

Dyslexia REVIEW

The Journal of The Dyslexia Guild



LITERACY SPECIALISTS • TEACHERS • ASSESSORS



LITERACY SPECIALISTS • TEACHERS • ASSESSORS

www.dyslexiaaction.org.uk/dyslexia-guild

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LITERACY SPECIALISTS • TEACHERS • ASSESSORS

The Professional Body of Dyslexia Action

Who is it for?

For anyone with a general or professional interest in dyslexia. Members include teachers, SENCOs, teaching assistants, FE and HE tutors, parents, assessors, and other advisory specialists.

The Aim

We aim to promote discussion, information and research as well as keeping members informed of developments in the field through publication and distribution.

Benefits

- Membership of our specialist library with access to online books and journals
- Dyslexia Review magazine twice a year
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- Guild Gallery electronic newsletter
- Preferential discounts on courses, suppliers and CPD events
- Assessment Practising Certificate
- Professional Indemnity Insurance at preferential rates for APC



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Editorial

Welcome to the Autumn/Winter Edition of Dyslexia

Review. We are very pleased to announce the winner of our Dyslexia Guild Logo poll and have featured the winning design on the front cover of this issue. We are thrilled to have a specific identity now for the Guild. Going forward we will provide members with guidelines and permissions on how they may use the Guild logo in their work setting.

The Dyslexia Guild is now a part of Real Group Ltd whose managers are keen for the membership organisation to continue to grow and flourish under their care. Whilst we are very sorry to see the end of the charitable arm of Dyslexia Action, the name has been retained and will continue as a training provider for UK and international professionals. We are committed as ever though to the spirit and the ethos of Dyslexia Action and its predecessors the Dyslexia Institute and Hornsby Centre. We look forward to new initiatives and new challenges in the year ahead but always with a view to supporting specialist teachers, assessors and support staff in the very valuable work that they do.

Our membership news, in this issue, features a round-up of the many benefits available to Guild members and we hope you will take time to review this and access some of the many resources available to you. The Dyslexia Action Shop is also now managed by Real Group and members are still able to obtain a discount on all purchases made through the shop. Next year's conference is now in the planning stage and we will have further details in the Spring issue and through Guild Gallery in due course. If you have changed your email address recently please do update this on your personal record on the Guild Member's website or drop us an email to let us know at: guild@dyslexiaaction.org.uk

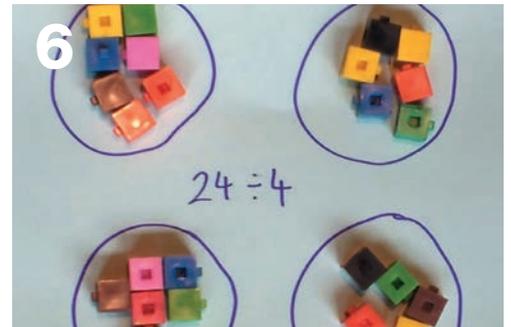
We have a range of features to interest all members including follow on articles from two of this year's conference speakers. I am also particularly pleased to welcome an international contribution from Maryann Chatfield who has provided an interesting feature on the Orton Gillingham literacy programme which is widely used across the USA and Canada. We are also delighted to have a feature and book reviews from some of our newer members who work in the field of student support in further and higher education. For those with a particular interest in adult support we have provided a sample of the many e-books accessible through the Dyslexia Guild electronic library portal on a 24/7 basis.

We hope all of our members have a safe and peaceful conclusion to 2017 and look forward to meeting and networking with you again in the coming year.

Kathryn Benzine
Editor

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Visuospatial Representation and Arithmetical Thinking



Forgetting to remember to remember



Young Adults in Further Education



Renewing your Assessment Practising Certificate

Membership News

Jan Beechey reports on news and events for Guild members.

Membership Grades

We would like to remind all professional members that they are now eligible to use their designatory letters after their name. Specialist teachers are Associate Members of the Guild (ADG) and Specialist Teacher Assessors are Members of the Guild (MDG). We also now have a new membership category for members whose primary role is that of Study Support Tutor, Associate FE/HE (ADG FE/HE). If we have not assigned letters after your name, either send us or upload your qualification certificates and current Curriculum Vitae to your record and we will assign you a grade.

Guild Members' Website

You can login in to the Guild Members' Website at:
<https://training.dyslexiaaction.org.uk/guild-members>

If you have forgotten your login details please email us and we will be happy to help.

Back issues of Dyslexia Review can be accessed from the members' website and this is also the place to login in to the Guild Forums and post practitioner queries or read the latest advice on topical issues.

Members' Directory

Your membership letters will be displayed on your Member record when you are logged in and you can also ask to have your details displayed in our Members' Directory. We have been working hard to make the Members' Directory more searchable. If you would like your email or telephone number to appear please let us know. You can find the Guild Member's Directory at:

<https://training.dyslexiaaction.org.uk/membersdirectory>

Library News

Library Login

All Guild Members have access to the online Dyslexia Action library accessible 24/7. The Library provides a unique, e-resource collection, covering the fields of dyslexia and other co-occurring difficulties. Participants have access to an online collection of over 800 specialist e-books, hard copy books and resources.

Library CATALOGUE / OPAC for both e-books and hard copy resources is: <https://da.koha-ptfs.eu>

Your library card number/login/username can be provided by the Guild Librarian, email library@dyslexiaaction.org.uk

E-books can be read online or downloaded for 24 hours. Use the Advanced Search to limit your results to electronic items by ticking the e-book item box.

Electronic Journals portal

Guild members now have access to EBSCOhost, an e-journals platform that has two excellent collections: Psychology and Behavioural Sciences Collection, and Education Research Complete. This will give you full text coverage to over 1,600 journals and 500 books and monographs. Access is via a link on the Guild Members' Website under Member Benefits.

The Wiley and NASEN journals are now all available via EBSCO. If you would like to log in to the library please contact library@dyslexiaaction.org.uk for details.

e-Books for Further and Higher Education Specialists

If you are a Guild Member you may like to browse the library catalogue and access some of the electronic book resources at your disposal.

The following selection of e-books titles available through the online library may be of particular interest to those working in further or higher education. There are many others, do check the resources out.

Alexander-Passe, Neil. (2015). *Dyslexia and mental health: helping people identify destructive behaviours and find positive ways to cope.* London: Jessica Kingsley

Bartlett, Diana. (2010). *Dyslexia in the workplace: an introductory guide.* Chichester: Wiley-Blackwell

Breakey, Christine (2006). *The autism spectrum and further education: a guide to good practice.* London: Jessica Kingsley

Brunswick, Nicola. (2012). *Supporting dyslexic adults in higher education and the workplace.* Oxford: Wiley-Blackwell

Cottrell, Stella. (2012). *Study Skills connected: using technology to support your studies.* Basingstoke: Palgrave Macmillan

Gribben, Monica. (2012). *The study skills toolkit for students with dyslexia.* London: Sage

Hargreaves, Sandra, ed.. (2012). *Study Skills for students with dyslexia.* London: Sage

Henrickx, Sarah. (2010). *The adolescent and adult neuro-diversity handbook: Asperger syndrome, ADHD, Dyslexia, Dyspraxia and related conditions.* London: Jessica Kingsley

Hughes, Nora and Schwab, Irene. (2010). *Teaching adult literacy: principles and practice.* Maidenhead: OUP

McLoughlin, David., and Leather, Carol. (2012). *The dyslexic adult: interventions and outcomes – an evidence based approach.* Oxford: Wiley-Blackwell.

Martin, Deidre. (2013). *Researching dyslexia in multilingual settings: diverse perspectives.* Bristol: Multilingual Matters

Pavey, Barbara., Meehan, Margaret., and Waugh, Alan. (2010). *Dyslexia-friendly further and higher education.* London: Sage

Visuospatial Representation and Arithmetical Thinking in Students with Special Educational Needs



Dr Carla Finesilver, Lecturer in Mathematics Education at King's College London discusses what students' representations can tell us about their arithmetical thinking and progress.

Summary

This article follows up on a keynote speech given at the Dyslexia Guild Annual Conference 2017. Visuospatial representations such as pictures, diagrams and models, are often used by teachers, texts and software for supporting younger learners. These have the potential to be particularly helpful for students with Special Educational Needs (SEN) such as dyslexia, including older students still struggling with basic arithmetic. However, some ways of representing arithmetical relationships are more effective than others. Dr Carla Finesilver has studied the diverse representational strategies employed and created by students with SEN working on arithmetic tasks, which include drawn imagery, concrete manipulatives, and use of gesture/motion. Here she discusses what students' representations can tell us about their arithmetical thinking and progress.

Representations of arithmetic

In the arithmetic of young children, visuospatial representations are commonplace. They count sets of physical items, and then, later, pictures of items. Addition and subtraction are first introduced and enacted via intuitive models of joining and separating sets of items – again, usually physically first and then with the help of images of sets of units. Symbolic representation is introduced at a fairly early stage (at least, in the UK), and the expectation is that learners will transition to using a selection of standard calculation notations specified in the curriculum; supports such as counters and cubes become less frequently available in the classroom, or at least, less frequently

used. Textbooks and worksheets include fewer images that are designed to directly support calculation (although purely decorative ones often remain). The move from primary to secondary school is a particular watershed in terms of the kinds of representation seen in mathematics.

Many children progress as expected, and become competent and confident in arithmetic expressed in standard symbolic representations. However, many do not. Some students arrive in Key Stage 3 – or even 4 – mainstream education still struggling with arithmetic to a degree which is not often recognised. This group includes a proportion with Specific Learning Difficulties such as dyslexia, dyspraxia and dyscalculia (Yeo, 2003), amongst others. In many cases such late-persisting arithmetical difficulties are at least partly the result of a hurried progression from intuitive enactive and/or iconic representations of quantitative relations to formal symbols. In other words, necessary supports had been removed at an early stage before these individuals were ready. Unsurprisingly, problems accumulate: the more advanced mathematical content introduced in KS3 and GCSE cannot be built properly on weak, insecure, and gap-strewn foundations.

There are many potential ways to represent arithmetical tasks in ways that make sense to struggling students, but their choices are limited by beliefs that only certain standardised representations are 'legitimate' in school mathematics. (Karsenty, Arcavi, & Hadas, 2007) Furthermore, concern for the speed of 'work' – i.e. quantity

of maths-like markings made on the page in a given time – can override opportunities for genuine meaningful engagement with the content. My research involves secondary-age students with a prior history of very low attainment in school maths compared to their peers (including, but not limited to, those with dyslexia and other SEN diagnoses). It has focused on the informal, non-standard strategies they use to represent arithmetical relationships and reasoning when not time-constrained. These have pedagogical implications for the representational expectations of students with difficulties in mathematics, particularly in learning support and intervention contexts.

Multiplicative thinking

So far my work has focused on multiplicative thinking, particularly in division-based scenarios. Comprehension of multiplicative relationships is a major component of numeracy, and forms a particularly significant milestone. Weak, partial or inflexible understanding of multiplicative structure can be a major barrier to development (for example, of algebraic reasoning) – but is often assumed to have been 'done' at primary school. The students who continue to struggle with it are often able to reason flexibly in additive situations, yet do not do the same in multiplicative ones; they equate multiplication and division with the requirement to rote-recall 'times tables' facts and calculation procedures, without any real sense of the quantities and replicatory relations involved. Many learners with dyslexia and other learning difficulties and differences are known to struggle with memorising

facts and reproducing procedures. However, conceptual weakness is an even greater problem, and one for which increased practice (a frequent prescription) is inadequate. It is possible that this difference between additive and multiplicative reasoning results not only from the increased complexity of the latter, but the ways in which it has been represented.

In order to investigate the development of learners' multiplicative thinking, and the factors that can support or hinder it, I use problem-solving interviews in which simple equal-groups tasks are set within imaginable scenarios, and/or using physical materials and drawing. These include partitive division (e.g. a number of biscuits to be shared between a number of children), quotitive division (e.g. the number of vehicles required to transport a given number of passengers), and also Cartesian product problems (see Finesilver, 2009) and arrays of multilink cubes (see Finesilver, 2017). From a practitioner perspective, the interviews involve checking the integrity of the conceptual foundations of multiplication and division for each individual, and fixing or filling in some of the weak, incomplete or missing links, to enable progress towards a more solid, understanding-based use of those mathematical symbols with which all are by this point familiar, yet some far from comfortable. This kind of qualitative assessment can also provide information on the various ways visual representations can function for individual learners in both the short term (for solving tasks) and longer term (forming and linking arithmetical concepts and processes).

As an example, consider the division of natural numbers: this is often spoken of as if it were a single concept; the inverse operation of multiplication. The metaphors of 'sharing' and 'grouping' may also be invoked. However, on the most fundamental level, the act of division may be considered as: the separation of a quantity into a number of parts, where (a) those parts are exactly equal, and (b) the original quantity is preserved. It may seem that these are too obvious to be stated; this proved not so; I have collected examples of students in KS3-4 attempting to carry out divisions in contradiction of one or more. While some contradictions resulted from fact retrieval errors, mis-ordering of digits, etc., the evidence suggests that others resulted from conceptual misunderstandings.

VISUOSPATIAL DIVISION REPRESENTATIONS



To pick a particular case, one 14-year old student I worked with, who initially could only attempt division via manipulative units in container representations (see last image left), initially had considerable difficulty coordinating these fundamental requirements for exact division. Even when using cubes and provided with the appropriate number of containers to place them in, she did not 'deal them out' systematically, and might produce the required number of groups but not of equal size (as shown), equally-sized groups which did not add up to the original quantity, etc. In fixing one problem she would usually create another. Thus the word 'exactly' is included in the definition above, because a learner might be familiar with the general metaphor of division as sharing, and the 'equal groups' rule, but not consider strict numerical equality necessary, believing approximate visual equality to be adequate. This is effectively treating a discrete quantity as a continuous one – something mathematically competent people frequently deem perfectly appropriate when dealing with the division of larger discrete quantities (e.g. allocating portions of pasta). Students with learning difficulties may similarly treat much lower numbers as continuous quantities, in situations where an exact calculation is expected.

Tasks, time and teacher intervention

I have mentioned two methodological principles relevant not only to research, but to diagnosis and tuition: encouragement of students' own representational ideas, needs and preferences, and absence of time pressure on tasks. These are linked, as stepping back and letting students try out different representational strategies for tasks and construct a grounded understanding of the material (or even demonstrate their current exact state of (mis-)understanding), requires more time than is often provided in current systems. Nevertheless, taking the time, whenever possible, to invite the student both to experiment and articulate their working, can give access to small but significant diagnostic differences, or tiny steps forward in their thinking (micro-progressions) that might not otherwise be seen (Finesilver, 2017b).

I have observed many students with significant numeracy difficulties engaging in genuine mathematical thinking when the work was set at an appropriate level and under

the right circumstances. This does not mean a teacher either breaking tasks up into dissociated chunks, or demonstrating procedures to be copied. It does mean choosing task types and numbers carefully – but not only that. For meaningful progress, these individuals first need to represent numerical relationships in ways that make complete and unambiguous sense to them at that time, however cumbersome or time-consuming. As Anghileri (2001) found with younger learners, “For developing efficiency, such interpretations cannot be ignored as they represent the pupils’ thinking in a way that more formal methods do not” (p.18).

Micro-progressions

Although I have stressed the importance of visuospatial representation for learners struggling with arithmetic, the danger of low-attaining students becoming over-attached to immature (often counting-based) strategies cannot be ignored. Naturally, one wishes students to progress to standard notations; however, for some this necessarily is a slow process, often encompassing many tiny stages rather than a single leap. For my research participants, where there was successful movement from the basic forms of unitary representation (shown in the examples above) toward symbolic forms, it took place via a path of small and well-connected steps, or micro-progressions, at a generally learner-led pace and trajectory, with never too great a cognitive leap between one and the next. Additionally, arithmetic is a fearful thing for many, and emotional state while problem-solving is not to be ignored. Flexible representation can help in supporting progress from the kind of arithmetical-representational strategies with which learners are initially comfortable to more advanced versions, by allowing or encouraging them to maintain some of the familiar, comforting elements while dropping those that are no longer needed.

A similar principle can also apply to teacher-student encouragement and support. Where a student indicates that they are ‘stuck’, the teacher should not address multiple steps at once, but each time provide the smallest incremental ‘nudge’ that might allow the student’s own thinking process to continue. It is also worth remembering that older, intuitive strategies are not simply replaced but coexist with more advanced alternatives, and variability

is advantageous (Dowker, 2005). An analogy for strategic multiplicity is with the mobility of a person with some physical illness or injury. The expected progression might be from a pair of crutches to a cane, before – maybe – walking freely. However, on one day, the person may be keen to be rid of the supports, and try to manage without; the next, they may feel weaker and want them. On lacking confidence for a particular trip, it may be appropriate to set out walking ‘normally’, but with a cane tucked away, in case movement becomes difficult. So it is in arithmetic, with the range of nonstandard visuospatial representations which can act as optional supports for thinking: likewise, a student may on a ‘good day’ manage without, say, drawing a problem, but on another, be very glad to have it as a backup strategy.

POTENTIAL BARRIERS

- **Fear and loathing attached to operations, from past failure – leading to avoiding thinking deeply about work**
- **Shame in admitting to lack of understanding/capability – leading to concealment of ‘immature’ strategies**
- **Belief that there is only a single acceptable method for a given task type (from teachers and peer pressure) – leading to repeatedly attempting unsuccessful standard methods**

Concluding comments

Students with SEN frequently need to build stronger foundations for quantitative relations via visuospatial representations – which may well include unitary groupings. From there, they should not be expected to jump immediately to formal notation, but may need many small steps with incremental changes. Multiple perceptual links between representational forms are helpful – visual similarity, spatial layout,

movement sequence, or rhythmic element – and the way the fundamental concepts (equal groups, etc.) manifest within each representation type should be emphasised. Then meaningful progress becomes a possibility. Lastly, I suggest representational choice to be not only important for the development of individuals’ mathematical thinking, but an empowering experience for the mathematically disadvantaged.

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Forgetting to remember to remember: Prospective memory in adults with dyslexia



Dr James Smith-Spark, Senior Lecturer and Deputy Head of Psychology at London South Bank University considers prospective memory and the impact this can have on adults with dyslexia in work and educational settings.

The effects of developmental dyslexia are lifelong. Alongside continuing problems with reading and spelling, broader difficulties with cognition have also been found in adulthood. For instance, adults with dyslexia have been found to have problems with short-term memory, working memory and long-term memory under both laboratory and everyday settings (see Smith-Spark, 2017a, for an overview). While many studies have explored the effects of dyslexia in these areas of memory, prospective memory has not been investigated in dyslexia until very recently. Prospective memory is memory for delayed intentions or remembering to remember (see McDaniel & Einstein, 2007). This article summarises a recent programme of research which explored prospective memory in adults with dyslexia (Smith-Spark, Zęcik & Sterling, 2016a, 2016b, 2017a, 2017b).

Prospective memory is vital to our day-to-day lives. Indeed, much of our time is spent carrying out a range of prospective memory tasks. Some of these tasks are mundane, such as remembering to buy milk on the way home from work. Others are vital to the lives of ourselves and others, for instance remembering to check machinery in line with manufacturers' recommendations. Often, our delayed intentions are habitual, such as remembering to take medication at the correct prescribed intervals or remembering to put out the recycling for collection on a scheduled day. However, they can also be one-off events, such as remembering to meet a friend at a certain café at an agreed time. In all cases, however, they involve a delay between forming an intention and being able to act upon it, even if this delay is of only a few seconds.

Cues (or reminders) to carry out our intentions can be either event-based or time-based (McDaniel & Einstein, 2007). Cues are event-based when we need to remember an intention when encountering a specific situation. In such cases, people or objects in our immediate surroundings should provide a cue to remember the task; for instance, walking by a post-box should remind us to post the letter in our bag. A cue is time-based when we need to remember to carry out an intention at a specified time in the future; for example, ringing a colleague back in thirty minutes' time.

Prospective memory is a complex form of memory. Firstly, we must remember at the appropriate point that we need to do something. This is the prospective (or planning) component.

Secondly, we must also remember what that "something" that needs to be done actually is. This is the retrospective component. The prospective and retrospective components need to work in concert for prospective memory to be successful. No doubt, we have all felt that odd sensation where we remember that we meant to do something but cannot remember what it actually was. In this case, the prospective component has worked correctly in alerting us to a delayed intention but there has been a failure of the retrospective component to access the information we needed to carry out the intention. Similarly, there is that sinking feeling that we feel when we remember that we meant to do something long after the time to do it has passed. Here, the prospective component has failed to trigger a reminder at the appropriate time and has "fired" too late to be of any use to us.

Prospective memory often requires contributions from the executive functions to ensure intentions are successfully remembered at the appropriate point in the future. The involvement of the executive functions is usually greatest when time-based prospective memory is required. In such cases, the individual must generate mentally his or her own cues to remember to carry out the intention. There are no obvious cues in the surrounding environment to support remembering; instead, strategies to help remember must be self-generated and executive functions are argued to be involved in this process.

It should not be a surprise that failures are common in everyone's lives. We have all forgotten to post a letter in our bag as we intended, failed to attach a file to an email as we meant to do only seconds before or forgot to pay a bill on time as we intended! However, some literature from the late 1970s to early 2000s suggested that such errors might be more frequent in people with dyslexia (see Smith-Spark, 2017b, for a review). In this research, difficulties with planning, organisation, time management, and absent-mindedness were all identified. These are areas that overlap with prospective memory and suggested that problems might also exist in this area. To see whether prospective memory was indeed affected by dyslexia, Smith-Spark et al. (2016a, 2016b, 2017a, 2017b) carried out a series of studies comparing groups of adults with and without dyslexia. In each study, the groups were matched for IQ and age but

the group with dyslexia were worse than the group without dyslexia on reading and spelling measures.

Increased prospective memory failure has implications across work, educational, social, and personal settings. As a result, relative strengths and weaknesses need to be documented so that these can be recognised in support plans and reasonable adjustments made. Smith-Spark et al. therefore set out to explore prospective memory in adults across laboratory and everyday settings.

Self-report questionnaires tell us about the typical prospective memory experience of respondents over different periods of time (such as in the past week, month or year). Two well-established questionnaires were used by Smith-Spark et al. (2016b, 2017a) to assess how often different types of prospective memory failure occur.

Firstly, Smith-Spark, Zięcik, et al. (2016a) used the Prospective and Retrospective Memory Questionnaire (PRMQ; Smith, Della Sala, Logie & Maylor, 2000). The adults with dyslexia identified more frequent memory failures in prospective memory (retrospective memory, relating to memory for personally experienced past episodes, was also reported as being worse). Smith-Spark et al. (2016b) also asked close associates of the PRMQ respondents to rate them using the same set of questions. The proxy-rating respondents also rated the adults with dyslexia as having more frequent memory problems. Collecting proxy-ratings is useful in ruling out lowered metacognitive awareness or self-esteem problems as alternative explanations of self-reported difficulties.

Secondly, Smith-Spark et al. (2017a) administered the Prospective Memory Questionnaire (PMQ; Hannon, Adams, Harrington, Fries-Dias & Gibson, 1995). The adults with dyslexia again self-reported more frequent overall problems with their prospective memory. More specifically, they identified greater problems when an intention was a one-off and had to be remembered over a longer delay. The adults with dyslexia also reported more problems when they had to generate internal cues to remember a task. In contrast, when tasks were habitual and over the short-term, no differences in the frequency of self-reported prospective memory failure were found in the self-reports of the two groups.

Having found higher frequencies of self-reported prospective memory difficulties in adults with dyslexia, Smith-Spark et al. (2016b, 2017a) investigated whether dyslexia-related problems could be found under controlled laboratory conditions.

On the Memory for Intentions Test (MIST; Raskin, Buckheit & Sharrod, 2010), the participants were asked to carry out a thirty-minute word search puzzle. They had to break out from this ongoing activity to perform the prospective memory tasks. Eight prospective memory tasks were presented to participants at set points during the thirty-minute test duration. These tasks varied in whether responses were prompted by time or event cues, the delay between receiving a prospective memory task instruction and it needing to be performed (either two minutes or fifteen minutes), and the type of response which needed to be produced (either verbal or action). Smith-Spark et al. (2017a) administered the MIST to the same participants who had completed Hannon et al.'s (1995) PMQ. Consistent with their self-reported difficulties, the adults with dyslexia were less accurate in successfully carrying out the prospective memory tasks overall. In addition, the adults with dyslexia were less accurate in making prospective memory responses when time cues were presented. However, they performed at the same level as the adults without dyslexia when event cues were used. There was also no difference between the groups in recognising the prospective memory instructions correctly when asked to recognise them after testing. This latter finding indicates that the prospective memory instructions were successfully encoded and retained in memory by the adults with dyslexia over the course of the task. As a result, dyslexia-related problems may be more related to remembering the task successfully at the point at which it is appropriate to respond.

Smith-Spark et al. (2016b) presented arrays of celebrity faces to their participants and asked them to decide whether more of the celebrities were living or deceased by pressing one of two keys on a keyboard. In addition to this ongoing fourteen-minute task, the participants were instructed every three minutes to press a specific key on the keyboard of a computer positioned behind them. The placing of the computer behind participants meant that there was no obvious cue to remind participants to make the prospective responses, making it a time-based task. They were also allowed to check a computer clock positioned behind them as often as they liked. These clock checks were recorded. The adults with dyslexia were less accurate at remembering to perform the prospective memory task than the adults without dyslexia. They also checked the clock provided, less frequently during the experiment.

A further challenge to the research team was to see whether prospective memory deficits could be observed under naturalistic and semi-naturalistic conditions. Two time-based prospective memory tasks embedded in more naturalistic contexts indicated that deficits could be observed in less tightly controlled settings. One task involved a delay of forty minutes and required the participants to remember to remind the experimenter to save an important computer file (Smith-Spark et al., 2016b). The second involved a delay of twenty-four hours and required the participants to leave a telephone message for the experimenter (Smith-Spark et al., 2017a). On both these time-based tasks, the adults with dyslexia were less likely to remember to carry out the task successfully and more likely to fail to perform it.





Naturalistic event-based prospective memory was also explored over a one-week delay (Smith-Spark et al., 2017b). The participants were asked to reply to a text message sent to them a week after a laboratory testing session. This text message was blank, meaning that there was no supporting information to help prospective memory beyond the event cue provided by the arrival of the text message itself. The adults with dyslexia were found to be more likely not to perform the prospective memory response than to perform it, while the adults without dyslexia were more likely to perform the prospective memory task than not to carry it out. After having the opportunity to make their responses, the participants were asked how important it was to them to complete the task, how many times they had thought of the task in the intervening week, and whether or not they had remembered the task instructions. No differences were found between the adults with and without dyslexia in how often they reported having thought about the task during the week's delay, nor did they differ in self-reported levels of motivation to complete the task successfully. However, fewer adults with dyslexia reported successfully remembering the task instructions.

Over these studies, Smith-Spark et al. (2016a, 2016b, 2017a, 2017b) have found poorer prospective memory in adults with dyslexia. Similar patterns have emerged under both laboratory conditions and in everyday life. To summarise, dyslexia-related problems seem to occur mainly when performance is time-based, when it has to be self-initiated (meaning that there are no salient cues to remember being provided by the surrounding environment), when tasks are one-off (rather than being a habitual or customary prospective memory activity), and when instructions need to be remembered after a longer delay between forming an intention and being able to act upon it. Possible explanations for these problems are considered in Smith-Spark (2017b) with links being made to dyslexia theory.

Having found evidence of prospective memory problems in dyslexia, the question then becomes one of how to improve matters. There are several strategies which can be used. Based on the evidence described previously, the delay between task instructions being given to people with

dyslexia should be reduced as much as possible (or, where there has to be a long lead-in time to carrying out a task, frequent external reminders need to be given). Converting time-based tasks to event-based tasks (where many fewer dyslexia-related problems are found) would also be a good approach. For example, making use of visual cues (such as placing objects in prominent but unusual places) or auditory alarms (such as mobile phone or cooker clock alarms) can help in this regard. Repetition of task instructions several times, visualisation of oneself doing the task in the future, and forming detailed mental plans relating to the task (which consider the what, where, and when of the intended action) have all been found to be good general means of improving prospective memory performance. There is no reason to suppose that they would not be equally successful for adults with dyslexia; nor should this advice apply only to adults. Ideally, support with prospective memory needs to start earlier in life. Alongside support for literacy-based activities, instructing children with dyslexia in these approaches would also stand them in good stead for the responsibilities of adulthood.

In conclusion, less accurate prospective memory has been found in adults with dyslexia. These difficulties need to be recognised when making reasonable adjustments in work and educational settings. Doing so will help adults with dyslexia achieve their full potential.

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Young Adults in Further Education: undiagnosed or just overlooked?



Suzanne Currell ADG FE/HE, considers whether whole class screening could improve examination outcomes for students with learning difficulties as they progress through their education.

When I first started working as a Student Support Needs Assessor in Further Education (FE), I was arguably naive in my approach. Having witnessed hundreds of students coming to re-sit General Certificate of Secondary Education (GCSE) examinations, I considered the possibility that one reason this occurred is that many of these students had never been identified as having a possible learning difficulty. In agreement with the head of the sixth form for GCSEs, we decided to screen all of the students who were entered for these exams during induction.

This was quite straight forward and involved small groups being assessed for visual processing, comprehension, spelling and free writing. The results were interesting. Thirty-four per cent were demonstrated through the results as having some type of learning need, the majority of whom had a specific learning need shown on at least two of the measures employed. This, of course, did not include the potential increase in numbers of those who may have had auditory, phonological or memory retrieval areas of need as those assessments could not be undertaken in a group setting.

This whole cohort screening only happened the once but it seemed to confirm our belief that the incidence rate of learning difficulties is much higher than that which is accepted; typically regarded as about ten per cent of the population at large. Having said that, the groups we assessed were not fully representative of the wider population being more of a stratified sample but none the less, still noteworthy.

Over time, I developed an observation schedule of learning behaviours and traits for use by tutors and support staff to be used for students who had never been assessed before in which to provide a basis for assessment to occur. We began to see particular patterns emerge; typically behaviours that would be associated primarily with executive functioning disorder for example organisation, motivation or memory-related problems. During pre-entry support interviews with prospective students and their parents/guardians, this same picture emerged.

Further assessment (in addition to visual, comprehension, spelling or writing) of these students referred led to



an emerging pattern of students with Attention Deficit Hyperactivity Disorder (ADHD) and Developmental Co-ordination Disorder (DCD) indicators. Use of assessments and questionnaires such as the Test of Memory and Learning (Tomal-2) and either the Brown Attention Deficit Disorder Rating Scales or the Ann Arbour Dyspraxia Checklist and background information from the student's parents and tutors provided additional strength to the outcome of the results.

Research by Black et al.(2008) focussed on the age a child starts school but this largely considered the impact of early start and its relationship to intelligence quotient (IQ) scoring. Greater gains in IQ and attainment scores are seen in the early years but by the time children have reached age 18 these positive effects have mostly disappeared. Many of these studies however, do not focus sufficiently on early school age starts in relation to brain maturation and in relation to the developing child. Many of the young adults that come to see me, it could be argued, were not school ready at rising five and would have benefited from staying at home and/or in pre-school/nursery for longer. The effects of behavioural issues seen at secondary and in further education might well be an artefact not entirely of undiagnosed ADHD or DCD, but rather the cumulative and deleterious effects on one's self-esteem and academic self-concept of not having been ready for formal education at age five. It is an argument worthy of being had. The cost of delaying the age of when a child starts school does not automatically mean they would need more years in school. Indeed they would attend school for the same number of years that any other child would, and in the case of FE, it may mean that fewer young adults will need to re-sit their GCSEs.

Attempting to find facts and figures that recognise the possibility of undiagnosed learning difficulties or executive functioning disorders has proved elusive. There are few real figures out there to support consensus of this idea but it is a scenario any Specialist Teacher or Special Education Needs Co-ordinator would undoubtedly be aware of. The limitation of available full diagnostic assessment in schools and colleges and also the limited number of Educational Psychologists being trained each year and available to screen has often meant that children, especially those with ADHD Inattentive Type, are often overlooked. Children with executive functioning disorders are generally, in my experience, able but as they progress through the years into secondary, their internal resources of emotion regulation and cognitive functioning become overburdened. Examinations will tax these children further as they often have memory-related issues. The global impact of this situation for such children is to create embedded negative self-concepts and potentially entrenched behavioural patterns and response sets which further alienate them from achieving in a learning environment. They are often unaware that their difficulty lies with having an undiagnosed need.

The National Institute of Child Health and Human Development (NICHD) found that some 20% of school-age children may be considered reading disabled (Lyon, 1995; Shaywitz et al 1992; Taymans, & Corley 2002). In addition, they found that this figure does not include those with learning difficulties that do not present with a reading difficulty and indicated that the figure would indeed be much higher across other areas of learning difficulties. The U.S. Employment and Training Administration had estimated the incidence of learning difficulty among Job Training and Partnership Act Title IIA recipients to be 15-23 percent. (U.S. Employment and Training Administration, 1991). Later studies have indicated even higher incidence rates of

between 10-50% of learning difficulties in adults who are in adult education. (Ryan & Price 1993). Incidence rates of undiagnosed learning difficulties in prison populations, both in the UK and the USA have been shown to be much higher as well over the years, (Loucks, 2007).

This leads to thinking that perhaps it would be worthwhile carefully reviewing how we assess for learning difficulties, as well as with which students, and when this could best take place. Whole class screening in Year 2 would provide much greater evidence and support of the varied learning styles and strengths and possible indicators of learning difficulties. This would have the benefit of informing and inspiring teaching methodologies that are truly differentiated from an early age. Providing assistive technology at an early age on all computers and access to assistive technology would enable children with learning difficulties to access the curriculum and provide them with opportunities to develop real independence with their learning. This would then lead to children with an academic self-concept of CAN DO, rather than can't do and/or defeated. The purpose of whole class screening is not to suggest that we can make everyone the same, we can't and we shouldn't. However, it has the benefit of recognising a much larger population who have a varied neuro-diverse profile, indeed, that all of us have a varied and neurologically diverse profile.

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Renewing your Assessment Practising Certificate



Dr Anna Smith MDG, Lead APC Assessor for the Dyslexia Guild provides a refresher on the application process for specialist assessors

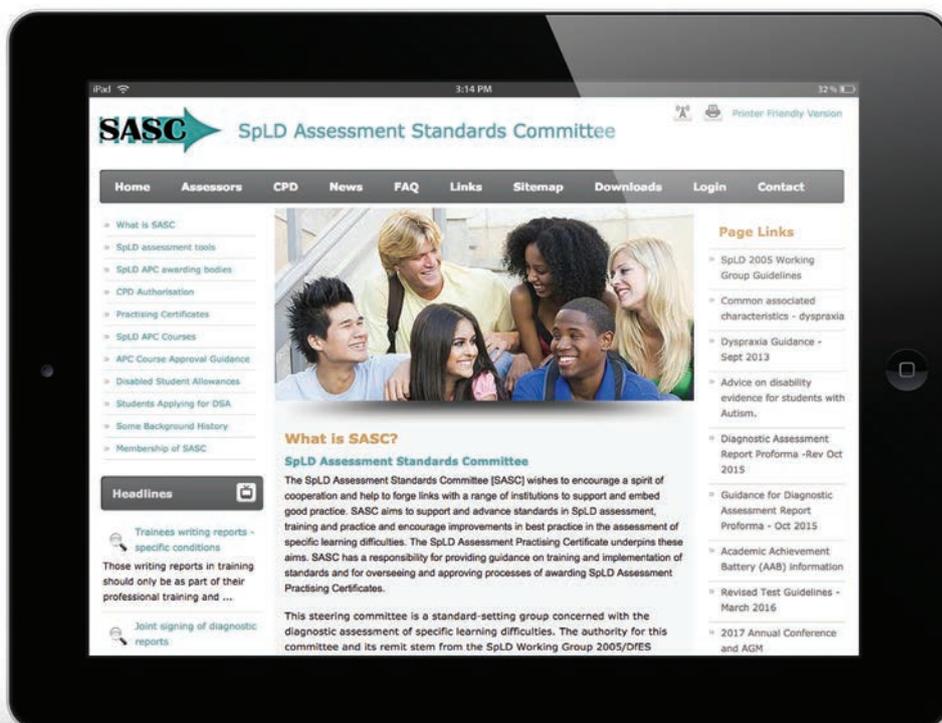
Every three years, those of us with an active Assessment Practising Certificate (APC) prepare to go through the renewal process and it can sometimes feel stressful and uncomfortable. It is difficult to eliminate these feelings entirely from the process but it's worth considering that most reports fail through easily avoidable mistakes. If you are planning to renew your APC in the near future, refresh your knowledge with these pointers to help you avoid some of the most common renewal pitfalls.

Calculating your scores

We all make mistakes but if you check your scores a few times you will usually pick these up. Recent changes in the advice given by the SpLD Assessment Standards Committee (SASC) means that if you make one or two minor errors in a report then reviewers can point these out to you and ask you to return the same corrected report in order to gain your renewal. However, if the errors are high in number or impactful on the report then unfortunately this means the application won't be passed. The simple solution is to double or triple check your answers and also consider whether your scores and associated values look right. The most frequent errors occur with confidence intervals, so when proofreading consider that these should be about 6 to 10 points away from the mean with the score lying in the middle of the interval. If this is not the case, have another look at the way you calculated them. Another frequent error is where scores in the text don't match those in the table and that is usually where a mistake has been spotted but not corrected in both places.

Composite scores: to report or not to report

The approach to composite scores varies across task batteries but for



the Test of Memory and Learning (TOMAL-2), the Comprehensive Test of Phonological Processing (CTOPP-2) and the Test of Word Reading Efficiency (TOWRE-2), the guidelines ask that we report composites, even where there are significant discrepancies. The exception to this is the Wide Range Intelligence Test (WRIT) where significant discrepancies between the two subtests are considered to invalidate a composite, and also significant differences between the two composites themselves are thought to invalidate the general ability score. A rule of thumb for the WRIT is to check differences greater than 9 and use Tables 6.3 and 6.6 in the manual to verify whether those difference are significant.

Discussing discrepancies

Discrepancies are often the interesting and important components of a report and you may well want to discuss them. However, you may not always have a table to help you decide whether two scores are truly different. You may for example be comparing phonological awareness with an aspect of reading skill which means you are evaluating scores from two different batteries. In this situation, confidence intervals can provide you with a degree of objectivity; where there is an absence of an overlap you can feel confident that this is a true discrepancy and you can describe these differences as 'marked' or 'important' but it is important to reserve the term 'statistically significant' for differences that you have evaluated using a table or a statistical technique.

Writing summaries and conclusions

These two parts of the report can often be confused and it is useful to consider how they differ. The summary is a crucial part of the report and at times it is the only part of the report that is read. It should provide a succinct but stand-alone outline of all the important information concerning an individual including a summary of their background, a statement concerning their diagnosis, and a summary of the evidence to support this diagnosis. There should also be an outline of that person's compensatory strengths and a brief description of how the difficulties you have evaluated impact upon their literacy, study or workplace skills.

The conclusion should focus on the outcome of your considerations and a good tip when writing this section is to begin with an accepted definition of the diagnosis under consideration. A very frequent reason for reports not being passed for renewal is that the evidence in the report does not appear to fit with the conclusion and a definition will help to anchor your evidence to the diagnosis.

Summaries for each section

Although you are including a final summary, summaries of each section are equally important and can help you consolidate and make sense of the information you have accrued through testing and observation. This section is likely to be enormously helpful to the individual, as it should be free of technical data and jargon and should

be a simple outline of their difficulties in this area of learning.

Qualitative information

Although test scores are hugely important, qualitative data plays a large part in a diagnosis. Quite often, reports will contain very rich qualitative information about some aspects of performance but this may not be consistent. It is most commonly absent in the section describing underlying ability but of course the analysis of performance during these tests can often be quite revealing. For example, where a child defines a word by leaving out crucial information or syntax may suggest that they know the meaning of the word but have difficulties with expressive language. Practical tasks of visuospatial processing, where an individual is asked to create a design with puzzle pieces can also reveal difficulties in fine motor co-ordination which you may want to investigate further.

Describing each test

Happily, you only ever need to write a description of a test once as you can use it repeatedly for each report but of course it is crucial that this description is a good one. Make it concise but with an outline of what you are measuring and what you have asked the individual to do.

Which tests to use

It is well worth a visit to the SASC website as the document entitled 'Revised Test Guidelines March

2016' provides a list of tests that are considered acceptable for Disabled Student' Allowance (DSA) reports (this can be found within the 'Downloads' section). SASC does state however that this advice '...does not preclude approved assessors from using alternative tests on occasions where these are deemed necessary, but in such cases a justification for their use should be provided in the report.' A good example of this is if you are testing someone with English as an additional language and you feel justified in using another more appropriate test. A good tip here is to communicate clearly your intentions when including information in a report that you feel might be misinterpreted.

Visit the SASC website

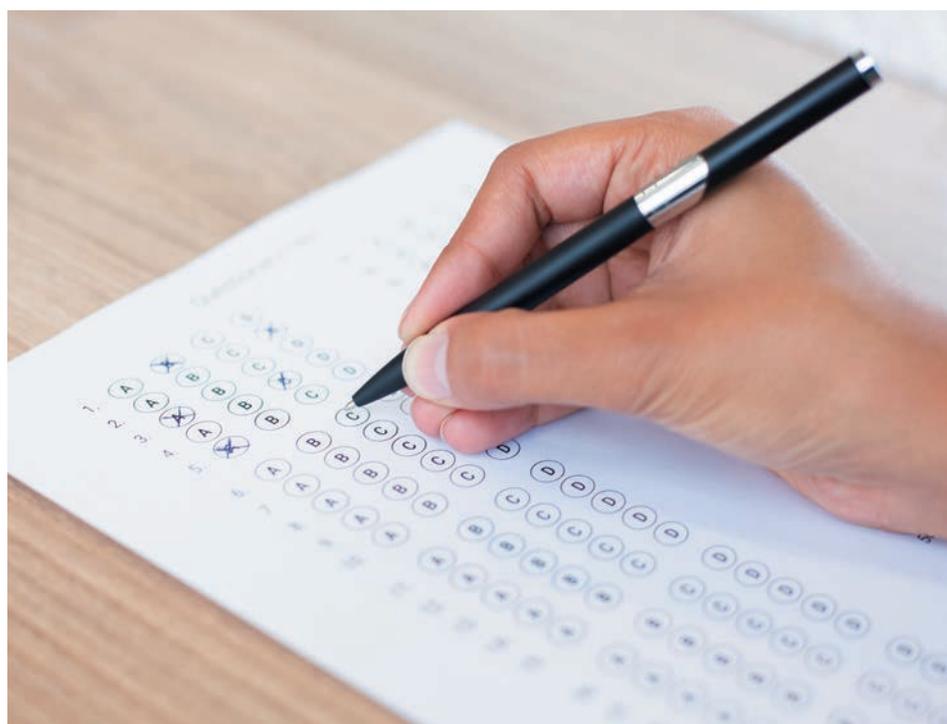
The website also contains other updated information you may need. If you look at the bottom left of the site, you will see a section entitled 'Headlines' and this will give you all recent changes in SASC advice. <http://www.sasc.org.uk/>

Visit the Dyslexia Action website

There is a section devoted to APC renewal on our website with lots of information to help you. See: www.dyslexiaaction.org.uk/page/assessment-practising-certificate

Last but not least...

Make sure you select a report that you feel confident about and that you have written in the last eighteen months, take full advantage of all the advice that you can find and give yourself plenty of time to prepare for the submission.



Ed Notes:

Guild Members also have access to the Guild Forums and in particular the forum on Assessment and APC where you can post queries to Anna and other Guild Members. Login to the Guild Member's website at:

<https://training.dyslexiaaction.org.uk/guild-members>

See also Anna's article: Assessment Practising Certificate: recognition of your competence to undertake diagnostic assessments for dyslexia and specific learning difficulties, *Dyslexia Review* Vol 26 No 2, October 2015, also available on the Guild Member's website.

Specialist Teacher Training Programmes: Back to the Future in Literacy Development

Dyslexia Guild takes a retrospective look at the principal specialist teacher training programmes developed in the UK and the contribution they have made both to the training of specialist teachers and to the development of literacy in learners with dyslexia/SpLD.

Specialist teacher training is much more than an understanding and management of dyslexia and literacy, diversity and inclusivity in learners. Specialist teachers who have trained with Dyslexia Action will all have had access to a specific literacy programme developed through years of accumulative practitioner knowledge and expertise. These programmes will have provided a thorough training in the phonology and phonetics of the English language and a sound underpinning knowledge of language acquisition, morphology and syntax, semantics and the sociological dynamics of language. Knowledge that is also informed by speech and language and communications therapies is built into comprehensive training courses that enable the practitioner to address the diverse literacy needs of any individual and provide appropriate remedial training.



Gill Cochrane

Lesley Binns

The Dyslexia Action Literacy Programme

The Dyslexia Action Literacy Programme (DALP) began development in 2012 as a response to the emerging new specialist postgraduate teacher training programme (a radically different content to previous courses) that Dyslexia Action Training had launched and in the context of the post 'Rose Review' environment¹. DALP is a flexible, multi-dimensional literacy tool designed to structure language-learning contexts to maximise the progress that learners with literacy-related learning difficulties can achieve.

DALP is a highly effective professional development tool, which offers teachers and other educational practitioners the opportunity to acquire an enhanced, structured understanding of the elements that drive literacy development in learners of all ages. DALP builds upon the best practice developed during the mid-to-late 20th century to create differentiated and calibrated solutions to the patterns of literacy-related difficulties evident in today's learners.

In DALP the focus is upon learner self-efficacy – the promotion of independent lifelong literacy learners. Each learning point is designed to boost learners' metalinguistic awareness: their ability to talk about the nuts and bolts of literacy learning. There is special emphasis upon the learner discovering information and being able to articulate its discovery.

There is a consistent drive within the teaching materials to encourage the learner to self-monitor and self-check, so that the learner is at the centre of activities. The teacher is seen as a facilitator working to provide the opportunity for the learner to discover facts about literacy-related subject matter. Making links between current knowledge and new information is seen as essential, to enable the learner to feel in control of his or her own learning.

DALP is a flexible literacy programme that can be tailored to fit each learner's individual profile as well as providing scripted, interactive activities that can be done in small groups or with a whole class. The seven strands reflect some of the key aspects of literacy that need to be addressed in each learner. Each strand is made up of a series of cumulative, structured multisensory learning points. These strands are:

1. Phonological Awareness Strand
2. Phonemic Strand (and Extended Phonemic Strand – available post-qualification)
3. Coding Subskills Strand
4. Punctuation and Syntax Strand
5. Suffixing Strand
6. Coding Attack Pattern Strand
7. Morphological Analysis Stand (available post-qualification).

Cochrane, Gill and Binns, Lesley. (2016). *The Dyslexia Action Literacy Programme.* Staines-upon-Thames: Dyslexia Action Training.

¹Rose Jim (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00659-2009DOM-EN.pdf>

What the specialist teachers said about DALP...

“The extent and meticulous detail that has gone into the DALP strands is astounding - such valuable documents for us as tutors.”

“DALP unpicks the complexities of literacy development with extraordinary clarity and gives us the means to help our learners work incrementally through each strand of learning to master the skill.”

“I have read through the strands and I am so excited about working my way through the very structured programme. I can see each learning point will give my tutoring much more depth with a wealth of resources to use.”

Specialist Teacher Training using DALP

- The Level 5 Diploma in Strategic Teaching Support www.dyslexiaaction.org.uk/page/level-5-diploma-strategic-teaching-support-dyslexia-and-literacy
- The Level 7 postgraduate Professional Certificate in Structured Teaching Intervention www.dyslexiaaction.org.uk/page/level-7-professional-certificate-structured-teaching-intervention-dyslexia-and-literacy

Short courses are also offered in DALP as refreshers and updating programmes for suitably qualified professionals. For further details see: <http://www.dyslexiaaction.org.uk/training-educators>



The Dyslexia Institute Literacy Programme



This literacy programme developed from earlier work undertaken by Hickey (1977) and Hornsby (1974) and came to fruition first as a programme in the 1980s and then as published manuals in 1993 when the Institute celebrated its 25 year anniversary. The Winter 1993 newsletter noted:

“The Dyslexia Institute’s Literacy Programme (DILP) which was published on The Institute’s 21st birthday, consists of two manuals. Based on research and 21 years of practical work in assessment, teaching and teacher education, the manuals form the framework for DI trained teachers. The aim of the manuals is to provide an effective tool for cracking the literacy and learning problems which dyslexic people experience. DILP is only available to teachers who have trained with DI.”

The DILP editions were further revised in 1996 and a second edition was published in 2000 with revisions made in 2005, 2006 and 2008; they were always published by the Dyslexia Institute. The DILP Principles of Teaching were that teaching should be: multisensory, phonic, structured, sequential, cumulative and thorough. With a requirement for the teacher to be ‘aware of the learning strategies of her student and encourage metacognitive awareness.’ The programme focussed on established routines with a sequential programme of 113 teaching points (116 in later editions) made available. Lesson plans were prescribed through an outline of: Sequencing, Reading and Spelling cards, reinforcement exercises and introducing new teaching points through Directed Discovery learning and application of Channel and Means (VAKT). A formula of Repeat-Spell-Write-Check (RSWC), latterly known as ESWC (Echo-Spell-Write-Check) reinforced the learning of individual words. Handwriting was taught to ‘produce a legible style for communication and speed’, recognising that this could be a difficult skill for many individuals with dyslexia. Alphabet knowledge was strengthened through the use of wooden alphabet letters providing a tactile and visual resource.

An accompanying manual was also published in 1993 on Developing Spoken Language Skills which looked at language development, the structure of language and speech and language sounds development and assessment. The 2008 manuals note a Standard and an Accelerated Structure where the first 50 teaching points were covered as quickly as possible, however the aim was always to work through the entire programme and not omit anything. From 2012 onwards, Dyslexia Action specialist teacher training courses no longer used DILP and it was replaced by DALP.

Walker, Jean, Brooks, Liz et al. (1993). *The Dyslexia Institute Literacy Programme*. Staines: Dyslexia Institute.

2000 - 2008 Editions Walker, J., Goldup, W. and Lomas, S.

Borwick, Caroline and Townend, Janet. (1993). *Developing Spoken Language Skills*. Staines: Dyslexia Institute.

Both available on reference only in the National Dyslexia Resource Centre, Staines-upon-Thames.

Alpha to Omega - The A-Z of teaching reading, writing and spelling

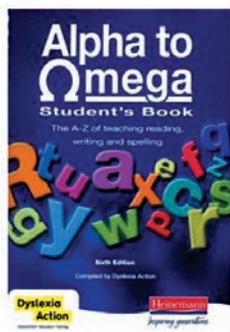
Alpha to Omega was first published in 1974. It was developed by Bevé Hornsby MBE (1915-2004), a qualified Speech and Language Therapist (SLT), with colleagues and followed on from her MSc in Human Communication which looked at language difficulties in schools. In 1978 Bevé followed this with a Master's in Education at the University of Bangor. Her dissertation entitled 'Evaluating the effect of teaching dyslexic children' was based on an evaluation of children receiving intervention for specific reading difficulties or dyslexia at St Bartholomew's Hospital (where she practised as an SLT), the Dyslexia Unit at University College Bangor and at the Dyslexia Institute then located in Staines. In 1988 Bevé opened the Hornsby House School which later became the Hornsby International Dyslexia Centre.

Alpha to Omega is currently available in two volumes, a Teacher's Handbook and a Student's Book. Based on knowledge of phonetics and linguistics the most recent edition (2006) came about when the Hornsby Centre and the Dyslexia Institute merged to become Dyslexia Action.

Alpha to Omega is essentially a scheme built around English Language sounds and spelling providing a remedial programme for children or adults. Rooted in Orton-Gillingham the programme focuses on three stages as well as a placement test:

- Stage One: predominantly deals with one syllable words, 'word sums' (two syllable words where the root word does not change when the affix is added) and 'split-digraphs' (magic 'e' words). It also covers simple open syllables featuring long vowel sounds ('me', 'so' etc.)
- Stage Two: focuses on other ways to spell long vowel sounds in single syllable words, as well as suffixing rules.
- Stage Three: covers syllable division, final syllables, complex suffixing rules and complex spelling patterns

Hornsby, Beve, Shear, Frula and Pool, Julie. (2006). 'Alpha to Omega: The A-Z of teaching reading, writing and spelling.' Revised and updated by Dyslexia Action. Oxford: Heinemann Educational Publishers. Available from: www.dyslexiaactionshop.co.uk/teachers-trainers/books.html



The Hickey Multisensory Language Course: A training course for teachers and children



Kathleen Hickey published *Dyslexia: a Language Training Course for Teachers and Learners* in 1977.

She had previously worked as a teacher in charge at an educational remedial centre in Epsom and was sponsored by the North Surrey Dyslexic Society and the Bath Association for the Study of Dyslexia to visit the USA in 1970. This visit was to the specialist language centre (now the Luke Waites Center for Dyslexia and Learning Disorders) of the Scottish Rite Hospital in Texas where she learned more about their structured language programme.

Hickey noted in the first version of her language training programme (1977):

"The organisation of the English in the Language Training Course presented here is mainly an adapted version of the Structured Programme developed by Aylett Cox and staff of the Scottish Rite Hospital, which in turn was inspired by the Gillingham-Stillman-Orton team. However, the multi-sensory techniques described here for learning the regular part of the language are different from those of Gillingham in that they are child-directed rather than teacher-directed. For learning irregular words Fernald¹ techniques are incorporated."

Hickey's training programme is a two-part printed manual comprising a Teacher's Guide and a Language Training Course with a 'kit' of hand illustrated reading and spelling cards and a handwriting practice pad. It subsequently became the Training programme associated with the Dyslexia Institute Teachers' Diploma course and was later further developed into the Dyslexia Institute Literacy Programme.

Hickey became the first Director of Studies of The Dyslexia Institute which was established in Staines in 1972 with Wendy Fisher as Executive Director. Her legacy programme was last published as:

Combley, Margaret (ed). (2001). *The Hickey Multisensory Language Course, 3rd edn.* Chichester: Wiley.

¹Grace Fernald (1879 – 1950) was an educational psychologist who developed a spelling and reading method based on Visual, Auditory, Kinaesthetic and Tactile (VAKT) learning, a precursor to the multisensory teaching methods widely used today.

Review of the Orton-Gillingham Approach and how it is used across North America



Maryann Chatfield, Fellow of the Academy of Orton-Gillingham Practitioners and Educators provides an overview of this literacy scheme first developed in the 1930s and which is now widely used across the USA and Canada

What is the Orton-Gillingham Approach?

Orton-Gillingham is an instructional approach intended primarily for use with individuals who have difficulty with reading, spelling, and writing of the sort associated with dyslexia. It is most properly understood and practiced as an approach, not a method, program, system or technique.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 70 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

The Orton-Gillingham Approach is most often associated with a one-on-one teacher-student instructional model. It can also be used in small group and classroom instruction. Reading, spelling and writing difficulties have been the dominant focus of the approach although it has been successfully adapted for use with students who exhibit difficulty with mathematics.

Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language-processing difficulties. He brought together neuroscientific information and principles of remediation. As early as 1925 he had identified the syndrome of dyslexia as an educational problem. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Encouraged by Dr. Orton, she compiled and published instructional materials as early as the 1930s which provided the foundation for student instruction and teacher training in what became known as the Orton-Gillingham Approach.

Similarities and Differences

There are a number of literacy programs developed in the UK that are developments from the Orton-Gillingham Approach. In the United States, you may have heard of the *Wilson Reading System* and/or *Foundations*; perhaps you have heard of *The Barton Reading and Spelling System*, *Preventing Academic Failure*, or *Alpha to Omega*? These

are all programs based on the Orton-Gillingham Approach. Generally speaking they have a scope and sequence. Everyone starts at the same place and ends at the same place regardless of their age or severity of their reading impairment.

Barbara Wilson is a Fellow of the Orton-Gillingham Academy. Well over a decade ago, she saw a great need for public school teachers to teach reading differently. *Wilson Foundations* was intended as a prevention program to help reduce reading and spelling failure. To that end, she developed a 'recipe' method that could be applied with minimal training. It has many of the concepts embodied in the Orton-Gillingham Approach because it is the grandchild of the O-G approach. In order to make it effective with substantially less training, the Wilson Reading System features a step-by-step procedure that must be followed to the letter.

Contrast that framework with the Orton-Gillingham Approach; it is vastly different. It is completely diagnostic and prescriptive. Although there is a loose scope and sequence with a suggested progression, it remains flexible. In the Orton-Gillingham Approach, the instruction is tailored to students' particular needs whether you are working one on one or in a small group setting. The aim is to optimize the remediation so students make the greatest gains in the shortest amount of time. The Orton-Gillingham Approach has an ease and flexibility which is substantially more enriched. It is an **approach** which means it does not follow a textbook format. Students often need instruction that is both more diverse and customizable. The following are the seven tenets of the Orton-Gillingham Approach that set it apart from other reading interventions.

- **Multisensory Instruction (or Several Senses Simultaneously)**

This is one of the most significant ways that other programs differ from the Orton-Gillingham Approach. Multisensory instruction links the visual, auditory, kinesthetic, and tactile pathways in learning to read and spell. When those pathways are activated simultaneously, the information enters the brain in a stronger way. Tutees are able to access that information easier (when they attempt to retrieve it) because of the way in which it was entered. Doidge (2008), Ratey (2008).

- **Direct and Explicit**
Using the simplest language, tutors clearly state the phonetic rule to be learned. The tutor directly and explicitly teaches that rule.
- **Language-Based**
We begin with phonetic associations. Then progress to teaching syllables, introducing morphemes, and finally rules for the syntax of the English language.
- **Structured, Sequential, and Cumulative**
When using the Orton-Gillingham Approach, a pre-determined sequenced lesson plan is followed. The brain is “warmed up”, then the writing hand. There is a review of written words and a review of spelling using concepts taught. New sounds are introduced from the simple to the more complex; building upon each step, it becomes cumulative.
- **Diagnostic and Prescriptive**
As a tutor, you take notes on your student’s progress. You list miscues when they read and note errors when they spell. In reviewing these you ‘diagnose’ your tutees difficulties. After analyzing those errors, you spiral back to review previously taught phonics concepts. Lessons are planned based upon your students’ needs. That is the ‘prescriptive’ piece.
- **Cognitive**
Orton-Gillingham tutors teach their students to spell in a novel way; spelling becomes a thinking subject. Often mnemonics are used. Students learn various rules associated with spellings in order to remember the correct choice. Your students think about the appropriate rule, and then they are able to apply it.
- **Emotionally Sound**
Orton-Gillingham tutors attempt to make their tutee feel accomplished. Many students delight in seeing their Salmon (vowel) and White (consonant) deck grow larger as new concepts are introduced. My goal is for student responses to be automatic. It is imperative that they continue to review previously introduced concepts so they are able to respond with automaticity.

Simultaneous Oral Spelling

In the Orton-Gillingham Approach, learners are taught to encode (spell) words using Simultaneous Oral Spelling (S.O.S). Any time learners are writing letters to represent sounds (or words), they should be using S.O.S. The steps are as follows:

- You dictate a word.
- Your student repeats the dictated word.
- Then names the letters as they write them. They are telling their brain what to write.

While doing so, they hear themselves saying those sounds and see the letters as they writes them, then the learner reads what they have written. Their lips are moving, and their hands are writing the letters; they hear the letters being said. All of that additional multisensory information provides strong neural input from the hands, fingers, and lips allowing for a stronger pathway to form in their brain.

Picture yourself on a college campus. Architects plan walkways with precision prior to building in what they expect to be the desired route between structures. Students take

shortcuts; they disregard the paved pathways. Over time, those pathways are used more frequently. With increased usage, the grass wears away beneath them. Well used pathways, both real-world and neurological, are typically self-reinforcing.

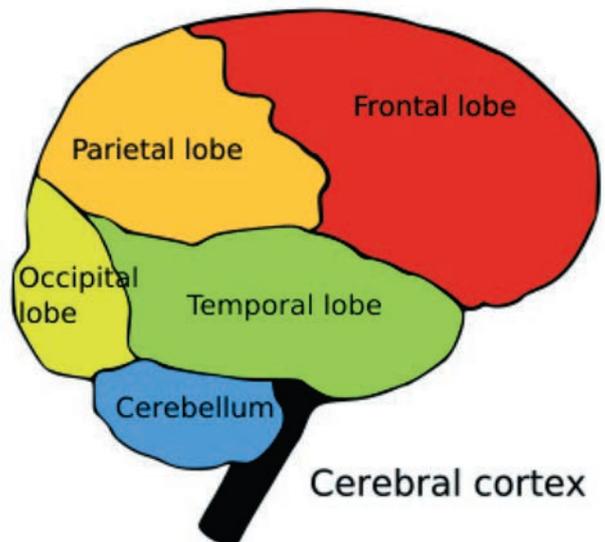
The Science behind Multisensory Learning

The science behind ‘several senses simultaneously’ became apparent through the work of a husband/wife team at the Yale Center for Dyslexia and Creativity. Sally Shaywitz, M.D. and her husband, Bennett Shaywitz, M.D., are Co-Directors of the program at the Yale University School of Medicine.

“In principle, functional brain imaging is quite simple. When an individual is asked to perform a discrete cognitive task, that task places processing demands on particular neural systems in the brain. To meet those demands requires activation of neural systems in specific brain regions and those changes in neural activity are, in turn, reflected by changes in cerebral blood flow.” (Shaywitz & Shaywitz 2001)

Dr. Bennett Shaywitz reported that functional magnetic resonance imaging (MRI) “demonstrated plasticity in the neural systems for reading and their ability to reorganize in response to an effective, evidence-based intervention”.

Imaging Techniques Reveal Different Active Areas of the Brain



Functional MRIs show that during reading, dyslexic individuals use completely different areas of their brain than non-dyslexic individuals. Good readers activate the back of the brain (posterior region) and a little bit of the front of their brain. Individuals with dyslexia, on the other hand, show under activation in the posterior regions and an over activation in the inferior frontal gyrus (at the front of their brain). This makes for a slow and laborious task because the inferior frontal gyrus is not geared toward decoding words and reading fluently. Effectively, those with dyslexia overuse one section of their brain rather than utilizing all of the requisite parts because they are unable to access them. Ultimately, it means that dyslexic individuals are working five times harder than non-dyslexics (Shaywitz & Shaywitz 2001).

Shaywitz & Shaywitz tell us that, “With multisensory intervention, new pathways are being formed...actual brain repair occurs.” Readers’ brains actually change due to the way the new information is recorded. This is phenomenal news because it demonstrates that poor reading comprehension need not be a life sentence.

We know that dyslexia represents over 80% of all learning disabilities. Dr. Sally Shaywitz testified that rigorous research indicates dyslexia is very common, affecting one out of five.¹ That’s equivalent to twenty percent of the US population - a staggering number.

The Orton-Gillingham Approach

distinct advantages over other “programs” and “systems,” even those descended or modified from the Orton-Gillingham Approach. The multi-pronged, multisensory integrative approach of Orton-Gillingham gives it a flexibility and diversity of techniques that allow for personal growth where other methods and programs could stall progress at a particular stage or step. The plasticity of the human brain itself calls for a creative, organic approach to the development of reading comprehension.

A “one size fits all” program doesn’t always work for every student. I find that the Orton-Gillingham Approach meets with success time after time. OG works for all early and developing readers at the classroom level. It works as a standalone reading intervention, for students who have English as a second language and for those with language-based learning disorders. In a perfect world, every student would receive Orton-Gillingham instruction.

¹<http://dyslexia.yale.edu/>

What the teachers said...

“In the OG Approach, the instruction is tailored to student’s particular needs to optimise the remediation so the student makes the greatest gains in the shortest amount of time. She observes, “I begin instruction with individual letters and sounds all the way to connected reading and sentence dictation. At some point, when the student is ready, I teach paragraph composition where they have transference of skills” *Karen*

“I have deep gratitude and satisfaction for OG as my students have become encouraged learners and capable readers and writers. Parents are excited and also astonished at their child’s progress after years of frustration. If it weren’t for my OG training, I would be floundering and struggling in my practice with the most vulnerable students” *Valdine*

The Academy of Orton-Gillingham Practitioners and Educators was established in 1995 to set and maintain professional and ethical standards for the practice of the Orton-Gillingham Approach. It certifies teachers and accredits instructional and training programs that meet these standards. The Academy also promotes public awareness of the needs of individuals with dyslexia and of the Orton-Gillingham Approach for the treatment of dyslexia. It is a non-profit organization.

Additional Information courtesy of the Academy of Orton-Gillingham Practitioners and Educators.

<http://www.ortonacademy.org/about.php>

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With thanks to the following Orton-Gillingham Accredited Tutors: V.Bjornson, M.E. Langston, K.Leopold, D.Nieman, T.Paden. Personal testimonies. March 2017.

Ed Note: Please note that US spellings have been retained in this article.

“My world has been turned upside down in the best way possible when it comes to teaching reading. ...I’ve learned to examine my students’ erros and plan my instruction accordingly. That just makes sense.”

Mary-Elizabeth

“Teachers are meeting with great success using Orton-Gillingham. The support they receive from the practicum is like nothing else they have ever experienced. They are also seeing their students succeed when other programs have failed despite everyone’s best intentions. More information will become available as all teachers are expected to keep data on five children each year. That data is being submitted to the Department of Education (US) so they may analyze it and compare it to previous work.” *Dawn*

Assessment Test Review

Sandwell Phonological Awareness Readiness for Reading Kit (SPARRK).

Hisgett, L., Hurd, A., McQueen, D. (2012) Birmingham: Imaginative Minds Ltd

Reviewed by Karen Mace MDG, CPD e-Learning Tutor for Dyslexia Action Training.

This is an assessment kit which enables assessment and tracking of phonological awareness. Whilst it could be used from early years to age sixteen, it is most beneficial to use it with Reception and Year One learners who are preparing to take the statutory phonics check at the end of Year One. It reflects the latest research in the area of phonological awareness, including guidance from the DFE, Early Years Foundation Stage (EYFS), Letters and Sounds and Sir Jim Rose's review of Early Reading. It has been extensively developed and evaluated over many years to encompass all the critical areas within phonological awareness.

The assessment pack consists of the following, all packed in a durable canvas book bag:

- An assessors' **manual** which describes how to administer the tests as well as background information about the assessment and the theory that informed its creation.
- **Master record sheets** which can be photocopied to record information during the assessment.
- A **'flip-book'** which contains the seven assessments; this stands upright on the table allowing both the learner and the tester to see it during the testing process.
- A **'Where Next?'** book which guides the assessor as to how to support the learner to achieve the skills required to achieve next steps in their phonics. It signposts to well-founded resources and interventions currently available in many schools, such as Letters and Sounds and Sound Linkage.
- A **CD** which contains an Excel spreadsheet to record results and track progress.

The seven assessments cover the following aspects of phonological awareness, they appear in the order in which it is expected skills would be acquired:

- Concepts
- Syllables
- Rhyme
- Beginnings
- Ends
- Middles
- Blending and Segmentation



Frequently Asked Questions

How long does the assessment take to complete?

Each assessment takes approximately 10 minutes.

Do you need to carry out all the assessments?

It is not necessary to use all the assessments in one go; one section can be completed at a time and then next steps identified or all the tests can be completed to gain a broader picture.

When can you re-assess using the same section?

It is recommended that re-assessment takes place after 6 months.

Who can carry out the assessment?

No specialist qualifications are required to administer the assessment therefore it is appropriate for school SENCOs, teachers and teaching assistants to use.

Would I buy the assessment?

As an experienced dyslexia/SpLD assessor and teacher, as well as a primary school SENCO, this would make a useful addition to my assessment tools. There are very few assessments available for phonological skills in EYFS and those that are available offer standardised scores, normally used as part of a full diagnostic assessment and do not signpost 'next steps' for intervention as this one does.

Book Reviews

The Dyscalculia Toolkit.

Bird, R. (2017) London: Sage Publications

Reviewed by Karen Mace MDG, CPD e-Learning Tutor for Dyslexia Action Training.

This is a very accessible book written by a very experienced, practising teacher of both dyscalculia and dyslexia. She has delivered training to teachers, teaching assistants and subject leaders in dyscalculia.

The focus of this book is primary and early secondary-aged learners, using a variety of teaching activities and games. When you buy the book you also get access to the companion website which contains seventy pages of additional materials including master game boards to play the games included in the book, resources such as number cards and place value mats, as well as pupil tracking sheets.

The layout of the book is very clear with four sections (see below), plus an introduction, which includes information on: What is new from the last edition? What is dyscalculia? and How do you identify the indicators of dyscalculia? It also explains why there is a big focus on games in this toolkit. One of the books' strengths is its focus on using concrete materials and visuals to reinforce mathematical concepts; the appendix gives an excellent overview of some of the most useful concrete materials available such as Numicon and Dienes blocks.

The four main sections are:

Section one: Early number work with numbers up to 10

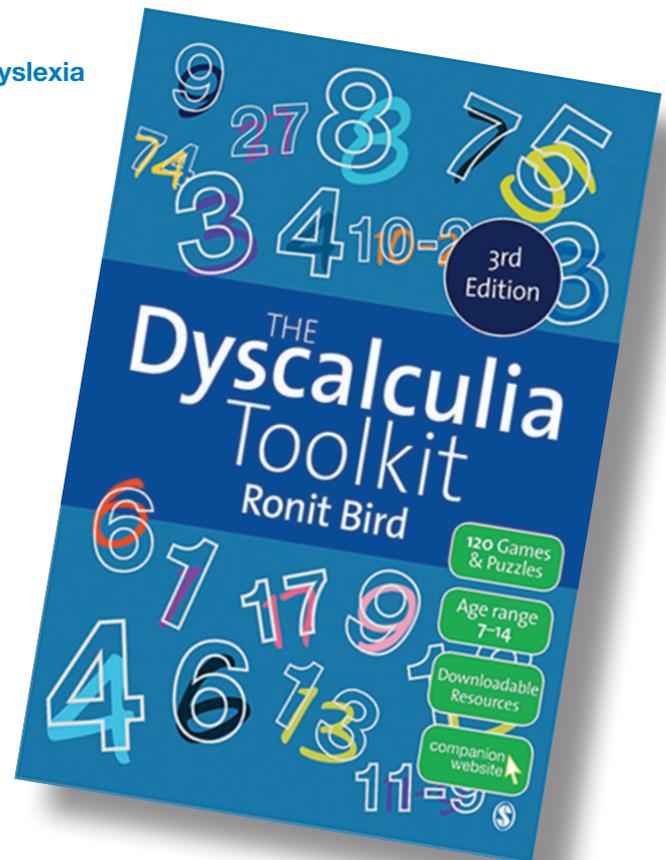
Section two: Basic calculation with numbers above 10

Section three: Place value

Section four: Times tables, multiplication and division

At the beginning of each section is a very helpful overview of the section followed by bullet points summarising what the main problems are with that area of maths, and how to help. I found these extremely useful as the layout enables the reader to skim and scan to see if that is the right section to start work with a learner; invaluable for the busy teacher and teaching assistant. Each section contains approximately twenty five teaching activities and around fifteen games, each of which are explained clearly. In the games, teaching points are provided as well as the equipment needed and the all-important rules. Visuals demonstrate how to use the concrete materials which I think is particularly effective in explaining how to help learners visualise concepts they are finding challenging.

I would recommend this book to primary and early secondary teachers, teaching assistants as well as tutors delivering extra support outside of school. Students in teacher training (primary and early secondary) would also gain knowledge and understanding of the difficulties with number some learners experience and provide them with



an accessible and enjoyable format for working with groups or individuals.

Section four is going to be particularly useful for teachers/teaching assistants supporting learners with difficulties in mathematics in year 6, in UK primary schools, who are currently facing a new times tables test from 2018.

Would I buy the book? Definitely – it is clearly written and informative. One strength is that you do not have to work through the games or activities in any order but can dip in to suit your learners' needs. As a teacher, I would feel very confident asking a teaching assistant to deliver activities from this book to groups of children due to its clear layout and use of visuals and concrete materials to back up the concepts.

Reader Offer

For 25% off this title go to www.sagepub.co.uk add the book to your basket, enter the code **UKREADER25** at the checkout. Valid until 31/12/2017 and not to be used in conjunction with other offers.

A Quick Guide to Special Needs and Disabilities.

Bates, Bob. (2017). London: Sage. (pbk) £19.99; (hbk) £60.

Reviewed by Angela Bell ADG FE/HE, Open University Lecturer and Dyslexia Support Tutor

The Quick Guide to Special Needs and Disabilities by Bob Bates is a handy reference book designed specifically for busy professionals working with children and young people. The author is an educational consultant based in the UK with a background in mentoring people with disabilities.

This two hundred and forty page guide is comprehensive in its scope, defining and describing over sixty different disabilities and special needs grouped into four broad areas: physical impairments, neurological disorders, psychological disorders, and other additional needs. Amongst the neurological disorders are ADHD, dyslexia, dyscalculia and dyspraxia, as well as sensory processing disorder. Other additional needs include gifted and talented, English as an additional language, disaffected or excluded and young carers; needs that may exist alongside a specific learning difficulty.

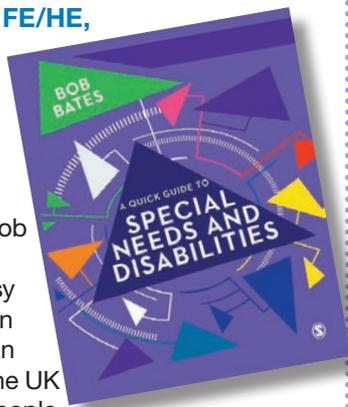
Each disability or area of need is described in seven hundred words or less and illustrated with a relevant case study, including some personalities in the public eye, such as Susan Boyle and Warwick Davis. A broad overview of strategies is included, along with suggestions for further reading. Entries are listed in A-Z order within each section, making relevant information quick and easy to locate.

The final section of the guide focuses on practical strategies that teachers can use in the classroom to support students, such as mindfulness, synthetic phonics and neuro-linguistic programming. Each strategy is described and recommended reading is included.

The clear and consistent layout makes this an easy book to dip into for busy professionals who may have come across a less well known condition for the first time and are seeking guidance on how best to support an individual student. The guide is ideal reference material for teachers, tutors and SENCOs, especially those working in schools or colleges with a diverse student population. The emphasis throughout is on treating students as individuals and not defining them by a particular disability or learning difficulty.

Reader Offer

For 25% off this title go to www.sagepub.co.uk add the book to your basket, enter the code **UKREADER25** at the checkout. Valid until 31/12/2017 and not to be used in conjunction with other offers.

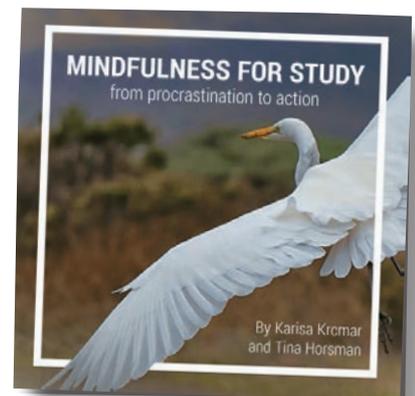


Mindfulness for Study: From Procrastination to Action.

Aberdeen: Inspired by Learning. Krčmár, K and Horsman, T (2016). £19.51 (print), £10 (e-book)

Reviewed by Victoria Matthews-Patel MDG, CPD Programme Manager and Disabilities Advisor, Dyslexia Action Training.

Does anyone you know, work with or tutor, struggle to study effectively and to focus on the task in hand, especially with all the distractions of the digital age? Written by specialist study skills tutors, Karisa Krčmár and Tina Horsman, this is an accessible book showing how to use mindfulness to develop concentration and study skills.



During the book the reader is taken on a journey of exploration of how they learn, what location is most conducive for their study and what they can do to study more effectively and with less anxiety. The reader is encouraged to be more self-aware and active in the learning process, reflective, evaluative and non-judgemental and to self-monitor rather than be impulsive.

Each chapter has a clear introduction, useful tips, stop off points where the reader is encouraged to pause and explore a linked mindfulness practice on a dedicated website. There are postcards with feedback from students the authors have worked with, and at the end of the chapter there is a ticket to the following chapter with a summary of what has been covered and a lead in to what is coming next.

As well as chapters introducing the reader to mindfulness and specific mindfulness techniques there are chapters on Exam Revision and Preparation, Reading for Successful Study and Effective Writing for Academic Purposes. There is also a very timely chapter on Mindful Use of the Internet, given recent media attention on the impact of the increased use of the internet/social media on mental health.

There are also downloadable documents which provide useful templates to aid study.

This was a thoroughly enjoyable book to read, with so many invaluable ideas. I would thoroughly recommend it for tutors and support staff of further and higher education students. I also think it is a useful resource for teachers or parents/carers of teenagers who would benefit from learning how to study.

This book can be purchased direct from the publisher: <https://www.inspiredbylearning.eu/book/9>

Educating Special Students: An introduction to provision for learners with disabilities and disorders 3rd edn.

Farrell, Michael. (2017). London and New York: David Fulton.
(pbk) £29.00; (hdbk) £95.00; (ebk) £29.99

Reviewed by Dr Jenny Moody MDG, Postgraduate Psychology Tutor and Specialist Assessor

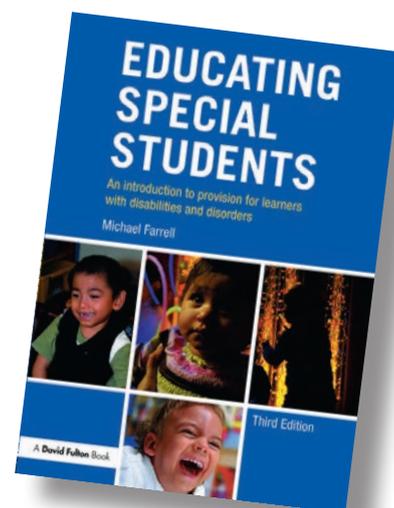
The third edition of this book has been updated to take account of developments in research and understanding since the previous edition published in 2012. According to the author, in his preface to the book, 'the main aim continues to be to help readers consider what might constitute effective provision [...] the book eschews any one national context; an aspect which I hope will continue to attract readers worldwide [...]'.

This is a comprehensive introductory book with its twenty-two chapters covering a wide range of disabilities and disorders from impairment in reading to profound intellectual disability. The book is clearly written, which makes for easier reading and processing of the information provided. The core chapters have a similar layout, citing 'evidence-based practice and professionally informed approaches to provision for special students'.

The first chapter, 'Special education and effective provision', raises several questions concerning, for example, the 'nature and aims' of special education; the 'relationships between inclusion and special education'; the 'main classifications of disabilities and disorders'; 'how entitlement to special education is decided' [...], and then sets out to address each of them sufficiently for the reader to gain knowledge and understanding; reading/research citations are included for readers to follow-up to gain further information.

Chapters two to twenty-one are the core chapters in the book, each considering issues relating to:

- Specific learning disorders:- impairment in reading, in written expression, in mathematics; developmental co-ordination disorder
- Communication disorders:- speech, grammar and comprehension, semantics and pragmatics; autism spectrum disorder
- Oppositional defiant disorder:- conduct disorder, anxiety disorders, depressive disorders; attention deficit hyperactivity disorder
- Orthopaedic impairment and motor disorders:- health impairment and traumatic brain injury
- Sensory impairments: hearing, visual, deafblindness
- Intellectual disability: mild; moderate to severe; profound.



Each of these chapters begins with a brief discussion about the focus area of impairment, followed by a definition(s) with a source citation, for example:

- Definitions of impairment in mathematics and related terms [...] DSM-5 (American Psychiatric Association, 2013, pp.66-74).
- Dyscalculia; In England (Department for Education/ Department for Health, 2014a, paragraphs 6.31).

This is followed with guidance on prevalence and co-occurrence; causal factors; identification and assessment; and provision (general comments); adjustments to be made concerning the curriculum in terms of the focus impairment, pedagogy, and resources.

At the end of each of the core chapters the reader will find 'Thinking points to consider', for example, 'the effectiveness of approaches used'; 'how these approaches are rationalised into comprehensive and coherent provision'. A key text(s) full reference is also provided.

Chapter twenty-two provides an overview of 'Elements of special provision' with case study examples from schools in Australia, Myanmar (Burma), England and Finland.

This third edition of the book has the addition of three appendices providing further information:

- Body basics (main bodily systems);
- Brain and nervous system;
- Organisations in USA, Australia and Europe. A few examples of journals concerned with special education are listed.

Reader Offer

Apply code **ESS17** for a 20% discount on the hardback and paperback versions of *Educating Special Students* at Routledge www.routledge.com or CRC Press www.crcpress.com

Offer valid until 31/09/2018.

Disability Studies: an interdisciplinary introduction, 2nd edn. Goodley, Dan. (2017). London: SAGE Publications Ltd.

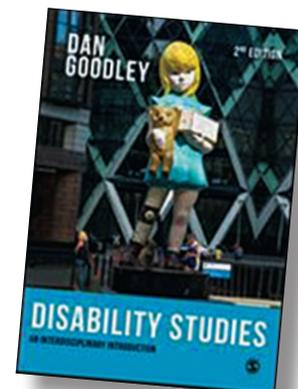
Reviewed by Andrew Skinner, English language teacher, British Council.

Dan Goodley, currently Professor of Disability Studies and Education at the University of Sheffield, has authored numerous books and journals in this subject area. He is referred to by Tom Shakespeare (2018) as being among a third wave of scholars of disability studies who have taken a critical look at the interconnection of disability studies with concepts of identity, culture and difference.

The book's second edition, as well as incorporating developments since the work of 2011, has changed its presentational style making it more accessible and each chapter is concluded with self-reflective and group discussion questions on the topics broached.

The book begins with an overview of the historical and global development of models of disability, outlining the early dominance of the medical model which viewed disability as a problem existing within the individual, to the nineties where the social model evolved and reframed disability as a societal construct - where it was the barriers that society placed in front of people with impairment which were disabling.

Chapters give perspectives on disability as they relate to subjects such as sociology, psychology and education; along with how areas such as gender, race, sexuality, and social class, intersect with it.



There is a running discussion on ableism, the systematic promotion of the concept of a norm in society and how this perpetuates disability. In describing the interaction between constructs of ability and disability, the author notes that whilst people find difficulty at times in defining 'normal' or 'able' there is not the same reticence when they approach defining 'abnormal' or 'disability'.

The ninth chapter analyzes education and the notion of inclusion that grew out of the 90s. There is discussion on current debate surrounding inclusion and how well schools are responding to the diverse needs of their learners? There is comment that taking children out of their local communities to special schools rather than including them, cements these children's status as being 'others', and opportunities are lost for schools to mirror the diversity that exists in society. Goodley discusses how reduced or unchallenging syllabuses lead to lower educational attainment and serve to further marginalise people with disability when they go into the workforce or higher education.

Questions are raised about schools which see special needs as a difference located within the individual, thereby diverting accountability at the school policy and teaching levels. There is comment that SENCos can become focused on individuals rather than on the broader aspect of the school's culture and the SENCo role, like the learners they work with, often becomes marginalised.

The author calls for inclusion to become more than a presence in the classroom. Curricula needs to be resistant to the perpetuation of norm concepts and broadened to bring all children into activities. It needs to include discussions on managing life situations, promoting positive attitudes between peers, improving self-image, incorporating resources that are disability-aware and socially diverse.

The key gain for me in this book was that it touched on a wide range of perspectives and showed their interconnectedness. It will be a useful resource for SENCos, school policy makers, researchers and academics from a range of disciplines, and anyone involved in education who wishes to benefit from a critical reflection on their preconceptions of disability. It is not a compilation of labels and interactional strategies, as someone, such as myself, new to disability studies but with some background in special educational needs may have assumed. For me it was a call for self-reflection and awareness, it compiles overarching research and advice which I hope generates action towards making communities and schools more supportive and welcoming.

Additional References:

Goodley, D. (2017). Disability studies: an interdisciplinary introduction, 2nd edn. London: SAGE.

Shakespeare, T. (2018). Disability: the basics. Abingdon: Routledge.

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www.crested.org.uk

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Leading for Equality: Making Schools Fairer.

Lumby, J and Coleman, M. (2016) London: SAGE Publications Ltd.

Reviewed by Sarah Chandra ADG FE/HE, Freelance Specialist Study Skills Tutor

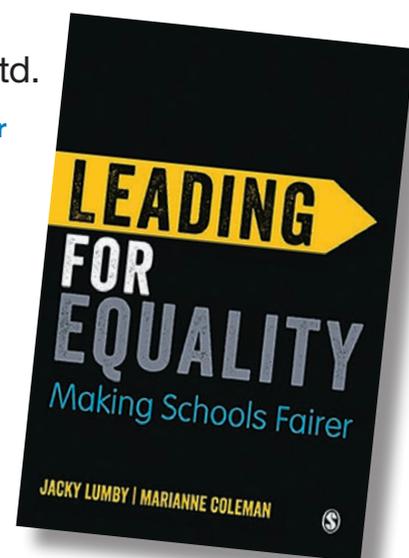
Jacky Lumby and Marianne Coleman have written a valuable book which recognises how much inequality remains in education and why it is important to lead the way to equality in schools. It aims to provide leaders with alternative approaches, and to develop practice by considering values, attitudes, structures and pedagogy. This book is aimed at all leaders that influence the direction and outcomes of a school such as teachers, learners, community members and also for postgraduate and undergraduate students.

The book is well laid out as the authors have introduced the subject at the beginning of each chapter and then listed points to consider while reading. There are many case examples throughout each chapter and these illustrate the points made giving the reader ideas to implement in their own school or to encourage debate. The cases have been taken from interviews with head teachers of specific schools as referenced in the back of the book. As there is a lot of information to take in while reading this book the authors have included a list of key action points at the end of each chapter that could help readers in striving towards equality in their own organisation. There is a reflection and discussion box that challenges the reader to analyse practice in their own organisation giving them a chance to reflect.

The first chapter explains the terms commonly used in making schools fairer: equity, equality, social justice and inclusion and how they overlap and are used interchangeably. However, equality is a term most widely used but is connected to "sameness". For example, is it correct that if girls and boys are equal then should they be treated the same, even when their talent and motivation is different due to their background or upbringing? I agree that it is not that simple and other characteristics should be taken in account to ensure that each individual is supported and feels happy in their school and personal development. Lumby and Coleman say that the evidence suggests this is not true and that policies and/or school leaders impact on this even though it may be a schools' goal. Lumby and Coleman say "We need to move the focus from fixing learners to fixing schools."

The first part of the book covers the following: it sets the scene of what the book wants to achieve; relevant policy freedoms and restrictions to promote greater equality; exploring an intersectionality approach which is supported by Lumby and Coleman; how inequality statistical data is important to highlight issues and challenges in schools; and approaches to attacking inequality which considers three approaches to achieving greater equality in schools. It is clear that policies can create segregation and competition between schools but the authors have proved by using examples that every school can choose to make the system fairer.

Part two focuses on how children with particular characteristics could be disadvantaged. Each chapter explores equality in relation to factors such as: socioeconomic class, gender, sexuality, ethnicity, religion and disability. These sections comprehensively explain the



negative and positive impact each can have on children and teachers. In order to offer a fair education there are suggested ways forward that create a teaching and learning environment that is inclusive and counteracts the negative impacts. To support this even further there are key overall action points that offer a simple breakdown of what can be worked towards in your organisation.

Part three is the final chapter that brings together key lessons and messages that can be taken from the book and refers to many case examples. The authors talk about why equality matters in schools and say "...but it is also in the interests of all children to learn to live in a diverse society, offering fairness and respect and expecting them in return".

It is highlighted that the ethos and culture of a school is just as important but difficult to define and takes years to change. For me, as a parent, it is blatantly obvious if a school has a good ethos about it and feels like it has a caring environment. Changing attitudes of staff, learners and parents are key to this, and in this chapter there are examples of ways to approach this.

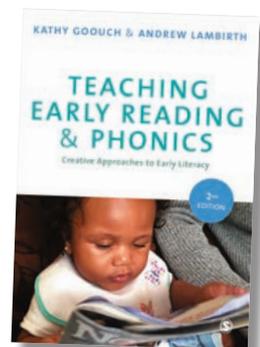
Overall this book is excellent and aims to stimulate thinking about your own classroom practice. It gives comprehensive ideas and action points that will help a school formulate a strategy for planning and professional development. Lumby and Coleman said "Striving for equality is not only about giving the disadvantaged a fairer deal, but also about creating the society we want for us all." (Lumby and Coleman, pg. 171, 2016).

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Teaching Early Reading and Phonics: Creative approaches to early literacy.

Goouch, Kathy and Lambirth, Andrew. (2017). London: SAGE Publications Ltd. (hbk) £60.62, (pbk) £20.59



Reviewed by Jan Beechey MCILIP, Guild Administrator and Librarian

This is the second edition of this excellent book which offers an up-to-date critical analysis of current literature on which ideas for practice and policy are grounded. It provides teachers with a broad understanding of teaching reading and the role that phonics plays. The introduction is extremely well written, stating the authors' aim, which is to provide a research-informed text, for teachers that includes ideas to connect theory with their practice.

Kathy Gouch is Professor of Early Education at the Research Centre for Children and Families at Canterbury Christ Church University and Andrew Lambirth is Professor of Education and Health at the University of Greenwich. They make clear their view that '...the politics and policy context for the move towards synthetic phonics only practice is in danger of leading towards a damaging reductionist approach to the teaching of reading...'

The authors argue for 'Sensible approaches to teaching and reading' with a view of reading as a complex, social and cultural activity, with lessons often learned in the first instance in multidimensional family and outside-school contexts and from a wide range of texts, including print texts. Learning is a broader and more sophisticated activity than simply listening to instruction. Learners are able to draw information from a range of sources in a relatively short space of time and from a range of places in order to become readers at varying developmental stages by the time they have their first school encounters with literacy.

Although chapter 2 is titled "Beginning with Babies", it is also relevant if you are not involved in early years teaching. The chapter draws attention to research across disciplines that help us to understand how young children develop literacy skills. Chapter 3 offers an overview of the theoretical background of the approach to the book and begins with important insights into how children develop to become competent language users, both oral and written. The authors believe that the position on early language acquisition is the foundation to further perspectives on reading pedagogy and the relevance of teaching phonics. They go on to examine alternative views to their position in the form of cognitive psychological approaches that have led to significant changes to curricula. They introduce and critique both the Independent Review of Teaching Early Reading (Rose, 2006), and Early Years Foundation Stage (DCFS, 2007). The chapter provides some historical context to the reports and theories that have influenced teaching and gives a great deal of food for thought, introducing readers to some of the important issues and debates surrounding the teaching of early reading and phonics.

Chapter 4 'The Role of the Teacher', acknowledges the complex nature of the teaching of reading and establishes the absolute need for teachers to be knowledgeable so that they are in the best position to plan appropriate ways to enrich and progress children's reading. In chapter 5, the authors aim to demonstrate that all children need to read beyond a functional level, describing reading as more than decoding, covering topics such as alphabetic knowledge, letter knowledge and phonological knowledge. This chapter also contains a list of children's books which support phonological understanding and has advice on helping children to experience pleasure in reading.

This is particularly relevant as reading for pleasure will be given new status with the introduction of a new national measure as part of the "Read On Get On" campaign to get all children reading well by the age of 11 by 2025.

This is a very practical book which looks at all aspects of reading and how you can develop positive reading culture within the classroom. It also includes resources for writing, acknowledging how closely the two activities are entwined in children's developing understanding of phonology, phonemes and graphic representations. Other chapters cover reading routines – guided reading, reading aloud, shared reading etc., how talk, reading and writing are interconnected in children's early lives and how this should be reflected in the classroom.

Chapter 10 discusses the phonics screening test introduced in England in 2012, and the authors certainly nail their colours to the mast by stating that, 'We believe that this check must be scrapped. It does not achieve what the government states that it sets out to do.' They go on to outline how teachers can assess children's reading development in meaningful ways and in ways that will assist in their further progress.

I believe this book gives a really good grounding of the context of the teaching of reading in England and how certain theories have influenced government and the design of the curriculum. It encourages the teacher to take a critical and reflective view of current practice and presents a model that takes children's natural and cultural abilities seriously. Although the book is predominately about early years it offers a plethora of serious considerations and insights, to all teachers involved in literacy, into why older children and adults may still be struggling with certain aspects of reading, writing and language.

Useful Resources

Rose, Jim. (2006). *Independent Review of the Teaching of Early Reading*. London: DfES. Available at: <http://dera.ioe.ac.uk/5551/2/report.pdf> (Accessed: 26 October 2017).

Read On Get On Coalition. (2016). *Read On, Get On: A strategy to get England's children reading*. London: National Literacy Trust and Save the Children. Available at: http://www.literacytrust.org.uk/assets/0003/6217/Read_On_Get_On_Strategy.pdf (Accessed: 26 October 2017).

Department for Education and Skills. London: DfES publications. (2017) Statutory framework for the early years foundation stage: Setting the standards for learning development and care for children from birth to five https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf (Accessed 26 October 2017)

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www.dyslexiaaction.org.uk

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- Structured, Cumulative Multisensory Tuition
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- Applying for an Assessment Practising Certificate course (SASC accredited)

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CPD PROVIDER: 50005
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www.cpdstandards.com



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www.dyslexiaaction.org.uk/educators

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Our programmes lead to Associate Membership (ADG) for specialist teachers and Membership (MDG) for specialist assessors with the Dyslexia Guild our professional body. All modules are accredited by Middlesex University London and provide a progression pathway to a Master's in Professional Practice. Courses are also accredited by the BDA (for ATS and AMBDA equivalent to the above Guild grades) and SASC for an APC.

Join The Dyslexia Guild

The Dyslexia Guild is open to all individuals with a professional interest in dyslexia and literacy difficulties. The Guild aims to promote discussion, information and best practice, as well as keeping members informed of developments in the field. Benefits include designatory letters, a professional forum, an online library, our journal the Dyslexia Review and discounted attendance at Dyslexia Action's annual conference. The Dyslexia Action Shop provides members with a comprehensive range of resources and an additional member discount.

www.dyslexiaaction.org.uk/professional-membership-dyslexia-guild
guild@dyslexiaaction.org.uk

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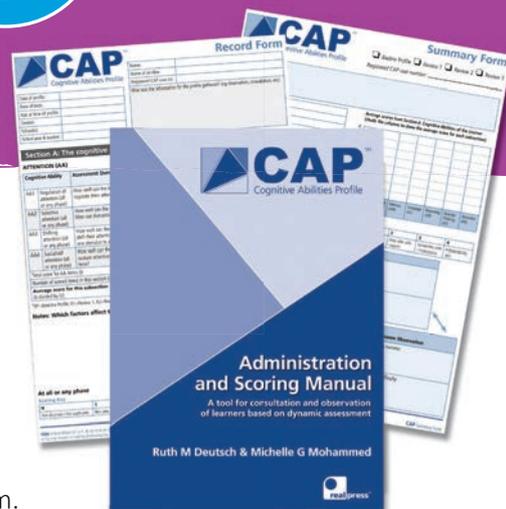
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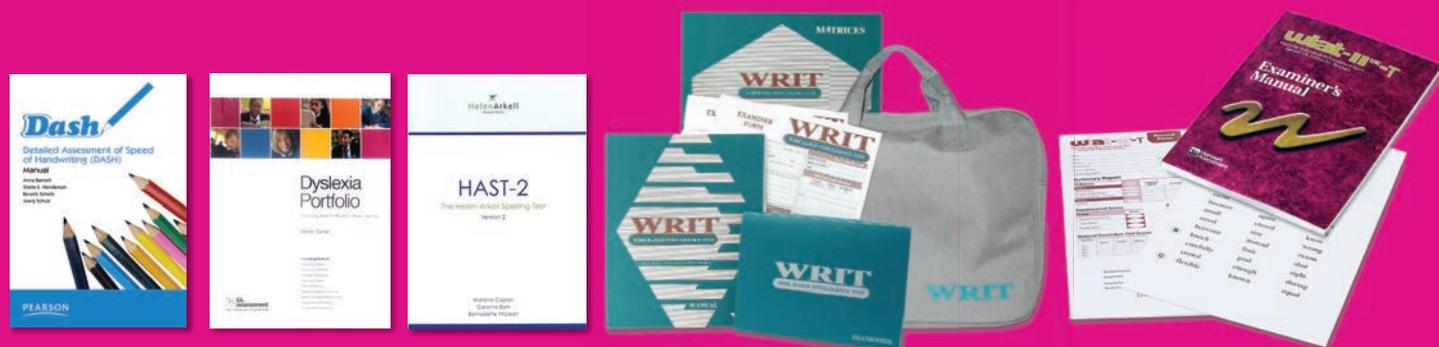
The CAP is grounded in developmental psychology and underpinned by dynamic assessment (DA) and metacognitive approaches to teaching and learning. This versatile and effective toolkit will enable you to gather information; analyse and summarise data; monitor progress; and determine the next learning steps for children/young people and those working with them.



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- Symbol Digit Modalities Test
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- Helen Arkell Spelling Test
- The Wide Range Intelligence Test
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