

## **Teacher Training Course in Specific Learning Difficulties**

The 4 day course with Dr Daryl Greaves and Michelle Hutchison

- **Deeply understand Specific Learning Difficulties**
- **Interpret tests such as the WISC**
- **Examine auditory, visual and phonological difficulties**
- **Learn practical and effective teaching techniques**
- **Discover helpful compensation strategies**

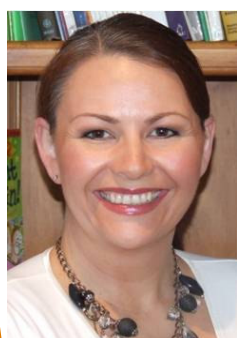
### **This course will help you**

This is the most comprehensive 4 day teacher training course in learning difficulties. In this course you will become skilled in testing, understanding, and practical teaching strategies to help primary and secondary students who are experiencing learning difficulties. This unique course is presented by two award winning lecturers who specialise in this field.



### **Who should attend?**

The 4 day learning difficulties teacher training course is ideal for all primary and secondary classroom teachers, special education coordinators, reading recovery teachers, literacy coordinators, student wellbeing coordinators, tutors, speech therapists, psychologists and even very keen parents!



### **Course overview**

Participants develop advanced skills in testing and interpreting test results. We examine the WISC as a diagnostic tool and build on this knowledge with teacher friendly tests. Underlying cognitive deficits and associated conditions are studied and explained. You will benefit from practical and effective teaching techniques and compensation strategies, including how technology can help. Brain scans from dyslexia interventions are presented and interventions critically examined in the light of our knowledge of the critical role of phonological processing.

## Teacher Training Course in Specific Learning Difficulties

### Outline of Content

Part 1 (Days 1 and 2) presented by Daryl Greaves

#### Definition of Specific Learning Difficulties

- Rose Report Definition (June 2009)
- Testing and Evaluation for Specific Learning Difficulties (International Dyslexia Assoc)
- The experience of Specific Learning Difficulties
  - (View Richard Lavoie video, *How Difficult Can This Be*)
- Screening tests for Specific Learning Difficulties—student and adult (British Dyslexia Association)

#### Diagnosing Specific Learning Difficulties

- The key role of discrepancies
- Calculating student's ages for standardized tests
- Understanding the mean and its central role for diagnosis
- Interpretation of a single score through an understanding the normal distribution curve
  - Percentile scores
  - Stanines
  - Standard deviation scores
  - IQ scores
  - Error variance
- Introduction to the WISC test as a diagnostic tool
  - Examination of subtests
  - Types of composite score profiles as starting points for diagnosis of different types of Specific Learning Difficulties
  - Case study showing the use of WISC scores to start a diagnosis of Specific Learning Difficulties (dyslexia) and the types of additional confirmatory evidence required to complete a diagnosis
- Cognitive Processes Underpinning Dyslexia
  - Phonemic Awareness and Phonics
  - Video of MRI scans for left temporoparietal functioning
  - Summary of and discussion of research article Simos, P. G., Fletcher, J. M., Bergman, E., Breier, J. I., Foorman, B. R., Castillo, E. M., et al. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58(8), 1203-1213.
  - Phonological Awareness hand out for parents by Love and Reilly
  - Different types of RAN tests
  - Rapid Automatic Naming and the double deficit
  - The role of RAN in fluent reading—accuracy, rate, and prosody
  - The Ramus model of dyslexia showing the relationships between phonological processes (including RAN, STAM) auditory processing, cerebellum processing and visual processing. Ramus, F., Rosen, S., Dakin, S. C., Day, B. L., Castellote, J. M., White, S., et al. (2003). Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults. *Brain*, 126, 841-865.

- Assessing the cognitive processes underpinning dyslexia
  - Sutherland Phonological Awareness Test
    - View Video demonstrating its use and practice the use of the test and the use tables in SPAT manual to interpret results
  - Practice using the PhAB RAN test
    - use and interpret the RAN test–Using the tables from the manual
- The Role of Vocabulary knowledge in reading
- The Role of Comprehension in reading

### **Diagnostic Tests for Teachers**

- Examination of
  - Burt Reading test
  - Waddington Spelling Test
  - South Australian Spelling Test
  - Neale Analysis of Reading Abilities
    - examination of the Neale Reader with parallel tests,
    - practice in giving the test,
    - scoring the test
  - The York Adult Assessment –examination of construction and the nature of the subtests as model for teachers to select their own tests for using in their own practice.
- Discussion and Summary of the research article *Cognitive assessment of dyslexic students in higher education*, British Journal of Educational Psychology (72)119-133. The aim of this discussion is to guide the teachers in their choice of appropriate tests to use when diagnosing dyslexia.

### **Associated Conditions and Criteria needed before referring on to another professional**

Information is provided on each of the following conditions. Checklists for each of the following conditions are provided for the teachers to use to help inform a decision as to whether there is a need to refer on to another appropriate professional. The relationship of some of these conditions to some WISC sub-tests, and to different patterns of composite scores is discussed

- Vision acuity and visual processing
  - Saccades, tracking, convergence, scotopic sensitivity, etc. Reference *The biology of reading difficulties* from the Tintavision web site
- Working memory:
  - including a chapter from Gathercole, S.E. & Alloway, T.P. (2008). *Working memory and learning: A practical guide for teachers*. London: Sage.
- Expressive and receptive language disorders
  - including the Language for Learning Checklists both primary and secondary produced by the Language for Learning Special Interest group
  - Examination of the subtests in the Clinical Evaluation of Language Fundamentals (CELF -4) Screening Test for teacher use
- Asperger's Syndrome
  - Relationship to non-verbal learning disorder
  - Tony Attwood's scale, and part of his first chapter on diagnosis of Asperger's

- Auditory Processing
  - Checklist
  - Chapter on diagnosis from Bellis, T. J. (2002). *When the Brain can't hear: Unravelling the mystery of Auditory Processing Disorder*. Farmington Hills, Michigan: Gale Group.
- Motor Dyspraxia
  - Check lists for the different types
- Attention Deficit Hyperactivity Disorder
  - DSM –IV checklists
  - Strategies to manage
  - Chapter from Hallowell, E., & Ratey, J. (2005). *Delivered from distraction*. New York: Ballantine Books.

Part 2 (Days 3 and 4) presented by Michelle Hutchison

### **Dyslexia: Drowning in a sea of letters**

- Reflection “Power of Dyslexia”. A listing of successful dyslexics in recent times.
  - Discussion and reflection
- Michelle Hutchison’s personal experiences at school
  - Well meaning teachers with doubtful techniques
  - The issue of motivation
  - “Shame” video from Children of the Code
  - Lowering anxiety - Four easy strategies to take back to school and share with classroom and subject teachers
  - Social and emotional problems related to Dyslexia article from IDA
  - Journal article: Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): what have we learned in the past four decades? *Journal of Child Psychology & Psychiatry*, 45(1), 2.
- Classroom compensation strategies (building on the Ramus model) Ramus, F., Rosen, S., Dakin, S. C., Day, B. L., Castellote, J. M., White, S., et al. (2003). Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults. *Brain*, 126, 841-865.
  - Visual Processing: Vu Bar, Dyslexia Style Guide, visual tracking
  - Auditory Processing: Soundfield system, class placement
  - Motor planning: handwriting wedges
  - Phonological Processing – reading and writing: Dragon Naturally Speaking, Natural Reader text to speech, audio books

### **Overcoming Reading Difficulties**

- The components of reading
  - Alphabets: The use of letters in an alphabet to represent spoken words
  - Phonemic Awareness: Knowledge of speech sounds
  - Word Analysis (Phonics plus): Letter-sound knowledge
  - Fluency: Ability to read with speed and ease
  - Vocabulary: Knowledge of word meanings
  - Comprehension: Understanding a text, or “constructing meaning”

- Explicit teacher directed teaching of decoding
  - Word Level focus as a “self teaching” mechanism
  - Practise *The Point and Sound* word reading strategy
  - Sight words
  - Dual Route Theory of Reading
  - Coltheart, M. & Prior, M. (2006). Learning to Read in Australia. *Australian Journal of Learning Disabilities*. 11(4), 157-164.
- Reading Fluency Instruction
  - Instructions and implementation of NIM
- Developing Vocabulary
  - Teaching strategies demonstrated
- Teaching reading Comprehension
  - Instructions for RIDER, POSSE, 3-2-1 and RAFT strategies

### **Let’s get organised: Organisation and study strategies that help**

- The concept of time
  - Grids and timers
  - Telling the time and understanding the calendar
  - Gmail calendar for free sms reminders
- Organising thoughts
  - Sociograms
  - Writing templates
  - How to stay motivated and focused at school Michael Carr-Gregg
  - Fox, Janet. (2006). *Get organized without losing it*. Minneapolis, MN: Free Spirit Publishing
- How Teachers can help a disorganised student
  - 23 ideas are discussed and shared
  - “Get well enough organised” Chapter from Hallowell, E., & Ratey, J. (2005). *Delivered from distraction*. New York: Ballantine Books.
  - Tips for performance management
  - Memory strategies. Twine, S. (1989). *Home Team: A practical guide for parents working with school aged children*. Victoria Park, WA: Accord Publications.

### **Spelling and writing**

- Handwriting
  - The power of motor memory
  - Which handwriting font to use?
  - Handwriting Speed test yr 7-11 from PATOSS
- Spelling
  - An examination of wordlists for spelling
  - SMART spelling strategy
  - Demonstration of Wordshark software
  - Spelling activities including; sound boxes, spelling stickers and learning by analogy
  - Why do we use syllables?

- Writing
  - A free talking storybook maker
  - Strategies for reluctant writers
  - Oral cloze

### **Technology that helps!**

The following software is demonstrated in an interactive fashion. Participants are also informed of the SPELD computer committee's try before you buy sessions and other technology events.

- Clicker 5
- Penfriend
- Textease
  - Minton, P. (2009). Choosing Software for Dyslexic Students. *Australian Journal of Dyslexia and Learning Difficulties*.

### **Mathematic Difficulties**

- Direct Instruction in Maths
  - Farkota, R. (2007). *Elementary Maths Mastery*. McGraw-Hill.
- The language involved in maths
  - Vocabulary wheels for maths terminology
- Assessing Mathematics
  - Diagnostic Maths Test (DMT) Schleiger
  - Keymath
  - Progressive Achievement Test (PAT) Maths
  - 1 minute maths test Peter Westwood
- Timetables
  - Multiplication grids
- What is Dyscalculia?
- Day to Day Dyslexia in the Classroom "Numeracy" chapter. Pollock, J., & Waller, E. (1997). *Day to Day Dyslexia*. New York, USA: Routledge