Dyslexia Awareness Training
What will be covered in the training session

• What are the most common Specific Learning Difficulties (SpLD’s)
• How can you spot them in the classroom?
• How do you teach in a Dyslexia Friendly way
• How do you Signpost for intervention?
• Resources to support SEN
• Next steps for teachers and schools
What is a Special Educational Need?

Think about someone you might know or was at school or university with you. In pairs discuss what difficulties they had and report back in 5 minutes.
Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.
Wouldn’t this be nice!
Attention Deficit Disorder

Dyslexia

Dyspraxia

Autistic Spectrum Disorders

Hidden Disabilities - Specific Learning Difficulties
Attention, Concentration
Planning and regulating

Attention Deficit Disorder

Words, sounds, Memory and sequencing

Dyslexia

Autistic Spectrum Disorders

Dyspraxia

Spatial Awareness Motor-skills and co-ordination

Dysphasia

Dyscalculia

Interpretation in context
Social significance

Hidden Disabilities - Specific Learning Difficulties with thanks to Glenys Heap (DA)
Co-occurring Difficulties

Dyslexia

Dyspraxia

ADHD/ADD

Autistic Spectrum

Dyscalculia
A cocktail of difficulties…

- Phonological skills
- Language Processing
- Memory
- Sequencing
- Motor Skills
- Organisation
- Literacy
- Numeracy
- Self-esteem
- Behaviour
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. 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 co-ordination, mental calculation, concentration and personal organisation, but these 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.’
Co–occurring difficulties may be seen in aspects of:

- language,
- motor co-ordination,
- mental calculation,
- concentration and
- personal organisation,

but these are not, by themselves, markers for 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.’
“The British Dyslexia Association 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.”
Dyslexia Facts and Figures

- 1 in 10 people are dyslexic to some degree
- Continuum – from mild to severe; about 4% will require future specialist intervention
- Genetic – around 10% of the population carry the gene that is linked to dyslexia; strong familial link
- Recent research would indicate that about the same number of males and females are affected
What does this mean in the classroom?

Problems with reading
Problems with spelling
Problems with the language of maths
Times tables
Organisational difficulties
Foreign languages
Homework
Implications in the classroom

At Primary level

Late getting dressed/undressed for PE or games
Messy artwork – can’t draw within the lines
Poor pencil control
Difficulty with mental maths - can’t get onto higher levels like rest of class.

At Secondary level

• Difficulty adapting to different teachers for different subjects.
• Filling in a homework diary
• Getting coursework done on time
• Inability to ‘read between the lines’
Warning signs

- Discrepancies between oral and written ability
- Difficulties copying from the board
- Problems in following instructions/directions
- Problems with sequences – alphabet, days, months
- Difficulty concentrating, easily distracted by noise, movement
- Difficulties in using a dictionary
- Word finding difficulties
Identification should be as early as possible, preferably around 6 years of age. You can use:

- Checklists
- Screening processes
- Full psychological assessment
- But...always talk through your concerns with the SENCO first though.
Can you think of an individual you have come across that you might have had concerns about, and discuss where they fall on the checklist in your pack.
Feedback from pairs
Screening Tools

- LADS (Lucid Adult Dyslexia Screener 16+)
- Online Screeners eg BDA ‘Spot potential’ for adults [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- DST (Dyslexia Screening Test)
- Dyslexia Portfolio 5-15.11 years (in between a screener and assessment)
Note;

- Screeners typically identify about 15% at risk of dyslexia.
- These can produce false positives...
- And false negatives.
- Ideally a specialist teacher with a practising certificate should interpret the results.
Dyslexia Diagnostic Assessments

Specialist Teacher at Associate Member of the BDA level and Assessment Practising Certificate (if needed)

Educational Psychologist

Specialist teacher/practitioner at ATS/APS for planning and delivering a teaching programme.

See www.bdadyslexia.org.uk/quality-mark-and-accreditation/professional-membership-accreditation.html
Signposting

Dyslexia- (Educational)

ADHD/ADD- GP (Medical)

Autistic Spectrum – GP (Medical)

Dyspraxia- Occupational Therapist (Medical)
What’s new in SEN
Children and Families Act
What will this mean?

• Local Authorities will identify all children and Young People with a SEN.
• School Action and School Action plus will not exist any more. However there are likely to be tiers of provision in the revised Code of Practice eg
  – School based
  – Specialist/additional
  – Education, Health and Care Plan
• Each Local Authority will publish their ‘Local Offer’ on their website. This will set out what can be expected locally, how to find specialist support services and where to find further information.

• It is expected that this be presented be in different formats.
• Statements will be replaced with an Education, Health and Care Plan.

• For children with an EHC plan, Parents will have a personal budget to access additional services.
Strategies to support in the classroom

- Make your teaching multi-sensory
- Make your classroom dyslexia friendly
Resources to support SEN

Inclusion Development Project (IDP) now on NASEN website
http://www.idponline.org.uk/

Dyslexia Friendly Schools Good Practice Guide. A free abridged copy can be downloaded from
Tips to help with Literacy Skills
Reading

Read alternate pages with the pupil

Provide words he can’t read to maintain flow

Ensure books at competence level:
no more than 5 errors per 100 words
or 2 errors in 10 words

Have paired reading sessions. Use audio books. Eg
Load to Learn – www.dyslexiaaction.org.uk
At higher level

Highlight key words
Teach skimming and scanning techniques
Revision and exam techniques
Access Arrangements for exams
Access Arrangements

Depends on nature of needs but can include

– Readers
– Scribe
– Extra Time
– Rest Breaks
– Prompter

Mark for content and not marked down for errors of spelling, punctuation and grammar

Access arrangements for exams. B.D.A. and JCQ.

http://tinyurl.com/7j9e3eq
Spelling

Teach Spelling rules
Morphology
Mnemonics eg.

Big Elephants Can’t Always Use Small Exits
Teach cursive handwriting but encourage touch typing for older children eg.
ICT to support learners

Mobile phones
Software for Concept Mapping
Touch typing packages
What else helps...

Avoid white backgrounds for paper, computer and visual aids. White can appear too dazzling.

Use cream or a soft pastel colour. Some dyslexic people will have their own colour preference.

Paper should be thick enough to prevent the other side showing through.

Use matt paper rather than glossy.
• Use a plain, evenly spaced sans serif font such as Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet.
• Font size should be 12-14 point. Some dyslexic readers may request a larger font.
• Use dark coloured text on a light (not white) background. Avoid green and red/pink as these are difficult if colour-blind.
What children say about their teachers.....
What a good teacher will do

- At the start of the lesson they are clear about what they want us to do
- Show us as well as tell us
- Give us time to listen
- Use pictures and structural material - easier to understand
- Show enthusiasm for the subject
- Help us when we get stuck
- Are nice to us – please don’t shout when we get it wrong
- Are patient with our mistakes when we get it wrong
What a bad teacher will do

Gives too many instructions – too fast
Don’t check we have understood
Gets angry when we haven’t understood
Rush us- tell us off if we don’t get enough done
Shout – it makes it hard to think
Don’t let us think for long enough before we have to start
Dyslexia has now been recognized as a disability under the Equality Act 2010. 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
What next?
What next……?

• Look at the Literacy and Dyslexia-SpLD Framework
• Look at additional courses such as a Level 5 once you have 2 years teaching experience
• Look at one or two ways you can be dyslexia friendly. Small things can make a huge difference.
• Look at the Framework site http://framework.thedyslexia-spldtrust.org.uk
Structure and content of Framework - Strands

Development of language and literacy
Theories of dyslexia/SpLD
Identifying and assessing dyslexia/SpLD
Supporting and teaching learners with dyslexia/SpLD
Communicating and working with others
Professional development and dyslexia/SpLD
# Structure and content of Framework stages

<table>
<thead>
<tr>
<th>Stages</th>
<th>Type of Support</th>
<th>Professional Roles</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>Universal</td>
<td>• All staff teaching and supporting learners in all levels of educational setting</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Targeted</td>
<td>• Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. • Practitioners in specialist settings</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Targeted</td>
<td>• Higher Level Teaching/Special Assistant in all settings • SEN Teacher • SENCo • Teacher in mainstream seeking to specialise in dyslexia/SpLD • CPD leader for teaching schools</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Specialist</td>
<td>• Dyslexia/SpLD Specialist Teacher • Dyslexia/SpLD Advisory Teacher • Specialist Teacher Assessor</td>
</tr>
<tr>
<td>Stage 5*</td>
<td>Specialist Complex</td>
<td>• Specialist Teacher Assessor • Dyslexia/SpLD Advisor • Dyslexia/SpLD Trainer</td>
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</tbody>
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* Teachers working at this level would be expected to be qualified to undertake full cognitive diagnostic assessments for dyslexia-SpLD.
Understand the differences between the Biological Theories, Cognitive Theories and Social-interaction Theory.

Confidence rating: 1 2 3

Explain the ‘Simple View of Reading’

Confidence rating: 1 2 3
Further training is available to people who want to embed the framework in to an Educational setting.

This is free and can be obtained through the Contact Us section of the Framework website.
Become a Dyslexia Friendly School

Process

- Registration
- Self evaluation audit
- Action plan
- Mock Verification
- More work to do?
- Record your evidence
- Verification visit

Award: achieved for 3 years.
Useful contacts

Dyspraxia Foundation
www.dyspraxiafoundation.org.uk

Dyscovery Centre
www.dyscovery.newport.ac.uk

The National Autistic Society  www.nas.org.uk

ADHD  www.addiss.co.uk

NASEN  www.nasen.org.uk
British Dyslexia Association
www.bdadyslexia.org.uk

Dyslexia Action –
www.dyslexiaaction.org.uk

PATOSS
www.patoss-dyslexia.org.uk

Helen Arkell Dyslexia Centre
www.arkellcentre.org.uk
Other useful sites

http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-style-guide.html

www.thedyslexia-spldtrust.org.uk

http://framework.thedyslexia-spldtrust.org.uk

For parents (and teachers) – top tips
www.parentchampions.org.uk/.../top-tips-on-reading-handwriting-spelling
Famous Dyslexics

He struggled against the current

Sir Steven Redgrave
Five times Olympic Gold Medallist
Dyslexic

When it comes to words, she’s completely spellbound

Zoë Wanamaker CBE
One of Britain’s leading actors
Dyslexic
Thank you
Any questions?