

My Child has Dyslexia

Q: My child has dyslexia and I am wondering what I can do to help him.



A: When I look at a list of the signs of dyslexia I see a great many functional indicators of a child who is in sensory overload. However, this shouldn't surprise us because all kids who struggle are in some degree of sensory overload; it comes with the territory because the core cause of all such struggles are an inability to process normal volumes of sensory information found within our environment. This is because of the lack some core skills and abilities and, once we give these to a child, and show them how to perform tasks whilst utilising these skills, abilities and processes, their struggles rapidly resolve. And it's no different for kids with dyslexia.

In my world we don't treat labels or conditions. I'm all about the kids, not what someone else may think about them. In fact, I don't really care what someone else may have said or thought about a child because they are invariably looking at that child from a rather superficial perspective. I way more interested in what they are doing and how they are doing it and I am interested in this in a far deeper way than most even consider. So, first we need to evaluate the child and see what it is they are actually doing at the core of their performance. This is a simple process, consisting of having the child perform certain tasks, engaging in discussions with them about what they are seeing, how they think they may perform those tasks and then providing them with a functional means (a useful way of doing things that actually works) of completing those tasks. And, because I am changing the core of their performance, what we see on the surface in terms of how they perform those everyday tasks, including educational tasks, changes quickly and profoundly.



What I know about 'dyslexia' is that these kids have a core issue of not knowing how things relate to one another on a deep level. There is usually an issue of how to orientate various pieces or aspects of a task to each other and they need to be given a basic structure in order to do this. At the level I work at, the kids get to follow some simple instructions in order to complete tasks. It is a process in which they cannot help but succeed and complete tasks that they know they could never have completed in the past. Those instructions are given in such a way that the child naturally forms the capacity to connect the dots and see how their actions relate to the things they make and do and success naturally inspires confidence. I find that a child only needs to repeat something 3 or 4 times in a specific way and it is integrated. When something has been integrated it means that we naturally, instantaneously and spontaneously move to in that way, without ever thinking about it. Just think about walking and how you never have to think about doing it and you will know what I mean.



Dyslexia can be a very simple thing to correct and I can think of a few kids who I only ever saw twice and their struggles completely resolved. However, I really want parents to consider what they have been told and to know the reality is that these conditions do not need to be permanent and, no matter how much your child appears to be struggling, the chances are they have a completely treatable condition, which will only take a few sessions to resolve.

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