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Supporting students with dyslexia at the secondary level: An emotional model of literacy

Louise Long, Sean MacBlain, Martin MacBlain

This case study of an adolescent with dyslexia suggests some ways that all teachers can become more supportive of such students' strengths and mindful of their additional needs.

A little under a century ago, the celebrated novelist and poet D.H. Lawrence was moved to write as follows about the art of composition:

Then he reddened furiously, felt his bowels sink with shame, scratched out what he had written, made an agonised effort to think of something in the real composition style, failed, became sullen with rage and humiliation, put the pen down and would have been torn to pieces rather than attempt to write another word. (Lawrence, 1915, p. 17)

Similar feelings may well resonate with contemporary adolescents experiencing dyslexia. The shame and frustration that often come with living with literacy difficulties require that teachers be cognizant of the interdependent nature of academic and personal growth in the provision of individualized learning experiences.

Bridging the holistic and academic divide: Beyond the mechanics of learning to read

During the last decade, schools within the United Kingdom have been faced with monumental legislative change. This has led to increased accountability and additional responsibilities for schools that must provide appropriate learning opportunities for students who, because of their literacy

difficulties, were previously thought incapable of achieving academically. One particular group is students with dyslexia.

In 2003, the condition "dyslexia" became a recognized disability in England and Wales (Special Educational Needs and Disability Act; DfES, 2001) and in 2005, in Northern Ireland (Special Educational Needs and Disability NI Order; Department of Education Northern Ireland [DENI], 2005). This has meant that schools that fail to adequately meet the needs of students with dyslexia can now be taken to task on the grounds that they are discriminating against students who have a recognized disability. In the current litigious climate, educators in

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Northern Ireland are increasingly turning to the *Code of Practice on the Identification and Assessment of Special Educational Needs* (DENI, 1998) because it provides an operational framework of practices and procedures when working with students with learning difficulties.

The Code (DENI, 1998) identifies dyslexia as one of several specific learning difficulties. The word *specific* implies a particular problem to be remedied as opposed to slow learning across the curriculum. *The Code* offers the following definition of *dyslexia*:

Some children may have specific learning difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance, especially in other areas of the curriculum. They may gain skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. *Some children may become severely frustrated and may also have emotional and/or behavioural difficulties.* (DENI, 1998, p. 71; italics in the original)

The Code sets out a five-stage approach to the identification and assessment of special educational needs. The first three stages are school-based, calling on external specialists—including educational psychologists as necessary—at Stage 3. In Northern Ireland the educational psychologist acts as a gatekeeper to services by identifying if a student is entitled to specialist support, as evidenced by a significant discrepancy between ability and attainments in literacy. At Stages 4 and 5 the Education and Library Boards (regional bodies responsible for resources and support to schools, of which there are five in Northern Ireland) share responsibility with schools. At Stage 4 the Education and Library Board considers the need for a statutory assessment. At Stage 5 the Education and Library Board makes a Statement of Special Educational Needs if it is considered to be appropriate. The Board also arranges, monitors, and reviews the educational provision. In judging the appropriateness of a statutory action assessment, *The Code* (DENI,

1998) recommends that the Education and Library Board should consider what has been attempted already in addressing students' needs as well as the severity of need experienced by individuals. With regard to dyslexia, *The Code* requests evidence of, for example, multisensory teaching strategies, structured spelling programs, and direct instruction in techniques for learning spelling, including Simultaneous Oral Spelling (SOS; Reid, 2001).

In identifying dyslexia, *The Code* (DENI, 1998) makes explicit reference to the possibility of emotional difficulties. Recognition of the affective needs of students with disabilities has been increasing (Frederickson & Cline, 2002; MacBlain, Hassard, & MacBlain, 2005; Reardon, 2005). For example, Ott (1997) referred to the loss of self-esteem, sensitivity to criticism, and alienation from peers experienced by many adolescents with dyslexia. More recently, Burden and Burdett (2005) suggested that

High-quality teaching is vitally important if students with dyslexia are to make progress with their academic learning, but this needs to go well beyond multi-sensory or phonemic awareness programmes to encompass the needs of the whole child. (p. 103)

Consequently, providing appropriate learning opportunities should go far beyond teaching the mechanics of reading. It is the responsibility of teachers to support in a holistic way the personal development of students who need to overcome their dyslexia. Such a view finds support in the literature. Humphrey (2002), for example, has argued that most of the research on this group of students has concentrated on causation and treatment. In addition, Edwards (1994) and Riddick (1996) have called upon researchers to address the broader social and emotional effects of dyslexia on students. Both of their studies demonstrate the emotional "scars" of frustration, shame, and depression that can result from lack of identification and appropriate support for young people.

In the United States, Elbaum and Vaughn's (2001) meta-analysis of school-based interventions demonstrated how schools that focused on enhancing the self-concept of students with learning disabilities achieved significant positive results. The authors, however, also pointed to the need for schools to adopt holistic approaches that considered the emotional and social aspects of students' development. The need to adopt holistic approaches has been recognized in the United Kingdom as evidenced by the recent Green Paper *Every Child Matters* (DfES, 2003). Recent proposals emanating from this report require schools to promote the optimal development of all students, including those with dyslexia, by providing them with highly personalized learning experiences (Burton, 2004). The adverse outcomes of failing to address the diverse needs of children and young people can be seen in the statistics. The United Kingdom has the highest rates of illiteracy in Europe and, also, the highest levels of drug abuse among children in Europe (Social Exclusion Unit, 2001).

Despite recognizing the effect of learning difficulties on personal, social, and emotional development, many teachers continue to employ pedagogical models that are essentially mechanistic when working with students with dyslexia. Hence, they are failing to address their holistic needs. Students with dyslexia continue to be viewed by too many teachers in the United Kingdom as having a number of parts that are either defective or inefficient (Hales, 2001). When the students' feelings and emotions are acknowledged, they are typically viewed more as barriers to teaching and learning than as important and essential factors in all pedagogical relationships. Teachers would benefit from a new conceptual model for teaching that meets the increasing burden of their statutory responsibilities. Additional research is necessary to investigate how parents, professionals, and adolescents can work together in partnership to implement, plan, and evaluate academic and affective interventions for this group of students.

An illuminating case study

The rationale behind the current study lies in our experiences of working as school psychologists. Matthew's (pseudonym) case demonstrates how taking the personal, social, and emotional aspects of a student's functioning and development into account can lead to real and sustained positive change. This case was chosen as an example of best practice that could be used as a template by other schools engaged in the inclusive process of meeting the holistic needs of adolescent students with dyslexia. The positive outcomes for Matthew are an incentive for raising standards in the majority of schools that continue to use a mechanistic model for literacy needs.

The ethical principles outlined by Beauchamp and Childress (2001) were used as a framework to underpin this study, to ensure that the study was conducted in accordance with professional, legal, moral, and social principles throughout the research process. These ethical principles governed the conduct of the study with the aim of ensuring that the participants' human rights were protected and validated. Ethical actions included obtaining the written consent of Matthew, the school, and Matthew's parents and informing them of their right to withdraw from the study at any time without remonstrance. Moreover, normal ethical considerations to protect anonymity and confidentiality were employed. Matthew was brought to the attention of Louise (first author) when the school was undertaking a series of reflection and evaluation seminars planned as a result of an internal audit of professional development needs of staff.

Setting the scene

Matthew was a student at Rising Hill (pseudonym), a nonselective high school. In the Northern Ireland education system a selection process takes place at 11. Students take the Eleven Plus Transfer Examination and on the basis of their grade are deemed eligible or not for a Grammar School Education. Nonselective schools do not require

the top grade for entry purposes. The majority of students at Rising Hill are drawn from families of low socioeconomic status. Forty percent of the students have special educational needs including emotional and behavioral difficulties or dyslexia. The school tests students' attainments in literacy on entry using standardized tests, and overall students are well below the national average.

Following entry to the school (Year 8) and initial literacy screening by staff, Matthew was placed on Stage 1 of the *Code of Practice on the Identification and Assessment of Special Educational Needs* (Department of Education Northern Ireland, 1998).

By the time Matthew was a Year 10 student, staff at the school were describing him as disruptive, of low ability, and as very attention seeking. At chronological age 13 years and 10 months, Matthew's reading and spelling ages were, respectively, 9 years 3 months and 8 years 9 months. It was during Year 10 that Matthew was brought to the attention of Louise, who was the school psychologist. The school was concerned about Matthew's poor organizational skills, forgetfulness, problems with handing in homework on time, deterioration in grades, and general problems keeping up with the demands of the curriculum.

Prior to making an assessment of Matthew's special educational needs the school began a collaborative process. The class teacher consulted with Matthew and his parents to explore referring Matthew to the school psychologist. Matthew's thoughts regarding referral were recorded, and to give him a sense of empowerment he was invited to suggest times and venues for his interview with the psychologist. The United Nations Convention on the Rights of the Child (1989, cited in Leblanc, 1995), provided guidelines for involving students in decision-making processes. Due regard was given to how Matthew would be introduced to the school psychologist whose role was clearly explained to the family.

Initially, Matthew's parents reported that although he had made the transfer to secondary

school as a motivated, enthusiastic, and independent student, he was now disaffected and unhappy. They emphasized how family life was becoming more stressful due to Matthew's problematic behaviors surrounding homework and his increasing unwillingness to attend school. Further discussion with Matthew's parents revealed that for two years of his middle primary education he had received a differentiated program for what his teachers and parents considered to be mild spelling difficulties. At that time, school and parents had not expressed any major concerns about Matthew's progress in reading and writing.

To begin with, Matthew was asked to carry out an educational psychological assessment. The findings from standardized testing revealed that Matthew's attainments in literacy were significantly below those expected, given his measured verbal ability (Wechsler Intelligence Scale for Children III, 1992). During the assessment Matthew disclosed that he found note making and note taking difficult, and he talked at length about his feelings of failure and frustration at not maintaining the "good" standards he felt that he had achieved in his primary school. He reported feeling "lonely" in school, saying that he "didn't fit in," and admitted to feelings of resentment toward some of his teachers who, he considered, were always singling him out because of poor presentation or unfinished homework and marking him down because of poor spelling. Matthew said he felt he was "always on the outside, looking in."

During a follow-up interview Matthew was asked to describe activities at which he felt he was competent. He was also invited to give an account of his learning difficulties over time. In addition, Matthew was encouraged to talk about the things at which he wanted to be better. He reported that he was good at Art and Information Communication Technology but disliked being asked to read aloud, emphasizing that he had great difficulty with this and felt particularly sensitive to the fact that he could not keep up with his classmates when completing written tasks. An

interpretation of Matthew's reporting illustrated an inconsistency in the way different teachers responded to him, in particular their perceived lack of empathy toward him and the resultant loss of dignity he felt in his interactions with them.

Circumventing difficulties: Empowering learners

The aim of the intervention was twofold. First, bypass strategies were put in place by the school to help Matthew circumvent his difficulties. Second, Matthew was taught strategies to enable and empower him. For example, during further interviews, which involved careful questioning, Matthew was encouraged to reflect on his own learning style. He was then given guidance on how his visual learning preference could be emphasized when studying for examinations by using flow charts, pictorial representations, and mind mapping (Buzan & Buzan, 1993). Matthew's changing needs were carefully monitored, in keeping with the school's existing policies for students with Special Educational Needs.

A whole-school training day was set up to increase staff awareness of dyslexia. The training day included presentations on understanding and managing dyslexia. This was followed up by individual school departments' examining their policies on the marking of spelling and grammar and some attempt being made to ensure consistency of approach.

Teachers were requested not to ask Matthew to read aloud in class, and a whole-school policy was adopted whereby Matthew and students with similar needs would not be asked to take dictated notes or copy lots of text from the chalkboard. It was agreed that handouts could be given in advance or that a personalized form of note making, where key points only were recorded, could become accepted practice. Matthew was provided with a personal dictionary in which to record subject-specific words. The onus was placed on teachers to provide these words at the beginning

of each new topic. Matthew was encouraged to be more proactive and engage in active learning by making revision notes as early as possible, using summaries, mind maps, diagrams, and charts. The school psychologist taught Matthew strategies for spelling including simultaneous oral spelling (Reid, 2001) and neuro-linguistic programming (Reid, 2001). Teachers agreed, when possible, to mark Matthew's work in his presence so that greater emphasis was placed upon the learning process. In addition, each department was encouraged to define its collective belief system regarding dyslexia and how each might support students with dyslexia who were experiencing anxiety caused by failure.

A mentor was appointed from the staff to meet with Matthew twice a week for 10 minutes to discuss whatever was required. The aim was to give Matthew the opportunity to share his thoughts with a sympathetic listener and seek answers to questions that he considered awkward or embarrassing to ask his subject teachers. The mentor also acted as an advocate for Matthew with other teachers. These meetings strengthened Matthew's involvement in forward planning, self-evaluating, and monitoring of his own progress and effort.

At a whole-school level, a cross-curricular approach was implemented to teach study skills and examination techniques, with an emphasis on what Matthew could do to achieve higher grades. Matthew was given a visual summary of the syllabus for each subject, which facilitated planning a revision timetable. Teachers created displays in their rooms of model answers, to increase students' understanding of what examiners expected. Direct instruction was given on how to read examination papers, plan answers, and proofread work, taking account of the additional time component. Given Matthew's difficulty in keeping up with his work, he was offered alternative methods for recording his written work, including use of a tape recorder and word processor. He color coded books and folders to aid organization and was provided with a print-

out of homework requirements, including submission dates.

Matthew's parents agreed to exempt him from certain household chores when an important assignment had to be completed, and a conscious effort was made not to compare him with his siblings. It was decided that Matthew's parents would give him an opportunity to read aloud to them on a daily basis, using the Paired Reading technique to build his basic sight vocabulary. At Matthew's own request, he received additional time for internal examinations.

Realistic targets and rewards were set in partnership with Matthew, his parents, and the school, with all successes recognized and praised. This was a learning process for all of us and was not without minor difficulties. A few of the teachers had trouble seeing the bigger picture, which manifested in inertia and intransigence. Reasonable steps were taken to give a voice to those who were hesitant to change so that their concerns and anxieties could be overcome. We remained hopeful that the energy and enthusiasm of the majority of the staff would eventually lead to a state of equilibrium.

The project was evaluated using specific pre- and postintervention measures in literacy gained from the Wechsler Objective Reading Dimensions tests (1993). The Beck Youth Inventories of Social and Emotional Impairment (2001) were also administered. These are five self-

report measures that may be used separately or in any combination to assess children's and young people's experiences of depression, anger, disruptive behavior, and self-concept. Each inventory contains 20 statements about thoughts, feelings, or behaviors associated with emotional and social impairment in youth. Subjects respond to each item by indicating how frequently the statement is true for them. Feedback was also obtained from heads of the school departments, Matthew himself, and Matthew's parents.

Six months later

After six months, findings from standardized testing revealed that the discrepancy between Matthew's reading score and measured cognitive ability was no longer statistically significant, although mild spelling difficulties were still apparent. Pre- and postintervention Beck scores are presented in Table 1 below.

Matthew reported that he now perceived school as a more caring place in which he felt safe. He described how his relationship with his teachers had improved and how this had become a motivating experience for him. Although he continued to experience some feelings of resentment at having to work harder than his siblings, these were largely overridden by the fact that school had become more enjoyable for him. He experienced fewer feelings of loneliness, saying

Table 1
Matthew's pre- and postintervention Beck scores

Measure	Preintervention	Postintervention
Anxiety:	Above average	Average
Depression:	Below average	Below average
Anger:	Average	Average
Self-concept:	Below average	Average
Disruption:	Above average	Average

that he was beginning to “fit in,” and emphasized that his needs had been recognized by teachers across the school. He no longer felt like “an outsider.” Matthew also emphasized that he felt that he had been “given a second chance” and that his performance on tests was steadily improving. Matthew was excited when he reported that he was now “attempting difficult tasks” because he felt he was less likely to be publicly shamed for giving incorrect answers.

A group seminar of 10 teachers was organized. They were interviewed as part of the evaluation of outcomes for Matthew. The number of teachers who had fewer negative interactions with Matthew was 8. The teachers also reported that he was more likely to speak out in class. Seven of the teachers indicated that Matthew presented as being more motivated, and school records revealed that his attendance was improving. Nine teachers reported that the strategies they had implemented for Matthew were actually of benefit to all learners. The environmental studies teacher indicated that the information relayed by Matthew’s mentor was enlightening and enabled her to view Matthew in a more empathetic way. One teacher disclosed that he, himself, was less anxious about working with students with Special Educational Needs.

Matthew’s parents described him as being much happier and more relaxed. They perceived him as being more confident and noted that he had formed friendships with some students in his year with similar difficulties. Homework, however, continued to remain an uphill struggle. Matthew’s parents reported that he continued to experience some difficulties with his level of fatigue. This was identified as another obstacle to learning that would need further consideration.

Enhancing the learning environment: a closer look at teacher empathy

Matthew’s case draws attention to the need for closer examination of teacher–student empathy

when exploring the quality of the learning environment. In order to address this issue in a systematic way, a preliminary small-scale survey was carried out. The survey had two aims: to explore the perceptions of young adolescent students with dyslexia regarding their own learning needs and to evaluate their perceptions of the within-school support they had received.

Data were collected from a convenience sample of 25 students with dyslexia through administration of a self-designed, previously piloted questionnaire. Section A of the questionnaire examined literacy support and instruction in bypass strategies and study skills through responses to closed-ended questions. Section B comprised open-ended questions to assess students’ views and feelings on their learning needs and within-school support.

Results demonstrated that over half the students perceived dyslexia as a learning difficulty in reading and writing ($n = 14$). Advantages of the label *dyslexic* appeared to lie primarily in the hope that teachers would extend a more understanding approach to the students if they had a label ($n = 13$). Disadvantages of having a label were that others might equate dyslexia with stupidity ($n = 17$). One of the students stated that if you are identified as being dyslexic “Teachers do not come down on you so hard.” A minority of students reported that being dyslexic made them more vulnerable to bullying ($n = 3$).

Analysis of students’ perceptions of areas in which they found greatest difficulty revealed that most ($n = 15$) felt that taking notes by dictation was their primary source of concern. The second most cited area of difficulty was an inability to sustain concentration for long periods of time ($n = 13$). Nearly all respondents reported that teachers were generally lacking in empathy and had little understanding of the individual needs of their students ($n = 18$). Over half of the respondents reported that they would not approach their teachers if they were experiencing a problem ($n = 16$). None of the respondents had received any advice on how to manage examination-related

anxiety levels. Eight of the students reported that they wanted teachers to stop belittling them in front of others. One student reported that “Teachers make fun of the less able students.” Approximately half of the sample often found teachers to be critical of some aspect of their work ($n = 13$).

The majority of students had received explicit instruction on how to use the library ($n = 16$). Approximately half of the sample had been taught how to make notes in class and summarize their notes when they went home ($n = 12$). The majority of participants had received direct tuition on techniques for preparing for tests including how to make revision notes, plan a revision timetable, and make use of memory aids ($n = 19$). The majority had also received instruction on how to manage their time on test questions ($n = 14$), plan answers ($n = 18$), and edit completed tests ($n = 19$).

Given the limitations of the study with regard to sample type and size, it is acknowledged that the data might not be representative. However, results would suggest that, although much positive work appears to be happening in relation to the teaching of study skills and examination techniques, emotional and social needs remain to be addressed. It would appear, also, that in the harsh reality of the classroom environment, humanistic sentiments—as in the case of Matthew—are secondary to academic interventions.

Decommissioning mind sets: Meeting holistic needs

Although this article focuses on only one case study and the results of a small-scale survey carried out as a consequence of the case study, many interesting findings emerged. In particular, the results demonstrated that transfer to secondary education coincides with entry to a new stage of development characterized by rapidly shifting social, emotional, and educational needs. Change at this stage is characterized by an increasing need

to question and reevaluate beliefs that have hitherto been unexplored and accepted. Young people of this age group undertake a process of self-examination in order to establish belief systems that will take them into adulthood and form a foundation for later exploration and introspection.

Matthew’s case study illustrates how the complexity of change following transition to secondary school can affect students with dyslexia. Findings indicated that Matthew’s identified needs were closely interrelated, hence reinforcing the importance of holistic education that targeted all of his developmental issues. Results from the Beck Youth Inventories (2001; see Table 1) demonstrated a low self-concept, which in turn was related to his sense of failure. Matthew’s perceptions regarding his teachers’ views of his disruptive behavior and lack of commitment appeared to add to his own feelings of failure and his sense of isolation. This, in turn, affected his self-esteem and self-efficacy, in what could be described as a circular and self-deprecating cycle.

Results from the small-scale survey offered support for these arguments, suggesting that students with dyslexia internalize feelings of failure as a result of their dyslexia and not as a result of their lack of effort or commitment. It is important, therefore, that teachers address and explore the negative perceptions held by students as well as the positive resources they have available to them. One way of achieving this would be through student engagement. However, if the key to adolescent literacy is student engagement then it is a fundamental prerequisite that all teachers should nurture student confidence (North Central Regional Educational Laboratory, 2005).

Teachers can contribute to enhancing students’ self-confidence by conveying that they care for them in the teaching–learning transaction. More important, students need to feel that teachers care as they encourage them to learn. Dillon and Moje (1998) argued that believing in potential creates potential. This is especially important because adolescence is characterized by a strong desire to be seen as competent (Alvermann, 2003).

One of the limitations of the current research is that the broader context has not been sufficiently addressed. For example, Moje, Young, Readence, and Moore (2000) argued that adolescent readers who are struggling with literacy as well as issues such as problem solving, staying within the law, and controlling alcohol and drugs benefit from academic programs that address all of these areas. In this way, academia complements family, community, and friendship. Although it was apparent that Matthew and most of his teachers were committed to literacy growth, the current research did not examine Matthew's sociotechnical literacy. For example, it did not specifically assess his skills in using digital aids, cell phones, and electronic mail. This would be a valuable exercise as adolescents have multiple literacies, which are not necessarily school-based (Bean, Bean, & Bean, 1999). Future research could address social, political, and economic factors (Alvermann, Moon, & Hagood, 1999).

Further, the findings from the survey offered evidence on how students with dyslexia could feel isolated after transferring to secondary school. The students in the current study perceived that these feelings of loneliness and isolation were linked to the difficulty they had keeping up with their peers and the embarrassment they felt when asked to read aloud in their classrooms. These findings support those of Hales (1994) who demonstrated that his sample group of students with dyslexia felt strongly pessimistic prior to transferring to secondary school. Later, Hales (2001) claimed that this pessimism needed to be dealt with in the learning environment following entry to secondary school. Otherwise, Hales argued, the likelihood of these students achieving success at school and during adulthood would be significantly diminished.

More recently, Miles (2004) used personal accounts and firsthand observations to investigate how a sample of students with dyslexia perceived their difficulties. His findings revealed that the students reported experiencing feelings of anxiety, shame, isolation, fatigue, anger, helplessness,

and vulnerability to illness. Based on the literature and on the findings from the current study, we argue that the initial phase of secondary education presents teachers with significant opportunities to increase self-awareness of these students so that they reevaluate themselves as successful individuals in their own right, and not as "dyslexics." Moreover, as part of the wider inclusive process, schools have a duty to monitor and evaluate the systems they have put in place to validate those adolescents with dyslexia who feel isolated.

Holistic approaches to teaching adolescents with dyslexia

The results of the present study add to the growing body of research on the need for teachers to identify and address the personal, social, and emotional needs of young adolescent learners with dyslexia. Results also point to the need for further research into holistic approaches to teaching in postprimary schools for students with dyslexia.

The program designed for Matthew demonstrates that, although positive emotional experiences in school can enhance a student's performance across a variety of tasks, the converse is also true. Negative emotional experiences typically lead to significant losses in learning potential. The quality of lived experience for young people during their transition to secondary school is, therefore, of central importance for teachers. When effective strategies are put in place, which validate students as individuals in their own right and not as dyslexics, then students can get closer to reaching their true potential and, ultimately, embrace adulthood with higher levels of social, emotional, and academic self-efficacy.

In order to achieve this successfully schools need to view themselves as validating communities, which effectively address issues of self-esteem and self-efficacy. In practice, this means creating and maintaining safe and secure, person-centered

learning environments where students with dyslexia can grow in confidence and self-belief. The following guidelines on how best to meet the holistic needs of adolescents with dyslexia are offered.

- Strengthen partnerships between schools, parents, students, and external specialists.
- Ensure that schools are making use of action research to continually monitor and evaluate policies, systems, and structures and also that learning and teaching are considered in a broad context. Ongoing opportunities should be provided to disseminate best practice;
- Involve students in assessing, planning, and evaluating their learning needs and aspirations and convey empathy and concern. Empower students in the learning process by involving them in setting achievable targets.
- Design and implement a whole-school, coordinated approach to meeting the needs of students with dyslexia so that there is consistency among teachers in setting homework, marking work, and making assessment arrangements.
- Train teachers to provide direct instruction in bypass strategies, study skills, and examination techniques. Because optimum study patterns vary from subject to subject this instruction must be context specific. Model answers should be made available to students. This should promote student engagement.
- Communicate teachers' love of reading and writing to students verbally and non-verbally.
- Ensure that the students' views and wishes are always given due consideration and that the students' and teachers' dignity is protected at all times.
- Enhance students' confidence by acknowledging their strengths and resources as well as publicly celebrating success. Praise

students for their effort and tenacity and show them that their work is valued.

- Make clear and transparent learning objectives and assessment criteria. Use positive marking to maintain motivation and keep expectations high but reasonable. If possible, mark work in the presence of individual students.
- Relate to the whole child and get to know students as people with their own positive attributes and additional academic, social, and emotional needs.
- Provide positive learning experiences for students with dyslexia to ensure that they feel less isolated and more socially included.
- Engage students in using literacy skills by highlighting key words, analyzing new vocabulary, keeping personal dictionaries, and making connections between learning experiences.
- Modify the learning environment so that teachers use alternatives to giving notes by dictation.
- Establish support groups for students with dyslexia in schools to enable them to share experiences. This should promote social inclusion.
- Encourage collaboration by e-mail.

This is by no means a definitive list. However, it should go some way to assisting teachers in the provision of intensive, person-centered, affective, and social-academic pathways.

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