

DYSLEXIA

IS NOT

- related to a person's intelligence
- limited to those "b" and "d" reversals
- due to lack of willingness (laziness)

IS

- a problem with written symbols including letters of the alphabet and math signs
- neurologically based
- genetically inherited
- the most common of all learning difficulties
- can exist even when no IQ discrepancy is found (criteria used to diagnose learning disability)

At least 1 in 6 Canadians has dyslexia.

Famous people with dyslexia:

Leonardo da Vinci, Walt Disney, Cher, and more

Three fundamental types of dyslexia

First type (motor aspect)

Difficulty in developing memory for direction of the lines in the written symbols. The student will have difficulty, he writes "b" instead of "d" and writing in general will be painful.

Second type (phonological (sound) aspect)

A deficit with the memory of the sound and symbols and has to do with the ability to develop skills to analyze what is needed for syllabication and working with morphemes (root words, prefixes and suffixes). The student will read "house" instead of "home" and write "posaih" instead of "position."

Third type (visual aspect)

A deficit in remembering the configuration of whole words. The student will read "ball" instead of "bell" and writes "enuf" instead of "enough." They lack automaticity in the recall of the right order of the letters forming a word. Parents will be puzzled by the fact that their child may read some long words but be regularly stumbling on words like "the."

Symptoms of dyslexia vary greatly from one individual to another. Most dyslexics have a combination of these three types.

IS THIS CHILD DYSLEXIC?

WARNING:

This following list only aims at guiding parents in their attempt to understand their child's difficulties.

A professional assessment is recommended but not required to take the training.

MAY PRESENT DIFFICULTIES IN:

- rhyming (pat, cat, fat....)
- pronouncing certain words "busgetti" for "spaghetti"
- naming the letters (learning the alphabet)
- associating sound (phonetics) with the symbol-letter (grapheme)
- appropriate sequence of letters, and/or in words, in reading or writing (few examples)
 - letter reversal: "b" for "d"
 - words reversal: "on" for "no"
 - inversions: "m" for "w"
 - transpositions: "felt" for "left"
 - substitutions: "house" for "home"
- may confuse small words: "at" for "to"
- formation of letters
- correctly writing letters of the alphabet in the proper sequence
- finding a word in the dictionary
- difficulty learning new vocabulary words and remembering facts
- distinguishing left from right, east from west
- telling time, days of the week, months of the year
- confusion with math symbols (+, -, x,...)
- memorizing multiplication tables (sequential memory)
- memorizing non-phonetic words
- expressing ideas in writing
- finding the right word when talking
- expressing clear ideas verbally
- often uses an awkward pencil grip (fist, thumb hooked over fingers)
- planning, organizing and managing time, materials and tasks
- telling and retelling a story in the correct order

Excellent article on dyslexia: TIME, Oct. 20, 2003

*Is this child dyslexic?
If so,
what to do?*



DYSLEXIA TRAINING

for
Teachers, tutors, & parents

SMT

Simultaneous Multisensory Teaching
from the
Canadian Dyslexia Association

NEURO CLINIC

NEUROFEEDBACK & NEURODEVELOPMENT

29 Albert St., Barrie, Ontario L4M 3S7

705-726-5971 fax: 705-726-5958

suzanne.day@rogers.com

wces@rogers.com

neurodevelopmentclinic.com

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INTERVENTION

A program which is only focusing on phonics is helpful but not sufficient.

Phonemic awareness is primordial: the discovery that words in spoken language can be broken into small units of sounds called phonemes.

Their brain also requires help in integrating the way each letter sounds, looks, and feels and how combinations of these letters create pictures.

The International Dyslexia Association recommends a multisensory approach inspired by the Orton-Gillingham method.

SMT

Simultaneous Multisensory Teaching

One of the most user friendly program from the Canadian Dyslexia Association

Advantages of the SMT approach:

- can be taught to students of all ages
- although written for dyslexics, can be used to prevent reading failure
- the integration of the information is done through 20 steps included in each lesson
- each lesson is detailed and meticulously prepared
- Teachers, tutors, & parents can be taught in 14 hours
- teachers and tutors can be certified by producing a video of a tutoring session.

Learning techniques and strategies included in the SMT teaching approach:

- visual and auditory discrimination
- bimanual reading in Braille dots to develop a "tactile vision"
- direct teaching of non-image words
- an emphasis on diction
- the etymology of English words

Helpful web-sites on dyslexia:

www.dyslexiacentre.ca
www.interdys.org
www.dys-add.com

TRAINING

When: 8 a.m. to 8 p.m.

Where:

Barrie, Ontario (1 hour North of Toronto)

Description:

Very Practical Training: 12 hours in a group
Plus 2 hours of individual training (at a later date)

Content:

- Workshop on the characteristics of Learning Disability and Dyslexia, what to teach, how to teach, and the importance of creating a positive learning environment
- Analysis of the different English sounds and techniques to work with children who are hard to teach in reading and spelling
- Demonstration of a real session with a student in therapy
- Explanation of the 20 steps involved in the program
- Practice teaching in role playing teacher/student with Mr. Day available to answer your questions

David Day, trainer

Past:

- Associate-director of a summer camp for socially challenged children
- Teacher at the elementary, intermediate and secondary level
- Vice-principal at the elementary & intermediate level
- Trained to use a neuro-developmental approach
- Trained in neurofeedback training & biofeedback
- Guest on a t.v. program featuring dyslexia (internationally aired)

Presently:

- Reading Therapist trained with different Orton-Gillingham-based programs at The Reading Foundation in Calgary, at Novaread Clinic in Halifax, and at the Canadian Dyslexia Association in Ottawa
- Certified Reading Therapist & Certified Trainer
- Clinician in neurofeedback training for ADD
- Conference speaker

ASSESSMENT

• Reading-Spelling Patterns Testing

Elena Boder and John Griffith have identified different types of reading and spelling patterns often found in dyslexics: auditory, visual, and motor. This analysis will guide parents in their search for the best intervention for their child.

- 1 or 2 hours of testing
- 1 hour consultation with the parents

Ask for our brochure for a complete description of our services or visit our web site neurodevelopmentclice.com

REGISTRATION

Cost of the training:

\$450.00 per person. Must have at least 2 people to train.
(includes the 12 hour session plus 2 hours of individual attention at a later date)

Cost of starting material:

\$120.00 for the Starting Kit + taxes

\$120.00 for Level #1 + taxes

There are a total of 12 levels to be purchased as the individual progresses.

A non-refundable deposit of \$100.00 is requested payable to:

"Wise Choice Educational Services"

Name: _____

Address: _____

Phone: _____

Email: _____

Visa: _____

Expiry date: _____

Signature: _____

Wise Choice Educational Services
29 Albert, Barrie, Ont. L4M 3S7
or Phone with VISA 705-716-5971