

SPECIAL EDUCATION  
SUPPORT SERVICE

*building on ability*

# Special Education Support Service (SESS) [www.sess.ie](http://www.sess.ie)

- **Established in September 2003**
- **A nationwide service, serving mainstream primary and post-primary schools, special schools and special classes**

# The Special Education Support Service.

## Models of Provision

- **Funding for courses via Local Initiatives Scheme**
- **SESS-designed seminars, conferences and courses**
- **School visits**
- **Funding for accredited courses**
- **Telephone and e-mail support**
- **On-line learning –Fee subsidy**

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# Task Force on Dyslexia 2000

- **Understanding Dyslexia** - DVD/CD ROM.-Joint Initiative of the Dept of Ed Nth and Sth.
- **2004-2005 'Understanding Dyslexia: A seminar for class teachers'**  
21 Education Centres ,LS and class teachers invited.
- **2005-2006 'Dyslexia in School: A seminar on Planning and Intervention for class teachers'**  
Whole school delivery. Designated areas to date.
- **SESS SEN Cross –Border professional Exchange Programme under PEACE 11**

# So what is ...

# dys·lex·i·a?

## Definition Explained

Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexpected in relation to an individual's other abilities and educational experiences.

Dyslexia can be described at the neurological, cognitive and behavioural levels.

It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organisation, sequencing and motor skills may also be present.



# Continuum



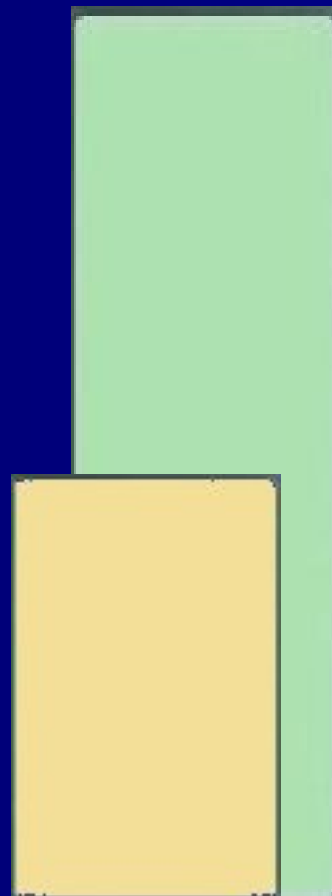
Mild

Moderate

Severe

# Mismatch

Performance



Ability

# Dyslexia: Signs

- ❖ reading
  - ❖ spelling
  - ❖ letters and sounds
  - ❖ rhyme/alliteration
  - ❖ handwriting
  - ❖ writing
  - ❖ other subjects
- organising
  - sequencing
  - judging and telling time
  - short term memory
  - speed of processing
  - information retrieval

## Research &amp; Reports

DES (Department for Education and Science)  
Report of the Task Force on Dyslexia

pub. July 2001

DE (Department of Education N. Ireland)  
Report of the Task Group on Dyslexia

pub. April 2002

The file(s) above are in Adobe Acrobat PDF format. By clicking on an icon, you will open a new Acrobat window with the appropriate file loaded. You can then choose to print the document, or save it to your hard drive.

When you are finished, close the Acrobat window and click back on this interface to regain control.

# Indicators Age 3-5 examples

- Later than most children learning to speak
- Difficulty rhyming
- Problems learning alphabet
- Difficulty with rhythm
- Difficulty retelling a story in sequence
- Unable to follow multi-step directions

# Indicators Age 5-7 examples

- Poor word attack skills
- Difficulty linking letters with sounds
- Difficulty blending and separating speech sounds in words
- Confuses small or "easy" words
- May make constant reading and spelling errors
- Slow and poor quality handwriting.

# Indicators Age 7-12 examples

- Continued difficulty reading text
- Poor reading accuracy/fluency/speed interferes with comprehension
- Avoidance tactics when asked to read orally
- Spelling is inappropriate for age and ability  
e.g. Bizarre spelling
- Unable to learn tables by rote
- Forgets to bring in homework

**Staged Approach**  
SP Ed 02/05  
Assessment,  
Identification,  
Programme Planning

consultation

consultation

**Stage I**

- Screen
- Plan
- Intervene
- Review & Adapt

**Stage II**

- Refer (in school)
- Diagnostic testing
- Supplementary Teaching - IPLP
- Review & Adapt

**Stage III**

- Refer (external agencies)
- Assessment
- IPLP/IEP
- Review & Adapt

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**Parental involvement required at all stages**

# Stage 2

## The role of the LS/RT Teacher

1. Gathering Information



2. Identify the pupil's strengths and needs.



3. Prioritise needs



4. Set learning targets



5. Intervene



6. Review and adapt the programme

what is dyslexia?

identifying  
dyslexia



about this disc



dyslexia  
in school



the library



understanding  
**dys·lex·i·a**  
a guide for schools



further  
support



self-help  
for pupils



advice  
for parents



# Infant Level



# Identified Needs

## Difficulty with rhyming:

- The child has difficulties reciting nursery rhymes which have been taught in class
- The child does not recognise rhyme  
e.g. log/bog
- The child cannot identify the odd one out in rhyming lists e.g. rat, tree, hat

# Targets

S.M.A.R.T.

Specific

Measureable

Achievable

Realistic

Timed

Be agreed by all involved

# Learning Targets

- John will recite 'Hey Diddle Diddle' independently on two occasions with no errors.
- Using one picture card as a stimulus, John will correctly select rhyming picture cards from a pool of no more than six cards.
- John will, after hearing 3 words including a rhyming pair, name the odd word out on three occasions.

**Infant level**

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# Intervention Strategies

- Audio tapes/ CDs
- Actions
- Visual prompts
- Choral recitation /small groups.
- Rhyme games e.g. I know a name that rhymes with ... I spy with my little eye.....
- Introduce , raps, silly rhymes.
- Zig Zag books
- Finger puppets Play rhyming lotto .
- Dictaphone
- Play rhyme matching games
- Teach playground rhyming games.

# Resources

- Rhyming games, e.g
- ***'Slug in a Jug', Orchard Toys. Rhyming Dice, Fish in the pond.***
- Commercially produced programmes e.g.  
***Funics (Crossbow),  
Rhyme and Analogy card games (Oxford),  
All Aboard Nursery Rhyme pack (Ginn).  
PAT (Phonological Awareness Training  
(Jo Wilson)***

# Identified need at Middle class level

- The pupil uses bizarre spellings in their written work (heart-horse).

# Learning Target

The pupil will spell 10 targeted words correctly within free writing on 5 occasions over a six week period.

# Intervention

## Class teacher/LS/RT Teacher

- Record and analyse the pupil's **spelling errors**
- Establish whether the bizzare spelling is a **consistent response**.
- **Target specific errors** related to the child
- Consider the **child's learning style** .
- Decide on an **approach** appropriate to the child's strengths
- Train in appropriate techniques – **LSCWC, Fernald Approach, Simultaneous Oral Spelling, Mnemonics, Visual and Associative approach**

# Intervention

## /LS/RT Teacher 2

- 'Make and break' model ( Neil Mc Kay: removing Dyslexia as a barrier to Achievement'
- Revise Onset and Rime where necessary
- Teach syllables and syllabification
- Teach simple rules
- Use personal dictionary or spelling notebook
- Link spelling to cursive handwriting.
- Choose words related to child's free writing.
- Put these words into sentences for dictation.  
Highlight correct letters and patterns in words.

# Intervention

- Before & after tests (daily)
- **Set personal target for child** e.g. personal best in a check up each week.
- Train in use of the **Ace Dictionary**.
- **Involve child** with own target setting and learning
- Involve home – provide a set of LSCWC sheets for use at home. Teach parents the approach that you
- Encourage paired spelling.

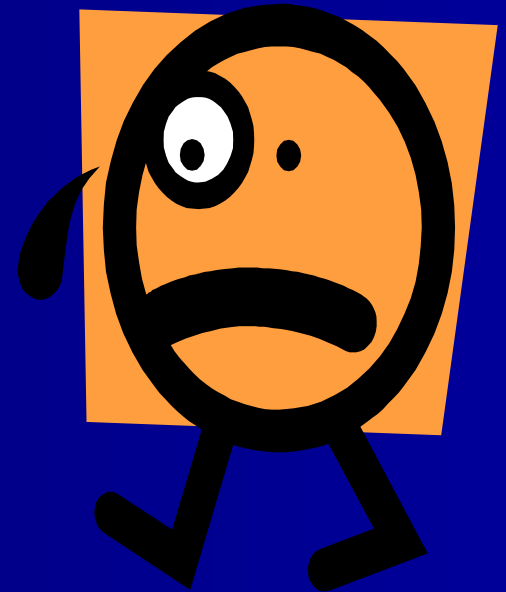
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# Classroom Materials

- IT e.g Word shark , Starspell.
- Bingo games or Scrabble.
- Wordsearches
- Stile (LDA)
- Dictaphone
- Personal dictionary.
- LSCWC sheets
- Commercially produced materials.
- Mnemonics on charts in the classroom.
- Highlighter pens
- Ace dictionary.

# Senior Class Level

Memory difficulties



# Identified Needs

The child frequently:

- writes his work in wrong copy
- always has an excuse
- never takes the correct books home.
- Rarely has his books or equipment ready for a task.

# Learning Target

- With the assistance of a checklist and/or prompts, the pupil will get correct equipment/books for 3 set tasks daily.

# Intervention: LS/RT teacher

- Involve the pupil in target setting.
- Colour code books and copies for each subject using same colour folders or stickers
- Design a check list, written or visual, listing tasks and equipment needed.
- Train pupil in use of check list
- Teach and practise visualisation.
- Ask parents to share any strategies that work at home
- Set up some form of home school correspondence.

# Intervention: Resources

- Put child near “peer buddy”
- Teach internal rehearsal.
- Positive self –talk you can do it
- Talk to the teacher about differentiation of homework sheets.
- Schoolbag check before leaving to go home
- Alert parents to check school bag before and after homework.

# Classroom Materials / Resources

- Templates: checklist, timetable
- Pictorial homework chart
- Coloured folders / stickers
- Information to parents on homework routine
- Extra books, copies, pencils
- List of skills for self-management

# Key Points On Indicators

- No two children with dyslexia are the same
- Some indicators more common than others
- All children with dyslexia exhibit some indicators
- Severity of dyslexia not determined by number of indicators displayed

# Contact Details

## Special Education Support Service

c/o Cork Education Support Centre

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Cork

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