Just Teach Me

Educate - Support - Empower

Global Dyslexia Awareness Pack

Links and Information to Dyslexia Support Organizations and Resources around the World

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Silver Linings Education Services

i for inclusion

dyslexiatrust

AUSPELD supporting people with learning disabilities

The Australian Federation of SPELD Associations

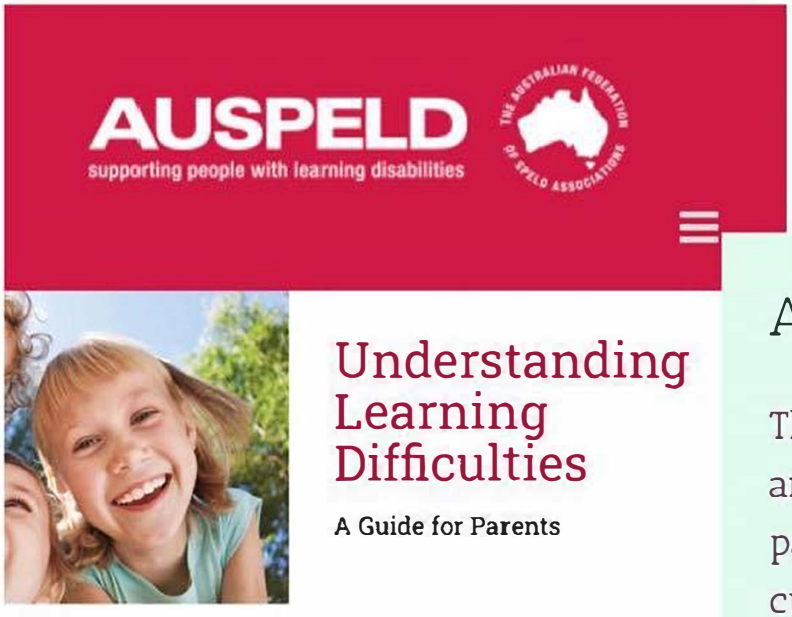
FEDIS Federación Española de Dislexia

Africa Dyslexia Organisation

DVS dyslexia victoria support

Nessy is pleased to recommend this excellent parent resource from Auspeld in Australia to a global audience.

http://uldforparents.com/



About this guide

This Guide has been designed and produced to provide parents and carers with current information about the nature of learning disabilities in children, and to offer practical guidance on the most appropriate identification, intervention and support.

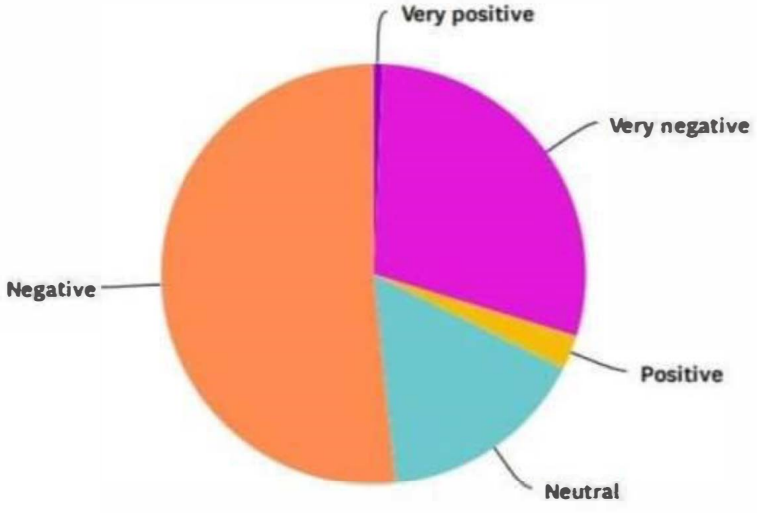
Other Australian Resources:
https://auspeld.org.au/
https://dyslexiavictoriasupport.com/
https://www.speldvic.org.au/
https://dyslexiaassociation.org.au/

Children's Mental Health and Dyslexia

What impact does your child's literacy difficulties and/or dyslexia have on his/her mental health?

This question was asked recently in a survey undertaken by Dyslexia Victoria Support in Australia.
The answers were concerning.

81% of responding parents believed that literacy difficulties and/or dyslexia has a "negative" or "very negative" effect on their child's mental health.



DVS
dyslexiavictoriasupport.com

DYSLEXIA FACT SHEET

Silver Linings EDUCATION SERVICES

Provided by Enid Webb SLP, CEO Silver Linings Education Services, California USA



DYSLEXIA IS A LANGUAGE -BASED LEARNING DISABILITY

-The U.S. Department of Health and Human Services estimates that 15% of the population has dyslexia.

-People with dyslexia have normal intelligence, and can succeed in school with tutoring or a specialized education program.

-Research suggests, the majority of dyslexic preschoolers are happy and well adjusted and emotional problems begin to develop when early reading instruction does not match their learning style.

WHEN INSTRUCTION DOES NOT MATCH EDUCATIONAL NEEDS AND LEARNING STYLE

- Many children with learning disabilities experience anxiety, social isolation, humiliation, sadness or lack of self-confidence on a daily basis.
- A survey, conducted by the University of Macedonia at the Aristotle University of Thessaloniki on bullying, showed that students with learning disabilities suffer school bullying at a rate double to ten times that of their peers.

MORE LIKELY TO DROP OUT

- Black and Hispanic students with learning disabilities experience much higher rates of school disciplinary actions, higher rates of drop out and lower rates of graduation.
- One-third of students with learning disabilities have been held back (retained) in a grade at least once.
- Retention is linked to increased behavior problems that become more pronounced as children reach adolescence and is also known to highly correlate with dropping out of school. Dropouts are five times more likely to have repeated a grade than high school graduates.

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EARLY INTERVENTION IS IMPORTANT!

-UK National Statistics data (2016, 2017) suggests only a fraction of individuals with developmental dyslexia are diagnosed at primary school (6–11 years old), with many more being recognised in Secondary School (11 –18 years old).

When students are taught appropriately, they can learn and thrive into adulthood.

-40% of the 300 millionaires who participated in the more comprehensive study had been diagnosed with dyslexia.

-One in three American entrepreneurs have dyslexia. Entrepreneurs like Thomas Edison, Henry Ford, Steve Jobs and Charles Schwab were all dyslexic. Perhaps better strategic and creative thinking could provide a real business advantage.

SUICIDE RATES HIGHER WITH DYSLEXICS

- Students with dyslexia are 10% more likely than normal readers to drop out of school, and suicidal thoughts were strongly related to dropout rates.
- **Students with learning disabilities like dyslexia have a three times higher risk of attempting suicide.** – Suicide, School Dropout and Reading Problems Among Adolescents. Journal of Learning Disabilities.
- **89% of suicide notes have dyslexic-type spellings in them.** – Learning Disabilities and Adolescent Suicide. Journal of Learning Disabilities.

DRUG/ALCOHOL ABUSE AND HOMELESSNESS

- Research suggests, inferior educational experiences seem to lead to low self-esteem and for some people develop into severe issues of stress, anxiety, depression , and (in some cases) problematic drug and alcohol use, leading them to higher rates of homelessness.

DYSLEXICS OVERREPRESENTED IN PRISONS

- A recent study suggested that people with dyslexia and ADHD are overrepresented (40%) within the Swedish prison population. Research also found that **up to 50% of the prison population have some form of dyslexia.**
- 80% of prison inmates in Texas are functionally illiterate. 48% have dyslexia.
- 49% of Prisoners do not have a high school diploma.
- 85% of youth in juvenile detention facilities are eligible for special education services, yet only 37% received these services while in school.

The U.S. Department of Health and Human Services estimates that 15% of the American population has dyslexia.

Research suggests, the majority of dyslexic preschoolers are happy and well adjusted and emotional problems begin to develop when early reading instruction does not match educational needs

Many children with learning disabilities experience anxiety, social isolation, humiliation, sadness or lack of self-confidence on a daily basis

Dyslexic students are more likely to drop out of school.

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DYSLEXIA AWARENESS
IN SPAIN AND IBERO-AMERICA





HISTORY OF THE "UNITED FOR DYSLEXIA" CAMPAIGN IN LATIN AMERICA



In 2008 the Dyslexia and Family Association (DISFAM), together with the Spanish Dyslexia Federation (FEDIS) created the campaign "United for Dyslexia" with the aim of giving visibility to specific learning difficulties.

Firstly, we wanted to start by holding a great charity Gala Dinner, on November 8th, to reward all the people who had been involved since 2002, contributing their grain of sand and building our cause in the world of Spanish speakers. The first years were the most difficult, since there is so much that needs to be done and you do not have examples of positive experiences from your own speaking community, a fact that makes the campaign even more difficult at those times.

A very relevant fact for the visibility of the campaign is that television decided to broadcast the Charity Gala, at no cost to our Organisation. This detail meant that we had a huge audience and were able to get a thousand viewers to generate more support, which is objective of our organisations.

Since that broadcast, we have continued to celebrate an International Congress every two years, as well as Charity Galas similar to the one in 2002. Presidents, Ministers, heads of public and private institutions, and even the First Lady of Argentina, are some of the authorities who have had the pleasure of being able to accompany us to some of our events related to this campaign.

TODAY MORE THAN EVER, WE MUST BE 'UNITED BY DYSLEXIA.'

In the early years of the Campaign, the day of dyslexia had been celebrated on November 8th. It was years later when, together with the European Dyslexia Association, we tried to make the day the same in all parts of the world, celebrating it like this, every Thursday of the first week of October.

Just four years ago, our organisations unanimously decided to look for an appropriate colour that would represent us, to give even more visibility to our cause and the “United for Dyslexia” campaign.

”WE ALL HAD IT CLEAR: TURQUOISE.”

Just search in google to find that its main meaning is; sedative of emotions and has the ability to calm the deepest feelings and thoughts. Definitely; PEACE, TRANQUILITY, CREATIVITY, balance, and emotional stability. Needless to say, very accurate and appropriate meaningful words for our organization.

In 2018 the largest Communication group in Italy and Spain (MEDIA) offered to disseminate the Campaign "United for Dyslexia" on all its television channels and social media, the month of October on the occasion of being when the international dyslexia day. This broadcast was a before and after, showing the citizen building lit up in turquoise illumination. It was impressive to see this collaboration come to life.

That is why today, hundreds of public and private institutions are illuminated on October 8th, as a sign of support for our campaign and collective.
This 2020, after consulting with the main dyslexia associations, it has been decided to bet on a single day. We cannot defend a variable day since, on many occasions, it coincides with other celebrations and the causes of our partners in battle and hard work should not be overshadowed.

We have officially asked governments to support this initiative so that the United Nations declares October 8th World Dyslexia Day. We are very happy to see how many of these governments have already taken the firm step of supporting this initiative, and we will always be at the disposal of our entire group, to defend this cause in all the corresponding organisations.

Today more than ever, we must be "United by Dyslexia."

FEDERACIÓN ESPAÑOLA DE DISLEXIA

DYSLEXIA AWARENESS IN NIGERIA



Globally, it is estimated that dyslexia occurs in at least 1 in 10 people, putting more than 700 million children and adults worldwide at risk of life-long illiteracy and social exclusion (Dyslexia International, 2017).

In Nigeria

There are more than 1.5 million cases per year.

90% of Children

with dyslexia can be educated in the regular inclusive classroom (Dyslexia International, 2017)

In partnership with Nessy Learning our strategies for teaching students with dyslexia will be beneficial to both students with dyslexia as well as their non-dyslexic peers who are learning how to read.

FOR MORE INFO:

admin@cacademy.sch.ng

www.cacademy.sch.ng/dyslexia



India is a multilingual country,

and faces the biggest challenge in screening. The Indian Constitution lists 22 languages, yet screening tools are currently available only in four, namely English, Hindi, Marathi and Kannada. This implies that the native speakers of all other languages stand a slim chance of being diagnosed. Also, because of the lack of awareness and trained human resources, a very small percentage of only the urban population goes for a screening. Rural India has hardly heard about "Dyslexia". There are no teacher training courses for dyslexia approved by the Rehabilitation Council of India (RCI), or available in India. The children who have dyslexia get accommodation in very few setups, but intervention is provided by even fewer setups. The state-run schools are yet to recognize and accept dyslexia. The private sector contributes to nearly 40% share in enrollment of K-12 students in India. Sadly , dyslexia is rarely recognized in those schools. The high teacher-student ratio and the lack of teaching assistants in classrooms neither allows teachers to provide special attention to a dyslexic child, nor the freedom to be a little more innovative in classrooms. In most cases, the child goes undiagnosed, fails in examinations, and eventually has to leave the school.

The teachers who have done specialized dyslexia courses from foreign universities cannot get their qualifications recognized by the Rehabilitation Council of India (RCI).

The Indian society is yet to become inclusive. The word "disability" is still used widely in India. Terms such as "Learning Differences" and "Learning Difficulty" are virtually unknown even among the educated people in day-to-day life.

India has a long way to go to give due recognition to its dyslexic population.

i for inclusion™

Manobina Chakraborty
Autism specialist and SpLD consultant
Inclusive Education Consultant
Founder, i for inclusion
Torchbearer, Saaransh Foundation

"Hopefully, a day will come when India will recognize and accept dyslexia as part of neurodiversity, and the undiagnosed, unrecognized dyslexic population will get their due respect and opportunities in this ethnically, linguistically and culturally diverse country."

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DYSLEXIA IN AFRICA

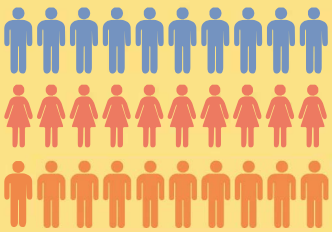
AFRICA DYSLEXIA ORGANISATION

Education. Awareness. Support

DYSLEXIA INFOGRAPHIC ON GHANA

HOW MANY DYSLEXICS?

10 to 15% of the population. Little is known about dyslexia in Ghana, therefore there is no factual data for this country.



KIDS TO ADULTS

GHANA DIVIDED INTO 16 REGIONS

MORE PUBLIC VS PRIVATE SCHOOLS



LESS ATTENTION

- Only 1 city in Ghana has an Assessment Centre.
- Most teachers do not know about dyslexia or other learning difficulties.
- Public Schools do not have resources to accommodate students with learning difficulties.
- Under performing students are punished or caned for scoring low in subjects.
- No creative teaching and learning.
- No counselling in schools.





PRIVATE SCHOOLS

MORE ATTENTION

- Some private schools are resourced to accommodate students with learning difficulties.
- A private assessment in Ghana costs between $800 to $1200, which is not affordable for most families.
- Teachers know about dyslexia and other learning differences.
- They provide creative learning with an Individualized Learning plan.
- They are very accommodating to students needs.
- They have a counselling department.

HELP IS NEEDED IN GHANA

- Reduce class size in Public schools.
- Dyslexia Assessment Centres in all regions in Ghana.
- The Education curriculum in Ghana needs to be revised.
- Training for every teacher on dyslexia and other learning difficulties.
- The government should invest more into education to make more accessible for all.
- Screening for under-performing students to set up individual learning plans for them.



AFRICA DYSLEXIA ORGANISATION IS CHAMPIONING THE AWARENESS AND ADVOCACY IN GHANA AND BEYOND.

Support us and join us! Visit www.africadyslexia.org

email us: info@africadyslexia.org