



Case Study: Dyslexia

Andy is healthy and polite boy who is currently in Year 6 at his local primary school. His class teacher comments that Andy is bright, intelligent and his comprehension outstrips his ability to record his knowledge. He has made little progress over the past few years because of his reluctance to write and record his work. Recent reading assessments suggest that Andy's reading skills are approximately three years behind his chronological age with his spelling two years behind. Andy finds writing very difficult both in terms of the mechanics and in accurately recording what he wants to say. Andy reports that he spends a great deal of time in class holding his hand up to ask what his work says. His handwriting and presentation is more in line with a very much younger child. Despite his handwriting difficulties and his use of multiple avoidance strategies to avoid writing tasks Andy will always choose paper and pencil over a computer as his touch-typing is very slow and this leads to even more frustration.

Despite his difficulties Andy remains a motivated boy who wants to attend school. He is always well-behaved in school and his contributions to class discussion show good general knowledge and a sense of humour. His classmates say that 'Andy knows everything about everything' as he can explain and describe things accurately. However, he engages in work avoidance strategies when he is expected to read or write. His mother reports that she would love Andy to come home from school and talk about his day without all the anger and frustration that has built up at school. Andy often has outbursts and tantrums at home. Homework is a constant area of tension as it frequently takes Andy longer to complete it. He receives a lot of homework because he needs to catch up on so much of the work that he has struggled with at school, then he struggles with it at home.

Andy does not like to appear different to his peers and he is very sensitive about his difficulties. He tends to hide his reading books because he knows that most of his peers are reading much harder books than himself. He can see the discrepancies between himself and his classmates in terms of both the effort that he has to make and the success that is achieved. Andy himself considers that he is making some progress in reading and spelling but resents the hard work it takes. He would like somebody to help him with his writing and spelling, and to improve his reading. There is concern that the low self-esteem that Andy is rapidly developing will soon become apparent to all. Andy is extremely anxious about his forthcoming transfer to secondary school.





Activity: Dyslexia

Identify the triggers for concern that occur in this case study:

1.

2.

3.

4.

5.

List the actions that could be taken to address each difficulty in order to reduce the negative impact of Dyslexia on Andy's development:

1.

2.

3.

4.

5.

