



Welcome!
Please use the post it
to write any
questions you are
hoping to have
answered during
today's session

Include your email if you'd like me to
follow up if we don't get to your question
today.



AP



Steven Spielberg
Justin Timberlake
Tim Tebow
Anderson Cooper
And many others....



Specific Learning Disabilities

Definition

A specific learning disability is a neurodevelopmental disorder that negatively impacts one or more of the basic neurological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

SLDs can affect:

Reading (called dyslexia)

Writing (called dysgraphia)

Listening

Speaking

Reasoning

Math (called dyscalculia)

-
- After reading this definition, can you think of students you've worked with who displayed signs of a learning disability? How did the learning disability look for them?
 - Take 15 seconds of private think time and then introduce yourself and share your thoughts with a partner



Pick a student

Write down the name of a student you have on your mind today.

How would you describe this student?

What are their strengths?

What are their areas of need?



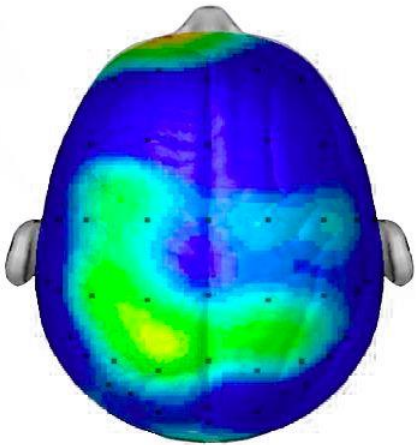


Get to know your students

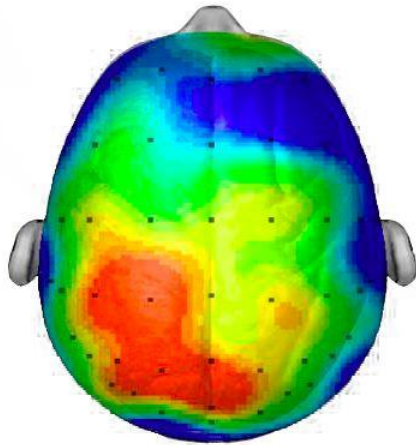
- Structure and relationships are the two pivotal factors in classroom management (Gately & Gately).
- Observe for, ask them and others (tutors, directors, siblings), what their strengths and needs are. Then, gear instruction toward learning strengths: visual, kinesthetic, auditory, etc.
- Find out which strategies work for them and which don't
- Talk to them about their lives, families, interests, friends, the best/worst/funniest part of the day, their teacher
- Tell them about your life and bring your true self
- Frame the work you're doing to include their interests:
 - Turn math problems into sports, fashion, or video game data
 - Bring in newspaper clippings, videos, or recommendations

Physical Space and Movement

Composite of 20 student brains taking the same test



After sitting quietly



After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

- Does the set up or arrangement of the desks support or hinder the learning environment your student needs?
- Are there opportunities for your student to stand, move around, or stretch?
 - *Exercise and movement bring oxygen to the brain*

Specific Praise and Compliments



- **Positive to negative comments should be in a 4:1 ratio** (Daniels)
- Start the day with a compliment
- Notice them doing what they should be!
 - We see when they're looking around the room after 5 minutes of reading, but did we see that they entered the room quietly, sat down and took their book out, and started on their own?

“Thank you for coming right to your seat.”

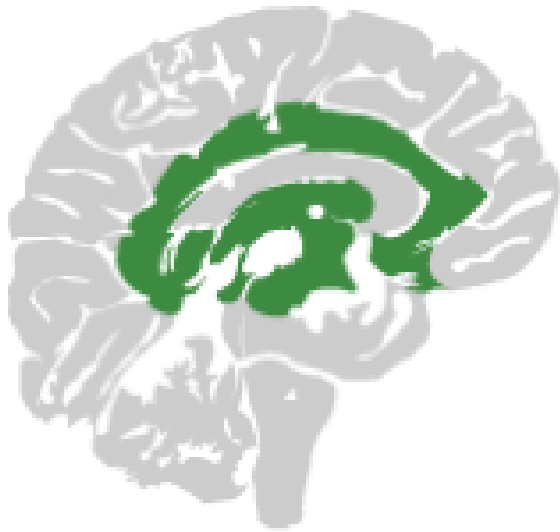
“I love how you're eyes are following along with the words while I'm reading.”

“Nice job persevering through that difficult problem”

Affect Counts

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Maintain eye contact
- Act excited and happy to spend time with your student
- Gesture and talk with your hands to help cement learning
- React with humor, neutrality, or positivity instead of annoyance- even when it's hard
- Use different accents and intonations when you're reading together
- Come up with little competitions (let's see who can finish this problem first, I'm also going to look for adjectives to see how many I can find...)
- Be silly (when interactions are stale or cold)

“Something really funny happened to me today. Can I tell you about it?”

“Let's have a staring contest.”

<http://readingandwritingproject.org/resources/units-of-study-implementation/units-of-study-classroom-videos#>



Choose Proactive Phrasing

Save time and get into the work by thinking about how you phrase questions and directives.

- I know last time we were working on your math packet. Let's see where you're up to!
- Please take your homework folder out
- Who should start reading, me or you?
- Do you want to read the instructions to yourself or together with me?
- Have books or assignments open/set up before student arrives

Working with more than 1 student:

- Assign specific, time-limited work to complete independently:

“Zeinab, please work on 2 problems and let me know when you finish”

“Jose, how much time do you need to work on that paragraph? Okay, I'm setting a timer for 6 minutes”

Let's Move

- Stand up!
- Find someone in the room that is at least 5 steps away from where you're sitting, and share 1 new piece of learning that you would like to try with the student you picked at the opening of the session



Dyslexia

- Dyslexia is the most common specific learning disability
- As many as 85% of students with learning disabilities have dyslexia alone or with other conditions
- 15% of students with dyslexia also have ADHD

Understood.org 2014

Dyslexia is a neurological learning disability, characterized by difficulties with **word recognition**, by **poor spelling**, and **limited decoding abilities**. These difficulties typically result from a deficit in the phonological component of language. Consequences may include **problems in reading comprehension** and **reduced reading experience** that can impede the growth of vocabulary and background knowledge.

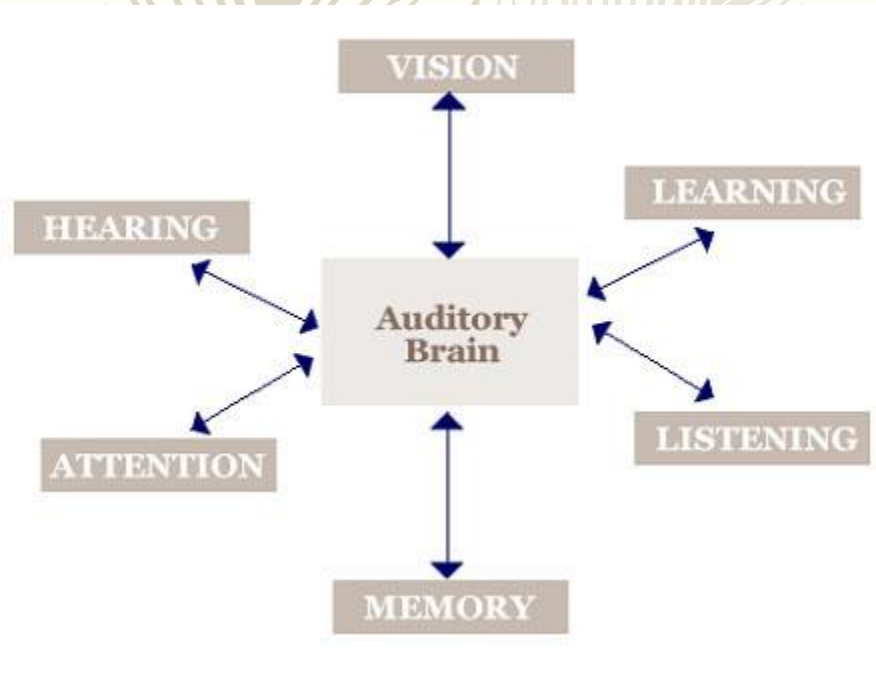
International Dyslexia Organization

What is it like to be dyslexic?

<https://www.youtube.com/watch?v=IEpBujdee8M&t=145s>



Auditory Processing Disorders



- A condition that makes it hard to process what the ear hears, such as recognizing subtle differences in the sounds that make up words
- Kids with APD may find it hard to locate where a sound is coming from or to understand what someone is saying, especially in noisy environments. APD can also impact skills like spelling and reading.
- Students misinterpret written text or verbal instructions/dialogue (could miss steps in a problem or make ‘silly’ mistakes)
- People can have both Dyslexia and APD concurrently

Dyslexia

- Struggles with reading
- Has trouble sounding out written words and memorizing [sight words](#)
- Has trouble with spelling, often leaving out letters, [reversing letters](#) or confusing the order of letters
- Avoids reading aloud
- Has trouble with rhyming
- May have an easier time understanding stories he hears than stories he reads

Auditory Processing Disorder

- Struggles to follow conversations and respond to spoken questions
- Asks speakers to repeat what they've said, or [frequently says "Huh?" or "What?"](#)
- May be very sensitive to noise and easily distracted by background noise
- Has trouble with rhyming
- May have an easier time understanding stories he reads than stories he hears
- May also have trouble with reading, spelling and following spoken instructions

Possible social and emotional impact	Dyslexia	Auditory Processing Disorder
	<p>Struggling with reading can affect kids' self-esteem. It can make them feel like they're falling short.</p> <p>Dyslexia can also make it hard to find the right word to say, which can make it hard to answer questions in a timely manner.</p>	<p>Kids with APD may focus so hard on trying to understand the words in conversations that they miss social cues, sarcasm and other forms of nonverbal conversation.</p> <p>Kids with APD may retreat in social situations because they have a hard time getting the joke, following the rules in games or keeping up with conversations.</p>

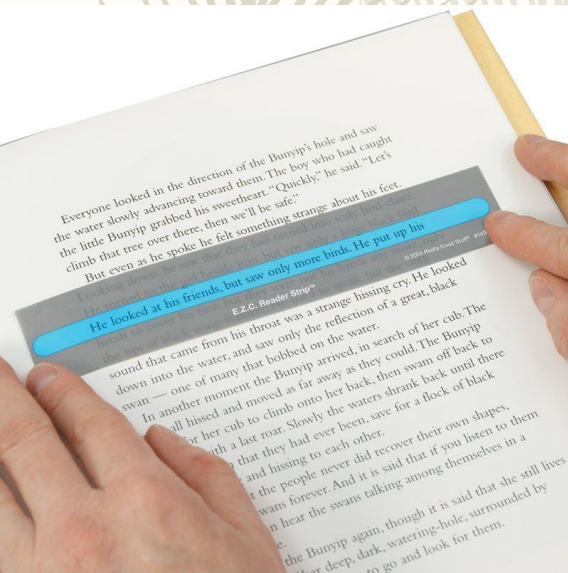
Applications for Tutoring kids with Dyslexia

When reading with children:

- Read aloud so they hear stories above their reading level for exposure to new words and ideas
- **Help them** identify the sounds in words and how the sounds connect to the letters and letter blends (au, bl, ou)
- Use a multi-sensory approach (include sounds that animals make, have them move to act out scene)
- Use colored reading strips or trace words for focus

Throughout session:

- Give them extra time for reading and writing
- Reduce note-taking, or guide them through it
- Do not focus on correcting spelling, instead, focus on content of what is written
- “10 Websites for helping kids with Dyslexia” Learningworksforkids.org



Applications for Tutoring kids with Auditory Processing Disorder

Phonological Loop:

See (eyes)

Say (mouth)

Hear (ear)

Orthographic Loop:

Hear (ear)

Write (hand)

Read (eyes)

- We know students with Processing Disorders have deficits in the phonological and/or orthographic loops. The way to strengthen the deficits is to practice using them back to back and over and over again.
- Tutor: say the word/phrase/instruction two times, Student: say it two times, then write it once
- Repeat instructions, questions, or comments without blaming student for not listening
- Have student repeat back what you have told them
- Give extra time- to think of answers, to write, to complete work
- Let students use **Text-to-speech** technology on their phones or computers. It allows kids to see text and hear it read aloud at the same time. As the text appears on the screen, it's spoken. (Definitions, historical events, processes)

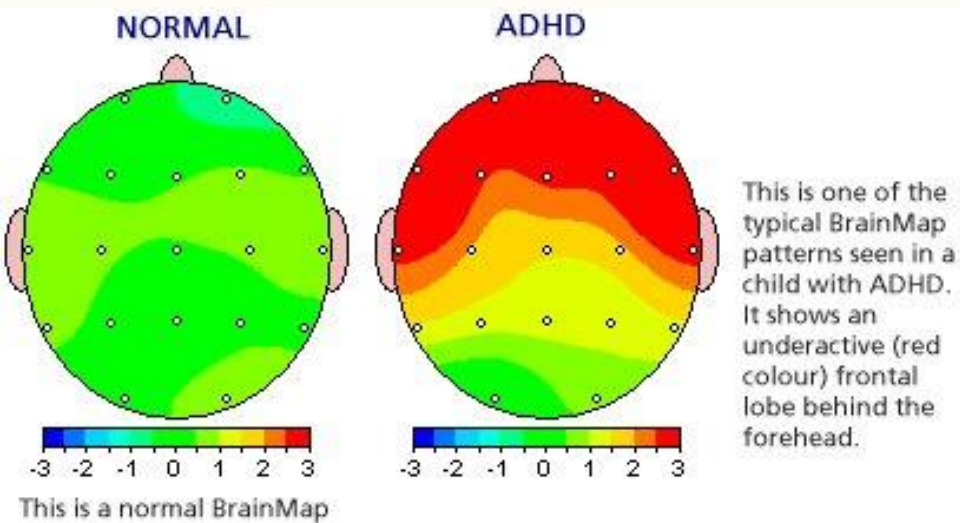
Pause and Reflect

Consider the student you are focusing on today. Take 2 minutes to reflect in writing on the following questions:

- Does the information on Dyslexia and Auditory Processing Disorder have any implications for your work with this student?
- What changes or additions might you include in your tutoring routine?



Attention Deficit Hyperactive Disorder



Signs & Symptoms:

- Hyperactivity ("on the go" or restless)
- Impulsivity (butts into conversations, acts without thinking)
- Inattention (off-task, distractible, trouble completing schoolwork)
- Hyperfocus (extreme focus for extended periods)

What is it?

ADHD is a neurodevelopmental disorder, which means there is **impairment of the growth and development of the brain** or central nervous system. The circuits related to motivation, attention, organization and reward are affected.

Applying the Tenets of Behavior Modification Therapy to Tutoring

- Increase positive interactions and use rewards to encourage good behaviors (free time on computer, play a game, etc)
- Make **clear** rules and **consistently** enforce them
- Increase **structure** (Tutoring will always look like...write schedule out)
- Give clear and appropriate commands (Please take out your homework)
- Use pre-corrects to set up for success

WHAT ADD IS ACTUALLY





Chunk the Work

- Let's make a schedule for the next 10 minutes
 - Write on a white board or sheet of paper
 - Read for 4 minutes
 - 1 minute break (talk about a high interest topic, get water, draw, doodle)
 - Read for 4 minutes
 - 1 minute break (talk to a friend, take a walk, choice)
- We're going to finish these 3 problems and then you'll have an opportunity to take a 2 minute break
- Use a timer
- Apps to check out: Epic Win, Task Timer, iReward, Evernote



Check in with your student

- Is there anything you'd like me to repeat?
- Should we review that again or are you ready to move on?
- *Can you tell me what we just learned in your own words?*
- Don't assume what will be easy or hard for them based on your own perception of the skill



Unwanted Behaviors

- Violation of rules and routines should be framed as the result of inadequate instruction (Darch & Kame'enui, 2004).
- **Selective Ignoring-** Once you have given a student instructions, do not nag them to do what you asked. Instead, ignore inappropriate or noncompliant behaviors-with neutrality- and direct your attention to another student in your group who is working hard. As soon as the student re-engages, give him positive praise.
- **Address directly-** “When we’re at tutoring, that kind of behavior is not appropriate. Let’s return to this page.”
- **Figure it out together-** “It seems you’re quite distracted. Is there a reason you don’t want to do this?” By letting the child explain what’s going on, you’re showing him how to advocate for his needs and you’re learning what the root of the problem is.
- **Try again-** We aren’t going to speak to each other like that. Instead, you can say, “Ms. Miller, this is hard and I need your help when you have a second.” Please try that.

Recap



Behavior Modification

Chunk the Work

Check ins

Unwanted Behaviors

- What are some of the techniques and strategies you can try with your easily distracted, hyper, or impulsive students?
 - 30 seconds of Private Think Time
 - 30 seconds to share with a partner

Best Practice Reading Strategies



- Read the paragraph aloud first. Then, read it together with the student. Then, have the student read it independently.
- In a small group, all read together.
- Reread paragraphs or pages (beginning level) several times so students can get cadence down and practice difficult words
- Give the context of the word while the student looks at the spelling
 - Butterfly – This is a beautiful creature that is first a caterpillar and then turns into this.
- Write down the phonetic spelling and/or a picture for high frequency words for students to refer to
- If there are 3 or more words on a page that a student cannot read independently, the text is too difficult unless you support by modelling the word

Writing Strategies

- Use visuals, like flow charts or mind maps when brainstorming; avoid correcting grammar/spelling during brainstorming and initial drafts

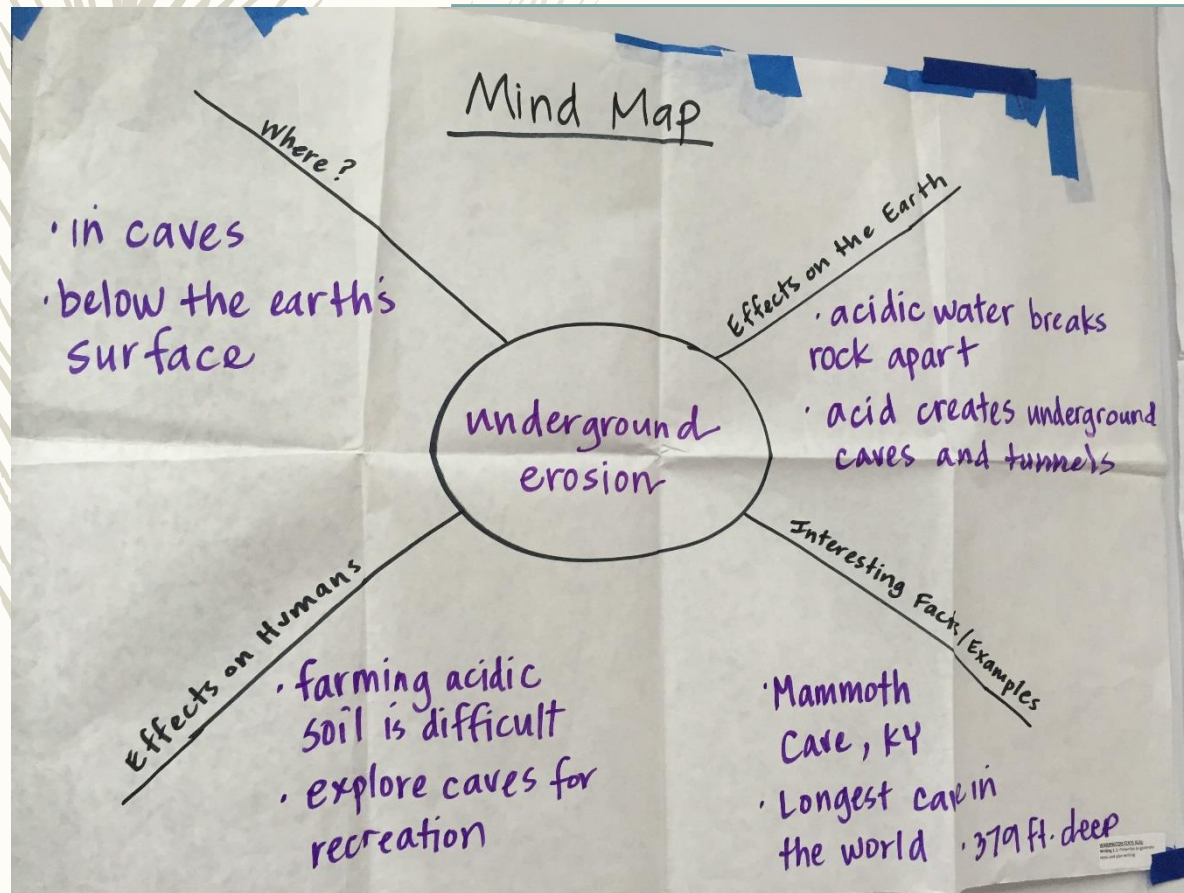
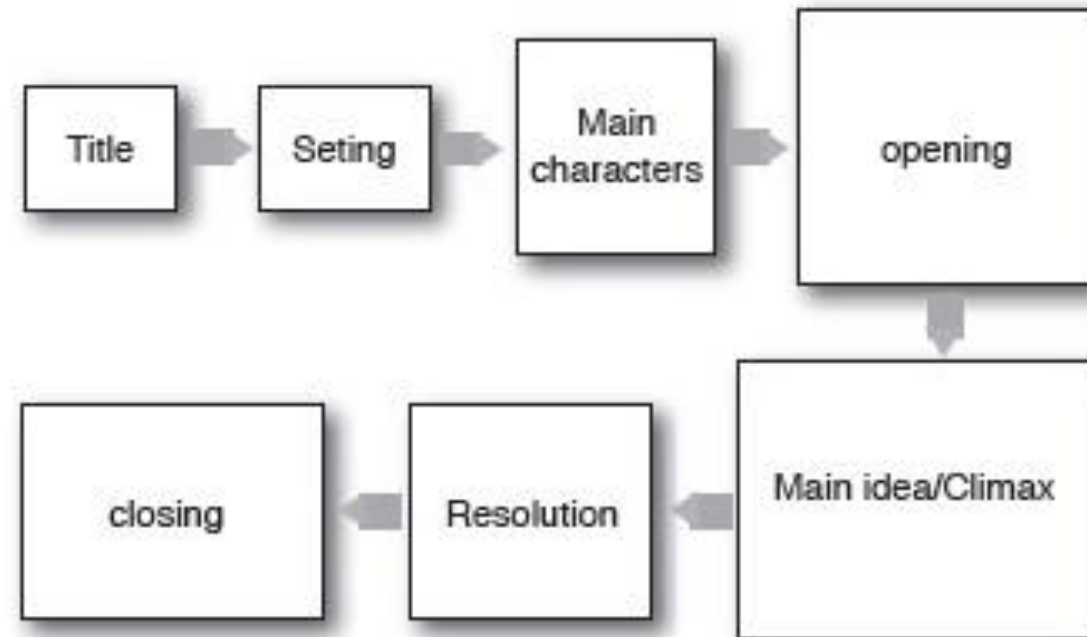


Figure 1. Flowchart sample



Sentence Frames and Visuals

Writing

- When a student cannot generate the information independently, support the process

In “What’s the name of the book?” The Magic Tree House

“And who are the characters?” Jack and Annie

“How were they feeling?” Excited!

Write for them: In The Magic Tree House, Jack and Annie were feeling excited because....

Speaking (write on a piece of paper or white board)

- I think what’s happening is....
- The way my teacher showed us was...
- I’m having trouble with...

Math Strategies

- Use colors Strategically and Write/Verbalize Steps

$$2x-3=11$$

$$+3 \quad +3$$

Step 1- get x by itself by performing the opposite operation on both sides

$$\underline{2x=14}$$

$$\underline{2} \quad \underline{2}$$

Step 2- separate the number from the x by dividing by the number on both sides

- Use manipulatives so kids can make sense of the problem
- Brain Research: Cross the midline of brain to access both hemispheres by using a whiteboard (or a larger piece of paper)

Big Takeaways

- Get to know your student and their particular needs, whether “diagnosed” or not
- Have fun with them and make tutoring a time they look forward to because of your interactions
- Be Proactive and Positive in your phrasing and reinforcements
- Provide more time for them to think and process information and support them with repetition, sentence frames, and visuals

A final
message

<https://www.youtube.com/watch?v=ITMLzXzgB>



Resources

Attention Deficit Hyperactivity Disorder. Seattle Children's Hospital. 4 Feb 2017. Web <http://www.seattlechildrens.org/medical-conditions/brain-nervous-system-mental-conditions/adhd/>

vitamonicadotcom

<http://www.simplypsychology.org/working%20memory.html>

<http://aubreydaniels.com/4-to-1-Ratio>

<http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/>

<https://udlhcpss.wordpress.com/brain-networks/brain-networks/affective-networkengagement/>

<http://www.sherifatonabanjo.com/mingle-and-network/>

<http://www.aboutkidshealth.ca/En/ResourceCentres/ADHD/AboutADHD/WhatCausesADHD/Pages/Brain-Differences-in-ADHD.aspx>

<http://freestreet.org/actwrite-student-reading>

<http://www.specialeducationguide.com/disability-profiles/specific-learning-disabilities/>

<https://www.youtube.com/watch?v=IEpBujdee8M&t=145s>

Additudemag.org