

Dyslexia: How the Guidance Counsellor can support the student with dyslexia

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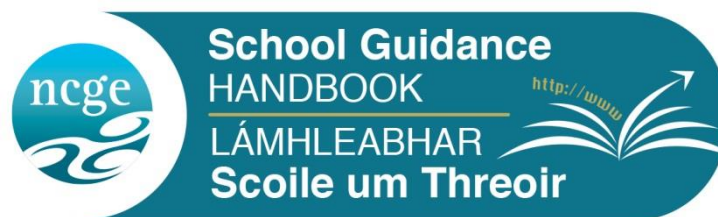


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Summary

This article looks at how the guidance counsellor can support the student with dyslexia in Irish post-primary schools. It discusses the different ways in which dyslexia may affect the student and suggests screening if a student presents with difficulties. Identification of dyslexic difficulties is made through an educational psychological assessment. Supports such as Reasonable Accommodations in Certificate Examinations (RACE), Disability Route to Education (DARE) and language exemptions are discussed. The guidance counsellor has a key role in helping the student with dyslexia make key decisions such as subject and course choice. These decisions are crucial in helping the student cope and succeed. The article also discusses several dyslexia-friendly whole school policies such as easy-to-read style guide for notes and other documentation, the readability of textbooks, use of assistive technology and study skills for students with dyslexia.

Key words

Dyslexia, psycho-educational assessment, reasonable accommodation in State examinations, disability route to education, language exemptions, dyslexia friendly whole-school policies, key guidance interventions for dyslexia.

Introduction

The Rose Report (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* describes dyslexia as a learning difficulty that primarily affects the skills involved in accurate and fluent word reading. Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed. It occurs across a range of intellectual abilities and is best thought of as a continuum, not a distinct category. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculations, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. Dyslexia International (www.dyslexia-international.org) states that the prevalence of dyslexia can be estimated to be approximately 10% of the population. This figure would indicate that there are many thousands of students with dyslexia in Irish post-primary schools.

While screening tests may indicate the probability of dyslexia as low, medium or high, an educational psychology assessment is the only way to really understand if someone is dyslexic and where their particular strengths and weaknesses lie. It is carried out by an educational psychologist.

The Special Education Teaching allocation being introduced in September 2017 in Circular No 0014/2017 provides a single unified allocation system for special education teaching needs to each school, based on that school's educational profile. This allocation allows schools to provide special education teaching support to all students including those with dyslexia who require such support.

Key points on dyslexia

The key points on dyslexia include the following:

- Research has identified genetic components in dyslexia.
- Dyslexia occurs across a range of intellectual abilities.
- Dyslexia occurs along a continuum. One student's dyslexia may be very severe while another's may be quite mild. No two students are likely to have the same profile.
- Dyslexic difficulties do not affect all tasks. An individual may be very poor at reading but may excel at engineering, maths or art. Not all aspects of reading and writing will be equally weak.
- Dyslexia may co-occur with other specific learning difficulties such as dyspraxia, dyscalculia, attention deficit disorder, Asperger's syndrome or speech and language impairment.

Students at post-primary may experience difficulties in some of the following:

- Rote learning such as learning poetry, Maths tables and formulae.
- Copying from the board or taking notes from dictation.
- Spelling.
- Visual discomfort (stress) when reading. Words may blur and appear to move.
- Reading inaccurately, losing place on the page, stress when reading aloud.
- Understanding complex instructions.
- Planning and writing essays.
- Written answers are too short and points are underdeveloped.

- Handwriting may be disjointed, illegible at times or have many cross-outs.
- Finishing work on time.
- Confusion about places, times and dates leading to problems of organization.
- Wide discrepancy between oral and written work.

With appropriate interventions the effects can be mitigated and individuals can learn to develop strategies to enable them cope most of the time. These interventions (some which are addressed later in this article) can make the difference between success and failure at post-primary level.

Screening and Identification

Concerns about a student may arise from the results of standardised tests or from observations and/or concerns from parents, teachers or the students themselves.

The results of standardised ability tests such as the Cognitive Abilities Test (CAT) or Differential Aptitude Tests (DATs) may show an uneven profile of ability. A significantly lower result in verbal reasoning in relation to other scores such as numeric or non-verbal reasoning should prompt further investigation. It is good practice to analyse tests results to check if such anomalies are present.

The teacher or guidance counsellor investigating such concerns could use the list of indicators published by the Department of Education and Skills (DES) in *the Report of Task Force on Dyslexia* (Appendix 1). Further investigation could include the use of dyslexia screening tests. Two tests appropriate for use at post-primary level are *Lass Secondary (Lucid Assessment System for Secondary Schools 4th Ed 2010)* and the *Dyslexia Screening Test – Secondary*. Both tests, including supplier details, are listed in Circular 0035/2017. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf

The screening test and/or the checklist might strengthen the suspicion that the student may have dyslexia and also help when discussing with parents possible referral to an educational psychologist for an assessment. They are not a definitive identification and do not analyse the nature of an individual's dyslexia profile which can vary considerably between people with dyslexia. A screening test would indicate the probability of dyslexia as low, medium or high.

The Educational Psychology Assessment

An Educational Psychology Assessment is done by an educational psychologist and is a way to get a definitive assessment of dyslexia or dyscalculia. It will provide a profile of the learning strengths and weaknesses and outline the most appropriate interventions. The dyslexia assessment includes testing of cognitive abilities as well as literacy skills. For a dyscalculia assessment various numeracy skills and cognitive ability are tested. The educational psychologist also needs to get relevant background information from parents, individuals, schools, colleges or any other relevant sources. Conclusions are made based on a combination of the history reported and the performance on the tests. It may include a test of cognitive ability such as the Wechsler Intelligence Scale for Children (WISC-V) and tests of

attainments in literacy and numeracy. Scores used in the assessment may be given as standard scores, percentiles or scaled scores.

The report contains background information, observations of how a student approaches a task during assessment, tests results, descriptions of what the tests mean and where the scores place the student in relation to other students of similar age. The findings are summarised, a conclusion is stated and recommendations for future action are given.

After the diagnosis the next stage is planning interventions. For the student diagnosed with dyslexia there will be a pattern of strengths and weaknesses and these provide the foundation for strategies for teaching, learning and educational choices.

TABLE 1: The standard score range, percentiles, scaled scores, the percentage of the population who would achieve such scores and the descriptive categories relating to these scores.

Composite/ Standard Score	Percentile	Scaled Score	% of population	Descriptive range
130 and above	98 -99	16 – 19	2%	Exceptionally high, very superior
120-129	91 – 97	15	7%	High, superior
110-119	75 – 90	13 -14	16%	High Average, above average
90-109	25 – 74	8 – 12	50%	Average
80-89	9 – 24	6 – 7	16%	Low Average
70-79	3 – 8	4 – 5	7%	Low
Below 70	1 – 2	1 – 3	2%	Exceptionally low

Reasonable Accommodation in Certificate Examinations (RACE)

Reasonable accommodation describes the various supports provided for students in the Junior and Leaving Certificate exams. These include:

- Reading assistance either with an individual reader or a reading assistant.
- Use of the Exam Reader Pen
- Use of tape recorder.
- Use of a computer/word processor.
- A scribe. When applying for a scribe, reasons must be provided why the student cannot use a computer or tape.
- A waiver from the spelling and grammar elements of the exam in languages.

An explanatory note is attached to the statement of results.

Major changes took place in the RACE Scheme in 2016. The key changes are:

1. Accommodations that were provided at Junior Certificate will be reactivated at Leaving Certificate subject to confirmation by the school of an identified and continuing need.
2. The category of Specific Learning Difficulty is broadened to that of Learning Difficulty. This means there is no need to provide cognitive scores such as those in a psychological assessment when applying. Eligibility will be based on the level of need.
3. Shared examination centres will be used where possible.

The Application Process for Leaving Certificate

The form RA1 is used for students who want to have the same accommodations carried over from the Junior Certificate. On the form the school confirms that the need that led to the granting of supports still persists. The SEC (State Examinations Commission) considers the school authority's judgement as the appropriate evidence that these supports are still required.

The form RA2 is for students who did not have accommodations at Junior Certificate or who are seeking to have different or additional accommodations.

The school should assess eligibility using the criteria set out by SEC. The school is required to retain all evidence used in this assessment (test results, samples of work used to calculate error rates, medical and other reports).

Both the RA1 and the RA2 have to be submitted by the closing date set. If not, the late application process should be used.

The Application Process for Junior Certificate

Since the accommodations for Junior Certificate can be reactivated at Leaving Certificate level, the SEC emphasises that schools must be sure that each candidate is eligible for RACE and that the accommodation recommended is required for the student to access the examination. The school should gather and retain appropriate evidence of need including results of testing, samples of work with error rates, medical and other reports etc.

Eligibility Criteria for RACE for students with dyslexia and other learning difficulties

- There is no need to have tests of cognitive ability from 2016 onwards. So a psychological report is not required for the RACE process.
- All the testing can be carried out by the school.
- Results of any attainment tests must be obtained with 12 months prior to the date of application.
- The required error rates in reading and spelling may only be obtained from assessments carried out by the school. Error rates from non-school sources must not be allowed to override the school's count of error rates.
- All records of the evidence used to assess eligibility must be available to SEC during and following the application process.

The SEC sets out detailed criteria for each accommodation which can be found at www.examinations.ie/schools/BI-1013-78746779.pdf. The tests may be of handwriting speed, word reading, spelling, grammar, punctuation depending on the accommodation being

sought. A standard score of 85+ is not likely to be eligible. A standard score of 85 is the equivalent of the 16th percentile.

If the student needs accommodations in state exams, it follows that they benefit from receiving similar accommodations in-house exams.

Guidance for students with dyslexia

Guidance has an important role to play in supporting the student with dyslexia as they progress through post-primary school. Such support as outlined below can be vital in ensuring the student can cope and make progress.

1. Disability Route to Education (DARE)

DARE (www.accesscollege.ie) is the third level alternative admissions scheme for school-leavers whose disabilities have had a negative impact on their second level education. Students may be admitted on their course of choice with lower Leaving Certificate points than those set by the CAO. The reduction in points for DARE places can vary every year and is dependent on a number of factors, such as:

- The number of places on the course
- The number of reserved DARE places on the course
- The number of DARE eligible applicants competing for these reserved places.

Colleges use different ways to allocate places. Information on this and on the number of DARE places of individual courses in a college is available under the tab **Participating Colleges** at www.accesscollege.ie/dare.

Priority in the DARE system will be given to two groups of applicants. One group are those students who qualify under DARE and HEAR. HEAR is for socio-economic disadvantage. The second group are those DARE applicants who have physical and sensory disabilities.

The application has three stages. Firstly the student applies to the CAO by February 1st. The student then completes a Supplementary Information Form (SIF) by March 1st. By April 1st the student should ensure that *Educational Impact Statement* (EIS) and *Evidence of Disability* are returned to the CAO.

Evidence of Disability for students with dyslexia is a psychological assessment of any age that clearly states the applicant has a Specific Learning Difficulty. The criterion that the General Ability had to be within or higher than the average range no longer applies.

The Educational Impact Statement (EIS) is completed by the school. The statement should be signed by the School Principal or Deputy Principal and have the school stamp. There are six indicators on the Statement. Students with dyslexia must meet Indicator 6 and at least one other indicator. The indicators are:

1. Intervention and support
2. Attendance and disruption
3. School experience and well-being

4. Learning and exam results
5. Other educational impact
6. Attainment scores in 2 literacy scores at or below 10th percentile or 81 Standard Score. This testing must be carried out within the two years prior to the DARE application. These attainment scores can be from one (or a combination) of the following sources:
 - 1) Scores from school-based attainment testing.
 - 2) Scores from attainment tests carried out by a psychologist.

If the student does not qualify for DARE, they are still eligible for help while at college and should contact the Access/Disability Officer of the college they will be attending.

2. Irish Language Exemption

Students, who have a diagnosed Specific Learning Difficulty (SLD) including dyslexia, may be granted an exemption from the study of Irish, subject to specific criteria. The psycho-educational assessment should show that student has average or above average cognitive ability (a standard score of 90 or 25th percentile upwards) and is achieving at or below the 10th percentile on a standardised test of literacy. The parents make a written application to the school with a copy of the psycho-educational assessment (less than two years old) which recommends the student should be exempt because the criteria have been met. The school issues the certificate of exemption and informs the Department of Education and Skills (DES). An exemption granted for student at primary school is recognised at post-primary level and for the entry to the National University of Ireland (NUI) colleges.

3. National University of Ireland (NUI) third language requirement

Students with the Irish exemption are eligible for an exemption from the 3rd language requirement. In the case where a student is not exempt from Irish, NUI will consider applications for exemption from the 3rd language requirement. The student needs a psycho-educational assessment certifying that there is a specific learning difficulty present. This should be no more than 3 years old. The criteria for the granting of the exemption state that literacy attainment should be at or below the 10th percentile (standard score 81) in two literacy abilities and are significantly lower than might be expected from the student's cognitive ability. Application forms are available from www.nui.ie

4. Trinity College and University of Limerick second language requirement

Both these colleges have a two language entry requirement. Students with dyslexia can apply for an exemption from this requirement by making a direct application to the college.

5. Subject choice

Subject choice is of critical importance for students with dyslexia both at junior and senior cycle. Dyslexic students, due to their uneven profile of ability, may do exceptionally well in some subjects and may find others very difficult and face failure in them. The guidance counsellor has an important role in advising on subject choice. Guidance on subject choice should not only take account of the subjects representing a possible challenge for the student but should also include discussion of the student's educational /career intentions in so far as the student has considered these.

Key issues include:

- Many face similar difficulties in the study of languages (as per English). Phonics, spelling, sequencing of words and learning vocabulary may all pose problems. If obliged to take the language they may drop to ordinary level whereas they would take higher level in another subject. This affects their points. However due to stringent criteria in place for the granting of the 3rd language exemption, many students may not qualify for an exemption. Would it be strategic for a student to study the 3rd language outside school at ordinary level and take a different subject at higher level in school?
- Subjects that require answers containing factual information may be easier than subjects in which answers are in essay type format. Therefore geography, business, or physics may be easier to achieve in than English or history.
- Subjects that require a large amount of rote learning or the learning of many unfamiliar words can pose problems. For example, home economics or accounting could prove to be easier than biology. Because students with dyslexia learn more easily through understanding and seeing patterns, giving them with the Latin and Greek roots of words in Biology can help. See www.biologyjunction.com/prefixes%20and%20suffixes.pdf.
- Subjects with some form of continuous assessment can help.

6. Class Placement and Standardised Testing

The Department of Education and Science (2007) *Inclusion of Students with Special Educational Needs, Post-Primary Guidelines* state:

‘Standardised tests are often unsuitable for use with student with SEN, because the language register inherent in many tests makes them inaccessibletherefore caution should be exercised in using and interpreting the results.’

Guidance counsellors need to be aware that standardised tests may not give accurate results for students with dyslexia. A delay in the speed of processing or poor reading skills means it takes students longer to understand text and complete a test. In a test of numeracy where questions are in a verbal format, it may become a test of their English and not their Maths abilities. The scores in the psycho-educational assessment are more valid.

The Post-primary Guidelines discuss how students are placed in class. They quote the NCCA publication *Moving Up (2004)* which concludes that mixed ability grouping is desirable as streaming leads to lower achievement in bottom streams and increased transition difficulties for those in higher streams due to academic pressure.

In a streamed situation the student with dyslexia, who has average to above average ability but who might perform poorly on entrance assessment due to weaker verbal skills may be particularly affected. They may have the ability to achieve very well but not through traditional methods of assessment.

7. Choices after Post-Primary

Students with dyslexia may not do well in the broad-based Leaving Certificate where they may be taking subjects they find difficult to achieve in. Yet, when at college when they can specialise in courses that suit their strengths, they can make good progress.

Continuous assessment, semesters and project/practical elements in the course help the student to achieve when in college.

8. Student Support Team

The student support team is part of the student support system in a school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The guidance counsellor is a core member of this team. Part of the remit of the team is to enable students with support needs to continue to access a full education. This includes students with learning difficulties including dyslexia. More information can be accessed on support teams in the 2014 NEPS publication *Student Support Team in Post-Primary Schools*.

Dyslexia friendly whole school policies

There are a number of dyslexia friendly whole-school policies which are easy to implement.

- For students with dyslexia, the ability to read and understand text can be affected by the way the text has been written and produced. The font style, type of paper and layout of the page can affect how easy it is to read handouts and exam papers. Dyslexia Courses Ireland has updated the *Factsheets on Dyslexia for Second Level Schools* (2018) and these are available for download at www.dyslexiacourses.ie. Factsheet 14 gives guidelines on how to improve readability of text and could become the basis for a whole-school policy on the style of documents, notes, letters and test papers.
- www.dyslexiefont.com and www.opendyslexic.org both offer a font designed specifically for people with dyslexia to make texts more readable. There is increased spaces between letters and words. Each letter has a unique shape. The fonts are free for home users.
- Subject departments should consider readability levels when deciding on texts. An analysis of some commonly used texts books for the Junior Certificate using internationally recognised readability tests showed some with reading age equivalents of fifteen or sixteen. There is a good briefing on readability tests at the following link: http://www.snip-newsletter.co.uk/pdfs/downloads/readability_briefing.pdf

Microsoft Word Version 2010 and later versions have a readability function which could be used to check the readability of handouts or of textbooks by typing in a selection of text from a book. How to access this feature:

Go To File, to Options, to Proofing. Tick the Readability Statistics.

Then take the document, do a spellcheck on it and when it completes the spell check, it will provide readability statistics. It provides a Flesch Reading Ease Score and a Flesch-Kincaid Grade level.

Flesch Reading Ease Score

A score between 90 and 100 would be easily read by eleven year olds

A score between 60 and 70 would be easily read by thirteen to fifteen year olds

A score between 0 and 30 would be easily read by university graduates.

Flesch Kincaid Grade Level This test gives the grade level in USA schools. The SNIP newsletter suggests the following instruction to interpret this. *Add 5 to the F-K grade and you have an approximate UK readability level. Remember that this is a simplistic method but provides a starting place when evaluating text.*

- The *Report of the Task Force on Dyslexia* and the *Guidelines on Inclusion* state that mainstream teachers have the key role for the progress of students in their class with learning support and resource teachers assuming supporting roles. The mainstream teachers need to know the pattern of the student's strengths and weaknesses and the implications of this profile for teaching and learning strategies. Such information is highly confidential and there should be policy and procedures for keeping it safe.
- Has in-service training being provided for the whole staff on the topic of learning difficulties including dyslexia? Dyslexia Courses Ireland (www.dyslexiacourses.ie) and the Special Education Support Service (www.sess.ie) offer courses.
- Factsheet 18 on resources has a section which lists subject specific resources for mainstream teachers on how to support the student with dyslexia in their subject.
- Students may find it difficult to communicate with teachers about the difficulties they face in class and doing homework and what might help them. The Department of Education and Skills' DVD *Understanding Dyslexia* includes an *Asking for Help* form (Appendix 2).
- Students with dyslexia may experience difficulties with organisation, reading, memory and learning, note-taking, writing and spelling. They may find it hard to show what they know in exams due to misreading questions and poorly structured answers. There are specific study techniques which help and are discussed in Factsheet 17. Dyslexia Courses Ireland also run Study Skills Workshops for Senior Cycle Students with Dyslexia. Factsheet 16 gives advice to parents on how they can support the student at post-primary level. Both factsheets could be circulated to students and/or parents. The following handouts are on the website www.dyslexiacourses.ie.
 - *Study Skills for the Junior Certificate student with Dyslexia.*
 - *Useful websites/APPS on revision notes, subject specific resources, study skills, exam preparation, assistive technology and on-line tutorials.*
 - *Tips for students with dyslexia who find English Paper 1 in the Leaving Certificate challenging.*
- Developments in computers and assistive technology provide essential and significant help to students with dyslexia. The Department of Education and Skills Circular Letter 0010/2013 outlines a scheme of grants towards the purchase of essential assistive technology equipment for pupils with physical or communication difficulties who could not access the curriculum without such support. An application is made to the NCSE and should be accompanied by professional reports such as an educational psychology assessment which states how the equipment will be used.

Circular 0010/2013 outlines a staged approach to the provision of assistive technology. As part of this approach it states:

'Many students now have personal/table computers, or smart phones with equivalent capability, which may have been purchased for them by their parents or alternative sources. Where pupils with special educational needs, or with distinct educational requirements, have personal computer with relevant educational software or technological packages, which can assist them in schools, schools should allow those pupils, subject to agreement and supervision, to use such devices in schools. It will

be a matter for schools to ascertain the relevance of the educational equipment or software being used and to supervise its use in school, in accordance with the schools policies on the use of electronic equipment in schools’.

If the computer and/or software are bought by parents for home/personal use, the VAT can be claimed back using Form VAT 61A from the VAT repayments section. The form can be downloaded online from www.revenue.ie. Factsheet 15 outlines the assistive technology that is available. To help people choose suitable technology for their individual needs, UrAbility (www.urability.com) and the Dyslexia Association of Ireland provide courses on Assistive Technology. UCC also provides courses on assistive technology for post-primary students in the Munster area. UCC have made the content of these courses available in 18 videos at www.ucc.ie/en/dss/callouts/resources/videos.

The Student Support Team can help foster skills for adult life which will be invaluable in coping with challenges at college and in work. Some practical ideas include:

- Single Diary (which could be a physical diary, phone or laptop) for all aspects of life and a yearly planner on the wall with all important dates noted. The Diary could have two columns, one for work or college commitments and the other for family, social and sport commitments.
- Use of a Reading Pen for scanning textbooks/reports. It reads the text aloud, but also can scan parts of the text for download later. This reduces the need to make hand written notes.
- Grammarly is software which corrects spellings and context errors. It is more useful than the Spellchecker on the computer.
- What fonts, colours work best for them. Would the Dyslexie Font improve readability? Should they have a background colour on the computer screen?
- They should know the learning strategies that work best for them, for example, graphic organisers, flashcards, notes of notes, mnemonics etc.
- They need to give plenty of time for preparation and rehearsal for interviews and presentations. This includes preparing lists of points for answers to the questions that could be asked and development of interview strategies such as repeating the question in order to have time to process it.

Conclusion

The Guidance Counsellor has a key role in supporting the student with dyslexia at post-primary and possible interventions include:

- Analysis of, for example, standards ability test scores to check for anomalies which might indicate a learning difficulty.
- If the student has language exemptions, inform them of the need to let the CAO and colleges know they are in place.
- Assistance with subject choice at junior and senior cycle, career choice and decision making.
- Input on whole school policies such as:
 - Dyslexia friendly production of handouts, notes and exam papers.
 - Readability of texts.
 - Communication of the student's profile to all staff.
 - Use of the *Asking for Help* form.
 - Provision on whole school in-service on learning difficulties.
 - Information to parents on how they can support the student.
 - Information to students on appropriate study techniques.
 - Developing skills to help with the challenges in adult life.

Biography

Wyn McCormack is at present a consultant with Dyslexia Courses Ireland and is involved in providing courses to schools for teachers and parents and study workshops for senior cycle students. She was a Guidance Counsellor and Special Education Teacher in St. David's School, Greystones. She was a member of the SESS team on Dyslexia and delivered in-service courses at second level. She has written *Lost for Words, a Practical Guide to Dyslexia at Second Level* and was co-author of *Dyslexia, an Irish Perspective* and *Factsheets on Dyslexia at Second Level for Schools, Teachers and Parents*. For many years she has delivered courses to students, parents and teachers on behalf of the Dyslexia Association of Ireland.

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Appendix 1: Indicators of a possible learning difficulty arising from dyslexia (ages 12 Years+)

- Still reading slowly and without fluency, with many inaccuracies.
- Misreads words (e.g. *hysterical* for *historical*) or information.
- Difficulty modifying reading rate.
- An inadequate store of knowledge due to lack of reading experience.
- Continues to experience serious spelling difficulties.
- Slow, dysfluent and/or illegible handwriting.
- Better oral skills than written skills.
- Difficulty planning, sequencing and organising written text.
- Difficulty with written syntax or punctuation.
- Difficulty skimming, scanning and/or proofreading written text.
- Trouble summarising or outlining.
- Problems in taking notes and copying from the board.
- Procrastinates and/or avoids reading and writing tasks.
- Does not complete assignments or class work or does not hand them in.
- Slow in answering questions, especially open-ended ones.
- Poor memorisation skills.
- Still mispronounces or misuses some words.
- Problems recalling the names of some words or objects.
- Poor planning and organisation skills.
- Poor time management skills.
- More difficulty in language-based subjects (e.g. English, Irish, and history) than in non-language based subjects (e.g. mathematics, technical graphics).
- Lacks self-confidence and has poor self-image.

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Appendix 2: Asking for Help Form

To (teacher's name)	From (pupil's name)
	<ol style="list-style-type: none">1. I think I could do better in your class if you<ul style="list-style-type: none">• Let me work with a 'support buddy'.• Let me sit in the front nearer to your desk.• Gave me more time to answer questions and do my work.• Gave me more help in the classroom when I don't know what to do.• Showed me how to do things rather than just telling me.• Let me photocopy the overheads or lecture notes.• Gave more information on handouts.• Used more visual information like illustrations, graphs, maps charts, videos, photographs and posters.• Used simpler words when explaining things.• Spoke slower.• Would give instructions one at a time and repeat them.• Let me use a coloured overlay in class when I read.• Told me I didn't have to read out aloud in front of the class.• Gave me more time to read.• Let me tape record the class lesson.• Let me use a computer to help me do my work.• Let me use a dictaphone or tape recorder.2. I think I could do better if, when you made worksheets, you<ul style="list-style-type: none">• Used a bigger and clearer font like Arial, Comic Sans MS or Sassoon Primary in size 12 -16 with double spacing.• Used words that were easier for me to read.• Printed on light coloured paper.3. I think I could do better if, when you use the board or overhead projector, you<ul style="list-style-type: none">• Printed rather than used joined/cursive writing.• Used colour chalk or markers.• Read slowly or repeated whatever you write.• Wrote less for me to copy.4. I think I could do better with your homework if you<ul style="list-style-type: none">• Let me hand in work as mindmaps.• Let me write less than the others.• Let me just write the answers and not the questions.• Let me memorise less.• Let me check with you to see if I wrote down the homework right.• Let me do my homework on my computer.• Let me do my homework on my tape recorder.5. I think I could do better in your tests if you<ul style="list-style-type: none">• Read the test questions aloud before the test.• Gave me more time to do tests.• Let me do the test orally.

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