

Rapid Indications for Action table

NB: In all cases where a student is identified by Rapid as being in the High or Moderate risk of dyslexia categories, further testing should be conducted using CoPS, LASS 8-11 or LASS 11-15, depending on the student's age.

For general approaches for teaching students with (or at risk of) dyslexia, see pages 25-26 of the Rapid manual.

Students aged 4:0 – 7:11

| Subtest | Level | Recommendations |
|-------------------------------------|---------------------------------------|--|
| Rhymes (phonological processing) | Very low (SAS <75) | Phonological processing training is essential for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | Phonological processing training is recommended for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that phonological processing is regularly monitored for this student. Phonological processing training may be required – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student may find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |

Students aged 4:0 – 7:11

| Subtest | Level | Recommendations |
|---------------------------------------|---------------------------------------|---|
| Races (auditory sequential memory) | Very low (SAS <75) | Auditory memory training is essential for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Below average (SAS 76-87) | Auditory memory training is recommended for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Slightly below average (SAS 88-94) | It is suggested that auditory memory is regularly monitored for this student. Auditory memory training may be required – see page 28 of the Rapid manual for suitable activities and computer software. |

| Students aged 4:0 – 7:11 | | |
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| Subtest | Level | Recommendations |
| Crayons (visual-verbal integration memory) | Very low (SAS <75) | Visual memory training is essential for this student – see pages 29-30 of the Rapid manual for suitable activities and computer software. Structured phonics work is also essential with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | Visual memory training is recommended for this student – see pages 29-30 of the Rapid manual for suitable activities and computer software. Structured phonics work is also recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that visual memory is regularly monitored for this student. Visual memory training may be required – see pages 29-30 of the Rapid manual for suitable activities and computer software. Structured phonics work may also be required with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 29 of the Rapid manual for appropriate phonics schemes. |

| Students aged 8:0 – 10:11 | | |
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| Subtest | Level | Recommendations |
| Word chopping (phonological processing) | Very low (SAS <75) | Phonological processing training is essential for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | Phonological processing training is recommended for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that phonological processing is regularly monitored for this student. Phonological processing training may be required – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student may find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |

| Students aged 8:0 – 10:11 | | |
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| Subtest | Level | Recommendations |
| Mobile phone (auditory sequential memory) | Very low (SAS <75) | Auditory memory training is essential for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Below average (SAS 76-87) | Auditory memory training is recommended for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Slightly below average (SAS 88-94) | It is suggested that auditory memory is regularly monitored for this student. Auditory memory training may be required – see page 28 of the Rapid manual for suitable activities and computer software. |

| Students aged 8:0 – 10:11 | | |
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| Subtest | Level | Recommendations |
| Funny words (phonic skills) | Very low (SAS <75) | A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills is essential for this student – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills is recommended for this student – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that phonic skills are regularly monitored for this student. A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills may be required – see page 29 of the Rapid manual for appropriate phonics schemes. |

| Students aged 11:0 – 15:11 | | |
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| Subtest | Level | Recommendations |
| Segments (phonological processing) | Very low (SAS <75) | Phonological processing training is essential for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | Phonological processing training is recommended for this student – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that phonological processing is regularly monitored for this student. Phonological processing training may be required – see page 27 of the Rapid manual for suitable activities and computer software. Without this, the student may find phonics work difficult and may develop an over-reliance on visual strategies in reading. Most students respond well to this, but the dyslexic student may have more persistent problems. In such cases, a well-structured multisensory approach incorporating plenty of practice in phonic skills is recommended – see page 29 of the Rapid manual for appropriate phonics schemes. |

| Students aged 11:0 – 15:11 | | |
|--|---------------------------------------|---|
| Subtest | Level | Recommendations |
| Mobile phone (auditory sequential memory) | Very low (SAS <75) | Auditory memory training is essential for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Below average (SAS 76-87) | Auditory memory training is recommended for this student – see page 28 of the Rapid manual for suitable activities and computer software. |
| | Slightly below average (SAS 88-94) | It is suggested that auditory memory is regularly monitored for this student. Auditory memory training may be required – see page 28 of the Rapid manual for suitable activities and computer software. |

| Students aged 11:0 – 15:11 | | |
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| Subtest | Level | Recommendations |
| Non-words (phonic skills) | Very low (SAS <75) | A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills is essential for this student – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Below average (SAS 76-87) | A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills is recommended for this student – see page 29 of the Rapid manual for appropriate phonics schemes. |
| | Slightly below average (SAS 88-94) | It is suggested that phonic skills are regularly monitored for this student. A well-structured multisensory approach to literacy learning incorporating plenty of practice in phonic skills may be required – see page 29 of the Rapid manual for appropriate phonics schemes. |