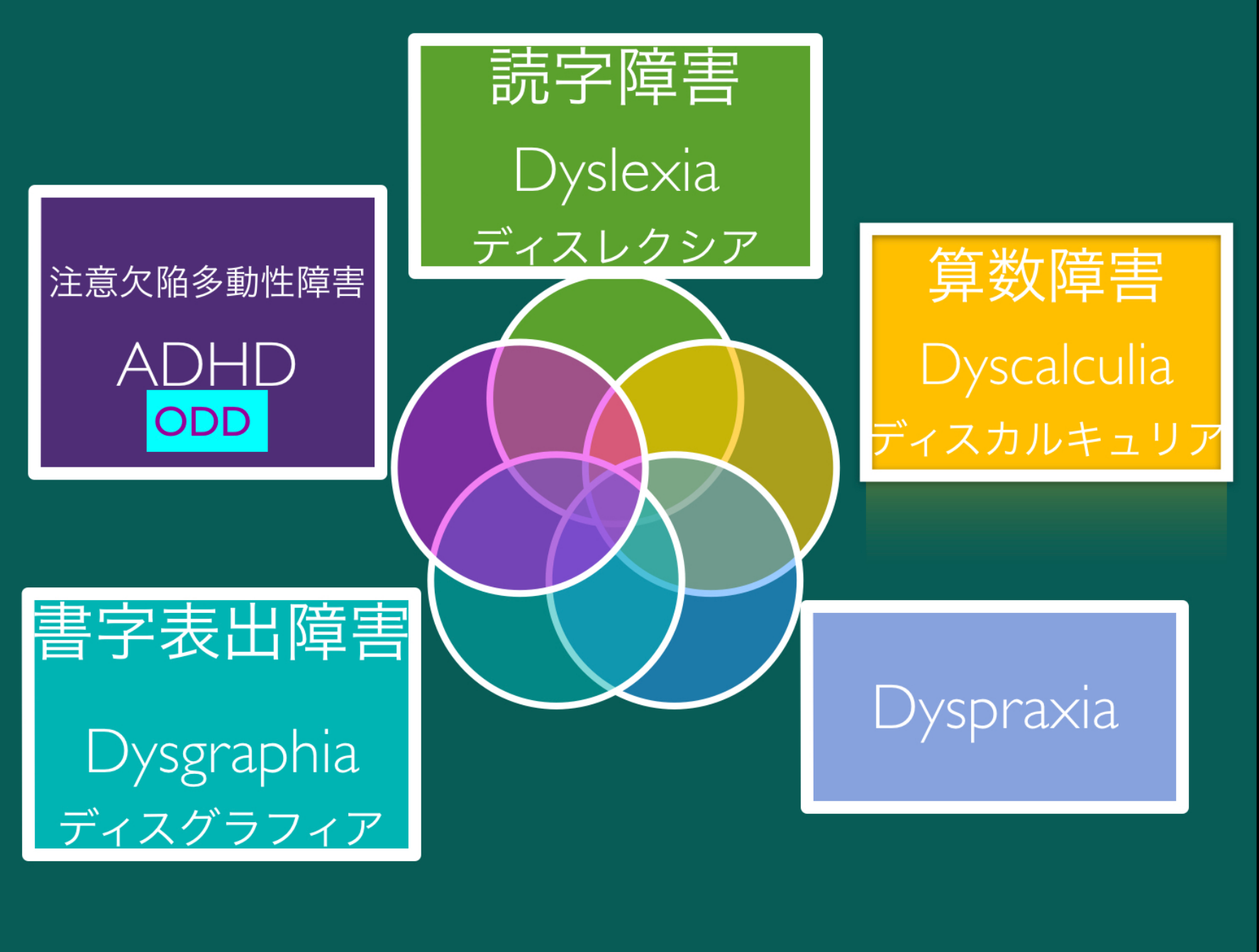


Dyslexia, ADHD and Language Classrooms: How to Help

Alexandra Burke – Please take a look at the poster next to this by Assoc. Prof Kirika Kushiyaama.

Dyslexia, ADHD, Autism Spectrum disorder & learning difficulties: what do these mean in your mainstream classroom? Many Japanese students have reading and writing impairments, but most will never get the help needed due to social perception. So, they underachieve. How can you improve your teaching efficacy, to remove barriers to learning? This bilingual poster session will show instantly useful changes to your classroom, materials, and use of technology to increase learner agency. Be the change.

Neurodiversity: invisible but real differences, some are heritable. Not behavioral choices.



ADHD: Children with ADHD are more likely to have reading disorder than children without it (boys 51% / 14.5%; girls: 46.7% / 7.7%). Gender, Attention-Deficit Hyperactivity Disorder, and Reading Disability in a Population-Based Birth Cohort. Kouichi Yoshimasu, William J. Barbaresi, Robert C Colligan et al Pediatrics 2010 Oct; 126(4) e788-e795

8%+ of the population, grow up feeling hopeless, lazy, stupid & isolated.

Action	How?	Why?
Reduce reading aloud risks	Do “continuous” group choral reading followed by individual, self-paced reading of the same passage out loud again and again until the teacher says stop. The teacher should be monitoring the slower readers.	Students with dyslexia are embarrassed about reading aloud in front of others. The “continuous reading” method prevents them from always being the last person reading aloud. Reading material multiple times doesn’t affect other students.
Reducing errors in instruction reading	Do choral reading of textbook instructions and questions. Encourage the use of masking cards or a pen above the text to reduce interference from surrounding text. Get them to read the questions 3 times before answering.	Students with dyslexia, ADHD, and dyspraxia have difficulty with sequencing information and often miss details, so this makes sure everyone gets all the instructions. If they can’t read it, they will not tell you because its embarrassing.
Encouraging writing output	Allow time for students to complete writing tasks. Add extension tasks for students who finish quickly. Use larger font sizes and spacing, with non-seraphed fonts like callibri, or OpenDyslexicAlta. In Japanese, use a Universal Design UD Digital Kyokashotai UDデジタル教科書体	While students with dyslexia can write text at the same speed as peers, they pause longer to compose and retrieve spelling. Students with dyspraxia take longer to write. They need time to produce output without the stress of everyone waiting for them. More time allows learners to focus on producing the letters in a readable fashion.
Grade content & presentation separately	Split grades into two: content and presentation. Praise ideas & attempts. Let them type. Comment constructively on mechanical writing points to fix. Use error coding systems.	Students with dyslexia, dyspraxia, dysgraphia and ADHD are likely to make technical errors and or have messy handwriting. A separate content grade will increase their motivation to succeed in the areas they can. Coding errors can encourage students to solve tasks rather than thinking “It’s all too hard.”
Glossing new words	Encourage students to write the meaning of any new word in their textbooks. They get multiple exposures to the target content.	Having the meaning written above or below a new word in the textbook means increased exposure to vocabulary.
Handling loose papers	Punch holes in the side and instruct learners to put them in file ring notebooks. Give out a mix of white and coloured prints. Let students self select.	Without such help, students with dyspraxia or ADHD are likely to misplace loose papers. Losing papers is not a choice for these students. It just happens a lot.
Share the space	Hand over the pen/chalk to the students. You already know how to write on a board etc. Have multiple students write together. Invite them to take photos of the boards or voice record	Students with learning differences nearly always react positively to a chance to demonstrate they understand and have ability. There’s safety in numbers when you write on the board together!

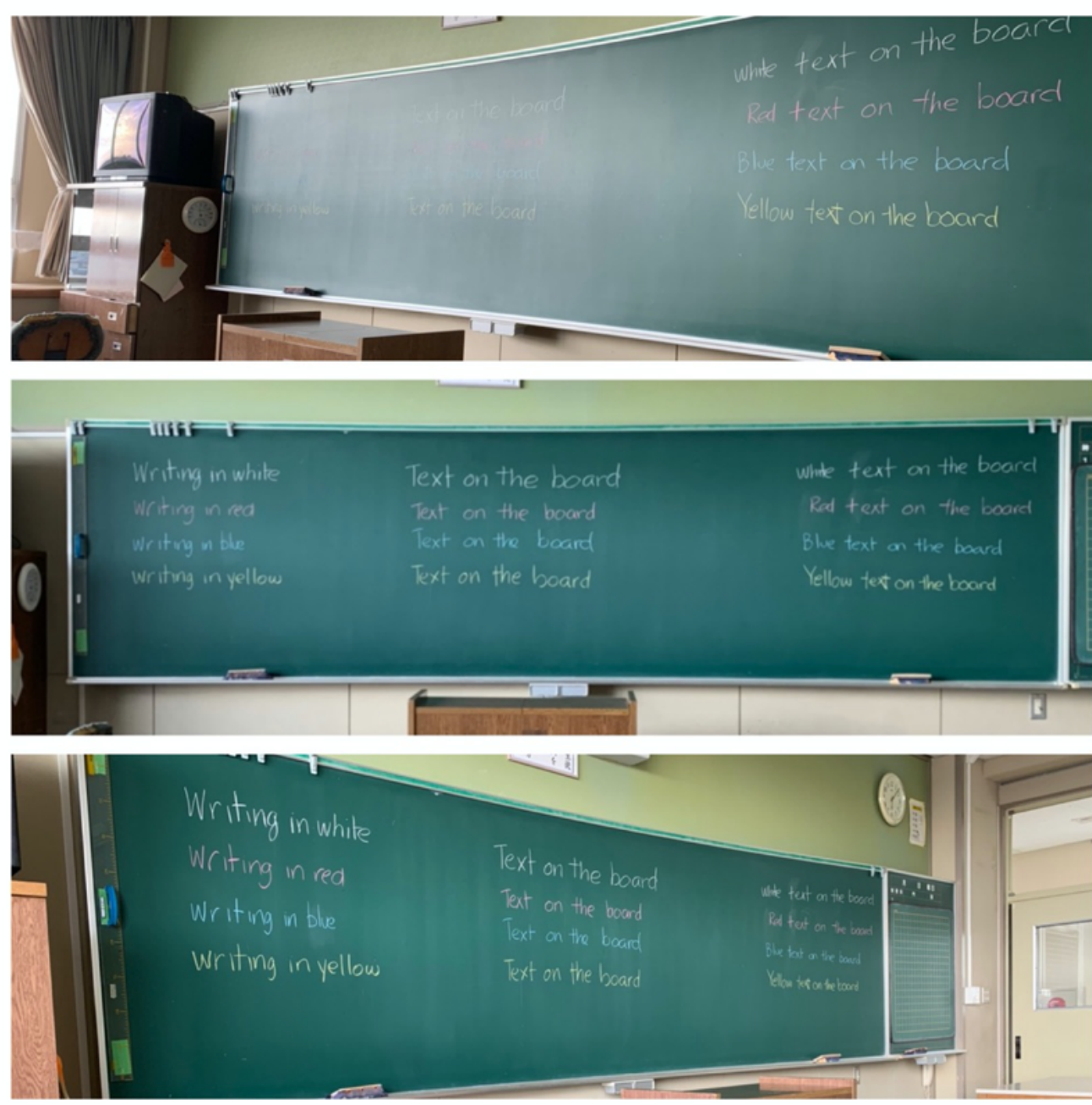
Black text on pure white: for some people, this combination can create distortion and disrupts reading effectively.

Help them to feel welcome at school as long as possible.

Smoking prevalence by Years of Schooling : Japanese 25-34 year olds.	women	men
JHS	49.3% 	68.4%
Grad. School	4.8% 	19.4%
Total Pop’n.	6.6% 	47.9%

Tabuchi T and Kondo N Educational inequalities in smoking amongst Japanese adults aged 25-94. J Epidemiological Association 2017 Apr; 27(4) 186-192

Take the chair challenge: Go sit in their chairs: what can you see? Use the curtains to filter light so everyone can see. But I use a whiteboard: Does it have reflected light /glare on it? But I use data projection: Can it be read by the person in the back row?



And, make your room color vision friendly by naming the colors on the side of the board so people with color vision differences don’t have to guess which you mean.



Photo using CVSimulator IOS Application.

Getting a diagnosis can be a huge relief: to find out that they are not the only one, and the start of feeling happier. Some ADHD medications have been proven to improve writing for children with ADHD/dyslexia and pure dyslexia. Shaywitz S, Shaywitz B Wietecha L et al: Effect of Atomoxetine Treatment on Reading and Phonological Skills in Children with Dyslexia or Attention-Deficit/Hyperactivity disorder in a Randomised, Placebo-Controlled Trial J of Child and Adolescent Psychopharmacology July 2016.