



<b>Secondary school</b>	<p>As above and also:</p> <ul style="list-style-type: none"> <li>• Difficulty copying from books.</li> <li>• Misreading words.</li> <li>• Taking a long time to complete homework and on written tasks in class.</li> <li>• Spending a lot of time studying with little obvious benefit.</li> <li>• Discrepancy between their written work compared to his/her knowledge on the subject.</li> <li>• May run out of time when completing class work or exams.</li> </ul>
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### Some key issues

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| <ul style="list-style-type: none"> <li>• The degree and the impact of dyslexia vary according to the task and the learning context.</li> <li>• It is important to recognise the need to boost the self-esteem of children with dyslexia</li> <li>• Early identification is important for effective intervention.</li> </ul> | <ul style="list-style-type: none"> <li>• It is important to recognise the strengths shown by the children and to incorporate these strengths into the teaching programme.</li> <li>• Needs should be address on an individual basis.</li> <li>• Dyslexics can struggle with literacy as well as difficulties relating to memory, co-ordination and organisation.</li> </ul> |
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## RECOMMENDATIONS

The impact of dyslexia can be minimised with effective support at home and school. Here are some key recommendations.

### School

It is important to appreciate that any intervention should take the individual's learning style into account. Teaching needs to be within a positive and carefully planned environment.

There are four approaches for supporting literacy in school:

- 1. Individualised programs:** These are highly structured programmes. They are free-standing and they can form a central element of the overall teaching strategy. Most individualised programmes include some or all of the following principles: Multisensory, over-learning and automaticity, highly structured and phonically based and sequential and cumulative.
- 2. Support approaches:** Support approaches can be used by the teacher to help the child to develop competencies to allow access to the full range of curriculum activities. They provide a degree of flexibility and choice on the part of the teacher and often do not require any specialist training.
- 3. Whole class approaches:** These approaches can include circle time, study skills and literacy projects
- 4. Assisted learning:** This involves activities such as peer tutoring, paired reading and cued spelling.

### Other general considerations include:

- Discuss with your child how best they would like the help so as to reduce any resistance on their part.
- It will be important that any help is discreet.
- The key to success with both reading and spelling will be lots of repetition and reinforcement to ensure there is an over-learning effect. Reading out loud offers a simple yet efficient reinforcing role.
- Help the individual to learn spellings by making them meaningful and interesting, which will facilitate their ability to remember them.

- Mind-mapping is a really useful way for children to organise their ideas as a support for writing. The visual impact is great as children can really see how ideas and things go together.
- It is of great help to dyslexic students to have an opportunity to explore subjects in a print-free manner, such as having debates about subjects like history. Both work expectations and assessment expectations need to be differentiated. This is about making not only the work more accessible for the student but also making the assessment more appropriate and effective.

## Home

School is where new learning should take place but home is an excellent place to do practice and reinforcement to strengthen literacy skills and solidify material learnt in school. One of the most important activities a parent can do is to read for 15-20 minutes with a child as often as possible and definitely a few evenings a week. This should be fun and should not be a chore.

### Other general considerations include:

- The child needs to be encouraged to read out loud but the parent can take turns from time to time if it seems stressful. Let the child choose a book that they are interested in.
- Ideally the child should read aloud to someone regularly. These books should be easy for him/her to read and on topics that interest them. Sharing books and discussing the plots, and asking what he/she thinks might happen next and ideas that are brought up by the book will also be a valuable way of helping with vocabulary and literacy development generally. This should be a relaxed time and an activity that he/she enjoys!
- Children who have difficulties with spelling need to practise regularly and repeat what has already been taught so that they remember it. A “Word Wall” in the child’s classroom and study areas, as well as keeping a personal “Spelling Rule Book,” complete with diagrams, examples, and illustrations could be very useful. Also, games such as Scrabble, Hangman, Spill and Spell, bananagrams and age-appropriate crossword puzzles would provide good sight word recognition, spelling, and vocabulary practice for the child.
- Give the child support in how to think about and use time as a friend so that he/she can manage under timed conditions. A stop watch can be extremely helpful to break up a long stretch of study time. See the produce timetimer which helps present time in a concrete manner (<http://www.timetimer.com/>)

## Further resources

- **The British Dyslexia Association (BDA)** is an excellent service with a wide range of information and support for those affected by dyslexia. See <http://www.bdadyslexia.org.uk/>
- See the book "**Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students**" by Jenny Cogan et al for ideas for how to help dyslexic pupils with learning and writing.
- The book "**Thirty days has September: Cool ways to remember stuff**" by Chris Stevens is a useful guide in developing mnemonics for spelling.
- The visual impact is great as children can really see how ideas and things go together. The website '[www.inspiration.com](http://www.inspiration.com)' has programmes designed to help with organisational/mind-mapping skills as well as the website [www.thinkbuzan.com](http://www.thinkbuzan.com).
- **Wordshark**: is a computer programme covering many aspects of literacy including basic skills. These are presented in different ways and used regularly, this CD-Rom provides a fun way to reinforce reading or spelling tasks. It is available from the LDA: 0845 120 4776 [www.ldlearning.com](http://www.ldlearning.com)
- "**Proust and the Squid: The Story and Science of the Reading Brain**" by Maryanne Wolff, Ph.D., and "**Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level**", by Sally Shaywitz, M.D., are highly recommended. They both provide excellent information and suggestions for helping all readers across a wide age range.
- Also, information for parents can be obtained from the **New York Branch of the International Dyslexia Association** ([www.nybida.org](http://www.nybida.org)), the **Charles and Helen Schwab Foundation** ([www.schwablearning.org](http://www.schwablearning.org)), as well as **Spark Top**, the companion site for children ([www.sparktop.org](http://www.sparktop.org)), and LD Online ([www.LDOnline.org](http://www.LDOnline.org)). Each has many wonderful articles and suggestions for helping with the "demystification" process so important in a parent's and child's own understanding, and appreciation, of learning styles and differences.