



The Ubangi Boy Saves the Day

'Written, designed and illustrated by Oliver (aged 11) inspired by the Adventures of Indiana Jones'.

The boat was sailing in the river when suddenly rebels attacked from the shore. They shot the driver he was dead and when he fell his weight turned the wheel. Then they were going closer and closer. If they got any closer the soldiers would be all shot. Barthelemy quickly turned the wheel but it was too late. He was shot. The little boy grabbed the wheel and slowly they moved away from the gun shots. All the bullets missed the boy because he was so small and no-one could see him.

Oliver told his Mum that at the Dyslexia Teaching Centre, "he had learnt tricks for times tables and methods to help with his dyslexia. He said it was really helpful for getting the work done, and not like a normal boring school."

Another mother commented: "Isaac loves the sessions. It's turned him around immensely with his reading and writing. He's now picking up a book and reading to himself at home." (Isaac, aged 8)

Go and see this film!

Percy Jackson and the Lightning Thief

Half boy, half god, all hero and ... he has dyslexia and A.D.H.D!

Services Provided

One-to-One or Group Tuition at the Centre or in Schools

Assessments

Maths Assessments and Tutoring

DSA Assessments

Intensive Individual Courses
The Listening Program, Sound Therapy

Training in Study Skills, Examination Techniques and Written Work at all levels up to Advanced Adult.

Work in conjunction with Programmes of Speech, Motor or other Therapy

Educational Counseling and Advice

Touch Typing and Computer Skills

Interview Training

Bursary Fund

Enquiries:

Please contact **Charlotte Hull** to request a questionnaire on 020 7361 4790

Removing Barriers To Learning Mathematics

Paula Bishop-Liebler

Research and awareness of difficulties with mathematical learning has increased over the past decade, especially in the area of specific difficulties with basic numerical processing (dyscalculia). The students that we see at the DTC experience a range of strengths and difficulties in mathematical learning, creating unique profiles whilst often sharing similar traits.

Of particular consideration when supporting these students are the processes and skills that underpin mathematical learning such as memory, sequencing and visual perception. Difficulties with any or all of these processes can lead to difficulties with success in maths; even if the person has adequate or strong mathematical understanding. In addition to these underlying skills, those with dyscalculia may have difficulties with foundational concepts of number.

According to the mathematics expert Sharma, mathematical learning can be usefully split into three areas: vocabulary, concepts and procedures. Those with specific learning differences may have difficulties with aspects of vocabulary; be it reading questions accurately or understanding the concepts associated with the vocabulary. Further to vocabulary, when people don't fully understand mathematical concepts they have to rely upon remembering the procedures rather than being able to intuit from first principles. This often leads to errors in calculations and difficulties applying concepts to new problems.

All of these areas must be considered when supporting students in mathematical learning. As with literacy, a multisensory approach to teaching and learning has been found to be successful. This includes the use of concrete materials, which aid students in understanding new concepts, and help relate the concepts to the procedures. Developing conscious strategies for more efficient mathematical processing is also an important aspect of our work; enabling students to overcome difficulties with underlying processing such as memory for times tables.

In supporting students in their mathematical learning we help them to build the layers of processing, knowledge and strategies to increase confidence and overall success in maths.

The Bursary Fund

Our Bursary Fund provides funds towards specialist teaching for children from local state schools and also adults who have specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, ADHD and ASD.

The DTC receives no funding from central or local government. We rely on donations. If you feel able to support the Centre's bursary programme please send a cheque payable to The Dyslexia Teaching Centre, c/o Jo Petty, Director.

Together we can change people's lives

Easter Holiday Courses

Touch Typing:

Monday 29 March – Thursday 1 April

**11.00am – 1.00pm
2.00pm – 4.00pm**

Monday 12 April – Thursday 15 April

**11.00am – 1.00pm
2.00pm – 4.00pm**

Summer Term after-school sessions

Pre-Common Entrance English Workshops:

**Monday 29 March – Thursday 1 April,
2.00pm – 4.00pm**

**Monday 12 April – Thursday 15 April,
2.00pm – 4.00pm**

Interview Skills Training:

Dates to be confirmed

For further details please contact Charlotte Hull on 020 7361 4790

Handwriting:

Monday 12 April – Friday 16 April, 9.30 – 11am daily

For further details please email Sally Wright on swatherapy@sky.com