

Legislation

"The definition of 'disability' in the Disability Discrimination Act 1992 (DDA) is sufficiently broad as to include dyslexia within the meaning of that term as outlined in recommendation 1. Dyslexia would therefore be covered by the provisions of both the Disability Discrimination Act and the Disability Standards for Education 2005 made under that Act."

Australian Government Response to Working party on Dyslexia

Under the **Commonwealth Disability Standards for Education 2005**, all education providers are required to make sure that every student with a disability is able to access and participate in education on the same basis as students without disability.

On the same basis' means that students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and set in age-equivalent learning contexts.

Australian Curriculum

Students with additional learning and support needs in primary school work towards the outcomes and content in the K-10 syllabuses. Teachers use a variety of assessments for judging student achievement. When students are provided with adjustments to support student learning, adjustments are also provided during assessment activities. The type of assessment tools teachers choose will reflect the purpose of the assessment, as well as the learning and support needs of student.

**Disability, Learning and Support Unit
NSW Department of Education and Communities**

Diagnosis and Educational assessments

Dyslexia- specific reading disorder

Assessed by.....

"Specific Reading Disorder and Disorders of Written Expression. Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities." DSM-5

"Dyslexia is a specific learning disability that is neurological in origin. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge."

International Dyslexia Association

Dysgraphia- disorder of written expression

Assessed by.....

"Dysgraphia is a specific learning disability that affects written expression.

Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper."

Dyslexia SPELD Foundation

Anxiety disorder

Generalised Anxiety disorder, Social Anxiety Disorder

Assessed by.....

"An Anxiety disorder is a medical condition characterised by persistent, excessive worry. Anxiety disorders can take a number of forms. Common to all of these is an anxiety so distressing, it can interfere with a person's ability to carry out or take pleasure in day-to-day life. A person with an Anxiety disorder will feel distressed a lot of the time for no apparent reason. An episode can be so severe it is immobilising."

SANE Australia

"Psychological distress is understood as covering a range of feelings experienced by people who may have identifiable mental health problems such as anxiety or mood disorders, or who may be highly stressed for situational reasons. Psychological distress in students is identified by three components, namely :

- feeling unhappy or sad or depressed during the last six months
- feeling nervous or stressed or under pressure during the last six months
- being in trouble due to behaviour during the last six months."

NSW Health

Processing Speed x Percentile

Assessed by

"Processing speed relates to an individual's ability to perform simple repetitive cognitive tasks quickly and automatically. Children with poor processing speed are slower and less fluent than same-aged peers when:

Comparing or scanning visual information.

Performing basic arithmetic.

Reading and comprehending words and text.

Writing words or dictation.

Copying from the board or from a text.

Doing things in the correct order.

Starting and finishing work in class.

Starting and completing homework.

Learning routines.

Relating to others.

Completing tests."

Psych4schools

Working Memory x percentile

Assessed by.....

"Working memory refers to the ability to hold information in short-term memory while simultaneously processing it.

While many of these children will have average or higher than average verbal and nonverbal intelligence, they can have difficulty with:

paying attention and concentrating

following lengthy instructions

decoding words and learning to read

complex thinking

personal organisation."

Pysch4schools

Mental health	Adjustments
<p>Symptoms of Anxiety experienced by x</p> <ul style="list-style-type: none"> • Fatigue • Irritability • Sleep disturbance • Nausea and stomach pain • Headaches • Increased heart rate • Shaking • Avoidance behaviour and procrastination • New situations cause distress • Misbehaviour to avoid a task • Lack of participation in class discussions or activities • Easily frustrated • Anger <p>When anxiety is experienced it is common to avoid the situation as a protective response. It can be interpreted as laziness or misbehaviour.</p> <p>Learned helplessness is a conditioned response to repeated failure that causes motivational, emotional and cognitive deficits in children.</p>	<p>Encourage student to vocalise anxiety. Adjust workload to an appropriate level. Allow use of coping cards and strategies. Encourage use of CBT strategies. Allow student to fiddle with stress reduction tools such as stress toys, erasers and charm bracelet. Not allowing productive fiddling with result in increased anxiety and fiddling with other items that will distract others. Give student out of class errands.</p> <p>Avoid negative comments and punishment. Keeping student in causes extreme anxiety.</p> <p>Use positive growth mindset praise. Introduce challenges slowly in steps. Set realistic goals. Aim for mastery.</p>
<p>Self esteem issues are common in children with learning difficulties</p> <p>Negative self talk</p> <p>Focus on mistakes</p> <p>Reluctance to ask questions</p>	<p>Allow student to utilise strengths. Reward effort not outcome. Reward improvement.</p>
<p>Anxiety affects concentration, attention to task, working memory and processing speed.</p>	<p>Adjust task to appropriate level. Encourage child with positive rewards. Allow extra time and avoid timed tasks.</p>

Reading	Adjustments
<p>Slow, laboured, inaccurate reading. Reads in a slow, choppy cadence and often leaves out punctuation.</p> <p>Becomes visibly tired after reading for only a short time.</p>	<p>Teach explicit, systematic synthetic phonics. Reading out loud for accuracy and fluency. Encourage word decoding rather than guessing. Only ask the student to read aloud in class if she volunteers.</p> <p>Limit amount of reading, especially reading out loud.</p>
<p>Reading comprehension may be low due to spending so much energy trying to figure out the words.</p>	<p>Allow verbal comprehension assessment. Provide outlines, summaries of chapters, vocabulary words and preview questions. Reduce amount to be read. Provide outlines, summaries of chapters, vocabulary words and preview questions.</p>

Spelling	Adjustments
<p>Student has a significant weakness in spelling cognitive systems due to dyslexia and dysgraphia. Her spelling is far worse than her reading. Spelling is phonological.</p>	<p>Allow use of computers where appropriate. Teach the rules and structure of the English Language. Give a spelling list and dictation at an appropriate level. Spelling lists should be phoneme based not theme based. Allow use of word banks and spell checking software.</p>
<p>Continually misspells high frequency sight words —despite extensive practice. Misspells even when copying something from the board or from a book.</p>	<p>Provide a spelling bank and dictionary. Encourage editing of work. Do not edit every word in a document especially when focus is creativity. Wrote learning strategies are ineffective. Spelling should be learnt with multisensory techniques.</p>

Writing	Adjustments
<p>Poor, nearly illegible handwriting. Leaves out spacing and punctuation.</p>	<p>Continuous cursive improves spelling, will ultimately be neater and reduces processing load.</p>
<p>Unusual pencil grip, grips too tightly, poor posture when writing.</p> <p>Writing is a slow, laboured, non-automatic chore. There is a huge difference between their ability to tell you something and their ability to write it down. Student's processing speed is very slow and this will effect her ability to complete written work easily and quickly.</p>	<p>Student to use clicker pencils which break when pressure is too hard. Student to use smooth flowing erasable gel pen. Encourage proper pencil grip and posture.</p> <p>Allow extra time to complete tasks. Do not expect large amounts of writing. AVOID TAKING NOTES FROM THE BOARD AS THIS IS AN EXTREMELY DIFFICULT TASK. Give student opportunities to express knowledge verbally. Give copies of board notes.</p>

Assessment Tasks	
<p>Difficulties with; Reading and Comprehension Processing speed Working memory Written tasks</p>	<p>Allow for extra time. Allow oral examinations. Provide alternatives for assessments to be presented in a different format. Allow tests to be taken outside of the classroom, in a quiet area with minimal distractions. Modify assessment tasks to reduce research load and writing.</p> <p>Provide adjustments to assessment tasks for a student with disability if the adjustment is reasonable in order for the student to take part in the assessment on an equitable basis to other students.</p> <p>The Disability Discrimination Act (1992) and the Standards for Education (2005) require schools to make reasonable adjustments so that students with disability are provided opportunities and choices on the same basis as students without disability. This includes assessments.</p>

Organisation and instructions	Adjustments
<p>Learning any task that has a series of steps which must be completed in a specific order can be difficult.</p> <p>Dyslexia causes sequencing difficulties</p> <p>Difficulty with organisation.</p> <p>Difficulties with memory.</p> <p>Student may not even start the task if she is too overwhelmed by instructions.</p>	<p>Break large tasks into steps.</p> <p>Make sure the parent is provided with a copy of the assignment.</p> <p>Make instructions short, simple and clear.</p> <p>Ask children to repeat instructions back to make sure they have understood.</p> <p>Use visual aids.</p> <p>Minimise amount of equipment on students desk.</p> <p>Make allowances for poor memory in terms of handing in notes and in general school organisation.</p>

Homework
<p>Student attends x sessions per week of specialist dyslexia remediation for literacy and numeracy. The specialist is a multisensory Structured language therapist.</p> <p>The therapist sets specific individualised homework which she does instead of the normal classroom homework.</p>
<p>She is also using specialised dyslexic software Nessy Learning Programme (spelling, reading), Numbershark (Mathematics) and a number of appropriate apps.</p> <p>A student with a low processing speed is likely to take far longer at the same homework task than other students who do not have difficulties.</p>
<p>Skills need to be practised until mastery and require a great amount of repetition.</p>
<p>School homework should be optional and adjusted to an appropriate level.</p>

Mathematics	Affect	Adjustments
Working memory, Long term memory and sequencing	<ul style="list-style-type: none"> - Difficulty learning and recalling number facts, formulae and vocabulary. - Forgets explanations. - Forgets equipment - Forgets processes - Loses place in a multi step problem. - Fails to follow sequence of instructions - Has difficult with maths mental - difficulty organising - Unlikely to retain by rote learning 	<ul style="list-style-type: none"> - allow manipulatives and memory aides - use maths dictionaries - Provide model answers - Break into steps - Allow students to develop own processes - spare equipment - use portable strategies like counting with fingers and using the ruler as a number line. - Use memory strategies - Reduce the need for memorisation. - Present concrete examples - Provide scrap paper for working - Allow mastery before moving on to next concept
Motor skills and visual issues.	<ul style="list-style-type: none"> - poor written presentation -difficulty with diagrams and graphs - problem with distinguishing between symbols, and /or the layout of the work on the page 	<ul style="list-style-type: none"> -provide graph paper and guidelines - work in groups - Allow use assistive technology - Scribe - Provide clear and well set out texts and worksheets
Language	<ul style="list-style-type: none"> - Confuses maths language - Cannot connect the subject specific vocabulary to concept. - Difficulty with word problems - Substitutes and transposes letters, numbers, signs and symbols. - Loses place when reading - Difficulty reading information from tables and graphs - Difficulty copying 	<ul style="list-style-type: none"> - Use memory cards with the vocabulary or maths dictionary - Provide a glossary of terms or maths dictionary - Enlarge graphs, tables and drawings. - Use coloured paper - read questions for the student. - Highlight maths signs - Need to understand meanings as relevant to mathematics.
Processing speed	<ul style="list-style-type: none"> - Increases anxiety - Decreases accuracy - slow to complete work - Loses place - Difficulty with problem solving. 	<ul style="list-style-type: none"> - extra time - Expect less work - Focus on accuracy and understanding not amount
Anxiety	<ul style="list-style-type: none"> - decreases working memory - Decreases processing speed 	<ul style="list-style-type: none"> - allow mastery before moving on - Motivation - Encouragement and positive reinforcement - Enable success through appropriate level of questions - Fun and games - Reduce stressors