

READING BETWEEN THE WORDS

I shall start this chapter by describing briefly some of the main characteristics of dyslexia. I shall then mention other developmental differences which may be relevant in the classroom in general and to teachers of music in particular. I shall end with a brief word about diagnostic labels.

I have chosen to speak of 'differences' rather than use such terms as 'anomaly', 'deficit', 'disorder', 'handicap' as society as it exists at present dyslexics and those who tend to be disadvantaged (or 'disabled') in a message of this present book, however, is to emphasise that it is important both that dyslexics themselves and that those who teach them recognise their strengths rather than thinking only of their weaknesses. The Dyslexia Organisation (ADO) has suggested that dyslexics not be described as 'dyslexic' but as 'differently able'.

The nature of dyslexia

I have always thought that the most helpful way to describe dyslexia is to say that it is a syndrome. 'Syndrome' is

saying that he could not write because he had broken his wrist. What he had forgotten was that some six months earlier, with the same group of people, he had produced the same excuse. When he now used it on this second occasion, great was his embarrassment when his hostess said to him in surprise: "What? Have you broken your wrist again?" He told me he felt a complete fool.

A number of us were enjoying a humorous cartoon. In the cartoon some police officers were approaching a building and the caption underneath said: "He's got a gun" - and a picture showed a man and a gun side by side. A dyslexic member of our party said: "I don't see what is funny. Why is 'He's got a gun' funny?" We had to explain that she had misread what was in fact the word 'gun' as 'mud'.

Another dyslexic adult had had to give up playing darts. The reason for foregoing the embarrassment of this misreading might be that he was slow at calculating, and this became an embarrassment when he was slow at calculating, and this became an embarrassment when he himself needed time to work the sum out.

A successful dyslexic businessman had been honoured by being appointed Chairman of the Guild. At the initiation ceremony he suddenly heard the words: "I call on our new chairman to read the rules of the guild." He knew he was incapable of reading aloud, and, pleading illness, he went off home and did not dare to face the members of the guild again. They, in their turn, considered that he had treated them with extreme discourtesy.

A dyslexic adult was working in an office where there was a noisy machine. This noise prevented him from concentrating. He was asked to be moved to a quieter room. He complained that the first time he was moved to a quieter room, he was just being teased, while a fellow employee complained that he was just being teased, while a fellow employee complained that he was just being teased, while a fellow employee complained that he was just being teased.

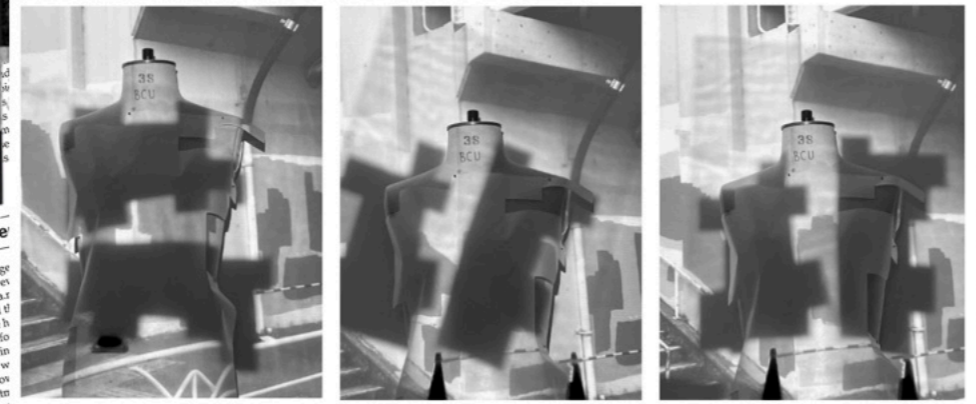
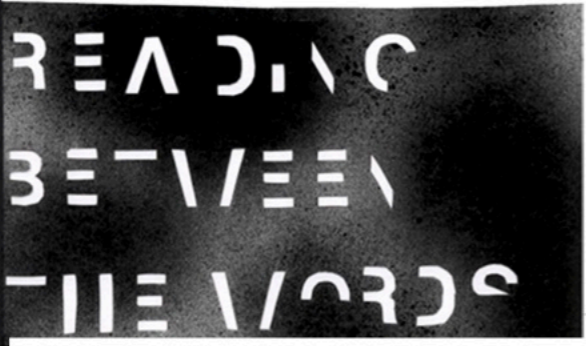
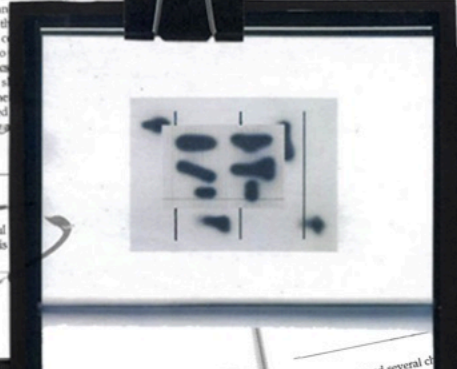
I have assessed several of these people. It is difficult to put the knives on the table. If one has necessary to know not only for a dyslexic of sufficient means to be a case of his

Time manage

A headmaster arrange dyslexic pupil, however appointments at 11 a.m. for 20 minutes and if he is late, he is dismissed. I am told that, in an appointment with a dyslexic pupil, it is not simply because of the time taken to read the rules of the guild.

'Left' and 'right'

A dyslexic child brought up as a Roman Catholic regularly needed to cross herself. This, of course, involved combining getting the order correct with remembering which was 'right' and which was 'left'; she told me that she found this very difficult.

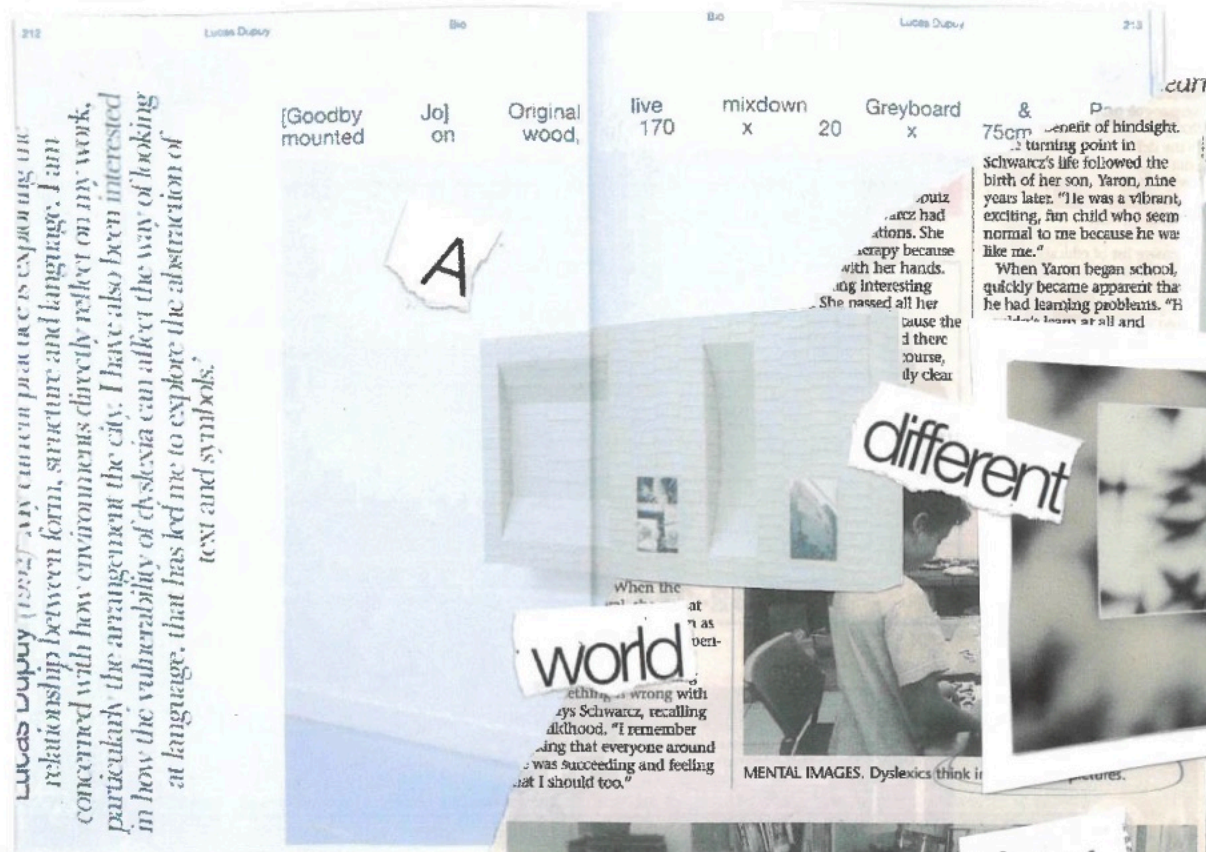


I'm Emily Teague a Level 3 fashion design student specialising in menswear. Reading between the words is inspired by the young artist Lucas Dupuy. Dupuy uses the relationship between perspective, composition, and structure within his paintings and drawings to explore his struggles to read and write due to dyslexia. This is portrayed through blurred lines and symbols as well as being inspired by architecture.

I developed my own creative direction from using Lucas Dupuy's starting points of architecture by using personal photography and my own interpretation of them. The projection of the photography became very influential throughout my design development where angular shapes and layering pieces became strong design details. In reference to the symbols Dupuy uses, Dan Britton designed the "Dyslexic Typeface" which by removing 40% of each letter it slows down the speed of which people can read, allowing a non-dyslexic person to experience the struggle and frustration of everyday reading. This typeface makes up all of my prints with adaptations and scale increases.

I have strongly connected with Dupuy's work after finding out I was dyslexic a year and a half ago. I love producing work that has a personal connection to me. This project has allowed me to produce an outcome that I am so proud of to overshadow any negatives I have felt over the past 18 months. Part of this project is me coming to terms with finally understanding myself and seeing the good in my 'dyslexic thinking'.

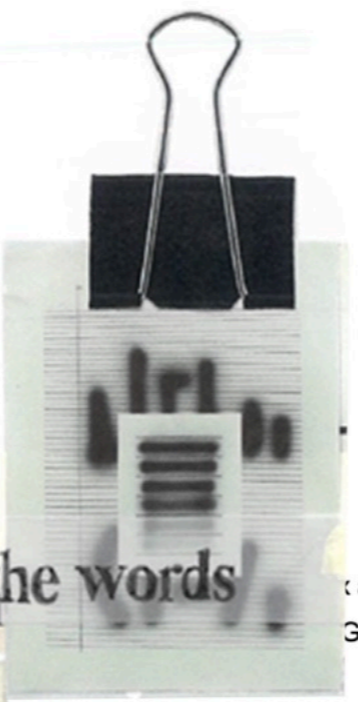
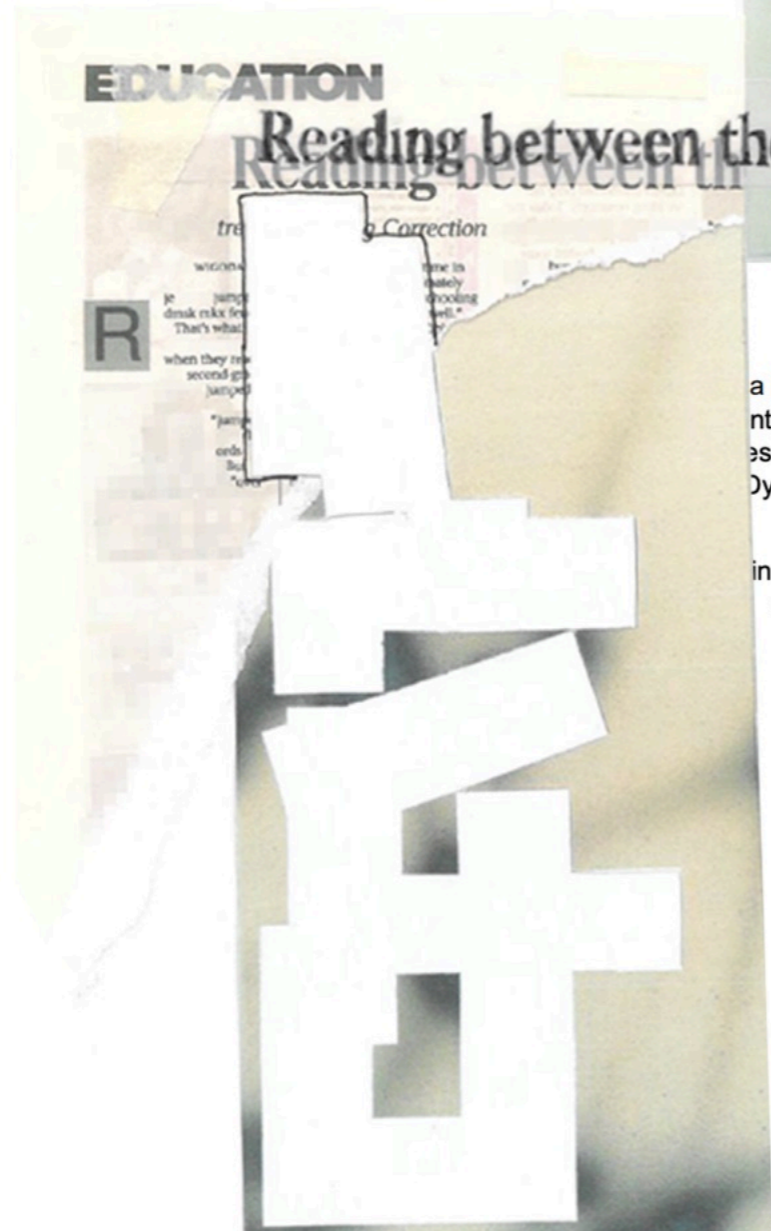
EMILY TEAGUE
FASHION DESIGN
BIRMINGHAM CITY UNIVERSITY
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dupuy's relationship with dyslexia



CREATIVE SOLUTIONS. It's hard to create mental pictures of words like 'the' or 'and,' so other methods are used to fix them in the mind's eye.
6 METRO ISRAEL | FRIDAY, OCTOBER 7, 2005



EDUCATION

Reading between the words

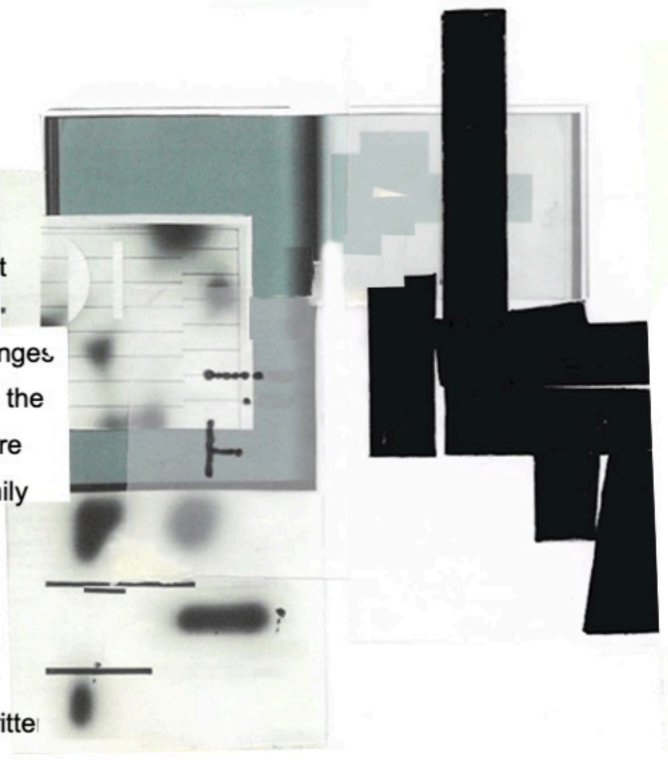
and everyone has strengths and
Generally, most skills would be expected to

defines dyslexia

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Dyslexia occurs across the range

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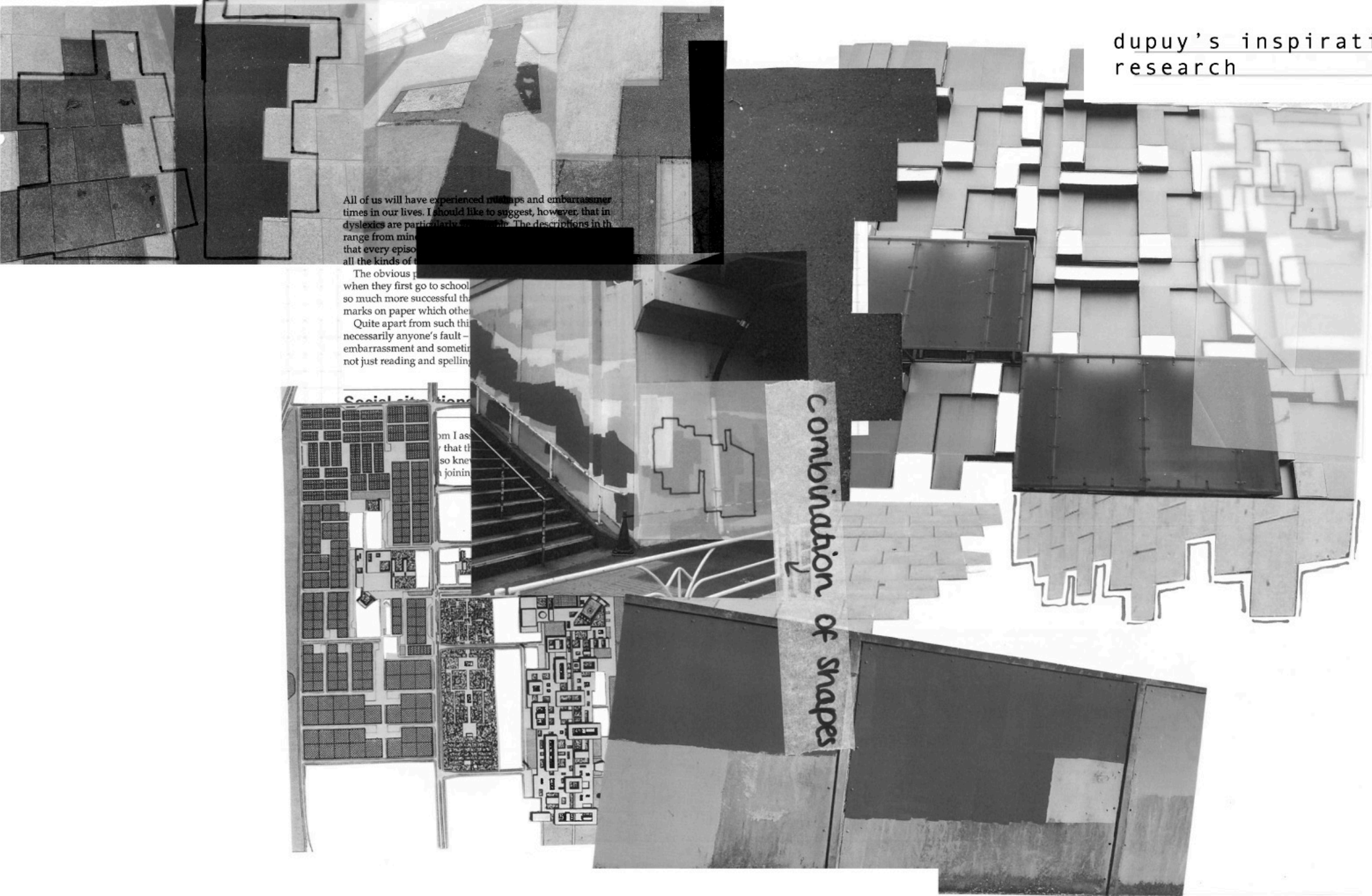


Learning Difficulty (Dyslexia). Consequently, Emily will benefit from
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ations to enable her to work
asure to meet Emily and



missing and distortion of words

dupuy's inspirations combined with primary research



All of us will have experienced moments and embarrassments
times in our lives. I should like to suggest, however, that in
dyslexics are particularly sensitive. The descriptions in the
range from minor to major. The descriptions in the
that every episode is a unique experience.
all the kinds of things that can happen.

The obvious problem is that when they first go to school
so much more successful than the marks on paper which other
marks on paper which other children get.

Quite apart from such things, it is not necessarily anyone's fault -
embarrassment and sometimes not just reading and spelling.

Social situations

from I assume that they
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combination of shapes

READING BETWEEN THE WORDS

What he said to me told me...

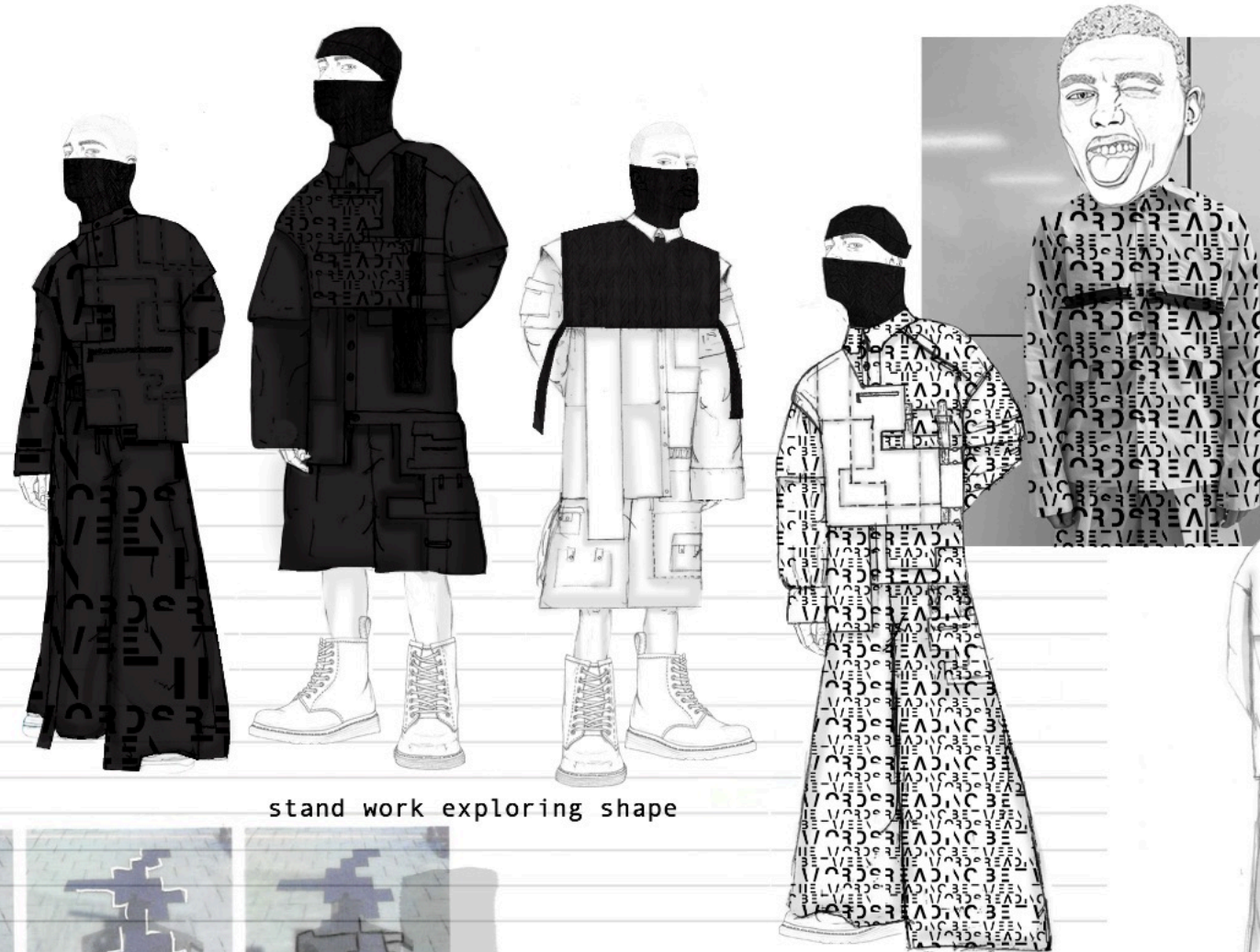
it was necessary to know not only for a dyslexic of sufficient time.

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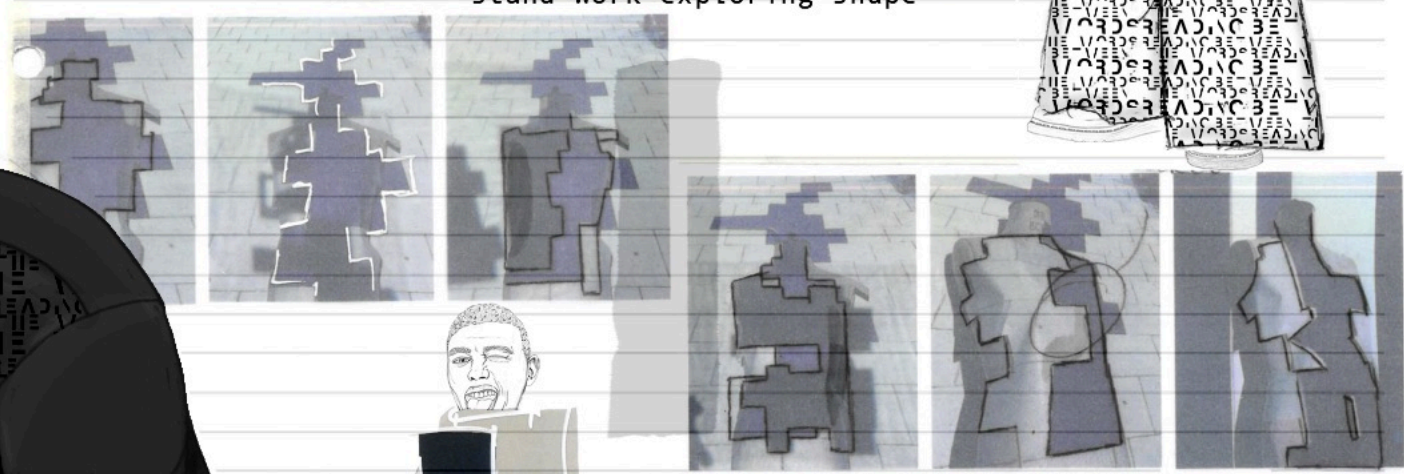
Time management

A headmaster arranged to see one of the dyslexic pupil, however, mistook the appointment and then, deciding that for 20 minutes. The headmaster duly apologized when he found that a young man had been told that, in the past, if a young man had an appointment with his probation officer, it was an appointment not because of a dyslexic miss an appointment because of a deficient sense of time.

There are times when the behaviour is indignant. Here is an account of some hand. A 13-year-old girl had been Dyslexia Unit teachers. Her family arranged for her to receive some (arranged) hardship fund. Her teacher told me that on three-quarters of an hour of furious: cor...



stand work exploring shape



cross body gilet shapes

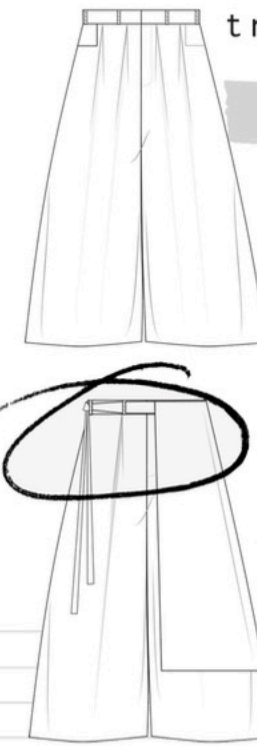


shirt variations

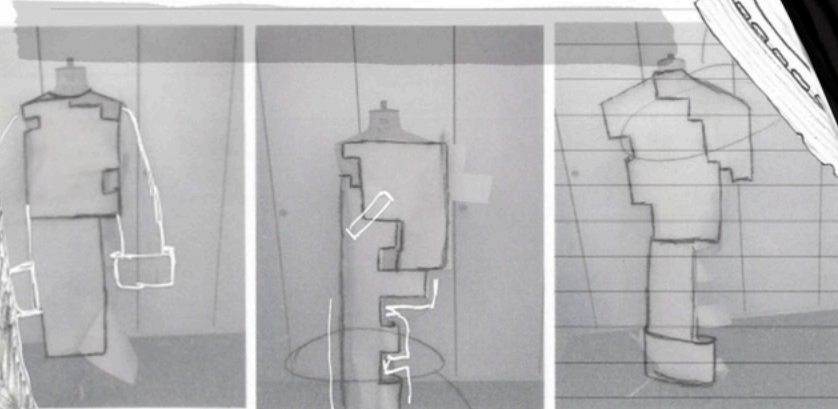
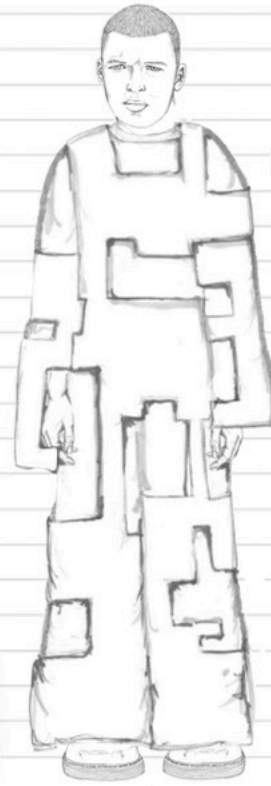
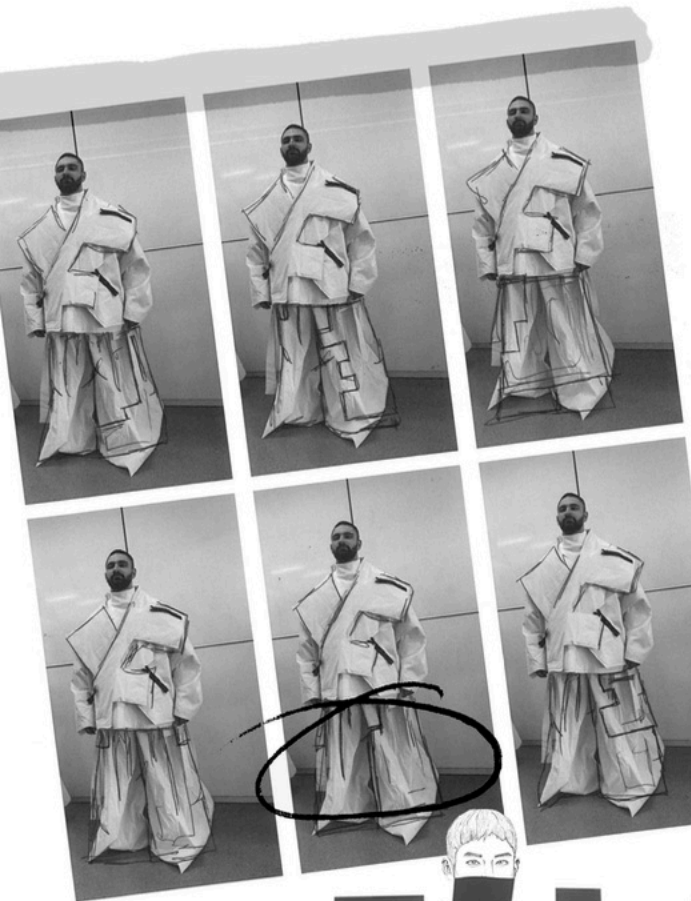


shape development





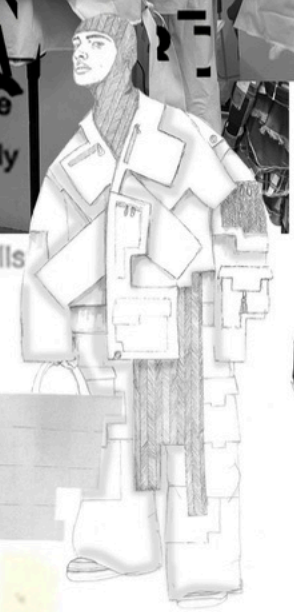
trouser variation



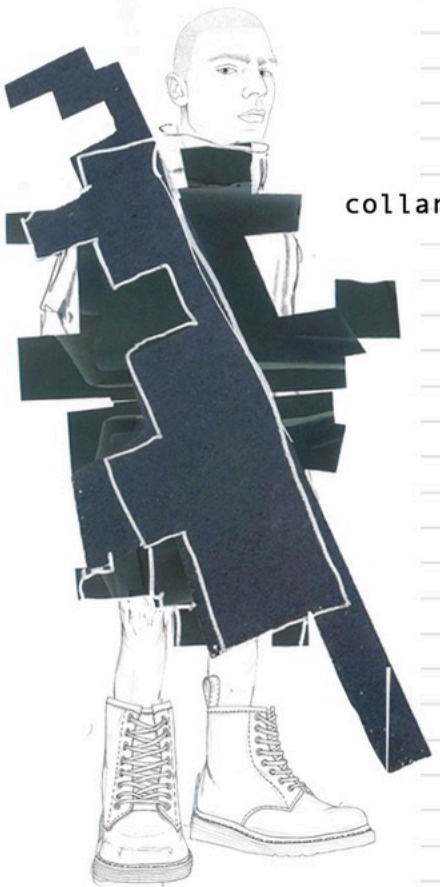
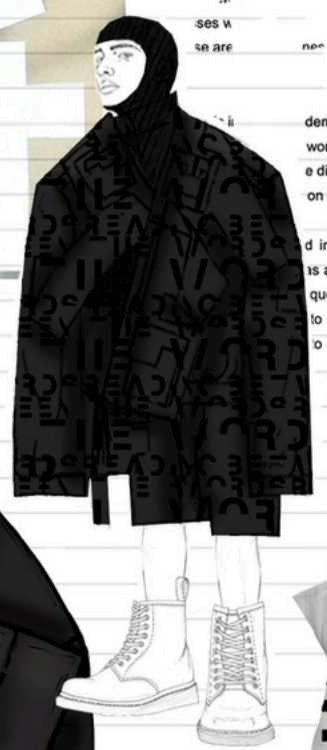
trouser stand work

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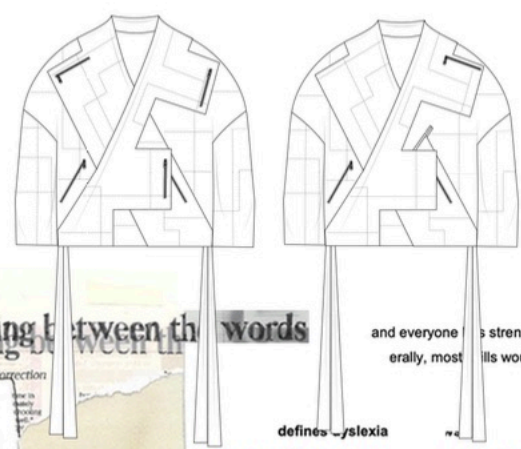
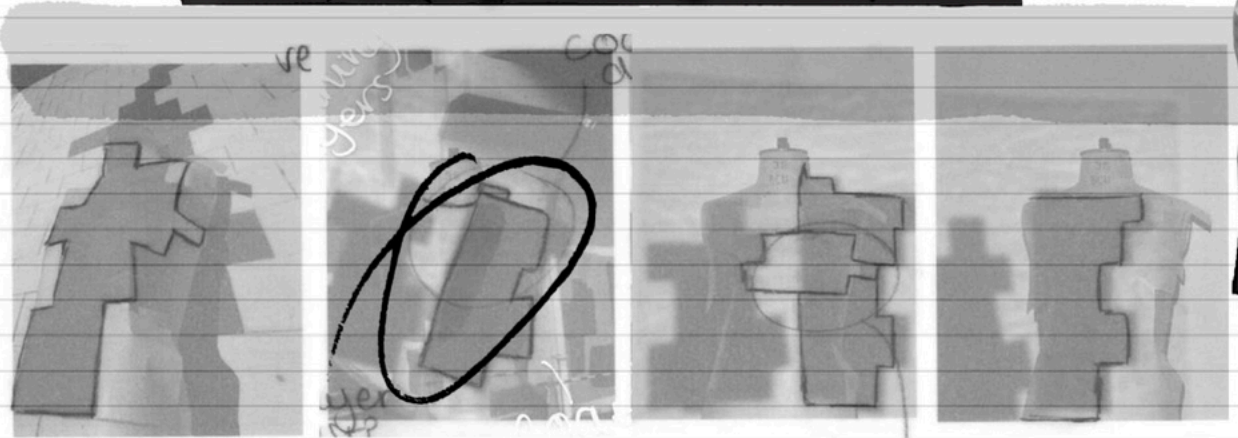
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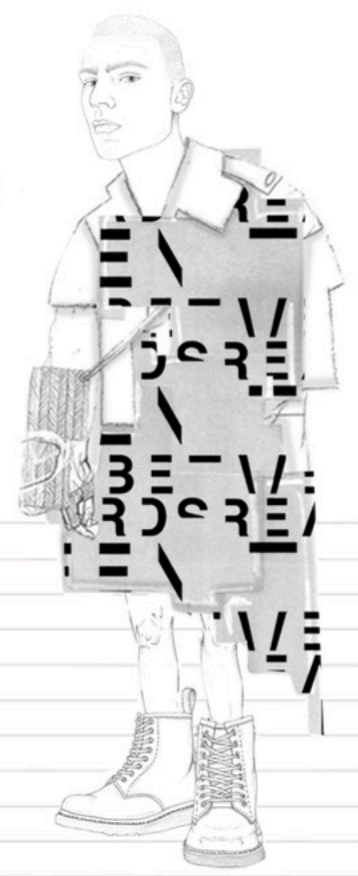
print scale exploration



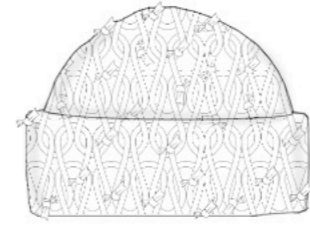
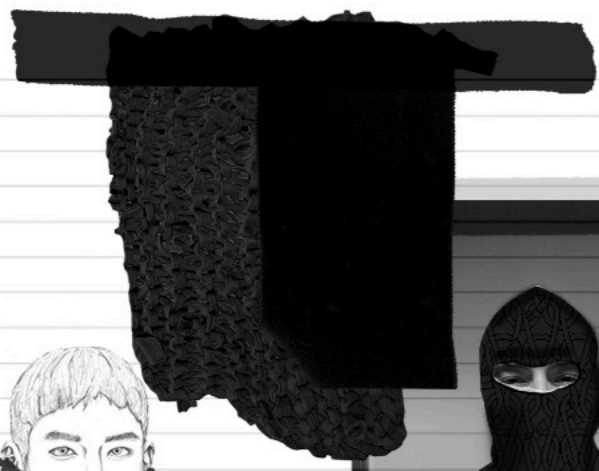
collar shapes



ing between the words
and everyone's strengths and
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defines dyslexia
is a learning difficulty that impacts on the skills
in reading, writing and spelling. It is a
difficulty that occurs across the range
of abilities.
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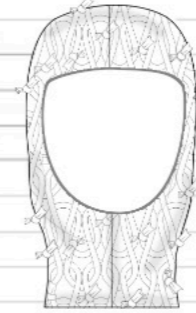


knit cross body



knit accessories

All of us will have experienced mishaps and embarrassments in our lives. I should like to suggest, however, that dyslexics are particularly vulnerable. The descriptions in this range from minor to major, but all the kinds of things that every episode of the obvious when they first go to school so much more successful than marks on paper which other. Quite apart from such things, necessarily anyone's fault - embarrassment and something not just reading and spelling.



balaclava and snood development

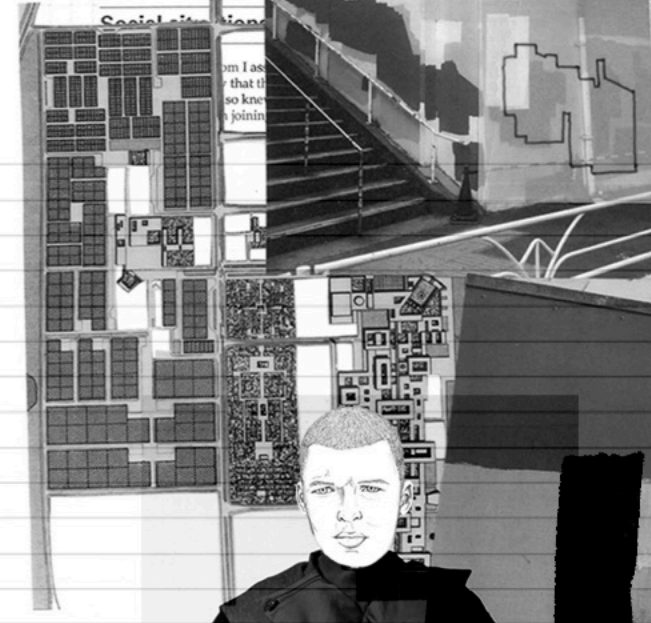


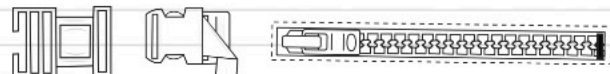
hood and cap exploration



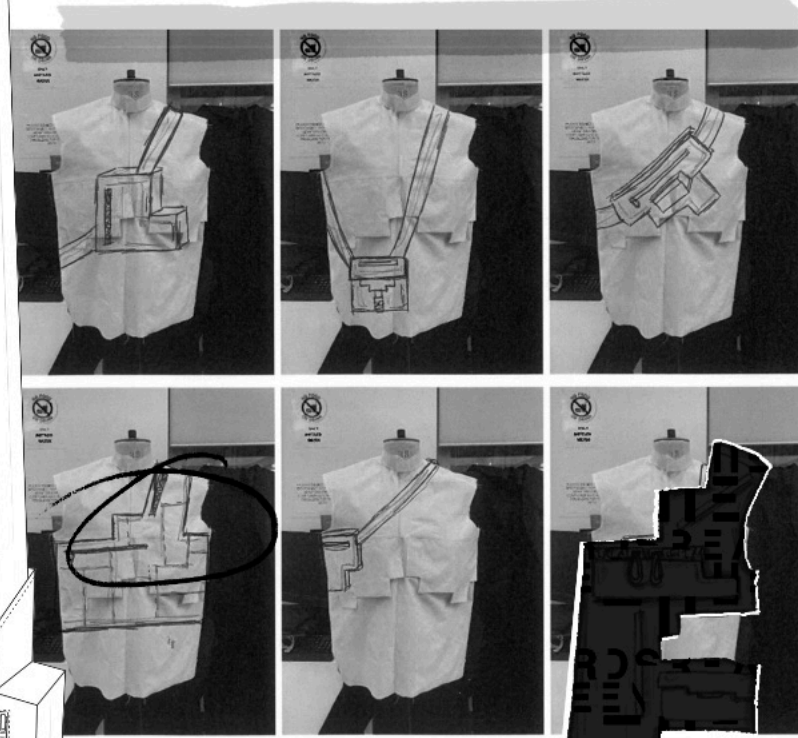
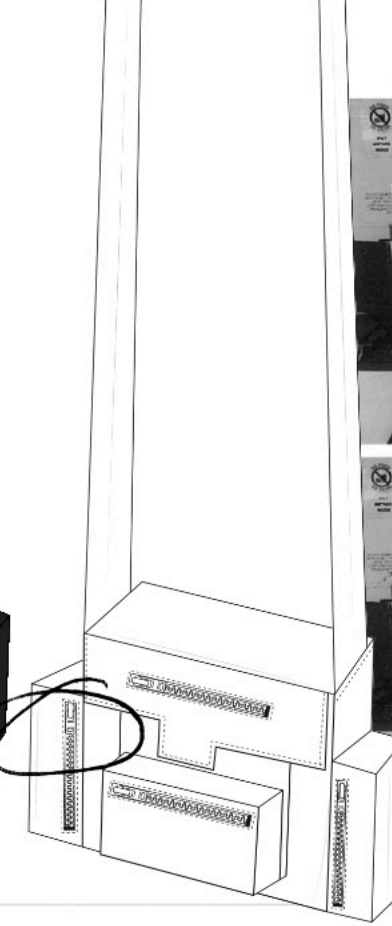
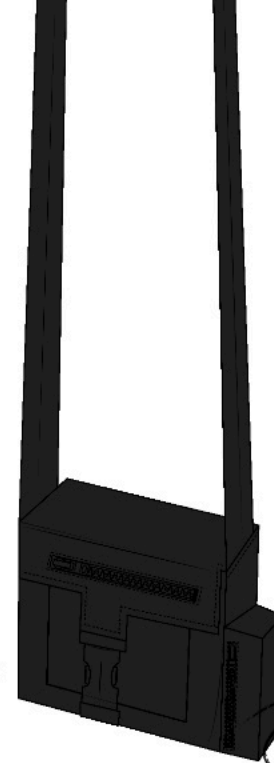
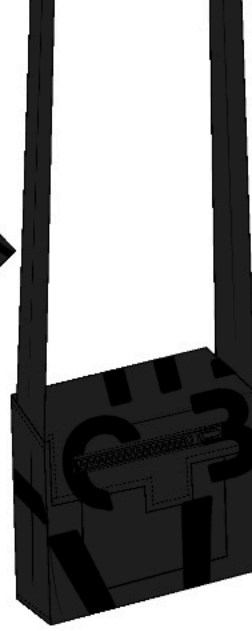
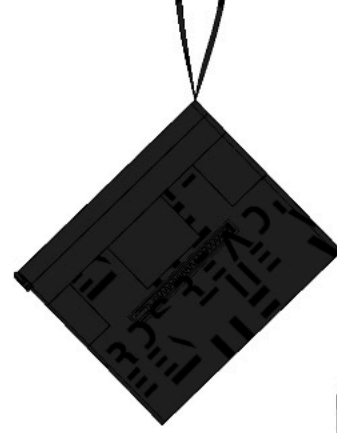
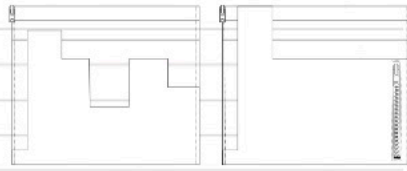
balaclava and cap intergrated

squared visor



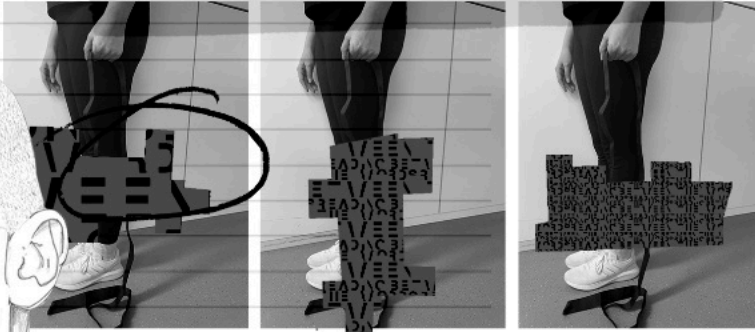


wallet exploration



crossbody bags

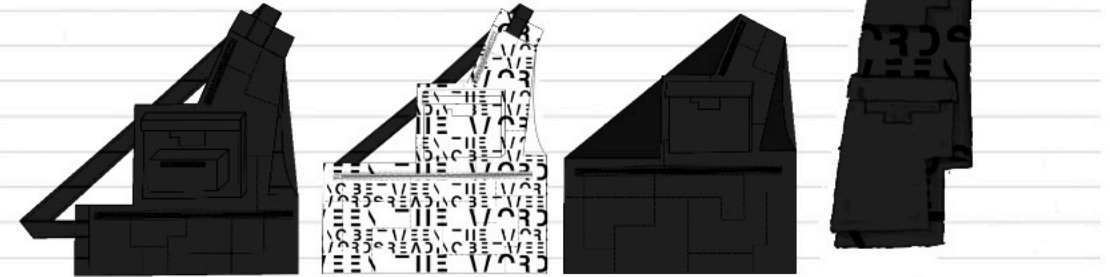
compartments can zip on and off crossbody bag creating more storage and a different bag



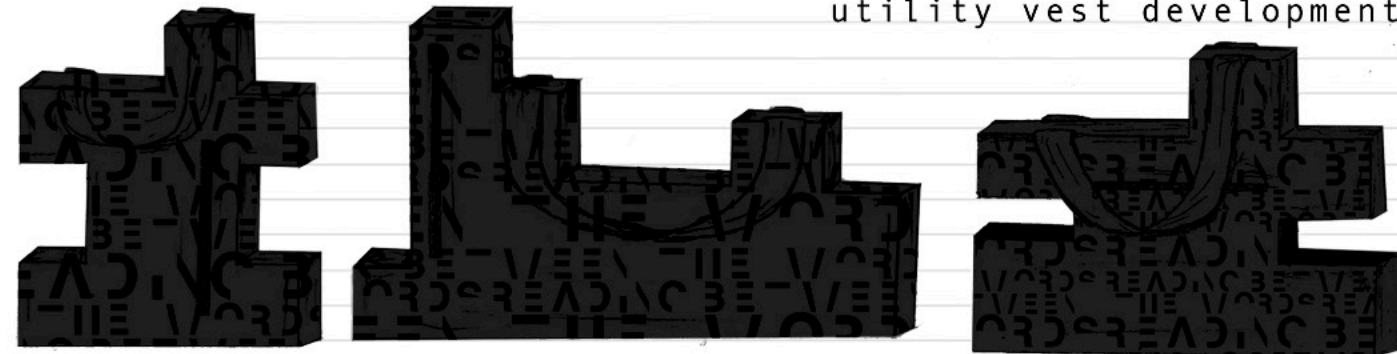
potential bag shapes



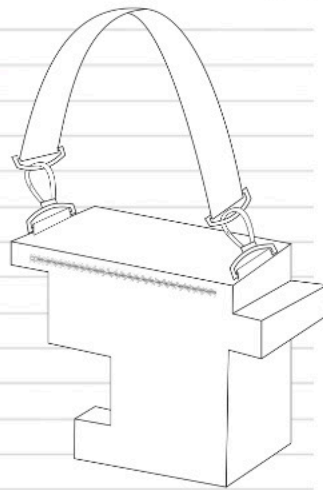
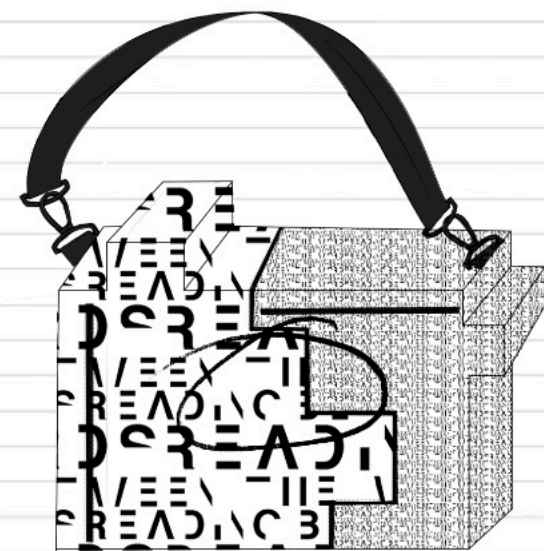
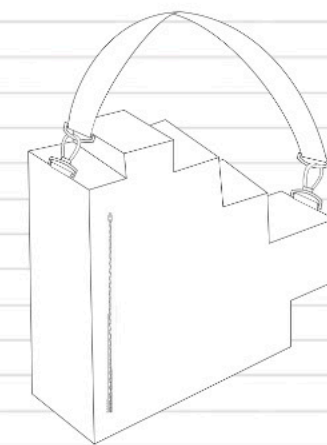
primary research for silhouettes



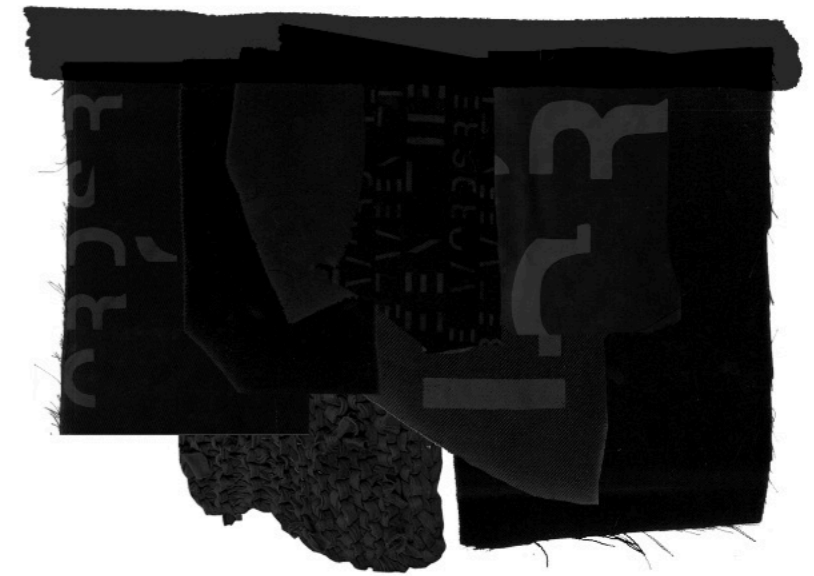
utility vest development



interconnecting holdall bags



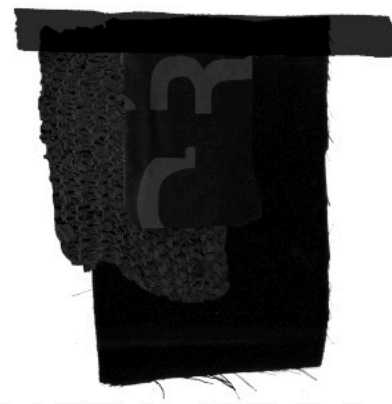
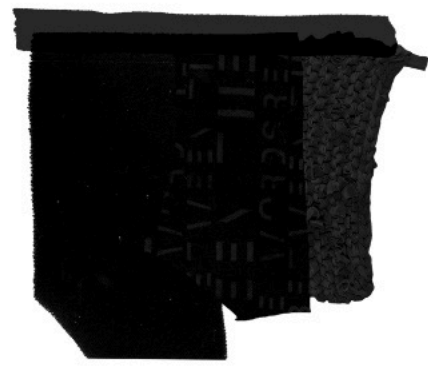
bags shaped to connect together with zips to turn a bag into a holdall



working memory distortion of words processing speed missing information phonological processing the nature of dyslexia



READING BETWEEN THE WORDS

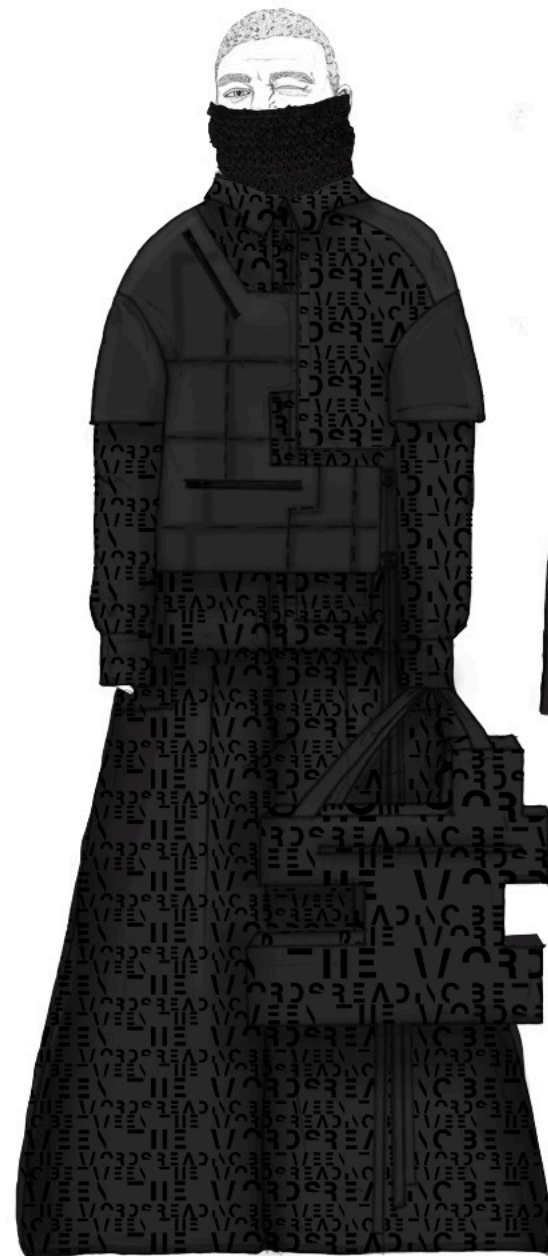
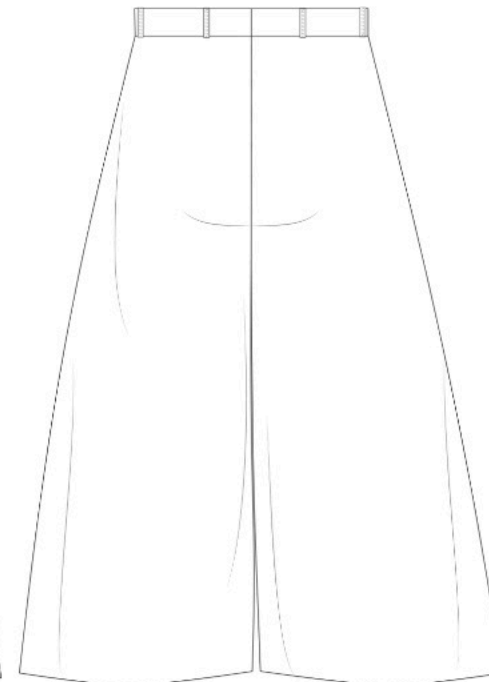
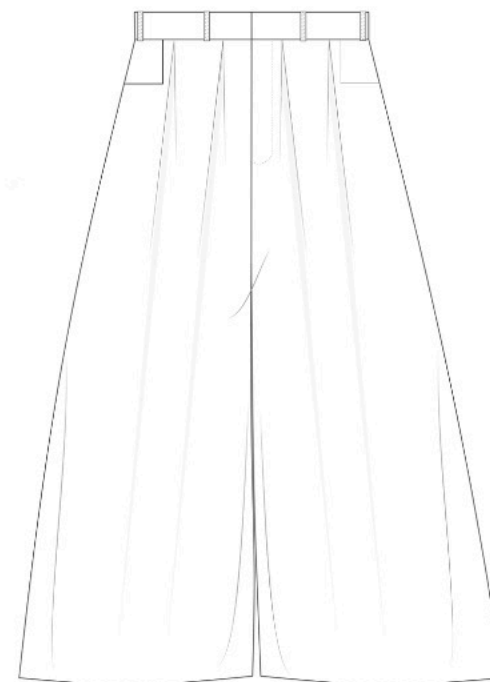
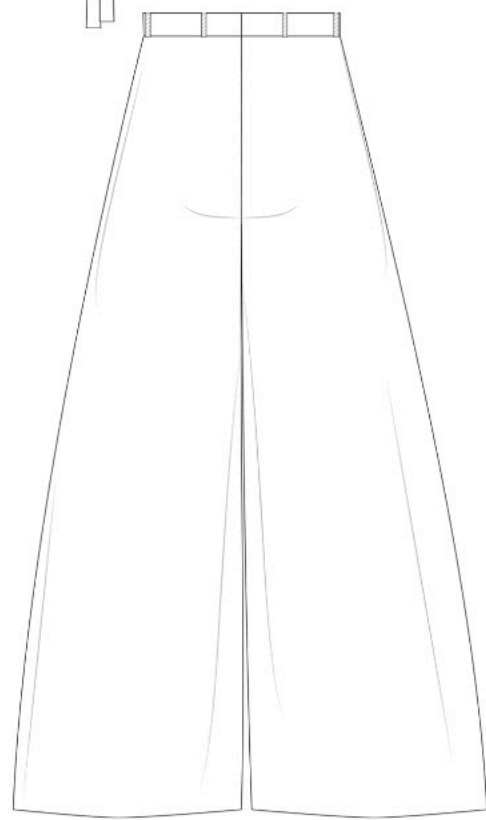
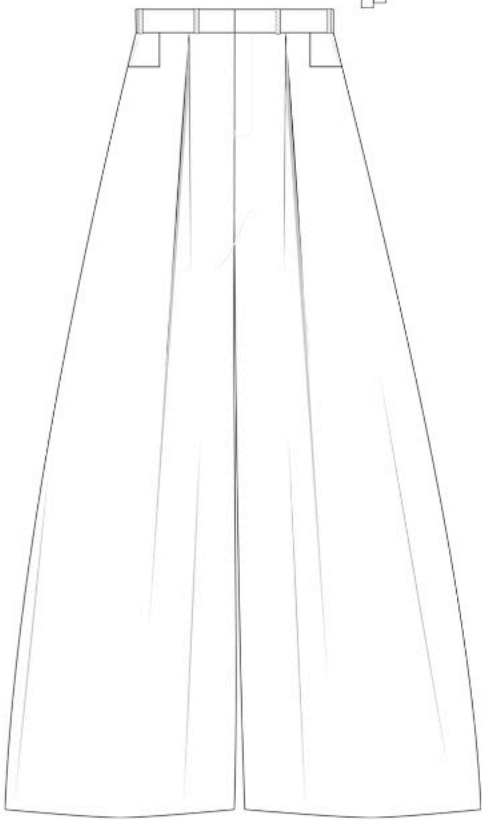
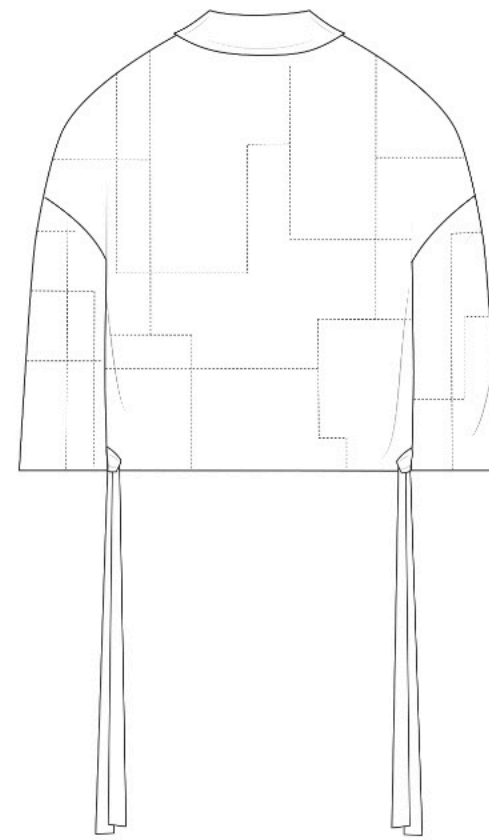
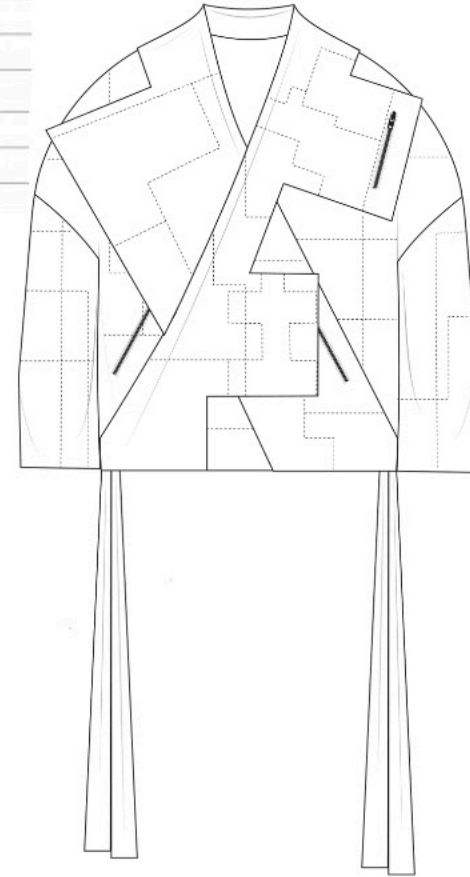
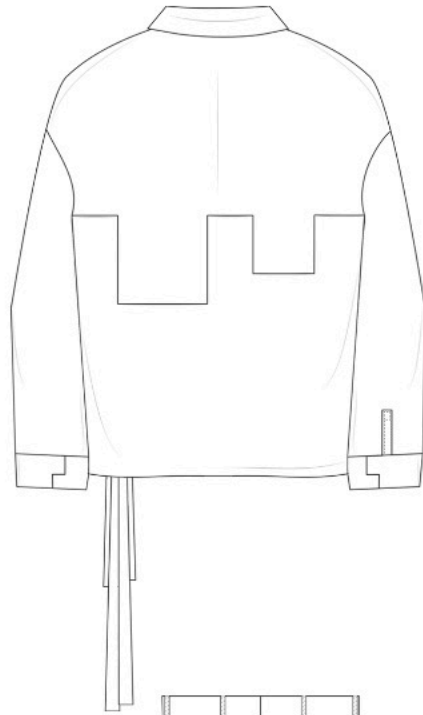
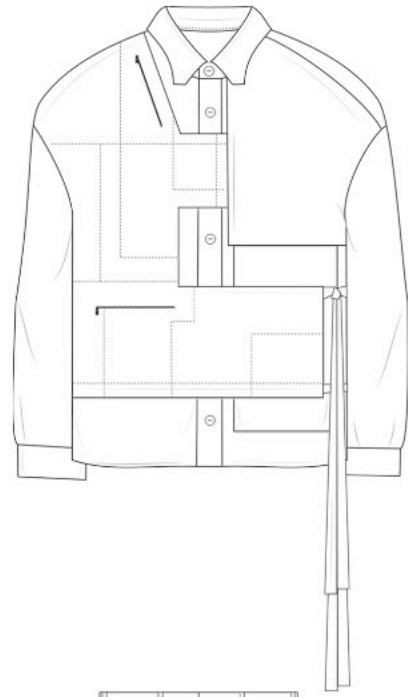


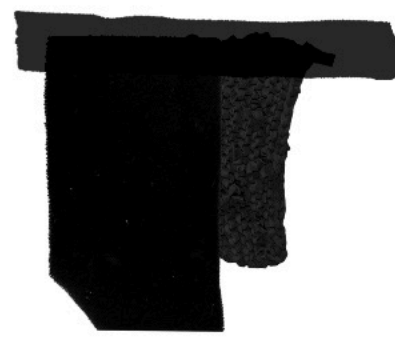
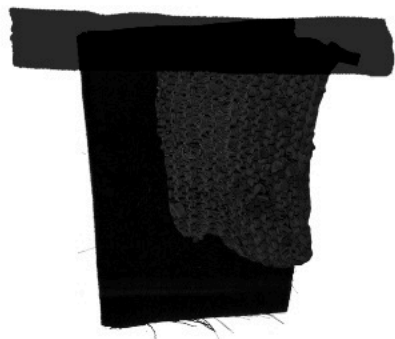
working memory

distortion of words

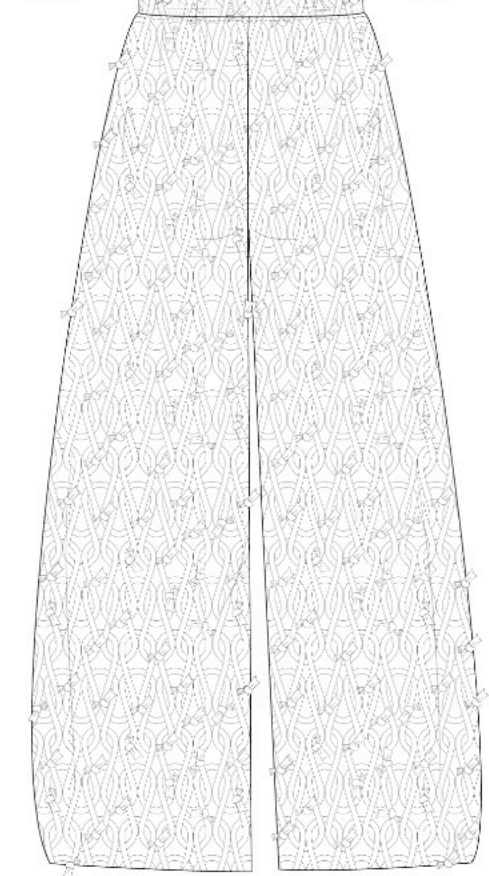
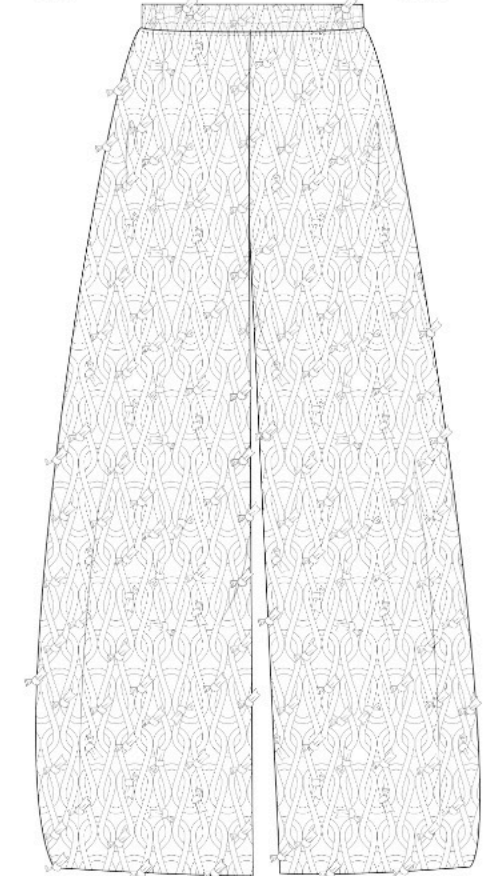
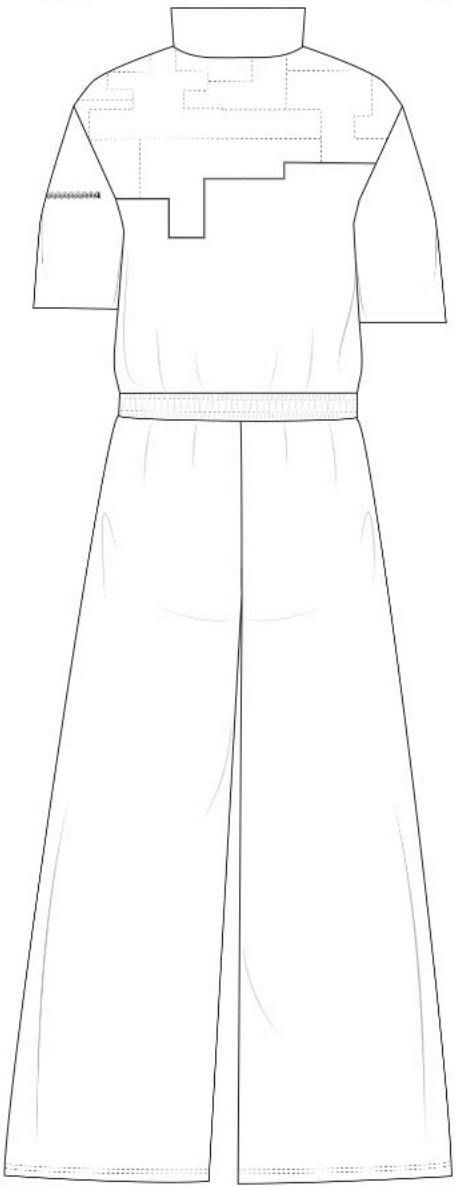
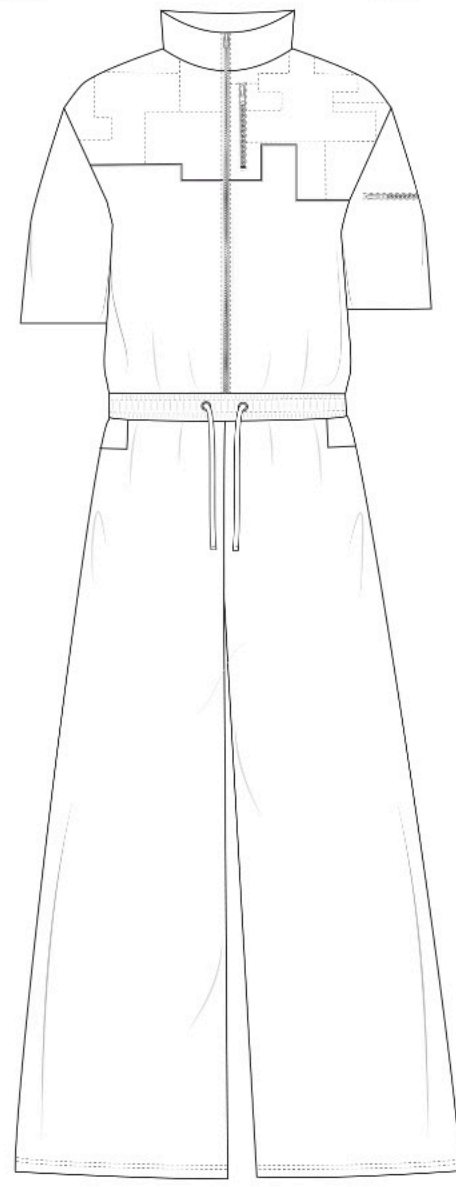
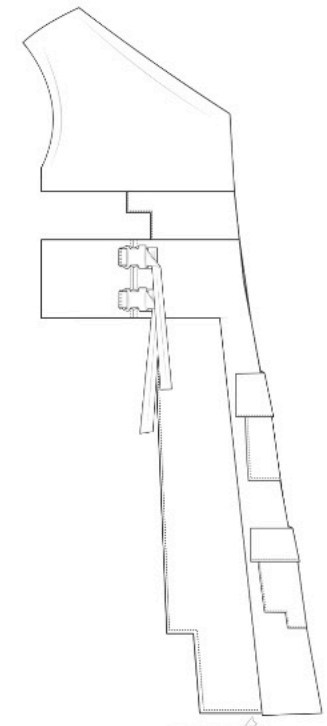
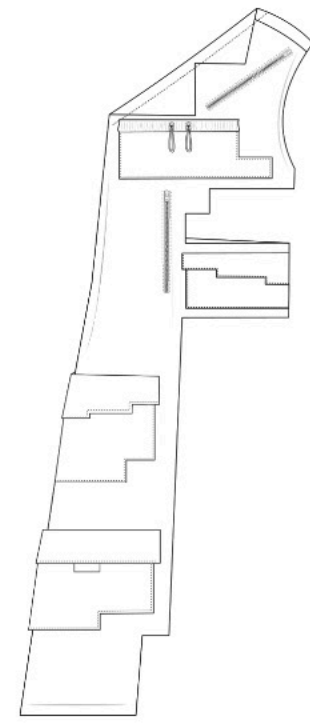
the utility shirt
the oversized trouser

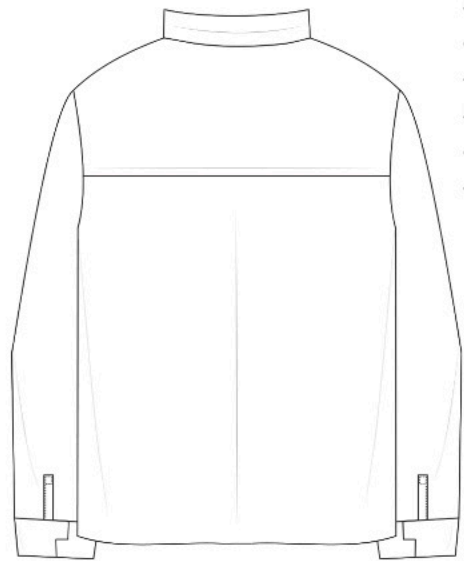
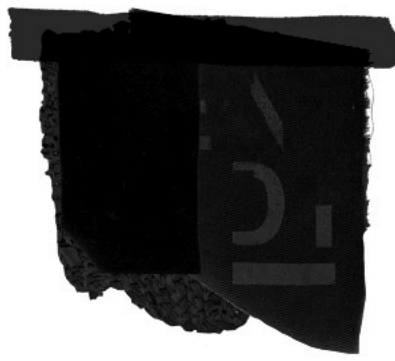
the biker jacket
the cropped trouser





processing speed	missing information
the knit jumper	the knit co-ord
the boiler suit	



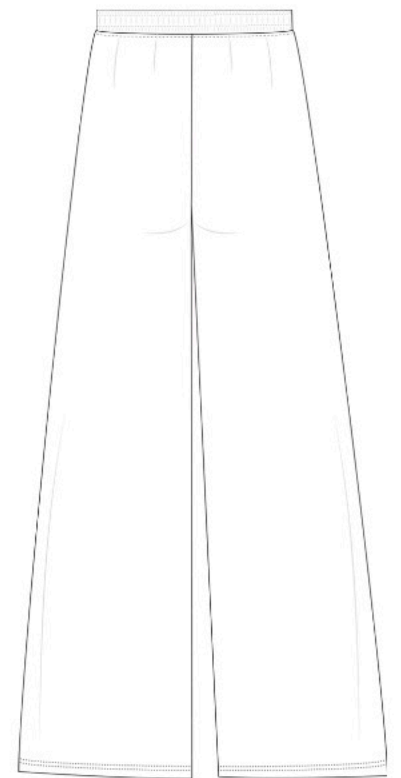
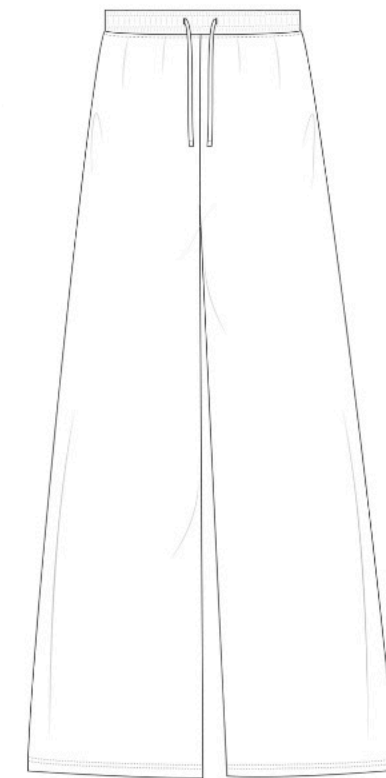
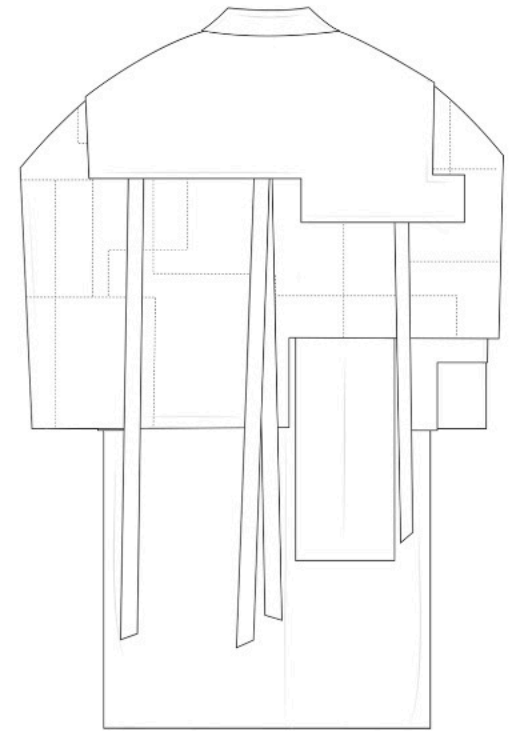
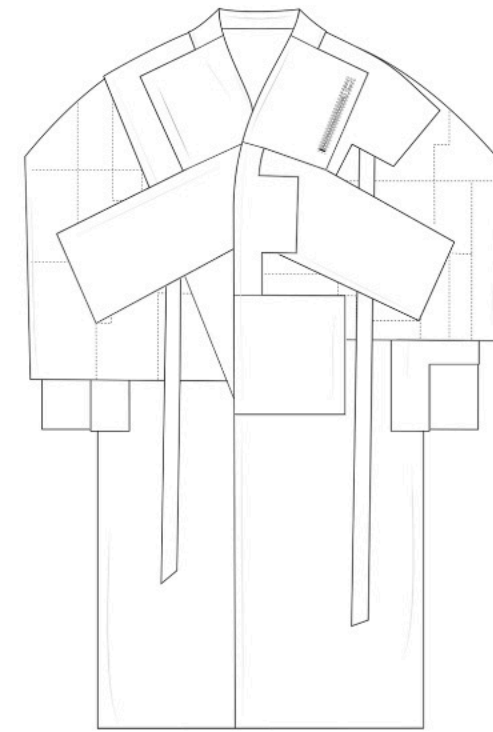
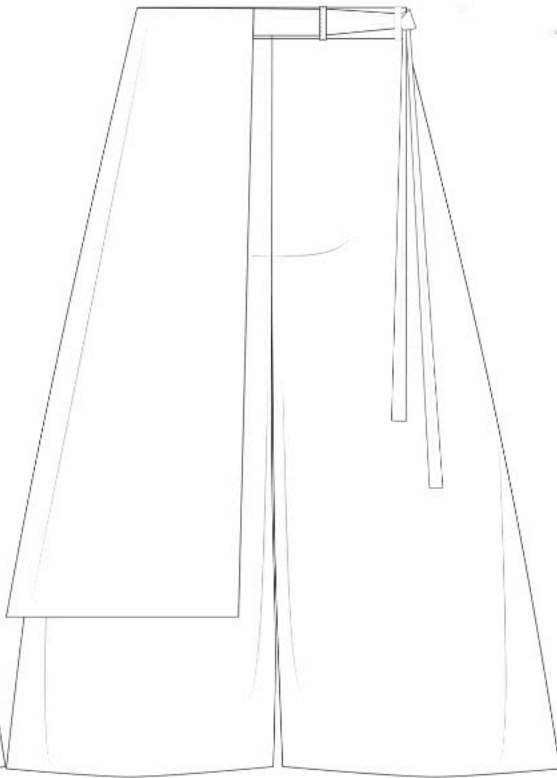
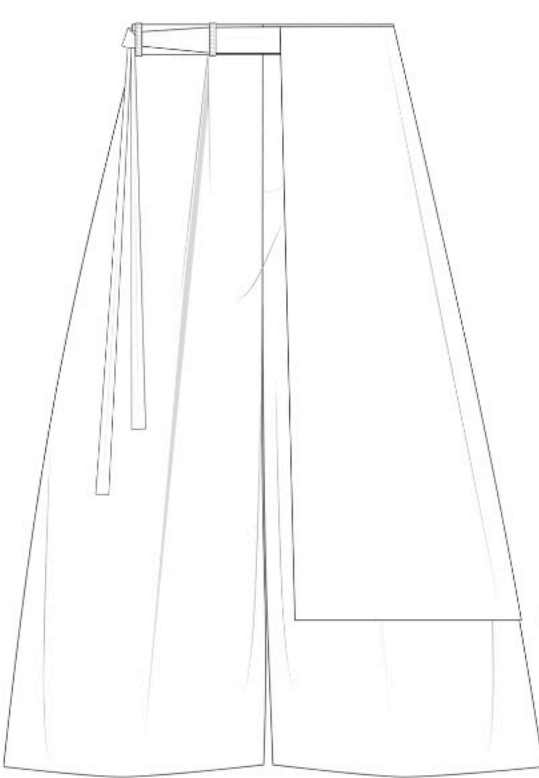


phonological processing

the nature of dyslexia

the wrap trouser
the wrap trouser

the trench
the jumper and trouser



READING BETWEEN THE WORDS

