Stage 2 Research Project – 2014

RPA ☐   RPB ☑

School Assessment Cover Sheet for

➤ Assessment Type 1: Folio

SACE Registration Number: ☐☐☐☐☐ !

Research Question: WHAT TECHNIQUES ARE EFFECTNE FOR ME WITH MY DYSLEXIA, AND HOW CAN I HELP OTHERS WITH DYSLEXIA?

My research project topic is "Dyslexia". I chose this topic as it directly affects me as I am dyslexic and I want to learn more about the disability I suffer I have refined my question to "What techniques are effective for me with my dyslexia? And how can I help others with dyslexia?" I want to research what options are available for people with this disability to develop skills that may help them cope with day to day life. Additionally, I want to discover what techniques are effective for me and how I can overcome my dysle: **P1**   Clear goal indicates consideration of research topic and is linked to Research Question.

By developing an improved knowledge of dyslexia, I plan to pass on this knowledge to others. My goal is to learn and be aware of what is dyslexia, the different severities that affect others. I also want to learn about what techniques are being used or are effective with dyslexics **P2**   Considered planning of the research processes. Discussion of sources to be used.

For my research process I would like to include interviews with people who work closely with people who are affected by dyslexia. Firstly, I will need to discover who is directly in contact with people affected by dyslexia; these can include professions such as, doctors, psychologists, teachers and schools. This will be within the community such as, schools, universities and/or doctors or physiologist, all who are directly interact with children and adults affected by dyslexia. I have chosen these people because they have the knowledge and training regarding learning disabilities and will be able to provide me with the information required to answer my research question. Interviews with these peoples in these professions could be a possibility, as time management could be an issue I will have to search elsewhere for the information. I will also be using books in libraries and the internet on how to contact and learn more about my topic and interview family or friends that are suffering from dyslexia.

I will display ethical consideration by being polite and asking permission when necessary, such as acknowledging all authors by using the Harvard referencing system. Being sensitive to others when necessary, practicing confidentiality to sensitive topics and not asking inappropriate questions. I will also do this by wearing the appropriate clothing, when interviewing and visiting work places or offices.

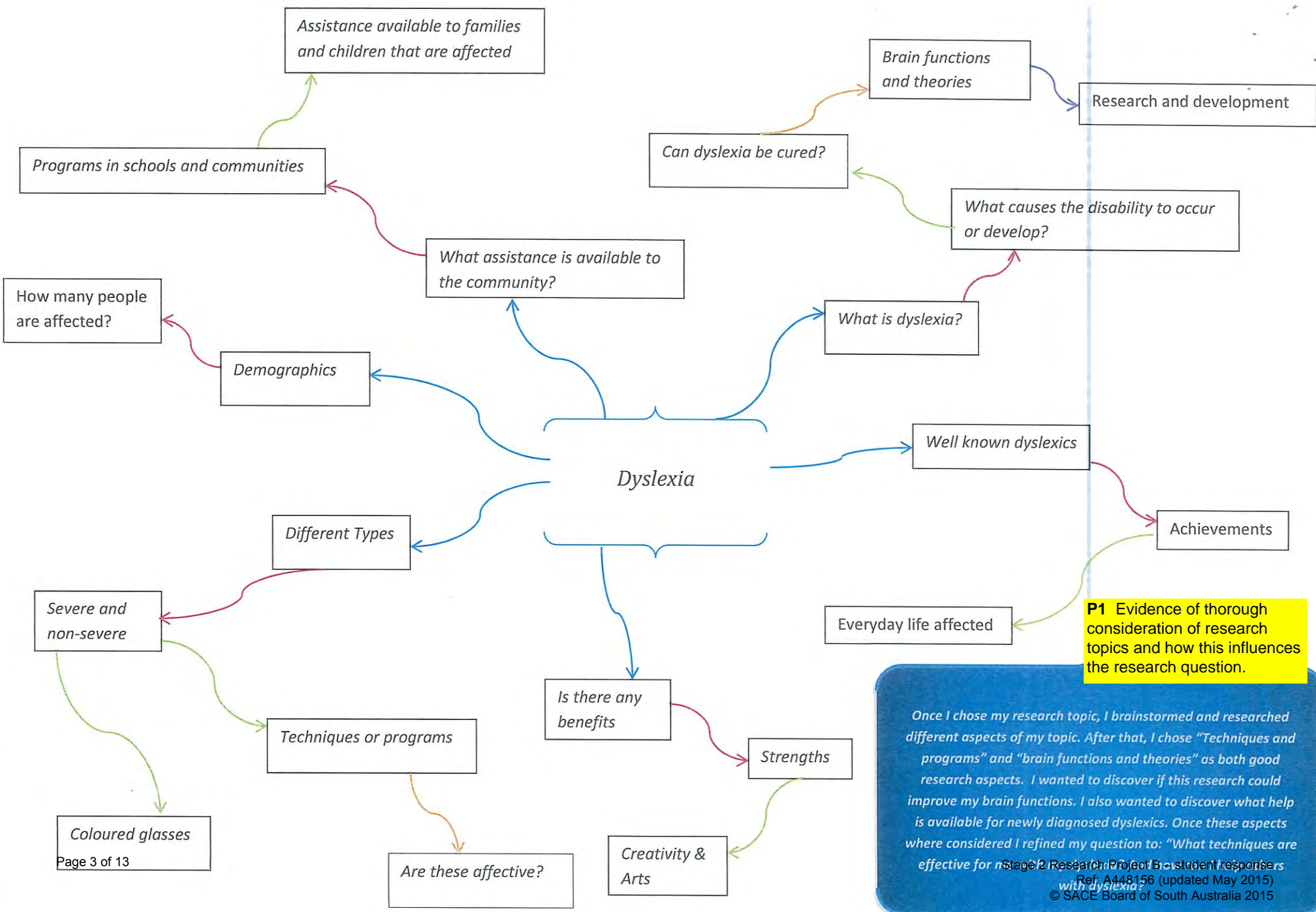This will be achieved by the answering of the smaller focus questions:
- What is dyslexia?
- What resources are available for dyslexics?
- What techniques and strategies are effective for me?
- How do people who suffer dyslexia overcome the disability? **D4**   Informed understanding of capability and how the research processes will assist development.
- What are the different severities of dyslexia?

I have chosen to improve on The Personal and Social Capability. I feel like this capability captures what I want to develop. I will also be reviewing and planning personal goals to develop my understanding and also to improve my time management with my set goals. I will establish and develop relationships in personal and community life, by interviewing people who work closely in the community and/or schools. As well as developing empathy and understanding of others affected by dyslexia. While expanding my vocabulary and learning to guide the interview through my speech, by developing a good rapport. Skills I will also learn or develop through interviewing and organising those interviews, is confidence and courage, as well as organisation and time management.

The format of my research outcome will be an information 'guide' for newly diagnosed adults and children, also a written report of research project B about dyslexia and what techniques are useful. The guide will provide information about dyslexia and what techniques have been shown to improve dyslexics' skills in written or verbal communication, as well as memory. This guide will also have what help is available to the public, either in the community or provided by schools and/or universities for children and adults. The written report will display what skills I have learnt throughout my research and what information I have discovered. What help is accessible for the community and how I have provided this information to them.

P2 Discussion of research outcome is linked to planning of research processes.

Assistance available to families
and children that are affected

Brain functions
and theories

Research and development

Programs in schools and communities

Can dyslexia be cured?

What causes the disability to occur
or develop?

What assistance is available to
the community?

How many people
are affected?

What is dyslexia?

Demographics

Well known dyslexics

Dyslexia

Achievements

Different Types

Everyday life affected

Severe and
non-severe

Is there any
benefits

Techniques or programs

Strengths

*Once I chose my research topic, I brainstormed and researched
different aspects of my topic. After that, I chose "Techniques and
programs" and "brain functions and theories" as both good
research aspects. I wanted to discover if this research could
improve my brain functions. I also wanted to discover what help
is available for newly diagnosed dyslexics. Once these aspects
where considered I refined my question to: "What techniques are
effective for newly diagnosed learners
with dyslexia?*

Coloured glasses

Are these affective?

Creativity &
Arts

How am I going to achieve my research project?

My research question:

"What techniques are effective for me with my dyslexia? And how can I help others with dyslexia?"

- **What is dyslexia?**

  - I can find this information this within book and websites about dyslexia
  - If this is a disability or disorder
  - What causes dyslexia and if there is a cure
  - Is condition hereditary?

- **What resources are available for dyslexics?**

  - This can be found by websites and by talking to special helpers in schools
  - Information from books or websites

- **What techniques and strategies are effective for me?**

  - Research this in the search engine for any websites containing relevant information.
  - Look for information about any projects or research has been conducted in the past or at present
  - Research what techniques are effective and what formats they come in?

- **How do people who suffer dyslexia overcome the disability?**

  - I can interview to family or others who suffer from dyslexia and this will enable me to discover how others handle activities of day to day life
  - Information can be achieved by a questionnaire

- **What are the different severities of dyslexia?**

  - Research if there is any severities of dyslexia
  - Ask people with dyslexia as to if and what affects dyslexia has on their day to day life
  - Research what kind of activities or different ways dyslexics cope
  - Discover what measures are taken to study or to complete their education and if these measures were successful

Week Two - I thought of different resources available, I went to the local Library and borrowed a book Called "The Dyslexia Empowerment Plan" By Ben Foss. This was very useful as it was a dyslexic who created this book to help others with the same disability.

Week Three - I looked at different websites and different outlooks on dyslexia. Started to write my discussion for assignment one and outcome. I have begun researching "brain training exercises" and if this can improve brain functions and also if it can benefit people with learning disability.

Week Four - Started to do a brain training program, every day I will complete a word search and record my time. This will show my progress and if this will improve my brain function. I am still continuing writing my outcome.

Week Five - I have continued my brain training program/game and have seen improvement. Because of this improvement I decided to increase my word from 15 words to 17 words. I have then seen a decrease and hope that this time next week I will see a significant improvement in my skills.

I have continued to gather information from websites and books. And have find this quite difficult as when I google "Brain training Dyslexia", this only resulted in websites that did not support my research. I then type into the search engine, "brain training good for dyslexics" and I found around 4 websites which supported my research.

Week Six – I have continued brain training program and have seen improvement. When completing the games, I feel as if my brain is becoming more active and also that it is functioning much quicker. I also have continued gathering information from websites and books and I am continuing to write my outcome.

Week Seven - Today gave some thought about how I want to present my outcome, I want to create an impact on how I present my outcome but also I want the way I address to not be ordinary. But I believe it would be best to still present as a report. When I began my research project I wanted to create a pamphlet but I believe it would be too difficult and also time consuming to make now. I believe the audience would better interpret my research project through a report.

Week Eight – Today I wanted to catch up on some work for my research, as I have gathered a few websites and I want to complete some analysis graphs. I have discovered that when researching and trying to gather websites that you need to be careful, as when you search certain words or sentences you need to be specific and sometimes need to refine you words to find the information you need or the website you require. This can be very time consuming making it quite frustrating.

Week Nine – This week I have begun to do some website critical analysis. I have also begun to brain storm some interview questions for dyslexics; I am hoping I will be able to get an dyslexics prospective of how they deal and more importantly how they feel about dyslexia.

Week Ten – Today I am finishing my interview questions and will be trying to organise an interview.

<mark>**P2** Considered planning of research processes. Description of weekly processes undertaken indicate a progression based on processes undertaken.</mark>

Term Three

Week One - I am trying to develop more of my research and continuing to work on my source analysis. I have also had a successful interview; this is great as it gives me a real insight into how a sufferer of dyslexia feels.

Week Two – This week is the last week before my folio is due. I have continued my research, such as finding more websites as well as books, while also gathering all my research and preparing to submit my folio.

<mark>**D1** Evidence of resourceful development of research in the action research.</mark>

This is a few examples of webpages that I visited and that I found useful towards my research topic.

Creditability- this source is also creditable as it comes from the Dyslexia Australia Organisation.

Meaning and definition of dyslexia – This was very useful to me, it gave me the definition of my topic.

Signs or symptoms of dyslexia – This was very helpful information to find, this gives me a background and what people would experience when suffering from the disability dyslexia.

Related Learning Disabilities – This is useful as it explains how other disabilities can be associated with dyslexia.

Example – the example used on the webpage helps me to understand what people experience with dyslexia.

Creditability – Website is designed to help enhance people's brain capability.

**Title** – The title of this article informs me that this about the topic I am researching.

Brain Graph – The image of the two brains show the activity levels in two different people. One of the people being a diagnosed dyslexic.

Sources – Within this article it mentions sources of this of information. This is useful as I can use this information in a search engine to determine its creditability.

Study Tips – Helpful tips for dyslexics to help improve their brain function when studying.
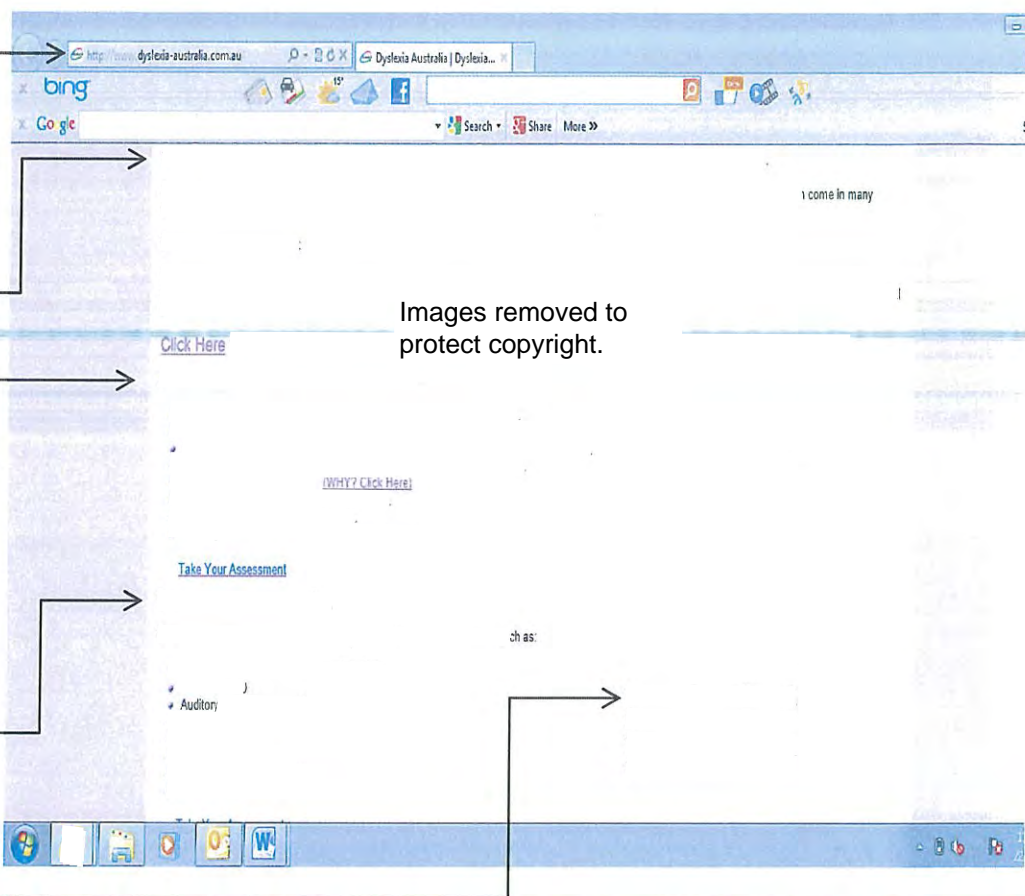
Images removed to protect copyright.
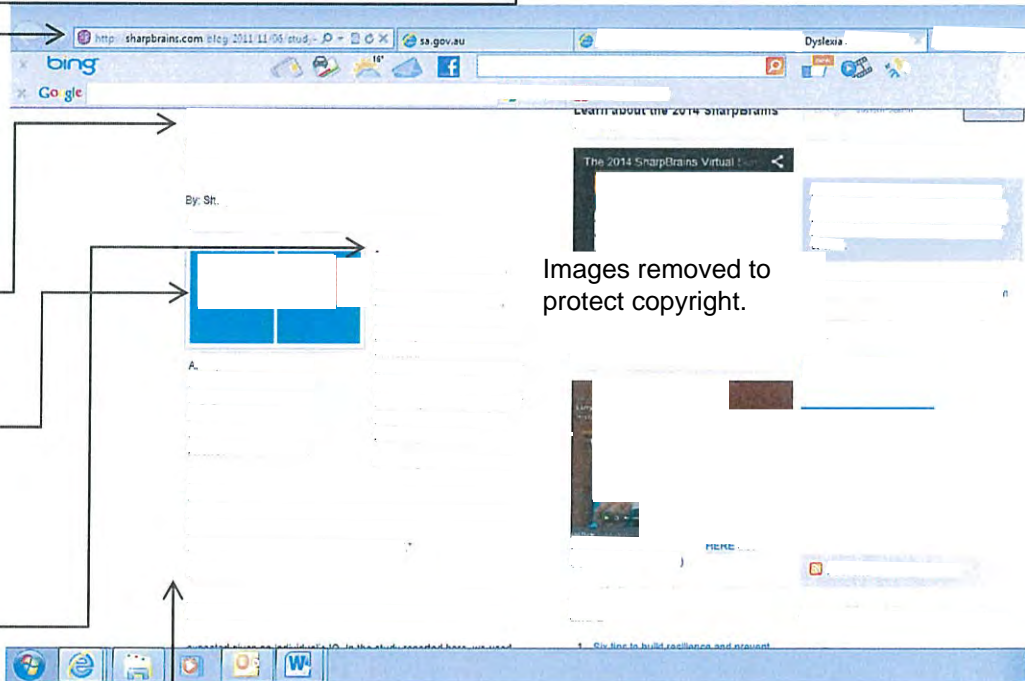
Images removed to protect copyright.

D2 Some complexity in analysis of information from the examples of web pages used. Headings highlight discussion to assess the usefulness of the information.

D3 Effective development of knowledge and skills. Annotations indicate development of knowledge about the topic and skills in research.

Credibility – website about information regarding learning disabilities.

Brain Training - Information about how brain training can improve brain activity and how this can also slow the effects of aging.

A list of games suggestions and activities – If practiced regularly can improve brain functions and memory.

Bias – This page has the possibility to be bias, as this could be a study that the website is conducting.
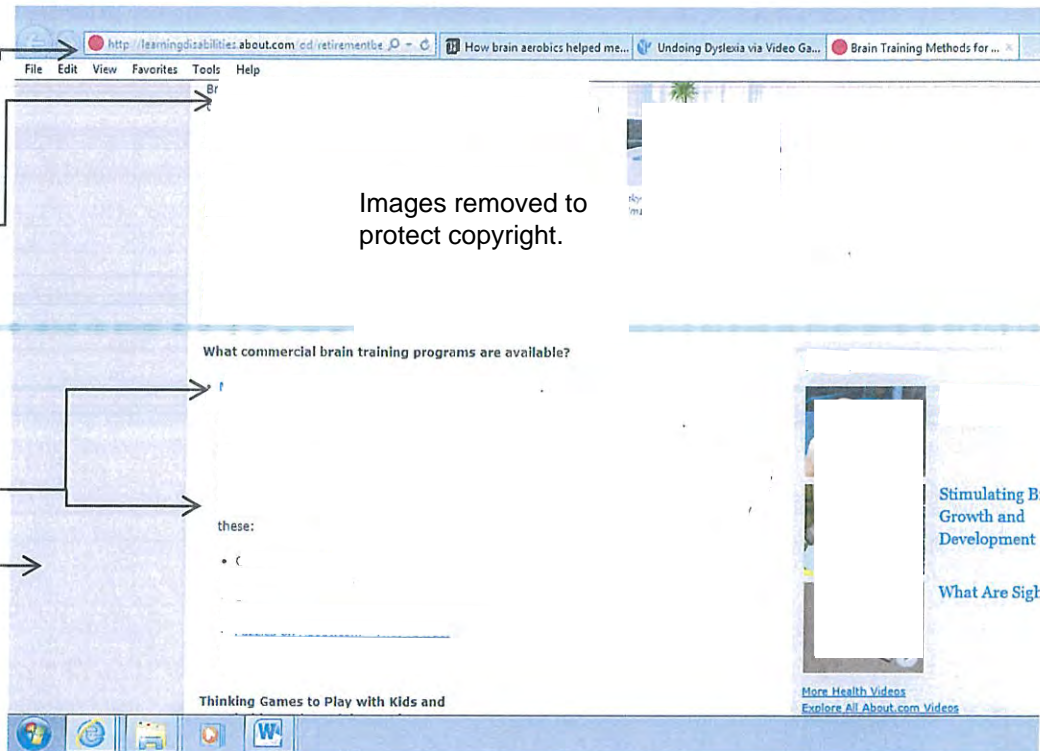
Learning based disabilities – speaking of links to dyslexia and how it can affect reading and speaking.

Credibility – this article mentions names of professionals and also universities who are conducting the research.
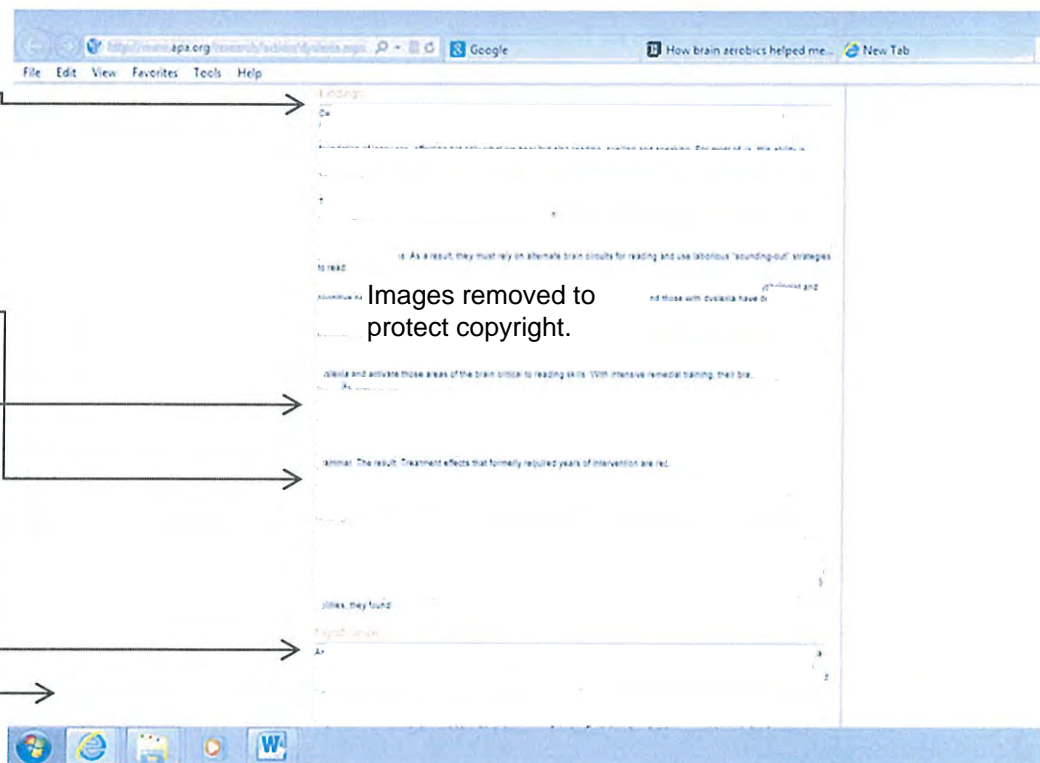
Video training – experts are using training to improve brain functions in English grammar.

Research results – this is showing good results for dyslexics.

Bias – this report could be written by or for the university that conducted the research.

Images removed to protect copyright.

What commercial brain training programs are available?

these:

• (

Thinking Games to Play with Kids and

Stimulating B:
Growth and
Development

What Are Sigl

More Health Videos
Explore All About.com Videos

Images removed to protect copyright.

D2 Some complexity in the analysis of the information. Headings assist in highlighting the analysis.

D3 Effective development of knowledge and skills. Annotations indicate development of knowledge about the topic and skills in research.

Interview questions from a dyslexic point of view

- **What does dyslexia mean to you?**

It means I have to take more time in doing things others take for granted such as reading, writing, understanding instructions for instance can be frustrating at times.

- **What difficulties or symptoms have you experience throughout your life?**

All of the above. In addition I see moving letters and read and reread and still have trouble understanding it. I also have severe short term memory problems. I avoid filling in forms and reading things.

- **When did you recognise or discover that these difficulties or symptoms were affecting you and your education?**

As a child (around grade 3) I was smarter than most children in many ways but found it difficult reading the blackboard and impossible to write it down on paper.

- **How did this affect your education?**

It lead to me being called stupid or sent to classes for slow readers or learners. I also used pencil more then pen as pen are so difficult for me to use and it causes me pain to look at for too long. Not sure why pencil was a bit easier but I still had so much trouble with them. I had to study things longer causing everything to be slow with me. Yet when I understood something I found I knew it better than most and it stuck with me. Sadly it lead to me never achieving my full potential thought I am proud of some things I have managed in my life.

- **Did this affect your future education and career goals? Why?**

Yes I believe very much so as I was ashamed of the way my writing looked and my spelling was awful though better, it's not much better now for me. Being ashamed of my writing led me to shun doing anything that required writing. Looking back and seeing my life and how I am now I believe I could have done anything but never had the confidence to do so. A sad loss but I'm still proud of some of my achievements.

- **Do you still experience these symptoms and have they changed severity?**

I still have a lot of problems with it. I have to try read and reread things many times over. Even then I find when I go back to it I didn't get everything. I find I'm smarter than average though reading this you may not think so but my knowledge is far in excess of most people. Symptoms are still quite severe though I manage better now. It wasn't until I was 28 I started to develop the ability to write a bit better.

- **How does dyslexia affect your everyday life?**

I fear having to read but having to write is frightening to me. I ask my wife to fill in forms or read things to me and people often look at me as though I'm illiterate but I guess in some ways they are right. If I never had this problem I feel life would have been so much better for me. But when I do achieve I'm much happier and appreciative about it than most people are and never take it for granted.

- **Have you tried any techniques or programs to help you cope with your dyslexia? If yes, what were they and where they successful?**

No. I didn't know I suffered from dyslexia until it was too late for me.

- **How does it feel to have a dyslexic child?**

I feel sad as I know the difficulties involved in day to day life. But as a parent I encouraged my child to do their best and focus on the positives rather than the negatives of dyslexia.

- **How did you believe that you have overcome dyslexia?**

I have learnt to accept that I have dyslexia and avoid any difficult situations.

D1 Considered planning of research is evident in the development of the questions for the interview.

Reflection on interview

This interview has given me awareness of others who suffer from dyslexia and also have given me a very good insight on how this can affect people with this disability.

The male who I interviewed not only has had problems to accept that they had a disability but also that he has felt ashamed of himself and this has ultimately resulted in avoiding any sort of writing activity or form. His feelings also resulted in not continuing his education at a young age and also not fulfilling his "complete potential". He also feels that he holds a better than average intelligence but could not express this very well in school as he struggled with reading and writing. This was also made harder by being placed in classes for struggling students; they also recall that he was constantly called stupid in school by other class mates.

That he still suffers from such severe symptoms from this disability, these symptoms are so severe that he always asks his wife to fill out forms and feels that he is judged often in public because of this. He also believes that people think that he is illiterate and also considered that these people may be correct in thinking or feeling this.

I feel that this interview was a success, not only did I discover how a person can be affected within their everyday life by a learning disability, but also how this can affect this can have on a person's mental health.

I feel personally more aware of others who share my disability but also more confident in finding sources of information for my research project. I feel more confident to enhanced already establish relationships with others and also being considerate of their feelings and being ethical when using the information they have entrusted me with.

D2 Complexity in analysis is evident. Information collected is restated. The assessment of the success of the process is measured against personal understanding and skills gained.

D3 Development of knowledge and skills evident in analysis of interview.

Brain Training Results

The graph above is displaying brain training activity that I have completed and also how I improved the elapsed of time to complete the task over five days. I used the game app "Outworded", once I felt that the chosen amount of words where resulting in similar results, I decided to increase the word limit from 15 to 17. This resulted in a more challenging game play and resulted in larger amounts of time. This graph shows how brain training can not only improve brain function, but how this can be easily adapted to a person's life style. This can be easily adapted to a person's day to day life as it only takes less than 10 minutes a day and this improves brain activity and functions. As a sufferer of dyslexia, I would defiantly make this a constant habit and take the time out of a day. As I feel that this task has improve my brain activity and memory as a result of this brain training.

21ˢᵗ of May 2014 – Day One

- Elapsed Time 4:45
- Found all 15 words

22ⁿᵈ of May 2014 – Day Two

- Elapsed Time 4:08
- Found all 15 words

23ʳᵈ of May 2014 – Day Three

- Elapsed Time 2:34
- Found all 15 words

From this result I decided to increase my word find to 17 words

24ᵗʰ of May 2014 – Day Four

- Elapsed Time 5:22
- Found all 17 words

25ᵗʰ of May 2014 – Day five

- Elapsed Time 5:54
- Found all 17 words

Refection on my activity:

By participating in brain training activities this has helped develop my brain functions. By recording the duration to complete the activity, this helps to display in the graph above displays how brain training can positively affect brain functions. This develops my capability of personal identity and awareness of my disability. Also I feel I have also developed reviewing and planning goals by setting tasks to complete and then reviewing my development.

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Stage 2 Research Project

Performance Standards extract for Assessment Type 1: Folio

RPA ☐   RPB ☐

Student name: _

	Planning	Development
A	P1 Thorough consideration and refinement of a research question.	D1 Thorough and highly resourceful development of the research.
	P2 Thorough planning of research processes that are highly appropriate to the research question.	D2 In-depth analysis of information and exploration of ideas to develop the research.
		D3 Highly effective development of knowledge and skills specific to the research question.
		D4 Thorough and informed understanding and development of one or more capabilities
B	P1 Consideration and some refinement of a research question.	D1 Considered and mostly resourceful development of the research.
	P2 Considered planning of research processes that are appropriate to the research question.	D2 Some complexity in analysis of information and exploration of ideas to develop the research.
		D3 Effective development of knowledge and skills specific to the research question.
		D4 Informed understanding and development of one or more capabilities.
C	P1 Some consideration of a research question, but little evidence of refinement.	D1 Satisfactory development of the research.
	P2 Satisfactory planning of research processes that are appropriate to the research question.	D2 Satisfactory analysis of information and exploration of ideas to develop the research.
		D3 Satisfactory development of knowledge and skills specific to the research question.
		D4 Satisfactory understanding and development of one or more capabilities.
D	P1 Basic consideration and identification of a broad research question.	D1 Development of some aspects of the research.
	P2 Partial planning of research processes that may be appropriate to the research question.	D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research.
		D3 Superficial development of some knowledge and skills specific to the research question.
		D4 Basic understanding and development of one or more capabilities.
E	P1 Attempted consideration and identification of an area for research.	D1 Attempted development of an aspect of the research.
	P2 Attempted planning of an aspect of the research process.	D2 Attempted collection of basic information, with some partial description of an idea.
		D3 Attempted development of one or more skills that may be related to the research question.
		D4 Attempted understanding and development of one or more capabilities.

Assessment Type 1: Folio Grade   B+

Performance Standards for Stage 2 Research Project B

	Planning	*Development*	*Synthesis*	*Evaluation*
	Assessment Type 1: Folio		Assessment Type 2: Research Outcome	
				Assessment Type 3: Evaluation
A	P1 Thorough consideration and refinement of a research question. P2 Thorough planning of research processes that are highly appropriate to the research question.	D1 Thorough and highly resourceful development of the research. D2 In-depth analysis of information and exploration of ideas to develop the research. D3 Highly effective development of knowledge and skills specific to the research question. D4 Thorough and informed understanding and development of one or more capabilities.	S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Insightful and thorough substantiation of key findings relevant to the research outcome. S3 Clear and coherent expression of ideas.	E1 Insightful evaluation of the research processes used, specific to the research question. E2 Critical evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Insightful evaluation of the quality of the research outcome
B	P1 Consideration and some refinement of a research question. P2 Considered planning of research processes that are appropriate to the research question.	D1 Considered and mostly resourceful development of the research. D2 Some complexity in analysis of information and exploration of ideas to develop the research. D3 Effective development of knowledge and skills specific to the research question. D4 Informed understanding and development of one or more capabilities.	S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Substantiation of most key findings relevant to the research outcome. S3 Mostly clear and coherent expression of ideas.	E1 Considered evaluation of the research processes used, specific to the research question. E2 Some complexity in evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Considered evaluation of the quality of the research outcome
C	P1 Some consideration of a research question, but little evidence of refinement. P2 Satisfactory planning of research processes that are appropriate to the research question.	D1 Satisfactory development of the research. D2 Satisfactory analysis of information and exploration of ideas to develop the research. D3 Satisfactory development of knowledge and skills specific to the research question. D4 Satisfactory understanding and development of one or more capabilities.	S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Substantiation of some key findings relevant to the research outcome. S3 Generally clear expression of ideas.	E1 Recount with some evaluation of the research processes used. E2 Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Satisfactory evaluation of the quality of the research outcome
D	P1 Basic consideration and identification of a broad research question. P2 Partial planning of research processes that may be appropriate to the research question.	D1 Development of some aspects of the research. D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research. D3 Superficial development of some knowledge and skills specific to the research question. D4 Basic understanding and development of one or more capabilities	S1 Basic use of information and ideas to produce a resolution to the research question. S2 Basic explanation of ideas related to the research outcome. S3 Basic expression of ideas.	E1 Superficial description of the research processes used. E2 Basic description of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Superficial evaluation of the quality of the research outcome
E	P1 Attempted consideration and identification of an area for research. P2 Attempted planning of an aspect of the research process.	D1 Attempted development of an aspect of the research. D2 Attempted collection of basic information, with some partial description of an idea. D3 Attempted development of one or more skills that may be related to the research question. D4 Attempted understanding and development of one or more capabilities.	S1 Attempted use of an idea to produce a resolution to the research question. S2 Limited explanation of an idea or an aspect of the research outcome. S3 Attempted expression of ideas.	E1 Attempted description of the research process used. E2 Attempted description of decisions made in response to a challenge and/or opportunity specific to the research processes used. E3 Attempted evaluation of the quality of the research outcome