

# Teaching Students with Dyslexia in the Classroom

Two full days 8:30 am to 2:30 pm

**Townsville 8 and 9 March 2012:** Von Stieglitz meeting room, Thuringowa Central Library, 86 Thuringowa Drive, Thuringowa 4817

**Brisbane 15 and 22 March 2012:**  
Top Floor, Queen Alexandra Home, Coorparoo.

**Cost:** \$220 for the two days.

A practical workshop what will enable the classroom teacher to use appropriate teaching techniques and resources for students with dyslexia.

## **This course will cover:**

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| <ol style="list-style-type: none"><li>1. What dyslexia is</li><li>2. Identification or diagnosis of dyslexia</li><li>3. Multisensory teaching</li><li>4. Phonological awareness and phonics and spelling</li><li>5. Auditory processing</li><li>6. Visual perceptual issues and scotopic sensitivity</li><li>7. Working memory issues</li><li>8. Processing issues</li><li>9. Co-occurring conditions such as ADHD, language delays, dysgraphia, etc</li></ol> | <ol style="list-style-type: none"><li>10. Appropriate teaching techniques</li><li>11. Reading and comprehension</li><li>12. Writing</li><li>13. Spelling</li><li>14. How maths can be affected</li><li>15. Appropriate resources and software</li><li>16. Using assistive technology</li><li>17. Books to read</li><li>18. Useful websites and associations</li></ol> |
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Morning tea is provided at both venues.

Lunch is available from nearby restaurants – in Coorparoo.

**Call Melinda on 3394 2566** if you are inside the Brisbane Metropolitan area or if **outside the Brisbane metropolitan area call 1800 671 114** for registration.

# Queensland Seminars 2012

The Seminars contribute to the 10 Queensland College of Teachers continuing Professional Development Requirements

Queen Alexandra Home, 347 Old Cleveland Road,  
Coorparoo Qld 4151

All seminars (unless otherwise specified) are held on Wednesdays at 9.00 am - 11.00 am.

Registration starts at 8.45 am

Alexandra Room (Level 2). Parking available at nearby Halstead St.

Costs are: \$ 40.00 Non Members and \$25.00 Members (unless specified)

*A telephone booking on 3394 2566 or 1800 671 114 (if outside the Metropolitan area) is essential.*

Date	Topic	Presenter
<b>TERM ONE</b>		
February 29	Working Memory – Brisbane	Dr. Jason McGowan
March 7	Dyslexia – What is it & How we can Help? – Brisbane	Frances Corkery-Connor
March 8 & 9 Thursday	Teaching Students with Dyslexia – Prep to Year 8 – Townsville	Frances Corkery-Connor
March 14	Free Parent Workshop – Gold Coast	Speld Education Advisors
March 15 Thursday	Teaching Students with Dyslexia in the classroom – Prep to Year 8. Brisbane (Day 1) (Abstract p.17)	Frances Corkery-Connor
March 21	Emotional Resilience – Brisbane	Dr. Michael McDowell
March 22 Thursday	Teaching students with Dyslexia in the classroom – Prep to Year 8. Brisbane (Day 2)	Frances Corkery-Connor
March 28	Free Parent Workshop – Brisbane	Speld Education Advisors
<b>TERM TWO</b>		
April 18	Maths Strategies – Brisbane	Jan Cavanagh
April 19, 26 & May 3, 10 Thursdays	Literacy Inservice for Education Support Workers – a 4 day workshop – Brisbane (Abstract p. 22)	Frances Corkery-Connor
May 9	Sounds Write & Dandelion Readers – Brisbane	Mary Gladstone
May 16	Free Parent Workshop – Longreach	Speld Education Advisors
May 18 Friday	SLD & Assistive Technology Townsville	Frances Corkery-Connor
May 28, 29 & 30	Planning and Programming for students with Dyslexia, ADHD and Aspergers Syndrome in mainstream classrooms – Brisbane	Neil Mackay
June 20	Free Parent Workshop – Gladstone	Speld Education Advisors
June 20, 21 & 22	Level one Dyslexia Workshop – Brisbane (Abstract p. 20)	Alison Playford & Annette Brock
<b>TERM THREE</b>		
July 18	Visualising and Verbalising – Brisbane	Jen Broere, Lindamood Bell
July 25	Free Parent Workshop – Townsville	Speld Education Advisors
1 August	Dyscalculia – Brisbane	Euarda Van Klinken
August 22	Free Parent Workshop – Rockhampton	Speld Education Advisors
September 19, 20, 21	Dyslexia Level 2 Workshop - Brisbane (Abstract p.20)	Alison Playford
<b>TERM FOUR</b>		
October 17	Auditory Processing – Brisbane	Frances Corkery-Connor
November 7	Assistive Technology – Brisbane	Julie Tasker

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# Abstracts

## Free Parent Workshops 2012. (See page 18 for dates and venues.)

These practical workshops are put together with parents in mind, but teachers and other educators are welcome to attend. The purpose of the workshops is to:

- Provide a definition for a learning disability as opposed to a learning difficulty
- Identify the different types and characteristics of the six learning disabilities
- Provide a checklist to tell if a child has dyslexia
- List successful strategies to use for spelling and comprehension
- Give ideas to parents on how to choose the right school for their child
- Take parents through assistive technology programs and apps that will help and
- Display a list of websites, many of which are free, that will assist parents to help their children who have a SLD in learning how to learn.

A booklet entitled Unpacking Specific Learning Disabilities and Discovering Assistive Technology To Help is available at the workshops for \$12.

## Poor Working Memory Strategies to Use with Reading and Spelling by Dr Jason McGowan (29 February 2012)

Most of us take working memory ability for granted. We use this important memory function throughout the day when speaking and listening but particularly when reading and processing written language. So what then is working memory? Why is it important when reading and spelling? This short seminar will answer these questions as well as provide some practical strategies (i.e. what to actually do with a student) for developing working memory in a way that will directly impact on reading and spelling skills.

## Dyslexia – What is it and How can we help? By Frances Corkery-Connor. (7 March 2012)

“If you can teach a dyslexic child well, you can teach all children better.”

Moving from the theoretical to the classroom, the aim is to provide dyslexia friendly schools where the whole community shares the experience of good teaching practice in literacy. Frances Corkery-Connor draws on the work of Neil Mackay, “Removing Dyslexia as a Barrier to Achievement”, in a Seminar presentation aimed to inform on dyslexia, how it can be supported in the home and the classroom and how to raise public awareness.

## Building Resilience in Children with Learning Disabilities By Dr Michael McDowell (21 March 2012)

Although a great deal can be done to improve knowledge and skills for children with learning disability (LD), it is usually not possible to fully correct, or ‘fix’ these problems. As a result, children continue to struggle throughout the school journey.

Resilience refers to the quality that allows children not only to survive, but emerge from the struggle of school education with robust, strong mental health and development. Just as targeted intervention is able to improve knowledge and skills for children with LD, it is possible also to target and build childhood resilience. Optimal management of children includes both strategic approaches. The session will explore how this can be done.

## Maths Strategies By Jan Cavanagh (18 April 2012)

Which Mathematical Skills are essential for everyday purposes?

We all need some skills to handle everyday tasks, but we don’t all need to be mathematicians.

Looking at some of the critical skills and how to support students in gaining confidence in them may help them to become more numerate:

- Beginning mathematical processes
- Efficient use of a calculator (as a tool)
- Place value
- Using ‘open questions’
- ‘Acting out’ problem solving
- Estimation

Jan is a Mathematics Consultant who works in her business ‘Making Sense of Maths’, and also at QUT with the YuMi Deadly Centre ‘Closing the Gap’ projects.

## Sounds~Write and Dandelion Readers By Mary Gladstone (9 May 2012)

Sounds~is a training program that sets out provide teachers with a coherent approach which can be consistently applied in the classroom or in small groups. It is a **linguistic phonics program** that starts from what children already know, the sounds of their own language, and teaches in careful steps, how each of the 44 phonemes (sounds) can be represented in written English.

It is based on teaching **the knowledge, conceptual and factual**, on which the English alphabet code is based, and the **three skills**, blending, segmenting and phoneme manipulation, needed to enable learners to use our code effectively.

**Dandelion Readers** follow the structure of the Sounds~Write program. They are decodable texts, enabling the reader to decode independently using the phonic knowledge, skills and concepts they have been taught. The texts focus on print and encourage the children to blend words.

The aim of the Dandelion books is to offer clear structure and scaffolding for beginning and catch up readers.

Understanding how our alphabetic principle works is the crucial prerequisite in the early stages of reading. This fact underpins the Sounds~Write program and the Dandelion readers provide the children with the practice to become self reliant readers.

## Assistive Technology for Dyslexia and Dysgraphia By Frances Corkery-Connor (18 May 2012)

Frances Corkery-Connor, our Assistive Technology advisor, will demonstrate software and hardware that can be used to support students with dyslexia and dysgraphia –speech to text, text to speech, audio and e-books, Kindles, iPads, spelling and memory software. This in-service is suitable for parents and teachers.

## Dyscalculia By Eduarda van Klinken (1 August 2012)

Dyscalculia – identifying and supporting students with mathematical disabilities

Dyscalculia literally means *difficulty with calculation*. To bring about positive results it is important to identify what the child’s level of conceptual understanding is; that is what they can do. To facilitate this, you will be shown how to administer a ‘diagnostic interview’. As well, there will be an overview of children’s learning trajectories in key number sense topics. This is important to assist in planning how to progress children’s identified level of understanding.

# Dyslexia Workshop for 2012

## Teaching Students with Dyslexia

**LEVEL 1–20, 21 & 22 JUNE 2012**

**LEVEL 2–19, 20 & 21 SEPTEMBER 2012**

### Presenters:

**Annette Brock** – Psychologist

**Alison Playford** – Educational Therapist holds a Diploma from the Dyslexia Institute in the UK and has been the Specific

Learning Difficulties Teacher at St. John's Grammar School, Belair, SA and the Educational Services Co-Ordinator with the Dyslexia SPELD Foundation WA. She has been teaching students with dyslexia for 18 years.

The course is designed to provide teachers with an understanding of the implications of the learning style of students with dyslexia in the classroom so they can cater for their needs. It will also equip teachers to tutor one or two students in a withdrawal situation. This three day program is based on research which indicates that instruction for students with dyslexia needs to incorporate:

- Highly structured phonemic-instruction training with a heavy emphasis on the alphabetic system
- Drill and repetition necessary to compensate for difficulties in verbal working memory
- Multi-sensory methods help anchor verbal information through non-language mental representations.
- Highly sequential learning objectives to focus on the logic of language.
- Comprehension and metacognitive processes to assist these students in the conscious use of language rule systems to guide their reading and spelling.

The course combines theory and practice, but practical teaching strategies are the main focus. Observation of Alison Playford tutoring children is part of the

course. Attendees at the 3 day workshops will be given a certificate to verify their attendance on completion of the course.

**TIME:** 9.00am – 3.30pm  
(Registration commences at 8.30am)

**LOCATION:** SPELD Qld Inc, Alexandra Room, Queen Alexandra Home, 347 Old Cleveland Road, Coorparoo, Qld. 4151  
Ph (07) 3394 2566

**COST:** \$550.00 – including GST. Morning Tea & Lunch is provided (Please advise of any dietary requirements upon registration). \$200.00 deposit is required on registration, balance due 6 weeks prior to workshop.

For teachers seeking further training in the methodology advocated for tutoring students with dyslexia.

Please be aware of the cancellation policy below.

### REGISTRATION FORM

Teaching Students with Dyslexia - Level 1 – 20, 21 & 22 June 2012

Teaching Students with Dyslexia – Level 2 – 19, 20 & 21 September 2012

Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Home / Postal Address: \_\_\_\_\_

\_\_\_\_\_ P/Code: \_\_\_\_\_

Telephone: (M) \_\_\_\_\_ (H) \_\_\_\_\_ (W) \_\_\_\_\_

Payment Method: Enclosed ..... \$200 Deposit ..... \$350 Balance ..... \$550 Full Payment

CHEQUE \_\_\_\_\_ MONEY ORDER \_\_\_\_\_ M/CARD \_\_\_\_\_ VISA \_\_\_\_\_

CARDNUMBER \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ EXPIRY DATE \_\_\_\_/\_\_\_\_

NAME ON CARD \_\_\_\_\_ SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

DIETARY REQUIREMENTS:

ABN 40 536 194 614

(Cancellations 5 days prior to – 25% retained for administration costs; Less than 5 days prior to – 50% retained for administration costs; less than 48 Hours – non refundable)

Cheque or money order made payable to SPELD Qld Inc. Any queries please contact SPELD 3394 2566 or email [admin@speld.org.au](mailto:admin@speld.org.au)

# Education Support Workers In-service (formerly known as Teacher Aides)

**Venue:**

Top floor Queen Alexandra Home 347 Old Cleveland Coorparoo

**Dates:** 12, 19, 26 April and 3 May.**Time:** 8.30am – 2.30pm**Cost:** \$440 for the four days.

Morning tea is provided.

Lunch is not provided but is available from the many restaurants immediately adjacent to Speld Speld Qld will be offering an in-service opportunity for teacher aides/support workers/school officers in Term One 2012. It is designed for year levels Prep to year 8.

Frances Corkery-Connor, a very experienced teacher who has worked as a Support Teacher Literacy and Numeracy for many years, will be presenting the sessions. Frances is currently an Education Advisor and Assistive Technology Co-ordinator at Speld Qld. Frances has her Masters in Special Needs specialising in Learning Disabilities.

**The sessions cover:****Day One**

Specific Learning Disabilities and Reading

- What learning disabilities are and how to recognise them
- Recognition, assessment, identification, diagnosis of specific learning disabilities: TVPS, TAPS, running records, PPVT, language assessment, phonological assessment, appropriate classroom testing and monitoring progress (to learn to administer the tests is another course)
- Resources for teaching phonics, reading, comprehension, spelling, writing including hardware and software
- Beginning reading looking at phonological awareness, oral language skills, visual perception skills and auditory processing, alphabetical knowledge, phonics, handwriting skills, metalinguistics, reading lessons, techniques for adjustment

**Day Two**

Reading

- Assessment and levels of reading and monitoring for older students
- Organisation of books and resources
- Home reading, silent reading, oral reading
- Decoding skills
- Comprehension skills
- Teaching students with L.D. how to read
- Similar looking words and other appropriate games
- Syllabification
- Neurological Impress method
- Small group instruction
- Software

**Day Three**

Spelling

- what causes poor spelling
- appropriate techniques such as L,A,C,W,C, Visualisation and Chanting
- developing visual memory skills
- teaching phonics using multisensory techniques
- appropriate levels and programs
- appropriate software

**Day Four**

Writing

- Early writing including sounding out and matching sounds to letters. Sentences, genre, using sight words, motivation, remedial techniques, analysing visual processing and auditory processing difficulties as recognition allows remediation
- Teaching genre, punctuation and spelling for writing purposes
- Motivation and creativity in the older student
- Speech to text, text to speech and spelling software
- Organisation of homework so that it gets completed

**For more information contact Melinda at [admin@speld.org.au](mailto:admin@speld.org.au) – (07) 3394 2566 – 1800 671 114**