

Strength Switch

Strength based strategies to support your dyslexic child.



Improve self-esteem

Growth Mindset

- Knowing the brain can change!
- Using the word **yet**
- Use examples of when they have mastered a skill to explain it takes time and effort for the brain to learn but they get there, such as, learning to ride a bike.

Use targeted and specific feedback

- Focus on their effort rather than the outcome.
- Use I statements, such as, "I noticed..." or "I like..."
- Incorporate their dyslexic strengths
- Not just for academic effort
- Examples include
 - "I like how you concentrated for 10 minutes on your reading"
 - "I noticed you used your dyslexic strength of problem-solving strength to work out this maths equation."
 - "I like how you included Gabby into the board game."

Encourage passions and interests

- Helps them feel good about something they enjoy.
- Opportunity for their brain to rest from the "hard stuff."
- Increases motivation and self-esteem in other areas.



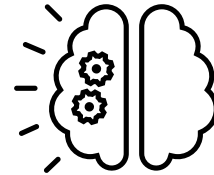
Dyslexia Support South

where hope meets learning

by Learning Differences Aotearoa Trust

Website: www.dyslexiasupportsouth.org.nz

Managing anxiety



Understanding the anxiety process

- Anxiety is normal and happens for everyone
- It happens more often for dyslexics in the classroom
- It is when the brain feels unsafe or uncomfortable and goes into fight, flight or freeze mode.
- To the person it feels like the brain has gone off-line.
- There are certain triggers that make a dyslexics brain go off-line. These triggers are when they feel they will be noticed for their learning difficulties (unmasked).
- Examples of triggers for dyslexics
 - Hearing the word test
 - Time pressure to complete something
 - Not understanding instructions
 - Difficulty spelling a word
 - A teacher speaking with a “growly voice”.
 - Reading out loud

Using language to notice and manage the triggers

- Introduce the concept of brain off-line to your child so you both have the same understanding of the meaning.
- Include examples of what makes your brain go off-line.
- Emphasise it’s a normal reaction for the brain.
- Make it about their brain and not them personally.
- Start to incorporate the question “What made your brain go off-line today?”
- Just listen

Self-regulating with tummy breathing

- Tummy breathing of breathe in for 4, hold for 2, and breathe out for 6.
- The out breath needs to be longer than the in one.
- Can be used to get the brain back on-line or to help regulate before encountering a situation that can cause the child’s brain to go off-line.

Dyslexic thinking enriches the world!