Opening All Options Launch
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OPENING ALL OPTIONS
Learning Disability Resource

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ADCET
AUSTRALIAN
DISABILITY
CLEARINGHOUSE
ON EDUCATION AND TRAINING

Opening All Options Contents

- About Specific Learning Disability

- A Personalised Learning Framework

- The importance of the practitioner / student relationship

- Building Student awareness / skills and self advocacy

- Screening and referral processes

- What is involved in Assessment for SLD

- Collaborating with academics

- Tips for new practitioners

- Understanding the range of profiles of SLD

- Aligning Reasonable Adjustment with an individual profile of SLD

- Teaching Strategies

- Universal design strategies

- Aligning Assistive Technology to the SLD profile (SETT)

- Embedding Academic Skills in support

What we know about Specific Learning Disability (SLD)

The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) identifies specific learning disabilities (disorders) as a disruption to the normal pattern of learning academic skills that is neurodevelopmental and biological in origin.

What We Know about SLD cont . . .

- Up to 10% of the worlds' population are estimated to have an SLD.

- 80% – 85% of people with an SLD will have dyslexia.

- Students with SLDs have average to above average intelligence

- Students with SLDs can learn and lead productive lives

- Students with an SLD have ability / strengths in some areas and barriers / difficulties in other areas

- Each student's SLD / learning profile will be unique to that student

- Students with SLDs often need targeted instruction to develop areas of weakness

- Students with an SLD are often first identified as verbally bright, with poor academic performance

Specific Learning Disability and the Australian Education Context

- Not widely understood in primary and secondary sector
- Information is generally not included in teacher pre-service training
- Children and Young people with SLD often become casualties of an ill equipped education system
- Not supported in disability programs in primary and secondary (regardless of federal legislation and Education Standards)
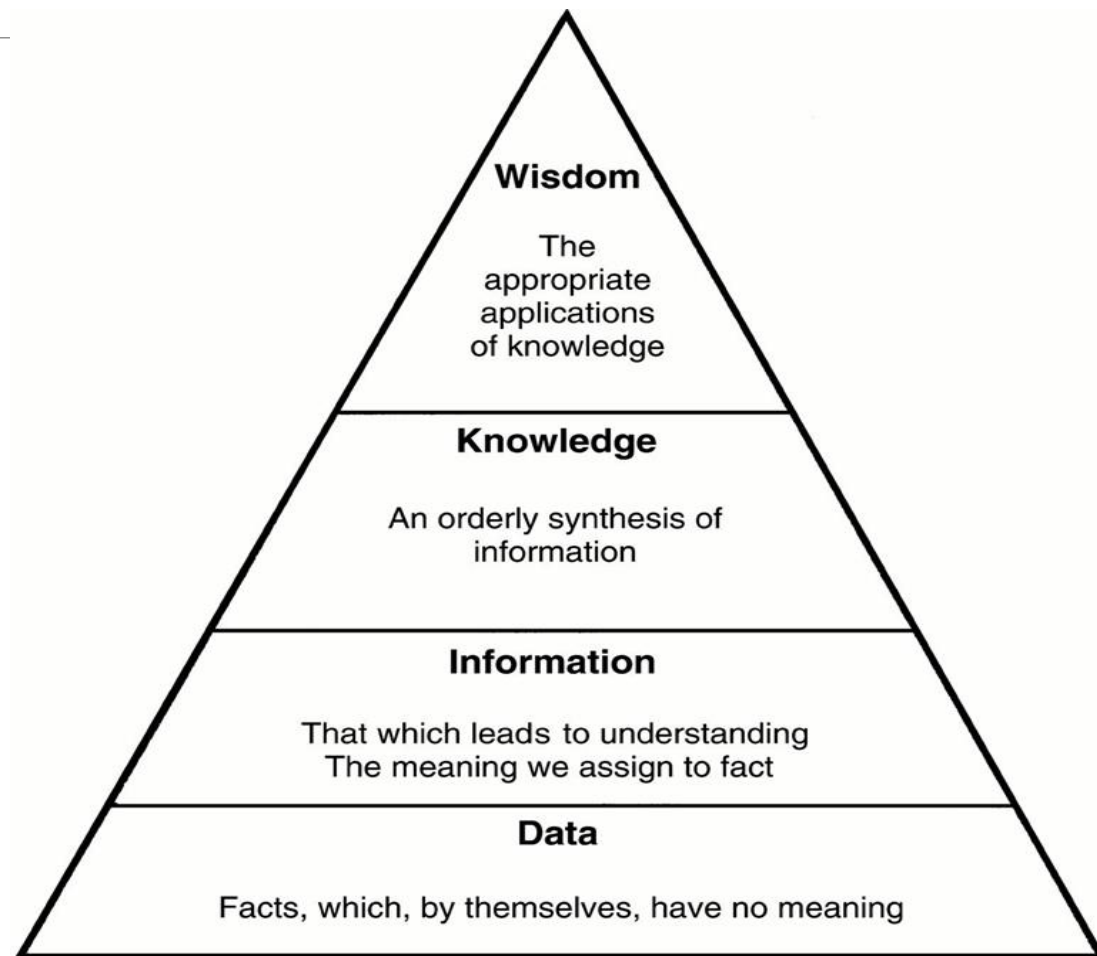
SLD in Tertiary Education

- SLD reported as one of the most prevalent issues presenting to disability or academic support services- TAFE and University

- Majority of students presenting do not have a diagnosis

- Those with a diagnosis are often not adequately informed about their capacity and difficulties

- Most do not present with learning strategies

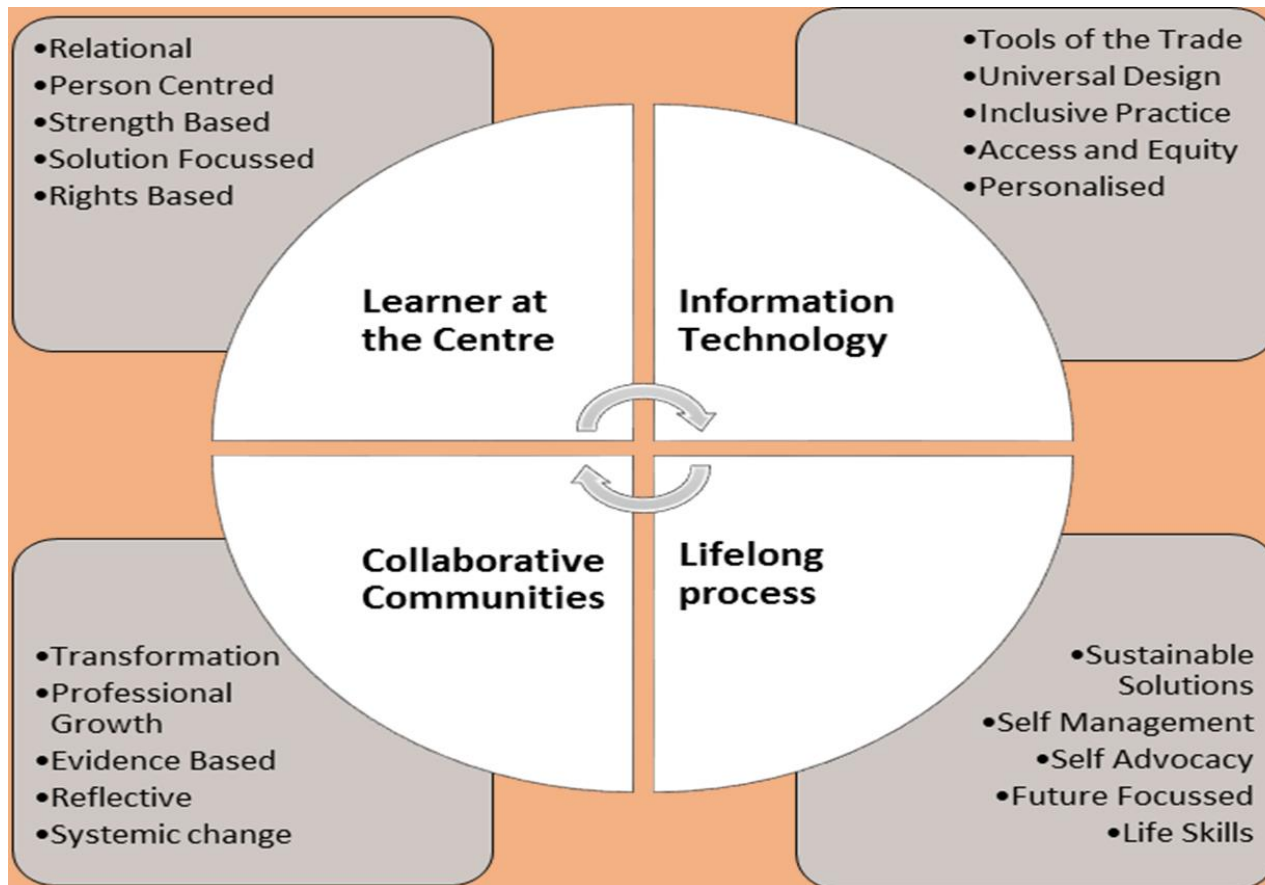- Most share stories of horrendous formative school years and fears of continued failure in tertiary ed.

Disability Practitioners in Tertiary Education

- More than twenty years of collective Practice Wisdom across the sector

- Cohesive and collaborative professional networks - COPs

- Sophisticated Practice

- Pioneers for practice in education in Australia

Wisdom
The appropriate applications of knowledge

Knowledge
An orderly synthesis of information

Information
That which leads to understanding
The meaning we assign to fact

Data
Facts, which, by themselves, have no meaning

A Framework for Practice
Personalised Learning

Learner Centred Practice

- Relational pedagogy

- Exploring for Strengths

- Solution and Future Focussed

- Building Self- Awareness and Advocacy

- Screening

The Screening Process

- Building awareness of SLD – discrepancy between capability and unexplainable difficulties

- Eliminating other factors (gaps in education)

- Facilitating self-reporting of difficulties

- Using strength and solution focussed talk:
  - Exception questions
 - Coping questions

Formal Assessment

- Knowing when and how to seek diagnosis or revisit a prior diagnosis?

- Profiling an Individuals areas of strength and difficulty.

- Validating requests for reasonable adjustments in line with the DDA (1992)

- Enabling the Disability Program to be proactive across the institution

- Providing personalised interventions – matched to strengths and areas of difficulty

What we need from an Assessment

- Evidence that SLD exists
- Evidence of the persistent nature
- *Discrepancy between ability and IQ**
- A summary of the diagnostic interview
- A list of tests undertaken
- A synthesis of the test results
- A well written and easy to follow interpretation of the findings
- Highlighted strengths and areas of difficult
- Recommendations for accommodations including AT
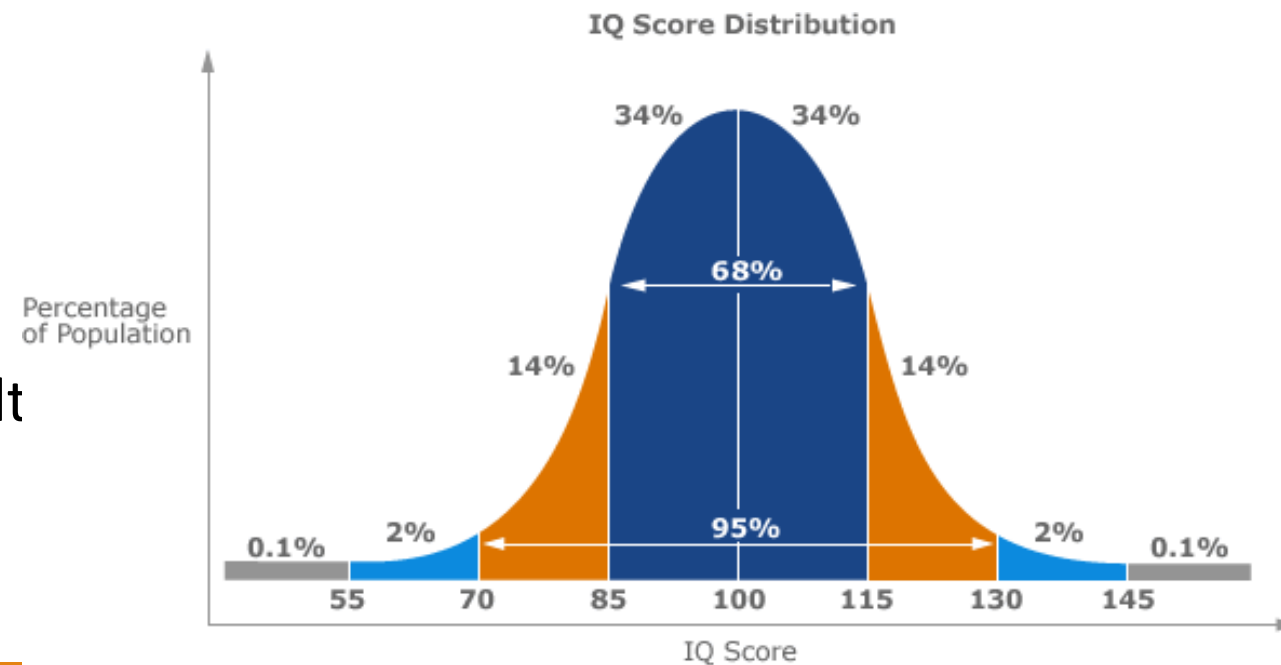
Reasonable Adjustments

All Adjustments must:

Be reasonable

Maintain academic integrity

Be designed through collaboration and consultation with academics, the students and disability service

Must not detract from inherent requirements of the curriculum

Assistive Technology (SETT Framework)

Assistive Technology must:

- Meet the specific learning difficulty experienced by individual students
- Be introduced to complement academic skills development
- Reinforce literacy skills and knowledge
- Not be viewed as a replacement for good teaching
- Be introduced systematically with targeted guidance and support

SETT- similar to ecological inventory

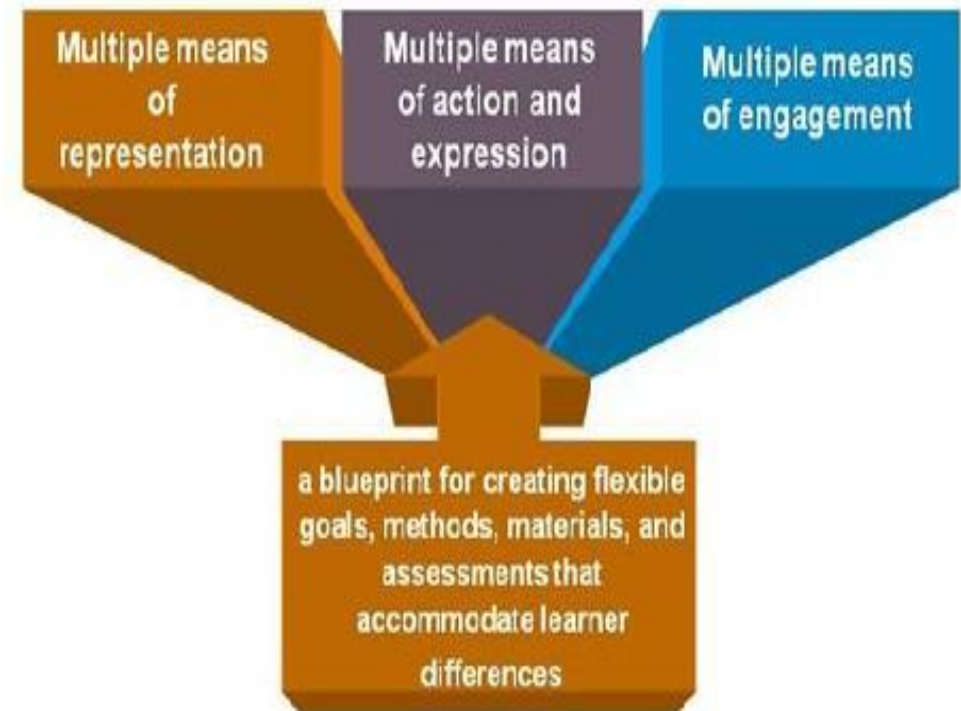| Student	Environment	Task	Tools
S	**E**	**T**	**T**
•What are the student's current abilities? •What are the student's special needs? •What are the functional areas of concern?	•What activities take place in the environment? •What activities do other students do that this student cannot currently participate in? •What assistive technology does the student have access to or currently use?	•What specific tasks occur in the environment? •What activities is the student expected to do? •What does success look like?	•Are the tools being considered on a continuum from no/low to high-tech? •Are the tools student centered and task oriented and reflect the student's current needs? •What are the training requirements for the student, family and staff?

Academic and Study Skills

- Reading
- Writing
- Building Comprehension
- Enhancing Organisation
- Academic work

Teaching and Universal Design Strategies

- Explicit teaching
- Resources in multiple formats
- Practical examples
- Handouts provided online prior to class
- Assessment Tasks explicitly detailed and broken down to parts
- Options for method of assessment
- Audio recorded lecture notes uploaded to LMS
- Assistive Technology in learning centres.

Multiple means of representation

Multiple means of action and expression

Multiple means of engagement

a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences

Three Basic Principles

Communities of Practice

- State wide Networks
- Collaborative teams
- Peak Bodies
- Mentors
- Experience
- Support
- Sharing

What is a Community of Practice?

A group of people with a common interest

A group of people with a common goal of improving

A group of people who share experiences

Domain ● Community ● Practice