



Dyslexia Awareness
'Creative Response'
Challenge 2022

SUPPORT
BOOKLET

SPECIAL AGENT

New office coming soon...

SAM MCGREGOR
5555 097 907



Name: _____

Year: _____

Support Booklet
proudly created and sponsored by:

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&

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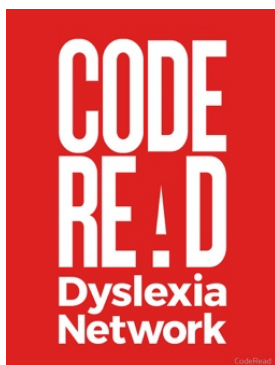
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Understanding Specific Learning Disorders (SLD)

5 Fast Facts About SLD

1. Specific Learning Disorders are neurodevelopmental disorders that affect a person's ability to learn and develop key academic skills. There are three Specific Learning Disorders: *Specific Learning Disorder with impairment in reading* (also known as Dyslexia); *Specific Learning Disorder with impairment in written expression*; and *Specific Learning Disorder with impairment in mathematics* (Dyscalculia). These disorders are specific to particular academic skills, which means a person with SLD is likely to have average to above average abilities in other areas.
2. Statistically, about 5% of people have a Specific Learning Disorder. Another 20 to 25% of people have learning difficulties that are explained by another factor. Regardless of the reason for the learning difficulties, a person experiencing reading, writing or maths learning difficulties will require evidence-based intervention and support.
3. Many creative, intelligent, innovative and successful people have an SLD, including entrepreneur and businessman Richard Branson, actors Kiera Knightly and Orlando Bloom, and chef and businessman Jamie Oliver. Students with an SLD can go on to study at high levels academically, succeed in their chosen careers, and otherwise lead independent and rich lives, especially when supported well through their schooling.
4. Often, a person with an SLD does not present with any other developmental, psychological or medical conditions. However, it is not uncommon for one person to be diagnosed with an SLD and another condition, such as Attention Deficit/Hyperactivity Disorder (ADHD). It can be tricky to identify the causes of a person's learning difficulties, so it is important to seek advice and assessment from a qualified psychologist with relevant training and experience.
5. People with SLDs can develop functional academic skills, if they are given appropriate, evidence-based intervention and support. Early intervention is best, but it's never too late!



Further information can be found here:

Code Read Dyslexia Network - <https://codereadnetwork.org/>

Learning Difficulties Australia - <https://www.ldaustralia.org/>

AUSPELD - <https://auspeld.org.au/>

Understanding Learning Difficulties for Parents (AUSPELD) -

<https://uldforparents.com/>

TIPS FOR SUPPORTING WRITING

Instructional methods, accommodations and adjustments that are effective for students with a Specific Learning Disorder in written expression help all students to experience success, by reducing the cognitive load of writing and freeing up space for creativity.

- Use explicit and direct instruction, including:
 - Breaking the task into manageable chunks
 - Using worked examples and modelling of the task
 - Providing guided practice
 - Reviewing prior learning regularly
- Use questioning, discussion, visual prompts, and scaffolds to activate prior knowledge, engage interest, and ensure successful completion of the task
- Teach vocabulary explicitly. Start with common words that are not part of their everyday spoken or written vocabulary, which might need support. Then move into expanding vocabulary with interesting adjectives and topic specific words (ie. Tier 2 words)
- Use tools like graphic organisers to help plan written work (remember to model and guide students in their use)
- Incorporate dual coding into instructions and activities - this means using language (verbal or written) and visuals (e.g. diagrams, images, hands-on demonstrations etc.) simultaneously to teach and explore new information
- Teach students to use assistive technology on computers and other electronic devices, such as speech-to-text and predictive text to write, text-to-speech and reading pens to read, and high-quality spell- and grammar-checkers. *Read and Write for Google Chrome* is an excellent tool that does this and is designed to increase accessibility for learning (<https://www.texthelp.com/en-au/products/read-and-write-education/for-google-chrome/>)

TASK

SPECIAL AGENT

New office coming soon...

SAM MCGREGOR
5555 097 907



Who is this Special Agent and what does he do? Why do we need a Special Agent?

- Create a writing piece or artistic response to this billboard advertisement.
- For inspiration consider and discuss the following with your class or friends and family:
 - Maybe Sam McGregor is related to Mr McGregor from *Peter Rabbit*...
 - Maybe Sam McGregor trained in the UK with the GCHQ intelligence agency...

<https://www.gchq.gov.uk/news/dyslexic-thinking-skills>

FURTHER RESOURCES

'Creative Response' Task Resources:

Check out the Special Agent Sam McGregor Fan Page on Facebook -
<https://www.facebook.com/SamMcGregorSpecialAgent>

More information on this task can be found in this Google Drive Folder -
<https://codereadnetwork.org/october-2022-dyslexia-awareness-month-ideas-for-schools-organisations/>

Useful books/programs systematic, explicit instruction in writing and vocabulary include, but are not limited to:

William Van Cleave. (2015). *Writing matters: developing sentence skills in students of all ages: teacher's manual*. W.V.C.Ed.

Hochman, J. C., Wexler, N., & Lemov, D. (2017). *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass, A Wiley Brand.
<https://www.thewritingrevolution.org/>

Talk for Writing by Pie Corbet, supported by Julia Strong - <https://www.talk4writing.com/>

Beck, I. L., Mckeown, M. G., & Kucan, L. (2013). *Bringing words to life: robust vocabulary instruction* (2nd ed.). Guilford Press.

Word Aware by Stephen Parsons & Anna Branagan -
<http://thinkingtalking.co.uk/word-aware/>

For more information on SLD contact your state SPELD support networks, for example -



<https://www.speldnsw.org.au/> (NSW)



<https://dsf.net.au/> (WA)

BOOKLET TIPS & RESOURCES

When writing sentences, paragraphs, or texts, they need to be organised in a logical way. These structures should be broken down and explicitly taught to help develop writing skills. A similar method can be followed for creative or artistic pieces too.

If a writer struggles with writing effective sentences, start there. Look at the purpose of the sentence and ways to build it, using questioning and expansion activities. Always model effective sentence writing and scaffold the learning to cater for individual needs. Step it out gradually to make a sentence from a short, kernel sentence (see the following resources).

A writer can use a paragraph organiser to help plan their paragraph. This graphic organiser is designed so words, notes, sentence fragments, sentences and/or pictures can be used to assist individuals to remember what to write in each sentence. It can be built from research notes, class discussions or the writer's own ideas. A good text contains several paragraphs, which can also be planned using a graphic organiser. The organiser can be constructed to match the text style being written. Whenever a graphic organiser is used for writing, model how to use it first. Planning this way can also be helpful when creating videos or other artistic pieces.

Page 1 - Talk it through - Script to help discussion, talk ideas and build vocabulary (by ABLES)

Page 2 - Questions & answers template (by Alphability)

Page 3 - Concept map (by Alphability)

Page 4 - Vocabulary chart (pre-/post-check in, adapted from Beck *et al.*, 2013)

Page 5 - Blank Vocabulary chart (you can add your own words according to the vocabulary needs of your writers, adapted from Beck *et al.*, 2013)

Page 6 - Storyboard to plan beginning, middle, and end of writing or videos (by Alphability)

Page 7 - Sentence expansion (by ABLES)

Page 8 - Fancy starts, sentence building (by ABLES)

Page 9 - Single paragraph outline with note taking (SPO by TWR*)

Page 10 - Multi-paragraph outline (5 paragraphs by TWR*)

**The Writing Revolution resources above are available for free to the public from their website. You can find more sentence activities, templates and scaffolds that follow their evidence-based program, plus videos to support the SPO here as well -*

<https://www.thewritingrevolution.org/libraryinfo/>

TALK IT THROUGH

Questions to prompt discussion and build vocabulary:

What do you see?

Who?... What?... Where?... Why?... When?... How?

What kind of person do you think he is? (*Words to describe*)

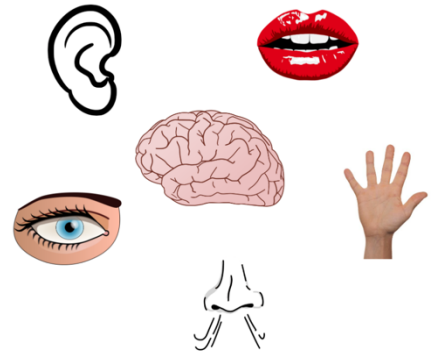
How do you think he would sound if he spoke to you?

What kind of job do you think he has?

Would you like to meet him?

What questions would you ask him if you met him?

Encourage "I wonder..."



'Reflection' through the senses...

Seeing _____, I _____.

Seeing _____, I _____.

Hearing _____, I _____.

Hearing _____, I _____.

Feeling _____, I _____.

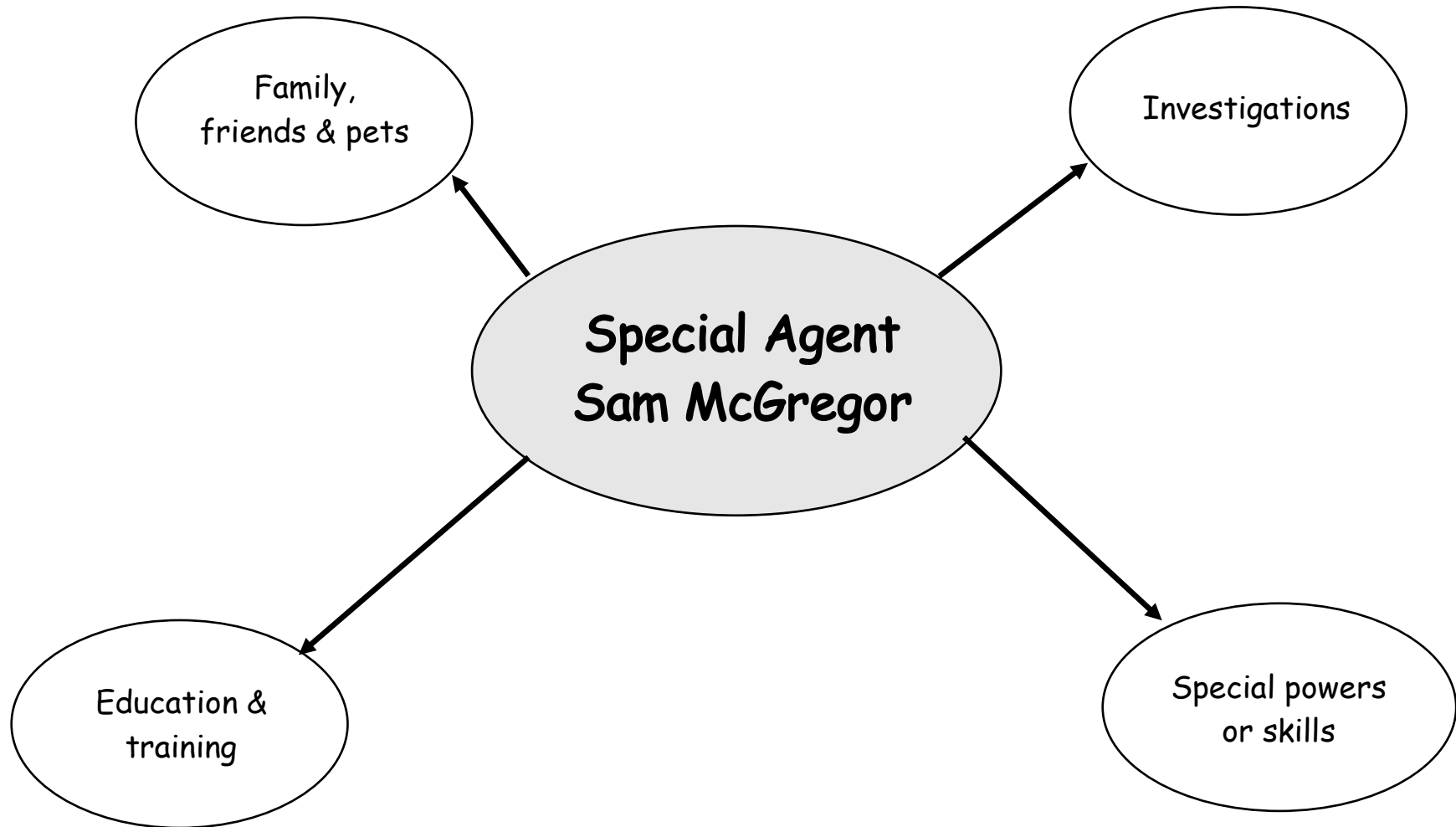
Wondering _____, I _____.

QUESTIONS & ANSWERS

Write or draw your questions (and answers) below, as a group or individually.

WHO?	WHAT?	WHEN & WHERE?
HOW?	WHY?	
Other -		

CONCEPT MAP



VOCABULARY CHART - Have you ever heard the word...?

Listen carefully while the words below are read to you and then used in context. Fill in the appropriate column with a tick or a cross. Try this again at the end of your task and see how many more words you know and can use in context.

Key Word	Never heard it	Heard it, not sure of meaning	I know the meaning and can write it in a sentence (...ideas go here...)
investigator			
invincible			
camouflage			
secretive			
explosive			
disguise			
intelligent			
problem solver			
courageous			
protective			
undercover			
headquarters			
adventurous			
fearless			

STORYBOARD - Title: _____ By: _____

SENTENCE BUILDING

Every sentence must have...

Participant	Process
Who or What?	What happened?

He ran.

But... **Circumstance** makes it more interesting...

Where? When? How? Why?

He ran quickly through the forest.

SENTENCE EXPANSION

Sam jumped.

Notes	Expanded Sentence
When:	
Where:	
Why:	

He investigated.

Notes	Expanded Sentence
Who:	
How:	
Why:	

Sentence Kernel: _____

Notes	Expanded Sentence
_____?:	
_____?:	
_____?:	

FANCY STARTS

Reading books helps to develop interesting beginnings to stories...

Analyse to innovate! - *What is the author trying to tell us?*

<i>When</i> "It was an afternoon in late September.	<i>Where</i> In the pleasant city of Stillwater,
<i>Who</i> Mr. Popper, the house painter,	<i>What (doing)</i> was going home from work."

Mr. Popper's Penguins, Richard and Florence Atwater

Innovate to create!

<i>When</i> It was early in the evening, at the end of a sunny day.	<i>Where</i> In the grassy fields,
<i>Who</i> Special Agent Sam McGregor,	<i>What (doing)</i> sat and wondered what his next investigation would be.

Your turn (ideas)

<i>When</i>	<i>Where</i>
<i>Who</i>	<i>What (doing)</i>

Write it out as a sentence:



Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1.

2.

3.

4.

C.S. _____



Multiple-Paragraph Outline (5 Paragraphs)

Name: _____ Date: _____

Topic: _____

Thesis Statement: _____

Main Idea	Details
Introduction ¶ 1
¶ 2
¶ 3
¶ 4
Conclusion ¶ 5