



Stirling Council

Education

Policy and procedures for assessing, identifying and meeting the needs of children and young people with dyslexia

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“Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.”

(*Curriculum for Excellence: Literacy across Learning Principles and Practice*, p.1)

1 Introduction

- 1.1 Following the publication in 2008, of the HMIE report “Education for Learners with Dyslexia”. Stirling Council set up a working group to clarify policy, procedures and guidance for schools, young people and parents regarding assessment, identification and support for dyslexia in Stirling schools. The group met throughout session 2009/2010 and the policy is being launched with a planned staff development programme for awareness raising and training in Stirling during 2010/11. Appendix Q details the group membership.
- 1.2 It was agreed that the policy should ensure/promote consistency in the key areas of terminology, identification, roles and responsibilities, strategies for meeting the needs of children and young people with dyslexia, and clarity regarding communication with parents.
- 1.3 The policy sits firmly within Stirling’s Staged Intervention framework for identifying children and young people with additional support needs. In addition, the policy and appendices provide:
 - flowcharts to show how the process of assessment and identification progresses through Staged Intervention;
 - informal classroom indicators to assist the dialogue between early educators / class / subject teachers and support for learning teachers;
 - a framework for a literacy assessment report;
 - lists of preferred assessment materials;
 - sources of useful advice, strategies and resources and
 - information about who can be involved in the process of assessment and support.

All these materials are either included in this policy document or attached as appendices.

- 1.4 In June 2010 the Scottish Government launched an online *Assessing Dyslexia Toolkit for Teachers*. which can be found at:

www.frameworkforinclusion.org/AssessingDyslexia/index.php

- 1.5 The Toolkit is a comprehensive and detailed resource, with graded materials and advice for (i) all teachers, (ii) school based support teachers and (iii) teachers experienced in dyslexia assessment. It is a key resource for teachers, parents and other professionals. It is couched within the dual frameworks of Staged Intervention and Curriculum for Excellence and asks key questions relating to assessment and provision under the headings of *starting the process, what to look for, more detailed observations, other factors to consider, planning and responding, reporting* and, finally, *resources*. These headings are repeated separately at each of the levels

and stages of learning of a Curriculum for Excellence, ie *Early, First, Second, Third and Fourth* (taken together) and *Senior*. The Toolkit also includes a definition, glossary and a section on links and legislation.

- 1.6 It is the intention of the Stirling Policy not to replace but to augment this national Dyslexia Toolkit by identifying the processes and procedures to be used in Stirling Council establishments while identifying good sources of information for teachers and support workers.

2 Definition and Scene Setting

- 2.1 The following working definition of dyslexia has been developed by the Scottish Government, 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 educational practitioners, pupils, parents/carers and others. This definition does not have any statutory basis. It is available on both the websites of the Scottish Government and Learning and Teaching Scotland.

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.

www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia

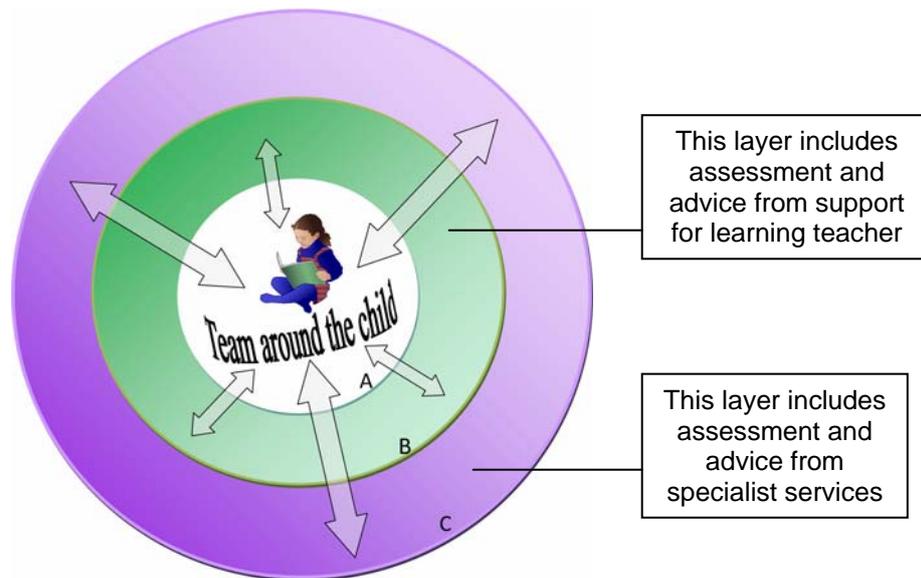
- 2.2 There are some things to note about this definition. It is very broad and covers many instances that in the past may have been referred to as specific learning difficulties. It covers those whose source of primary difficulty may vary considerably – for some this may be a difficulty in visual processing of information, for some auditory processing, for others a primary issue of working memory or learning style.
- 2.3 Children and young people of varying abilities can experience dyslexia and hence can be found in all types of schools. It is also the case that dyslexia can co-exist with other difficulties and, in the case of young people with emotional and behavioural difficulties, it may not be easy to detect which difficulty is more fundamental or how fully each is impacting on the other. It is always important to be looking at the whole experience of the child or young person.

- 2.4 It is important to remember that the goal of good assessment is to identify the most appropriate strategies for effective teaching and learning, irrespective of underlying cause of learning difficulty. Therefore while the focus of this policy is on dyslexia, it sits within a wider understanding of how literacy develops. Many of the strategies suggested here, and in the Toolkit, reflect good practice in the learning and teaching of literacy in its very widest sense and can benefit all learners. Similarly, in a dyslexia friendly learning environment a key focus is on identifying what helps to enhance effective learning, with an emphasis on taking action to meet pupils' learning needs rather than referring for assessment and waiting for a label. As we shall see, the process of assessment is part of everyone's responsibility and is linked integrally with intervention and provision.

3 Collaborative Model of Assessment and Intervention

- 3.1 The principles of assessment for dyslexia sit well with those of GIRFEC (Getting It Right for Every Child, Scottish Government 2008) which aims to improve outcomes for all children and young people. Through a shared approach, agencies and services work with parents and young people to:
- build solutions with and around children and families
 - enable children to get the help they need, when they need it
 - support a positive shift in culture, systems and practice
 - work together to make things better
- 3.2 By joining up policy within a co-ordinated framework across agencies, the aim is to ensure the delivery of appropriate, proportionate and timely help to all children as and when they need it, to ensure they are:
- healthy
 - achieving
 - nurtured
 - active
 - respected
 - responsible
 - included and
 - safe
- 3.3 Stirling Council Staged Intervention provides a framework within which schools and establishments can register concern, can intervene early, can prioritise inputs (eg from a support for learning teacher), can develop their assessment through specific interventions and, in situations where the concerns persist even after targeted input, can progress to more focused multi-agency assessment. **Appendix A** shows the GIRFEC triangle. Initial concern would usually be signalled at the level of universal service provision and targeted support for those with dyslexic difficulties would normally occur within Tier 1.

- 3.4 Through the discussions of the working group, a further graphic to describe the process of shared assessment and decisions was developed as follows:



The narrative around this model is as follows:

- The child or young person is at the heart of the process.
- Parents and carers are key partners within the team around the child.
- Decisions are made by the team around the child, based on evidence gathered.
- Early evidence should come from the young person and from those who work most directly with him or her.
- Evidence of progress over time in response to teaching or to specific interventions is an important element in the assessment.
- If the evidence is clear enough, then full decisions can and should be taken and actions, next steps and interventions agreed by those who make up the team (Circle A), together with timescales for reviewing.
- If questions remain, these should be articulated clearly and the next 'layer' of the assessment ring accessed. In the case of possible learning difficulties, further assessment in Circle B might be led by a support for learning teacher and others using both formal and informal methods. Information re outcomes and lessons learned from this come back for discussion and decision by the team around the child, which remains at the heart of the process. At this point, Circle A expands to welcome in those newly involved.
- The third layer (Circle C) is required *only* if after this process there remain unanswered or unresolved questions. In such an instance additional assessment information can be sought from external agencies such as speech and language therapy or educational psychology. Again, this information is added to what is already known for discussion and decision by the now expanding team around the child.

- Sometimes input at this stage helps the team reframe key questions and look at the emerging picture from a rather different perspective.

3.5 With regard to identifying dyslexia within the Stirling Council definition, this policy provides details of the steps by which the assessment model would proceed using Staged Intervention. The accompanying checklists of dyslexia indicators and lists of preferred assessments are an integral part of the policy. The proforma for a final report helps to capture the elements that should be included in arriving at a decision that a child or young person has a difficulty on the dyslexia continuum and in identifying the particular approaches and strategies to be employed. **Appendix K**

4 Guidance on Assessment, Identification and Intervention within the Staged Intervention Framework

4.1 It is important to recognise that there is no one-off, universal test that can determine whether or not a child is dyslexic. Rather, identification is a process, which involves both gathering information and carrying out appropriate assessment over a period of time. Intervention to address difficulties with literacy should be ongoing and it is important to reassure children, young people and parents / carers that the process will not delay the start of appropriate support and intervention.

The following guidance is intended to link with the Toolkit, although it is relevant to note that definitions of Stage 2 and 3 vary across education authorities. There are some references to Stage 3 assessment and interventions on the Toolkit that would actually take place at Stage 2 within the Stirling framework. Hence the detail in the guidance in this section, which should be read in conjunction with the Flowcharts and Checklists that make up **Appendices B - H**.

Raising and Responding to Initial Concerns

4.2 Initial concern about difficulties with reading, spelling or writing may be raised by class or subject teachers, parents / carers or the child or young person. Such concern may or may not take the form of a *specific* query as to whether the child or young person is dyslexic, but the response will be the same. This is because it is the responsibility of all who work with children to identify possible barriers to learning and to respond appropriately to their needs. Indeed, recognising early signs of difficulties and adapting learning and teaching approaches is a regular part of the daily routine for all education staff. In the early years, before the start of formal literacy work, patterns of difficulties associated with possible later difficulties with reading may be identified.

Responding to initial concern at the early level (up to end of P1)

Informal Nursery / Classroom Dyslexia Screening Tool (Early Level) **Appendix D**

4.3 The development of communication and language in young children is a complex process and it is important to recognise that each individual child's development and progression will be unique.

4.4 Educators need a core understanding of communication and language development to provide effective and appropriate opportunities and experiences to support this development. This may include work on aspects of phonological awareness such as rhyme interest and awareness.

- 4.5 The informal nursery / classroom observation tool should be used to support the depth of information gathered via ongoing observations and discussion with the team around the child. As part of this, it would be essential to establish and maintain good communication with parents in order to build a richer picture.
- 4.6 If the child or young person is not already on Staged Intervention, then as a result of the concerns he/she should be placed at Stage One for monitoring within the classroom or early learning environment. In the case of a child in Primary One, the class teacher may wish to consult with colleagues and/or the support for learning teacher.

Responding to initial concern at the First Level (to end of P4)

*Identifying Dyslexia Flowchart 1 (First and Second Level), **Appendix B***

*Informal Classroom Dyslexia Screening Tool (First Level), **Appendix E***

- 4.7 Action at this level will be dependent to some extent on the child's age and ability, and the professional judgment of teachers in judging this is important. In many cases the advice given for Early Level and in Flowchart 1 will be appropriate, even for some older children. If the child or young person is not already on Staged Intervention he/she should be placed at Stage One for monitoring and intervention/adaptations to learning made by the class teacher. However if adapted teaching approaches have already been put in place and progress continues to be a concern and/or the child is at the upper age range of the First Level, the school should move to the more formal process of assessment, intervention and identification described in Section B.

Responding to initial concern at Levels Two, Three, Four and Senior

*Identifying Dyslexia Flowchart (First and Second Level), **Appendix B***

*Identifying Dyslexia Flowchart (Third, Fourth and Senior Levels), **Appendix C***

*Informal Classroom Dyslexia Screening Tool (First Level), **Appendix E***

*Informal Classroom Dyslexia Screening Tool (Second Level), **Appendix F***

*Informal Classroom Dyslexia Screening Tool (Third, Fourth and Senior), **Appendix G***

- 4.8 By this stage difficulties associated with early literacy, such as letter reversals and confusions, will have been resolved for most children. Children who continue to have difficulties, therefore, should be considered carefully and the reasons for difficulty with progress in literacy should be assessed, following the guidance in Section B below.
- 4.9 If the child or young person is not already on Staged Intervention he/she should be placed at Stage One, but at this stage of schooling, action may proceed quite quickly to the formal process of identification of dyslexia.

The Formal Process for Identification of Dyslexia

- 4.10 The formal process of assessment and identification of dyslexia will normally only take place when a child or young person is not making the expected progress in literacy, despite the provision of appropriate learning opportunities, including appropriate adaptations and intervention. However it is important not to preclude the possible identification of dyslexia in children who have a history of poor attendance, social and emotional and behavioural difficulties or for whom English is an additional language. This means that, *in such cases*, if there are any indicators of possible dyslexia, the process of information gathering and assessment should be carried out even though there may be doubts about the extent of exposure to appropriate learning opportunities.

4.11 The starting point for the formal process is the information that has already been obtained and recorded in teacher and Staged Intervention records, including the strategies that have already been tried. This profile of the child's learning and other relevant factors should be built on using the following sources of information:

- Classroom observation
- Samples of writing produced in a range of different conditions
- Standardised assessments, selected from preferred assessments **Appendix J**

Information should also be sought or updated in relation to the following:

- Vision, hearing, and any other medical factors
- Any family incidence of dyslexia
- Developmental history and level of cognitive functioning
- English as an additional language
- Performance in other areas of the curriculum
- Attendance and changes of school

4.12 The pupil's own views should also be sought and a Pupil Checklist is available for this purpose if required **Appendix H**.

4.13 The findings from observation and assessment should be summarised in a Literacy Assessment report and a suggested format for this is provided in **Appendix K**.

4.14 This should be presented as the basis for discussion at the next Staged Intervention Meeting and agreement reached as to whether or not the criteria for confirmation of dyslexia are met, ie that:

- there is difficulty with accurate and fluent word reading and/or spelling
- the difficulties persist despite appropriate learning opportunities and intervention
- the difficulty is not caused by other factors

4.15 In some cases it will not be possible to reach a clear conclusion, and the reasons for this should be clearly recorded. In all cases it is important to record what action will be taken to support the child/young person's learning and, where necessary, to seek further understanding of and evidence about the nature of the difficulties.

4.16 Suggested wording is provided to cover the most likely conclusions from the consideration of evidence and assessment **Appendix L**.

5 Communicating Assessment Results to Parents and Carers

5.1 Following identification of dyslexia it is important to explain to parents/carers how this may impact on their child's learning and what further steps will be taken to support him/her. Suggestions should also be given to parents concerning how they can support their child and they should be signposted to appropriate sources of

information and resource. All of this will be recorded in the Staged Intervention paperwork.

- 5.2 If the evidence indicates that the child is not dyslexic, or is insufficient to determine this either way, the reasons for this should be carefully explained and recorded, and the parents informed of what further steps will still be taken to support their child.
- 5.3 It is essential to explore with parents a full and accurate picture of their child's strengths and learning needs. At times particular sensitivity and tact will be required but it is important that all involved in supporting the child have a shared understanding of his/her needs and positive but realistic expectations.

6 Communicating Assessment Results to Children and Young People

- 6.1 Following identification of dyslexia it is important to consult with children and young people on how dyslexia is impacting on their learning, and what steps can be taken to support them most effectively. It is essential to discuss with children and young people a full and accurate picture of their strengths and learning needs. The consultation process should be pitched according to age and stage of development, and it may be necessary to support conversations with illustrative examples.
- 6.2 Children and young people should be directed to appropriate sources of information and resources e.g. information leaflets or websites and should be involved in on-going discussions about their support through the Staged Intervention process.

7 Actions for Meeting the Needs of a Child or Young Person with Dyslexia

General

- 7.1 **Appendix M** details current sources of advice and strategies for supporting learners with dyslexia and Stirling Council will augment and update this through its Dyslexia site on GLOW.
- 7.2 In the national online Dyslexia Toolkit, advice is detailed by each stage of a Curriculum for Excellence, in key sections titled *Other Factors to Consider* and *Planning and Responding*.
- 7.3 Once a difficulty has been identified on the dyslexia continuum, then the team requires to plan, implement and monitor learning and teaching arrangements that address and make accommodations for the young person's difficulties, including appropriate assessment arrangements. If the arrangements already in place effectively address the identified difficulties, then these arrangements should continue for as long as they remain effective, adjusting them as required and as appropriate to the circumstances.
- 7.4 It is important to remember that many children with dyslexia can demonstrate marked differences between their abilities in different areas – particularly oral versus text based skills – and that recognising and building on their strengths can increase their success and engagement with education. Research exists which shows that raising self-esteem can be as effective an intervention in improving reading skills as work on reading itself.

Alternative Assessment Arrangements

- 7.5 The Scottish Qualifications Authority (SQA) is a national awarding body responsible for ensuring that the process of assessment leading to the certification of attainment is rigorous and fair and allows all candidates with additional support needs, including dyslexia, to demonstrate the skills and knowledge required for the award. The principles that underpin SQA's policy on alternative assessment arrangements for candidates with additional support needs are intended to ensure that no candidate is disadvantaged because of difficulties they may have in accessing the text of the exam or recording their answer.
- 7.6 Children and young people with dyslexia are eligible to access alternative assessment arrangements, where appropriate. The range of alternative assessment arrangements available to learners with dyslexia from primary school to further education is wide and should reflect the support or strategies applied to the learning situation of the individual.
- 7.7 The arrangements should be based on the specific needs of the individual. Secondary Schools are required to provide the SQA with details of the nature and level of support that each candidate has received in a subject class. In Stirling such young people are on Stage 2 or beyond. Young people should have the opportunity to try out alternative assessment arrangements agreed prior to sitting SQA exams themselves. Support needs vary in different subjects and at different levels and decisions about alternative assessment arrangements should therefore be made on a subject by subject basis, with pupils and parents closely involved in the process. Supporting evidence needs to be gathered. Final alternative assessment arrangements will be made in consultation with the school's SQA co-ordinator and in keeping with advice issued by the SQA.
- 7.8 Two helpful documents, both published in 2010 are *Introduction to Assessment Arrangements for Schools and Colleges* and *Assessment Arrangements Explained*, available for download from:

http://www.sqa.org.uk/sqa/files_ccc/AA_IntroductionAssessmentArrangements.pdf

and

http://www.sqa.org.uk/sqa/files_ccc/Assessment_Arrangements_Explained_Final_150110.pdf

Use of ICT

- 7.9 ICT can be one of the most powerful tools available to schools for supporting pupils with literacy difficulties and when schools plan ICT provision, it is essential that they adopt a 'Dyslexia Friendly' approach. The notion that 'computers are for computing' should be dispelled and instead the PC should be viewed as a vital tool that underpins all classroom work. It should be as natural and easy to access a PC as it is a pencil. Although 'computer rooms' have their place, they should not replace sufficient computing capacity within the classroom.

- 7.10 Practical advice and guidance on supporting pupils with dyslexia are detailed in **Appendix N Using ICT to Support Pupils with Dyslexia**. Specific arrangements for an ICT assessment of an individual with dyslexia can be accessed through a support request to ASN Outreach Service. Guidance and criteria for a support request form can be found on The Source through the following link.

http://web.stirling.gov.uk/home/services/educationservice/inclusion/asn_outreach_service.htm

Effective Transitions

- 7.11 It is necessary for established systems to be in place to support the transition of children and young people with literacy difficulties as they progress through their school career. Careful transition planning is especially important at key transition points, i.e. from nursery to primary school, from primary to secondary school and from school to post school. The advice for good transition planning and careful sharing of information outlined within Stirling Council ASN Guidance should be followed.

8 Roles and Responsibilities in the Process

Support Coordinator

- 8.1 Through Staged Intervention, the Support Coordinator will manage the process of identification and provision, ensuring good processes within the establishment for raising and responding to initial concerns, taking forward a process of formal assessment, communicating outcomes and/or planning support and intervention.
- 8.2 At times it will be necessary to arrange that key staff can have planned time to meet with the support for learning teacher or other professionals.

Early childhood educators / class / subject teachers and support staff

- 8.3 The section on assessment highlights key roles for those working closest with the child or young person in raising early concerns and in providing assessment and progress information from what can be observed and gathered in the classroom. Tracking interventions and providing evidence of outcomes are important steps in identifying successful strategies for an individual.
- 8.4 If difficulties on the dyslexic continuum are identified then the team will be identifying what (if) additional learning and teaching arrangements require to be put in place. Class / subject teachers and support staff will be working collaboratively with the team to ensure that the additional support needs of the child or young person are met, together with their entitlement for full curricular access.

ASN / Support for Learning Teachers

- 8.5 ASN / support for learning teachers are involved in the development of teaching and learning policies and the implementation of Dyslexia Friendly strategies in schools. They also promote good practice and the enhancement of colleagues' skills through the sharing of information and provision of continuing professional development activities.

- 8.6 At the early stage of concern, the support for learning teacher may be involved in consultation.
- 8.7 Once in a formal process for identification of dyslexia, the support for learning teacher will take the coordinating role, but further interviews with those who have completed the informal screening tool can help to flesh out a young person's individual profile.
- 8.8 Once into formal assessment, it is the support for learning teacher, supported by the Support Co-ordinator (Primary schools) or PT ASN / Support for Learning (Secondary), who will coordinate the data gathering, undertake more formal assessment and summarise the findings in a Literacy Assessment Report for presentation to the Staged Intervention Meeting. Preferred assessment tools for use in Stirling Council are identified in **Appendix J**.
- 8.9 In the Council, support for learning teachers are further assisted by a centrally organised training programme, by consultation with principal teachers of support for learning teachers and by a new Dyslexia Stirling site on GLOW.
- 8.10 If dyslexia is identified, the support for learning teacher will be instrumental in helping to identify next steps and strategies. These will be clearly identified through the Staged Intervention paperwork and, for those on Stages 3 and 4, through an individualised educational programme (IEP).

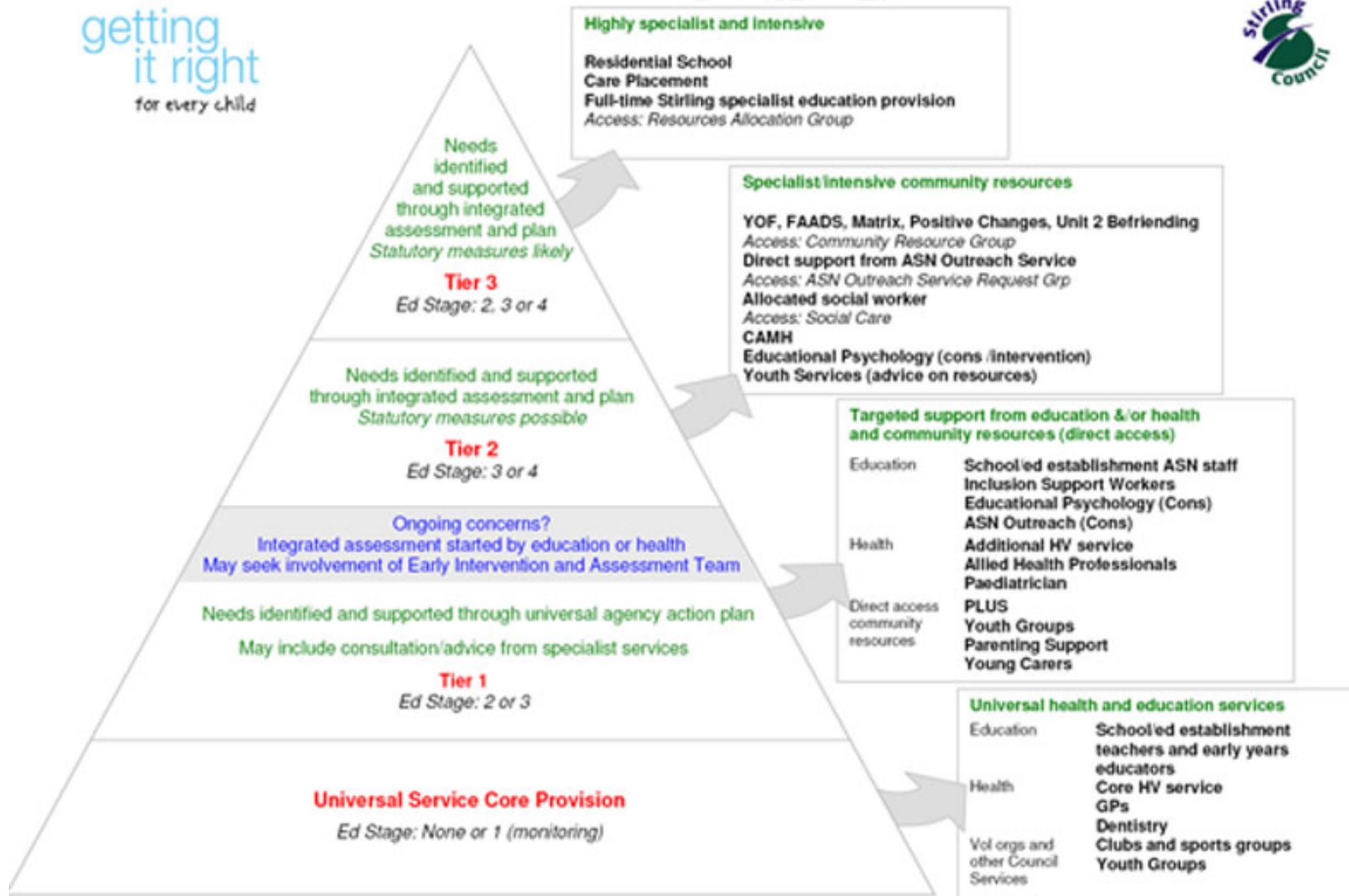
Educational Psychologists and Allied Health Professionals

- 8.11 The processes outlined in this policy are likely to cover the majority of cases without an educational psychologist becoming formally involved. Only where questions remain about assessment or intervention is it likely that the educational psychologist will be brought into the Staged Intervention process, with the agreement of parents. Here there can be two main roles: consultation, where the psychologist joins the team to consider the assessment information in order to help plan the best way forward or, in unusual cases, some direct assessment to add to the growing picture.
- 8.12 Psychologists can also contribute to a school's developing confidence as a literacy and dyslexia friendly establishment, through formal training and general awareness raising. Helping children to understand their particular pattern of strengths and difficulties as a learner is another area where schools may seek advice.
- 8.13 Allied Health professionals (speech and language therapists, occupational therapists, physiotherapists) may also have a locus in assessment and intervention in certain instances. Referral routes are available through Staged Intervention.

Appendices

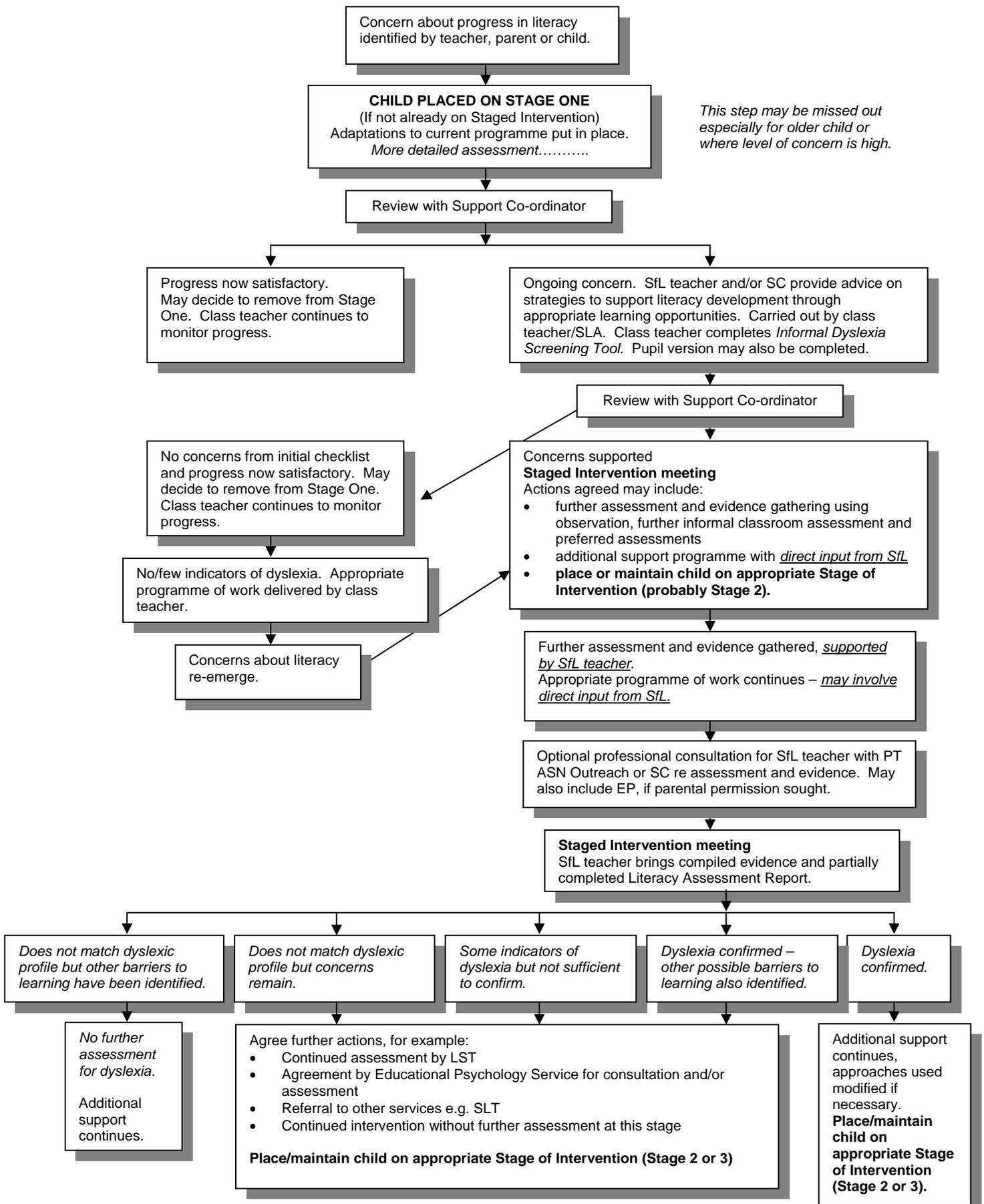
	Title
A	GIRFEC Triangle
B	Identifying Dyslexia Flowchart (First and second)
C	Identifying Dyslexia Flowchart (Third, fourth and senior)
D	Informal Nursery / Classroom Dyslexia Screening Tool (Early)
E(i)	Informal Classroom Dyslexia Screening Tool Version A (First)
E(ii)	Informal Classroom Dyslexia Screening Tool Version B (First)
F	Informal Classroom Dyslexia Screening Tool (Second)
G	Informal Classroom Dyslexia Screening Tool (Third, fourth and senior)
H(i)	Pupil Checklist A
H(ii)	Pupil Checklist B
J	A Selection of Preferred Assessments for Use by Schools in Identifying Dyslexia
K	Literacy Assessment Report
L	Suggested wording for the conclusions in the Literacy Assessment Report
M	Sources of Advice and Good Practice for Supporting Dyslexia
N	Using ICT to Support Pupils with Dyslexia
O	Learning and Teaching Strategies to support children with Dyslexia in Primary School
P	Learning and Teaching Strategies to support children with Dyslexia in Secondary School
Q	Dyslexia and Visual Difficulties
R	Dyslexia: Information for Parents
S	Pupil Leaflet
T	Membership of the Dyslexia Policy Working Group

RESOURCE EXAMPLES



Appendix B

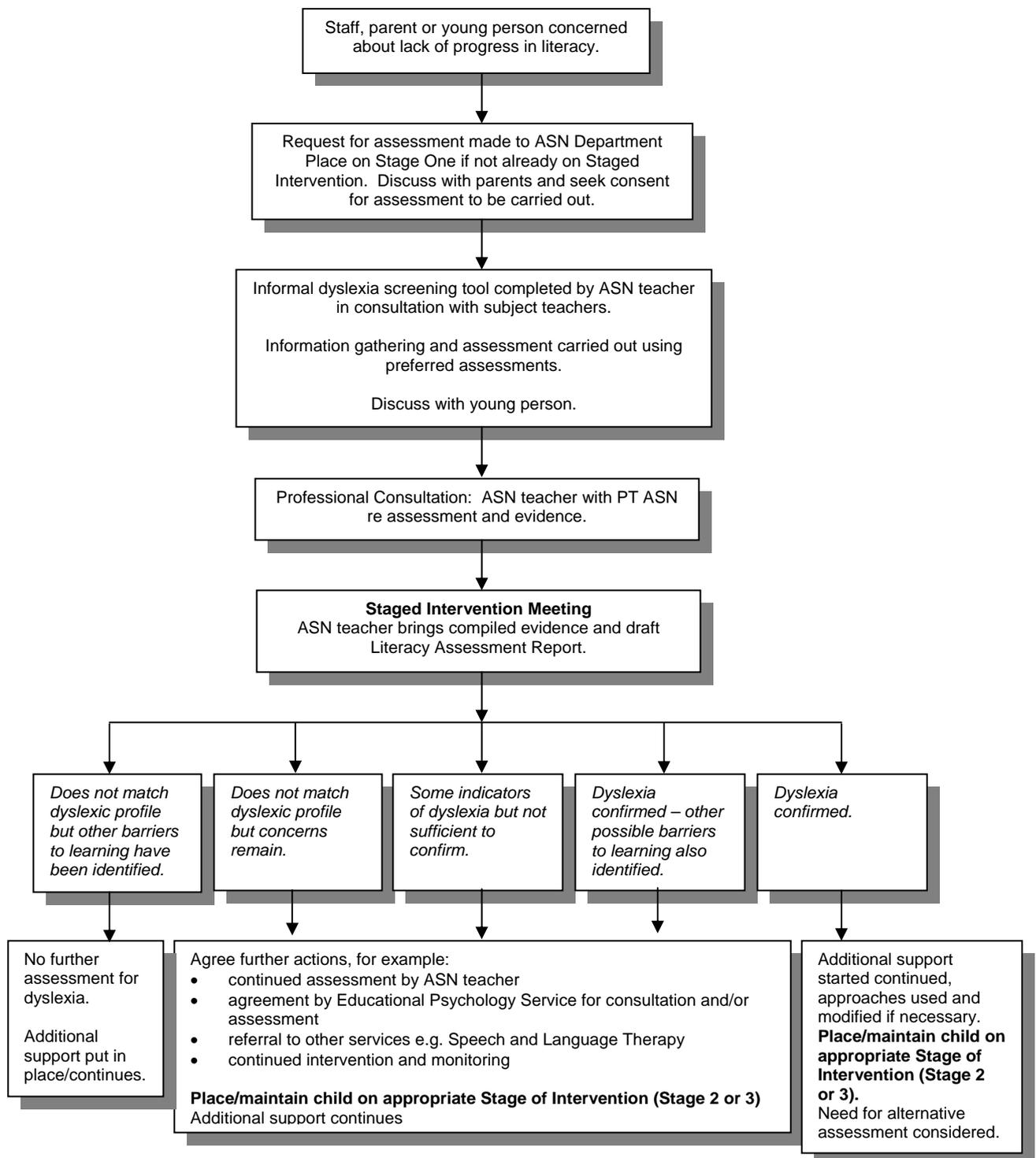
**Stirling Council Education
Identifying Dyslexia within the Staged Intervention Process
Flowchart: First and second level (P2 to end of P7)**



Note: During the early primary years the focus is on building a profile incorporating assessment with appropriate additional supports.

Appendix C

Stirling Council Education Identifying Dyslexia within the Staged Intervention Framework Flowchart: Third, fourth and senior level (S1 to S6)*



*This process would also apply to a secondary age pupil working at first or second level

Stirling Council Education
Informal Nursery /Classroom Dyslexia Screening Tool
Early Level

Please indicate how often you observe each of the indicators below: i.e. never, sometimes or frequently. If you have no experience of the indicator then leave the row blank.

A cluster of indicators may point to possible dyslexia but at the Early Level the provision of appropriate opportunities and experiences to support communication and language development is key.

Listening and Auditory Processing	Never	Sometimes	Frequently
Has difficulties in isolating specific sound from background noise			
Has difficulties in listening to and processing information and in demonstrating understanding by following a sequence of a story and/or following instructions			
Has difficulties in identifying rhyme in songs and rhymes			
Has difficulties in breaking words into syllable parts			
Does not enjoy and experiences difficulties in recognising rhythm e.g. finds it hard to clap a simple rhythm			
Finds it difficult to say which sound is at the beginning of a word			
Talking			
Has difficulties in sequencing a story			
Has difficulties in generating rhyme			
Has difficulties in ordering words correctly			
Has difficulties in blending syllables to form words			
Has difficulties in blending sounds e.g. c/a/t			
Has difficulties in finding words and using these appropriately to communicate their message			
Has difficulties in pronouncing sounds and/or words			
Has difficulties in expressing ideas, thoughts, feelings			
Visual Processing			
Has difficulties in shapes/sequence/pattern, recognising and ordering shapes, letters and numbers			
Motor Skills			
Has difficulties with gross motor skills e.g. throwing, catching, climbing, hopping, moving whilst carrying an object			
Has difficulties in fine motor skills e.g. use of scissors, drawing/painting/threading/jigsaws/construction			
Has difficulties with co-ordination			
Has difficulties with organising belongings			
Has difficulties with ordering processes			
Reading			
Has difficulties in recognising common tricky words			
Has difficulties in blending sounds			
Is enthusiastic when reading solely from memory and picture cues			
Has difficulties in finger pointing with familiar text			
Writing	Never	Sometimes	Frequently
Reverses words, for example – saw/was and god/dog			
Has considerable confusion over letters similar in shape, for example, b/d, p/q and m/w			
Sometimes attempts seem bizarre and are unreadable to the child just a few minutes after writing			

Completed by: _____

Date: _____

Appendix D

Dyslexia Screening Tool – Early Level Advice on completion

- This screening tool should provide only a part of the overall profile of a child and is not intended at this stage to lead to a child being identified as dyslexic.
- It should be noted that children develop at different rates and therefore a degree of caution should be exercised when drawing conclusions from any information gathered.
- The screening tool asks practitioners to consider difficulties the child may be experiencing but it is equally important to think about strengths or other significant circumstances that may influence a child's performance.
- Observations should normally be achievable within the context of normal day to day activities and it is not recommended that children be exposed to any formal assessment at this early stage of information gathering.
- If the child does not exhibit any of the indicators noted, then continue to observe in the normal way.
- If the child does show some signs of difficulty then you can provide specific detail for each indicator in consultation with a Support for Learning Teacher.
- It may be useful to date the entries into the screening tool, especially if the information is being gathered over a period of time.
- If the checklist highlights areas of difficulty the focus should be on adapting learning experiences and teaching approaches where appropriate.
- Make sure the completed screening tool is dated, with the child's name and name of contributors clearly marked on the sheet.

Adapted from framework for inclusion www.frameworkforinclusion.org

Stirling Council Education
Informal Classroom Dyslexia Screening Tool
First Level

Please indicate how often you may observe each of the indicators below: i.e. never, sometimes or frequently. If you have no experience of the indicator then leave the row blank.

A cluster of indicators may point to possible dyslexia, but it is important to look for a pattern of difficulties as most young people will exhibit some of the signs given below.

Dyslexia often coexists with other difficulties.

Name: _____ **D.O.B.:** _____

Class: _____ **Teacher:** _____

Version A

Listening, difficulties in:	Never	Sometimes	Frequently
Following instructions			
Following a sequence of a story			
Listening to and understanding information			
Recognising syllables, rhyme and individual sounds			
Talking, difficulties in:			
Mixing up words and/or syllables/sounds or phonemes			
Sequencing/retelling a story from memory			
Producing and using rhyme/alliteration			
Fluency/word finding and retrieval			
Speech and language/intelligibility/pronouncing words/sound Articulation			
Visual processing, difficulties in:			
Shape/pattern/sequence – recognising and ordering letters and shapes			
Reading, difficulties in:			
Developing phonic knowledge, e.g. rhyme, syllable awareness, onset detection, etc.			
Poor progress in reading (First only)			
Whole word recognition (First only)			
Persistent decoding difficulties (First only)			
Writing, difficulties in:			
Early attempts at writing unaided			
Persistent writing and spelling difficulties (First only)			
Motor skills, difficulties in:			
Gross or fine motor control			
Organisational skills			
Additional information to consider	Relevant Detail		
Is there a family history of dyslexia?			
Any history of ear infections or hearing loss?			
Was the child late to start talking?			
Does the child have difficulties with vision?			

Areas of Strength	Art	Drama
Sports	Oral skills	Maths
Others – please specify		

Completed by: _____

Date: _____

Appendix E(i)

Dyslexia Screening Tool – First Level Advice on completion of version A

- This screening tool should provide only a part of the overall profile of the child and is not intended at this stage to lead to a child being identified as dyslexic.
- It should be noted that children develop at different rates and therefore a degree of caution should be exercised when drawing conclusions from any information gathered.
- This initial screening tool asks practitioners to consider difficulties the child may be experiencing, but it is equally important to think about strengths or other significant circumstances that may influence a child's performance.
- Observations should normally be achievable within the context of normal day to day activities and it is not recommended that children be exposed to any formal assessment at this early stage of information gathering.
- If the child does not exhibit any of the indicators noted, then continue to observe in the normal way.
- If the child does show some signs of difficulty then you can provide specific detail for each indicator in consultation with a Support for Learning Teacher.
- A more detailed screening tool (Version B) is available to assist in highlighting specific issues within a child's learning profile.
- It may be useful to date entries into this screening tool, especially if information is being gathered over a period of time.
- If the checklist highlights areas of difficulty the focus should be on adapting learning experiences and teaching approaches where appropriate.
- Make sure the completed screening tool is dated, with the child's name and the names of contributors in the sheet.

Adapted from framework for inclusion www.frameworkforinclusion.org

Stirling Council Education
More detailed indicators of Dyslexia First Level
Screening Tool (Version B)

Name:	DOB:
Age:	Class:
Class Teacher:	Stage of Intervention:
Support Services involved: (please highlight and include names)	
Support for Learning	Speech & Language Therapist
Educational Psychologist	Occupational Therapist
Other:	

Additional information gathered	Details
Is there a family history of dyslexia?	
Is there a history of ear infections or hearing loss?	
Was the child late to start talking or to reach other developmental milestones?	
Does the child have difficulties with vision?	

Areas of strength?		
Music	Oral Skills	Maths
Sports	Art	Drama
Others – please specify		

Listening & Talking, difficulties in:	Never	Sometimes	Frequently
Speech production, muddling words or pronouncing words			
Difficulty sequencing/ retelling a story, news, jokes etc (getting order right, retelling from memory)			
Fluency and word retrieval difficulties			
History of speech and language difficulties/ articulation			
Following instructions			
Listening for information			
Recognising rhythm and rhyme			
Reluctance & difficulty in following up listening and talking tasks			
Visual Processing, difficulties in:			
Getting letters and words the right way round			
Difficulty following text			
Difficulty copying letters/ words			
Reading, difficulties in:			
Acquiring phonic skills – identifying/ linking sounds to letters, blending letter-sounds and syllables to decode words			
Makes random guesses at words, using initial letter cues			
Confuses letters and/ or number which are visually similar (b/d, p/q, m/w, n/u, 2/5, 6/9)			
Misreads or reverses words which are visually similar, e.g. for/from, was/saw, on/no			
Tends to lose place; omits words, skips lines; may experience problems with tracking text along a line from left to right			
Substitutes or inserts words when reading			
Difficulty coping with the amount of reading required			
Difficulty in recognising familiar words which have been read earlier in the passage			
Slow reading speed; lacks fluency, reading is hesitant, 'sounds out each word, reads word-by-word			
Difficulty in recognising high-frequency irregular words (sight vocabulary)			
Lacks confidence – avoids reading; is very reluctant/ unwilling to participate in reading activities and/ or reading aloud			
Gives up easily/ loses interest			
Disregards punctuation; reads without expression			
Relies on context and/ or pictures cues to help with unfamiliar words and aid comprehension			
Writing, difficulties in:			
Written work not reflecting oral language skills.			
Misses out words or phrases in sentences			
Inconsistent/ inappropriate use or lack of punctuation			
Copying from the board and/ or book is laborious and inaccurate			
Difficulty with planning and organisation			
Slow writing speed; often does not complete written work; produces the bare minimum			
Poorly or wrongly formed letters			
Tenseness in holding a pencil or pen			

Spelling , difficulties in:			
Missing out letters or syllables in words			
Inconsistent spelling (a word may be spelled in different ways in same piece of writing)			
Difficulty in remembering the spelling of common irregular words, e.g. said, they, with			
Confuses the order of letters in words, e.g. gril/girl; word reversals, e.g. saw/was; on/no			
Spelling may be bizarre and hard to decipher or phonetic but inaccurate			
Organisation of written work , difficulties in:			
Presentation and page layout – written work disorganised, or ‘messy’			
Inappropriate use of upper case letters			
Poor/ awkward pencil grip; difficulty with pencil control & pressure			
Lack of fluency			
Slow/ laborious/ untidy/ inaccurate copying of text			
Inaccurate letter formation/ orientation – frequent letter and number reversals/ inversions (b/d, p/g/q, m/w, 2/5, 6/9)			
Maths			
Finds sequences hard e.g. counting backwards			
Vague about time			
Confusion with/ reversal of visually similar numbers e.g. 16/61, =/x			
Difficulty memorising number bonds, tables (short term memory)			
Problems reading & understanding the language of maths			
Difficulty with written calculations			
Difficulty remembering sequences, days of the week. Remembering left/ right			
Organisation			
Difficulty getting self organised, e.g. planning for gym, changing, tidy desk			

Other concerns	Details

Signed: _____

Date: _____

**Dyslexia indicators – First
Advisory notes on more detailed screening tool
Version B**

- This screening tool should provide only a part of the overall profile of the child and should not be the sole information that would lead to a child being identified as dyslexic.
- It should be noted that children develop at different rates and therefore a degree of caution should be exercised when drawing conclusions from any information gathered.
- The front page sets the context through the gathering of some background information. It gives the opportunity to think about strengths or other significant circumstances that may influence a child's performance.
- The rest of the screening tool asks practitioners to consider more specific difficulties the child may be experiencing in their learning. This could be completed in follow up to the initial screening tool (Version A) and should be completed in consultation with a Support for Learning Teacher.
- The Class Teacher should have good knowledge of the child being discussed. Information shared should normally be observable within the context of normal day to day activities, informal assessments carried out in the class and jotter/ record keeping evidence kept by the Class Teacher.
- A record of the discussion should be kept to help build the profile of the child. If there is specific detail to add to the emerging profile then this could e.g. be typed in to the appropriate box. Not every indicator will merit comment and comments should be kept fairly brief.
- The completed screening tool should highlight areas of difficulty and help practitioners to adapt learning experiences and teaching approaches where appropriate.
- The completed screening tool can also be used to identify the need for further more formal assessment which the Support for Learning Teacher could carry out.
- The completed screening tool should be kept as a record and filed appropriately.

Adapted from framework for inclusion www.frameworkforinclusion.org

**Stirling Council Education
More detailed indicators of Dyslexia – Second Level
Screening Tool**

Name:	DOB:
Age:	Class:
Class Teacher:	Stage of Intervention:
Support Services involved: (please highlight and include names)	
Support for Learning	Speech & Language Therapist
Educational Psychologist	Occupational Therapist
Other:	

Additional information gathered	Details
Is there a family history of dyslexia?	
Is there a history of ear infections or hearing loss?	
Was the child late to start talking or to reach other developmental milestones?	
Does the child have difficulties with vision?	

Areas of strength?		
Music	Oral Skills	Maths
Sports	Art	Drama
Others – please specify		

Reading – mechanics	Never	Sometimes	Frequently
Difficulty with the mechanics of reading, i.e. in 'decoding' words (this may also affect comprehension)			
Slow reading rate/hesitant reader			
Inability to locate information in a text source			
Inserts or omits words			
Reverses common words, e.g. saw/was			
Guesses words with little regard to context			
Ignores phrasing and punctuation			
Reading – general			
Complains of headaches when reading			
Sees letters or words moving around the page or 'page glare'			
Gets little or no enjoyment from reading			
Writing and Spelling			
Quality of written work does not reflect ability in the subject			
Difficulty making notes			
Performance in timed tests disappointing			
Confuses letters similar in shape, e.g. n/u, b/d, M/W, f/t			
Reversals in letters and sometimes words, e.g. 2 for 5, was for saw			
Inaccurate/inconsistent spelling (even with familiar words)			
Difficulty copying from board, book or paper			
Erratic use of full stops, capital letters, missing words, paragraphs disordered or not there			
Oral and language processing difficulties			
Fluency/word retrieval (finding the correct word for familiar objects and names)			
History of speech and language difficulties			
Articulation – muddling words or poor pronunciation			
Difficulty recognising rhythm and rhyming, understanding features of poetry			
Difficulty distinguishing and manipulating sounds in words, e.g. when learning a foreign language or with technical terminology			
Organisation			
Difficulty organising ideas, chaotic notes			
Difficulty organising themselves – homework and coursework late, late for classes, loses things			
Short Term and Working Memory and Sequencing			
Difficulty in remembering instructions, key words, information			
Difficulty holding information in memory whilst doing something else			
Difficulty remembering tables, formulae, pin or phone numbers, days, months			

Difficulty following and retelling the sequence of a story			
Directionality	Never	Sometimes	Frequently
Difficulties with left, right, above, below, north, south, Etc.			
Poor sense of direction			
Motor Skills (fine or gross)			
Poor hand-eye co-ordination			
Difficulty writing quickly and legibly			
Poor handwriting – faulty letter formation			
Appears clumsy/poor balance/poor bilateral integration			
Emotional and Behavioural Factors			
Avoidance strategies			
Is easily distracted			
Low self esteem/poor self image/anxiety			

Numeracy	Never	Sometimes	Frequently
Confusion with/reversal of visually similar numbers, e.g. 16/61 and symbols, e.g. +/x, -/÷, fractions			
Difficulty with memorising number bonds, tables			
Limited understanding of the concept of place value			
Problems understanding the language of maths			
Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of work			
Confuses positional language and directions, e.g. left/right; before/after			
Difficulty learning tables			
Problems with telling the time, time-management and/or concepts of time, e.g. yesterday, tomorrow			
Slow information processing – difficulty with mental maths			

Other concerns	Details

Signed: _____

Date: _____

References

“Identification and Assessment of Dyslexia at Secondary School” by Moira Thomson, Dyslexia Scotland

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

Dyslexia indicators – Second Advisory notes on more detailed screening tool

- This screening tool should provide only a part of the overall profile of the child and should not be the sole information that would lead to a child being identified as dyslexic.
- It should be noted that children develop at different rates and therefore a degree of caution should be exercised when drawing conclusions from any information gathered.
- The first page sets the context through gathering of some background information. It gives the opportunity to think about strengths or other significant circumstances that may influence a child's performance.
- The rest of the screening tool asks practitioners to consider more specific difficulties the child may be experiencing in their learning. This should be completed in consultation with a Support for Learning Teacher.
- The Class Teacher should have good knowledge of the child being discussed. Information shared should normally be observable within the context of normal day to day activities, informal assessments carried out in the class and jotter/ record keeping evidence kept by the Class Teacher.
- A record of the discussion should be recorded through completion of the checklist. If there is specific detail to add to the emerging profile then this could e.g. be typed in to the appropriate box and dated. Not every indicator will merit comment and comments should be kept fairly brief.
- The completed screening tool should highlight areas of difficulty and help practitioners to adapt learning experiences and teaching approaches where appropriate.
- The completed screening tool can also be used to identify the need for further more formal assessment which the Support for Learning Teacher could carry out.
- The completed checklist should be kept as a record and filed appropriately.

Adapted from framework for inclusion www.frameworkforinclusion.org

Stirling Council Education

Informal Classroom Dyslexia Screening Tool

Level: Third, Fourth and Senior

Please indicate how often you observe each of the indicators below: i.e. never, sometimes or frequently. If you have no experience of the indicator then leave the row blank.

A cluster of indicators may point to possible dyslexia but it is important to look for a pattern of difficulties as most young people will exhibit some of the signs given below.

Dyslexia often coexists with other difficulties.

Name:

Form class:

Completed by:

Date completed:

Reading – mechanics	Never	Sometimes	Frequently
Difficulty with the mechanics of reading, i.e. in 'decoding' words (this may also affect comprehension)			
Slow reading rate/hesitant reader			
Inability to locate information in a text source			
Inserts or omits words			
Reverses common words, e.g. saw/was			
Guesses words with little regard to context			
Ignores phrasing and punctuation			
Reading – general			
Complains of headaches when reading			
Sees letters or words moving around the page or 'page glare'			
Gets little or no enjoyment from reading			
Writing and Spelling			
Quality of written work does not reflect ability in the subject			
Difficulty making notes			
Performance in timed tests disappointing			
Confuses letters similar in shape, e.g. n/u, b/d, M/W, f/t			
Reversals in letters and sometimes words, e.g. 2 for 5, was for saw			
Inaccurate/inconsistent spelling (even with familiar words)			
Difficulty copying from board, book or paper			
Erratic use of full stops, capital letters, missing words, paragraphs disordered or not there			
Oral and language processing difficulties			
Fluency/word retrieval (finding the correct word for familiar objects and names)			
History of speech and language difficulties			
Articulation – muddling words or poor pronunciation			
Difficulty recognising rhythm and rhyming, understanding features of poetry			
Difficulty distinguishing and manipulating sounds in words, e.g. when learning a foreign language or with technical terminology			
Organisation			
Difficulty organising ideas, chaotic notes			
Difficulty organising themselves – homework and coursework late, late for classes, loses things			
Short Term and Working Memory and Sequencing			
Difficulty in remembering instructions, key words, information			
Difficulty holding information in memory whilst doing something else			
Difficulty remembering tables, formulae, pin or phone numbers, days, months			
Difficulty following and retelling the sequence of a story			

Directionality	Never	Sometimes	Frequently
Difficulties with left, right, above, below, north, south, etc			
Poor sense of direction			
Motor Skills (fine or gross)			
Poor hand-eye co-ordination			
Difficulty writing quickly and legibly			
Poor handwriting – faulty letter formation			
Appears clumsy/poor balance/poor bilateral integration			
Emotional and Behavioural Factors			
Avoidance strategies			
Is easily distracted			
Low self esteem/poor self image/anxiety			

Please complete if you have knowledge of performance in this area

Numeracy	Never	Sometimes	Frequently
Confusion with/reversal of visually similar numbers, e.g. 16/61 and symbols, e.g. +/x, -/÷, fractions			
Difficulty with memorising number bonds, tables			
Limited understanding of the concept of place value			
Problems understanding the language of maths			
Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of work			
Confuses positional language and directions, e.g. left/right; before/after			
Difficulty learning tables			
Problems with telling the time, time-management and/or concepts of time, e.g. yesterday, tomorrow			
Slow information processing – difficulty with mental maths			

References

“Identification and Assessment of Dyslexia at Secondary School” by Moira Thomson, Dyslexia Scotland

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

**Stirling Council Education
Pupil Checklist**

Name: _____ DOB: _____

Class: _____ In consultation with: _____

What are your strengths?

Pupils should answer the following questions.	Yes	No
Do you enjoy coming to school?		
Do you often read books for fun?		
Do you like reading aloud?		
Do you find it difficult to remember what you have just read?		
Do you often lose your place when reading?		
Do you mix up similar words when you are reading or writing, e.g. saw/was, no/on?		
Do you find it difficult to copy from the board?		
Is your handwriting difficult to read?		
Do you have problems with your spelling?		
Do you find it difficult to remember instructions?		
Do you ever have difficulty finding the right words when you are talking or listening?		
Are you comfortable speaking out in a group or in front of the class?		
Do you mix up your numbers at times?		
Do you find it difficult to learn your multiplication tables?		
Do you get confused with your left and right?		
In P.E. do you find throwing and catching difficult?		

For discussion with parents.	Yes	No
Is there a family history of dyslexia?		
Has the pupil had a recent eye test?		
Has the pupil had a recent hearing test?		



Signed: _____

Date: _____

Appendix H(i)

Dyslexia Screening Tool Advisory notes on pupil checklist

- This checklist should only provide part of the overall profile of the child and is not intended to lead directly to the child being identified as dyslexic.
- Older children may wish to complete this form independently, but it is hoped that the checklist would form the basis of a consultation with the child.
- Any additional detail that the child provides can be recorded on a separate sheet by the adult and attached to the checklist.
- Strengths can be either in schools or out, a good balance of both is best.
- The bottom section could be completed with the child, but should be verified by a parent.
- The completed checklist should be kept as a record and filed appropriately.



**Stirling Council Education
Pupil Checklist B**

Name: _____ DOB: _____

Class: _____ In consultation with: _____

What are your strengths?

Pupils should answer the following questions.	Yes	No
Do you enjoy coming to school?		
Do you often read books for fun?		
Do you like reading aloud?		
Do you find it difficult to remember what you have just read?		
Do you often lose your place when reading?		
Do you mix up similar words when you are reading or writing, e.g saw/was, no/on?		
Do you find it difficult to copy from the board?		
Is your handwriting difficult to read?		
Do you have problems with your spelling?		
Do you find it difficult to remember instructions?		
Do you ever have difficulty finding the right words when you are talking or listening?		
Are you comfortable speaking out in a group or in front of the class?		
Do you mix up your numbers at times?		
Do you find it difficult to learn your multiplication tables?		
Do you get confused with your left and right?		
In P.E. do you find throwing and catching difficult?		

For discussion with parents.	Yes	No
Is there a family history of dyslexia?		
Has the pupil had a recent eye test?		
Has the pupil had a recent hearing test?		

Signed: _____

Date: _____

Appendix H(ii)

Dyslexia Screening Tool Advisory notes on pupil checklist

- This checklist should only provide part of the overall profile of the child and is not intended to lead directly to the child being identified as dyslexic.
- Older children may wish to complete this form independently, but it is hoped that the checklist would form the basis of a consultation with the child.
- Any additional detail that the child provides can be recorded on a separate sheet by the adult and attached to the checklist.
- Strengths can be either in schools or out, a good balance of both is best.
- The bottom section could be completed with the child, but should be verified by a parent.
- The completed checklist should be kept as a record and filed appropriately.

Appendix J

Stirling Council Education

A Selection of Preferred Assessments for Use in Identifying Dyslexia

It is important to note that the following assessments require skill and training in order to undertake and interpret them.

Name of assessment, function and completion time	Contents	Age group and suitability (group use/individual use)	Comments and Publisher Details
<p>British Picture Vocabulary Scale (BPVS) 3rd Edition</p> <p>A verbal comprehension screener which is easily administered. The assessment does not require any reading, speaking or writing.</p> <p>Time: up to 15 minutes</p>	<p>Test items, test booklet, two packs of record forms, supplement for pupils with English as an Additional Language guide, and carry case.</p>	<p>Age range: 3-16 years</p> <p>Test: Individual use</p>	<p>Provides a standard age score and a receptive vocabulary age equivalent. Offers separate norms for pupils who have English as an additional language. Second edition is still valid with correct record forms and manual.</p> <p>Authors: Lloyd M Dunn, Douglas M Dunn, Ben Styles – National Foundation for Educational Research (NFER) and Julie Sewell (NFER) Publisher – GL Assessment ISBN 9780708719558/N0078 http://www.gl-assessment.co.uk/</p>
<p>Dyslexia Portfolio (GL Assessments)</p> <p>A battery of short, diagnostic tests that help identify areas of difficulty in literacy learning. The Dyslexia Portfolio comprises eight short tests: single word reading and spelling; reading fluency; phoneme deletion; non-word reading; rapid picture naming; rate of writing and digit span.</p> <p>Time: 40 minutes</p>	<p>Consists of pupil booklet, assessor's recording booklet, four A4 cards with coloured images, one A4 card with nonsense words and one A4 card with real words.</p>	<p>Age range: 6-16 years</p> <p>Test: Individual use</p>	<p>Countdown timer is required. Computer generated report gives a detailed picture of pupil's strengths and weaknesses.</p> <p>Author: Martin Turner Publisher – GL Assessment ISBN 9780708719039/N0078 http://www.gl-assessment.co.uk/</p>

<p>Dyslexia Screener (GL Assessments)</p> <p>A computer-based assessment designed to help you identify pupils with dyslexic tendencies. An initial screening tool which helps distinguish between poor reading ability and dyslexia.</p> <p>Time: varies depending on user</p>	<p>Computer specification is as follows: Pentium 3 system with at least 128 megabytes (MB) of random access memory (RAM), 120 MB of free hard drive space, Windows 98, 2000 or XP. Adobe Acrobat Reader is also required.</p>	<p>Age range: 5-16 years</p> <p>Test: Individual use</p>	<p>Prequel to the Dyslexia Portfolio. Easy to administer. Computer generated report provided.</p> <p>Authors: Martin Turner and Pauline Smith Publisher – GL Assessment ISBN 9780708709375/N0078 http://www.gl-assessment.co.uk/</p>
<p>Dyslexia Screening Test (DST)</p> <p>Aims to identify children that are at risk of dyslexia. It profiles strengths and weaknesses, which can guide intervention strategies.</p> <p>Time: approximately 30 minutes</p>	<p>Consists of a battery of screening tests, manual, CDs for digit span and sound order, score sheets and carrying case.</p>	<p>The DST is separated into age specific assessments.</p> <p>Pre-School Screening Test (PREST) age range 3.6-4.5 years</p> <p>Dyslexia Early Screening Test (DEST) age range 4.6-6.5 years</p> <p>Dyslexia Screening Test-Junior (DTS-J) age range 11.6-16.5 years</p> <p>Test: Individual use</p>	<p>Computer generated profiling report which highlights indicators of dyslexia. DST can inform next steps and intervention strategies. On occasion DST can give false positives.</p> <p>Authors: Dr Angela Fawcett and Professor Rod Nicolson, 2004 Publisher – Pearson PREST ISBN 9780749118402 DST ISBN 9780749121365 DST-J ISBN 9780749121358 DTS-S ISBN 9780749121556 http://www.psychcorp.co.uk/Home.aspx</p>

<p>Lucid Cognitive Profiling System (CoPS)</p> <p>Lucid CoPS comprises nine tests of fundamental cognitive skills that underpin learning. Each test is presented as an attractive and enjoyable computer game. Assess phonological awareness, phoneme discrimination, auditory/visual short-term memory and visual/verbal sequencing.</p> <p>Time: varies depending on user</p>	<p>Computerised screening programme that has been converted to several languages. User-friendly package which consists of screener, graphic report and printout of results. One year single user licence.</p>	<p>Age range: 4-8 years</p> <p>Test: Individual use</p>	<p>Quiet setting is essential. The nine tests are too much to complete in one sitting. Quick CoPS can be completed by undertaking four out of the nine tests. Skill is needed to interpret and share findings.</p> <p>Publisher – Lucid Research http://www.lucid-research.com</p>
<p>Lucid Assessment System for Schools Junior/8-11 (LASS Junior/8-11) and Secondary/11-15(LASS Secondary/11-15)</p> <p>LASS assesses visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, spelling and reasoning.</p> <p>Time: 45 minutes</p>	<p>Computerised, multifunctional assessment that is easy to administer. Percentiles, standard scores and age equivalents (including reading and spelling ages) are given.</p>	<p>LASS Junior age range: 8-11 years</p> <p>LASS Secondary age range: 11-15 years</p> <p>Test: Individual use</p>	<p>Can be tiring to complete in one sitting. Tests can be individually undertaken, however, and saved. Quiet setting essential.</p> <p>Publisher – Lucid Research http://www.lucid-research.com</p>
<p>Phonological Assessment Battery (PhAB)</p> <p>Profiles children’s phonological skills, identifies areas of difficulty and assesses the impact of intervention programmes. It comprises six tests of phonological processing, including: Alliteration, Naming Speed, Rhyme, Spoonerisms, Fluency and Non-word Reading Test.</p> <p>Time: 30-40 minutes</p>	<p>Instruction manual and test record forms included. Extra record forms are also available separately.</p>	<p>Age range: 6-14 years 11 months</p> <p>Test: Individual use</p>	<p>The PhAB is easy to administer. It can help to identify areas of phonological difficulty and the phonological skills which require intervention.</p> <p>Authors: Norah Frederickson, Uta Frith and Rea Reason Publisher – GL Assessment ISBN 9780708707081/N0078 http://www.gl-assessment.co.uk/</p>

<p>York Assessment of Reading for Comprehension (YARC)</p> <p>Consists of two suites of assessments.</p> <p>Early Reading assesses letter sound knowledge, early word recognition and phoneme awareness.</p> <p>Passage Reading assesses decoding, fluency and text comprehension.</p> <p>Time: varies depending on user</p>	<p>The complete set incorporates both Early Reading and Passage Reading test materials, reading manuals and record forms.</p> <p>Both the Early Reading and Passage Reading material can be bought separately.</p>	<p>Early Reading age range: 4-6 years</p> <p>Passage Reading age range: 5-11 years</p> <p>Test: Individual use</p>	<p>The YARC is the replacement of the Neale Analysis of Reading Ability (NARA) 2nd Edition. NARA 2 can still be used with correct forms and manual.</p> <p>Authors: Margaret J Snowling, Susan E Stothart, Paula Clarke, Claudine Bowyer-Crane, Angela Harrington, Emma Truelove and Charles Hume - University of York, Centre for Reading and Language Publisher – GL Assessment ISBN 9780708719046/N0078 http://www.gl-assessment.co.uk/</p>
<p>York Assessment for Reading for Comprehension: Passage Reading Secondary (YARC)</p> <p>YARC comprises a series of prose passages – both fiction and non-fiction – that enables the assessment of a student’s reading comprehension and fluency. Contains passages for students aged 12-16 to read silently. It also includes passages developed for students with a reading age of 8 to 9 years which are read aloud and includes a miscue analysis; comprehension questions tap vocabulary knowledge and different types of inference.</p> <p>YARC provides standard scores, age equivalent scores and percentile ranks.</p> <p>Time: varies depending on user</p>	<p>The complete set includes test materials, test manual and record forms. Additional record forms can also be purchased separately.</p>	<p>Age range: 12-16 years</p> <p>Passages have also been developed for students with a reading age of 8-9 years</p> <p>Test: Individual use</p>	<p>The YARC is the replacement of the Neale Analysis of Reading Ability (NARA) 2nd Edition. NARA 2 can still be used with correct forms and manual.</p> <p>Authors: Dr Susan Stothard, Paula Clarke, Claudine Crane, Charles Hulme and Margaret Snowling – University of York, Centre for Reading and Language Publisher – GL Assessment ISBN 9780708719619/N0078 http://www.gl-assessment.co.uk/</p>

References:

Griffiths, M. (2002): Study Skills and Dyslexia in the Secondary School: A Practical Approach. London, David Fulton
Reid, G. (2003): Dyslexia: A Practitioner’s Handbook (Third Edition). Chichester, Wiley
Thomson, M. (2007): Identification and Assessment of Dyslexia at Secondary School. Dyslexia Scotland. Available online at www.dyslexiascotland.org.uk/

Literacy Assessment Report	
Name:	School:
Date of Birth:	Age:
Stage of Intervention:	Attendance:
Contributors to the Report:	Changes of School:
Sources of Information	
Informal classroom screening tool <input type="checkbox"/>	
Classroom Observation <input type="checkbox"/>	
Samples of writing <input type="checkbox"/>	
Formal assessments <input type="checkbox"/>	
Discussion with child <input type="checkbox"/>	
Discussion with parent <input type="checkbox"/>	
Summary of previous and current interventions and strategies	
Background information (developmental and health/medical)	
Hearing, e.g. glue ear, early speech difficulties, vision, assessment for scototopic sensitivity, Meares-Irlen, development history, family incidence of dyslexia, motor skills, organisational skills	
Assessment of Literacy	
Include assessment summary and information obtained from observation, e.g. checklist, profile, writing sample, etc.	
Numeracy	

<p>Performance across the curriculum Include information about oral skills, ability to understand new concepts, attention, motivation, approach to learning and retention or concepts and information</p>
<p>Other assessment information (from preferred assessments)</p>
<p>Strengths and interests</p>
<p>Consideration of findings and conclusion</p> <p>Note : Criteria for confirmation of dyslexia:</p> <ul style="list-style-type: none"> • Difficulty with accurate and fluent word reading and/or spelling • Difficulties persist despite appropriate learning opportunities and intervention • Difficulty not caused by other factors
<p>Recommendations and next steps for child/young person, home and school May include implications for learning, further assessment, move stage, specific programmes, use of ICT, information to other teachers, assessment arrangements, support with homework</p>

Date of Staged Intervention Meeting discussed:

Present:

Name:

Designation:

Appendix L

Stirling Council Education

Suggested wording to cover the most likely conclusions from the consideration of evidence and assessment

1. *****'s difficulties are consistent with a dyslexic profile, with difficulties in reading accuracy, decoding, spelling and writing, which have persisted despite appropriate learning opportunities, including a range of adaptations and interventions to support progress. **It is therefore possible to confirm that ***** meets the criteria for identification of dyslexia**
2. ***** can read simple text fairly fluently and his difficulties with reading appear to be mainly due to a difficulty in understanding what he has read. They are therefore **not consistent** with a dyslexic profile and **he does not meet the criteria for identification of dyslexia**.

However, it is recommended that there should be further investigation in order to gain a better understanding of his learning needs.

3. ***** can read simple text fairly fluently and his difficulties with reading are mainly due to a difficulty in understanding what he has read, which is consistent with his difficulty understanding new concepts and terms. They are therefore not consistent with a dyslexic profile and **he does not meet the criteria for identification of dyslexia**. Support will continue to be provided.
4. Although some of *****'s difficulties are consistent with a dyslexic profile it is not clear to what extent these have arisen due to the glue ear/difficulties with vision etc. which has recently been diagnosed. It is therefore **not possible at this stage to confirm that ***** meets the criteria for identification of dyslexia**.

Intervention and support will continue and further assessment will take place in 6 months time.

5. *****'s difficulties are consistent with a dyslexic profile, with difficulties in reading accuracy, decoding, spelling and writing, which have persisted despite appropriate learning opportunities, including a range of adaptations and interventions to support progress. **He therefore meets the criteria for identification of dyslexia**.

However, this assessment has also identified difficulties with co-ordination and gross fine motor control and it is recommended that a referral should be made to OT for assessment of possibly dyspraxia.

6. ***** can read simple text fairly fluently and his difficulties with reading are mainly due to a difficulty in understanding what he has read, which is consistent with his difficulty understanding new concepts and terms. They are therefore not consistent with a dyslexic profile and he **does not meet the criteria for identification of dyslexia**.

However, ***** is highly supported by his peers in class and it is likely that teachers are not aware of the extent of his difficulties. Staff will be asked to provide a higher level of differentiation and given advice on strategies to support her learning in class.

Sources of Advice and Good Practice in Supporting Dyslexia

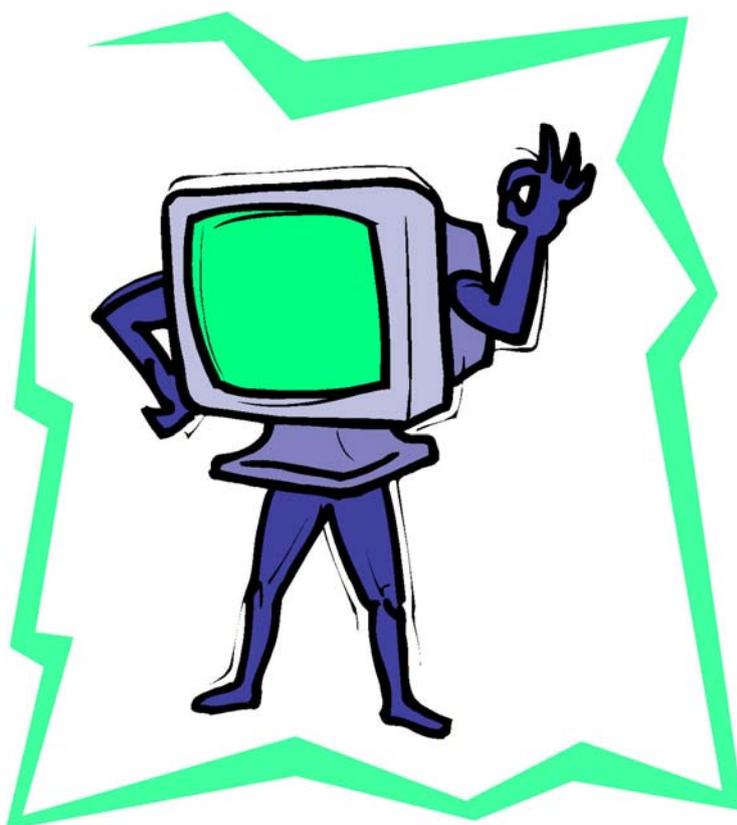
Resource	Where available
REPORTS	
Report HMle – Education for Learners with Dyslexia	http://www.hmle.gov.uk/documents/publication/eflwd.html www.hmle.gov.uk/documents/publication/eflwd.pdf HMle findings on the range and quality of provision in Scotland across all sectors.
A Framework for Understanding Dyslexia	DfEs Publication – published January 2004 www.teachernet.gov.uk/_doc/7073/Dyslexia%20Framework.pdf
WEBSITES	
Dyslexia Scotland	www.dyslexiascotland.org.uk A volunteer led charity that encourages and enables people with dyslexia, regardless of their age and abilities.
British Dyslexia Association	www.bdadyslexia.org.uk Dyslexia Friendly Schools Pack can be downloaded UK national organisation, offering a wide range of information for parents, dyslexic adults and teachers.
SNAP	www.gla.ac.uk/faculties/education/graduateschool/currentstudents/researchstudents/georginagabor/ Scottish Network for Able Pupils Background to research with able pupils who are dyslexic and a list of publications.
STEC National Framework for Inclusion	www.frameworkforinclusion.org Website designed to ensure that all students and teachers are appropriately guided and supported from the outset and throughout their careers towards gaining the required knowledge and understanding of inclusive education. Set up by the Scottish Government, through the Scottish Teacher Education Committee (STEC).
BOOKS	
All available for loan from ASN Outreach Service	
How to Identify and Support Children with Dyslexia	Book by Chris Neanon published by LDA This book sets out a general understanding and approach to dyslexia that is relevant to all ages.
SNAP Able Pupils with Dyslexia	Book by Georgina Gabor published by University of Glasgow A guide for teachers of able children, commissioned by the Scottish Network for Able Pupils (SNAP).
Dyslexia – A Complete Guide for Parents	Book by Gavin Reid published by John Wiley and Sons Ltd Mainly for parents but also of benefit to those directly involved in education to help them understand the needs of parents and children with dyslexia.
Teaching, Reading and Spelling to Dyslexic Children	Book by Margaret Walton published by David Fulton Publishers
Dyslexia: A Practical Guide for Teachers and Parents	Book by Barbara Riddick, Judith Wolfe and David Lumsden published by David Fulton Publishers
Maths for the Dyslexic	Book by Anne Henderson published by David Fulton Publishers
Specific Learning Difficulties (Dyslexia) – A Teacher's Guide	Book by Margaret Crombie published by Ann Arbor Publishers Ltd
ACE Spelling Dictionary	David Moseley An easy-to-use reference system that explores both patterns and irregularities so that pupils will learn to spell incidentally. The ACE Spelling Dictionary includes: <ul style="list-style-type: none"> • a clear step by step guide to using it effectively • over 16,000 words • a comprehensive list of the most commonly misspelt words

Resource	Where available
BOOKS cont'd	
ACE Spelling Activities	David Moseley and Gwyn Singleton
GUIDES/TOOLKITS	
The Journey to Excellence – Professional Development Pack	www.ltscotland.org/Images/Dyslexiapack300609final_tcm4-554168.pdf Professional development pack that helps practitioners reflect on and develop their practice purposefully. Pack links into videos and examples of good practice on the LTS website.
Supporting Dyslexic Pupils in the Secondary Curriculum by Moira Thomson	www.supportingdyslexicpupils.org.uk A series of guides to teaching dyslexic pupils in all subjects of the secondary curriculum. Dyslexia Scotland has supplied every secondary school in Scotland with a free copy of this publication. All information from the 18 booklets and CD, including extra copies of dyslexia identification checklists are available from the website, Primary pending.
Dyslexia Scotland – The Assessing Dyslexia Toolkit for Teachers	www.frameworkforinclusion.org/AssessingDyslexia/index.php A resource that aims to guide teachers through the appropriate pathways to determining if a child or young person is dyslexic. It points you to resources that you may find useful in screening for and assessing literacy difficulties, and to materials that will help you determine if the difficulties are of a dyslexic nature.
Count Me In – Responding to Dyslexia; Dyslexia at Transition	SEED/Glasgow University Publication www.countmein.org.uk/ A pack of materials to be used independently or by a group of teachers to provide knowledge and understanding of dyslexia.
Introduction to Assessment Arrangements for Schools and Colleges	www.sqa.org.uk This is a guide for teachers and lecturers and it is about what to do when considering and making requests for assessment arrangements for candidates identified as having additional support needs. Also available on the site: Assessment Arrangements Explained.

Further links and updates available from Support for Learning Glow Group. To be a member of this group please contact the administrator at orrg60s@stirling.gov.uk (initial access to Glow required).

*Using **ICT** to support pupils with **Dyslexia***

Second Edition



**Additional Support Needs
Outreach Service**

Introduction

This information pack is intended to give practical advice to schools on how to use ICT to support pupils with Dyslexia.

It covers both software – much of which schools already have or can be downloaded free of charge – and hardware options.

If you have any queries and if you know of any good resources which are not listed in this pack, or if any of the download links are not working, please contact us.

David Fletcher

ASN Outreach Teacher – ICT

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ASN Outreach Service
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Information correct as at January 2013

Text to Speech Applications

Pupils who have trouble reading can find answering questions and research particularly difficult. Using free talking word processor and web browser applications can help give them more independence and confidence.

WordTalk (talking word processor)



WordTalk is a toolbar for Microsoft Word that was developed by a teacher in Aberdeen. It reads any text in a Microsoft Word document and is useful for struggling readers to listen to unfamiliar texts or type in and listen to unfamiliar words. WordTalk highlights each word as it is read aloud. Struggling writers can also listen back to what they have written to spot mistakes.

WordTalk can be downloaded free of charge from www.wordtalk.org.uk

Natural Reader (multi purpose text to speech program)

Natural Reader is a free text to speech program which has a Miniboard (see blue floating toolbar on image below) which can read aloud text in most programs including Internet Explorer webpages, PowerPoint presentations and PDF documents.



You need to select the text you want read aloud and then press the play button. It doesn't highlight the text as it is spoken, but if a pupil needs this then you could copy the text into Word and use WordTalk instead.

You can download Natural Reader from
<http://www.naturalreaders.com/download.htm>

Computer voice



WordTalk and Natural Reader use the computer's default text to speech voice – however the voices that come as standard with Windows are not very good quality.

Scottish schools can download *Heather* - a high quality voice with a Scottish accent – free of charge. Full details are available at www.thescottishvoice.org.uk (you need a school email address to register). Heather can also be used at home free of charge by pupils and teachers.

For full installation instructions for school networks are available from the ASN Outreach Service.

Typing Skills Practice

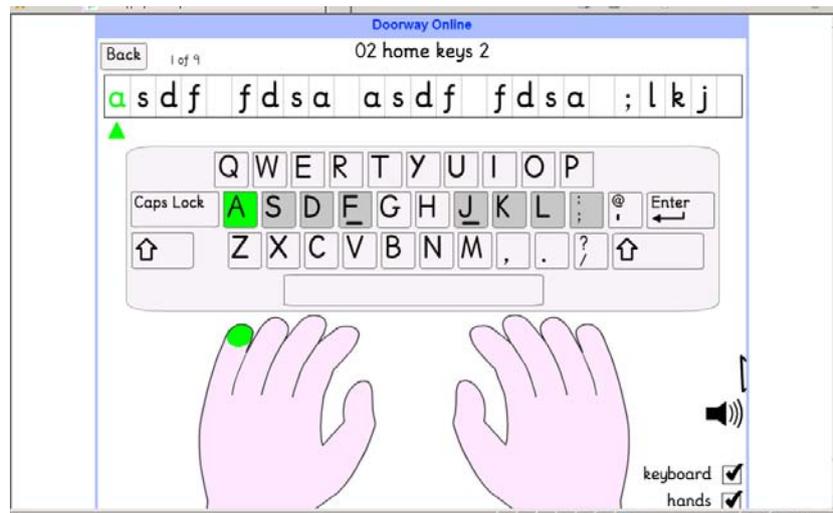
For many pupils with Dyslexia, typing is no faster than handwriting... these pupils need access to a typing skills programme to boost their typing speed.

An excellent starter programme is **Dance Mat Typing** which is a free of charge resource on the BBC website. You can find it at www.bbc.co.uk/schools/typing/



Dance Mat Typing is a motivational cartoon based scheme which teaches children to touch type in 12 lessons.

If pupils prefer a non-cartoon based format, the Text Type programme on Doorway Online (<http://www.doorwayonline.org.uk/texttype.html>) is another excellent free resource.



Commercial touch typing programs are also available however Dance Mat Typing or Doorway Online's Text Type are adequate for most pupils. If you would like details of alternative programs, please contact the ASN Outreach Service.

After pupils have completed the lessons in Dance Mat Typing, they may enjoy Tux Type – an arcade style game that offers various levels of difficulty. Users can choose either the Comet Zap or Fish Cascade games (see below).





Tux Type is available to download free of charge from <http://tux4kids.alioth.debian.org/tuxtype/download.php>.

The Tux4kids website also has a similar Maths game and a child friendly paint program, both of which can also be downloaded free of charge.

Doorway Online Literacy Activities

The Doorway Online website also includes excellent literacy resources including spelling and blending. The game format is motivational for many pupils.

Literacy

5 activities: spelling, word building, letter formation Hide 

Doorway Speller

Practise spelling using the well proven method, "Look, Say, Cover, Write and Check". Users enter text using their keyboard or the on-screen keyboard. The word database includes lists graded at levels A - D of the Scottish 5 -14 Curriculum and lists organised by topic. Scottish Borders Council users can see how to add their own lists on the [news page](#).
[fullscreen]



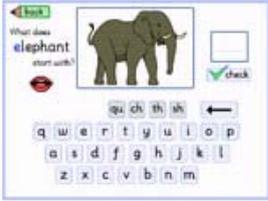
First Blends

Practise spelling short words containing blends, such as 'br' and digraphs, such as 'ai'. There are 60 words to choose from, each with its own image and speech support. On-screen keyboard and scanning options are available.
[fullscreen]



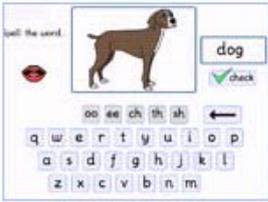
First Sounds

Identify the first sounds in words. Users see and hear the word before attempting to pick the starting sound using the keyboard. Pressing the keyboard allows the user to hear the letters and digraphs. Choose from 56 words, starting with vowels, consonants and the digraphs "ch", "th" and "sh".
[fullscreen]



First Words

Practise spelling simple words. Choose from 60 words targeted at level A of the Scottish 5 - 14 Curriculum. Users look at the image and listen to the word being said before spelling, using their keyboard or the on-screen keyboard.
[fullscreen]



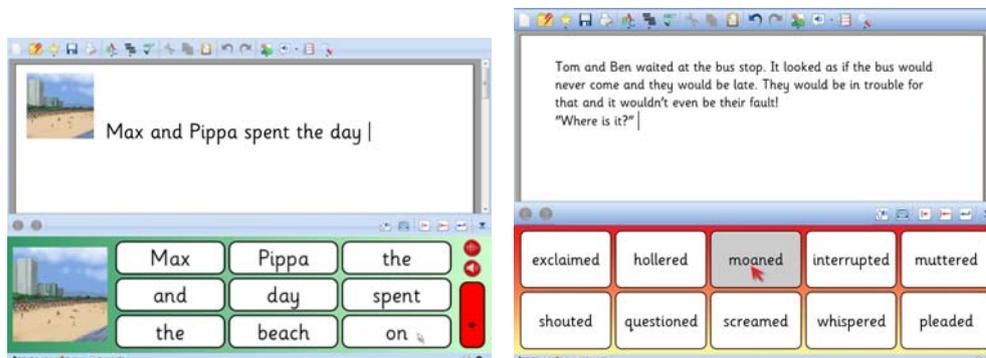
Letter and Number Formation

This activity provides a good model for learners starting to write letters and numbers. Clear animations show the correct starting points and proper strokes. Use the mouse, touch screen or interactive whiteboard to follow or "write over" the letter as it is formed. Letter Formation uses the Jotter Primary font, which appears throughout the Doorway Online activities. Alternative versions of the letters 'f' and 'k' are available.
[fullscreen]

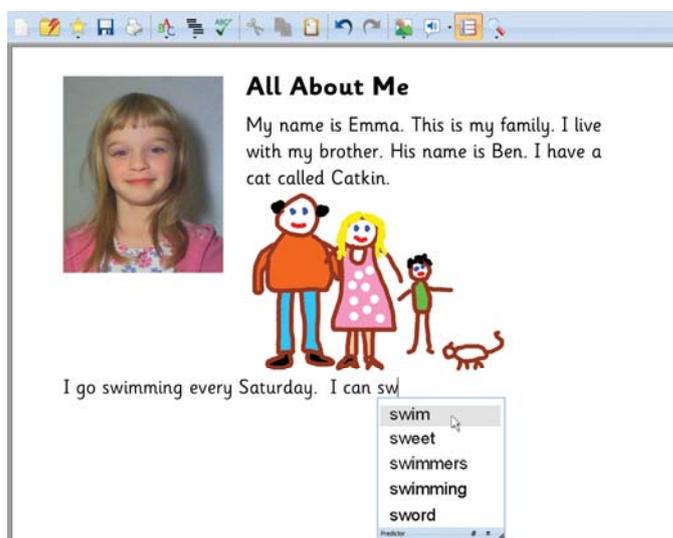


Clicker 6

Unlike previous versions of Clicker, version 6 has built-in wizards so staff can instantly create personalised word grids, sentence building and matching activities for their pupils. You no longer need to spend hours making resources the pupils complete in minutes.



Clicker 6 also includes a built-in word prediction function. While the phonetic spelling support is not as good as that in CoWriter (see overleaf) it is very good at predicting ahead and can speed up the typing of slower typists considerably. The prediction window will predict words in any open word grids.



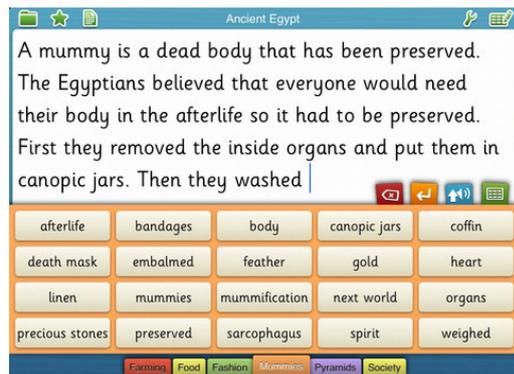
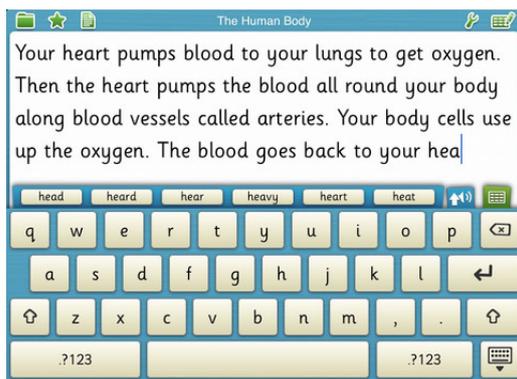
A free 4 week trial can be downloaded from www.cricksoft.com. The website also includes tutorial videos and has downloadable user guides. Discounted Clicker 6 licences can be purchased through Education Scotland (08700 100 297)

Clicker Apps for Apple iPad

Some elements of Clicker 6 are now available as inexpensive apps for the iPad. [Clicker Sentences](#), priced £14.99, allows you to produce jumbled sentence activities (example shown below).



[Clicker Docs](#) (shown below), priced £17.99, is a word processor with text to speech and text prediction and can also show wordbanks on screen.



You can create activities for the iPad using Clicker 6 on a PC and download a large number of free pre-prepared resources.

Text prediction programs

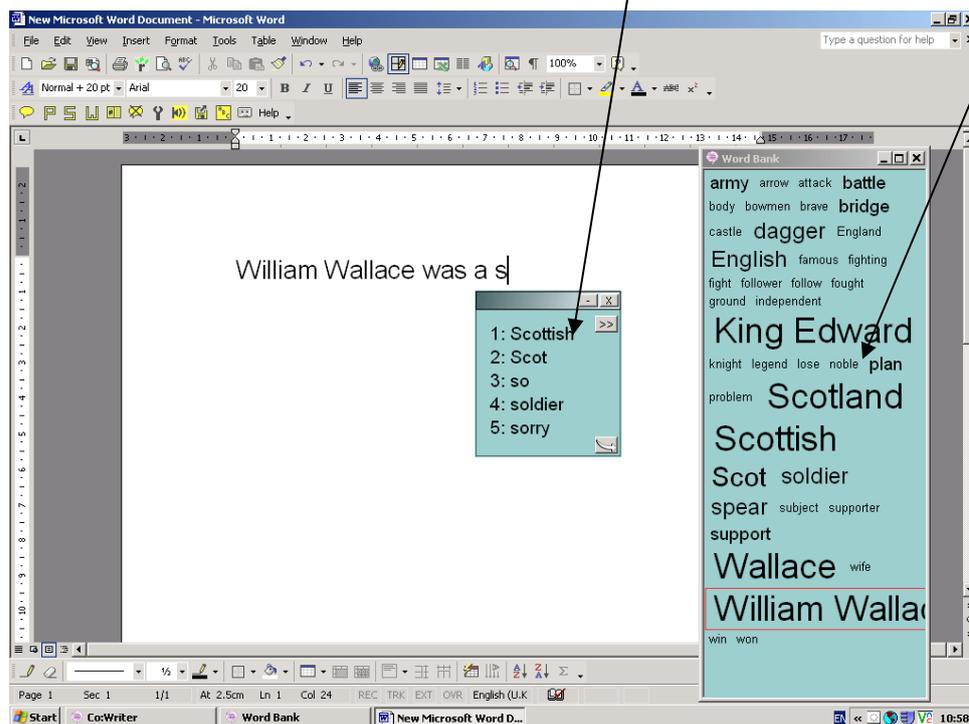
There are a few different text prediction programs available. The program that is most suited to pupils with severe dyslexia is CoWriter.

CoWriter can reduce the number of keystrokes required to type by suggesting which word might come next, completing words and offering phonetic spelling support (e.g. if a user typed “furzd” CoWriter would suggest “Thursday”).

You can also add topic dictionaries so words related to the topic are given precedence (useful for topics such as dinosaurs when spelling tyrannosaurus etc. could be problematic for even the best spellers...)

CoWriter is normally around £150 per licence however Education Scotland offer licences for only £40 each (plus £20 for a CD if you need one). (08700 100 297).

The newest version, CoWriter 6, also offers clickable word lists from topic dictionaries to offer a quick way to enter key topic vocabulary. The screen image below shows the CoWriter 6 word prediction window and the clickable word list.



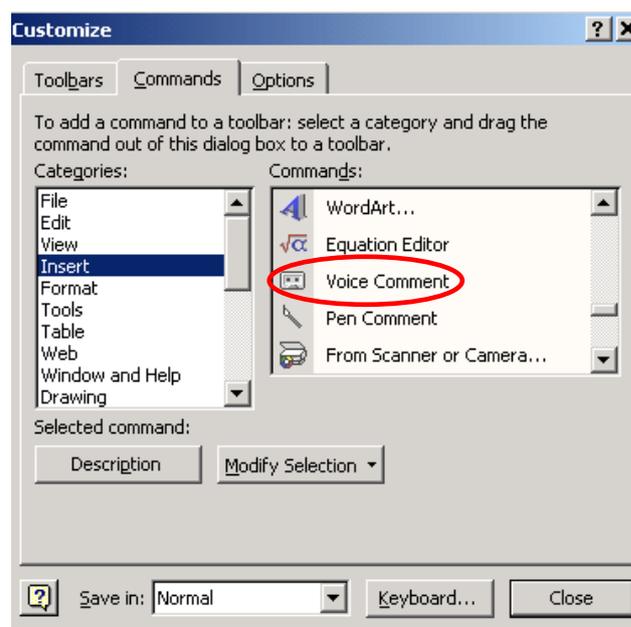
Voice Recording

For articulate pupils who struggle to write, type or spell, voice recording can be an easy way for pupils to demonstrate their knowledge. The simplest method is using a cassette recorder or dictaphone, however pupils cannot edit their work this way.

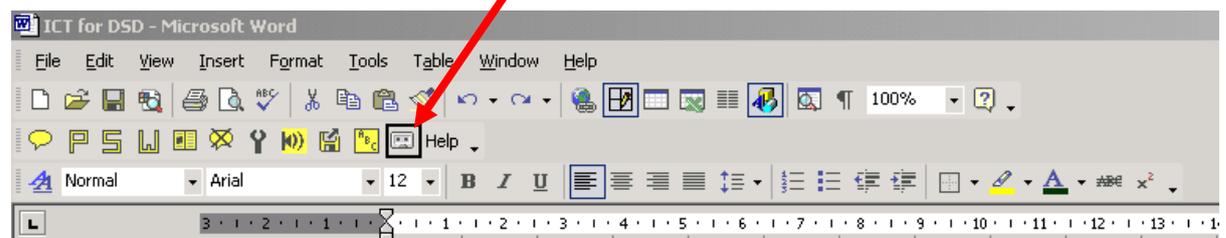
Voice Notes

You can record a short audio message into Microsoft Word using voice notes. Voice notes can be used with WordTalk so a pupil with reading and writing difficulties can listen to a passage or a question then record their response. Please note this is only available on PCs running Windows XP.

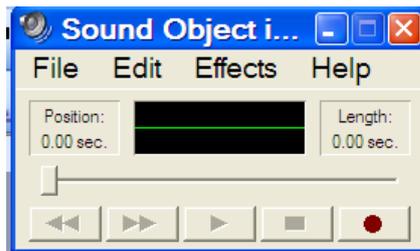
You need to add the tape recorder button to a toolbar (select Tools, Customize, Commands and select Insert from the Categories list. In the Commands box, scroll down to Voice Comment, then click and drag the tape icon to a toolbar.



To insert a voice note, click on the tape icon in the toolbar (icon shown in the Wordtalk toolbar for illustration)



This will bring up the Sound Recorder box (see below)



Click on the red Record button and start talking. Click on the Stop button (to the left of record) when finished.

A voice note icon  is displayed in the document. Double click on the icon to listen to the note. You can click and drag the icon if it's in the wrong place.

While the recording is a permanent record of the pupil's work, staff may choose to type up the pupil's response if a text record is required.

Audacity



Audacity is a free sound recording program, which can be downloaded from audacity.sourceforge.net/download/. It allows pupils to edit the recording (removing periods of silence, for example) and the finished recording can be saved as a WAV or MP3 file which can be listened to on any PC or burned to an audio CD. This means that you can have a permanent record of the pupil's work without having to scribe for the pupil.

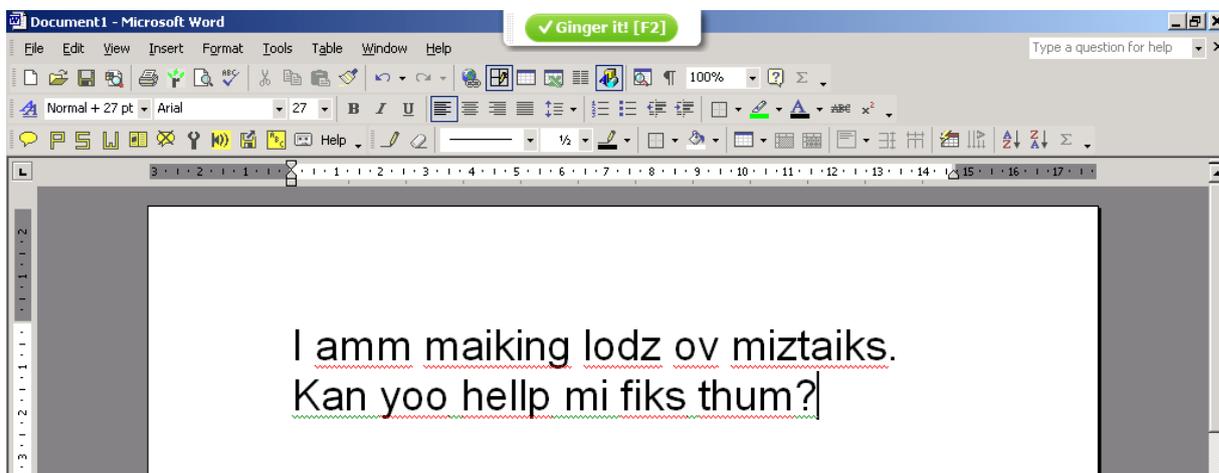
Contextual spell checkers

Most spell checkers work by checking if a word is in a dictionary and don't check if the words are spelt correctly in the context of the sentence.

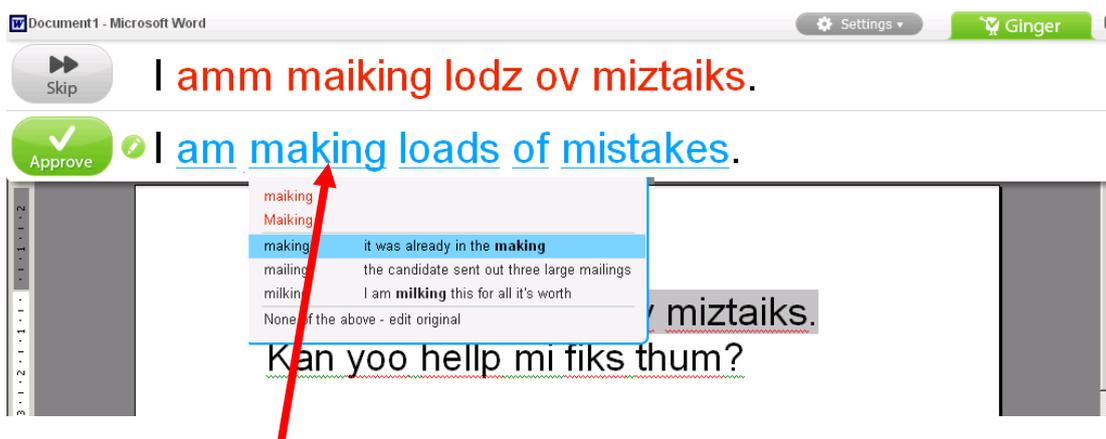
For example, typing "*I can sea there house from hear*" would not be corrected.

Schools generally have Microsoft Word 2003, however most recent licences allow you to install Microsoft Office Word 2007 or 2010 which have a contextual spell checker and may be beneficial to pupils with Dyslexia.

The free Ginger spelling and Grammar checker is an excellent alternative as it looks at whole sentences rather than words in isolation. When you've finished typing, press F2 or click on the green "Ginger it!" button at the top of the screen.



Ginger will suggest corrections for each sentence:



You can click on words highlighted in blue to get other suggestions.

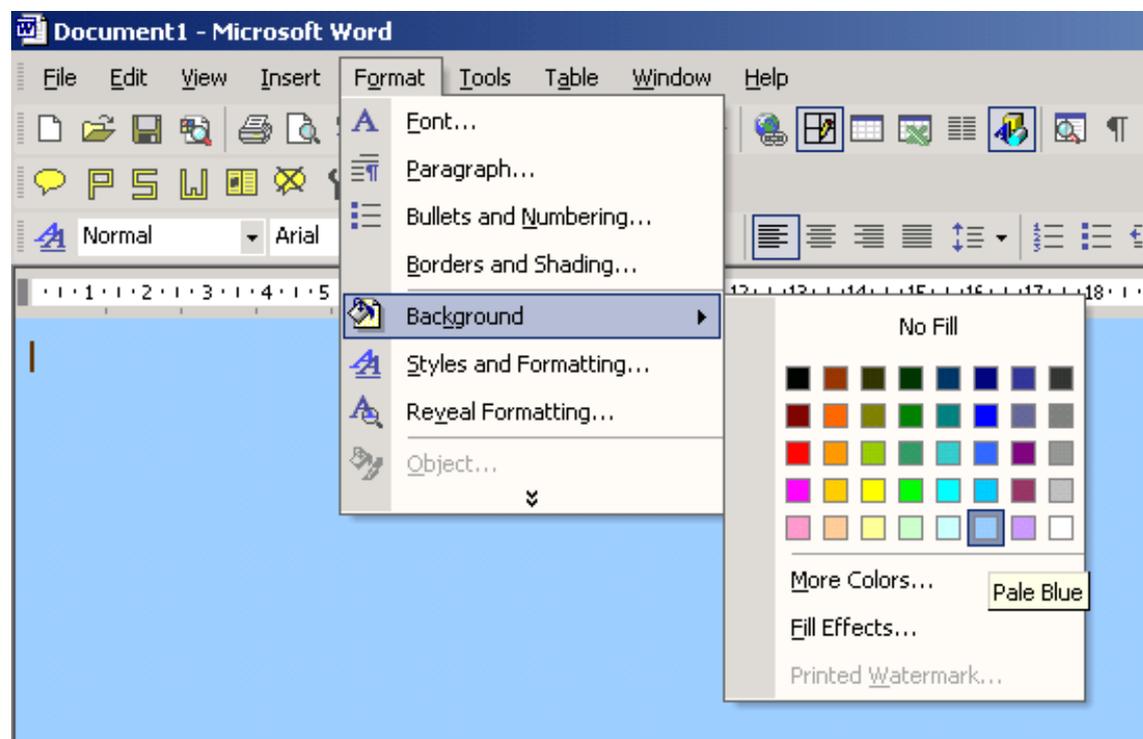
Ginger can be downloaded free of charge from www.gingersoftware.com. Ginger requires an internet connection so would not work on netbooks or laptops unless connected to a wireless network or network cable.

Changing the background colour in documents

Many pupils with Dyslexia find reading black text on a white background difficult and may wear coloured glasses or use coloured overlays. As an alternative, you can change the background colour on computer screens. Pupils may be able to choose a colour for themselves, however specialist advice on suitable colours can be requested from the Visual Impairment outreach teacher.

- **Microsoft Word**

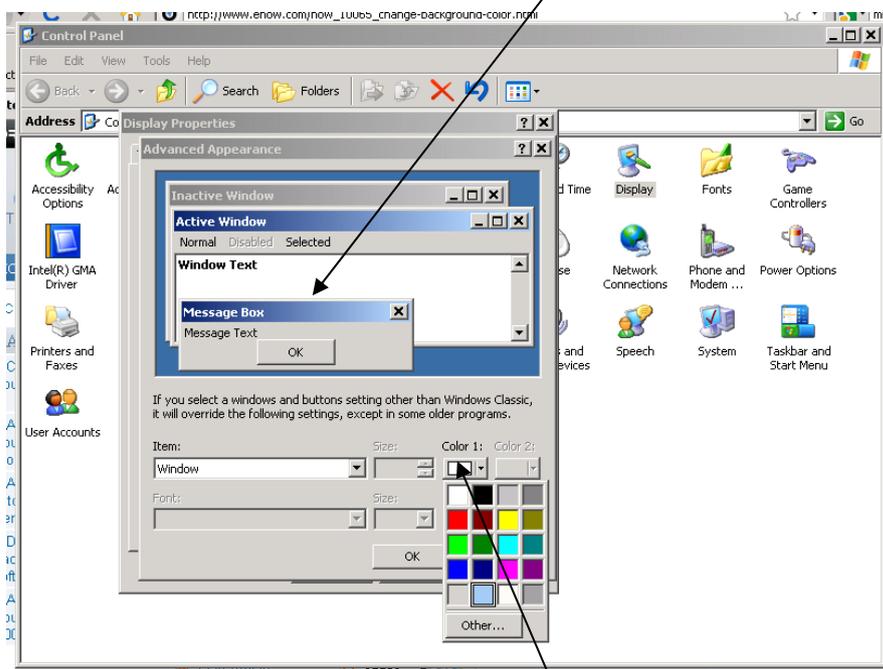
In Microsoft Word, Click on Format, Background and select a colour from the colour palette on screen.



- **Changing the background colour for all Windows applications**

You can change the background colour permanently in all applications on stand-alone computers by changing the settings in Control Panel. Pupils do not automatically have access to Control Panel on Stirling Council school networks, although you could request this from the ICT Service Desk (servicedesk@stirling.gov.uk).

- Open Control Panel
- Double click on Display
- Click on the Appearance tab
- Click on Advanced button
- Click on white area marked Window Text



- Click on white square below Color 1 box and select a colour from the palette that opens below.
- Click OK, Apply and OK.
- Background colours of documents etc. should now be permanently changed.

Hardware

All of the software in this guide can be installed on networked computers in Stirling Council schools. For some pupils, however, access to a portable computer will be better than competing with other pupils for access to a PC in the classroom.

Mini laptops, known as netbooks are a convenient solution for many pupils. They take up much less desk space than a standard laptop and are also smaller and lighter, which makes them much easier (and less conspicuous) for high school pupils to carry between classes. As most modern netbooks use Microsoft Windows, schools are able to install software of their choice. Netbooks typically cost around £250.



Tablets

Tablet devices are increasingly popular as an alternative to traditional PCs, laptops and netbooks. The Apple iPad is the best selling device and has the most software applications (apps) at present. Competing devices are available on the Android operating system (including Samsung Galaxy Note and Amazon Kindle Fire) and Microsoft Surface, which runs a version of Windows 8. For longer pieces of writing, users may find the on-screen keyboard uncomfortable (particularly on smaller tablets) and may wish to consider using a Bluetooth external keyboard – these can be purchased inexpensively online (typically £10 - £20).

Tablets often have long battery life compared to laptops or netbooks. Please note that without wireless internet access, you may find it difficult to install apps and to transfer work to and from tablets. Schools may wish to consult Technical Support for advice on network access before purchasing tablets.



Additional Support Needs Outreach Service

Raploch Community Campus
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FK8 1SD

Stirling Council Education

Learning and Teaching Strategies to support children with Dyslexia in Primary School

All of the strategies employed in the teaching and learning process for pupils who are dyslexic are examples of effective teaching and learning which will benefit all. The strategies taken to support learning in effective classrooms are also the strategies needed to support children with dyslexia. They should include approaches that avoid unnecessary dependence on written text.

It is a teacher's responsibility to provide a suitably differentiated subject curriculum, accessible to all pupils, that provides each with the opportunity to develop and apply individual strengths.

Assessment is for Learning strategies work very well for children with dyslexic difficulties. These include;

- Student self-assessment, activating students as learners of their own learning
- Peer assessment
- Paired learning
- Wait time
- Sharing the success criteria; being very clear about what the lesson is about and breaking the task down
- Assessing how the child's learned that lesson at the end of the lesson
- Consideration given to the learning styles of all pupils
- Development of oral skills
- Activities should be well structured and interactive, should raise self-esteem and be relevant and meaningful

The following suggested strategies are examples that can be used within a classroom. Selection will depend on the needs of the child and learning activity.

General Class Strategies

- Seating and group arrangements; be flexible. Seat near the Class Teacher and whiteboard where eye contact and responses can be made quickly, but consider group seating according to task and interest, not always literacy level
- Utilise a Multisensory approach (Visual, Auditory and Kinaesthetic) so children are using all their senses to absorb and memorise information



- Oral; give opportunities for pair and share activities and oral feedback

- Instructions; make them short and simple, chunking them into manageable steps
- Ask children to repeat instructions to ensure understanding or pair them with a peer who can support them
- Provide opportunities for peer modelling
- Time; Thinking Time to process information and respond and extra time for completion of work
- Over learning and reinforcement of previous learning and opportunities for revisiting work
- Metacognitive Learning; pupils should be active in their learning, talking through the process of how they learned and developing an awareness of how to use their learning style to learn new material
- Limit the amount of copying; print off homework task, spelling lists and encourage the pupil to highlight key words
- Reading; check with the child if they feel comfortable reading aloud. Give opportunities to rehearse, pair read etc. beforehand
- Assessment is for Learning; praise for effort and content as well as for results.
- Organisational; use visual prompts e.g. Boardmaker and aide memoirs.
- Label equipment clearly and provide desk-top mats, for word banks, targets etc.
- Spelling Strategies; develop a range of strategies for learning spelling and recalling words

Specific Strategies

- Visual prompts, where required; timetables, table square for maths, word mat
- Limit writing demands
- Highlighters used to highlight/ emphasise key facts and words
- Reading; reading resources matched to the interest and age of pupil, but considering reading age (Barrington Stokes books, Wildcat Readers)
- Reading rulers in coloured acetate or whole page acetates
- Structured reading and spelling programmes and multi-sensory teaching strategies
- Reciprocal reading strategies to develop understanding of text
- Key vocabulary; introduce key vocabulary for topic, maths, etc. before starting
- Explore a range of alternative formats for presenting pupil's work, other than pencil and paper e.g. recording on a Dictaphone, ICT, Mindmapping
- Teach keyboarding skills e.g. BBC Dance Mat, Nessy Fingers
- Develop use of ICT; word processing, spellcheckers and specific software (see appendix for more ideas)

- Specific programmes/ resources to support literacy:
 - Toe by Toe, Word Bank, Paired Reading, Support for Learning Reading Programmes (Hi Five, Wave 3)
 - ACE Dictionary
 - Specific ICT Programs e.g. Nesy, Wordshark (Spelling and Number)
- Involving the pupils themselves in appropriate discussion about their difficulties and how these are to be addressed through PLP or IEP
- Develop Study Skills
- Ensure the child and all who work with them are aware of the child's strengths as well as their difficulties.
- Provide personal and social support to give opportunities to discuss anxieties and frustrations and improve self-esteem
- Whilst it is important direct instruction is given to support the development of the basic skills identified following assessment, it is vital that a balanced approach is taken, whereby children with dyslexia have access to a full range of literacy activities to challenge and broaden their knowledge and experience
- Supported transition between classes and schools

Presentation of written information

- Where appropriate give transcripts or photocopies rather than ask the child to read from the board.
- Make text dyslexia-friendly;
 - Font size; 12+ and fonts which are clear with a space between letters
 Arial Comic Sans Century Gothic Nelson Sassoon Primary
 - Spacing; use 1.5 or 2 line with wide margins
 - Keep presentation simple; avoid too much text and overloading with graphics
 - Break up text with bullet points and include flow charts or diagrams
 - Matt, pastel shades of paper, especially cream are good alternatives to white
 - Keep instructions short and clear and avoid underlining or *italics*
 - Present information in a range of ways, text, diagrams, pictures
 - Use left justification only
 - Colour code text and or bold text for titles, sub headings or to draw attention to important info
 - Pre record passages

Communication with parents

- At all stages, communication with parents and carers is very important to ensure everyone is working together with the child and takes the child's views into account

More advice and updates for professionals are available through the following path – Glow, Stirling Council, Curriculum for Excellence, Dyslexia

More in depth advice is available from:

Dyslexia Scotland

<http://www.dyslexiascotland.org.uk/guidance-and-training>

Framework for Inclusion; Assessing Dyslexia Toolkit

<http://www.frameworkforinclusion.org/AssessingDyslexiaToolkit>

Count Me In; Resource Pack

<http://www.countmein.org.uk>

Education for learners with dyslexia

<http://www.hmie.gov.uk/documents/publication/eflwd.pdf>

Dyslexia at Transition

<http://www.dyslexiatransition.org/Site/documents/TransitionLeaflet.pdf>

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Learning and Teaching Strategies to Support Children with Dyslexia in Secondary School

All of the strategies employed in the teaching and learning process for pupils who are dyslexic are examples of effective teaching and learning which will benefit all. The strategies taken to support learning in effective classrooms are also the strategies necessary to support young people with dyslexia. They should include approaches that avoid unnecessary dependence on written text.

It is a teacher's responsibility to provide a suitably differentiated subject curriculum, accessible to all pupils, that provides each with the opportunity to develop and apply individual strengths.

Assessment is for Learning strategies work very well for young people with dyslexic difficulties. These include:

- Peer assessment
- Paired learning
- Wait time
- Sharing learning intentions

General Class Strategies

- Utilise a Multisensory approach (Visual, Auditory and Kinaesthetic) so young people are using all their senses to absorb and memorise information



- State lesson intentions and end lesson with recap of what has been taught
- Encourage the use of Post-it notes, pocket notebooks, personal checklists and school planners
- Group according to the requirements of the task, not by the literacy level, unless specifically teaching literacy skills
- Seating arrangements: be flexible. Sit near the Subject Teacher and whiteboard where eye contact and responses can be made quickly, but consider group seating according to task and interest, not always literacy level
- Instructions: make them short and simple, chunking them into manageable steps
- Ask young person to repeat instructions to ensure understanding
- Provide opportunities for peer modelling
- Give young people 'thinking time' to process information and respond appropriately
- Metacognitive Learning: young people should be active in their learning, talking through the process of how they learned and developing an awareness of how to use their learning style to learn new material
- Remember that we all remember bizarre or amusing incidents more easily and incorporate these into subject delivery to teach key concepts
- Limit the amount of copying: print off subject notes, homework tasks and encourage the pupil to highlight key words
- Reading aloud: only ask a young person to read aloud if they have indicated they are happy to do so. Give opportunities to rehearse, paired read, etc. beforehand
- Assessment is for Learning: praise for effort and content as well as for results
- Set up a gesture code so that young person with dyslexia know when they will be asked to answer
- Always summarise a discussion and use open questioning to support the filling in of gaps
- Organisation: use visual prompts (Boardmaker etc.) and aide memoirs
- Label equipment clearly
- Give out homework well before the end of the lesson
- Ensure homework task is in homework diary

Specific Strategies

- Visual prompts, where required; timetables, table square (for maths)
- Issue writing guidelines and paragraph headings to support the structure of extended writing
- Use mindmapping, bullet points, etc. to help with planning and structure
- Encourage young people to work in note form, concentrating on key words or terms
- Highlighters to highlight/emphasise key facts and words
- Reading rulers in coloured acetate or whole page acetates
- Reciprocal reading strategies to develop understanding of text
- Key vocabulary: introduce key vocabulary for lesson before starting
- Explore a range of alternative formats for presenting young person's work, other than pencil and paper e.g. recording on a Dictaphone, spellchecker, ICT, mindmap
- Develop use of ICT for written work and ensure editing features and spellchecker are used
- Only ask for a piece of work to be written if it is going to be displayed
- Specific programmes/resources to support literacy:
 - Toe by Toe, Paired Reading, ACE Dictionary
 - Specific ICT, e.g. Penfriend, WordTalk, Communicate Symwriter, Read and Write Gold, Adobe Read Aloud
- Involve the young people themselves in appropriate discussion about their difficulties and how these are to be addressed IEP
- Ensure the young person and all who work with them are aware of the young person's strengths as well as their difficulties
- Alternative Assessment Arrangements e.g. reader, scribe, extra time, digital exam papers
- Provide personal and social support to give opportunities to discuss anxieties and frustrations and improve self-esteem
- The document "Using ICT to support pupils with Dyslexic Difficulties" is available on The Source and from ASN Outreach Service

Presentation of written information

- Font size: 12+ and sans serif fonts which are clear with a space between letters
Arial Comi Sans Verdana
- Spacing: use 1.5 or 2 line with wide margins
- Keep presentation simple: avoid too much text and overloading with graphics
- Break up text with bullet points and include flow charts or diagrams
- Matt, pastel shades or paper, especially cream are good alternatives to white
- Keep instructions short and clear and avoid unnecessary underlining or *italics*
- Present information in a range of ways, text, diagrams, pictures
- Use left justification only
- Colour code text and/or bold text for titles, sub headings or to draw attention to important information

More in depth advice is available from:

Dyslexia Scotland

<http://www.dyslexiascotland.org.uk/guidance-and-training>

Framework for Inclusion; Assessing Dyslexia Toolkit

<http://www.frameworkforinclusion.org/AssessingDyslexiaToolkit>

Count Me In Resource Pack

<http://www.countmein.org.uk>

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Stirling Council Education Dyslexia and Visual Difficulties

Visual Stress

Some children and young people with dyslexia may experience visual difficulties called Visual Stress, also known as:

- Meares-Irlen syndrome
- Scotopic Sensitivity syndrome
- Visual perception difficulties

Children and young people with visual difficulties may find that reading and writing is affected by one or more of the following:

- Words appear to blur
- Print appears to move
- Headaches
- Inability to concentrate while reading
- Difficulty moving from the end of a line to the beginning of the next line
- Letter formation
- Letter positioning on lines and in words
- Glare

If your pupil is experiencing any of these visual difficulties, things that may help are:

- A visual acuity test carried out by a qualified optometrist
- A typoscope to block any unwanted information
- A visual tracking magnifier
- Avoiding bright white paper
- Some simple tracking exercises
- Increase character and line spacing in WORD documents

In addition the ASN Outreach Service Sensory Impairment team is able to carry out an initial assessment to establish whether the use of a coloured overlay would be helpful. If this assessment shows that a coloured overlay is helpful, a further assessment may be requested from the hospital Ophthalmology Orthoptist. Parents may go to a qualified Optometrist and ask for a private assessment.

Note: It is important to be aware that not all children and young people with dyslexia have all these visual difficulties and not all those who experience these visual difficulties have dyslexia.

General visual perception

Visual perception is the term used to refer to any information that is gained through the eyes. Children begin to develop this from birth and it continues to develop until they are well into their primary education.

Visual perception is a complex process. It includes the following skills:

- Visual memory - the ability to store and recall information
- Visual discrimination - the ability to interpret the differences between objects
- Visual closure - the ability to complete an image e.g. a dot-to-dot picture

- Visual sequencing - the ability to recognize and repeat visual patterns
- Colour perception - the ability to distinguish between different colours and shades of colour
- Shape perception - the ability to recognise shapes, no matter their position or colour

Children need all of these skills if they are to do well in school. Good visual perception skills allow children to discriminate between details, to copy accurately, to develop good eye-hand co-ordination and to integrate visual information while using other senses.

Children develop these skills at different rates and using different learning styles. Some children will take longer than others and may require additional help; however, it is possible to develop and improve these skills with practice.

To support you in assessing visual difficulties you can make a support request to the ASN Outreach Service for input from the Sensory Team – Visual Impairment, if the criteria are met or; contact the ASN Outreach Service for some more information:

01786 272333

asnoutreach@stirling.gov.uk

Appendix T

Stirling Council Education

Membership of the Dyslexia Policy Working Group	
Name	Title
Lynda Bancroft	Curriculum Development Officer
Jenni Barr	Principal Educational Psychologist
Graeme Beattie	Principal Teacher, Pupil Support, Queen Victoria School
Janette Clark	Additional Support Needs Teacher
Mairi Duncan	Educational Psychologist
Aileen Farquhar	Support for Learning Teacher
Laura Jane Harvey	Support for Learning Teacher
Anne Lee	Quality Development Officer
Mary Pat McConnell	Early Years Curriculum Development Officer
Gillian Orr	Principal Teacher Support for Learning, ASN Outreach Service
Christine Stones	ASN Co-ordinator, ASN Outreach Service
Diane Youngson	Additional Support Needs Teacher