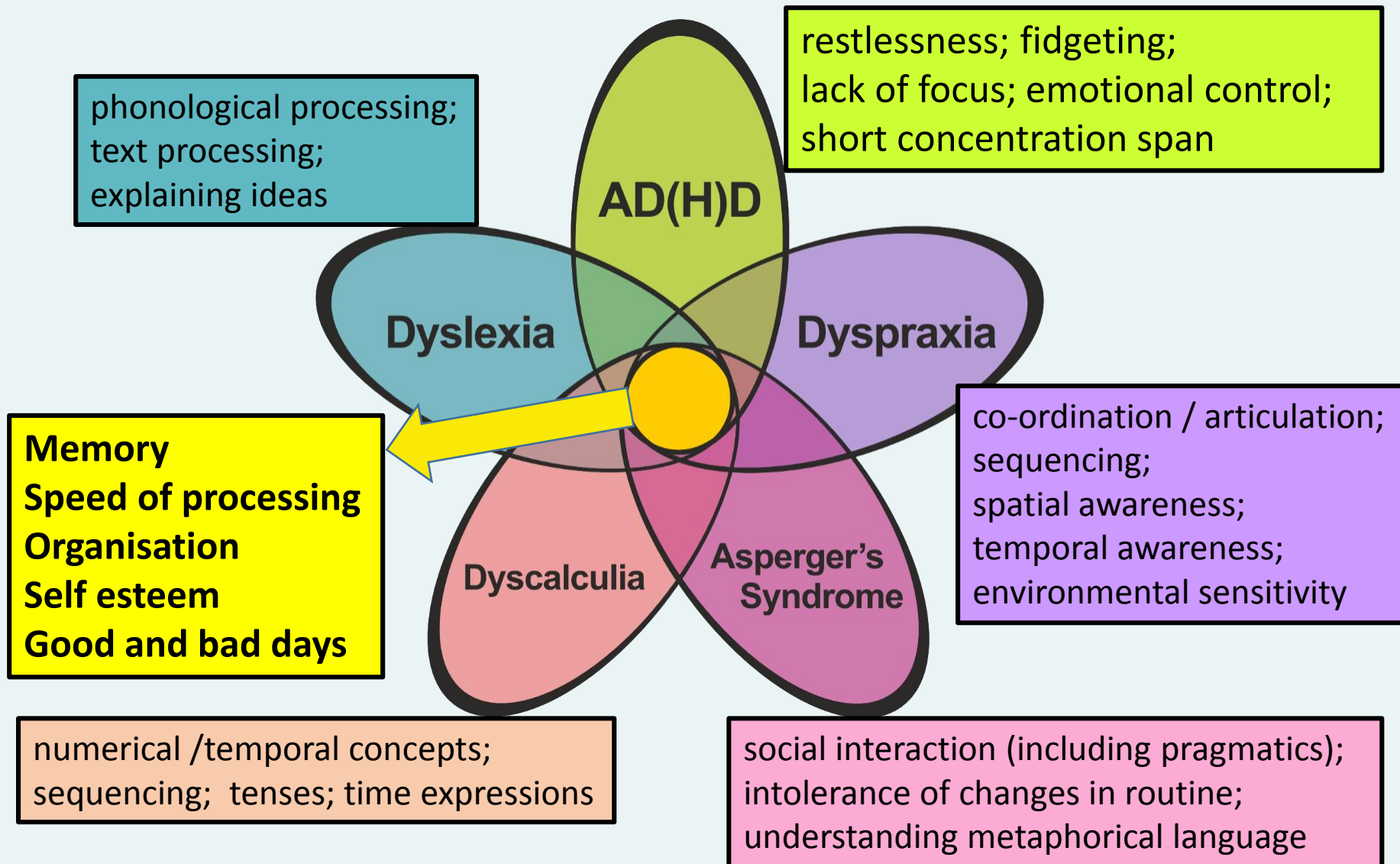


**Identifying the needs
and
raising awareness
of learners with dyslexia**

Co-occurrence



We need to consider:

- the student's background
- literacy development
- memory
- speed of processing
- phonological processing

Observation

Conversation

Conversation

- general situation at home
- learning English
- learning other subjects
- early years and development

Interventions

- eyesight / hearing
or other health check?
- counselling for trauma
or family upheaval
- make use of existing strategies

Evaluating Literacy Practices

Literacy practices

- Writing in the student's first / strongest language
- Copying: exactly and reversed
- Reading in the student's first / strongest language
- Scanning







Writing in L1

Copying







Copying exactly and reversed






Name: _____






Part 1: copy the shape exactly as you see it

	look	copy
PROBLEM 1		
PROBLEM 2		
PROBLEM 3		

Part 2: copy the shape and turn it round

	look	copy
PROBLEM 1		
PROBLEM 2		
PROBLEM 3		

1		
2		
3		
4		
5		

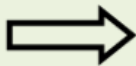
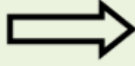





1		
2		
3		
4		
5		

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Part 1 – copying exactly

Name:.....


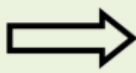
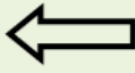




Part 1: copy the shape
exactly as you see it

	look	copy
Practice 1		
Practice 2		
Practice 3		
1		

Part 2 – copying reversed

ELT well

Part 2: copy the shape
and *turn it round*

	look	copy 
Practice 1		
Practice 2		
Practice 3		

1



Interventions

- different pen / pen grip
- letter formation practice and guidelines for spacing / margins
- planning strategies
- use of a word processor
- speech to text

Reading in L1

Scanning

PRACTICE

❄️⚡️⌘♦️ ⌘♦️ ☉ □□☉♁♦️⌘♁♁ ❄️♁□♦️⌘□■
□♁♦️ ♦️⚡️♁ ●□■♁♁□ ♦️♁♦️♦️ ♦️□ ⚡️♁●□
☒□♦️ ♁♁♦️ ♦️⚡️♁ ⌘♁♁☉ □♁ ⚡️□♦️
♦️□ ♁□ ☉♁□♦️♦️ ⌘♦️.

Find these 'words' and highlight them in the text:

- 1) ☉
- 2) ♁□
- 3) ⌘♁♁☉

ANSWERS

❄️⚡️⌘♦️ ⌘♦️ ☹️ □□☹️⌘⌘⌘⌘ ⌘⌘⌘⌘♦️⌘⌘⌘
□♁ ♦️⚡️⌘ ⬤□⌘⌘⌘⌘□ ♦️⌘♦️♦️ ♦️□ ⚡️⌘⬤□
☒□♦️ ⌘⌘♦️ ♦️⚡️⌘ ⌘⌘⌘☹️ □♁ ⚡️□♦️
♦️□ ⌘□ ☹️⌘♦️♦️ ⌘♦️.

Find these 'words' and highlight them in the text:

- 1) ☹️
- 2) ⌘□
- 3) ⌘⌘⌘☹️

Scanning

To do this task, we need:

- good visual discrimination
- speed of visual processing
- short term visual memory
- tracking
- sequencing
- study strategies

Interventions (1)

- different coloured paper / text window / reading ruler
- different fonts / spacing
- specific input on breaking words into morphemes

Interventions (2)

- common sight-word practice
- paired reading
- holistic reading techniques
- screen reader

Assessing memory

Aspects of memory

Short term

Working

Long term

Auditory

Visual

Auditory memory

Auditory memory

The student chooses the test items.



Lots of practice.

Then build up the sequence,
as far as possible.

Visual memory































Part A: shapes

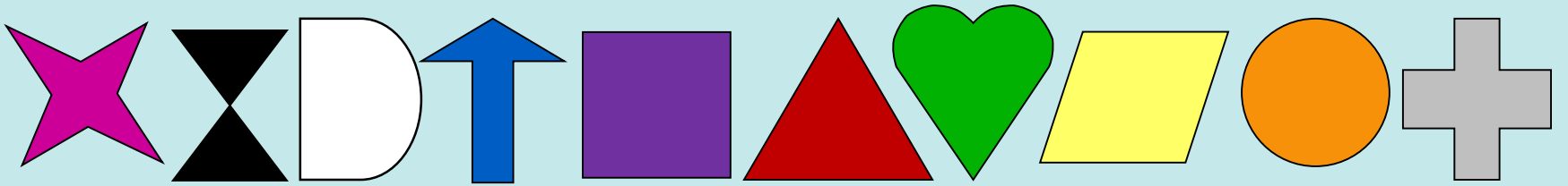
Look at the sheet:

ELT well

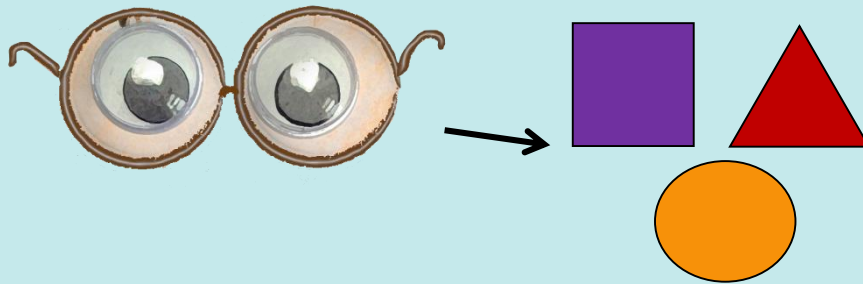
Name:.....

Part A Look at the shapes and
circle the ones you see.

P1										
P2										
1										

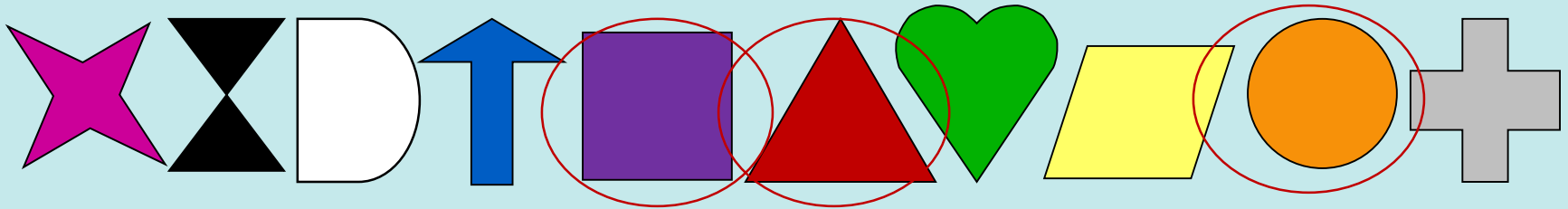


Look at the shapes



Wait for: ? ? ?

and then circle the shapes:

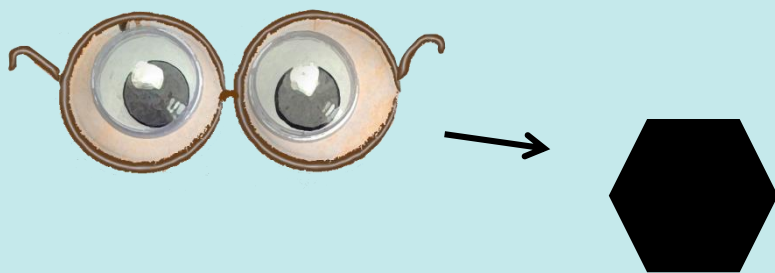


**Do not pick up
your pencil**

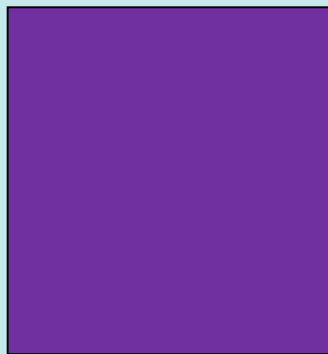
**Do not pick up
your pencil
until the screen
changes.**

Look:

practice A1



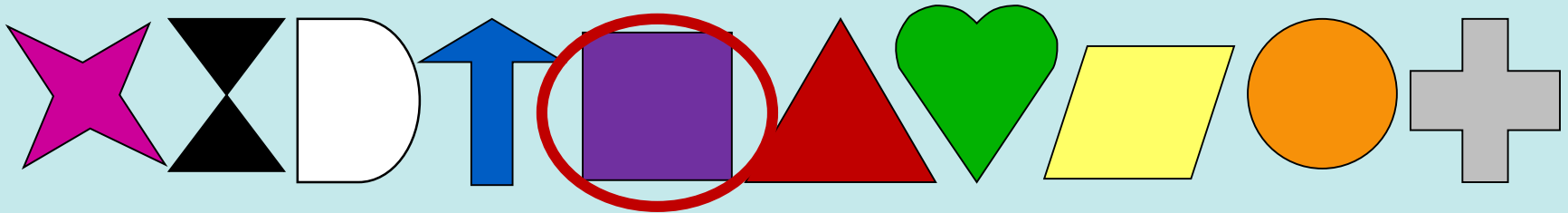
practice A1



practice A1



practice A1 answer:



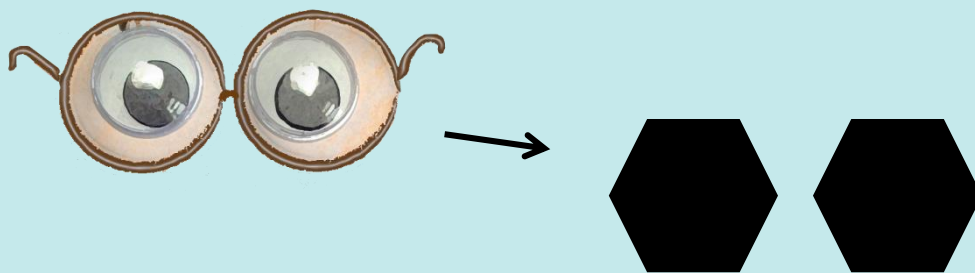
Well done!



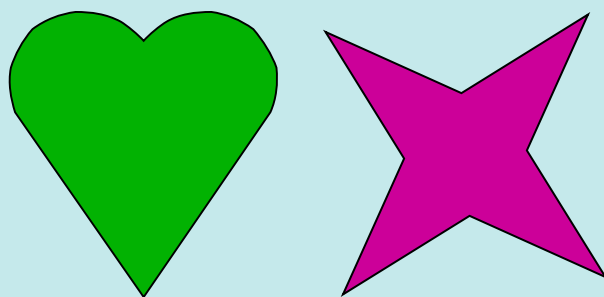
Now try 2:

Look:

practice A2



practice A2

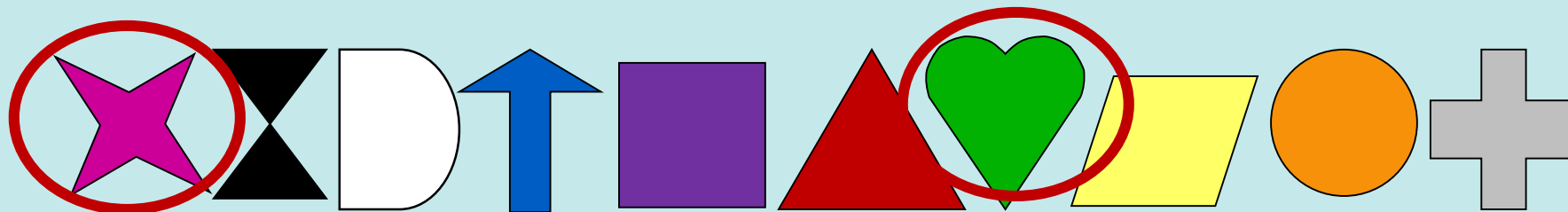


practice A2

?

?

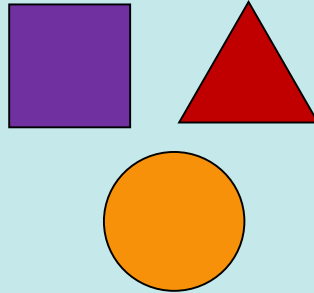
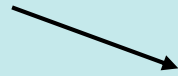
practice A2 answer:



Well done.

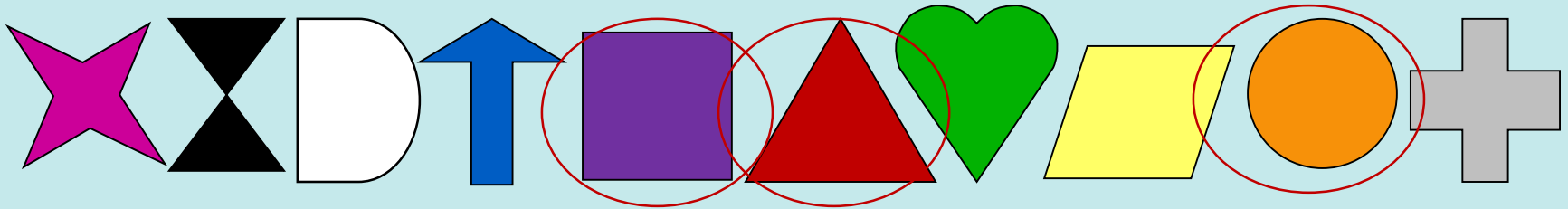


Now, look:



Wait for : ? ? ?

and then circle the shapes:



**Do not pick up
your pencil
until the screen
changes.**

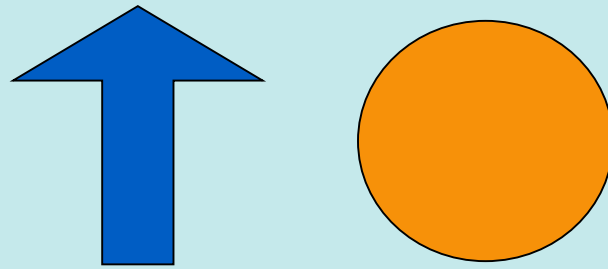
Ready?

task A1

Look:



task A1



task A1

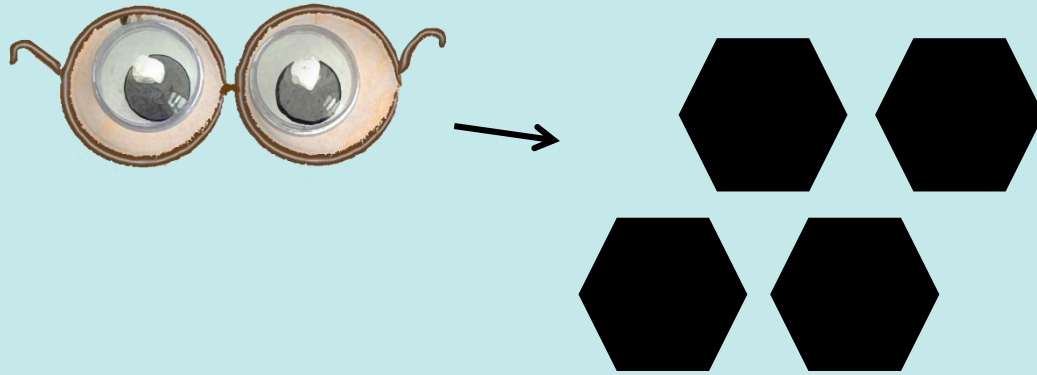
?

?

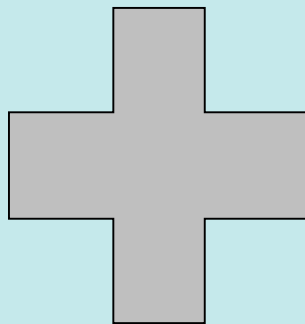
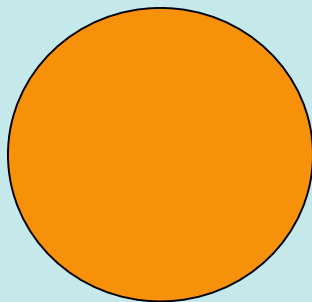
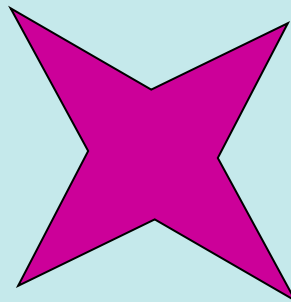
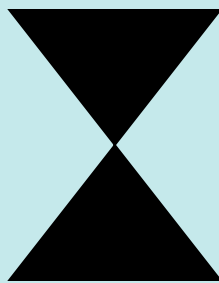
Now try 4?

task A5

Look:



task A5



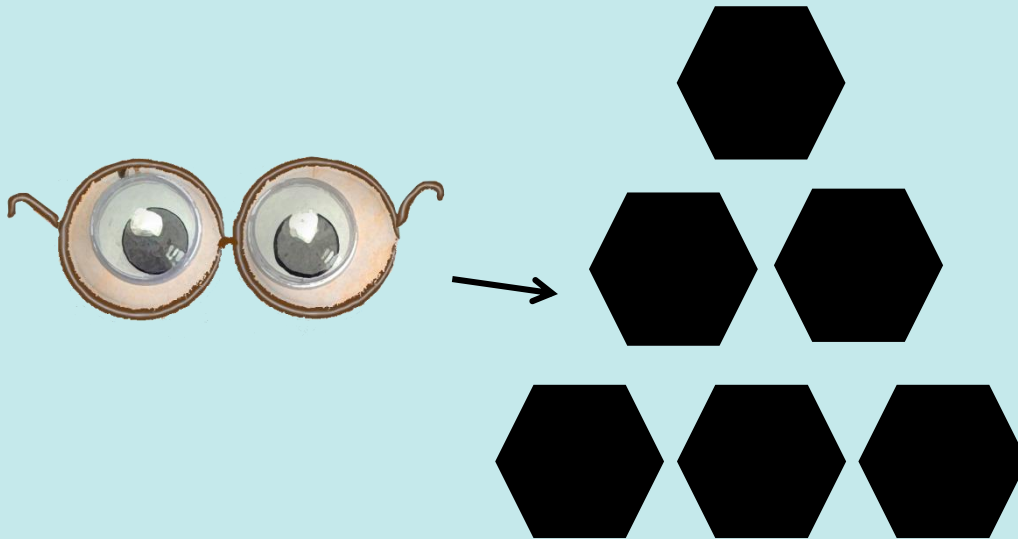
task A5



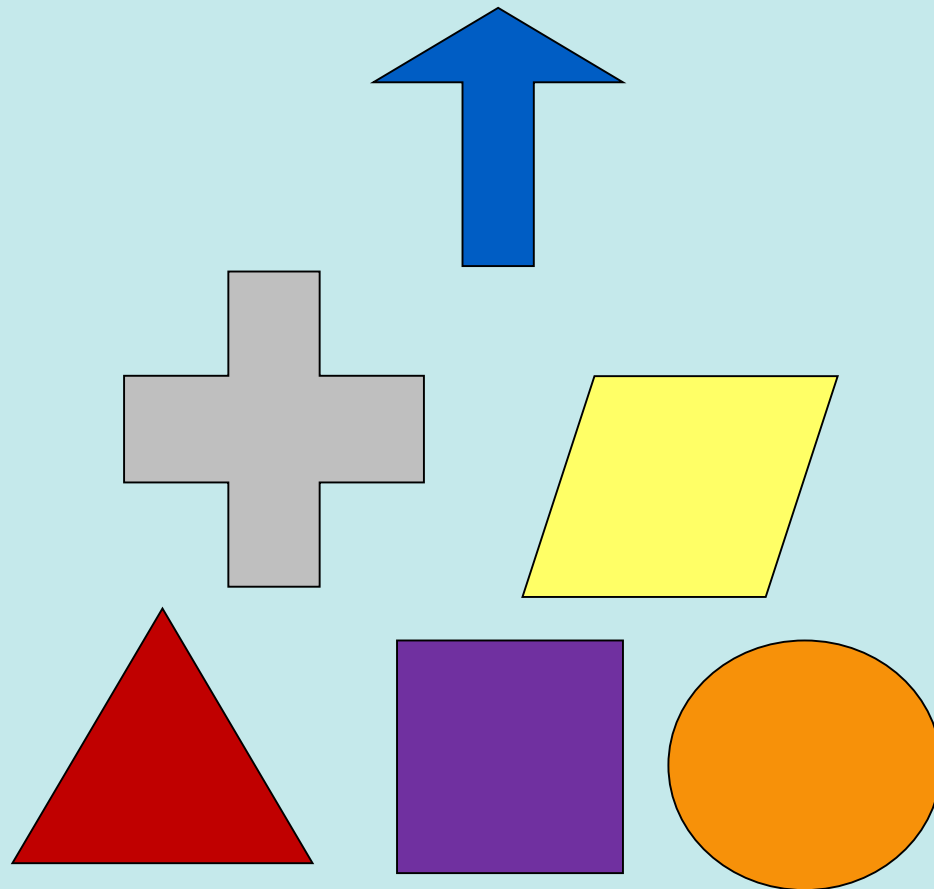
Now try 6?

task A10

Look:



task A10



task A10

?

? ?

? ? ?

Well done.



Interventions



notice

understand

connect

repeat

Interventions

- chunking (e.g. Kim's game)
- mnemonics: rhymes / stories / songs / rhythm / diagrams / memory pictures/ TPR
- games (pelmanism, scrambled words, word shapes)

Speed of processing

Processing

- might be slower
- might be less accurate

Speed of processing

Days of the week

or

Months of the year

Days / Months

1) Sequence forwards

Days / Months

Observe the student:

- how quickly is it done?
- are there a lot of hesitations?
- self-corrections?

Days / Months

- 1) Sequence forwards
- 2) Sequence backwards

Days / Months

Observe the student:

- is it *much* slower backwards?
- can s/he do it backwards at all?

Interventions

- extra time
- differentiated tasks:
fewer examples to complete /
shorter text to read or write
- metacognitive strategies

Phonological processing

Phonological processing

- Perceiving rhythm
- Taking away sounds

Perceiving rhythm

Rhythm

Listen to the practice section
of the rhythm track:



There are 4 examples of 2-beat
rhythms.

Rhythm

Most people can clap the rhythms easily. As the sequences get longer (i.e. from 3-beat to 4-beat rhythms), it may become more difficult.

**Taking away
sounds**

Taking away sounds

Only use words that s/he is really confident saying.

Look around the room for common words:



Taking away sounds

“chair”

Taking away sounds

“air”

Interventions

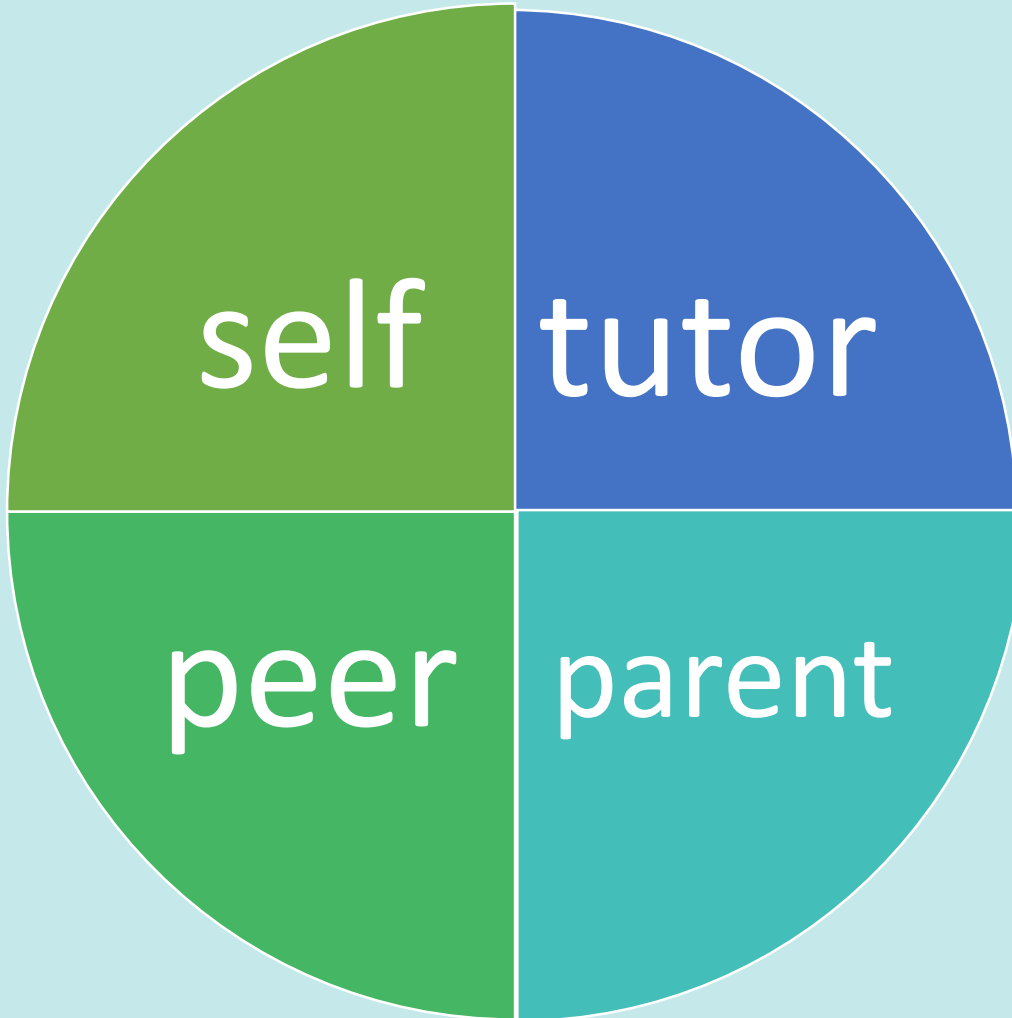
- explicit practice - drawing attention to word stress / rhythm or individual sounds
- phonics practice
- games with phonemes (e.g. My name is Benny, phoneme snap)

We teachers need to get
to know our learners,
and believe that they can
do more.

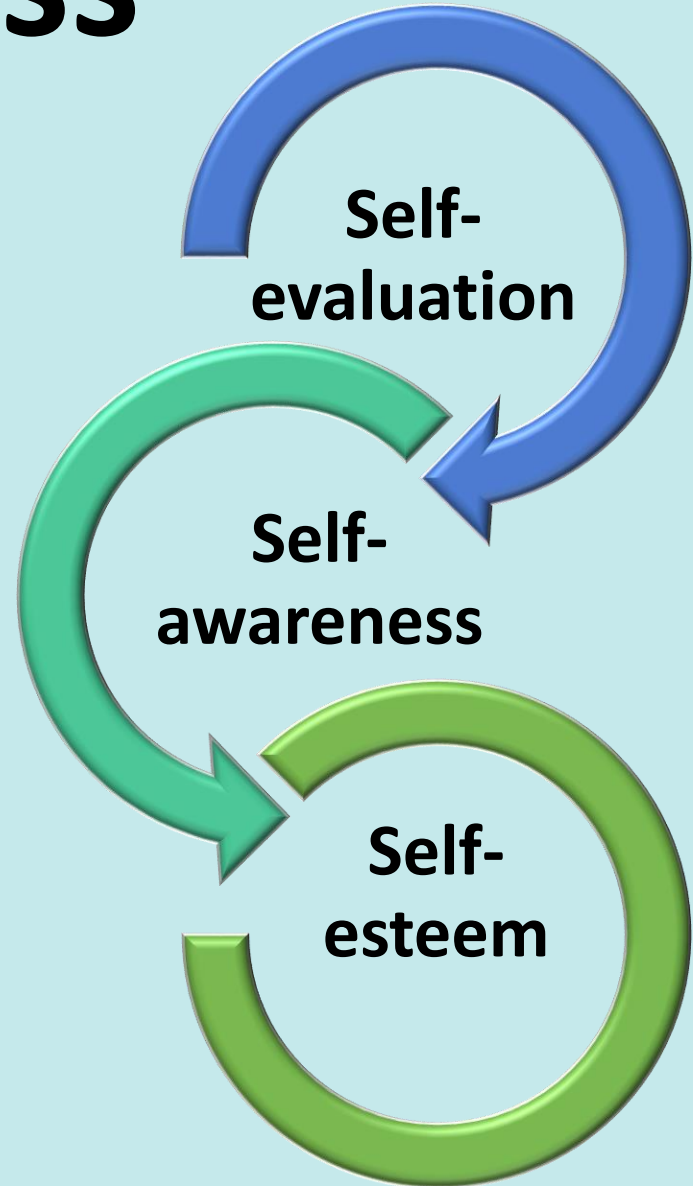
ELT well

Raising awareness and self-esteem

Raising awareness



Self-awareness



Self-evaluation



I can:



I need to practise:

recognise and say /p/

write **P/p** in words



say these words:



Selfies

Ask your students to **draw themselves:**



Half the face: how they see themselves and the other half, how they think others see them.

Write a journal entry

Write a **journal entry** that describes:

how the students see themselves

VS

how they think others see them.

I Feel... _____

I WISH... _____

I THINK... _____

I Need... _____

I HOPE... _____

I WANT... _____

**How can we
boost
self-esteem?**

Absolutely Brilliant Characteristics

In groups of 4 /5, go round the alphabet so that everyone has 5 or 6 letters.

Take a couple of minutes to think of a positive adjective for each of these letters.

In turns, tell your partners that they are:

Amazing

Brilliant

Charming

Diligent

Create a 'me' commercial

Each student has to write a 2-3 min TV commercial.

Topic: "Hire me!"

Aim:

- ✓ to depict students' special qualities
- ✓ Show understanding of persuasive techniques

Pre-teach appropriate vocabulary related to character & personality.

Help students plan & structure their work.

Thank you for the...

Write the names of all the students in the class on separate pieces of paper.

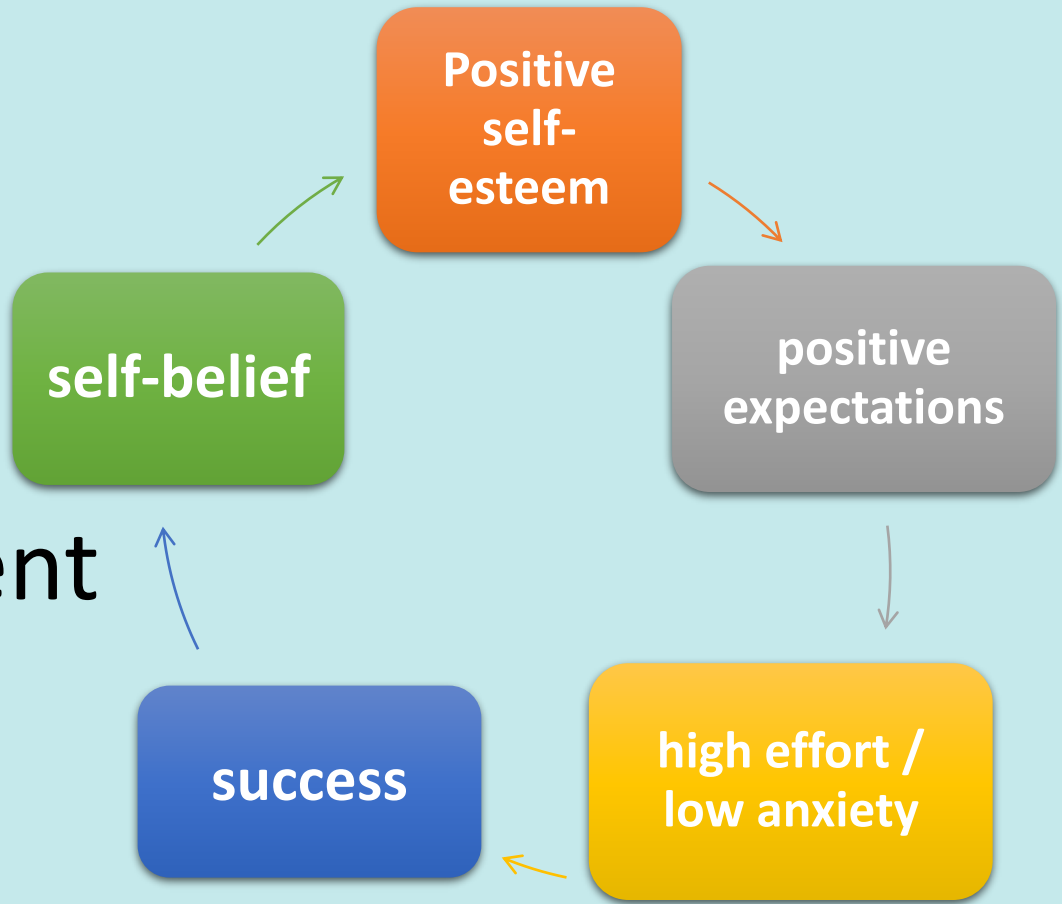
Give one to each student (not themselves!)

Tell them to thank that person for something they have done to make the class / course special.

E.g. Thank you, X, for always having spare paper / laughing at my jokes / opening the blinds.....

Self-esteem and learning

Good self esteem
is the most valuable element in the learning cycle.



**Catch them doing
something good!**

**share with
the family**

share with the class

**share with the
other teachers**