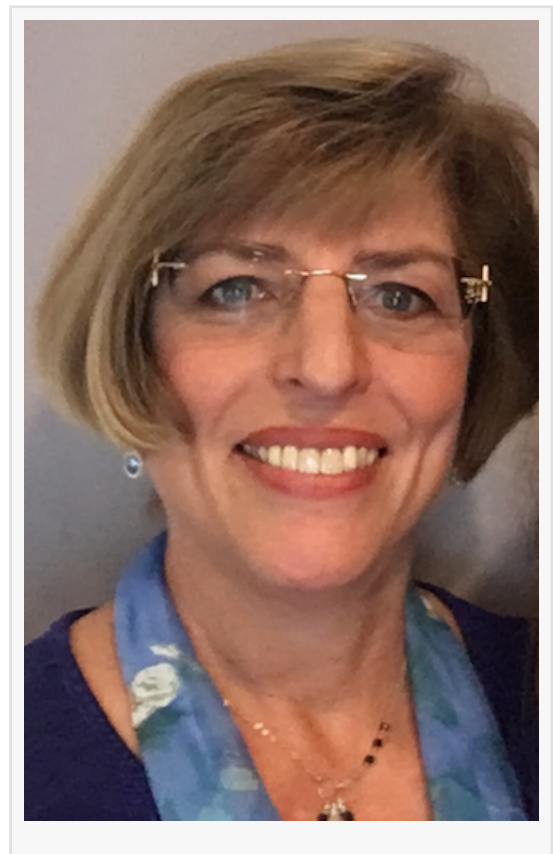


Maryann Chatfield of Welcome Dyslexia to be Featured on CUTV News Radio

CENTEREACH, NEW YORK, UNITED STATES, December 4, 2017 /EINPresswire.com/ -- From grades one through three, children learn to read; from grades three and up, children read to learn. If they struggle to decode the English language, they will soon be far behind their peers unable to read passages in their subject matter classes.

The most common learning disability affecting young students is dyslexia. Dyslexic students have difficulty reading words, spelling words and writing or composing using words. According to dyslexia expert Maryann Chatfield, rather than treating dyslexia as a disability to be overcome, she believes one should see it as something that makes a child special.

"The more I learned about dyslexics and how their brain works, the more I realized dyslexia is not necessarily always a bad thing," says Chatfield. I'm not oversimplifying what a child who cannot read goes through. It surely isn't a walk in the park. But think about some very successful entrepreneurs like Steve Jobs, Walt Disney, Oprah Winfrey, Tim Tebow, Whoppi Goldberg and Charles Schwab. Those individuals are dyslexic. They've faced failures in their lives, and they were able to overcome them. It's as if those failures were considered stepping stones to their success."



Chatfield is the founder of Welcome Dyslexia, a specialized private tutoring practice for dyslexic students and struggling readers.

"This is about helping dyslexic students thrive and not have the print stop them short," says Chatfield. "I use strategies that bolster their weaknesses and 'scratch their brain where it itches'. I tell them I'm going to give you a toolbox, and we're going to work together. When you go back to class, in time, things will start to click. You will learn to read. Then the sky's the limit."

Students with dyslexia must master the same basic knowledge about language to become competent readers and writers as everyone else, but they need more help recognizing and organizing the raw material of language.

Chatfield is a Fellow of the Orton-Gillingham Academy. As such, she is certified to train teachers how to use the Orton-Gillingham Approach. Based upon the simultaneous use of multiple senses, Orton-Gillingham uses auditory, visual, kinesthetic and tactile pathways of input to student brains. Skills are developed and reinforced by having the student listen, speak, read and write all at the same time.

"Something happens when you have several senses working simultaneously," says Chatfield. "You're

seeing, hearing, and feeling the word being formed by your lips. Another strong avenue of input is when you use your fingers to write. When you put all those things together, the information goes into your brain with a stronger neural connection; it will be more readily accessible when being retrieved."

Chatfield says no two dyslexics are alike, and no two sessions with the same student are ever the same.

"Once they let that brick wall down and realize that I am helping them, they begin to feel secure. I tell them they were born with this issue. When they have trouble reading, it's not because they don't try hard enough. Truth be told - those with dyslexia are working five times harder than their non dyslexic peers. These students become happy once again," says Chatfield. "I get calls from parents who are incredibly relieved and full of joy. For me this does not feel like work. I'm absolutely changing someone's future. I believe we should teach everybody as if they are dyslexic because this approach truly works."

CUTV News Radio will feature Maryann Chatfield in an interview with Doug Llewelyn on December 6th at 5pm EST.

Listen to the show on [BlogTalkRadio](#).

If you have a question for our guest, call (347) 996-3389.

For more information on Maryann Chatfield, visit <http://www.welcomedyslexia.com>.

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The Ultimate Guide to Teaching Phonics

To Struggling Readers and Dyslexics

- Clearly illustrated rules, words, activities, tips and reminders
- Summarizes and simplifies the Orton-Gillingham Approach

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