

THE ROLE OF THE TUTOR IN HELPING ACADEMICAL
ABLE SECONDARY AGED LEARNERS WITH A SPECIFIC
LEARNING DIFFERENCE, (SPLD), TO EFFECTIVELY
STUDY

Kevin Smith

PATOSS –Professional Development Coordinator

ksmith@patoss-dyslexia.org Mobile: 07956 644794



WWW.PATOSS-DYSLEXIA.ORG

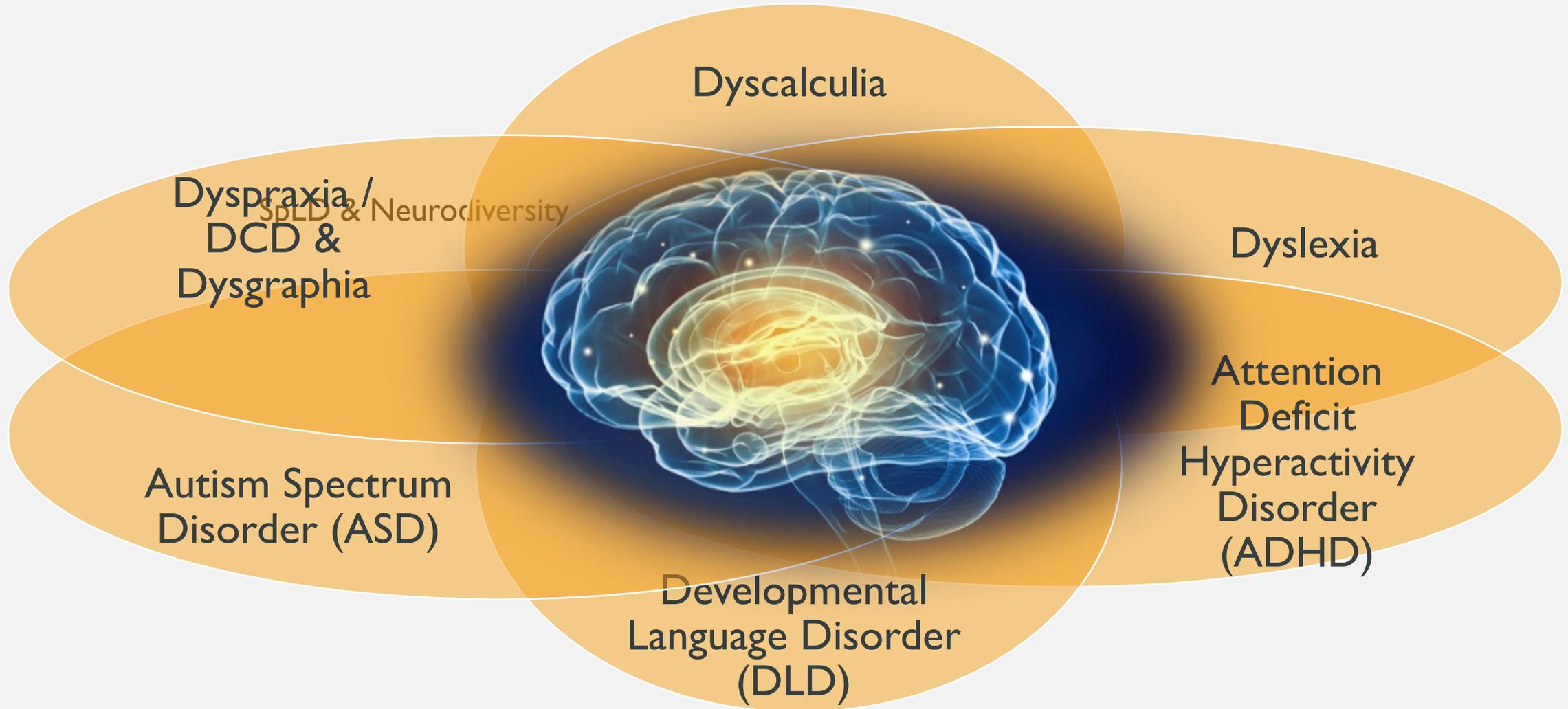
As the largest professional association supporting teachers of students with SpLD we are here to:

- support and promote quality learning and development within the sector
- be the collective voice and raise awareness of SpLDs
- provide an array of supporting services to our members



KNOW THE STUDENT KNOW THE PROFILE

- Know the student – motivations
- Know the students- strengths can be used to aid learning
- Know the students weaknesses –otherwise cannot plan an study skills programme
- Understand the learner's profile- help the learner to understand his or her profile.

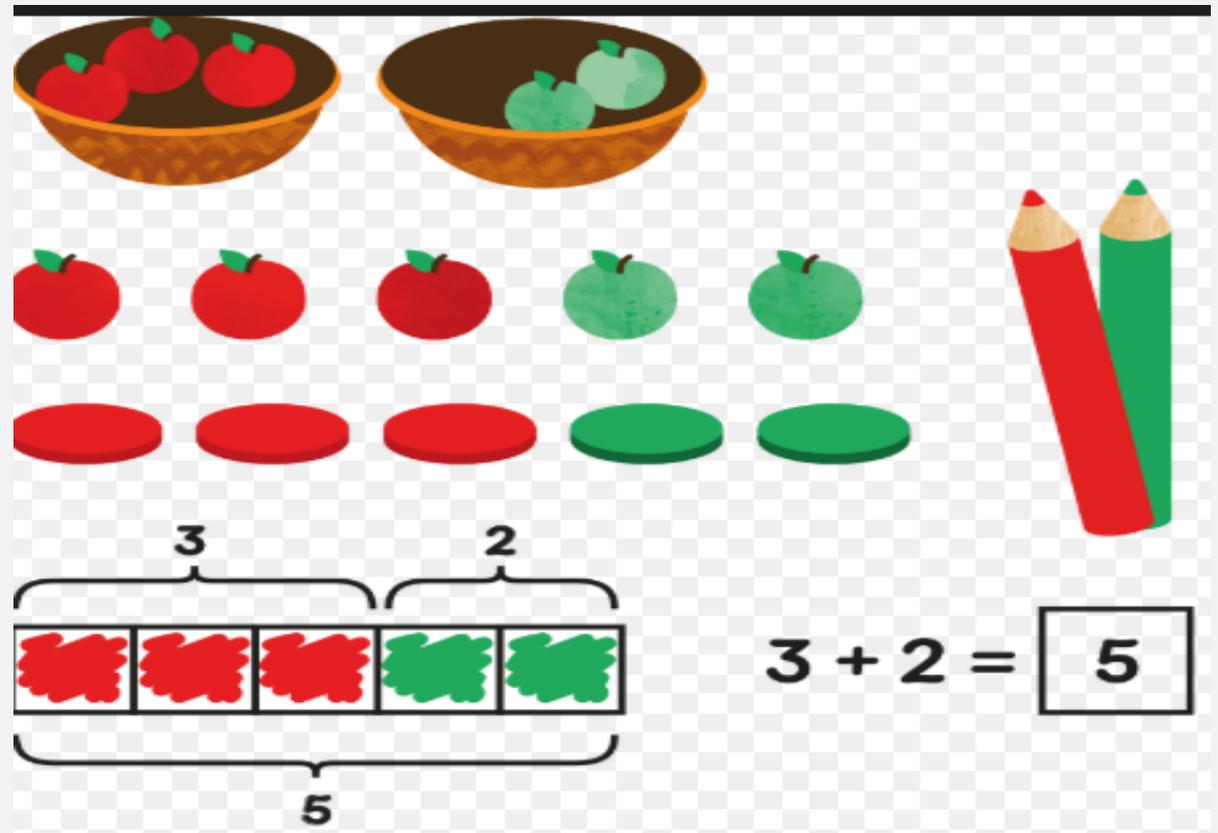


trying new things and going out of our comfort zone. But often we go through our routines and no opportunities present themselves. If we can seek out opportunities instead of waiting for them to fall into our laps we can broaden our horizons. These are five suggestions for you to get try which will break up your routine and leave you feeling more happy with how you spent your weekend. but its a disursive magazine article

DYSCALCULIA

STRATEGY

- Concrete
- Pictorial
- Abstract



	3	0 ⁵	0	2	
-	1	4	6	3	
<hr/>					
	2	1	6	9	
<hr/>					

- a. 'Carried one' from hundreds to units column, omitting tens column.
- b. Incorrect subtraction direction in tens column (0 taken from 6).

		1	3	6	
	X			4	
<hr/>					
		5	9	4	
<hr/>					
			2		

Multiplied 6×4 only, thereafter adding $4 + 3 + 2$ in tens column and $4 + 1$ in the hundreds column.

Meet Hannah



oral communication
resourcefulness
empathy
visualisation
Strengths
practical skills
creativity
sensitivity
perseverance
motivation
long term memory
honesty
problem solving
global thinking
visual-spatial awareness

telling the time
memory orientation
reading
organisation
word retrieval
arithmetic
Challenges
automaticity
processing
motor skills
visual stress
attention
social skills
spelling
estimating



Successful students sets learning targets which they can measure.

Success defined as mastery of the targets/skills.

Need effort, persistence, and a willingness to attempt difficult tasks.

Learn from mistakes.

Competence is mastery of the skills/targets.



MUST BE ABLE TO MEASURE
SUCCESS

Evidence – improved grades

Used website

Feedback from Educators

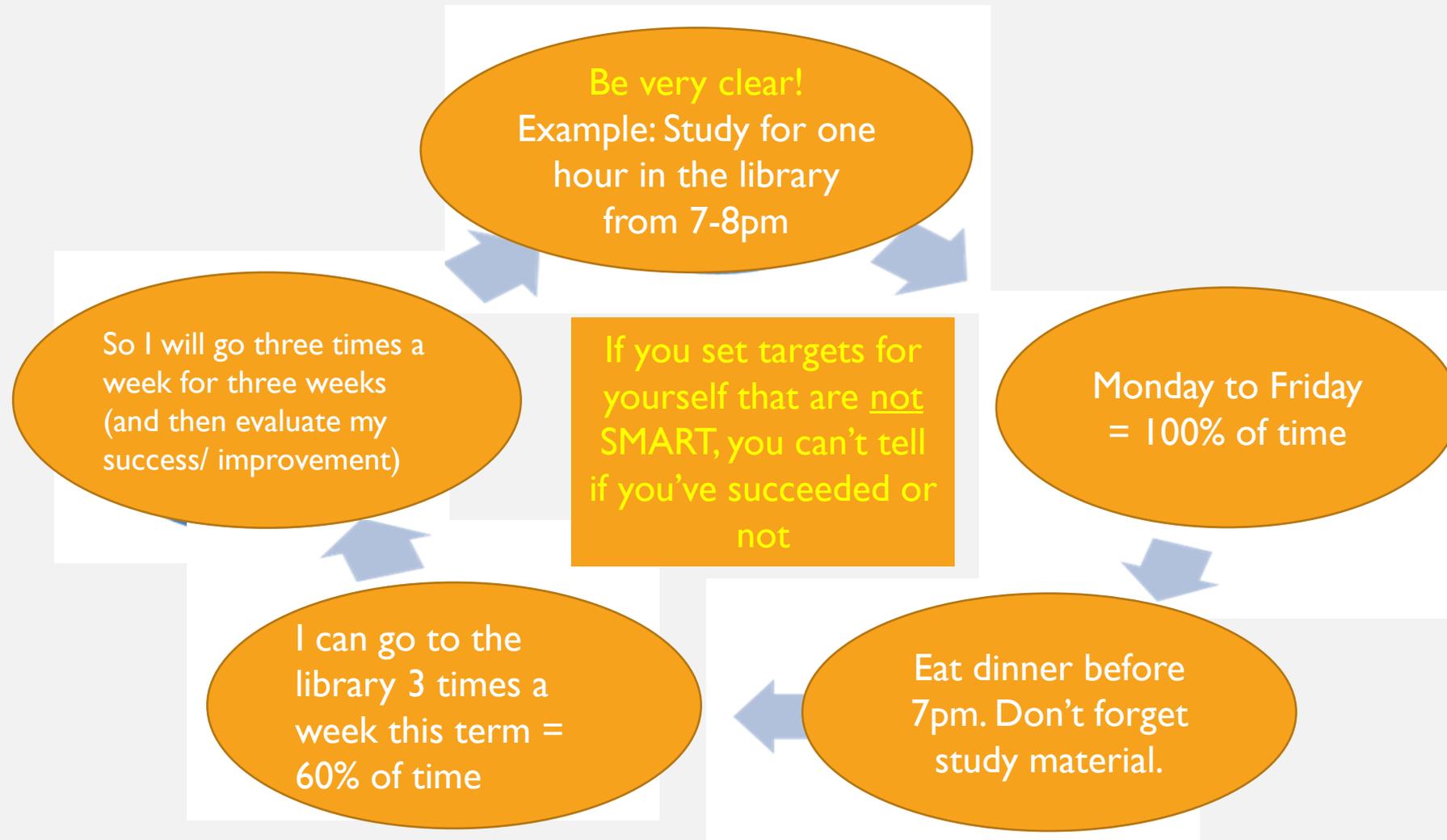
Practical evidence-organised
folder or bag, work in on time.

Improvement in academic
confidence.

Reading Educators feedback



Name	School/ College			Year	Date		
	Good	OK-ish	Needs Work		Good	OK-ish	Needs Work
Study Skills				Revision Techniques			
Preparing for classes				Planning timing of revision			
Note-taking in classes				Completing past papers			
Reviewing notes from classes				Employing 'active learning' techniques			
Making notes for study (from reading)				Compiling revision notes/cards			
Mind-maps				Using internet materials e.g. school/college internet, YouTube & TED			
Understanding the question				Using mnemonics and memory techniques			
Breaking the work down into sub-tasks				Using mind-maps and spidergrams			
Getting ideas down on paper and out of your head				Exams			
Organising information/planning your work				Understanding the question/what is being asked			
Writing paragraphs and sentences				Planning your answers in the exam			
Writing introductions and conclusions				Planning your time in the exam			
Writing concisely				Managing your stress			
Difficulties in presenting a balanced academic argument in my writing				Proof reading my work and questioning the question.			
Editing				Organising Paperwork and Time			
Proof-reading				Organising class notes/folders/paperwork			
'Signposting' (language linking information together)				Planning homework in a realistic, well-paced time-frame			
Showing critical thinking skills in your writing				Organising workload			
Effective use of IT e.g. Word and Excel				Use of planners			
Research				Use of school/college network, phone reminders etc to meet deadlines			
Reading for study				Arriving to appointments on time			
Making notes from books/journals etc.				Effective use of Almanack			
Using the library confidently				Literacy skills			
Using the web for research				Spelling			
Finding journals and articles (also online)				Grammar			
Reading 'critically'				Punctuation			
Presentations				Employing effective reading strategies			
Speaking in public							
Planning your presentation							
Working in groups (if appropriate)							



SET THREE TARGETS

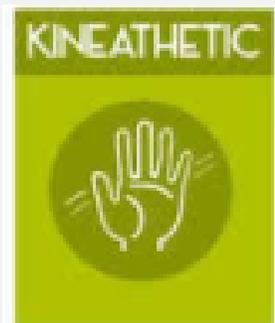
- Evidence – improved grades
- Use website
- Feedback from teachers
- Practical evidence - organised folder or bag, work in on time
- Improvement in academic confidence
- Reading teachers' feedback
- Date and title all written work

A*



Multisensory

THE TUTORS'
ASSOCIATION



ord

God's grace without

Reference to the divine
& interdependence

Absolute's view of love

Letter and spirit distinction

Eg. Epistles

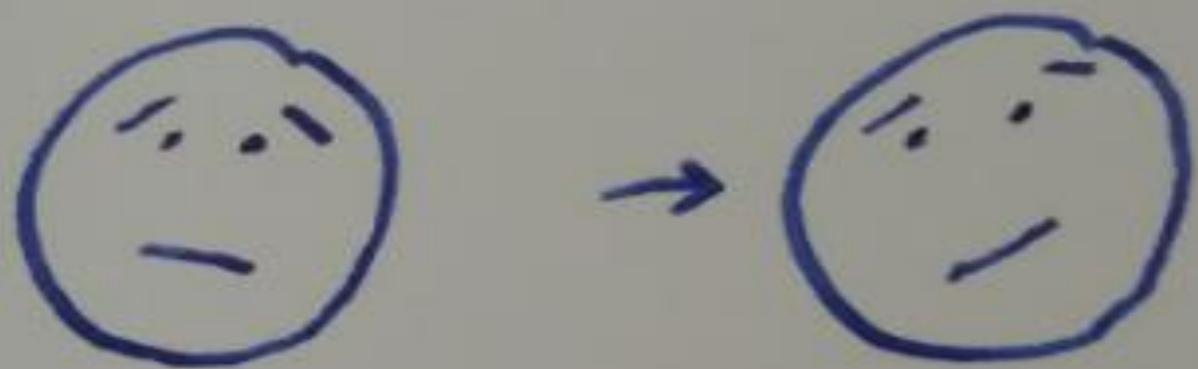
Later absolute philosophers (Kant)
contrast with what

Everyday applications of
Christianity

Theology vs. deontology

Prayer

Sich entschuldigen



To apologise

Dont forget!

KEYWORDS!
10th May
What do I know from the text?



**Repeat to remember
Remember to repeat**

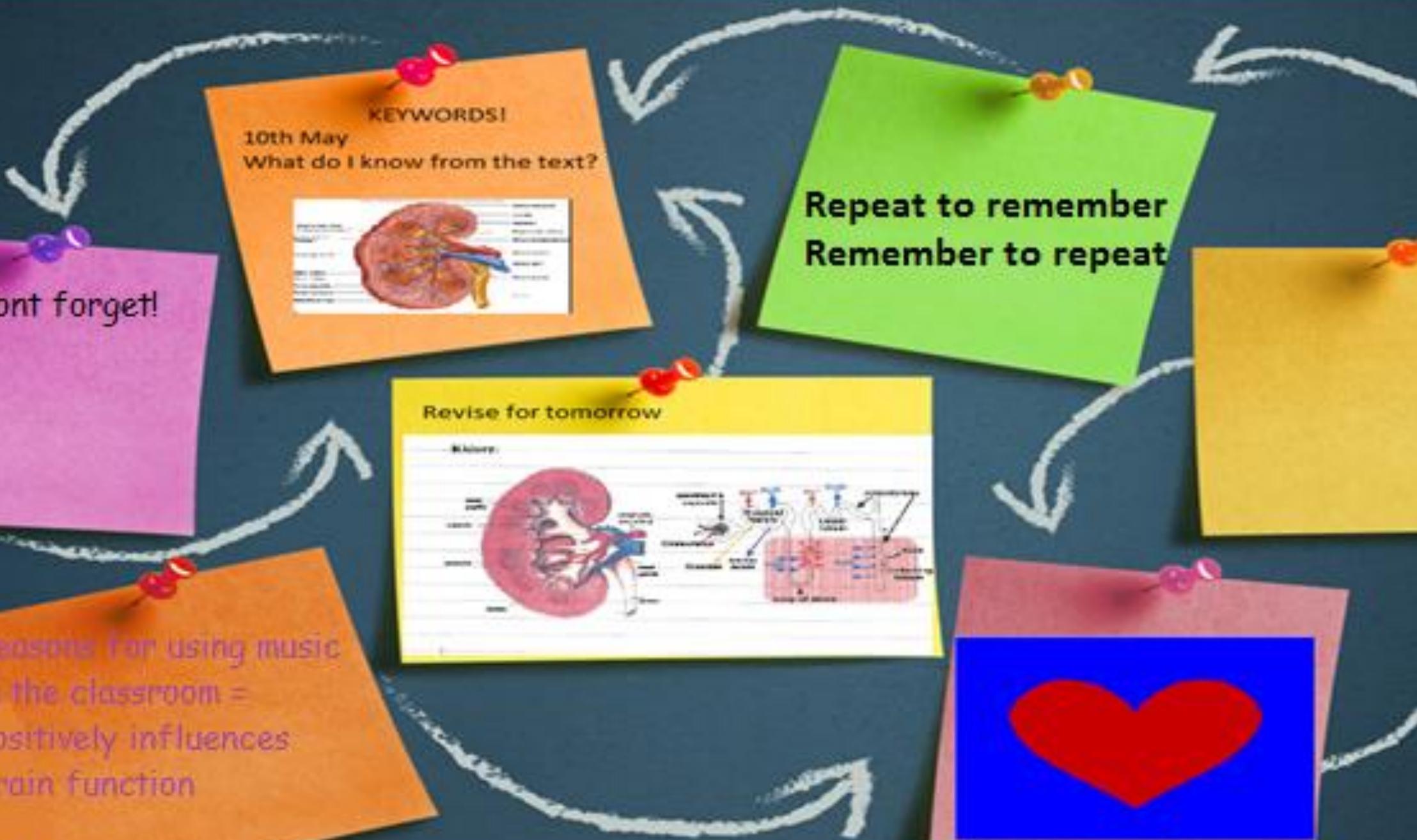
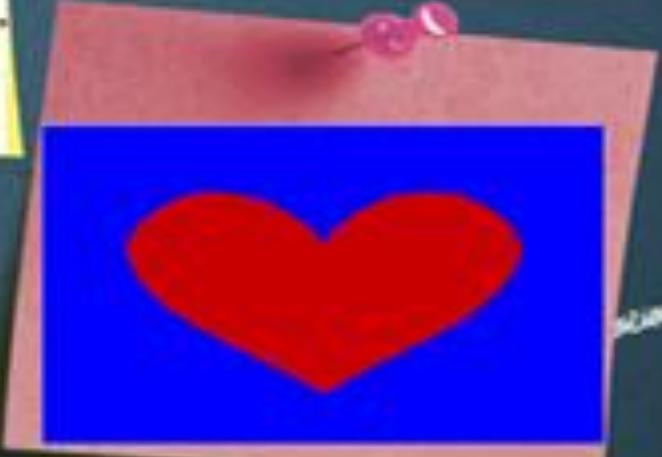


Revise for tomorrow

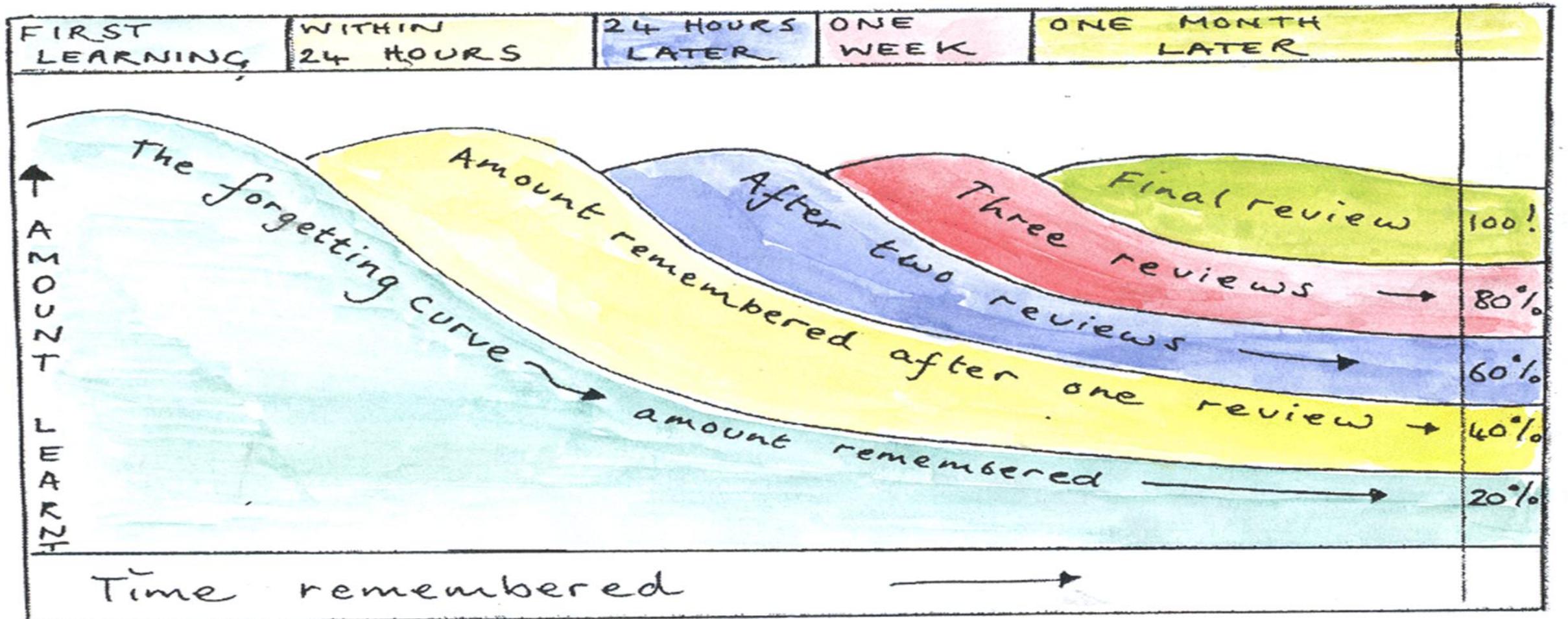
Answers:



Reasons for using music
in the classroom =
positively influences
brain function



SPREAD YOUR STUDY OVER TIME



MOST EFFECTIVE STUDY SKILLS
STRATEGY

Self-testing
or
quizzing yourself
gets higher marks!

TIMETABLE FOR REVISION IS VITAL

	08:55 to 09:30	09:30 to 09:40	09:40 to 10:20	10:20 to 11:10	11:10 to 11:30	11:30 to 12:10	12:10 to 12:20	12:20 to 13:20	13:20 to 13:30	13:30 to 14:00	14:00 to 14:10	14:10 to 14:20	14:20 to 15:00	15:00 to 15:20	15:20 to 16:00	16:00 to 16:10	16:10 to 16:30	16:30 to 17:00
Monday	<p>30 MINS.</p> <p>Brain works better with short repeated sessions</p> 																	
Tuesday																		
Wednesday																		
Thursday																		
Friday																		

Effective Reading of Text

THE TUTORS'
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Skimming

Scanning

To get the most from your reading, you need to engage with it actively, not just read it passively. It's an exercise for the brain, not just the eyes.

Skimming is reading rapidly to gain an overview of the text

Scanning is reading the text to find specific answers

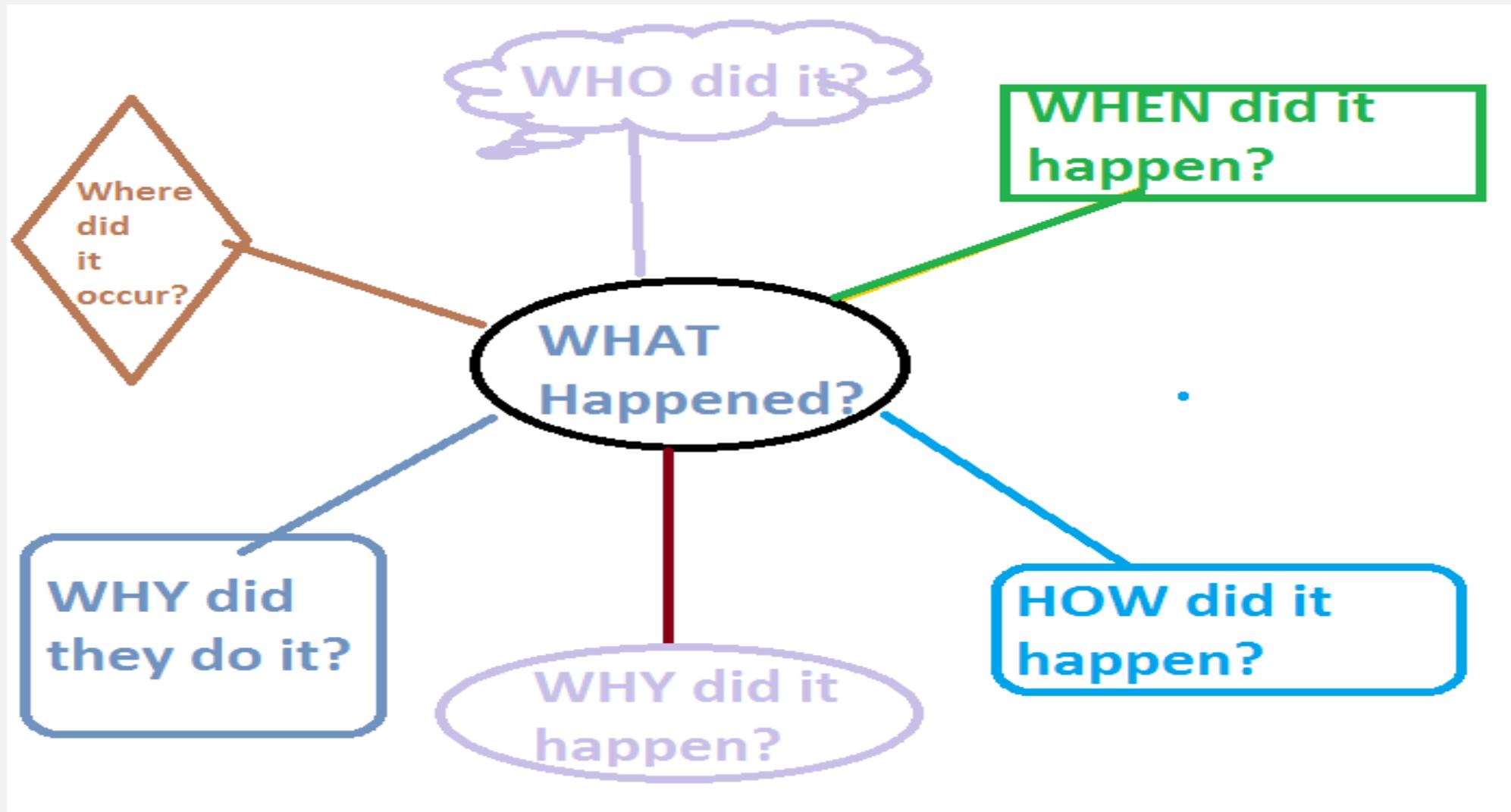
EFFECTIVE SCANNING



An officer then confronts a suspected Palestinian stone-thrower

Primary
or
Secondary
source?

EFFECTIVE READING OF TEXT BOOKS



LEARN TO READ EFFECTIVELY: TEXT BOOK, CLASS BOOKLET OR ANY ACADEMIC MATERIAL

Read the **title**

Read the **contents listing**

Read the **abstract**

Read anything in **bold**

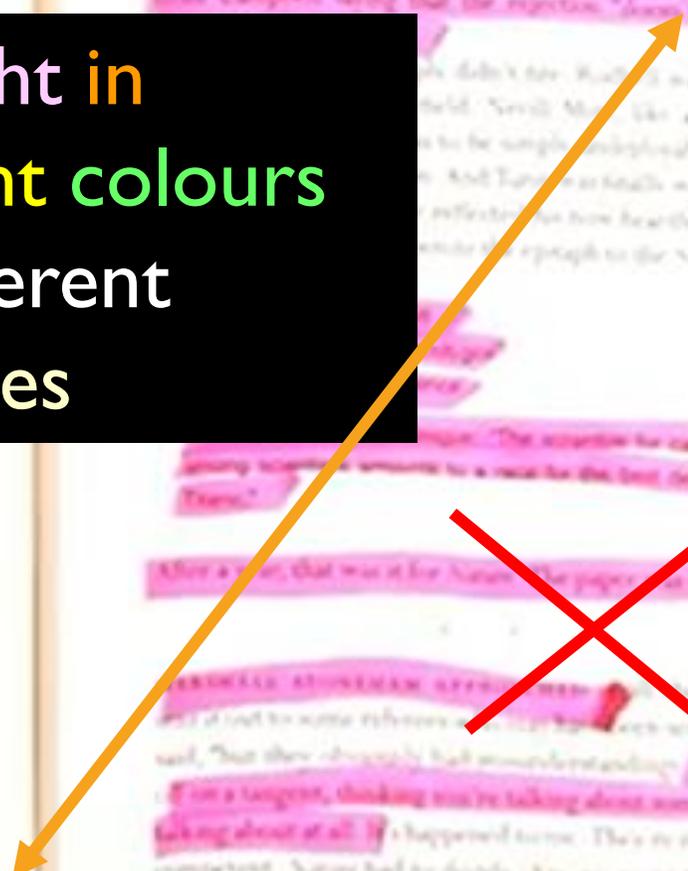
Ask yourself:

What do I know?

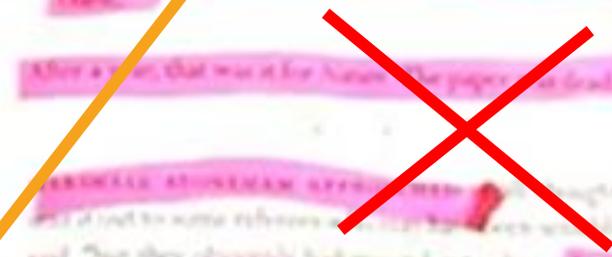
What do I need to find out?

Are the keywords relevant?

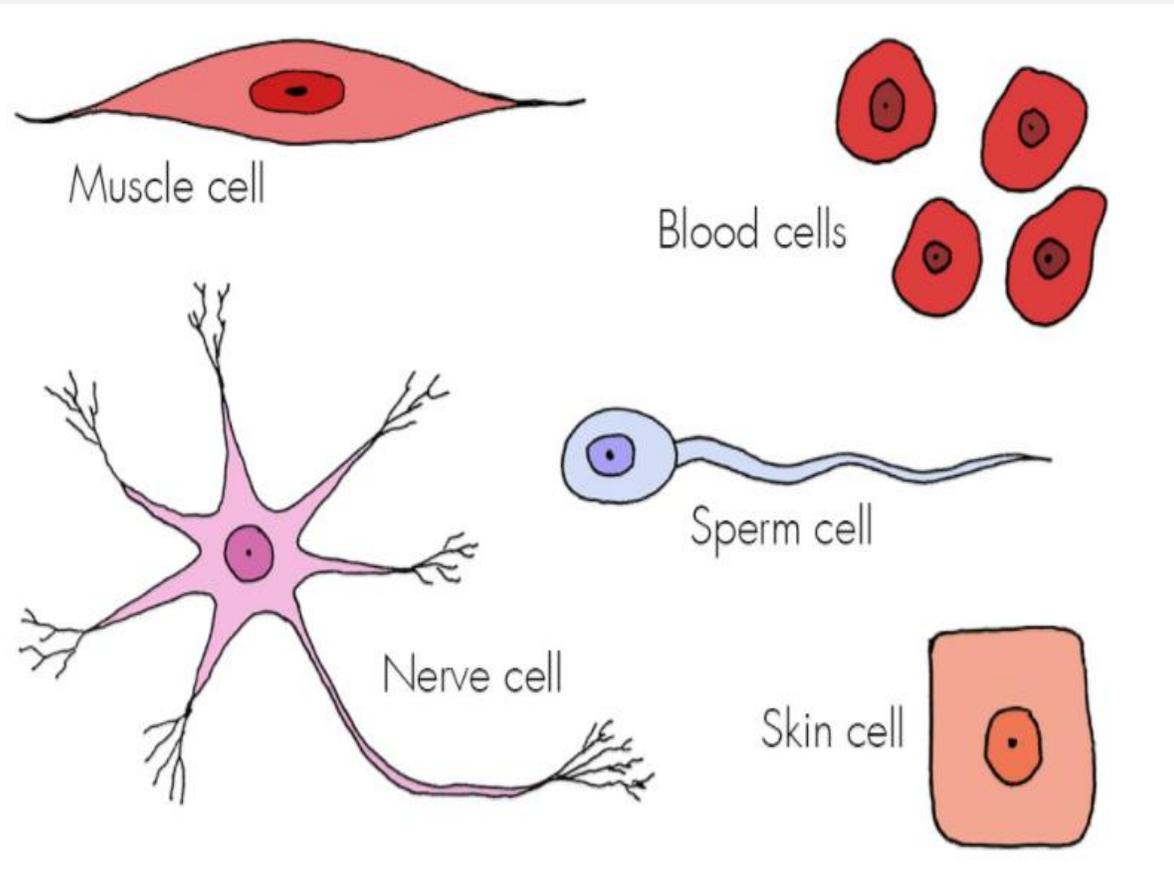
Highlight in
different colours
for different
purposes



studies have shown this to be ineffective.
It doesn't improve your understanding



USE COLOURS FOR DIFFERENT PURPOSES – LITERAL INFORMATION



Red blood cells are shaped with a pocket that traps oxygen and brings it to other body cells. Nerve cells are long and stringy in order to form a line of communication with other nerve cells, like a wire.

Because of this shape, they can quickly send signals, such as the feeling of touching a hot stove, to your brain. Skin cells are flat and fit tightly together to protect your body.

USE COLOURS FOR DIFFERENT PURPOSES – LITERAL INFORMATION

For example:

highlight in **BLUE** all words that identify different **types of cells**

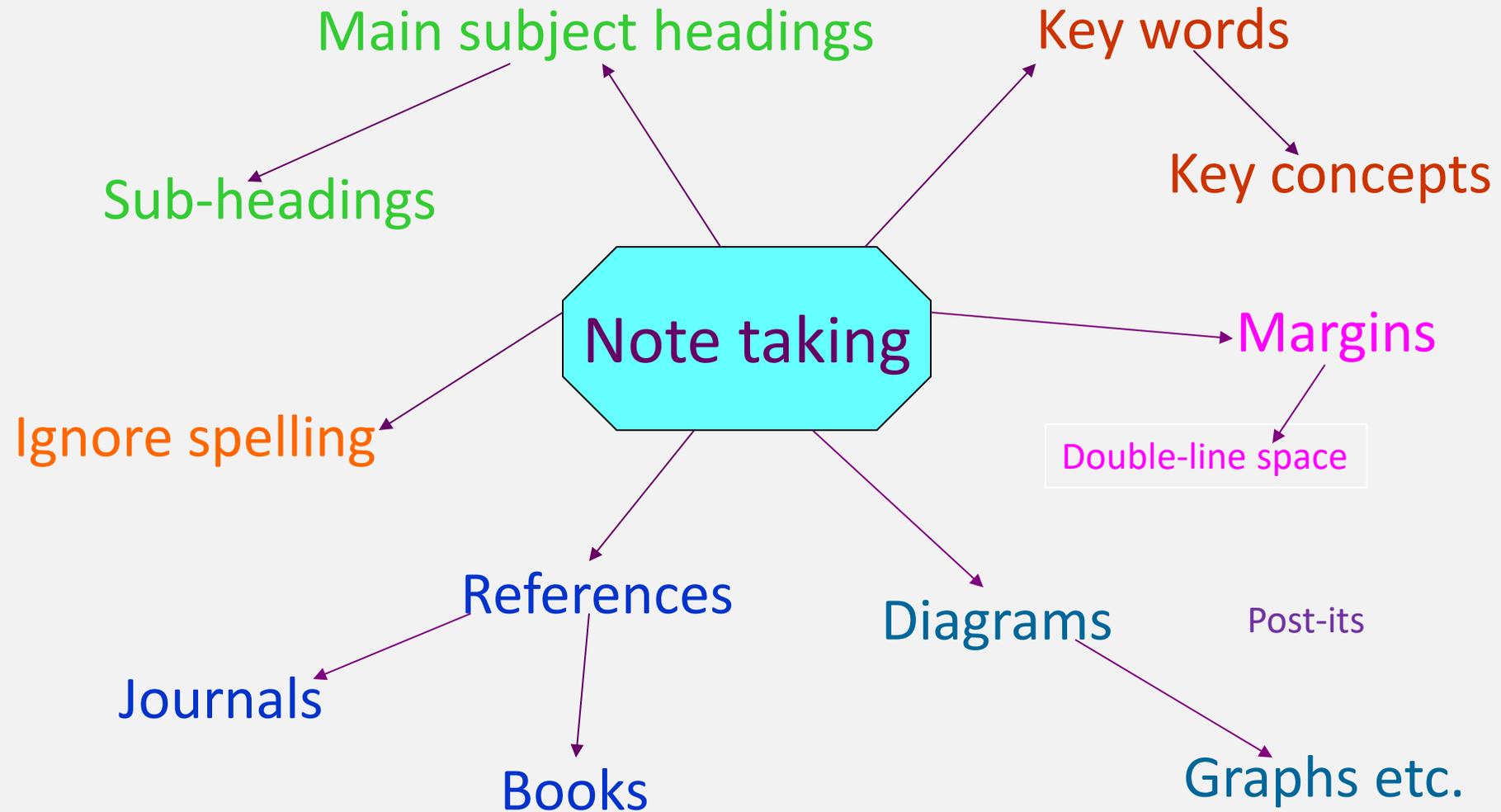
highlight in **RED** all phrases that identify their **function**

underline in **GREEN** all phrases that identify the **structure of cells**

Red blood cells are **shaped with a pocket** that **traps oxygen** and **brings it to other body cells**. **Nerve cells** are **long and stringy** in order to **form a line of communication with other nerve cells**, like a wire. Because of this shape, they can quickly **send signals**, such as the feeling of touching a hot stove, to your brain. **Skin cells** are **flat and fit tightly together** to **protect your body**.

TWO STEP HIGHLIGHTING SYSTEM

- You may need an enlarged text
- You initially highlight in one colour
- You go over the text in a different colour to reduce the words highlighted
- Reduced version –memory triggers
- Expanded version –for revision
- You discuss highlighting with teacher or self.



PANCREAS

The pancreas manufactures the amount of glucose in the body.



It also releases insulin and glucagon.

It stores glycogen until glucose is needed.

It also splits the amino acids into amino and acid.

Other things that are diffused from the stream to the blood are:

- water
- plasma
- certain glucose
- water
- carbon dioxide
- platelet cells
- other things that are diffused from the stream to the blood
- calcium, vitamins and amino acids are also in the blood

VASOCONSTRICTION / VASODILATION

Vasoconstriction:

- + Blood moves away from the surface to the centre of the body
- + Sweating decreases
- + Hairs stand up

Vasodilation:

- + Blood flows closer to the surface
- + Sweating
- + Hairs lie down



KIDNEY ~ NEPHRON



High water level: ADH is released from the posterior pituitary gland.

Water level returns to normal.

Water enters the nephron.

Water is released in more dilute urine.

Water level returns to normal.

The pancreas detects high sugar levels and releases insulin.

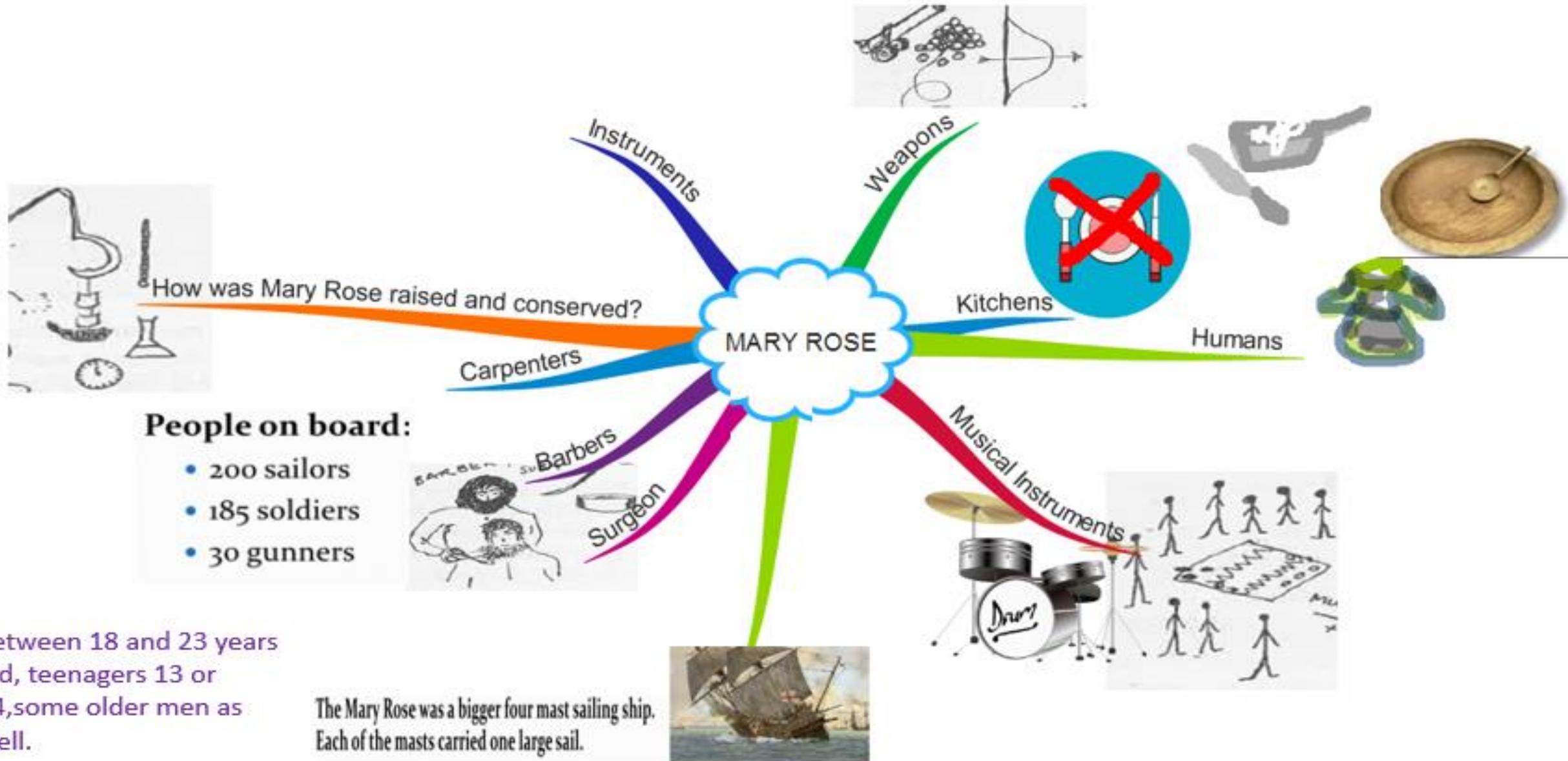
The liver stores the glucose as glycogen.

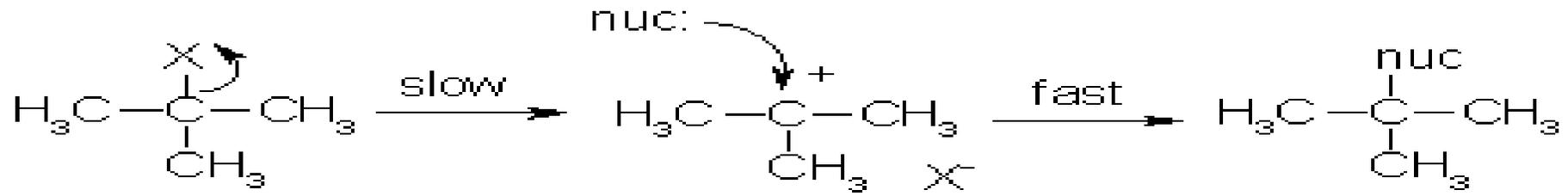
Insulin is released from the pancreas.

Insulin binds to receptors on the liver cells.

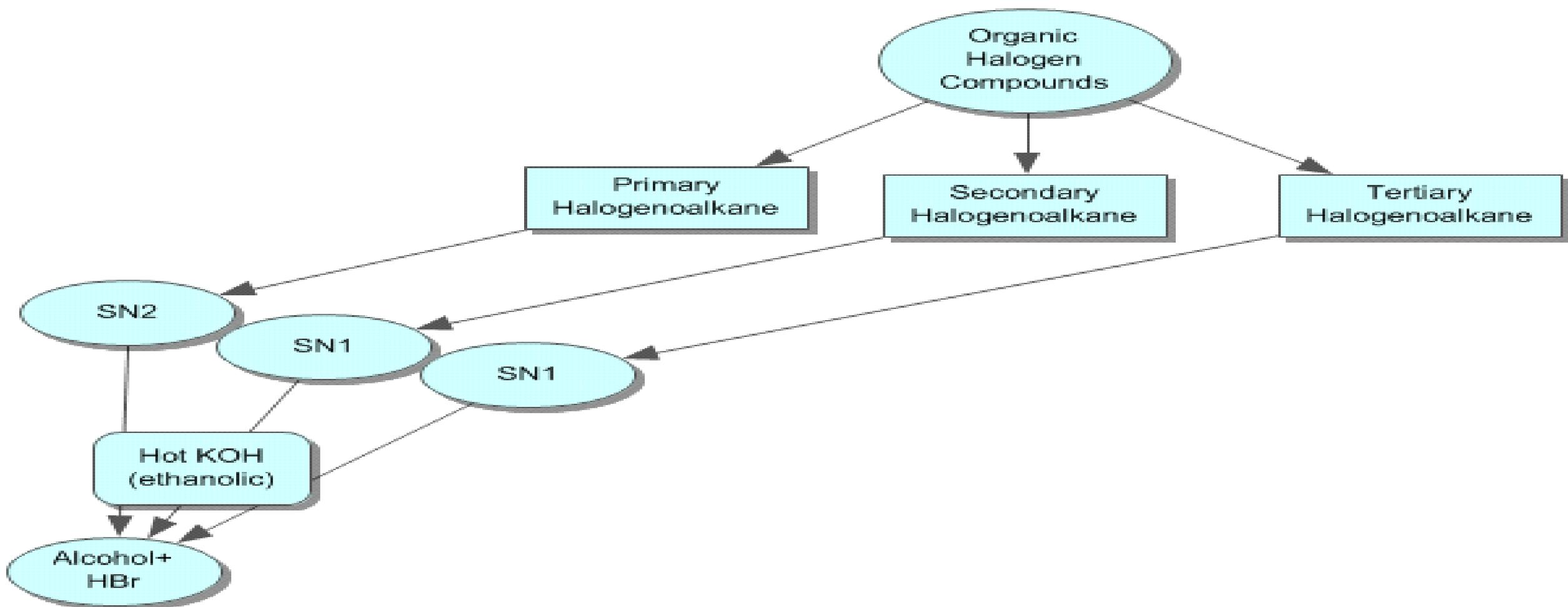
The liver stores the glucose as glycogen.

Mind Maps





SN1 (Nuclear Substitution of order 1 [RHal])



To what extent does music in the classroom make a difference to learning?

Can music in the classroom make a difference? Welsh science teacher Anne Savan couldn't believe the difference it made in her chemistry lab. When the government insisted that all children complete the standard National Curriculum, Savan became concerned. For some reason her new group of pupils in the mid 1990's was the

Keywords

Follow up task

- Read the main question
- Read the information sheet
- Write six questions beginning with the 5Ws and H.
- Discuss the answers and/or create a group mind map with post it notes
- Summarise

How Far?
How Much?

Summary



Philip (the Fair) 1285 - 1314

(Documentary evidence)

Book: Daniel Waley: General

J.R. Strayer:

France: Philip the Fair

Lot and Fawtier: the Capetians

Elizabeth Hallam: thematic

Philips Character: 'The culmination of the medieval French monarchy' (Strayer)

Bernard Saisset: 'The king is like an owl, the most beautiful of birds, but worth nothing. Not alone in this, most commented that he was aloof.'

Geoffrey of Paris found fault with Philip the Fair

- Allowed himself to fall under sway of his advisors
- St Denisian writers (Capetian hagiographers)
- -Ivo of St Denis felt he was 99% great - but too gentle

However:

1. He arrested the Pope
2. Burned leaders of the Templars
3. Castrated daughter's lovers

We can use documentary evidence to work out whether Philip or his advisors were responsible.

He spent loads of time hunting (all the meetings were at huntley places). As he got older his interest in hunting lessened.

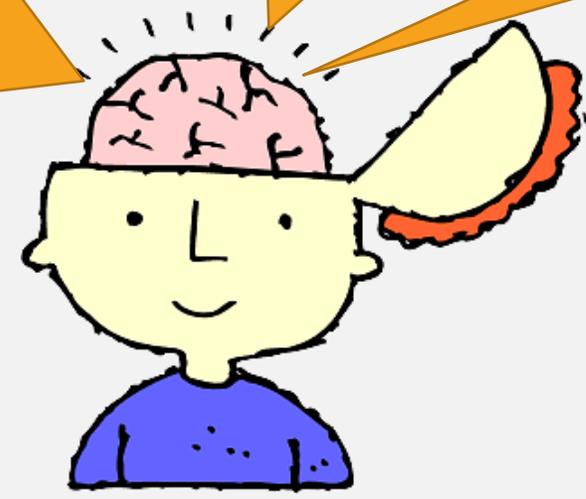
He gained an interest in works of piety (devotion to Christianity in his case). We know this because he endowed monasteries (lots of 'em).

Near his death concerned for his own soul - French kings have a tendency to worry about this.

I think....?
What would....?
Why are....?
Where do.....?
I wonder if.....?
Why did...?
Who said?

How does....?
How do....?
How would I find...?
How did...?

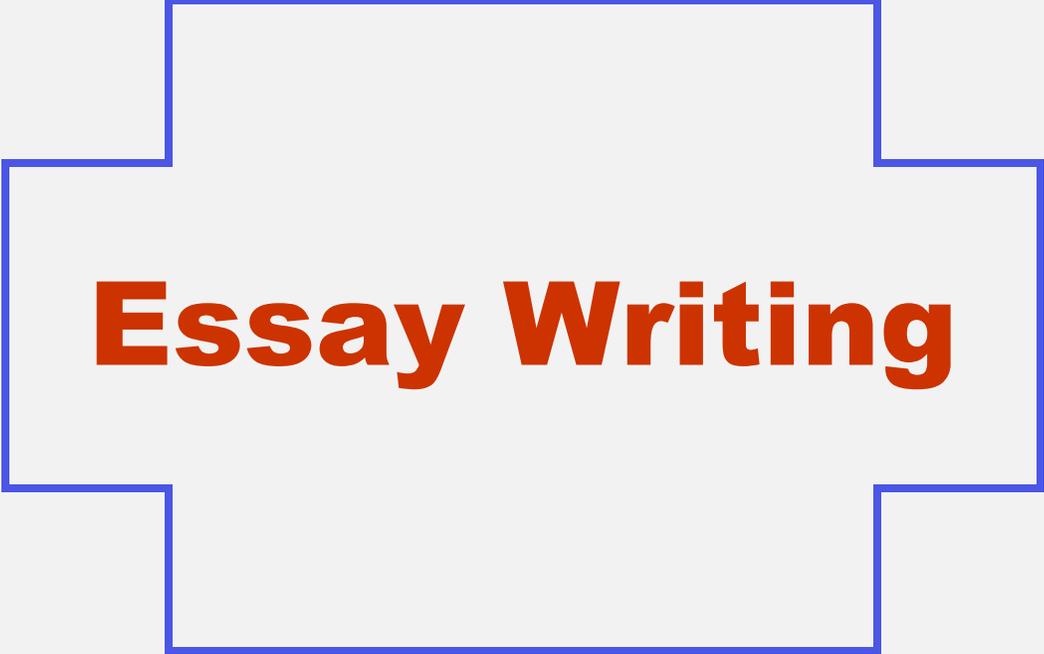
Who did...?
Why did they?
When will...?
What if...?



Evaluate

Can you justify or back up a decision or course of action. Can you answer questions like:

- Could there have been a better solution to
- What do you think about?
- How effective is?
- What would you recommend?
- How well



Essay Writing

WHY WRITE AN ESSAY?

- **To inform oneself and others**
- **To enter more deeply into a topic**
- **To show original thinking**
- **To demonstrate skill in expressing ideas clearly - training in an academic convention**
- **Practice for the examinations!**

PRACTICAL CONSIDERATIONS

- **Know when the assignment has to be handed in.**
- **Know where and to whom the piece of work has to be submitted.**
- **Plan how long you will spend reading/researching and writing.**
- **Always have a notepad or tape recorder available**

MAIN BODY OF THE ESSAY

- **Present clear arguments.**
- **Write simple sentences.**
- **One idea per paragraph.**
- **Student to criticise their own essay**
- **Read what has been written and check that to make sure student has written **WHAT S/he INTENDED TO SAY**-proofreading**



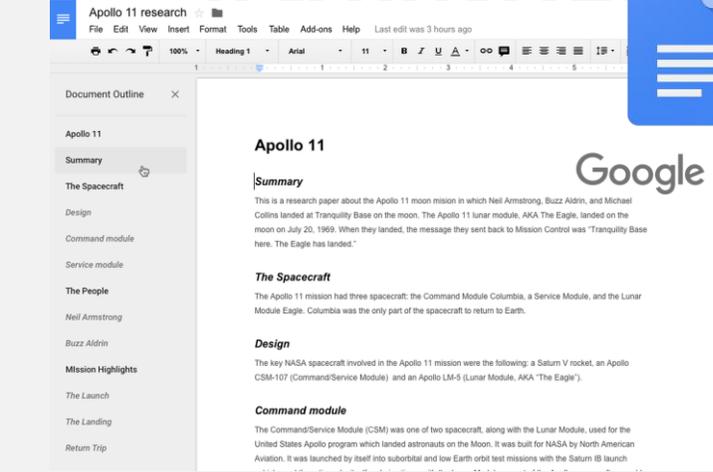
WRITING & PROOFREADING: ESSAYS, REPORTS, JOURNALS

Strategy

Assistive Tech

THE TUTORS' ASSOCIATION

Voice typing to compose written work supports verbal strengths, limitations of working memory, text-to-speech and advanced spelling & grammar checking



Google Docs

Grammarly Chrome Spelling & Grammar (free)
<http://bit.ly/DnAGrammarly>

Chunking and Navigating Documents
Google Docs Heading Styles (free)
<http://bit.ly/GoogleDocsHeadingStyles>
Google Docs Outline (free)
<http://bitly.com/GoogleDocsOutline>

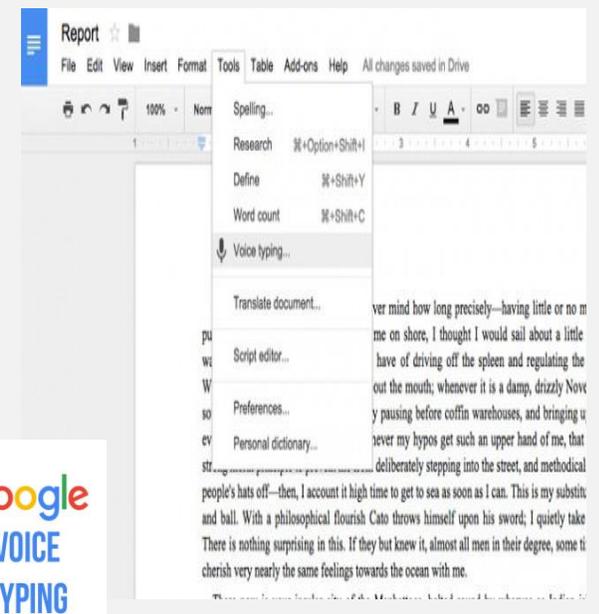
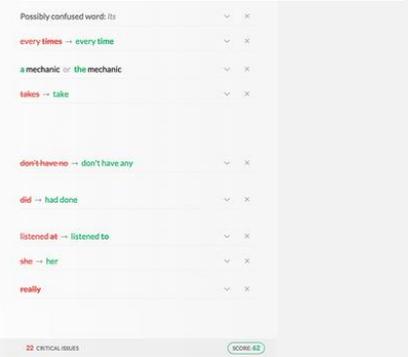


Read & Write Chrome (free)
<http://bit.ly/ChromeReadWrite>
Apple iOS TTS (free)
<http://bit.ly/AppleiOSTTS>
Natural Reader Android (free)
<http://bit.ly/AndroidTTS>



My First Car
For years I have been driving an old used car with a lot of mileage and I hate it. It gets me where I need to go, but I'm tired of fixing leaks and broken parts all the time. Its annoying every times I need to take it to mechanic. Even when they takes care of everything, I know I'll just end up going back there in a few weeks. I have finally decided that I am not going to do it anymore. I have decided to buy a new car! Unfortunately, I have a problem. I have no idea what car to get. Do I want something big? Do I want something stylish? Something economical? I have so many choices that I don't even know where to begin.

I am not sure if I will be able to make a decision on my own. I don't have no a lot of money, either, so I probably don't have many options. After I did some research, I knew that I would need some expert advice. Eventually, I went to a local dealership to check out some new models. I talked to the saleswoman and listened at she carefully. Her honesty and professionalism were really impressive. She had a lot of vary helpful suggestions and showed myself some safe, affordable choices. After a long discussion I finally decided which one I wanted.



Google VOICE TYPING

Google Docs Voice Typing (free)
<http://bit.ly/GDocsVoiceTyping>

Motion

Mass and Weight

Forces

Momentum

Energy, Work, Power

Pressure

Thermal Properties

General Wave Properties

Light

Electromagnetic Spectru...

24 September 2018 20:54

- Velocity is a vector value
- Speed is a scalar value

The area under a speed-time graph is the total distance travelled.



A poverty-stricken student who conceives of a theory of the "Übermensch" or extraordinary man who has the right and/or obligation to transgress the laws of the ordinary man in order to give a New Word or idea to all of humanity. He uses this theory as a justification or rationalization to commit murder.

Nickname= Rodya

Protagonist

Russian root word "raskol" means

"..."

ANALYSING AN ESSAY QUESTION

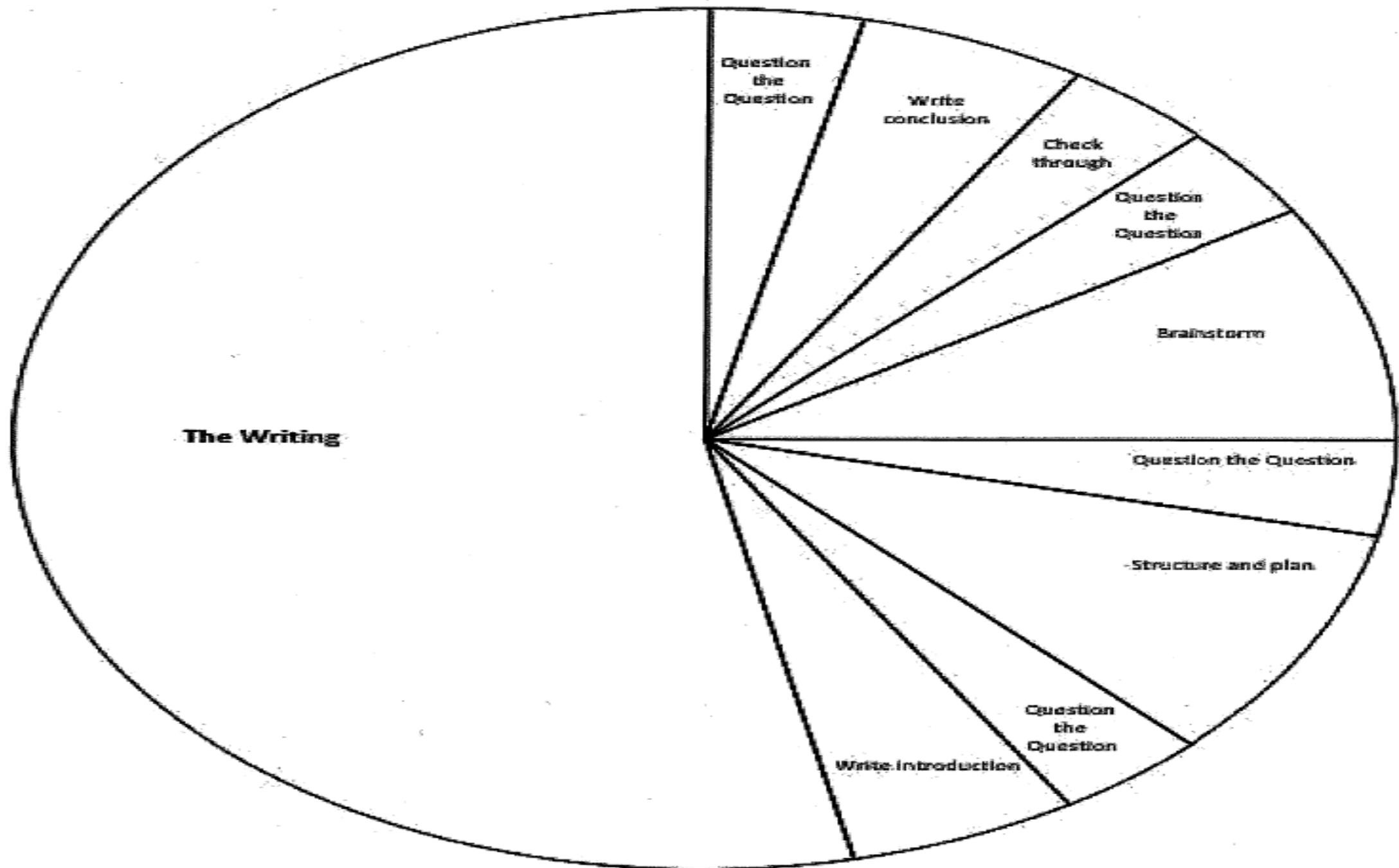
- There are basically two kinds of essay questions: one asks you to give information and the other asks you to use it. Most exam questions combine the two.
- **Examples of common directives and their meanings:**
- **Describe:** Offer a detailed account
- **Trace:** Note turning points and stages
- **Contrast:** Show differences between
- **Compare:** Explore both similarities and differences
- **Summarise:** Identify key ideas, present concisely
- **Discuss:** Consider all sides of the argument

How you form an essay:

- Bullet points
- Which you then put them into themes
- And then reference the themes

How you can plan an essay:

- Question the question making sure you understand the question
- Brainstorm the question – using your bullet points
- Question the question again to make sure all the points are relevant
- Then put the bullet points into themes
- Check again that the bullet points answer the question
- Write your introduction
- Write the essay
- Before you write your conclusion check to make sure that the essay answers the question
- Write your conclusion
- Proof read the essay
- Check your references

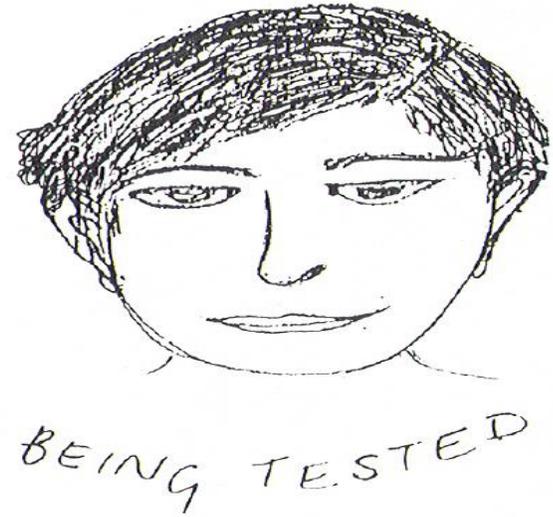
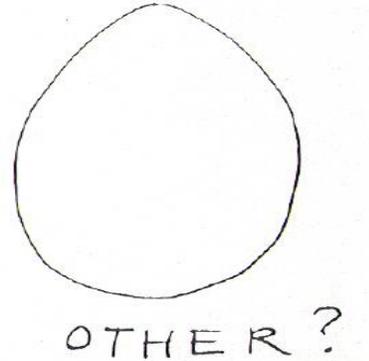
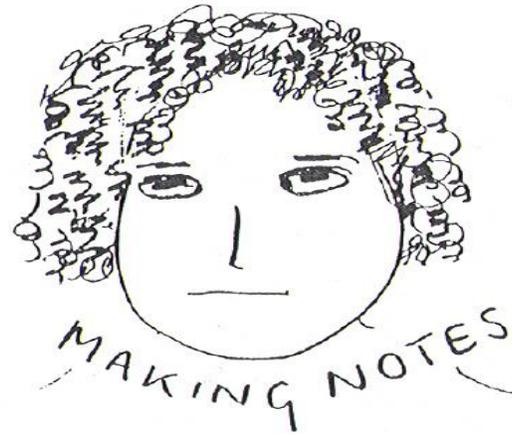
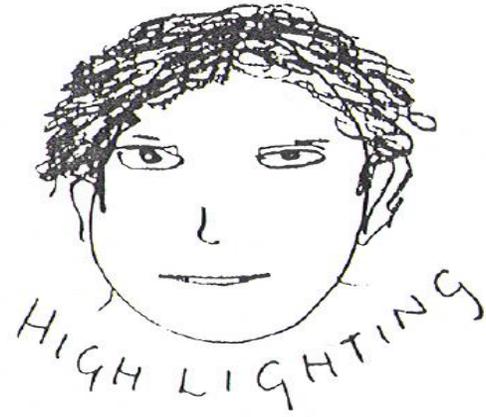
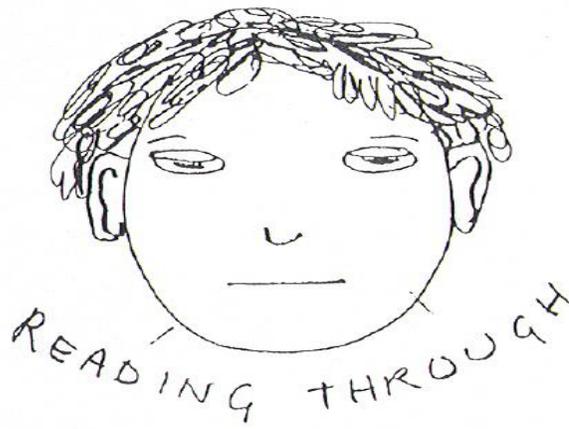


EXAM REFLECTION

- Encourage the student to think about how well they done in a mock exam etc
- Use a reflection sheet –identify areas that the learner needs to improve with an effective timeline to achieve it



Subject/ result	Best revision method?	What went well in the exam?	Examiners' Comments	Where did I lose marks?	What do I need to do next time?
RS	Making and learning notes from textbook and online resources	Displayed good subject knowledge. Word processing helped me to write more quickly and structure my answers better, owing to the fact that it was easier to edit my essays.	Try to use connective phrases to link paragraphs. Need to improve conclusions (allow more time to do so). Refer to language of question in conclusion	My essays were too brief. Ideas were not developed enough. Conclusions could be clearer and more detailed	Do past papers under timed conditions in order to improve speed and write more



Draw brain waves on each forehead indicating amount of mental activity involved during each learning activity. The more activity the more is understood and remembered.