

Empowering Students to Own Their Learning Profiles

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A.O.G.P.E. Conference 2019:
“Diversity in Dyslexia”

A bit about me...

Teacher of
Dyslexic
Students



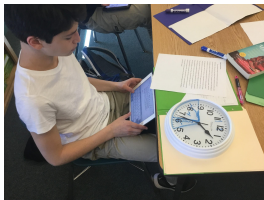
Parent of a
Dyslexic
Daughter and
ADHD Son

Director of a
Language-Based LD Program

Learning Laboratory



- Student Voice and Choice
- Inquiry-Based
- Student-Centered with Teachers as Facilitators
- Active Learning (learning by doing)
- Authentic Audience
- Reflection and Revision



The Hope Graham Program at Bancroft School

- Direct, explicit, systematic instruction in:
 - Decoding (OG)
 - Comprehension
 - Oral and Written Language
 - Executive Function/ Study Skills
 - Math
- Balance between integration and targeted instruction
- Maximum cohort size: 8 students/grade
- A focus on self-advocacy and identity

Today's aim is to understand...

why it is crucial for students to
understand themselves
as learners

and

how to facilitate that understanding

How will we accomplish this?

Introductions: who are we as a group?

The *Why*

- Two theories: self-determination and hierarchy of needs
- Stereotype consciousness
- Paths to disability pride and disability shame

The *How*

- Guided Inquiry Design
- “Own Your Learning” Conferences

Who are we exploring with today?

Find someone whom you *do not know* and introduce yourself by answering three questions:

What is your name?

Where are you from?

Why do you choose to do this work?

To contact me:

kmccuine@bancroftschool.org

The *Why*:

Why is it important for our students to understand themselves as learners?



Why is it important for students to understand themselves as learners?

(create more sticky notes as we go!)

Two theories to consider...

Self-Determination

Hierarchy of Needs

Self-Determination Theory

(Edward Deci & Richard Ryan)

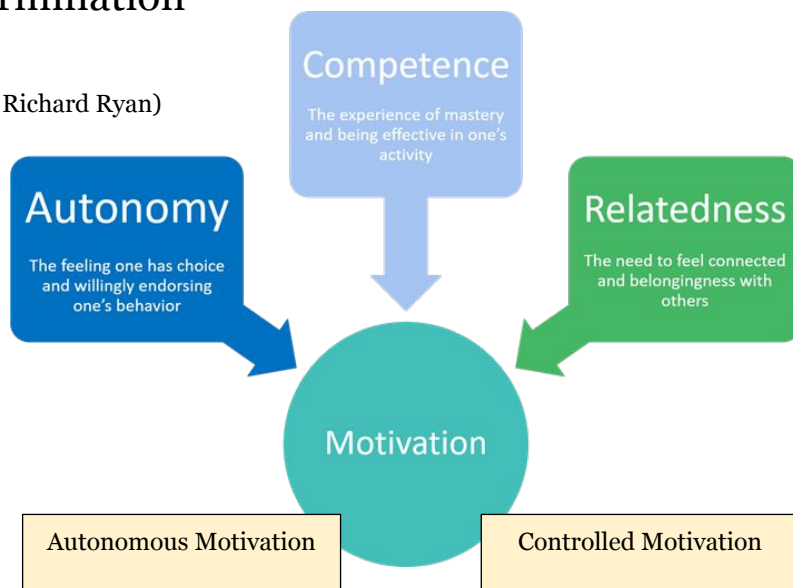


Image credit: UMC Rochester

MASLOW'S Hierarchy of Needs

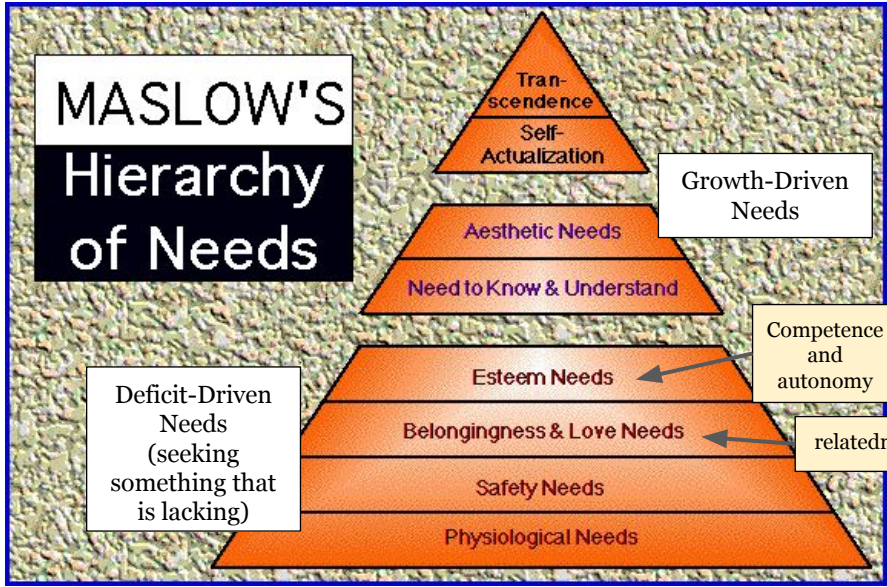


Image credit: edpsychinteractive.org

Students with high self-determination/hierarchy:



Curious (why?)



Self-Advocate (I know what I need and how to get it!)



Growth Mindset (I can improve at this!)



Motivated (let's get to work!)

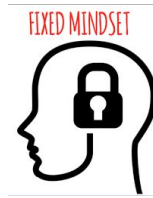


Connected (We're in this together!)

Students with low self-determination/hierarchy:



**“I don’t get it.”
“I’m confused.”**



**“I’ll never get
this.”
Fear of
mistakes.**



“I’m in this by myself.”



“I’m stupid.”



Hidden Disability... Hidden Baggage



“I was bullied by my teacher”

“I’m stupid”

**“I missed my favorite classes/
activities to go to tutoring”**

“I just want to be normal”

What else???

Stigma Consciousness:

The belief that others view you according to all of the negative stereotypes associated with group to whom you belong, *whether or not you demonstrate those traits*

From Daley and Rappolt-Schlietmann, 2018

Public Perceptions of Learning Differences



According to a nationally-representative public opinion poll (Roper Public Affairs & Corporate Communications, 2010):

- 50% of the general public believes that “learning disability” describes a condition that can be attributed to laziness
- More than 50% of the public, more than 50% of parents, 43% of teachers, and 31% of educational administrators believed that LD is caused by conditions at home
- 20% of the public does not feel that people with LD are not “just as smart as you and me”

From Daley and Rappolt-Schlietmann, 2018

To sum up the
why...

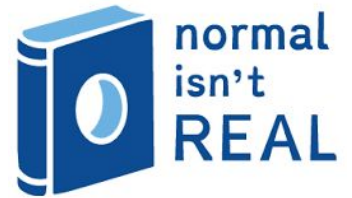
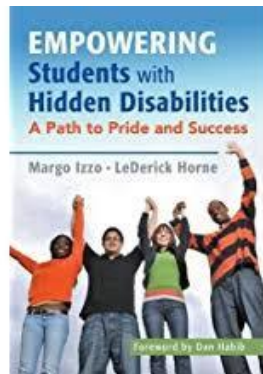
- **Lack of Motivation**
(autonomy, relatedness, competence)
- **Maladaptive Behaviors**
(working to fill deficit-driven rather than growth-driven needs)
- **Stereotype Consciousness**
(Warranted or unwarranted concern with how others judge them)

Learning disabilities
can be **remediated**,
but **they will always be**
part of one's identity
(and never go away).

**Orton-Gillingham
(and other high-quality
interventions)
are necessary
but not entirely sufficient**



Midpoint Check-In:
**Why is it important for students to
understand themselves as
learners?**



LeDerick Horne: *Dare to Dream*



From *Empowering Students with Hidden Disabilities* by Margo Vreeburg Izzo and LeDerick Horne

Student struggles with the impacts of their disability (communication, learning, organization, etc.)



- No formal diagnosis to explain the challenges they face
- Isolation/loneliness: “I am the only person in the world who struggles with this”





Models of successful self-determination and self-actualization



[Because I'm Dyslexic](#)



[Stephen Tonti talks about ADHD](#)



Final Check-In:
**Why is it important for students to
understand themselves as
learners?**

The *How*:

How can we help our students understand themselves as learners?

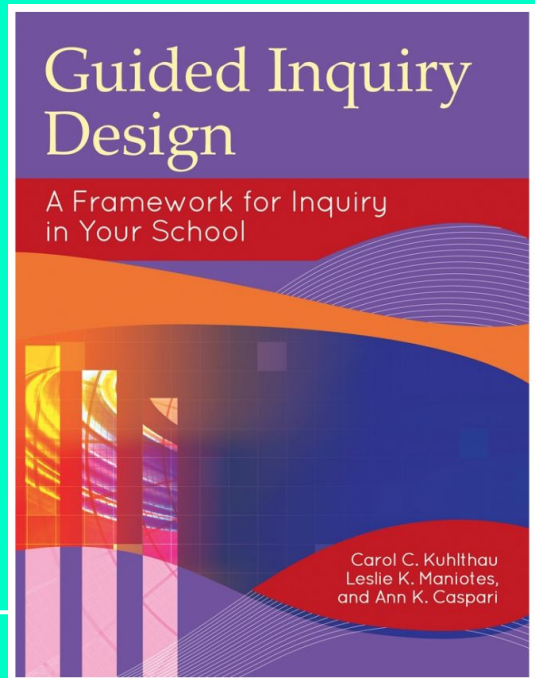


Be on the lookout...

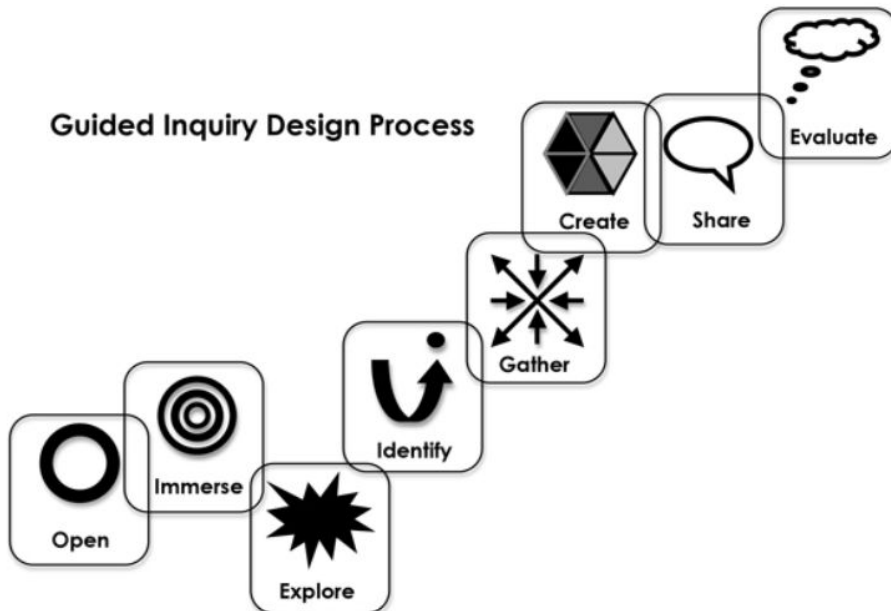
What will you use or adapt in your tutorial or classroom?

“Guided Inquiry is a way of thinking, learning, and teaching that changes the culture of a school into a **collaborative learning community...**”

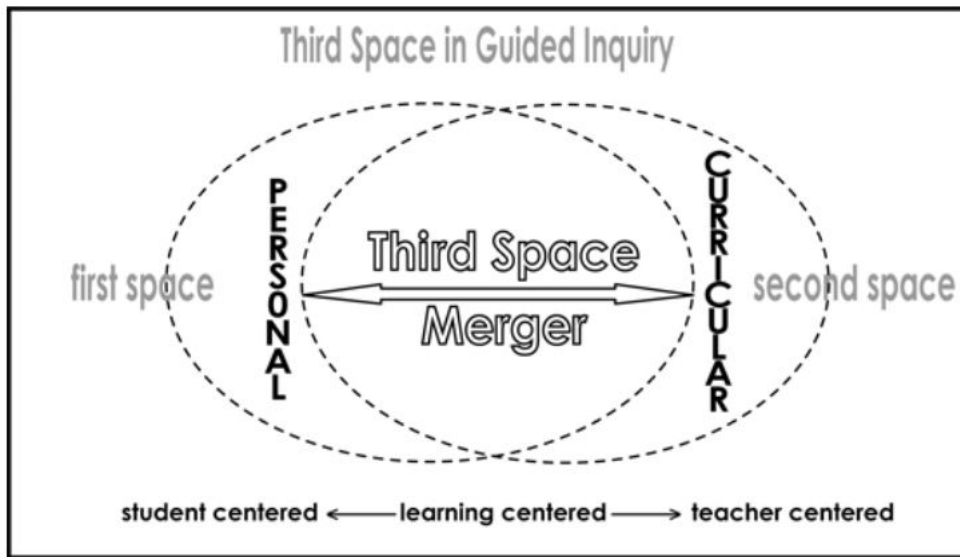
(Kuhlthau et al, 14)



Guided Inquiry Design Process



Credit: Kuhlthau et al, 2012

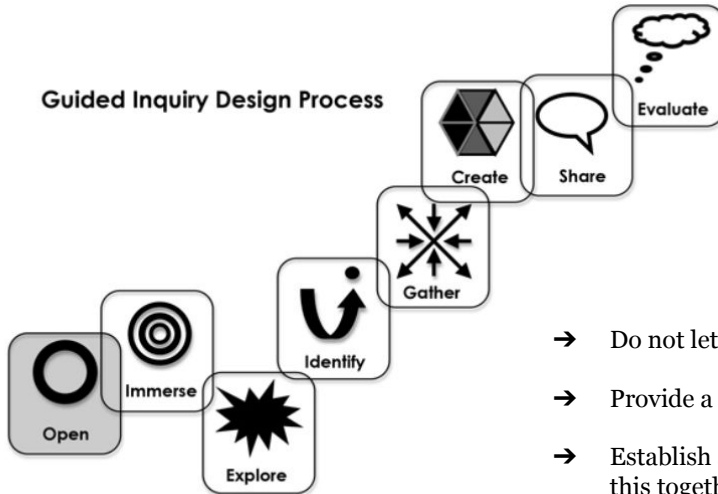


Credit: Kuhlthau et al, 2012

Own Your Learning Conferences

- Identify an interesting aspect of your learning profile
- Research that aspect in depth
- Put together a conference plan
- Share information you gathered with teachers/parents/tutors
- Reflect on what you learned

Guided Inquiry Design Process



- Do not let students jump to a solution (topic)
- Provide a “hook”
- Establish an **inquiry community** (“we’re in this together”)
- Do NOT introduce the project yet!

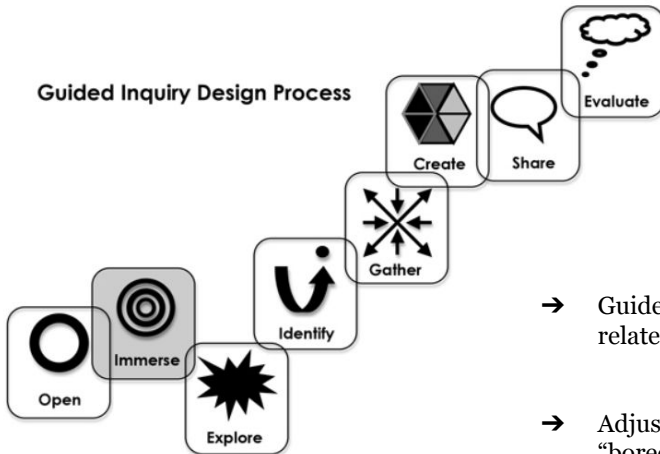
Video: [“Neurodiversity: an untapped resource for future inventors”](#)

Journal Prompt:

What does it mean to “Own Your Learning”?

**Own Your Learning
Conferences:
Open**

Guided Inquiry Design Process



- Guide learners relate what they know relates to what is being studied
- Adjust to student demeanor: when “bored”, it’s often because there’s too much information to be absorbed or memorized

**Guest Speaker:
Neuropsychologist**

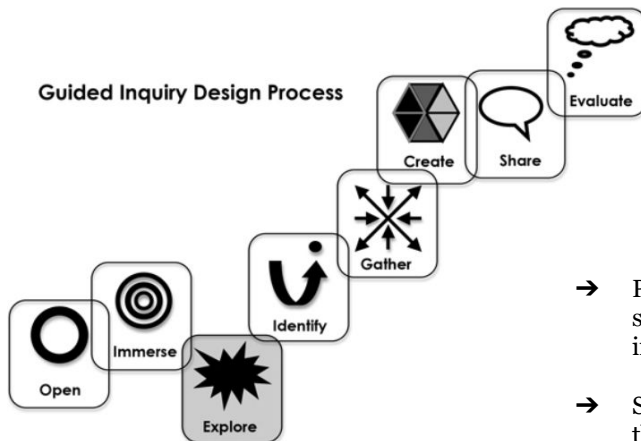
**Own Your Learning
Conferences:
Immerse**

RESOURCE: INQUIRY JOURNAL PROMPTS

INQUIRY JOURNAL PROMPTS

Inquiry Journal Prompts	Interesting Ideas to Explore
Write three things you learned in today's session.	I learned that . . .
Write about something that surprised you or was new to you.	I was surprised that . . .
Write something that you already knew about. Tell how you know.	I knew that ...
List some ideas that seem interesting to you.	Interesting ideas I have are ...
List ideas that you want to know more about.	I would like to know more about ...

Guided Inquiry Design Process



- Provide **structured** opportunities for students to explore various sources of information
- Students need the **MOST guidance** in this phase
- Tell students that it is **normal to feel confused or frustrated** in this phase

Each student gets a copy of his/her learning profile.

Time is provided to read, annotate, and ask questions.

Own Your Learning Conferences: Explore

Photo

Educational Profile: August 2018
Testing Completed: May 2016 by
Profile completed by: Kendra McCuine, Director of the Hope Graham Program

Diagnosis:

- AD/HD: Combined Type (mild to moderate)
- Specific Learning Disorder with Impairment in Reading (mild, basic reading skills)
- Specific Learning Disorder with Impairment in Written Expression (mild, basic writing and spelling skills)
- Specific Learning Disorder with Impairment in Math (moderate, numerical operations and math fluency)

For ALL Teachers:

What do I need to know?	How can I support learning?
<input type="checkbox"/> has very strong verbal comprehension and visual spatial skills	<input type="checkbox"/> Ensure that <input type="checkbox"/> is being challenged appropriately. She is capable of high-level work. <input type="checkbox"/> Present new information both visually and verbally; this will best enable <input type="checkbox"/> to store this information in long-term memory
<input type="checkbox"/> struggles with fluid reasoning, meaning that she has trouble applying logical thinking to visual information	<input type="checkbox"/> During math, encourage <input type="checkbox"/> to talk herself through problems rather than attempting to solve them in her head <input type="checkbox"/> During science, encourage <input type="checkbox"/> to think logically about her hypothesis, steps, and conclusions <input type="checkbox"/> Encourage <input type="checkbox"/> to think about multiple ways of solving a problem rather than one "recipe"

Students “dip in” to videos on various topics

(depending on interest and class composition):

- Dyslexia
- ADHD
- Executive Function
- Working Memory
- Processing Speed
- Listening Comprehension
- Math Disability
- Writing Disability

Own Your Learning Conferences: Explore

Explore: A few sample resources...

[Video: What is Dyslexia?](#)

[ADHD and Executive Function](#)

[Executive Function: The Brain’s Control Center \(includes information on working memory\)](#)

[Bright Kids Who Can’t Keep Up \(Processing Speed\)](#)

[Developmental Language Disorder \(DLD\)](#)

[Dyscalculia Definition: What It Really Means](#)

[What is Dysgraphia?](#)

RESOURCE: STOP AND JOT

STOP AND JOT

When you come across a good idea or a question occurs to you, get in the habit of stopping to jot it down in your inquiry journal. You don't need to go into detail at this point. Use this form or make two columns in your journal with the page number in the margin and jotted notes beside it.

This is important for keeping track of where you found the idea so that you can find it again when you want to. In addition, you will record the citation in your inquiry log so that later, when you are further along in your inquiry, you can cite the source that you used.

Source:	
Page Number	Ideas and questions

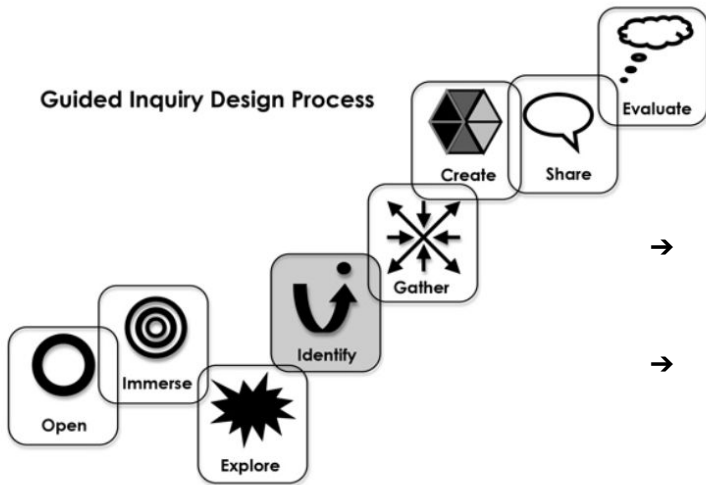
Source:	
Page Number	Ideas and questions

RESOURCE: PAIR-SHARE PROTOCOL

PAIR SHARE PROTOCOL

Pair Share Protocol Prompts	Getting ready to identify inquiry question
As you clip in and read, write down what seems interesting to you.	This is interesting . . .
Write why you think it is interesting.	This is interesting because . . .
Read over what you have written and write the things you would like to tell someone else about.	I would like to tell about . . .
Pair Share Partner A: Shares. Partner B: Listens and takes notes. Partner B: Shares. Partner A: Listens and takes notes.	Share with your partner and take notes. Telling helps to clarify your ideas for forming a good inquiry question.
Partners exchange notes.	Your partner's notes on what you shared can give you insight for forming possible inquiry questions.
Reflect on what you found interesting and how you described it to your partner and think about possible questions to look into further.	Write three possible questions that you would like to explore further.

Guided Inquiry Design Process



- Guide them to use their body of knowledge to **identify an inquiry question**
- Ensure that questions asked are meaningful to students:
 - ◆ What is interesting to me?
 - ◆ What are my learning goals?
 - ◆ How much information is available?
 - ◆ How much time do I have?
- Direct students' attention on **“why” and “how” questions** (open vs. closed questions)

- **Lesson on Open vs. Closed questions**
- **Review notes and brainstorm with partner**
- **Group List**
- **Individual Selection**

**Own Your Learning
Conferences:
Identify**

“ Open-ended questions
allow for wider responses. ”

Why?
How?

“ Closed-ended questions
have specific responses in mind. ”

Who?
What?
When
Where?
How many?
How much?

What part of the brain does learning disabilities impact?

What are the ranges of dyslexia, and where am I on the range?

How far back does my dyslexia go in my family?

What % of my family will be dyslexic, and will traits carry on?

On a scale of 1 to 10, how many people are affected by dyslexia?

What age do you find out if you have a language-based learning disability?

Do ADHD and dyslexia have anything in common, and if you have both does it impact certain things?

What does expressive and receptive language mean, and how does it impact reading and writing?

How do tests show what you're good and bad at?

When do you develop dyslexia?

Question

Inquiry Question Homework

Due Monday, September 10

1. Decide on your inquiry question. Make sure it is an open question! Write your final inquiry question in the space below:

2. Find one article online that will help you to answer your inquiry question. Good websites to check include:

Understood.org

Childmind.org

Chadd.org (ADHD)

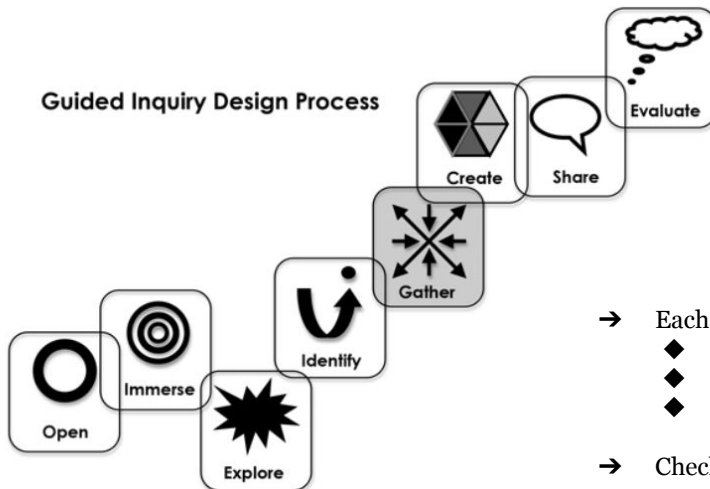
Ldonline.org

Print your article and bring it to class on Monday!

3. Bring your Focus Notes notebook to class on Monday



Guided Inquiry Design Process



→ Each session contains three parts:

- ◆ Starter
- ◆ Worktime
- ◆ Reflection

→ Check in frequently with students to ensure they're within the scope of their inquiry question

→ **Great time for instruction/practice with AT**

- **Teach mini-lessons on specific skills:**

- Developing search terms
- Using Noodletools
- Keeping a Bibliography
- Margin notes

- **Close each lesson with a share/reflection**

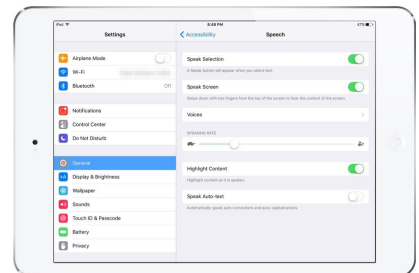
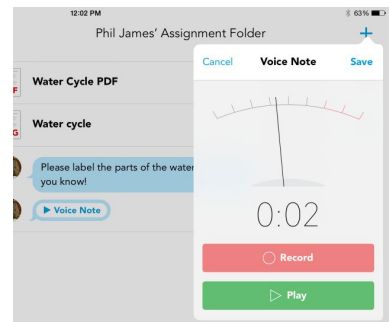
- Students are constantly practicing **sharing what they've learned** and **retaining what's important**

Own Your Learning Conferences: Gather

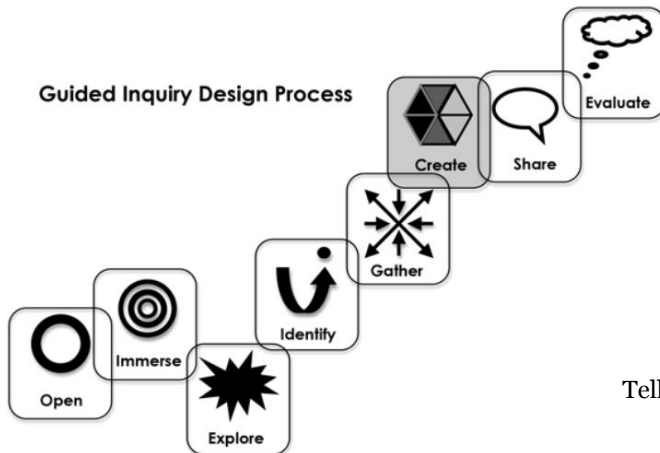
Role of Assistive Technology

Front load *information* to build background knowledge via...

- Showbie voice notes
- Teaching students how to activate features on iPads for ear reading
- Engaging students in practice with speech to text



Guided Inquiry Design Process



Share

Tell your story to an authentic audience!

- **Students plan their conference and invite participants:**

- Me
- Science and math teachers
- Others (they decide): parents, tutors, former teachers, etc.

- **Students run their Own Your Learning conferences!**

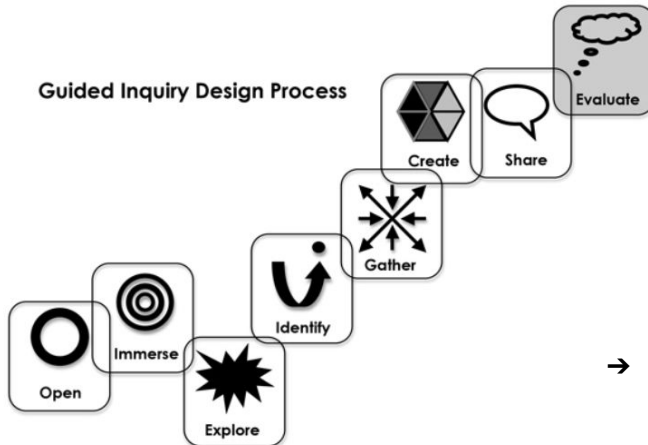
**Own Your Learning
Conferences:
Create & Share**

Conference Preparation and Execution Document

[Conference Planning and Execution Document](#)

**Student
Conference
Video**

Guided Inquiry Design Process



- Two goals:
- ◆ Reinforce content
 - ◆ Cement skills

“If you don’t have time to reflect, you don’t have time to learn”

What new *information* or *understanding* did you develop about yourself during this process?

What was the most important *skill* that you practiced? When do you think you will use it again?

**Own Your Learning
Conferences:
Evaluate**

Student Reflections

- “I’m learning different strategies so I can do better in the future”
- “I don’t see myself as a learner, and I want to change that”
- “I’m focusing more in class because I know what I struggle with”
- “I’m finding strategies to get past things I wasn’t good at last year”
- “If you know more about yourself, you shouldn’t think that you’re different because everyone’s equal in their own way”
- “I find it cool that I have dyslexia”
- “If I didn’t know, then I’d think there was something wrong with me”
- “Since I learned about dyslexia, I’m less stressed”

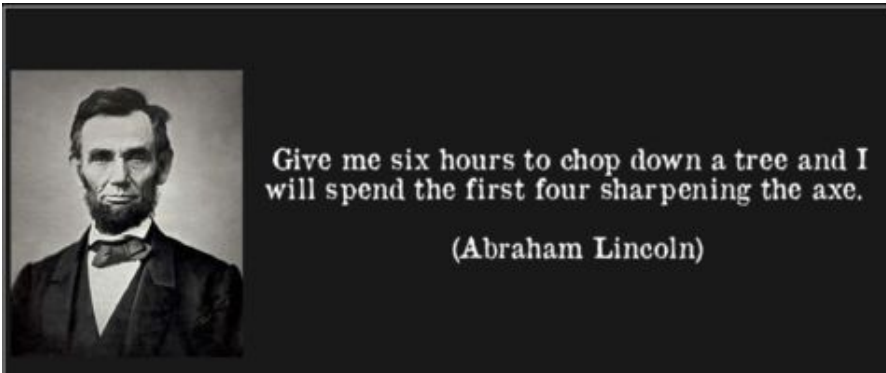
**Current 6th grader
who wrote a letter to the
President**

“How can you as our President help kids like me get the right tools so they don’t get left behind? Lastly, Mr. President, if public schools do not even acknowledge the word dyslexia how are kids going to get the help they need?”

In a 10th grader's
words...



**What will you use in your
tutorial or classroom?**



**Questions?
Comments?**