



Dyslexia Scotland South East

Supporting learners with dyslexia

IKEA Straiton

4 October 2017

Moira Thomson MBE

Dyslexia – Fact or Myth?

Dyslexia is a 'middle class' excuse for poor performance at school

Myth! Dyslexia is not a sign of low intelligence.

It exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition

Reading, writing and spelling difficulties are characteristic of dyslexia – but these are not viewed in isolation from cognitive abilities and other issues.

Dyslexia is only about reading and spelling

Myth! Reading and spelling difficulties are considered a hallmark of dyslexia -**BUT**- the Scottish definition highlights other characteristics:

- auditory processing of language-based information
- oral language skills
- short-term and working memory
- sequencing and directionality , organisational ability
- number skills
- motor skills

Dyslexia is a disability

Fact! The Equality Act 2010 recognises Dyslexia as a disability when the impact on the individual is long-term, significant/severe.

The Equality provisions apply because dyslexia is now known to be a life-long difference in the way the brain works. So action is needed:

- to tackle disadvantage and discrimination in education settings
- to make reasonable adjustments to remove the disadvantage caused by dyslexia
- to provide 'auxiliary aids and support'

Males are more likely than females to be dyslexic

Myth! This was a common belief because more boys than girls were identified as dyslexic at school.

This is most likely due to differences in the brain structure of each gender and in different coping strategies— boys tend to ‘act out’ frustration while girls are more likely to seek support from friends quietly.

Current opinion is that both are equally affected – but females cope better than the males.

Not many people are dyslexic

Fact! But this may still be more than most people believe

There is consensus that between 4–10% of the population have dyslexia – though the number who have been formally assessed is very much lower.

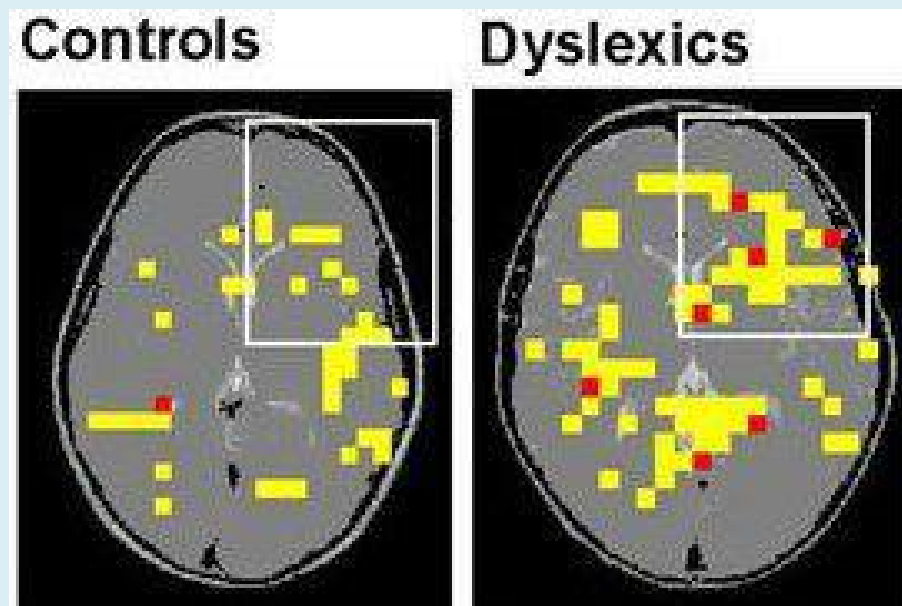
The estimated population of Scotland in mid 2015 was 5,373,000.

About 550,000 Scottish people are dyslexic to some degree - 2.5% (13 750) of these will be severely impacted by their dyslexia.

Dyslexia – Fact or Myth?

Some people think that dyslexia is the outcome of low ability, lack of effort or poor teaching.

MRI brain scans show that this is a **myth**.



What is Dyslexia?

Scottish Definition of Dyslexia

[Scottish Government 2009](#)

This aims to provide guidance for educational practitioners and others on the range of indicators and characteristics of dyslexia.

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



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Scottish Definition of Dyslexia

... a continuum of difficulties in learning to read, write and/or spell ... often do not reflect cognitive abilities and may not be typical of performance in other areas.

There are often associated difficulties with:

- 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, organisational ability
- number skills

Motor skills and co-ordination may also be affected.



Difficulties resulting from dyslexia

- Often do not reflect cognitive abilities
- 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 and the activity concerned.

[Scottish Government 2009](#)



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Identification of dyslexia

Characteristics of dyslexia are always present all the time **BUT** are not always obvious.

Sometimes parents and teachers may:

- not recognise characteristics of dyslexia in individuals
- confuse indications of dyslexia with other issues
- assume that any dyslexia will have been '*dealt with*' or resolved at school

Dyslexia - usually linked to LITERACY – but other issues may include:



Oral language skills



Auditory and/or visual
processing of language-based
information

a b c

Phonological awareness



Organisational
ability

Scottish
Dyslexia
Definition
2009

1,2,3

L

R

Sequencing &
directionality

56

89

Number skills

$$6 \times 7 = ?$$

Short term & working memory



Reading fluency

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment

Dyslexia at School

A dyslexia-friendly approach in classrooms may have minimised barriers to learning for some learners with dyslexia at school – so dyslexic difficulties may be less obvious and:

- thought to be ‘mild’ - or ‘cured’ – having little impact on achievement
- misidentified as poor attitude/behaviour
- hidden by the coping/avoidance strategies used by learners

Children's coping strategies may delay identification of dyslexia

**Talking - not
reading/writing**

**Messy desk
or
Lost work**

**'forgetting'
course work**

**Asking peers
for help**

**Headache
or
Feeling sick**

**Watching
others**

Avoidance strategies - dyslexia is mis-identified as behaviour issues

**Aggressive/
withdrawn
attitude**

**Disruptive
in class**

**Homework
incomplete/
not handed in**

**Refusal to
co-operate**

**tears/
tantrums/
truancy**

Dyslexia & Co-occurring and Overlapping Issues

Other factors may be present and ‘hide’ dyslexia – because of overlapping characteristics:

- **ADHD**
- **Auditory processing deficit (APD)**
- **Visual stress**
- **Dyspraxia/DCD**
- **Dyscalculia**
- **Autistic spectrum disorders (ASD)**
- **Challenging behaviour**
- **Physical/sensory impairment**
- **Bilingualism**

Impact of Dyslexia

Dyslexia may result in a difference in the way individuals process information.

Most will experience some difficulties with:

phonological
processing

working
memory

processing
speed

Some may display a mixture of strengths and weaknesses in:

visual/perceptual
processing

auditory-verbal
processing

**Some teenagers do not want to appear different in any way
- so often hide their difficulties**

Impact of Dyslexia

Dyslexia may result in a positive difference in the way individuals process information – which may result in particular strengths in:

**mechanical
aptitude**

artistic ability

**social
skills**

**athletic
prowess**

but - some may display a mixture of strengths and weaknesses in:

maths and number work

**interpersonal
skills**

Barriers to Learning linked to Dyslexia

literacy issues

study skills issues

difficulties with memory

processing issues

organisational issues

self esteem issues

behavioural issues

Barriers to Learning

Many dyslexic learners have:

- issues with reading and spelling
- slow processing-speed
- limited working memory capacity
- directionality and sequencing issues
- organisational difficulties

Some may also experience:

- visual processing issues
- auditory processing issues
- difficulties with maths and MFL learning

Indications of 'hidden' dyslexia

Really good oral/discussion/practical skills but:

lack of reading
fluency

inconsistent
spelling

illegible
writing

inaccurate
copying

short span of
concentration

inability to
take notes

limited
working memory

lack of
confidence

struggle to follow
instructions

Barriers to Learning - Literacy Issues

Phonological awareness - discriminating, remembering and manipulating sounds in words - is needed to develop literacy. Dyslexic learners' reading and spelling is often weak:

- lack of reading fluency – difficulty decoding unknown words**
- lack of an adequate 'sight vocabulary'**
- inability to match sounds to symbols or visualise words results in spelling errors**
- difficulties increase when text and numbers are mixed**

Barriers to Learning

Visual Processing Issues

Many dyslexic learners who have difficulties with reading and spelling may:

- be unable to perceive symbols easily so cannot always match them to sounds**
- have a limited sight vocabulary, so do not recognise course-related words**
- have to concentrate for so long to decode print that they experience distortions**
- have difficulty finding information on a board or screen**
- have overlapping visual stress/Irlen Syndrome**

Barriers to Learning

Auditory Processing Issues

Dyslexic learners who experience auditory-verbal processing problems may have difficulties with reading and:

- **struggle with understanding when listening**
- **are unable to concentrate in a noisy room**
- **find background noise distracting**
- **are unable to remember spoken instructions in the right order**
- **are unable to listen and write at the same time**

Barriers to Learning

Memory & Processing Issues

Slow processing speed and working memory issues are often present in dyslexia and have an impact on written language— learners may:

- work significantly slower than peers**
- have no memory of they have just read**
- produce written answers that are much poorer than oral responses**
- be unable to hold numbers in working memory while doing calculations**
- have weak recall e.g. of spoken instructions**

Barriers to Learning Organisational Issues

Some dyslexic individuals have difficulties due to weak organisational/motor skills – they:

- **produce badly spaced, illegible work**
- **misalign columns of figures, making accurate calculations impossible**
- **have difficulty telling time on an analogue clock**
- **are unable to construct suitable tables etc for recording raw data**
- **have problems judging depth, distance and speed**

Barriers to Learning - Self-Esteem Issues

Dyslexic learners' self confidence may be affected by a belief that they are:

- **stupid**
- **lazy or careless**
- **unmotivated**
- **not trying hard enough**
- **not paying attention**

So they often have an expectation of failure and may be reluctant to try anything new.

Barriers to Learning Behavioural Issues

Learning differences related to dyslexia are often mistaken for behavioural/attitude issues - learners may:

- **appear to avoid set work, seem disaffected**
- **be restless and appear unable to concentrate**
- **seem tired, inattentive and uncooperative**
- **persistently underachieve**
- **conceal their difficulties and do not ask for (or may even reject) help**
- **sometimes use behavioural strategies to divert attention from their difficulties**

Creating Barriers

Some school/college/work activities create barriers to achievement for dyslexic individuals:

- expectation of being asked to read aloud
- extended periods of listening
- taking dictated notes or lots of copying
- having to locate information in a long text
- writing at length or silent reading
- following a string of instructions given orally
- inflexible time limits being placed on tasks
- time-limited tests and formal exams

How can dyslexia be supported?

Key Legislation -Schools

The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009& 2016) provided a framework giving children and young people the right to have any additional support needs identified and met.

The 2016 extension provides children with the same rights as young people and parents under ASL legislation, except in relation to placing requests and mediation services.

It is intended that these amendments to the Act will commence in January 2018.

Supporting Children's Learning Code of Practice **currently being revised**

The Supporting Children's Learning Code of Practice 2010 places a statutory duty on local authorities to identify, provide for and review the additional support needs of their pupils.

Education authorities are required to:

- identify the additional support needs of each child or young person
- have a clearly set out policy that describes the procedures in place for identifying the additional support needs of individuals.

The City of Edinburgh Council dyslexia policy is part of the Literacy Strategy.

Key Legislation

The 2010 Equality Act recognises dyslexia as a disability and includes measures that apply to education:

- **designed to tackle disadvantage and discrimination in education settings**
- **requiring reasonable adjustments to be made to remove disadvantage**
- **introducing entitlement to ‘auxiliary aids and support’**

**Reasonable
Adjustments to Support
Individuals with
Dyslexia**

To meet the additional needs of dyslexic learners at school . .

. . all teachers need to know how dyslexia may affect learning . .

. . and make reasonable adjustments to their teaching styles to remove barriers to learning . .



Dyslexia Awareness

School staff must be aware that dyslexia can occur at any level of ability and that:

- **dyslexic learners often experience difficulties in education, some of them hidden**
- **dyslexic difficulties can range from mild to severe according to the course and activity**
- **dyslexic profiles vary, each with different strengths and weaknesses**
- **dyslexic students often have visual and oral strengths, creative abilities and good ‘people’ skills**

Teaching methodology

All teachers should have a core knowledge of dyslexia and how it may impact learning.

Some teachers may have to make adjustments to the way they:

- impart information
- structure classroom tasks/outcomes
- support learning and assessment

They should address the additional needs of individual dyslexic learners by matching adjustments to the specific needs identified.

Strategies for supporting literacy

There may not be time available in class for specific interventions to address individual needs – so, support for learning staff should be involved to advise colleagues of the needs of dyslexic learners and:

- provide individual arrangements as required
- help to build-in extra time for reading/writing tasks
- teach topic key words in advance to help with sight vocabulary and spelling
- provide, teach and encourage ICT use

Strategies to support dyslexic learners will benefit all students.

Reasonable Adjustments - Visual Stress

- Do not cram data on to white boards
- Set interactive screen background to pale colour
- Encourage use of tinted overlays
- Print course materials on tinted paper
- Use clear fonts, such as Comic Sans
- Text size should be at least 12 point
- Set line spacing at a minimum of 1.15
- Avoid printing back-to-back
- Highlight key words

Dyslexia-Friendly Formats

Course materials should be presented in a format which makes them accessible by all learners.

All learners are effectively supported when dyslexia-friendly learning and teaching strategies are embedded in teaching practice.

Ensuring that course materials are accessible and inclusive for dyslexic learners will support all students.

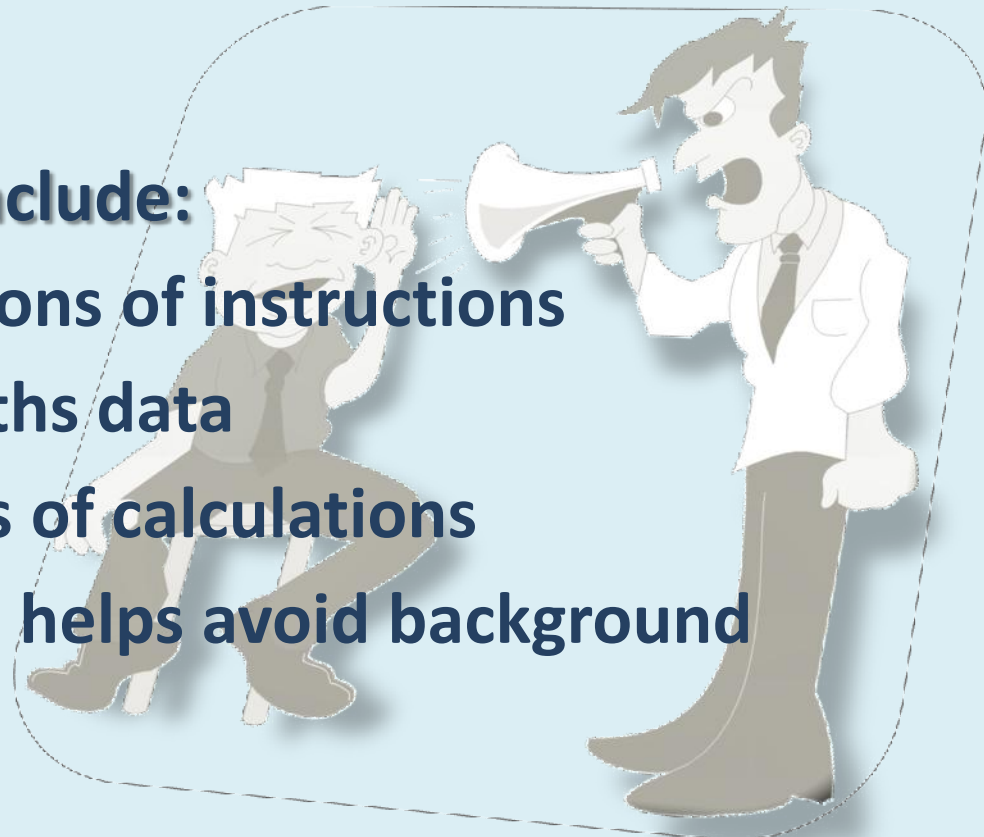
Reasonable Adjustments - Auditory Processing Issues

Dyslexic learners who experience auditory-verbal processing issues will not learn from:

- the teacher's raised voice
- whole class instruction

More effective strategies include:

- provision of written versions of instructions
- writing down mental Maths data
- issue of worked examples of calculations
- a quiet work space which helps avoid background noise



Reasonable Adjustments - Memory & Processing Issues

- **allow extra time to complete activities**
- **permit writing down mental Maths data and calculations**
- **adopt multi-sensory teaching approaches**
- **give instructions one at a time**
- **develop a sequenced checklist for practical activities**
- **issue exemplars that clearly indicate all steps in a process**

Reasonable Adjustments - Organisational Issues

- **devise an 'equipment' checklist showing what should be brought to school each day**
- **issue squared paper to help with layout**
- **use visual strategies – and a digital clock - to support use of analogue clock**
- **provide L shaped card to read information from tables of figures, charts or graphs**
- **issue pre-prepared blanks of tables, charts etc for completion**

Reasonable Adjustments

Behavioural Issues

Teachers should remain aware of the impact of dyslexia on learning and consider whether a student's behaviour may be due to:

- reading/literacy issues
- working memory difficulties
- speed of auditory or visual processing
- directional confusion
- weak organisational skills
- poor motor skills

Removing barriers to learning beats sanctions!

Dyslexic Strengths

Significant strengths of individuals with dyslexic may include:

- strongly developed spatial awareness – ability to manipulate spatial forms mentally
- good pattern recognition
- intuitive, instinctive problem solving skills
- multi-dimensional thinking and perception
- good interpersonal skills, empathy
- multi-sensory learning styles

Successful Dyslexics

Brain scans tell us that neural regions giving rise to creativity, visual memory, spatial awareness, and visualisation show heightened development in dyslexics.

Which may explain why dyslexic artists, engineers, entrepreneurs and sports 'stars' can see and process "the big picture" so well.

Does an emphasis on literacy ignore the strengths of some dyslexics?

Many dyslexic people been very successful despite literacy and behavioural issues at school!



Richard Branson



Keira Knightly



Steven Spielberg

‘Getting It Right’ for learners with dyslexia

Requires more than being *Dyslexia-Friendly* – it needs:

- teachers who have a core understanding of dyslexia**
- an individual approach to identification of needs and support provision**
- both differentiated and individualised teaching/learning methodology**

Dyslexia – 2017

Education Scotland Reviews & National Initiatives



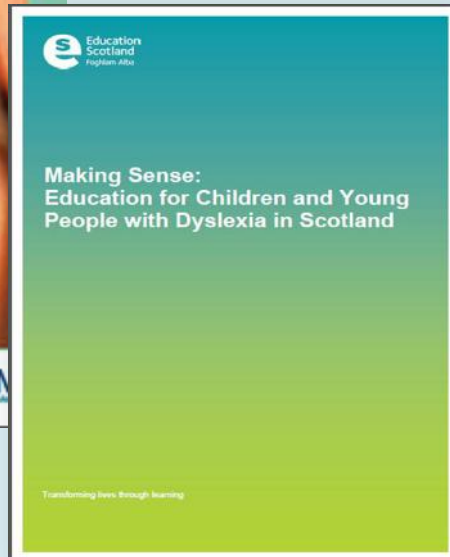
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National Dyslexia Reviews in Scotland



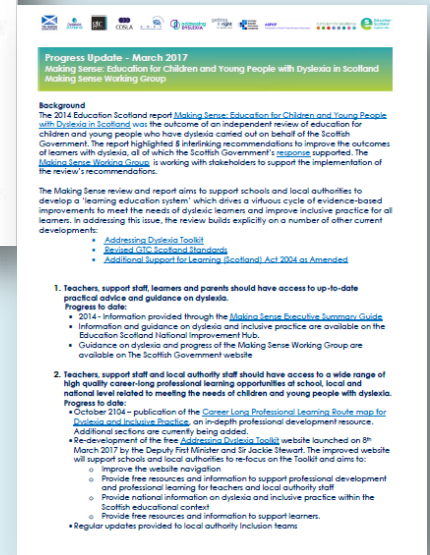
October 2008



May 2014



Summer 2014



March 2017



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HMIe 2008 Report

Education of Learners with Dyslexia



When learners are given appropriate support, this can make a positive difference to their emotional and learning development as well as their overall achievement.

Areas identified for development included:

- providing guidance for teachers on dyslexia and how to identify/meet learning needs
- professional development for teachers including the use of resources such as ICT

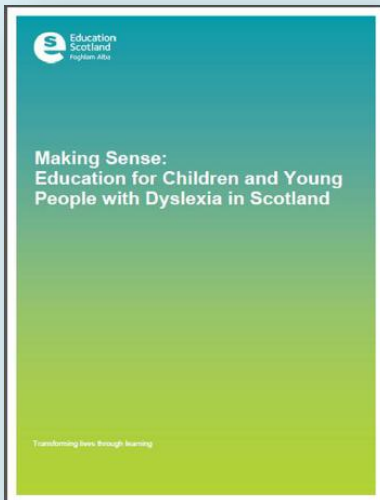


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Making Sense of Dyslexia

Education Scotland 2014



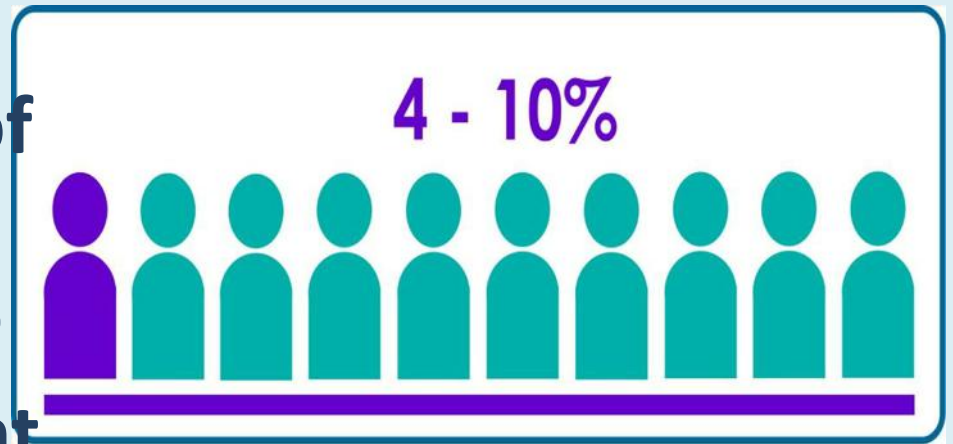
Recommendations combine to improve educational outcomes for learners with dyslexia:

- Access to practical advice and guidance on dyslexia
- Career-long professional learning opportunities for teachers
- ITE and PG awards to give priority to developing knowledge and skills in relation to dyslexia
- Improved use of information on individual learner's needs, development and achievement

Making Sense of Dyslexia

Education Scotland 2014

Dyslexia Scotland estimate - 4% to 10% of all learners may have dyslexia affecting their learning to some extent.



This report found that dyslexia was identified for only **2.28% of the total school population** – so it is not surprising that it is identified for the first time when difficulties arise at college.

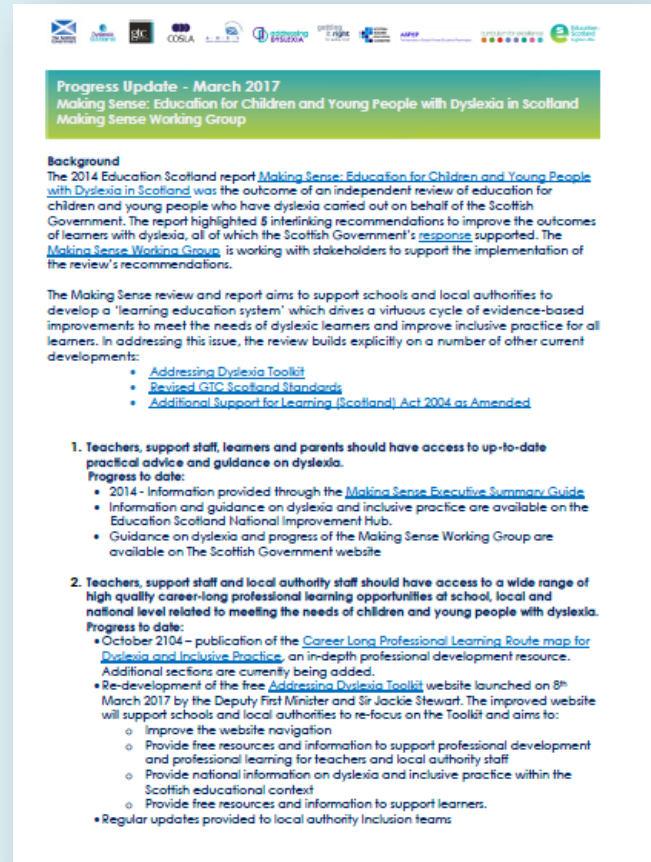
Making Sense Working Group

Formed - Summer 2014
March 2017 progress report

■ Dyslexia Scotland's
Addressing Dyslexia Toolkit re-
launched

■ Career Long Professional
Learning Route Map

■ OU Dyslexia and Inclusive
Practice module released



Progress Update - March 2017
Making Sense: Education for Children and Young People with Dyslexia in Scotland
Making Sense Working Group

Background
The 2014 Education Scotland report [Making Sense: Education for Children and Young People with Dyslexia in Scotland](#) was the outcome of an independent review of education for children and young people who have dyslexia carried out on behalf of the Scottish Government. The report highlighted 8 interlinking recommendations to improve the outcomes of learners with dyslexia, all of which the Scottish Government's [response](#) supported. The [Making Sense Working Group](#) is working with stakeholders to support the implementation of the review's recommendations.

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

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

1. Teachers, support staff, learners and parents should have access to up-to-date practical advice and guidance on dyslexia.
Progress to date:

- 2014 - Information provided through the [Making Sense Executive Summary Guide](#)
- Information and guidance on dyslexia and inclusive practice are available on the Education Scotland National Improvement Hub.
- Guidance on dyslexia and progress of the Making Sense Working Group are available on The Scottish Government website

2. Teachers, support staff and local authority staff should have access to a wide range of high quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia.
Progress to date:

- October 2014 - publication of the [Career Long Professional Learning Route map for Dyslexia and Inclusive Practice](#), an in-depth professional development resource. Additional sections are currently being added.
- Re-development of the free [Addressing Dyslexia Toolkit](#) website launched on 8th March 2017 by the Deputy First Minister and Sir Jackie Stewart. The improved website will support schools and local authorities to re-focus on the Toolkit and aims to:
 - Improve the website navigation
 - Provide free resources and information to support professional development and professional learning for teachers and local authority staff
 - Provide national information on dyslexia and inclusive practice within the Scottish educational context
 - Provide free resources and information to support learners.
- Regular updates provided to local authority Inclusion teams



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Transforming lives through learning



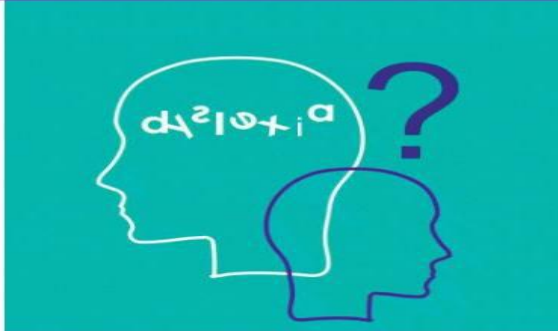
The Addressing Dyslexia Toolkit

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- Scottish Context ▾
- Supporting Learners and Families ▾
- Assessing and Monitoring ▾
- Transitions ▾
- Resources ▾
- Professional Development ▾
- About the Toolkit ▾

Welcome

This free resource provides information for teachers, schools and local authorities on inclusive practice, literacy difficulties and dyslexia.

It guides users through a child-centred, collaborative process of identification, assessment, support and monitoring.



What is Dyslexia?

Scottish Context



Supporting Learners and Families

Assessing and Monitoring

Transitions



Resources

Professional Development

About the Toolkit

Addressing Dyslexia Toolkit

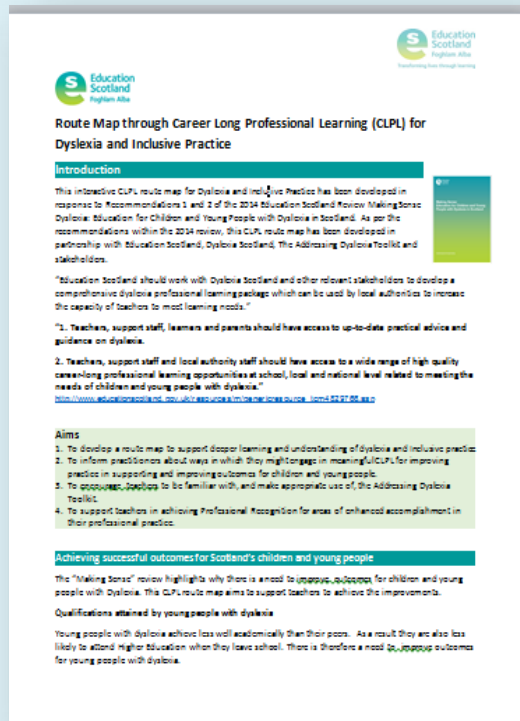
Developed by Dyslexia Scotland in partnership with Education Scotland to support schools and local authorities make provision for learners with dyslexia. The toolkit provides:

- free resources and information to support professional development and professional learning for teachers and local authority staff
- national information on dyslexia and inclusive practice within the Scottish educational context
- free resources and information to support learners.

Free Professional Learning Resources

Route map –
Dyslexia and Inclusive Practice

3 free online modules
Open University – Open learning



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Supporting Professional Learning

Free online Training Modules for Dyslexia and Inclusive Practice



Open University in Scotland

Level 0 Beginner – Equivalent of up to high school level

Level 1 Introductory – Equivalent to advanced high school or early University undergraduate study

Level 2 Intermediate – Equivalent to University undergraduate level study



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Empowering people with dyslexia to reach their full potential through a network of volunteer-led branches from the Scottish Borders to the Isle of Lewis.

Your local branch is DS south east – with local meetings held in Edinburgh, East Lothian and Midlothian.

Contact: email info@dsse.com



A charity run by a small staff team led by a chief executive.

President - former world champion F1 racing driver Sir Jackie Stewart OBE & Vice President Julia Trotter MBE.

The Board of Directors is responsible for running the charity.

A Members' Representative Council made up of representatives from local branches, committees, the Adult Network advises the Board.

A team of high profile Ambassadors notable in various parts of Scottish society, have signed up to help Dyslexia Scotland raise awareness of the issues faced by people with dyslexia.

All of these – except the staff team – are volunteers with an interest in dyslexia.



Mission statement

To inspire and enable everyone to reach their full potential by setting four clear goals:

- provide and promote high quality services to people with dyslexia
- influence and achieve change at a national and local level
- give dyslexic people an individual and collective voice
- support our network of branches, members and partners



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Dyslexia
Scotland



Education Conference

This will be held on **Saturday 28 October 2017** at the **University of Strathclyde** in **Glasgow**.

The theme for this year is '**Positive about Dyslexia**'

Keynote Speakers:

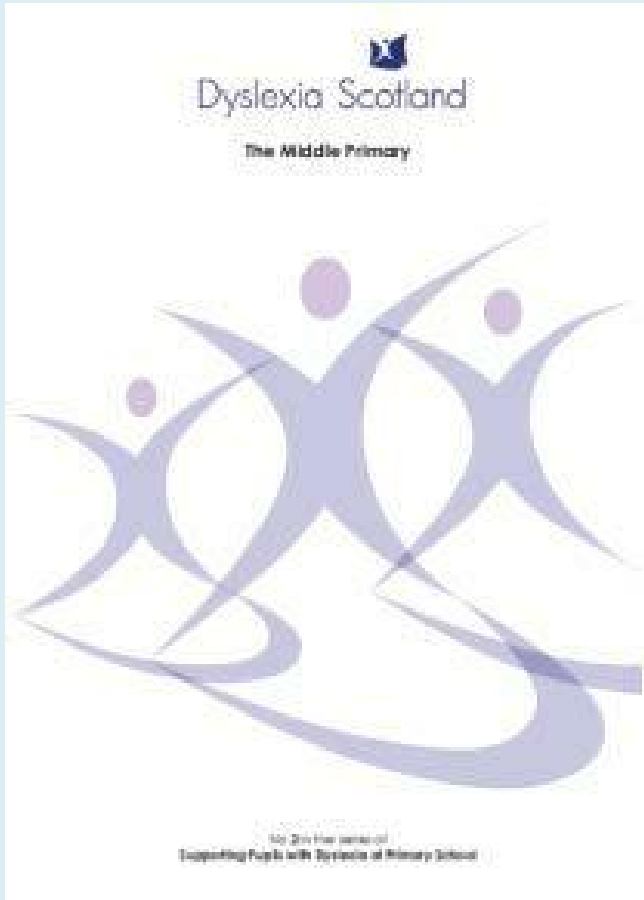
Professor Sue Ellis University of Strathclyde will speak about making literacy and the curriculum accessible to all children/young people with dyslexia

Dr Anne Margaret Smith will speak about working with multilingual learners who have additional challenges.



Dyslexia Scotland South East

Resources available on the DSSE website include a series of booklets by dyslexia specialist Meg Houston, MEd, aimed at primary teachers in Scottish schools, was published in 2011 by Dyslexia Scotland South East and was distributed free of charge to all primary schools in Scotland



- 1. The Early Years**
- 2. The Middle Primary**
- 3. The Upper Primary**
- 4. Identification of Dyslexia at Primary**
- 5. The Role of Support for Learning**
- 6. The Role of School Management**
- 7. Working with Parents**

Supporting Dyslexic Learners in the Secondary Curriculum

By Moira Thomson MBE



A series of 25 short teachers' guides for mainstream secondary school teachers. They are intended to help teachers make reasonable adjustments to their delivery of the curriculum and remove barriers to learning that are often experienced by dyslexic learners.



Dr. Gavin Reid, leading educationalist, author and former senior lecturer at the University of Edinburgh says:

“these guides do more than provide information on dyslexia; they are a staff development resource and one that can enlighten and educate all teachers in secondary schools.”

Dr. Jenny Guise, Chartered Psychologist of DysGuise Ltd, says of the guides:

“It is the up-to-date knowledge of legislation and best practice, combined with a hands-on approach to what works in the classroom, which makes these so valuable.”

The 2017 edition is not free

For price list and To order see www.cpdbytes.com/sdl