

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

## Horsing around in the north

**Rounding up horses** was, no doubt, the last thing on Annette's mind when she recently visited Cheela Plains station in the Pilbara, just a couple hours out of Paraburdoo.

Working with Preston Pensini for a week was the prime purpose, but enjoying some of the extra curricula activities is one of the joys of travelling to more remote locations.

"The Pilbara was shown off in all its glory due to recent winter rain and the wildflower display was spectacular," Annette said.

"Preston's horse handling skills were impressive as he trained his new foal."

But the serious nature of the week was not neglected.



Preston's Mum, Robin, is pleased with his improved skills...

"Every now and then after Preston has read a couple of words he hasn't read before he looks up at me in total surprise that those words came out of his mouth.

"It's like the words are jumping off the page into his mouth," says Robin.



### Pilbara beauty

The best thing about the Program, according to Preston, "It makes reading easier".

Robin stressed the importance of good follow up support, while leaving the ownership of the Program in the hands of the student.

**\*\*\* Follow up support after the one week Davis Program is a key. Our next newsletter will feature some pointers. Please email any hints you have from your experience.**

## The Everything Parent's Guide to Children with Dyslexia

### Learn the Key Signs of Dyslexia and Find the Best Treatment Options for Your Child

Author: Abigail Marshall  
Publisher: Adams Media  
ISBN-10: 1440564965  
ISBN-13: 978-1440564963  
Paperback, 304 pages

Abigail Marshall has written a revised edition of *The Everything Parent's Guide to Children with Dyslexia*. It was released in August of this year.

Since 2004, *The Everything Parent's Guide*, has been a "must read" for every parent who knows or suspects their child has dyslexia.

It has provided positive advice and welcome relief from the maze of conflicting information parents encounter about their child's learning needs.

The first edition covers information about testing for dyslexia, school choices, treatment methods, the IEP process, and practical suggestions for help with homework from primary through to high school years.

The second edition includes all this, and

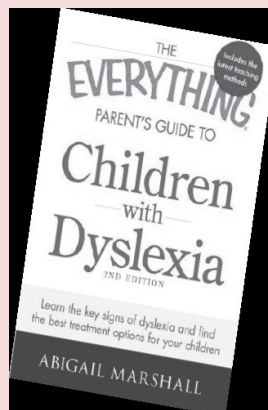
### A new book recently published

much more. There's a new chapter on brain research and dyslexia, more information on the history of dyslexia and on the genetic basis of dyslexia. And there's also updated information on educational research into teaching methods and dyslexia treatment programs.

Of this new edition of the *Everything Parent's Guide*, Abigail says,

"When I set out to prepare an updated and revised edition of my 2004 *Everything* dyslexia book, I thought it would be an easy task. But I was surprised at how much has changed over the 9 years since the first edition was published, especially in the area of brain research and the availability of research either validating or questioning various approaches to treating dyslexia. So my new book has a lot more science than the first book, presented in a way that I hope will be easily understood by lay readers.

"Unfortunately I have not seen the same



evolution in the ways that schools approach dyslexia -- so I think that a comprehensive book is needed now more than ever.

"I hope my book can help teachers as well as parents better understand why phonics-based classroom approaches, which are often called "research based" rarely work well for dyslexic learners.

"Most of the research supporting those methods did not include significant numbers

of children with dyslexia, and we now know more than ever from brain research that dyslexics acquire strong reading skills in a markedly different way."

As the parent of a son who once struggled with dyslexia, Abigail discovered a wide gulf between the academic and scientific view and the day-to-day.

### Other books by Abigail Marshall:

#### When Your Child Has Dyslexia

*Autism and the Seeds of Change: Achieving Full Participation in Life through the Davis Autism Approach*  
By Abigail Marshall with Ronald D. Davis

# Q&A

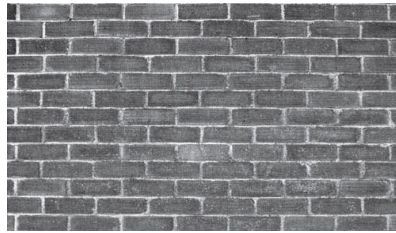
From Q and A with Abigail Marshall  
The Dyslexic Reader Volume 63, Issue 1 2013

## Hitting The Phonics Wall

**Q:** I have a son with dyslexia. He's been receiving Orton-Gillingham tutoring for a year. I have heard about the Davis Program and am curious because I remember my other children hitting a wall with phonics once they got to a certain point in reading. What's the difference between the Davis approach and Orton-Gillingham?

**A:** You're on the right track to think about your children hitting a wall with phonics at a certain point. Unlike Orton-Gillingham, the Davis Program does not

focus on phonetic instruction or phonetic decoding. Since the Davis Dyslexia Correction Program is geared to children age 8 and over, most of the children we work with have typically either hit that wall



or else have not been able to make any progress at all with phonics instruction.

One big difference between Davis and the Orton-Gillingham approach is that we begin by teaching some simple mental strategies that help individuals focus attention, calm themselves when they start to feel confused and frustrated, and stabilize their perceptions.

So with Davis we are starting by making sure that the child is actually seeing the letters correctly, in the correct order. We also provide tools to ensure that they can accurately hear the sounds of words.

*Often, once perception is normalized with the Davis tools, a child will be then be able to better use and apply previous learning from phonics-based instruction.*

Recent research shows that roughly 65% of all dyslexic children have "dysphonetic" symptoms, meaning that phonetic decoding is a difficult strategy for them.

In order for these kids to improve their reading accuracy, speed and fluency, they will need other strategies. Research also shows typically-developing readers begin to rely much more on whole word recognition at around age 8 or 9, using a part of the brain called the "visual word form area."

Dyslexic children don't seem to make that transition, but we think that is largely a symptom of the way they are taught to read.

The Davis reading approach is built on a set of reading exercises to build visual word recognition skills and comprehension, and a system of clay modeling to master the meanings of small, abstract words of language (words like *the*, *for*, *at*), together with learning the spelling and sounds of the words.

So we are building the ability to read whole words through instant recognition, rather than relying on phonetic decoding. We also teach dictionary skills, which provide children with the means to explore both pronunciation and meaning of new words.

Davis is a multi-sensory approach, and we concur with the Orton-Gillingham philosophy that dyslexics learn best when multiple senses are engaged. We actually go beyond that, because we also believe that involvement of the creative process is necessary for learning.

However, our methodology is somewhat different. We follow an immersive, student-led approach, focusing on developing mastery rather than repetition or drill.

*The mastery approach means that time is spent fully exploring individual words, so there is no need to revisit the same material over again.*

Another difference is that we usually see very rapid progress with the Davis Program. Generally, a facilitator will work individually with a child for a week -- five consecutive full days -- giving support training to the parent on the last day of the program. It is common for a child who is several years behind at the beginning of the program week to emerge at the end reading at grade level, although of course the child must continue with the follow-up work in order to continue to progress.

### GOT A QUESTION?

Send it to our email and we'll endeavour to provide a satisfactory answer.

[dyslexiacorrectionwa@gmail.com](mailto:dyslexiacorrectionwa@gmail.com)

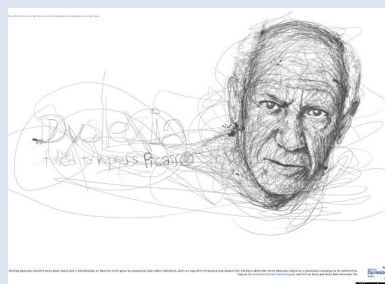
If you have any suggestions, letters or contributions you would like to make to our modest newsletter then please get in touch.

## Vince Low Pays Homage To Famous Dyslexics With Realistic Scribble Sketches

Posted: 07/28/2013 9:22 am EDT on  
[http://www.huffingtonpost.com/2013/07/28/vince-low\\_n\\_3647585.html](http://www.huffingtonpost.com/2013/07/28/vince-low_n_3647585.html)

Artist and illustrator Vince Low miraculously turns chaotic scribbles into convincing celebrity portraits.

Titled "Faces" the project began as an awareness campaign for the Dyslexia Association of Malaysia.



*Vince Low epitomizes that which Ron Davis refers to when he speaks of the **Gift** which dyslexics possess: - sometimes art, sometimes music, or sport, design, business sense, entrepreneurial skills... the list goes on.*



The first round of scribbles included three portraits of iconic minds who happened to be dyslexic: Pablo Picasso, Albert Einstein and John Lennon.

Because Low himself is dyslexic, he became personally invested in the project and continued his doodles past the original project.

"We used well-known celebrities who were dyslexics to illustrate that dyslexia is not a curse, but a gift," Low said in an interview with the Daily Mail.

