



# Unleashing Potential News - Dyslexia

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In this edition I thought you would be interested in what a teacher has to say about dyslexia from a teaching perspective. This is a case of:

**“Don’t take it from me”**

“I started my teaching career over 18 years ago at a secondary school in Balham, South London, where I taught Math and Physics for a year and a half. After that I taught mathematics for more than nine years at an inner secondary school in North West London.

I must admit that I did not know anything about dyslexia, ADD/ADHD and other related learning differences before they entered my personal life. I remember feeling very confused about some of my students who were labelled as learning disabled and at the time were very articulate and could very easily remember all sorts of different information about their favourite football team, pop group, computer games, cars, films . . . and yet no matter how hard they tried to learn some simple maths concepts, they simply could not retain that information.

I was in the seventh year of my teaching career when I realised that my son was struggling with his reading and writing. That was when I started researching dyslexia and various methods on offer.

**While I was reading that book (The Gift of Dyslexia), not only could I see my child described there, but also hundreds of children whom I taught and who were failing badly in school**

The basic principle of the Davis approach is that dyslexic strengths and difficulties share the same root: the dyslexic thinking style, which is primarily about thinking in three-dimensional pictures rather than words. On the one hand, this can bring extraordinary talents and creativity; dyslexics tend to

excel in areas such as spatial awareness, strategic planning, music/dancing, engineering, building, drama/role playing, inventing, story telling, athletic ability, artistic ability and mechanical arts.

But this ability can also be the foundation for a problem - picture thinking does not allow the person to think with abstract words and symbols. That explains why many dyslexic children find learning the letters of the alphabet very difficult, and also recognising and remembering the spelling of some extract words like: a, the, of, for, was (there are over 200 of these words in the English language and many of these words have more than one meaning). Every time they encounter any of these words, they experience confusion and mental blankness because they have no picture for their meanings. As these blanks accumulate, confusion increases, causing disorientation (distorted perceptions) as they try to make sense of the two-dimensional words in front of them. This manifests itself as the familiar symptoms of substitutions, reversals, transpositions or omissions in reading or writing letters, words and numerals.”

Elenica Pitoska

**Further Information on Dyslexia and its counterparts visit:**

[www.unleashing-potential.co.uk](http://www.unleashing-potential.co.uk)

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