

Dyslexia WA Newsletter

harness the gift

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. Annette Johnston: Licensed Davis Facilitator

Jya switches on... years later

Even though she is only 12, Jya has years of experience behind her with school and educational experts applying their own special solutions, all suitably effective in their correct scenario, to enable her to switch on to literacy.

All manner of private tutoring, speech therapy, eye tests, hand eye coordination exercises, multi – literacy activities and coloured keyboard set-ups left Jya no further advanced along the road to Literacy... (*but her keyboard skills had improved significantly!*).

Like most picture-thinking 'truly' dyslexic people, Jya could not experience success until she found an approach and strategies that suited her particular learning style.

When introduced to the Davis approach and Annette in January this year, Jya immediately 'got it'.

"That's really cool, I get it, I want to go!!"

The struggle which mum, Andrea, and Jya had endured for years was finally over.

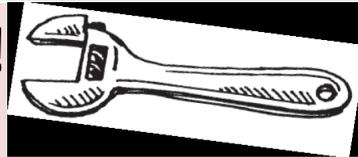


"Jya came out happy, she wants to talk about the program and the skills come automatically to her," Andrea said.

Andrea also found that talking to other parents whose children had done the course was "invaluable".

Would you like to add your name to the list of families happy to chat with 'new comers'? Just email or call... thanks.

We Fixed It!



Abridged from an Article by Tara M. Frickel in The Dyslexic Reader Volume 61 Issue 2

"I don't want to read baby books! I hate school, and I am not going to college!" That was my Alex at the end of the third grade. I'm sure that kind of talk is nothing new - many mothers hear it. But I wasn't only the mom: I was also the **teacher**.

During third grade, Alex's classroom teacher fell ill. I substituted in the rural school Alex attended for the remainder of the year.

In those final months of Alex's third grade year, I discovered some strange things about my son. For example, he could spell the word "chest" perfectly out loud, but when I asked him to write it down, he wrote, "cheash".

His frustration level was very high and quite frankly, so was mine. I didn't know what to do to help him. I felt like a failure.

Then our world changed. One of my friends discovered and read *The Gift of Dyslexia*. She was looking for answers for her own daughter, but she recognized the symptoms my Alex was experiencing. She let me know about the book and I started my quest to find a solution for my son.

The summer after Alex finished third grade, I found Davis Facilitator, Kim Carson, in Redfield,

South Dakota.

She agreed to take Alex on as one of her students.

We drove to Redfield and Alex spent five days completing the *Davis Dyslexia Correction Program*.

The "tools" he learned to use during his Davis Program gave him everything he needed not only to succeed, but also to excel during high school.

On the third day Alex asked me how much the program cost. When I asked him why he wanted to know, his reply was, "'cuz it's helping." On the last day, as we drove out of Redfield heading for home, he said from the back seat of the car, "Mom, if you look at me today and I look like I am crying, it's because I am happy."

Of course, by that time I was crying too. And I realized as we drove down the highway that he was reading every road sign out loud! It was honestly like a miracle had happened.

Speaking about the problems with school work many children face, I've heard people say "if your child had a broken leg, wouldn't you fix it?" Of course. And so, with Kim's help, we "fixed" Alex's reading problem.

According to the STAR reading test, before his Davis Program Alex was reading at the second grade level.

After his Program, when Alex entered fourth grade in the fall, he tested at a level equivalent to the seventh month of the fourth grade. By the end of that year, he was reading at the sixth grade level. His entire life had changed over the summer!



Alex went on through junior high and high school, and although he had a 504 plan in place because of his dyslexia diagnosis, he never made use of it. Many of his teachers didn't even know Alex had ever had

difficulty reading.

The "tools" he learned to use during his Davis Program gave him everything he needed not only to succeed, but also to excel during high school.

He was on the Honor Roll all four years and he graduated in the top 10% of his class! The gold cord he earned as an Honor Student hangs on his graduation picture.

Alex has truly come into his own and I know it is because the Davis Program gave him the tools he needed to be able to read well.

As a teacher with over twenty years of experience, I have yet to find a single program that can do as much as the Davis Program for struggling readers.

Q&A

From Q and A with Abigail Marshall
The Dyslexic Reader Volume 61, Issue 2 2012

Q: My son is dyslexic. We've tried several different approaches to resolve his dyslexia, but it's clear there's something else he needs. I've read some material on line about the Davis Program, but I'd like clarification about what concrete progress I could expect to see in my child, if we were to try your approach.

A: I think it's entirely natural to be somewhat skeptical about any kind intervention for dyslexia, especially after trying other types of help without getting the results

your son needs. There are a number of things to take into account when you consider a Davis Program.

Precisely what changes parents see after their child does a Davis Program, depends greatly on the individual.

The specific improvements you will see in your child if he decides to do a Davis Program, will depend on what his challenges are when he begins, what his goals are, and whether he continues to use the tools after his program ends.

Post-program follow-up is essential to preserve gains and improvements made during the initial program week.

However, there are a number of changes that we see almost immediately in all our clients.

Reading ability tends to improve during the course of the one-week Davis Program by at least one grade level, and often by much more.

Improvements in spelling take more time.

Symbol Mastery – the mastery of 'trigger' words with clay – improves spelling with every word mastered.

But spelling, syntax and grammar also improve the more we read.

So as your child's use of the Davis tools allows him to read more and more easily, this, too, will improve his spelling.

Being Oriented also improves spelling and handwriting and allows our clients to find spelling errors more quickly, so most report improvements in writing during the course of their program as well.

Looking at the upside of Dyslexia

Article from
Woodburn Pediatric Clinic
January 17, 2013

Since the first documentation of dyslexia or "word blindness" more than 100 years ago, doctors and scientists have searched for the cause of dyslexia and various therapies to treat it.

Their research has resulted in the development of different methods of treatment, but more recently, the latest findings on dyslexia have brought forth new ways of looking at the condition and subsequent advantages found in artistic and scientific fields.

A recent article by the New York Times summarized recent studies on dyslexia and their findings, examining some of the positive aspects of dyslexia including increased creativity, stronger detail orientation, and an enhanced ability to examine the "bigger picture."

Some interesting findings include the growing body of evidence that those diagnosed with dyslexia have sharper peripheral vision and more accurate peripheral understanding than others.

Because reading requires the identification of letters in the middle of one's line of vision, and those with dyslexia are better able to identify letters along the perimeter of their vision, this could help to explain difficulties associated with

reading and dyslexia.

In addition to mounting evidence that those with dyslexia process peripheral information more accurately, studies have also shown that people with dyslexia are faster at assessing visuals, such as M.C. Escher's impossible staircases, and judging the information found within the image.

This indicates that those with dyslexia may be better at assessing large amounts of visual data and making sense of the embedded visual information.

Because dyslexia is often viewed as a "learning disorder" or "disability," these findings are important because studies like this help to address weaknesses while simultaneously emphasizing strengths.

Studying different aspects of dyslexia and taking note of the positives and negatives allows us to more completely understand the condition and create education programs that best address the needs of those diagnosed.

See:
<http://woodburnpediatric.com/looking-at-the-upside-of-dyslexia>



John Steinbeck
American Pulitzer
Prize-winning writer (1902 - 1968)

Ideas are like rabbits. You get a couple and learn how to handle them, and pretty soon you have a dozen.

An almost universal change felt by children and observed by their parents during the program week is an improvement in self-esteem and confidence.

This is one of the most beneficial aspects of the Davis Program, since on the one hand, it's difficult to improve if you don't believe you can, and on the other, good self-esteem and confidence make for happier children and happier families!

The ability to manage stress, frustration and anxiety improves during the program and after.

Nearly all clients, children and adults, report feeling more 'centered', more relaxed, and more able to focus and sustain their attention when using the Davis tools.

Since we can't avoid all stressful situations, the ability to self regulate these emotions is extremely valuable and contributes to better school performance and relationships in school and out.

After the program, most clients report that they do better on written exams because their memory improves.

The tool of Orientation and stress relief with Release and the Dial defeat the memory blocks that prevent many dyslexics from showing what they know on tests and during oral interviews.

A Davis Perceptual Ability Assessment and Symptoms Profile will clarify what your son's challenges are and determine whether the Davis Program is right for him.

