Changing perspectives of Dyslexia

"Making it work in the classroom"

South Ayrshire

The message from South Ayrshire?

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Get it right for Dyslexic Learners

And we

Get it right for all

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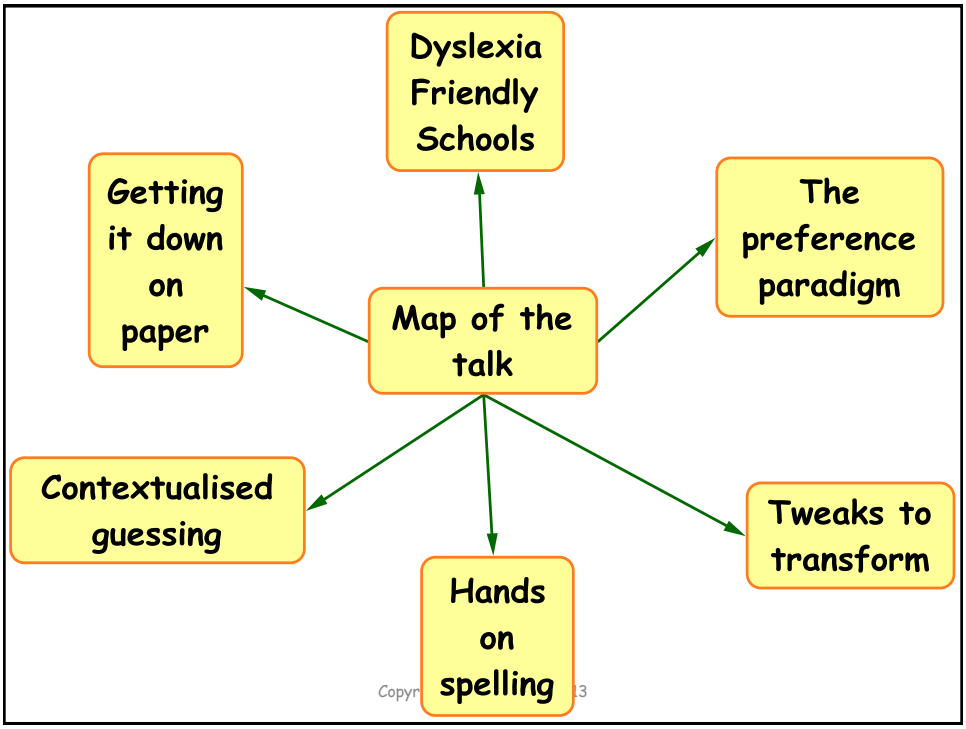

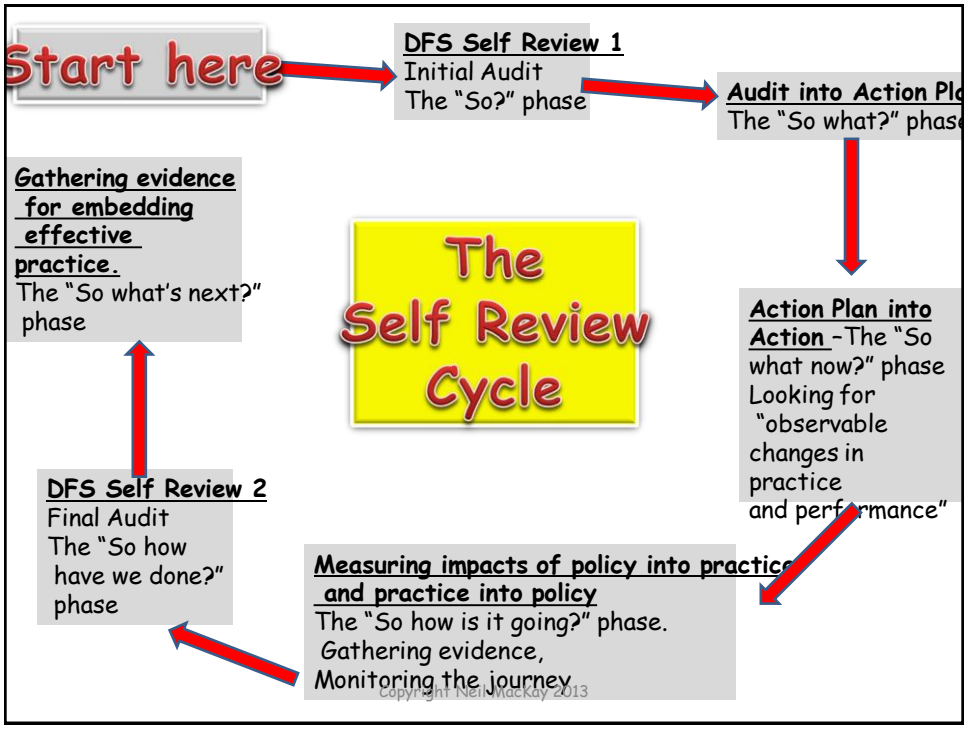
Start here
DFS Self Review 1
Initial Audit
The "So?" phase
Audit into Action Pl
The "So what?" phas
Action Plan into Action -The "So what now?" phase Looking for "observable changes in practice and perf rmance"
Measuring impacts of policy into practic and practice into policy
The "So how is it going?" phase. Gathering evidence, Monitoring the journey
DFS Self Review 2
Final Audit
The "So how have we done?" phase
Gathering evidence for embedding effective practice.
The "So what's next?" phase
The Self Review Cycle
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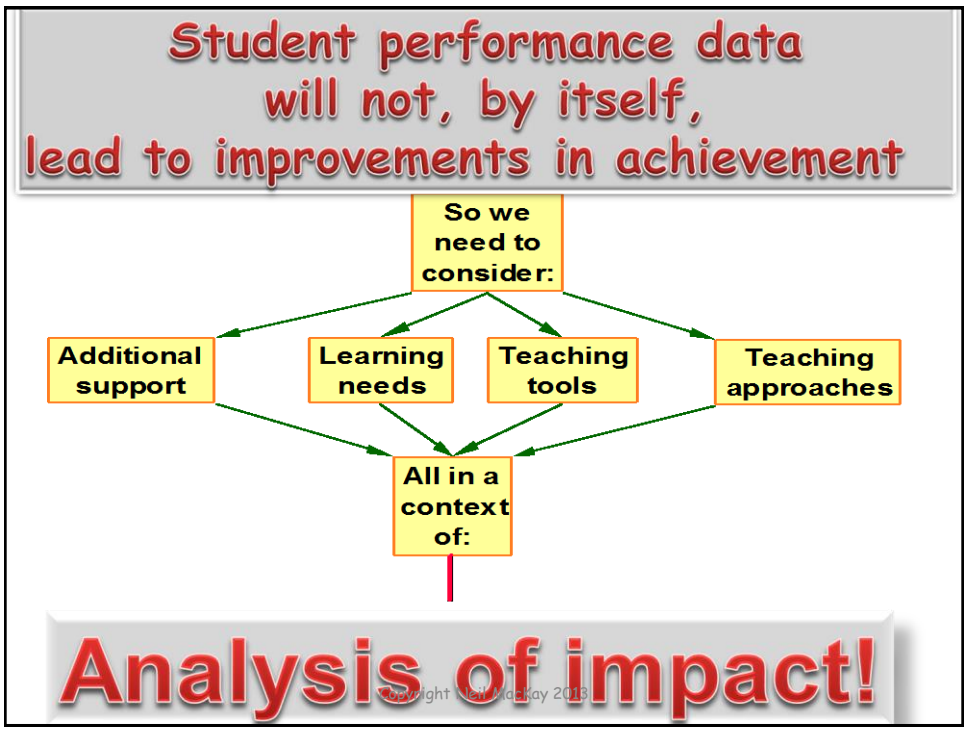
Student performance data will not, by itself, lead to improvements in achievement
So we need to consider:
Additional support
Learning needs
Teaching tools
Teaching approaches
All in a context of:
Analysis of impact!
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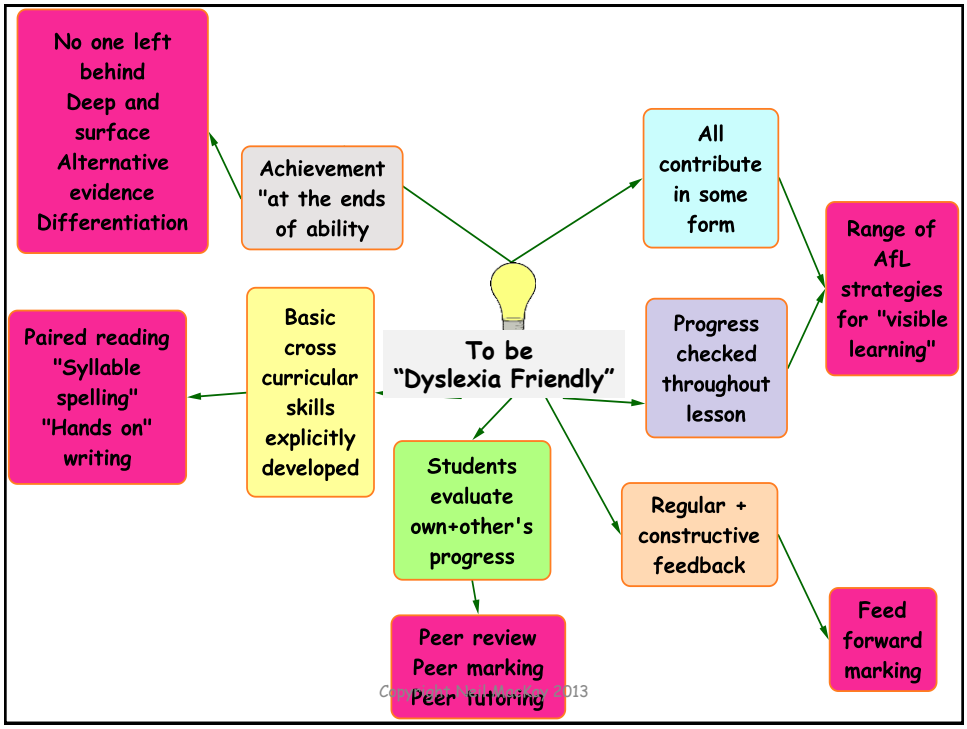
No one left behind
Deep and surface
Alternative evidence
Differentiation
Achievement "at the ends of ability
All contribute in some form
Range of AfL strategies for "visible learning"
Paired reading
"Syllable spelling"
"Hands on" writing
Basic cross curricular skills explicitly developed
To be "Dyslexia Friendly"
Progress checked throughout lesson
Students evaluate own+other's progress
Regular + constructive feedback
Feed forward marking
Peer review
Peer marking
Peer tutoring
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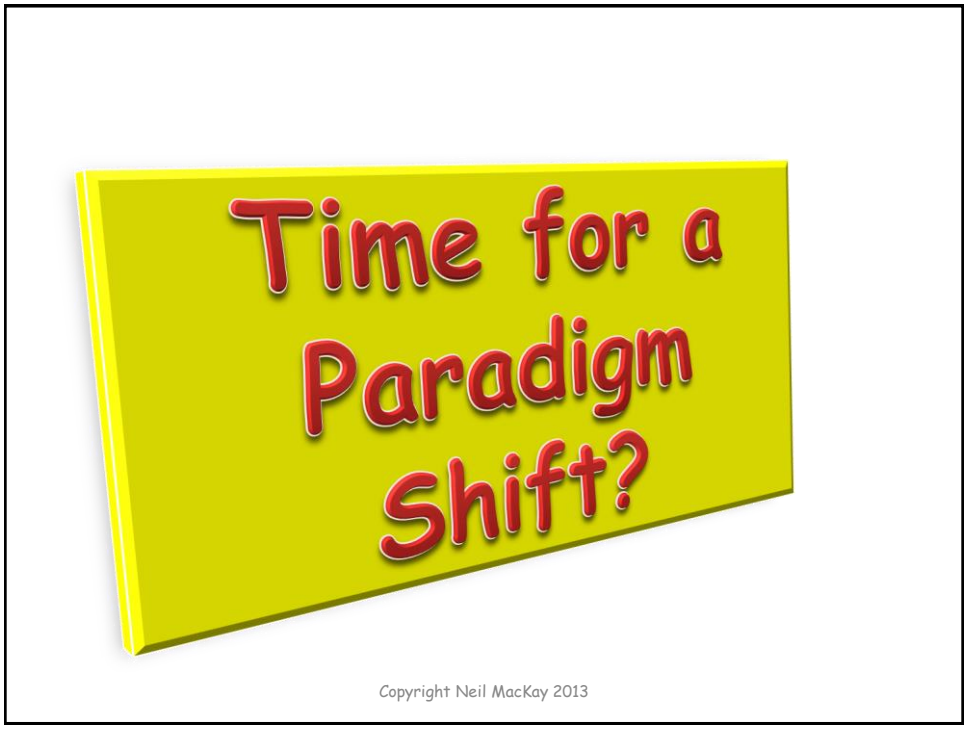
Time for a Paradigm Shift?
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recognising & understanding
dyslexia
as a
LEARNING
PREFERENCE
creating school policy
around dyslexia
Difference
And
Preference
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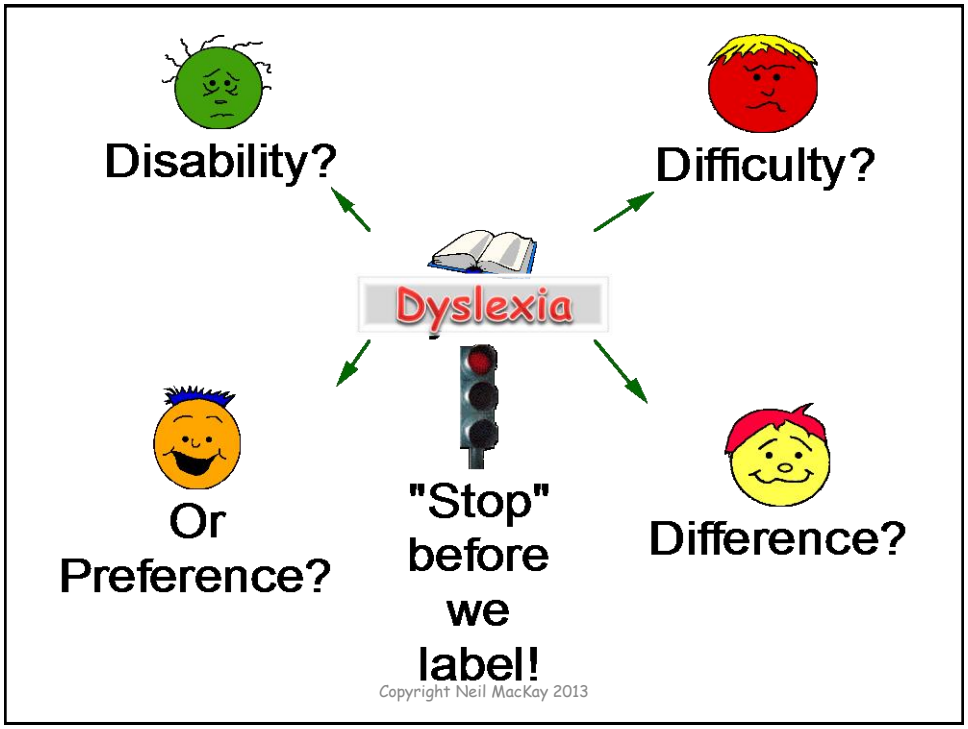
Disability?
Difficulty?
Dyslexia
Or
Preference?
"Stop"
before
we
label!
Difference?
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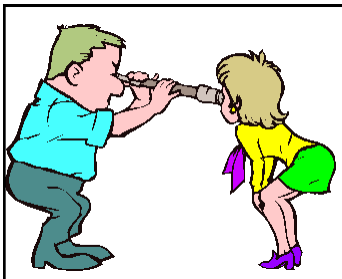

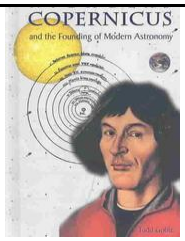

The "Copernican Challenge"

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

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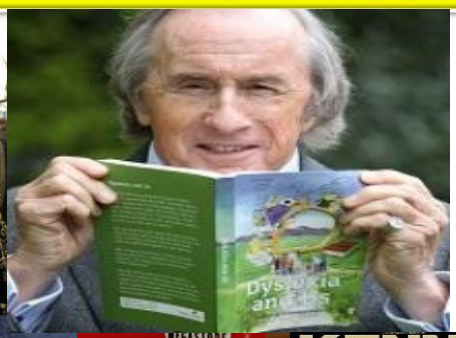
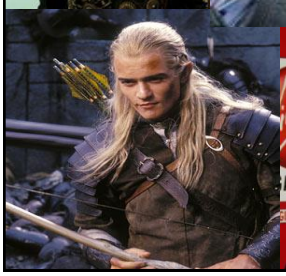
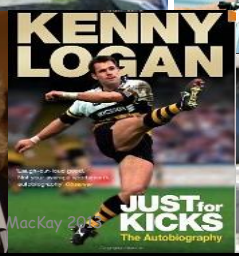
See the ability. Not the need







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A Dyslexia Friendly Scho

Dyslexia is best seen as :

Preference Which Is Constitutional In Origin and which, for any given level of ability, may cause unexpected difficulties in the ***automatic*** acquisition of certain literacy

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Seeking to impact on on "Dyslexic Type" needs

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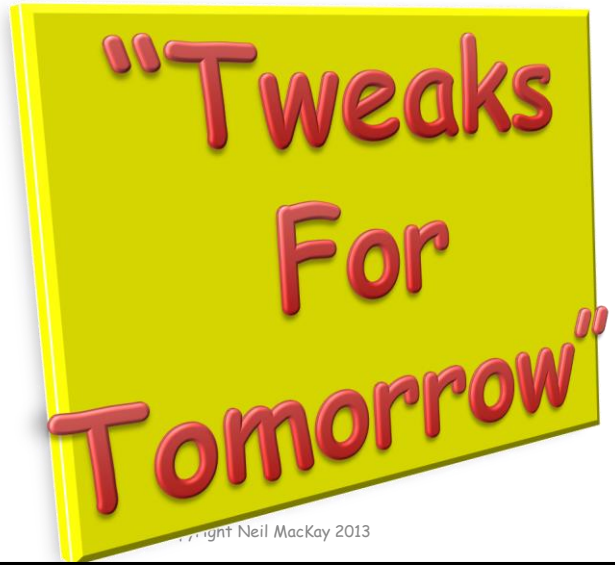
The training focus?



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What about some of my favourite tweaks?

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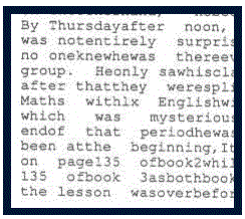

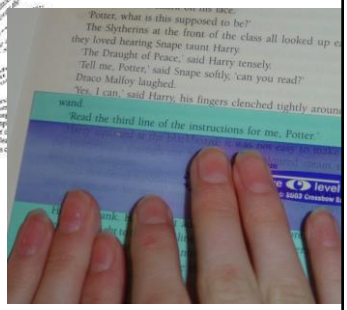

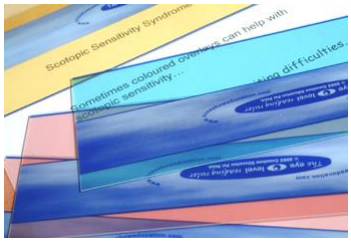

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The cat sat on the mat and was happy.

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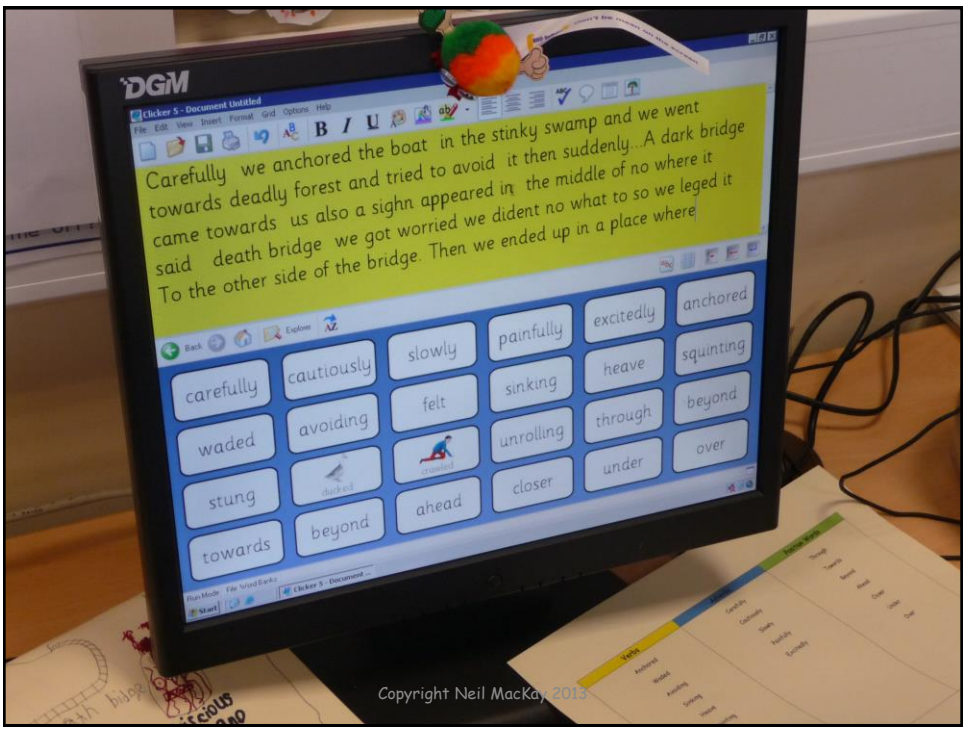

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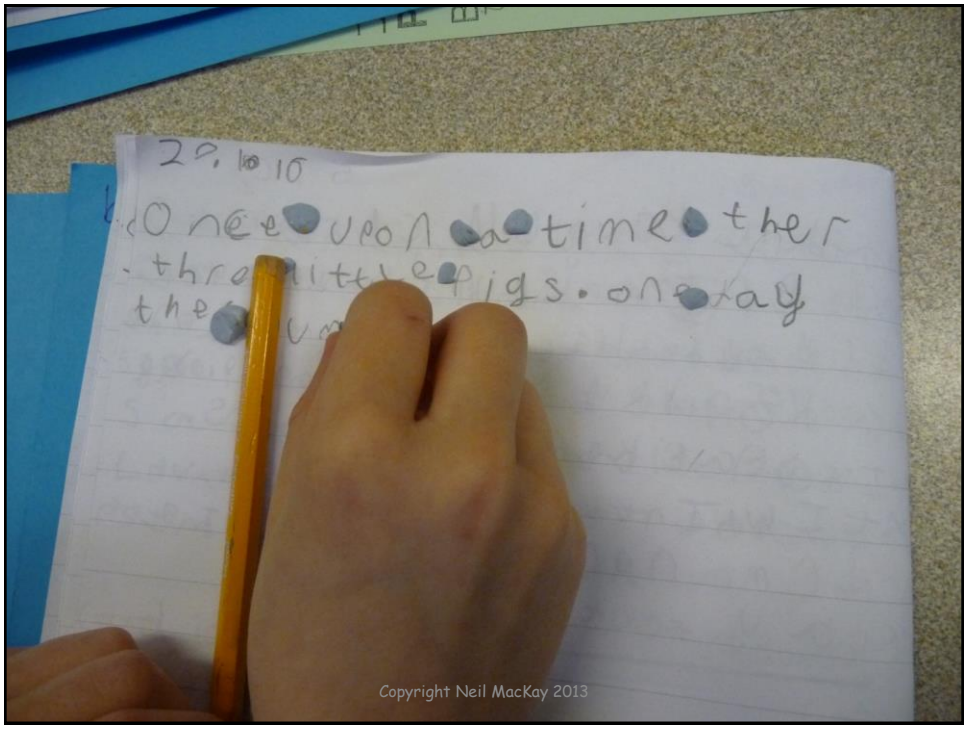

To plan a story set in an imaginary world.

Draw and describe your fantasy setting.	Draw and describe one of your fantasy creatures.

Useful words: brown black grey red orange blue green white silver gold eyes sky tree mountain castle clouds evil horrible old cold hot warm rainy snow leaves beautiful pretty flowers skin nose hair arms legs head small tall big fur scales ugly scary smelly enormous dragon monster animal witch wizard dwarf giant

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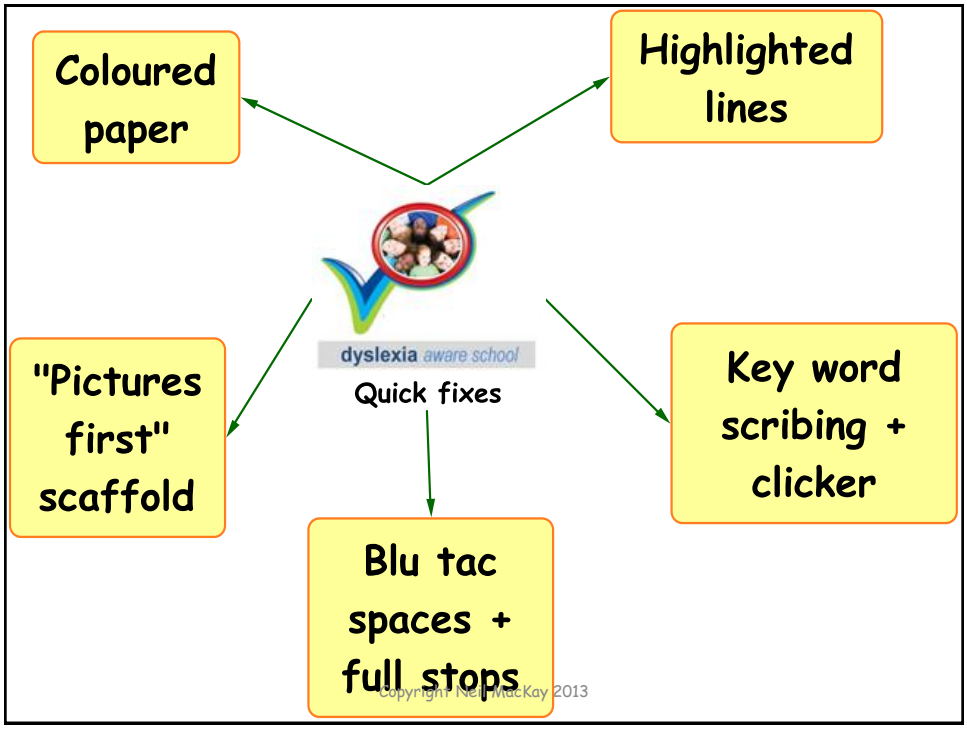

What about teaching Spelling in the Zones?

"Close Enough Spelling"?

Thanks to Craig Jackson for the original concept of "close enough spelling"

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Issues with "Procedural Learning" (Fawcett and Nicholson)

Dyslexics can struggle with "implicit learning":

- **Observing**
- **Imitating**
- **Following procedures**

Often better with "explicit learning"

- **Doing**
- **Making**
- **Creating**
- **Demonstrating**

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So let's chunk for:

Ma/king sense with Syl/la/bles

Pho to syn the sis

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Make and Break

- The multi sensory alternative to LCWC

- The learner is given the letters and:
- Makes the word
- Breaks the word
- Jumbles the letters
- Makes the word

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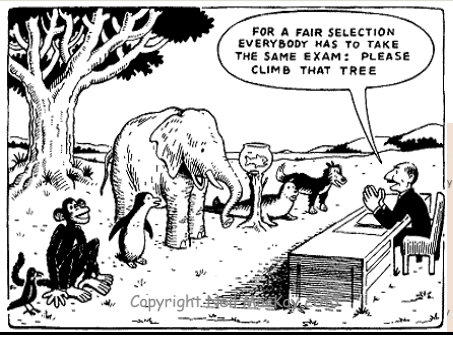
Total Teaching and Reading Comprehension

"In search of the magic bullet"



Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

Snowling & Frith 1986

Stothard & Hulme 1992

Studies showing that good comprehension can be developed in the absence of good word recognition skills:

Catts, Adolf & Weismer 2006

Spooner, Baddley & Gathercole 2004

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TCP-QR

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- **T – Title**
  - **What is this all about?**
  - **How does it fit in**
- **C - Captions**
  - **Anything in bold**
  - **Anything which catches the eye**
- **P – Pictures**
  - **Context clues**
  - **What is it about?**
- **Q – Questions**
  - **Highlight "action" words**
  - **Any new information?**
- **R – Reading**
  - **Skim/scan for information**
  - **How accurate were your predictions?**

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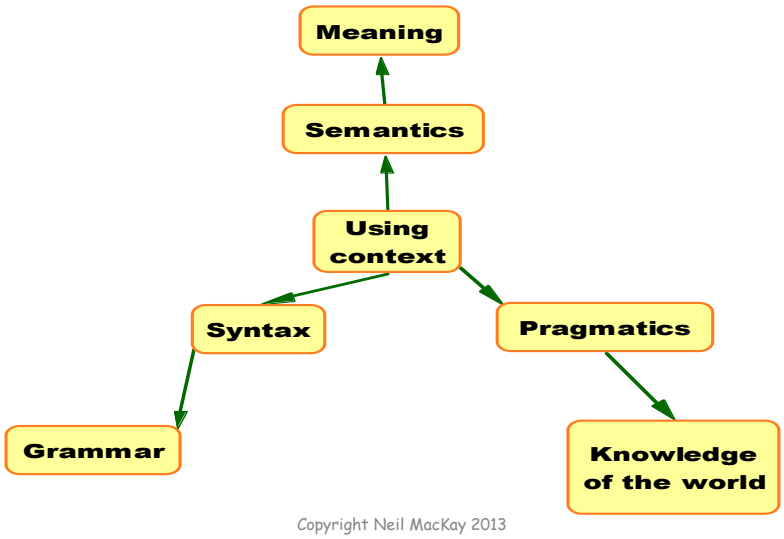
Making use of context



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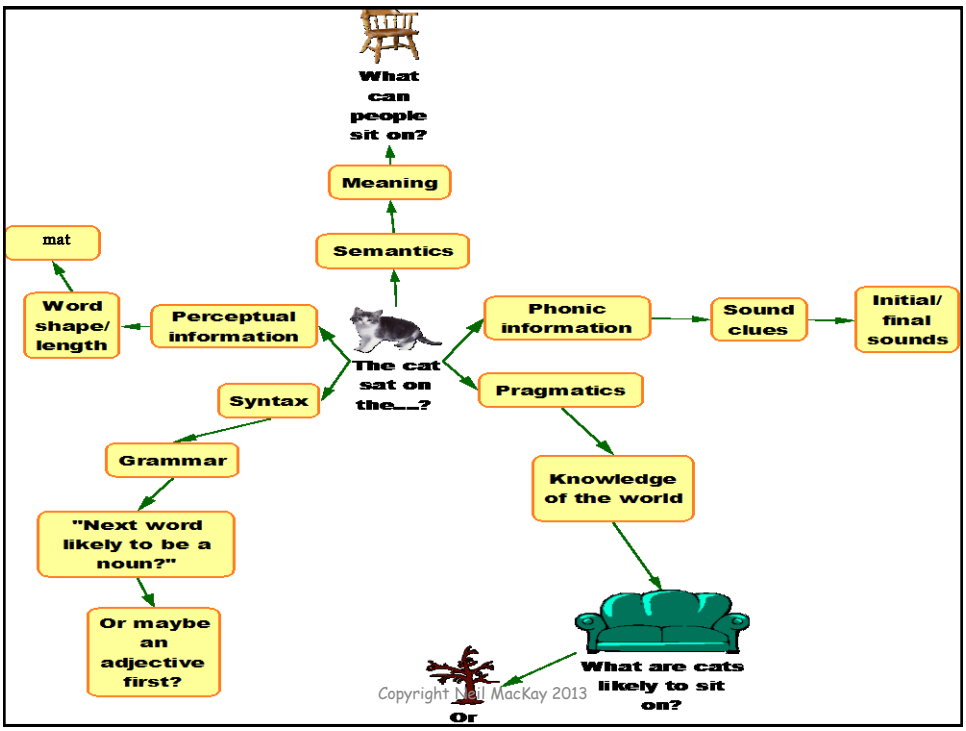

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Getting it down on paper

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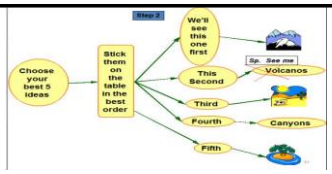
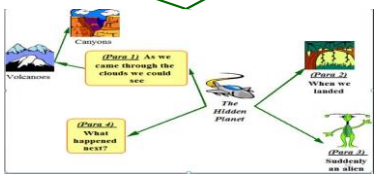
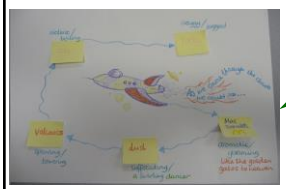
1. Think without boundaries



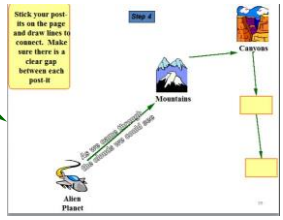
2. Hands on sequencing



Getting it down on paper



4. Talk and write



3. Transform + add value

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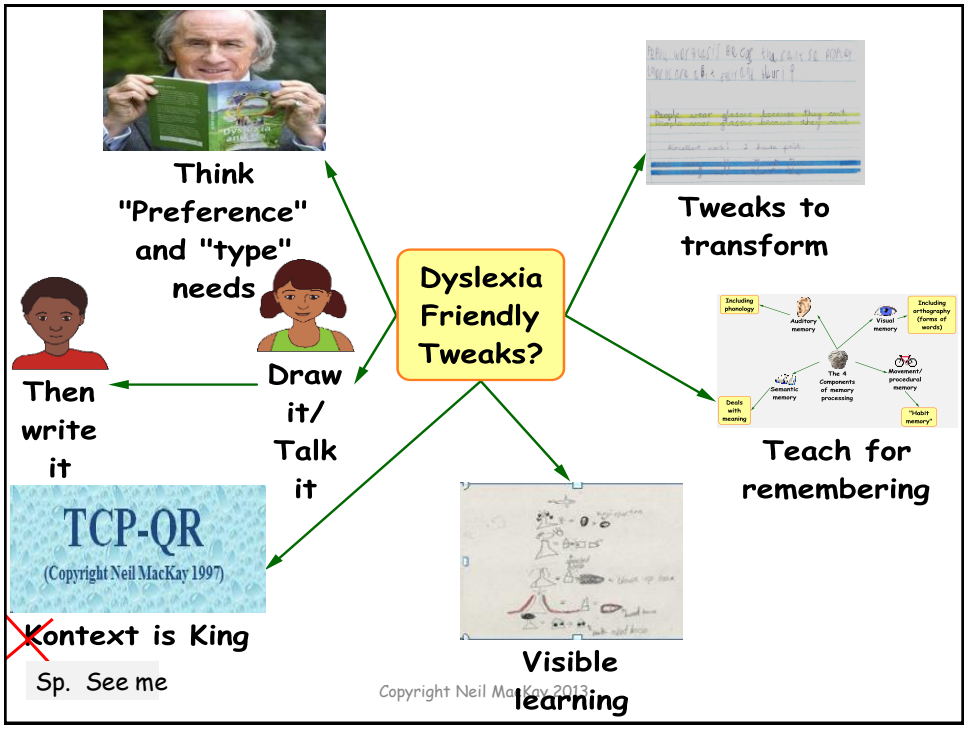
Think "Preference" and "type" needs
Tweaks to transform
Dyslexia Friendly Tweaks?
Then write it
Draw it/ Talk it
Teach for remembering
TCP-QR
(Copyright Neil MacKay 1997)
Kontext is King
Sp. See me
Visible learning
Copyright Neil MacKay 2013

actiondyslexia
TRAINING AND CONSULTANCY
Incorporating Neil MacKay Associates
The Highlands, Pen-y-Ball Hill, Holywell, CH8 8SZ
Tel: 01352 715700 / 07951764130
email: info@actiondyslexia.co.uk
The training opportunities which follow can take two forms:
1. a whole day, whole staff event
2. a personalised half day/day consultancy with individuals and small groups/sections of a school, maybe followed by an "inspirational twilight" for all staff to launch new approaches decided on the day.
Bespoke Training/Consultancy events are a speciality.

Securing Impact over time through "Total Teaching"

- – giving teachers "just enough" specialist knowledge to raise the achievement of vulnerable learners - Reduced support in times of cuts places even more responsibility on class/subject teachers to develop "just enough" of the skills of a SENCO/TA to meet the needs of vulnerable learners. This whole day, whole school CPD event will include a range of additional learning needs, widening the training to meet the needs of pupils with AD(H)D, Asperger's Syndrome, Dyspraxia, Speech and Language issues and, if required, to examine classroom based approaches to the full range of additional learning needs.
- The focus will be on reasonable adjustments to support reading for meaning, supporting spelling jargon words, getting ideas down on paper and managing behaviour for learning.

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- Removing Dyslexia as a Barrier to Achievement – the whole day, whole school Dyslexia Aware School event which focuses on meeting the needs of dyslexic learners in the mainstream classroom, a particular imperative being the raising of achievement and attainment. Developing and enhancing Quality First teaching is the main priority and a range of reasonable adjustments will be presented. Also there will be opportunities to celebrate existing best practice.

- Meeting the needs of the 4% - those who will need specialist support at some time - Dyslexic learners in the "4%" group will need specialist support which is over and above what can reasonably be provided by the class teacher. This CPD event places great intervention teaching in the context of current research to present new paradigms for raising the achievement of our most vulnerable pupils

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- Learning how to learn – looks at how to develop positive "behaviour for learning strategies" into Quality First teaching. The course covers personalised approaches which are easy to implement in busy classrooms and focuses on improving a range of study skills, including skimming and scanning, reading for meaning/reading between and beyond the lines , "what does the question really mean", how to learn for tests and SATS, planning answers and getting ideas down on paper. Some schools have successfully followed this course with an evening event for parents to ensure that the new principles and practices can be supported at home.

- Dyslexia and Asperger's syndrome – complimentary sides of the same coin? - presenting Dyslexia and Asperger's as preferred ways of learning rather than automatically as difficulties or disabilities. An examination of these preferred ways of learning shows how the comfort zone for dyslexic learners – the "out of the box, unstructured and eclectic approaches – are important developmental learning areas for students with Asperger's Syndrome. By the same token their preference for order, sequence and predictability supports dyslexic learners to operate more effectively

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- Bilingualism and Dyslexia – "is it or isn't it? – examines issues around second language competence which can obscure dyslexic type learning needs. Drawing on experiences in bilingual settings in Hong Kong, Singapore , Wales and New Zealand, the presentation highlights aspects of dyslexia aware best practice which are best suited to meeting the needs of students for whom English is a second or additional language.

- "Let's hear it for the boys" – writing for reluctant writers –boy (and girl) friendly techniques focussing on meeting the needs of reluctant writers through multi sensory approaches, with a special emphasis on kinaesthetic techniques

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- "Could it be Dyslexia - "Analysis for Achievement" - The focus will be on the requirements of the new Inspection Framework which requires schools "analyse for achievement", and use data to identify opportunities to impact on the quality of learning and teaching. A particular priority will be the identification and targeting of pupils who are "not benefitting enough" from their education, at all levels of ability and need. Participants will be asked to bring a range of data samples from their school and this "real time" information will be used to identify messages, sign posts and anomalies, leading into the development of strategies to record successes and improvements and to close the learning gap for the target groups

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Courses for Teaching Assistants

- Managing the learning and behaviour of small groups (1) – concrete strategies for working across the full range of learning needs in primary and secondary together with practical approaches to develop spelling, study reading, numeracy and getting ideas down on paper. .
- Managing the learning and behaviour of small groups (2) – a higher level course which focuses on inclusion and differentiation through learning styles and preferences. TAs will be supported to identify learning preferences, to audit materials and approaches to address a range of preferences and harness them to present alternative evidence of achievement.

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Courses for Parents/Carers and Students

For parents –

- Working with your child at home – practical strategies to support the development of study reading, spelling "tricky" words and getting ideas down on paper – great to do with parents and their children working together

For students –

- Developing writing skills through mind friendly good practice (suggested ages 7-13)
- Developing study and revision skills – learning to remember through specially tailored courses for Year 6 and Years 10, 11 + 13 (self-directed learning can be built in to the Year 12+13 package)
-
- Neil particularly enjoys planning "bespoke training". He will be very pleased to discuss your training needs and to put together a programme which addresses key issues for school development and improvement. Contact details are on the letterhead. View his website at www.actiondyslexia.co.uk and also www.4D.org.nz

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