

vision for the future



TRAINING & STUDENT ENGAGEMENT

**Learning Differently -
Addressing the challenges
faced by students with
Dyslexia and other
learning differences**

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NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC

Learning Intentions

We are learning to understand and accommodate for learning from a Dyslexic/Specific Learning Disorders perspective.

Success For Today

- I have strategies to support students with SLD.
- I have approaches to create an SLD-inclusive learning environment.

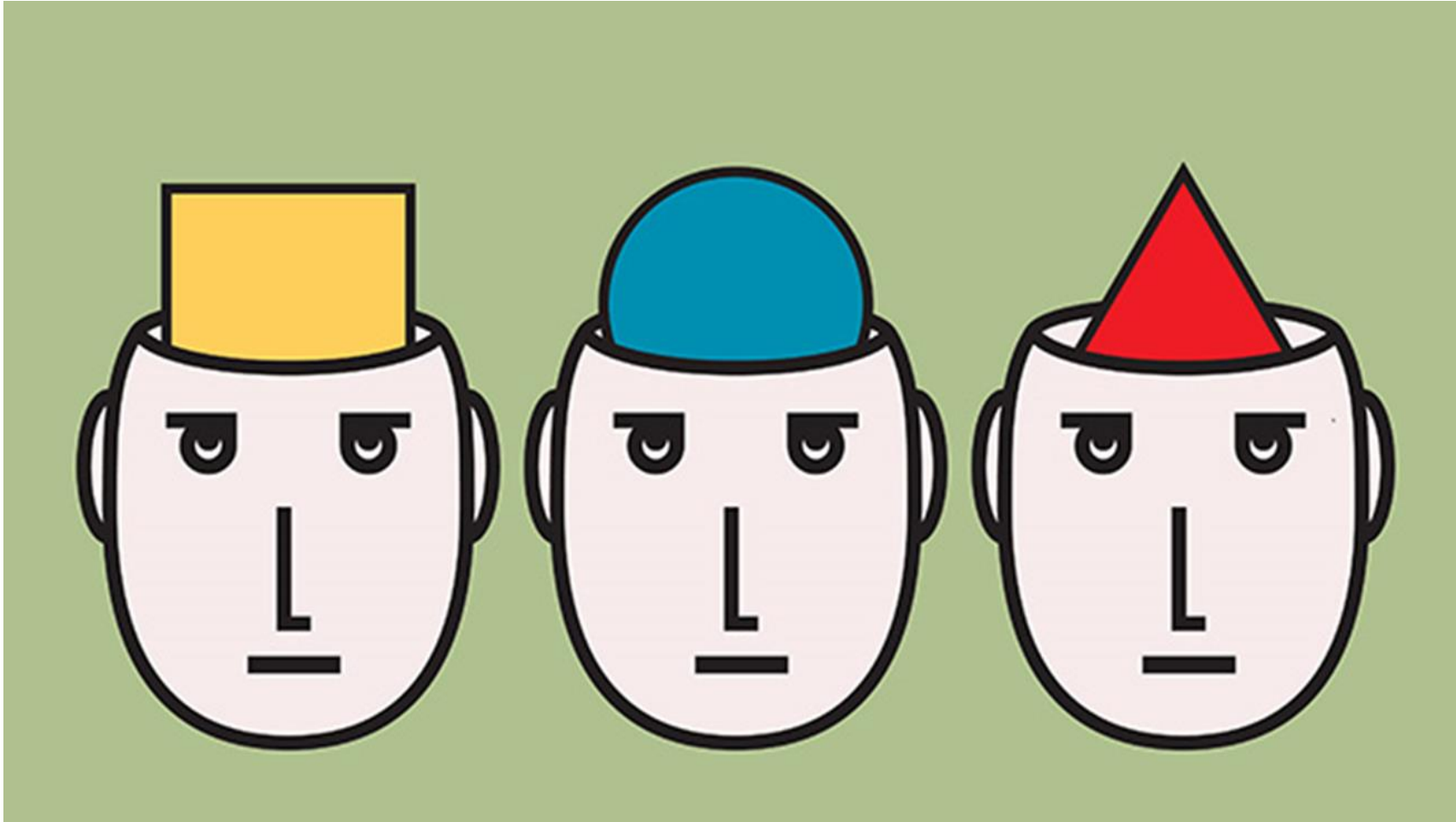


Source: <https://images.unsplash.com/photo-1533227268428-f9ed0900fb3b?ixlib=rb-1.2.1&ixid=eyJhcnBfawwQrOjEyMDd9&auto=format&fit=crop&w=1158&q=80>

Learning

- Disability?
- Difference?
- Difficulties?
- Disorders?

Neurodiversity



It's a Right to Learn

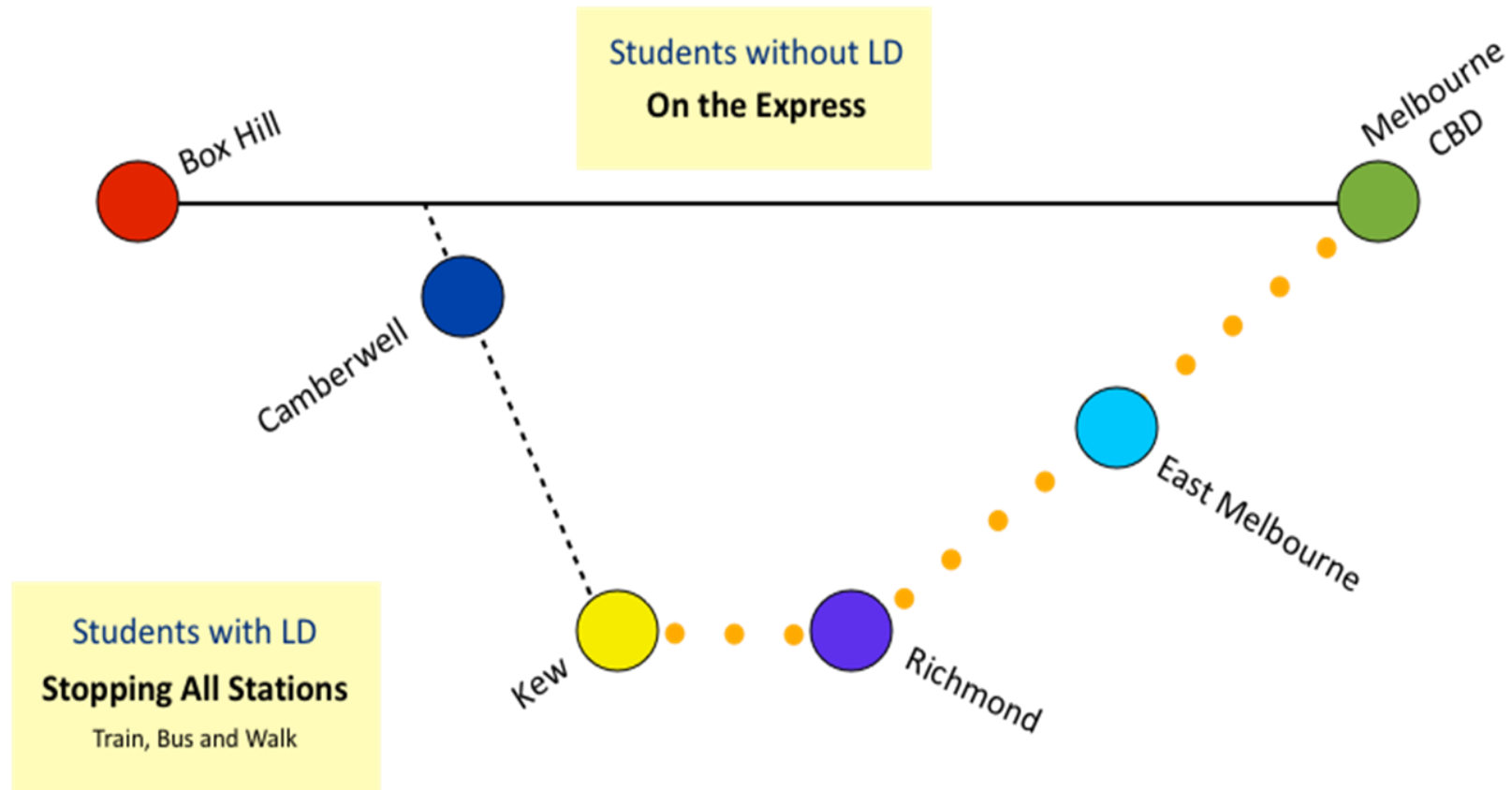
Dyslexia is recognised in **Australia** under the Disability **Discrimination Act** 1992 (DDA) and under the **Human Rights Commission**. ... The government's written response to the working party clearly states that **dyslexia** is a recognised disability in **Australia**.

Definition

“A neurological disorder that affects the brain's ability to receive, process, store and respond to information”.

Source: National Center for Learning Disabilities

Processes Are Different – Outcomes Are The Same



Source: National Center for
Learning Disabilities

Who Are We Teaching?

- Estimated **10%** or up to **20%** worldwide estimates.
- **How many in VET classes?!**
- **40%** deemed gifted.

SLD is not about:

- Not being smart.
- Bad teachers.
- Disinterested/lazy students.

SLDs:

- Are invisible.
- Range in severity.
- Issues not static.
- Often hereditary.

What Do These People Have In Common?



Source:

https://lh3.googleusercontent.com/proxy/kHEGwjM5f5DY3vCTsWhAlUpLLyBnMdU_Svo8WsUARYVytugk5RYmQzLGU0EGo9Wtvpik7SWRpbIC3ah2C7xd7fN azZnGcSSepWa6mcAYImktgjRZ8OLvilg16pQYO9Tquww



The emotional implications are huge.

Source: <https://images.unsplash.com/photo-1533537841959-705741f3d3a5?ixlib=rb-1.2.1&ixid=eyJhcHBfaWQiOjEyMDd9&auto=format&fit=crop&w=900&q=60>

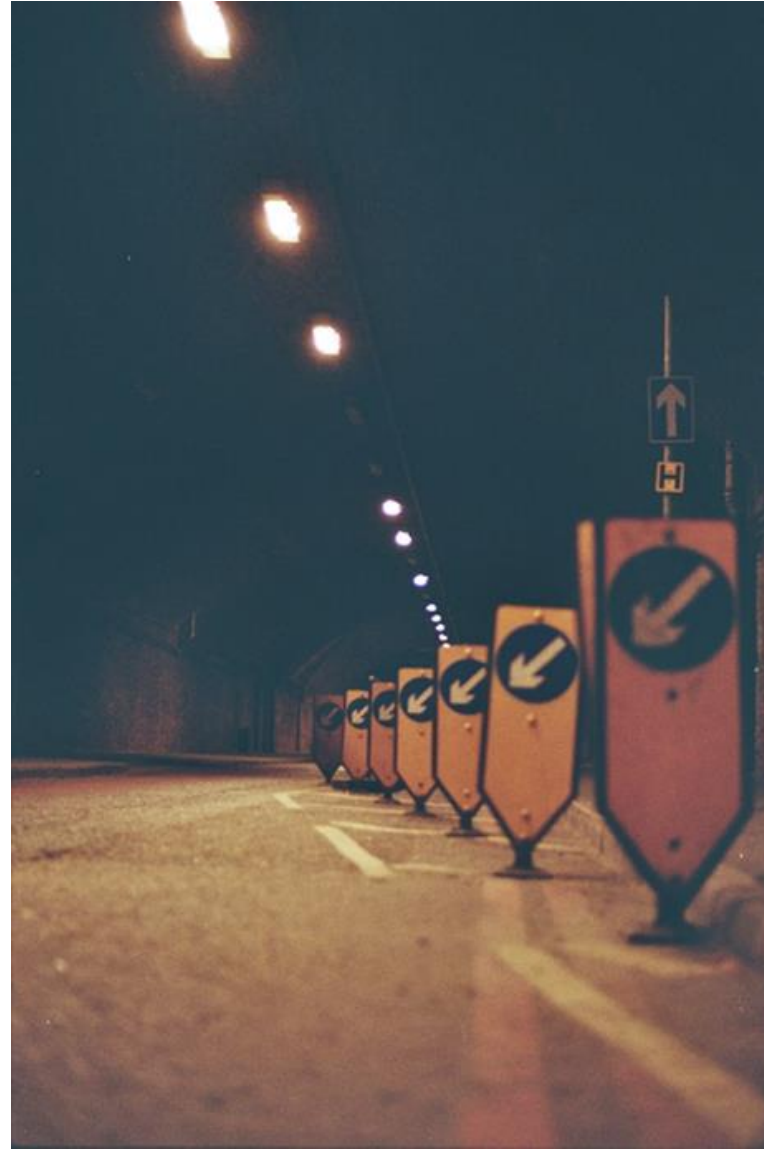
The Essentials of Understanding Dyslexia

1. Demystify.
2. It affects day-to-day functioning.
3. Mental health issues.
4. Self-silencing.
5. Build awareness.

Reference : [Dear Dyslexia Website](#)

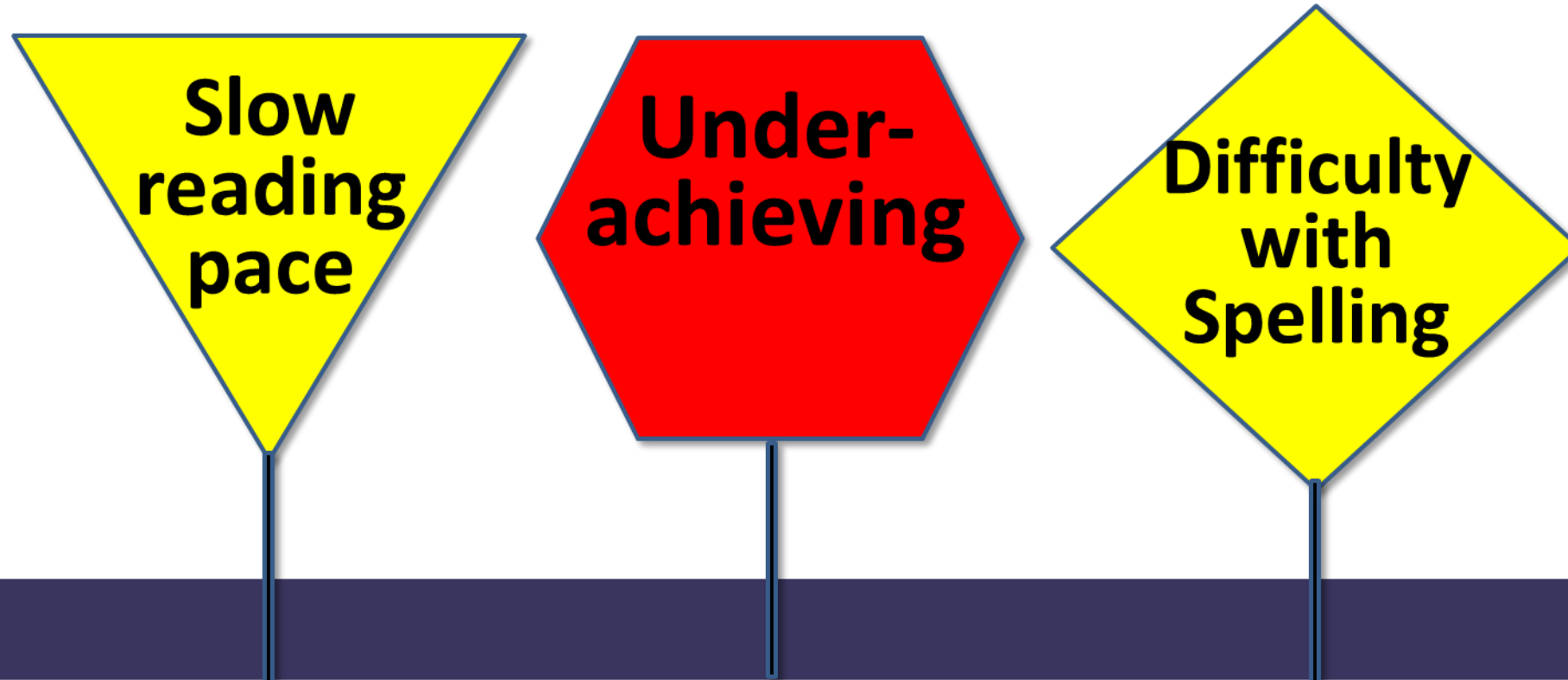
Know The Signs Of Someone Who Learns Differently

Source: <https://images.unsplash.com/photo-1494519870370-1344df8bbb10?ixlib=rb-1.2.1&ixid=eyJhcnBfaWQiOjE5MDd9&auto=format&fit=crop&w=668&q=80>



Indicators Of Possible Dyslexia – What Do You See?

NB Assessment materials are just tools and do not make a diagnosis in themselves.



REFLECTION #1



Do you have these learners in your classes?



Who Are We Teaching?



ADHD—40-60% of dyslexics

ASD—high percentages of Dyspraxia, Auditory Processing Disorder, Dysgraphia and Executive Functioning Disorder

Source: National Center for Learning Disabilities

Step 1: Know The Signs

Checklists

The Yale Center for Dyslexia and Creativity

<http://dyslexia.yale.edu/clues1.html>

British Dyslexia Association

cdn.bdadyslexia.org.uk

SLD Specifics

SLD/Dyslexia

Reading issues:

- Word reading accuracy.
- Reading rate and fluency.
- Reading comprehension.

Thinking Prompt...

What comes up for you when you listen to Nick's experiences?



Source: <https://unsplash.com/>

My Story: Nick Mitchell



QUESTION...

‘Read this.’

By: Michael Ryan, M.B. and International Dyslexia Association (2004)

Do emotional disorders cause dyslexia?

Research indicates that dyslexia is caused by biological factors not emotional or family problems. Samuel T. Orton M.D. was one of the first researchers to describe the emotional aspects of dyslexia. According to his research the majority of dyslexic preschoolers are happy and well adjusted. Their emotional problems begin to develop when early reading instruction does not match their learning style. Over the years, the frustration mounts as classmates surpass the dyslexic student in reading skills. Recent research funded by the National Institute of Health has identified a number of the neurological and cognitive differences that contribute to dyslexia. The vast majority of these factors appear to be caused by genetics rather than poor parenting or childhood depression or anxiety.

Why is dyslexia discouraging and frustrating?

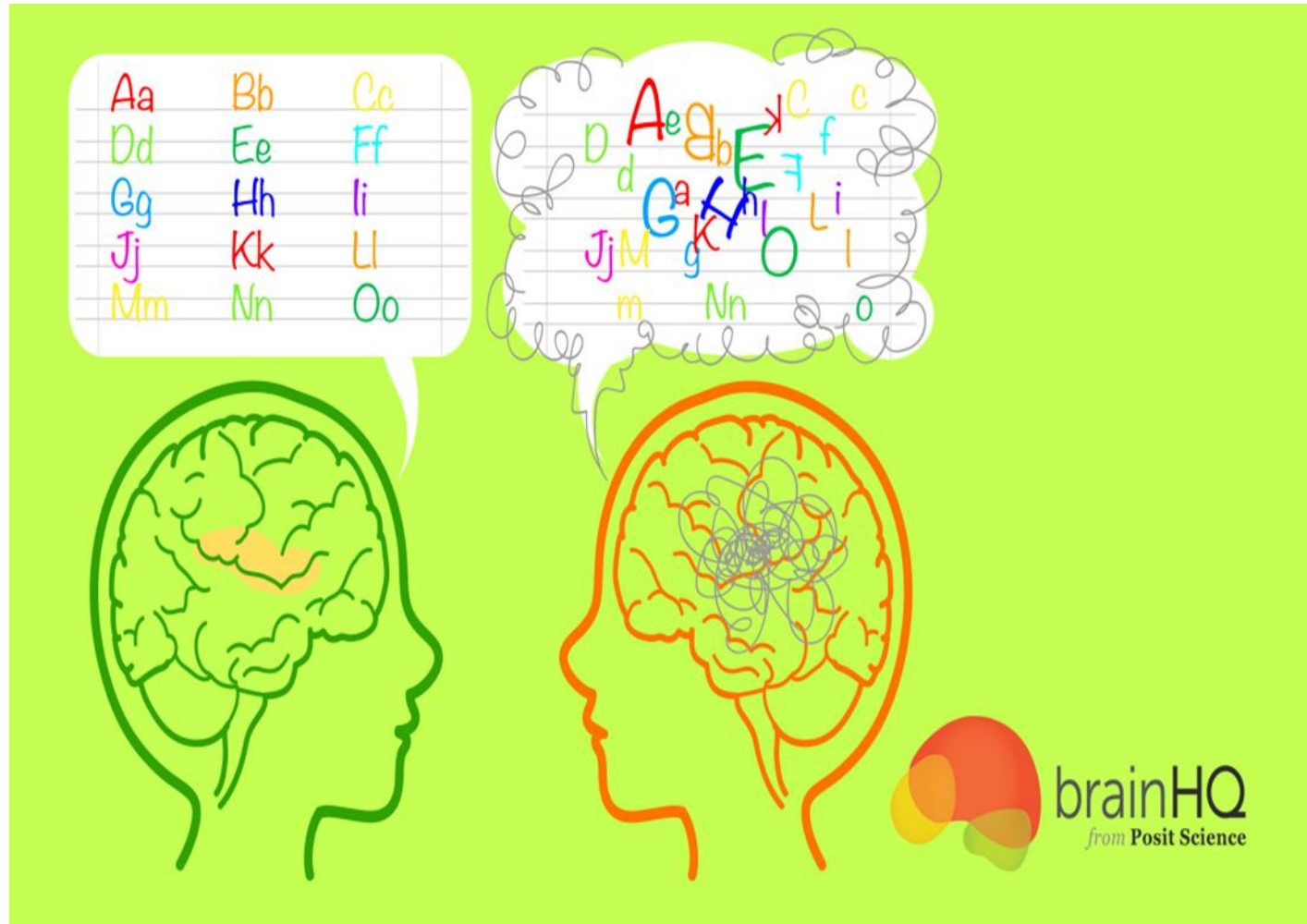
The frustration of children with dyslexia often centers on their inability to meet expectations. Their parents and teachers see a bright, enthusiastic child who is not learning to read and write. Time and again, dyslexics and their parents hear, "He's such a bright child; if only he would try harder." Ironically, no one knows exactly how hard the dyslexic is trying.

The pain of failing to meet other people's expectations is surpassed only by dyslexics' inability to achieve their goals. This is particularly true of those who develop perfectionistic expectations in order to deal with their anxiety. They grow up believing that it is "terrible" to make a mistake.

"I have dyslexia" was extremely hard for me to say to anyone. It was like saying "I am stupid." I didn't believe that I am stupid. I didn't know if the person I was telling understood what it means to have dyslexia. I once told a close friend and her response was "I didn't know you weren't normal."

Source:
<https://www.ligaturejournal.com/wp-content/uploads/2017/03/dyslexia-v7-copy.png>

Messages Get Scrambled



Strategies



Source: www.dreamstime.com

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**Reducing
stress absolute
key!**

Classroom Strategies

- **Be flexible, flexible, flexible!**
- Give learners more time across the board!!!!
- Frequent breaks.
- Be conscious of the comments you make.
- Look deeper into why they do (or don't!) say something.

Visual Processing Difficulties

When you use lots of colours

Or fancy fonts

CHANGE FROM CAPITALS

To Italics

Use animations

Underline things

Or use lots of pictures

It can **be VERY confusing !!!** And hard to
READ



Whiteboard

- **Blue** or **Black** markers and **Red** only for some things.
- Write learning intentions/lesson activities up.
- Put approximate amounts of times next to each.
- Divide board into small columns.

Ensure Font Is Size 32 At Least for PPTs

Or provide a handout as well..

As you have been now!

Source:
https://www.printenbind.nl/uploads/modules_images/full/Handout-printing-easy-online.jpg



Print Guidelines For People With SLD

- **Typeface** –sans-serif fonts such as Calibri, Verdana, Arial
- **Type size** larger than 12pt
- **Spacing** at least 1.5 or double spaced.
- **Simple layout best**
- Avoid printing on both sides of paper
- **Type should be flush left, rag right**
- **Colour** - Black is best.
- **Paper** - plain paper.

Classroom Strategies: Reading

- Limit lines to 60–70 characters.
- Don't hyphenate words.
- Use **Bold** to highlight.
- **Do not** use ALL CAPS, *italic* or underline type

Use:

- Wide margins and headings.
- Short paragraphs.
- Bullets or numbers.

Strategies: Reading

- Change background colour **in PPTs** to a soft colour to avoid glare.
- Use rulers!
- Colour paper or overlays.



Source: <https://dyslexiasupportservices.com.au/shopping/A4ColouredOverlay.html>

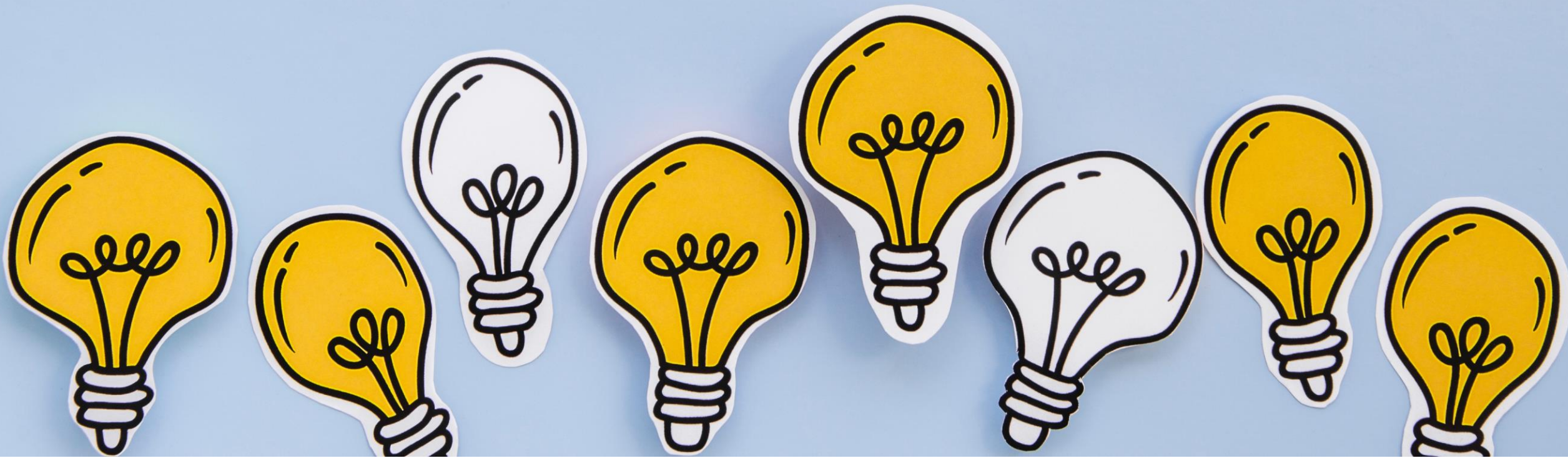
Classroom Strategies - ICT

- Text-to-Speech.
- Speech recognition.
- Spell Checkers.
- Grammarly.
- Visual Tools.
- Accessibility devices

REFLECTION #2



What is one idea that was new to you and you could use?



Who Are We Teaching?



ADHD—40-60% of dyslexics

ASD—high percentages of Dyspraxia, Auditory Processing Disorder, Dysgraphia and Executive Functioning Disorder

Source: National Center for Learning Disabilities

Written Expression Difficulties

- Spelling accuracy.
- Grammar/punctuation accuracy.
- Clarity or organisation of written expression.

I carn't spell
I canned spell
I cunnut spell
You know what I mean
Dummit!!

Source: https://3.bp.blogspot.com/-a4KgINTBAo0/UuU_JdHBuul/AAAAAAAANs/tb3usjCvllk/s1600/cantspell.jpg

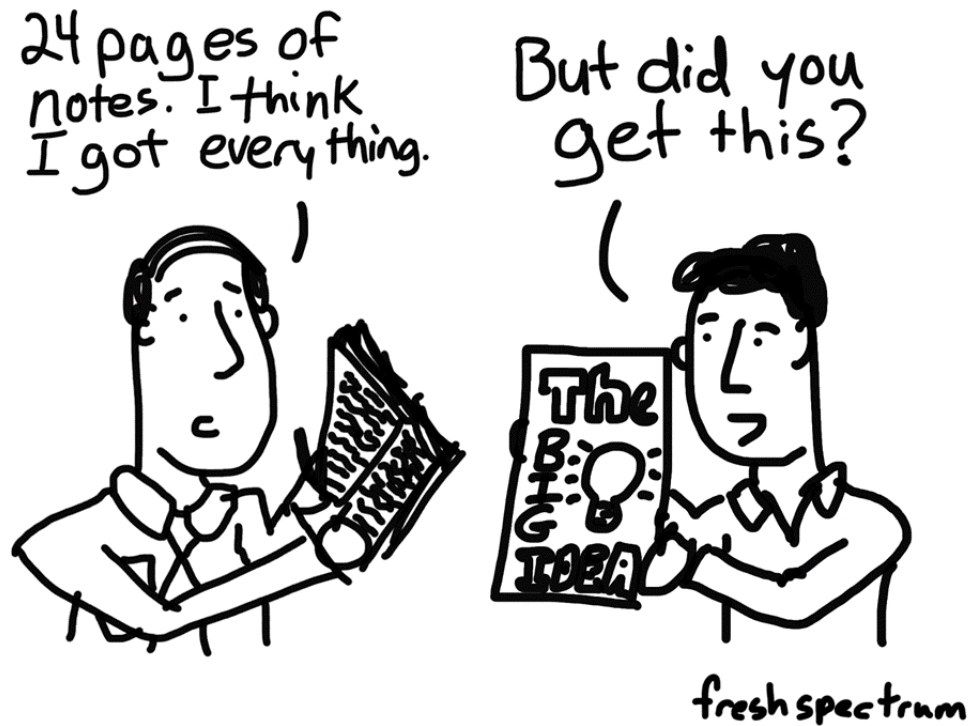
Classroom Strategies

Take a step back . . . What is the objective?



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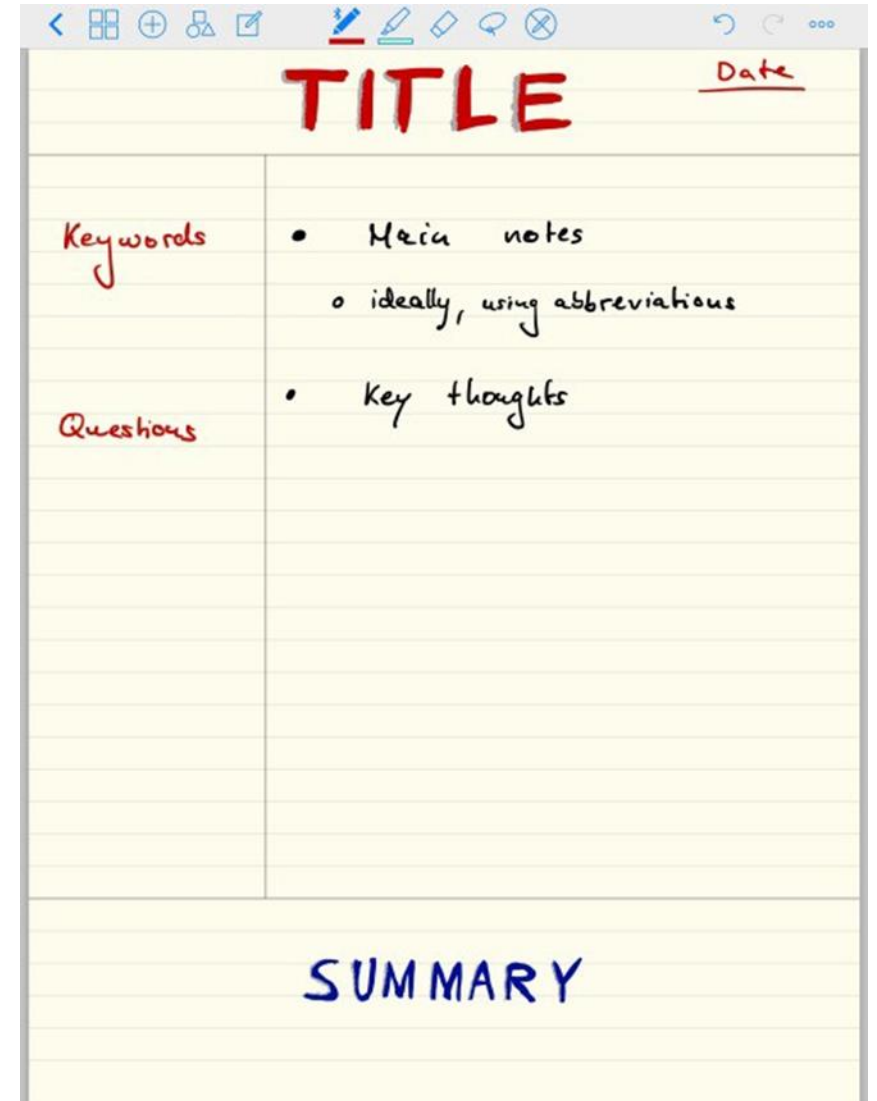
Teach How To Take Notes



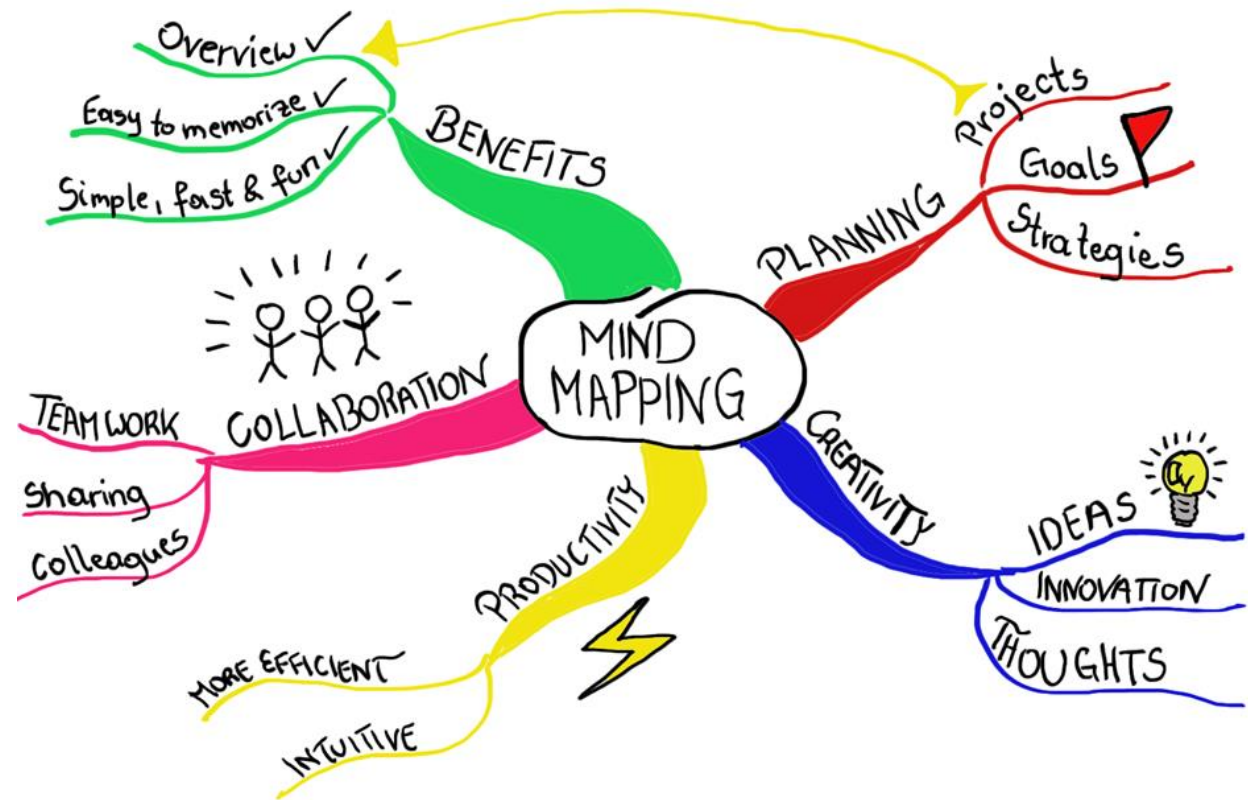
Source: https://cdn-images-1.medium.com/max/1600/1*_rmuwsWCq64ljUfWRycqNw.png

Cornell Note-Taking System

- Key words
- Questions
- Main notes – abbreviated
- Key thoughts
- Summary

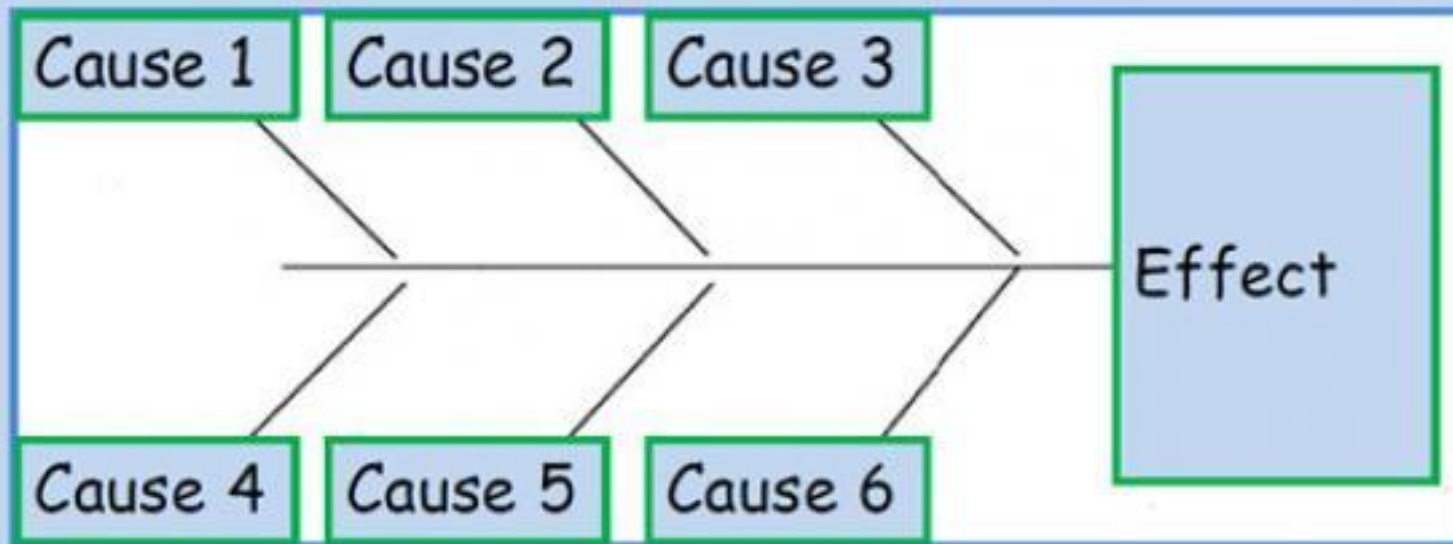


- Encourage writing on computer/iPad.
- Utilise templates to help organise thoughts.



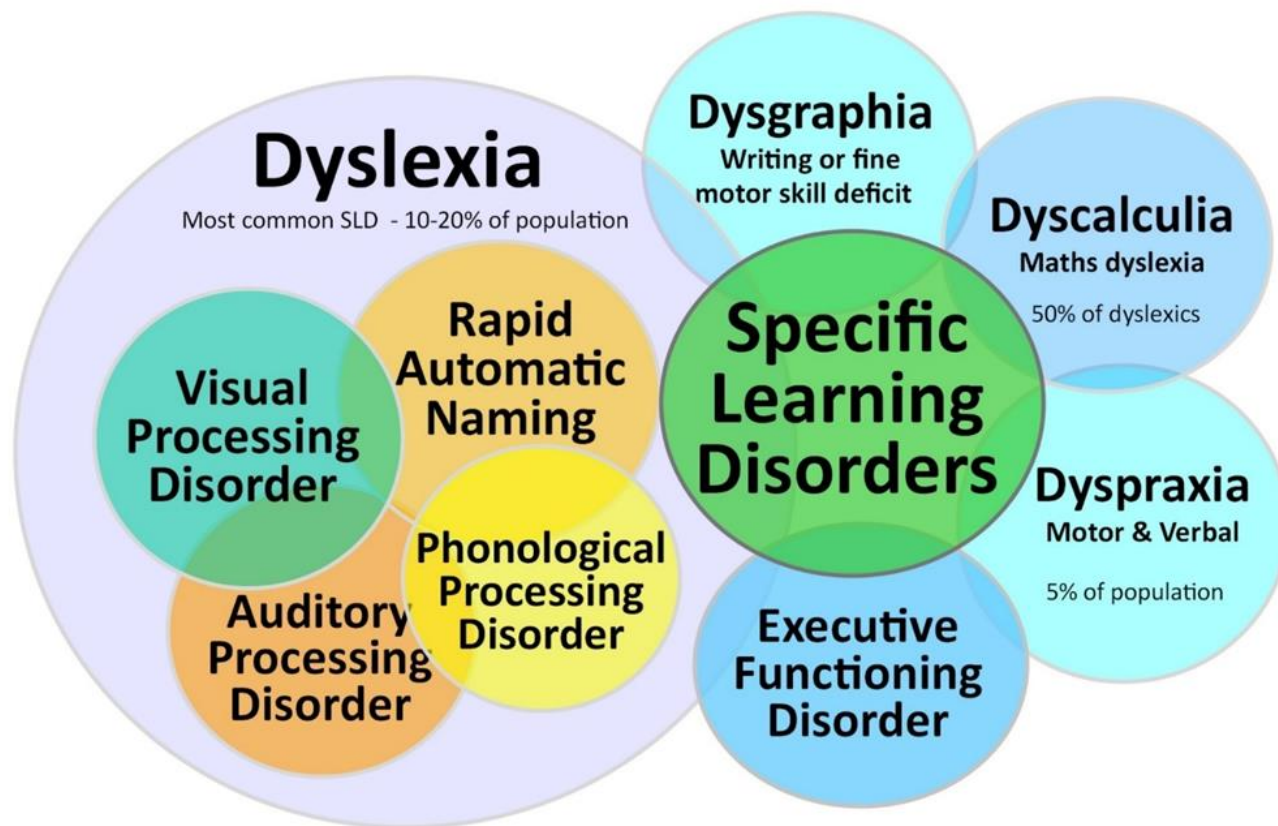
Source: www.unsplash.com

This is a Fishbone (Ishikawa) chart



Source: https://ealresources.bell-foundation.org.uk/sites/default/files/styles/resource_image_full/public/images/resources/fishbone-diagram.jpg?itok=glcnCq2l

Who Are We Teaching?



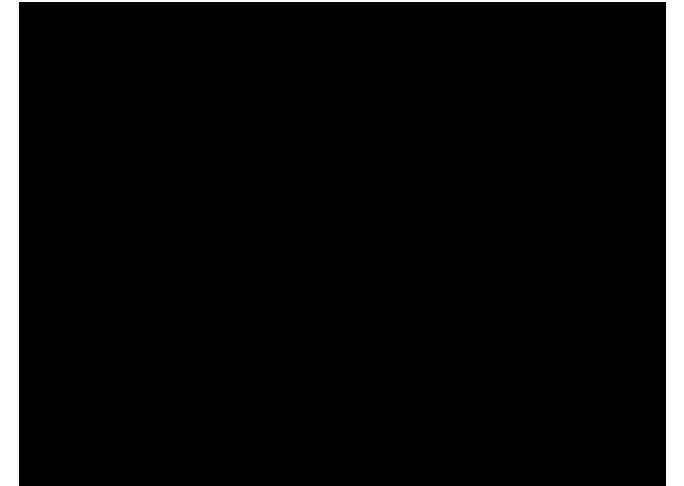
ADHD—40-60% of dyslexics

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Source: National Center for
Learning Disabilities

SLD Specifics

- Close your eyes.
- Pay attention to what can you hear.
- Follow the instructions given.



Source: www.youtube.com

Auditory Processing Overload



I can't focus when it's noisy



Strategies: Auditory Processing

- Provide directions in small steps that are clear, simple, concise.
- Reduce word amount.
- Establish a low-distraction area.
- Offer downtime/breaks.
- Stand near student when giving instructions.

Don't Move Around The Room Whilst Giving Instructions Or Handing Out Papers



Unsplash - 1583264277139-3d9682c44b03.jpg

Strategies : Auditory processing Disorder



REFLECTION #3



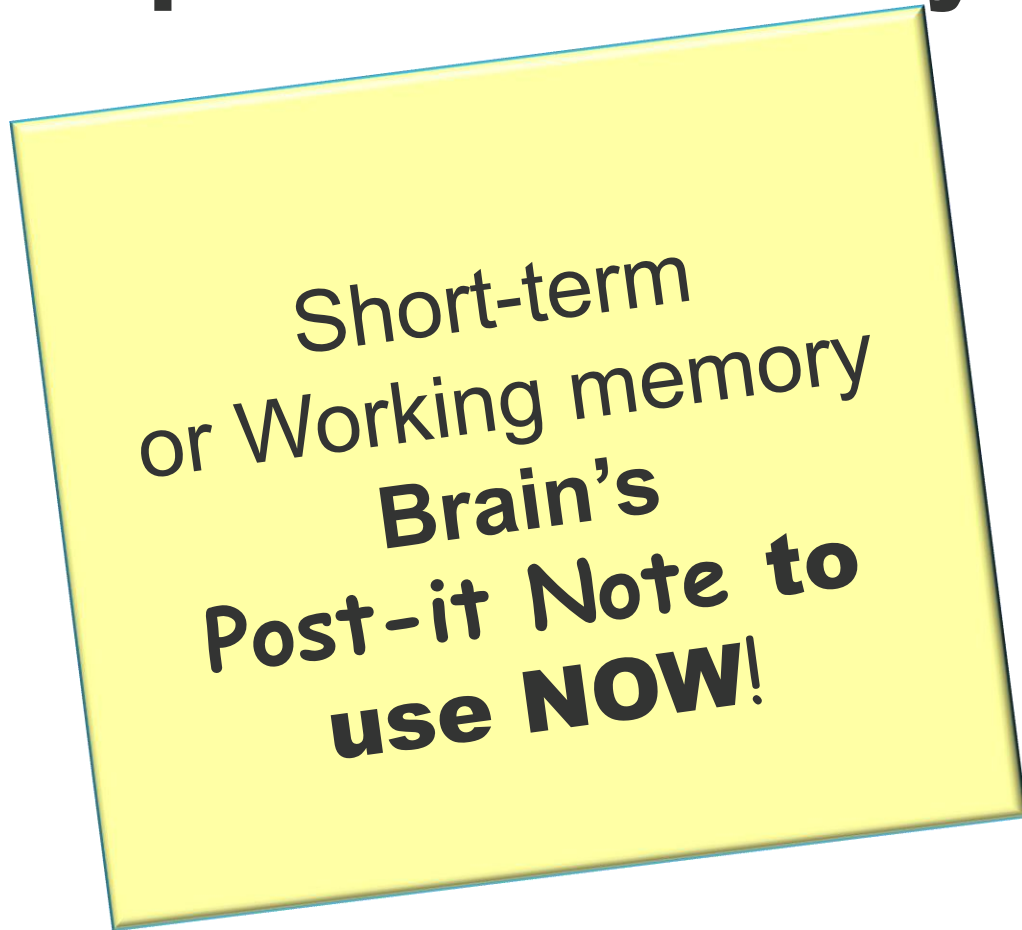
*What new learning have you
regarding auditory processing?*



Do You Have Learners Like This? Or Is It You?



SLD Specifics - Memory



Long-term memory
Permanent storage or
Brain's *USB*
to use later



Source: iStockphoto

SLD Specifics: Memory

Short-term or
Working memory
Brain's
Post-it Note

Auditory
Working Memory
Issues

Visual
Working Memory
Issues

Strategies - Memory

Strategies for short-term memory



Source: iStockphoto

Strategies for Students With Short-term Memory Issues

- Use of technology such as alerts.
- Give directions in multiple formats.
- Break the learning up.
- Utilise visual organisers.
- Teach how to take notes.
- Write it down on a sticky note!

What Do YOU Remember?

- Use of technology such as alerts.
- Give directions in multiple formats – using as many senses as possible.
- Break a complex procedure into component skills, teach them separately, and then work on integrating together.
- Utilise visual organisers or mind maps to provide the student with a written record of key ideas from the text.
- Teach how to take notes!



Stand And Stretch Break



Sitting for long periods of time makes it harder to actually pay attention and learn.

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SLD Specifics :Dyspraxia



Sources: <https://images.unsplash.com>



SLD Specifics: Dysgraphia

not your own,
we're getting under hand
maybe get in. In some
case & will. Derfent,
the more ppl trust
not pl trust be
I don't know a
and Derfent, learn
but it's some

SLD Specifics: Dysgraphia

Now write a full report like that!



Source: IndieWire

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SLD Specifics: Executive Functioning Disorder



Source:

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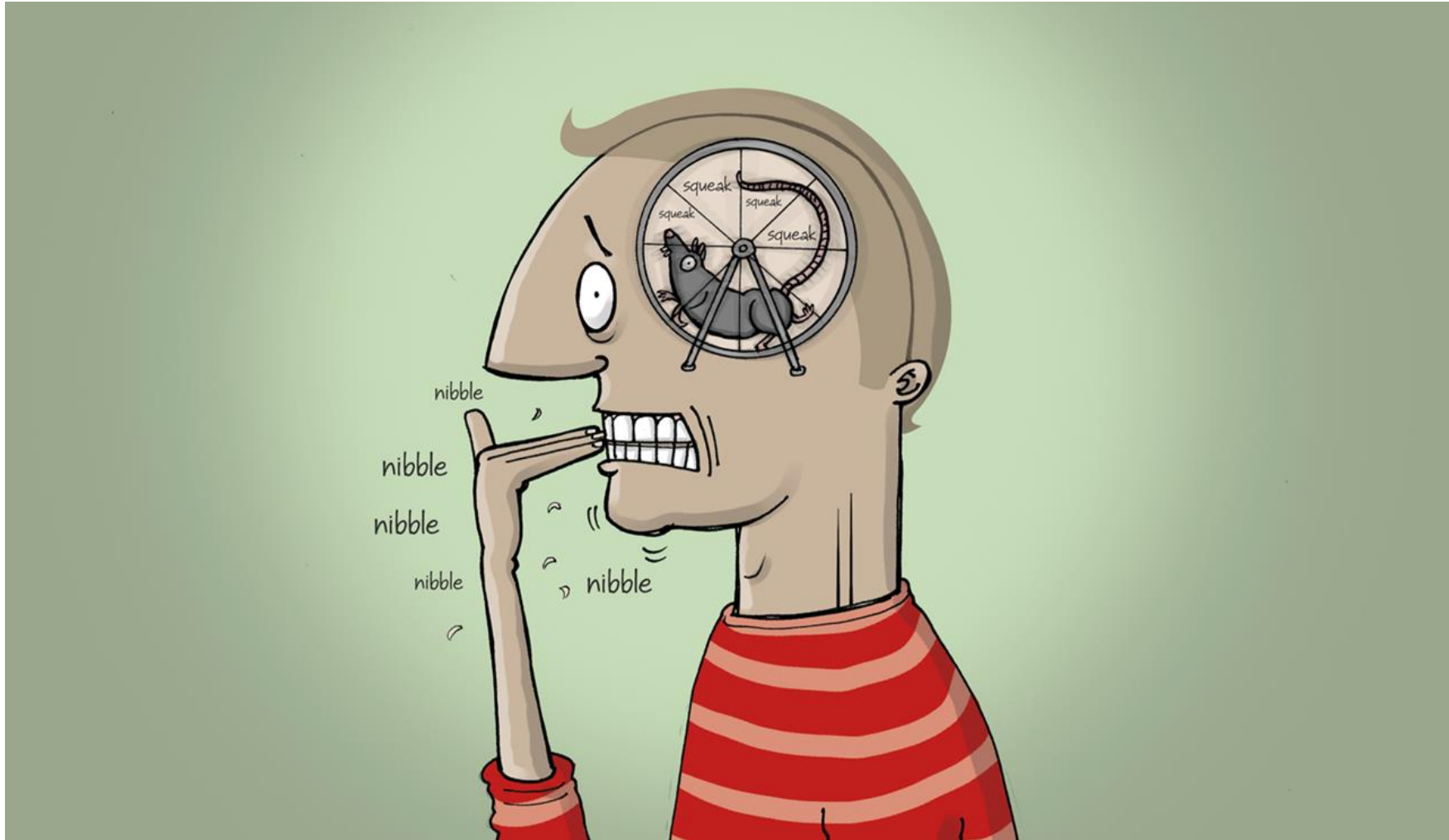
ONLY IN MATH PROBLEMS CAN YOU BUY
60 CANTALOUPEs AND NO ONE ASKS
WHAT THE HELL IS WRONG WITH YOU.



PEANUTWEETER.COM

@KARIMI

SLD Specifics: Dyscalculia



Source: www.unsplash.com

Who Are We Teaching?

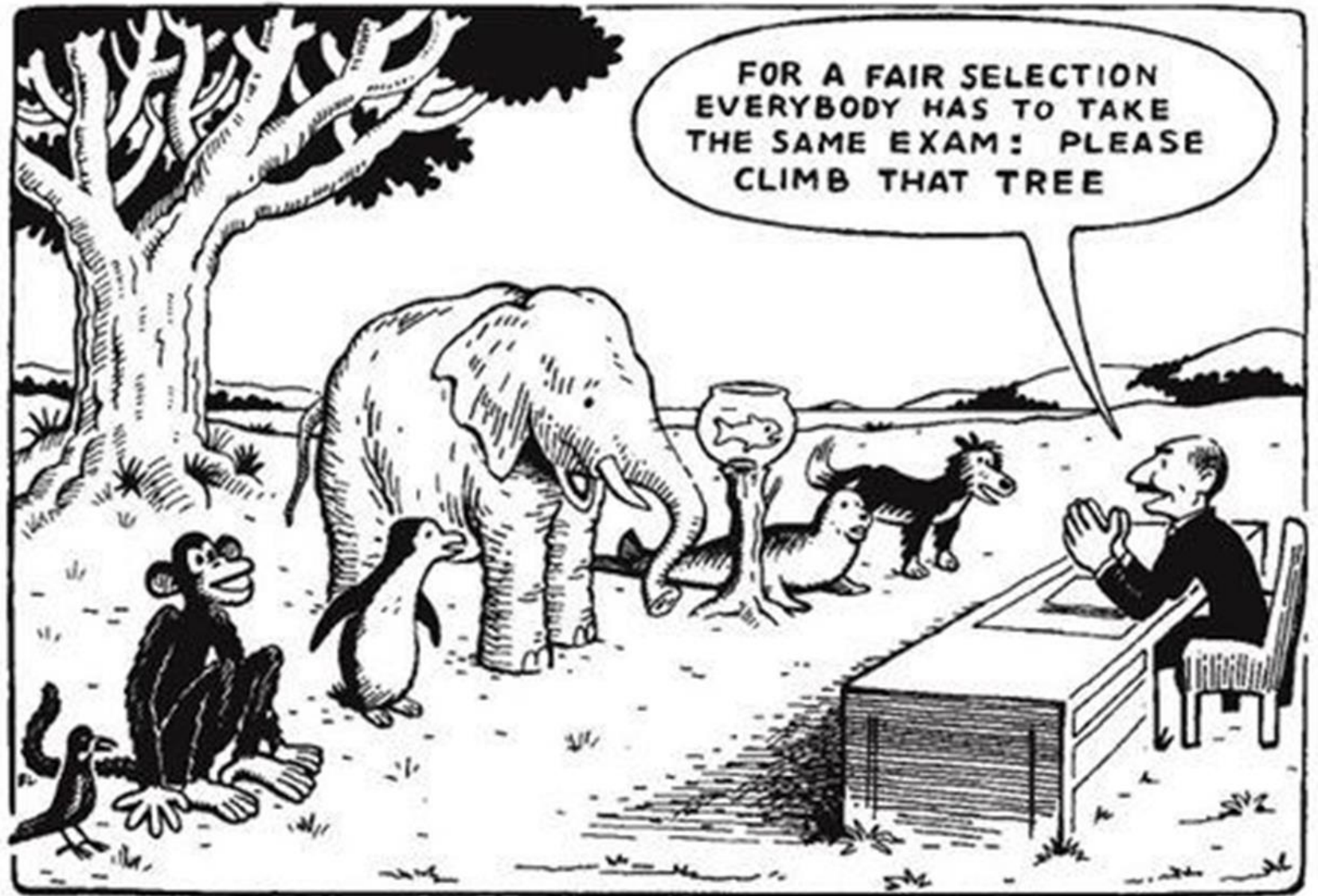


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Source: National Center for Learning Disabilities

Making It Fair



Source: <http://themetapicture.com/our-education-system-in-a-nutshell/>

Organisations in Australia

- **Learning Difficulties Australia (LDA)** (conferences/seminars; tutoring): www.ldaustralia.org
- **SPELD Victoria:** <https://www.speldvic.org.au/contact/>
- **AUSSPELD:** <https://auspeld.org.au>
- **Dear Dyslexic Foundation:** <https://www.deardyslexic.com>
- **Australian Council for Educational Research (ACER):** www.acer.edu.au
- **Edsoft – Inclusive Technology:** www.edsoft.com.au



THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with **Karen Dymke**

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.

Phone: 0403 804 400

Email: karen@thoughtfulworks.com.au

Website: www.thoughtfulworks.com.au



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COMING UP **NEXT:**

2.00 - 3.00PM



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GOVERNMENT / REGULATOR

ASQA Session 2

ASQA Representative

TRAINING & STUDENT ENGAGEMENT 1

**Cognitive Load Theory:
Principles for
application in the
classroom and
virtual environment**

Tony Kirton

COMPLIANCE

**How to Rectify
Non-Compliances
Following an Audit**

Kevin Ekendahl

VET IN SCHOOLS

**Apprenticeships and
Traineeships
of the Future**

Cassandra Hoult

TRAINING & STUDENT ENGAGEMENT 2

**Principles of Adult
Learning for the Future**

Chemène Sinson