


# MEETING LITERACY CHALLENGES

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Literacy Care and the Child  
Development Network

# CONCEPTS

- Individual Literacy Profile
  - Remediation and Navigation
  - Parallel Agendas
  - Time and Effort to Outcome Ratio
  - Documentation Stream
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# INDIVIDUAL LITERACY PROFILE

## LET'S MEET HOLLIE

- ❖ Strengths and Weaknesses
  - ❖ Phonological Processing and Orthographic Processing
  - ❖ Implications of Wider diagnoses – ASD, ADHD, Anxiety
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# PHONOLOGICAL/ORTHOGRAPHIC PROFILE

## HOLLIE – 13 YEARS 9 MONTHS

Phonological Processing					
Composite Area	WBA	BA	A	AA	WAA
Awareness					
Memory					
A.R.N					
Orthographic Processing					
Composite Area	WBA	BA	A	AA	WAA
VV/VCe					
Letter Order					
Homographs					
CK/K/Ke					
Sem/Asem					
Perceptual					
Eidetic Memory					

<b>Diagnostic Area</b>	<b>Standardized Age/Level</b>
Reading	9 years 6 months
Spelling	9 years
Oral/Literal Comprehension	9 years 6 months
Fluency	Very Dysfluent
Writing	Well Below Average
Reading Stage (Frith and Ehri Model)	Alphabetic Stage

# STRENGTHS

Average to above average in:


- ❖ Maths
- ❖ Music
- ❖ Manual Arts
- ❖ Sport
- ❖ Verbal/Oral

# IMPLICATIONS OF THE PROFILE

In relation to written text Hollie is much stronger phonologically than visually – this means that:


- ❖ New text will take longer to learn
- ❖ Reading will be slow
- ❖ Spelling will be phonetically plausible but still correct
- ❖ Assistive Technology will help
- ❖ Instructions and assessment are better provided and received **orally**

# REMEDIATION TO NAVIGATION

- ❖ Remediation – Prep to Puberty
  - ❖ Navigation – Teens to Tertiary
  - ❖ Remediation 'Transistions' to Navigation
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# REMEDIATION

- ❖ Direct Explicit Instruction
  - ❖ Specificity to produce a training affect that will become a learned skill
  - ❖ Solving the problem of reading
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# NAVIGATION

- ❖ Assumes there is a problem and understands it
- ❖ Investigates mechanisms that will ease the impact of the disability
- ❖ Focuses on strength promotion
- ❖ Non punitive approach to grading work
- ❖ Every teachers responsibility
- ❖ Uses 'parallel agendas' – see next slide

# PARALLEL AGENDAS

- ❖ Special Consideration
- ❖ Learning Support
- ❖ Assistive Technology
- ❖ Tutoring

Each agenda needs an adult to take responsibility

# SPECIAL CONSIDERATIONS – CLASSROOM TEACHER

The basic and essential premise of Special Consideration is the concept of '**Empathetic Insight**'. The hope is that a proper level of insight into Hollie's difficulty will lead to an empathetic based policy that governs how she will be managed in the classroom. It is a way of arranging a series of 'do's' and 'don'ts' around Hollie in order to give her a profitable school day academically and a safe day in relation to mental health.

# 6 KEY AREAS OF SPECIAL CONSIDERATION SHOULD BE INVESTIGATED:

*“LEVEL THE ACADEMIC PLAYING FIELD”*

*“BY-PASS THE PROBLEM”*

*“NAVIGATE NOT REMEDIATE”*


*“PUT DO’S AND DON’TS AROUND THE STUDENT”*

- Academic and Scholastic (This further breaks down to Classroom work and Homework)
- Tests and Reporting
- Mental Health
- Learning Support
- Home Agendas
- Peer Group

# LEARNING SUPPORT - LST

- Could be seen as a type of In school Tutoring
- Helping students to:
  - Understand Assignment Criteria and Terminology
  - Manage Time – Due dates
  - Structure essays, reports, etc
  - Develop Study Skills – after school timetables, study V homework

# ASSISTIVE TECHNOLOGY - SPECIALIST

- Level the academic playing field
  - Teachers embrace the idea of A.T in their classroom
  - Hollie must feel she has permission to use it freely
  - Understand that the goal is to produce a written product for grading
  - Three main service provides
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# A.T SERVICE PROVIDERS

- Speld Qld. – Julie Tasker (Coorparoo)
- Ed. Qld. – Jeff Souter – (Dutton Park SS)
- Spectronics – Barbara Landsberg – (Rochdale)




# TUTORING – PRIVATE PROVIDER

- Mentor and management
- Looks after the 20+ hours that Hollie has afterschool each week
- Assists with:
  - Homework
  - Assignments
  - Book Reviews
  - Orals
  - Teachers study habits and skills

# TIME AND EFFORT TO OUTCOME RATIO (T/E:OC)

The **Time and Effort to Outcome Ratio** is an expression of how hard and how long Hollie has to work to achieve the outcomes that are consistent with her cognitive abilities.

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# T/E:OC

Relevant where a student is required to handwrite (such as in formal examinations). It seems reasonably evident Hollie would have to expend a significant amount of cognitive energy over an extended period in order to achieve similar written outcomes to those of her peers with similar abilities.

# DOCUMENTATION STREAM

- In the main, the legislation around learning disability becomes clearer as a students ages.
- Disability offices in universities are not concerned with proving the legitimacy of the disorder but rather in sighting supporting documentation and assigning a level of support
- Teachers can contribute to this by maintaining a paper trail that continues to establish the both the relevance and nature of support

# THANK YOU

Questions?

