



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

Prompt Card for Narrative Texts

Q1 **Who** is the main character?

Q2 **Where** did the story take place?

Q3 **When** did the story take place?

Q4 **What** did the main character do?

Q5 **How** did the story end?

Q6 **How** did the main character feel?

© 2013, Curriculum Planning & Development Division. This publication is not for sale. All rights reserved. No part of this publication may be reproduced without the prior permission of the Ministry of Education, Singapore.



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



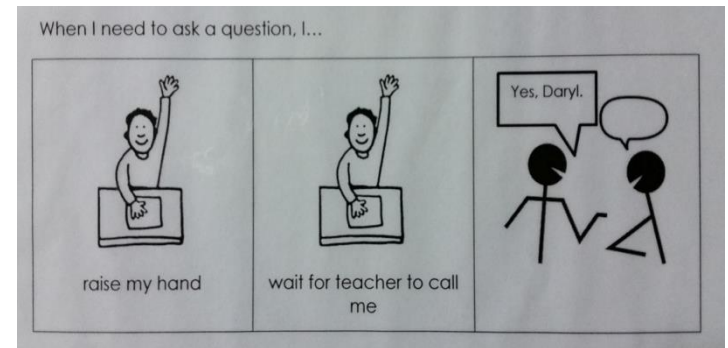
Not a sound



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 student

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.

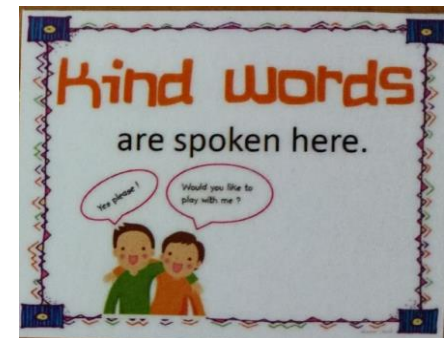
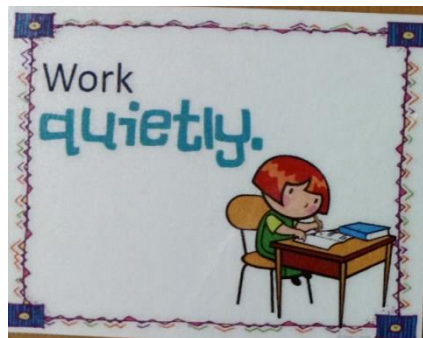
- * Stick to it



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!