

Supporting children with dyslexia

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Session Content

- The Nature of Dyslexia
- Identification / Assessment
- Supporting learners in the classroom
- Intervention programmes / resources

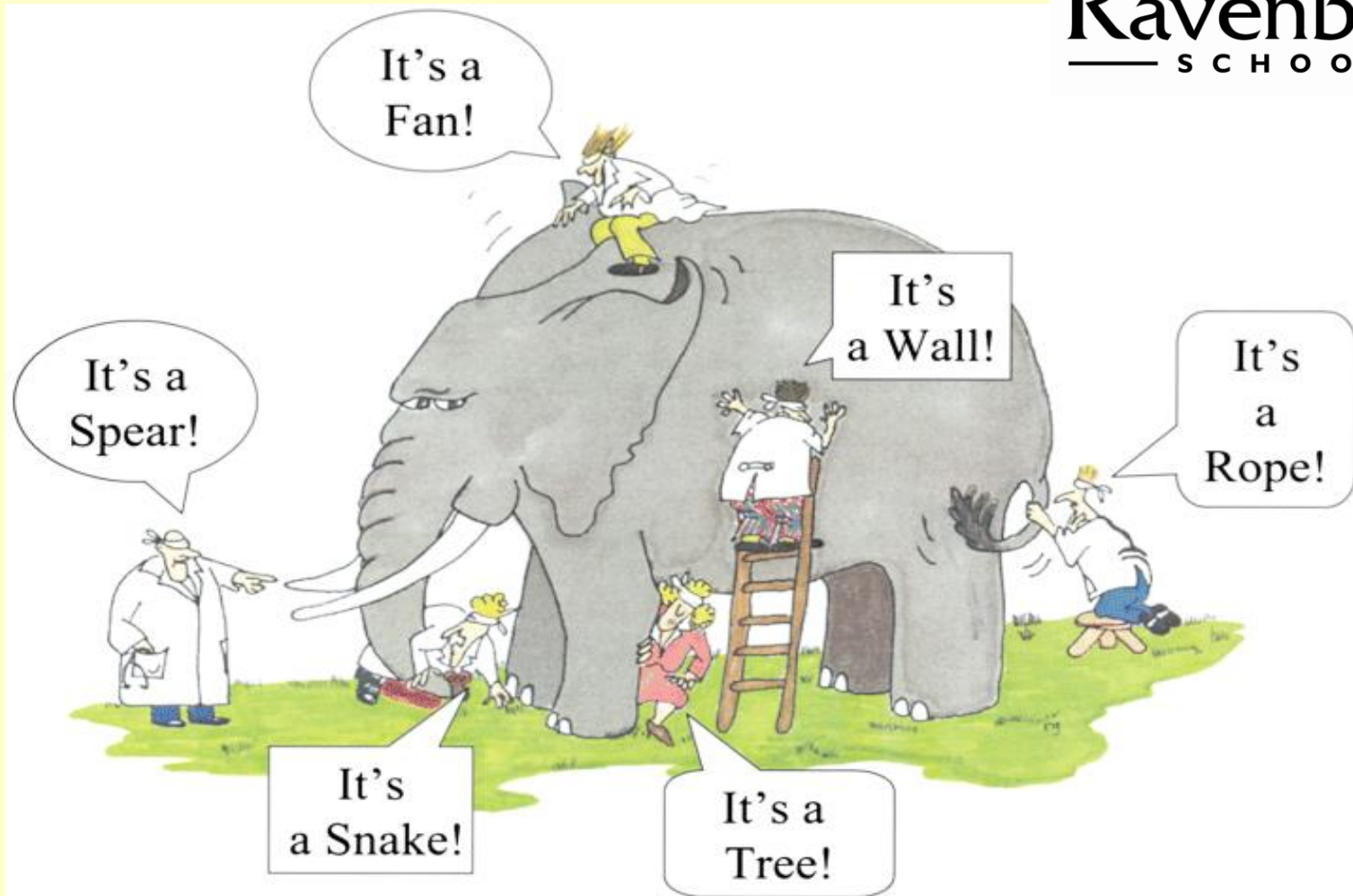
Activity



What do you know about
Dyslexia?

Dyslexia Awareness Quiz

1. There is an agreed theoretical understanding of dyslexia
2. There is an agreed definition of dyslexia
3. Dyslexia affects mostly boys
4. Dyslexia can be inherited
5. People with dyslexia work better with tinted paper
7. Dyslexia can be cured
8. The main difficulty is reading (decoding)
9. The main difficulty is spelling
10. The main difficulty is written expression
11. The main difficulty is that literacy skills do not become automatic
12. The main difficulty is memory
13. The main difficulty is speed of processing
14. The main difficulty is letter reversals
15. Learners with dyslexia have strengths in other areas
17. Dyslexia is a myth
18. Dyslexic learners experience more fatigue
19. Dyslexic learners are best placed in low achieving sets/ groups
20. Dyslexic learners need to sit at the front
21. People with dyslexia are very intelligent in other ways



<https://www.youtube.com/watch?v=zafiGBrFkRM>

Definition



The **Rose Report in 2009** provided a definition of dyslexia:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed
- Dyslexia occurs across a range of intellectual abilities

Definition cont.



- It is best thought of as a continuum, not a distinct category, and there are no clear cut off points
- Co-occurring difficulties may be seen in aspects of language, motor coordination , mental calculation, concentration and personal organisation, but these themselves are not markers of dyslexia

Indicators.....

Recognising Difficulties...

- Hearing check / sight check
- Speech and Language - Speech Link / Referral to S&L – checklist
- Year 1 Phonic Check
- Read, Write Inc. Assessment
- Visual Stress – Orthoptist – Checklist
- Phonological awareness
- Short term (verbal) memory
- Information processing
- Verbal processing speed / rapid naming
- Sequencing
- Concentration
- Self Esteem

For pupils with visual stress

At Ravenbank we use the following:

- Coloured overlays
- Coloured boards
- Cream paper for handouts and exercise books
- Pastel or cream background for computers and PowerPoint presentations
- Font size: minimum 12 point for paper and 28 point for PowerPoint
- Texts in a sans serif font such as Verdana, Century Gothic, Tahoma, Arial, Comic Sans, Trebuchet, Calibri.

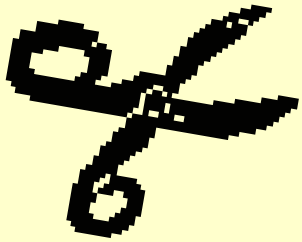


Phonological Awareness



cat

c-a-t



shop

sh-o-p

- Segmenting and blending words
- Polysyllabic words
- Rhyme
- Manipulating phonemes and syllables
- Poor decoding skills
- Mis-reading small words

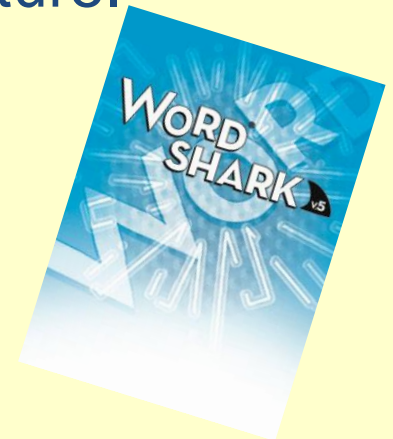
Key strategies for reading:

- Read Write Inc – Structured
- Books are at the right level of difficulty for pupils - Barrington Stoke
- Text-to-speech software - Clicker
- Audio books when appropriate
- Teaching reading skills, *such as skimming and scanning - when to use them*
- Providing texts before the lesson so that children can prepare for them
- Encouraging children to condense and make sense of what they read, for example by making mind maps and drawing diagrams and flow charts
- Pre-teaching key vocabulary
- Using paired reading approaches



Key strategies for spelling:

- Providing subject-specific key words in classroom handouts
- Encouraging the use of personalised dictionaries - ACE
- Encouraging children to take risks with their spelling
- Teaching the spelling of key words in a multi-sensory way
- Encouraging a metacognitive approach by asking pupils to: – analyse the spelling mistakes and identify the learning required – decide what they will change to ensure that they spell that word correctly in future.



Key strategies for writing

- **Read, Write Inc**
- **Check understanding of the task.**
- **Use ICT to improve written outcomes, for example voice recognition software - clicker**
- **Provide examples and model good practice.**
- **Break down a writing task into manageable chunks.**
- **Teach and encourage pupils to plan.**
- **At each stage of the process of writing, reflecting, reviewing, monitoring and transferring new learning.**
- **Reward achievement at each stage of the writing process.**
- **Give specific feedback at each stage so the pupils know what to repeat or improve.**
- **Provide written and verbal feedback.**
- **Use alternatives to written outcomes.**
- **Improve proofreading by: – building in proofreading time in lessons – using a ‘buddying’ system – teaching and modelling strategies during lessons – providing proofreading checklists – encouraging pupils to read work aloud – leaving time between writing and proofreading - rewarding improvements.**

Short Term (Verbal) Memory



- Copying from the board
- Having correct books/ equipment
- Remembering facts/ formulae
- Remembering instructions/messages
- Making notes/taking dictation
- Times tables
- Messy work environment

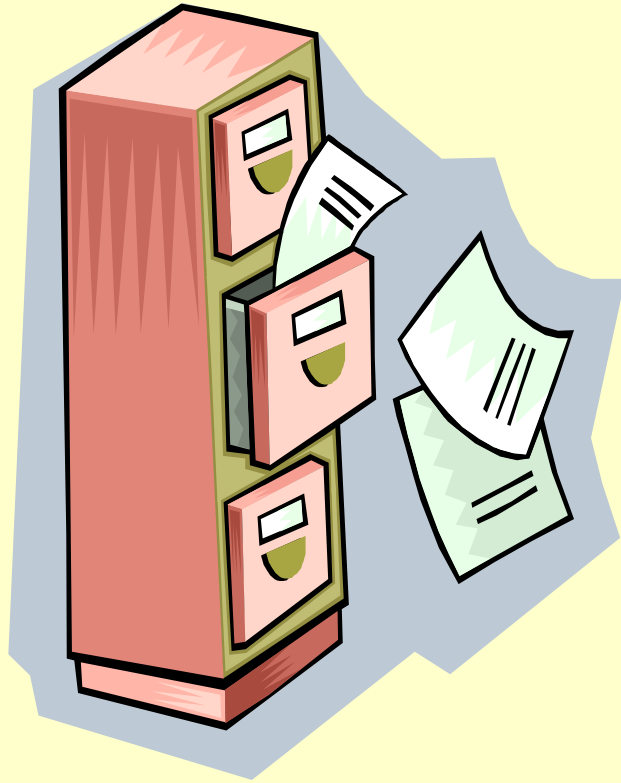
Strategies to support working memory difficulties:

- Teach using an integrated multi-sensory approach throughout the lesson
 - Revisit previous learning at the beginning of the lesson, allowing pupils to recall and make associations with new learning.
 - Give an overview of the lesson so the pupils can see the outcome and make sense of the content.
 - Revisit learning at regular intervals throughout the lesson.



- ‘Chunk’ the information being taught and check understanding.
- Use a step-by-step approach to complete a task.
- Explain the steps and use pictures where needed.
- When giving instructions, limit the number, repeat them and provide notes and a checklist.
- Use simple, concise sentences.
- Consider the pace of your delivery – speak more slowly if necessary.
- Use peer discussion to facilitate overlearning.
- Use songs, limericks and rap to aid memorising.
- Allow time for the pupils to process the information and answer.
- Allow pupils to work collaboratively.
- Summarise at the end of the lesson and say what the next lesson will be about.

Information Processing System

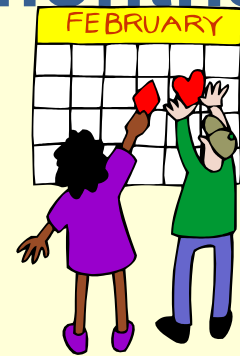




Sequencing



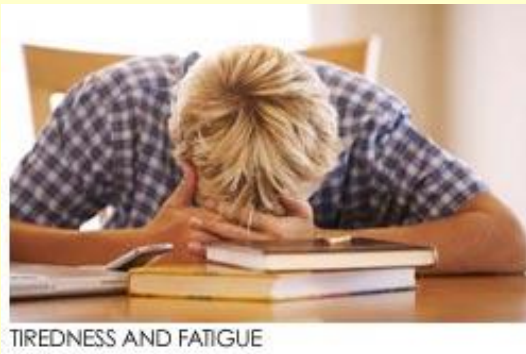
- Remembering what event follows another
- Muddled order in words, sentences, stories
- Following instructions
- Telling stories/jokes
- Confusion with days of the week/months of the year



Concentration



- Short attention span
- Tiredness / restlessness
- Poor auditory discrimination



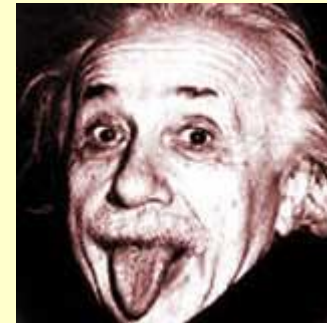
TIREDFNESS AND FATIGUE

Self-esteem

- Raising whole-school awareness of dyslexia, including identifying the strengths that many dyslexic people have, can create a positive ethos in school. Dyslexic pupils can be creative, artistic, good at sport, with excellent problem solving and reasoning skills.
- Increase self-esteem and motivate learning by:
 - celebrating diversity across the school
 - giving pupils opportunities to demonstrate their strengths
 - teaching about successful dyslexics such as Einstein, Richard Branson and Jamie Oliver
 - Using criticism sensitively and constructively .

Recognising Strengths

- Good spatial awareness and visualising skills
- Creative
- Good oral skills
- Aptitude for constructional or
- technical toys/ games
- Lateral thinking and problem solving
- Imaginative



<http://www.thepowerofdyslexia.com/dyslexia-video/>

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss with others
- 80% of personal experience – what we do
- 90% of what we **TEACH** someone else

High Quality Teaching

The SEND Code of Practice, section 1.24 says, 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' Teachers need to be aware of which pupils have dyslexia and what their areas of specific difficulty are. When providing specific support, teachers must be aware of the emotional consequences of having dyslexia. Providing an inclusive learning environment where pupils' needs are met without drawing attention to their difficulties will limit feelings of embarrassment and frustration.

Screening for Children – GL Dyslexia Portfolio

This is typically the initial process in identifying whether or not a child may have dyslexia. The screening procedure will look for possible indicators of the condition and estimates whether an individual is 'at risk' of having dyslexia. Not only will the screening provide useful insight into areas of difficulty but it may also include a recommendation as to whether or not a more formal diagnostic assessment should follow up the screening.

Assessments for children

A **full diagnostic assessment** carried out by a highly qualified professional is required to confirm the presence of dyslexia or any other associated specific learning difficulty in a child aged 7 and upwards.

The full assessment explores a range of academic skills and cognitive processing abilities. The resulting report provides information on the nature and severity of any difficulties and makes a range of well-informed recommendations to support the child.

The diagnostic report constitutes formal evidence of dyslexia.

A full diagnostic report can be conducted by an educational psychologist or a specialist teacher with a Postgraduate SpLD Diploma Level 7.

Resources available in School



ALPHABET ARC



WOODEN ALPHABET LETTERS



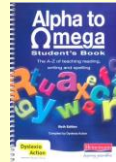
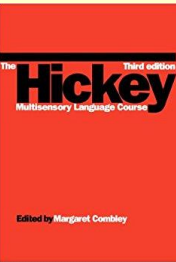
MULTI SENSORY BOXES



COLOURED PAPER/ BOOKS



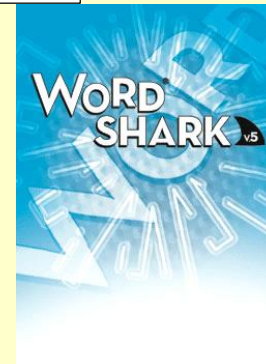
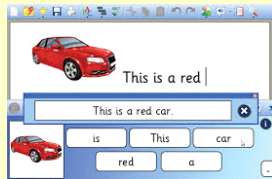
COLOURED OVERLAYS



ALPHABET BOXES



DYSLEXIA FRIENDLY BOOKS



ICT PROGRAMS

Any

Questions ?