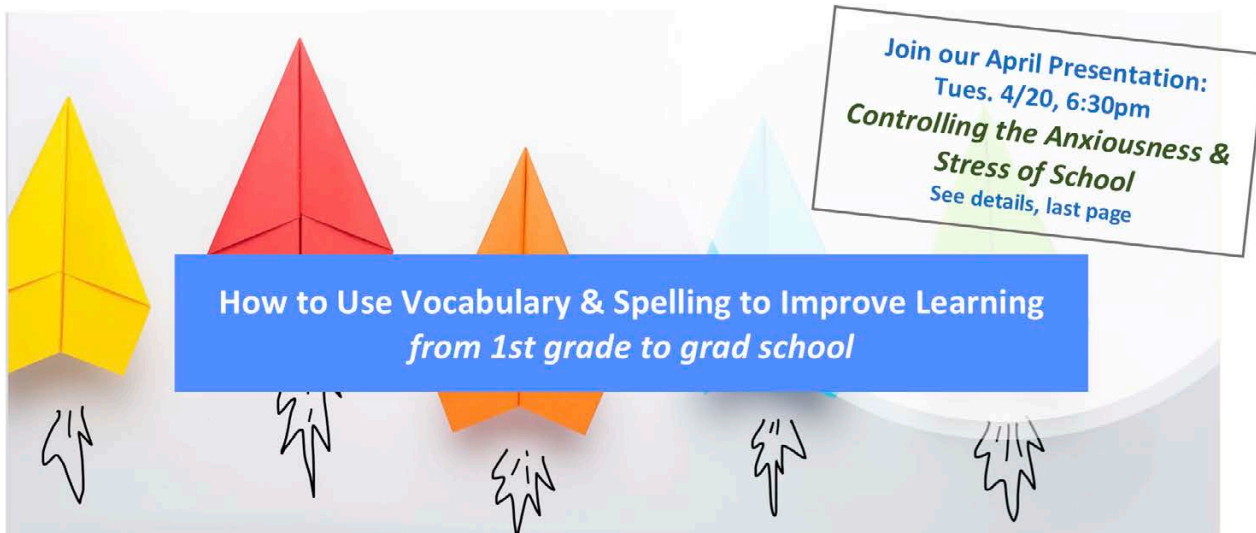




Developmental Learning Solutions

Everyone has the innate ability to learn, and the inherent right to the pursuit of knowledge.™



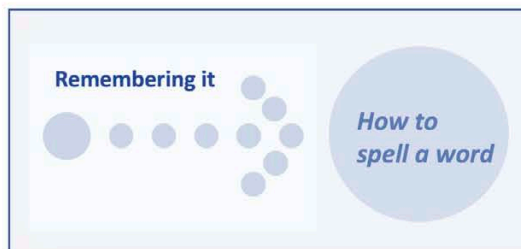
Did you know you can use techniques to build curiosity, creativity and success at learning – and improve vocabulary and spelling, too? This month’s newsletter outlines how this works, and how you can use it with your learner (or yourself). There are multiple paths to remembering important or useful information, so we’ve included techniques that can also be transferred to vocabulary, comprehension, science, history, literature, math, and more.

What’s Going On?

The complexity of cognitive processing in learning

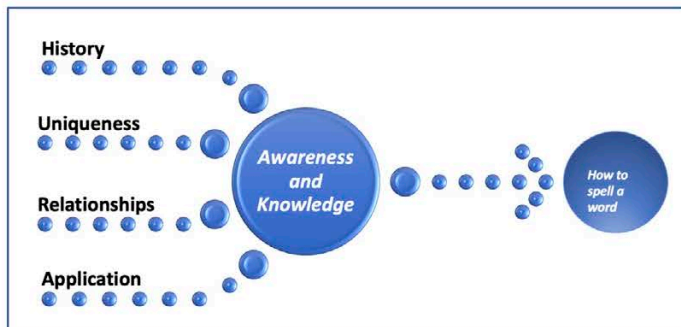
Many people use quick learning skills to retrieve vocabulary or spell a word. But for many with learning differences, the concept or big picture of a word is there, but the specific spelling or sounds are not. Expressing a word may be very difficult, as it requires several different stages of cognitive processing and expression:

- Linguistic (may be affected by attending/focusing, understanding, or language delays)
- Higher reasoning thinking/conceptual understanding
- Big picture memory/memory retrieval
- Expression (which can be graphic, verbal, movement-based)



Above: How a typical learner quickly and easily retrieves a word. But the differences between a typical learner and a learner with language-based learning differences, like Dyslexia, are significant.

Below: A dyslexic learner may need to use a number of techniques to access information they already have just to retrieve the spelling of a word.



**We can always demonstrate knowledge in multiple modalities.
To gain the knowledge, to develop a knowledge base,
we need to **develop awareness** as well as the **knowledge****

– John Fleming, Founder, DLS

1. Use Previous Knowledge

Before spelling or vocabulary, feel the “conflict” of the words to help when learning something new

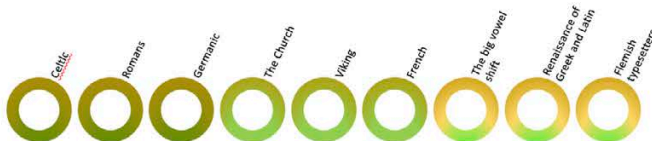
Building and using previous knowledge is a common educational therapy technique: when someone learns the concepts, the stories, the relationships, then the word makes more sense. Irregular spellings or words from other languages have patterns, and then can be remembered when their “rules” are learned first.

Developing awareness of “conflict” helps with spelling or vocabulary. For example, understanding why a word like *knight* isn’t spelled as it sounds helps with other words using that historical formula as well.

This applies across topics: when someone can’t remember multiplication tables, but can reconstruct them, they’re utilizing their *previous knowledge*.

Learners have to be exposed to more than just how to spell a word

What is it about spelling English?



The basics of building previous knowledge:

- Identify the challenge: this helps develop an answer to “why is this one like it is?”

Ask:

- Have I been here before?
- Have I seen this before?
- Have I encountered similar challenges to this one before?

2. Create It to Remember It:

Draw it, sing about it, use movement

We can use creativity (thinking outside the box) to remember, to make it easier to retrieve spelling, vocabulary. Here’s how:

Visual (make a picture, draw it out)

Draw with different types of pens, draw with chalk on the floor, draw timelines, diagrams: all are different ways of explaining visually

Auditory (developing stories to remember)

ABC songs, poems, your own funny story



Kinesthetic (movement, e.g., dancing)

Hand signals (e.g., for vowel sounds), arm movements, block movements, drawing on the floor

Creativity allows the learner to use innate abilities to explore areas where they’ve had challenges (e.g., spelling, vocabulary, names of facts and figures, etc.)

With creativity for learning, the “name” happens last. Instead, reconstruct information using history, uniqueness, relationships, and finally application. (See bottom diagram on p. 1)

PRO TIP: For many learners with language-based difficulties like Dyslexia, memorizing lists is very challenging. With creativity, the learner can use their own innate abilities to explore areas where they’ve had challenges before (e.g., spelling, vocabulary, names of facts and figures, etc.).

When we present concepts and words with relationships,
we can work on **two areas**: taking the learner outside of their anxiety
or frustration, and then to seeing the relationships

– John Fleming, Founder, DLS

3. History: Words Are More Than Letters

Knowing the past, like a word's origins, or the history of English, can help you solve problems today. That's because there aren't consistent rules for spelling words, but there is a clear history.

How can you approach vocabulary words when you need meaning & spelling? We use the following method to help unpack them:

Word Origin:

- use letter combinations (seven word families)
- prefix, suffix, parts, roots

Usage Examples:

- know, thumb, knee, climb
- could/should/would
- liberty, law, government
- biology, bicycle, into, between

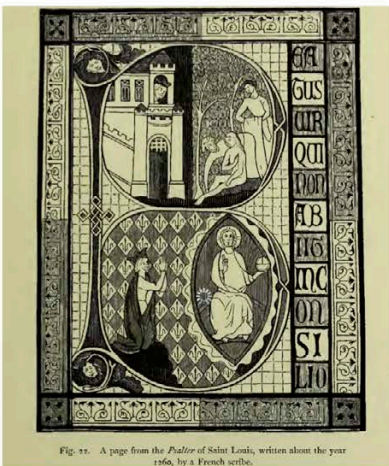


Fig. 91. A page from the *Psalter of Saint Louis*, written about the year 1260, by a French scribe.

An illustrated page can be a jumping-off point for exploring the history of language, words, art, and more.

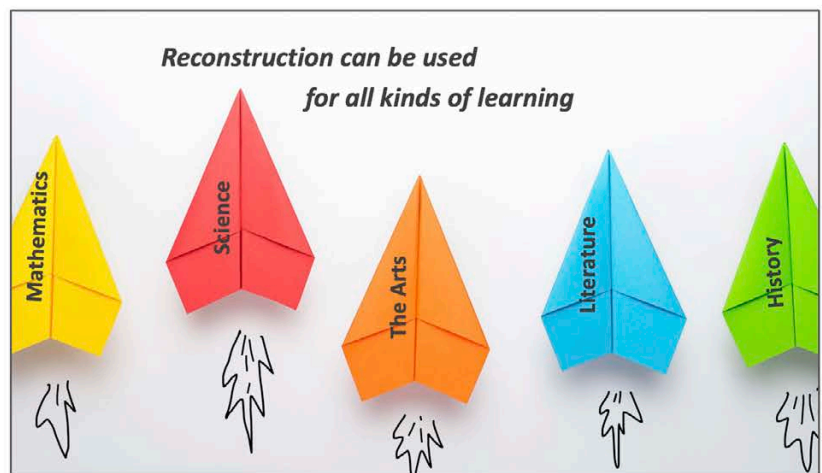
Contact info@dls-learning.com for the full slide deck to February's presentation, *How to Use Vocabulary & Spelling to Improve Learning from 1st grade to grad school*. Watch a zoom archive of the presentation: <https://tinyurl.com/3hwj2w4c>

Next: Apply the 3 techniques to many different areas of learning!

Here are some starting points for ways to apply the three areas (using previous knowledge, creativity, and history):

History: make your own timeline: find photos that represent the time, location, and what happened

Science: draw it to remember it: fill in outline of cells and cell organelles



Math: use different songs to tap out a beat to remember times tables

Math: use movements with your arms to remember the formula for pi

Literature: draw out (stick figures are fine!) characters and their relationships to each other

PRO TIP: Math, science, and literature are full of incredible stories that can help make remembering the origins of academic areas meaningful and memorable.

Building stories, or relationships, can be used as an effective way to build deeper knowledge as well as practical skills.

Supporting the expression of information in multiple ways

When school teams and parents work together to support learners, outcomes can be the very best. Here are some common accommodations we see implemented to help learning-differenced students.

Different ways to grade vocabulary, spelling, and more:

- describing/explaining the challenge of learning how to spell the word (phonetics, history)
- identify roots, prefixes, suffixes
- grade the number of letters correct
- give credit if learner understands the word and its origin

Different ways to grade other subjects:

- draw a diagram describing interactions (via a figure, timeline, map, etc.) instead of multiple choice or fill in the blank
- have learner demonstrate to teacher or class their own technique for learning the word, e.g., a story, a dance, a song, a poem
- allow the learner to explain the history behind a concept, e.g., how polynomials were developed and why, the reason for the US Bill of Rights, the discovery of cellular structure, etc.

Join us for a presentation Tues. 4/20, 6:30pm

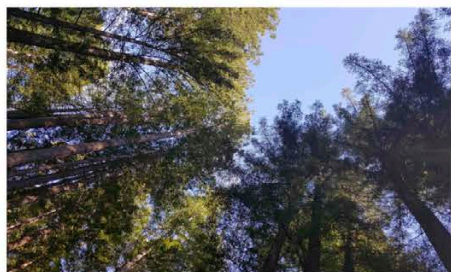
Finding the Peace of Learning at School:

How to Identify, Understand, and Reduce a Learner's Anxiety in the School Environment

Join DLS Founder John Fleming, Board Certified Educational Therapist, for this accessible explanation of academics and anxiety, where he will cover:

- How anxiety can affect learning
- Models and techniques for identifying where it comes from
- Techniques for learners, parents, and teachers to use to reduce stress at school and home

Free. Zoom link to register & add to your calendar: <https://tinyurl.com/3tmb7era>



- DLS offers individualized support for academic anxiety and educational purpose, strategic planning, and organizational support with 1:1 educational therapy
- Extra coaching and check-in sessions
- Tutoring and Study Halls with Executive Functioning support
- Coaching for parents supporting their learners

*Now offering appointments for in-person assessments.
Contact us to learn more.*

For more information:
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