

Dyslexia

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QUIZ TIME!

- Let's start with a quiz to get us engaged!!

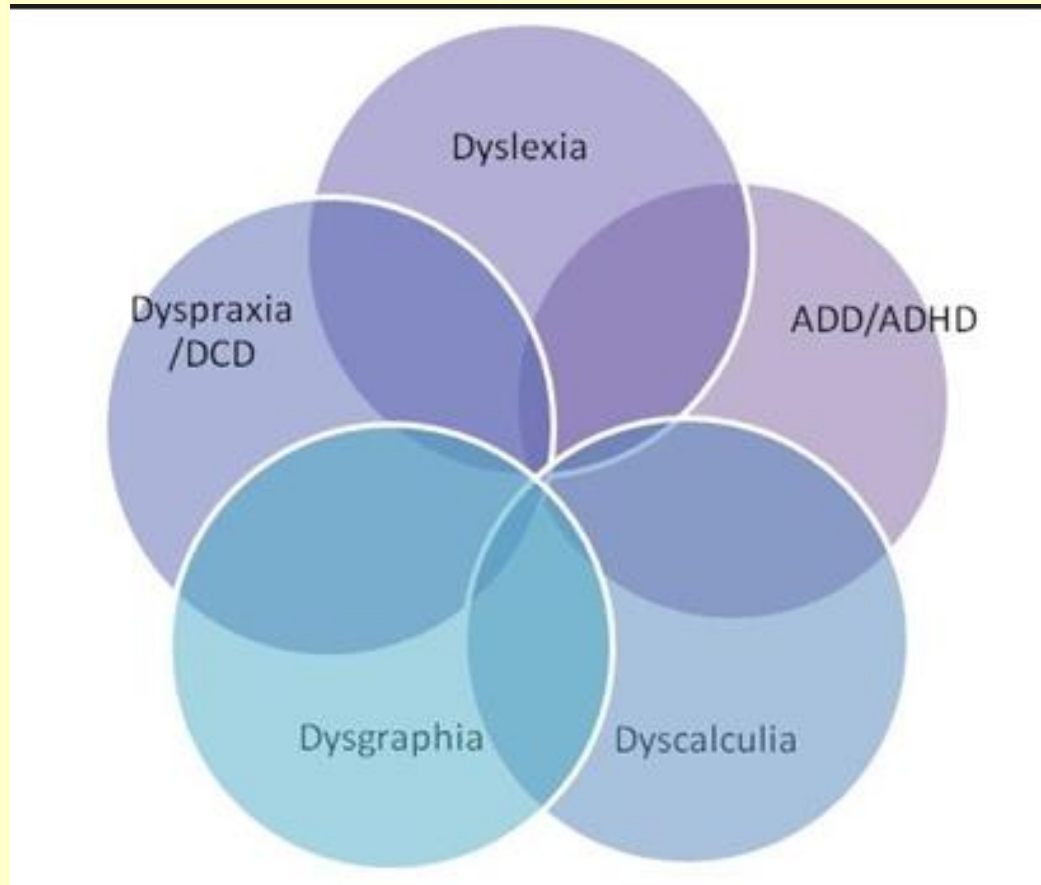
What is Dyslexia?

Latest research shows that 10% of the population carry the genetic background which makes them predisposed to Specific Learning Difficulties (SpLDs).

Typically we see about 4% with very serious issues and another 6-8% with mild to moderate difficulties.

So....that's about 4-5 children
in every classroom of 30!

The Overlapping Nature of Specific Learning Difficulties



Rose Review 2009

Report on Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

'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 the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.'

Rose Definition continued

'Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but there are not, by themselves, markers of dyslexia.'

'A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.'

British Dyslexia Association

"The BDA welcomes this 'working definition' but also acknowledges the difficulties of a visual processing nature that some individuals with dyslexia can experience. Individuals who experience dyslexia have learning differences and can show a combination of abilities and difficulties that affect the learning process. Some learners have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills."

What does it feel like to
be dyslexic?

Weaknesses Associated with Dyslexia

- Visual deficit: difficulty processing visual information effectively; visual disturbances
- Phonological deficit: difficulty processing sounds effectively; auditory disturbances
- Memory: short term, working, long term
- Speed of processing
- Gross or fine motor control
- Focus and attention deficits
- Reduced self-esteem and self-confidence

Potential Strengths

- The ability to visualise things
- Practical and problem solving skills
- Lateral thinking skills
- Being able to see the big picture (global thinkers) in terms of strategies and problem solving
- Good visual-spatial awareness
- Creativity and the ability to 'think outside the box'
- Good verbal communication skills
- High levels of motivation and persistence

Early Identification

Identification should be as early as possible. Sometimes this can be as young as 4 years, but as the children gets older, we get more and more evidence to assess. We can use:

- Checklist
- Screening processes (Lucid Rapid)
- Full psychological assessment
- <http://www.annarbor.co.uk/images/PDF/checklist1.pdf>

Indicators

Throughout their school life a dyslexic learner may:

- Appear bright and able, but can't get their thoughts down on paper
- Have areas in which they excel, particularly in drama, art and debating
- Be clumsy
- Act as the 'class clown' or be disruptive to mask what they see as their academic failure
- Become withdrawn and isolated, sitting at the back and not participating (RHINO)

Indicators continued...

- Being able to do one thing at a time very well but can't remember an entire list
- Look 'glazed' when language is spoken too quickly
- Go home exhausted at the end of a normal day
- Be bullied

Persisting Factors

There are many persisting factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school. These include:

- Obvious 'good' and 'bad' days, for no apparent reason.
- Confusion between directional words, e.g. up/down, in/out.
- Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers.
- A family history of dyslexia/reading difficulties.

Pre-school

- Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'
- Use of substitute words e.g. 'lampshade' for 'lamppost'.
- Inability to remember the label for known objects, e.g. 'table, chair'.
- Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.
- Later than expected speech development.

Pre-school non-language indicators.

- May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
- Enjoys being read to but shows no interest in letters or words.
- Is often accused of not listening or paying attention.
- Excessive tripping, bumping into things and falling over.
- Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.
- Difficulty with clapping a simple rhythm.

Primary Age

- Has particular difficulty with reading and spelling.
- Puts letters and figures the wrong way round.
- Has difficulty remembering tables, alphabet, formulae etc.
- Leaves letters out of words or puts them in the wrong order.
- Still occasionally confuses 'b' and 'd' and words such as 'no/on'.
- Still needs to use fingers or marks on paper to make simple calculations.
- Poor concentration.
- Has problems understanding what he/she has read.
- Takes longer than average to do written work.
- Problems processing language at speed.

Primary school age non-language indicators:

- Has difficulty with tying shoe laces, tie, dressing.
- Has difficulty telling left from right, order of days of the week, months of the year etc.
- Surprises you because in other ways he/she is bright and alert.
- Has a poor sense of direction and still confuses left and right.
- Lacks confidence and has a poor self image.

Learning Styles

We all have differences in our learning styles but these children may not be able to learn from one of the styles. They may HAVE to learn visually or aurally or kinaesthetically because of their difficulties.

We use integrated MS (multi-sensory) teaching so that learning is very heavily reinforced.

ALWAYS TEACH THROUGH VAK METHODS.

Exercise in integrated VAK methods for spelling

Can you come up with a MS method that would teach a child:

- The letter, sound and written form of the letter 'a'?
- The spelling of 'mouse'?

Equality Act 2010 and Case Law

Dyslexia has now been recognised as a disability under the Act. It is therefore critical that you:

- Make reasonable adjustments
- Do not discriminate through your teaching strategy
- Do not allow the pupil to be bullied or harassed because of their disability

Dyslexia Friendly Classrooms

Myth or Reality?

Top Tips!

- Safe and secure environment
- Bright atmosphere
- Visual timetable
- Labels with pictures
- Simple displays
- Position in classroom
- Coloured background on IWB
- Give children time to answer

A Dyslexic Friendly Classroom

- Arranged so that during class lessons, the dyslexic child can sit near the front
- Adapted so that, wherever possible, dyslexic children sit alongside well motivated children or a 'study buddy' who they can ask to clarify instructions for them
- Organised so that there is little movement around the room which is kept as quiet as possible, as some dyslexic children find back ground noise and visual movement distracting
- Equipped with clearly marked and neatly arranged resources so that they can be found easily

Copying

I want you to copy the following from the screen (not your handout) exactly:

和云先生说一句话，明天是很不一样的，明天是她十七岁的生日。

只是这天早晨她看见，小楼阳台上的白衣裳旁边，好像有件桃红色的褂子。

她想看清楚些，又不敢，直到回来上课，神情还是蔫蔫地。

Using the IWB

- Use the board for reminders, but not large pieces of work
- If the board must be used, a photocopied transcript given to the dyslexic pupils will give them a better chance of succeeding
- Never keep a learner back at break time to finish copying from the board
- Writing should be large, clear and well spaced out
- Comic sans is the ideal font
- Allow plenty of time for children to read from the board
- The board should be divided into sections using different colours to ease place finding.

Useful ground rules for teaching dyslexic learners

- Make expectations high for their intellectual stimulation but reasonable for their written response
- Be prepared to explain things many times, in a variety of ways, individually
- If you have to mark a piece of work, use 2 colours- one for content and another for spelling and presentation. Correct only spellings they have been taught specifically.

Useful ground rules for teaching dyslexic learners

- While you are looking at a child's work, try to understand the reasons for their mistakes and given them the chance to explain their difficulties to you
- Watch out for signs of tiredness and fatigue- dyslexic children have to work much harder than other pupils which is exhausting
- Be slow, quiet and deliberate in your instruction giving, allowing time for the meaning of the words to 'sink in.' Ensure they understand by getting them to explain it back to you.

Difficulty/Difference?

- To view dyslexia as a learning deficit practice will tend to focus on special educational needs and trying to 'fix' the learner
- This can result in an emphasis on remediation by specialists rather than resolution by knowledgeable class and subject teachers
- If it is the policy to view dyslexia as a learning difference, then practice is able to focus on inclusion, differentiation and learning and becomes everyone's responsibility

Giving Instructions

- Try teaching an active listening strategy to dyslexic pupils- 'Stop, Look and Listen' every time the teacher speaks.
- Make certain the learner is listening before giving instructions.
- Don't move around too much and make sure you have eye contact. Talk in close proximity to the learner to minimise distraction. Give one instruction at a time, until there is evidence they can deal with more, but don't intimidate!
- Consider whether the learner needs to be given an instruction verbally and in writing or whether a visual representation is helpful.
- Bear in mind a weak short term memory- this may mean that complex instructions need to be broken down. Keep sentences short and grammatically simple.

Marking Work

- Mark positively- find something good in there!
- Give credit for oral responses or alternative methods of recording learning
- Acknowledge good points
- Stick to the aim of the task
- If correcting spellings stick to ones that they should know and try to minimise it to 5 or 6
- Give clear feedback on what specifically can be improved
- Use a differentiated marking scheme
- Use different colours for different aspects (rainbow marking)

What NOT to do!

- Don't shout at a dyslexic learner when they lose or forget things, miss the meaning of something or have a 'bad day'. Would you get annoyed with a deaf learner who could not hear you?
- Don't expect the same quantity of written work as you do from other learners.
- Don't ever mock or laugh at a dyslexic learner for showing signs of dyslexia- and don't allow others to ridicule them or call them "thick."

What NOT to do!

- Don't expect dyslexic learners to copy much/if anything from the board.
- Don't overload dyslexic learners with instructions.
- Don't ask them to read aloud.
- Don't make sudden changes in their timetable, teacher or task.
- Don't expect them to learn strings of facts by heart e.g. times tables!
- Don't make the learner completely rewrite their work.

Don'ts to be aware of...

- Don't ignore the signs that the learner is not understanding or losing concentration.
- Don't make the learner work for too long without a break.
- Don't always expect an immediate answer.
- Don't be afraid to use 'tough love'- in other words, if you know the learner can do better, don't allow them to get away with a poor standard of work whereby they let themselves down.

Access Arrangements

Phonics Test (Year 1)

- Few children with dyslexia will have been diagnosed at this stage. This test may help to identify those at risk. For children who are working well below the level of the screening check (for example, if they have shown no understanding of letter-sound correspondences), there will be a disapplication process so they do not have to take part. Parents should be informed if a child is disappplied.

Key Stage 2 (Years 3-6)

- SATS. Assessment tests (known informally as SATs) are administered at the end of Key Stage 2 at 11 years. Notification is required for extra time and other arrangements to the Local Authority or Standards Testing Agency (STA).

Teaching Practice Observation Checklist

- Please complete the checklist scoring 1-5 (1 being very untrue, 5 being completely true)

Six Golden Rules

1. Make teaching **structured and cumulative**
2. Use **multi-sensory methods**- at least 4 memory strengths together
3. Teach by **association**
4. Use **over learning**
5. Use **positive discrimination**
6. Use **descriptive praise**