

PBS Dyslexia Procedure

Paraparaumu Beach School's definition for Dyslexia

Dyslexia is a specific learning difference that is neurobiological in origin. It affects the acquisition of literacy skills but also impacts auditory sequential memory, information processing, planning and organisational skills.

Dyslexic individuals tend to think in pictures rather than words, receiving and retrieving information in a different part of the brain to neurotypical, word-based thinkers.

Identification and support process

Early identification of students displaying dyslexic tendencies is essential in order to meet student learning needs. Classroom teachers are responsible for gathering information about their students via conversations with parents, student voice about how they learn best or what they find difficult, and by conducting class screening assessments. Teachers who require professional guidance in this area can approach the SENCO and/or mentor teachers.

Based on the initial information gathered and analysed, teachers will be able to identify which students require a Rapid assessment (assessment tool for literacy skills) NB: This is not a formal diagnosis of dyslexia, only an indication of tendencies.

The results from the Rapid test will indicate if the student is at Low, Moderate or High Risk and which areas are of specific need. The next step interventions can then be determined and the names of students will be recorded on the school support register.

Matching the most suitable activity/intervention strategy to the area of concern identified is crucial e.g *if a student's assessment results indicate a phonemic awareness deficit, then focused phonemic activities will be included in the student's learning programme.*

Some examples of potential supports are:

- ❖ Memory/Listening Skills- Black Sheep Press speech therapy barrier concepts intervention- memory activities 10-15 minutes per day.
- ❖ Oral Language Difficulties- Teacher Aide supported speech sounds/oral language work as prescribed by a Speech Language Therapist.
- ❖ Phonological Awareness- Linking phoneme-grapheme using the multi-sensory approach.

- ❖ Orthographic mapping skills- Steps Web - online individualised literacy programme 10-15 minutes per day.
- ❖ Reading fluency- Resource Teacher of Literacy 1:1 direct instruction.

Classroom teachers are to keep parents informed of assessment results and the planned course of action for those students with Low or Moderate risk assessment outcomes. Our school SENCO will assist class teachers with communicating and involving parents in the learning process for those students assessed with a 'High Risk' outcome.

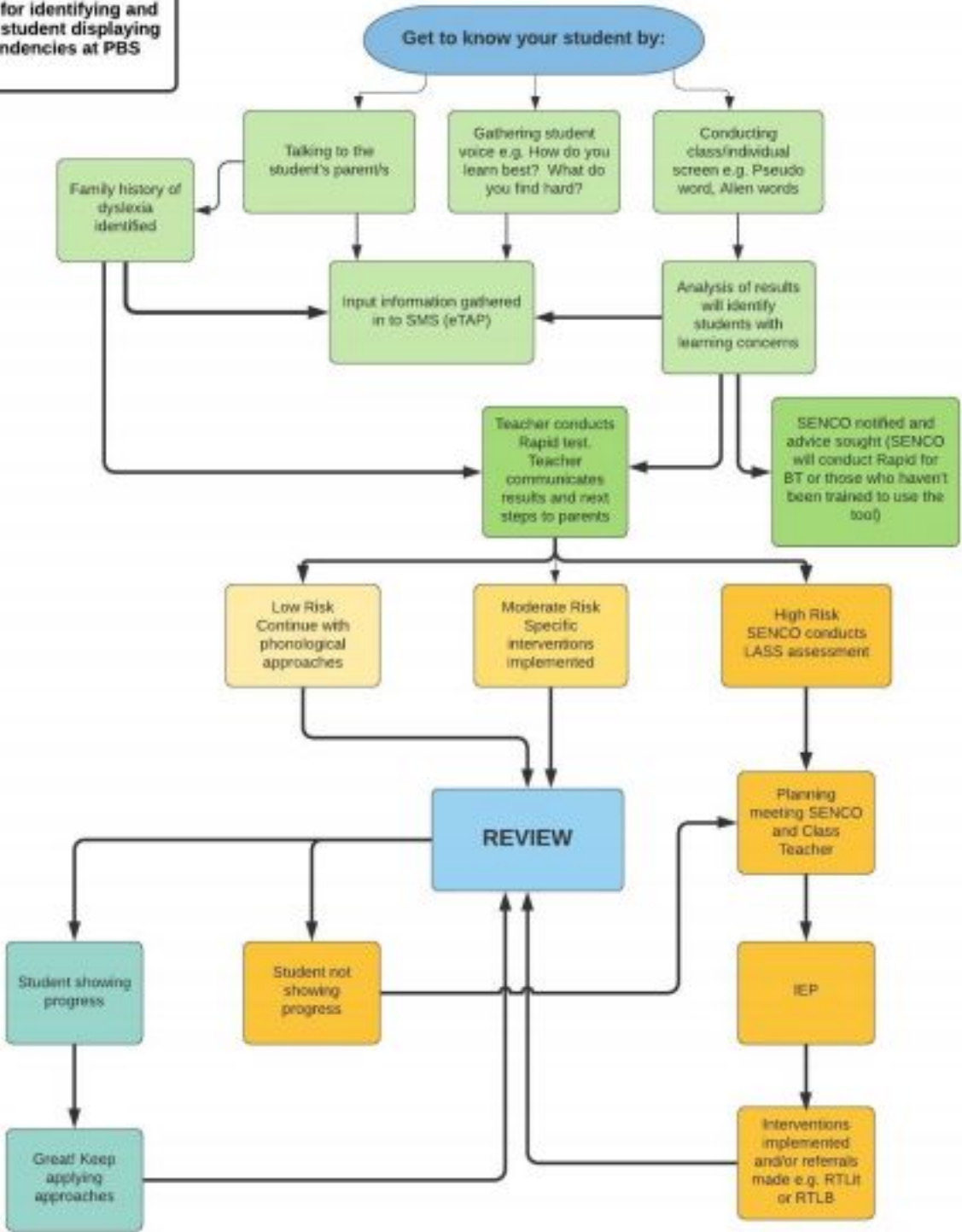
Continual monitoring by teachers will enable them to adapt the student's programme to ensure that needs are being met and progress is occurring. Teaching staff have access to a resource bank of information, activities and tools to support students with dyslexia tendencies. Support can be sought from the SENCO when setting goals, tailoring learning activities and learning how to utilise specialised dyslexia screening tools.

Teachers are to refer to the flowchart on the next page for guidance.

For more information on how to establish a dyslexic friendly classroom refer to the 4D website: <https://www.4d.org.nz/school/>

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The process for identifying and supporting a student displaying dyslexic tendencies at PBS



Reference: Lucid CoPs, LASS & Rapid Literacy Cognitive Assessment Software