

# Dyslexia WA Newsletter

*harness the gift*

[dyslexiawa.com.au](http://dyslexiawa.com.au)

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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](mailto:dyslexiacorrectionwa@gmail.com). Annette Johnston: Licensed Davis Facilitator

## Caillin follows a well worn path

**Schools ignore phonics despite better results**, the headline of last Friday's *West*, November 16, declares.

Well, true enough and fair enough. For most students the study of and familiarity with phonics is at the heart of learning to read.

But there are around 10% who don't and won't 'get' phonics... and 10% actually translates to many, many students. When these students 'don't get it' they are labeled as 'non responders' as though it is their fault!

Caillin battled through her first years of school, doing the letters, doing the flash cards, getting support which added more intensive work on phonics.

"She'll get it, it'll fall into place," came the assurances.



Caillin works on her models with Annette

Then there was occupational therapy, brain gym, more OT, speech therapy, writing the alphabet multiple times, over and over and over.

In March this year Sue, Caillin's mum, had Caillin do the Speld tests and follow their recommendations, which are fine for most... but Caillin is one of the 10%

with special talents and special abilities which dyslexics have.

Sue finally read Ron Davis's book, *The Gift of Dyslexia* and also Jeff Freed's *Right Brained Children in a Left Brained World*. (A good read, like Ron's *Gift*, translated into many languages)

Once immersed in the world of Davis, Sue describes Caillin as more positive, with the ability to focus. Her netball coach says Caillin is "more focused and pays attention to the game."

"Her reading has improved and she wants to have a go, Caillin reads her books to kids on the bus and wants to read to her younger siblings at bedtime," Sue says.

What else could you ask for?

## Richard Branson and the dyslexia advantage

By Emily K. Schwartz, Published: November 8

**At 16, Richard Branson embarked on his first business venture in publishing.** Two years later, he set up an audio-record mail-order business, and then he founded Virgin Records, a chain of record stores that would later become one of the top six record companies in the world.

Today, Virgin Group consists of more than four hundred companies in 30 countries, according to Branson's book, [Like a Virgin: Secrets They Won't Teach you at Business School](#).

The book also describes him as "the only person in the world to have built eight billion-dollar companies from scratch in eight different countries." He's exploring the highest of highs (outer space) and the lowest of lows (the deepest crevices of the Earth) — all while folding social and environmental responsibility into his missions.

Your typical entrepreneur? Hardly. His secret to success? Dyslexia. What many would consider a weakness, Branson has branded his "greatest strength."

In the entrepreneurial world, he's not alone: a 2007 [survey](#) of 139 business owners in the U.S. indicated that over one-third of respondents iden-



Paul Ellis/AFP/GETTY IMAGES -  
British Entrepreneur Sir Richard Branson

tified as dyslexic, meaning they endure a reading disability that makes it difficult for the brain to properly recognize and processes certain symbols. Reading and writing for these individuals, no matter how smart they are, is exceptionally difficult.

"Back when I was in school, few people understood dyslexia and what to do for it." Branson explained in an e-mail exchange. "My teachers thought I was lazy and not very clever, and I got bored easily...thinking of all the things I could do once I left school. I couldn't always follow what was going on. On one of my last days at school, the headmaster said I would either end up in prison or become a

millionaire. That was quite a startling prediction, but in some respects he was right on both counts!"

READ MORE AT: [http://www.washingtonpost.com/national/innovations/richard-branson-and-the-dyslexia-advantage/2012/11/07/67a05b2a-2906-11e2-bab2-eda299503684\\_story.html](http://www.washingtonpost.com/national/innovations/richard-branson-and-the-dyslexia-advantage/2012/11/07/67a05b2a-2906-11e2-bab2-eda299503684_story.html)

**Got a story to tell...  
or a question to ask...  
or some comments to make???**

We would love to hear from any of the people who have completed the Davis course to tell of their experience. Or from those who haven't, for that matter!

Call, email, text, send snail mail... want to tell your story to a journo to be written up? It's all possible, just let us know.

**AND... if you think you can attend the February Conference (See Over Page) just email a 'Y' and the number who may attend. For Annette and me its, 'Y-2". Easy Peasy.**

**Frank Johnston - editor**

# Much ado about Self Esteem

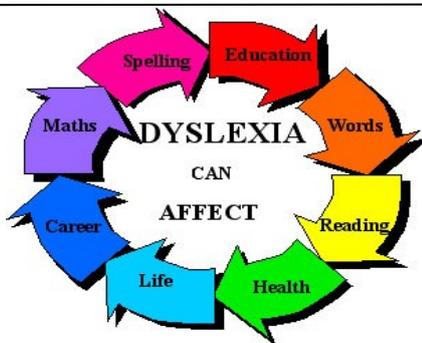
Comment, and query:

“From the dyslexics that I have met, self esteem seems to be one of the biggest hurdles they need to get over, so some strategies, ideas here would be great.”

**Annette:**

Self esteem is so much a part of our psyche; it is dependent upon our successful interaction with the world around us, our immediate environment, family, social circle, friends, workplace or school.

With all the people I have worked with over the last 2 years, once they have learned to control their dyslexia and start to use their



tools, the change in self esteem just comes along naturally.

Sometimes the change is so dramatic! Even the person's physical posture is evident; from appearing drooped and disconsolate on day 1 to bright, cheery and standing and sitting far more upright by day 3 with a brighter outlook. It is just amazing and so brilliant to observe. It's probably one of the best parts of my job. To help self-esteem it's about, I think, being positive and

supportive, focusing upon a person's skills and strengths.

All of the people with whom I have worked have some special skills and abilities of which I sometimes feel envious; their creativity is really a great gift to have.

Overcoming the difficulties brought on by dyslexia, in literacy, numeracy or other areas, is the goal of the Davis course and opens the way to improved self esteem. Until those areas are addressed, healthy self-esteem is a continual concern. Some adults have often found ways around their dyslexic hurdles and developed coping mechanisms of their own, hence self esteem may not be an issue. While for others, low self esteem continues as a major concern.

Specific strategies for individuals are hard to address in a few short statements; they need to be looked at on individual, case by case scenarios.

## How do you read to your child?

By Abigail Marshall, DDAI

(Editor The Dyslexic Reader...)

This article was first published at *Dyslexia The Gift Blog – News and Views From Davis Dyslexia* (<http://blog.dyslexia.com>).

Reading story books to small children is fun, but did you know that the way you read can make a big difference in preparing your child to become a reader?

A recent research study showed that pre-school age children had significantly improved early literacy skills when their teachers made specific references to print in the books as they read.

“Print-referencing” means using simple techniques to draw a child's attention to the letters and words on a page, the concept that clusters of letters form words, that the letters are scanned from left-to-right, that the words have meaning.

This activity is woven into the reading; the pictures on the page are also important to meaning and enjoyment of the read-aloud experience.

Ron Davis wrote that each word has three parts: what it means, what it looks like, and how it sounds.

The parent who can convey that basic understanding when reading to a child will have gone a long way toward laying a strong foundation for reading.

### Resources for more information:

Zucker, Tricia A., Ward, Alison E., Justice, Laura M. *Print Referencing During Read Alouds. The Reading Teacher* Vol. 63, No. 1 September 2009. Available in PDF format at: [blog.dyslexia.com/how-do-you-read-to-your-child/#more-80](http://blog.dyslexia.com/how-do-you-read-to-your-child/#more-80)

Spiegel, Alix. *Small Change In Reading To Preschoolers Can Help Disadvantaged Kids Catch Up. Available on line at: <http://www.npr.org/blogs/health/2012/05/29/153927743/small-change-in-reading-to-preschoolers-can-help-disadvantaged-kids-catch-up>*

Pfeiffer, Sharon. *Getting Ready for School: Head Start Activities for the Home/ How to Read to your Child. The Dyslexic Reader, Issue 5. © Davis Dyslexia Association International & S. Pfeiffer, 1996. Available on line at: <http://www.dyslexia.com/library/ready.htm#read>*

Research Citation: Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). *Increasing young children's contact with print during shared reading: Longitudinal effects*

on literacy achievement. *Child Development*, 83(3), 810–820. doi: 10.1111/j.1467-8624.2012.01754.x v

From:

The Dyslexic Reader Volume 61 No 2, 2012 Page 14.

## February Conference

One Saturday in February 2013 we will have our annual coffee and chat in the conference room of Business Foundations, 33 Crompton Road, Rockingham.

Again, it's 2 hours and an opportunity for all, whether you've completed the course or not to come and meet others dealing with the same problems associated with dyslexia.

Our new theme this year has been... “dyslexia is not a learning disability, but rather a deficit of teaching”.

People with dyslexia just need the correct strategies and direction to enable and enhance the talents they have and access the skill areas with which they're encountering difficulties. That's what Annette and other Davis Facilitators have been able to provide.

How do we get schools and education services generally to be more aware of the needs of dyslexics? Bring your ideas to our conference... or just come for a cuppa, relax and enjoy some chat.

Set this date aside...

Saturday February 9, from 10:00 am to 12 noon.

