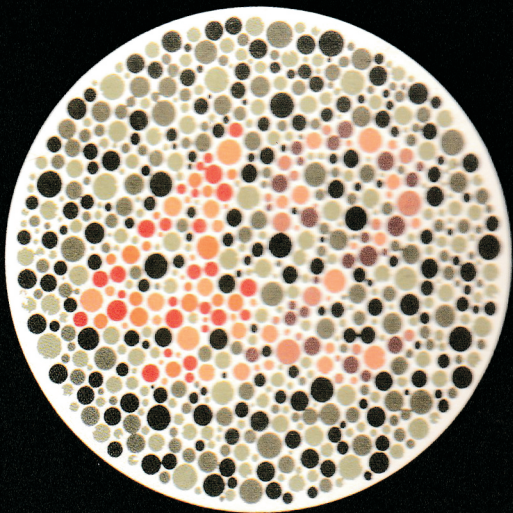
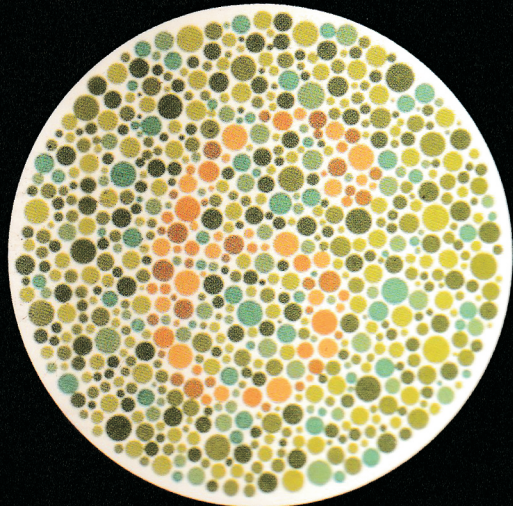
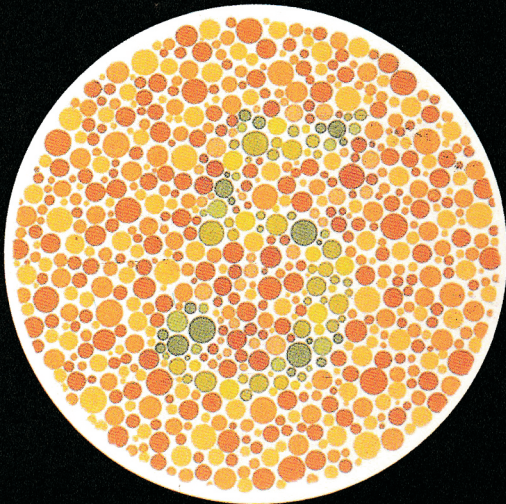
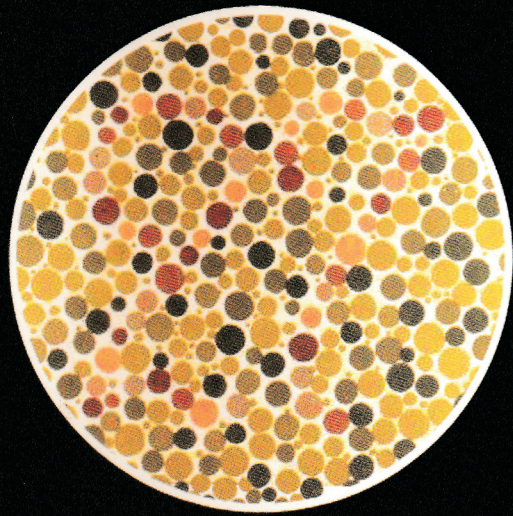
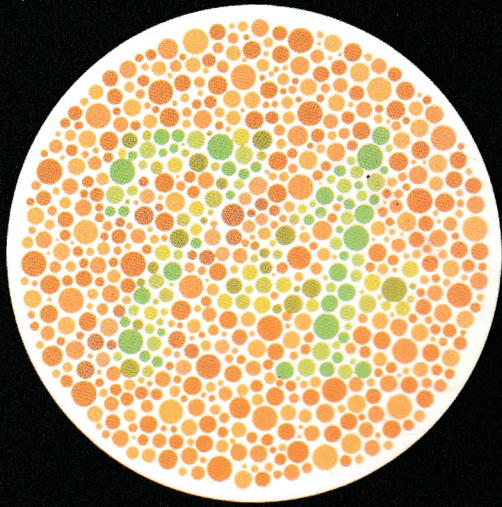


Dr C P Aboobacker

Dyslexia demystified





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CONTENTS

| | | | |
|------------|---|--|-----|
| Chapter 1 | : | Human Brain | 7 |
| Chapter 2 | : | Eyes, Ears, Balance, Posture and Gait | 21 |
| Chapter 3 | : | Brain Development | 29 |
| Chapter 4 | : | Areas of the brain related to language and reading | 40 |
| Chapter 5 | : | Models of written language functions in the brain | 49 |
| Chapter 6 | : | Dyslexia | 58 |
| Chapter 7 | : | The gift of dyslexia | 74 |
| A | : | Finding the champion with in: step by step - Bruce Jenner | 86 |
| B | : | Unappreciated benefits of Dyslexia - Danielle Venton | 90 |
| Chapter 8 | : | Signs and Symptoms | 95 |
| Chapter 9 | : | Assessment | 105 |
| Chapter 10 | : | Interventions | 132 |
| Chapter 11 | : | Beyond the class room | 158 |
| A | : | Common social skill deficits - Wendy Anderson | 160 |
| B | : | Six building blocks of social competency - Merica Eckerd | 161 |
| C | : | Bullying - Eve Kessler | 162 |
| Chapter 12 | : | Multisensory teaching | 166 |
| Chapter 13 | : | Games | 174 |
| Index | : | | 179 |

PREFACE

Dyslexia literally means 'trouble with words'. Words are used in reading and writing and people with dyslexia have problems in school education.

In our education, lot of emphasis is given to reading and writing and many dyslexic children struggle in examinations. When they score poorly, they are reprimanded by parents, punished by teachers and ridiculed by classmates. Very often parents and teachers blame each other for poor school performance. Children are looked down as lazy or even stupid. This result in loss of self-esteem and the child becomes anxious, arrogant and disruptive or go into depression. Many of the famous dyslexics were school drop-outs.

A problem child is often taken to a doctor. Most of the doctors diagnose dyslexia but the management is unclear and hence the child is referred to.....

To whom is a big question? We know that dyslexia is a neurological difference and a comprehensive evaluation involves testing of vision, hearing, co-ordination, visual and auditory perception, intelligence and academic achievement. This can be done by anyone who has basic knowledge of human body functions and few education principles. This book 'Dyslexia demystified' is intended to empower the professionals and parents in assessment and management of children with dyslexia.

Another question one need to ask is: Do we really need to define dyslexia and can we really encapsulate the features and the feelings that accompany dyslexia in a single statement?

Definition is **necessary to assist in developing identification and diagnostic criteria and to inform intervention. But definitions provide a label and labels always carry a negative connotation. Definitions generalize a difficulty which in fact can be very individual and mislead the public and practitioners. For teachers, a label can provide explanation as to why the child is not responding to the intervention provided.**

Dyslexia is an ability within the sensory mechanism of the nervous system to perceive the world with a multidimensional view. When properly trained and informed, a dyslexic can use his/her abilities to shift perceptions, enhance creativity, refine thinking and improve physical performance. Dyslexia becomes a problem only when uncorrected perceptual distortions occur, creating confusion and conflicting information which cannot be processed clearly.

Those of us who are trying to help dyslexics must understand that academic remediation is only part of the job-and perhaps not the most interesting or important part. We need to find ways to help dyslexic find their own talents, large or small, so that they cannot be beaten down defensively hiding their talents along with their difficulties.

One of the best ways (perhaps the only really effective way) to do this is to study the lives and work of famous dyslexics - to allow other dyslexics to see what can be done, as well as showing how it can be done. Bio graphs of few famous dyslexics have been included in this book with this intention.

Highly successful dyslexics nearly always say that their accomplishments and special ways of seeing come from their dyslexia - not in spite of dyslexia - as often believed. Most professionals in the field agree that talents are important, but eventually they come to focus exclusively on the serious business of reading remediation alone. We need to change this.

Most of us who are focusing on remediation - on fixing problems - do not develop new understanding of special talents - especially talents that seem to have nothing to do with school and conventional academics - but may have everything to do with success in work and life. While all agree that talents are important, usually almost nothing is done and, needless to say, that great talents have been wasted. We need to start dyslexic-centered programmes - as if talents of dyslexics really do matter. We must not be mainly school - centered, as we are now. It is time for all of us to rethink what we should be doing in schools and colleges to prepare students for today's global economy. Often our thinking is imprisoned by our deep assumption about what is essential for success in education, life and work. Careful investigation of the life and work and **accomplishments** of highly successful dyslexics - whose insights and creativity are **usually more** important than book knowledge - will show us how wrong we can be. When we look at high success in entrepreneurial business, artistic creation, technological design or scientific discovery, we understand that we need to focus on what it is that the dyslexic brain is doing much better than those around them. It is quite different from reading books, listening to lectures, and memorizing long lists of names and facts. Dyslexics frequently excel in high market value creative and entrepreneurial skills, while they often fail on low market value school - based skills.

Early identification and intervention is also very important. The younger the child, the more effective is the intervention - prior to the child 'failing' in school. According to Professor Julie Logan at London's Cass Business School, the primary reason why the U S has a greater number of dyslexic entrepreneurs is because the U S has a better system for identification, intervention and support of those with dyslexia at a **young age**, giving them much better chance of success. "The U K system fails to **identify dyslexia** at a younger age, meaning that many of those with potential to be **successful entrepreneurs** never get the chance. We should be producing more **Richard Bransons**, **but the system** is failing our children" Professor Logan continues: "Lessons should **encourage** both left and right brain learning and encourage soft skill development. Dyslexics need to be placed in a more holistic and practical teaching setting which will foster their skills and enhance their potential. This approach would produce a more flourishing entrepreneurial society".

With these hopes and prayers, I submit my book *Dyslexia demystified* before the parents and professionals.

Calicut
14-1-14

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