by the tests and attempted to answer most questions, he did seem aware of the items that were too difficult for him. To these he responded "these are getting hard". This was especially evident on items where he was asked to write answers (letters, words, punctuation marks). On several items, Jamal asked for repetition or clarification.

Jamal often used 'baby talk' during testing and more so when items seemed more difficult to him.

Results and testing were felt by this examiner to be a valid estimate of Jamal's present level of performance.

Test Results

WJ-III

	Grade Score	Age Score	Standard Score	
			By Grade	By Age
Reading	0.9	5-10	80	90
Mathematics	1.4	6-7	95	105
Written Language	1.0	6-0	87	92
Oral Language	0.8	5-5	78	80
Knowledge	3.2	8-6	123	126

Boehm Booklet 1, 25 correct responses out of 25
Booklet 2, 21 correct responses out of 25

VMI VMI Raw Score - 12
VMI Age Equivalent - 6-5

Comprehensive Test of Phonological Processing Phonological Awareness, 75;
Phonological Memory, 80;
Rapid Naming, 90

Test Interpretations

The Woodcock subtest profile indicated achievement in Reading, Mathematics, Written Language, and Oral Language at or near grade placement. The exception is Jamal's knowledge, which is high for a first grader.

There are three subtests in the Reading score. Letter Word Identification asks students to read letters and words in isolation. Passage Comprehension asks students to read sentences or short paragraphs and insert a missing word. Finally, the Reading Fluency subtest asks students to read simple sentences and quickly indicate if the sentence is true or false. He read the words "is" and "to", but did not read "in", "dog", "not", or "had". He did not sound out any words. He could identify initial sounds but often guessed at the word. On the Passage Comprehension subtest, when Jamal could read the words, he appeared to have no problem with comprehension. He relied heavily on picture clues when they were present. On the reading fluency subtest, Jamal responded to seven sentences with three errors.

The Math score also includes three subtests. Calculation requires students to complete computation problems using paper and pencil. Math fluency asks the student to solve addition, subtraction, and multiplication facts in a timed format. Finally, Applied Problems asks students to apply computation skills to solve word problems. On math items, Jamal successfully added and subtracted simple problems when presented in a horizontal position but he attempted none in a vertical position saying they were too difficult. He made only one number reversal. Jamal seemed somewhat more sure of himself on word problems. He began to make errors on time and money items. The math fluency subtest indicated that he could easily retrieve addition facts.

The Written Language score includes Spelling, Writing Fluency, and Writing Samples. The Spelling subtest asks students to spell words from dictation. The Writing Fluency subtest asks student to produce simple sentences with appropriate English syntax in a timed format. The Writing Samples subtest asks students to produce meaningful sentences in response to prompts. Jamal was unable to spell any words on the spelling subtest except for "it". He did, however spell "be" for "bee", "sn" for "seen" and "h" for "house". He did well with "one man, two ____". He responded confidently with "min". Jamal had no difficulty printing capital and lower case letters. Only the "e" was printed backwards. The Writing Fluency subtest indicated that Jamal has difficulty processing simple written directions and formulating a response in a limited amount of time. On the Writing Samples test, Jamal's answers were on topic but brief and showed limited vocabulary use.

The Oral Language score includes the Story Recall and Understanding Directions subtests. The Story Recall subtest asks students to listen to an audiotape of simple stories and then to recall the major elements of the story. The Understanding Directions subtest

asks students to listen to a series of audiotaped directions and then to follow these directions using a picture on the test easel. Jamal exhibited a tremendous amount of difficulty on these two tasks. In the Story Recall subtest, Jamal was able to only recall one or two story elements but often would talk about those elements in relation to his own experience, not to the story's topic. During the Understanding Directions subtest, Jamal was successful in completing the first one or two directions, however, he would then miss one or two of the directions and ask, "What did they say?"

Jamal's performance on the knowledge score indicated a wealth of factual information for his age. He demonstrated a definite strength and/or interest in science with the humanities and social studies following.

Jamal worked well on the Boehm test of concepts and seemed especially confident, missing only two out of 50 concepts presented.

On the VMI, a test of copying shapes arranged in order of increasing difficulty, Jamal did nicely. His skills in this area appeared to be age appropriate. No visual perception or motor planning problems surfaced from this particular performance.

The Comprehensive Test of Phonological Processing has three parts: (a) phonological awareness, comprised of Elision, Blending Words and Sound Matching for 5 and 6-year-olds; (b) phonological memory, consisting of Memory for Digits and Nonword Repetition; and (c) rapid naming comprised of Rapid Color Naming and Rapid Object Naming. Jamal had great difficulty with all the awareness tasks (blending for example). He seemed better with remembering numbers but not with repeating the nonsense words. The easiest part for him was naming colors and objects.

Conclusions

Jamal is an attractive six year old who despite his apparent interest in learning and near grade appropriate skills is experiencing difficulty in the classroom setting. Although he has acquired some of the basic entry level skills, he has not progressed as would be expected based on his knowledge of the world around him. Jamal's study skills are poor and especially difficult for him are following directions and finishing on assignments. He has difficulty with letters and sounds. I am concerned that the cluster of low scores in the psychological results (see M. Rivera's report) may indicate a working-memory problem. Areas of strength for Jamal certainly appear to be his conceptual skills and ability to learn and retain factual information.

**SPEECH AND LANGUAGE EVALUATION
REPORT and ADDENDUM**

IDENTIFYING INFORMATION:

NAME: Jamal Smith	DATE OF REPORT: 5-1-02
DATE OF BIRTH: 7-24-95	AGE: 6-9
PARENT: Irene Smith	PHONE: 555-0785
ADDRESS: 111 Charles Way	SCHOOL: Hereford Elementary
TEACHER: Mrs. Hamilton	GRADE: 1
DATE(S) OF EVALUATION: 1-30-02 and 4-24-02	
EVALUATED BY: Speech-Language Pathologist: Jannette Jones	

BACKGROUND INFORMATION:

Jamal is a 6 year 10 month old African-American male in Hereford's first grade. He was referred for a full evaluation by his mother due to her concern that he might encounter some learning problems since there is a family history of learning disability. A speech and language evaluation was included as a component of this full evaluation to explore the possibility of a specific language-learning disability.

All results of testing completed on Jamal were reviewed at an eligibility meeting earlier. Results did not clearly indicate a need for special education services at that time. The eligibility committee did, however, recommend further testing in the areas of auditory perception, reading and spoken language. A trial of diagnostic testing was completed in exploration of emotional/behavioral issues. The committee also wanted more information on whether attention deficit hyperactivity disorder could be impacting his learning. It was further recommended that the committee reconvene in May of 2000 to review Jamal's status.

The following evaluation of Jamal's auditory perceptual skills was completed as a result of the recommendations made by the eligibility committee earlier.

METHODS OF ASSESSMENT:

Goldman-Fristoe-Woodcock Auditory Discrimination Test
Goldman-Fristoe-Woodcock Auditory Selective Attention Test
Goldman-Fristoe-Woodcock Auditory Memory Tests

TEST RESULTS AND INTERPRETATION:

The GOLDMAN-FRISTOE-WOODCOCK AUDITORY DISCRIMINATION TEST was administered to determine Jamal's ability to recognize the fine differences that exist between sounds used in English speech. Results yielded a percentile rank of 87, an age equivalent of 9-5 (CA 6-6), and a standard score of 61 (SD +1.1). These scores suggest well developed auditory discrimination skills.

The GOLDMAN-FRISTOE-WOODCOCK AUDITORY SELECTIVE ATTENTION TEST provides an assessment of a child's ability to attend under increasingly difficult

listening conditions. Results can serve as "an index of one's ability to listen to and understand a message in the presence of competing sound that is systematically varied in intensity (signal-to-noise ratio) and type (steady state, intermittent nonverbal, and voice)". Jamal achieved the following scores:

SUBTEST	# CORRECT	%ILE	AGE EQUIV.	SS*	SD
Quiet	11/11				
Fan-like Noise	28/33	58			
Cafeteria Noise	27/33	40			
Voice	26/33	22			
Total Test	92/110	29	5-11	44	-.6

* Mean SS 50; SD 10

Jamal's total test percentile of 29, age equivalent of 5-11 (CA at time of testing was 6-6) and standard score of 44 (-.6 SD) fall within the first standard deviation below the mean for his age or within normal limits. His percentile ranks on the various selective attention subtests fluctuated from average to low-average based on the type of competing background sound. Jamal achieved average scores on the subtests involving fan-like noise (i.e. steady state noise). He achieved only a low-average score on the subtest in which the background noise consisted of voice, a condition present in most regular classroom settings.

The GOLDMAN-FRISTOE-WOODCOCK AUDITORY MEMORY TESTS were given to assess three aspects of short-term auditory memory. The Recognition Memory Subtest measures the ability to recognize an auditory event which has occurred in the immediate past. The Memory for Content Subtest measures the ability to recognize the elements of an auditory event without regard to the sequence of the elements. Memory for Sequence measures the ability to remember the order of the elements in an auditory event. Jamal was 6 years and 9 months at the time of testing and he scored as follows:

SUBTEST	#CORRECT	%ILE	AGE EQUIV.	SS*	SD
Recognition Memory	92/110	44	6-7	48	-.2
Memory for Content	19/32	74	7-10	56	+.6
Memory for Sequence	34/84	59	6-11	52	+.2

*Mean SS 50; SD 10

Jamal's performance on these auditory memory tests suggests well developed short-term auditory memory skills with memory for content appearing as a relative strength.

SUMMARY:

Generally, Jamal presents with auditory perceptual skills (short-term

memory, discrimination and selective attention) which are adequately developed for his age and grade. A fluctuating pattern of auditory perceptual subskills is revealed when the various G-F-W test scores are compared. Specifically, his auditory selective attention skills, although within normal limits, appear to be weaker than his short-term memory and auditory discrimination abilities. Selective attention testing indicated that Jamal has the most difficulty listening to and understanding a message which is delivered in the presence of competing verbal background noise.

Because even mild selective attention problems can have a significant impact on a child's ability to listen to or maintain attention for speech which is delivered in a noisy environment, implementing the attached suggestions regarding classroom management for children with auditory processing dysfunction is frequently helpful. Although Jamal DOES NOT present with a clear-cut selective attention deficit, it does appear that he currently exhibits a "relative weakness" in his ability to listen when conditions are less than ideal (i.e. when there is verbal background noise). Thus, implementing the attached strategies may be helpful to him. Maturation may also help to alleviate the unevenness in Jamal's auditory perceptual subskill development.

Jamal's academic progress should be monitored closely to determine if other referrals may be indicated in the future.

M.Ed., CCC-SLP
Speech-Language Pathologist

May 1, 2002

AUDITORY PROCESSING DYSFUNCTION

Many children with auditory processing difficulties demonstrate normal hearing sensitivity. In other words, they have no hearing loss as we conventionally speak of hearing loss. However, this population may experience problems listening to or maintaining attention for speech which is delivered in a noisy environment or when speech is not spoken clearly. They appear not to use auditory information efficiently. These children can hear their world around them, but they show evidence of weaknesses in listening skills and cannot use auditory information appropriately.

The child with auditory processing problems may not demonstrate communication difficulties when conditions are favorable for good communication. If background activity can be kept to a minimum, these individuals appear to respond to speech in a normal manner. However, when conditions are less than ideal, the amount of background noise can be sufficient to cause severe listening and possible learning problems. These problems may be more noticeable when the child participates in group or classroom situations. Noise or activity in the classroom actually creates listening problems which interfere with the problems (also called listening problems, auditory processing dysfunction) is more susceptible to such distraction than his peers.

Under conditions of distraction, the child may respond inconsistently to verbal directions. The child may require repeated instructions before he can perform an academic task. Teachers may feel that the child needs an unnecessary number of repeated directions before he can complete the tasks that have been requested orally. When the child experiences listening difficulties, he may appear to tune out classroom activities with compensatory behaviors such as daydreaming, distractibility or hyperactivity. Frequent questions may be the child's means of coping as well. This activity is not meant to be disruptive, but the behavior becomes the child's attempt to find out what is occurring in the classroom and to simply catch up with the activities of others around him. He may not have comprehended the oral directions, or he is simply trying to imitate the activities of others.

Children with even mild auditory problems function better in the classroom if they can both look and listen. Therefore, preferential seating is a major consideration in management of these children. They should be seated away from the hall, street and/or playground, and should be seated in close proximity to the teacher. Provision of a quiet study area or individual study areas, relatively free from auditory and visual distraction, is important. Such an area helps minimize a child's problem in foreground or background discrimination. Even the wearing of earplugs at times when a child is working or studying independently can be helpful.

FURTHER RECOMMENDATIONS:

1. That the student be seated in close proximity to the teacher.
2. That the speaker face the student when possible to augment auditory information with visual information.

3. That the speaker tap the student lightly, when necessary, to get his attention.
4. That the speaker speak slowly and distinctly, paraphrasing occasionally. To check the student's comprehension, the speaker can ask the student questions concerning subject matter.
5. That directions and homework assignments be given one stage at a time.
6. That information be written on the chalkboard for visual reinforcement of rote learning.
7. That the teacher visually present an outline of topics to be discussed so that the child can see the organization of the material.
8. That the speaker pause frequently to give the child time to process.
9. That the speaker avoid long, complex instructions or syntax, as this tends to force the speaker to speed production.
10. That the student be given frequent illustrations of concepts.
11. That the speaker avoid situations involving background noise if he/she has something important to say to the student.
12. That instructions be written or taped for the student.
13. That the student use a carrel or quiet place to study. Consideration can be given to the student wearing earplugs when studying to lessen auditory distractions.