Accessibility at Attarpsskolan, (Attarp school) Bankeryd, Jönköping, Sweden

- Dyslexia and inclusive education
- How to make teaching available for everyone.
- How to find out about all our students literacy status.
- How to improve reading skills in grades 7-9.

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Attarp School in Bankeryd, Jönköping municipality

- Göteborg 148 km
- Stockholm 323 km
- Köpenhamn 285 km
- Oslo 454 km

Jönköping: 140 000 inhabitants – 9 000 in Bankeryd
Attarp School grades 7-9

- Close to 100% of the students pass the exams in Mathematics, Swedish and English during the last 5 years.
- Most of the students pass all 18 subjects.
- 93% say that they feel secure at school, which is more than the other schools.
- Lower absence than average.
Qualitative research - spring 2018

- Borås University – Elisabeth and Bengt Persson, Ferlin
- A participatory or even ethnographic research
- Observations and interviews – staff and pupils
- How a more flexible recourse organisation can increase grades and make an inclusive school for all pupils.
Our key to success
(Persson & Ferlin, 2018)

- Focus on the students
- Focus on solutions, based on the individual student’s needs
- Focus on relation AND learning
- Clear division of responsibilities throughout the organization
- The Resource Centre RC, is located by the main entrance
- Clear and structured organization
The flexible Resource Center
at Attarps school
“The simple view of reading”

(Gough & Tunmer 1986)

Motivation

Reading = Word decoding x Comprehension
Word decoding and reading fluency.
Why focus on word decoding?

- Explains 40% of the success in reading comprehension and is strongly connected to mathematics and science. (PISA 2000).

- Affect school results in most subjects. (Berglund & Junhammar, 2019; Jacobson, 1998; Söderberg m.fl., 2012)


- Quick and secure word decoding release cognitive processes to note the content of the text, the understanding instead of figuring out the written words. (Stanovich, 1986).

- Not fluent word decoding demand high attention and concentration. (Pickering et al., 2004)
Word decoding Stanine October 2018 grade 7 Attarp school

1: 2
2: 15
3: 20
4: 25
5: 29
6: 30
7: 11
8: 5
9: 2
Repeated reading

- The method benefits both weak and strong readers. (Swain, 2013)


- There are several versions, but all mean to repeat the same text a number of times.
Improvement reached by Repeated reading

- More words in once orthographically memory – to immediately see which word it is - word recognition.
- Reading fluency
- Phonetic reading (sound – letter)
- Understanding

(Myrberg, 2007)
Intervention design
– focus Word decoding and reading fluency

- Short texts 150-200 words.

- Difficulty in each pupil’s proximal developing zoon. At the most 10 % of errors.

- Read the same text 4 times each in couples.

- Focus on correct read words and good intonation.

- Totally 15 occasions
When a student score low in word decoding after the intervention…

- They get their own device to be able to:
  - Listen to all texts
  - Write with spelling prediction
  - Dictate written text
  - Take pictures of the board
- They are offered more reading practice at school and at home.
- We follow up at parent-teacher meetings where the pupil attends.
For the ones that indicate severe but specific reading and spelling difficulties/dyslexia…

- … they are offered testing.

- They many times come out as an upstanding individual when they know their strong points and how to compensate the difficulties. Their self-image can suffer serious damage and their potential can be squandered if they are not aware of the season for their failures.

- Although they get all kinds of help without any diagnose, immediately, when we see they are not in a level of word decoding to handle the texts they meet.
Pedagogical actions/arrangements in classroom, many times made for all students.
An example for a student with severe but specific reading and spelling difficulties/dyslexia.

- He should **not write on the board** as it exposes his spelling difficulties.
- He always needs to **listen to written text** at the same time as he reads. Every word is that way correctly read and the information becomes more easy to understand. To listen also activates more senses which contribute to keep the concentration and ease the workload.
- For school literature he needs to use Inläsningstjänst where all texts are audio provided, read by a human - use a cell phone, iPad or computer. Each student in our community has its own username.
- For all kinds of books except school literature Legimus provides audio books. To apply go through the school librarian or the state library.
- Studi.se provides short educational movies in science and social studies. Search for a topic. Each student in our community has its own username.
• At language class he needs all texts and words read out. The different publishers has their own webpage which works better than Inlasningstjänst.

• He needs support in how to use the website and how to learn words on the computer. Either on the website or other sites as “glosor. Eu, laxor.se.

• He needs to have his English book downloaded on his device. http://webbapp.liber.se/focus-on-english-8/

• He always needs to use his computer or iPad with autocorrection when he writes. It both helps with the spelling while writing but it is also a practice as all words come out correct.

• He needs to take a photo with his device of the board from all lectures to get correct notes.

• He needs the teachers ppt-presentations or other notes to make his material complete.
• At exams he needs to be offered an oral presentation in addition to what’s written down.

• He also needs **more time** at exams but also at all write and reading tasks.

• He can benefit from using “dictation” on his iPad and iPhone. To put down his knowledge in written words he can speak them out and afterwards, if needed, continue working with the text in a word-document.

• To **improve his word decoding** and get it automated – to read in pictures – which is the most effective way to read, he needs to have structured reading practice.
SPSM is a resource in many ways

- Our Pupil-health-team – one year education by SPSM. Towards the salutogenic perspective.

- It’s a partner when it’s complicated to find suitable adjustments.

- Specific literature for pupils in specific needs.

- A partner to contact in the grading and judging process.

- They come and attend staff meetings in specific matters.
Available learning environment is good for all pupils.
Adjustments done in classroom, mostly for all, but also specifically

- Timetable coordinated with files in colours
- Audio text, school books and other books
- Needs a computer/iPad
- Adjusted exams: more time/oral
- Adjusted material/homework
- Provided notes/photo of the board
- Support by images and films
- Start-help
- Support throughout the working process/motor
- Seating in the classroom
- Clear structure
- Explicit instructions
- Prioritised tasks

- Needs to screen: headphones/music/screen on desk/group room
- Homework assistance
- Micro pauses
- Weekly contact with home: phone/email
- Occasional help from special aid teacher
- Skills practice
- Preunderstanding: texts and topic
- Plan and give structure for the day/week
- Swedish as a second language
- Study counselling in mother tongue
- Other

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Extra adjustments within the classroom activity make learning possible for everyone.

### Extra adjustments in classroom - Class overview

<table>
<thead>
<tr>
<th>Student</th>
<th>Extra adjustments in classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
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<tr>
<td>Y</td>
<td></td>
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<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Class:**

**Class teacher:**

**Date:**

<table>
<thead>
<tr>
<th>Extra adjustments</th>
<th>Comments, difficulties</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>
A desk screen, available for anyone.
Challenges - we need to continue…

- More structure for **follow-up adjustments** among teachers, pupils and parents.

- Improve structures for **reading practice** for students with severe specific reading and spelling difficulties/dyslexia. With focus on **long and short vowels and language skills**. (Maria Klatte, Charles Holme)

- The system for absence does not work fluently for exceptions.
The foundation

- Relationship
- Trust
- Communication
- Collaboration RC - class teachers - specialist teachers
Is everything a rose garden?

Unfortunately, not …but this is how we try… …and after this we’ve learned more…