

Student Katle Grade 5
 Teacher Mrs. JEVENS Date 9-14-94

Place a check in the first column which indicates any behaviors you have observed or are concerned about and return to _____ as soon as possible. Thank you.

I-PHYSICAL SYMPTOMS	COMMENTS
<input type="checkbox"/> Bruise(s)	
<input type="checkbox"/> Chronically soiled clothing	
<input type="checkbox"/> Poor eye contact	
<input type="checkbox"/> Enureals (bedwetting)	
<input type="checkbox"/> Stuttering	
<input type="checkbox"/> Thumb sucking (at an inappropriate age)	
<input type="checkbox"/> Inappropriate clothing (weather)	
<input checked="" type="checkbox"/> Excessive physical injuries, many complaints	
<input type="checkbox"/> Glassy, bloodshot or shiny eyes	
<input type="checkbox"/> Uncontrollable crying	
<input type="checkbox"/> Sleeping in class	
<input type="checkbox"/> Excessive body odor	
<input type="checkbox"/> Perspiration (profuse)	
<input checked="" type="checkbox"/> Excessive/Loud make-up	

II-BEHAVORIAL SYMPTOMS	COMMENTS
<input checked="" type="checkbox"/> Poor peer interaction	
<input checked="" type="checkbox"/> Physical aggression toward peers	
<input type="checkbox"/> Crying spells	
<input checked="" type="checkbox"/> Defiance or rules/authority	
<input checked="" type="checkbox"/> Frequent trips to nurse (constant complaining about illness)	
<input type="checkbox"/> Frequent trips to restroom	
<input checked="" type="checkbox"/> Inattentive in class	
<input checked="" type="checkbox"/> Isolated/withdrawn	
<input checked="" type="checkbox"/> Verbally negative towards authority	
<input type="checkbox"/> Frequent tardiness	
<input type="checkbox"/> Inappropriate sexual behavior	
<input checked="" type="checkbox"/> Temper outbreaks	
<input type="checkbox"/> Throwing objects	
<input type="checkbox"/> Fearful of authority	
<input checked="" type="checkbox"/> Verbally abusive towards peers	
<input type="checkbox"/> Destructive	
<input type="checkbox"/> Long periods of absences	
<input type="checkbox"/> Appears bored (not actively engaged in class)	

...continues on back

Fryd Program began 11/1995

One Month later- In School with the WOODCOCK READING

Mastery score of 3.4 (3rd Grade; 4th Month) nothing has changed.

↑ ^{These} Behaviors change overnight. Two months later Reading 4.3 → And 5th grade level SOON

SYMPTOMS WE OFTEN DO NOT SEE

This is a view of what some of these children see. Each child we worked with had vision issues. Our selection process found the children. The screening process found those we could help with the program. The program fixed the problems. (For some of these children there was movement in the letters also)

- The bbboy rrran down the rrroad after the bbb all.
 - » (b r & digit span)
- TTTTThe boy ran down the road after the ball. HHHe hoped the other kids would let him play in the game. TTTThey yelled at him instead.
 - White space at each beginning of sentence, digit span issues
- The boy ran down the road after the ball.
 - » Shadow or...
 - » Movement of sentence and/or the individual letters
- The boy ran down the road after the ball
- The boy ran down the road after the ball.
- The boy ran down the road after the ball.

Note in Katie's Journal (Angry Man)

10/1994

Journal
 Today is Oct 26, 1994. I got to school late. My Mom found out what was wrong with my eyes. I got to school at 12:30 pm. My foot is a whole lot better. I have a canker sore in the back of my mouth. Halloween is in four days. I can't wait. It is so exciting. I can't wait to see it. It is great.

"Today is Oct 26, 1994... My mom found out what was wrong with my eyes."

She got to school late, 12:30 pm (picture with arrow of me angry hairy).

And, it also says, "...and my foot is a whole alot better (She was on crutches at the time and had been for week she didn't use them the next day.) Then she wrote, "I ha a canker sore in the back of my mouth."

She is excited about Halloween being only 4 days awe "...it files (feels) really nice outside", "It is great."

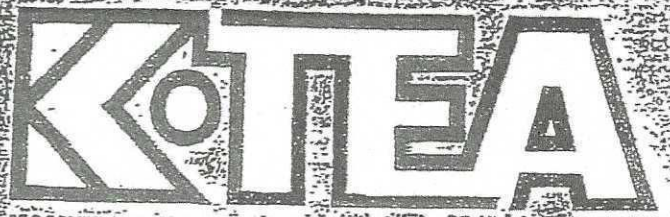
So that "Angry Man" (pictured above) was me....

PARENT

MY ANGER SOON PASSED

Katie was fine now, just with the knowledge of the vision problem, she knew that these problems at school were NOT her fault.

Comprehensive Form



KAUFMAN TEST of EDUCATIONAL ACHIEVEMENT
 by Alan S. Kaufman & Madeline L. Kaufman

Student's Name Katie M Sex _____
 Parent's Name _____
 Home Address _____ Home Phone _____
 Grade 7 Teacher _____
 School Canver Middle Examiner _____

Test Date 97 5 23
 Birth Date 83 11 30
 Chronological Age 14 5 22

FLUD
** AFTER SKILL RECOVERY*
 INDIVIDUAL TEST RECORD

COMPREHENSIVE FORM SUBTESTS Mean = 100; SD = 15	RAW SCORES			Standard Score Table	Band of Error % Confidence Table 5 or 6	%ile Rank Table 7	Other Data
	Reading Composite	Mathematics Composite	Battery Composite				
Mathematics Applications		52	52	120	=		Grade Equiv. Above 12.9
Reading Decoding	43		43	90	=		7.2
Spelling			33	98	=		7.5
Reading Comprehension	36		36	103	=		8.3 *
Mathematics Computation		53	53	129	=		Above 12.9
Sum of Subtest Raw Scores	79	105	217				

Transfer sums to Composite Scales. Sum of Subtest Raw Scores column.

Standard Scores Derived from (Circle the table used):
 Fall Norms (August-January) Table 1 Table 2
 Spring Norms (February-July) Table 3 Table 4

COMPREHENSIVE FORM COMPOSITE SCALES Mean = 100; SD = 15	Sum of Subtest Raw Scores	Standard Score Table	Band of Error % Confidence Table 5 or 6	%ile Rank Table 7	Descriptive Category	Other Data
Reading Composite	79	100	=		7.7	
Mathematics Composite	105	105	=		Above 12.9	
Battery Composite	217	109	=		9.6	

GLOBAL SKILL COMPARISONS	Indicate >, <, or =		Standard Score Difference	Circle the Significance Level		
	Reading Composite	Mathematics Composite		NS	.05	.01
	Reading Composite	Spelling Subtest		NS	.05	.01
	Mathematics Composite	Spelling Subtest		NS	.05	.01
SPECIFIC SKILL COMPARISONS	Reading Decoding	Reading Comprehension		NS	.05	.01
	Mathematics Applications	Mathematics Computation		NS	.05	.01

Grade 7 Honor Roll also!
 recycled paper

** AFTER EYE FUNCTION TRAINING*
 Special Services for her are OVER!

AGS

Hi my name is Olga Perez, I am a Language Facilitator at Carver Middle School. When I first started working with Future Vision, I was worried that this program would interfere with my work and I feared it would not really bring results. As time passed I can say I am proud to be part of this program because I've had the experience to see how much these children can improve when they are able to read and comprehend what they are taught. This method has given them the self-esteem they needed to be successful in school.

FVYD Pres. from Science and Art Teacher on Student who had been included in our FVYD short-inclusion program

Dear DM, FVYD

I have witnessed a great change in Marjorie since Jan 20, 1999. She use to have her head down most of the class period, and often made notes and pictures of sad feelings. Now she sits up, head up eager to be on task, always trying to get her responsibility done. Her level of writing physically and academically have improved. Her confidence in the class is far surpassed where she was 9 months ago. The fellow students used to pick on her endlessly, I see that no more. This has given her a real choice about the rest of her life, it is like witnessing a flower beginning to blossom.

Hebrah Miller

9-7-99

Re: M. C.

I have witnessed a great change
She use to have her head down
most of the class periods, and often
made notes and pictures of sad
feelings. Now she sits up, head
up, eager to be on task, always
trying to get her responsibility
done. Her level of writing,
both physically and academically,
have improved. Her confidence
in the class is far surpassed (as
where she was 9 months ago).
The fellow students use to pick on
her, endlessly. I see that no
more. This has given her
a real choice about the rest of
her life, it is like witnessing
a flower beginning to blossom.

Teacher of Science, Art
Robin Neeley
Delray Beach Academy

Teacher of Science and Art

Robin Neeley

Delray Beach Academy