



DYSLEXIA

Parents' Free Guide

MEET THE Founder



Welcome to your free parents guide.

This e-book resource has been put together for parents who may feel helpless not knowing what to do and how to support their child through their learning journey.

I hope you find this resource helpful.

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"Parents are in a unique position to be able to support their children on their learning journey."

Natalie Nicholls

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INTRO

Is your child struggling with learning?

Maybe they have a specific learning disorder such as dyslexia? How do you know?

One of the most common comments I hear from parents is that they feel out of their depth when it comes to their child's learning and behaviour.

How do you know if your child has a learning disorder, such as dyslexia?

Is there anything you can do to help. The answer is YES!

The best part is, as a parent, you are in a unique position to make a HUGE impact on your child's learning.

There are two things you can do as a parent to help.

Knowing WHAT to do is the hard part! Let's tick that box and get started.

Increasing your knowledge increases your confidence!

What is Dyslexia?

What actually is 'dyslexia'?

Definitions describe dyslexia as being a difficulty in learning how to read and develop literacy skills. The definitions further describe the term as including weaknesses in rapid naming, working memory and processing speed. I'll go into the meaning of these terms separately.

For now, I'll explain it in a different way. Research shows us that when someone has dyslexia, they have difficulties processing language (more specifically sounds) in the brain. What does that mean for the learning process?

There is a part of our brain, in the left hemisphere, that processes language. This is the area that deals with all language, i.e. what we say, what we hear and what we write are all processed in this area of the brain. In addition, the brain also needs to connect and communicate with the eyes, motor, organisation, memory areas, all of which occur at the same time! If these areas are inefficiently connected, the result will be slower processing.

If an area of the brain required for literacy is under-developed and/or there are inefficient connections, it impacts our ability to deal with language (reading, spelling etc). Think of it like a highway that has a direct route or more indirect route. The direct route finds the destination and travels efficiently from A to B and back again (resulting in reading or spelling). Children with dyslexia often either have under-developed areas of the brain (words or spelling not stored) and/or more complex (ie. indirect) brain circuits, which contributes to difficulties with reading and spelling.

This is also why one early years indicator of dyslexia is delays in speech and language.

Dyslexia is more common than people often realise and research suggests it affects approximately 10% of the population (whether diagnosed or undiagnosed).

Research also shows that dyslexia can run in families and does have a genetic component. Someone can be born with a pre-disposition towards dyslexia, but it doesn't mean they will automatically have dyslexia or difficulties with literacy. The environment that the child is born and raised in, the language exposure, auditory development will have a significant impact too.

New research has shown that we can change and grow our brains. The idea that we are just born and then stay that way is no longer supported by research. Approximately 50% of who we are comes from genes and the other is the environment we are exposed to. Which means we can grow and we can change. How awesome is that!

Indicator Checklist

The following are common indicators for dyslexia...

The brain commonly 'hears' a sound in a word differently to the way it should be. For example hearing, 'e' instead of 'i' sound.

- Matching letters to sounds is difficult.
- Learning colours in the early years can be difficult.
- Identifying that there are individual sounds in words.
- Decoding (bark reading), reading fluency is commonly impacted.
- Avoidance of reading.
- Difficulties with rhyming and spelling.
- Delayed speech development.
- May have anxiety and struggle with emotional regulation.

NEXT STEPS

Is there anything I can do to help my child with dyslexia? YES!

Firstly, it is important to understand that it is highly likely your child is trying their very best. So, please don't think dyslexia is a result of not trying.

Older children may have given up, but younger children commonly try their best.

Trying the same thing, harder will make very little or no impact.

STEP 1:

The brain is still changing all the time. YAY!

Boost your child's nutrition, emotional wellbeing, movement/exercise and sleep. Check out our courses and programs to teach you how to get your child's brain and body ready for learning.

STEP 2:

Seek a comprehensive assessment. In many cases, children with dyslexia also have underlying weaknesses in other areas such as auditory processing, sensory processing, ADHD, behaviour, low confidence etc. These areas often go undetected and are foundational to developing successful literacy skills.

STEP 3: Start now! Research has shown that early intervention is key. Without the right targeted intervention, commonly children stop progressing. Imagine if your child is in year 3 or 4 or even year 5! That's at least 2 years of schooling to catch up on. The earlier you start intervention, the quicker they can keep up with the learning in their class and feel more confident.

References

THE CHOICE TO MAKE A DIFFERENCE

Dweck, C. S. (2019). The Choice to Make a Difference. *Perspectives on Psychological Science*, 14(1), 21-25. <https://doi.org/10.1177/1745691618804180>

OVERCOMING DYSLEXIA

Shaywitz, S.E. (2003). Overcoming Dyslexia. A New and Complete Science-based Program for Reading Problems at Any Level.

Final Thoughts

Reach Out!

I hope you found the e-book helpful.

Navigating a child's learning journey can be challenging, but it doesn't have to be.

Check out our success rates and courses on the website at www.plecslearning.com.au

I look forward to journeying with you.

Warm regards,

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*Take A JOURNEY
WITH ME* 



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