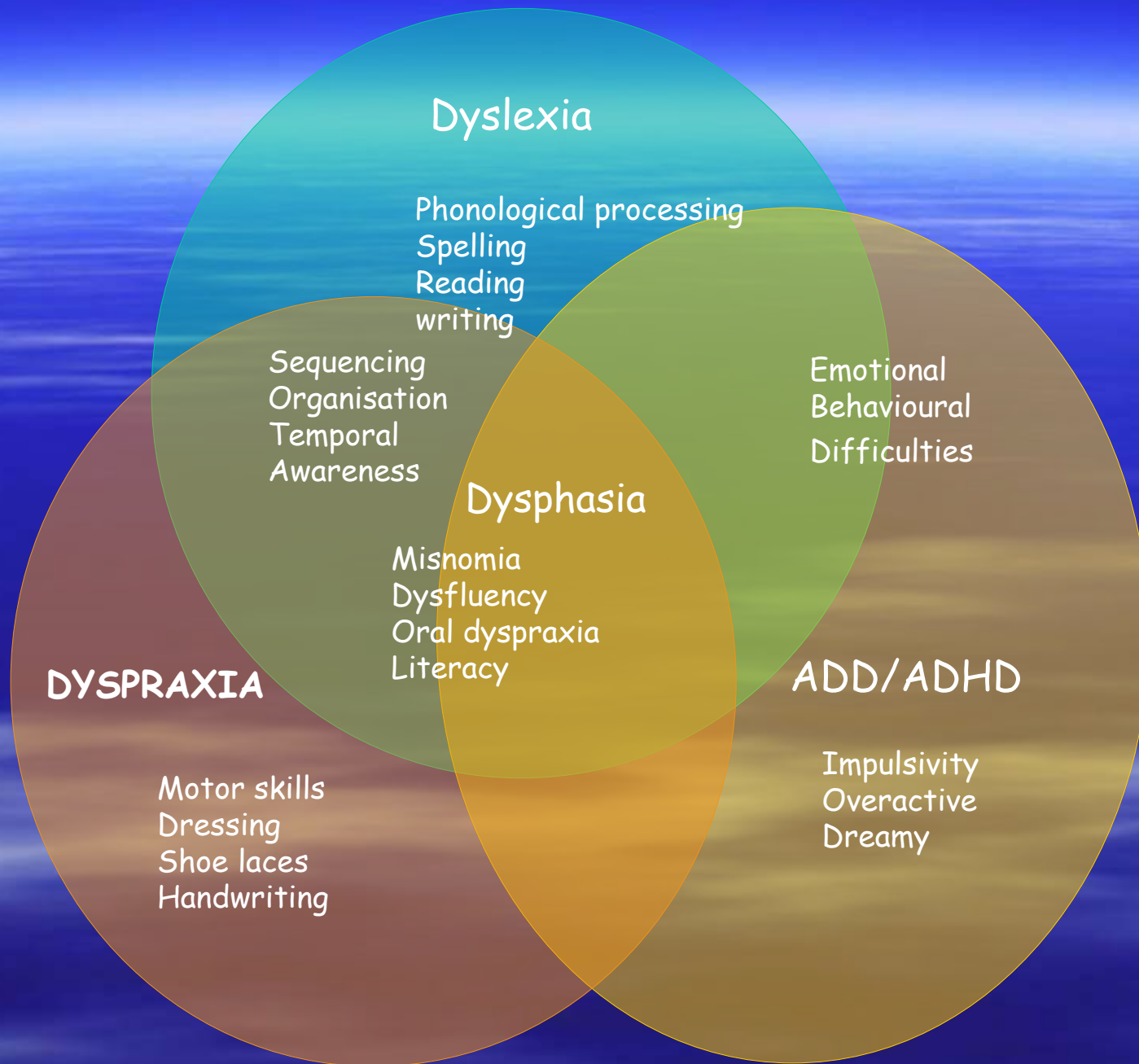


The Dyslexic in the classroom

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Main Areas of Difficulty

- Reading
- Spelling
- Writing at sentence and text level
- Handwriting (not always)

When it's hard to read!

- Ereht saw llits on ngis fo eht srehto. Eht gnignis dah deppots sa yeht dehcaorppa eht pmac. Won ereht saw enoon ot eb nees. Neht yeht was no eht pot fo eno fo eht sexob a taegr etihw god.



Helping Reading

- Book needs to be at instructional level – approx 95% accuracy
- Use **repeated** reading activities to develop immediate visual recognition
- Use **paired** reading to develop fluency
- Use **precision** reading to practise taught single words
- Use **taped** books to develop language skills of learner who can't yet read.

Choosing a Reading Book

- **Language** should be natural and meaningful (not too phonic)
- **Sentences** should not be too long
- **Pictures** should help
- **Print** not too small
- **Story** shouldn't be too long
- **Reading books** read at school at instructional level, could be read at home at independent level – i.e. with 99 % accuracy
- **Information books** should be at independent level so that concentration is on content not words

Comprehensibility

Pip split six figs in bits with pins! – meaning?
articulatory confusion!

This is the malt the rat the cat the dog chased killed
ate - meaning? syntactically complex!

Try mirroring spoke language

First, a rat ate the malt. Then, the cat killed the rat.
Then, this dog chased the cat.

Hyperlexia

Reading with little understanding

Yr Arglwydd yw fy Mugail; ni
bydd eisiau arnaf.

Efe a wna i mi orwedd, mewn
porfydd gwelltog: efe a'm trwys
ger llaw y dyfroedd tawel.

Helping Spelling

- Train **phonological skills** at syllable, rime and phoneme level
- Develop accurate phonetic spelling initially by following their speech
- Use spelling stories and word maps
- Develop skills of analogy (for phonically regular words), categorisation cuts down the memory load
- Develop visualisation skills (for irregular words)
- Avoid overloading with mnemonics unless visual
- Teach morphological structure of long words
- Develop a motor memory for high frequency irregular words
- Prioritise the spelling of useful words

The Brain

Left brain

- Language
- Logic
- Mathematical formula
- Numbers
- Sequences
- Analysis
- Words of a song
- Parts to whole
- Rote learning
- Unrelated facts
- Phonic reading
- Lists



Right brain

- Forms and patterns
- Spatial manipulation
- Rhythm
- Musical appreciation
- Images & pictures
- Dimension
- Imagination
- Tune or a song
- Whole to parts
- Daydreaming
- Contextual reader
- Visualisation
- Colour

Learning Styles

Left brain (Analytic)



Visual



Auditory



Kinaesthetic

Right brain (Wholistic)



Visual



Auditory



Kinaesthetic

Teach the pupil the way he learns best

Spelling Visually

1. Write word on card, using colour for different letters
2. Hold card up high so eyes (not head) are looking up
3. Take snapshots – opening and closing eyes about 20 times
4. Look up with eyes closed, try to see the colours
5. Now try to see the letters of the word, spell it backwards, spell it forwards
6. Open eyes, were you right? If not repeat from 2

Spelling aids

- Spellchecker that recognises phonic spelling
- ACE spelling dictionary
- Key words/key vocabulary
- Adult helper
- A class buddy
- Wordprocessor plus software such as Texthelp, Clicker
- Voice-activated software

Helping writing

- Use writing frames/storyboards
- Use key word vocabulary sheets
- Use WP for extended writing that requires redrafting
- Focus on one teaching point at a time, create individualised proof reading sheet
- Comment on content rather than secretarial skills

Helping handwriting

- Focus on correct pencil grip, paper and seating position
- Develop a cursive handwriting style – preferably with a lead in approach stroke
- Use gridded paper to help with orientation of letters to the vertical as well as the horizontal
- Use shaded paper to help identify the mid-zone
- Develop skills of analysis to pinpoint areas for improvement

Compensation for weak writing skills

- Learn touch typing [www.Englishtype](http://www.Englishtype.com)
- Write for them from their dictation
- Tape their stories
- Let them record using pictures /mindmaps/ diagrams
- Use cloze passages
- No copying
- Use speech activated and predictive writing software

Other issues

- Short term and working memory
- Organisation and time management
- Orientation and sequencing
- Weak auditory and sometimes visual processing



Memory (Long term)

Semantic memory

The human memory store of knowledge of the world.
The basis of all school learning

Visual Spatial memory

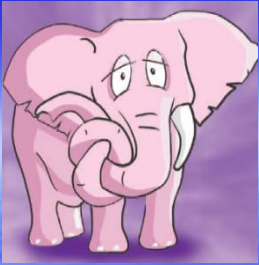
A perceptual memory – visual and spatial knowledge.

Episodic memory

Personal episodes in an individual's life

Procedural Memory

A memory not accessed by language but by doing things – a body memory.
Learning a skill like driving, riding a bike, handwriting etc.



Help for weak memory

- Set learning in context (overview the whole picture)
- Review learning before moving on
- Make first learning memorable – use visuals and physical activities
- Overlearn, use games
- Use numbers to quantify and spatial organisation to aid visualisation

Help for weak working memory

- Break down tasks into smaller components
- Positively reinforce requests for clarification
- Increase meaningfulness and degree of familiarity with material
- Regularly repeat important information
- Encourage continual verbal rehearsal to maintain important information as task is being performed
- Remove distractions
- Be mindful of those tasks requiring working memory - mental arithmetic, following instructions, phonic decoding when reading and understanding, composing and writing at text level.

Help for weak organisation

- Organise them in time and space
- Provide structures e.g colour coding
- Teach telling the time /days /months

'Out of control' children don't learn efficiently

Help for weak orientation and sequencing

- Provide strategies e.g. b/d fix one, the other one is 'the other one'.
- Use concrete materials to manipulate e.g. alphabet, months of the year
- Overview, but teach only one step at a time
- Stage planning: brainstorm, then organise

Help for slow processing

- Allow time
- Remove pressure and stress
- Slow visual input through text enlargement
- Cut out far to near point copying
- Minimise auditory input by stressing key information only
- Build in time for pupil talk

Inclusion

- Be aware of different learning styles?
- How will you present information (input)?
- How will the information be retained – processed?
- How will you expect the pupil to present what he has learned (output)?

For Dylexics

- Reduce the overload
- Interact with the material
- Use the creative power of imagination
- Create structures to organise information to be remembered e.g. alphabet arc

Dyslexic pupils are not
looking for a **way out.**

They are searching for a
way in!

