

INTERNATIONAL DYSLEXIA ASSOCIATION
INLAND EMPIRE BRANCH

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LIVING WITH DYSLEXIA
PRACTICAL TIPS FOR SUCCESS

CLARANN J. GOLDRING, PH.D.

Clarann Goldring, Ph.D., is a licensed psychologist in the State of California, and she has a private practice in Sherman Oaks. She started her training in 1974 at Thaliens Clinic at Cedars Sinai working with families and children with disabilities. She received her Marriage and Family, Child Counseling License in 1976. She received her Ph.D. in 1984 and her Clinical Psychology License in 1986. Dr. Goldring has been in Private Practice since 1976. She was President of the Los Angeles Branch of the International Dyslexia Association and a founder of the Southern California Consortium of the International Dyslexia Association. She was the Director of Counseling at Parkhill School for Learning Disabled Children from 1982 to 1989. She has lectured the International Dyslexia 1998 Conference on Multisensory Parenting for Children with Dyslexia and ADD. Dr. Goldring has been married for 49 years. She has four married children and ten grandchildren. She has dyslexia and ADD. At present she is in the process of completing her advanced Practicum Supervisor Training as a Choice Theory Instructor.

Contact Information:

Address: 15233 Ventura Blvd. Suite 1200, Sherman Oaks, CA, 91423

Phone: 310/ 552-5736

Email: cjgoldring@adelphia.net

LIVING WITH DYSLEXIA PRACTICAL TIPS FOR SUCCESS

AREAS TO BE COVERED:

- I. ACCEPTING YOUR LEARNING DIFFERENCE AND ADAPTING ACCORDINGLY – Virginia Commonwealth Study (1)
- II. DEALING WITH THE “SELF ESTEEM’ ISSUE
- III. DEALING WITH ANXIETY, OVERWHELM, PROCRASTINATION
- IV. ORGANIZING YOUR THINKING, YOUR HOME, WORK SPACE ANAD ACADEMICS
- V.. RULES FOR SUCCESS

I. ACCEPT YOUR LEARNING DIFFERENCE AND ADAPT ACCORDINGLY. The key for unleashing the potential within each person is through a set of specific coping strategies and techniques.

1. Four components:

RECOGNIZING the disability was the key beginning point.

Denial leads to continued failure and moving ahead is impossible.

PERSISTENCE - THE NEED TO WORK HARDER THAN OTHERS -

Accepting both the negative and the positive.

UNDERSTANDING YOUR STRENGTHS AND WEAKNESS -

What is my disability and how does it effect my everyday world?

ACTION All the recognition, acceptance and understanding in the world are useless without a conscious decision to work towards a goal.

(note: moderately successful adults with learning disabilities had more trouble with acceptance. They were very creative but did not use compensation.)

UNDERSTAND YOUR STRENGTHS AND WEAKNESSES AND ADAPT WITH COMPENSATIONS

II . DEALING WITH THE SELF ESTEEM ISSUE

A. REASONS FOR POOR SELF ESTEEM:

1. Erik Erickson “Eight Stages of Man”

Industry vs Inferiority - school is the entrance into the technical life.

Failure causes feelings of inadequacy and inferiority.

Despair over the use of tools and skills

despair among peers - becomes isolated.

loss of hope of industrial association.

B. COPING WITH POOR SELF ESTEEM AND THE IMPACT OF OTHER PSYCHOLOGICAL PROBLEMS.

1. THE STRUGGLE: Develop an understanding of the struggle and the frustration of our disability

Self Psychology - If someone understands our struggle, allows us to cry, and does NOT take the struggle away, the self will accept the need to struggle and learn to persist.

Vice President of the United States, Nelson Rockefeller says "Feeling sorry for our selves is our greatest hindrance.

Parents tend to overprotect. The children must learn to struggle, especially a child with a learning disability.

ADMIRE THE FACT THEY WORK THROUGH THE STRUGGLE.

III. DEALING WITH ANXIETY, OVERWHELM, PROCRASTINATION

- A. ANXIETY** causes feelings of being overwhelmed.
- B. LEARNED HELPLESSNESS** - avoid the task in order not to fail.
- C. PROCRASTINATION** – Making mountains out of mole hills. so you do many other things of less importance but feeling productive.
- D. Solutions:**

TAKE A DEEP BREATH – SLOW DOWN.
BREAK IT DOWN INTO SMALLER PARTS.
MAKE A PLAN – ORGANIZE THE ACTIVITY
YOU CAN NEVER WING IT !!!!!

SELF TALK:

I am unable to spell but I can create great ideas for a story.
I am unable to remember the detailed information but
I can tape it, write it down and with time I can fully understand it."

IV. ORGANIZING YOUR THINKING, YOUR HOME, WORK SPACE AND ACADEMICS.

C. Organizing Cognition

1. Normal internal state of being:

Dyslexia: words are confusing and overwhelming, there is no right or left, concepts are hard to grasp, verbal information overwhelms our circuitry.

ADD/ ADHD: fragmented, confused, overwhelmed

MY BRAIN: I WAKE UP FRAGMENTED IN UNFOCUSSED CLUTTER!!

2.. Everyone has a preferred learning style.

1. What is your best cognitive workspace?

If someone gives you information – How do you put it in your long term memory - visualize/verbalize.

3. Organize the information into concrete usable information.

4. Multi-sensory - see it, hear it, do it (kinesthetic).

TIME:

Digital: now it is 7:30 am and we leave house at 8:10 am.

Convert to usable time:

Spatial: the is ____ much space until 8:10 am

Concept: there are 10 5 minute sections until we leave.

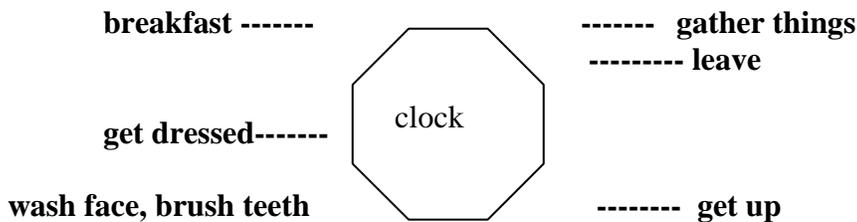
What do we do with in these 5 minutes sections of time ?

Make a clock: write in what needs to be done.

TIME BECOMES CONCRETE AND USABLE !

I CAN SEE IT, I CAN WRITE ON IT, I LEARN BECAUSE

I CAN USE IT. I THINK ABOUT HOW A CLOCK IS USED.



ORGANIZING BASIC INFORMATION

(I feel so dumb when I have to ask.)

Calendars - family, individual - weekly, homework, semester

Money - amounts, allowance, clothes allowance List of fun activities

Math - times tables, percentage Family information: emergency phone numbers

I can see it, touch it, write on it.

ORGANIZING THE ENVIRONMENT (gross organization)

Items to use for assistance:

- | | |
|-----------------------|-----------------|
| scraps of paper | calendars |
| lg. post-its | day timers |
| sm. post-its | bulletin board |
| markers | paper clips |
| files | graph paper |
| redwells | drawer dividers |
| envelopes | lg. paper |
| cards, lined | Quicken |
| baskets, boxes | |

ORGANIZING THE DAY AND THE WEEK

FAMILY MEETING!

Organize the week -fixed commitments.

Organize the day - schedule (homework, chores, clean-up)

THE NIGHT BEFORE - ORGANIZE YOUR DAY !

(Reduces anxiety)

LIST TO DO: (scrap paper, lg. post-it) CALLS TO MAKE:

BLOCKS OF TIME: (Sequence the list to do) (day schedules)

REMINDER NOTES: (put in important places)

FAMILY CALENDARS - all important dates, lg. homework assignments,
chores. If there is a divorce use a traveling calendar.

BULLETIN BOARDS - important information, invitations, master calendar
charts for chores

GROSS ORGANIZATION: baskets, boxes, rolling toy chests, dividers for drawers (boxes),
envelopes.

BLESS THIS MESS!!!!

THIS WEEK:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND:
3						
-						
3:30						
-						
4:00						
-						
4:30						
-						
5:00						
-						
5:30						
-						
6:00						

-
6:30
-
7:00
-
7:30
-
8:00
-
8:30

On Sunday organize, fixed homework, family activities, bed time, TV time. Etc.

ORGANIZING HOMEWORK

1. What is the information you are dealing with? (overview)
 1. What is the math about?
 2. What is the chapter about?
 3. What is the paper about?

EXAMPLE:

SPELLING: How does the child integrate information into taking responsibility to do well on a test? If the child did poorly on the last test, do they know what they need to do to do well on the next test?

Large “post it” paper

Discuss the process of how to learn the words (be creative) - sequence this
process on a calendar.

Write a break down of the sounds (with silly drawings).

Flash cards. Dance to the beat

READING CHAPTERS ;

A. How do you read the material and organize the information.

1. Survey the overall picture - what is the chapter about?

What are the subheadings or areas of information?

What does this paragraph tells us?

2. The use of concept trees, diagrams, charts, outlines, time lines to organize information.

AFTER YOU HAVE AN OVERVIEW

SHUT YOUR EYES AND CRAWL INTO THE INFORMATION

WHAT IS THIS SENTENCE GOING TO TELL ME?

(Make a picture - self hypnosis)

MATH - how many problems? divided it into four groups, then one at a time.

WRITE A PAPER: (use 3 x 5 cards)

What is the paper about? (possible titles)

Collect card with information – then organize the cards

What subtopics are you going to discuss?(random ideas) (colored cards)

bits of information gathered (white cards) (on computer - print out-
cut up, then move info on the computer.)

Organize subtopics, sort white cards by subtopics,

Make large master on large paper.

List of key words - list key descriptive words, list connectors and lingo

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HAVE SOMEONE EDIT THE PAPER - EVEN AFTER A SPELL CHECK.

HOW TO MEMORIZE MATERIAL

(use diagrams, use cards, use tape recorders, visualization, auditory associations mnemonics)

READ IT, SAY IT, WALK WITH IT, BOUNCE WITH IT,
MAKE PICTURES WITH IT

(Note: why do I forget? I am not interested - not my choice to remember.

For this moment I need to be interested.

Relax - crawl into this material for a moment. Make it a challenge!)

CONCEPT TREES

Concept trees provide logical ways of looking at written information.

Make a concept tree of the chapter.

Title of chapter

Subheadings:

main point of paragraph information

_____ Additional examples:

V. 10 STEPS TO SUCCESS

1. UNDERSTAND YOUR STRENGTHS AND WEAKNESSES
ACCEPT YOUR DISABILITY
ADAPT WITH COMPENSATIONS

2.SET GOALS

A LEARNING DISABILITY IS A LEARNING DIFFERENCE
WITH GREAT CREATIVITY!!!

3. THE TASK MUST BE COMPLETED BUT DO NOT MINIMIZE THE STRUGGLE!!!
NO ONE CAN MAKE IT BETTER BUT AT LEAST SOMEONE UNDERSTANDS.

4. WHEN A TASK FEELS OVERWHELMING - TAKE A DEEP BREATH
AND BREAK IT DOWN INTO SMALLER PARTS.
NO MATTER HOW LARGE OR SMALL THE JOB IS
I CAN DO IT!!!

5.CREATE IT, PLAN IT, IT
IN SMALL STEPS.

6.TAKE PRIDE IN YOUR ACCOMPLISHMENT
I AM PROUD OF WHAT I HAVE ACCOMPLISHED
ESPECIALLY SINCE I HAVE A LEARNING DIFFERENCE

7. DEVELOP A SUPPORTIVE ENVIRONMENT
WHEN FEELING ALONE - TALK TO OTHERS

8. IF YOU FEEL AT A LOSS - ASK FOR HELP!

9. YOU WILL NEED TO WORK TWICE AS HARD AS OTHERS
YOU WILL BE COME TWICE AS STRONG

10. WHEN YOU ARE DOWN - GET UP- GO AT IT AGAIN.
PERSIST, PERSIST AND PERSIST!