

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

February 8 roundtable is definitely on

Frank Johnston

Fancy an informal gathering to meet other families and people concerned with dyslexia?

This is a chance to discuss, ask questions and chat with others who have either completed the Davis Program with Annette or who are just interested in what it's about and whether it could be of benefit.

Early this year the conference was skipped because there were only a few potential participants, but next February it is definitely on, even if it is only Annette and myself!

It is simply a 2 hour gathering, tea, coffee and nibbles and an open forum to raise issues, ask questions, hear explanations or network



From our first conference in 2011

with other people who are dealing with the difficulties which can arise from dyslexia.

There is no charge and we simply enjoy the chance to meet up and share ideas.

I will send a reminder in January, but if you think you will attend just send a "y" and a number for how many are coming (eg 'Y-2') to our email, dyslexiacorrectionwa@gmail.com

Shopping, picnic places, swimming, cinemas, restaurants are all close by for your use after.

Location: Conference Room at our office, Business Foundations, 33 Crompton Road, Rockingham

Date: Saturday February 8, 2014

Time: 10:00 am to 12 Noon



Follow up is vital for Davis success

One week of the Davis Program can be life-changing, but follow up support is essential for maximum benefit.

Annette has guided fifty people through the Davis Program in the last few years.

Feedback from many indicates continued success and wonderful progress in learning.

Occasionally, and rarely, a student has slipped back into old habits, re-igniting poor self esteem and a renewed dislike of letters, numbers and all things academic.

Almost **always** it is because the necessary follow up support has fallen away.

If Symbol Mastery is not done on **all** the words and symbols that cause disorientation then the ability to be oriented will eventually be lost.

Being oriented provides the opportunity to tackle what is responsible for learning difficulties - **confusion**.

If the words or symbols which cause the confusion are not dealt with, confusion will

become so great that simply being oriented will not solve the problem.

This does not mean that the responsibility for the client's program and continued learning is taken away from them.

Far from it.

The responsibility and motivation for maintaining orientation and using the other Davis tools rests squarely with the client.

For some clients, the Davis program has provided them with their first experience of being in control of their learning.

What a shame it would be to take that away.

This does not mean to say that the follow support provided always remains the same.

The follow up should evolve as the skills and knowledge of the client evolve.

For instance, once the words from the trigger list have been mastered, that's not to say that all trigger words have been eliminated.

The focus for the trigger words will naturally shift to those personal to the client.

There will always be a trigger word or symbol to be mastered—hopefully the number will be decreasing as time goes on.

Other words and/or symbols will replace those in the client manual.

These could be advanced mathematics or science symbols, words from physics or geography or even concepts from history such as democracy.

The responsibility and motivation for maintaining orientation and using the other Davis tools rests squarely with the client.

The Koosh balls remain a vital and fun part of the follow up.

One university student reported that whenever she had difficulty working through a problem she would have her room mate toss the Koosh to her for 5 or 10 minutes.

Invariably she reported that freeing her mind while doing the Koosh resulted in her being able to solve the problem.



Q&A

From Q and A with Abigail Marshall

The Dyslexic Reader Volumes 63, 64 Issues 1,2 2013

No Pushing!

Q: My son is 4.5 years old. He has just begun to read, and can read seventy to eighty percent of Ladybird's *Three Little Pigs*.

He can read numbers and count to 30, do simple addition although not very fluently. He has no patience for coloring.

Until about three months ago he had difficulty reading small letters but has improved. His handwriting is very bad.

He has difficulty writing on a straight line, difficulty differentiating the letters b and d, and occasionally writes letters backwards, c, b, d, a, g, and n. Is he dyslexic?

A: It is very normal for young children to reverse letters when writing. By itself, that would only be an indication of dyslexia if it persisted after age 7 or 8.

Your son's difficulty with drawing and writing may be a matter of small motor control at this age. It would probably be more important for him to get practice using his hands for tasks other than writing.

That could be working with clay or play dough, playing with blocks or other toys that he can stack or connect together, working with tools or kitchen implements, or using a crayon or paints without any effort to draw anything in particular or stay within the lines.

That is, he may just need more practice holding a crayon or pencil before he is ready to try to write with one. I do think you're right to keep an eye on his progress. Just keep in mind that if your son is potentially dyslexic, you could make things worse by trying to nudge him into writing before he is ready.

Try to find activities that he enjoys and will help him develop those fine motor skills, and leave the writing practice until he is a little bit older. The key is to avoid frustration; he will be more likely to stick with an activity and work past mild frustration when he's involved in an activity he enjoys.

Q: My granddaughter sees mirrored writing and I'm wondering if she might be dyslexic.



A: How old is the child? If she's five years old or under, though not common, this is normal and not necessarily tied to dyslexia.

The brain's ability to visually sort out left from right is developed over time, so many very young children aren't yet able to form a stable perception of letters and words.

The reason that directionality is a learned skill is that it isn't a survival skill: a right-facing tiger in the jungle is the same as a left-facing tiger.

Survival depends on the ability to recognize the whole pattern of tigerness, not to get caught up in worrying about which way it happens to be facing.

Is your granddaughter left-handed, or ambidextrous?

Mirror writing is more common in people with those traits, so her handedness could also be a factor.

A Davis Reading Program for Young Learners can help any child from age five to seven, whether or not the reversal is connected to dyslexic disorientation.

If it's a matter of immature connections in the brain, molding the alphabet in clay is one way to help anchor the sense of direction in her mind.



GOT A QUESTION?

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

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.

Robert Redford's Son Makes Family Dyslexia Film

2:57pm UK, Sunday 13 October 2013 Sky News On line

James Redford, the son of the famous movie star, films a "personal" documentary about his own son's learning difficulties.



Robert Redford's son James has made a documentary about his own son's experience of dyslexia.

James Redford said he was inspired to make *The Big Picture: Rethinking Dyslexia* after realising how many people suffer from the relatively poorly understood condition.

Mr Redford said he first became aware that his son Dylan suffered from dyslexia when the youngster was 10 and was having trouble learning to read.

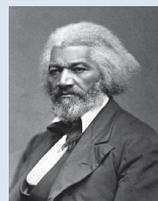
He said he made the film to show how it was possible to achieve success despite the condition and to provide something he wished he had been able to see before he fully understood his own son's difficulties.

The 51-year-old, whose father appeared in movies like *Butch Cassidy and the Sundance Kid*, said: "It's a uniquely personal film.

"At eight or nine, my son could not read. And like any parent in that situation it was difficult for my wife and I.

"Luckily, I was married to an educator and she was able to do a lot of hard work to come to understand the dyslexia that caused his problem."

The film features interviews with well-known figures like Sir Richard Branson who have managed to overcome their dyslexia to go on to achieve success.



"If there is no struggle, there is no progress." Frederick Douglass (1818—1895) American social reformer, former slave, orator, writer and statesman.



"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."