



Newsletter

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A dyslexic hat! Fancy that!



A hat by dyslexic fashion designer Paulina Robbins van Rijn from the 'Inside a dyslexic world – the way I see it' D-I-T-T Art Exhibition, held at the European Parliament on 11–15 June, sponsored by MEP Robert Evans.

At the opening reception Raymond Claes, representing the European Dyslexia Association, was presented to D-I-T-T's patron, HRH Princess Margaretha of Liechtenstein, in front of a full-size map of Europe. The map showed the locations of more than thirty European NGOs concerned with dyslexia.

Princess Margaretha spoke with each of the artists in turn: painters H el ene Koole, Marie-Christine Nys, Paule Zoller and Rapha elle Hanchar, fashion designer Paulina Robbins van Rijn, with Shizuka Hariu – a 'recovered dyspraxic' and PhD candidate at Central St. Martins



Above:
one of Stephan Goldrajch's monsters

Below:
Scarlett van Rijn, Robert Evans MEP,
and Princess Margaretha

School of Art and Design in London, who showed photos of her prize-winning scenic designs, and Stephan Goldrajch, of Brussels' prestigious *La Cambre*, whose three sensational monsters with stories pin-pricked into the backs of their heads were a talking point.

Other artists exhibiting included Ella Velghe and Elena del Arbol – who features in the BBC film, *Language Shock – Dyslexia across cultures*, now available free from <http://www.ditt-online.org/Pack/Video.htm>. This telling half-hour documentary was projected continually throughout the exhibition.

Director of the Exhibition, Steve Doan, himself dyslexic, and former Vice President and European Creative Director of McCann-Erikson presented Princess Margaretha with one of his pictures, 'A Word Said', to which Patricia Hontoir had composed accompanying sound-music.

Scarlett van Rijn, one of the 'dyslexic learner celebrities' interviewed by the BBC for the 'Tintin helps dyslexic learners Hall of Fame' (see www.ditt-online.org) made the opening speech. There was a nodding of heads amongst the younger members of the company as Scarlett described her dyslexia and how it had affected her life.





Above and below:
general views of the exhibition space

Photos: European Parliament

Celebrity supporters of D·I·T·T – architect Lord Richard Rogers, singer Hugues Aufray and Sir Jackie Stewart sent their apologies, as did the UK Arts Dyslexia Trust, whose work was promoted on a panel and whose DVD is available through D·I·T·T (via admin@ditt-online.org).

Simon Fenaux produced a PowerPoint presentation that showed the work of well-known European dyslexic artists including Winston Churchill and David Hockney.

D·I·T·T's message was made clear to visitors and workers at the Parliament on posters displayed around the exhibits: 'Despite the creativity you see here, many dyslexics face failure at school and work, and a crippling loss of self-esteem. In Europe alone an estimated twenty-four million more severely affected dyslexic learners risk school drop-out and illiteracy. How can Europe respond? – Insist on early diagnosis and improvement of teacher training.'

The success and smooth-running of the exhibition was due to the excellent help from the European Parliament, in particular Sarah Whittall, Gerry McCarthy, and Elena Percival, also dyslexic and personal assistant to host MEP Robert Evans, and a team of 14 hard-working D·I·T·T volunteers.



World Dyslexia Forum at UNESCO

Plans continue apace for a World Dyslexia Forum in Paris, provisionally timed for late Spring 2009. D·I·T·T has an important co-ordinating role to play, working with an online consultancy team of distinguished and committed professionals – researchers and practitioners – besides liaising with UNESCO and educationalists worldwide.

To date the consultancy team has been asked to comment on four position papers: a draft outline for online teacher-training, the proposal from D·I·T·T to UNESCO for the World Dyslexia Forum, the programme and, most recently, a plain-language working description of dyslexia to be used at the Forum. (See Reflections, pp.17–19.) Your comments are welcome. Please e-mail them to admin@ditt-online.org with the subject line: ‘My views on the plain-language working description’.

D·I·T·T volunteers are working towards creating specific practical outcomes from the Forum:

- agreed teacher-training programmes or modules on the teaching of dyslexic learners, using methods that will benefit both dyslexic and non-dyslexic learners, that will be made available on- and off-line
- networking facilities set up so that teachers worldwide can understand dyslexia, share information and know how to access technological aids.

In the lead-up to the Forum, D·I·T·T will be working on gathering information on good practice in teaching reading and writing in all five UNESCO regions – Africa, the Arab States, Asia and the Pacific, South America and the Caribbean, and Europe and North America.

Day one will focus on ‘Discovery’, day two on ‘Good Practice’ in the Arabic, Chinese, English, French, Russian and Spanish sectors (the six official UNESCO languages) in report-back sessions. Day three (a half-day) will focus on making this training in teaching dyslexic learners available in different settings across the digital divide – on-line training, technologies, methods, approaches adapted for local use, and training films for local and national television distribution.

The Forum will provide opportunities for communication between governments, academics and parents, teachers and learners. Forums and 'twinning' for professional support will be on offer. Hardware, software and free training programmes will be provided for delegates who attend the full Forum programme, representing their national education system.

In this way D·I·T·T, working in collaboration with UNESCO 'UN Decade of Literacy' officials wherever possible, will contribute to national literacy strategies and introduce training that enables more people to learn to read on the basis of shared good practice, including the previously under-represented dyslexic sector.

Distinguished speakers are being invited and they, along with other leading experts, will be invited to publish in the Forum handbook – a teachers' manual that will go to all ministries of education in the 193 UNESCO member states.

Special thanks to Professor Wimmer



D·I·T·T expresses special thanks to Professor Heinz Wimmer of Salzburg as he steps down from our Scientific Advisory Committee. His presence on the Committee has been warmly appreciated. The idea of an international conference at UNESCO was first put forward by participants at the D·I·T·T Annual Open Forum in 2004 – 'Dyslexia – your chance to put the questions' at which, as one of the presenters, he spoke on the cognitive perspective of developmental dyslexia. (See Abstract www.ToSuccess.org – Mentors section, Research).

Professor Wimmer was born in Sieming, Austria, in 1946. He studied for a doctorate at the University of Salzburg in the Psychology and Pedagogy Department and a for a post-doctorate at the Institute of Child Development, Minnesota, and at the Centre for the Study of Reading, University of Illinois, before being awarded a seat at the Salzburg University Institute of Psychology. He has worked at the Humboldt University, Berlin, the Max-Planck Institute, Munich, the University of Chicago – as visiting Harris Professor – and Wolfson College, Oxford, again as a visiting professor, and at the Medical Research Council Cognitive Development Unit, London.

Dyslexia Research – New findings from Salzburg concerning poor reading and spelling (see http://www.fwf.ac.at/en/public_relations/press/dyslexia.html) reported that up to 10% of all children, particularly boys, have unexpected difficulties in learning to read and spell. With the support of the Austrian Science Fund, Heinz Wimmer, Karin Landerl and Florian Hutzler from the Institute of Psychology at the University of Salzburg investigated the neuropsychological cause of these learning difficulties. An important initial finding was that a clear distinction must be made between poor reading and poor spelling.

A major longitudinal study in Salzburg showed that children who were predominantly poor spellers already displayed a range of linguistic difficulties when they started school. These difficulties related particularly to phonology, e.g. rhyme and remembering new words. The study's findings matched the results of Anglo-American research.

On the topic of slow reading by dyslexic children Wimmer says: 'A major finding in this area is that the slower reading speed is not a result of text comprehension difficulties (longer reflection), since it is also apparent during the reading of lists of unrelated words and during the reading of completely new words.'

Wimmer has also investigated whether a general problem of controlling eye movement could be the reason behind reduced reading speed. Patterns of electrical brain activity (electro-encephalogram – EEG) in dyslexic children were examined during different reading tasks.

He says: 'Surprisingly, the reading of new and difficult words produces less activity in the right brain hemisphere in areas which are responsible for controlling and distributing the resources available for cognitive processing.' Wimmer is currently examining the role of specific regions of the brain in the case of reading impairment using new imaging processes that have been developed in cooperation with neurologists. 'This research will allow for new techniques to be developed to help children. However, the main priority is determining the cause.'

Synthetic phonics to be promoted in the UK

The UK is set to become a good example of how the government, researchers and the teaching profession can upgrade their approach to teaching reading and writing to the benefit of all learners, dyslexic and non-dyslexic alike. The British government has announced that synthetic phonics will become a prime method to teach reading.

The decision follows the publication of the final report of the Rose review: *Independent review of the teaching of early reading*, which sets out how children should be taught to read. The Rose report stresses that good teaching, attention to speaking and listening skills and the systematic learning of phonics are crucial to raising standards, with early intervention to prevent children from falling behind. It also makes clear that the primary national strategy, which promotes phonics teaching, has led to a substantial increase in standards since it was introduced in 1998.

The government has accepted all the recommendations in the report and has launched a rigorous programme of training for teachers, through the primary national strategy, and changes to initial teacher training led by the Training and Development Agency for Schools (TDA). The report marks a significant step in the government's continuing drive to build on the successes of the primary national strategy. There have been huge improvements in the teaching of reading since the introduction of the national literacy strategy in 1998, with 84% of 11-year-olds reaching the expected level for their age in reading last year, compared to 67% in 1997.

According to the government: 'The report also dispels the myth that phonics teaching has been abandoned. Phonics has been a central part of the National Literacy Strategy since it was introduced in 1998 and is already firmly a part of the Foundation Stage.'

See news.bbc.co.uk/1/hi/education/4818516.stm

New member of Scientific Advisory Committee



Professor Linda Siegel holds the Dorothy C. Lam Chair in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia. She has published more than 130 peer-reviewed articles, as well as numerous other publications on cognitive and language development.

‘The issue of dyslexia is a universal issue, even in developing countries. Access to education is important for economic survival,’ she says. ‘I see my role at this point in time as making the public and policymakers aware of the issue and encouraging them to do what can be done to reduce the difficulties.’

Professor Siegel’s interest in dyslexia stems from the early 1970s, when she noticed that there were ‘serious education problems’ attached to the teaching of dyslexic learners. ‘There were very few specialists, and psychologists didn’t know what to do,’ she says. She believes that early identification is vital. ‘The problem is much cheaper to fix if it is identified early.’

As a result, she recommends that children be monitored on a yearly basis. According to Professor Siegel, such assessments can be cheaper and more effective. ‘Long intensive and expensive assessment is basically a waste of time. It may yield interesting results, but it has no impact on treatment,’ she says.

Professor Siegel’s studies of bilingual children in Vancouver (where 50 percent speak a language other than English at home) have shown that, following appropriate intervention, possessing a second language can benefit spelling and some reading skills in English. In a collaborative project with the North Vancouver school district, she conducted a study to show that it is possible to detect children at risk of having learning disabilities/reading difficulties and to provide classroom-based intervention to help them.

The seven-year longitudinal study consisted of some brief tests of language, memory, and phonological awareness skills (the ability to hear the sounds within words, to recognise words that rhyme, and to recognise which words start with the same sound) when the children entered kindergarten. The study showed that 25% of the pre-school children for whom English was a

first language and almost 50% of the children who had English as a second language were at significant risk of having reading difficulties.

With appropriate intervention, Professor Siegel found a dramatic improvement. Only 5% of the children still had reading difficulties at the end of Grade 1 and by Grade 6 that number was reduced to 1.5% for each group. The children with English as a second language were reading and spelling as well as – and sometimes even better than – children who had English as a first language.

The schools used a programme called ‘Firm Foundations’ to help teach children important phonological awareness skills and the sounds of the letters. The teachers also read stories to the children and introduced them to new vocabulary through activities. For example, the children baked cookies in the shape of letters, learning the letter and its sound while also having a nice treat. Other activities for developing language skills included reading and writing stories, acting out stories, and playing games with words. The schools also used a programme called ‘Reading 44’ to teach reading comprehension skills and the interpretation and understanding of text. (For more information about the programmes used in the North Vancouver School District, visit www.nvsd44.bc.ca)

The results of this study show that it is possible to detect children who are at risk of having reading difficulties at an early age and to provide a classroom-based intervention to help most of the children and to provide a good learning environment for children who have English as a second language.

Says Professor Siegel: ‘We can prevent many of the social problems in our society by recognising early children who have difficulties and providing appropriate early intervention in their school career. Not only will we provide a better environment for our children, but we will also save the unnecessary expenses and heartache that social problems produce.’

Professor Siegel will take the role of *rapporteur* between the D·I·T·T consultancy e-team of experts – practitioners and researchers into dyslexia – and the D·I·T·T Scientific Advisory Committee for the Forum.

Profile: one in ten

Marie-Christine Nys

One of the dyslexic artists whose work was featured in the D·I·T·T exhibition at the European Parliament in June, Marie-Christine Nys, is very much like her paintings: full of colour and energy.

Her approach to painting mirrors her approach to life. She attacks her canvases with gusto and a joy of creation. In fact, Marie-Christine likens the act of painting to that of dancing, another lifelong passion. But alongside the expressiveness found in her large paintings, she also produces carefully observed portraits using charcoals.

Her keen observation grew out of a challenging childhood where, due to difficulties with reading and writing, she often felt 'isolated'. Art, theatre and dance were a means of escaping the pressures of the 'real' world, she says.

Marie-Christine, 53, says that she grew up in Wallonia at a time when to be a dyslexic meant to be discarded. Two of her three children are also dyslexic, but she has been able to find some support for them through the Cliniques universitaires Saint-Luc in Woluwé, Brussels. However, dyslexia in Belgium is still considered a minor issue, she says. 'The government focuses on the big issues in schools – sports and healthy diets, etc. – but not those things that might be thought too specialised. Teachers find the problem too complicated and don't have the time.'

According to Marie-Christine, one of the key aspects of the work of D·I·T·T is that it asks the question of all schools: Are you doing enough to address this problem? She also says that D·I·T·T and its forerunner, European Children in Crisis, were a great source of moral comfort and gave her the courage to seek the necessary help for her children. While the expertise they receive from Saint-Luc is not free, both her dyslexic children have accommodated to their condition and are doing well in their studies.



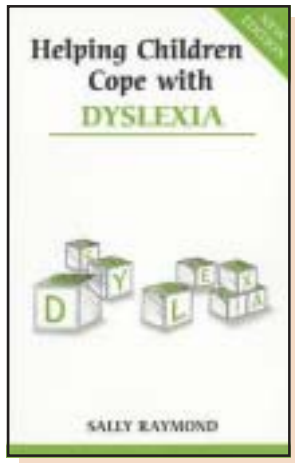
Photos: European Parliament

Three of Marie-Christine Nys' vibrant paintings were exhibited at the European Parliament

What works

Smart kids

Dr Duncan Milne has agreed to be appointed D·I·T·T Director of Literacy Tools for the UNESCO World Dyslexia Forum. You may visit his website, www.smartkids.co.uk.



Reading is not (necessarily) understanding

Sally Raymond, author of 'Helping children cope with dyslexia' writes:

'In order to read a word you have to either a) recognise it (visual memory) or b) guess it according to context (semantic memory/meaning) or c) break it down into known letter-to-sound code (audio memory). You also have to scan it with your eyes (kinaesthetic/muscular skills)

'Because a pupil can 'read' a passage does not mean they can also understand it remember it and extract meaning and implication from it...'

Surviving the workplace

Dr Sylvia Moody of the Dyslexia Assessment Service writes...

A full set of my information sheets and articles on dyslexia and dyspraxia in the workplace (and on adult dyslexia generally) is now available on the website,

www.workingwithdyslexia.com/info-sheets.php

These information sheets and articles include information on:

- Arranging an assessment
- What happens in an assessment
- Dyslexia in the workplace
- Emotional issues
- Dyspraxia

I have recently written a book called: *Dyslexia: How to Survive and Succeed at Work*, published by Vermilion. The book is a practical guide to dealing with dyslexic difficulties in the workplace. It will be useful to anyone who is experiencing such difficulties and also to their managers, mentors and trainers.

The book covers the nature of dyslexic difficulties and the specific problems they can cause in working life. It sets out simple but effective strategies for managing difficulties, capitalising on strengths and improving efficiency. It also suggests ways of handling the upsetting emotions which often accompany dyslexia, and of cultivating a positive and assertive attitude. There is also advice on how to deal with two syndromes which are often associated with dyslexia: dyspraxia (spatial and motor difficulties) and visual stress.

For employers, there is clear guidance on how dyslexia is likely to affect efficiency at work, what help and support they can offer, and what legal obligations they have to make reasonable adjustments for dyslexic employees. Finally there is detailed information on dyslexia-friendly software programs and other technological aids, as well as a comprehensive list of help organisations and suggestions for further reading.

In the Autumn *Newsletter* there will be a review of Dr Moody's latest book: 'Dyslexia – Surviving and succeeding at college'.

Help for young French learners

Dr Vincent Goetry highly recommends *Planète des Alphas*, a playful and effective way of learning how to read for young French learners. For details, visit <http://www.planete-alphas.net>.



Announcements

Annual general meeting

This year's AGM, which was held at rue Defacqz on 5 June, was conducted by D·I·T·T legal adviser Joe Sepulchre of Liedekerke Wolters Waelbroeck Kirkpatrick.

Chambers and Partners describes Mr Sepulchre as 'a real gentleman with wide-ranging experience,' and 'a good choice to go to when you want sage advice.' D·I·T·T endorses these sentiments and thanks him profoundly for his loyalty and care.

D·I·T·T's Annual Report can be found at <http://www.ditt-online.org/About.htm>

Not to be missed

Our Annual Open Forum will take place at our offices at rue Defacqz this year on Wednesday 21 November. Do not miss the opportunity to hear Michael Thomson of *Dyslexia: a teaching handbook*, and Alan Clark, lecturer in drama, on language teaching and intercultural learning.

D·I·T·T regional ambassador

Daniel Ofori will represent D·I·T·T at the fourth meeting of the UNESCO Collective Consultation of NGOs on Education for All in Dakar, Senegal, 3–5 September 2007.

Stepping down and stepping up

Gudrun Dziallas

This summer Gudrun Dziallas announced that, for health reasons, she would have to resign from the D·I·T·T Board. To a large extent, Gudrun *is* D·I·T·T. She has supported every initiative wholeheartedly with assiduous research, care and attention since its outset in 2000. It is impossible to speak too highly of Gudrun and the importance of her major contribution to D·I·T·T's projects and development.

Gudrun was born 1943 in Offenbach/Main (Germany) and grew up in a little village close to Gelnhausen. She left school in 1962 with a baccalaureate in natural science and, after further studies, she became an electrical engineering assistant at Siemens at Erlangen, Berlin and Stuttgart. She then worked for three years as a technical assistant at the Institute of High Tension Voltage Technology at the University of Stuttgart, where she learnt about computing. She worked from 1968 to 1973 as a software engineer and programmer for the Rechenzentrum AEG Telefunken at Berlin, Centre d'Informatique Générale (CIG) at Brussels and INSEAD at Fontainebleau.

She is married to Rolf Dziallas, a German mechanical engineer who worked for Procter & Gamble. The couple has three children; one of them was born in Germany and the other two in Belgium. The children had to learn how to adapt to different schooling systems in the U.S. and Europe as the family moved around, but the youngest child, who started nursery school in the Frankfurt area, developed learning difficulties. Gudrun found a book on dyslexia, but teachers at that time were critical of it, and told her that the term 'Legasthenie' or dyslexia no longer existed. Nevertheless, in 1994 ARD



Gudrun in Shanghai, 2005

broadcast the film *Mit Legasthenie leben lernen* (learning to live with dyslexia), which helped publicise the German Dyslexia Association that had been running for 20 years.

The family has subsequently learned a lot more about dyslexia and when they finally moved back to Belgium in 1998, Gudrun joined the organisation 'European Children in Crisis'. She promoted the German version of the multimedia training pack 'Language Shock- Dyslexia across culture' and she founded a German support group for children with learning problems. Two years later a reorganisation led to the founding of D·I·T·T. Gudrun was an inaugural board member and has visited many conferences, giving several speeches in Brussels and abroad. The results of her 2001 workshop for D·I·T·T – which brought together international teachers and researchers – formed the basis of the trilingual cd-rom for dyslexic learners with Tintin and Snowy which is now on the market. Gudrun was project manager and ambassador for the German version of this programme, produced by the BBC for D·I·T·T. She helped to assemble the linked website and to select appropriate tools and technologies. She remains one of the team, advising on tools and technologies for ToSuccess.org.



Gudrun and Rolf in Suzhou in 2005

Rolf Dziallas

Rolf Dziallas is to resign as auditor too. Our heartfelt thanks go to Rolf for his meticulous maintenance of high standards, his careful advice and for keeping a wary eye on our finances at all times.



Peter Hankey,
new D·I·T·T treasurer

New board members

Hugh Terlinden (See D·I·T·T Newsletter No.21, p.8) and new treasurer Peter Hankey, a Certified Public Accountant, were recently welcomed onto the Board with highest recommendations.

Thank you to Peter Horemans

Outgoing treasurer, Peter Horemans, deserves D·I·T·T's warmest thanks for his many and loyal efforts in the interests of D·I·T·T. The part he played in introducing D·I·T·T to Moulinsart opened up a whole new life for D·I·T·T. 'Tintin helps dyslexic learners' continues to be used round the world, bringing hope and help to dyslexic learners and their mentors.

Money matters



D·I·T·T Gala dinner

D·I·T·T thanks the Conrad for its generous hospitality to the artists from Covent Garden, London, and from Germany who gave their time and talent to a Gala evening for D·I·T·T. The Gala dinner will be remembered for its excellence in every way: superb cuisine and courteous reception.

Tintin CD-ROM

Tell everyone you know: the 'Tintin helps dyslexic learners' CD-ROM is now available at specially reduced prices for orders of 50 copies or more.

Thanks to the generosity of three D·I·T·T supporters: Vanessa Lowndes, Priscilla Wrightson and Victoria Eulaerts, we were able to supply a box of Tintin CD-ROMs to the education charity Family Learning Network, which is working with the UK HM Prison Service and the Offenders Learning and Skills Unit.

Jee Hirsch, a short-stay volunteer in transit, organised complimentary copies of the Tintin CD-ROM to PMS Centres round Belgium, amongst her many other helpful tasks for D·I·T·T, for which we are very grateful.



Two views of the Conrad Brussels

Shopping for money

To cover running expenses, D·I·T·T needs € 2,000 per month, plus € 110,000 to complete our film and € 295,000 for the UNESCO World Dyslexia Forum that we are co-ordinating.

Reflections

'The capacity for everyone, collectively and individually, to participate in networks of written communication is fundamental to building dialogue, understanding and harmony. It is, moreover, a basic human right.'

Extract from the Message from Koïchiro Matsuura, Director-General, UNESCO, on 13 February 2003

V for Victory

Have you ever wondered why migrating geese fly in a V formation?

In a V formation, the whole flock adds at least 71% more flying range than if each bird flew alone. As each bird flaps its wings it creates uplift for the bird following. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone ... and quickly gets back into formation.

Like geese, people who share a common direction and sense of community can get where they are going quicker and easier than those who try to go it alone. They realise that ultimately their success depends on working as a team, taking turns doing the hard tasks, and sharing leadership. When a goose gets tired, it rotates back into the formation and another goose flies at the point position.

The advantages of dyslexia

(taken from www.happydyslexic.com)

When we pay more attention to advantages of dyslexia and nurture them, we can use them to alleviate the disadvantages and boost the dyslexic person's self-confidence. Not every dyslexic develops the same strengths, but by knowing more about some of them we can nurture them, so they can fully develop and contribute to the development of the dyslexic child.

Some of these include:

- Perception: the ability to alter and create perceptions
- Heightened awareness of the environment
- Heightened curiosity
- Greater intuition and insight
- Thinking and perceiving multi-dimensionally (using all the senses)
- A lively imagination
- The ability to experience thought as reality
- Creativity
- Ease in the adoption of change
- Holistic abilities to see the big picture patterns, connections, and similarities
- Ability to focus
- Being driven, ambitious and persistent
- Superior reasoning
- Seeing things differently
- Love of complexity
- Simultaneous multiple thought processing
- Not following the crowd
- The ability for visual, spatial and lateral thinking.

Defining dyslexia

Here is a working description, first drafted by Peter Hankey before being put to the D·I·T·T Dyslexia Consultancy e-team for their critique. With the amendments incorporated, this working description is the one that will be used at the World Dyslexia Forum to take place at UNESCO in 2009.

For further descriptions, with academic and other definitions, visit www.ditt-online.org)

What is dyslexia?

Dyslexia is a neurological condition which is often inherited.

It results in problems with

- reading
 - writing
 - spelling
- and usually goes with difficulties in
- concentration
 - short-term memory
 - organisation.

Dyslexia is *not* the result of stupidity.

Nor is it the result of

- poor schooling
 - poor home background
 - lack of wanting to learn
 - poor sight, poor hearing or poor muscle control
- although it may occur with these conditions.

Dyslexic learners will cope best if the nature of their dyslexia is understood early on, and teaching methods are adapted to their learning needs immediately.

Without early identification, dyslexic learners risk failure at school, failure to find work and, at worst, anti-social behaviour and social exclusion.

En quoi consiste la dyslexie?

La dyslexie est un état neurologique souvent héréditaire.

Elle entraîne des problèmes

- de lecture
- d'écriture
- d'orthographe

et implique souvent des difficultés

- de concentration
- de mémoire à court terme
- d'organisation

La dyslexie *ne résulte pas* d'un manque d'intelligence.

Elle ne résulte pas non plus

- d'une mauvaise formation scolaire
- d'un mauvais contexte familial
- d'un manque de volonté d'apprendre
- d'une mauvaise vue, d'une ouïe déficiente ou d'un mauvais contrôle musculaire

bien qu'elle puisse se présenter dans ces circonstances.

Les apprenants dyslexiques pourront le mieux faire face à leur condition si la nature de leur dyslexie est détectée rapidement et si les méthodes d'enseignement sont adaptées immédiatement à leurs besoins d'apprentissage.

Sans identification précoce de leur dyslexie, les apprenants dyslexiques risquent l'échec scolaire et l'exclusion professionnelle. Dans le pire des cas, ils risquent d'adopter un comportement asocial et d'être exclus de la société.

*Newsletter edited by Jon Eldridge
and designed by Pauline Key-Kairis*