

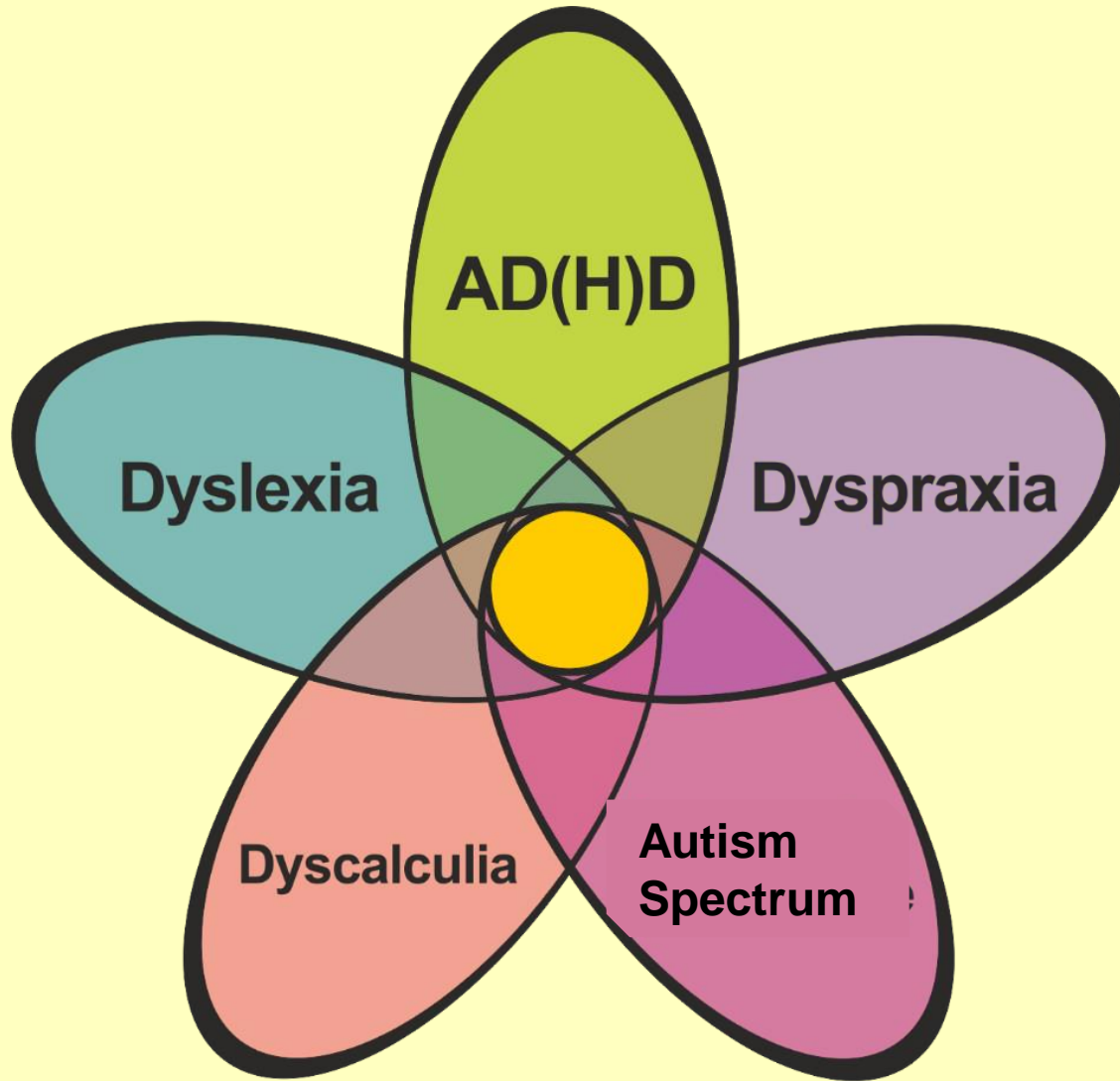
# SpLDs and Language Learning



# **specific learning difference**

A different way of  
perceiving the world,  
processing information  
and interpreting sensory input.

# Co-occurrence



# One Minute Matching

**Match the names of the specific learning differences to their characteristics and population figures.**

# One Minute Matching

<b>SpLD</b>	<b>A developmental difference that affects:</b>	<b>Estimated numbers</b>
<b>Dyslexia</b>	<b>information processing, especially phonological processing.</b>	<b>10 %</b> (British Dyslexia Association)
<b>Dyspraxia</b>	<b>co-ordination, balance, fine motor skills, language, thought and perception.</b>	<b>8 %</b> (Dyspraxia Foundation)
<b>Attention Deficit (Hyperactivity) Disorder</b>	<b>parts of the brain that control attention, impulses and concentration.</b>	<b>3 – 7%</b> (ADDISS)
<b>Autism Spectrum</b>	<b>three main areas:</b> <ul style="list-style-type: none"><li>• <b>social communication</b></li><li>• <b>social interaction</b></li><li>• <b>social imagination.</b></li></ul>	<b>Less than 1%</b> (Asperger's Syndrome Foundation)

# Characteristics of SpLDs

**Start filling in your grid with the characteristics that are associated with each of the SpLDs, as we discuss them.**

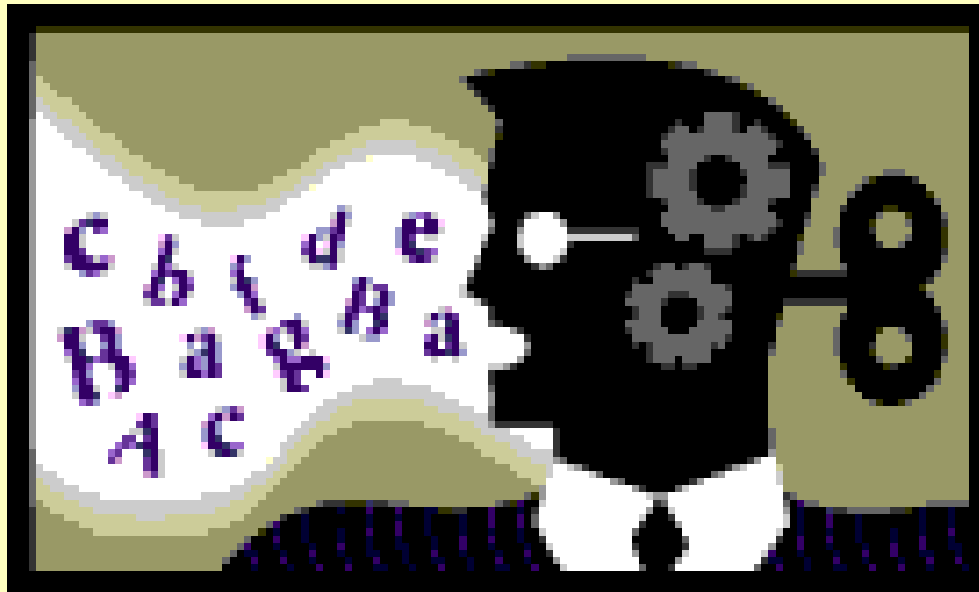
# Characteristics of SpLDs

effect SPLD	<b>Key characteristics</b>	<b>Challenges</b> for language development	<b>Possible solutions</b>
dyslexia	Difficulty processing information, particularly phonological information.		
dyspraxia	Problems with visuo-spatial awareness, sequencing of movements.		
Autism spectrum	Different patterns of social interaction.		
AD(H)D	Impulsivity, lack of sustained concentration on one thing.		

**dyslexia**



# dyslexia



# What does dyslexia feel like?

Listen and write down any words that contain the letter 'f'.

If you hear the same words more than once you can just mark them with a tick:

words ✓

# Did you get this?

of ✓✓✓✓✓✓

difficulty

itself

first

helpful

different

differently

for ✓

differ

from

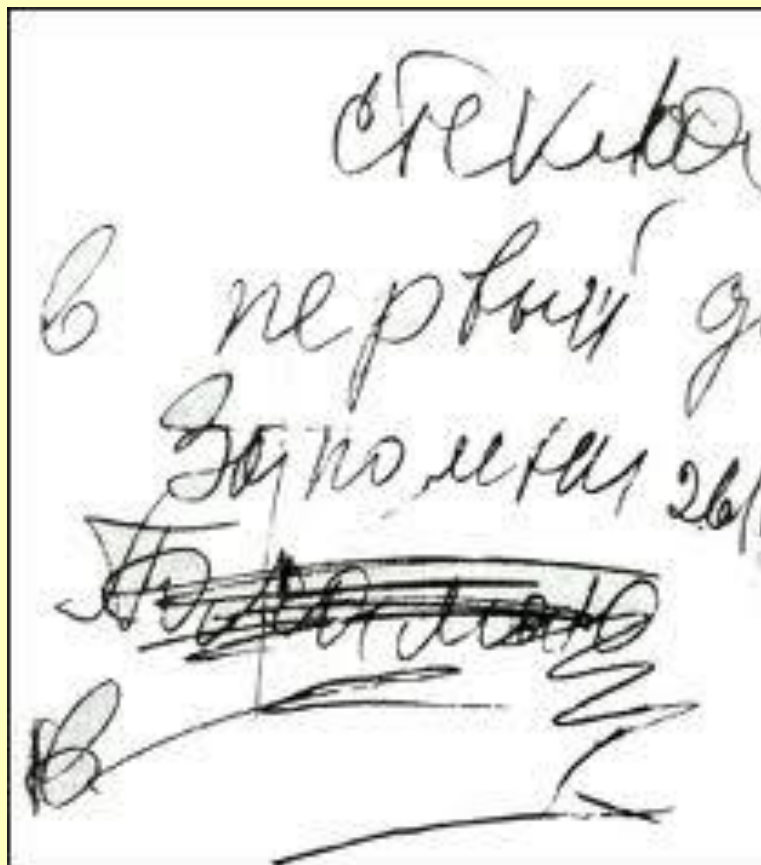
definitive

**Did you get the  
information?**

How much can you  
remember about the  
content of the text?

**dyspraxia**

# dyspraxia



# What does dyspraxia feel like?

- *Fine motor control.* Dysgraphia is usually defined as a specific difficulty with producing regular and legible handwriting; dyspraxia is more general and can affect all detailed tasks like handling materials in class, such as small cards in matching exercises.
- *Gross motor control.* Dyspraxia can sometimes be seen as a problem with larger movements, for example in playing sports, and in spatial awareness. Dyspraxic people might be more likely to bump into things, because they are not so good at co-ordinating their movements, and this may be noticeable when they are organising their workspace and moving around the classroom.

**What does dyspraxia feel like?**

How did that feel?



# Attention Deficit (Hyperactivity) Disorder

# Attention Deficit (Hyperactivity) Disorder



# What does AD(H)D feel like?

**Listen as I read you a  
passage.**

**I'll be asking questions  
afterwards.**

# What does AD(H)D feel like?

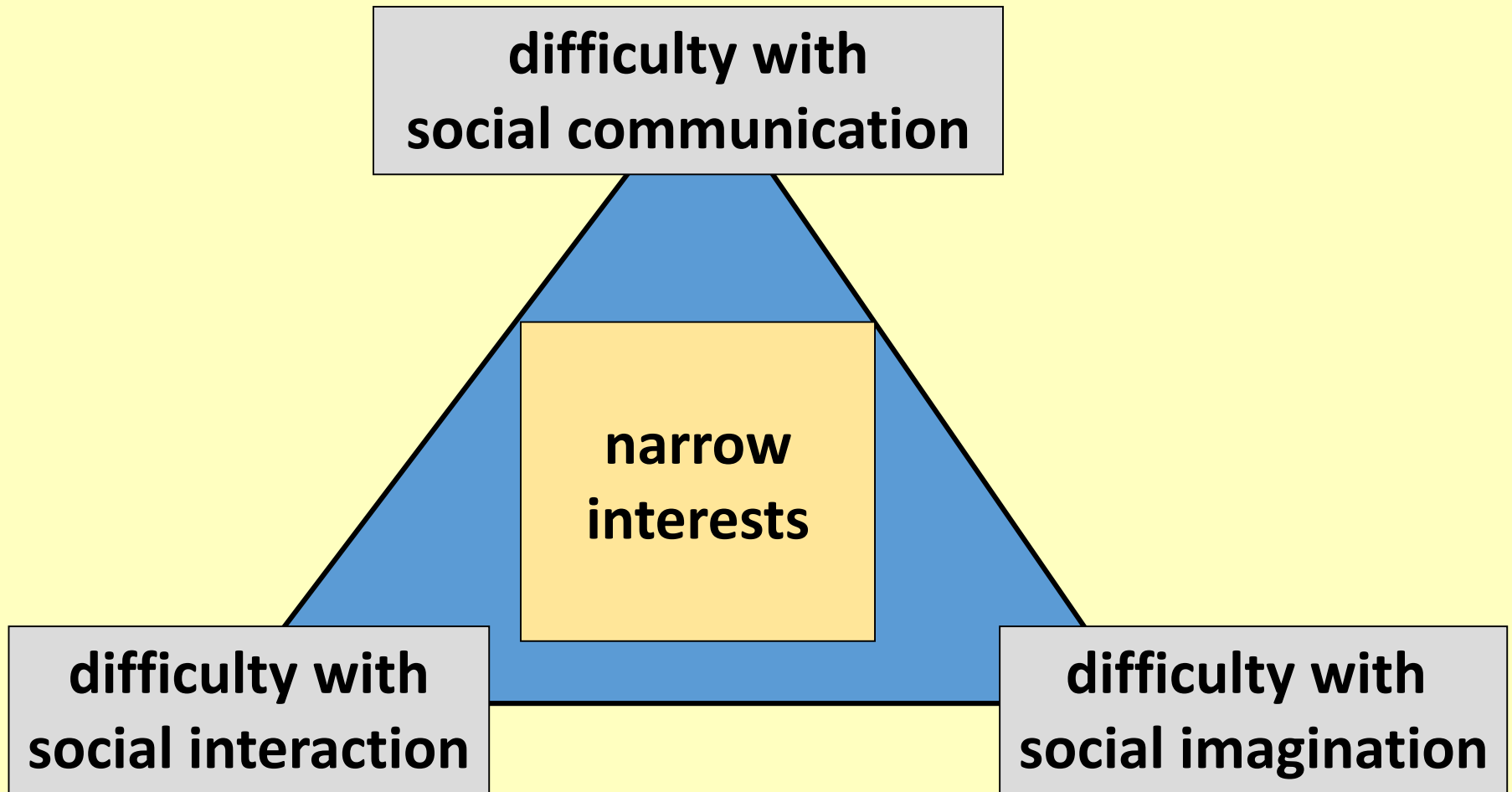
- 1) Why is AD(H)D the wrong name for this SpLD?
- 2) What proportion of boys with ADD will also experience hyperactivity?
- 3) What proportion of girls with ADD will also experience hyperactivity?
- 4) What environmental features might people with AD(H)D be very sensitive to?
- 5) How can excessive energy show up in the classroom?
- 6) What effect does AD(H)D have on emotional development?

# Did you hear all the information?

- 1) It's *too much* attention to everything – not a deficit.
- 2) 75%
- 3) 60%
- 4) temperature, lighting, noise levels
- 5) restlessness, impulsiveness
- 6) Less control over emotions; rapid changing of emotional state; extremes of emotions.

# Asperger's Syndrome

# Asperger's Syndrome



# Characteristics of SpLDs

**Check your grid  
with your neighbours  
– are they looking similar?**



# Characteristics of SpLDs

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**How do SpLDs  
affect language  
learning?**

# Challenges of SpLDs for language learners

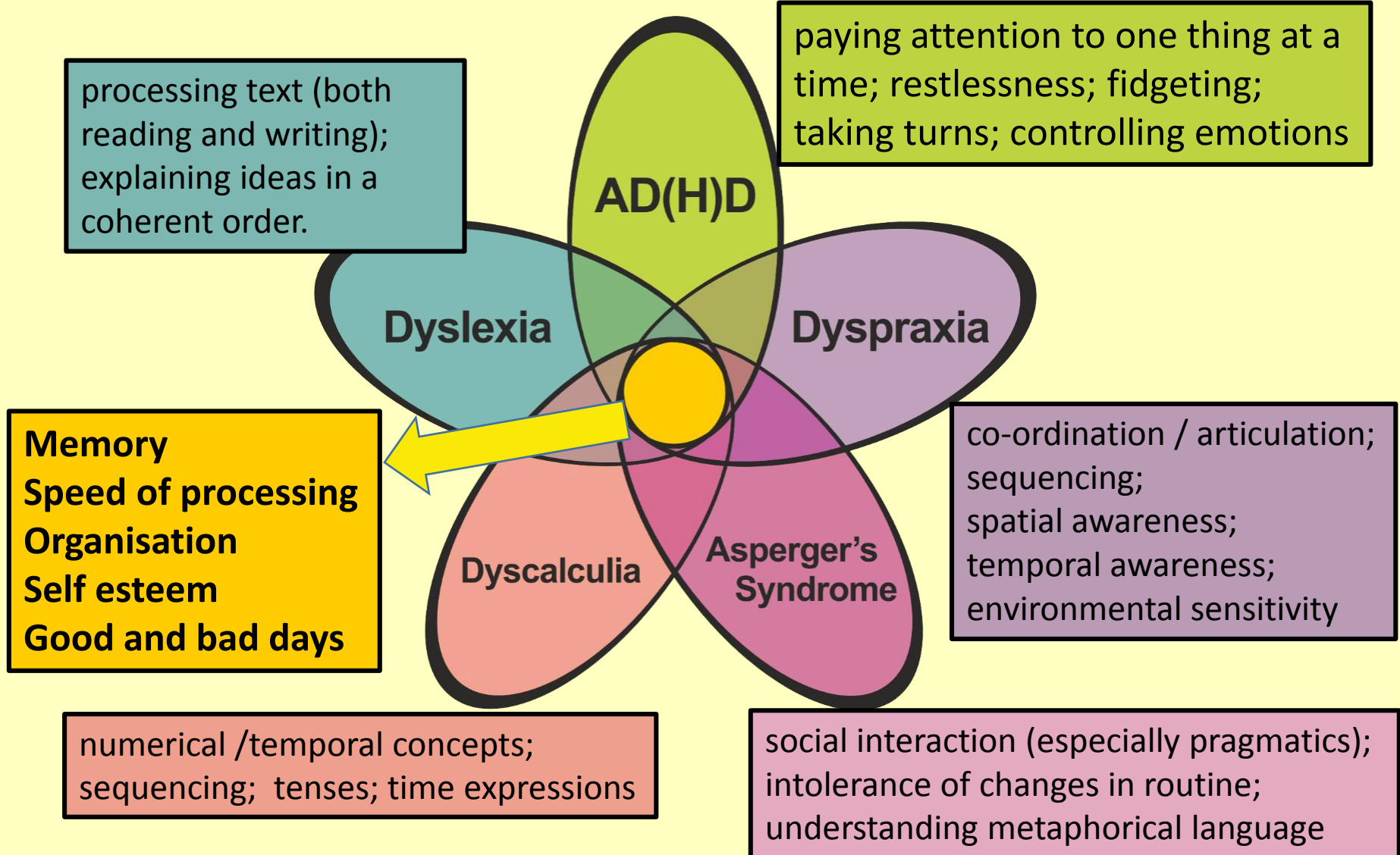
**Now look at the 2<sup>nd</sup> column on your grid.**

**Work with the people near you to try to fill it in.**

# Challenges of SpLDs

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# Co-occurrence



# Self-esteem

The student lacks confidence, doesn't want to try new or challenging tasks.

# Time management

The student doesn't get everything done in time,  
arrives late for class,  
misses appointments.

# Maintaining focus

The student is easily distracted, or can only concentrate for a short time.



# Memory

The student quickly forgets information.

# Hypersensitivity

The student is affected by background heat, light and noise more than others are.

# Routine

The student tends to avoid new or unpredictable situations.

# Sequencing

The student has trouble putting things in order.

# Visuo-spatial awareness

The student cannot judge distances well, often bumps into things or drops things.

# Changing focus

The student finds it hard to look up at the board and then back to the book.

# Listening

The student finds it hard to follow a conversation in a group.

# Turn-taking

The student misses cues to take a turn, or cannot wait to make a contribution.



# Volume / speed

The student speaks too quickly or too loudly.

# Metaphoric language

The student does not understand that some words have more than one meaning, particularly when combined in phrases.

# Sleeping

The student has difficulty  
getting to sleep or  
sleeping through the  
night.

# Social interaction

The student has difficulty forming and maintaining relationships.

**Surprise!**

The student does some complex things very easily but struggles with more straightforward tasks.

**How can we  
support our  
language learners  
who have SpLDs?**

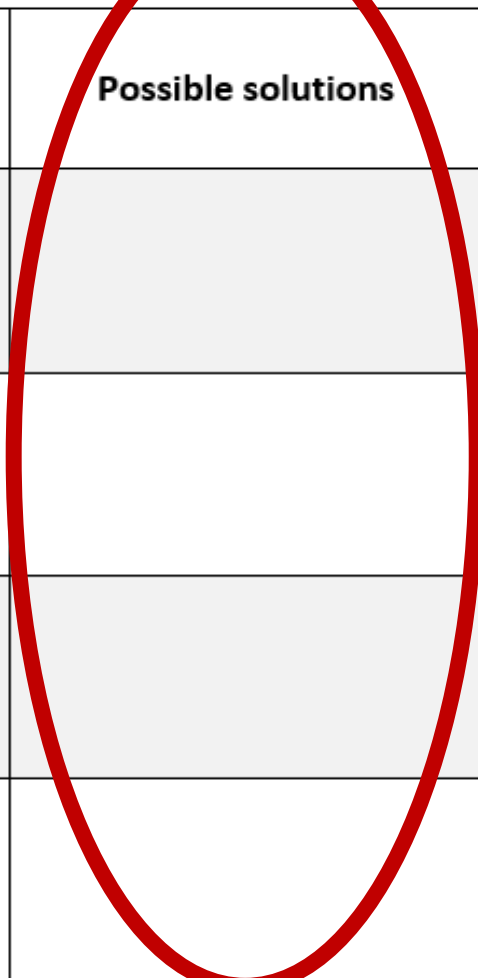
# Supporting language learners who have SpLDs

Now look at the 3<sup>rd</sup> column  
on your grid.

Can you fill in any of the boxes?

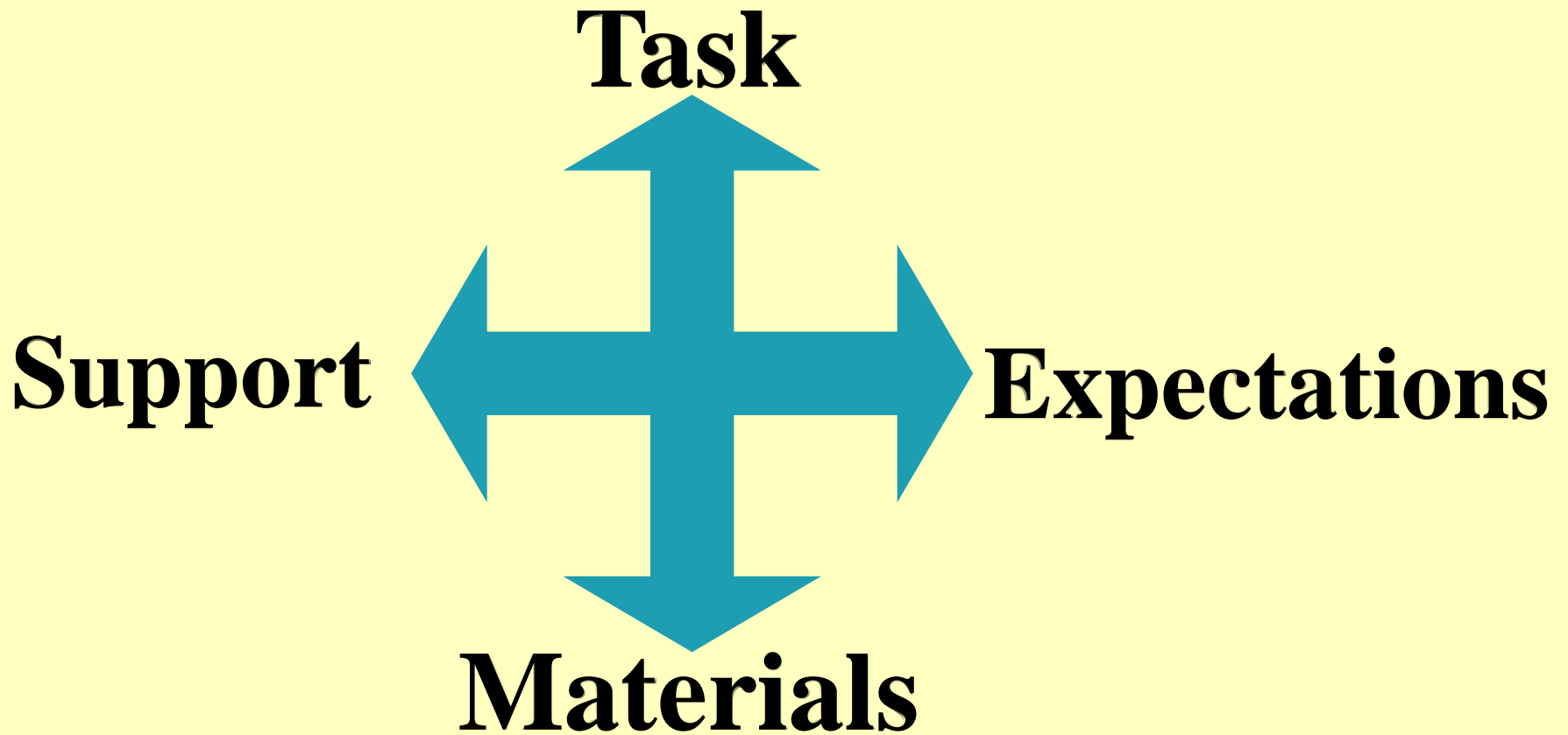
# Supporting learners with SpLDs

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# Differentiation



# All boxes completed?

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