

# DYSLEXIA & THE COLLABORATIVE DYSLEXIA ASSESSMENT PROCESS

---

**Rosalyn Billing**

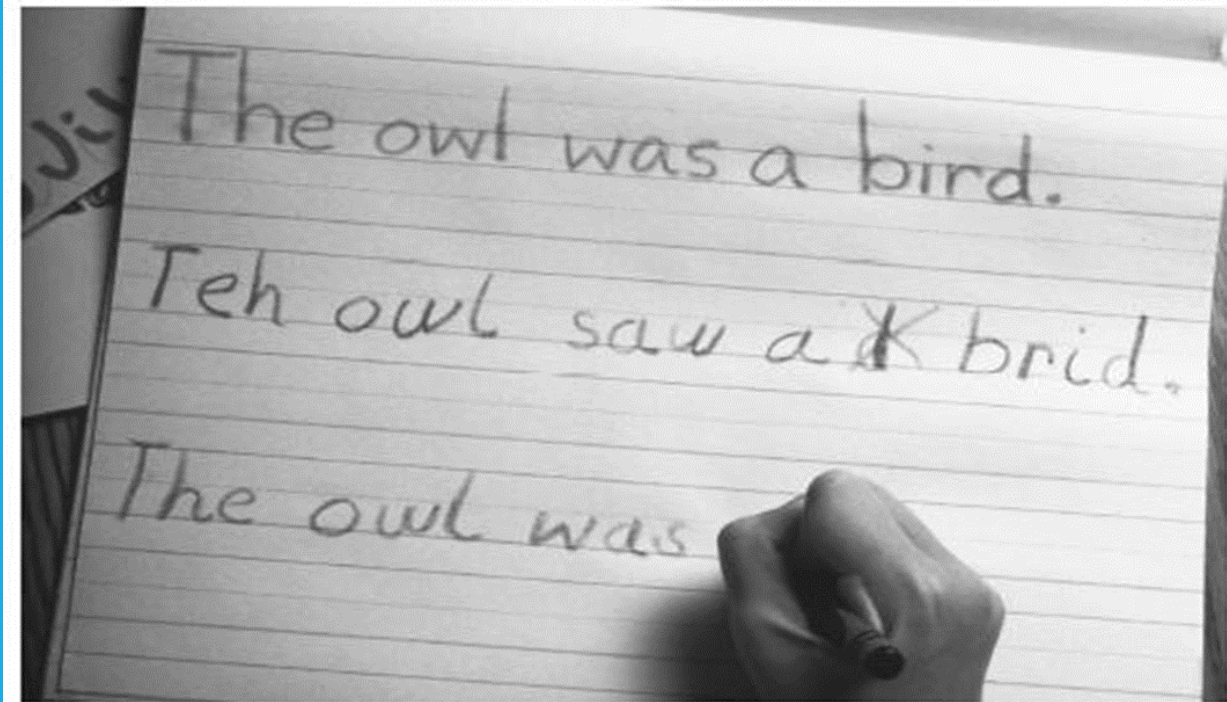
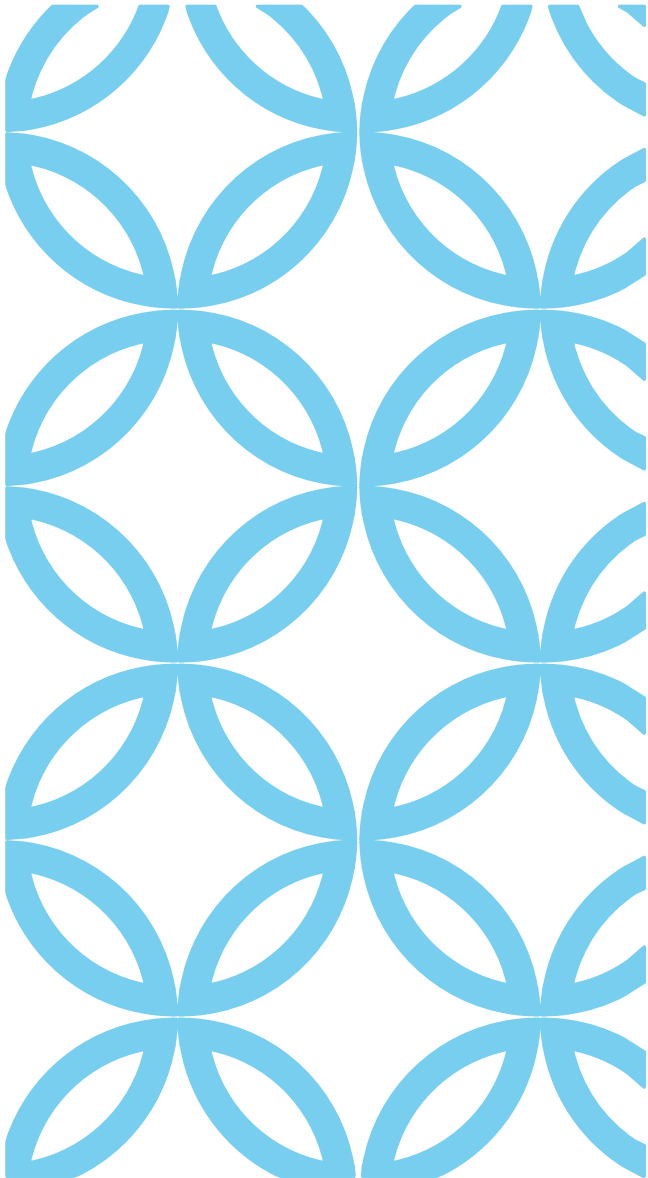
**Renfrewshire Educational Psychology Service**

**6<sup>th</sup> May 2021**

# AIMS

- Consider
  - What is Dyslexia?
  - What skills are needed to read and spell?
- School procedures and support
  - The collaborative Dyslexia assessment paperwork
  - How to support my child with reading and spelling





---

## WHAT IS DYSLEXIA?

Watch Video: See Dyslexia differently

<https://www.youtube.com/watch?v=11r7CFIK2sc>

# MEANING & PREVALENCE

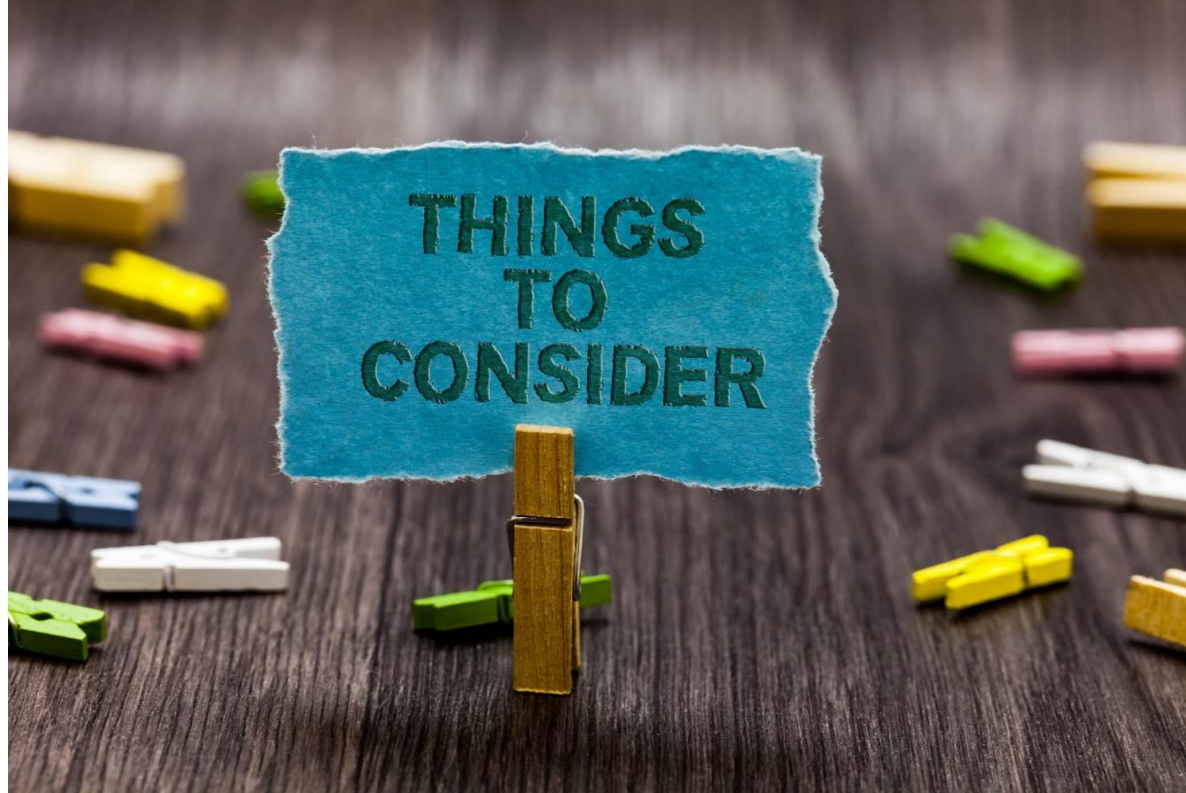
- Greek origin
  - **Dys** – impaired
  - **Lexia** – word
- Estimates are 4-10% of the population are dyslexic
  - 1 person in 10 is dyslexic in Scotland
  - 1 in 4 of those 10 have severe dyslexia
- Boys vs. girls reported as 4:1 ratio **BUT** could be a referral bias (Exley, 2003)

At least



**1 IN 10**

people are thought to be affected  
by dyslexia



- There is no universally agreed definition of Dyslexia
- Approaches taken to support children's literacy learning in effective classrooms are the same approaches needed to support children with Dyslexia

# BRITISH PSYCHOLOGICAL SOCIETY, 2005

- “Dyslexia is evident when **accurate** and **fluent** reading and/or spelling develops **very incompletely** or with **great difficulty**. This focuses on literacy learning at the ‘word level’ and implies that the problem is **severe** and **persistent** despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”



# SCOTTISH DEFINITION OF DYSLEXIA, 2005

- “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.”



# OTHER DIFFICULTIES AFFECTING LITERACY

## Developmental language disorder (DLD):

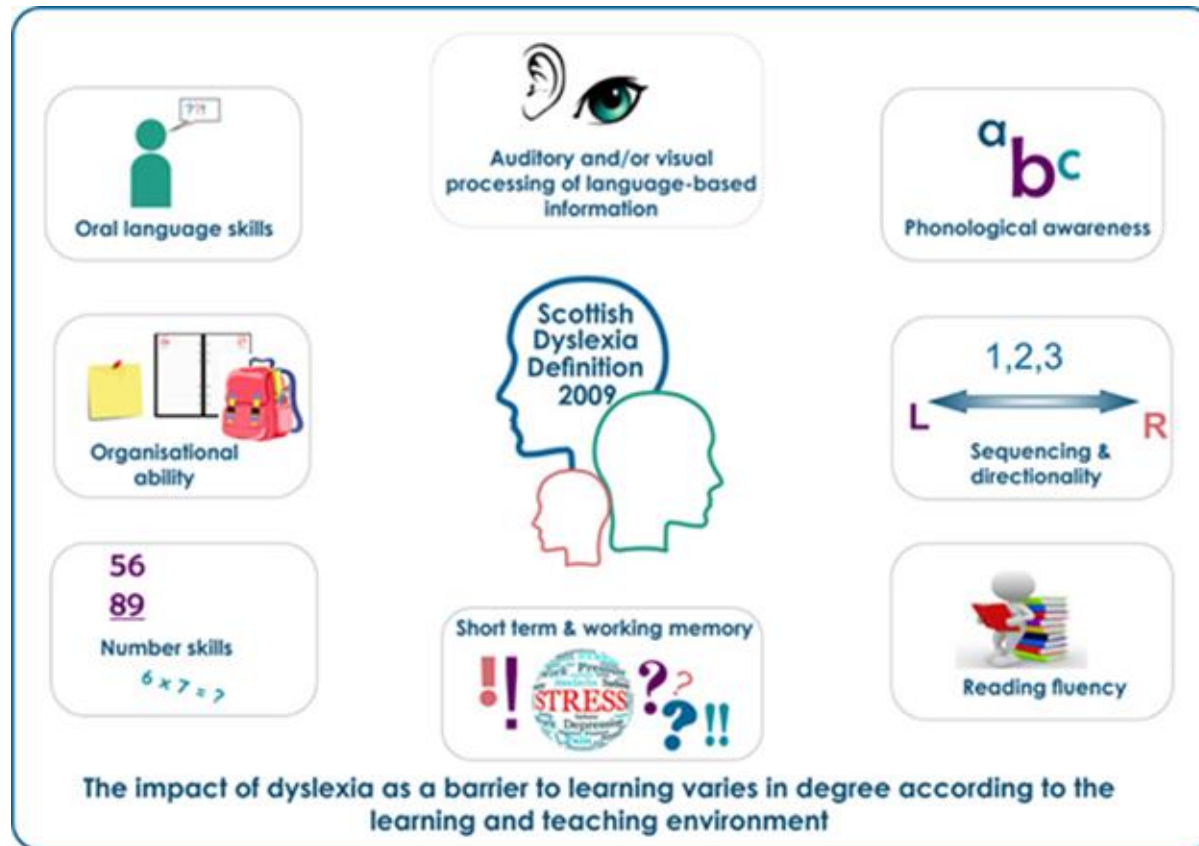
When children/ young people have problems understanding and/or using spoken language orally and in written form. Without hearing problems.

**Dysgraphia:** Impaired handwriting, orthographic coding (the storing process of written words and processing the letters in those words), and finger sequencing (the movement of muscles required to write).

**Developmental coordination disorder (DCD)/Dyspraxia:** Common disorder affecting fine and/or gross motor coordination in children and adults. It can also affect speech.



# COMMON AREAS OF DIFFICULTY



Literacy	Numeracy	Wellbeing
Phonological awareness	Short term memory	Short term memory
Short term memory	Working memory	Working memory
Working memory	Naming and labelling	Naming and labelling
Naming and labelling	Processing speed	Organisation
Processing speed	Organisation	
Organisation	Automaticity	

**DYSLEXIA IS NOT THE CAUSE  
DYSLEXIA IS THE DESCRIPTION  
IT IS AN IDENTIFICATION-  
NOT A DIAGNOSIS**

---

# WHAT MIGHT A PERSON WITH DYSLEXIA SEE?

- Letters backwards or upside down, jumbled up or out of order
- Text jumping about
- Difficulty distinguishing between letters that look similar in shape such as **o**, **e**, **c**, **b**, **p**, **d** and **q**
- Letters and words look bunched together
- Can see letters okay, but not be able to sound out words
- Might be able to connect the letters and sound out words, but not recognise words they have seen before
- Might be able to read the words okay but not be able to make sense of or remember what they read
- Getting a severe headache or feel sick to their stomach every time they try to read



Watch Dyslexia Simulation Video:

<https://www.youtube.com/watch?v=nhv-6ReBALA>

# WHAT SKILLS ARE NEEDED TO READ AND SPELL?



# PHONOLOGICAL AWARENESS

## Sound and Word discrimination

- Which doesn't belong – cat, mat, bat, ran?

## Rhyming

- What word rhymes with cat – bat, hat ..

## Blending

- What word is made up of sounds /k/ /a/ /t/

## Phonemic segmentation

- What are the sounds in cat - /k/ /a/ /t/

## Syllable splitting

- Onset of cat is /k/ and rime is /at/

## Phonemic deletion

- What is cat without the /k/











































## Phoneme manipulation

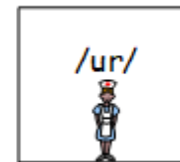
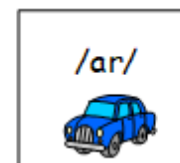
- What word would you have if you changed the /t/ in cat to an /n/ - can



PHONETIC AWARENESS: Represented by letters of the alphabet, they are the component sounds of spoken words.

Scottish Standard English

/b/	/k/	/d/	/f/	/g/	/h/	/j/	/l/
							
/m/	/n/	/p/	/kw/	/r/	/s/	/t/	/v/
							
/w/	/ks/	/y/	/z/	/zh/	/ch/	/kh/	/sh/
						 loch	
/th/	/th/	/wh/	/ng/	/a/	/e/	/i/	/o/
	 them						
/u/	/ā/	/ē/	/ī/	/ō/	/ū/	/au/	/oi/
							
/oo/	/ou/	Basic Scottish phonemes					
							



# DECODING SKILLS

---

But what happens when this basic skill, called decoding, doesn't come automatically?

## What is Decoding?

Decoding happens when readers use their understanding of letter-sound relationships to correctly pronounce written words.



This process is also known as "sounding out" written words and relies heavily on the rule of phonics.

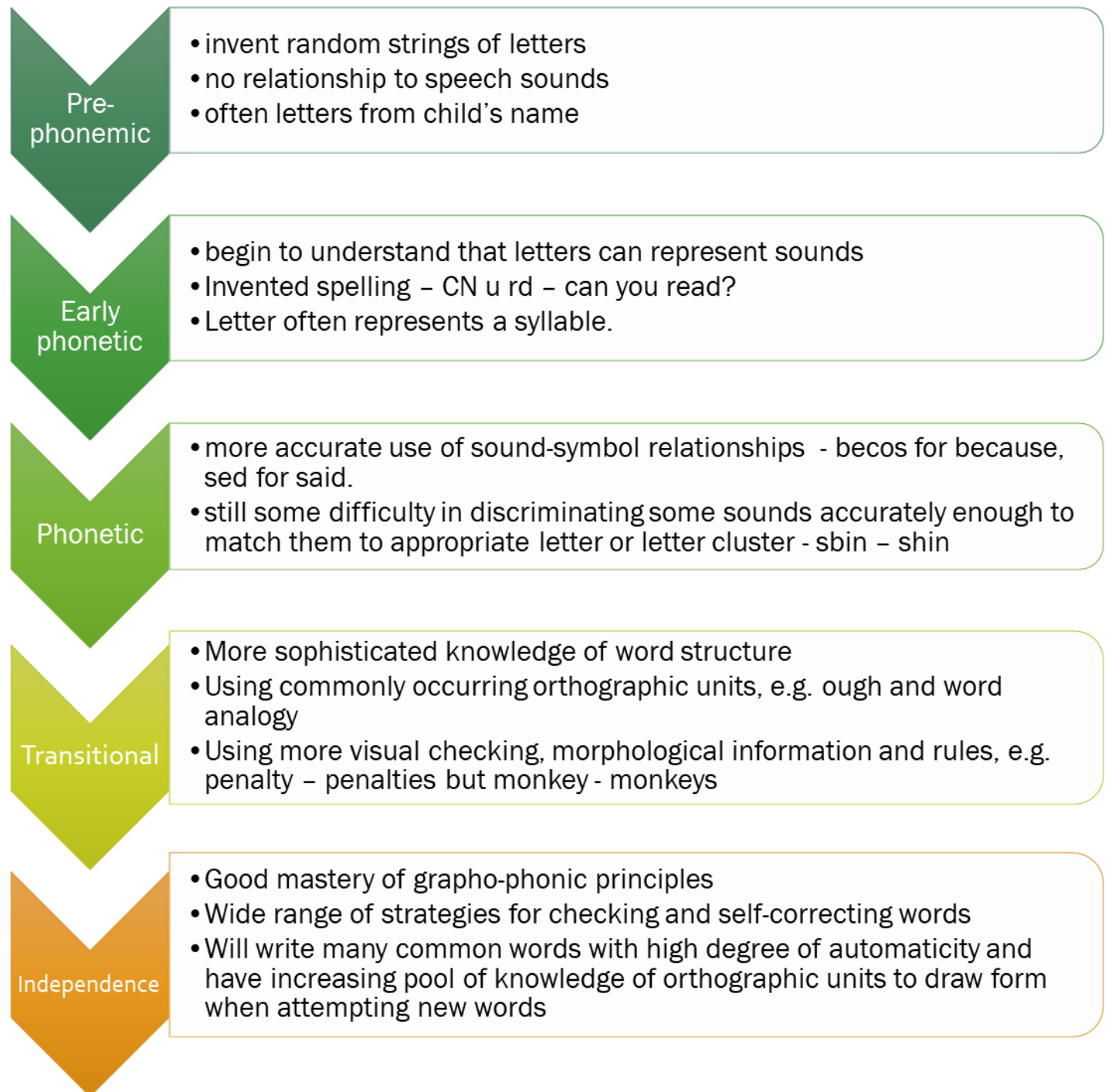


Read·a·bil·i·ty



## STAGES IN SPELLING DEVELOPMENT:

Children's learning appears to occur in waves with each depicting a rise and fall in frequency of using a particular strategy or returning to use an earlier strategy.



# DYSLEXIA COLABORATIVE ASSESSMENT PROCESS



## RENFREWSHIRE'S DYSLEXIA COLLABORATIVE ASSESSMENT

- Describes a collaborative and integrated approach to assessment and intervention informed by the Education (Additional Support for Learning) (Scotland) Act 2004
- Sits firmly within Renfrewshire's Staged Intervention policy for supporting children with additional support needs.
- Recognises that there is no single one-off test for dyslexia
- Recognises that assessment should be contextual and over a period of time building in appropriate intervention
- Assessment is therefore an ongoing process of information gathering



The BPS definition requires that three aspects are evaluated through the assessment process:

That considerable additional support and instruction/ effort has helped the pupil to make progress but that the difficulties have nevertheless persisted.

That the pupil is learning **accurate** and **fluent** word reading and/or spelling **very** incompletely.

That appropriate learning opportunities have been provided.

The Dynamic Nature of Assessment and Intervention:



# STEPWISE GUIDE TO ASSESSMENT PROCESS

## STEP 1

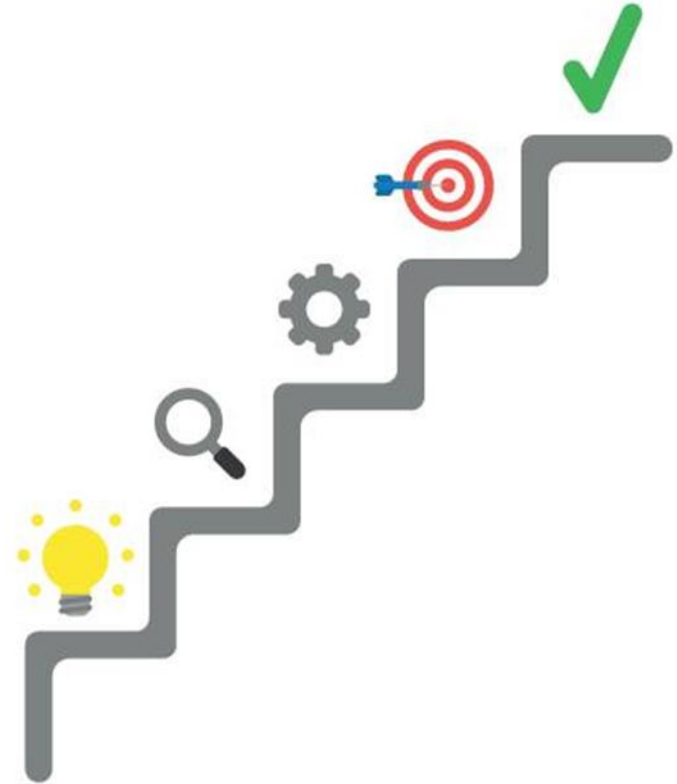
- School has concerns that child is not making progress in literacy. Discussion may take place with the educational psychologist through staged intervention.
- School consults with parents (suggested letter is available)



# STEPWISE GUIDE TO ASSESSMENT PROCESS

## STEP 2

- School begins the process of collecting/ gathering information.
- This will be recorded on the ***Initial School Information*** form
- This process takes place over time



# STEPWISE GUIDE TO ASSESSMENT PROCESS

## STEP 3

- Once sufficient information is gathered the pupil support coordinator and the psychologist (and class teacher, where appropriate) meet to evaluate the information and the child's response to intervention over the previous year



# STEPWISE GUIDE TO ASSESSMENT PROCESS

## STEP 4

- The **Discussion Summary** is completed, noting conclusions and outlining an action plan
- If the result of the evaluation is unclear this should also be recorded, again outlining an action plan
- A copy of the **Initial Information Form** is given to the psychologist



# STEPWISE GUIDE TO ASSESSMENT PROCESS

## STEP 5

- The school arranges a meeting to discuss the outcome with parents. A copy of the summary and Renfrewshire EPS Dyslexia Leaflet for Parents is given to the parent.
- The psychologist can attend the meeting if there are ongoing concerns or other factors affecting learning.



# WHAT WORKS?



Strategies To  
Support My Child  
With Reading And  
Spelling Difficulties

# Support for your child at home: Advice from a teacher

<https://www.youtube.com/watch?v=OVP3PNR8AoQ>



# READING

## Sight Words

- Use key word flash cards to play games e.g. pairs, snap, bingo, memory.
- Play Snakes & Ladders.
- Look for key words in books and comics

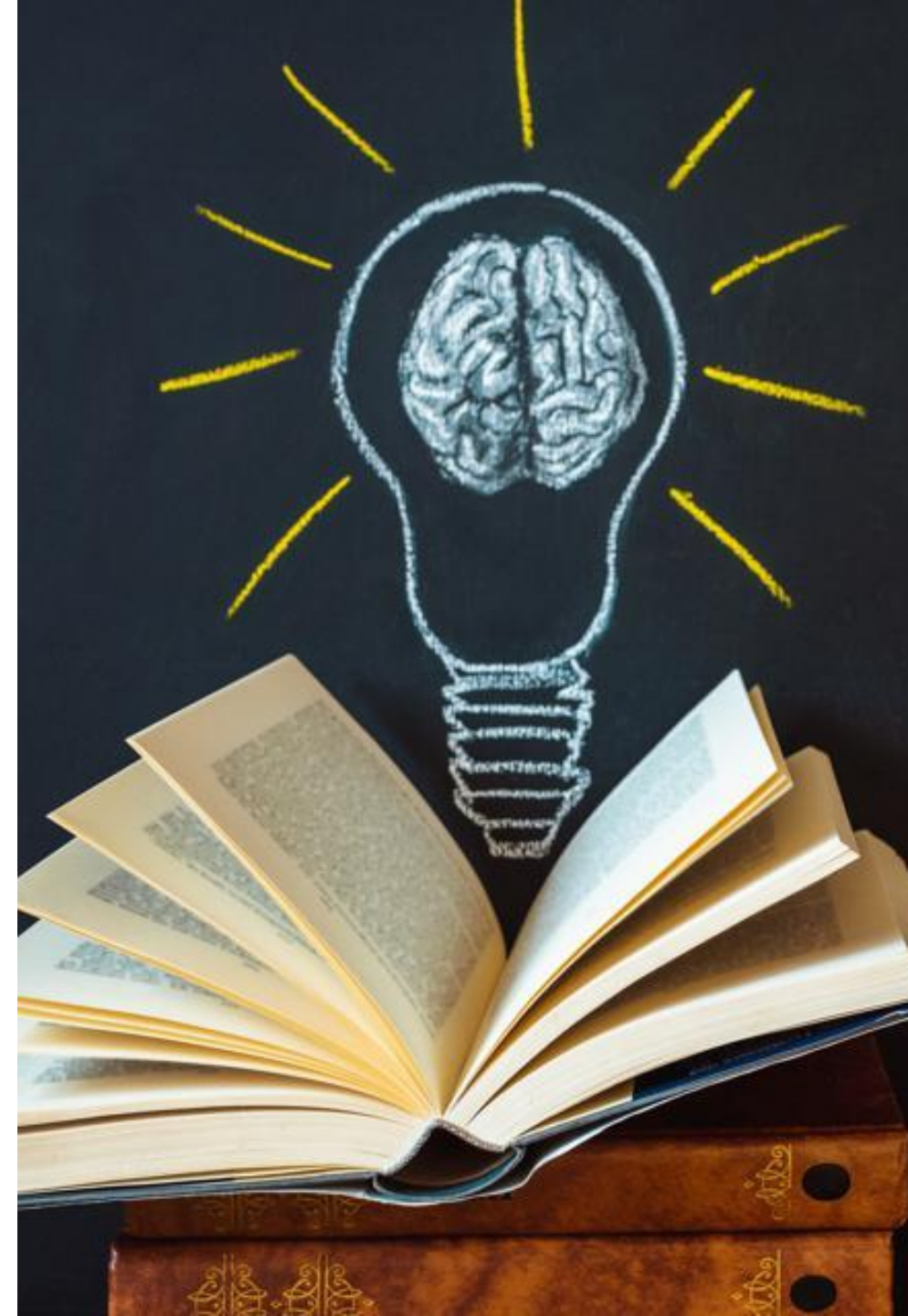
## Letters and Sounds

- Play 'I Spy' to help your child hear the first sounds of words Find pictures in comics/magazines of words beginning with ....

- Play alliterative games – Annie got an apple, Billy got a bike, Cath got a car.
- Help your child to see that words have patterns e.g. cat, hat, pat, mat
- Help your child to use his/her knowledge of one word to read another e.g. refer to knowledge of 'look' if they are stuck on 'took' .
- Make a frame out of paper to help them with visual tracking.

# COMPREHENSION

- 'Warm up' the book first – talk about the pictures and discuss what the story might be about
- If there is a tricky word, encourage your child to miss it out read on to finish the sentence and then re-read to see if they can guess the missing word from the meaning
- Encourage your child to predict what will happen next
- Ask questions about the story



# WHEN MY CHILD GETS STUCK ON A WORD

- Let them read on - then they may be able to work out the word
- Use the initial letter of the unknown word in conjunction with the picture
- Give them the first and/or the last sound and see if they can work out the word.
- Encourage them to think about the picture and story line too
- Suggest they sound out the letters in the unknown word
- If s/he is unable to blend the sounds then you sound out the letters and see if s/he is able to blend it this way
- Break the words into chunks
- If it takes too long and they become uncomfortable, then supply the word for them

# GIVE PRAISE FOR

- Remembering a new word
- Using the pictures
- Looking at the initial letter sound
- Building up a word successfully
- Recognising a pattern and using it to work out a new word
- Using expression
- Guessing what will happen next
- Reading on and working out a word from the meaning
- Answering questions correctly about the story

## What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath © ④ ⑤ ⑥ Icon from: thenounproject.com

# SPELLING

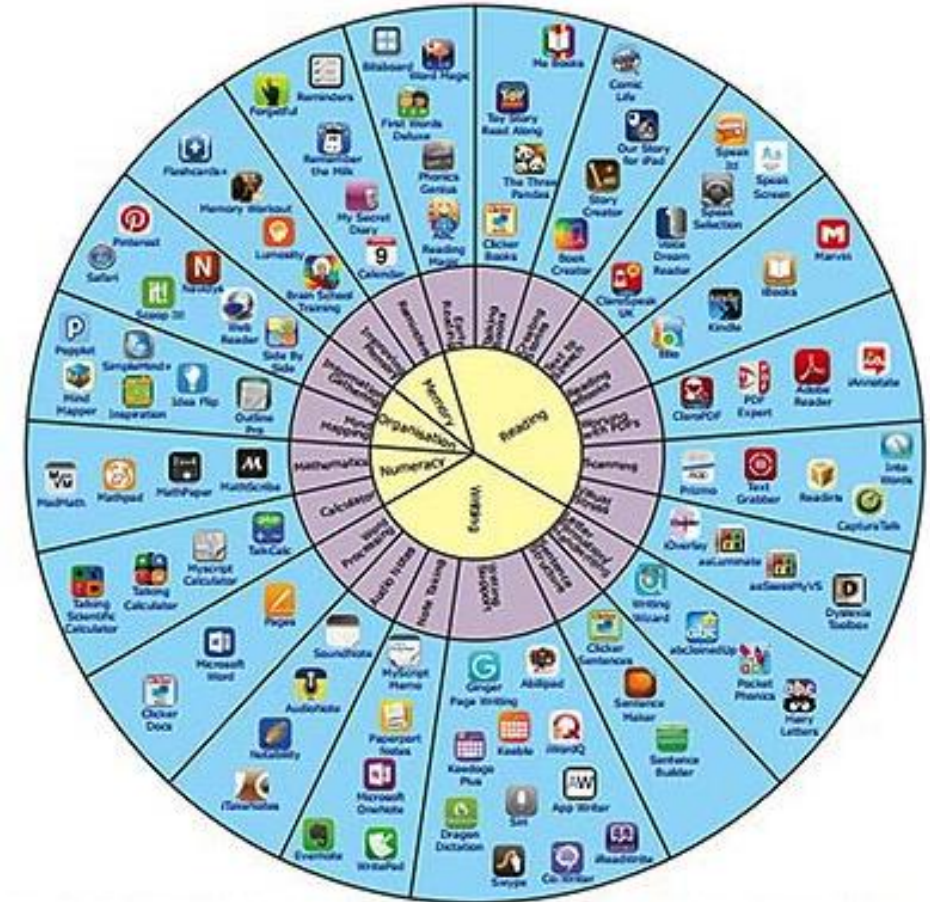
- Continue to develop spelling skills - looking at targeting one or two unknown common words on a weekly basis
- Encourage the use of a simple dictionary. Make sure your child knows the alphabet or has an alphabet strip to help them
- Encourage the use of a key word list – place this in a pocket at the front or back of the exercise book concerned
- Look, Cover, Write, Check (LCWC)
- Tracing
- Mnemonics
- Picture links
- Words within words: there is a 'hat' in 'what' and a 'hen' in 'when'.





- Consider the use of audio books to support reading in class or at home

## 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/Resources/Books/>

This 'Wheel of apps' for dyslexia is inspired by previous visual app representations:

- *The Pedagogy Wheel* - Allan Carrington
- *Mobile Learning with Bloom's Taxonomy & the Pedagogy 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://appetstages.wikispaces.com/AppWheel>. CALL Scotland has also produced a wheel of iPad Apps for Complex Communication Support Needs: *Augmentative and Alternative Communication (AAC)*, available from <http://bit.ly/CALL-AAC-App-Wheel>.

# COMPENSATORY STRATEGIES

- Scribe
- Additional time
- Spell checker
- Lists of subject specific vocabulary, a personal dictionary of frequently used words,
- Use of ICT – electronic readers/voice recognition/ predictive text
- Alternative ways to record ideas, e.g mind maps, detailed plans, dictaphone/voice recognition/picture/orally
- Differentiation of work – first and last few items or every other one
- Underlining answer on photocopy rather than having to write out full answer
- Mark work for content rather than spelling



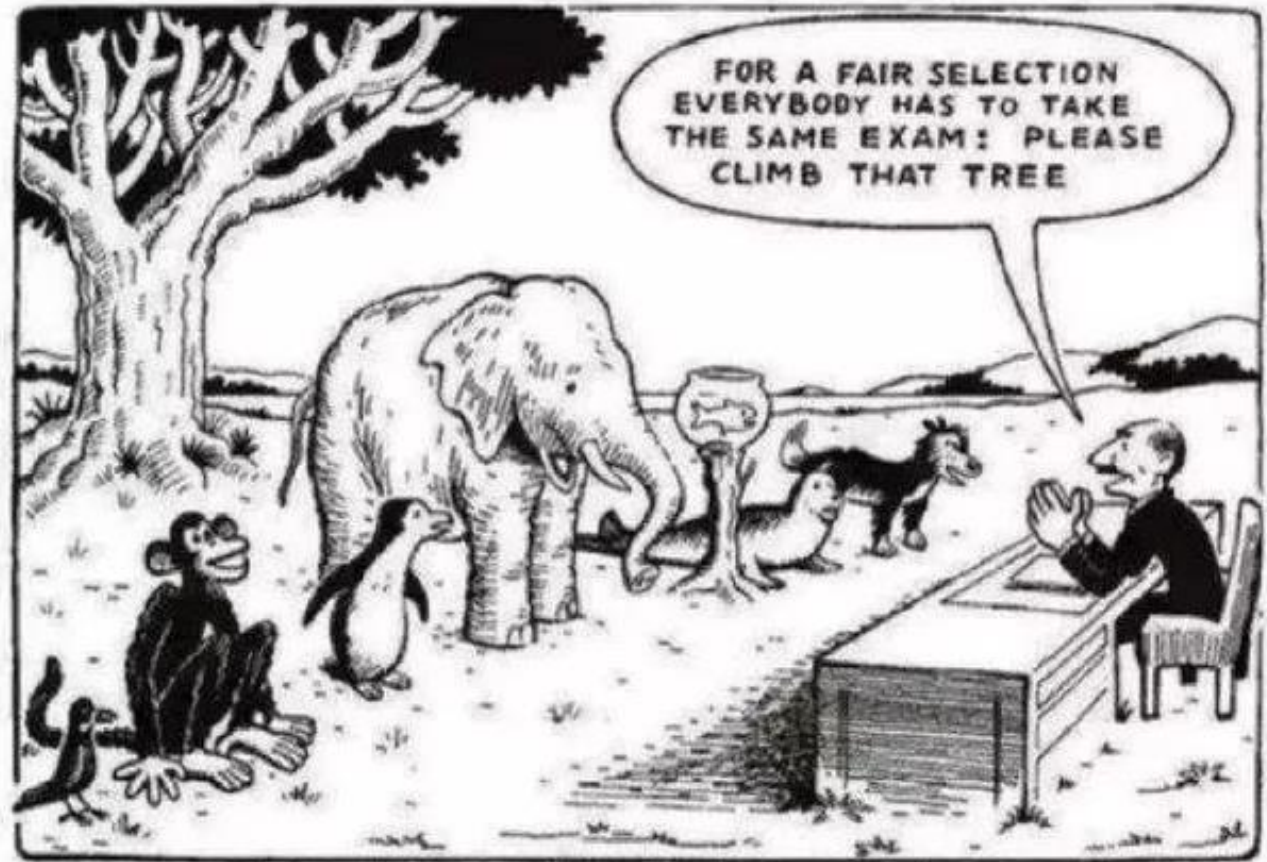
- Renfrewshire Dyslexia Guidance
- Addressing Dyslexia Toolkit (<http://addressingdyslexia.org/>):
  - Establishing Needs 1 and 2
  - Pupil Checklist
  - Dyslexia Checklist – (separate versions for Early Level; First Level; and Second/ Third/ Fourth & Senior CfE Level)
  - FREE ONLINE LEARNING MODULES
  - Strategies and resources bank
- CALL Scotland  
<https://www.callscotland.org.uk/home/> (ICT guidance)
- Dyslexia Scotland South East ('links' page for resources, strategies, interventions)  
<https://www.dsse.org.uk/>





**ANY QUESTIONS?**

Renfrewshire educational  
psychology service,  
st catherine's primary school,  
0141 840 8900



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*