

Respecting Each Child's Learning Differences



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June Shelton School & Evaluation Center

- Founded April 2, 1976
- Students with learning differences preschool through grade twelve
- Comprehensive curriculum with strong academic orientation
- Supportive environment, stressing multisensory learning techniques
- Accredited by Independent Schools Association of the Southwest (ISAS)
- Member of Southern Association of Independent Schools (SAIS)

The Shelton Way



What is a language learning difference?

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.

Dyslexia Definition Adopted by National Institutes of Health

- One of several distinct learning disabilities;
- Specific language-based disorder of constitutional origin characterized by single word decoding
- Reflects insufficient phonological processing abilities
- Difficulties in single word decoding - unexpected in relation to age & other cognitive & academic abilities.

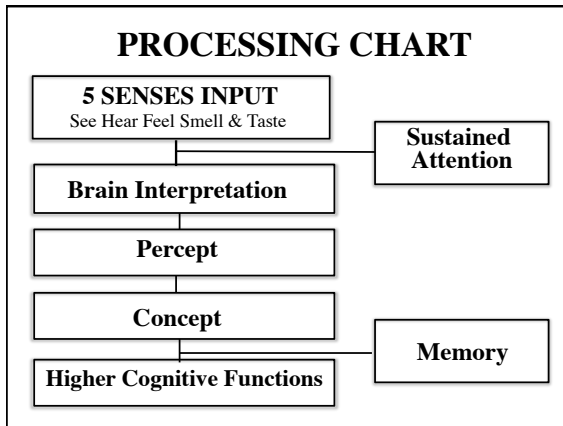
Dyslexia - NIH Definition Cont.

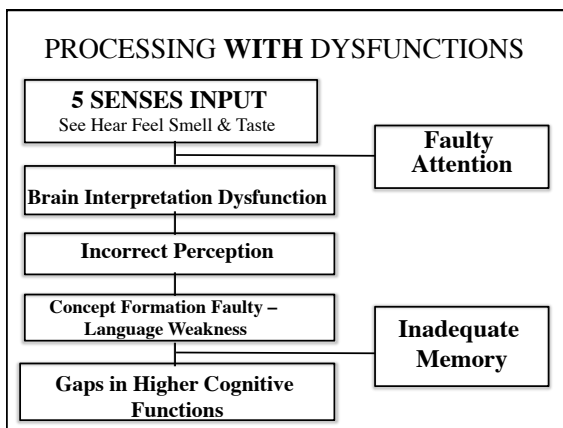
- Not the result of generalized developmental disability or sensory impairment
- Manifested by variable difficulty with different forms of language, including in addition to problems reading, conspicuous problem with acquiring proficiency in writing and spelling.

Related Disorders

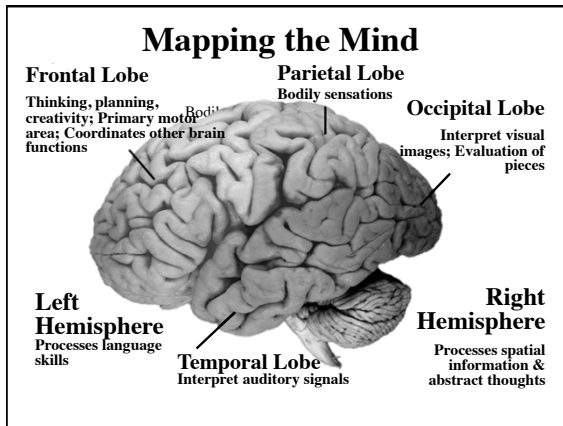
Refers to learning differences in

- **Reading Comprehension**
- **Attention**
- **Math**
- **Coordination**
- **Social Skills**
- **Oral Language Disorders**





Why do we need to understand the brain and how it processes?



Dr. Gordon Sherman

“While no two brains are alike, the brains of people with dyslexia are distinctively different compared to those without dyslexia.”

Neural Migration

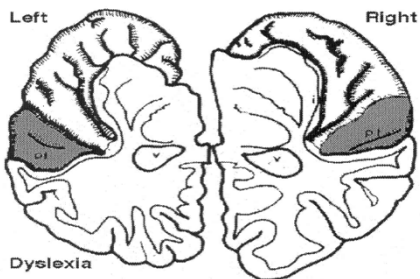
- Occurs before the 6th month of gestation
- A genetic code sends the signal to migrate
- In non-impaired learning brains the neurons do not reach the first layer of cerebral cortex-the language center of the brain

Dr. Gordon Sherman

Additional Cortex Difference Symmetry

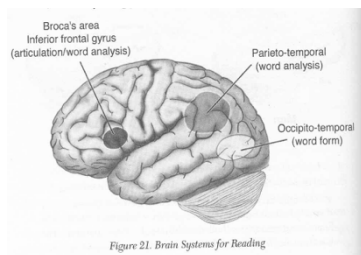


Dr. Gordon Sherman



Dr. Gordon Sherman

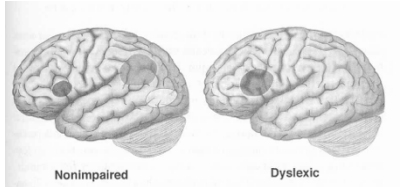
Two Neural Pathways



Sally Shaywitz, M.D.

A Neural Signature for Dyslexia

- Under activation of Neural Systems in the Back of the Brain



Sally Shaywitz, M.D.

Attention Deficit / Hyperactivity Disorder (AD/HD)

- ADHD refers to a family of chronic neurobiological disorders that interfere with people's capacity to attend to tasks, regulate activity, and inhibit behavior in ways appropriate to their age and circumstances.

Attention Deficit Hyperactivity Disorder (ADHD) DSM 314.01

Essential features

- Developmentally inappropriate degrees of
 - inattention,
 - impulsiveness,
 - hyperactivity.

Neurotransmitters

Play a vital role in key bodily functions.



Acetylcholine - widespread in the brain - involved in muscle action, learning & memory

Dopamine - plays major role in regulation of movements & emotions



Norepinephrine - involved in reward, mood regulation, arousal, activation fight/flight behavior

Serotonin - regulates body temperature, pain perception, onset of sleep



Endorphins (opioids) - minimize pain, produce feelings of pleasure

ADHD Individuals Benefit From:

- Appropriate amount of sleep
- Eating a well balanced diet
- Exercise
- Prayer or Meditation
- Medication (if needed)

Dr. Edward Hallowell
Driven to Distraction

Assessment

- Parent Questions
- Teacher Questions
- Mental Ability
- Perceptual Ability
- Pre-academic / academic skills
- Behavioral Checklist

**Patterns of
Dyslexia
&
Related Disorders**

Patterns of Learning Disorders

- Pattern 1 - Reading Disorder (Dyslexia)
- Pattern 2 - Related Disorder: Reading Comprehension Disorder
- Pattern 3 - Related Disorder: Attention Deficit / Hyperactivity Disorder

Patterns of Learning Disorders

- Pattern 4 - Related Disorder: Math Disorder (Dyscalculia)
- Pattern 5 - Related Disorder: Motor Incoordination
- Pattern 6 - Related Disorder: Oral Language Disorder (Dysphasia)

Patterns of Learning Disorders

- Pattern 7 - Related Disorder: Social Interaction
- Pattern 8 - Related Disorder: Mood/Anxiety
- Pattern 9 - At Risk for Learning Disorders
 - Weakness in Coordination
 - Weakness in Language
 - Weakness in Attention
 - Weakness in Perception

**How do we treat
learning differences?**

Treatment

Remediation + Montessori

- Organization/Study Skills
- MSL Reading Approaches - Language Therapy
- Multisensory Teaching
- Cooperative Learning
- More Individualization

Treatment

Accommodations:

- Untimed Tests / Extended time on written assignments
- Assistive Technology - computers, books on tape, tape recorders

Treatment

Non-medication

- Direct teaching of attention skills
- Cognitive Strategies
- Exercise and Diet

Medication

- Stimulant Medications - Ritalin, Dexadrine, Adderall, Concerta
- New Class of Medication - Strattera, a selective norepinephrine reuptake inhibitor
- Mood Medications - Paxil, Prozac, Wellbutrin, Zoloft

Positive Effects

- Improved sustained attention
- Improved impulsivity
- Improved learning due to increased memory
- Better organization, less scatter
- Less risk of illegal drug use
- Less side effects of anxiety, depression, suicide

What can we observe in preschool children that would alert us to At Risk characteristics?

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
- Fine
- Life Skills



Oral Language

- Receptive (*understanding*)
- Expressive (*producing*)
 - Speech (*articulation*)
 - Morphology (*roots / affixes*)
 - Syntax (*order / grammar*)
 - Semantics (*meaning*)
 - Voice (*quality*)
 - Fluency (*smooth production*)

Written Language



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

Attention

- Motor Skills
- Practical Life
- Sensorial
- Silence Game



Perceptual



- Sensorial
- Social Skills
- Pre-Academic

SAMUEL T.
ORTON, M.D.



MARGARET BYRD
RAWSON



ORTON GILLINGHAM APPROACH

DR. CHARLES L.
SHEDD



JOYCE S.
PICKERING



APSL / SEE

MAUREEN
MARTIN



ETOILLE DU
BARD



DU BARD ASSOCIATION METHOD

LUCIUS WAITE & AYLETT ROYALL COX



ALPHABETIC PHONICS

June Shelton



Dr. Sylvia Richardson



Montessori for the LD Child

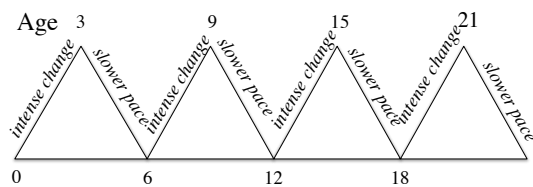
Montessori wrote:

“ The difference in reaction between deficient and normal children in the presentation of didactic material made of graded stimuli, is plainly seen from the fact that *the same didactic material used with deficient makes education possible, while with normal children it provokes autoeducation.*”

Maria Montessori *The Montessori Method*

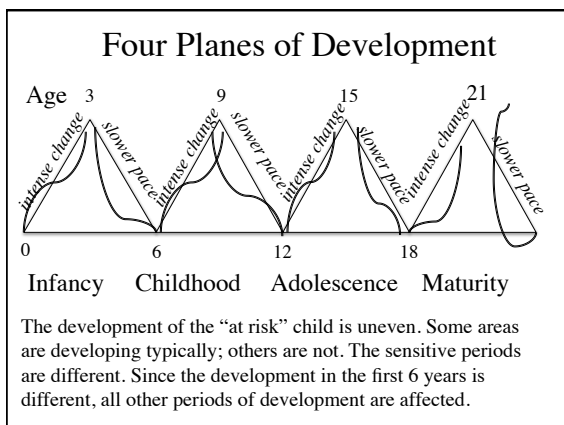
What does the Montessori curriculum give us that helps the At Risk student?

Four Planes of Development



Infancy Childhood Adolescence Maturity

“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”.



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



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

Attention



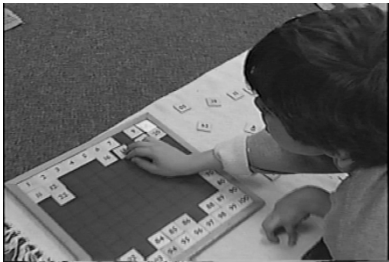
Classroom Structure



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

Work Organization



Montessori Applied to Children at Risk

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

Manipulative Materials



Montessori Applied to Children at Risk

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

Fine Motor Skill



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 Body



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

Academics in Small Sequential Steps



Montessori Applied to Children at Risk

- ✓ Enhancement of **Social Skills** and
Interpersonal Relationships

Choices



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

Environment of Encouragement

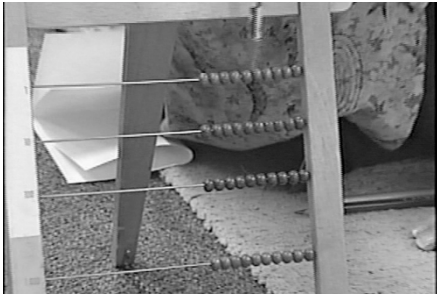


What else does the Montessorian need to know to help the At Risk child?

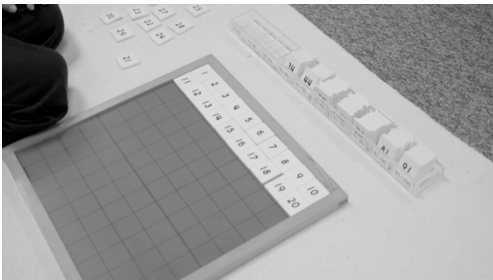
Facilitating Learning For The At Risk Child

- 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)

Teach Transitions



Teach Patterns



Sequential English Education (SEE)

SEE is a Multisensory Structured Language Education program.

SEE combined with Montessori language instruction teaches reading, spelling, handwriting, written expression and includes literacy exercises.

The Shelton MSL Training Course in SEE is accredited by IMSLEC and IDA



SEE

The lesson includes these activities:

- Introduction of each sound in a structural linguistic multisensory approach-a,t,p,h,c,n,l,b,f,s,g,m,j,r,v,d,i,k,w,wh,z,th,u,sh,e,y,ch,q,o,x
- Decoding with moveable alphabet by word family-patterns limited, one vowel at a time
- Moveable Alphabet reduced in difficulty for word building

SEE

- Patterns taught from simple to complex-CVC words with consonants, consonant digraphs, consonant blends, long vowels with the final e pattern, other long vowel combinations, vowels with l/r, multi syllable words, morphology, syntax, semantics

The Shelton MSL Training Course in SEE is accredited by IMSLEC and IDA

See Lesson



Facilitating Learning For The At Risk Child

- 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

The At Risk Child Requires:

- Teacher is present in their learning environment for greater time periods



The At Risk Child Requires:

- Direct assistance on attention, focus, and concentration



The At Risk Child Requires:

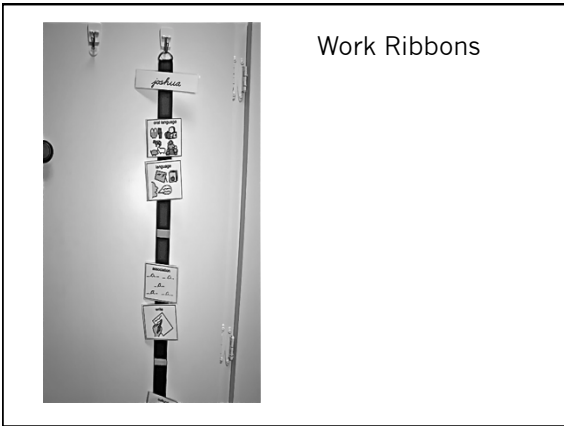
- Structure for behavior



The At Risk Child Requires:









- Guidance in selecting and performing tasks





Work Ribbons

Name: _____ Date: _____

 practical life		 writing	
 language		 cultural	
 oral language		 association	
 sensorial			
 math			

Weekly Contract

Name _____ Date _____

Works	Monday	Tuesday	Wednesday	Thursday	Friday
Practical Life					
Sensorial					
Math					
Language					
Cultural					
Computer					

Name: _____

Date:	0404 MON	0405 TUES	0406 WED	0407 THURS	0408 FRI	NOTES
MATH 2+						
Facts Sheet						
Yellow/Green Book						
Montessori Math						
2, 3, 4						
5 Heavy Work 5						
Practical Life						
Geometry						
LANGUAGE 3						
Language Therapy						
8, 9, 10, 11, 12						
Writing Mechanics						
Drillers M, N, O						
1, 2, 3, 4						
Spelling						
Punctuation/Spelling						Daily*
Journal						
Handwriting						
Comprehension						
SRA						
Traverse						
Europe						
Language Code						
New Progress Report						
2, 3, 4, 5						
CULTURAL 3						
SCIENCE						
History						
Days/Months						
Geography						
United States						
Continents						
Computer Games						
Social Skills Library						
PE/OT/Speech						

The At Risk Child Requires:

- Perceptual discrimination from three dimensions to paper and pencil



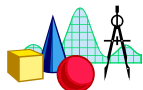
The At Risk Child Requires:

- Specific and direct oral language development



The At Risk Child Requires:

- Direct teaching of language and/or math symbols



The At Risk Child Requires:

- Pre-writing and writing practice with a multisensorial technique



Pre-Writing and Writing



The At Risk Child Requires:

- Language presentations modified with the techniques or programs for children with specific reading disabilities



Facilitating Learning For The At Risk Child Written Language Development



SUMMARY & CONCLUSIONS

The At Risk Child Requires:

- Direct teaching of language and/or math symbols
- Pre-writing & writing practice with a multi-sensorial technique
- Language presentations modified with the techniques or programs for children with specific reading disabilities

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 causes 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 struggles with confusion & frustration.**



Education Must Be Prescriptive

Many approaches/programs could work with most children to some degree, but it is more effective if we match the program to the child and his individual profile of strengths/weaknesses in the assimilation of language and learning.



J. McVicker Hunt has written that Montessori has come the closest to solving the problem of “match” in education. (Hunt 1968). He explains the “match” concept as placing the level of presentation to the child at the child’s developmental and skill level for optimal learning and success. This problem of “match” is critical to teaching the at risk child.

Self-Concept Formation

- The child with average learning skills has more positive than negative experiences both before entering school and after entering school
 - This builds resistance to anxiety
 - Establishes a strong sense of self worth

Self-Concept Formation

- The child with learning or adjustment difficulties has more negative than positive experiences, *especially* after entering school
- This exacerbates feelings of anxiety
- Self-concept is negatively affected
- Negative behaviors develop

A vicious circle of negative behavior is set into motion

- Adults must intervene to stop the cycle
- The possibility of more positive experiences must be increased
- Improve academic skills
- Direct teach social skills/coping strategies
- Provide success experiences in and out of the academic setting

Presentation Handouts @ www.shelton.org

- Classroom for Children With Learning Differences
- Contrast of Development
- MACAR Part 1 & 2
- MATCH Parent check list
- MATCH Teacher check list
- Models of Support
- Montessori Parenting
- Parent Presentation/All Children Learn Differently

For further information about
trainings and materials,
please visit the Shelton website
www.shelton.org/training



**Montessori Applied To Children At Risk
For Learning Differences
MACAR**

Shelton School in Dallas, Texas
JULY 6-15, 2015
(no class on Sunday)

MACAR is designed to assist the Montessori teacher to serve
students with learning differences in the regular classroom.

Materials provided electronically and include:

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

www.shelton.org/macar
