

# Dyslexia and Learning Disorders


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Mark Le Messurier for **GENERATION NEXT**, 2014  
 Understanding the unique challenges our Dyslexic youth face and how they can be met




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This presentation is for the kids who set off to school intending to learn to read and write, but falter because of an unexpected learning difficulty, namely Dyslexia



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## Dyslexic myths

There is no cure for dyslexia. It's a life long condition.

For those who wish to read the startling clinical evidence about the links between *Dyslexia, Behaviour and Depression*, I have gathered 13 research articles for you. The last slide will explain how you can receive great help.


He would grow his Dyslexia

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"I don't want to be here anymore..."



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**Need for social recognition**

- ← **DISPLAYS OF INADEQUACY** (When social recognition not given)
- ↑ **REVENGE SEEKING behaviour** (When social recognition not given)
- ← **POWER SEEKING behaviour** (When social recognition not given)
- ↑ **ATTENTION SEEKING behaviour** (When social recognition not given)
- ← **social recognition** (The Four goals of Maslow's Hierarchy of Needs)

The Four goals of Maslow's Hierarchy of Needs  
 Brunwald B, Bromia P, Floy, C. 1998. Maintaining sanity in the classroom:  
 Classroom management for the 21st century. Taylor and Francis, Levittown, PA.

Former Prime Minister, Julia Gillard announced a **National reading blitz** for all **young Australians** to help sinking literacy standards. Gonski came and went. The new Prime Minister, Tony Abbott, has cut \$80 billion from health and education.

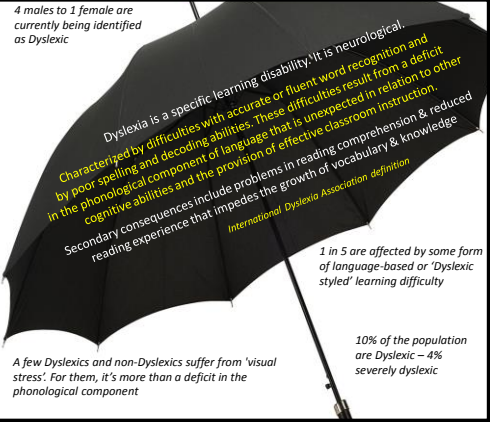


**"But, we need much more - we need a paradigm shift"**

2012's PIRLS results - 'Progress in International Reading Literacy Skills' - saw ~~only~~ ~~year~~ ~~4~~ ~~students~~ ~~come~~ ~~in~~ ~~27<sup>th</sup>~~ ~~out~~ ~~of~~ ~~42~~ ~~countries~~ ~~because~~ ~~25%~~ ~~of~~ ~~Australian~~ ~~year~~ ~~6~~ ~~students~~ ~~are~~ ~~able~~ ~~to~~ ~~read~~ ~~at~~ ~~all~~ ~~most~~ ~~of~~ ~~the~~ ~~children~~ ~~are~~ ~~on~~ ~~the~~ ~~way~~ ~~to~~ ~~reading~~

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4 males to 1 female are currently being identified as Dyslexic



Dyslexia is a specific learning disability. It is neurological. Characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties result from a deficit in the phonological component of language that is unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences include problems in reading comprehension & reduced reading experience that impedes the growth of vocabulary & knowledge

International Dyslexia Association definition

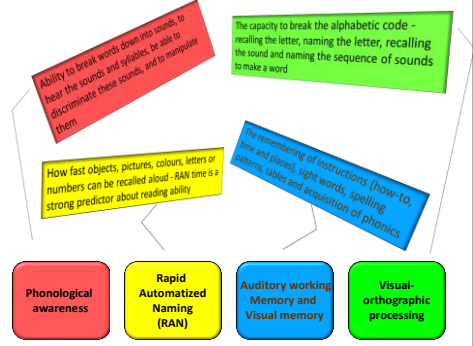
1 in 5 are affected by some form of language-based or 'Dyslexic styled' learning difficulty

10% of the population are Dyslexic - 4% severely dyslexic

A few Dyslexics and non-Dyslexics suffer from 'visual stress'. For them, it's more than a deficit in the phonological component

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The 4 subcomponents of Dyslexia - the core issues



Ability to break words down into sounds, to hear the sounds and syllables, be able to discriminate these sounds, and to manipulate them

The capacity to break the alphabetic code - recalling the letter, naming the letter, recalling the sound and naming the sequence of sounds to make a word

How fast objects, pictures, colours, letters or numbers can be recalled aloud - RAN time is a strong predictor about reading ability

The remembering of instructions (how-to, how and where), sight words, spelling patterns, tables and acquisition of phonics

Phonological awareness

Rapid Automatized Naming (RAN)

Auditory working Memory and Visual memory

Visual-orthographic processing

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**Below is the following passage**

~~How typical the average every day sight words are. It is a little bit of a challenge for the young child. The confusion and the difference that makes. What is it getting the picture!~~

Pat decided that it was time to move on with his life. He was tired of the stresses in his job and had always dreamed of being a travel guide! To be able to see the world, meet new people, and experience the cultures of far away lands all in a day's work would be beyond belief. He just needed to find the opportunity and his new life would bring him all over the world.

As if by miracle, the very next day Pat learned that the travel agency just a block from his home was looking for a travel guide! First stop? Sicily! And so his adventures began!

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**"Copy this from the board!"**

Your task - copy and substitute each vowel with an @ - start now!

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Dyslexia is a neurologically-based condition. We now know that it is inherited.

It causes problems with reading, writing, spelling and is usually linked to difficulties with concentration, short term memory and organisation.

Dyslexia is not the result of low intellect, stupidity, nor is it a gift. It is not caused by poor schooling, poor home background, poor motivation for learning, poor eye sight, poor hearing or muscle control - although it may occur with these conditions.

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**Take home tips**




Dyslexia, behaviour and depression? Consider the child's coping capacity, and the quality of support they have around them

Consider co-Morbid conditions with Dyslexia - it isn't always just about Dyslexia


Most common...  
Dyscalculia  
Dysgraphia  
ADD and ADHD

Others can include...  
Conduct Disorders  
Oppositional Defiant Disorder  
Auditory Processing Disorder



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**Take home tips**



**Is it Dyslexia? Dyslexia checklists are available;**



**'Dyslexia Screening Test' and checklists**

<http://www.pearsonclinical.com.au/productdetails/115/1/62>  
<http://www.dyslexiavictoriaonline.com/chofdyin.html>  
<http://www.dyslexiaaction.org.uk/dyslexia-check-list>  
<http://www.bdadyslexia.org.uk/dyslexia-check-list>  
[http://www.dyslexiaa2.com/learning\\_difficulties/dyslexia/dyslexia\\_checklist](http://www.dyslexiaa2.com/learning_difficulties/dyslexia/dyslexia_checklist)



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**Take home tips**

**Dyslexia Aware Schools**  
What do they look like?

*There's no shame about having a different learning style - ways are ALWAYS found to show kids they can succeed*

*Simple progress trackers - no one slips through the cracks*

*Access to text-to-speech and predictive typing software, audio books and video*

*Teachers are trained how to teach reading and spelling, and how to compensate for poor memory/organisation*

*Parents are provided with 'quality' information about Dyslexia*


*There are audit and reviews to support teachers, students and parents*

**Dyslexia Aware Schools - why? It's called "good teaching"**


Excerpt of a letter (the polite bit) written by a year 11 student to his history teacher  
 "Please understand my dyslexia. If all you want me to do is write essays then all you are doing is testing my learning disability and I'll just keep showing you I've got a really BIG one!"

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**Take home tips**



**Treatment of dyslexia**  
*- a word to the wise*



**When in doubt about a program,** check the Macquarie University briefings;  
[http://www.musec.mq.edu.au/community\\_outreach/musec\\_briefings/#MB23](http://www.musec.mq.edu.au/community_outreach/musec_briefings/#MB23)


**Do your homework** - Multisensory programs that teach RULES as well as GOOD TEACHING are still by far the best approach we have to assist Dyslexic learners

**Quality programs as;**  
 Hickey, Multi-lit, Toe by Toe, Jolly phonics, Alpha to Omega and Phono-Graphix


**Quality software programs as;**  
 Mike Joes' Nessy, The Reading Doctor, Units of Sound, Rapid Reading and Wordshark

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**Take home tips**



**Treatment of dyslexia**



**Early intervention needed**  
 It won't go away, but their confidence to learn will  
**Just doing more 'reading' or 'schoolwork' won't work**

**Some tips with the Orton-Gillingham Multisensory Method'**  
<http://dyslexiahelp.unimelb.edu/tools/apps>  
 One example is the 'Hickey Multisensory Language Course'

*explicit training in phonics, phonemes and morphemes*

**Dyslexics learn differently - help them discover - and how they work**  
 they CAN learn differently - it will empower them!  
*practice of comprehension strategies with reading texts*

<http://www.ortonacademy.org/approach.php>

**Don't forget** - get eyes checked by a behavioural optometrist. Ask for visual attention span and visual stress to be assessed too

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**Take home tips**





**Case study: published August 21<sup>st</sup>, 2013 - data is available from the school**

A reading and writing program that helped transform an Adelaide school

Here's an example of a program based on the 'Orton-Gillingham Multisensory Method' - more often not available to students in Australian schools

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**Take home tips**



**Assistive technology**  
 Go to services/SPELD SA blog  
<http://speldsa.wordpress.com/>

**Free Natural Reader Version 11**  
 Talks text from anywhere out loud to listen to - simple and free!

**WordQ and SpeakQ**  
 Desktop tools with word prediction, spoken feedback and speech recognition

**Free 7 Sticky Notes**  
 Great way to help students plan, stay on task and remember


**Speak Selection tool on smartphones, iPhones, iPads and iPods**  
 It can speak from any text - can gather information from web pages

**Dragon Speaking Naturally Premium Edition**  
 Voice recognition software remains tricky to train, but can be brilliant!

**Audacity** - free recorder - to record ideas, what to do and assignments


**Echo Smartpen** - wirelessly transfers written or audio notes to a computer or tablet

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Meet Tim...



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**Reminder!**  
This PowerPoint, notes, references and additional articles, as well as the videos, are available as a gift from my website;  
<http://marklemessurier.com.au/main/workshops/teacher/>  
See 'Teacher Presentation 13'



**Dyslexia Aware Schools** change the lives of students with and without Dyslexia  
Find out more; <http://www.dabags.org.au>  
[info@actiondyslexia.co.uk](mailto:info@actiondyslexia.co.uk)  
SPELD in your city

**REFLECTIONS ON DYSLEXIA** A film about four adults who live with Dyslexia. They discuss the emotional issues and how Dyslexia influenced their lives  
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**Thank you!**