addressing DYSLEXIA

The Scottish Dyslexia Toolkit
www.addressingdyslexia.org

A free online resource for teachers, support staff and local authorities

The Addressing Dyslexia Toolkit is designed to:

- Support the collaborative process of identification, support and monitoring
- Share resources, approaches and strategies
- Support inclusive Scottish education

This online resource is funded by the Scottish Government, managed by Dyslexia Scotland and developed by the Toolkit Working Group.

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Dyslexia Scotland

Definition of Dyslexia

The toolkit adopts the following working definition of dyslexia which has been developed by a Scottish Government working group which included Dyslexia Scotland and the Cross-Party Group on Dyslexia in the Scottish Parliament. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for all.

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability.

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long,neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.

The Toolkit

The Addressing Dyslexia Toolkit is a free online resource designed for teachers and local authority staff to provide information and guidance on supporting learners with dyslexia.

www.addressingdyslexia.org

addressing
DYSLEXIA

Toolkit Sections

Welcome

What is Dyslexia?

Scottish Context

Supporting Learners and Families

Assessing and Monitoring

Professional Development

Transitions

About the Toolkit

The Toolkit:

- Provides a range of free resources, approaches and strategies.
- Prioritises the well being of children and young people affected by literacy difficulties and dyslexia.
- Provides a pathway of identification and support for dyslexia which is well researched and is in accordance with the Scottish legal and education systems.

"Greater use of the Toolkit would help staff to meet more effectively the needs of children and young people with dyslexia".
Making Sense: Education for Children and Young People with Dyslexia in Scotland. Education Scotland, 2014

Teachers

The toolkit is designed for all teachers and early years practitioners.

It helps staff support and assess learners within the framework of Curriculum for Excellence and Getting It Right For Every Child (GIRFEC).

The Toolkit provides a range of professional learning and reflective practice opportunities for teachers and supports them to evidence their GTCS Professional Update.

Local Authorities

The Toolkit provides local authorities with guidance and information on the collaborative process of identification of dyslexia. An identification pathway which supports staged level of intervention is available for local authorities to use and adapt.

It is hoped that through consistent use of this online Toolkit and the identification pathway it will be possible to:

- Improve the outcomes for learners with dyslexia
- Standardise practice across Scotland
- Improve inclusive Scottish Education
- Support children/young pupil to attain the 'four capacities' of Curriculum for Excellence
- Enable curriculum accessibility

Background

The 2014 Education Scotland report Making Sense: Education for Children and Young People with Dyslexia in Scotland was the outcome of an independent review of education for children and young people who have dyslexia carried out on behalf of the Scottish Government. The report highlighted **5** interlinking recommendations to improve the outcomes of learners with dyslexia, all of which the Scottish Government's response supported. The Making Sense Working Group is working with stakeholders to support the implementation of the review's recommendations.

The Making Sense review and report aims to support schools and local authorities to develop a 'learning education system' which drives a virtuous cycle of evidence-based improvements to meet the needs of dyslexic learners and improve inclusive practice for all learners. In addressing this issue, the review builds explicitly on a number of other current developments:

- Addressing Dyslexia Toolkit
- Revised GTC Scotland Standards
- Additional Support for Learning (Scotland) Act 2004 as Amended

1. **Teachers, support staff, learners and parents should have access to up-to-date practical advice and guidance on dyslexia.**
   Progress to date:
   - 2014 - Information provided through the Making Sense Executive Summary Guide
   - Information and guidance on dyslexia and inclusive practice are available on the Education Scotland National Improvement Hub.
   - Guidance on dyslexia and progress of the Making Sense Working Group are available on The Scottish Government website

2. **Teachers, support staff and local authority staff should have access to a wide range of high quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia.**
   Progress to date:
   - October 2104 – publication of the Career Long Professional Learning Route map for Dyslexia and Inclusive Practice, an in-depth professional development resource. Additional sections are currently being added.
   - Re-development of the free Addressing Dyslexia Toolkit website launched on 8th March 2017 by the Deputy First Minister and Sir Jackie Stewart. The improved website will support schools and local authorities to re-focus on the Toolkit and aims to:
     - Improve the website navigation
     - Provide free resources and information to support professional development and professional learning for teachers and local authority staff
     - Provide national information on dyslexia and inclusive practice within the Scottish educational context
     - Provide free resources and information to support learners.
   - Regular updates provided to local authority Inclusion teams

- Tendency to lose the place; problems with scanning text from left to right
- Difficulty with comprehension and/or picking out the main points
- May disregard, or rely on, context and/or picture cues to aid comprehension

Numeracy and time
- Difficulty with sequential order, multiplication tables, days of the week
- Confusion with mathematical symbols such as **+** and **x** signs
- Difficulty understanding the concept of place value
- Problems with reading/understanding the language of maths
- Confused by positional language and directions - before/after; top/bottom; x/y axis
- Problems with telling the time, time-management and/or concepts of time - yesterday, tomorrow
- Difficulty with sequence and direction of procedures; copying or layout of written work

Behaviour
- Appears to be disorganised and/or confused by everyday tasks
- Uses avoidance tactics - looking for equipment, sharpening pencils
- Performance/standard of work is inconsistent – has 'good days' and 'bad days'
- Seems restless, easily distracted, inattentive and/or easily tired
- Has little to show for a huge amount of effort; frustrated by lack of achievement
- May adopt the role of 'class clown', be withdrawn, uncooperative or disruptive

Remember that every child with dyslexia is different and has individual difficulties and strengths.

How teachers can help

- Although children with dyslexia will need additional targeted support, there are many ways that teachers can help in the mainstream classroom. Minor changes to day-to-day practice can make a huge difference towards effective learning.

Seating and grouping
- Check that each child can hear and see you, the board and visual prompts clearly
- Seat the pupil where you can make eye contact and provide support quickly
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills

Information, instructions, organisation

- Give children thinking time to process information and respond appropriately
- Make instructions short and simple. Break them down into small steps
- Explain and present information many times in various ways (pictures, flow charts, diagrams)
- Ask pupils with dyslexia to repeat instructions so you can check their understanding
- Display prompts and reminders about what to do, where to find things, useful words
- Put labels on equipment and always keep them in the same place
- Provide desk-top mats/jotter inserts - word banks, prompts and personal targets
- Provide (and demonstrate how to use) practical aids such as calculators, number/tables squares

Memory

- Use multi-sensory approaches to ensure that information is absorbed and stored.
- Teach a range of strategies to help children learn letter sounds and spelling rules.
- Many children with dyslexia are kinaesthetic learners - they learn by doing. Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall

Written work

- Encourage alternatives to writing – drawing, dictating/recording answers.
- Check children's learning by requesting non-written responses - draw, act out, sing, dictate answers
- Limit writing demands and give plenty of time to complete written work
- Ensure that keyboard skills are taught - encourage the use of a computer
- Provide planning formats/writing frames/ /story skeletons for extended writing
- Teach children how to use mind maps, spider webs, bullet points, flow charts, ICT

Marking

- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot
- Try to explain errors made by marking their work with the pupil present
- Specify what will be marked - content, spelling, technical skills or presentation - and mark only that
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future
- Use directed praise – say what you are praising – include effort as well as attainment
- Avoid negative feedback in front of the class; give individual feedback privately

Reading

- Provide tinted filters/overlays or reading markers
- Use non-white paper and ask individual preferences for test papers
- Match reading resources to reading ability, ensuring that it is age appropriate
- Encourage the use of books in audio/digital format to support access to texts
- Teach the use of keywords, highlighting, colours and images to help remember information
- Highlight the main points in text to support comprehension, prediction and recall
- Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls
- Ensure that the child is comfortable reading aloud – unless planned/prepared in advance
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence

Board work

- Limit the amount of reading/copying from the board. Give copies of notes/examples
- Use coloured markers for board work. Try some of the following strategies:
    - Set the Smart board background on a colour – beige, blue
    - Shade white boards to eliminate glare/reflections
    - Write different items in different colours
    - Number or mark the start and end of each line/topic clearly

More in-depth information to help in the classroom

- **Addressing Dyslexia Toolkit** – www.addressingdyslexia.org
- **Dyslexia: A Practitioner's Handbook (4th Edition)** by Dr. Gavin Reid
- **Maths for the Dyslexic:** A practical guide by Anne Henderson
- **Dyslexia Pocketbooks (Teachers Pocketbooks)** by Julie Bennett & Phil Hailstone
- **Supporting Students with Dyslexia in Secondary Schools** by Moira Thomson
- **The Teaching Assistant's Guide to Dyslexia** by Gavin Reid & Shannon Green
- **100 Ideas for Primary/Cecondary Teachers for Supporting Children with Dyslexia** by Gavin Reid & Shannon Green
- **The Little Book of Dyslexia** by Joe Beech

iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties
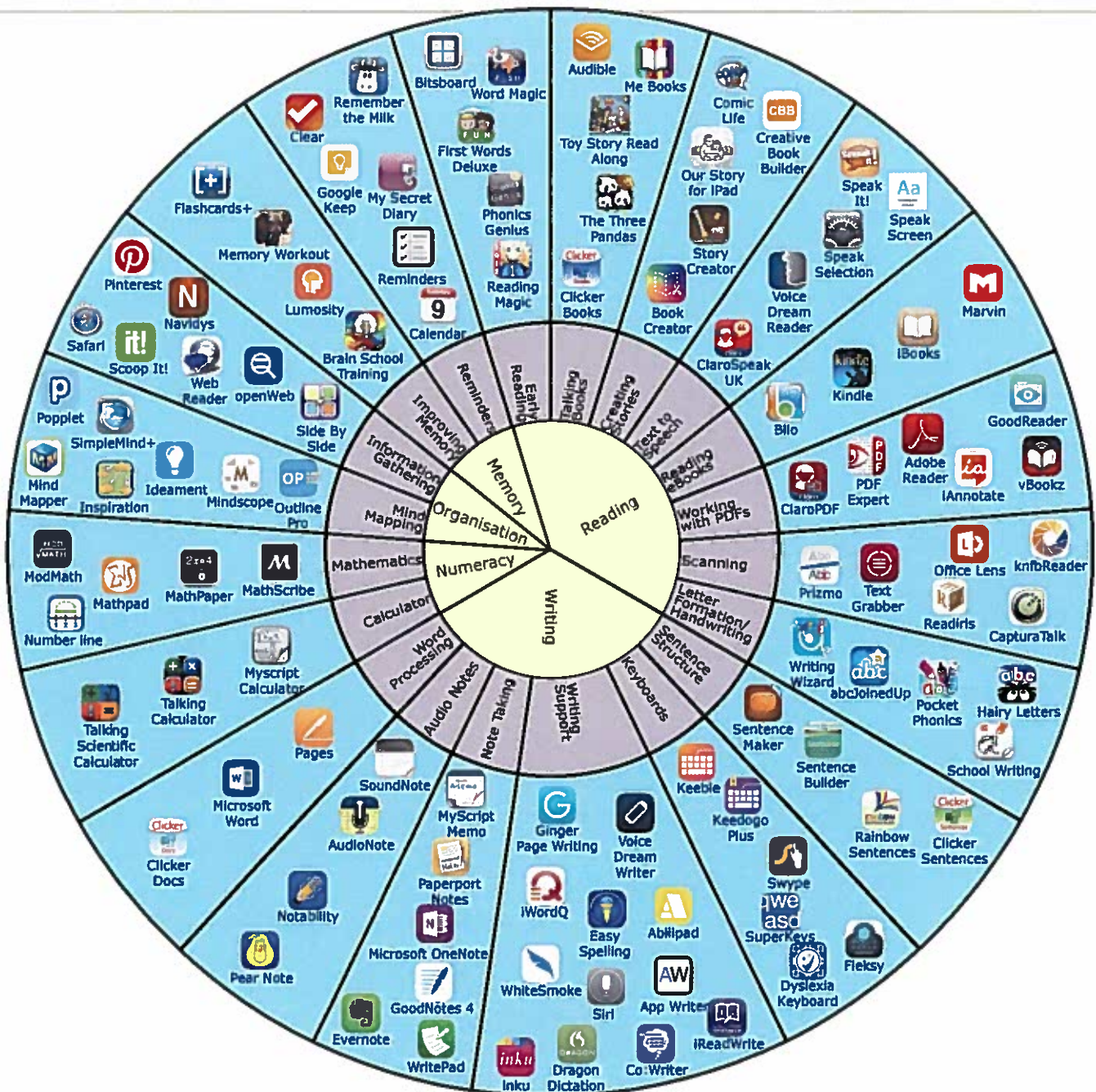
Many iPad apps are available to support learners with reading and writing difficulties. This 'Wheel of Apps' is not comprehensive, but attempts to identify relevant, useful apps and to categorise them according to some of the difficulties faced by people with dyslexia. Note that some apps address a range of difficulties. In order to save space, we have decided not to place individual apps into multiple categories, but have placed them according to a single category that is particularly relevant to the app. Links on the electronic version are 'clickable'.

A more comprehensive guide to Apps to Support Literacy Difficulties is included in CALL Scotland's *iPads for Communication, Access, Literacy and Learning* book, available as a printed book and as a free download from: http://www.callscotland.org.uk/downloads/Books/

This 'Wheel of apps' for dyslexia is inspired by previous visual app representations:
- *The Padagogy Wheel* - Allan Carrington
- *Mobile Learning with Bloom's Taxonomy & the Padagogy Wheel* - Cherie Pickering & Amanda Pickering
- *Apps for Students with Autism Spectrum Disorders* - Mark Coppin.

These are all available from various web sites, but can all be downloaded from: http://apps4stages.wikispaces.com/AppWheels. CALL Scotland has also produced a wheel of iPad Apps for Complex Communication Support Needs: Augmentative and Alternative Communication (AAC), available from http://www.callscotland.org.uk/downloads/posters-and-leaflets.

CALL: ALL ABOUT BOOKS FOR ALL

What is Books for All?

Books for All is about the provision of materials in accessible, alternative formats for pupils with print disabilities.

Print-disabled pupils include those with: dyslexia, learning difficulties, VI, physical difficulties holding books or turning pages.

Examples of alternative formats are: Large print, simplified text, symbolised text, braille, or audio formats.

Digital versions come in a variety of formats: PDF, Word DOCs, Kindle and ePub books, Daisy, PowerPoint, Clicker, etc.

Teachers should make accessible versions of their own materials. Published books can be adapted in line with copyright.

CALL can teach you how to use and make accessible materials. www.callscotland.org.uk/professional-learning

How can CALL help?

In 2006, CALL reported on the availability of accessible formats for physically disabled pupils, and pupils with dyslexia.

CALL's Books for All Scotland Database is available to anyone with a Glow ID and password. www.booksforallscotland.org.uk

The database contains accessible versions of publisher quality textbooks, and scanned and adapted material and books.

Some accessible versions have been made for print, some have audio narration, and some are designed to be viewed onscreen.

CALL has an agreement with Hodder Gibson, and TeeJay - we can request PDFs for you and make them accessible.

The full copyright guidelines can be viewed at the Copyright Licensing Agency at www.cla.org.uk

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For more information, downloads and advice, go to: www.callscotland.org.uk
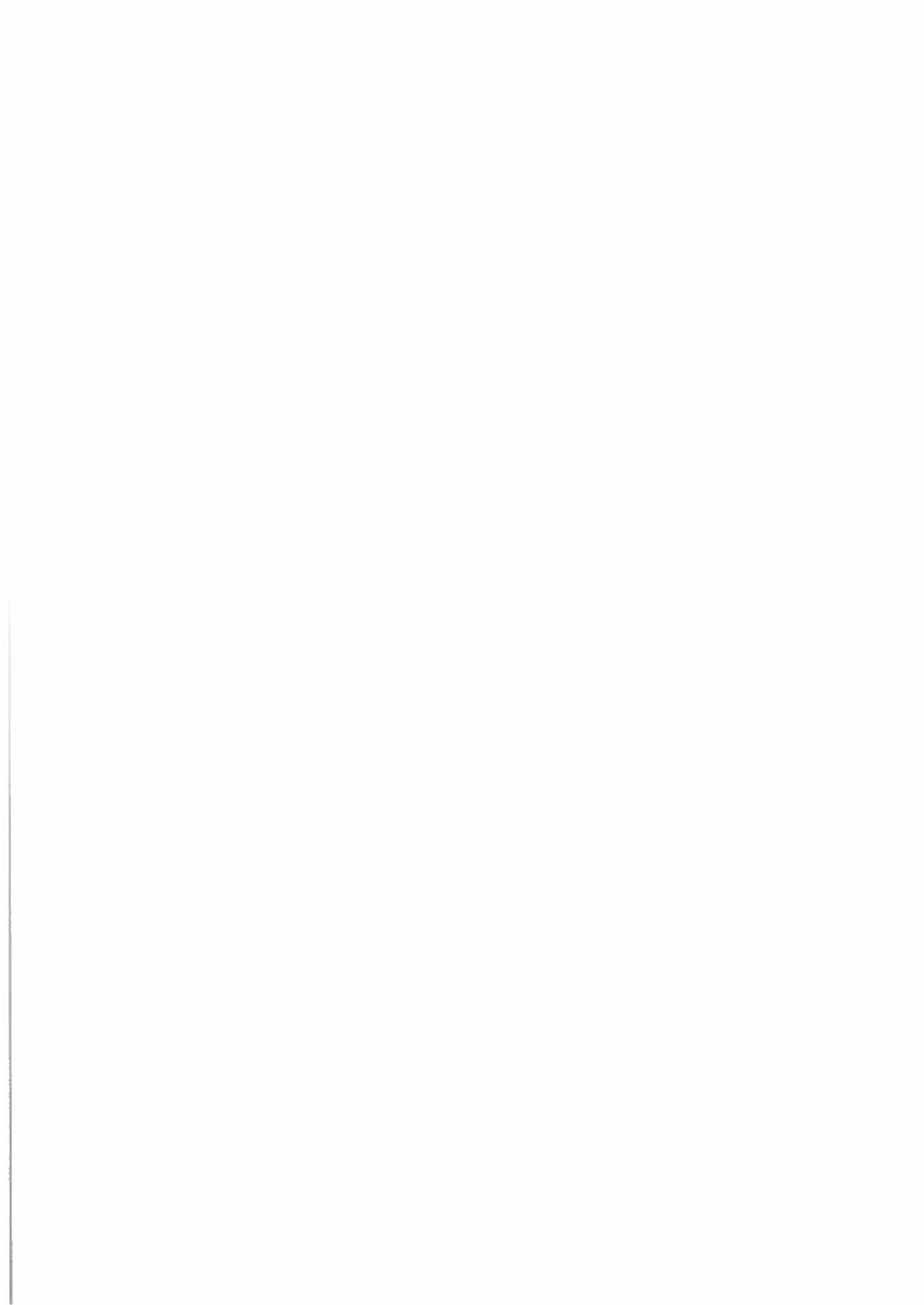For Books for All information, go to: www.booksforall.org.uk
To get the Scottish voices, go to: www.thescottishvoice.org.uk
The Books for All Scotland Database: www.booksforallscotland.org.uk

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CALL: ALL ABOUT DIGITAL EXAMS

What are Digital Exams?

PDF versions of SQA exams and assessments, which can be viewed on your computer or tablet.

Digital papers are for any candidate who has difficulty accessing or reading traditional paper copies.

There are two types: Question-and-answer (type right into the PDF), and question-only (type into a Word/PDF answer booklet).

Digital papers can be used on Windows or iOS machines; computers, laptops, iPads, or tablets.

Papers can be read aloud by your computer, using pre-installed voices, or the Scottish Voices Heather, Stuart and Ceitidh (Gaelic).

Schools request digital papers from the SQA for each candidate, and each subect they will sit.

How can CALL help?

CALL offers a program of Professional Learning courses at CALL, which includes Digital Exams training.

We can teach you and your colleagues how to request, set up, manage and use digital papers.

Digital assessments can be made in Word by teachers for use with their students: our experts can show you how.

We can also run full, half-day, or twilight sessions in your school/authority. Prices from £290 (SLA rate).

CALL provides mini-sites about digital exams: www.digitalexams.org.uk, and the Scottish Voices: www.thescottishvoice.org.uk

CALL works closely with the SQA to develop and test papers and runs frequent focus groups and seminars.

For more information, downloads and advice, go to: www.callscotland.org.uk
For Digital Exam information, go to: www.digitalexams.org.uk
To get the Scottish voices, go to: www.thescottishvoice.org.uk
Digital Past Papers can be downloaded from www.sqa.org.uk

CALL Scotland

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CALL: ALL ABOUT THE SCOTTISH VOICES

What are The Scottish Voices?

'Heather' and 'Stuart' are Scottish (English Language) computer voices distributed by CALL.

We now have a Gaelic voice - Ceitidh, also available through CALL Scotland.

They are free for students in Scottish state schools, colleges and universities, charities, local authorities, and the public sector.

You must have a Scottish school, public sector, or College/University email address to download them directly.

However, they are available for home use by students with disabilities from: www.thescottishvoice.org.uk/download

The public, private companies, and students in Independent schools can buy the voices from CALL Scotland's website.

How can CALL help?

The voices can be installed on your device and used with a text to speech reader to read PDFs, Digital Exams, Word Docs, and Internet text.

The voices can also be used with electronic communication aids, and can be used to create audio files.

The voices will work on Windows (XP to 10) or Mac OS X, with a text to speech reader. They will **not** work on an iPad.

Macs have a built-in Text to Speech Reader pre-installed. There are many free programs available for Windows.

Find out about free text-to-speech readers here: http://www.callscotland.org.uk/information/text-to-speech

The Scottish Voices were made by CereProc, and funded by the Scottish Government.

For more information, downloads and advice, go to: www.callscotland.org.uk
To get the Scottish voices, go to: www.thescottishvoice.org.uk
For CereProc, go to: www.cereproc.com

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