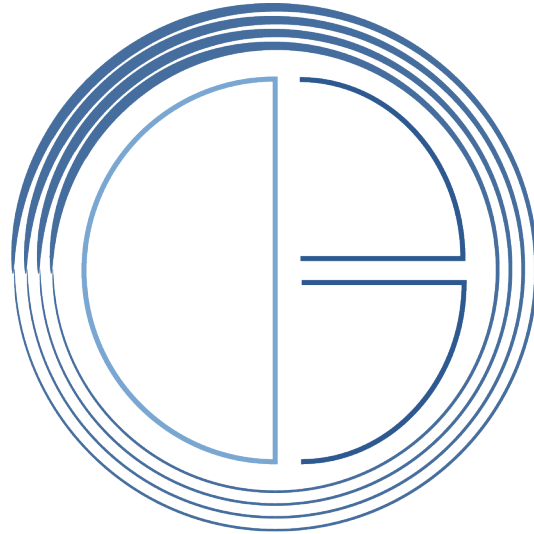


Your Dyslexia Toolkit



Dyslexia Bytes

www.DyslexiaBytes.org

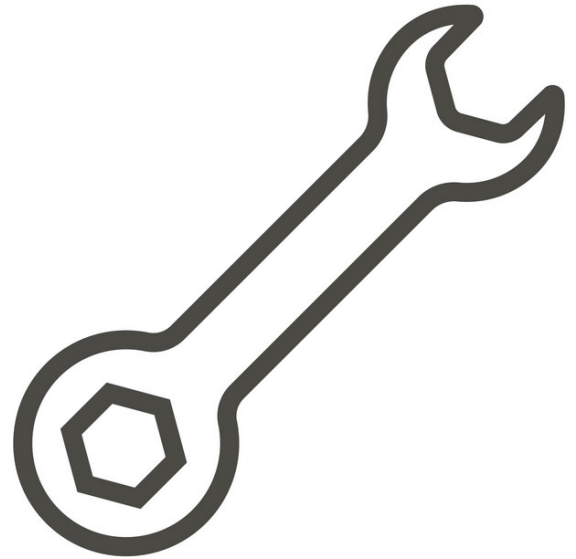
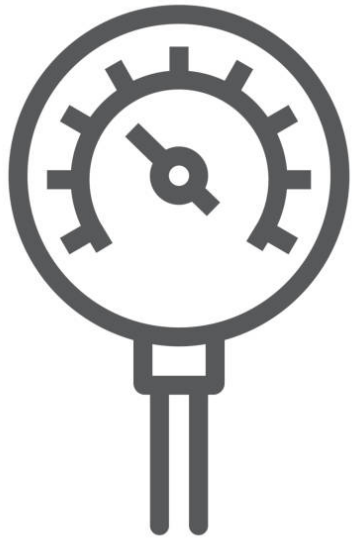
www.YouTube.com/DyslexiaBytes

martin.bloomfield@gmail.com



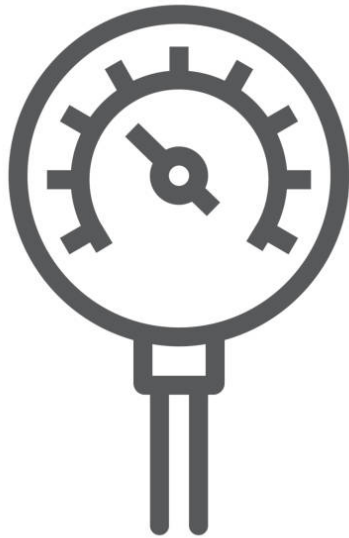
Dyslexia Bytes
DyslexiaBytes.org

Your Dyslexia Toolkit



Your Dyslexia Toolkit

A gauge



To get a
measure of the
problem

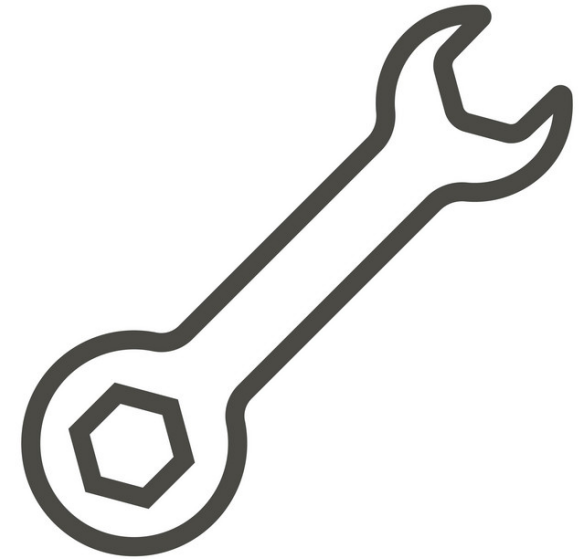
A spirit level



To find
the right balance for
a learning environment

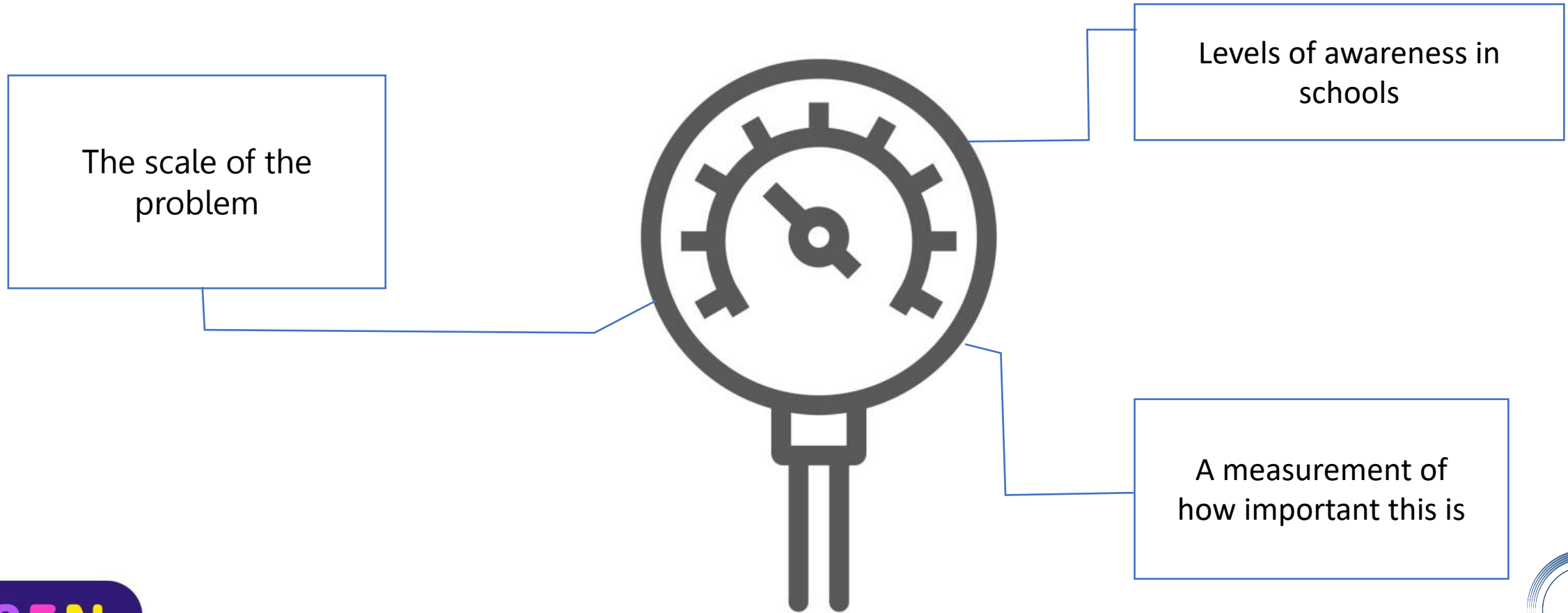
martin.bloomfield@gmail.com

A spanner



To help us
adjust
our practices

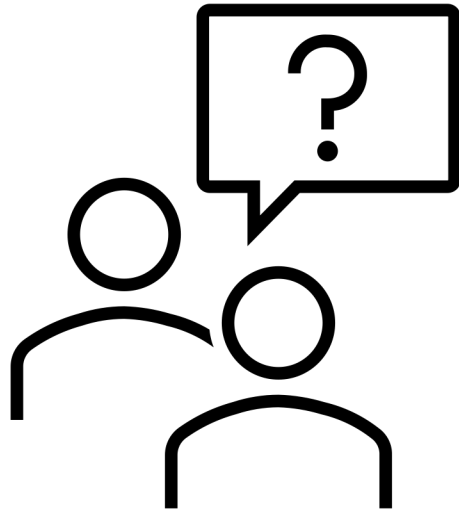
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The gauge

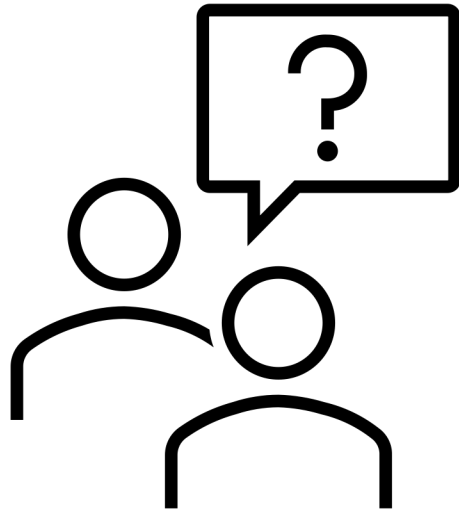
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How many people have dyslexia?

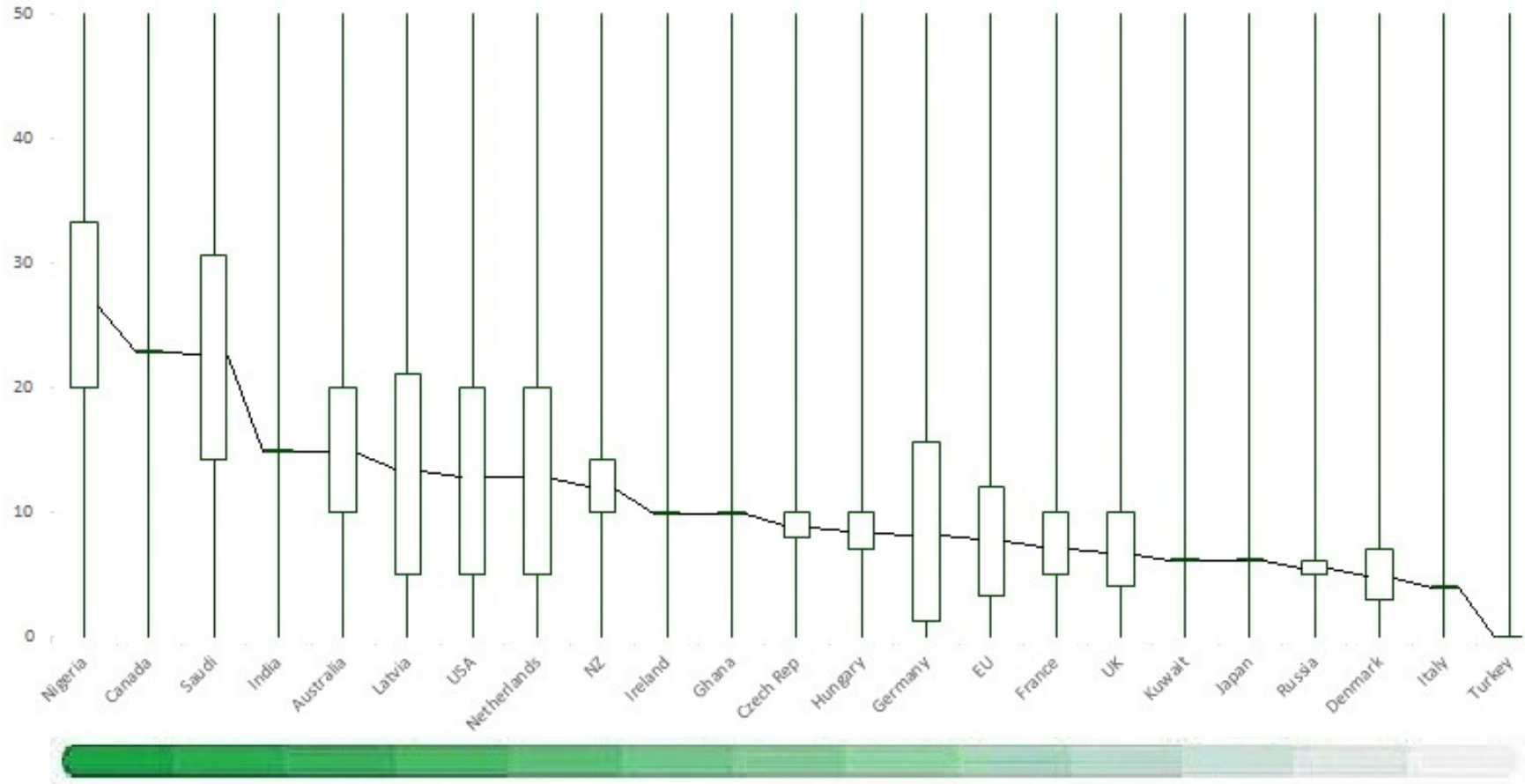
Your Dyslexia Toolkit



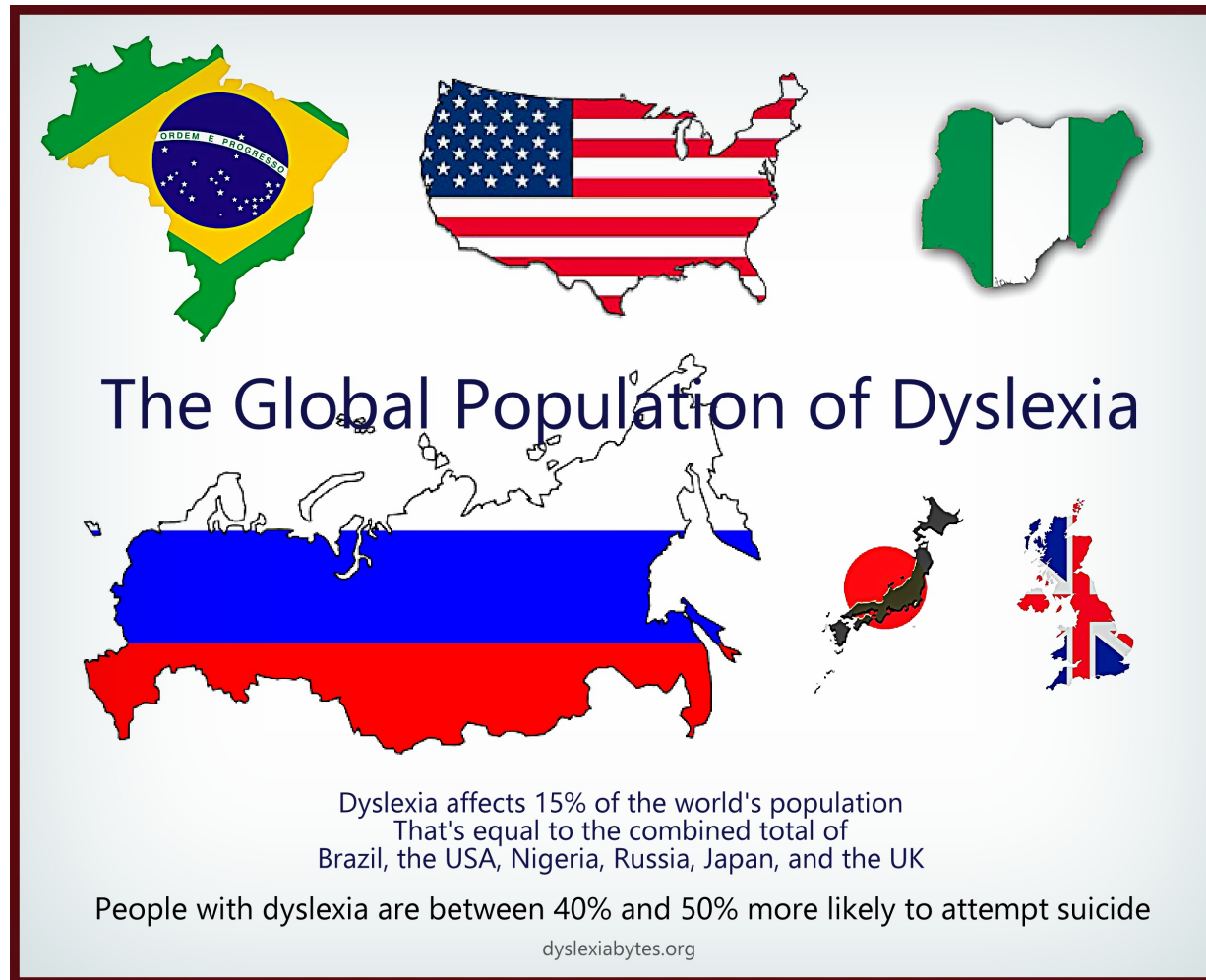
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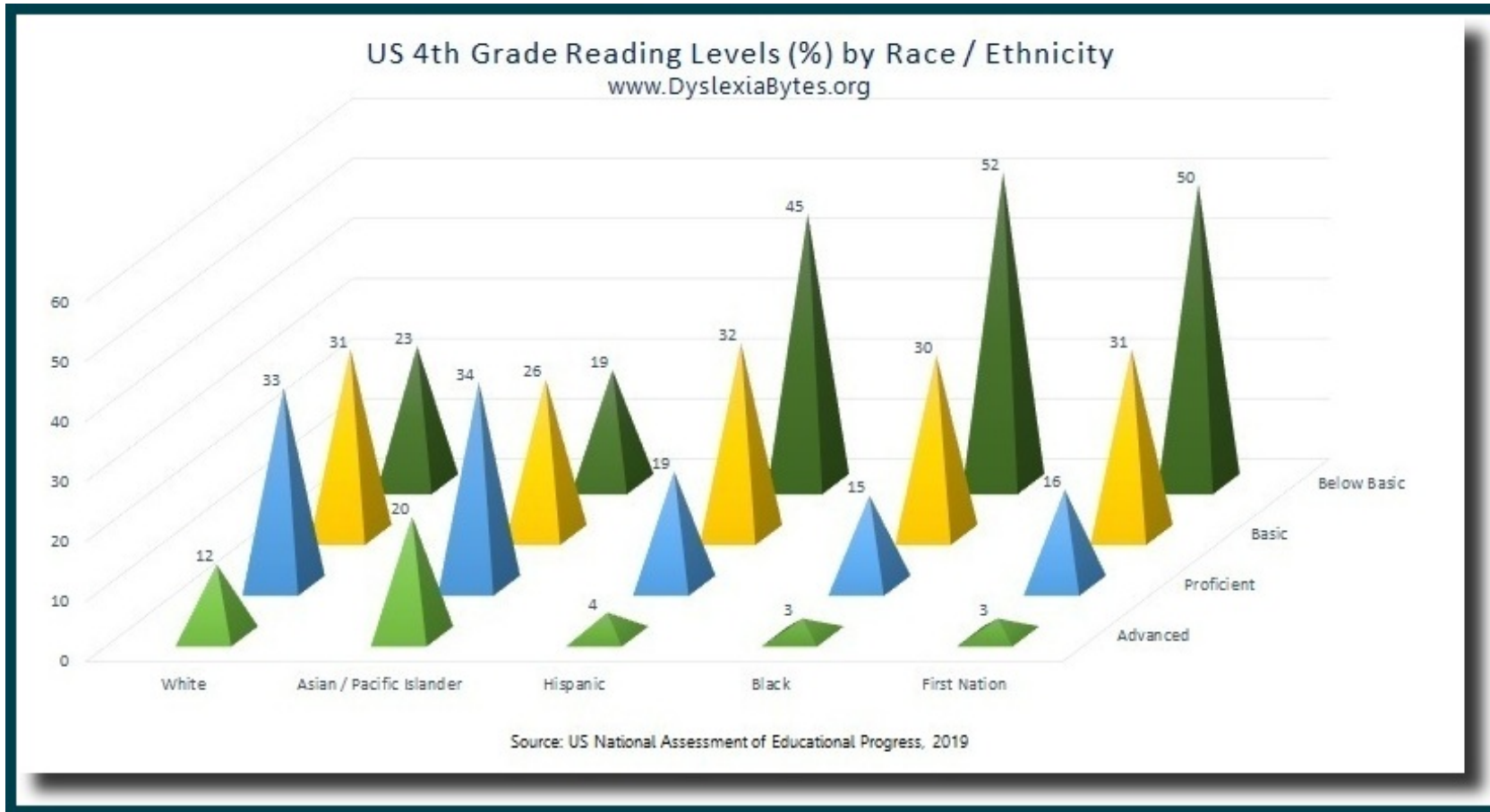
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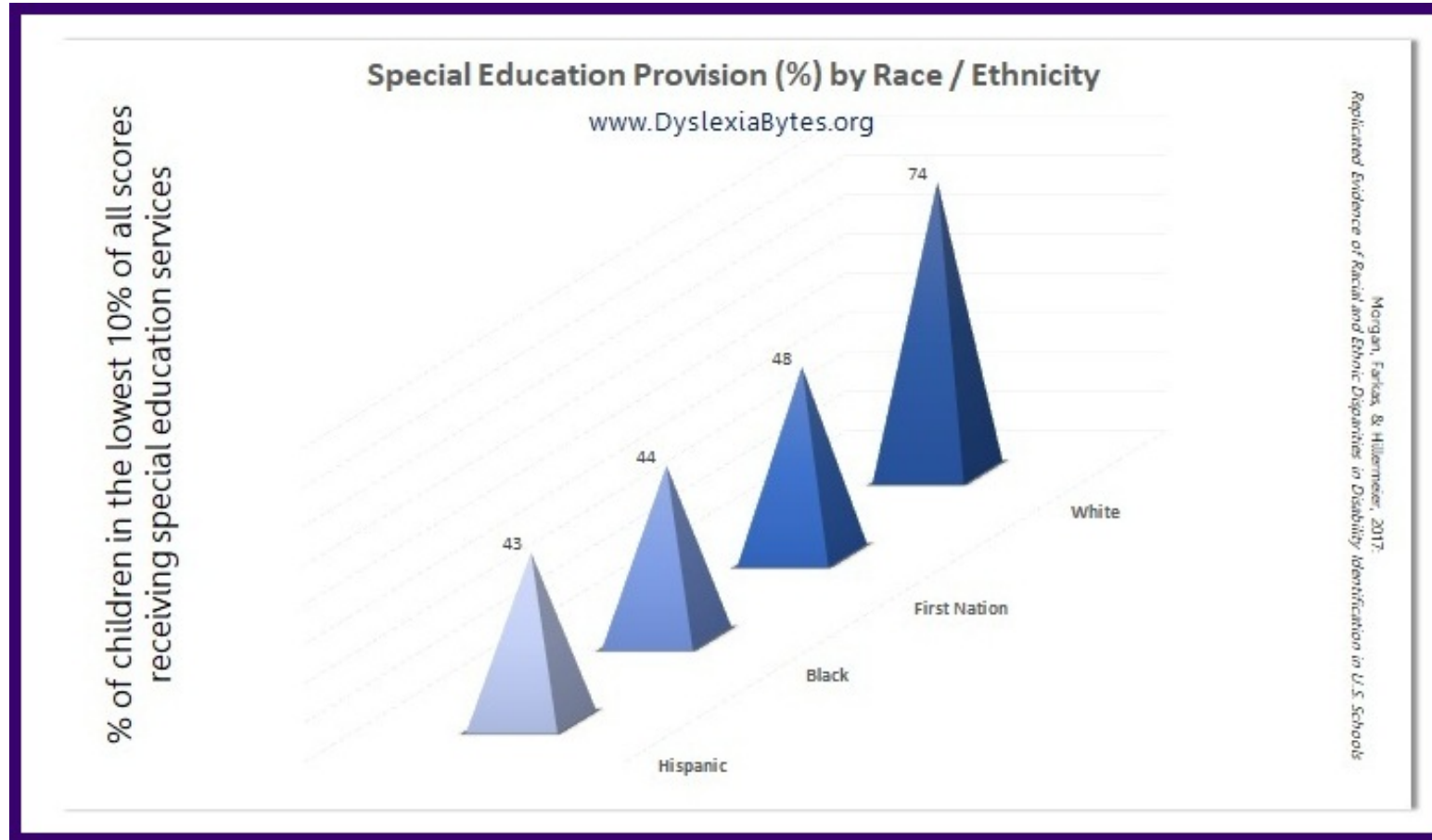
Your Dyslexia Toolkit



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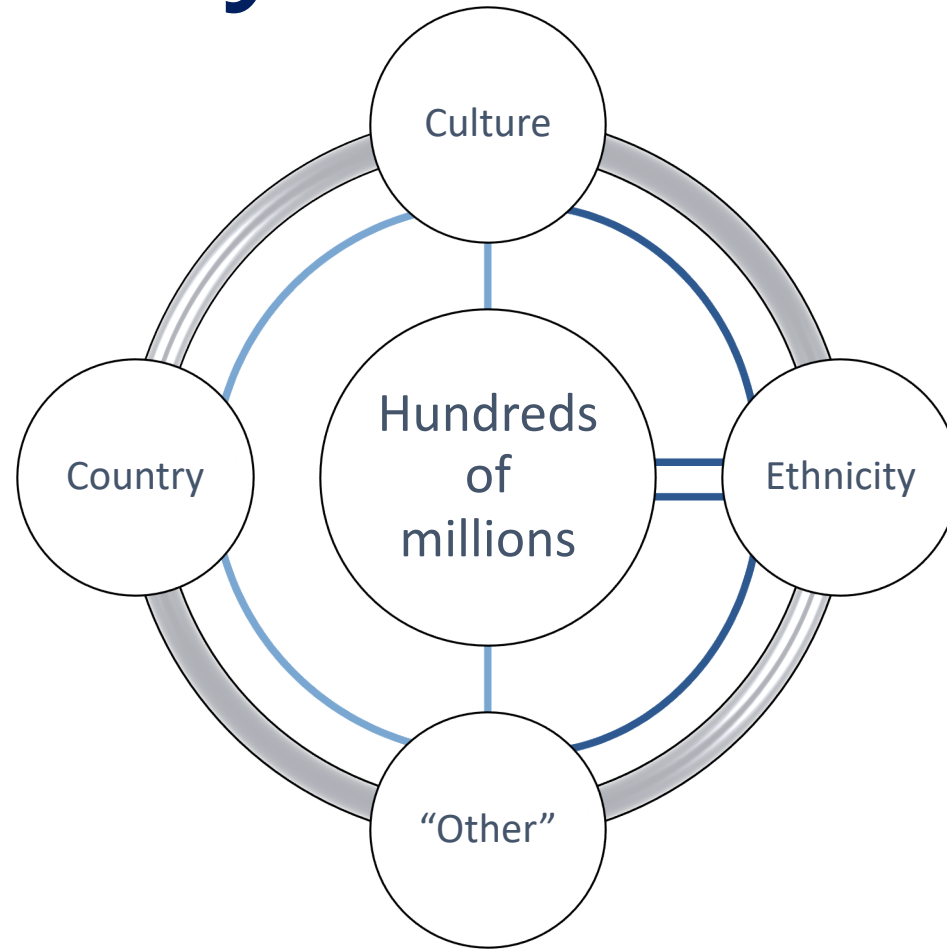
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The scale of the problem

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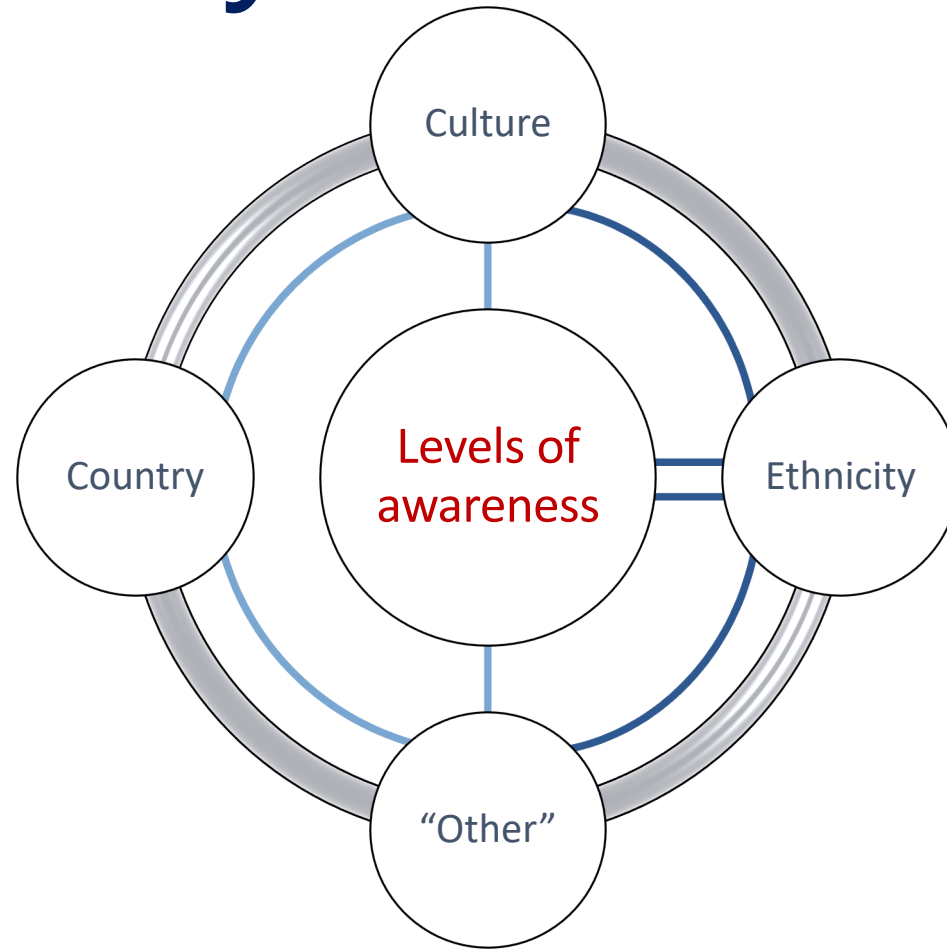
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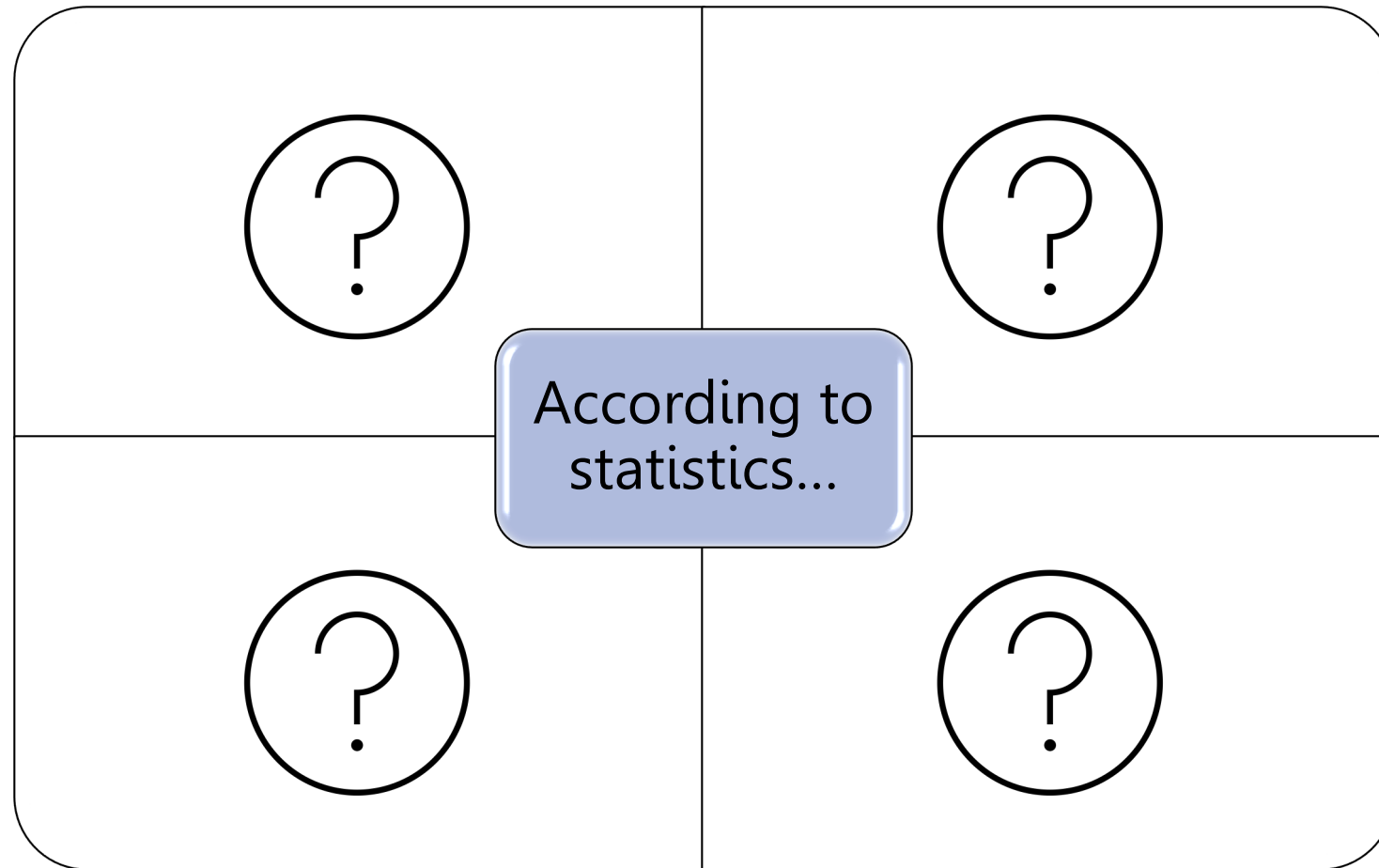
Your Dyslexia Toolkit



The scale of the problem

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Your Dyslexia Toolkit

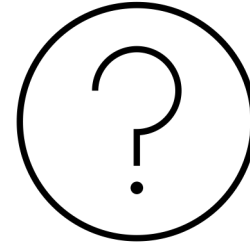


Levels of awareness in schools

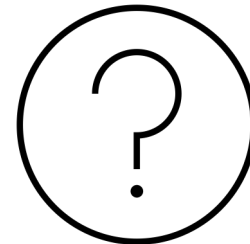
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Your Dyslexia Toolkit

Over 84% of teachers and parents say identification is difficult or "not possible"



According to statistics...



Levels of awareness in schools

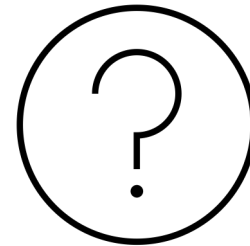
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Your Dyslexia Toolkit

Over 84% of teachers and parents say identification is difficult or "not possible"

91% of parents and teachers said schools needed better recognition of dyslexic strengths

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Levels of awareness in schools

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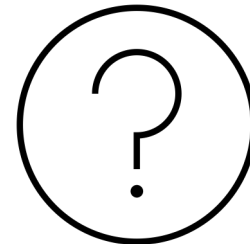
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According to statistics...

80% of parents said getting special educational access was difficult or impossible



Levels of awareness in schools

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Your Dyslexia Toolkit

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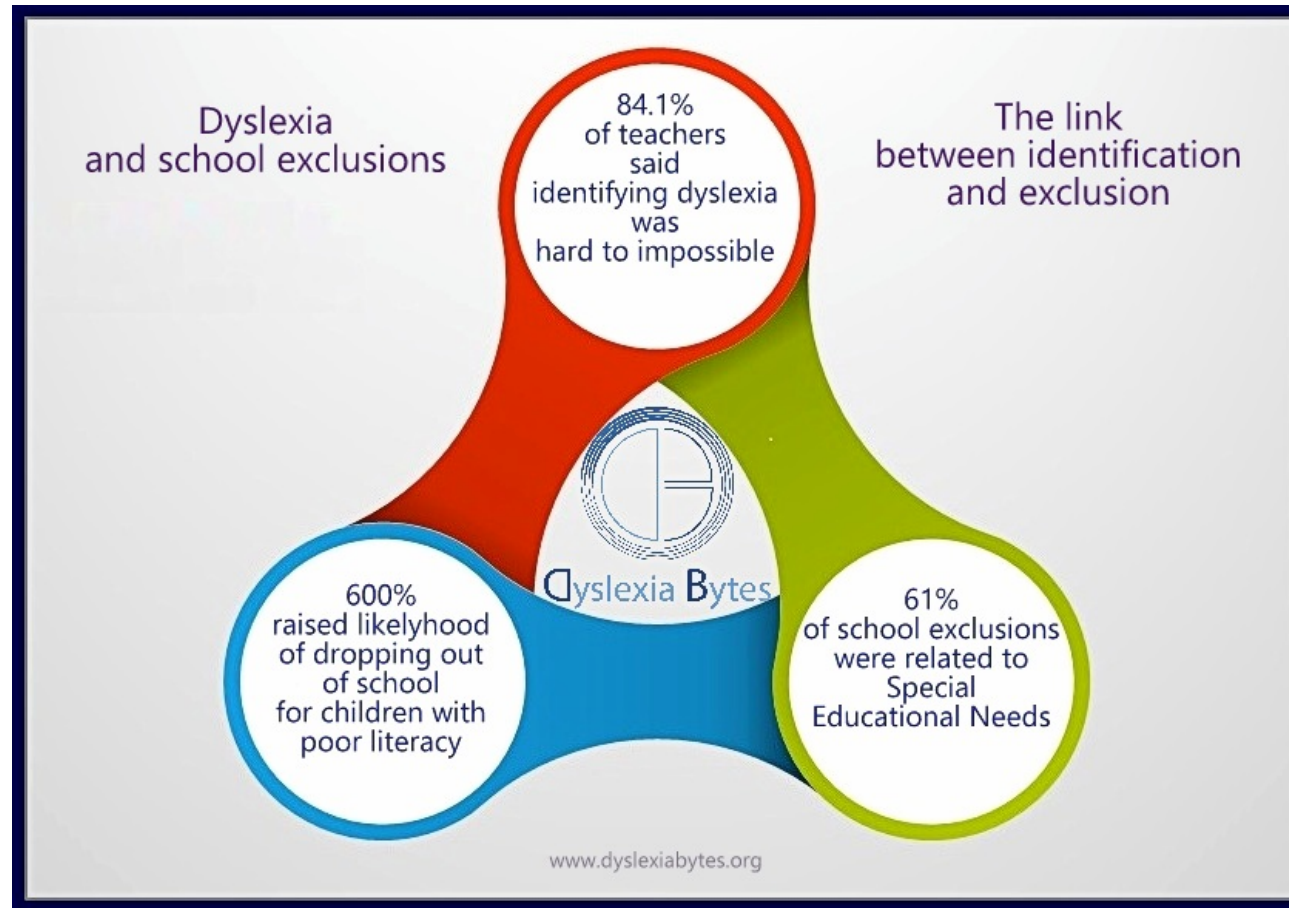
98% of parents and teachers said that teachers need more training in identifying dyslexia

Levels of awareness in schools

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Your Dyslexia Toolkit

60% of parents believe dyslexia support at school is "poor" or "non-existent"



More than 40% of parents say their school doesn't even identify children with dyslexia

45% of dyslexics are unemployed



Work



52% of dyslexics experienced discrimination in job selection

72% of parents felt school did not nurture their child's potential



School



47% of dyslexics drop out of high school

76% of parents felt schools did not do enough to support dyslexic children



52% of dyslexic children try to avoid school because of their dyslexia

95% of parents worry about their dyslexic child's future



Home



85% of dyslexic children are embarrassed about their dyslexia

95% of parents feel they cannot support their dyslexic child



82% of dyslexic children try to hide their difficulties

Dyslexia: The Journey to Work

Dyslexia Bytes



How important this is

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Dyslexia Bytes
DyslexiaBytes.org

Your Dyslexia Toolkit

If you are dyslexic...

Twice as likely to
end up homeless

85% self-harm

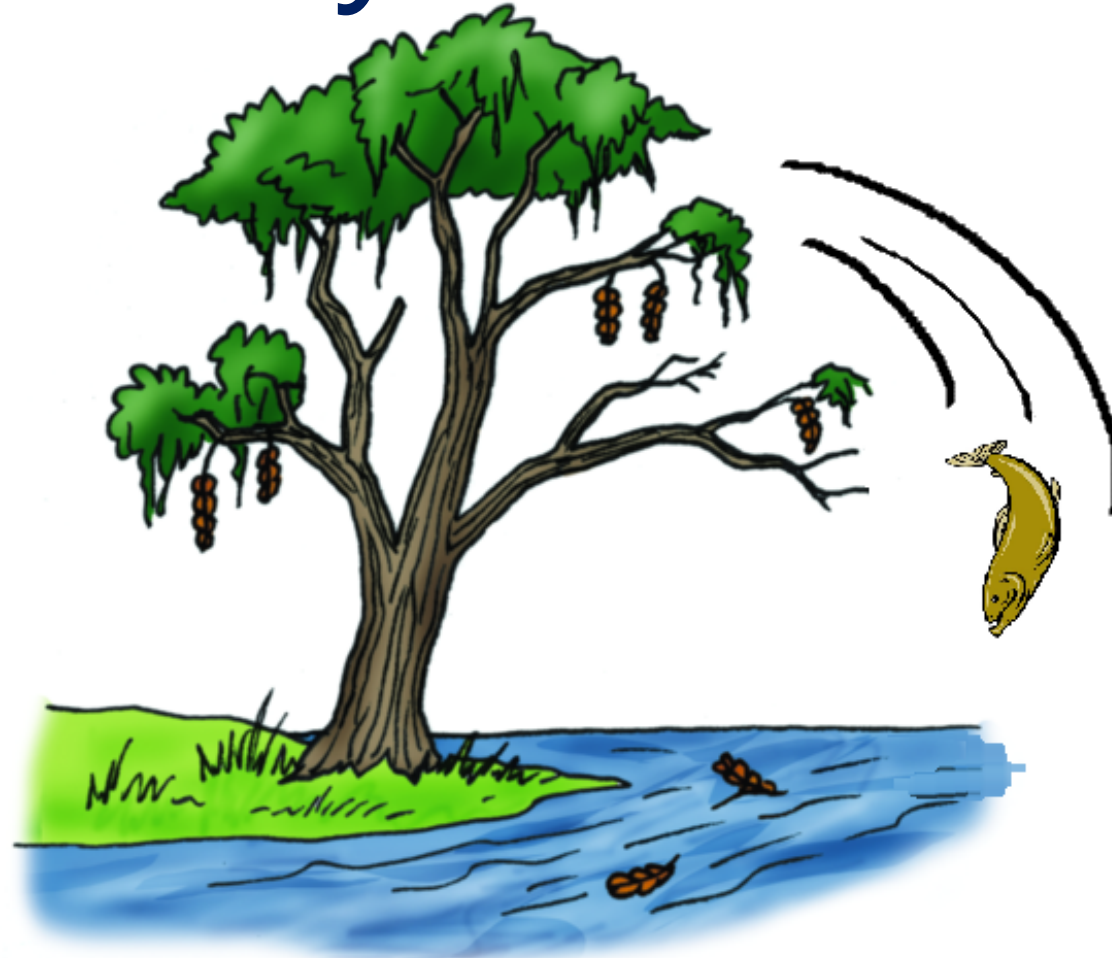
50% of those in drug &
alcohol rehabilitation

42% attempted suicide

How important this is

martin.bloomfield@gmail.com

Your Dyslexia Toolkit



How important this is

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Your Dyslexia Toolkit

What dyslexia is

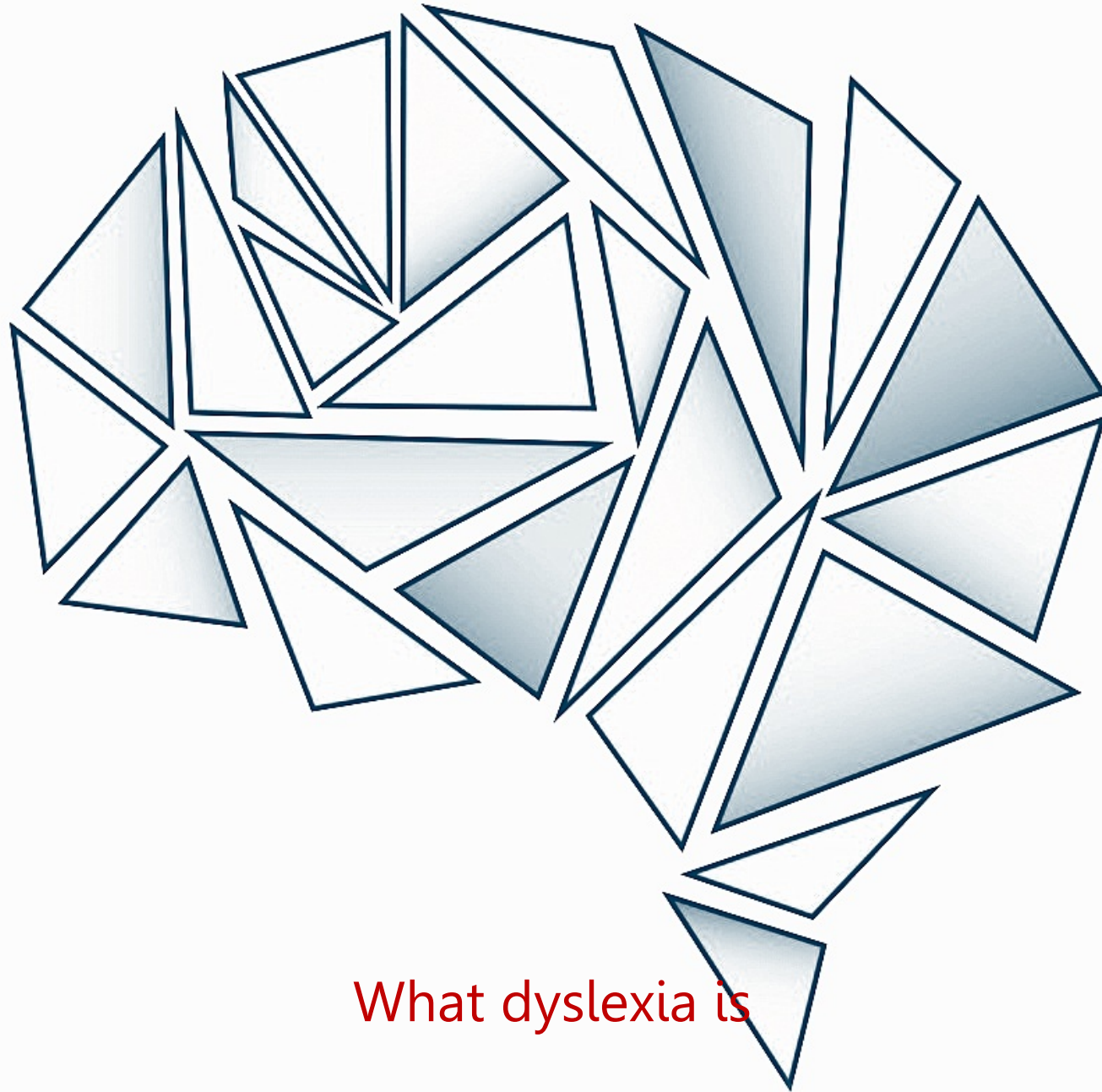
How dyslexia affects the learner in an EFL context



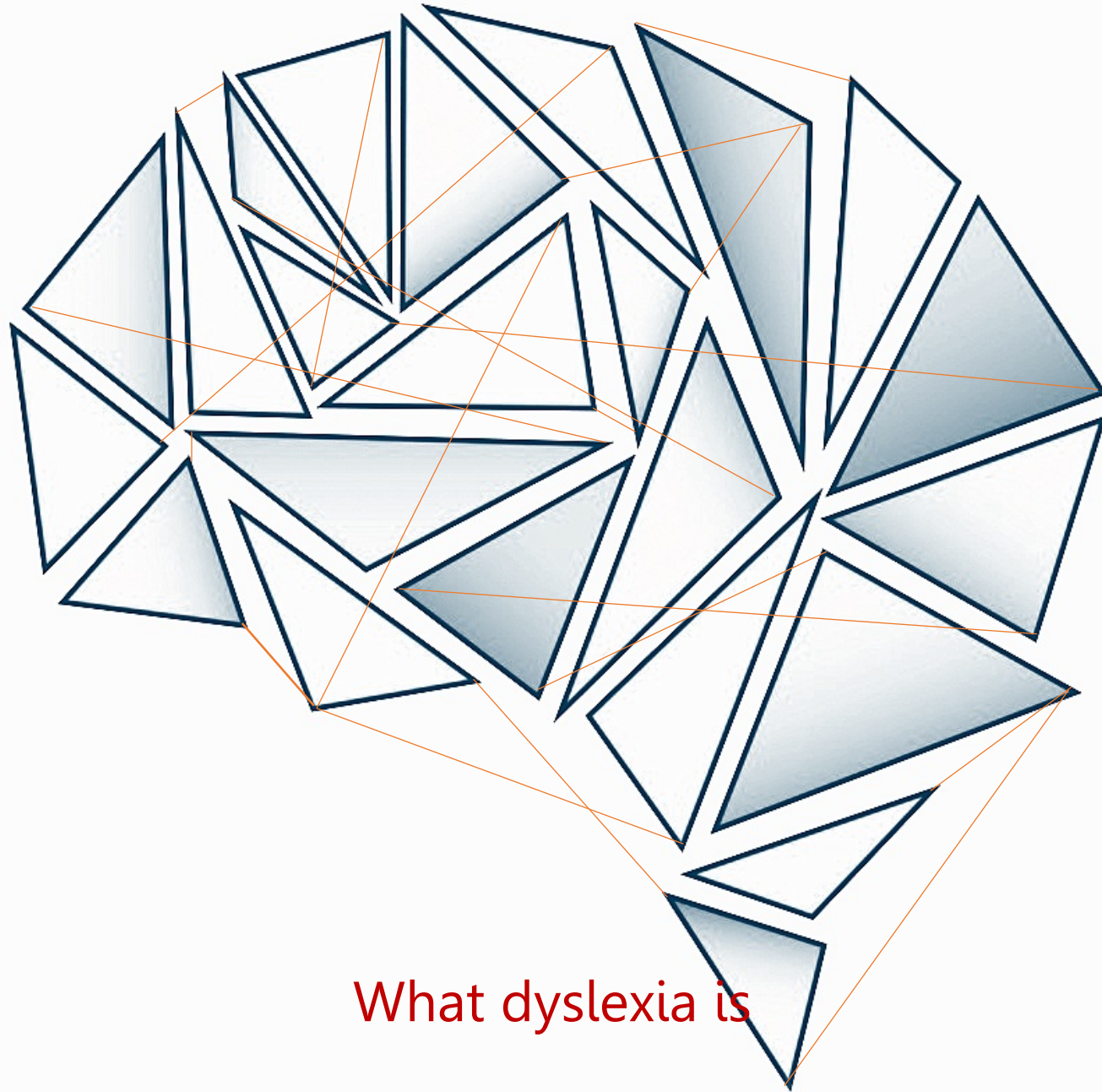
The types of learning that work and don't work

The spirit level

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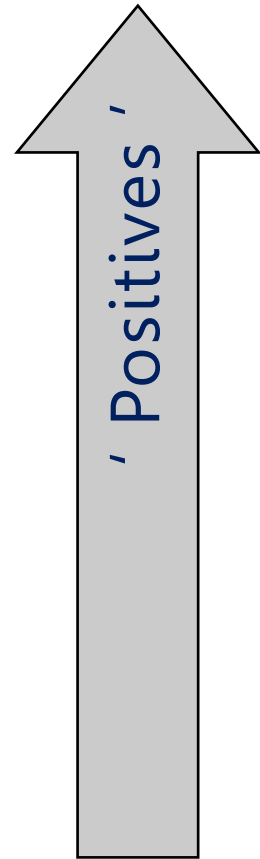


What dyslexia is

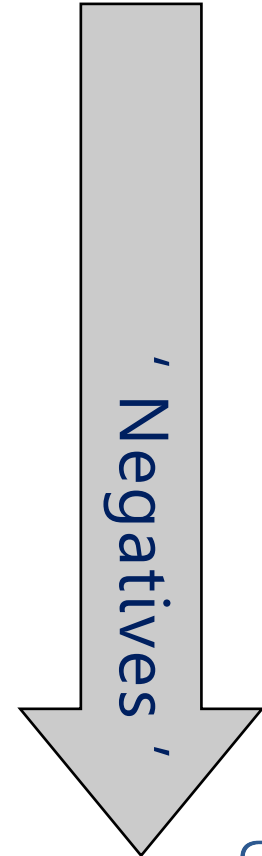


What dyslexia is

Your Dyslexia Toolkit



Highly creative	Phonological decoding
Visual thinkers	Working memory
Holistic reasoning	Executive function
Sequencing	Sequencing



Your Dyslexia Toolkit

'Positives'

Highly creative

Visual thinkers

Holistic reasoning

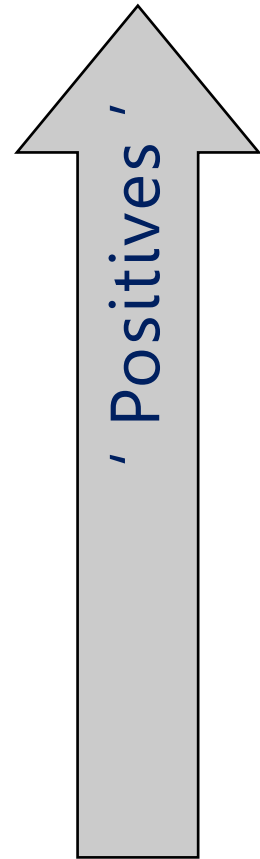
Sequencing

Phonological decoding

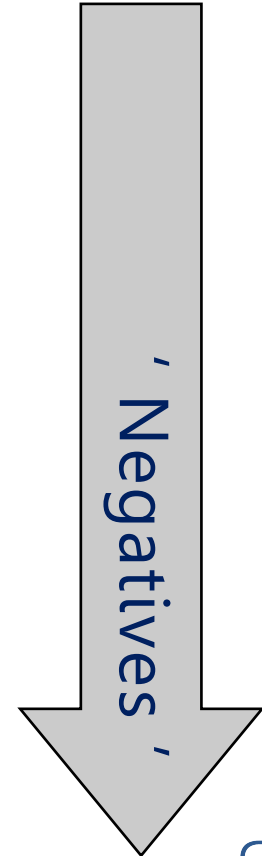
Though she thought she caught the hiccoughs in Loughborough, she laughed when she realised she'd started to feel rough in Slough.

'Negatives'

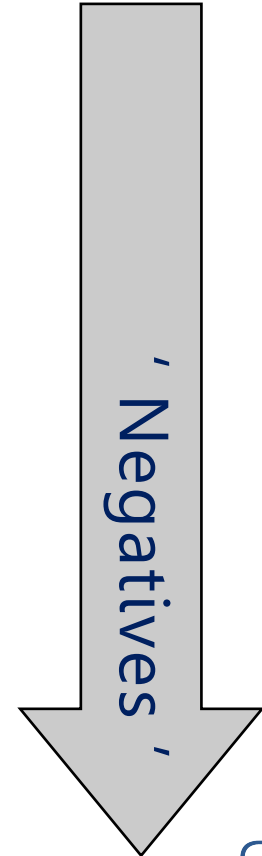
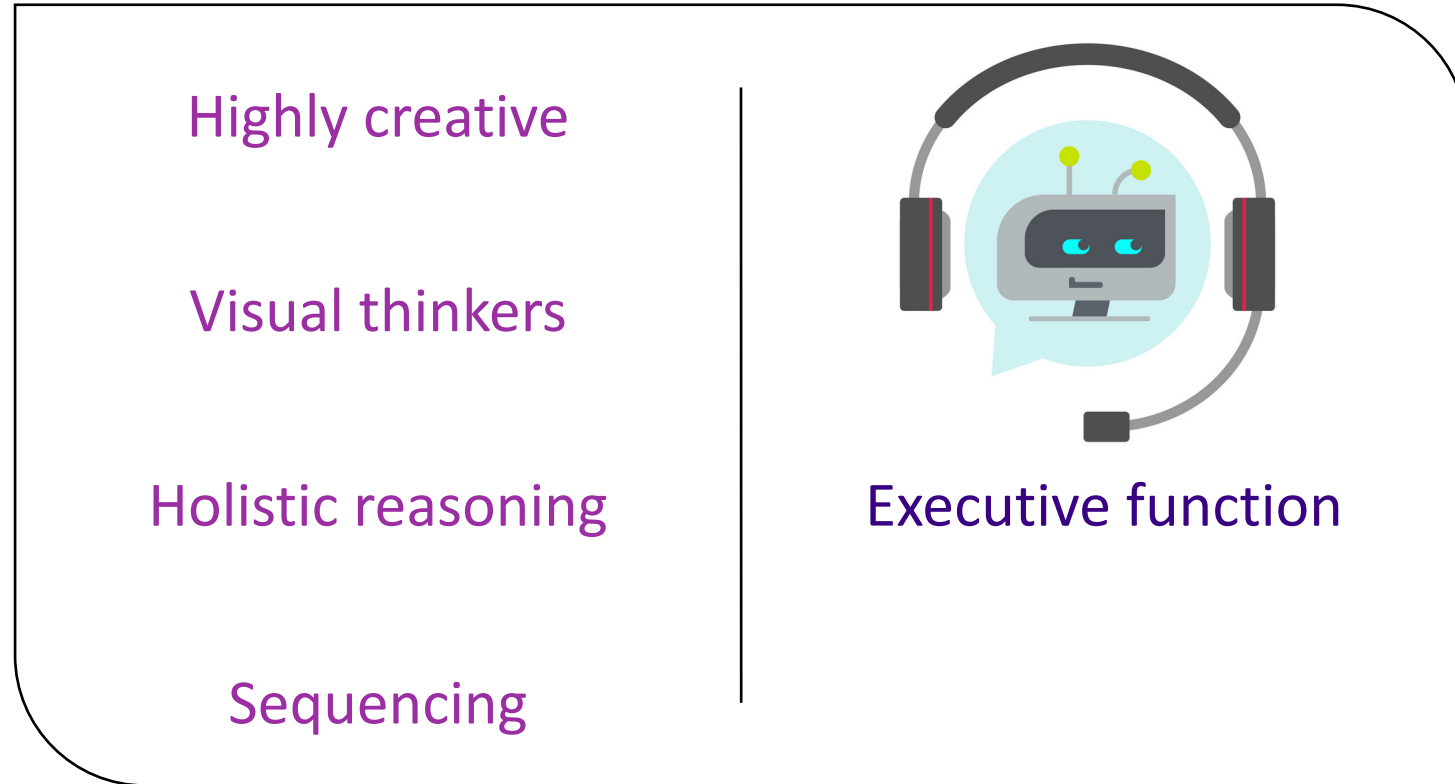
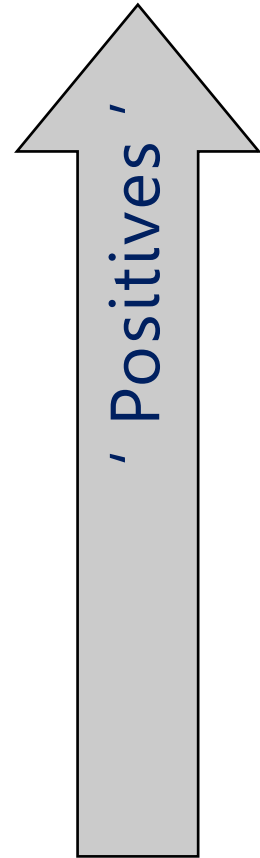
Your Dyslexia Toolkit



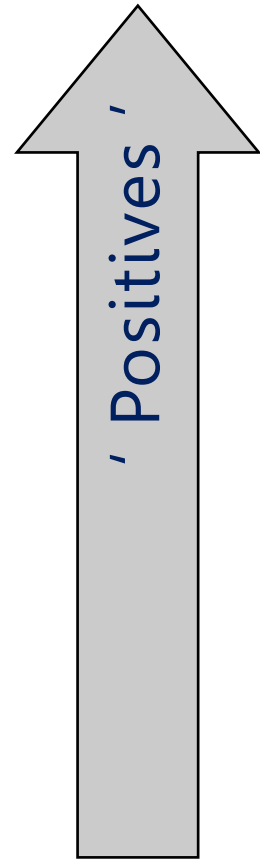
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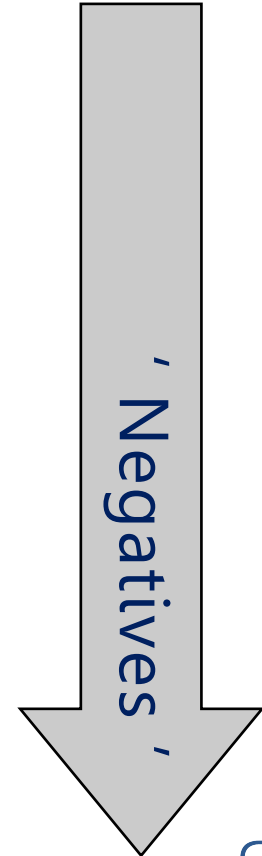
Your Dyslexia Toolkit



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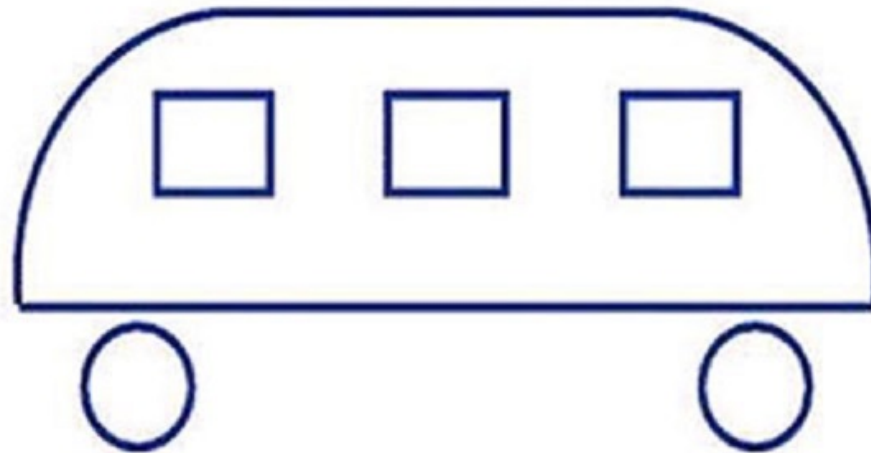


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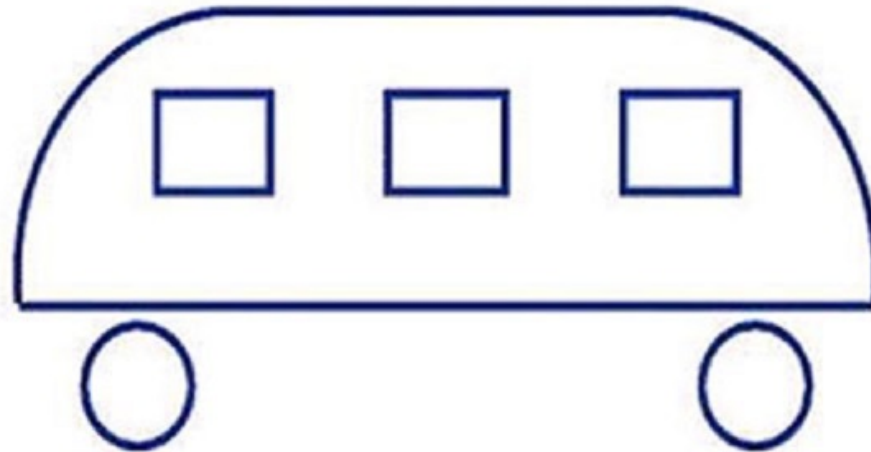
Which way is the bus going?

Right or left?



Which way is the bus going?

Right or left?

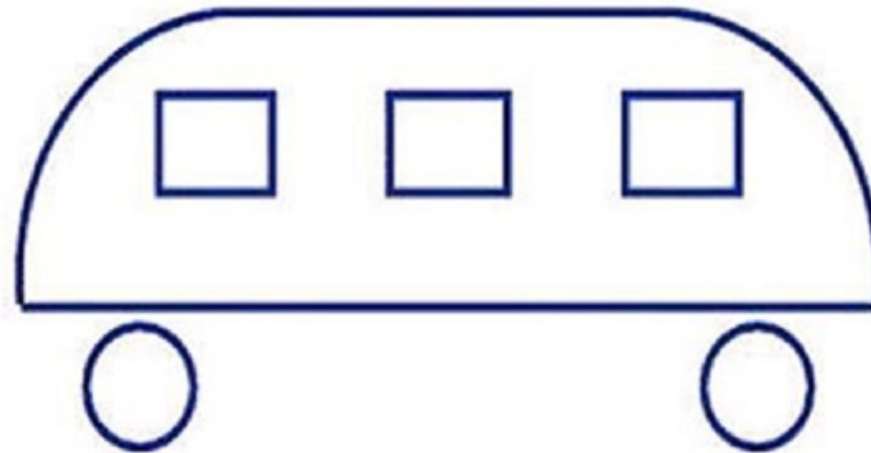


This question was asked to pre-school children in the USA.

90% responded that the bus was going to the left.

Which way is the bus going?

Right or left?



This question was asked to pre-school children in the USA.

90% responded that the bus was going to the left.

When asked why, they said:

"Because you can't see the door to get on it"

martin.bloomfield@gmail.com

Your Dyslexia Toolkit

'Positives'

Highly creative

<http://www.dyslexiabytes.org/dyslexia-and-creativity/>

Nearly 20 independent academic studies

Phonological decoding

Working memory

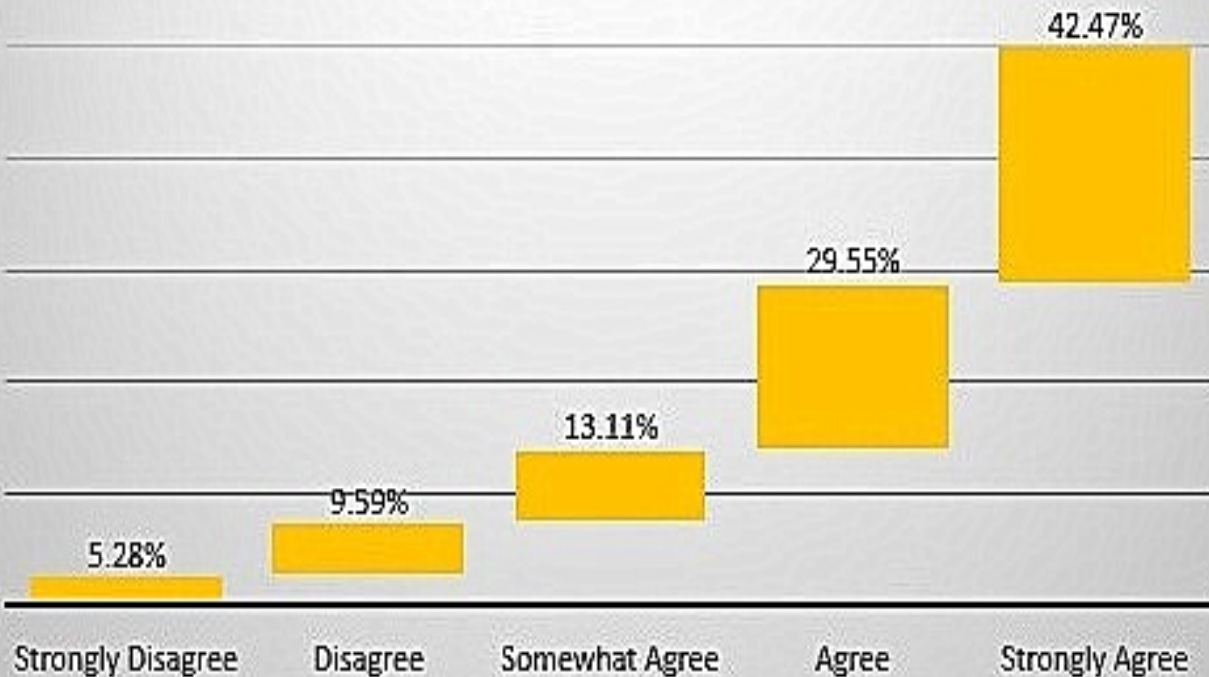
Executive function

Sequencing

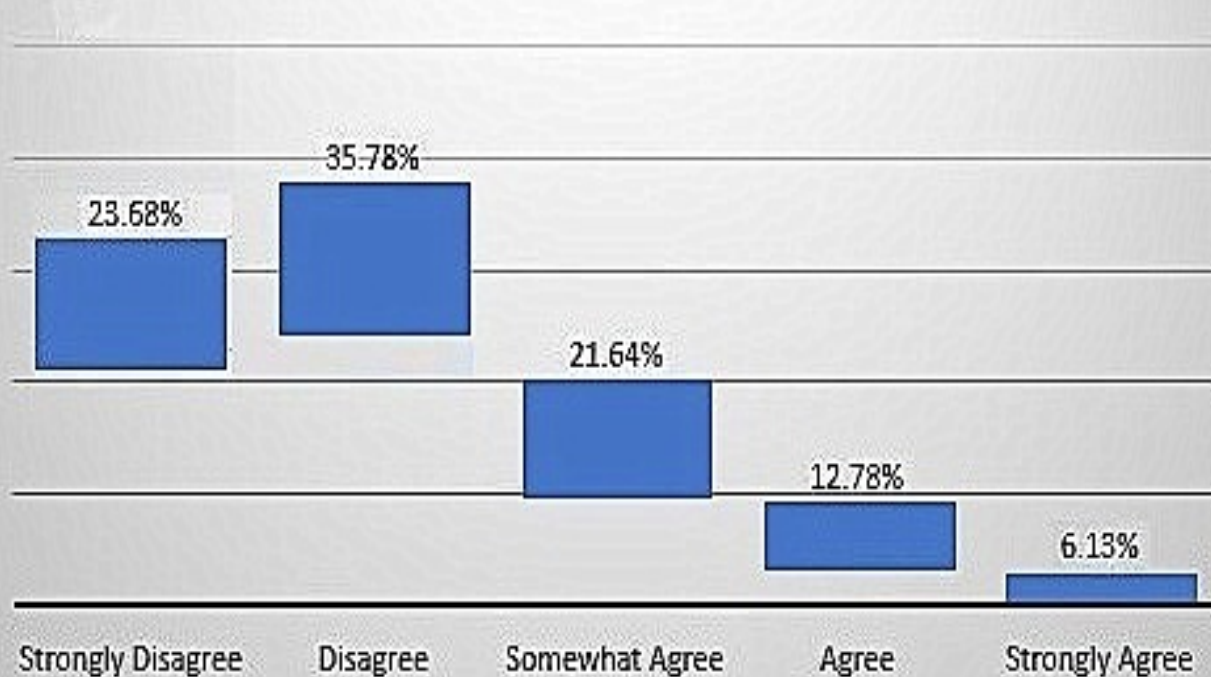
'Negatives'

"When I view 3D spatial images in my mind, I can manipulate them and see them from multiple angles"

Dyslexic Sample



Non-Dyslexic Sample

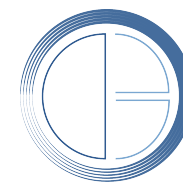


2018 "Dyslexic Advantage" survey of 1,100 participants



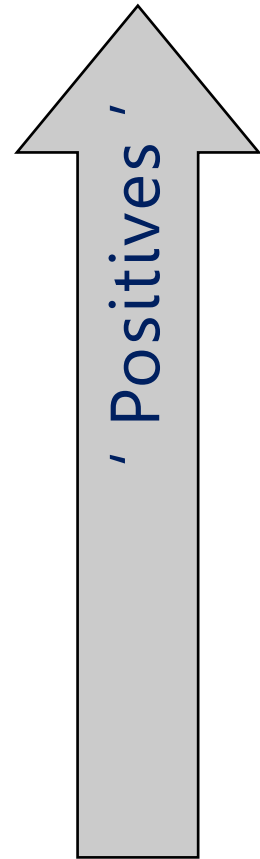
What dyslexia is

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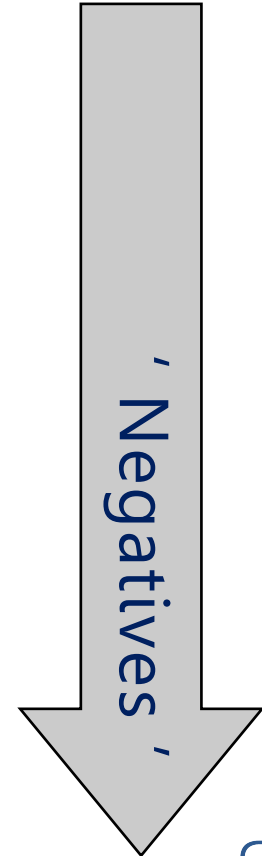


Dyslexia Bytes
DyslexiaBytes.org

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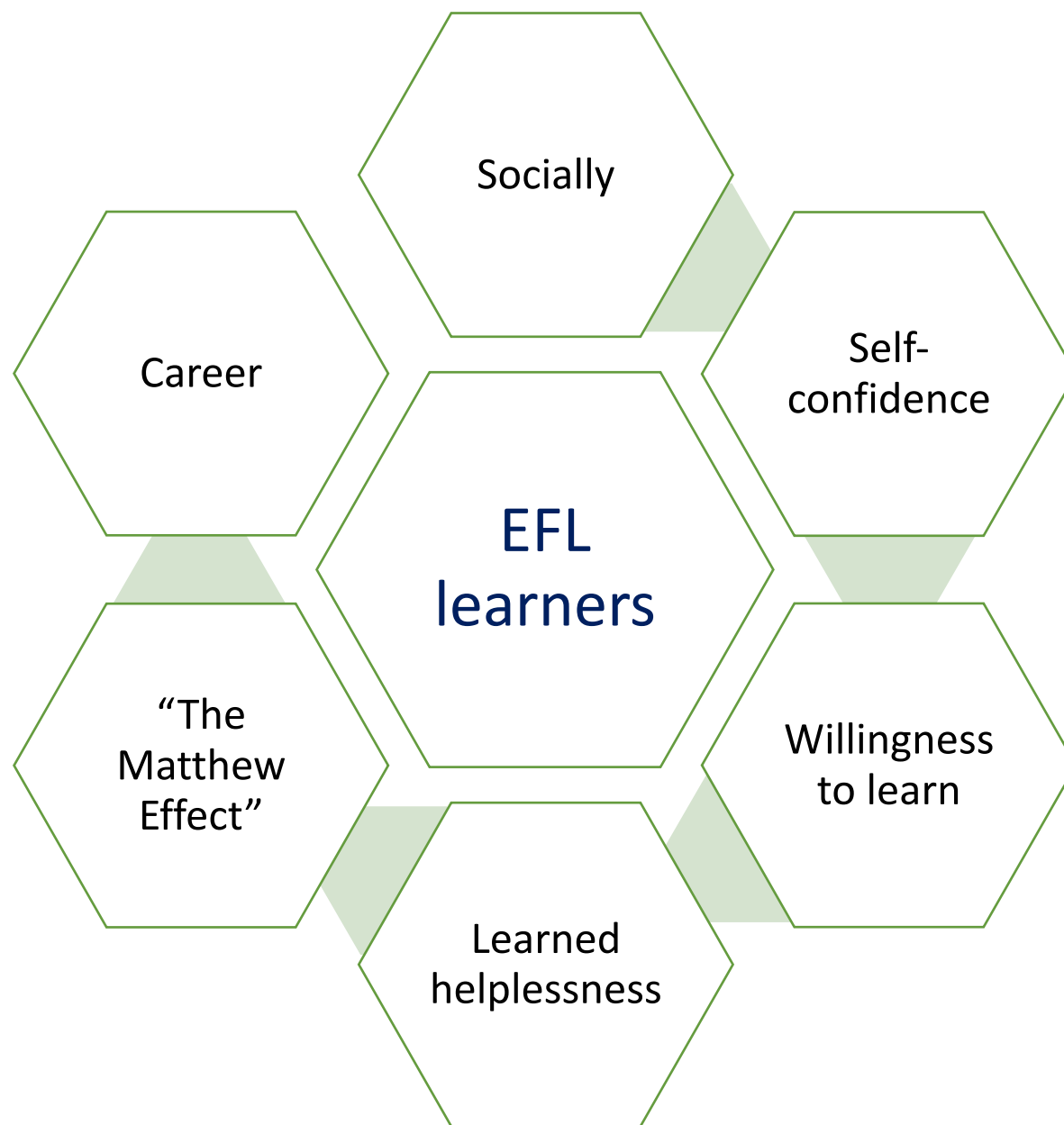
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How dyslexia affects the EFL learner

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How dyslexia affects the EFL learner

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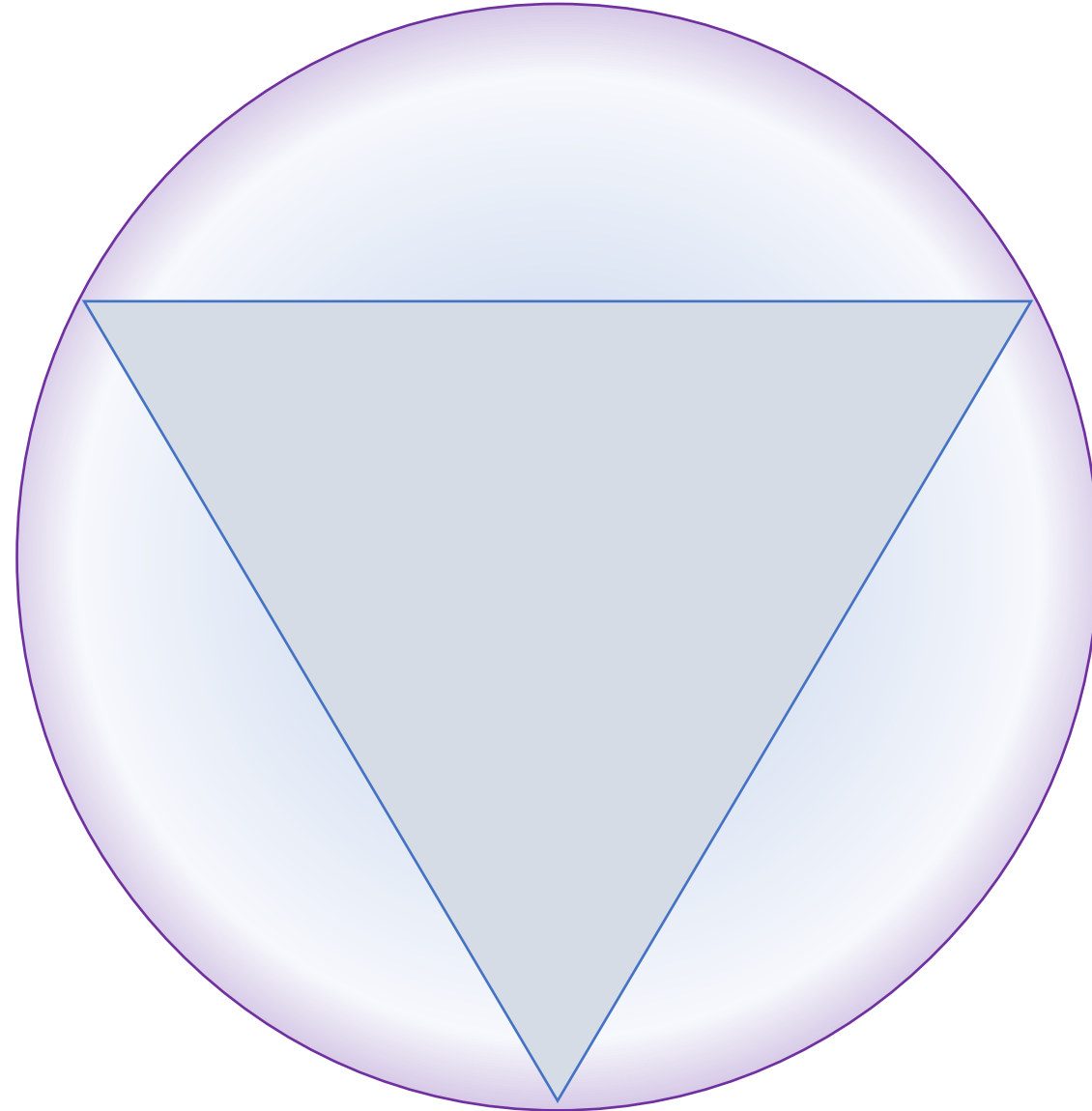
Your Dyslexia Toolkit



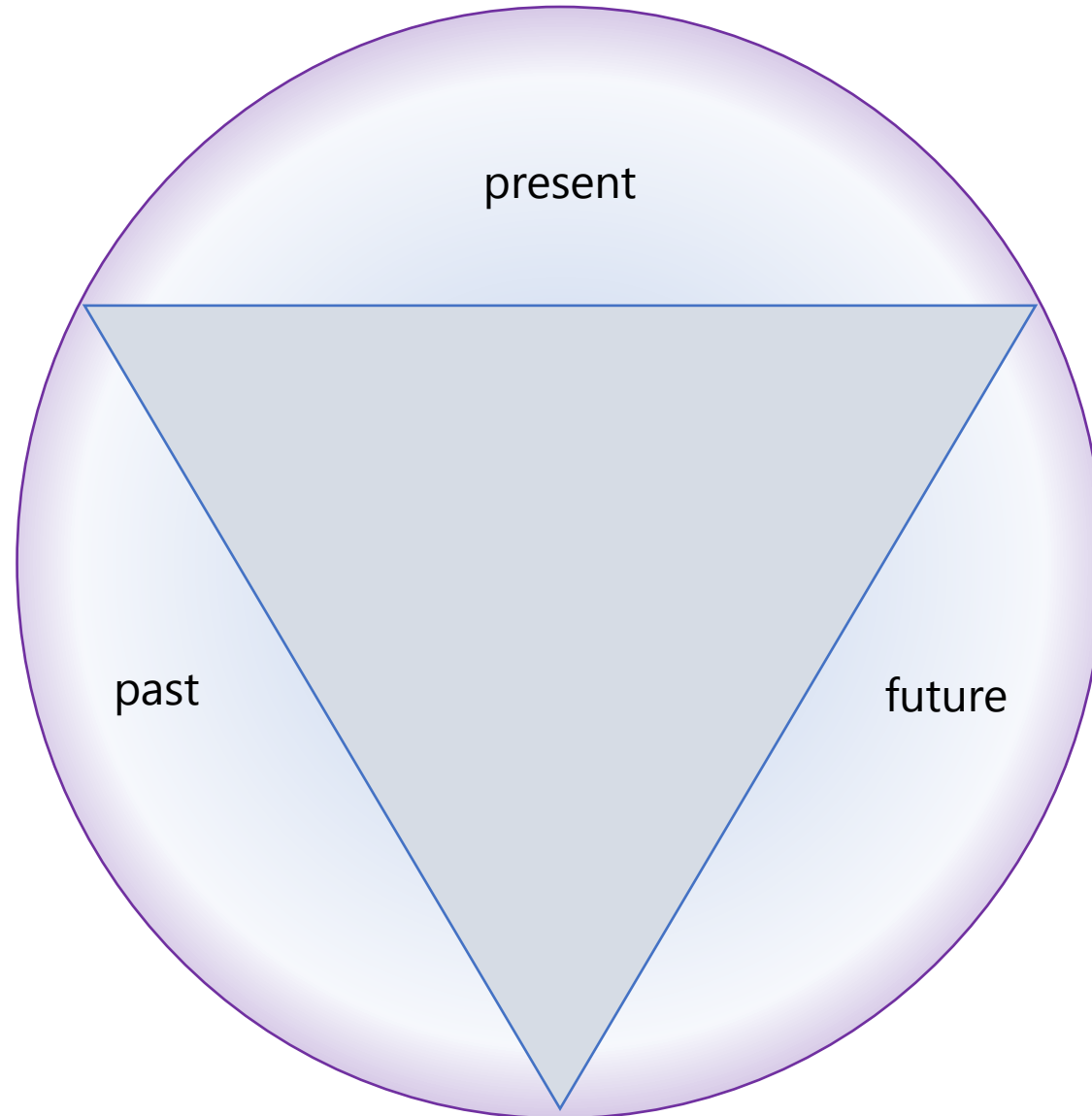
Learning that works / learning that doesn't work

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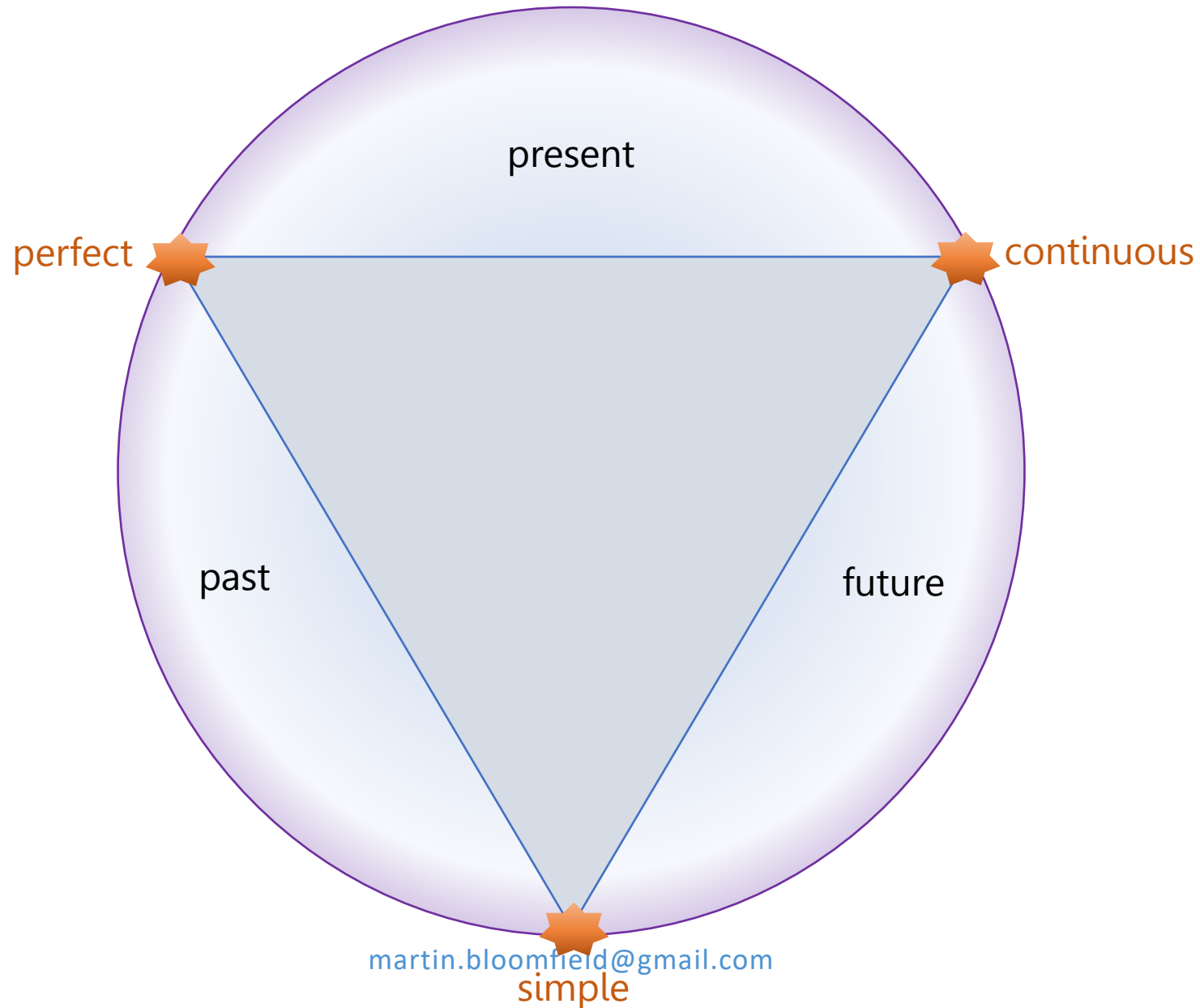
What's the shape of English grammar?



What's the shape of English grammar?



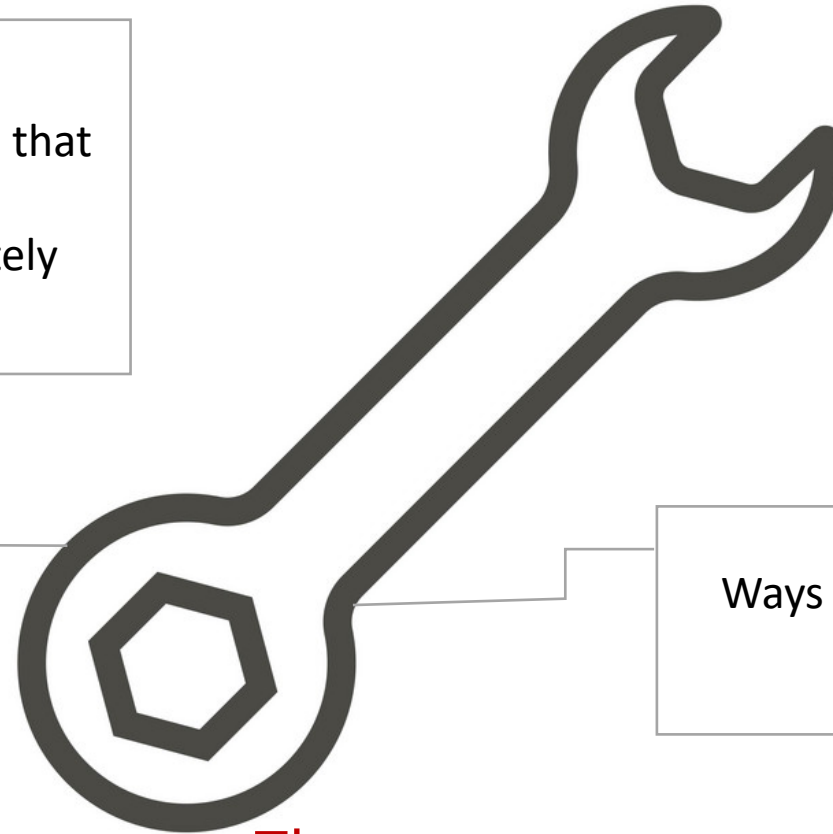
What's the shape of English grammar?



Your Dyslexia Toolkit

Simple teaching tips that
work
(almost) immediately

Ways of adjusting our
practices



The spanner

martin.bloomfield@gmail.com

Your Dyslexia Toolkit



- Observe
- Reflect
- Build your own checklist

Your Dyslexia Toolkit

Instructions

- Are my instructions simple?
- Do I break tasks into bite-sized chunks?
- Do I engage students in the process?

Text

- Do I rely on text / reading tasks?
- Do I ask students to copy?
- Can I reduce my use of written exercises?

Your Dyslexia Toolkit

This is an example of what written text often looks like in a typical worksheet. Well actually, it isn't, because a typical worksheet has been printed and photocopied several times until it's dark and covered in smudges.

The problem with this is that the text is often crowded and difficult to read – for anyone! It isn't only dyslexic students who'll suffer if you continue to produce text in this fashion, it's all your students.

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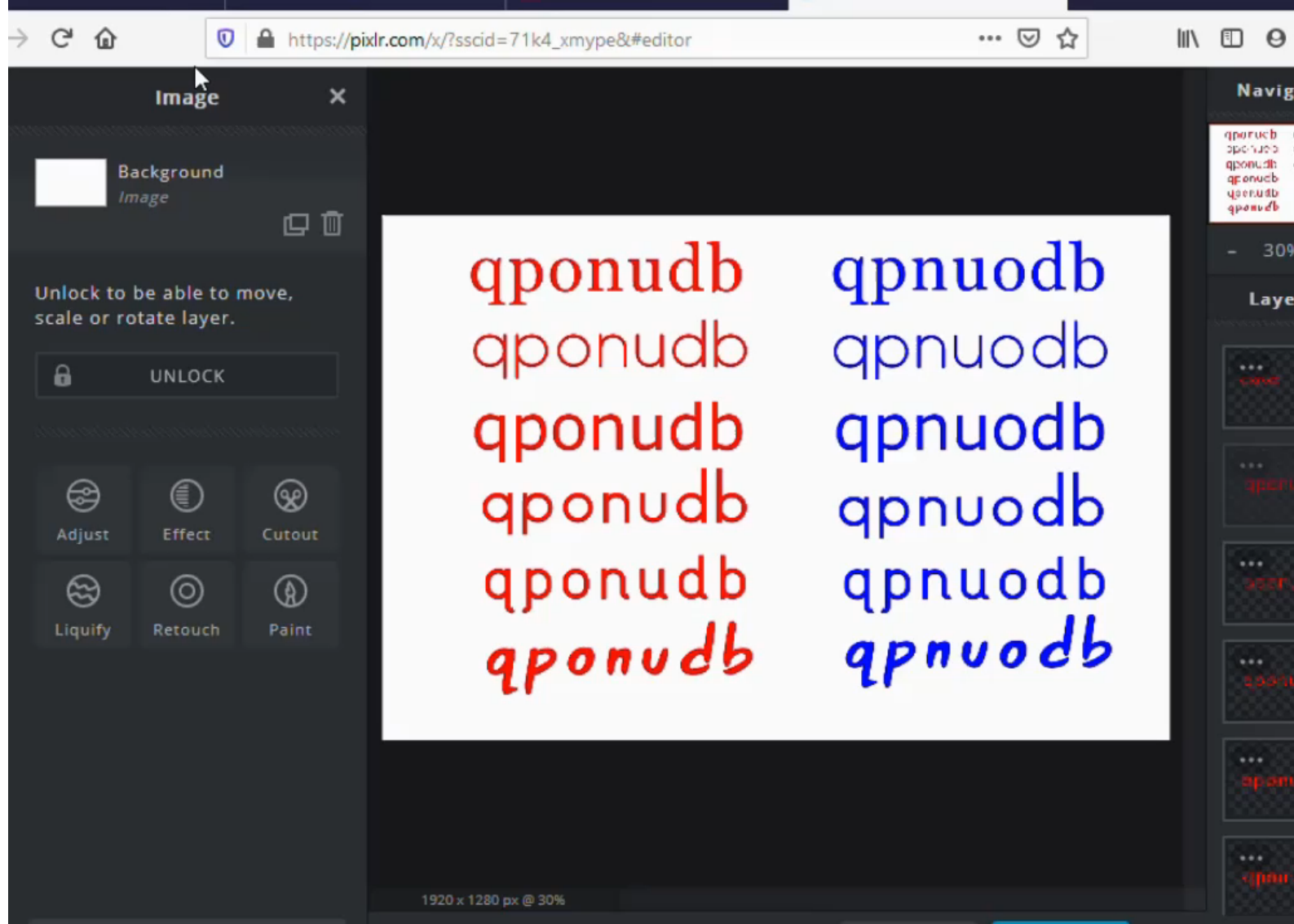
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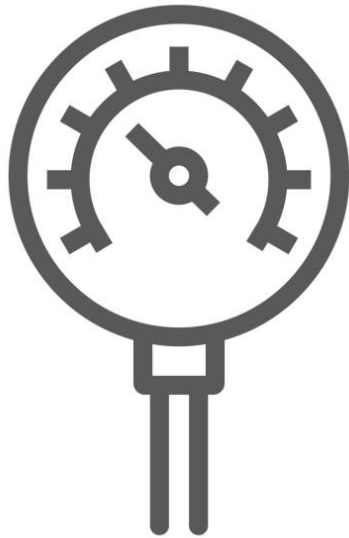
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Your Dyslexia Toolkit

A gauge



To get a
measure of the
problem

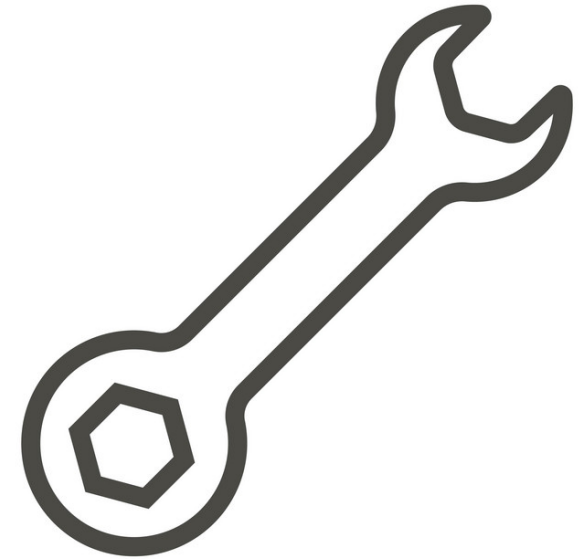
A spirit level



To find
the right balance for
a learning environment

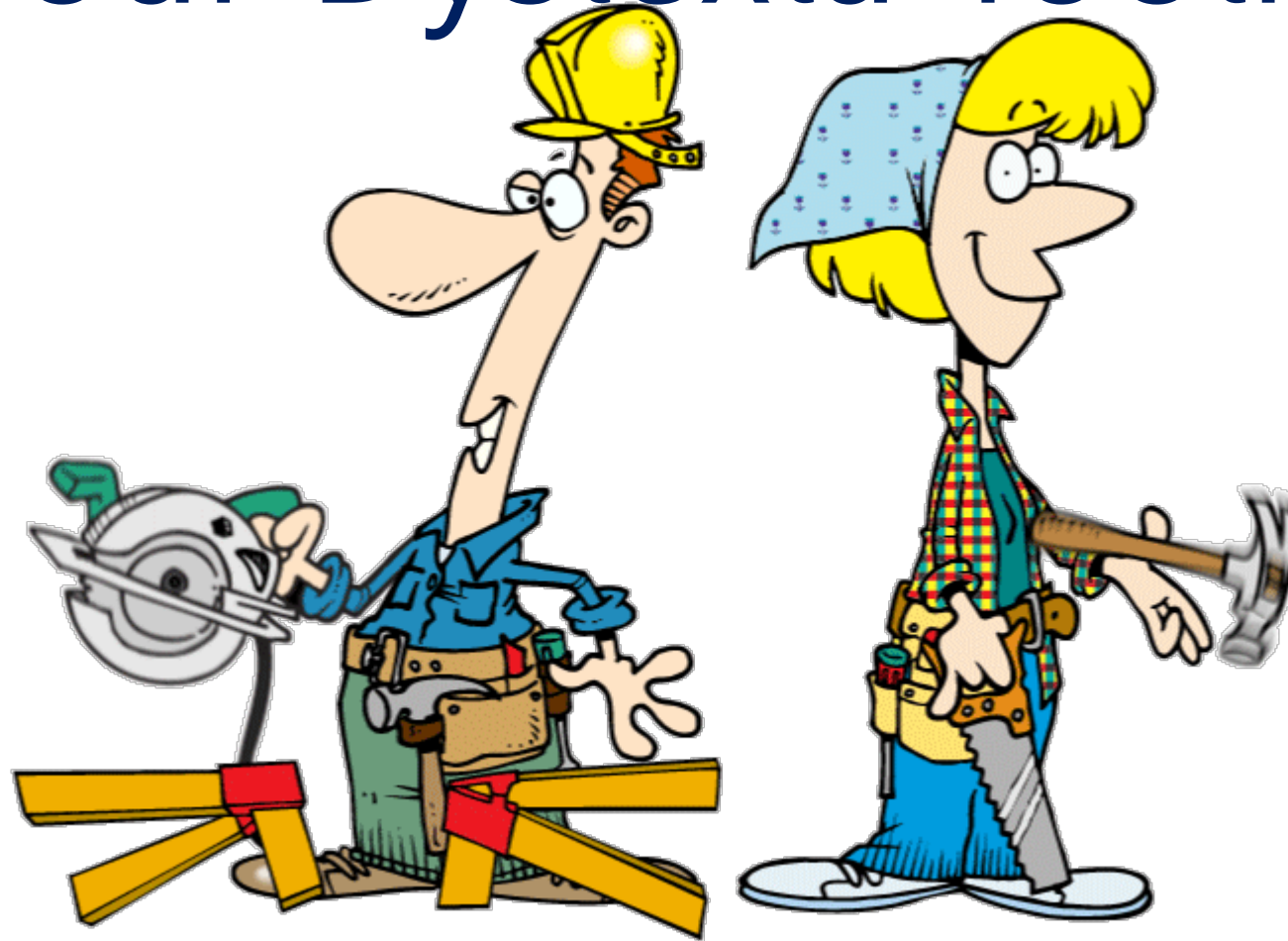
martin.bloomfield@gmail.com

A spanner



To help us
adjust
our practices

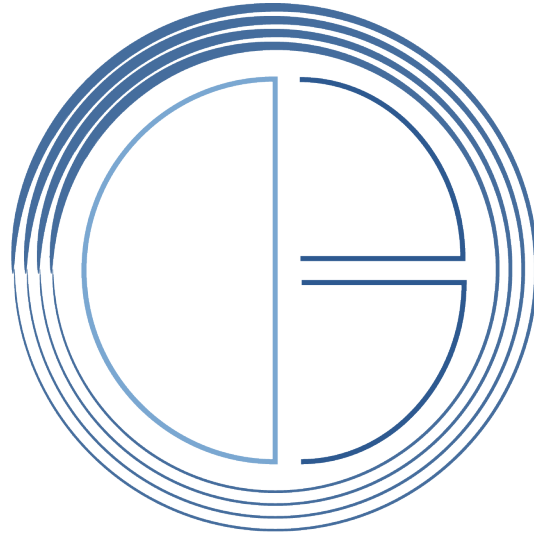
Your Dyslexia Toolkit



Now get to work!

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Your Dyslexia Toolkit



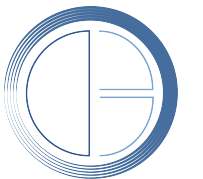
Dyslexia Bytes

www.DyslexiaBytes.org

www.YouTube.com/DyslexiaBytes

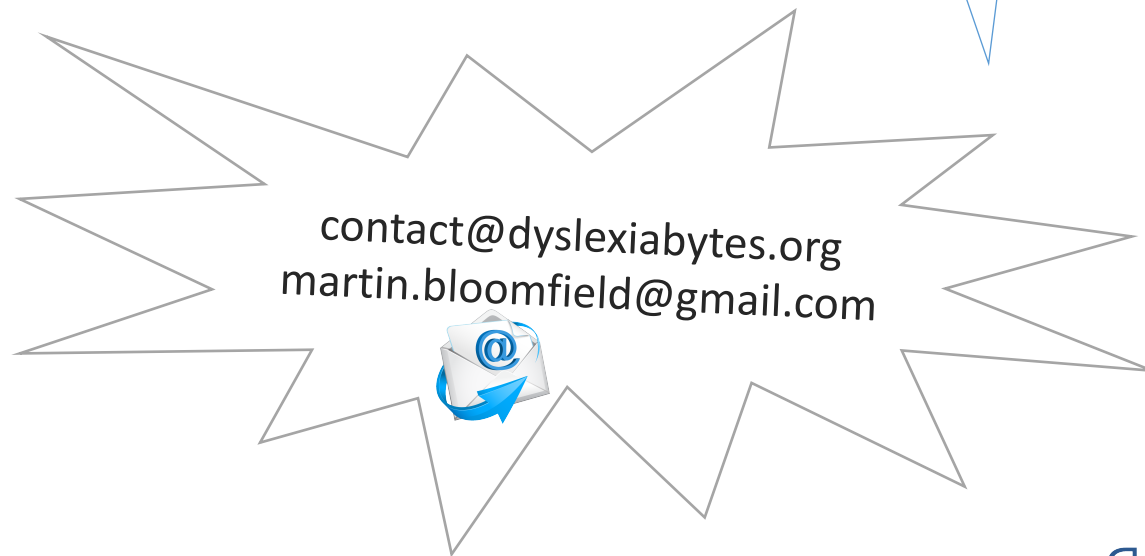
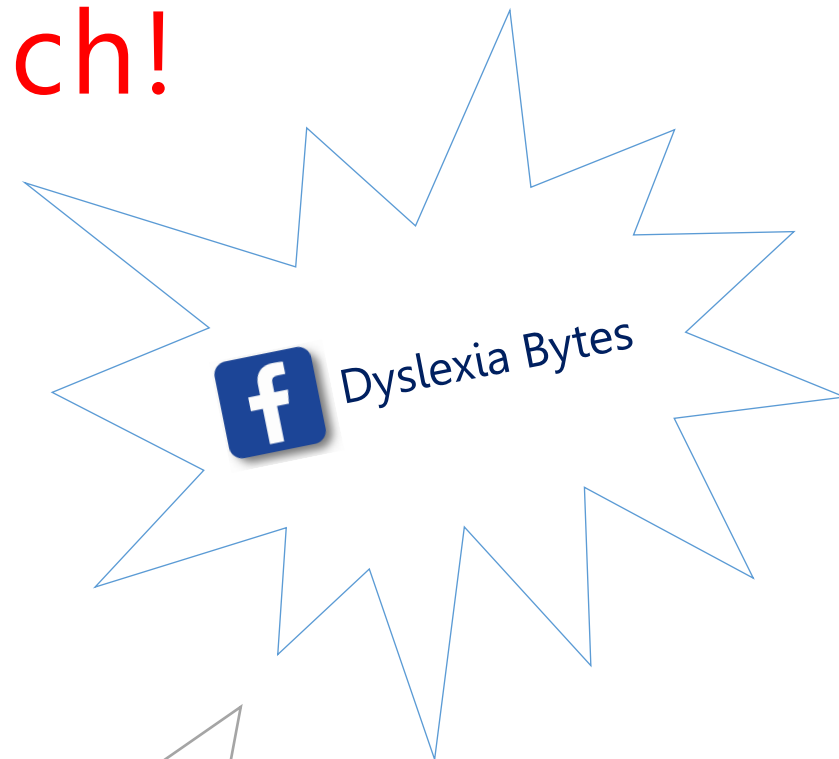
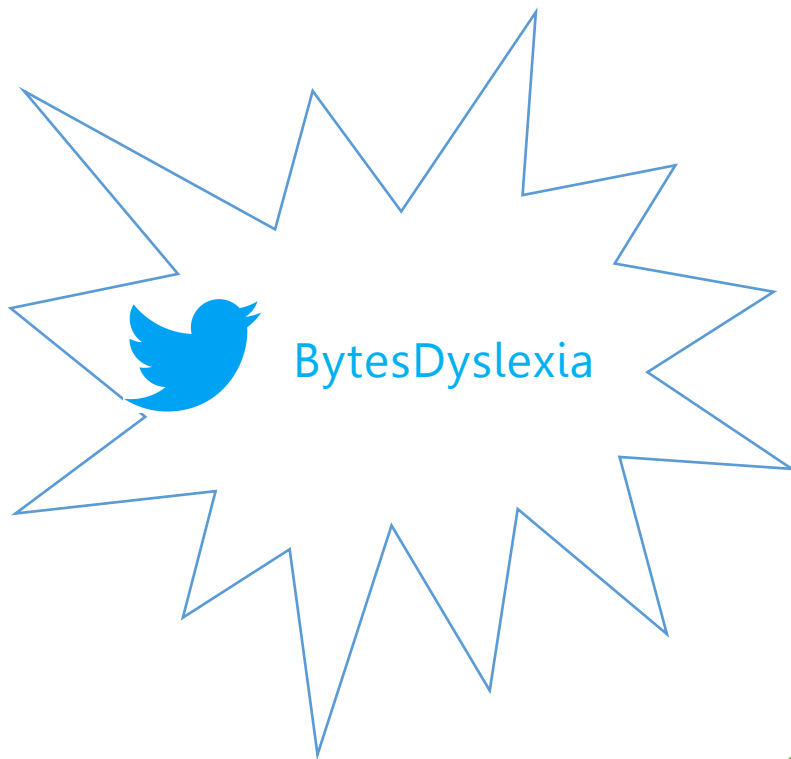
Thanks for taking part – and please keep in touch

martin.bloomfield@gmail.com



Dyslexia Bytes
DyslexiaBytes.org

Please keep in touch!



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Your Dyslexia Resources

- <https://www.madebydyslexia.org/assets/downloads/spelling-it-out.pdf>
- <https://www.bbc.co.uk/news/uk-england-50095218>
- <https://www.teenvogue.com/story/dyslexia-children-diagnosis-schools>
- <https://www.facebook.com/madebydyslexia/videos/387606068870889>
- <http://www.dyslexiabytes.org/dyslexia-and-homelessness/>
- <http://www.dyslexiabytes.org/dyslexia-and-mental-health/>
- <http://www.dyslexiabytes.org/global-prevalence-of-dyslexia/>
- <https://www.dyslexicadvantage.org/thinking-in-3d/?cn-reloaded=1>



Thanks for taking part – and please keep in touch!

martin.bloomfield@gmail.com

