

Oral & Written Language for the Child with Learning Differences

JOYCE S. PICKERING, HUM.D.

JUNE SHELTON SCHOOL & EVALUATION CENTER
15720 HILLCREST RD
DALLAS, TEXAS 75248

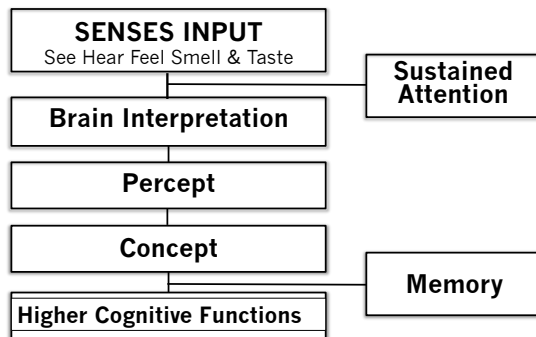
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Definition of Language Learning Differences

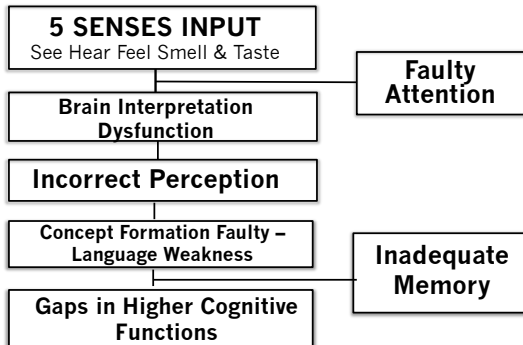
A language-learning different child shall be defined as a child with:

- 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.

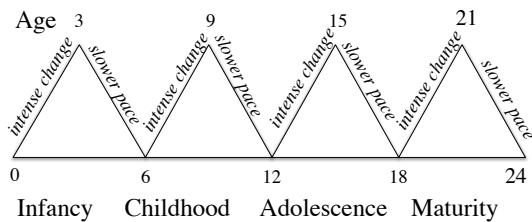
PROCESSING CHART



PROCESSING WITH DYSFUNCTIONS

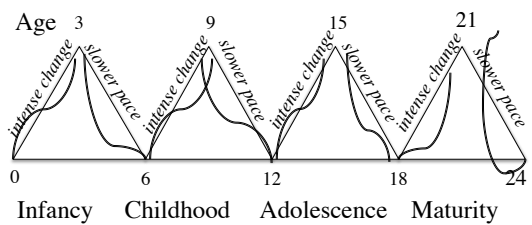


Four Planes of Development



"Montessori education is geared to peaks and valleys of human formation." Dr. Montessori suggested we "divide education into planes and each of these should correspond to the phase the developing individual goes through".

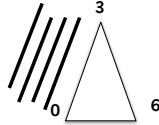
Four Planes of Development



The development of the "at risk" child is uneven. Some areas are developing typically; others are not. The sensitive periods are different. Since the development in the first 6 years is different, all other periods of development are affected.

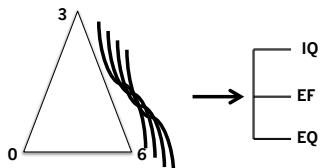
The First Plane 0 - 3 Years

— Coordination
 — Language/Speech
 — Attention
 — Perception



Each area of development proceeding along a separate developmental track as coordination, language, attention and perception mature, which is the beginning of the creation of IQ, EF and EQ.

The First Plane 3 - 6 Years



By 3 years in the typically developing child Coordination, Language-speech, Attention and Perception have matured to equal levels of ability. Then at 3 - 6, these abilities are able to be integrated, leading to the resulting cognitive ability (IQ), executive functioning (EF), sustained attention, organization skills, ability to prioritize and also social skill competence/adaptive ability (EQ).

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**

Sylvia O. Richardson, M.D.,
February 1987

Sensory Processing
and Regulation

Or.....What makes him do that?

The information in this presentation is
taken primarily from these books:

“The Out-of-Sync Child”

By: Carol Stock Kranowitz

“How Does Your Engine Run?”

By: Mary Sue Williams and Sherry
Shellenberger

Have you noticed those children who never
seem to be able to “fit” in the classroom?

Those who need extra time or warnings
before they can make a change in
activity?

Those who need extra mentoring in order to
successfully get work done?

Those who just don’t “get it” no matter how
many times you explain what you expect?

THOSE are the children we will be
talking about!

We all have a sensory system composed of several parts.

Somewhere in your early schooling you learned about :

Vision

Hearing

Taste

Smell

Touch

You also have several more systems that are vitally important to your well being:

Vestibular

Proprioception

Gravitational

Bowel and bladder sense

All of the input from these sensory systems are processed together (at the same time) in your brain on an unconscious level.

This allows your brain to filter out what you do not need to pay attention to, such as the clothes on your body or the clock ticking on the wall. Your brain is only interested in sensory information that is unique or different. About 95% of all sensory information is discarded.

This screening process allows you to pay attention selectively to what you choose and unconsciously monitor for survival at the same time.

The number one priority for
your nervous system is
survival.

Always!

Motor planning:

1. Is the ability to have an idea of a new activity you would like to do with your body,
2. Make a mental plan of how to carry it out,
3. Then do it.

Difficulties can occur at any point in the process!

Sensory defensiveness

Sensory defensiveness is needed for survival.

It is the nervous system's ability to react appropriately to external threats.

The child with difficulty in this area will react negatively and disproportionately to "ordinary" sensory stimuli.

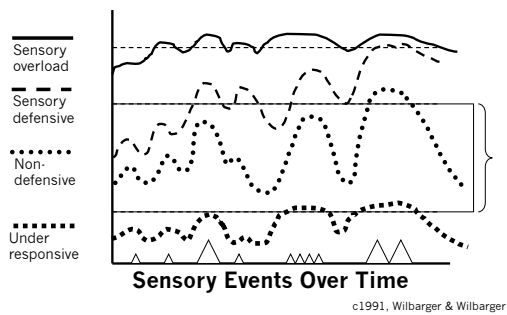
This reaction is unconscious.

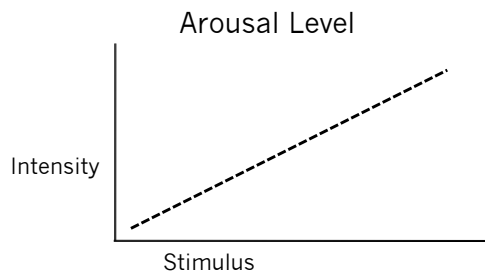
Sensory defensiveness has three stages:

1. Flight – needing to make unnecessary trips to the bathroom, escape type behavior.
2. Fright – physical responses such as red ear rims, sweaty palms, pallor, “big eyes”.
3. Fight – physical aggression, feels very threatened!

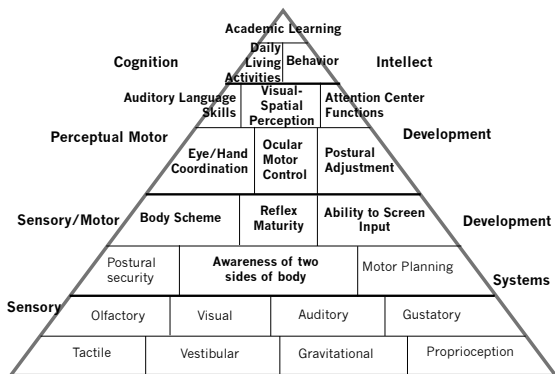
This is not a social issue! It is an unconscious response of the nervous system to a threat.

Sensory Defensiveness





Most of us fall in the midrange for our sensory needs. Children with sensory regulation difficulties tend to be at the extreme ends of this spectrum.



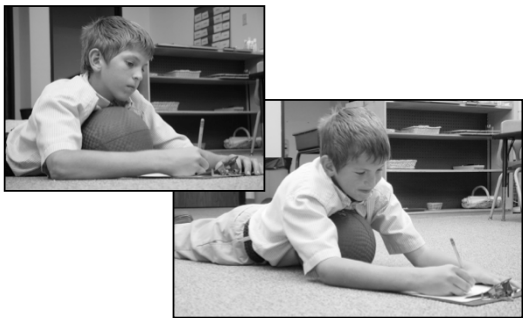


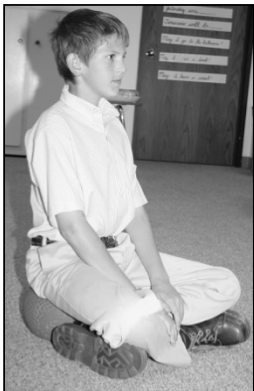


Howdahug Seat



Small Ball on the Floor





Small ball
used on the
line.

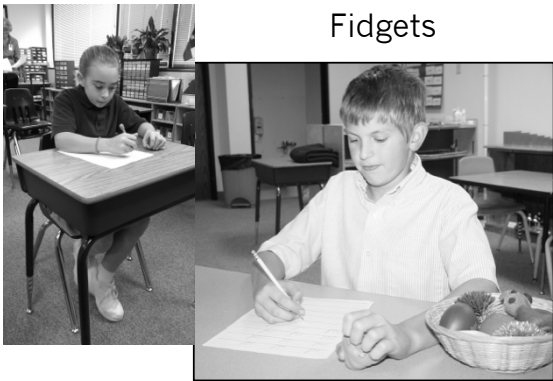
Cloth tube used for tactile pressure.



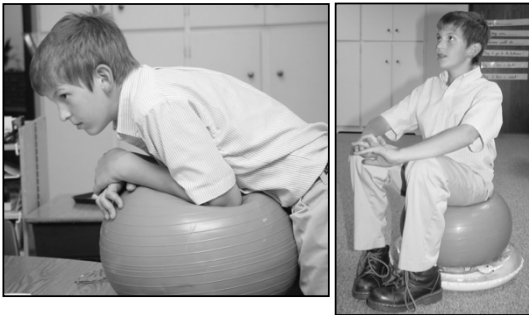
Pushing a heavy box.



Fidgets



Medium Ball



Large Ball



Using a
trampoline
in the hall.



An example of a sensory regulation shelf



Details of the shelf for sensory regulation





Details
of
fidgets
basket



Where to get some of these things:

Howdahug Seat: [howdahugs-for-children](http://howdahugs-for-children.com)

Balls: These are exercise balls. They can be found in the sporting goods department or online.

Fidgets: Look at better toy stores like

<http://learningexpress-toys.com/>

or <http://www.pdppro.com/product.htm>

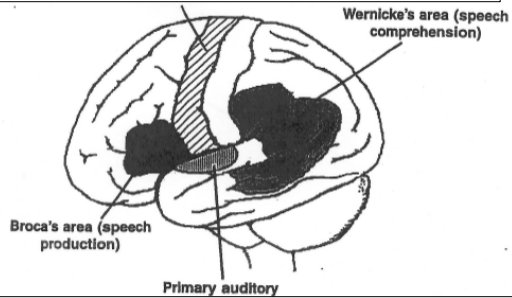
Also, any place you shop look around with a new perspective! Summer and Christmas time are the best times to find them.

Wedges and seat cushions: stepforward123.com

Fabric tube: This is T-shirt fabric and can be purchased at a craft store. Mine is five yards of fabric which I doubled.

Oral
Language
Development

Areas of the Brain related to Language Development



From Introduction to Communication Disorders, 2nd ed. (p.97), M.N. Hedge, 1995

Areas of the Brain Related to Language Development

- Broca's Area
- Wernicke's Area
- Primary Auditory Area
- Motor Cortex

The Development of Oral Language

Speech and Language

Oral Language	Speech
•Receptive	•Articulation
✓Listening	✓Disorder
✓Processing	✓Delay
✓Understanding	
•Expressive	•Voice
✓Form	•Fluency
✓Function	
✓Content	

The Development of Oral Language

Age	Stage of Development
0-3 months	crying, cooing
3-9 months	babbling
9-12 months	echolalia
12 months, 1 year	first word

Vocabulary develops from birth – 5 years
 Enters 1st grade : 2,500 – 5, 000 word vocabulary
 Now, child seeks to refine grammar and usage

The Preschool Profile



12 Months:

- Makes different vowel sounds
- Makes different vowel and consonant combinations
- First word
- Vocalizes to the person who talks to him – dawning of social skills and function of communication

The Preschool Profile

24 Months:

- Asks for item by name
- Answers: "What's that?" with name of object
- 2-3 word phrases "more juice"

36 Months:

- Asks questions
- Answers: "Where is it?" with prepositional phrases
- Answers: "What do you do with a ball?"
- Tells about something with functional sentences: "me go store"

The Preschool Profile

48 Months:

- Answers: "Which one do you want?"
- Answers: "If-what" & "what-when"
- Answers questions about function: "What are books for?"
- Tells grammatically correct sentences.

60 Months:

- Asks "how" questions
- Answers verbally to "Hi" and "How are you?"
- Tells something using past and future tense
- Tells about something using conjunctions to string thoughts together.

The Preschool Profile

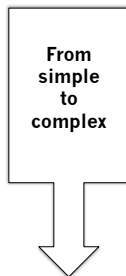
72 Months:

- Child will have acquired basic grammatical structures including plurals, verb tenses & conjunctions.
- Following this developmental ability, child practices with increasingly complex descriptions and conversations.

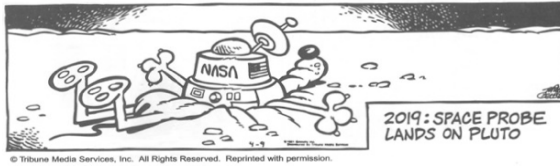


The Development of Oral Language

Words
Phrases – Sentences
Following Directions
Associations
Synonyms
Antonyms
Definitions
Multiple Definitions
Language of Reasoning



Multiple Definitions



Language of Reasoning



Early Signs of Oral Language

- Delay in articulation of sounds
- Delay of syntax or word order

Early Signs of Oral Language

Difficulty attending to spoken language

Example: Not interested in circle time, either because of attention problems or difficulty understanding what's being said.



Later Signs of Oral Language

Difficulty following directions in class



Later Signs of Oral Language

- Difficulty in word retrieval, can't organize what they want to express
- Difficulty retaining information when presented orally – strategy is to use multisensory + language & repetition of precise language



Later Signs of Oral Language

- Difficulty figuring things out. Can repeat rote, but not able to manipulate information (problem solving)
- Difficulty reading or difficulty with reading comprehension



Oral Language Development Curriculum

- | | |
|-------------|-----------|
| ▪ Body | ▪ Time |
| ▪ Family | ▪ Animals |
| ▪ Clothing | ▪ Plants |
| ▪ House | ▪ Food |
| ▪ Community | |
| ▪ Geography | |

The Development of Oral Language



The Development of Oral
Language



The Development of Oral
Language

Teaching the language of everyday
life, the environment, the world.

Experience

Label – Attribute – Function

Category

The Development of Oral
Language



Tips for Talking

- Use a slower rate of speech
- Speak in shorter phrases/sentences
- Pause longer between sentences
- Give directions in shorter length and use more simple language
- Use visual whenever possible
- Allow time to process: count to 10
- Use a lot of repetitions
- Use of motor to enhance memory

Tips for Talking

Use the following as a guide for asking/answering ?s:

- If you ask an open ended question and the child does not respond after 10 sec: If that does not work, then
 1. Ask the question again and give 2 choices If that does not work, then
 2. Ask a yes/no question
 3. Model the response or answer what the child should say

From Oral Language to Literacy

If oral language development is average or above average, the child is prepared to begin the written language process.



Montessori Applied To Children At Risk For Learning Differences

MACAR

Shelton School in Dallas, Texas
JULY 6-14, 2017 (no class on Sunday)

MACAR - Helps the Montessorian understand the **specific needs of children diagnosed with Learning Differences** and provides specific strategies for matching the Montessori educational method to those needs.

Materials provided electronically and include:

- ◆ Administrative Manual
- ◆ Practical Life
- ◆ Sensorial
- ◆ Math
- ◆ Oral & Written Language
- ◆ Choices
- ◆ Perceptual Motor Skills

www.shelton.org/MACAR

Sequential English Education (SEE)

Training educators for teaching reading, writing, comprehension, spelling, auditory discrimination and memory.

SEE Teaching Level - June 5 -10, 2017
SEE Therapy Level - June 12 - 16, 2017

This program is designed for individuals 5 years of age through adults. It can be taught individually or in small group settings. The Shelton MSLE Training Course in SEE certificate provides eligibility for taking the Alliance Exam and upon successful completion, ALTA certification.

Shelton.org/SEE

Coming in Early 2017

Using Montessori Strategies for Children With Learning Differences

Joyce S. Pickering & Sylvia O. Richardson

This book includes a history of the development of preschool education, an overview of the Montessori Philosophy and curriculum, assessment of learning differences and other exceptionalities, Montessori strategies applied to children At Risk for Learning Difference, Communication Disorders, Intellectual Differences, and the Autism Spectrum. In addition using Montessori strategies in the classroom and in the home are presented.



Joyce and four of her Montessori grandchildren