



TEACHING STRATEGIES FOR DIFFERENT LEARNING DISABILITIES

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AGENDA


- INTRODUCTION
- STUDENTS WITH DISABILITIES, WHO ARE THEY
- AUDITORY PROCESSING
- DYSCALCULIA
- DYSLEXIA
- DYSGRAPHIA
- EXECUTIVE FUNCTION
- REFERENCES



MARIE DOERNER




- Worked with students with learning disabilities at Landmark School, Encino, CA in 1990
- Started working with adults at San Diego Continuing Education in 1994
- In my job, I help students achieve their goals. I teach a basic education class, work with adults in ABE and High School programs within their classes and supervise assessment for learning disabilities.



LEARNING DISABILITIES

- Are you a student, teacher, administrator, disability support, counselor?

How many people attended first workshop?



STUDENTS WITH DISABILITIES, WHO ARE THEY?


- Volunteers
- Entitled to confidentiality
- Not immune from behavior expectations



STUDENTS WITH DISABILITIES, WHO ARE THEY

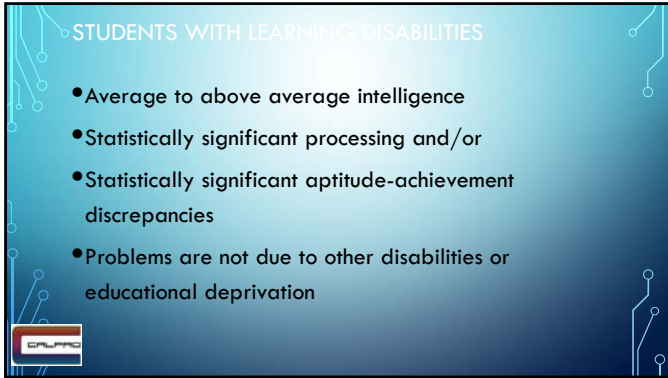

TITLE V (FOR COMMUNITY COLLEGES): EFFECTIVE OCTOBER, 2015

- Physical disability
- Deaf and Hard of Hearing
- Blind/ Low vision
- Learning Disability
- Acquired Brain Injury
- Other health conditions and disabilities
- Attention-deficit Hyperactivity Disorder (ADHD)
- Intellectual Disability
- Autism Spectrum
- Mental Health Disability




STUDENTS WITH LEARNING DISABILITIES

- Average to above average intelligence
- Statistically significant processing and/or
- Statistically significant aptitude-achievement discrepancies
- Problems are not due to other disabilities or educational deprivation




AUDITORY PROCESSING: RECOGNIZING IT

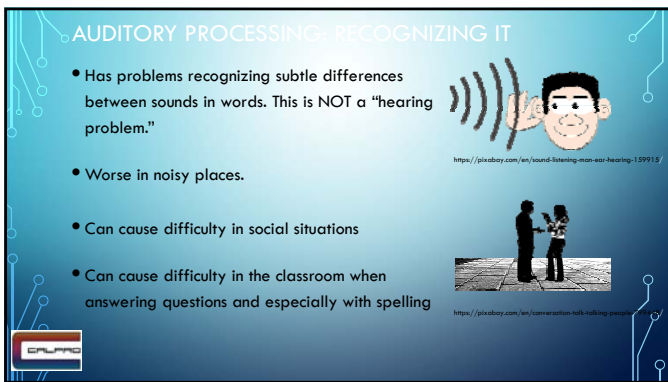

- Has problems recognizing subtle differences between sounds in words. This is NOT a "hearing problem."
- Worse in noisy places.
- Can cause difficulty in social situations
- Can cause difficulty in the classroom when answering questions and especially with spelling



<https://pixabay.com/en/sound-filtering-man-ear-hearing-159915/>

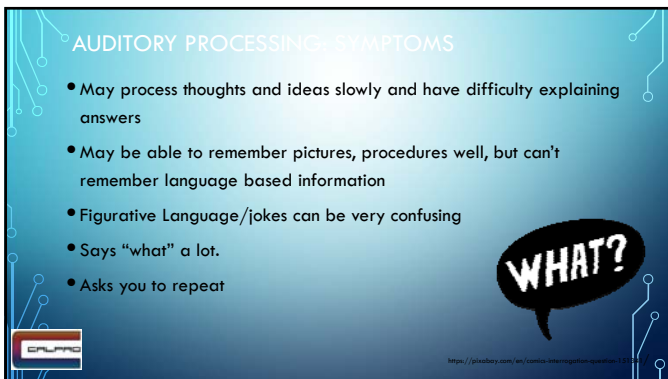




<https://pixabay.com/en/conversation-talk-hearing-problem-159915/>




AUDITORY PROCESSING: SYMPTOMS

- May process thoughts and ideas slowly and have difficulty explaining answers
- May be able to remember pictures, procedures well, but can't remember language based information
- Figurative Language/jokes can be very confusing
- Says "what" a lot.
- Asks you to repeat




AUDITORY PROCESSING STRATEGIES

- Show rather than explain
- Multi-sensory instruction
- Check for understanding
- Allow for processing time
- Give clues when about to give directions or important information




<https://pixabay.com/en/clock-time-indicator-474128/>




DISCUSSION

- What strategies have you used with students who have difficulty with auditory processing?




DYSCALCULIA: RECOGNIZING IT

- Student seems to be successful at other academic tasks but struggle with basic math skills
- May be rooted in the Parietal lobe. Not able to judge quantities
- some students it is linking the number symbols with the number sense
- Tough to diagnose
- Comes with anxiety




<https://pixabay.com/en/mathematics-puzzle-digits-number-1544289/>



DYSCALCULIA: SYMPTOMS


- Often try to memorize procedures without understanding
- May be unable to comprehend the big picture
- May have trouble with spatial orientation
- May also have trouble transitioning, have a poor sense of direction, lose things.



<https://pinaboy.com/en/learning-support/reading/2015/02/26/>

DYSCALCULIA: STRATEGIES

- Use concrete materials and activities
- Teach more than one way to solve a problem (Maybe)
- Try to understand the student's errors, do not just settle for wrong.
- Limit speech. Show many examples.
- Build on existing knowledge
- Allow use of calculators
- Avoid creating anxiety



<https://pinaboy.com/en/calculator-what-dyscalculia-means-148700/>

DISCUSSION

- What kinds of strategies do you use with students in math?

DYSLEXIA: RECOGNIZING IT

- Articulate, intelligent but unable to read
- May not test well
- Trouble with sustained attention
- Either has trouble reading words or complains that they have to read and reread many times
- Spells phonetically or inconsistently




<https://pixabay.com/en/book-address-book-learning-learn-1171544/>




DYSLEXIA: STRATEGIES

- Teach basic spelling rules
- Provide plenty of time reading
- Set goals and find answers that meet those goals
- Provide pictures, diagrams, graphic organizers
- Use phone to spell and audio books
- Provide strips to follow when reading




<https://pixabay.com/en/books-stack-learn-study-library-1015594/>



DISCUSSION

- What strategies help with dyslexia?




EXECUTIVE FUNCTION: RECOGNIZING IT



- Impulse control
- Emotion control
- Flexible thinking
- Working memory
- Self-monitoring
- Planning and prioritizing
- Initiation
- Organization

https://pixabay.com/en/puzzle-figure-puzzle-piece-255947

EXECUTIVE FUNCTION: STRATEGIES



- Step by step approach
- Set timer
- Visual schedules
- Written directions
- Organize
- Plan transition times
- Create to do lists
- Break assignments into chunks
- Use calendar
- Schedule clean/organize day

https://pixabay.com/en/moschino-orchestra-conductor-33912


REVIEW: STRATEGIES FOR TYPES OF LEARNING DISABILITIES

- **Auditory Processing Deficit**
- **Dyscalculia**
- **Dysgraphia**
- **Dyslexia**
- Language Processing Disorder
- Non-verbal learning disabilities
- Visual perceptual/visual motor deficit


REVIEW:
STRATEGIES FOR TYPES OF LEARNING DISABILITIES

Related disorders

- ADHD
- Dyspraxia
- **Executive Functioning**
- Memory



THOUGHTS OR QUESTIONS?



THANK YOU!




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