



Workshop for Parents

Understanding Children with Special Needs



AED (LBS) Allied Educator (Learning & Behavioural Support)

Mdm Nur Saarah Lim

Ms Liau Ling Leng



Outline

a) Dyslexia

* 4.30pm to 5pm

b) Attention Deficit Hyperactivity Disorder (ADHD)

* 5pm to 5.30pm



Dyslexia



Dyslexia is

a reading disability





Our Child's Needs.....

Comprehension

Lower-order processes

- Alphabetic knowledge
- Letter-sound correspondence
- Reading and spelling

Higher-order processes

- Word Recognition / Vocabulary
- Comprehension



Solutions.....

Comprehension

Lower-order processes

Higher-order processes

Decoding Words

Oral Reading
Fluency

Skills to integrate
information

Strategy usage

Eg:
I didn't want to forget anything. Once
you're on the river, there are no shops.



Our Support

Foundation knowledge

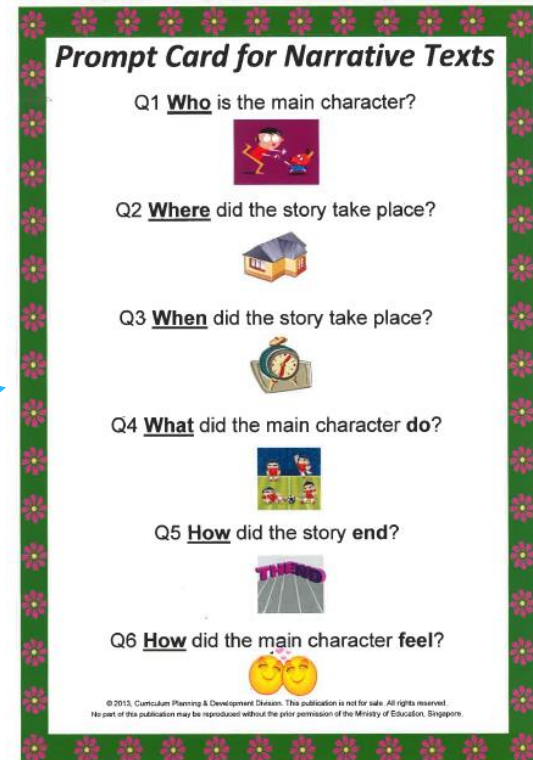
- * Understanding profile of students

Teaching routine

- * Modelling, Guided and Individual Practice (MGI)

Teaching procedures

- * One-minute dash → Speed
- * Visual Drill → Accuracy
- * LSCWC
- * Correction procedures
- * Prompt card for connected text, etc





HOME

Timetable / Schedule

Riz's Timetable for Home		
Date:		Day:

Subject

Things to do

Child to check off



HOME

Timetable / Schedule

Eg:
 Child has Maths Homework (Pg 45-46)
 and English Homework (Pg 6)

Example :-

Riz's Timetable for Home

Date: 15-04-14

Day: Tuesday

Maths	Do workbook page 45 - Questions 1, 2, 3	✓★
Maths	Do workbook page 45 - Questions 4, 5, 6	
Maths	Do workbook page 46 - Questions 1 and 2.	
☺	BREAK TIME 10 mins.	
English	Do comprehension page 6 Questions 1, 2, 3	
English	Do comprehension page 6 Questions 4 and 5	
☺	FINISH ☺	



HOME

Learning Spelling

- 1) Start small (2-3 words)
- 2) Selection of words
- 3) Acknowledge small successes



External Agencies

- * Dyslexia Association of Singapore (DAS)
<http://www.das.org.sg>
- * Care Corner Educational Therapy Service
<http://www.carecorner.org.sg>



Q & A



Attention Deficit Hyperactivity Disorder (ADHD)



Types of ADHD

3 types of ADHD

- Inattention only
- Hyperactivity and impulsivity only
- Inattention, hyperactivity and impulsivity



Characteristics

Inattention

- * Difficulty in sustaining attention long enough
- * Difficulty to resist distractions
- * Difficulty to pay sufficient attention



Characteristics

Hyperactivity

- * Fidgeting
- * Difficulty in playing quietly
- * Always 'on the go'
- * Talking excessively



Characteristics

Impulsive

- * Blurting out
- * Difficulty in waiting for their turn
- * Often interrupts or intrudes on others
- * Rarely pauses to think before act



School

Classroom rules

For example: If the child has a question, the child has to raise up his hand and wait for teacher to call him.

SHINE!

Let's have good sitting.

Sit up straight



Hands are still



In a space



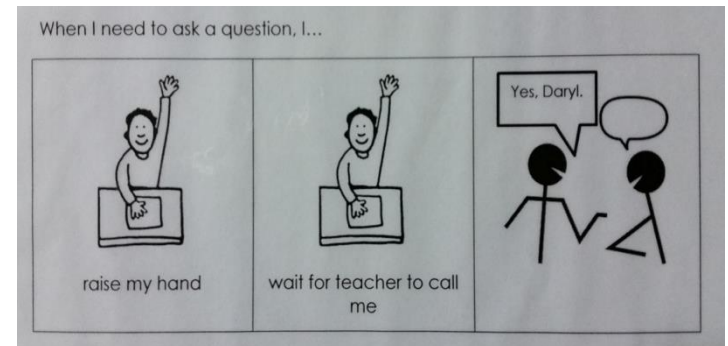
Not a sound



Eyes to the front



* Routine



* Visual cue





School

- * Reward System
(Stickers, stationary)

Reward Chart

Name: _____	Reward: _____
I'm working on: _____	_____

☆	☆	☆	☆	☆
☆	☆	☆	☆	☆

- * Specific positive praises

For example:

Good job, Daryl! I like the way you raised up your hands. Well done!



School

* Behavioural Contract

Behavioural / Learning Contract

Target Behaviour:

Student

Teacher

Consequences

Signatures

_____ (Student/Date)

_____ (Parent/Date)

_____ (Teacher/Date)

Behavioural / Learning Contract

Target Behaviour: Following Classroom Rules

Student

1. Be seated quietly

2. Raising up my hand when I have a question

Teacher

1. Reward the sticker

2. Acknowledge and praise the student

3. Add up the total number of stickers by the end of each day.

Consequences


11-15 stickers - treats and stationery of student's choice.

6-10 stickers - stationery of teacher's choice.


1-5 stickers - treats of teacher's choice.

0 sticker - No reward

Signatures

 19/01/2016 (Student/Date)

_____ (Parent/Date)

 19/01/2016 (Teacher/Date)



Home

- * Clear Schedule

Allow small breaks in between. For example, allow 5 minutes break after working for 10 minutes. Increase the working duration slowly before the break. Use a clock or timer for the child.

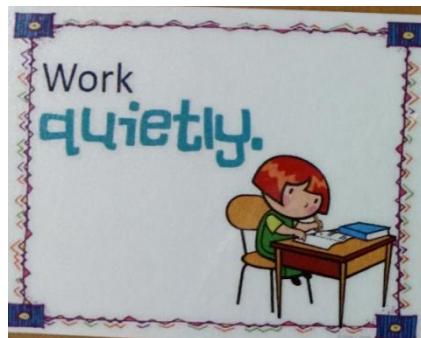
- * Stick to it



Home

- * Visual cue
- * Reward System (Longer play time)
- * Specific positive praise

For example: Tom, I like the way you finished your work by yourself. Well done!





Home

- * Exercise for better concentration
- * Better sleep





Support

For Parents

- * SPARK-Society for the Promotion of ADHD (<http://www.spark.org.sg/>)

For students

- * Care Corner Educational Therapy Service (<http://www.carecorner.org.sg/>)
- * Students Care Service (SCS) (<http://www.students.org.sg/>)
- * Learning to Learn Centres – Kampung Senang Charity and Education Foundation (<http://www.kg-senang.org.sg/>)



Q & A



Thank You!