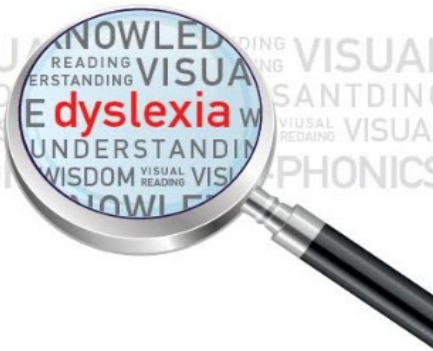




The evidence is there for anyone to see

Frank Johnston

A success rate close to around 97% is not something too many educational programs can claim.

This has been achieved consistently over 10 years by Dyslexia WA and similar results are repeated in many parts of the world by the 700 or more people who provide the same non-phonetic approach to literacy learning for those with dyslexia.

Phonic-based programs do have their evidential success in the early years of learning; after then the evidence suggests there is little or no impact.

For dyslexics, however, evidential success of phonics-based programs is not so apparent.

This is because the dyslexic thinking style is not suited to the traditional phonic approach; dyslexics need a visual-spatial, multi-sensory teaching style not traditionally provided in teacher training.

And the leap in understanding of how dyslexics learn is often a bridge too far for the word-style thought processing of most traditional teaching

The evidence is available to see.

In data collated and graphed at Dyslexia WA's office, clients doing the one week Reading

Correction Course gained an average of just under 3 year levels in 5 days.

(Similar results were shown in '82-'84 studies in the USA using McGraw Hill's Comprehensive Tests of Basic Skills)

Clients doing the one week course gained an average of just under 3 year levels in 5 days

And follow up sessions plus emails from families showed the success was sustained and maintained for the years that followed.

Phonics-based programs are unable to claim anything like this for students who have dyslexia.

The visual-spatial approach to learning, understood within a few days of the program, becomes the dyslexic's key to learning for life

And the reason is simply the 3D thinking style of dyslexics makes it very difficult to process the 2D symbols and letters in print - unless they can add a concrete 3D model which enables comprehension and mastery of the

symbols or letters or sight words.

That process, understood within a few days of the program, provides the dyslexic person with a genuine and successful key to learning.

A key that is theirs to use for life.

A recent email, received November 27, a mother told how her 2 dyslexic sons, having both done the course in 2011 and 2012, are now looking to University studies, one in Law and Business, the other in a branch of medicine.

Abigail Marshall in her article 'The Evidence Base of Davis Methods' wrote:

The Davis Dyslexia Correction Program was developed through extensive clinical research in the early 1980s under the direction of Ronald Davis and with the participation and input of educators, psychologists and neurologists.

The program is now offered in multiple languages in dozens of countries around the world, and thousands of children and adults have successfully completed the basic five-day facilitated program.

(The Dyslexic Reader, 2019, Vol 80)

For more about the research conducted into these methods, go to www.dyslexia.com

The Dyslexia Association has a new President

Annette Johnston of **Dyslexia WA** has recently become the president of the Australian Association, an Australia-wide group which provides a non-phonetic approach to support children and adults with dyslexia. (www.dyslexia.org.au)

Annette, who has a long history in WA as a classroom teacher and was a co-author of the First Steps revised edition publications which are used in many countries world wide, has been providing a highly successful program for 10 years at her Rockingham office.

Prior to doing her training as a provider of the dyslexia program, Annette spent several years running

professional development for teachers in the USA, South America, New Zealand, some Asian countries as well as every state of Australia.

Recently Annette was invited as a participant on a dyslexia roundtable conference for the Queensland government.

Her experience is a valuable base from which she can provide excellent guidance and achieves a very high success rate for the school aged and adult people with whom she works.



Dyslexia: not a disability, but a visual-spatial thinking style which succeeds with a visual-spatial teaching style.

700+

The number of providers of the non-phonetic program world wide

45

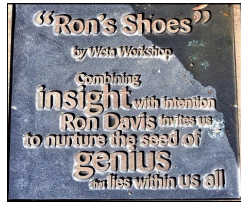
The number of countries where the same program is conducted

41

The number of languages in which the program is provided

Ron's shoes are too big to fill

A recent trip to Christchurch included a visit to the Dyslexia Foundation of New Zealand where Annette tried, unsuccessfully, to fill the shoes of Davis Institute founder, Ron Davis.

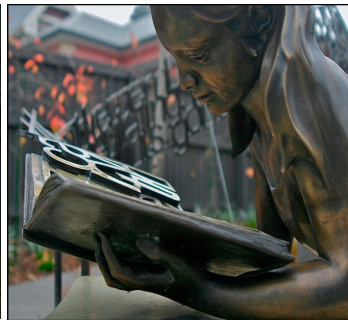
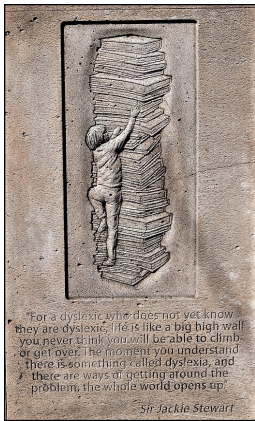


The model of Ron's shoes are part of the display in the front of the Foundation building.



Wall panels and various display models provide interesting viewing. The quote with the im-

age of a boy climbing a stack of folders reads:



"For a dyslexic who does not yet know he is dyslexic, life is like a big high wall you never

think you will be able to climb or get over. The moment you understand there is something called dyslexia, and there are ways of getting around the problem, the whole world opens up." Sir Jackie Stewart



Apostrophes—they're not all that hard!

96 year old John Richards founder of the Apostrophe Protection Society has finally waved the white flag and given up his war against the incorrectly placed apostrophe.

John quoted ignorance and laziness as the two culprits preventing people from using apostrophes correctly.

It's not all that hard, three simple rules are all that are needed:

- Words meaning more than one (plurals) do NOT have apostrophes. (photos, apples, birds, ladies, cats, dogs...)
- Words as owners - the apostrophe for

ownership ALWAYS goes after the owner's name. (eg, one dog's bone; 3 dogs' bones; 4 ladies' hats; one lady's hats; the children's games; a man's hair-cut; the men's haircuts;) Easy, just put the apostrophe after the name of the owner and add an 's' if you need to.

- Put in an apostrophe if two words are shortened or contracted. (it is - it's; should have - should've, NOT should of—aaaaaagggghh!; there is - there's; they are - they're; we have - we've)

What else do you need to know?



No, no, where's my red marker pen?

Perhaps the Apostrophe Protection Society should be saved from extinction and new life breathed into the species. (not specie's)



Maths mastery provides concept understanding

From an article by Kelly Phipps, a provider of the non-phonetic approach in Idaho, USA

Kelly, like **Dyslexia WA**, also provides the Maths Mastery program.



When someone comes to me at CenterPoint Learning Solutions (Idaho) with math concerns, ninety-nine percent of the time, the difficulties stem from not being able to connect the numeric algorithm (symbols) with the mathematical concepts the symbols represent.

Algorithms ($2 + 2 = 4$; $4 \times 5 = 20$) are memorized and cannot be experienced without tying them to concepts.

Memorizing can produce fast results, and our society likes fast — but memorizing does not produce lasting results.



... to truly understand math, one must EXPERIENCE it.

If you had a choice of learning through experience, which would provide life-lasting results, versus learning through memorization, which would provide quick (but limited) long-term re-

sults, which would you choose?

Which is more cost effective? Which is more time effective in the long run?

For those of us who have only experienced algorithmic mathematics — formulas and memorization — it seems so laborious. But what ethical engineer would be stingy on time and materials when building a foundation in an earthquake prone area?

Do we build our educational houses on rock or sand? Concepts are rock — life lasting. Sand is fluid — moving wherever the wind or waters carry it.

** Editor's note: Like the one-week Reading Correction Program, the one week Maths Mastery program provided by the various members of The Dyslexia Association is used to master the basic concepts that are foundational to all mathematics.

