



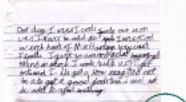
What is
dyslexia?

Dyslexia



And Finally


Visual Stress



DISLEXIA

Ok, so two dislexics walk into a bra...

Over day I wisst I code speele out is on
ves I Never be adel to spele I wisst Cod
w erch haed of Mis Harding. wiy cant
I spelle. I just so woured adel ~~having~~ get
blind in worch. I wode thed I woult get
bet and I he get a low exeg and wot
be a to get a good gode then I widd not
de adel to afeel enething.



Every day I wish I could spell out is on ues I (will) never be able to spell. I wish I could work hard for Miss Harding. Why can't I spell. I get so worried about getting behind in work. I worry that I won't get better and I'll get a low exam and won't be able to get a good job then I would not be able to afford anything.

*What is
dyslexia?*

Dyslexia

Dyslexia - What is it?

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling."

Rose, Review, Identifying and teaching children and young people with dyslexia and literacy difficulties - June 2009

British Dyslexia Association



British Dyslexia Association

Features of Dyslexia

Difficulties with

- Phonological Awareness
- Verbal Memory
- Verbal processing speed

It occurs across a range of intellectual abilities

Summary

The small dyslexia section here is based on research and is not intended to be used.

Dyslexia is a specific learning difficulty that affects the ability to read and spell accurately and fluently.

It is a lifelong condition, but the effects can be reduced by the provision of appropriate support and interventions.

Dyslexia is not a sign of low intelligence or lack of ability, and is not a form of autism.

Dyslexia is not a form of autism or a form of autism.

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Signs to look For

Employs work avoidance tactics, such as sharpening pencils and looking for books.

Seems to 'dream', does not seem to listen.

Is easily distracted.

Is the class clown or is disruptive or withdrawn (these are often cries for help).

Is excessively tired due to amount of concentration and effort required.

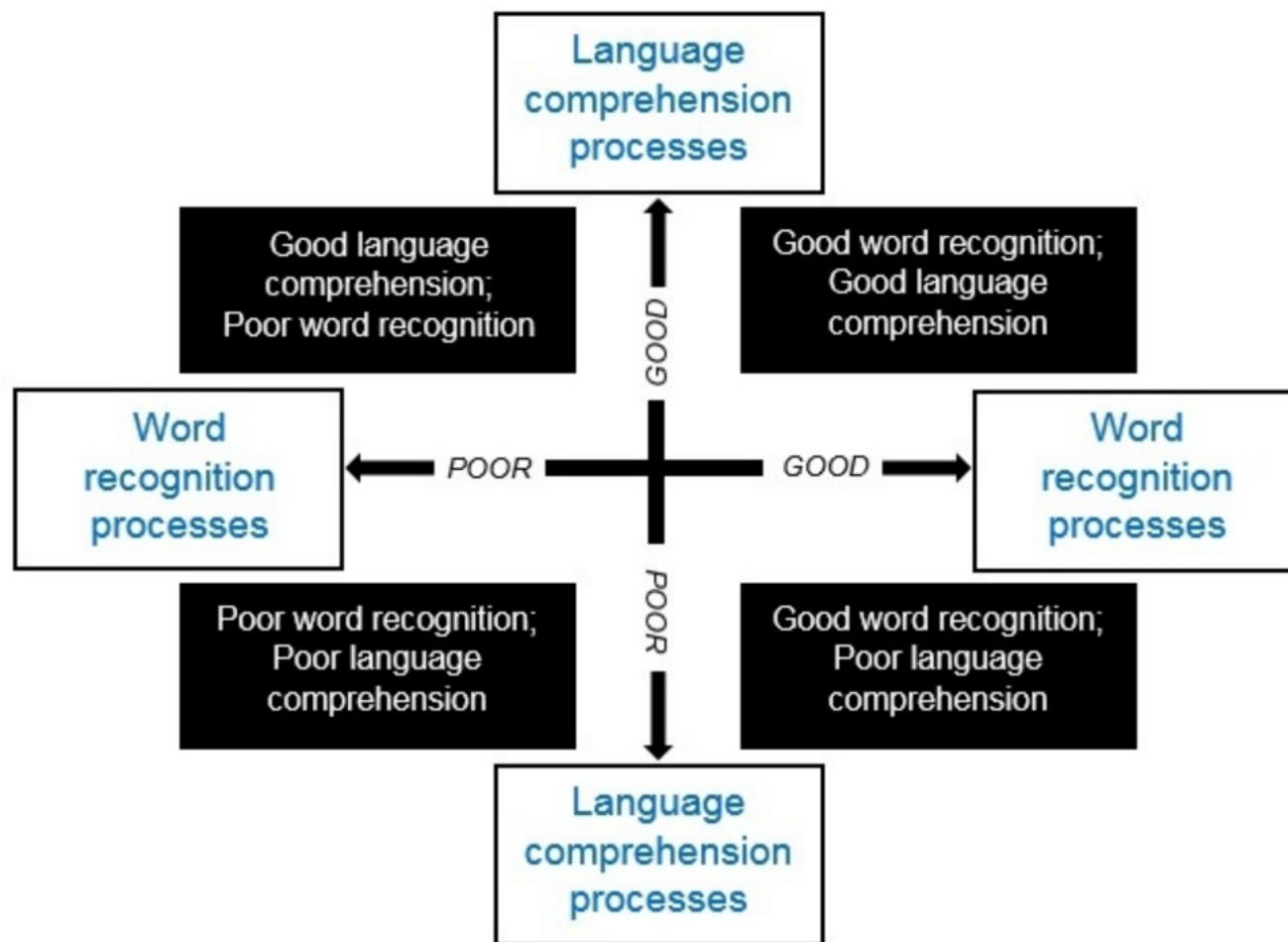
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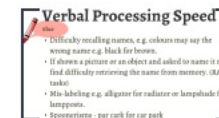
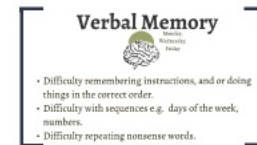
The Simple View of Reading



Features of Dyslexia

Difficulties with

- Phonological Awareness
- Verbal Memory
- Verbal processing speed



It occurs across a range of intellectual abilities

Signs of weak Phonological Awareness

- Difficulty in breaking words into syllables
- Inability to split and/or recombine words, e.g. c/at or c/a/t
- Difficulty discriminating between phonemes e.g. n/m p/b.
- Difficulty producing or recognising rhyme



PHONOLOGICAL AWARENESS CONTINUUM



Verbal Memory



Monday,
Wednesday,
Friday

- Difficulty remembering instructions, and or doing things in the correct order.
- Difficulty with sequences e.g. days of the week, numbers.
- Difficulty repeating nonsense words.

Verbal Processing Speed



Blue

- Difficulty recalling names, e.g. colours may say the wrong name e.g. black for brown.
- If shown a picture or an object and asked to name it may find difficulty retrieving the name from memory. (RAN tasks)
- Mis-labeling e.g. alligator for radiator or lampshade for lampposts.
- Spoonerisms - par cark for car park

List some activities you do on a daily basis - How do you do them?

How might dyslexia affect how you do them? (think about memory/processing)

Signs to look For

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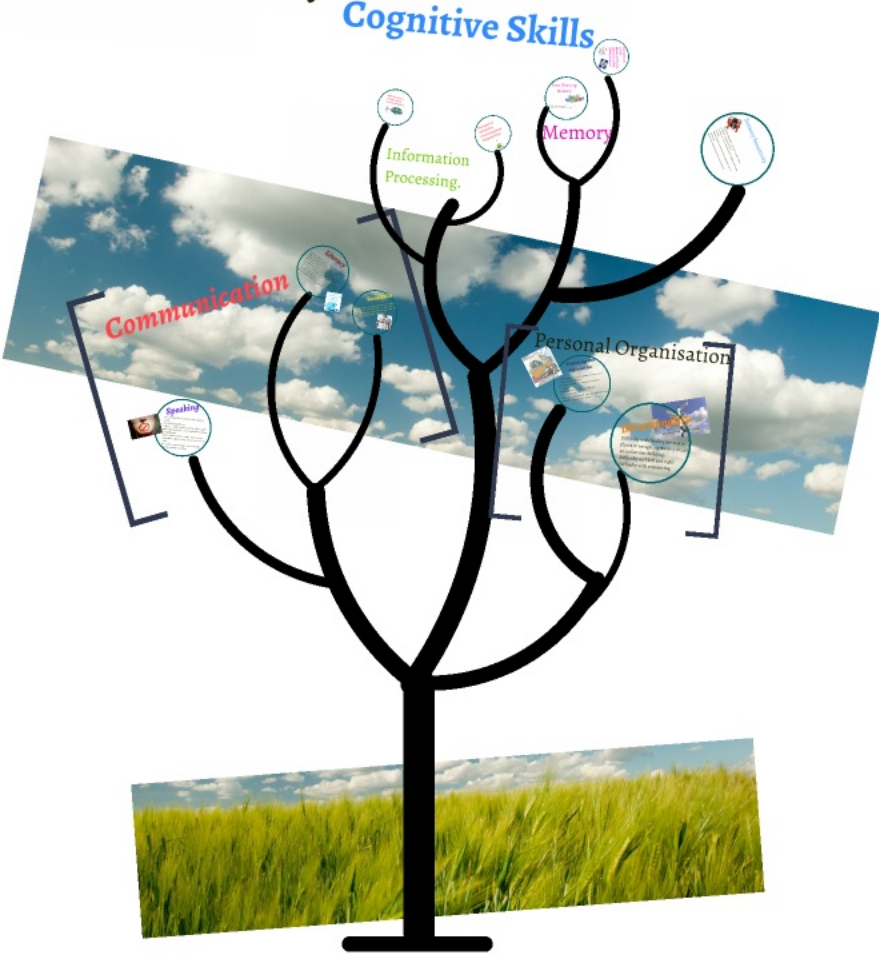
Is easily distracted.

Is the class clown or is disruptive or withdrawn (these are often cries for help).

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What you might notice.

Areas of Difficulty.



Cognitive Skills

Difficulty taking in new information, (written and spoken)

Information Processing.

Slow speed of information processing (penny dropping delay)

Poor Working Memory

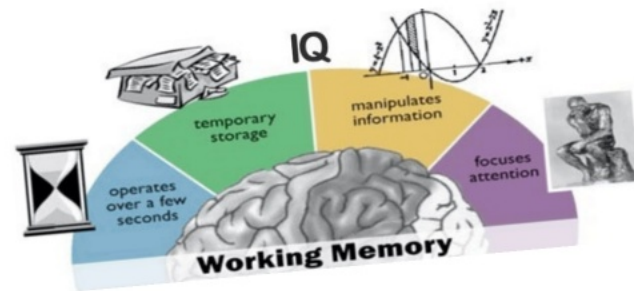
Memory

Poor Short-term memory. Mistakes with routine information, eg date of birth, giving your age.

Sensory Sensitivity

Weak listening skills, a limited attention span, problems maintaining focus. A tendency to be easily distracted. Inability to remain engaged. Impaired ability to screen out background noise or experience of mental overload / switching off.

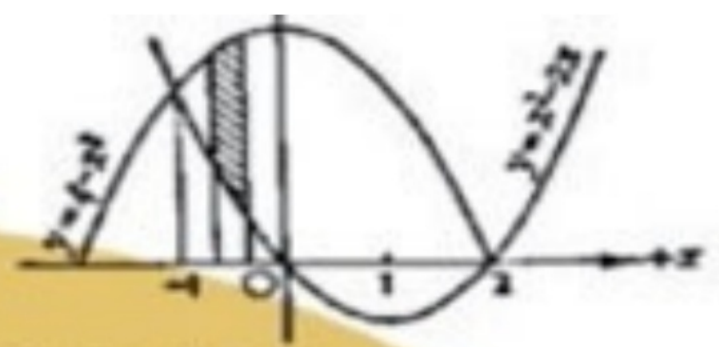
Poor Working Memory



Difficulty holding on to several pieces of information while undertaking a task e.g. taking notes as you listen, coping with compound questions.

Inability to hold on to information without referring to notes.

IQ



temporary storage

manipulates information

operates over a few seconds

focuses attention



Working Memory

*Poor Short-term
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*Mistakes with routine
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of birth, giving your
age.*



Sensory Sensitivity



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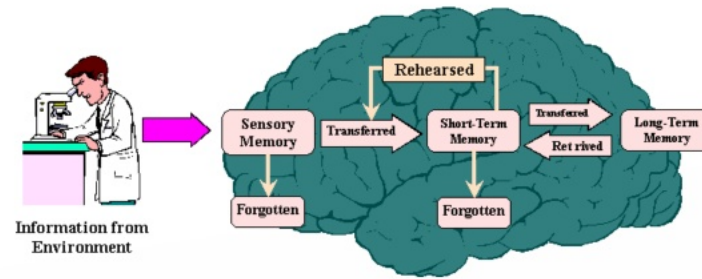
A tendency to be easily distracted, inability to remain
focused.

Impaired ability to screen out background noise or
movement.

Sensations of mental overload / switching off.

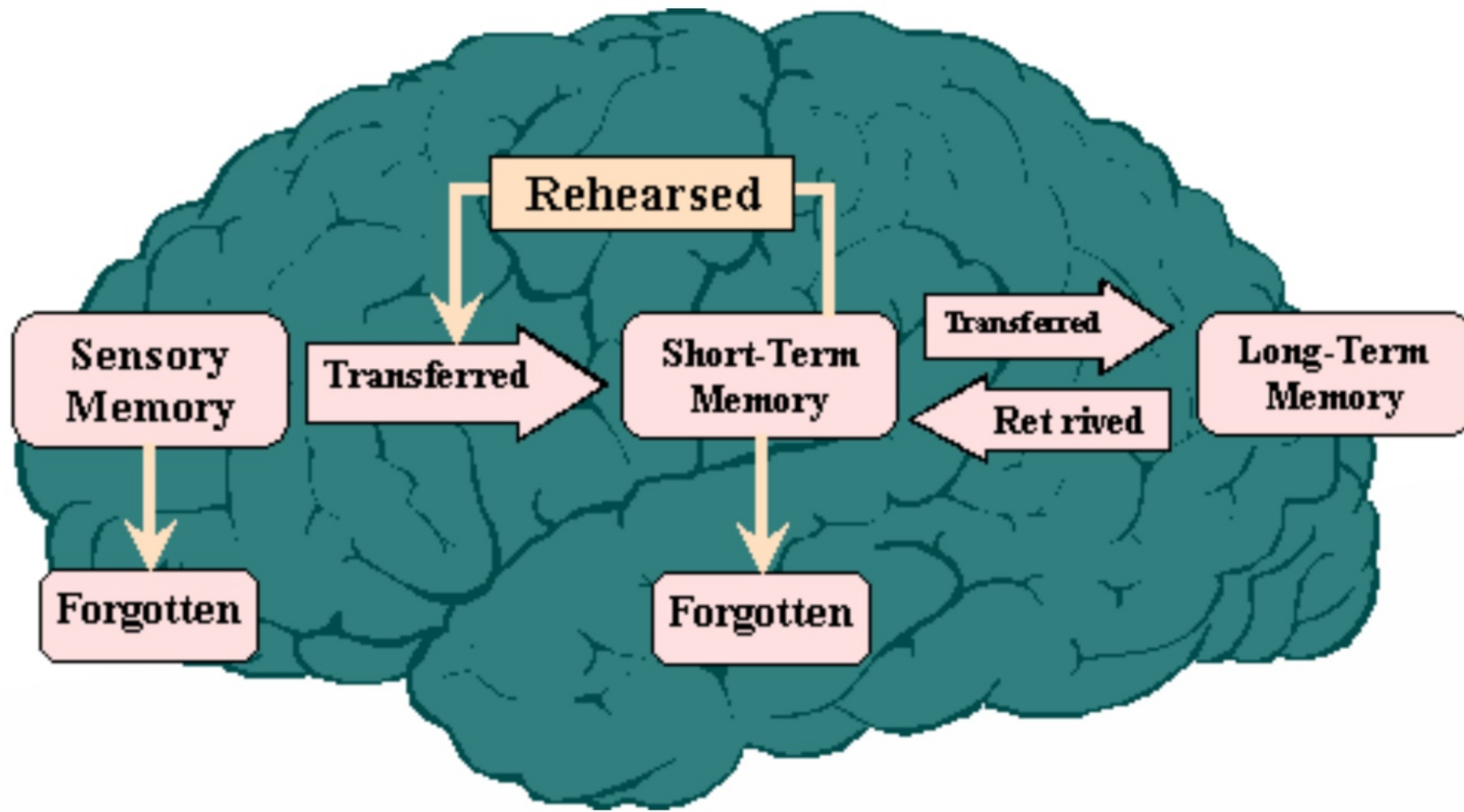
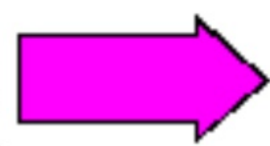
Information
Processing.

*Difficulty taking in
new information,
(written and spoken)*





Information from Environment



*Slow speed of
information
processing (penny
dropping delay)*



Communication

Literacy

Literacy is difficult in acquiring reading and writing skills. Some dyslexic adults have severe literacy problems and may be functionally illiterate. Where literacy has been mastered, reading problems generally remain local or specific, affecting difficulty with unfamiliar words, an inability to access or retain text such as technical terminology, acronyms.



Social Skills

Lack of awareness. Failure to realise the consequences of their speech or actions. Failure to take account of body language. Missing the implications of what they are told or interpreting it over-literally.



Speaking

Lack of verbal fluency and lack of precision in speech.
Word-finding problems.
Inability to work out what to say quickly enough.
Misunderstandings or misinterpretations during oral exchanges.
Over-loud speech (which may come across as aggressive) or murmuring that cannot be clearly heard.
Sometimes mispronunciations or a speech impediment may be evident.



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Literacy

Lateness or difficulty in acquiring reading and writing skills. Some dyslexic adults have severe literacy problems and may be functionally illiterate.

Where literacy has been mastered, residual problems generally remain such as erratic spelling, difficulty extracting the sense from written material, difficulty with unfamiliar words, an inability to scan or skim text. Particular difficulty with unfamiliar types of language such as technical terminology, acronyms.





Social Skills

Lack of awareness. Failure to realise the consequences of their speech or actions. Failure to take account of body language. Missing the implications of what they are told or interpreting it over-literally.



Personal Organisation



Sequencing and organisation

- Difficulty presenting a sequence of events in a logical, structured way.
- Incorrect sequencing of number and letter strings.
- Tendency to misplace items; chronic disorganisation.
- Poor time management: particular difficulties in estimating the passage of time.

Directionality

- Difficulty with finding the way to places or navigating the way round an unfamiliar building.
- Difficulty with left and right.
- Difficulty with sequencing.





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The word 'dyslexia' comes from the Greek and means 'difficulty with words'.

Dyslexia is covered under the disabilities discrimination act, and reasonable adjustments must be made to accommodate it in the workplace.

It is a life long, usually genetic, inherited condition and affects around 10% of the population. In prison the rates are estimated to be between 30-60%.

Dyslexia occurs in people of all races, backgrounds and abilities, and varies from person to person.

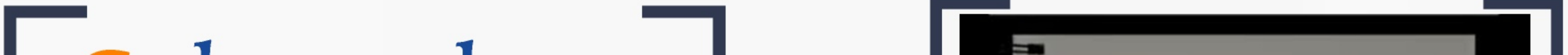
Dyslexia occurs independently of intelligence. It is heritable.

Dyslexia is really about information processing: dyslexic people may have difficulty processing and remembering information they see and hear. This can affect learning and the acquisition of literacy skills.

Dyslexia is one of a family of Specific Learning Difficulties. It often co-occurs with related conditions, such as dyspraxia, dyscalculia and attention deficit disorder. On the plus side, dyslexic people often have strong visual, creative and problem solving skills and are prominent among entrepreneurs, inventors, architects, engineers and in the arts and entertainment world. Many famous and successful people are dyslexic.

VISUAL STRESS

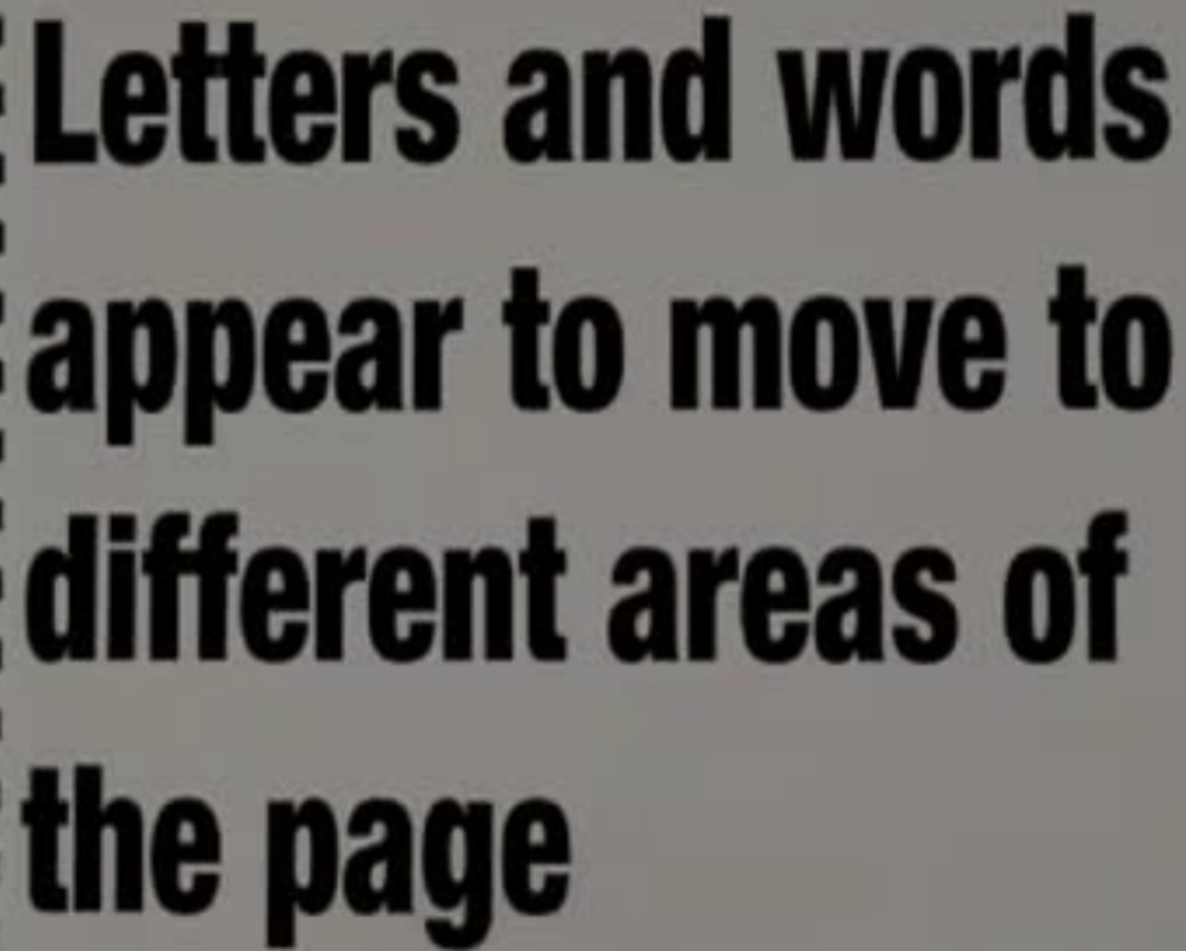
About 10-20 % of the population suffer from Visual Stress - This is also known as IRLLEN'S Syndromme



Coloured

overlays can

help.

A spiral-bound notebook is shown from a top-down perspective. The notebook has a dark cover and a silver spiral binding on the left side. The page is light gray and contains text in a bold, black, sans-serif font. The text is arranged in four lines, centered on the page. The notebook is set against a white background with a dark blue L-shaped frame in the corners.

**Letters and words
appear to move to
different areas of
the page**

g h o t i

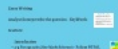
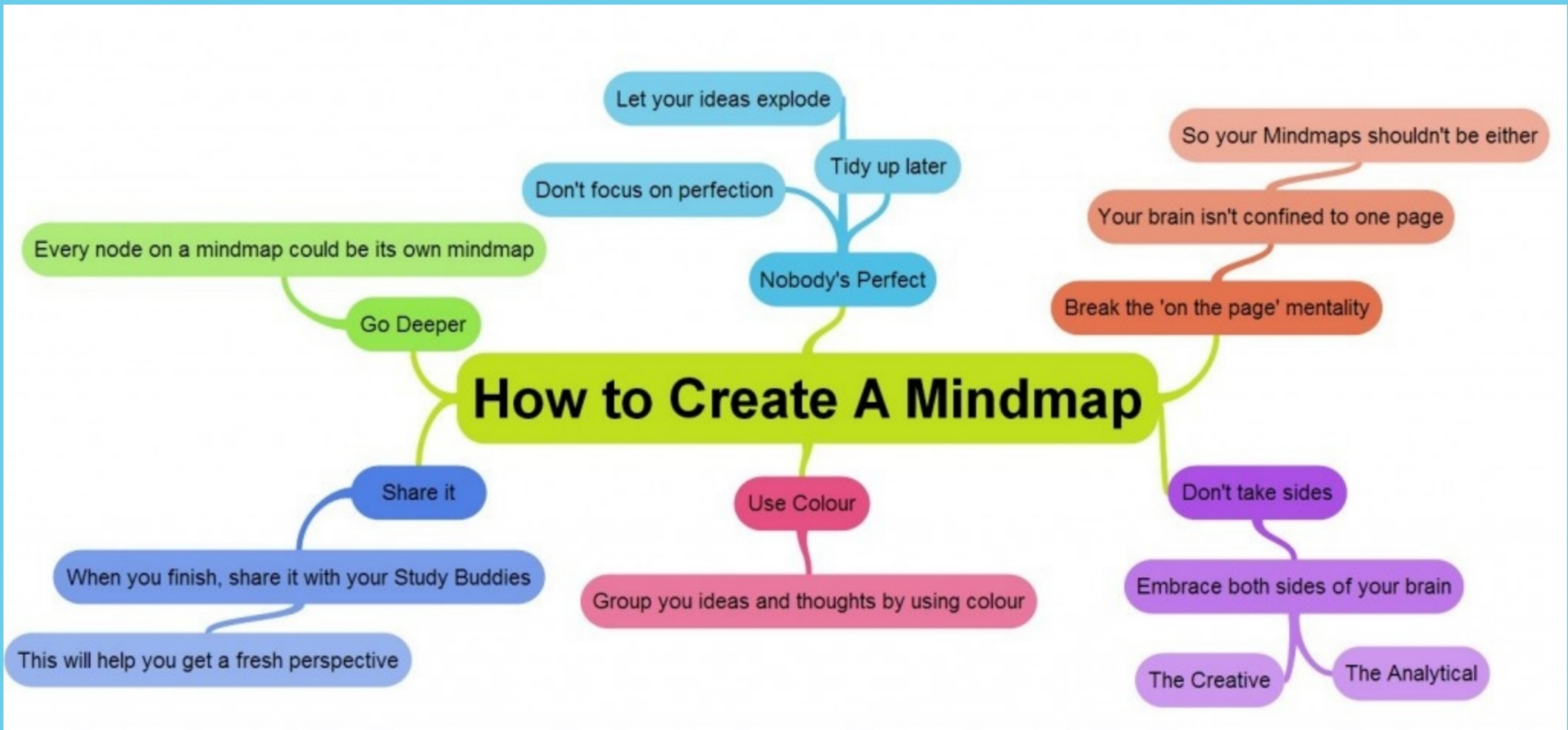


fish

the gh = f as in rouGH
the o = i as in wOmen
the ti = sh as in naTion
George Bernard Shaw

Ways to help in the classroom:

- **Utilise Strengths through observation/metacognition**
- **Build Confidence/Self Esteem**
- **Study skills**
- **Recapping/Repetition**
- **Visual Cues**
- **Keep expectations realistic**
- **Quiet Classrooms**
- **Trial Different coloured backgrounds**
- **Give work out ahead of time - especially if there is a lot of reading**
- **Have a clear purpose in mind**
- **Allow mobile phone use ? Spellcheck/Record homework by picture**
- **Support with organisation of notes etc - date them and explain why.**
- **Mind Mapping**
- **Topic Pages**
- **Avoid getting students to read aloud.**
- **Anybody Reached this point yet? How do you feel about this slide. Dull isn't it.**



And Finally



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