

Dyslexia WA Newsletter

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Newsletter of Dyslexia Correction Service trading as Dyslexia WA; Contact (618) 9591 3482; 0439 698 587; 0479 121 163. email dyslexiacorrectionwa@gmail.com. Annette Johnston: Licensed Davis Facilitator

Most likely NOT to succeed

Frank Johnston, with some adaptations from a blog article at:

<http://thedyslexicstudent.wordpress.com/2014/08>

[/19/dyslexia-and-me-dyslexia-self-esteem-and-depression/](#)

At Redwood High in Larkspur, Ca., Robin Williams, was heavily involved in the drama department, and was voted "Funniest" and "Most Likely Not to Succeed."

That last remark, unfortunately, has been heard all too often by people who, although dyslexic, may be brilliant in their own favoured areas of entertainment, sport, music, art or other areas of visual expertise but struggle with those easier-to-measure skills of literacy and sometimes maths.

Robin Williams, dyslexic, showed great potential in the dramatic arts while at college, long before he became one of the most celebrated, successful and beloved comedians and actors of his day.

Ron Davis, founder of the Davis Dyslexia Association International, and to whom many thousands owe so much for the benefits of the programs he has

developed, was told as a schoolboy he would 'never amount to much'.

It was not until Ron had major success as an engineer and had also resolved his own problems with dyslexia that he turned his attention to developing his Davis Program to assist other dyslexics and enable them to manage the disorientation at the heart of their dyslexia and take control of their learning.

Very sadly, Robin Williams recently lost his struggle with depression and low self esteem.

Although his depression was possibly linked with the drugs he was taking for early Parkinson's Disease, earlier experiences at college could show a link between dyslexia and low self esteem and even depression.

The similarities between William's and

Davis's labelling as most likely not to succeed while struggling at school, as well as being called 'lazy' or 'slow' is a

very common narrative described by many of the young students Annette works with in our Rockingham office.

The astonishing reality is these very capable people have an alternative means of learning usually not understood or recognised by their teachers.

Too often, teachers and others do not realise the off hand, casual remarks such as 'you'll never

amount to much' not only shift the responsibility for learning on to the child, blaming the student for any failure, but can reverberate down the decades adding to the individual's struggle with their self concept and the development of a healthy and positive outlook.

"If a child can't learn the way we teach, maybe we should teach the way they learn" (Ignacio Estrada)



Robin Williams in an early successful role as Mark

Kiah exceeds his goal !

In the last newsletter we mentioned Kiah Gearing's intention to collect 1000 books for the classrooms of his school.

Kiah, through his book collection, is earning points for his faction, Irwin, which has never had much success in faction competition.

As I write this, Kiah's grand total is 1670 Books!! Irwin Faction has established a substantial lead with book collection to conclude on October 10.

Many thanks and appreciation goes especially to Penhros College, the Bullsbrook and Chittering areas and the ABC's Gillian O'Shaughnessy for giving publicity to the effort through Gillo's Bookclub.



And, of course, to all other contributors.

The 3 collection sites are MLA Frank Alban's office, 'That Movie Place' in Bullsbrook and the Swan Valley Café.

It's special thanks also to those people.

With about 4 weeks to go, it's a big hoorah and three cheers to Kiah!



Best wishes to Freo in the AFL finals  give 'em the heave-ho Freo !!

The Power of Modelling for Mastery

By Jennifer Delrieu, Davis Facilitator in Auffargis, France

I recently received a telephone call from a mother whose two sons had worked with me. The first had done a successful program and completed Symbol Mastery of the trigger words with clay. He is now in a high level school at age 19.

The younger brother whose difficulties seemed less severe at the time, also decided to do a Davis Program. His program was proceeding appropriately, but he was ill on the last day and didn't attend. Perhaps because his difficulties were lesser, his family did not have the motivation to bring him in later to complete the fifth day. Much to my regret, neither did they work as much on Symbol Mastery with him.

Things went better for him at school for a while. Now, at fourteen years of age, this young boy is in difficulty at school. He's struggling to keep up in spite of his obvious intelligence. His mother recalled he had never truly completed his Davis Program and came to the realization that his present difficulties could probably be helped by our methods.

When they came to me recently for an interview, we reviewed his current problems. It was quite obvious his difficulty lay with the 'little words' which disoriented him and for which he had no picture. He either misunderstood what he was reading or had no understanding at all of certain passages. His general vocabulary was mediocre. He made numerous spelling and grammar mistakes.

It was powerful proof to him and his mother, when a word is mastered, it stays mastered for years afterwards

To check my impressions I decided to do a dictation exercise with him—a favourite form of 'torture' in French schools. I read, and he wrote, and it was clear the words he wrote incorrectly were the little ones. For example he wrote 'se' (himself) instead of 'ce' (this). He made a very revealing comment—'It's funny because I always confuse those two, but never ses (his/her) and ces (these).

Fortunately I had consulted the photos I'd taken of his models three years earlier, and, lo and behold, he had made clay models of 'ses' and 'ces'!

He looked over the photos in a very thoughtful way. The importance of doing the clay work was being made very clear to him. It was powerful proof to him and his mother, when a word is mastered, it stays mastered for years afterwards.

We have scheduled two afternoons of Symbol Mastery on the small words to start this young man and his mother off on their quest to model ALL the trigger words. His dream is to stay in mainstream classes at school and not be shunted off at age fifteen to 'special' classes where little attention is paid to the written language.

I'm confident if he makes clay models of all those trigger words, and continues to use his Davis tools, he will stay in the main stream, where he wants to be, and indeed go far.

From The Dyslexic Reader Issue 1, 2014.



Q and A

with **Abigail Marshall**

(from The Dyslexic Reader, Issue 1, 2014)

Q:

My daughter recently did a Davis Program and is very happy with her tools. But she's a little frustrated now, because she has difficulty using her dial and staying oriented in class.

She says that when the room is noisy, her mind's eye pops right off her point. Have you any advice for her?

A:

Please let your daughter know that this is normal. It's not her fault and this problem will get better with practice.

It's like anything else – if she took swimming lessons and learned to swim well in a pool, she might still find it challenging to swim in an ocean!

Do encourage her to use Release often, and suggest that she start by figuring out the three most important times during her school day to work on staying on point.

Later she will be able to work up to using it more often. (Three is an arbitrary number. She can focus on this as many or as few times as seems manageable and realistic to her. How many really depends on what activities are going on in the classroom, and a lot depends on how the class day is structured.

Part of her task will be to figure out at what times she needs to be on point, and when it is OK to be off point.)

I, myself, can get disoriented in noisy places, and will start feeling ill, although I do not consider myself to be dyslexic.

It was only after understanding Davis and disorientation that I realized why I had such a hard time in those environments.



So I do think it is important for your daughter to understand that some environments are very challenging, and that it would not be fair for anyone to expect her to be able to manage well in every environment when she is still learning to use her tools.

Of course it will be helpful if the teacher is supportive and looks for ways to accommodate her needs.

You might want to print and share **A Guide for Teachers and Parents**

by Patricia Lynn Hodge.

Patricia lives in Oman, is the parent of a dyslexic child, and a teacher with specialized training in 'Specific Learning Difficulties/Dyslexia'. You can find her article on our website at:

<http://www.dyslexia.com/library/classroom.htm>



Abigail Marshall is the Davis Dyslexia Association International web master and an authority on research into the Davis process.