

My Experience with a Student Using Organization of DOTS  
by Yazdel Alvarez

"Kyle" could see all the shapes on the DOTS page with no problems. He could finish a page in less than a minute; however he didn't have a definite strategy, a plan, a path to follow. There was no definite pattern on his search for the DOTS. "Kyle" didn't have a label for the abstract shapes so he didn't really have a name for some of the pages.

"Kyle" didn't understand the value of planning, strategy or labeling on his classes. He had a hard time keeping up with homework; he either forgot to do it, or did it last minute resulting in sloppy work and inaccurate answers. He also had a hard time ordering and classifying his school papers resulting in the loss of valuable information very relevant to his courses.

"Kyle" was mediated constantly to help repress the impulsivity to start a page and "just finish it." He was told to talk about strategy and then write it on paper. He had to talk about problem solving and apply it to daily things such as getting out of the house on time to returning home and doing homework or his chores. This task proved very difficult for "Kyle" as his impulsivity got in the way many times.

Positive changes were observed in "Kyle" after 2 months. He was learning to suppress impulsivity by talking about planning and strategies not only for the FIE instruments, but also to bring order to his daily life at school and at home. He was able to manage assignments and was a lot happier because he was not getting in trouble for work that was incomplete!

These changes reflect the same situations that many of the students have to deal with.