**SHELTON SCHOOL & EVALUATION CENTER**
**DALLAS, TEXAS**

## HISTORY

The June Shelton School and Evaluation Center was founded on April 2, 1976, by Dr. June Shelton, and Lawrence and Suzanne Beeman (leaders of an interested parent group), at the request of and with the help of a group of parents of language-learning different children. The School and Evaluation Center were chartered under the Texas Non-Profit Corporation Act. The purposes for which the Corporation is organized and operated are educational, charitable, and scientific.

## MISSION STATEMENT

Shelton
on a mission
a school and resource center dedicated to
~ making a difference ~
by serving and empowering the lives of
~ students who learn differently ~
Because Not All Great Minds Think Alike

## THE VISION

~ a world model in education ~
of
~ individuals who learn differently ~
through
Education
Evaluation
Therapy
Research
and
Outreach

## PHILOSOPHY

It is the philosophy of The June Shelton School that learning different students learn best in a supportive environment that stresses multisensory learning techniques. Through carefully planned successful experiences, students are able to increase academic skills, improve motor development, and acquire greater appreciation of the world.

**Shelton School is accredited by**
**the Independent Schools Association of the Southwest (ISAS).**

# Objectives

Shelton School and Evaluation Center is a private, state-chartered, non-profit, non-denominational day school for children with specific language-learning differences. The services of the school are rendered without discrimination or segregation because of race, creed, color, gender, or national origin.

The objectives of the program are the following:

1. Provide classroom settings that are structured (predictable), that reduce distractions to a minimum, and that give individualized instruction
2. Present a coordinated multi-sensorial curriculum designed to develop the symbolic tools (reading, writing, spelling, speaking, listening, and math) necessary to gain, retain, and express information
3. Develop and present a curriculum which increases an awareness of one's world (social studies and science)
4. Develop and present opportunities for experiences aimed at cultivating aesthetic values and recreational skills (art, music, drama, and sports)
5. Provide the technology which enables the student to develop computer skills and the knowledge to use this technology to assist in written expression, research, and any other educational needs
6. Provide experiences that teach how to develop, use, and care for one's body (physical education, perceptual motor skills, and health science)
7. Create an atmosphere conducive to emotional health: feelings of success, fairness, concern, and respect for one's self and others (*Choices*--social skills, ethics, and counseling)
8. Prepare all students to reach their full potential

# SEVEN GOALS OF SHELTON SCHOOL

It is important that each student and parent know the goals of Shelton. There are **seven major goals** that the staff keeps uppermost in their mind.

I. **REMEDIATION** of language skill deficits is the basic reason that a student attends Shelton. The improvement of accuracy and comprehension in reading, spelling, writing, and written expression is the heart of the Shelton program. There are four Language Therapy programs that are used to achieve improvement in language skills. These are Alphabetic Phonics (AP), Sequential English Education (SEE), The Association Method, and Shelton Upper School Reading Programs. The decision to prescribe a specific language therapy method is made by the staff after careful consideration of the type of learning difference that the student displays. If the student also has a significant receptive and expressive language disorder, in addition to the reading disorder, the student also receives instruction from a speech/language pathologist several times a week in small groups through the eighth grade.

II. **ORGANIZATION AND STUDY SKILLS** is an area of weakness for many of the students and an intensive program to improve these work habits is offered.

III. **SOCIAL SKILLS** are difficult for some children with learning differences, in part because of inaccurate perception of the actions of others and in part because of the difficulties that their learning challenges have presented. The Social Skills program helps the student develop realistic expectations of himself and others, set goals for himself, and improve his interpersonal relationships with peers and adults through cooperative behaviors.

IV. **SUBJECT MATTER GAINS** in math, science, history and geography are fostered through the use of individualized programs, intensive instruction, and the multisensory presentation of concepts. Multisensory materials such as manipulatives, films and projects augment lectures and texts. The curriculum at Shelton covers the same content as any school, but the instructional techniques are different.

V. **STRATEGIES** that consider different ways to learn and therefore assist the student in areas of deficiency are critical to the success of the student with a learning difference. Strategies, such as extended time on tests, oral tests, specific types of tests, use of the tape recorder, cooperative learning groups, peer tutoring, use of the computer or *iPad,* are all additional tools which the LD student can be taught to employ.

VI. **STRENGTHS** as well as challenges are seen in the profile of the learning different student. Dyslexic individuals are particularly talented in the use of three-dimensional space. They may be outstanding in arts, photography, or mechanical ability leading them into careers in art, engineering, architecture, building contracting, and even surgery. Students with Attention Deficit Disorder are usually very creative divergent thinkers who come up with solutions to problems that others do not. If they can be helped to prioritize and organize their thoughts and follow through, they are excellent at any work requiring problem solving, innovation, inventing, and selling. Many LD students are particularly interested in and talented in science and social studies. The special subjects of drama, art, computer, library, and sports are important to the self-concept of the LD student. The Specials program and the clubs at Shelton are geared to emphasize the strengths of the students and give other avenues for the development of self-concept.

VII. **ATTITUDE** is more important than anything! If the LD student feels "poor me" and does not believe he can do for himself, then he never will improve. If his attitude can be changed to "I'll try," the world opens up for him. If he develops the view that some things are very hard for him and that he will never do them perfectly, then he can improve in almost everything with the help he receives at Shelton and his own effort. Students with learning differences have to give it 100%.

**MAJOR CHALLENGES FOR SHELTON**

There are three major challenges for the student, the parents, and the staff. They are:

1. Working on grade level curriculum while remediating skills that most students have mastered. In the beginning of the work at Shelton the remediation has to take precedence over the grade level content, but the longer the student is in the school and the more the skills improve the closer the student moves to grade level and above performance in the subject matter. This is a delicate balance for the staff and is done with many hours of staff meetings on each student's progress.

2. Helping students to become empowered to take over the responsibility for their own work is absolutely necessary for their future success in school and life and at the same time greatly improves self-concept. Many times parents of LD students have had to be the child's advocate at school for years. As they enter Shelton, it is important that the student and the parent shift the responsibility for talking to the teachers and asking for help to the student. They need to learn these skills so that they can use them throughout their lives.

3. Parents who walk in the door ready for the student to mainstream—relax, the student will shutdown if they think leaving not learning. The parents' mindset should be: "May he be here until graduation if that is what he needs?"

**PARENTS ARE OUR PARTNERS**

Parents can help the Shelton staff in the following ways:

1. We need your feedback on the amount of work your child can accomplish. (Is the homework amount correct?)
2. We need your feedback on your child's interests and special talents.
3. We need your trust and confidence that we know what LD students need in support and in demands. Sometimes we are pushing a student to do work or take the responsibility for tasks that we believe are well within his ability and the student may be resistant because he is afraid he will fail. Sometimes we have to prove to the student he can now do things he has never before accomplished and though he may believe he might do it, the old fears of trying and failing are holding him back. School and parental support can help him have the courage to try. The staff will always listen to the student and the parents--we will give each child our all.
4. We need you to be on board. The team of students and school staff is enormously enhanced if the family is on board too. Being part of the team means the family (parents, siblings, grandparents) understand the child's learning difference, are informed of the school program, partner in goal setting, and show pride in the great and small achievements of their learning different student.

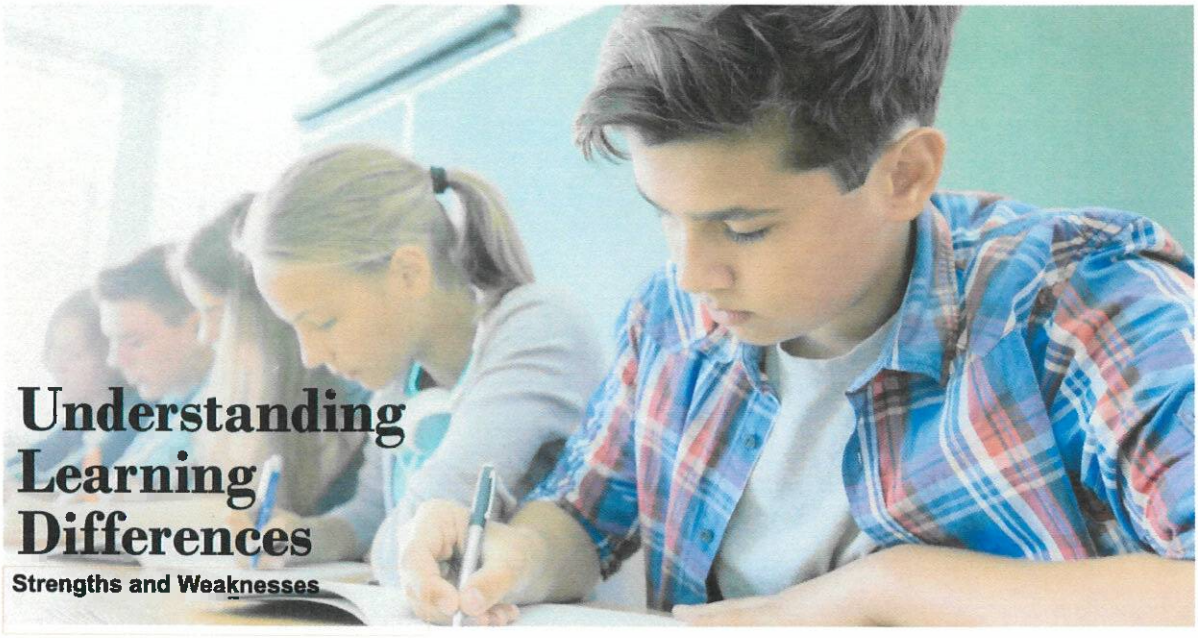
**REALISTIC EXPECTATIONS**

Every child who has come to Shelton has been helped, but no child who has come has been cured. Learning differences are physical, neurological differences, which cause the student to perceive information differently and often incorrectly. They may also have a faulty attention system, which does not permit the focus and concentration necessary for a smooth even progress through school. Therapists can help individuals with these difficulties by providing special programs, individualization of the program, more intensive teaching methods, multisensory teaching, alternative strategies, and emotional support for the stress of learning with these challenges. Some children can be helped to grade level and above performance in all areas. Most should expect to be able to attain a college education. Students with more complex learning disabilities may progress more slowly, take many more years of remediation, and though markedly improved, may not be at grade level in all academic areas. This does not mean that these students may not be guided to a coping and successful life. The staff meets on a regular schedule with parents to help them understand the learning difference of their student, to develop realistic expectations, and to set goals for their student. The staff is also available for additional meetings at any time an appointment is made.

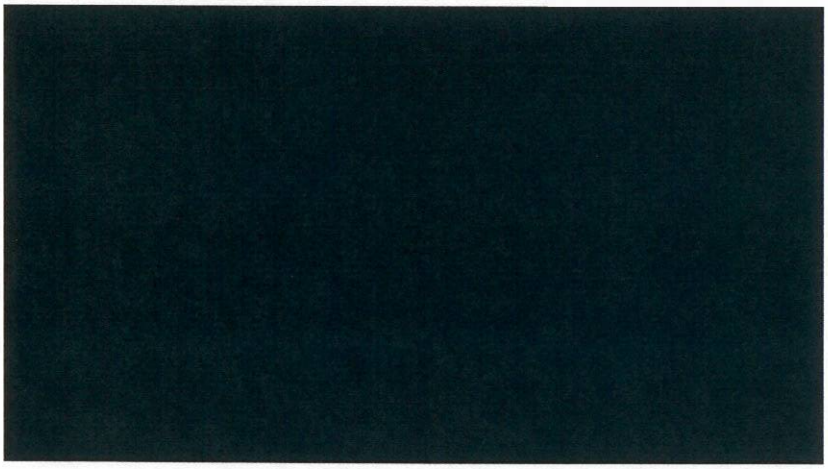
***The goal of Shelton is to serve students with learning differences to the end that their academic and social skills will be enhanced and their opportunity for a successful life is made possible.***

SHELTON NEW PARENT SUPPORT

# Overview of Learning Differences



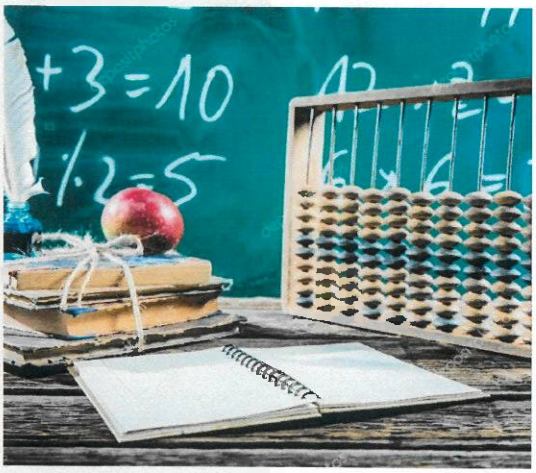

## We just get it differently....



# When do they know?








# What is a learning difference?

**Difficulty with:**

Visual & auditory processing of oral & written language

Unrelated to intelligence and effort

At risk to fail or has failed with standard approaches

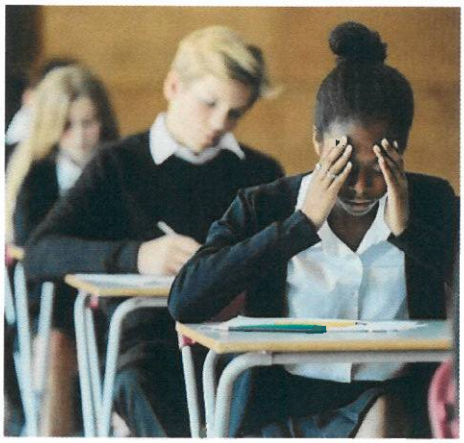
**Strengths:**

| | | |
|---|---|---|
| Creative | Charismatic | Work ethic |
| Innovative thinking | Perseverance | Visual |

# It's in the Numbers

| Learning Differences | Dyslexia -ADHD |
|---|---|
| 1 in 5 | 13-24% |

| Comorbidities | How often do they experience their LD? |
|---|---|
| Est.70-90% | 24-7 |





# 4 Main Players

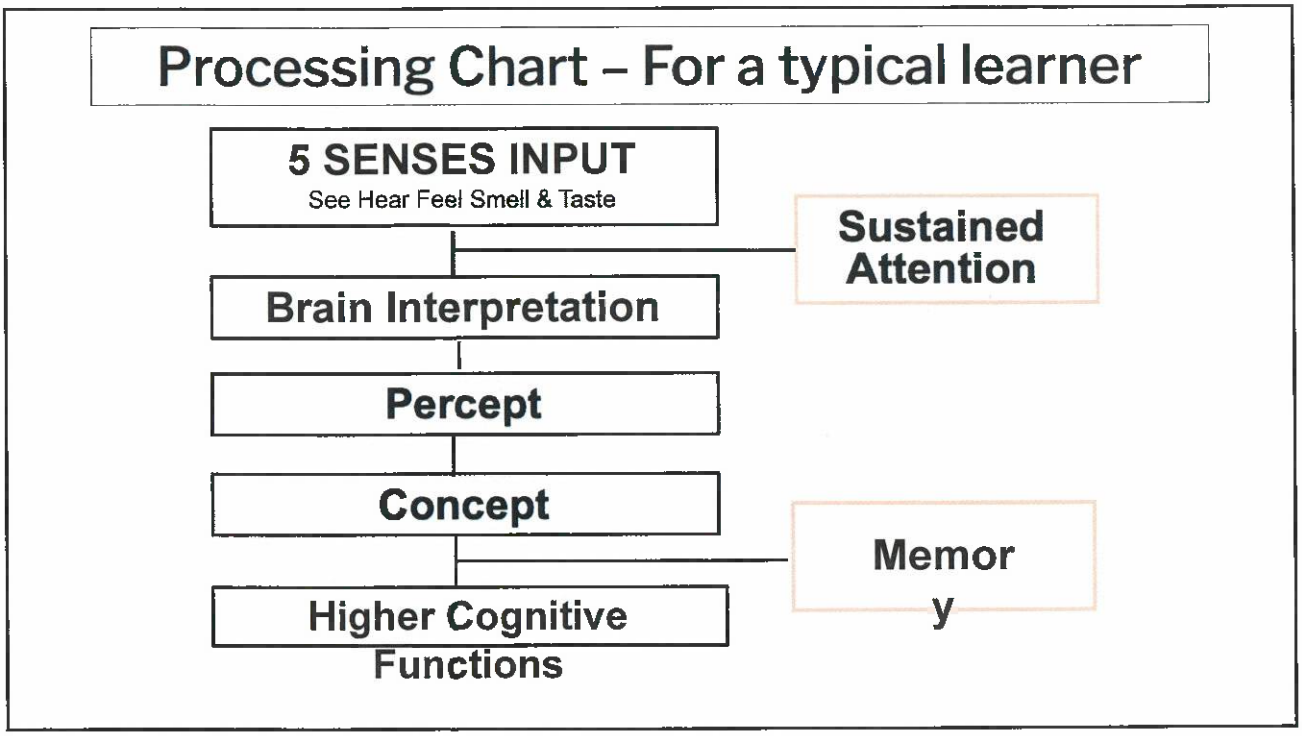
**Dyslexia**
Affects written Language

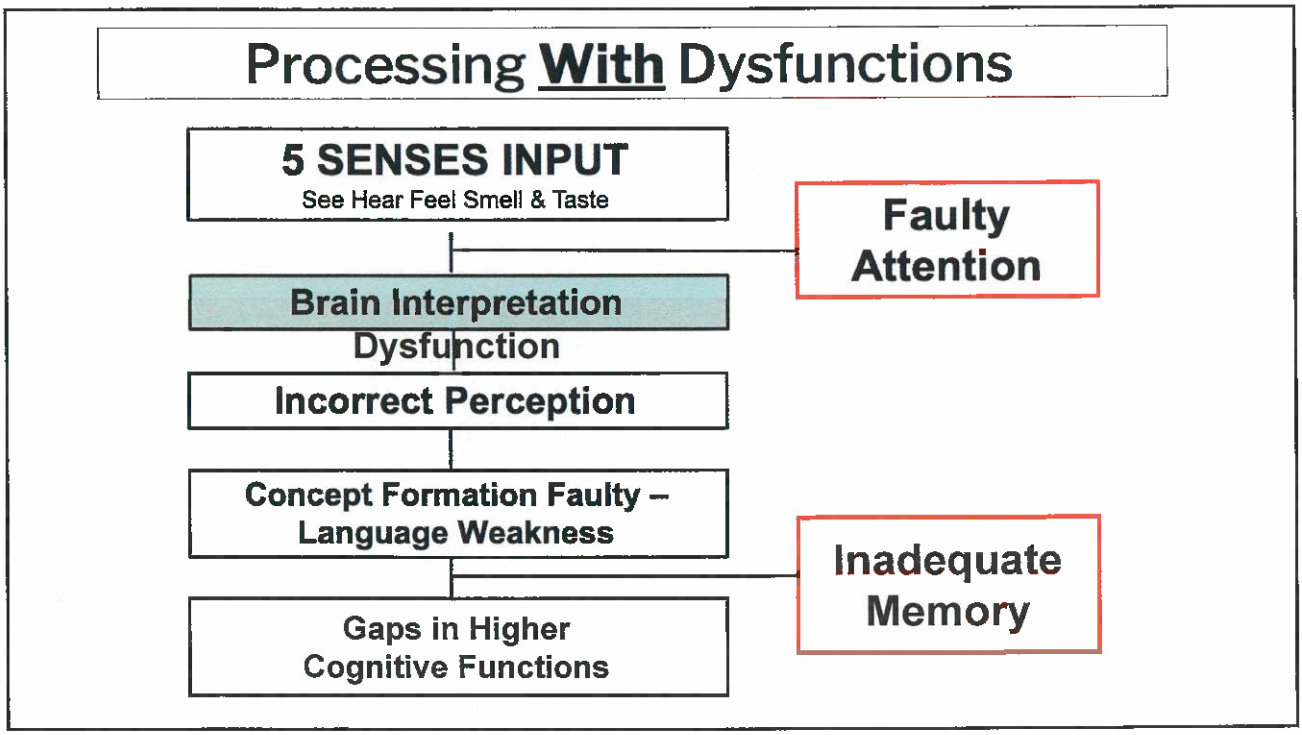
**ADHD**
3 subtypes

**Oral Language**
Receptive
Expressive
Articulation

**Dyscalculia**
Math "sense"




Processing Chart – For a typical learner
5 SENSES INPUT
See Hear Feel Smell & Taste
Brain Interpretation
Percept
Concept
Higher Cognitive Functions
Sustained Attention
Memor y


Processing With Dysfunctions
5 SENSES INPUT
See Hear Feel Smell & Taste
Brain Interpretation Dysfunction
Incorrect Perception
Concept Formation Faulty – Language Weakness
Gaps in Higher Cognitive Functions
Faulty Attention
Inadequate Memory

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

- cells in the outer layer of the brain
- more cells in the planum temporal in right hemisphere
- supports genetic cause

Dr. Gordon Sherman
Brain Bank Anatomy Study
Beth Israel Hospital, Boston, Mass.

## Two Neural Pathways

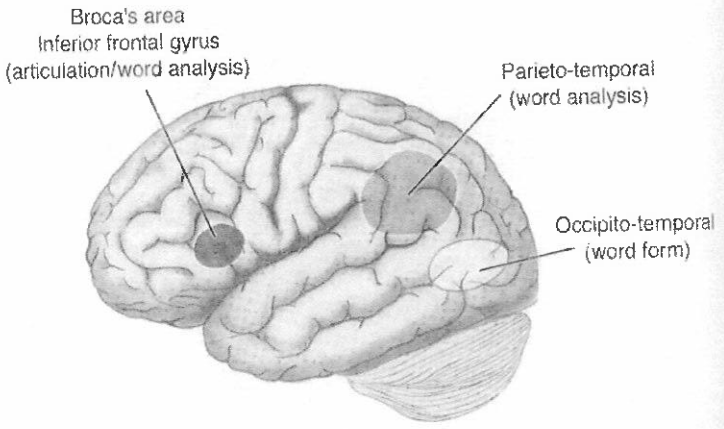
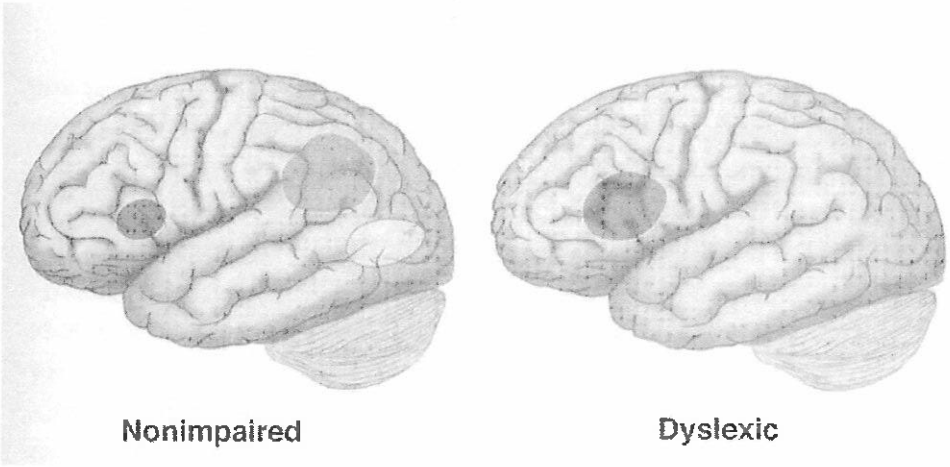



*Figure 21. Brain Systems for Reading*

Sally Shaywitz, M.D.

# A Neural Signature for Dyslexia

Under activation of Neural Systems in the Back of the Brain

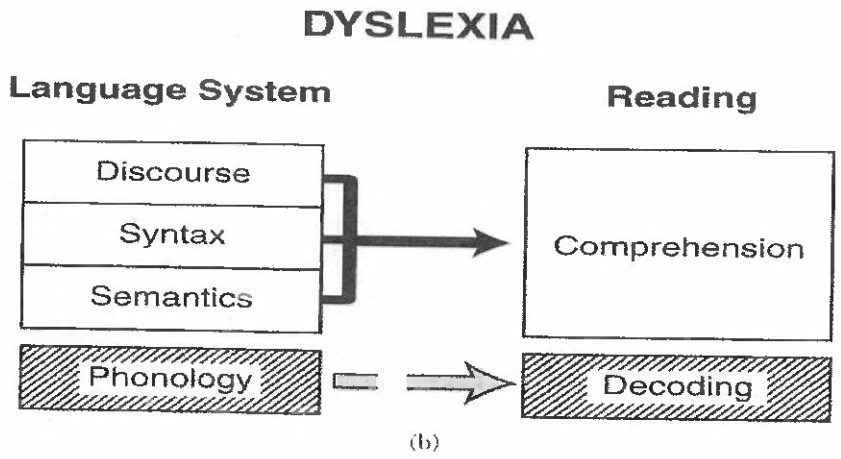


Nonimpaired

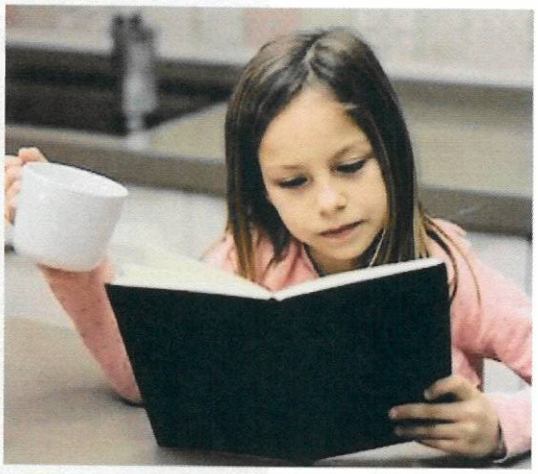
Dyslexic

Sally Shaywitz, M.D.

## In dyslexic children, there is a "glitch" within the language system.




(b)

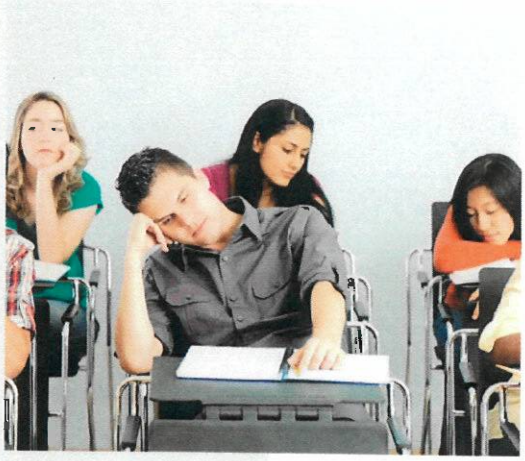


# Dyslexia

**Reading is not a natural process, it must be taught.**

| | | |
|---|---|---|
| Misreads common words | Reading is "choppy," hesitant and lacks "flow" | Spelling is a great challenge |
| Does not get "rhyming" | May mispronounce common words | Get "flustrated" – flustered and frustrated! |
| Demonstrates cognitive abilities in other areas | Can appear not to "try" in reading or spelling tasks | Difficulties in reading are a surprise compared to other abilities or skills |





# ADHD

**Swatting the fly and lighting the match**

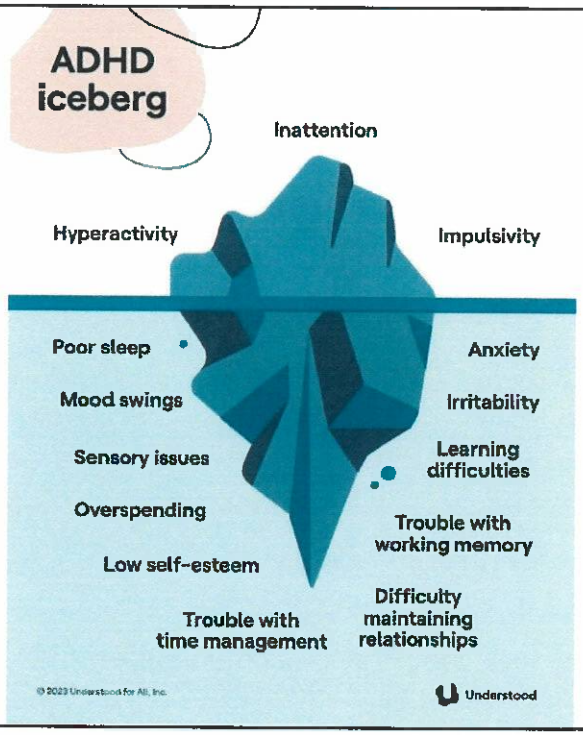
| | | | |
|---|---|---|---|
| Difficulty with attention | Lack of social awareness | Difficulty Monitoring Actions (Cause & Effect) | Difficulty Managing Emotions |
| Organizational problems<br>• Difficulty Getting Started<br>• Difficulty Finishing Work | Poor spatial sense | Difficulty with motor skills | Likes Danger/ Speed |
| Extreme Interest | Difficulty Sleeping | Poor Working Memory | |

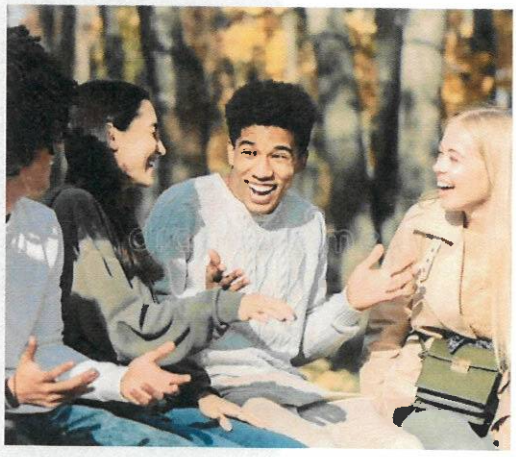
Dr. Thomas Brown

## ADHD - What it looks like

**There's more...**

**to the story.**

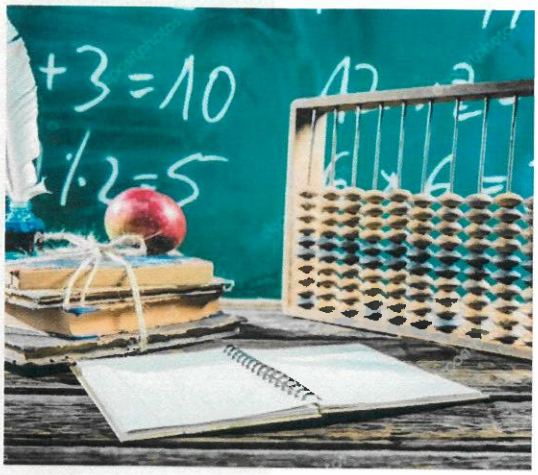


## Oral Language

### Comprehending and Communicating

| | | | |
|---|---|---|---|
| Have a visual picture in mind.... but can't recall the word | Have a thought... lost that thought | Challenges remembering all parts of oral multi-step directions | May be Uncomfortable: Participating in Groups |
| Difficulty retaining information presented ONLY orally | Difficulty expressing complete thoughts when speaking | Know EXACTLY what they want to say and cannot speak it | At Social Gatherings |
| Problem-solving (requires language!) | Listening or Reading Comprehension | Some express self better in writing | Coming up with quick Social Banter |
| | | | Speaking "off the cuff" |




# Dyscalculia

**The numbers…in words and in space**

**We need language of math for:**

Reasoning and ability to communicate

Greater conceptual understanding

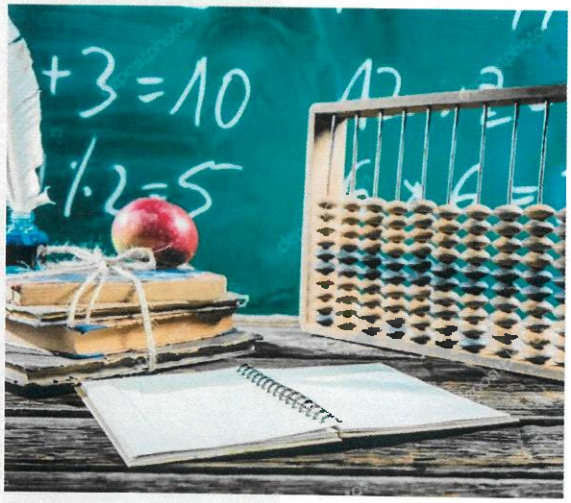
Discussing concepts or methods for solving problems

Clarifying our understanding

Defending what we think we know

- Take two from eight.
- What is the difference of two and eight?
- Eight less than ten.
- Find a number such that seven less than the number is equal to twice the number minus twenty-three.
- Seven less than the number ( n - 7 )






# Dyscalculia

**The numbers…in words and in space**

- Copying/transposing
  - Visual spatial task and motor coordination
- Spatial orientation
  - lining up" numbers
  - Left/right orientation
  - Visual discrimination (size)
  - Number line challenges (numerosity)
- Symbol confusion
  - Different symbols stand for same mathematical operation
  - Multiplication
    3 x 4 (3)(4) 3 * 4 3 • 4
  - Division
    12 ÷ 3 $\frac{12}{3}$ 12/3 $3\overline{)12}$




## But, wait!

There's More!

Dysgraphia

Auditory Processing Disorder

Written Expression Disorder

Anxiety

Executive Functioning



## How do we help?

Use direct instruction

Visual, Auditory, Kinesthetic, Tactile

V A K-T

across the curriculum

## How do we help?

- Break down information into small units
- Don't assume
- Focus on most essential facts – quality vs. quantity
- Customize
- Use multisensory instruction
- Provide repetition, repetition, repetition
- Check for understanding

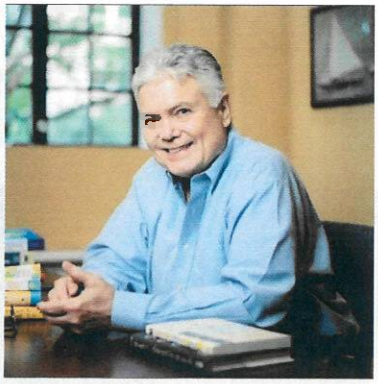
## Resources for YOU

Understood
for learning & attention issues

Understood.org

www.dyslexia.yale.edu
Yale Center For Dyslexia & Creativity

Overcoming Dyslexia
https://www.coursera.org/learn/-dyslexia?



Edward Hallowell & John Ratey
https://drhallowell.com/