

Patoss Nottinghamshire

actiondyslexia

Welcome to Patoss Nottinghamshire

Get it Right for Dyslexia Get it Right for All

How to Improve the Classroom Offer

Pragmatic classroom solutions to

- poor working memory
- poor readers but good comprehension
- good at narrative but not on paper

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recognising & understanding

Asperger's Syndrome

Dyslexia

ADHD

LEARNING PREFERENCE

Difference And Preference

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So, just what is this "Dyslexia Thing?"

higher level thinking
high level capacity
high level empathy
high level excellence

You might think
alone but

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But what they do agree on:

- Dyslexia touches up to 20% of a population (6 in a class of 30 will have DLTN)
- 4% severely affected (will need specialist support) Plus Great "Dyslexia Aware" class teaching

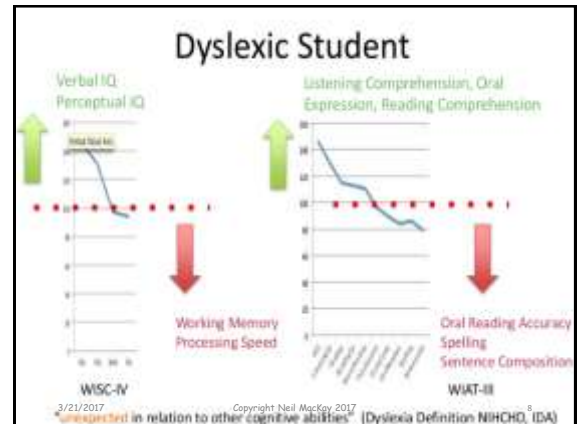
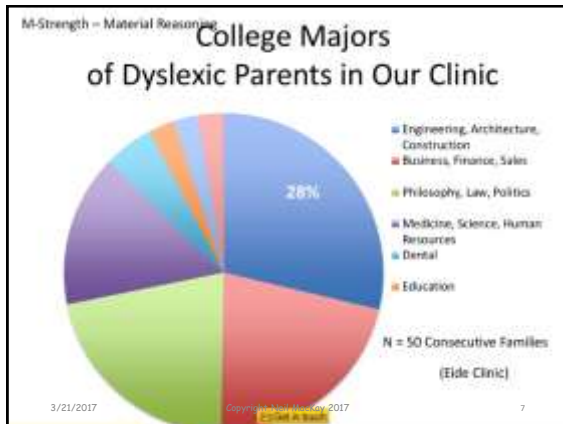
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Looking for "hidden DLTN"

- Who do you teach who:
- Doesn't have a label
- Is a native English speaker
- And..... s/he would get more marks in a comprehension if you:

1. Read the passage out loud
2. Read the questions out loud
3. Write down the answers

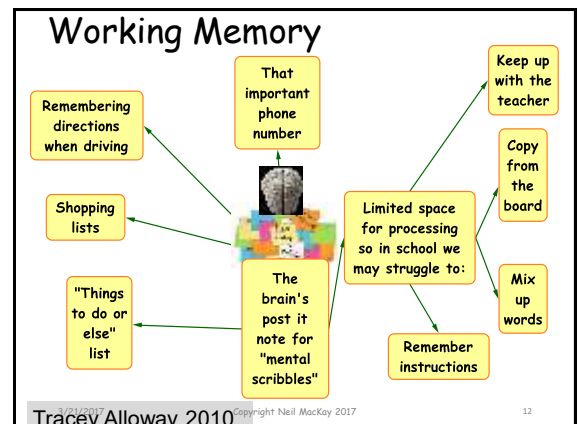
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Let's be clear:

- Short term memory/working memory - **definitely not interchangeable phrases**
- STM - just for storage - sustainable for seconds only
- WM - involves central executive for "effortful mental transformations" - holding it long enough to do something with it.

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Automaticity

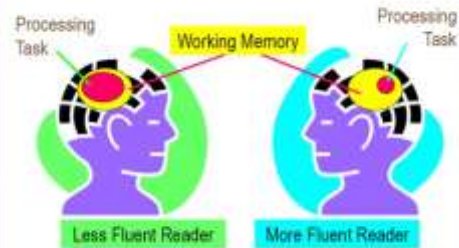
- The ability to perform an action automatically without focusing upon it' (Mortimore, 2003, p.50).
- Many tasks are made up of a number of sub-skills.
- "Simultaneous sub-skills" must become automatic, rather than conscious for "effortless performance"
- Lack of automaticity = processing overload when asked to carry out new or complex tasks.
- Wide range of skills can be affected, including motor skills.

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AUTOMATICITY



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A classic sign:

We:



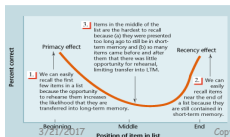
- Set a complex task

They:



- Start purposefully suggesting they ok with it (primacy effect?). Then they:

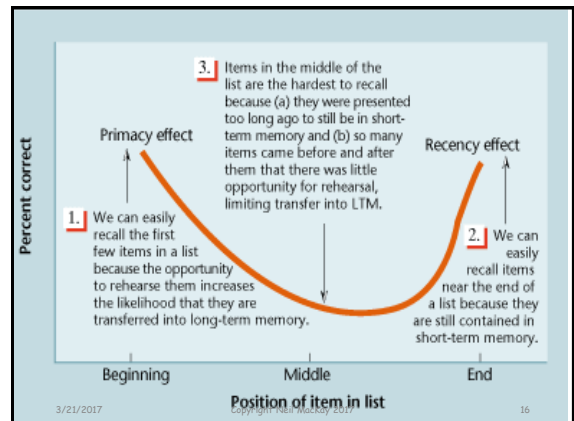
- Make errors
- Loss focus, become inattentive, distracted
- Abandon the task



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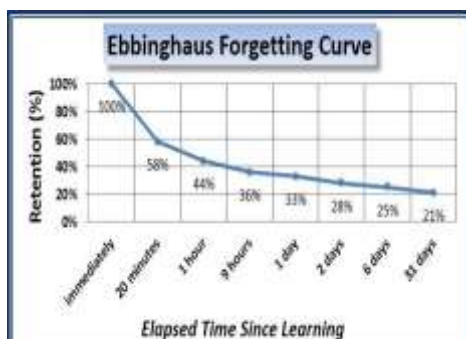
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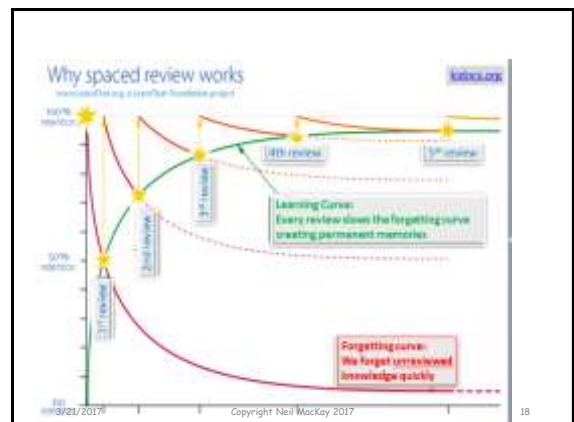
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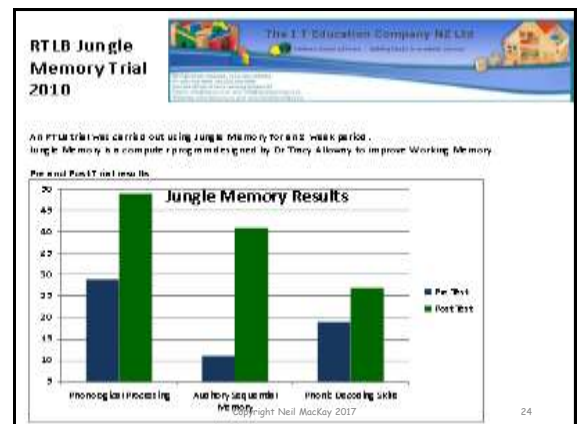
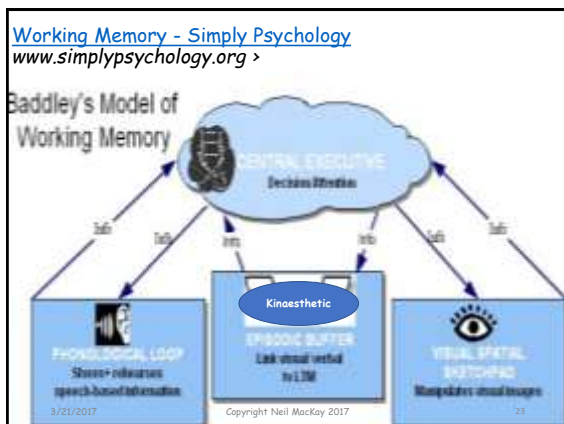
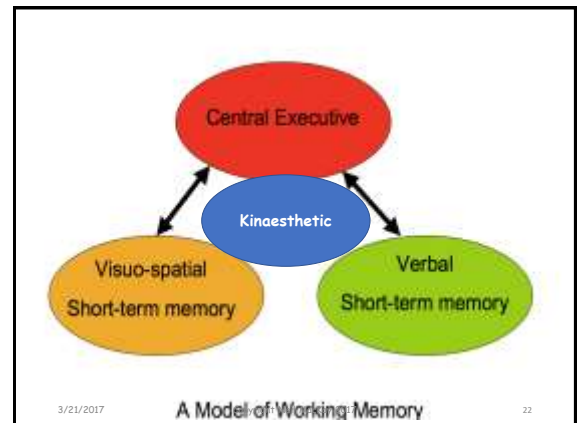
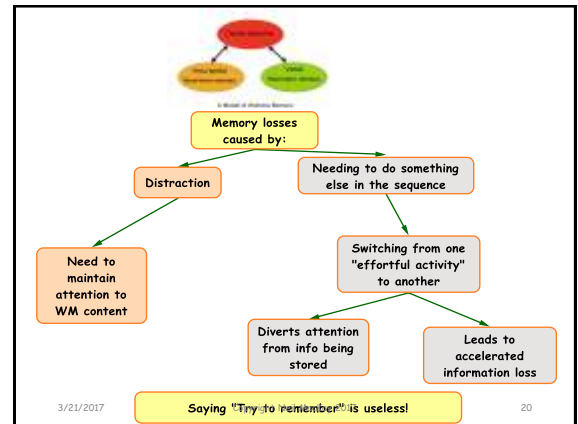
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How much can you fit On your "working memory post it"?

Don't forget to start each sentence with a Capital letter and end with a full stop. Can you use any "wow words"? Also can you start a sentence with an "ing" word or a "ly" word? More marks if you can!

Don't forget to start each sentence with a Capital letter and end with a full stop. Can you use any "wow words"?

Don't forget to start each sentence with a Capital letter

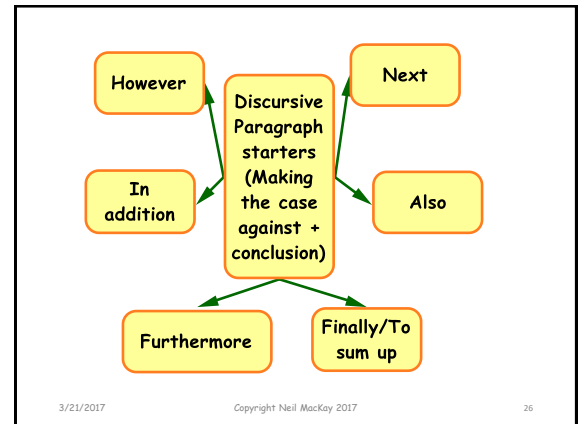
This student is smart and can do it all but s/he forgets instructional sequences. Marks will definitely not reflect ability on this task. Little "visible learning" and likely to suffer from reduced expectation and frustration.

This student can do the "ing" and "ly" tasks but forgot to do them. So marks will be ok but not ability appropriate and risk of becoming a "coasting kid."

Plenty of marks just for remembering the task. This student is not smart but does well because a good working memory.

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After Tracy Packiam Allowa



Imperative for lesson planning And "home tasks"?

We need to separate tasks that demand:

Accessing storage (Remembering)

Accessing process (Sequencing)

What do I know?

How do I do it?

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More strategies - "Going for five"

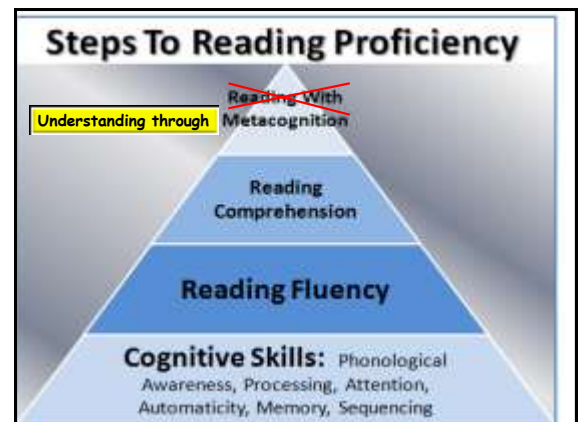
1. Repeat a similar task instantly or later with modifications
2. Keep sentences short or join by easy conjunctions
3. Keep it visible for longer
4. Simplify grammatical structure - for sentences, instructions, comprehensions
5. Break multi step tasks into independent series and steps to be completed

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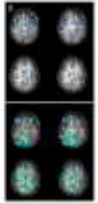
Issue 2 : They think better than they read Or read better than they think



Strength – Interconnected Reasoning

Interconnected Reading

Reading Real vs. Pseudo words



Non-Dyslexic

Dyslexic

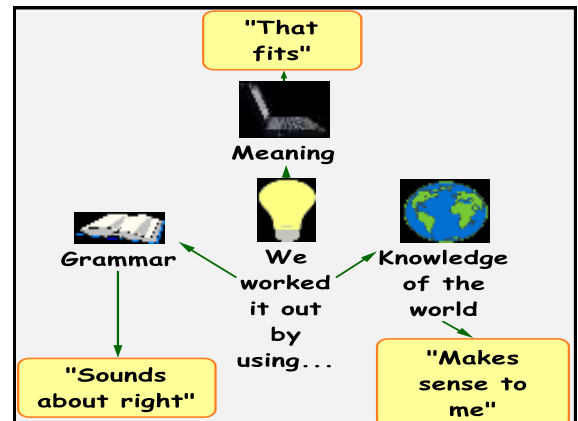
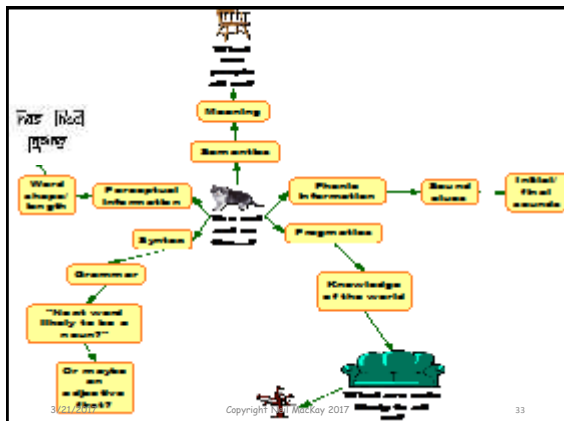
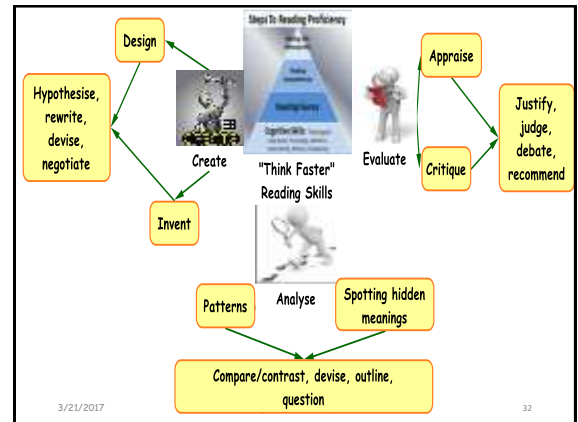
Word Substitutions – Wide Semantic Field?

sister – brother
graduation – celebration
Valentine's Day – Christmas
rock – stone
leaf – feather

Richer Word Associations – But Substitutions, Slower Retrieval

Smith et al. 2014, Chomsky-Graham, The Best of Both Worlds

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Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

Snowling & Frith 1986

Stothard & Hulme 1992

Studies showing that good comprehension can be developed in the absence of good word recognition skills:

Catts, Adolf & Weismer 2006

Spooner, Baddley & Gathercole 2004

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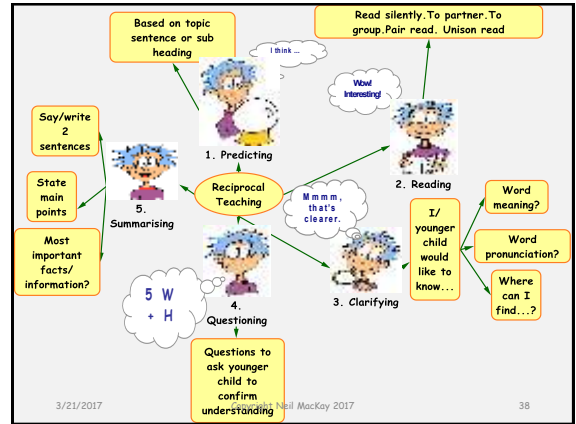
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Teaching for automaticity

- Tapping into one's prior knowledge related to informational text structure.
- Topical and vocabulary knowledge.*
- Setting a purpose for reading – scaffold.
- Self-monitoring for meaning – meta-cognition.
- Determining what is important – practice note taking.
- Synthesizing – evaluating and merging information.
- Teach for varying reading purposes.

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1. Predicting

Leader: Read the next topic sentence or sub-heading and, based on that, predict what you think the next paragraph will be about.

Group: "My prediction is that the rest of the paragraph will be about..."

"Based on the topic sentence, I think the paragraph will be about..."

2. Reading

Leader: "Can you read the next paragraph for us please (names)?"

GT: "What can you read up to..."

With each new leader, the group alternate between reading.

- silently
- to a partner
- to the group
- unison

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3. Clarifying

Leader: "What aspects of this paragraph do you need to clarify?" (circle lines)

Group Members:

- "I'd like to know what the word..... means?"
- "Where is..... located?"
- "How is this word pronounced?"

4. Questioning

Leader: "In order to check if someone has fully understood this passage, what questions could you ask them?"

Group Members:

What...? Why...? When...? Where...? What...? How...?

Circle 5 W + H

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5. Summarising

Leader: "Please read the next paragraph and write a sentence or two to summarise this passage."

GT: State the main points of this paragraph please (names)

GT: What are the most important facts/ pieces of information in this paragraph (names)?

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"How could/might you....."

LOTS (lower order thinking skills)			HOTS (higher order thinking skills)		
1	2	3	4	5	6
remember	understand	apply	analyse	evaluate	create
recognise	summarise	implement	compare	check	design
list	summarise	sequence	sequence	hypothesise	construct
describe	infer	carry out	deconstruct	critique	plan
identify	paraphrase	analyse	outline	experiment	produce
relate	classify	use	test	judge	investigate
name	compare	explain	structure	direct	revise
locate	compare	explain	integrate	monitor	create

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Haiku

5 Syllables – Un/pre/dic/tab/le
7 Syllables
5 Syllables

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Strategy: Contextualised Guessing And Reciprocal Teaching

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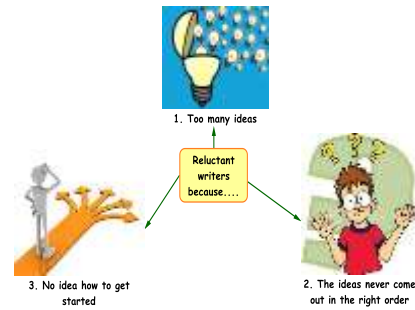
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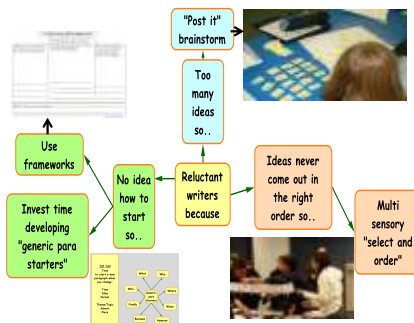
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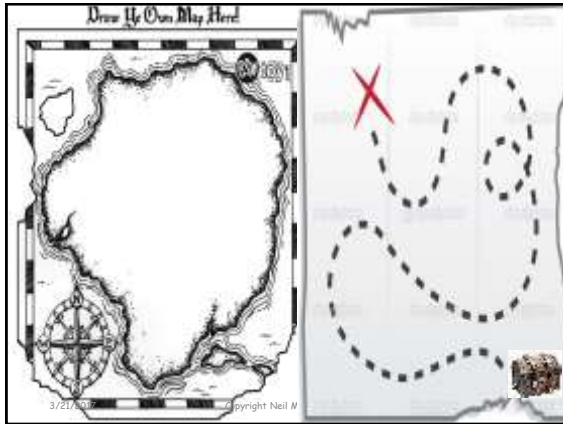
Let's go to "The Island"



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Step 1

1. Brainstorm your ideas onto the post-it notes - one word (noun) or picture per post-it

2. Stick them on the table as you do them

valley

ocean

volcano

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Then add value

Step 2

Choose your best 5 ideas

Stick them on the table in the best order

First: We'll see this one first

Second: Sp. See me ~~volcano~~

Third: ~~valley~~

Fourth: Canyon

Fifth: ~~ocean~~

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Time to give a helping hand:

"As we crawled up the beach..."

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Let's play TAP the map!

Use a connective: Despite, When, Even though, Because, However, So, While, After, Although

Next sentence must be exactly 6 words long

Next sentence must be exactly 7 words long

Use an adverb - an 'ed' or 'ly': Disappointingly, Regretfully, Steadily, Happily, Slowly, Mournfully, Graciously, Frustrated, Confused, Worried, Delighted

Use a verb - an 'ing' clause: Giggling and laughing, Waiting, Thinking, Looking

From now on, you can only use "And" or "But" as a starter

Use a simile or metaphor: Like a mouse, he. Brave lions, they. As swift as a bird, she

Next sentence must begin with "Because..."

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TIP TAPP

Time to start a new paragraph when you change:

Simpler:
Time
Idea
Person

More sophisticated:
Theme/Topic
Adverb
Place
Picture in your head

Generic para starters:

Next, After that, Then, So, Also, However, And, Because, Finally, First

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Think without boundaries

Multi sensory, select and order

Talk it - then write it

"Going for Five" Inclusive writing core offers

Give starter phrases

Add value later

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Strategy

Thinking without boundaries
before ordering, selecting
and adding value

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- Please get back with any questions and I will respond as soon as I can - info@actiondyslexia.co.uk And....

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New for 2017

- Going for greater depth - "drilling down" for stretch, challenge and risk.

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