

ARTS DYSLEXIA TRUST ANNUAL MEMBERSHIP

Registered Charity number 1013941

- ✓ (tick as required)
- Students & Unemployed £10.00
- Senior Citizens £15.00
- All other individuals £25.00
- Companies, Schools etc. £100.00
- Life Membership £500.00

Name:

Address:

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Post Code:

Telephone:

E-mail:

Date:

Would you like the ADT to publish your work ?

Yes

No

Please send this form, enclosing a cheque made payable to the Arts dyslexia Trust to

The Arts Dyslexia Trust

14 Churchfield Way

Wye, Ashford, Kent TN25 5EQ

For further information please contact:

Susan Parkinson 01233 811 960

E-mail artsdyst@aol.com

Website www.artsdyslexiastrust.org

AIMS

The Arts Dyslexia Trust aims to promote greater understanding and appreciation of those usually

labelled

“DYSLEXIC”

We are dedicated to increasing awareness of
VISUAL-SPATIAL LITERACY

The means by which so many creative people learn and develop their ideas. These individuals thrive in an educational environment which focuses on their Learning Strengths

Encouraging parents, educators and employers to recognise and inspire visual – spatial skills is a major role in the Trust. We organise exhibitions, run courses, initiate research and give practical support to talented educators who are developing wholistic methods

Your Membership and / or practical help will be a vital contribution to our efforts

At present members (of all ages) include professional and potential engineers, scientists, researchers into dyslexia, entrepreneurs, teachers and parents of dyslexic children as well as artists and designers in all the various media: including sculpture, painting, film, ceramics, graphics, dancing, photography, music, textiles, architecture, poetry, writing, silversmithing, theatre and computer animation

MEMBERS CAN BENEFIT FROM:

TELEPHONE HELP LINE 01233 811 960

Free information and advice regarding Schools, Courses, Universities, Portfolios of Work and sources of additional guidance.

EXHIBITIONS

Top quality work presented by the ADT at Art Galleries, Universities, Art Colleges, Schools, Conferences and Festivals throughout this country and abroad.

ADT NEWSLETTER

Opportunities to show work and express views in the quarterly Newsletter

ADT WEBSITE

Opportunities to show work, express views, take part in research tests and find out news of up and coming exhibitions on the ADT website

www.artsdyslexiastrust.org

VISUAL –SPATIAL LEARNING RESOURCE BASE

Which contains information of use to researchers, teachers, parents, professional artists, students and organisations concerned with dyslexic strengths

ADT MEETINGS

A chance to meet people who have had similar experiences to your own

“? Etirw elpoep emos tnac yhw ymmuM”

“Mummy, why can’t other people draw ?”

If your child spends a lot of time drawing or playing with bricks it means that he understands the events and things around him through seeing them and he may do this in preference to naming or counting them (other children may not). As babies we discover the real world by using all our senses, particularly touch. We crawl round, through, over things, pick up things, taste them, throw them about, in order to find out what they are. In later life that sense of touch is largely taken over by our ability to see (we no longer have to bump into a door to know it is closed, we can see it is closed, which saves much time and energy not to mention bruises), so we call this faculty

“Visual”

This is the ability we all have to greater or lesser extent and we use it in many very necessary every day tasks, such as driving the car or choosing what clothes to wear. It is also very important in various professions such as engineering, architecture, and experimental sciences. But understanding the world in this three – dimensional way (the real world that we see and walk around in, is three – dimensional) does not get much encouragement at school. In fact, it is all too often actively discouraged.

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☞ To those who are good at visual thinking, keeping to one path throughout their pictured experience can be very limiting and very difficult. They see all sorts of meaningful patterns in a page of text, not only the one intended.

That is because the standard school syllabus requires us to think in a quite different way.

Almost all the subjects that we are taught at school depend on the use of words and figures. These have to be read or written in one direction only. They are one – dimensional. Whether it is a word, a whole book, or a line of figures, there is always a ‘right’ beginning and a ‘right’ path to be followed between them. The visual way of thinking is no help there. It may even get in the way. Turning a page of text round in one’s mind, looking at it from different angles, starting from different angles, starting from different points and taking all sorts of different paths through it, does not help one read it !

If this difficulty in learning to read or write is severe, we call it dyslexia. Now, dyslexia can take many forms and there are many reasons why children may be slow to read or write, quite apart from dyslexia. But there are some people, probably quite a significant number, who ‘fail’ at school simply because their visual thinking ability is so strong, that they cannot come to terms with the one – dimensional way of thinking at all. They are never happy with this, even though they may try hard and learn various strategies which eventually help them to cope with the problems. These are the people our Trust is actively trying to support. They have very valuable talents and skills to contribute to the health and wealth of our society. We must not waste that potential.



www.artsdyslexiastrust.org