

Let us tell you about Dyslexia

■ Dyslexia is the inability to learn despite normal intelligence

■ According to the International Dyslexia Association, dyslexia is a learning disability that affects the brain's ability to process written language

late in life, and it is not a result of low intelligence or poor education

brain's ability to process written language

auditory processing



DYSLEXIA EXPLAINED MANUAL

by One Word Africa



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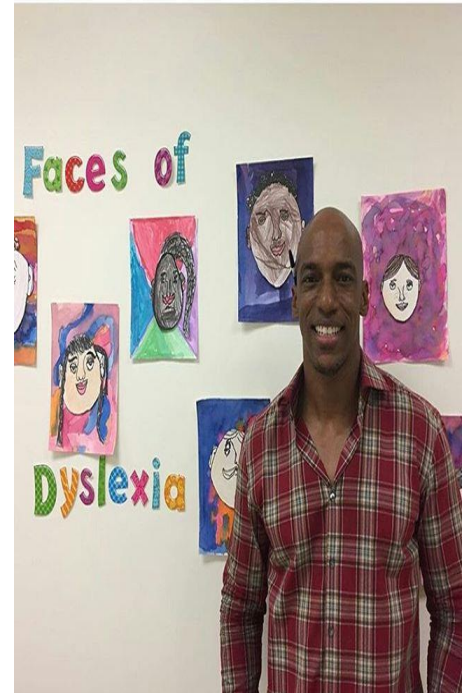
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What Is Dyslexia?

As with other learning disabilities, dyslexia is an invisible lifelong challenge that people are born with. This language processing disorder can hinder reading, writing, spelling, and sometimes even speaking.

Dyslexia is not a sign of poor intelligence or laziness. It is also not the result of impaired vision. Children and adults with dyslexia simply have a neurobiological disorder that causes their brains to process and interpret information differently.



Dyslexia Facts

- + Dyslexia can affect people differently and it limits no one's dream(s).** It is estimated that 1 in 10 people have dyslexia. This depends, in part, upon the severity of the learning disability and the success of alternate learning methods. Some with dyslexia can have trouble with reading and spelling, while others struggle to write, or to tell left from right. Some children show few signs of difficulty with early reading and writing. But later on, they may have **trouble** with complex language skills, such as grammar, reading comprehension, and more in-depth writing.
- + Dyslexia has nothing to do with working hard enough.** It can make it difficult for people to express themselves clearly. It can be hard for them to use vocabulary and to structure their thoughts during conversation. Others struggle to understand when people speak to

them. However, Dyslexics can learn successfully with appropriate teaching methods and there are people with dyslexia in many types of highly respected careers.

+ Dyslexics are adept to excel in areas not dependent on reading. Reading and writing are key skills for daily living. However, it is important to also emphasize other aspects of learning and expression. Like all people, those with dyslexia enjoy activities that tap into their strengths and interests. For example, people with dyslexia may be attracted to fields that do not emphasize language skills as they tend to be more curious, creative and intuitive than average. Examples of these fields are design, art, architecture, engineering, and surgery.

Dyslexia Checklist for Adults

Have you always struggled with reading, spelling, or writing and wondered if you (or an adult you care about) might have a learning disability (LD) such as dyslexia?

It's never too late to seek help to discover whether learning disability is contributing to or underlying these problems. The following is a checklist of common warning signs of dyslexia in university students and adults. This list may describe struggles that have perplexed and plagued you for years!

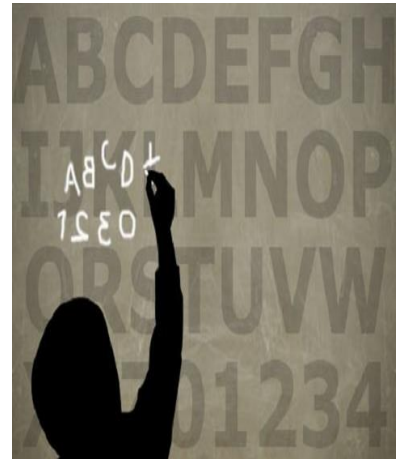
- Difficulty reading new material
- Difficulty reading aloud with fluency and accuracy
- Reading at a good pace and at an expected level



- Difficulty reading a book in a short time
- Sometimes pronounce words incorrectly
- Problems with spelling
- Difficulty at school and performs less well in written exams
- Expressing ideas in a logical, organized way- Find it much harder to put your thoughts in writing than in words
- Fully developing ideas in writing- Find it much harder to put your thoughts in words than in writing
- Proofreading and self-correcting work- Hard to see the mistakes made in written work
- Preparing outlines and organizing written assignments
- Difficulty performing consistently from day to day despite trying hard
- Finds it hard to write letters, reports, or even to take phone messages clearly
- Problems with sentence construction and punctuation
- Gets phone numbers wrong
- Confusion with 'left' and 'right'
- Illegible handwriting
- Hard to remember things in sequence?
- Hard to remember new facts, names etc.
- Confusion with times and dates and sometimes miss appointments

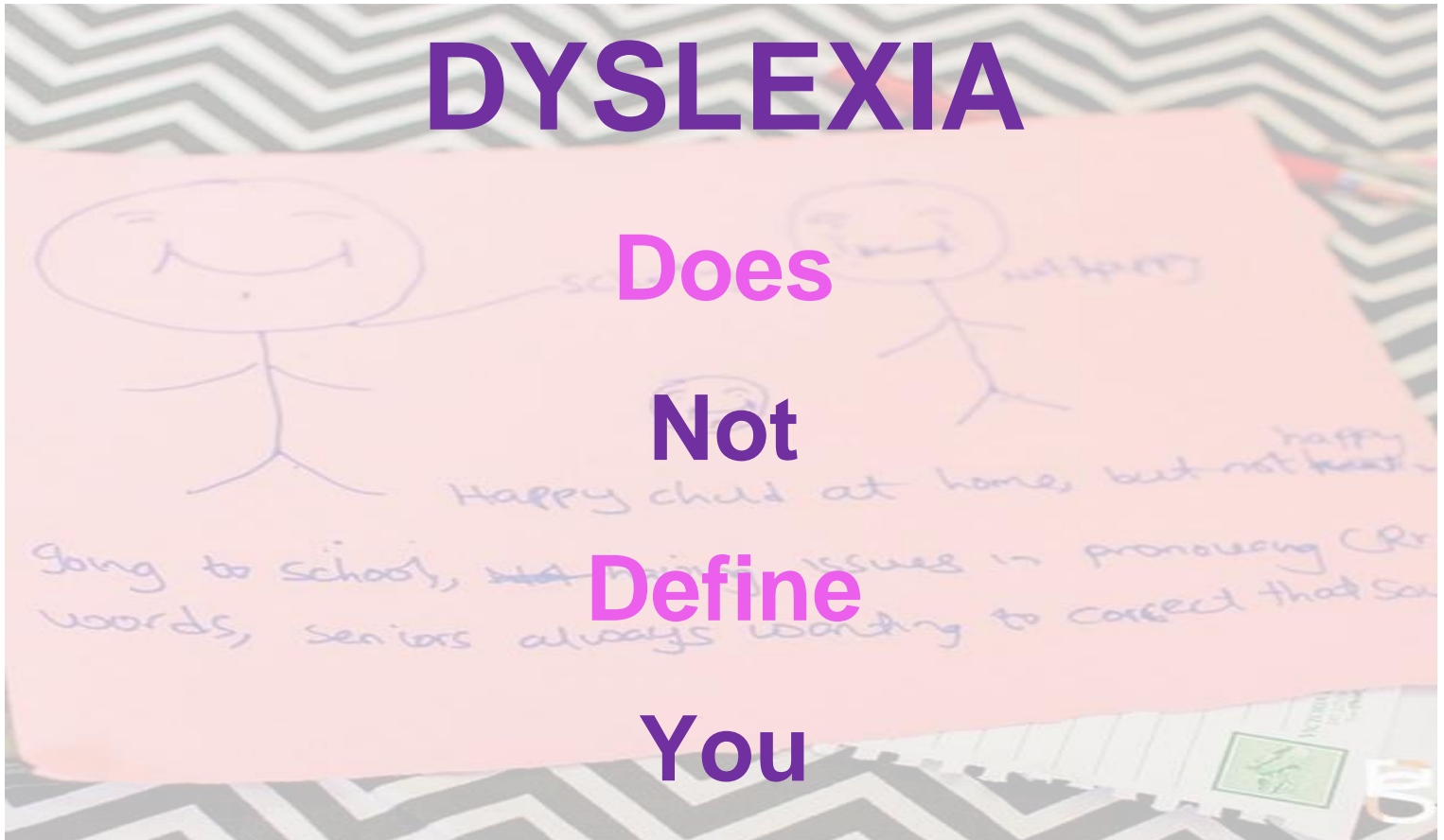
Dyslexia Checklist for Children

Are you concerned that your school child isn't learning, communicating, or relating to others as successfully as his or her peers? Does your child especially struggle with reading? Is it affecting your child's confidence and motivation? If so, the following checklist of common warning signs of dyslexia in children may help clarify your concerns.



- Delayed speech development
- Slow to add new words to their vocabulary
- Difficulty with rhyming
- Delayed speech development, articulation issues
- Difficulty following directions especially 2+ step directions
- Difficulty in distinguishing between words that look or sound alike; b & d, m & n, w & m
- Difficulty reciting the alphabet or isolating l, m, n, o and p from “lalomenepee”
- Difficulty pronouncing words that have 3 or more syllables, for example: Saying things like “buskettee” for spaghetti; “turch” for church; “lephant” for elephant
- Misnaming common nouns and/or proper nouns (mixing up names of familiar people, places, objects)
- Picking up on non-verbal cues; participating properly in conversation, and Understanding non-literal language such as jokes and idioms
- Difficulty remembering the sequence of the days of the week
- Difficulty making connections between sounds and letters
- Difficulty recognising words that begin with same sounds (verbalized)
- Difficulty clapping their hands to the rhythm of a beat
- Difficulty with directionality/instructions (up/down, front/back, right/left)
- Switching handedness when colouring, drawing or writing

- Difficulty learning to write
- Difficulty learning to tie shoelaces
- A distant or close family member has/had difficulty with reading and/or spelling



Personal Identity, Self Advocacy, Self Acceptance, And Self Improvement

In an interview with Stanford University graduate Ben Foss, a dyslexic who now leads a team that makes tools for people with specific learning disabilities and others who have difficulty reading printed text.

Ben expressed cogently:

“Come out! It is critical that you experiment with being public about who you are and see what it feels like not to hide on this issue. It can be scary to tell people that you are part of a label that is associated with being lazy or stupid.

I have felt this sting. The day I turned in my thesis at Stanford Law School, a classmate laughed out loud at the registrar’s office because I had the term learning disabilities in my title.

“They can’t articulate anything!” I looked at him and explained that I had a learning disability. He was embarrassed and apologized. I could have laughed with him and hid, but I would have been doing damage to myself. The key to this is finding a community of people who get your experience. Tell your best friend about your experience. Tell your siblings.

Work your way up to telling a teacher you trust. Then try a new teacher. Rehearse and develop a script that tells specifics,

is honest and works for you. Eventually, you will be comfortable talking to strangers about it. And then other people with LD will start coming to you, allowing you to be part of something larger. It is a good feeling and is the most important accommodation you can have.”



The best way to overcome my dyslexia is to accept them and strive through them to show others you can compete with your peers. The essential thrust of this is to '*minimize weaknesses and maximize strengths*' which involves focusing the personal identity on strengths and abilities rather than deficits as well as recognizing the potentials those differences can have on your life. Also, learn to know that there is absolutely nothing wrong with asking for help when you need it. Let your thirst for knowledge and success fuel your passion for learning, and keep a positive attitude that dyslexia is not a limitation but merely an obstacle designed to keep you motivated.

Helping people with dyslexia recognize, understand, and benefit from their differences is the heart of the One word Africa's mission. There's lots of evidence linking self-image to self-confidence, self-efficacy, achievement, life satisfaction, social relationships, and well-being in general. There's also evidence that historically diagnoses dyslexia as been correlated with low-self esteem and poor self-image- a direct result of our failure to understand what being dyslexic is all about.

By promoting a positive understanding of the value of the dyslexic mind, we seek not just to help people with dyslexia feel better, but also to live better, and have more productive, more connected and more fulfilled lives.

Managing Dyslexia

Managing dyslexia is as frustrating as having a wheelchair meeting upstairs because all the useful information involved in classroom learning are in prints (hardcopy or softcopy books). Hence, as a parent, you might be unsure about the best way to help your child. You may find the following advice useful:



- ✚ Firstly, teach your child to think of themselves as agents of their own destiny
- ✚ Read to your child – this will improve their vocabulary and listening skills, and it will also encourage their interest in books.
- ✚ Share reading – both read some of the book and then discuss what's happening, or what might happen.
- ✚ "Overlearning" – you may get bored of reading your child's favourite book over and over, but repetition will reinforce their understanding and means they will become familiar with the text.
- ✚ Silent reading – children also need the chance to read alone to encourage their independence and fluency.
- ✚ Make reading fun – reading should be a pleasure, not a chore. Use books about subjects your child is interested in, and ensure that reading takes place in a relaxed and comfortable environment.
- ✚ Parents also play a significant role in improving their child's confidence, so it's important to encourage and support your child as they learn.

Assistive Technology and Resources for older children:

Research now demonstrates that when children with dyslexia are given accessible instructional materials (often referred to as AIM) —textbooks or learning materials that are delivered in audio and/or digital formats — they can excel in school and also learn to enjoy reading. Many older children with dyslexia feel more comfortable working with a computer than an exercise book. Hence, an opportunity for reading with digital (or e-books) and audio books can enrich a child's learning experience by engaging

them in the content in multi-sensory ways (e.g., reading and listening at the same time, reading along while the e-book highlights each word).

Word processing programmes can also be useful because they have a spellchecker and an auto-correct facility that can highlight mistakes in your child's writing. Most web browsers and word processing software have "text-to-speech" functions, where the computer reads the text as it appears on the screen.

Speech recognition software can also be used to translate what a person is saying into written text. This software can be useful for children with dyslexia because their verbal skills are often better than their writing.

Assistive Technology and Resources for Adults:

Much of the techniques used to assist children with dyslexia are also relevant for adults. Today, there is research to suggest that students with learning disabilities can read with better comprehension and fluency skills using digital or audio formats with the right reading technologies. The experience of hearing content read aloud through text-to-speech or TTS (i.e., seeing words and sentences highlighted on a computer screen or portable device) is referred to as "multimodal" or "multi-sensory" reading.

Use of technology, such as Livescribe smartpen and Dragon Naturally Speaking offer support in different ways as word processors and electronic organizers help with organizing daily activities.

There are portable devices (e-readers) such as the iPad that can read digital formats with apps like Read2Go, created by Bookshare for members to download and read digital books from the online library to Apple devices. Through digital text, users can navigate by paragraph, page, chapter, or table of contents and manipulate settings and preferences such as:

- Background displays
- Font size and colour hypertext links
- Selection of male and female voices
- Rate of speech
- Read aloud on/off function
- Bookmarking

Study Tips for Dyslexics

Sometimes dyslexia can be a bit of a drag when it comes to learning things at school. It can be especially hard when you need to:

- ✚ Read a material within a certain time frame.
- ✚ Read something for the first time or out loud.
- ✚ Memorize long lists of spelling words.
- ✚ Spell words when you are writing an essay, prose or poem, or some other class writing task.
- ✚ Remember how words are spelled from one lesson to the next.
- ✚ Keep many pieces of information in your head at one time
- ✚ Improve Your Reading Speed

However, the following tips are good riddance to a dyslexia difficulty:

Read over materials a few times without distractions around you. Avoid trying to read something and keeping it in your head the first time. Instead, go for reading short paragraphs, then go back and repeat your reading. Although this takes longer, it also helps you become more fluent and, importantly, faster at your reading retention.

Have a decent To-Do List to help you stay organized. As a dyslexic, you need to also be careful that making a list does not become the whole task. Rather make a short list of three to five main points that are all about the same subject.

WORK FOR TONIGHT

- Read over my English essay.**
- Highlight any words that may be spelled incorrectly.**
- Check these spelling words using Word Web or Tiny Spell and correct them.**
- Put the essay in a bag for school tomorrow.**
- Put a post-it note on top of the bag to help remember it is in there.**

Find what works best for you. Sometimes trying to learn things using sight (vision) and hearing (auditory skills) might not work best for you. Remember no two dyslexics are the same. It is important as you get older to work out the ways that do work for you. You might find it helpful if you:

-  Visualize how a word looks in your head.

- ✚ Count off letters in a word on your fingers so you know you have included all the letters you need for a word.
- ✚ Remember silly rhymes for words that are hard to spell.
- ✚ Break tasks down into smaller parts.
- ✚ Use technology tools to check words that you don't know very well.
- ✚ Change tasks around a bit when you can so that you hand in a piece of artwork with a small writing input on it instead of a full essay about a topic. This is just one way that you can show you have learned the content of a lesson without having to do a lot of writing.
- ✚ Ask your teacher about ways a task or test can be changed to suit your learning needs and learning issues. You may be able to have a note taker, get more time for a test, have someone read the test questions out for you, or give a verbal report rather than a written one.
- ✚ Practice reading books that are right for your age or reading level for you so you can build your skills and feel good about learning at the same time.
- ✚ Eye-Eye Peer discourse- Have a focus group (which could be of one more person or two or more) to discuss together what you have learned in class or your study or what you do not understand while you were studying.

Dyslexia success stories

Having dyslexia makes reading, and sometimes other skills, more difficult to acquire, but having dyslexia is not necessarily a barrier to success. Many individuals with dyslexia have not only been

successful, they have changed the world. Thomas Edison, Henry Ford, F. Scott Fitzgerald, and Pablo Picasso all struggled with dyslexia. Research has shown that wiring in the brains of people with dyslexia are different, and many believe that this difference cause people with dyslexia to see problems in different ways that can support innovation and success. Whether or not dyslexia is a gift, many individuals with dyslexia are living highly successful lives and the following are only a few of the numbers:

Business

- Ingvar Kamprad, Founder of IKEA
- Richard Branson, Founder of Virgin Enterprises
- John T. Chambers, CEO, Cisco Systems
- Charles Schwab, American businessman and investor and the founder of the Charles Schwab Corporation.
- Ben Foss, MBA Stanford, CEO Headstrong

Medical

- Ben Carson, M.D., Director of Pediatric Neurosurgery, Johns Hopkins University
- Brooks Edwards, M.D., Medical Director, Cardiac Transplantation, The Mayo Clinic
- Mark Batshaw, M.D., Chief Academic Officer and Professor of Pediatrics, Children's National Medical Center
- Blake Charlton, M.D., physician and novelist and essayist
- Karen Santucci, M.D., Medical Director, Pediatric Emergency Medicine, Yale School of Medicine

Legal

- David Boies, litigator in a number of landmark Supreme Court cases including Gore v. Bush and the decision on gay marriage.
- Rafael Galvin, award-winning practitioner of corporate law
- Bonnie Patton, leading malpractice litigator

Politics

- Dan Malloy, Governor of Connecticut
- Gavin Newsom, Lt. Governor of California
- James Carville, campaign consultant and television commentator

Science

- Florence Haseltine, M.D., Ph.D., Director, NIH Center for Population Research
- Steven M. Stanley, Ph.D., paleobiologist
- Carol Greider, biologist and winner of the 2009 Nobel Prize in Medicine

Literature

- Richard Ford, novelist, short story writer and Pulitzer Prize winner
- John Irving, novelist and author of The World According to Garp
- Wendy Wasserstein, Pulitzer Prize winning playwright
- Philip Schultz, Pulitzer Prize winning poet

Entertainment

- Billy Bob Thornton, writer, director and actor
- Whoopi Goldberg, Academy Award winning actress
- Keira Knightley, actress
- Jay Leno, TV entertainer
- Henry Winkler, actor and writer

Photography, Art & Architecture

- Robert Rauschenberg, painter and graphic artist
- Richard Avedon, fashion and portrait photographer
- Richard Rogers, internationally renowned architect
- Willard Wigan, microscopic artist

Adventure & Exploration

- Ann Bancroft
- Jack Horner

Sports

- Sir John Young “Jackie” Stewart, award winning race driver

Positive affirmations

- ✚ “The biggest and most complex obstacle I will ever have to overcome is my mind. If I can overcome that, I can overcome anything.”
- ✚ “I cannot control exactly what happens in life, but I can control how I respond to it all. In my response is my greatest power.”
- ✚ “I have to accept whatever comes my way, and the only important thing is that I meet it with the best I have to give.”
- ✚ “I will stop focusing on how stressed I am and remember how blessed I am. Complaining won’t change my reality, but a positive attitude will.”
- ✚ “Being positive does not mean ignoring the negative. Being positive means overcoming the negative. There is a big difference between the two.”
- ✚ “I will not get caught up in what could’ve been or should’ve been. I will look instead at the power and possibility of what is, right now.”
- ✚ “I am not a product of my circumstances. I am a product of my decisions. It’s about not letting my fear decide my future.”
- ✚ “I will get back up. Again, and again. The faster I recover from setbacks, the faster I’ll get to where I’m going in life.”
- ✚ “My next step in the right direction does not have to be a big one.”
- ✚ “Patience is a genuine expression of confidence, acceptance, serenity, and faith in my own ability. It’s a sign of strength. I will practice it.”
- ✚ “When I find that I don’t have time for what matters, I will stop doing things that don’t.”
- ✚ “I can always feel the genuine, positive power that flows from my decision to rise above the petty drama and distractions that don’t really matter anyway.”

- + “Instead of getting angry, I will find the lesson. In place of envy, I will feel admiration. In place of worry, I will take positive action. In place of doubt, I will have faith.”
- + “The longer I remain peaceful, the stronger I become. Peace on the inside leads to real, meaningful progress on the outside.”
- + “There’s nothing selfish about self-care and self-love. I can’t give what I don’t have. When I enrich my own life, I’ll be life-giving to others too.”
- + “If the grass looks greener on the other side, it’s just life’s way of reminding me to water the grass I’m standing on.”
- + “From now on I will be too busy watering my own grass to notice if yours is greener.”
- + “I will focus on making myself better, not on thinking I am better.”
- + “I will practice gratitude, even in the midst of frustration and despair, so I can better see the positive possibilities around me”.
- + “Happiness does not start when ‘this, that or the other’ thing is resolved. Happiness is what happens now, when I make the best of what I have.”

About One Word Africa:

One Word Africa (O.W.A.) is a dyslexia-focused initiative that has actively organized socio-academic initiatives on learning development in Lagos, Nigeria. The vital crux of this organization is to to breach the gap that exists within the process of learning and its experience on students with dyslexia by integrating a life-long learning development strategy to create a sustainable socio-academic growth in Nigeria, and in turn, Africa

Founded in October 2016, One Word Africa has been recognized by the City of New Orleans and featured by Ynaija (an internet newspaper for the evolving generation) for impacting lives of less privileged children with dyslexia.

WORLD AFRICA

One Word till Every Child Learns