

## General Resources About Dyslexia

**Dyslexia: A Parent's Survival Guide** by Christine Ostler  
ISBN: 9781869866136

**Overcoming Dyslexia** by Beve Hornsby  
ISBN: 9780091813208

**Dyslexia: A Complete Guide for Parents and Those Who Help Them** by Dr. Gavin Reid  
ISBN: 9780470973738

**Dyslexia: A Parent's Guide** by Maria Chivers  
ISBN: 9781843103783

**How to Help your Dyslexic and Dyspraxic Child: A Practical Guide for Parents** by Sally McKeown  
ISBN: 9781905410965

**The Everything Parent's Guide to Children with Dyslexia: All you need to ensure your child's success** by Jody Swarbrick  
ISBN: 9781593371357

**Dyslexia and Us: A collection of personal stories** by Dyslexia Scotland

[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)



# Dyslexia



Information for Parents/Carers

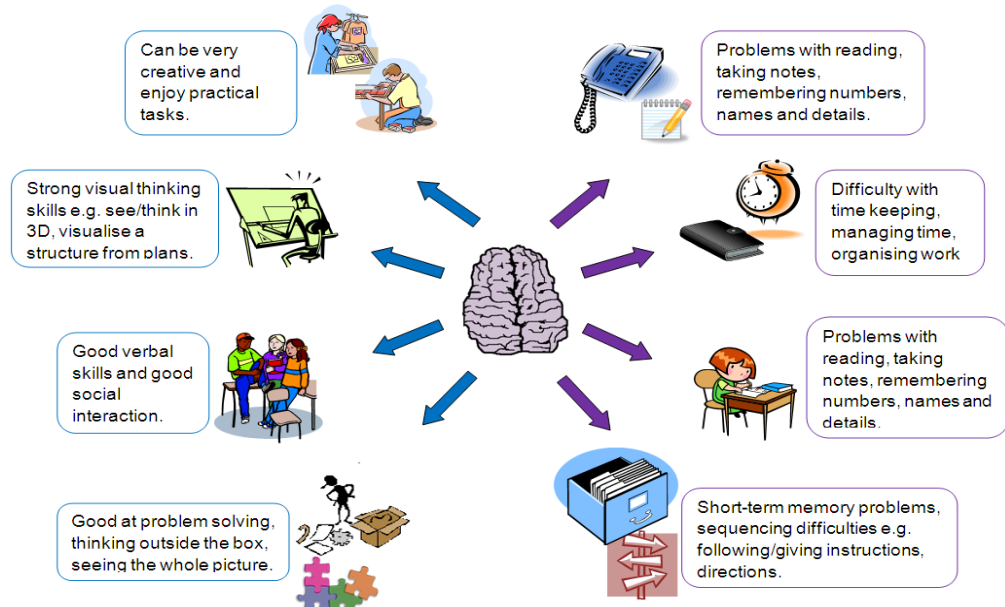
# What is Dyslexia?

(Adapted from Dyslexia Scotland "What is Dyslexia")

In 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed a working definition of dyslexia:

*"Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas"*

## Possible Strengths



It is not unusual for younger children to have these difficulties. Concerns should only be raised if the difficulties continue and/or do not change when supported.



- Use paired reading where you and your child can read words out loud together in a relaxed way
- Use rewarding activities to praise good attempts

## Be understanding

- If homework is becoming a battle try to find out why in a calm way or leave until later on in the evening
- However, if you are unable to get your child to engage leave it and discuss with the school

## Keep talking to the school

- Discuss progress you have noted as well as any concerns with the class teacher and ASN co-ordinator



- Agree what is an appropriate method of recording information for homework e.g. mind maps, Dictaphone, bullet points
- Discuss supports which have been put in place and how you can support these at home

## Homework Tips

### Be patient

- Keep calm. Dealing with homework after a day at school can be tricky. Allow time to relax before starting any homework



### Be organised

- Identify a quiet clutter free place to do homework
- Set a routine with room for flexibility around after-school activities



- Use a visual planner of tasks to be done and tick off when completed

- Chunk homework into manageable bits and set a time limit with a break in between



- Collect useful materials like paper, pens, pencils, ruler, calculator, number square, text books and keep them together in a 'homework box/ folder'

### Be encouraging

- Encourage/praise him/her for what he/she does well
- Remember, mistakes are OK
- Do not get worried about the number of spelling errors, praise the content of work

## Identification and Support

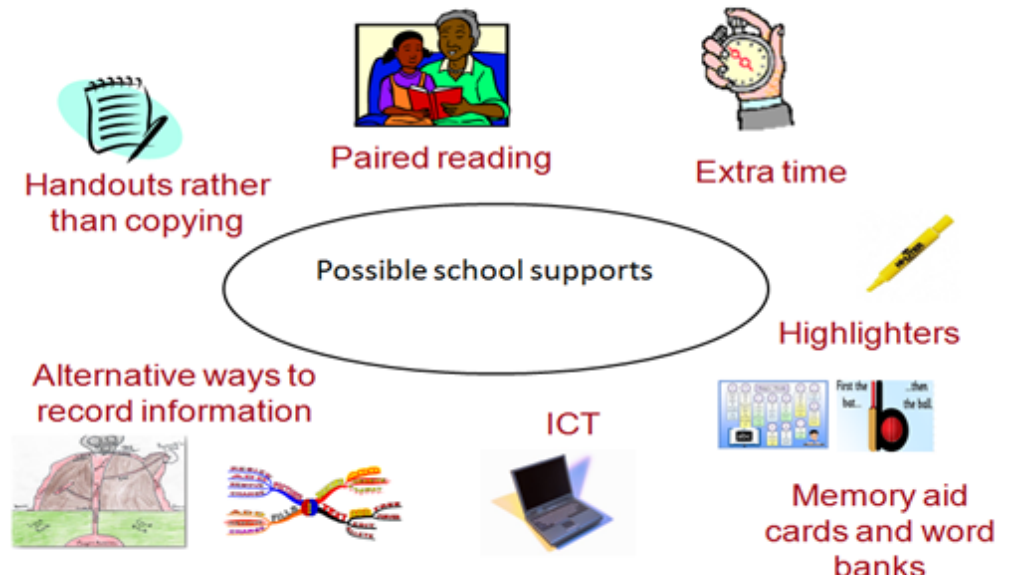
Identifying and assessing dyslexia is an ongoing process.

Information is gathered over a period of time through classroom observations, looking at the child's/young person's work and class based assessments rather than a single test.

Discussion and working together is a key part of the assessment process and participants may include School ASN Co-ordinator, Class Teacher, Parents, East Ayrshire Support Team and the Education Psychologist.

Gathered evidence is discussed and appropriate supports are put in place.

Progress is reviewed regularly.



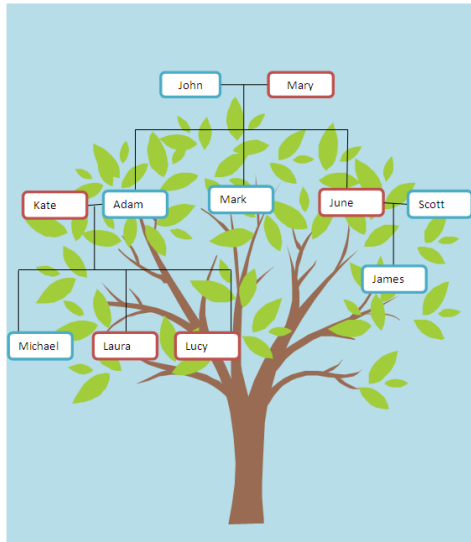
## Talking to your child about dyslexia

It can be helpful for children/young people to understand that dyslexia is a **learning difference**, it is not that he/she has something wrong with them but they learn in a different way.

Being told that you are dyslexic can be a relief and help children/young people understand why they find certain things more difficult.

It can be helpful to explain that dyslexia:

- is common and other people in school, and maybe even others in their class, or in the family are dyslexic
- does **NOT** mean they are 'stupid'. Everyone learns differently and have things they find tricky and things which are easier for them
- is something that people are born with, but it can get better with help
- should **not hold them back**. It can be helpful to research and talk about famous people who are dyslexic and have gone on to have very successful careers despite their difficulties e.g. Jamie Oliver



**Reassure them that everyone is different and without our individual differences the world would be a very boring place.**

## Explaining Dyslexia: Useful Links/Resources

- **How children describe being dyslexic and how to help:**  
[www.nessy.com/dyslexia](http://www.nessy.com/dyslexia)
- **Dyslexia – Talking it Through**  
(Althea Braithwaite, 2003)  
Styled cartoon storybook for younger children  
ISBN: 9781903285558
- **What is Dyslexia?**  
(Alan Hultquist, 2008)  
Explains dyslexia, for children and adults to use together  
ISBN: 9781843108825
- **What Do You Know About Dyslexia?**  
(Pete Sanders & Steve Myers, 1996)  
Mixed text information and illustrated secondary school aged storylines  
ISBN: 9780749637514

