

# Dyslexia

## Fostering Kids NZ Conference

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Te Paeroa Cluster 34

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# Karakia

- Kia hora te marino
- Kia whakapapa pounamu te moana
- Kia tere te karohirohi
- I mua I tau huarahi
- May the calmness be spread far and wide
- May the day ignite your pathway
- just as sunlight glistens
- on the sea like greenstone

# Aspects to Cover Today

- What is dyslexia? What is it not?
- Empathy
- Impact of Dyslexia
- Celebrating Dyslexia
- Supporting the student at home & at school
- Technology...

# Dyslexia

- ✓ **Is a SLD which causes severe difficulties with literacy learning and fluency**
- ✓ **persistent despite access to learning opportunities that are effective with most individuals**
- ✓ **problems related to language, particularly phonemic and phonological awareness components.**

# What Dyslexia is not?

- Dyslexia isn't caused by lack of educational opportunities, such as would occur with frequent changes of schools, poor school attendance, or lack of instruction in basic skills.
- It is not due to poor teaching or neglectful parenting. It doesn't just happen to economically disadvantaged groups and they are represented at all levels of intelligence (including the gifted and talented)

# Empathy Exercises



- 's'
- e.g. cat= dbu or e.g. cat= bzs
- Dictated → @ symbol → read it back

**“It is easier to give up than to persevere.”**

# Learning Difference [LD] Neil MacKay

## **'we cater for a difference'**

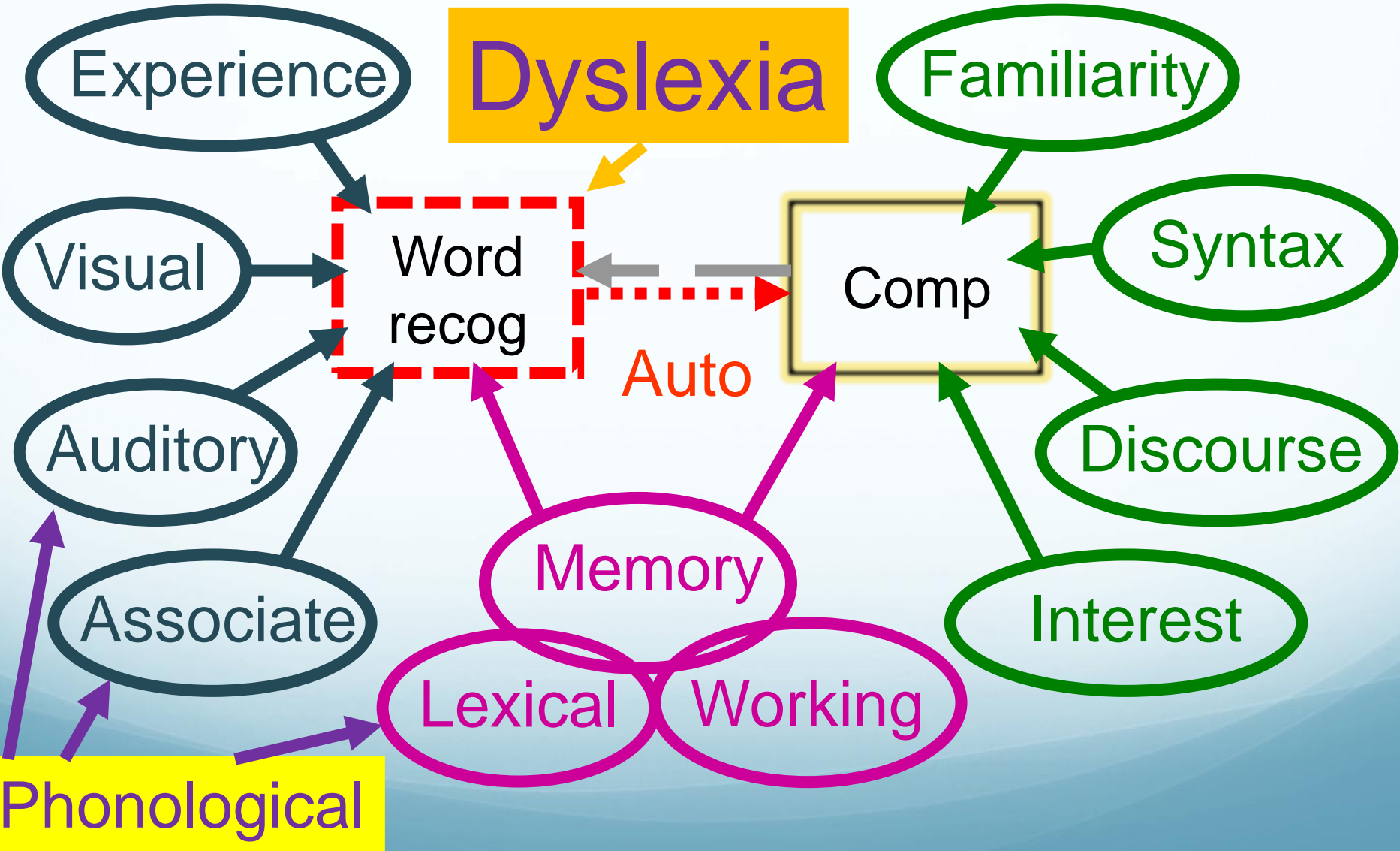
- He strongly advocates for 80% of a LD is stress related
- If we can alleviate the stress we can deal with the 20% that remains, through good practice that benefits all students
- Being unable to recall stored info is a processing issue – 'he would if he could but sometimes he can't'. Takes 20x normal effort!

# Indicators of a SLD

- **Variable performances ( can complete a task with little effort one day and not the next)**
- **Poor retention / retrieval of previously learned reading and writing skills.**
- **Difficulty with word storage eg. retaining sounds and word patterns.**
- **Difficulty with sequencing and retaining a sequence ( letters in a word)**



# Model of Reading



# Setting up for Success

- Early identification
- Eliminating factors to assist decision making. ie eyesight / hearing/ ESOL etc
- Assessments and accurate analysis
- Build on strengths so that students see themselves as successful learners.
- Participation and building of self esteem.
- Success Breeds Success

# Phonological Intervention

- **Dyslexia is related to poor recognition of sounds within words and difficulties associating those sounds with written symbols**
- **Improve ability to use sounds within words at the earliest possible stage**
- **Most consistent evidence for success of these methods is when phonological training is combined with reading (Hatcher et al, 1994)**
- **Evidence argues for needing to make the link between verbal and written forms**

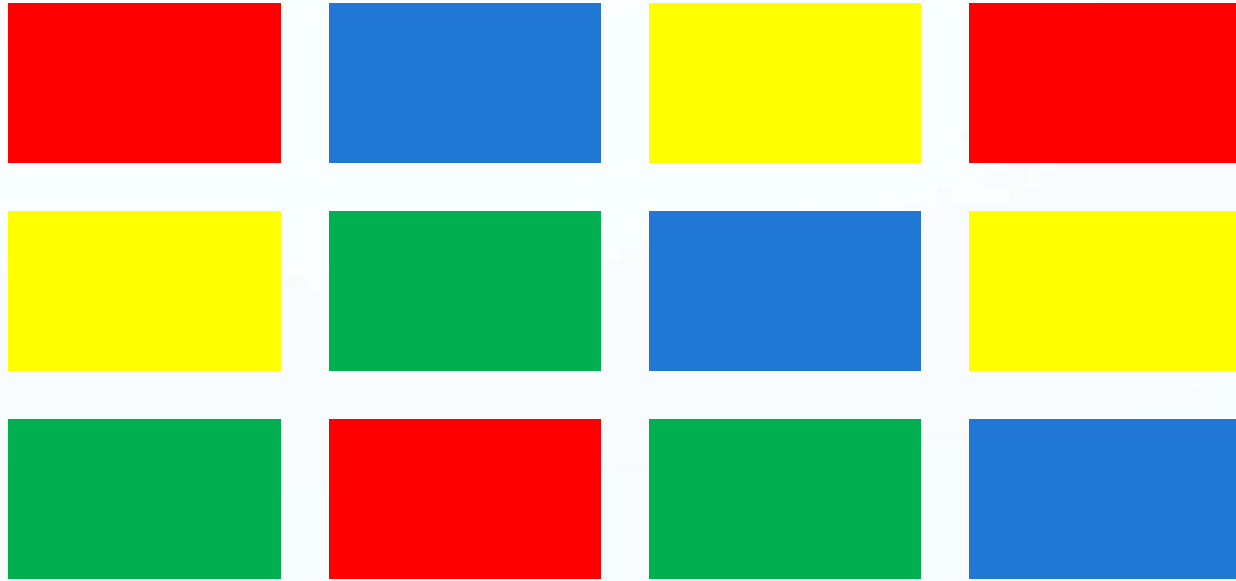
# Intervention

- **Phonological emphasis linked to literacy most likely to show the most benefit.**
- **Quality direct instruction linked to the needs of learner**
- **Multisensory allows repetition and may also allow targeting of success via skills**
- **Also need combined approaches to target different areas of difficulty.**
- **Supported technology alternatives**

# Celebrating Dyslexia

- You don't want to cure **Dyslexia**, it is a creative way of thinking, it is insulting to want to cure Dyslexia
- John Britten, Leonardo da Vinci, Thomas Edison, Cher, Alexander Graham Bell, Walt Disney, Albert Einstein, Jackie Stewart, Steven Spielberg, Bob May, Pablo Picasso, Henry Winkler, Magic Johnson, Tom Cruise, Duncan Goodhew, Richard Branson, Bruce Jenner, Anne Bancroft, Agatha Christie, Hans Christian Andersen, Mohammed Ali...

# Name the colours

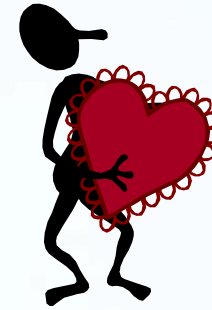


blue green red yellow

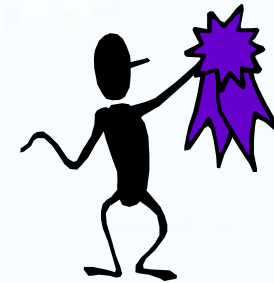
green blue yellow blue

red green blue yellow

# Be Positive...



Recognise strengths  
and interests

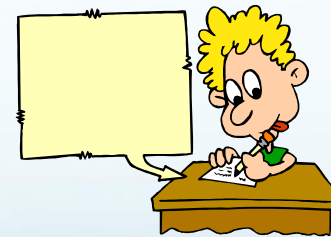


Acknowledge  
capabilities

Make tasks “do-able” –  
instructional match!



Accommodations



Praise effort  
and attitude

**RELATIONSHIP...is everything**

# How to Support Participation?

## Kids advice to Teachers

- Keep instructions short, simple and reinforce with visual prompts. **Check to see if I have understood, please be patient with me**
- Present information in multiple ways ie visual and auditory. **I struggle with auditory processing**
- Give scaffolding and/ or informative feedback promptly. **I like to know what part is correct**
- Support students with cooperative learning. **I like to use my strengths to help others**
- Use assistive technologies where necessary





- Recognition      Understanding      Action
- [www.dfnz.org.nz](http://www.dfnz.org.nz)      [www.4d.org.nz](http://www.4d.org.nz)
- Is my Classroom Dyslexia Aware?  
colour coded Student Accommodations web
- Homework /Class culture / Learning Preferences / Stress Free /Communication/ Time/ Environment/ Collaborative Work/ Presentation/ Resources/ Recording Work

# Dyslexic Font

- Invented by Christian Boer a Dutch Graphic designer for his thesis – free download Chrome extensions – personal preference as Boer claims to have positive feedback from people with dyslexia
- Other research suggests it is not statistically any more helpful than other fonts

dyslexic font weighted base

# Google Extensions

- highlights what its reading
- in options you can change speed text is being read at, voice...
- Other features to explore
- Easy Reader another Chrome Extension brings the article you are reading to the fore getting rid of extraneous visuals...



# Google Extensions

- Ginger – Grammar checker
- Can Translate – not Te Reo unfortunately
- Definitions
- Synonyms
- Can personalize dictionary if the words fall outside what Ginger already has



# Technology

- Text to speech software – Dragon Speak...
- Google Docs Speech to Text create a doc → in Tools select voice typing, microphone comes up, click on it and speak. Can choose to only ask for tricky words as opposed to typing everything
- Spell-checkers
- Graphic organisers – planners / mind-mapping...  
e.g. Coogole

**need to be supported appropriately – too much emphasis on the technology being the answer, rather than learning skills can be an issue**

# RELATIONSHIP

- Understanding how taxing it is for your children
- Be their scribe
- Be their advocate
- Help them manage in practical ways
- Partner the school positively
- Meet with others to share positive problem solving



# Karakia Whakamutanga

Tuia Tuia

Sew, stitch, bind together

Tuia ki runga, tuia ki raro

From above, from below

Tuia ki roto, tuia ki waho

From within, from without

Ka rongo to ao, ka rongo te po

During the day and night

Tuia Tuia

Sew and bind together

Tuia i nga mahi o te hui nei

Bind together all the work from  
this gathering

Ka puta ki te whaiiao

From the glimmer of the dawn  
into the bright light of the day

Ki te ao marama

Haumi e, hui e, taiki e!