

GDSS ICT Case Study

Pupil F P4

Pupil F is not yet able to write down his own ideas independently. Evidence of dyslexia is currently being gathered for Pupil F. When asked to write a word, he can usually write the first couple of letters, but after that, he tends to put his pencil down. When asked to write his news, or anything else, he ends up copying laboriously what his teacher or SfL worker has scribed for him. This has recently improved since they started scribing in highlighter pen so that he is able to write over what has been written. Pupil F receives small group support, with 1 session of teaching input using GDSS Getting Started, and Phonological Awareness activities, delivered by the class teacher. Overlearning with SfL 3 times weekly. The dictation exercises in GDSS Getting Started are beginning to build his confidence to write independently, but he is still unable to record his ideas and thoughts during class lessons and this is beginning to cause him frustration.

Strengths:

- Pupil F can hear the first couple of sounds in a word and identify the letters needed to write them
- Pupil F is much more able orally, and he has good ideas to share
- Pupil F is able to use a school iPad for part of the day

Challenges:

- Pupil F is often unable to work independently and he easily loses focus during class lessons partly due to the fact that he cannot yet write independently
- Pupil F is becoming increasingly frustrated

ICT

- Using **speech to text** on the iPad allows Pupil F to record his ideas and share them with others. This means he is far less frustrated and is able to join in with the class lessons more effectively.
https://www.youtube.com/watch?v=B9jLse_MaHo&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug
- Using headphones, he can use **text to speech** to listen to his work and begin to develop his editing skills.
https://www.youtube.com/watch?v=n08DSisz1_M&list=PL2VyEh1iMeYLi7kYqb7Q5s-lvjGnta3ug&index=2
- Initially, Pupil F will need a lot of support when logging into the iPad and setting up his work. It is probably best that someone does this for him to start with and then gradually more responsibility is given to Pupil F to do this himself.
- Next steps should include introduction of a keyboard for iPad so he can practise typing, using Getting Started target words as starting point.
- For topic work his class teacher can airdrop tasks/ work sheets saved in **pages**, which he can edit and add to using insert audio.
- iPad/ laptops can also be used, **text to speech**, to develop vocabulary and comprehension using stories/ books/ news and web articles from online sources

