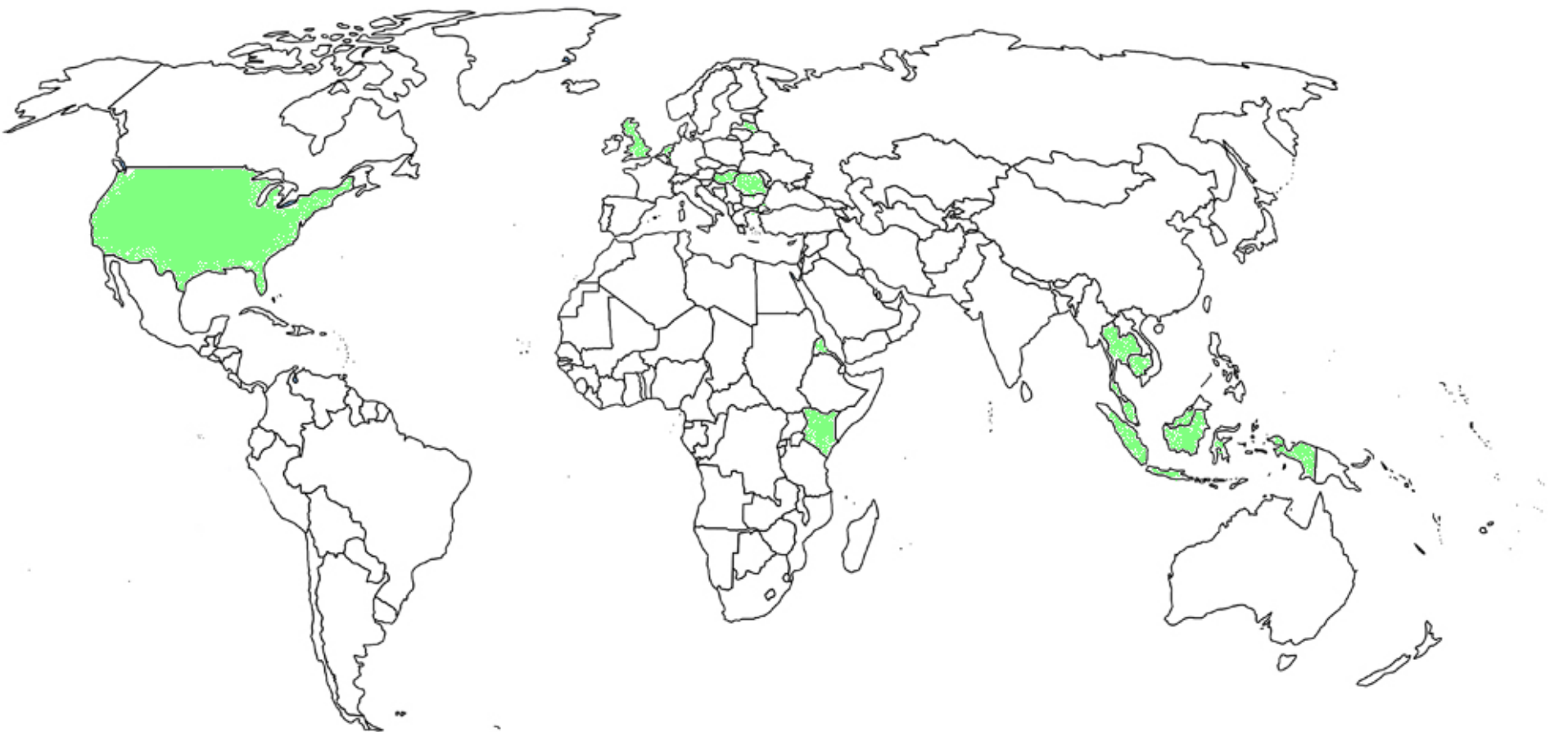# *Good Practice in interventions for teaching dyslexic learners and in teacher training*

ENGLISH

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The Respondents…

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Outline

1. The English Language
2. Attitudes to literacy
   (cultural and economic considerations)
3. Definitions of dyslexia and assessment
4. Effective teaching methodologies
5. Teacher knowledge and collaboration

1. The English Language

- Alphabetic system

- Rich heritage of influences e.g. Old Norse, Anglo-French, Latin & Greek

- Written language stability; oral language shift

▪ Results in…

– Many ways of spelling a single sound, e.g. long "a" sound can be represented by at least eight different letter patterns:

a, a-e, ai, ay, eigh, ei, ea, ey

– Conversely, a single letter can be pronounced multiple ways, for example the letter 'a' in the sentence,

"He w<u>a</u>s c<u>a</u>refully pl<u>a</u>nting <u>a</u>ll the c<u>a</u>bb<u>a</u>ges <u>a</u>round the m<u>a</u>ny pot<u>a</u>toes"

The English Language

- Most predictable level of word analysis is that of onset-rime:

  c – ot

  sp – ot

  sp – ort

  These patterns are less obvious and often need explicit teaching

2. Attitudes to Literacy

Is literacy encouraged throughout society – in education for girls, boys, men and women alike?

YES

Economic, social and cultural activities are deeply dependent upon knowledge and information

Acquisition of knowledge and information is itself dependent upon literacy

But…

- Where access to education is equal:

Girls typically outperform boys

(PISA 2000, OECD; survey of 15 year olds;

PIRLS 2006, survey of 4th grade students)

PISA

Report places responsibility at the level of schools and societies who,

"do not always succeed in fostering comparable levels of motivation, interest or self-confidence in different areas among male and female students"

(p.48, Equally prep for life)

In a finite-resource system...

- Teacher training and instructional resources, geared more towards early grades

- Even where resources are present, tension between equality and efficiency: are funds used for programs to raise the population mean, or help those at the tails of the distribution?

Recognition & Rights for Dyslexia

- School-age: legally mandated funds for 1:1, individualized help to ⇧ literacy skills and provide accommodations

- Adults: laws to prevent discrimination in workplace (e.g. Disability Discrimination Act (DDA) 1995, UK; The Americans with Disabilities Act of 1990)

- Laws depend upon a discrete cut-off to determine eligibility

3. Official assessment procedures

- Research shows that reading ability/disability is a continuum

- Key ingredients of assessment:
  - Phonological processing: phonological awareness, phonological memory and rapid naming
  - Reading and spelling skills
  - Wider cognitive skills and developmental history

3. Official assessment procedures

- Dilemma:

    discrete cut-off = wait to fail?

- Potential solution: Response to Intervention (RTI; US/UK)

    http://www.nrcld.org/

    http://www.rtinetwork.org/

4. Effective teaching methodologies

a) Content

b) Process

A) Content

(i)   explicit training in phonological awareness

(ii) strong focus on phonological decoding and word-level work

(iii) supported and independent reading of progressively more difficult texts

(iv) practice of comprehension strategies while reading texts

Phonologically-based programs

- Derived from principles pioneered by Orton, Gillingham and Stillman: multisensory

  "Multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell. Teachers who use this approach teach children to link the sounds of the letters with the written symbol. Children also link the sound and symbol with how it feels to form the letter or letters."

  (IDA, 2000)

Phonics program resources

- International Dyslexia Association:

  http://www.interdys.org/InsInt.htm

  Offers a matrix comparing multisensory reading programs

- Florida Center for Reading Research (FCRR):

  www.fcrr.org

  Provides reports of reading programs and their research-base

- What Works Clearinghouse:

  www.ies.ed.gov/ncee/wwe

  Collects and reviews empirical research on educational products

Phonics program resources

- Singleton, C.H. (2009). Intervention for Dyslexia. The Dyslexia-Specific Learning Difficulties Trust (UK). www.thedyslexia-spldtrust.org.uk

- The Center on Instruction, www.centeroninstruction.org

  A US site providing resources including research reports on educational products for reading, math, science, special education, and English language learning

- Best Evidence Encyclopedia, www.bestevidence.org

  Created by the Johns Hopkins University School of

  Education's Center for Data-Driven Reform in Education, USA

- Canadian Language and Literacy Network, http://www.cllrnet.ca/

B) Process

1. Phonetic
2. Multisensory
3. Cumulative & Sequential
4. Small, Scaffolded Steps
5. Insure Automatization Through Practice and Review
6. Provide Mental Modeling
7. Provide Opportunities for Success

Resources for Process

- Portrait of Benchmark School, Pennsylvania, US: http://www.msularc.org/docu/benchmark.pdf

  Discusses school organization, admissions, staffing, environment, curricula and ethos

  (http://www.msularc.org is another great resource)

5. Teacher Knowledge

"The quality of an education system cannot exceed the quality of its teachers"

How the world's best-performing systems come out on top – Mckinsey & Company 2007

Developing a School Workforce

Rose Report: http://www.dcsf.gov.uk/jimroseanddyslexia/

Rose Recommendations

1. Core Skills: Knowing risk signs of dyslexia e.g. http://www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/primary-hints-and-tips.html

2. Advanced Skills: Teacher within school who has expertise to select literacy interventions, and implement, monitor and evaluate them

3. Specialist Skills: Monitoring and training across schools

Teacher as Cheerleader

As well as knowledge, questionnaires highlighted importance of:

1. Teacher beliefs – believing progress is possible, and celebrating progress as it occurs

2. Teacher validation of student learning style

Teacher as Cheerleader

3. Increasing motivation through literacy materials/activities that connect to a student's interests or functional needs.

4. Ensuring success. Creating achievable, mutually-agreed upon learning goals to create a positive sense of self-efficacy, which in turns increases the amount of future effort a student is willing to expend in literacy-related tasks.

Collaboration & Dyslexia

Health professionals   Teachers

Individuals with dyslexia

Psychologists   Families

Collaborative best practice

- **Active** nurturance of relationships - time spent together in joint goal-setting
- A basic level of shared knowledge
- Ongoing progress checking

Summary

Additional Resources

- http://www.childrenofthecode.org/Tour/index.htm