



EARLY SIGNS OF DYSLEXIA

LETTER NAMES & SOUNDS

All Reading Interventionists at SVS are trained in Reading Readiness, a program specifically targeting the ability to map letter names and sounds.

CONFUSING LOOK-ALIKE LETTERS

Students are taught using multisensory engagement with letter mapping, incorporating tactile and kinesthetic methods into their practice of letter formation.

READING WORDS WITHOUT PICTURES

Reading Intervention students begin their learning process by focusing on sound-symbol correspondence, directly connecting letters to their corresponding sounds; incorporating pictures is done later in the learning process.

SUBSTITUTING WORDS WHEN READING ALOUD

SVS readers rely on breaking down a word into its component parts, coding vowel sounds and dividing syllables to read words accurately, eventually leading to automaticity.



Want to learn more about what Early Intervention looks like at Spring Valley School?
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EARLY SIGNS OF ADHD



TROUBLE STAYING ON TASK

Classroom teachers at SVS recognize and respect their learners' needs, offering regular schedules with built-in breaks.

CONSTANT FIDGETING

In our classrooms, fidgets, mindful walks, and in-class breaks are normalized parts of the daily routine. These constructive outlets help students who struggle with fidgeting.

EXCESSIVE TALKING OR BLURTING OUT

Learners and educators at SVS have cooperatively managed classrooms where the baseline rule is always respect. Students are encouraged to share their thoughts when appropriate, and taught how to mitigate impulses.

IMPATIENCE & HIGH NEED FOR ACTIVITY

SVS classrooms often feature multisensory tasks, engaging projects, collaboration with peers, and frequent breaks.

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EARLY SIGNS OF DYSGRAPHIA



RESISTING DRAWING ACTIVITIES

Students at SVS have the opportunity to work on fine motor skills through explicit and systematic handwriting instruction and practice.

TROUBLE USING SCISSORS OR BUTTONING CLOTHES

SVS teachers offer patient guidance and regular opportunities to improve upon skills such as using scissors.

ARM MOVEMENTS ARE OFTEN OUT OF SYNC

Early in their Reading Intervention studies, students work on fine motor skills via hand-and-arm skywriting, using controlled large and sweeping motions in the practice of letter formation.

STRUGGLES WITH TYING SHOES OR USING DINNER UTENSILS PROPERLY

With many tactile-kinesthetic opportunities for learners in various classes, SVS students are able to gain greater control of their fine motor movements in classes throughout the school day.

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EARLY SIGNS OF DYSCALCULIA



DELAY IN LEARNING TO COUNT

Students at SVS utilize an Orton-Gillingham math methodology that utilizes manipulatives in addition to auditory and visual enforcement of number concepts.

STRUGGLE WITH CONNECTING NUMBERS TO WORDS

SVS Math students have the opportunity to use handheld manipulatives and pictorial representations of numbers in order to better cement their connection to language.

HIGH NEED FOR VISUAL AIDS WHEN COUNTING

Math instructors at SVS allow all students to consistently use manipulatives and visual representations when working through math problems.

DELAY IN UNDERSTANDING MATHEMATICAL PATTERNS AND GRAPHS

Explicit instruction in math that utilizes multisensory methods allows for students to have a deeper understanding of higher-skill math concepts, including patterns and graphs.

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