

The Instruction of Reciprocal Teaching

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them.

1. **Explicit Teaching:** The teacher explains to students why the strategy helps comprehension and when to apply the strategy.
2. **Modeling:** The teacher models, or demonstrates, how to apply the strategy, usually by “thinking aloud” while reading the text that the students are using.
3. **Guided practice in small groups:** The teacher guides and assists students as they learn how and when to apply the strategy.
4. **“The Gradual Release of Responsibility”:** As students become more comfortable with the process, the teachers shifts the responsibility of teaching and learning onto the students so that they become the active participants within the reading process. This gradual release of responsibility from teacher to student allow them to take the lead and become more proficient in using the strategies. Ultimately, the goal is to have students acquire the habit of reading, reasoning, and problem solving.



Some Suggestions...

Book Suggestion

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Website Suggestion

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References

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Dyslexia

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Dyslexia

What is Dyslexia?

What Causes Dyslexia?

What Are the Effects of Dylexia?

How is Dyslexia Diagnosed?

What are the Signs of Dyslexia?

How is Dyslexia treated?



Dyslexia Basics

What is Dyslexia?

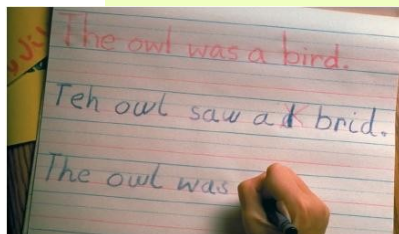
A specific learning disability that is neurological in origin, which manifests itself as a difficulty in reading, word recognition and poor decoding abilities.

Typically results from a deficit in the phonological component of language.

- In relation to cognitive ability and ineffective classroom instruction

Difficulties can include problems in reading comprehension and diminished reading experience and confidence

- Impedes growth in vocabulary and background knowledge



Common Misconceptions

Misconception #1: Dyslexics see letters backwards (i.e. seeing b's when they should be seeing d's).

Misconception #2: Dyslexics are slow learners and not very intelligent.

Misconception #3: Dyslexia is a behavioral, motivational or psychological problem.

✓ *Dyslexia is simply a learning disability in which the brain processes things differently than another brain might.*

Misconception #4: Dyslexia is just a phase and is something that is outgrown.

✓ *Those affected by dyslexia can learn to overcome their symptoms, but dyslexia is a lifelong condition.*

What Causes Dyslexia?

- Dyslexia is an inherited condition
- Research has determined that a gene on the short arm of chromosome #6 is responsible for dyslexia.
- Results from a neurological difference, meaning a difference in the brain.
 - ✓ Larger right hemisphere of brain
 - ✓ Unique and unusual placement of neurons (not neatly ordered as in non dyslexic brains)
- Studies of MRI's have illustrated that people with dyslexia do not use the same part of the brain when reading as other people.
 - ✓ No consistent part of brain used among dyslexic readers



Reciprocal Teaching: Tools for Building Reading

Clarification: Clarifying Words and Text helps students to *monitor* their word and text comprehension strategies. Using “Fix up” strategies like context clues when they do not understand single words focuses students on the confusing portions of the text, but also includes students to clean up words they do not know.

Summarization: Summarization is self-review that requires students to ascertain the most important information or *main idea* and *assemble* in rational order.

Questioning: Self- Questioning promotes students increased awareness of the text thus improving comprehension. The language includes the “who, what, when, why, where and how” stems that reinforces the summarization technique, while the “Revised Bloom’s Taxonomy stems increase student awareness of the important ideas found in text.

Prediction: Predicting and Making Inferences is a process that asks students to “read between the lines” and ultimately draw conclusions about the text. In essence, readers can use information from the text and their background knowledge to make logical predictions or *inferences*. In turn, predicting allows students to set a *purpose* for reading.