

THE ANGLESEY AND GWYNEDD LEA PROJECT

THE PROJECT

This project is an independent project which was designed by the Educational Psychology Service for Anglesey and Gwynedd LEAs in conjunction with the Bangor dyslexia unit. It has been independently (of DDAT/Dore) evaluated by the Educational Psychologist Service which serves both LEAs.

The project started in the spring of 2003 and will run for a two year period. Tests of English and Welsh literacy as well as numeracy were performed on the pupils at the start of the DDAT (Dore) programme and then around 12 months later. Further evaluations will be made at 24months to study the continued impact of the programme.

All 13 pupil participants were previously diagnosed dyslexics (ed.psych)

All pupils had received extensive interventions over several years and were considered not only to be severe dyslexics but also poor responders to traditional teaching interventions.

It was felt that if DDAT (Dore) was effective in this highly selected severe group then it would be likely to be equally or more effective in less severe cases.

All pupils had extensive assessments of literacy by the same educational psychologist before and more than one year after the DDAT (Dore) programme started irrespective of the physiological progress made at DDAT (Dore) and whether or not clients had fully completed the DDAT (Dore) programme.

All pupils continued to receive the same level of teaching support during the DDAT programme as they had received prior to it.

Eleven of the 13 children stayed with the programme and were fully assessed towards the end of the DDAT (Dore) programme. Two stopped due to area moves and personal reasons.

This report is the interim report after 12-15 months.

Not all subjects will have completed the DDAT (Dore) intervention when the first reassessment was made.

THE RESULTS

READING

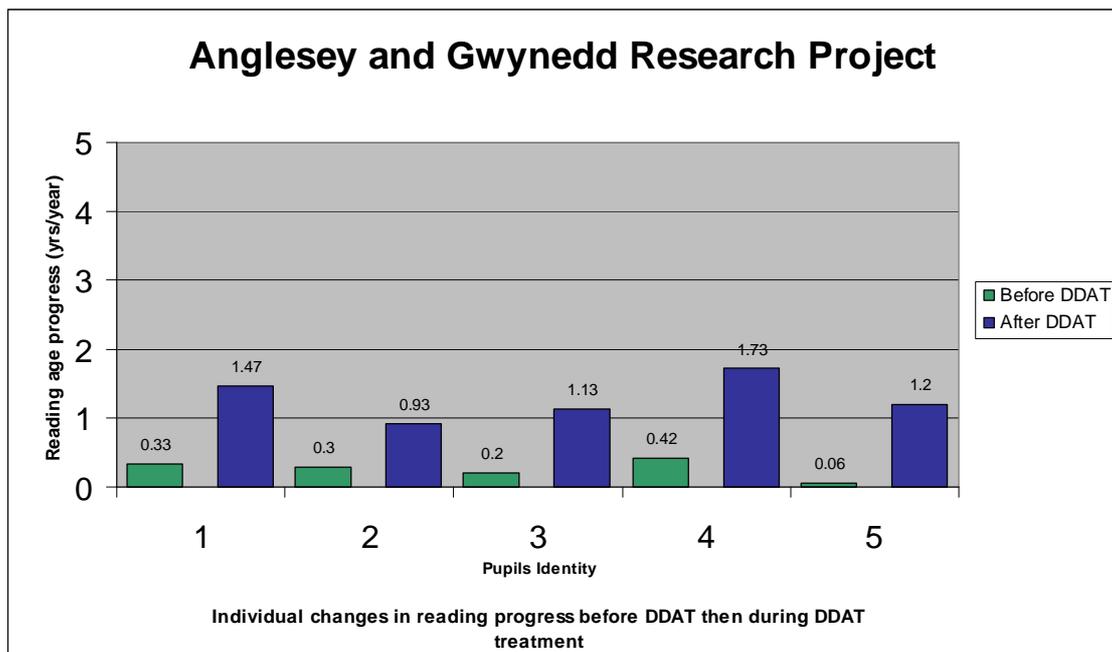
Reading made substantial improvements in relation to previous progress.

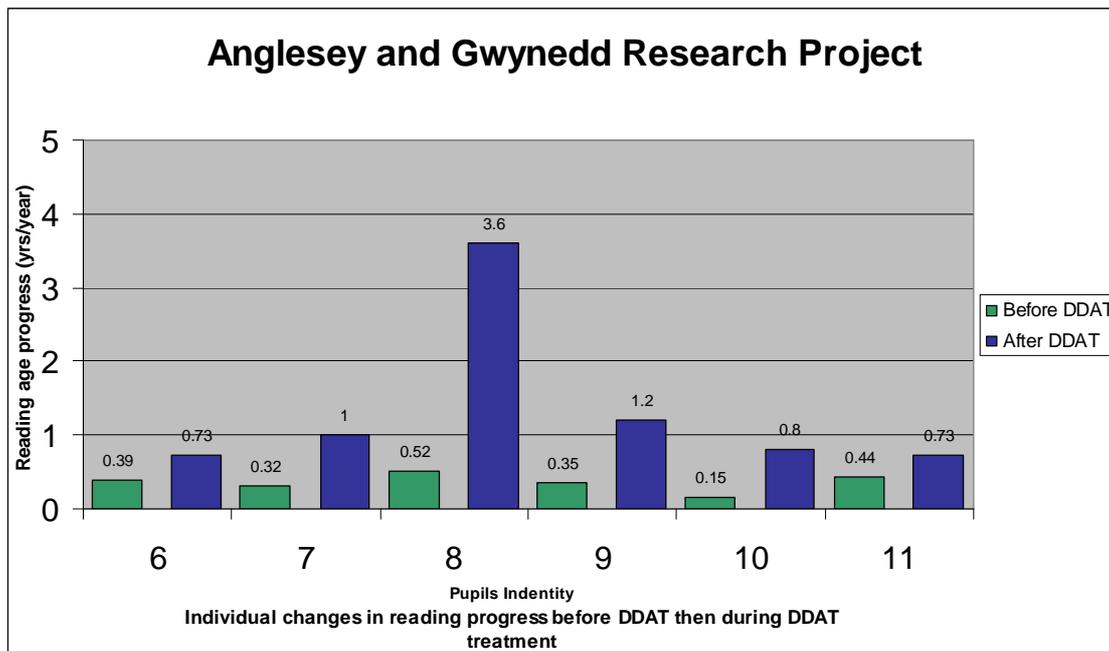
The LEA used reading ratios where a ratio of 1.0 is a reading improvement of 12 months in one year. This indicates typical normal progress in non learning disabled, non-dyslexic pupils. This research group were in fact only making an average 4 months progress year on year since learning to read. An average reading ratio of 0.32.

The DDAT (Dore) group showed an average reading ratio of 1.4 during the programme.

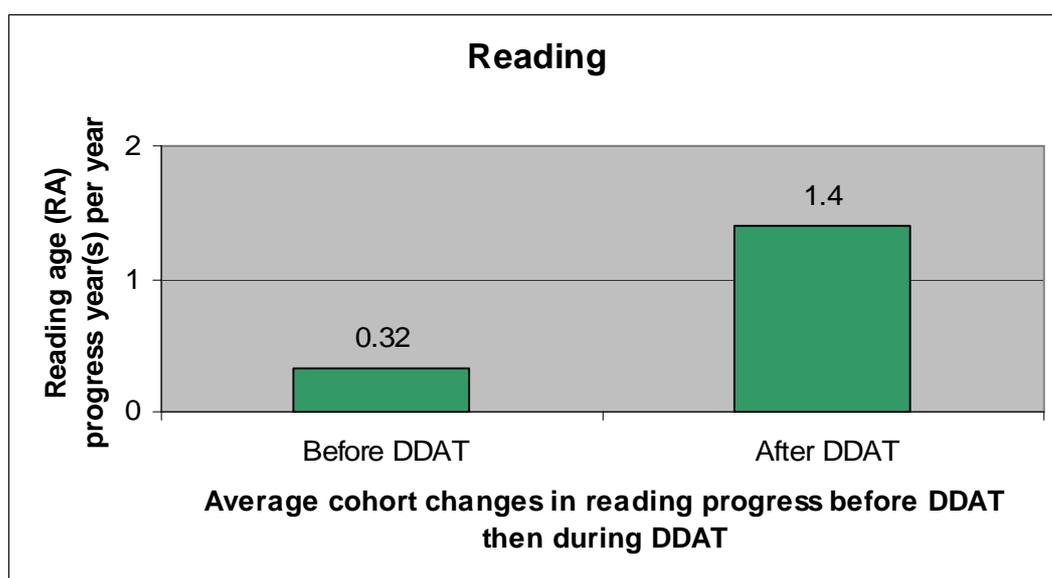
This is substantially in excess of that which might be expected to occur in a 'normal' learning group.

Below are graphs showing 'individual' improvement in subjects showing estimated progress before the DDAT (Dore) programme (calculated from prior reading age levels compared to chronological age) compared to actual progress while on the DDAT (Dore) programme.





It can be seen that **all pupils** made **substantial progress** one can only be described as astonishing (nearly 700% improvement). Individual variations probably occur due to differences in intelligence, comorbid attentional problems and where they lie in terms of their response to the DDAT (Dore) programme. As DDAT (Dore) is a physiological programme subjects respond at different rates to treatment and take different times to complete the programme.



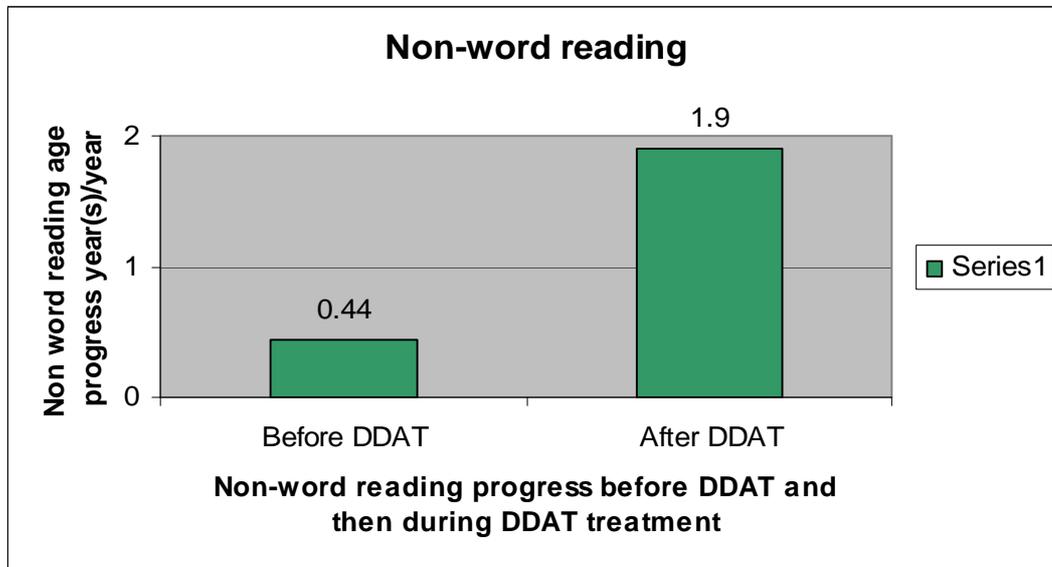
This therefore indicates an average improvement of over 400% compared to their previous rate of progress.

This is equivalent to the progress this group were making in over 4 years before they started the DDAT (Dore) programme.

This is also 140% of the reading progress that is expected from the normal population.

NON WORD READING

Non-word reading also showed significant improvements with a progress ratio of 1.9 which is actually greater than the reading changes seen.



This skill is generally very poor in dyslexic readers due to severe deficits in decoding and phonological skill. It rarely improves much with literacy training interventions and is often found to be poor even in adult dyslexics at university so cannot usually be compensated for even in high performing dyslexics.

Progress in non word reading age increased by 400% during the DDAT (Dore) programme.

This is equivalent to the progress this research group were making over four years prior to starting the DDAT (Dore) programme.

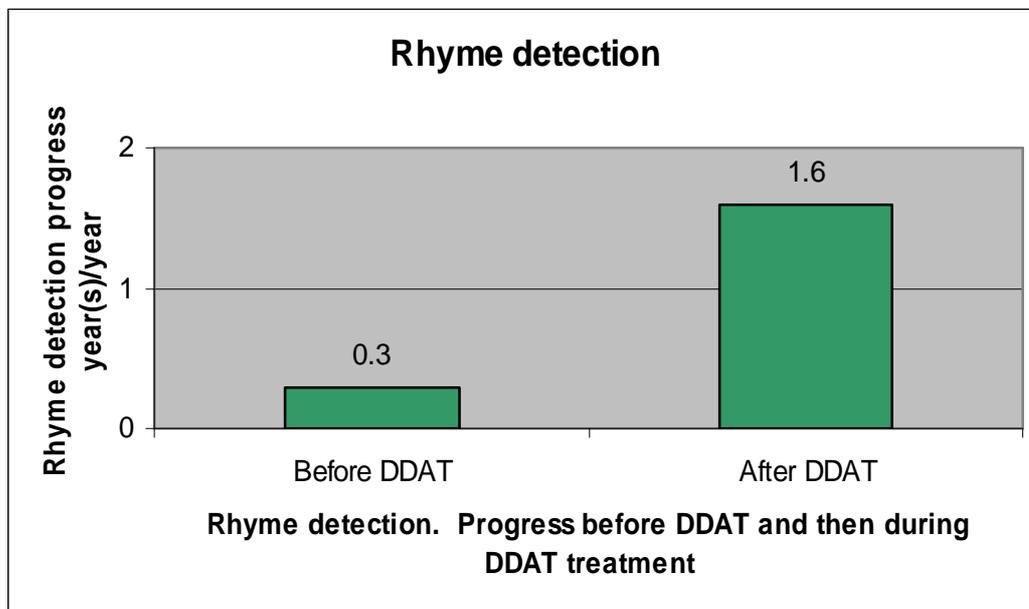
RHYME DETECTION

Rhyme detection which is a phonological skill known to be severely affected in dyslexics also showed significant improvements with **an improvement ratio of 1.6. (1.0 being the average for non dyslexic pupils).**

This indicated an average improvement of 22.4 months in the 14 months between testing.

The progress prior to DDAT showed an average improvement of 3.7 months per year, year on year since learning to read.

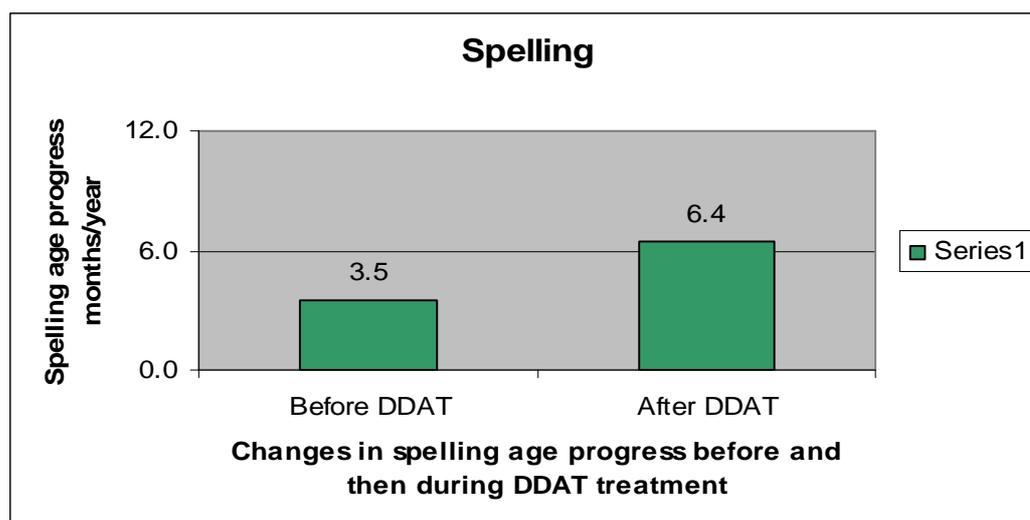
This is over 500% improvement in this skill and equivalent to the progress this group was making over a 5 year period prior to starting the DDAT (Dore) programme.



SPELLING

Spelling is often very poor in dyslexics and rarely shows any response even with intensive training programmes. So it was pleasing to see such significant changes in spelling ability so early on.

There was nearly 200% improvement in spelling age while on the DDAT (Dore) programme. This is equivalent to the progress made over 2 and a half years prior to starting the DDAT (Dore) programme.



OTHER MEASURES

All pupils showed significantly less features of dyslexia on the Bangor dyslexia test at the end of the DDAT (Dore) programme.

All pupils showed significant improvements in ball skills and coordination.

WHAT THE PARENTS SAID

In a parent self reporting questionnaire used by the LEA (which included all areas of literacy, mathematics, times tables, memory, organisation skills and coordination) parents on average reported improvements in 10 out of the 12 areas investigated. This was especially true in the reading and confidence categories.

100% of parents reported that the DDAT programme had benefited their children

100% of parents said they would recommend the DDAT programme to others

WHAT THE EDUCATIONAL PSYCHOLOGY SERVICE SAID

The pupils who followed the DDAT programme for more than one year showed significant improvement in English reading which was higher than would be expected in a non dyslexic non LD group of the same age despite no change in the received teaching.

There were also significant improvements in non word reading and rhyme judgements which are particularly difficult for dyslexics.

Each pupil showed significant improvements in dyslexia symptoms judged by the performance in the Bangor dyslexia test.

The pupils made significant improvement in areas of coordination and ball skills.

WHAT THE EDUCATIONAL PSYCHOLOGIST SAID

The conclusion must be that reading and reading related skills improve when a pupil follows the DDAT programme, even though the programme does not address reading or language skills in any way.