

What is DYSLEXIA?

- Dyslexia is a neurologically based specific learning difficulty.
- It is a language processing disorder that affects an individual's reading, spelling, writing as well as speaking despite receiving equal and adequate educational learning experiences.

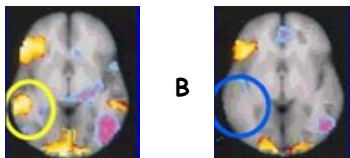
It is **NOT** caused by:

- Poor teaching
- Lack of intelligence
- Visual or hearing impairment



Causes of Dyslexia

It is neurological in origin and relates to the differences in the brain's structure and how the brain processes and interprets information.



A: Ordinary readers shows activation in the left temporal area to find word meaning.

B: Individuals with Dyslexia who read well consistently bypass this area.

Source: http://www.dyslexia.com/science/different_pathways.htm

Some signs of Dyslexia

...in Primary Schools

Individuals with Dyslexia will/may have:

- Difficulty learning letter names and its corresponding sounds.
- Difficulty blending strings of letter-sounds to form words.
- Difficulty segmenting words into smaller parts and individual sounds.
- Slow, choppy and labored reading.
- Difficulty with copying from white-board.



...in Secondary Schools

Individuals with Dyslexia will/may:

- Continue to have reading and/or spelling difficulties.
- Feel reluctant to write.
- Show large discrepancy between verbal skills and written compositions.
- Avoid reading aloud and reading for enjoyment.

Other observable-related disorders

- Clumsiness
- Difficulty tying shoelaces
- Difficulty in sequencing tasks
- Difficulty with organization
- Difficulty with attention
- Poor spatial orientation
- Disordered temporal orientation
- Confusion over left and right
- Ambidexterity
- Difficulty with Maths



IMPORTANT!!!

Beginning young readers and poor readers do share some of these symptoms. It is **advisable** for teachers/parents to consult relevant professionals for more information.

Some strategies to Support individuals with Dyslexia



... in the Classroom

- Use multi-sensory approach to teach reading and spelling that utilizes all sensory pathways during the learning process and help with longer retention.
- Use prompting questions or provide one instruction at a time—clear, short and brief.
- Provide reading tasks at his/her current level of skills.
- Present information in various ways e.g. charts, diagrams, mind-maps.
- Provide constant revision, drill, practice and opportunities for over-learning to reinforce understanding and retention of information.
- Provide positive reinforcement for every small success especially when they are learning or practising tasks.
- Use printed handouts and limit copying from the whiteboard.

DYSLEXIA FACTS

Dyslexia is a life-long inherits learning condition.

Dyslexia is evenly distributed among all ethnic, social, gender demographics.

Individuals with Dyslexia can be significantly improved in reading/spelling/writing with appropriate support services.

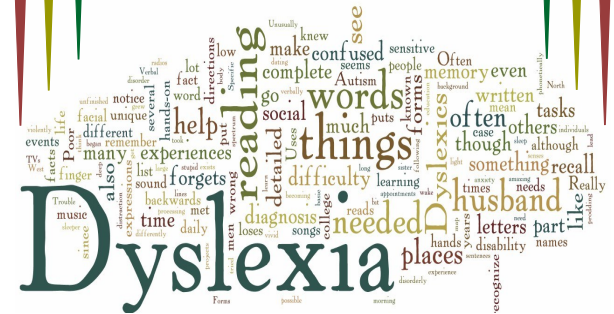
Only 30% of individuals with Dyslexia will reverse letters and numbers.

Individuals with Dyslexia do not "see" words backwards. The difficulty with word reversals is related to issues with sequential working memory.

Dyslexia can be concurrent with deficits in visual-motor integration, visual perception, eye-tracking and working memory.

Dyslexia Intervention Programme

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