

Dyslexia and Tutoring

Fact Sheet

Written by Belinda Dekker [Dyslexia Support Australia](https://dekkerdyslexia.wordpress.com/) <https://dekkerdyslexia.wordpress.com/>

Tutor Registries

Contact these not for profit organisations for tutor recommendations:

Australian Dyslexia Association <http://dyslexiaassociation.org.au/contact-ada>

SPELD in your State <http://auspeld.org.au/state-associations/>

Learning difficulties Australia
<https://www.ldaustralia.org/tutor-referral-services.html>

The best option for dyslexia intervention is to seek out a structured literacy specialist tutor or educational therapist.

.....

Questions to ask

▸ **What is their training and experience?**

- Look for tutors that have been trained in structured literacy.
- Tutors may be trained teachers, speech pathologists or psychologists that have done further professional development in dyslexia &/or structured literacy.
- Tutors or therapists may have undertaken training in an structured literacy based program or Orton- Gillingham based program.
- Specialist structured literacy tutors and therapists are highly qualified and experienced in the remediation of dyslexia and other literacy difficulties.
- A regular tutor with no experience instructing a student with learning difficulties is unlikely to use techniques shown to assist them with their learning difficulties.

▸ **Does the tutor or therapist have?**

- Working with children check.

- Referrals from parents.
- Registration with Learning Difficulties Australia, SPELD Australian Dyslexia Association, AMADA (Associate Member Australian Dyslexia Association). These bodies have standards for qualifications and professional development.

Does the tutor or therapist?

- Allow you to sit in on lessons?
- Provide you with activities that can be undertaken at home?
- Offer an individual learning plan?
- Undertake an initial and ongoing assessment?

"Findings from the research evidence indicate that all students learn best when teachers adopt an integrated approach to reading that explicitly teaches **phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension.**" *National Inquiry into the Teaching of Literacy in Australia* (2005)

https://research.acer.edu.au/cgi/viewcontent.cgi?filename=2&article=1004&context=tll_misc&type=additional

.....

"LDA supports approaches to reading instruction that adopt an explicit structured approach to the teaching of reading and are consistent with the scientific evidence as to how children learn to read and how best to teach them.

Programs that follow an explicit structured approach to the teaching of reading include as an integral part of the teaching program specific instruction in phonology, sound-symbol associations, as well as syllable structures, morphology, syntax and semantics as a basis for developing accurate and fluent word reading and reading comprehension. Such programs conform to the definition of 'structured literacy programs' as adopted by the International Dyslexia Association in July 2014. *Learning Difficulties Australia* 2015

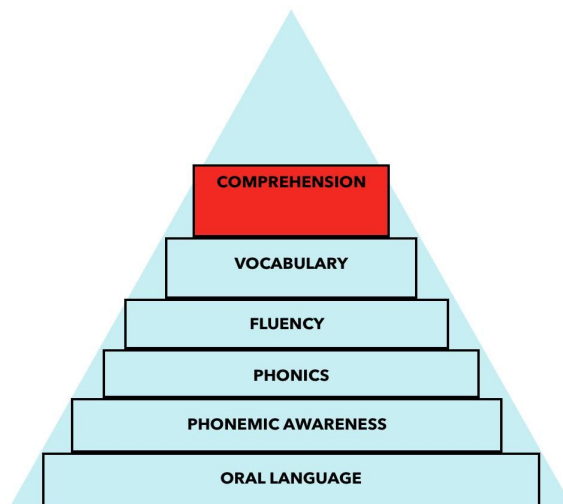
<https://www.ldaustralia.org/client/documents/LDA%20Position%20Statement%20on%20Reading%20Instruction%20%20May%202015.pdf>

"There is a growing body of evidence supporting multisensory teaching. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), converges on the efficacy of explicit structured language teaching for children with dyslexia. Young children in structured, sequential, multisensory intervention programs, who were also trained in phonemic awareness, made significant gains in decoding skills. These multisensory approaches used direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning word parts. Studies in clinical settings showed similar results for a wide range of ages and abilities." *International Dyslexia Association* <https://www.dys-add.com/resources/Myths/IDA.OG.Fact.Sheet.pdf>

"STRUCTURED LITERACY INSTRUCTION IS MARKED BY SEVERAL ELEMENTS:"

The early years

Foundations of reading



Phonology. Phonological and phonemic awareness.

Sound-Symbol Association. The instruction of sound-symbol associations is often referred to as phonics.

Syllable Instruction. The six basic syllable types.

Morphology. The study of base words, roots, prefixes, and suffixes.

Syntax. Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning.

Semantics. Semantics is that aspect of language concerned with meaning. The curriculum must include instruction in the comprehension of written language.

Systematic and Cumulative. Systematic means that the organization of material follows the logical order of the language. Cumulative means each step must be based on concepts previously learned.

Explicit Instruction. Structured Literacy instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction.

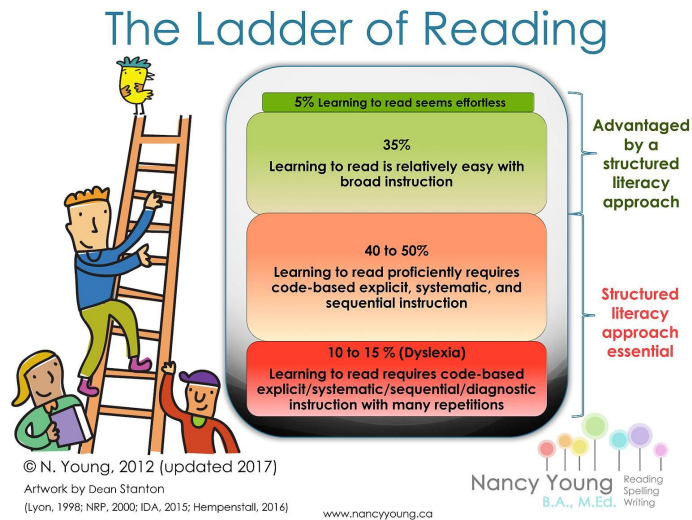
Diagnostic Teaching. The instruction is based on careful and continuous assessment.

Adapted from Effective Reading Instruction International Dyslexia Association

<https://dyslexiaida.org/effective-reading-instruction/>

See ladder of reading infographic at:

https://docs.wixstatic.com/ugd/c10b02_d4f67d987ee349ac866bfc6b95fb2942.pdf



Disclaimer

The information in this fact sheet is presented by Belinda Dekker for the purpose of disseminating information to the public. Belinda Dekker does not make any representation or warranty about the accuracy, reliability, currency or completeness of any material contained in this fact sheet or on any linked site.

While I make every effort to ensure that the material on this guide is accurate and up-to-date, you should exercise your own independent skill and judgement before you rely on it. This guide is not a substitute for independent professional advice and users should obtain any appropriate professional advice relevant to their particular circumstances. Links to other websites are inserted for convenience and do not constitute endorsement of material at those sites, or any associated organisation, product or service.

In some cases the material in this guide may incorporate or summarise views, standards or recommendations of third parties or comprise material contributed by third parties ("third party material"). Such third party material is assembled in good faith, but does not necessarily reflect the considered views of Belinda Dekker, or indicate a commitment to a particular course of action. Belinda Dekker makes no representation or warranty about the accuracy, reliability, currency or completeness of any third party information.

Belinda Dekker is not liable for any loss resulting from any action taken or reliance made by you on any information or material in this guide (including, without limitation, third party information)

Code Read Dyslexia Network Australia

Get in contact with us:
info@codereadnetwork.org
PO Box 493
CURTIN ACT 2605
Australia