


Awaken the Scholar Within

Dyslexia, LD, and ADHD Teaching Strategies

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Has been seen on...


Best selling author of...


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5 Steps to Teaching ADHD and Dyslexic Students

Please put your name and email on the list I'm passing around.

We'll send you the link to download the book.

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64 - 66%

of 4th, 8th and 12th graders are *not proficient* in reading.

According to the Nation's Report Card

There is a **direct correlation** between reading, writing and comprehension.

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72 - 73%

of 4th, 8th and 12th graders are *not proficient* in writing.

According to the Nation's Report Card

There is a **direct correlation** between reading, writing and comprehension.


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Students with a Learning Disability earn lower grades and experience higher rates of course failure...

According to The State of Learning Disabilities 3rd Edition, 2014, LD.org

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So, how do we do this?

- › Reading Struggles
- › Writing Struggles
- › Math Struggles
- › Dyslexia
- › Learning Disabilities
- › ADHD
- › Learning Problems

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Step 1


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What We Know About the Brain

STEP 1:
Understand What Dyslexia, LD, and ADHD
Is and Isn't

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Neuroplasticity



“As we age, adult-born neurons make new connections – synapses which modify existing neurons.”

*Adult-Born Neurons Modify Excitatory Synaptic Transmission to Existing Neurons” Linda Overstreet-Wadiche and Jacques Wadiche, both Associate Professors and the University of Alabama, 2017

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What We Know About Dyslexia and Learning Disabilities

STEP 1:
Understand What Dyslexia, LD, and ADHD
Is and Isn't

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STEP 1: UNDERSTAND WHAT ADHD IS AND ISN'T

Dyslexia

“Dyslexia is a brain-based type of learning disability that specifically impairs a person’s ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence.”

According to the National Institute of Neurological Disorders and Strokes

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STEP 1: UNDERSTAND WHAT ADHD IS AND ISN'T

Learning Disabilities

"A Learning Disability is a brain-based disorder that specifically affects the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention.

Learning disabilities are not typically recognized until the child reaches school age."

According to the National Institute of Neurological Disorders and Strokes

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STEP 1: UNDERSTAND WHAT ADHD IS AND ISN'T

Common Characteristics of LD and Dyslexia

Difficulty with:

- › Phonological Processing
 - Encoding Words
 - Decoding Words
- › Spelling
- › Processing Speed
- › Reading Comprehension
- › You May or May NOT Reverse Letters

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STEP 1: UNDERSTAND WHAT ADHD IS AND ISN'T

Common Characteristics of LD and Dyslexia

Difficulty with:

- › Mathematics
 - Number Sense
 - Computation
 - Word Problems
- › Auditory, Visual, or Tactile/Kinesthetic Processing
- › Coordination and Balance
- › Directing Attention

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What We Know About ADHD

STEP 1:
Understand What Dyslexia, LD, and ADHD
Is and Isn't

STEP 1: UNDERSTAND WHAT ADHD IS AND ISN'T

What Is ADHD? 5 Hallmark Symptoms

- › Short Attention Span
- › Distractibility
- › Disorganization
- › Procrastination
- › Poor Internal Supervision

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Inattentive Type

STEP 1: UNDERSTAND WHAT ADHD IS AND ISNT

Common Characteristics
Inattentive Type

- › Needs questions and directions repeated
- › Does not listen to or follow verbal directions
- › Starts but does not complete homework
- › Rushes through chores carelessly
- › Does not remain on task
- › Is disorganized with possessions

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LEARNINGHyperactive / Impulsive
Type

STEP 1: UNDERSTAND WHAT ADHD IS AND ISNT

Common Characteristics
Hyperactive/
Impulsive Type

- › Often fidgets with or taps hands or feet, or squirms in seat
- › Often runs about or climbs in situations where it is not appropriate
- › Often talks excessively
- › Often blurts out an answer before a question has been completed
- › Often has trouble waiting his/her turn
- › Often interrupts or intrudes on others

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Type

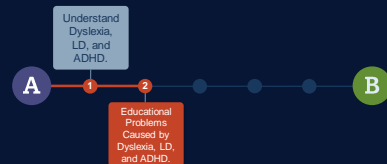
STEP 1: UNDERSTAND WHAT ADHD IS AND ISNT

Common Characteristics
Combination
Type

- › Aspects of both types of ADHD... Inattention and Hyperactivity or Impulsiveness
- › Enough symptoms from both types of ADHD present for the past 6 months

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Step 2

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STEP 2: EDUCATIONAL PROBLEMS CAUSED BY DYSLLEXIA

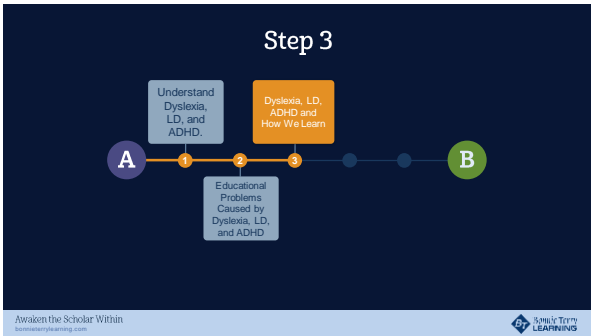
Educational Problems Caused by LD or Dyslexia

- › May have neurological gaps
- › Poor auditory memory can occur
- › Poor visual memory can occur
- › Difficulty with concentration
- › Difficulty following multi-step directions
- › Given a list of things to do, they don't get the whole list done
- › **Poorly executed assignments**
- › They have missed out on instruction because their vision system, auditory system, or tactile/kinesthetic system were 'overloaded'

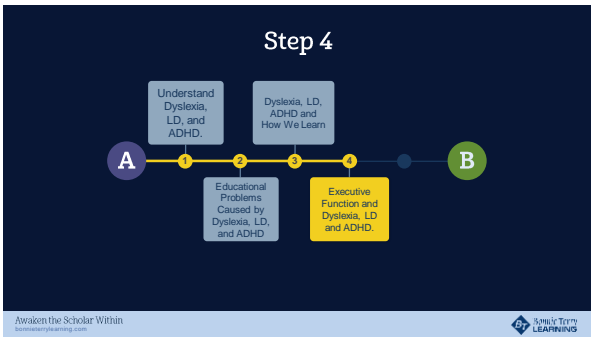
STEP 2: EDUCATIONAL PROBLEMS CAUSED BY ADHD

Educational Problems Caused by ADHD

- › May have neurological gaps
- › Poor auditory memory can occur
- › Poor visual memory can occur
- › Difficulty with concentration
- › Difficulty following multi-step directions
- › Given a list of things to do, they don't get the whole list done
- › **Missing assignments**
- › They have missed out on instruction because they were distracted



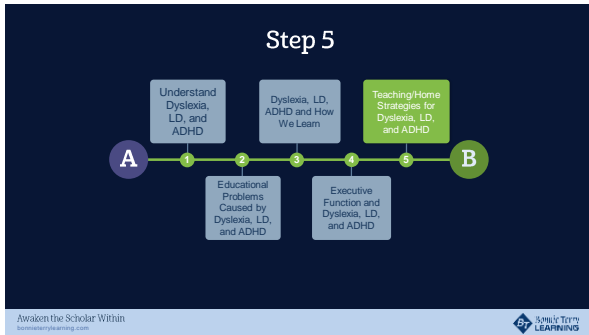
A Concentration and LD/Dyslexia Simulation



STEP 4: EXECUTIVE FUNCTION AND ADHD/DYSLEXIA

Executive Function and ADHD/Dyslexia

- › A term used to describe a set of mental processes that helps us connect past experience with present action. We use executive function when we perform such activities as planning, organizing, strategizing and paying attention to and remembering details.
- › These skills allow us to finish our work on time, ask for help when needed, wait to speak until we're called on and seek more information.



STEP 5: TEACHING / HOME STRATEGIES FOR DYSPLEXIA, LD, AND ADHD

“Association is the basis of all learning”

Kimberly Kassner

Once you receive input, the information is held in the association cortex (hippocampus) of the brain.

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STEP 5: TEACHING / HOME STRATEGIES FOR DYSPLEXIA, LD, AND ADHD

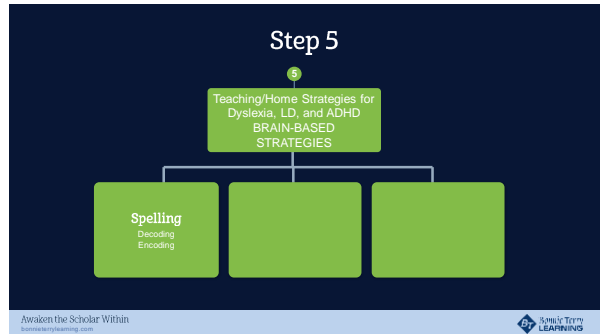
“There are three ways the brain constructs meaning... relevance, emotion, or patterns and connections.”

Eric Jensen

The brain learns best by:

- > Association
- > Visualization
- > Pattern
- > Emotion

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STEP 5: TEACHING / HOME STRATEGIES FOR DYSPLEXIA, LD, AND ADHD

- > Spelling with Spelling Patterns
- > Uses the Structure of the Language
- > Teach with Associations

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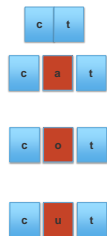
STEP 5: TEACHING / HOME STRATEGIES FOR DYSPLEXIA, LD, AND ADHD

"In general, research has not shown the formal teaching of spelling rules to be an effective instructional method."

Darch et al., 2000

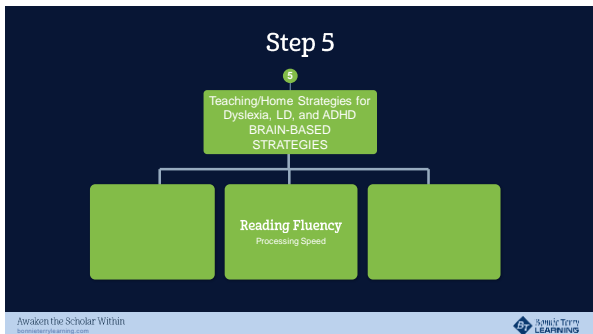
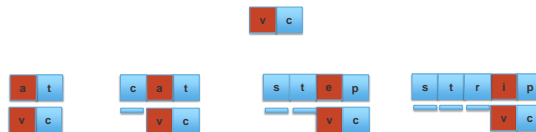
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STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD



STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD

Teaching Spelling with Associations to Vowels and Consonants



STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING FLUENCY TRAINING

Correlation Between Reading Fluency and Comprehension

- › A strong positive correlation between reading comprehension and reading fluency
- › A strong correlation between reading comprehension, writing, and reading

The Relationship Between Reading Fluency, Writing Fluency, and Comprehension Mary Leonard Palmer, 2010

STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING FLUENCY TRAINING

Reading Fluency Improves Comprehension

- › Daily 5 to 6-minute fluency intervention focused on phonics, sight phrases, and oral reading.
- › Significant growth in reading level and reading rate was found.

Effects of a Reading Fluency Intervention for Middle Schoolers With Specific Learning Disabilities Cecil D. Mercer, Kenneth U. Campbell, M. David Miller, Kenneth D. Mercer & Holly B. Lane. 2010

STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING FLUENCY TRAINING

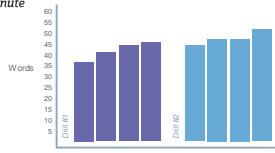
Increase Fluency and Comprehension with Short Drills

READING FLUENCY TRAINING



STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING FLUENCY TRAINING

Words per minute go up.



Mistakes



Mistakes per minute go down.

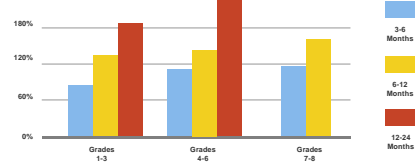


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STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING FLUENCY TRAINING

Student Results
Reading Fluency Gain



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Step 5

Teaching/Home Strategies for
Dyslexia, LD, and ADHD
BRAIN-BASED
STRATEGIES



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STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING COMPREHENSION

National Reading Panel

7 Categories provide a scientifically based foundation for the improvement of comprehension.

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STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING COMPREHENSION

National Reading Panel Categories

1. Comprehension Monitoring
2. Cooperative Learning
3. Use of Graphic and Semantic Organizers
4. Question Answering

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STEP 5: TEACHING / HOME STRATEGIES FOR DYSLLEXIA, LD, AND ADHD: READING COMPREHENSION

National Reading Panel Categories

5. Question Generation
6. Story Structure
7. Summarization

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Application of the Research

We apply the research to both listening and reading comprehension.

- > Literal Comprehension
- > Inferential Comprehension

Comprehension Activity

- > Comprehension Monitoring
- > Cooperative Learning
- > Question Answering

Paraphrasing Improves Listening and Reading Comprehension

Students that master paraphrasing strategies earn an average of 80% (up from 52%) on passages written at their grade level.

Students in the study improved an average of five grade levels with regard to reading comprehension on criterion-based passages.

Schumaker, J., Deshler, D. (1992) Validation of learning strategy interventions for students with LD. Intervention research with students with learning disabilities. pp. 22-16

Paraphrasing Steps



RAP Strategy

- | | |
|-------------|---------------------------------------|
| Read | Read or listen to a paragraph |
| Ask | Ask yourself the main idea or details |
| Put | Put them in your own words |

You can also play where you put the selection into sequential order.

Schumaker, J., Deshler, D. (1992) Validation of learning strategy interventions for students with LD. Intervention research with students with learning disabilities. pp. 22-16

Comprehension Activity

- > Comprehension Monitoring
- > Cooperative Learning
- > Question Answering

Comprehension



Clara Barton was born on Christmas Day, 1821, in Massachusetts. Clara, the youngest of five grew up on a farm. She loved to race her brother on horseback. When she was eleven, her brother was hurt while working in the barn. He had to stay in his bed for two years. Clara loved her brother very much, so she stayed by his side most of that time. She got her first taste of being a nurse with her brother. When he got better they resumed their horseback riding.



The Comprehension Zone: Rocket Rap Game

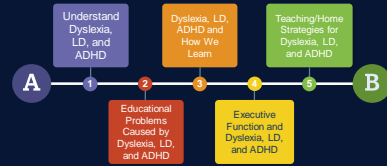
Comprehension

- › Main Idea and Details
- › Sentence Meaning
- › Sequence/Organization
- › Directions

Key Words	Ground on Mercury	BK2
Main Idea Details	1. Rocky planet 2. Craters 3. Looks like our moon	
MAIN IDEA DETAILS	Amelia Earhart 1. She crossed 2. She flew over 3. any/anywhere 4. west/east	
MAIN IDEA DETAILS	Amelia Earhart 1. she crossed 2. military 3. famous for selflessness 4. named airlines	

The Comprehension Zone: Rocket Rap Game

The Magic of 5 Steps



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