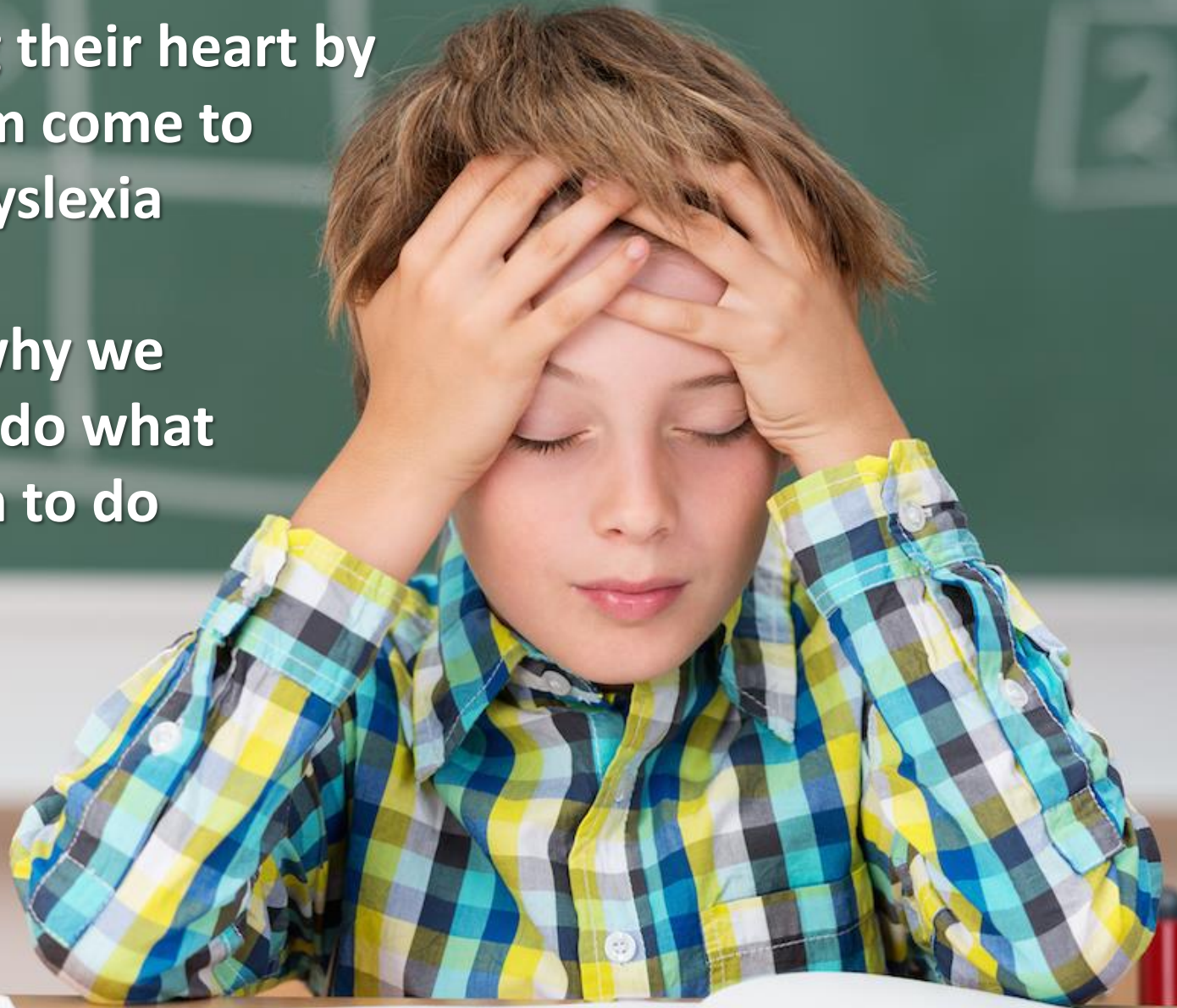


Multisensory Intervention: Academic Therapy

Un-breaking their heart by
helping them come to
grips with dyslexia

Explaining why we
get them to do what
we get them to do





FULLARTON HOUSE

ASSESSMENT THERAPY AND TEACHING PTY LTD



dyslexia Solutions
Multisensory Literacy Program



TSD TEACHING STUDENTS WITH DYSLLEXIA TRAINING



Our intensive and practical three levels of training TSD1, TSD2 and TSD3 equip graduates with the skills, knowledge and materials to help dyslexic learners using evidence based teaching methodologies.

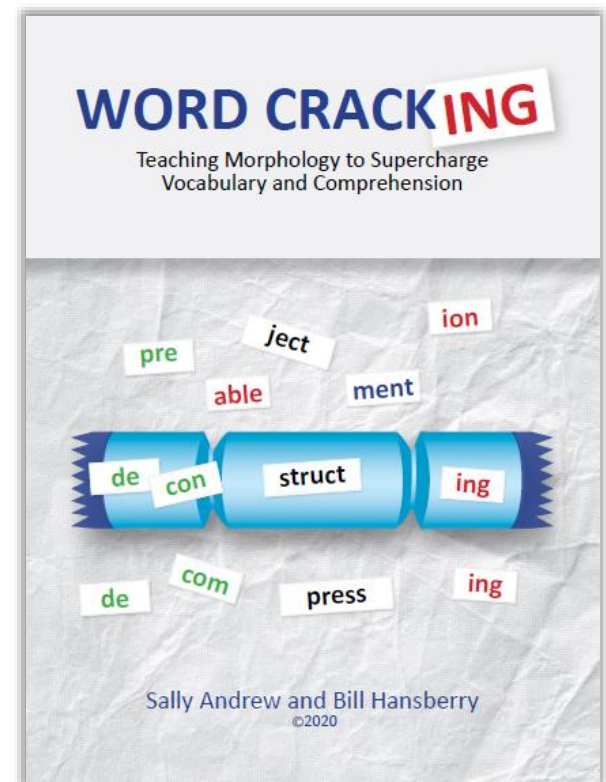
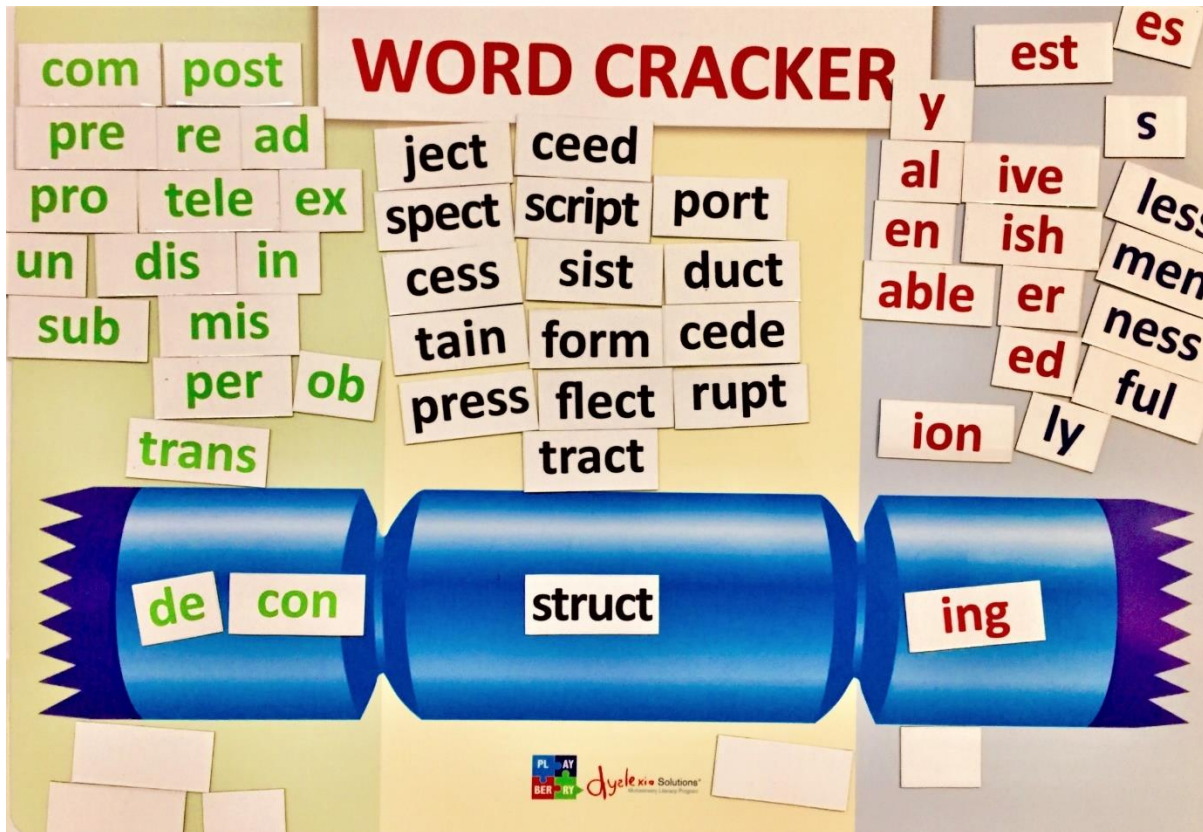


Our growing group of accredited specialist multisensory teachers are making a real difference to the lives of young people and their families.



WORD CRACKING

Another way to crack the code and supercharge vocabulary and comprehension



Resistance To Intervention: The other RTI!

- Decided they're stupid – dyslexia has not explained to them
- Failed interventions up till now – school not following the science and or intervention staff not trained well enough
- Have had adults over promise and under deliver – school not following the science / intervention staff not trained well enough
- Have not yet learned to connect work to success (attribution theory) and haven't put in the work
- Have felt blamed for their difficulties - school not following the science / intervention staff not trained well enough
- Have been soaked over by parents / teachers – developed a sulky, low resilience lifestyle (goal = inadequacy See Adler's 4 goals of misbehaviour)
- Severe dyslexia – decided life's not fair – need adults around them to keep explaining the difficulties, how they present and why the battle is worth it
- School has a poor culture when it comes to intervention – SLDs not talked about – poor teacher knowledge = poor student knowledge
- Deeply discouraged and ashamed – personality is a factor

A knowledge gap about dyslexia
and our intervention creates a
vacuum that **self-blame** and
self-pity quickly occupies.

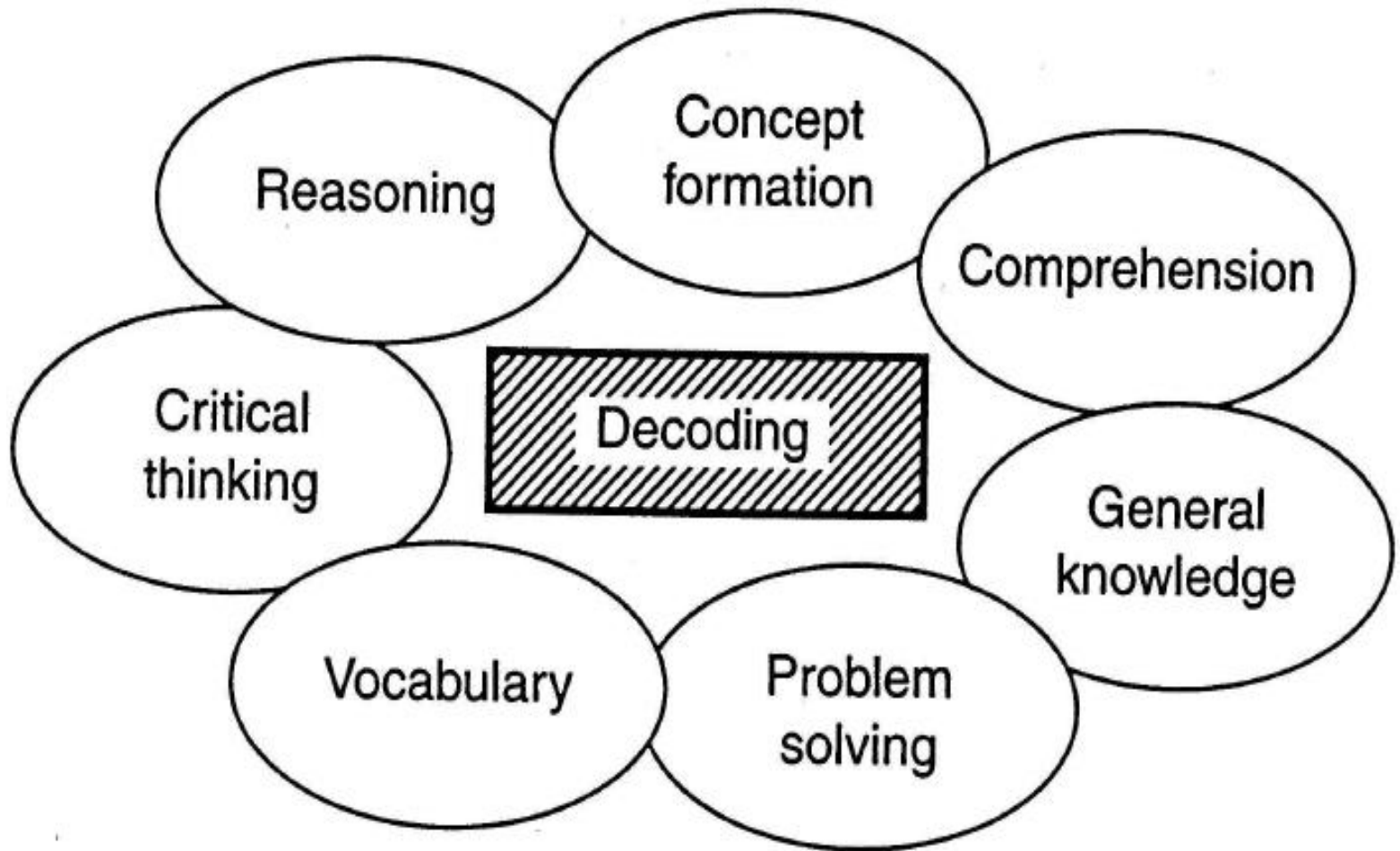
MAKE UP YOUR MIND

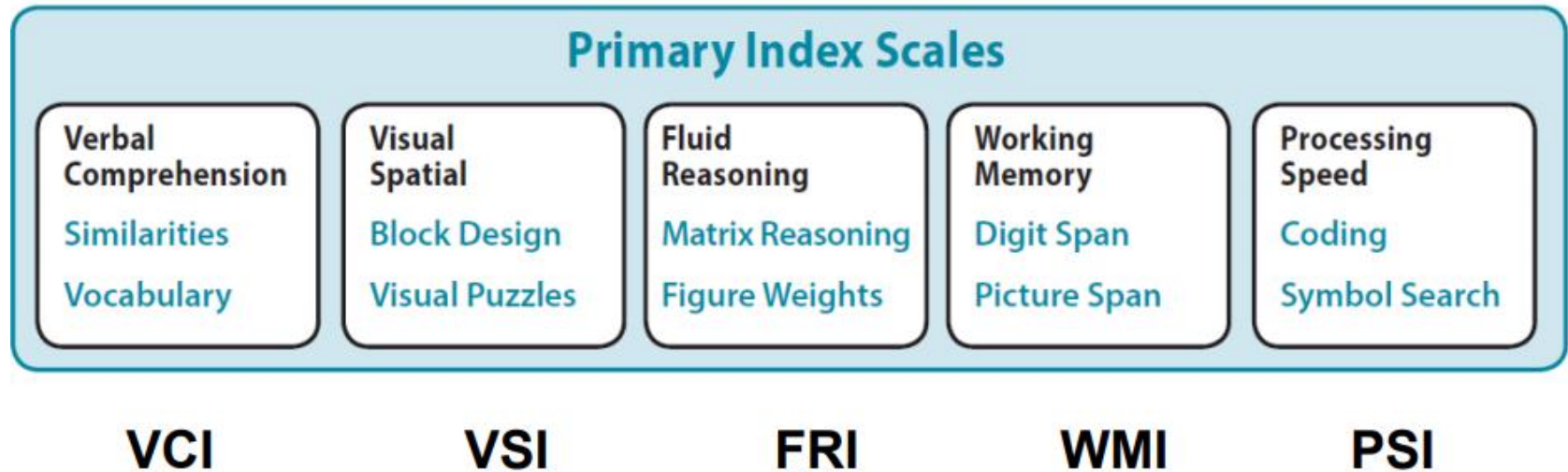


You're either dumb or you're dyslexic.
You can't be both at the same time!

Sea of Strengths Model of Dyslexia

(Shaywitz, 2003)





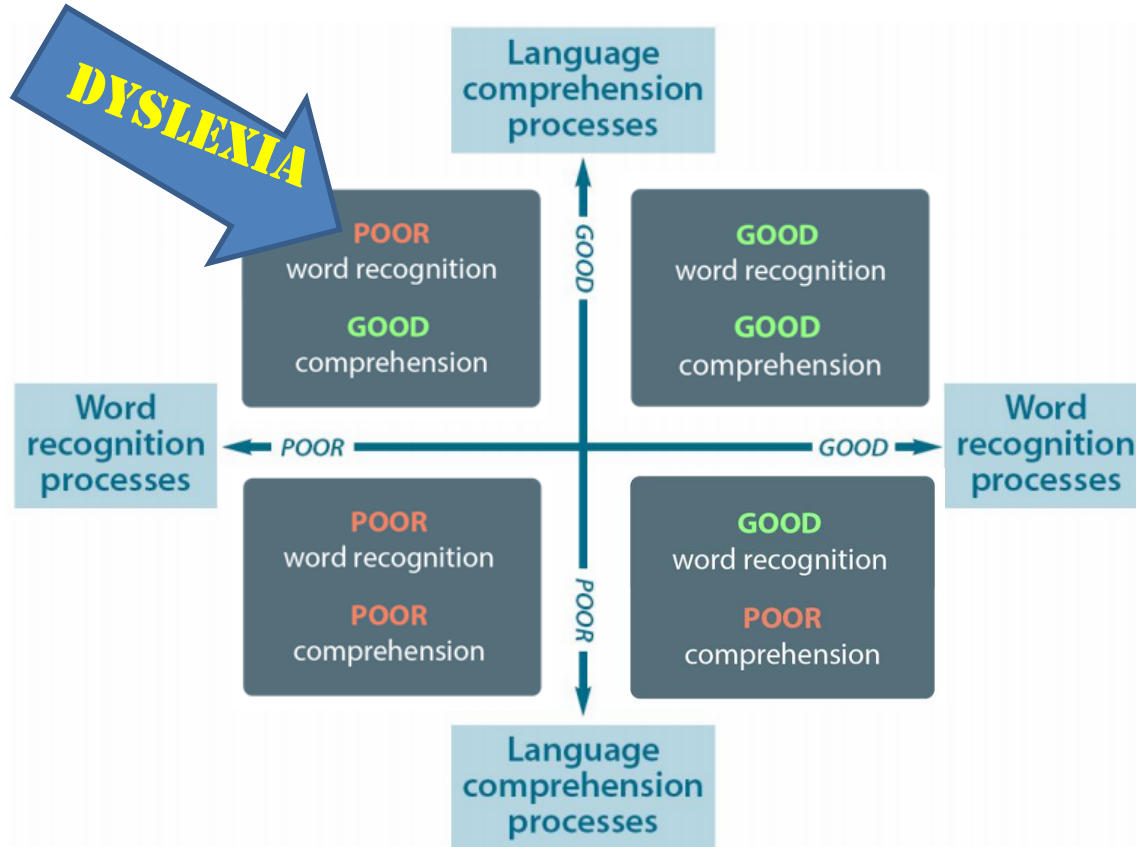
Talking them through their assessment:

- Look through yourself first to get your head around how you'll explain it
- Point out their subtest scores and explain the percentiles:
 - *"If we put you in a room with one hundred kids of your exact age from all over the world, got every kid to do that exact activity and then lined the kids up in order of how well they went, you'd be here in the line"*
- Explain the weak spots that come with dyslexia – Keep it simple
 - The brain's ability to chop words into sounds and to play with sounds
 - Working memory

Point out their islands of competence

Simple view of reading

(after Gough and Tunmer 1986)



Dyslexia is an unexpected cluster of difficulties with the printed word.

Dyslexia masks intelligence and intelligence masks dyslexia.

English has 26-44 letters ABC sounds PROBLEM O...

Count the letters in the alphabet with them.

Ask them: how many sounds (phonemes) do we use when we talk

So, how did the problem of 44 sounds and only 26 letters to spell them with get fixed?

THIS IS WHERE IT GETS WEIRD!

For those sounds that didn't get their own letter (like lots of the vowel sounds), letters were grouped together to spell them.

Here are some examples:

*The awful cow poo oil
can be bought at the
south store.*



Because of this, English is known as an irregular spelling system - the letters and sounds are a bit all over the place **BUT** there are rules that make a lot more sense of this. It's not totally **RANDOM**.



It's time we toughened you up. In your next time on earth you will be born with dyslexia

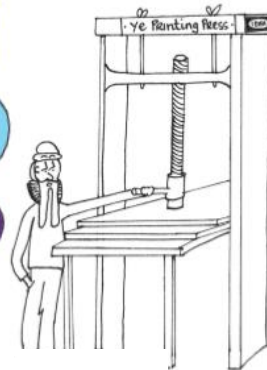


OK Boss, I can live with that as long as I'm born in Italy, Iceland, Norway, Spain, Germany or Finland! **If its an English speaking country, I'm calling the union!**

combo of languages. **WHY**

England was **INVADED**

So... why is ENGLISH Spelling so TRICKY?



SINCE THEN, THE ENGLISH SPELLING SYSTEM HAS BECOME A **GIANT BLOB**, SUCKING UP

WORDS FROM OTHER LANGUAGES AS WELL AS THEIR DIFFERENT WAYS OF SPELLING SOUNDS MAKING SPELLING **HARD** FOR LOTS OF US!



Wuns upon a time it was okay to spell a wurd ene way yew liked, but with the invenshon of the printing press the rulers of England desidead that thair had to be onlee wun wae to spell werdz. Standard English spelling was kreated and we've had to poot up with it ever sinss!

The English spelling system is a mixed up, mashed up combo of languages.

WHY? Well to cut a long story short (and possibly oversimplify things),

the country that is now England was **INVADED** many times throughout history and each invading force brought with it its own words and their spellings for sounds. English has spellings from the Ancient Romans (Latin) the Ancient Greeks, the Germanic tribes (The Barbarians), the Normans (French) and the Scandinavians (the Nords).

The Nords just loved invading places!



Spelling the sound (k)

In English there are 4 main ways to spell the sound (k)



CHALLENGE
How many words can you find that break these rules for spelling the (k) sound?

Look carefully. Can you find a rule?

Clue: Look at the number of consonants after the letter spelling the (k) sound

Rule part a) We use the letter **c** in front of the vowels **i**, **o** and **u**

Rule part b) We use the letter **k** in front of the vowels **e**, **a** and **y**

Rule part c) **ck** comes at the end of a one syllable word after a short vowel

Rule part d) We use the letter **ch** after a consonant and we use the letter before a consonant

So how did the problem of 44 sounds and only 26 letters to spell them with get fixed?

THIS IS WHERE IT GETS WEIRD!

For those sounds that didn't get their own letter like lots of the vowel sounds, letters were grouped together to spell them.

Because of this, English is known as an irregular spelling system. The letters we sound are a bit different from the rules BUT there are rules that mix a lot more sense of this. It's not totally RANDOM.

Here are some examples. The useful ones you all can be found at the South store.

The Rule Book

This handy little book is based on a few different spelling rules. It's a bit like a cheat sheet. It's not a SHORT book.

English has 26 letters but 44 sounds. PROBLEM!

Spelling the sound (k) in front of words

Spelling the sound (k) on the end of words

(k) spelling can be spelled with a **k**. There is a rule about which one to use and it has to do with the number of syllables in the word you are spelling.

Here are some examples. I can use to discover the rule.

Common consonant combinations are **ck** and **ch** (a digraph).

Spelling the sound (k) in the middle of words

Spelling the sound (k) at the end of words

Spelling the sound (k) in the middle of words

Spelling the sound (k) at the end of words

Spelling the sound (k) in the middle of words

Spelling the sound (k) at the end of words

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Spelling the sound (k) in the middle of words

Spelling the sound (k) at the end of words

Spelling the sound (k) in the middle of words

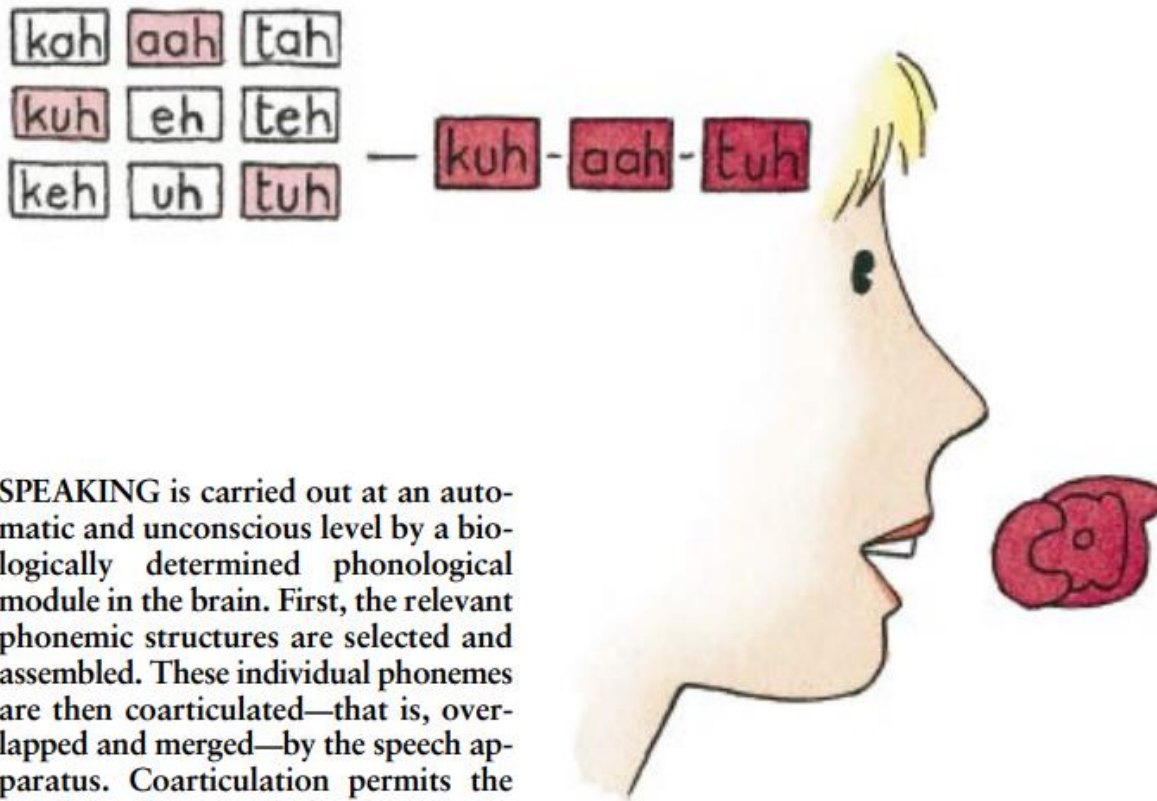
Spelling the sound (k) at the end of words

Spelling the sound (k) in the middle of words

Spelling the sound (k) at the end of words

Spelling the sound (k) in the middle of words

Advanced PA didn't matter so much until some jerk invented writing!



SPEAKING is carried out at an automatic and unconscious level by a biologically determined phonological module in the brain. First, the relevant phonemic structures are selected and assembled. These individual phonemes are then coarticulated—that is, overlapped and merged—by the speech apparatus. Coarticulation permits the rapid production of phonetic strings but obscures the underlying segmental nature of speech.



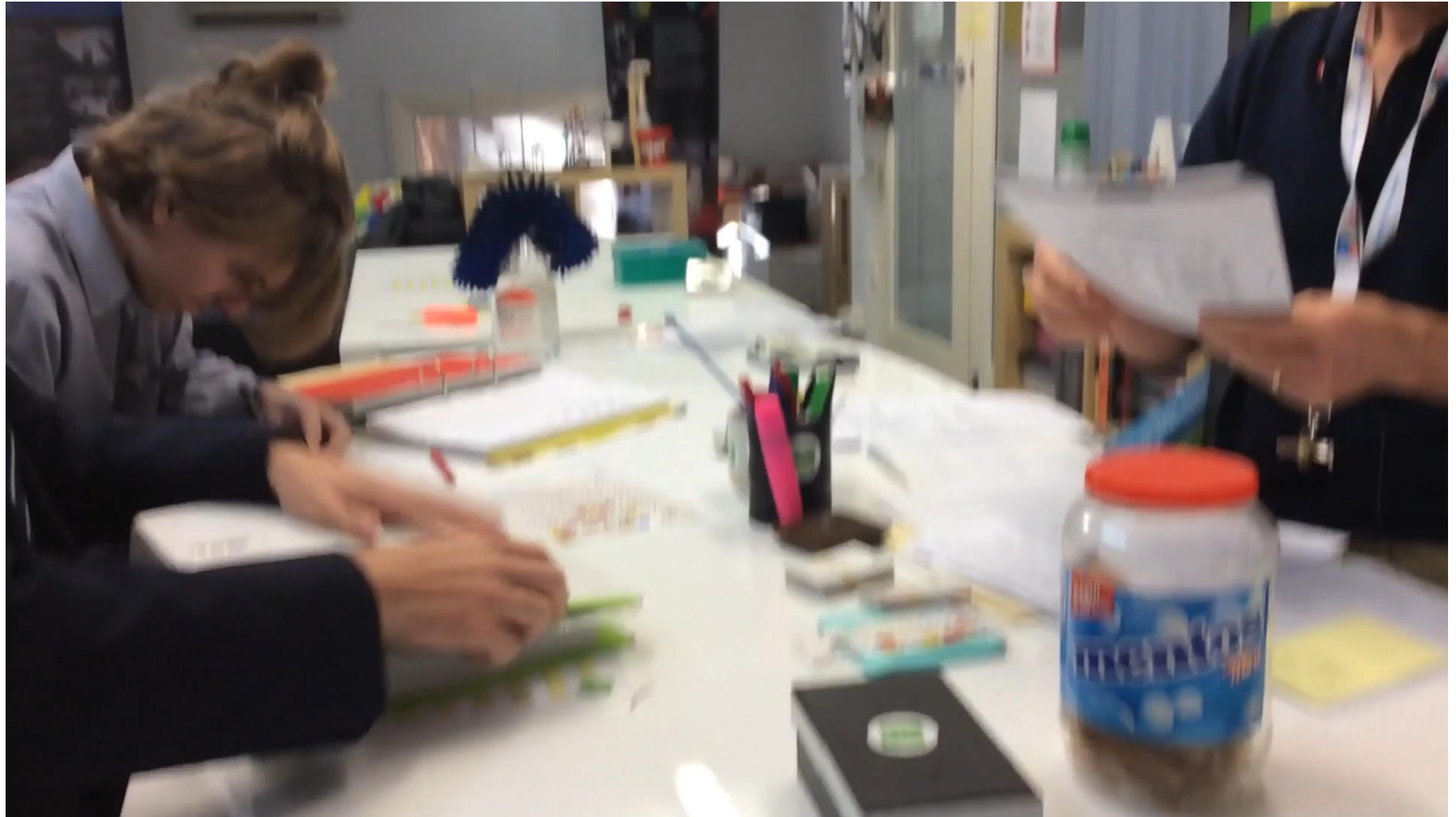
Dat's phoneme
segmentation
and isolation
baybee!

c

t



Phonological Awareness Training using Kilpatrick's One Minute Activities

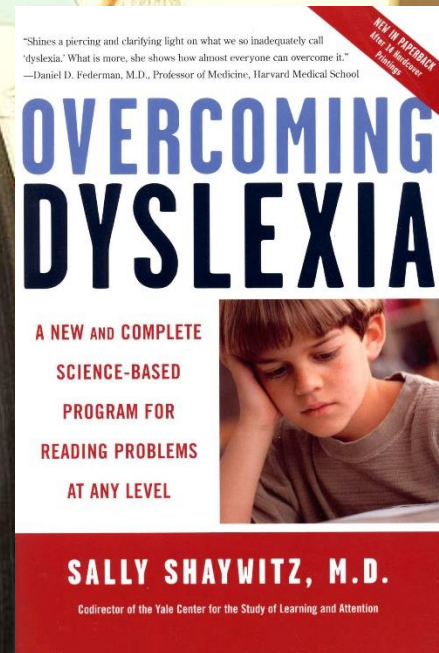


So how does dyslexia happen?

Some bits from:

*Bill and Emily's Amazing Talk about
Dyslexia*

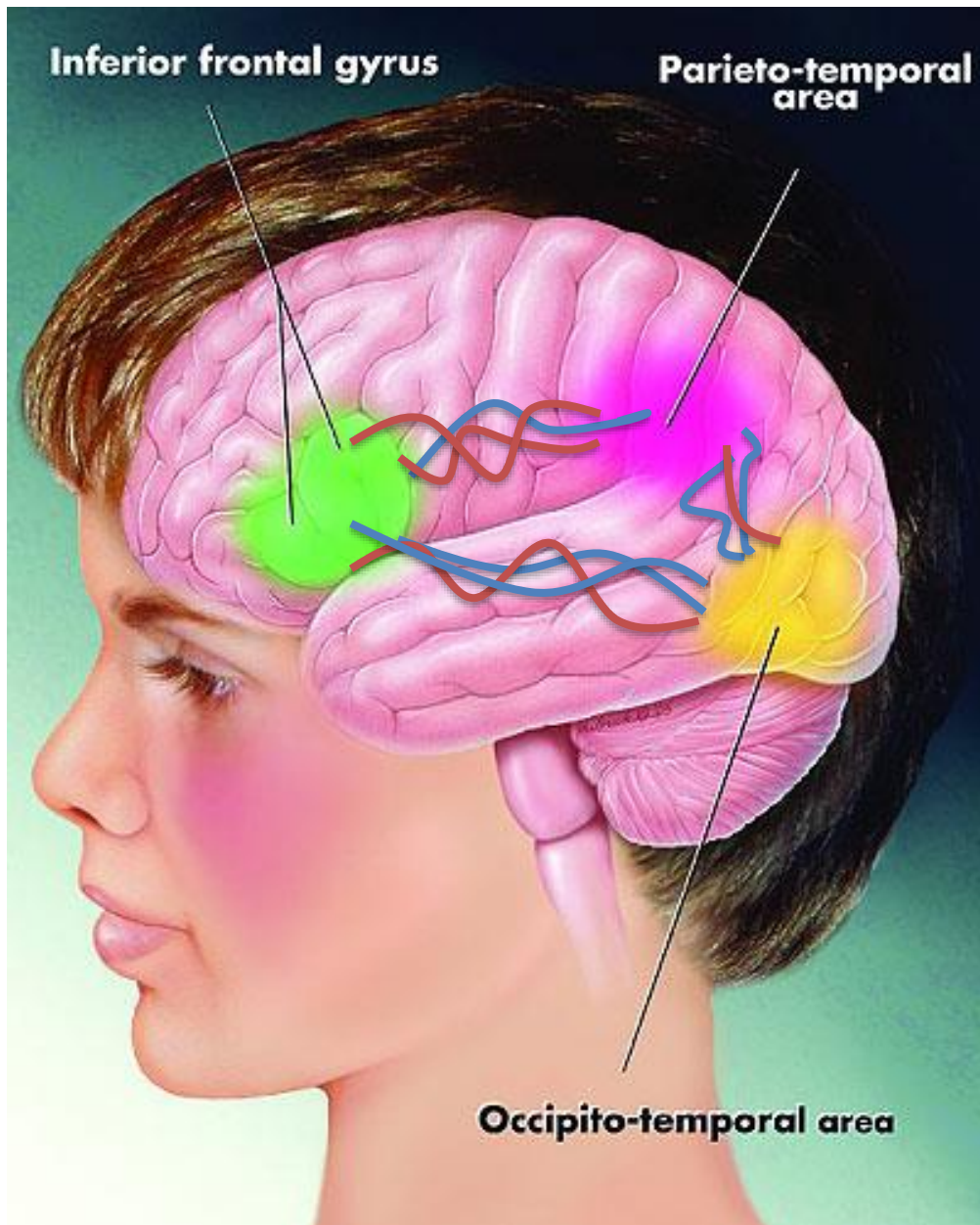




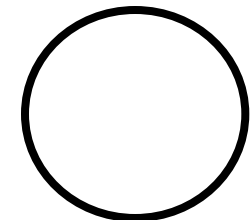
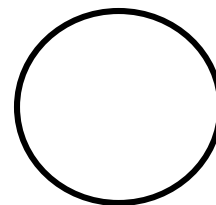
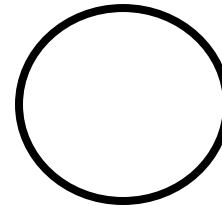
Sally and Bennett Shaywitz

Taking pictures of the brain while it reads





The (hacked
neuronally recycled)
parts of the brain
that work
together when
we read easily
and quickly



Paying Attention to Reading: The Neurobiology of Reading and Dyslexia

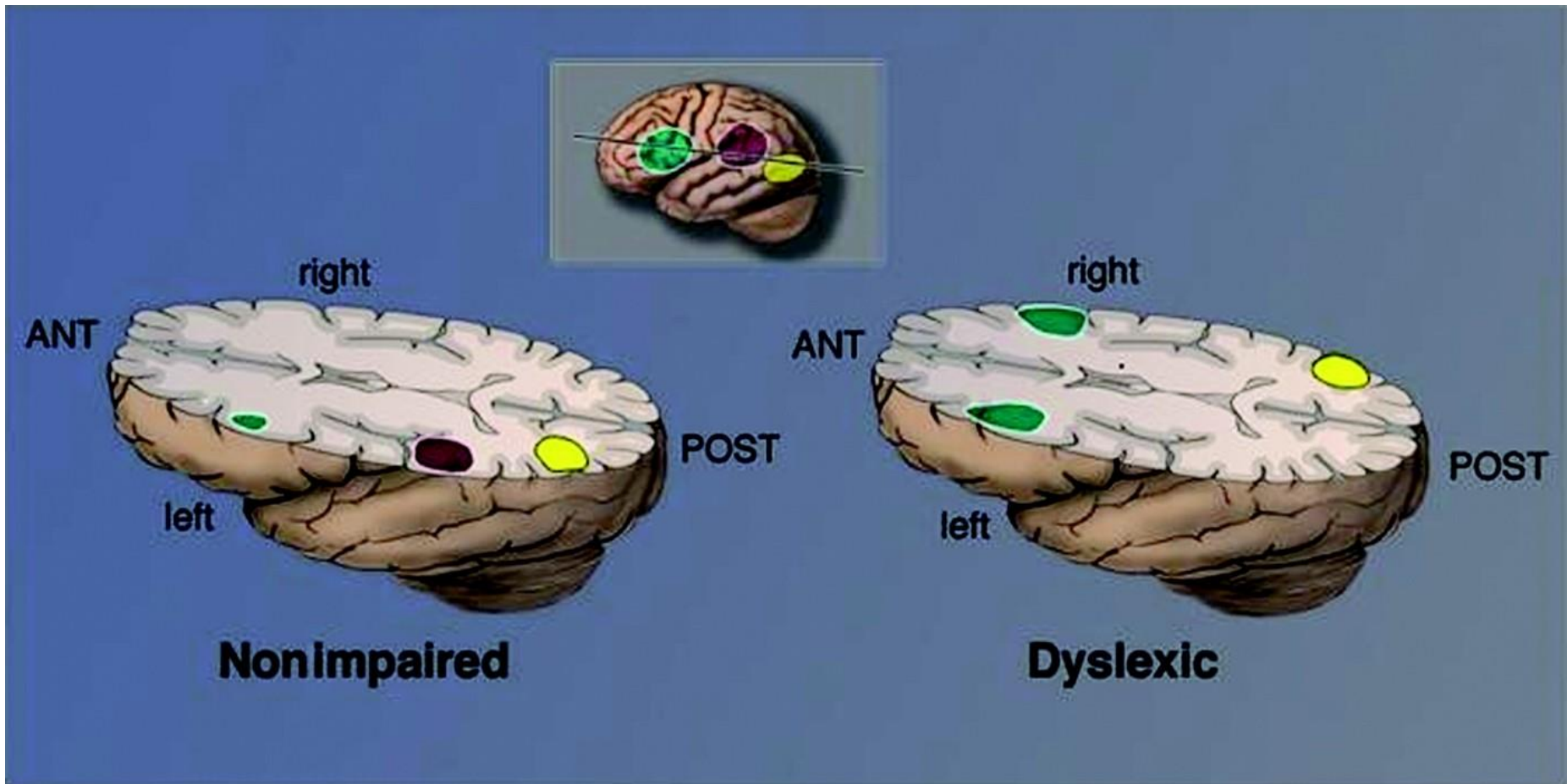
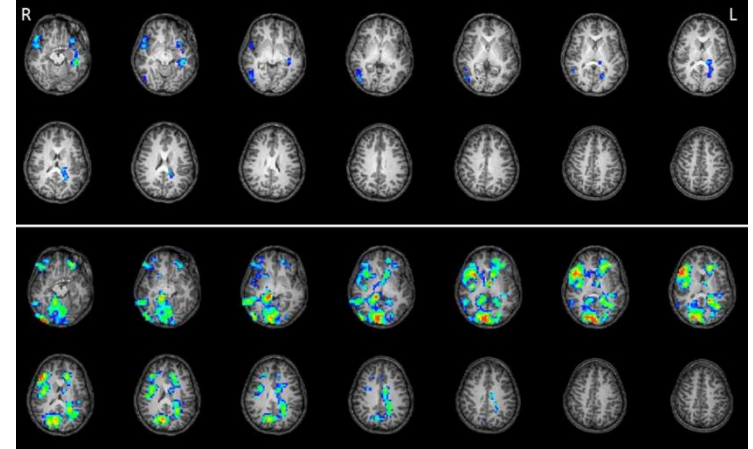
(Shaywitz S.E. & Shaywitz B.A. 2008)

Development and Psychopathology

Volume 20 / Special Issue 04 / Fall 2008, pp 1329-1349

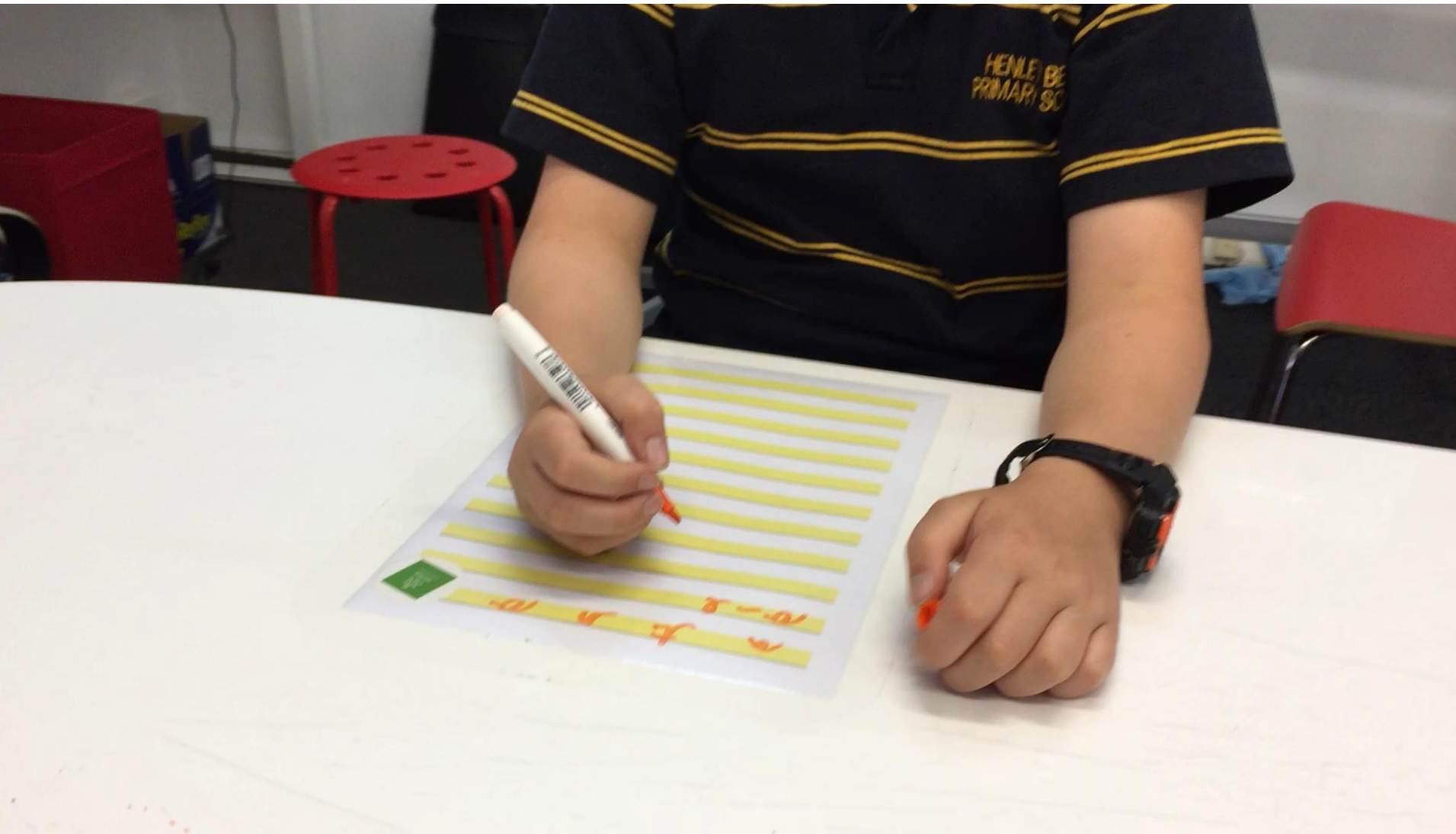
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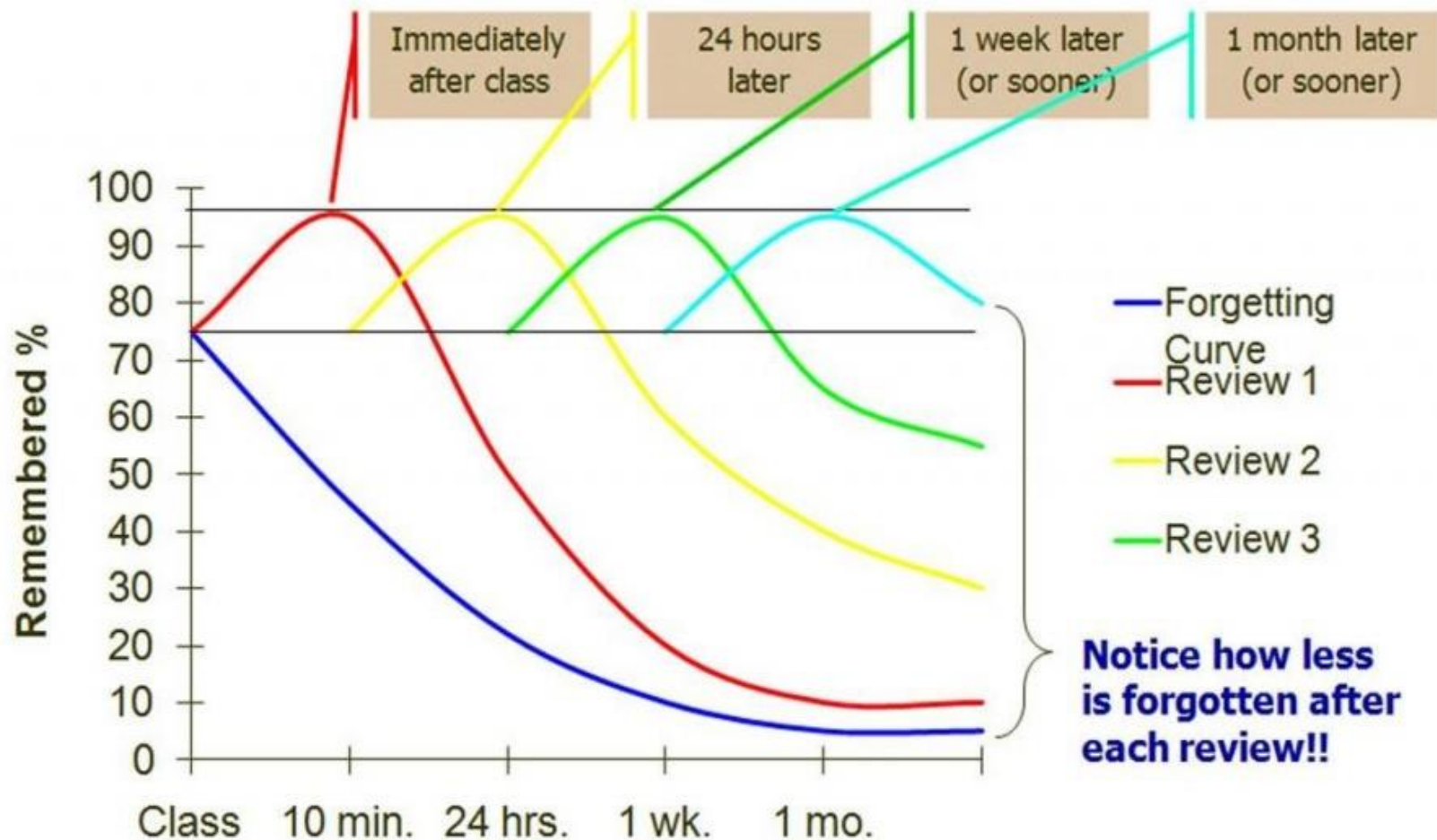


“You will learn to read,
it’s my job to teach the
way that you learn”

Explaining Multisensory Learning



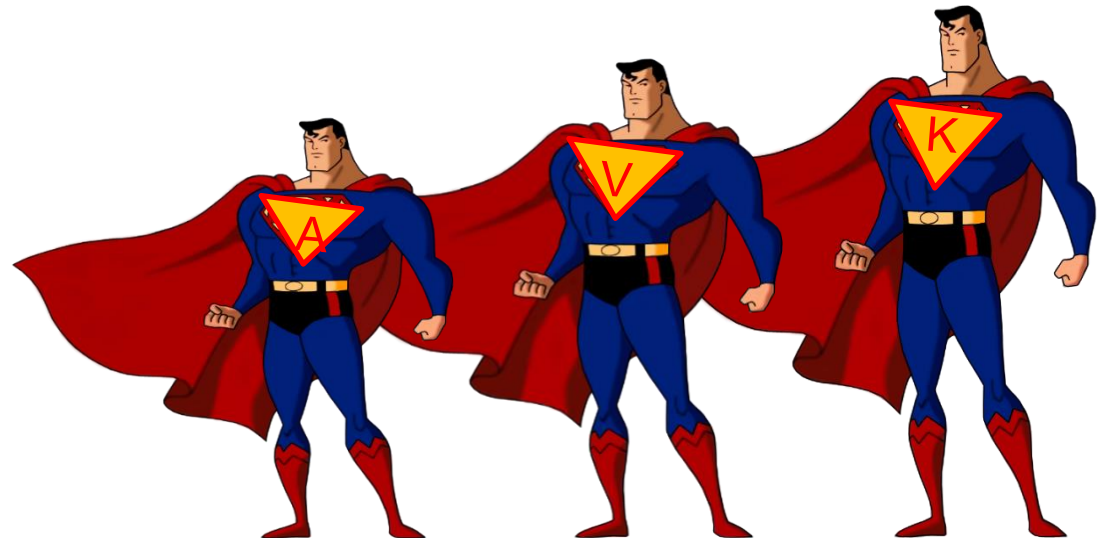
Overcoming the Curve



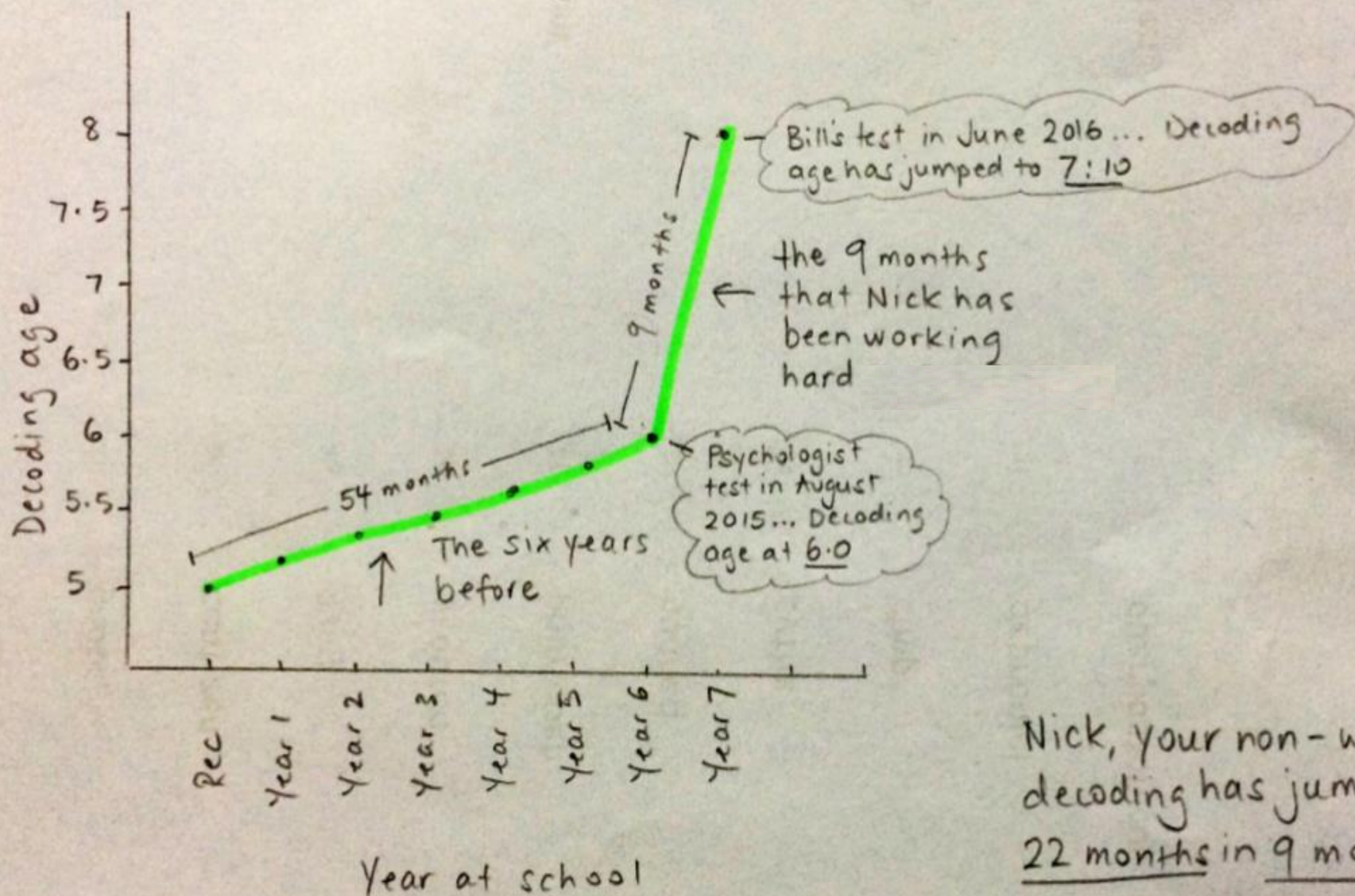


Repetition

Take the time to explain and re-explain their three memory systems (VAK) and Multisensory memorisation strategies



Nick's Decoding (word attack) age



Nick, your non-word decoding has jumped 22 months in 9 months

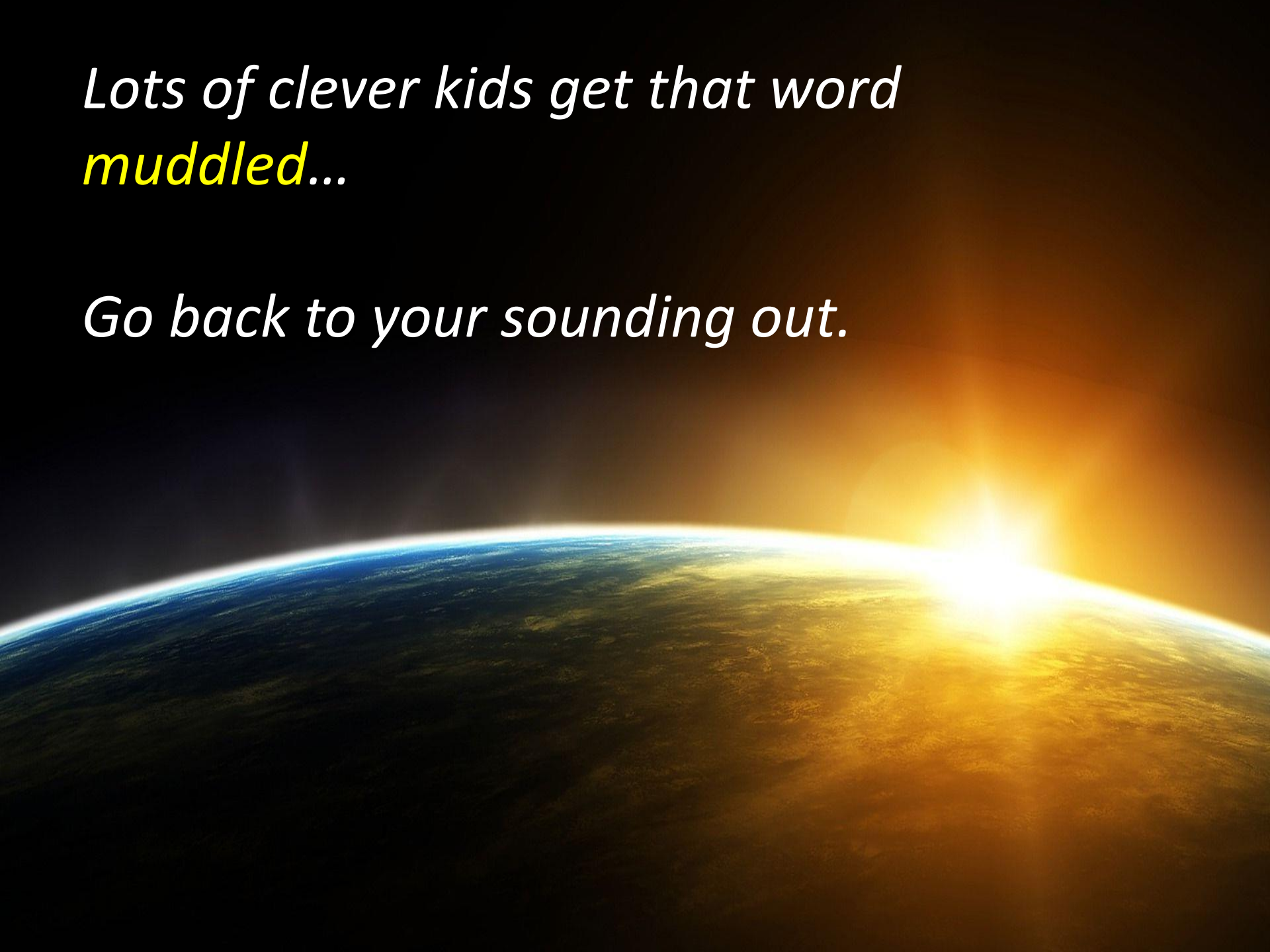
Beware – they watch us very closely!

*This is just your pesky dyslexia playing up,
I'm not worried, I see kids have this trouble
every day. keep at it, you'll get it...*



*Lots of clever kids get that word
muddled...*

Go back to your sounding out.



*Keep at it, **you'll get it**. You know the sounds, your brain just needs time to blend them together...*



*Your brain wants to **look away** from the word because it's **confused**. All brains want to look away from confusing stuff...*



*Don't worry, your brain's **muddled** some sounds – that's dyslexia...you'll get it.*



*We're teaching your brain to look at words in a way **it's not used to** – to see ***parts of words** instead of having a big fat guess*

seeing syllables and **affixes
(morphology)*

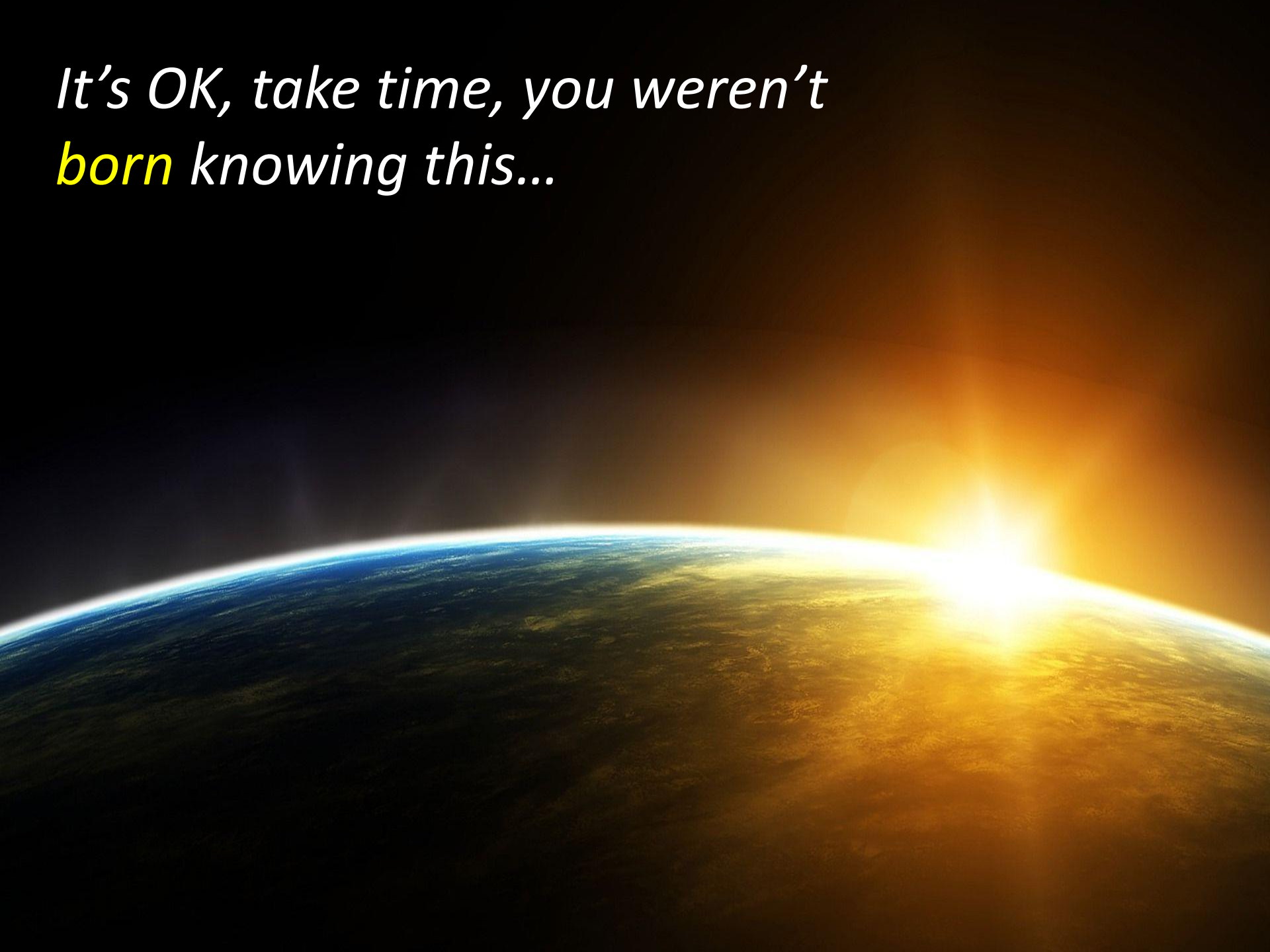
*Your brain is learning to see words in a new way – we call this **cracking the code...***



*What I'm asking you to do will **feel yucky** for a while, that's just your brain making new connections. It will get easier – I promise...*



*It's OK, take time, you weren't
born knowing this...*



**Kids with
dyslexia
need a
growth
mindset
more
than
most**



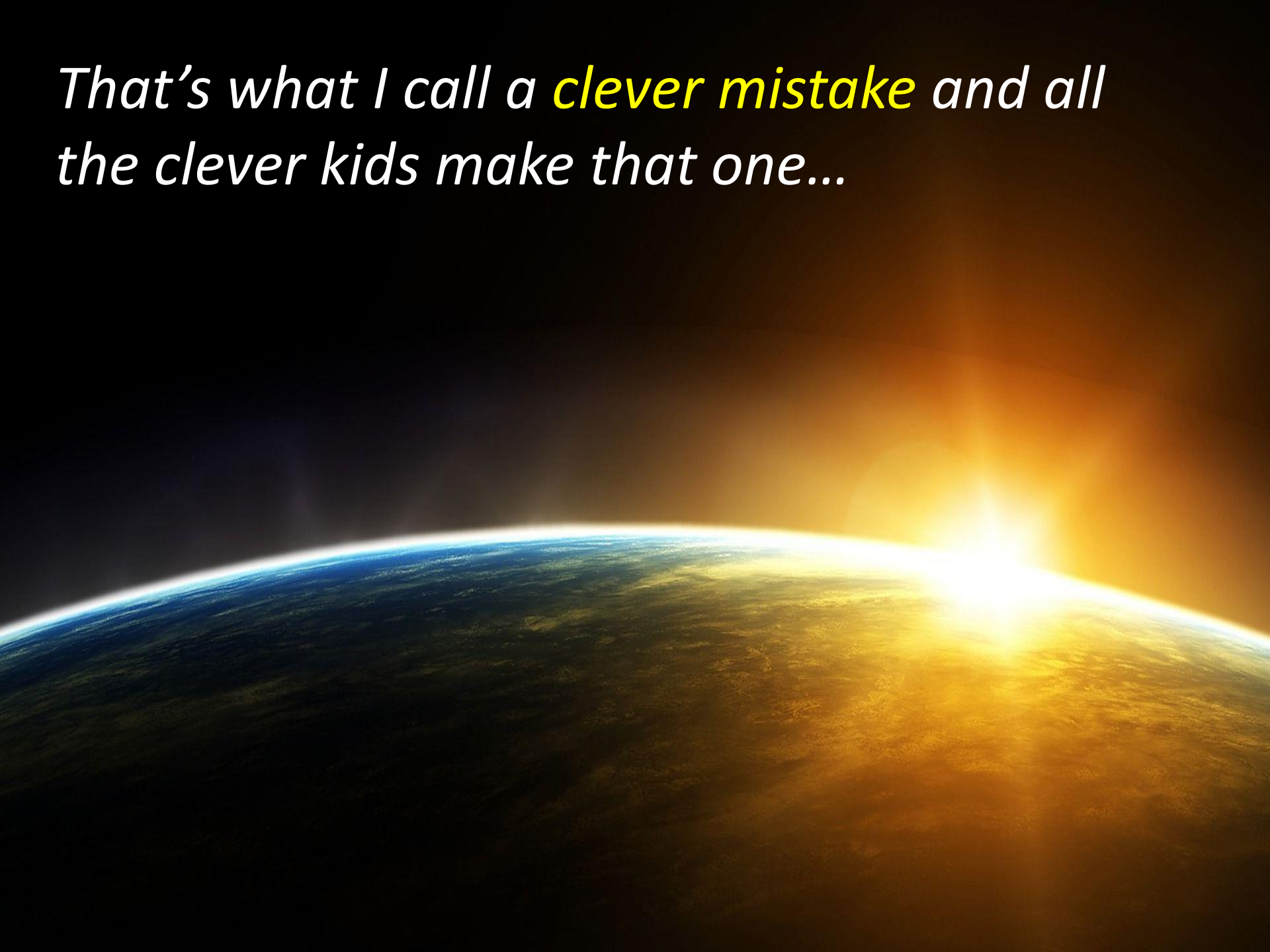
Your brain had a lot to think about at once as you wrote that word, it's no surprise you forgot about Capitals!...



*Don't panic - your brain's sound recorder
just ran out of memory, let's have
another crack at that word.*



*That's what I call a **clever mistake** and all the clever kids make that one...*



*You do know, this is just how **Einstein**,
Branson and **DaVinci** felt when they were
learning to read...*



*You're allowed to forget...we'll just put it
back in there as many times as it takes
for it to stick!*



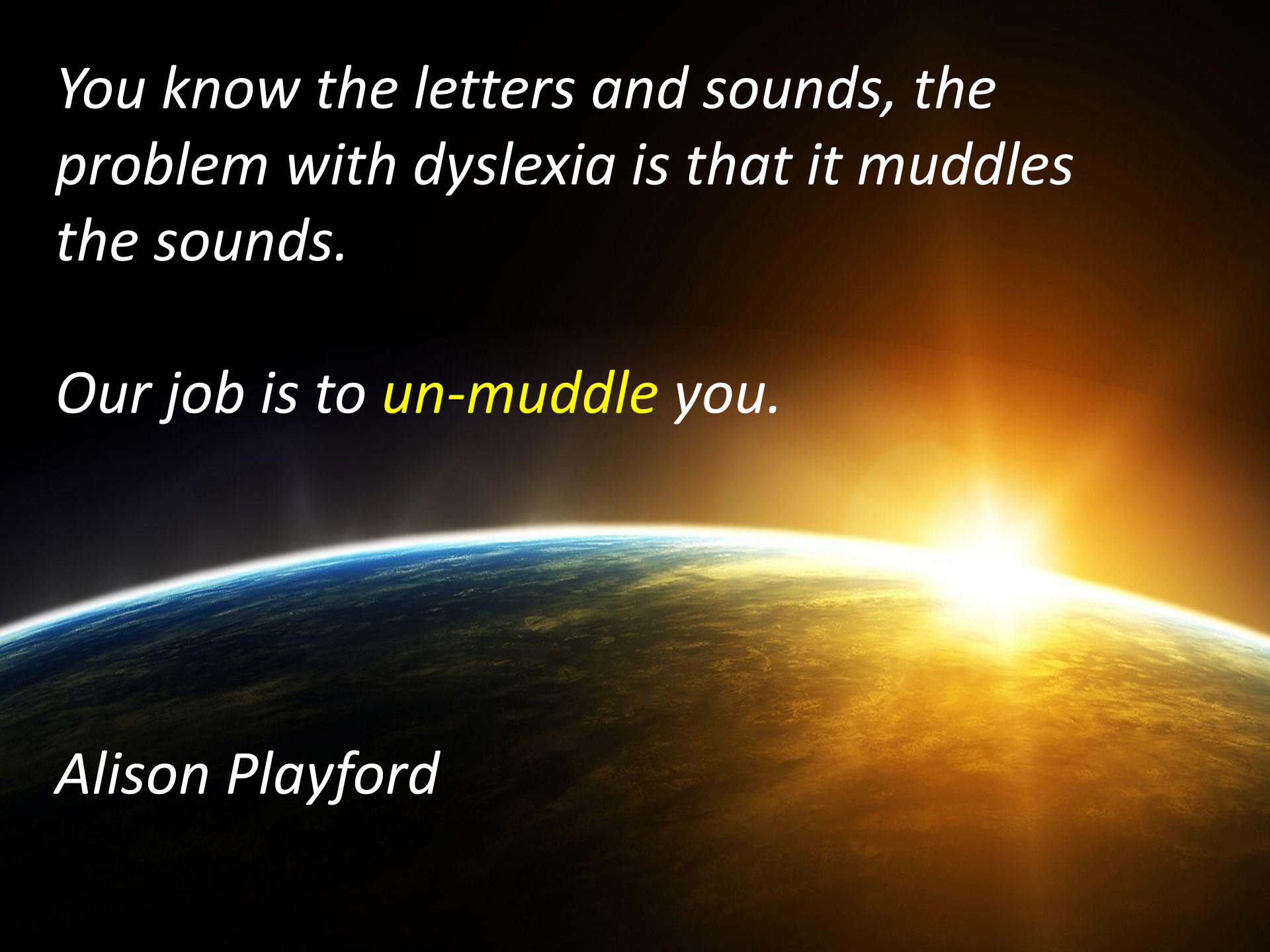
*We are making your brain do work it **doesn't want to do**. Every time you get that awful **"I'm so dumb"** feeling, your brain just made a new connection. Practice, practice, practice will keep that connection connected!*



*You know the letters and sounds, the
problem with dyslexia is that it muddles
the sounds.*

*Our job is to **un-muddle** you.*

Alison Playford



It's not fair that you have to work 10 times harder than kids without dyslexia. It sucks. But, we just have to get on with it don't we?

Alison Playford



All mistakes are useful.

*They are mostly useful to me because
they let me know what I've not taught
you something well enough...*





RELATED INFORMATION

EXIT ✕

- [Dyslexia – Strengths and weaknesses: DagBags](#)
- [Dyslexia Fact Sheet: Bill & Eliza](#)
- [Teen Health - Dyslexia: Child and Youth Health](#)
- ✓ [Do the Quiz](#)

Now to a story about a condition that affects thousands of Aussie kids. Dyslexia makes it hard to recognise the squiggly lines on a page that we know as words. It can

EP
08

25 MARCH 2014

105

COMMENTS SO FAR

**behind the
news**



Charting Progress

12	k	kite (k)
12a	SPELLING RULE – c or k (use k before e, i or y)	
12b	SYLLABLE DIVISION VC/CV, V/CV	
13	-nk	pink (nk)
14	-ck	duck (k)
14a	SPELLING RULE – use -ck at the end of one syllable words after a short vowel	
15	b	bat (b)
16	m	man (m)
17	r	rabbit (r)
18	o	octopus (ō) ogre (ō)
19	th	thunder (th) weather (th)
20	y	yellow (y)
Benchmark Assessment 1		
21	i-e	bike (i)
21a	SUFFIX <u>S</u>	
21b	GRAMMAR – nouns, verb, plural	
22	-ire	fire (ier)
22a	GRAMMAR – pronoun	
23	l	lion (l)
24	-ll	bell (l)
24a	SPELLING RULE – use -ll at the end of one syllable words after a short vowel	

46	qu	question (kw)
47	qua	quad bike (kwo)
Benchmark Assessment 6		
48	ee	teeth (ē) tree (ē)
49	oo	book (ōo) spoon (ōo)
50	ch	chips (ch)
51	er	fern (er') flower (er°)
51a	SUFFIX – ER add only	
Benchmark Assessment 7		
52	- ed	landed (ed) kicked (t) rolled (d)
52a	SPELLING RULE <i>Doubling Rule Part 1</i> <i>Suffixes –ed –er –est</i>	
53	ay	play (ā)
54	c	city (s)
55	-ce	face (s)
Benchmark Assessment 8		
56	-tion	fraction (shn)
57	ar	shark (ah)
58	g	giant (j)
59	-ge -dge	cage (j) bridge (j)

79	ph	phone (f)
80	ei	ceiling (ē) reindeer (ā)
Benchmark Assessment 12		
81	-cian	magician (sh'n)
81a	SPELLING RULE Doubling Rule Part 2	
82	oi oy	coin (oy) boy (oy)
83	o	glove (ü)
84	ch	chemist (k)
85	a	cobra (ü)
86	ch	chef (sh)

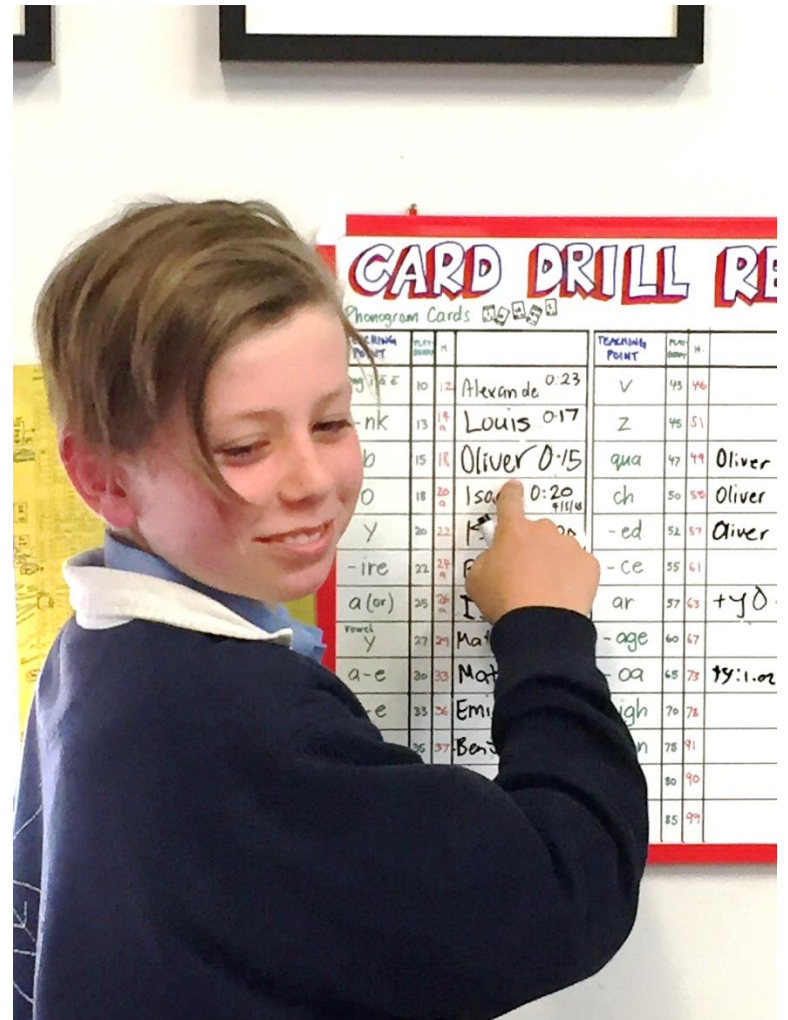
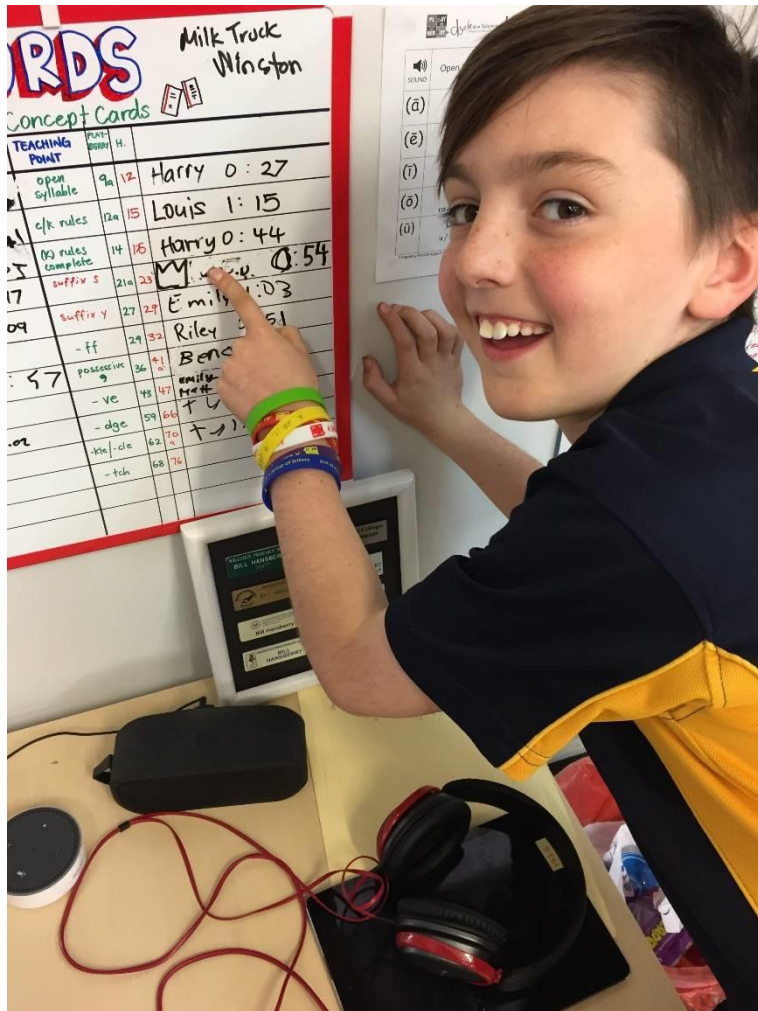


dyslexia Solutions
Multisensory Literacy Program

TEACHING POINT ORDER

NAME

Healthy competition

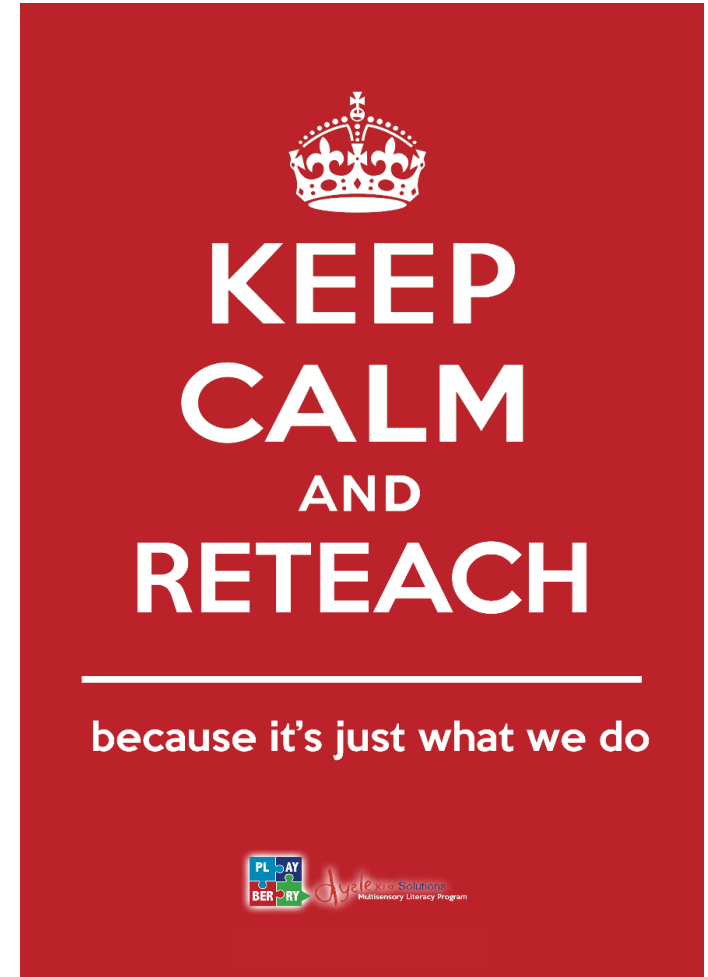


Recipe for Success


Method

1. First catch your dyslexic pupil, the younger the better.
2. Prepare a marinade by mixing together a structured, multi-sensory learning program taking note of age, ability and interests of the pupil.
3. Season with encouragement, humour, motivation, patience and enthusiasm according to taste.
4. For a long lasting flavor dip at frequent intervals, study skills may be added.
5. Cook gently, until confidence and ability have been restored.
6. Let loose on the world but stand by to back up, praise, and be amazed.

Barbara Foster, (parent, teacher and inspiration)



TEACH
THEM ALL
AS IF THEY WERE
DYSLEXIC
AND YOU TEACH
THEM ALL
BETTER



The presentation
that drew and online
crowd of over 4500
educators LIVE.

**FRIDAY 12
MARCH 2021**

THE LAKES RESORT HOTEL
WEST LAKES, SA

8.45am - 3.45pm

Registration from 8.30am
\$250pp (10% discount applies to group bookings over 5 people)
Morning tea and lunch provided

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