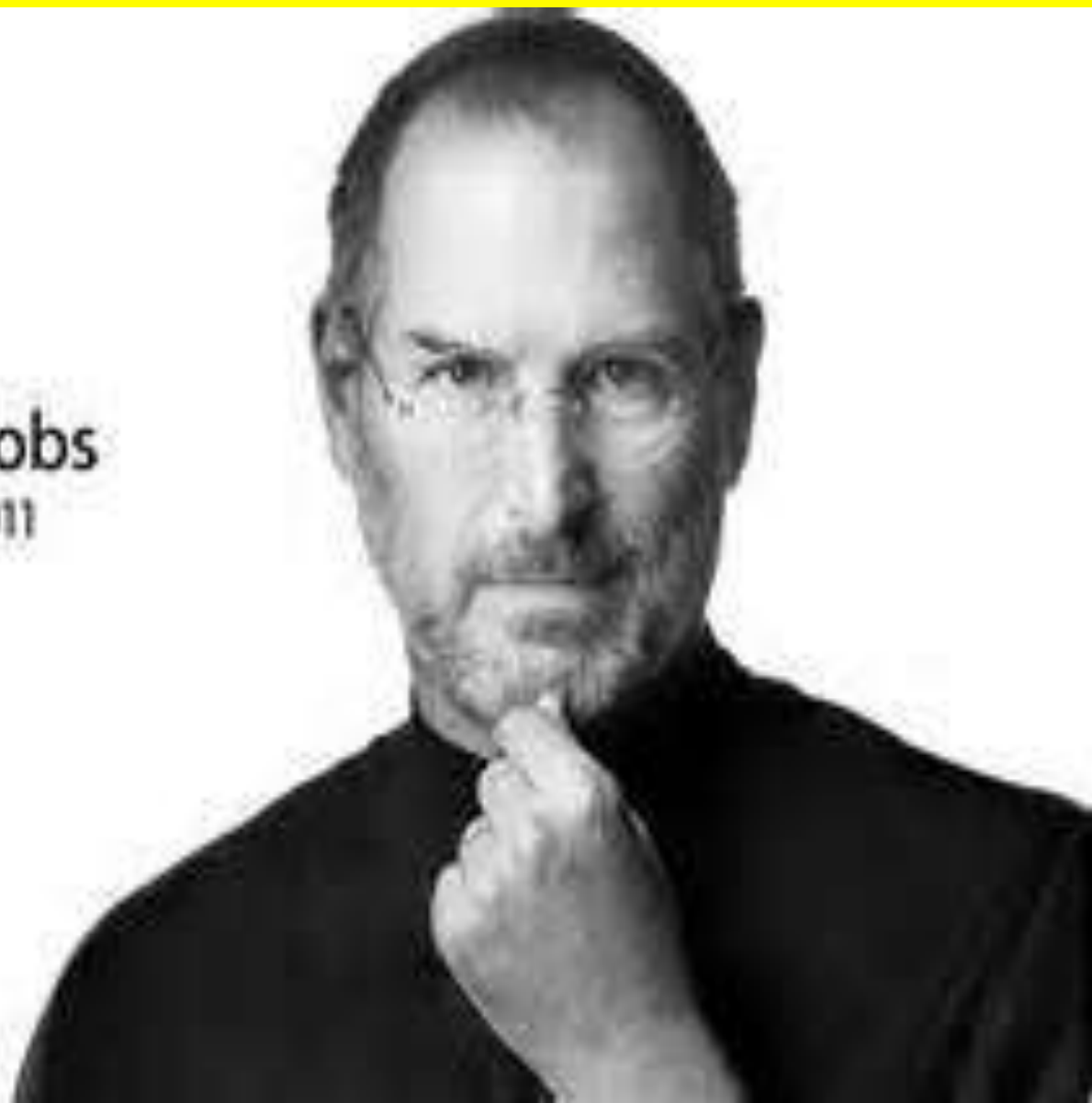


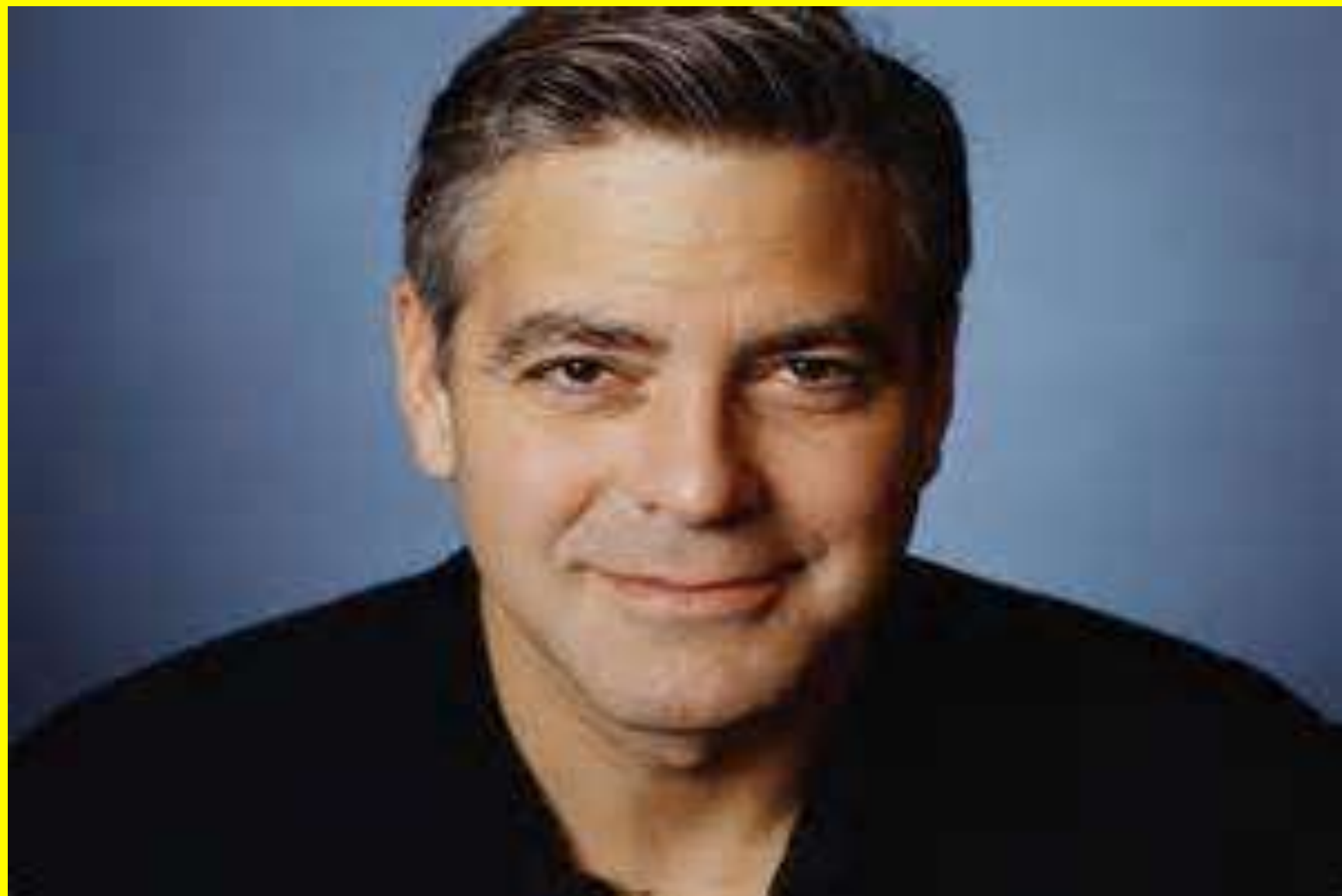
Dyslexia

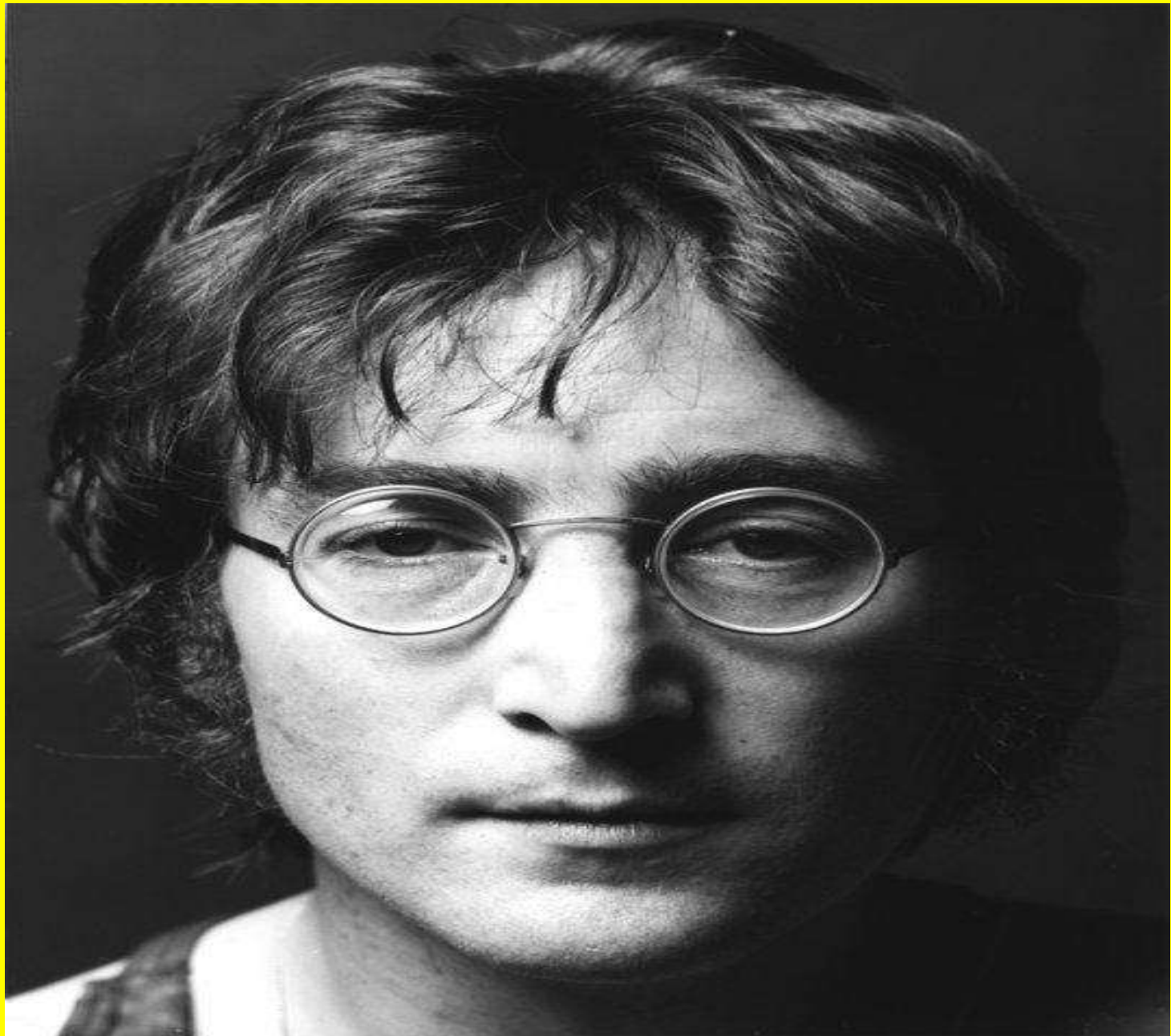
Embracing the difference

Staff meeting 13/10/14

Steve Jobs
1955-2011



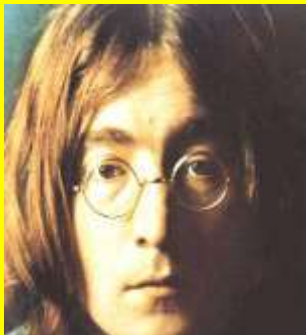
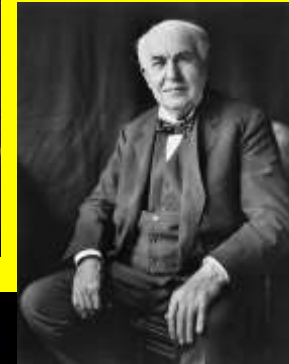
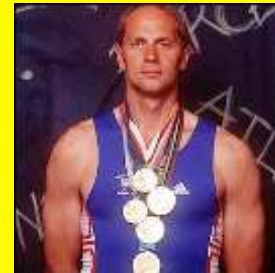
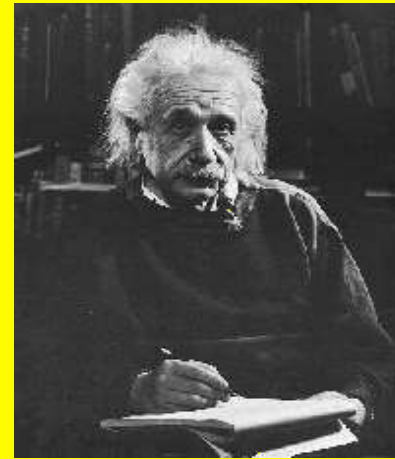


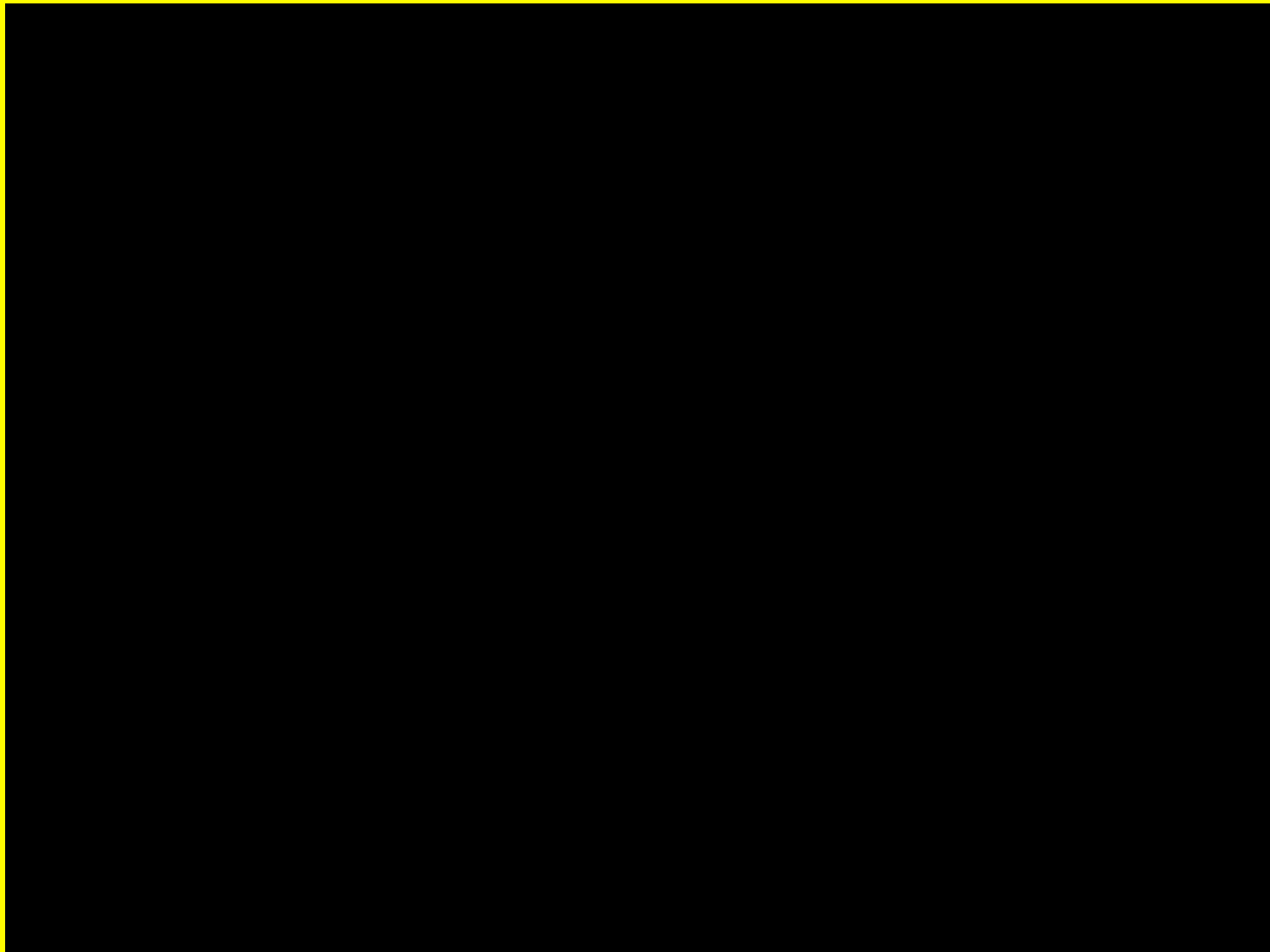












Clever

Talented

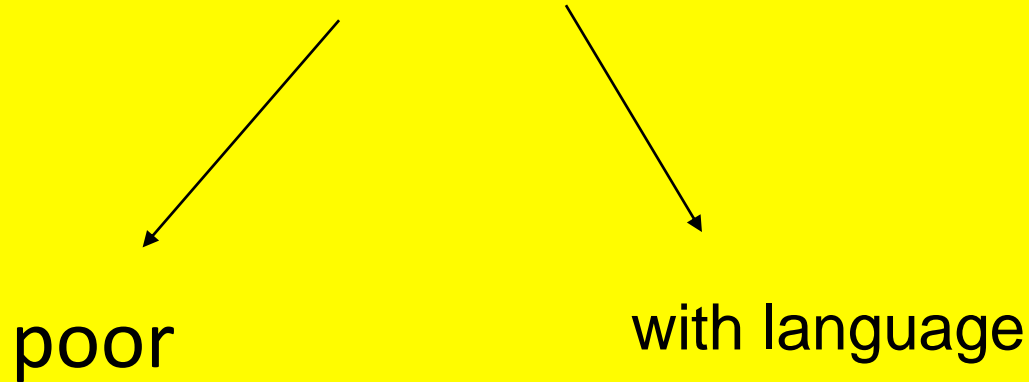
Creative

Famous

Rich

Can you describe
dyslexia?

Dyslexic means



Dyslexia is now recognised as a form of learning difference and is increasingly regarded as an indicator of very talented people who find traditional teaching styles difficult to process.

BDA – Definition of Dyslexia

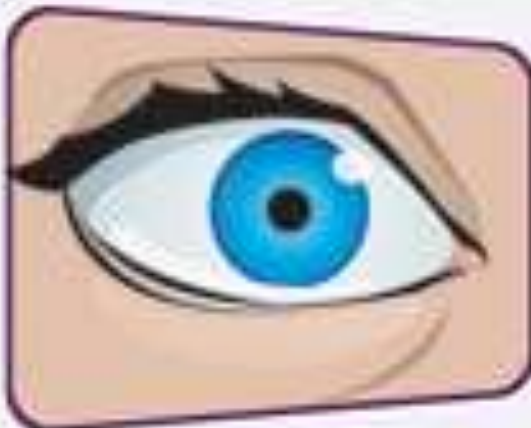
- Dyslexia is a specific learning difficulty which mainly affects **the development of literacy and language related skills**. It is likely to be present at birth and to be **lifelong** in its effects. It is characterised by difficulties with **phonological processing, working memory, processing speed** and the **automatic development of skills** that may not match an individual's other cognitive abilities. It tends to be **resistant** to conventional teaching methods.

The Facts

- Dyslexia is the most common special educational need found in schools.
- Numerous statistics indicate that about 10% of the population are dyslexic with 4% being severely affected. It is estimated that there are approximately 375,000 pupils in the UK with dyslexia.

- People with dyslexia are usually more creative and have a high level of intelligence.
- Children have a 50% chance of having dyslexia if one parent has it.
- Dyslexia is now firmly established as a neurological condition.
- Recent research indicates that boys and girls are equally affected.

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Visual Learner:

Learns best by seeing



Auditory Learner:

Learns best by hearing

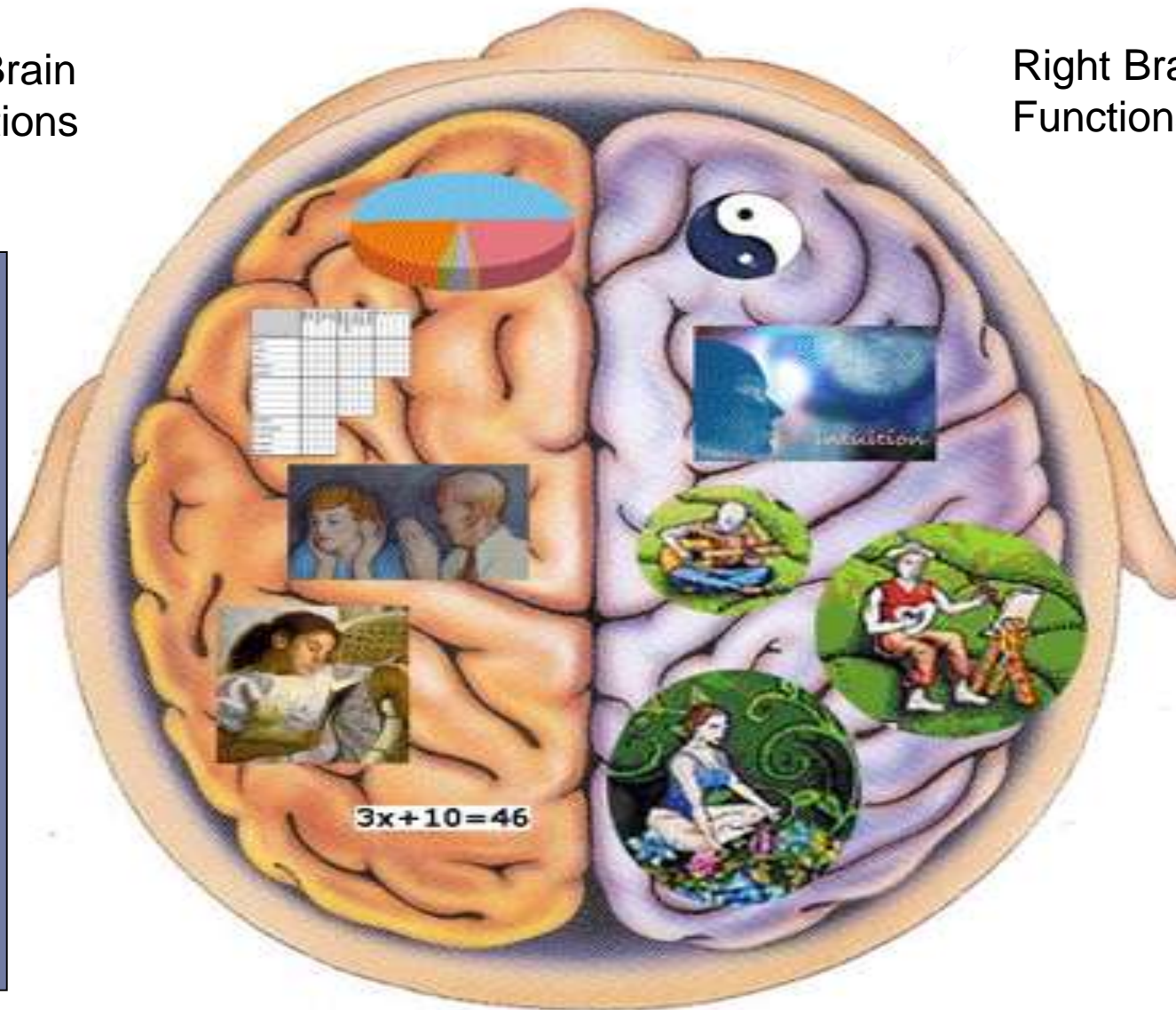


Kinesthetic Learner:

Learns best by feeling or experiencing

Left Brain
Functions

Right Brain
Functions



Linear
Logical
Languages
Organised
Maths
Analytical
Sequences

Creative
Spontaneous
Holistic
Think outside
the box
Art
Music
Intuitive



**Right-brain and left-brain
people thinking about the word "car"**

To give you some idea of what it is like for a dyslexic child who predominantly uses their right brain function please try reading the following...

bav ib duts omed obcornin adowl

dav puts opco abowl
id omep rnin

bav ib duts omed obcornin adowl

dav

puts

opco

abowl

id

omep

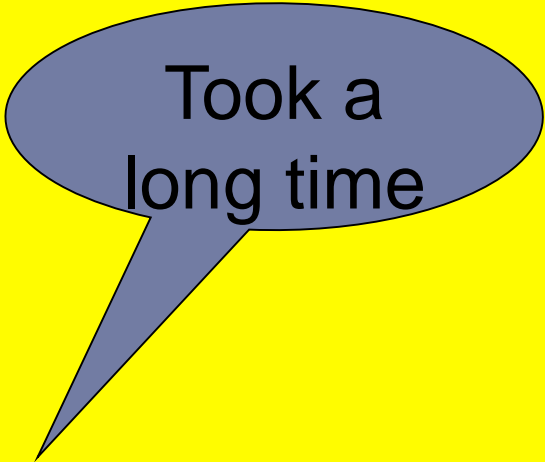
rnin

David put some popcorn in a bowl

How did those examples of how our brains can trip us up make us feel ?



Tiring



Took a
long time



Difficult

Early Years

- Difficulty learning nursery rhymes or the name of common objects like “table” or “chair.”
- Loves listening to stories but no interest in learning letters, sounds or words.
- Continuing difficulties in getting dressed independently / putting shoes on correct feet.
- Problems with catching or throwing a ball or with hopping or skipping.
- Delayed speech development.
- Difficulty clapping a simple rhythm.



Tips for the classroom

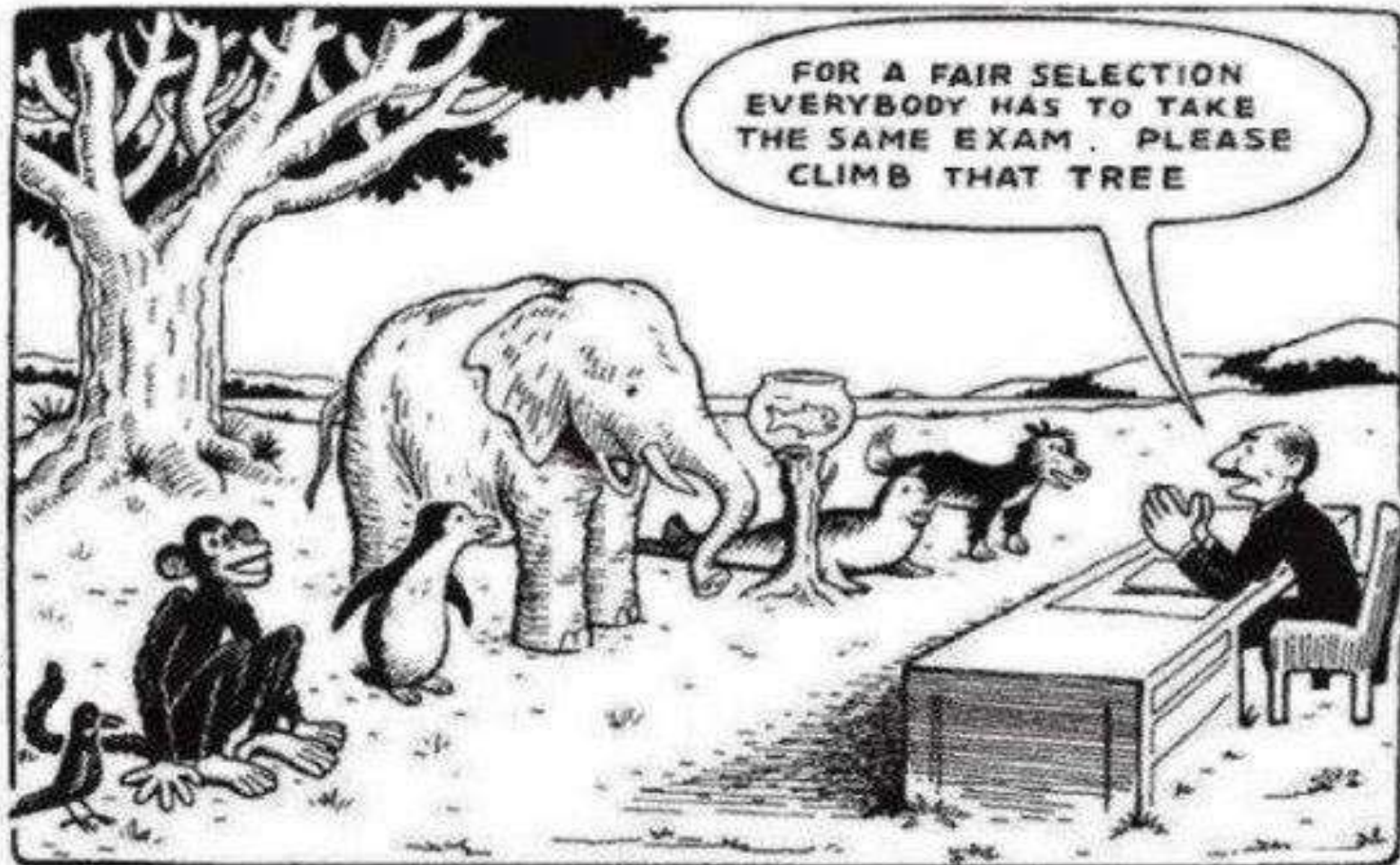
- IWB is a great resource but make sure to change the background colour ...not black on white! Copying from IWB can cause anxiety.
- Opportunity to present work in variety of ways – pictures, mind maps, drama, art, orally, ICT.
- High expectations for intellectual stimulation but reasonable for written work...stick the LO and date in if necessary!
- Use Arial 12 font for worksheets / resources.
- Break down instructions, be prepared to explain in various ways if necessary.

- Be aware of tiredness and fatigue – dyslexic children have to work much harder than other children ...give brain breaks.
- Use a multi sensory methods of teaching...VAK approach in the classroom.
- Allow these children to shine...celebrate their many talents..these children can very often shine ‘orally’ and teachers need to encourage this...confidence and self esteem can sometimes become an issue.
- Encourage these children to tackle tasks systematically...regular routines are important.

Classroom organisation

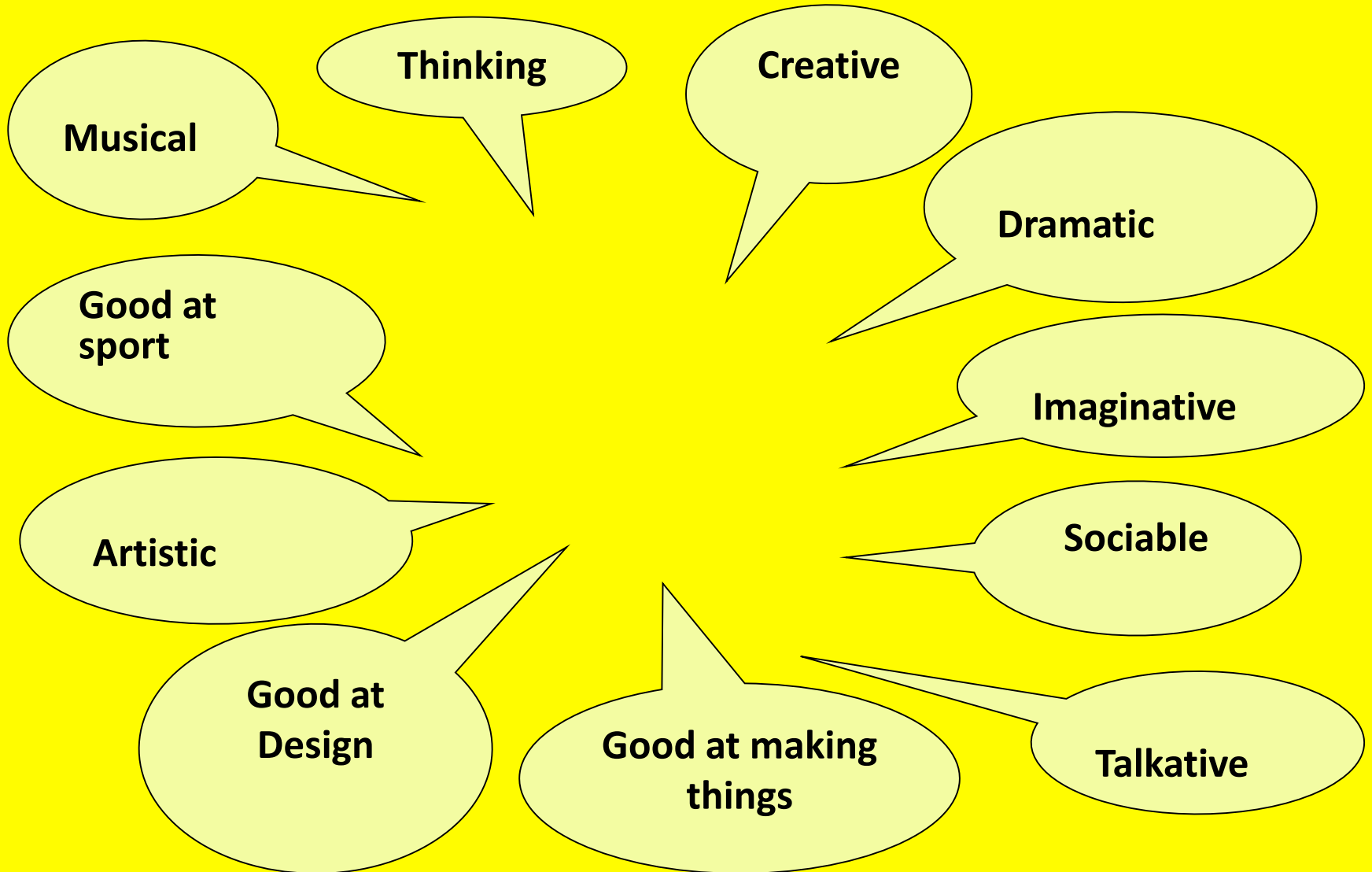
- The daily working environment can be the ‘make’ or ‘break’ for these children.
- These children need to sit near the front.
- A range of support materials need to be available on tables – high frequency words, phonic mats, letter formation, topic words etc.
- Clearly marked and neatly arranged resources so they can be accessed easily.
- A sense of calm as these children can find background noise / visual movement distracting.
- Use buff paper not white paper for these children.

Our Education System



If you judge a fish by its 'ability' to climb a tree, it will spend its entire life believing its stupid - Albert Einstein

Strengths of dyslexic people



Final thoughts...

The emotional climate in the classroom is pivotal to success for these children...

“ They want calmness and security, the feelings that teachers might actually like them..quiet recognition of their difference and the provision of differentiation and support.”

“Listen to us..some teachers are easy to learn from, others are not.”

(Johnson, MMU Dyslexia Survey 2004)

Final thoughts...

Please remember to embrace the difference and celebrate the many talents and skills.

As clearly stated in the New Code of Practice, we are ALL teachers of SEND.

A flexible, child centred approach – if children don't learn the way we teach, then we must teach them the way they learn.

Please remember that
embracing this difference
can make a life long
difference to the child.