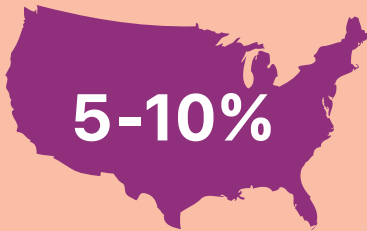


DYSLEXIA

Dyslexia is a learning disorder that affects your ability to read, spell, write, and speak. Kids who have it are often smart and hardworking, but they have trouble connecting the letters they see to the sounds those letters make.



About 5% to 10% of Americans have some symptoms of dyslexia, such as slow reading, trouble spelling, or mixing up words.

DEMOGRAPHIC



Dyslexia affects just as many females and it does males. One cannot grow out of dyslexia.

GENETICS



Around 30-40% of students with dyslexia will have family history of dyslexia.



If one identical twin has dyslexia, the other twin has about 70% likelihood of being dyslexic.

Best Practices for Students with Dyslexia



Use images, diagrams and infographics to support test



Allow the student extra time to complete timed assessments



When possible allow the student to use audio books and video to digest content



When presenting a math when possible allow the student to use tactile examples such a money for objects



Avoid large blocks of text and keep the text aligned left



Allow the student to use spellchecker on a computer



Make content on screens scaleable and high contrast



Have the student read aloud their written work before submitting

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention deficit hyperactivity disorder (ADHD) affects children and teens and can continue into adulthood. ADHD is the most commonly diagnosed mental disorder of children. Children with ADHD may be hyperactive and unable control their impulses. It's usually discovered during the early school years, when a child begins to have problems paying attention.



*11 percent of American children, ages 4 to 17, have the attention disorder.



It's more common in boys than girls to have ADHD. Boys are over twice as likely to have ADHD.

RATIO

TYPES

1

INATTENTIVE The student remains relatively calm but exhibits significant inattention across most subjects and domains. Previously labeled ADD.

2

HYPERACTIVITY Student is able to focus but displays a lack of impulse control and high activity levels.

3

COMBINED This is the most common form of ADHD where the student struggles with attention and regulating behavior.

Best Practices for Students with ADHD



Encourage the student to sit in the front of the classroom near the teacher.



Avoid having the student near a door or window



Use visuals: charts, pictures, color coding



Divide long-term projects into segments and assign a completion goal for each segment



Establish eye contact with any student who has ADHD



Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.



Allow student frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet.



Create a quiet area free of distractions for test-taking and quiet study

AUTISM

Autism Spectrum Disorder (ASD) is a complex developmental disability; signs typically appear during early childhood and affect a person's ability to communicate, and interact with others. ASD is defined by a certain set of behaviors and is a "spectrum condition" that affects individuals differently and to varying degrees. There is no known single cause of autism, but increased awareness and early diagnosis/intervention and access to appropriate services/supports lead to significantly improved outcomes.



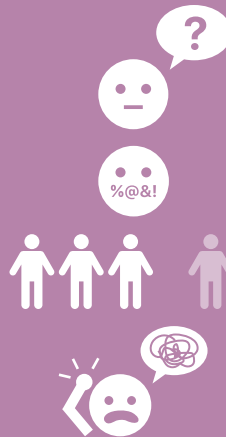
3.5 million Americans live with Autism Spectrum Disorder.



1 in 68 **eight-year-old** children have Autism Spectrum Disorder (ASD).

NUMBERS

SIGNS



- Learning disability
- Inappropriate language
- Social withdrawal
- Difficulty in expressing needs and may use gestures

Best Practices for Students with Autism



Use simple sentences and use bullets when possible



Do not use bright colors



Use concrete visual methods to teach number concepts



Avoid long blocks of text



When possible avoid fluorescent lights due to the flicker



Keep the classroom tidy and avoid sensory overload such as strong odors and loud noises



Give the student extra time to process spoken language



Give the student extra time to process spoken language

PHYSICAL DISABILITY

PHYSICAL DISABILITY

Although physical disabilities disproportionality impact older people it is important to design content that is accessible for people who are low vision/blind, heard of hearing/ deaf and with motor impairments. According to the latest Census Bureau disability report, 56.7 million people in the United States had a disability in 2010, roughly 19% of the US population.

BLIND

The National Federation for the Blind states that 62,528 U.S. students attended elementary or primary school in 2016 and qualified for Braille, large-print, or audio-based learning materials.

Low vision and blindness

- Use text with high contrast
- Publish all information on a webpage
- Make links and buttons descriptive
- Allow for screen magnification

DEAF

The National Center for Educational Statistics reports somewhere around 20,000 deaf and hard of hearing students attend post-secondary educational institutions each year.

Hard of hearing and deaf

- Use subtitles or provide a transcript
- Use a linear and logical layout
- Write in plain language
- Allow for alternative ways to communicate outside of verbal communication or oral presentations

PHYSICALLY IMPAIRED

Children and youth with physical impairments typically comprise 1.5% of the total population of students with disabilities who receive special education services (National Science Teachers Association). Many students have accompanying neurological impairments which may impact organizational and independent work skills.

For students with physical disabilities:

- Make large clickable buttons
- Design webpages that can work with keyboard navigation
- Design with mobile phones and touch screens in mind
- Allow for adjustable timeout of session

Sources

