

# LASS 8-11 Indications for Action table

*Caveat: The table below aims to provide some guidance for supporting students with below average scores on particular LASS 8-11 subtests.*

*However, it should be borne in mind that interpreting the results from LASS 8-11 requires interpretation of the **overall profile**, and **not just consideration of each individual subtest** separately.*

*Please see the LASS 8-11 manual (pages 41-55) for further support with the interpretation of profiles.*

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Visual memory (Sea creatures)	Very low (SAS <75)	<p><b>Check:</b> Check auditory sequential memory (Mobile phone) score to see if the student has a general memory difficulty, or if the difficulty only relates to visual memory. Poor performance on Sea creatures can also be indicative of difficulties with attention – if this is a serious possibility, then further investigation of the student’s attention would be recommended.</p> <p><b>Action:</b> Visual memory is important for spelling and fluent word recognition. Structured phonics work is essential for this student to compensate for visual memory weaknesses – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Visual memory training would also be recommended for this student – see page 61 of the LASS 8-11 manual for suitable activities and computer software.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check auditory sequential memory (Mobile phone) score to see if the student has a general memory difficulty, or if the difficulty only relates to visual memory. Poor performance on Sea creatures can also be indicative of difficulties with attention – if this is a serious possibility, then further investigation of the student’s attention would be recommended.</p> <p><b>Action:</b> Visual memory is important for spelling and fluent word recognition. Structured phonics work is recommended for this student to compensate for visual memory weaknesses – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Visual memory training would also be appropriate for this student – see page 61 of the LASS 8-11 manual for suitable activities and computer software.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check auditory sequential memory (Mobile phone) score to see if the student has a general memory difficulty, or if the difficulty only relates to visual memory. Poor performance on Sea creatures can also be indicative of difficulties with attention – if this is a serious possibility, then further investigation of the student’s attention would be recommended.</p> <p><b>Action:</b> Visual memory is important for spelling and fluent word recognition. It is suggested that visual memory and literacy are regularly monitored for this student. Structured phonics work may be appropriate for this student to compensate for visual memory weaknesses – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Visual memory training may also be appropriate for this student – see page 61 of the LASS 8-11 manual for suitable activities and computer software.</p>

Subtest	Level	Recommendations
Auditory sequential memory (mobile phone)	Very low (SAS <75)	<p><b>Check:</b> Check visual memory (Sea creatures) score to see if the student has a general memory difficulty, or if the difficulty only relates to auditory memory. Auditory memory difficulties are likely to impact on phonic skills – check score on phonic skills (Funny words) to see if there is evidence on this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Poor performance on Mobile phone can also be indicative of difficulties with hearing – if this is a serious possibility, then further investigation of the student’s hearing would be recommended.</p> <p><b>Action:</b> Auditory memory training would be useful for this student – see page 58 of the LASS 8-11 manual for suitable activities and computer software. Phonic skills should be regularly monitored.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check visual memory (Sea creatures) score to see if the student has a general memory difficulty, or if the difficulty only relates to auditory memory. Auditory memory difficulties are likely to impact on phonic skills – check score on phonic skills (Funny words) to see if there is evidence on this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Poor performance on Mobile phone can also be indicative of difficulties with hearing – if this is a serious possibility, then further investigation of the student’s hearing would be recommended.</p> <p><b>Action:</b> Auditory memory training would be appropriate for this student – see page 58 of the LASS 8-11 manual for suitable activities and computer software. Phonic skills should be regularly monitored.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check visual memory (Sea creatures) score to see if the student has a general memory difficulty, or if the difficulty only relates to auditory memory. Auditory memory difficulties are likely to impact on phonic skills – check score on phonic skills (Funny words) to see if there is evidence on this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Poor performance on Mobile phone can also be indicative of difficulties with hearing – if this is a serious possibility, then further investigation of the student’s hearing would be recommended.</p> <p><b>Action:</b> It is suggested that auditory memory and phonic skills are regularly monitored for this student. Auditory memory training may be appropriate for this student – see page 58 of the LASS 8-11 manual for suitable activities and computer software.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Phonic skills (Funny words)	Very low (SAS <75)	<p><b>Check:</b> Check the phonological processing (Word chopping) score to see if the student has a general phonological deficit.</p> <p><b>Action:</b> Phonic skills are essential for learning to read, write and spell. A well-structured multisensory approach to literacy teaching is essential for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check the phonological processing (Word chopping) score to see if the student has a general phonological deficit.</p> <p><b>Action:</b> Phonic skills are essential for learning to read, write and spell. A well-structured multisensory approach to literacy teaching is recommended for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check the phonological processing (Word chopping) score to see if the student has a general phonological deficit.</p> <p><b>Action:</b> Even if sentence reading and spelling difficulties are not apparent, poor phonic skills may impact on later literacy skills. It is suggested that phonic / literacy skills are regularly monitored for this student. A well-structured multisensory approach to literacy teaching may be appropriate for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Phonological processing (Word chopping)	Very low (SAS <75)	<p><b>Check:</b> Poor phonological processing is linked to literacy difficulties – check scores on sentence reading and spelling subtests to see if there is evidence of this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p> <p><b>Action:</b> Even if literacy difficulties are not apparent, poor phonological processing may impact on later literacy skills. Training in phonological awareness is essential for this student – see page 57 of the LASS 8-11 manual for suitable activities and computer software. Literacy skills should be regularly monitored.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Poor phonological processing is linked to literacy difficulties – check scores on sentence reading and spelling subtests to see if there is evidence of this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p> <p><b>Action:</b> Even if literacy difficulties are not apparent, poor phonological processing may impact on later literacy skills. Training in phonological awareness would be appropriate for this student – see page 57 of the LASS 8-11 manual for suitable activities and computer software. Literacy skills should be regularly monitored.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Poor phonological processing is linked to literacy difficulties – check scores on sentence reading and spelling subtests to see if there is evidence of this. In such cases, a well-structured multisensory approach to literacy teaching is recommended – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p> <p><b>Action:</b> Even if literacy difficulties are not apparent, poor phonological processing may impact on later literacy skills. It is suggested that phonological processing and literacy skills are regularly monitored for this student. Training in phonological awareness may be appropriate – see page 57 of the LASS 8-11 manual for suitable activities and computer software.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Single word reading	Very low (SAS <75)	<p><b>Check:</b> Check score on sentence reading subtest – if there is no difficulty in sentence reading, and no significant discrepancy between sentence reading and verbal / non-verbal reasoning, then the low score on single word reading is likely to be an anomaly caused by the ceiling effect on this test.</p> <p><b>Action:</b> A well-structured multisensory approach to literacy teaching is essential for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check score on sentence reading subtest – if there is no difficulty in sentence reading, and no significant discrepancy between sentence reading and verbal / non-verbal reasoning, then the below average score on single word reading is likely to be an anomaly caused by the ceiling effect on this test.</p> <p><b>Action:</b> A well-structured multisensory approach to literacy teaching is recommended for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check score on sentence reading subtest – if there is no difficulty in sentence reading, and no significant discrepancy between sentence reading and verbal / non-verbal reasoning, then the slightly below average score on single word reading is likely to be an anomaly caused by the ceiling effect on this test.</p> <p><b>Action:</b> It is suggested that word reading is regularly monitored for this student. A well-structured multisensory approach to literacy teaching may be appropriate for this student – see page 60 of the LASS 8-11 manual for suitable phonics schemes.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Sentence reading	Very low (SAS <75)	<p><b>Check:</b> Check scores on single word reading test and phonic skills (Funny words) test to see if there is a general difficulty with reading. In such cases a well-structured multisensory phonics scheme is essential before addressing reading comprehension issues – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Check spelling test score to see if there is a general literacy difficulty.</p> <p><b>Action:</b> A programme to develop text reading skills (fluency, comprehension and confidence) is essential for this student – see page 62 of the LASS 8-11 manual.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check scores on single word reading test and phonic skills (Funny words) test to see if there is a general difficulty with reading. In such cases a well-structured multisensory phonics scheme is essential before addressing reading comprehension issues – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Check spelling test score to see if there is a general literacy difficulty.</p> <p><b>Action:</b> A programme to develop text reading skills (fluency, comprehension and confidence) is recommended for this student – see page 62 of the LASS 8-11 manual.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check scores on single word reading test and phonic skills (Funny words) test to see if there is a general difficulty with reading. In such cases a well-structured multisensory phonics scheme is essential before addressing reading comprehension issues – see page 60 of the LASS 8-11 manual for suitable phonics schemes. Check spelling test score to see if there is a general literacy difficulty.</p> <p><b>Action:</b> It is suggested that reading comprehension is regularly monitored for this student. A programme to develop text reading skills (fluency, comprehension and confidence) may be appropriate – see page 62 of the LASS 8-11 manual.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Spelling	Very low (SAS <75)	<p><b>Check:</b> Check sentence reading test score to see if there is a general literacy difficulty. Check the diagnostic test scores (auditory sequential memory, visual memory, phonological processing, phonic skills) to see if there is an underlying cognitive deficit that would be indicative of dyslexia.</p> <p><b>Action:</b> Use of a spellchecker / specialised word processing software is essential for this student – see page 63 of the LASS 8-11 manual. A programme to improve spelling would also be recommended – see page 60 of the LASS 8-11 manual for suitable spelling programmes.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check sentence reading test score to see if there is a general literacy difficulty. Check the diagnostic test scores (auditory sequential memory, visual memory, phonological processing, phonic skills) to see if there is an underlying cognitive deficit that would be indicative of dyslexia.</p> <p><b>Action:</b> Use of a spellchecker / specialised word processing software would be recommended for this student – see page 63 of the LASS 8-11 manual. A programme to improve spelling would also be recommended – see page 60 of the LASS 8-11 manual for suitable spelling programmes.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check sentence reading test score to see if there is a general literacy difficulty. Check the diagnostic test scores (auditory sequential memory, visual memory, phonological processing, phonic skills) to see if there is an underlying cognitive deficit that would be indicative of dyslexia.</p> <p><b>Action:</b> It is suggested that spelling is regularly monitored for this student. Use of a spellchecker / specialised word processing software may be appropriate – see page 63 of the LASS 8-11 manual. A programme to improve spelling may also be appropriate – see page 60 of the LASS 8-11 manual for suitable spelling programmes.</p>



<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Verbal reasoning	Very low (SAS <75)	<p><b>Check:</b> Check non-verbal reasoning score to see if ability is generally low, or if only verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on verbal skills (e.g. English) may suffer, so careful monitoring of progress in these areas is recommended. For information on using computers to develop reading and writing skills, see pages 62-63 of the LASS 8-11 manual.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check non-verbal reasoning score to see if ability is generally below average, or if only verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on verbal skills (e.g. English) may suffer, so careful monitoring of progress in these areas is recommended. For information on using computers to develop reading and writing skills, see pages 62-63 of the LASS 8-11 manual.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check non-verbal reasoning score to see if ability is generally below average, or if only verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on verbal skills (e.g. English) may suffer, so careful monitoring of progress in these areas is recommended. For information on using computers to develop reading and writing skills, see pages 62-63 of the LASS 8-11 manual.</p>

<b>Subtest</b>	<b>Level</b>	<b>Recommendations</b>
Non-verbal reasoning	Very low (SAS <75)	<p><b>Check:</b> Check verbal reasoning score to see if ability is generally low, or if only non-verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on non-verbal skills (e.g. maths) may suffer, so careful monitoring of progress in these areas is essential. For further information on maths difficulties, see page 61 of the LASS 8-11 manual.</p>
	Below average (SAS 76-87)	<p><b>Check:</b> Check verbal reasoning score to see if ability is generally below average, or if only non-verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on non-verbal skills (e.g. maths) may suffer, so careful monitoring of progress in these areas is recommended. For further information on maths difficulties, see page 61 of the LASS 8-11 manual.</p>
	Slightly below average (SAS 88-94)	<p><b>Check:</b> Check verbal reasoning score to see if ability is generally below average, or if only non-verbal reasoning is affected.</p> <p><b>Action:</b> Aspects of learning that depend more on non-verbal skills (e.g. maths) may suffer, so monitoring of progress in these areas is recommended. For further information on maths difficulties, see page 61 of the LASS 8-11 manual.</p>