

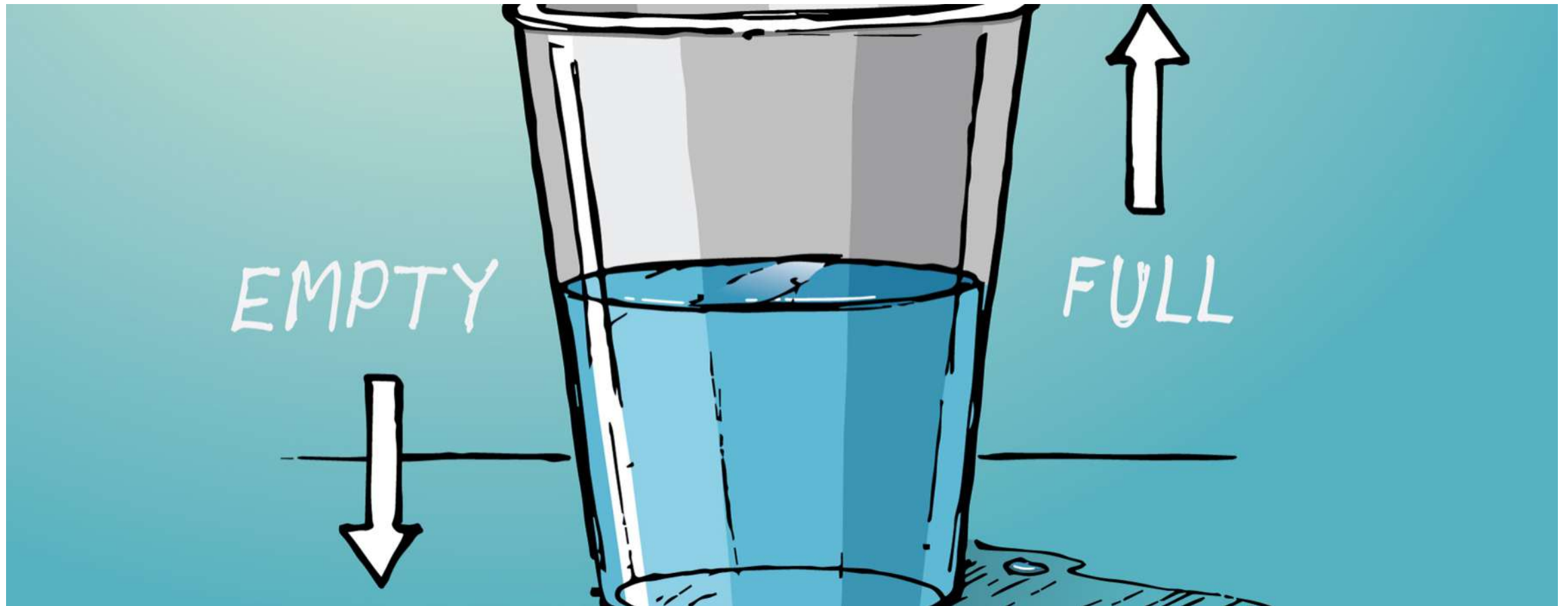
# Embracing diversity as a way of life



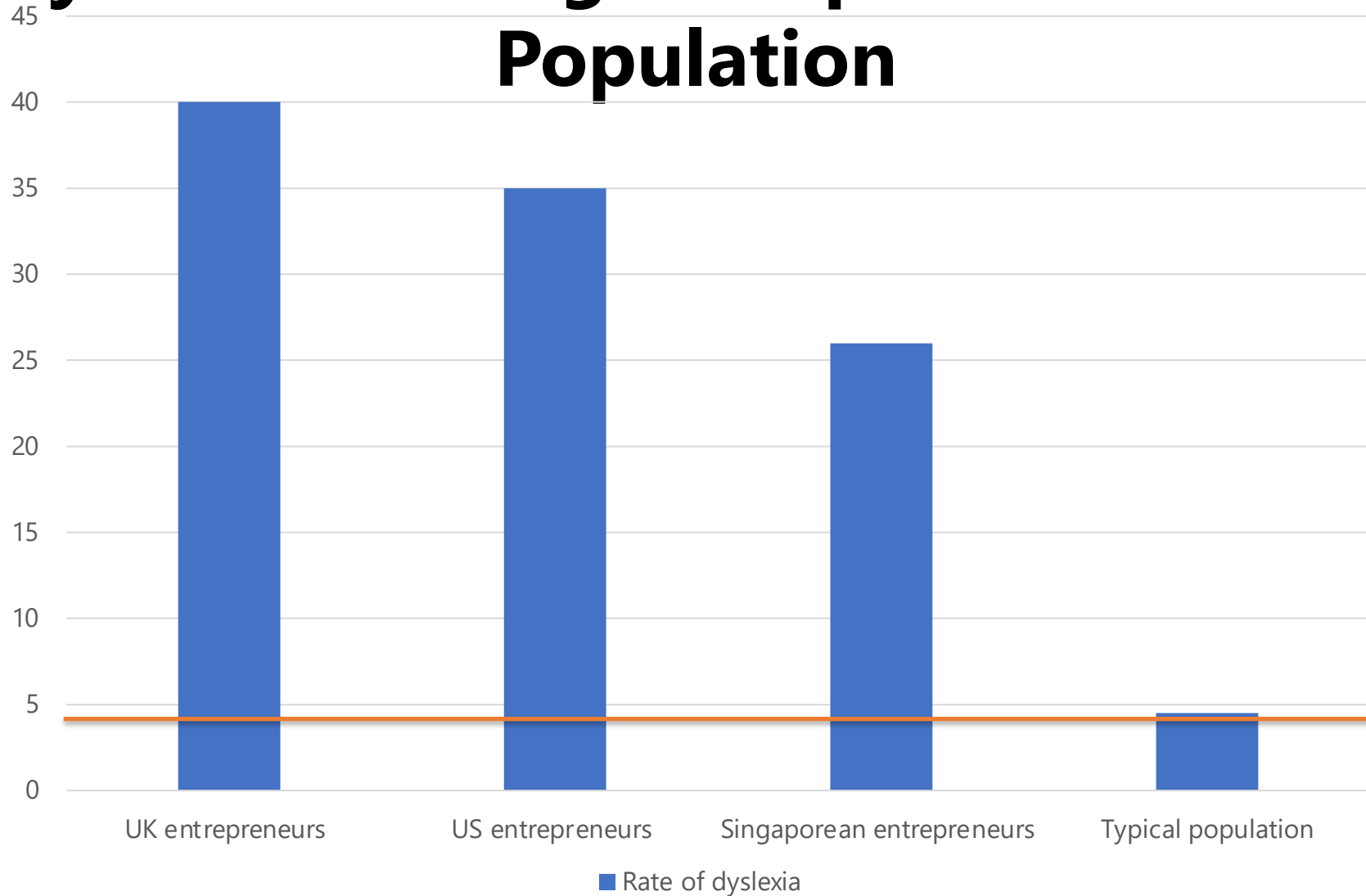
# Session Outcomes

- Understand dyslexia through the traditional model
- Explore evidence-based dyslexia intervention
- **Reframe dyslexia**
- Create universally designed learning opportunities in the literacy classroom

# Reframing dyslexia



# More Dyslexics among Entrepreneurs than Typical Population



# The Dyslexic Advantage

“Most people who make a million have difficult childhoods or have been frustrated in a major way. Dyslexia is one of the driving forces behind that.”

(The Sunday Times, October 5, 2003).



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# Individuals with dyslexia and their strengths

Kelly Hoppen: "I can walk into a blank room and visualise what it will be like, with furniture in certain places, changing the colours and picturing it complete (**Strong visuospatial skills**)

Richard Branson: "I seemed to think in a different way from my classmates. I was very focused on trying to set up a business and create something. (**Strategic and creative**)

Pablo Picasso: "I paint objects as I think them, not as I see them" (**Imaginative and creative**)

Charles Schwab: "I can see the end zone, while others are thinking very serially, step by step." (**Seeing the 'big picture'**)



# Dyslexia helped him become a sharp reader

“

*I went through life and I overcame it. When I did a course on speed reading and I did not succeed, not because I was stupid but **because I usually have to run my eye back, make sure that I got the right word.** That slows me down, but because I read more slowly, I read only once and it sticks, so there are compensations.*

**Mr. Lee Kuan Yew on his dyslexia  
(in an interview)**



”

# Dyslexia helped her find that visuospatial advantage

“ *I went through school unable to read or spell...I have a lot of scars from that period of my life, and still feel them in certain situations, but **I taught myself to get through this.** Reflecting back, I think that the experience has shaped me in lots of ways. One of the ways I helped myself study was to **practise visualisation:** I would use a story and imagine it in my head, then attach it to something I was learning about so that when that came up in a question, I could fire up my imagination and remember what I needed.*



**Kelly Hoppen**  
on her dyslexia

”



# A transformation journey



Denial and anger

Acceptance, finding ways to compensate



Growing your strengths



# Session Outcomes

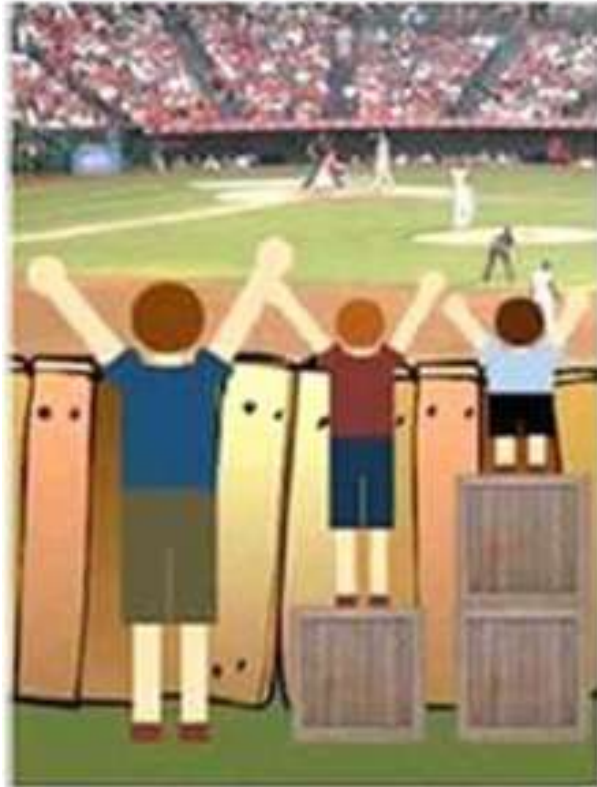
- Understand dyslexia through the traditional model
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- **Create universally designed learning opportunities in the literacy classroom**

# Universal Design for Learning



**A dyslexia friendly classroom with plenty of natural light and students with different learning styles**

# Diversity lies in learners, Barriers lie in instructional design

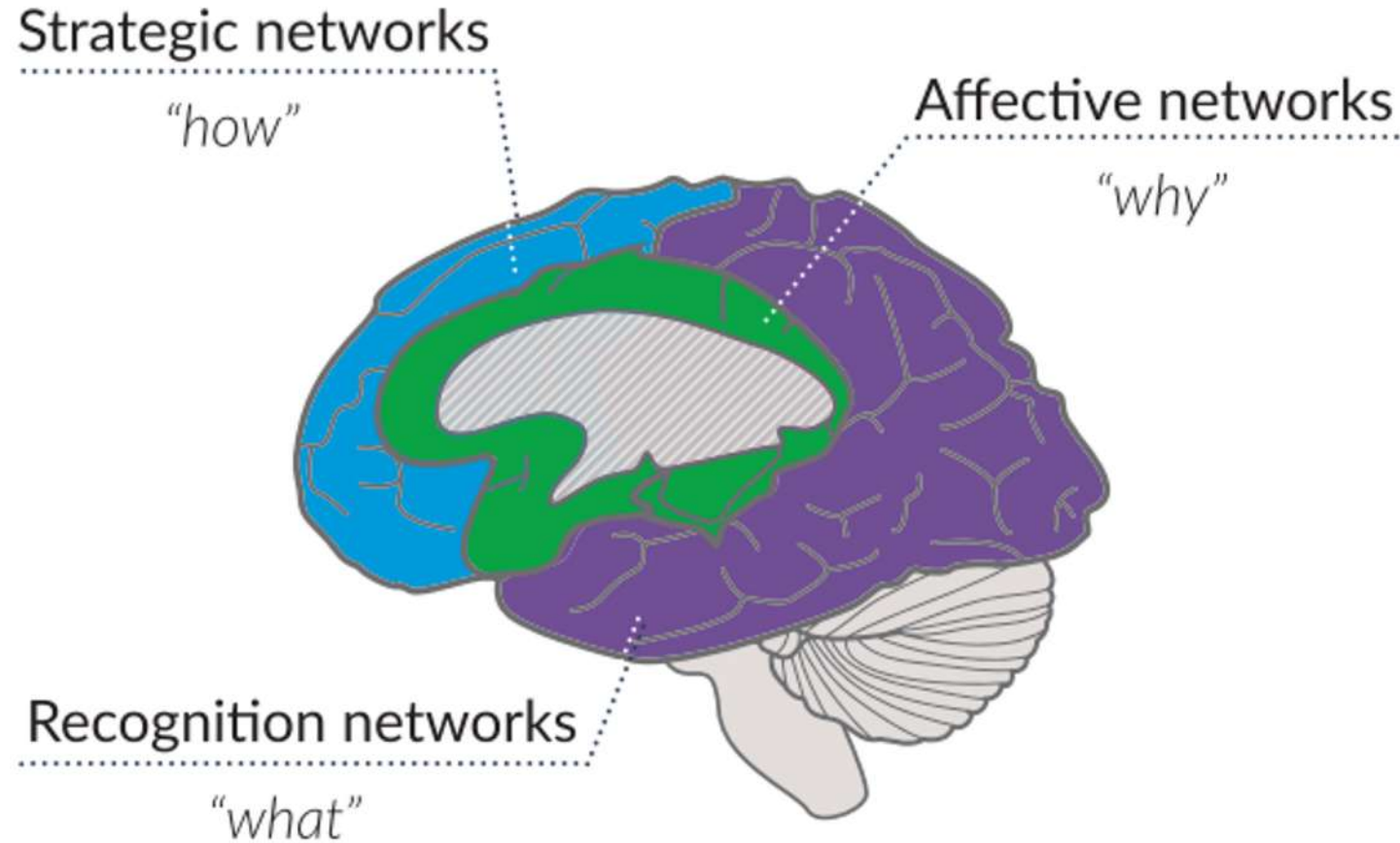


# Different folks, different strokes

Heart of Universal Design for Learning:

1. Diversity lies in learners, barriers lie in instructional design
2. Offers options and in so doing, remove barriers to learning
3. Introduces practices that are essential for some, good for all

# UDL: There is no average brain



# UDL principles

Affective

Recognition

Strategic

## Engagement



Offer options and supports to stimulate motivation and sustained enthusiasm for learning

## Representation



Present information in different ways to support access and understanding

## Action & expression



Offer options and supports to all so everyone can create, learn, and share

Source : CAST, 2018

# Affective Network: **ENGAGEMENT/MOTIVATION**

WHAT	WHY	HOW
<p>a. Goals Goals are visible to students and referred throughout the lesson.</p>	<ul style="list-style-type: none"> <li>● We want to develop expert learners who are purposeful and motivated.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate lesson objectives on various platforms:               <ul style="list-style-type: none"> <li>• Write</li> <li>• Pictures</li> <li>• Tell</li> </ul> </li> <li>• Relate goals to real world context multiple times throughout the lesson</li> <li>• Clearly align instructional materials and assessments to stated goals</li> </ul>
<p>b. Student identity Students need to feel that they belong to the learning environment and lesson design.</p>	<ul style="list-style-type: none"> <li>● Learners who feel that teachers are looking out for them and are genuinely concerned about them will feel motivated to do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask open-ended questions, responding thoughtfully to students to create space for them to express themselves</li> <li>• Mindful of learning differences, learning preferences, culture, interests, strengths</li> <li>• Use materials that reflect the lived experiences and identities of all learners</li> </ul>
<p>c. Collaboration and community</p>	<ul style="list-style-type: none"> <li>● Many learners improve sustained effort and persistence when they have options to collaborate with peers.</li> </ul>	<p>Provide opportunity for learners to collaborate with diverse partners – rotation.</p>
<p>d. Facilitate persistence and sustaining effort</p>	<ul style="list-style-type: none"> <li>● Growth mindset helps sustain effort</li> </ul>	<p>Provide opportunities to use growth mindset language</p> <ul style="list-style-type: none"> <li>• I give up VS I will try a different way</li> <li>• This is too hard VS it will get easier with practice</li> <li>• I don't know how VS I can learn how</li> </ul>



# Helping kids to belong to learning environment

Some kids like to wriggle, move around, bite nails or doodle when you need them to concentrate. We can help by providing:

- Standing desks
- Sensory disc seats
- Kick bands



# Building student identity

- Include students' lived experiences in lesson design. Letter shapes → animals. Helps children better retain new information, tag new knowledge to meaningful and existing knowledge in long term memory.



# Case study 1

- Brian is a quiet, withdrawn and self-conscious boy. He has difficulties expressing himself and freezes during English show and tells. He keeps to himself and goes for recess alone. He is starting to show signs of school refusal. He is not motivated to learn in an environment which emphasises heavily on English.

# Case study 1

- b) Student identity: English teacher should be more mindful. Show and tell options should include a task that this student can contribute to
- c) Collaboration and community: On alternate days, teacher can gather class to sit together during recess to offer him opportunities to interact with other classmates over a given topic/ theme. e.g. bring a toy/ object
- d) Facilitating persistence and sustaining effort: Subject teachers can use growth mindset language more often

# Recognition Network: **REPRESENTATION/UNDERSTANDING**

WHAT	WHY	HOW
a) Flexible methods to reach all learners	<ul style="list-style-type: none"><li>• Learners have a variety of learning needs and preferences. By providing students with a variety of options, students are more likely to engage in deep learning.</li></ul>	<ul style="list-style-type: none"><li>• Change the work environment to create various spaces for children to thrive.<ul style="list-style-type: none"><li>• Learning centres</li><li>• Independent learning</li><li>• Pair work</li></ul></li><li>• Use various modalities to support understanding<ul style="list-style-type: none"><li>• Visual</li><li>• Auditory</li><li>• Movement</li><li>• Tactile</li><li>• Music</li></ul></li><li>• Offer variety of tools during reading comprehension<ul style="list-style-type: none"><li>• App or programme with text to speech function</li><li>• Reading pen</li></ul></li></ul>

# Recognition Network: **REPRESENTATION/UNDERSTANDING**

WHAT	WHY	HOW
<p>b) Flexible materials to reach all learners</p>	<ul style="list-style-type: none"><li>• Learners have a variety of learning needs and preferences. By providing students with a variety of options, students are more likely to engage in deep learning.</li></ul>	<ul style="list-style-type: none"><li>• Offer variety of tools while teaching letter-sound correspondence<ul style="list-style-type: none"><li>• Visual cards</li><li>• Tactile mats</li><li>• Key word objects</li><li>• Kinesthetic movements</li></ul></li><li>• Present options in presentation of worksheet content:<ul style="list-style-type: none"><li>• Text (Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded)</li><li>• Images</li><li>• Colours</li></ul></li></ul>

# Supporting access and understanding: Multisensory storytelling



Credits to: <https://www.theoakplanters.com/>

## Case study 2

- Debby wanders off from the ongoing shared book reading session to the display table at the back of the class. She meddles with the artwork that her classmates have done. The co-teacher brings her back to join the rest of the class but after a while she wanders off again to explore her surroundings. She is not able to access learning in the shared book reading session.

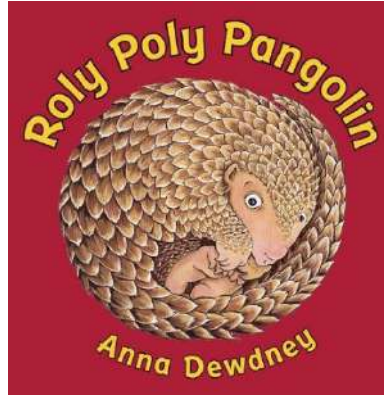


# Case study 2

a) Flexible methods: Use various modalities to support understanding

- Visual
- Auditory
- Movement
- Tactile
- Music

# Supporting access and understanding: Multisensory storytelling



To the tune of “she’ll be coming round the mountain”:

Roly Poly Pangolin’s very shy  
Roly Poly Pangolin’s very shy  
He will roll into his tight ball  
He will roll into his tight ball  
He will roll into his tight ball when he’s shy



Credits to  
<https://www.theoakplanters.com/>  
<https://www.bekind.sg/>

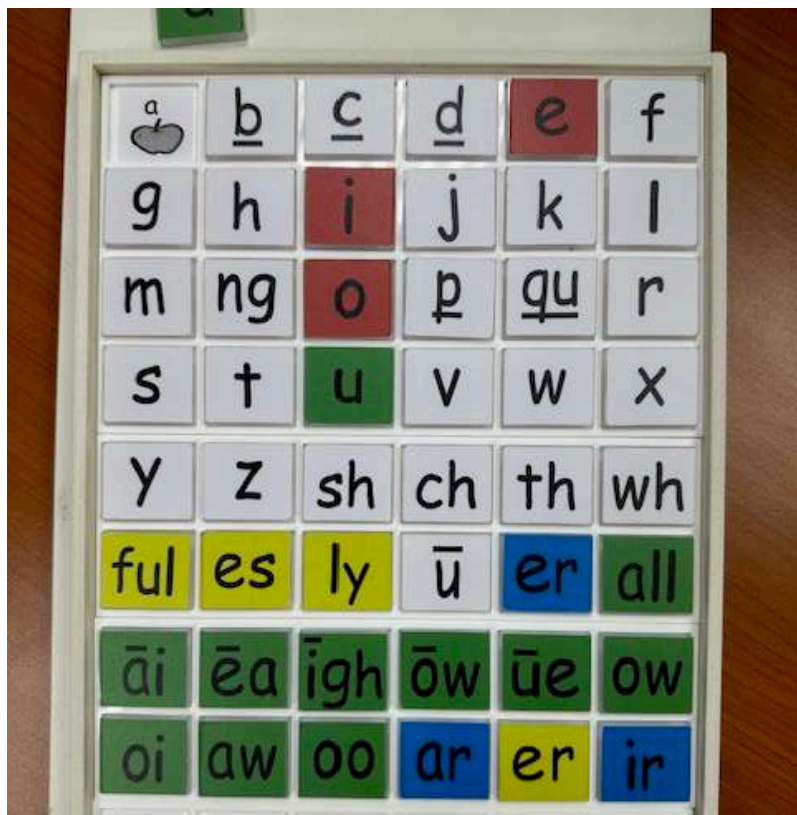
# Strategic Network: **EXPRESS/DEMONSTRATE**

WHAT	WHY	HOW
a. Assessments	<ul style="list-style-type: none"><li>• A choice of the type of formative assessments allows learners to express their understanding in the best possible way.</li></ul>	<ul style="list-style-type: none"><li>• Give options as to what type of show and tell children can do.<ul style="list-style-type: none"><li>• Share an experience or game</li><li>• Bring an object</li><li>• Bring a picture</li><li>• Make a collage</li><li>• Pre-recorded video of any of the above</li></ul></li><li>• Give options as to what type of assessment they can choose to demonstrate a concept:<ul style="list-style-type: none"><li>• Role play</li><li>• Writing</li><li>• Modelling</li></ul></li><li>• Offer variety of tools during spelling<ul style="list-style-type: none"><li>• Fingerfastspell</li><li>• Elkonin boxes</li><li>• Lined paper</li></ul></li></ul>

# Strategic Network: **EXPRESS/DEMONSTRATE**

WHAT	WHY	HOW
b. Self-assessment and feedback	<ul style="list-style-type: none"><li>• Self-assessment will challenge learners to become more resourceful and reflective, create new goals for themselves and move forward in becoming an expert learner.</li></ul>	<ul style="list-style-type: none"><li>• Provide different avenues to build awareness of self:<ul style="list-style-type: none"><li>• Self-assessment</li><li>• Peer assessment</li><li>• Teacher assessment</li></ul></li><li>• Elicit feedback during class in different ways:<ul style="list-style-type: none"><li>• Check-ins using motor response, drawing or pointing a picture e.g. Hop like a bunny, draw a bunny, or point to a bunny</li><li>• Check-ins using digital responses e.g. Kahoot feedback</li><li>• Check-ins using verbal response e.g. feedback sheet</li></ul></li></ul>

# Allowing learners to demonstrate knowledge: Spelling



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Making all tools available for students: Fingerfastspell, Elkonin boxes, spelling sheet

# Allowing learners to demonstrate knowledge

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## CRYSTAL JADE Homework

Choose a **RESPONDING** task below based on the topic you are currently studying in Drama. The larger the meal the bigger the challenge!

### Starters

#### Three - Two - One

Explain **THREE** things you have learned during this topic.  
Discuss **TWO** areas you could improve.  
Ask **ONE** question you still have about the topic.

#### Even Better if...

Think about your most recent presentation. Discuss three elements that you are proud of and three elements that could have been improved and what could be done to make them better.

### Main Meal

#### Drama Dictionary

Identify key terms we have used in this topic and write a dictionary of Vocabulary with definitions. You could even add examples with sketches, photos or recordings.

#### Quiz Show

Design a quiz with questions and answers based on the topic we are currently studying in Drama. This could be a parody of an existing game or your own original idea.

### All You Can Eat

#### Expert's guide to...

Create a set of "how to" instructions to help someone master the topic or skills you have explored in your Drama class. You may choose the format, e.g. poster, book, video etc

#### Everyone's a Critic

Write an evaluation (review) of a piece of live theatre or a film you have recently watched. Make sure to discuss what you have seen with Drama specific language.

If you have any questions about your homework task do not hesitate to contact your Drama teacher!

Fun Toast 芳土司

Homework since 1941

Choose a **RESEARCH** task below based on the topic you are currently studying in Drama. The larger the meal the bigger the challenge!

### Starters

#### FUN FACTS

create a **factsheet** that will help students better understand the topic you are currently studying.

you might also want to include a quiz or puzzle!

#### TWEET IT.

Create a **series of tweets** that communicate facts about the topic you are studying.

These could be explained by a character's account, or another source, use your

### Main Meal

#### POWERPOINT

Create a **Powerpoint Presentation** that will outline important facts about the topic you are studying.

Make it interacting with pictures animations!

#### POSTER

Create a **Poster or Leaflet** that explains the topic you are studying in depth with key information easy to find

Your poster should fit into one A4 sheet.

### All You Can Eat

#### HEADLINE NEWS!

Create a newspaper article that reports the important details from the topic you are studying!

make sure to include a catchy headline and eyewitness accounts!

#### TIME TRAVELLERS REPORT!

You are sent back in time to see the topic you are studying first hand and report what you experience.

remember to use all five senses and back it up with evidence.

If you have any questions about your homework task do not hesitate to contact your Drama teacher!



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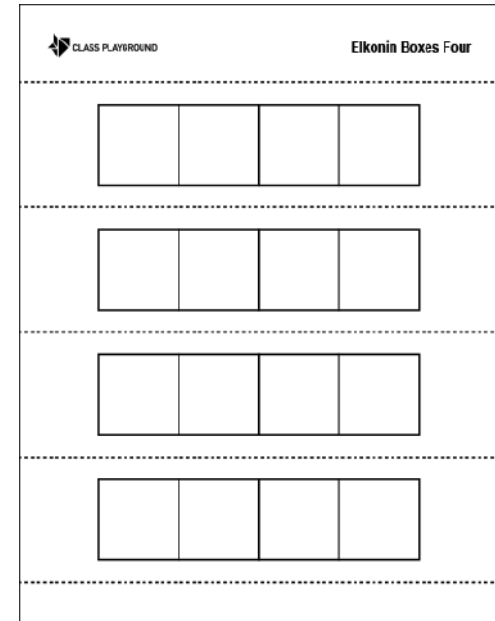
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## Case study 3

- Esther dreads Friday. It is spelling day - the day that she feels most lousy about herself. During the test, her peers write effortlessly while she tries desperately to recall the letters dancing in her head. Teacher instructed, "Next word, because." She hesitantly scribbles a few letters "dcos". She is not able to demonstrate knowledge in this one way of testing.

# Case study 3

- a. Assessment: Allow Esther to choose a spelling tool that helps her demonstrate her knowledge:
- a. Fingerfastspell
  - b. Elkonin box worksheet





# Case study 4

- At the activity corner to build fine motor skills, Arif struggles with picking up marbles using the chopstick. Everyone seems to be doing well but Arif could not even pick up one marble. He is taunted by his classmate who excels at the activity. He is overwhelmed by emotions, surges forward and attacks his classmate. He is not able to access learning and demonstrate learning in this one way of developing fine motor skills.

# Case study 4

1. Motivation: No student identity: He does not feel he belongs to the learning environment and design.
2. Understanding and demonstration. Provide flexible methods: consider other options to build motor skill e.g. pick up beans with tweezers, pop bubble wrap etc

# We are different, and the same.

J: "My classmate Debby doesn't listen to stories. She does not listen to anyone. She walks around in class. She only listens to herself."

Me: "Oh, what do your teachers do?"

J: "Auntie W will tell Debby to return to her seat while counting 5, 4, 3, 2, 1. But Debby doesn't always listen."

Me: "How do you feel about having Debby in class?"

J: "She's my friend. I help her. I put my arms around her during photo-taking so she doesn't run off."



"I am who I am  
not ***despite*** of dyslexia, but ***because*** of dyslexia."



# SAME SAME BUT DIFFERENT


A PODCAST BY DAS

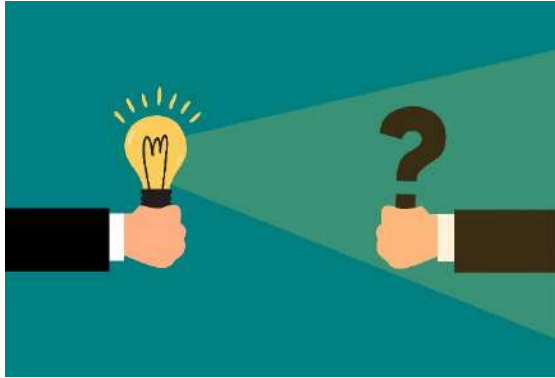
SPECIAL GUEST EVELYN TAN

## Listen to our podcast!

Evelyn Tan and Dr. June Siew discuss the importance of positive reframing. Hear about how these devoted mothers support their children with learning differences in accepting and reframing their conditions to uncover their true potential. 🧡



 Chat with Us



# THANK YOU

Let's connect on  
LinkedIn!



[linktr.ee/junesiew](https://linktr.ee/junesiew)