

FIE Testimony of Student Benefit Evidenced:

Background: Rocky Bayou Christian School (RBCS) is a private, non denominational, classical Christian college preparatory school with accelerated academic programs and three tracks of progression that includes students with learning differences. FIE was built into the students' class schedule for the students with learning differences in grades K-10th grade. FIE Basic or Standard is used depending on level of student need. The students received FIE Standard I & II a minimum of two times per week during their English and/or Literature block for 30-45min in the 7th-10th college prep. track. Next academic year, those students who have accomplished Standards II instruments will begin Standard III instruments.

Testimony: Case Proof= Benji. Benji is a bright student in the 8th grade college prep. track. He is also a student that struggles with dyslexia, impulsivity, organizing written expression, and organization in general. At the beginning of the academic year, he frequently spoke out without thinking first, rushed through assignments, and had what might be considered atrocious handwriting. His executive function skills were not very evident during the classroom activities. However, that slowly began to change over the school year as the FIE techniques were utilized and transferred to subject area content.

Upon the beginning of Organization of Dots, Benji wanted to jump ahead in frames and struggled to provide a verbal strategy. The first few pages were a battle to keep him engaged as well as self-regulate his impulsivity. However, as he progressed through the instrument he became self-aware of his impulsivity and worked to self-regulate. He would make statements like, "Look Mrs. Barnick. I am on the correct frame with you and haven't touched my pencil yet!" and "I am thinking of my strategy." What began as him being the last student to process through a given frame, turned into him accomplishing the instrument with greater ability and more quickly before some of his classmates. He began to self mediate and mediate others. He would look forward to the FIE time and instrument. He would use and articulate multiple strategies evidencing divergent thought and higher level thinking skills.

Additionally, FIE terminology and techniques were used during subject matter content and reinforcement for transfer of techniques to all aspects of the students' learning. For instance, when beginning a selection in the students' literature or English book, I would ask the students to describe what they saw on the page. I would mediate them to transfer the terminology and check for implicit or explicit content. Also, if an activity, I would ask what their strategy would be to accomplish the task.

This in turn transferred to all aspects of his learning, not just in "FIE time." He began to think and raise his hand prior to answering questions. He sought strategies to accomplish his coursework

well. He came to class prepared with the correct books, homework, and writing utensils. His written work improved not only in legibility, but most importantly in organization and structure. His perseverance to work through difficult tasks and his self-esteem rose. Currently, he is a leader among his grade of all three tracks and continuing to progress. This year, he will begin Standard III as part of his curriculum.

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