

DYSLEXIA

The Davis® Dyslexia programme is a 30 hour programme and is suitable for children aged 8 and over, and adults of any age.

Benefits:

- Improved Reading Skills: Enhanced reading fluency and comprehension.
- Enhanced Spelling Ability: Davis® mastery technique for spelling improves spelling skills.
- Increased Focus: Tools to manage mental disorientation and maintain concentration.
- Personalised Approach: Individualised strategies tailored to each person's unique needs.
- Confidence Building: Boosts self-esteem and confidence in academic and daily activities

Davis proposes that dyslexia does not begin because a person *is* dyslexic and therefore becomes confused. Instead, it begins the other way round.

For a picture thinker, learning is grounded in meaning and real experience. When they first encounter symbols that feel unclear or abstract—such as letters or certain words—they may experience a moment of confusion. In that moment, their thinking can shift or become disoriented, leading to distortions in perception, such as letters appearing to move, blur, or change.

If this happens occasionally, it passes. However, when it happens repeatedly, the brain begins to associate those symbols with confusion. Over time, this can develop into a pattern: confusion leads to disorientation, which leads to difficulty, and then to coping strategies such as memorisation, guessing, or intense effort. Eventually, this pattern becomes consistent enough to be recognised as dyslexia.

So within this model, it is not:

“They are dyslexic, therefore they are confused”

but rather:

“They experience confusion, and repeated confusion develops into what we call dyslexia.”

This distinction is important. If confusion is the starting point, then it can also be addressed.

Dyslexia, therefore, can be understood as a response to confusion, rather than a fixed inability. When thinking becomes unstable, clarity is lost, and this affects the ability to visualise, process, and retain information reliably.

Davis methods work by addressing this at its source. Learners are taught simple tools to stabilise their perception and maintain clear, consistent focus. From there, the programme builds true understanding by helping them create meaning for symbols that previously caused confusion, using hands-on, experiential approaches rather than memorisation.

As key concepts and trigger words are mastered, reading, spelling, and writing begin to make sense and become more reliable. Just as importantly, learners begin to trust their own thinking again. Skills become more automatic, and learning starts to feel easier, more natural, and more enjoyable.

“Dyslexia is not a complexity. It is a compound of simple factors that can be dealt with step by step.”

– Ronald D. Davis