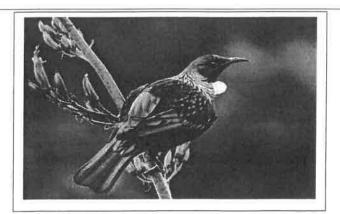
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The Magazine was designed & produced by: SPELADD Office Staff.

UNLOCKING LEARNING

The Quarterly Magazine of SPELADD NZ Inc

September-November 2017

www-speladd-org-nz

Introduction to "ILLITERACY TO MILLIONAIRE"

This is the story of a man with severe learning difficulties who manages to build a successful two-million-dollar property portfolio for himself while working on low wages as a gardener. Michael Marquet was one of the 900 million in the world who could not read or write.

"ILLITERACY TO MILLIONAIRE" is a sequel to my previous_two books" Michael's Challenge" and "Literacy My Prize". This book recaps on how I overcame the adversity of leaving school at the age of fifteen unable to spell my own name. Over the following decade, with sheer grit and determination, I succeeded in completing a horticultural apprenticeship, won a scholarship, and was awarded the prestigious UNESCO Literacy Award which I travelled to Paris to receive.

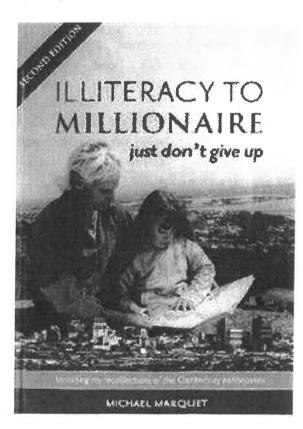
This grew from my desire to help another illiterate schoolmate to solve his accommodation needs

This new book describes how as a young man, I built up a small property portfolio on low gardener's wages.

The essence of the story is about perseverance with life struggles to achieve my goals and dreams, by telling a good yarn in my own quirky style, as I reminisce about the challenges I have overcome and the people who have touched me.

It is a book to inspire and encourage people with hope to follow their dreams in life. I believe it will appeal to readers young and old.

If I see a new book, I now feel confident enough to buy it and sit down and read it. Whereas before I couldn't read it, let alone pronounce the words. I now have a love and passion to discover new words. The frustration level is still there, but I don't give up. Reading is the key knowledge to everything



Continued on page 3

AGM

The annual general meeting for SPELADD

New Zealand Incorporated will be held on

Wednesday November 29 at 7pm.

Venue: first floor "The Grand"

41-44 The Square Palmerston North.

Supper provided.

Your presence is important.

From the President

To unlock learning, there is an order in which things must be done, starting with babies.

Crawling is very helpful as is learning to pay attention to what you are doing; listening to sounds and learning to speak and understand speech, being able to understand what you see; learning to use your small muscles to eventually hold a pencil - correctly! and developing your big muscles so you can sit in a chair to learn to read and write, and become an All Black (or any other kind of "Black"), and dig your vege garden to grow healthy food for your family.

If one area of learning is down, most people can cope reasonably well and often learn to compensate.

However, many children have a few things in different areas of learning that make it particularly difficult for them to cope in the school system. This is when parents come to SPELADD for help.

The physical areas of learning need help first. This is when we refer children to Lindsey at the Learning and Vision Clinic.

If their difficulties in these areas are minor often the SPELADD teacher (we call them tutors) can help, while also attending to the students other underpinning areas. The underpinnings or building blocks of learning need to be in place <u>before</u> a person can satisfactorily move to the higher levels of academic learning which is where the schools come in.

We all know of people who succeeded at school but not in later life. What are some of the important things that determine success in life?

- Something that is of great interest.
- Common sense.
- Determination to improve through work.
- Learning strategies to overcome problems.
- A mentor (often a parent or teacher) to be a support and show faith in a person.

Many years ago, when we had to do IQ tests, we had two young adult students whose IQ results were the opposite. One scored really well on most things. He couldn't even get himself out of bed on time for important appointments and relied heavily on his mother.

The other one scored in the low average range. He was flatting. He had no problems asking the right questions to get himself to appointments, even having to catch two buses to get there. It's not always what you have: it's have you learned (because someone taught you) how to use it.

Parents

SPELADD belongs to our clients. We need to see you at our AGM. Be assured you will not be pressured into going on the committee.
Regards

Elizabeth

Jess/Rachel name change
For those of us who have known Jess/Rachel

Rachel Bradley, she would like to make it known that her name is now officially Jess Lightbody.

Thank you to Jess for her research into, and preparation of "The Learning Unlocked Sensory Kit" which she presented on the 21st of July



The views expressed in this newsletter are not necessarily the views of SPELADD NZ Inc.

ACTIVITY PAGE

The answers are in the story, so read the story first.

The tui bird comes and sings in our kowhai tree in late winter and early spring. It wants the yellow flowers to come so it can get the nectar from them.

Until this happens we put out sugar in water for it. Some days there are two birds in the tree. Once, a third tui arrived.

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Across

- 1) Rhymes with plays.
- 3) The season when it's cold.
- 6) The kowhai has yellow ones.
- 8) We put it in water until the flowers come.
- 9) Rhymes with bird
- 10) The season after winter

Down

- 2) The colour of kowhai flowers.
- 4) What the birds get from the flowers.
- 5) The third tui _____.
- 7) The same as 8 across.
- 9) The bird which comes to our garden.

Extracts from:-

EFFECTS OF CONCUSSION

From Neurological Foundation of New Zealand "Headlines" national newsletter. Volume 115 Winter 2017.

The immediate effects of a concussive injury can be loss of brain function (loss of consciousness) or excessive activity in some parts of the brain stiffening of one or other or both arms lasting several seconds, twitching of the legs, or rarely, a convulsion.

Another immediate effect of a closed head injury may be a migrainous type of brain dysfunction.

THE SIGNS OF CONCUSSION

The easiest recognisable sign of concussion is loss of consciousness, but this occurs only in a minority of sports players shown to have been concussed. Other features observed on video clips are falling with no protective arm movement (like a rag doll), momentary stiffening and abnormal posturing of an arm or leg, slowness getting up from the ground, unsteadiness standing and walking, clumsiness of the hands, a blank or vacant look, clutching of the head and slurred speech. Questioning may reveal loss of recent memory, inattention or confusion.

Melbourne neurosurgeon Professor Gavin Davis indicated that only about 50% of concussions were seen on repeated viewing of video clips of traumatic events during AFL matches.

standardised concussion assessment tool (SCAT) has been developed by an international panel over recent years. The fourth edition, SCAT 4 Protocol, should be published shortly. This protocol gives a list of guestions to ask and examination to be performed after a potentially concussive injury. The education of sufficient persons to perform this side-line assessment accurately will be a major challenge. A referee could not be expected to observe even 50% of concussion-causing events, so it seems reasonable to educate players to recognise these events and initiate a side-line medical examination of their team mates. A 5-15-minute sideline observation period of the player by a trained person would be appropriate, with the possibility of then returning to the field of play and with a replacement player to be on the field while the assessment is performed. This is practicable at provincial and international level games, but it would be a counsel of perfection for such an assessment to be available at all rugby games. Having had immediate symptoms or signs of concussion, recovery is often rapid; in mild cases in a matter of a few hours. In more severe concussion, difficulty concentrating (for example in reading), drowsiness, fatigability or irritability may persist, but then resolve over several days. Professor Davis indicated that in the AFL players he studied, 90% of players who had a concussion recovered completely within a week.

Illiteracy to Millionaire

(Continued from page 1)

I feel my life story has a strong, powerful message to get across to people, not only with a learning disability, but also people:

- Who lack: Confidence that makes you believe in your own ability.
- Who lack: Determination
 to make up your mind on an issue and
 stand by that decision.
- And people who lack: motivation
 in striving to succeed in what you hope
 to achieve.

My message is from the soul of this book. I have written this book to help those people who struggle with speech and language difficulties, but most of all to inspire ALL people to reach out and follow their dreams and goals.

JUST DON'T GIVE UP.

I still have problems that I struggle with...

- I still cannot memorise the alphabet.
- I struggle to write my manuscript without The Oxford Dictionary beside me
- I still need to use a calculator to work out the basic mathematics and figures.
- My daughter sometimes corrects me with my pronunciation of language and words.
- My workmates make fun of me, the way I incorrectly pronounce the names of places and my general words.
- I don't own a computer, or a cell phone (at the time of writing this book), when technology dominates the world we live in.

I can't text yet because I don't like the way society is heading down that track.

One thing I do believe in is not to give up with your learning problems, and have a love and be inspired by your own determination, spirit and desire to succeed in whatever your dreams and goals may be.

One thing I do know is how to make a million dollars without learning to pronounce "millionaire", write or read about it in a book.

SOME MILESTONES

1972 Placed in a special class for backward pupils.

1977 At 12-years-old was the youngest competitor to ever complete a marathon in New Zealand.

1978 Achieved the record for the fastest marathon run by a 12-year-old in a time of 3.30:11. Won a trophy for the best performance in the under-20 age group. My time was 3.11:24 as a 13-year-old.
1980 Decided to give up running, I started a full-time job as a labourer at the Botanic Gardens with no school qualifications.

1981 I sought help to overcome my literacy problems, I started to enjoy learning to read and write after years of failure.



1982 Passed my driver's licence and wrote my first letter.

1986 As a 21-year-old I had saved \$35,000 by working every weekend. I bought a section in Avondale, Christchurch for \$27,000

1987 I was awarded the P.C Browne Scholarship for horticultural studies for one year in Australia (1988). By November I had sat and passed my final examinations for the New Zealand trade certificate in horticulture.

1988 My first book," Michael's Challenge: Overcoming Illiteracy" was published and I wen t to Paris to receive a UNESCO literacy award for it.

1989 Returned to New Zealand after completing my scholarship course. Bought my first house after saving \$55,000.

1991 My second book, "Literacy my Prize: How I learned to Read and Write" was published.

1992 Received a National Literacy Grant (\$1,000) from the New Zealand lotteries grant board to allow me to do a nation-wide literacy lecture tour to promote literacy in schools.

2005 By the age of 40 I had achieved a major milestone by buying my tenth property, a hillside coastal property on the top of Clifton Hill in Sumner, Christchurch. 2007-2009 Created my "piece of paradise", collecting many unique treasures to display there. Started my third book book Illiteracy to Millionaire; just don't give up. 2009 Glenys Whitelaw, ARAS tutor for Adult Reading Assistance Scheme Christchurch (the same organisation that taught me to read and write in 1980), is introducing me to learning the technological age, after being a Luddite for many decades. I am now starting to learn how to use a cell phone, and also computer skills.

Types of Dyslexia

(Extracts from "The Everything Parent's Guide to Children with Dyslexia")
When there is a diagnosis of dyslexia, it is often classified into one of several subtypes. These subtypes are basically labels for the pattern of symptoms that emerged through testing.

dysphonesia; phonological dyslexia; or auditory dyslexia): This form is characterized by difficulties with word attack skills, including phonetic segmentation and blending. It can be identified by poor nonword reading skills; for example, the ability to decipher invented words with no real meaning used to test phonetic skills. Spelling is inconsistent with bizarre letter combinations.

Dyseidetic dyslexia (Also called dyseidesia, surface dyslexia, or visual dyslexia):
Children with the diseidetic form of dyslexia have a good ability to sound out words, but they read very laboriously. They have difficulty learning to recognize whole words visually, and have problems deciphering words that do not follow regular phonetic rules.
Spelling is highly phonetic, for example writing "skul" for "school."

Naming-speed deficits (Also called semantic dyslexia, dysnomia, or anomia): This subtype of dyslexia is diagnosed primarily from poor performance on tests of rapid automatic naming. Children with naming speed deficits have difficulty with word retrieval. They may hesitate in speech, or frequently substitute



a mistaken word for what they mean, such as saying "tornado" when they mean "volcano". They may also frequently use generic words (i.e., "thing" or "place") instead of specific nouns; or they may resort to descriptive phrases, (i.e. "the eating thing" rather than "spoon").

Double-deficit: Double-deficit dyslexia is a label attached to children who have both the phonological and the naming-speed subtypes. These children are thought to have a particularly severe and persistent form of dyslexia.

Many children have symptoms that overlap and more than one of the various subtypes, and are not easily categorized. Research suggests that approximately 60% of children with dyslexia have the disphonetic form, while about 10% have the Dyseidetic form. The remaining children generally have a combination of forms and symptoms.

Overlapping and Related Conditions The results of testing may indicate your child has a learning disability other than dyslexia. In some cases, the learning disability may be the same thing as dyslexia. For example, the evaluation may conclude that your child has a Developmental Reading Disorder or Phonological Processing Disorder. These phrases are merely different ways of describing dyslexia or a subtype. It is also very common for children with dyslexia to be diagnosed as having Attention Deficit Disorder (ADD/ADHD), Central Auditory Processing Disorder (APD or CAPD), or a visual processing issue. These are different from dyslexia, but there is a substantial

diagnosis of dyslexia.

For example, dyslexia is primarily a problem with processing of language, and reading problems are often accompanied by problems with using and understanding language.

It is possible for a child to have an

overlap in symptoms. That is, in many cases

based on the same symptoms that support a

diagnosis of these conditions will be made

auditory processing disorder without dyslexia, but when a child has both the auditory processing issues and difficulty with reading, they probably are simply different manifestations of the same underlying language processing problem. The real issue is that the child needs help with understanding the sounds of language.

Similarly, Attention Deficit Disorder is generally categorized by high distractibility, difficulty staying "on task", and a variety of related behavioural problems. A child who cannot read and is feeling confused or frustrated in the classroom is likely to manifest the same sort of symptoms.

However, it is also possible that a child will have additional symptoms or problems that will support a dual diagnosis. For example, difficulty with reading will not cause a child to be hyperactive, but many children with dyslexia also have the hyperactive form of ADHD. Solving one problem won't help unless the other is also addressed.

CHILDREN

DYSLEXIA



Crossword answers

