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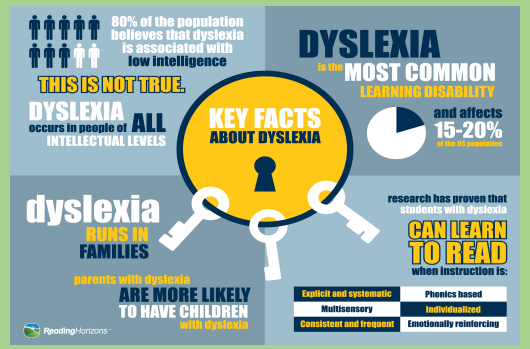
Dyslexia

What is Dyslexia?

The British Dyslexia Association (No Date) states that dyslexia affects one in ten people. In every classroom there is at between one and two children with dyslexia in every classroom. Dyslexia affects the way information is learned and processed within their brain. Dyslexia is hereditary, and is passed through the families. Dyslexia can have massive affects on a child's education and learning. Many untrained persons can see dyslexia and a child being 'lazy', 'not trying'. They may only see what the child produces within their task, they do not see how difficult that task has been for that child to complete. They see the output, but not always the input. It is important that practitioners understand that every children with dyslexia is different, and should not be treated the same. As there is a range of severities within dyslexia every child should be observed to see the best way to support them to learn and develop.

The British Dyslexia Association (No Date) continues to say that unidentified and unsupported dyslexia can lead to many problems for the child. The stress of the disabilities can cause a child emotinal distress, frustration, lack of confidence and low self-esteem. This lack of support or identification can cause a child to withdraw form learning completely. It can also result in behavioural problems as they do not feel that they that they understand the task thy have been given. This shows that is essential that it there is concerns with a children and their learning, that they are assessed and given the proper support for them and their disability.

Reid (2011) explains that dyslexia is a neurological and genetic condition. The characteristic associated with dyslexia is, visual and auditory difficulties. Difficulties with memory, time managements, processing speeds, organisational skills and sequencing. It is important that practitioner see both the weakness and straightens of each child with dyslexia, as find and adapt the best way to support them through out their setting.



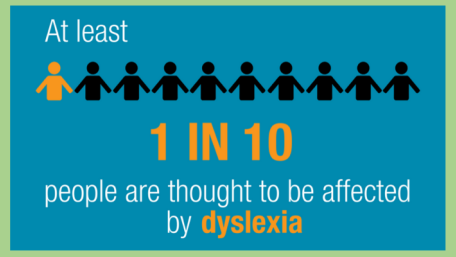
(Source: Reading Horizons, 2016).

Multisensory

Multisensory uses all pathways to the brain, such as: visual, auditory, kinaesthetic- tactile) simultaneously or sequentially in order to enhance memory and learning. Multisensory consists of the use of materials supporting the development of language and literacy for a child. The use of basic and simple methods is the best approach. Over complicating this can lead to more confusion for the child. As this method is done systematically is helps to strengthen memory within a child. Multisensory should not be taken for granted. It requires a direct teaching, and full nitrating with the child. Practitioners must be flexible, and allow time to sit with the child, it is an individual approach and need full attention. It requires continue assessment for both improvements and step backs, this requires time and effort from the practitioner. The activity need to be explain step by step for the child, this results in a better and less confusing set of instructions for the child to follow. Multisensory is a synthetic and analytic set of instructions. Is a structures langauge programmed that use both. Synthetic looks at the langauge aspect and how it taught. Analytic looks at how the practitioner explains the programme to the child. This technique allows the development of all comprehensive and inclusive aspects. It is important that this method is used correctly and beneficially.

Conclusion

- It is important that everyone understand what dyslexia is.
- It is important that children with dyslexia are assessed and supported quickly.
- It is important that practitioners adapt and develop activities to support their learning.



(Source: SERB.COM, No Date).

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