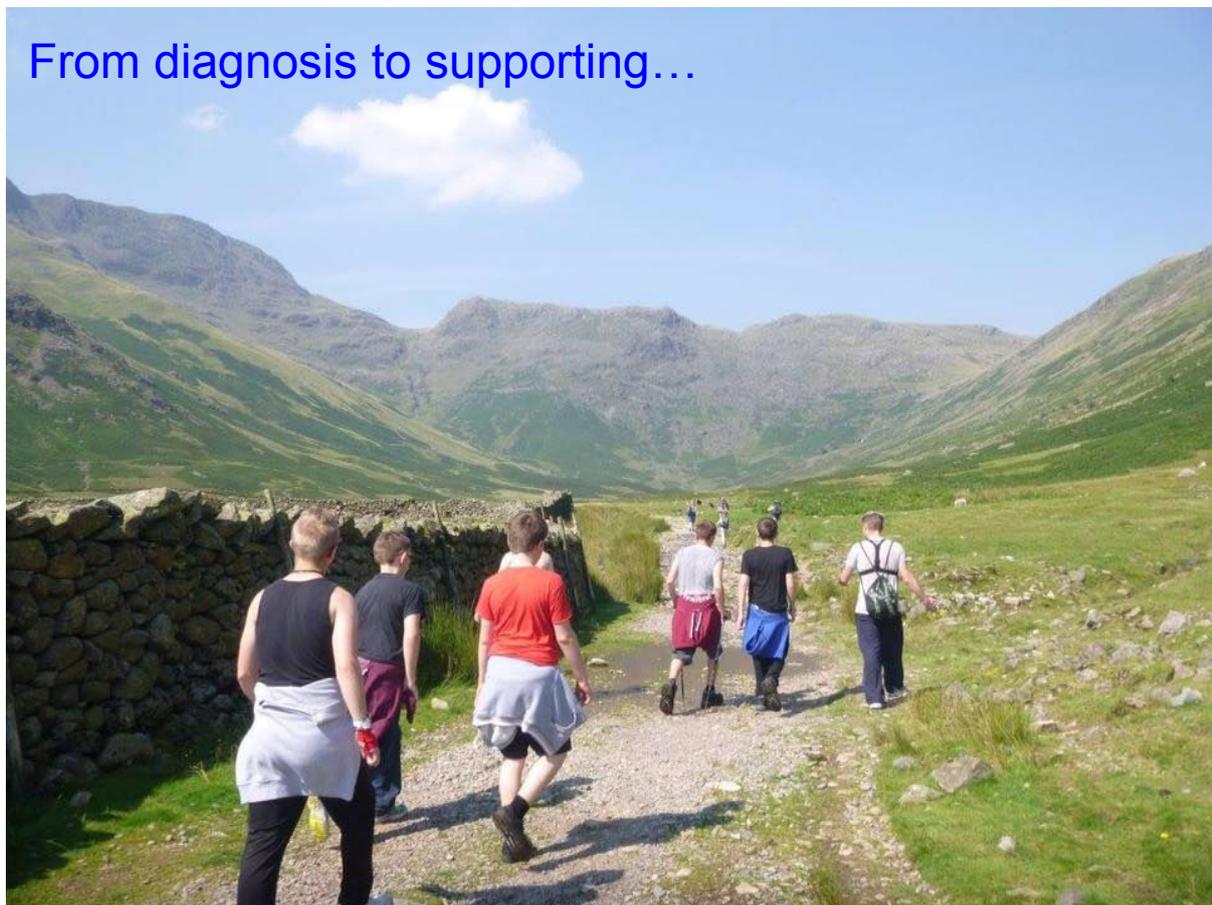




Dyslexia

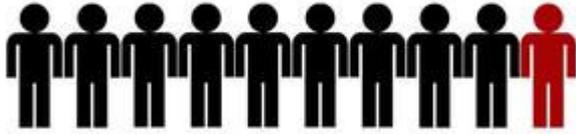
From diagnosis to supporting...



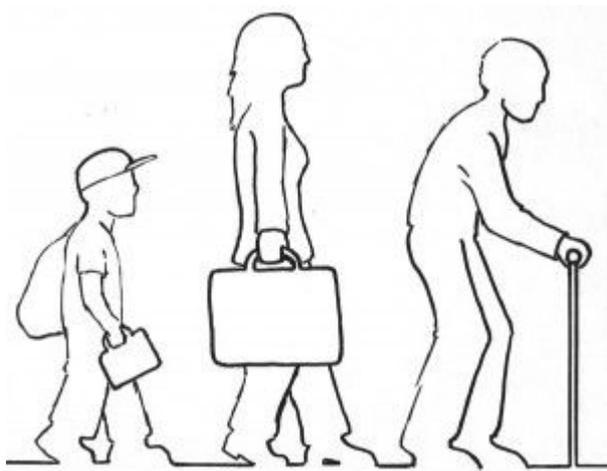
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Key points

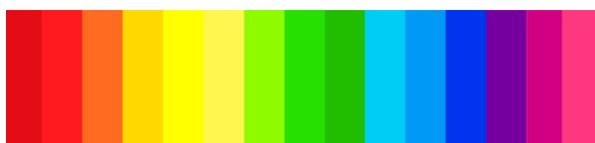
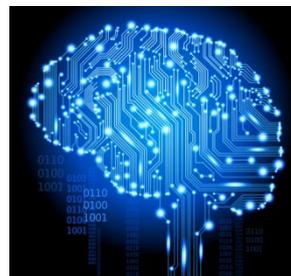


1 in 10 people - are affected with Dyslexia



Dyslexia is a life-long problem which presents challenges on a daily basis

Not related to intelligence



Spectrum of severity

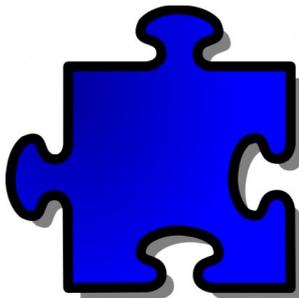


For Children, young people and adults with an autistic spectrum condition we often use the 10 second rule in order to ensure they are able to process information

For neurotypical children, young people and adults this can take approx 2 seconds to process information

What is Dyslexia?

- Dyslexia is a specific learning difficulty. It is a learning difficulty linked to short term memory difficulties (i.e. retention of information) and/or phonological processing (understand correct sounds with letters on a page).
- They often struggle with sequencing and the speed at which they process information.
- Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and numeracy.



- Dyslexia is a jigsaw condition full of various different aspects all working together to create the learning difference

People who suffer with dyslexia will often change in the degree of severity as coping strategies are developed. They will also differ in terms of how the severity presents itself and how it affects them on an individual basis.

Is there a difference between boys and girls being diagnosed?

There is some working knowledge that girls develop better coping strategies therefore are less likely to be diagnosed. This is because male behaviour tends to be more externally visible and in your face. Girls also have better social networks and can often hide amongst these networks and avoid standing out.



- They are able to have a diagnosis of Dyslexia even if they have coping strategies to manage some of the above difficulties – the diagnosis can still be confirmed by testing
- You can ascertain if someone is memorising or reading by breaking up the rhythm by asking a question, asking them to respond to something, breaking their train of thought.
- Most people with Dyslexia have a difficulty expressing ear to paper
- Dyslexia and the difficulties with direction i.e. tying shoelaces can be linked to Dyspraxia – which is where the messages from the brain to parts of the body to do tasks is affected
- People with Dyspraxia often are considered clumsy, have strange gaits, walk on tip toes, no sense of direction and little proportion of vicinity – these are a few.
- People with Dyslexia will often change positives to negatives such as ‘had’ to ‘hadn’t’

Assessment for Diagnosing Dyslexia



When you go for an assessment for a diagnosis of Dyslexia they will look at the following:-

- ✚ Reading and writing abilities
- ✚ Language development and vocabulary
- ✚ Logical reasoning – this can also be an indicator of processing difficulties which might need to be explored separately as might be indicative of an Autistic Spectrum Disorder
- ✚ Memory
- ✚ Speed of processing/visual and auditory – this is linked to the ability to process both questions and stimuli – these are not purely for Dyslexia
- ✚ Organisational Skills – this can be linked co-morbid conditions such as ADHD/ADD, for adults this might mean tasks at home or at work
- ✚ Observations might be carried out in the learning environment – this tends to be children specific
- ✚ Under the SEN Code of Practice all schools have a duty to “Assess” any child where there is suspected SEN. Dyslexia is an SEN and therefore you can request that the school fund a Dyslexia assessment for your child or young person. As an adult you might be able to get a dyslexia assessment through either Disabled Students Allowance (if at College/University) or Access to Work.
- ✚ You can also look at whether they are meeting their educational milestones
- ✚ Educational Psychologist can pick up Dyslexia

Dyslexic Friendly Approaches

- ✚ Celebrate strengths and success across range of activities – this will lead to an increase in self-esteem which can be diminished if someone has dyslexia
- ✚ Create Opportunities such as doing word searches/crosswords – finding a fun way to increase abilities, could be Youth and Family Support groups, could be using play dough and cutting out letters.
- ✚ Use specific praise – appropriate but **NOT** if a dual diagnosis with PDA (Pathological Demand Avoidance)
- ✚ Build accurate picture of their strengths – not everyone excels in one particular area, they might have other achievements.
- ✚ Have visual aids available for every lesson
- ✚ Make use of multi-sensory sources of information i.e. smells
- ✚ Actively teach study or note taking skills – we often presume that people will be able to do this instinctively. You could use key word notes, highlighters, spider plans, visual aids
- ✚ Provide notes for focus on meaning rather than copying – make notes for the person
- ✚ Vary input and outcome e.g. small group work/discussion/audio tapes/maintain interest (learn about peoples backgrounds, understanding of, awareness of) and provide memorable experiences
- ✚ Avoid long list of instructions verbally and provide clear lesson structure, use boards to provide information visually where appropriate
- ✚ Make sure work list/ subject specific word lists are available - you could also back this up with visuals such as put item in or or alternatively remove symbols all together
- ✚ Always have ready supply or parallel reading books and other suitable reading material – this needs to be at different levels
- ✚ If visual memory is poor, keep copying to a minimum, notes on hand outs are more useful particularly handouts with spaces to fill in information
- ✚ Encourage other ways of recording, always have a range of materials available e.g. individuals white/black boards (be aware of glare), coloured pens, tape recorders, large sheets of paper, coloured pens (including when using SMART™ Boards, (be aware of sunlight on computer screens and blacked out areas of screens)

- ✚ Clearly label resources – can use visuals such as photos
- ✚ Keep clutter to a minimum
- ✚ Create ordered structured environments
- ✚ Do not draw attention to difficulties, focus on reward, praise, working positively
- ✚ Avoid copying from the board, reciting, reading aloud, undifferentiated spelling tests – these can all cause heightened levels of anxiety and depression.
- ✚ Use a larger font when using a computer
- ✚ Use double spacing when compiling documents, letters etc
- ✚ Give them their own dictionary or notebook to write in words and meanings
- ✚ Coloured overlays and paper can be used – sometimes this can be linked to a condition called Mears Irlen which is to do with visual stress

Dyslexic Friendly Approaches – specific for Schools

- ✚ Have an outline of what is going to be taught
- ✚ End with a resume – more information goes from short to long term memory – it can be good to a resume to look at what you did that day, explaining that you did X Y and Z.
- ✚ Homework- check it is written down correctly/ ensure appropriate sheets/books are taken home/ give the child or young person a contact number to check understanding and written correctly / ensure messages etc are written and not verbally relayed
- ✚ Check spelling and punctuation
- ✚ Daily check list – encourage daily routine – this links to other co-morbid conditions such as ASD
- ✚ Use folders/dividers to encourage organisation (colour coordination)
- ✚ Break tasks into easily remembered pieces of information - this links to other co-morbid conditions such as ASD
- ✚ Email homework or let parents access systems to check what Homework has been given

Specific to Black and White Boards i.e. Smart Boards

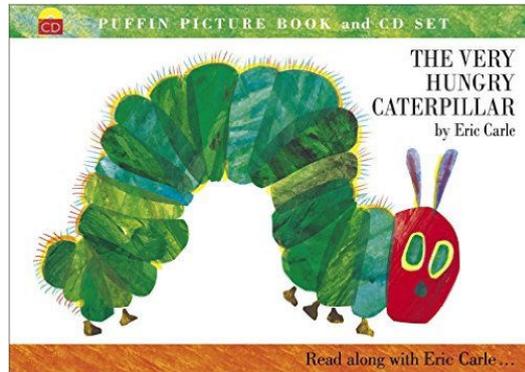
- ✚ Use different coloured chalks or pens
- ✚ Underline every second line
- ✚ Ensure writing is well spaced –suggested is double spaced
- ✚ Highlighting concise parts
- ✚ Break things up

Specific to Reading/Spelling/Handwriting/Integration

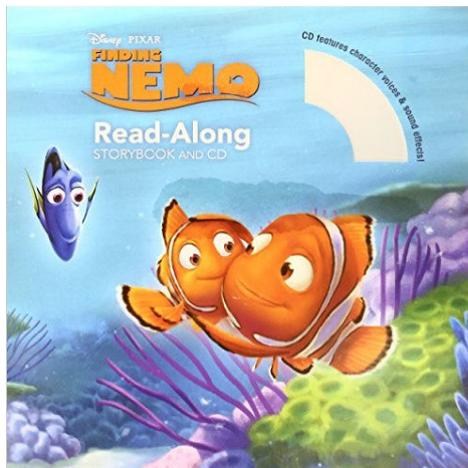
Reading

Make sure you have a structured reading scheme which allows for repetition. Introduce new words slowly but not too much at once.

DON'T ASK PEOPLE WITH DYSLEXIA TO READ OUT LOUD IN CLASS



Use story tapes as people with dyslexia are often auditory or visual learners



Disney have a range of read along books

Book bag

- Book
- CD
- Item that relates to the book such as finding Nemo could be a Nemo cuddly toy – this covers both Auditory and Visual learning

For Adults with Dyslexia – there are many CD/MP3 audio books to choose from <http://www.bookdepository.com/category/3328/vid/3389/Teaching-Resources-Education-Audio-Books>

- ✚ Don't forget you tube videos

Spelling

- ✚ Structured and systematic exposure to rules and patterns – understanding the basics, when and how to use capital letters – (it is easier to write in block capitals for some people)
- ✚ A short list of structured-based words for their weekly spelling test, will be far more helpful than random words
- ✚ Three or four irregular words can be included each week eventually this should be seen to improve their free-writing skills
- ✚ All children should be encouraged to proof read, read it back, or read alongside them could use a ruler to mark where they are on the page – this is quite methodical
- ✚ Dyslexics seem to be unable to correct their spellings spontaneously as they write **but they can be trained to look out for errors**

Hand Writing

People who are dyslexic often have poor motor control, tension, badly formed letters and slow speed of writing.

There are strong links between people with dyslexia and Dyspraxia – people tend to have tension and anxiety and therefore grip the pen/pencil too tight or push heavily on paper when writing.

Strategies for this are:-

- ✚ Discussing the advantages of good handwriting and the goals to be achieved within the class
- ✚ Analyse common faults in writing, by writing a few well chosen words on the board for class comment
- ✚ Make sure a small reference chart is available to serve as a constant reminder for script in upper and lower case
- ✚ If handwriting practice is needed it is essential to use words that present no problem to the dyslexic child in terms of meaning or spelling, they need to understand what is it you are writing – avoid jargon

Improvement in handwriting skills can improve self-confidence which in turn reflects favourably throughout a pupils work.

Integration

A dyslexic child or young person's ability to write down thoughts and ideas we will be quite different from the level of information the child can give verbally.

Be prepared to accept verbal descriptions as an alternative to written descriptions if appropriate

Alternative ways of recording should be looked at such as:

- **The use of computers for word processing**
- **Audio CDs/Dictaphones for recording lessons that can then be written up at a later stage**
- **Allow more time in schools**
- **Allow extra time or use a scribe**
- **Use an auditory headset to read the questions out**
- **Written record of the pupils verbal account or voice activated software can be used**



Dragon is one of the most common voice activated software.

<http://www.nuance.co.uk/dragon/index.htm>

Dyscalculia and Dyslexia - <http://www.dyscalculia.me.uk/>

Between 1994 and 1998 a team of researchers at First and Best worked on the first ever project to provide a complete set of materials for teachers of dyslexic students. Following the successful completion of this course, some of them began to undertake work to investigate whether the principles which underpinned the work on dyslexia could be used to generate materials for use with dyscalculic pupils.

This research has suggested that the answer is most certainly “yes” – although some additional factors have become clear:

- ✚ It became clear that children who have difficulty with maths often suffer from not having fully learned and understood some of the most basic of mathematical concepts. Thus they are continuously attempting to deal with more advanced mathematical issues (such as, for example, the division of fractions) without first having understood simpler issues (such as division).
- ✚ It is also clear that the best way to teach children who have a problem with maths is through using a multi-sensory approach in which they say, hear, write and handle numbers simultaneously. What has been devised is a dual system of maths in which the children learn a multi-sensory method of undertaking the required tasks and from this learn how to write mathematics in a conventional way.
- ✚ Finally, the researchers at First and Best accept totally the notion that maths should be taught in short blocks of time, with each session building succinctly on what has gone before. Ten minutes seems an ideal time.

About half the people who suffer from dyscalculia also suffer from dyslexia. Around 90% of Dyslexic children or young people have a problem in at least some areas of maths.

Strategies for Maths difficulties relating to Dyslexia and/or Dyscalculia

- ✚ General Mathematical terminology words need to be clearly understood
- ✚ Other related difficulties could be with visual/perceptual skills, directional confusion, sequencing, word skills and memory
- ✚ Require many steps or place a heavy load on the short-term memory e.g. long division
- ✚ Use and encourage the use of estimation
- ✚ When using mental arithmetic allow the dyslexic child or young person to jot down the key number and the appropriate mathematical sign from the question

Example

11

A packet contains 1.5 kg of oats.



Every day Maria uses 50g of oats to make porridge.

How many days does the packet of oats last?

The child or young person will not be able to pick out the relevant calculation amongst the words

They would not be able to understand that the wording means the following

1.5kg = 1500g
50g = each day
1500 divide 50

- ✚ Encourage pupils to verbalise and talk their way through each step of the problem
- ✚ Put the decimal point in red ink, it helps visual perception with the dyslexic child or young person

- ✚ Teach the pupil how to use the time tables square and encourage him/her to say his workings out as he/she uses it

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

- ✚ Encourage the pupil to use a scientific and bigger size calculator
- ✚ Put key words on a card index system or on the inside cover of the pupils maths book so it can be used for reference and revision
- ✚ Rehearse mathematical vocabulary constantly, using multi-sensory, kinaesthetic models

Examples



Bren Prendergast
Dyslexia Specialist in Norfolk

SPECIALIST TEACHER

ADVISER ON EDUCATION, HEALTH AND CARE PLANS

MAXIMISING THE PRACTICE OF TEACHING ASSISTANTS (MPTA) LICENSED TRAINER

BSc Open, BA (Hons), MEd, PGCE, AMBDA, APC: 500002242-IF7079

- ❖ Concerned that you or your child is struggling with literacy?
- ❖ Seeking advice about dyslexia & other Specific Learning Differences?
- ❖ Wondering about support in education and the workplace?
- ❖ Need educational advice about an Education, Health & Care plan?

I offer assessments for literacy difficulties to individuals, educational establishments and workplaces, including diagnosing dyslexia if appropriate. I write reports for Education, Health & Care plans, exam Access Arrangements, Disabled Students Allowance and for Reasonable Adjustments in the workplace.

I am also a licensed trainer for Maximising the Practice of Teaching Assistants (MPTA) for schools and colleges.

Email: bjpren@gmail.com
Web: bjpren.com
Tel: 0794 123 8912  @bjpren



Offer Dyslexia Screening

A dyslexia screening test is often the first step for a parent of a child who is struggling with literacy

This test provides a good indication of whether dyslexia is the issue.



Who benefits from a dyslexia screening test?

Anyone aged 7 and above where dyslexia may be an issue, especially if family members are dyslexic.

Tendencies to look out for include:

- Poor educational performance and not meeting potential
- Short term memory problems or difficulty remembering instructions
- Fallen behind peers and not "caught up"
- Trouble dealing with homework or paperwork
- Literacy problems at work
- Unexplained reading difficulties in the past
- Problems with phonics

What is included in the test?

- Computer based test
- Reading Age
- Spelling Age
- Maths Age
- Coloured Overlays Test

What will the screening tell me?

- Likelihood of dyslexia
- Reading and spelling analysis
- Effectiveness of [coloured overlays](#)

How long does a screening test take?

A screening normally lasts 1-2 hours.

Cost

Indigo Norwich £50.00 (inc. VAT) per person.

Indigo Bury £50.00 (inc. VAT) per person.

Dyslexia Outreach Service Norfolk

Taverham High School is the central host of the specialist Dyslexia Outreach Service, which also has teachers based at Mile Cross Primary School and Aylsham High School. The base provides an outreach service accessible to all primary and secondary schools in Norfolk and aims to ensure that all students with dyslexia can attend their local school safe in the knowledge that their needs will be addressed wherever they go.

COURSES

The service offers a range of nationally recognised qualification courses on dyslexia awareness, which are open to anyone with a personal or professional interest in dyslexia, such as parents, teachers, employers, school governors etc.

We also provide tailored training and support to schools, as well as student group and 1 to 1 support.

If you are a parent and wish to discuss your child's need, please contact your school's Specialist Educational Needs Co-ordinator (SENCO) in the first instance (Miss S Mitchell for Taverham High School).

CONTACT DETAILS

For course information and all other enquiries, please email the service's administrator at: c_partington@taverhamhigh.norfolk.sch.uk or contact the Dyslexia Outreach Service Team via Taverham High School.



Norfolk Schools **Dyslexia** Support Network

Support for Schools

The Norfolk Schools Dyslexia Support Network was established in January 2014 by The Free School Norwich. The aim of the network is to promote awareness and understanding of dyslexia in schools across Norfolk and to provide free practical advice for schools on how to support dyslexic pupils to enable them to achieve their potential. Over 20 local authority, independent, academy and free schools in Norfolk have joined the network to date and meetings take place at The Free School Norwich every term. New schools are very welcome to join at any time.

Support for Parents and Children

Dyslexia is very common, but often goes undiagnosed. It affects a child's ability to read, write and spell. Dyslexia is also a condition which relates to how the brain processes information. It is not linked to intelligence, but children with dyslexia often have difficulty writing and expressing their ideas and understanding on paper. Teaching the right coping strategies and providing the right support can help a child with dyslexia to achieve their full potential at school and also boost their confidence and self-esteem.

The Dyslexic Unit is open after school during term time from 3.30 pm to 5.30 pm. It provides low-cost, specialist support for dyslexic children aged 7-16 in an informal, friendly environment. The Unit also offers screening for dyslexia and free information and advice for parents. Children do not need to be registered as pupils at The Free School Norwich to attend the unit.

If you would like further information about tuition and support for your child in The Dyslexia Unit, please contact the school's Main Office on:

Telephone: 01603 761044

Email: office@freeschoolnorwich.org.uk

Dyslexia resources

For a child or young person who isn't heavily Dyslexic

Jolly Phonics – is a fun and child centred approach to teaching literacy. Jolly Phonics teaches children the five key skills for reading and writing. The programme continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

The five skills taught in Jolly Phonics

1. Learning the letter sounds - Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.
2. Learning letter formation - Using different multi-sensory methods, children learn how to form and write the letters.
3. Blending - Children are taught how to blend the sounds together to read and write new words.
4. Identifying the sounds in words (Segmenting) - Listening for the sounds in words gives children the best start for improving spelling.
5. Tricky words - Tricky words have irregular spellings and children learn these separately.

Jolly phonics has 7 activity books - <http://jollylearning.co.uk/shop/activity-books/>

A resource that can be very useful for ASD children and young people who might have dyslexia – <http://www.wordwasp.com/> -

Word Wasp – from 7 years upward

Hornet – from 5 years upward or anyone with severe reading and spelling problems

Recommended Reading: Dyslexia: A Complete Guide for Parents and Those Who Help Them (https://www.amazon.co.uk/Dyslexia-Parents-Guide-2e-Reid/dp/0470973730/ref=dp_ob_title_bk)

Subjects covered include:

What is dyslexia?

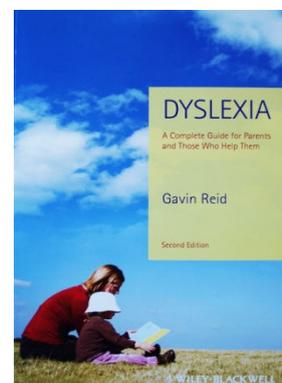
Supporting my child with dyslexia

Beyond School

Attention difficulties

Self-esteem and emotional development

The book aims to empower parents and provide you with the knowledge to support your children



Board-games such as CVC Spelling – 5 Versions

https://www.espocatalogue.org/WebConnectEPO/MainServlet?storeId=webconnect&catalogId=webconnect&langId=en_GB&action=ProductDisplay&screenlabel=index&productId=42626&route=CU-10.SN-400.SN-460 – 6 CVC spelling board games

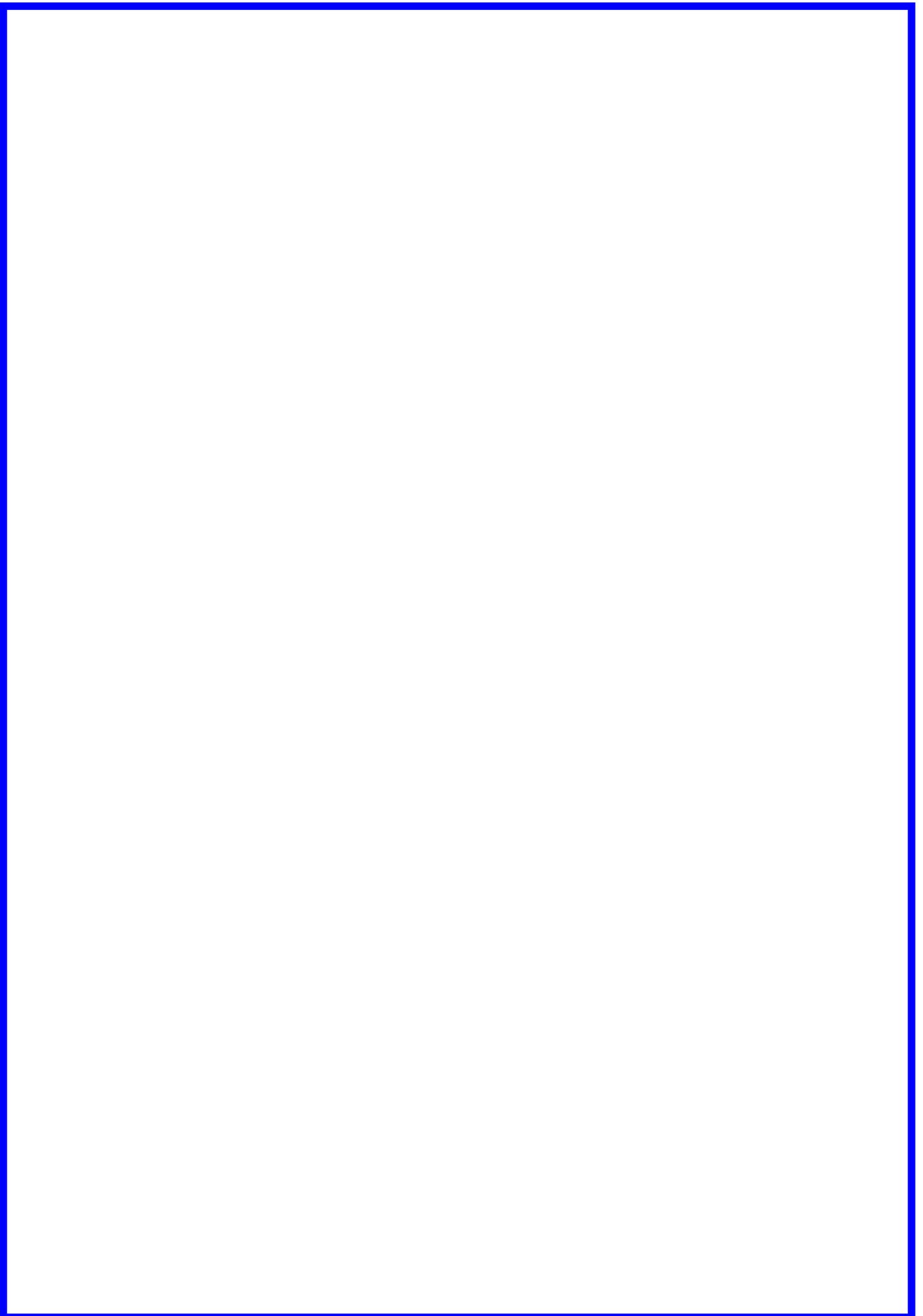
https://www.espocatalogue.org/WebConnectEPO/MainServlet?storeId=webconnect&catalogId=webconnect&langId=en_GB&action=ProductDisplay&screenlabel=index&productId=42619&route=CU-10.SN-400.SN-460 – level 2 Spelling and Language

https://www.espocatalogue.org/WebConnectEPO/MainServlet?storeId=webconnect&catalogId=webconnect&langId=en_GB&action=ProductDisplay&screenlabel=index&productId=42645&route=CU-10.SN-400.SN-460 – level 3 Spelling and Language

For High Functioning Autistic Children and Young People

Scrabble Jnr - <https://www.amazon.co.uk/Mattel-MAT51319-Scrabble-Junior/dp/B000051ZKZ>

Boggle Jnr - https://www.amazon.co.uk/Hasbro-00456-Boggle-Junior-Letters/dp/B00000IWD4/ref=sr_1_1?s=kids&ie=UTF8&qid=1469050186&sr=1-1&keywords=boggle+jr



Keep in touch

Find out more about how we can help you and your family, and how you can get involved with our work. Just fill in this form and post it back to us

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Title	
First Name	
Surname	
Address (line 1)	
Address (line 2)	
Address (line 3)	
Town	
Postcode	
Telephone number	
Mobile number	
Email address	

ASD Helping Hands would like to keep you informed about our services, upcoming news, events and fundraising activities. We will look after your data as set out in our privacy and data protection policy.

If you prefer not to receive information by post, please tick this box

If you prefer not to receive information by telephone, please tick this box

We'd like to keep in touch by email, if you are happy with this, please write your email address in the space provided above

What is the date of birth of the person you are contacting us about?

□□ / □□ / □□

Please return this form to:

Room 219 Breckland Business Centre
St Withburga Lane
Dereham
Norfolk
NR19 1FD

We would like to tailor our communication with you to ensure they are relevant to your interests.

What is your connection with autism?
(Please tick all that apply)

I am autistic

I am the parent/carer of someone on the Autistic Spectrum

Someone in my family is diagnosed with autism

I know someone who's autistic

I am a professional working in the field of autism

I have another connection with autism
Please Specify _____

I have no connection with Autism

“ASD Helping Hands will support all service users affected by an Autistic Spectrum Disorder (ASD) regardless of age or what stage of life they are at. We aim to offer guidance, practical advice and support whether you are personally affected or you are an associated family member, carer, friend or professional. We will actively champion the rights of all people affected by ASD’s and aim to make a positive difference to their lives while delivering a service that is accessible, reliable and trustworthy.”

The organisation is for all affected by the Autistic Spectrum, this covers a wide variety of difficulties. We believe that all families and individuals have the right to good quality information, support and guidance in order to promote empowerment to allow positive choices to be made, enabling access to the same opportunities as everybody.

Currently working across Norfolk and Suffolk

ASD Helping Hands

219 Breckland Business Centre
St Withburga Lane
Dereham
Norfolk
NR19 1FD

Autism Helpline: 01362 853018
Email: asdhelplinghands@gmail.com
Website: www.asdhelplinghands.org.uk

ASD Helping Hands is a voluntary organisation and relies on voluntary income to support its work, including the development of resources like this one for parents and carers

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