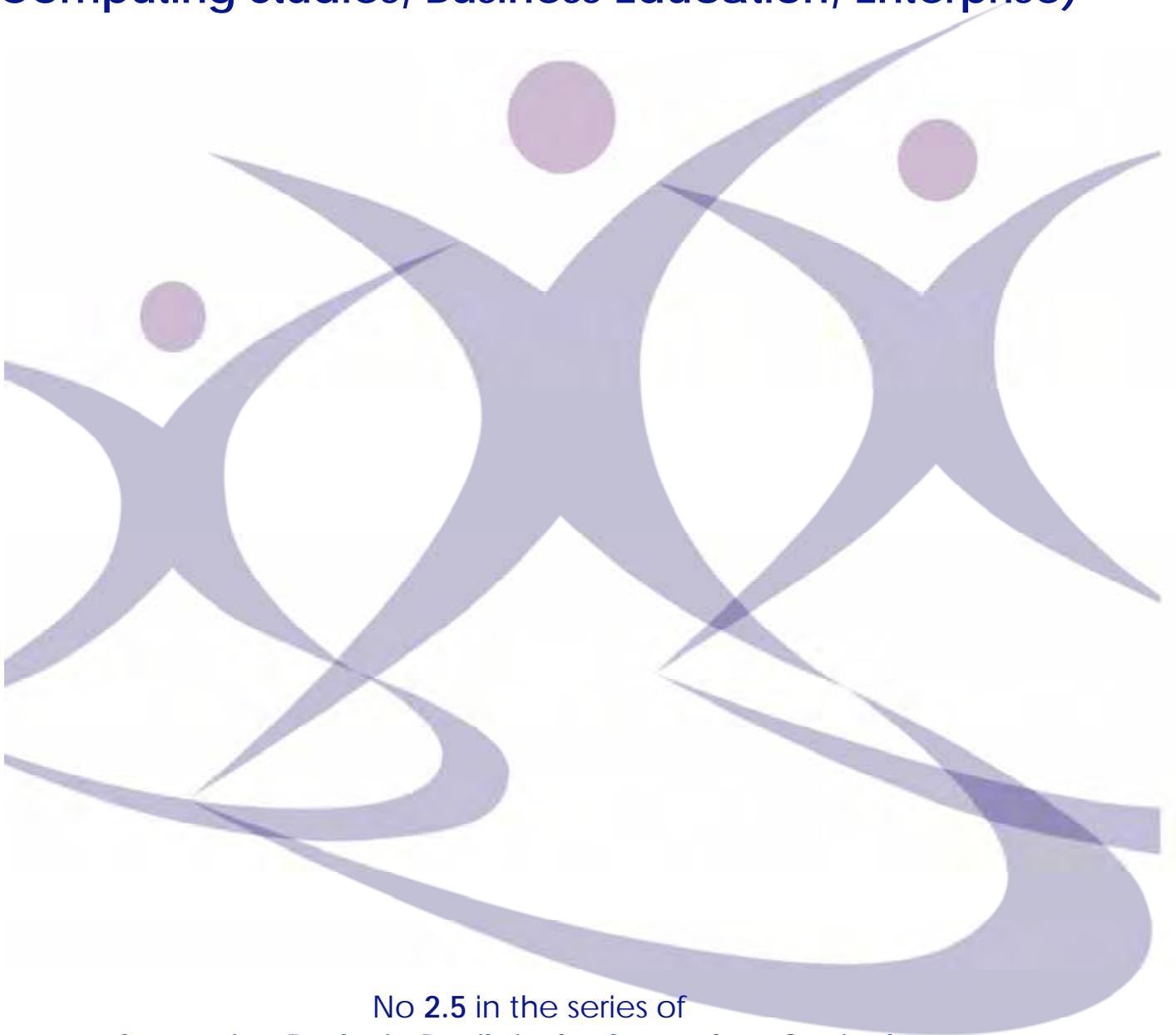# Dyslexia Scotland

Dyslexia and ICT subjects
(Computing Studies, Business Education, Enterprise)

No **2.5** 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 INFORMATION COMMUNICATIONS TECHNOLOGY

Business Studies, Computing, Enterprise Education

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

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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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Moira Thomson would like to thank Meg Houston and Maureen Brice for their ongoing support and Alasdair Andrew, Karen Reid and the other members of the Dyslexia Scotland South East Committee for supporting the venture. Thanks also to David Dodds, former collaborator and colleague at City of Edinburgh Council, who was there at the beginning and contributed throughout.

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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Scottish Charity No. SCO00951

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

- 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 that 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.

The use of ICT can increase a dyslexic pupil's independence. Some dyslexics have great difficulty in moving information from short-term to long-term memory - this often leads to low self-esteem and a failure to engage with some aspects of the curriculum. The use of ICT can re-motivate learners, boost their self-confidence and encourage them to develop strategies to compensate for their difficulties. ICT can enhance access to the secondary curriculum, providing extra support in areas where difficulties are experienced without frequent requests for additional teacher help and support. The use of ICT involving visual, auditory and kinaesthetic memory with sound prompts and spoken feedback is likely to be of particular value to dyslexic pupils not only by improving access to subject-specific materials but also in improved self-esteem and reduction of fatigue.

Significant Strengths of dyslexic pupils in ICT may include:

- Multi-sensory learning styles that are particularly suited to ICT use
- Multi-dimensional thinking and perception
- Ability to visualise in 3D from a 2D diagram
- Ability to visualise in 3D from different perspectives
- Skills in pattern recognition computer graphics
- An intuitive ability to manipulate data
- An acute awareness of the environment
- A vivid imagination
- A high level of curiosity
- Originality and creativity

COMPUTING & BUSINESS STUDIES

Dyslexic pupils lack automaticity in reading and writing tasks but this often does not apply when ICT is used – teachers may identify a clear discrepancy between their ability to process text and oral information and how they respond to electronic input. Dyslexic pupils are more likely to produce acceptable course work if they use ICT to do this – and they may be less fatigued than would be the case if they were required to write by hand. Some dyslexic pupils identify with their computer, recognising the clear relationship between input – processing – output and the way their own minds work.

READING/WRITING/COPYING/NOTE TAKING

The underpinning literacy difficulties of many dyslexic pupils will impact on their learning in all areas of the curriculum, including ICT. Spelling difficulties will lead to particular problems in using ICT, especially when searching the Internet. ICT can greatly improve dyslexic pupils' access to reading materials by the use of screen reading software that will read text aloud. The spelling and word recognition skills of many dyslexic pupils are likely to improve when text being read also highlights each word as it is spoken. The use of writing software that offers a choice of words to the dyslexic writer and then reads back what has been written may go a long way to dealing with a dyslexic pupil's problems with proof reading and identification of errors. The sequencing problems experienced by many dyslexic pupils can be minimised by the use of simple editing features in a word processing package, or supported by the introduction of additional software. The dyslexic pupils' lack of accuracy when copying may be resolved by using a scanner to transfer text to the computer – or by the teacher issuing electronic materials and emailing them to pupils – or posting them on the school network for downloading. The same methods might be used for issuing notes – but digital recorders and/or voice recognition software might be used to store spoken versions of notes or to change these into text.

Additional barriers to learning – dyslexic pupils may:

- Struggle to carry out even simple tasks due to spelling weaknesses
- Have difficulty recognising the correct spelling from a list when using the spellchecker
- Find it difficult to follow a series of instructions in the correct order
- Be unable to achieve a required learning outcome due to confusion of a sequence of instructions
- Be unable to operate a keyboard and listen to the teacher at the same time
- Have difficulties with directional vocabulary – back/forward; left/right
- Confuse ICT specific vocabulary with the same words used in different contexts
- Experience visual distortions on the computer monitor

Additional support strategies – teachers should:

- Always ensure that dyslexic pupils have access to correct spellings, especially of commonly used ICT language
- Provide an electronic dictionary for pupils to consult
- Use Google where possible, as this will recognise incorrectly spelled words and offer corrections
- Give only one instruction at a time or repeat instructions frequently
- Issue notes of instructions in order, perhaps numbered
- Use flow diagrams to illustrate a series of steps in an operation
- Try to ensure that dyslexic pupils are placed advantageously in the classroom
- Use wall charts and arrows to illustrate directional operations
- Teach specific terminology and explain the specialist meanings often
- Adjust the colour, brightness and font settings to ensure minimum visual discomfort
- Supply pupils with screen filters to reduce glare and flickering

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:

- Some dyslexic pupils may require alternative arrangements for practical assessments in Computing and Business Studies subjects that may require reading and spelling skills, but many will need these for timed, written exams
- If the assessment instructions are given orally, dyslexic pupils may need to have these repeated perhaps several times
- It may be necessary for dyslexic candidates to ask for a specific work station/ computer in order to take account of a screen filter, ambient lighting etc
- When an internal assessment has been prepared in advance, dyslexic pupils may request that their notes are in digital or electronic format to enable them to be used effectively

- When an internal assessment involved reading and writing, dyslexic candidates are eligible for the same linguistic support used in class and for timed exams

The range of alternative assessment arrangements available for dyslexic candidates in timed, written exams includes:
- Linguistic support (reader, digital examination papers, scribe, transcription with correction)
- Extra time allowances (except where set criteria include time limits)
- Use of word processors with spellcheckers, specialised software and other technological aids
- Transcription without correction to remove illegibility
- 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 – which is one reason why teachers of successful 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 giftedness of some dyslexics seems to be particularly clear in the fields of enterprise, business and computing, particularly computer graphics. In these areas, 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.

Richard Branson is a well known media figure - a hot air balloonist who has tried several times to circle the globe - but he is best known in the business world as one who operates over 150 businesses - airlines, railroads, TV, telephone, recording companies, and investment services. He speaks of traits and attitudes he has as a dyslexic. 'I have a little trouble telling left from right. That's why I paint my parachute release bright red, because I accidentally pulled it once instead of the rip cord and the chute came off.' School wasn't just a challenge for him, it was a nightmare. His dyslexia embarrassed him and he didn't pass the entrance exams for university. But, exams could not identify the ambition that drove him to succeed, totally missed his ability and passion for sports, and failed to identify Branson's most important gift - the ability to interact people.

William Hewlett – founder of Hewlett Packard
Dyslexia forced Hewlett to memorize schoolwork, and this apparently developed his memory powers to the point that he seemed to memorize everything. He became "a sponge for information" and seems to remember everything.

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Mike Norris - head of Computacenter, the largest business PC supplier in the UK and the fastest growing private company with a turnover of £1.9 billion. "I did really well at the sciences but always failed English, Geography and History. Today, I would never write a business letter that was not later read by somebody else. I read incredibly slowly and I can't do without my personal assistant. I'll miss words out and misspell everything."

One of the leading visionary thinkers in the computer field is **Nicholas Negroponte,** the dyslexic founder of the Media Lab at the Massachusetts Institute of Technology (MIT), which was based on the idea that major industries - such as publishing, telecommunications, television, feature film, and computers - would all converge over time until at a certain point it would be hard to tell which was which. Negroponte has the matter-of-fact manner of many successful dyslexics who speak of their difficulties: "I don't like to read. I am dyslexic and I find it hard. When people send me long email messages, I ignore them."

It is known that nearly all the key computer graphics teams working on the film Titanic were dyslexic, so perhaps it is not too much to say that a major part of Titanic's enormous success is based on the high quality of the computer graphic illusions - and, in turn, the substantial talents of a small group of young dyslexics. **Valerie Delahaye** a dyslexic team leader, noted that the dyslexic team members were easy to work with because they were so highly motivated. After so much failure in school, when given a chance, they wanted to show what they could really do. Also, they never had to read anything. When you are pushing the technology and the software to the limits, you cannot consult a manual or a handbook. You have to ask your co-workers. It is an entirely oral culture—perfect for dyslexics.

Daniel J. Sandin is director of the Electronic Visualization Laboratory at the University of Illinois at Chicago and a professor in the university's School of Art and Design. Virtual reality pioneer Sandin says that people with dyslexia seem to problem-solve in unusual ways, perhaps working from the inside out or from the back to the front. Sandin, who still cannot spell or do arithmetic, developed the CAVE virtual reality system, which uses rear projection screens instead of a headset and knows where you are by generating your position in the room.

FURTHER READING

Branson, Richard (2002): Losing My Virginity: The Autobiography, London, Virgin Books

Crivelli V & Lannen C (2001): ICT Across the Curriculum IN **Peer L & Reid G** (2001): Dyslexia – Successful Inclusion in the Secondary School, London, David Fulton Publishers

Crivelli, V, Thomson, M & Anderssen, B (2004): Using ICT to help dyslexic children and adults IN **Reid, G & Fawcett, A** (eds) (2004): Dyslexia in Context: Research, Policy and Practice, London, Whurr Publishers

Flavell L, Singleton, L & Ross, I (2004): Access to ICT: Curriculum Planning and Practical Activities for Pupils with Learning Difficulties, London, David Fulton Publishers
This book is full of ways to broaden pupils' learning experiences, and looks at:
- The effective use of resources through good planning
- Helping pupils meet individual targets
- How to meet specific needs

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.

West, Thomas G. (1992): "A Future of Reversals--Dyslexic Talents in a World of Computer Visualization," Annals of Dyslexia 42: 124-139.

West, Thomas G. (1997): In the Mind's Eye: Visual Thinkers, Gifted People with Dyslexia and Other Learning Difficulties, Computer Images, and the Ironies of Creativity, Amherst, N.Y, Prometheus Books.

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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