

Dyslexia and related SpLDs: one size doesn't fit all

Anne Margaret Smith



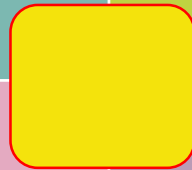
specific learning difference

A different way of
perceiving the world,
processing information
and interpreting sensory input.

Co-occurrence

dyslexia

AD(H)D



**Asperger's
Syndrome**

dyspraxia

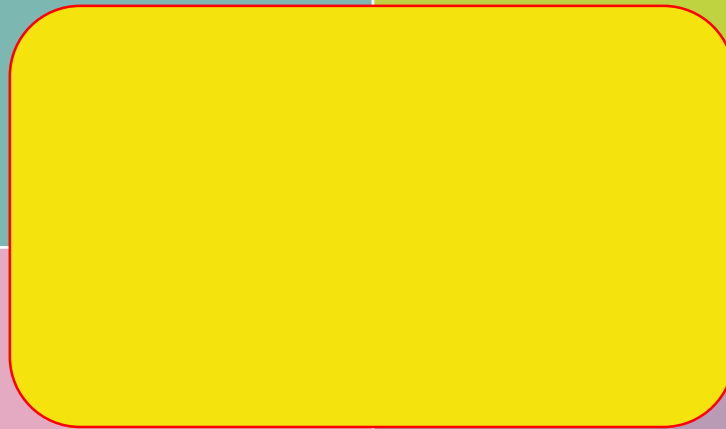
Co-occurrence

dyslexia

AD(H)D

**Asperger's
Syndrome**

dyspraxia

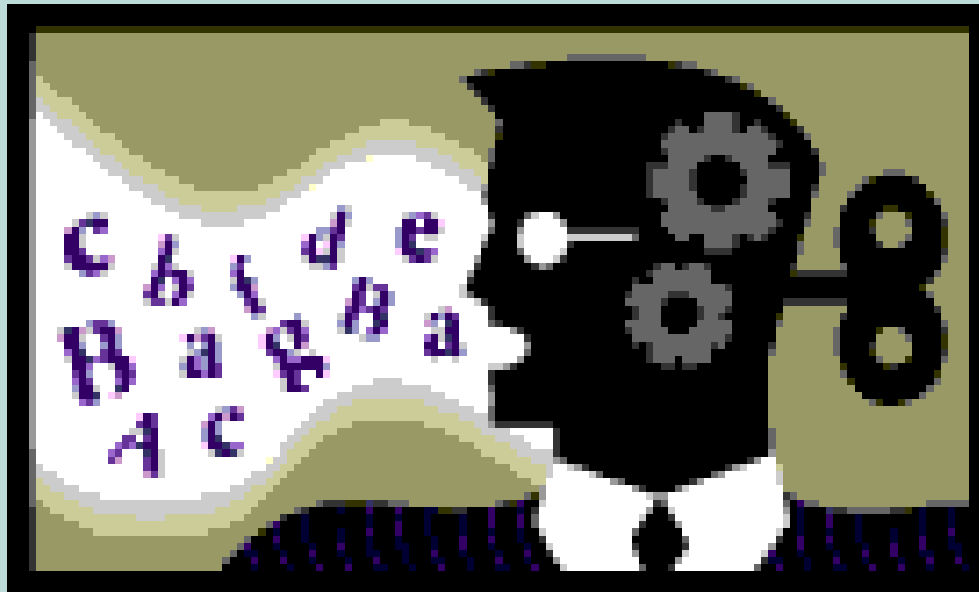


dyslexia

dyslexia

- spelling
- word order
- finding the right word
- copying or taking notes
- reading quickly and accurately

dyslexia



dyslexia

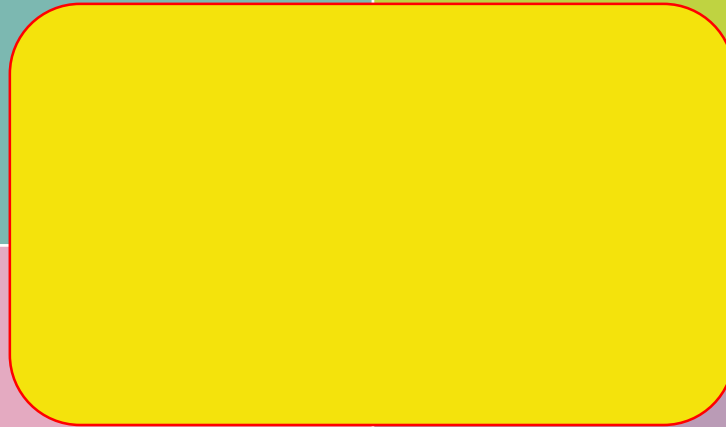
- spelling
- word order
- finding the right word
- copying or taking notes
- reading quickly and accurately
 - memory issues
 - organisation issues
- processing information quickly

Co-occurrence

dyslexia

processing information,
particularly phonological
information

AD(H)D



Asperger's Syndrome

dyspraxia

Attention Deficit (Hyperactivity) Disorder

Attention Deficit (Hyperactivity) Disorder



restless



impulsive



**find it hard to focus on
one thing at a time**



Co-occurrence

dyslexia

processing information,
particularly phonological
information

AD(H)D

impulsivity, lack of
sustained concentration

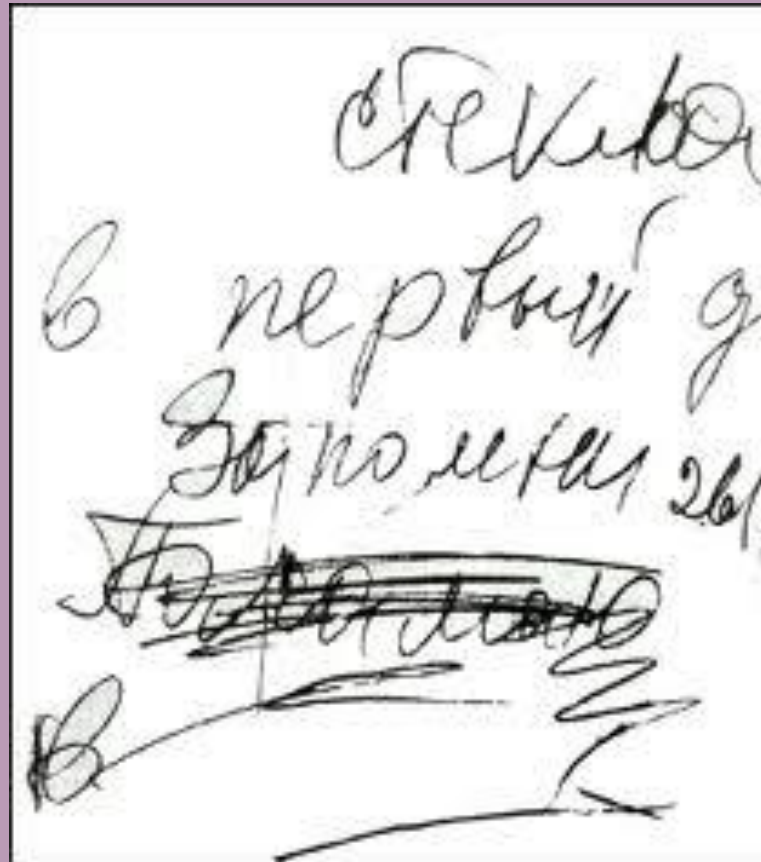
Asperger's Syndrome

dyspraxia



dyspraxia

dyspraxia



Co-occurrence

dyslexia

processing information,
particularly phonological
information

AD(H)D

impulsivity, lack of
sustained concentration

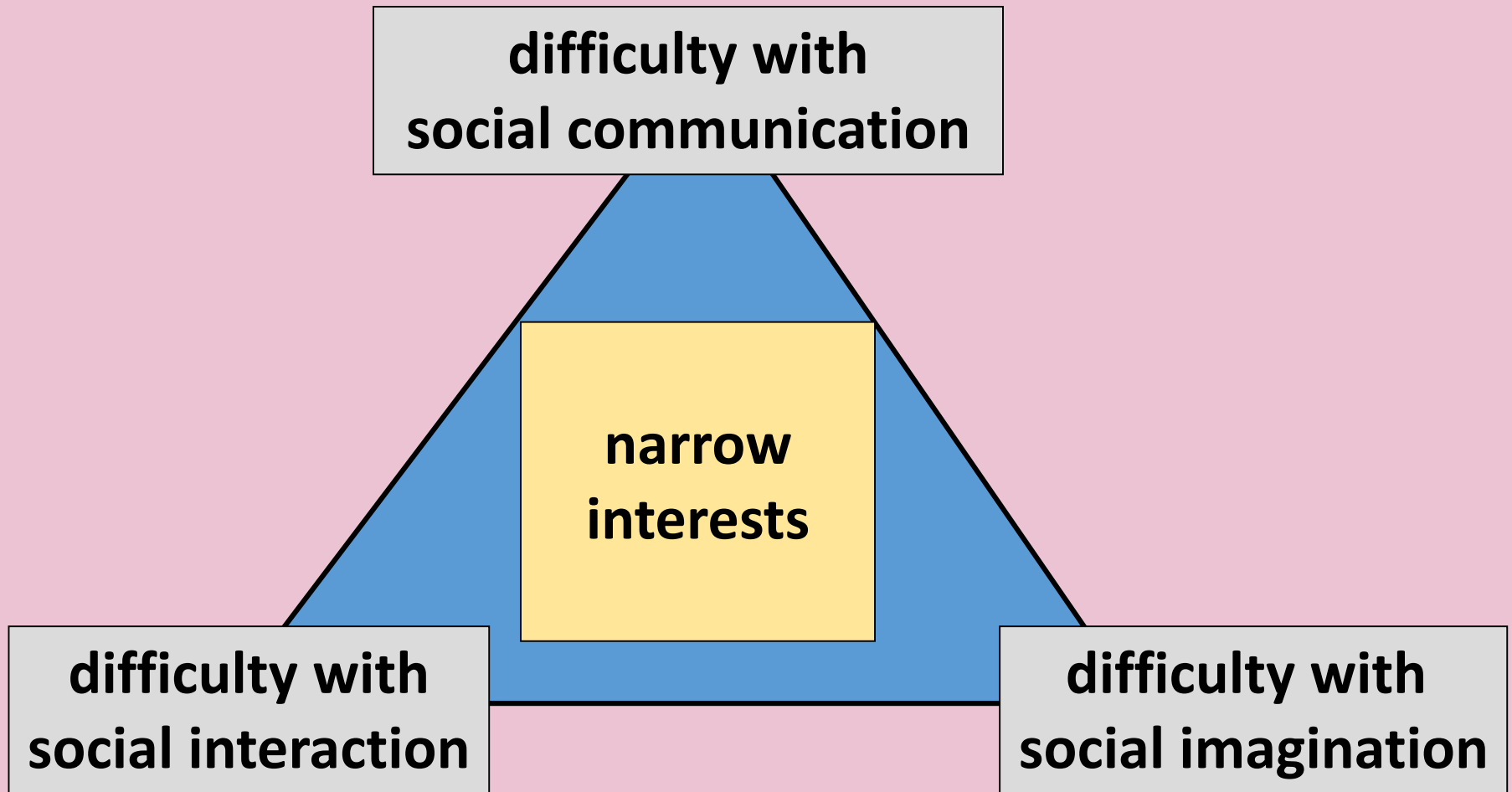
fine / gross motor
control, sequencing

Asperger's Syndrome

dyspraxia

Asperger's Syndrome

Asperger's Syndrome



Co-occurrence

dyslexia

processing information,
particularly phonological
information

AD(H)D

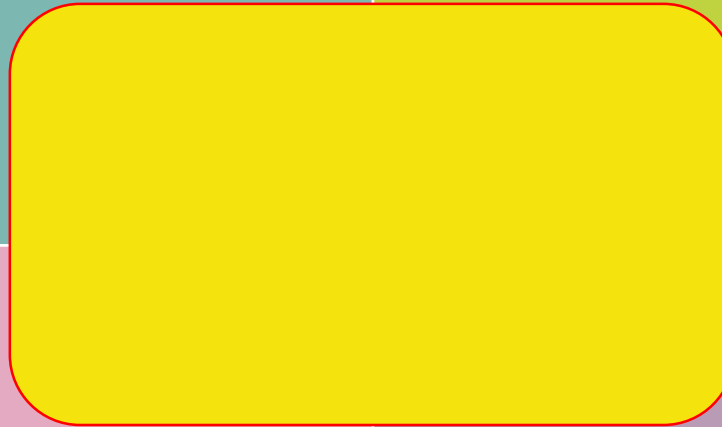
impulsivity, lack of
sustained concentration

social interaction
and communication

Asperger's Syndrome

fine / gross motor
control, sequencing

dyspraxia



- **Memory**
- **Speed of processing**
 - **Organisation**
 - **Pragmatics**
 - **Self esteem**

Co-occurrence

dyslexia

processing information,
particularly phonological
information

AD(H)D

impulsivity, lack of
sustained concentration

Memory

Speed of processing

Organisation

Pragmatics

Self esteem

social interaction
and communication

fine / gross motor
control, sequencing

Asperger's Syndrome

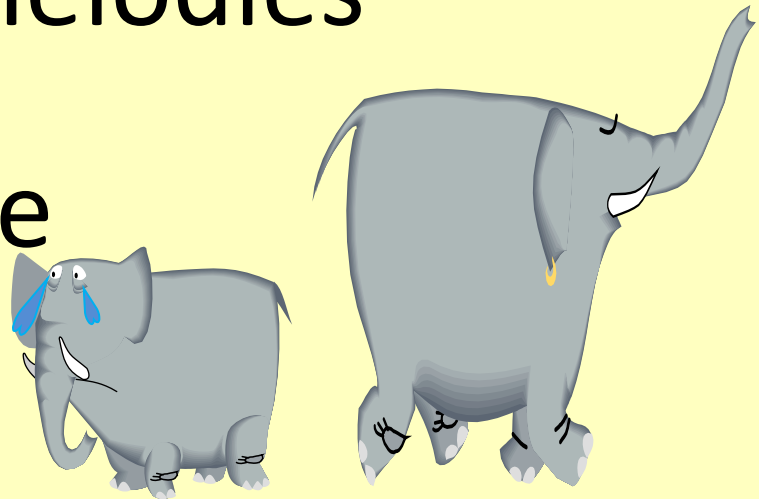
dyspraxia

**How can we
support our
language learners
who have SpLDs?**

- **Memory**
- **Speed of processing**
 - **Organisation**
 - **Pragmatics**
 - **Self esteem**

Memory strategies

- Silly stories (mnemonics)
- Chunking
- Rhythms and melodies
- Memory picture



Memory picture

'boy' in Swedish



Memory picture



Memory picture 'girl' in Swedish



Speed of processing: Metacognitive strategies

E.g. the questions
needed to decide if we
should use 'a' or 'an'

Speed of processing: Metacognitive strategies

1. Is this a noun?
2. Is it singular?
3. Is it clear which one we are talking about?
4. Does the word start with a vowel sound?

Organisation

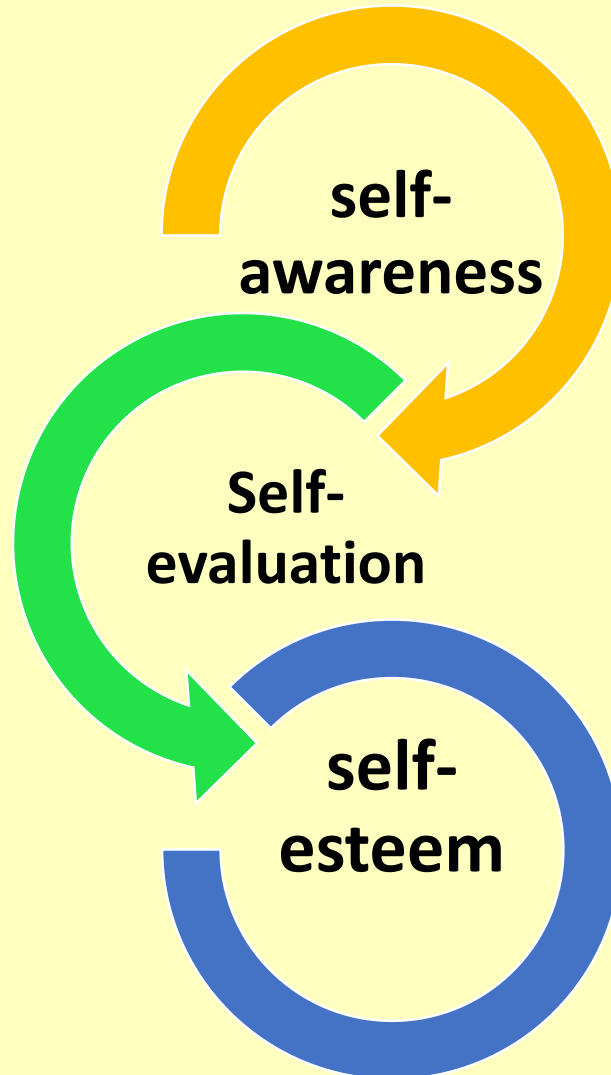
- Diary planning
- Reminders
- Perception of time going by

Let me know when **one minute** has gone by, and when **10 minutes** has gone by.

Pragmatics

- Explicit instruction in social strategies / pragmatic competence
 - Eye contact
 - Topics of conversation
 - Intonation
 - Facial expressions / gestures

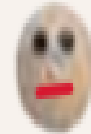
Self-esteem



Self-evaluation



I can:



I need to practise:

Want to know more?

www.EnglishSoundsFunh.com

Anne Margaret Smith

ams@ELTwell.co.uk

Want to know more?

www.ELTwell.co.uk



Anne Margaret Smith

ams@ELTwell.co.uk