INTRODUCING www.addressingdyslexia.org

Education and Social Care

BACKGROUND

The Addressing Dyslexia web-site was launched in September 2012 and was a result of a partnership between Dyslexia Scotland and the Scottish Government.

This web-site / toolkit is being actively promoted by HM Inspectors and it has featured in recent discussions with schools in Moray.

The following is a video link to a presentation by June Orr (HMI) at the launch of the web-site. In this she is talking about developments in relation to dyslexia since the 2008 HMIE review, 'Education for learners with dyslexia'

www.addressingdyslexia.org/pages/launch/scenario.php?ID=5

The web-site has 6 discrete sections. These being:

- General information

- Assessing & supporting dyslexia

- Using this toolkit (includes CPD materials that can be used & developed)

- Working in partnership

- Children and young people

- Parents

A link to a leaflet to promote this web-site with teachers, parents and young people is provided below:

http://www.addressingdyslexia.org/resources/NEW%20Guide%20to%20Toolkit%20leaflet%202.pdf

ASSESSING & SUPPORTING DYSLEXIA SECTION

The focus of this paper will be the 'Addressing & Supporting Dyslexia' section.

Key features of this section include:

- It is grounded in a 3 stage model of intervention and outlines the respective roles of professionals beginning with the class or subject teacher through to that of support agencies.

- A colour coding system easily identifies which sections are relevant for class teachers, school-based support teachers and those who are highly experienced in assessing dyslexia.

- The ability to navigate by level within Curriculum for Excellence from Early Level through to Senior Phase is helpful. Each level is further sub-divided and the following may be useful:

    o The 'Starting the Process' section (for Early Level to Second Level) includes useful points for reflection for class and subject teachers which focus on both teaching style and on the classroom environment.

    o At all levels, there are checklists which can support the identification process. These links are at the back of this section.

    o In the Early Level section there is a document, produced in South Lanarkshire, which elaborates upon the Early Level experiences. It is designed to support the assessment and planning process for children who are working on Early Level experiences for an extended period of time. A link to this document is provided below.

http://www.addressingdyslexia.org/pages/Resources/CfE%20Literacy%20(South%20Lanarkshire)%20-%20Early%20differentiated.doc

    o The 'What to Look For' section for each level outlines some of the key difficulties associated with literacy difficulties.

    o The 'Reporting' section provides sample reporting formats which can be amended to suit the needs of individual schools. Again these are provided at the end of this paper.

    o An overview of both assessment tools and intervention programmes are provided in the 'Resources' section. The 'support' section is organised according to the nature of the difficulty making it easier to navigate. The headings include memory; numeracy & maths; phonological awareness; writing and co-ordination). There are also some free to download materials.

    o There is a vast section on how to use technology to support learners with literacy difficulties. This section has 7 components:

        - Making the most of the computer's built-in features
        - ICT to support dyslexia: planning, reading, writing
        - Mobile devices
        - Free and open source (portable) solutions
        - Online (Cloud) services
        - Producing ICT dyslexia friendly resources
        - eBooks, eBook Readers and audio books

SOME USEFUL LINKS (ALL FROM THE WEB-SITE)

Concern Forms

 Forms for noting concerns and recording actions (as part of staged intervention process)

For class and subject teachers:
http://www.addressingdyslexia.org/pages/Resources/New%20Form1-StagedProcess-1.pdf

For those with management responsibility for children with support needs:
http://www.addressingdyslexia.org/pages/Resources/New%20Form2-StagedProcess.pdf

Assessment Checklists

Early Stages

http://www.addressingdyslexia.org/pages/Resources/Early%20checklist.doc

http://www.addressingdyslexia.org/pages/Resources/DyslexiaObservationProfileEarlyYearsEst.pdf

First Level

http://www.addressingdyslexia.org/pages/Resources/First%20level%20checklist.doc

http://www.addressingdyslexia.org/pages/Resources/DyslexiaObservationProfileFirstAndSecondLevels.pdf

Second Level

http://www.addressingdyslexia.org/pages/Resources/Second%20level%20checklist.doc

http://www.addressingdyslexia.org/pages/Resources/DyslexiaObservationProfileFirstAndSecondLevels.pdf

Third & Fourth Levels

http://www.addressingdyslexia.org/pages/Resources/3rd,4th%20&%20Senior%20dyslexia%20checklist.doc

http://www.addressingdyslexia.org/pages/Resources/DyslexiaObservationProfileThirdAndFourthLevels.pdf

Senior Phase

http://www.addressingdyslexia.org/pages/Resources/3rd,4th%20&%20Senior%20dyslexia%20checklist.doc

Case study

http://www.addressingdyslexia.org/pages/Resources/Case%20Study-%20Maggie.pdf

Reporting format

Once an assessment / diagnostic process is complete, the following reporting format is an example of what might be used:

http://www.addressingdyslexia.org/pages/Resources/Blank%20Reporting%20Sample%20format%20Third%20and%20Fourth%20level.doc