

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

Two hours of positive chit chat

Just over 30 people enjoyed activities and presentations to share the benefits of a better way to learning on Saturday 8th.

Adults and children talked about their own circumstances and listened to 2 interesting presentations.

James Treacy, Annette's first client some 5 years ago, was keen to explain how the one week program had changed his life from a struggle with books to being a competent and keen reader.

James' famous quote... *"materials which previously took me an hour to struggle through, I can now read in 10 minutes... and that's after only a few hours of the program"* features in our Dyslexia WA brochure



James Treacy tells of his 'before' and after' as a result of his Davis Program

Special mention to Caillin, although the only girl, she did not allow the boys to dominate the discussions - her contribution to ideas was excellent!

Because of the benefits of meeting up, even only once per year, it is highly likely we'll do it again on the Saturday after school starts next year, so please keep it in mind.

We altered the schedule a little this year, adding in some more formal activities, and we are always keen to hear suggestions for the format, so... you know how to get in touch!



Kaleb, Ashley, Henry, Charlie and Josiah enjoy some earnest discussion.



Annette addresses the group

Annette gave a special presentation designed to give parents some ideas for improving a student's approach to comprehending and dealing in depth with reading activities.

The junior members also enjoyed some group activities plus the **BIG** bonus of getting to know each other and making friends.



Some of the participants at our Get Together

Expo Day provides exposure

In addition to our Get Together on Saturday, Tuesday saw us join dozens of other small business companies for the Rockingham Chamber of Commerce Small business Expo.

Although there was not a huge response from the general public, the 200 or so people who held and organized business stalls enjoyed interacting and mixing with the wide range of businesses represented.

We are certainly at the mercy of market

forces, public awareness and competition for attention against a never ending bombardment of agencies wanting to grab attention (and grab your dollars!).

Although very appreciative of the income which pays some bills, Annette and I gain more from seeing changes which *Davis Programs* can bring to the lives of people who struggle with what many take for granted - easy competence in literacy and maths.

The Davis Association does not push hard on advertising and self promotion, whereas

some dyslexia program providers would rather denigrate what we do than cooperate and recognize each others' strengths. We highly value word of mouth promotion from our clients!



Annette invites interest in Davis

Help for High School and Beyond

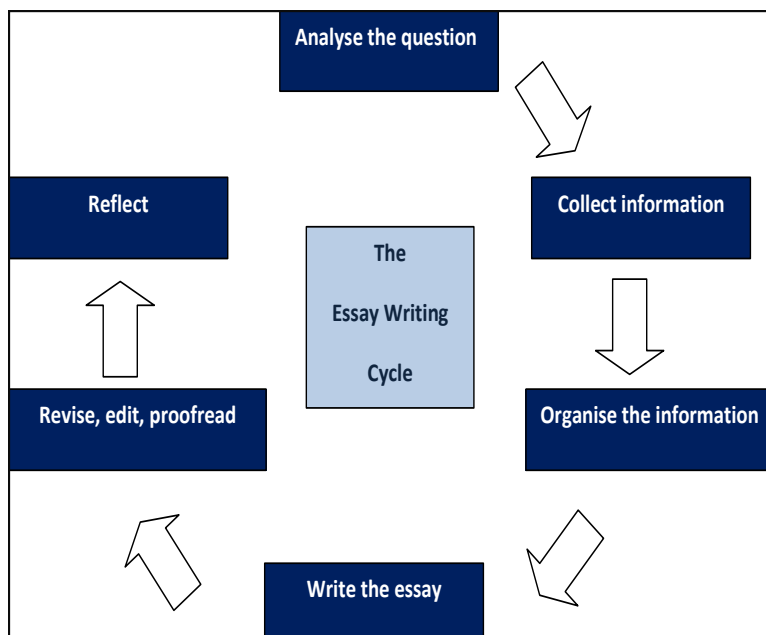
From Annette

Recently I have been thinking about all the Davis graduates who are now in high school or going into years 11 and 12 and wondering how to help them with the next stage of their education.

To this end I have prepared a little information package about writing essays, something all of them will be required to do in the next few years if they haven't already had to do so.

The information is based around the diagram on the right. It has hints and tips for each stage of the cycle.

If you would like a copy of the information just let us know and Frank will email it to you.



From a Davis Provider in France...

The Power of Modelling for Mastery

By Jennifer Delrieu, Davis Facilitator in Auffargis, France

I recently had 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 that 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 that 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 see me recently for an interview, we reviewed his current problems. It was quite obvious that 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.

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

"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, that 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 that 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.

