Dyslexia Assessment Report

This is an example of what an assessment report would look like for a student tested for dyslexia. One of our students took this assessment and received a report like the one below containing all the data about what the assessment showed. Due to confidentiality of the student, I was only able to post an example of what our student's report looked like. This one is very similar to what he received. We, his teachers, then received this document to help us better understand our student's needs and how we might be able to better support him.

Name:	Anon	**Sex:**	Male
Date of birth:	13.02.01	**Date of assessment:**	27.06.14
Age at assessment:	13 years 4 months	**School:**	Any School
Address:	Any House Any Street Any town Essex Post Code		

Provider of the report:

Mrs Debbie Hanson, BSc (hons), QTS, PG Dip SpLD (Dyslexia), AMBDA, APC

The author of this report:

Holds a current Assessment Practising Certificate (number 1011/296) issued by the Dyslexia Guild.

Signature: …………………………………….. Date: 7th July 2014

Name: Mrs Debbie Hanson

Qualifications held:
BSc (Hons) Degree in Biomedical Science
QTS - Qualified Teacher Status
PG Dip SpLD (Dyslexia) – Post Graduate Diploma in Specific Learning Difficulties, specialising in Dyslexia
AMBDA -An Associated Member of the British Dyslexia Association
APC – Assessment Practising Certificate Number 1011/296 issued by the Dyslexia Guild and recognised by the SpLD Assessment Standards Committee (SASC).
Member of the Dyslexia Guild.

Contents

Summary

When assessing for Specific Learning Difficulties (SpLD), we assess three main areas;

- Underlying Ability (potential to learn)
- Attainments (performance in reading, spelling etc.)
- Cognitive skills necessary to learn and retain information (memory, processing speed etc.)

Where necessary, co-occurring learning difficulties are further explored using checklists, questionnaires and observations.

Below is a summary of my findings, following which is further detailed analysis of ANON's performance on each subtest, with a description of what has been tested. A table of results, a chart of ANON's profile and a glossary can also be found in the appendices and may be referred to whilst reading the report. For the purpose of this report, evaluations of ANON's scores on each subtest are based on comparing confidence intervals to the average range for his age, to identify areas of strengths and weaknesses, and to the range of 95% confidence intervals for his Verbal Ability, as measured by the WRIT scores range 72-124. Non-intersecting confidence ranges indicate that scores are markedly different at the 95% confidence level and represent discrepancies worthy of note.

1. General Underlying Ability – WRIT Test

ANON has high average word knowledge, significantly higher than his other scores of underlying ability. This is an area of strength for ANON's. He has average ability to identify and use analogy and visual problem solving skills. ANON's visuo-spatial manipulation skills are below average for his age and an area of weakness for him. As is common with children with specific learning difficulties (SpLD), ANON's scores showed statistical differences between them. The strengths and weaknesses described in his Verbal subtests would be 'averaged out' if a Verbal Ability composite score was used, therefore I have not included it in my report. It is also inadvisable to use his General Ability composite score, which comprises of his Verbal and Visual Abilities hence this has also not been included.

2.   Attainments

Reading: ANON has achieved average word reading and passage comprehension. However, to achieve this he needs to read at a below average rate. His passage reading accuracy and fluency are also below average to low average. ANON's difficulties accessing text mean that he will need, and is eligible to apply for, a reader in examinations and lessons.

Spelling and writing: ANON's spelling skills are low average and his writing speed places him on the cusp of being eligible for a scribe or using a laptop with the spell check disabled in examinations. In a test of free writing, 15% of the words are illegible and 9% spelt incorrectly. This does not involve the use of technical vocabulary; his writing for school is therefore likely to contain more errors than this. His free writing omits most of the punctuation and he uses very long sentences joined with 'and' and 'but'. In a test of fast copying, ANON scored below average; further evidence of the need for assistance recording his work. I would recommend an on-screen reader and use of a laptop to become his usual way of working in lessons and homework leading up to examinations, as he is more likely to be able to 'keep up' with the high literacy demands this way and learn more subject knowledge rather than being fully occupied trying to cope with reading and writing. It will also enable him to become much more independent in his studies than relying upon fellow students / parents / teachers to read or spell words for him. Indeed, many students are reluctant to ask for, or accept such help during secondary school for fear of ridicule and therefore do not have the support they require.

3.   Tests of cognitive processing

Processing speed: ANON has average symbolic processing speed. When working with letters, his phonological processing speed, which is average for his age, is a little faster than when working with digits, which is below average for his age. ANON's below average phonological processing speed means that he is eligible to apply for 25% extra time in coursework and examinations.

Phonological awareness: ANON's overall phonological awareness skills are below average for his age. His ability to identify a target sound in a word was much more developed than his ability to manipulate sounds in words and particularly to blend sounds into words. These skills are necessary in the development of reading and

spelling; therefore, weaknesses in these skills could be responsible for the persistent difficulties that ANON has faced developing accurate, fluent Literacy skills. Furthermore, ANON's ability to read purely using the phonological route rather than reading by sight is very underdeveloped for his age and illustrates the difficulty he faces when confronting unfamiliar words. In senior school a student is required to read subject specific technical vocabulary and ANON is likely to struggle with this during lessons and importantly in reading examination questions if not supported. Memory: ANON's verbal memory is below average to low average when tested using digits, letters and recall of nonsense words. He is likely to find it difficult to retain information given orally in lessons without visual and kinaesthetic reinforcement. His working memory varies depending on the stimulus. ANON is more able to hold and manipulate letters (average for his age) than digits (below average) and there is a marked discrepancy between the scores. This, coupled with his marginally slower processing speed for digits, may present as increased difficulty concentrating and not losing track in subjects relying more on digits than letters, for example in Mathematics.

4.   Co-occurring difficulties

From the information supplied on the school and family questionnaires, the pre-assessment interview with ANON and Mr and Mrs ANON, my observations of ANON before, during and after assessment, do *not* lead me to believe that other co-occurring learning difficulties are present. I have therefore not investigated areas of auditory processing, attention deficit or coordination difficulties further than what is already covered in my assessment and explained in this report.

Conclusion

ANON presents with many of the features associated with dyslexia; below average phonological awareness and manipulation skills, below average verbal memory (digits), low average working memory (digits) and below average phonological processing speed (digits). He also has been observed to struggle sequencing information across 3 subtests. However, his marked discrepancy between his verbal underlying ability subtests mean that the range of his verbal skills is wide and the confidence intervals reach into the 'below average' range, standard score 72. Many

of his cognitive processing skills and attainments are within this range and would therefore be considered appropriate *for him*. Although ANON's profile contains dyslexic features when compared to expectations for children the same age as him, it is **not consistent with a diagnosis of dyslexia.**

The following is a detailed, confidential, full assessment report. Please refer to Appendix 1 where there is a table of results, a chart interpreting ANON's scores and learning profile and a glossary whilst reading the report.

Background Information

Background information for this report has been obtained through pre-assessment family and school questionnaires, as well as discussion with ANON and Mr and Mrs ANON during the pre-assessment and post-assessment interviews.

Referral Information

It was a pleasure to meet ANON and his parents today. He described his pastimes of computer games with friends, administering first aid as a qualified first aider with St John's ambulance for events and playing with his dog in the garden. ANON presented as a polite boy with very well developed interpersonal skills for his age. He conversed with me openly.

ANON has attended his current school for two years. Mrs ANON reported that ANON likes Science and ICT but dislikes Art, English and languages. She noticed ANON's difficulties with reading, spelling and handwriting at age 7 and stated that ANON's writing can be very messy and inconsistent. Mrs ANON stated that ANON does not have additional support at school. His health is good and he has no allergies. Mrs ANON stated that ANON's physical skills were satisfactory. His vision skills were tested during the early years and he was found to need spectacles, which he wore between the ages of 3 ½ and 6 ½ years. ANON also wore a patch to correct a lazy eye as a young child and after his eyes were re-tested during primary school, it was found that he no longer needs to wear spectacles. ANON's hearing skills were also tested at primary school and reported by Mrs ANON to present no concerns. Mrs ANON stated that she is not concerned about ANON's memory skills, concentration or emotional behaviour. She reported that he is coping well both in and out of school. Mrs ANON's main concerns are with ANON's spelling, reading, writing and self-image.

Teachers at ANON's school state that he has settled well into school and describe his effort as 'excellent' in English; however, spelling was reported by teachers to have been mentioned in some of his reports as needing improvement. He is enthusiastic and works well; he is cooperative, responsive and friendly. ANON moved up from the lowest Literacy set in English at the beginning of year 8, due to

his positive attitude to work and his progress. ANON is in a class with a Learning Support Assistant (LSA) who can assist him if he states that he requires help. They report that he has no 'behaviour points' and is therefore well behaved at school. When he transferred from Primary school, he was not listed as having special educational needs.

The reason for this assessment is for ANON and Mr and Mrs ANON to determine whether or not he has a specific learning difficulty, such as dyslexia. Mr and Mrs ANON would also like some recommendations as to how to best help ANON at home and school.

Test Conditions

The interview room was light and airy. ANON was offered a rest break, which he took following the passage reading test. From the information supplied through ANON's questionnaire, he is not taking any regular medication that could interfere with this assessment and does not have any allergies. He is reported to be well. ANON appeared to be trying his best throughout the assessment. He conversed as expected and had no difficulty following verbal instructions once practice items had been administered. Therefore it is believed that the findings below are accurate and reliable.

Analysis of Results

Full names of tests are included in the References Section in Appendix 3.

1. Underlying Ability

Verbal / language skills

WRIT Subtest - Analogies

This test measures an individual's understanding of oral language, particularly abstract verbal concepts, and the ability to generalise their meaning to find a word to complete the analogy. Sentences were presented orally for ANON to complete by supplying a missing word. ANON was calm and confident as he completed the questions. He made suitable suggestions when he did not know the answers. ANON scored an average standard score of 91. His ability to identify and use analogy is average for his age.

WRIT Subtest - Vocabulary

This is a verbal measure of comprehension and reproduction of oral language. Words were presented, which ANON must define as precisely and accurately as possible. ANON provided many complete definitions of words, scoring full marks for many of the items. He was willing to provide suitable attempts when he did not know the answers. At times, he made grammatical errors with his speech, such as "…a piece of money *what* is made of metal." ANON scored a high average standard score of 111; his word knowledge is high average for his age and being statistically higher than his Analogy subtest score at the 0.05 level of significance*, is an area of strength for ANON. (*This means that there are only 5 chances in a hundred that this score was achieved by chance and it is therefore likely to be a distinguished area of real strength in his learning profile.)

Summary of Verbal / Language skills

Verbal (Crystallised) intelligence is a measure of verbal information, acquired skills, and knowledge and relies heavily on exposure to formal education, Western culture and the English language. ANON's subtests scores were statistically different at the 0.05 level; therefore, combining them into a composite score will mask his high and relatively lower scores and not be useful. However, his verbal skills are average to

high average, with no areas of weakness, and should therefore provide him with a sound basis upon which to build his Literacy skills.

Non-verbal (Visuo-spatial) skills

WRIT Subtest - Matrices

This test measures visual problem solving, using a series of pictures. The picture, which fits most appropriately with them, must be selected from the ones supplied. This was the first subtest presented to ANON. ANON worked calmly and confidently. He scored an average standard score of 97. His visual problem solving skills are average for his age.

WRIT Subtest - Diamonds

This measures spatial, manipulative skills and requires ANON to construct the illustrated form from diamond shaped pieces. ANON tried to construct the shapes but found it difficult to line up the pieces, which meant that on one occasion he could not complete the shapes within the time allowed. He also tended to complete shapes similar to the target, but not accurately. On one occasion, his attempt was very unlike the target shape and he did not seem to be aware of this. ANON scored a below average standard score of 84 for this test, his lowest subtest score. ANON has underdeveloped visual spatial manipulation skills, compared to his other measures of underlying ability. This is likely to be a reason for his weakly formed handwriting and could be also due to subtle visual difficulties detectable by an optometrist.

Summary of Non-verbal (Visuo-spatial) skills

Non-verbal or Visual (fluid) intelligence is a measure of Visual Underlying Abilities that are more individual to the participant and less culturally influenced than Verbal (Crystallised) intelligence. ANON's visual problem solving skills are average for his age but his performance on spatial construction tasks is below average for his age. His composite Visual Ability is a low average standard score of 89.

Summary of General Underlying Ability

This measure converts both Verbal and Visual underlying ability scores into one General Ability standard score. However, since there were statistically significant differences between ANON's Analogies, Vocabulary and Diamonds subtest scores, his composite General Ability standard score (Performance IQ) is considered unreliable and has therefore not been included in my report. ANON's ability to identify and apply analogy, his word knowledge and his visual problem solving skills are average for his age, with his visual spatial manipulation skills being below average.

2. Attainment Tests

WRAT 4 (Green) Word Reading

A list of words was presented for ANON to read. This tests single word recognition and word reading. ANON read the words of one and two-syllables mostly correctly and as they became more complex, he sounded them out but inaccurately. Occasionally he substituted the target word for one that looked similar. He scored an average standard score of 103.

GORT-5 Oral Reading Test Form B

ANON read a series of short stories, measuring reading rate, accuracy, fluency and comprehension.

Reading Rate, Accuracy, Fluency and Comprehension: ANON read the passages with expression but slowly at a below average rate of standard score 80. He made errors decoding some of the words, which tended to change the meaning of the passages. He frequently repeated clauses, sounded out words and corrected himself which affected his accuracy and fluency, which were low average and below average standard scores of 85 and 80 respectively. Sometimes he used clues from the sentences to help him decode unknown words. His comprehension was an average standard score of 90.

Overall, ANON's Oral Reading Index, a composite score of reading fluency and comprehension was a below average standard score of 84.

WRAT 4 (Green) Spelling

Words were dictated for ANON to spell. ANON spelled the one-syllable words and some of the two-syllable words correctly. His errors consisted of confusion of short vowel sounds, omitting consonants and incorrect spelling choices. His spelling errors were phonetical and most could be deciphered. ANON wrote in a cursive style, which was fairly neat, until the words became more complex. It is possible that his difficulties with handwriting stem from the complexity of multi-tasking whilst writing rather than fine motor difficulties as his writing is neat and clear when writing single words. He scored a low average standard score of 89.

DASH Free Writing Speed

ANON was asked to write for ten minutes after a short shared planning session with me. Writing speed, content and technical accuracy were measured. ANON wrote with his right hand in a cursive style using a fine-tipped ink pen, which he held with a tripod grip. His sentences were very long and joined with 'and' and 'but'. Several punctuation marks were omitted and he made lots of spelling errors. Although his writing could mostly be comprehended, 15% was illegible. This is likely to increase when he is writing using technical words, for example, when completing coursework. He wrote at a speed of 15 words per minute, a low average standard score of 85.

DASH Copy Best

ANON was asked to copy a sentence as many times as he could in 2 minutes, using his *best* handwriting, to observe how neatly he could write without needing to compose sentences simultaneously. The purpose of this is to tease out difficulties with writing composition. ANON wrote in large, mostly joined writing. Most of his words were legible but his writing was rather untidy. He wrote at a rate of 17 words per minute, an average standard score of 90.

DASH Copy Fast

ANON was asked to copy a sentence as many times as he could, as quickly as possible in 2 minutes to determine how quickly he could write, without needing to compose sentences simultaneously and whether he could speed up when required to, for example in a test. ANON wrote at a speed of 21 words per minute, a below

average standard score of 80. A child his age would be expected to speed up their writing by 6.9 words per minute, whereas ANON sped his up by only 4.5 words per minute. This means that ANON's ability to speed up his writing is below the mean for his age but just within the broad average range. He is likely to struggle to speed up for coursework and the level needed for written examinations by virtue of his low average free writing speed.

Summary of Attainments

ANON has average word reading and passage comprehension. His passage reading accuracy, fluency and his spelling are below average to low average for his age. His fast copying speed is below average and his free writing speed is low average. I would consider his technical accuracy to be below expectations for his age. All ANON's attainments are within the very broad average range of his Verbal Ability confidence ranges and are therefore considered appropriate for him.

3. Tests of cognitive processing

Diagnostic tests are used to investigate any potential strengths, or shortfalls in some of the information management skills which are necessary for learning. Certain clusters of deficits in such skills can signal the presence of SpLD.

Processing Speed

SDMT (Symbol Digit Modalities Test) – Written and Oral

The written SDMT tests manipulation of symbols and digits and measures clerical speed, visual search, visual memory, fine motor control and concentration. ANON must apply the code to 'translate' the symbols into handwritten digits, in 90 seconds. The test is repeated orally to determine any discrepancy between written and oral scores that may illuminate potential clerical difficulties. ANON worked quickly and accurately, making only one error and scoring an average standard score of 105. When working orally, he made no errors and scored an above average raw score of 59, where the broad average for his age is 36-56. This shows that ANON is able to work much more quickly when not required to manually write his own answers, further evidence for the need to use a laptop in examinations. His symbolic

CTOPP-2 Rapid Naming

A random series of digits, then letters were presented to ANON to name as quickly as he could and the time recorded. The purpose of this was to measure his phonological processing speed, which is important in processing auditory information. A weakness in this area could indicate the presence of a specific learning difficulty, such as dyslexia. ANON named the digits seemingly without breathing, making no errors. He scored a below average standard score of 80. ANON named the letters quickly, making 2 sequencing errors. He scored an average standard score of 90. ANON can work more quickly with letters than digits but not markedly so.

Rapid Symbolic Naming Composite Score: These two scores are combined into one composite Rapid Symbolic Naming Speed standard score. ANON scored a below average composite standard score of 82. His rapid symbolic naming skills are below average for his age.

CTOPP-2 – Comprehensive Test of Phonological Processing

Three subtests were administered to tap ANON's phonological awareness and manipulation skills. ANON was asked to identify and manipulate sounds in words by blending and segmenting them. Poor phonological awareness and manipulation skills are often found to be present in specific learning difficulties such as dyslexia.

1) **Elision: Phonological Awareness and Manipulation Skills:** ANON was able to break compound words into words, segment two-syllable words into syllables, remove the initial and final consonant sounds but struggled with the medial sounds. He could segment initial but not final consonant blends. At times, he could segment the word into parts but then failed to blend the new parts correctly into a new word. ANON scored a below average standard score of 80.

2) **Blending words:** This is important in blending sounds into words when 'sounding out' unfamiliar words and relies on hearing the administered sounds accurately in order to process them. ANON was able to blend words

into compound words, blend 2 syllables at a time into words, blend onset and rime into one-syllable words and blend up to 3 phonemes at once into words. He scored a below average standard score of 75. His blending skills are below average for his age.

3) **Phoneme Isolation:** This is an important skill in identifying single sounds within words to apply spelling choices. ANON was able to identify the initial, medial and final sounds in words of three and four sounds. It is likely that he visualised the words in his mind to 'see' the target letter, as he struggled when the words did not sound the same way they were spelt. He scored an average standard score of 95.

Composite score of phonological awareness: ANON performed markedly better on the Phoneme Isolation subtest. Usually, the three subtest scores are combined to form a composite score of phonological awareness, but this would mask ANON's relative strength in the Phoneme Isolation subtest so has not been included in my report. ANON has difficulties in blending and manipulating phonemes within words and this is likely to affect his ability to apply spelling rules to words.

Woodcock Reading Mastery Tests III (Word Attack) Form A
Pseudowords (nonsense, made-up words) were presented for ANON to read using the phonemes. Examples are *bab* and *op*. ANON decoded pseudowords of up to two syllables. Errors were in him incorrectly naming the phonemes and many of his errors were in sequencing the phonemes in the wrong order. ANON scored a below average standard score of 76. His ability to read using the phonological route is below average for his age, although within the broad range of his Verbal Ability confidence intervals.

Memory
CTOPP-2 Non-word Repetition
A series of nonsense words was presented to ANON, orally, for instant repetition. This relies on a good verbal short-term memory, accurate hearing skills and can illuminate difficulties with auditory processing and language production. ANON was able to recall

pseudowords of up to 6 syllables in length. He scored a low average standard score of 85.

TOMAL 2 (Test of Memory and Learning)

These tests measure auditory short-term memory (STM), working memory, and visual attention / concentration, and are dependent on the 'phonological loop' of the working memory system. STM, working memory and sequencing underpin many activities such as reading, comprehension, writing, Maths, spelling, following verbal instructions and conversations. A deficit in one or more of these areas could reduce ANON's capacity to concentrate, practise what is being taught in lessons and follow conversations.

Verbal Memory:

Digits Forwards: Digits were randomly dictated for immediate recall to tap verbal memory. ANON was able to recall a random series of up to 4 digits. He scored a below average standard score of 70.

Letters Forwards: Letters were randomly dictated for immediate recall to tap verbal memory. ANON was able to hold up to 4 letters. He scored a low average standard score of 85.

Summary of verbal short-term memory: ANON's short-term verbal memory is low average and stronger for letters and strings of phonemes than his below average short-term memory for digits.

Digits Backwards: Digits were randomly dictated for immediate recall, backwards. This tested ANON's ability to hold and manipulate information (working memory) simultaneously. ANON was able to reverse and recall a random series of up to 3 digits. He scored a below average standard score of 75.

Letters Backwards: Letters were randomly dictated for immediate recall, backwards. This tests ANON's ability to hold and manipulate information (working memory)

simultaneously. ANON was able to hold and repeat up to 3 letters. He scored an average standard score of 90.

Summary of auditory working memory: ANON's working memory is below average when working with digits and average when working with letters. There is a marked discrepancy between his performance with letters and digits worthy of note.

Visual sequential memory and attention:

Manual imitation: ANON must copy a series of demonstrated hand movements in this visual test of sequential memory. ANON was able to recall a series of up to 7 ordered hand movements in the correct sequence, but on some items, he didn't manage to repeat any movements at the correct point of the sequence. I observed that he was able to *form* the correct hand movements; he seemed to struggle in remembering their sequence. However, ANON's standard score of 105 is average for his age and appropriate for him.

Attention / Concentration Index: This converts the verbal short-term memory scores, working memory scores and sequential memory score into one composite score of memory and concentration. However, ANON's subtest scores were markedly different and cannot therefore be combined into a composite score. This means that ANON has extreme strengths and weaknesses in areas of verbal memory, working memory, sequential memory and concentration.

Final Conclusion

ANON has features that are commonly associated with dyslexia, such as reduced phonological manipulation skills, verbal memory, some aspects of working memory and phonological processing speed. His reading of passages and nonsense words is inaccurate and lacking in fluency, as are his spelling and writing skills. He also has difficulties sequencing information. However, since there is a large discrepancy between his verbal subtests, scores within the below average to high average range are considered appropriate for ANON in the cognitive processing skills assessed today. Although below average scores in the areas described above are features of dyslexia, they may be appropriate *for ANON*. His profile is therefore **not** consistent with dyslexia.

Recommended Support

Since ANON has shown weaknesses in many of the areas associated with dyslexia, intervention that deals with dyslexic traits is likely to be most appropriate for him.

Please refer to the following leaflets (enclosed) for information:

- Tips 'n' Tricks: Working Memory

- Mind map summary for teachers: Supporting Children with Dyslexia (ANON has features of dyslexia.)

- The Multi-Sensory Spelling Programme (MUSP)

- Sequencing phonemes in words

- Probe Sheet

- Assistive Technology (School age)

- 'Finding accessible books' flyer

- Load2learn leaflet

- Self-esteem booklet

Visual stress: ANON showed potential visual problemsin the WRIT Diamonds subtest. An **optometrist** can check his visionary skills and prescribe visual aids or exercises. An example is the CPOC Clinic at Essex County Hospital, Lexden Road, Colchester, CO3 3NB, Tel. 01206 744 669.

Examination access arrangements: ANON is eligible to apply for special access arrangements, such as use of a laptop with the spell check disabled, an on-screen reader and 25% extra time. The laptop should enable ANON to cut and paste paragraphs into place due to his sequencing difficulties. Sufficient time should be given for ANON to become fully accustomed to the access arrangements, plenty of time prior to the examinations. It is advisable for ANON to be assessed again for eligibility for examination access arrangements nearer formal examination and coursework time. The end of Year 9, but within 26 months of any examinations, is an appropriate time.

Study Skills: ANON would benefit from a structured study skills programme covering a range of reading skills (skimming, scanning, comprehension and selecting key words and information). It should also cover planning techniques when writing for a range of different purposes and how to transfer plans to full written

essays. The Study Skills Handbook by Stella Cottrell (Palgrave Study Guides) is available from www.palgrave.com or local bookshops and is a comprehensive guide to 'smart' study techniques. ANON can use this as a reference resource.

ANON would benefit from completing punctuation exercises and checking his written work for punctuation errors.

Note taking: Use **colour coding** to highlight headings, key words, facts to learn etc. This speeds up locating information and aids multi-sensory learning. Coloured markers, coloured pencils, using different coloured paper and file dividers for different topics helps organisation. Use **Post-its** for kinaesthetic learners to move information moved around on mind maps and posters to enhance memory.

Mind-mapping: ANON should explore mind-maps either freehand or using a computer software package. Tony Buzan has written several books on this subject, which could be explored further. See also www.inspiration.org.uk and www.kidspiration.org.uk .

Use of technology: ANON could explore assistive technology such as text to speech and speech to text software (e.g. Texthelp) to reduce the Literacy load. This programme also can be used to form lists of subject specific keywords when researching on the internet. Please see 'iansyst' spread sheet. There are many companies supplying technological assistance, which can be researched on the Internet.

Load2Learn is a useful online resource which stores electronic text books for people with a print impairment, such as dyslexia. It is free to download from the website https://load2learn.org.uk/ and can be used alongside it's toolbar to allow text to be read to the student in the classroom.

Success Criteria: ANON should have written success criteria for any tasks he has, to increase independence. These should be discussed with ANON prior to completing the task.

Multi-sensory lessons, following a structured, cumulative, multi-sensory phonological teaching programme, are available through many tutors across Essex and by Dyslexia Action by trained Dyslexia Specialist Teachers. Please contact the centre on (01245) 259 656 if you wish to have more information about training your teachers, or to book one of our specialists to come to your school to teach specialist lessons.

Learning techniques: What helps the dyslexic student will also help other students. To **consolidate new information**, use frequent, short bursts, daily, or at least 3 times weekly (see over-learning). Multi-sensory learning, using as many modalities

as possible at once, is widely recognised to be the most effective method in transferring information to the long-term memory and retention. For example, when learning spellings, LOOK at the words, SAY the letters, HEAR them, and WRITE them whilst SAYING the letter names. People with dyslexic-type difficulties find it difficult to store information in long term memory. They need to reinforce previously learnt information fully **before** progressing on to other work, in a structured way. Work may need to be repeated to secure. Perseverance is needed along with practice on different days to consolidate information. Praise and rewards for effort can help this process. It may be necessary to reduce targets to allow progress.

Directed discovery teaching enables children, under direction, to 'discover' particular strategies and teaching points, through investigation and problem solving. The teacher facilitates transfer of learning by bridging new learning into existing knowledge through encouraging reflection and making links. Please see Fisher R. (1998), 'Thinking about Thinking: developing metacognition in children', *Early Child Development and Care*, Vol. 141 (1998) pp1-15, available from; http://www.teachingthinking.net/thinking/web%20resources/robert_fisher_thinkingaboutthinking.htm . Dyslexia-specific weaknesses, e.g. phonological awareness may be taught this way very effectively.

Phonological awareness:
ANON needs to follow *one phonological* programme covering one phoneme at a time, learning to blend only those phonemes and the others he is secure with before moving on to learn new phonemes. Examples of suitable resources are; Active Literacy Kit, Units of Sound, Alpha to Omega or the free 'Letters and Sounds' programme (downloadable online).

ANON needs to be **screened** to determine exactly which phonemes are not yet automatic. Most Literacy intervention programmes contain a baseline assessment. The Units of Sound programme then formulates an individual learning programme, teaching reading, spelling, working memory and using dictation. If he is starting lessons with a dyslexia specialist teacher, screening is usually done as routine.

Automaticity and fluency may take longer to perfect than his peers. Probe sheets could help ANON to practise recalling phonemes to automaticity. (See example probe sheet below.)

Reading: Students with dyslexia should **not** be asked to read aloud, to avoid unnecessary pressure, when fluency, accuracy, naming speed and automaticity are lacking. To improve retention of information when reading non-fiction text, ANON can summarise paragraphs using subheadings, or a few words in the margin, thus enabling the quick location of facts when looking back.

Writing: ANON could jot notes of what he wants to say onto a large piece of paper, then order them numerically before beginning to write. This would ease the sequencing difficulties he faces when composing paragraphs. The Study Skills Handbook (above) contains exercises on structuring paragraphs.

ANON's letter formation is sound, but when writing passages or at speed, he tends to change the shape of the letters which makes his words difficult to read. He needs to slow down his writing and concentrate on writing larger, particularly focussing on the *up-down* movements as he writes each letter, rather than pushing the pen *along* the line.

Processing speed: All teaching staff need to be aware of ANON's processing speed issues giving the impression he is not listening, when in fact he has not taken in information needed for a task, or may have 'switched off' because he cannot process information *quickly* enough. Instructions should be kept short, simple, with visual prompts if possible. Give plenty of warning of verbal questions in the classroom to allow for slow processing speed. It should not be assumed that a pupil with slow processing speed does not know the answer if they do not immediately raise their hand.

Auditory memory: Keep instructions simple and give one at a time initially. Once ANON is used to following one instruction and returning praise and the next instruction, more can be given, slowly building up to multiple requests involving more complex phrases.

ANON has a good verbal memory but is encouraged NOT to rely on it for long-term retention, rather, satisfactory, detailed and annotated notes, which are reviewed frequently. Efficient use of the school planner noting coursework tasks, due dates and equipment needed, is essential for ANON's progress. Instructions involving completing tasks must always be given in the **written form** (in addition to verbally). Tasks can be broken down into numbered, sequenced steps for independence.

Long periods of listening will be difficult for ANON unless he is provided with **visual support**, for example, pictures / power point / work sheets to annotate to keep learning multi-sensory.

Subject-specific key words need to be identified and noted, perhaps in a separate notebook, for reading and spelling practise and to learn their definitions. (See attached MUSP technique.)

It is usually the case that once effective strategies are put into place and the student can measure and see their progress, a rise in self-confidence follows as

independence in learning grows. I hope that this will be the case for ANON and I wish him every success in his studies!

Dyslexia Action Chelmsford Centre is running termly **teacher dyslexia awareness sessions** on how to develop a dyslexia-friendly classroom in mainstream schools. These are suitable for class teachers, SENCOs, teaching assistants and learning support assistants.

We are also running **parents' dyslexia awareness sessions,** which cover 'what dyslexia is' and how to support your child / student with learning to read / write and complete their homework. Please contact the centre if you wish to obtain more information.

A progress review assessment in the form of a child / adult skills profile is available from Clarity at a later date, if required. Clarity would also be very willing to offer advice about specialist tuition on any areas mentioned above in this report. If there is anything in this report that requires further explanation, please do not hesitate to contact me and I will be glad to discuss it further in a **free** post assessment consultation.

All test results and the contents of this report are strictly confidential, and will be stored securely, in line with the key principles of the Data Protection Act.

Signed…………………………………………….. 		Date: 7th July 2014

Mrs Debbie Hanson, BSc (Hons), QTS, PG Dip SpLD (Dyslexia), AMBDA, APC
Centre Principal, Specialist teacher and assessor

The author of this report holds a current Assessment Practicing Certificate (Number: 1011/296), is a member of the Dyslexia Guild.

For further information, please contact:
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Appendix 1: Assessment Results

Underlying Ability Tests	Standard score (Average = 100)	Confidence Interval (@ 95%)	Percentile Rank	Range Descriptor
WRIT Analogies	91	72-110	27	Average
WRIT Vocabulary	111	98-124	77	High average
WRIT Matrices	97		42	Average
WRIT Diamonds	84		14	Below average
WRIT – Visual Ability	89	82-97	23	Low average
Attainment Tests				
WRAT 4 (green) Word Reading	103	95-111	58	Average
WRAT 4 (green) Spelling	89	80-99	23	Low average
GORT 5 Reading Rate Form B	80	72-88	9	Below average
GORT 5 Reading Accuracy Form B	85	77-93	16	Low average
GORT 5 Reading Fluency Form B	80	72-88	9	Below average
GORT 5 Read. Comp. Form B	90	83-97	25	Average
GORT 5 Oral Reading Index B	84	79-89	14	Below average
DASH Free Writing Speed	85		16	Low average
DASH Free Writing Quality - Summary	Repetitive sentence connectives, some basic punctuation missing, partly illegible, similar ideas grouped into paragraphs but not developed with detail.			
DASH Copy Best	90		25	Average
DASH Copy Fast	80		9	Below average
Diagnostic Tests				
SDMT Written	105		63	Average
SDMT Oral	Raw score 59, average range for his age is 36-56.			High average
CTOPP-2 Elision	80	71-89	9	Below average
CTOPP-2 Blending Words	75	64-86	5	Below average
CTOPP-2 Phoneme Isolation	95	85-105	37	Average
CTOPP-2 Rapid Digit Naming	80	69-91	9	Below average
CTOPP-2 Rapid Letter Naming	90	79-101	25	Average
CTOPP-2 Rapid Symbolic Naming	82	74-90	12	Below average
CTOPP-2 Non-word Repetition	85	71-99	16	Low average
TOMAL 2 Digits Forwards	70	64-76	2	Below average
TOMAL 2 Letters Forwards	85	80-90	16	Low average
TOMAL 2 Digits Backwards	75	69-81	5	Below average
TOMAL 2 Letters Backwards	90	84-96	25	Average
TOMAL 2 Manual Imitation	105	99-111	63	Average
Woodcock Reading Mastery Tests III Form A Word Attack	76	65-87	5	Below average

Standard Score Descriptions:

70	85	90	100	110	115	130
Well Below Av.	Below Av.	Low Av.	Average	Average	High Av.	Above Av.	Well Above Av.