Changing perspectives of Dyslexia

"Making it work in the classroom"

The message from South Ayrshire?

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Get it right for Dyslexic Learners

And we

Get it right for all

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DFS Self Review 1
Initial Audit
The "So?" phase

Audit into Action Plan
The "So what?" phase

The Self Review Cycle

DFS Self Review 2
Final Audit
The "So what's next?" phase

Measuring impacts of policy into practice and practice into policy
The "So how have we done?" phase.
Gathering evidence, Monitoring the journey

Student performance data will not, by itself, lead to improvements in achievement

So we need to consider:

Additional support
Learning needs
Teaching tools
Teaching approaches

All in a context of:

Analysis of impact!

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To be “Dyslexia Friendly”

- No one left behind
- Deep and surface learning
- Alternative evidence
- Differentiation

- Paired reading
- "Syllable spelling"
- "Hands on" writing

- Basic cross curricular skills explicitly developed

- Students evaluate own+other’s progress
- Peer review
- Peer marking
- Peer tutoring

- All contribute in some form
- Progress checked throughout lesson

- Range of Afl strategies for “visible learning”

- Regular + constructive feedback
- Feed forward marking

Time for a Paradigm Shift?
recognising & understanding dyslexia as a learning preference

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Difference And Preference

Disability?

Or Preference?

"Stop" before we label!

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Difficulty?

Difference?
The 
Copernican 
Challenge"

Placing abilities at the centre of ideas about “being dyslexic”

See the ability. Not the need
A Dyslexia Friendly School

Dyslexia is best seen as:

Preference Which Is Constitutional In Origin and which, for any given level of ability, may cause unexpected difficulties in the automatic acquisition of certain literacy

Seeking to impact on on “Dyslexic Type” needs

The training focus?

“Tweaks For Tomorrow”
What about some of my favourite tweaks?
The cat sat on the mat and was happy.

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To plan a story set in an imaginary world.

<table>
<thead>
<tr>
<th>Draw and describe your fantasy setting.</th>
<th>Draw and describe one of your fantasy creatures.</th>
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</table>

**Useful words:** brown, black, grey, red, orange, blue, green, white, silver, gold, eyes, sky, tree, mountain, castle, clouds, evil, horrible, old, cold, hot, warm, rainy, snow, leaves, beautiful, pretty, flowers, skin, nose, hair, arms, legs, head, small, tall, big, fur, scales, ugly, scary, smelly, enormous, dragon, monster, animal, witch, wizard, dwarf, giant.
What about teaching Spelling in the Zones?
“Close Enough Spelling”?

Thanks to Craig Jackson for the original concept of “close enough spelling”
Issues with “Procedural Learning” (Fawcett and Nicholson)

Dyslexics can struggle with “implicit learning”:
- Observing
- Imitating
- Following procedures

Often better with “explicit learning”
- Doing
- Making
- Creating
- Demonstrating

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So let’s chunk for:

Making sense with Syl/la/bles

Photosynthesis

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Make and Break

• The multi sensory alternative to LCWC

• The learner is given the letters and:
  • Makes the word
  • Breaks the word
  • Jumbles the letters
  • Makes the word
Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

Snowling & Frith 1986
Stothard & Hulme 1992

Studies showing that good comprehension can be developed in the absence of good word recognition skills:

Catts, Adolf & Weismer 2006
Spooner, Baddley & Gathercole 2004

TCP-QR

(Copyright Neil MacKay 1997)

- **T – Title**
  - What is this all about?
  - How does it fit in?

- **C - Captions**
  - Anything in bold
  - Anything which catches the eye

- **P – Pictures**
  - Context clues
  - What is it about?

- **Q – Questions**
  - Highlight “action” words
  - Any new information?

- **R – Reading**
  - Skim/scan for information
  - How accurate were your predictions?
Making use of context

- Meaning
- Semantics
- Using context
  - Syntax
  - Pragmatics
- Grammar
- Knowledge of the world

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1. Think without boundaries

2. Hands on sequencing

3. Transform + add value

4. Talk and write

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The training opportunities which follow can take two forms:
1. a whole day, whole staff event
2. a personalised half day/day consultancy with individuals and small groups/sections of a school, maybe followed by an “inspirational twilight” for all staff to launch new approaches decided on the day.

Bespoke Training/Consultancy events are a speciality.
**Securing Impact over time through “Total Teaching”**

- giving teachers “just enough” specialist knowledge to raise the achievement of vulnerable learners - Reduced support in times of cuts places even more responsibility on class/subject teachers to develop “just enough” of the skills of a SENCO/TA to meet the needs of vulnerable learners. This whole day, whole school CPD event will include a range of additional learning needs, widening the training to meet the needs of pupils with AD(H)D, Asperger’s Syndrome, Dyspraxia, Speech and Language issues and, if required, to examine classroom based approaches to the full range of additional learning needs.

- The focus will be on reasonable adjustments to support reading for meaning, supporting spelling jargon words, getting ideas down on paper and managing behaviour for learning.

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**Removing Dyslexia as a Barrier to Achievement** - the whole day, whole school Dyslexia Aware School event which focuses on meeting the needs of dyslexic learners in the mainstream classroom, a particular imperative being the raising of achievement and attainment. Developing and enhancing Quality First teaching is the main priority and a range of reasonable adjustments will be presented. Also there will be opportunities to celebrate existing best practice.

**Meeting the needs of the 4%** - those who will need specialist support at some time - Dyslexic learners in the “4%” group will need specialist support which is over and above what can reasonably be provided by the class teacher. This CPD event places great intervention teaching in the context of current research to present new paradigms for raising the achievement of our most vulnerable pupils.
• Learning how to learn - looks at how to develop positive “behaviour for learning strategies” into Quality First teaching. The course covers personalised approaches which are easy to implement in busy classrooms and focuses on improving a range of study skills, including skimming and scanning, reading for meaning/reading between and beyond the lines, “what does the question really mean”, how to learn for tests and SATS, planning answers and getting ideas down on paper. Some schools have successfully followed this course with an evening event for parents to ensure that the new principles and practices can be supported at home.

• Dyslexia and Asperger’s syndrome - complimentary sides of the same coin? - presenting Dyslexia and Asperger’s as preferred ways of learning rather than automatically as difficulties or disabilities. An examination of these preferred ways of learning shows how the comfort zone for dyslexic learners - the “out of the box, unstructured and eclectic approaches - are important developmental learning areas for students with Asperger’s Syndrome. By the same token their preference for order, sequence and predictability supports dyslexic learners to operate more effectively.

• Bilingualism and Dyslexia - “is it or isn’t it? - examines issues around second language competence which can obscure dyslexic type learning needs. Drawing on experiences in bilingual settings in Hong Kong, Singapore, Wales and New Zealand, the presentation highlights aspects of dyslexia aware best practice which are best suited to meeting the needs of students for whom English is a second or additional language.

• “Let’s hear it for the boys“ - writing for reluctant writers - boy (and girl) friendly techniques focusing on meeting the needs of reluctant writers through multi sensory approaches, with a special emphasis on kinaesthetic techniques.
• “Could it be Dyslexia – “Analysis for Achievement” – The focus will be on the requirements of the new Inspection Framework which requires schools “analyse for achievement”, and use data to identify opportunities to impact on the quality of learning and teaching. A particular priority will be the identification and targeting of pupils who are “not benefitting enough” from their education, at all levels of ability and need. Participants will be asked to bring a range of data samples from their school and this “real time” information will be used to identify messages, sign posts and anomalies, leading into the development of strategies to record successes and improvements and to close the learning gap for the target groups.

Courses for Teaching Assistants

• Managing the learning and behaviour of small groups (1) – concrete strategies for working across the full range of learning needs in primary and secondary together with practical approaches to develop spelling, study reading, numeracy and getting ideas down on paper.

• Managing the learning and behaviour of small groups (2) – a higher level course which focuses on inclusion and differentiation through learning styles and preferences. TAs will be supported to identify learning preferences, to audit materials and approaches to address a range of preferences and harness them to present alternative evidence of achievement.
Courses for Parents/Carers and Students

For parents -

• Working with your child at home - practical strategies to support the development of study reading, spelling "tricky" words and getting ideas down on paper - great to do with parents and their children working together

For students -

• Developing writing skills through mind friendly good practice (suggested ages 7-13)

• Developing study and revision skills - learning to remember through specially tailored courses for Year 6 and Years 10, 11 + 13 (self-directed learning can be built in to the Year 12+13 package)

• Neil particularly enjoys planning "bespoke training". He will be very pleased to discuss your training needs and to put together a programme which addresses key issues for school development and improvement. Contact details are on the letterhead. View his website at www.actiondyslexia.co.uk and also www.4D.org.nz

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