

Overview of Study

questions

1. Where is the subject <u>now</u> in terms of:	
SES { <u>job level</u>	A-2, A-3
{ <u>educational attainment</u>	B-13
How do these compare to those of parents, sib $\bar{c}$ and $\bar{s}$ dyslexia, spouse	D-9
<u>job goal</u>	A-7, A-11
<u>job satisfaction</u>	A-7, A-11
<u>future goals</u>	?
<u>medical + physical status</u> including ADD as a compounding factor	C-1, C-4 C-2
<u>living arrangements</u> married	D1, 2, D-2
# $\bar{c}$ children # $\bar{c}$ dyslexia	D-2, D-9
# divorces. role of dyslexia in financing of	D-2 D-3
D-13 - <u>support systems + self esteem</u> ^{D-14, 15, 16}	
job - (see above satisfaction A-7, A-11)	D-14
own family - spouse	D-12 ? D-15
parents	D-11, D-8
others - friends, etc	D-11, D-16
leisure time	D-4, 5 D-6 D-16
<u>ethical system</u> <u>religion</u>	?

2. What are the residual deficits from dyslexia now

effect on ed attainment
job level
family & social life

B-2

A-9, E2, E3

D.2.

present deficits - effect

reading E-1 -
E4, E5

spelling E-3, E7, E8

handwriting } B-10
written expression }

oral language B-11

math E-10

{ persistence & focus
organization - E-11

visual motor

no memory + sequencing
and " + sequencing

neurodev tests

present level

E-13

E-14

B-10

B-11

C-12

C-8, C-11

C-5, C-6

separation
sheet

3 How compensating or coping = residual deficits

reading E-4
spelling E-8, E-9
math E-10

Controversial Rx E-15

Coping behavior Constructive / destructive

D-7a dealing w/ worries
D-12 ? present support
E-17 handle discouragement
E-12 - using special helps
E-19 - understanding
E-20 - willingness to understand
E-16 " to get more help

+
role of persistence
reaction to failure
" to criticism
" to praise
} F section

use of special talents B-4

availability + use of support systems

D-10

D-11

D-12

plus F section

e.g. F-9 F-10

4. How has subject coped w dyslexia in the past?

Supported or hindered by:

school experience

when 1st noted + how B-3
outside help / " got help - B-3
 how of help B-3

degree of difficulty

of areas involved — P.H.

view of role of dyslexia
 in school progress

B-1

areas of satisfaction in school B-5, B-8

" " " outside " B-5

role of special talent + recognition B-4, B-5

med. phys. prob. - role of C-3

ADD as a compounding factor C-2

ethnic + language differences B-2

understanding of dyslexia as a child E-18

family

supportive recognition D-11

divorce - death of parent D-9

social life + early job experience A-9

support systems in past - section F

How could it have been made easier?

earlier Dx. & Rx

B-3

Dev. special talents

B-4

Recognition for strengths. D-11, D-12

Understanding of problem E-18

> counselling - B-7

special helps - E-12, B-8, D-10,

(see section F)

Overview of Study

questions

SES	1. Where is the subject <u>now</u> in terms of : { <u>job level</u> <u>educational attainment</u>	A-2, A-3 B-13
	How do these compare to those of parents, sib $\bar{c}$ and $\bar{s}$ dyslexia, spouse	D-9
	<u>job goal</u> <u>job satisfaction</u>	A-7, A-11 A-7, A-11
	<u>future goals</u>	?
	<u>medical + physical status</u> including ADD as a compounding factor	C-1, C-4 C-2
	<u>living arrangements</u> married # $\bar{c}$ children # $\bar{c}$ dyslexia # divorces. role of dyslexia in financing of	D1, 2, D2 D2, D-9 D2 D-3
D-13 - support systems + self esteem	job - (see above satisfaction A-7, A-11) own family - spouse parents others - friends, etc leisure time	D-14, 15, 16 D-14 D-12 ? D-15 D-11, D-8 D-11, D-16 D-4, 5 D-6 D-16
D-14	ethical system ? religion	?

2. What are the residual deficits from dyslexia now

effect on ed attainment
job level
family + social life

B-2

A-9, E2, E3

D.2,

present deficits - effect

reading E-1 -
E4, E5

spelling E-3, E7, E8

handwriting } B-10
written expression }

oral language B-11

math E-10

{ persistence + focus
organization - E-11

visual motor

bio memory + sequencing
and " + sequencing

neurodev. tests

present level

E-13

E-14

B-10

B-11

C-12

C-8, C-11

C-5, C-6

revision
sheet

3 How new compensating or coping = residual deficits

reading E-4
spelling E-8, E-9
math E-10

Controversial Rx E-15

Coping behavior Constructive / destructive

D-7a dealing w/ worries
D-12 ? present support
E-17 handle discouragement
E-12 - using special helps
E-19 - understanding
E-20 - willingness to understand
E-16 " to get more help

+
role of persistence
reaction to failure
" to criticism
" to praise
} F section

use of special talents B-4

availability + use of support systems

D-10

D-11

D-12

plus F section
e.g. F-9 F-10

4. How has subject coped w/ dyslexia in the past?

Supported or hindered by:

<u>School experience</u>	
when 1st noted + how	B-3
<u>outside help</u> / " got help -	B-3
view of help	B-3
degree of difficulty	
# of areas involved	P.H.
view of role of dyslexia	
in school progress	B-1
areas of satisfaction in school	B-5, B-8
" " " outside "	B-5
<u>role of special talent + recognition</u>	B-4, B-5
<u>med. phys. prob.</u> - role of	C-3
ADD as a compounding factor	C-2
ethnic + language differences	B-2
understanding of dyslexia as a child	E-18

family

supportive recognition	D-11
divorce - death of parent	D-9
social life + early job experience	A-9
support systems in past -	section F

How could it have been made easier?

earlier Dx. & Rx

B-3

Dw. special talents

B-4

Recognition for strengths. D-11, D-12

Understanding of problem E-18 as child

> counselling - B-7

special helps - E-12, B-8, D-10,

(see section F)

✓ A-3 job title - (SES)
✓ A-4 hrs/week
length stability

A-5 length jump

A-6 budget

✓ A-7 ready job goal

A-9 Interferences

✓ A-10 Which enjoy most

✓ A-11 ladder

B-1a # diff schools

B-1b amt of difficulty

✓ 2a age recognized

✓ 3a special talents + recognition

b " " " now

✓ 4a areas satisfaction in school

✓ 8- ladder

✓ 12- highest ed level (SES)

C-1 mid phys prob

2a ADD

med

2b now

✓ 3-4 ladder

C num

finger rec score

syndesis

R-L

digits

sent mem

map

Bender

time

COLLOW CORLEH

OLITHOM SKIM

WITTEB2 WIT2

D # left homes

married

^c fam

divorces

own homes

fathers ed + occ

m

pubs

success - many child

new

ladders

daily life

work

home

for life

E need for place

" for job

only " "

areas diff i need

open of ready note

area diff i writing (spelling)

" " C math

Overview of Study

- ① Where is subject now : SES ^{1st line} ed attainment
 ego strengths
 life goals - now + future
^{support system} self-esteem
- ② What are the residual deficits
 How dealing with them?
 compensating for?

reading	fluency
spelling	organization
handwriting	focus
speaking	sequencing
language expression	directionality
written expression	aid + vis
	perceptual
	and memory
	continuation
- ③ How has the subject coped with reading/spelling difficulties in the past?
supported or hindered by : { School experiences
{ family
{ job
{ mate
{ friends
copied behavior
 role of persistence
 reaction to failure
 to praise
copied behavior - constructive or destructive
special talents
- ④ How could it have been made easier?
when growing up
to leaving high school - higher ed - job training
- ⑤ Examine - Present deficits + strengths
 silent reading - level and rate Durrell +
 comprehension
 written expression compared to oral expression AP
 spelling - level Durrell
 aud. seq. memory - Dig. Span sentence repetition
 finger recognition - 2 pt. Finger Agnosia test
 directionality - map
 visually motor - Bender
 (no vis memory task)
 ? Bender
 language - speech - oral expression - taped interviews

Overview of Study.

- 1) Where is subject now : SES ^{job} ^{life goals} ^{ego strengths} ^{life goals - now & future}
- 2) What are the residual deficits? ^{Self-esteem} ^{Self-esteem}
- How dealing with them? ^{compensating for:}
- 3) How has the subject coped with reading/spelling difficulties in the past
- supported or hindered by:
- copying behavior
- role of persistence
- reaction to failure
- to praise
- copying behavior - constructive or destructive
- special talents
- 4) How could it have been made easier?
- when growing up
- to leaving high school - higher ed - job training
- 5) Examine - Present deficits + strengths
- silent reading - level and rate ^{Durrell +}
- comprehension ^{AP}
- written expression compared to oral expression
- spelling - level ^{Durrell}
- aud. seq. memory - Dig. Span [?]
- finger recognition - 2 pt. Finger Agnosia test ^{sentence repetition}
- directionality - map ^(Morris memory task)
- visually motor - Bender ^{Bender}
- Recept
- language + speech - oral expression - taped interviews

Overview of study Questions to try to answer:

1. Where is the subject now in terms of:

A-2, A-3

SES { job level
educational attainment - B-13

How do these compare to those of parents, sib $\bar{c}$ and $\bar{s}$ dyslexia or LD spouses? D-9

job goal A-7-A-11 job satisfaction

future goals -

A-7
A-8
A-11
A-7
A-10
A-11
?

medical + physical status - C-1, C-3 - C-4
including ADD as a compounding factor C-2

living arrangements - D1-2-3

married D-2

divorces - (role of dyslexia in) D-2

$\bar{c}$ children D-2 - D-9

" $\bar{c}$ SLD D-9

" $\bar{c}$ SLD D-3

D-13 support systems financing of free
D-10 these + satisfaction from leisure time D-4-D-5
D-12 D-16

D-14 job - see above satisfaction A-7-A-11 A-7-11-11

D-15 family - D-11

D-15 parents D-8-D-11

D-16 spouse friends, D-11-16

D-16 self esteem - job satisfaction (see above) - D-14

special talents recognized - B-4

family satisfaction D-15

friends - leisure time satisfaction D-16

other e.g. religion

ethical system?
religion?

2

Residual deficits from dyslexia / now

effect on ed attainment

B-2

" on job level

A-9

E-2
E-3

" on family and social life D-2

<u>present deficits</u>		<u>present level</u>	
reading	E-4.5	activities	E-1
spelling	E-8-9	pleasure	
handwriting	E-3-7	"	"
written expression		"	"
oral language		"	B-10
math		"	B-11
persistence + focus		"	"
organization	E-11	"	"
motor vis motor	C-12	"	"
vis memory		sequencing	?
aud. memory			none
R. L. orientation		sequencing	C-8
			C-11
		direct analogy	C-11
+ neuro dev. tests			C-5 - C-6

Abstraction
sheet

3 How compensating or coping w residual deficits now

reading E-4
spelling E-8-9
math E-10

Controversial Rx - E-15

Coping behavior - constructive / destructive -

own understanding + "acceptance" of problem - E-19

role of persistence
reaction to failure
criticism
praise

special talents - B-4

D-10 - D-11 - D-12

availability and
+ use of support systems - D-7a

How has subject coped w/ ^{dyslexia} reading prob in the past?

Supported or hindered by:

School experience, when^{1st} noted - B-3
outside help - when B-3

family - supportive - recognition - D-11
- how got along

divorce - death of parent - D-9

Social life

new role of ^{dyslexia} school progress B-1

early job experiences - A-9
later ed. experiences B-2

areas satis in school B-5 - B-8
B-5

" " outside " B-5
" role of special talent & recognition - B-4

role of physical - med prob - C-3
C-3

ADD as compounding factor C-2

ethnic and language differences + B-2

understanding of dyslexia as a child - E-18
S.L.D.

How could it have been made easier?

Overview of Study

questions

1. Where is the subject now in terms of:

SES { job level
educational attainment

A-2, A-3

B-13

How do these compare to those of
parents, sibs & and S dyslexia,
~~spouse~~ - job level & ed attainment

D-9

job goal - reaching toward
job satisfaction

A-7, A-11

A-7, A-11

future goals

?

medical + physical status
including ADD as a compounding factor

C-1, C-4

C-2

living arrangements

D1, 2,

married

D-2

$\bar{c}$ mate-

$\bar{c}$ children, # $\bar{c}$ dyslexia

D-2, D-9

divorces. role of dyslexia in

D-2

financing of living arrangements

D-3

Misc
Dyslexia
Data

more to 3?

D-13 - support systems + (self esteem)

D-14, 15, 16

job - (see above satisfaction A-7, A-11)

Calder D-14 - (B-4)

own family / spouse

D-2 D-4 D-5

D-8 - D-12 ? D-15

parents, sibs

others - friends, ^{work} colleagues, etc.

D-11, D-12

D-12, D-16 Calder

leisure time accomplishments.

D-4, 5 D-6 D-16 (B-4)

special talents

ethical system

? religion

- D-7a, ? D-10, D-12 ?

industry + support network

D-13

2. What are the residual deficits from dyslexia now

what subjects say about the
effect on ed attainment
job level
family + social life

B-2, ^{important} B-1,
A-9, E2, E3 } D76
D.2, E-21

present deficits - effects

silent reading E-1-
E4, E5

spelling E-3, E7, E8, E-9

handwriting } B-10
written expression }

oral language B-11

math E-10

{ persistence + focus
organization - E-11

visual motor

no memory + sequencing

and " + sequencing

at left discoord - directionality
neurodev. tests - finger sequencing
synchronicity

time concepts

ADD as compounding factor

physical + health prob as compounding factor

present level

silent reading E-13
comp

E-14

B-10

B-11

C-12

spelling E-14

C-8, C-9

C-11

C-5, C-6

C-13

C-2

C-4

Observation
sheet

3 How compensating or coping = residual deficits
now

making E-4 (H) E-2 E-13
spelling E-8, E-9 (H) E-3
math E-10
organization E-11
Controversial R E-15

Coping behavior Constructive / destructive
D-7a dealing w/ worries + discouragement
~~D-12 - percent support~~
E-12 - ~~handle discouragement~~ using special helps
E-19 - understanding of dyslexia
E-20 - willingness to understand
E-16 " to get more help

+
role of persistence
reaction to failure
" to criticism
" to praise } F section

use of special talents B-4
use of special "trick hints" E-15
availability + use of support systems

D-10

D-11

D-12

plus F section
eg F-9 F-10

met
plus
E-4

4. cont

Family and Community (cont)

possible areas of support or lack of in past

quant

descript

How could tell when problem started? B-3

want diff from parents

same

Homework

F-2

Chores

F-3

Making friends F-4

self confidence

Talking about troubles

handling criticism

dealing w/ anger & frustration

praise

F-6

asking for help F-7

Coping with fear of failure - F-9

support from sibbs

relatives

teachers

classmates

F-10

Other areas of help tried - help or not E-15

Role of dyslexia in growing up

4. How has subject coped with dyslexia in the past?

Has subject been helped or hindered by:

School experience

① when 1st noted - B-3

" " got help

② view of help - (outside or school)

length of help:

③ degree of difficulty:

subject's view of role of dyslexia in school progress:

disrupt (B-1)

areas involved + duration B-2

(how own strengths & weaknesses)

④ areas of extra factors in school B-5, B-8

role of special talent in school B-5

recognition for " " " " B-4

⑤ what helped most in education B-10, 11

role of specially remembered teacher B-6

" " counsellor - B-7

⑥ physical or health problems role of in school progress C-3

⑦ view of ADD as a compounding factor C-2

⑧ ethnic + language differences B-2

difficulty learning a different language B-2

⑨ understanding of dyslexia as a child E-18

Family and Community

① family - divorce death of parent D-9

recognition for special talents B-4

family praise + recognition - D-11

one person especially helpful D-10 ?

biggest stumbling block T-6 ?

Did they receive support ^{recognition} & understanding re School Learning
Spec Talents
Hobbies
Character
growing up from parents

" sub

" teachers - professors

" tutors

" friends

now from parents -
mate
work place
friends -

did they achieve
enjoyment
satisfaction (self esteem)

from

school life

home life

recreational } life

social }

growing up

now
job
home life
rec } life
etc }

Thoughts about June?



~~same days of week backwards~~

→ If today is Monday what day would day after tomorrow be? What day would ~~the~~ 2 days before yesterday be?

How long from 6 A.M. to 3 P.M.?

About how many months from 4th of July to Christmas?

from Christmas to Halloween?

What month comes before April?
Oct?

Satisfaction - enjoyment

Recognition + Support. / Lack of

Child

B-4 { special talents in school by school contracts
B-5 } " " " outside " " contracts

D-9 Dances or death D-10 Anyone especially helpful

Q - 11 parents pleased. giving up

~~F-10 from sub. rel. classmates teachers etc~~

~~A = 11 jats path facton~~ km + out of school

B-8 ^{B-5} school satisfaction in + out of school -
teacher enjoyment + satisfaction received in
school years

F-18 under study of prob.

B-12 satisfied. recy from 5 high school training and

present
A-11 L
21

A-11 Job satisfaction

B-4 Special Talents - job -

in general - by ?

D-4, D-5 (leave home - social support?)

2 - 6 - social support

D-11	Print	flashed	now
------	-------	---------	-----

2-1a - support for women, + her commitment,

D-8 Home life

Q-12 Who gives most advice or support?

be helpful.

Q-13 Indentation in adult life

D-14 self esteem at work

2-15	n	at home
------	---	---------

● 2-11 " " social life, leisure

E-19 understand only of problem

Support - ~~Adult Life~~

D-4 ~~leisure time~~ to D-5 ~~leisure time~~

D-7a

D-12 who gives most ~~affection~~ or support
in adult life

Child - Adult

Help

B-3 When noted
when help started
B-7 Effect of
High School Counselor

B-10 - B-11

B-13 - Any note for you?

C-2

E-12 Special help - or not
knowledge

E-15 Special help

D-10

E-11

E-16

organization
more help?

Hinder B-2 ^{LD} list of LD

B-3 "help" received
B-5 what especially hindered
B-7

C-3 Physical Health
Stomach Intemper

School progress
daily life

C-2 ADD effect on child
ADD effect on job
from
work life

D-2 role in divorce

E-11 disorganization

E-21 letter

LD interfere in life now

Reschedule L.D

A-9 - for job

B-2

Coping

Open ended - wae

B-6 any teachers especially remembered

D-7a do i expect, worry or discouragement - do? who?

7b biggest stumbling block - ^{biggest} hindrance ^{who helps} who or what

D-8 Pleased with the way your life is
going now - Future goals?

D-10 Any one person especially helpful
during life as far?

D-12 Who gives most ^{appreciation or emotional support?} ~~support~~
in adult life now?

D-16 Future goals?

or
E-22

F-1 change

E-6 add Do you vote?

How could it have been made easier?

earlier Dx - Rx B-3

Dw. special talents B-4

Recognition for strengths. D-11, D-12

Understanding of problem E-18

> counselling - B-7

special helps - E-12, B-8, D-10,
(see section F)

3 How is subject compensating or coping with
muscular defect now?

~~1-707-545-3936~~

566-5531

follow up phone call

ask about:

present

job

recreation

living arrangements

education

suggestions ?

factors for study

sex

age evaluated

grade "

time in reading clinic
other help

strengths

weaknesses

lang. - vis mot memory
listening - fine "
talking large "

attention

school skills

reading
read

spelling

handwriting

math

silent
listening

WISC
R. Sp. math

other skills - special talents

coping skills =

family
intact

past history - reading prob?

SES -

parents - sib - pt

Health

Educational level . Parents - sib - pt .

Suggestions

tel.
for interview

At end -

any new idea or inform for you
from this interview

any suggestion for other? that
need to be discussed