

Carolyn Price
Educational Therapist

Creating new neural pathways for student success

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Professional Profile

Experienced, systematic, but flexible diagnostic teacher, providing supplemental academic support, case management, ADHD/Executive Function Coaching and parent consultations

- All methodologies are research based (Handwriting Without Tears, Wilson Reading, Saxon Math)
- Able to coordinate services with other associated professionals
- Customized educational plans
- Instruction is explicit, incremental and multisensory
- Well trained and educated
- Academic assessment
- Experience with Dyslexia, NVLD, ADHD, Executive functioning

Case Summaries Student 1

Presentation: 6th grader with mild executive functioning skills seen in difficulties with written expression.
Solution: explicit instruction in pre-writing techniques for organization, simple and expanded paragraph structure, and sentence expansion (using adjective and adverb clauses)
Outcome: confident, versatile writer

Student 2

Presentation: 4th grader with weak working memory struggling to learn and retain math facts and operations
Solution: explicit multisensory instruction to overlearn the facts and mnemonics to guide all four operations. Additional instruction in using key words and eliminating unnecessary info to decode and compute word problems
Outcome: accomplished 5th grade mathematician able to apply new skills to solve new problems.

Student 3

Presentation: entering 4th grader with underdeveloped fine motor and executive functioning skills. Weak pencil grip, messy handwriting and writers block were all obstacles.
Solution: grip strength activities and explicit instruction in letter formation and writing fluency. Pre-writing, and paragraph structure across the expository writing genres.
Outcome: Fluent writer able to use an extensive vocabulary and apply content knowledge. Able to use simplistic paragraph structure and then edit for continuity.

Student 4

Presentation: entering 9th grader with weak decoding skills and slow processing speed, reading well below grade level.
Solution: explicit instruction using an Orton_Gillingham based curriculum to teach sound/symbol relationships and the syllable patterns. Specific instruction in reading fluency and comprehension.
Outcome: Entering 11th grader with reading skills above grade level.

Student 5

Presentation: entering 9th grader with very weak executive functioning/organizational skills.
Solution: Coaching in study skills/organization. Explicit instruction in written expression, including paragraph structure and organization.
Outcome: with cueing, able to plan and organize homework and to write a cohesive paragraph.

See reverse for expertise and experience

Expertise

- Diagnostic Instruction – Grades preK to 12
- Phonological Awareness, Decoding, Spelling, Reading fluency and comprehension – all curriculum is Orton-Gillingham based
- Handwriting (using *Handwriting Without Tears*), keyboarding, sentence structure, paragraph and essay writing
- Study Skills and Organization
- Elementary math

Academic Assessment

- Screenings – provide brief overview of academic functioning
- Academic Achievement – in depth analysis of academic performance
- Informal Assessments – interviews, observations, review work samples, checklists

Case Management and Coordination

- File Review – review prior testing and interventions. Write-up results and summarize recommendations and outcomes

Work History

1997 to date

Educational Therapist, *private practice, Oakland, CA*

2007 to 2009

Executive Director, *Raskob Learning Institute and Day School, Oakland, CA*

2005 to 2007

Admission Director, *Raskob Learning Institute and Day School, Oakland, CA*

June 1994 – August 1998

Clinician, Academic Evaluator, *Raskob Learning Institute and Day School, Oakland, CA*

Education

MEd candidate, abt
Certification: Educational Therapy

Memberships

Parent’s Educational Network
Association of Educational Therapists
Learning Disabilities Assoc.

References

Local references available on request

Parent Workshops Homework as Independent Practice, Handwriting/Written Expression