

# UNLEASH THE POWER WITHIN

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# The Report of the Task Force on Dyslexia (2001)

- ◎ “manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing”.
- ◎ “difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills as evidence of inefficient information processing”

DO EDUCATORS IN  
HIGHER  
EDUCATION HAVE  
AN  
UNDERSTANDING  
OF DYSLEXIA?

- ◎ The Task Force noted that dyslexia “May be alleviated by appropriate intervention... “However it stresses “ones needs to approach dyslexia with an understanding of modes of thinking”.

<http://www.youtube.com/watch?v=gwZLFTW4OGY>

## Two Kinds of Thinking: Verbal & Non Verbal

- ◎ Reading a sentence using non-verbal conceptualisation will produce dyslexic symptoms.
- ◎ Dyslexics form mental pictures of concepts and ideas (picture making) with little or no internal monologue.
- ◎ In other words they do not hear what they are reading unless they are reading aloud.

# The Gift of Dyslexia

## Common characteristics:

- ⦿ Can utilise their brains ability to alter perceptions.
- ⦿ Are highly aware of their environment
- ⦿ Are more curious than the average person
- ⦿ Think mainly in pictures instead of words
- ⦿ Are highly intuitive and insightful
- ⦿ Think and perceive using all their senses.
- ⦿ Experience thought as reality
- ⦿ Have vivid imaginations.

THREE THINGS THAT  
COULD BE DONE  
WITHIN HIGHER  
EDUCATION TO  
SUPPORT PEOPLE  
WITH DYSLEXIA

## Case Study: Creative Arts Group

- explore the potential of a community of practice, rather than correction, for dyslexic adults.
- provide a space where likeminded individuals can come and learn in a style that suits them within an environment that inspires creativity.
- unexplored potential of a project of this type as there is no support groups looking at the unique talents of dyslexic adults.
- important to understand how dyslexic individuals learn academically and develop emotionally through a creative and multi-sensory approach.



# Two Further Videos

- ◎ [http://www.youtube.com/watch?v=I\\_qGJ9svUbM](http://www.youtube.com/watch?v=I_qGJ9svUbM)
- ◎ <http://www.youtube.com/watch?v=HDUfVCo6ito>