

The background of the slide is a faded, grayscale photograph of a large, modern school building with a prominent central tower and multiple wings. The building is surrounded by trees and a lawn. The text is overlaid on this background.

# **EARLY WARNING SIGNS OF LEARNING DIFFERENCES**

**SHELTON SCHOOL & EVALUATION CENTER  
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# The Shelton Way

# Definition of Language Learning Differences

*A language-learning different child shall be defined as a child with:*

- average or above-average intelligence
- adequate vision and hearing
- without primary emotional disturbance
- who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques.

# Definition of Language Learning Differences

Language-learning differences are the result of **auditory** and **visual processing dysfunction** and include:

- the specific language disorder, **dyslexia**,
- and the related disorders of **ADHD**,
- specific **math** disability,
- specific **written expression** disability,
- specific **oral language** disorder, and
- developmental **motor** disorder.

**If you would identify children who are high risk for academic learning tasks, with the goal of providing early intervention, evaluate:**

➤ *Coordination*

➤ *Language*

➤ *Attention*

➤ *Perception*

# COORDINATION

➤ Gross Motor

➤ Fine Motor

➤ Life Skills

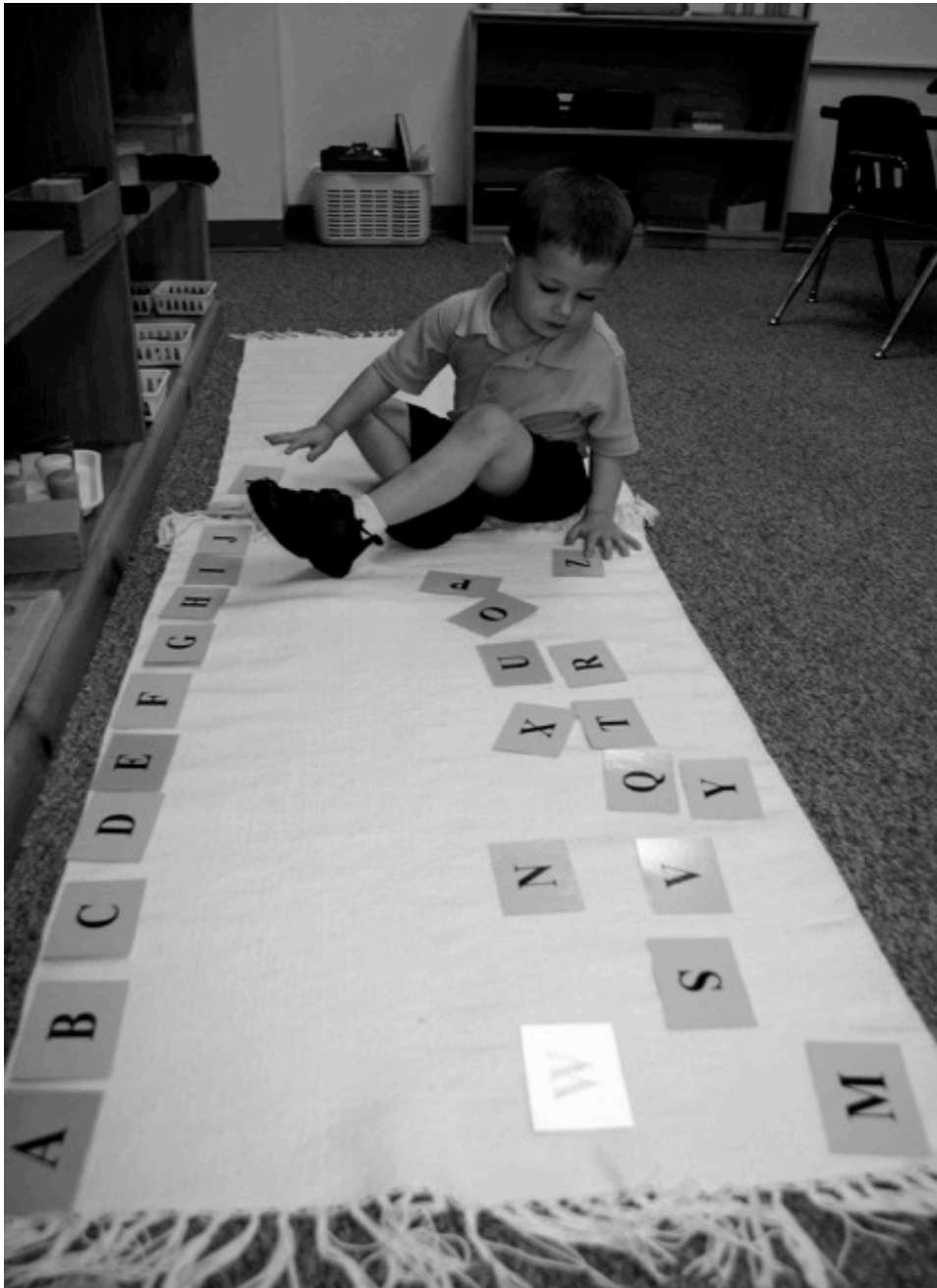


# ORAL LANGUAGE

- Receptive
- Expressive

- ✧ Speech
- ✧ Morphology
- ✧ Syntax
- ✧ Semantics
- ✧ Voice
- ✧ Fluency





# WRITTEN LANGUAGE

- Pre-reading
- Reading
- Pre-writing
- Writing
- Composition



# ATTENTION

- Inattention
- Hyperactive
- Combined

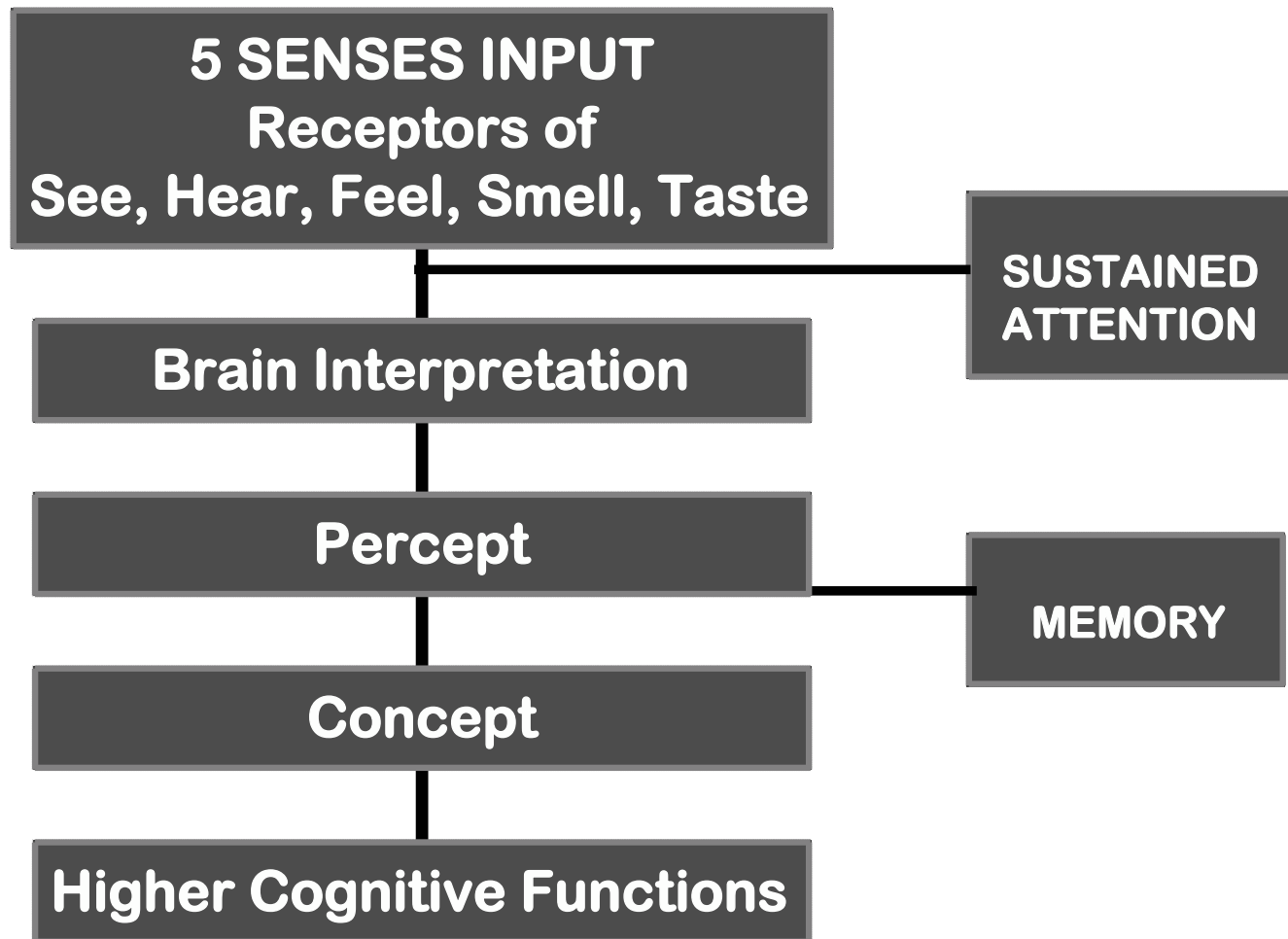


# PERCEPTUAL

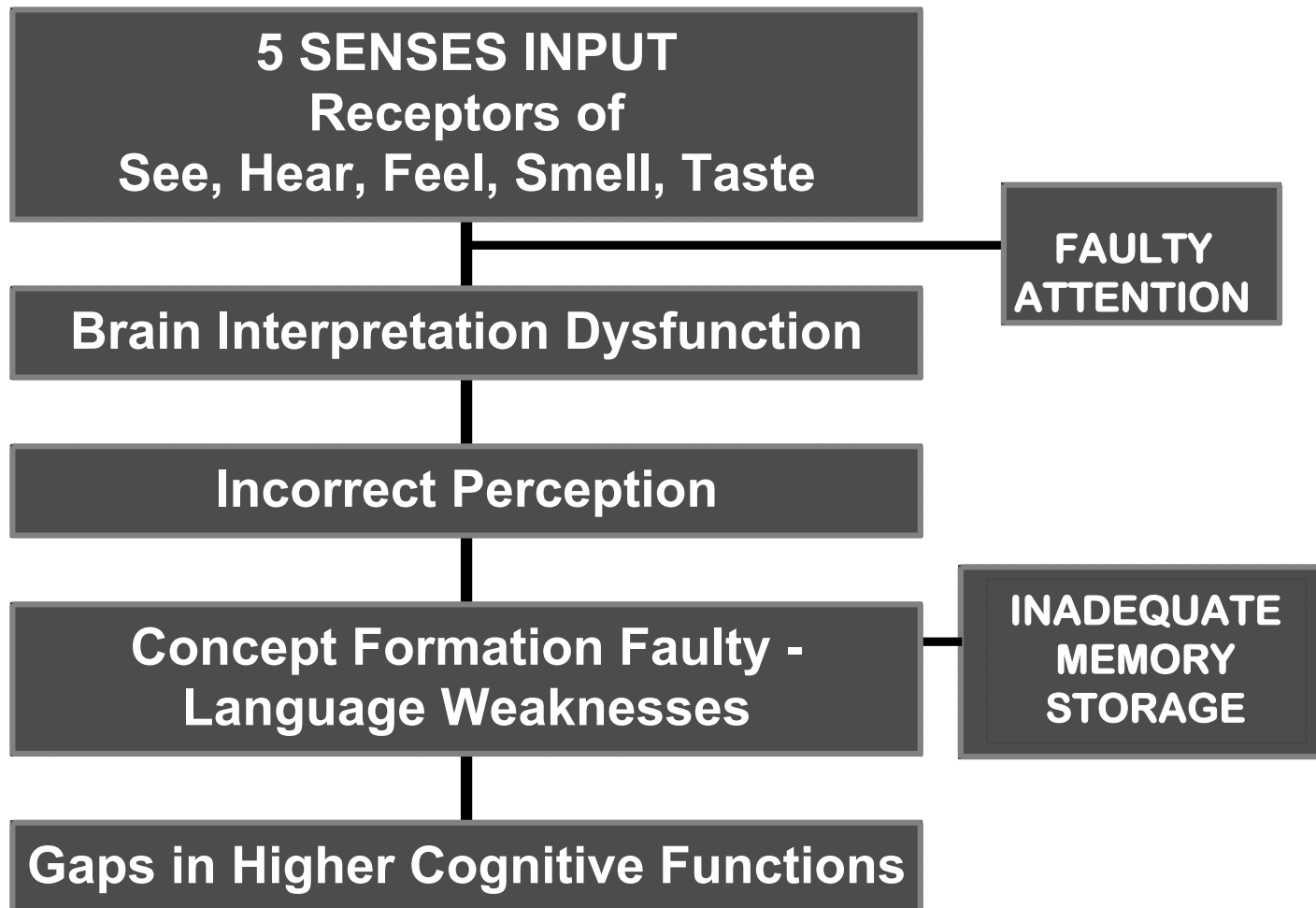


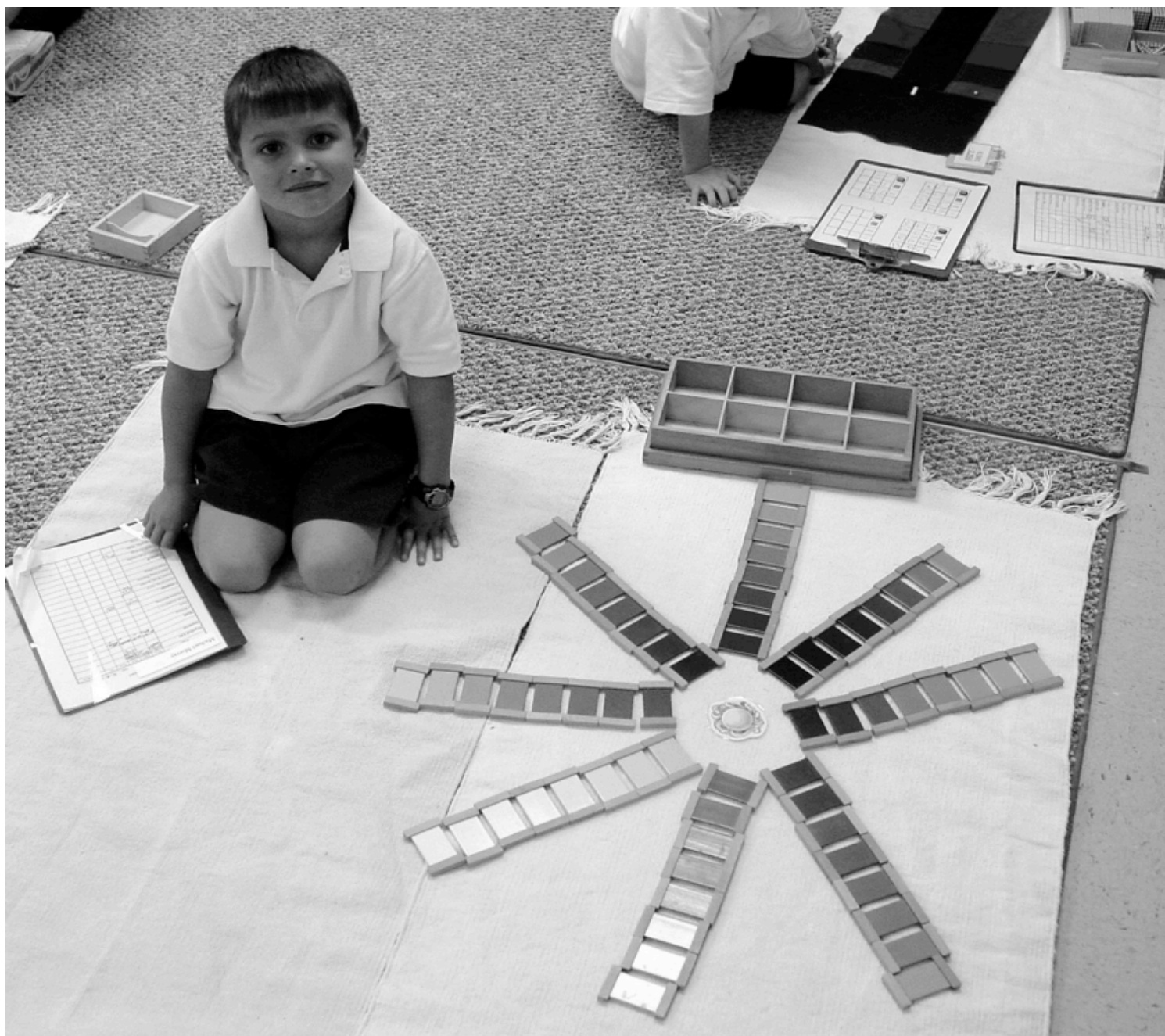
- Visual Processing
- Auditory Processing
- Language Processing

# Processing Chart



# Processing with Dysfunctions





# Montessori Applied to Children at Risk

A method which provides for:

- ✓ **individualization** of instruction through the **child's interaction with the didactic materials** proceeding at his **own rate** for mastery

# Knobbed Cylinders

# Montessori Applied to Children at Risk

- ✓ Specific procedures / techniques for training **attention**
- ✓ A classroom **structure**, clear in limits and privileges, which assists the child with faulty inhibition control to develop those skills



# **Practical Life**

# **Classroom Structure**

# Montessori Applied to Children at Risk

- ✓ An emphasis on **work organization** which gives a child a model for learning how to set up and go about work tasks, the result of which can be a lifelong habit of investigation



# Montessori Applied to Children at Risk

- ✓ **Manipulative materials** which provide the child with multisensory perceptions which help concretize abstract concepts

# **Pink Cubes**

# Montessori Applied to Children at Risk

- ✓ Specific techniques for increasing **gross motor skill** development, eye-hand coordination and fine motor skill facility

# **Metal Insets**



# Montessori Applied to Children at Risk

- ✓ A concentration on the specific labels for people, objects, and ideas and their attributes and functions that foster **oral language development**

# **Oral Language Development**

# Montessori Applied to Children at Risk

- ✓ Presentations of **academics in small sequential steps** with scientifically researched materials to further skill development in language, math, geography, history, physical and biological sciences, art and music

# Written Language Development

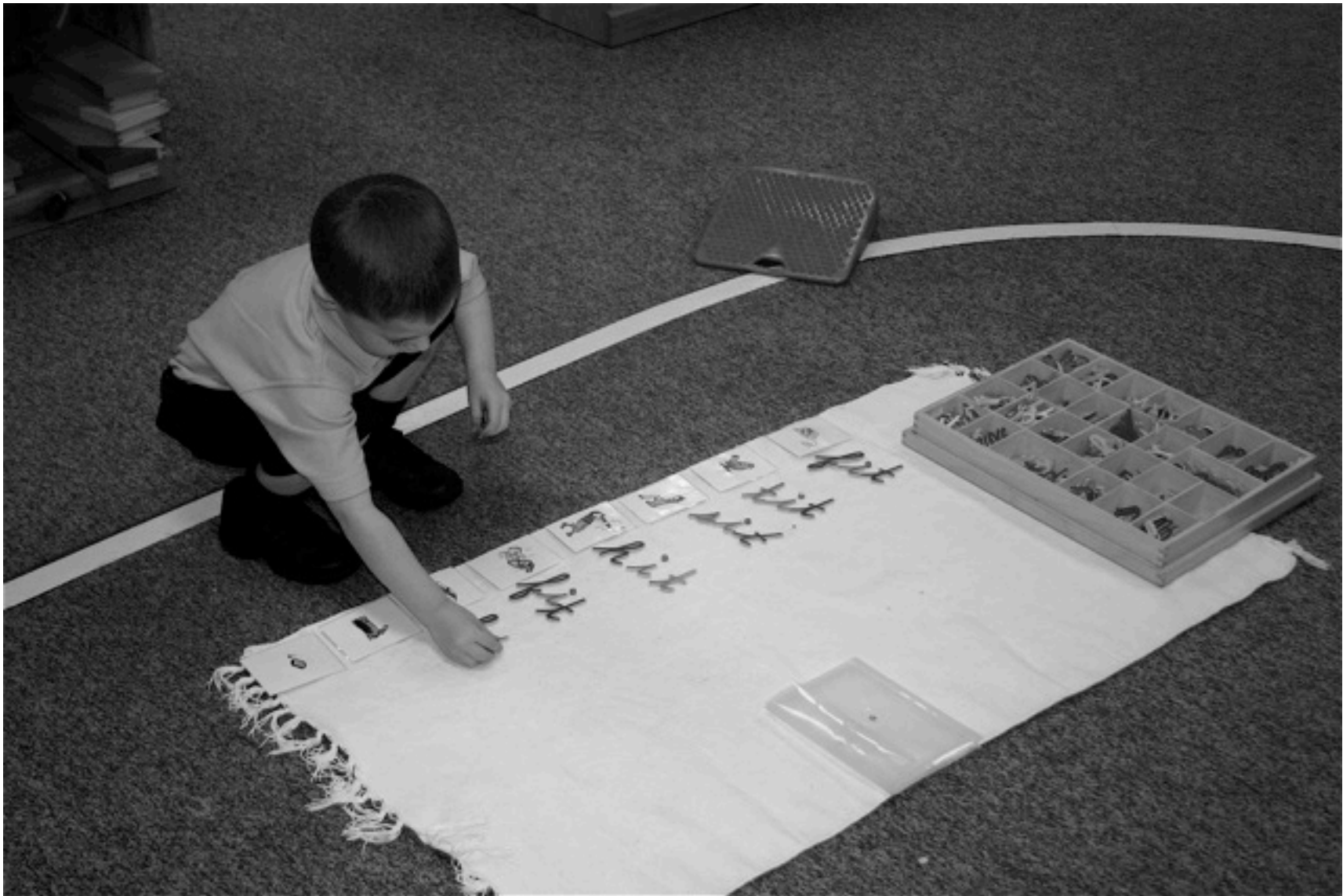
# Montessori Applied to Children at Risk

- ✓ An **environment of encouragement** to try, a de-emphasis of failure, which encourages the child's desire for independence, an emphasis on respecting the teacher and classmates that fosters consideration for others



# **FACILITATING LEARNING FOR LEARNING DIFFERENT STUDENT**

- Tasks reduced to smaller segments
- Segments based on perceptual assessment/observation of perceptual motor development
  - ✧ Show/feel similarities, & differences (sensorial)
  - ✧ Teach transitions (abacus)
  - ✧ Teach patterns (hundreds board)







# **FACILITATING LEARNING FOR LEARNING DIFFERENT STUDENT**

- Oral language emphasis
  - ✧ Use short repeated phrases
  - ✧ Use rhythm
  - ✧ Use multisensory reinforcement for memorization
- Organization must be taught
  - ✧ Use of space-control charts/placement guides
  - ✧ Directionality - left to right carefully stressed/tactile & kinesthetic reinforcement
  - ✧ Sequence - first, second, third
- Attention - equal responsibility of student & teacher

# Oral Language

# SUMMARY & CONCLUSIONS

## *The At Risk Child Requires:*

- Teacher is present in their learning environment for greater time periods
- Direct assistance on attention, focus, & concentration
- Structure for behavior
- Guidance in selecting & performing tasks
- Specific & direct oral language development
- Direct teaching of language and/or math symbols
- Pre-writing & writing practice with a multisensorial technique
- Language presentations modified with the techniques or programs for children with specific reading disabilities



# Work Ribbon

# Typical Child

A child with normal oral language development and whose visual and auditory processing development is within average limits can learn effectively with the procedures described by Kenneth Goodman and others defining the Whole Language approach.



# At Risk Child



- The child who is identified as “at risk” for learning difference or who is diagnosed as learning different must be taught in a therapeutic approach all areas in which his/her specific learning differences prevent the normal assimilation of oral and/or written language.





# Results of Lack of Early Intervention

- Untreated disorders of articulation become ingrained habits
- A lack of vocabulary becomes more severe communication disorders

# Results of Lack of Early Intervention

- Visual/auditory processing disorders result in mild to severe written language disorders (reading, writing, spelling)
- Non Verbal/verbal communication deficits often cause difficulties with social skills

If a **parent or teacher waits** for the child with a language disorder to spontaneously develop the skills for which he does not have the discrimination & integration abilities, it **means the child will struggle with confusion & frustration.**



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