

PARENT INFORMATION:

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WHAT CAN PARENTS DO AT SCHOOL?

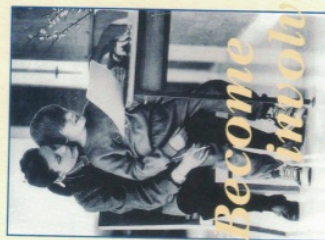
By becoming involved we can understand schools better, and find new ways for our children to learn.

- Talk to the teacher about helping your child learn
- Talk to other parents about how to help your child
- Help with reading programs at school (many schools have them – ask if yours does).
- Attend parents' meetings at the school
- Visit the school library

WANT TO KNOW MORE?

To obtain more information on how to help your child learn, ring:

FREECALL 1800 183 066...



Further information is available from:

Australian Council of State School Organisations (ACSSO)

ACSSO is the national parent organisation representing the interests of over 2 million children enrolled in government schools throughout Australia.

PO Box 323, Curtin ACT 2605
Ph: (02) 6282 5150 Fax: (02) 6285 1351
Website: www.acsso.org.au

Australian Parents Council (APC)

APC is a federation of 11 state-wide organisations of non-government school parent associations in every state and territory of Australia.

PO Box 1894, North Sydney NSW 2059
Ph: (02) 9955 7091, Fax (02) 9923 2723
<http://www.austparents.edu.au>

Freecall 1800 183 066

This leaflet was supported by a grant from the Australian Government Department of Education, Science and Training.

Literacy

Parents make the world of difference

ACSSO
Australian Council of State School Organisations Inc.

Australian Government
Department of Education,
Science and Training

Australian Parents Council
Inc.

WE ARE OUR CHILDREN'S FIRST TEACHERS

Your child first learns how to speak and use words at home. Families answer children's important questions about what things look like, what things are used for and when you use them. All the basic things you teach them give them a good start at school and stay with them.

HELPING YOUR CHILD TO LEARN CAN BE SIMPLE

Here's how:

- read to them
- let them read to you
- encourage them to tell you the same story in their words
- ask them to talk about what they have learnt today at school
- ask them to talk about something that interests them (sport, music, a TV program, a drawing)
- talk about community activities
- talk about religious festivals and their meaning.

REMEMBER: WE CAN HELP CHILDREN LEARN ALMOST ANY WAY WHICH SUITS US...

Many of the every day things we do at home help our children learn.

Encourage your child to learn by:

- writing a shopping list together
- cooking and following a recipe together
- getting a book out of the school or local library
- planning a birthday party and writing invitations together
- drawing a picture and writing on it, and sending it to relatives
- reading comics, magazines and newspapers
- making a book with pictures and words
- reading to your child in your first language
- getting your child to teach you about using a computer!



ALL PARENTS AND FAMILIES ARE IMPORTANT

Everyone has knowledge to share. Everyone has a story to tell. You don't have to be a teacher or pass exams to help your son or daughter learn. You are vital in helping your child make sense of the world. Remember you are your children's first and most important teacher.



LEARNING TOGETHER IS FUN

Sometimes it seems as though the way your child is taught at school is very different from your own school days. You may feel as though you can't help – but you can! What children need most to help them learn is encouragement from their family – from parents, grandparents, aunts, uncles and friends.

Giving support and encouragement to your child to learn is the most important way you, as a parent, can help them succeed.

Learning together is fun.

PERSONAL COPING STRATEGIES FOR PARENTS

by Barbara Coyle
Reprinted from *Learning Disabilities Association of Canada Newsletter* (Spring 1993)

- ✓ **Get organised.** LD children do not need a military routine but they do need structure. Establish homework routines, strategies for packing lunches and backpacks before bed. This leaves you free in the morning to calmly handle any "hairy fits".
- ✓ **Fill up the glass.** Try to see the glass half-full instead of half-empty: be positive. What does the child do well? Read the books about others with disabilities far worse than your child's – Helen Keller, Jean Little. Let their courage empower you.
- ✓ **Keep in touch with school.** Establish your own schedule for communicating with teachers. Write summaries of conversations in a small notebook and be sure to date every entry. Visit the lunchroom: find out how noisy it is, who the monitors are. Work with the teacher toward common goals.
- ✓ **Parents as a team.** Even if you are not living together, try to establish a team approach to parenting. Parents who speak with one voice feel more confident and pass this confidence down to the child.
- ✓ **Nurture yourself.** Getting away from your LD world – seeing friends, exercising, doing your own thing – benefits you and your child. Train a competent baby-sitter to use your routines. Give yourself permission to feel down.
- ✓ **Make home a haven.** The LD child works harder than his peers with less to show for it. Think carefully about whether you are meeting his needs or yours by having him tutored during his spare time. Home must be home, not an extension of his stressful school environment.
- ✓ **Be your child's advocate.** Nobody knows your child as well as you do. Use what you have learned since his infancy to help others bring out the best in him. Alert Cub and Brownie leaders, gym teachers, baby-sitters to his special needs. Prepare your child to explain his learning disability to others.
- ✓ **Arm for crisis.** Extreme as this may seem, the LD child seems to have moments of intense anxiety when we least expect them. Find out before you need their services whom you might use as a counsellor for yourself or your child.
- ✓ **Read, Explore, Investigate.** Find out all you can about your child's special needs. There is no such thing as a typical learning disabled child.
- ✓ **Keep an open mind.** Maybe it's time to get more testing done. As the child matures, his needs change. Perhaps you need to get stricter about homework standards, expectations as a member of the family or perhaps you need to relax your standards.

Parent
Folder

Handout 4-2

Extract from "Parent and Community Participation Learning Difficulties Resource Booklet" NSW Dept. of Education 1981

3:2

SCHOOL-BASED PROGRAMS ?

PARENTS AND COMMUNITY MEMBERS CAN:

- ASSIST WITH THE SUPERVISION OF GROUPS WORKING ON INDEPENDENT ACTIVITIES. It is useful to have extra assistance with these groups when the students:
 - are not completely familiar with the routines of groupwork and may still need a little direction about what to do next, where to put completed work etc.
 - are not able to work without a great deal of praise.
 - need activities checked as they progress from one to the next.
- ASSIST WITH INSTRUCTIONAL ACTIVITIES i.e. where content needs to be supervised closely. If the class teacher intends to have a parent/community member use instructional activities s/he needs to be selective about the activity to be implemented - it must be within the skills of the person concerned. Time needs to be spent:
 - teaching the activities to the parent/community member
 - supervising that person to determine whether they are assisting the group in the correct manner.

ASSIST WITH PREPARATION/ORGANIZATION. Some people may not feel confident about working directly with students with learning difficulties but still may want to assist in some way. As some programs may require extra preparation/organization, parents/community members may assist in completing relevant activities/materials.

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WHAT ARE THE STEPS IN

STARTING HELPERS IN SCHOOL-BASED PROGRAMS ?

The process of including parents and community members in a school program may commence with a meeting to explain the program. The aim is to engender support.

STEPS:

- contact volunteers (by newsletter or telephone) to attend training meeting
- training meeting held where the following issues may be discussed:
 - reasons for an in-class model
 - outline of program and reasons for implementation
 - overall activities to be covered in week
 - specific activities to be achieved daily
 - teaching strategies to be employed
 - steps assistants need to work through in lesson (sheets issued)
 - acceptable behaviour/classroom rules
 - days the program will run
 - days assistants are interested in attending where groups will be sited.

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Example of a CLASS PROGRAM.

All assistants use same methods for their groups.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
GROUP 1	C.T.	C.T.	S.T.	S.T.
GROUP 2	S.T.	P.	P.	P.
GROUP 3	P.	P.	C.T.	P.
GROUP 4	P.	P.	P.	C.T.

C.T. = class teacher
S.T. = support teacher
P. = parent/assistant

The timetable shows:

class teacher rotating across all groups in the week
support teacher working with students with learning difficulties
parents assisting to enable the formation of more groups.

NOTE: Different parents/assistants work on different days

12.

- timetable assistants. Each adult working in the classroom will work with a group consistently while the class teacher rotates across all groups in the week. This is done so that he/she:
 - gets to know group members
 - sees progress of their individual group members.

A decision may be taken at some stage to alter assistant/group combinations.

- FE-CONTACT assistants to advise/reaffirm: - times
- group allocated
- days.

- trial program in classroom with participants (who bring training sheets). Assist them with implementation steps:

- reaffirming steps, if need be
- assisting with discipline
- clarifying activities.

- check groups throughout the following weeks in the classroom to:
 - determine progress
 - adjust groups/assistants, if necessary.

- set follow-up meetings with assistants to:

- further their expertise
- discuss progress of program
- discuss progress of individuals and groups
- discuss ongoing evaluation of program.

17.

Where CAN PARENT'S WORK?

The most appropriate place for students with learning difficulties to work is in the classroom.

REASONS:

- It allows the class teacher/support teacher to communicate with parents/assistants when the need arises

The class teacher is responsible for any students being assisted by others and may need to intercode at some point due to:

- noise level
- attention to activities

it allows the teacher to keep an eye on all groups/activities and how they are functioning

Minimise the feeling that some students are working on separate programs

If a parent/assistant is assisting with an individual program, an area in the room can be set aside for the activity.

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GUIDELINES for PARTICIPANTS

IN SCHOOL-BASED PROGRAMS

ASSIGN TASKS FOR WHICH THEY SEE A PURPOSE - to maximise interest and participation.

DISCUSS GUIDELINES - the task they are to implement, the classroom rules and what they should do if these are infringed.

MONITOR ASSISTANTS - especially in the early stages of a program to check that they understand the task and can manage the group. To do this it is essential that the class teacher is:

- in the same location as the assistant free enough to monitor the situation so that feedback can be given

GIVE FEEDBACK - this is necessary even if things are going well. It is necessary to find a time when strategies can be discussed.

HAVE MEETINGS - at least once a term, where all assistants get together and discuss the program. This will assist them to feel part of the process.

ENSURE CONFIDENTIALITY - it is essential to brief assistants that they are in a position of trust and that observation of student's learning levels and behaviour are to remain confidential.

MAINTAIN A PERSONAL, FRIENDLY, RELATIONSHIP WITH PARENTS/COMMUNITY MEMBERS - it is important to make those involved in a program feel part of a team and part of the progress that students make.

20.

Extract from "Parent and Community Participation Learning Difficulties Resource Booklet," NSW Dept of Education, 1989

3:3.

WHAT ARE THE STEPS INVOLVED IN IMPLEMENTING A HOME-BASED PROGRAM?

- **CLASS TEACHER CONTACTS PARENTS** - to inform them that their child is having learning difficulties in a particular area - time/date set for parent interview.
- **MEETING TO:**
 - ▶ discuss possibility of home program
 - ▶ train parent/s in appropriate strategies - included see written steps for parents to work through. Steps should be:
 - concise
 - clear

EXAMPLE OF NIGHTLY STEPS (for 10-15 min. program)

1. **TEST** - by testing the area/skill of difficulty each day the parent has an accurate measure of whether their child is improving in the area/skill being worked on.
2. **GRAPH/MONITOR** - by using a monitoring sheet the parent can see improvement from a day to day basis and over a longer period of time (e.g. weekly). The monitoring sheet will also tell the parent when to check in with the class teacher for the next skill/area. (See also monitoring in Instructional Programming Booklet).

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3. **DRILL** - drilling of the area of difficulty needs to take place after Steps 1. and 2. Drilling is necessary for the student to become confident in the area of difficulty. Drilling may be in the form of:
 - a simple game
 - re-reading a passage/words.
- TIME SET FOR WEEKLY FEEDBACK SESSIONS WITH PARENT.**

Allow parent to re-contact immediately if s/he has:

 - ▶ misunderstood steps
 - ▶ has problems with the program
 - ▶ has problems with their child - (a reinforcement strategy may need to be included, e.g. star chart).

At the first feedback session examine:

 - ▶ monitoring sheet - to see whether the program was carried out on a daily basis
 - ▶ teaching procedures - to see whether the parent is unwittingly giving cues/prompts and that the monitoring is an accurate measure of progress.
 - ▶ discuss other issues.

REGULAR TEACHER-PARENT CONTACTS SHOULD BE ENCOURAGED.

Parents, students and teachers benefit from this communication.

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Example 1

HOME READING PROGRAM

Dear

This book is your child's home reading diary. On Monday, Tuesday, Wednesday and Thursday nights your child will be bringing home a book to read.

Put a dot (•) or checkmark (✓) next to the words you read.

1234 you could easily see the answer
in the appropriate box.

the appropriate box.

LISTEN to your child read the required pages - **maximize**

difficult words.

WORDS	MON...	TUES.	WED.	THURS.	SIGNATURE	COMMENTS

EXAMPLE 1. - From Jill Sherlock. Support Teacher.

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Example 2.

NOTE: PROGRAM:

TABLES (CONTINUED)

- students has already mastered 1x = 8x
- can be timed/untimed (e.g., 2x examples: correct in 10 sec.
- on 2 consecutive days).
- devised by teacher - parent trained to run the program at home.

PROGRAM STEPS:

TEST 9x

$$\begin{array}{ccccccc} 7 \times 5 = & 9 \times 7 = & 4 \times 8 = & 9 \times 9 = & 9 \times 12 = \\ 6 \times 9 = & 5 \times 9 = & 9 \times 1 = & 9 \times 0 = & 4 \times 0 = \\ 6 \times 9 = & 9 \times 6 = & 5 \times 8 = & 2 \times 9 = & 9 \times 11 = \\ 9 \times 3 = & 3 \times 11 = & 9 \times 8 = & 9 \times 10 = & 9 \times 12 = \\ 9 \times 3 = & 9 \times 1 = & 7 \times 0 = & 2 \times 12 = & 9 \times 5 = \end{array}$$

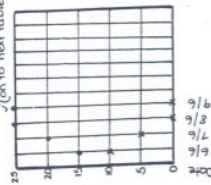
- Student writes in answers
 - Sample test sheet shows revision of previous tables.
- ✓(on to next table)

GRAPH

Student must achieve 25/25 x 2 consecutive days before going on to higher table.

DRILL.

- tables game
- drill of errorn.



- correct... x: errors ...

24.

A Mother's Journey

One mother and member of SPELD wrote to tell us about how she battled for her son to participate in the 2004 Basic Skills Test.

"My son is medically diagnosed with a severe learning disability (LD) and prior to the 2004 Basic Skills Test (BST) I was advised by his then principal, that it was in my child's best interest not to participate in the BST given his LD and his anxiety. The principal's response to my inquiry regarding my child's eligibility for special provisions was that he did not qualify. She informed me at this time that staff at district office shared her opinion and that paperwork would simply be taken care of.

I contacted the Department of Education & Training (DET) and was put in touch with a program co-ordinator at district office. Here I was told that it was not the position of district office to discourage student participation in this assessment, but that my son did not qualify for special provisions. I mentioned that my understanding was different and requested them to investigate this further. Following this, I was contacted by district office and told my son did in fact meet DET's criteria for special provisional support.

Despite the weeks it took to negotiate this unnecessary and stressful mess, I am very proud to say that my son participated in the 2004 BST. This was not another hurdle too high for him. His achievement was made accessible to him through the Department's provisions for students who experience these unfortunate limitations to their learning.

I feel my child would have been denied a fair opportunity to perform in the BST if it had not been for the support from the Department and the STLA (Support Teacher Learning Assistance) representative who implemented the provisions with great care, skill and expertise.

My son's BST results for the Writing and Numeracy components fell within band 4 (he had a scribe or reader for parts), while his literacy result was in band 1.

As you may appreciate, parents and care-givers of children with learning difficulties, too often have to wade through foreign ground in an effort to access equal educational opportunities for them. It is exhausting to say the least, but the alternative is bleak.

I would like to extend my deep and sincere thanks to SPELD staff for their support throughout the year. Without this I may have drifted into madness at my endless struggle with the Department for my child's access to his education.

On behalf of all those people your efforts help, we wish you clarity of mind, focused direction, strength of purpose, passionate conviction and much thanks."

Author's name withheld

* If you have a story that you would like to share, please contact SPELD NSW.

The following Lavoie resources may be purchased through SPELD NSW. All money raised by these sales will assist with the cost of presenting his National Tour in Australia.

1. How Difficult Can This Be – the F.A.T. City Workshop.

The world as seen through the eyes of a child with learning disabilities. A unique workshop attended by parents, educators, psychologist and social worker who participate in a series of classroom activities. Available: Video or DVD - \$150 each

2. Last One Picked...First One Picked On

Playing with friends is a daily ritual for most children but children with learning disabilities are often isolated and rejected. The challenges confronting learning disabled children in their lives both in and out of the classroom are examined. Available: Video - \$150

3. When the Chips Are Down – Strategies for Improving Children's Behaviour

Do you have days when some children seem out of control and you fall into the same pointless arguments? Rick Lavoie offers practical advice on dealing with behavioural problems quickly and effectively. Available: Video - \$150

4. Beyond F.A.T.City – A Look Back, A Look Ahead. Release date: March 2005

This video/DVD underscores the frustration, anxiety and tension that children with learning disabilities experience. Discussion is filled with insights, practical coaching and teaching, building self esteem, and more. The program has been segmented to facilitate discussion during in-service meetings and other educational presentations.

To order contact SPELD NSW: email (speldnsw@bigpond.com), Fax (02) 9144 1539, or download the order form on the SPELD NSW website (www.speldnsw.org.au).

Summer Reading Tips for Parents

Information provided by the Coordinated Campaign for Learning Disabilities

Summer shouldn't mean taking a break from learning, especially reading. Studies show that most students experience a loss of reading skills over the summer months, but children who continue to read actually gain skills. Efforts should be made during the summer to help children sustain reading skills, practice reading, and read for enjoyment. Reading builds visualisation, thinking and language abilities.

Taking the time to read with your child can help you evaluate your child's reading skills. If you discover that your child is having trouble with reading, he or she may have a learning disability. Eighty percent of children with a learning disability have difficulty with basic reading and language. But early identification of such a disability gives a child the chance to develop ways to learn how to read effectively, and skills to lead a successful and productive life.

A recent National Institute of Health study showed that 67% of young students at risk for reading difficulties became average or above average readers after receiving help in the early grades.

Parents should remember that children need free time in the summer to relax and enjoy the pleasures of childhood. So summer reading should be fun. Following are a few tips to make reading enjoyable for your children this summer.

- Read aloud together with your child every day. Make it fun by reading outdoors on the front steps, patio, at the beach or park. Also, let your children read to you. For younger children, point out the relationship between words and sounds.
- Set a good example! Parents must be willing to model behaviour for their children. Keep lots of reading material around the house. Turn off the TV and have each person read his or her book, including mum and dad.
- Read the same book your child is reading and discuss it. This is the way to develop habits of the mind and build capacity for thought and insight. Let kids choose what they want to read, and don't turn your nose up at popular fiction. It will only discourage the reading habit.
- Buy books on tape, especially for a child with a learning disability. Listen to them in the car, or turn off the TV and have the family listen to them together.
- Take your children to the library regularly. Most libraries sponsor summer reading clubs with easy-to-reach goals for preschool and school-age children. Check the library calendar for special summer reading activities and events. Libraries also provide age appropriate lists for summer reading.
- Subscribe, in your child's name, to magazines like Sports Illustrated for Kids, Highlights for Children, or National Geographic World. Encourage older children to read the newspaper and current events magazines, to keep up the reading habit over the summer and develop vocabulary. Ask them what they think about what they've read, and listen to what they say.
- Ease disappointment over summer separation from a favourite school friend by encouraging them to become pen pals. Present both children with postcards or envelopes that are already addressed and stamped. If both children have access to the Internet, e-mail is another option.
- Make trips away to encourage reading by reading aloud traffic signs, billboards, and notices. Show your children how to read a map, and once you are on the road, let them take turns being the navigator.
- Encourage children to keep a summer scrapbook. Tape in souvenirs of your family's summer activities – picture postcards, ticket stubs, and photos. Have your children write the captions and read them aloud as you look at the book together.

Make a note in your diary

SPELD Conference

March 23rd 2002

Make Your Own Storybooks



Children love stories and love making things so take advantage of this terrific combination and make some books with your child. Preschool children are ready to help write and illustrate stories from their own experiences or imaginations.

Here's an idea.

- Write down a story as your child tells it. Be sure to write the child's words, not yours, and repeat the words as you write. This process helps a child recognize that print is 'talk' written down.
- Place an appropriate number of words at the top of separate pages and reread the story with your child.
- Invite your child to illustrate each page and, if he/she wishes, to create a cover, title page and dedication.
- Arrange pages in order and place in a notebook.
- Encourage your child to "read" this new book to you.

This same process can be used with photographs that describe a trip to the zoo, a vacation or a visit from Grandma.

These unique books make wonderful gifts. You might want to photocopy them (colour photocopies are great!) and give them to several members of the family or close friends.

Remember, whatever the topic, we adults act only as the scribes for the child's words and as assistants in putting the book together. Children should make all the decisions about the content and creation of their own storybooks!

Reprinted from Family Friendly Communication for Early Childhood Programs by Deborah Diffily & Kathy Morrison, 1996, National Association for the Education of Young Children.

SPELD NSW Inc. News 2004/1 www.speldnsw.org.au Ph: 9144 7977

6

What We Learn From Playing Cards

We use our fingers and hands and these involve fine motor skills that are necessary for handwriting, drawing, crafts etc.

We need to develop a dominant hand, while using the other hand as an assistant.

We need to use the thumb and forefinger together and separately. Picking up, shuffling and handling cards develop these skills, as does fanning out the cards.

We learn a sense of direction, left and right, clockwise and anti-clockwise.

We learn a sense of sequence, up and down, biggest to smallest, 1st, 2nd 3rd, etc.

Playing cards helps visual discrimination as the player needs to recognize colours, suits and numbers. They have to see the difference between a 2 and a 5, a 6 and a 9.

We learn to scan for information, whether on a flat surface or as a raised hand of cards.

We count, add and discover the idea of chance and probability.

Cards can help build verbal skills, as players need to give directions, instructions and explanations. We have to express ourselves to others in the game.

Card games demand attention, concentration and mental alertness. We learn to focus attention and avoid distractions which must assist learning.

These games teach players how to give and take, accept and give criticism and/or praise.

We learn to cope with disagreements and solve disputes in an acceptable way. We learn the value of rules.

Cards cut across the barriers of age and sex, as boys and girls of all ages can enjoy playing together. It is often an opportunity for families to build special relationships.

But remember, card games are *games*. They will be effective as teaching aids only if parents, children and adults enjoy playing them together.

From NZ SPELD Record April 2002 Vol 28

Listening to Children

An interesting information sheet covers tips on:

- Building your child's self esteem
- Building strong relationships
- Being positive
- Making conversation

If you think your child has a problem:

Listen to your child and let them know you take them seriously.

Try not to 'take over' the problem as this is likely to further undermine your child's confidence.

Help your child work out what ideas they have about coping with the problem- talk with them about which ones might help or not help and why.

Don't call your child names such as 'sok' or tell them they are weak or let anyone else do so.

This sheet is available from www.kids.nsw.gov.au

It was written by the nsw commission for children & young people.

Music can give a helping hand:

Rhythm and Reading

Scientists from the UK's Institute of Child Health have proposed that children with dyslexia may have problems hearing rhythms in non-speech sounds. We make sense of speech by segmenting incoming sounds into two sections. Sound segmentation is a problem for 30% of people with dyslexia. President of SPELD, Dr Paul Whiting said the research builds on Harvard research from 1994 that found differences in the auditory pathways of people with dyslexia. Dr Whiting says music, rhythm and games should be part of learning for all young children.

(Proc. Nat. Acad. Sci. USA, 10, 1073/pnas.122368599)

From Australian Early Childhood Association Journal Vol.8, No 3, 2002

Einstein reportedly said,
"If you can picture it you
can remember it."

ABOUT PLAY

What is it?

For children play is just what they do.

Play is the way children explore their world which leads to learning. Play is also a way children communicate their inner world; a way they express what is going on for them, through doing, without the reliance on words as adults do. At the same time play is a great tool for developing language.

Why do it?

For adults play is a way of seeing into a child's world. It is also a way of connecting with children, of building a relationship with them.

Play is vital for all aspects of a child's growth and development....

And it is fun!

Developmental Areas

Social and emotional:

- * The development of a healthy sense of self which includes the child seeing themselves as a separate person who is able to get along with others.
- * The ability to identify and express emotions safely and be able to regulate their responses to their emotional world.

Physical - gross (large) and fine (small) motor (movement)

- * To gain control and mastery of a range of skills to function at their optimal level (strongly linked to building strong self esteem, which impacts on a child being able to get along with others)

Cognitive - brain development

- * Being able to problem solve, find things out, work out what to do, communicate with others, regulate emotions, and learn

Language -

- * Be able to communicate their inner world and cognition to others (strongly linked to social/emotional development)

All these areas of development are strongly linked to each other and rely on gains in each area. If a child does not feel confident to try something new or try and work something out they will not be able to move forward in their development.

Home Start Play Workshop April 2006 – Denise Witt & Carena Lewis

How to do it?

Pretty much anything goes, anything can be play, the key is to take direction from the child and go with their interests and at their developmental level. Remember repetition or practice is the way young children learn, so they will often be happy to play the same thing over and over again then tire of it and want to do something completely different over and over again.

Adults can provide constant positive reinforcement and can help provide appropriate challenges to facilitate development, eg not letting the child win all the time and then helping the child deal with the disappointment of losing and be reassured that they are still loved anyway.

Adults can:

- Hang back or be very involved,
- Let the child do the doing,
- Let the child make mistakes,
- Participate but not be the one in charge or the one who knows everything,
- Create a partnership, of playing and having fun together that helps a child's learning across all developmental areas.

Who does it?

- Child by self,
- Child with other children same age,
- Child with children older or younger
- Or combination of all ages,
- Child with adult one on one,
- Child with adult in a group.

Children will get different things out of all these different combinations of play; all are valuable.

And adults can play too without children being around. Yes you can.....

Where to do it?

EVERYWHERE - There are no special places, play can and does happen everywhere at anytime. Children are not fussy, many will have their favourite places to play and there will be times of the day when they are more interested in playing. Have fun exploring where and how to play with the children in your Home Start families.

Home Start Play Workshop April 2006 – Denise Witt & Carena Lewis

Child Development and Schooling in the Early Years

When children start school, many changes have taken place from when they were babies. They have increased their weight by at least six times and more than doubled their height. They are now running, jumping, drawing, and have integrated language as a tool into their total behaviour. Lots of different events can affect these processes and potentially may cause difficulties in development and/or learning.

The early identification of young children's educational and developmental needs is central to support appropriate teaching at school and at home, and intervention. Delays in appropriate intervention can have significant impact on learning, attention, behaviour and self-esteem. For example, without explicit intervention, many young children who have difficulty following directions and attending, grow into older children and often adults with the same difficulties. **Screening is an initial assessment to identify areas of concern** which could interfere with or possibly restrict a child's development and learning.

Screening should:

- **Be functional** - requiring abilities (e.g. auditory processing), skills (e.g. listening comprehension) and concepts (e.g. 'before', 'last' relative to sounds in words), that generalise across the children's school and daily life tasks,
- **Be based on performance of familiar activities** to observe what children know and are able to do spontaneously and independently, and with help,
- **Use information from results** to adjust instruction to needs.

Spontaneous responses are free of hesitation, needing no external cues beyond the information given to be appropriate. Independent function is when abilities, skills and concepts can easily be adapted and transferred to new activities without having to think 'how-to' (e.g. controlling a pencil and writing). Below are some indications of visual and auditory processing difficulties

<p><u>PHYSICAL OBSERVATIONS</u></p> <ul style="list-style-type: none"> • red, sore, or itching eyes • jerky eye movements, one eye turns out • squinting, eye rubbing or excessive blinking, tires easily, sensitive to glare • blurred or double vision • headache, dizziness, or nausea after reading • head tilting, closing or blocking one eye • clumsiness / left/right confusion • poor tracking 	<p><u>PERFORMANCE OBSERVATIONS</u></p> <ul style="list-style-type: none"> • avoids: near work / sports - ball games • frequent loss of place when reading • omits, inserts, or rereads letters / words • confuses similar looking words • not recognise same word in the next sentence • poor concentration when reading • mistakes and/or slow in copying • poor spatial orientation of written figures; misaligns digits in number columns
<p><u>PHYSICAL OBSERVATIONS</u></p> <ul style="list-style-type: none"> • history of middle ear infections • turns head toward speaker / favours one ear • poor tolerance for loud sounds • mouth breathing • watches speakers lips • monotone speech / unnatural voice pitch • complains of ringing / buzzing sounds in ears • listens with blank or tense facial expression • inaccurate sound discrimination 	<p><u>PERFORMANCE OBSERVATIONS</u></p> <ul style="list-style-type: none"> • speech & language (vocabulary) delay • appears to hear, but not to understand • inappropriate use or substitution of words • need physical or visual cue to follow directions • slow to respond / prefers to play alone • repeats directions to understand • easily frustrated / inconsistent behaviour • present interpretation not related to past experience

Prepared by Pye Twaddell PhD. For more complete information about *typical child development, screening, and readiness for school*, come to the SPELD workshop Literacy and Littlies, Wed., 29 October. See Diary Dates for details.

Parents say the ideal teacher of their child with LD ... by Barbara Coyle

Reprinted with permission from the Learning Disabilities Association of Canada's magazine "National" Spring 1998

1). Reads the child's file

Parents invest time, energy and money to have tests done and reports filed only to discover that the teacher "never reads files". This is an ongoing frustration for parents. Why not review the files and make some notes - call the parent early in the year and set up an open line of communication right from the start.

2). Knows what the difficulties are

Parents rely on teachers for expertise. They want to believe the teacher has a grip on the child's difficulties. Can you accurately describe the child's learning disabilities? If you can't, get more information. Talk to the parent, other teachers - work on this together. This is a key point in getting remediation in place, getting parental support in helping the child advocate for him/herself.

3). Has a plan

Have you determined a plan of action for time frames as check points? Be proactive and watch parents come on board to help you. Parents relax when the teacher has a plan with realistic time lines for outcomes. Let parents know what success looks like to you - are they in agreement?

4). Actively listens to parents and gives them feedback

Let your parents know that you value their input. Your job is easier when parents communicate with you. Encourage parents to call you when they feel the child is unhappy or stressed; call them when the child did something well - parents need this kind of support and they'll likely reciprocate with news of something positive the child is getting out of your program. A regular feedback time is ideal.

5) Has a positive attitude about the child

Parents become discouraged when their children aren't successful at school. An "up" attitude on the part of the teacher can do wonders to lift spirits at home - this transfers directly to the child's ability to keep trying. Realistic optimism is one of the real gifts you can give your students and their parents.

6). Is teaching the whole child

Parents melt when teachers give them compliments about their children in the larger context of life.

Take time to consider what the child's strengths really are. Parents are often blind to the child's strengths because of chaos with siblings at home, homework battles and low level academic skills. For example, if the child has a big smile, tell the parents how this helps your class and how it will help the child in life.

7). Admits errors and moves on

Admit an error before the parent can zap you for it. A positive attitude that something has gone wrong (integration was too early, homework not checked regularly ...) but that you're ready to fix it, will work in your favour. Willingness to accept blame sets a great example for parents and can even get blame off the agenda.

8). Makes students earn praise and is consistent with homework

Parents can relax when teachers have high standards and are consistent with discipline. Parents find it easy to support a teacher who establishes structured homework routines and has standards of excellence. Children with learning disabilities know they're different - it can be comforting to have homework routines like siblings and practice for subjects that need extra work.

Conclusion

Parents and teachers have the child's best learning environment as a common goal. Parents can be intimidated by the schooling process simply through lack of information. For best results, talk to parents and explain what is happening in advance. Teamwork gives the best results.

ASPERGERS SYNDROME

PARENT SUPPORT GROUP

Anglicare is recommending its fortnightly Support Group meetings.

WHEN: Tuesday mornings, 9.30am to 11.30am

WHERE: The Cottage, Anglicare
Westminster St, Rooty Hill

The support group meets to share information; discuss needs; meet other parents.

Phone 9832 2300, Ask for Debbie or Pat

PARENTS CAN MAKE A DIFFERENCE

Elva Fitzell, Myree Speziale, Janelle Graham, with acknowledgement to Peter Lino, STLD at Alstonville High School, for material from *Special Accommodations/Provisions for Students with Disabilities in a Comprehensive High School* (Paper from Workshop presented at SPELD Conference March 31st 2001)

History

Alstonville High School has a student population of 950 and 70 students have special provisions.

Two mothers of children with a learning disability took on this challenge 14 years ago when their children were in primary school. One of these mothers was told that her son should go to a special school. He could not read his own handwriting. The other child had Scotopic Sensitivity Syndrome, which is a visual perception problem. These two parents fought for the rights of their children in primary school and continued it on when they went to high school.

Other mothers finding that their children were having problems joined with the original mothers and a committee was established. This committee found it very difficult getting the provisions that their children needed. These provisions included use of a computer, large print, coloured paper, reader, writer, and extra time. Some children needed only one provision but other children needed several provisions.

The committee approached the Principal of the school with concerns about teachers not wanting to give the children their provisions. Co-operation between Principal, committee and some committed teachers resulted in a school policy which states that all children who have documentation were to be given all the provisions they required. At the same time the Support Teacher (LD) was trained to assess every child at the school. The success of this has been demonstrated in the 60-70 children helped by our programme every year.

There were still problems as some teachers did not think it was fair to give provisions to these children. Fourteen years later there are still some problems. The integrity of readers and writers has been challenged. We have been called cheats and this really hurts us as this is the last thing we would do. There are set guidelines to be followed and we adhere to them strictly. One year a student who had just been diagnosed had a scribe for the first time. In his previous exams he had not done well and was in the bottom half of his class. When the results of his first exam with the scribe were posted he had

topped the class. It was at this time that we were told we must have cheated. So a new test was set and the child had to re-sit the test with the lady who had scribed for him. They were supervised by the head teacher. Again the child did well in the second test. Clearly the scribe had not cheated. This is just one example of what we have been through and how we have overcome the situation. Most staff are now able to see the benefit of the program.

Disabilities

Students who benefited from our program have had Scotopic Sensitivity (Irlen) Syndrome, Low Vision, Dyslexia, Epilepsy, Specific Reading Disability, Dysgraphia, Chronic Fatigue Syndrome, Diabetes, Fracture to upper limb, ADD, ADHD.

How it works

All students who enter year 7 at Alstonville High School are screened by the STLD for literacy/numeracy needs. The process involves a group-administered standardised reading test under timed conditions. All incoming students fill in a screening questionnaire for visual difficulties. Those experiencing a cluster of difficulties are asked, "Do you think there is a problem?" If so, a permission note is sent home to parents for an individual Pre Assessment for Scotopic Sensitivity. Following which a report goes to the parents whose responsibility it then becomes to follow up with a full assessment by a qualified Educational Psychologist. Before the provisions are available for examinations, students who have been recommended for provisions must be passed by the school counsellor and the school Principal. Meanwhile the students have access to provisions such as coloured overlays and coloured paper.

What the program coordinator does

The role of the *program co-ordinator* is vital to its continuity and success. The co-ordinator, a member of staff, liaises between student and staff, student and student, student and parents, parents and staff.

Every second year he arranges a full day workshop in which students are able to meet with other students with LD for discussions on study techniques, the benefits of positive behaviour, communication skills and a self esteem program.

examination times the program co-ordinator ensures the collation of all examination papers in accordance with student/subject provision needs e.g. coloured paper, font and print size) and the allocation of appropriate rooms e.g. requirements for natural light.

What the committee does

The LD Committee has employed the services of Sandy McGregor (a well known positive motivational speaker) for a day workshop in these techniques.

Every two weeks we meet with LD students

- To obtain information about their examination needs;
- To determine that students are receiving appropriate provisions
- To promote communication with their peers
- To promote self advocacy at community meetings such as Quota/Rotary for funding or seeking scribe support
- to enable students to share problems e.g., can't write work down from the board fast enough, and explore solutions in conjunction with the other students
- To deal with situations where provisions are not being made available by developing the ability to advocate a positive solution for themselves
- To give students the opportunity to discuss their learning disabilities with others with similar difficulties. This helps allay fears they may be experiencing and helps them realise they are not isolated and just learn differently.

Each month the parent support group meets after school hours. We respond to every challenge that arises within the Department of Education and/or Board of Studies and External School Competitions in relation to the learning and examination conditions for our students. We support new parents. We plan how to disseminate community information. We run scribe workshops to outline requirements of examination protocol and ensure integrity of the examinations. We continually canvas for scribes. We seek to empower students in year 10-12 by helping them to change their own scribes from the scribe database. We lobby politicians. We update staff on current research. We act as guest speakers for trainee teachers. We provide introductory workshops at other schools. One committee member is responsible for allocating scribes to students.

Some Results of the program

Student 1 - had been told he should go to a Special School. He sat his HSC with provisions and was accepted into Surveying at the University of Queensland. He has now completed his course and is employed by Brisbane City Council.

Student 2 - Completed HSC and now a nurse.

Student 3 - Undiagnosed until Year 12 and did not apply for University. Using a scribe for the HSC, she attained a UAI enabling university entrance and successful completion of a degree in Hospitality.

Student 4 - Has Cerebral Palsy. Without the assistance of a scribe would not have been able to attend University and qualify as a teacher in Special Education.

There is a higher retention rate among our LD students now than in the past. All of these things would not have happened if it had not been for the commitment of the parents, staff and also the broader community. These people come into the school at exam times on a voluntary basis to assist these students. Whilst this can be taxing on scribes the benefits far outweigh the demands.

We find that quite a few of the parents cannot assist as they themselves have the problem. Friends, family and community members provide a scribe database to assist these students. This works very well as members of the program benefit in numerous ways, for example,

- The pleasure of seeing a student's elation at finishing an exam for the first time in their life.
- Seeing students develop a less stressed approach to exams, better exam results and a more positive attitude to their academic future.
- Students benefit from having "adults" give them individual attention. This may be the first time a student has felt someone cares about their learning;
- Scribes and students both grow from the experience.

*Some of our students are now
surviving
despite the system
We want to see all students surviving
because of the system.*

Getting Off To A Good Start

By Carol Mairs and Lorrie Goegan

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The time of year is fast approaching that is full of excitement and anticipation for school age children and their parents. But for students with learning disabilities, getting ready for a new school year can take on an entirely different dimension. Children with learning disabilities usually require more time for school preparation and adjustment to change. The first days and weeks of school can be a time of stress and high anxiety for the entire family and those working with your child, particularly if they start school unprepared.

We would like to share some strategies that have been useful for students with learning disabilities in getting off to a good school year. Depending on the age of the student, the level of parent involvement and commitment when implementing these strategies may vary.

We all know how difficult it is to learn and feel comfortable with new habits or routines. It has been suggested that it takes approximately 21 consecutive days of practice for a new habit or routine to become incorporated into your daily life. For a student with a learning disability, the task of remembering, organising and practicing good habits can be just that much more difficult. As challenging as it may seem, your support, patience and diligence will bring many rewards from which everyone will benefit. Many of the strategies listed can be used by any child or adult in the home, at school or at work.

- Before school starts, determine your morning and bedtime routines. Practise these new routines a few days before school starts. This may include laying out clothes at night for the next day and setting a bedtime, to having the backpack at the door with coats and shoes.
- Determine who is responsible for checking on agenda, books or school notices, which may require a parent signature, etc.
- Establish a homework time and an area where homework is to be done. Collect all the required materials (pencils, dictionaries, crayons, paper etc.) and encourage the student to shop for new items so that they have a sense of ownership in the process. It helps build confidence and an air of excitement when a child helps buy the new supplies.
- Parents need to set aside time as well to help their child with homework – and remain faithful to that time. This becomes particularly important when exam time rolls around. Exams can cause great stress for students and knowing that they are supported every night with studying offers a sense of relief.
- Depending on the student, many schools have reading programs in which parents are encouraged to participate. Determine when the best reading time is going to be and try to keep that time as a high priority. Start this right during the next month and stay with it. Some students respond well to incentives to keep up the reading. This could be something simple like a popcorn and movie night or a bubble bath.
- If necessary, put a checklist on the bathroom mirror or on the bedroom door to remind the student what needs to be done each day before and after school.
- Get a calendar that is centrally located to mark upcoming events (tests, assignment dates, professional days). Have the student colour block special or significant dates.
- Check out the bus route and schedule. Introduce yourself to the bus driver (this is the key if your child has troubles with his/her sense of direction). Drive the bus route prior to the first day of school so the child can learn landmarks.
- Find out where the bus stops at the school and if there are special entrances that the students are expected to use.
- If your child is anxious about change, consider visit prior to the first day of school to meet the teachers and familiarise him/herself with the new environment. Check out where the gym, lunchroom and restrooms are located.
- Ask to meet with your child's teacher early in the year to discuss your child's learning disability and review individual program plans.
- If appropriate, include the student in this discussion. Having the opportunity to practise self-advocacy is critical as the child gets older.
- Determine how and when the best time is to contact the teacher if concerns should arise.
- Clarify if contact with the teacher should be by phone, letter, email etc.

Getting Off To A Good Start (continued)

- Request an extra time slot for parent – teacher interviews. 15 minutes for special needs students is usually not enough time to cover all the issues that you may need to discuss.
 - If your child has received accommodations in previous years (such as extra time for exams or a scribe), confirm with the school that there will be a carry-over.
 - Inform the teacher if your child takes medication as well as how often the dosage is to be taken – particularly if the child requires a dose while at school. Clarify what the school policy is regarding where the medication is kept and who can administer the medication.
 - Address problems as early as possible when they are identified. Maintain an open line of communication with those working with your child so those concerns can be dealt with before they become big problems. Check on your school protocol as to how to communicate with the school.
 - Parents need to assume equal responsibility for their child's success in school. Working in a collaborative fashion with teachers is critical.
 - Try to organise a get-together prior to school start-up with your child's friends from last year. Knowing a familiar face can be so reassuring for young students.
 - Clarify the school schedule for day 1. Do the children meet in the hall or playground? Or are class lists posted outside each classroom?
 - If the child can get the school schedule ahead of time along with a school map, the child can plan how to get from class to class on time.
 - Post the class schedule on the inside of the school bag as well as on the inside of the school diary.
 - Use colour coding to your advantage. Colour the class schedules with a different colour for each class or block. Match the class folder book with the same colour used on the class schedule.
 - Consider after-school activities. Children with learning disabilities work very hard all day and need to have other interests outside of school to balance their life. Try to choose something that fun and that they are good at.
 - And lastly, keep your sense of humour!
 - Check out the bus route and schedule. Introduce yourself to the bus driver (this is the key if your child has troubles with his/her sense of direction). Do this the bus route prior to the first day of school so the child can learn landmarks.
 - Find out where the bus stops at the school and where there are special entrances that the students are expected to use.
 - If your child is anxious about change, consider a visit prior to the first day of school to meet teachers and familiarise him/herself with the new environment. Check out where the gym, lunchroom and restrooms are located.
 - Ask to meet with your child's teacher early in the year to discuss your child's learning disability and review individual program plans.
 - If appropriate, include the student in this discussion. Having the opportunity to practise self-advocacy is critical as the child gets older.
 - Determine how and when the best time is to contact the teacher if concerns should arise.
 - Clarify if contact with the teacher should be by phone, letter, email etc.
- For children with a learning disability, the task of remembering, organising and practicing good habits can be just that much more difficult. As challenging as it may seem, your support, patience and diligence will bring many rewards from which everyone will benefit. Many of the strategies listed can be used by any child or adult in the home, at school or at work.
- Before school starts, determine your morning and bedtime routines. Practise these new routines a few days before school starts. This may include laying out clothes at night for the next day and setting a bedtime, to having the backpack at the door with coats and shoes.
 - Determine who is responsible for checking on agenda, books or school notices, which may require a parent signature, etc.
 - Establish a homework time and an area where homework is to be done. Collect all the required materials (pencils, dictionaries, crayons, paper etc.) and encourage the student to shop for new items so that they have a sense of ownership in the process. It helps build confidence and an air of excitement when a child helps buy the new supplies.

Teachers knowledge needed: Multisensory teaching of basic language skills. 2011 (3rd ed.) Birsch, J. R. Paul H Brooks publishing company.

The IDA's *Knowledge & Practice Standards for Teachers of Reading* calls for universities to base courses on the following standards: Also, accents can affect the sound of a vowel.

- *Foundation concepts on oral & written language learning.
- *knowledge of dyslexia and other learning disorders.
- *interpretation & administration of assessment for planning instruction.
- *structured language teaching:
 - *phonology.
 - *phonics and word study.
 - *fluent, automatic reading of text.
 - *vocabulary
 - *text comprehension
 - *handwriting, spelling, and written expression
 - *ethical standards for the profession

Chapter 8. Teaching Reading:

The effects of the gaps in teacher knowledge have been documented. Moats 1994 seminal study noted that teachers who understand language, will understand the puzzling error that their students make... p. 52. Moats, L. C. (2010): *Speech to Print: Language Essentials for Teachers*. (2nd ed.) Baltimore: Paul H. Brookes Publishing Vo.

*Schwa is often found in words of Latin origin in the unaccented prefixes and/or suffixes. Schwa is common in longer words of Latin origin, and often the 1st syllable is accented as the 2nd has the schwa sound.

Listening for unstressed vowels in open & closed syllables is an advanced skills that those with reading difficulties will need to learn. p. 103: -ion/ -ian???? Chameleon prefixes: il/ ir/ im Learning Latin roots and their affixes can open up hundreds of thousands of words.

TEACHER KNOWLEDGE:(summary p. 170).

Piasta et al (2002) studied 42 first grade teachers and found a correlation between teacher knowledge of decoding, whether they taught decoding and gains in word reading.

*teachers at the 75th percentile or above for knowledge who consistently taught decoding had the highest gains.

*teachers at or below the 25th percentile who didn't teach decoding had the lowest gains.

Knowledgeable teachers knew:

*The phoneme/ grapheme count for the following words is:

fish (3/3) *church*(3/3) *sent* (4/4) *split* (5/5) *mix* (3/4.../ks/)

*the 6 syllable types are: closed, open, V-C-e, vowel teams, R controlled, **final stable syllables**.

*the syllable/ morpheme count for the following words is: *darkness* (2/2) *instructor* (3/3) *salamander* (4/ 1) *phonology* (2/ 2) *polyglot* (3/2)

*these are inflectional endings: *-ing -s -ed*

*these words are accented on the 2nd syllable: *canteen*, *extreme*, *duet*, *unite*

* *these words are irregular for reading: *said*, *sword*, *walk*.

Chapter 9: Teaching Spelling:

Phonetics, Phonology and Phonics:

Importance of teacher knowledge of phonetics & phonology (Brady & Moats, 1997):

*understands the reading & spelling errors of her students and can provide therefore provide **corrective feedback**.

*understands how speech sounds are made and so can provide correct visual models and understand why students can't segment correctly (eg not hearing the /n/ in sing).

*spelling *train* as *chain* is understandable because /t/ and /r/ have similar places of articulation as /ch/. (p. 257).

Chapter 10: Fluency: Good teachers are alert to the importance of focusing on sub skill accuracy and frequent practice for fluency (use the examples in table 10.2 to teach needed skills.)

1. **clarifying/ amplifying/ practice** with a brief and potent routine.

2. commit to **engage** in this 5 minute routine.

Teacher take away about fluency in learning to read.

*Do not assume. **Find out** the fluency level of your struggling reader. Non fluent reading is an impairment you can do something about.

*Do not trade off speed for accuracy or comprehension; keep the minds tuned to sense.

*Practice is an art, a science, and a pleasure that depends on teacher skill. Seeing the fruits of practice & charting student progress is powerful motivation.

*Consider making the full use of short, intense, & frequent teach-it/ practice-it sessions (10 mins, 3-5 times per week, 5 minutes two times per day.

*Caution: students are different. Many respond to speed work with alerted attention and focussed effort. Others become anxious. .. be aware....

pp. 315-316: case studies.

Photocopy 317-320: assessing oral fluency.

Dyslexia Training Resources. 2020.

Chapter 15: Planning Multi-sensory Structured Language Lessons and the Classroom environment:

Teacher benefit from planning MSLE lessons: a typical lesson involves.

- *review of sounds & letters previously taught.
- *P.A. activities at appropriate levels incorporated.
- *Systematic review of words for oral reading.
- *words incorporated into separately read sentences and short paragraphs of connected text based on what has been taught.
- *spelling words from dictation that reflect the same spelling pattern.
- *new concepts carefully introduced & linked to students' prior knowledge through **discovery learning**.
- *handwriting integrated deliberately to help reinforce the memory of the letter sounds & forms & to stress automaticity and legibility of writing.
- *Activities for comprehension strategies & composition.
- *direct instruction of vocabulary development.

Program fidelity can be assured in this cyclical teaching format. Everything is taught cumulatively to build the concepts for reading & spelling, one step at a time...systematic review and revision.

Benefits of lesson planning:

For teachers :	For students:
<ul style="list-style-type: none">*All levels of language are incorporated in the same instructional period.*Multi sensory learning provides many students responses & teacher feedback opportunities.*Diagnostic & prescriptive approaches allows adaptation & differentiation for student learning.Use of well- defined scope & sequence of language concepts.*lesson plans help organise skills, materials, & presentation.*appropriate pairing with short intervals of intensive instructions	<ul style="list-style-type: none">*Structure & consistency to each lesson.*Active participation within a daily prescribed order helps keep focus on building skills.*Charts for visual reminders & manipulatives to prompt strategies using all sensory systems.*Integration of skills learned and & connection of new learning to acquired skills.*Consistency & structure promotes student organisation.*Time to review and practice what they are leaning.

Chapter 16. Instructions for older students with a word-level reading disability.

Many teachers do not know how to teach this content. These older students who are still struggling at the very basic level, need a totally different approach: in depth word structure. Unfortunately their teachers can't do this either. They also lack core information about phonology, orthography, and morphology (American Federation of Teaching, 1999; McCutchen et al, 2002).

Teachers who teach intensive interventions in alphabetics must be given specific training (Curtis, 2004). They need targeted professional development and ongoing support.

Instruction with word-level deficits: what to teach p. 493:

Letter patterns, structural features of predictable speech sounds, identify syllable patterns and how to break words into manageable units, recognition and meanings of prefixes, suffixes, inflectional endings and roots, vocabulary instruction interwoven into word-study work. Boardman et al, 2008; Murray et al, 2010. (word level)

Kuhn, Schwanenflugel & Meisinger, 2010; Samuels & Farstrup, 2006; Wilson, 1989: fluency work beyond speed, including oral reading prosody with an emphasis on comprehension.

Sturgis & Patrick, 2010: advance to more advanced work when mastery is achieved. Includes:

- *phoneme/ grapheme instruction.
- *Study of word structure for decoding.
- *Word reading (accuracy/ automaticity focus)
- *Connected text reading (prosody/ automaticity focus)
- *Study of word structure for spelling.
- *Word/sentence dictation.

Accuracy and Automaticity of **single-word reading**: 494. These deficits cause ongoing problems with reading & spelling. Teach the sounds (see list and also information in Pupil Notebook document). Take care with sequence in which sounds are taught. Teach all to mastery. Model the

sounds and have students repeat them **correctly** after you. **Practice in 2 directions:** 1st for **decoding** (students look at the letter & name the sound) and 2nd for **spelling** (students hear the sound and identify the letter).

Chapter 17: Adolescent Literacy.

5. What content area teachers should know about adolescent literacy: *National Institute for Literacy, 2007*. Like the others, they discuss vocabulary and comprehension, but also add morphology.

Vocabulary: pre-teaching new vocabulary assists comprehension; direct and explicit teaching of vocabulary by content-area teachers helps in the learning of key content vocabulary, and gives chances for the student to make connections to related words & background knowledge.

Text Comprehension: content area teachers should include the following comprehension strategies into their content area instruction: generate questions, answer questions, monitor comprehension, summarise text, use text structure, use graphic and semantic organisers.

Writing: content area teachers should teach the steps of the writing process: planning, drafting, revising, editing. (Torgesen, 2007 also supports the importance of writing in the reading process).

Also on p. 528: **decoding** and **reading fluency** as the two basic reading components that are deficit areas for some readers. It describes each component, explained what good readers do, and the challenges facing struggling readers.

Decoding or word identification: decoding is “reading”/ being able to match sound to print and sort words form groups of letters. It involves phonemic awareness and phonics. 10% of adolescent readers struggles with decoding. Needs intensive, explicit etc etc interventions.

Fluency: Practice (frequent & regular) is essential to promote fluid, accurate text reading. Provide models of reading fluency by reading aloud to students, engage students in repeated oral reading of texts, guided oral reading and partner reading.

p. 527: a combination of word analysis and reading comprehension skills taught by a skilled reading teacher and reinforcement and elaboration of these skills by content area teachers is the best way to improve adolescent literacy (Torgesen, 2004)

Professional development:

Carnegie Council on Advancing Adolescent Literacy (2010): recommended as a bare minimum that all middle and high school teachers should have a working knowledge of:

- *How literacy demands change with age & grade.
- *How students vary in literacy strength and needs.
- *How texts in a given content area raise specific literacy challenges.
- *How to recognise and address literacy difficulties.
- *How to adapt and develop teaching skills over time.

534.....> planning interventions at school, district and state level (U.S.)

Chapter 18. Learning strategies and study skills: SkORE system:

Often the students who get the highest marks are not the smartest in the class. They have learned ways to maximise their effort and to ward off problems. They need the training of specially trained instructors. [See p. 726 Appendix B at the end of the book. For teacher training courses.](#)