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

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

WHAT?
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

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
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.

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

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 complaints that they have to read and reread many times
- Spells phonetically or inconsistently

DYSLEXIA: STRATEGIES

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

DISCUSSION

- What strategies help with dyslexia?
DYSGRAPHIA: RECOGNIZING IT

- Messy writing
- Seems uncoordinated
- Seems very slow or very fast
- Problems within processing system involved with sequencing
- Can articulate stories/answers, but can’t get them on paper
- So much energy is spent on writing, that learning is short changed

DYSGRAPHIA: STRATEGIES

- Practice for automaticity and fluency
- Direct instruction for paragraph writing. For example, POWER (plan, organize, write, edit, revise
- Encourage preorganization strategies
- Use speech to text software
- Type papers with warning about spell checkers
- Have a note taker

DISCUSSION

- What are some strategies that work for you?
EXECUTIVE FUNCTION: RECOGNIZING IT

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

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

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
Related disorders
• ADHD
• Dyspraxia
• Executive Functioning
• Memory

THOUGHTS OR QUESTIONS?

THANK YOU!
REFERENCES

- DSPS Solutions  [http://dspssolutions.org/]
- Learning Disability Association of America  [http://ldaamerica.org]
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- Memory  [http://psychcentral.com/lib/strategies-for-improving-memory/]