© Dyslexia Demystified

NAME

DOB:

Year X Student

SCHOOL

Last Assessment Date:

Provider of last assessment: ILP review date:

Las

Student’s relative weaknesses (all below or well below average)

* Visual processing speed (severely impacted, 5th percentile for age)
* Visual/spatial ability
* Spelling (severely impacted, approx. 5-year delay)
* Reading fluency, accuracy and speed (severely impacted, approx. 5-year delay)
* Handwriting speed (well below average)
* Written mathematical skills, but not necessarily mathematical concepts (severely impacted, approx. 5-year delay)

Student’s Relative Strengths: (all scoring average or above average)

* Verbal comprehension and verbal reasoning
* Vocabulary
* Short term memory
* Reading comprehension
* Typing speed
* Communication and empathy for others

Student’s Interests

* Science
* Sport (football, water sports etc.)
* Woodwork
* Agriculture
* “This student meets the criteria for dyslexia and the DSM-5 criteria for a Specific Learning Disorder. Hamish has a SLD, particularly in Spelling, Reading, Handwriting Speed, and Numeracy”- quote from report

|  |  |
| --- | --- |
| Learning challenge | Recommendation from Educational Psychologist |
| This student struggles with written tasks  | Develop keyboard skills through touch-typing & allow use of computer in class and exams |
| This student has a reduced capacity to listen and write simultaneously and has slow, inaccurate ‘copying skills’ | Avoid situations in which this student must copy notes from whiteboard. Please provide your own (or another student’s) notes before/after class |
| This student has significant difficulty with spelling | Permit use of spellcheck/Grammarly and assess all work based on knowledge and ideas, rather than spelling and grammar |
| This student has some difficulty with simple mathematical calculations  | Permit use of calculator and refrain from ‘dumbing down’ mathematical concepts |
| This student has slow reading and visual processing speed | Please give this student more time to complete literacy-based tasks (+15 min/hour as per report)  |

“This student will need special examination arrangements to help reduce the negative impact of having SLD” – For more information, please refer to original report pg. 19 onwards.

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|  |  |  |
| --- | --- | --- |
| Long Term Goal | Student Involvement | Teacher Assistance  |
| Increase concentration in the classroom | * Reduce distractions around me
* Have fidgets in my pencil case to help my brain focus
* Ask to complete my work in a separate room
 | * Permit breaks when required
* Organise lesson plan so that student can work in 15-20 min blocks
* Allow student to work in different environments
 |
| Use more assistive technologies at school | * Write checklists for each class so that I don’t forget my earphones etc.
* Ask to work in separate room if I need to use speech to text
* Practice my touch typing for 10 mins 3 times per week
 | * Allow student to work in separate area to decrease self-consciousness
* Encourage use of assistive technology with appropriate tasks
* Provide audiobooks and pdf readings ahead of class time.
 |
| Example | Example | Example |
| Example | Example | Example |

Positive teaching strategies that current/previous teacher’s have used:

* Drawing mind-maps on whiteboards
* Differentiated learning e.g. allowing me to do an oral presentation assessment instead of written
* Coming up with mnemonics to remember equations/glossary terms

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_