

Supporting Students with Language-Based Learning Disorders

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Optimal School and College Placement

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Screening: Where's the Problem?

Language-Based Learning Disorders

Defined as a significant delay in areas of...

Listening
Speaking
Reading
Writing



Four Data Points

1. The student
2. The parent
3. The teacher
4. The testing





What is the Primary Issue of Concern?



Language-Based Disorders

- Dyslexia (decoding/fluency)
- Reading comprehension
(due to dyslexia/communication)
- Communication disorders
(understanding or expression information)
- Dysgraphia (written expression)
- Dyscalculia (math disorder)



The Impact on Learning

- **Input:** Symbol recognition, syntax/text comprehension
 - *Reading and Language*
- **Integration:** Interpretation, sequencing and incorporation
 - *Language, working/short memory, attention/EF*
- **Storage:** Short term memory incorporated with learned information
 - *Memory, attention/EF, conceptual skills*
- **Output:** Speed and accuracy of how learned information is reproduced
 - *Processing speed, graph motor dexterity, language skills*



Aspects of a Strong Reader

Accuracy

Speed

Fluency

Comprehension



Identifying Key Areas of Deficit

Accuracy: Reading most words accurately

Rate: Reading at a rate to comprehend

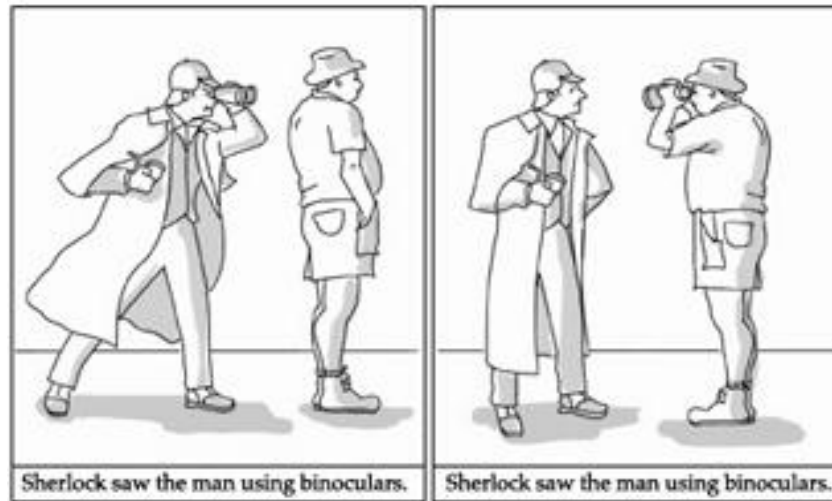
Fluency: Reading text at an appropriate rate, smoothly, and automatically

Comprehension: Understanding the *who, what, where, how and why*
(*must interpret meaning within syntax*)



Impact of Syntactical Skills

- **Syntax:** order of words and relationship between meanings of words
 - that governs larger meaningful phrases,
- **Pragmatics:** concerned with the social use of language situational context, implicit



If a student hates to read at 16...



Be Careful of School and College Placement



Writing and Speaking

Reading Speed and Accuracy = Fluency

- Accuracy:
 - Phonemes /Attention (ocular)
- Rate
- Phonemes/ Processing speed

Reading or Listening Comprehension

- Main Idea
- Inferential/higher order

Writing/Speaking

- Syntax/Artic
- Vocabulary
- Focus
- Organization
- Spelling
- Punctuation/grammar



Writing

Syntax

Spelling

Vocabulary

Grammar

Grapho motor

Organization

Speaking

Syntax

Articulation

Vocabulary



Student Case Studies

Mandy

- strong decoding and math fluency skills
- weaknesses in: vocabulary, reading comprehension and word math problems, working memory
- difficulty listening to lectures and writing notes



Student Case Studies

Jack

- low rate of output: papers and timed tests
- low processing speed
- fluent speaker
- weak graphomotor skills
- has anxiety



Two Big Pitfalls

- Mistaking a communication disorder for dyslexia or inattention
- Mistaking poor fine motor weaknesses for global poor processing issues



Impact on College Placement

- Three Types of College supports:
Accommodations, Services, and Comprehensive
- Student must be familiar with evaluations, IEP's, 504 plans
- Testing must be within 3 years
- Many colleges can provide **Accommodations**; only **Comprehensive** colleges can provide significant modifications
- Finally: DEMYSTIFY LEARNING STYLE!



Secondary School and College Support Programs

How is it determined that the student needs support?

What are the various types of support programs?

How is technology used?

What types of support will the student need for college?



What Can We do About it?

- **Knowledge of Student**
 - Parent, Teacher, School Reports, and Testing
- **Knowledge of Different Types of Support Programs**



Different Types of Support Programs

Accommodation	Services	Comprehensive
Tutorial Support	Program Support	Systemic Support
On staff support 1:1, 1:2, small group	Specialist 1:2 3x, 2x, 1x per week	1:1 Specialist Daily Tutorial
Tutor Content/Skill	Tutor Skill/Content	Tutor Skill/Content
Extra Help Accommodations	Structured Study Accommodations	Structured Study Accommodations



Admissions Stage

Identification

Triangulation of Information

- Formal testing
- Psych-Ed testing
- Standardized (ERB, SSAT, TOEFL)
- Survey Questionnaires

-Parent, Student, Teachers



Entrance & Placement Schools

Certification

Patterns of Strengths & Needs

- File Review (comprehensive view)
- Student Interview
- Curriculum Based Measures
- Placement Tests

Provide: Appropriate level of support



**What does a School
with a
Strong Support Program
look like?**



Within School Leveled Approach

- Non-native English Speakers

ESL I, ESL 2 class

- Instructional Support Program

Weekly: 3x, 2x, 1x

Writing Center Class

Math Center Class

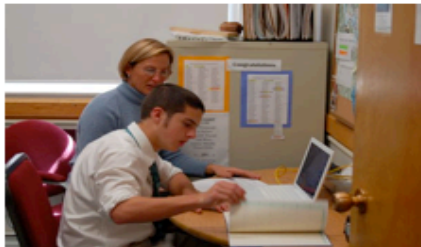
- Change in Plan

Semester/Trimester: Performance and Evidence based decisions to reduce the level of support is determined



Comprehensive & Integrated Approach

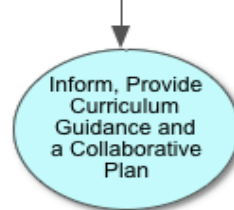
Support Teacher: 3 Roles



IS Teacher Instruction



IS Teacher Team Advocate



IS Teacher Observe Classroom Application





How is Student Growth Measured?

Triangulation of Information: Skills & Strats.= Goals

- Formal: Testing (Psych./Ach. & IOWA/ERB)
- Informal:
 - Curriculum Based measures
 - Observation
 - Student Reflection
- School Based: Class, Grades, Level, Recognition
- Goal Setting



Customized Learning Experience

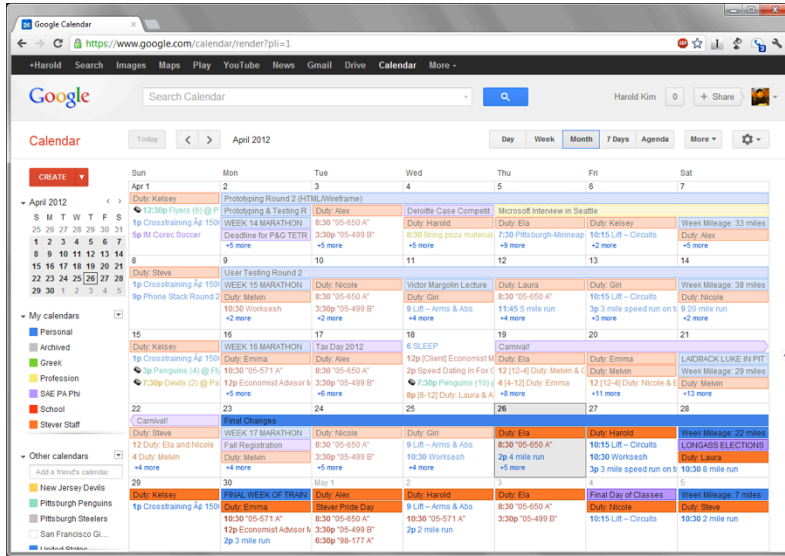




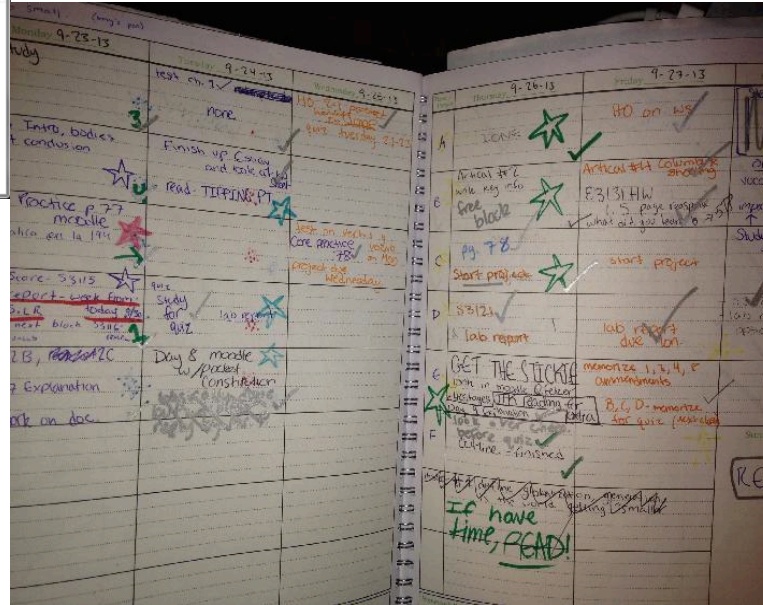
technology as a
tool



Time Management Organization



Skill Focused
Strategy Driven



Reading

SOLDIER BOY - PRIVATELY TO HIMSELF

I am **Buffalo Bill's** horse. I have spent my life under his saddle - with him in it, too, and he is good for **two hundred pounds** without his clothes; and there is no telling how much he does weigh when he is out on the war-path and has his batteries belted on. He is **over six feet** in **young** hasn't an ounce of fat on him, and is as springy in his motions, quick as a cat, and has down on his shoulders, and is beautiful to look nobody is stronger, except myself. Yes, a pers should see him in his beaded buck-skins, on m shoulder, chasing a hostile trail, with me going behind from the shelter of his broad slouch. Yi part of it myself.

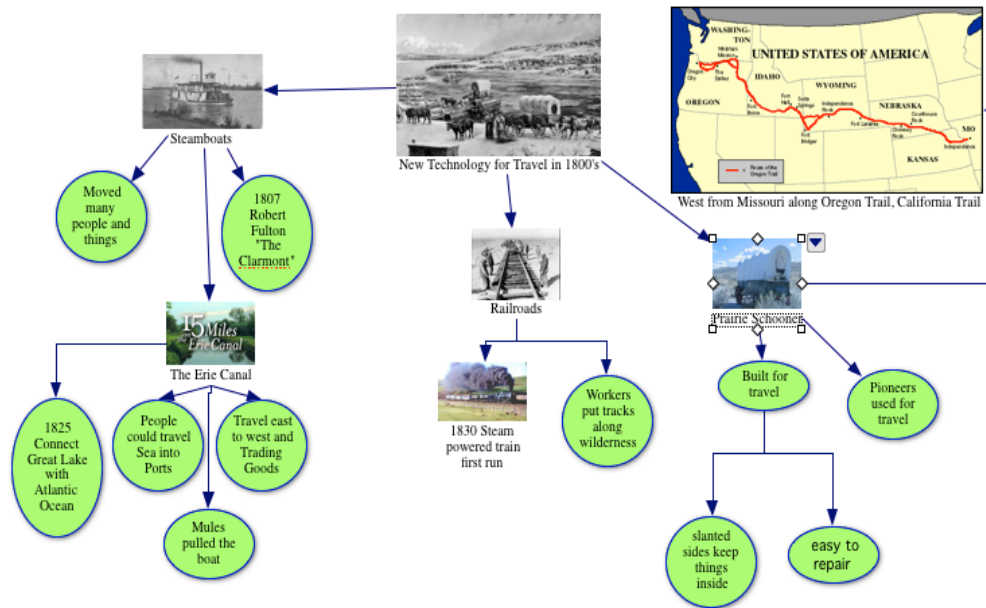
I am his **favorite horse**, out of dozens. Big as he is, I have **carried him eighty-one miles** between nightfall and sunrise on the scout; and I am good for fifty, day in and day out, and all the time. I am **not large**, but I am **built on a business basis**. I have carried

I. Buffalo Bill's
A. two hundred pounds
B. over six feet
C. young

II. favorite horse
A. carried him eighty-one miles
B. not large
C. built on a business basis



Writing



New Technology for Travel in 1800's

I. Steamboats

- A. Moved many people and things
- B. 1807 Robert Fulton "The Clarion"
- C. The Erie Canal

1. 1825 Connect Great Lake with Atlantic Ocean
2. People could travel Sea into Ports
3. Mules pulled the boat
4. Travel east to west and Trading Goods

II. Railroads

- A. 1830 Steam powered train first run
- B. Workers put tracks along wilderness

III. Prairie Schooner

- A. West from Missouri along Oregon Trail, California Trail
- B. Pioneers used for travel
- C. Built for travel
 1. slanted sides keep things inside
 2. easy to repair



Optimizing the College Experience

- Know the Student
 - Strengths and Needs
 - Level of Independency
 - Learning Style
 - Strategies
 - Advocacy
 - Accommodations
- Type of College Support
 - Case A Mandy
 - Case B Jack



Optimal College Placement and Support

A Accommodation

Academic Mentors
Peer Tutors
Study Skill tutors
Math Lab
Center: Drop in Wrtg.

Accommodations: Ext. time

Connecticut College, Fairfield
Villanova, Florida State

S Services

Academic Support
Skills Tutorial: 1:1, group
Study skills
Time Management
Course Tutorial Centers
• Writing
• Math

Accommodations:
Ext. time, Kurzweil, e-books, scribe

• MANDY

University of Connecticut,
Northeastern, New England
College, Eckerd

C Comprehensive

Academic Support
Skills Tutorial: 1:1
Enrichment Courses

Course Tutorial Centers
• Peer Tutoring
• Supplemental
• Writing
• Math

Accommodations:Ext. time, Dragon NaturallySpeaking, Kurzweil, Inspiration, e-books

• JACK

Landmark College, Mitchell,
Dean, Mercyhurst, Curry, Lynn



Questions?

