

# Dyslexia

## Myths, Gifts & Tips








Matt Grant, June 2013

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# 5 Quick Steps to a Research Board

Tickle when complete!

1. Select the topic you need to find out about for a presentation, essay or exam. i.e. a famous person.	
2. Decide on 3 - 6 key areas to research. i.e. achievements, job, early life, personal life, rise to fame etc.	
3. Open up a word document and create a table with 3 - 6 boxes. Find pictures to represent your key areas and paste them in.	
4. As you undertake the research, write short bullet points underneath or on post-its (electronically or paperly!).	
5. Save the document, then keep returning to it before the presentation, essay or exam - adding and amending if required.	





Task: Research someone regarded as a 'local boy done good'.

Fred Dibnah

 <p>national service</p> <p>Early Life / Influences</p>	 <p>Barrow bridge bet</p> <p>1979 film</p> <p>Rise to Fame</p>	 <p>Bolton Parish Church</p> <p>Achievements</p>
 <p>Personal Life</p>	 <p>Bolton memorial</p> <p>Public View &amp; Memory</p>	 <p>industrial history</p> <p>Context</p>

# 4 Quick Steps to a Memory List

Tickle when  
complete!

1. Find a quiet place to sit down, away from distractions.	
2. Write down the <u>main things</u> you need to do or remember. Use bullet points not numbers. Keep it 'short and sweet'.	
3. Highlight or number the most important points.	
4. Cross or tick them off as you go through each one.	

To Do:






Mon Tue Wed Thur **Fri** Sat Sun

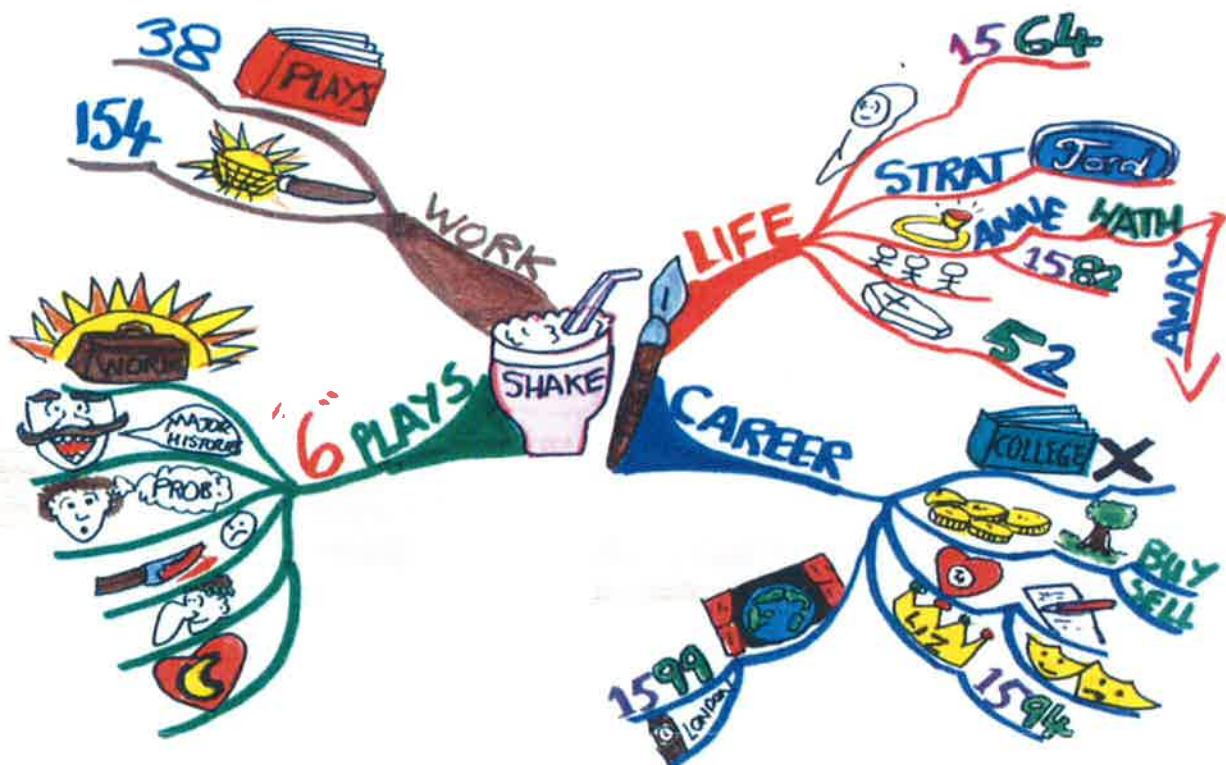
AM / PM

- hand in BTEC portfolio
- application for Old Boar Pub job
- new shoes for interview on Wed
- book cinema for Fri - new Star Trek film
- ring Nan - birthday today!
- haircut
- present for Father's Day
- update blog

# 5 Quick Steps to a Mindmap

Tickle when complete!

1. Pick a title for the topic you are going to focus on.	
2. Write the title in the centre of a blank page. If possible, draw it in a way that will help you remember its sound and meaning.	
3. Pick some sub-topics to make notes on. Draw different coloured branches for each one.	
4. Write your notes and sketches around each branch for that sub-topic.	
5. Use a highlighter pen to make the most important bits stand out from the rest.	



# Lost Land of the Volcano

**A new species of giant rat has been discovered deep in the jungle of Papua New Guinea.**

The rat, which has no fear of humans, measures 82cm long, placing it among the largest species of rat known anywhere in the world.

The creature, which has not yet been formally described, was discovered by an expedition team filming the BBC programme Lost Land of the Volcano. It is one of a number of exotic animals found by the expedition team.

Like the other exotic species, the rat is believed to live within the Mount Bosavi crater, and nowhere else. It is not tame but is unafraid of humans because it has lived in total isolation from them.

"This is one of the world's largest rats. It is a true rat, the same kind you find in the city sewers," says Dr Kristofer Helgen, a mammalogist based at the Smithsonian National Museum of Natural History who accompanied the BBC expedition team.

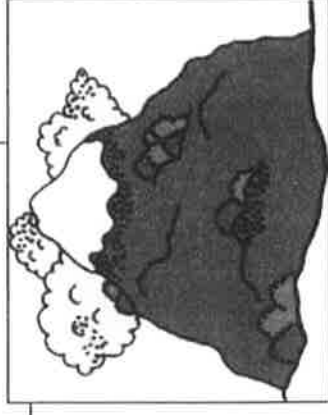
Initially, the giant rat was first captured on film by an infrared camera trap, which BBC wildlife cameraman Gordon Buchanan set up in the forest on the slopes of the volcano. Immediately, they suspected it could be a species never before recorded by science, but they needed to see a live animal to be sure.

Then trackers accompanying the team managed to trap a live specimen. The trapped rat measured 82cm in length from its nose to its tail, and weighed approximately 1.5kg.

It had a silver-brown coat of thick long fur, which the scientists who examined it believe may help it survive the wet and cold conditions that can occur within the high volcano crater. The location where the rat was discovered lies at an elevation of over 1,000m.

Initial investigations suggest the rat belongs to the genus Mallomys, which contains a handful of other out-sized species.

It has provisionally been called the Bosavi woolly rat, while its scientific name has yet to be agreed.



## TASK






Using full sentences, answer the following.

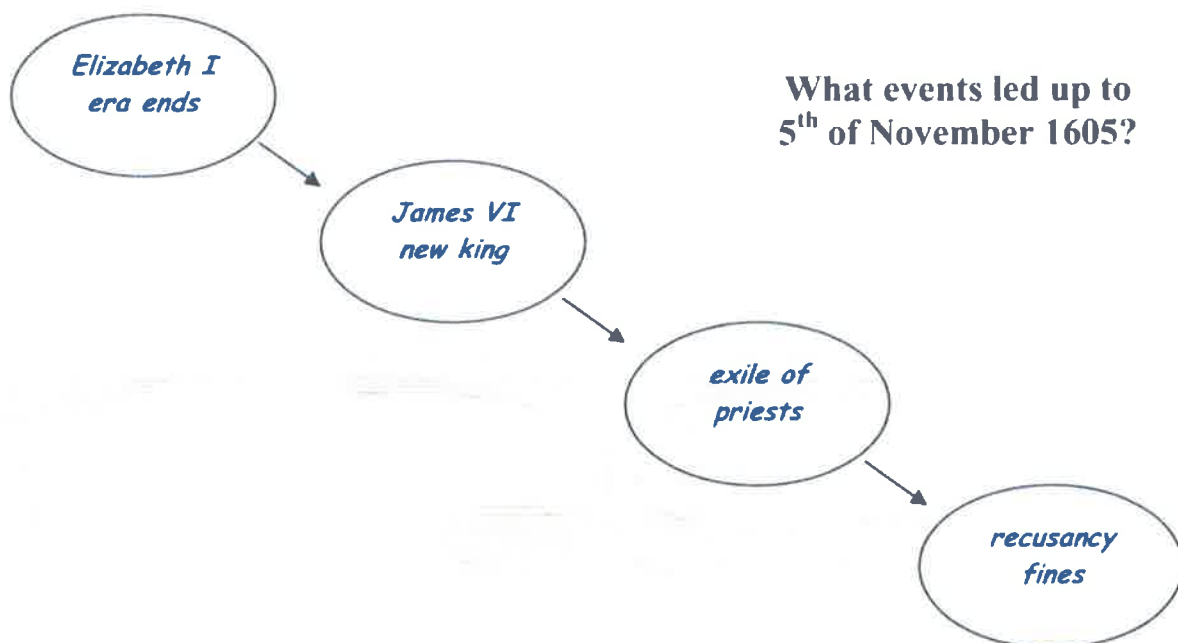
1. What does the new species look like?
2. Where was it discovered?
3. Who discovered it?
4. Why was it not discovered until now?
5. Is the new species a danger to humans?
6. What name has been given to the new species?



# 4 Quick Steps to a Word Flow

Tickle when complete!

1. Pick a story (or other event or process) - that you need to try and remember.	
2. Work through it 'in your mind's eye' from the start. <ul style="list-style-type: none"><li>• <i>What happened first?</i></li><li>• <i>What happened next?</i></li><li>• <i>And then what? And then what?</i></li><li>• <i>What happened at the end?</i></li></ul>	
3. For each key stage, think of a catchy word that <u>summarises</u> it. If you can't think of one word, you can think of 2 -3 words or a picture.	
4. Then plot it out on a piece of paper step by step as a word flow - see below for an example.	
<i>Extension - You could become more creative with this - i.e. if you are mapping out a story, you might want to shape the flow according to the rising of tension.</i>	



# Common Signs of Dyslexia

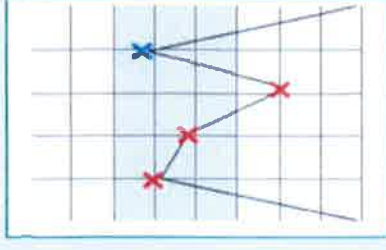
Indicators that a child may have dyslexic tendencies...

Pre School	Primary School	12+	Persisting Factors
<p><input type="checkbox"/> Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'</p> <p><input type="checkbox"/> Use of substitute words e.g. 'lampshade' for 'lamppost'</p> <p>Inability to remember the label for known objects, e.g. 'table, chair'</p> <p><input type="checkbox"/> Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'</p> <p><input type="checkbox"/> Later than expected speech development.</p> <p><b>Non-literacy indicators:</b></p> <p><input type="checkbox"/> May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'</p> <p><input type="checkbox"/> Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.</p> <p><input type="checkbox"/> Enjoys being read to but shows no interest in letters or words.</p> <p>Is often accused of not listening or paying attention.</p> <p><input type="checkbox"/> Excessive tripping, bumping into things and falling over.</p> <p><input type="checkbox"/> Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.</p> <p><input type="checkbox"/> Difficulty with clapping a simple rhythm.</p>	<p><input type="checkbox"/> Has particular difficulty with reading and spelling.</p> <p><input type="checkbox"/> Puts letters and figures the wrong way round.</p> <p><input type="checkbox"/> Has difficulty remembering tables, alphabet, formulae etc.</p> <p><input type="checkbox"/> Leaves letters out of words or puts them in the wrong order.</p> <p><input type="checkbox"/> Still occasionally confuses 'b' and 'd' and words such as 'no/on'.</p> <p><input type="checkbox"/> Still needs to use fingers or marks on paper to make simple calculations.</p> <p><input type="checkbox"/> Poor concentration.</p> <p><input type="checkbox"/> Has problems understanding what he/she has read.</p> <p><input type="checkbox"/> Takes longer than average to do written work.</p> <p><input type="checkbox"/> Problems processing language at speed.</p> <p><b>Non-literacy indicators:</b></p> <p><input type="checkbox"/> Has difficulty with tying shoe laces, tie, dressing.</p> <p><input type="checkbox"/> Has difficulty telling left from right, order of days of the week, months of the year etc.</p> <p><input type="checkbox"/> Surprises you because in other ways he/she is bright and alert.</p> <p><input type="checkbox"/> Has a poor sense of direction and still confuses left and right.</p> <p><input type="checkbox"/> Lacks confidence / poor self-image as a learner.</p>	<p>As for primary schools, plus:</p> <p><input type="checkbox"/> Reads OK but hesitantly / laboriously.</p> <p><input type="checkbox"/> Still has difficulties in spelling - it appears to lag behind.</p> <p><input type="checkbox"/> Needs to have instructions and telephone numbers repeated.</p> <p><input type="checkbox"/> Gets 'tied up' using long words, e.g. 'preliminary', 'philosophical'.</p> <p><input type="checkbox"/> Confuses places, times, dates.</p> <p><input type="checkbox"/> Has difficulty with planning and writing essays.</p> <p><input type="checkbox"/> Has difficulty processing complex language or long series of instructions at speed.</p> <p><b>Non-literacy indicators:</b></p> <p><input type="checkbox"/> Has poor confidence and self-esteem.</p> <p><input type="checkbox"/> Has areas of strength as well as weakness.</p>	<p>There are many persisting factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school.</p> <p>These include:</p> <p><input type="checkbox"/> Obvious 'good' and 'bad' days, for no apparent reason.</p> <p><input type="checkbox"/> Confusion between directional words, e.g. up/down, in/out, with sequence, e.g. coloured bead sequence, later with days of the week or numbers.</p> <p><input type="checkbox"/> A family history of dyslexia/reading difficulties.</p>



## Identifying discrepancies - aka 'spiked profiles'

Name	English NC Level	Reading Comp. SS	Reading Decoding AE	Spelling AE	Ability-based SS
1. Kevin Banner	Secure 4	94	10:05	11:10	93
2. Billy Carr	Secure 3	89	10:06>	08:09	91
3. Kieran Darlington	Low 4	95	10:06>	06:10	99
4. Jaime Qualu	Low 4	84	10:06>	13:10	102
5. Taylor Mount	High 3	90	09:11	10:09	89
6. Ola McNally	High 3	96	10:06>	11:00	105
7. David Norris	Low 2	<70	7:04	<5:00	79
8. Quentin Nwotru	Secure 2	81	09:05	07:07	93
9. Edward Morley	Secure 3	93	10:02	09:10	90
10. Thomas Percy	Low 5	118	10:06>	13:10	113
11. Maddy Prestwich	Low 3	90	09:06	09:00	94
12. Nicholas Peters	Secure 4	105	10:06>	10:02	101



i.e. Non-Reading Intelligence Tests

We can prep and coach...

time

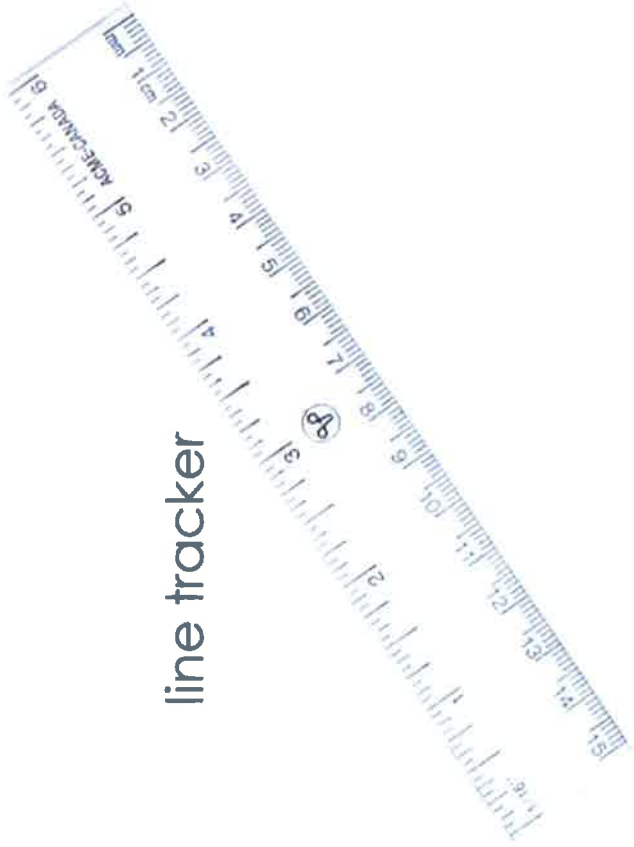


glossary

key terms



line tracker



word highlighter

# Lost Land of the Volcano



A giant rat has been found.



It was found in Papua New Guinea.



It was found in a jungle at the top of a volcano called Mount Bosavi.



It was found by a BBC TV crew.



It is not scared of humans because it has never seen them before.



It weights 1.5kg.

It is 82cm long.

## STRATEGIES FOR SUPPORTING DYSLEXIC TENDENCIES (SPECIFIC DIFFICULTIES IN LITERACY)

General	Keep instructions to one or two parts only. Chunk sequences of instructions – i.e. deliver one at a time vocally, print them one at a time on separate cards, model in numbered steps etc.
	Allow 1-2 minutes 'take up time' when giving instructions – this will allow the student to process fully what is required of them.
	Try teaching an active listening strategy - "Stop, Look and Listen" - every time the teacher speaks. By practising responding in this way students with dyslexic tendencies may find that they recall and understand more. Remember however, that they will not be able to take notes at the same time as listening.
	Avoid moving around too much when giving spoken instruction / information. Avoid standing in a place surrounded by 'clutter' such as shelving, posters, storage units etc. A classroom where students shout out or there is low-level noise will also act as 'clutter'.
	Always take time to model tasks and provide an example of the 'finished product' as a way of giving instructions without relying on words.
	Ask the student to repeat back instructions to you in their own words – establish a "tell me, show me" routine.
	Respond supportively when a student forgets routines – such as bringing a pen and pencil, books, PE kit, arriving at the right lesson at the right time etc. Try to use strategies such as checklists, reminder notes, visual timetables etc. to support the student. Students with dyslexic tendencies will forget obvious detail, remembering one day and not the next.
	Avoid sudden changes in routine without informing them beforehand. If there is a planned classroom change (such as students working in the library), ask a member of staff or student to check at the previous classroom to make sure they haven't forgotten.
	Write down homework instructions for them in numbered steps – to make this quicker and more discreet, write in on a post-it note and give it to them during the lesson (rather than at the end) so they can clarify what's required / ask any questions.
	Try to sit students near motivated, encouraging peers. Students with dyslexic tendencies typically find the school day stressful and are at risk of becoming disengaged and gravitating towards other disengaged students.
	Don't expect them to learn strings of facts automatically, e.g. multiplication tables, a timeline of dates (including days of the week, months of the year), French vocab lists etc.
	If the student has good vocabulary / speaking & listening skills, use classroom discussion, role-play, group work etc. as opportunities to build their self-esteem.
	Ensure that learning in every lesson is as multi-sensory as possible – auditory, visual, kinaesthetic. Students with dyslexic tendencies typically prefer 'seeing', 'feeling', 'discussing' and 'doing' rather than 'listening', 'reading' and 'writing'.

Reading	Avoid embarrassing students by asking them to read aloud. If they volunteer, devise a system of support such as tapping the desk / giving a hand sign whenever they need support with a word.
	Go that extra mile to praise students with dyslexic tendencies when they read out loud (but continue to be discreet) – ring their parents, provide an individual reward, speak to them 1-1 about their achievements etc.
	If you frequently use your smartboard / whiteboard to present written information, remove distracting 'clutter' from around it such as shelving, posters, storage units etc.
	Use a pastel coloured background on your smartboard and blue, green and red pens (rather than black) on your whiteboard to reduce stark contrasts and aid visual processing.
	Use font-types that resemble the handwritten alphabet as closely as possible - <b>Courier New</b> for older students and <b>Comic Sans</b> for younger students. Also, use <b>size 14</b> fonts and 1.5 line spacing.
	Support reading by discreetly pairing them up with a 'reading buddy', by asking other students to read the text to the class or by discreetly assigning support staff to assist them.
	Break down extended reading by numbering paragraphs / lines.
	Encourage the student to 'line track' with a ruler. Provide this as advice to the whole class so as to be discreet.
Writing	Always look for alternatives to extended writing – PowerPoint presentations, making posters, making a picture gallery, oral presentations, dramatic reconstructions / role-play, mind maps, matching labels to pictures/diagrams/maps
	Scaffold writing with writing frames, VCOP grids, cloze procedure, word lists etc.
	Allow extra time for written tasks to be completed. Focus feedback on ideas content rather than on time spent, neatness, spelling etc.
	Minimise copying from the board. Provide pre-prepared information for them to have on their desks / stick in their books.
	When copying from the board is necessary, number or colour-mark the lines so they can keep track. To reduce the amount needed to be copied from the board, use a different colour for key parts then discreetly instruct them to "focus on the green" etc.
	Pair them up with other students during writing tasks. They will often have good ideas but poor handwriting and spelling so will work well with a student who can write fluently and spell but struggles with imagination / creativity.
	Use classroom displays to help with writing – display banks of sentence openers, connecting words, punctuation symbols etc.
	Constantly encourage students to practise spelling strategies – 1) breaking words down into syllables and/or 2) look, write, cover, check – reinforce this every time he asks for a spelling. Praise when he spells words correctly.