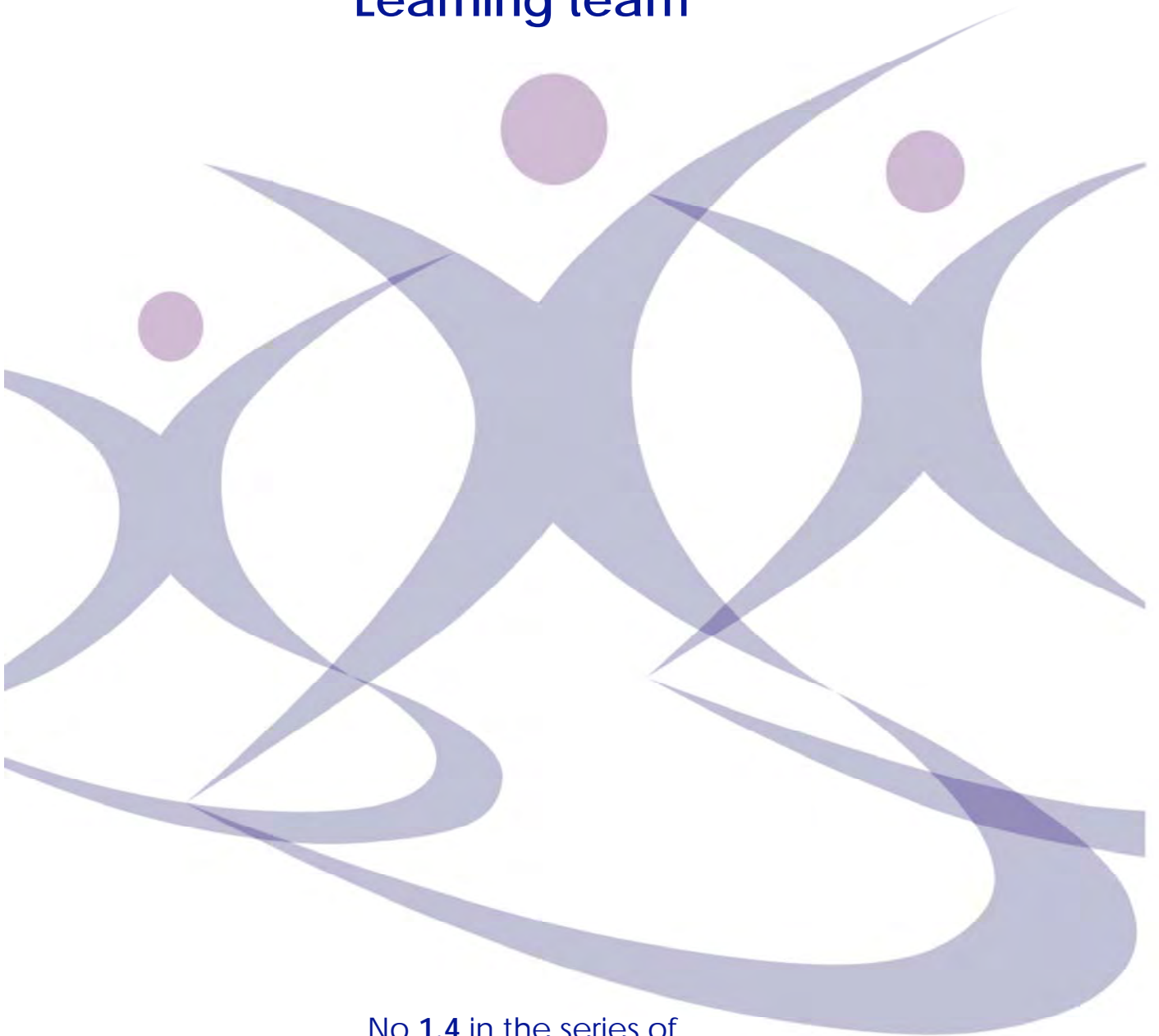




Dyslexia Scotland

Information for the Secondary Support for Learning team



No 1.4 in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

MEETING THE ADDITIONAL SUPPORT NEEDS OF DYSLEXIC PUPILS IN THE SECONDARY CURRICULUM

ROLE OF THE SUPPORT FOR LEARNING TEAM

Published in Great Britain by
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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.

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- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning Team
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Email: info@supportingdyslexicpupils.org.uk

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

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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
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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

ROLE OF SUPPORT FOR LEARNING

“All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.”

SOEID (1998): Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice). These principles are reflected in both the Additional Support for Learning Act 2004 and the Curriculum for Excellence.

Support for Learning (SfL) teachers play a major role in ensuring that the additional needs of pupils with dyslexia are met in the secondary curriculum, contributing to the successful inclusion of these pupils in the mainstream secondary school and to raising their attainment. The five roles of Support for Learning (as described in the SOEID 1994 publication Effective Provision for Special Educational Needs) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

- **Tutoring** of small groups and/or individuals
- **Co-operative teaching** with class/subject teachers to support them by targeting assistance in a planned way to pupils experiencing difficulties
- **Consultancy** – liaising with other agencies including educational psychologists
- **Specialist/Support Services** - Providing exceptional services to individual pupils, such as supporting transition to the school and its curriculum, identification and assessment of dyslexia
- **Staff Development** - Contributing to the enhancement of colleagues' professional development through seminars; case conferences; courses and providing information about dyslexia, barriers to learning in the subject curriculum and how the learning and behaviour of dyslexic pupils might be affected and dealt with effectively

TRANSITION P7-S1

When dyslexic pupils have been identified by primary staff as part of transition arrangements, SfL staff should attend any review meetings held during P7 and work closely with primary staff in identifying strengths, barriers to learning and the nature of any support that will be needed for dyslexic pupils to access the secondary curriculum at an appropriate level. It is the responsibility of the secondary SfL team to inform subject teachers of any strengths and possible difficulties that dyslexic pupils may experience in their subject curriculum and to suggest strategies that should be adopted to minimise difficulties and ensure access to curricular materials and activities. This task requires that SfL teachers are able to interpret reports in terms of **how** a pupil might be affected by dyslexia and link this to the demands of the secondary subject curriculum in order to help colleagues anticipate possible barriers to learning in their subject and to develop teaching and learning strategies that will meet dyslexic pupils' additional needs. It has been found that when teaching and learning is designed to support dyslexic pupils, the learning of all pupils improves.

Role of the Support for Learning Team

Dyslexia may not be identified until pupils are at secondary school for a number of reasons:

- The move to secondary school has eliminated many of the support strategies that 'hidden' dyslexic pupils developed at primary school to mask that they were having problems
- Some higher order dyslexic difficulties may not appear until the demands of the secondary subject curriculum cause a pupil's coping strategies to collapse
- The time aspect of the secondary timetable often creates problems for dyslexic pupils accustomed to having all the time they need in the primary classroom
- A mismatch between a pupil's apparent ability and the quality (and quantity) of written work may be observed in some subjects

Those SfL teachers who are involved in standardised testing of new S1 pupils may already have noted unexpected results for some pupils and taken steps to monitor them during a 'setting in' period. Short periods of classroom observation of these pupils across the curriculum often provide relevant information about learning behaviour that may be typical of dyslexic learners. Even with arrangements like these in place, some dyslexic pupils will not be identified until they reach a stage where they are no longer able to use their strengths to compensate for dyslexic difficulties – possibly not until they are about to sit timed examinations. It will not be possible for the SfL team to predict that these pupils will 'suddenly' reveal dyslexic difficulties – but it is very important that they have an expectation that this is likely, and to ensure that subject teachers are also aware of this, since they will be required to refer such pupils to SfL for investigation.

It will be difficult for subject teachers to identify dyslexia, but they are well placed to observe any mismatch between a pupil's apparent ability and the quality (and quantity) of written work and/or pupils' failure to complete set tasks and/or unexpectedly poor test results. Subject teachers should make use of the Dyslexia Indicators Checklist to identify possible dyslexic profiles and refer pupils to the SfL team for further investigation.

Relating a dyslexic profile to the curriculum

SfL teachers are usually closely involved in any identification and assessment of pupils' dyslexic profiles. In many schools it will be the role of the SfL team to investigate the concerns of pupils, parents/carers, subject or guidance staff – as described in the Dyslexia Scotland booklet Identification and Assessment of Dyslexia in the Secondary School.

Once an investigation of a pupil's dyslexia has been carried out, there will normally be a formal report, possibly including details of test scores and probably using terms such as visual, auditory and phonological processing, short-term (working) memory, cognitive and spatial ability etc. A glossary is provided below to help teachers interpret dyslexia reports so that strengths and areas of difficulty may be related directly to accessing the subject curriculum and appropriate teaching strategies devised. The examples below may be used to inform teachers of how the dyslexia may affect a pupil in the subject class, and lead to the selection of appropriate strategies to minimise problems.

Pupils who experience visual processing difficulties often:

- Complain of headaches when reading
- Report that words move around the page or the text is too bright
- Have difficulty copying
- Rub their eyes, blink rapidly and often
- Complain of scratchy or itchy eyes
- Lose the place when reading
- Insert or omit words/phrases when reading, apparently at random

Pupils who experience short-term (working) memory difficulties often:

- Have difficulty in remembering instructions
- May not remember the alphabet, days of the week, months of the year in sequence e.g. unable to use dictionary or index
- Tend to forget names of common objects and people
- Struggle with rote learning of multiplication tables and number bonds and other sequences
- Be unable to remember one day what they previously knew
- Forget what they were going to say, e.g. while waiting for a pause in the conversation or in the middle of a sentence

Pupils who experience directional confusion may:

- Reverse letters and/or numbers when writing
- Read numbers and small words backwards
- Begin number operations from the left instead of the right
- Have a poor sense of direction e.g. confuse left/right; above/below etc.
- Struggle to learn to use a round clock or watch

Pupils who have poor physical co-ordination may struggle to:

- Do up buttons and tie shoelaces
- Produce legible handwriting
- Handle small tools/equipment safely
- Be unable to judge speed and distance
- Have poor depth perception
- Put together a sequence of coordinated moves e.g. for swimming, cycling
- Find team games difficult, missing catches, being unable to locate team-mates

Pupils who have poor organisational skills struggle to:

- Organise themselves and their equipment – may bring wrong books or carry all books every day
- Sequence written work logically
- Align columns of figures and/or set out work appropriately
- Follow a timetable

Pupils who experience difficulties with extended writing may:

- Find it difficult to plan and organise essays
- Have difficulty with punctuation
- Lack paragraph concept
- Have faulty grammar and syntax – confuse tenses
- Have slow laborious – sometimes illegible – handwriting
- Have inconsistent – sometimes bizarre – spelling
- Confuse subject vocabulary
- Lack proof-reading skills, tending to see what they meant to write, not what is there

Pupils who experience difficulties with study skills and exams may:

- Be unable to take notes at speed
- Find it difficult to copy accurately
- Lack organisation in notes
- Struggle to understand their own notes
- Be unable to organise their notes for study and revision
- Not know how to study and revise
- Misread or misinterpret examination instructions and questions
- Find it difficult to organise their time in examinations
- Lack examination proof reading skills

ADDITIONAL SUPPORT PLAN

While it may not be considered appropriate for all dyslexic pupils to have a full Individualised Educational Programme (IEP) at secondary school, there will be a need for some plan to be put in place to complement any Personal Learning Plan developed. Whether it is called a Support Plan or Action Plan it should outline the steps to be taken to help the dyslexic pupil achieve specified curricular targets. SfL and subject teachers should use this Plan to monitor and review pupils' additional support needs and evaluate the success – or otherwise – of the support provision in place. Such a plan should include a profile of the pupils' dyslexia, emphasising particular strengths and learning preferences, and giving details of **how** the dyslexia may impact on learning and behaviour in different subjects. Not all dyslexic pupils will experience the same barriers to learning in a subject, and an individual dyslexic pupil may show strengths in some areas of the curriculum while experiencing difficulties in others. It is important that every barrier to learning identified in a profile or additional support plan is balanced by suggested subject-specific strategies for meeting the additional needs of the dyslexic pupil as required.

A profile of a pupil's dyslexia should contain:

- Details of how the pupil's dyslexia affects learning in the subject – e.g. inability to locate information in a text source in History
- Information making it clear what the pupil is able to do – with and without support – e.g. reading comprehension is age appropriate but tends to be slower than classmates, so more time is needed for reading tasks
- Specification of technological support to be provided including details of training needs
- Details of attainment levels and past achievements in subject areas, including assessments, together with samples of the pupil's work
- Details of the pupil's eligibility for alternative assessment arrangements reflecting support in place in the curriculum, so that the dyslexic pupil is not placed at a disadvantage compared to other pupils in tests and exams

An Additional Support Plan (IEP/PLP) should be subject-specific and relate any underpinning difficulties and subject skills to the support needs of the pupil concerned and include:

- Details of strategies already in place to compensate for dyslexia in specified activities e.g. sections of text highlighted in History worksheets to help the pupil locate information
- Advice about types of tasks and activities that might be inappropriate for the individual in particular subjects unless specified support is in place – e.g. should not be asked to copy notes from a book – suggest materials are photocopied

Role of the Support for Learning Team

- Suggestions for supporting a dyslexic pupil's access to tasks and activities in subject classes – e.g. issued with blank results tables for completion in Science instead of having to draw out a table then complete it
- Details of the extent and nature of additional support required by the dyslexic pupil in a particular subject – how best to provide this may be a matter for discussion between subject and SfL teachers, parents and pupils
- Description of successful support strategies already in place in other areas of the curriculum and for assessments
- Arrangements and timescale for monitoring and review together with identified SfL contact who may be approached for advice and support at any time

Any planned programme would contain succinct statements of educational aims; a list of goals to be attained with indications of expected timescales; approaches to learning and teaching; arrangements for assessment and recording of attainment; names of staff involved; details of resources; learning contexts; and involvement of parents.

Educational aims would normally be general descriptions of the progress an individual pupil might be expected to make over the course of the period of time covered by the IEP.

The list of goals to be attained could consist of targets set for the pupil in different subjects and should include details of any support needs associated with barriers to learning identified in the subject curriculum and its style of delivery.

Each of a dyslexic pupil's teachers should receive a copy of the plan, individualised for a pupil in their subject, it is expected that there will be an overlap of both barriers to learning and suggested support strategies in similar subjects.

The support strategies summary on the CD and individual subject booklets will help SfL teachers to develop and personalise support plans for individual pupils in specific subjects.

DYSLEXIA – GLOSSARY

Some of the terminology used in reports of dyslexia assessments is often very specialised in nature, so the following definitions may be used for reference.

Additional support - provision which is additional to, or otherwise different from, the educational provision made generally by an education authority for children and young people of the same age in schools under the management of the education authority.

Alternative assessment arrangements - these are agreed with the Scottish Qualifications Authority and refer to changes that are made to the context of an assessment in order to ensure that a dyslexic person can access an examination paper.

Assessment - an ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances, in order to inform decisions about the actions necessary to maximise their potential.

Auditory memory - the recollection of stored sounds in short or long term phases.

Auditory-sequential memory - the ability to receive, hold, recall and use auditory information in the sequence in which it has been presented.

Auditory discrimination - the receptive activity including the selection, identification and classification of perceived sound signals. Delay in the transmission of sounds can alter the perception and recognition of the phonetic structure of words essential for both reading and spelling. Dyslexics may process sound more slowly than the norm and this may be a key factor in their specific difficulties, since auditory discrimination and processing skills are a critical element of the learning process.

Auditory processing - the ability to process the sound elements of language. A deficiency in the processing of language creates a difficulty in bringing meaning to the sounds.

Automaticity - the development of the ability to perform certain actions without conscious thought. This usually applies to actions that are performed so frequently that a person will perform them automatically – e.g. lifting a cup and drinking

Cognitive ability - a measure of learning skills such as memory, phonological awareness and fluency.

Co-morbidity - another condition existing alongside dyslexia such as dyspraxia or ADHD where there are both sets of symptoms, but some are common to both conditions.

Compensated dyslexic - a dyslexic person whose literacy and numeracy attainment is reasonable because of good coping strategies. There may still be considerable difficulties.

Role of the Support for Learning Team

Directionality - the knowledge of a person's own sidedness, used to orient the body to the directions in space - e.g. something is 'in front' of you because it is your front. This applies to every direction. Those with laterality/directionality problems will often display reversals of letters and words, mirror writing etc.

Disability - the definition of disability, set out in the Disability Discrimination Act 1995, as being a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

Figure/ground discrimination - the ability to select and attend to one specific stimulus while keeping the majority of competing stimuli in the background. May involve problems locating items on a crowded tray, shelf etc.

Fine motor skills - the skills requiring precision and accuracy such as handwriting, threading a needle.

Fluency - the ability of the brain to do or think something over and over and more and more quickly without being conscious of it. When applied to reading, means that the reading is smooth, with appropriate expression, intonation and use of punctuation to communicate meaning. Lack of reading fluency usually involves frequent errors, inappropriate pauses, omission or repetition of individual words/phrases, ignoring punctuation and little use of expression or intonation to communicate meaning.

Gross motor skills - the skills involving hand-eye co-ordination such as catching a thrown object or hitting a ball with a bat.

Individual Education Plan - the IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

Inefficient processing of information - this is the lack of efficient response to stimuli and the use of skills in cognitive aspects of learning such as memory and attention and it may affect the output in written work, speech, reading or spelling.

Laterality - the internal knowledge of the sidedness of the human body, the consciousness of the midline and the ability to use this knowledge for balance and to counteract a one sided movement with an 'other sided' movement. It is more than ability to name left and right or dominance (the preference for one or other side of the body). Those who have not developed a sense of their sidedness may have trouble with balance and directionality, shown by reversals of letters and words.

Meares-Irlen syndrome - visual discomfort when reading not caused by a known visual impairment – often involves perceived distortions of text and sensitivity to glare.

Metacognition - the processes by which people may think about and actively analyse how they think and learn. It is important for dyslexics to discover how they learn best so that they may build on this in areas where they have difficulties.

Motor planning ability - the ability to organise, plan and then execute new or unpractised motor tasks - may involve problems with fine motor tasks such as using scissors, or avoiding obstacles.

Multi-sensory learning - employing more than one learning style (visual, auditory, kinaesthetic) when learning.

Multi-sensory teaching - using more than one teaching style to accommodate the differing learning preferences of pupils, in order to aid short and long term memory. Some dyslexics will remember better if a physical activity is linked to the more usual visual and auditory teaching input.

Non-transparent language - a language like English where speech sounds and letters do not correspond regularly – e.g. cough, bough, dough – the same letter combinations are pronounced differently for no apparent reason.

Phonological - relating to language sounds.

Phonological deficit - the inability to segment the written word into underlying phonological components, which impairs decoding, preventing word identification. This lower-order linguistic deficit blocks access to higher-order linguistic processes and to gaining meaning from text. The language processes involved in comprehension and meaning are intact, but cannot be used, as they can be accessed only after a word has been identified. This deficit is most obvious in reading but it may also affect speech - especially when longer words are involved.

Phonological difficulties - these may include (i) problems segmenting sounds (ii) poor rhythm (iii) inability to rhyme (iv) reversals of short words and within longer words (v) problems with alphabetical order (vi) inability to distinguish between sounds and their names (vii) problems relating sounds to written symbols (viii) difficulties with rote learning (ix) difficulties with letter blends (x) problems synthesising words (xi) problems sequencing sounds

Psychometric tests - tests which measure all aspects of mental ability, personality, intelligence, aptitude etc.

Psychometric assessment - this involves the use of test materials to measure a learner's skills and abilities which may include important sub-skills of learning such as memory, perception and auditory skills.

Readability level - an easily calculated measure of the degree of difficulty of a passage of text.

Reading age - an indication of a child's reading skills. It can be above, the same as or below the actual age.

Role of the Support for Learning Team

Reflex inhibition - learning may be adversely affected by an early failure of the cerebral cortex to inhibit, modify and transform reflexes. Those who have retained or under-developed positional reflexes will experience difficulties with gross muscle co-ordination, balance, conceptualisation of movement, fine motor skills (including writing), reading, spelling, problem solving, organisational skills, short term memory and rote learning. While linked to dyspraxia these appear as dyslexic or behavioural problems.

Scotopic sensitivity - a misnomer for visual discomfort when reading not caused by a visual impairment. Now known as **Mears-Irlen syndrome**.

Screening - short investigative tests and other measures such as observation/interviews by a specialist to see if dyslexic traits are present, before going for a full assessment.

Short-term (working) memory deficit - difficulty remembering what has just been said or read or following a sequence of classroom instructions that have just been issued – e.g. asking what page? when the teacher has just given this; limitations to accessing previously learned facts e.g. finding it hard to remember multiplication tables, the alphabet, and marshalling of learned facts effectively in exams.

Spatial awareness - the knowledge of one's position in space relative to other objects - applies to concepts such as up/ down, in/ out, front/ back and to external objects outside of self. It may involve problems negotiating obstacles - bumping into things, making block designs, and using pegboards and difficulties with writing.

Specific learning difficulties (SpLD) - often used as a synonym for dyslexia but may be present even if dyslexia is ruled out. These often include difficulties that may overlap with dyslexia but are known as separate conditions, such as dyspraxia and dysgraphia.

Speech and language therapy (SALT) - speech and language therapy is a health care role aimed at enabling people with speech, language and communication difficulties (and associated difficulties re eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Spoonerism - transposing the first sounds in two words, for example, saying 'town drain' for 'down train'.

Standard score - test results that have been recalculated so that they can be compared to the performance of a particular group and also across a range of different tests.

Standardised tests - these are norm-referenced tests, which provide a measurement that is compared with the average scores of a standardised sample. To be effective, these should be recent, be of a high validity (measuring what they were designed to measure) and reliability (similar scores obtained by repeating the test under similar circumstances).

Transparent language - a language where the letters or groups of letters always represent the same sound, e.g. Turkish, Italian.

Underlying difficulties - these may be due to deficient neural computational systems and are frequently overlooked. Those who have underlying difficulties often appear to be under-achieving and the skill with which they experience difficulty is given remedial attention, and strategies developed to improve poor academic skills rather than the source of the difficulty being addressed.

Visual dyslexia - this is the name often given to a group of symptoms caused by malfunctions in the eye/brain communication chain. A person with visual dyslexia may experience a range of symptoms from reading or writing problems to major perceptual difficulties. They will often under-achieve in academic work or in social situations, self esteem is lowered, anti-social behaviour is common and there may be neurological symptoms that are often unrecognised (even in a normal "eye test") and are common in the classroom. It is estimated that up to 10% of children may suffer from the disorder to varying degrees.

Visual memory - the ability to store images presented through visual stimuli.

Visual-perceptual problems - these are wider problems than eye control and may be related to the complex process of the regulation of inputs from several sensory modalities. Eye muscle co-ordination may be affected - possibly due to developmental delay in binocular co-ordination, linked with balance and positional reactions. This may result in poor copying, shape recognition and depth perception. The eyes may jump when reading leading to the omission or rereading of words and lines.

Visual-sequential memory - the ability to store, recall and put images in the correct sequence.

Visual discrimination - the ability to see similarities and differences and to pick out details in visual information - may refer to objects, shapes, letters, words.

Working memory - see short-term memory

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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)
- Complains 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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