

University of Strathclyde

Department of Education

Dyslexia – The New Dawn

**Policy, Practice, Provision and Management of Dyslexia
from Pre-five into Primary**

(Volume 2)

by

Margaret A Crombie

**A thesis presented
in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

2002

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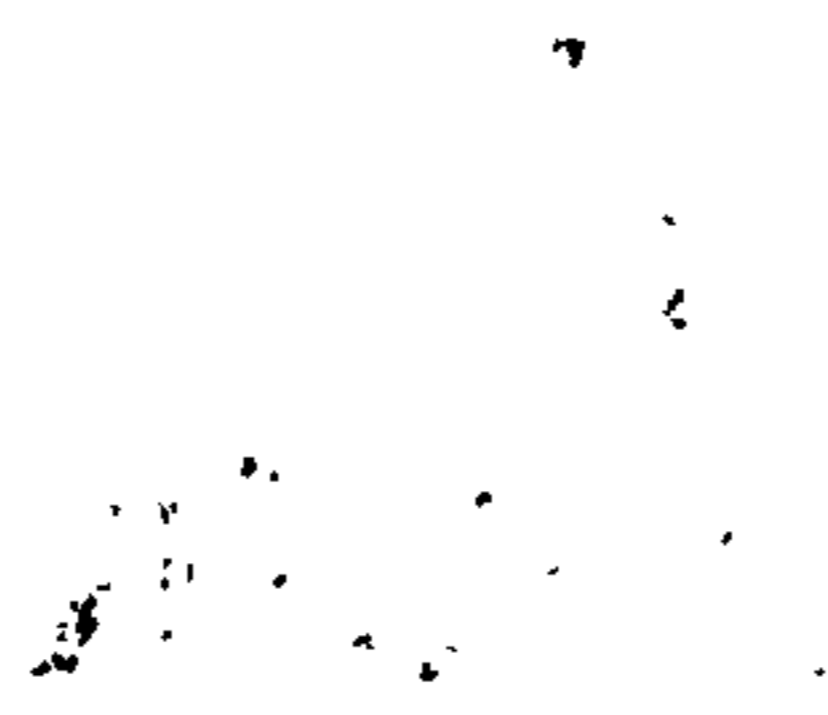
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Appendices



**This volume contains appendices to the study described in
Volume One.**

VOLUME 2

Appendices

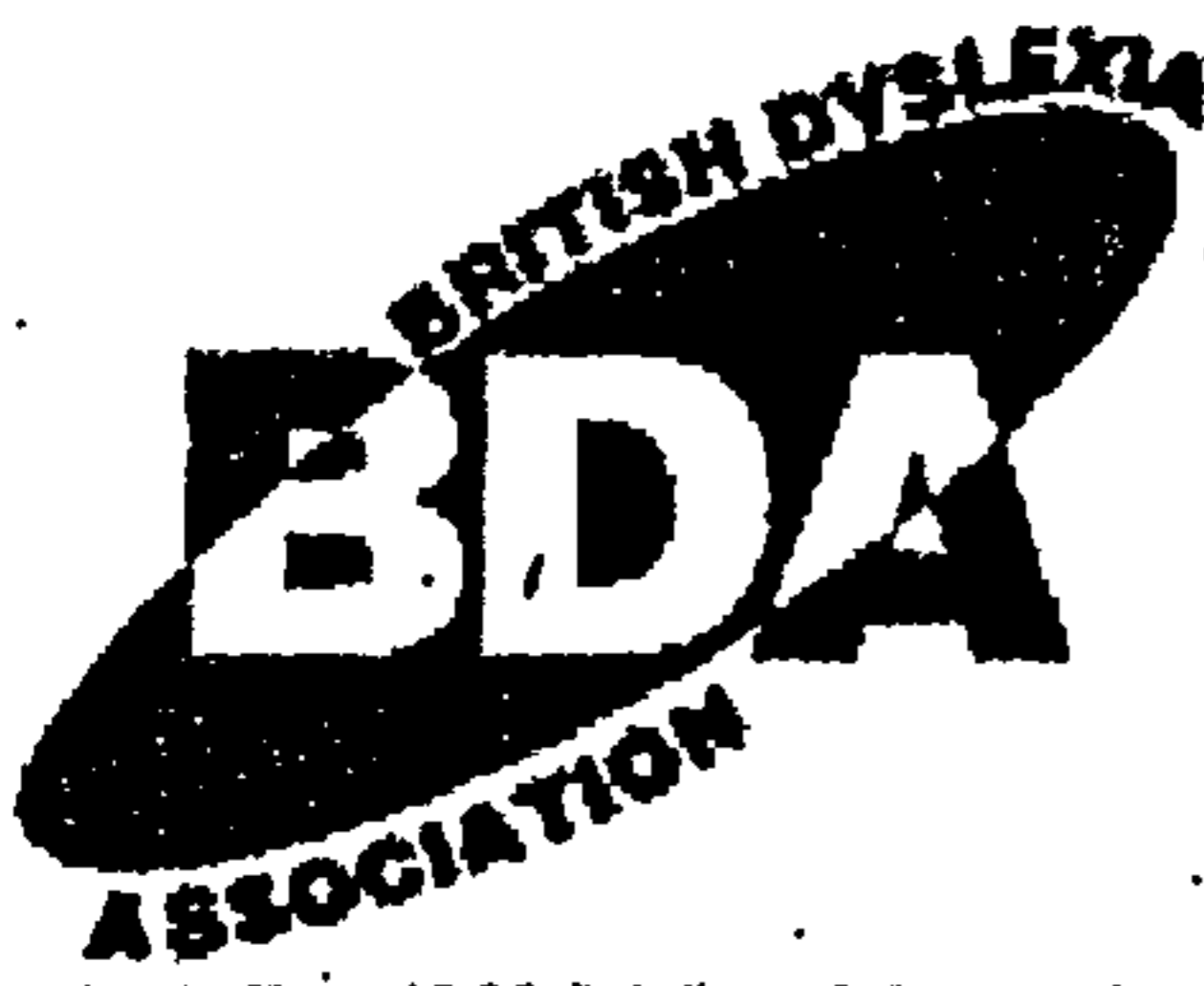
Appendix 1	Initial indications of dyslexia (BDA, October 1999; Crombie, 1997a; DfEE, 2001)	268
Appendix 2	British Dyslexia Association press statement in response to Phelps judgement September 1997	277
Appendix 3	East Renfrewshire's Dyslexia Policy 1999 Accompanying leaflet for parents	280
Appendix 4	Letter of introduction to schools Percentage returns from Literacy Surveys (1998 and 2001) Questionnaires sent to parents of all pre-school year children, and Primary One children in East Renfrewshire in 1998 and 2001 Illustration of accompanying letter sent by some schools	293
Appendix 5a	Checklist for use with children who are learning English as an additional language (from Sunderland, Klein, Savinson, & Partridge, 1998)	304
Appendix 5b	Annotated checklist of observations which are likely to be confused when assessing bilingual learners (from Crombie, 1997a, pp. 6-8)	307
Appendix 5c	Suggested checklist which may be useful for observing children who are learning English as an additional language	311
Appendix 6a	Letters seeking and granting permission to use completed assessment forms for DEST	314
Appendix 6b	Cognitive Profiling System (CoPS1) article (Crombie, 1998) Letter introducing schools to CoPS1	317
Appendix 6c	Letter of introduction East Renfrewshire Baseline assessment	321
Appendix 6d	Individual assessment information relating to case studies	334
Appendix 7	Letter and questionnaire sent to Scottish Local Authorities	371
Appendix 8a	Semi-structured interview questions administered with Head Teachers of East Renfrewshire schools	375

Appendix 8b	Semi-structured interview questions administered with parents of dyslexic young people Additional questions to parents of bilingual young people	378
Appendix 8c	Semi-structured interview questions administered with dyslexic young people	382
Appendix 8d	Questionnaire administered with East Renfrewshire educational psychologists	385
Appendix 9a	CoPS1 Questionnaire and Evaluation Some comments made by schools	388
Appendix 9b	Examples of problems encountered in one school	403
Appendix 9c	Examples of CoPS1 assessments of children who have later been assessed as dyslexic	416
Appendix 10a	Nursery screening material pilot Current nursery screening material	430
Appendix 10b	Primary 1 screening material pilot Current Primary 1 screening material	463
Appendix 10c	Early screening as an alternative to CoPS1 evaluation 2000	485
Appendix 10d	Evaluation questions for structured interview on current early screening material	495
Appendix 10e	Letter and questionnaire re early screening (for completion by member of management responsible)	498
Appendix 11	Letter to British Psychological Society January 2001	502
Appendix 12	Material for analysis of data Coding for NUD*IST	505
Appendix 13	The dyslexia friendly school	525
Appendix 14	Quality indicators for the dyslexia friendly school	529

Appendix 1

Initial indications of dyslexia

(BDA, October 1999; Crombie, 1997a; DfEE, 2001)



BRITISH DYSLEXIA ASSOCIATION
98 London Rd, READING RG1 5AU
Tel: Helpline 0118 966 8271
Tel: Administration 0118 966 2677
Fax: 0118 935 1927
E-mail(Helpline): info@dyslexiahelp-bda.demon.co.uk
E-mail(Admin): admin@bda-dyslexia.demon.co.uk
Web: www.bda-dyslexia.org.uk/

P01. Indications of dyslexia. October 1999.

If a child has several of these indications,
further investigation should be made.
The child may be dyslexic, or there may be other reasons.
This is not a checklist.

1. Persisting factors.

There are many persisting factors in dyslexia,
which can appear from an early age.
They will still be noticeable when the dyslexic child leaves school.
These include:

- Obvious 'good' and 'bad' days, for no apparent reason.
- Confusion between directional words, e.g. up/down, in/out.
- Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers.
- A family history of dyslexia/reading difficulties.

2. Pre-school.

- Has persistent jumbled phrases, e.g. 'cobbler's club' for 'toddler's club'
- Use of substitute words e.g. 'lampshade' for 'lamppost'.
- Inability to remember the label for known objects, e.g. 'table, chair'.
- Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.
- Later than expected speech development.

Non-language indicators.

- May have walked early but did not crawl - was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
- Enjoys being read to but shows no interest in letters or words.
- Is often accused of not listening or paying attention.
- Excessive tripping, bumping into things and falling over.
- Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping.
- Difficulty with clapping a simple rhythm.

3. Primary school age.

- Has particular difficulty with reading and spelling.
- Puts letters and figures the wrong way round.
- Has difficulty remembering tables, alphabet, formulae etc.
- Leaves letters out of words or puts them in the wrong order.
- Still occasionally confuses 'b' and 'd' and words such as 'no/on'.
- Still needs to use fingers or marks on paper to make simple calculations.
- Poor concentration.
- Has problems understanding what he/she has read.
- Takes longer than average to do written work.
- Problems processing language at speed.

Non-language indicators:

- Has difficulty with tying shoe laces, tie, dressing.
- Has difficulty telling left from right, order of days of the week, months of the year etc.
- Surprises you because in other ways he/she is bright and alert.
- Has a poor sense of direction and still confuses left and right.
- Lacks confidence and has a poor self image.

4. 12 or over.

As for primary schools, plus:

- Still reads inaccurately.
- Still has difficulties in spelling.
- Needs to have instructions and telephone numbers repeated.
- Gets 'tied up' using long words, e.g. 'preliminary', 'philosophical'.
- Confuses places, times, dates.
- Has difficulty with planning and writing essays.
- Has difficulty processing complex language or long series of instructions at speed.

Non-language indicators:

- Has poor confidence and self-esteem.
- Has areas of strength as well as weakness.

Based on BDA publication Early Help, Better Future. (See G02 Publications list.)

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www.bda-dyslexia.org.uk/d03parnt/p01signs.htm

INITIAL OBSERVATIONS WHICH MAY POINT TO SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)

PRE-SCHOOL

- (1) Difficulty in playing rhyming games.
- (2) Lack of awareness of alliteration - the slimy snake slithered slowly in the sandy - - - -.
- (3) Difficulty in maintaining rhythm - clapping games etc.
- (4) Problems with sequential tasks, such as doing up buttons.
- (5) Difficulty in following and carrying out more than one instruction at a time.
- (6) Possible clumsiness - e.g. skipping, hopping, throwing and catching a ball.
- (7) Possible slow speech development.
- (8) Word finding difficulties.
- (9) Difficulty in repeating nonsense words, especially if there are two or more syllables.
- (10) Balance tasks eg one foot balance, blindfold balance.
- (11) Distractibility.
- (12) Reaction speed slightly slower than peers.
- (13) Visual and/or auditory perceptual difficulties.
- (14) Difficulty or slowness in automatising processes (doing two or more tasks simultaneously)
eg saying a rhyme and fetching something, learning to ride a tricycle.
- (15) Familial history.

Most of these signs will be present in all preschool children to some extent. It is important therefore that we do not write more into the situation than is present. However with this word of caution, steps can be taken to develop and encourage skills which the child finds difficult without the necessity to formalise training at this stage. A games approach will avoid any stress so long as the tasks are presented in such a way that the child achieves success. As these are skills which will benefit all children, the child will not feel isolated or singled out, as they might when the difficulties are being tackled later. Some suggestions as to the type of games which can be played in the nursery or playgroup are given on pages 18 and 19.

EARLY PRIMARY

In language work

- (1) Poor reading progress on look-and-say or phonic methods.
- (2) Severe difficulty with spelling. Sometimes apparently bizarre spellings.
- (3) Considerable confusion over simple punctuation and grammar.
- (4) Confusion of letters similar in shape: b/d/p/q; u/n; f/t; M/W.
- (5) Omission or confusion of small words: the, a, so, to, of, from, for.
- (6) Badly or wrongly formed letters.
- (7) Uncertainty about when and where to use lower and upper case letters.
- (8) Reversals of letters and whole words: *was for saw*; *god for dog*.
- (9) Confusion of similar sounding letters: d/t; v/f/th; short vowels.
- (10) Faulty auditory sequencing in reading and in the repetition of words: *pernilinary* for *preliminary*; *emeny* for *enemy*; *pasghetti* for *spaghetti*.
- (11) Foreshortening of words in written work: *permance* for *performance*; *intrng* for *interesting*.
- (12) Difficulty in finding a name for an object.
- (13) Difficulty in doing two or more things simultaneously, especially when one involves the use of language: eg skip and recite a rhyme.
- (14) Transposals: *sift* for *fist*.
- (15) Fusion of the letters in words: *our* for *our*.
- (16) Difficulty in remembering what day it is, his birthday, his address or telephone number.
- (17) Possible history of slow speech development.
- (18) Difficulty in copying from the blackboard.
- (19) Difficulty or extreme tenseness in holding pencil.

In other areas

- (20) Difficulty in sequencing: days of the week, months of the year, the alphabet, word order in a sentence, number bonds, multiplication tables.
- (21) Confusion over directionality: left/right, up/down, to/past on clock or watch.
- (22) Difficulty in remembering a short sequence: numbers, instructions etc.
- (23) Mixed laterality.
- (24) Family history of reading and spelling problems.
- (25) Difficulty in understanding concepts such as yesterday/today/tomorrow.
- (26) Problems with simple mental arithmetic.

Often the class teacher senses intuitively that this is a "puzzling, underachieving child". The importance of this should not be overlooked. It is suggested that in cases where a group of these indicators (more than six) persist into the child's second year of schooling, the classroom teacher should note the precise difficulties early in the first term. If specific learning difficulties (dyslexia) are severe, they may be apparent even earlier than this. In which case, steps should be taken as early as possible.

The class teacher should draw in any skilled help which is available both within the school and in the local area. As mentioned, this will, of course, require the involvement of the head teacher. Advice and materials and sometimes cooperative teaching support may then be available. Records should be kept of the nature of the help given and the results observed.

If, six months later, there is little or no improvement in spite of cooperative efforts to remedy the situation, then further more precise assessment by the teacher will be necessary to establish more accurately the level of the child's ability and precise areas of difficulty. At this point, some form of norm-referenced testing is appropriate - not for the purpose of comparing the child with his peers, but to establish if the child is falling significantly below the level which we should expect for his age. Rather than highlight an individual child and to avoid any unnecessary embarrassment, many of the items can be observed in group activities, profiles being kept relating to particular children.

LATER STAGES

For the child suspected of having specific learning difficulties who is only discovered at a later stage (Upper Primary or Secondary), the following checklist will be more appropriate. Again a group of indicators would suggest the need for further investigation.

- (1) Intellectual capacity and comprehension level significantly greater than performance in reading or written work.
- (2) Failing completely at reading, or reading just adequately in the early stages, with ability insufficient to cope in upper primary and early secondary stages.

How can I tell if a child may be dyslexic?



Handy Hints for Primary School Teachers

We have all come across the situation. A child who is struggling with spelling, writing, or reading, or perhaps numeracy. A child who does not progress as quickly as her or his classmates - or worse, does not seem to progress at all. And yet there are obvious inconsistencies; the child clearly has areas of ability as well as weaknesses.

You think the child will improve in time - but you see no change. Then someone mentions dyslexia, and you start to wonder. But you tell yourself that children often get over such early difficulties, and you hope for the best. Yet you still feel uneasy. This child is different.

So how do you tell if a child may be dyslexic? There are some obvious signs, if you know what to look for. But not all children have the same cluster of abilities or difficulties.

Look out for the following areas of weakness which will appear alongside abilities which may be in areas of creativity or in highly developed verbal skills:

General | Written Work | Reading | Numeracy | Time | Skills | Behaviour

General

- speed of processing: spoken and/or written language slow
- poor concentration
- has difficulty following instructions
- forgetful of words

TOP

Written Work

- has a poor standard of written work compared with oral ability
- produces messy work with many crossings out and words tried several times e.g. wippe, wype, wiep, wipe
- is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
- has poor handwriting, with many 'reversals' and badly formed letters
- spells a word several different ways in one piece of writing
- makes anagrams of words e.g. tired for tried, breaded for bearded
- produces badly set-out written work, doesn't stay close to the margin.
- has poor pencil grip
- produces phonetic and bizarre spelling: not age/ability appropriate
- uses unusual sequencing of letters or words

TOP

Reading

- makes poor reading progress, especially using look-and-say methods

- finds it difficult to blend letters together
- has difficulty in establishing syllable division or knowing the beginnings and endings of words
- pronunciation of words unusual
- no expression in reading: comprehension poor
- is hesitant and laboured in reading, especially when reading aloud
- misses out words when reading, or adds extra words
- fails to recognise familiar words
- loses the point of a story being read or written
- has difficulty in picking out the most important points from a passage

TOP

Numeracy

- shows confusion with number order e.g. units, tens, hundreds
- is confused by symbols, such as + and x signs
- has difficulty remembering anything in a sequential order e.g. tables, days of the week, the alphabet

TOP

Time

- has difficulty in learning to tell the time
- shows poor time keeping and general awareness
- has poor personal organisation
- has difficulty in remembering what day of the week it is, his birth date, seasons of the year, month of the year
- difficulty with concepts - yesterday, today, tomorrow

TOP

Skills

- has poor motor skills, leading to weaknesses in the speed, control and accuracy of the pencil
- has a limited understanding of non-verbal communication
- is confused by the difference between left and right, up and down, east and west
- has indeterminate hand preference
- performs unevenly from day to day

TOP

Behaviour

- employs work avoidance tactics, such as sharpening pencils and looking for books
- seems to 'dream', does not seem to listen
- is easily distracted
- is the class clown, or is disruptive or withdrawn (these are often cries for help)
- is excessively tired, due to the amount of concentration and effort required

TOP





A child who has a cluster of these difficulties together with some ability may be dyslexic.
You should refer to your school's SEN policy and to decide whether the parents should be informed and the child given appropriate help.

Appendix 2

**British Dyslexia Association press statement in response
to Phelps judgement - September 1997**

- Home
- Up
- Contents



- 
High Court decision
 - 
Campaign 1997
 - 
LEA/SEN Survey
 - 
LEA / SEN Conclusions
- 
Green Paper



BDA PRESS STATEMENT

September 1997.








Up

Pamela Phelps v Hillingdon LEA High Court decision - negligence (dyslexia)

The BDA hopes that this judgement will make LEAs review their policies on dyslexia.

The justice system can award damages when the education system has failed. However the answer surely lies in prevention. All teachers must be given adequate training to enable them to identify early signs of dyslexia and support those children with appropriate interventions. Parents should never be told "He/she may grow out of it".

It is a waste of LEA resources to ignore early signs of dyslexia. The problems will become worse and more expensive to resolve. Lack of a suitable education affects a person's whole life - a tragic waste of human potential.

- 
High Court decision
- 
Campaign 1997
- 
LEA/SEN Survey
- 
LEA / SEN Conclusions
- 
Green Paper

PRESS STATEMENT

Christmas v Hampshire LEA

High Court decision - negligence (dyslexia) (22 September 1997)

The frustration and anger that drove Mr Christmas to seek damages for his inadequate education are familiar to many dyslexic adults and parents of dyslexic children. The consequences of a poor education are a tragic waste of human talent and energy.

This case failed because of lack of sufficient evidence of the individual breach of the duty of care, not because of a lack of evidence of dyslexia. During the long time it took Mark's case to come to court, some records had been lost, one of the teachers had died and another was seriously ill and unable to give evidence.

If children are identified early and given the right sort of help many of their difficulties can be overcome. Parents should never be told "He/she may grow out of it".

The justice system cannot make up for an education system which has failed. The answer must be prevention. All teachers must be given adequate training to enable them to recognise children with dyslexia and give those children appropriate support.

LEAs should review their policies.
No one should give ill considered or negligent advice in the future.

e-mail content for BDA: Cleone Parker.
e-mail preparation: Jean Hutchins. 14/11/97
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Home



Up

Send mail to webmaster@dyslexia.org.uk with questions or comments about this web site.
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Appendix 3

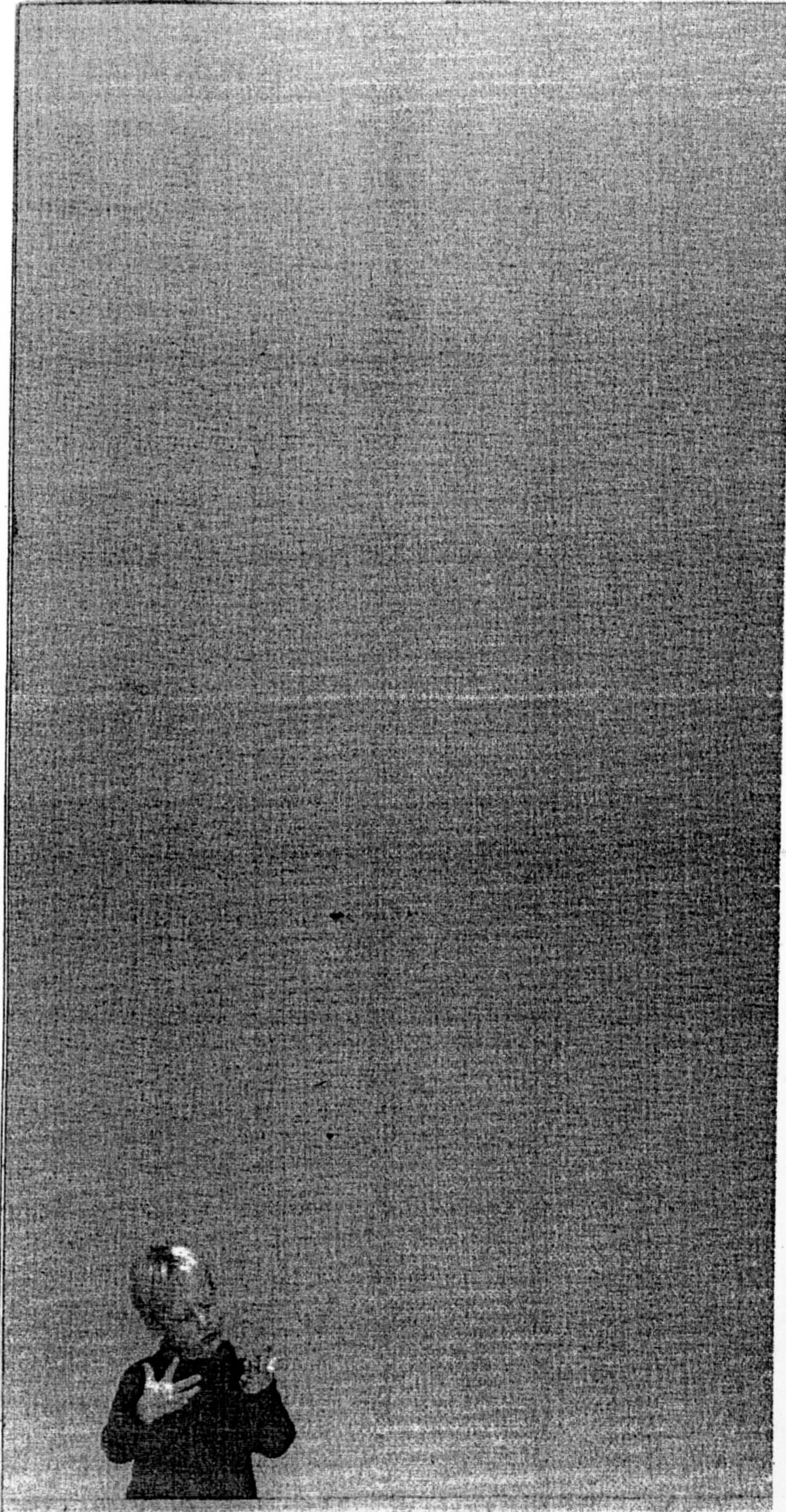
East Renfrewshire's Dyslexia Policy 1999

Accompanying leaflet for parents



Education Department

Council Headquarters
Eastwood Park
Rouken Glen Road
Giffnock
East Renfrewshire
G46 6UG



CONTENTS

Rationale	page 2
1. Terminology	page 2
2. Incidence	page 2
3. Identification and assessment of dyslexia	page 2 - 3
4. Range of support	page 3
5. Early intervention	page 3 - 4
6. Dealing with specific learning difficulties (dyslexia)	page 4 - 5
7. Primary / Secondary transfer	page 5
8. Supporting dyslexic pupils in accessing the curriculum	page 5 - 6
9. Supporting dyslexic pupils in the assessment situation	page 6
10. Technology	page 6
11. Staff development	page 6 - 7
12. Psychological services	page 7
13. Parents	page 7
14. References	page 7
APPENDIX 1 The stepped approach to meeting the needs of children who may be dyslexic	page 8
APPENDIX 2 Strategies to help children at the early stages	page 9 - 10
APPENDIX 2A Strategies to help dyslexic children in school	page 10 - 11
APPENDIX 3 Checklist of early observations which may point to specific learning difficulties (dyslexia)	page 12
APPENDIX 3A Checklist of early indicators of dyslexia / reading difficulties at the early stages of primary school	page 10 - 11
APPENDIX 3B Checklist of indicators of dyslexia at the later stages	page 13

Rationale

In 1997, in line with the Government's initiative, an early intervention strategy was introduced within East Renfrewshire to raise levels of attainment in literacy and numeracy. There is a need therefore for a policy which will take account of the earlier identification of children with difficulties in literacy who are not achieving the level of their peers. Appropriate strategies and structures of support must be available for children who may be dyslexic and be finding learning problematic at the early stages.

1. Terminology

- 1.1 The term "specific learning difficulties" refers to those whose difficulties are not of a general nature, but are specific to certain areas of functioning.
- 1.2 Definitions vary greatly but there is agreement that dyslexia, a subset of specific learning difficulties, is a difficulty with aspects of reading and spelling and that attainment in these areas is discrepant with the child's level of performance in other areas. Writing and number work may also be affected. It must be emphasised however that dyslexia exists on a continuum, and while there are distinctive patterns of difficulties, individual dyslexic children's strengths and weaknesses may vary considerably.
- 1.3 When specific learning difficulties (dyslexia) go unrecognised, the subsequent loss of self-esteem, motivation and behavioural problems make it essential that dyslexic pupils receive appropriate teaching and understanding. Youngsters know they have the ability to understand, but cannot get others to appreciate what they can do due to inability to produce what is required in terms of writing, spelling and reading.

2. Incidence

- 2.1 Specific learning difficulties (dyslexia) vary greatly in degree of severity. Dyslexic needs could be placed on a continuum. At one end is the child who has initial confusions over letters, sounds and sequencing, but who gets over his problems by the time he is seven or eight, and only occasionally faces a real difficulty, often over spelling, at later stages. At the other end of the continuum is the child who fails to learn to read completely despite the efforts of successive teachers, who is totally unable to tackle written work beyond the point of writing his name, and even that may contain a

For those with significant enduring problems there needs to be suitable provision to meet the full range of needs. It is within the context of a range of dyslexic needs that this policy is located. However, for all those with literacy problems, appropriate strategies and methods need to be available.

(Throughout this document the dyslexic pupil is referred to by the pronoun 'he', there being more dyslexic boys than girls. Recommendations however apply equally to both girls and boys.)

sequencing error or reversal. In between, there is the vast majority of dyslexic individuals with their varying patterns of strengths and weaknesses. Research indicates that boys are more likely to be affected than girls.

- 2.2 Not all children who have difficulties with reading and writing can be categorised as dyslexic, and while definitions vary, Miles (1991) suggests a prevalence figure of between 2 and 4%. There is no reason however why the methods used in teaching dyslexic children should not be used to benefit all children who find the learning of literacy difficult.

3. Identification and Assessment of Dyslexia

- 3.1 Assessment of dyslexia is generally carried out by Education Department staff. In view of possible cultural and social differences, the wide spectrum of specific learning difficulties, and individuals different patterns of difficulties, careful assessment to diagnose dyslexia must investigate all the areas likely to be affected and consider how these match the child's potential ability level. We can then use the areas of strength to develop the weak areas. Through knowledge of individual learning needs gained by observation and assessment, we can appropriately differentiate, individualise, adapt, enhance and/or elaborate the curriculum.
- 3.2 The Authority has in place a stepped process for the identification of children who may have difficulties in learning. Class teachers should recognise when a child is showing difficulties with learning, and it is the responsibility of the teacher to investigate further, and arrange for appropriate assessment. This should be performed in cooperation with the school's learning support co-ordinator and the head teacher, and may involve the Bilingual Support Service where appropriate. Parents also need to be made aware of the problems the child is

encountering in school, and their views should be sought. If dyslexic difficulties are established, help in devising a suitable programme can then be arranged. This may be done in collaboration with Network Support or through the Principal Teacher of Support for Learning in secondary schools. Occasionally direct teaching for pupils with particularly severe difficulties may be necessary.

- 3.3 If, after a few months on this programme, there is still no significant progress, a more definitive assessment should be arranged. An educational psychologist should establish the severity of the problems and what additional help the child requires. In the light of the child's subsequent progress, the possibility of the child acquiring a Record of Needs may also require to be considered. This is illustrated in diagrammatic form in Appendix 1.
- 3.4 In schools where there is a Joint Assessment or Support Team (JAT or JST), children who are thought to be dyslexic may be brought to the Team's notice for referral to Psychological Service.
- 3.5 Bilingual Children: Teachers need to be alert to the possibility that bilingual pupils may have dyslexic difficulties which are masked because they are in the process of developing English as an additional language. See East Renfrewshire's Guide for Bilingual Learners.

4. Range of Support

- 4.1 Whatever the pattern or severity of difficulties the dyslexic pupil will primarily be supported by his or her class teacher. This is in line with the Authority's inclusive education policy and commitment to offer training to staff. It is important that whatever strategies and/or teaching programmes are in place, a flexible approach is adopted. Self esteem is vital to learning and must be maintained. Different children therefore may require different approaches, and there is no one method of tackling dyslexic difficulties which will apply to all. The type of support given will depend on whether the child is at the mild or severe end of the dyslexia continuum, as well as on the child's learning style and the pattern of strengths and weaknesses.
- 4.2 Children with mild dyslexic difficulties, or those who have reached a stage where intensive teaching is no longer appropriate, may require only that strategies are put in place so that they are facilitated in their learning. Appendices 2 and 2a list helpful strategies for the class

teacher to apply. These strategies will be helpful for children with any kind of literacy problems, whether dyslexic or not.

- 4.3 For children whose difficulties are a little greater, advice can be obtained from within the school, the Network Support Teacher or other outside agency, and the child will progress with additional support from the class teacher given in small periods of time as available throughout the day. The class teacher will ensure that classroom seating arrangements are appropriate and that children are treated in a positive way to maintain self esteem and encourage learning. Peer group support approaches may also be employed.
- 4.4 If there are severe problems, both advice and/or specialist teaching may be provided by school and Network personnel. While the teaching programme will be of an individualised nature, teaching may take place either in a one-to-one or small group situation. Daily support will encompass a range of literacy areas, including reading, phonics, word attack, spelling and dictation. A collaborative approach to planning and monitoring progress should ensure that all of the pupils needs and strengths are acknowledged and taken into account. Teaching has proved most effective when supported both at home and by the class teacher on a daily basis.
- 4.5 In secondary schools, it is generally more important to ensure that strategies appropriate to the pupils' age and stage of development are put in place. For pupils with reading difficulties or for pupils whose work is difficult to decipher, this may involve training in the use of a reader and/or scribe.
- 4.6 The parents' role is crucial in this long term process of supporting both the child and the teacher. Throughout their school years the children will require educational and emotional support. Emotional support is often best achieved through involvement in non academic areas where children can achieve success and gain enjoyment. Children should be consulted as to how they can best be supported.

5. Early Intervention

- 5.1 Until recently, it was considered inappropriate to consider the possibility of dyslexia before a child's entry into primary school, the identification of dyslexia being dependent on difficulties, discrepancies and differences related to both reading and written work. However, it has been established that early

indicators are likely to be present at the preschool stage, and early intervention at this time seems likely to benefit later learning. Checklists have been found to be helpful in the identification of at risk children, and samples of these can be found in Appendices 3, 3a and 3b. Factors, such as lack of sociocultural opportunities, bilingualism, language delays and disorders can affect the performance of some children. Staff should be alert to early indicators of difficulties and be prepared to address these for all children.

- 5.2 A range of other procedures and computer programs such as the Cognitive Profiling System (CoPSI) are being developed and monitored as forms of baseline and screening assessment. Further research and development is being conducted and this will be used to inform future policy. East Renfrewshire Education Department will continue to evaluate all procedures and base its decisions on best practice.
- 5.3 Close liaison with parents at this early stage may alleviate feelings of low self esteem and demotivation which may follow from lack of acknowledgement of children's difficulties, and slow progress in early learning related to reading and writing.
- 5.4 It is not advisable however to label children at this early stage, as it is impossible to be certain of the role which maturation and experience may play in each child's individual development. It is however possible to identify children who are likely to have literacy problems to ensure that all children receive an appropriate curriculum. Support can then be planned to address any likely areas of difficulty. Appropriate steps taken early may avoid the need for more costly later intervention.
- 5.5 **Preschool Education:** Children coming into East Renfrewshire schools come from a wide range of preschool provision, resulting in varying experiences. No single pattern of identification and support will be in place. Research in Edinburgh's Pilton area has however shown that children who make a poor start in reading tend to continue to have difficulties, in spite of subsequent intervention. This research has also shown that it is possible to predict, to some extent, the likely future success of children in learning to read long before they enter school. Transfer of information between all nursery providers and the primary schools to which the children then go, is vital so that school staff are aware of

what action nurseries are taking to help literacy development. This will ensure that children who show indications of developmental delays or possible learning difficulties in literacy have their needs acknowledged and appropriate action can be taken to minimise the negative effects of any problems without delay.

- 5.6 Identification of difficulties should come through the Authority's Stepped Process which is shown in Appendix I. This will enable all teachers to access support and appropriate provision for children experiencing difficulties in literacy learning.
- 5.7 There are additional factors which need to be considered to address specific needs. According to current practice, the roles of Early Literacy Coordinator and Support for Learning Coordinator are vital, and in schools where these are different people, then collaboration is essential to ensure appropriate early intervention. In addition to the resources which schools already have, Network staff can make available to mainstream staff both advice and materials to support children with literacy problems at the early stages.
- 5.8 Staff development too needs to reflect a diagnostic approach.

6. Dealing with specific learning difficulties (dyslexia)

- 6.1 In order that difficulties might be dealt with appropriately, taking into account individual learning styles and needs, there requires to be a range of provision tailored to specific requirements. Pupils with early mild difficulties could benefit from appropriate timely intervention from the class teacher within the routine classroom situation. Difficulties which are severe and/or identified later, may require specific one-to-one tuition. The vast majority of children will however be able to be supported effectively in the classroom.
- 6.2 While children with basic decoding difficulties may be grouped with others with similar decoding difficulties, it is very important that all children with literacy difficulties have access to a full range of language activities including experience of challenging text. The teaching of phonics requires to be kept under review in discussion with both the child and their parents in order that repeated failure can be avoided and appropriate circumvention strategies can be put into place at a relevant stage. The importance of a supportive ethos cannot be overstated, and the child must be aware of

others' understanding of their difficulties. Through collaborative working, even the smallest success of any child can be celebrated, and children motivated to continue to strive for further success. The notion of the 'lazy child' must not be considered, but rather the learning styles of the child should be identified, and appropriate strategies put in place to accommodate these.

6.3 Any intervention should consider age and stage of children concerned and should not affect access to other areas of the curriculum. It must also take account of pupils self esteem and motivation. For this reason, the pupils views must be taken into account, especially where older pupils and young adults are concerned. The basic difficulties with which the individual is faced however require to be tackled. Teaching methods and groupings require to be given sensitive consideration and must be flexible enough to meet varying demands. While a dyslexic child may be seated with other readers of similar reading level for certain reading activities, it should be possible for that child to sit with others of similar oral ability for discussion of other material. The grouping of children within classes should be sufficiently flexible to ensure that all children have access to talking and listening activities where good language models are offered.

6.4 Teacher expectation too has to be seen as positive. Teachers must be sensitive to the difficulties which children are experiencing while at the same time having regard to the fact that dyslexic children will have variable performance, and, when given the appropriate strategies, may be capable of producing work at a far higher level than they can read and write about. The use of peer group tutoring of various kinds can help children to develop their literacy skills. Both paired learning and peer group tutoring can be of enormous value in helping children to develop their literacy skills. It is important that teachers feel confident that they can support children with specific learning difficulties (dyslexia) and that they empathise with the challenges which literacy acquisition can present to some children.

6.5 Children and young people should be actively involved in addressing their difficulties. The word "metacognition" is often used to describe awareness of learning styles and approaches to learning which help children take control of their own learning. Where children are helped to self awareness and can take responsibility for their own learning, positive effects and progress will be observed. Active participation

in children's own learning and in the learning of others can transform approaches to learning for all.

6.6 School management will decide what must be provided by their own school staff, and establish the level of support which is available to them from outside agencies. The roles of consultancy and liaison are vital, and all parties concerned need to be involved at the appropriate stage and level.

7. Primary/Secondary Transfer

7.1 The transfer from primary to secondary school is extremely important for all children, but particularly so for the child with difficulties of any kind. It is therefore vital that all those who will be concerned with a dyslexic child in the secondary school are made aware of the likely difficulties and the special provision which they will require to make to allow the pupil to gain maximum advantage from all subject areas. At some point during the child's final year at primary school, the child's progress will be considered along with necessary provision and resources for the secondary stage. This may take the form of a meeting involving both primary and secondary teaching staff, parents, and the young person involved. It is important that the views of the young person are considered along with those of parents and professionals.

7.2 It will be the responsibility of a secondary staff member to ensure that appropriate information is passed on to his/her colleagues who will be teaching the child in First Year. Special provision may be simply not asking the child to read aloud in class or making allowances for poor spelling and punctuation, to provision of a reader and/or scribe or use of a word processor. With relevant strategies in place, the child's transfer between schools should not cause undue anxiety.

8. Supporting dyslexic pupils in accessing the curriculum

8.1 Dyslexic pupils should have access to the full breadth of the curriculum. Strategies should be found to allow children to access the curriculum at an appropriate level. If pupils require the support of a reader, scribe or technology to enable this access, then where possible, every effort will be made to make this available. Peer support, auxiliary, class or support teacher will facilitate this support.

8.2 **Curricular Exceptions:** While every effort must be made by pupils, school staff and parents to ensure that access to the full range of curricular subjects is gained, there may be a few severely dyslexic pupils for whom a subject becomes intolerable after a time. If it has been proved that a pupil has made every attempt to come to terms with that subject, then it may be possible for arrangements to be made for the pupil to opt out if an alternative can be found. This is most likely to apply in a subject where a pupil with severe short-term memory and auditory problems may be unable to gain from even the speaking and listening aspects of the subject. The Head Teacher should only grant curricular exceptions after discussion of all parties concerned with parents and the pupil.

9. Supporting dyslexic pupils in the assessment situation

9.1 Special arrangements can also be made available in the assessment situation if this is normally available in the classroom. This should apply to all formal and informal testing situations. The Scottish Qualifications Authority (SQA) provide guidelines on how and when to apply for special arrangements for formal national examinations. If pupils are dyslexic and this can be supported with evidence that the pupils require special examination arrangements in order to demonstrate their level of attainment, these can be made available at the discretion of the SQA and by arrangements through the local authority. A range of special arrangements is available: e.g. readers and scribes, computer technology and extra time. For certain arrangements, candidates may require separate accommodation. It is not necessary for a candidate to have a Record of Needs. Equally a candidate with a Record of Needs will not automatically qualify for special arrangements. The presenting centre will require to make applications in the usual way through the Head of Service, and the young person will require to practice the use of appropriate skills to take full advantage of the special arrangements which are made available.

9.2 If schools require further information, they should contact the Head of Service (Early Education and Special Educational Needs).

10. Technology

10.1 The contribution of technology to the development of literacy in all pupils is extremely important. The benefits of tape recorders, dictaphones etc to dyslexic pupils have been appreciated for some time. Word processing can ease the burden of illegibility of written work. While the end product may not be perfect, staff as well as pupils benefit from acceptable, neatly presented work. However with the advent of speech into both the input and output of computers, the potential of technology to circumvent pupils literacy difficulties has considerable scope for development.

10.2 As technology develops for all, it must be ensured that the potential benefits are maximised for those with literacy difficulties. Staff too will require support to develop the necessary skills to aid youngsters in this area. A supply of software for children with special needs will require to be built up, and all staff should know whom to consult for appropriate advice on both soft and hardware.

10.3 Consideration is being given to evaluation of which pupils will benefit from the various technologies.

11. Staff Development

11.1 There are currently in the Authority, teaching staff with a wide variety of different qualifications in special educational needs and in dyslexia. Some staff already possess specialist qualifications in specific learning difficulties (dyslexia) and the Authority's emphasis on staff training will mean that the number of staff with certificated qualifications will increase sharply over the next few years.

11.2 In order that all staff should be able to recognise and deal appropriately with dyslexic pupils, there requires to be a continuing programme of staff development with awareness raising for all staff undertaken at both authority and school level. In addition, externally validated qualifications will provide for those who require or desire more specialist knowledge. In every school, including nursery schools and the Network, the aim should be to ensure that at least one member of staff is familiar with the teaching strategies which ameliorate specific learning difficulties (dyslexia). Often this will involve staff attending award-bearing courses. This staff development programme will be ongoing, and it will obviously take some time to achieve the

desired level of training. With trained personnel available, mainstream staff should be able to obtain advice on support and resources.

12. Psychological Services

12.1 In addition to the assessment of specific learning difficulties (dyslexia), the school's educational psychologist will make recommendations on the appropriate level and type of support which dyslexic children are likely to require. The psychologist is likely to become involved if children do not progress well in response to specific strategies employed to tackle the child's difficulties. Except in exceptional circumstances, strategies to tackle or circumvent difficulties should have been put in place before the psychologist becomes involved. A leaflet outlining the psychologists perspective on specific learning difficulties (dyslexia) can be obtained from Psychological Services. See Appendix 1 for the procedure which should be adopted to gain appropriate assessment and support.

13. Parents

13.1 The importance of the parental role has been well documented. It applies to all children. Collaborative working with parents is vital in order that appropriate support is given both in school and at home. Communicating information to parents is vital at all stages leading to the assessment of specific learning difficulties (dyslexia). Further there requires to be continuing support and information to parents to enhance their understanding of their child's difficulties and of the nature of dyslexia. Liaison with parents is essential if children are to gain maximum benefit from teaching programmes, and parents should be consulted, and take part in staff development activities to enable all staff to appreciate the parental perspective and the child's feelings.

13.2 If for any reason, there cannot be active collaboration with parents, special efforts should be made to involve other adults and children with the consent of the parents and children themselves.

13.3 Dealing with parental concerns/grievances: If a parent or guardian feels that appropriate assessment and/or support is not being given to their child, they should adopt the following procedure:

Stage 1: In the first instance approach the school and discuss their concerns with the Head Teacher or Learning Support Coordinator (Primary Schools), and the Learning Support Coordinator or Principal Teacher of Support for Learning (Secondary Schools). These school staff will ensure that the recommended procedures are being adhered to.

Stage 2: A further referral to the Head Teacher should be made to try to achieve a satisfactory solution. The Head Teacher should take responsibility for organising a meeting to try to address parental concerns.

Stage 3: If all school-based dialogue has been exhausted and a conclusion satisfactory to the parents and young person has not been reached, then the parents and young person have the right to invite a representative of the Authority to investigate. The Head Teacher may wish to request the assistance of a representative of the Authority at any stage. If however communication is established at an early point and maintained, a solution should be able to be found without any ill feeling.

13.4 With a transparent dyslexia policy in every school, staff and parents should be able to see clearly the steps which are being taken and the support being given.

13.5 There is an accompanying leaflet for parents entitled "Specific Learning Difficulties (Dyslexia) A Brief Guide for Parents", which is available from schools.

13.6 NOTE: Research in the field of specific learning difficulties (dyslexia) is progressing rapidly with knowledge constantly being updated through educational, psychological, neurological and biological research. This policy will require regular revision in the light of new knowledge as this becomes available.

14. References

Crombie, M. (1997). *Specific Learning Difficulties (Dyslexia): A Teachers Guide*. Belford: Ann Arbor Publishers.

McMillan, G. & Leslie, M. (1998). *The Early Intervention Handbook: Intervention in Literacy*. Edinburgh: City of Edinburgh Council, Education Department.

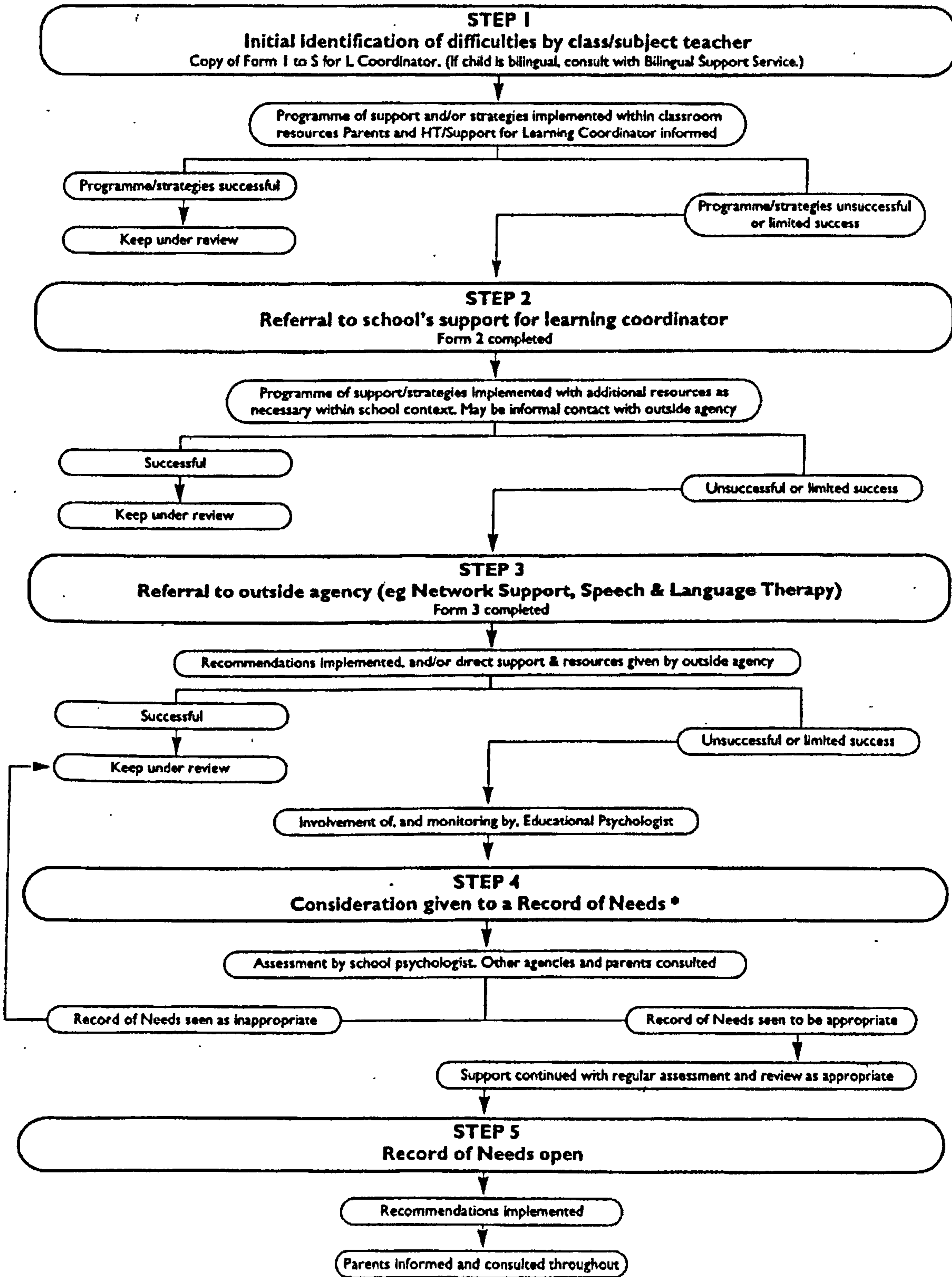
Miles, T.R. (1991). On determining the prevalence of dyslexia. In Snowling, M. & Thomson, M. (Eds.) *Dyslexia: Integrating theory and practice*. London: Whurr Publishers Ltd.

Eleanor J Currie. Director of Education.
East Renfrewshire Council.

APPENDIX I

The stepped approach to meeting the needs of children who may be dyslexic

* A copy of the Authority's procedure document on Records of Needs is available on request.



APPENDIX 2

Strategies to help children at the early stages Preschool/At Nursery

At this stage the best approach to adopt is the use of games. Activities will have a purpose designed to improve a number of different skills, in particular those which are important for future reading and writing. Nonetheless, the child should see all these activities as fun. While we may suspect that a child is at risk of later specific learning difficulties (dyslexia) when faced with formal schooling, there is no need or desire to label children at this early stage, so if we make the activities of a group nature, then all the youngsters in a group are likely to benefit.

A pack of ideas and materials produced by the Network Support Team (NetStarT) is available to help youngsters in the development of literacy skills at an early age.

The following are merely suggestions of possible activities and strategies for preschool children designed to improve various important skills at an early stage. The possibilities for games are limitless, restricted only by the time and opportunities available:

- The use of rhyme has proved vital in the development of later reading and writing. Research has shown that intervention at the preschool stage can and does affect future development. Encourage these skills through games, activities, songs and stories which emphasise rhyme and rhythm.

For example:

- ◊ Snap games where children have to identify rhyming pairs of picture cards.
- ◊ Games where children pick out the one which does not match from a series of rhyming picture cards.
- ◊ Encourage the children to make up silly alliterative sentences:

"Silly Samantha Snake Slithered Slowly."

"Potty Pete Peered Past Polly."

All children will need considerable help with this at first. Try putting in a word which is out of place and see if children can identify what it is:

"Rich Rude Robert Really Runs Round Rabbits' Houses."

Ask children to identify the first sound they hear in the words. It will help if the teacher stresses the first sound till the children get the idea.

"Lucky Linda likes lollies. What else does she like?"

Everything must start with // - lions, lights, lorries etc.

For some children, it will be apparent that they have difficulty in any rhyming - type or alliterative activities, and these children will need patient help in a very small group or individually for a time.

- Prompt the child to verbalise sequences of organised motor activities. Use music and movement activities to give experience of sequencing, encouraging children to stand in sequence in counting games etc.
- Allow time to organise activities. Talk through what must be done in a sequence, and encourage repetition of order before carrying out tasks.
- Ensure a focus of attention before giving instructions or telling a story.
- Encourage listening skills in various ways.

For example:

- ◊ With eyes closed, identify certain familiar sounds - jingling keys, rustling paper, bang of drum, clapping hands etc.
- ◊ Commercially produced tapes of sounds, such as aeroplanes, trains etc.
- ◊ Present a short sequence of sounds with children's eyes closed, then omit one sound, and children must spot what has been missed - Clapping, snapping fingers, banging, then omit snapping fingers. Gradually increase the length of the sequence.
- ◊ With children seated in a circle, one child is chosen, and sits in the middle with eyes closed. Teacher points to another child who must whisper the child in the centre's name. Child then opens eyes and says the name of whoever whispered his or her name.
- Take every opportunity to praise the child for achievements. Self esteem is vital to learning at all ages. Encourage the child to further develop any skills in which he seems to achieve success.
- Encourage skills that children will require later, such as the ability to divide words into parts or syllables. Teacher claps the children's names one at a time and children copy. Later individual children try to clap names of other things - animals, toys etc.

What you can do to help as a parent

First of all, be positive.

Concentrate on what your son or daughter is good at. Don't get hung up on the problem areas.

Remember that your son or daughter will be only too aware of the problems they're facing at school.

And remember that we will put all our expertise and support at your son or daughter's disposal to help them and you cope with and, where possible, overcome difficulties.

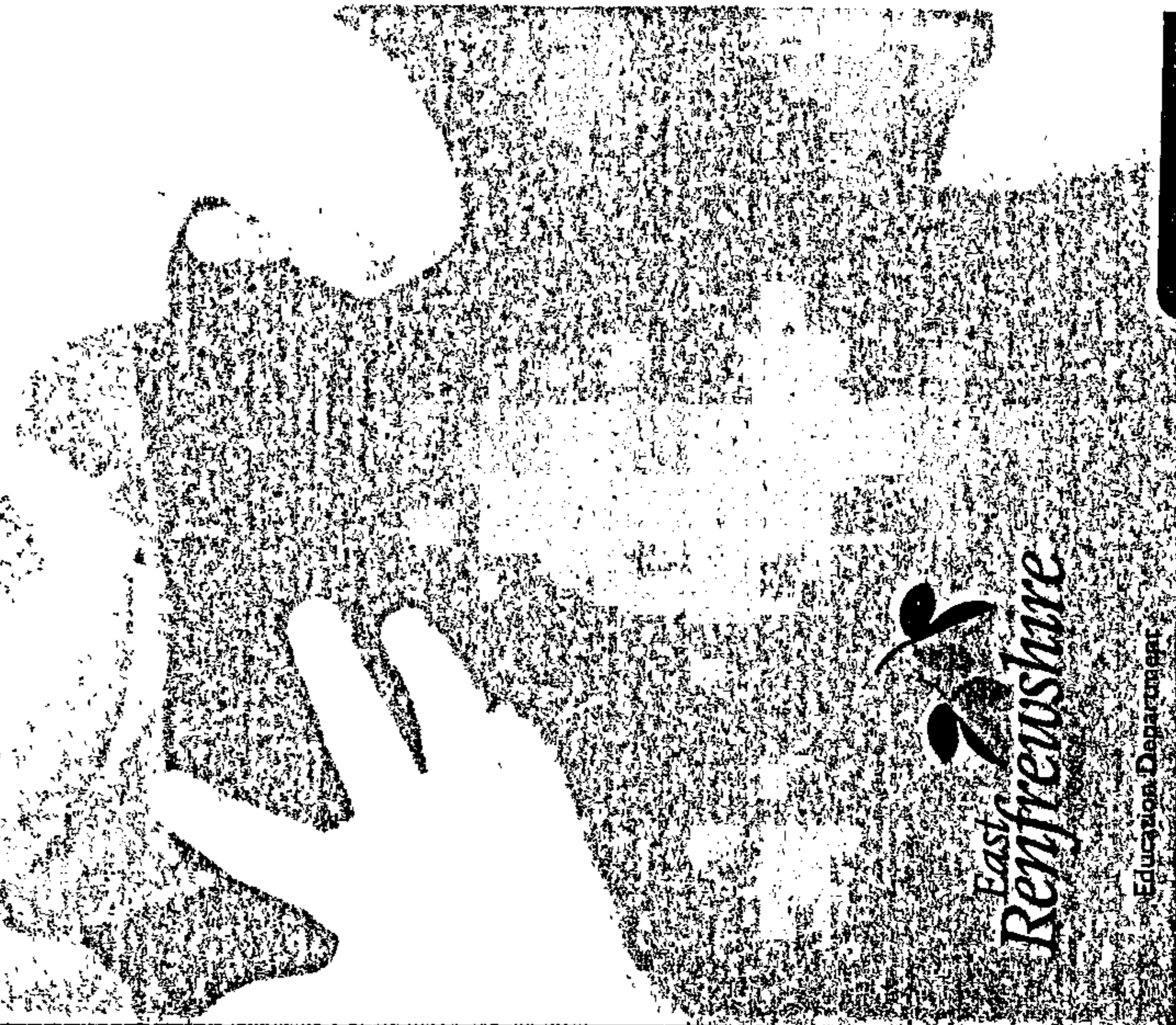
You can help enormously by giving as much support and encouragement at home.

You can do that by

- working closely with your son or daughter's school to find the best way forward
- reading to your son or daughter regularly, or getting someone else to read to them
- use taped books so that your son or daughter can enjoy them without having to read every word
- making learning as much fun as you can
- using rhymes and lists of letters that make up amusing names to teach spelling- the more amusing and funnier, the better!
- making learning as active as possible by encouraging your son or daughter to use all of his or her senses
- encouraging your son or daughter to make full use of a computer-it's fun and very useful
- praising your son or daughter whenever you can

Specific Learning Difficulties Dyslexia

A Brief Guide



Useful Contacts

For more advice and information from the education department, contact either

Margaret Crombie

Joyce Fullarton

Outside contacts for advice and information are:

Annette Milligan

Dyslexia Scotwest

Useful Books

If you want to read up some more on dyslexia, you may find the following list of books of use.

Davis RD

Heaton P

Hornsby B

Matthews D

Miles TR & E

Ostler C

Ott P

Selkowitz M

Stirling EG

Introduction

This leaflet aims to give you basic information on specific learning difficulties and dyslexia. It lists people and organisations who can give you more information and advice and gives the titles of books that you might find helpful to read.

Further information, help and advice is available, in the first instance, from your son or daughter's school, where staff will be happy to help you.

What we mean by specific learning difficulties.

We would use the term "specific learning difficulties" when a boy or girl is having problems coping with a specific area or areas of their work at school.

Dyslexia is a specific learning difficulty in its own right. We use the term where a boy or girl is having difficulty with aspects of reading or writing when there's a clear difference between these and the way they perform in other areas of school work.

Dyslexia: How common it is

Dyslexia can vary in how severe it is.

We could have a boy or girl with relatively mild difficulties which cause some problems with spelling and written work.

At the other end of the spectrum we could have a pupil who is having real difficulties with learning to read, despite the efforts of teachers and parents.

And there are all sorts of variations in between.

Two facts are clear: no two pupils with dyslexia are the same, and there are more dyslexic boys than girls.

Between two and four per cent of the population could be classed as dyslexic. In school terms, that means there will be one or more dyslexic pupils in most classes at your son or daughter's school.

Signs of dyslexia

There are signs that might point to dyslexia. But no one should jump to conclusions. In all cases, a full assessment needs to be carried out involving the pupil, teachers, parents and educational psychologists.

Some of the signs shown by a boy or girl are:

- poor progress in reading
- a difference between oral work and reading and writing
- severe difficulty with spelling
- jumbling up letters, numbers or whole words
- problems in reading such as repeating words re misreading them, such as reading out "pasghetti" for "spaghetti"
- difficulty in remembering the names of objects
- difficulty in doing more than one thing at a time, such as skipping and saying a nursery rhyme
- difficulty in remembering key information such as his or her birthday or phone number
- showing low self-esteem and frustration

If a boy or girl is showing at least six aspects of the behaviour patterns on the list, we might suspect dyslexia. But there would have to be a full assessment to find out the true nature of the problem.

What to do if you think your son or daughter may be dyslexic

Your first step is to approach your son or daughter's school.

If it's a primary school, speak to the head teacher or ask for the support for learning teacher.

In a secondary school, your first contact is the support for learning co-ordinator or principal teacher of support for learning.

What happens next

There will be strategies in place to help deal with any problems that teachers have identified.

If not, an assessment can be carried out to establish the nature and severity of the problems your son or daughter is facing.

You'll be fully involved and the school staff may bring in specialist help and advice from an education department specialist who helps pupils with learning difficulties.

The way forward will be for a programme of additional help and support to be designed and put in place for your son or daughter. The educational specialist may give extra help, or the work may be done entirely by school staff.

In either case, you'll be fully involved.

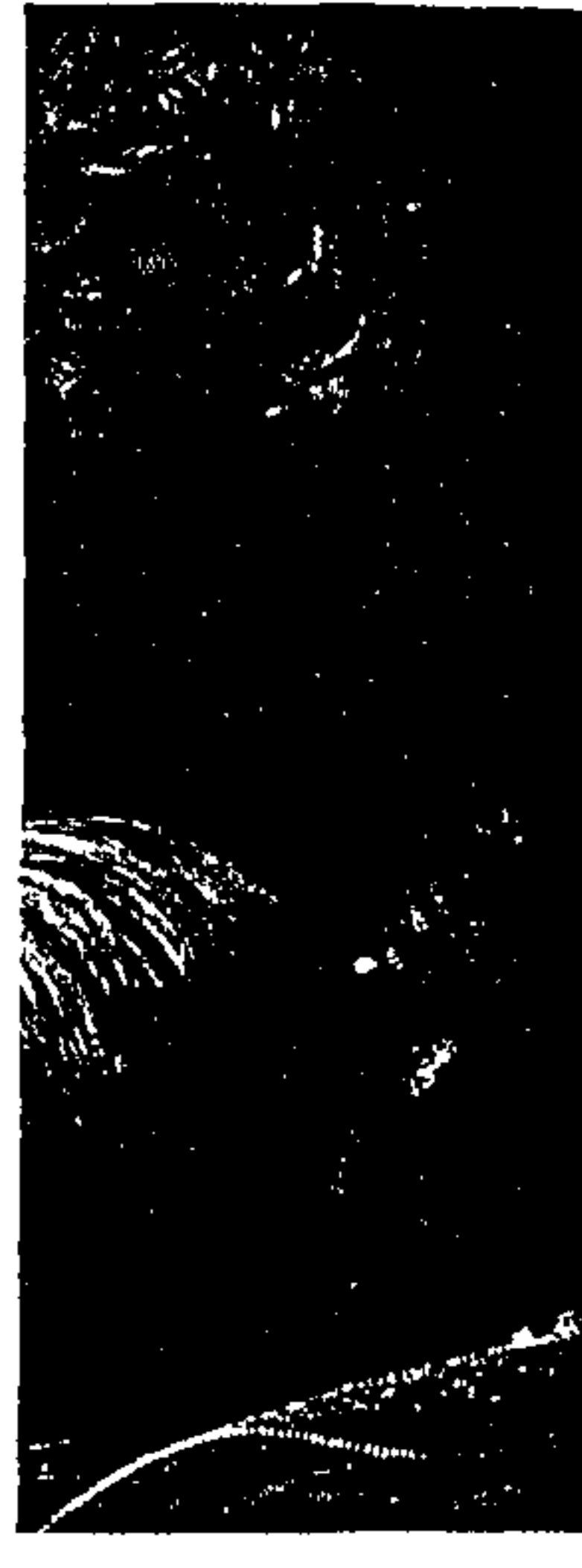
If there are still problems

If problems continue, we may recommend that your son or daughter sees one of our educational psychologists.

They'll be able to help to identify dyslexia, if that's the problem, and we'll be to recommend some further action to help and support your son or daughter.

If there are very severe difficulties still showing up after some time, we may ask you to talk to us about opening a record of special needs for your son or daughter.

A record of needs will be required only for a small number of boys and girls with dyslexia, and full details of what it means, are available from your local school and from education offices.



Appendix 4

Letter of introduction to schools

Percentage returns from Literacy Surveys

1998 and 2001

**Questionnaires sent to parents of all pre-school year
children, and Primary One children in East Renfrewshire in 1998
and 2001**

Illustration of accompanying letter sent by some schools

Education

Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Rouken Glen Road,
Giffnock, East Renfrewshire G46 6UG
Phone: 0141 577 3430 Fax:0141 577 3405

Our Ref: 1F/SM
Your Ref:
Date: 11 July 1997
When calling please ask for: Ian Fraser 0141 577 3252
Fax 0141 577 3276



To all Head Teachers of all Primary and Pre 5 Education

Dear Colleague

You will be aware that some colleagues are undertaking research as part of the management training being accessed through Strathclyde University. I write to inform you that Margaret Crombie SEN Network Coordinator will be undertaking research on the policy, practice, provision and management of dyslexia from pre five into primary.

Margaret's aim is to understand the relationship between the prediction of dyslexia in the pre school years with the development of education services for authority policy and the provision of services for young people who maybe dyslexic. However there is no intention of labelling children at this early stage. Margaret will be making contact with individual schools and nurseries in due course but I would wish to assure you that the authority are very committed to this research and very interested in the outcomes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ian Fraser'.

Ian Fraser
Head of Service

% Returns from East Renfrewshire Literacy Surveys

School	% Returns 1998	% Returns 2001
18P	71	76
7P+NC	62	50
3P+NC	75	41
15P	75	31
24P	42	32
14P	66	57
1P	58	55
4P	67	70
17P	66	38
10P+NC	55	39
20P	44	71
6P	73	68
13P	51	89
11P+NC	51	36
19P	81	49
16P	67	69
23P	67	66
12P	77	72
22P	7	71
2P	61	59
5P	60	46
21P	56	41
9P	91	77
8P+NC	40	31
Nursery		
1N	50	46
4N	42	34
2N	59	19
5N	39	37
3N	44	23
6N	56	44
Average	58.4% Return	51.2% Return

N= Nursery School, NC= Nursery class, P=Primary School

**% Returns from East Renfrewshire Literacy Surveys
comparing Early Intervention Schools with those
not involved in Early Intervention**

21 Schools not involved in Early Intervention from 1997			
22	School	% Returns 1998	% Returns 2001
23	19P	81	49
24	3P+NC	75	41
25	8P+NC	40	31
26	14P	66	57
27	1P	58	55
28	17P	66	38
29	10P+NC	55	39
30	20P	44	71
31	6P	73	68
32	13P	51	89
33	11P+NC	51	36
34	5P	60	46
35	16P	67	69
36	12P	77	72
37	2P	61	59
38	7P+NC	62	50
39	9P	91	77
40	2N	59	19
41	6N	56	44
42	1N	50	46
43	3N	44	23
44			
45			
46	Average	61.3% Return	51.4% Return
47			
48			
49 Early Intervention Schools (from 1997)			
50	School	% Returns 1998	% Returns 2001
51	15P	75	31
52	24P	42	32
53	4P	67	70
54	23P	67	66
55	22P	7	71
56	18P	71	76
57	21P	56	41
58	5N	39	37
59	4N	42	34
60			
61			
62			
63	Average	51.7% Return	50.8% Return
64			
65			
66			
67			
68			
69			
70			

Education

Director: Eleanor J Currie MA
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e-mail: BrownS@eastrenfrewshire.gov.uk
DX501601 Giffnock

Our Ref: IF/SB
Your Ref:
Date: 25 January 2001
When calling please ask for: Ian Fraser 0141 577 3252
Fax 0141 577 3276



To all Primary and Nursery Head Teachers



Dear Colleague

EARLY INTERVENTION STRATEGY - QUESTIONNAIRE

With reference to the above I write to advise you that as part of the Excellence Fund, Early Intervention Strategy for East Renfrewshire Council, Margaret Crombie undertook a questionnaire at the beginning of the process to look at making additional resources available to schools.

I would be grateful if you could now circulate the enclosed questionnaire to parents of pre school and primary 1 children and return the results to Margaret so that she can make some evaluation of how matters have changed in the last few years.

Thank you for your help in this matter.

Yours sincerely

Ian Fraser
Head of Service

Department of Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG



East Renfrewshire Network Support Team 2

Coordinator: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thornliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645

You will probably have heard that the Education Authority are currently involved in promoting an Early Literacy and Intervention Strategy for children in East Renfrewshire. As a result of this project, we hope to raise the literacy standards of all children. In order that we might take account of factors which may influence your child's learning, would you please complete the enclosed questionnaire? All information will be treated as confidential. The name of your child will be known only to me, and will not be passed to individual class teachers unless you tell me to do so.

School _____ Class _____ Name of Child _____

Male Female Date of Birth _____

1 Does your child like books? Yes No

If so, please give an example of the type of books enjoyed. _____

2a Do you take your child to the library regularly?

Yes No

If yes,

Weekly Two weekly Monthly Other

Please state _____

2b Do you buy books for your child regularly?

Yes No

If yes,

Weekly Two weekly Monthly Other

Please state _____

3 How often do you read with your child?

Occasionally Weekly Daily Several times a day Never

4 Did you teach your child nursery rhymes? Yes No

If yes, did you feel he/she learned these well? Yes No

At what age did you start? _____ years _____ months

5 Did you involve your child in counting activities/ games? Yes No

If yes, how often?

Weekly Daily Several times a day

PLEASE TURN OVER

6 Is English the only language spoken at home? Yes No

If no, which other(s)? _____

Is English the language generally spoken at home? Yes No

Has your child been brought up to speak this/these other languages?

Yes No

If no, at what age did he/she start to learn? ____ years ____ months.

Does he/she speak the other language fluently? Yes No

7 Is there any history of learning difficulties (eg dyslexia) in your family, or does any family member have difficulty in learning?

Yes No

If yes, please expand.

8 Has your child ever received speech therapy?

Yes No

If Yes, is this continuing?

Yes No

If No, for how long and how often did your child get this help?

9 Is there any aspect of your child's development or learning which is causing concern?

10 Is there any medical factor which may have influenced or be influencing your child's learning?

11 Are there any other comments which would be interesting to note?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

When you have completed this form, please pass to your child's Head Teacher or return directly to Mrs Margaret Crombie (Network Co-ordinator) at Woodfarm High School, Robslee Road, THORNIEBANK, East Renfrewshire G46 7HG.

Department of Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG

East Renfrewshire Network Support Team

Manager: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thomliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645

E-mail: crombiem@woodfarm.ercsch.org.



You will probably be aware that for some time now the Education Authority has been involved in promoting an Early Literacy and Intervention Strategy for children in East Renfrewshire aimed at raising literacy standards of all children. A previous survey was held in 1997 - '98. In order that we might consider how trends are changing, and investigate factors which may influence your child's learning, would you please complete the enclosed questionnaire? All information will be treated as confidential. The name of your child will be known only to me, and will not be passed to individual class teachers unless you tell me to do so.

School _____ Class _____ Name of Child _____

Male

Female

Date of Birth _____

1 Does your child like books? Yes No

If so, please give an example of the type of books enjoyed. _____

2a Do you take your child to the library regularly?

Yes

No

If yes,

Weekly

Two weekly

Monthly

Other

Please state _____

2b Do you buy books for your child regularly?

Yes

No

If yes,

Weekly

Two weekly

Monthly

Other

Please state _____

3 How often do you read with your child?

Occasionally

Weekly

Daily

Several times a day

Never

4 Did you teach your child nursery rhymes? Yes No

If yes, did you feel he/she learned these well? Yes No

At what age did you start? _____ years _____ months

5 Did you involve your child in counting activities/ games? Yes No

If yes, how often?

Weekly

Daily

Several times a day

PLEASE TURN OVER

6 Is English the only language spoken at home? Yes No

If no, which other(s)? _____

Is English the language generally spoken at home? Yes No

Has your child been brought up to speak this/these other languages?

Yes No

If no, at what age did he/she start to learn? ____ years ____ months.

Does he/she speak the other language fluently? Yes No

7 Is there any history of learning difficulties (eg dyslexia) in your family, or does any family member have difficulty in learning?

Yes No

If yes, please expand.

8 Has your child ever received speech therapy?

Yes No

If Yes, is this continuing?

Yes No

If No, for how long and how often did your child get this help?

9 Is there any aspect of your child's development or learning which is causing concern?

10 Is there any medical factor which may have influenced or be influencing your child's learning?

11 Are there any other comments which would be interesting to note?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

When you have completed this form, please pass to your child's Head Teacher or return directly to Mrs Margaret Crombie (Network Support Manager) at Woodfarm High School, Robslee Road, THORNLIEBANK, East Renfrewshire G46 7HG.

Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG

East Renfrewshire Network Support Team

Network Support Manager: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thornliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645 E-Mail: CrombieM@woodfarm.ercsch.org



29th March 2001

All Head Teachers of Primary and Nursery Schools

Dear Colleague

I am enclosing another questionnaire for Pre-school year and Primary 1 children's parents in case any have mislaid or lost the original and still wish to complete one. Please photocopy if you require more than one. I am hoping for a good return from these questionnaires and so would hope that you can get as many returns as possible.

Would you be good enough to send me details of the number of questionnaires which you sent out in the initial survey. This is so that I can work out a percentage of returns once I feel I have got them all back which hopefully will be by the middle of April.

Many thanks for your help in this matter.

Yours sincerely

A handwritten signature in cursive script that reads 'Margaret'.

Margaret Crombie
Team Manager

ST. CADOC'S PRIMARY SCHOOL

Crookfur Road, Newton Mearns, East Renfrewshire G77 6TT

Telephone: 0141 639 7163

Fax: 0141 616 2573



4 February 1998

Dear Parent

EARLY LITERACY & INTERVENTION STRATEGY

I would be most grateful if you could complete the enclosed questionnaire and return it to the school no later than 16th February 1998, this will enable me to forward the documents to the appropriate personnel.

An envelope has been enclosed to provide confidentiality.

I thank you for your support in this matter.

Yours sincerely

Josephine B. McCrossan

Josephine B McCrossan
Assistant Head Teacher

Appendix 5a

**Checklist for use with children who are learning English
as an additional language**

(from Sunderland, Klein, Savinson, & Partridge, (1998))



A checklist for ESOL and language support tutors

Tutors should consider the following questions:

1. Learning in the student's own language

- does the student have difficulties in learning to read, and problems with spelling or handwriting in any language?
- does the student have difficulties with 'finding the right word' in any language?

2. What language problems would you expect?

- is there something that puzzles you about this student?
- is there an inexplicable lack of progress even after a period of time, with good tuition?
- does the student seem not to learn by 'ordinary' teaching methods? does the student demonstrate different kinds of difficulties to students of similar language backgrounds?
- does the student use bizarre spellings, not consistent with what you might expect from his language background?
- is there an unexpectedly wide discrepancy between writing and speech (even when educational background and difference of script are taken into account)?
- does the student's handwriting show the following features; irregularity of size, difficulty with control, messy, a lot of crossing out, a lack of progress in relation to other students of a similar language background?
- does the student have difficulty seeing mistakes, maybe writing the same word three different ways without noticing?
- does the student have persistent difficulty in remembering which letters represent which sounds (even when her own sound/symbol system has been taken into account)?
- is the student unable to recognise familiar words in print, even with reinforcement and repetition?
- does the student persistently mis-copy?



3. Memory

- *does the student have a poor short term memory - for instance understands, but has a problem retaining information (a quick forgetter, rather than a slow learner)?*
- *does the student confuse or have difficulty remembering names, dates or facts (for instance, tables or new vocabulary)?*
- *does the student have particular difficulty in following language drills and remembering and repeating language patterns?*

4. Sequencing and direction

- *does the student get letters or numbers out of order or back to front, for instance 26 for 62, 29 for 26?*
- *does the student experience left/right confusions?*
- *does the student have difficulty learning the alphabet or months of the year in sequence?*
- *does the student have problems following directions or verbal instructions in order?*

5. Personal

- *does the student have 'good days' and 'bad days'?*
- *does the student feel frustrated by his inability to make progress and tendency to forget what he has learnt?*
- *does the student find it difficult to organise himself, work or time?*

These factors are only indicators when there is a history of difficulties and they are persistent over a period of time.

Appendix 5b

**Annotated checklist of observations which are likely to be
confused when assessing bilingual learners**

(from Crombie, 1997a, pp. 6-8)

INITIAL OBSERVATIONS WHICH MAY POINT TO SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)

PRE-SCHOOL

- Rhyming not recognised in some languages*
- (1) Difficulty in playing rhyming games.
- (2) Lack of awareness of alliteration - the slimy snake slithered slowly in the sandy - - - -.
- (3) Difficulty in maintaining rhythm - clapping games etc. *more important in some cultures*
- (4) Problems with sequential tasks, such as doing up buttons.
- (5) Difficulty in following and carrying out more than one instruction at a time.
- (6) Possible clumsiness - e.g. skipping, hopping, throwing and catching a ball.
- (7) Possible slow speech development.
- (8) Word finding difficulties. *Early language mixing common in bilingual young children*
- (9) Difficulty in repeating nonsense words, especially if there are two or more syllables.
- (10) Balance tasks eg one foot balance, blindfold balance. *meaningless task to bilingual children*
- (11) Distractibility.
- (12) Reaction speed slightly slower than peers. *processing required between languages*
- (13) Visual and/or auditory perceptual difficulties.
- (14) Difficulty or slowness in automatising processes (doing two or more tasks simultaneously)
eg saying a rhyme and fetching something, learning to ride a tricycle.
- (15) Familial history.

Most of these signs will be present in all preschool children to some extent. It is important therefore that we do not write more into the situation than is present. However with this word of caution, steps can be taken to develop and encourage skills which the child finds difficult without the necessity to formalise training at this stage. A games approach will avoid any stress so long as the tasks are presented in such a way that the child achieves success. As these are skills which will benefit all children, the child will not feel isolated or singled out, as they might when the difficulties are being tackled later. Some suggestions as to the type of games which can be played in the nursery or playgroup are given on pages 18 and 19.

EARLY PRIMARY

In language work

- due to different phonic system
- (1) Poor reading progress on look-and-say or phonic methods.
 - (2) Severe difficulty with spelling. Sometimes apparently bizarre spellings. — due to different letter combinations for sound patterns
cf. sch (sh)
German
sh (sh)
English
 - (3) Considerable confusion over simple punctuation and grammar. — vary between languages
 - (4) Confusion of letters similar in shape: b/d/p/q; u/n; f/t; M/W.
 - (5) Omission or confusion of small words: the, a, so, to, of, from, for.
 - (6) Badly or wrongly formed letters. — letter shapes, particularly Middle East & Asian languages, completely different. Also some languages' different system as well as different letter patterns.
 - (7) Uncertainty about when and where to use lower and upper case letters.
 - (8) Reversals of letters and whole words: was for saw; god for dog. — Languages which proceed R → L.
 - (9) Confusion of similar sounding letters: d/t; v/f/th; short vowels.
 - (10) Faulty auditory sequencing in reading and in the repetition of words: permilinary for preliminary; emeny for enemy; pasghetti for spaghetti. — Sounds may not exist in home language
 - (11) Foreshortening of words in written work: permance for performance; intring for interesting.
 - (12) Difficulty in finding a name for an object. — may not have a name for object in home language
 - (13) Difficulty in doing two or more things simultaneously, especially when one involves the use of language: eg skip and recite a rhyme.
 - (14) Transposals: sift for fist. — letter order proceeds in different directions in some languages
 - (15) Fusion of the letters in words: our for our.
 - (16) Difficulty in remembering what day it is, his birthday, his address or telephone number.
 - (17) Possible history of slow speech development.
 - (18) Difficulty in copying from the blackboard.
 - (19) Difficulty or extreme tenseness in holding pencil.

In other areas

- (20) Difficulty in sequencing: days of the week, months of the year, the alphabet, word order in a sentence, number bonds, multiplication tables.
- (21) Confusion over directionality: left/right, up/down, to/past on clock or watch. *varies between languages ne... pas (French)*
↳ R - L for reading in some languages
- (22) Difficulty in remembering a short sequence: numbers, instructions etc.
- (23) Mixed laterality.
- (24) Family history of reading and spelling problems. *→ Dyslexia (literacy) problems not recognised in some cultures*
- (25) Difficulty in understanding concepts such as yesterday/today/tomorrow.
- (26) Problems with simple mental arithmetic.

Often the class teacher senses intuitively that this is a "puzzling, underachieving child". The importance of this should not be overlooked. It is suggested that in cases where a group of these indicators (more than six) persist into the child's second year of schooling, the classroom teacher should note the precise difficulties early in the first term. If specific learning difficulties (dyslexia) are severe, they may be apparent even earlier than this. In which case, steps should be taken as early as possible.

The class teacher should draw in any skilled help which is available both within the school and in the local area. As mentioned, this will, of course, require the involvement of the head teacher. Advice and materials and sometimes cooperative teaching support may then be available. Records should be kept of the nature of the help given and the results observed.

If, six months later, there is little or no improvement in spite of cooperative efforts to remedy the situation, then further more precise assessment by the teacher will be necessary to establish more accurately the level of the child's ability and precise areas of difficulty. At this point, some form of norm-referenced testing is appropriate - not for the purpose of comparing the child with his peers, but to establish if the child is falling significantly below the level which we should expect for his age. Rather than highlight an individual child and to avoid any unnecessary embarrassment, many of the items can be observed in group activities, profiles being kept relating to particular children.

LATER STAGES

For the child suspected of having specific learning difficulties who is only discovered at a later stage (Upper Primary or Secondary), the following checklist will be more appropriate. Again a group of indicators would suggest the need for further investigation.

- (1) Intellectual capacity and comprehension level significantly greater than performance in reading or written work.
- (2) Failing completely at reading, or reading just adequately in the early stages, with ability insufficient to cope in upper primary and early secondary stages.

Appendix 5c

**Suggested checklist which may be useful for observing children
who are learning English as an additional language**

Observations which may point to dyslexia in English as an additional language learners

Pre-school

- 1 Lack of awareness of sounds in home language or additional language:
 - alliteration/rhyme where appropriate
 - where in the word a sound is heard.
- 2 Difficulty with rhythm.
- 3 Problems with sequential tasks, such as doing up buttons.
- 4 Possible clumsiness – e.g. hopping, skipping, throwing and catching a ball.
- 5 Slow speech development in both languages.
- 6 Word finding difficulties in both languages (can find word in neither language).
- 7 Difficulty in repeating nonsense word (which mimics real word) in both languages.
- 8 Balance tasks – e.g. one foot balance, blindfold balance.
- 9 Distractibility.
- 10 Visual perceptual difficulties.
- 11 Difficulty in automatising processes – e.g. learning to ride a tricycle.
- 12 Family history of dyslexia.

A group of signs (six or more) would require to be present before suspecting problems of a dyslexic nature.

Early Primary

In addition to some of the above observations,

- 1 Poor progress in learning to read.
- 2 Bizarre spelling or severe difficulty in attaching letter to sound.
- 3 Handwriting difficulty in either language.
- 4 Confusion of letters which are similar.
- 5 Omission or confusion of small words.
- 6 Difficulty in learning to write letter shapes (in either language).

- 7 Reversals of letters or whole words (if other language also proceeds from left to right).
- 8 Faulty auditory sequencing or difficulty in repetition of words in either language.
- 9 Difficulty in remembering what day it is, birthday, address, telephone number in either language.
- 10 Possible history of slow speech.
- 11 Difficulty in copying from board.
- 12 Difficulty in sequencing days of week, months of year, the alphabet etc in either language.
- 13 Confusion of directionality.
- 14 Difficulty in remembering any short sequence in order.
- 15 Difficulty with concepts such as yesterday, today, tomorrow in either language.
- 16 The child stands out as being different from other children who are bilingual learners from a similar language background.
- 17 There is a wide discrepancy between oral and written in either language.
- 18 A word is spelt differently several times in the same piece of writing.
- 19 After repeated multisensory teaching, the child still cannot recognise a word.
- 20 Organisation problems
- 21 "Off" days when all work is particularly bad.
- 22 The child is a mismatch with areas of strength and areas of extreme difficulty

Again a constellation of around six or more observations would give cause for some concern. If intervention is given to try to help child and this meets with repeated lack of progress in mastering task, then the child may require further investigation and close monitoring.

Appendix 6a

**Letters seeking and granting permission to use
completed assessment forms for DEST**

Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG

East Renfrewshire Network Support Team

Manager: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thornliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645



14 August 2001

The Psychological Corporation
Harcourt Place
32 Jamestown Road
LONDON NW1 1YA

Dear Sir/Madam

Ref: The use of the DEST for research purposes

I am currently completing a PhD with the University of Strathclyde Faculty of Education. As a part of this, I am investigating the assessment tools which are available to enable the early detection of dyslexia. I have used the Dyslexia Early Screening Test (DEST) with some pupils and would wish to use the completed assessment forms in my Appendices to illustrate some points. I will require to anonymise these and photocopy them to fit them into my final thesis.

I am therefore requesting your permission to photocopy the completed assessment forms duly anonymised for this purpose.

With thanks

Yours faithfully

A handwritten signature in cursive script that reads 'Margaret Crombie'.

**Margaret Crombie
Network Team Manager**

24 August 2001

Margaret Crombie
East Renfrewshire Network Support Team
c/o Woodfarm High School
Robslee Road
Thornliebank
Glasgow
G46 7HG

Dear Margaret

Re: DEST Assessment Forms

You may attach completed assessment forms to your unpublished thesis. If the situation re publication changes please contact us again.

Yours faithfully



Lesley Munro
Communication and Allied Therapies Manager



Appendix 6b

Cognitive Profiling System (CoPS1) article (Crombie, 1998)

Letter introducing schools to CoPS1

News & Views

Spring 1998

Volume five



EAST RENFREWSHIRE CoPS IT!

Margaret Crombie



While there is tremendous potential in the introduction of this material it will not be without its problems, in that the time required to complete the program can be up to three quarters of an hour per pupil. With large class sizes, and several classes at the same stage in many East Renfrewshire schools, this can be extremely time consuming for staff. Tests cannot all be tackled at one sitting, as the child's attention span is unlikely to be sufficient to maintain best performance.

However, "where there is a will, there is a way", and hopefully this program will fulfil its expectations and prevent any child "slipping through the net", and having to endure the frustrations of failure before receiving appropriate help. In the meantime all the children can experience the fun and challenge of playing with Zoid and his friends.

IT IS AN unacceptable fact that at present in our school systems, children who experience difficulties in learning, may not have their difficulties accurately identified and dealt with until relatively late. It was with this knowledge in mind that Dr Chris Singleton, Kevin Thomas and their team from University of Hull set about devising a computer program to tackle this problem. The 'Humberside Early Screening Research Project' led to the creation of the Cognitive Profiling System 1 (CoPS1) to initially detect dyslexia and other learning difficulties in children from the Nursery stage to around eight and a half years of age.

The computer program, marketed by Chameleon Software, is made up of nine tests and can identify children in their pre-school year who may be at risk of developing later reading, literacy and information processing problems. The computer does the assessment and compiles a profile of the child, looking at skills such as auditory discrimination, phonological awareness and working memory, which underlie the development of reading and written work.

East Renfrewshire are currently introducing the program into their Nursery and Primary schools and hope that in time, this will ensure that every child in their schools should have any initial problems identified. It is not an aim to label children at this early stage when skills are still developing and premature judgements might be made. Rather the plan is to identify those who may be at risk and to put strategies and programmes in place to alleviate difficulties before children can detect that they are failing.

The program has been thoroughly researched by the Hull team, and test results in relation to national norms are automatically calculated and can be displayed. The tests are presented as games, and the children get a considerable amount of enjoyment out of playing them. The main character with whom the children identify is Zoid, an amiable little character, rather like a Teletubby, who with his friends, present the tasks to the child. Not only will Zoid help identify cognitive weaknesses, he will also identify the most useful strengths on which the teacher can base the teaching programme.

CONTENTS

Seminar on Dyspraxia	2
What We Do	2
Reflections on Being Dylexic	3
Grant Aid for Specialist	
Training of Primary Teachers	3
Training, Research and	
Policy Development	
Programme	4
Emotional Implications of	
Dyslexia: A Psychologist's	
Perspective	4
Recent Research and	
its Influence on Practice . . .	5
Edinburgh & S.E. Scotland	
Dyslexia Conference 1997 .	6
"Book Review"	6
Scottish Dyslexia Association	7
Dyslexia Institute in Scotland	7
Events	8
Contacts	8

News & Views is produced by the Scottish Dyslexia Trust, a charity working with those interested in dyslexia in Scotland including the Scottish Dyslexia Association and the Dyslexia Institute in Scotland. Donations are always welcome and anybody wishing to submit articles for future issues please contact: The Scottish Dyslexia Trust c/o Turcan Connell WS, Saltire Court, 20 Castle Terrace, Edinburgh EH1 2EF.

Education

Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Rouken Glen Road,
Giffnock, East Renfrewshire G46 6UG
Phone: 0141 577 3430 Fax: 0141 577 3405



Our Ref:

Your Ref:

Date: 22 September 1997

When calling please ask for: Ian Fraser, Head of Service

Tel 0141 577 3252

Fax 0141 577 3276

To all headteachers of primary schools and pre-five establishments

Dear Colleague

The early intervention initiative has resulted in the consideration of various forms of early assessment. Assessment guidelines were outlined in appendix 8 of the document (May 1997) which formed the submission to the SOEID and which was sent to all establishments.

CoPS 1

The above computer programme, recently available on Apple Mac, has been ordered from Chameleon Software for all schools and pre-five establishments. The programme assesses individual processing skills in sequential memory (colours, spatial/ temporal, symbols and names), associative memory (shape and colour, symbols and names), phonological awareness, auditory discrimination and colour discrimination. Margaret Cromble, Network Coordinator is being trained in the use of CoPS1 and will learn to read the cognitive profile which is produced from the programme. Margaret will, in turn, train the Early Literacy Coordinators. This will help all schools identify individual reading problems at an early time. The programme will also give indicators of special needs including dyslexia.

Evaluation of the strategy

The early intervention strategy has attracted additional funding from the SOEID and from the council. The continued development of higher standards has to be quantified to ensure that the programme is working. All primary schools will soon be receiving copies of two tests which will help in this process. NFER Nelson have provided the GRTii reading test and Maths 7. Both are group screening tests and should be administered by schools in early November. Network team members will be available to help schools on this occasion. The GRTii reading test will be scored by the company. Maths 7 should be scored by

the school and the results forwarded to me.


Baseline Screening

Baseline screening is some form of assessment in the first few months of primary school. The government are developing baseline screening and local authorities, accepting the grant for early intervention, committed themselves to work in this area. Some schools in East Renfrewshire are piloting materials. A few are using EYES (NFER Nelson), some are about to use PIPS (University of Durham), one is using BASELINE (Chameleon Software) on PC format and others are experimenting with Hodder and Staughton's Early Literacy Test. I would be keen to receive feedback on any other form of baseline screening being used before developing a form or assessment which could be used by all schools in the authority. There will also be further discussion of this topic at the headteacher's residential seminar in March 1998.

Reading assessments

As last year I will also be asking, in December, for information on teacher assessments of P3 progress in reading in relation to 5-14 levels.

Yours sincerely



Ian Fraser
Head of Service.

Appendix 6c

**Letter of introduction
and
East Renfrewshire Baseline assessment**

Education

Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Rouken Glen Road,
Giffnock, East Renfrewshire G46 6UG
Phone: 0141 577 3430 Fax: 0141 577 3405
e-mail: myra.reid@eastrenfrewshire.gov.uk
DX501601 Giffnock



Our Ref: MR/MB
Your Ref:
Date: 29 May 2001

When calling please ask for: Myra Reid Tel: 0141 577 3222
Fax: 0141 577 3948

Head Teachers of all Primary Schools

Dear Colleague

Baseline Assessment – Early Literacy Development Profile

Please find enclosed a master Developmental Profile for the above assessment. Further copies will be sent from the printers in due course.

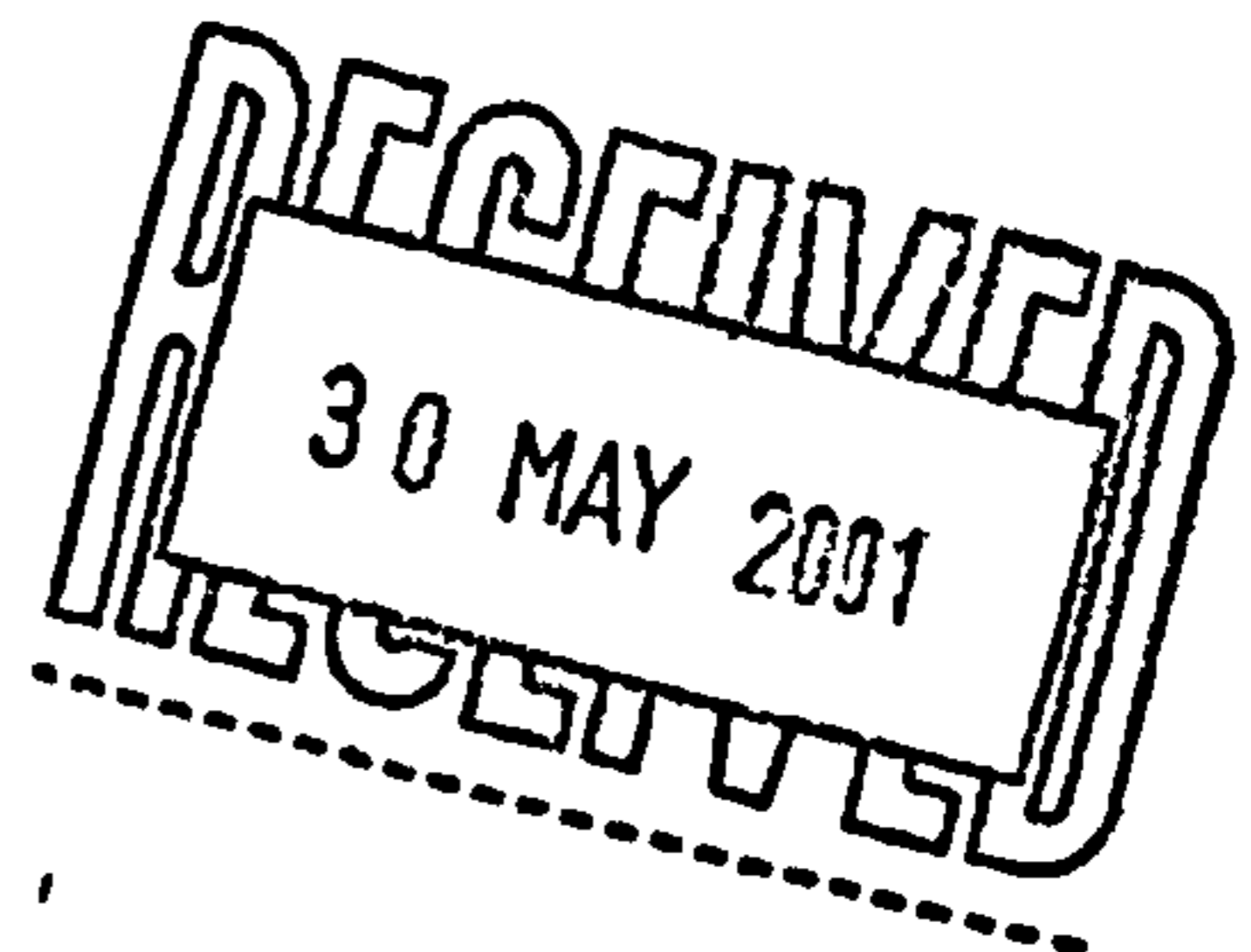
Teachers' guidelines and support materials should be in all schools.

Fiona Morrison will provide a proforma to collate the information from the profile at the start of session 2001–2002. This year the completed profiles need not be returned to the offices but should remain in your school.

Thank you for your support.

Yours sincerely

Myra Reid
Quality Development Officer



Score Sheet

Early Literacy Development Profile

Child's first name	
Date of Birth	
Date of Profile	
Age at testing	_____ years _____ months

Note: PS = Possible score, AS = Actual score achieved by the child

Profile score sheet summary

Part	Focus	PS	AS
1	Environmental Print	20	
Task 1.1	Identifying print in the outdoor environment	5	
Task 1.2	Identifying words and logos	10	
Task 1.3	Decontextualised print	5	
2	Book Knowledge	12	
Task 2.1	Knowing about books	12	
3	Early Writing	20	
Task 3.1	Identifying and knowing about writing	3	
Task 3.2	Writing	7	
Task 3.3	Writing words	3	
Task 3.4	Writing letters	7	
Total score for Profile		52	

Part 1: Environmental Print

Task 1.1: Identifying print in the outdoor environment

Show the child the set of colour photographs of street scenes. Ask the following in this order:

No.	Question	PS	AS
1	What can you see in the pictures?	0	
2	Can you point to some signs, some words, in the pictures?	1	
3	What are signs for? (simple 1) more detailed (2)	1 or 2	
4	Do you know what any of these signs say? (simple 1 detailed 2)	1 or 2	
Total		5	

Part 1: Environmental Print

Task 1.2: Identifying words and logos

Picture	What is this?		Show the words		What do the words say?		Word that says.....		Total
	PS	AS	PS	AS	PS	AS	PS	AS	
Weetabix	1		1		1		1		
Coca Cola	1		1		1		1		
Walkers Crisps	1		1		1		1		
Persil Washing Powder	1		1		1		1		
Fairy Liquid	1		1		1		1		

Raw Total

Divide by 2 for actual score

Add the total scores for each row. Total all the scores in the total boxes on the right hand side of the table. Insert the 'raw' score. Divide by 2 for the actual score for Task 2. Maximum score 10 points.

Part 1: Environmental Print

Task 1.3: Decontextualised print

WORD	PS	AS
Weetabix	1	
Coca Cola	1	
Walkers	1	
Persil	1	
Fairy	1	
Total	5	

Part 1: Environmental Print – Possible score 20

Child's score

Part 2: Book Knowledge

Task 2.1: Knowing about books

No.	Question	PS.	AS
1	Pass me the book please?	1	
2	Do you know what this is for? What do we do with a book?	1	
3	Show me the front of the book.	1	
4	Show me a page in the book.	1	
5	Show me a picture.	1	
6	Show me the words.	1	
7	Show me just one word.	1	
8	Show me just one letter.	1	
9	Show me the letter 'c' (say letter name)	1	
10	What letter is this (point to 'b')?	1	
11	Show me a full stop on this page.	1	
12	Show me a capital letter on this page.	1	

Maximum score 12 points

Score	
-------	--

Part 3: Early Writing

Task 3.1: Identifying and knowing about writing

No.	Question	PS	AS
1	Tester writes in front of the child. Do you know what I am doing?	1	
2	Do you know what writing is for?	1	
3	Show the 5 cards: (1,2,3,4,5). Which one of these is writing?	1	

Maximum score 3 points

score	
-------	--

Part 3: Early Writing

Task 3.2: Writing

Child does a sample of writing, score after the child has left the room as follows:

	PS	AS
Making any line of marks	1	
Making letter-like marks	1	
Writing conventional letters	1	
Writing left to right	1	
Writing from top to bottom	1	
	score	

Ask the child to write his or her name, score as follows:

	PS	AS
Name correctly written	1	
PLUS beginning name with capital letter	1	

Maximum score 7 points

score	
-------	--

Part 3: Early Writing

Task 3.3: Writing words

	PS	AS
1 word written (spelled) correctly apart from own name OR	1	
2-4 words written (spelled) correctly OR	2	
5 words written (spelled correctly)	3	

Maximum score 3 points

score	
-------	--

Score sheet – Part 3 Task 4 Write all the letters you know

a b c d e f g h i j k l
m n o p q r s t u v w x
y z

A B C D E F G H I J K L
M N O P Q R S T U V W X
Y Z

Total number of letters written

Score (see scale below)

Name _____

Date _____

Scoring scale

Letters written	score
1-5	1 point
6-10	2 points
11-15	3 points
16-25	4 points
26-32	5 points
33-44	6 points
45-52	7 points

Part 3: Early Writing

Task 3.4: Writing letters

Numbers of letters written		PS	AS
1-5	OR	1	
6-10	OR	2	
11-15	OR	3	
16-25	OR	4	
26-32	OR	5	
33-44	OR	6	
45-52		7	

Maximum score 7 points

Part 3: Early Writing – Possible score 20

Child's score

REMEMBER TO ATTACH THE WRITING SAMPLE TO THE SCORE SHEET

Tester's Comments

Note briefly any points which were of particular mention in the administration on this occasion e.g. anything you did which may have influenced the outcomes, any interruptions, the child refusing to continue and subsequent abandonment of the Profile etc.

Time taken to administer the Profile minutes.

This includes completing the score sheet when the child has left.

Administered by School

Appendix 6d

Individual assessment information relating to case studies

DEST Record Form for Pupil Code C41511P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++)

	Test score	'At Risk' Index	--	-	0	+	++
1. Rapid Naming	57	0					
2. Bead Threading	4	0					
3. Discrimination	7	-					
4. Postural Stability	/	BALANCE REASONABLE					
5. Rhyme Detection	5	--					
6. Digit Span	6	0					
7. Digit Naming	7	0					
8. Letter Naming	8	-					
9. Sound Order	10	-					
10. Shape Copying	12	+					

Overlay the score keys for the appropriate age

Interpretation

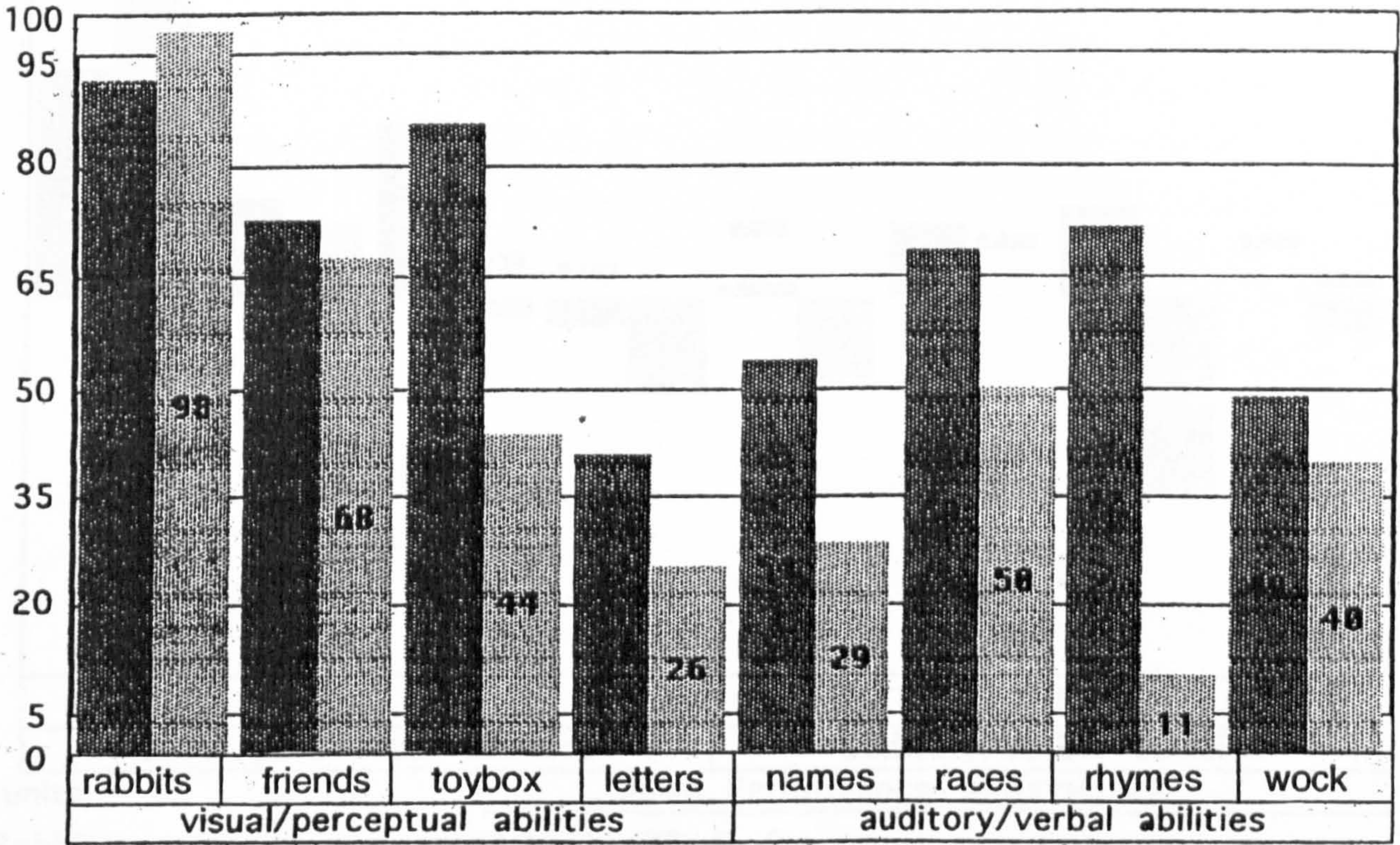
Work out the numbers of (-) and (-) scores. If 4 or more are (-), or 7 or more are either (-) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (-), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

Full Name <u>Code C41511P</u> Class <u>P1</u> School <u>S11P</u> Child's date of birth <u>22.4.93</u> Age at testing <u>5:07</u> Family history (permission form) <input checked="" type="checkbox"/> P Test behaviour: concentration <u>Good</u> anxiety <u>Low</u> Other info: <u>ORAL SKILLS GOOD.</u> <u>COMPREHENSION GOOD.</u>	Tester <u>M. CROMBIE</u> Date <u>18.11.98</u> <div style="text-align: center;"> </div>
Number with -- <u>1</u> (A) Number with - <u>3</u> (B) 'At risk' score (2xA) + B <u>5</u> (C) 'At risk quotient' (C)/10 <u>5/10 (0.5)</u> (D)	
Screening diagnosis <u>appears fairly low risk in spite of the family history.</u> <u>Other indications suggest considerable problems with Phonics</u>	

School: 11P

Child: C41S11P: dob 22/4/93

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 13/11/98	5y 6m
Zoid's Friends	tested 19/11/98	5y 6m
Toybox	tested 19/11/98	5y 6m
Zoid's Letters	tested 13/11/98	5y 6m
Zoid's Letter Names	tested 13/11/98	5y 6m
Races	tested 19/11/98	5y 6m
Rhymes	tested 13/11/98	5y 6m
Wock	tested 19/11/98	5y 6m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

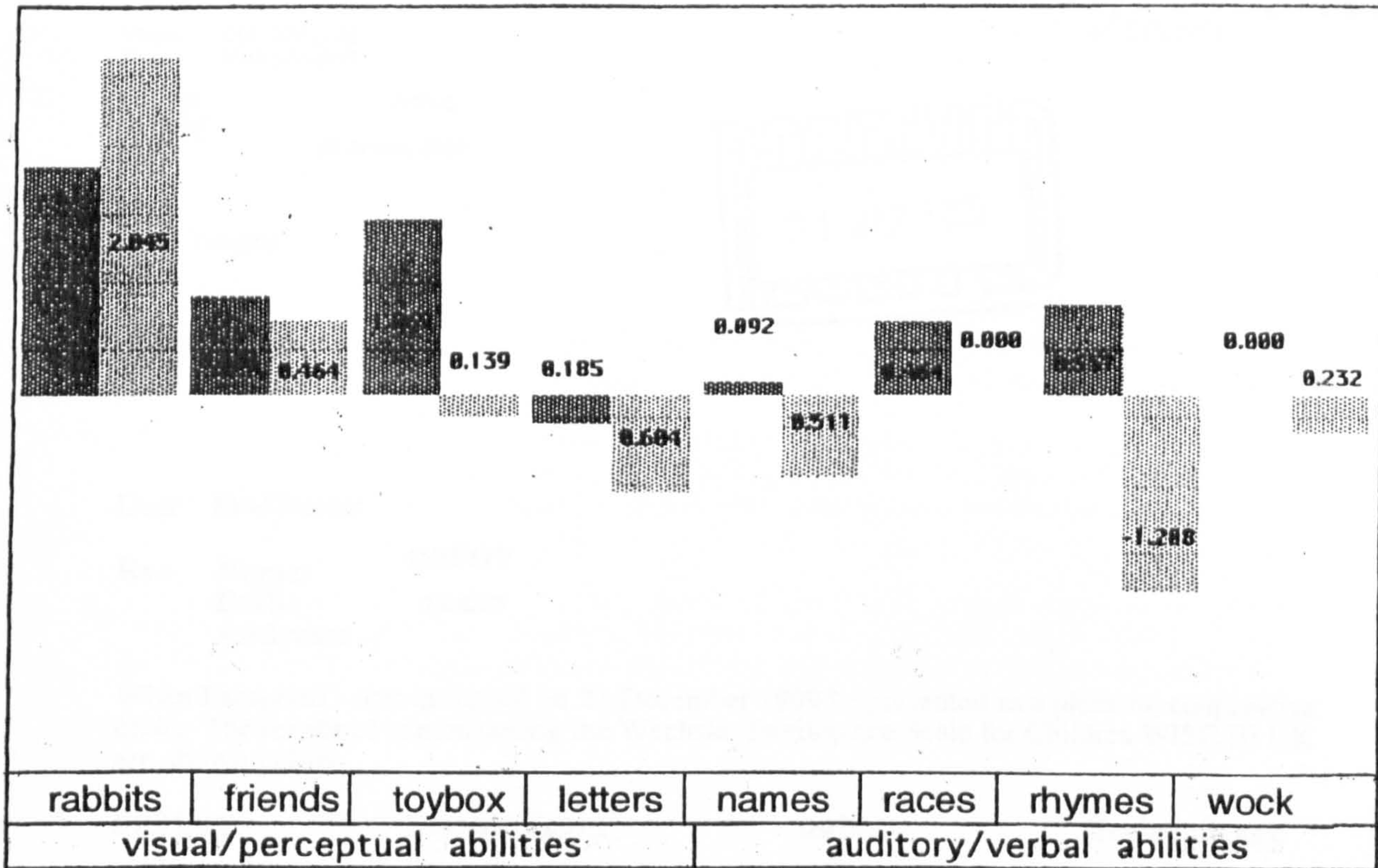
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 12:28 pm Thursday, November 19, 1998

School: 11P

Child: C41S11P: dob 22/4/93

Chart showing child's performance relative to population



SD units

Clown Performance: satisfactory

Rabbits	tested 13/11/98	5y 6m
Zoid's Friends	tested 19/11/98	5y 6m
Toybox	tested 19/11/98	5y 6m
Zoid's Letters	tested 13/11/98	5y 6m
Zoid's Letter Names	tested 13/11/98	5y 6m
Races	tested 19/11/98	5y 6m
Rhymes	tested 13/11/98	5y 6m
Wock	tested 19/11/98	5y 6m

For each test:
left bar = accuracy
right bar = time
(colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 1:23 pm Thursday, November 19, 1998

Department of Education

Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire, G46 6UG

Psychological Service

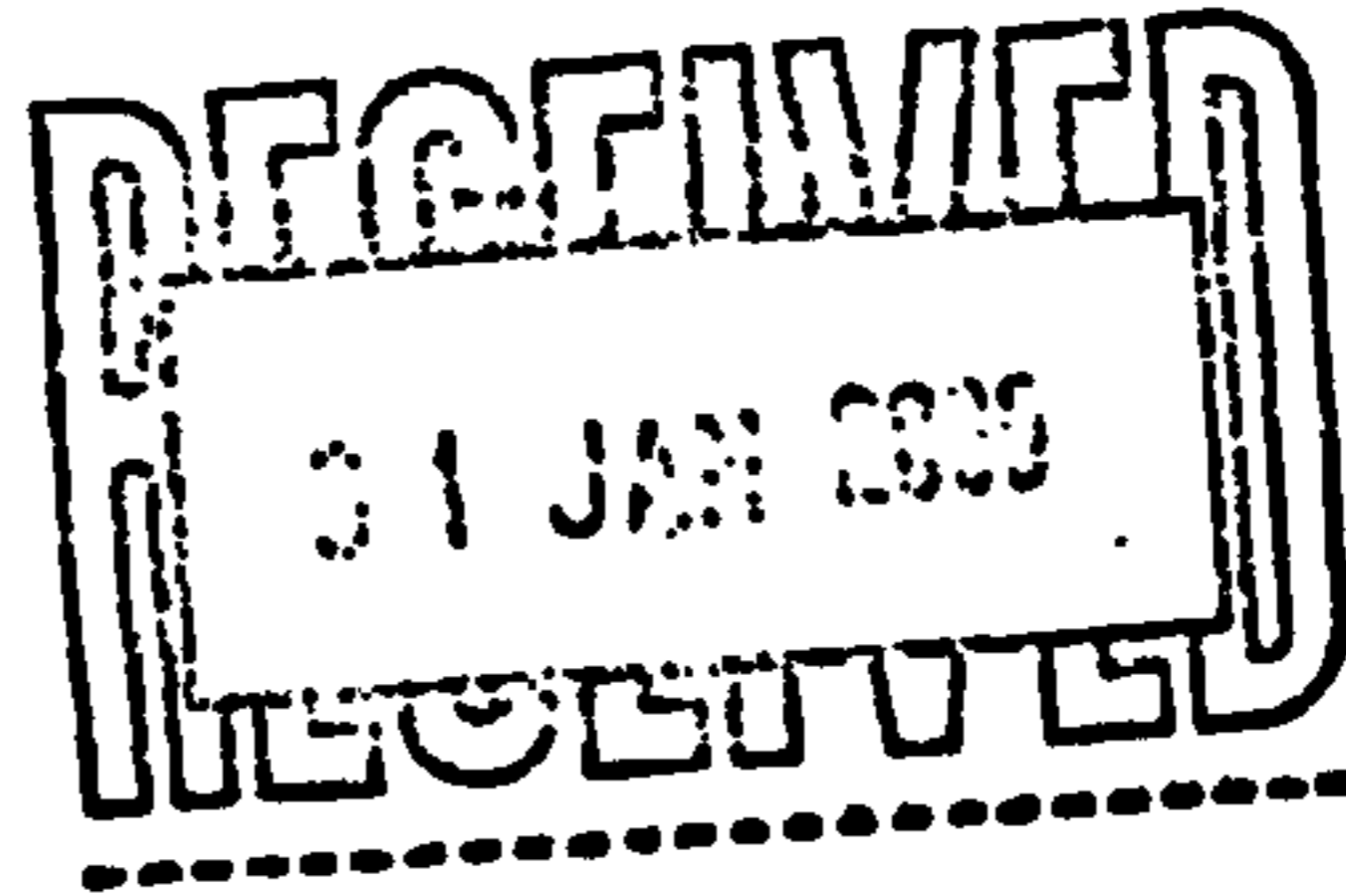
Carlbar Primary School, Main Street, Barrhead G78 1SW

Phone: 0141-876-0886
Fax: 0141-577-4915

Our Ref: J/McC
Your Ref:
Date: 28 January 2000

Head Teacher

School: 11P



Dear Head Teacher

Re: Name: C41S11P
DOB: 22.4.93
Address:

When I assessed C41 in school on 23 December 1999 he presented as a pleasant, cooperative child. The results of administering the Wechsler Intelligence Scale for Children WISC III UK are shown below.

<u>Subtest</u>	<u>Scaled Score</u>	<u>Subtest</u>	<u>Scaled Score</u>
Information	9	Picture Completion	6
Similarities	8	Coding	7
Vocabulary	12	Picture Arrangement	9
Comprehension	11	Block Design	14
Digit Span	7	Object Assembly	13

An 'average' scaled score lies in the range 8 to 12 ie 10 ± 2 .

It was encouraging to observe during the course of the assessment that C41 displayed a systematic approach to solving some problems. In addition, his persistence at times was admirable-an observation which reflects his teacher's view that C41 sets about his work quickly and needs little encouragement to complete it.

An examination of C41's performance on the different Wechsler subtests suggests:

- i. an age - appropriate Arithmetic score, perhaps unsurprising given his good oral and written maths attainments in class.
- ii. average general knowledge and verbal reasoning abilities. (Verbal reasoning abilities are determined from the scores on Similarities, Comprehension and Vocabulary.)
- iii. quite a variation in performance on items assessing visual perceptual organisation. While C41 experienced little difficulty with Block Design (assembling coloured bricks to match the patterns on a series of cards) and Object Assembly (assembling objects like a car from their component parts), he did find Picture Completion (identifying the missing part in a series of pictures) more challenging.

- iv. a weakness in Coding (a test of clerical speed and accuracy) and in Digit Span which can be indicative of limitations in auditory working memory. It is important to highlight, however, that although C41's working memory when he is processing abstract material like numbers or blending 'sounds' to make words is not well developed, it does operate perfectly well with meaningful material eg listening comprehension, which seemed to be at least of an age-appropriate level.

As well as following exercises designed to improve auditory working memory, C41 needs practice in developing his auditory discrimination to eliminate difficulties such as not 'hearing' the 't' in 'stop' or 'hearing' an 'n' instead of a 'd' at the end of 'red'.

C41's reading (word recognition) is, as you are aware delayed though it was encouraging to see that he attempted many words and that he used a systematic sounding/blending approach at times.

It is recommended that:

- i. C41 has an Individual Educational Plan which, in addition to earlier suggestions, should include activities designed to promote phonics, word attack skills and spelling.
- ii. the programme be structured, multisensory and implemented by a Network Support Service teacher. Classteacher support and parental involvement is essential as C41 is likely to need considerable overlearning for tasks which involve symbolic processing of letters.

C41 has an adequate vocabulary which should continue to develop as stories he enjoys are read to him on a regular basis at home. His class teacher, Mrs Teach, reports that C41 is a sociable boy who mixes well which is encouraging to the extent that the pleasure he derives from social interaction will help to counteract the disappointment he feels about his reading and written language delay.

Taken overall, there findings indicate that C41 has a Specific Learning Difficulty of the type commonly referred to as Dyslexia.

While C41's progress will be reviewed in January 2001, I should be pleased to hear from you sooner if concern about C41 arise.

Yours sincerely

Educational Psychologist

cc Parents
Mrs M Crombie, Network Support Manager, Woodfarm Base.

Department of Education

Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire, G46 6UG

Psychological Service

Principal Psychologist: Joyce Fullarton
St Mark's Primary School - Infant Building, Roebank Drive, Barhead, G78 2JA

Phone: 0141-577-4520
Fax: 0141-577-4516

Our Ref: VMcC

Your Ref:

Date: 16 January 2001

Head Teacher

School: 11P

Dear Head Teacher

Re: Name: C41S11P
Date of Birth: 22.4.93

I am pleased to report that when I reviewed C41's progress in school on 10 January 2001 significant gains were apparent in reading accuracy, reading comprehension and spelling. For example, C41 now attempts to sound and blend words using individual letters, digraphs (eg 'sh'), and, occasionally, groups of letters.

The initial stages of punctuation in written language have also been grasped.

Recommendation

To expand his vocabulary and increase his familiarity with the structures of written language, C41 should be encouraged to listen to taped stories at home.

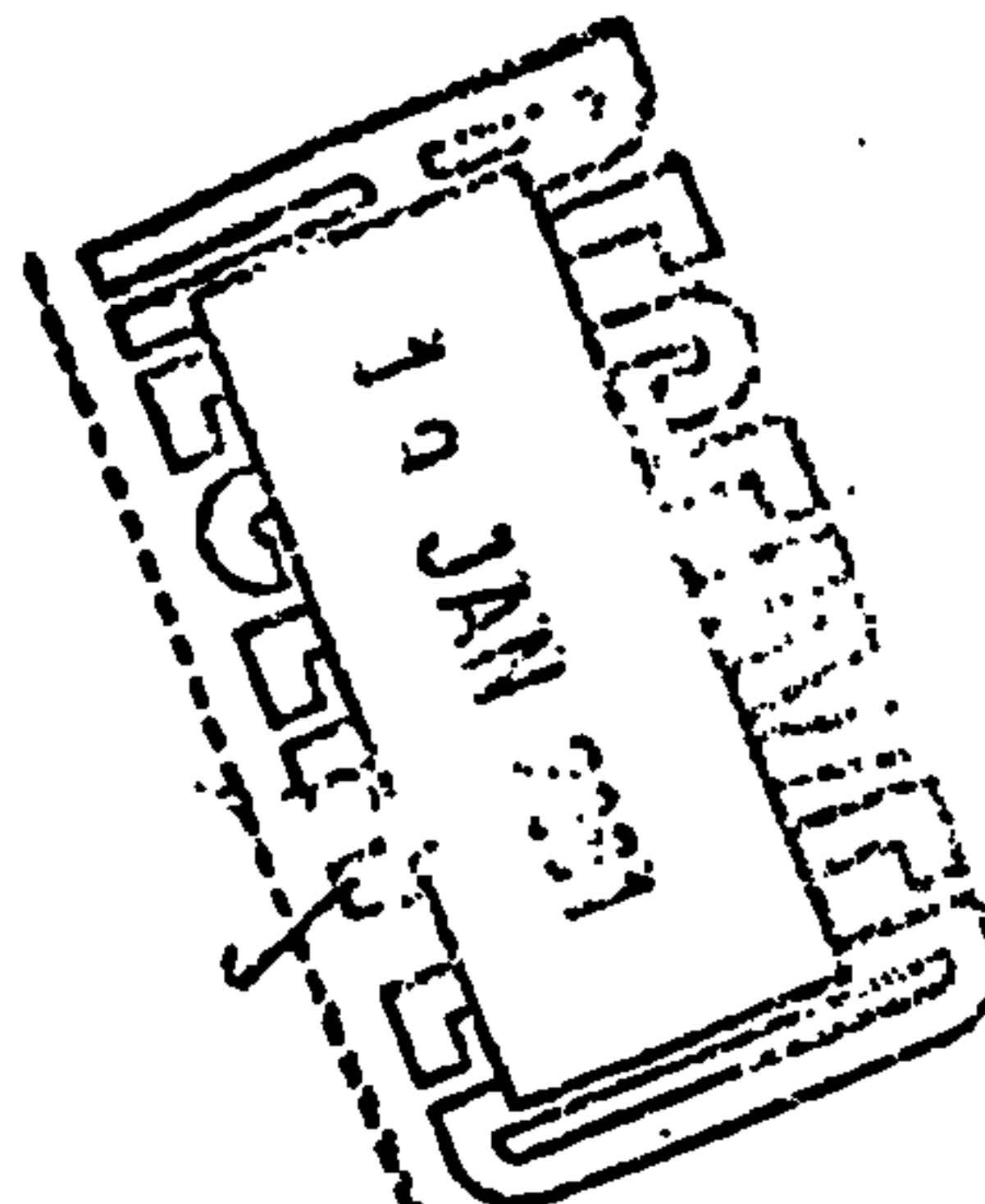
Next Review - January 2002

Yours sincerely

Educational Psychologist

cc Parents

Network Support Teacher



East Renfrewshire Network Support Team

Progress Report

School: Code 11P

Session: 2000/2001

Pupil's Name: Code C41S11P

Class/Year: P3

Network Teacher: _____

C41S11P has now completed his first year on the individual, multisensory programme and has made excellent progress. His phonic knowledge has increased and he has now completed work on consonant digraphs, long vowel sounds and silent e, using the Letterland mnemonic system. His word attack skills have also improved and he has covered consonant blends, word endings and syllable division. This term he has finished reading Sunshine Spirals, set 7 which has an approximate reading level of 7.5 - 8yrs. He has made significant gains in reading accuracy and fluency, and he is now able to decode unknown words. Spelling has also improved as he is applying his increased phonic knowledge. With the introduction of a cursive, joined script there has been an obvious improvement in C41S11P's handwriting. He is beginning to master letter formation and joining.

C41S11P has worked hard with the programme and has been well supported at home by his parents and in school by his class teacher which has contributed greatly to his progress.

Input from Network Support will continue in P4.

Signature:

Date: May 2001

East Renfrewshire Network Support Service

Evaluation of Individual Support

School: 11P

Pupil's Name: C41S11P

Class: P3

Network Teacher:

Overall Very Pleased

PARENTS' EVALUATION: Report speaks for itself
C41S11P has really come on in the last year. I would like to thank everyone who supported him over that time. Hopefully he will continue to progress ~~to~~ over the next year with the help he is getting and go from strength to strength
Thanks again

Signature

Date: 13/6/01

DEST Record Form for Pupil Code: C43S14P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (--, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (--) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

	Test score	'At Risk' Index	--	-	0	+	++
1. Rapid Naming	67	-					
2. Bead Threading	4	0					
3. Discrimination	9	+					
4. Postural Stability <small>BALANCE - ONE FOOT</small>		-					
5. Rhyme Detection	7	--					
6. Digit Span	5	0					
7. Digit Naming	5	--					
8. Letter Naming	7	-					
9. Sound Order	7	--					
10. Shape Copying	14	++					

Overlay the score keys for the appropriate age

Interpretation

Work out the numbers of (--) and (-) scores. If 4 or more are (--), or 7 or more are either (-) or (--), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (--), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

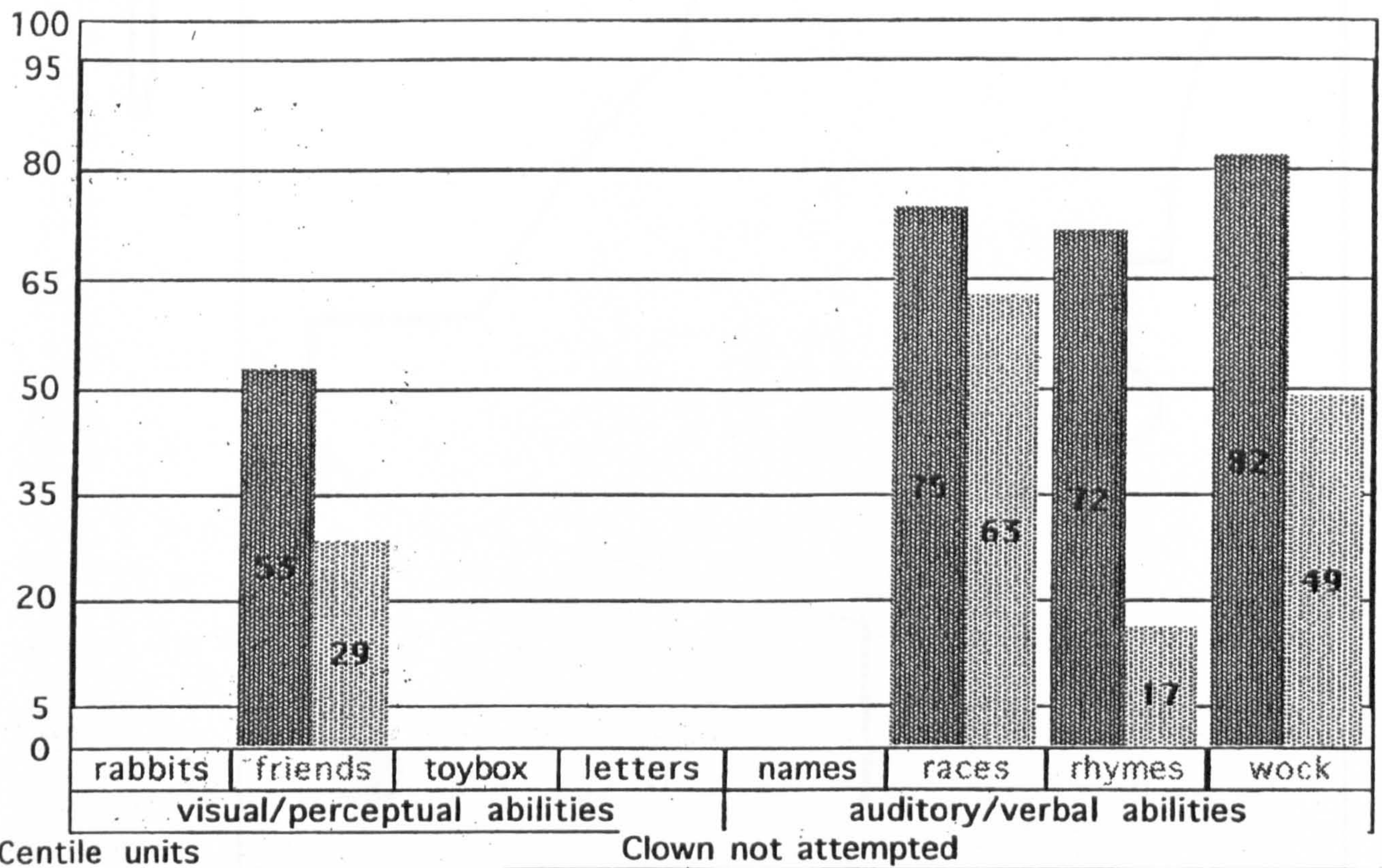
Full Name <u>C43S14P</u>	Tester <u>M. CROMBIE</u> Date <u>18-2-99</u>
Class <u>PI</u> School <u>14P</u>	
Child's date of birth <u>4.7.93</u>	
Age at testing <u>5:07 years</u>	
Family history (permission form) <input checked="" type="checkbox"/>	
Test behaviour: concentration <u>GOOD</u> anxiety <u>A LITTLE ANXIOUS</u>	
Other info: <u>EXTREMELY COOPERATIVE</u>	
Number with -- <u>3</u> (A)	
Number with - <u>3</u> (B)	
'At risk' score (2xA) + B <u>9</u> (C)	
'At risk quotient' (C)/10 <u>9/10 0.9</u> (D)	
Screening diagnosis <u>NOT CLEARLY AT RISK BUT EQUIVOCAL</u>	

Test	Score
7. Digits	-
8. Letters	-
3. Discrimination	+
5. Rhyme	--
6. Digit span	0
1. Rapid Naming	-
9. Sound Order	--
2. Beads	0
10. Shape Copying	++
4. Postural stability	-

School: 14P

Child: C43S14P: dob 4/7/93

Chart showing child's performance relative to population

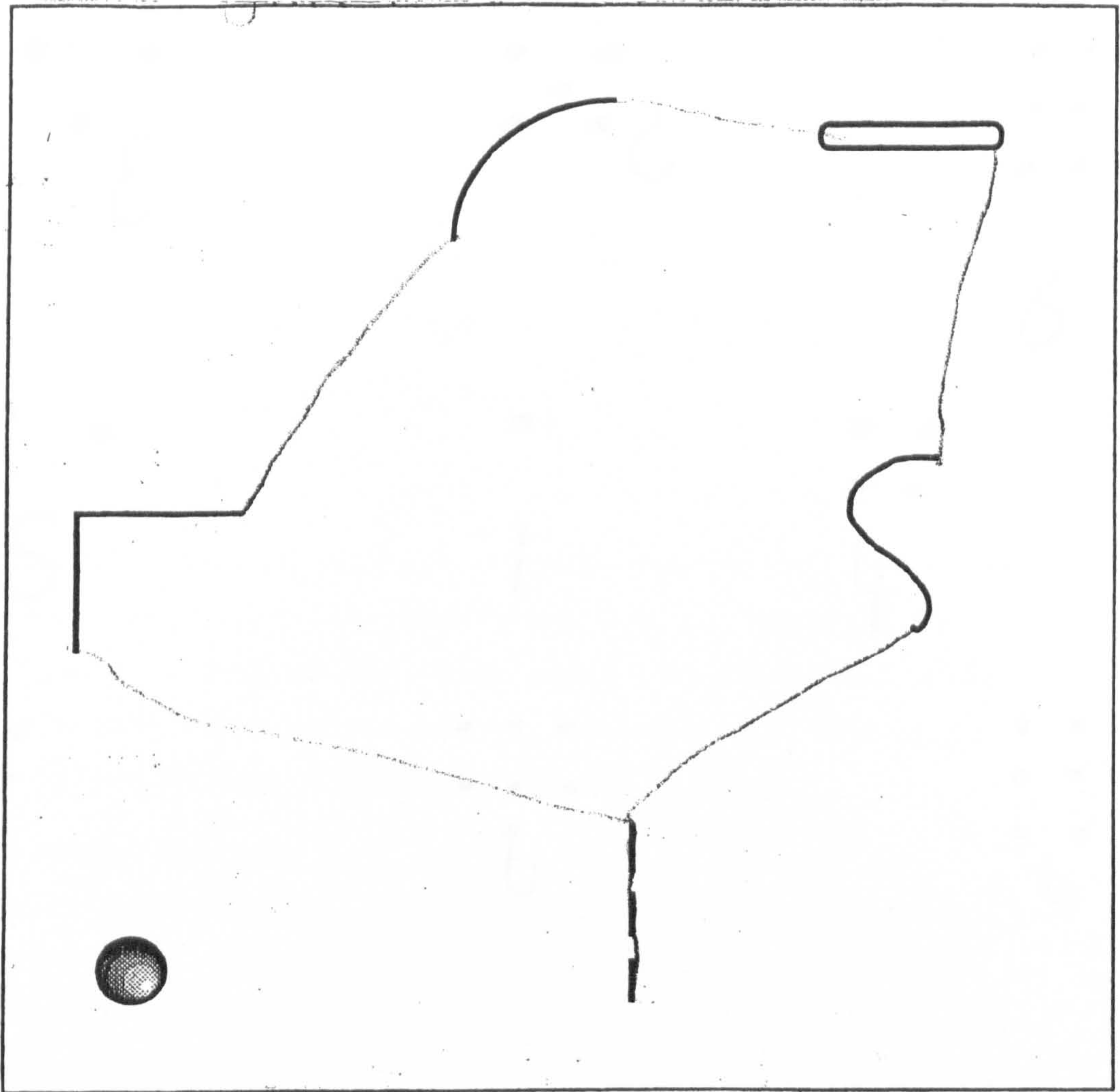


Rabbits	not attempted
Zoid's Friends	tested 17/2/99 5y 7m
Toybox	not attempted
Zoid's Letters	not attempted
Zoid's Letter Names	not attempted
Races	tested 17/2/99 5y 7m
Rhymes	tested 17/2/99 5y 7m
Wock	tested 17/2/99 5y 7m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 11:39 am Wednesday, February 17, 1999

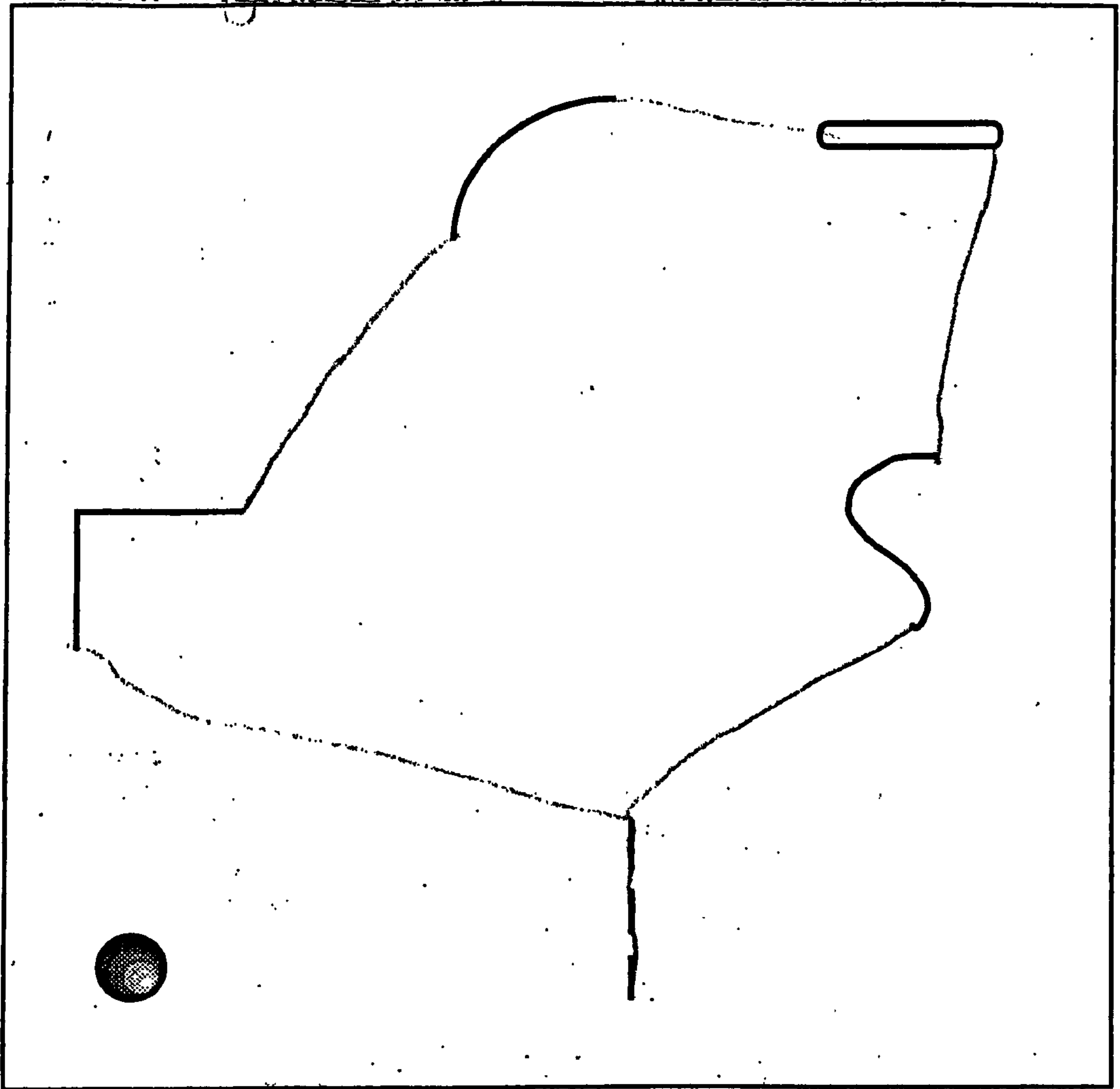


A brilliant artist did not have time to finish this picture. Can you finish it for him. It is for a very important person, so make it the best drawing you can. We're not sure which way up it goes so you can decide.

10 minutes.

Tell me about your picture.

I just joined up the bits.



A brilliant artist did not have time to finish this picture. Can you finish it for him. It is for a very important person, so make it the best drawing you can. We're not sure which way up it goes so you can decide.

10 minutes.

Tell me about your picture.

I just joined up the bits.

3

2

6

6

5

1

4

6

6

6

6

10

10

East Renfrewshire Council - Education Department

Network Support Team

Date: 18/2/1999

Name: Pupil Code C43S14P
Date of Birth: 04.07.93
Age: 5 years, 7 months Stage: Primary 1
School: Code 14P

Report compiled by: _____

C43S14P presented as a co-operative and enthusiastic worker. She chatted informally and has good verbal communication skills. However on reading and number skills, C43S14P was having some difficulty. While this constitutes only a small gap at present, we would wish to minimise the effects of any difficulties C43S14P is currently having.

Reading of continuous prose

C43S14P read to me from StoryWorlds (Monty and the Bouncy Castle). She coped reasonable well with this and had clearly had considerable practice with the vocabulary. She used mainly a look-and-say technique, though she is aware of phonic strategies. On unseen parts of Monty and the Crab however, C43S14P had some difficulty, and was unsure of a few words. She made good use of context and comprehension was good.

Auditory discrimination

Auditory discrimination was good, and C43S14P showed no problems at all in hearing the difference between sounds in words.

Word attack and phonic skills

On a detailed diagnostic assessment of phonic and word attack skills, C43S14P had clearly benefited from much of the teaching she has had, and knew most single sounds. There were weaknesses with the letters t, i, r, y, l, u, q, z, v, and x. Some of these are the less common letters. On blending letters and sounds however, C43S14P had extreme difficulty. For "at" for example, C43S14P said "one". Other attempts to blend were similarly unsuccessful. While it is still early and we should not write more into this

situation than there is, it would be appropriate to attempt to accelerate C43S14P's phonic skills before a significant gap develops.

Written language skills

While written work is at a very early stage for all children in the class, C43S14P was struggling somewhat. She was able to write her first name clearly and legibly, but could not attempt her second name. When it was pointed out that the sounds at the beginning of both names were exactly the same, C43S14P wrote the letter "M" but was unable to go further. Writing was however neat, and co-ordination was good.

Number

C43S14P was able to count to ten without difficulty and could understand the concept of the numbers up to ten. Recognition of the figures however was problematic and this will require further multisensory teaching. C43S14P wrote the figures 3, 5 and 2 reversed, although in the correct context.

CoPS1 computer assessment

This showed a profile well within the average band in all areas tested. Rhyming was rather slow but performance was good.

Dyslexia Early Screening Test (DEST)

The results of this were indecisive, though there were indications of poor short term memory and some difficulties with rhyming and sound order perception.

Recommendations

C43S14P should be carefully monitored to ensure that progress accelerates. Multisensory teaching should help ensure that C43S14P gains information through all channels available for learning: - she should hear, repeat, see and write whenever possible, and there will require to be considerable overlearning. Care will also need to be taken to avoid C43S14P becoming anxious as this could affect her learning.

Margaret Crombie

Network Support Team Manager

DEST Record Form for Pupil Code: C42 S23P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (-) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

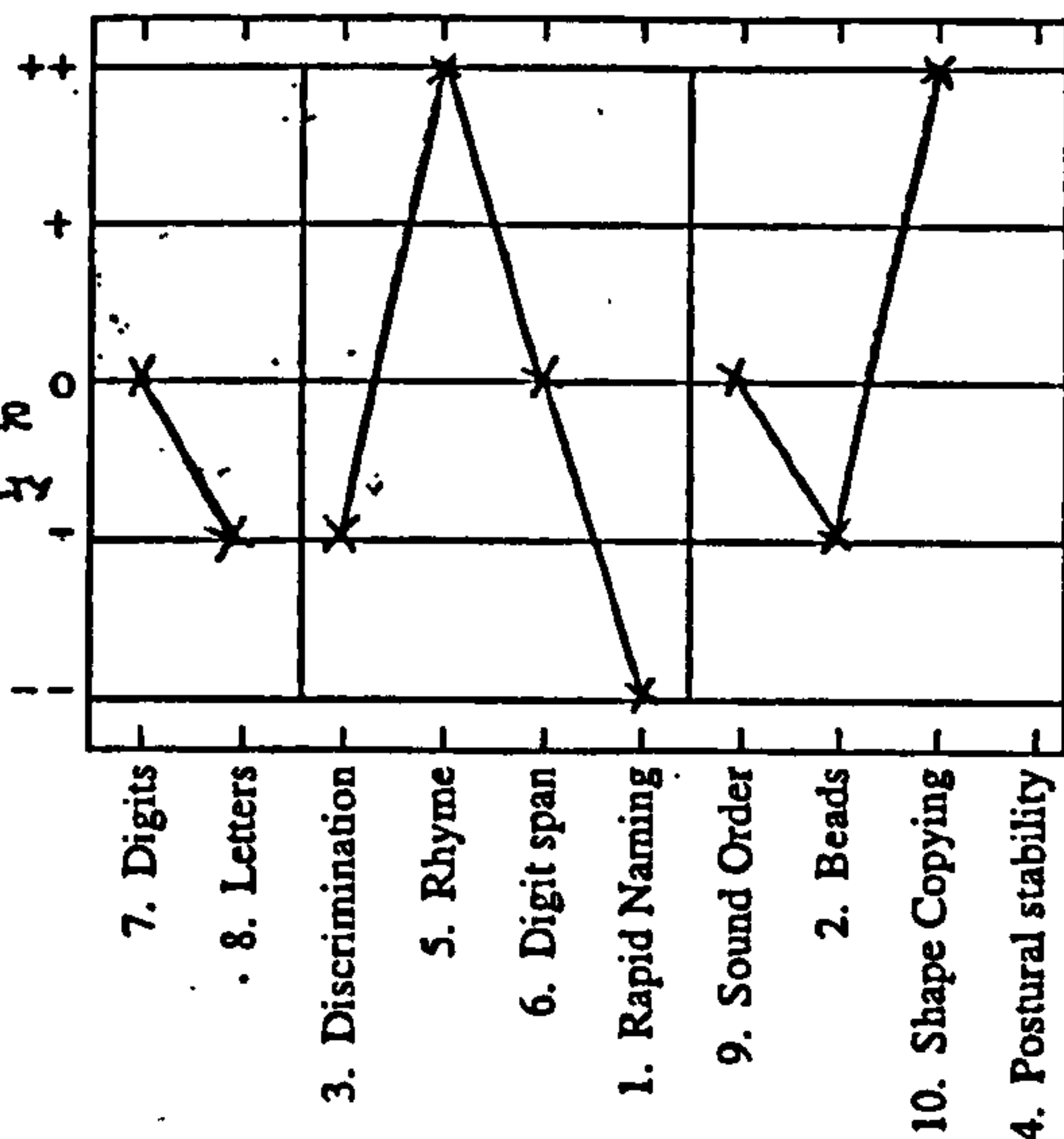
	Test score	'At Risk' Index	-	-	0	+	++
1. Rapid Naming	95	--					
2. Bead Threading	3	-					
3. Discrimination	6	-					
4. Postural Stability	/	BALANCE FINE					
5. Rhyme Detection	13	++					
6. Digit Span	6	0					
7. Digit Naming	6	0					
8. Letter Naming	5	-					
9. Sound Order	8	0					
10. Shape Copying	13	++					

Overlay the score keys
for the appropriate age

Interpretation

Work out the numbers of (-) and (-) scores. If 4 or more are (-), or 7 or more are either (-) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (-), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

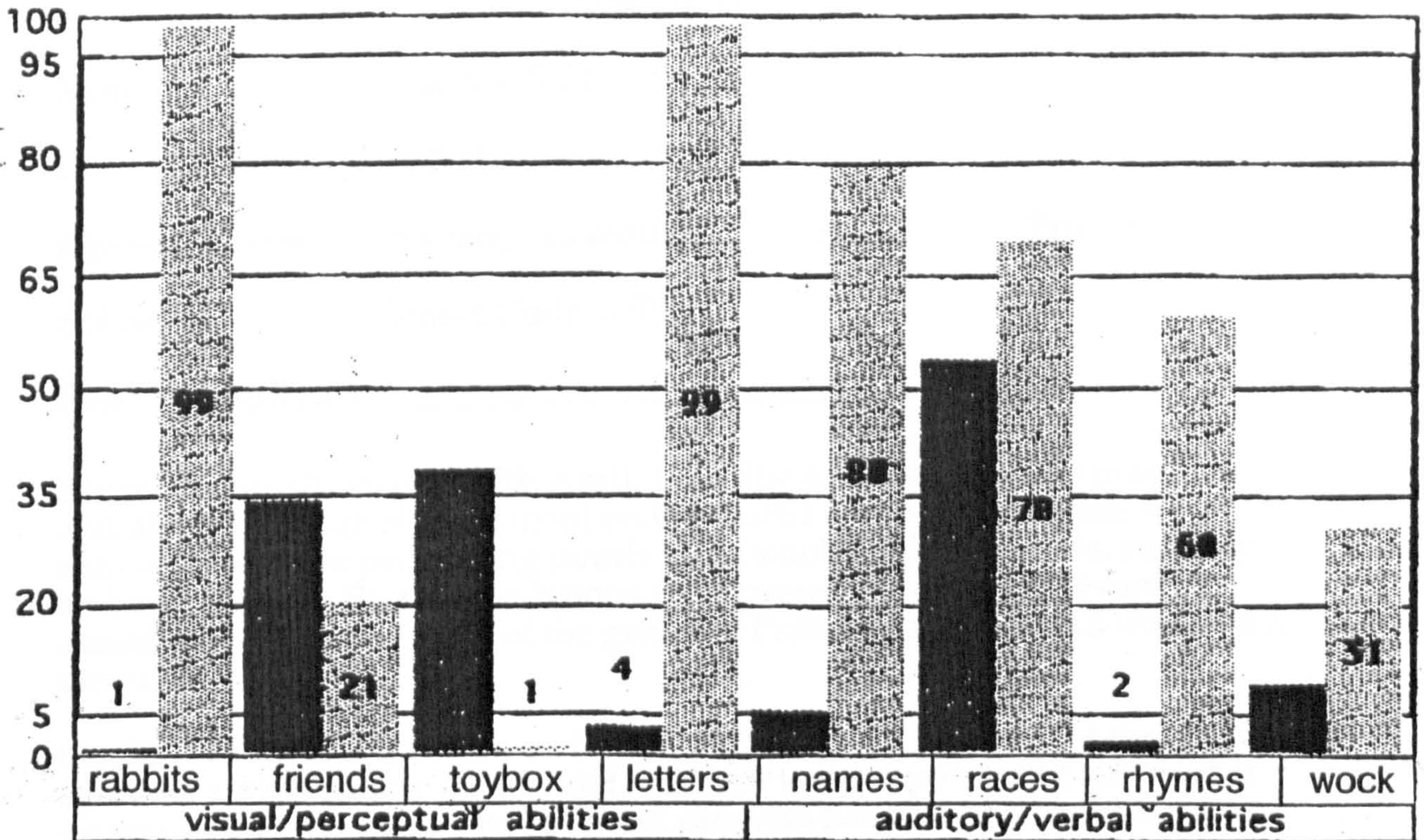
Full Name <u>C42 S23P</u>	Tester <u>M. CROMBIE</u> Date <u>29.4.99</u>
Class <u>P1</u> School <u>23P</u>	
Child's date of birth <u>11.2.94</u>	
Age at testing <u>5:01</u>	
Family history (permission form) <input type="checkbox"/>	
No FAMILY HISTORY THOUGH OLDER BROTHER HAS COMMUNICATION DIFFICULTIES Test behaviour: concentration <u>FINE</u> , BUT HAD DIFFICULTY SITTING STILL anxiety <u>POSSIBLE</u>	
Other info:	
Number with -- <u>1</u> (A)	
Number with - <u>3</u> (B)	
'At risk' score (2xA) + B <u>5</u> (C)	
'At risk quotient' (C)/10 <u>5/10 (0.5)</u> (D)	
Screening diagnosis <u>NOT INDICATING RISK</u> <u>BUT REQUIRES MONITORING.</u>	



School: 23P

Child: C42S23P: dob 11/2/94

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 2/2/99	4y 11m
Zoid's Friends	tested 1/2/99	4y 11m
Toybox	tested 1/2/99	4y 11m
Zoid's Letters	tested 3/2/99	4y 11m
Zoid's Letter Names	tested 3/2/99	4y 11m
Races	tested 2/2/99	4y 11m
Rhymes	tested 3/2/99	4y 11m
Wock	tested 3/2/99	4y 11m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 1:56 pm Wednesday, February 3, 1999

East Renfrewshire Council - Education Department



Date: 16/1/01

Name: Pupil Code: C42S23P

Date of Birth: 11.2.94

Age when seen: 6 years, 10 months Stage: Primary 3

School: School Code: 23P

Report compiled by : _____

S was previously seen on 29th April, 1999 due to concerns about progress, and also as a result of assessment on the CoPS1 computer program which showed him to be performing poorly on phonological awareness, auditory and visual skills. Recommendations were passed for group intervention aimed to advance the skills of the group of Primary 1s of which S was then a member.

On this occasion, S was seen on 5th December, 2000 in a group of three and again on 16th January. He worked well and was happy to chat about what he was doing in school. Overall good progress has been made. Though there are still some concerns, S will be able to cope in a group situation in the classroom with some support.

Reading

S read to me from his class reading book - All Aboard, Swan Rescue. He was scoring around 90% accuracy which is just borderline for coping without frustration. Reading will continue to require to be monitored carefully to ensure that his accuracy does not drop below this level, or he may find himself struggling to cope, with a resulting feeling of low self-esteem and poor ability. Comprehension of what S read was fairly good, though he had previously read much of the book in class.

On a standardised test of word reading (Burt), S scored a reading age score of 6 years, 10 months at a chronological age of 6 years 11 months. While this test is a little dated now, it nonetheless is a reasonably good indicator of word attack skills and ability to decode out of context. S has clearly benefited from the intervention work which has been done and should be able to keep up with the progress his group is making in class.

Any strategies to encourage additional reading and an interest in books should be tried in school, and at home. These include paired reading and

taped books with the text supplied. If S loses the place when following a book, he should simply put the book down and enjoy listening to the rest of the book. Next time he should try to keep the place for longer, and thus build up his ability and concentration for following text.

Writing and spelling

S's handwriting was quite neat and completely legible, but still a little immature.

Spelling was assessed formally. S scored just five months below his chronological age. While this means that S is having some difficulty with spelling words, he has nonetheless gained a considerable amount of phonic knowledge and was able to sound out simple words in order to work out how to spell them.

Simple spelling rules can now be introduced informally, perhaps through working with words in rhyming families. S is gaining considerable benefit from the teaching of phonological awareness skills and this will require to be continued for some time to come.

The extra support which S is currently getting is proving very beneficial and should be continued. As a result of the effective early intervention which S has had, it would however be hoped to discontinue the additional support in time.

Margaret Crombie
Network Support Team Manager

DEST Record Form for Pupil Code C44 S6P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (-) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

	Test score	'At Risk' Index	--	-	0	+	++
1. Rapid Naming	115	--					
2. Bead Threading	3	-					
3. Discrimination	9	0					
4. Postural Stability	/	0					
5. Rhyme Detection	9	0					
6. Digit Span	4	0					
7. Digit Naming	2	--					
8. Letter Naming	0	--					
9. Sound Order	15	+					
10. Shape Copying	11	+					

Overlay the score keys for the appropriate age

Interpretation

Work out the numbers of (--) and (-) scores. If 4 or more are (--), or 7 or more are either (--) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (--), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

Full Name C44 S6P

Tester M. CROMBIE Date 17.5.99

Class Pre-school School associated: S6P

Child's date of birth 25.3.94

Age at testing 5:02 years

Family history (permission form) P
YES

Test behaviour: concentration Good
anxiety NONE APPARENT

Other info: ASSESSED IN FARMHOUSE KITCHEN WITH PARENTS & GRANDPARENTS PRESENT.

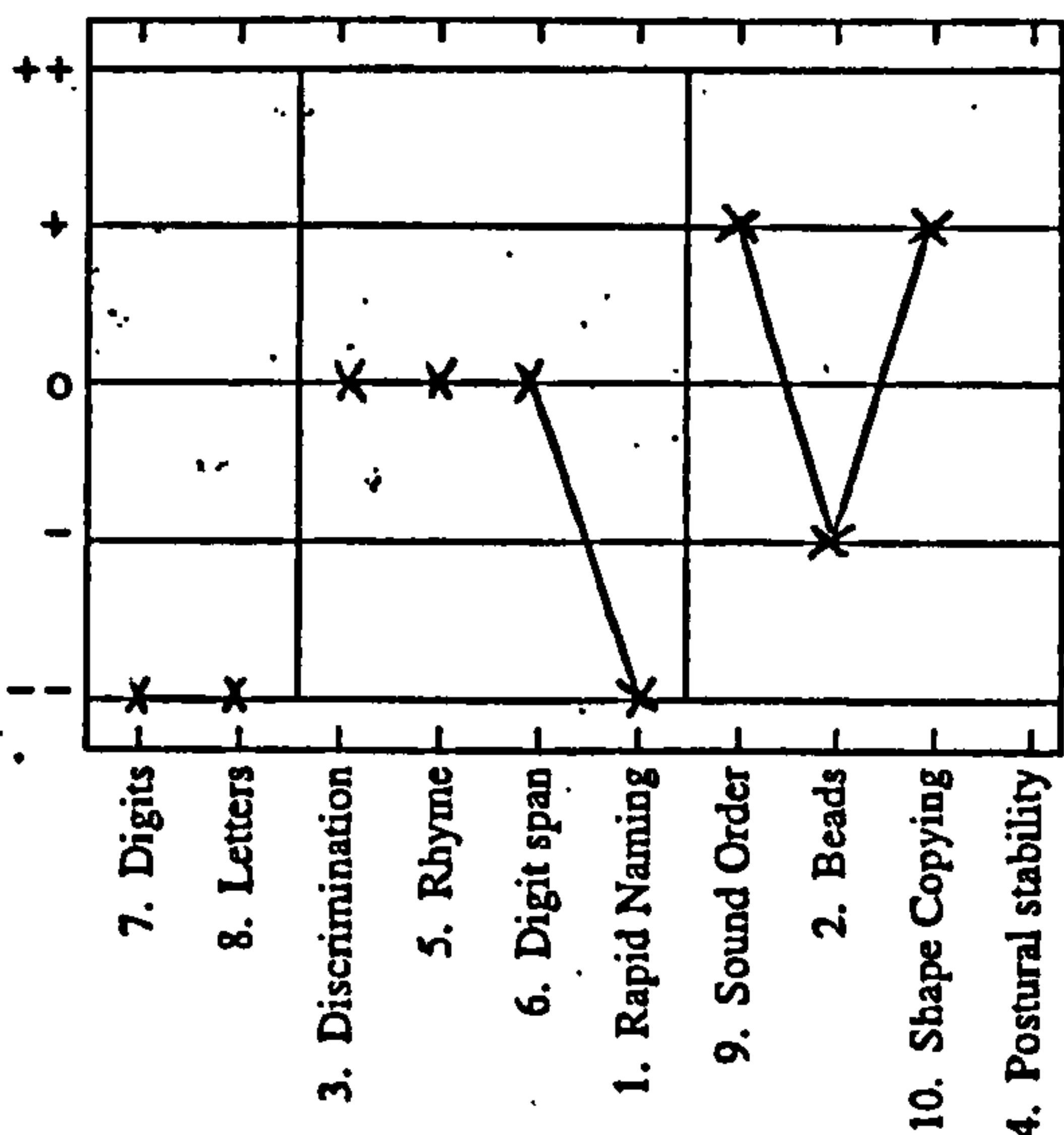
Number with -- 3 (A)

Number with - 1 (B)

'At risk' score (2xA) + B 7 (C)

'At risk quotient' (C)/10 7/10 (0.7) (D)

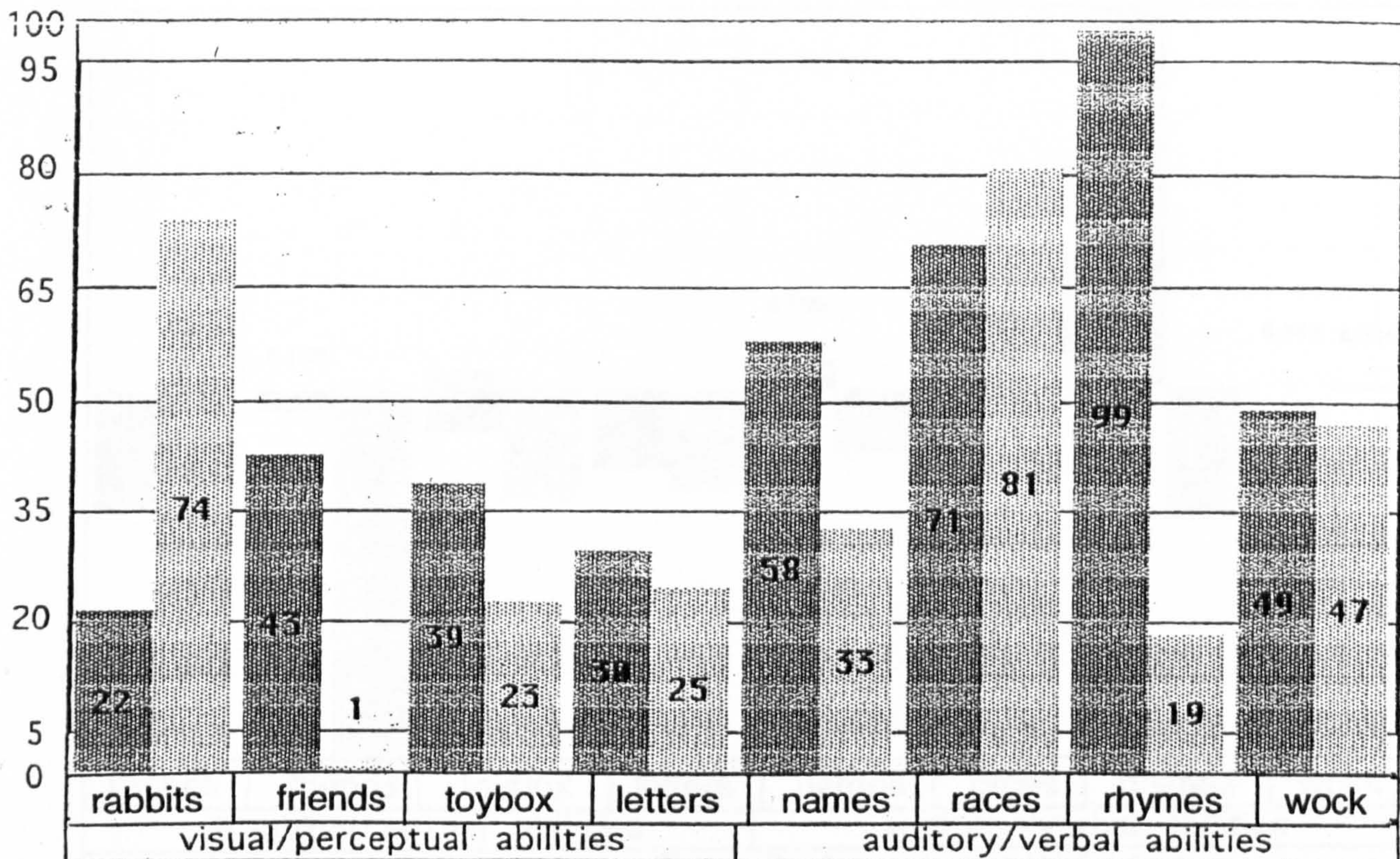
Screening diagnosis NOT CLEARLY AT RISK THOUGH SOME INDICATIONS FOR CONCERN.



School: 6P

Child: C44S6P: dob 25/3/94

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 25/2/99	4y 11m
Zoid's Friends	tested 25/2/99	4y 11m
Toybox	tested 25/2/99	4y 11m
Zoid's Letters	tested 25/2/99	4y 11m
Zoid's Letter Names	tested 1/3/99	4y 11m
Races	tested 1/3/99	4y 11m
Rhymes	tested 1/3/99	4y 11m
Wock	tested 1/3/99	4y 11m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

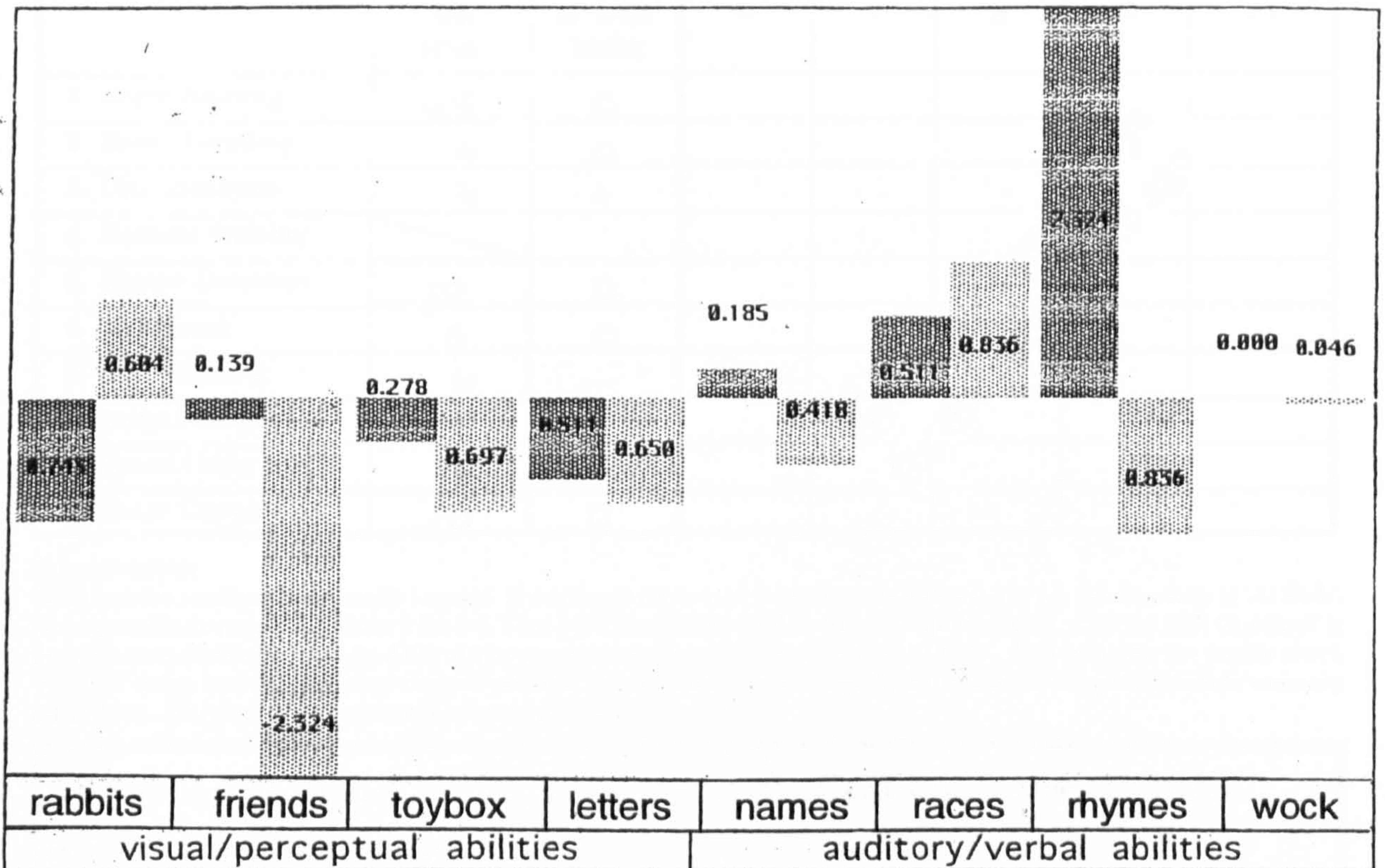
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:17 am Monday, March 1, 1999

School: 6P

Child: C44S6P: dob 25/3/94

Chart showing child's performance relative to population



SD units

Clown Performance: satisfactory

Rabbits	tested 25/2/99	4y 11m
Zoid's Friends	tested 25/2/99	4y 11m
Toybox	tested 25/2/99	4y 11m
Zoid's Letters	tested 25/2/99	4y 11m
Zoid's Letter Names	tested 1/3/99	4y 11m
Races	tested 1/3/99	4y 11m
Rhymes	tested 1/3/99	4y 11m
Wock	tested 1/3/99	4y 11m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

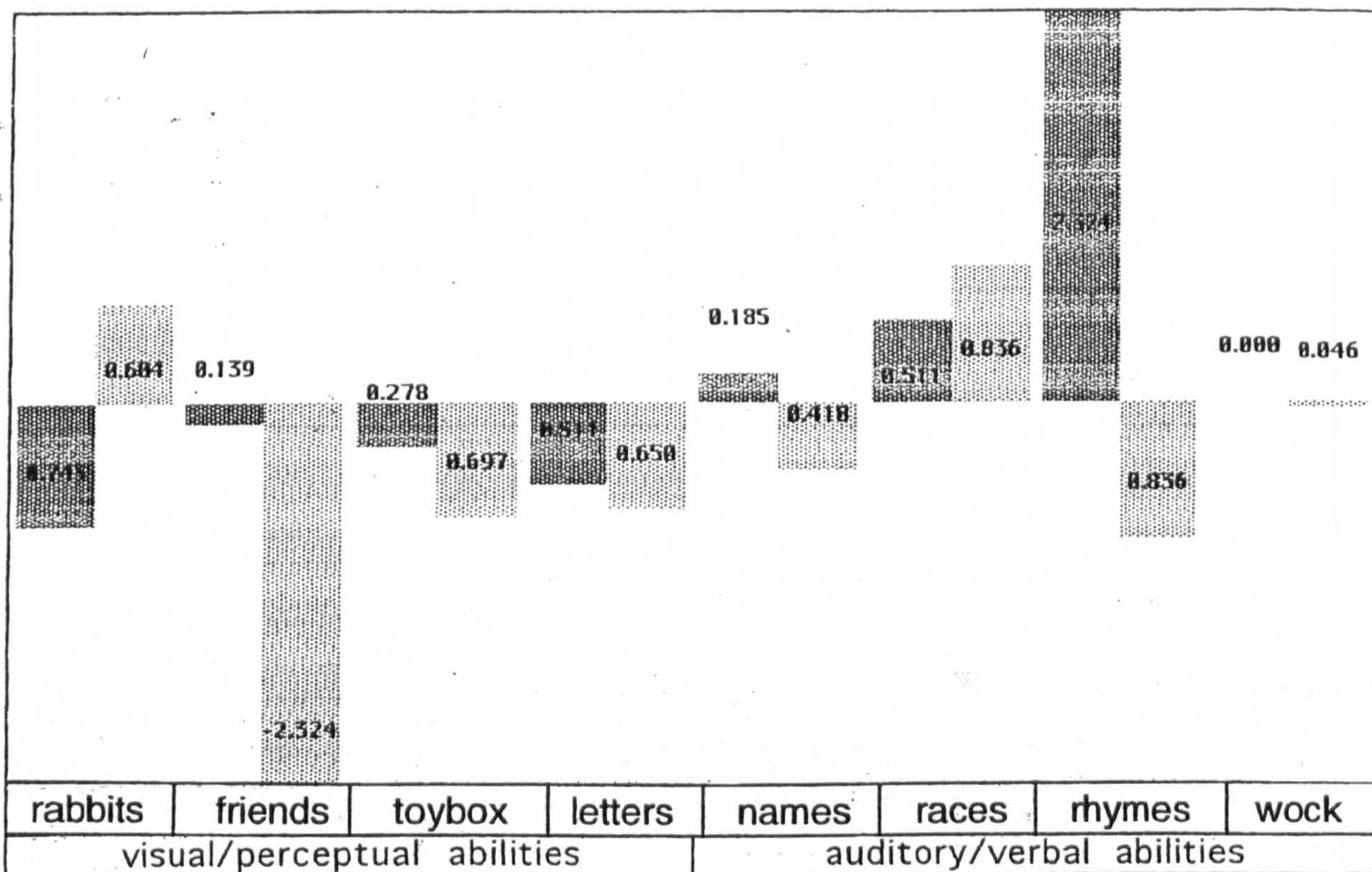
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:18 am Monday, March 1, 1999

School: 6P

Child: C44S6P: dob 25/3/94

Chart showing child's performance relative to population



SD units

Clown Performance: satisfactory

Rabbits	tested 25/2/99	4y 11m
Zoid's Friends	tested 25/2/99	4y 11m
Toybox	tested 25/2/99	4y 11m
Zoid's Letters	tested 25/2/99	4y 11m
Zoid's Letter Names	tested 1/3/99	4y 11m
Races	tested 1/3/99	4y 11m
Rhymes	tested 1/3/99	4y 11m
Wock	tested 1/3/99	4y 11m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:18 am Monday, March 1, 1999

DEST Record Form for Pupil Code : C11S10P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (-) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

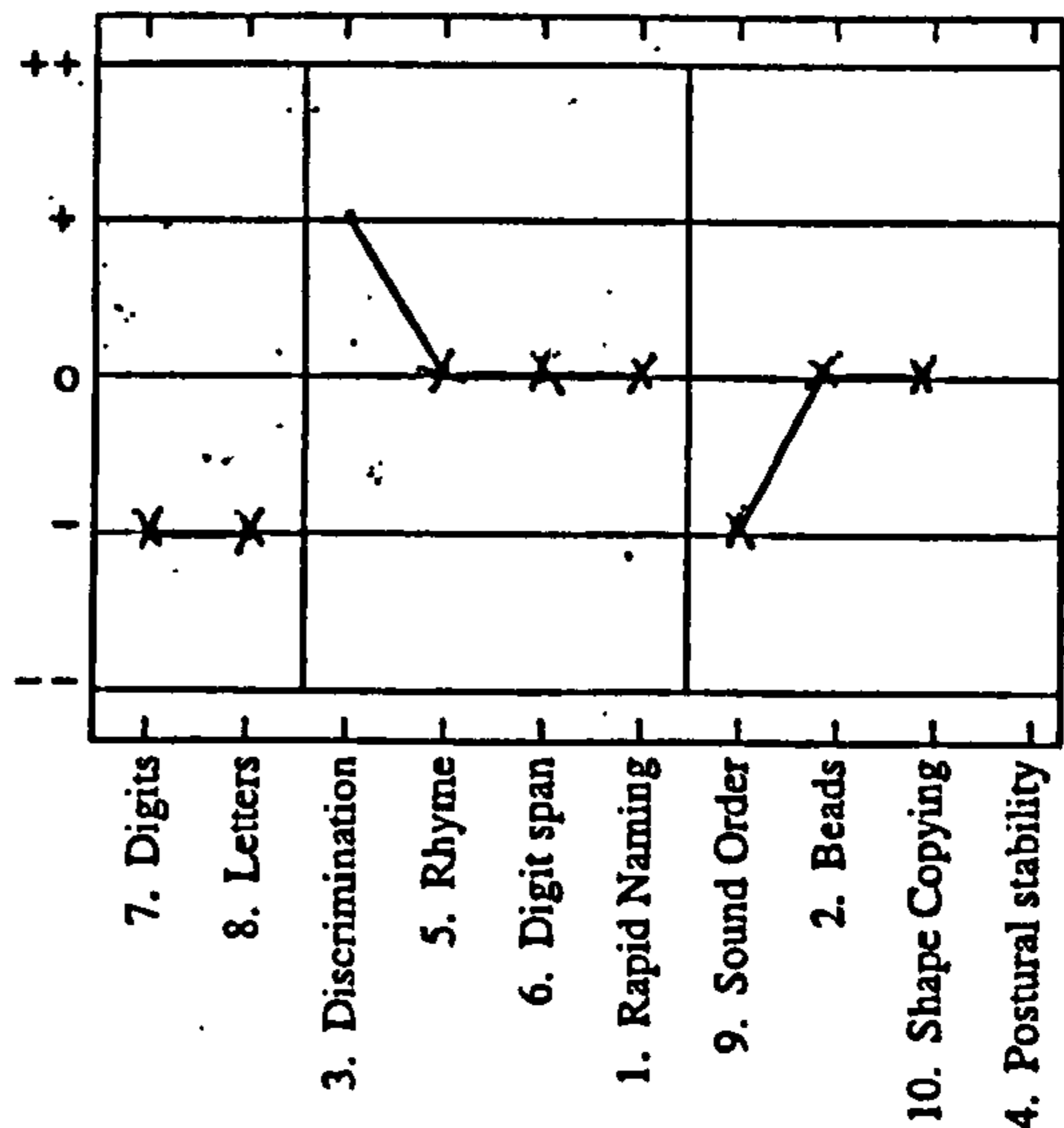
	Test score	'At Risk' Index	-	-	0	+	++
1. Rapid Naming	63	0					
2. Bead Threading	4	0					
3. Discrimination	9	+					
4. Postural Stability	/						
5. Rhyme Detection	10	0					
6. Digit Span	5	0					
7. Digit Naming	6	-					
8. Letter Naming	7	-					
9. Sound Order	5	-					
10. Shape Copying	10	0					

Overlay the score keys for the appropriate age

Interpretation

Work out the numbers of (-) and (-) scores. If 4 or more are (-), or 7 or more are either (-) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (-), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

Full Name <u>C11S10P</u>	Tester <u>M. CROMBIE</u> Date <u>4.11.96</u>
Class <u>P2</u> School <u>S10P</u>	
Child's date of birth <u>16.2.91</u>	
Age at testing <u>5:08 years</u>	
Family history (permission form) <input checked="" type="checkbox"/>	
<u>FATHER DYSLIXIC</u>	
Test behaviour: concentration <u>GOOD</u>	
anxiety <u>LOW</u>	
Other info: <u>OLDER SISTER DYSLIXIC</u>	
Number with -- <u>0</u> (A)	
Number with - <u>3</u> (B)	
'At risk' score (2xA) + B <u>3</u> (C)	
'At risk quotient' (C)/10 <u>3/10 0.3</u> (D)	
Screening diagnosis <u>APPARENTLY NEGATIVE</u> (THOUGH NOT CONVINCED!)	



East Renfrewshire Network Support Team

Progress Report

School: 10P

Session: 2000/2001

Pupil's Name: C11S10P

Class/Year: P6

Network Teacher:

C11S10P has been working well on the individual, multi-sensory programme since he restarted in February 2001.

Reading is gaining in both accuracy and fluency.

C11S10P seemed to enjoy the Oxford Junior readers True Stories: current reading level approx. 8 - 8.5yrs

In **phonics** he has completed the section on vowel digraphs: ai ay ea oa ie oe ue ui ou ow. He is now working on the more difficult vowel digraphs: wa au aw ew

His **word attack skills** are improving and he has worked on prefixes and suffixes within multisyllable words.

He finds this quite difficult, particularly the sequencing of syllables within long words.

Spelling is also improving as his phonic knowledge increases and he applies the Letterland rules he has learned.

Handwriting has improved since the introduction of a form of cursive, joined script.

C11S10P is now putting some effort into his work on the programme and appears to have developed a more positive attitude towards his difficulties. He has been well supported at home by his parents and in school by his class teacher and this has contributed greatly to his progress.

Network Support should continue in P7.

Signature:

Date June 2001

EAST RENFREWSHIRE COUNCIL - EDUCATION DEPARTMENT

PSYCHOLOGICAL SERVICE

**Annual Review Meeting held in School S10P
on 21 June 2001**

Child's Name: C11S10P Date of Birth: 16.2.91

Present:

- Head Teacher
- Class Teacher
- SEN Network Support Teacher
- Educational Psychologist
- Parents

Current Situation

C11S10P is making good progress in all areas of the curriculum. He recently passed his level C Reading test with ease and is currently working on Level C in Maths. Predictions indicate that C11S10P should be working on Level D in Maths on entry to Secondary School. He is becoming a more enthusiastic and fluent reader although he continues to find both decoding a text and spelling difficult. Recent assessments (25.5.01) indicate that C11S10P's basic reading age is 8 years 3 months, his spelling age 7 years 6 months and his Reading Comprehension age 9 years 6 months (Wechsler Objective Reading Dimensions). Encouragingly C11S10P's Listening Comprehension age is 14 years 6 months (Wechsler Objective Language Dimensions). C11S10P's difficulties with decoding are clearly affecting his understanding of text. In the classroom C11S10P continues to have some difficulties putting his answers down on paper although orally his answers are good. C11S10P is supported by network and he is currently on the programme for children with Specific Learning Difficulties, C11S10P is doing well on this. C11S10P's numerical operations age is 10 years 9 months. (Wechsler Objective Numerical Dimensions) and encouragingly he is tackling sums he has not experienced yet. He does find problem solving type questions more challenging. Network Support his group with number work. C11S10P continues to have difficulties concentrating on his work within the classroom, currently he gets some SEN Assistant support to keep him on task but through discussion it was felt that it would be more appropriate to encourage C11S10P to be more independence and deploy SEN Assistant Support in alternative ways.

Action

- Continue the SPLD Network Support programme
- Continue Network Support in Maths with an emphasis on problem solving
- Use the SEN Assistant to scribe and read for C11S10P
- Use the Alpha Smart for story writing and news in the class
- Address concentration difficulties in class - look at seating, chunking work into small or more manageable sections etc.
- Parents will visit secondary schools in due course to make final decision
- Review C11S10P's progress formally in May 2001 (P7-S1 Transfer meeting), informally as required

Minutes/ 22.6.01

C4655P

1. Rapid Naming	2. Bead Threading	3. Phon. Discrimination
Time (secs) 55	Total 6	bad, dad ✓
Error 0	Less initial 3	cap, cap ✓
		day, day ✓
Time + (5 x errors) 55		pin, thin ✓
Add 10 if place card needed		lip, limp ✓
		fat, fat ✓
		cub, cup ✓
		leg, leg ✓
		fan, van ✓
Total 55	Total 3	Total (max 9) 9

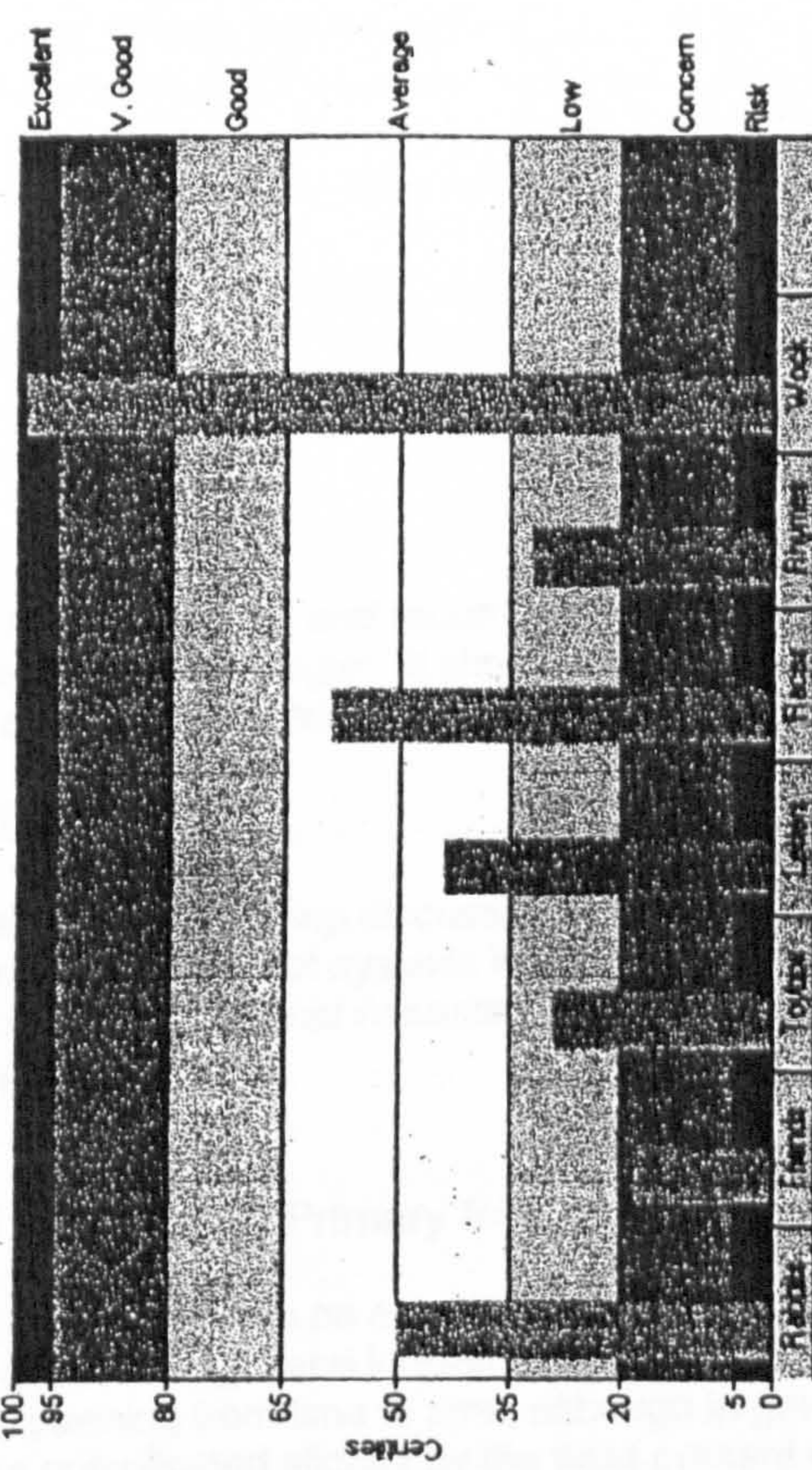
4. Postural Stability	5. Rhyme/First letter	6. Digit span
Arms by side	leg hen ✓	51 51
1	pin win ✓	39 39
2	cup pup ✓	136 136
	hop doll ✓	495 495
Arms in front	toe toad ✓	7642 7642
1	mud bud ✓	5847 5677
2	peg bet ✓	74658 76458
NOT DONE	wing sing ✓	86139 86189
	First letter	754316 75432716
	dog ✓	975243
	sack ✓	1347962
	hat ✓	2134875
	tap ✓	17296358
	net ✓	57648132
Total (max 24)	Total (max 13) 11	Total (max 14) 5

7. Digit Naming	8. Letter Naming	9. Sound Order	10. Shape Copying
4 ✓	t ✓	mouse ✓	Hand used
8 ✓	s ✓	duck ✓	
3 ✓	d ✓	mouse ✓	1
9 ✓	e ✓	mouse ✓	□ 2
5 ✓	w ✓	duck ✓	- 1
7 ✓	o ✓	mouse ✓	○ 2
6 ✓	b ✓	duck ✓	† 2
	q ✓	duck ✓	Δ 1
	n ✓	duck ✓	◇ 1
	y ✓	mouse ✓	
		mouse ✓	
		duck ✓	
		duck ✓	
		mouse ✓	
		mouse ✓	
		duck ✓	
Total (max 7) 7	Total (max 10) 10	Total (max 16) 14	Total (max 21) 10

Lucid CoPS individual graphical profile and progress sheet

Pupil ID: (4)

Child: C46S5P
 DOB: 07/07/94 Age: 5:05 years



* Results should be interpreted in accordance with the instructions in the manual

Visual sequential memory shapes of words!

Time not shown.

Report printed: 09/12/99 16:24:39

Department of Education

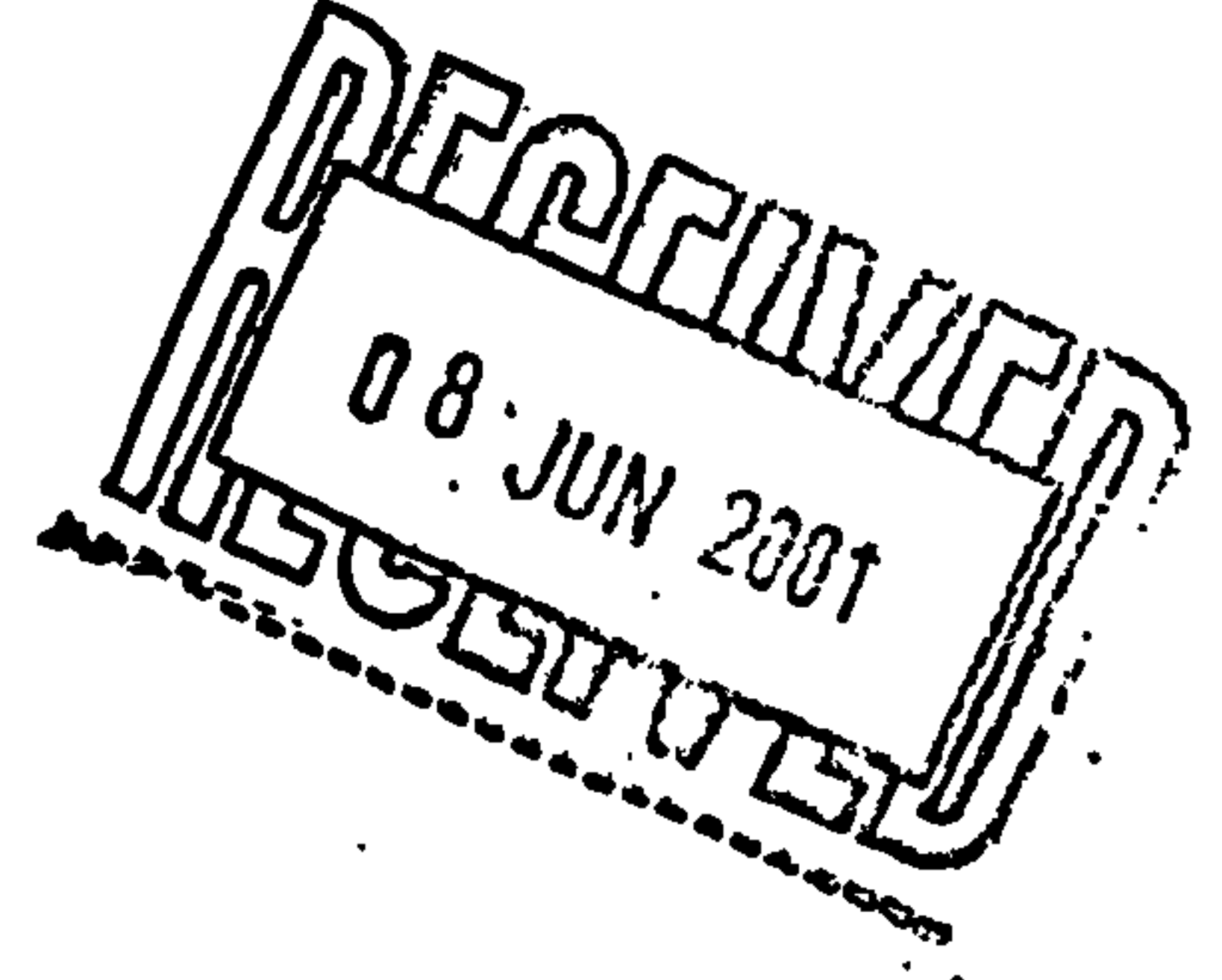
Director: Eleanor J Currie MA
Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire, G46 6UG

Psychological Service

Principal Psychologist: Joyce Fullarton
St Mark's Primary School - Infant Building, Roebank Drive, Barrhead, G78 2JA

Phone: 0141-577-4520
Fax: 0141-577-4516
E-Mail: PsyService@ercsch.org.uk

Our Ref:
Your :
Date: 31 May 2001



Head Teacher
5P Primary School

Dear Head Teacher

Name of Child: C46S5P
Date of Birth: 7.7.94
Address:

The following report is intended to feedback findings and recommendations arising from the assessments carried out by the Educational Psychologist. It should also be used as a basis for discussion at the Feedback meeting and as a baseline to measure any future possible progress.

Referral to Psychological Service

C46S5P was referred to Psychological Service following discussions with his parents. Given the level of anxiety present and awareness of a family history of dyslexia it was agreed to support C46S5P and his parents through administering a brief Psychological Assessment in order to determine the possible presence of any dyslexic type difficulties.

Assessment

Michael was subsequently assessed in 5P Primary School on 3 April 2001.

C46S5P presented as a relatively confident pupil with no apparent self-esteem issues. He participated well in all the tasks requested of him and was bright and inquisitive and showing a keen sense of humour. C46S5P did seem a bit tired, yawning from time to time, although in general he coped well with the testing conditions which were complicated slightly by the heat present within the room.

Findings

CA = Chronological Age AE = Age Equivalent

WORD

CA=6:08

Basic Reading	-	AE	=	7:03
Spelling	-	AE	=	6:03
Reading Comprehension	-	AE	=	7:00

WOND

CA = 6:08

Mathematical Reasoning - AE = 7:09
Numerical Operations - AE = 6:09

WOLD

CA = 6:08

Listening Comprehension - AE = 7:00

Interpretation

From the scores obtained during the limited assessment carried out, C46S5P can be seen to be performing at a level at or above that which would normally be expected for a child of his age. One area where C46S5P did perform slightly below his chronological age was that of spelling, which although not majorly below his expected level of performance, may indicate a specific difficulty.

In summary the assessment findings could best be described as showing that C46S5P is experiencing a specific spelling difficulty. Whilst it is difficult to say with certainty at this stage it remains a possibility that C46S5P's specific difficulty may be dyslexic in nature.

Recommendations

Although much of what is below is already being implemented, nonetheless, it is re-stated here for the record:

1. That C46S5P should receive an appropriate level of Learning Support from within the school with
2. That the above support should incorporate the following general principles/components:
 - i In relation to spelling work the curriculum should be broken down into small steps with C46S5P gaining confidence at one stage before moving on to the next. He will require repetition and consolidation of new skills
 - ii Overall multi-sensory approach to spelling will be most appropriate whereby Michael is encouraged to see, hear and feel the nature of a word. The Look, Say, Cover, Write, Check approach will reinforce this concept.
 - iii Spelling errors should not be over emphasised in marking, with the focus being on the content of any written work.
 - iv C46S5P should be given praise and encouragement for his efforts as well as for any progress he makes. His skills and talents should be highlighted to help maintain his self-esteem and raise his confidence in approaching tasks.
 - v For some extended pieces of written work C46S5P may benefit from access to a scribe so that he can demonstrate other skills such as imagination, general knowledge and sequencing of ideas without being hindered by his spelling difficulty.
 - vi Access to microtechnology should also be considered for the production of written work.
 - vii That good regular contact between C46S5P's parents and the school be maintained so that a consistent approach be taken to aiding his educational development.

3. That C46S5P's progress or otherwise be monitored and reviewed.

Having completed the agreed brief assessment of C46S5P's abilities, this would seem an appropriate point at which to withdraw Psychological Service input and hand responsibility for monitoring and review of C46S5P's progress back to the school's support structure. If at any point in the future it is felt necessary by either the parents or the school to re-refer to the Psychological Service, then I would be happy to discuss this.

I hope that this information has been of benefit.

Yours sincerely

EDUCATIONAL PSYCHOLOGIST

cc
Parents
Assistant Head Teacher
Network Support Teacher

DEST Record Form for Pupil Code: C47 SIN

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (-) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

	Test score	'At Risk' Index	--	-	0	+	++
1. Rapid Naming	77	—					
2. Bead Threading	3	—					
3. Discrimination	(1)	(--)					
4. Postural Stability	/						
5. Rhyme Detection	(0)	(--)					
6. Digit Span	4	0					
7. Digit Naming	5	—					
8. Letter Naming	2	—					
9. Sound Order	7	--					
10. Shape Copying	10	+					

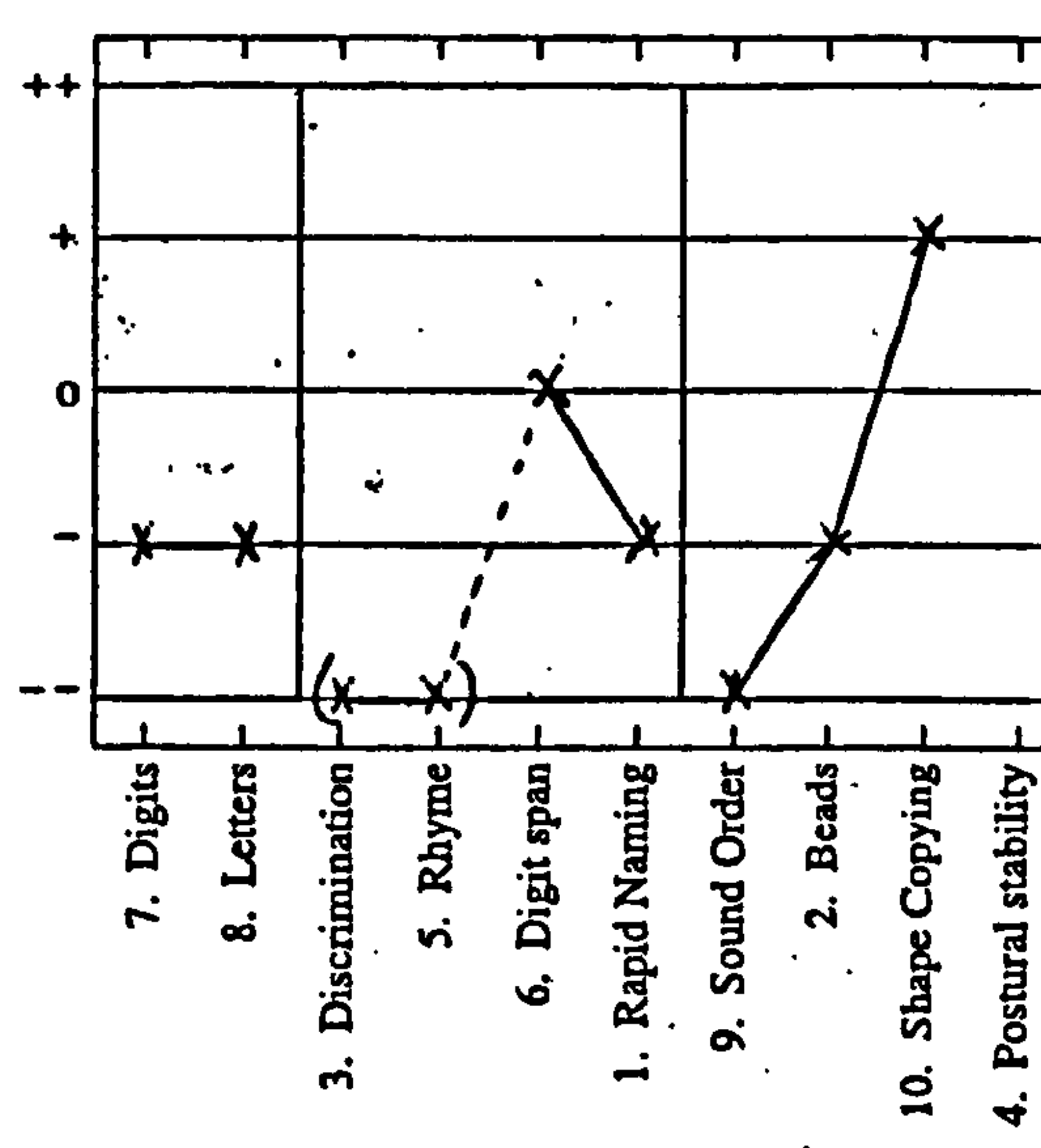
Overlay the score keys for the appropriate age

CHILD NOT INTERESTED IN DISCRIMINATION & RHYME DETECTION.

Interpretation

Work out the numbers of (--) and (-) scores. If 4 or more are (--), or 7 or more are either (--) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (--), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

Full Name <u>C47 SIN</u>	Tester <u>M. CROMBIE</u> Date <u>15.5.00</u>
Class <u>NURSERY</u> School <u>IN</u>	
Child's date of birth <u>2.4.95</u>	
Age at testing <u>5:01</u> years	
Family history (permission form) <input checked="" type="checkbox"/>	
FATHER DYSLEXIC	
Test behaviour: concentration <u>REASONABLE</u>	
anxiety <u>LOW</u>	
Other info:	
Number with -- <u>1 DEFINITE (3)</u> (A)	
Number with - <u>4</u> (B)	
'At risk' score (2xA) + B <u>6 (10)</u> (C)	
'At risk quotient' (C)/10 <u>1</u> (D)	
Screening diagnosis <u>EQUIVOCAL, THOUGH LOOKS POSITIVE</u>	



DEST Record Form for Pupil Code: C45 315P

Entering Scores

Write the test scores in the Test Score of the record form below. Find the Score Key appropriate for the child's age. Place it carefully on top of this sheet. The cutaway allows you to enter the 'At Risk Index' scores in the third column of the record form. Look up the corresponding index (-, -, 0, +, ++) in the right hand columns of the Score Key form, and enter it in the third column. e.g. for Postural Stability for age 5:0 to 5:5, you would enter (-) for a score of 17; (-) for a score of 9; (0) for a score of 7; (+) for a score of 1; and (++) for a score of 0. The score keys differ for each age, so make sure you use the right one.

	Test score	'At Risk' Index	--	-	0	+	++
1. Rapid Naming	105	--					
2. Bead Threading	0	--					
3. Discrimination							
4. Postural Stability							
5. Rhyme Detection							
6. Digit Span							
7. Digit Naming	3	--					
8. Letter Naming	1	--					
9. Sound Order							
10. Shape Copying							

Overlay the score keys for the appropriate age

Interpretation

Work out the numbers of (--) and (-) scores. If 4 or more are (--), or 7 or more are either (--) or (-), the diagnosis is 'At Risk'. For a quantitative measure, score 2 for (--), 1 for (-), 0 for the remainder, and add up the scores. The 'At Risk Quotient' is then the sum divided by 10. An ARQ of 1 or greater is strong evidence of being 'At Risk'. Also complete the profile chart. 'At Risk' areas such as rhyming suggest possible remediation work. Digit Span weakness suggests possible memory difficulties. Discrimination weakness may suggest hearing problems.

Full Name <u>C45 315P</u>	Tester <u>M. Crombie</u> Date <u>11.9.00</u>
Class <u>P1</u> School <u>S.15 P</u>	
Child's date of birth <u>16.8.95</u>	
Age at testing <u>5:00</u>	
Family history (permission form) <input checked="" type="checkbox"/> <u>SELF ASSESSED DYSLLEXIA - MOTHER & GRANDMOTHER</u>	
Test behaviour: concentration <u>VERY POOR</u> anxiety <u>Low</u>	
Other info: <u>CONSTANTLY PESTERED HER MOTHER FOR SWEETS. RESULTS THEREFORE NOT DEPENDABLE</u>	
Number with - <u>4 (out of 4)</u> (A)	
Number with - _____ (B)	
'At risk' score (2xA) + B _____ (C)	
'At risk quotient' (C)/10 _____ (D)	
Screening diagnosis <u>+ve (with reservations)</u>	

++									
+									
0									
-									
--									
	7. Digits	8. Letters	3. Discrimination	5. Rhyme	6. Digit span	1. Rapid Naming	9. Sound Order	2. Beads	10. Shape Copying
									4. Postural stability

ONLY FOUR SUBTESTS REPORTED ON AS OTHERS DID NOT REPRESENT Z'S ABILITY (DUE TO LACK OF CONCENTRATION)

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**Primary 1 Screening Programme
Child's Profile Sheet**

School: 15P

Name of Child: C45S15P Male (Female) (Circle) DOB: 16.8.95

Class: 1 Teacher: Mrs Teach

	FINE	CONCERN
Reading progress: Phonics - sound/letter correspondence Ability to identify individual sounds when letters are presented visually: (eg 24/26 noting any reversals and/or inversions, such as saying /b/ for 'd' or /m/ for 'w') (secure in what has been taught)	$\frac{24}{26}$	$\frac{15}{26}$
Look and Say (secure in what has been taught)		$\frac{8}{18} \quad \frac{31}{48}$
Writing progress: Ability to write letters when sounds are given (Record as above, noting reversals and/or inversions and any letters wrongly formed.)		$\frac{14}{18} \quad \frac{13}{26}$
Copying Near.	✓	
Far (Note pencil grip and any letters put in wrong order.)		✓
Expressing ideas - for writing, drawing		✓
Oral performance: Ability to put the message across	✓	can be quiet at times
Tell a 'story' in sequence	✓	
Speech (Note any difficulty in producing sounds.)	✓	
Repeat polysyllabic words: hospital enemy spaghetti Subetti (Note what child says.)	✓	
Repeat a nonsense word: molsmit dabnad (Note what child says.)	✓	
Drawing: "Draw the very best drawing of yourself that you can. Remember to put in all the details, and write your name underneath." (Note pencil grip when drawing and writing.)	✓	

	FINE	CONCERN
Number: Ability to identify individual numbers when figures are presented visually (secure in what has been taught)	✓	
Understanding concept of numbers (secure in what has been taught) <i>Give me 5. Draw me 5.</i>	✓	
Count up to	✓	
Problem solving (e.g. Lay out 5. Put on another 3. How many? Take away 2. How many? Put in another 4. How many now?)	✓	
Ability to write figures when numbers are said (Note reversals and/or inversions and any numbers wrongly formed.)		Formation of 8 + 9:
Construction: Lego-type building activities	✓	
Attentiveness: Pays attention and carries out instructions?	✓	
Finishes tasks along with rest of class?	✓	
Excitability?	✓	
Flapping?	✓	
Demanding and/or oppositional behaviour?	✓	
Repetitive behaviours?	✓	
Regularly misunderstands or requires extended explicit explanations before responding?	✓	
Appropriate eye contact	✓	
Automaticity: Doing two or more things at once. (Say a rhyme and balance on one foot.)	✓	
Memory: (Check if answers are correct) "What is your phone number?"		
"What is your address?"		
Ability to follow a sequence of instructions How many? "Go to the ... table, get me the ... and put it on the"(3)		
Ability to repeat a short sequence of numbers (Present at speed of one per second) (4) How many can s/he reliably remember?		
Repeat after me, "Dog, fish, spoon, parrot."		

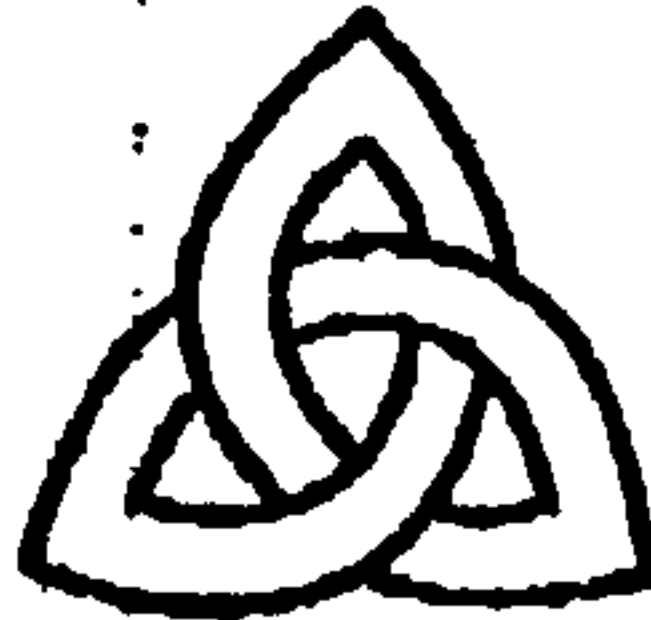
	FINE	CONCERN
Left/right knowledge: <i>Which is your right hand?</i> <i>Which is my left hand?</i>		
Movement: <i>(Note if child regularly bumps into things, falls over, has poor muscle tone or if hands flap when asked to run or jump)</i>		
Social: <i>(Note if child is often isolated, not included in group or prefers to seek out adult company)</i>		
Handedness: Left/Right/Undecided/Cross Lateral (Circle)		
Note if there is any relevant medical information or family history of learning difficulties?		
Note here any other factors which seem to be unusual or which do not seem to add up with the rest of the picture you have of the child.		
Note pre-school/nursery experience.		

Feb. 01



Appendix 7

Letter and questionnaire sent to Scottish Local Authorities



Centre for Effective Learning and Teaching

Director JEAN MCGREGOR MA MEd Tel / Fax 0141 334 9371 Mobile 07050097371

To The Directors of Education
All Education Authorities in Scotland

February, 98

Dear Director

Follow up to Scottish Dyslexia Forum National Seminar on Specific Learning Difficulties (Dyslexia), held in the Scottish Office, Victoria Quay, Leith, on 3rd December, 1996.

The above seminar was offered to officers of all the new Councils, along with representatives of parents' and other groups in the field, and relevant staff from the College and University Departments. It was supported by the Scottish Office and the Scottish Dyslexia Trust. Almost all Education Authorities participated. If you wish to be reminded of your own delegation, a list of all those who attended is included with this correspondence.

CELT was responsible for organising the day on behalf of the Scottish Dyslexia Forum, and for its evaluation. The Evaluation Report commented on the success of the day, and noted that a number of participants felt that the most appropriate follow up would be a series of Regional Seminars. The Scottish Office wishes to sustain the benefits of the National Seminar, and is willing to support the Scottish Dyslexia Forum financially in offering Regional seminars, provided that there is sufficient interest from within Education Authorities.

Accordingly, CELT has been asked to conduct the enclosed survey of all education authorities and representative bodies on the Forum. Your responses to the questionnaire will be used to

- i] enable both the Scottish Dyslexia Forum and the Scottish Office to measure the usefulness of the National Seminar and the degree of support for Regional Seminars,
- ii] establish the form[s] these might take to ensure that they meet your requirements, if the level of support is high.
- iii] ascertain the degree to which individual or groups of Authorities might be willing / able to contribute to the costs of the seminars in cash or kind eg such as offering premises.

I would therefore be very grateful if you arrange for the return the questionnaire to me at the above address, by

With many thanks for your help.

Yours sincerely

Jean McGregor
Director
CELT

Email JEANMcG_CELT@colloquium.co.uk

St Andrew's College Duntocher Road Bearsden Glasgow G61 4QA

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Centre for Effective Learning and Teaching

Follow Up Survey to All Education Authorities in Scotland

from Scottish Dyslexia Forum National Seminar on Specific Learning Difficulties (Dyslexia) in the Scottish Office, Victoria Quay, Leith, 3rd Dec.96

Name of Education Authority

.....

Name, title, address, and telephone number of contact person, to whom follow - up queries should be directed

..... tel no

Section A The National Seminar and Education Authority Policy

The National Seminar was intended to support Education Authorities in developing policy and provision in this field.

Question 1 If your Authority was represented at the National Seminar, could you say here if you found it helpful in developing policy and provision?
Yes / No

Q1 Comment, if wished.....

Question 2 Do you have a policy on specific learning difficulties (dyslexia)? Yes/ No / *in process*

Q2 Comment, if wished.....

Question 3 Do you have a policy on support for learning / special educational needs / inclusive education? Yes / No

Q3 Comment, if wished.....

Question 4 Is your policy on dyslexia included (ie reference made to it in the policy) in your wider policy on support for learning / special educational needs / inclusive education? Yes / No

Q 4 Comment, if wished.....

Question 5 If you have a policy, would your Authority be willing to share it and its process of development with other education authorities, eg in regional seminars? Yes / No

Q 5 Comment, if wished.....

PTO

Section 2 Regional Seminars

Question 6 If Regional Seminars were held, who would be the most suitable participants ?

- a) Education Officers
- b) Advisers, Psychologists and other support personnel
- c) Headteachers
- d) class teachers
- e) learning support staff
- f) parents and young people themselves
- g) representatives of College and University training providers
- h) other teaching/ training providers eg Dyslexia Institute, RSA and voluntary organisations
- i) others? (write in here)

Please tick ALL those groups you think it would be most important to attend.

Q 6 Comment, if wished.....

Question 7 Please write below the topics the seminar should address. eg dyslexia and early intervention or working with parents

First choice of topic..... Second choice of topic

Q 7 Comment, if wished.....

Question 8 Would your Authority send delegates to such a Regional Seminar, if it was
a) free b) cost under £30 per day c) cost under £50 per day d) cost over £50 per day

Please tick all the boxes that apply to you.

Q 8 Comment, if wished.....

Question 9 Say here which would be your first and second choice of town for a Regional Seminar

First choice..... Second choice.....

Q 9 Comment, if wished.....

Question 10 Would your Education Authority be willing to host a Regional Seminar, ie provide free accommodation or other forms of support? Yes / No

Q 10 Comment, if wished.....

Many thanks for taking the time to complete this survey. Please send your responses by 00.00.00 to Jean McGregor, Director, CELT, St Andrew's College, Bearsden, Glasgow G61 4QA. Please phone Jean McGregor on 0141 334 9371, with any queries.

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Appendix 8a

**Semi-structured interview questions administered with
Head Teachers of East Renfrewshire schools**

**STRUCTURED INTERVIEW
HEAD TEACHERS**

School: _____

The following questions are all about dyslexia. If there is any question which you would rather not answer, don't feel you have to, but I can assure you that your answers will be treated with complete confidentiality, and individual answers will not be made known. Dyslexia is a term which is at times controversial.

1 What do you consider dyslexia means?

2 What does the term specific learning difficulties mean to you?

3 Would you say that there is a difference between dyslexia and other difficulties with literacy?

Yes

No

If yes, what would you say the main differences are?

4 In your opinion, should we use the term dyslexia or is there a more appropriate term?

Yes

No

If no, what would be your preferred term?

5 Roughly how many dyslexic (or use desired term) children are there in the school? (Number or %)

6 Do you feel well equipped to recognise dyslexia?

Yes

No

If no, what do you feel you require to know?

7 How early do you feel we should be able to recognise dyslexia?

_____ years

Whose responsibility should it be?

8 Do you believe it is possible to identify dyslexia before children go to school?

Yes No

If Yes, how early? _____

If No, how soon after the child goes to school? _____

9 If you had to isolate one single factor which you feel, suggests that a child might be dyslexic at an early stage (before s/he went to school), what would it be?

10 Are there any key factors which you think can help to alleviate specific learning difficulties (dyslexia) as you understand it?

Yes No

What are they? _____

11 Are there any factors which you think hinder the development of children with dyslexia?

Yes No

What are they? _____

12 Have you encountered dyslexia in members of the same family?.

Yes No

13 Along with the difficulties associated with dyslexia, there are usually areas of strength. What would you say the main strengths of dyslexic children are?

14 Are there any factors which you feel an Education Authority must take account of which we are not already doing?

15 Are there any comments you would like to make about current dyslexia provision in this Authority ?

16. How would you describe your catchment area?

17 Are there any comments you would like to make over and above?

OVER

Appendix 8b

**Semi-structured interview questions administered with
parents of dyslexic young people**

Additional questions to parents of bilingual young people

**STRUCTURED INTERVIEW
PARENTS**

Name of Child(ren): _____ Date of Birth: _____ Sex: _____

School(s): _____

Person answering: Mother Father Both Other (Specify) _____

The following questions are all about dyslexia and your child. This is not a test although the questions at times may seem quite testing. This is to help me understand if the Authority needs to do more to inform parents and children about dyslexia.

If there is any question which you would rather not answer, don't feel you have to, but I can assure you that your answers will be treated with complete confidentiality, and individual answers will not be made known. Dyslexia is a term which is at times controversial, and sometimes misunderstood.

Home Language _____ Child Monolingual? Yes/No

If no, what other languages? _____

1 What do you consider dyslexia means?

2 What does the term specific learning difficulties mean to you?

3 Would you say that there is a difference between dyslexia and other difficulties with literacy?

Yes

No

If yes, what would you say the main differences are?

4 Is it important to you that the word dyslexia is acknowledged?

Yes

No

5 At what age did you suspect XXXXXXXX was dyslexic?

6 Who first suspected?

Home

School

Other (Specify) _____

7 When was this formally confirmed? _____

By whom? _____

8 Do you believe it is possible to identify dyslexia before children go to school?

Yes No

If Yes, how early? _____

If No, how soon after the child goes to school? _____

9 If you had to isolate one single factor which suggested that XXXXXX might be dyslexic at an early stage (before s/he went to school), what would it be?

10 Are there any factors which you think have helped to alleviate XXXXXX's dyslexia?

Yes No

What are they? _____

11 Are there any factors which you think have hindered XXXXXX's dyslexia?

Yes No

What are they? _____

12 Dyslexia is generally regarded as hereditary in that some other family member has similar indications, although perhaps less severe. Would you consider that to be true in XXXXXX's case.

Yes No

What is the relationship of the person most similarly affected?

13 Along with the difficulties associated with dyslexia, there are usually areas of strength. What would you say XXXXXX's main strengths are?

14 Are there any factors which you feel an Education Authority must include in its dyslexia policy?

15 Are there any comments you would like to make about dyslexia provision in your Authority?

16 Are there any comments you would like to make over and above?

OVER

Name of Child: _____

School: _____

Additional Questions for Parents of Bilingual Youngsters:

1 Did XXXXXX mix up the two (how many) languages when young?

Yes

No

If yes, can you suggest any reason for this?

2 Has he stopped doing this now?

Yes

No

If yes, when did this stop?

3 Was there anything else which struck you as different about XXXXXX due to XXXXXX's bilingualism?

4 Bilingualism is usually considered a help to a child's cognitive development (Explain the term where necessary to ensure understanding). Do you think it worked out that way for XXXXXX?

Yes

No

5 Were there any additional problems about getting XXXXXX assessed which you could put down to XXXXXX's bilingualism?

Yes

No

If yes, what would you say these problems were?

Appendix 8c

**Semi-structured interview questions administered with
dyslexic young people**

**STRUCTURED INTERVIEW
CHILD/YOUNG PERSON**

Name: _____ Date of Birth: _____ Sex: _____

School(s) if appropriate: _____

Dyslexia is a term which is at times controversial, and sometimes misunderstood. If there is any question which you would rather not answer, don't feel you have to, but I can assure you that your individual answers will not be passed on.

Home Language _____ Child Monolingual? Yes/No

If no, what other languages? _____

1 What does dyslexia mean to you?

2 What does the term specific learning difficulties mean to you?

3 Would you say that there is a difference between dyslexia and other difficulties in learning to read and write?

Yes

No

If yes, what would you say the main differences are?

4 Is it important to you that the word dyslexia is used or could we just talk about a difficulty?

Yes

No

5 At what age did you realise you were having difficulties?

6. Would it have helped if you had known and understood what your difficulties were at a younger age?

Yes

No

If yes, in what ways?

7 Can you tell me one particular difficulty which you had at an early stage which you associate with your dyslexia?

Yes

No

If Yes, what was it? _____

8. Are there any factors which you think have helped to make your dyslexia easier to deal with?

Yes

No

If yes, what are they? _____

9 Are there any factors which you think have made your dyslexia worse?

Yes

No

If yes, what are they? _____

10 Dyslexia is not just about difficulties. There are usually areas that you are very good at. What would you say your main strengths are?

11 Is there anything that people like myself, who work with teachers, can do to help?

12 Are there any comments you would like to make about the way your dyslexia is (was) being dealt with at school?

13 Are you treated differently because you are dyslexic at school?

Yes

No

If Yes, by whom? _____

In what ways? _____

14 Are you treated differently because you are dyslexic outside of school?

Yes

No

If Yes, by whom? _____

In what ways? _____

15. Does dyslexia affect the way you feel about yourself?

Yes

No

In what way(s)? _____

16. Is there anything else you would like to say about your dyslexia?

OVER

Appendix 8d

**Questionnaire administered with East Renfrewshire
educational psychologists**

EDUCATIONAL PSYCHOLOGISTS

Name: _____

The following questions are about dyslexia. If there is any question which you would rather not answer, don't feel you have to, but your answers will be treated with complete confidentiality, and individual answers will not be made known. If you run out of space on the sheet, please turn to the back and number the answer to match the questions.

1 What do you consider 'dyslexia' means?

2 What does the term 'specific learning difficulties' mean to you?

3 Would you say there are any differences between 'dyslexia' and other difficulties with literacy?

Yes

No

If yes, what would you say the main differences are?

4 In your opinion, should we use the term **dyslexia** or is there a more appropriate term?

Yes

No

If no, what would be your preferred term? _____

5 What materials do you use in the assessment of 'dyslexia'?

6 What are your criteria for concluding that a child is 'dyslexic'?

7 Are there additional criteria which you consider when dealing with a bi- or multi-lingual child?

Yes

No

If yes, please state what these are.

8 Do you routinely check if there is any family history of dyslexia, or other similar problems?

Yes

No

9 As a rough percentage of the cases you deal with, how often could you describe heredity to be an important characteristic in the identification of dyslexia? % OVER

10 When you have determined that a child is 'dyslexic', do you tell him/her?

Yes

No

Please expand if you wish.

If yes, please state briefly what explanation you generally give?

11 How early do you feel we should be able to recognise 'dyslexia'? _____ years

Whose responsibility should it be? _____

12 Do you believe it is possible to identify 'dyslexia' before children go to school?

Yes

No

If Yes, how early? _____

If No, how soon after the child goes to school? _____

13 If you had to isolate one single factor that suggests that a child might be 'dyslexic' at an early stage, what would it be?

14 Are there any factors which you think can help to alleviate specific learning difficulties (dyslexia) as you understand it?

Yes

No

If yes, what are they? _____

15 Are there any factors which you think hinder the development of children with 'dyslexia'?

Yes

No

What are they? _____

16 Along with the difficulties associated with 'dyslexia', there are usually areas of strength. What would you say the main strengths of 'dyslexic' children are?

17 Are there any factors which you feel an Education Authority must take account of which we are not already doing?

18 Are there any comments you would like to make about current dyslexia provision in this Authority?

19 Are there any comments you would like to make over and above?

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.
CONTINUE OVERLEAF IF REQUIRED.

Appendix 9a

**CoPS1 Questionnaire and Evaluation
Some comments made by schools**

Department of Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG

East Renfrewshire Network Support Team 2

Coordinator: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thornliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645



Questionnaire on CoPS1

Session 1997 - '98

Please return this questionnaire to me (Margaret Crombie), along with copies of the children's graph sheets, when you have completed work with the CoPS1 program for this session. I will treat all the information as confidential (individual schools and children will not be identified), but your answers will help in the evaluation of the program, and its appropriateness at various stages. Please complete one questionnaire for each year group of children.

School _____ Year Group of children involved _____

Name of person completing form _____

1 Where in the school was the program administered?

2 Roughly how many children were in the room when the program was being administered?

3 Was this the same for all children in the year group?

Yes

No

4 Do you now feel that this was the most appropriate place?

(Please give explanation if appropriate.)

Yes

No

5 Who administered the CoPS program?

(If more than one person, please state how the figures were divided up. - eg Mrs Smith (AHT) 6, Mr McDonald (CT) 14, Ms Renfrew (auxiliary) 29)

6 Would you administer in the same way again?

(Please give explanation if appropriate.)

Yes

No

7 Do you have any strong feelings on who should administer the program?

(Please give explanation if appropriate.)

Yes

No 389

Please state number of children on QuickCoPS and on the full program?

QuickCoPS

Full program

Do you feel this gave you enough information?

(Please give explanation if appropriate.)

Yes

No

Who was responsible for overseeing interpretation of results?

Was this satisfactory?

(Please give explanation if appropriate.)

Yes

No

How many children were highlighted as giving cause for concern?

Were these children you already had concerns about?

Yes

No

Were there any children whose results surprised you?

Yes

No

If yes, please give names and say why (briefly).

Were there any tests which you feel did not enable children to demonstrate their ability accurately?

(If appropriate, please detail with brief reason.)

Yes

No

Were there any tests which were particularly helpful/appropriate for children?

(If appropriate, please detail with brief reason.)

Yes

No

Did you experience any hardware problems with either installation or running?

(Please give explanation if appropriate.)

Yes

No

Did you experience any software problems?

(Please give explanation if appropriate.)

Yes

No

Did the program do all you would have liked it to or were there any particular weaknesses? (Please give explanation if appropriate.)

Yes

No

Do you feel the results you got accurately reflect the strengths and weaknesses of the pupils?

Yes

No

If not, give examples of what you mean. (If there is insufficient space, please continue on back of sheet.)

Please note the total time taken for each child on his/her graph sheet, and state the overall time taken for the whole group of children here.

Do you feel the results you got justified the amount of time taken?

Yes

No

Do you feel that the program has altered your teaching plans for this session?

Yes

No

If yes, state briefly how your plans have been changed?

Please feel free to make any further comments you wish here, or to expand on any answers. Responses will be collated and points of common concern or criticism will be sent to Dr Chris Singleton at University of Hull.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

COPS1 Evaluation

A	B	C	D	E	F	G	H
School	Year Group	No of children	Where administered	Indiv or not?	Consistent?	Most approprr?	Who?
1	P1 + some P2	36	Infant area	Yes	Yes	Yes	DHT(24)/aux (12)
	P1	11	DHT's office	Yes	N/Libr too noisy	Yes	DHT all
	Nursery + P1	2					HT
	No q/aire or prof						
	P1	17	Corridor	Yes	Yes	Yes	ELC
	P1 (No Q/aire	50					
	P1	66	AHT's Office + corridor	Yes	Yes	Yes	AHT/CT
	P1	50	DHT's office	Yes	Yes	Yes	ELC,CT,Infant staff
	Nursery	51	LS Base	Yes	Yes	Yes	CT Nursery
	P1	65	DHT's office or Infant dep	Yes	Yes	Yes	DHT/Sply tchr/aux
	P1	10	DHT/AHT's room	Yes	Yes	Yes	DHT/aux
	P1	20	Office/LS room/classroom	No	No	No	AHT/CT/NST
	Nursery	85?	Medical room	Yes	Yes	Yes	AHTs, CT
	P1,2,3	28	Outside P1 base	Variable	Yes	Yes	AHT/aux
	P1	19	DHT room/aux base	Yes	Yes	Yes	HT/DHT/LST
	P1	45	Computer room	Yes	Yes	Yes	DHT/ELC
	P1	28	Library	Yes	Yes	Yes	SEN aux
	P1	37	Library	Yes	Yes	Yes	AHT/CT/SEN aux
	P1	23	AHT's office	Yes	Yes	Yes	AHT/Auxs(3)
	P1	8	corridor	Yes	Yes	Yes	ELC
	Nursery	34 partially	Nursery office	Yes	Yes	Yes	Nursery Teacher
	P1 & 2	24 partially	Office or staffroom	Yes	Yes	No	CT
	pre-school	35	Parents' room or kitchen	Yes	Plyroom noisy	Yes	all staff
	No q/aire ret						
	Nursery	130					
	Nursery	39	HT's office	Yes	Yes	Yes	HT/CT

COPS1 Evaluation

	I	J	K	L	M	N	O	P	Q
1	Same again?	Who should?	Quick COPS	Full	Enough info?	Who interpr	Satisfactory?	Concern No?	Already Known?
2	No/ more aux	Y/consistent	13	23 Y					
3	Yes	Y/consistent	3	8 Unsure	DHT		Yes	2	Yes
4									
5									
6	Yes	CT not necessary	10	7 N	AHT/ELC		Yes		Yes
7									
8	Yes	School staff	33	33 Yes	AHT		Yes		7 Some of them
9									
10	Yes	Trained staff	36	14 Y	ELC		Yes		6 Yes
11	Yes	Y/ SMT/Teachrs	42	9 ?	Not possible		?	?	?
12	No/more aux	aux/parent	37	28 Yes	DHT/CTs		Yes	some	Yes
13	No/Not aux	Y/Teacher	2	8 No/full test	DHT		No/psychologist		8 Yes
14	Yes	Y/Obstn valuable	11	9 Yes	No answ		Yes		2 Yes
15	Yes	No/pref not CT	85	0 No	AHT		No	Several	Yes
16	Yes	No	0	28 No Ans	AHT		No answ	No answ	No answ
17	No/maybe CT	Y/pref teacher	5	14 Yes	DHT		No/? re interpreting		2 Yes
18	Yes	No	21	24 Yes	DHT&CT		Yes		3 Yes
19									
20	Yes	Yes/impartial&consistent	17	11 Yes	ELC/NST		Yes		11 Yes
21	Yes	Yes	28	9 Yes	AHT&CTs		Yes		13 No
22	Yes	No	22	1 Yes	AHT/NSM		Yes		Yes
23	Yes	Yes	0	8 Yes	ELC		No		3 Yes
24	Yes	Yes	10	part Yes	Nursy T/DHT		Yes		0 -
25	Yes	CT (knows chn best)		24 Yes	CT & HT		Yes		2 Yes
26									
27									
28	Yes	No/familiar	35	0 Yes	CT		Yes		18 Only 1
29			42	14					
30									
31									
32	Yes	No strong feelings	7	but prog suspended					
33									
34									
35									

COPS1 Evaluation

	R	S	T	U	V	W
	Surprises?	Suspect tests?	Helpful?	Hardware probs?	Software probs?	Prog satisfactory?
1				Y-Time to print	Repeated clicking Zoid's Friends	Y
2	2	Y-Races/Rhymes	No	No	Y-once ToyBox had only one item	N
3				Yes	Yes Program crashed at start	
4						
5						
6	Yes	Y-Rhymes		No	No	
7						
8	Yes-2	Y-Races	Clown colour	No	No	No
9						
10	No	Rhymes, Races	Wock listening	Yes - due to battery	No	Yes
11	?	Races	?	Yes	On reprinting-different scores	No
12	Yes	Y-Races, Rhymes, Wock	No	Yes freezing	Y-inaccurate recording of results	Y but some weaknesses
13	Yes	Y-Timed tests	No	Yes- freezing	Yes - freezing	No
14	Yes 3	N	Yes	Yes-freezing, error codes	Yes - freezing	Yes - for most part
15	Yes	Wock	No	Downloading results lost	Yes/ Data lost	No
16	No	Yes	No	No	No	No
17	No	Races - partly bilingual	Not party	No	No	No-no ideas re strategies
18	Yes	No	No	Would not run if Launcher was open	Rabbits hung up	No
19						
20	Yes	Yes	No	Answ on other sheet	Answ on other sheet	No answ
21	Yes 4	Yes mouse skills?	Y auditory	Disk 1 emptied itself onto machine	Program refused a child's name	No
22	No	No	Rhymes	No	No	Yes
23	No	Wock- English accent	Rhymes		Did not always record after test	Yes
24	No	Yes	No	Yes frequent crashing	Yes frequent crashing	Y
25	No	No	No	Yes Could not get full screen occly	Yes Accent difficult	No
26						
27						
28	Yes17	Y-Rhymes/Wock	No	Yes - Loss of results 99 scores/Friends game stopped		NA
29						
30						
31						
32			No		No	No
33						
34						
35						

COPS: Evaluation

	X	Y	Z	AA	AB	AC
1	Weaknesses	Accurate refl	Ave time/child	Time justified?	Altered teaching?	
2	Y		1hr 30 mins	N	N	
3	Y	N	1hr 3 mins full	N	N	
4						
5						
6					Y	
7						
8	Y-accuracy	N	53 mins	N	N	
9						
10		Yes	36 mins	N	N	
11	Unreliability	No	6 week period	N	N	
12	Y	No	QC 35mins/1hr 15 m	N	Not drastically	
13	didn't like	No		No	No	
14	No	Yes - for most part	QC 40mins/1hr 30min	Reservations	Yes	
15	Did not interpret results	No	Very long	No	No	
16	No	No	No ans	No	No	
17	no ideas re strategies	Yes but concerns bilingual pupils	QC 30-45min/60-75min	Not for all	Yes, to some extent	
18	Stop when chn fail	Not always	Ave 37 min overall	No	Yes	
19						
20	Answ on other sheet	Yes	1hr 5min ave overall	No	No	
21	No	N teachers knowledge at times contradicted	37mins ave overall	No	No	
22	No way of correcting response	Yes	12-15 mins per ch	No	No	
23	Yes	Yes	No ans	No	Yes	
24	Erratic problems	Yes	40-45 mins for 4 tests	No	No	
25	CT should already know probs	No	37 mins for 4.5 tests av	No	No	
26						
27						
28	Y	N	Not noted	N	N	
29						
30						
31						
32	Y could not stop tests	?	5049 mins total	N	N	
33						
34						
35						

East Renfrewshire Council
Education Department
CoPS1 Evaluation 1997 - '98

Out of thirty questionnaires, twenty-two responses were received, and twenty-three sets of pupil profiles. In three cases, sets of pupil profiles were received without a questionnaire.

COMMENTS MADE BY RESPONDENTS TO QUESTIONNAIRE

Q2. Playroom proved too noisy for listening activities - had to use Parents' room or kitchen.

Q4. Children too easily distracted in the classroom environment.

Required silence and no distractions.

The program could not possibly be done in the Nursery or classroom - too many distractions.

Office, learning support room gave a quieter setting and children found they could hear instructions more readily though I feel the classroom was more appropriate.

Q7. Administrator should have training in assessment and observation skills. It should be a teacher. Little things can be noticed by a professional.

Q10a DHT would have interpreted results, but accurate interpretation was impossible due to program fault giving different results when printing out at different times.

Q12. One highly skilled reader's results did not reflect his reading ability. One child suspected of having SpLD - results did not indicate this.

Some of the poorest children scored well in Races.

Some children we know to have difficulties scored well above average, others the opposite.

Xxxxx Xxxxx is not coping well with reading - was moved onto another scheme, yet test does not show any difficulty.

Q13. Bilingual children had difficulties with some language concepts - did not know the names of the animals in Races.
A bilingual child seemed to have difficulties in generalising his knowledge of rhyme to the program.

Accent was difficult for some children.

Poor quality of pictures in Races did not help children. Children were not always familiar with the animals.

Children affected by English accent.

Some children had difficulty understanding why a small animal came first.

Q15 & 16. System crashed completely at start of testing. Even before testing was started, all children showed up as having completed a game that none had done. Results were constantly changing and were completely inaccurate. One new computer was cleared and matters still did not improve.

Computer screen froze, program did not always record results. When switching off computer was the only answer, data was lost.

Program was installed successfully but when testing started, difficulties occurred:

- split screen
- sound of one test, picture of another
- jammed - kept repeating
- message of a fault appeared on screen.

Chameleon suggested it was the computer. Installed on another computer, but fault continued. Bob Tennant inserted Apple Restore CD which helped the running with no further faults.

Could not get full screen, so some children kicked off screen jamming program and had to start again.

Q17. Children penalised for language deficiencies - not recognising animals in Races.
Responses too slow - Toybox.

I wanted it to interpret the results for me, and give explicit instructions on how to remediate the problems.

Q18. Capable children who were shy/quiet got poor results.

Children who seem able in the classroom did not always do well in the tests and vice versa.

Some results were better than expected and vice versa.

Q20. If someone was completely free to do CoPS and even one child was identified early I think the time would be justified.

Q21. Because of time wasted through early loss of results there was inadequate time to tackle weaknesses highlighted.

We are using the results to plan our teaching.

Phonological awareness - scoring weak in Rhyme - will be addressed.

Parent workshops run for children "at risk" + specialised programme of work for them.

Q22. Not an effective use of the time (Took up half of Early Literacy Time).

Some games too long for young children - Zoid's Friends, Zoid's Letters. Several children (and staff) found Zoid's Friends boring and too slow.

All staff felt that nursery was not the appropriate place due to children being too young and immature. Some children were anxious, others clicked erratically.

Program not suitable for EAL children, particularly Races. Confusion over spider and ant in this test.

Overall reason for using materials is good, but class teachers cannot implement within class. Additional teacher support is required.

A great deal of time and effort was put into doing the Nursery assessments and at the end of it all we have been left with two different sets of results for the same children. Totally unsatisfactory!

Because we did not complete many tests it is difficult to make any judgements about the results we got.

My head teacher backed my decisions to continue teaching groups of children in the morning, therefore there was insufficient time.

I feel this has taken a long time, and we only managed 19 pupils. I question the use of time on pupils who show us no concerns.

A top group who are progressing really well don't really need to waste time doing this, I believe. I have been able to identify areas where input is required.

It needs to be done in a quiet area especially for auditory ability tests as it would be impossible to discriminate especially in Wock in a noisy environment.

Some children found the English accent funny rather than difficult but it may be something to consider if the program is being "tweaked".

Time - need I say more!

As ELC, I will use information to offer support in particular areas to specific children.

It was useful to do the full program with children I had previously identified as having problems.

In addition to all Primary one pupils, seven pupils from Primary 2 were tested on the complete programme. These children were all giving cause for real concern with regard to reading, and the majority were complete non-readers. (one of these non-readers was P100M III)

Comments re. problems with individual tests.

Rabbits

Many children scored badly in this. Some were obviously bored after the first few presentations, others found it difficult to remember order and situation of rabbits, while a few didn't seem to relate what they saw to what they did.

Zoid's Friends

Many were bored by repetition - tester had difficulty staying awake! Some errors caused and faults developed in programme either because children clicked too fast; repeatedly clicked or lacked control of clicking finger.

Toybox

Main difficulty with this was speed at which presentations were changed. Initial display disappeared before some children had scanned this; then said they didn't know and therefore only had the option to guess.

A number had difficulty with dark and light blue - they remembered "blue" and then were faced with a choice of blues.

Races

Many children wanted to predict for themselves winners rather than accept someone else's order of finishing.

Many didn't understand " and they order in which they finished" and couldn't relate it to first, second etc.

Some had to have help in getting past practice item.

Rhymes

Before this test I asked all children about the word Rhymes and we talked about Humpty Dumpty, wall fall etc.

Wock

Little noises interfered with this test and often had to be paused.

General Comments

Venue - Couldn't be carried out in classroom - noise, teacher's voice distracted children as they felt they should be listening; other children wanted to come up and join in / talk about the game!

Tests - The poorest four in Primary 1 had to be tested one at a time. Even then, concentration was poor and often required encouragement to continue. Lost interest completely in the most repetitive tests - Zoid's Friends; Letters and Names.

Hand control - Some children found it difficult to control the mouse as game went on, and then started to change from one hand to another.

On the whole children enjoyed the games and tackled them willingly. The main problem was 'stickability' through the repetitions, from both the very bright to the poor children.

A.K.

Cops

S13P

1 May 98.

3 P1 pupils were being tested on
Rabbit Rhyme + Toybox.

During testing, the screen 'froze' frequently
and also showed many 'error codes'.

Toybox had so many error codes that I
chose to abandon the test.

Pupils found it frustrating / confusing when
the programme was interrupted so frequently.

When I looked at the results, it seemed
to me that the pupils' results had not been
recorded accurately, with unreasonably
low scores given. I suggest that those
results are not reliable.

Rather than subject other pupils to this, I
stopped testing.

G.

28/5/98.

Appendix 9b

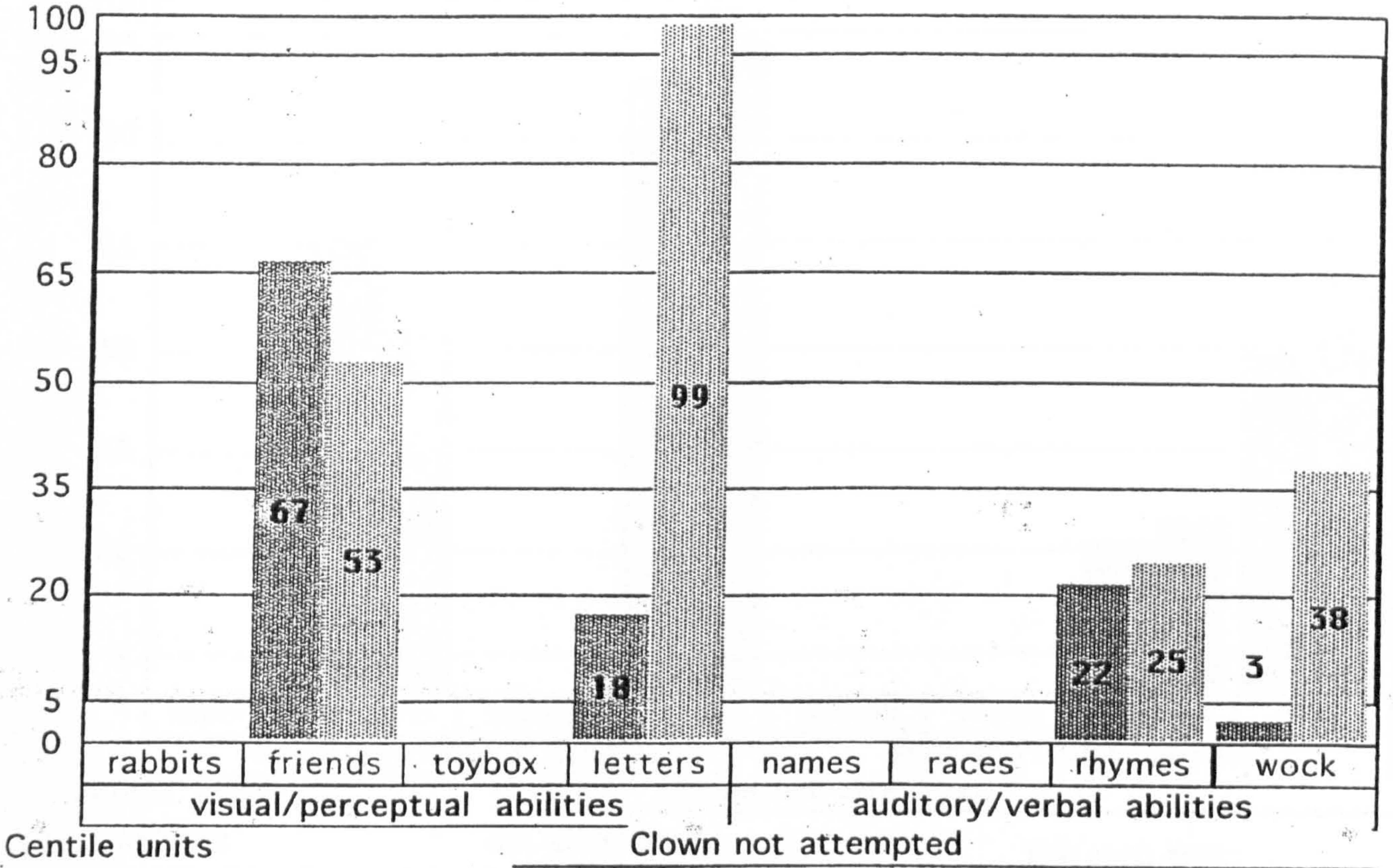
Examples of problems encountered in one school

School: S10P

(A)

dob 10/11/93

Chart showing child's performance relative to population



Rabbits	not attempted
Zoid's Friends	tested 28/4/98 4y 5m
Toybox	not attempted
Zoid's Letters	tested 5/5/98 4y 5m
Zoid's Letter Names	not attempted
Races	not attempted
Rhymes	tested 28/4/98 4y 5m
Wock	tested 5/5/98 4y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

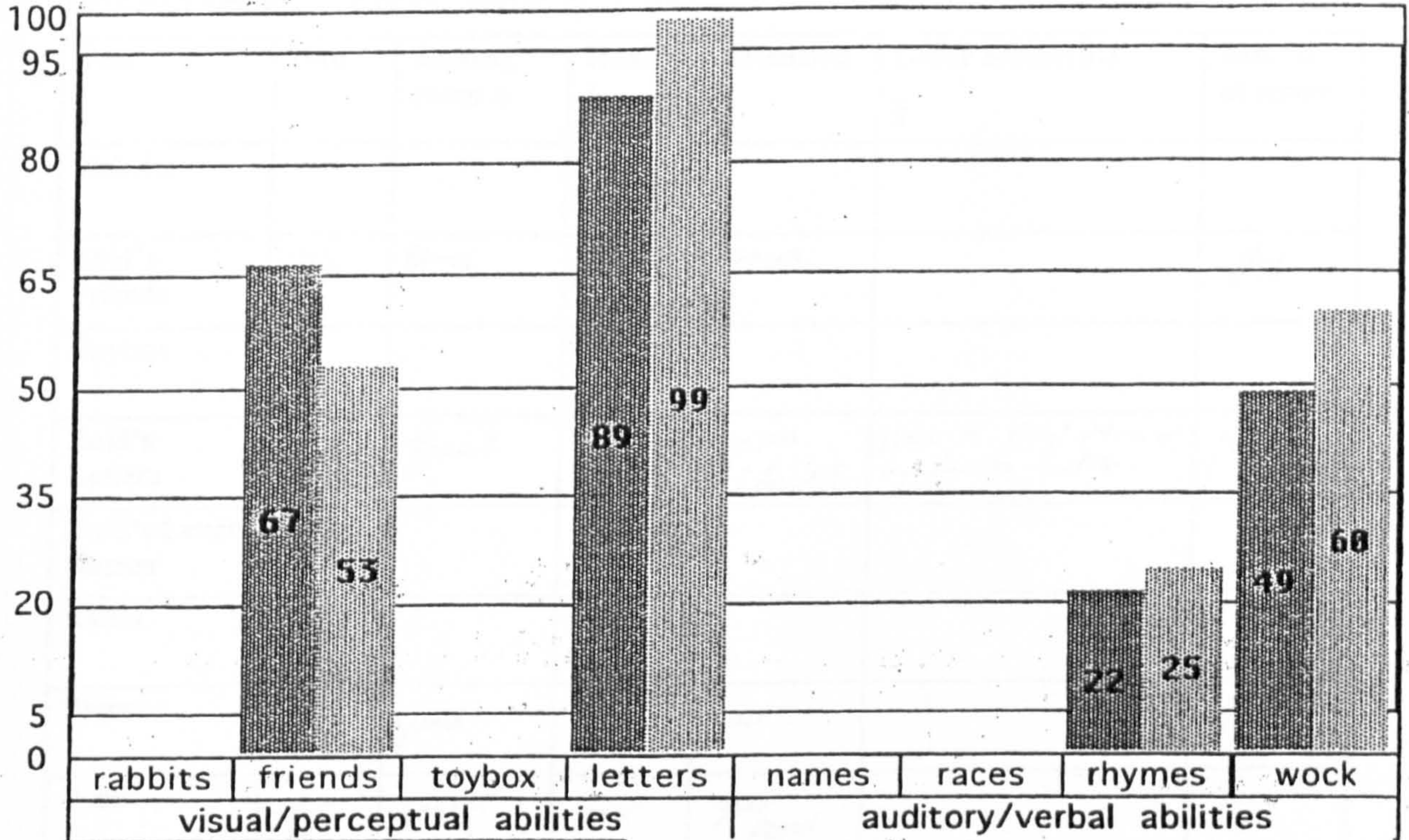
This print-out date: 12:07 pm Tuesday, May 5, 1998

School: S10P

(A)

dob 10/11/93

Chart showing child's performance relative to population



Centile units

Clown not attempted

Rabbits	not attempted
Zoid's Friends	tested 28/4/98 4y 5m
Toybox	not attempted
Zoid's Letters	tested 5/5/98 4y 5m
Zoid's Letter Names	not attempted
Races	not attempted
Rhymes	tested 28/4/98 4y 5m
Wock	tested 5/5/98 4y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:19 am Monday, May 18, 1998

CoPS 1 — Cognitive Profiling System

COMMENTS SHEET

Name of child ^(A) Date of birth.....

Class..... Supervisor.....

School or Centre. School: S10P

Test	Date	Testing room ±	Health †	Attention ‡	Other comments §	Initials of tester
Rabbits						
Zoid's Friends	28/4	quiet	good	good		gm
Toybox						
Zoid's Letters	5/5	quiet	good	good (fancy)	Hard to keep names by the to listen	ij
Zoid's Letter Names						
Races						
Rhymes	28/4	quiet	good	good		gm
Wock	5/5	quiet	good	good		ij
Clown						

± e.g. 'quiet room', 'classroom — noisy' (also mention any uncomfortable conditions)

† e.g. 'good', 'had bad cold', 'coughing' (also mention any other health factors)

‡ e.g. 'good', 'fair', 'distracted', 'tired'

§ e.g. 'over-confident', 'responded very quickly', 'nervous at first', 'did not understand instructions', 'could not hear computer properly', 'unconfident — kept asking "Is that right?"'

General comments:

..... *orientation level quiet good*

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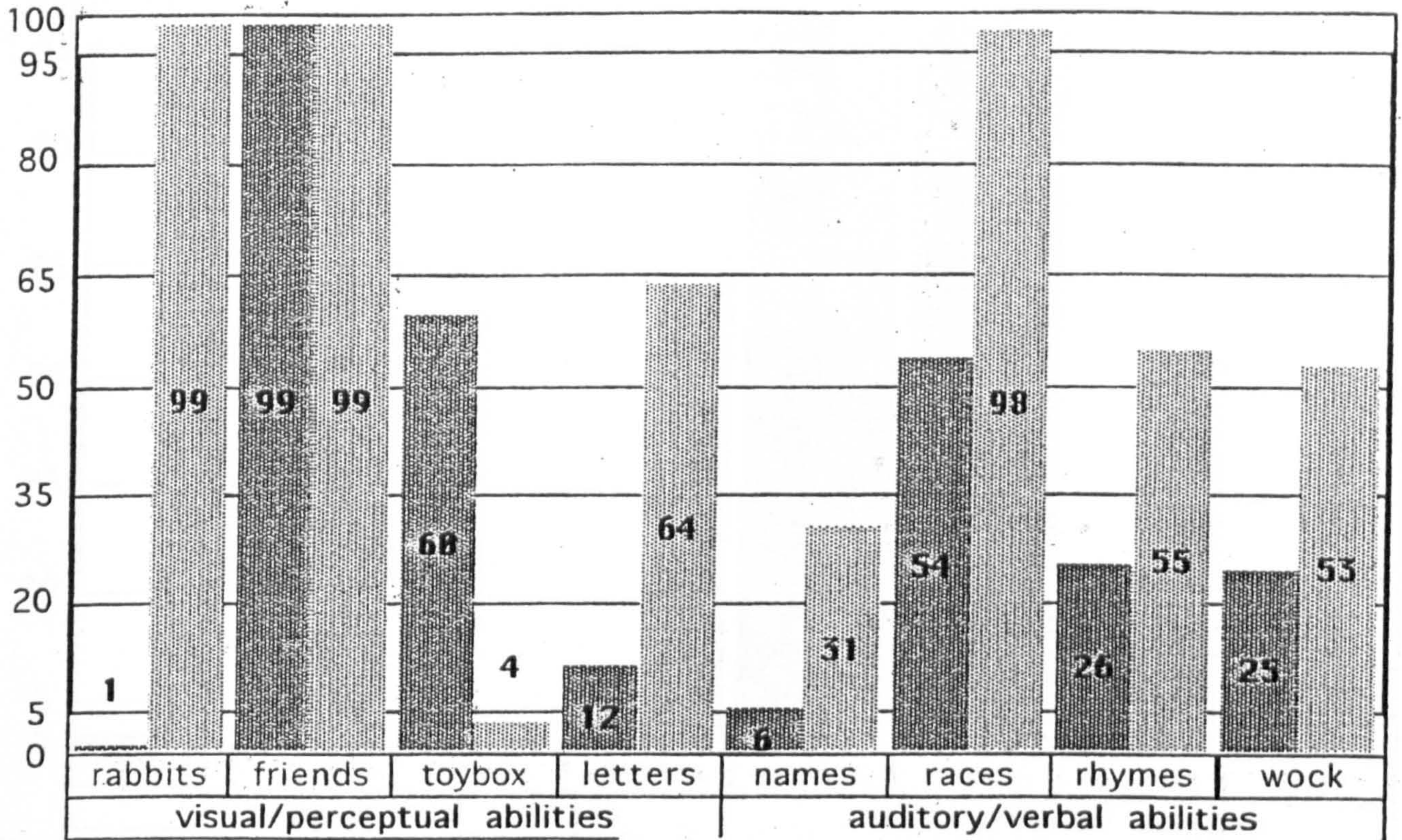
.....

School: S10P

Ⓟ

dob 11/1/94

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 30/4/98	4y 3m
Zoid's Friends	tested 22/4/98	4y 3m
Toybox	tested 28/4/98	4y 3m
Zoid's Letters	tested 28/4/98	4y 3m
Zoid's Letter Names	tested 5/5/98	4y 3m
Races	tested 5/5/98	4y 3m
Rhymes	tested 30/4/98	4y 3m
Wock	tested 30/4/98	4y 3m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

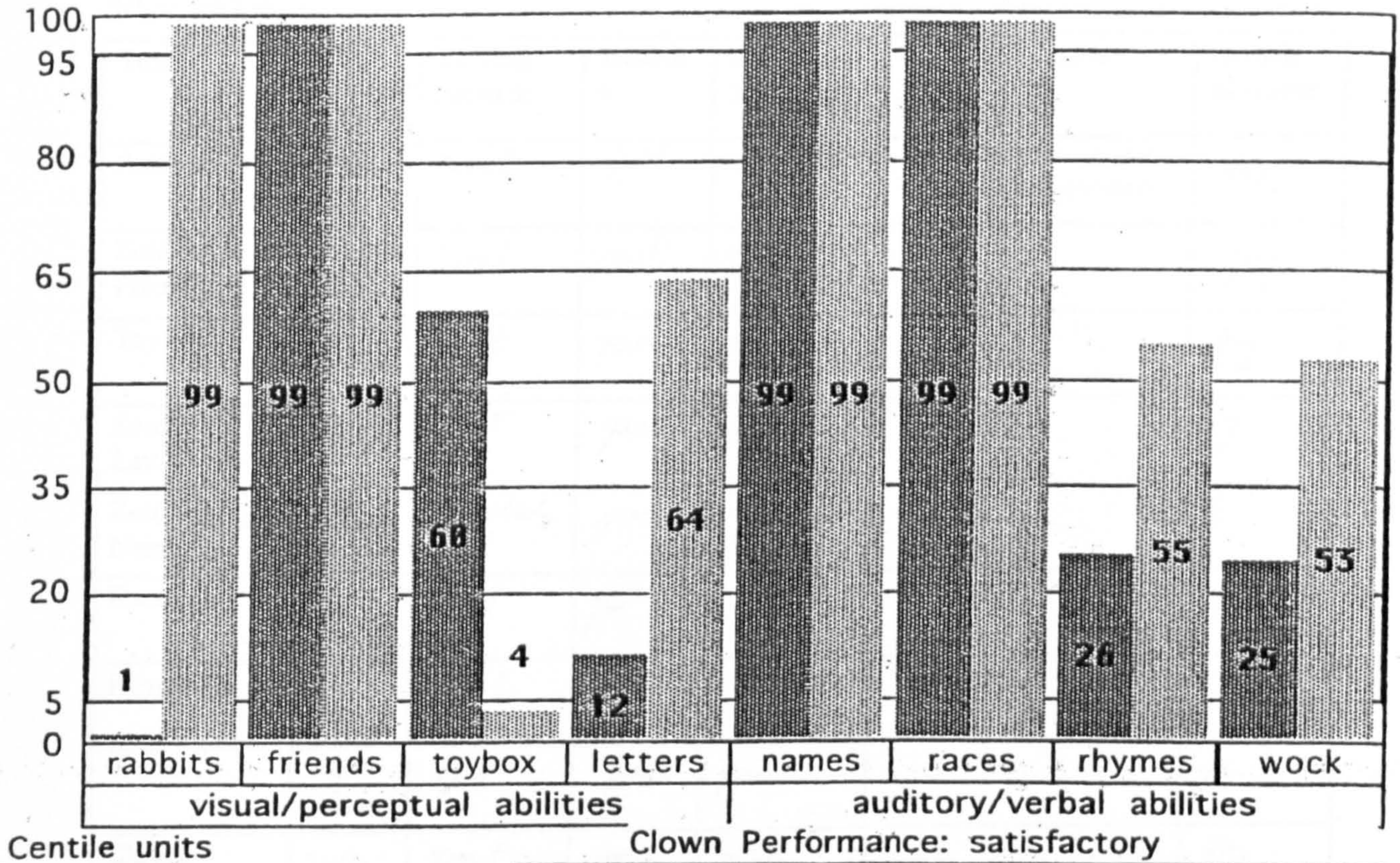
This print-out date: 2:13 pm Tuesday, May 5, 1998

School: S10P

Ⓟ

dob 11/1/94

Chart showing child's performance relative to population



Rabbits	tested 30/4/98	4y 3m
Zoid's Friends	tested 22/4/98	4y 3m
Toybox	tested 28/4/98	4y 3m
Zoid's Letters	tested 28/4/98	4y 3m
Zoid's Letter Names	tested 5/5/98	4y 3m
Races	tested 5/5/98	4y 3m
Rhymes	tested 30/4/98	4y 3m
Wock	tested 30/4/98	4y 3m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:27 am Monday, May 18, 1998

CoPS 1 — Cognitive Profiling System

COMMENTS SHEET

(B)

Name of child Date of birth.....

Class..... Supervisor.....

School or Centre..... School: S10P

Test	Date	Testing room ±	Health †	Attention ‡	Other comments §	Initials of tester
Rabbits	30/4	quiet	good	good at first	attention wandered as game progressed	JB
Zoid's Friends	22/4	quiet	good	good		JB
Toybox	28/4	quiet	good	good		JB
Zoid's Letters	28/4	quiet	good	good		JB
Zoid's Letter Names	5/5	quietish	good	good		A
Races	3/5	noisy	good	good		JB
Rhymes	30/4	quiet	good	good		JB
Wock	30/4 had DIR-12	quiet	good	good		JB
Clown	30/4	quiet	good	good		JB

± e.g. 'quiet room', 'classroom — noisy' (also mention any uncomfortable conditions)

† e.g. 'good', 'had bad cold', 'coughing' (also mention any other health factors)

‡ e.g. 'good', 'fair', 'distracted', 'tired'

§ e.g. 'over-confident', 'responded very quickly', 'nervous at first', 'did not understand instructions', 'could not hear computer properly', 'unconfident — kept asking "Is that right?"'

General comments:

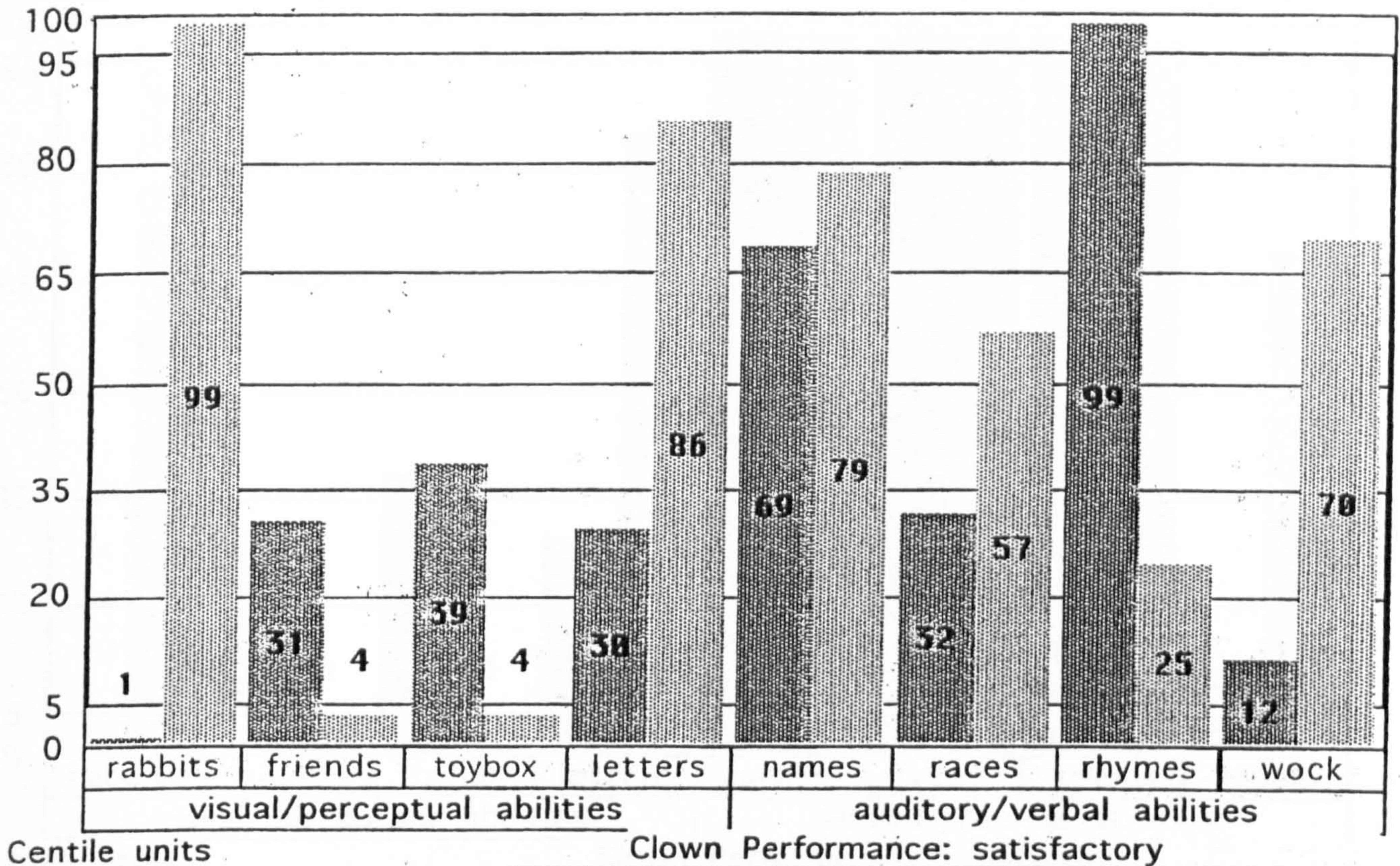
Races — not sure if B fully understood about "order" although I tried to explain it

School: S10P



dob 21/11/93

Chart showing child's performance relative to population



Rabbits	tested 5/5/98 4y 5m
Zoid's Friends	tested 27/4/98 4y 5m
Toybox	tested 29/4/98 4y 5m
Zoid's Letters	tested 29/4/98 4y 5m
Zoid's Letter Names	tested 6/5/98 4y 5m
Races	tested 6/5/98 4y 5m
Rhymes	tested 5/5/98 4y 5m
Wock	tested 29/4/98 4y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

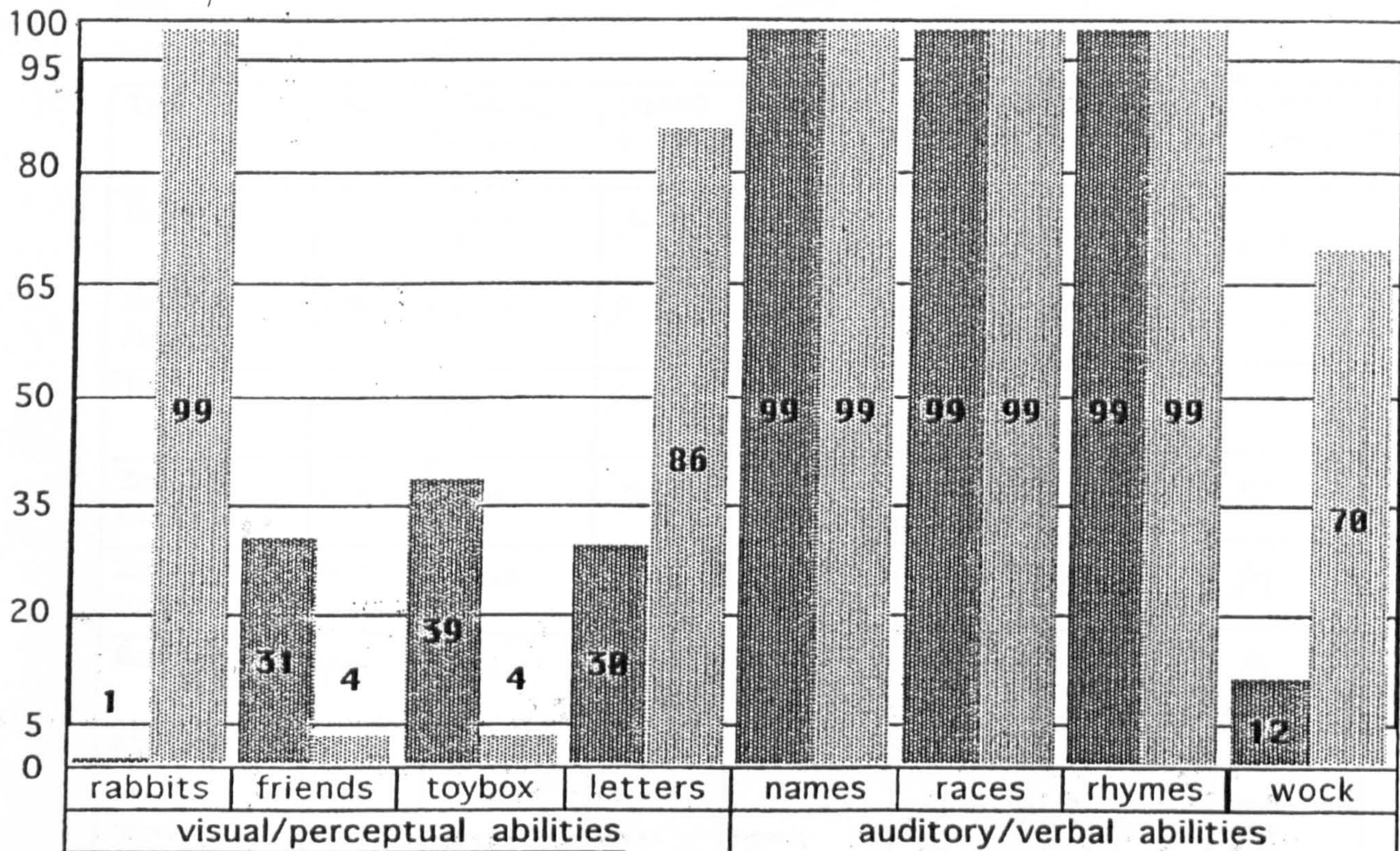
This print-out date: 11:06 am Wednesday, May 6, 1998

School: S10P



dob 21/11/93

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 5/5/98 4y 5m
Zoid's Friends	tested 27/4/98 4y 5m
Toybox	tested 29/4/98 4y 5m
Zoid's Letters	tested 29/4/98 4y 5m
Zoid's Letter Names	tested 6/5/98 4y 5m
Races	tested 6/5/98 4y 5m
Rhymes	tested 5/5/98 4y 5m
Wock	tested 29/4/98 4y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 1:14 pm Monday, May 18, 1998

CoPS 1 — Cognitive Profiling System

COMMENTS SHEET

Name of child **C** Date of birth.....

Class..... Supervisor.....

School or Centre..... School: S10P.....

Test	Date	Testing room ±	Health †	Attention ‡	Other comments §	Initials of tester
Rabbits	5/5	quiet	good	good		JK
Zoid's Friends	2/14	quiet	good	good		JK
Toybox	2/14	quiet	good	good		JK
Zoid's Letters	2/14	quiet	good	good		JK
Zoid's Letter Names	6/5	quiet	good	good	very confident	JK
Races	6/5	quiet	good	good		JK
Rhymes	5/5	quiet	good	good		JK
Wock	2/14	quiet	good	good	P.T were very noisy after the start of game.	JK
Clown	5/5	quiet	good	good		JK

± e.g. 'quiet room', 'classroom — noisy' (also mention any uncomfortable conditions)

† e.g. 'good', 'had bad cold', 'coughing' (also mention any other health factors)

‡ e.g. 'good', 'fair', 'distracted', 'tired'

§ e.g. 'over-confident', 'responded very quickly', 'nervous at first', 'did not understand instructions', 'could not hear computer properly', 'unconfident — kept asking "Is that right?"'

General comments:

..... I'm not convinced C understood about

..... order - no understanding

.....

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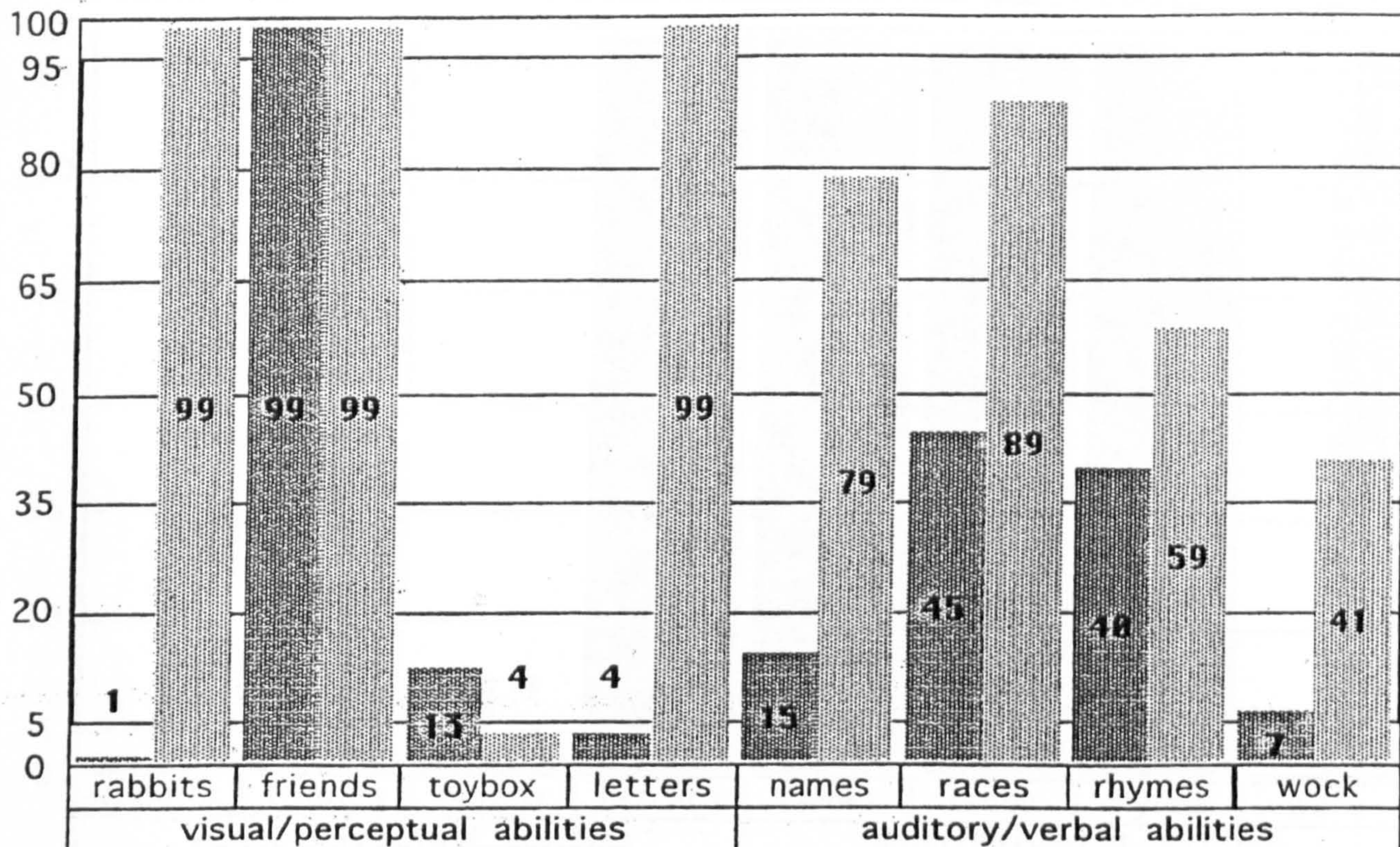
.....

School: S10P

Ⓛ

dob 24/8/93

Chart showing child's performance relative to population



Centile units

Clown Performance: unsatisfactory

Rabbits	tested 29/4/98	4y 8m
Zoid's Friends	tested 23/4/98	4y 7m
Toybox	tested 29/4/98	4y 8m
Zoid's Letters	tested 1/5/98	4y 8m
Zoid's Letter Names	tested 5/5/98	4y 8m
Races	tested 5/5/98	4y 8m
Rhymes	tested 1/5/98	4y 8m
Wock	tested 1/5/98	4y 8m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

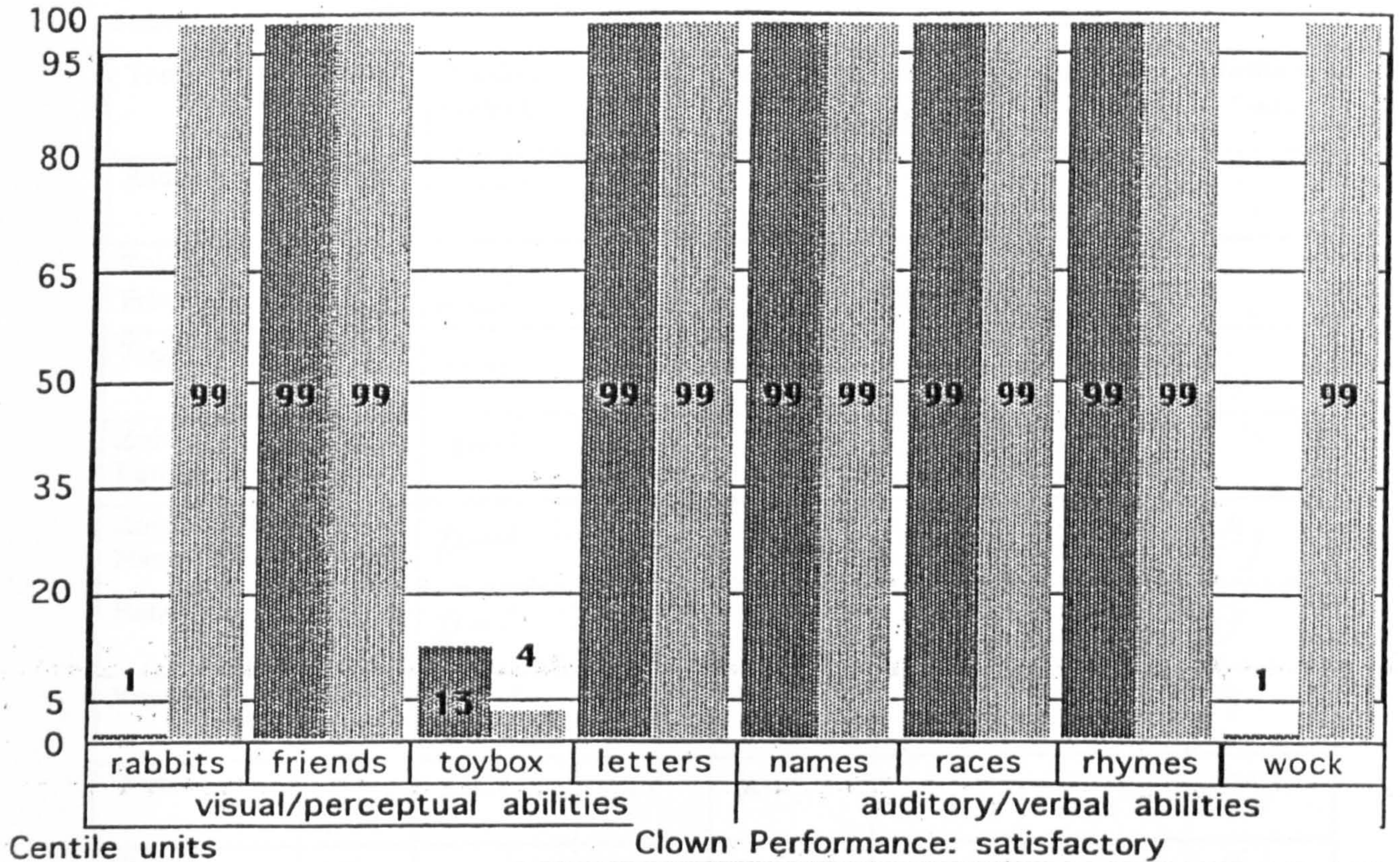
This print-out date: 2:38 pm Tuesday, May 5, 1998

School: S10P

ⓓ

dob 24/8/93

Chart showing child's performance relative to population



Rabbits	tested 29/4/98	4y 8m
Zoid's Friends	tested 23/4/98	4y 7m
Toybox	tested 29/4/98	4y 8m
Zoid's Letters	tested 1/5/98	4y 8m
Zoid's Letter Names	tested 5/5/98	4y 8m
Races	tested 5/5/98	4y 8m
Rhymes	tested 1/5/98	4y 8m
Wock	tested 1/5/98	4y 8m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:32 am Monday, May 18, 1998

CoPS 1 — Cognitive Profiling System

COMMENTS SHEET

Name of child (D) Date of birth.....

Class..... Supervisor.....

School or Centre... School: S10P

Test	Date	Testing room ±	Health †	Attention ‡	Other comments §	Initials of tester
Rabbits	29/4	quiet	good			M
Zoid's Friends	20/4 23/4	quiet	good	good	A system error kept occurring Dcd not complete ✓	in
Toybox	29/4	quiet	good	attention good fluctuating		fy
Zoid's Letters	1/5	quiet	good	good		fy
Zoid's Letter Names	5/5	quiet	good	good		fy
Races	5/5	quiet	good	good		fy
Rhymes	1/5	quiet	good	good		fy
Wock	1/5	quiet	good	good		mf
Clown	1/5	quiet	good	good		fy

± e.g. 'quiet room', 'classroom — noisy' (also mention any uncomfortable conditions)

† e.g. 'good', 'had bad cold', 'coughing' (also mention any other health factors)

‡ e.g. 'good', 'fair', 'distracted', 'tired'

§ e.g. 'over-confident', 'responded very quickly', 'nervous at first', 'did not understand instructions', 'could not hear computer properly', 'unconfident — kept asking "Is that right?"'

General comments:

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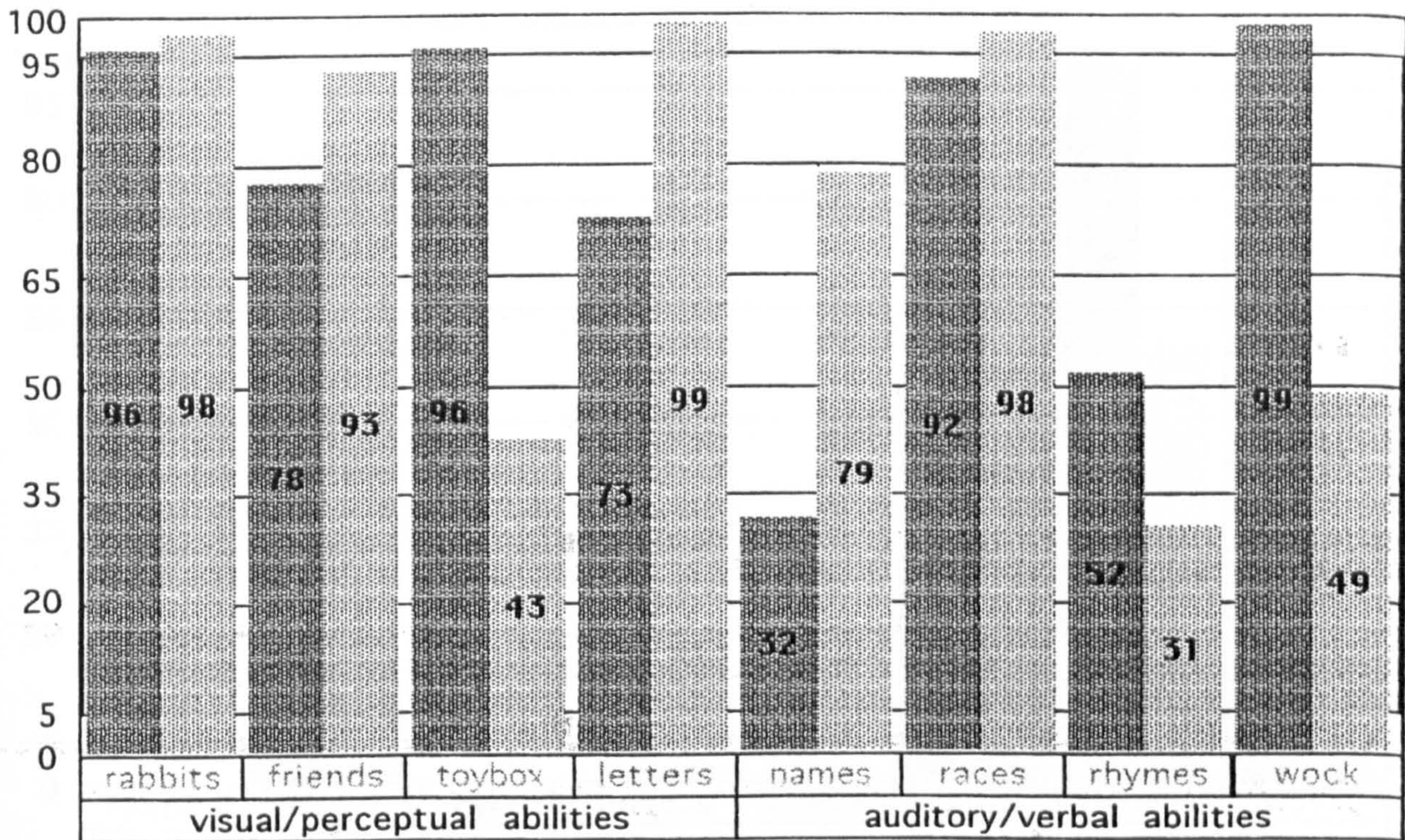
Appendix 9c

**Examples of CoPS₁ assessments of children who have later been
assessed as dyslexic**

S15P

P100M dob 6/8/91

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 19/2/98	6y 6m
Zoid's Friends	tested 12/2/98	6y 6m
Toybox	tested 27/2/98	6y 6m
Zoid's Letters	tested 27/2/98	6y 6m
Zoid's Letter Names	tested 9/3/98	6y 7m
Races	tested 9/3/98	6y 7m
Rhymes	tested 10/3/98	6y 7m
Wock	tested 10/3/98	6y 7m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

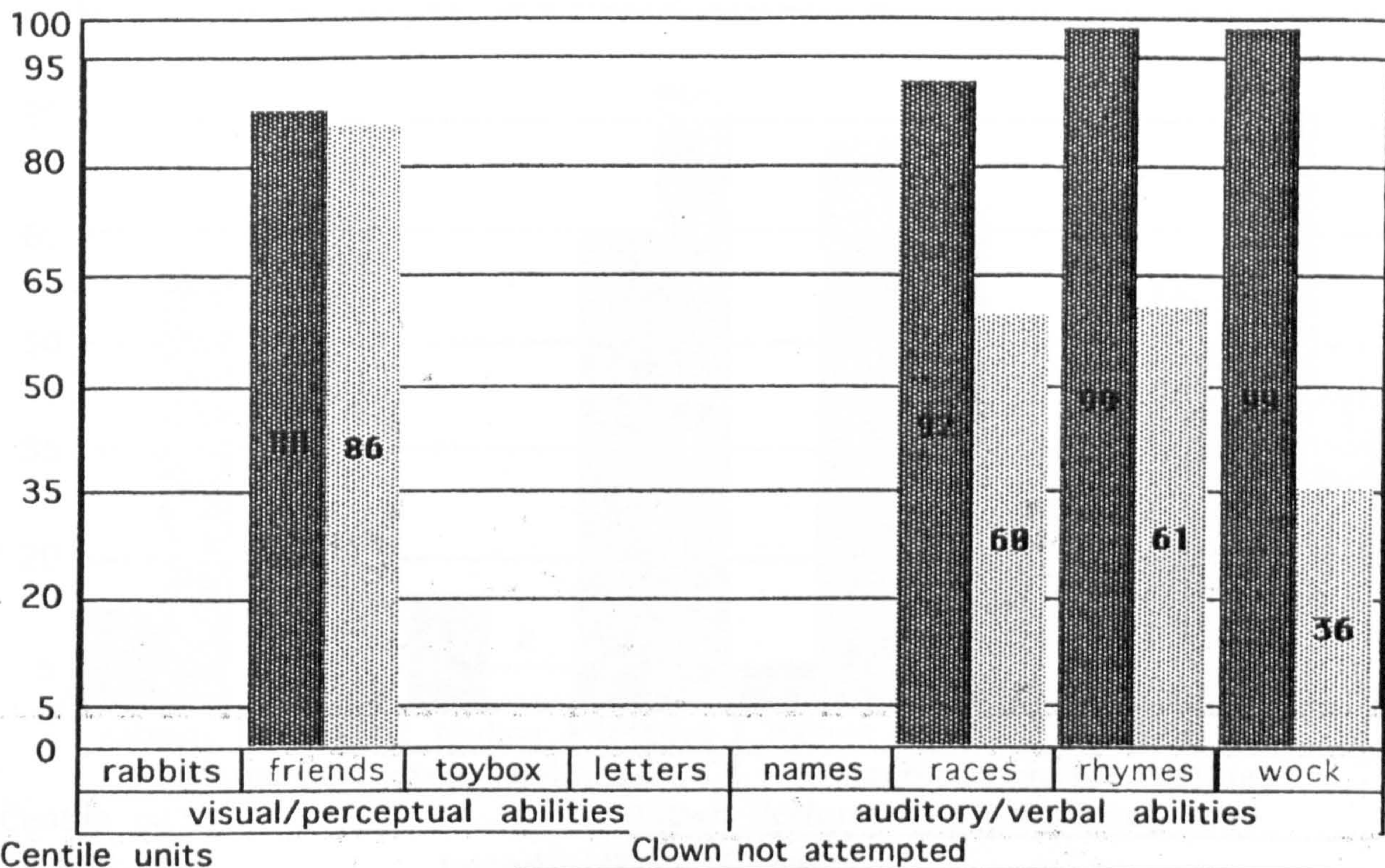
This print-out date: 12:27 pm Friday, March 13, 1998

S14P

P101M

dob 30/11/92

Chart showing child's performance relative to population



Centile units

Clown not attempted

Rabbits	not attempted
Zoid's Friends	tested 2/4/98 5y 4m
Toybox	not attempted
Zoid's Letters	not attempted
Zoid's Letter Names	not attempted
Races	tested 2/4/98 5y 4m
Rhymes	tested 2/4/98 5y 4m
Wock	tested 2/4/98 5y 4m

For each test:
left bar = accuracy
right bar = time
(colour or shade of bars may differ with different printers)

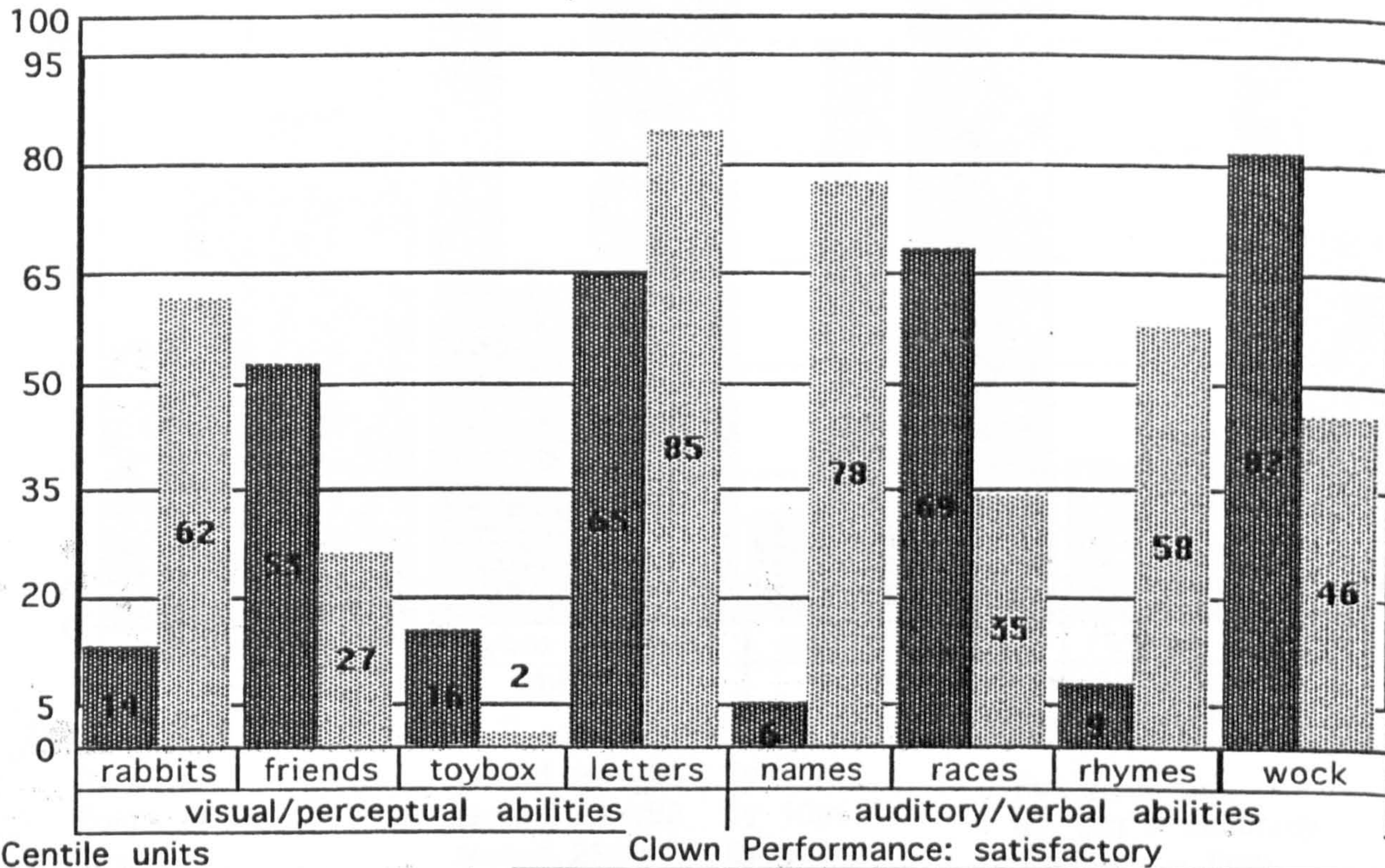
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 11:31 am Thursday, April 2, 1998

S1P Primary School

P102F dob 14/6/92

Chart showing child's performance relative to population



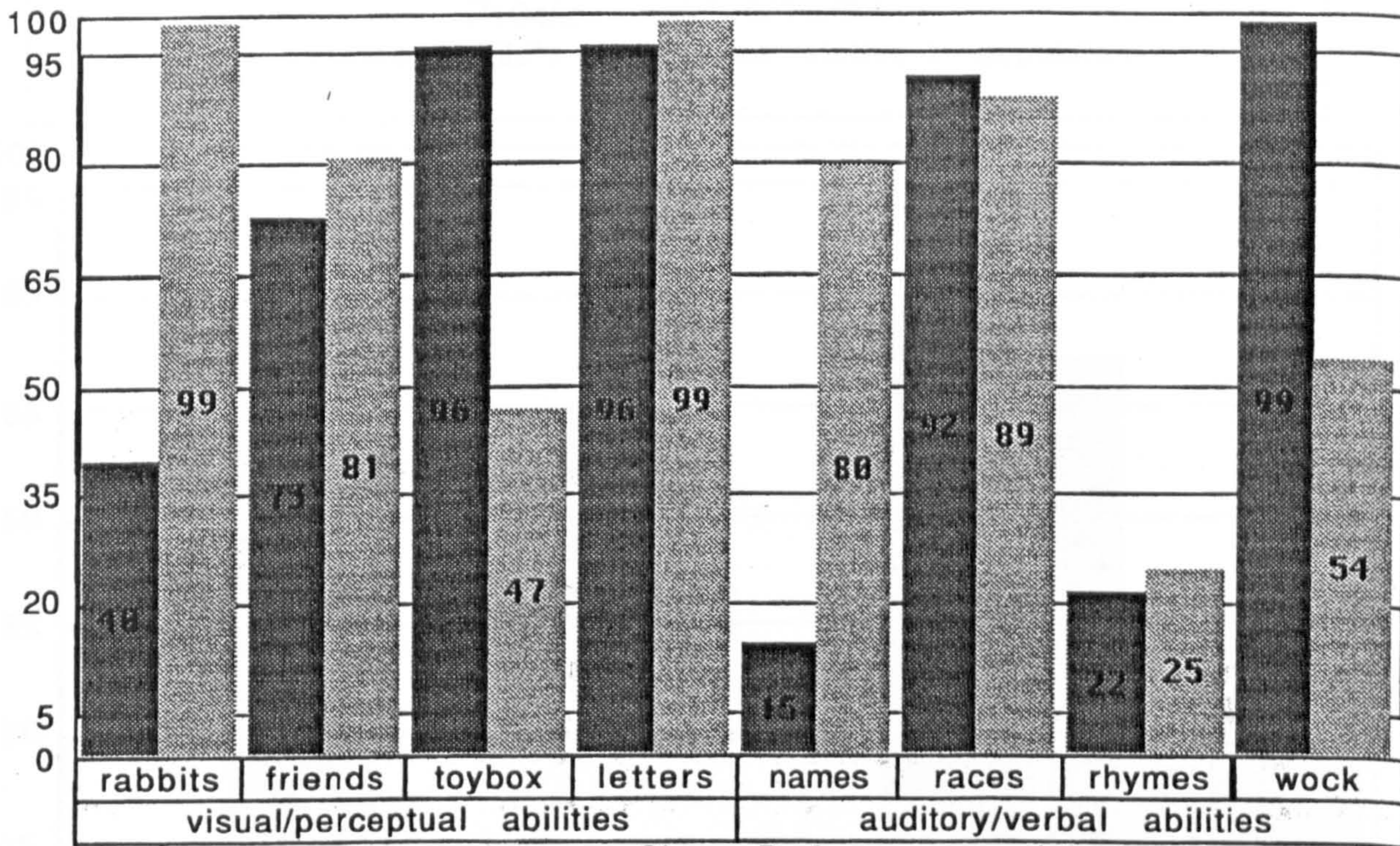
Rabbits	tested 24/2/98	5y 8m
Zoid's Friends	tested 3/3/98	5y 8m
Toybox	tested 5/3/98	5y 8m
Zoid's Letters	tested 5/3/98	5y 8m
Zoid's Letter Names	tested 17/3/98	5y 9m
Races	tested 3/3/98	5y 8m
Rhymes	tested 16/3/98	5y 9m
Wock	tested 16/3/98	5y 9m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 3:23 pm Tuesday, March 17, 1998

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 28/4/98	5y 10m
Zoid's Friends	tested 28/4/98	5y 10m
Toybox	tested 28/4/98	5y 10m
Zoid's Letters	tested 29/4/98	5y 10m
Zoid's Letter Names	tested 29/4/98	5y 10m
Races	tested 29/4/98	5y 10m
Rhymes	tested 29/4/98	5y 10m
Wock	tested 29/4/98	5y 10m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

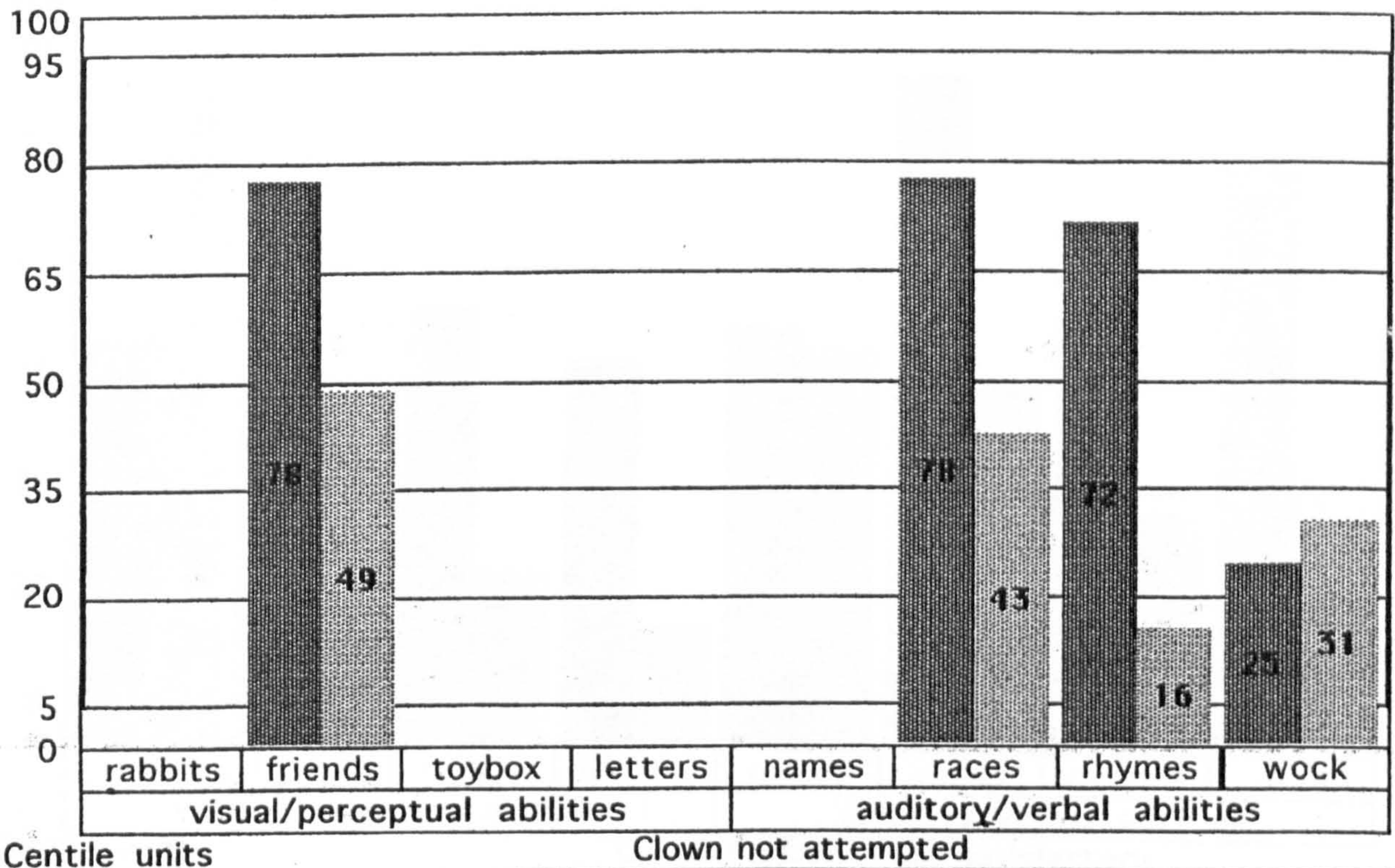
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 11:38 am Wednesday, April 29, 1998

S20P Primary

P104M : dob 6/10/92

Chart showing child's performance relative to population



Rabbits	not attempted
Zoid's Friends	tested 20/3/98 5y 5m
Toybox	not attempted
Zoid's Letters	not attempted
Zoid's Letter Names	not attempted
Races	tested 20/3/98 5y 5m
Rhymes	tested 20/3/98 5y 5m
Wock	tested 20/3/98 5y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

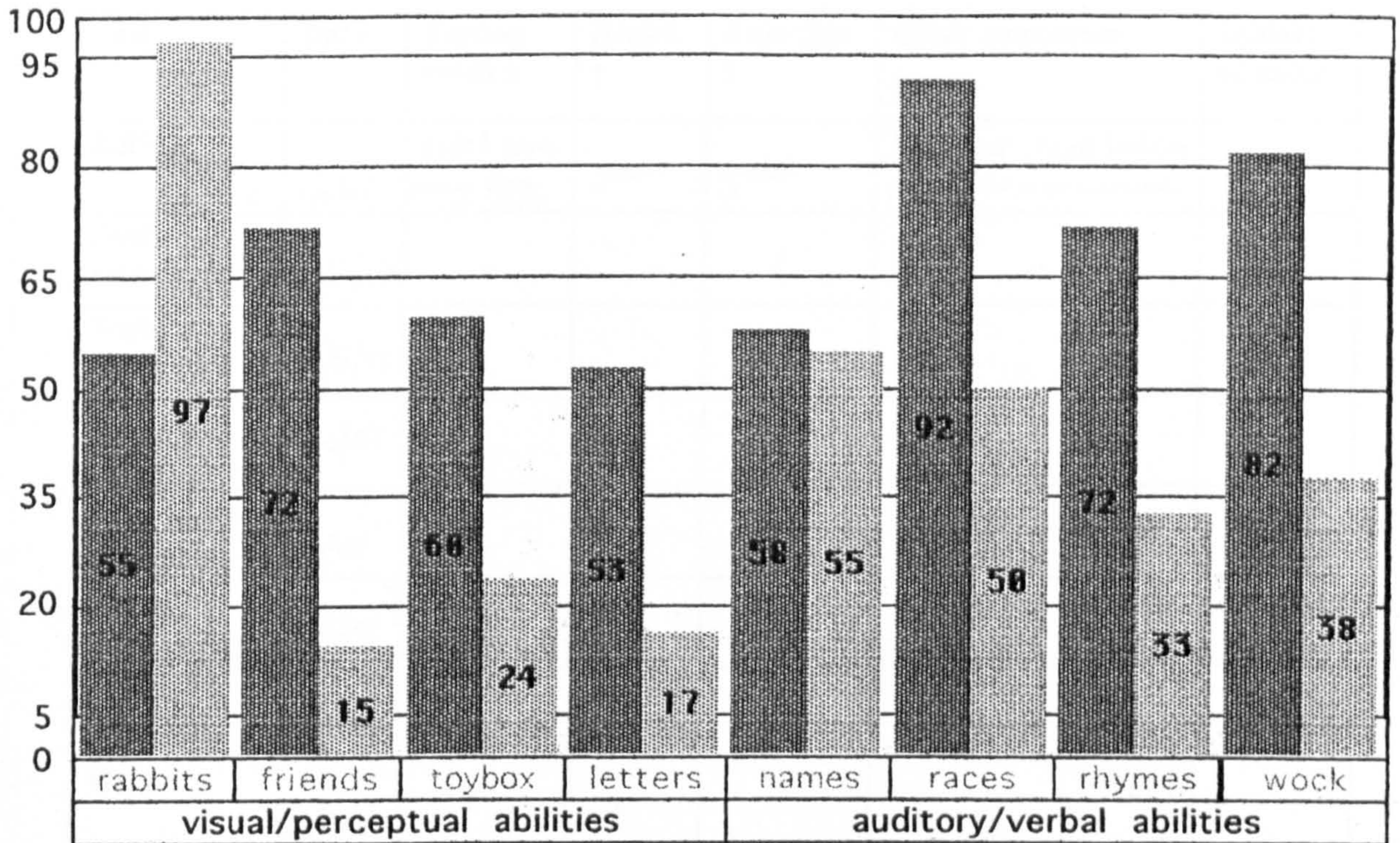
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 11:57 am Friday, March 20, 1998

S6P PRIMARY

P105M : dob 18/10/92

Chart showing child's performance relative to population



Centile units

Clown Performance: satisfactory

Rabbits	tested 1/6/98	5y 7m
Zoid's Friends	tested 29/5/98	5y 7m
Toybox	tested 29/5/98	5y 7m
Zoid's Letters	tested 1/6/98	5y 7m
Zoid's Letter Names	tested 1/6/98	5y 7m
Races	tested 29/5/98	5y 7m
Rhymes	tested 29/5/98	5y 7m
Wock	tested 29/5/98	5y 7m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 1:10 pm Monday, June 1, 1998

CoPS 1 — Cognitive Profiling System

COMMENTS SHEET

Name of child P105M Date of birth..... 18/10/92
 Class..... P1A Supervisor..... Mrs R
 School or Centre..... S6P p School

Test	Date	Testing room ±	Health †	Attention ‡	Other comments §	Initials of tester
Rabbits a	1/6/98	quiet room away from noise	good	good	hesitant, kept looking round for reassurance	
Zoid's Friends 2.	29/5/98	"	"	"	"	
Toybox 6.	29/5/98	"	"	"	"	
Zoid's Letters 7.	1/6/98	"	"	"	"	
Zoid's Letter Names 8.	1/6/98	"	"	"	"	
Races 3.	29/5/98	"	"	"	"	
Rhymes 4.	29/5/98	"	"	"	"	
Wock 5.	29/5/98	"	"	"	"	
Clown 1.	29/5/98	"	"	"	"	

± e.g. 'quiet room', 'classroom — noisy' (also mention any uncomfortable conditions)

† e.g. 'good', 'had bad cold', 'coughing' (also mention any other health factors)

‡ e.g. 'good', 'fair', 'distracted', 'tired'

§ e.g. 'over-confident', 'responded very quickly', 'nervous at first', 'did not understand instructions', 'could not hear computer properly', 'unconfident — kept asking "Is that right?"'

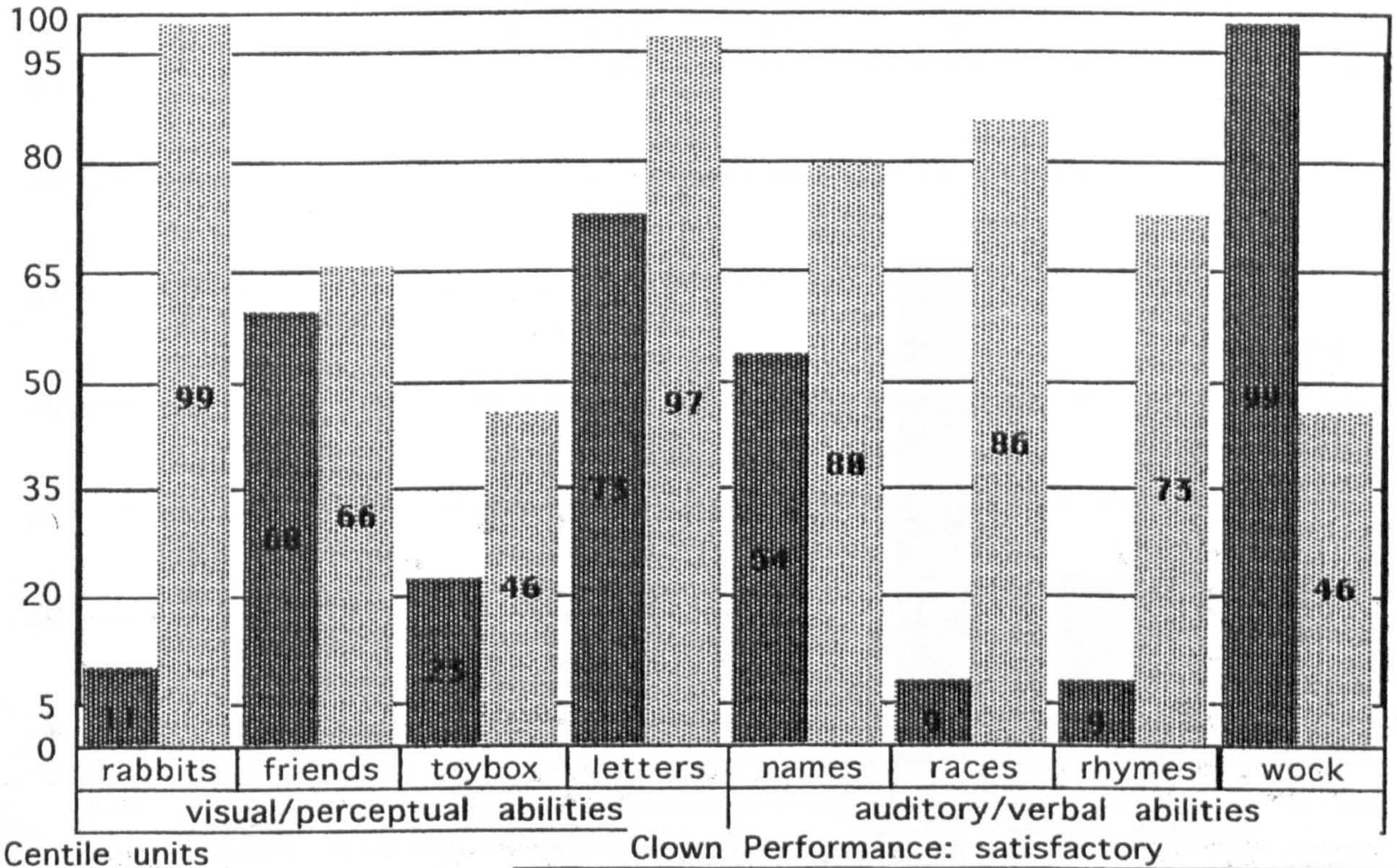
General comments:

- 1..... Can use mouse - no problems.....
- 2..... 1 - all right..... 2 - some problems..... 3 - couldn't remember very well.....
 4 - mixed results.....
 1 - all right..... 2 - some problems..... 3 - couldn't remember very well.....
 4 - mixed results.....
- 3..... Practice = hesitated..... 3 - 1 wrong..... 4 - 1 wrong.....
 king-queen.....
- 4..... Practice = 1 - long time to understand, 2 much quicker..... Test = not good.....
 1 wrong.....
- 5..... Practice: ✓..... Test: ✓.....
- 6..... Practice ✓..... Started well then fell away.....
- 8..... 2 ✓..... 3 - 3 wrong..... more confident though.....

S13P Primary

P106M : dob 18/9/92

Chart showing child's performance relative to population



Rabbits	tested 24/2/98	5y 5m
Zoid's Friends	tested 24/2/98	5y 5m
Toybox	tested 27/2/98	5y 5m
Zoid's Letters	tested 27/2/98	5y 5m
Zoid's Letter Names	tested 5/3/98	5y 5m
Races	tested 5/3/98	5y 5m
Rhymes	tested 6/3/98	5y 5m
Wock	tested 6/3/98	5y 5m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

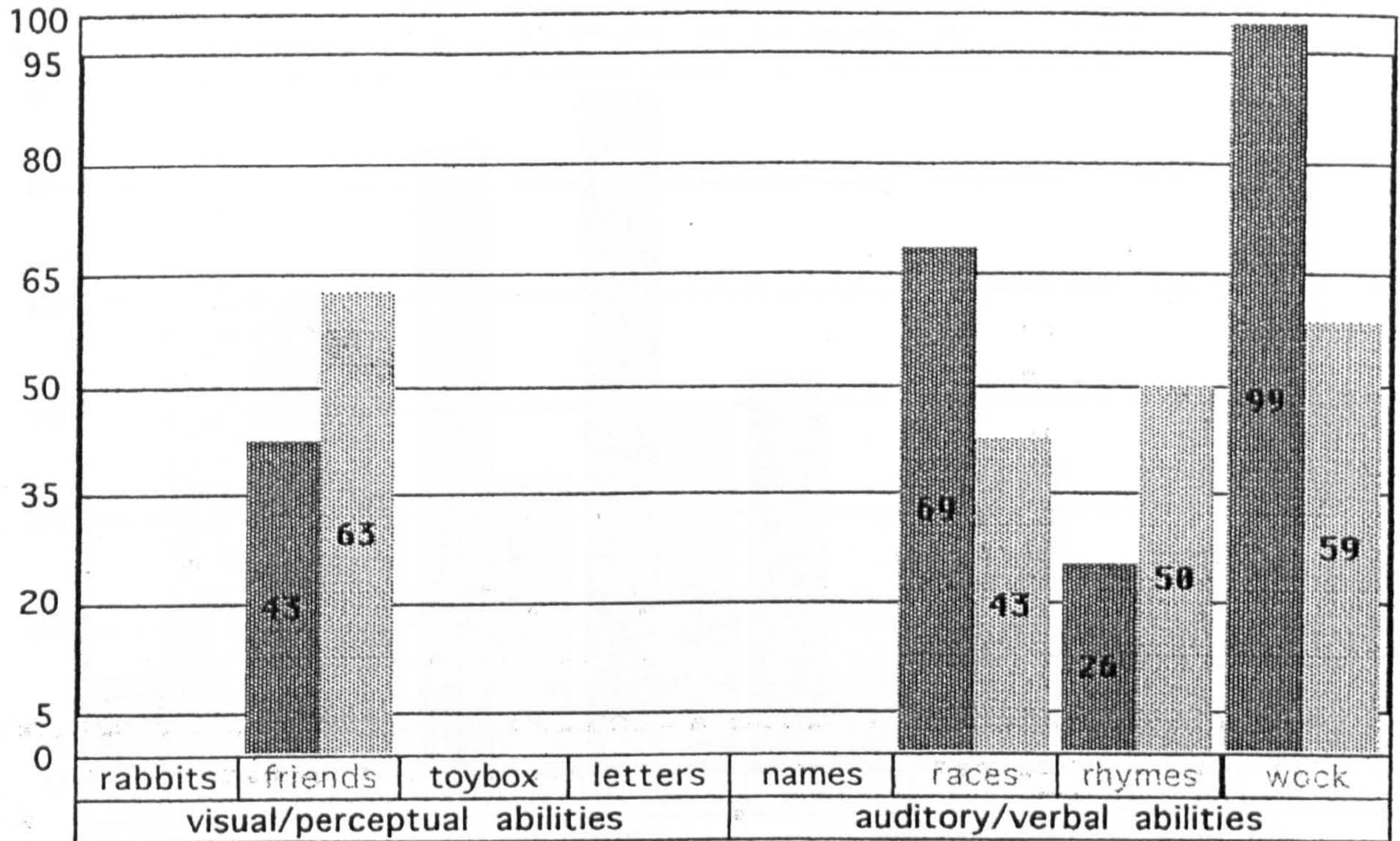
This print-out date: 2:31 pm Friday, March 6, 1998

S11P

Primary

P107F : dob 28/9/92

Chart showing child's performance relative to population



Centile units

Clown not attempted

Rabbits	not attempted
Zoid's Friends	tested 1/4/98 5y 6m
Toybox	not attempted
Zoid's Letters	not attempted
Zoid's Letter Names	not attempted
Races	tested 1/4/98 5y 6m
Rhymes	tested 1/4/98 5y 6m
Wock	tested 1/4/98 5y 6m

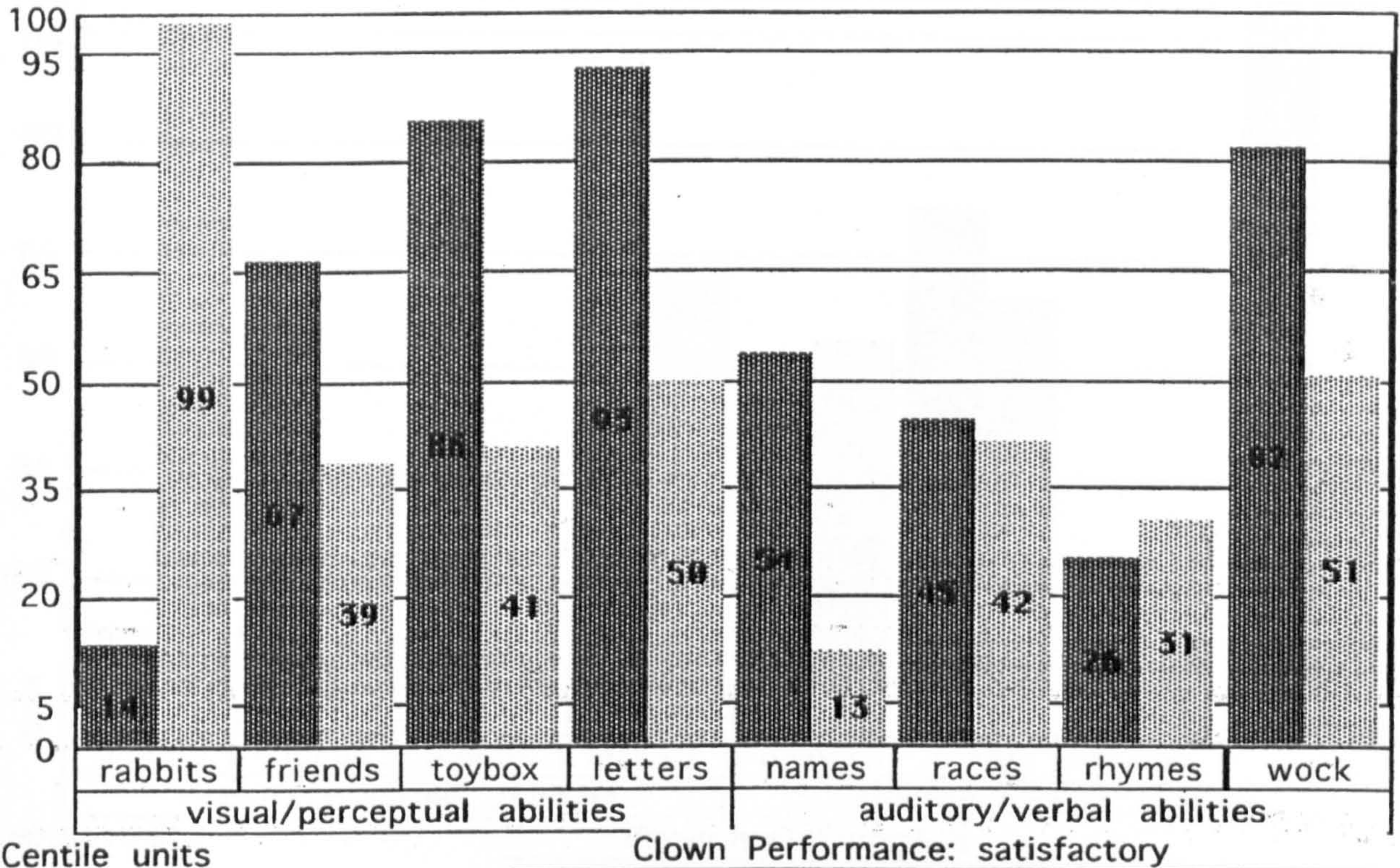
For each test:
left bar = accuracy
right bar = time
(colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 10:11 am Wednesday, April 29, 1998

P108F : dob 6/12/92

Chart showing child's performance relative to population



Centile units

Rabbits	tested 24/3/98	5y 3m
Zoid's Friends	tested 24/3/98	5y 3m
Toybox	tested 24/3/98	5y 3m
Zoid's Letters	tested 24/3/98	5y 3m
Zoid's Letter Names	tested 24/3/98	5y 3m
Races	tested 24/3/98	5y 3m
Rhymes	tested 24/3/98	5y 3m
Wock	tested 24/3/98	5y 3m

For each test:
left bar = accuracy
right bar = time
(colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

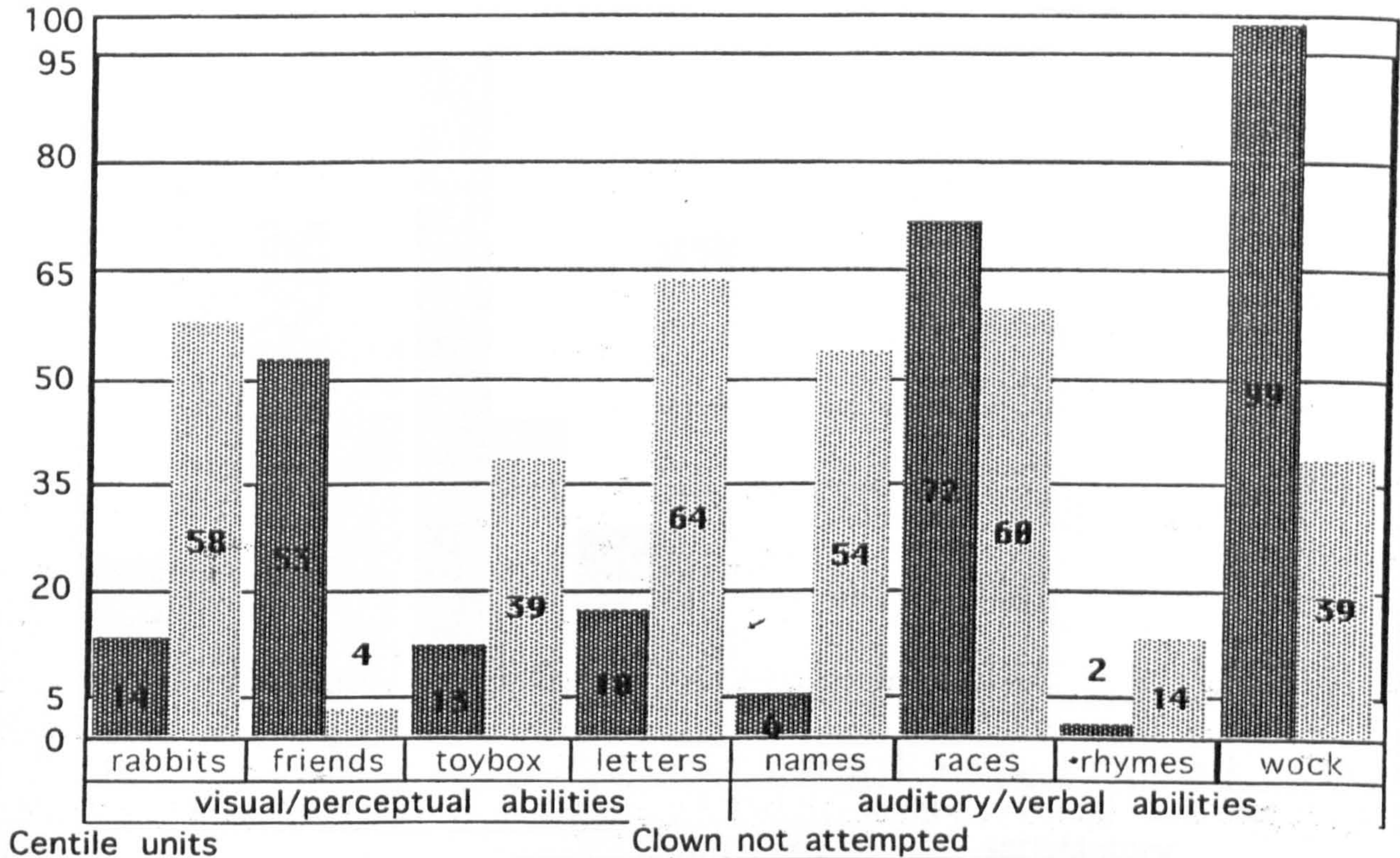
This print-out date: 11:56 am Tuesday, March 24, 1998

S16P

Primary

P109M : dob 18/11/92

Chart showing child's performance relative to population



Rabbits	tested 3/3/98	5y 3m
Zoid's Friends	tested 3/3/98	5y 3m
Toybox	tested 5/3/98	5y 3m
Zoid's Letters	tested 5/3/98	5y 3m
Zoid's Letter Names	tested 22/4/98	5y 5m
Races	tested 22/4/98	5y 5m
Rhymes	tested 22/4/98	5y 5m
Wock	tested 5/3/98	5y 3m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

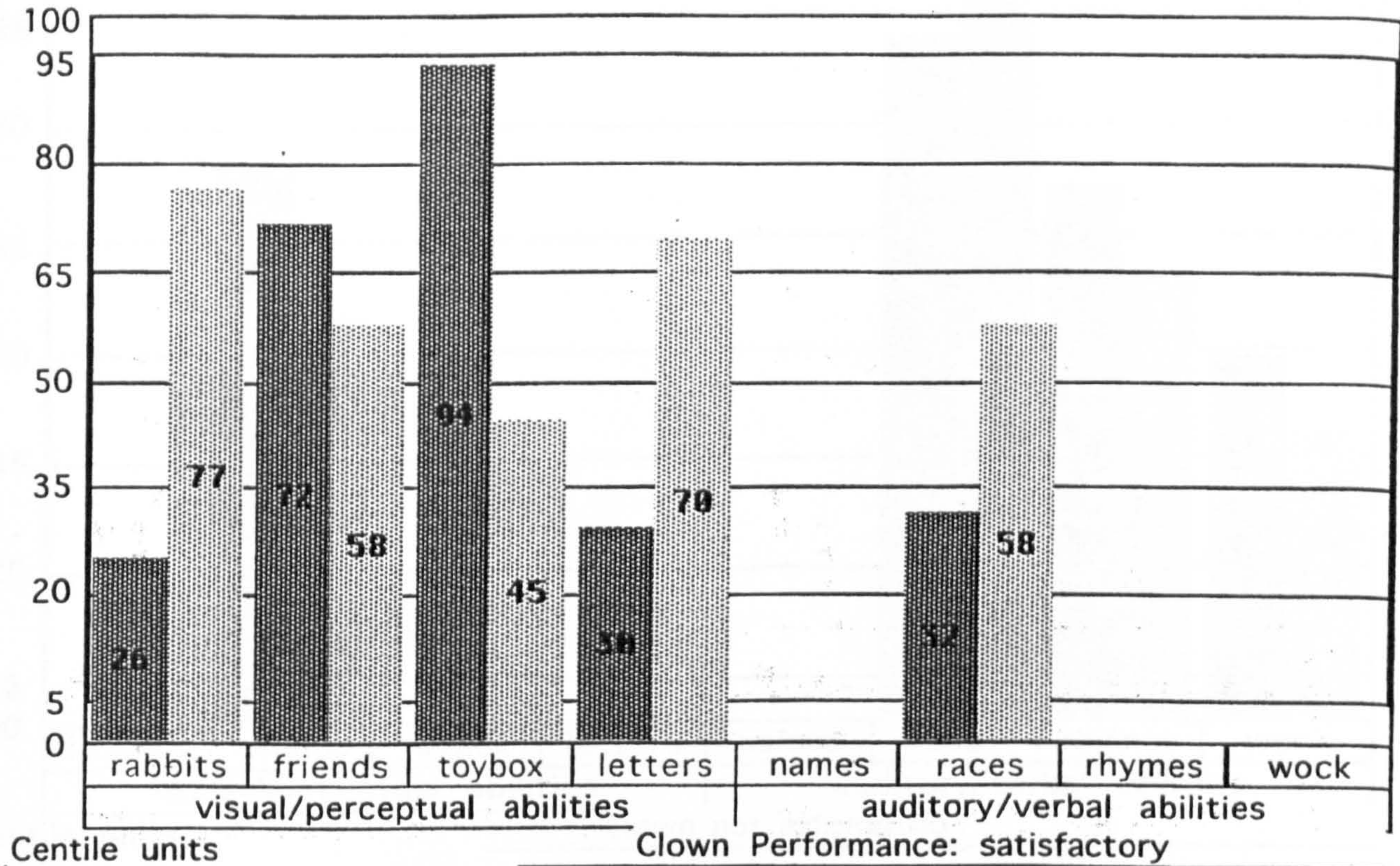
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 12:05 pm Wednesday, April 22, 1998

S9P Primary School

P110M dob 9/4/92

Chart showing child's performance relative to population



Rabbits	tested 11/3/98	5y 11m
Zoid's Friends	tested 4/3/98	5y 10m
Toybox	tested 11/3/98	5y 11m
Zoid's Letters	tested 19/3/98	5y 11m
Zoid's Letter Names	not attempted	
Races	tested 25/3/98	5y 11m
Rhymes	not attempted	
Wock	not attempted	

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

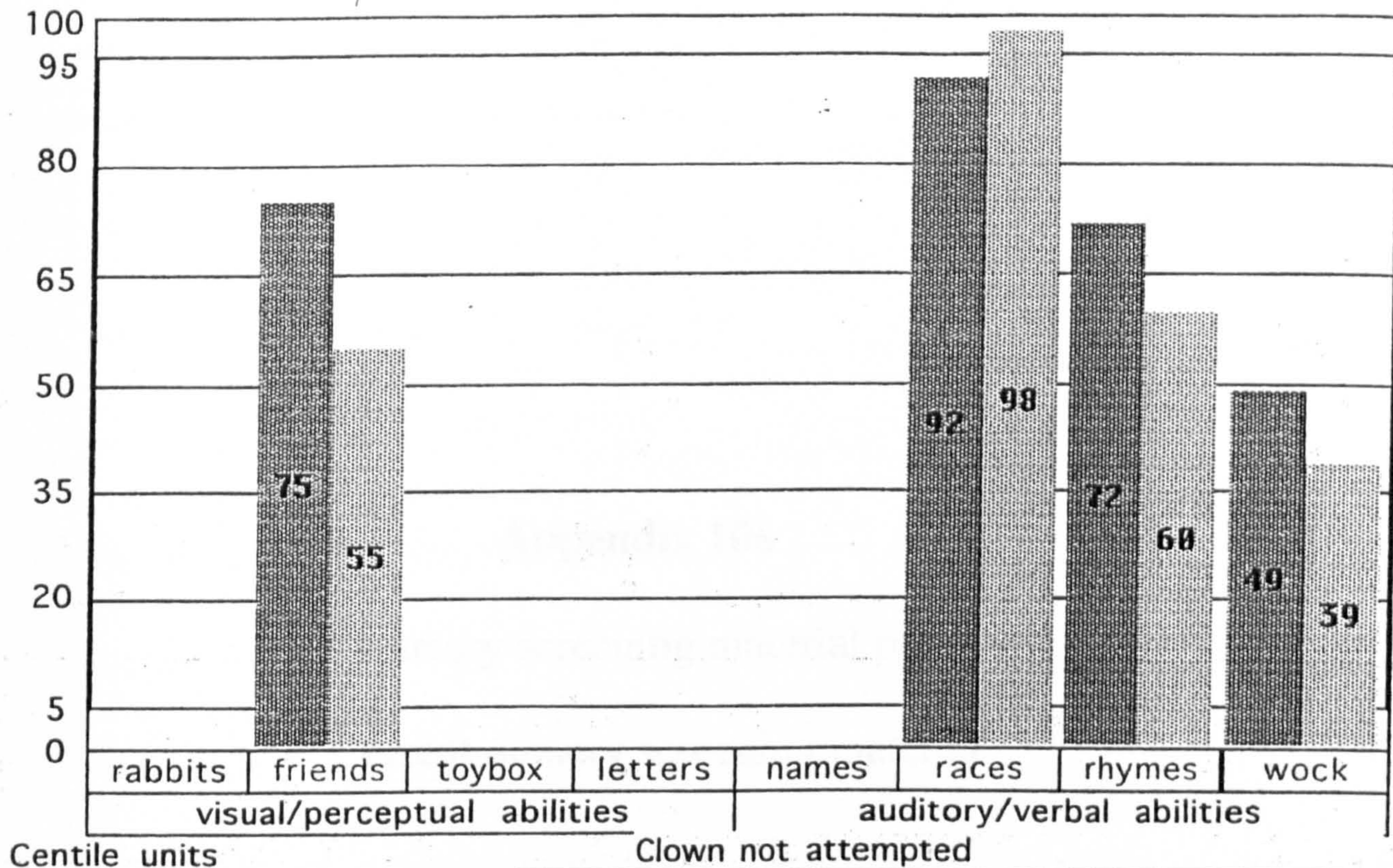
Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 14:47 Wednesday, March 25, 1998

S17P Primary School

P111M dob 4/7/92

Chart showing child's performance relative to population



Rabbits	not attempted
Zoid's Friends	tested 29/5/98 5y 10m
Toybox	not attempted
Zoid's Letters	not attempted
Zoid's Letter Names	not attempted
Races	tested 29/5/98 5y 10m
Rhymes	tested 3/5/98 5y 9m
Wock	tested 3/5/98 5y 9m

For each test:
 left bar = accuracy
 right bar = time
 (colour or shade of bars may differ with different printers)

Rabbits	Visual sequential memory (temporal/spatial)
Zoid's Friends	Visual sequential memory (temporal/colour)
Toybox	Visual associative memory (shape/colour)
Zoid's Letters	Visual sequential memory (symbol sequence)
Zoid's Letter Names	Associative memory (visual/auditory, symbol name)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyme detection)
Wock	Auditory discrimination
Clown	Colour discrimination

This print-out date: 12:25 pm Sunday, May 3, 1998

Appendix 10a

Nursery screening material pilot

Current nursery screening material

Nursery Screening - Pilot Version

Nursery: _____

Name of Child: _____

DOB: _____

Teacher/Nursery Nurse: _____

EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT	NOTES
Has good self image and inner confidence	
Shows an aptitude for	
Independent in most self-help skills	
Plays alone	
Plays alongside other children	
Plays cooperatively, takes turns and shares resources	
Cares for and considers other people's feelings	
Expresses appropriately feelings, needs and preferences	
Dresses him/herself, doing up own buttons in sequence	
Concentrates on one activity for a reasonable period of time	
Responds quickly to information from adult	
COMMUNICATION AND LANGUAGE	
Has fun with language and making stories	
Repeats nonsense words after adult in word play activities	
Listens and responds to rhymes	

COMMUNICATION AND LANGUAGE cont.	NOTES
Listens and responds to stories	
Listens and responds to the sounds and rhythm of words eg is aware of alliteration: <i>The slimy snake slithered in the sandy</i>	
Retells a story	
Retells a rhyme	
Uses language to describe a person or event	
Uses language to explain things	
Uses language to predict the next event in a story	
Uses language to ask questions	
Uses language to develop ideas	
Has an awareness of letter names and sounds in the context of play experiences	
Uses own drawings to express ideas and feelings	
Uses own drawings to express ideas and feelings in a way that an adult can understand	
Recognises the initial letter of own name, and some others	
Writes the initial letter of own name, and some others in a recognisable form	
Follows simple/complex instructions (more than 2/3)	

COMMUNICATION AND LANGUAGE cont.	NOTES
Is developing towards following simple instructions	
Pays attention to information from an adult	
Responds to information from an adult	
Pays attention to information from adult when prompted	
Responds to information from adult when prompted	
Can find the right words for what s/he wishes to say	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Is aware of daily time sequences	
Identifies numbers up to ten during play experiences and counting games	
Uses correctly the names of the numbers up to ten during play experiences and counting games	
EXPRESSIVE AND AESTHETIC DEVELOPMENT	
Uses role play or puppets to recreate and invent situations	
Uses verbal and non verbal language in role-play	
Listens and responds to sounds and rhythms	
Listens and responds to songs and a variety of music	
Sings and claps in rhythm	
Claps the rhythm of a song in time to music	

EXPRESSIVE AND AESTHETIC DEVELOPMENT cont.	NOTES
Moves rhythmically and expressively to music	
Imitates simple dance sequences and singing games	
PHYSICAL DEVELOPMENT AND MOVEMENT	
Runs and jumps confidently	
Skips	
Climbs	
Balances on one foot and tells a story	
Throws and catches successfully most of the time	
Controls fine movements of fingers and hands	
Is very active at all times	
OTHER FACTORS TO NOTE	



Nursery Screening

Notes and Materials



Nursery Screening Programme

CONTENTS

Why Nursery Screening?	2
Guidance on Completion of Profile Sheets	3
Items on the profiles which may indicate specific difficulties	6
Bilingual children	7
What to do if a child displays a pattern of difficulties	9
Materials which may help in Nursery and/or at home	10
Glossary	11
Appendix 1	
Profile sheets	1 - 5
Appendix 2	
Summary sheets	1 - 8

Why Nursery Screening?

This screening programme was originally introduced to act as an alternative to the Cognitive Profiling System (CoPS1 computer disks and CD Rom). It is intended that all Nursery children should be screened. Taking a closer look at the children in their pre-school year may give useful information on which to base early intervention or extension work. The CoPS1 program can then be used to confirm the findings or to assess a child at the parents' request.

"Day-to-day records and assessments help staff to plan learning experiences that take account of children's needs and development." (Curriculum Framework for Children 3-5)

The profile sheets provide information on all of the children throughout the year, but can be considered in depth in order to identify children where there are patterns of concerns regarding underachievement, either due to some specific problems or to them being more able than their level of achievement seems to demonstrate. Careful planning and staff interaction when following up the screening process will ensure that more able children are challenged appropriately, and those with areas of difficulty receive the appropriate support.

It is suggested that children's profiles should be considered around January of children's pre-school year. This allows time for developmental factors to be taken account of, and still allows some time to assess the effects of the intervention which is put in place. Any children about whom there are concerns can be considered again either before or just after the Spring break.

The profiles should not require much time outwith the normal daily routines. The information acquired will help inform the learning and teaching in the Nursery. It is helpful however if a promoted member of staff can give some dedicated time to help observe the children when they are engaged in different activities, or to help with specific items. This will facilitate the giving of advice and planning for intervention.

While the profiles will give useful information on individual children's progress in all areas, it is intended that they should also flag up any children who show signs of specific problems. While they may give an indication of children who may be at risk of later problems in learning, they may merely indicate that a child is slightly slower to develop certain specific skills or is less mature than the rest of the group. It is important not to write too much into this information at this stage. When considering children's profiles, account needs to be taken of children who may be up to a year younger than the rest of the pre-school year group. Some seeming problems may only be due to immaturity. What is important is that targeted intervention is put in place for these children and the children are then monitored to ensure progress is made and maintained.

A Note of Caution

Almost all children display some difficulties at some point, or are slow to "catch on" in some areas. This is quite normal, so it is important not to write more into the situation than is really there. Many learning difficulties also appear on a continuum or spectrum, so children can display mild characteristics or perhaps just a few of many possible indicative characteristics. Labelling will not be beneficial at this early stage of a child's education, and it is not for the teacher or nursery nurse to label children. It may however be helpful to investigate which specific items on the profile sheets may indicate possible later difficulties.

Nursery Screening

Guidance on Completion of Profile Sheets

(These notes should be read before completing the children's profile sheets.)

The suggestions should be carried out in the context of the daily Nursery routine and should never seem to either child or staff as a formal testing situation.

The profile sheets are set out under the five main areas of learning:

- emotional, personal and social development
- communication and language
- knowledge and understanding of the world
- expressive and aesthetic development
- physical development and movement.

Emotional, Personal and Social Development:

- It is important to consider the strengths of the child, for it is the strengths that will guide the future planning, and will provide channels to motivate and encourage children to develop areas which may be immature for their age or slow to develop.
- Home background and culture:- Social, background and cultural factors are liable to have a strong influence on emotional, personal and social development as are the role models to have influenced the child during the early years.

Communication and Language:

- The pre-school year is generally a period of rapid growth in language, with increasing awareness of sounds and words, and how they can be used to produce certain effects. Poor phonological skills at this stage, and a lack of awareness of rhyme and rhythm may indicate possible later difficulties in learning to read and write. However, it may be that these skills have not been encouraged at home due perhaps to cultural or social factors, or in the case of a bilingual child, it may be that the skills have been developed in the home language but not in English.
- Most children enjoy stories. For those who have difficulty in listening at this stage, there may be indications of later attention problems. Children who are abnormally restless or inattentive may perhaps have an intolerance to certain foods or soft drinks. This is however a good stage to discuss possible food allergies with parents, and ask them to observe if there is a pattern to these types of problem following eating or drinking specific foods or drinks. Some children may simply be very active and require to move about a lot.
- Memory is important to many language and communication skills. Children who are unable to remember more than two items of information for instance may appear as disobedient when in fact they are unable to remember what it is they were told to do. They may be unable to remember the sequence of events in a story or may be unable to repeat the syllables that make up a polysyllabic word.
- A child's ability to put the message across can be assessed during any language activity, when the child is reporting on what they wish to do later etc. The child can be encouraged to retell a familiar story to observe awareness of sequence.

- Speech too can be informally observed to ensure that the child has sufficient control of the tongue and lips to reproduce sounds in the desired way. This can be assessed when the child is telling or retelling a story.
- Polysyllabic words and nonsense words can be repeated as part of a game. The teacher should note any problems with pronunciation.
- Children who enjoy books, and have good awareness of print and phonology will have a distinct advantage when they start more formal learning of reading and writing.

Knowledge and Understanding of the World:

- Children who have a natural curiosity for the world around them will investigate and learn with a small amount of guidance. Others will require considerable assistance to know what to do. Early activities of categorisation and naming will provide basic skills which will be required in dealing with mathematics, and other areas of the curriculum. Ordering and sequencing can be observed through activities using concrete materials. Visual perceptual skills can be built through manipulating shapes, and seeing how they fit, or don't fit, together.
- Young children learn best through the interaction of all their senses. Children who are naturally able to take advantage of multisensory learning will require only a little help, but some may require to be presented with material to be remembered by use of all their channels of learning - hearing, seeing, touching, saying, acting out, singing, and the sense of smell where this is appropriate.
- The emphasis in the number sections should be of a practical nature using many sorting toys, beads, linking elephants, etc.
- More able children will be observed through their problem solving abilities, and their strategies for coping with unusual or different situations.
- There are numerous opportunities for assessing children's language and understanding of the concepts.

Expressive and Aesthetic Development:

- It is interesting to note if the child is able to represent by painting, drawing or modelling the objects they tell you they are representing.
- An awareness of rhythm will facilitate language learning and will help in music. Provide opportunities for children who are weak in tapping out a rhythm or keeping reasonable time to music to gain expertise in these areas.
- Activity singing games and simple dance sequences will identify those children whose short-term memory is likely to inhibit their learning. They will also identify those children who seem likely to be able to develop a high level of expertise in these areas.

Physical Development and Movement:

- Movement can be assessed by the teacher as part of the routine observations made within the classroom situation .

- It is important that children build skills of coordination at this early stage to aid fine motor skills such as writing. While giving exercises which will generally aid coordination, it is important that the children should also have exercises which involve the use of both sides of the body in coordination.
- Balance has been found to be an important ability for learning. Children who are poor at balance tasks while doing something else are likely to encounter other learning problems. Ask children to balance on one foot while they say the names of their group, or recite a rhyme such as Jack and Jill.
- Pay particular attention to children whose toes turn in as they walk, or whose arms flap when they start to run or skip.
- Ask the child to hold up their right hand. Then throw a ball or bean bag so that the child has to catch it in the right hand. Try also to investigate if the child can catch with their right hand when they have to cross the mid-line i.e when you throw the bean bag or ball towards their left.
- Observe children who are reluctant to take part in physical play activities, or who choose to be on their own more than would be expected.

The child's attentiveness should be assessed as part of the routine observations made within the Nursery situation. Note if there is a difference between attentiveness between different activities and areas, and note if the child has bad or good days.

Family history:

- Note here if there is any family history of learning difficulties such as dyslexia, dyspraxia etc which may not be readily apparent at this early stage.

Items on the profiles which may indicate specific difficulties

Different patterns on the children's Profile Sheets could be early indications that a child may develop specific or general difficulties or may be more able. Some types of patterns which may be indicated are:

Attention Deficit Disorder (ADD) - (Usually now called Inattentive ADHD)

This type of inattentiveness can be difficult to identify, and children often go unnoticed till they are much older. This is mainly due to the fact that all children will to some extent display characteristics of this type of ADHD at some times). ADHD children however will display characteristics to a considerable extent most of the time. For obvious reasons, there is also a high frequency of coexisting learning difficulties with this type of ADHD.

Concern over:

Attentiveness:

"Follow simple instructions"

"Note concentration level for different activities."

Will probably also seem to be "switched off" much of the time. May just appear to be not as bright as the rest of the class.

Other difficulties and strengths may also be indicated in the profile sheets. The following are some of the areas which it would be possible to suspect from a detailed consideration of children's profiles:

- Attention Deficit with Hyperactivity Disorder (ADHD)
- Autistic spectrum disorders
- Dyslexia
- Dyspraxia
- Language & Communication
- Mild Learning Difficulties
- Moderate Learning Difficulties
- More Able
- Speech and language problems

Because there is no one single profile for every child who displays signs of specific weaknesses or strengths, no attempt has been made to spell out patterns for each possible area. The range of profiles will be vast. What is important is that children with specific patterns of difficulties should have these difficulties tackled at an early stage with a view to minimising problems later, and children who are more able are felt to be working to their potential level of ability, and not necessarily left to do the same work as the rest of the class.

The intention is not to label children at an early age, but to ensure that children whose profiles are a cause for concern receive the appropriate intervention at the earliest stage in their education.

Bilingual Children

The term "bilingual"

The term "bilingual" refers to children who use another language in their daily lives. It is used here to refer to the ability to communicate in two or more languages, and does not necessarily imply competence or fluency. Rather it reflects the reality that additional language learners are operating in more than one language.

Bilingual children form a diverse group. They come from a wide variety of language and socio-economic backgrounds. They have varying degrees of competence in their home language(s), ranging from the ability to understand language in familiar situations, to fuller fluency and literacy.

Although it has been found that speaking two or more languages appears to result in a greater capacity for lateral thinking and problem solving with bilinguals also having a greater facility for learning further languages, there are some children who may have difficulties which could be missed due to the children being in the process of learning English.

English language development and assessment implications

Many bilingual children when assessed may appear to have well developed English language skills (particularly with spoken English). Young bilingual children can often "pick up" spoken English easily through play etc, especially if they have been to nursery. Their spoken English may be fluent in terms of conversational, playground language, but often this is "surface" fluency. Their English language skills may not be adequate to cope fully with the language demands of the curriculum. There may be "cultural gaps" through different experiential learning, particularly in the pre-school years.

Bilingual children can therefore come to Nursery with linguistic skills in English that are not as developed as their monolingual peers. This can lead to assumptions which consider bilingual pupils to have lower attainment levels when in fact this is not the case as it is their English language skills that require to be developed.

Care has to be taken therefore, that bilingual children are not wrongly considered to have a learning difficulty.

The process of learning English as an additional language (EAL)

Bilingual children are expected to learn in their additional language, which is often their less developed language. At Nursery bilingual children have to begin to learn in a new language - English. This is likely to be less well developed than the language they hear, and perhaps also speak at home. They have to not only learn English as an additional language, but have to learn in it as well.

From the Nursery stage, bilingual children will be learning English as part of a long process. Unlike conversational, playground language (which children can quite rapidly "pick up") the language in Nursery may be more abstract and will become more abstract still as children move into the more formal Primary school learning situation. There are likely to be fewer concrete visual clues to support meaning as the child progresses through the education system. This longer process can take in excess of ten years.

Issues of observation and assessment

When observing bilingual children, teachers should remember that although the issues surrounding their language may put them at a potential disadvantage, nonetheless, they continue to have the same capacity for learning as all other children. Given appropriate intervention and high expectations by teacher, they can achieve the same levels as their peers.

Crucial information needed before reaching decisions about the learning of a bilingual child

- family / child history
- perceptions of parents / family; child; and teachers about the learning process and achievement
- physical health, medical information
- previous educational history and current education in Nursery and community
- evidence of a differentiated curriculum
- evidence of achievements to date, including samples of work
- evidence of other professionals involved
- community context and family status.

Compiled by Ann Robson - writer, researcher and practising senior psychologist.
(Taken from 'Assessing the Needs of Bilingual Pupils' Living in Two Languages by
Deryn Hall, pub. by David Fulton)

What teachers can do to ensure that bilingual children gain maximum benefit

- Find out about the different languages that are spoken in the class.
- Reflect languages in the visual environment of the Nursery.
This can mean signs in other languages to provide information (a wide range of commercially made signs are now available).
- Display multilingual resources
Resources should include a range of materials in other languages.
- Use bilingual stories
Dual texts and audio cassettes can be obtained to reinforce story telling in English.
- Find out a little about different languages structures and cultural backgrounds.

What to do if a child displays a pattern of difficulties

It is important not to raise alarm as, for some children, their pattern of difficulties may only be due to a delay in development which may accelerate at a later stage. For others emotional or social factors may mean that they are a little slower to pick up the skills of their peer group. For some, cultural and/or background factors may appear to be affecting progress, and these may well resolve themselves in time. It will however be helpful to establish if parents have registered any concerns too, so when talking to parents, this can be discussed without giving undue concern. It will be useful in some cases to know if there is a family history of any type of difficulties.

Appropriate intervention materials are suggested, and Nursery staff will also have ideas which have worked in the past for children with similar difficulties. If strategies are not proving successful and the child is still struggling in the same areas as before, discussion with promoted staff should be able to put into practice a further range of appropriate strategies for the child. Parents should be consulted and involved in helping with intervention in a stress-free way.

If when revisiting the identified children in the spring or summer term, these strategies still do not effect a significant improvement, it may prove necessary to seek help from an outside agency. Help for most children with mild difficulties will probably be advisory at this stage , but may result in direct support at a later stage in the primary school.

Materials which may help in the Nursery and/or at home

General

The NetStarT programme

Language

Big Story Books

Jigsaws (Sequencing)

Letterland ABC

Listening Lotto

Magnetic Letters

Nursery Rhyme Lotto

Opposites (Orchard)

Pencil Patterns

Picture/Word Lotto

Prepositions Concepts to go (Winslow)

Puppets

Sand trays for pre-writing skills

Shopping List Game (Orchard)

Story sacks

Numeracy

Colorama

Colour dominoes

Colour/Shape Lotto

Compare Bears (NES Arnold)

Linking Elephants (NES Arnold)

Peg boards

Peg People (NES Arnold)

Skittles (Early Learning Centre)

Teddy Bear counters (Claire Publications & Jonathan Press)

Teddy Shape game (Orchard)

Threading cards (NES Arnold)

Wooden fraction board (NES Arnold)

PSD

Circle Time by Mollie Currie & Carolyn Bromfield (NASEN)

Physical

Developmental Dyspraxia by Madeleine Portwood (David Fulton)

Resources for parents

Stop and Think Parenting by Lindy Petersen (Acer)

Add to this list any materials which you find useful.

Glossary

- autism:** Autism is characterised by a withdrawn state, a lack of social responsiveness and interest in others, serious communicative and linguistic impairments and failure to develop normal attachments. There are generally some bizarre responses to the environment including insistence on routine, order and sameness and a fascination with inanimate objects. The term is really an umbrella term under which heading a number of different patterns and varying degrees of severity are possible.
- bilingual:** The term refers to children who use another language in their daily lives. It refers to the ability to communicate in two or more languages.
- CoPS1 (Cognitive Profiling System):** Computer program designed to highlight various patterns of difficulties, and hence identify those who are at risk of the failure associated with different learning difficulties.
- cross lateral:** Undecided over handedness, footedness etc using left for some tasks and right for others, or swapping between. Using left foot to kick a ball, but right eye to hold a telescope to etc.
- dyslexia:** Significant difficulty in learning to read, write and spell.
- dyspraxia:** Significant difficulty with movement, awkwardness in moving or immaturity in the organisation of movement.
Verbal dyspraxia refers to a difficulty with speech due to poor control of the speech organs.
- polysyllabic:** Having a number of syllables, more than two

Appendix 1

Nursery

Children's Profile Sheets

Key Aspect : Emotional, Personal & Social Development

Children should learn to:	Dates	Comments
<ul style="list-style-type: none"> - develop confidence, self-esteem and a sense of security - care for themselves and their personal safety - develop independence in dressing/personal hygiene (Note if child can do buttons in sequence, shoes on right feet, puts clothes on in right sequential order.) - persevere in tasks that at first present difficulties - show awareness of others and their feelings - care for the environment and show awareness of other people in the community - understand and follow nursery rules (Note turn-taking, sharing, and cooperation.) - make and express choices, plans and decisions (Note concentration level for different activities.). - form positive relationships with other children (Note if child plays alone for much of the time, or plays alongside [rather than 'with'] other children.) - express appropriately feelings, needs and preferences (Note if child considers others' feelings as well as own.) - develop positive attitudes towards others whose language, religion or culture, for example, is different from their own <p>(Note if child shows an aptitude for any particular area or displays particular talents -e.g. music, art etc.)</p>		

Key Aspect : Communication and Language

Children should learn to:	Dates	Comments
<ul style="list-style-type: none"> - have fun with language and making stories - can find the right words for what s/he wishes to say - listen / talk to other children and adults during group activities and during free play - listen with enjoyment and respond to stories, songs, music, rhymes and other poetry (Note each of the areas separately and if child can repeat rhymes & attempt to retell story.) - use books to find interesting information - pay attention to information / instructions from an adult and respond appropriately (Note each area separately. Note if prompting is needed.) - recognise some familiar words, write the initial letter of own name (Note each area separately. Is child aware of alliteration? - "Sally has slippery sandshoes." "Tim has trendy trainers.") - express needs, thoughts and feelings with increasing confidence in speech and non verbal language - use language to describe, explain, predict, ask questions & develop ideas (Note each of the areas separately.) - take part in short and more extended conversations - understand some of the language and layout of books - develop an awareness of letter names and sounds in the context of play experiences (Repeat nonsense words in the context of play - "hink, molsmit, pardinkle") - use own drawings to express ideas and feelings in a way that an adult can understand - recognise links between the spoken and written word - experiment with symbols, letters and words in writing - follow simple instructions (Note length of sequence - 1/2/3 instructions at a time) 		

Key Aspect : Knowledge and Understanding of the World

Children should learn to:	Dates	Comments
<ul style="list-style-type: none"> - develop their powers of observation using their senses - recognise objects by sight, sound, touch, smell and taste - ask questions , experiment, design/make and solve problems - recognise patterns, shapes and colours in the world around them - sort and categorise things into groups - understand some properties of materials, for example soft/hard , smooth/rough - understand the routines and jobs of familiar people - become familiar with the early years setting and places in the local area - become aware of everyday uses of technology and use these appropriately (scissors, fridge, bicycle etc) - be aware of daily time sequences and the words to describe / measure time, eg snack time, morning, afternoon, evening / 10 o'clock, 11 o'clock, next etc) etc. - be aware of change and its effect on them eg growth, changes in weather, trees, flowers etc. - care for living things, eg plants, pets at home etc - be aware of feeling good and the importance of hygiene, diet, exercise and personal safety - develop an appreciation of natural beauty and sense of wonder about the world - understand and use mathematical processes such as matching, sorting, grouping, counting and measuring (Note each area separately.) - apply these processes in solving maths problems - identify and use numbers correctly up to ten during play experiences and counting games (Note each area separately.) - recognise familiar shapes during play activities (Note which shapes the child can identify.) - use mathematical language appropriate to the learning situation 		

Key Aspect : Expressive and Aesthetic Development

Children should learn to:	Dates	Comments
<ul style="list-style-type: none"> - investigate and use a variety of media and techniques such as painting, drawing, printing, modelling with fabrics, clay and other materials -express thoughts and feelings in pictures, paintings and models -use role play/puppets to recreate and invent situations (Note if there is variety in situations or only one.) -use verbal and non- verbal language in role play - listen and respond to sounds, rhythms, songs and a variety of music - make music by singing, clapping and playing various percussion instruments (Note rhythm and ability to keep the beat.) -use instruments by themselves and in groups to invent music that expresses their thoughts and feelings - move rhythmically and expressively to music - participate in simple dances and singing games (Note if child can imitate simple dance sequences.) 		

Key Aspect : Physical Development and Movement

Children should learn to:	Dates	Comments
<ul style="list-style-type: none"> - enjoy energetic activity both indoors and out (Note if child is more active than you would expect.) - explore different ways in which they can use their bodies in physical activity - use their bodies to express ideas and feelings in response to music and imaginative ideas - run, jump, skip, climb, balance, throw and catch a reasonably large ball or bean bag with increasing skill and confidence (Note if child can do these most of the time. Consider each activity separately and note any areas of difficulty. Ask child to try to balance on one foot while at the same time "telling a story" or saying the names of children in the group.) - co-operate with others in physical play and games - develop increasing control of the fine movements of their fingers and hands - develop an awareness of space - be safe in movement and using tools and equipment (In each of the above note the amount of control the child has. Note control of balance and if their is flapping, or uncontrolled movements of the limbs during activities.) - be aware of the importance of health and fitness 		

Factors to note

Handedness: **Left/Right/Undecided/Cross Lateral (Circle)**

Note if there is any relevant medical information or family history of learning difficulties such as dyslexia or dyspraxia.

Note any other factors which seem to be unusual or which do not seem to add up with the rest of the picture you have of the child.

Appendix 2

Nursery Summary Sheets

1	Names	Emotional, Personal and Social Development					
		Confid/ Self Est	Caring Self	Indep- enden	Persev- erence	Aware- ness	Caring envirt
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1	Communication										
	2	3	4	5	6	7	8	9	10	11	12
	Make choices	+ve relationships	Express feelings	Culturally +ve	Talents	Fun	Right words	Listen /talk	Listen/ respond	rhymes	stories
3											
4											
5											
6											
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1	and Language										
2	Books	Info/ Instrs	Words	Letters	Write Initial	Alliter- ation	Speech	Non- verbally	Lang- uage	Under- standing	Letter/ Nonsen
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1	Knowledge and										
2	Drawing	Link-Spch/ Wr	Writing	Instrcns	Observ	Senses	Question/Solve	Patterns/shapes	Sort/catgse	Propts	Routs/jobs
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1	Understanding of the World											
2	Places	Techngy	Time	Change	Care	Hygiene etc	Apprctn	Match- ing	Sort- Ing	Group- Ing	Count- Ing	Meas- uring
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1	Expressive and Aesthetic											
2	Problem Solving	Nos Identify	Nos Use	Shapes	Maths Lang	Varied media	Artistic Expsn	Role play	Non-verba	Listen/respond	Rhythm	Instru-ments
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1	Development		Physical Development and Movement									
	2	3	4	5	6	7	8	9	10	11	12	13
	Move- ment	Imitate dance	Ener- gy	Body Activty	Body Expressn	Run	Jump	Skip	Bal- ance	Catch	Co-op erate	Fine motor
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1					Other Factors				
2	Spatial Awaren	Safety	Control	Health & Fitness	Handedness	Medical	Family history	Anomalles	Notes
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Appendix 10b

Primary1 screening material pilot

Current Primary 1 screening material

P1 Screening - Pilot Version

School: _____

Name of Child: _____

DOB: _____

Class: _____

Teacher: _____

	FINE	CONCERN
Reading progress compared to rest of class:		
Phonics		
Look and Say		
Writing progress compared to rest of class:		
Letter formation <i>(Note any letters wrongly formed)</i>		
Ideas		
Copying <i>(Note any letters put in wrong order)</i>		
Oral performance:		
Ability to put the message across		
Tell a 'story' in sequence		
Speech <i>(Note any difficulty in producing sounds)</i>		
Repeat polysyllabic words preliminary enemy spaghetti <i>(Note what child says)</i>		
Repeat a nonsense word molsmit dabnad <i>(Note what child says)</i>		
Sound/letter correspondence:		
Ability to identify individual sounds when letters are presented visually <i>(eg 24/26 noting any reversals and/or inversions, such as saying /b/ for 'd' or /m/ for 'w')</i>		
Ability to write letters when sounds are given. <i>(Record as above, noting reversals and/or inversions)</i>		

MAC/20/11/99AltCoPS

	FINE	CONCERN
Drawing: <i>"Draw the very best drawing of yourself that you can. Remember to put in all the details, and write your name underneath."</i> <i>(Note pencil grip when drawing and writing)</i>		
Construction: Lego-type building activities		
Attentiveness: Understands instructions and carries them out? _____		
Finishes tasks along with rest of class? _____		
Exciteability? _____		
Demanding and/or oppositional behaviour? _____		
Repetitive behaviours? _____		
Regularly misunderstands or requires extended explicit explanations before responding?		
Automaticity: Doing two or more things at once. <i>(Say a rhyme and balance on one foot.)</i>		
Short term memory: <i>"When is your birthday?"</i> _____ (Check if answers are correct)		
<i>"What is your phone number?"</i> _____		
<i>"What is your address?"</i> _____		
Ability to follow a sequence of instructions How many? <i>"Go to the ... table, get me the ... and put it on the"(3)</i> _____		
Ability to repeat a short sequence of numbers (Present at speed of one per second) How many can s/he reliably remember?		
Left/right knowledge: Which is your right hand? _____		
Which is my left hand? _____		
Movement: <i>(Note if child regularly bumps into things or if hands flap when asked to run or jump)</i>		
Social: <i>(Note if child is often isolated, not included in group or prefers to seek out adult company)</i>		

Note here any other factors which seem to be unusual or which do not seem to add up with the rest of the picture you have of the child.

Any family history of learning difficulties?

Pre-school/nursery experience?

Please comment on the usefulness of this checklist. How easy was it to use? What was the time taken outwith normal classroom activities? How helpful was the information?



Primary 1 Screening

Notes and Materials



Primary 1 Screening Programme

CONTENTS

Why Primary 1 Screening?	2
Guidance on Completion of Profile Sheets	3
Profile sheets (1 per child required)	5
Items on the profiles which may indicate specific difficulties	8
Children whose first language may not be English	9
What to do if a child displays a pattern of difficulties	11
Materials which may help in P1	12
Resources for parents	12
Glossary	13
Appendix Summary sheets	1 - 4

Why Primary 1 Screening?

These profiles were originally introduced to act as an alternative to the Cognitive Profiling System (CoPS1 computer disks and CD Rom). It is intended that they should be used to screen all Primary 1 children as they will give the class teacher useful information on which to base intervention or extension work. The CoPS1 program can then be used to confirm the findings or to assess a child at the parents' request.

The profiles are not an alternative to Baseline, but should be used after Baseline, probably around November. This gives the opportunity to revisit any children about whom there are concerns either before or after the Spring break. The information gained through the screening can be used to inform school reports and/or reports for Parents' Nights, so it may well prove worthwhile to plan the Primary 1 school year to include screening prior to these times.

For the class teacher, the profiles do not require much time outwith the normal routine. The information acquired will help inform the learning and teaching in the classroom. It is helpful for the class teacher however if the Early Literacy Co-ordinator or member of the Senior Management Team can give some dedicated time to help in the class either to allow the class teacher to observe the children when they are engaged in different activities, or to help with specific items. This gives the AHT a detailed knowledge of individual Primary 1 children.

While the profiles will give useful information on individual children's progress in literacy and numeracy, it is intended that they should also flag up any children who show signs of specific problems. While they may give an indication of specific difficulties, it is important not to write too much into this information at this stage. When considering children's profiles, account needs to be taken of the age difference among the P1 children. In any classroom the ages of the children may vary by up to a year. Some seeming problems may be due to immaturity. What is vital is that intervention is put in place for these children's difficulties and the children are then monitored to ensure progress is made and maintained. If this does not happen then further help and assessment may be required, and Form 1 of the Stepped Process should be completed.

A Note of Caution

Almost all children display some difficulties at some point, or are slow to "catch on" in some areas. This is quite normal, so it is important not to write more into the situation than is really there. Many learning difficulties also appear on a continuum or spectrum, so children can display mild characteristics or perhaps just a few of many indicative characteristics. Labelling is unlikely to be beneficial at the early stages of a child's education, and it is not for the teacher to label children. It may however be helpful to know which specific problems are indicated by certain patterns of difficulty.

Primary 1 Screening Programme

Guidance on Completion of Profile Sheets

(These notes should be read before completing the children's profile sheets.)

The suggestions should be carried out in the everyday classroom context rather than in a formal testing situation.

Reading Progress:

- **Phonics:-** The child should be presented with the letters and encouraged to respond by giving the sound for each letter. This can be done as a game so that the child is not aware of being assessed.
- **Look and Say:-** This assessment can be done during Language lessons as part of the ongoing assessment of the children. It is most appropriate to use either High Frequency Words or the vocabulary associated with the school's Reading Programme.

Writing Progress:

- **Writing Letters:-** Encourage the child to write each letter as the sound is given. Pay close attention to the pencil grip and to the formation of the letters noting any weaknesses.
- **Copying:-** These copying activities could be done as class/group. 'Near to' copying is when the child is required to copy from a book or worksheet placed on the desk in front of him/her. 'Copying from a distance' is when the child is expected to copy from the chalkboard or a wall chart.
- **Expressing ideas:-** Assess the child's ability to express an idea which he/she can then write about or illustrate.

Oral Performance:

- The child's ability to put the message across can be assessed during Language work, reporting sessions after structured play, News time, etc.
- The teacher could select a well known story or a story from the Reading Programme for the child to retell in sequence.
- **Speech:-** This can be assessed when the child is retelling a story.
- **Polysyllabic Words & Nonsense Words:-** This can be made into a game where the child has to repeat the words. The teacher should note any problems with pronunciation.

Drawing:

- This can be done as a class/group activity. Date and retain the drawing which may be useful for record keeping purposes.

Number:

- The emphasis in this section should be of a practical nature using many sorting toys, beads, linking elephants, etc.

Construction:

- The emphasis in this section should also be of a practical nature but this time using an assortment of construction toys. The child should be encouraged to create a model and his/her dexterity noted.

Attentiveness:

- The child's attentiveness should be assessed by the teacher as part of the routine observations made within the classroom situation.

Automaticity:

- This makes an interesting exercise for the children to perform as part of their warm-up routine for a P.E. lesson.

Memory:

- Phone number and address:- Question the children as part of a drama lesson e.g. Lost at the Shops, or as part of their Personal and Social Development Programme.
- Following instructions:- How many instructions can the child remember and implement?
- Sequence of numbers:- A good activity for Mental Maths time.
- Sequence of words:- This memory assessment could be done along with the Polysyllabic and the Nonsense words activities.

Left/right knowledge:

- Left/right knowledge could be assessed during a P.E. or Drama lesson.
- Most children will find the second suggestion more difficult.

Movement:

- This can be assessed by the teacher as part of the routine observations made within the classroom situation or during P.E. activities.

Social:

- The child's social behaviour can be assessed by the teacher as part of the routine observations made within the classroom situation or during P.E. activities. Observations made by a classroom/clerical assistant during routine playground monitoring could be appropriate.

**Primary 1 Screening Programme
Child's Profile Sheet**

School: _____

Name of Child: _____ Male/Female (Circle) DOB: _____

Class: _____ Teacher: _____

	FINE	CONCERN
Reading progress: Phonics - sound/letter correspondence Ability to identify individual sounds when letters are presented visually: (eg 24/26 noting any reversals and/or inversions, such as saying /b/ for 'd' or /m/ for 'w') (secure in what has been taught)		
Look and Say (secure in what has been taught)		
Writing progress: Ability to write letters when sounds are given (Record as above, noting reversals and/or inversions and any letters wrongly formed.)		
Copying Near		
Far (Note pencil grip and any letters put in wrong order.)		
Expressing ideas - for writing, drawing		
Oral performance: Ability to put the message across		
Tell a 'story' in sequence		
Speech (Note any difficulty in producing sounds.)		
Repeat polysyllabic words: hospital enemy spaghetti (Note what child says.)		
Repeat a nonsense word: molsmit dabnad (Note what child says.)		
Drawing: "Draw the very best drawing of yourself that you can. Remember to put in all the details, and write your name underneath." (Note pencil grip when drawing and writing.)		

	FINE	CONCERN
Number: Ability to identify individual numbers when figures are presented visually _____ (secure in what has been taught)		
Understanding concept of numbers _____ (secure in what has been taught) <i>Give me 5. Draw me 5.</i>		
Count up to		
Problem solving (e.g. Lay out 5. Put on another 3. How many? Take away 2. How many? Put in another 4. How many now?)		
Ability to write figures when numbers are said (Note reversals and/or inversions and any numbers wrongly formed.)		
Construction: Lego-type building activities		
Attentiveness: Pays attention and carries out instructions? _____		
Finishes tasks along with rest of class? _____		
Excitability? _____		
Flapping? _____		
Demanding and/or oppositional behaviour? _____		
Repetitive behaviours? _____		
Regularly misunderstands or requires extended explicit explanations before responding? _____		
Appropriate eye contact _____		
Automaticity: Doing two or more things at once. (Say a rhyme and balance on one foot.)		
Memory: (Check if answers are correct)		
"What is your phone number?" _____		
"What is your address?" _____		
Ability to follow a sequence of instructions How many? "Go to the ... table, get me the ... and put it on the"(3)		
Ability to repeat a short sequence of numbers (Present at speed of one per second) How many can s/he reliably remember? _____		
Repeat after me, "Dog, fish, spoon, parrot."		

	FINE	CONCERN
Left/right knowledge: <i>Which is your right hand?</i> <i>Which is my left hand?</i>		
Movement: <i>(Note if child regularly bumps into things, falls over, has poor muscle tone or if hands flap when asked to run or jump)</i>		
Social: <i>(Note if child is often isolated, not included in group or prefers to seek out adult company)</i>		
Handedness: Left/Right/Undecided/Cross Lateral (Circle)		
Note if there is any relevant medical information or family history of learning difficulties?		
Note here any other factors which seem to be unusual or which do not seem to add up with the rest of the picture you have of the child.		
Note pre-school/nursery experience.		

Items on the profiles which may indicate specific difficulties

Different patterns on the children's Profile Sheets could indicate that a child has specific or general difficulties or may be more able. Some types of patterns which may be indicated are:

Attention Deficit Disorder (ADD) - (Usually now called Inattentive ADHD)

This type of inattentiveness can be difficult to identify, and children often go unnoticed till they are much older. This is mainly due to the fact that all children will to some extent display characteristics of this type of ADHD at some times). ADHD children however will display characteristics to a considerable extent most of the time. For obvious reasons, there is also a high frequency of coexisting learning difficulties with this type of ADHD.

Concern over:

Attentiveness:

"Pays attention and carries out instructions"

"Finishes tasks along with rest of class"

Will probably also seem to be "switched off" much of the time. May just appear to be not as bright as the rest of the class.

Other difficulties and strengths may also be indicated in the profile sheets. The following are some of the areas which it would be possible to suspect from a detailed consideration of children's profiles:

- Attention Deficit with Hyperactivity Disorder (ADHD)
- Autistic spectrum disorders
- Dyslexia
- Dyspraxia
- Language & Communication
- Mild Learning Difficulties
- Moderate Learning Difficulties
- More Able
- Speech and language problems

Because there is no one single profile for every child who displays signs of specific weaknesses or strengths, no attempt has been made to spell out patterns for each possible area. The range of profiles will be vast. What is important is that children with specific patterns of difficulties should have these difficulties tackled at an early stage with a view to minimising problems later, and children who are more able are felt to be working to their potential level of ability, and not necessarily left to do the same work as the rest of the class.

The intention is not to label children at an early age, but to ensure that children whose profiles are a cause for concern receive the appropriate intervention at an early stage.

Children whose first language may not be English.

The term "bilingual"

The term "bilingual" refers to children who use another language in their daily lives. It is used here to refer to the ability to communicate in 2 or more languages, and does not necessarily imply competence or fluency. Rather it reflects the reality that additional language learners are operating in more than one language.

Bilingual children form a diverse group. They come from a wide variety of language and socioeconomic backgrounds. They have varying degrees of competence in their home language(s), ranging from the ability to understand language in familiar situations, to full fluency and literacy.

Although it has been found that speaking two or more languages appears to result in a greater capacity for lateral thinking and problem solving with bilinguals also having a greater facility for learning further languages, there are some children who may have difficulties which could be missed due to the children being in the process of learning English.

English language development and assessment implications

Many bilingual children when assessed may appear to have well developed English language skills (particularly with spoken English). Young bilingual children can often "pick up" spoken English easily through play etc, especially if they have been to nursery. Their spoken English may be fluent in terms of conversational, playground language, but often this is "surface" fluency. Their English language skills may not be adequate to cope fully with the language demands of the curriculum. There may be "cultural gaps" through different experiential learning, particularly in the pre-school years.

Bilingual children can therefore come into Primary 1 with linguistic skills in English that are not as developed as their monolingual peers. This can lead to assessments which may show bilingual pupils having lower attainment levels: when in fact this is not the case as it is their English language skills that require to be developed.

Care has to be taken therefore, that bilingual children are not misdiagnosed as having a learning difficulty.

The process of learning English as an additional language (EAL)

Bilingual children on their entry to school, are expected to learn in their additional language, which is often their less developed language. At Primary 1, when they enter school, and after they have come a long way in mastering their home language, they have now to begin in learning a new language - English. They have to not only learn English as an additional language, but have to learn in it as well.

From Primary 1, bilingual children will be learning English as part of a long process. Unlike conversational, playground language (which children can quite rapidly "pick up") the language associated with school learning takes a long time to develop: it is frequently abstract, and there may be fewer concrete visual clues to support meaning. This longer process takes in excess of 10 years.

Issues of assessment

When assessing bilingual children, teachers should remember that although the issues surrounding their language may put them at a potential disadvantage at school, none the less, they continue to have the same capacity for learning as all other children. Given appropriate intervention and high expectations by teacher, they can achieve the same levels as their peers.

Crucial information needed before reaching decisions about the learning of a bilingual child

- family / child history
- perceptions of parents / family; child; and teachers about the learning process and achievement
- physical health, medical information
- previous educational history and current education in school and community
- evidence of a differentiated curriculum
- evidence of achievements to date, including samples of work
- evidence of other professionals involved
- community context and family status.

Compiled by Ann Robson - writer, researcher and practising senior psychologist.
(Taken from 'Assessing the Needs of Bilingual Pupils' Living in Two Languages by
Deryn Hall, pub. by David Fulton)

What teachers can do to ensure that bilingual children gain maximum benefit

- Find out about the different languages that are spoken in the class.
- Reflect languages in the visual environment of the school.
This can mean signs in other languages to provide information (a wide range of commercially made signs are now available).
- Display multilingual resources
Class and library resources should include a range of materials in other languages.
- Use bilingual stories
Dual texts and audio cassettes can be obtained to reinforce story telling in English.
- Find out a little about different languages structures and cultural backgrounds.

What to do if a child displays a pattern of difficulties

It is important not to raise alarm as, for some children, their pattern of difficulties may only be due to a delay in development which may accelerate at a later stage. For others emotional factors may mean that they are a little slower to pick up the skills of their peer group. For some, cultural and/or background factors may appear to be affecting progress, and these may well resolve themselves in time. It will however be helpful to establish if parents have registered any concerns too, so if seeing parents at Parents' Night, this can be discussed without giving parents or guardians undue concern. It will be useful in some cases to know if there is a family history of any type of difficulties.

Appropriate intervention materials are suggested, and class teachers will also have ideas which have worked in the past for children with similar difficulties. Form 1 of the Stepped Process should be completed. If strategies are not proving successful and the child is still struggling in the same areas as before, discussion between the school's support for learning coordinator and class teacher should be able to put into practice a further range of appropriate strategies for the child. Form 2 of the Stepped Process should be completed, and parents should be consulted and involved in helping with intervention in a stress-free way.

If when revisiting the identified children in the spring or summer term, these strategies still do not effect a significant improvement, it may prove necessary to seek help from the Network or other outside agency. Form 3 of the Stepped Process should be completed. Help at this stage will probably be advisory, but may result in direct support at a later stage.

Materials which may help in P1

General

The NetStarT programme

Think about it! (North Lanarkshire Council)

Following Directions (Book A) (Evan Moore)

Let's Look (LDA)

Language

Alphabet Dominoes (Phillip & Tacey)

The Language Gap by Sue Gowers & Libby Sisson (AMS Educational)

All by Myself Readers by Jennie Tapster (AMS Educational)

Letterland

The LDA Word building Box (LDA) -plastic letters

Rhyme World

Maths

Level A Support Pack Unit 1 (Argyll & Bute Maths)

SEP Maths - Books 1, 2 & 3

One-a-day Number Formation (AMS Educational)

Teddy Bear counters (Claire Publications & Jonathan Press)

Mathematics for Teddy Bears (Claire Publications & Jonathan Press)

Learning with Teddy Bears (Claire Publications & Jonathan Press)

PSD

Circle Time by Mollie Currie & Carolyn Bromfield (NASEN)

Physical

Developmental Dyspraxia by Madeleine Portwood (David Fulton)

Resources for parents

Crossbow Games (Crossbow Educational)

Language at Home - Book 1 (Prim-Ed)

Stop and Think Parenting by Lindy Petersen (Acer)

Add to this list any materials which you find useful.

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MAC/22/2/01/P1 Screening/ page 12

Glossary

- autism:** Autism is characterised by a withdrawn state, a lack of social responsiveness and interest in others, serious communicative and linguistic impairments and failure to develop normal attachments. There are generally some bizarre responses to the environment including insistence on routine, order and sameness and a fascination with inanimate objects. The term is really an umbrella term under which heading a number of different patterns and varying degrees of severity are possible.
- bilingual:** The term refers to children who use another language in their daily lives. It refers to the ability to communicate in two or more languages.
- CoPS1 (Cognitive Profiling System):** Computer program designed to highlight various patterns of difficulties, and hence identify those who are at risk of the failure associated with different learning difficulties.
- cross lateral:** Undecided over handedness, footedness etc using left for some tasks and right for others, or swapping between. Using left foot to kick a ball, but right eye to hold a telescope to etc.
- dyslexia:** Significant difficulty in learning to read, write and spell.
- dyspraxia:** Significant difficulty with movement, awkwardness in moving or immaturity in the organisation of movement.
Verbal dyspraxia refers to a difficulty with speech due to poor control of the speech organs.
- Stepped Process:** The process by which children who display difficulties are noted and monitored while intervention takes place in an attempt to bring about improvement in the child's performance.

Appendix

Class Summary Sheets

Screening Record Class..... Month..... Year.....

1	Names	Reading Progress			Writing Progress		
		Phonics	Ind.	Lk/Say	Letters	Copying N/F	Ideas
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							

Appendix 10c

**Early screening as an alternative to CoPS1 -
evaluation 2000**

Primary 1 screening - evaluation 2001

Alternatives to CoPS1

Session 1999 - 2000

School _____ Year Group of children involved _____

Name of person responding _____

1 When in the session did you start to use the checklist?

2 Do you feel this was the best point in the P1/ pre-school year?

Yes

No

If No, when would be best?

3 How many children were involved?

4 Which staff were involved?

5 Do you feel the checklist gave you enough information?

(Explain if appropriate.)

Yes

No

6 Roughly, what was the amount of time taken over and above the normal classroom routine for the whole group?

7 How many children were identified as giving cause for concern?

children	boys	girls
----------	------	-------

8 What has been done as a result of the screening for the children identified?
Please give some examples.

9 Would this have happened anyway without the screening?

(Explain if appropriate.)

Yes

No

10 Do you need more information?

Yes

No

If Yes, what do you need to know?

11 Who would be best to supply that information?

12 Do you plan on revisiting the children later in the session to see if intervention has been successful ?

Yes

No

If yes, When?

13 Do you feel the information you got justified the amount of time taken?

(Comment if appropriate.)

Yes

No

14 Bearing in mind this is an initial checklist to identify children who may be "at risk" of a range of possible difficulties, as well as the more able, are there factors which should be included in the checklist which are not there?

Yes

No

If Yes, what are they?

15 Have you any further comments on the usefulness of the screening list?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

Nursery and P1 Pilot Evaluation 1999 - 2000

	School	Year Group	No of Classes	No of chn	When in session?	Best point?	Enough info?	Extra mins/child	Follow up chn	Boys	Girls
1	1P	P1	2	51	End Nov/Beg Dec	Yes	Yes	30	16	9	7
2	5P	P1	3	92	January	Yes	Yes	10	44	27	17
3	13P	P1	1	28	November	Yes	Yes	30	13	9	4
4	15P	P1	1	20	November	Yes	Yes	4	20	13	7
5	20P	P1	1	25	November	No-before Oct better	Yes	5	7	5	2
6	21P	P1	1	23	Early November	Yes	Yes	25	6	4	2
7	22P	P1	2	39	November	Yes	Yes	15	8	6	2
8	Primary						Ave addntl time	17 mins/child			
9	10NC	Nursery Clas	2	28	End Nov/Beg Dec	Yes	Yes	10	9	7	2
10	3NC	Nursery Clas	2	53	End November	Better in January	Yes	0	10	6	4
11											
12											
13	Nursery		Total	359			Ave addntl time	5 mins/child	133	86	47
14											
15											
16											
17											
18											
19											
20											

Nursery and P1 Pilot Evaluation 1999 - 2000

	Followed up appropriately	Would this have happened?	More Info required	Who?	Revisit?	When?
1						
2	Wrting/Rdg regrouped. Behaviour	Not as early	Not just now	N/A	Yes	Easter
3	Screening just finished	Some of it. Not all.	Yes. Need to know strategies	NST	Yes	May
4	Will use NetStarT & EI time	We got an occasional surprise.	Not at moment	N/A	Yes	March, before Parents' Nt
5	Motor skills assmt. Audiology check. Group intervention.	No	Not now.	N/A	Yes	June
6	Extra help. Parents informed. Classroom assistant support	Would have thought some slow.	No	N/A	Yes	May
7	EI + Network follow up.	Yes. But might not have made home link.	No	N/A	Yes	March
8	Extra input. Extra NST & Early Literacy Coordinator	Suspicions confirmed.	No	N/A	Yes	Beg May
9						
10	Targeted intervention	Probably	No	N/A	Yes	May
11	Some individual additional help.	Not so much.	Yes, on dyspraxia.	Meg	Yes	May
12						
13						
14						
15						
16						
17						
18						
19						
20						

Nursery and P1 Pilot Evaluation 1999 - 2000

	Worthwhile?	Other factors?	Other comments
1	Yes. Good for bilingual	Yes, number/writing	All schools should have same assessment materials.
2	Yes	No	Gave a diagnostic structure. This is the way it should be. CoPS isolated child.
3	Yes	Numeracy	Good to have one to one contact and look at any who might slip thro' the net.
4	Yes	Numeracy	Very straight forward.
5	Yes	Home circumstances	Baseline just gave score. This added to that. Could be incorporated in class.
6	Yes	No. Count orally	Much better than CoPS and doesn't crash!
7	Yes, for those identified	No	Sometimes needed help from another teacher for individual items.
8			
9			
10	Yes	No	I think it's better than CoPS. Not many maths points.
11	Yes	Numeracy	Very worthwhile. Good.
12			
13			
14			
15			
16			
17			
18			
19			
20			

P1 Screening Evaluation 2000 - 2001

page 1

School	Response	1st/2nd time?	No of Classes	No of chr	When in session?	Staff Involved	Chn identified	Boys	Girls
1P	✓	2nd	2	56	Oct/Nov	P1 CTs/DHT	10	6	4
2P	✓	1st	2	41	March 2001	CTs/NST/AHT	5	2	3
4P	Nil return								
5P	✓	2nd	3	91	January 2001	P1 CTs/AHT	15	12	3
6P	✓	1st	3	82	February 2001	P1 CTs/DHT/ELT	16	12	2
7P+NC	✓	1st	4	101	February 2001	1 CTs/DHT/Nursy sta	6	2	4
9P	✓	1st	1	13	January 2001	CT	1		1
12P	✓	1st	3	82	January 2001	P1 CTs/DHT/ELT/NST	15	12	3
13P	✓	2nd	2	56	November, 2000	P1 CTs/AHT	10	5	5
14P	✓	1st	3	99	January, 2001	CTs/HT/AHT/EIT/CA	17	14	3
15P	✓	2nd	2	33	January/Feb, 2001	CTs/ EIT	12	8	4
16P	✓	1st	1	28	Feb/ March, 2001	CTs/DHT	8	5	3
17P	✓	1st	2	56	January/Feb, 2001	P1 CTs/DHT	11	8	3
20P	✓	1st	2	51	November, 2000	P1 CTs/DHT	0	0	0
21P	Not done								
22P	Not done								
23P	✓	1st	1	29	January, 2001	P1 CTs/DHT	13	8	5
Totals							139	94	43
							818		

AHT = Assistant Head Teacher, EALT = English as additional language Teacher, CA = Classroom assistant, CT = Class Teacher, DHT = Depute Head Teacher, EI = Early intervention Teacher, ELT = Early Literacy Teacher, NST = Network Support Teacher, P = Parents, P1 = Primary 1, R = Researcher.

P1 Screening Evaluation 2000 - 2001

page 2

1	Any dyslexic?	How many?	Factors	Follow up
2	Yes	3	Anxious, Clumsy, Reversals, Articulate but poor prog	
3	Unsure			Ps involved
4				
5	Unsure			
6	Yes	2	Family history, Oral ability, Artistic ability, Rdg & Written lang poor	Ps & R involved
7	Yes in nursery	6	Poor performance, lack of communication	EALTs, points for action in plans
8	No	0		
9	Yes	2	Phonics, reading, family history	Dyspraxia -NST, Dyslexia - R
10	Yes	1	Concentration, organisation, following instructions etc	Support, Stepped process
11	Yes	1	Slow in phonics, family history, use of tenses	Monitoring
12	Yes	2	Family history, Concerns over reading	Stepped process, NST advice
13	Yes	4	Family history, Concerns over reading, reversals	CoPS, NST advice, ongoing support
14	Yes	11	Not necessarily dyslexic, reversals etc.	CoPS
15	No			N/A
16				N/A
17				N/A
18	No	0		
19				
20		32		

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P1 Screening Evaluation 2000 - 2001

	Other probs	More able?	Follow up	Future plans
1				
2		No		
3	GLDs/Speech probs	No	Encouragement to pupils/Work sent home	Sept/Oct next year
4				
5	Concentration, memory, presentation, immaturity	No	NetStarT/monitor	
6	Lang & Comm, dyspraxia, autism	No	In-class support, SEN assts, Stepped process	Oct next year
7		Yes, 5	NetStarT, Nsy Chn monitoring & support in P1	Time consuming
8	Dyspraxia	Yes, 1	NST, Able child given extension	
9	Speech & lang., Fine motor probs., GLDs	Yes, 6	Intervention, involvement of other agencies	Additional budget for screening
10	Attentiveness	2	Monitoring thro' Stepped process	
11	Memory, Speech & lang, emotional, attentiveness	25	Speech & language therapy, monitor	
12				
13	Concentration, EAL associated diffs	3	Monitor, EAL support, ELT - small groups	
14	Games for parents & CAs for memory etc	2		Cover can be issue
15	None	Yes, 1	Individual work prog., extension	
16				
17				
18	Autism, ADHD, MLD	No	P took ch to GP. MLD - intervention	
19				
20				

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P1 Screening Evaluation 2000 - 2001

	Staff Dev reqd	Other comments
11		
12		
13	Yes	Needed extra support of management
14		
15	No	
16	Only if new staff	Very informative. Can identify profiles from spreadsheet.
17	or comm chn, Concentration skill	Still collating data
18		
19	Yes, update for new staff Aug	More value than Baseline.
20	Yes, if new staff	Hope to screen earlier if Baseline is done in nursery
21	Yes, further dev for CTs	
22	Yes, update for new staff Aug	
23		
24	Yes, for new staff in August	Time consuming but beneficial. Much more useful than Baseline.
25	No, School will do it.	Screening did not show up any concerns.
26		
27		
28	No	Easy to administer - a useful assessment tool. Chn now progressing with close monitoring.
29		
30		

AHT = Assistant Head Teacher, EALT = English as additional language Teacher, CA = Classroom assistant, CT = Class Teacher, DHT = Depute Head Teacher, EI = Early intervention Teacher, ELT = Early Literacy Teacher, NST = Network Support Teacher, P = Parents, P1 = Primary 1, R = Researcher.

Appendix 10d

**Evaluation questions for structured interview on
current early screening material**

STRUCTURED INTERVIEW - SCHOOL PERSONNEL RE EARLY SCREENING

School: _____ **Name of person responding:** _____

Year Group: _____

1 Is this the first year you have screened the children at this stage?

First Second

2 When in the year did you screen the children?

3 How many children were involved?

4 Which staff were involved?

5 How many children were identified as giving cause for concern?

Boys	Girls	Total

6 Do you have reason to believe any of those screened may be dyslexic?

Yes No

Names of any children who appear to be at risk:

7 What factors led you to these conclusions?

8 How has this been followed up and with what results so far?

9 a What were the other suspected difficulties you identified?

b Were any of the children considered to be more able?

10 How did you follow up with these other children?

11 Have you any suggestions to make for the future running of the screening?

12 Is any further staff development necessary?

Appendix 10e

**Letter and questionnaire re early screening
(for completion by member of management responsible)**

Education

Director: Eleanor J Currie MA

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire G46 6UG

East Renfrewshire Network Support Team

Network Support Manager: Margaret Crombie MSc BA

c/o Woodfarm High School, Robslee Road, Thornliebank, Glasgow G46 7HG

Phone: 0141 577 2637 Fax: 0141 577 2645 E-Mail: CrombieM@woodfarm.ercsch.org



23rd May 2001

To Support for Learning Coordinators all Primary Schools
Liz Murray

Dear Colleague

This is a quick reminder that the Support for Learning Coordinator's meeting is next Thursday - 31st May at 1.30pm in Braidbar Primary School. Carolyn Jones, who now has a role developing technology for SEN, will be there to discuss future plans. We will also consider Network staffing for next session. If you have any other points for the agenda please get in touch.

I have enclosed a questionnaire on the Primary 1 Screening. Would you be good enough to pass this to the member of management responsible for this (if this is not yourself). If you have not been involved in the Screening please indicate this on the questionnaire. If possible could you return this to me at the meeting next week.

Thank you very much for your help. I look forward to seeing you on Thursday.

Yours sincerely

A handwritten signature in cursive script that reads 'Margaret'.

Margaret Crombie
Team Manager

QUESTIONNAIRE - SCHOOL and NURSERY PERSONNEL RE EARLY SCREENING

School: _____ **Name of person responding:** _____

Year Group: _____

1 Is this the first year you have screened the children at this stage?

First

Second

2 When in the year did you screen the children?

3 How many children were involved?

4 Which staff were involved?

5 How many children were identified as giving cause for concern?

Boys	Girls	Total

6 Do you have reason to believe any of those screened may be dyslexic?

a Yes

No

b Names of any children who appear to be at risk:

c What factors led you to these conclusions?

7 How has this been followed up and with what results so far?

8 a What were the other suspected difficulties you identified?

b Were any of the children considered to be more able?

If so, how many?

boys

girls

9 Briefly, how did you follow up with the other children mentioned in Q.8?

10 Have you any suggestions to make for the future running of the screening programme?

11 Is any further staff development necessary?

12 Are there any further comments you would like to make?

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.
Please return to Margaret Crombie. If there are any points which you feel require further consideration, please telephone Margaret on 0141 577 2637 to arrange a suitable time.

Appendix 11

Letter to British Psychological Society January 2001

10 Troon Drive
BRIDGE of WEIR
Renfrewshire
PA11 3HF

18 January 2001

The British Psychological Society
St Andrew's House
48 Princes Road East
LEICESTER
LE1 7DR

Dear Sir/Madam

Query regarding dyslexia assessment and identification

I write as a BPS member both in a professional and a personal capacity. I have trained and worked in the dyslexia field for fifteen years. During the last ten, I have been involved in the training of others, mainly teachers and psychologists through the central Scotland universities and through local authorities. I am currently completing my doctoral thesis on "Policy, practice, provision, and management of dyslexia from pre-school into primary". I have published and refereed papers on dyslexia for academic journals. It is partly to be able to cite your response in my thesis and partly from my own personal view that I seek the official position of The British Psychological Society on who identifies the difficulties.

Many of the tests which have been recently developed, such as Dyslexia Screening Test (Nicolson & Fawcett) and the Cognitive Profiling System (Singleton, Thomas & Leedale) have been produced by educational psychologists to allow for teacher assessment and identification. While I have reservations and cautions about the use of such tests and I firmly believe that both teachers and educational psychologists need to be trained in the implications of the use of these tests as assessment instruments, they are undoubtedly devised to allow for teacher assessments.

While responses to dyslexia require to be largely educational, teachers (even specialist trained dyslexia teachers) in Scotland seldom have responsibility for the "labelling" of the condition. My understanding from the British Dyslexia Association is that in England, specialist trained teachers can label the condition after full assessment. I do not have a clear view of what constitutes acceptable or good practice in Scotland however.

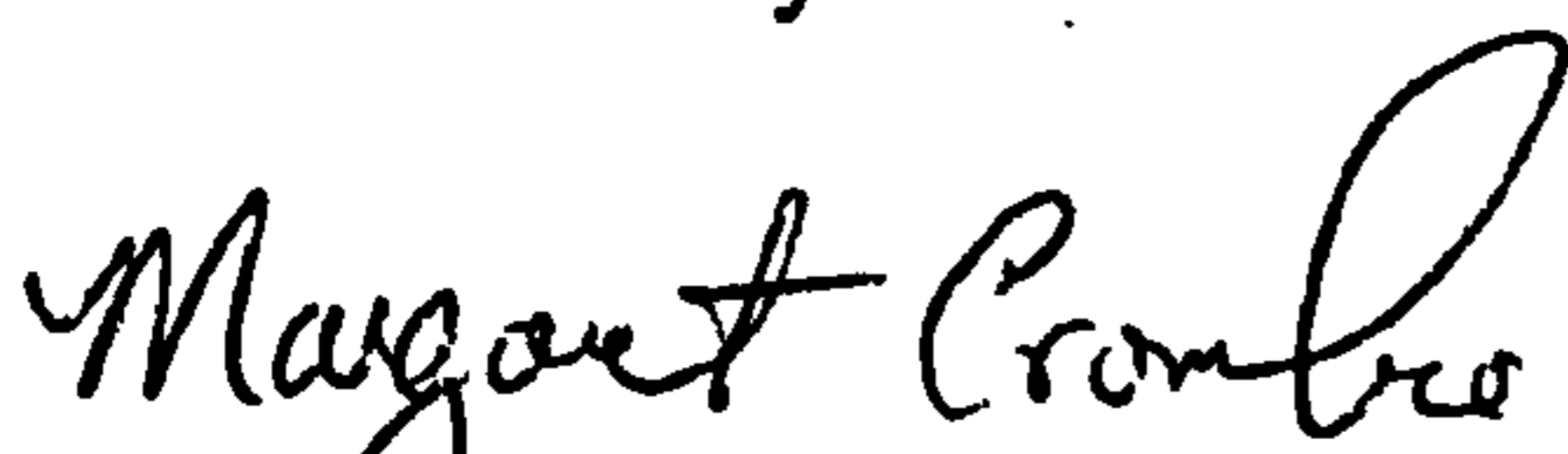
While I am in no doubt that if the whole approach is collaborative and looked upon from a dynamic perspective aimed at appropriate intervention, this gives the best for all, there are still cases where parents are not satisfied and wish a "label", especially where children are concerned. What therefore constitutes minimum qualifications for those who can assess and attach the label of dyslexia? The conveying of that information requires considerable specialist knowledge.

The recent report produced by DECP last year, while it gives a useful overview of assessment and dyslexia, does not really help answer the above points, and certainly not for a Scottish context.

I am not quite sure who is the best person within BPS to give me the official view, but I trust that through the Society, you will be able to find the appropriate answers.

With thanks

Yours sincerely



Margaret Crombie

MSc, BA (Hons), DipCE, AMBDA (Teaching), Dip Curr Dev (SpLD), DPSE (SEN),
PG Cert (Management)

BPS Membership Number: 32460

Appendix 12

Material for analysis of data

Coding for NUD*IST

CODING Dyslexic Children and Young People, Parents, Head Teachers (Pry, Secy, Nsy), Psychologists

Node 1

Demographic

1 1 Date of birth known
1 2 Date of birth not known
1 3 Unsure about date of birth

1 4 Sex Male
1 5 Sex Female

1 6	Age 6	1 7	Age 7
1 8	Age 8	1 9	Age 9
1 10	Age 10	1 11	Age 11
1 12	Age 12	1 13	Age 13
1 14	Age 14	1 15	Age 15
1 16	Age 16	1 17	Age 17
1 18	Age 18	1 19	Age 19

1 21 Bilingual, multilingual
 1 21 1 Urdu 1 21 2 Spanish 1 21 3 Punjabi
1 22 Monolingual
 1 22 1 learning another language

Person Answering

1 23 Mother
1 24 Father
1 25 Both

Node 2**Dyslexia (*1 What do you consider dyslexia means?)**

- 2 1 reading
 - 2 1 1 decoding
 - 2 1 2 Reading Comprehension
 - 2 1 3 sight vocabulary
 - 2 1 4 letters
 - 2 1 5 varying degrees
 - 2 1 6 symbols
 - 2 1 7 numbers
 - 2 1 6 1 reversals
- 2 2 spelling
- 2 3 discrepancy, mismatch
 - 2 3 1 literacy difficulty
- 2 4 spectrum
- 2 5 continuum
- 2 6 writing
 - 2 6 1 transfer of written information
 - 2 6 2 difficulty with print
 - 2 6 3 difficult to decipher
- 2 7 number, maths
 - 2 7 1 multiplication tables
- 2 8 unexpected/not attributable to general cognitive difficulties
- 2 9 specific learning difficulty
 - 2 9 1 language
 - 2 9 2 listening
 - 2 9 3 hearing
 - 2 9 4 discrimination
- 2 10 curricular
- 2 11 phonological processing
- 2 12 additional positive factors
- 2 13 malfunction of brain
- 2 14 words
 - 2 14 1 spoken
 - 2 14 2 written
- 2 15 sequencing
 - 2 15 1 order
 - 2 15 2 organisation
- 2 16 short term memory
- 2 17 learning disability/disorder/difficulty
- 2 18 spatial processing
- 2 19 word blindness
 - 2 19 1 can respond to acetates
 - 2 19 2 see things differently
- 2 20 to do with whole brain activity
 - 2 20 1 perceptual activities
 - 2 20 2 affects personality
 - 2 20 1 1 visual
- 2 21 inherited
- 2 22 able
 - 2 22 1 orally good
- 2 23 physical factors
 - 2 23 1 left, right
 - 2 23 2 lack of coordination, clumsiness
- 2 24 range of abilities and disabilities
 - 2 24 1 range of learning difficulties to do with language
- 2 25 barrier to reaching potential
- 2 26 communication disorder
- 2 27 slower/harder
- 2 28 need help
- 2 29 dumb, stupid
- 2 30 DON'T KNOW
- 2 31 learn differently
- 2 32 involves everything
- 2 33 umbrella term
- 2 34 lack of confidence, self esteem
- 2 35 Different response to conventional teaching

Node 3 SpLD (*2 What does the term specific learning difficulties mean to you?)

- 3 1 synonymous
 - 3 1 1 like dyslexia
 - 3 1 2 under the umbrella of dyslexia
 - 3 2 reading
 - 3 2 1 letters
 - 3 3 writing
 - 3 4 spelling
 - 3 5 number, maths
 - 3 6 umbrella term
 - 3 6 1 broad spectrum of difficulty
 - 3 7 not global
 - 3 8 discrepancy, mismatch
 - 3 8 1 better orally
 - 3 9 curricular
 - 3 10 difference in cognitive ability
 - 3 11 difference in comprehension
 - 3 11 1 difficulty in comprehension
 - 3 12 disorganised
 - 3 13 something wrong with brain
 - 3 14 memory difficulty
 - 3 14 1 auditory sequential memory
 - 3 15 left/right difficulty
 - 3 16 wider than dyslexia
 - 3 17 something identifiable
 - 3 17 1 inhibits learning
 - 3 17 2 abnormal
 - 3 17 3 measurable
 - 3 17 4 you need more help
 - 3 18 difficulty in a specific area e.g. gym, music
 - 3 18 1 eyesight
 - 3 18 2 hearing
 - 3 18 9 only one area affected
 - 3 19 processing out of the normal pattern
 - 3 19 1 uneven cognitive profile
 - 3 20 unexpected
 - 3 21 language
 - 3 22 communication
 - 3 23 could be the result of physical, mental, emotional problems
 - 3 24 dyslexia is NOT a specific learning difficulty
 - 3 24 1 specific learning difficulties not same as dyslexia
 - 3 25 temporary or permanent
 - 3 26 Network children have more specific learning difficulties, therefore are slower
 - 3 27 slow child who will always struggle
 - 3 28 could be lack of stimulation
 - 3 29 could be family background
 - 3 30 It is at milder end of spectrum/no additional complications
 - 3 30 1 easier to overcome
 - 3 31 damage to eye, speech chords or brain
 - 3 32 NOTHING, not a lot
 - 3 33 Didn't understand, but made a good attempt to answer
 - 3 34 when they don't know what it is,
 - 3 35 difficulty which is specific to the individual
 - 3 36 When they are frightened to use the term "dyslexia".
- 3 40 words

Node 4 Differences (*3 Would you say that there is a difference between dyslexia and other difficulties with literacy? *If yes, what would you say the main differences are?)

- 4 1 comprehension
 - 4 2 degree of severity greater
 - 4 3 intellectually better
 - 4 4 the less able the more global
 - 4 5 don't know
 - 4 6 differences in brain
 - 4 8 Yes
 - 4 8 1 Yes, sometimes
 - 4 9 No
 - 4 9 1 Not completely the same
 - 4 9 1 1 some also have other difficulties 4 9 1 2 moderate and specific difficulties can overlap
 - 4 10 Some chn slow, moderate learning difficulties
 - 4 11 to do with functions in acquiring literacy
 - 4 12 different response to teaching
 - 4 12 1 different recommendations 4 12 2 different work/homework
 - 4 13 Dyslexia doesn't go away. Other difficulties do. Dyslexia is within person
 - 4 13 1 physical, chemical 4 13 2 not dependent on environment
 - 4 14 home background
 - 4 15 lack of books
 - 4 16 parents use the word
 - 4 17 a definite type of difficulty
 - 4 18 information processing
 - 4 19 other factors are associated with dyslexia e.g. hand, eye coordination
 - dyslexia goes wider than literacy
 - 4 19 1 dyslexia doesn't affect all areas of literacy
 - 4 19 2 confusion of characters, muddling
 - 4 20 The person with dyslexia hasn't got the keys to unlock the door but they have the capabilities.
 - 4 20 1 about getting strategies
 - 4 21 No purpose for writing
 - 4 22 poor teaching
 - 4 22 1 some not taught to write and spell
 - 4 23 Dyslexic people can't see patterns. Errors different each time.
 - 4 23 1 Other difficulties affect all words, but can usually manage wee words. Dyslexia even affects wee words
 - 4 24 Dyslexic people can adapt more
 - 4 25 Sometimes read slower
 - 4 26 Nothing to do with how bright. Other difficulties may have
 - 4 27 Different circumstances cause the problems
 - 4 27 1 behaviour
 - 4 28 Maturity could be factor
 - 4 29 Dyslexic people try hard, harder than others.
 - 4 30 Some others are lazy, don't want to learn
 - 4 31 Discrepancy
 - 4 32 Frustration affects self esteem
- 4 40 No answer

**Node 5 Preferred term (*4 In your opinion, should we use the term dyslexia or is there a more appropriate term?
*If no, what would be your preferred term?
Young person *4 Is it important to you that the word dyslexia is used or could we just talk about a difficulty?)**

- 5 1 specific learning difficulties
- 5 2 Yes. Use dyslexia
 - 5 2 1 continuum
 - 5 2 2 It explains why/others understand it
 - 5 2 2 1 can read up on it
 - 5 2 3 Yes, but not necessarily in the early stages
- 5 3 Not sure, don't know
- 5 4 Dyslexia type of difficulty
- 5 5 dyslexia for parents
- 5 6 No
 - 5 6 1 Not so long as they get help
- 5 7 Sometimes term is used incorrectly
- 5 8 communication disorder

- 5 10 No answer

**Node 25 Age of awareness
(Young person *5 At what age did you realise you were having difficulties?)
(Parent *5 At what age did you suspect XXXXX was dyslexic?)**

- 25 3 Age 3
- 25 4 Nursery
- 25 5 Age 5
 - 25 5 1 Primary 1
- 25 6 Age 6
 - 25 6 1 Primary 2
- 25 7 Age 7
 - 25 7 1 Primary 3
- 25 8 Age 8
 - 25 8 1 Primary 4
- 25 9 Age 9
 - 25 9 1 Primary 5
- 25 10 Age 10

- 25 15 I didn't

- 25 20 I've always known

Node 6 Assessment (*Ed psychs only*)

What materials do you use in the assessment of dyslexia?

- 6 1 reading
 - 6 1 1 accuracy
 - 6 1 2 comprehension
 - 6 1 1 1 Neale
 - 6 1 1 2 Daniels and Diack
- 6 2 spelling
 - 6 2 1 criterion referenced
 - 6 2 2 norm referenced
 - 6 2 3 curriculum
 - 6 2 1 1 class teacher
 - 6 2 1 2 Network
 - 6 2 1 3 learning support
 - 6 2 2 1 Vernon
- 6 3 writing
 - 6 3 1 free
 - 6 3 2 handwriting
- 6 4 parents' considerations
 - 6 4 1 pupil
 - 6 4 2 home background
 - 6 4 3 expectations
 - 6 4 4 family expectations
- 6 5 IQ
 - 6 5 1 WISC
 - 6 5 10 psychometric assessment
- 6 6 WORD
- 6 7 WOND
- 6 8 WOLD
- 6 9 Listening comprehension
- 6 10 mathematical reasoning
- 6 11 oral ability
- 6 12 number
 - 6 12 1 numerical operations
 - 6 12 3 mathematical reasoning
- 6 13 school reports
 - 6 13 1 curriculum-based assessment
 - 6 13 2 dynamic assessments
 - 6 13 3 general attainment
- 6 14 Aston Index
- 6 15 auditory memory
- 6 16 visual memory
- 6 17 phonology
 - 6 17 1 PhAB

Node 7 Criteria (*Ed psychs only*)

What are your criteria for concluding that a child is dyslexic?

- 7 1 discrepancy
 - 7 1 1 mental age
 - 7 1 2 curricular
 - 7 1 3 good orally
 - 7 1 2 1 difficulty in reading
 - 7 1 2 2 difficulty in writing
 - 7 1 2 3 difficulty in spelling
 - 7 1 4 at least average ability
 - 7 1 5 exclusive criteria
 - 7 1 1 1 aural ability
- 7 2 differences
 - 7 2 1 attainment
 - 7 2 2 literacy
 - 7 2 3 numeracy
- 7 3 visual memory
- 7 4 auditory memory
- 7 5 information processing difficulty
- 7 6 slow mental operations
- 7 7 decoding
- 7 8 unexpected
- 7 10 other curricular factors

Node 8 Bilingual additional criteria (Ed psychs only)

Are there additional criteria which you use when dealing with a bi- or multi-lingual child?

- 8 1 cultural factors
- 8 1 1 experience
- 8 2 use bilingual assistant
- 8 2 1 use interpreter
- 8 3 early lang dev
- 8 4 access to English language books
- 8 5 don't know
- 8 6 hearing impairment
- 8 7 language used outside school
- 8 7 1 language used inhome
- 8 8 EAL teacher
- 8 9 linguistic understanding
- 8 10 Yes

Node 9 Family history/Hereditry (Ed psychs only)

Do you routinely check if there is any family history of dyslexia or similar problems?

9 10 Yes

As a rough percentage of the cases you deal with, how often could you describe hereditry to be an important characteristic in the identification of dyslexia?

- 9 1 less than 50%
- 9 2 more than 50% and less than 70%
- 9 3 more than 70% and less than 85%
- 9 4 more than 85%
- 9 5 don't know

Node 10 Tell (Ed psychs only)

When you have determined that a child is dyslexic, do you tell him/her?

Please expand if you wish.

- 10 1 depends on age
- 10 2 depends on self esteem
- 10 3 No
- 10 3 1 Explain to parents
- 10 4 Depends on understanding
- 10 5 Depends on family situation

- 10 9 Sometimes
- 10 10 Yes

Node 11 Explanation? (Ed psychs only)

If yes, please state briefly what explanation you generally give.

- 11 1 not lack of intellect
- 11 1 1 raise self esteem
- 11 2 not lack of effort
- 11 3 some things they're not good at, exact nature of difficulty
- 11 4 depends on difficulty
- 11 5 strategies to help

Node 12 How early? (*7 How early do you feel we should be able to recognise dyslexia?)

12 1 Pre-school

12 1 1 - 1 year 12 1 2 - 2 years 12 1 3 - 3 years 12 1 4 - 4 years
12 1 10 signs

12 2 School

12 2 1 Pr 1 12 2 2 Pr 2 12 2 3 Pr 3 12 2 4 Pr 4

12 2 10 No answer

(*Whose responsibility should it be?)

12 3 1 Home 12 3 2 School 12 3 3 Nursery 12 3 4 Health

12 3 3 1 nursery teacher (nurse) 12 3 3 2 assistants

12 3 1 1 parents' 12 3 2 1 teachers' 12 3 2 2 psychologist

12 3 2 3 head teachers 12 3 2 4 Network

12 3 2 4 1 Network manager

12 3 2 5 AHT 12 3 2 6 learning support coordinator

12 3 2 7 early literacy coordinator

12 4 collaborative effort 12 10 No answer

(*6 Who first suspected?)

12 5 1 Home

12 5 2 School

12 5 3 Nursery 12 5 4 Other

12 5 4 1 teacher of deaf

12 5 4 2 piano teacher

12 5 1 1 Mum

12 5 2 1 Class teacher

12 5 1 2 Gran

(*7 When was this formally confirmed?)

30 5 Age 5

30 5 1 Primary 1

30 6 Age 6

30 6 1 Primary 2

30 7 Age 7

30 7 1 Primary 3

30 8 Age 8

30 8 1 Primary 4

30 9 Age 9

30 9 1 Primary 5

30 10 Age 10

30 10 1 Primary 6

30 30 Word has not been used

(Who confirmed?)

31 1 Educational psychologist 31 2 School 31 3 Self/Parent

31 4 Head of Service (SEN) 31 5 Network Support Teacher

31 6 Private educational consultant

Node 13 Age pre-school? (*8 Do you believe it is possible to identify dyslexia before children go to school?)

*If Yes, how early?

13 1 2 2 years

13 1 3 years

13 2 4 years

13 3 Don't know but it is possible

13 4 probably not, no

13 6 1 year

13 7 If there is a family history

13 8 Yes, yes probably

13 10 No answer

(*If No, how soon after the child goes to school?) See above

13 5 depends on preschool experience

13 5 1 depends on ability 13 5 2 depends on exposure to reading

13 5 3 depends on maturity 13 5 4 depends on exposure to writing

13 5 5 depends on severity

Node 26 Understanding earlier would have helped?

(Young person *6 Would it have helped if you had known and understood what your difficulties were at a younger age? If yes, in what ways?)

26 1 Yes

26 1 1 help me understand why 26 1 2 get extra help earlier

26 1 1 1 I would have felt better about myself 26 1 2 1 I'd have tried harder

26 2 No

26 2 1 I'd have been too young to understand 26 2 2 I'd have been

angry about the way I was being treated

26 3 Don't know

Node 14 Early indicators (*9 If you had to isolate one single factor which you feel, suggests that a child might be dyslexic at an early stage (before s/he went to school), what would it be?)

(*7 Can you tell me one particular difficulty which you had at an early stage which you associate with your dyslexia? If yes, what was it?)

(*9 If you had to isolate one single factor which you feel, suggested that XXXX might be dyslexic at an early stage (before s/he went to school), what would it be?)

- 14 1 organisation
 - 14 1 1 sequencing 14 1 2 letter order
 - 14 1 1 1 dictionary 14 1 1 2 putting on clothes
- 14 2 phonological difficulties/ phonics
 - 14 2 1 rhymes 14 2 2 sounds 14 2 3 early word attack
 - 14 2 3 1 sight vocabulary
 - 14 2 4 spelling 14 2 5 alliteration 14 2 6 rhythm
- 14 3 discrepancy, mismatch
 - 14 3 1 written, oral 14 3 2 verbal skills, reading 14 3 3 time taken
 - 14 3 4 maths, reading 14 3 5 intellect/attainment
- 14 4 writing
 - 14 4 1 copying 14 4 2 word order 14 4 3 sentences
 - 14 4 4 homework 14 4 5 neatness 14 4 6 right to left, mirror writing
- 14 5 not enjoying books
 - 14 5 1 not interested in words 14 5 2 muddling words
- 14 6 reading readiness
 - 14 6 1 reading difficulties 14 6 2 discomfort with print
- 14 7 oral language skills
 - 14 7 1 speech 14 7 2 mispronunciations 14 7 3 baby talk
- 14 8 lack of concentration
- 14 9 disruptive
- 14 10 hyperactive
- 14 11 motor control
 - 14 11 1 spatial awareness
- 14 12 clumsiness
- 14 13 don't know
- 14 14 drawing
- 14 15 inability to follow instructions, misunderstanding of instructions
- 14 16 intelligent and underachieving (literacy)
- 14 17 traditional teaching hadn't worked
- 14 18 reversals
- 14 19 memory
 - 14 19 1 didn't know colours
- 14 20 maths, number
 - 14 20 1 reading questions 14 20 2 Times tables
- 14 21 never did jigsaws

- 14 22 swapping between hands
- 14 23 Confidence, self esteem

Node 15 Alleviating factors (*10 Are there any key factors which you think can help to alleviate specific learning difficulties (dyslexia) as you understand it?)

(*8 Are there any factors which you think have helped to make your dyslexia easier to deal with?)

(*10 Are there any factors which you think have helped to alleviate XXXX's dyslexia?)

15 1 support

15 1 1 expert advice 15 1 2 building self esteem, confidence

15 1 3 individual help 15 1 4 praise

15 1 5 class teacher 15 1 6 Network Support Teacher

15 1 7 special homework 15 1 8 psychologist 15 1 9 friends

15 1 10 to read difficult words 15 1 11 PTLs 15 1 12 someone to go to

15 1 13 extra reading

15 1 13 1 being read to

15 2 understanding, empathy

15 2 1 valuing 15 2 2 acknowledging 15 2 3 parents

15 2 3 1 counselling

15 2 4 teachers 15 2 5 partnership

15 3 multisensory teaching, specialist teaching

15 4 circumvention

15 5 early identification

15 5 1 early intervention

15 6 phonological training

15 7 tinted lenses, coloured overlays

15 8 overlearning

15 8 1 additional explanation, going over

15 9 recognition, use of label

15 10 appropriate materials

15 10 1 Letterland

15 11 strategies

15 11 1 metacognition 15 11 2 memory 15 11 3 attention

15 12 technology

15 12 1 computer 15 12 2 Spellmaster

15 13 slow teaching

15 14 parental awareness

15 14 1 support from parents' support group 15 14 2 SEN forums

15 15 story telling

15 16 training for staff

15 17 time

15 18 basic skills teaching

15 19 don't know

15 19 1 no

15 20 inclusion

15 21 Ritalin

15 22 acceptance of not being stupid

15 23 going to secondary school

15 24 communication, meetings

15 25 Ability to use oral skills

15 26 Continuity of education

15 27 Other interests

15 27 1 swimming

15 28 NO ANSWER

15 30 Other factors

Node 16 Hindering factors (*11 Are there any factors which you think hinder the development of children with dyslexia?)
(*9 Are there any factors which you think have made your dyslexia worse?)

- 16 1 lack of support
 - 16 1 1 lack of one to one support
 - 16 1 2 lack of knowledge
 - 16 1 3 lack of whole school approach
 - 16 1 4 lack of stimulation
 - 16 1 5 not knowing procedures
 - 16 1 6 lack of communication
 - 16 2 lack of understanding
 - 16 2 1 parents
 - 16 2 2 teachers
 - 16 2 3 peer group
 - 16 2 1 1 parental pressure
 - 16 2 1 2 wrong assumptions/ thinking I can't do it
 - 16 3 inappropriate teaching
 - 16 3 1 inconsistency of approaches
 - 16 3 2 boring nature of overlearning
 - 16 3 3 need for staff development
 - 16 3 4 teachers who won't help
 - 16 3 5 going too fast
 - 16 3 6 no homework
 - 16 4 anxiety
 - 16 5 late identification
 - 16 6 neglect/ non recognition
 - 16 6 1 wrong labelling
 - 16 6 2 not labelling
 - 16 7 hearing loss
 - 16 8 big classes
 - 16 9 low self esteem
 - 16 10 lack of ability to read independently
 - 16 10 1 complexity of texts
 - 16 10 2 bad print
 - 16 11 motivation
 - 16 11 1 frustration
 - 16 12 association with bad behaviour
 - 16 13 stigmatising
 - 16 14 bullying
 - 16 15 tests
 - 16 16 too much homework, work
 - 16 17 communication problems
 - 16 18 eye difficulties
 - 16 19 immaturity
 - 16 20 No
 - 16 21 Don't know
 - 16 22 not practising
- 16 28 NO ANSWER

Node 17 Strengths (*13 What would you say the main strengths of dyslexic children are?)

Young people *10 Dyslexia is not just about difficulties. There are usually areas that you are very good at. What would you say your main strengths are?)

- 17 1 oral, articulate
 - 17 1 1 drama
 - 17 1 2 discussion
 - 17 1 3 vocabulary
 - 17 1 4 story telling
- 17 2 artistic
 - 17 2 1 graphics
 - 17 2 2 three-dimensional ability
 - 17 2 3 modelling
 - 17 2 4 drawing
 - 17 2 5 design
 - 17 2 6 painting
- 17 3 emotional stability, personality
 - 17 3 1 determination
 - 17 3 2 independence
 - 17 3 3 enthusiasm
 - 17 3 4 easy going
 - 17 3 5 outgoing
 - 17 3 6 confident
 - 17 3 7 sense of humour
 - 17 3 8 social skills
- 17 4 bright
 - 17 4 1 strategic thinking
 - 17 4 2 wily in covering up
 - 17 4 3 imaginative
 - 17 4 4 coping strategies
 - 17 4 5 problem solving
 - 17 4 6 avoidance techniques
- 17 5 none apparent
- 17 6 auditory memory
- 17 7 visual memory
 - 17 7 1 long term memory
- 17 8 maths, number
- 17 9 creative
- 17 10 sporty, physically good
 - 17 10 1 dancing
 - 17 10 2 football
 - 17 10 3 rugby
 - 17 10 4 swimming
 - 17 10 5 cycling
 - 17 10 6 karate
 - 17 10 7 basketball
- 17 11 music
- 17 12 willingness to overcome it
- 17 13 general knowledge
- 17 14 don't know
- 17 15 technology, computers
- 17 16 practical tasks
 - 17 16 1 car engines
 - 17 16 2 cooking
- 17 17 caring, compassionate
- 17 18 hard working
- 17 19 construction
- 17 20 variable
- 17 21 show business
- 17 22 taste
- 17 23 science
 - 17 23 1 nature
- 17 24 spatial skills

Node 18 Education Authority (*14 Are there any factors which you feel an Education Authority must take account of which we are not already doing? Young person* 11 Is there anything that people like myself, who work with teachers, can do to help?)

- 18 1 deprivation
- 18 2 equity of provision
 - 18 2 1 racism
 - 18 2 2 parental pressure
- 18 3 parent support
 - 18 3 1 parent education
 - 18 3 2 listen to parents and act
 - 18 3 1 1 reading list
 - 18 3 2 2 communication
- 18 4 early identification
- 18 5 staff development for probationers, supply teachers
- 18 6 I don't think so, no
- 18 7 more support
 - 18 7 1 for children
 - 18 7 2 for staff
 - 18 7 3 for large classes
 - 18 7 1 1 at an early stage
 - 18 7 1 2 read the questions out
 - 18 7 1 1 1 Network support teacher, specialist
 - 18 7 1 1 2 psychologist
 - 18 7 1 1 3 one to one
 - 18 7 1 1 3 1 as an individual
- 18 8 staff training
 - 18 8 1 patience
 - 18 8 2 understanding
 - 18 8 3 someone in every school trained in dyslexia
- 18 9 more resources
 - 18 9 1 appropriate resources
- 18 10 the number of children affected
- 18 11 more time needed
 - 18 11 1 for psychologists
 - 18 11 2 by class teachers
- 18 12 more in budget
- 18 13 problems are being addressed
 - 18 13 1 Network teachers help a lot
 - 18 13 2 class teacher helps
- 18 14 quality of provision from psychological service
 - 18 14 1 recommendations which can't be carried out
- 18 15 including all children in standardised testing not appropriate
- 18 16 need to look at behaviour as a symptom
- 18 17 should be question about family history at enrolment
- 18 18 better explanations
- 18 19 Don't know
- 18 20 Don't give up on me
- 18 21 Make work enjoyable
- 18 22 Don't force children to accept help
- 18 23 Shoot them
- 18 24 Appropriate use of terminology
- 18 25 Appreciation of other means of demonstrating ability
 - 18 25 1 oral
- 18 26 Must take account of difficulties learning another language

Node 19 Dyslexia provision (*15 Are there any comments you would like to make about current dyslexia provision in this Authority ?
Young person *12 Are there any comments you would like to make about the way your dyslexia is (was) being dealt with at school?)

- 19 1 good, very good
 - 19 1 1 high profile
 - 19 1 2 provision, people excellent
- 19 2 OK, positive, no problems
 - 19 2 1 getting help and equipment
- 19 3 poor
- 19 4 equity of provision
 - 19 4 1 uneven practice
- 19 5 must support every aspect of learning, more information
- 19 6 never enough
- 19 7 every member of staff must be trained
 - 19 7 1 should appreciate when children need to move on
- 19 8 the framework is there, policy
- 19 9 SEN forums could be named dyslexia forums
- 19 10 having someone with vast experience is great asset
 - 19 10 1 Specialist teaching helps
- 19 11 recognises current research
- 19 12 should be screening at a set stage
- 19 13 can compensate for lack of background knowledge at home
 - 19 13 1 more communication
 - 19 13 2 homework class
- 19 14 it's difficult
- 19 15 No
- 19 16 Intervention/ more money for early intervention
- 19 17 I try to forget about it
- 19 18 Tests not helping
- 19 19 Don't like being taken out of class
- 19 20 Sometimes feel like crying
- 19 21 Get too much work
- 19 22 Had to fight for appropriate provision
- 19 23 Communication with parents
- 19 24 Resources needed

Node 20 Other comments

(*17 Are there any comments you would like to make over and above?
Young person *16 Is there anything else you would like to say about your
dyslexia?)

- 20 1 avoid generalising
- 20 2 Authority responsible for making sure all are informed
- 20 3 Authority responsible for making sure all get support
- 20 4 Identification of bilingual children a problem
- 20 5 None
- 20 6 Glad of the support
 - 20 6 1 more support earlier
 - 20 6 2 more one to one support
- 20 7 Network should get more budget
 - 20 7 1 Network Support Teacher highly valued
- 20 8 Perhaps we may not be able to sustain level due to unrealistic expectations
- 20 9 I feel inadequate when it comes to the detail of learning support
- 20 10 I wish I could spell the word
- 20 11 Staff desire for more inservice training
 - 20 11 1 preservice training
- 20 12 Observational assessment is a good thing
 - 20 12 1 at P1
- 20 13 would like to see more for nursery
- 20 14 research doesn't add up
- 20 15 There is a stigma which exacerbates the problem
- 20 16 Better off now than previously
- 20 17 I don't like it
- 20 18 should be more resources
- 20 19 bullying going on
- 20 20 I'll keep practising
- 20 21 You just have to deal with it
- 20 22 Dyslexic people have hidden talents
- 20 23 I'm glad people know about dyslexia and children are not
wrongly labelled.
- 20 24 Frustration is the hardest part.
- 20 25 If child is dyslexic then must use the label.
- 20 26 Better communication needed.
- 20 27 Thanks for doing something about it.
- 20 28 Where do we go from here?
- 20 29 should run a course for parents
- 20 30 Technology centre for parents to access
- 20 31 Need quality control
- 20 32 Good luck!

Node 21 How many with dyslexia? (*5 Roughly how many dyslexic (or use desired term) children are there in the school? (Number or %)

21 1 Knows number

21 1 1 Knows number but number is wrong

21 2 Doesn't know

21 3 Estimates or guesses

21 4 Wild guess quite wrong

Node 22 Able to recognise? (*6 Do you feel well equipped to recognise dyslexia?)

- 22 1 Yes
- 22 2 No

(*If no, what do you feel you require to know?)

- 22 2 1 more about assessment
 - 22 2 1 1 common things to look out for
- 22 2 2 how to support child's needs
- 22 2 3 how to prevent from slipping through the net
- 22 2 4 if there is such a thing
- 22 2 5 more training generally
 - 22 2 5 1 management
- 22 2 6 don't need to know
- 22 2 7 how parents can help

Node 23 Family difficulties

(*12 Have you encountered dyslexia in members of the same family?
*12 Dyslexia is generally regarded as hereditary in that some other family member has similar indications, although perhaps less severe. Would you consider that to be true in XXXX's case?)

- 23 1 Yes Family
- 23 2 No
- 23 3 Don't know

(*12 What is the relationship of the person most similarly affected?)

- 23 1 1 Father 23 1 2 Mother
 - 23 1 1 1 Aunt, father's sister 23 1 1 2 cousins on father's side
 - 23 1 1 3 Uncle, father's side
 - 23 1 2 1 cousin on mother's side
- 23 1 2 2 Grandmother on mother's side 23 1 2 3 Grandfather on mother's side
- 23 1 2 4 Uncles, mother's brothers 23 1 2 5 aunt on mother's side

Node 24 Catchment (*16. How would you describe your catchment area?)

- 24 1 deprivation
- 24 2 mixed
 - 24 2 1 predominantly APT 24 2 2 predominantly aspiring middle class
 - 24 2 3 growing ethnic population
- 24 3 middle class
 - 24 3 1 social mix 24 3 2 affluent

Node 27 Different treatment at school?

(*13 Are you treated differently because you are dyslexic at school? - If yes, by whom?

In what ways?)

27 1 Yes

27 1 1 by Network Support Teacher 27 1 2 by class teacher

27 1 1 1 helps me 27 1 2 1 helps me 27 1 2 2 different homework

27 1 2 3 different work 27 1 2 4 extra time

27 1 2 5 puts me down

27 1 3 by pupils 27 1 4 by Head Teacher 27 1 5 by psychologist

27 1 4 1 helps me

27 1 3 1 call me stupid/dumb

27 1 6 by SEN assistant 27 1 7 by PTLs

27 2 No

27 3 Get taken out of class

27 3 1 Good 27 3 2 Not good

27 3 1 1 for tests

Node 28 Different treatment outwith school?

(*14 Are you treated differently because you are dyslexic outside of school? - If yes, by whom?

In what ways?)

28 1 Yes

28 1 1 Mum 28 1 2 friend/classmate 28 1 3 Dad

28 1 1 1 helps me 28 1 2 2 teases me

28 1 2 3 assume wrongly I can't do it 28 1 2 4 bullies me

28 2 No

Node 29 (*15 Does dyslexia affect the way you feel about yourself? In what ways?)

29 1 Yes

29 1 1 used to think I was stupid 29 1 2 lonely, alone

29 1 3 I wish I didn't have dyslexia 29 1 4 get bullied

29 1 5 I feel I can't do it

29 2 No

29 3 Don't know

Node 32 Gap between suspecting a problem and confirming dyslexia

32 1 1 year or less

32 2 Between 1 and 2 years

32 3 Between 2 and 3 years

32 4 Between 3 and 4 years

32 5 Between 4 and 5 years

32 6 Between 5 and 6 years

32 7 Between 6 and 7 years

32 20 No gap

Appendix 13

The dyslexia friendly school

The Dyslexia Friendly School

While there is much here that is specific to dyslexia, there is also much which could be generalised into other areas. It would be hoped that the enabling nature of what is contained in these recommendations would be in place across the school for all children whatever their needs and abilities. A society which is truly inclusive cannot continue to discriminate against or for any one group of people. “The Dyslexia Friendly School” concept is one which was spawned in Swansea Education Authority in 1997, and is promoted by the British Dyslexia Association (BDA, 2002, p. 155). The Swansea experience acknowledges that the above practice is in some ways discriminatory, however its success in ensuring the needs of dyslexic young people are met has also ensured that all young people are considered in a positive way. It is claimed they now have “happier parents, happier teachers and, most of all, happier children”. (p. 160)

The following points are promoted and are in addition to the more lengthy recommendations contained in the British Dyslexia Association’s Dyslexia Friendly Schools pack (BDA, 2001).

- Parents are treated with respect and listened to when they have a concern regarding their child.
- If a parent suspects that their child may be dyslexic, this should be treated seriously and any issues or problems should be openly discussed with parents and the young person where appropriate.
- Awareness training should be available regularly and for all staff. For young people who require accommodations, these would be need to be recorded. The Individualised Educational Plan would be an appropriate vehicle for this. Understanding of accommodations and their implementation will require to be standardised across the Authority and nationally.

- ❑ Young people are consulted regarding their best learning styles. This may mean in-class support or withdrawal for support. It may mean one-to-one, small group or class teaching depending on learning style and needs of pupil.
- ❑ Special consideration is given to children who are bilingual who may be struggling with reading and writing.
- ❑ Resources are dyslexia friendly and there is appropriate material for the severely dyslexic as well as those with milder difficulties.
- ❑ All SEN assistants and classroom assistants are aware of dyslexia and their role in supporting the class teacher and dyslexic young person.
- ❑ Home-school links are fundamental in building trust between parent, teacher and young person.
- ❑ Screening is in place for all children in Primary 1.
- ❑ Teaching strategies and techniques are appropriate and resources are varied to avoid boredom.
- ❑ Special consideration is given to self-esteem and building confidence in abilities.
- ❑ The time between concern being raised and the implementation of appropriate support is short.
- ❑ Parents and young people are consulted on support. Parents and young people are aware that they do not require to have a Record of Needs for accommodations to be made.

- ❑ Appropriate “accommodations” are made to enable all pupils to access the curriculum.
- ❑ A range of technology (computer (hard and software), tape recorders, dictaphones, spelling checkers, calculators etc) is available and used in accordance with the needs of the young person to ensure access to appropriate curriculum.
- ❑ For dyslexic children, the principles of structure, multisensory, phonic, cumulative, overlearning with an emphasis on automaticity are employed in teaching throughout all stages of the school. In the early years there are many children who will benefit from the use of these strategies.
- ❑ Metacognitive strategies, thinking and study skills are developed to enable young people to achieve their potential.
- ❑ Whole school planning aims to achieve success for all and enables the dyslexic young person to succeed.
- ❑ Access to these rights and responsibilities however also imposes certain responsibilities. These apply to the Education Authority, the dyslexic young person and his/her parents. All should be aware of the Authority’s policy and should adhere to it. Communication is two-way and there are times when parents should communicate directly with their child’s school rather than with the Directorate. It may however be necessary for the school to ensure that parents and young people are aware of the policy and its contents.

There is accreditation for all schools which can convince an accreditation group consisting of trained parent representatives that their policies and procedures are in line with the above recommendations and Quality Indicators for the Dyslexia Friendly School.

Appendix 14

Quality indicators for the dyslexia friendly school

THE DYSLEXIA FRIENDLY SCHOOL: GOOD PRACTICE FOR ALL

HOW GOOD IS OUR SCHOOL AT DYSLEXIA?

No.	Quality Indicator	Themes
<i>Curriculum</i>		
1.1	Structure of the Curriculum	<ul style="list-style-type: none">• access to full breadth of curriculum• effectiveness of timetabling which allows for pupil choice and additional support for dyslexia
1.2	Quality of courses or programmes	<ul style="list-style-type: none">• support and guidance for staff from trained dyslexia specialist
1.3	Quality of teachers' planning	<ul style="list-style-type: none">• planning which allows for pupil accommodations¹
<i>Attainment</i>		
2.1	Attainment in coursework	<ul style="list-style-type: none">• quality indicates potential of student
2.2	Ensuring attainment from early stages	<ul style="list-style-type: none">• early screening is in place for dyslexia and other learning needs with appropriate intervention where appropriate
2.3	Attainment in national exams	<ul style="list-style-type: none">• accommodations¹ which are routinely in place for classwork are planned for national examinations
<i>Learning and teaching</i>		
3.1	Quality of the teaching process	<ul style="list-style-type: none">• appropriate teaching strategies are in place including the use of technology• homework is used as a reinforcement activity and time spent is monitored for stage of pupil• ineffective teaching results in change of approach• organisation strategies and study skills are taught• a range of teaching is in place – individualised, group and class• teaching takes place in the least threatening environment• context for teaching is the most conducive to learning

¹ The term "accommodations" refers to any curricular adaptations or support which enable the dyslexic pupil to complete work without the necessity for reading, writing or other disabling means of presentation.

- 3.2 Quality of pupils' learning**
- pupils are motivated by learning experiences
 - self esteem is high
 - quality pupil-teacher dialogue allows pupil to consult on most effective learning techniques
 - progress in learning
 - priority given to pupil independence, encouraging creativity and active learning
- 3.3 Meeting pupils' needs**
- accommodations¹ in place to enable dyslexic pupils' access to full breadth of curriculum
 - flexibility of groupings to allow for ability
 - learning is paced allowing additional time for information processing, reading and/or writing where appropriate
 - pupils clearly sees relevance of learning to life skills and future prospects
 - support from specialist support for learning staff
- 3.4 Assessment as part of teaching**
- specialist assessment information is used to guide planning for learning and teaching
 - the pupils' views are taken into account
 - dynamic assessment strategies take account of the pupils' learning styles
 - records are kept which monitor progress
 - assessment is arranged if there are parental concerns. This will not necessarily be standardised assessment.
- 3.5 Communication with parents**
- parents are notified of any concerns, especially at early stages
 - parents are consulted on Individualised Educational Plans
 - pupil progress is clearly presented to parents in a jargon-free way
 - parental concerns are taken seriously and unnecessary delays are avoided
 - regular parent workshops to facilitate homework etc
 - regular contact is made with parents to ensure continuity and progression. Regularity and timing of meetings should be mutually agreed.

¹ The term "accommodations" refers to any curricular adaptations or support which enable the dyslexic pupil to complete work without the necessity for reading, writing or other disabling means of presentation.

Support for pupils

- 4.1 Pastoral care
 - provision for emotional and social needs taking account of self-esteem
 - peer support
- 4.2 Personal and social development
 - encouragement of a positive ethos with emphasis on success
 - provision for emotional and social needs taking account of self-esteem
 - pupil is encouraged to develop strengths through special courses or extra-curricular activities
- 4.3 Effectiveness of support for learning
 - cooperative teaching and/or individualised teaching is determined by needs and learning style of pupil
 - progress and attainment clearly recorded with feedback to pupil
- 4.4 Implementation of SEN legislation
 - fulfilling requirements of Record of Needs where appropriate
 - all staff have knowledge of the legislation, the rights of the child or young person and responsibilities of parents
 - procedures are observed, particularly with respect to confidentiality and freedom of information

Ethos

- 5.1 Ethos
 - dyslexic pupil has a sense of identity and confidence in school personnel
 - pupil is praised for effort and achievement
 - staff have a genuine interest in the pupils' needs and expectations
 - special consideration is given to those who may have literacy difficulties due to teaching not being conducted in their first language
- 5.2 Partnership with parents
 - parents are encouraged to be involved in pupils' learning and helped to do so
 - school is responsive to concerns of parents. These are discussed and dealt with promptly
 - parents are mindful of pressures on school staff to meet needs of **all** children
 - parents make themselves aware of procedures outlined in the East Renfrewshire Dyslexia Policy document and comply with these.

Resources

- | | |
|--|--|
| 6.1 Provision of accommodation & facilities | <ul style="list-style-type: none">• dyslexic pupil may be taught outwith the main classroom when necessary• any withdrawal is minimised in terms of time and staff compensate for any work missed |
| 6.2 Provision of resources | <ul style="list-style-type: none">• dyslexic pupils have access to a full range of appropriate technologies – spelling checkers, dictaphone, computer with appropriate software, calculator etc to enable access to curriculum |
| 6.3 Provision of staff | <ul style="list-style-type: none">• all staff have appropriate training and qualifications to enable them to deal with dyslexia• time is planned for liaison between specialists and class teachers |
| 6.4 Staff development and appraisal | <ul style="list-style-type: none">• all staff who wish to extend expertise into dyslexia field are offered staff development and support to do so |

Management, leadership and quality assurance

- | | |
|--|--|
| 7.1 Effectiveness of leadership | <ul style="list-style-type: none">• promoted staff monitor provision of support for dyslexic pupils• a member of the management team has specialist training and knowledge of dyslexia• all staff are aware of the Authority's dyslexia policy• members of management team set standards with high expectations for dyslexic pupils and put support in place to enable achievement• a member of the management team takes responsibility for communication with parents of dyslexic pupils or those who have concerns• a record is maintained of staff training in all areas of SEN• all members of management team have sufficient knowledge of dyslexia to be able to discuss any issues, however small, with parents and/or pupils. |
|--|--|