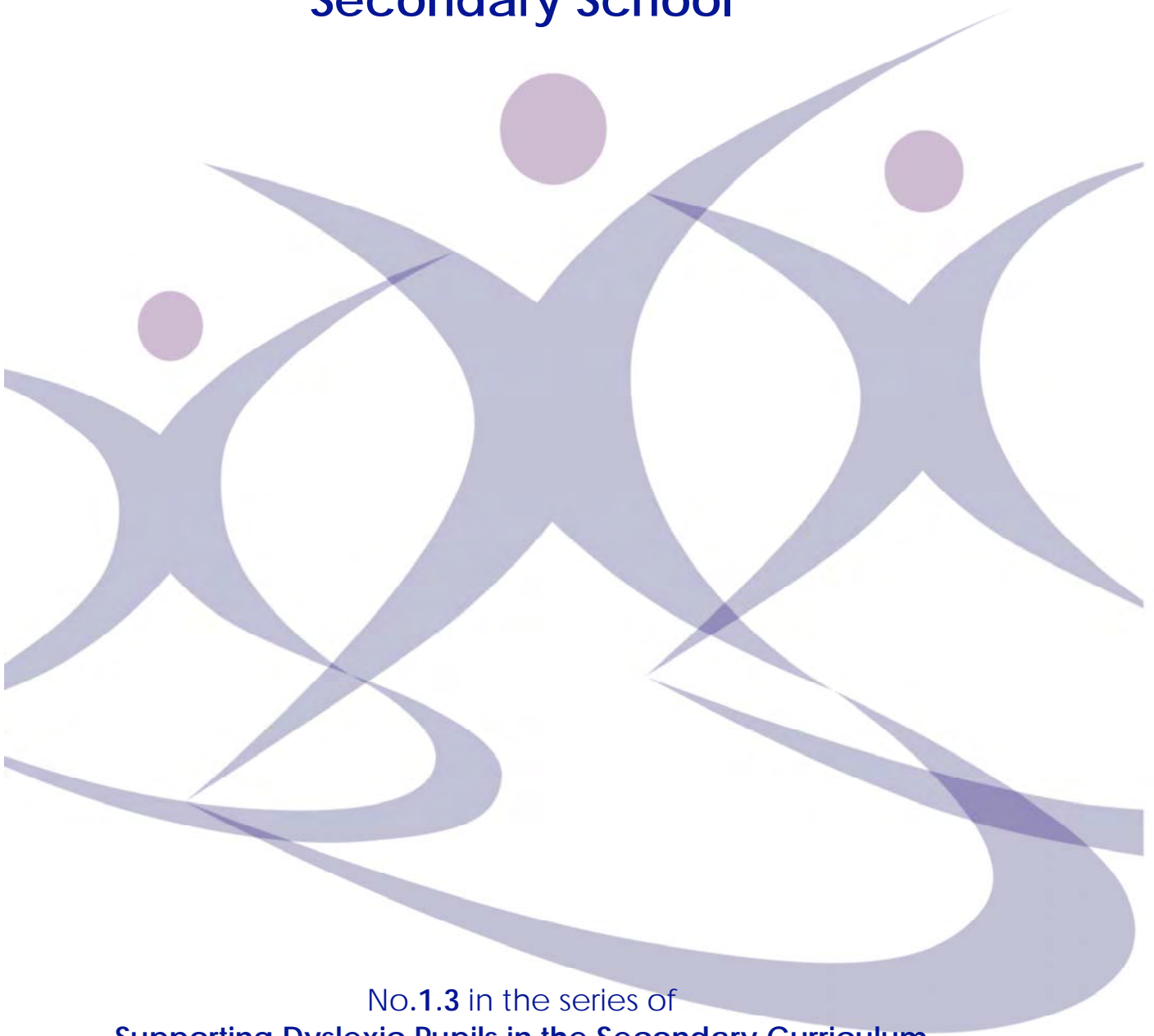




Dyslexia Scotland

Classroom Management of Dyslexia at Secondary School



No.1.3 in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

CLASSROOM MANAGEMENT OF DYSLEXIA AT SECONDARY SCHOOL

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Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

Complete set comprises 18 booklets and a CD of downloadable material

(see inside back cover for full details of CD contents)

Foreword by Dr. Gavin Reid, a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

1.0 Dyslexia: Secondary Teachers' Guides

- 1.1. Identification and Assessment of Dyslexia at Secondary School
- 1.2. Dyslexia and the Underpinning Skills for the Secondary Curriculum
- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning Team
- 1.5. Supporting Parents of Secondary School Pupils with Dyslexia
- 1.6. Using ICT to Support Dyslexic Pupils in the Secondary Curriculum
- 1.7. Dyslexia and Examinations

2.0 Subject Teachers' Guides

- 2.1. Dyslexia and Art, Craft & Design
- 2.2. Dyslexia and Drama (Performing Arts)
- 2.3. Dyslexia and English (Media Studies)
- 2.4. Dyslexia and Home Economics (Health & Food Technology)
- 2.5. Dyslexia and ICT subjects (Computing Studies, Business Education, Enterprise)
- 2.6. Dyslexia and Mathematics
- 2.7. Dyslexia and Modern Foreign Languages
- 2.8. Dyslexia and Music
- 2.9. Dyslexia and Physical Education (Outdoor Education, Sports, Games, Dance)
- 2.10. Dyslexia and Science subjects (Biology, Chemistry, Physics)
- 2.11. Dyslexia and Social subjects (Geography, History, Modern Studies, Philosophy, Religious Studies)

ALL information contained in the booklets and the CD can be downloaded free of charge from the Dyslexia Scotland website – www.supportingdyslexicpupils.org.uk

Extra copies of individual booklets or complete sets are available from

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ

Email: info@supportingdyslexicpupils.org.uk

To all my dyslexic pupils, who taught me what dyslexia really is

Acknowledgements

Dyslexia Scotland would like to thank the following for making possible the publication of this important series of books. Every secondary school in Scotland has been supplied with a copy. All material contained in the booklets and CD is downloadable free from the Dyslexia Scotland website - www.supportingdyslexicpupils.org.uk.

Special thanks to **M & A Thomson Litho Ltd**, East Kilbride, Scotland who printed the booklets at below cost – www.thomsonlitho.com.

Thanks also to Trevor Hook, Stephen Mitchell, Yvonne Cochrane and Senga Fairgrieve for their production input and Paula O'Connell for copy-editing all 18 booklets.

Moira Thomson would like to thank Meg Houston and Maureen Brice for their ongoing support and Alasdair Andrew, Karen Reid and the other members of the Dyslexia Scotland South East Committee for supporting the venture. Thanks also to David Dodds, former collaborator and colleague at City of Edinburgh Council, who was there at the beginning and contributed throughout.

Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.

Mission Statement

To encourage and enable dyslexic people, regardless of their age and abilities, to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 84 84 - Monday to Friday from 10am until 4pm.

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ
www.dyslexiascotland.org.uk

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FOREWORD

It is a privilege to be asked to write a foreword for this series of guides on dyslexia in the secondary school. Moira Thomson ought to be congratulated in putting together these informative and up to date guides that will both heighten the awareness of dyslexia in secondary schools and develop the knowledge and skills of teachers through the implementation of the suggestions made in the guides. Too often books and materials on dyslexia are cornered by a few, usually those who have a prior interest in the subject. Many feel it is not their concern, or they do not have the specialised experience to intervene. These guides will challenge and change that assumption. The guides are for all teachers – they contain information that will be directly relevant and directly impact on the practice of every teacher in every secondary school in the country. Not only that, the guides are up to date containing advice stemming from the most recent legislation (Education (Scotland) Act 2004: Additional Support for Learning). This makes the guides an essential resource in every school in the country.

Above all the guides provide a positive message. Dyslexia is couched in terminology that expresses what learners with dyslexia **can do** not what they 'can't do'. Any difficulties experienced by learners with dyslexia are seen as 'barriers to learning' which means that the onus is on supporting learners overcome these barriers and this places the responsibility firmly on the professionals working in schools. This reiterates the view that dealing with dyslexia is a whole school responsibility.

The breadth of coverage in these guides is colossal. It is highly commendable that Moira Thomson has met this immense task with true professionalism in providing clearly written and relevant guides incorporating the breadth of the curriculum. As well as including all secondary school subjects the guides also provide information on the crucial aspects of supporting students preparing for examinations, the use of information and communication technology, information for parents, details of the assessment process and the skills that underpin learning. It is important to consider the view that learners with dyslexia are first and foremost learners and therefore it is important that their learning skills are developed fully. It is too easy to place the emphasis on developing literacy skills at the expense other important aspects of learning. The guides will reinforce this crucial point that the learning skills of all students with dyslexia can be developed to a high level. I am particularly impressed with the inclusion of a section on classroom management. This again reinforces the point that managing dyslexia is a classroom concern and a learning and curriculum-focused perspective needs to be adopted. A focus on curriculum planning and acknowledging learning styles is essential if learners are to reach their potential in secondary schools.

The guides do more than provide information on dyslexia; rather they are a staff development resource and one that can enlighten and educate all teachers in secondary schools. I feel certain they will be warmly appreciated and used for that purpose. The guides will benefit school management as well as teachers and parents, but the real winners will be the students with dyslexia. It is they who will ultimately benefit and the guides will help them fulfil their potential and make learning a positive and successful school experience for all.

Dr. Gavin Reid,
Edinburgh, UK
July 2007

Dyslexia may be defined as a difficulty in processing language-based information. Short-term memory, sequencing, directionality and co-ordination may also be affected.

One person in ten is thought to be dyslexic to some degree and of these one in four could be severely dyslexic.

It is important that secondary teachers consider dyslexia in the context of their own subject. In any subject class there will be a need to make provision to meet a wide variety of strengths and additional support needs, not all linked to dyslexia, but, teaching and learning strategies that are appropriate for dyslexic pupils can be effective for all.

Dyslexia may be difficult for subject teachers to identify, but a mismatch between a pupil's apparent ability and the quality (and quantity) of written work is often observed. Subject teachers should use the Dyslexia Indicators Checklist to confirm any suspicion of a dyslexic profile. If several indicators are ticked, referral should be made to the Support for Learning (SfL) team for further investigation.

TEACHERS' RESPONSIBILITIES RE PUPILS WITH DYSLEXIA

Reference: Education (Scotland) Act 2004: Additional Support for Learning

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. Responsibilities for meeting the additional needs of dyslexic pupils are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. Subject teachers may be expected to use teaching and learning strategies that include:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils
- Selection or design of appropriate teaching and learning programmes that match the range of all pupil abilities, within the curricular framework of the school
- Awareness of the learning differences related to dyslexia that may cause difficulties within these programmes
- Understanding that, while dyslexia is not linked to ability, able dyslexic pupils may persistently underachieve because of this
- Knowledge that many dyslexic pupils use strategies such as misbehaviour or illness for coping with difficulties they do not necessarily understand themselves
- Willingness to ask for advice and support from the Support for Learning team
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum

Classroom Management of Dyslexia at Secondary School

- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary or secondary
- Acceptance that some pupils with dyslexia may require additional support within the context of their subject and to consult with colleagues and specialists to determine how best to provide this
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress so that subject knowledge and ability are assessed fairly by making alternative arrangements for assessments that reflect the additional support usually provided

Dyslexic pupils constantly meet barriers to learning across the curriculum and may become discouraged very quickly due to lack of initial success in subject classes. This can result in subject teachers assuming that pupils are inattentive or lazy, when they are actually working much harder than their classmates, but with little apparent effect. For pupils with dyslexia the experience of success may be rare, if not totally absent. They may:

- Lack self-confidence
- Have a poor self image
- Fear new situations
- Confuse written and verbal instructions
- Be very disorganised
- Lack stamina
- Appear to avoid set work

For example, a dyslexic pupil may fully understand the subject teacher's spoken introduction to a topic but be unable to follow the written instructions to complete class activities.

Each dyslexic pupil will have a very distinctive profile and learning style, so comparisons with other known dyslexic pupils **may** not be useful, although there is often some common ground. The information given by the Support for Learning (SfL) team, and the subject teacher's own experience in the classroom will be the best guide to what is appropriate for an individual pupil. Many of the following characteristics, but not all, may be present and each individual will have his own individual combination of strengths and weaknesses. Dyslexic pupils may:

- Underachieve academically
- Perform well orally but find reading difficult
- Spell phonetically or erratically
- Be considered clumsy
- Have a low tolerance of their own lack of achievement

- Appear restless, with poor concentration span
- Seem inattentive, forgetful, easily tired

Dyslexic pupils can be talented in many ways e.g. they may have strongly developed spatial awareness, have good problem solving skills and often present themselves well orally.

Subject teachers should be aware that:

- Dyslexic difficulties can range from mild to severe and individual profiles can be very different, each with strengths and weaknesses
- Dyslexia can occur at any level of intellectual ability
- Dyslexic pupils often experience difficulties in education, some of them hidden
- Dyslexic pupils often have natural talents, creative abilities and vision

CLASSROOM MANAGEMENT STRATEGIES

Secondary subject teachers may anticipate the possible additional support needs of dyslexic (and other) pupils when planning lessons and preparing materials. Dyslexic pupils may experience:

- Short term (working) memory difficulties
- Problems with auditory and/or visual processing - how the messages received from the ears and eyes are transmitted in the brain
- Weak organisational skills
- Directional confusion
- Poor physical co-ordination

Consideration might be given to the method of lesson delivery, which should be multi-sensory whenever possible. Teachers should bear in mind that dyslexic pupils will be slow to process lesson content – they first have to process the words used, then process the meaning of these and this takes additional time that should be made available. It is not always appropriate for dyslexic pupils to be set unfinished class work as homework - they take much longer to complete homework than other pupils so there may be a danger of setting too much. Teachers should always check that tasks are written down correctly and that dyslexic pupils understand what is required.

Methodology

When actually delivering the lesson, subject teachers might incorporate additional support strategies such as arranging for text material to be read aloud. Consideration might be given to accepting answers in key words or in note form to enable dyslexic pupils to get ideas written down – but this skill may have to be taught first. Subject teachers should always limit the number of instructions given at one time and try to repeat a sequence of instructions at appropriate points during practical activities.

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Some teachers prefer to place dyslexic pupils near them in order to give individual attention and to encourage them to ask for help when they need it.

Measuring progress

When assessing the progress of dyslexic pupils in a subject, teachers should ensure that any additional support required is in place and avoid making comparisons with the rest of the class. Marking should be of content and not spelling/presentation and teachers should try to add positive comments– these are rarely experienced by dyslexic pupils.

Working with parents

Try to maintain good communication with parents, perhaps use the homework diary for two- way communication. Keeping parents informed will enable frank discussion of any difficulties that arise and help gain their full co-operation to resolve problems quickly.

Dealing with inappropriate classroom behaviour

When class work that involves a lot of reading and writing is set, dyslexic pupils may initially appear to ignore the teacher's instructions. This may be due to an inability to remember spoken instructions or process written directions and not actually linked to inattentiveness or laziness. Pupils may be checking with classmates what is required, not being deliberately disruptive to the class activity. Teachers might anticipate the impact of set work on dyslexic pupils before taking action on any perceived indiscipline.

Dyslexic pupils may:

- Talk to their classmates instead of setting down to work
- Seem to make little attempt to settle to the task
- Be disorganised or forgetful e.g. of equipment, lessons, homework, appointments
- Be in the wrong place at the wrong time
- Become excessively tired, due to the level of concentration and effort needed for 'normal' class activities

Additional Support Strategies:

- Check that pupils are not just seeking clarification of page number or instructions
- Encourage pupils to work together and discuss the nature of tasks before starting individual work
- Check that all instructions are clear and fully understood – ask pupils to repeat them

- Provide checklists and timetables with schedules and deadlines clearly shown
- Vary activities so that pupils become less fatigued

Bear in mind that all pupils are more willing to consult the person in the next seat than ask the teacher when they are unsure of something. The pupils being consulted, far from being distracted, often benefit from the opportunity to talk about the work in question, and their own understanding may be clarified and their attention focussed by having the chance to explain something to another pupil.

Coping with Different Learning Styles

All pupils have preferred learning styles and these affect the efficiency with which they learn. Dyslexic pupils are less able than their classmates to cope when the teaching input is delivered in a form that they cannot access. – e.g. visual learners may be unable to learn from only teacher talk. Research has shown that dyslexic people who use all of their senses when they learn (visual, auditory, tactile and kinaesthetic) are better able to store and retrieve the information.

Dyslexic pupils may:

- Confuse directions - left/right, back/forward
- Have difficulty in learning new subject vocabulary
- Be unable to find the name for an object quickly
- Have difficulty processing information at speed
- Misunderstand complicated questions
- Find holding a list of instructions in memory very difficult
- Take much longer to complete an assignment than classmates

Additional Support Strategies:

- Provide the opportunity to practice using new terminology
- Present information in a variety of ways
- Allow opportunities for pupil discussion
- Ask pupils how they learn /understand best, and use this style
- Allow extra time for completion of all tasks
- Give only one instruction at a time, repeat a series of instructions
- Teach pupils every rule directly and explicitly

Managing Poor Organising Ability

Dyslexic pupils can make good progress and are often able to cope well with most of the demands made of them in subject departments. Teachers should remain aware that it will take longer or require more effort for dyslexic pupils to achieve the same results as classmates.

Dyslexic pupils may:

- Forget books, work to be handed in, deadlines for assignments etc.
- Struggle to understand new concepts at first
- Have difficulty taking notes or copying in class
- Find it difficult to complete tasks on time
- Have difficulty with organisation of homework
- Be unable to remember sequences of events, tasks, etc.

Additional Support Strategies:

- Provide frequent opportunities to rehearse/practice
- Provide copies of class notes so that the pupil may listen
- Set tasks that are appropriate to the ability of dyslexic pupils but take account of possible barriers to accessing texts or producing written work
- Do not automatically set unfinished reading or writing as homework
- Accept homework done using ICT or scribed by parents
- Monitor the correct use of the homework diary and involve parents in this
- Structure tasks for dyslexic pupils and help them to prioritise

Combating the Effects of Fatigue

Dyslexia is not only a series of difficulties –it includes a range of specific abilities. The disparity between these in a pupil who may be creative, artistic, sporting or orally very able and knowledgeable is often noted in a dyslexic pupil's profile. The huge effort required by many dyslexic pupils to complete an ordinary task that others can tackle automatically may cause unanticipated fatigue.

Dyslexic pupils may:

- Start well but the quality of work quickly deteriorates
- Lose concentration, easily and become restless or disruptive
- Complain of minor ailments or request permission to leave the room
- Spend so much time on initial tasks that they fail to participate in the rest of the lesson
- Lack automaticity in ordinary activities
- Always have to start from the beginning instead of being able to join in at any point
- Fall behind the work of the class
- Fail to take note of any homework set

Additional Support Strategies:

- Set short, well-defined tasks
- Vary the types of tasks set
- Set time limits for the duration of tasks
- Change activities during the lesson
- Create the opportunity for purposeful movement within the classroom
- Set clearly defined targets

- Teach pupils how to pace themselves
- Give out homework well before the end of the lesson
- Make sure that homework is written down correctly

Raising Pupils' Self Image

Pupils with dyslexia often overreact to remarks made by teachers and take everything personally. They are aware of their problems they may be oversensitive to casual comments, which are not intended by teachers to be aimed at individuals.

Dyslexic pupils may:

- Consider themselves to be failures
- Lack self-confidence
- Have a poor self image
- Fear new situations
- Be disappointed at a disproportionately poor return for their huge efforts
- Be humiliated if their difficulties lead to embarrassing situations
- Experience despair and exhaustion and be unable to keep up the level of alertness and forward planning needed to sustain intricate coping strategies

Additional Support Strategies:

- Remain aware of dyslexic pupils' learning profiles
- The SfL team should make sure that subject teachers are aware of the nature of dyslexic pupils' individual strengths and weaknesses
- Offer encouragement and support for all activities
- Praise effort as well as work well done
- Encourage and praise oral contributions
- Do not ask dyslexic pupils to read aloud or copy
- Mark on **content** not presentation of work

It is important that subject teachers remain alert for difficult situations and defuse any possibly embarrassing circumstances.

FURTHER READING

British Dyslexia Association: Dyslexia Friendly Schools Pack 5th edition – free download from <http://www.bda-dyslexia.org.uk/extra29.html> or order from REM at <http://www.r-e-m.co.uk> (free but postage & packing will be charged)

Cogan, J & Flecker, M (2004): *Dyslexia in Secondary School – a practical handbook for teachers, parents and students*, London, Whurr

- Contents list very detailed re chapter contents
- Photocopiable summaries of some chapters at the end of the book
- Photocopiable worksheets included at the end of the book
- Has lots of checklists, diagrams and examples of pupils' work
- Takes a topic/skills approach
- Has lots of suggested strategies for acquiring specific skills

Crombie, M (1998): *Dyslexia in the Classroom: A Guide for Teachers*, Routledge

Fawcett, A (ed) (2001): *Dyslexia, Theory and Good Practice* London, Whurr

McKay, N (2005) *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, Wakefield, SEN Marketing

- Focuses on the issue of providing the best opportunities for learning in a mainstream classroom - making it 'dyslexia friendly'
- Recognises that what is good for dyslexic pupils is good for all pupils
- Lots of practical guidance/strategies for removing barriers to learning
- Several checklists for identification of dyslexic difficulties
- Lots of suggestions for strategies for dealing with aspects of dyslexia
- Has a list of recommended reading

Mellers, C (2000): *Identifying and Supporting the Dyslexic Child*, Desktop Publications

Peer, L & Reid, G (eds) (2000): *Multilingualism, Literacy and Dyslexia – A Challenge for Educators*, London, David Fulton

Peer, L & Reid, G (2001): *Dyslexia – Successful; Inclusion in the Secondary School*, London, David Fulton Publishers

- Acknowledges that dyslexia is a whole school issue
- Written specifically for secondary
- Collection of papers by people who are 'expert' in their subjects
- While covering individual subject areas, there is a section covering cross curricular issues
- Brief chapter summaries included
- Includes chapters on staff development and parental issues

Reid, G & Fawcett, A (eds) (2004): *Dyslexia in Context – Research, Policy and Practice*, London, Whurr

DYSLEXIA INDICATORS AT THE SECONDARY STAGE

Dyslexia is more than an isolated defect in reading or spelling. The problem may be perceptual, auditory receptive, memory-based or a processing deficit.

Subject teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in the classroom, please tick the relevant boxes and enter details of the pupil concerned and pass to the Support for Learning team for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- ☐ Quality of written work does not adequately reflect the known ability of the pupil in the subject
- ☐ Good orally but very little written work is produced – many incomplete assignments
- ☐ Disappointing performance in timed tests and other assessments
- ☐ Poor presentation of work – e.g. illegibility, mixed upper and lower case, unequal spacing, copying errors, misaligned columns (especially in Maths)
- ☐ Poor organisational skills – pupil is unable to organise self or work efficiently; carries either all books or wrong ones; frequently forgets to hand in work
- ☐ Sequencing poor – pupil appears to jump from one theme to another, apparently for no reason
- ☐ Inability to memorise (especially in Maths and Modern Languages) even after repeated practice
- ☐ Inability to hold numbers in short-term memory while performing calculations
- ☐ Symbol and shape confusion (especially in Maths)
- ☐ Complaints of headaches when reading; sometimes see patterns in printed text; says that words move around the page or that text is glaring at them
- ☐ Unable to carry out operations one day which were previously done adequately
- ☐ Unable to take in and carry out more than one instruction at a time
- ☐ Poor depth perception – e.g. clumsy and uncoordinated, bumps into things, difficulty judging distance, catching balls, etc.

- ☐ Poor self-image – lacking in confidence, fear of new situations – may erase large quantities of written work, which is acceptable to the teacher
- ☐ Tires quickly and work seems to be a disproportionate return for the effort involved in producing it
- ☐ Easily distracted – either hyperactive or daydreaming
- ☐ **Other – please give details**

Teacher: _____ Subject: _____

- Action requested:
- ☐ details of known additional needs
 - ☐ investigation of problem and advice re support
 - ☐ dyslexia assessment
 - ☐ profile of additional needs
 - ☐ suggest strategies for meeting additional needs
 - ☐ advice re assessment arrangements

Dyslexia Scotland has supplied every secondary school in Scotland with a free copy of this publication. **All information contained in the 18 booklets and CD, including extra copies of dyslexia identification checklists, is available free to download from their website.**

www.supportingdyslexicpupils.org.uk

CD CONTENTS:

Worldwide dyslexia contacts

Identification & Assessment of dyslexia

Dyslexia checklist for subject teachers
Classroom Observation
Pupil Checklist for Dyslexia
Dyslexia - self esteem issues
Assessment Materials
Fine Motor Assessment (writing)
Visual Dyslexia
Strategies to meet identified needs
Example of a dyslexic profile
Personal Learning Plan: Example of an information page
Dyslexia glossary

Co-morbid conditions

ADHD - teachers' checklist
Visual Discomfort Meares-Irlen Syndrome
Dyspraxia
Dyscalculia
Dysgraphia

Teaching & Learning

Summary: Classroom management support strategies
Developing Social Skills - dyslexic learners
Dyslexia glossary of terminology
Modern Languages Grid

Study skills

Active Revision.
Techniques for improving memory
Study techniques Revision
Accessible Curricular Materials.
Writing support using ICT
CALL project Voice recognition –
Description for schools
Small and Portable Devices.

Examinations and assessments

SQA Guide for Candidates: Arrangements for
Disability Support
National Testing
Use of a calculator in Maths noncalculator exam papers
Modern Foreign Languages Writing
Glossary of Exam language
Active Revision
Stress reducing strategy

Resources

ICT resources to support developing numeracy
ICT resources to support developing literacy
ICT and Practising Literacy Skills
Further Reading suggestions
Learning & Teaching Scotland – downloadable resources
Barrington Stoke link
Dyslexia Shop catalogue link
iANSYST website link

Information for parents of dyslexic pupils

Enquire parent guide
Dyslexia Scotland Guide for Parents
Visual processing difficulties
Using ICT to support writing
ICT Starting Points
Small and Portable Devices
Alternative Therapies
Supporting and working with parents of dyslexic pupils
Contributory factors dyslexia
Homework Tips for Parents
Meeting the teacher - parent's guide
Information for parents - Alternative Assessment
Arrangements
Suggested reading list for parents

Downloadable leaflets & information

What is dyslexia
DfES How to Identify Dyslexia
DfES Being Dyslexic
DfES Tips for Secondary School
BDA Secondary School Tips
A framework for understanding Dyslexia – DfES
Guidance to support pupils with dyslexia and dyscalculia - DfES
How Can Parents Help
Dyslexia Scotland Guide for Parents
Enquire Parents Guide to Additional Support for Learning
Help for Dyslexic student
Dyslexia Indications for Adults
Checklist for Adults
Dyslexic adults assessments
Guide for Teachers
Help At Home.
Help with Reading and Spelling
How Can Parents Help
Help with Maths
Hints for Homework

Supporting Dyslexic Pupils in the Secondary Curriculum is a series of booklets for secondary school teachers throughout Scotland. They are intended to help them remove the barriers to learning that are often experienced by dyslexic pupils.

The pack of 18 booklets:

- Is an authoritative resource to help teachers meet the additional needs of dyslexic pupils as described in the Scottish Executive's ***Supporting Children's Learning Code of Practice (2005)***
- Provides subject teachers with advice and suggests strategies to enable them to minimise barriers to learning that dyslexic pupils might experience in the secondary curriculum and provide appropriate support
- Offers guidance for Support for Learning staff on the identification and support of dyslexia in the secondary curriculum and on advising subject colleagues
- Addresses the continuing professional development needs arising from national, local and school initiatives
- Is packed with practical information and tips for teachers on how to give dyslexic pupils the best chance of academic success
- Is supplemented with a CD crammed with practical and helpful downloadable material

Moira Thomson recently retired as Principal Teacher of Support for Learning at Broughton High School, Edinburgh, after 30+ years. She was also Development Officer for City of Edinburgh Dept of Children & Families; in-house CPD provider for City of Edinburgh Dept of Children & Families; Associate Tutor for SNAP; Associate Assessor for HMIE. Moira is an independent adjudicator for the Additional Support for Learning dispute resolution; educational consultant, providing CPD for secondary teachers; secretary of the Scottish Parliament's Cross Party Group on Dyslexia; member of Scottish Qualifications Authority focus groups and a committee member of Dyslexia Scotland South East.

"I truly hope that all teachers will embrace this publication. If they can put into practice the guidance offered it will make a fundamental difference to the way dyslexic children are taught in school today. Young people in Scotland deserve this chance."

Sir Jackie Stewart OBE, President of Dyslexia Scotland.



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