

DYSLEXIA

Parents Workshop

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What we know ...

- condition (neurobiological)
- learning difficulty / difference
- affects **reading, spelling writing, memory, concentration, personal organisation & self esteem.**



What we know ...

Evidence suggests that people with dyslexia process information **differently** and much **slower** than the norm.

(Shaywitz 2007)



What we know (cont)

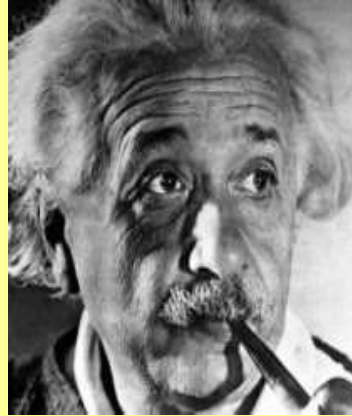
- **inherited**
- continues throughout **life**
- all **backgrounds** and **abilities**
- varies in **degree**
- **10 %** population affected



What we know (cont)

- **60-80%** are left-handed
- effects can be **minimised**
- dyslexics can achieve **high academic status** & be successful

Famous dyslexic people:





Definition - characteristic features

Characteristic features of dyslexia are difficulties in;

- **phonological awareness**
- **verbal memory**
- **verbal processing speed**



Working memory

ability to hold info for short period of time while manipulating it;

- important for many aspects of learning
- capacity varies from person to person



Working Memory Difficulties

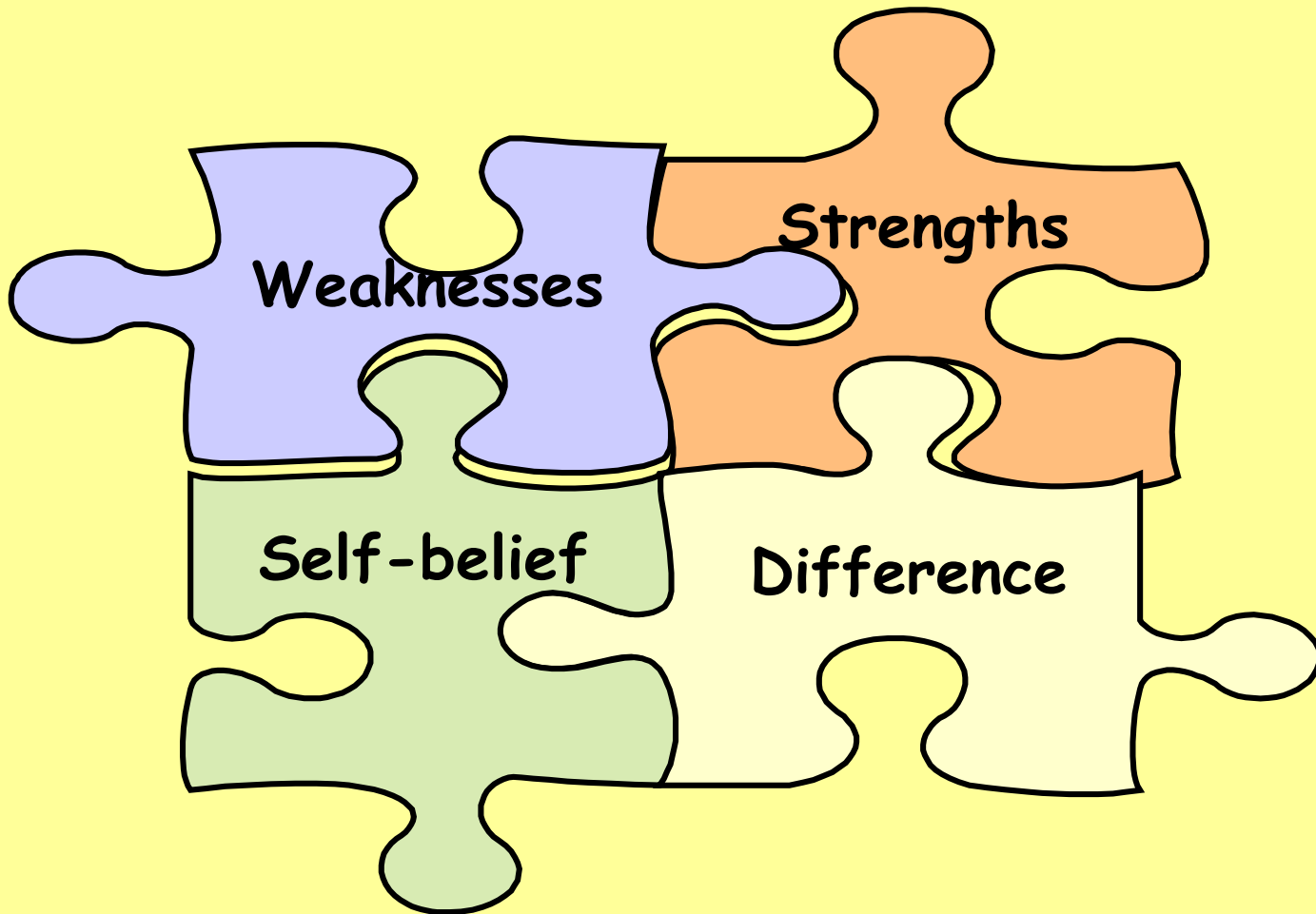
- Reading
- Spelling
- Comprehension
- Writing
- Maths
- Instructions
- Remembering sequences



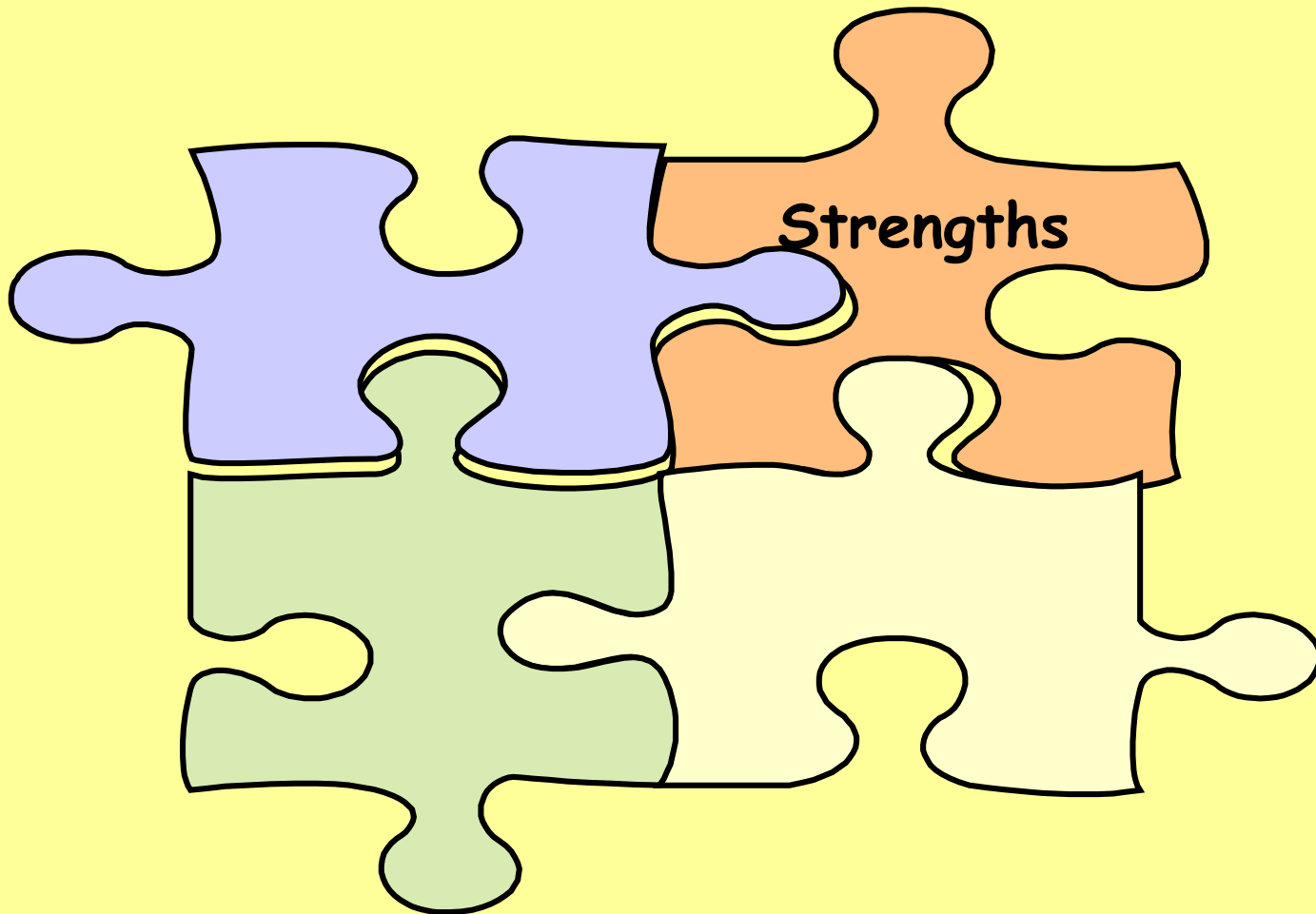
Important Point!

dyslexic students may take
3x longer to complete the
same assignment as
classmates

4 components of the dyslexic profile



STRENGTHS - enhanced functioning in 'visual/spatial skills' & 'creativity'



**Being dyslexic has helped
me greatly in life**



I read my first full book at the age of 38

(named as 2nd biggest selling author since records began)



Architect: lateral thinking, 3D, spatial awareness





Film: imagination, visualisation

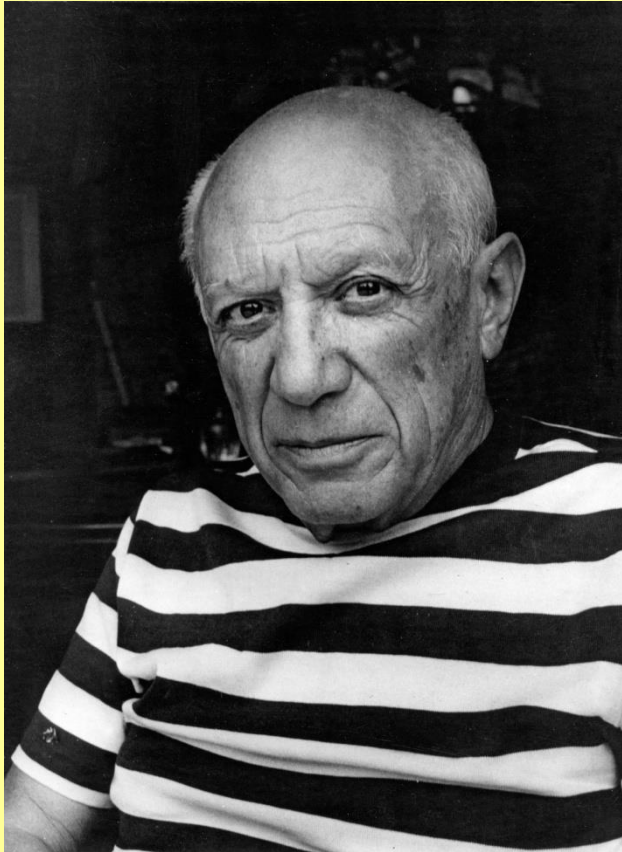


**All our DREAMS can
come true if we
have the courage to
pursue them**





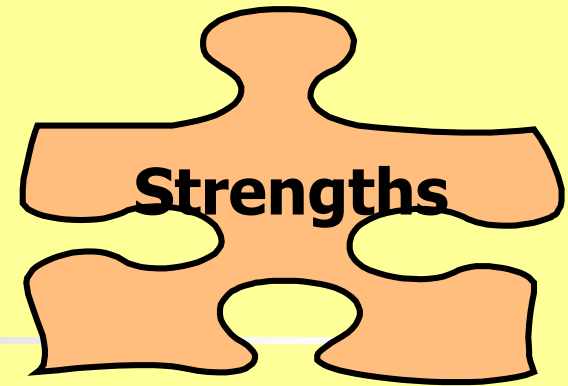
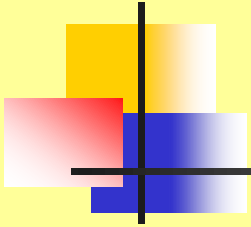
Art: visuo-spatial ability



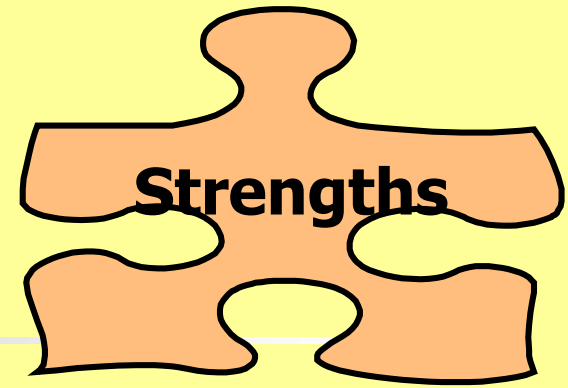
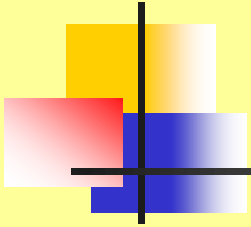


Music: creativity



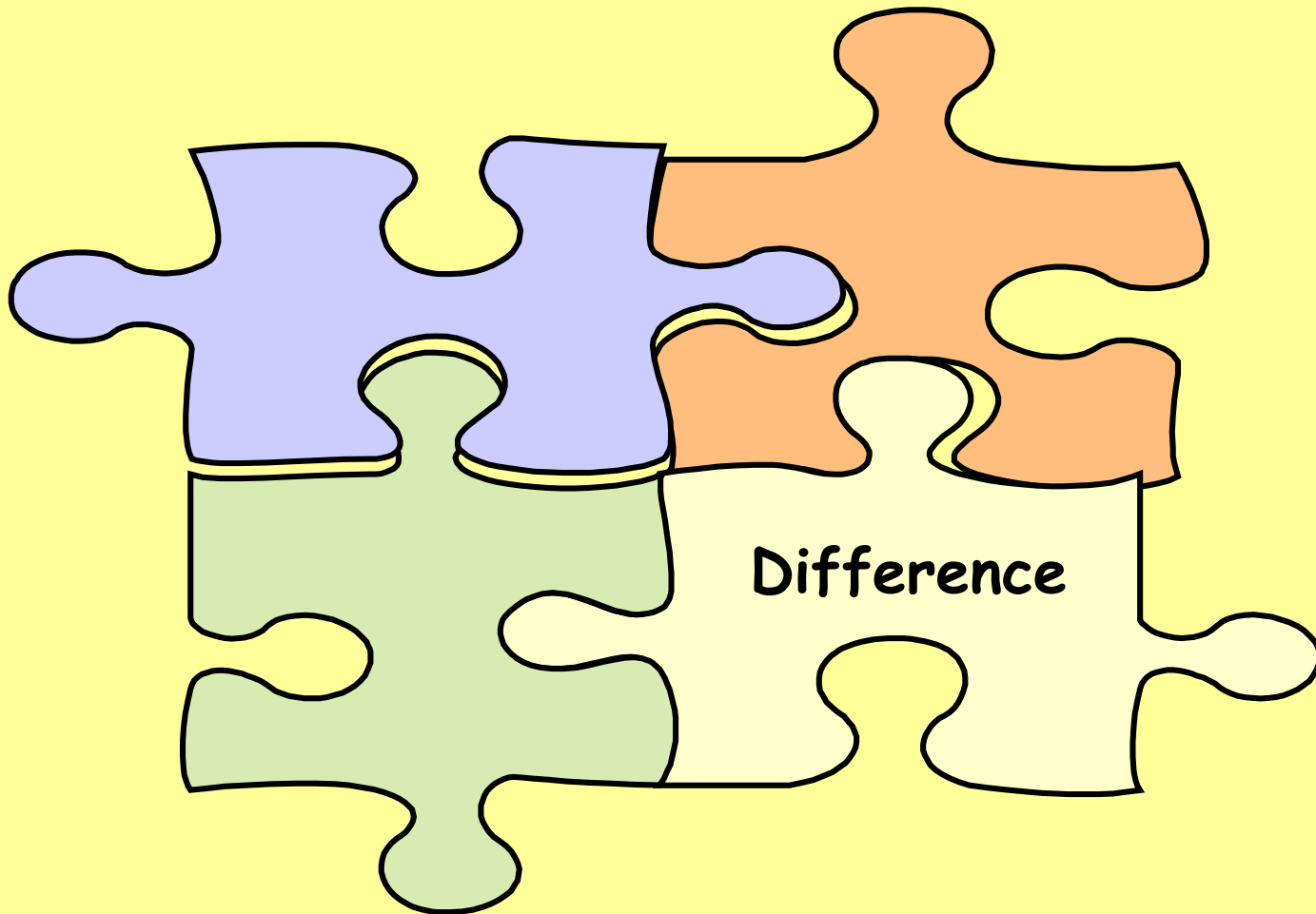


- grasping an overview
- visualisation
- art
- articulation
- visual-spatial skills



- imagination
- creativity
- 3D thinking
- problem solving
- intuition

DIFFERENCE - between a pupil's potential and written work

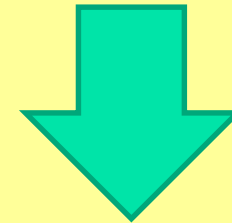




Often a MISMATCH

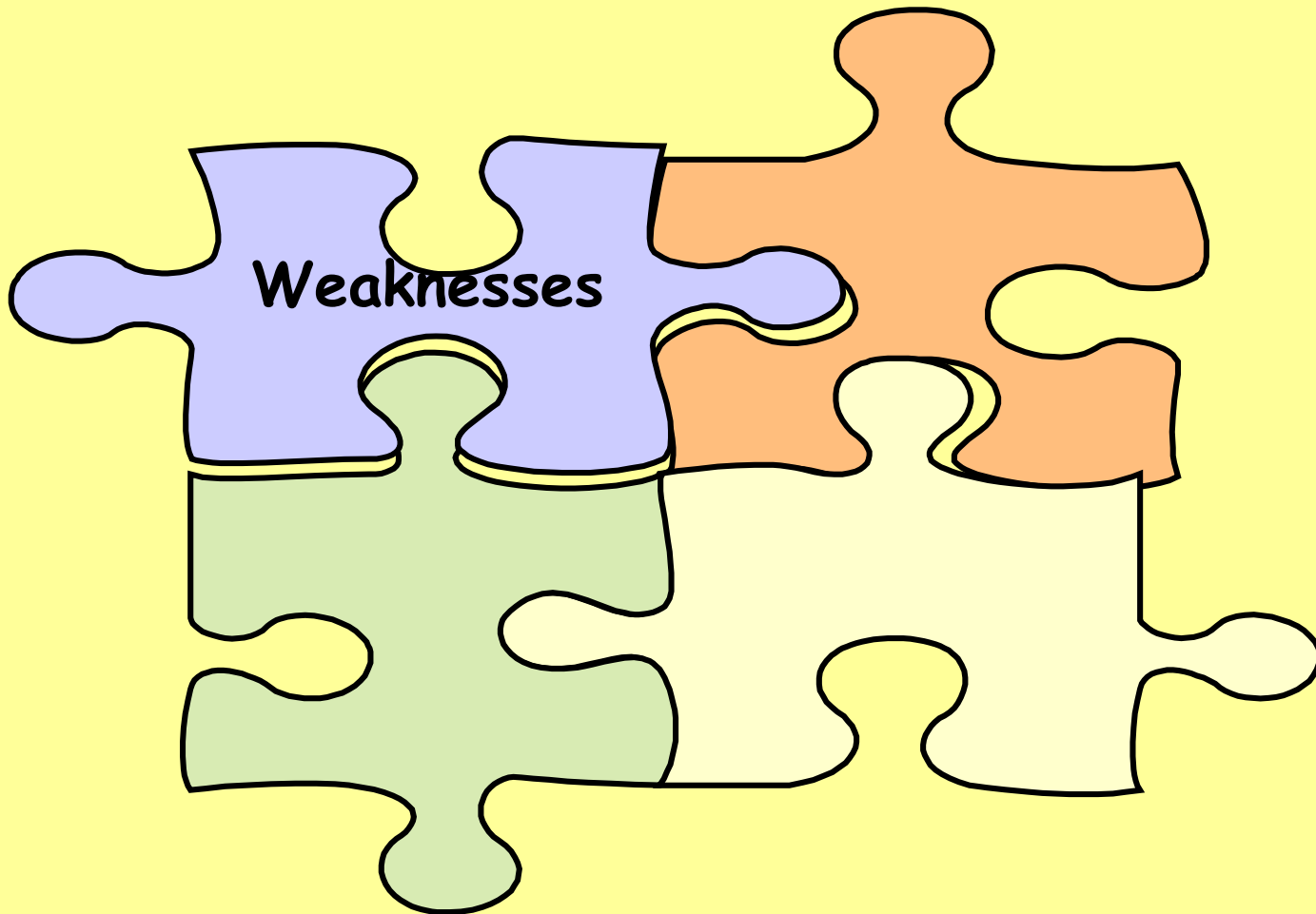


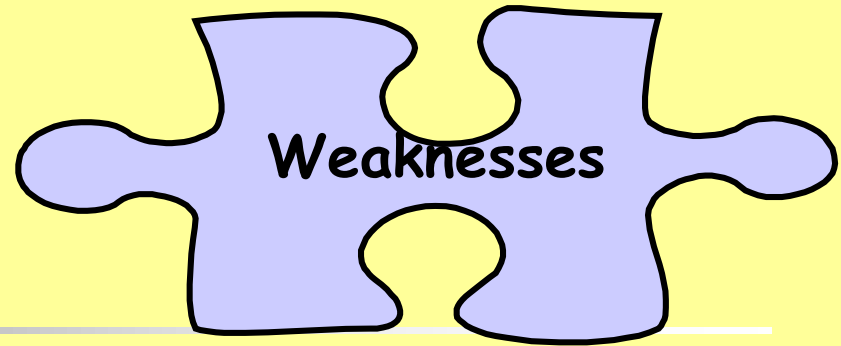
general development
levels of reasoning
personal skills
problem solving
spoken language



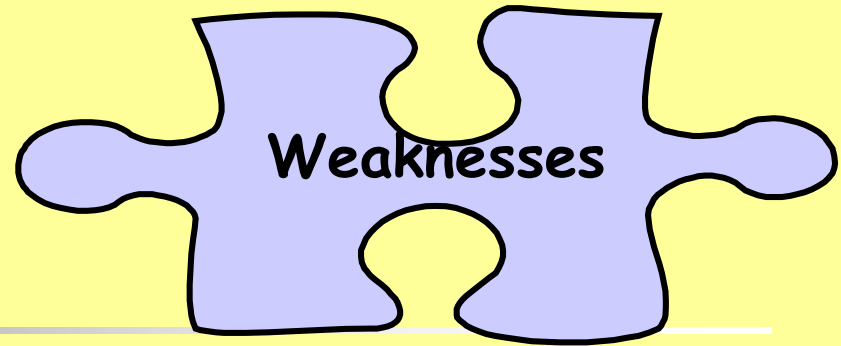
spelling
reading
organisation
sequencing
numbers
writing
short term memory

WEAKNESSES - Reading, Writing, Spelling, Numeracy, Speaking, Listening, Organisation, Time Management



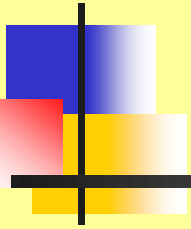


- speed of processing
- working memory
- sequencing
- auditory processing
- visual processing



- visual disturbance
- laterality difficulties
- organisation
- spoken language
- motor co-ordination

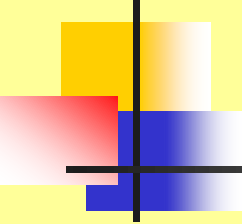
What does this mean and
what can help ?



Reading

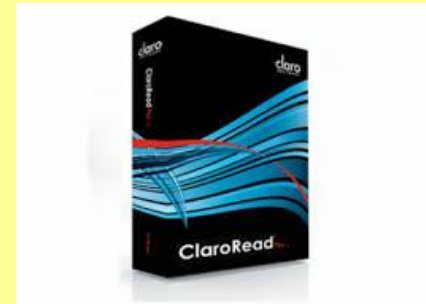
- add or omit words
- lose their place easily in text
- text- blurring, moving
- dislike reading aloud
- difficulties understanding
- avoids reading





The text goes really **thick**
and **fuzzy** but my reading ruler
traps and **locks** the words in ... it
kind of holds them all together
so they don't **move around**

ASSISTIVE TECHNOLOGY

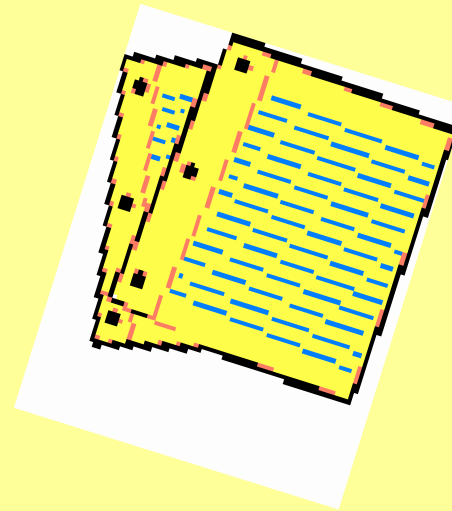




Use of colour

- Reading rulers
- Coloured overlays
- Tinted computer screen

Buff or cream backgrounds



Interrogate the text



Recordings

- Recorded commentary of the text being read
- Pupil reads text and records it - then plays back for comprehension





Audio Books

www.listening-books.org.uk

www.manybooks.net

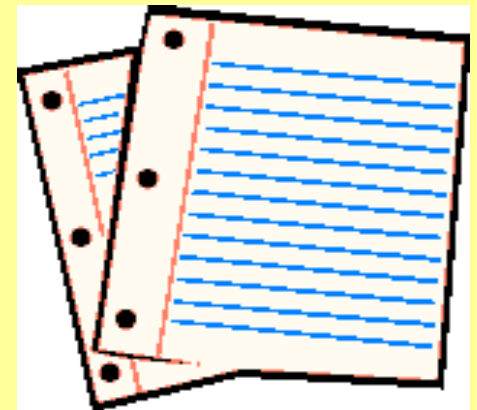
www.free-ebooks.net

www.oxfordowl.co.uk



Writing

- does not reflect verbal ability
- planning writing
- copying from a board
- slow speed





Spelling & Writing

- **White board** in the kitchen
- Lists of **topic words**
- **Cue cards** to help remind them of the common mistakes they make in writing

BECAUSE

Big Elephants **C**an **A**lways **U**nderstand
Small **E**lephants





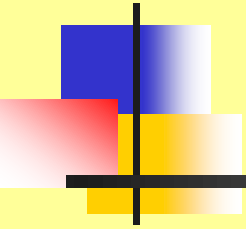
Spelling & Writing

- Put ideas on **digital recorder/phone** so as not to lose them
- Give sentence or paragraph **starters**
- Use **mindmapping**

ASSISTIVE TECHNOLOGY



MEMORY & ORGANISATION?





Memory & Organisation

- following instructions
- organising work in folders
- forgets books, equipment, homework
- confuses places, times and dates

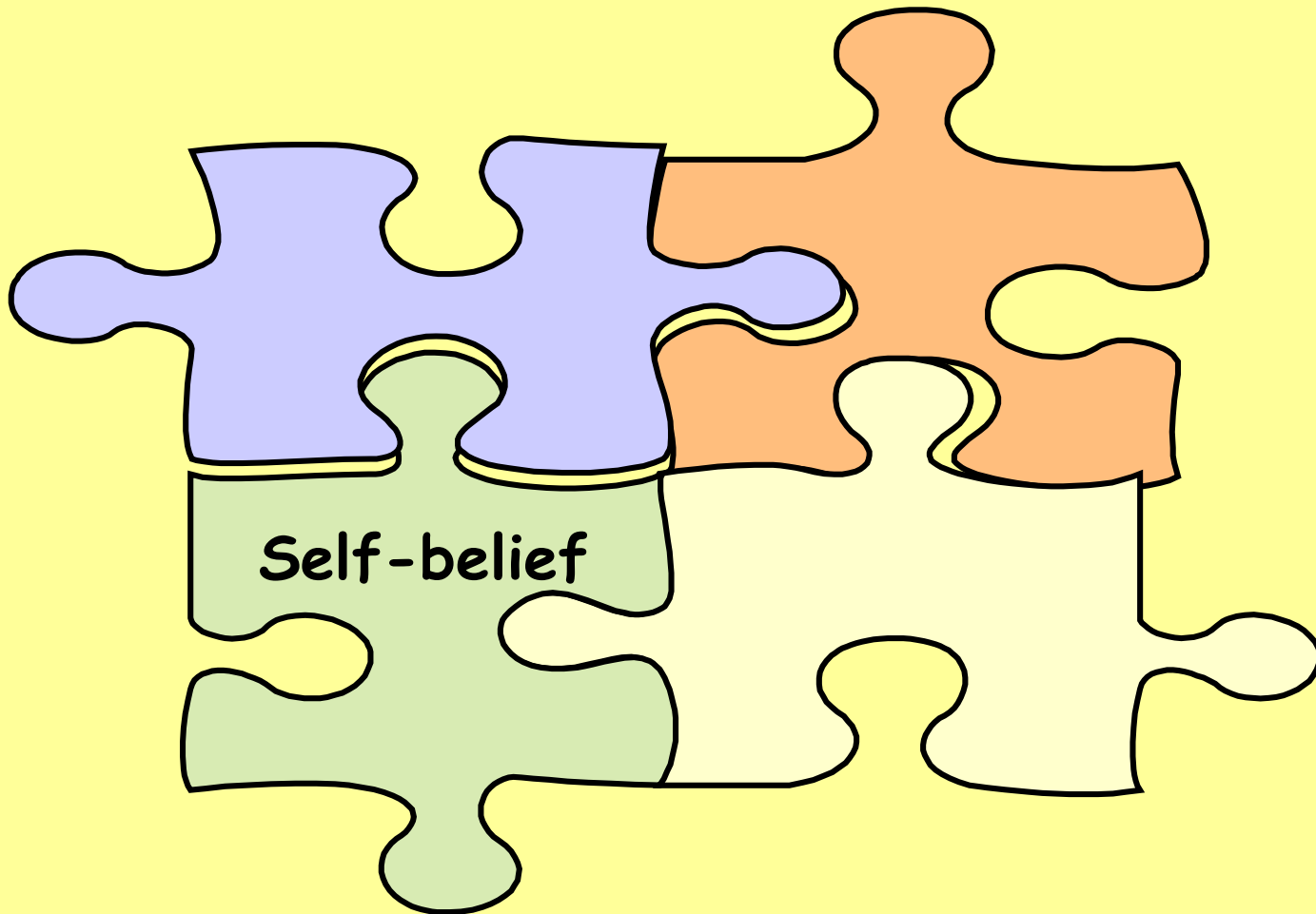


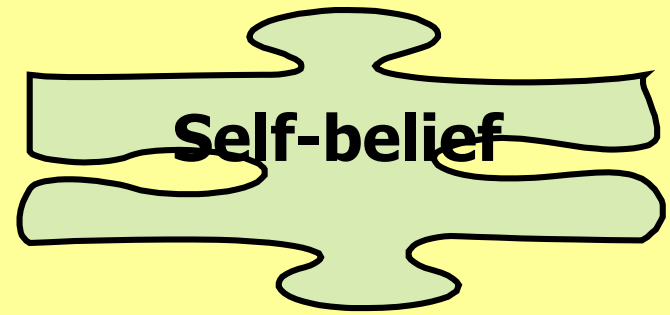
Memory & Organisation

- Bite size chunks of information
- Use repetition, rhyme or music to help memorise facts
- Visual Timetables
- Timetables for tasks



SELF-BELIEF- low self-esteem & self-confidence





- Positive self talk
- Lots of praise
- Attitude is everything



Recommended Books



Questions?
