



Dyslexia Protocol

Saba Comprehensive School

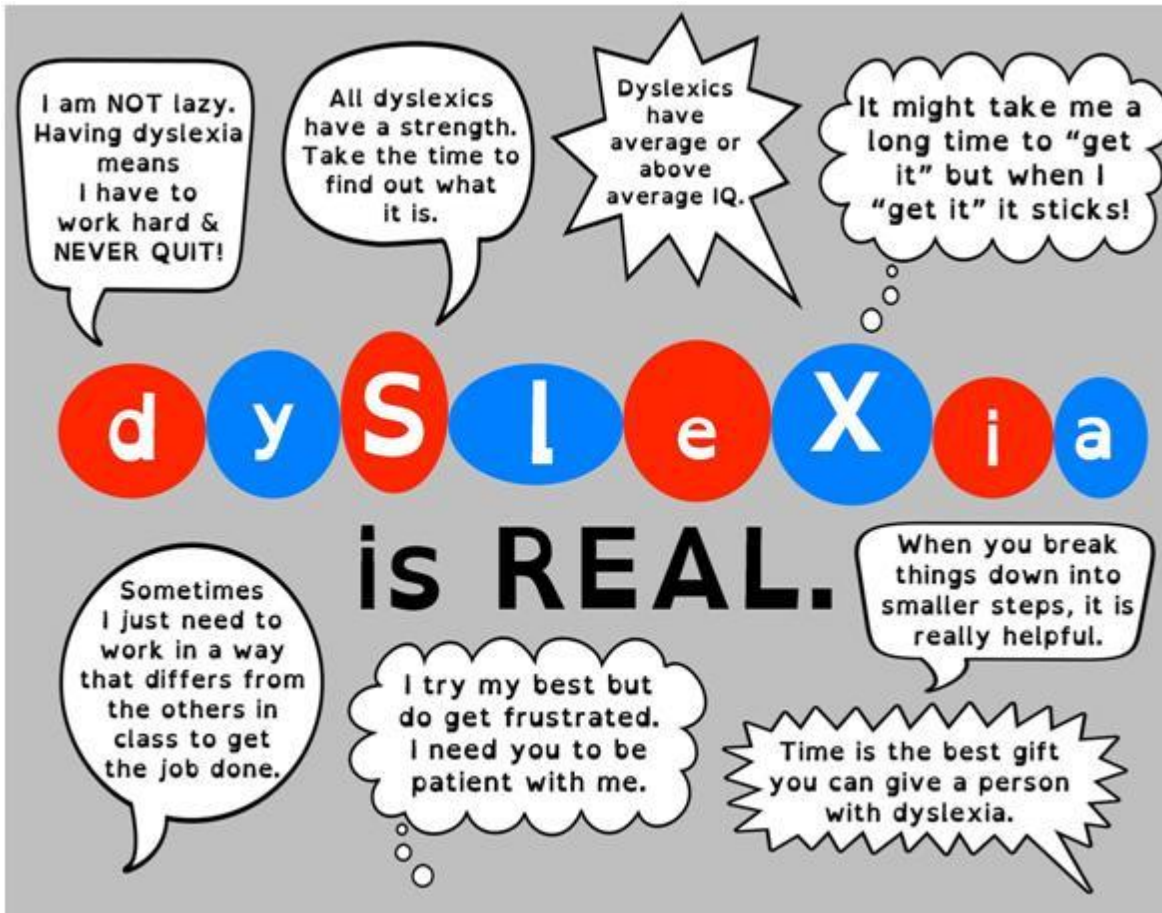


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A. What is dyslexia?

A.1 Definition

“Dyslexia is a lifelong challenge. This language-based processing disorder can hinder reading, writing, spelling and sometimes even speaking. Dyslexia is **not** a sign of poor intelligence or laziness or the result of impaired hearing or vision. Children and adults with dyslexia have a **neurological disorder** that causes their brains to process and interpret information differently.”

- *National Center for Learning Disabilities (ncl.org).*

A.2 Characteristics

Dyslexia cannot be ‘cured’, and it is more than just the jumbling of letters. Please be informed that dyslexic students have problems with:

- Word recognition (technical reading)
- Remembering word images (spelling)
- Remembering loose bits of information (years, lists, words, topographical names, formulas)
- Doing two things at once, such as copying and writing or listening and note-taking.
- Oral expression and organizing information
- Pronunciation of foreign languages (they tend to spell and read words phonetically. I.e. ‘no’ for ‘know’ and ‘surkus’ for ‘circus’)
- Recognizing the different sounds within a word (‘circus’ becomes ‘sursus’).
- Concentration: they have trouble distinguishing between what is important or not and they have trouble blocking out ‘background noise’.

These difficulties can influence all subjects; especially those that use written texts to convey information (geography, social studies, math, business, languages etc).

B. Why do we need a dyslexia protocol?

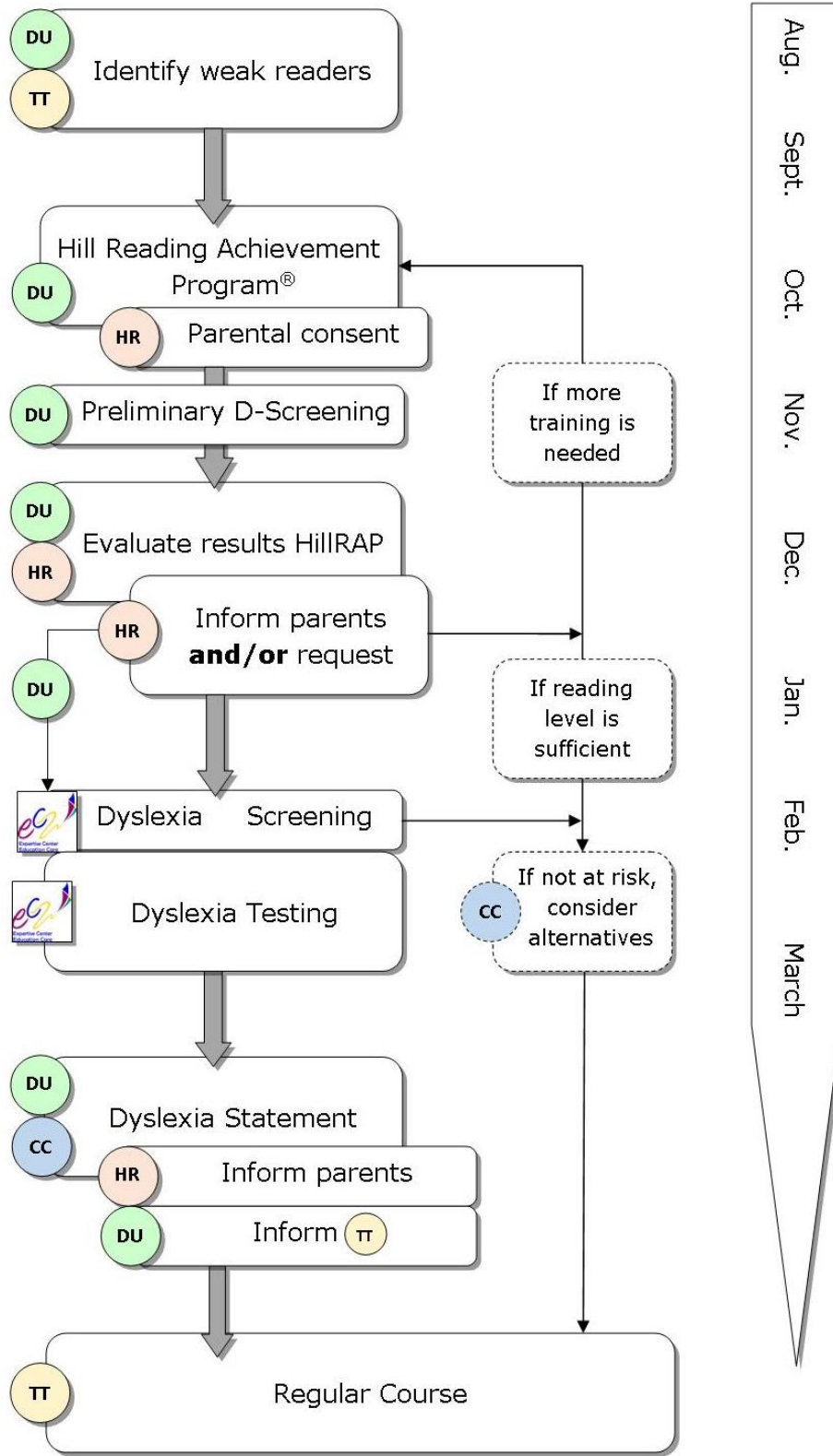
Dyslexics struggle with reading, but that doesn't mean learning is impaired. Most current education is written and assessment occurs most often in written form as well. To cater to the needs of our dyslexic students and to not de-motivate them for school and learning we need a protocol to ensure they will get the education they need.

There is worldwide acceptance that dyslexia is a learning disability that can be overcome with the right tools. A dyslexia protocol ensures that school has the resources, knowledge and processes in place to identify, support and facilitate dyslexic students and their teachers.

C. How do we identify dyslexic students?

Refer to the flow chart on the next page for the process, timeline and responsible parties.

- 1.** The teaching team identifies weak readers or underperforming students using the Dyslexia Checklist.
- 2.** Weak readers will be identified at the Primary School level and both schools will work on reading support using the **Fast 4 word** reading program. Students are screened for their reading levels at the beginning of the program and they will be rescreened at the ending of the school year.
- 3.** The Home Room Teacher and Care Coordinator evaluates the progress of students within the reading program and the Small Care Team decides on a plan of action:
 - a.** No action necessary.
 - b.** Intensive reading + writing assistance for student for several months in school. During these months of intensive assistance in school, if the reading problems persist, a dyslexia screening (**3c**) is required.
 - c.** Do a dyslexia screening (done by EC2).
 - d.** Do a dyslexia test (done by a certified psychologist, employed by EC2).
 - e.** Consider another learning disability (Care Coordinator and EC2).
- 4.** If a student, after an extensive evaluation, is clinically diagnosed with dyslexia, the student will be granted accommodations as described in their Dyslexic Statement.
 - ✓ These needs will be described in their IEP's and what support and accommodations are needed.
- 5.** The Care Coordinator will
 - a.** Inform Management Team and Teachers.
 - b.** Execute coaching and guidance of the student.
 - c.** Inform parents of implications.
 - d.** Inform the class of implications.



Symbols

TT Teaching Team
 DU Dyslexia Unit
 HR Homeroom Teacher
 EC2 EC2
 CC Care Coordinator



D. What are the implications for me as a teacher?

Each teacher will receive ...

- a comprehensive explanation of what dyslexic students struggle with.
- hands on tips for dealing with dyslexic students.
- a list of dyslexic students in our school.
- the *Student Operative Chart (SOC)* for each dyslexic student.
- materials and resources to facilitate teaching and assessing dyslexic students.
- training upon request about dyslexia and how to deal with dyslexic students.
- Language teachers specifically will receive training on how to mark and assess dyslexic students' written work.

D.1 Students' Rights

Students with an official dyslexia statement from an expert have the right to the following for all subjects. Please note that not all students need all these privileges.

- Extra time (25% per hour) for written assessments in class.
- All written examinations and assessments need to be in Verdana font, size 12, line spacing 1.5. If an examination cannot thus be provided, an enlargement (141% of the original) will be provided.
- Reading support from a teacher when needed, also during (CXC) assessments.
 - Objective reading by teacher
 - Student paraphrases the question in own words.
- A special room for End of Term tests to sit exams with assistance.

D.1 Students' Rights (cont'd)

- Oral assessment of the (home)work, in case the written work is insufficiently intelligible to decide if a student has understood the work.
- For subjects that are not language subjects, spelling errors on assessments do not count if the answer is intelligible.

- Reviewing of the copy book by the subject teacher.
- The use of supporting resources such as computers, RT-classes, reading pens.
- During final examinations, the use of a dictionary including grammar overview is allowed.
- The student will be able at all times during a test to refer to his or her Student Operative Chart.

D.2 Assessment and Marking

For English Language and Literature

- For writing assignments a maximum amount points will be deducted for language errors for both dyslexic and non-dyslexic students.
- For all other written assessments, book reports, projects, a maximum of 10 out of a 100 points will be deducted for language errors.
- Errors in lettering will not be counted (i.e. chiar, or gilr)
- Errors concerning 'learnable' rules shall be counted fully (i.e. 'send' vs. 'sent' or 'pulled' vs. 'pult' or 'too' vs. 'to').
- Spelling is only one component of English language, so a dyslexic student will be able to compensate with other components.

Spanish Language

- Phonetic spelling of words will be counted as correct. For example 'serveza' instead of 'cerveza', or 'shoo' for 'shoe' would be correct. Grammar errors are, however, exempted from this rule. 'I didn't now' instead of 'know' is a grammatical error, therefore should be counted as incorrect.

D.3 Assessment and Marking (cont'd)

- Errors in lettering will not be counted (i.e. beunas dais)
- Spelling errors, including accents, count only for half a point.
- When words get a different meaning due to these errors, the aforementioned rules do not count.

Dutch Language

- Phonetic spelling of words will be counted as correct. For example 'coo' instead of 'koe' is phonetically sound. Grammar errors are, however, exempt.
- Errors in lettering will not be counted (i.e. geodemogren)
- Spelling errors, including accents, count only for half a point.
- When words get a different meaning due to these errors, the aforementioned rules do not count.

Resources

EC2 Practical Tips for Weak Readers

The Successful Dyslexic (Practical Techniques for Dealing with Dyslexia in the Real World) Mike Thomas

www.de-breul.nl (Public School in the Netherlands)

www.eida.org (International Dyslexia Association)

www.interdys.org (International Dyslexia Association)

www.nclld.org (National¹ Center for Learning Disabilities)

www.readingrockets.org (national² multimedia literacy initiative)

¹ National: United States of America

² Idem.