

# *Unlock the Power of Early Intervention*

Eilis Daly

# *Introduction*

- Primary school teacher.
- Masters in Education, Specific learning difficulties- Dyslexia.
- Work 1:1 with both younger and older dyslexic students.
- Lead Facilitator of the Dyslexia Association of Irelands Readable Project.

**Readable  
Project**



# *Content*

- When should we assess for dyslexia?
- The impact early assessment has.
- How to support your students after ALPACA.



*When  
should we  
access for  
dyslexia?*

# *When should we access for dyslexia?*

- A child can only be diagnosed with dyslexia through a Diagnostic Assessment but these are usually only carried out from 7 years old (**British Dyslexia Association**).
- Screening can be done even before a child can read, as early as pre-kindergarten, but the best time to screen is in the first year of school at 5 years (**Nessy**).
- Children need to be at least six years old and have had at least 18 months of education (e.g. Christmas of Senior Infants) to be assessed (**Dyslexia Association of Ireland**).



*When do we  
assess for  
dyslexia in  
Ireland?*

# *When do we assess for dyslexia in Ireland?*

The Dyslexia Association of Ireland found that in 2022:

- 77% of its members were waiting two or more years to access an assessment.
- 14% of assessments were done publicly, primarily through the National Educational Psychological Service (NEPS).



*What does  
the current  
research  
suggest?*





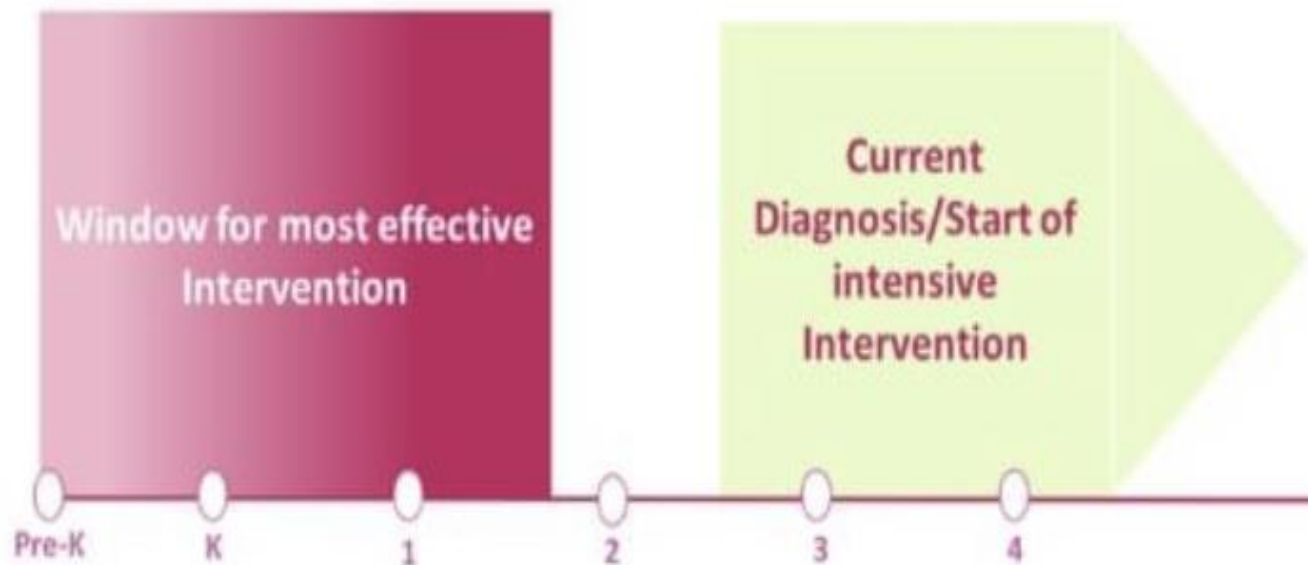
# ALPACA

Assessing Letter knowledge and  
Phonemic Awareness Classroom App

Powered by EBT

## The Dyslexia Paradox (“the wait to fail approach”)

Dyslexia is generally diagnosed after the most effective intervention window

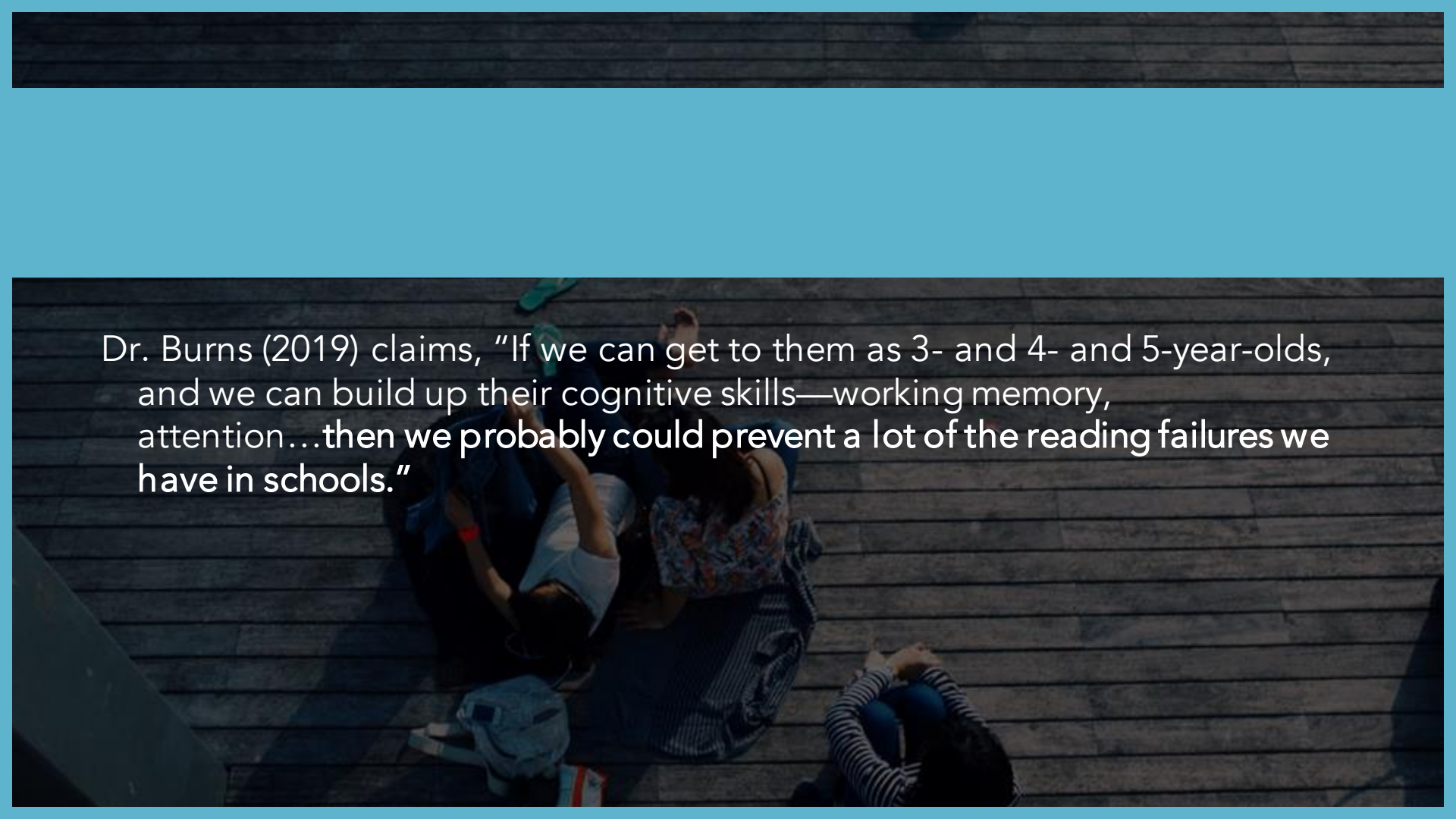




# “Wait-to-fail” approach to diagnose dyslexia

causes long-term damage to students:

- education
- mental health
- future economic success



Dr. Burns (2019) claims, "If we can get to them as 3- and 4- and 5-year-olds, and we can build up their cognitive skills—working memory, attention...then we probably could prevent a lot of the reading failures we have in schools."

## Predictors of dyslexia to look for in young children:

- struggles in letter-sound correspondence.
- struggles in pseudoword repetition (the ability to pronounce spoken nonsense words).
- struggles in identifying rhyming sounds.
- struggles in rapid automatized naming (the ability to automatically retrieve the names of objects, letters, or colours).
- deficits in oral language comprehension.
- deficits in receptive and expressive vocabulary (Gaab et al. 2019, p. 7).

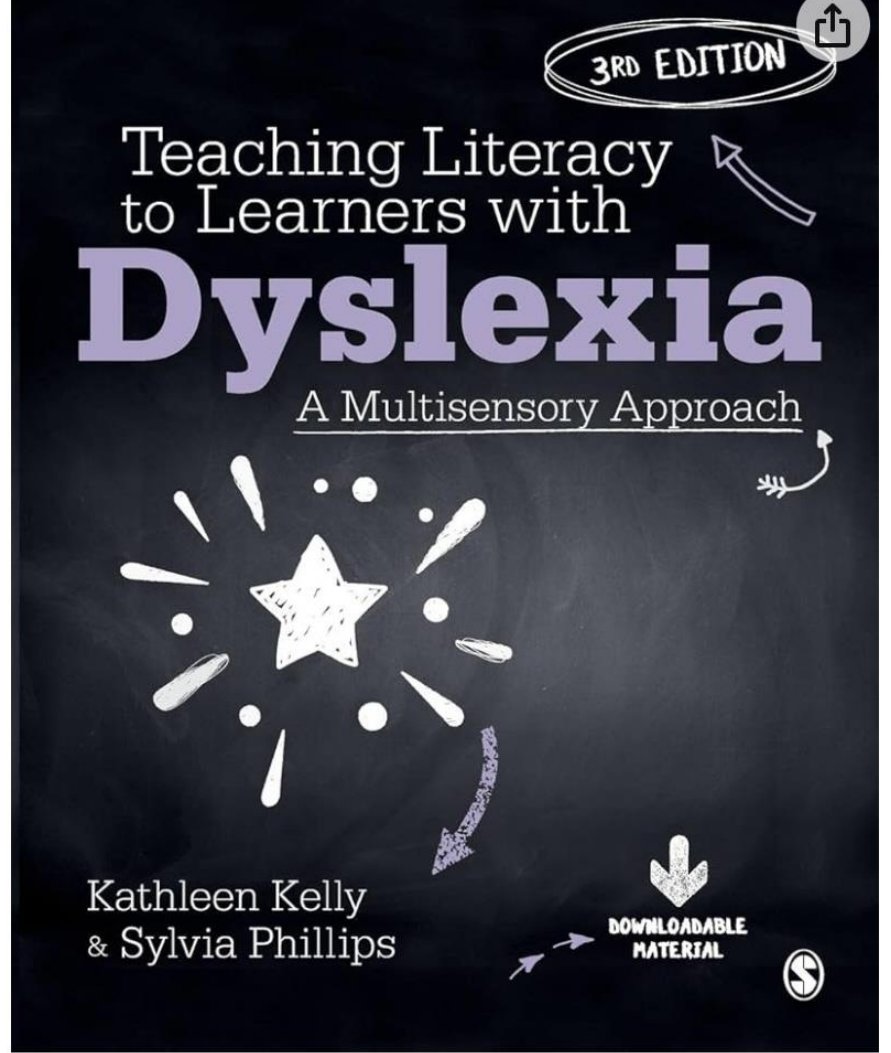
# Reading is a gateway skill.

In other words, the ability to read is fundamental to and facilitates all academic learning. When a child's reading development lags behind classmates, she/he is at a disadvantage not only in reading, but also in writing, math, and other content areas. It is often said that children learn to read from K– 3 and then read to learn after that. If a child hasn't developed proficiency as a reader by the end of third grade, regardless of how intelligent that child may be, she/he will fall further and further behind classmates who are proficient readers.

(Wendling & Mather, 2011).



How to  
support  
your  
students  
after  
ALPACA



# *Multisensory teaching*

- Builds on learner's strong channels while also developing the weaker ones.
- Making links between the visual (seeing something), auditory (hearing something that is seen), kinaesthetic (some form of related movement of muscles) and tactile (touching or feeling something) senses (VAKT).
- A 'link' means that at least two senses should be simultaneously engaged in an activity.

(Kelly & Philips, 2022)



# Alphabet and Dictionary work

- Letter names are used as a letter has only one name but can have more than one sound- this gives confidence to the learner when labeling.
- Can be used 1:1, small group or whole class, 8-20 mins.
- Fun as it's multisensory, no writing involved.
- Wooden or plastic letters either all capital or lowercase, printed cards can be used for older learners.





# Assessing Letter Knowledge and Phonemic Awareness Classroom App

Set out arc- having put markers down first

- A-Z
- Z-A
- Take letters in any order out of a bag/box and put them in the correct
- Starting from m and n, place letters before M and after N

Assessment: Which letter names and sounds they know- checking both upper and lowercase, can the sequence the letter a-z, do they know vowels and consonants.

(Kelly & Philips, 2022)

# Activities

- The learner closes their eyes and names a letter by feeling it and then checking this by looking.
- The teacher traces a letter on the learners back/hand (subject to school policy on touch). The learner then names it and removes it from the arc.
- Ask the learner which letter come before/after a selected letter.
- Play 'letter snatcher' by asking the learner to close their eyes while the teacher removes one or more letters, the learner looks at the arc to determine the missing letters, saying their names aloud (good for role reversal).
- Three or four consecutive letters are removed by the teacher and the learner has to replace them in the correct order, naming them as they do.
- The learner closes their eyes and points to where they think a particular letter is placed in the arc and the opens their eyes to check.

(Kelly & Philips, 2022)

# *The Conquering Literacy Programme*

- <https://study.sagepub.com/kellyandphillips2e2/student-resources/downloadable-materials>

## *Plan for a One-hour Lesson*

- [https://study.sagepub.com/sites/default/files/01\\_Kelly%20%26%20Phillips\\_Table%209.1.pdf](https://study.sagepub.com/sites/default/files/01_Kelly%20%26%20Phillips_Table%209.1.pdf)

## *Main Programme Record Sheet*

- [https://study.sagepub.com/sites/default/files/11\\_Kelly%20%26%20Phillips\\_Table%20V.1.pdf](https://study.sagepub.com/sites/default/files/11_Kelly%20%26%20Phillips_Table%20V.1.pdf)  
(Kelly & Philips, 2022)



*Thank you!  
Any  
questions?*

# Assessing Letter Knowledge and Phonemic Awareness Classroom App

