**Name**: {{FULL\_NAME}}

**Date of Birth**: {{DATE\_OF\_BIRTH}}

**Dates of Study Visit:** XX/XX/XXXX; XX/XX/XXXX; XX/XX/XXXX

Dear {{REPORTING\_GUARDIAN}},

We are writing to thank you again for your family’s participation in the Healthy Brain Network research study at the Child Mind Institute. Attached you will find a summary of findings from {{PREFERRED\_NAME}}’s participation in the study. This includes results from semi-structured psychiatric interviews that you and your child completed as well as results from a standardized cognitive and learning assessment. The information gathering approach employed, and the focus of this report, are not forensic in nature; as such this report is not appropriate for use in custody evaluations or determinations of fault.

Please understand that depending on the information available during the evaluation and the findings obtained, further testing may be needed if you intend to use this report for educational or planning purposes. We also encourage you to follow up with your child’s regular care provider should you feel further investigation is warranted.

If you have any questions, please do not hesitate to contact our Staten Island-based team at 347-934-2880, our Harlem-based team at 646-625-4245, or by email at [hbn@childmind.org](mailto:hbn@childmind.org).

Thank you,

Michael P. Milham, MD, PhD

Director, Center for the Developing Brain

Child Mind Institute

**Clinical Research Feedback Report**

**Confidential summary of information collected during research participation**

**IDENTIFYING INFORMATION**

**Name**: {{FULL\_NAME}}

**Date of Birth**: {{DATE\_OF\_BIRTH}}

**Date of Intake**: XX/XX/XXXX

**Dates of Assessment:** XX/XX/XXXX; XX/XX/XXXX; XX/XX/XXXX

**Date of Report:** XX/XX/XXXX

# MENTAL STATUS EXAMINATION AND TESTING BEHAVIORAL OBSERVATIONS

Due to the Coronavirus Disease 2019 (COVID-19) pandemic and resultant social distancing guidelines, face-to-face testing with modifications to standardized testing procedures was conducted. Precautionary steps were designed to help safeguard participants, families, and staff (e.g., symptom surveys, staggered appointments, increased disinfecting of commonly touched surfaces). Modification to standardized procedures for in-person testing included use of PPE (e.g., face mask, face shield, gloves) for all participants, families, and staff according to current guidelines. The following factors were closely monitored in order to ensure the appropriateness of each test’s administration:

• Setting (i.e., spaced out chairs and tables; use of plastic sheet protectors to place over paper stimulus book pages; use of hand sanitizer before and after tasks for which gloves would not be appropriate);

• Examiner training;

• Examinee behavior monitoring and response; and

• Protection and sanitation of the tests and test materials.

At the standardized testing sessions, {{PREFERRED\_NAME}} presented as a (e.g. cooperative, friendly, hard-working, playful, gregarious, mature etc.) {{AGED\_GENDER}} and appeared {{PRONOUN\_2}} stated age. {{PRONOUN\_0}} was casually/formally dressed with appropriate grooming and hygiene. {{PRONOUN\_0}} displayed good eye contact and social reciprocity. {{PRONOUN\_0}} was appropriately talkative, and {{PRONOUN\_2}} speech was normal in pace, rate, and volume. {{PREFERRED\_NAME}} presented as euthymic/dysthymic with full range of affective expression, which appeared congruent with the situation. {{PRONOUN\_2}} thought process was logical/circumstantial/goal-directed, and no flight of ideas or loose associations were evident.

{{PREFERRED\_NAME}} was willing to engage in the tasks and rapport was easily established. {{PREFERRED\_NAME}} was able to maintain {{PRONOUN\_2}} attention throughout the sessions and did not require any redirection or repetition of questions. {{PRONOUN\_2}} motor activity level was within normal limits. {{PRONOUN\_0}} understood the task instructions and was able to express ideas clearly. {{PRONOUN\_2}} work and processing speed appeared appropriate. {{PRONOUN\_2}} approach to problem solving was thoughtful and careful. {{PREFERRED\_NAME}} appeared to put forth full effort during testing and demonstrated a good tolerance for frustration. No outward evidence of anxiety was noted.

**OR**

Upon starting the standardized testing, {{PREFERRED\_NAME}} was reserved and reluctant to engage in the tasks. {{PREFERRED\_NAME}} became more comfortable as the session progressed and rapport was established. {{PRONOUN\_2}} motor activity level was high and {{PRONOUN\_0}} rarely remained seated or still. {{PRONOUN\_0}} fidgeted with items on the table and stood up while answering. {{PREFERRED\_NAME}}’s response style was noted to be impulsive, as {{PRONOUN\_0}} answered the questions quickly and struggled to wait for the examiner to finish instructions. {{PRONOUN\_0}} also displayed self-directed behavior, often trying to turn pages {{PRONOUN\_4}} or look at answers immediately after being reminded of the rules. {{PRONOUN\_0}} responded well to use of a sticker chart/checklist which broke down the activities into smaller parts and provided structure and reinforcement. {{PRONOUN\_0}} required redirection to initiate and switch activities. With this support, {{PREFERRED\_NAME}} was able to maintain {{PRONOUN\_2}} attention in the one-to-one highly structured sessions. {{PREFERRED\_NAME}} understood task directions easily and did not require elaboration of directions. {{PRONOUN\_0}} did display some anxiety, frequently asking if {{PRONOUN\_2}} answers were correct and trying to see the answers. {{PRONOUN\_0}} responded well to encouragement and praise of {{PRONOUN\_2}} effort.

**OR**

Upon starting the standardized testing, {{PREFERRED\_NAME}} was willing to engage in the tasks and rapport was easily established. {{PREFERRED\_NAME}} required some support to maintain {{PRONOUN\_2}} attention during the sessions. Toward the end of the session, {{PREFERRED\_NAME}} needed support and encouragement to continue. {{PRONOUN\_0}} responded well to short breaks and use of a self-completed checklist which broke down the activities into smaller parts and provided structure and reinforcement. {{PRONOUN\_2}} motor activity level was noted to be high/ within normal limits. {{PRONOUN\_0}} understood the task instructions easily and did not require further elaboration. {{PREFERRED\_NAME}} appeared to put forth full effort during testing and displayed a good tolerance for frustration.

**OR**

{{PREFERRED\_NAME}} required some support to maintain {{PRONOUN\_2}} attention during the sessions, including reminders to not swivel in {{PRONOUN\_2}} chair and look at the screen. Toward the end of the session, {{PREFERRED\_NAME}} needed support and encouragement to continue. {{PRONOUN\_0}} responded well to short breaks and use of a self-completed checklist which broke down the activities into smaller parts and provided structure and reinforcement. {{PRONOUN\_2}} motor activity level was noted to be high/ within normal limits. {{PRONOUN\_0}} understood the task instructions easily and did not require further elaboration. {{PREFERRED\_NAME}} appeared to put forth full effort during testing however {{PRONOUN\_0}} did display mildly low tolerance for frustration.

Considering {{PREFERRED\_NAME}}’s engagement, effort and motivation, the results are considered a relatively valid description of {{PREFERRED\_NAME}}’s skills and abilities; however, the impact of applying non-standard administration methods has been evaluated only in part by scientific research. While every effort was made to simulate standard assessment practices, the diagnostic conclusions and recommendations for treatment provided in this report are being advanced with these reservations.

These results are thus believed to be an accurate representation of {{PREFERRED\_NAME}}’s cognitive and academic strengths and weaknesses.

Considering {{PREFERRED\_NAME}}’s effort/positive response to redirection/understanding of directions, these results are believed to be an accurate representation of {{PRONOUN\_2}} cognitive and academic strengths and weaknesses.

{{PREFERRED\_NAME}}’s distractibility/externalizing behaviors/fatigue/inattention appeared to impede {{PRONOUN\_2}} ability to put forth adequate effort during testing. These results may underestimate {{PRONOUN\_2}} true cognitive and academic abilities and should be interpreted cautiously.

Due to circumstances related to the COVID-19 pandemic and resultant social distancing guidelines, this assessment was conducted using remote administration methods, including remote audiovisual presentation of test instructions and test stimuli, and remote observation of performance via audiovisual technology. Modification to standardized procedures included presentation of stimulus materials via screensharing according to current guidelines. The following factors were closely monitored in order to ensure the appropriateness of each test’s administration:

* Setting (i.e., pre-test audio-video set-up, high-speed connectivity, high-quality video and audio [i.e., Microsoft Teams], use of screensharing, screen size, peripheral camera use, managed distractions, and lighting);
* Examiner training;
* Examinee behavior monitoring and response; and
* Protection of the tests and test materials.

The remote testing environment appeared free of distractions, adequate rapport was established with the examinee via video, and the examinee appeared appropriately engaged in the task throughout the session. No significant/Mild/Moderate/Interfering technological problems were noted during administration; the internet connection cut out at times and necessitated repeating of instructions or test items.

The administered subtests have received initial validation in several samples for remote telepractice and digital format administration. Thus, considering minimal technological interference, {{PREFERRED\_NAME}}’s effort and positive response to structure and redirection, the results are considered a relatively valid description of {{PREFERRED\_NAME}}’s skills and abilities. However, the impact of applying non-standard administration methods has been evaluated only in part by scientific research. While every effort was made to simulate standard assessment practices, the diagnostic conclusions and recommendations for treatment provided in this report are being advanced with these reservations.

**Insert List of Tests, Normal Curve and RA Text**

# CLINICAL SUMMARY AND IMPRESSIONS

{{PREFERRED\_NAME}} is a sociable/resourceful/pleasant/hardworking/etc. {{AGED\_GENDER}} who participated in the Healthy Brain Network research project through the Child Mind Institute in the interest of participating in research/due to parental concerns regarding {{PLACEHOLDER}}.

## Cognition, Language and Learning Evaluation

Testing was completed over the course of two in-person sessions, to gain insight into {{PREFERRED\_NAME}}’s overall intellectual ability, language and academic skills. In-person testing with modifications to standardized testing procedures was conducted. The impact of applying non-standard administration methods has been evaluated only in part by scientific research. While every effort was made to simulate standard assessment practices, the diagnostic conclusions and recommendations for treatment provided in this report are being advanced with these reservations.

Testing was completed over the course of two remote sessions, to gain insight into {{PREFERRED\_NAME}}’s overall intellectual ability, language and academic skills. Due to circumstances that limited in-person clinical visits, this assessment was conducted using telehealth methods. The standard administration of these procedures involves in-person, face-to-face methods. The impact of applying non-standard administration methods has been evaluated only in part by scientific research. While every effort was made to simulate standard assessment practices, the diagnostic conclusions and recommendations for treatment provided in this report are being advanced with these reservations.

{{PREFERRED\_NAME}}’s morning/afternoon dose of [medication and dose] was administered/was omitted prior to testing.

## Mental Health Assessment

{{PREFERRED\_NAME}} and {{REPORTING\_GUARDIAN}} completed the K-SADS semi-structured psychiatric interview for DSM-5 in-person/via video conference, as well as several questionnaires related to emotional and behavioral function.

These reports indicate that {{PREFERRED\_NAME}} meets criteria for {{PLACEHOLDER}} and are consistent with current symptoms of {{PLACEHOLDER}} which {{PRONOUN\_0}} is experiencing and for which {{PRONOUN\_0}} is currently receiving psychotherapeutic and psychopharmacologic treatment.

or

The results of the testing from {{PREFERRED\_NAME}}’s participation in the Healthy Brain Network at the Child Mind Institute did not reveal any areas of clinical concern. If current concerns are not being addressed or new concerns are developed about {{PREFERRED\_NAME}}, it is encouraged that {{PRONOUN\_2}} care-provider be contacted directly. Upon request, our HBN team can also offer a list of providers that can address such difficulties. We are grateful for your participation in this project.

# DSM-5 Diagnoses

Code Disorder Name

# RECOMMENDATIONS

Based on the results of the evaluation, the following recommendations are provided:

## Further Evaluation

## Academics and Learning

## Psychotherapy

## Psychopharmacology

If current concerns are not being addressed or new concerns develop about {{PREFERRED\_NAME}}, it is encouraged that {{PRONOUN\_2}} care-provider be contacted directly. Upon request, our HBN team can also offer a list of providers that can address such difficulties.

We thank {{PREFERRED\_NAME}} and {{PRONOUN\_2}} family for their time, effort and commitment. We understand that research studies take time away from daily activities and we greatly appreciate their participation in this project.

If you have any questions, please do not hesitate to contact our team at 347-934-2880 or hbn@childmind.org.

Thank you,

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Makbule Seda Yaman, MSEd– School Psychologist

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Emily Hart, Ph.D. – Licensed Clinical Psychologist

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Anna Smith, LCSW – Licensed Clinical Social Worker

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Danielle Kahn, LCSW – Licensed Clinical Social Worker

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Amanda Lewis, M.A., M.S., NCSP – School Psychologist

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Nicholas Vitaro, M.A. School Psychologist

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Julia Keene – Licensed Master Social Worker

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Jennifer Birchler, MS, CAS, School Psychologist

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Allegra Califano, Psychology Extern

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Tyner Gordon, Psychology Extern

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Alexia Cole – Social Work Intern

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Jessica Heller – Social Work Intern

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Yuanyue Sun – Social Work Intern

Rebecca Neuhaus, PsyD – Licensed Clinical Neuropsychologist

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Russell Tobe, MD – Child and Adolescent Psychiatrist

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Victoria Castagna, MS – Associate Clinical Evaluator

**Strategies and Resources Appendix**

***Reading Strategies***

* 1. *Daily Reading:* Encourage {{PREFERRED\_NAME}} to read at least 15 minutes a day on a topic of interest. You can set up an incentive program in order to increase {{PREFERRED\_NAME}}’s motivation and effort in reading. In this system, {{PREFERRED\_NAME}} is awarded points at home for reading on a daily basis.
  2. *Phonological Processing/Decoding:*
  + Teach {{PREFERRED\_NAME}} how to use structural analysis to decode multisyllabic words. Ensure {{PREFERRED\_NAME}} “over learns” these skills so that {{PRONOUN\_0}} begins to see unfamiliar words as a sequence of recognizable word parts. Teach {{PREFERRED\_NAME}} to identify both meaningful parts (prefixes, suffixes, and root words) and pronunciation parts (common clusters and syllables).
  + Teach structural analysis by cutting apart words into common clusters. Keep the letters of the words you are working with large. Combine the word parts in a variety of ways to make pseudowords or real words to pronounce. Let {{PREFERRED\_NAME}} then scramble the letters to make new words for you to pronounce.
  + When pronouncing multisyllabic words, have {{PREFERRED\_NAME}} slide {{PRONOUN\_2}} index finger slowly under the word parts as {{PRONOUN\_0}} pronounces them.
  1. *Reading Fluency:*
     + *Multimodal Approach:* Use a variety of methods to increase {{PREFERRED\_NAME}}’s reading fluency such as repeated readings, choral reading, speed drills, practicing with taped books, and reading decodable text. Provide short, frequent periods of practice and concrete, visible measures of progress (e.g., charts, bar graphs). Reading the same passage or book repeatedly can increase {{PREFERRED\_NAME}}’s fluency. {{PREFERRED\_NAME}} can read the first passage into an audio recording device and between readings work out the words that gave {{PREFERRED\_NAME}} difficulty.
     + *Dolch Sight Words:* Teach and drill {{PREFERRED\_NAME}} common, high frequency words such as the Dolch sight words and the Magic 100 Words. By learning such words, {{PREFERRED\_NAME}} will learn to automatically recognize many words in print without having to use strategies to decode. Because many learners benefit from having information presented in a context, connect these words to words and information {{PREFERRED\_NAME}} already knows.
     + *Rapid Word Recognition Chart:* Use this to improve speed and accuracy for pronouncing irregular words. The chart is similar to a rapid serial naming task. It is a matrix that contains five rows of six exception words (such as “who” and “said”) with each row containing the same six words in a different order. After a warm up or brief review of the words, students are timed for 1 minute as they read aloud the words in the squares. Students can then count and record the number of words read correctly. Once {{PREFERRED\_NAME}} can read all words easily and quickly, new words can be written in the chart.
     + *Closed Captioning:* Watch television with closed captioning on in order to help promote vocabulary acquisition and retention. This method allows {{PREFERRED\_NAME}} to match the sound of a word to its written form.
  2. *Reading Comprehension:*
  + SQ3R Method: {{PREFERRED\_NAME}} would benefit from learning SQ3R reading method. This method is named for its five steps: survey, questions, read, recite, and review.
  + *Reciprocal Teaching:* Teachers may utilize research-based models such as Reciprocal Teaching. This instructional procedure is designed to teach students cognitive strategies that might lead to improved reading comprehension. The learning of strategies such as summarization, question generation, clarification, and prediction is supported through dialogue between teacher and students as they attempt to gain meaning from text.
  + *Collaborative Strategic Reading:* The research-based comprehension model Collaborative Strategic Reading teaches skills to aid comprehension before, during and after reading a text. The four strategies follow: preview the text, decide whether one understands the text, identify the most important ideas, and generate questions and answers about the information in the text.
  + *Elaboration and Rehearsal:* Elaboration is the process of explicitly making associations between prior knowledge and new information. These strategies encourage the student to think about the information deeply, rather than just superficially, by elaborating on the information in such a way as to understand its full meaning. When properly utilized, research has demonstrated strong improvements in recall among student learners.[[1]](#footnote-1)
  + *Underlining:* In terms of reading longer and more complex reading material, {{PREFERRED\_NAME}} needs to learn strategies such as underlining key ideas. At the end of each page, {{PREFERRED\_NAME}} needs to reread what {{PRONOUN\_0}} has underlined. {{PRONOUN\_0}} might even do the rereading into a tape recorder in order to review it at a later time.
  + *Paraphrase:* {{PREFERRED\_NAME}} should be encouraged to paraphrase during class discussions and while reading something important. Related to paraphrasing is the skill of note taking. This ability can also enhance registration.
  + *Previewing:* Previewing technical or difficult vocabulary or concepts before {{PREFERRED\_NAME}} reads an assignment or having a glossary of words and concepts to use while reading, would enhance {{PRONOUN\_2}} comprehension. Such a list provides a preview of the content and prevents {{PRONOUN\_1}} from becoming too confused as new words and ideas appear.
  + *Make up questions:* After reading a text, {{PREFERRED\_NAME}} should be encouraged to write questions about what {{PRONOUN\_0}} has read. {{PREFERRED\_NAME}} might pretend they are making up a test on the material.
  + *Graphic Organizers:* {{PREFERRED\_NAME}}’s parents and teachers can assist in making diagrams and charts to summarize the material in textbooks as well as help {{PRONOUN\_2}} use of word and conceptual maps and advance organizers when reading textbooks. {{PREFERRED\_NAME}} can fill in a list of questions written before {{PRONOUN\_0}} reads longer passages in textbooks. Alternatively, {{PREFERRED\_NAME}} could be given a skeleton of a diagram and asked to fill it in during or after the reading of a passage.
  + *Repeated Readings:* {{PREFERRED\_NAME}} should read text multiple times.
  + *Highlighting:* Highlighting key text sentences and phrases will help {{PREFERRED\_NAME}} differentiate important information that should be remembered for deeper understanding. Highlighted text also serves as a usual tool to reference important information when reviewing or studying material.
  + *Circling Unknown Words:* {{PREFERRED\_NAME}} would benefit from identifying unfamiliar words by circling them in text and looking up the definitions. This will help improve {{PREFERRED\_NAME}}’s reading comprehension and strengthen {{PRONOUN\_2}} vocabulary.
  + *Comprehension Checking:* {{PREFERRED\_NAME}} should practice repeating or paraphrasing what {{PRONOUN\_0}} has heard or understood in order to check for accuracy and to provide an opportunity for rehearsal.
  + *Annotating text:* Marking the pages of a text with notes is an important active reading strategy that achieves many goals. Text annotations make it easy to find key information and help to organize information, themes, and ideas. Annotations will also help {{PREFERRED\_NAME}} engage in critical thinking skills, as they provide a way for {{PRONOUN\_1}} to note comments, connections, questions, or other reactions as {{PRONOUN\_0}} reads. Different types of annotations are:
    - * Clearly identifying important ideas and information
      * Expressing and recording main ideas
      * Providing evidence for the development of ideas throughout a text
      * Noting the reader’s thoughts and reactions
      * Marking complicated or confusing portions of the text for further clarification

1. Spelling: Teach {{PREFERRED\_NAME}} the most common spelling rules (e.g., when a word ending in -y is made plural, drop the -y and add -ies; u always follows q; when adding an ending starting with a vowel, double the final consonant to maintain the short vowel sound). Reinforce generalization to words in classroom writing.

***Assistive Technology for Reading***

* + - 1. Text-to-speech (TTS) Apps: These allow students to see text and hear it aloud at the same time. To use these tools, students click on a highlighted word(s), and the words are read aloud by a computer-generated voice. TTS may be used with any digital text (i.e., books, emails, web pages), and can be used to convert text files to audio files. Low cost apps are available for download on tablets and smartphones, such as:
         1. *Voice Dream Reader* is a customizable app that allows one to highlight text and have it read aloud to them. Users can adjust the voice the app uses as well as its speed, and connect to their Google Drive, Evernote, or Dropbox accounts to have documents read to them.
         2. *Claro ScanPen*allows you to take a photo of printed text, select the text with your finger, and have it read aloud, including worksheets and school notices. This app utilizes Optical Character Recognition (OCR), and therefore does not require an internet connection to work.
         3. *Dyslexia Toolbox*markets itself as an app “by dyslexic people for dyslexic people” and offers a suite of useful AT features are available for older kids and adolescents with dyslexia. Features include a type pad with word prediction software that can help users create messages for text, email, and social media, as well as a digital overlay for reading text through a color screen and a digital photo reader (for purchase) that takes photos of text and reads them aloud. Price: Free; some features require in-app purchase.
         4. *Read&Write for Google Chrome*is an extension that can be purchased for a $100 yearly subscription but is free for teachers to set up accounts for their students. Its TTS software offers several voices and dual-color highlighting, which highlights both sentence and individual words as their read aloud and can read text from screenshots and images. This extension offers a text and picture dictionary to aide in reading comprehension as well as the ability to simplify the text on the page (i.e., collects the most important information and creates a summary).
         5. *Snap&Read Universal*is a TTS tool that starts reading a webpage aloud from where one clicks on a word. It has the ability to read both digital text as well as text in pictures and images. This extension also features the ability to simplify words and phrases for readers who struggle with vocabulary. Students may also highlight and organize text into an outline to help with reading comprehension.
         6. *SpeakIt*is a simple TTS tool in which readers highlights text in Chrome, click a button, and listen as the words are read aloud. Users can adjust the speaking pace and select from several voices.
         7. *Scrible*assists with reading and researching online with set of note-taking tools that allows readers to mark up and save information from web pages. A pop-up tool bar offers the ability to highlight text in several colors, add sticky notes, underline, bold, strikethrough, and italicize text, as well as bookmark and save annotated pages. Price: $28/year, basic version is free.
         8. *Read Mode* is a free extension for Google Chrome that removes clutter from web pages to make them easier to read by eliminating ads and animations and converting web pages into simple black and white text articles.
         9. *Kurzweil 3000:* is a comprehensive educational software which includes text-to-speech with natural voices, the ability to read text from different media (e.g., word, PDF, and websites), access to traditional dictionaries and picture/talking dictionaries, and helps create study guides. Additional features assist in writing by providing access to graphic organizers, word prediction, word lists, spell check, and speech-to-text. Features also assist in math by providing a talking calculator.
      2. Literacy Software Programs: These programs for laptop or desktop computers have been proven effective in assisting struggling readers and while costlier, often offer more functions than their app counterparts. Examples include;
         1. *ClaroRead*offers TTS and OCR capabilities which allows users to have text and images read to them, as well as screen masking, which hides part of the screen in order to reduce distractions, as well as talking and pronunciation dictionaries. Price: $225 (Windows)/$260 (Mac), the Basic version is available for $85, but only offers TTS and OCR.
         2. *Inspiration*allows readers to create graphic organizers to help them understand what they’re reading, as well as reading templates to help readers identify story elements and characters or to compare and contrast ideas. Price: $39.95 (Mac or Windows).
         3. *Microsoft Immersive Reader* is a tool that can be used for free in Microsoft Word, OneNote, Outlook, and the Edge browser. Features include TTS, OCR, and screen masking, as well as display control, which allows users to control how documents are viewed, including spacing, fonts, margins, and color of the text and background. A picture dictionary function shows a picture of what a word means along with its written definition. The Immersive Reader can also divide words into syllables, which can help with decoding, and words can also be labeled according to parts of speech (nouns, verbs, adjectives, adverbs).
         4. *NaturalReader*offers TTS capabilities that allows users to listen to webpages and various documents with the choice of several different natural-sounding readers, as well as OCR for up to 30 documents in the free version. The program syncs with an app for use on mobile devices. Price: $99.50 (Mac or Windows), there is a Basic version available for free.
      3. Audiobooks and Digital TTS Books allow students to hear books read aloud. Audiobooks have the added benefit of having a human reader, which is often preferable to the computer-generated voice in TTS books.
    1. Apps and websites such as Audible ([www.audible](http://www.audible)) and Epic! ([www.getepic.com](http://www.getepic.com)) offer extensive libraries of audiobooks for most reading levels. If your child’s school subscribes to Epic! They can be set up with an individual account with their teacher in order to provide them with free access to the library.
    2. Learning Ally (<https://learningally.org/>) is an audiobook reader that offers access to over 80,000 audiobooks with real voice readers. To use this app, you must have a Learning Ally membership ($135/year for unlimited books). However, if your child’s school subscribes to Learning Ally, they can be provided with an account at no cost.
    3. Bookshare: Many schools subscribe to Bookshare ([www.bookshare.org](http://www.bookshare.org)), which would permit your child access. Additionally, those with documented diagnoses of Dyslexia or another “print disability” may quality for a free Bookshare account independently.

***Caregiver Resources for Reading Disorders***

1. National Reading Panel recommends a comprehensive approach to reading instruction, including an emphasis on phonics-based strategies, reading fluency, reading comprehension, and spelling/writing. ([www.nationalreadingpanel.org](http://www.nationalreadingpanel.org))
2. Overcoming Dyslexia by Sally Shaywitz, M.D. codirector of the Yale Center for the Study of Learning and Attention. Contains information about reading problems and practical techniques. Topics covered include: How to find the best school and how to work productively with your child’s teacher, exercises to help children use the parts of the brain that control reading, ways to raise and preserve a child’s self-esteem and reveal strengths.
3. ­The Yale Center for Dyslexia and Creativity (<http://dyslexia.yale.edu/>) works to increase awareness of dyslexia and the strengths of those with dyslexia. This center also disseminates research and provides treatment and practical recommendations for those with dyslexia.
4. Children’s Technology Review ([www.childrenssoftware.com](http://www.childrenssoftware.com/)) provides professional reviews of interactive technology (software, videogames) to help guide caregivers and professionals in monitoring and choosing technology products for children.
5. Learning Works for Kids ([http://learningworksforkids.com](http://learningworksforkids.com/)) helps caregivers identify video games designed to aid in the development of specific executive skills. This website is based on the idea that video games and digital media can be tools for improving academic performance and cognitive abilities.

***Child Resources for Reading Disorders***

1. *If You’re So Smart, How Come You Can’t Spell Mississippi?* (The Adventures of Everyday Geniuses Series) by Barbara Esham explores dyslexia, the numerous ways people learn, and how having such reading difficulties does not need to impact life success.
2. *Thank you, Mr. Falker* by Patricia Polacco explores the author’s childhood struggle with reading difficulties in the form of a letter thanking her former teacher, Mr. Falker, who helped her learn to overcome them.
3. *Buddy: A Story for Dyslexia* by Robin McEvoy is a story about a little bird who struggles to sing like everyone else; it parallels the challenges of someone with dyslexia and how to face and work through such challenges.
4. *Back to Front and Upside Down!* Written and illustrated by Claire Alexander, sends the positive message that things will get better with a bit of hard work.
5. *Fish in a Tree,* Written by Lynda Mullaly Hunt, captures the challenges students with dyslexia face daily, not just in reading but in self-esteem.
6. *The Alphabet War:* *A Story about Dyslexia* by Dianne Burton Robb is about a boy, Adam, a young dyslexia boy learning to read. The author describes Adam’s frustration and near defeat as he learns to overcome his reading challenges with the help of his mother and tutor.
7. *My Name is Brain (X) Brian* by Jeanne Betancourt.

***Mathematics Strategies***

* 1. Fluency Training: Math drills reinforce fluency with operations such as single digit addition and subtraction.
  2. Use of Visuals: Use visual methods to help {{PREFERRED\_NAME}} solve math word problems and to teach new concepts and reinforce skills. Visuals help represent concretely abstract mathematical material.
  3. Direct and explicit instruction: Teach any problem-solving strategy as directly and as explicitly as you would any academic skills, providing for instruction and ample guided and independent practice, monitoring for misunderstandings and errors.
  4. Verbal Explanations: Provide {{PREFERRED\_NAME}} with an index card that contains clear verbal explanations of questions to ask as {{PRONOUN\_0}} works math problems. For example, when learning regrouping techniques for subtraction, write the question "Is the top number larger than the bottom number?" If yes – subtract, If no - regroup (borrow).
  5. Memory Strategies: Teach {{PREFERRED\_NAME}} memory strategies for performing new math algorithms in the correct sequence. For example, for long division, teach {{PRONOUN\_1}} to write the symbols representing the steps at the top of {{PRONOUN\_2}} paper, to recite, “Divide, multiply, subtract, check, bring down,” or make a tune for it and sing it.
  6. Color Coding: Use color coding to: (a) identify starting and stopping places within a problem; (b) code the units, tens, hundreds, and thousands place; (c) indicate where the final answer should be written; and (d) highlight important features, such as operation signs, the question being asked, or the key information being asked in the problem.
  7. Flash Cards: Have a peer or parent provide practice sessions with flash cards, so that {{PREFERRED\_NAME}} can become automatic with {{PRONOUN\_2}} math facts.
  8. Online Tools:
     1. *Math is Fun* ([https://www.mathsisfun.com/)**-**](https://www.mathsisfun.com/)-)resource for k-12 students and teachers
     2. *Illuminations* (<https://illuminations.nctm.org/)-> interactive tolls for students and teachers
     3. *Cool Math* (<https://www.coolmath.com/>) games for algebra and calculus
     4. *Cool Math for kids* (<https://www.coolmath4kids.com/>)
     5. *The “24” Game* (<https://www.4nums.com/>)
  9. Math Problem Solving Strategies:

1. {{PREFERRED\_NAME}} is more likely to understand word problems and find solutions if {{PRONOUN\_0}} can relate to their content. As much as possible, make problems relevant to {{PREFERRED\_NAME}}’s life.
2. Help {{PREFERRED\_NAME}} learn to identify extraneous information in word problems. With a marker, have {{PRONOUN\_1}} cross out any extraneous information before {{PRONOUN\_0}} attempts to solve a problem.
3. Ensure that when {{PREFERRED\_NAME}} is asked to solve story problems, the computation involved is not difficult. This will allow {{PREFERRED\_NAME}} to concentrate on understanding the language of the problem.
4. As {{PREFERRED\_NAME}} appears to misinterpret word problems, have {{PRONOUN\_1}} restate the problem in {{PRONOUN\_2}} own words and identify the givens and the problem goal before planning the solution.
5. Teach {{PREFERRED\_NAME}} a simple strategy to use for solving story problems. For example (a) read the problem, (b) reread the problem to identify what is given (What do I know?) and to decide what is asked for (What do I need to find out?), (c) use objects to solve the problem and identify the operation to use, (d) write the problem, and (e) work the problem. Write the strategy on an index card for easy reference.
6. Teach {{PREFERRED\_NAME}} how to recognize when {{PRONOUN\_0}} does not have all of the information needed to solve a problem. For example, give {{PREFERRED\_NAME}} word problems in which specific information needed to solve the problem is missing. Have {{PRONOUN\_1}} identify what is missing, provide the information, and then solve the problem.
7. Encourage {{PRONOUN\_1}} to read each problem carefully and ask {{PRONOUN\_1}}self whether {{PRONOUN\_0}} has seen a similar problem before. Help {{PRONOUN\_1}} learn to identify key operation words such as those for addition (e.g., sum, total, in all), subtraction (e.g., difference, how much more), and multiplication (e.g., product, total, times) and break down the steps to solving the problems. Guide {{PRONOUN\_1}} in applying the steps and in reflecting on {{PRONOUN\_2}} work. Model these steps for {{PREFERRED\_NAME}} and have {{PRONOUN\_1}} practice applying this approach on {{PRONOUN\_2}} own.
   1. Assistive Technology: Students who struggle with rote math skills or more complex word problem solving, may benefit from the use of AT. Low cost or free apps are available for download on tablets and smartphones such as:
      1. ModMath helps students work on math problems without using a pencil by giving the user a piece of virtual graph paper. When they click on the cell, users can type in numbers, math operations, and equations, allowing everything to be automatically aligned, clear, and legible. The problems can then be saved, emailed, or printed.
      2. Dexteria Dots—Get in Touch With Mathuses the app’s touch interface to teach students math concepts by combining different “dots”. Each dot has a numeric value that corresponds to its size (i.e., the 6 dot is bigger than the 4 dot). For example, if the program challenges the user to produce the value 9, they have to provide a solution within the time allotted. There are several different skill levels, and most problems have multiple solutions. Price: $2.99.
      3. Kurzweil 3000: is a comprehensive educational software which includes text-to-speech with natural voices, the ability to read text from different media (e.g., word, PDF, and websites), access to traditional dictionaries and picture/talking dictionaries, and helps create study guides. Additional features assist in writing by providing access to graphic organizers, word prediction, word lists, spell check, and speech-to-text. Features also assist in math by providing a talking calculator.

***Writing Strategies***

1. Use of Word Processor: Provide {{PREFERRED\_NAME}} with instruction and daily practice in using a word processing program until {{PRONOUN\_0}} is proficient at typing and using the program functions that {{PRONOUN\_0}} will need most often (e.g., spell checker, moving and revising text, saving, setting up files, printing).
2. Electronic Writing Programs: These programs facilitate written output by either allowing a child to generate a story by speaking into a microphone and/or providing structured ideas and prompts as they write. These programs are recommended given that laborious handwriting can undermine a child’s thought process during writing. These supportive programs may reduce the interference of handwriting frustration and/or the risk of losing track of {{PRONOUN\_2}} thoughts or good ideas as {{PRONOUN\_0}} is concentrating on forming individual letters. Examples of available programs include: Kidspiration, Cowriter, SOLO LiteracySuite, and Write On.
3. Prewriting Strategies: Using graphic organizers, teach {{PREFERRED\_NAME}} how to organize {{PRONOUN\_2}} ideas and details into topic areas or generate subtopics related to the main topic and add details. Help {{PRONOUN\_1}} to recognize information that does not belong to any of the subtopics.
4. Topics of Interest: Let {{PREFERRED\_NAME}} select topics that are familiar and interesting to {{PRONOUN\_1}}. Allow {{PRONOUN\_1}} to discuss a chosen topic with peers to get their information, record it, and incorporate it into {{PRONOUN\_2}} writing.
5. Key Words: Prior to writing, brainstorm any words or phrases that {{PRONOUN\_0}} thinks {{PRONOUN\_0}} may want to use in {{PRONOUN\_2}} paper. List all the words on the board or a piece of paper. As skill improves, you may designate specific categories of words, such as action or descriptive words.
6. Use of Slant Board: To address poor penmanship and/or difficulty in writing, the use of a slant board or angled board has shown to improve writing skills. More specifically, the slant board is useful in addressing the following: wrist extension, posture, visual processing and learning, improved motor control, increases paper stability, and copying skills.

***Assistive Technology for Writing***

Students who struggle with either the fine motor skill of writing or with the content and organization of written expression benefit significantly from the use of assistive technology, including:

Word Processing Tools, including a basic keyboard and word processing software (such as Microsoft Word or Pages) are of particular benefit to users who struggle with the task of writing. Individuals can improve keyboarding skills with software programs and websites geared toward their developmental level and interests such as *Typing Instructor* and *Typing Instructor for Kids, Mavis Beacon Keyboarding Kidz,* and *All The Right Type.*

Apps: Low Cost or free apps are available for download on tablets and smartphones:

* + 1. Notabilityis a word processing app that allows for a combination of typing, handwriting with a stylus or finger, use of photos, and audio recordings within a single note. It also offers streamlined organization in which users can organizes notes into different folders (i.e., Math, Social Studies, Writer’s Workshop) to keep all of their notes in one convenient location. Cost: $9.99
    2. SnapType Pro allows the user to take a photo of a worksheet and upload it to the app and type onto the worksheet rather than writing answers onto the paper. Cost: $4.99
    3. Dragon Anywhereis a professional-grade dictation software that captures what a user says and creates text within its own platform. In addition to recording speech, the tool also utilizes voice commands to edit text (i.e., “Undo” or “Select first sentence”) and change formatting (i.e., bold, capitalization, punctuation). The app is equipped with an on-screen keyboard and dictionary. Once a document is finished, it can be shared as a Word Document, PDF, or in the body of an email. Dictation apps are particularly useful for students who struggle with the multi-step process of writing (thought production, organization, physically writing the words) and lose their thoughts before they are able to write them down. Price: 1 week free trial then $15/month
    4. Co:Writer is a writing tool that aids with phonetic/inventive spelling, grammar, and topic-related vocabulary by using grammar- and vocabulary-smart word prediction, translation support, and speech recognition to help struggling spellers not get stuck while writing. As users type, Co:Writer offers words or phrases they are likely attempting to write, even if grammar and spelling are off. The user then can select the word or phrase they want from the drop-down list and continue writing without losing time and frustration to attempting to spell out challenging words. Cost: $4.99/month
    5. Kurzweil 3000: is a comprehensive educational software which includes text-to-speech with natural voices, the ability to read text from different media (e.g., word, PDF, and websites), access to traditional dictionaries and picture/talking dictionaries, and helps create study guides. Additional features assist in writing by providing access to graphic organizers, word prediction, word lists, spell check, and speech-to-text. Features also assist in math by providing a talking calculator.

***Executive Functioning***

Executive functioning is the ability to organize and manage one’s own behavior. The following interventions and strategies can improve various domains of executive skills.

1. Tools and Applications: The following are planning, cueing and time management applications that help break down projects and keep focused on a task:
   1. *MotivAider:* this self-improvement device periodically vibrates to remind the user about a habit he or she is trying to change. In the case of attention deficits, it vibrates and users can ask themselves whether they are paying attention, thus, serving as a reminder to stay focused. Available at <http://habitchange.com/motivaider.php>
   2. *Randominder:* this application helps individuals stay focused and complete tasks on time. Available at <http://appcrawlr.com/ios/randominder>
   3. *Time Timer:* this visual timer shows the passage of time through a red disk that disappears as time elapses. Choose among watches, clocks, and applications. Available at [www.timetimer.com](http://www.timetimer.com)
   4. *WatchMinder:* this wristwatch provides discrete vibrating cues and reminders throughout the day. Individuals can choose pre-programmed messages or create their own personalized messages. Available at [www.watchminder.com](http://www.watchminder.com)
   5. *Daily Routine:*This app can help {{PREFERRED\_NAME}} create daily routines and stick to them.
   6. *30/30:* This is a task manager app. Available at www.3030.binaryhammer.com
   7. *Wunderlist:* This app helps in planning and prioritizing personal tasks, and includes built in reminders. Available at www.wunderlist.com
2. Sustaining Attention:
3. A child with difficulties sustaining attention often needs frequent short breaks. Breaks typically need only be 1 or 2 minutes. Observing when a child’s ability to focus begins to wane will help determine the optimal time for a break. “Attentional” or “Brain breaks” are best taken with a motor activity or a relaxing activity. They might walk to the pencil sharpener, run a short errand, get a drink, or simply bring {{PRONOUN\_2}} work to show {{PRONOUN\_2}} teacher. Physical activity sensory breaks such as wall push-ups or jumping jacks may also be effective.
4. Teaching a child to “chunk” information may be useful in helping {{PRONOUN\_1}} increase the amount that {{PRONOUN\_0}} can learn or capture at one time. It may be necessary for {{PRONOUN\_2}} teachers or parents to help {{PRONOUN\_1}} learn how to approach new information as sets or groups of details, rather than as a single series, in order to facilitate chunking and retention of material.
5. Children should be offered hands-on, experiential learning opportunities, since traditional didactic teaching approaches can strain their capacity for attention.
6. Changing tasks more frequently can alleviate some of the drain on attention. Provide choices when possible, at teacher discretion (i.e., completing reading before math).
7. Given the negative impact of competing information on attention, it is important to reduce distractions in the environment. When this is not possible, providing {{PRONOUN\_1}} with a privacy board may be effective.
8. Providing a written checklist of steps required to complete a task can serve as an external memory support and alleviate some of the burden on attention.
9. Teach the child to use external cues in {{PRONOUN\_2}} environment and ask what is expected of them (e.g., What am I doing? What are others doing around me? What should I be doing?).
10. Processing Speed: Provide activities designed to increase rate of production, such as recording the starting and stopping times or using a stopwatch. Also, for each assignment, have the child record the amount of time it took {{PRONOUN\_1}} to complete the assignment. This will allow you to monitor the quantity of homework assigned.
11. Monitoring: It may be helpful to build in editing or reviewing as an integral part of every task in order to increase error recognition and correction. Setting goals for accuracy rather than speed can help increase attention to errors. Reward the child for accuracy to support continued focus on monitoring {{PRONOUN\_2}} work. You can also ask {{PRONOUN\_1}} to predict how well {{PRONOUN\_0}} will do on a particular task, then compare {{PRONOUN\_2}} prediction with the actual outcome in order to increase {{PRONOUN\_2}} awareness of {{PRONOUN\_2}} strengths and weaknesses. Encourage the child to chart {{PRONOUN\_2}} performance and/or behavior in order to provide a tangible record of activity for ongoing monitoring.
12. Initiation: External prompting may be necessary to help children get started. A teacher might stop by {{PRONOUN\_2}} desk at the outset of each task and prompt {{PRONOUN\_1}} to start {{PRONOUN\_2}} work, or perhaps demonstrate the first problem of a worksheet. Peers can also often help serve as models to help get started on tasks. Working in pairs or in small groups may be helpful, as peers will serve as external cues. Lastly, problems with initiating may be exacerbated by a sense of being overwhelmed with a given task. Breaking tasks into smaller, more structured steps may reduce {{PRONOUN\_2}} sense of being overwhelmed and increase initiation.
13. Inhibition: A student with inhibitory control difficulties often requires additional structure in {{PRONOUN\_2}} environment at the outset in order to maintain more appropriately controlled behavior. Children might need a more explicit, extensive, and/or clear set of rules and expectations, and might need these reviewed with {{PRONOUN\_1}} regularly. Response delay techniques can also be helpful for disinhibition. Children might be taught strategies such as counting to 5 before responding verbally or physically. Several “stop and think” methods are available that teach students to inhibit their initial response, consider the potential consequences of their behaviors, and further develop an approach to a situation.
14. Organization and Planning: Children may benefit from learning to use an organizational system or daily planner. Some students can benefit from having a checklist of needed materials to review on a daily basis before leaving home for school, and/or at the end of the school day. Having an extra set of books at home can be a simple yet effective means of ensuring that {{PRONOUN\_0}} has the required materials for completing {{PRONOUN\_2}} assignments.
15. Shifting/Adapting: Children who struggle to adapt and shift between expectations can benefit from the following strategies:
16. *Display schedule:* Use visual organizers, such as pictures, schedules, planners, and calendar boards. This will let {{PRONOUN\_1}} know the order of activities for the day, and can alert {{PRONOUN\_1}} to variations in the usual sequence before they occur.
17. *Adjust routines gradually:* Adherence to routines and resistance to change may reflect a child’s need for predictability in {{PRONOUN\_2}} environment. An essential tenet of intervention is to facilitate feelings of security by maintaining a set of basic routines, then adjusting routines slightly in a stepwise fashion. Larger steps may cause distress.
18. *2-minute warning*: Teachers can alert children that one activity is about to end and another will begin. Allowing a few minutes of “down time” or leisure activity between the end of one activity and the beginning of the next can facilitate transitions, when possible.
19. *Time Limits:* Children might work on one activity or assignment for a set period then an alternative activity for the next period. Use of a timer can facilitate a child’s adjustment to change in activity.

***Emotional and Behavioral Regulation***

Children who have difficulty regulating their behavior and/or emotions often benefit from the following communication techniques and strategies;

1. Positive Reinforcement Program: Set up a school-home cooperative incentive program in order to increase motivation and effort. In this system, the child is awarded points at school for demonstrating specific behavior; a note, point paper or behavior chart is sent home daily; and rewards or mild negative consequences are provided at home. Regular communication between the teacher and parents is critical.
2. Stable Routine: Parents should provide a consistent, stable routine in both the morning and evening. In the morning, the child should have the opportunity to arrive on time to school. In the evening, provide quiet time to settle-down after a day spent in a busy classroom.
3. Model Self-Regulation: Parents can explicitly demonstrate appropriate means for controlling one’s emotional reactions and impulsive responses. Draw attention to the use of effective strategies such as taking a deep breath in the face of frustration, thinking before responding, evaluating consequences, and making cool-headed decisions.
4. Self-Statements: Encourage children to employ self-statements around delayed gratification and suppressing impulsive responses. At first parents may have to model these types of statements and encourage repetition. For example, if the child wants a cookie before dinner, {{PRONOUN\_2}} parents can encourage {{PRONOUN\_1}} to say, “I want a cookie now, but I have to wait until after dinner.” One way of coping with this delay in gratification might be distracting the child with an interesting puzzle or challenge.
5. Communication Techniques:
   * + - 1. Tell, do not ask, {{PREFERRED\_NAME}} what you want {{PRONOUN\_1}} to do.
         2. Stand within 3 feet of {{PREFERRED\_NAME}} and obtain eye contact before giving {{PRONOUN\_1}} a request or directive. Speak in a quiet voice.
         3. Make a request or give a directive no more than twice. If {{PREFERRED\_NAME}} does not comply the second time, immediately institute a preplanned consequence.
         4. When making a request of or giving a directive to {{PREFERRED\_NAME}}, be specific in describing what you want {{PRONOUN\_1}} to do. State important details.
6. Correction and Redirection: State corrections and redirections in a positive, non-humiliating manner. State what you would like {{PREFERRED\_NAME}} to do rather than what you want {{PRONOUN\_1}} to stop doing (e.g., “{{PREFERRED\_NAME}}, we’re sitting at the kitchen table now”). For both praise and reprimands, keep statements brief and specific to the behavior.
7. Calm Setting: Processing situations that have led to emotional repercussions for {{PREFERRED\_NAME}} in a non-threatening setting and manner is important. Choose a situation where {{PRONOUN\_0}} is relaxed and therefore more receptive to objective analysis of what happened. This can help {{PREFERRED\_NAME}} gain better control while increasing awareness of {{PRONOUN\_2}} reactions.
8. Praise Positive Behaviors: Make all praise specific and legitimate. Clearly state the behavior to be reinforced and only praise behaviors that matter (e.g., “You told me that you were feeling frustrated, you explained why, and you stayed calm. That was very mature behavior. Good job staying calm and explaining why you were frustrated”). This technique will help make {{PRONOUN\_1}} aware of the behavior and encourage {{PRONOUN\_1}} to continue it and repeat it at a later time. Establish a program of rewarding behaviors that are incompatible with the problem behavior. For example, if {{PREFERRED\_NAME}} tends to act out when frustrated by an assignment, set up a program in which {{PRONOUN\_0}} is rewarded each time {{PRONOUN\_0}} maintains control and asks for help.
9. Place Value on Strengths: Place value on {{PREFERRED\_NAME}}’s strengths, such as mechanical, musical, or science abilities. Provide opportunities for {{PREFERRED\_NAME}} to demonstrate {{PRONOUN\_2}} ability to classmates and friends.

***Stress Reduction***

1. Safe Place:Identify a place both at home and at school where {{PREFERRED\_NAME}} feels safe and can regroup, calm down, or escape overwhelming situations such as a separate room, a counselor’s office, or a teacher’s or administrator’s office. Teach {{PREFERRED\_NAME}} to proactively use this strategy as needed when feeling overwhelmed.
2. Utilize coping skills: Create a list of strategies (i.e., Coping Cards) with {{PREFERRED\_NAME}} for calming down when {{PRONOUN\_0}} is feeling upset, stressed, or overwhelmed. Make a list of things {{PRONOUN\_0}} can do when {{PRONOUN\_0}} is feeling this way, such as:
3. Take deep breaths. e. Ask for help.
4. Count to 10. f. Ask to take a break.
5. Repeat a positive message. g. Go to a separate room.
6. Squeeze a ball. h. Use a decision-making model
7. Journal: Have {{PREFERRED\_NAME}} write about {{PRONOUN\_2}} anxiety or thoughts, particularly before bedtime. {{PRONOUN\_0}} can make a list of concerns and how {{PRONOUN\_0}} might solve them.
8. Relax: Encourage {{PREFERRED\_NAME}} to engage in relaxing and enjoyable hobbies.
9. Stay in to relax: When stressed, people often feel the need to tackle everything at once, which can lead to burn out or failure. Instead, have {{PREFERRED\_NAME}} try some of these relaxation techniques.
10. Find {{PREFERRED\_NAME}} a simple routine task to complete at home. Research shows that completing a repetitive task allows the brain to slow down and focus.
11. {{PREFERRED\_NAME}} can take a warm bath or hot shower to help boost {{PRONOUN\_2}} mood. Research shows that the sensation of warm water can trigger responses in the body and brain similar to those triggered by emotional warmth.
12. Have {{PREFERRED\_NAME}} try progressive muscle relaxation (PMR), especially before bed. Lying down, {{PREFERRED\_NAME}} will clench and release each muscle in {{PRONOUN\_2}} body for a few seconds, starting with your forehead and ending with your feet. Repeat as needed until {{PRONOUN\_2}} muscles feel relaxed. Audios for scripts or PMR can be found online for free (e.g., YouTube).
13. Get out and be active: Make these activities even more relaxing for {{PREFERRED\_NAME}} by removing electronic devices (e.g., cell phones, tablets, computers).
14. Try yoga or meditation with {{PREFERRED\_NAME}}. The spiritual mantras used can help to focus the mind and help stave off feelings of anxiety.
15. Encourage {{PREFERRED\_NAME}} to exercise, such as going outside for a walk or light jog. Exercise helps to lessen anxiety and maintain feelings of calm even in the face of distressing events. {{PRONOUN\_2}} body will also enjoy the natural light and fresh air.
16. Engage in self-care:Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Good self-care is important to improve moods and reduce anxiety.
17. Have {{PREFERRED\_NAME}} enjoy a good laugh with friends, family, or a funny movie/book. Laughing creates feelings of happiness and euphoria.
18. Let {{PREFERRED\_NAME}} pick a snack, such as {{PRONOUN\_2}} favorite food. Certain foods have been shown to improve a person’s mood, such as dark chocolate.
19. Engage {{PREFERRED\_NAME}}’s senses. Light a scented candle in the home or have {{PREFERRED\_NAME}} try flavored tea. In particular, the smells of spearmint and lavender can help reduce feelings of stress.

***Sleep Hygiene***

The following healthy sleep habits are recommended:

1. Stick to a sleep schedule: {{PREFERRED\_NAME}} should go to bed and get up at the same time every day, even on weekends, holidays, and days off. Being consistent reinforces the body's sleep-wake cycle and helps promote better sleep at night
2. Pay attention to food and drink before bed: {{PREFERRED\_NAME}} should not go to bed either hungry or stuffed. Discomfort might keep {{PRONOUN\_1}} up. Also limit how much {{PRONOUN\_0}} drinks before bed, to prevent disruptive middle-of-the-night trips to the toilet.
3. Create a bedtime ritual: {{PREFERRED\_NAME}} should try to do the same things each night to tell {{PRONOUN\_2}} body it is time to wind down. This might include taking a warm bath or shower, reading a book, or listening to soothing music — preferably with the lights dimmed. Relaxing activities can promote better sleep by easing the transition between wakefulness and drowsiness. Limit the use of TV or other electronic devices as part of the bedtime ritual. Screen time or other media use before bedtime may interfere with sleep.
4. Get comfortable: Create an ideal room for sleeping. Often, this means cool, dark, and quiet. Consider using room-darkening shades, earplugs, a fan, or other devices to create an environment suitable for {{PREFERRED\_NAME}}’s needs.
5. Designate bed for sleeping only: Avoid activities other than sleeping, such as reading, doing homework, watching movies/TV, or playing games on a smartphone in bed.
6. Consultation with a pediatrician:
   1. If {{PREFERRED\_NAME}} has serious difficulty falling or staying asleep and incorporating healthy sleep habits is not working, consult with {{PRONOUN\_2}} pediatrician. Individuals can learn relaxation techniques, as well as thinking tools to help prepare for sleep.
   2. If needed, medication options such as melatonin should be considered to assist in improving {{PREFERRED\_NAME}}’s sleeping habits. Melatonin is a hormone produced by the pineal gland in the brain that helps regulate one’s internal circadian rhythm, which helps control day/night cycles and normal sleeping patterns. Research has shown that the use of melatonin supplements can help treat sleep disturbances in individuals with ADHD. In particular, these studies show that melatonin can reduce sleep onset latency, which describes the amount of time required for a person to go from full wakefulness to sleep.
   3. In addition, cognitive-behavioral treatments for insomnia such as *Stimulus Control Procedure*s and *Sleep Restriction Therapy* can be helpful in improving overall sleep habits. These treatments address key behaviors under the control of the individual that, when modified, can help ameliorate sleep difficulties. Behaviors include bedtime/waketime, alcohol and drugs (caffeine, nicotine), sleeping environment (temperature, comfortable bed, noise), and exercise.
7. Resources: Further information about sleep disturbance in general and strategies for improving sleep hygiene can be found at <https://childmind.org/topics/concerns/sleep/>

***General Caregiver Resources***

1. The Child Mind Institute ([www.childmind.org](http://www.childmind.org/)) offers valuable information on evaluating and treating mental health and learning disorders, as well as related topics. They also offer free workshops and helpful online tools for families and professionals.
2. Understood: This website is designed to help parents of children, ages 3–20, who are struggling with learning and attention issues. It provides personalized resources, free daily access to experts, a secure online community, practical tips for managing behavior. Website: [www.understood.org](http://www.understood.org/)
3. The Whole-Brain Child Workbook: *Practical Exercises, Worksheets and Activities to Nurture Developing Minds* by Daniel J. Siegel, M.D. and Tina Payne Bryson, Ph.D. Based on the book, The Whole-Brain Child, this workbook has a unique, interactive approach that allows readers not only to think more deeply about how the ideas fit their own parenting approach, but also develop specific and practical ways to implement the concepts — and bring them to life for adults and children alike. Tools for clinicians, parents, educators, grandparents and caregivers to guide calmer, happier children.
4. Children’s Technology Review ([www.childrenssoftware.com](http://www.childrenssoftware.com/)) provides professional reviews of interactive technology (software, videogames) to help guide caregivers and professionals in monitoring and choosing technology products for children.
5. Learning Works for Kids ([http://learningworksforkids.com](http://learningworksforkids.com/)) helps caregivers identify video games designed to aid in the development of specific executive skills. This website is based on the idea that video games and digital media can be tools for improving academic performance and cognitive abilities.

***Caregiver Resources for ADHD***

1. Smart but Scattered: *Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential*, by Peg Dawson, EdD, and Richard Guare, PhD. *Smart but Scattered* provides parents and caregivers with a comprehensive understanding of children’s difficulties with organization and prioritizing. In addition, the authors provide tangible strategies for parents and caregivers to support their child’s development of these and other skills.
2. The Organized Child:*The Organized Child: An Effective Program to Maximize’ Your Kid’s Potential – in School and in Life*, by Richard Gallagher, PhD, Elana Spira, PhD, and Jennifer Rosenblatt, PhD. *The Organized Child* is written by the developers of the Organizational Skills Training for ADHD program, and it provides a guide to implementing these skills at home.
3. Taking Charge of ADHD: *The Complete Authoritative Guide for Parents* by Russell Barkley, Ph.D. This parent resource gives science-based information about ADHD and its treatment. It also presents an eight-step behavior management plan specifically designed for 6- to 18-year-olds with ADHD.
4. Your Child in the Balance:Parents and caregivers often struggle with concerns about interventions that involve psychiatric medication. *Your Child in the Balance: Solving the Psychiatric Medicine Dilemma*, by Kevin Kalikow, MD, provides an insightful look into the role of psychotropic medications in the treatment of children and adolescents. This book addresses the multitude of challenges parents face when deciding on a treatment approach for their child with a psychiatric disorder, helping to conceptualize the risk-benefit relationship of available treatments, accompanied by a crucial discussion of the risks of not treating at all.
5. CHADD: The Children with Attention Deficit Disorders (C.H.A.D.D.) chapter in New York has information regarding resources and local parent support groups that can provide input about Attention Deficit Hyperactivity Disorders. [www.chadd.org](http://www.chadd.org)
6. ADDITUDE – Inside the ADHD Brain: This website provides information on ADHD symptoms and treatment, as well as related blogs and forums. Website: [www.additudemag.com](http://www.additudemag.com). This resource also publishes a quarterly print magazine.
7. MyADHD ([www.myadhd.com](http://www.myadhd.com/)) is a subscription website that provides a collection of online assessment, treatment, and progress monitoring tools. Resources are also available to help families better understand and manage their children’s ADHD symptoms. Articles, audio files, and behavioral charts are available, as well as a platform for parents, teachers, and doctors to communicate with one another.
8. Bright Kids Who Can’t Keep Up by Ellen Braaten and Brian Willoughby. Braaten and Willoughby provide tangible strategies to support caregivers of individuals who struggle in the area of processing speed.

***Child Resources for ADHD***

1. *The Survival Guide for Kids with ADHD* by John F. Taylor, Ph.D
2. Joey Pigza book series by Jack Gantos
3. *Cory Stories: A Kid’s Book About Living With ADHD,* Written by Jeanne Kraus, illustrated by Whitney Martin
4. *I Can’t Sit Still! Living With ADHD,* Written by Pam Pollack and Meg Belviso, illustrated by Marta Fabrega
5. W*hy Can’t Jimmy Sit Still?* Written by Sandra L. Tunis, PhD, illustrated by Maeve Kelly
6. *Thriving with ADHD Workbook for Kids: 60 Fun Activities to Help Children Self-Regulate, Focus, and Succeed* by Kelli Miller, LCSW

***Adolescents Resources for ADHD***

1. *Train Your Brain for Success: A Teenager’s Guide to Executive Functions*, by Randy Kaufman PhD
2. *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential,* by Richard Guare PhD, Peg Dawson EdD and Colin Guare
3. *The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens,* by Sharon A. Hansen

***Caregiver Resources for Anxiety***

1. Anxiety and Depression Association of America: The Anxiety and Depression Association of America provides information on treatment and research related to anxiety and depression, as well as free resources and support: <https://adaa.org/>
2. You and Your Anxious Child: *Free Your Child from Fears and Worries and Create a Joyful Family Life* by Anne Marie Albano and Leslie Pepper; this book provides overviews of various anxiety disorders that children may experience and strategies that parents can use for effectively dealing with them.
3. Worry Wise Kids: Provides parents, educators and mental health professionals with comprehensive, user-friendly information on the full range of anxiety disorders: how to identify symptoms, find effective treatments and, and prevent anxiety from taking hold in a child's life. [www.worrywisekids.org](http://www.worrywisekids.org)
4. Freeing Your Child from Anxiety by Tamar Chansky Ph.D.*;* This book contains easy, fun tools for teaching children to outsmart their worries and take charge of their fears
5. Helping Your Anxious Child: *A Step-by-Step Guide for* *Parents* by Ronald Rapee, Ph.D. and colleagues*;* This book provides research and techniques for managing child anxiety including skills based in cognitive behavioral therapy (CBT) to aid you in helping your child overcome intense fears and worries. You'll also find out how to relieve your child's anxious feelings while parenting with compassion.
6. Parenting Your Anxious Child with Mindfulness and Acceptance: *A Powerful New Approach to Overcoming Fear, Panic, and Worry Using Acceptance and Commitment Therapy* by Christopher McCurry Ph.D. and Steven Hayes Ph.D.; This book offers a new way to think about your child's anxiety, as well as a set of techniques used by child psychologists to help children as young as four let go of anxious feelings and focus instead on relationships with friends, learning new things in school, and having fun.
7. Breaking Free of Child Anxiety and OCD by Eli Lebowitz; This book provides a parent-based treatment program for child and adolescent anxiety. Parents will learn how to alleviate their children's anxiety by changing the way they themselves respond to their children's symptoms. Parents are shown how to replace their own accommodating behaviors with supportive responses that demonstrate both acceptance of children's difficulties and confidence in their ability to cope.

***Caregiver Resources for Depression***

* + - 1. Rescuing Your Teenager from Depression: by Norman T. Berlinger, M.D. This book presents “10 Parental Partnering Strategies” to help parents rescue their teen from depression—based on their own experiences. It contains nearly 100 interviews with parents of depressed teens, and interviews with mental health professionals.
      2. Adolescent Depression: *A Guide for Parents* by psychiatrists Francis Mark Mondimore, MD, and Patrick Kelly, MD. The authors describe the many forms and symptoms of depression in young people―from sadness to irritability, self-harm, drug and alcohol abuse, and violent rages. They incorporate research from the field of adolescent psychiatry and answer questions that many parents have.

***Child Resources for Anxiety***

1. *The Relaxation and Stress Reduction Workbook for Kids* by Lawrence Shapiro, Ph.D., Robin Sprague, and Matthew McKay Ph.D. (Age Level: 6 – 12)
2. *Outsmarting Worry: An Older Kid's Guide to Managing Anxiety* by Dawn Huebner, Ph.D. (Age Level: 9 – 13)
3. *What to Do When You Worry Too Much: A Kid’s Guide to Overcoming Anxiety* by Dawn Huebner, Ph.D. (Age Level: 6 – 12)
4. *Don’t Feed the WorryBug,* Written and illustrated by Andi Green
5. *The Fix-It Friends: Have No Fear!* Written by Nicole C. Kear, illustrated by Tracy Dockray
6. *Hector’s Favorite Place,* Written and illustrated by Jo Rooks
7. *How Big Are Your Worries Little Bear?* By Jayneen Sanders, illustrated by Stephanie Fizer Coleman
8. *Pilar’s Worries,* Written by Victoria M. Sanchez, illustrated by Jess Golden
9. *What to Do When You Worry Too Much: A Kid’s Guide to Overcoming Anxiety,* Written by Dawn Huebner, illustrated by Bonnie Matthews
10. *Lola’s Words Disappeared,* Written and illustrated by Elaheh Bos

***Adolescent Resources for Anxiety and Depression***

1. My Family Divided: One Girl’s Journey of Home, Loss, and Hope*,* Written by Diane Guerrero with Erica Moroz
2. Feeling Good: *The New Mood Therapy* by David Burns, MD, provides an introduction to cognitive behavioral approaches to treating depression.
3. The Anxiety and Worry Workbook: *The Cognitive Behavioral Solution* by David Clark, PhD, and Aaron T. Beck, MD, is a self-help guide providing practical tips and exercises for coping with anxiety.
4. Conquer Anxiety Workbook for Teens: Find Peace from Worry, Panic, Fear, and Phobias, written by Tabatha Chansard, PhD. is a therapeutic workbook with exercises to teach adolescents practical techniques to tackle worrying in the moment. Using strategies from cognitive behavioral therapy and mindfulness practices, you’ll learn how to manage your thoughts, emotions, and behaviors.
5. Anxiety Relief for Teens: Essential CBT Skills and Mindfulness Practices to Overcome Anxiety and Stress, by Regine Galanti PhD, teaches how CBT-based skills and mindfulness techniques can help manage your anxiety and reverse negative patterns. Through exercises that help change thoughts, behaviors, and physical reactions, this guide gives tools to navigate challenges.

## Caregiver Resources for Autism

1. Thinking About You Thinking About Me: *2nd Edition,* by Michelle Garcia Winner. For ages K-adulthood, the book provides the foundation for teaching students how to make social thinking work in their real lives and for using books like the Superflex Curriculum, You Are A Social Detective! and others. Understanding the perspectives of others is key to all interpersonal relationships. Many students, including those with high-functioning autism, Asperger’s syndrome, ADHD, and similar social and communication challenges, have difficulties understanding that other people have perspectives that are different from their own. Specific lessons, and how to apply them in different settings, are explored.
2. The Autism Society of New Jersey and National Autism Association-New York Metro are agencies that provides families with a wealth of information and support about autism. Of particular interest might be the workshop for newly diagnosed families. More information can be found at their website, <https://www.autismnj.org/> and <https://nationalautismny.org/>
3. The Autism Society of North Carolina has an online library and bookstore that is the largest non-profit, ASD-related bookstore in the United States. Their resources can be accessed by anyone (it is not necessary to be a member of the Autism Society of North Carolina) at [www.autismbookstore.com](http://www.autismbookstore.com/) or by calling 919-743-0204.
4. Teach Social Narratives: This website offers free pre-made social narratives to teach children about age-appropriate social topics, including crossing the street, rules about emailing, safety, following rules, expected behaviors, and personal space. Narratives can be found at: <http://www.kansasasd.com/socialnarratives.php>
5. Teach Social Skills: This free activity book, available online, is designed to teach social skills to children, particularly those with social difficulties. The underlying concept is that to proceed through the expected stages of their social development, children should possess all the skills addressed by this book, which can be found at: <http://www.socialskillscentral.com/free/101_Ways_Teach_Children_Social_Skills.pdf>
6. Autism Speaks ([www.autismspeaks.org](http://www.autismspeaks.org/)) is a national non-profit organization that provides information for families about autism. They also have several free toolkits to address a variety of challenges, including sleep, toileting, and behavior management. These resources can be found at: [www.autismspeaks.org/family-services/tool-kits](http://www.autismspeaks.org/family-services/tool-kits) .
   1. *First 100 Days Toolkit:* The Autism Speaks [100 Day Kit for Newly Diagnosed Families of School Age Children](http://act.autismspeaks.org/site/Survey?ACTION_REQUIRED=URI_ACTION_USER_REQUESTS&SURVEY_ID=3982) was created specifically for families of school age children to make the best possible use of the 100 days following their child's diagnosis of autism
   2. *Family Support Tool Kit:* This tool kit is specifically designed for parents of children diagnosed with autism. This Tool Kit will help parents: Learn about autism and how it may impact your family, find strategies and resources for raising a child with autism, find support so you don't feel alone or isolated, reduce the negative impact of the diagnosis on your family, and promote a positive future for your child and family.
   3. *Advocacy Tool Kit:* The goal of this tool kit is to provide a basic knowledge of advocacy and negotiation skills. The kit will show how to apply these skills to different situations throughout the lifespan of an individual with autism. The information in this kit has been provided by experts in the field who have both professional and personal experience with advocacy and autism.
   4. *Challenging Behaviors Toolkit*: Most individuals with autism will display challenging behaviors (e.g., anger, aggression, temper outbursts) of some sort at some point in their lives. This toolkit provides strategies and resources to address these behaviors, and to help support you and loved one with autism during these difficult situations.
   5. *School and the Community:* The purpose of this kit is to provide helpful information about students with autism and tools and strategies to achieve positive interactions and increase learning for all members of the school community.

***Caregiver Resources for Gifted Children***

* + 1. [Parenting Gifted Kids: Tips for Raising Happy and Successful Children](http://www.amazon.com/dp/1593631790/ref=as_li_ss_til?tag=colkessciandn-20&camp=0&creative=0&linkCode=as4&creativeASIN=1593631790&adid=0AK3SH1M5YFN2CC7X87G): by James Delisle, PhD. This practical book offers parents strategies to help children cope with feelings, embrace learning, and build satisfying relationships. Drawing from research as well as the authors’ clinical experience, it focuses on the essential skills children need to make the most of their abilities and become capable, confident, and caring people.
    2. Smart Parenting for Smart Kids, Nurturing Your Child's True Potential: by [Eileen Kennedy-Moore](https://www.amazon.com/Eileen-Kennedy-Moore/e/B001IGFNGG/ref=dp_byline_cont_book_1), PhD. This book helps parents recognize, anticipate, and overcome common pitfalls to parenting gifted kids.
    3. National Association for Gifted Children (<https://www.nagc.org/>): NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. Parents of gifted children can find resources, reading, help, and advice on raising an exceptional child.
    4. Supporting Emotional Needs of the Gifted (<https://www.sengifted.org/>): SENG is an organization that wants to help ensure that gifted children are understood, accepted, nurtured, and supported by their families, schools, and workplaces.

***Caregiver & Child Resources for Language Disorders***

American Speech-Language-Hearing Association includes information and resources to assist in finding speech therapy providers in your area ([https://www.asha.org](https://www.asha.org/public/speech/disorders/))

*Preschool and Elementary*

1. *A Boy and His Jaguar* byAlan Rabinowitz and Catia Chien is a story about a child who stutters and only communicates fluently when speaking or singing to animals at the Bronx zoo.
2. *The Mouth with a Mind of Its Own* by Patricia L. Mervine and Nayan Soni is written by speech-language pathologists. This book is about a boy with apraxia and touches on school, speech therapy, and the frustration of having a speech disorder.

*Middle School*

1. *Paperboy* by Vince Vawter is the winner of the prestigious Newberry Honor award. This book follows an 11-year-old boy named Victor who is a star on the baseball team and at the same time has a significant stutter.
2. *True (…Sort Of)* by Katherine Hannigan is about friendship between adventurous Delly and a boy named Brud who stutters and Ferris, a girl who doesn’t speak.

*Young Adult*

1. *My Fight/Your Fight* by Rhonda Rousey details the life of this Olympic gold medalist, UFC champion, and Hollywood Star. Throughout this autobiography, she shows how even severe speech delays do not have to hold someone back. Apraxia was one of the many challenges she faced on the road to success.
2. *The Luster of Lost Things* by Sophie Chen Keller follows a boy with a motor speech disorder and his dog as they search for a lost book. It touches on how the boy becomes the person he wanted to be despite challenges he faced.

1. For more on rehearsal: *Enhanced knowledge retention and recall through the elaboration process*. Ritchie et al. (1996) [↑](#footnote-ref-1)