



READ SPELL WRITE

**eBook by
Beatrice Burg**

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Author Profile

Beatrice Burg is the founder and Director of the World Wide Learning Academy. She is a teacher, who, after 25 years in the Education system, decided that to have children coming out of her classroom struggling to read was unacceptable.

She left the Education system and began tutoring students to try to help them succeed. The World Wide Learning Academy is at the cutting edge of educational services. To understand and help children with specific learning difficulties, Beatrice has undertaken specialised training including...

- ➔ Teaching Students with Dyslexia (level 3)
- ➔ Certification as an Irlen Diagnostician and is now Regional Director of Mid and Northwest of WA
- ➔ Effective use of an Online Classroom to reach students worldwide.
- ➔ Becoming a Registered Tutor with Dyslexia SPELD in Perth, Western Australia. (<http://dsf.net.au>)

She has now been teaching and working with children for over 30 years and through this practical experience has discovered powerful learning strategies that will help children become happy, confident adults, not limited in choice of employment, but able to choose to be, and do, whatever they want.

Her experiences as a Primary School Teacher, teaching all year levels 1-7, ESL (English Second Language), Education Consultant for children with learning difficulties, Private Tutor and Irlen Diagnostician (as well as mother of two and now grandmother of seven), have equipped her with an unrivalled knowledge base and unique perspective on how to help children who are having learning difficulties.

Her passion, and sheer enjoyment in helping kids learn, whatever learning difficulties they have, is absolutely evident to both parents and children. Of all of her professional responsibilities, finding a solution for a child's learning problems is the one that she finds most personally rewarding. Beatrice takes great pride in watching parents and their children apply what they have learned on their own journey to learning success.

World Wide Learning Academy is also a Dyslexia and Irlen Clinic - **phone: 1300 732 998**
email: beatrice@worldwidelearningacademy.com.au

or visit our website www.worldwidelearningacademy.com.au for more information
and the calendars of available appointment dates and times.

What a Parent wishes.....

"Success is neither magical nor mysterious. Success is the natural consequence of consistently applying basic fundamentals." Jim Rohn

If you have a child at school, every day you wish for 6 things. You wish your child:

- confidently reads books to you and others
- tells you the exciting new things they're learning
- feels confident and 'normal' among peers
- gets improved marks and good reports from teachers
- reaches the potential you know is inside of them
- grows into a productive and successful person who's able to do or be anything they want to be

Every loving parent dreams of raising children who live happy and fulfilling lives full of achievement. A parent's most closely held desire is that they are able to provide every possible advantage to help their child reach their full potential and overcome the stumbling blocks that could stifle their success.

But what if you were told, what you dreaded the most - that **your child was struggling** with one of the most foundational keys to being successful, in virtually anything the world has to offer – **the ability to read.**

Do you lie awake at night, feeling helpless and worrying that your child will not have the choices available to them that every other child has, and just how far left behind they will be, in a constantly evolving world of technology that increasingly requires adequate reading skills, in order to perform?

You've tried every thing and done everything you know to do...

Does this sound familiar?

You've tried tutoring programs, phonics learning tools, and your child's school teachers have tried everything that they know, with little or no success. You've done it all and now you're confused, frustrated, angry, and even a little frightened!

Quite honestly, you're probably disillusioned like many other parents because you've been told so many times your child will just *'grow out of it.'*

Let me tell you as a professional with decades of experience and based on real statistics, **they won't just grow out of it!**

Please, let that be a warning; your child will NOT 'just grow out of' their reading difficulties!

Many teachers are concerned about the numbers of children who struggle with reading. Such concerns are warranted. Studies indicate that when students get off to a poor start in reading, unless they get the help that is specific to their needs, they just fall further and further behind.

Struggling readers encounter negative consequences including...

- *Repeating year levels*
- *Assignment to special education classrooms*
- *Participation in long-term remedial services*

Further, as they progress through the grade levels, the academic distance from those who read well grows more pronounced.

(The Learning First Alliance, 1998; Rashotte, Toregesen, & Wagner, 1997; National Reading Panel, 1999; Torgesen, 1998).

Did you know that children who have learning difficulties and avoid reading can become depressed, retreat into themselves and believe they are dumb and worthless?

Of course you do!

You have seen the signs in your child and that's why you're here, reading this book!

Many children report that they are 'dumb' because they can't read. They want to be the same as everyone else in the class. They don't want to be seen as 'different'.

No child **wants or plans to fail**, but if they learn differently, they often struggle, learn they will fail and think they are 'dumb' and stupid, because **they have no power** to fix the 'problem'.

You - as a parent - do have the power.

Your child's success will depend on the cumulative effect of the decisions you make as the parent, and actions you and your child take.

This ebook contains the plan to help your child gain the knowledge and skills to help them safely on their way to learning success. It's all here. It just needs you to take action. You can wait until your child "grows out of it", or create learning success – your choice.

This ebook is not full of 'secrets' or magical solutions. **It is definitely not a 'quick fix'**, however the sooner you take action when you see your child struggling, the sooner you will see results. I wrote this ebook to reassure the parent that ***no matter how hopeless a child's reading ability may seem, there's ALWAYS a strategy or combination of strategies that can help children overcome their reading difficulties!***

In this exciting, educational and empowering eBook you will...

- Be enlightened as to what may be going in your child's brain when he/she tries to read and how it affects them
- Uncover the warning signs that let you know what specific problem(s) your child may be suffering
- Be able to give your child the self-test (see page 15) to see if he/she suffers with a common reading disability
- Clearly see why everything you've tried hasn't worked as effectively as it should have
- Finally discover what psychologists, teachers and parents just like you are doing to help children beat learning difficulties and dyslexia and grow into a productive and successful people who are able to do, or be, anything they want.

This is a short, easy-to-read ebook – I urge you to take each of the points to heart and apply them for your child's learning success.

For a child to be able to read, spell and write successfully,
YOU - as the parent - need a plan.

Here it is.

1. Does Your Child Really Have Dyslexia...or Something Else?

“Let me tell you a little story...”

SETTING: a year four class in a small island school about 10 years ago.

MAIN CHARACTER: a boy who is smaller than the others in his class. He can't read, spell or write very well but has not repeated any year levels because that is not 'education policy'. He has been diagnosed with ADHD and if he forgets his medication, he tries very hard to behave well, but is not very successful at that either. He has average intelligence and is enthralled by a series of horror stories called 'Goosebumps'. His one wish at school is that he will one day be able to read them for himself.

2nd MAIN CHARACTER: this boy's teacher. No-one at the school can tell her why the boy is not learning. Her training has only taught her to work with 'middle-of-the-road' children, and she often doesn't have the time to modify the lessons so that the boy is able to finish them successfully. She tries to help him and works closely with the literacy teacher, but he doesn't learn very much in her class. She gets her daughter to put the 'Goosebumps' stories on tape so that he can listen to them, and he does - over and over again! She is grateful he is not as disruptive in her class as he was the year before.

Sadly, that's a true story. I now believe that child in my class was most likely dyslexic and the experience of his turmoil and frustration, is why I left teaching and began to work with children one-to-one, to try to find ways to help them learn.

The most important thing to understand is;

DYSLEXIA IS NOT AN ILLNESS.

It is a way of learning, which shows various strengths and weaknesses to the methods used to teach kids. If the dyslexic child is taught the way they need to be taught, they are capable of reaching their own potential and choosing the path they want to take in life.

Check out these famous people who identify as being dyslexic. Many of these people report that their difference has allowed them to think differently (often outside the 'box'), focus on their skills and be successful in a range of roles in real life, that are eagerly sought after by many.

Orlando Bloom	Actor
Tom Cruise	Actor
Danny Glover	Actor
Whoopi Goldberg	Actor
Jay Leno	TV host/Comedian
Henry Winkler	Actor

Alexander Graham Bell	Inventor
Thomas Edison	Inventor
Albert Einstein	Mathematician/Inventor
Leonard da Vinci	Artist/Inventor
Pablo Picasso	Artist
Tommy Hilfiger	Designer
Andy Warhol	Artist/Designer/Movie maker
John Lennon	Musician
Cher	Singer/Pop artist
Muhammad Ali	Boxer
John F Kennedy	American President
George Washington	American President
Richard Branson	Entrepreneur
Henry Ford	Car industry magnate
Dame Agatha Christie	Crime writer

Sir Jackie Stuart

Sir Jackie Stuart is a former racing car champion. He completed in Formula One from 1965 to 1973, won three world championships and forced many safety changes in motorsport. These days Sir Jackie, 72, is best known worldwide as a television commentator covering F1 events including the Grand Prix in Melbourne in March.

What are your strongest childhood memories?

"My school days were horrible because I'm severely dyslexic. In those days it wasn't recognised. You were identified by your teacher as stupid, dumb and thick and she told you so, openly, in front of the whole class. That humiliation and lack of personal self respect moved from the classroom to the playground. These were very unhappy times. It was all negative and ...depressing. It would have affected my whole life, had I not found sport. Sport gave me self respect and confidence!"

Did you think dyslexia would limit you later in life?

"When you are dyslexic, you don't think like clever folk, you think out of the box naturally. That turned out to besuccessful for me. All the clever folk go down the same road. If you're dyslexic, you do everything differently."

Reference: Nui Te Koha, Sunday Herald Sun, March 18th 2012, p 69

Point 1:

If the dyslexic child is taught the way they need to be taught, they are able to reach their own potential and choose the path they want to take in life.

2. Dyslexia Has Been Largely Misunderstood By Professionals World-Wide...

FACT 1: *Over 30,000 children in Western Australia have dyslexia. In general, at least 3 children out of 30 have dyslexia or reading difficulties so it would not at all be uncommon for your child to be one of the many who suffer.*

FACT 2: *Dyslexia has a neural basis and causes a range of problems that your child may be suffering with including:*

- *Struggling with recognising, sorting and organising the elements of reading*
- *Working sometimes five times as hard as non-dyslexic children in reading for little reward*
- *Inability to “concentrate” and “try harder” no matter how often they are told*

So your child may be trying very hard to read and learn but may be perceived as being disinterested or unfocused.

FACT 3: *“Where there is a gap between the child’s reading and chronological age, a child would **require remedial tuition of approximately one hour per day for every year of the difference.**”*

This means that if a child is two years behind his age in reading, spelling or maths, it takes two hours per day of remedial help to correct the problem. The less time per day, dedicated to the remediation, the longer it takes to correct. *Based on the research findings of Carnine, Silbert, and Keameenui (2004).*

This means that your child will not only fail to “grow out of” their reading difficulties, but they are falling further behind every day they’re not receiving appropriate intervention.

FACT 4: *The parents, the family, as well as the child often suffer emotionally because of the child’s poor reading. It’s common for children to develop a poor self image, low self esteem, depression, and even give up on trying to do well all together: sending them spiralling downwards even more.*

BUT these two proven facts will be a breath of fresh air to you...

FACT 5: *A person with dyslexia usually has average or above average intelligence, and often has significant strengths. Some have excellent creative thinking, artistic and musical talent, others can easily see patterns and identify systems in information and data.*

And what's more ...

FACT 6: *Students with dyslexia can go on to higher education and even university and many do very well because at last they can choose to study in the areas they have an interest or talent. So the most important thing to remember is: a person with dyslexia is not 'dumb' or 'stupid'! They learn a different way and so need to be taught a different way.*

Point 2:

*"Where there is a gap between the child's reading and chronological age, a child would **require remedial tuition of approximately one hour per day for every year of the difference.**"*

3. So What is Dyslexia, Anyway?

The **DSM IV** (the diagnostic manual used by psychologists, psychiatrists and other professional groups worldwide) describes a Reading Disorder or Dyslexia, **as one of a number of Learning Disorders**. It is described as **a disorder in which reading achievement falls substantially below that expected, given the person's chronological age, measured intelligence, and age appropriate education**.

- "Dyslexia is a learning disability that primarily affects the skills involved in accurate and fluent word reading and spelling".
- "Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed".
- "Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points".
- "Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia".
- "A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention".

Taken from: *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*, Rose, J. (2009) pg29

There is evidence that developmental delays in language may occur in association with Learning Disorders (in particular dyslexia) and there are likely to be underlying abnormalities in cognitive processing (e.g. deficits in phonological/auditory processing, visual perception, attention and/or memory).

Irlen Syndrome (Scotopic Sensitivity Syndrome) is a visual perception difficulty, i.e. the brain isn't processing what the eyes are seeing and can also be a significant barrier to academic achievement and professional advancement.

Point 3.

Dyslexia is described as a disorder in which reading achievement falls substantially below that expected, given the person's chronological age, measured intelligence and age appropriate education.

4. The first step.

The first step is to identify the symptoms which can range from one or a combination of factors.

Below you will find some of the more common signs and symptoms associated with dyslexia, in various age groups.

	LANGUAGE Does your child have difficulty:	READING Does your child have difficulty:	WRITING Does your child have difficulty:	EMOTIONAL Does your child have:	ADDITIONAL SIGNS and SYMPTOMS Does your child have difficulty:
Age 5 – 8	<ul style="list-style-type: none"> • Learning the alphabet • Rhyming words • Repeating what has been said • Staying focused • Learning to speak 	<ul style="list-style-type: none"> • Naming Letters • Matching letters to sounds • Learning to read at expected age • Remembering printed words • Remembering sight words 	<ul style="list-style-type: none"> • Learning to write and copy at an age-appropriate level • Writing letters in correct order • Writing numbers in correct order • Spelling correctly and consistently • Writing neatly 	<ul style="list-style-type: none"> • Poor self-confidence • Low self-esteem • Poor social skills - making and keeping friends • A quick temper/frustration 	
Age 9 - 13	<ul style="list-style-type: none"> • Rhyming words • Pronouncing words correctly • Speaking smoothly • Understanding directions • Understanding grammar/vocabulary 	<ul style="list-style-type: none"> • Reading at age-appropriate level • Enjoying reading • Remembering sight words • Learning and remembering new words • Understanding math word problems. 	<ul style="list-style-type: none"> • Understanding spelling rules • Spelling words consistently correct • Writing letters and numbers in the correct order • Writing neatly • Listening and taking notes 	<ul style="list-style-type: none"> • Fitting in with peers confidently • Maintaining a positive social status • Maintaining a positive attitude • Interpreting non-verbal actions (e.g. body language) of others • Maintaining an even temper 	<ul style="list-style-type: none"> • Assuming a good sense of direction • Learning new games easily • Learning and remembers new skills easily • Remembering numbers
Age 14 – 18	<ul style="list-style-type: none"> • Speaking fluently • Grasping a wide vocabulary • Using the correct grammar and vocabulary • Knowing the difference between words that look and sound similar • Getting to a point quickly 	<ul style="list-style-type: none"> • Reading at expected grade level and accuracy • Reading aloud proficiently • Recognizing sight words • Enjoying reading • Reading confidently 	<ul style="list-style-type: none"> • Consistently spelling words accurately • Fully developing ideas • Preparing accurate, comprehensive outlines • Editing written work • Being logical and organized 	<ul style="list-style-type: none"> • Identifying social strengths and weaknesses • Dealing with being teased • Making and keeping friends • Dealing with unexpected challenges • Identifying what others are feeling 	<ul style="list-style-type: none"> • Memorizing information • Organizing information • Being even keeled from day to day • Understanding space and direction

Information courtesy of: <http://www.learningally.org/>

If you notice a majority of these symptoms in your child, it's a sign your child learns differently and a logical next step would be to **phone us: 1300 732 998** to find out about getting diagnosed.

Point 4:

The first step is to identify the symptoms.

5. Why Hasn't Everything I've Tried Worked?

I often share the frustration of the many parents who find their way into my office, sooner or later, searching for real help for their child. Many parents have tried various treatments and options but often find that what they are trying just isn't working well enough to help their child make real progress in their reading or catch up with their chronological reading age and the other kids in the classroom.

Parents just like you have sought help for their children believing that they will find a real solution to cure their dyslexia. I will be brutally honest with you, dyslexia is not 'curable' and your child will not grow out of it.

Dyslexia is a way of learning that people are born with and they experience difficulties learning because they are not being taught the way they learn. When their learning styles are acknowledged, they *finally* gain the confidence they need, to **believe they can be whatever they want to be** (even going to university, if they want). Many parents have found frustration with various treatments and here are a few of the reasons why children don't succeed with some of the options they've tried...

- * Many people don't perform a comprehensive diagnosis and assessment on the child first, in order to get a full picture of what may be preventing the child from reading success. You must have the very best assessment and step-by-step plan for helping your child overcome learning difficulties and dyslexia.
- * The 'Whole Language' method doesn't work as well for children with learning difficulties and dyslexia. They need a multi-sensory approach to help them beat their reading difficulties. You see, many children, especially those with reading difficulties, learn best with a structured, sequential, cumulative, multi-sensory approach that involves all their senses, versus whole language which requires the child to remember the word as a whole.
- * Some programs and professionals out there simply don't offer evidence based multi-sensory phonics programs for children that need this kind of help. One of the biggest debates raging in the world of academia is the debate over how to teach children to read. If the two approaches: the Whole-language approach and the Phonics-based approach were combined, it would present an ideal learning environment for the majority of kids in the class. If your child is being taught with wrong approach that doesn't suit their preferred learning style, they fail to reach their full learning potential. You need a written document to give to everyone involved with your child's learning, telling them how your child learns and what support and accommodations are needed, so that they will finally achieve success in their learning.

Point 5:

You need a written document to give to everyone involved with your child's learning, telling them how your child learns and what support and accommodations are needed, so that they will finally achieve success in their learning.

6. Another piece of the puzzle?

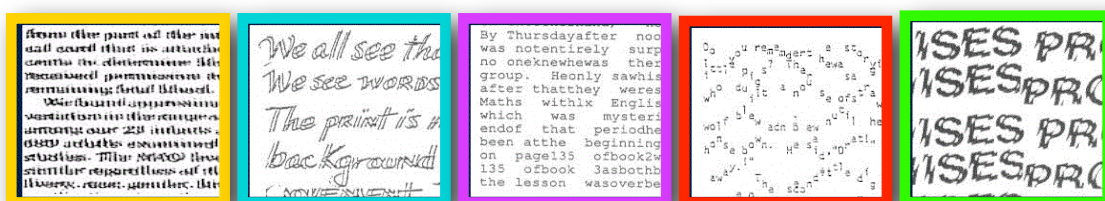
Perhaps, they just avoid reading books, or looking at the board or charts because they have a perceptual problem called **Irlen Syndrome**.

Over 10% of the general population and nearly 50% of children with learning difficulties may display:

- **LIGHT SENSITIVITY** Bothered by glare. Discomfort or difficulty concentrating or working under bright lights or fluorescent lights.
- **INEFFICIENT READING** Difficulty reading print. Print may shift, shake, blur, move, double, disappear, or becomes difficult to perceive.
- **SLOW READING RATE** Inability to read letters, numbers or words in groups. Problems tracking, correctly identifying words, or ability to skim/speed read.
- **ATTENTION DEFICIT** Problems concentrating while reading or doing school work. May have difficulty staying on task, looks away. Becomes restless, fidgety, or tired.
- **STRAIN OR FATIGUE** Strain, tension, fatigue, sleepy or headaches with reading and other perceptual activities, can interfere with the ease of reading, studying, or even listening.
- **POOR DEPTH PERCEPTION** Inability to accurately judge distance or spatial relationships. Accidentally hits others. May be unsure or have difficulty with escalators, stairs, ball sports.

These are the symptoms of Irlen Syndrome.

This is What Your Child May be Seeing When Trying to Read...



***Irlen Syndrome* makes reading painful and stressful for your child**

“Irlen Syndrome” is a visual-perceptual dysfunction, affected by lighting, glare, high contrast, patterns, or colours.

Individuals with “Irlen Syndrome” must constantly adapt to distortions from print or the background.

“Irlen Syndrome” is not, of itself, a learning difficulty but it can cause specific reading problems. This syndrome can affect...

- * Reading
- * Learning
- * Attention Span
- * Concentration
- * Energy Level
- * Motivation
- * Work Production
- * Job Advancement

"Scotopic Sensitivity (Irlen) Syndrome is a most significant piece in the jigsaw puzzle of dyslexia, and the Irlen solution can resolve several apparently intractable problems for dyslexia sufferers."

Felicity Craig, author of *Conquering Dyslexia*

"I have repeatedly seen dramatic, instantaneous response to using Irlen Filters...

and other transparent overlays; I am now convinced that Scotopic Sensitivity does exist and that it may be responsible for many of the so-called learning disabilities in our schools. I also believe that screening for Scotopic Sensitivity Syndrome should be a regular part of every school health program."

LouAnne Johnson, author of the bestselling book *The Queen of Education, Rules for Making Schools Work*, which inspired the movie *Dangerous Minds*

Individuals with undiagnosed problems of “Irlen Syndrome” **are sometimes considered underachievers and are told they could do better if they tried harder.** Some have been misdiagnosed with motivational, behavioral, or attitudinal problems, or as having attention deficits.

So many times I have seen the overwhelming relief in a child’s face, when they realise **they can be helped** – and then the return of confidence when they start to believe in themselves again.

No child wants or plans to fail
but sometimes they have a hard time convincing people,
they are trying as hard as they possibly can
and not just “being lazy”.

Irlen Syndrome can easily be spotted.
Give your child this QUICK QUIZ

- Do you skip words or lines when reading?
- Do you re-read lines?
- Do you lose your place?
- Are you easily distracted when reading?
- Do you need to take breaks often?
- Do you find it harder to read the longer you read?
- Do you get headaches when you read?
- Do your eyes get red and watery?
- Does reading make you tired?
- Do you blink or squint?
- Do you prefer to read in dim light?
- Do you read close to the page?
- Do you use your finger or other markers to keep your place?
- Do you get restless, active, or fidgety when reading?

Answering YES to three or more of these questions indicate possible “Irlen Syndrome.”

This is a signal that your child is experiences discomfort while trying to read. When you find something uncomfortable, do you continue to do it willingly? Enthusiastically? | know I don't! So why is the expectation "He must try harder," "She needs to put more effort into her work," placed onto a child who is becoming frustrated and discouraged with their 'failure' to learn?

Have you ever said, or heard someone say to your child, “but you read this word on the last page - you must know what it is on this page?” How frustrated do you think the child is when they realise the words on this page should be the same as the page before, but to them they look completely different? It can be as simple as the glare of the white page overpowering the black print, or as complex as seeing the print in a variety of distortions.

These are all symptoms of Scotopic Sensitivity Syndrome (SSS) or Irlen Syndrome, which is **not a vision problem, but a visual perception problem** that blocks reading ability. Having good perceptual skills is a critical component for effective reading and writing based activities. It was one of the most frustrating areas for me as a teacher and a tutor; that many students could not recognise, and therefore remember, a word from one page to another-until a parent told me of the dramatic change in their high school child who had been diagnosed with SSS and consequently prescribed coloured lenses.

The effect was to catapult that child from average results achieved through extremely long hours of hard work, and many days of headaches so severe the child had to go to bed after school to recover enough to begin homework, to achieving A levels in all subjects in year 12 and have the headaches disappear!

I have seen the effect of placing a coloured overlay on text, in children who have come to me for help. In some, it just makes the white page fade to the background and therefore makes the print clearer; in others, it is the first time they have seen whole words clearly! Their voice becomes more relaxed, less strained, lower, their shoulders relax and the words flow more easily. They understand what they are reading. For many children it is the missing piece of the puzzle that allows them to move forward in their learning.

As I said earlier, over 10% of the general population and nearly 50% of children with learning difficulties have symptoms of **Irlen Syndrome** so it could be a piece of the puzzle for **your** child.

The GOOD NEWS is that children can experience instant improvements in their visual processing, when they are assessed by an Irlen Diagnostician.

World Wide Learning Academy is also a Dyslexia and Irlen Clinic

phone: 1300 732 998

email: beatrice@worldwidelearningacademy.com.au

or visit our website www.worldwidelearningacademy.com.au for more information

and the calendars of available appointment dates and times.

The Irlen Method is the only research-based colour method backed by over 4,000 school districts in America. Used by educators since 1983, this patented method and colour-based technology was discovered by Helen Irlen, MA, LMFT, America's leading expert in perceptually-based reading and learning difficulties.

<http://irlen.com>

Point 6:

"Scotopic Sensitivity (Irlen) Syndrome is a most significant piece in the jigsaw puzzle of dyslexia and the Irlen solution can resolve several apparently intractable problems for dyslexia sufferers."

Felicity Craig,
author of *Conquering Dyslexia*

7. Your 4-step plan for your child's learning success.

Below is the simple, 4-step action plan, for your child to overcome their reading problems.

The Plan ...

1. Identify the point at which learning has stalled,
2. Evaluate your child's strengths (this can be powerful in minimising the effect of problems)
3. Establish your child's preferred method of learning
4. Provide a complete range of clear strategies for remediation for all your child's school teachers, letting them know what your child needs from the school, to accommodate them from year to year.

All it takes is for you, as the parent, to take the first step.

phone: 1300 732 998

email: beatrice@worldwidelearningacademy.com.au

or visit our website www.worldwidelearningacademy.com.au for more information

and the calendars of available appointment dates and times.

Following an in-depth assessment, World Wide Learning Academy will provide a written report for you and your child's teacher, that specifically outlines your child's learning problems and recommends detailed strategies for your child to be able to succeed in their learning.

The report will give you, very real results including...

- Putting an end to the frustration of not knowing IF you should be worried about your child's level of learning
- Overwhelming relief when you discover there is a solution to the frustrations and barriers your child has experienced throughout their schooling
- Renewed confidence in the future, when your child discovers they can get help and are not lacking in intelligence - they are NOT 'dumb'!
- Seeing a return to your child's real enthusiasm and passion for learning and going to school, when they see there is a plan that works and they are making progress from that plan

The ultimate goal of the report is to give you **a success blueprint that, if applied consistently and with absolute belief, helps children become happy, confident adults, not limited in choice of employment, but able to choose to be and do whatever they want.**

"When a child continues to make inadequate progress despite prolonged intervention and support, an assessment that: identifies the point at which learning has stalled; evaluates a student's cognitive (including phonological processing) and achievement strengths and weaknesses; and, provides a range of recommendations regarding future direction should be sought."

The Dyslexia-SPELD Foundation WA (Inc) Bulletin - September 2006

So now you have a starting point for helping your child.

All it takes is for you, as the parent, to take the first step.

phone: 1300 732 998

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and the calendars of available appointment dates and times.

**PLEASE DON'T ...
wait another year and hope they 'grow out of it'.**