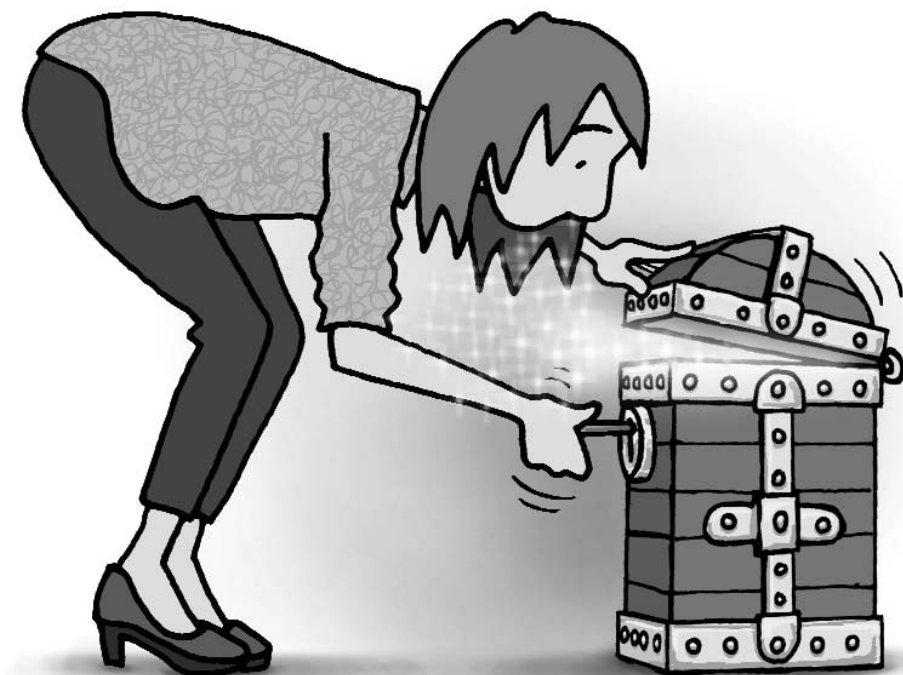


# **DYSLEXIA**

## **Pocketbook**

*2nd edition*









**By Julie Bennett**



Cartoons:  
Phil Hailstone

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Introduction



**What is  
Dyslexia?**



Dyslexia and  
Self-esteem



Multi-sensory  
Learning



Teaching Tools  
and Tips



The 6 Ls



Current  
Approaches



Further  
Resources



# What is Dyslexia?

# Difficulty with words



The word 'dyslexia' has a Greek origin.

- 'Dys' means 'difficulty'
- 'Lexia' comes from the root 'lexis' which means 'words or language'

At its simplest, dyslexia means 'difficulty with words or language'. It is important, though, to take the term 'language' to have a broad all-embracing meaning. Many people think that dyslexia is just a reading or spelling problem, but in fact it's often a difficulty with language in the forms of:

- Spelling
- Writing
- Speaking
- Reading
- Processing
- Organisation
- Memory



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# Definition



Worldwide, there is no single, commonly accepted definition of dyslexia. This is the one I have found most useful:

'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing and organisation, auditory and or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation. Some children have outstanding creative skills, others have strong oral skills. Some have no outstanding talents. All have strengths. Dyslexia can occur despite intellectual ability and conventional teaching. It is independent of socio, economic or language background.'

**Dr. Lindsay Peer, CBE**

International Dyslexia Consultant, formerly BDA Education Director and Deputy Chief Executive of the British Dyslexia Association (BDA) email: [lindsay@peergordonassociates.co.uk](mailto:lindsay@peergordonassociates.co.uk)

# Terminology



The terms you are most likely to come across as teachers are:

- **Dyslexia** and
- **Specific Learning Difficulty (SpLD)**

You may well also come across the phrase **developmental dyslexia**, perhaps in psychologist reports.

You will possibly have heard of people who have had a head injury or a stroke and then become dyslexic. This is another type of dyslexia called **acquired dyslexia**. The dyslexia is *acquired* through brain injury or illness.

In this book I use the term '**dyslexia**' (referring to developmental dyslexia) as one of many **specific learning difficulties** such as dyspraxia, dyscalculia, ADHD etc.

# A collection of differences



It is helpful to build up a picture of the condition and how it affects learners.  
Dyslexia is:

- A learning 'difference'
- A pattern of weaknesses and strengths
- A processing difference

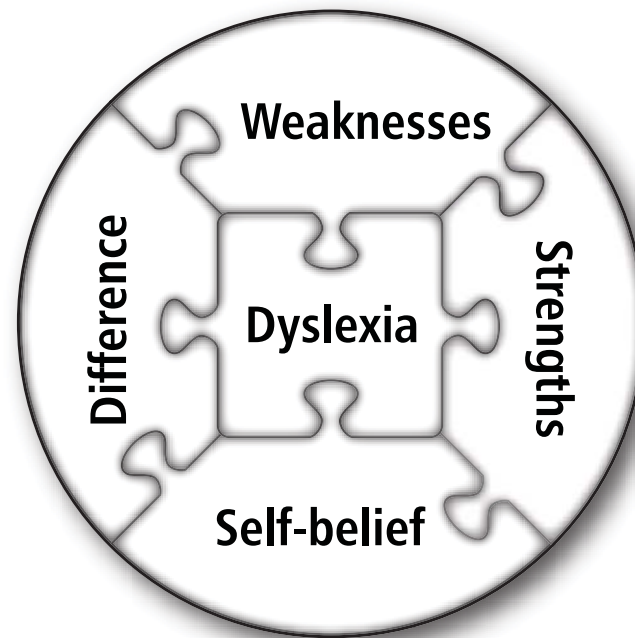
It can be seen as a syndrome – a collection of **differences** in learning, including **weaknesses** and **strengths**.

Not all dyslexics experience the same weaknesses or strengths.

# Solving the puzzle



For a better understanding it is helpful to take a closer look at the four components of the dyslexic profile.





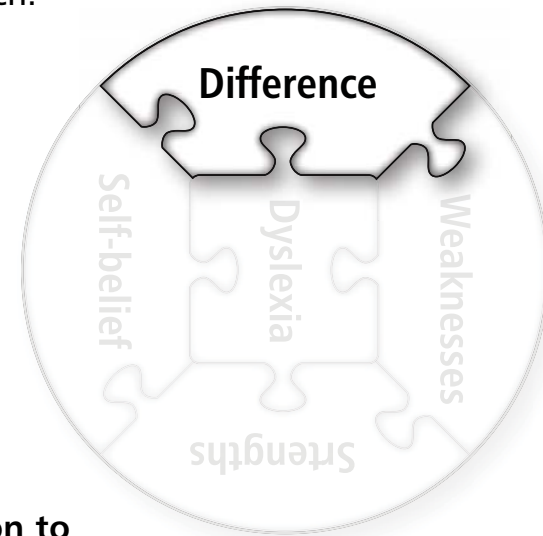
# Difference



Dyslexia is a learning difference. There are many suppositions about its causes, not all of which are founded in science. However, there is scientific understanding about dyslexia and this page provides you with the key words to use if you would like to find out more about the research.

Scientific research has shown that compared with patterns noticed in 'non dyslexics', people with 'dyslexia' have differences in:

- **Patterns of brain activity**
- **Genetic make up.** Scientists have identified some of the **chromosomes** which are probably linked to dyslexia
- The way the **cerebellum** and the **corpus callosum** function
- **The development of large neurons** (magnocells)
- **Neural connections**
- **Processing styles**
- **Brain reaction to phonological and visual information**



# About the author

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Julie is an independent consultant, working under the business name of Unlocking Potential. She started her working life as a primary school teacher and has over 20 years' experience in the field of education. She has specialised in the field of dyslexia and learning. Julie works with learners of all ages and their teachers and trainers. She has a passion for unlocking potential and empowering learners.

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