south AYRSHIRE COUNCIL

Dyslexia Quality Mark

Establishing the "WIF" My School Factor

Copyright Neil MacKay 2017

What's happening in SA?

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A DAQM school "before"

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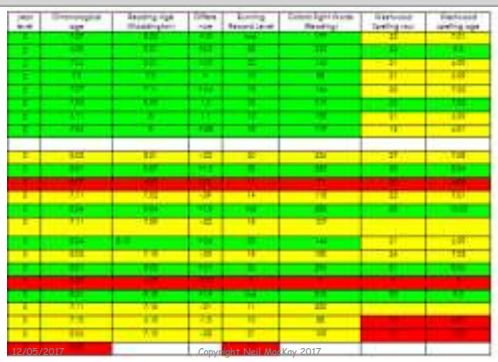
The same school "after"



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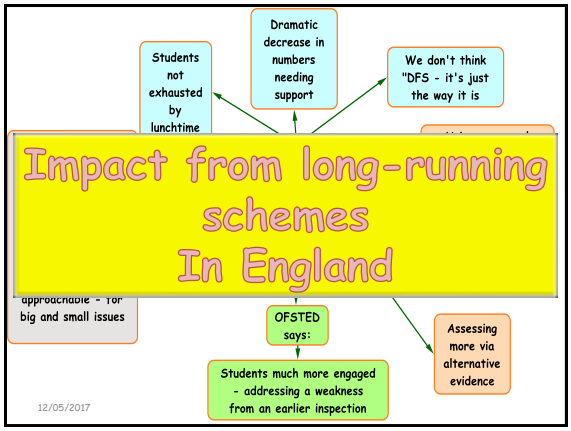

Neurodiversity: It's all about…

The Spice of Life!

The right to be Dyslexic And……

Dyslexia as an explanation

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"Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. "

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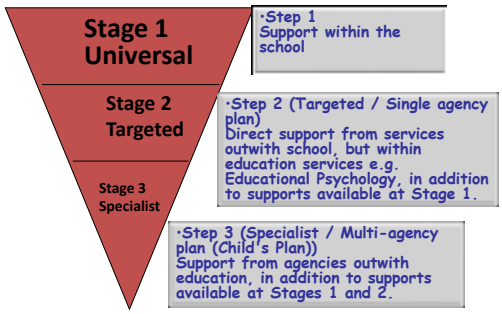
Assessing & Supporting Dyslexia: Staged intervention



- Step 1
  Support within the school
- Step 2 (Targeted / Single agency plan)
  Direct support from services outwith school, but within education services e.g. Educational Psychology, in addition to supports available at Stage 1.
- Step 3 (Specialist / Multi-agency plan (Child's Plan))
  Support from agencies outwith education, in addition to supports available at Stages 1 and 2.

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Universal (Level 0)

- High quality learning and teaching
- Learning environment and approaches
- Dyslexia friendly environment
- Autism friendly approaches
- Whole school approach to positive behaviour (including restorative practice)
- Differentiated curricula
- Personal learning planning using GIRFEC wellbeing indicators
- Robust assessment arrangements linked to tracking, monitoring and reporting
- Nurturing Environment/Positive Relationships
- Citizenship focus
- SFL advice and consultation and online SFL Manual

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Addressing dyslexia toolkit

- Toolkit and definition developed by Scottish Government, Dyslexia Scotland and the Cross Party in Dyslexia in the Parliament
- ***Change the perception of dyslexia from disability or difficulty to a preferred way of learning***

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The Dyslexia in the Classroom Reflective Tool

Use this reflection tool to evaluate your current classroom practice. After completion use the scoring sheet to identify current strengths in practice and areas for development.

1.	Teaching plans highlight the proactive use of strategies to meet the needs of children / young people with dyslexia	Never	Rarely	Sometimes	Often	Always
2.	Children / young people are encouraged to use personal word books for difficult spellings and new vocabulary	Never	Rarely	Sometimes	Often	Always
3.	Awareness of the suitability of multi sensory teaching in relation to children / young people with dyslexia	Never	Rarely	Sometimes	Often	Always
4.	Expectations of dyslexic learners are high for intellectual stimulation but reasonable for their written response	Never	Rarely	Sometimes	Often	Always
5.	Children and young people are encouraged to be independent learners (e.g. through the use of technology)	Never	Rarely	Sometimes	Often	Always
6.	Targets are set and reviewed, and progress is monitored for all children / young people with dyslexia	Never	Rarely	Sometimes	Often	Always
7.	Opportunities for peer support are maximised (e.g. buddying, paired reading, peer scribing, peer spellchecking or critical friends)	Never	Rarely	Sometimes	Often	Always

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Learning Toolkits

- Boxes should be adapted according to age/stages and should have a list of content stuck to the inside of the lid.

Alphabet strip (upper and lower case letters)
- 'Help' cards
-
- VCOP Sheet
- VCOP Vocabulary Pyramid
- VCOP Openers Pyramid
- VCOP Punctuation Pyramid
- VCOP Connectives Pyramid

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The following checklist is designed to support schools in assessing their dyslexia friendly status. This can be used alongside Education Scotland's Learning Trail.

A. Whole-school policy & practice

1. All teaching staff are familiar with and know how to access the Addressing Dyslexia Toolkit

   Yes No Unsure

2. All teaching staff are familiar with the Aberdeenshire guidelines , "Working Together to Support Literacy"

   Yes No Unsure

3. SLT demonstrate a firm commitment to supporting children / young people with dyslexia across the curriculum

   Yes No Unsure

4. The school improvement plan includes targets for focusing, developing, establishing and enhancing the dyslexia friendly status of the school

   Yes No Unsure

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But what they do agree on:

- Dyslexia touches up to 20% of a population
(6 in a class of 30 will have DTLN)
- 4% severely affected
(will need specialist support)

Plus

Great "Dyslexia Aware" class teaching

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Literacy and Dyslexia

·EDINBVRGH·

Identifying and Meeting needs

"Marked differences in terms of competencies in certain areas, especially with regard to oral versus text based skills" HMIE 2008

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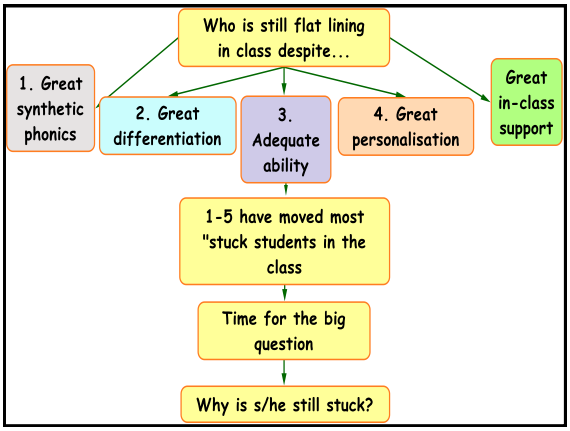

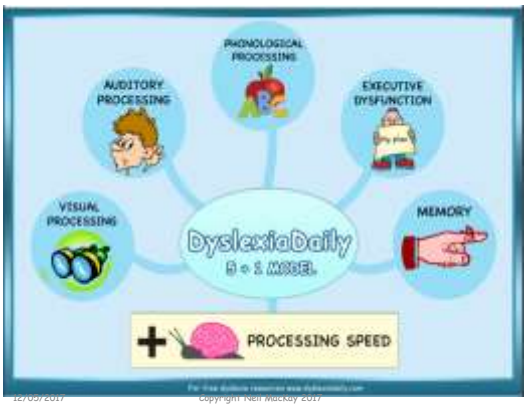

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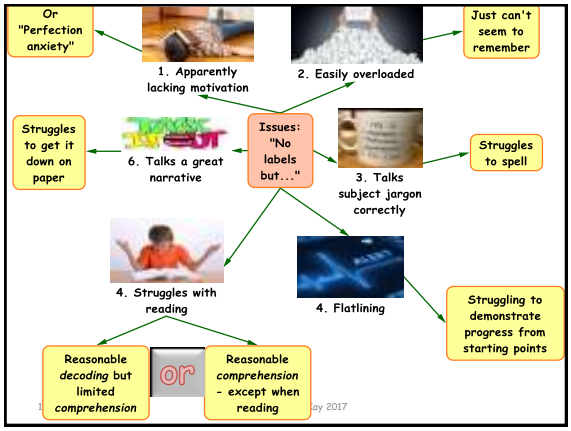
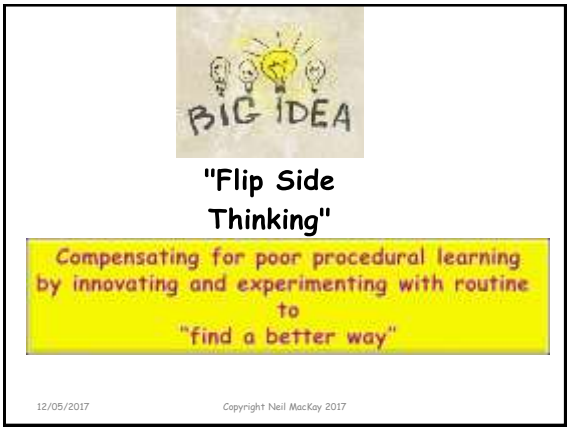

Or "Perfection anxiety"
1. Apparently lacking motivation
2. Easily overloaded
Just can't seem to remember
Struggles to get it down on paper
6. Talks a great narrative
Issues: "No labels but..."
3. Talks subject jargon correctly
Struggles to spell
4. Struggles with reading
4. Flatlining
Struggling to demonstrate progress from starting points
Reasonable decoding but limited comprehension
or
Reasonable comprehension - except when reading


BIG IDEA
"Flip Side Thinking"
Compensating for poor procedural learning by innovating and experimenting with routine to "find a better way"
12/05/2017
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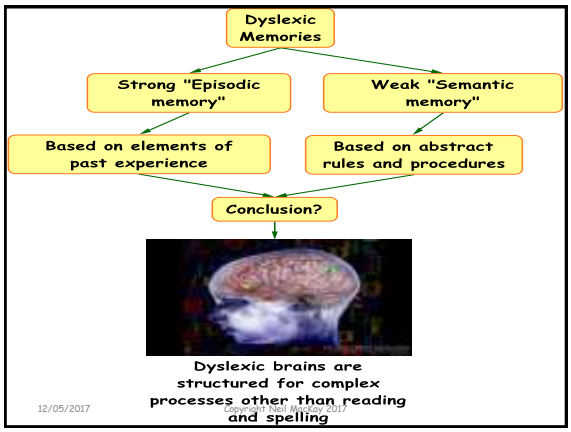
Dyslexic Memories
Strong "Episodic memory"
Weak "Semantic memory"
Based on elements of past experience
Based on abstract rules and procedures
Conclusion?
Dyslexic brains are structured for complex processes other than reading and spelling
12/05/2017
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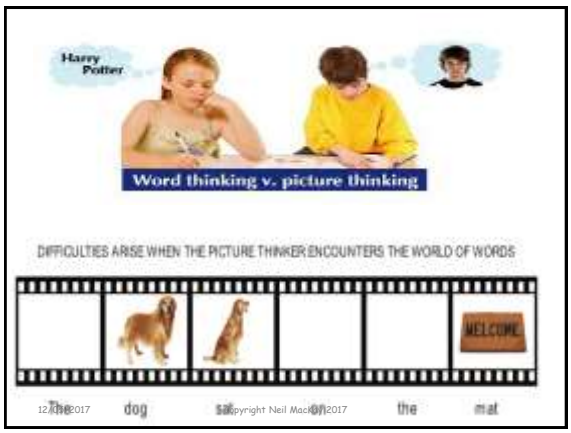
Dyslexia Time
Twice as long to do half as much
So we all need a bit more
Plan A
Plan B
Plan C
Differentiation
Personalisation
Flexibility


Harry Potter
Word thinking v. picture thinking
DIFFICULTIES ARISE WHEN THE PICTURE THINKER ENCOUNTERS THE WORLD OF WORDS
WELCOME
The dog sat on the mat
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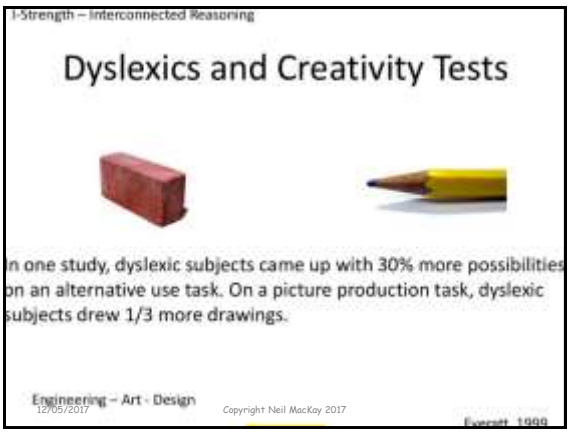
I-Strength – Interconnected Reasoning
Dyslexics and Creativity Tests
In one study, dyslexic subjects came up with 30% more possibilities on an alternative use task. On a picture production task, dyslexic subjects drew 1/3 more drawings.
Engineering – Art - Design
12/05/2017
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Everett, 1999

N-Strength – Narrative Reasoning

Rote vs. Episodic Memory

Rote Memory	Personal Episodic Memory
• Impersonal, Impartial	• Personal, Affective
• Generic	• Point of View, Time & Place
• List of Facts – No Why	• Causal, Story Arc - Why
• Repetitive, Rule-Based	• Novel, Non-Rule Based, Examples
• No Theory of Mind Needed	• Theory of Mind-Goals, Intentions, Inference

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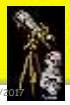
The Copernican Challenge"

Placing abilities at the centre of ideas about "being dyslexic"



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Time for a paradigm shift to:

Dyslexia as a "Spectrum Condition?"

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Dyslexia as a Spectrum Condition?

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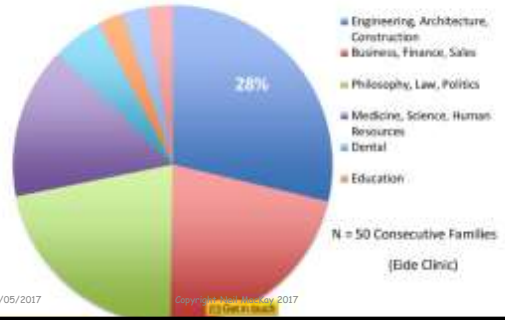
M-Strength – Material Reasoning

College Majors of Dyslexic Parents in Our Clinic



N = 50 Consecutive Families

(Eide Clinic)

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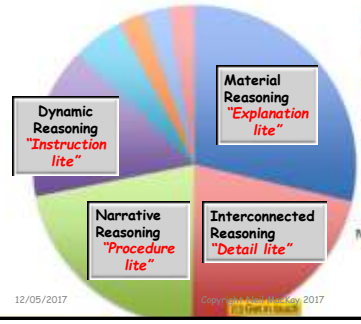
M-Strength – Material Reasoning

College Majors of Dyslexic Parents in Our Clinic



N = 50 Consecutive Families

(Eide Clinic)

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- "Just enough information
- Multi-sensory
- Formative Assessments
- Bite size chunks
- Time to think + plan
- Encourage "3D thinking"

Explanation lite

- Start with the
- big picture
- Keep it visual
- Time to go off track
- Expect/accept
- the "quirky"
- "Can you make it
- work
- this way? Ok, show me"

- Start when ready
- Teach a range of planning techniques
- Time to walk through
- Time to talk through
- Opportunities for alternative evidence

Instruction lite

Procedure lite

- Time to think
- Time to visualize
- Permission to get off track
- Permission to start again
- Monitoring to pull back to task focus "as + when"

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Dyslexic Student

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"unexpected in relation to other cognitive abilities" (Dyslexia Definition NIHCHD, IDA)

Dyslexic Trade-Offs

Fine Detail

Word Accuracy
Precise, Exact

Global 'Big' Picture

Comprehension
Word Associations
Context
Gist

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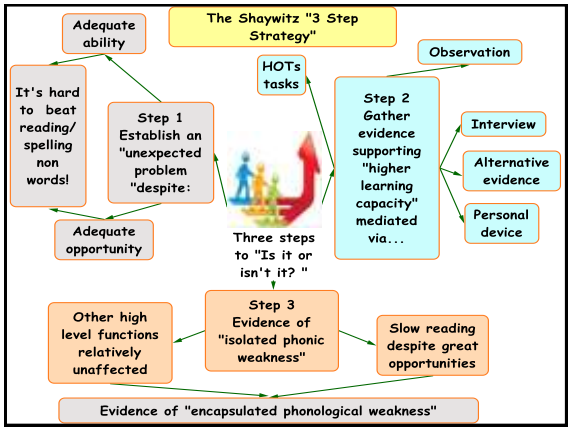

Looking for "hidden DLTN"

- Who do you teach who:
- Doesn't have a label
- Is a native English speaker
- And…… s/he would get more marks in a comprehension if you:

1. Read the passage out loud
2. Read the questions out loud
3. Write down the answers

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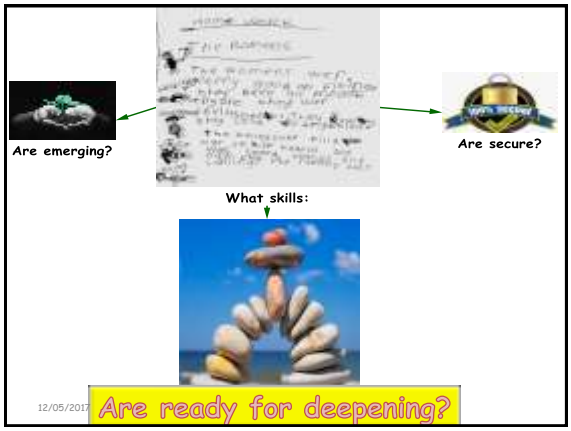
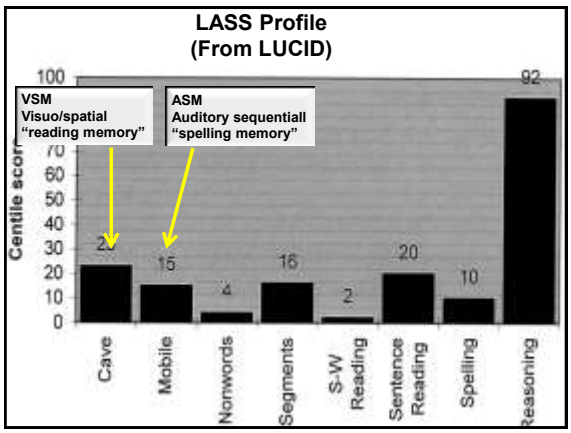




Who can't do this, by Age 6?

In terms of phonics specifically children are expected to:

- **'blend phonemes in order to read words**
- **read phonically decodable one-syllable and two-syllable words.'**

Who can't, by Age 6:	Names	Action
apply phonic knowledge and skill as the prime approach to reading		
Read unfamiliar words that are not completely decodable		
read many frequently encountered words automatically		
read phonically decodable three-syllable words		
read a range of age-appropriate texts fluently		
demonstrate understanding of age-appropriate texts.'		
give the sound when shown any grapheme that has been taught		
blend phonemes in order to		
know most of the common grapheme-phoneme correspondences		

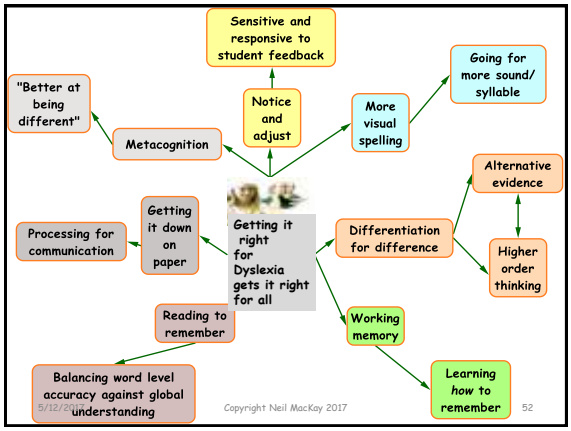
Consider using a Phonic Screener

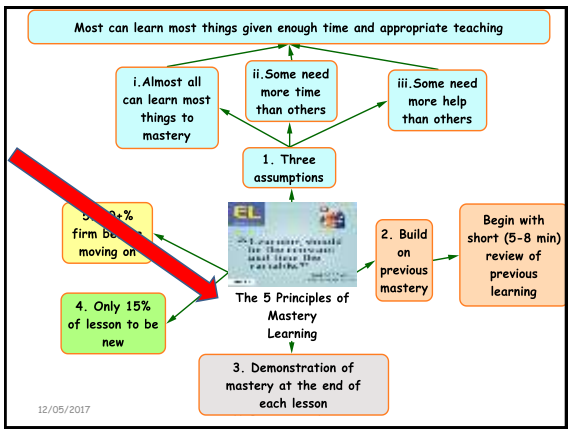
Teachers and senior staff should find the check helpful in:

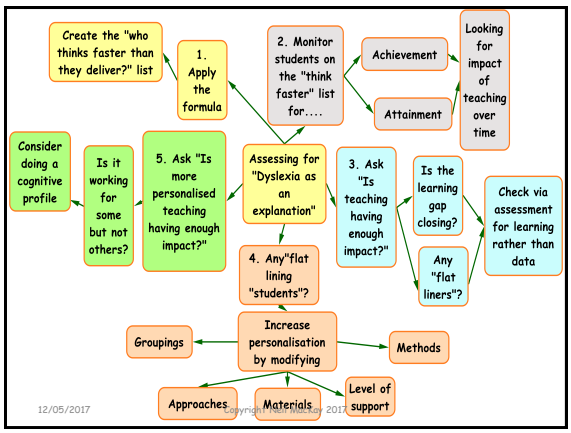
- identifying children who may be struggling with phonic decoding early on (alphabetic code and/or blending) and who need speedy intervention to catch up
- pinpointing particular aspects of phonics (e.g. vowel digraphs) that a whole class or year group found difficult and where teaching needs to be improved
- moderating their own teacher asses against the screening check results following up any up discrepancies

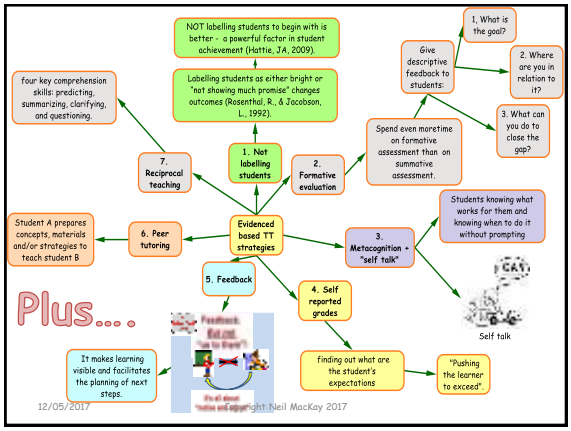
In support of "non words"

- Obviously, instant recognition ('automaticity') rather than conscious blending is the goal – and underpins fluent reading.
- Non-words are useful in identifying children who may know the alphabetic code (or at least parts of it) but are struggling with the skills of blending sounds together to make whole words.








NOT labelling students to begin with is better - a powerful factor in student achievement (Hattie, JA, 2009).
Labelling students as either bright or "not showing much promise" changes outcomes (Rosenthal, R., & Jacobson, L., 1992).
four key comprehension skills: predicting, summarizing, clarifying, and questioning.
1. Not labelling students
2. Formative evaluation
Give descriptive feedback to students:
1. What is the goal?
2. Where are you in relation to it?
3. What can you do to close the gap?
Spend even more time on formative assessment than on summative assessment.
7. Reciprocal teaching
Evidenced based TT strategies
6. Peer tutoring
Student A prepares concepts, materials and/or strategies to teach student B
5. Feedback
3. Metacognition + "self talk"
Students knowing what works for them and knowing when to do it without prompting
4. Self reported grades
Self talk
Plus....
It makes learning visible and facilitates the planning of next steps.
finding out what are the student's expectations
"Pushing the learner to exceed".
12/05/2017
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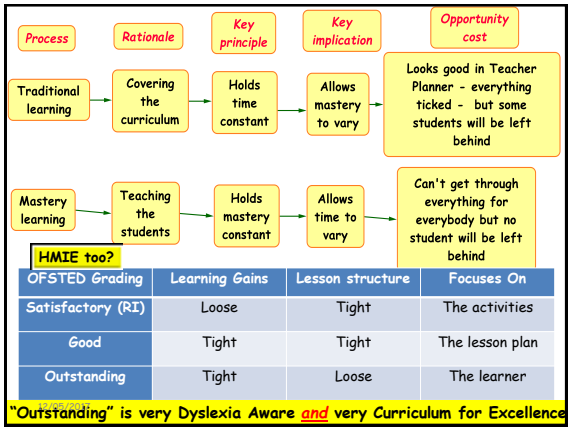
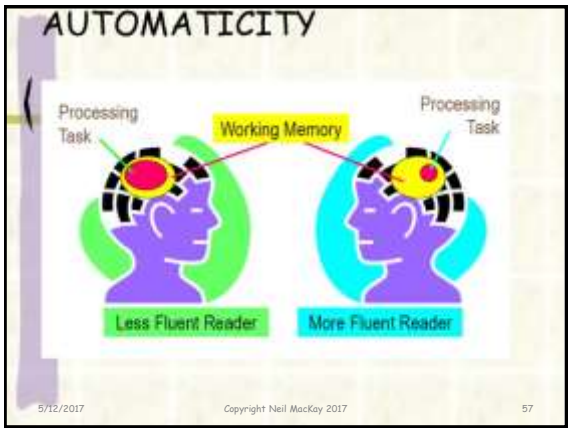

Process
Rationale
Key principle
Key implication
Opportunity cost
Traditional learning
Covering the curriculum
Holds time constant
Allows mastery to vary
Looks good in Teacher Planner - everything ticked - but some students will be left behind
Mastery learning
Teaching the students
Holds mastery constant
Allows time to vary
Can't get through everything for everybody but no student will be left behind
HMIE too?
OFSTED Grading | Learning Gains | Lesson structure | Focuses On
Satisfactory (RI) | Loose | Tight | The activities
Good | Tight | Tight | The lesson plan
Outstanding | Tight | Loose | The learner
"Outstanding" is very Dyslexia Aware and very Curriculum for Excellence


AUTOMATICITY
Processing Task
Working Memory
Processing Task
Less Fluent Reader
More Fluent Reader
5/12/2017
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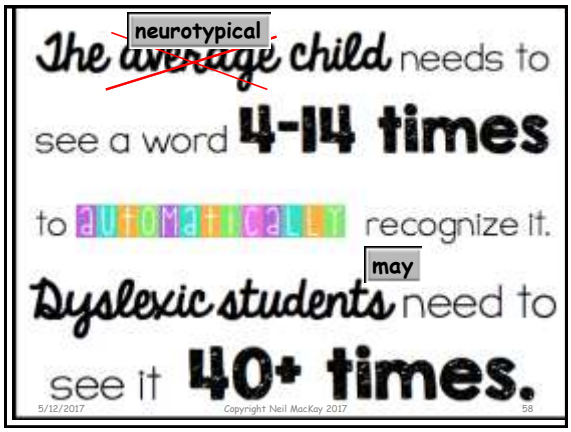
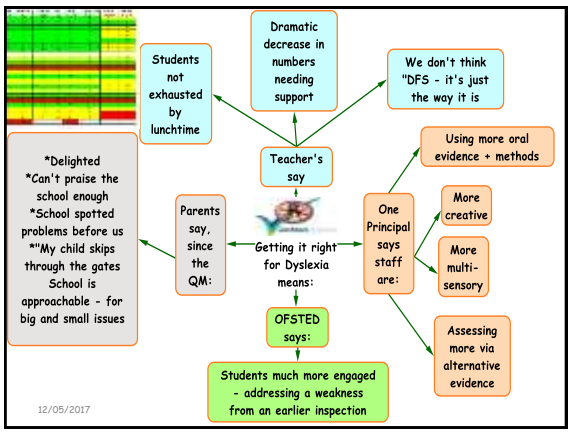
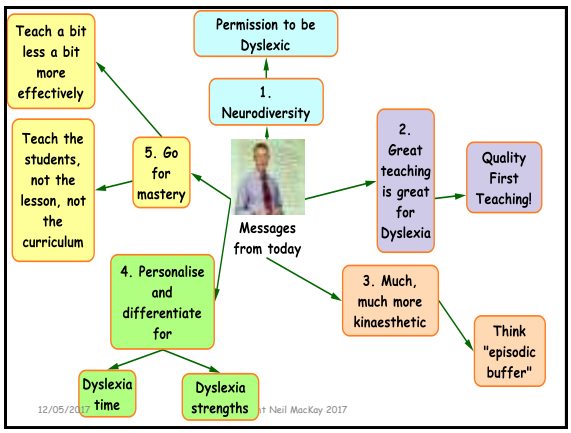
57


neurotypical
The average child needs to see a word 4-14 times to automatically recognize it.
may
Dyslexic students need to see it 40+ times.
5/12/2017
Copyright Neil MacKay 2017
58


Dramatic decrease in numbers needing support
Students not exhausted by lunchtime
We don't think "DFS - it's just the way it is
Using more oral evidence + methods
Teacher's say
*Delighted *Can't praise the school enough *School spotted problems before us *"My child skips through the gates School is approachable - for big and small issues
Parents say, since the QM:
Getting it right for Dyslexia means:
One Principal says staff are:
More creative
More multi-sensory
OFSTED says:
Assessing more via alternative evidence
Students much more engaged - addressing a weakness from an earlier inspection
12/05/2017


Teach a bit less a bit more effectively
Permission to be Dyslexic
1. Neurodiversity
Teach the students, not the lesson, not the curriculum
5. Go for mastery
Messages from today
2. Great teaching is great for Dyslexia
Quality First Teaching!
4. Personalise and differentiate for
3. Much, much more kinaesthetic
Think "episodic buffer"
Dyslexia time
Dyslexia strengths
12/05/2017
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