

THE GREEN PAPER IN THE CLASSROOM
 - WHAT DOES THAT LOOK LIKE FOR CLASSROOM STAFF?
6th July 2022
 9.30-3.00 pm
KEYNOTE - NEIL MACKAY

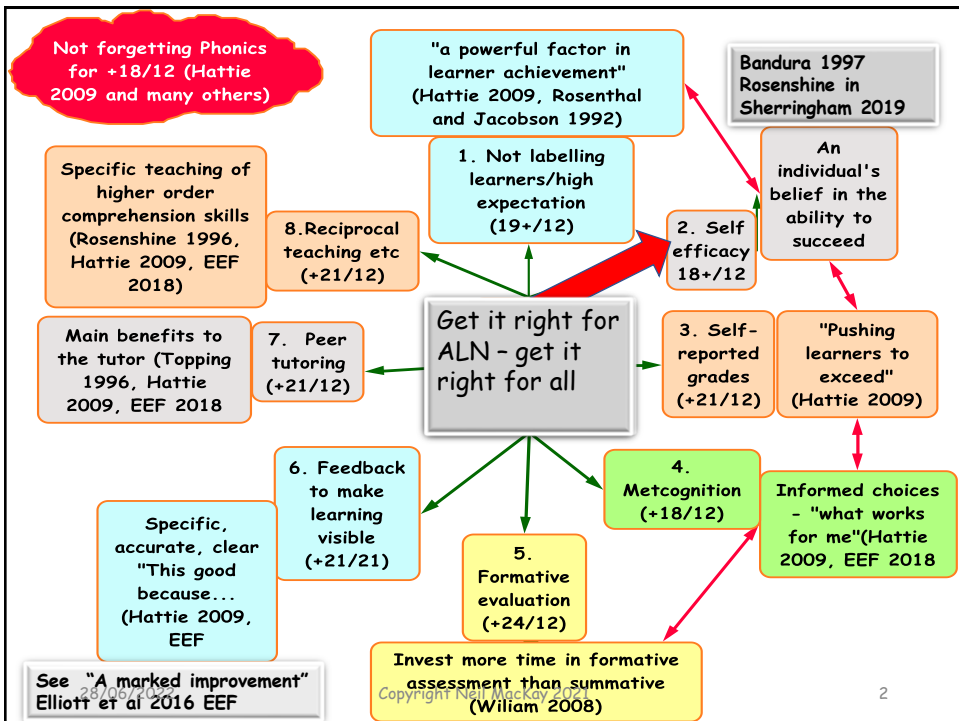
FREE gifts for all attending including Twinkl log in's, Mindmapping apps etc

Videos from each room available after the event

Presented by Neil Mackay in partnership with Redbridge
 Email: info@actiondyslexia.co.uk Website: www.actiondyslexia.co.uk

28/06/2022 Copyright Neil MacKay 2021 1

1



2

1. A colleague says, "If only your students would try/were more motivated...." The question is.....



Pygmalion In Classroom

Labeling theory tested

Research question:



Can a label, such as "gifted," have a measurable effect on a person's behavior even when the label is applied randomly?

Rosenthal + Jacobsen 1992

3

Memory

Combine auditory and visual input in the form of images

“Feelbad” Issue:
“There’s no point in trying to do better I just can’t.”

28/06/2022


Copyright Neil MacKay 2021

4

4

When teachers expected that certain children would show greater intellectual development.....they did.

1.



Pygmalion In Classroom
Labeling theory tested

Research question:
Can a label, such as "gifted," have a measurable effect on a person's behavior even when the label is applied randomly?

Teachers were told that some of their students could be expected to be "growth spurters"

"When teachers expected that certain children would "spurt," they did.

2. Case for more:

- **aiming high** - assume "capability" and accommodate
- **differentiation by outcome** + internal assessments
- **UD4L** - "multiple means of representation etc.

Universal Design 4 Learning

28/06/2022

Rosenthal + Jacobsen 1992

Copyright Neil MacKay 2021

5

5

Bandura 1977

1. Mastery Experiences

- **Success** directly impacts the way we think about ourselves.
- Succeeding in a task *increases the likelihood of achieving similar tasks again*. We gain a sense of 'mastery' over it.

2. Modeling Experiences

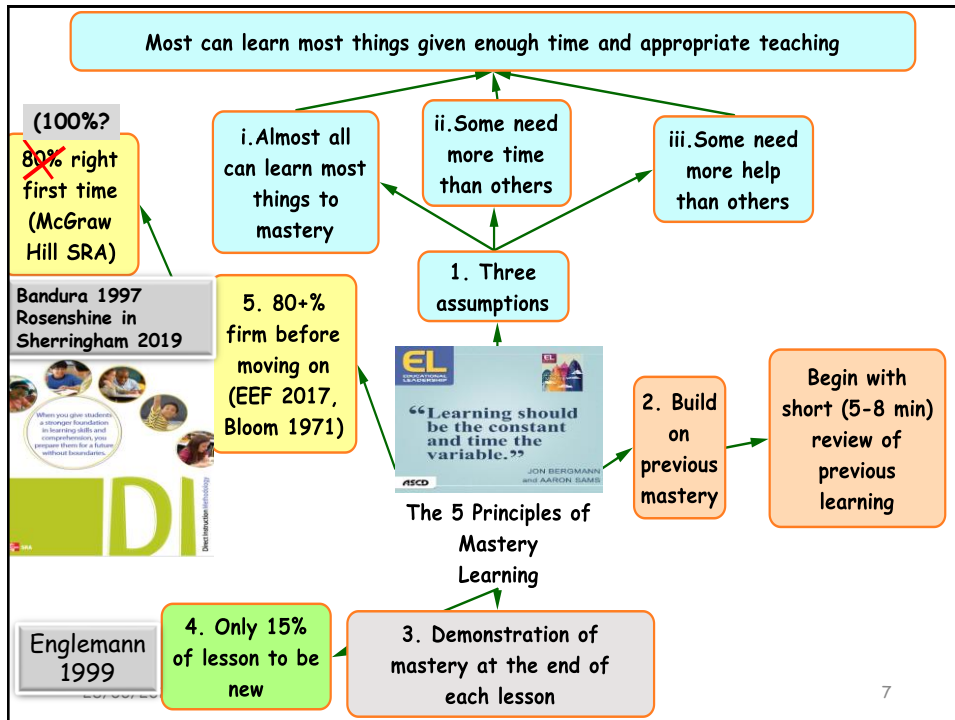
- Role models - vital role in building self-efficacy.
- We are more willing to put in efforts and work in the direction that they show us.
- Neil says "Is it really about this **"assumption of capability?"**"

28/06/2022

Copyright Neil MacKay 2021

6

6



7

"Teach a bit less a bit more effectively?"

- Shifting the emphasis to:
 - *revisiting prior content*
 - only small and carefully sequenced doses of *new content*,
- Secured immediate improvement in quality and quantity of work
- This (built) student self-confidence and self-reliance in completing high-quality, independent work. Jon Gustafson (<https://mrgmpls.wordpress.com/> - good blog)

28/06/2022

Copyright Neil MacKay 2021

8

8



9

2. A colleague says "They can use jargon words properly in speech - why can't they spell them?"

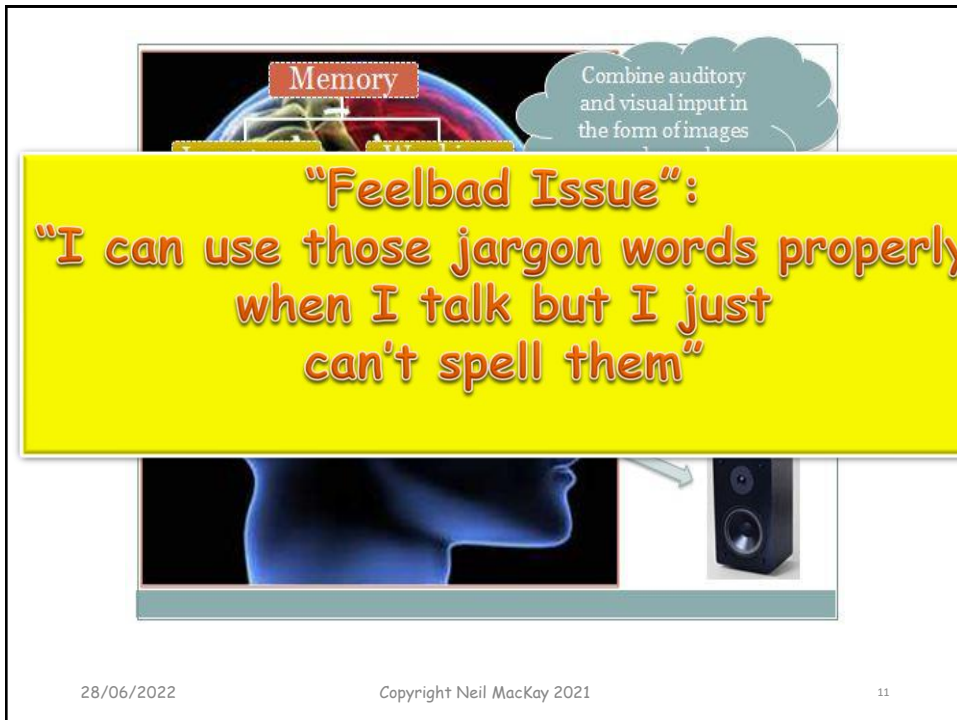


28/06/2022

Copyright Neil MacKay 2021

10

10



Memory

Combine auditory and visual input in the form of images

"Feelbad Issue":
"I can use those jargon words properly when I talk but I just can't spell them"

28/06/2022 Copyright Neil MacKay 2021 11

11

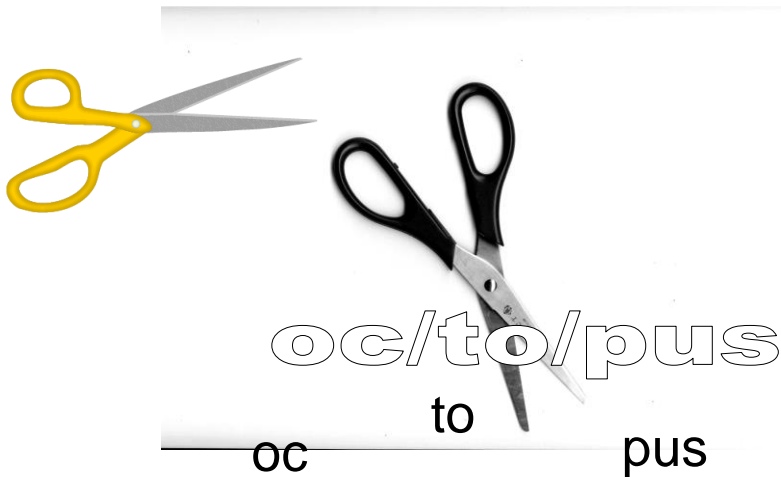
It's good news week!

- 50% of English words can be spelt accurately by sound/symbol correlation alone
- 36% more can be spelt with only one error
- 10% more can be spelt accurately via word meaning, origin and morphology (how smallest units of meaning combine to form words)
- Fewer than 4% are "true oddities"

28/06/2022 Copyright Neil MacKay 2021 **But...** 12

12

Phonological Awareness - the ability to manipulate, segment and blend sounds into words



28/06/2022

Copyright Neil MacKay 2021

13

13

Introducing:

"The 4 Rules of Single Vowel Syllables"

Or

How to make single vowels in syllables say what you want them to say

28/06/2022

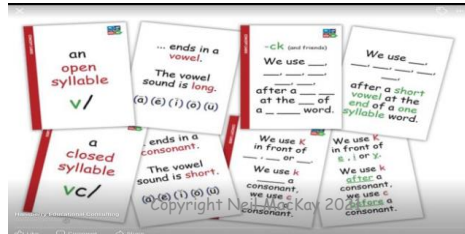
Copyright Neil MacKay 2021

14

14

Single Vowels in syllables:

- Usually say their 'name' or their 'sound':
- 'ah' - as in apple
- 'ay' - as in ace - and so on
- You can talk about open/closed, long/short but..... likely to be associated with previous failure - So I prefer "name or sound"
- The question is- where does a single vowel sit in a syllable to give the sound we want?



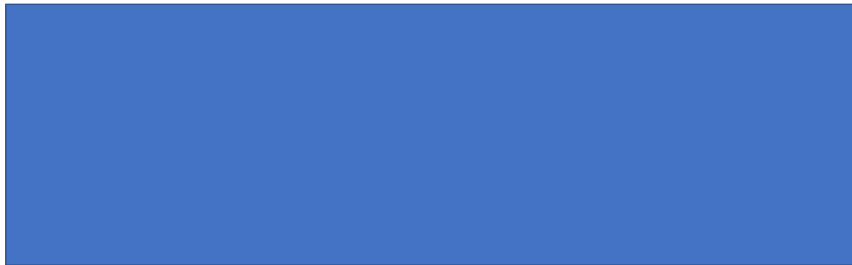
28/06/2022

15

15

Sounds? Two places:

- A single vowel usually says its sound:



28/06/2022

Copyright Neil MacKay 2021

16

16

Names? Two places:

- A single vowel usually says its name:

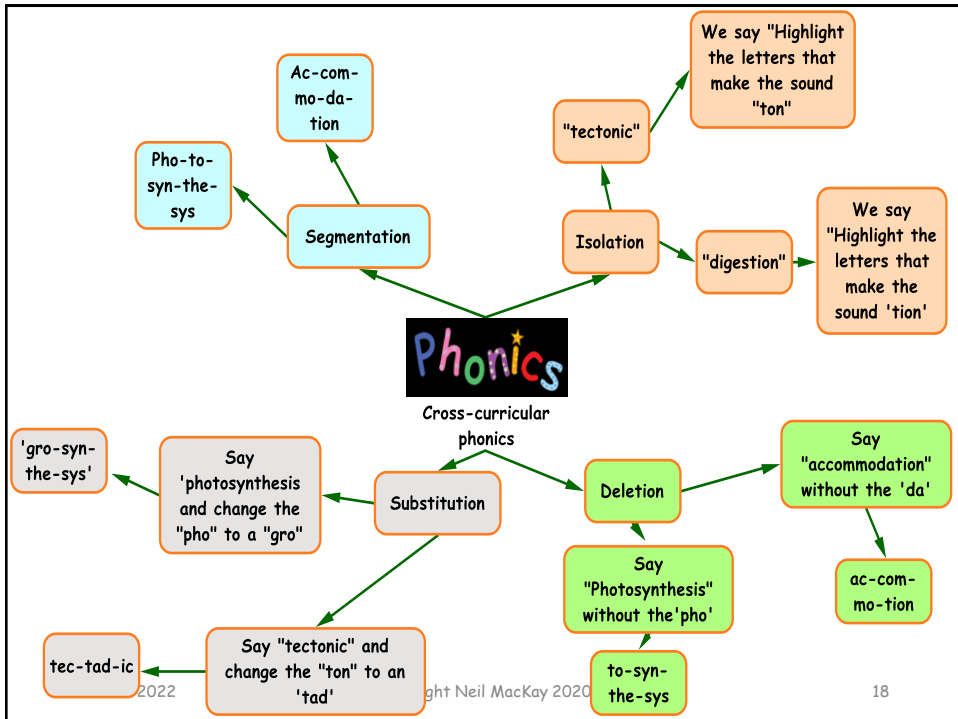


28/06/2022

Copyright Neil MacKay 2021

17

17



18

Going for deletion - The adult/peer says:

- Here is "volcano" - please say it as you clap it - vol-ca-no
- Please say it again
- Can you say "Volcano" without the "no" volca
- Can you make "volca" with the letters?
- Say "volcano" - say it without the "vol" - cano

Going for substitution - The adult/peersays:

Say "volcano"

Please change the "vol" to a "pol" - polcano

Say "volcano"

Please change the "no" to a "go" - volcago

Say "volcano"

Change the "ca" to a "pay" - volpano



28/06/2022

Copyright Neil MacKay 2021

19

19

LCWC

- Look
- Cover
- Write
- Check

The question is:
"How many learning
preferences are used?"

28/06/2022

Copyright Neil MacKay 2021

20

20

Hot from the press on sight words. Prof. David Kilpatrick says:

- Correlation between sight word reading and visual memory is zero to weak
- So sight word vocabulary is NOT based on visual memory
- Input definitely visual but storage is orthographic/phonetic
- Neuroimaging indicates visual memory (shape) and orthographic memory (awareness of common letter patterns) involve different parts of the brain

Share When You See A Word



21

Orthographic mapping

1. *Let's sound 'said':*

- Sssss
- 'e'
- 'd'

2. *How do we make the 'sss' sound?*

write 's'

3. *How do we make the 'd' sound*

Write d

4. *What about the 'e' sound?*

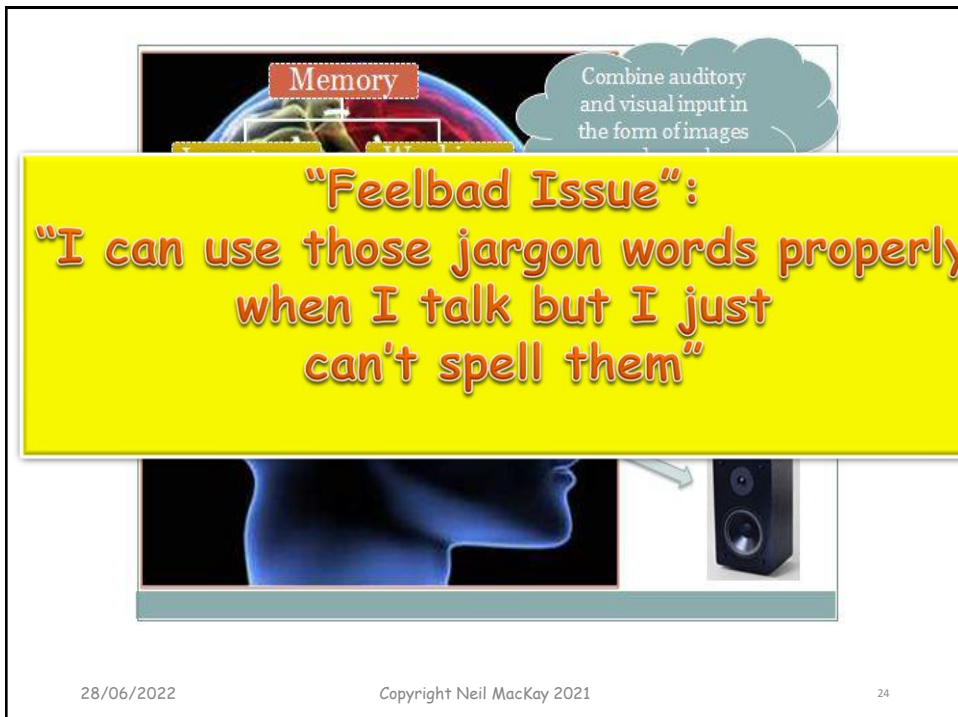
Write 'ai' - in this word the 'e' is made with 'ai'

22

Next..

- Give them the letters in a muddle
- Make and break - saying sounds:
- Ssss -e (as they make ai)- d
- Same rationale and process for:
- Was - a says oh
- They - e says ay
- Come - o says uh

23



Memory

Combine auditory and visual input in the form of images

“Feelbad Issue”:
“I can use those jargon words properly when I talk but I just can't spell them”

28/06/2022

Copyright Neil MacKay 2021

24

24



Any issues for tweaks for policy/practice?

Strategy
Most jargon words are "splittable"
All staff teach the four rules of syllabification
to mastery

28/06/2022 Copyright Neil MacKay 2021 25

25

3. A colleague says "How can I help them comprehend when they struggle to read the words?"



28/06/2022

Copyright Neil MacKay 2021

26

26

Memory

Combine auditory and visual input in the form of images

"Feelbad Issue":
"I understand it fine when you read it to me but I just can't read some of those words"

28/06/2022 Copyright Neil MacKay 2021 27

27

There may be times for:

But...

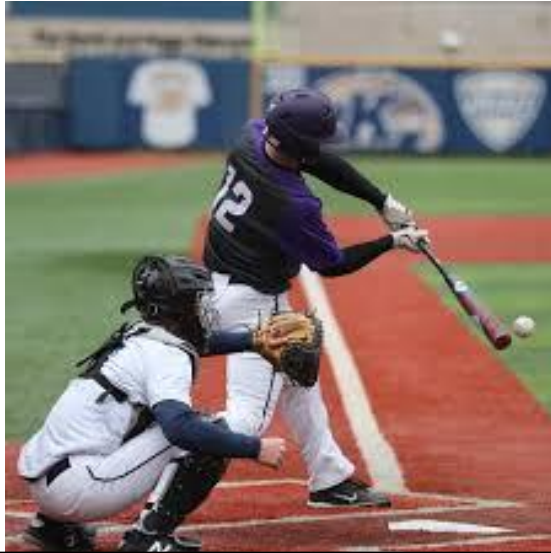
Less decoding

More context?

28/06/2022 Copyright Neil MacKay 2021 28

28

Baseball and Comprehension



28/06/2022

29

29

Recht, D.R. and Leslie, L., 1988. Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), p.16.

- Each student heard the same story narrating half an inning of a made-up baseball game
- Asked to read the story
- Use a model to reenact the action.
- Quiz

2022

Copyright Neil MacKay 2021


30


30

Recht & Leslie (1988)

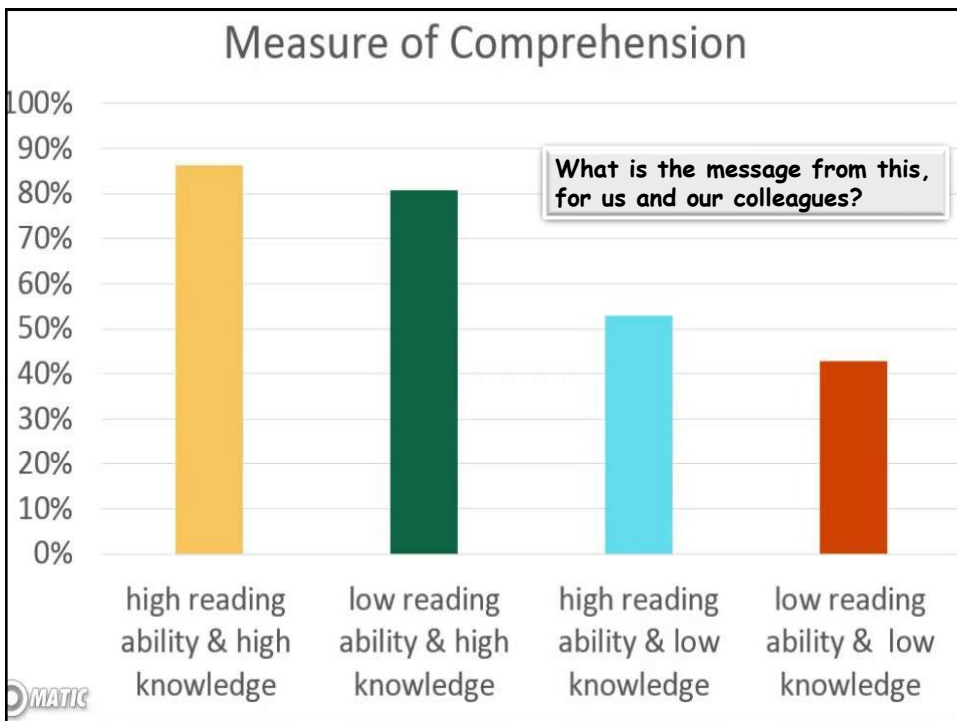
The Baseball Study

High reading ability High knowledge of baseball	High reading ability Low knowledge of baseball
Low reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball


Prediction time - rank the four groups in order of probable comprehension success



31



32

The results

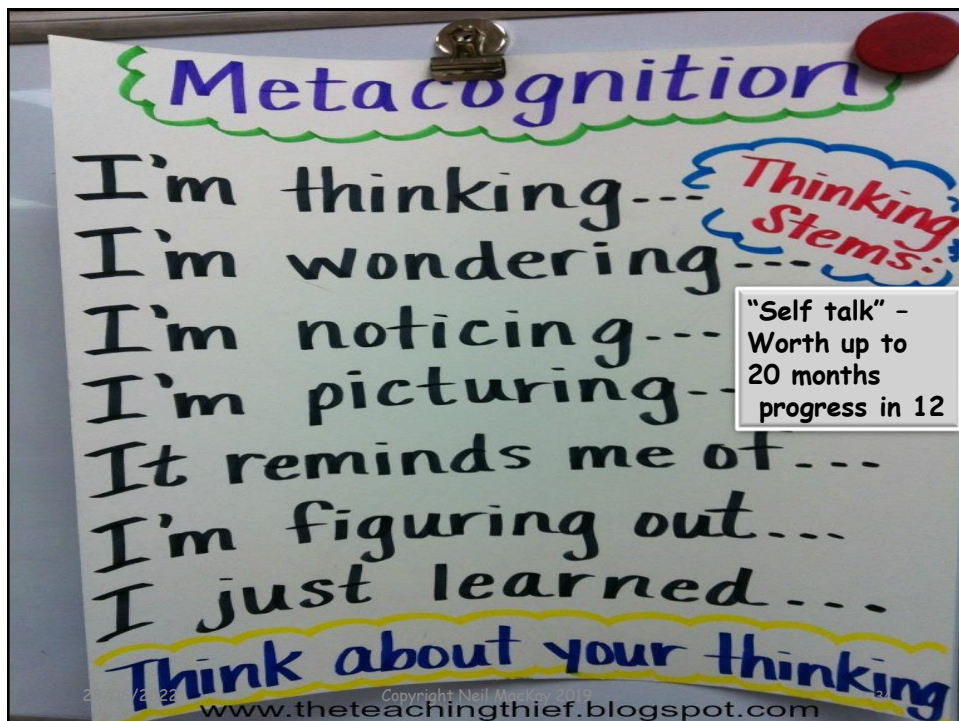
- Reading ability had little impact on how well learners understood the story.
 - But knowledge of baseball did.
 - Those who were weaker readers did as well as strong readers if they had knowledge of baseball.
- *Message for colleagues?*

6/28/2022

Copyright Neil MacKay 2020

33

33



34

I see...

I think...

I wonder...

28/06/2022 Copyright Neil MacKay 2019 35

35

The results

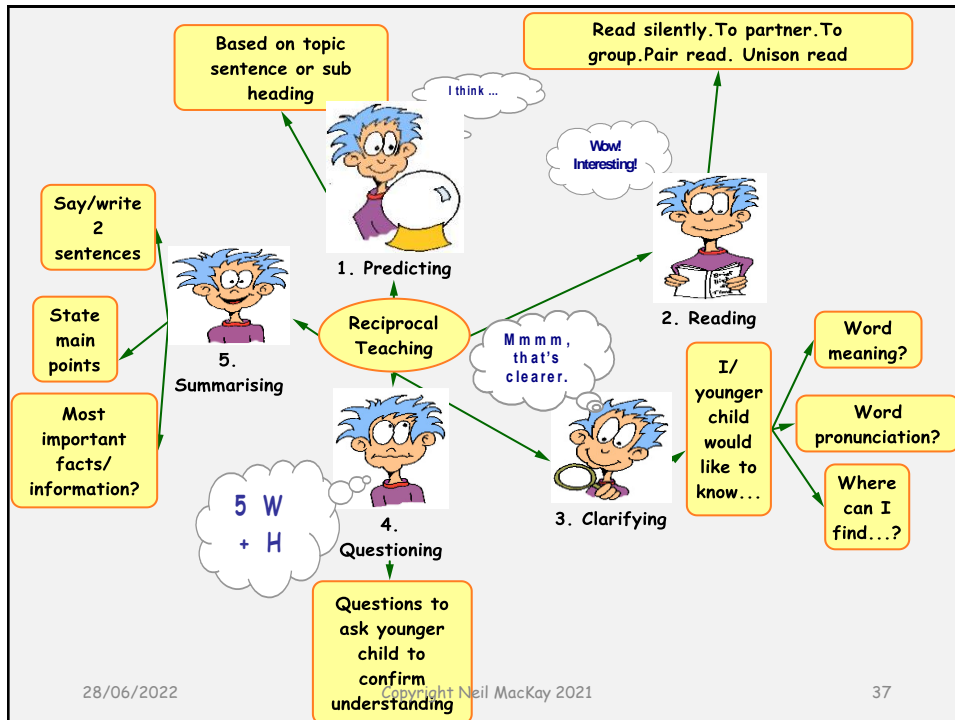
- **Prior knowledge really can compensate for lack of reading ability**
- **Weaker readers can do nearly as well as strong readers if they had been introduced to the key elements before being asked to read a passage.**
- **So.....**

28/06/2022

Copyright Neil MacKay 2021

36

36



37

Why bother?

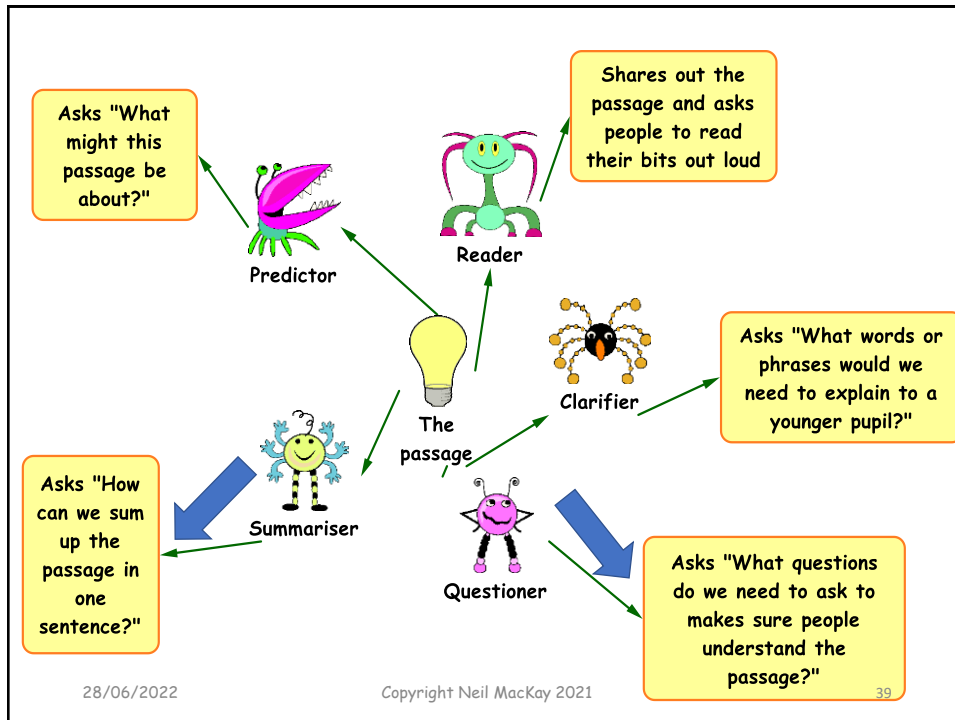
- Struggling readers grow 1-2 years in 3-6 months Cooper, Boschken, McWilliams, & Pistoichini (2000).
- The experimental group significantly improved....showing significant changes between pre- and post-testing. Alfassi (2004)
- Reciprocal teaching is among the most powerful instructional practicesdue to its combination of strategy and direct instruction methods. Hattie (2009),

28/06/2022

Copyright Neil MacKay 2021

38

38



39

The simple view of reading as a way to explain reading difficulties

[Nicholson, Tom | Stewart-Brown, Barbara 2013](#)

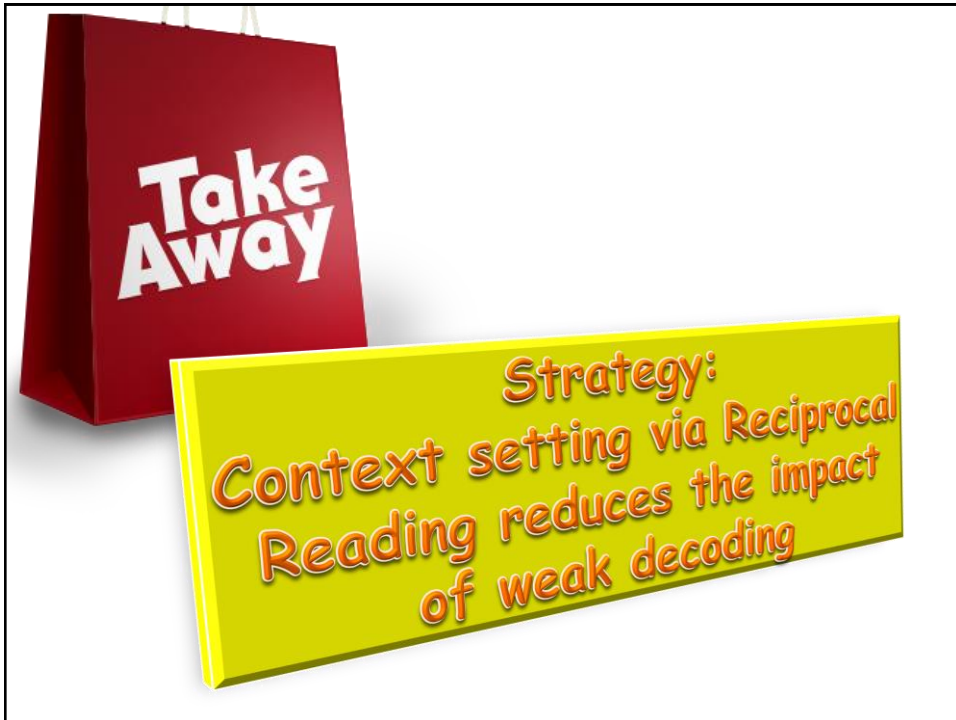
- Students with high decoding but poor reading comprehension in this study also had poor listening ability.
- They would not have understood the text material even if we had read it aloud to them.
- To improve their reading levels they need to improve listening comprehension.
- Babble Gabble + Cheddar Gorge
- <https://www.slideshare.net/Katiamv/teaching-listening-comprehension-58633762>

28/06/2022

Copyright Neil MacKay 2019

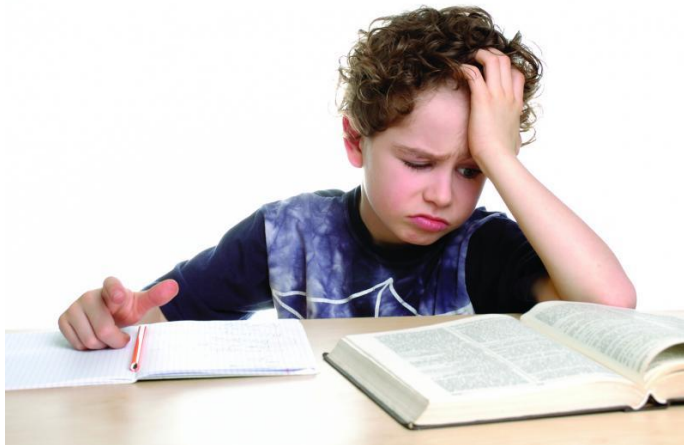
40

40



41

A colleague says "They can talk a great narrative - why can't they get it down on paper?"



28/06/2022

Copyright Neil MacKay 2021

42

42

Memory

Combine auditory and visual input in the form of images

“Feelbad Issue”:
“I can tell you all about it really well but I just can’t get it down on paper”

28/06/2022

Copyright Neil MacKay 2021

43

43

Kit list:



- ← Small post it notes - square plus index flags are perfect combination
- Sheet of A3 paper (A4 at a pinch)
 - Pencil case

44

Three reasons why - all centred around cognitive overload.



1. Too many ideas



3. No idea how to get

28/06/2022 started

Reluctant
writers
because....



2. The ideas never come
out in the right order

Copyright Neil MacKay 2016

45

Modelling the writing process

- Step 1 - Generating ideas - group brainstorm



- Step 2 - Multi-sensory selection and ordering of ideas in the form of an appropriate planning tool - mind map, story board, flow chart etc.



- Step 3 - Add value



22/10/2018

Copyr

46

46

Modelling the writing process

- Step 4 - Present appropriate scaffold/framework and optional paragraph starter pl



- Step 5 - Talk it out



- Step 6 - Write it up



22/10/2018

Copyright Neil MacKay 2010

47

47



48

Step 1 Brainstorming to "think without boundaries"

Aim - to generate ideas/solutions/approaches quickly

At home - adult scribes, learner talks her/his ideas

In school - groups of 3-5 - nominate a scribe/recorder

Group fire ideas at scribe who records - ideally on small post it notes - only one idea per note



6/28/2022

49

49

Step 1 - "post it" brainstorm to think without boundaries



28/06/2022

Copyright Neil MacKay 2021

50

50

Step 2 - create 4+ possible headings for "multi-sensory select and order"

The Impact of Plastic Pollution

1. Decide on some obvious paragraph headings - write them on some notes
2. Organise post its under headings
3. Put the post its in a logical "write up" order

Best if we offer these headings first - and model organizing the sticky notes. "Dump" - then order. Then.....Time to "talk the task"

51



Multi sensory select and order

28/06/2022

Copyright Neil MacKay 2021

52

52

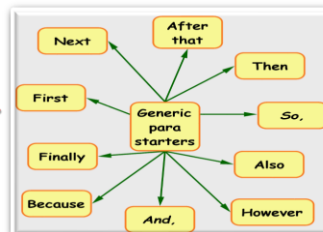
Principles for establishing Basic Ordering ideas (BOI)

- BOIs are titles under which ideas can be organized
- Like this.....



- Could be as simple as "First, Next, After that"
- **Important (essential even?) during early stages that these are selected for/offered to the learner**

- **For example.....**



28/06/2022

53

53

Principles for establishing Basic Ordering ideas (BOI)

- Learner can use, modify or reject - but important to have them to reduce cognitive load
- Also best presented as a skeleton mind map or flow chart
- Then we need a writing frame or scaffold

28/06/2022

Copyright Neil MacKay 2021

54

54

Step 3 (i) - re-process and add value later

The Impact of Plastic Pollution

Sources of pollution

The environment

Solutions

55

Step 3 (ii) - re-process and add value later

The Impact of Plastic Pollution

Sources of pollution

The environment

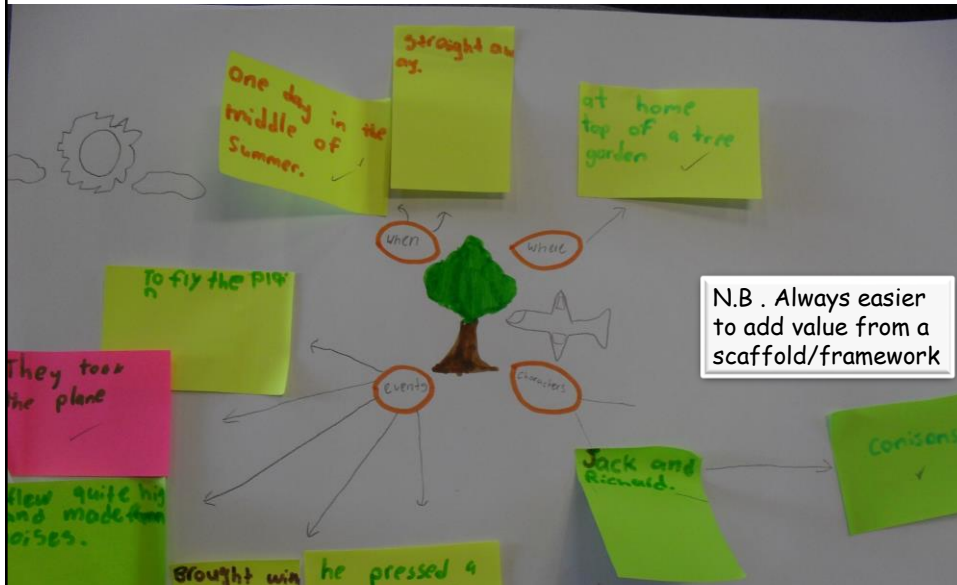
Solutions

Source 1. Selected From brainstorm	Source 2	Source 3	Point 1 Selected From brainstorm	Point 2	Solution 1 Selected From brainstorm	Solution 2
Value Added For Source 1 (From brainstorm or Prior knowledge)	Value Added For Source 2 (From B.. Storm or Prior knowledge)	Value Added For Source 3 (From B.. Storm or Prior knowledge)	Value Added For Point 1 (From B.. Storm or Prior knowledge)	Value Added For Point 2 (From B.. Storm or Prior knowledge)	Value Added For Solution 1 (From B.. Storm or Prior knowledge)	Value Added For Solution 2 (From B.. Storm or Prior knowledge)

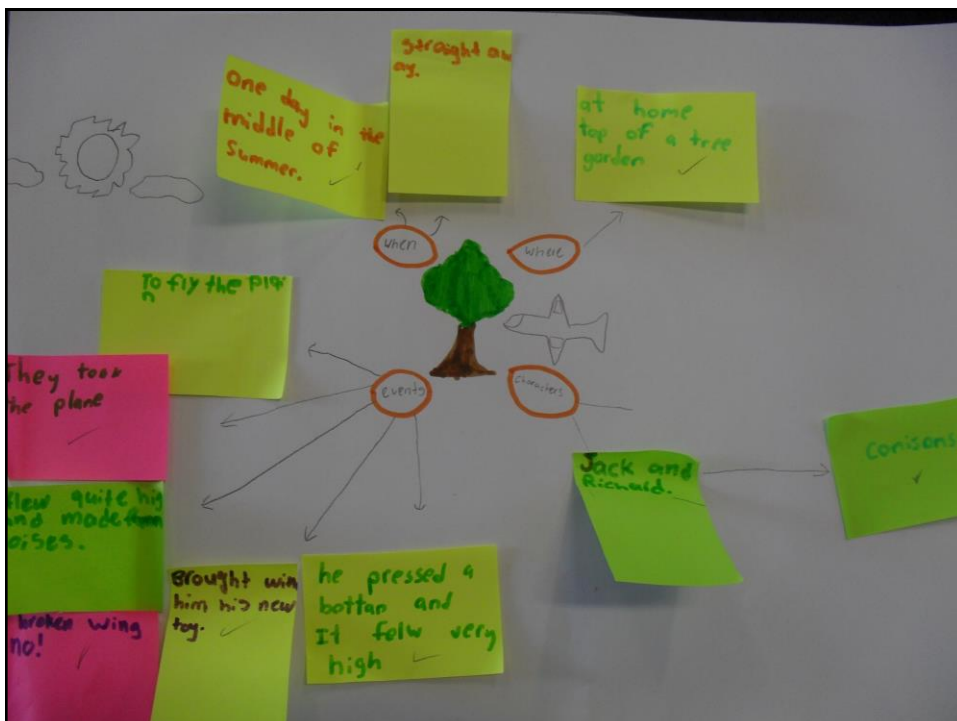
2070072022 Copyright Neil MacKay 2021

56

Step 3 (ii) - re-process and add value later



57



58

Step 1 - "post it" brainstorm to think without boundaries



28/06/2022

Copyright Neil MacKay 2021

59

59

Step 2 - create 4+ possible headings for "multi-sensory select and order"

Marketing Course Design

*Identifying
target markets*

*Define
Consumer
Behavior*

*Reaching
Global
Markets*

1. Decide on some obvious paragraph headings - write them on some notes
2. Organise post its under headings
3. Put the post its in a logical "write up" order

60

Step 3 - "populate" the headings using "multi-sensory select and order"

Marketing Course Design

Identifying target markets

Define Consumer Behavior

Reaching Global Markets

61

Step 4 (i) - re-process and add value later

Marketing Course Design

Identifying target markets

Define Consumer Behavior

Reaching Global Markets

Needs Assessment

Segmentation

Environmental Factors

Psychological Influences

Social Cultural Influences

Cultural Challenges

Diverse Approaches for Entrance

Focus Group - LIT
OR
Branching Scenario-
eLearning

Activities to be determined

Group Discussion
Questions - LIT
OR
Case Activity -
eLearning

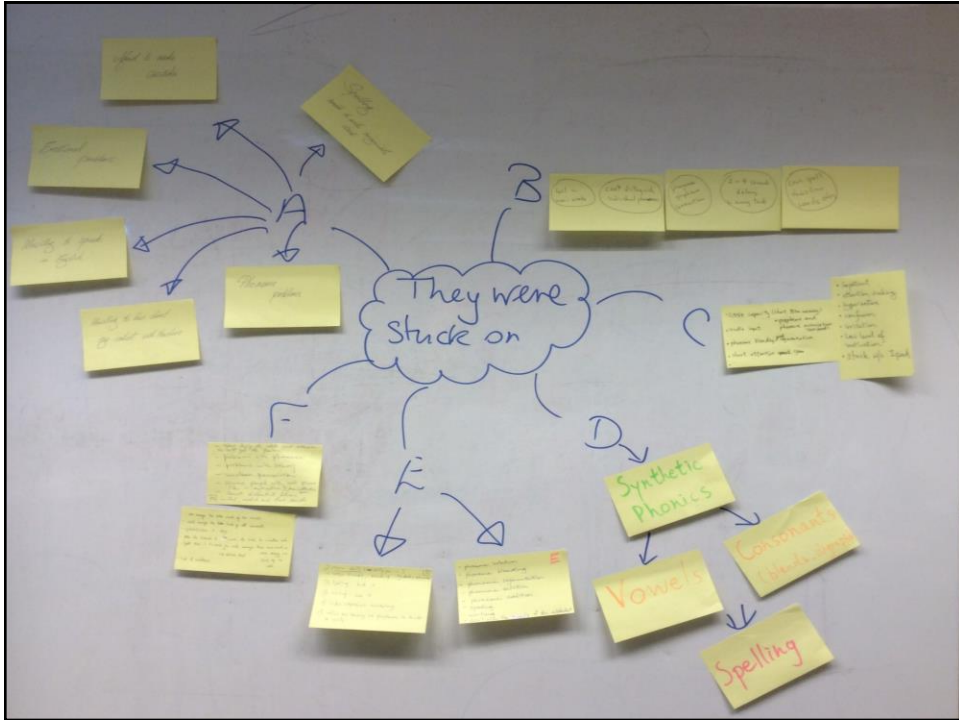
Real World Scenario - LIT
OR
Case Activity -
eLearning

Activity to be determined

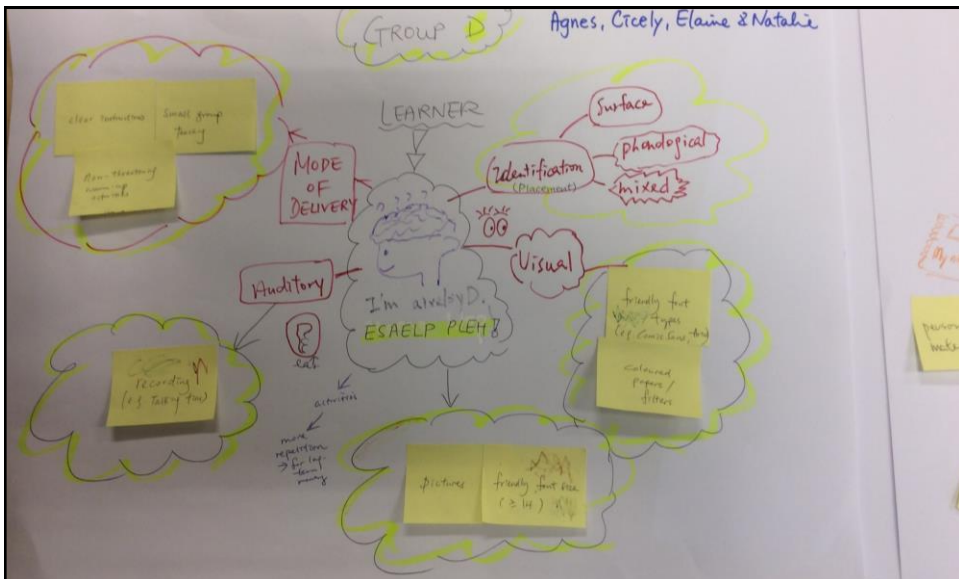
Organizing the notes invariably triggers more ideas - in this case, the Blue notes represent "post brainstorm" extra ideas, triggered by the scaffold

6/28/2022
Copyright Neil MacKay 2019
62

62



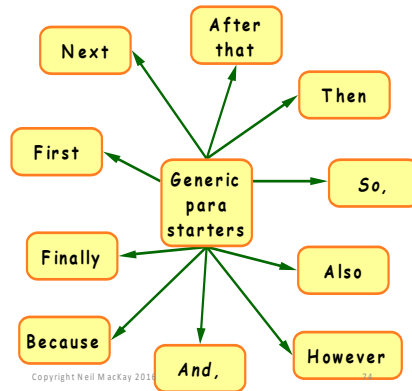
63



Here, value is added to the mind map after the brainstorm as extra ideas, triggered by discussion, occur to individuals

64

Step 4 - Starter phrases - to reduce cognitive load



This simple framework gives a selection of words to start paragraphs, to be used in any order.

6/28/2022

65

65

Step 5 - Talk it, then write it



28/06/2022

Copyright Neil MacKay 2021

66

66



**Take
Away**

Strategy:

- Plenty of modelling and “adult” talk
- Think without boundaries
- Multisensory select and order
- Add value later
- Talk it out

67