



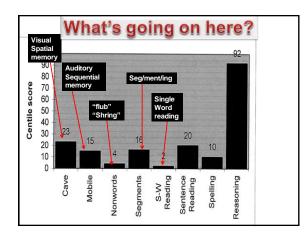




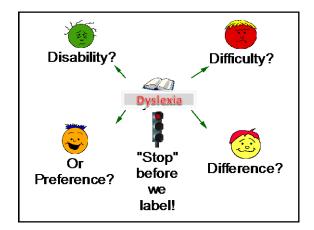
If Dyslexia is:

"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" Net MacKay 2008

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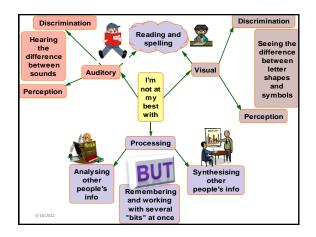




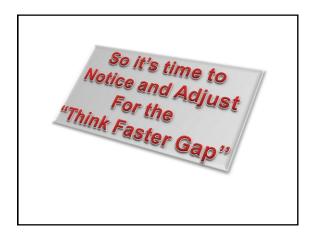


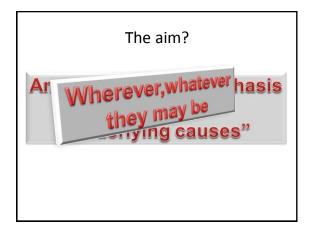
"A Specific Learning Preference Which Is Constitutional In Origin"

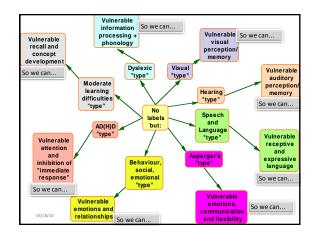
- Family history
- Early to walk may not crawl?
- Problems with drdifficultiesls
- Problems with labels, rhymes, sequences
- Spells/reads on one line but not on next
- Quick thinker/doer but not when given instructions
- Enhanced creativity
- Aptitude for constructional/ technical toys
- Appears bright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



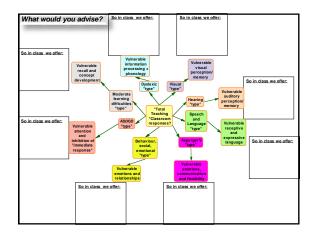




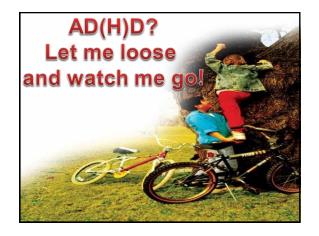












ADHD

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

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

5/16/201

Identification / Diagnosis

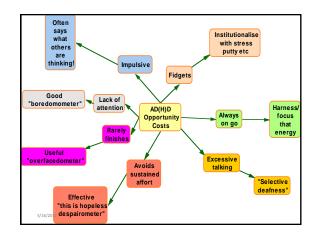
(Present before age 7 & for at least 6 months)

At least 8 of these: :

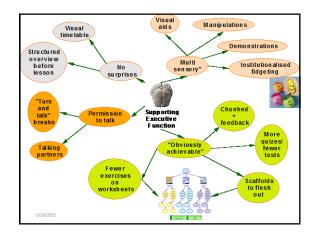
- Fidgets etc "constant motion"
- Difficulty remaining seated
- Easily distracted
- Can't take turns
- Blurts out answers
- Following instructions

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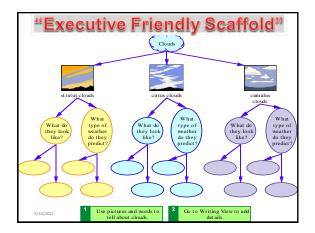
- Sustaining attention
- Shifts task to task
- Problems playing quietly
- Excessive talking
- Interrupts/intrudes
- Doesn't seem to listen
- Losses key equipment
- "Dangerous" activities













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





Asperger's Syndrome

An individual's:

5/16/2012

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- 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?

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



It helps when we:

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



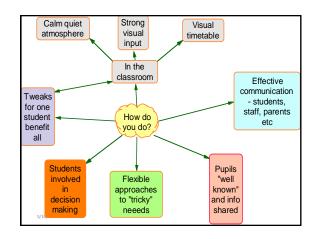
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Try Pre tutoring

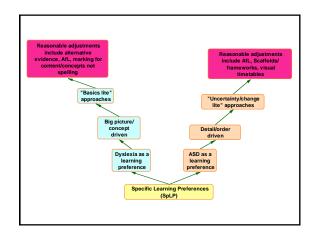
- Teaching key terms, before introduced to the rest of the class. Great for topic work, poems or plays
- Gives pupils a chance to learn and understand the meaning of words.
- Also great to teach pupils how to use equipment, or the rules of a PE ativity ahead of time



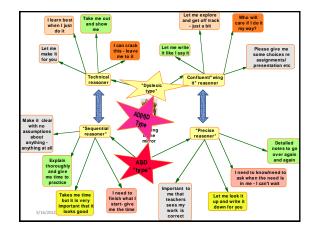
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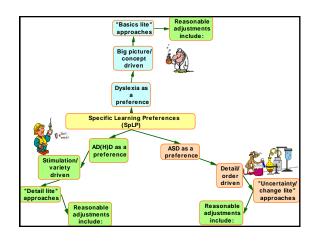




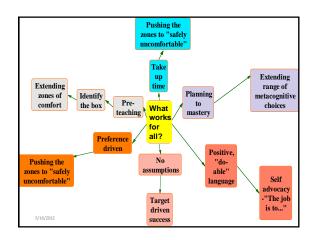




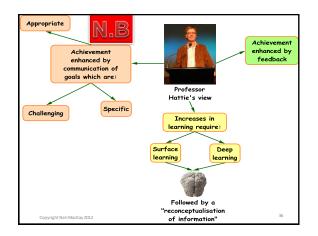




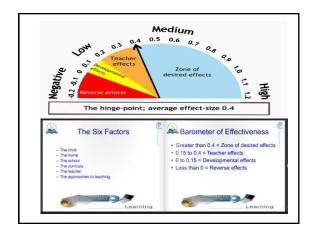














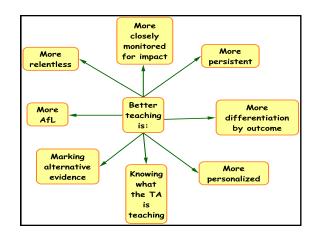
Medium					
Influence	Effect Size	Source of Influence			
Feedback	1.13	Teacher			
Students' prior cognitive ability	1.04	Student			
Instructional quality	1.00	Teacher			
Direct instruction	.82	Teacher			
Remediation/feedback	.65	Teacher			
Students' disposition to learn	.61	Student			



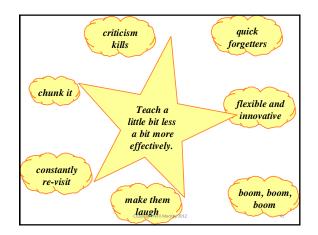
"Best Value" Interventions (according to the Sutton Trust2011)

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

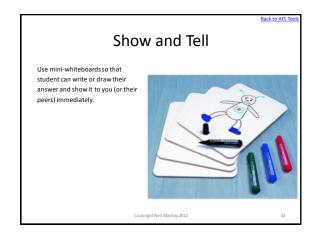












Muddiest Point

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.



Back to AFL Too

Back to AFL Too

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One-Sentence Summary Students write a sentence summarising their knowledge of a 35 4 topic. The sentence could have to include who, what when, why, how, where

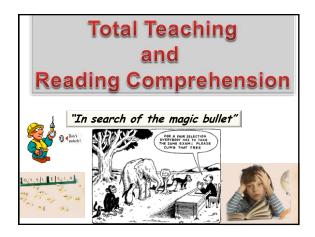
etc. The sentences could then be peera — A game of football between the teams of the A. T. U. and Fort Smith was played in the latter city Saturilay and won by the col-lege boys, 42 to 0.

assessed, re-drafted and so on.

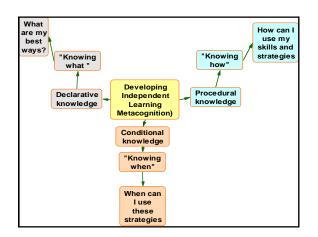
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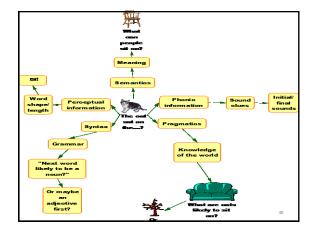








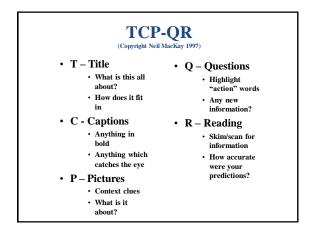




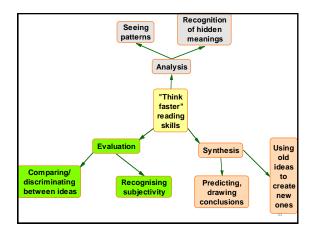




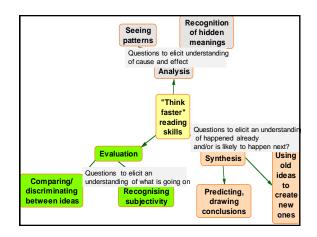












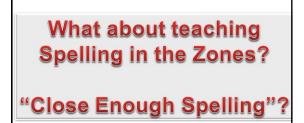


Se	Tell Confirm I Paraphr Identity Trans Investigate List Define Listen Locate	Describe te Summarise/outline Match Defend Disting ase Compare Interpr sform Predict Relate trate Extend Infer press Generalise Change Explain Repr Comprehension	uish et Produce Apply Make Dramatise Draw hange Complete	Use in a new
Stat Write Appri Critiq	e Discover Name Memorise Recite know use Compare Solve eigh Assess Judge ebate Criticise Rate Decide Argue / Cr Select / Subsit / Propos //magine A	tedge Application solution Analysis Synthesis Cat Hypothesise Co ombine What if	op Infer ange	ct are sify ate uish relationships organise information e



Drew a picture of what the story is shout in the middle of a blonk page. On thick branches write such words as WHSN (time of action). WHSRE (place of action). CHARCTERS (nones of people/onimals). EVENTS (nost important things that happenes). To this branches write details connected with the key words. On this branches write details connected with the key and and the day, in the middle of sumer. J Act WARDORANCE Construction of the store of the stor		
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(Gir		
(13)		$\mathcal{D}^{\mathcal{G}}$
	():2	10
Demember eventhing you write on deau is connect! How fun!	1 mg	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



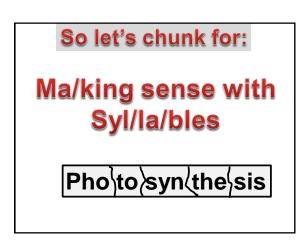
Thanks to Craig Jackson for the original concept of "close enough spelling"

Ma/king sense with Syl/la/bles

Pho\to\syn\the\sis

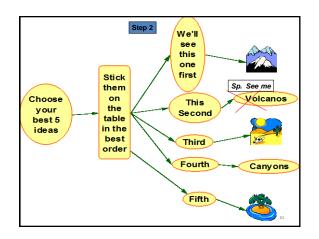
Make and Break

- 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

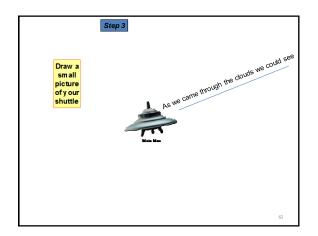


1. Brainstorm y ideas onto the po notes - one wo (noun) or picture post-it	ostit ord valley	
2. Stick them on the table as you do them	6	ocean
	volcano	

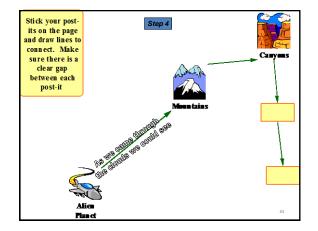




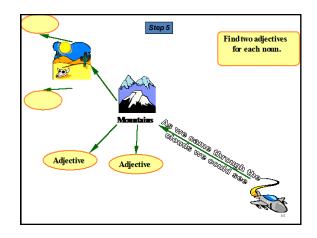




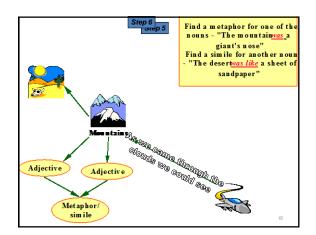


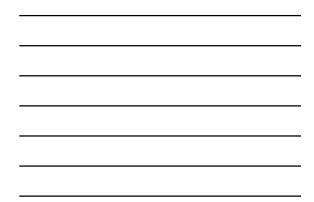


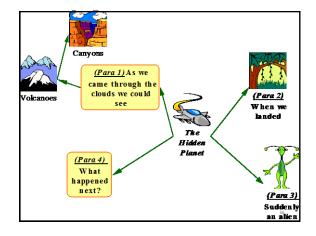








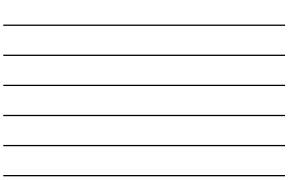








CPD Opportunities In Australia For 2012/13 with Neil via Action Dyslexia <u>www.actiondyslexia.co.uk</u> info@actiondyslexia.co.uk





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

5/16/201



Option 2

- "Combination CPD" possibly including:
- 1. 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)
- 3. After school presentation/workshop for all staff

4. As planned and delivered with schools in Auckland Rotorua, Taupol and Tauranga involving school staff and groups of teachers invited from local schools

actiondyslexia

5/16/2012

Option 3

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

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