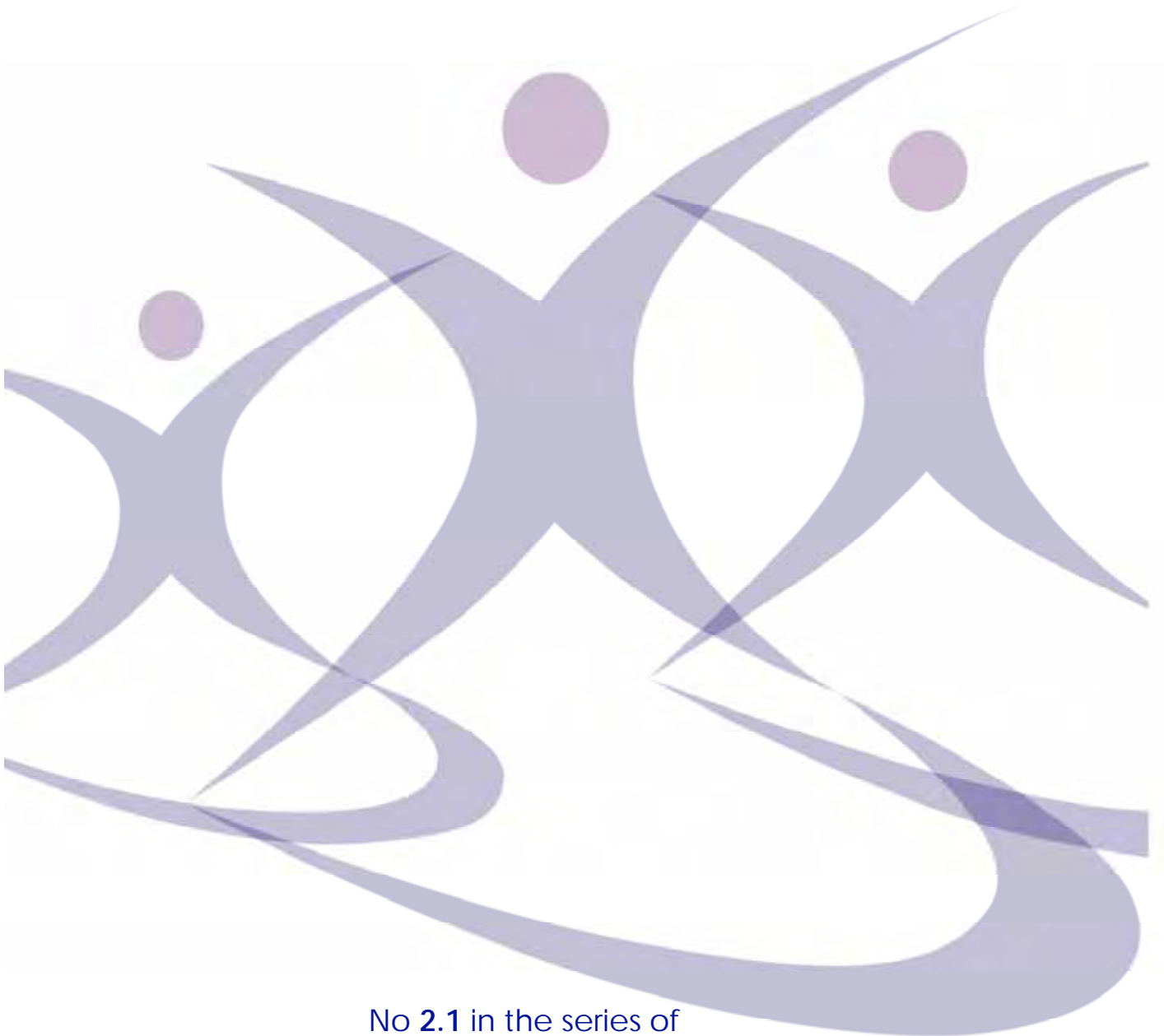




Dyslexia Scotland

Dyslexia and Art Craft & Design



No 2.1 in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

DYSLEXIA AND ART, CRAFT & DESIGN

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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.

1.0 Dyslexia: Secondary Teachers' Guides

- 1.1. Identification and Assessment of Dyslexia at Secondary School
- 1.2. Dyslexia and the Underpinning Skills for the Secondary Curriculum
- 1.3. Classroom Management of Dyslexia at Secondary School
- 1.4. Information for the Secondary Support for Learning Team
- 1.5. Supporting Parents of Secondary School Pupils with Dyslexia
- 1.6. Using ICT to Support Dyslexic Pupils in the Secondary Curriculum
- 1.7. Dyslexia and Examinations

2.0 Subject Teachers' Guides

- 2.1. Dyslexia and Art, Craft & Design
- 2.2. Dyslexia and Drama (Performing Arts)
- 2.3. Dyslexia and English (Media Studies)
- 2.4. Dyslexia and Home Economics (Health & Food Technology)
- 2.5. Dyslexia and ICT subjects (Computing Studies, Business Education, Enterprise)
- 2.6. Dyslexia and Mathematics
- 2.7. Dyslexia and Modern Foreign Languages
- 2.8. Dyslexia and Music
- 2.9. Dyslexia and Physical Education (Outdoor Education, Sports, Games, Dance)
- 2.10. Dyslexia and Science subjects (Biology, Chemistry, Physics)
- 2.11. Dyslexia and Social subjects (Geography, History, Modern Studies, Philosophy, Religious Studies)

ALL information contained in the booklets and the CD can be downloaded free of charge from the Dyslexia Scotland website – www.supportingdyslexicpupils.org.uk

Extra copies of individual booklets or complete sets are available from

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ

Email: info@supportingdyslexicpupils.org.uk

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

Acknowledgements

Dyslexia Scotland would like to thank the following for making possible the publication of this important series of books. Every secondary school in Scotland has been supplied with a copy. All material contained in the booklets and CD is downloadable free from the Dyslexia Scotland website - www.supportingdyslexicpupils.org.uk.

Special thanks to **M & A Thomson Litho Ltd**, East Kilbride, Scotland who printed the booklets at below cost – www.thomsonlitho.com.

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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
www.dyslexiascotland.org.uk

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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

Dyslexia may be defined as a difficulty in processing language-based information. Short-term memory, sequencing, directionality and co-ordination may also be affected.

It is important that secondary teachers consider dyslexia in the context of their own subject. In any subject class there will be a need to make provision to meet a wide variety of strengths and additional support needs, not all linked to dyslexia, but, teaching and learning strategies that are appropriate for dyslexic pupils can be effective for all.

Dyslexia may be difficult for subject teachers to identify, but a mismatch between a pupil's apparent ability and the quality (and quantity) of written work is often observed. Subject teachers should use the Dyslexia Indicators Checklist to confirm any suspicion of a dyslexic profile. If several indicators are ticked, referral should be made to the Support for Learning (SfL) team for further investigation.

TEACHERS' RESPONSIBILITIES RE PUPILS WITH DYSLEXIA

Reference: Education (Scotland) Act 2004: Additional Support for Learning

It is a teacher's responsibility to provide a suitably differentiated subject curriculum, accessible to all pupils, that provides each with the opportunity to develop and apply individual strengths. Responsibilities for meeting the additional needs of dyslexic pupils are the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. Subject teachers may be expected to use teaching and learning strategies that include:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils
- Selection or design of appropriate teaching and learning programmes that match the range of all pupil abilities, within the curricular framework of the school
- Awareness of the learning differences related to dyslexia that may cause difficulties within these programmes
- Understanding that, while dyslexia is not linked to ability, able dyslexic pupils may persistently underachieve because of this
- Knowledge that many dyslexic pupils use strategies such as misbehaviour or illness for coping with difficulties they do not necessarily understand themselves
- Willingness to ask for advice and support from the Support for Learning team
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum

Dyslexia and Art, Craft & Design

- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy
- Understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary or secondary
- Acceptance that some pupils with dyslexia may require additional support within the context of their subject and to consult with colleagues and specialists to determine how best to provide this
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress so that subject knowledge and ability are assessed fairly by making alternative arrangements for assessments that reflect the additional support usually provided

Dyslexic pupils constantly meet barriers to learning across the curriculum and may become discouraged very quickly due to lack of initial success in subject classes. This can result in subject teachers assuming that pupils are inattentive or lazy, when they are actually working much harder than their classmates, but with little apparent effect. For pupils with dyslexia the experience of success may be rare, if not totally absent. They may:

- Lack self-confidence
- Have a poor self image
- Fear new situations
- Confuse written and verbal instructions
- Be very disorganised
- Lack stamina
- Appear to avoid set work

For example, a dyslexic pupil may fully understand the subject teacher's spoken introduction to a topic but be unable to follow the written instructions to complete class activities.

Art, Craft & Design subjects provide many dyslexic pupils with an opportunity to excel, since many think in pictures rather than words. The dyslexic differences that make reading, writing, and spelling difficult often result in high ability where perception is important and individual interpretation is required. Dyslexic people often become very successful in the fields of:

- Architecture
- Engineering
- Interior or exterior design
- Carpentry
- Mechanics
- Graphic design
- Painting/drawing/sculpture
- Photography

Significant strengths of dyslexic pupils may include:

- Mechanical ability
- Strongly developed spatial awareness
- Multi-dimensional thinking and perception
- Ability to visualise a 2D diagram in 3D
- Ability to imagine how an image would appear from another perspective
- Ability to apprehend, encode, and mentally manipulate spatial forms
- Ability to view pictures/diagrams proportionally
- Multi-sensory learning styles that are particularly suited to practical design activities
- Curiosity, high awareness of the environment
- Being highly intuitive and perceptive
- Vivid imaginations resulting in uniquely creative solutions
- Excellence in computer graphics and animation

READING/WRITING/COPYING/MATHEMATICAL ACTIVITIES

The underpinning literacy difficulties of many dyslexic pupils will impact on their learning in all areas of the curriculum, including Art & Craft & Design. Those who also experience specific dyslexic difficulties in Maths may be further disadvantaged due to the need to apply certain skills such as calculation, measurement and direction in practical activities.

Barriers to learning – some dyslexic pupils may:

- Be clumsy, bump into things or knock them over in a workshop/studio
- Be unable to co-ordinate movements when using tools/machinery
- Experience problems with automaticity of fine and gross motor skills
- Struggle to plan sequential movements when using tools/equipment
- Fail to develop automaticity of use of simple equipment
- Have difficulty organising work space
- Have difficulty remembering where equipment etc is stored
- Find holding a list of instructions in memory difficult
- Be unable to carry out a sequence of actions in the right order
- Misunderstand complicated instructions
- Confuse directions – e.g. 'left/right, forward/back etc.
- Take longer than others to process and complete a task
- Sacrifice originality and creativity in order to get through an activity
- Experience visual distortions in diagrams, charts and printed text
- Experience weaknesses in some aspects of graphic skills

Suggested support strategies:

- Demonstrate, model and allow time for pupils to practice skills and techniques
- Help pupils to develop rhythm in practical activities using mnemonics, music etc
- Design flow charts showing the sequence of steps in an activity
- Create outlines of tools/equipment to show where they should be stored

Dyslexia and Art, Craft & Design

- Highlight names of equipment needed – use pictures as well as words
- Give only one instruction at a time/repeat instructions in sequence often
- Number the steps in a practical activity
- Use prompts and arrows to indicate directions
- Keep activities as open-ended as possible
- Do not specify an end-product
- Allow as much time as is needed for dyslexic pupils to complete set tasks
- Encourage all pupils to try different approaches to and interpretations of activities
- Encourage the use of bullet points, mind maps and visual representation of stages in the design process
- Issue coloured overlays, vary lighting and colour of texts to reduce distortions
- Break down graphic tasks into a series of very small steps and model these for pupils
- Try out different pencil grips, type of drawing implement to help graphic skills
- Encourage the use of ICT for graphic design and the written aspects of a course
- Set vocabulary learning/revision for homework – use word searches and a 'games' approach in class to revise

ALTERNATIVE ARRANGEMENTS FOR ASSESSMENTS

SQA and other examining bodies offer a range of alternative assessment arrangements for dyslexic pupils taking examinations. These are designed to reflect the support provided for dyslexic pupils in the curriculum and to address any specific difficulties caused by the style of the examination and its impact on the opportunities for dyslexic candidates to demonstrate actual attainment.

Consideration should be given to the following points:

- Not all dyslexic pupils will require alternative arrangements for practical assessments in Art or Craft, but many will need these for timed, written exams
- If the assessment instructions are given orally, dyslexic pupils may need to have these repeated, often more than once
- It may be necessary for dyslexic candidates to ask for specific seating/work station arrangements in order to take account of ambient lighting etc.

The range of alternative assessment arrangements available for dyslexic candidates in written exams includes:

- Linguistic support (reader, digital examination papers, scribe, transcription with correction)
- Extra time allowances
- Use of word processors with spellcheckers, specialised software and other technological aids
- Transcription without correction to remove illegibility
- Assistance with diagrammatic material when gross/fine motor skills are affected
- Rest periods/supervised breaks when the extra time makes the exam extremely long
- Adapted question papers for candidates who experience visual distortions.

ROLE MODELS FOR DYSLEXIC PUPILS

When at school, the impact of dyslexic difficulties often outweighs a pupil's natural abilities in a subject area leading to underachievement and lack of confidence and self-esteem. Teachers of successful dyslexic individuals often express surprise – or astonishment – at their achievements after they have left formal schooling behind.

So, perhaps some of those who have already succeeded may be the best guides to promote understanding of how to create success where there is so often failure. The gifts of many dyslexics seem to be particularly clear in the fields of art, architecture, design and engineering. These are areas where achievement is measured by demonstrated success, which is often more highly valued in society than traditional academic skills and paper credentials. The following personal comments and case histories may offer new insight into dyslexia.

Art

Leonardo da Vinci

He wrote from right-to-left - mirror writing - like many left-handed dyslexic people. Leonardo's spelling was considered erratic and quite strange. He wrote - "You should prefer a good scientist without literary abilities to a literate one without scientific skills."

Pablo Picasso's dyslexia made school difficult - he fell behind but managed to catch up with the curriculum - but Pablo never really benefited from schools or learning. Dyslexia troubled him for the rest of his long life despite his fame as a controversial and important art icon.

The encouragement and support of **Auguste Rodin's** father for his son's severe dyslexia was acknowledged in the founding of the Rodin Remediation Academy in 1984 to promote multi-disciplinary research on developmental dyslexia.

One of the UK's most celebrated artists, **Mackenzie Thorpe's** compulsion to draw was obvious at an early age. Severely dyslexic, Mackenzie found confidence in painting and drawing, but left school early without formal qualifications. While working at a variety of unskilled jobs he continued to paint and draw. An uncle took his drawings to a North Yorkshire art college where he was accepted on the strength of the work and was enabled to develop his considerable gift.

Robert Rauschenberf who has been described as the greatest living painter describes his early years of struggling to learn, "Sometimes I felt dumb. I felt like everyone knew I was dumb. I'm dyslexic, quite seriously dyslexic - I still have trouble reading – so I hated school. It was the worst period of my whole life, the first 12 years of growing up".

Architecture

Taliesin-trained architect and artist, **Bennett Strahan** is dyslexic. He sees - and even paints - backwards. As a boy, he read by holding books up to mirrors. He was treated as borderline retarded - until his artistic gifts became clear, leading to

Dyslexia and Art, Craft & Design

help and encouragement from Frank Lloyd Wright. Despite his early difficulties, he now sees his dyslexia in a different light: "I think it has probably helped me more than any single thing I can think of," he says. "Three-dimensional thinking was what was created by the dyslexia - I could design things in my head."

Danish architect/engineer **Jørn Utzon** concealed his dyslexia for years –he worked on small, potent sketches which would be enlarged, reversed and given to his staff to work on. His brilliant design of the Sydney Opera House is an outstanding achievement.

Architect **Lord Richard Rogers'** handwriting was so bad he thought he'd never build a successful career

Tommy Hilfiger - fashion designer

"I performed poorly at school, when I attended, that is, and was perceived as stupid because of my dyslexia. I still have trouble reading. I have to concentrate very hard at going left to right, otherwise my eye just wanders to the bottom of the page." He often acted as the 'class clown' in an attempt to hide his dyslexia from his classmates.

David Bailey - photographer

'At school, I was put in the class for the stupid. ... I have yet to write a letter and still write figures the wrong way round.' These difficulties did not prevent Bailey from becoming one of the world's most successful photographers. He considers that visual people are luckier than verbal people because they are not limited by their vocabulary.

Engineers

Nicolai Tesla - discovered the rotating magnetic field, the basis of most alternating-current machinery. As a dyslexic child he was seen as a dreamer, but he developed self-discipline and became an inventor with a vivid imagination and an intuitive way of developing scientific hypotheses. "Before I put a sketch on paper, the whole idea is worked out mentally. In my mind I change the construction, make improvements, and even operate the device. Without ever having drawn a sketch I can give the measurements of all parts to workmen, and when completed all these parts will fit, just as certainly as though I had made the actual drawings.'

Pioneer of artificial organs **Willem Kolff** came from a family where dyslexia was a problem and experienced difficulties at school. 'I can spell difficult words, but I cannot tell you whether "always" is spelled with one "l" or two "l's.'

Thomas Alva Edison, (1847-1931), was one of the greatest inventors and industrial leaders in history but his teachers said he was 'addled' - 'My father thought I was stupid and I almost decided I must be a dunce'. His most famous contributions include practical electric lighting and the phonograph. Edison also created one of the first modern research laboratories. Some historians regard his development of the research lab as his greatest achievement.

FURTHER READING

McKay, N (2005): *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, Wakefield, SEN Marketing
Of particular interest is the chart of Dyslexia Friendly Classroom Strategies on page 214.

Renaldi, F (2003): *Dyslexia and Art, Design and Technology*, London, David Fulton Publishers

A designer, teacher, parent of dyslexic children and a dyslexic learner, the author:

- Dispels myths about the difficulties faced by dyslexic learners
- Explains the variety of learning difficulties that they face
- Highlights the help that they need to access their potential
- Gives an insight into issues relating to art, craft and design
- Offers flexible strategies and solutions that can be used in the classroom or workshop

Royal College of Art – DBA Inclusive Design Challenge 2005 (dyslexic students)
<http://www.hrc.rca.ac.uk/archive/hrc/events/DBAChallenge/2005/stik.html>

The Arts Dyslexia Trust promotes understanding of visual-spatial literacy which people, including those who are dyslexic, learn and develop from and offers help lines and advice on schools, courses and higher education.

Tel: 01303 813221 Fax: 01303 813221 Email: ArtsDysT@aol.com

Website: <http://www.rmplc.co.uk/orgs/nellalex/>

West, Thomas G (1997): *In the Mind's Eye Visual Thinkers, Gifted People with Learning Difficulties, Computer Images and the Ironies of Creativity*, Loughton, Prometheus

Wren, AV (2001): *Dyslexia in the Art Classroom* IN Peer, L & Reid, G (2001): *Dyslexia – Successful Inclusion in the Secondary School*, London, David Fulton Publishers

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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