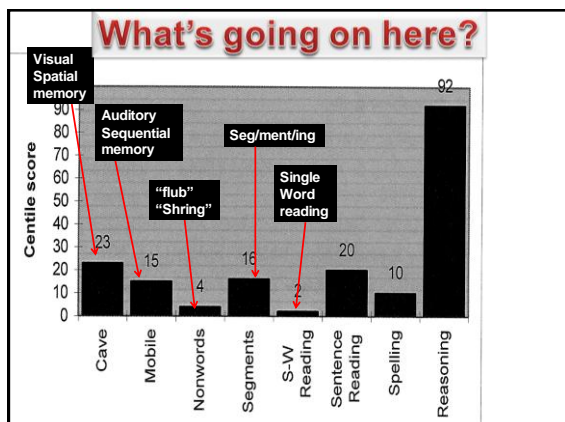


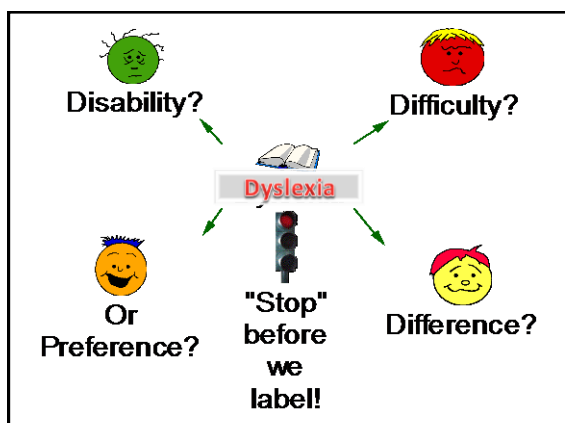


If Dyslexia is:

"A Specific Learning Preference Which Is Constitutional In Origin and which, for a given level of ability, may cause **unexpected difficulties** in the acquisition of certain literacy and numeracy skills"

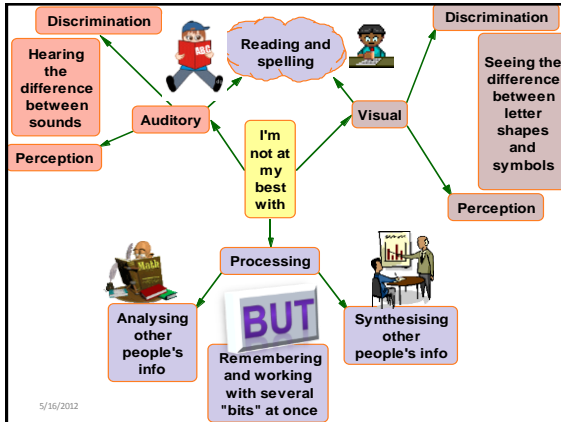
Neil MacKay 2008

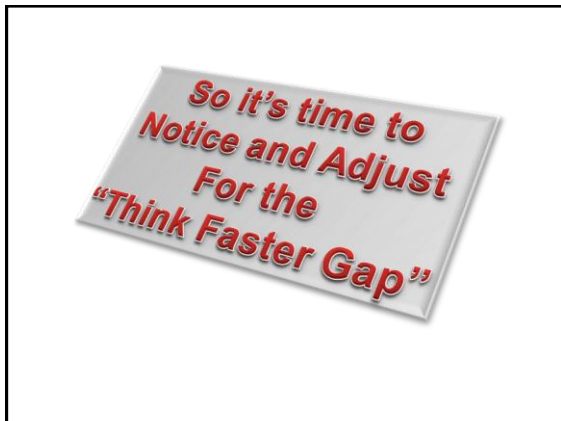


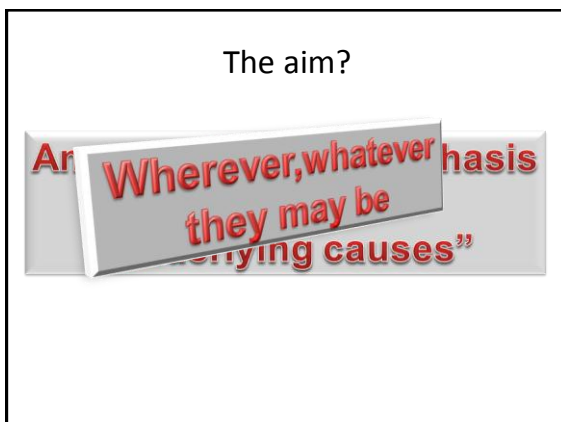


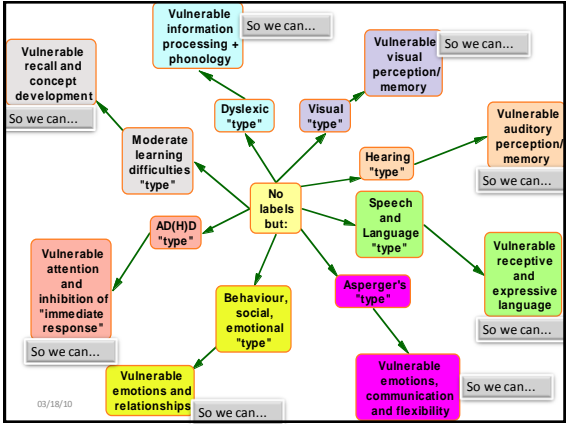
"A Specific Learning Preference Which Is Constitutional In Origin"

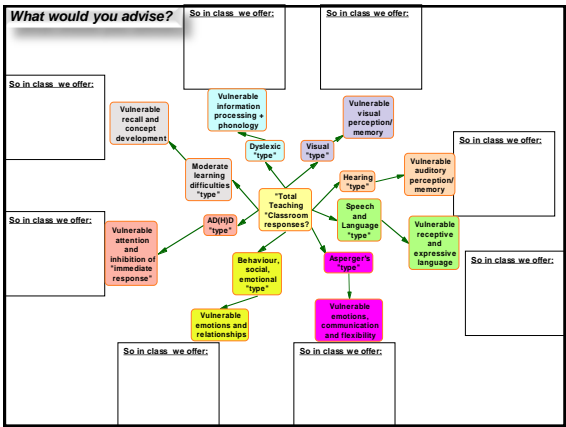
- Family history
- Early to walk – may not crawl?
- Problems with difficulties
- Problems with labels, rhymes, sequences
- Spells/reads on one line but not on next
- Quick thinker/doer – but not when given instructions
- Enhanced creativity
- Aptitude for constructional/technical toys
- Appears bright but is an "enigma"!

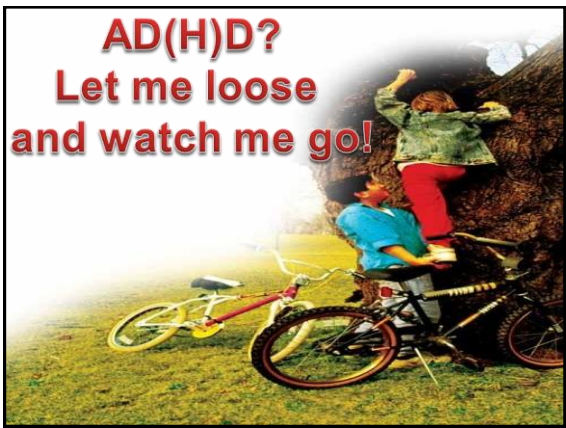












ADHD

Marked/reduced ability to:

- Maintain attention/listen to instructions
- Turn instructions into positive action
- Think before doing or saying
- Recognise/anticipate possible consequences
- Feel good about themselves - often low self esteem - provocative victim?
- 5% ish of school population – 3+boys:girls

5/16/2012

BUT

- Behaviour is part of the child
- Often warm, empathic
- Great energy, enthusiasm
- Charismatic and effective with people

Respond well to:

- Positive language
- Re-direction strategies
- Kinaesthetic and visual learning styles
- Mathematical/logical organisation techniques

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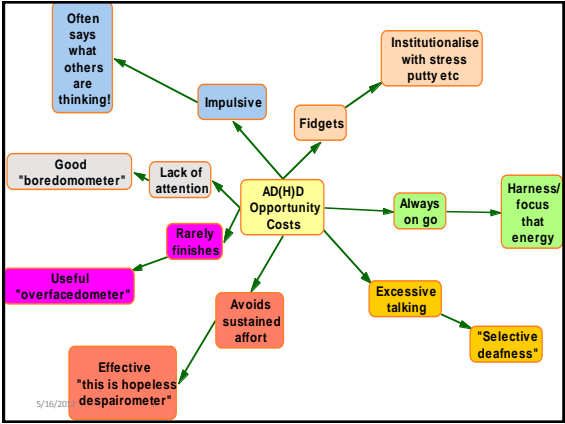
Identification /Diagnosis

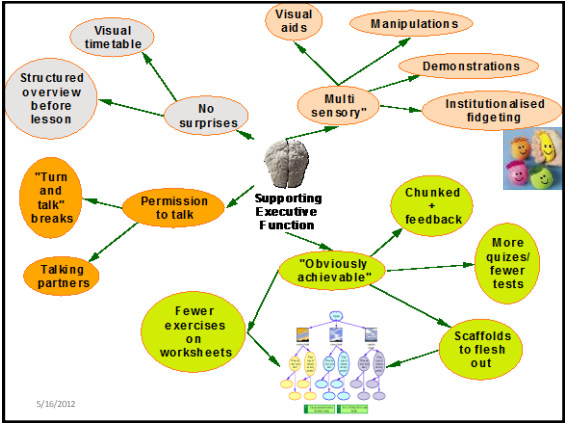
(Present before age 7 & for at least 6 months)

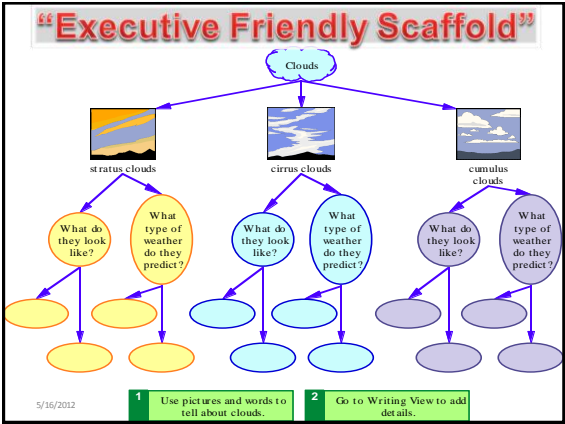
At least 8 of these: :

- | | |
|-----------------------------------|----------------------------|
| • Fidgets etc – “constant motion” | • Sustaining attention |
| • Difficulty remaining seated | • Shifts – task to task |
| • Easily distracted | • Problems playing quietly |
| • Can’t take turns | • Excessive talking |
| • Blurts out answers | • Interrupts/intrudes |
| • Following instructions | • Doesn’t seem to listen |
| | • Losses key equipment |
| | • “Dangerous” activities |

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Classroom layout (1)

- Identify a safe haven / quiet area
- Sit away from door, window, corridor
- Sit away from resources not in use
- Sit away from resources needed by other students



5/16/2012

Asperger's Syndrome And Dyslexia

"Complimentary sides
Of the same coin?"



Asperger's Syndrome

An individual's:

- Difficulty in communicating/relating
- Inability to play imaginatively/think abstractly
- Insistence on keeping to set routines/following elaborate rituals
- Often low self-esteem – provocative victim?

5/16/2012

Thinking flexibly

Pupils on the autism spectrum, however, can find it difficult to think **through a problem and generate strategies** – this can create difficulties in relation to:

- **managing a change** to an expected routine
- **applying skills** in different settings
- **doing several things** almost simultaneously
- **recalling** relevant information **when stressed**
- **choice and decision making**
- **managing emotions** aroused by the situation



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It helps when we:

- supplement our verbal instructions with other permanent, visual forms, such as:
- written lists
- pictures
- symbols
- photos.



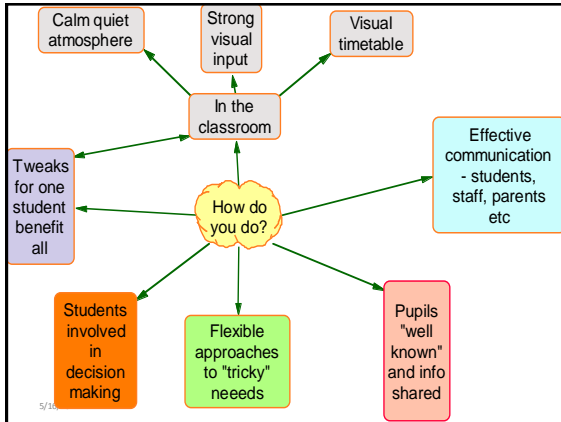
5/16/2012

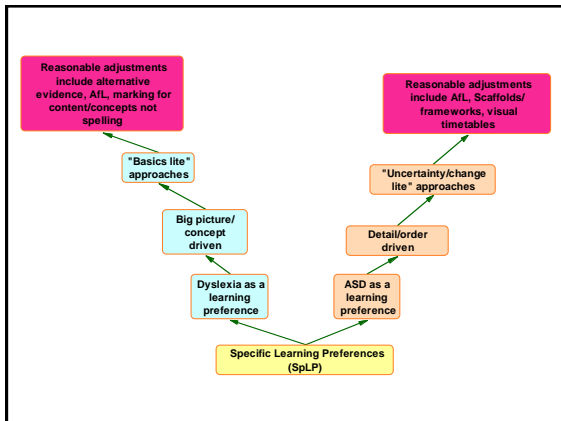
Try Pre tutoring

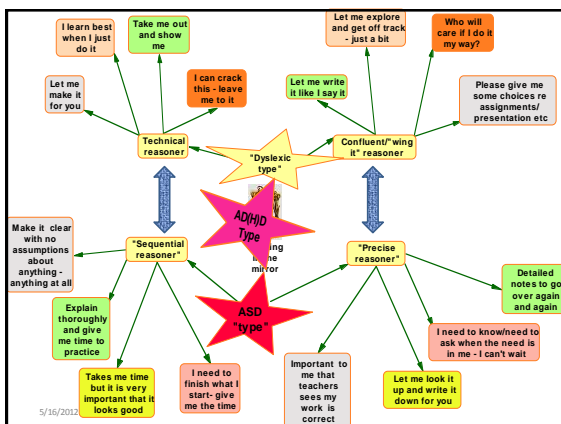
- Teaching key terms, before introduced to the rest of the class. Great for topic work, poems or plays
- Gives pupils a chance to learn and understand the meaning of words.
- Also great to teach pupils how to use equipment, or the rules of a PE activity ahead of time

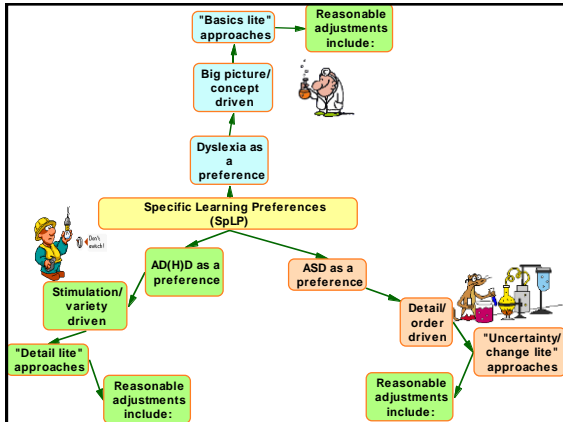


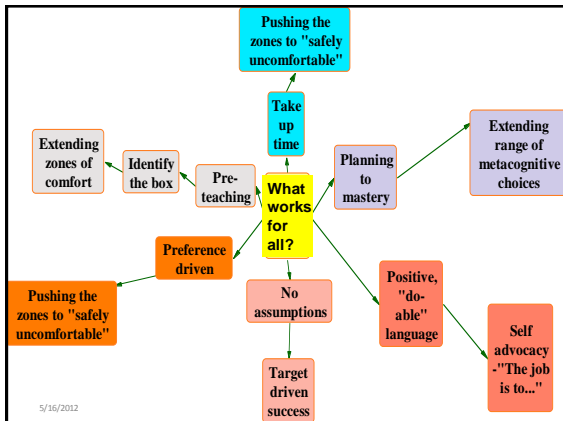
5/16/2012

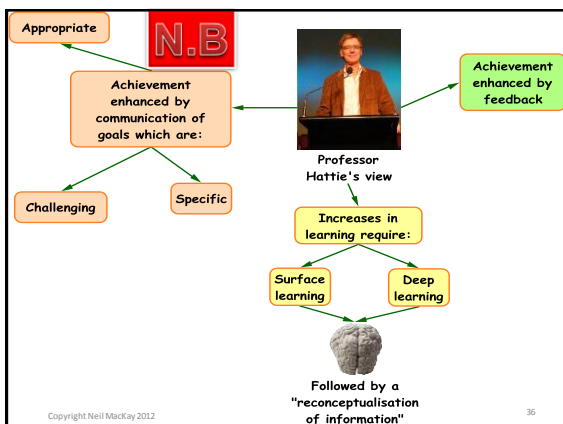


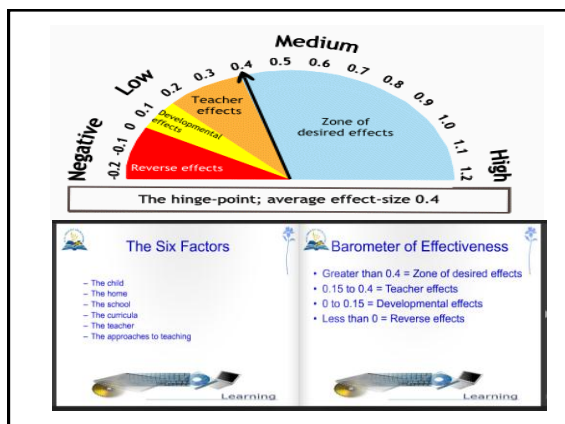










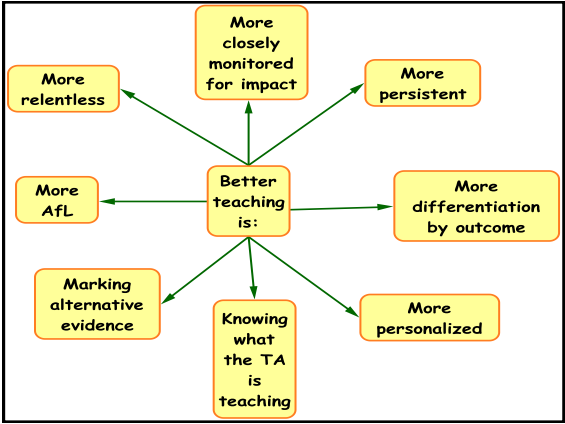


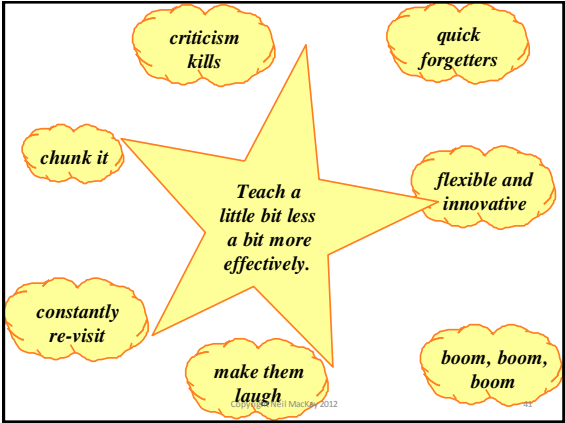
Influence	Effect Size	Source of Influence
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student

"Best Value" Interventions (according to the Sutton Trust 2011)

- Effective feedback
- Metacognition and self regulating strategies
- Peer tutoring/peer assisted learning
- "Very high impact for low cost"
- High impact for low cost
- High impact for low cost








[Back to AFL Tools](#)

Show and Tell

Use mini-whiteboards so that student can write or draw their answer and show it to you (or their peers) immediately.



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[Back to AFL Tools](#)

Muddiest Point

Students write down one or two points on which they are least clear. This could be from the previous lesson, the rest of the unit, the preceding activity etc. The teacher and class can then seek to remedy the muddiness.



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43

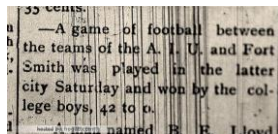
[Back to AFL Tools](#)

One-Sentence Summary

Students write a sentence summarising their knowledge of a topic.

The sentence could have to include who, what when, why, how, where etc.

The sentences could then be peer-assessed, re-drafted and so on.



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But

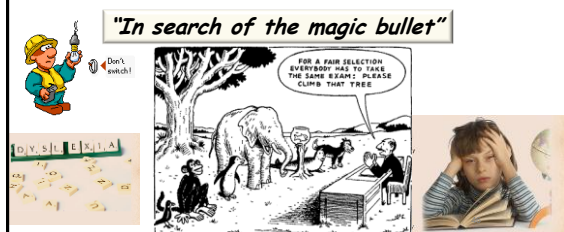
**Don't lose sight
of
Achievement!**

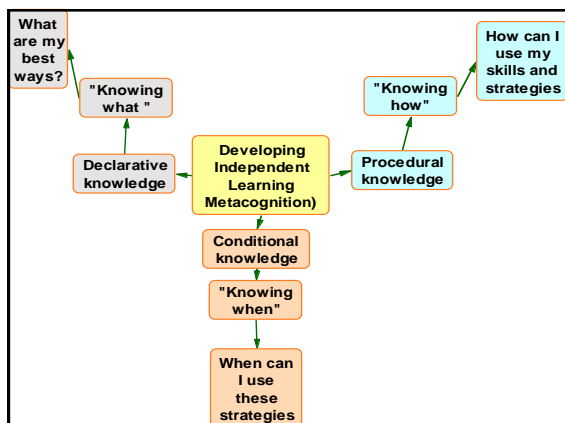


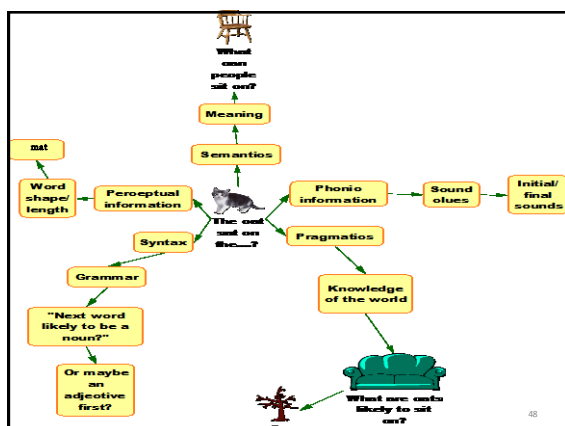
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Total Teaching and Reading Comprehension



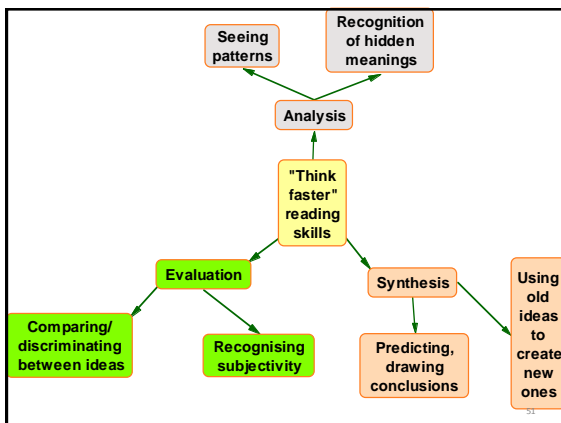


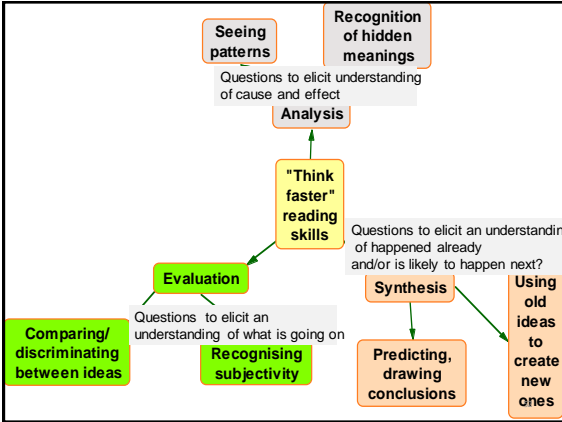




TCP-QR
(Copyright Neil MacKay 1997)

<ul style="list-style-type: none"> • T – Title <ul style="list-style-type: none"> • What is this all about? • How does it fit in • C - Captions <ul style="list-style-type: none"> • Anything in bold • Anything which catches the eye • P – Pictures <ul style="list-style-type: none"> • Context clues • What is it about? 	<ul style="list-style-type: none"> • Q – Questions <ul style="list-style-type: none"> • Highlight “action” words • Any new information? • R – Reading <ul style="list-style-type: none"> • Skim/scan for information • How accurate were your predictions?
---	--







Draw a picture of what the story is about in the middle of a blank page.
On thick branches write such words as: WHEN (time of action),
WHERE (place of action),
CHARACTERS (names of people/animals),
EVENTS (most important things that happened).
If you want, you may add branches with such words as THEME and OPINION.
On thin branches write details connected with the key words.

"JACK'S NEW AEROPLANE"

Jack and Richard were cousins. They were also very good friends and they liked playing together.
One day, in the middle of summer, Jack came to Richard and brought with him his new toy, a remote controlled aeroplane! It was quite big, painted with silver paint and had some red pictures on the tail.
The boys were very excited and decided to go to the garden to fly the plane straight away.
They had a lot of fun. The plane was fantastic! It flew quite high and made some funny noises when landing.
It was Richard's turn to fly the plane. In his excitement he pressed a button on the remote control very hard and the plane flew high, very high, and landed on the top of a tree! Richard found a long stick and tried to get the plane down. But the stick was not long enough. Then Jack thought of something else: he started shaking the tree hard, very hard, and in the end the plane fell to the ground with a big bang.
Jack picked up the plane, and Richard... picked up a broken wing... Oh dear!
Both boys were very upset and very angry at the same time. Jack blamed Richard for flying the plane too high, and Richard blamed Jack for shaking the tree too hard.
In the end they both agreed that getting angry and blaming each other was not going to help.
They took the plane and its broken wing, and went home to find some glue.

Remember: everything you write or draw is correct! Have fun!

MSC Model

- M - All students **MUST** do the first task
- S – most **SHOULD** do the next task
- C – some **COULD** do an extra task
- So.....

Let's go back to Venus

55

**What about teaching
Spelling in the Zones?**

“Close Enough Spelling”?

Thanks to Craig Jackson for the original concept of “close enough spelling”

**Ma/king sense with
Syl/la/bles**

Pho\to\syn\the\sis

Make and Break

- The multi sensory alternative to LCWC
- The learner is given the letters and:
 - Makes the word
 - Breaks the word
 - Jumbles the letters
 - Makes the word

So let's chunk for:

**Ma/king sense with
Syl/la/bles**

Pho to syn the sis

1. Brainstorm your ideas onto the post it notes - one word (noun) or picture per post-it

Step 1

valley



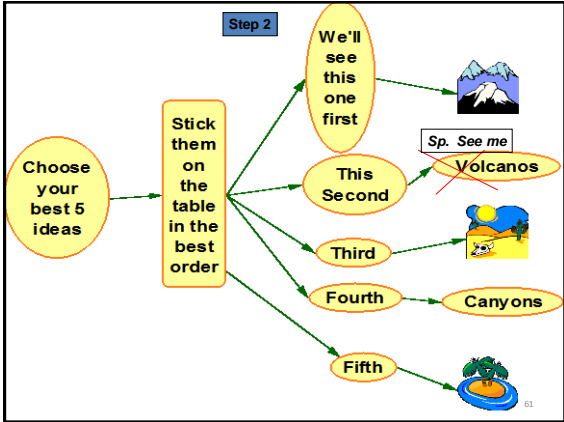
ocean

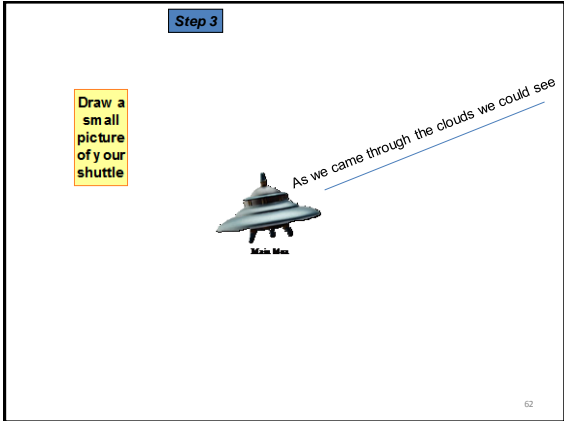
2. Stick them on the table as you do them

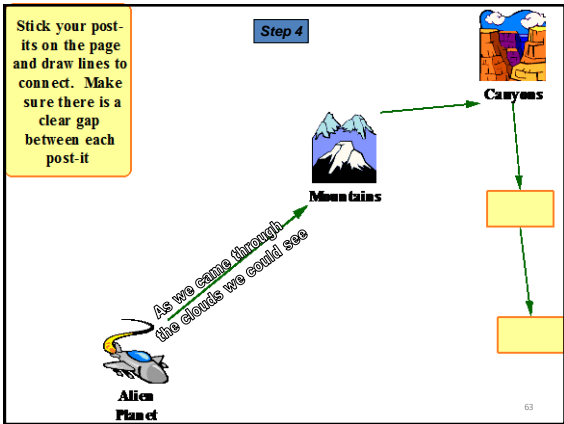


volcano









Step 5

Find two adjectives for each noun.

Mountains

Adjective

Adjective

As we came through the clouds we could see

Clouds

Step 6
Step 5

Find a metaphor for one of the nouns - "The mountain *was* a giant's nose"

Find a simile for another noun - "The desert *was like* a sheet of sandpaper"

Mountains

Adjective

Adjective

Metaphor/simile

As we came through the clouds we could see

Clouds

Canyons

Volcanoes

(Para 1) As we came through the clouds we could see

The Hidden Planet

(Para 2) When we landed


(Para 3) Suddenly an alien

(Para 4) What happened next?



**CPD Opportunities
In Australia
For 2012/13 with Neil via
Action Dyslexia**

www.actiondyslexia.co.uk
info@actiondyslexia.co.uk




Option 1

- Bespoke whole school training – driving whole school issues through CPD based on raising the achievement of vulnerable learners:
 - **You** choose the focus
 - **We** work together to identify the issues
 - **Neil** delivers the messages

As booked with schools in Auckland, Whangerei, Taupo, Napier, Rotorua and Tauranga in 2012

5/16/2012



Option 2

- “Combination CPD” – possibly including:
 - Working with small groups of teachers on specific issues
 - Demonstration lessons + plenary – modelling inclusive practice on a variety of aspects (reading/writing for reluctant learners, learning how to learn/revision skills etc)
 - After school presentation/workshop for all staff
 - As planned and delivered with schools in Auckland Rotorua, Taupol and Tauranga involving school staff and groups of teachers invited from local schools

5/16/2012



Option 3

- Cluster/regional Profit Sharing Conferences – speak to Neil or email info@actiondyslexia.co.uk for more details.

As organised in Auckland Taupo , Cromwell
In 2011 and 2012 with plans for an event in
Queenstown later in the year.

5/16/2012
