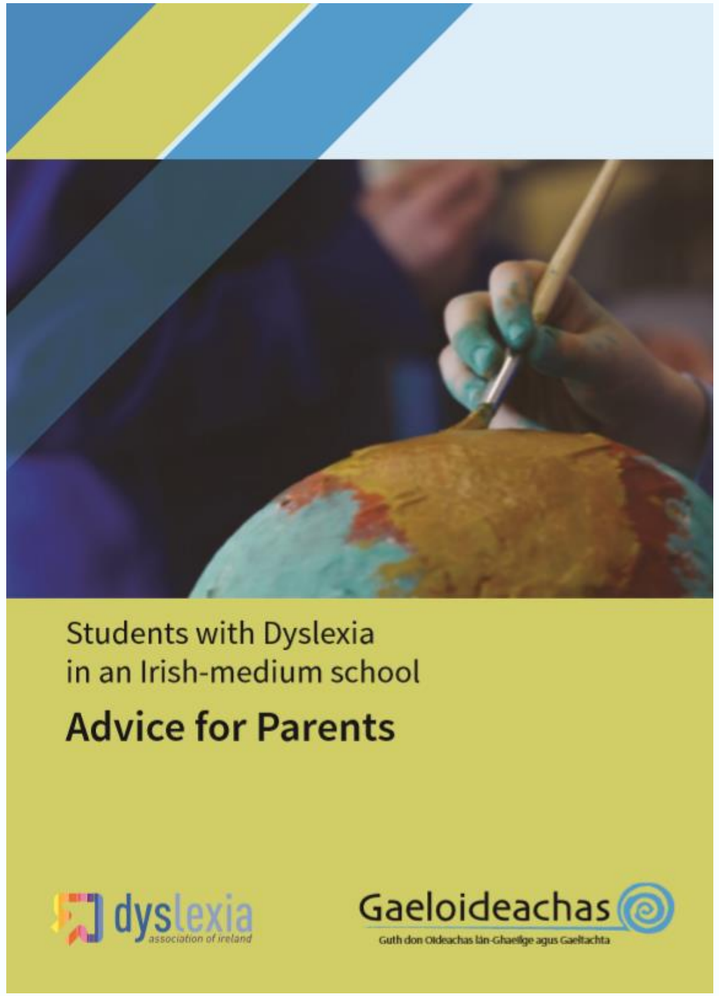
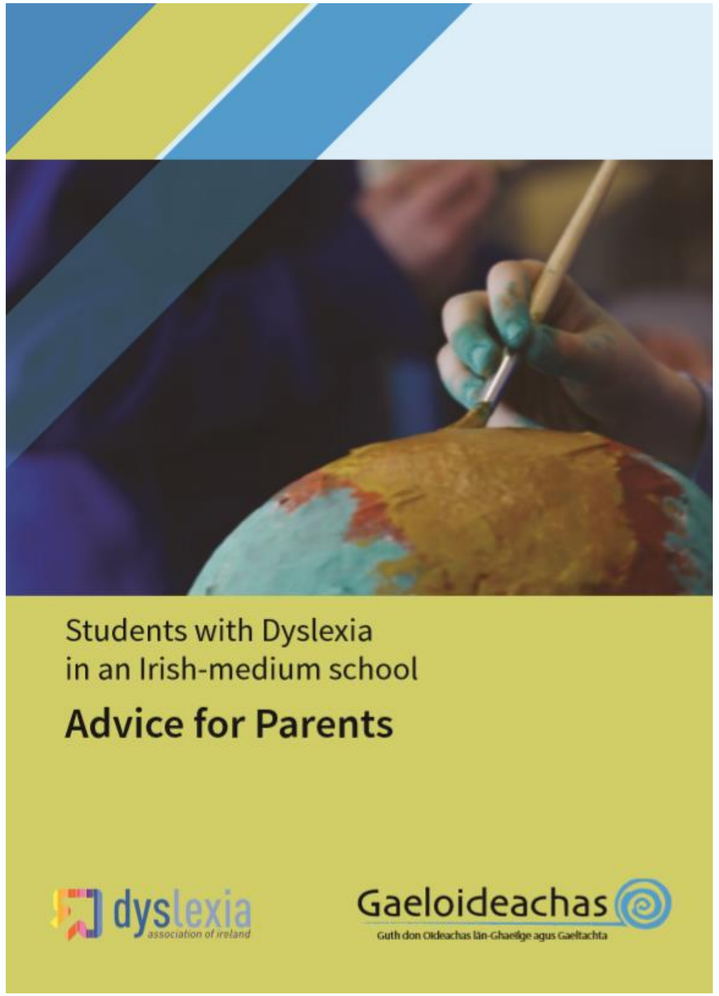
Leabhrán Nua

gaeloideachas.ie/special-education/





dyslexia
association of ireland

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Leabhrán Nua

dyslexia association of ireland

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

An Disléicse sa Chóras lán-Ghaeilge & Gaeltachta

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

An Painéal

- **Dr Sinéad Nic Aindriú**

  Scoil an Oideachais Ionchuimsithigh agus Speisialta, Institiúid Oideachais OCBÁC

- **An tOllamh Pádraig Ó Duibhir**

  Tuismitheoir agus Leas-Déan Institiúid Oideachais OCBÁC

- **Niamh Nic Dhiarmada**

  Príomhoide Ghaelscoil Áine

- **Cáit Ní Chonghaile**

  Múinteoir Iar-bhunscoile

- **Clodagh Ní Mhaoilchiaráin (Cathaoirleach)**

  Príomhoide Ghaelscoil Bhaile Brigín & Cathaoirleach fhochoiste RSO Gaeloideachas

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Understanding Dyslexia in Irish-medium Education

Dr. Sinéad Nic Aindriú,

School of Inclusive and Special Education

Institute of Education

Dublin City University

sinead.andrews@dcu.ie

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

I'd probably initially had guilt around the fact of having sent him to a Gaelscoil and this having happened.

(Parent Dyslexia, School B)

Parents panic because they are wondering whether they would cope.

(Parent of Pupil who transferred Dyslexia)

Is she at a disadvantage?

(Parent Dyslexia, School D)

I was suggesting to his teacher…. would he be able? And this has been in my head for a long time.

(Parent Dyslexia & SSLD, School A)

(Andrews, 2020)

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

She said, get him out of there! Get him an exemption in Irish and the whole lot.
(Parent Dyslexia, School B)

She told us to focus on one language or on English.
(Parent Dyslexia, School D)

(Andrews, 2020)

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Bilingualism & Learning to Read

Language sounds and their spellings

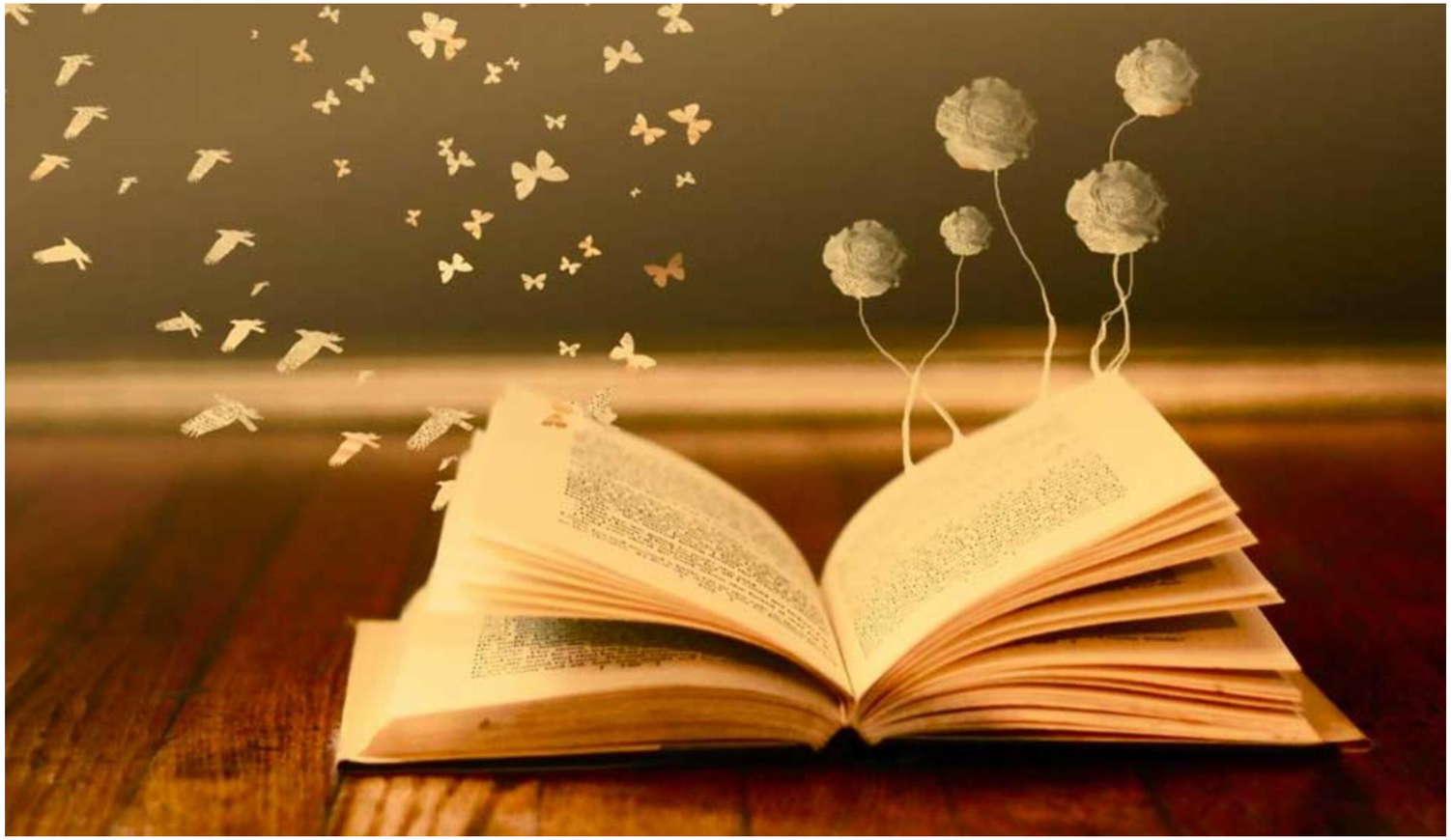
Language	Number of sounds	Number of ways to spell sounds
Italian	33	25
Spanish	35+	38
French	32	250+
English	44	1,100+

(Adapted from Sousa, 2005).

- Cross linguistic transfer of skills.
- Early bilingual exposure can have a positive effect on learning to read in a second language.
- It can be easier to learn to read in a language with a phonological opaque orthography (English) if you learn to read in a language with a phonologically transparent language first (e.g. Irish/Spanish)

(Cummins, 2012; Hoeft et al., 2007; Kroll & Bialystok, 2013; Kovelman et al., 2008; Kovelman et al., 2016; Lallier et al., 2014)

Bilingualism and Dyslexia



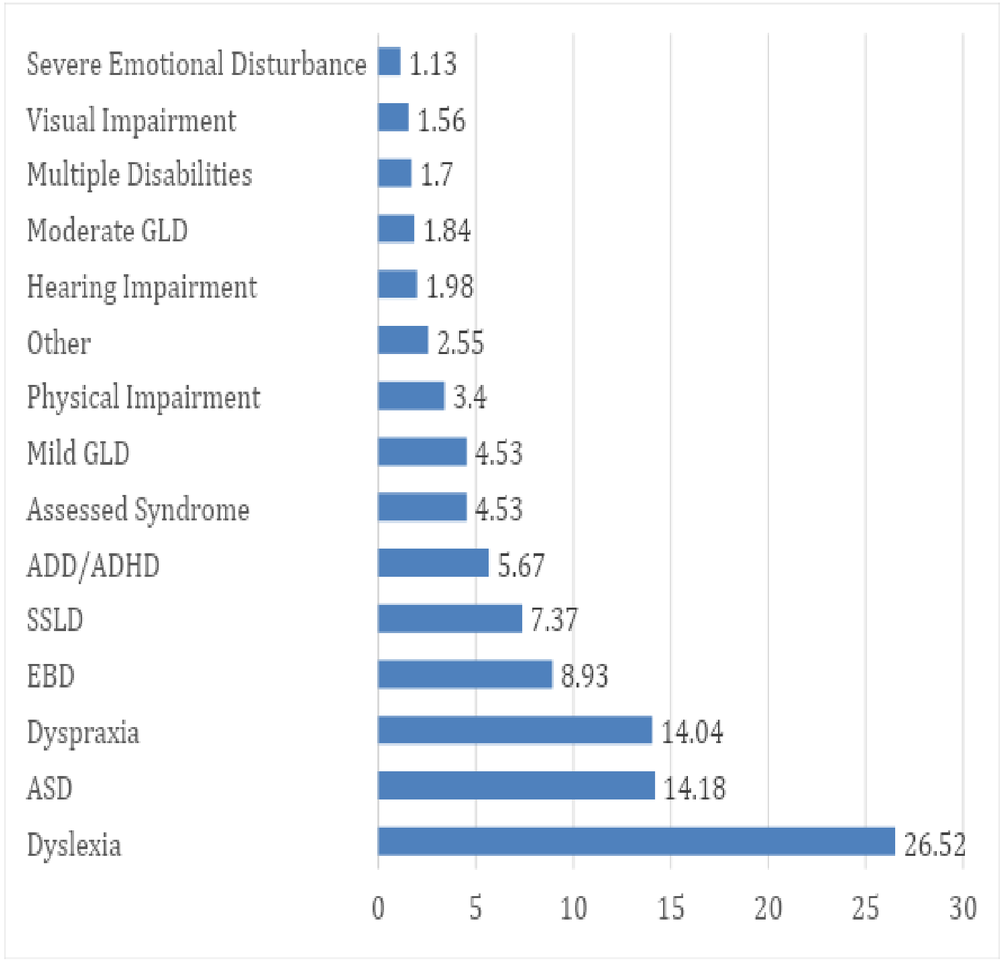
- Students learning to read in a more orthographically transparent language (Italian) found to have better skills in English than monolingual peers with dyslexia (Siegel, 2016).
- Similar reading deficits in both languages (Bonifacci et al., 2017; Geva et al., 2000; Klein & Doctor, 2003; Palladino et al., 2013, 2016).
- Some bilingual children enjoy reading in their second language!! (Miller-Guron, & Lundberg, 2000).
- Language specific literacy skills in both languages.
- Spelling and writing as a challenge (Hellen & Kaasa, 2005; Palladino et al., 2013, 2016).
- Benefits of early interventions in only one language even if not fully fluent in this language (Geva et al., 2000).

Gaeloideachas

Guth don Oideachas Lán-Ghaeilge agus Gaeltachta

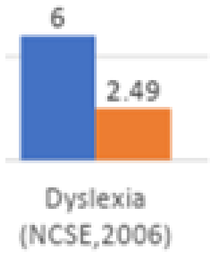
Prevalence in Gaelscoileanna

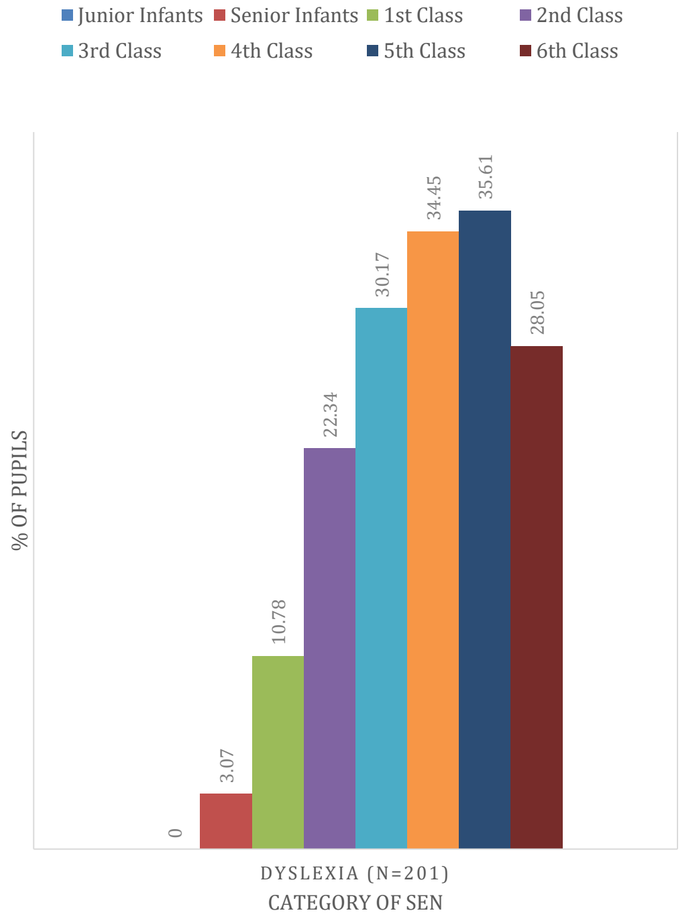
(Nic Aindriú, Ó Duibhir, Travers, 2020)



Co-morbidity is not investigated in this study – however, research does show that dyslexia has a high rate of co-morbidity with: dyscalculia, dysgraphia, dyspraxia (DCD), ADD/ADHD, specific language impairment.

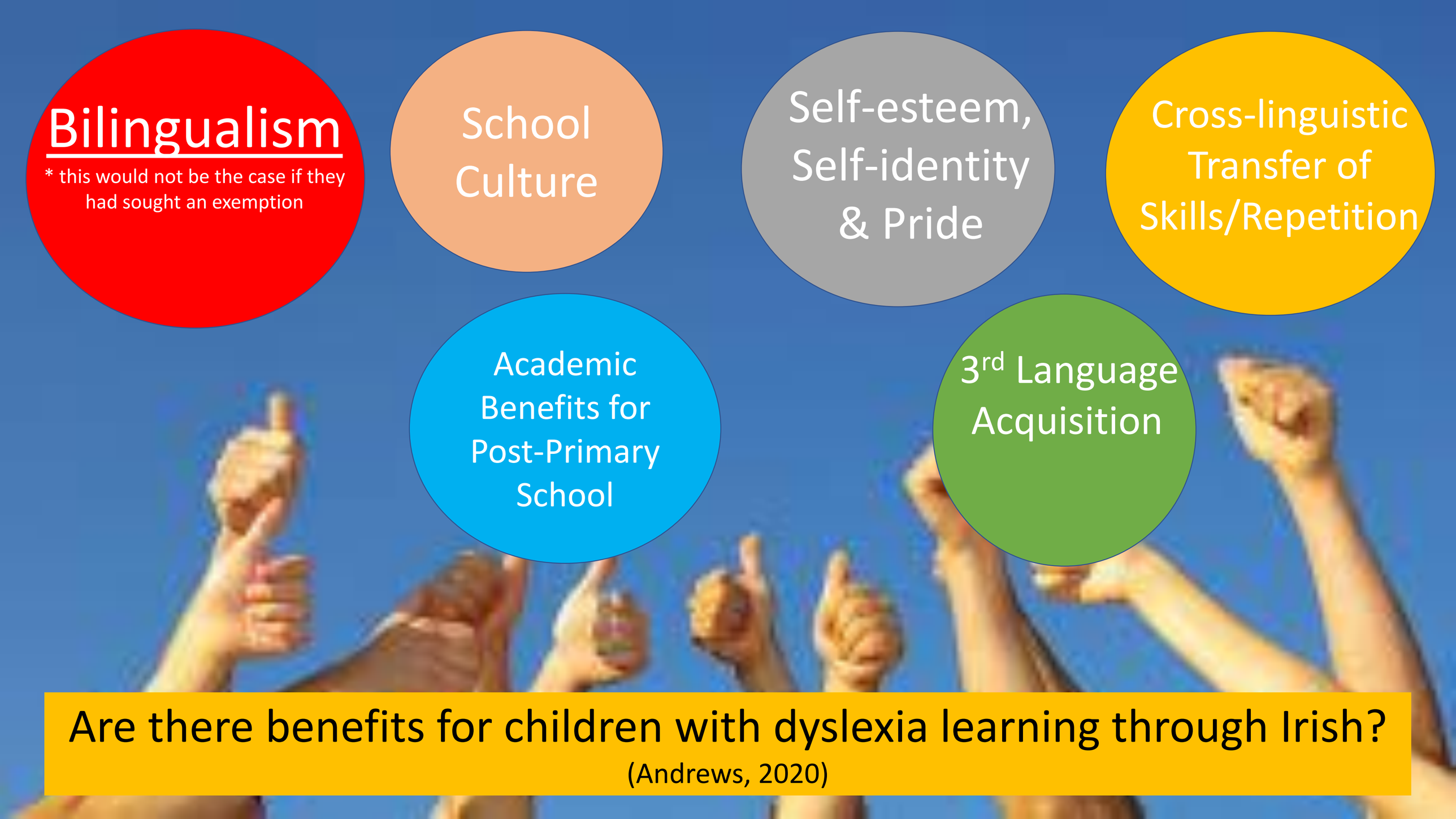
Comparison between IM prevalence and all primary schools





Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta


Bilingualism
* this would not be the case if they had sought an exemption
School Culture
Self-esteem, Self-identity & Pride
Cross-linguistic Transfer of Skills/Repetition
Academic Benefits for Post-Primary School
3rd Language Acquisition
Are there benefits for children with dyslexia learning through Irish?
(Andrews, 2020)

Going forward:

(Andrews, 2020)

- Research
- External Professionals working through Irish – views/opinions
- Resources – ICT
- Parental Concern –
- Parental Involvement – Irish
- Assessment in School and by Professionals
- CPD for Teachers – Course Development

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Helping students with dyslexia

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

- Home language interventions are **VERY** important (cross linguistic transfer of skills)
- Give them the opportunity to read in both languages.
- Written documentation of the student's proficiency in L1 and L2.
- Conduct evaluation in both L1 and L2 using the same evaluation assessment.
- Consider various types of informal and formal assessment (e.g. narratives, dynamic assessment).
- Provide input in school planning for your child.

Helping students with dyslexia

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

- Learn Irish as a language and become an active participant in your school community if possible.
- Evidence based response strategies even if through English.
- They will experience difficulties in both languages and learning to read in both languages will take time and effort.
- Use ICT where possible and offer different was of accessing information/learning content, e.g. audio books, presentations on PowerPoint, videos.
- Students can display learning in many different formats and offering choice is a good option, e.g. record an audio, video, use Marla to make a scene from a story.

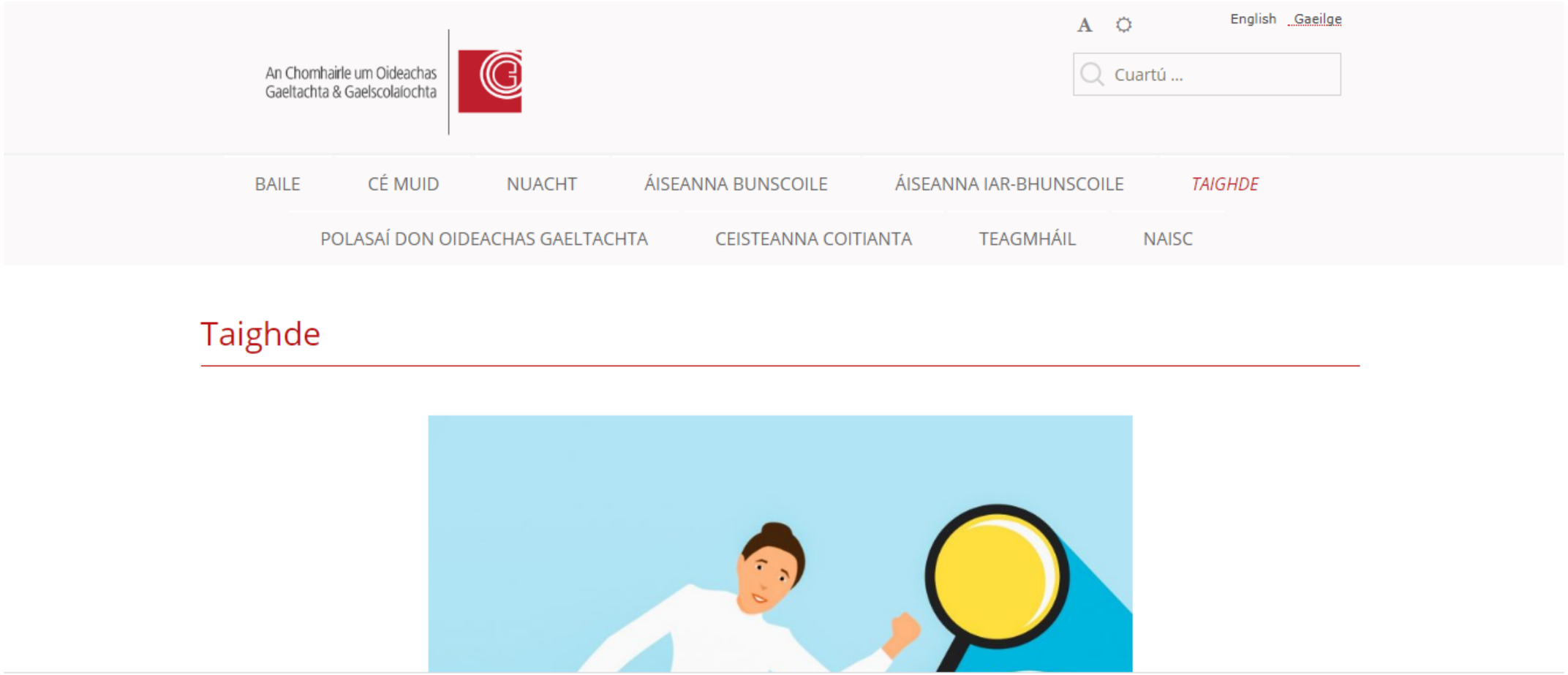
References

- Andrews, S. (2020). The additional supports required by pupils with special educational needs in Irish-medium schools. Available from: http://doras.dcu.ie/24100/
- Bonifacci, P., Canducci, E., Gravagna, G., & Palladino, P. (2017). English as a foreign language in bilingual Language-minority children, children with dyslexia and monolingual typical readers. Dyslexia, 23(2), 181-206. doi:10.1002/dys.1553
- Bonifacci, P., & Tobia, V. (2016). Crossing barriers: Profiles of reading and comprehension skills in early and late bilinguals, poor comprehenders, reading impaired, and typically developing children. Learning and Individual Differences, 47, 17-26.
- Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students. Reading and Writing, 25(8), 1973-1990.
- Geva, E., Yaghoub-Zadeh, Z., & Schuster, B. (2000). Understanding individual differences in word recognition skills of ESL children. Annals of dyslexia, 50(1), 121-154.
- Helland, T., & Kaasa, R. (2005). Dyslexia in English as a second language. Dyslexia, 11(1), 41-60. doi:10.1002/dys.286
- Ho, C. S. H., & Fong, K. M. (2005). Do Chinese dyslexic children have difficulties learning English as a second language? Journal of psycholinguistic research, 34(6), 603-618.
- Klein, D., & Doctor, E. A. L (2003). Patterns of developmental dyslexia in bilinguals. Goulandris, Nata (Ed), Dyslexia in different languages: Cross-linguistic comparisons. (pp. 112-136). Philadelphia, PA, US: Whurr Publishers, ix, 308 pp.
- Kovelman, L., Baker, S. A., & Petitto, L. A. (2008). Age of bilingual language exposure as a new window into bilingual reading development. Bilingualism: Language & Cognition, 11(2), 203–223.
- Kovelman, L., Bisconti, S. & Hoeft, F. (2016). Literacy & Dyslexia Revealed through Bilingual Brain Development. Retrieved from: https://dyslexiaida.org/literacy-dyslexia-revealed-through-bilingual-brain-development/
- Kroll, J. F., & Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. Journal of Cognitive Psychology, 25(5), 497-514.
- Lallier, M., Valdois, S., Lassus-Sangosse, D., Prado, C., & Kandel, S. (2014). Impact of orthographic transparency on typical and atypical reading development: Evidence in French-Spanish bilingual children. Research in Developmental Disabilities, 35(5), 1177-1190. doi:10.1016/j.ridd.2014.01.021
- Miller-Guron, L., & Lundberg, I. (2000). Dyslexia and second language reading: A second bite at the apple? Reading and Writing, 12(1-2), 41-61.
- Nic Aindriú, S., Ó Duibhir, P., & Travers, J. (2020). The prevalence and types of special educational needs in Irish immersion primary schools in the Republic of Ireland, European Journal of Special Needs Education, DOI: 10.1080/08856257.2020.1732109
- Siegel, L.S. (in press). Bilingualism and Dyslexia. In G. Reid & L. Peer (Eds.) Multilingualism, Literacy, and Dyslexia. Routledge.
- Sousa, D. A. (2005) How the Brain Learns to Read. California: Corwin Press
- Mortimore, T., Hansen, L., Hutchings, M., Northcote, A., Fernando, J., Horobin, L., Saunders, K., & Everatt, J. (2012). Dyslexia and Multilingual[illegible]ers who might be at risk of developing SpLD/dyslexia. Research Report for British Dyslexia Association.

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Go to… https://www.cogg.ie/taighde/



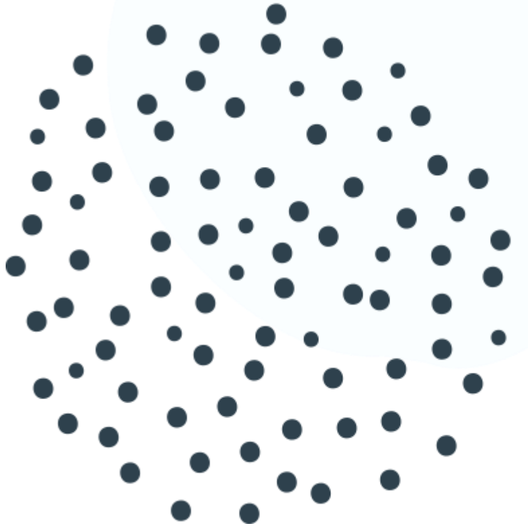
Disléicse – Taithí thuismitheora

Dyslexia – A parent’s perspective

Pádraig Ó Duibhir
3 Meitheamh 2020

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Cad é an rud is fearr dod’ phaiste?
What is best for your child?



- ábhar buartha
- teachtaireachtaí a phiocann do pháiste suas
- muinín a spreagadh
- ní bhaineann disléicse le cumas éirime

- cause of worry
- messages that your child picks up
- build confidence
- dyslexia is no reflection on your child’s intelligence

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Tabhairt faoi deara
Identification

POINTÍ EOLAIS

- tabhairt faoi deara
- easpa dhul chun cinn
- ardaigh leis an múinteoir
- triail scagtha
- diagnóis
- leanúint le scolaíocht trí Ghaeilge
- teangacha eile

- first to notice
- lack of progress
- raise concern with teacher
- screening test
- diagnosis
- remain in Irish-medium
- other languages

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Slí eile foghlama
Learn in a different way

POINTÍ EOLAIS

- teacht ar eolas i mbealach eile
- a lán ceisteanna a chur agus eolas a chloisteáil
- closleabhair
- cuir béim ar bhuanna do pháiste
- aistriú go dtí an iar-bhunscoil
- oscailteacht leis na múinteoirí
- roghnú ábhar
- socruithe réasúnta scrúduithe (litriú, gramadach) https://www.examinations.ie/schools/cs_view.php?q=865cd6618b09ed0a78a3f15f2a525fe0778664ab

- get information in a different way
- ask a lot of questions and hear information
- audio books
- emphasise your child's strengths
- transition to post-primary
- openness with teachers
- subject choice
- exam accommodations (spelling, grammar)

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Ag breathnú siar ...
Looking back ...

POINTÍ EOLAIS

- roinnt dúshláin
- an 3ú leibhéal DARE
- ní ábhar buartha í disléicse do m'iníon anois
- níl ann ach cuid dá féiniúlacht
- cabhraíonn sé léi go dtuigeann sí na slite is fearr ina fhoghlaimíonn sí agus go dtugann sí eolas isteach

- some challenges
- Disability Access Route to Education (DARE)
- dyslexia is not a concern for my daughter
- it doesn't define who she is
- knowing how she learns best and processes information is helpful to her

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Páistí a bhfuil Disléicse orthu i scoileanna lán-Ghaeilge.

Children with Dyslexia in Irish-medium schools.

Niamh Nic Dhiarmada

Cabhraigh liom!

Dyslexia !

HELP!

Taighde- Research

Does being bilingual cause dyslexia or increase the probability of becoming dyslexic?

- It's important to note that bilingualism does not cause dyslexia. Dyslexia is not caused by sending your child to a Gaelscoil. There is no evidence that learning a second language exacerbates dyslexia.

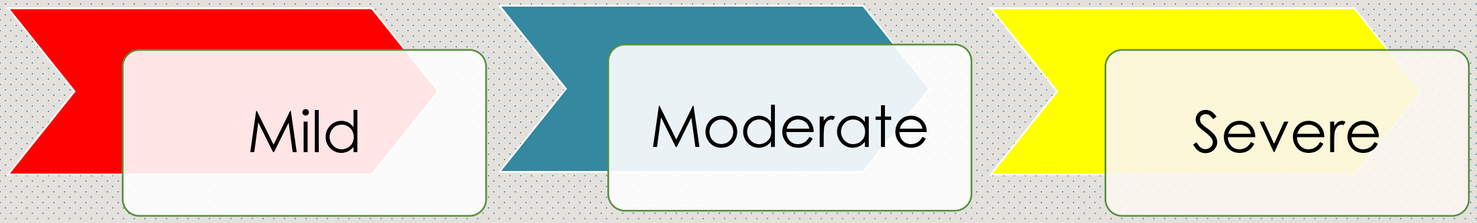
Are there more dyslexics among bilinguals than among monolinguals?

- There is no evidence that dyslexia is more common among bilinguals than among monolinguals.
- It affects one out of every 10 students.

Sainmhíniú - Definition

The Report of the Task Force on Dyslexia (2001) suggests the following definition:

- **Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexplained in relation to an individual's other abilities and educational experiences.**
- **Dyslexia can be described at the neurological, cognitive and behavioural levels.**
- **It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organisation, sequencing and motor skills may also be present. (p.31)**



Na Comharthaí-Indicators

Speaking and Listening.

Children may

1. ___be slow to start learning to speak
2. ___have difficulty pronouncing some, especially multi-syllabic, words
3. ___have difficulty separating spoken words into sounds and blending spoken sounds to make words (i.e., has difficulty with phonological awareness)
4. ___confuse some language sounds, e.g. /f/ and /v/, fan and van
6. ___Have difficulty with rhyming (**dán, lán, arán, bán**)
9. ___May have difficulty telling and/or retelling a story in the correct sequence

Having difficulty with **remembering information** and being able to **follow instructions**.
Others may have difficulties with **motor coordination**.

As the child progresses, difficulties with early literacy may become more apparent.

1. may have difficulty learning the connection between letters and sounds (alphabetic principle)
2. may have difficulty decoding single words (reading single words in isolation)
3. may have poor word attack skills, especially for new words and might confuses small or 'easy' words (seo, agus, an)
4. may make constant reading and spelling errors such as:

- Letter reversals (e.g., *d* for *b* as in *dog* for *bog* ***boras for doras***
- Letter inversions (e.g., *m* for *w*)
- Word reversals (e.g., *tip* for *pit)* ***as for sa***
- Word substitutions – *house* for *home*

Na Comharthaí-Indicators

Read more slowly with little expression or **fluency** (oral reading is slow and laborious)
have difficulty with **function words** (e.g., *is*, *to*, *of*) than with content words (e.g., *cloud*, *run*, *yellow*)
have difficulty building up a **sight vocabulary**
have difficulty with **reading comprehension**
may perform better with **listening comprehension** tasks than reading comprehension

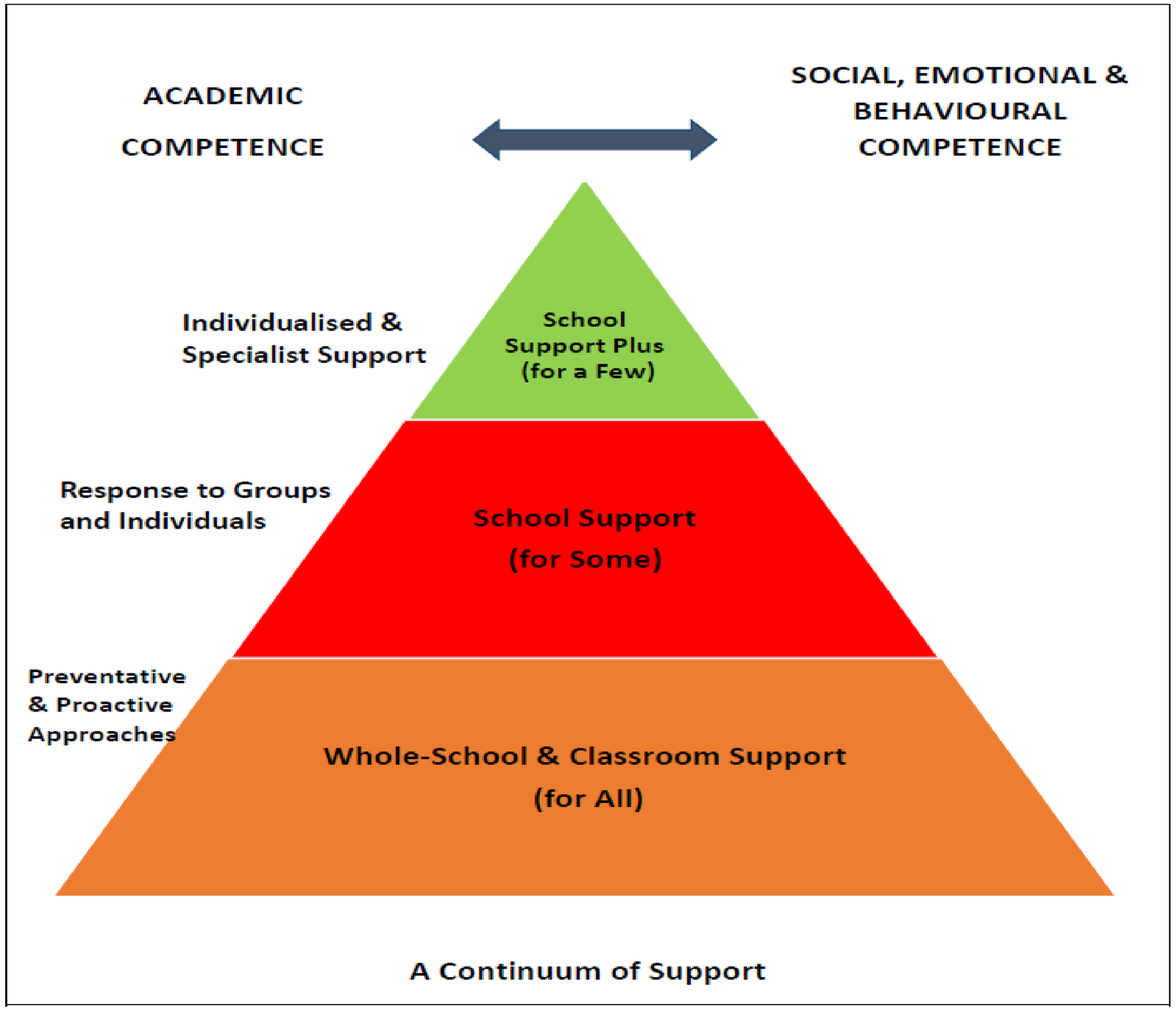
It is not uncommon for children with dyslexia to experience some difficulty with arithmetic.

Arithmetic: difficulty in performing arithmetic operations or in understanding basic concepts.
They may find it very difficult to learn facts (e.g. tables) and may confuse numbers.

Added to this it is not uncommon that children with dyslexia have difficulty in organising and integrating thoughts

they may be slow to learn new skills,
may have difficulty planning or organising
may have trouble learning to tell the time with an analogue clock or watch

These are things which can be addressed in a Gaelscoil!



An Contanam Tacaíochta

The Continuum of Support

Na Céimeanna Tacaíochta - Stages of Support

- Class support - typically in the infant classroom
- School support -typically late Senior infants First Second class
- School support plus -Second class to 6th class
- Review of learning needs (12+) typically those in 6th class those ready to move on to secondary school.

Ag cabhrú le mo pháiste

- Do some research - Irish Dyslexia Association- www.dyslexia.ie
- It is important to establish a daily routine at home.
- When working with your child break tasks into smaller, more manageable units.
- Spelling- Discuss with Teacher Word Study, Dictation "Look, Say, Cover, Write, Check"
- Writing- coloured paper, plastic line tracker,
- Mind maps older children, drafting, editing
- Games- rhyming games, I spy something
- Maths dictionary
- Consider ITC- dictation function on the computer and spellchecker, learning to type
- Continue to read with your child
- Moladh! Moladh! Moladh! Praise! Praise! Praise!

- **An Clár Luathléitheoireachta (Cleite)**

LéighAnois.com

Mar a Déarfá!

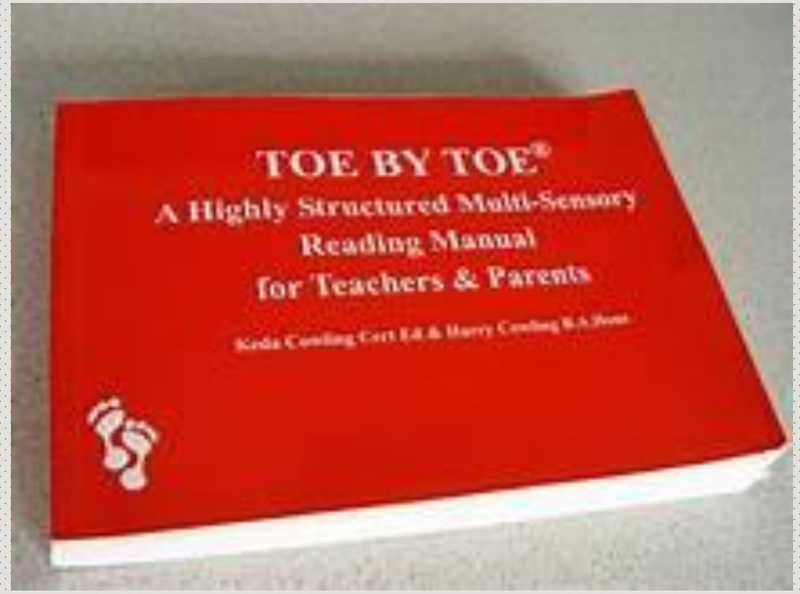
An Focal Scríofa don Chainteoir Dúchais Gaeilge

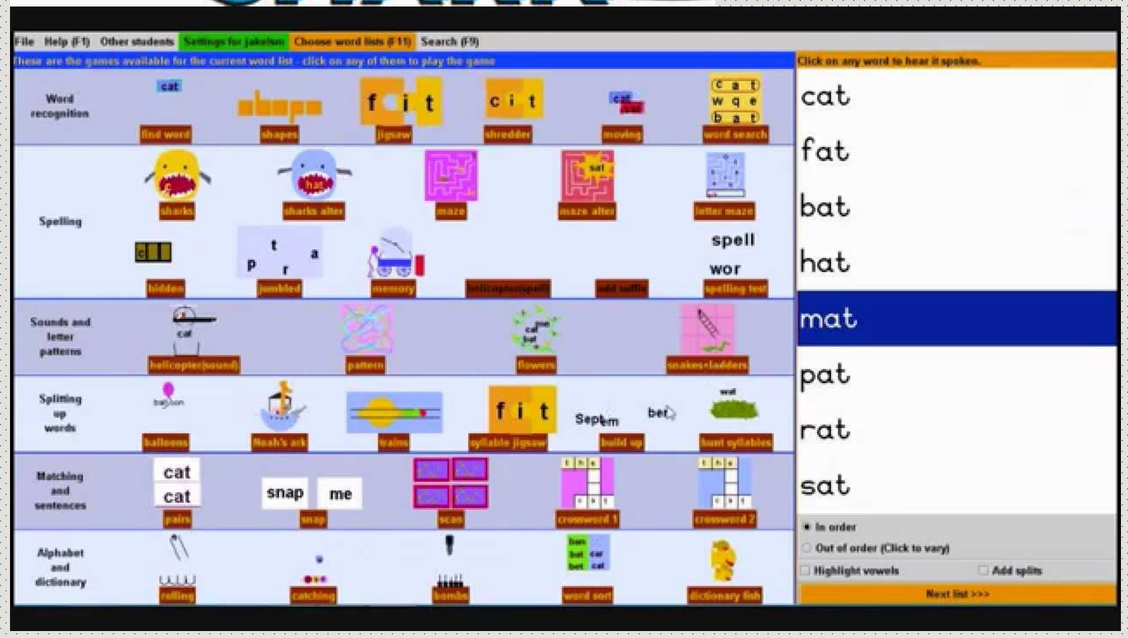
Leabhar na nGasúr B

Breacadh

An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta

WORD SHARK v5





1. A psychologist has suggested that a Gaelscoil would not be suitable. What's your advice on this? (Pádraig/Niamh)

2. How does parents' level of Irish Impact on the support they can give a child learning through Irish with dyslexia? If Irish is not the home language, will a Gaelscoil setting not make life more difficult? (Pádraig)

2. Where a child is struggling with understanding subject matter because they are struggling with the Irish, is it worth persevering? (Niamh)

Ceisteanna

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

4. Are there any situations/severity of diagnosis where it would not be recommended to continue to Irish-medium secondary school after primary gaelscoil? (Sinéad)

5. What advice have you for children with Dyslexia transitioning from a Gaelscoil into a Gaelcholáiste (Irish-medium secondary school)? (Cáit)

6. Would attending an Irish-medium school make learning a 3rd language more difficult? (Pádraig)

Ceisteanna

Gaeloideachas
Guth don Oideachas lán-Ghaeilge agus Gaeltachta

7. My child is eligible for an exemption from Irish. What does that mean in a Gaelscoil? If he is eligible and yet we decide we don't want that, am I causing undue difficulties for him? Do exemptions for Irish carry over from primary to post-primary? (Pádraig)

8. How do Phonics work for a child with dyslexia? If the child does not have Gaeilge as first language, are they at a disadvantage as they will not have the vocabulary to come up with rhyming words 'as Gaeilge'? (Niamh)

9. How do I know if a Gaelscoil is right for my child? (Clodagh)

Ceisteanna

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta

Míle Buíochas libh as bheith linn!

EOLAS@GAELOIDEACHAS.IE

01 853 5195

WWW.GAELOIDEACHAS.IE

WWW.GAELOIDEACHAS.IE/SPECIAL-EDUCATION/

Teaamháil

Gaeloideachas

Guth don Oideachas lán-Ghaeilge agus Gaeltachta