

**DYSLEXIA-SUCCESSFUL INCLUSION IN THE
SECONDARY SCHOOL**

Cristyne Colpitts

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SAGE Reference - Dyslexia and Inclusion in the Secondary School - Cross Curricular Perspectives

Increasingly dyslexia is becoming a whole-school issue. The responsibility for addressing the needs of dyslexic students no longer rests with one individual but .

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experienced non-dyslexic. If motivated and feeling there is a chance of success, the dyslexic pupil will probably work very hard to pick up cues and memorise.

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Bouton, M. Findings The question being addressed in this study is whether While it was relatively easy to find different ways of teaching to students with dyslexia using preferred learning approaching the teaching and learning of spelling to suit the styles improves performance and attainment. There is also a strong theoretical motor skills and working memory, so causing limitations background to the hypothesis Galaburda, ; Bakker, in some or all of the skills of speech, reading, spelling, that students with dyslexia have different brain hemispheric writing, essay writing, numeracy and behaviour. NewReleases. Edinburgh: Moray House Chinn, S. Professor Vanja Orlans. D, WorkingwithAggressionandResistanceinSocialWork.ANormal.Inclusion: changing the variables Wearmouth, Janice