



NAME: ERIN

PROFILE: 19 Y/O FEMALE, SOPHOMORE; SOCIOLOGY MAJOR, COMES FROM A HOMESCHOOL BACKGROUND; VOLLEYBALL PLAYER

DX: DYSLEXIA

Background:

Erin is a student-athlete. She engages actively in class and participates in discussions actively. When she is asked to read in class, she seems to take longer than other students. When she takes tests, she is usually the last student to complete the exam. You have concerns that she may not pass your class due to her exam results even though it is clear she understands the course content from her class participation. What you don't know is that Erin has dyslexia. This makes words, numbers, sentences, and her own writing look different to her than you or others in the class.

Signs and Symptoms:

Difficulty with reading: Erin often struggles with decoding words, especially when they are unfamiliar or presented in dense blocks of text.

Poor spelling and writing: Despite her intelligence, Erin frequently misspells words and seems to struggle with organizing her thoughts coherently in writing.

Slow reading rate: Erin takes longer than her peers to complete exams.

Challenges with time management: In general, it takes Erin more time to complete assignments, in and out of class, than other students.

Common accommodations that may meet Erin's needs:

- **Testing Accommodations** provide Erin enough time to process and respond to questions without feeling rushed.
- **Deemphasizing spelling on written assignments** can help provide equity in her classes. Erin may not always be neurologically able to spell correctly even when she knows the material.
- **Alternative formats for assignments** other than traditional written essays, such as audio recordings or visual presentations, can rely on Erin's strengths.
- **Note-taking assistance or lecture recordings** to supplement her own notes can ensure that she captures essential information accurately.





- **Text-to-speech software** allows written material to be read aloud, which helps her comprehend and retain information more effectively.
- **Spell-check and grammar assistance** can minimize spelling errors and improve the quality of her written work.

Common referrals that may help Erin:

- **Writers Corner:**
 - Peer support and review of her writing to check for spelling errors and sentence structure
 - Over time, reviewing her work with another student may help her improve her word recognition and memory
- **Tutoring:**
 - Verbal and interactive review of class material will help reinforce information that Erin struggles to read or write

Summary:

Erin remains resilient and motivated to excel in her studies even while navigating the challenges of dyslexia and having a very full schedule as a student-athlete. With the support of accommodations and her determination, she continues to make strides toward achieving her academic and career goals of being a social worker.

