Supporting Co-Morbidities of SpLD in the Classroom

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DAS International

EMPOWERING SUCCESSFUL LEARNING

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What is SpLD?

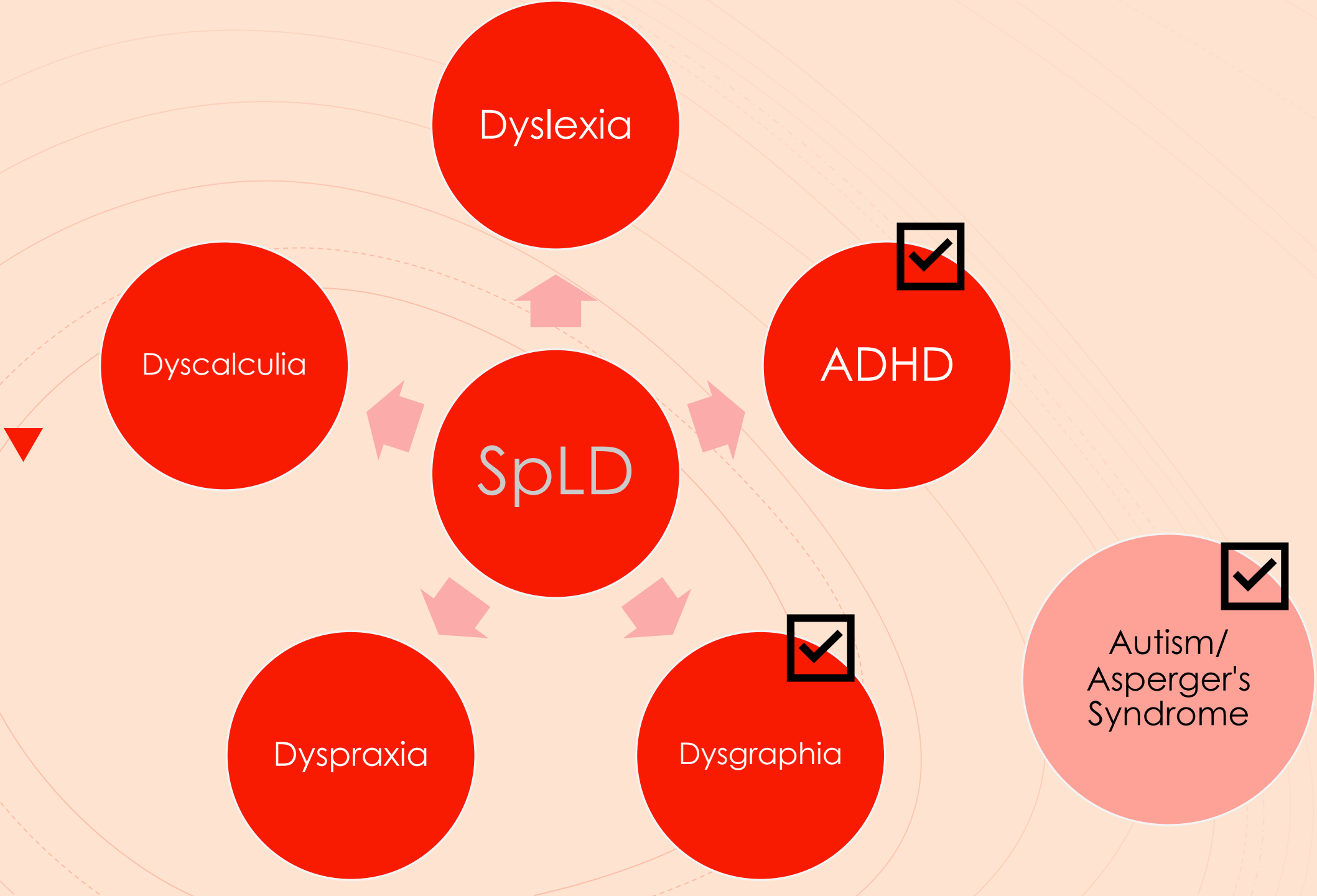
Specific Learning Difficulties

Specific Learning Difficulties (SpLD)

- Differences or difficulties with aspects of learning
- Affects learning: Processing of information, ability with spoken or written language, arithmetic ability
- Affects the physical: Organisation of movements, gross and fine motor

For people with SpLDs, the learning journey can be a lot harder and require much more effort.

SpLDs are independent of intellectual ability, socioeconomic background or language background


Dyslexia
Dyscalculia
ADHD
SpLD
Dyspraxia
Dysgraphia
Autism/
Asperger's
Syndrome

Dyslexia

Dyslexia

- Deficits in the phonological component of language (representation of speech sounds)

- Difficulties in accurate and/or fluent word recognition, reading comprehension, writing, and spelling
- Need extra effort in reading a word

- Can cause attention, behavioural or emotional problems (Rutter and Maughan, 2005)
- Frustration, agitation, acting out avoidance, and withdrawal from learning tasks (Fleming et al., 2004, Kellam et al., 1998, Walker et al., 1995)

Spell:

theme
My cute (puppy) puppey
Ni a (gym) jim (pod) pote
refuse
~~holeding~~ coding a ~~ro~~ rodot

(b) robot

Dictation: [9] **Sight Word:** [ ]

The (dry) bry and (slimly) slimmy frog (hopped) hop into the (tub) tude.
The dry and slimy frog hopped into the tub.

Intervention for Dyslexia

Intervention for Dyslexia

OG Principles

- Tailored
- 6 Principles

Dyslexia-friendly classroom

- Colours
- Font

- Orton Gillingham (OG) principles
- Tailored lessons that are:
  - ✓structured,
  - ✓sequential & cumulative,
  - ✓multi-sensory,
  - ✓diagnostic & prescriptive,
  - ✓cognitive, and
  - ✓emotionally sound

Intervention for Dyslexia

Intervention for Dyslexia

Dyslexia-friendly Classroom: Colours

- Worksheets, computer screen
- Buff, cream or pastel colours
- Highlighters to emphasize keywords
- Different colour whiteboard markers

Intervention for Dyslexia

Dyslexia-friendly classroom: Fonts

This typed in Comic Sans.

This typed in Arial.

This typed in Tahoma.

This typed in Verdana.

This typed in Century Gothic.

Times New Roman can be hard to read.

Jokerman can be hard to read.

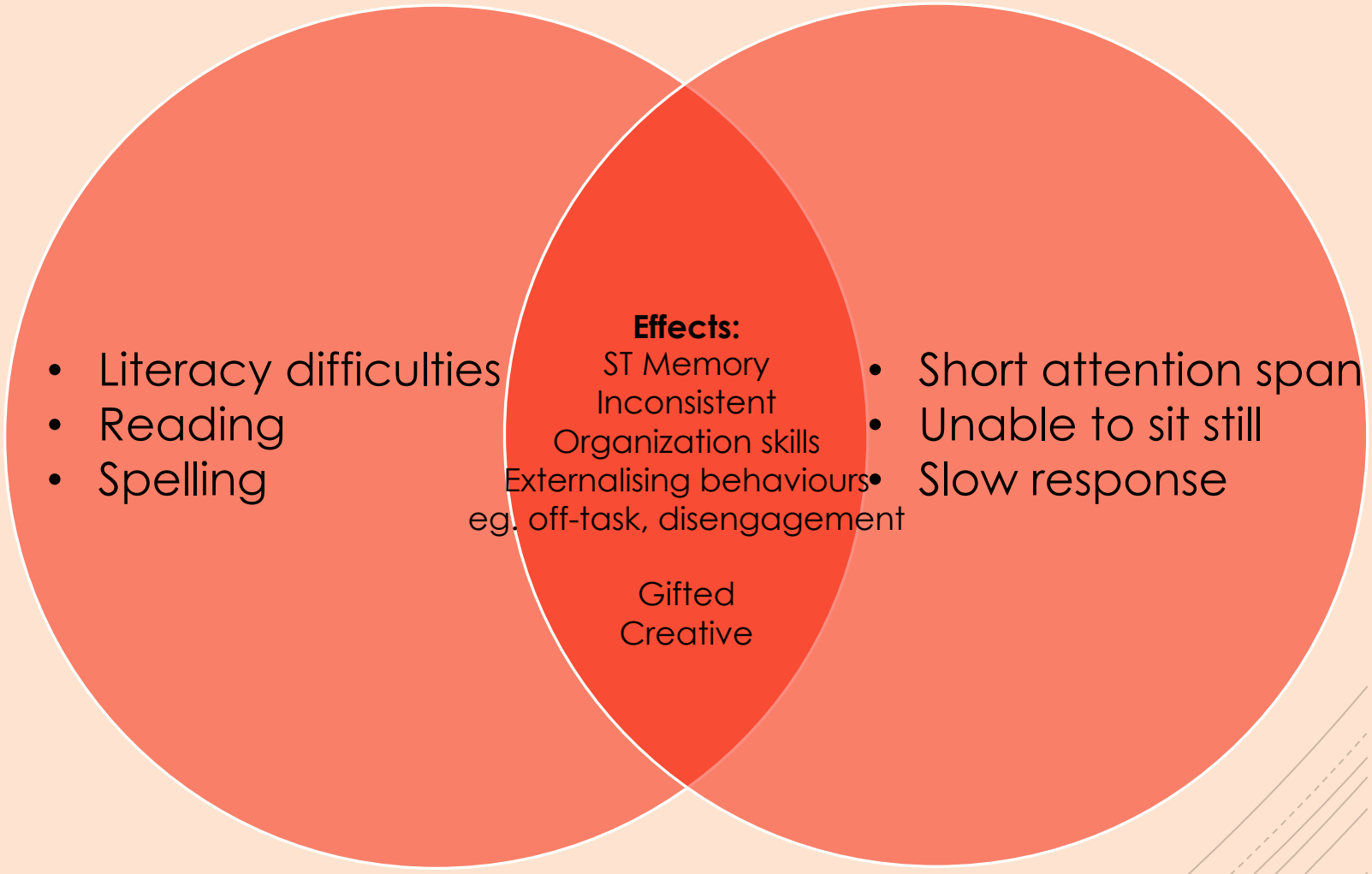
Monotype Corsiva can be hard to read.

Prevalence of Co-Morbidities with Dyslexia

Dyslexia + Attention Deficit Hyperactivity Disorder (ADHD)

Co-Morbidity	What is it	Symptoms	Prevalence with Dyslexia
ADHD	• Inattentiveness • Hyperactivity & impulsiveness • Combined	• Short attention span • Slow processing or response time • Forgets easily • Prefers to move/ walk around • Unable to focus and finish tasks • Difficulty with carrying out instructions	53-72% (Cheung et al., 2012)

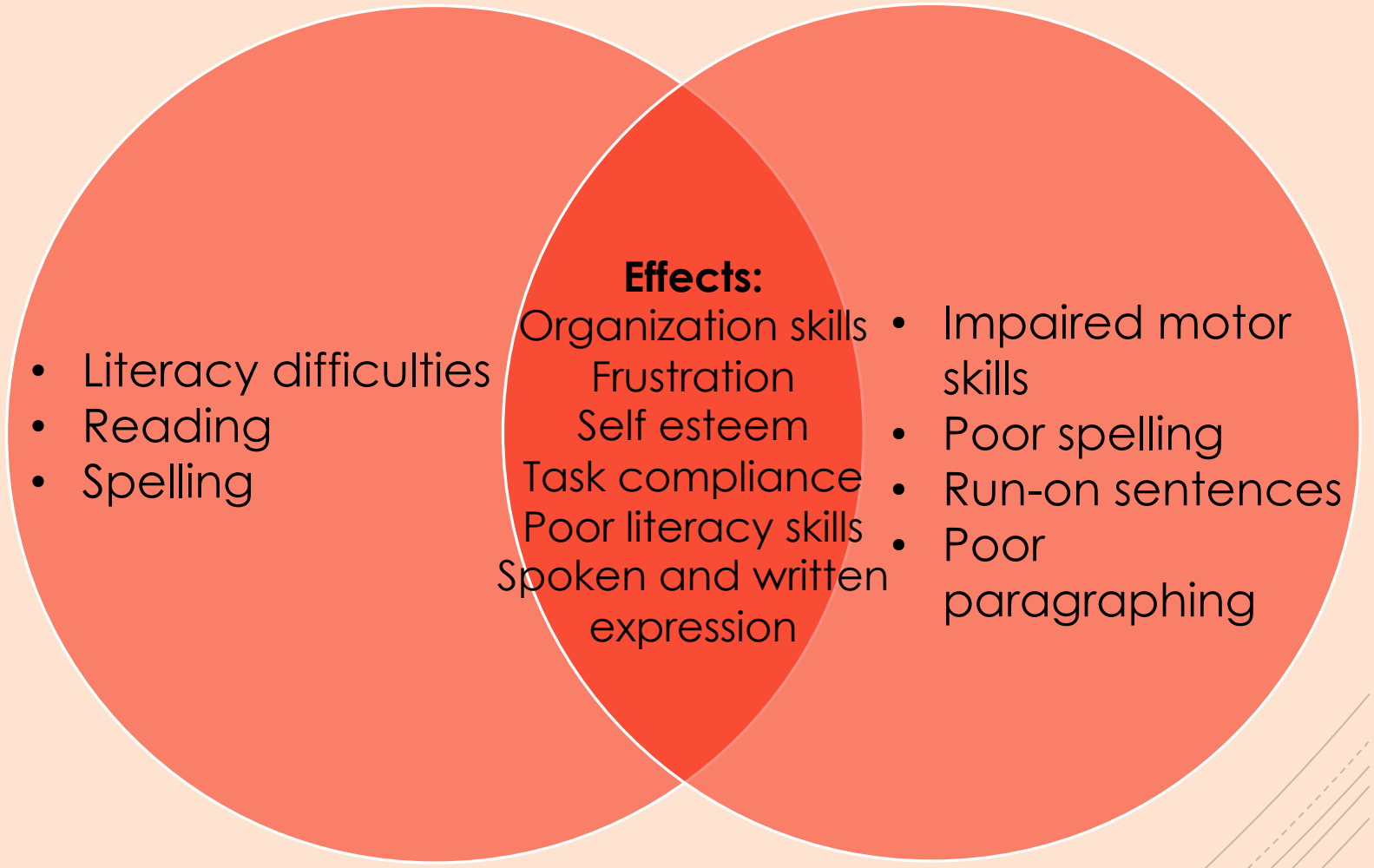
Dyslexia + ADHD



Dyslexia + Dysgraphia

Co-Morbidity	What is it	Symptoms	Prevalence with Dyslexia
Dysgraphia	• Difficulties in the acquisition of writing skills • Affects both information and motor processing • Impaired ability to organise and express thoughts	• Messy handwriting, problems with pencil grip • Slow and effortful writing • Writing performance below peer level • Poor spelling and grammar, run on sentences, lack of paragraphs	No accurate number found

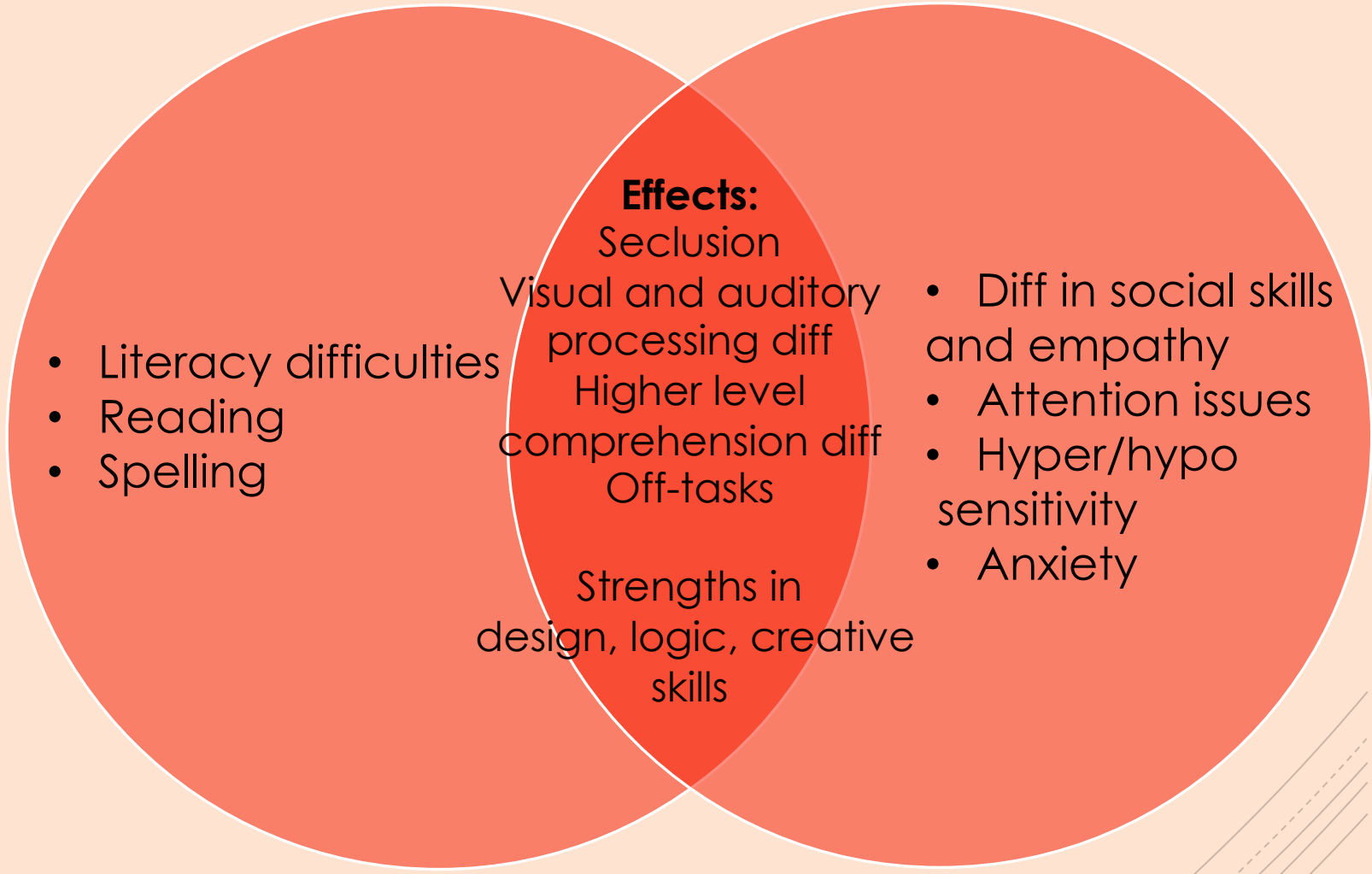
Dyslexia + Dysgraphia



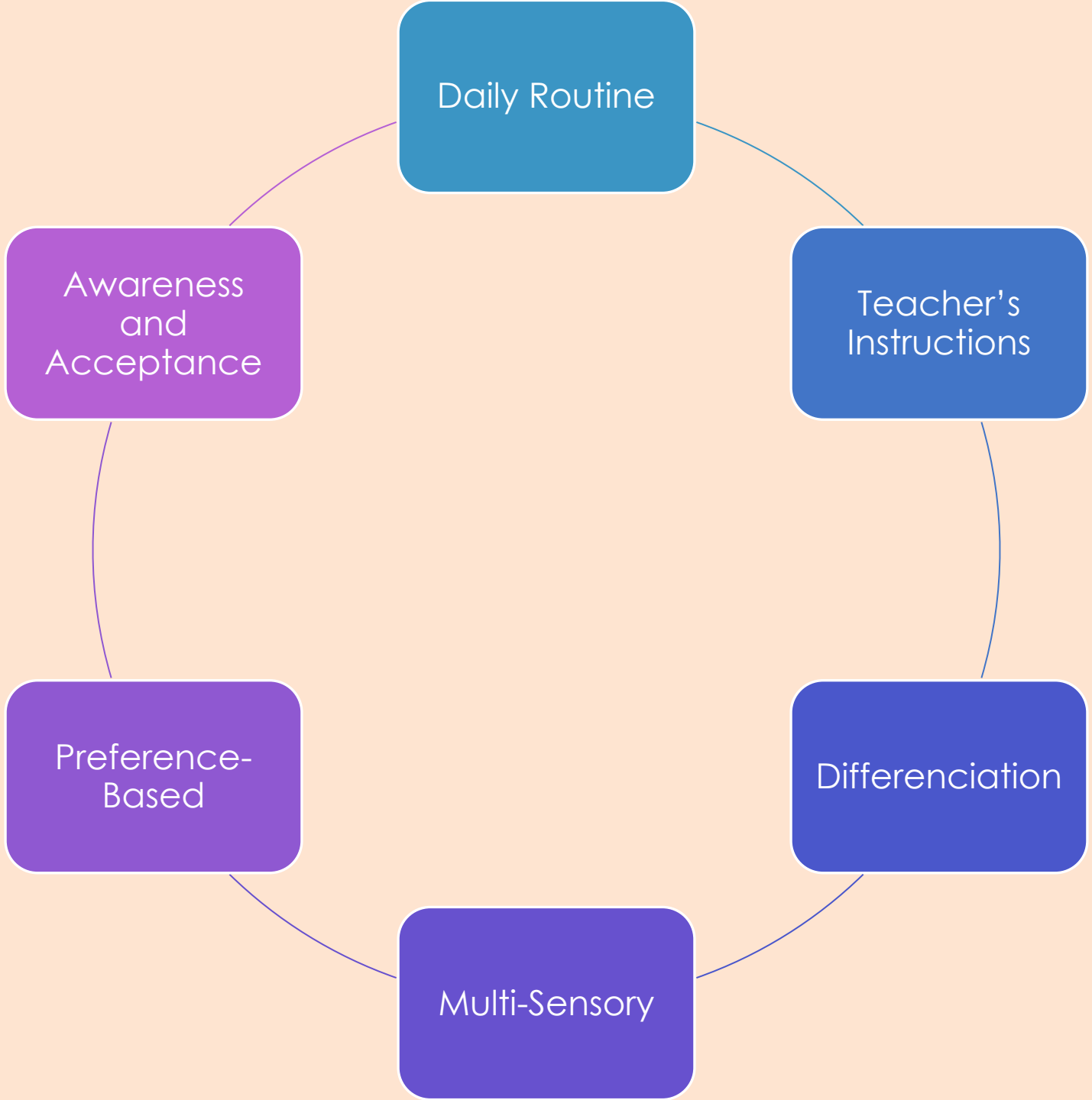
Dyslexia + Autism/Asperger's Syndrome

Co-Morbidity	What is it	Symptoms	Prevalence with Dyslexia
Autism / Asperger's Syndrome (AS)	• Deficits in cognition • Abnormalities in social interaction and communication	• Problems with feelings/emotions • Problems with empathy • Difficult to read contextual clues and implied meaning • Difficulty with attention • Problems with imitation • May communicate with less expression • High levels of anxiety → meltdowns	14% (Hofvander et al., 2009)

Dyslexia + Autism / AS



Strategies on Supporting Co-Morbidities


Daily Routine
Teacher's Instructions
Differenciation
Multi-Sensory
Preference-Based
Awareness and Acceptance

Daily Routine

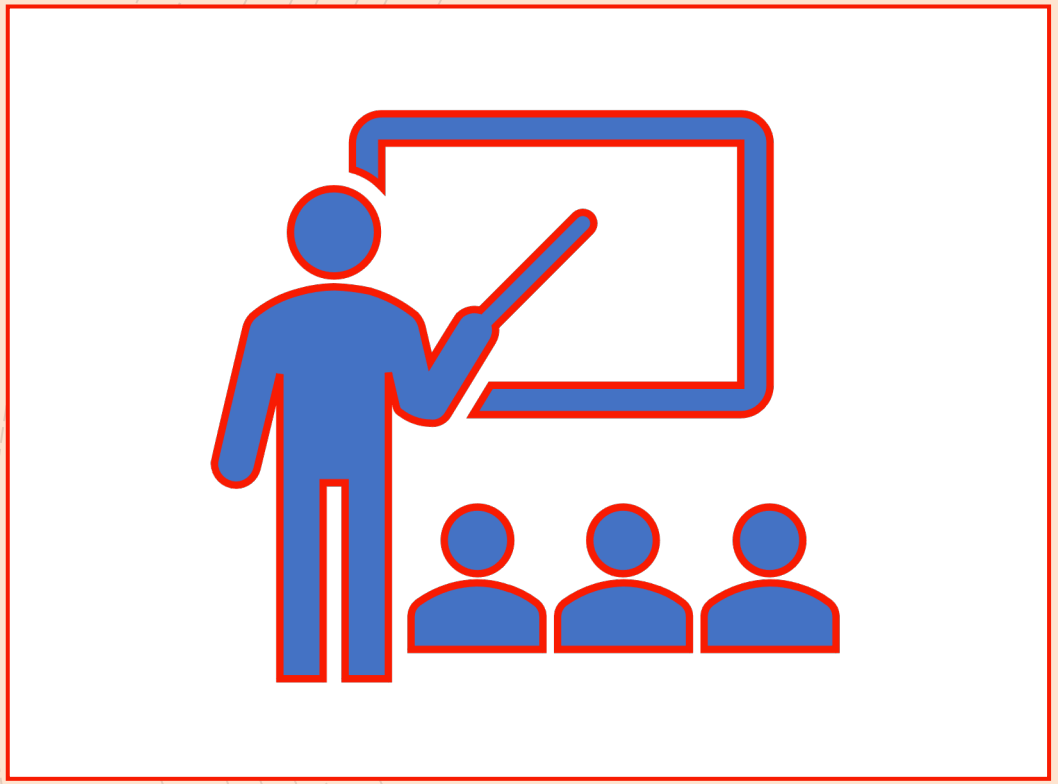
Agenda for the day gives students a head's up

Checklist

Plan the structure of the lesson

Include as many breaks as needed

Teacher's Instructions



- Short and clear
- 1-2 steps
- Repeat instructions if needed

Differentiation

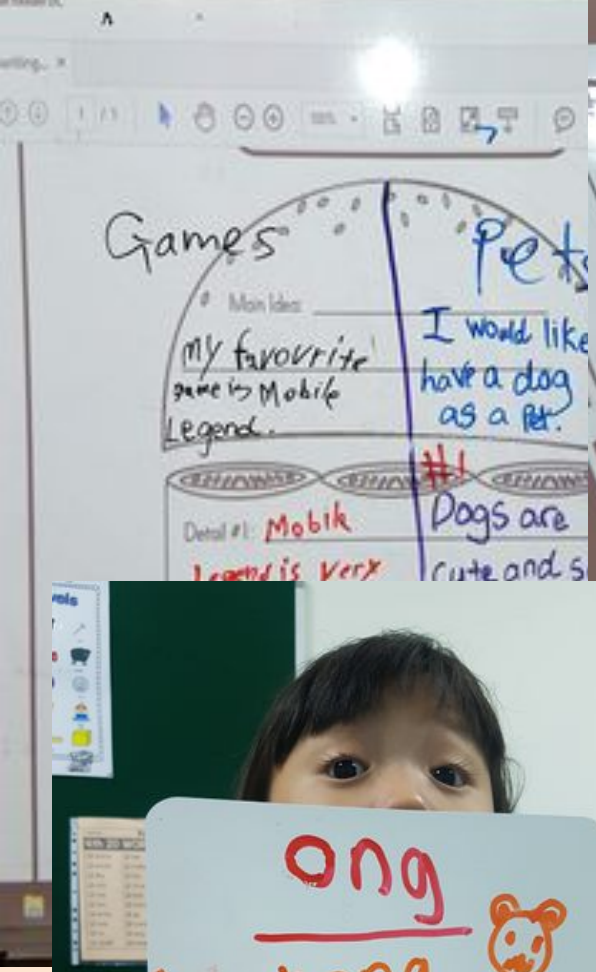
Level of difficulty

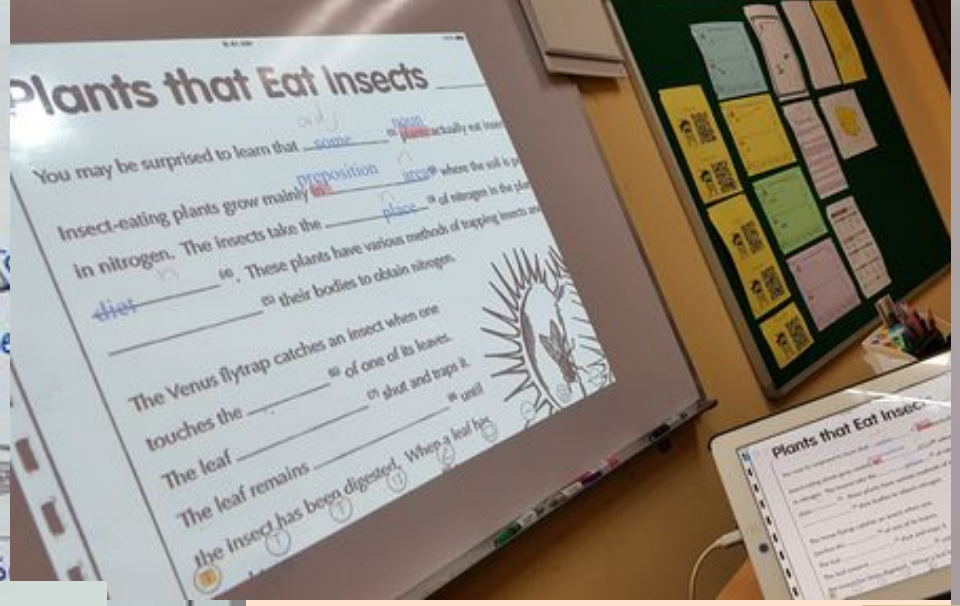
Amount of work

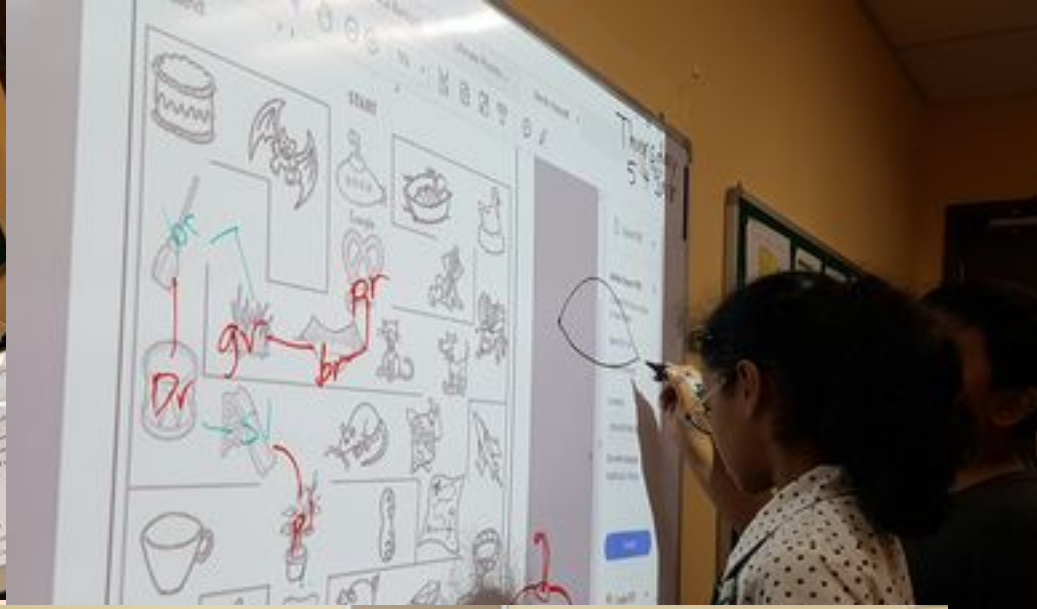
Tools/medium: whiteboard, technology, verbal, pencil grip

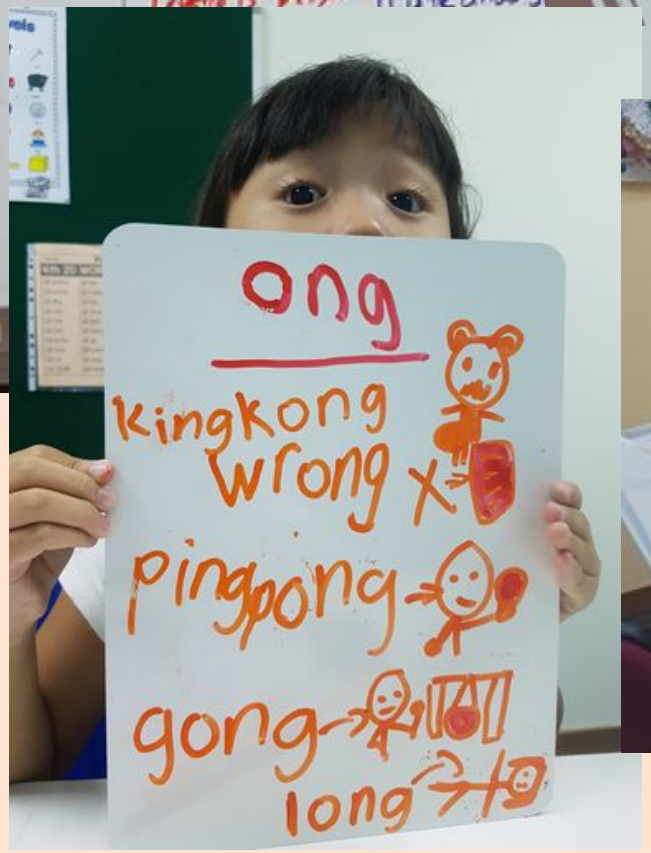
Time

Environment


Games
Pets
Main Idea:
my favourite game is Mobile Legend.
I would like have a dog as a pet.
Detail #1: Mobile
Dogs are cute and s


Plants that Eat Insects
You may be surprised to learn that
Insect-eating plants grow mainly
in nitrogen. The insects take the
These plants have various methods of trapping insects
their bodies to obtain nitrogen.
The Venus flytrap catches an insect when one
touches the
of one of its leaves.
The leaf
shut and traps it.
The leaf remains
until
the insect has been digested. When a leaf has
Plants that Eat Insec

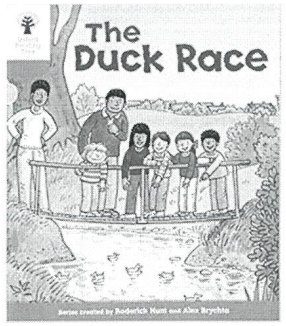



ong
kingkong
wrong
pingpong
gong
long

tasting

Thursday

The Duck Race



Answer the following questions.

answered verbally.

1. The duck race was _____'s idea.

2. Who began the race?

_____

3. Where did they have the race?

_____

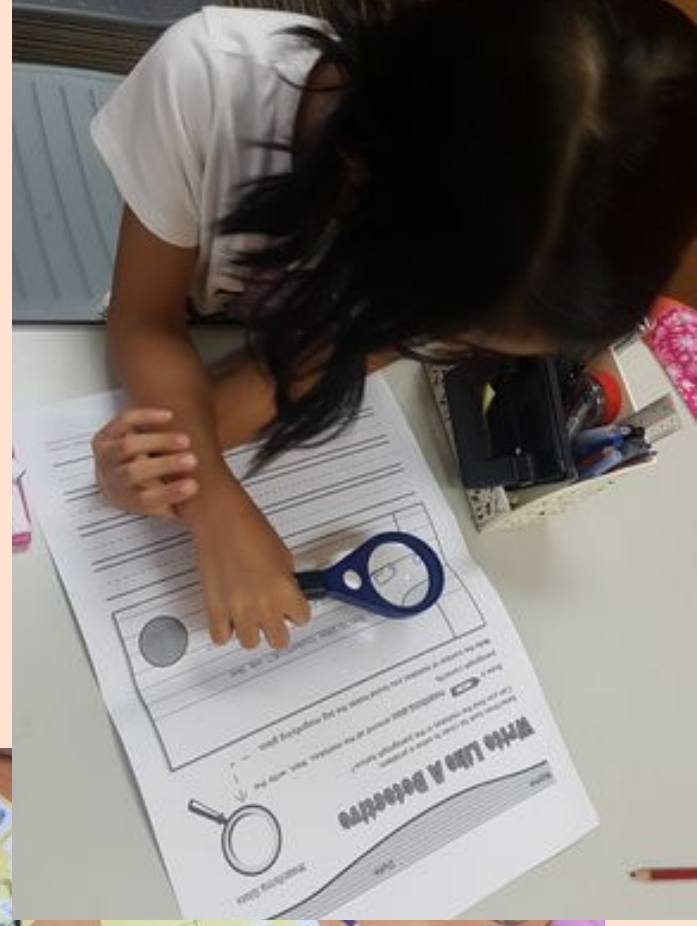
4. What happened to Biff's duck?
   - **a.** Stuck in the reeds.
   - **b.** Sank.
   - **c.** Stuck on a log.
   - **d.** Stuck in the weeds.

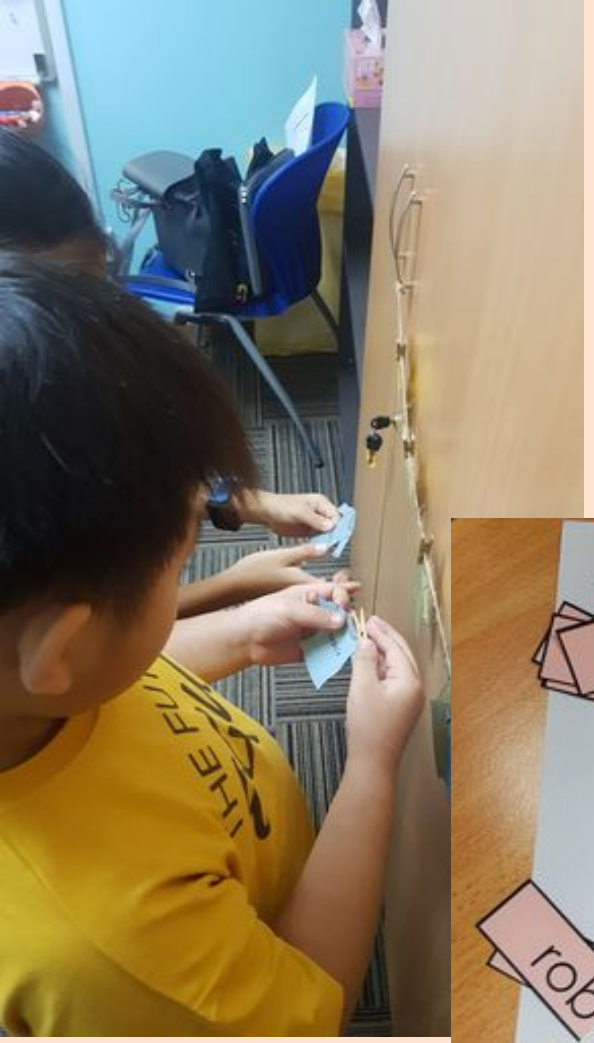
Look for words ending with -ck and write them below.

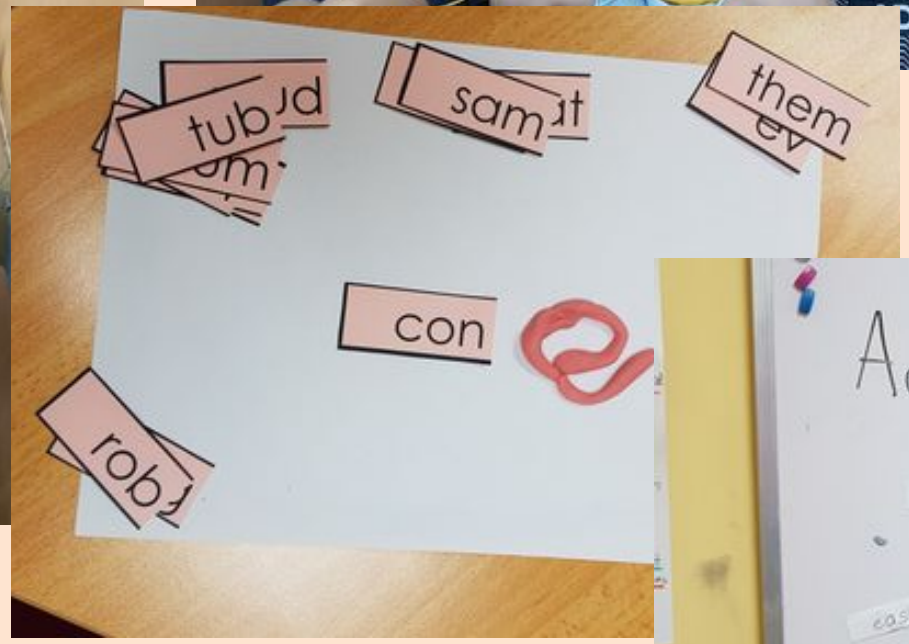
duck	truck	neck
STUCK		

Multi-Sensory

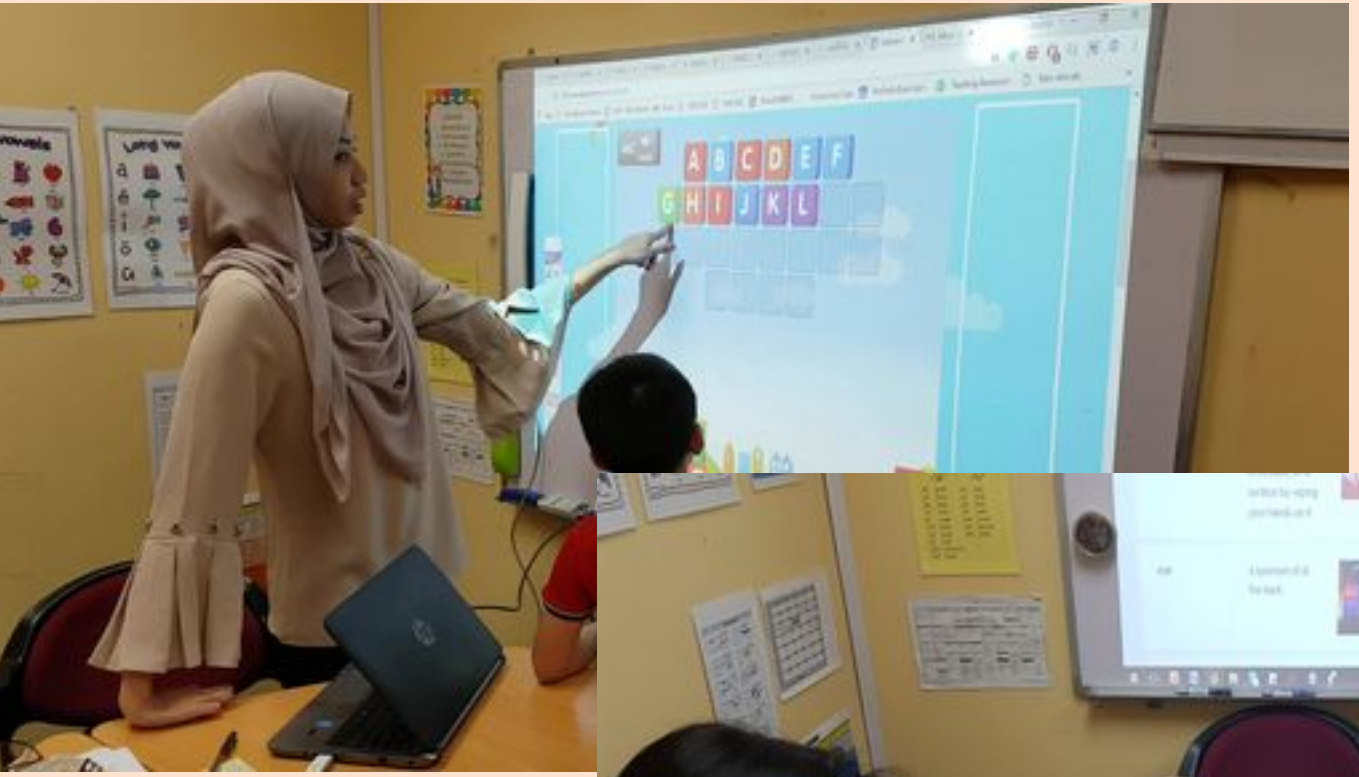
- Movement
- Manipulatives
- Visual Aids
- Games
- Technology






tub
sam
them
con
rob

Adjective
Verb
Saturday
Adverb (ly)
quiet
five
easy
fabulous


A B C D E F
G H I J K L

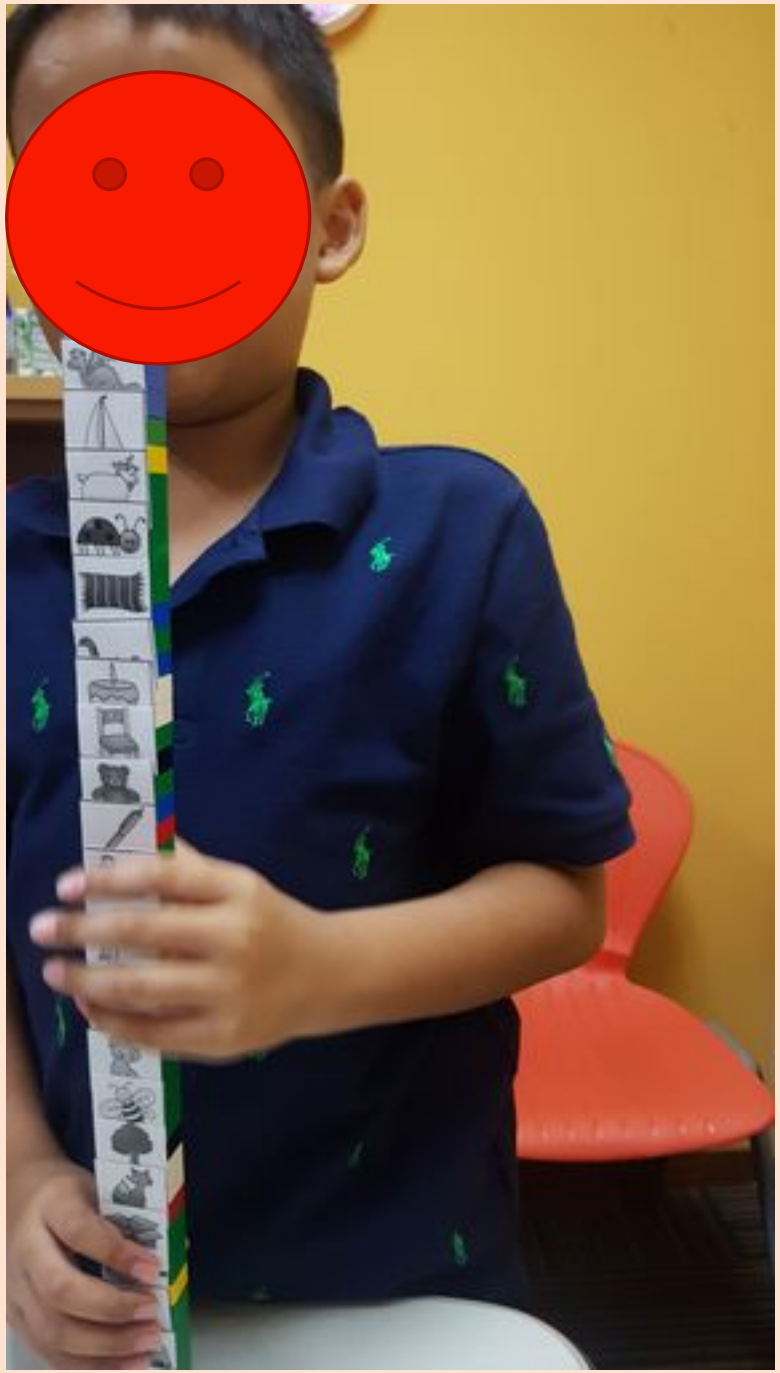
Preference-Based Approach

Learning Styles: Visual, Auditory, Kinaesthetic

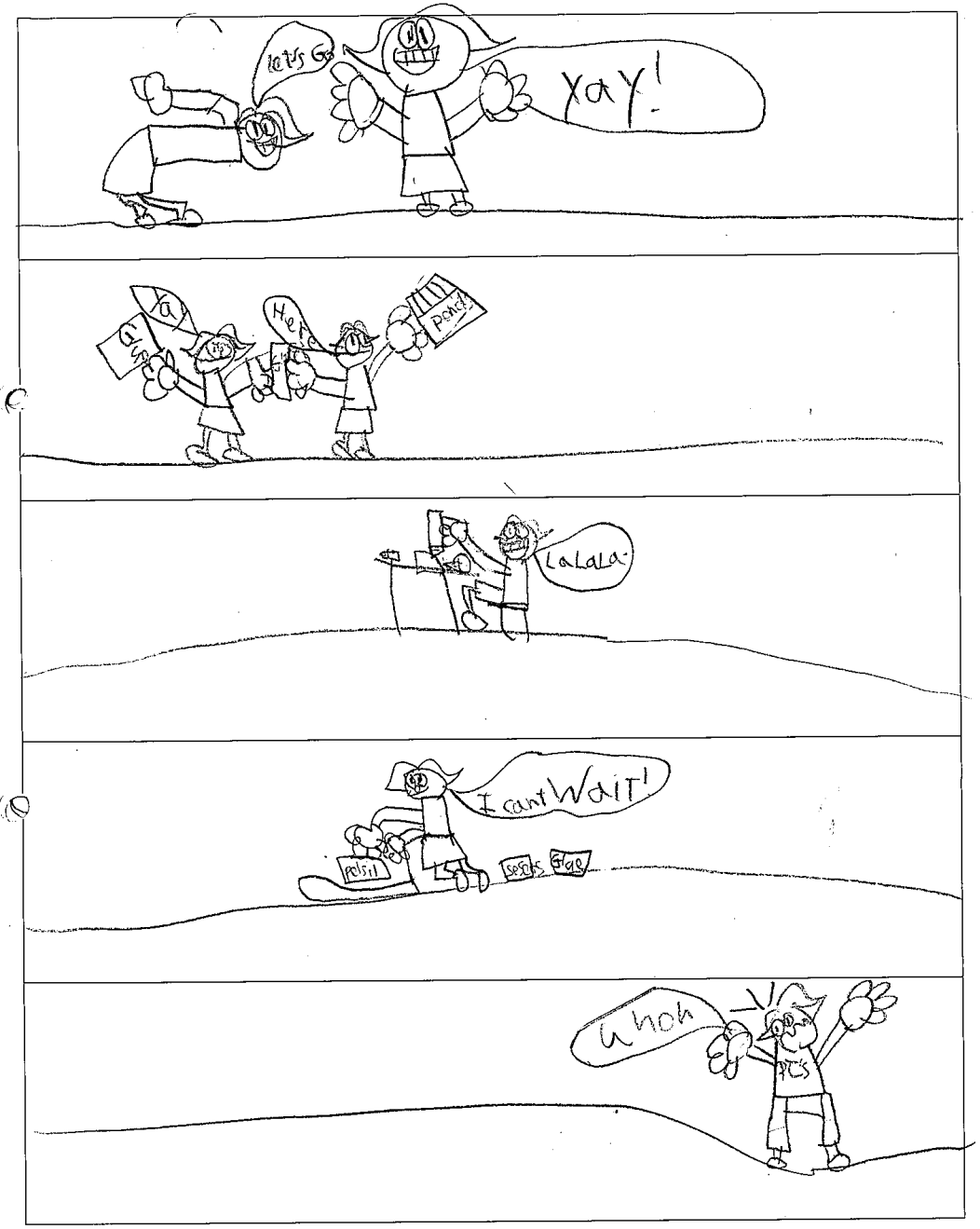
Hobbies, likes

Rapport-building

Rewards



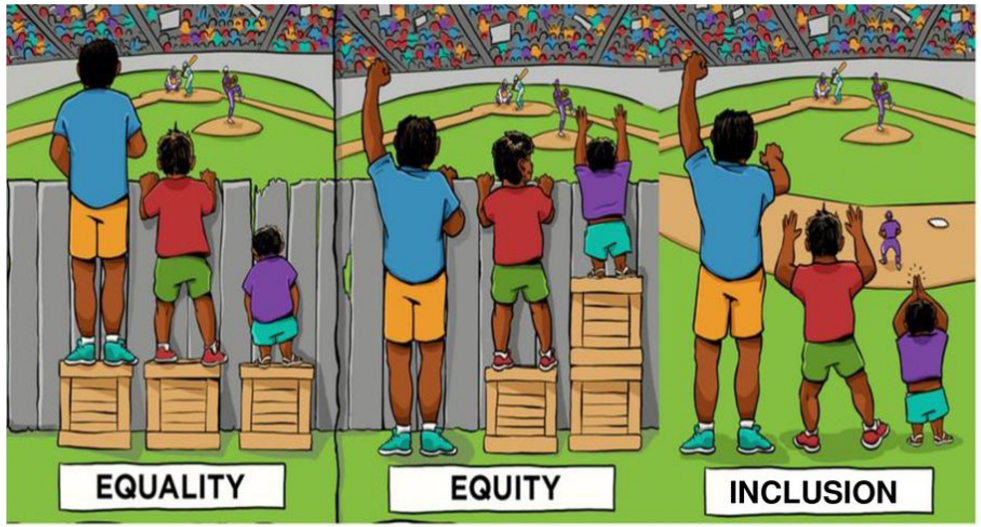
Draw the picture as you listen to the story.



TERM 4 2018

WINNER
TEAM WATER

Awareness and Acceptance



- Teachers are educated and trained
- Peers are educated
- Cultivate empathy
- Promote inclusion

Readings

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Thank you!