

DOES A CHILD YOU KNOW HAVE A PROBLEM WITH DYSLLEXIA? (AND MAY NOT REALIZE IT?)

DYSLLEXIA IS...

- A neurologically based, often inherited, disorder which interferes with the acquisition and processing of language
- Varying in its degree of severity among individuals
- Manifested by difficulties in receptive and expressive language, including the system of processing sounds in language
- A significant factor in difficulties in reading, writing, spelling, handwriting, speaking and sometimes arithmetic
- Not a result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions
- Common in society with about 85% of those with reading difficulties, (about 15% of society), having dyslexia to a greater or lesser extent
- A lifelong condition that is not "curable", but persons with dyslexia CAN learn, given proper tutoring in a manner appropriate to their individual strengths and weaknesses
- Best overcome by remedial tutoring using the Orton-Gillingham Approach to multi-sensory structured one-to-one remediation with a certificated tutor
- Often a factor in spoken language, causing dyslexic persons to have difficulties in expressing themselves clearly and in comprehending what others mean when they speak
- A factor in perceiving one's self-image, in feeling less capable or successful, in causing stress, in discouraging effort, in encouraging early school-leaving, and in developing the accompanying social and behavioural difficulties.
- Also found in many famous high achievers
- Usually overcome for life with about 2 years or so of Orton-Gillingham Approach remediation

- adapted from information provided by
The International Dyslexia Association

'FREEMASONS HELPING CHILDREN'

NEW HOPE IS HERE!

Children formally diagnosed as having dyslexia can receive **FREE** remedial tutoring at a *Scottish Rite Charitable Foundation Learning Centre for Children* if accepted into the program. Acceptance is mainly dependent on the results of a formal identification and the number of spaces open. This, in turn, is partly dependent on the number of certificated tutors and the facilities in place, as well as the financial resources available. The first *Centre* opened in London, Ontario in 2003, with others now open in Windsor, Halifax, Barrie, Calgary, Edmonton, Vancouver, Moncton and Hamilton and more to come.

For further information about the Foundation *Learning Centres* program, parents should contact the Centre Director at (905) 228-1236, or email office@dyslexiacentrehamilton.com.

Teachers and others interested in becoming part of this exciting endeavour should contact the Centre Director for further information.

If you can help by making a donation, (and receiving a tax benefit), your cheque should be made out to **S.R.C.F. Learning Centre for Hamilton** marked for **OPERATIONS OR CAPITAL FUNDS** according to your preference and sent directly to the *Learning Centre for Hamilton, 148 George St., Hamilton, ON L8P 1E5*. Capital Funds are used to provide income from the earnings to support the long-term expansion and sustainability of the Centre.

If you, as a parent, wish to have more information, there are a few other brochures as well as this one available from the Learning Centre for Hamilton on our website www.dyslexiacentrehamilton.com.

The Hamilton Learning Centre has developed a Speakers Bureau who are prepared to conduct tours of the Learning Centre including presentations on Dyslexia, the Orton-Gillingham Approach and how we deal with the problem children with dyslexia experience. For further information or to schedule a presentation please contact our Centre Director.

The Scottish Rite Charitable Foundation of Canada has been providing grants for psychoneurological research into such issues as Alzheimers', ALS (Lou Gehrig's disease), dementia, learning problems, etc. as well as bursaries for students in this general area of study for more than 50 years and is now supporting the Learning Centres to extend its assistance re: psychoneurological concerns. It appreciates the financial support it has received over the years to do so through many generous donations.

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Learning Centre For Hamilton

LEARNING CENTRE WEBSITE:
www.dyslexiacentrehamilton.com

148 George Street
Hamilton ON L8P 1E5
905-228-1236

office@dyslexiacentrehamilton.com

The Scottish Rite Charitable Foundation
LEARNING CENTRE FOR HAMILTON

COMMON SIGNS OF DYSPLEXIA

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

PRE-SCHOOL CHILD:

- ◆ May talk later than most children
- ◆ May have difficulty pronouncing words, e.g. "busgetti" for "spaghetti", "mawn lower" for "lawn mower"
- ◆ May be slow to add new vocabulary words
- ◆ May be unable to recall the right word
- ◆ May have difficulty with rhyming
- ◆ May have trouble learning the alphabet, numbers, days of the week, colours shapes, how to spell and write their name
- ◆ May be unable to follow multi-step directions or routines
- ◆ Fine motor skills may develop more slowly than in other children
- ◆ May have difficulty telling and/or retelling a story in the correct sequence
- ◆ Often has difficulty separating sounds in words and blending sounds to make words.

KINDERGARTEN TO 4TH GRADE STUDENT:

- ◆ May be slow to learn the connection between letters and sounds
- ◆ Has difficulty decoding single words (reading single words in isolation)
- ◆ Has difficulty spelling phonetically
- ◆ Makes consistent reading and spelling errors such as:
 - * *Letter Reversals*: "d" for "b" as in "dog" for "bog"
 - * *Word Reversals*: "tip" for "pit"
 - * *Inversions*: "m" for "w", "u" for "n"
 - * *Transpositions*: "felt" for "left"
 - * *Substitutions*: "house" for "home"
- ◆ May confuse small words: "at" for "to", "said" for "and", "does" for "goes"
- ◆ Relies on guessing and context
- ◆ May have difficulty learning new vocabulary
- ◆ May transpose number sequences and confuse arithmetic signs (+ - x ÷ = /)
- ◆ May have difficulty remembering facts
- ◆ May be slow to learn new skills: relies heavily on memorizing without understanding
- ◆ May have difficulty planning, organizing and managing time, materials and tasks

- ◆ Often uses an awkward pencil grip (fist, thumb hooked over fingers, etc)
- ◆ May have poor "fine motor" coordination.

5TH TO 8TH GRADE STUDENT:

- ◆ Is usually reading below grade level
- ◆ May reverse letter sequences: "solied" for "solid", "left" for "felt"
- ◆ May be slow to discern and to learn prefixes, suffixes, root words and other reading and spelling strategies
- ◆ May have difficulty spelling; spells same word differently on the same page
- ◆ May avoid reading aloud
- ◆ May have trouble with word problems in math
- ◆ May write with difficulty with illegible handwriting; pencil grip is awkward, fist-like or tight
- ◆ May avoid writing
- ◆ May have difficulty with written composition
- ◆ May have slow or poor recall of facts
- ◆ May have difficulty with comprehension
- ◆ May have trouble with non-literal language (idioms, jokes, proverbs, slang)
- ◆ May have difficulty with planning, organizing and managing time, materials and tasks

HIGH SCHOOL & COLLEGE STUDENT:

- ◆ May read very slowly with many inaccuracies
- ◆ Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing
- ◆ May avoid reading and writing tasks
- ◆ May have trouble summarizing and outlining
- ◆ May have trouble answering open-ended questions on tests
- ◆ May have poor memory skills
- ◆ May have difficulty learning a foreign language
- ◆ May work slowly
- ◆ May pay too little attention to details or focus too much on them
- ◆ May misread information
- ◆ May have an inadequate vocabulary
- ◆ May have an inadequate store of knowledge from previous reading
- ◆ May have difficulty with planning, organizing and managing time, materials and tasks

ADULT:

- ◆ May hide reading problems
- ◆ May spell poorly; relies on others to correct spelling
- ◆ Avoids writing; may not be able to write
- ◆ Often very competent in oral language
- ◆ Relies on memory; may have an excellent memory
- ◆ Often has good "people" skills
- ◆ Often is spatially talented; professions include, but are not limited, to engineers, architects, designers, artists and craftspeople, mathematicians, physicists, physicians (especially surgeons and orthopedists), and dentists
- ◆ May be very good at "reading" people (intuitive)
- ◆ In jobs is often working well below their intellectual capacity
- ◆ May have difficulty with planning, organization and management of time, materials and tasks
- ◆ Often entrepreneurs

SOURCES:

- ◆ *Basic Facts About Dyslexia: What Every Layer-son Ought to Know.* © Copyright 1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.
- ◆ *Learning Disabilities: Information, Strategies, Resources* © Copyright 2000. Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. non-profit learning disabilities organizations. Used with permission by the International Dyslexia Association, and published on its website www.interdys.org