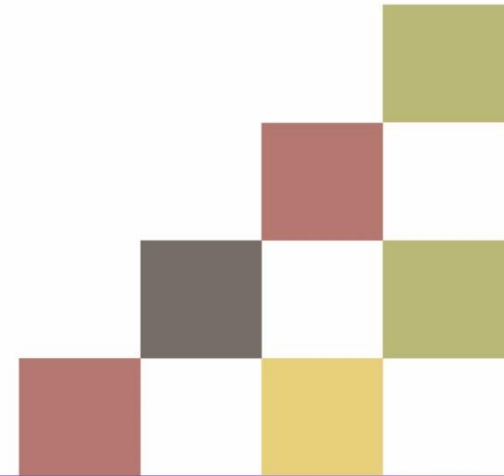


How to Support Children with Early Signs of Learning Differences

Colin King, Ph.D., C.Psych

Children First for a Stronger Community

Western  Child and Youth
Development Clinic



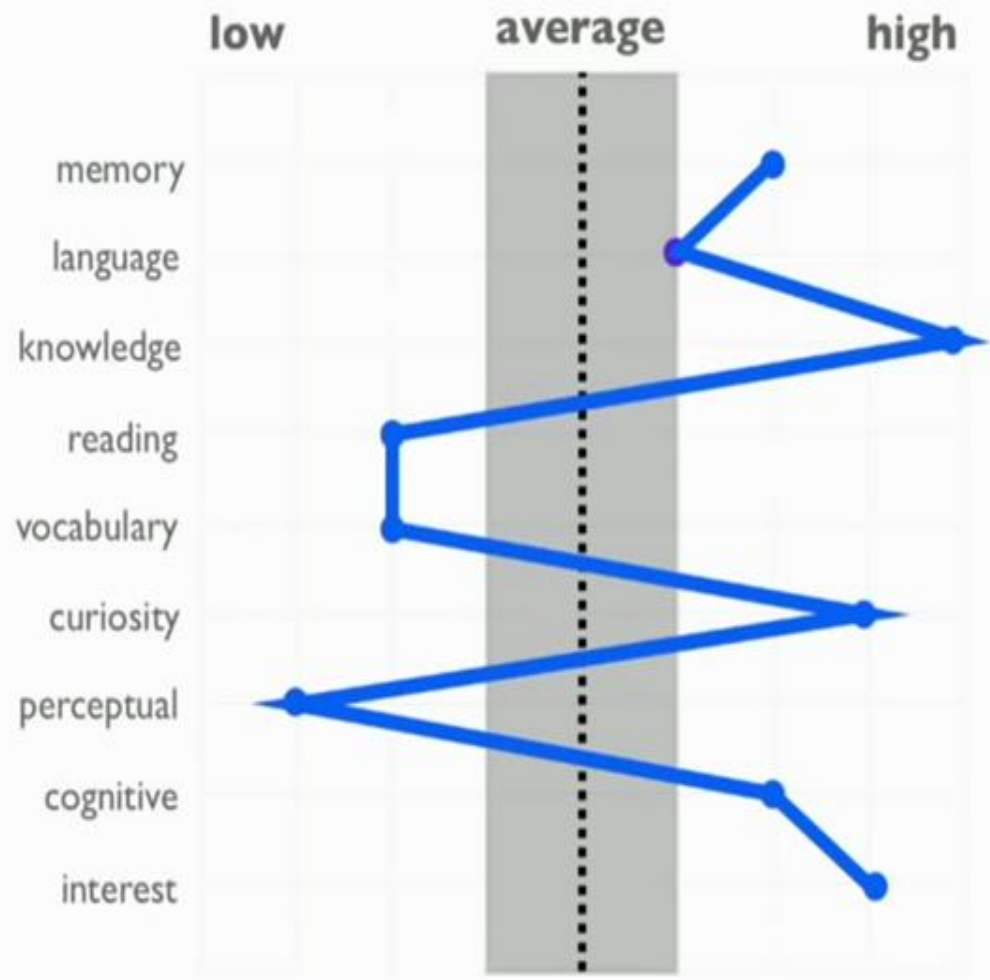


Individual Learning Profiles

**“Education is not the great
equalizer, but rather
generates individual
differences rooted in genes”
(Stern 2016)**

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Self-Assessment

- Please estimate your skills across a number of specific skills domains
- Consider your skills in relation to other adults your age



“Well developed” vs. “I’m working on it!”

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Self-Reflection

What led you to estimate a skill in a particular way? *How did you know?*



Do other people know this about you? *How do they know? What are they observing?*

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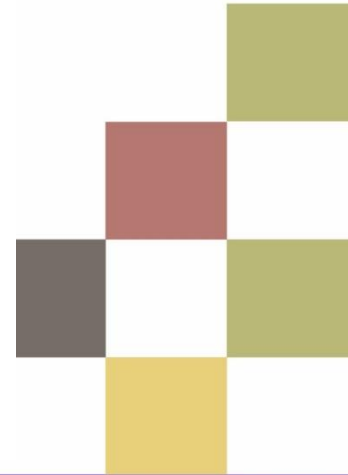
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Sources of Wondering

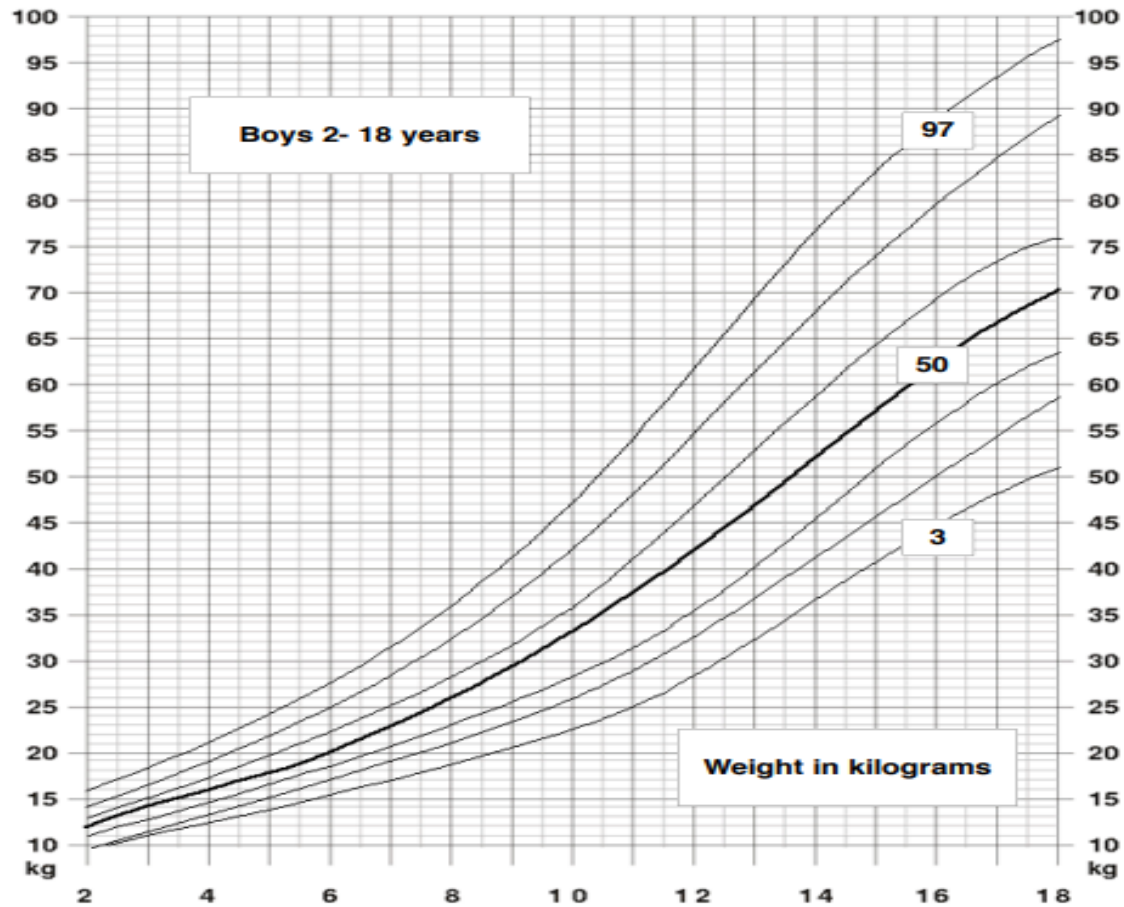
- Results or evaluation of performance
- Comparison of results to others
- Feedback from other people

- Effort and time required for a specific task
- Modification or support required
- Emotions experienced during the specific task

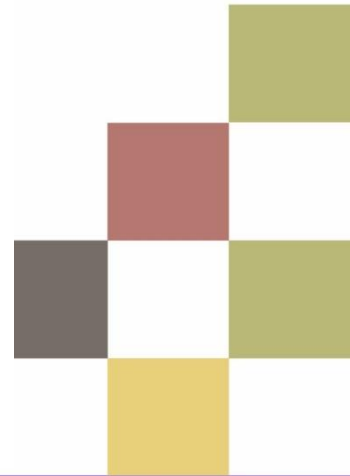
- Where do you spend your time, energy, interest?
- Discrepancies or differences in skill compared to other skill areas



Child Development



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The Power of Skill Observation



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The Power of Skill Observation



Why a focus on skill observation?

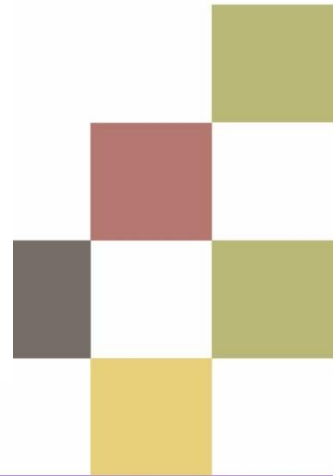
What types of things should we be noticing?

How should we observe?

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Thinking About Skill Observation

- **Stance of a curious, neutral observer**
 - **Examination of skills and context**
 - **What skills are getting in the way?**
 - **What skills are going well?**
-
- **Effort and time required for a specific task**
 - **Modification or support required**
 - **Emotions experienced during the specific task**



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Why a Focus on Observation?

***“A more detailed
description leads to a more
informed prescription”***

(Mel Levine)

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Lagging Skill or Area of Significant Challenge?

- **Developmental age of the student**
- **Skill in relation to peers**
- **Struggle with isolated skill or area of skills?**
- **How has the child responded to targeted support?**

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Common Processing Skills Weaknesses

PHONOLOGICAL PROCESSING

LANGUAGE

VISUAL-MOTOR SKILLS

VISUAL-SPATIAL (PERCEPTUAL) SKILLS

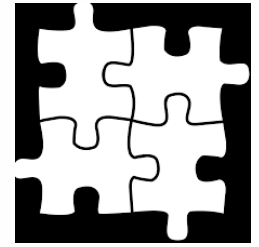
MEMORY

PROCESSING SPEED

ATTENTION

EXECUTIVE FUNCTION

What Is a Learning Disability?

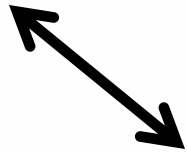


1) Thinking and reasoning strengths

- Verbal and/or visual problem-solving skills

2) Challenges with **processing skills**

- Specific skills important for learning



3) Impact on **academics**

- Impact of weaker processing in areas

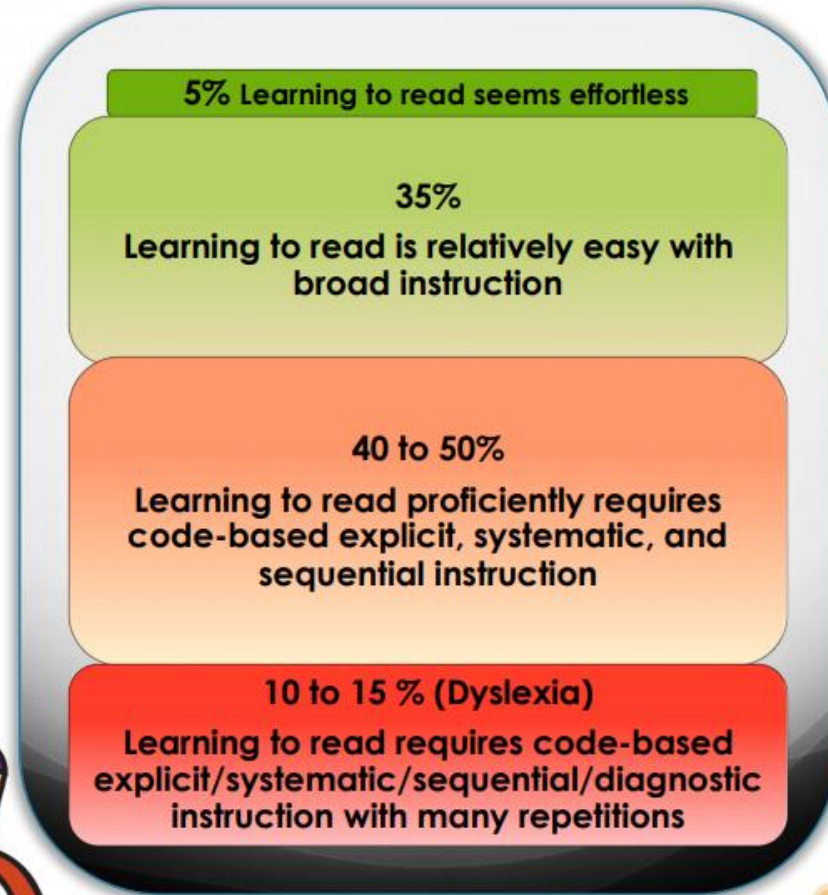
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The Ladder of Reading



Advantaged
by a
structured
literacy
approach

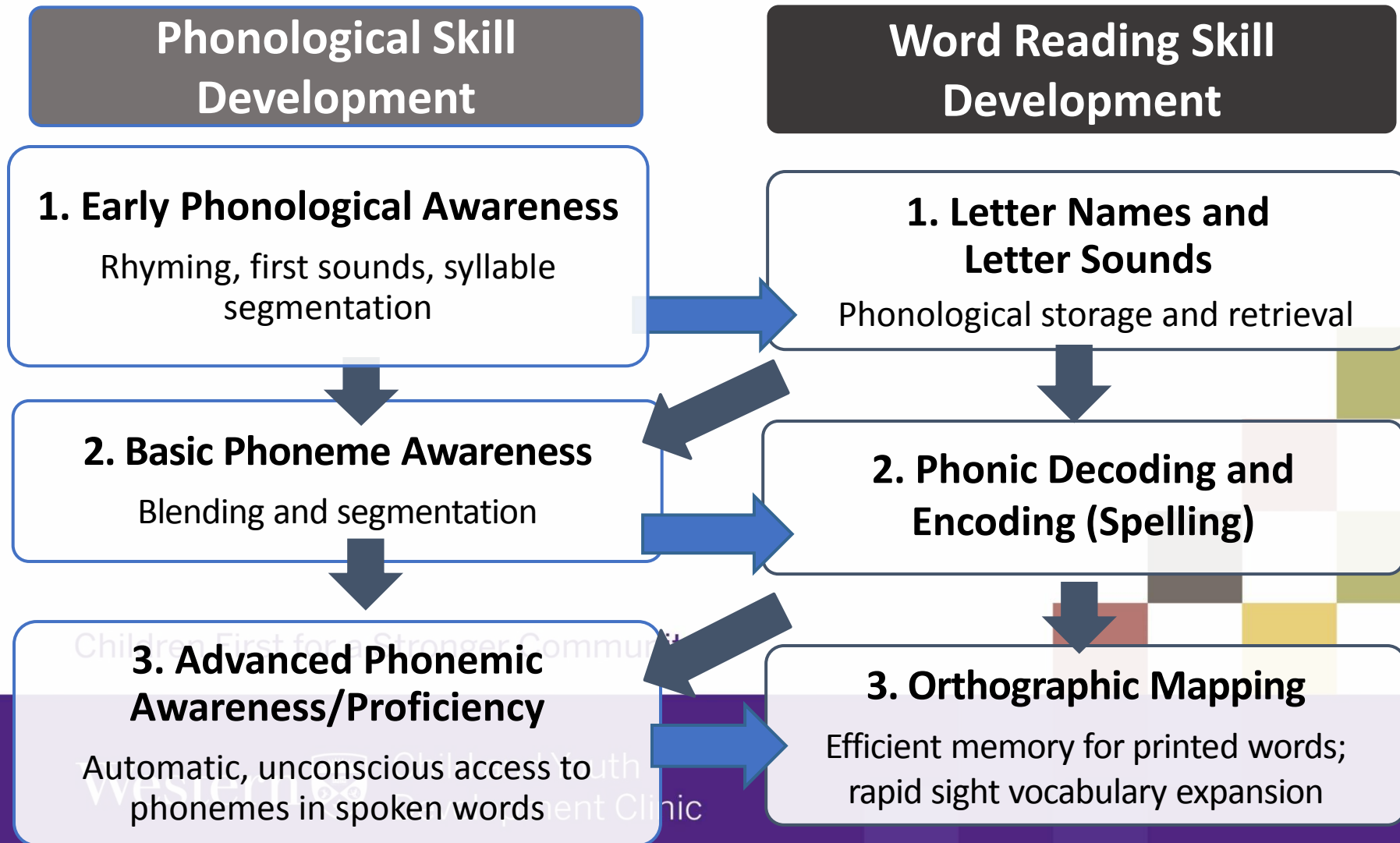
Structured
literacy
approach
essential

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The Developmental Relationship Between Phonological Skills and Word-Level Reading



Early Literacy – Behaviours & Skills

1. Interest in reading activities	1	2	3	4
2. Interest in writing his/her name	1	2	3	4
3. Identifying words (e.g., "STOP" on stop sign)	1	2	3	4
4. Remembering names of letters	1	2	3	4
5. Learning letter sounds	1	2	3	4
6. Determining if two letter or word sounds are the same	1	2	3	4
7. Clapping out the number of syllables in a word	1	2	3	4
8. Showing an understanding of which words rhyme	1	2	3	4
9. Knowledge of parts of a book	1	2	3	4
10. "Reading" from left to right, top to bottom	1	2	3	4

Early Math – Behaviours & Skills

1. Naming numbers	1	2	3	4
2. Counting in proper sequence	1	2	3	4
3. Showing understanding of one-to-one correspondence (e.g., one cookie → one person)	1	2	3	4
4. Counting objects accurately	1	2	3	4
5. Determining which of two groups of objects has more or less	1	2	3	4
6. Determining which object comes next in a sequence	1	2	3	4
7. Determining which shape comes next in a repeating pattern	1	2	3	4
8. Showing understanding of basic time sequences (e.g., before, after)	1	2	3	4
9. Showing understanding of basic time concepts (e.g., yesterday, today, tomorrow)	1	2	3	4
10. Showing understanding of basic spatial orientation terms (e.g., under, over, up, down, beside)	1	2	3	4

Social and Emotional – Behaviours & Skills

1. Making friends	1	2	3	4
2. Playing cooperatively with other children	1	2	3	4
3. Participating in social activities	1	2	3	4
4. Using turn-taking in play	1	2	3	4
5. Labeling emotions of others (e.g., angry, happy, sad)	1	2	3	4
6. Expressing anger appropriately	1	2	3	4
7. Expressing frustration appropriately	1	2	3	4
8. Functioning independently of adult attention	1	2	3	4
9. Maintaining friendships	1	2	3	4
10. Showing a range of emotions (e.g., happy, worried, sad)	1	2	3	4

Perceptual and Motor – Behaviours & Skills

1. Speed and agility	1	2	3	4
2. Balance	1	2	3	4
3. Eye-hand coordination	1	2	3	4
4. Large muscle coordination	1	2	3	4
5. Holding a pencil or spoon	1	2	3	4
6. Sense of direction	1	2	3	4
7. Copying with a pencil	1	2	3	4
8. Drawing simple shapes (e.g., circle, square)	1	2	3	4
9. Exploring materials of different textures (e.g., paint, sand, clay, glue, dough)	1	2	3	4
10. Dressing skills (e.g., zippers, buttons, shoes, socks)	1	2	3	4

Gathering More Information



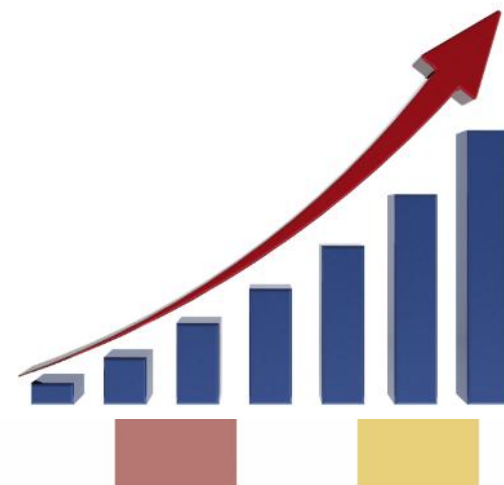
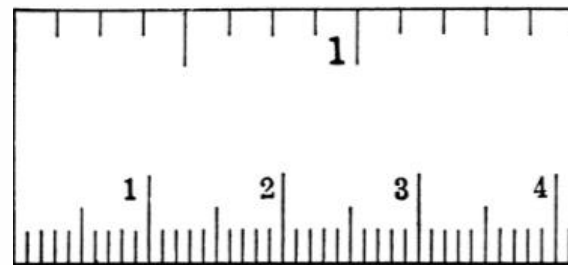
- Sharing and gathering data
- Task analysis and examination of student work
- Development of hypotheses
- Exploration of DI, accommodations
- Sharing of observations and hypotheses
- What works or does not work?
- What is their learning experience?
- Importance of including student voice and input
- What strategies might be helpful?

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What Do We Focus On?

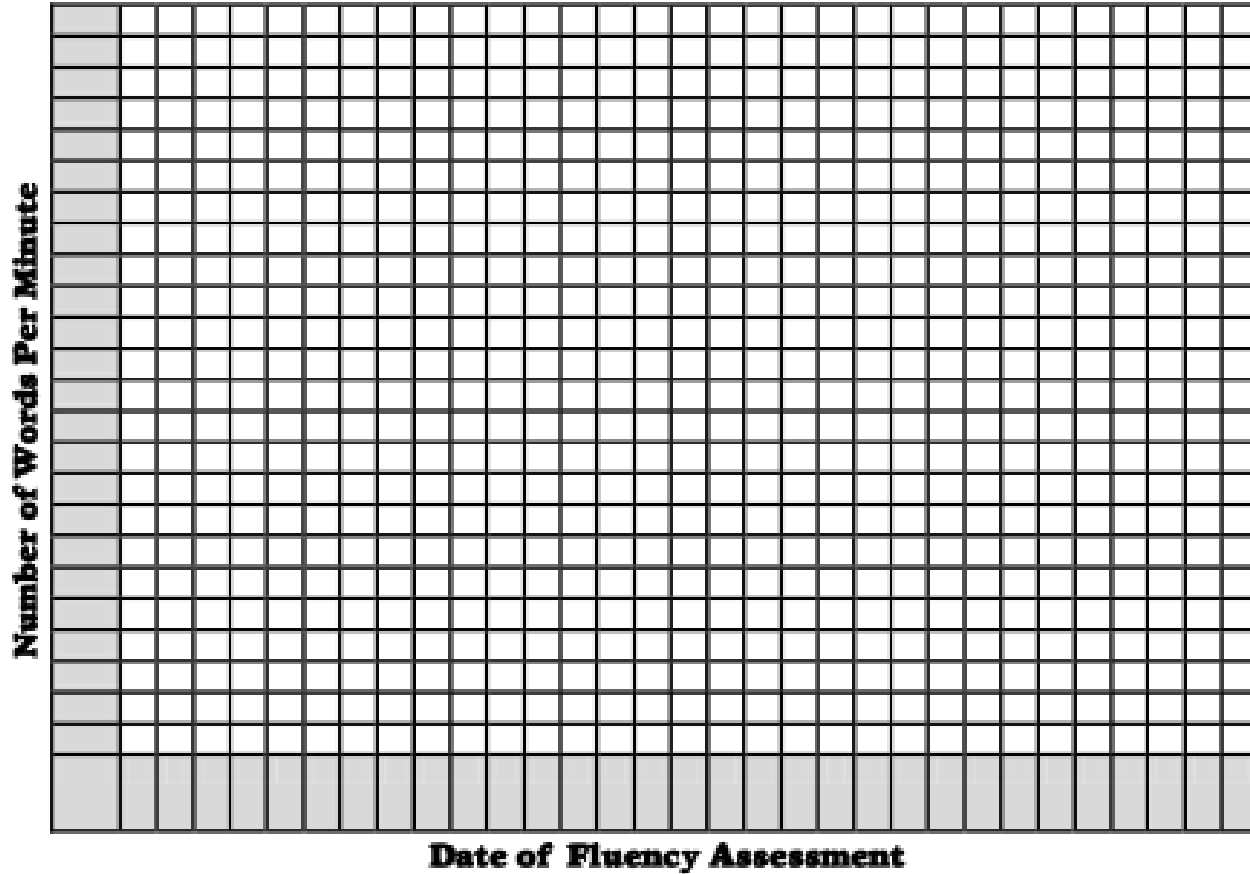
- The next "inch" of skill growth will be personalized for each student
 - *Work collaboratively with the student and your support team*
- Think strategically about the target goal area
 - e.g., what does the skill/behaviour currently look like?
 - e.g., what would the next step/growth look like for this skill?

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Charting Progress and Data

Fluency Progress Chart Student: _____



Childre

Charting Progress and Data

- A-B-C's of behaviour

Student Name: _____ Date: _____

Time	Staff & Setting	Antecedent <i>What happened before the beh.?</i>	Behaviour <i>Describe the beh. (antisocial & prosocial)</i>	Consequences <i>What were the results or reactions?</i>	Intensity 1 = low 10 = high	Duration <i>(in minutes)</i>
					1 2 3 4 5 6 7 8 9 10	

Intervention Ideas and Supports



How can we help?

My child struggles with... ^

Get personalized resources for your child

www.understood.org

Start by selecting issues or diagnosed conditions:

Issues

Conditions

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Hyperactivity / impulsivity | <input type="checkbox"/> Organization / planning |
| <input type="checkbox"/> Spoken language | <input type="checkbox"/> Listening comprehension |
| <input type="checkbox"/> Social skills | <input type="checkbox"/> Motor skills |

Childrenr

My child is in:

Select grade



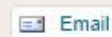
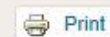
Get Recommendations

West

Intervention Ideas and Supports

www.interventioncentral.org

Response To Intervention – RTI Resources



Products



Online Course: Common Core: Assessment & Evaluation



Latest Updates



Featured Tools



Academic Intervention Planner for Struggling Students



Behavior Intervention Planner



Behavior Rating Scales Report Card Maker



ChartDog Graph Maker



Dolch Wordlist Fluency Generator

Summary

Important factors to remember:

- ✓ Recognize that learning is complex
- ✓ Learning differences matter
- ✓ Early intervention matters

- ✓ Observations and data are important
- ✓ Caregivers can be great advocates for their children
- ✓ Collaboration is the key to success

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Websites & Resources

Understood: For Learning and Attention Issues

www.understood.org

The screenshot shows the homepage of Understood.org. At the top right, there are language options for "English" and "Español". The main navigation menu includes "About", "Donate", "Take Action", "Sign Up or Sign In", and a search bar. Below the navigation, there are several menu items: "Learning & Attention Issues", "School & Learning", "Friends & Feelings", "You & Your Family", "Community & Events", and "Your Parent Toolkit" (which is highlighted in purple). The main content area features a large image of a father and son looking at a tablet together. To the left of the image, the text reads: "Get personalized recommendations for you and your child. Dive in." Below the image, there is a white box containing a person icon and the text "How can we help?". To the right of this box is a yellow button with the text "My child struggles with..." and a dropdown arrow.

Websites & Resources

Kid Sense -

<https://childdevelopment.com.au/areas-of-concern/what-is-child-development>

Checklists: The following checklists can be used by parents to highlight areas that a child's development may be delayed in and to determine whether an Occupational Therapy or Speech Pathology assessment may be beneficial to their child.

- Fine Motor Skills Development Checklist
- Gross Motor skills Development Checklist
- Phonological (Sound) Awareness Development Checklist
- Play and Social Skills Development Checklist
- Self-Care and Organisation Development Checklist
- Sensory Processing Development Checklist
- Speech Sound (Articulation) Development Checklist
- Stages of Language Development Checklist
- Written Communication Developmental Checklist

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Websites & Resources

Get Ready to Read

www.getreadytoread.org

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Search Get Ready to Read

Get Ready to **READ!**



Free Early Learning Resources

Get Ready to Read! is designed to support educators, parents, and young children in the development of early literacy skills in the years before kindergarten. Intended for use with all children, the resources and information provided on this site promote skill-building, communication between adults, and ways to address concerns.

Get Ready to Read! is a service of



National Center for Learning Disabilities
The power to hope, to learn, and to succeed



Gus and Inky's Underwater Adventures
Chapter 1

S.S. Reader



- Early Literacy Games
- Early Literacy Webinars
- Literacy Checklists
- Tips for Parents

Websites & Resources

Reading Rockets

www.readingrockets.org



Helping Struggling Readers

Did you know that learning to read is a challenge for almost 40 percent of kids? The good news is that with early help, most reading problems can be prevented. The bad news is that nearly half of all parents who notice their child having trouble wait a year or more before getting help. Unfortunately, the older a child is, the more difficult it is to teach him or her to read. If a child can't read well by the end of third grade, odds are that he or she will never catch up. And the effects of falling behind and feeling like a failure can be devastating.

Early identification is crucial. If you suspect a problem, don't hesitate! Learn about reading difficulties, get your child assessed, find out what you can do to help your struggling reader, and don't give up!

Featured Resources



Target the Problem!

Pinpoint the problem a struggling reader is having and discover ways to help.




Put Downs & Comebacks

Discover what a child's "put downs" may mean and what you can say to encourage a child to keep trying.

Websites & Resources

What Works Clearinghouse – Practice Guides

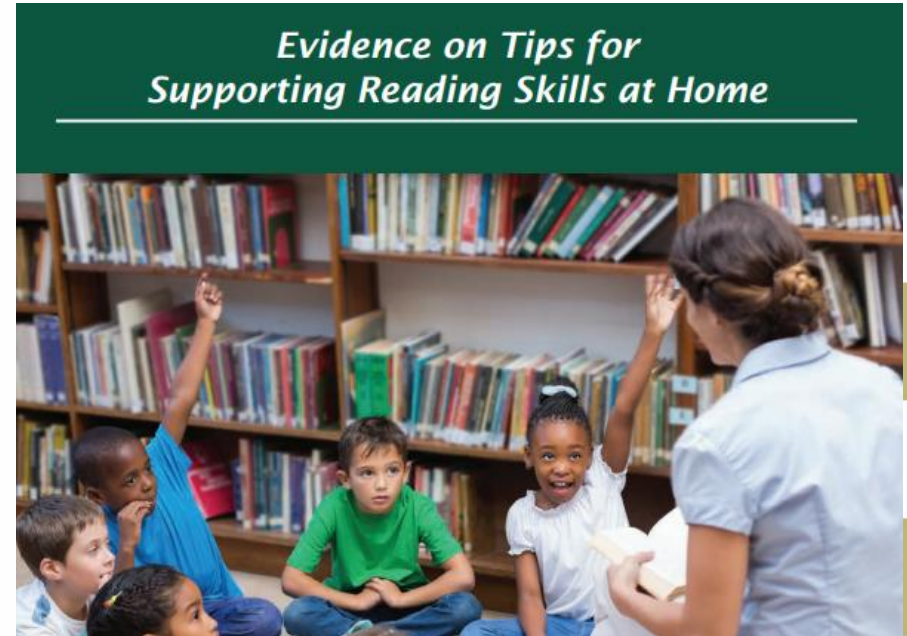
<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



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Websites & Resources

Balanced Literacy Diet

www.oise.utoronto.ca/balancedliteracydiet/Home/index.html



The **Balanced Literacy Diet**
Putting research into practice in the classroom

Home Food Groups Recipe Finder Virtual Tours How To Videos



Morning Messages:
Developing Concepts of Print, Word Recognition and Rhyming (Virtual Tour)
PreK - 1st



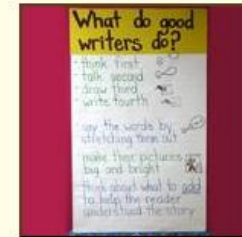
Build Your Own Poem!:
Making Rhymes Based on Spelling Patterns (Virtual Tour)
PreK - 1st



Building Word Families:
Making and Breaking Words in the ABC Center (Virtual Tour)
PreK - 1st



Starfall at the Computer Center:
Mox's Shop Teaches the "Short o" Sound (Virtual Tour)
PreK - 1st



Writer's Workshop:
Modeling and Guiding the Writing Process in Kindergarten (Virtual Tour)
PreK - 1st

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Websites & Resources

All Kinds of Minds

- Online Modules (Attention, Memory, Language)

<http://allkindsofminds.org/online-courses>



Spark
the Learning Revolution

Discover
All Kinds of Minds

Reach
More Learners

Reach More Learners > Build Your Capacity > Our Online Modules

Our Online Modules

24/7 Access to Learning about Learning

Now, teachers can develop their learning expertise anytime, anywhere with our online modules, created to help introduce educators to a few key aspects of our learning framework. These modules are based on groundbreaking research from neuroscience and other disciplines on how children learn and vary in their learning.

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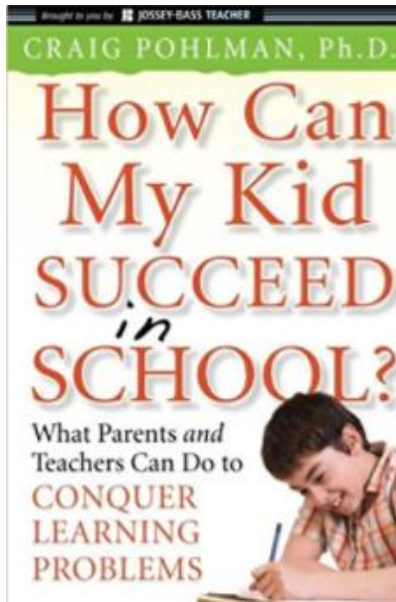


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Websites & Resources

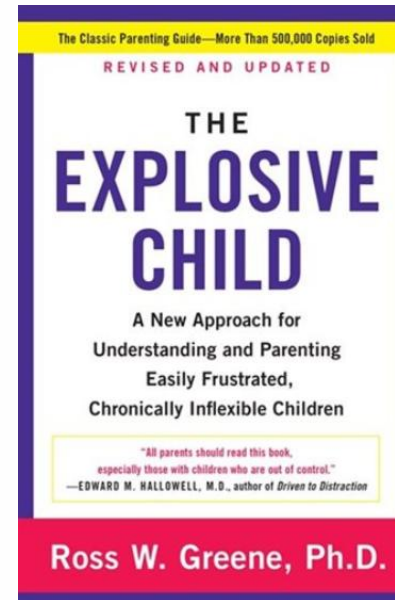
How Can My Kid Succeed in School

Dr. Craig Pohlman



The Explosive Child

Dr. Ross Greene



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