

January 2019

Hello there,

I just thought I'd send you guys another bit of fan mail, as well as some little tricks that I have found to work with my student, who is a 9 yr old boy who has been labelled as having ASD. Maybe you've heard some of these tips already, but maybe not, and then your customer support people can add them to your list of things to suggest to desperate teachers 😊

1. FIX IT Grammar books - We did the Nose Tree last year. It was simple enough for him as he has a very good grasp of the functions of words in sentences due to a massive amount of reading I think.

HOWEVER, we began the Robin Hood book this year, and of course, it is the next level of difficulty. haha! I noticed that he still understood everything, but had a very hard time being methodical about the mark ups as well as no desire to be neat and meticulous with the mark ups on the sentence itself in the student book.

SO...we accidentally stumbled upon a solution! Brightly Colored ball point pens!

We underlined each instruction at the top of the page with the assigned color for each grammar element. Then he lines up his pens at the top of the page, and begins marking with the first color. Then he sets that pen aside, and gets the next one out.

NOT ONLY is he neater (possibly because the pen feels nicer and looks "prettier"), but he is much more methodical, probably due to being able see his progress by putting the pens from one pile to the other. I have included a before and after picture. The colors are a lot more vivid in real life.

Anyway, COLORED PENS - I believe they have made such a difference for us, you should sell them with the grammar books!

2. WRITING - So difficult for my boy, but I am glad we have persevered. I think this is our 3rd year with IEW.

SCRIBING - Yes, I did a lot of scribing at first. He would maybe only do one sentence, but Andrew is right! I very gradually increased what I asked of my student and he eventually told me when he could do it himself! (That being said, I made sure I did not ask a lot of writing from him in his other subjects.)

ANDREW'S VIDEOS (and jokes) - My student loved, loved, loved the instruction videos. The way Andrew teaches really reaches these "strange" boys 😊

SPLITTING the lesson/editing even further than suggested. My student has really struggled with not wanting to correct, or even improve, his first attempt/ rough draft paragraph in any way. Even without lecturing! We have figured out that when he has poured all his energy into a writing attempt, he wants to be done for that day. SO, we make sure that he has marked off the checklist, but any other editing is listed as a complete separate class. This

editing/improving process we have even further distanced from the rough draft with a day of something else entirely. POETRY unit!

COPY WORK - boring, yes. completely necessary? I think so! at least, for those kids that have trouble getting things out of their brain, into their fingers, and out onto paper.

Even though our progress seems slow compared to some others, I am so so glad we have persevered. At 7 years of age, he couldn't even form all his letters reliably, now he is writing whole pages at one time! His brain is packed with a plethora of stories in his head. Now he can write them down!

So I know you've probably heard most of that, but maybe it will encourage someone.

Another mum/teacher/customer/ in the trenches,
marie greenhalgh