

# Speaking the Language of Dyslexia

Laughton King, Educational Psychologist

**One in ten New Zealanders have dyslexia, including 70,000 schoolchildren. Too often for these children, failure turns into frustration, leading to problems at school and later in life. Learn how to teach them in a style they can understand with these affordable seminars for teachers, parents and special educators.**

"Wow have you got our staff thinking. Thank you so much for your presentation on Tuesday. You have really opened the staff's eyes as to the impact our teaching and 'phrasing' of instructions really affects our children day to day."

Emma, Teacher, Christchurch

"Thank you so much for today. I am so thrilled that you have turned up out the blue and moved our staff to a new level of thinking. I really believe they will come in tomorrow and think more carefully about their class. I hope many other schools invite you to do what you have done for us."

Penny, Senco, Christchurch

"One of our parents attended your course and she came back absolutely ecstatic about the info you had given her to work with her son. The changes at home are starting to already be apparent at kindergarten and she had a lot of light-bulb moments during your talk."

Lynne, Teacher, Christchurch

"I attended thinking I was going to learn about my son, but came away with a much better understanding of my own life. For the first time it all made sense."

Brian, Carterton



# Fuelling our Childrens' Learning

Laughton King is an educational psychologist and author offering a range of short seminars to help educators and parents understand learning difficulties like dyslexia, and the concept of co-operative parenting. A dyslexic learner himself, Laughton has nonetheless overcome this learning difference and, following a successful 30 year career as an Educational, Child and Family Psychologist, has taken his teachings on the road.

Laughton's message is simple: that teaching and talking to dyslexic children in the same way as you talk to 'normal' learners is a bit like putting petrol into diesel engines – the engine goes sluggish, overheats and finally fails to perform. This, he says is what happens when we fail to recognise that many children think in pictures, not words.

If you know a child who takes a simple instruction like 'don't open the front door' and does the opposite, it might be because they're acting on the picture of the front door you've created in their head. Recognising this and many other small ways you can help a 'picture thinker' can have a massive impact in the classroom and at home.

Laughton can fit his message to groups of all shapes and sizes – from one-to-one sessions with parents, to workshops for teachers, to evening sessions for the community.

Given that smaller communities are often by-passed by visiting speakers, it is Laughton's intention to visit both cities and towns in heartland New Zealand, running his seminars in an enjoyable and affordable manner.



## Quotes from the seminar



“Being dyslexic, academically qualified, and professionally experienced, I am in a reasonably rare position. This is a privilege, but it carries an obligation – to help teachers and parents to understand the style, and the reality of dyslexic children.”

“Dyslexic children are often picture thinkers. If you can’t draw a picture of it, then it will be difficult for them to understand – so phrases like ‘hurry up,’ ‘tidy up’ or ‘put your gear away’ can often be confusing. How about ‘put your bag on the hook behind the door’? Finally, there’s something a picture thinker can understand.”

“What we need is a basic understanding of their natural style, acceptance of their pictorial processes, and for teachers and parents to take this into account. Let’s stop blaming the victim. We need to change us, and what we do, rather than trying to fix the children.”

“The implications of not recognizing learning differences are horrendous. It cuts so many of us out of successful education. This has a huge impact on the self-concept of a large proportion of our population. This can lead to drugs, alcohol, poor physical and mental health, and even split families, domestic violence and prison.”

## Questions covered in the seminar

Why are boys more often affected by dyslexia than girls?

Why do dyslexic children break rules when they’re trying so hard to keep them?

Why is it so hard for them to describe their feelings?

What impacts do food and lifestyle have on dyslexia?

What can I do to help my own child cope better - at home and at school?

What sort of classroom and teaching adjustments will make things easier for a dyslexic child to learn?



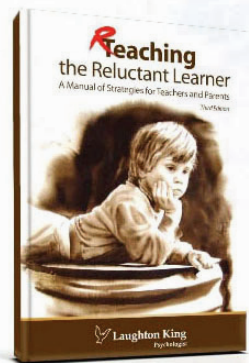
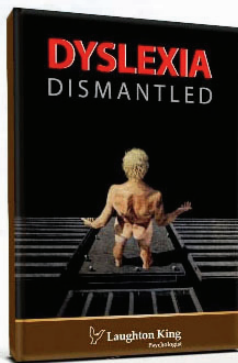
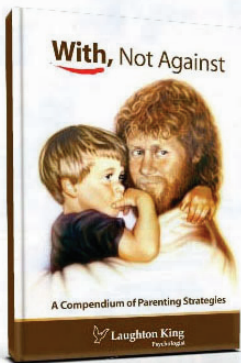
# How to Book



Seminars are typically 2-3 hours in length and suitable for groups of 12 to 100 participants – from your own school, or the general community. Inviting parents, friends, social workers, and other local schools is a great way to keep costs down.

Laughton's fee system reflects the independent, unfunded nature of his mission. Fees for presentations (seminars or workshops) are at a flat rate of \$200 per hour (+gst), plus a mileage charge, or air tickets and accommodation (motel or billet) depending on destination:

- **Staff Training:** Seminar in 'staff meeting' format, (2 hours), or Teacher Only Day (6 hours).
- **Community Evening:** parents from the community, held in school library or staffroom, (3 hours).
- **Teacher Aides** and Learning Support staff, during school time (6 hours).



Laughton has written three books:

- **Reaching the Reluctant Learner:** a manual of strategies for teachers of primary level students.
- **With, Not Against:** a compendium of positive and co-operative parenting strategies.
- **Dyslexia Dismantled:** a clear breakdown of what dyslexia really is, and how we can work with these children.

**Contact Laughton directly to book a seminar or to request more information, including copies of his articles on dyslexia, picture thinking and ADD/ADHD.**

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