

Success with Dyslexia

Presented by Shirley Houston, This course is FREE with Online Subscription



Learn how to help dyslexic students experience and acknowledge success through use of support strategies including assistive technology and resilience training.

Format: Online - Individual

Audience: This course is designed for upper primary and secondary teachers

Description

Many dyslexic students feel defined by what they cannot do. Every day they have to do things they find hard but others seem to find easy. This course aims to show upper primary and secondary teachers what they can do to help dyslexic students to experience and acknowledge success. It examines the indicators and impact of dyslexia and what Dyslexia Friendly Schools can do to minimise the impact. Participants will explore a range of support strategies, including the use of assistive technology. They will also learn about new research that shows that resilience is a greater predictor of dyslexic success than gains in academic skills. A resilience program designed for dyslexic students will be outlined.

Additional notes about this format

The online format gives participants skills and time to:

- identify strengths and weaknesses of the dyslexics in their workplace
- identify strengths and weaknesses of their workplace in provision for dyslexics
- trial/implement support strategies designed to increase success
- discuss the success of the trial/implementation with other participants and the presenter in Forums

This course is always open and you can join at any time.

Please note that we run this online course on the Open Learning platform, and you should expect an invitation to the course within 2 working days. There are no set times when you must attend any webinars etc, everything you need will be ready to access inside the course. If you have any problems accessing the course please contact admin@tta.edu.au and we will assist you.

Occurrences

Start Date	Location	Price
01/03/2018	Online	\$269 + GST

Sessions

Defining dyslexia

15 minutes

Presentation of a working definition of dyslexia. Participants watch a video explaining the dyslexic brain and are encouraged to share in Forum 1 questions they have about dyslexia and dyslexic students.

Indicators and Impact

1 hour

Participants read a list of indicators of dyslexia and tick those seen in a dyslexic individual they would like to support. They identify hurdles these are likely to create in their Area. Working with a partner, they undertake a simulation activity that gives some insight into the psychological/emotional impact of dyslexia. Participants will watch a video in which dyslexics talk about how it feels to be dyslexic. They read a list of common strengths of dyslexics then watch a video on 'The Dyslexic Advantage'. In Forum 2, participants discuss observations about the impact of dyslexia.

Dyslexia Friendly Schools/Workplaces

1 hour

Participants read about the BDA Dyslexia Friendly accreditation. They conduct a private audit of their school/workplace, filling out a detailed form. They set two targets for their school/workplace. They go to a website to read through a sample policy and provision plan. They look at websites/videos showing what is being done at some schools/workplaces. In Forum 3, participants share observations about policy and provision.

Support Strategies

1 hour

Participants read about physical modifications, task modifications, instructional strategies and assessment strategies. They watch videos on dyslexia-friendly fonts and a number of strategies. They highlight support strategies already implemented in one colour and strategies they intend to implement in another. They trial at least 2 strategies. In Forum 4 they share support strategies that they have found to be effective.

Using Assistive Technology

1 hour

Participants read about and access links to information about/videos of a variety of assistive technologies that can be helpful to a dyslexic individual. They identify the technologies that could practically be used in their setting. In Forum 5 they share experiences with use of at least one piece of technology.

Resilience and Self-Advocacy

1 hour

Participants will read about research showing that resilience is a greater predictor of dyslexic success than gains in academic skills. They will look at some sample lessons from a program designed to develop resilience in dyslexic students. They will watch video footage of the program in action. In Forum 6 they will share elements of the program they feel they could use in their setting.

On The Road To Success

45 minutes

In this session participants have a choice of creating an action plan for achievement of the goals they selected for their workplace using a template provided OR reading a case study and writing up an IEP for the dyslexic student.

In Forum 7, participants share how they could put the case study student or an individual they work with in their workplace 'on the road to success'.

About the team

Shirley Houston

Creator



Shirley has a Masters degree in Special Education and has been teaching in the area of Special Needs for 30 years. She has taught in government and independent schools, primary and secondary, universities and TAFE. Shirley has also taught in several states of Australia and in the U.S. Her particular interests are specific learning difficulties, early childhood, education of young gifted children and literacy. She loves travel, reading and music.



Enrol now to secure your spot

Limited spots are available. Please enrol online or fax your enrolment to 1300 667 691 to secure your spot.

Please note, by submitting this enrolment form you are confirming that you have been given financial approval by your employer to attend this course. Cancellation advice should be given in writing 7 days before the commencement of this course.

Product: Success with Dyslexia

Occurrence Date:

Your Name:

Your email address:

Employer name:

Employer phone:

Enrol online at <http://tta.edu.au>