Dyslexia Dyspraxia And Mathematics

#dyslexia #dyspraxia #mathematics learning difficulties #dyscalculia #neurodevelopmental learning challenges

This resource explores the complex interplay between dyslexia, dyspraxia, and mathematics, highlighting how neurodevelopmental differences can significantly impact a person's ability to grasp mathematical concepts, organize calculations, or process number-related information. Understanding these unique learning profiles is crucial for developing targeted support strategies and fostering academic success in mathematics.

Dyslexia, Dyspraxia and Mathematics

Written by a teacher with many years' experience of teaching mathematics to primary school dyslexic and dyspraxic children with a wide range of abilities, this book is designed to be a practical teaching guide. It offers detailed guidance and specific teaching suggestions to all specialist teachers, support teachers, classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children. Although the book has grown out of teaching experience it is also informed by widely acknowledged contemporary and international research, which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics. Many of the teaching principles described in the text have specific and quite far-reaching implications. The theoretical arguments should therefore also be of interest to special needs co-ordinators, heads of maths departments, head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties. In more general terms, the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children.

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Understanding Learning Difficulties in Maths: Dyscalculia, Dyslexia or Dyspraxia?

• Why do some pupils experience maths learning difficulties? • How can you determine whether there is a specific learning difficulty such as dyscalculia, dyspraxia or dyslexia? • What teaching strategies can help overcome maths anxiety and specific maths learning difficulties? Without doubt maths is one of the most important subjects taught in schools and yet it is the one subject that can strike fear and dread in children from the very start of their education. In this book Judy Hornigold explores potential causes of maths learning difficulties and particularly the specific difficulties that learners with dyscalculia, dyslexia and/or dyspraxia experience. It considers how general maths anxiety impedes mathematical development and then examines whether this, or a more fundamental and specific difficulty with maths such as dyscalculia, is the real root of difficulties. The book then looks in detail at a wide range of strategies to help overcome general maths anxiety and more specific learning difficulties. It addresses four distinct areas - core number, reasoning, memory and visual spatial awareness - as the main areas

of difficulty for learners with dyscalculia (core number and reasoning), dyslexia (memory) and dyspraxia (visual spatial awareness).

Dyslexia and Maths

This concise text helps the reader to understand why dyslexics find maths difficult and offers practical ideas for supporting them most effectively. It explains which areas of maths dyslexics tend to have particular difficulty with, assesses current teaching philosophies and methods, describes a framework of general learning principles that allow dyslexics to make progress in maths, and outlines a number of specific and effective teaching recommendations. The book helps teachers at primary and secondary levels to better understand the maths performance of dyslexics and gives them an overview of the ways in which dyslexics can best be supported in all aspects of maths learning.

Dyslexia and Mathematics

In this revised and fully updated second edition of the classic bestselling text, the formidable team of expert contributors, inluding Professor Tim Miles OBE, draw on their extensive experience in the field. The outcome is a wealth of material based on individual case studies supported by practical and accessible teaching strategies. The new material includes: * discussion of the latest thinking in the field - ideas on dyscalculia * information from a survey of primary school children * guidance on suitable testing material * innovative contributions on practice. The long awaited second edition of Dyslexia and Mathematics is unique in terms of its coverage and authority, and is a must-buy text for teachers, student teachers and special needs co-ordinators.

Understanding Maths Learning Difficulties

This volume explores the nature of dyscalculia, how it affects learners, with appropriate teaching strategies and sequences.

Mathematics for Dyslexics and Dyscalculics

A seminal handbook in the field for more than 20 years, this new and updated edition of Mathematics for Dyslexicsand Dyscalculics contains the latest research and best practices for helping learners with numerical and mathematical difficulties. Provides a complete overview of theory and research in the fields of dyslexia and dyscalculia, along with detailed yet pragmatic methods to apply in the classroom Contains enhanced coverage of place value and the role of the decimal point, why fractions can challenge a developed logic for arithmetic, and the complexity of time along with new material on addressing anxiety, fear, motivation, and resilience in the classroom; and links to new resources including standardized tests and recommended reading lists Written by two mathematics teachers with 50 years of teaching experience between them, much of it in specialist settings for students with specific learning difficulties Offers effective teaching strategies for learners of all ages in a structured but accessible format

Mathematics for Dyslexics

Mathematics for Dyslexics: Including Dyscalculia, 3rd Edition discusses the factors that contribute to the potential difficulties many dyslexic learners may have with mathematics, and suggests ways of addressing these difficulties. The first chapters consider the theoretical background. The later chapters look at practical methods, which may help dyslexic learners. The book is designed to be comprehensive and to help teachers, support assistants, and parents understand the learner and to learn a range of skills and thus develop confidence and competence in working with dyslexic pupils.

The Dyscalculia Toolkit

Designed for all teachers, this book provides a wealth of materials and resources to support the needs of learners, aged 6 to 14 years, who have difficulty with maths and number. Packed full with 220 activities and 55 games, the author provides you with a complete toolkit to enable you to understand dyscalculia and implement practical and innovative strategies to use in the classroom or at home. This fourth edition is updated with new content including: - more on dice and board games, multiplication and division; - new downloadable and printable teaching materials (including tracking sheets, activity sheets, game boards and teaching resources); - updated videos.

The Dyscalculia Assessment

The Dyscalculia Assessment is a tool for investigating pupils' numeracy abilities. It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers. The assessment was devised at Emerson House, a specialist centre in London supporting pupils with difficulties in numeracy and literacy. The bestselling first edition of the book, written by Jane Emerson and Patricia Babtie, was the winner of the ERA Best Special Educational Needs Resource 2011. This fully revised and updated second edition features a brand new design, making the step-by-step assessment even easier to navigate and use, wither by SENCOs or those with no specific special needs training, The suggested script for each stage of the investigation that runs alongside the photocopiable assessment sheets, make this book an extremely user-friendly, accessible teaching and learning resource. This book also includes: - an introduction to dyscalculia and co-occuring conditions - guidance on how to conduct the assessment, including tips on behaviours to look out for - information on the equipment you need and how to use it - instructions on how to interpret the results of each stage of the assessment and how to produce a personalised teaching plan - games and activities to engage the pupils and reinforce numeracy skills. The Dyscalculia Assessment is ideal for use with primary school children, but can easily be adapted for older students, and is invaluable for SENCOs, TAs, educational psychologists and mainstream teachers keen to support students with numeracy difficulties in their class.

Maths Learning Difficulties, Dyslexia and Dyscalculia

Written by a world authority on maths difficulties in children, this accessible guide provides tried and tested visual strategies and tailored techniques to help teachers and parents support children with SpLDs who need help with maths. Drawing on the latest research, into areas such as cognition and meta-cognition, along with the authors' decades of teaching experience, the book offers insight into how maths learning difficulties, including dyslexia, dyscalculia and maths anxiety, make maths difficult. Each chapter looks at foundational areas of maths learning that children may struggle with, from early number experiences to basic addition and subtraction, times tables, measurement and more. Essential reading for any teacher, learning assistant or parent supporting children with maths.

The Trouble with Maths

Now in a second edition, the award-winning The Trouble with Maths offers important insights into the often confusing world of numeracy. By looking at learning difficulties in maths from several perspectives, including the language of mathematics, thinking styles and the demands of individual topics, this book offers a complete overview of the most common problems associated with mathematics teaching and learning. It draws on tried-and-tested methods based on research and the author’s many years of classroom experience to provide an authoritative yet highly accessible one-stop classroom resource. Combining advice, guidance and practical activities, this user-friendly guide will enable you to: develop flexible thinking skills; use alternative strategies for pupils to access basic facts; understand the implications of pre-requisite skills, such as working memory, on learning; implement effective preventative measures before disaffection sets in; recognise maths anxiety and tackle self-esteem problems; tackle the difficulties with word problems that many pupils may have; select appropriate materials to enhance understanding. With useful features such as checklists for the evaluation of books, an outline for setting up an inclusive Maths Department policy and a brand new chapter on materials, manipulatives and communication, this book will equip you with the essential skills to tackle your pupils’ maths difficulties and improve standards. This book will be useful for all teachers, classroom assistants, learning support assistants and parents who have pupils who underachieve with maths.

Supporting Disorders of Learning and Co-ordination

This revised and updated third edition, previously titled The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties (Learning Disabilities), unravels the complexity of specific learning difficulties in an accessible and user-friendly way. Each chapter provides key information about the disorder in question, giving a clear definition before discussing prevalence, causal factors, identification, and assessment and provision. Implications for the curriculum and related assessment, pedagogy, resources, therapy/care, and school and classroom organisation are explained, allowing providers to reflect and adapt their practice in response to the needs of the individual. The book informs effective provision, with the aim of encouraging the best achievement and personal and social development for children and young people. The book authoritatively and lucidly addresses issues associated

with • impairment in reading/dyslexia, • impairment in written expression/dysgraphia, • impairment in mathematics/dyscalculia, and • developmental co-ordination disorder/dyspraxia. Recognising the importance and the challenge of multi-professional working, the book relates provision to the roles of parents and carers alongside that of the practitioner. Underpinned by research and widely held professional judgement, this will prove a practical, readable, and inspiring resource for professionals in the UK, US, and elsewhere including teachers, therapists, psychologists, and students entering these professions.

Overcoming Difficulties with Number

In writing this practical book, Ronit Bird has drawn on her teaching and training experience to create teaching plans for key numeracy topics, aimed at those working with students aged 9-16. She provides detailed strategies for teaching numeracy skills through a progression of practical activities and visualisation techniques which build the self-esteem of students who need extra help and give them a basic foundation in number. While the plans cover the National Numeracy Strategy, they can also be used in any setting where maths is being taught. Topics covered include: - games and puzzles for learning number components - bridging - multiplication - division - reasoning strategies A bank of accompanying resources, games, activities and Su-Doku puzzles is available on the companion website for the book. This is an ideal resource for both class teachers and maths subject teachers, and is equally useful for teaching assistants and learning support assistants

The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties

Mathematics plays an important part in every person’s life, so why isn’t everyone good at it? The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential, international authors from a variety of disciplines, all of whom share a high public profile. More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as: What are mathematics learning difficulties and disabilities? What are the key skills and concepts for learning mathematics? How will IT help, now and in the future? What is the role of language and vocabulary? How should we teach mathematics? By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics. It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults.

Understanding Dyscalculia and Numeracy Difficulties

Dyscalculia is a specific learning difficulty that affects the acquisition of numerical skills. A far larger number of pupils, while not dyscalculic, fail to acquire the basic numerical skills required for everyday life. Whatever the cause of poor numeracy it is essential that these difficulties are identified and addressed. This book looks at how adults can help identify each child's specific areas of difficulty and describes a multi-sensory approach that can be adapted for the needs of each student to help them better understand numbers and apply that understanding to solve problems. It covers the origins of number sense and how the brain deals with numbers, assessment, planning intervention, what to teach and how to teach it, and how parents can help their children. This straightforward guide will be essential reading for any parent, teacher or education professional working with a child with dyscalculia or numeracy difficulties.

Dyslexia Included

This practical book provides teachers with techniques and suggestions to help dyslexic pupils. Written by a team of experienced practitioners who work in a specialist school, it offers clear guidance and tried and tested strategies to help those who need support in this area. The book addresses reading and spelling difficulties and also other aspects of pupils' learning difficulties, including: accessing the curriculum; dyspraxia and motor development problems; learning mathematics; the use of ICT; developing phonological coding; and understanding dyslexics' behaviour. Teachers and teaching assistants working in specialist and mainstream primary and secondary schools should find the book useful. It is also relevant to those doing specialist courses in dyslexia.

The Dyspraxic Learner

With a wealth of practical strategies for teaching and supporting students with dyspraxia aged from 11 years up to college or university level, this book addresses all aspects of learning and ways in which teaching can be tailored to the dyspraxic learner. By exploring dyspraxia and its physical, emotional, psychological and social impacts on learning, the author shares tried-and-tested strategies for ensuring that students with dyspraxia achieve their full potential. This book covers a wide range of topics, such as research and study skills, improving memory, teaching literacy, visual and auditory learning styles, dealing with sleeplessness, stress, low self-esteem and anxiety, and preparing for future employment. Teachers will have a greater understanding of dyspraxia, and feel confident in helping students with dyspraxia to overcome educational challenges. Teachers, lecturers, tutors and SENCOs will find this book useful, and it will also be of interest to students with dyspraxia who are looking for ways to help themselves with their school or university work.

Identifying, Assessing and Supporting Learners with Dyscalculia

***** Online Resources are open access. No code is required ***** It is vital to understand the challenges and provide the right support for learners with dyscalculia and specific learning difficulties in mathematics. The book provides: • an overview of current research explaining the nature and causation of dyscalculia • guidance on the identification of dyscalculia • examples of how to carry out informal and formal assessments • an explanation of the principles of multisensory mathematics teaching • an outline of a structured programme (for learners aged 5-14), together with examples of lesson planning and activities. Designed for teachers specialising in the assessment and teaching of learners with dyscalculia, and those undertaking courses leading to Approved Teacher Dyscalculia (ATD) and Associate Membership of the British Dyslexia Association (AMBDA), the book is useful to any professional looking for an understanding of this area of specific difficulty.

Learning to Teach Mathematics in the Secondary School

What is the role of mathematics in the secondary classroom? What is expected of a would-be maths teacher? How is mathematics best taught and learnt? Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the modern secondary school classroom. Written specifically with the new and student teacher in mind, the book covers a wide range of issues related to the teaching of mathematics, including: The role of ICT Assessment for Learning NEW Using mathematics in context NEW Communicating mathematically Planning mathematics lessons Including special-needs pupils Teaching mathematics post-16 Professional Development Already a major text for many university teaching courses, this fully revised third edition takes into account new developments in the National Curriculum as well as recent changes to the standards for Qualified Teacher Status. Featuring two brand new chapters, a glossary of useful terms, addresses for resources and organisations, and tasks designed to prompt critical reflection and support thinking and writing at Masters level, this book will help you make the most of school experience, during your training and beyond. Designed for use as a core textbook, this new edition of Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all trainee and practising teachers of secondary mathematics.

The Dyscalculia Assessment

A complete assessment tool for investigating maths difficulties in children, this book also provides advice for implementing the findings into teaching plans.

More Trouble with Maths

More Trouble with Maths acknowledges that there are many reasons why children and adults are unable to function mathematically. Difficulties include problems with rote learning basic facts and procedures, debilitating anxiety, poor working and short-term memories and mathematics vocabulary. Central to this new edition is a range of standardised tests and diagnostic activities, including a 15 minute test of basic mathematics, a thinking style test, tests of basic fact retrieval and maths anxiety. Guiding the reader in the interpretation of tests, this new edition shows how identifying the barriers to learning is the first step in a programme of intervention. Written in an engaging and user-friendly style, Steve Chinn draws on his extensive experience and expertise to: show how to consider and appraise the many factors relating to mathematical learning difficulties explain how these factors can be investigated explore their impact on learning mathematics. Emphasising the need for a clinical approach when assessing individuals,

this book shows how diagnosis and assessment can become integrated into everyday teaching. This highly practical and relevant resource is a crucial resource for anyone who wants to accurately and effectively identify the depth and nature of mathematical learning difficulties and dyscalculia.

Overcoming Dyscalculia and Difficulties with Number

This practical book draws on Ronit Bird’s teaching experience to create detailed strategies and teaching plans for students aged 9-16 who have difficulties with number. Activities and games are used to teach numeracy skills in these key areas: number components, bridging, multiplication, division and reasoning strategies. New to this edition: An updated Part I, improving the clarity and flow of the teaching ideas, including a table mapping games against specific teaching points More activities and guidance for multiplication and division A new Part V, consolidating new and existing teaching games in one place 4 new videos added to the online resources This is an ideal resource for class teachers, SENCO (Special Educational Needs Co-ordinator) and maths subject leader, and is equally useful for teaching assistants and learning support assistants.

The Effective Teacher's Guide to Dyslexia and Other Specific Learning Difficulties

Offering valuable practical advice, this book provides the ordinary classroom teacher with enough information to equip them with a range of strategies to tackle everyday classroom situations. This book expertly guides the reader through:legal and policy contexts terms and definitions interventions and rationale approaches related to different curriculum subjects provision for dyscalculia and acalculia. Taking into account recent policy changes, and with an emphasis on what works in the classroom, this book will prove a prac.

That's the Way I Think

About 1 in 20 individuals are dyslexic. This figure also applies for dyspraxia and ADHD. This fully revised edition of David Grant’s thought-provoking, insightful book develops our understanding of these specific learning differences and considers the further challenges presented by these overlapping conditions. This new edition includes a brand-new chapter on dyscalculia. New sections also explore updates in the study of dyslexia, dyspraxia and ADHD as well as visualisation and synaesthesia, in the light of new data and research. These updates enable the reader to gain a fuller understanding of the sensory experiences and thoughts of individuals with specific learning differences. The author takes a life-style approach to explain many of the everyday experiences and choices of individuals with specific learning differences, including sleep, sports, visualisation and creativity, and uses real life examples explained in the words of those with specific learning differences. The accessible style of this book will immediately strike a chord with anyone with first or second-hand experience of specific learning differences. It is invaluable and insightful reading for those with specific learning differences as well as their parents and/or partner, teachers, teaching assistants and SENCos.

Addressing Special Educational Needs and Disability in the Curriculum: Maths

The SEND Code of Practice (2015) reinforced the requirement that all teachers must meet the needs of all learners. This topical book provides practical, tried and tested strategies and resources that will support teachers in making maths lessons accessible and interesting for all pupils, including those with special needs. The author draws on a wealth of experience to share his understanding of special educational needs and disabilities and show how the maths teacher can reduce or remove any barriers to learning. Offering strategies that are specific to the context of maths teaching, this book will enable teachers to: adopt a ‘problem solving’ approach to ensure students use and apply mathematics at all times during their learning develop students’ understanding of mathematical ideas structure lessons to empower and actively engage students create a mutually supportive classroom which maximises learning opportunities plan the classroom layout and display to enhance learning, for example displaying number lines, vocabulary lists and pupils’ work successfully train and fully use the support of their teaching assistants. An invaluable tool for continuing professional development, this text will be essential for secondary maths teachers (and their teaching assistants) seeking guidance specific to teaching maths to all pupils, regardless of their individual needs. This book will also be of interest to secondary SENCOs, senior management teams and ITT providers. In addition to free online resources, a range of appendices provide maths teachers with a variety of pro forma and activity sheets to support effective teaching. This is an essential tool for maths teachers and teaching assistants, and will help to deliver successful, inclusive lessons for all pupils.

Dyscalculia

Mathematics Learning Disorder (commonly called “dyscalculia”) is a brain-based learning disorder that affects arithmetic skills. Dyscalculia doesn't mean that your child will fail math. Dyscalculia is a recognized learning disability, so schools and colleges will usually make accommodations for dyscalculic students. This informative guide covers the causes for dyscalculia, how to get a diagnosis, what to expect in school after a diagnosis, and tips for parents to help their dyscalculic child.

Dyslexia and Mathematics

In this revised and fully updated second edition of the classic bestselling text, the formidable team of expert contributors, inluding Professor Tim Miles OBE, draw on their extensive experience in the field. The outcome is a wealth of material based on individual case studies supported by practical and accessible teaching strategies. The new material includes: * discussion of the latest thinking in the field - ideas on dyscalculia * information from a survey of primary school children * guidance on suitable testing material * innovative contributions on practice. The long awaited second edition of Dyslexia and Mathematics is unique in terms of its coverage and authority, and is a must-buy text for teachers, student teachers and special needs co-ordinators.

Beating Dyspraxia with a Hop, Skip and a Jump

Geoff Platt's exercise program, tailored to help children with dyspraxia to overcome their symptoms, enjoy physical activities, and become as active as their friends and classmates, is now proven to be even more effective. This revised edition outlines the fun and easy-to-teach program, which focuses on familiar activities such as running, jumping and ball play, and explains how regular exercise routines can reduce weakness and improve motor skills, such as balance, timing and coordination. It includes extra session plans, incorporates new research, and adds a secondary stage to the exercise program, teaching the skills of praxis, planning movement and improving skills. This practical guide will be an essential resource for Physical Education teachers and non-specialist teachers of recreation and games classes who are looking to help children with dyspraxia to reduce weakness and improve motor skills, as well as parents.

Can't Play Won't Play

"Can't Play Won't Play is a resource for parents, teachers and all those working with children with DCD."--BOOK JACKET.

The Math Handbook for Students with Math Difficulties, Dyscalculia, Dyslexia or ADHD

The Math Handbook has been developed for students with Dyscalculia and others who are struggling with mathematics. The book is based upon the Singapore Primary Mathematics curriculum, as well as the International Math curriculum. More than twenty topics are covered and explained step by step through visual representation to convey mathematical concepts. It has been specially developed for: • Students who have been diagnosed with Dyscalculia; other terms may include Mathematics Learning Disability, or Mathematics Disorder • Students who have been diagnosed with Dyslexia; as according to research more than fifty percent of those experience difficulties with mathematics. Some students may have Dyslexia and Dyscalculia as co-existing disorders • Students diagnosed with ADHD; as they may struggle with mathematics. Some students may have ADHD and Dyscalculia as co-existing disorders. • Students who have difficulties in learning Mathematics • Slow learners • Teens/Adults who have severe Math Difficulties or Dyscalculia Students will gain more confidence in mathematics, become more independent and produce better results. This book will provide them with an opportunity to experience success and maintain a positive attitude towards math. It is suitable to be used in combination with Educational Therapy or remedial intervention in Math that students with dyscalculia or Math difficulties need. An assessment conducted by a psychologist is essential and early interventions are most effective. • Please note that the flowable ePub edition of The Math Handbook for tablets and mobile devices may not appear as well organized since the material doesn't always appear together on a single page as in the print edition. Therefore, we recommend the print editions for the students.

The Effective Teacher's Guide to Dyslexia and other Learning Difficulties (Learning Disabilities)

This highly anticipated second edition of The Effective Teacher's Guide to Dyslexia and other Learning Difficulties (Learning Disabilities) critically examines the specificity and complexity of learning disabilities. The user-friendly text highlights the importance of schools reviewing their curricula and assessment, pedagogical methods, resources, organisation and therapy procedures to ensure that their provision helps encourage academic progress and the best personal and social development for their pupils. This book accessibly and authoritatively addresses a range of issues associated with: Reading disorders / dyslexia Disorder of written expression/ dysgraphia Developmental co-ordination disorder/ dyspraxia Mathematics disorder/ dyscalculia. Offering what works in the classroom, this text also takes into account the relationship between professionals who work closely with parents and other professionals. It helpfully recognises the importance of professional contributions and the foundational disciplines that contribute to special education. Underpinned by research and widely held professional opinions, this second edition of The Effective Teacher's Guide to Dyslexia and other Learning Difficulties (Learning Disabilities) will prove a practical, readable and invaluable resource for the busy teacher, students on initial teacher training courses, school managers and administrators.

Mathematics for Dyslexics and Dyscalculics

A seminal handbook in the field for more than 20 years, this new and updated edition of Mathematics for Dyslexicsand Dyscalculics contains the latest research and best practices for helping learners with numerical and mathematical difficulties. Provides a complete overview of theory and research in the fields of dyslexia and dyscalculia, along with detailed yet pragmatic methods to apply in the classroom Contains enhanced coverage of place value and the role of the decimal point, why fractions can challenge a developed logic for arithmetic, and the complexity of time along with new material on addressing anxiety, fear, motivation, and resilience in the classroom; and links to new resources including standardized tests and recommended reading lists Written by two mathematics teachers with 50 years of teaching experience between them, much of it in specialist settings for students with specific learning difficulties Offers effective teaching strategies for learners of all ages in a structured but accessible format

How to Identify and Support Children with Dyslexia

Written by an experienced Dyslexia Adviser, this practical book offers help and advice to those providing and supporting the learning of dyslexic primary school children. Full of ideas, it aims to address those questions that are most frequently asked by class teachers and SENCos.

Mathematical Difficulties

This book examines the mathematical difficulties in typical and atypical populations. It discusses the behavioural, educational and neuropsychological characteristics of people with mathematical difficulties, and educational interventions to prevent, diagnose, treat or ameliorate such difficulties. The book

brings together studies from different disciplines, including developmental psychology, neuroscience and education, and includes perspectives from practicing teachers. The book is divided into three major sections. The first includes chapters about the nature and characteristics of mathematical difficulties in the population as a whole, in relation to both psychology and education. The second deals with mathematical difficulties in children with other problems such as specific language impairment and dyslexia. The third discusses methods of interventions aimed at preventing, treating or ameliorating mathematical difficulties, and will include discussions of assessment and diagnosis.

Specific Learning Difficulties - What Teachers Need to Know

This book clearly explains what Specific Learning Difficulties (SpLD) are, and describes the symptoms of conditions most commonly encountered in the mainstream classroom: dyslexia, dyspraxia, dyscalculia, dysgraphia, Autism Spectrum Disorder, ADHD, and OCD. The author provides an overview of the strengths and weaknesses commonly associated with each of these conditions, as well as practical suggestions for modifying teaching materials and methods to make learning enjoyable, effective and accessible for students. There are also dedicated chapters on helping students with SpLDs to develop effective revision skills and exam techniques. This straight-talking and accessible guide is ideal for teachers, teaching assistants, and those in school management who want to know more about supporting students with Specific Learning Difficulties.

Dyslexia at College

This fully updated third edition contains practical and useful advice that will be invaluable for students with dyslexia, their parents and all of those involved in teaching and supporting them in their studies. Including the latest research into dyslexia, changes in legislation and information technology and the real-life experiences of six former Bangor students this book will: • guide students through the process of applying for university, suggesting strategies for general organisation and for particular aspects of study • outline how to get the best personally and academically from higher education • give practical advice on setting up and using support facilities (both human and technological) • be an accessible text for mainstream lecturers and tutors who need to be aware of the implications of the Disability Discrimination Act. New chapters include 'Dyslexia plus', giving information on dyspraxia, attention disorders, Asperger's syndrome, and the more controversial 'dyscalculia'. ‘Out of College and into Work’ gives advice for students on the challenges they face after graduation.

Dyslexia in Context

This book highlights the most recent developments in the area of research, policy and practice. All the authors are well known in the field of dyslexia and they will offer significant contributions at the forthcoming BDA conference ' Dyslexia: the dividends from research to policy and practice' to be held at Warwick University in March 2004. In addition to the opening chapter, which provides an overview of developments in dyslexia, there are also chapters on the research associated with neurological factors, the cerebellum, genetics and the links between research and practice. The policy section provides insights into policy developments from Europe, the UK and the United States, as well as polic developments relating to both children and adults. The practice section is comprehensive with chapters on multilingualism, the range of specific learning difficulties, ICT, mathematics, the implications for the classroom from the science of learning and the features of dyslexia friendly schools.

The Essential Guide to Secondary Mathematics

Combining research-based theory with fresh, practical guidance for the classroom, this is a stimulating resource for all student and practising teachers looking for new ideas and inspiration.

Learning Disorders

What are learning disorders? How can schools endeavour to address these disorders in today’s inclusive classrooms? This book answers these important questions in practical terms and discusses in detail the instructional needs of students with dyslexia, dysgraphia, dyscalculia, dyspraxia and other significant disorders that affect learning. Peter Westwood draws on international research literature to provide supporting evidence of best practices. The book is unique in linking the teaching methods recommended for overcoming learning problems directly to each of the three tiers of support in the Response-to-Intervention Model. It presents examples of effective whole-class teaching, intensive

small group instruction and individual tutoring, as well as addressing key topics such as: educational progress of students with learning disorders; principles for teaching dyslexic students; difficulties with writing and spelling; developing students' numeracy skills; specific intervention strategies; nonverbal learning disabilities. Learning Disorders will be of interest to practising teachers, trainee teachers, teaching assistants, educational psychologists, school counsellors and parents. It will also provide valuable insights for any school planning to upgrade its support system for students with special educational needs.