

FAWCO 2012 Conference
Dublin, Ireland

No excuses !

LD is not
an excuse

—

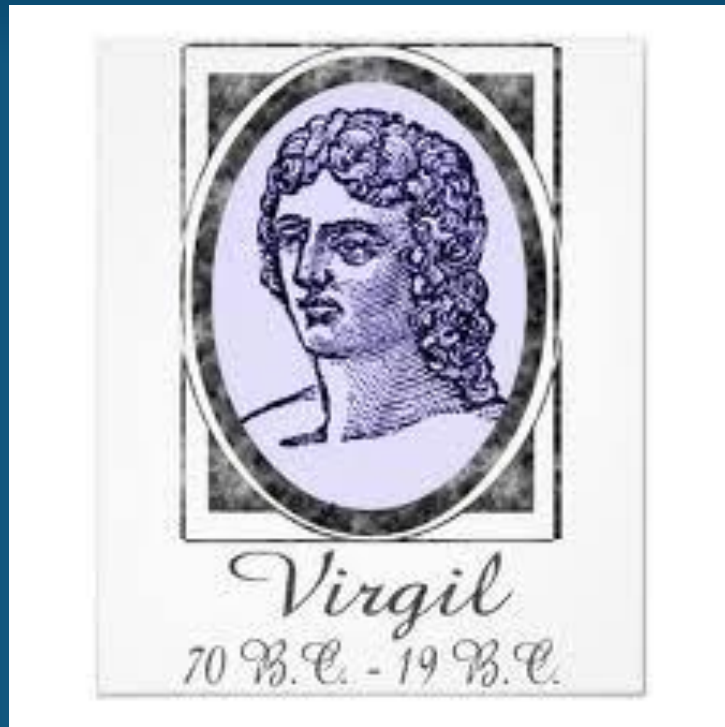
It's a
reason.



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Dublin, Ireland

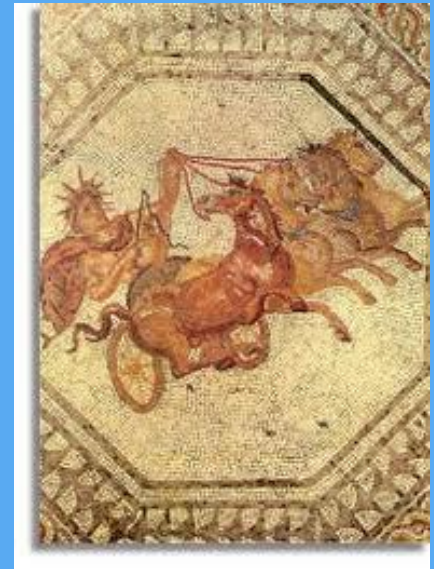
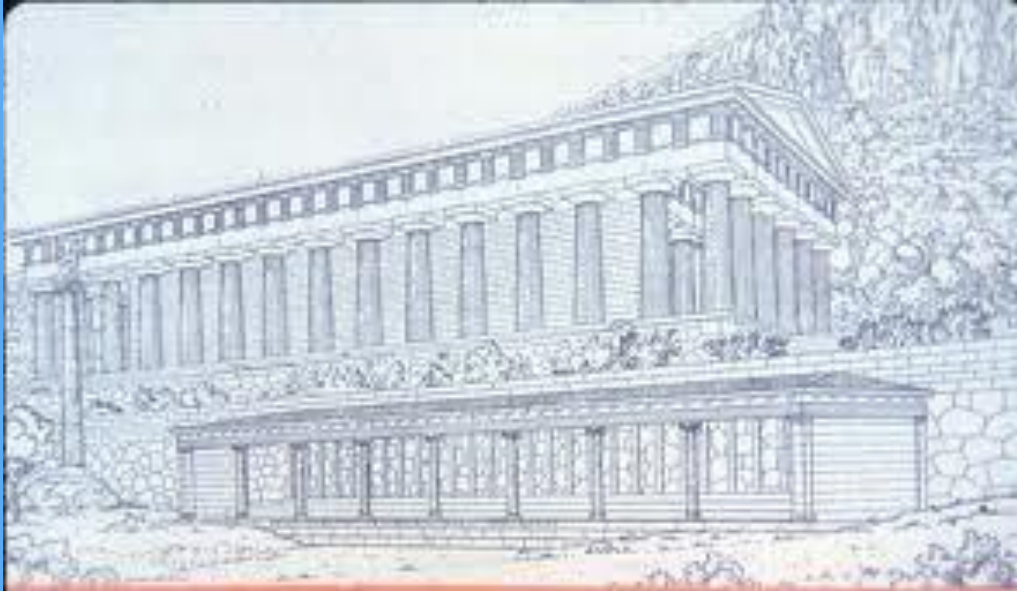
~~No excuses!~~





Felix Qui Potuit Rerum Cognoscere Causas

Happy (is s/he) who is able to know
the causes of things.



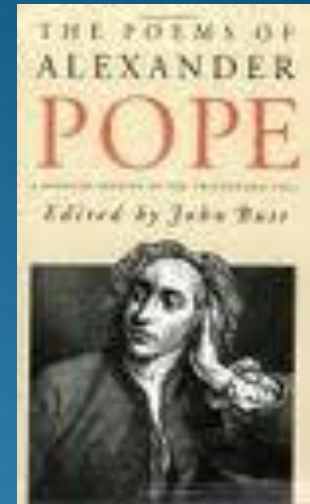
γνώθι σαυτόν
Know Thyself



The Riddle of the World

Alexander Pope

(1688 -1744)



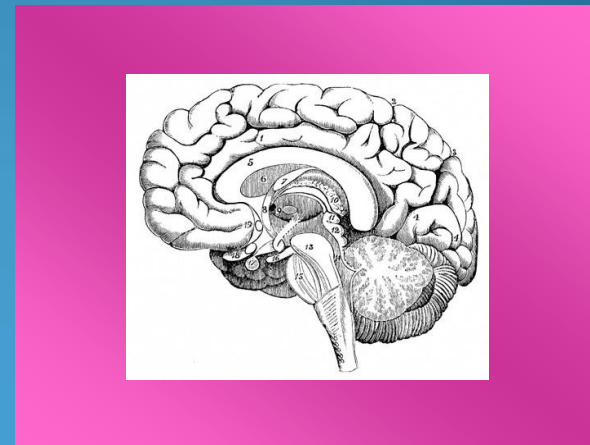
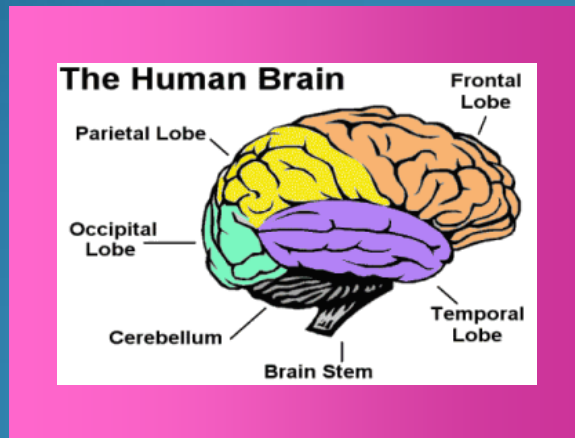
Know then thyself, presume not God to scan

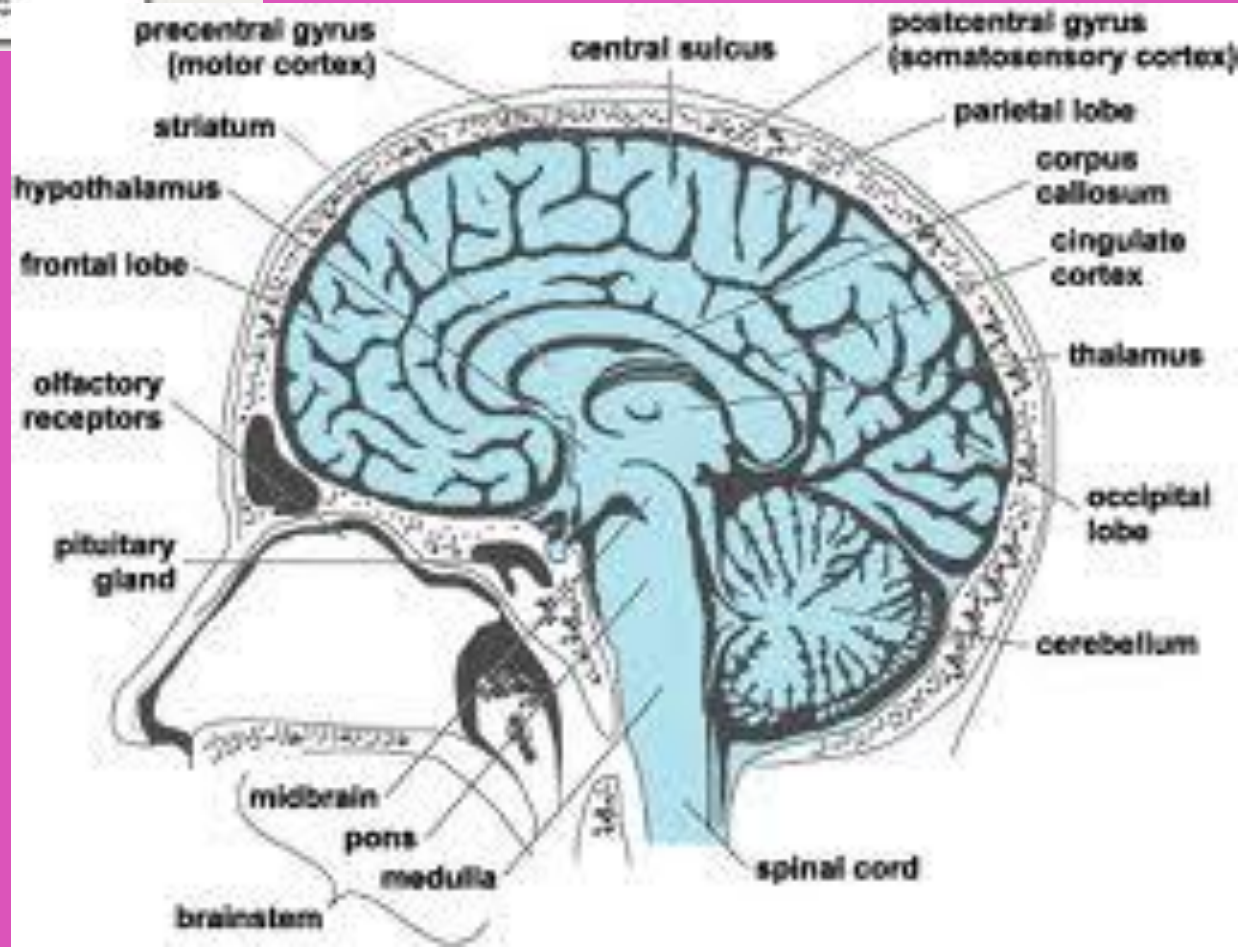
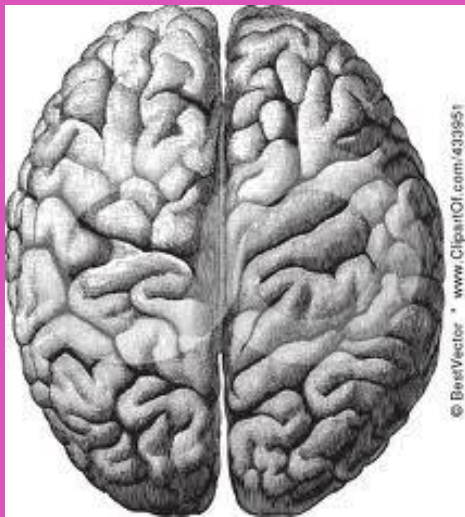
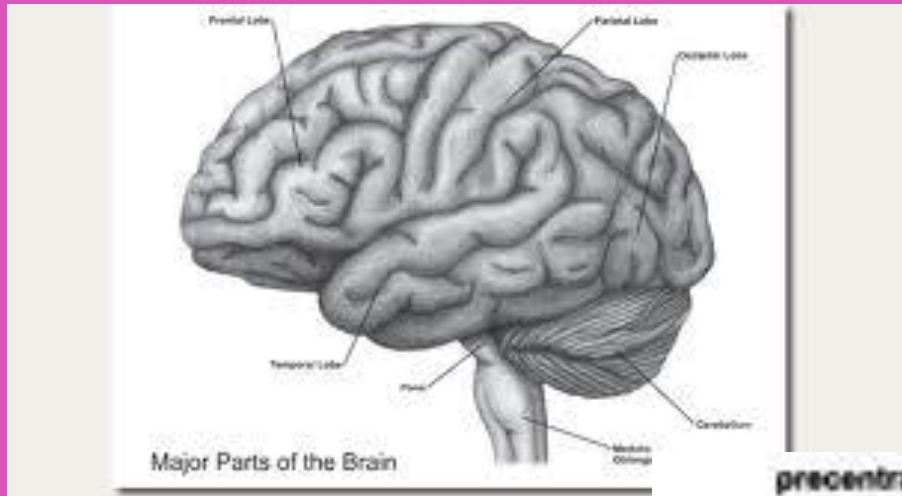
The proper study of mankind is man.



Hippocrates (460–377 B.C.)

the Father of Medicine





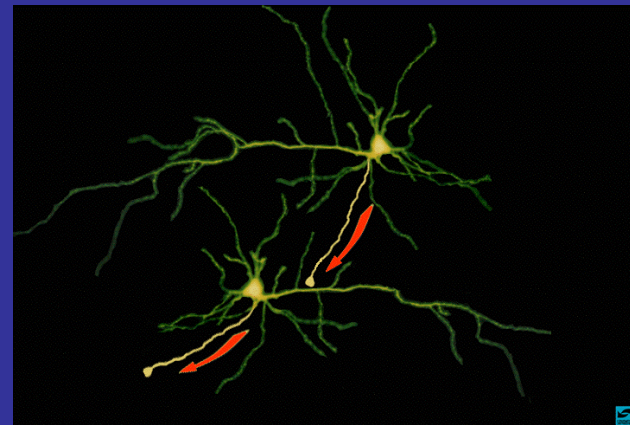
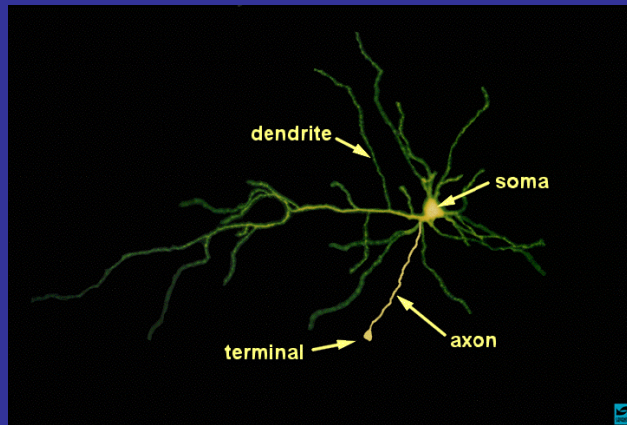
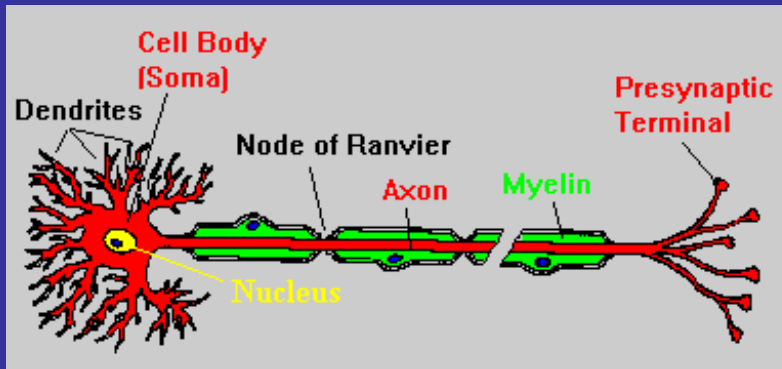
Electron Microscope



Functional Magnetic Resonance Imaging - fMRI

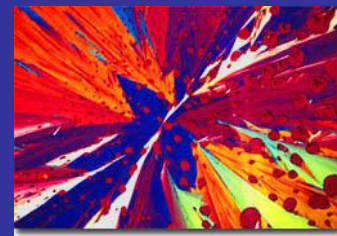
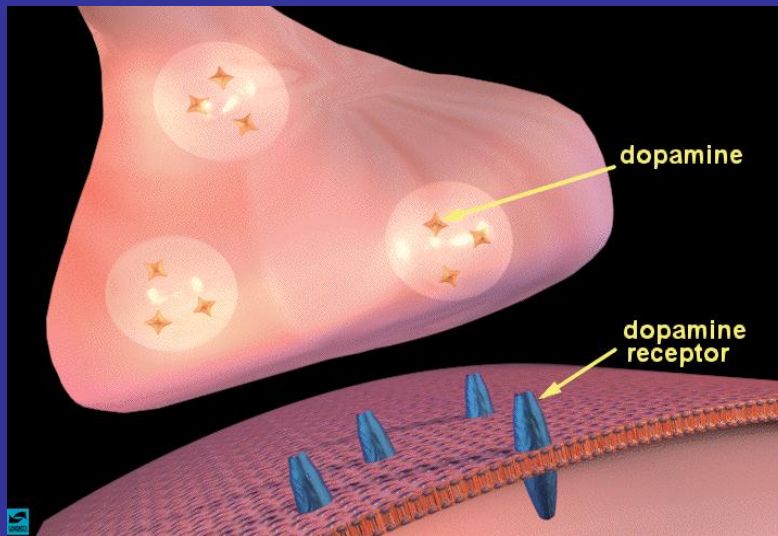


The Neuron

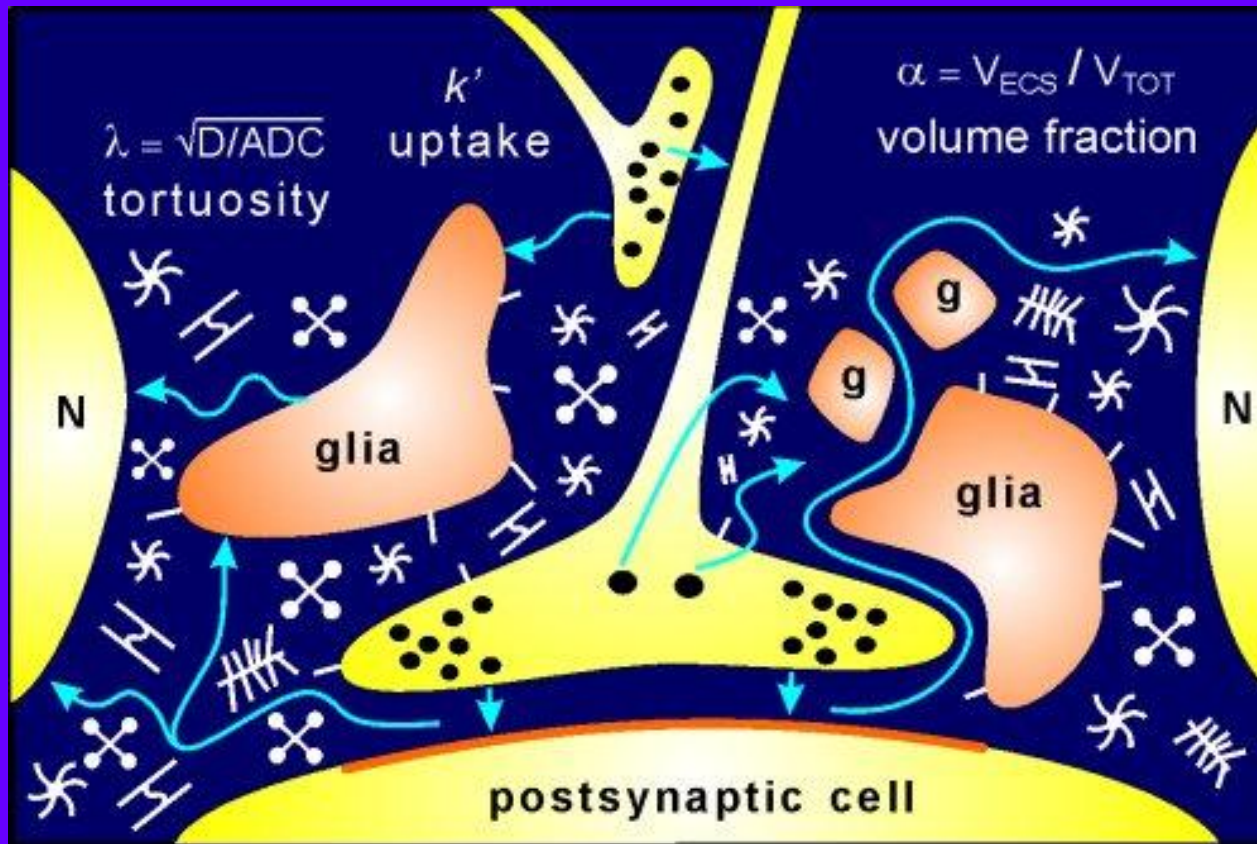




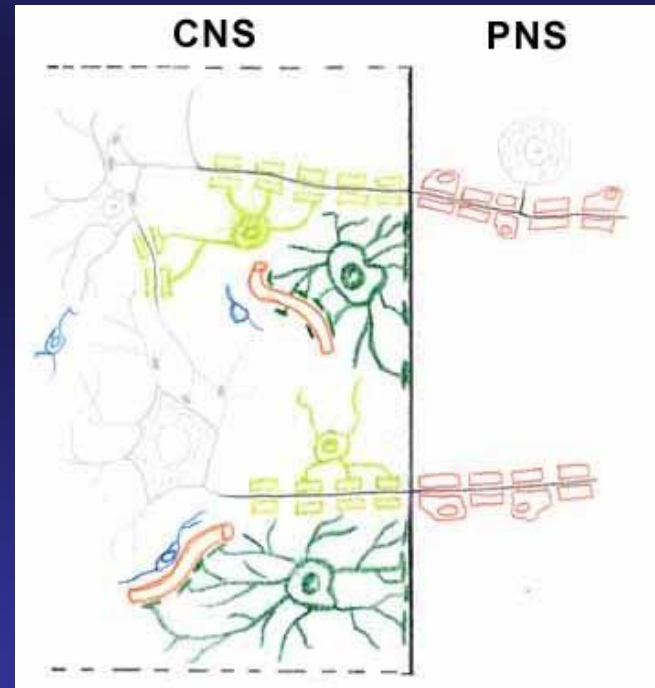
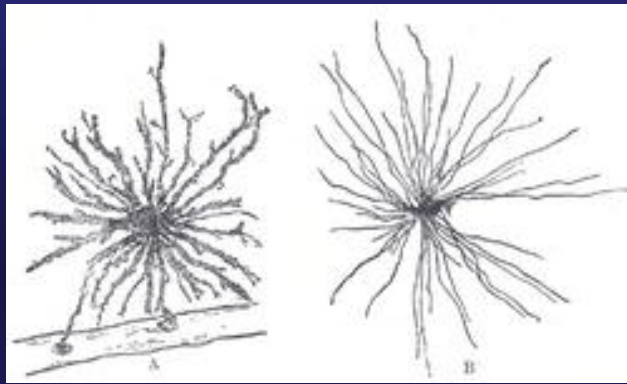
There are **1,000** to **10,000** synapses for a "typical" neuron.

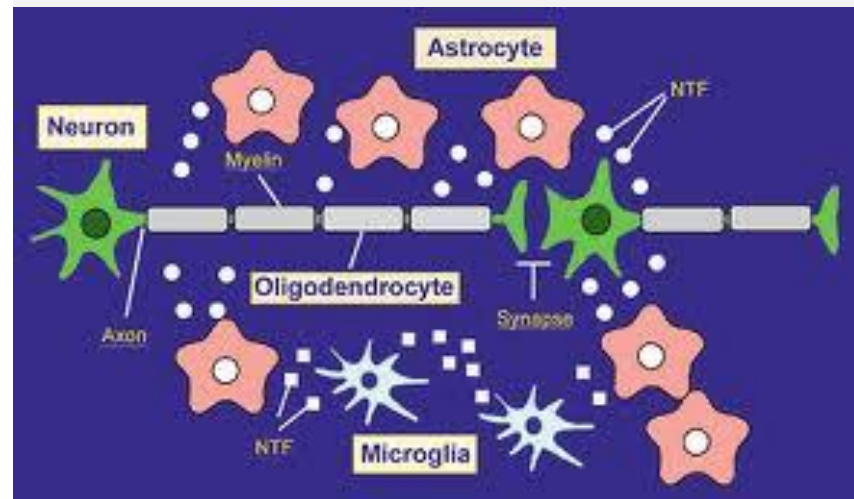
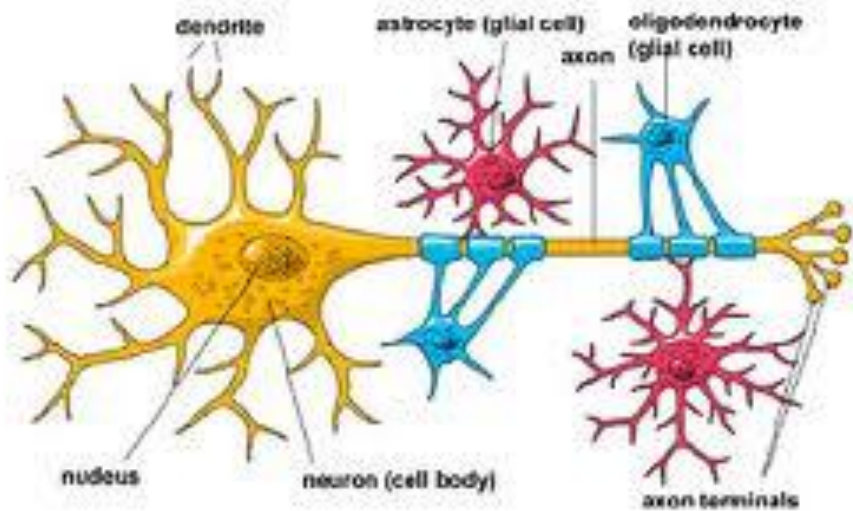


The crystalline structure of the neurotransmitter DOPAMINE



Glia Cells



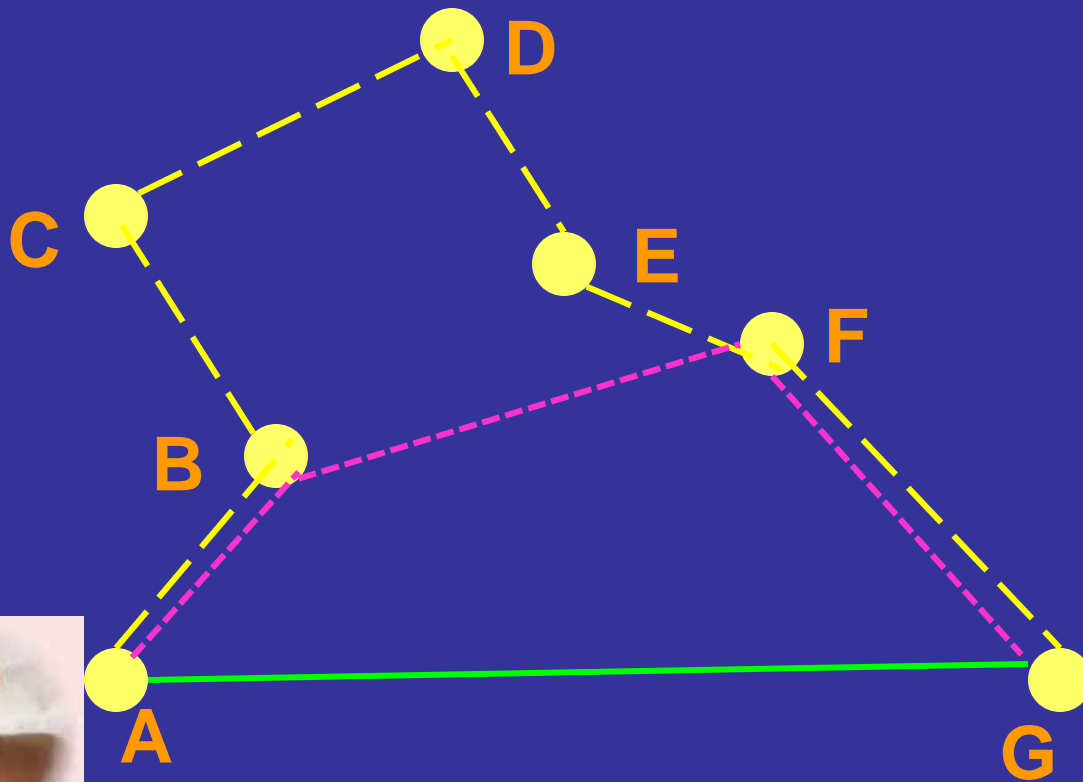


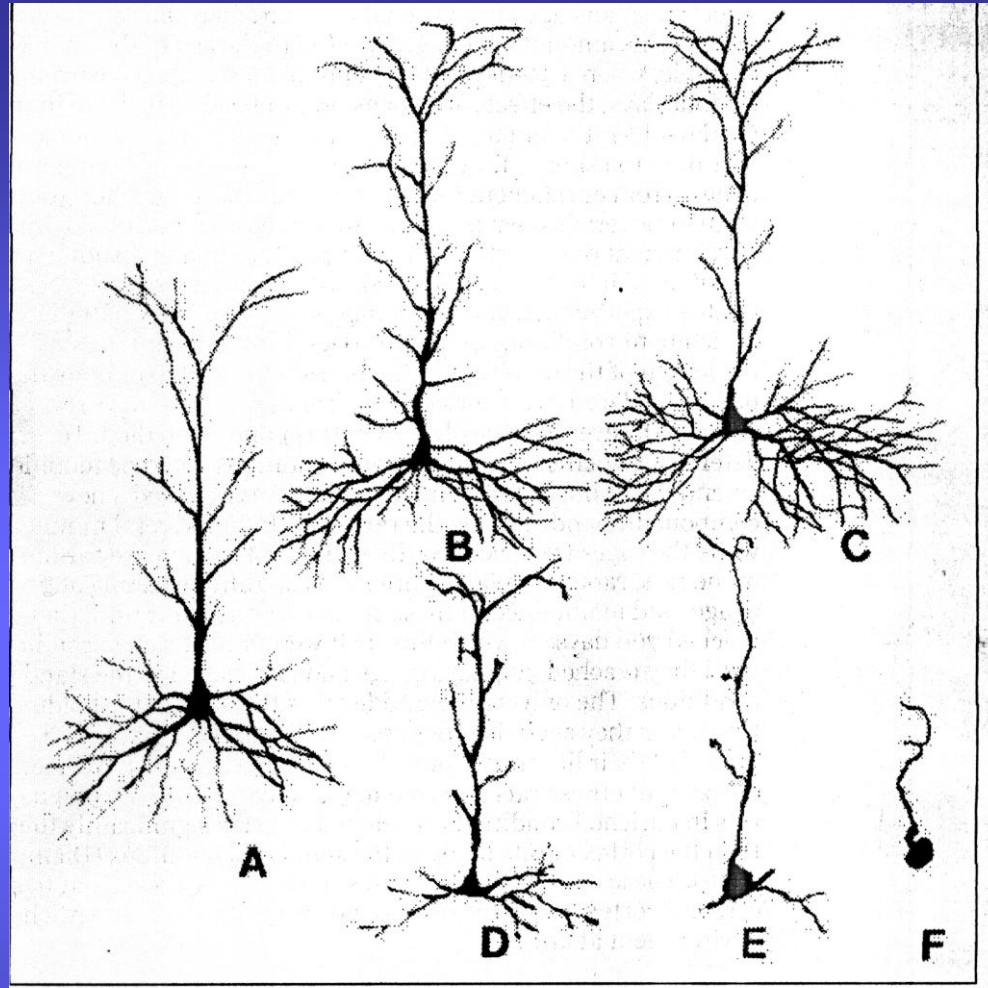
Astrocytes are concerned with neurotransmission and neuronal metabolism by providing physical and nutritional support for neurons.

Oligodendrocytes are involved in the production of myelin, the insulating material around neurons.

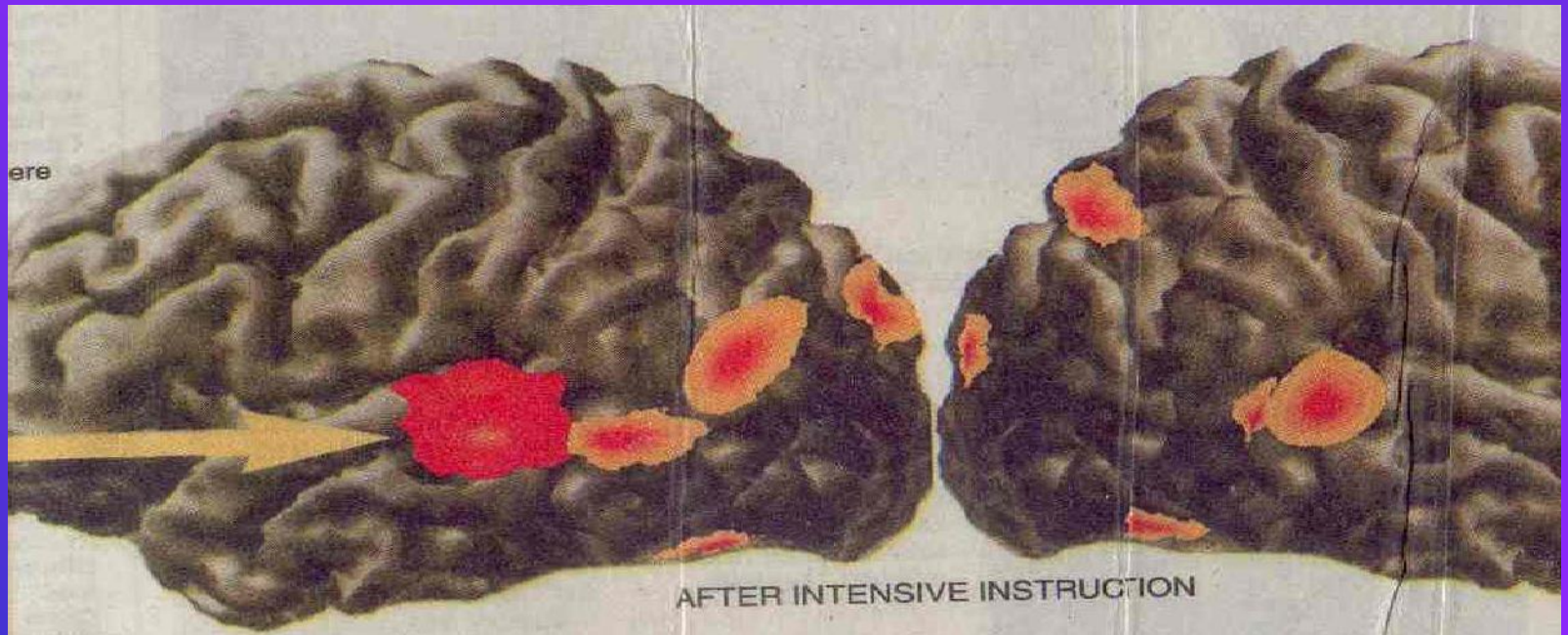
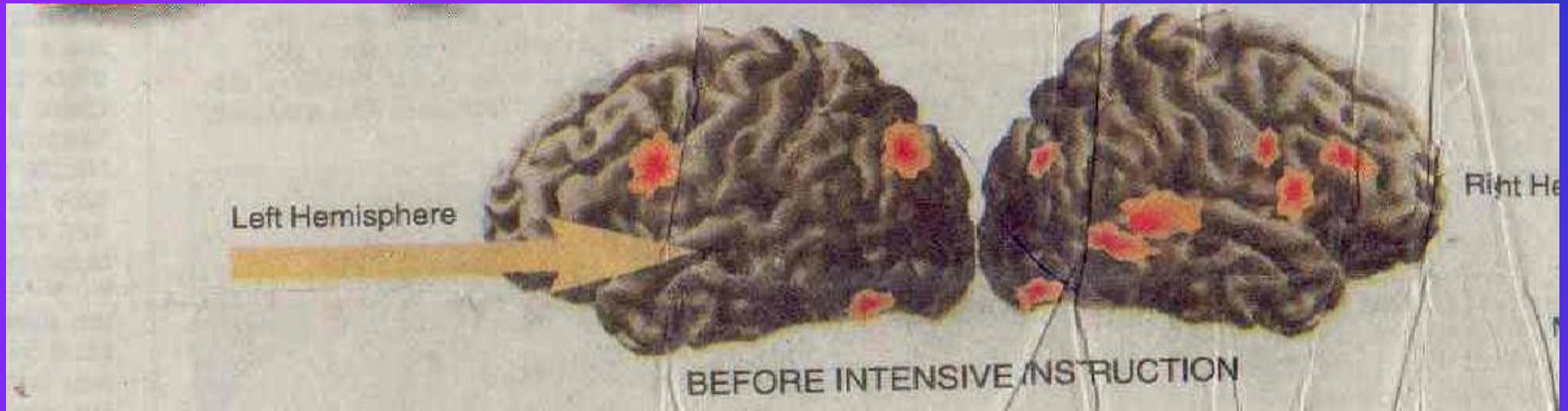
Microglia are part of the immune system.

Neural Pathways





Neural Pruning



LANGUAGE ACQUISITION



Timing



Presentation



Dr Alex Richardson

they are
what you
Feed
them

how Food affects
your child's
behaviour, mood
and learning



OMEGA 3 FATTY ACIDS

www.fabresearch.org



- Reading progress was three times greater than would be expected for normal children of the same age.
- Spelling progress was twice as great as would be expected for normal children of the same age
- ADD/HD-type symptoms fell markedly (this was true of difficulties in attention and concentration as well as hyperactivity and impulsivity). The size of this effect was similar to the reductions usually achieved by stimulant medication.

METACOGNITION



Not just thinking.

$$1 + 2 = 3$$

But thinking about
thinking.



STUDY STYLE INVESTIGATION



LEARNING STYLES



MULTIPLE INTELLIGENCES



MY LEARNING



PASSPORT

LD Support for Teachers Worldwide

The following list of suggestions and strategies has been created to support all teachers in their efforts to teach students who learn differently better and more effectively. The ideas have been taken from the work of experts in the field of LD (learning differences/specific learning disabilities) the world over, and they are of benefit to all students, not just those with LD.

GENERAL CONSIDERATIONS

1. Teachers are urged to reexamine the notion of what is “fair.” “Fair” does not mean that every student gets the same treatment, but that every student gets what he or she needs. LD is a neurological condition that is beyond the control of the individual. This student is more normal than different, and different does not mean defective. There are degrees of LD, mild, moderate and severe. It might go undiagnosed as late as secondary school, university, or even never at all.

2. The younger the child is diagnosed, the more often remediation is possible. When a student is older, you should deal more with coping strategies and self-advocacy skills.

3. There are different kinds of intelligence and different learning styles. It is usually the students who have good linguistic, logical and mathematical abilities who are the most successful in school. However, other types of intelligence, such as musical, environmental, spiritual, bodily-kinesthetic, interpersonal, spatial, and intrapersonal are also valuable, and add much to the knowledge and enjoyment of life. These intelligences also need to be recognized and educated.

4. Learning is best when brought through the modalities of hearing, sight, touch and movement - multisensory teaching. Most students retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say and do. A cumulative, highly structured, sequential approach, which uses multisensory materials and software, is what is needed.

5. It is important to remember that LD students may take up to ten times longer to learn and will tire quickly. They have to try harder, which can be exhausting. Be aware that the pace of the normal class is likely to be too fast because they often need more time to process language. Make a conscious effort not to speak too quickly.

6. Make sure that the student feels safe and secure in your classroom and in your presence. Remember that all students, including LD students, have good days and bad days. Performance inconsistency is part of the problem, and it results in a great deal of the frustration felt by the LD student.

7. Be prepared to learn from the parents. Interest, involve and work closely with them. You need each other's help. Frequent contact should occur, once a day, once a week, or once a month depending on need. Use whatever works - home/school agendas, face-to-face meetings, phone calls or emails.

8. Ensure that information concerning the student is passed on when the student is in transition from one teacher to another, from one year to another, from one school to another, and from one country to another. Do not assume that this will be done automatically.

9. Keep your education ongoing. Get support for yourself. Draw on colleagues' expertise. Do not be afraid to acknowledge what you don't know.

SUGGESTED STRATEGIES

1. Encourage pupils to be aware of and to evaluate the strategies they used to study and to learn. Study skills, like note taking and time organization, need to be taught.
2. LD students need a lot of structure. Lists of the day's routines and expected behavior can be of great help. Give plenty of warning when changes are made to the timetable, teacher or task.
3. LD students might have difficulty with organizational tasks such as keeping their things tidy at school, getting dressed, remembering their PE kit, looking for something they have lost, packing their school bag, and organizing the equipment needed for homework. The teacher should work with the student and the parents to devise strategies to help with organization, such as lists, timetables, and color-coded books.
4. LD students often need to be taught how to ask questions. All students, especially those with LD, need to feel comfortable when seeking assistance.

5. Break down learning into small, sequential tasks. Give specific examples.
6. Use lots of visual aids, such as overhead projectors, films, videos, slides, chalkboards, computer graphics, diagrams, charts, highlighting, underlining, arrows and pictures to illustrate all subjects, including the teaching of language.
7. Repeat, repeat, repeat - both old and new materials, in different ways.
8. Provide the amount of structure and support that the student needs, not the amount of support and structure traditional for that grade or that classroom or subject.
9. Don't expect the student to listen and do simultaneously. For example, note taking can be extremely difficult for some.
10. Mark positively - tick the good bits. Mark for content - not presentation.

11. Allow the use of any learning tool necessary, such as tape recorders, spell-checkers, misspellers' dictionaries, laptops, voice-activated software, text readers and calculators. Teach keyboard and word-processing skills beginning in the primary school.

12. At all times avoid the use of sarcasm, continual and negative criticism, or bringing attention to the students' different needs in front of their peers. Recognize that these students will respond significantly better when encouraged, and when positive achievements are noticed and mentioned.

13. Playtime should not be used to complete work.

14. Catch the student being good and reward this behavior.

15. Most importantly, seek opportunities to praise and build self-esteem.

HOW TO IMPLEMENT THIS RESEARCH

1. Have your whole family create their own learning passports and then discuss the results.
2. Take your child's learning passport with you to your next parent-teacher conference along with this paper to help point out those accommodations that might be of help.
3. Take or mail the final project paper it to the Department of Education of your host country.

Your AWC
Club's address
email/phone number of club
Date

The Ministry/Department of Education
Address
Address

Dear Minister/Head of Department of Education,

The (your AWC) has been in existence here in (. . .) since (. . .) helping American and other international women adjust to new way of life while joining with local women and organizations in philanthropic, cultural and educational endeavors.

In addition, our club is a member of a larger organization known as The Federation of American Women's Clubs Overseas (FAWCO). Founded in 1931, FAWCO is a non-partisan, not-for-profit corporation that serves as an umbrella network, linking over 75 independent American and international volunteer organizations for citizens living overseas.

FAWCO serves as a resource and channel of information for its member clubs, contributes actively to the global community and represents the interests of Americans abroad. With a combined membership of over 15,000 individuals in more than 35 countries, FAWCO is represented in Africa, Asia, Asia-Pacific, the Caribbean, Europe, the Middle East as well as North America and South America. A recognized Non-Governmental Organization (NGO) since 1995, FAWCO was granted special consultative status to the Economic and Social Council of the United Nations in 1997.

In the field of education, the FAWCO Educational Support Committee recently undertook a two-year research project to help support all mainstream teachers worldwide in their efforts to help students who learn differently (students with challenges like dyslexia, autism, and dyspraxia) become educated more effectively. A detailed description of this project can be found at <http://studentswholearn.fawco.org> under “Project to Support Mainstream Teachers.”

One of the goals of this project has been to make its results available not only to FAWCO club members, but also to our host country educational professionals. The final project paper has already been translated into more than 25 languages.

This educational research initiative was hand-delivered to Dr. Wendy Tada of the United States Department of Education, Office of Special Education Programs, in 2004. In the event that you find this information of value to the members of your educational community, we have included a copy of the final project paper translated into (your host country language).

Please feel free to copy and disseminate it. In one country, Slovenija, they found a sponsor for this project and were able to send a copy to all their teachers. FAWCO only requests that proper credit be given.

Sincerely yours,

(Your name)

(Your address)

(Your phone number and/or email)

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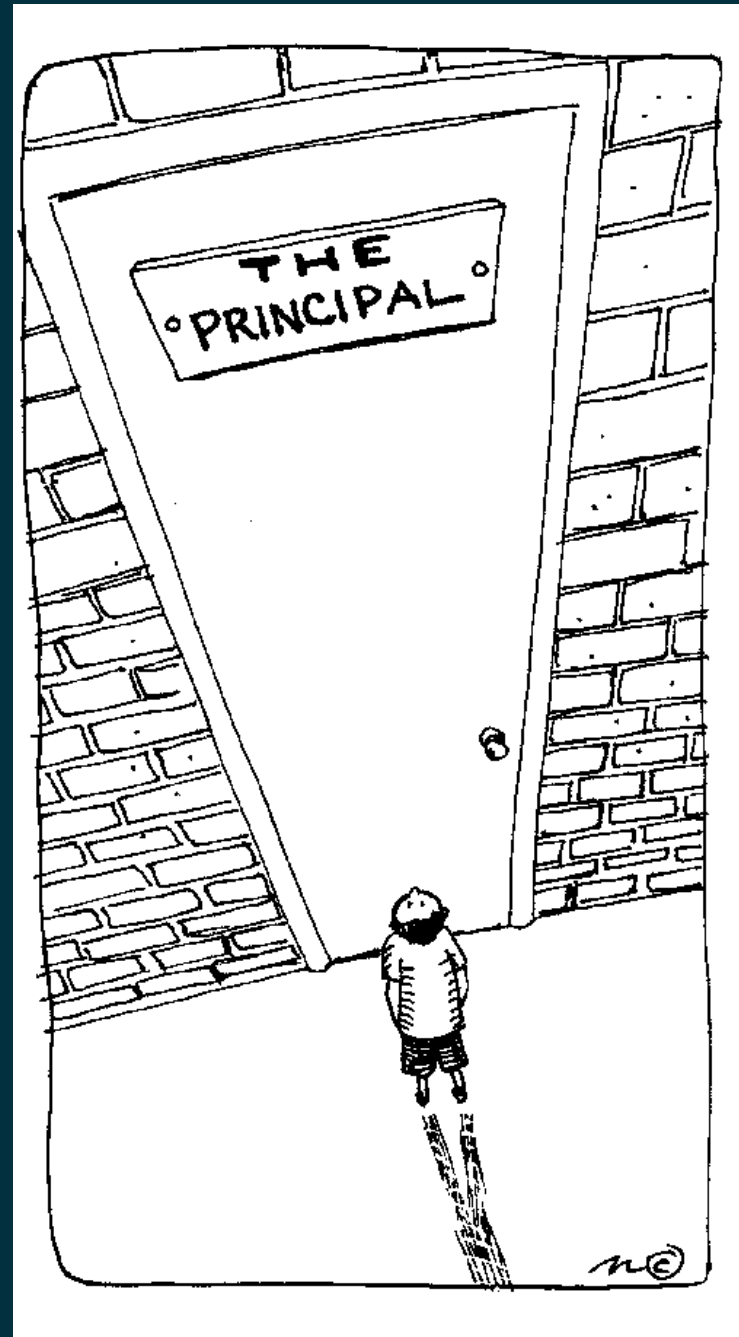
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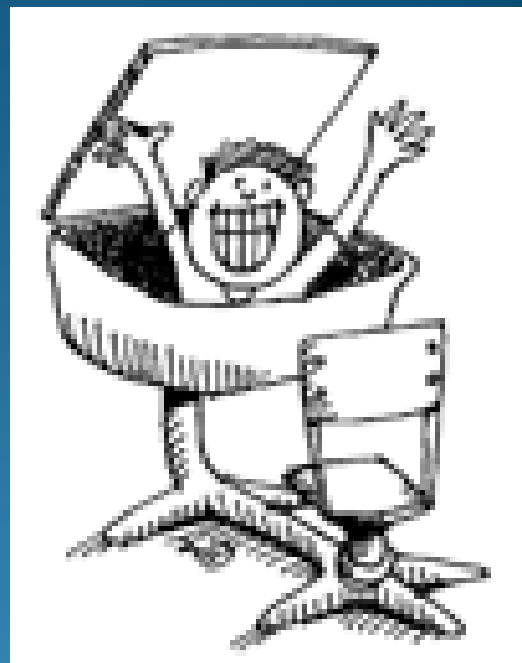
Japanese
Latvian
Luxembourgish
Mandarin
Norwegian
Portuguese
Russian
Slovenian
Swahili (Kiswahili)
Spanish
Swedish
Thai
Vietnamese

**What you do
to children,
they will do
to society.**



**Dr. Karl
Menninger,
American
psychologist**







Swindler

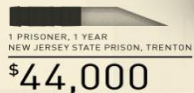




PRISON/ PRINCE- TON

It costs the state of New Jersey more money to hold a prisoner for one year than to fund one Princeton student's tuition. Here's an overview of the disturbing trend of prioritizing prison over higher education in the US.

PRISON SPENDING VS HIGHER ED. SPENDING



AFRICAN AMERICANS IN COLLEGE & PRISON

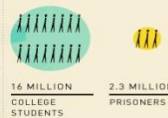


NATIONAL SPENDING ON PRISONS VS HIGHER ED (1987-2007)



VS

PRISON POPULATION VS STUDENT POPULATION



THE RATIO OF PRISON SPENDING TO HIGHER EDUCATION SPENDING. THE DARKEST STATES SPEND CLOSE TO TWICE AS MUCH ON PRISONS AS ON HIGHER EDUCATION.



It costs the state of New Jersey more to lock away a prisoner in Trenton (\$44,000) than it does to send someone to Princeton for a year (\$37,000)

<http://www.publicadministration.net/prison-vs-princeton/>



52% of a sampling of prisoners were dyslexic

as high as 90% in other studies

as high as 75–90% for juvenile offenders

residents at a drugs and alcohol rehabilitation center where he found an astonishing 91% to be dyslexic

Learning Without BOUNDARIES

*breaking down barriers that surround the education
of learning-differently people at home and abroad*



SUSAN VAN ALSENOY

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Endnotes & Contents Outline



“As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract-Sequential learner and trust that you’ll conduct yourself accordingly.”

No excuses, Mr. Smith!

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<http://studentswholearn.fawco.org>**