



Cardiff Metropolitan University | Prifysgol Metropol Caerdydd

Cefnogi dysgwyr â dyslecsia

Supporting learners with dyslexia

Marjorie Thomas



Cynnwys

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Sut mae diffinio ac adnabod dyslecsia?

How can we define and identify dyslexia?



Biolegol, gwybyddol ac ymddygiadol

Biological, cognitive and behavioural



Rhesymau eraill dros ddiffyg llythrennedd

Other reasons for a lack of literacy



Gor-gyffyrddiad

Co-morbidity



Strategaethau ar gyfer llwyddiant

Strategies for success



How can we
define and
identify dyslexia?

Sut mae
diffinio
dyslecsia?



Frith

Morton & Frith 1995

Environmental
Amgylcheddol

Behavioural
Ymddygiadol

Cognitive
Gwybyddol

Biological
Biolegol

Environmental

Amgylcheddol

Behavioural
Ymddygiadol

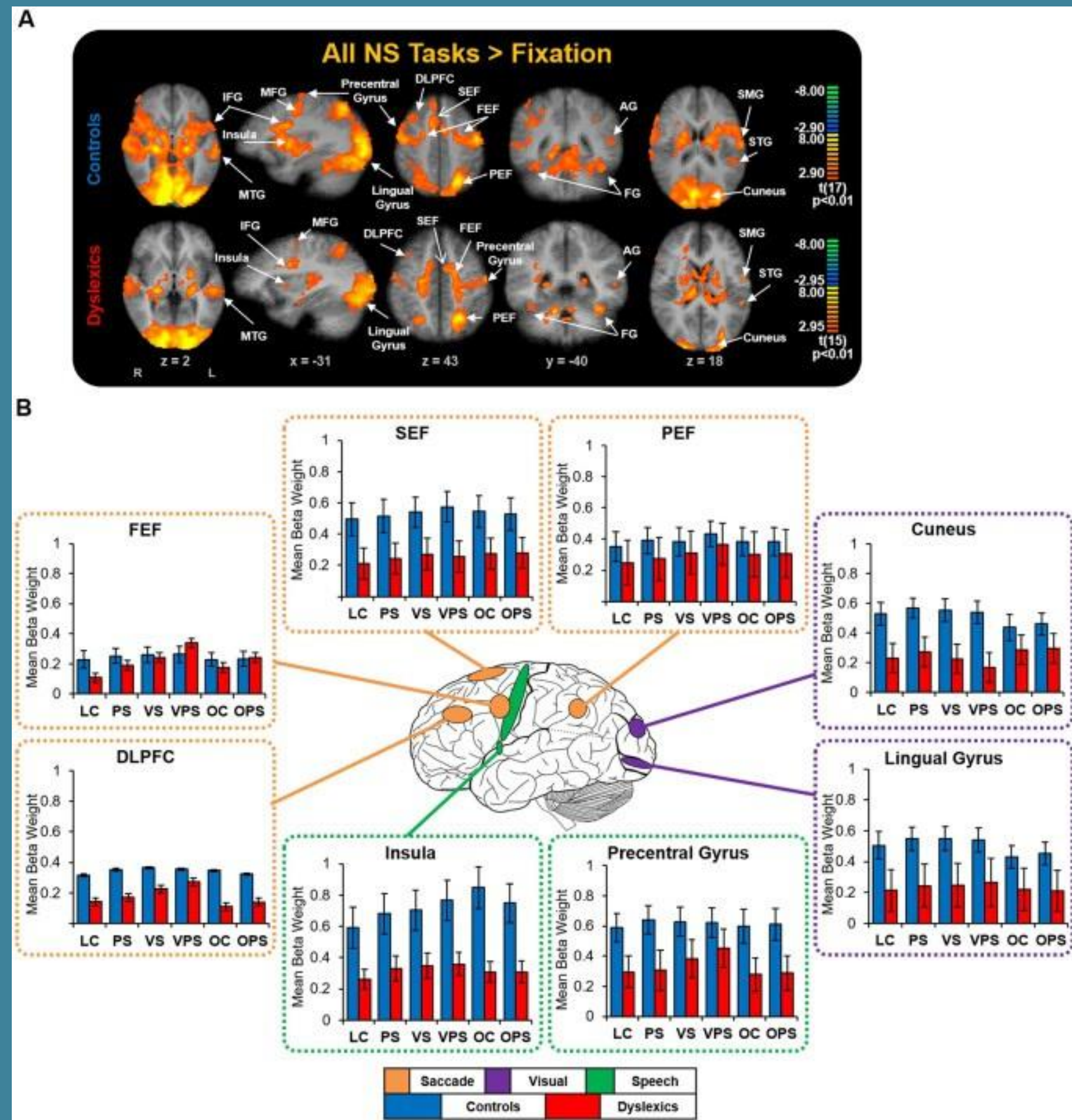
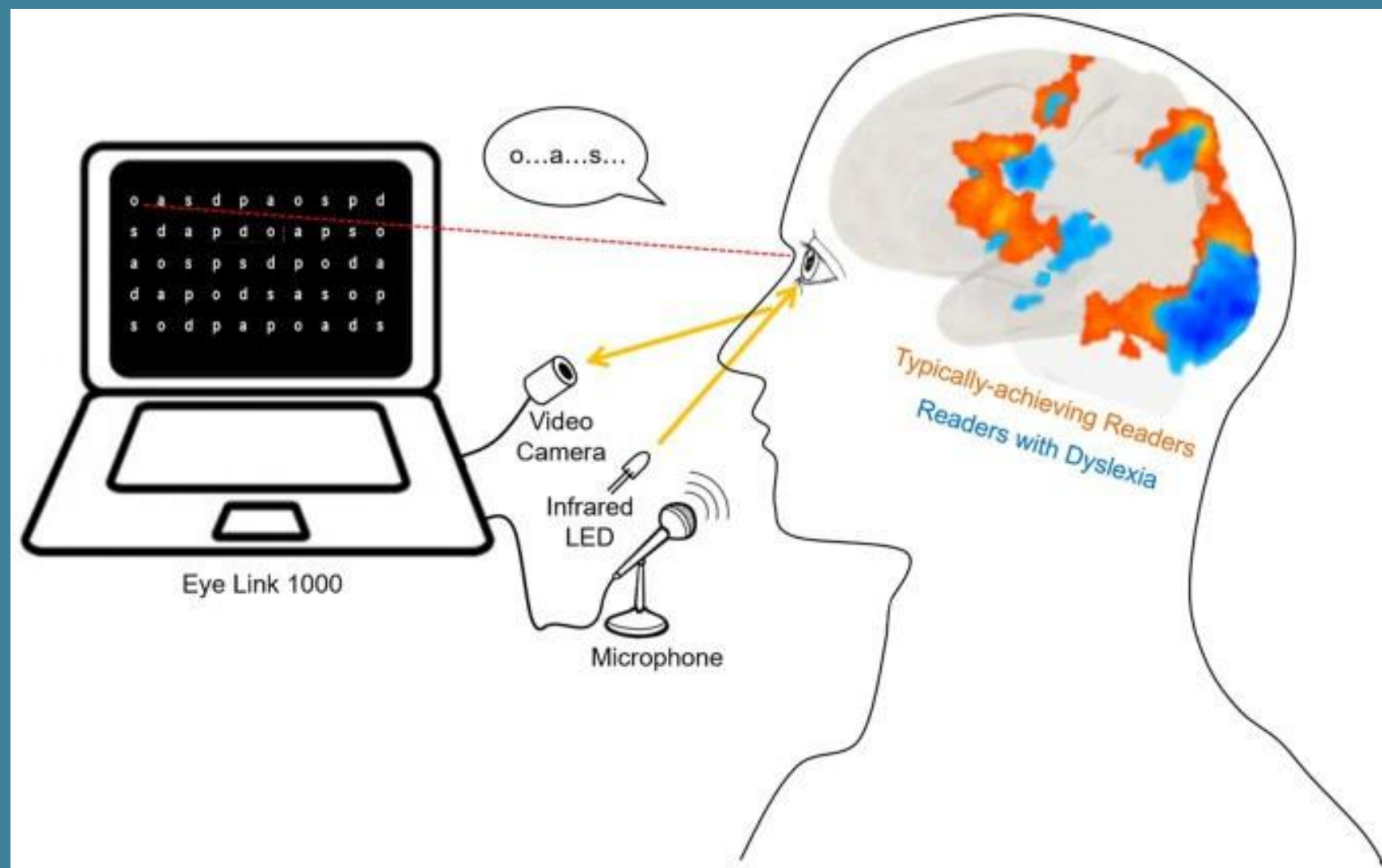
Cognitive
Gwybyddol

Biological
Biolegol

TYSTIOLAETH?

- **fMRI**
- *efeilliaid* / **twins**
- *teuluoedd* / **families**

EVIDENCE?



Environmental

Amgylcheddol

Behavioural
Ymddygiadol

Cognitive
Gwybyddol

Biological
Biolegol

TYSTIOLAETH?

- *ffonolegol* /
phonological
- *cyflymdra* / **speed**
- *cof* / **memory**

EVIDENCE?

Environmental

Amgylcheddol

Behavioural
Ymddygiadol

Cognitive
Gwybyddol

Biological
Biolegol

TYSTIOLAETH?

- *Sillafu* / spelling
- *Darllen* / reading
- *Trefnu* / organisation
- *Gwranddo* / listening

EVIDENCE?

Y lefelau gwybyddol ac ymddygiadaol

The cognitive and behavioural levels

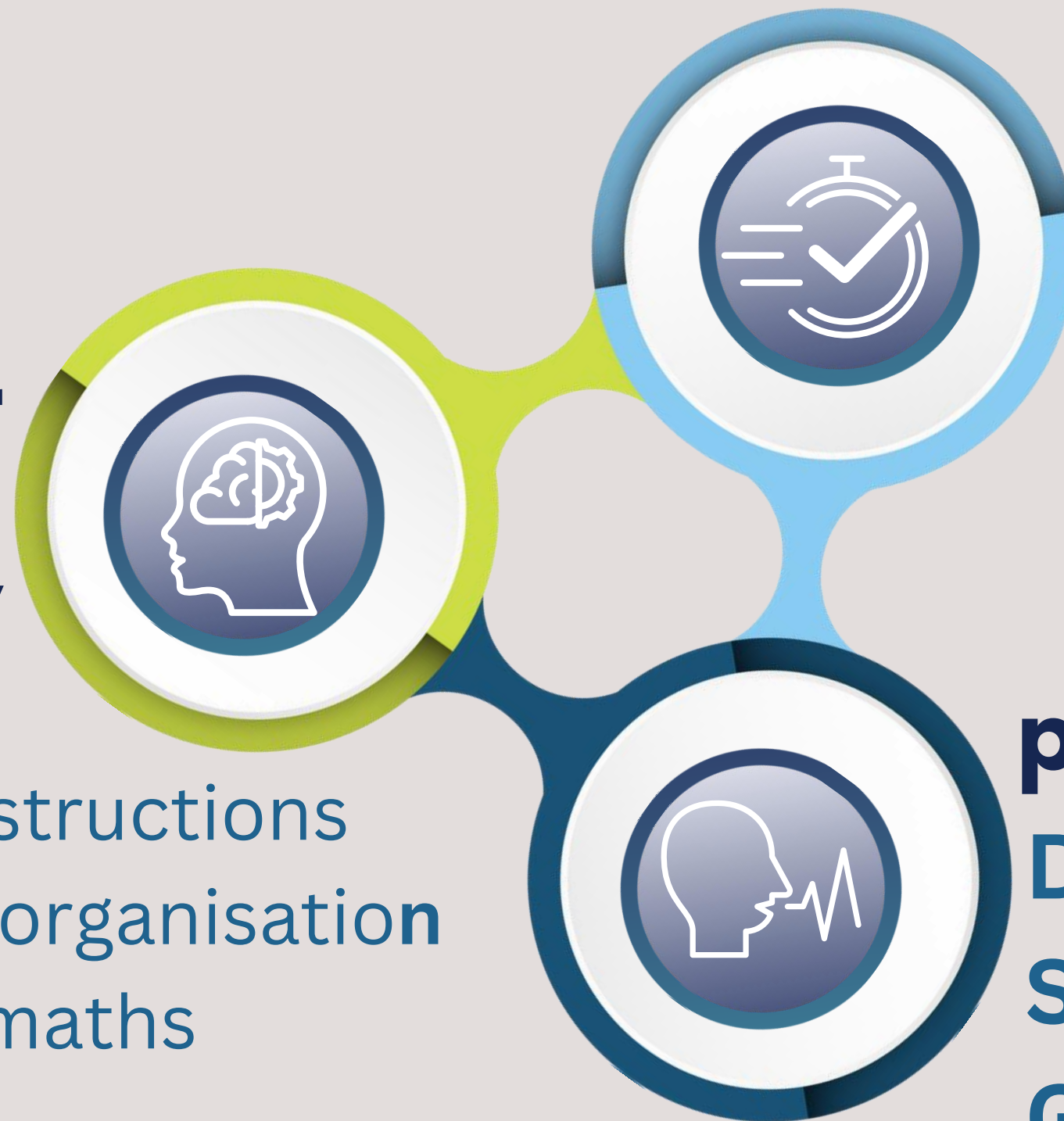
Cof byr-dymor /short-term memory

Geirfa/ vocabulary

Cyfarwyddiadau / instructions

Hunan-drefnu / self-organisation

Maths pen / mental maths



Cyflymdra / speed

Darllen / reading

Gweithio / working

Ffonolegol / phonological

Darllen / reading

Sillafu / spelling

Gwranddo / listening

Environmental
Amgylcheddol

Behavioural
Ymddygiadol

Cognitive
Gwybyddol

Biological
Biolegol

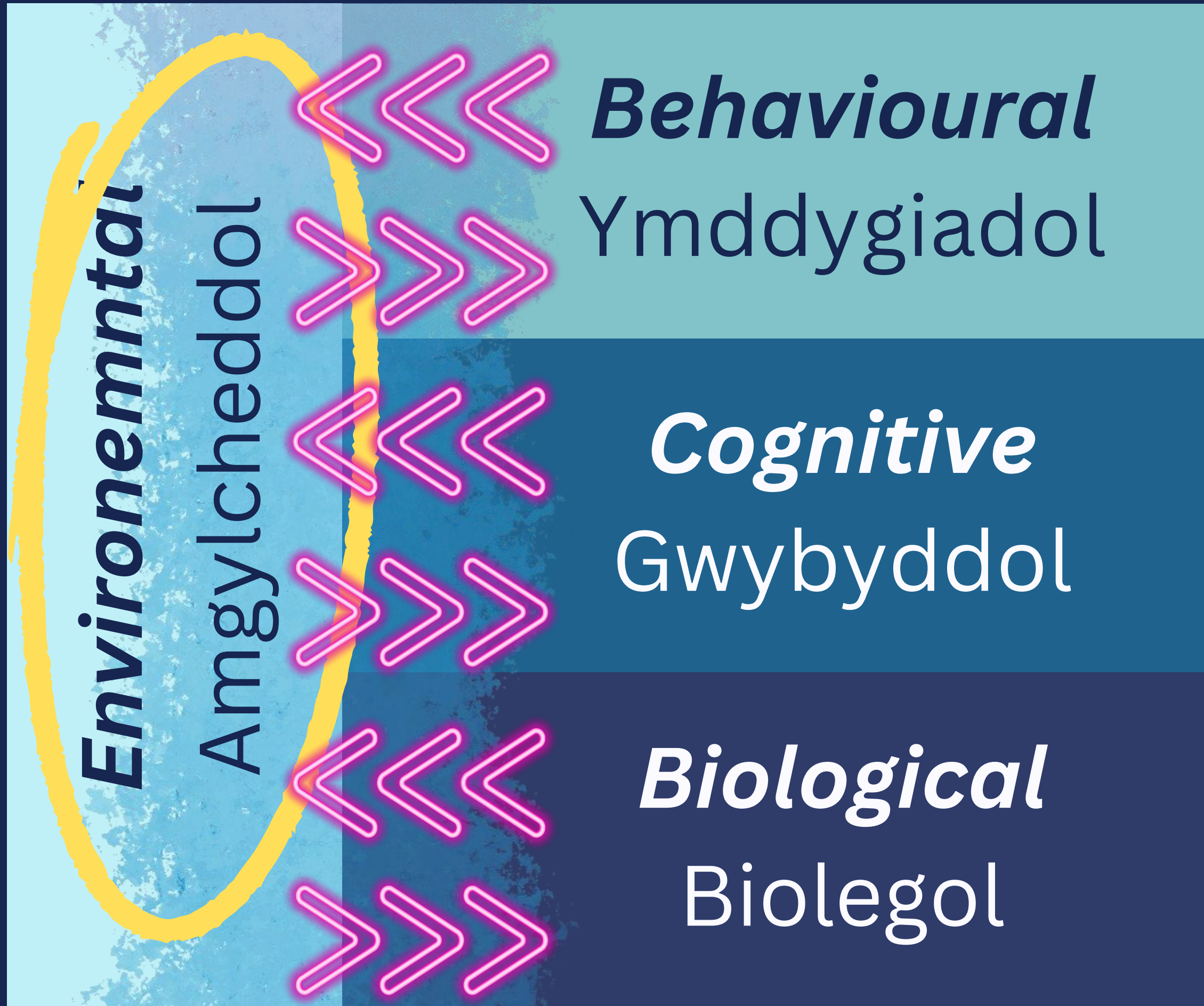
Spelling, reading, listening,
instructions, vocabulary,
maths, self-organisation,
reading speed, working speed

Phonological processing,
short term memory, working
memory, processing speed

Genes, brain regions,
laterality

Frith

**Cwestiynau?
Questions?**



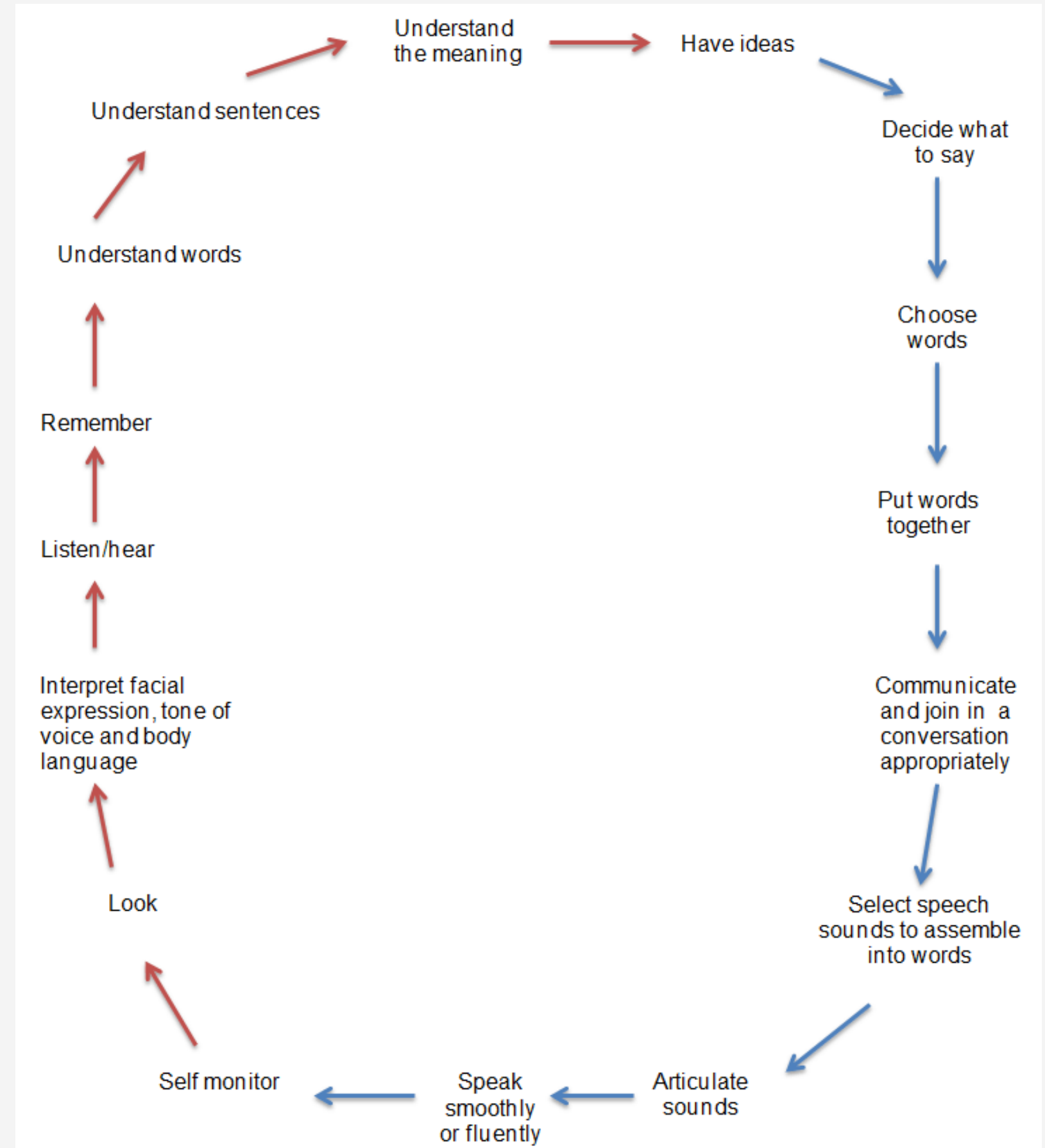


Rhesymau eraill dros ddiffyg datblygiad llythrennedd

Other reasons for a lack of
literacy development

Communication

Cyfathrebu



Many Strands Are Woven into Skilled Reading

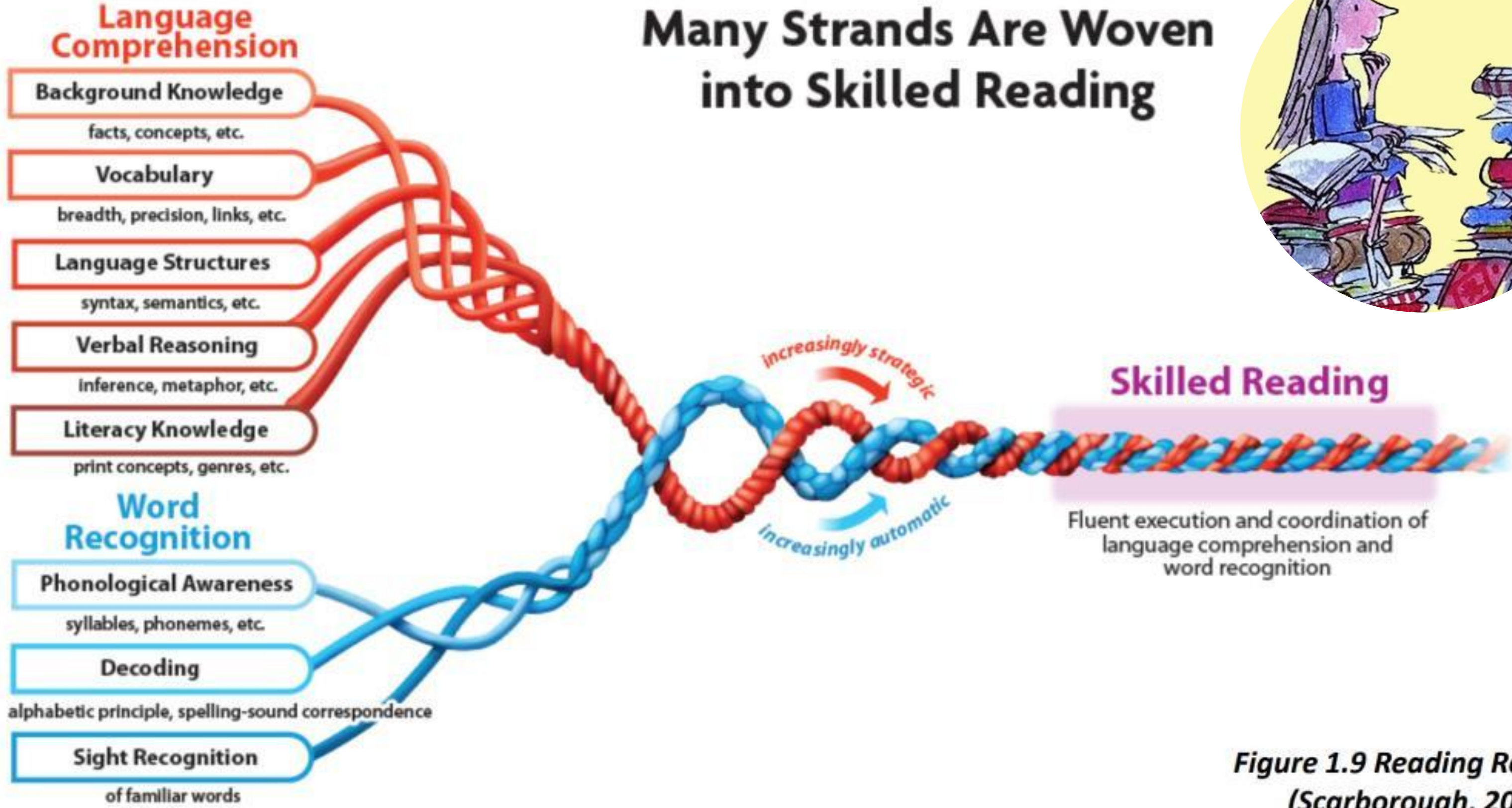


Figure 1.9 Reading Rope
(Scarborough, 2001)

Scarborough

Gwriad...

The procedure is actually quite simple. First, you arrange items into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many.

Mae'r weithdrefn mewn gwirionedd yn eithaf syml. Yn gyntaf, byddwch yn trefnu eitemau i wahanol grwpiau.

Wrth gwrs, gall un pentwr fod yn ddigonol yn dibynnu ar faint sydd i'w wneud. Os oes rhaid mynd i rywle arall oherwydd diffyg cyfleusterau, dyna'r cam nesaf; fel arall, rydych chi'n eithaf da. Mae'n bwysig peidio â gorwneud pethau. Hynny yw, mae'n well gwneud rhy ychydig o bethau ar unwaith na gormod.

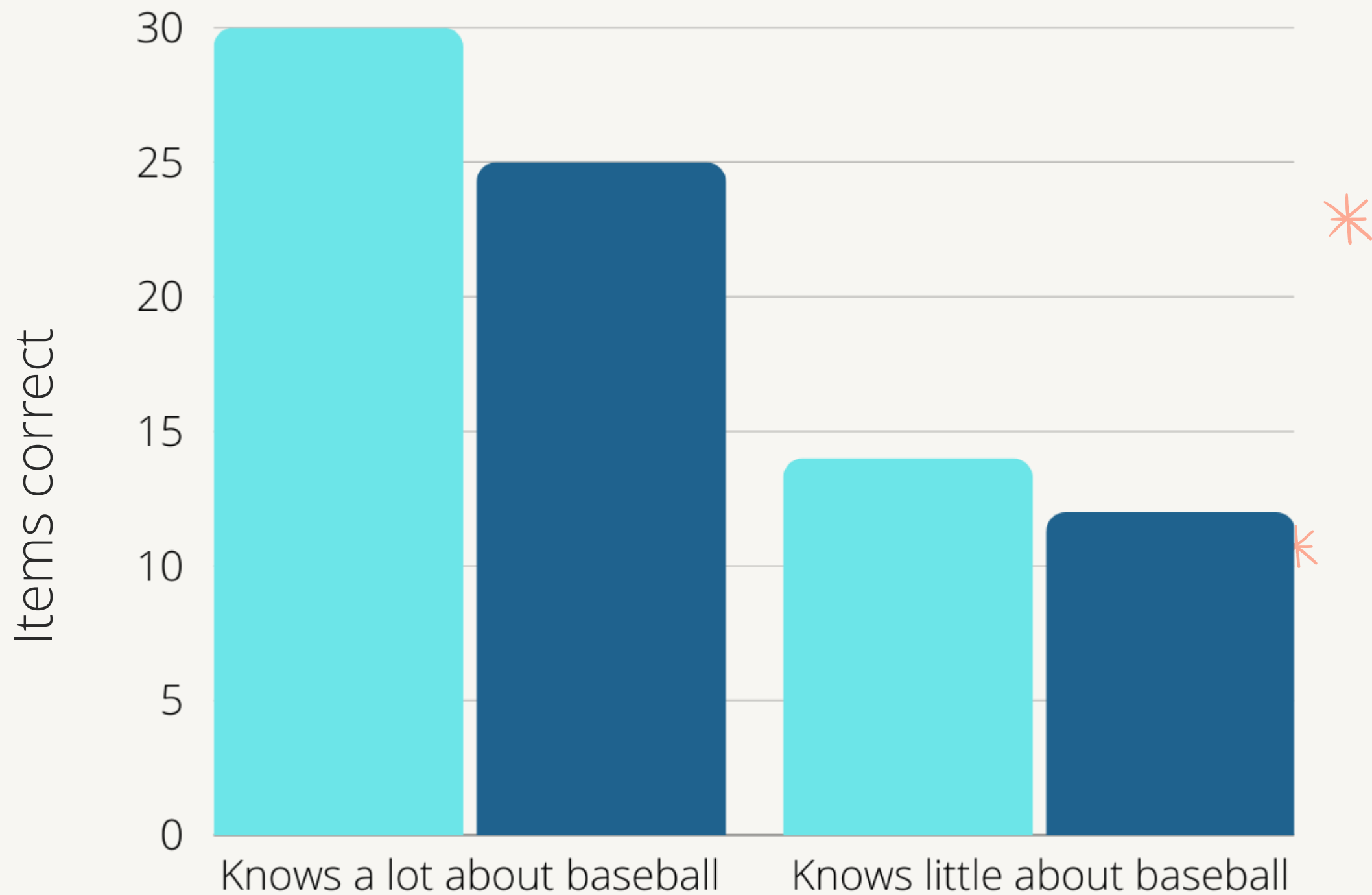
A digression...



How much of this do you understand?



Ashburn hit a ground ball to Wirtz, the shortstop, who threw it to Dark, the second baseman. Dark stepped on the bag, forcing out Cremin, who was running from first, and threw it to Anderson, the first baseman. Ashburn failed to beat the throw.

Astudiaeth / a study



 **Darllenwyr da / Good readers**
 **Darllenwyr gwael / poor readers.**

Possible reasons for lack of progress in literacy

Rhesymau posib dros ddiffyg datblygiad llythrennedd

Hearing impairment

Nam clyw



Lack of education

Diffyg Addysg



Visual impairment

Nam golwg



Emotional trauma

Trawma emosiynol



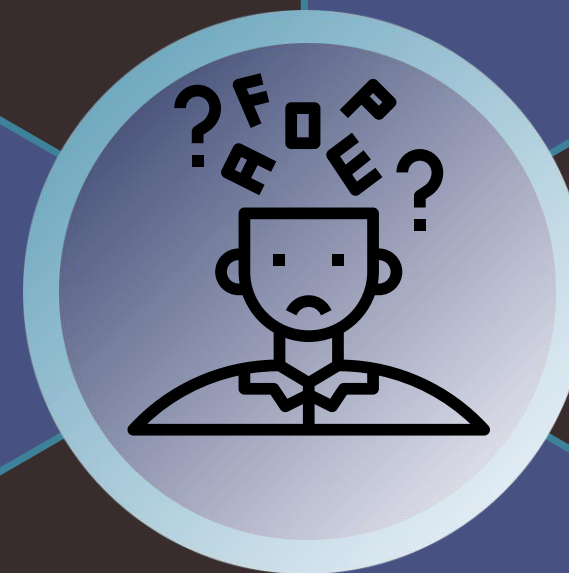
Speech and language issues

Anawsterau iaith a lleferydd



Lack of opportunity

Diffyg cyfleoedd



Gor-gyffyrddiad
Co-morbidity



DYSPRAXIA

PHYSICAL

Fine motor skills
Gross motor skills
Balance
Co-ordination

SPATIAL AWARENESS

Judging distances
Knowing where we are in relation to other people/objects

SPEECH & LANGUAGE

Pronouncing certain words
Stuttering
Words muddled up
Organising sequence of sentence
Controlling volume + tone of speech

SOCIAL

Eye contact
Literal thinking
When to interject
Repeat ourselves
Background noise

SENSORY

Over/under-sensitive to: touch, temperature, noise, smell, taste, pain, light.

CONCENTRATION

Daydreaming
Concentrating for long periods of time
Background noise

ORGANISATION

Doesn't come naturally
Forgetting things - memory

THOUGHT PROCESSING

Slower
Lots of thoughts at once - sleep difficulty 'shutting down' brain

SENSE OF DIRECTION

Getting lost easily
Difficulty telling left + right apart

MEMORY

Short term memory
Long lists of instructions

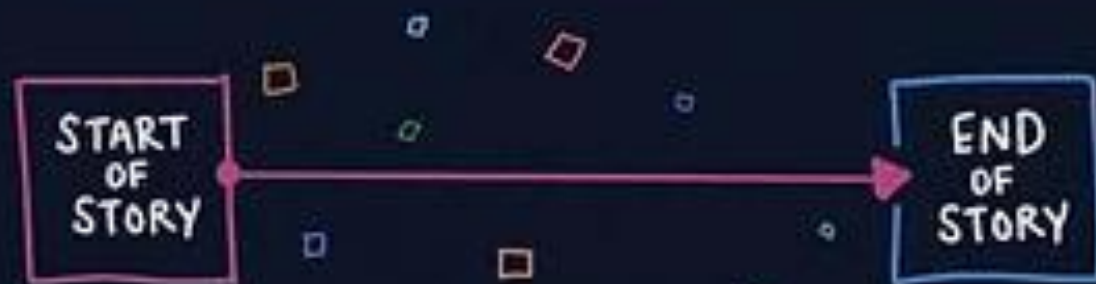
EYE MOVEMENT

Tracking
Relocating

EMOTION

Easily stressed + frustrated
New routines

NON-ADHD STORYTELLING



ADHD STORYTELLING



adhddd.com

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ADHD:

Hyperactive Distractible Impulsive

ALSO ADHD:

Passionate Outspoken Strategic
Creative Fun Caring Generous
Humorous Empathetic Spontaneous
Authentic Inclusive Charismatic
Futuristic Romantic Opinionated Kind
Big-Hearted Adaptable Intuitive
Memorable Friendly Honest Positive
Entertaining Curious Adventurous
Inspiring Brave Enthusiastic Eager
Resilient Influential Resourceful
Talkative Unique Musical Inventive
Imaginative Smart Energetic Awesome

adhddd.com

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Strategaethau i lwyddo

Strategies for success



Slow down	Slow down your pace of talking
Allow	Allow 8 seconds pause after asking a question
Use	Use think-pair-share
Don't expect	Don't expect pupils to copy from the board
Don't ask	Don't ask pupils to read aloud without warning
Allow	Allow more time to complete work / shorter pieces of work

Allow	Allow to sit next to a friend who can help them remember instructions
Keep	Keep instructions to a maximum of 3
Provide	Provide a visual reminder of the instructions
Make sure	Make sure print is clear, large enough and with good line spacing
Use	Use Assistive Technology
Allow	Allow different ways of presenting work.

Broader

Provision

- **First rate literacy and numeracy education from the start**
- **Strong oracy curriculum**
- **Systematic phonics instruction for all**
- **Investment into teacher expertise**
- **Budget and time for interventions**
- **Work with parents**
- **Reading volunteers**

Diolch am wrando

**Thank you for
listening**



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