DYSLEXIA AND LEARNING STYLE
CONTENTS

Preface to the second edition ix

Advanced organiser xi

Part One Learning Style 1

Chapter 1 Different ways of seeing 3

Introduction 3
What are cognitive or learning styles? 6
Models of cognitive or learning style 13
Simplifying the picture – two inclusive approaches 17
Should style theory go out of the window? 19
Chapter summary 20

Chapter 2 Different ways of learning 23

Introduction 23
Concept maps – a visuo-spatial tool 23
Helping students cope with the teaching methods of secondary school 24
Matching the mode to the style 27
Identifying cognitive or learning style 29
A caution 45
Chapter summary 46

Part Two Dyslexia 47

Chapter 3 The 3 ‘D’s: Dyslexia, definitions and diagnosis 49

Introduction: What is dyslexia? 49
Defining dyslexia 50
Definitions and differences 56
How can dyslexia be diagnosed or identified? 57
Chapter summary 62
Teaching and learning strategies to help wholistic learners 135
Strategies for getting the information in – modes of presentation 136
Strategies for processing, storing and revising 143
Strategies for getting information out – modes of expression 153
Wholistic examination and revision techniques 161
Chapter summary 164

Chapter 8  Analytical approaches 167

Introduction: What types of behaviour and approaches to learning might be preferred by an analytical learner? 167
Learning implications for people with dyslexia of adopting an analytical style 170
Getting students ready to learn 173
Teaching and learning strategies to help analytical learners 173
Strategies for getting information in – modes of presentation 173
Strategies for processing, storing and revising 176
Strategies for getting information out – modes of expression 187
Examination and revision techniques for analytic learners 192
Chapter summary 197

Part Five  Words or Pictures 199

Chapter 9  Images and visualisation 201

Introduction: The power of images 201
Teaching and learning strategies to help imagers 205
Strategies for getting the information in – modes of presentation 205
Strategies for processing, storing and revising – turning words into pictures 207
Getting information out – modes of expression: oral and written 214
Examination and revision techniques for imagers 219
Spelling techniques for imagers 224
Chapter summary 229
Chapter 10  Verbal strategies 231

Introduction: The power of the word 231
Teaching and learning strategies to help verbal learners 232
Strategies for getting information in – modes of presentation 232
Strategies for processing, storing and revising 234
Strategies for getting information out – creating text, writing frames for verbalisers 243
Speech-recognition software or speech-activated systems – talking to computers 246
Developing phonological awareness 248
Using phonological awareness to improve proofreading skills 250
Examination and revision techniques for verbalisers 255
Spelling techniques for verbalisers 256
Chapter summary 259

Part Six  What Were Those Last 10 Chapters About? 261

Chapter 11  Helping students to remember 263

Introduction: Dyslexia and memory 263
Learning style and memory 264
Making things easier to remember – key memory aids 266
Useful techniques 270
Chapter summary 274

Last words: a caution 275

Appendices

Appendix 1 Assessing the reading level of texts 277
Appendix 2 Strategies for kinesthetic learners 279
Appendix 3 Visual processing deficit checklist 283
Appendix 4 A Common Sight Word list 285
Appendix 5 Case studies 287
Appendix 6 The thirteen style constructs explored by the report of Coffield and his team (2004) 293

References 295

Further reading 309

Index 319
PREFACE TO THE SECOND EDITION

My aim has been to continue to chip away at the academic and social barriers confronting those individuals with dyslexia who attempt to realise their potential. I hope this book will contribute in some way to their emancipation.

This second edition was inspired by two things. The first was the enthusiasm with which practitioners took up the teaching strategies offered in the first edition, which was the first practical book to apply learning style research to dyslexia. The second was the scorching critique of Learning Style Theory offered by the Learning and Skills Development Agency (LSDA) report of 2004 which forced me to re-evaluate the role that could be played by style for those of us who work with vulnerable learners.

The book is intended to continue to provide a bridge between theory and practice, to share some further teaching techniques that have been successful with dyslexic students in schools and colleges, and to place these within the context of updated research into style, memory, learning and dyslexia.

In my work, I have always been fortunate to have the support of talented colleagues who will, no doubt, recognise their contribution, as will those dyslexic students themselves who have taught me so much about the different ways in which learning can be accomplished. The range of ingenious and creative ways in which these students approach their learning is a continuing joy.

I remain indebted to the inspiration I have received from my students and colleagues at Mark College, the Hornsby International Dyslexia Centre, Southampton University and Bath Spa University, to my research supervisor Professor Ray Crozier, and to the generous permission given by many dyslexia practitioners to share their work. As always, I could not have completed this edition without the support of Phil, Lekki, Elly and Max Wdowski and Mary Mortimore.
Some learners find an advanced organiser or preview of the contents of a book extremely helpful. Here is one for this book.

Part one: Learning Style

Chapter 1
Provides and discusses definitions for cognitive or learning style. Cognitive style is a person’s relatively consistent way of dealing with incoming information from the environment. Learning style is this cognitive style applied in a learning situation. Controversial aspects are discussed, and the Riding model for diagnosis of cognitive style is introduced.

Chapter 2
Examines why certain ways of presenting information can cause difficulties to some learners. Considers the evidence in favour of matching learning and presentational style. Weighs up two major approaches to diagnosis and presents a range of tools for diagnosing style.

Part two: Dyslexia

Chapter 3
Discusses definitions of specific learning difficulties or dyslexia, the underlying causes and ways of identifying the condition.

Chapter 4
Looks at the patterns of differences associated with dyslexia throughout an individual’s lifespan and how they might affect learning. Considers some other learning difficulties, which can sometimes co-exist with dyslexia.
Chapter 5

Considers the strengths often exhibited by learners with dyslexia and examines the evidence for the possession of superior visuo-spatial talents by some dyslexic people.

Part three: ‘It’s no use if you can’t use it’

Chapter 6

Provides more detail about the importance of cognitive or learning style to the development of learning strategies in education for students who might or might not have dyslexia. Emphasises the importance of encouraging students to become more flexible in their approaches. Introduces the research background to the strategies described in this book – schema theory and memory function.

Part four: Strategies for wholistic and analytic learners

Chapter 7

Provides a description of the likely learning preferences of learners with a wholistic approach and a range of strategies for absorbing, processing, revising and producing information.

Chapter 8

Provides a description of the likely learning preferences of learners with an analytic approach and a range of strategies for absorbing, processing, revising and producing information.

Part five: Words or pictures?

Chapter 9

Provides a range of strategies to utilise and develop visualising skills.

Chapter 10

Provides a range of strategies to help students develop and utilise the verbal mode.
Part six: What were those last 10 chapters about?

Chapter 11

Provides strategies for students with and without dyslexia to reduce memory overload, interact with material to be learnt, use the creative power of imagery and the imagination and use structures to organise material.