



Unleashing Potential News - Dyslexia

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Parents and teachers alike can get easily frustrated with children who repeatedly ask how to spell a word - often the same word over and over. As with adults, if they don't ask, they simply take a guess. Not surprisingly interesting and incorrect spelling is the result.

We looked in the last newsletter at the irregularities of the English language. In this edition we take a closer look at spelling.

Dictionaries are fabulous tools to help us look up the meaning of words and also to establish what words sound like by using the Pronunciation Key for assisting in decoding the individual sound components. But what of helping us to find a spelling?

For people who naturally think in words and can link the letter combinations to sounds, this proves more and more easy with practice. For those who think primarily in pictures and are not strong on linking a picture of squiggles (letters) with sounds, it is very difficult to translate squiggly lines into sounds - as many dyslexics will tell you.

For dyslexics to be told "look it up in a dictionary" it's like asking someone to unravel a plate of spaghetti without cutting or breaking the strands - where do you begin?

Take a look at the words listed below and, using the first sound of the word, identify which letter (by sound alone) you would start your search if you were to look it up in a dictionary . . . you might find it quite revealing.

awful
eight
knee
physical

chaos
gnome
phone
whole

And when we progress to the second component sound:

ghost

scenario

How can a Davis Programme help?

During the Davis programme we take progressive steps to reduce the problem of confusion by first having the client learn how to focus their mind in such a way that they filter out the many other things that crowd their mind when they are trying to spell, such as multiple pictures or sounds that could possibly make up the word; and memory of past failures and difficulties.

When this is achieved, what they then see and hear is imprinted on their mind in an accurate form by using learning techniques that their mind responds to. To do this we discuss the word to establish understanding of the meaning, then make a model of both the meaning and the correct spelling, in plasticine.

The client commits this picture (meaning and spelling) along with what the word sounds like) to their memory - this is much like taking a three-dimensional photograph with sound, but not a full movie.

As the client's catalogue of words increases, their spelling improves, often at the same time as their reading comprehension and retention.

Further Information on Dyslexia and its counterparts visit:

www.unleashing-potential.co.uk

To discuss specific cases in confidence and bookings:

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