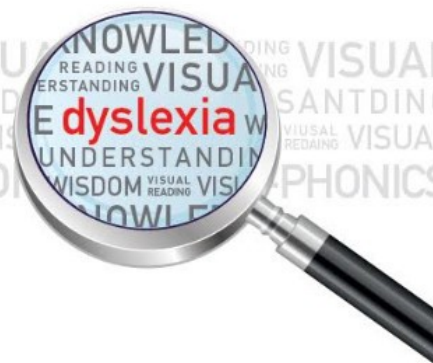




Providing certainty... a brief case study

Provided by Brenda Baird
Dyslexia Facilitator in Brisbane QLD

For 16 years I have worked professionally as a Dyslexia Facilitator.

I love the title **Facilitator** as it means: a person who makes an action or process easy or easier.

I facilitate a path to easier reading. Part of this process is to reduce confusion and work towards certainty.

Miss S was diagnosed with ADHD, Dyslexia (difficulty with reading) and Written Expression Disorder (difficulty with spelling accuracy, clarity or organisation of written expression).

To say the least, the combination of these 3 conditions would present huge learning difficulties for a child.

Miss S was 8 in **September 2017** when she started the Dyslexia Intervention program.

At that time Miss S had the attention span of a flea, either talked or hummed non-stop, and could spell her name correctly only 50% of the time.

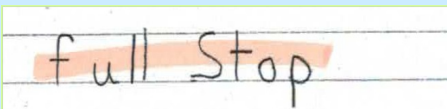
On the morning of the first day of the 30 hour program I asked Miss S to print "I am a good girl".

Below is the result of her effort:

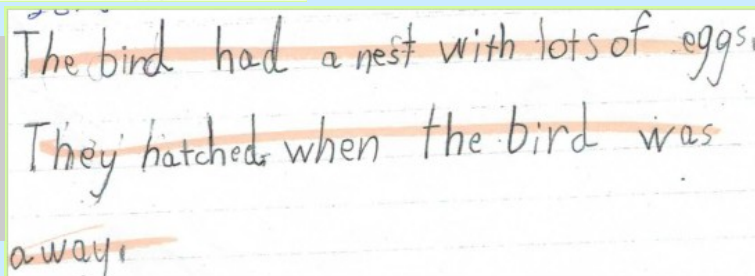


In addition to facilitating Miss S to easier reading by reducing confusion and creating certainty the program also reduced the confusion with the alphabet and spelling.

Below is the result at the end of the 30 hour program:



Then,
January
2018



How has this come about??

...by reducing confusion and providing certainty.

If a child is struggling with spelling a simple change can produce huge results.

The next time your child asks you how to spell "hatched" facilitate easier learning, reduce confusion and provide certainty by responding with "h-a-t-c-h-e-d". (Using the letter names, not sounding out)

It's about supporting, making performance easier, facilitating. This is one way in which students with dyslexia can be guided towards more successful learning.



Henry Franks, founder of Dyslexic Objects

Born in 1989 in Oxford, England, Henry Franks is the founder of Dyslexic Objects, a collection of five household products designed by Franks in response to his own dyslexic condition.

According to Franks, "The aim of Dyslexic Objects is to improve a selection of everyday objects through the addition of dyslexia, while encouraging people to re-engage with seemingly inanimate objects.

Each product possesses a different characteristic of the condition." One of those products is "Muglexia" (pictured here).

These three mugs illustrate inversion, a symptom of dyslexia where some letters, when reading, can seem to flip or invert.



As a result, the mugs are more stable and less likely to be knocked over, along with being better balanced in the hand because of the centre of gravity and the handle being lower down.

The inverted shape also keeps tea and coffee hotter for longer.

From The Dyslexia Reader No 76.



Henry Franks

The mugs can be purchased on-line and more of Henry's story can be seen on <http://www.henryfranks.net/BIOGRAPHY>

What do students and families say?

These mail items are from families in Canada and the USA who have completed Correction Programs with various providers...

Facilitator, Tracy Trudell, of **Dyslexia and Learning Solutions Ontario**, recently received this note from the mum of a past client:

"I just wanted to thank you again for all your help with Emmett. I am so happy you took him as a client and were so successful in the work you did with him. Emmett has gone happily into grade 2, with no tears, no anxiety, and no anger. What a HUGE change from last year! His teacher approached me during the first week of school, asking for a meeting about how to best use his tools in her class. She has implemented all of his tools and has graduated him out of resource and into mainstream grade 2. Emmett is so proud of himself, and he has shown a tremendous confidence boost that is noticed by all of his friends and previous teachers. Thank you for showing us how to help Emmett!"

Supervisor-Specialist, Marcia Maust, of **Laurel Highlands Dyslexia Correction Center**, Berlin, Pennsylvania, was thrilled to hear of the past success of a client just a few months after his Program:

"I cannot thank you enough. Nick is doing AMAZING! I'm not sure how many clay models we have done, but we are averaging three or four a week. Any words he has difficulty with, we do Symbol Mastery immediately, and he

never has a problem again.

Nick has only had one migraine and two headaches since we left you — that is CRAZY! He had been suffering daily migraines for the past two years. His teachers and tutor are in complete awe, as well. He is calmer and grasping things more easily. His reading and comprehension have improved (even though we aren't doing picture-at-punctuation yet), as well as how he actually writes (letter formation, spacing, staying on the lines). He is a different child and can now tell us when he is "off," dizzy, or disoriented. His teachers have noticed him using his tools too. Even his hockey/ skating skills have improved.

Thank you, thank you, thank you! Please know that you were the angel sent to us this year, and we are beyond grateful."

Here is a little note of appreciation that Facilitator, Suzanne Buchauer, of **Dyslexia Works**, Upper Nyack, New York, had from a past client:

"Frank made it to honors in his school. The Program really works. His grade in English 1 is 100%. We are speechless with the results!

I am still helping him with his trigger words on weekends, and he listens to the Auditory Orientation CD for home use twice a day. He is working very hard, and we thank you for everything you did to help him."

These poignant words were shared by the mum of a past client of Facilitator, Desmond Smith, of **Oakville Success Center** in Ontario, Canada. When Miguel started his Dyslexia Correction Program with Desmond, he didn't think he ever could/would learn to read easily and with comprehension.

"Congratulations to this young man, who taught me to see the world differently — a world where there's inclusion, tolerance, love, positive attitude, and a world that can change for good. Congratulations on your 8th grade graduation. And a special thanks to Mr. Desmond Smith for your priceless help!"

These letters are extracted from The Dyslexic Reader, No 76, a periodic publication of Davis Dyslexia Association International (DDAI) 1601 Bayshore Hwy., Suite 260, Burlingame, CA 94010 USA.

It is always wonderful to receive such comments and facilitators have enjoyed similar notes from students and their families over the years.



The Davis Program suits people with visual-spatial strengths



Q & A

With Abigail Marshall

(From The Dyslexic Reader No 76)

Q: My son is six years old and has been diagnosed with Sensory Integration Disorder (SID). We introduced him to letters, numbers, colours, and shapes about a year and half ago.

At first, he was able to write correctly, but lately, he is gets confused between d and b. Sometimes, he also writes a word from right to left.

He writes 5 as S and reverse. He can read simple sentences. Do you think he has dyslexia? Is SID connected with dyslexia?

A: We do often find an overlap of symptoms between Sensory Integration Disorder and dyslexia.

In our view, this can stem from the same cause disorientation.

After a Davis Program, the sensory issues might subside, as the child becomes more habituated to maintaining focus or orientation and learns to use the Davis release tool.

A six-year-old child can be introduced to these tools with the Davis Reading Program for Young

Learners — which also includes the clay work for alphabet mastery.

This is a parent participation program, so it would be appropriate if you are looking for tools to improve your ability to help your child.

Q: We have just figured out that our son who is seven has dyslexia.

He is participating in a special program at his school, and he is also going to a dyslexia tutor.

We feel that we have him covered when it comes to his schoolwork.

The issues we are trying to figure out how to help him with are his daily things — like completing tasks such as brushing his teeth the first time he is told, or staying focused to clean his room.

He is easily distracted between the living room and the bathroom, and it is a daily struggle to keep him focused.

We were told that he doesn't have ADHD, but that it is just the way he is wired.

Do you have any suggestions that could help with this?

Every resource I find is about school and reading, but there is more to it than just reading. It affects him in other ways as well.

A: Your question really provides a good example of the difference between a tutoring program focused on reading skills and the Davis approach to full dyslexia correction.

Davis Programs always begin with teaching of mental skills that improve focus, because we know disorientation is at the root of many dyslexia symptoms, and that disorientation also affects perception, including perception of time. I would encourage you to read the book *The Gift of Dyslexia* to learn more; the book has instructions that you can use to try to give your son these mental tools on your own or you can contact a local Davis Facilitator.



Davis strategies promote the use of a student's visual strengths to master non-picture words as well as 2 dimensional letters and symbols

