

JULY 2017 ISSUE 20

Dyslexic Advantage

NEWSLETTER



**CHAT WITH
CREATIVE DESIGNER
GIL GERSHONI**

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DOWNLOAD THIS
NEWSLETTER **HERE**.



Dear Dyslexic Advantage Friends,

We hope you're off to a great summer! Special thanks go out to our talented contributors to this issue and to those behind the scenes who helped make this issue possible. May your summer days ahead be opportunities for growth as well as for good times spent with family and friends.

Thanks again to **Premium subscribers**, Donors, and **Sponsors** who are our sole support for Dyslexic Advantage. Thank you Summit Centers, Parent Footprint, Kildonan School, and Churchill School in St. Louis for making Dyslexic Advantage possible.

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GO PREMIUM

HUGE Thanks to volunteers Trish Seres, Leah Pratt, Michelle Williams, and Shelley Wear for proofreading and editing. Thanks are also due for beautiful design by Lady Grace Belarmino and administrative support by Sarah Macapobre.

Don't Forget to Check out Research Opportunities **HERE**.

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Review your college **HERE**.

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<https://joom.ag/FjBW>

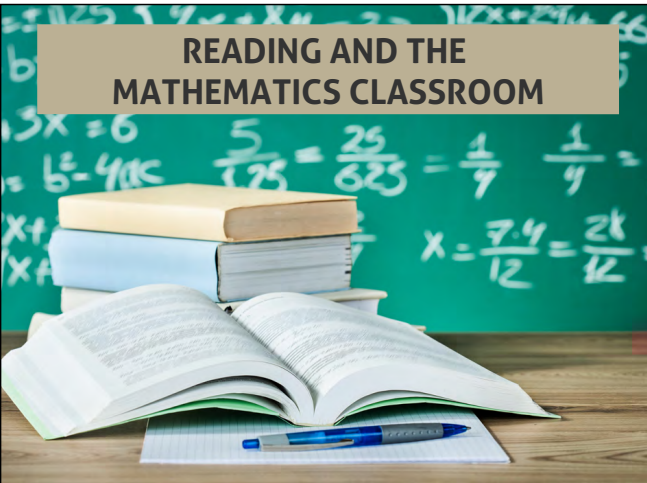
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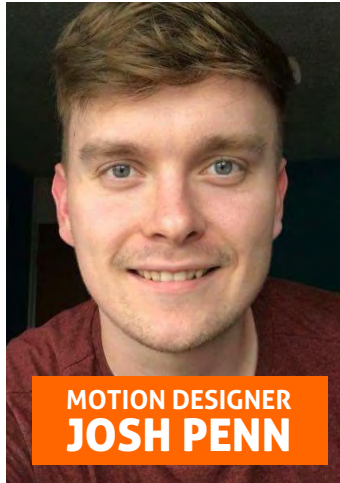
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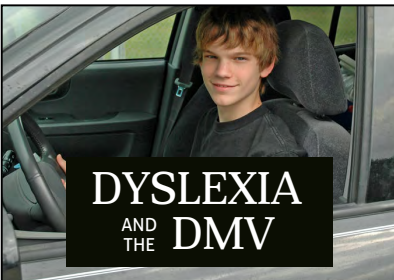
MOTION DESIGNER JOSH PENN



SEEING WHAT OTHERS CANNOT SEE



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DYSLEXIA IN YOUNG CHILDREN



TEACHERS to TEACHERS





DYSLEXIC DESIGN THINKING

We recently heard that Gil Gershoni and April Durrett had given a talk about Dyslexic Design Thinking at the big ideas conference SXSW (South by Southwest) in Austin, Texas. Gil, the founder and creative director of Gershoni Creative Agency in San Francisco, frequently speaks with audiences about his personal and professional journey. Read below to learn more about Gil and his thoughts on dyslexia and design thinking.

1) When did you first become aware you were dyslexic?

I was in the fourth grade. For the first few years, I was accused of being lazy, a daydreamer, stupid. I would sit in the classroom in a daze, daydreaming off in the distance because I couldn't understand anything they were teaching.

2) What was done to address your dyslexia?

We tried everything. Tutors, summer school, everything, trying to catch up. The problem was they were trying to teach me through memorization and their singular,



linear approach. Then, I went to see a leading specialist and she couldn't believe that I suffered for so many years yet clearly was intelligent. She told me I was gifted. It completely turned my world around.

3) Did your family understand what you were going through?

Yes. I was raised in family of artists, scientists, innovators and entrepreneurs. So we were thinking linearly and non linearly, right and left brained. My talents were always celebrated at home. My mom didn't even consider that being stupid was a possibility. She fought it very hard and was convinced that they didn't understand me.

4) As a result, were you guided toward working in a creative field?

Here is the misconception about dyslexia. You don't have to be pushed to think outside the box. You have to feed it. It didn't happen to me; I was born with it. I didn't catch it, and I won't get over it. So you have to feed your dyslexia. You put a paintbrush in my hand. And then you push beyond the mediums, and find new mediums to continue to feed it. You can't really label what many dyslexics do because they can really do anything if they feed it. They think in a nonlinear, multidimensional way. It's not skipping, its leaping. And that's the gift.



6) Do branding and design agencies attract a lot of dyslexics?

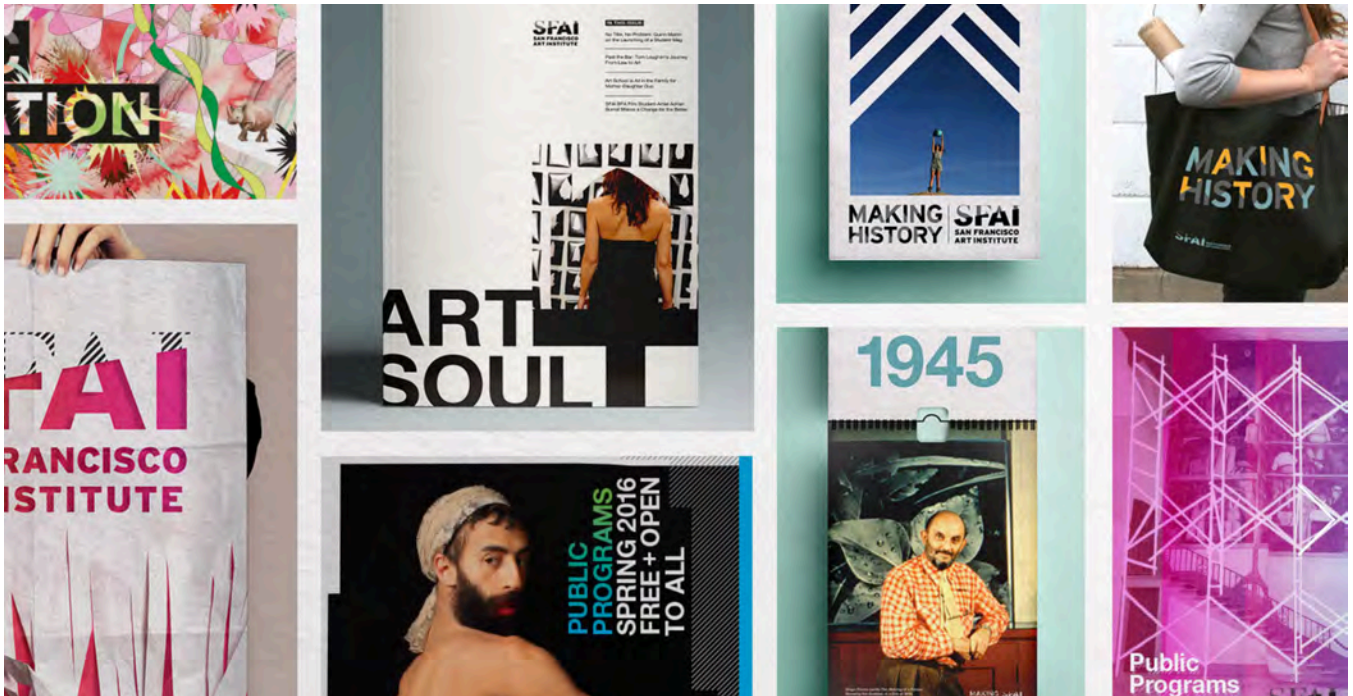
We think that there are more dyslexics in branding and design because it allows, even embraces, different ways of thinking and expressing ideas. We believe that dyslexics have a unique understanding or natural ability to understand large concepts and distill them into clear ideas, making connections between unexpected ideas that create innovative ideas..

7) Why is it something you're passionate about?

Because it gives me to the ability to fly. I'm able to see so many things, so quickly. It's guided me through all of my life, and I wouldn't trade any of it. If you're not told that this is something you need to overcome, then you tend to actually take that difference, explode the ideas and you really thrive in it.

8) Do you think there used to be a stigma associated with dyslexia?

There is absolutely a stigma, and it is nowhere near gone. We are still talking about it as a learning disability. If you are dyslexic, you are most likely trying to hide it or compensate for it so it's not found out. Not enough people are out. Shame is a significant player, from early on. Nobody wants to say that they can't read. People associate abilities in a linear way and that has to change. The change needs to be that it no longer is a disability, it is a hyperability. You are in an amazing club, with Picasso and Richard Branson, and many other brilliant minds.



"Creative agencies didn't exist 15-20 years ago. It was marketing, design, PR, or advertising. There were no organizations that really looked at communication with a media-agnostic mindset. For me, that was what I was doing as a child over the years, so it was very natural."

- Gil Gershoni

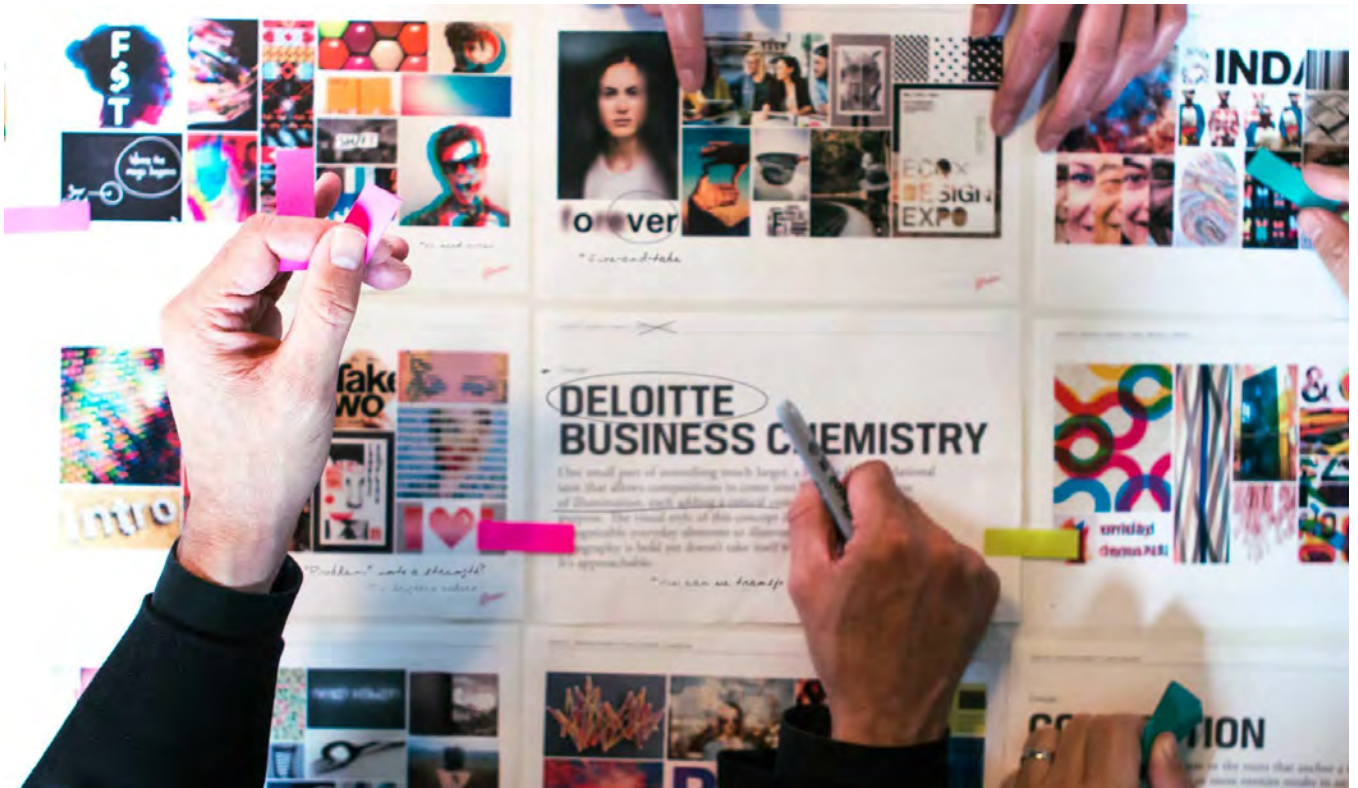
9) Is it beneficial for agencies to hire dyslexics?

Any industry that deals with ideas, human experience and communications should hire dyslexic. First and foremost, you have to be good at what you do, but after that, you have an advantage with someone who's dyslexic. You can leap over thoughts and make connections that may not be apparent to linear thinkers.

10) What have you been doing to help other dyslexics and people with LDs?

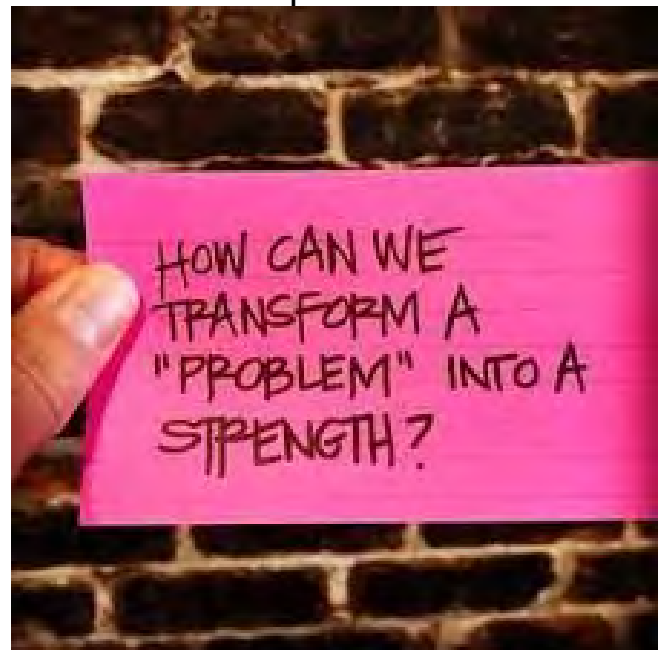
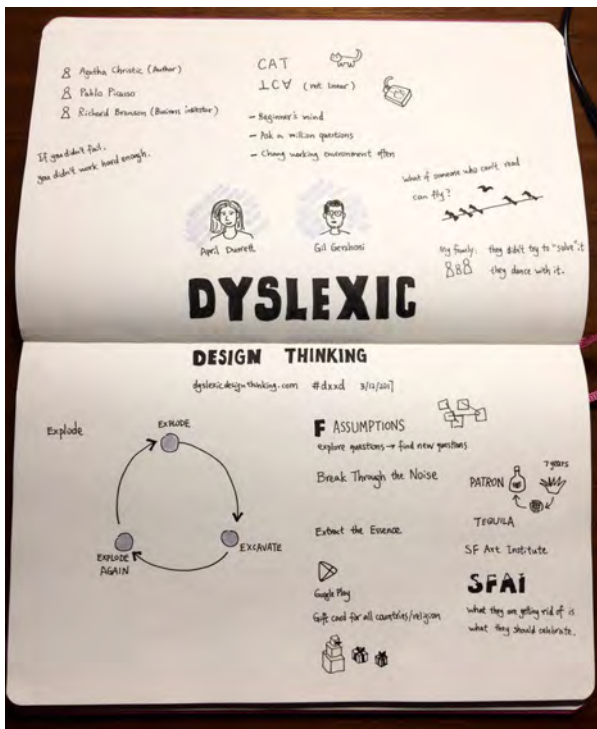
I talk about it every chance I get. Nonlinear people can have a lot more compassion and understanding. I talk with linear thinkers and I share my thought processes and ideas so that they can see the unexpected connections I've made, bringing them along and collaborating to create the best possible ideas.

INSPIRATION





In an innovative cross-platform media exhibition for the Contemporary Jewish Museum in San Francisco, Gil and a UC Berkeley robotics professor Ken Goldberg created Are We There Yet? 5000 Years of Answering Questions with Questions. Every visitor had a different experience based on their interaction with the space.



"I was very blessed by a mother who knew I was creative, interested, curious, passionate...all those kind of things you want your child to be - vibrant ... but I couldn't read and I couldn't really understand information through the written form...She said, well, can I read it to you, we can talk about it, we can act it out, we can sculpt the character out of clay, we can draw it, we can walk and act it out...I learned the lessons so much faster because my body understood them." - Gil Gershoni



Introducing the Parent Footprint Podcast with Dr. Dan

The Parent Footprint Podcast with Dr. Dan Peters is an online talk show and interactive online community where our mission is to make the world a better place — one parent and one child at a time.

Dr. Dan Peters teaches parents, families, and caregivers how to leave their best footprint for the next generation by talking to the top parenting experts, doctors, therapists, authors, educators, and of course, parents.

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What footprint do you want to leave?

EPISODE #2

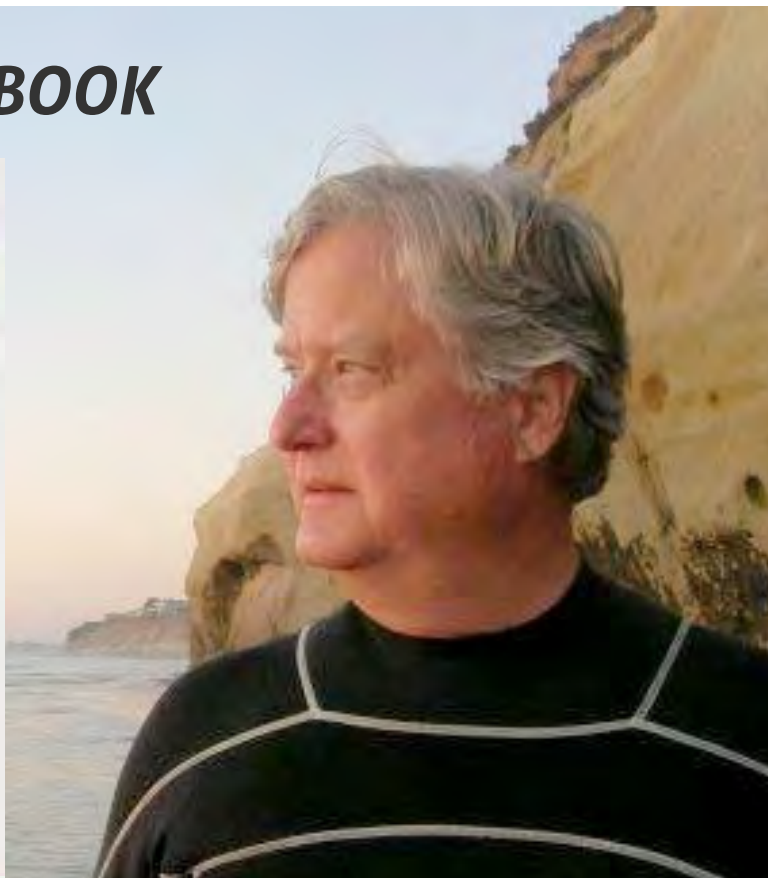
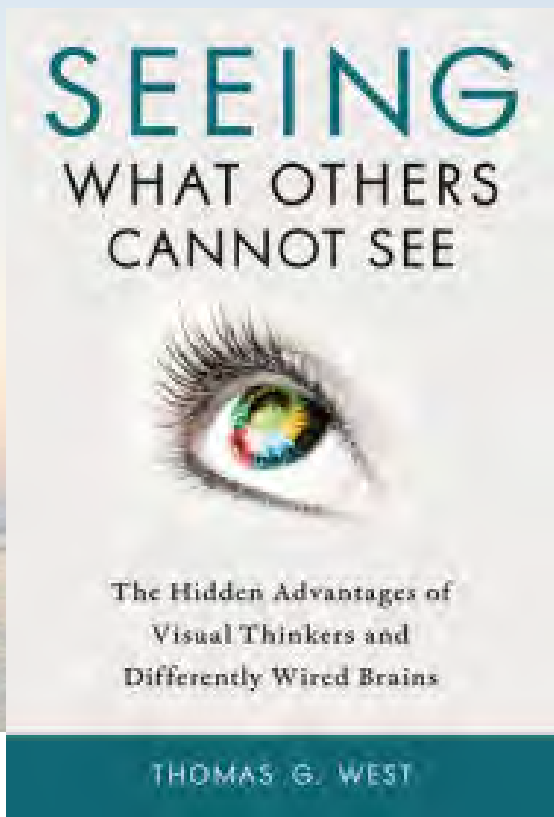
Featuring Dr. Dan Peters' Interview with Dr. Fernette Eide of Dyslexic Advantage



Listen now!

<https://parentfootprint.com/podcast/>

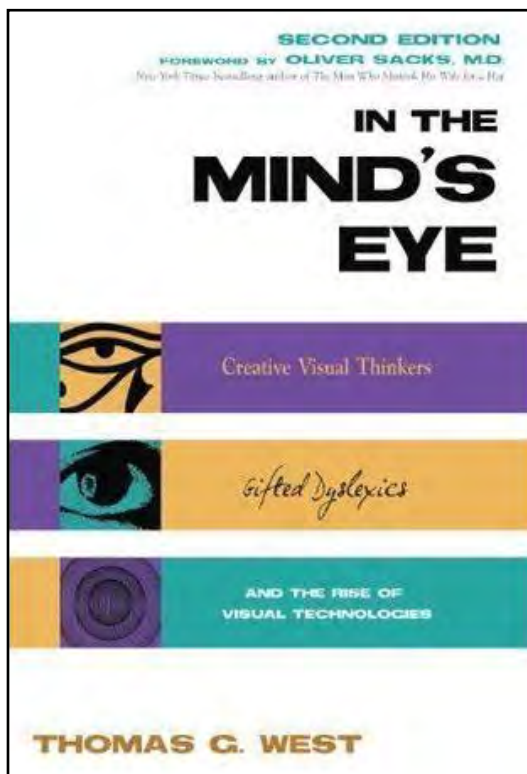
THOMAS WEST'S NEW BOOK



Tom West has a new book. Tom is clearly one of the pioneers of the positive dyslexia field with his landmark books **In the Mind's Eye** and **Thinking Like Einstein**. He's also a founding Board member of Dyslexic Advantage and an unflinching advocate for the strengths associated with Dyslexia. Tom's latest work, out this week, is **Seeing What Others Cannot See - The Hidden Advantages of Visual Thinkers and Differently Wired Brains**.

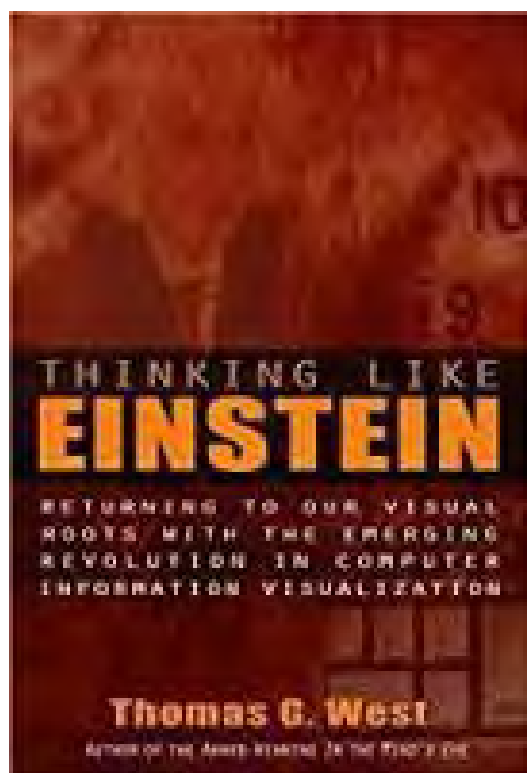
With Tom's generous permission, we're sharing this excerpt from the introduction to his book:

It is apparent that visual thinkers seem to experience the world differently from nonvisual individuals and other “neurotypicals.” And this, I believe, is a good thing—although it is not usually recognized as such, especially in the early years of education. I have learned that for some people, the easy things in primary school can



be quite hard—while the hard things in graduate school and in advanced work situations can be quite easy. Over time, I have come to realize that I have had the considerable advantage of gaining a special perspective into remarkable parts of our world—providing me with distinctive insights into diverse and alternative ways of thinking, learning, and working—all related, apparently, to observing things in a deeply original and perceptive manner.

It is often noted that some dyslexic scientists or entrepreneurs need only a brief mention of an idea or concept. They don't need to read the rest of the report. They just think about it, and all of the implications and future problems and potentials become immediately apparent. They do not need a painful elaboration of the obvious (or, rather, what is obvious to them but not necessarily so with neurotypicals)...



Many of the most creative and productive in regards to technological innovation and scientific discovery have been strong visual thinkers. In contrast, it appears that many nonvisual thinkers may be very good at learning and applying old knowledge (and doing well on exams, often getting the top grades and the top jobs) but may be very poor at creating new knowledge or developing the broad and deep understanding so badly needed for modern, real-world challenges. What spelled success in the old specialist culture may very well generate major failures in the new. In *Seeing What Others Cannot See*, I want to focus mainly on visual thinking—and its considerable power in many different fields to understand relationships and novel solutions not often available in other ways.

Among computer graphics folks, words and numbers are seen as the “thin pipe to the brain.” In contrast, they see computer graphics and information visualization as “the fat pipe to the brain.” I hope that this book will begin to illuminate what the “fat pipe” can do—and how it is changing the fundamentals of our world.

Mostly, I will be looking at some of what I have learned in retrospect—but I hope to look a little way forward as well. As we know, for years computers and automation have been taking over low-level jobs. In more recent years, the newest and most powerful computers and machines have played into the hands of visually oriented different thinkers—providing powerful tools well suited to their mix of talents and special abilities. However, the context is changing once again. Now in the early days of “deep learning,” we can expect shortly to see major effects on very high-level jobs as well. The machines are now learning to see patterns that only high-level, experienced professionals could see before. In some cases, they have already surpassed human capabilities. It has long been expected. But after several false starts, it appears that the time has arrived. The effects are not yet entirely clear, but it is likely that these trends may require the distinctive talents of “different thinkers” once again. Then we will badly need to listen to those who can see what others cannot see."

Tom's passion for talking about the power of visual thinking and the positive side of dyslexia have taken him on adventures around the world.



Tom and his wife Margaret are guests at an Embrace Dyslexia program in Singapore.

Tom's book *In the Mind's Eye* was translated into Japanese as '*Geniuses Who Hated School*.'

Join PREMIUM

INSPIRATION



Tom speaking at Pixar in California.



Tom & the Queen of Sweden



Tom talking Dyslexic Advantages at the Capitol.



Tom in Chris Silva's wonderful movie: Dyslexia the Unwrapped Gift. Part 2 is [HERE](#).



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CHAT WITH MOTION DESIGNER AND RECENT COLLEGE GRAD JOSH PENN

I recently had the chance to interview Josh Penn, a young motion designer who helped create the piece about dyslexia awareness at right.

Josh just graduated from college and hails from Kent, in the United Kingdom.

In our interview, Josh shared both his background with dyslexia and also talked about how he became interested in the area of motion design. He uses Adobe After Effects in the public awareness videos that he created.

Josh's animations are both creative and distinctive. They have a strong artistic element and presentation that stimulated reflection.

We haven't specifically covered motion design as a career here at Dyslexic Advantage, but there's lots of reasons why dyslexic people might be good at it. Talented motion designers are highly sought after in fields like TV and movies, advertising, and various business. It's a field that's closely related to film and animation.



Josh Penn Designs Website

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Dyslexia



WHAT IS ALZHEIMER'S?

BY JOSHUA PENN





DYSLEXIA IN YOUNG CHILDREN

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From Current Opinion in Pediatrics,

Hume and Snowling review current knowledge about dyslexia.

Fernette's take-home points from the articles:

- Problems learning to read can be differentiated into **Dyslexia** which is associated with challenges in Decoding (accuracy or fluency of reading aloud) vs. **Reading Comprehension Impairment** - related to broader language difficulty associated with difficulty comprehending text)
- A common definition of dyslexia is 1.5 standard deviations below the mean for reading accuracy
- Approximately 1/2 of children with at least 1 dyslexic parent are likely to be dyslexic too.
- Dyslexia is less likely if letter-naming skills develop early or if by age 4-5 years, a child also has good phonological awareness or efficient RAN or rapid automatized naming (e.g. naming colors, numbers).
- 'Late Emerging' language difficulties have a strong correlation with familial dyslexia: children who present within the normal range on language tasks at age 3.5 years, but scored below the mean at age 8 years.
- Interventions for dyslexic children focus on systematic phonics instruction and letter identification in the context of book reading, whereas interventions for reading comprehension address vocabulary and narrative and inferences and metacognitive approaches to reading.
- The authors also describe a study by Fricke et al. that a language program focusing on vocabulary, grammar, narrative, and active listening schools improved reading comprehension, but made little gain in decoding.

Take Home Point: Dyslexia is different from Reading Comprehension Impairment. Early interventions for Dyslexia should be directed at phonemic awareness and decoding with systematic phonics instruction. Vocabulary, narrative, and higher order textual analysis is insufficient for dyslexia instruction.



Reading Disorders and Dyslexia



Efficacy of Language Intervention in the Early Years

TIPS TO FIGHT SUMMER SLIDE



Research studies have suggested that reading as few as 4-6 books over the summer may be all that's needed to avoid the "summer slide" - a loss of reading skills over the summer. Students from low socioeconomic backgrounds are the most at-risk for "summer slide".

Here are 3 Reading Tips to hold off the slide - and get an even stronger footing for the next school year:

1. Read Something Every Day. Go to the library and let them pick out books they would like to read. Leave books and magazines in the car, living room, backpack, or bedroom. Ask them to read off shopping lists, email or texts, magazine covers, or recipes. If they'll be waiting somewhere, suggest that they bring a book. If no particular book interests them, consider a step-wise program like **Reading A to Z** to make sure they stay on lexile level or advance.

2. Make It Easy or At Least Easier to Read a Book. If a cozy area to read a book doesn't exist, make one. Suggest that you start reading a book aloud if it helps them get into a new book. Choose a book that's the right level for them - the *5 Word Rule* is a pretty good one - have your child read 100 words - if there are more than 5 words that she has trouble decoding, then the book is probably too hard for independent reading. If she really wants to read it, then see whether she be willing to try listening as well as reading. Try **Overdrive Media** or an **Axis 360 app** that will give you audiobooks free from your local library!

3. Develop a Reading Ritual and Read Aloud Together Every Day. There's really no age when it's too old to read together. Consider reading at bedtime or reading together as a family after dinner. Summer time is a great time to discover or try something new (field trips, museums, gardening, building, vacation travel), and you can read about your destination before, during, and after.

What About Math?

- 1. Make Money and Budget** - Kids can set up a lemonade stand (figure out expenses and revenue) or set up an Etsy store. Create a summer jobs system and scaffold managing their finances. If you're going on a family trip, make sure your kids help plan and figure out your budget including mileage.
- 2. Cook.** Cooking can also provide regular practice with math - especially when adjusting recipes.
- 3. How About Sports Stats?** Summer's a good time to learn some of the numbers behind fantasy sports. There's also Teaching Math through Major League Baseball and 10 math games that are part of Summer Slugger, a free online literacy and math program designed to prevent summer slide.
- 4. Math App, Card Games, Visual Math** - Other good light summer math activities might include math apps like Splash Math or Motion Math Pizza. Here's a great list of family math games from Math Geek Mama. There are also some Visual Math activities from YouCubed.



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Kindergarten through College

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Spelling, Note-taking, Tests, ELL,
Math and more!

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UNANIMOUS MICHIGAN SUPREME COURT: **CATHOLIC SCHOOL CANNOT DISCRIMINATE AGAINST A STUDENT WITH DYSLEXIA**

In Michigan, the Supreme Court handed down a unanimous decision that a Catholic High School cannot blanket discriminate against a student with dyslexia and ADHD.

From Michigan Radio:

"A family sued a Catholic high school in Oakland County. They say the school violated an anti-discrimination law by refusing to admit their daughter because of a learning disability. Among other things, the school argued its operations are protected by religious freedom rights.

"The Michigan Supreme Court said, no. This has to be determined on a case by case basis." said Nick Roumel, an attorney for the family. He says the decision means

he'll get to argue before lower courts that this case has nothing to do with religious practices, and the law protecting people with disabilities should apply. "

The case is being watched by special education advocates because of the question of whether non-public schools (secular private or religious) are legally able to reject whole categories of students such as those with learning disabilities without running afoul of anti-discrimination laws.

In this case, the family of Bettina Winkler had challenged whether the Marist Fathers were in violation of the Persons with Disabilities Civil Rights Act. The school had argued that they were not subject to such challenge because of "ecclesiastical abstention". The Michigan Supreme Court unanimously decided that the religious abstention did not apply to this case (i.e. group discrimination), therefore lower court decisions were overturned.



Bettina Winkler had attended Notre Dame Marist Academy Middle School. Apparently she was the only student who wasn't accepted into the Marist Academy High School and she was identified with dyslexia and ADHD. Said Bettina's lawyer:

"She's been stigmatized by her disability, stigmatized by her non-admission." The school had argued that civil courts don't have jurisdiction to review a religious school's admission policies, but this unanimous decision in favor of Bettina establishes that students do have rights to be free from discrimination - and this right is not in conflict with the religious school's rights to practice religion.

A similar verdict may be difficult to obtain in other states that lack the state anti-discrimination law established by Michigan. For those interested in learning more about the ADA, religious schools, and secular independent schools, here is a reference from the National Association of Independent Schools. Special education lawyers can be helpful for some advocacy cases.

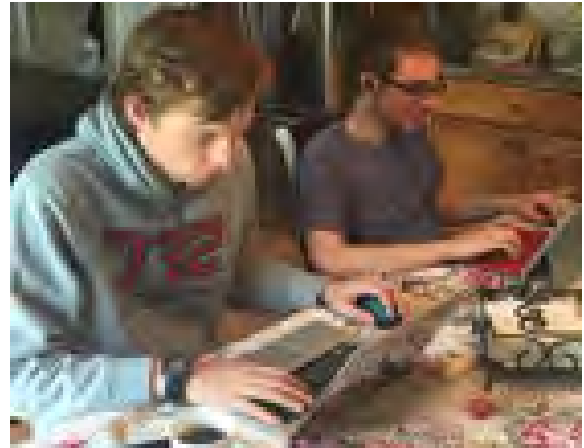
"...when a religious organization claims a First Amendment right to determine its admission policies, the trial court is not divested of jurisdiction. Instead, it is a court's duty to inquire if the decision at issue legitimately rested on religious considerations protected under the First Amendment, or whether it was based on non-religious grounds...." [Read more.](#)

DYSLEXIA AND THE DMV

Audio Drivers Training Manuals

It's that time of year again: drivers training and learning permits.

The Pennsylvania Dyslexia Literacy Coalition and moms Daphne Uliana and Kathleen Hartos, recently made news by teaming up with State Senator Pat Browne to release an audio version of the PA Drivers Manual.



With their sons' help, they looked up all the states that had audio formats (only 17 out of 50 have an audio format of their drivers manual). Dyslexic Advantage recently enabled text to speech software on its webpages, so students from all 50 states can now listen to their drivers manual.

ACCESS 50 STATES DRIVERS MANUALS IN AUDIO OR TEXT TO SPEECH

Dyslexia can make learning to drive more difficult. People who have more difficulty with procedural memory, multi-tasking, or motor planning may have trouble learning to drive. Right left confusion can also cause difficulties, but compensations in personal and / or topographical memory can help.



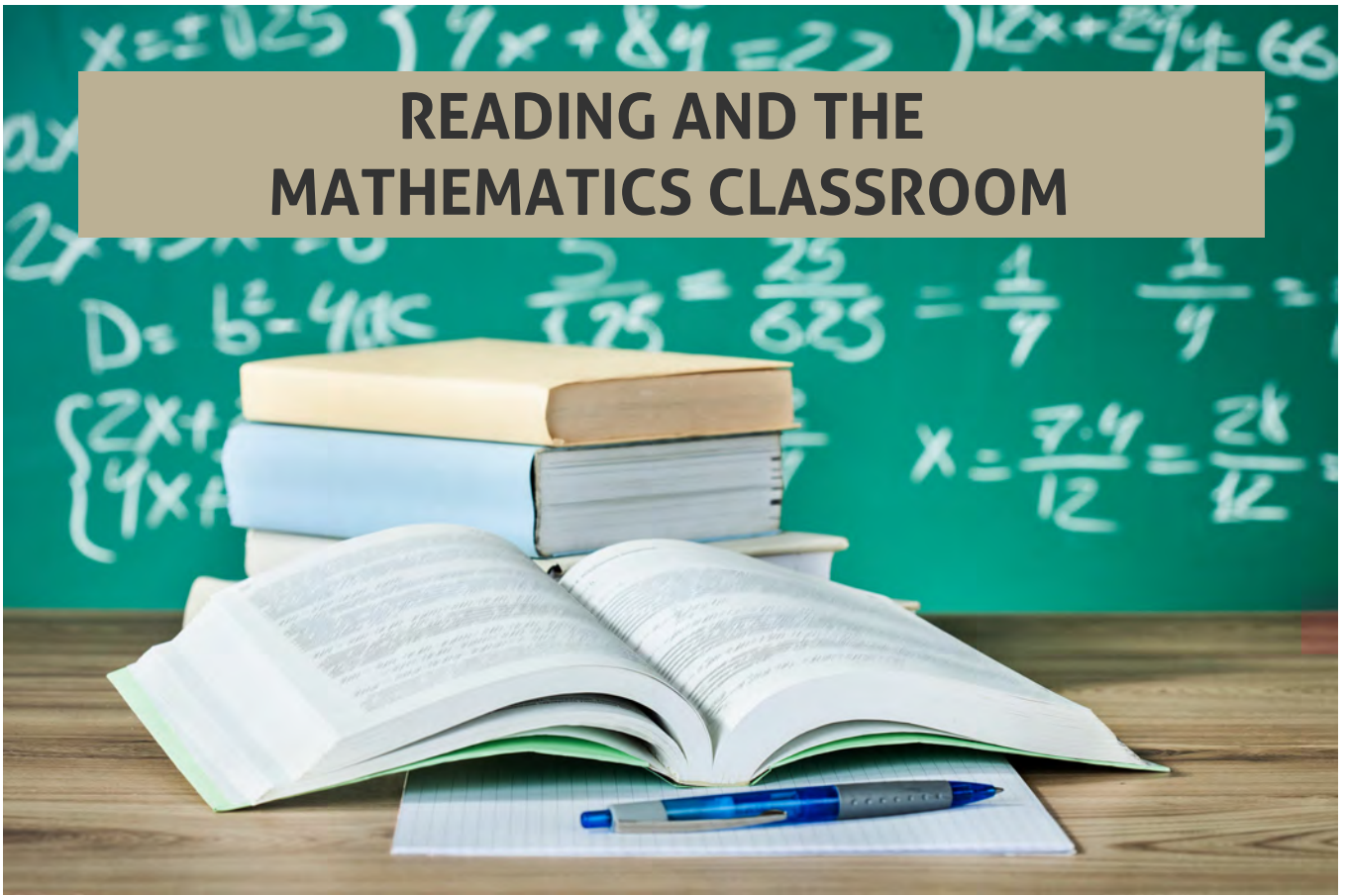
LEARNING TO DRIVE Be aware that some students choose to learn to drive later or take a long learning approach (months instead of weeks) because challenges with the driving process. Some people may prefer to let others drive or take Lyft or Uber. To prepare, learn the controls with the car off and make sure you know how to use the brake before anything else.

Before the start of lessons, tell your instructor that you're dyslexic and if verbal directions about right or left are confusing, see if developing a system of hand gestures are better. Some people have an easier time if the instructor says 'your side' or 'my side' instead of right or left when giving directions. Multisensory learning using pictures, diagrams, and a simulator may be especially helpful. If you have access to a golf cart, that can be a good way to practice before getting behind the wheel of a car.

ACCOMMODATIONS FOR THE TEST

Because of the Americans with Disabilities Act, the Department of Motor Vehicles should accommodate for dyslexia by offering to read tests and / or offer extra time. Not everyone at the DMV may know about accommodations, though, so be prepared to self-advocate.

READING AND THE MATHEMATICS CLASSROOM



"I don't know what this question is asking me to do!"

There's a reason why many students (dyslexic or not) struggle with word problems. Text in a math book is often much harder than in almost any other book because there are more concepts per sentence and information is presented in a very compact style. Because dyslexic students thrive on context, math reading can be one big question mark.

From Diana Metsisto:

"The text can contain words as well as numeric and non-numeric symbols to decode. In addition, a page may be laid out in such a way that the eye must travel in a different pattern than the traditional left-to-right one of most reading. There may also be graphics that must be understood for the text to make sense; these may sometimes include information that is intended to add to the comprehension of a problem but instead may be distracting. Finally, many texts are written above the grade level for which they are intended (Barton & Heidema, 2002).

Most mathematics textbooks include a variety of sidebars containing prose and pictures both related and unrelated to the main topic being covered. In these there might be a mixed review of previous work, extra skills practice, a little vignette from an almanac, a historical fact, or a connection to something from another culture. Such sidebars often contain a series of questions that are not part of the actual exercises. Although they are probably added to give color and interest to the look of the page, they can be very confusing to readers, who might wonder what they are supposed to be paying attention to. "

For the dyslexic student, the challenge increases exponentially. Even students who have a natural aptitude for math may have struggles because information is being presented in ambiguous or confusing ways.

Small Words, Big Differences

Many of the words that are most difficult for young dyslexic readers - such as prepositions and pronouns have outsized importance in interpreting math meaning. In a now classic study of math instruction, Kathryn Sullivan showed that 3 weeks of teaching the meaning of 'small words' in math significantly improved math performance.



REMEMBER THE ADVANTAGE. SHOP NOW.
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DYSLEXIC MIND STRENGTHS

M-STRENGTHS
Musical Reasoning - Reasoning about the Physical or Material World

I-STRENGTHS
Interpretive Reasoning - Reasoning about the Relationship Between Information, Objects or Events

N-STRENGTHS
Narrative Reasoning - Reasoning about Learning with Stories

D-STRENGTHS
Dynamic Reasoning - Reasoning in Context and Changing Environments, Mental Simulation and Ability to Paint the Future

Other Factors Affecting Work: Dyslexia, Visual / Visual Spatial Difficulties, Language Disability / English Language Learners, Working Memory Limitations, Neurodiversity, Subaddition

Dyslexic Advantage is a Social Cognitive Strength

DYSLEXIC MIND
STRENGTHS POSTER

What is Dyslexia?
Dyslexia is a Common Learning Difference

1 in 6 Students are Dyslexic

Challenges: Reading, Time Awareness, Writing and Spelling, Note Taking, Oral Memory, Social / Empathy, Creative, Over-enthusiasm

Dyslexia-Friendly Classrooms: Encouragement, Teach the Big Picture, Talk Things Over, Learn by Direct Experience, Learn with Pictures and Stories, Don't Over-Correct, Allow Extra Time, Assistive Technology, Break information into steps, Note-taker, Work Open Book, Formula Card

Dyslexia at Different Ages: Early Elementary, Late Elementary-Middle, High School-College

What You May See: Struggles with Reading, Spelling, Writing, Note Taking, Oral Memory, Social / Empathy, Creative, Over-enthusiasm

All Benefits By: Acceptance and Support, Focus on Strengths and Abilities, Social Advantage is a Social Cognitive Strength

For more free resources, visit dyslexicadvantage.com

DYSLEXIA

What is Dysgraphia?
Dysgraphia is a Disability of Written Expression

1 in 5 Students are Dysgraphic

Factors Contributing to Dysgraphia: Fine Motor Sensory Issues, Dyslexia, Language Problems, Attention Issues, Time Awareness

Dysgraphia-Friendly Classrooms: Encouragement, Talk Before Writing / Dictate, Reduce Quantity of Work, Keyboard, Note-Taking, Allow Extra Time, Break Writing into Smaller Steps, Don't Over-Correct, Don't Downgrade Math or Science Labs, Allow Presentations Instead of Writing, Graphic Organizers

Other Tips for Dysgraphia: Some May Benefit by Speech to Text, Other Writing Software, Occupational Therapy, Writing Prompts, Help with Grammar, Punctuation, Syntax, Spelling

For more free resources, visit dyslexicadvantage.com

DYSGRAPHIA

What is Dyscalculia?
Dyscalculia is a Common Math Disability

3-10% of Students are Dyscalculic

Potential Challenges: Sense of Number Quantity, Speed of Numerical Processing, Difficulty with Remembering and Memory for Procedures, Math Facts Memory

Potential Strengths: Good Math Problem Solving, Strong Spatial Ability, Pattern Recognition, Real World Math Applications

Other Factors Affecting Work: Dyslexia, Visual / Visual Spatial Difficulties, Language Disability / English Language Learners, Working Memory Limitations, Neurodiversity, Subaddition

Dyscalculia-Friendly Classrooms: Encouragement, Teach the Big Picture, Talk Things Over, Manipulation, Diagram and Solve Problems in Different Ways, Allow Extra Time, Use a Calculator, Color Code, Break information into steps, Open Book Formula Cards, Work on Graph Paper, Dyslexic Advantage is a Social Cognitive Strength

For more free resources, visit dyslexicadvantage.com

DYSCALCULIA

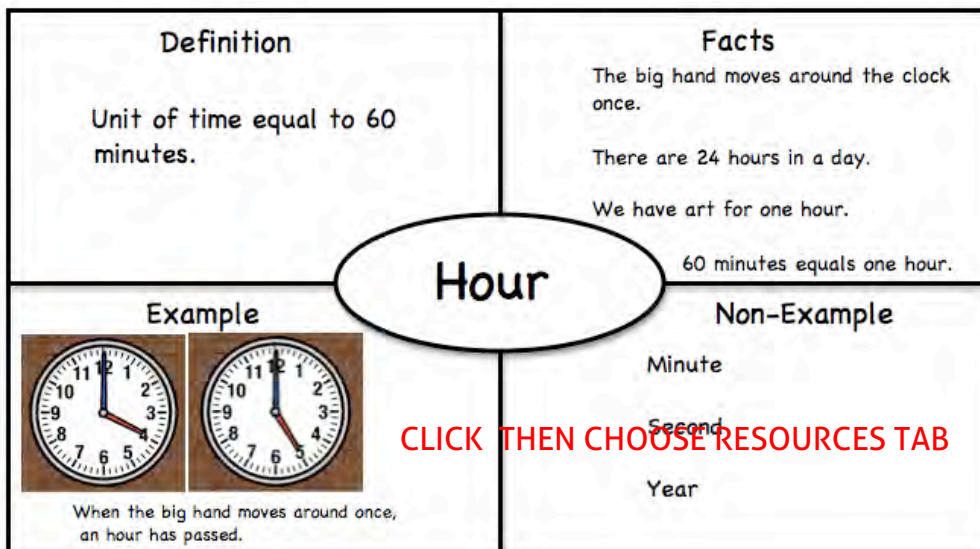
TEACHER CARDS

What most students need for dyslexia, dysgraphia, and dyscalculia in classrooms.

Diana shared her observations of a teacher trying to quietly explain math fractions:

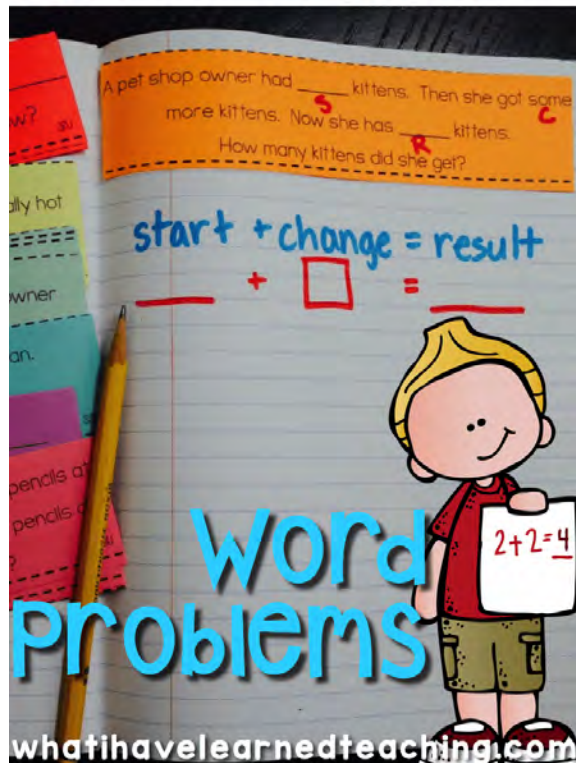
"She clearly enunciated the content vocabulary required for the lesson and clarified the meanings of nouns and adjectives related to the topic, and of the verbs for the procedures necessary to complete the activity. However, my notes also showed that some pronouns had ambiguous referents (e.g., "You multiply it ...") and that the teacher's soft tone made some prepositions barely audible. For example, the text asked students to find half of $2\frac{1}{4}$ pans of brownies (the teacher read it as "two and a fourth"). If they weren't following along in their books, what did the students hear—"two 'nda fourth" or "two 'nta fourths"? As a matter of fact, one student took a sheet of notebook paper and wrote " $2/4$ " at the top. Next, he drew two squares. Finally he used horizontal lines to divide each square into fourths. I pointed to the " $2/4$ " and asked what it meant. He replied, "Two-fourths is two pans divided into fourths." And to that particular student, half of that quantity was one.

Enunciating small but significant words more precisely, being more aware of the confusion that these words can engender, and emphasizing the correct use of these little land mines will not only enhance computational skills, but also help students answer open-response questions more accurately."



Frayer diagrams like this one can be helpful for remembering specific math words. Let students work 'open book' with the cards as a reference until they have fully committed the information to long term memory.

Easily differentiate



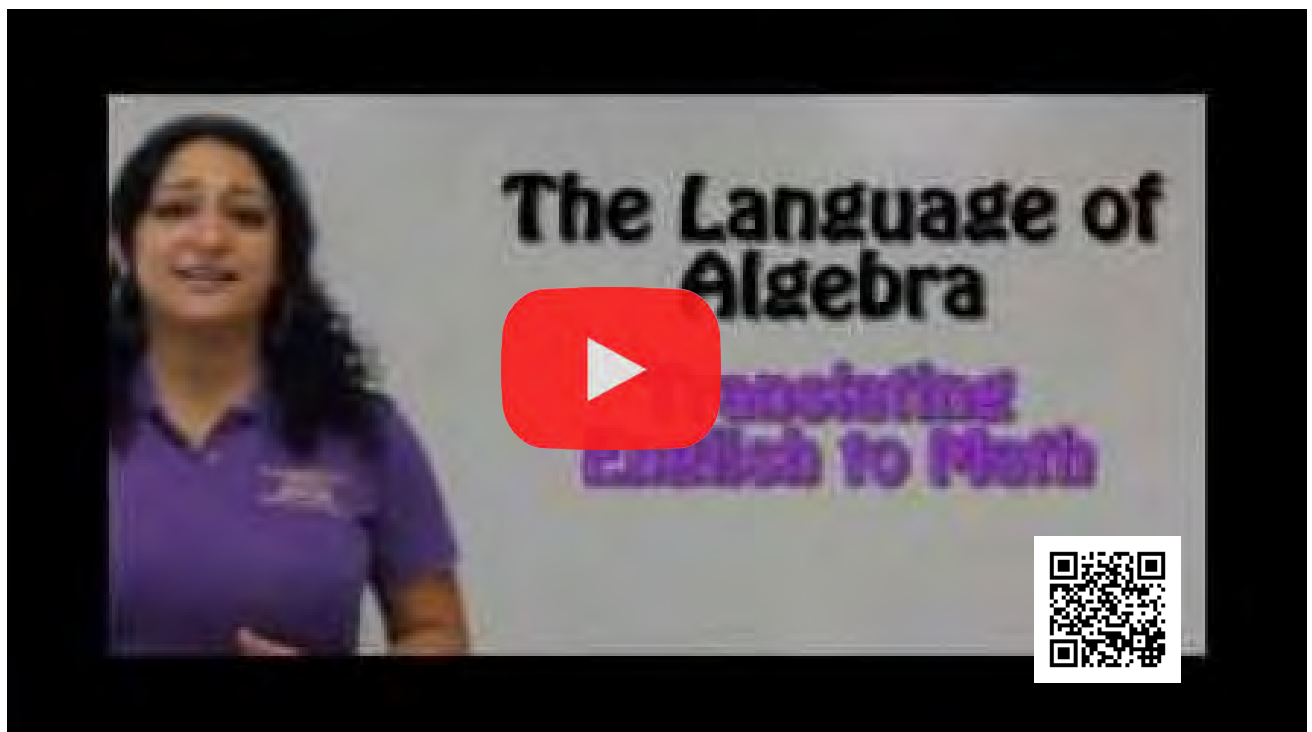
Jessica teaches solving math word problems by removing the numbers. This strategy is great for reducing demands on working memory as well as focusing on the language of the problems. Look at the following:

Sara had ____ kittens. Then she got some more. Now she has ____ kittens.

The first blank is the number at the start.
The second sentence is about change.
The last blank is the end result.

Students focus on identifying what is the number at the start, what is changing, and what is unknown.

See more explanation and examples here.





In a **popular post**, that's making it's way around special education teacher forums, Beckett Haight shares his advice with new Special Education teachers. We've included some highlights. The caveat about this post is that it doesn't include specific multisensory instruction or knowledge specifically about dyslexia. What we liked best about the article was keeping an Excel sheet of accommodations and trying to accommodate or modify in order to make sure students were keeping up with content. Here's Beckett Haight:

"In regards to how I guide the self-contained classes I think in general I try to use "best practices", and make things multi-modal so as to help students use their learning style strengths. One thing they say about Special Ed is that a lot of what we do is just good teaching, so I think at the end of the day, if you keep that in mind, it will help.

But then on the day to day, this looks like: A) Consciously building the learning styles of visual, kinesthetic and auditory into how you present the content, and how you have students review and prep for assessments (i.e. teach them study strategies for all the learning styles...you already have ascertained each student's preferred learning style at some point now they are given opportunities to use the ways these

learners learn best while studying.....this could be an auditory learner reading notes out loud, or a visual learner using their notes to fill in a chronological graphic organizer, etc.).

NOTE: As I read this email I wrote to this young lady I realize that since I wrote this there was a lot of news about how learning styles are a myth, and we have dozens of learning styles and mix and match.....but I still subscribe to this idea to a certain extent. I know I can't remember people's names as well if I don't see it written; so I call myself a visual learner...

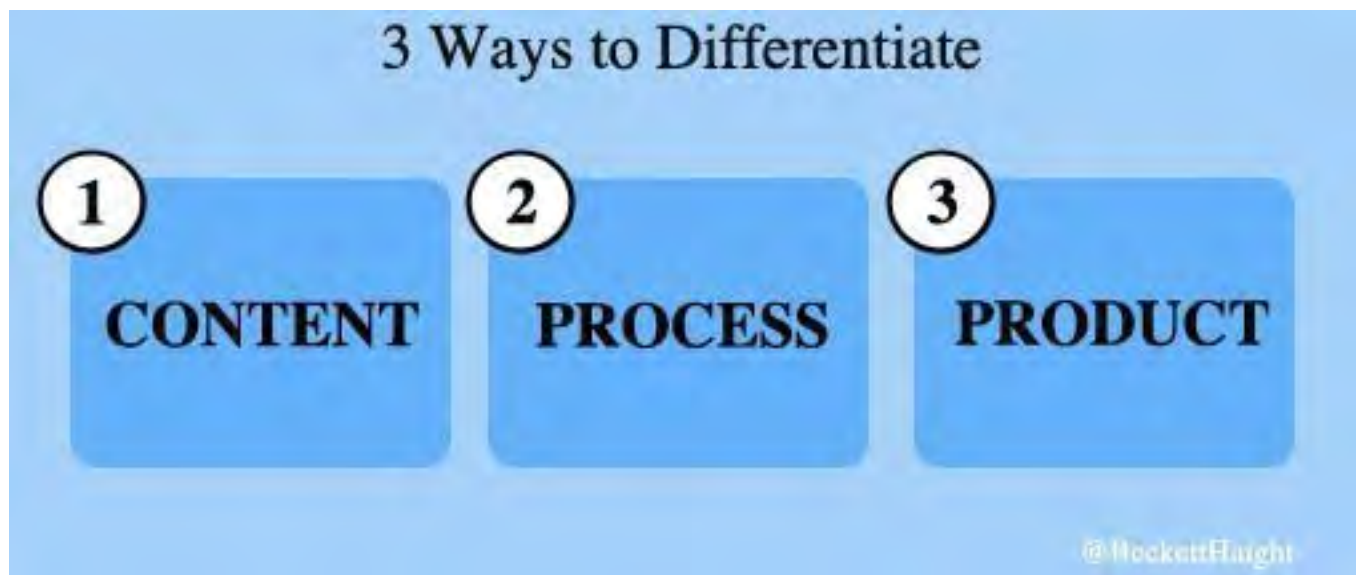
B) Hidden curriculums...

These are things like writing skills, note taking skills, punctuality, not leaving a mess, ability to work in groups, students understanding their strengths and using them, developing self-advocacy, and more.

...you have to consider that a student might not later remember what year the war of 1812 was, but they will remember strategies for how to properly chunk a long-range assignment...

C) Cross-curricular planning and developing units with other self-contained teachers...

D) Differentiation... constantly thinking of the three ways to differentiate:



CONTENT - PROCESS - PRODUCT

If you keep those three things in mind with every lesson, unit, and assessments, then you will be constantly thinking about the levels of your kids, their readiness for an activity, and how you can tweak it.

E) Having good data on writing skills, reading levels, interests, etc. so you can differentiate effectively.

Download free Beckett's Student Information Template [HERE](#).

Locker Combos, Log-ins, etc. (if they want)	Learning Style	MAP scores	Writing Results (CWA, my own rubrics, class assignments, etc.)	Math (mathletics?)	Reading Scores (DRA2, TC scores, etc.)	ACCOMMODATIONS	Accommodations that are working	Things we are working on in the AR block	STRENGTHS	CHALLENGES	Notes	Random Things to Follow up on	Observations (from class, playground, lunch, etc.)	Detentions	Grad Path	Transition Related stuff (i.e. inventories, career ideas, etc.)
			Date:		TEST:	Per Psych Report, etc:										
					CONCLUSION:	College Board:										
					IB:											

Have students manipulate data on cue cards (or online). This could be like having a timeline of the events covered in the last week in your class, then you cut that timeline up, get kids in groups, give them the envelope with the pieces and the groups have to race to put the cards in order. I usually have a final card with a few questions and the first group to get the right order and answer the questions wins (something)...

I also like to get post-its and get groups of students to practice categorizing the information...This is a way to get students to really think on a higher level about what they are studying. To see the big picture.

Groups to create Study Guides too. Or individually..."

From Fernette: Be careful when assigning study guides to dyslexic students because some will have great difficulty due to dysgraphia. Some may just need to have study guides prepared for them or be permitted to have copies of teacher notes. Examples of study guides can be seen [HERE](#).

"(Re: PowerPoints) Limit the content on each slide. Make it more visual and multi.... whatever.

Also I try to build in assessments or check for understandings every so many slides (and sometimes give some type of prize).

(Re: Classroom management) "An engaging and relevant lesson will alleviate many behavior problems." In addition to that, many students act out when they don't understand. So if you are differentiating in those three ways mentioned above, and you are building in accommodations into everything, the students will have successes and growth and will be feeling good about it."

Final comments from Fernette:

For dyslexic students in particular, it's important for teachers to check in early about content, process, and product. It's very common, for instance that students can't fully access the content in Science, Social Studies, or even Math textbooks without audiobook or ebook options.

Dyslexic students typically need differentiation at both ends - in the areas of strength such as their conceptual ability (general or gifted content) , but also in areas of weakness - such was decoding or reading and writing speed. For the latter, targeted interventions, modifications to assignments, and accommodations may be needed to provide an appropriate educational 'fit.'

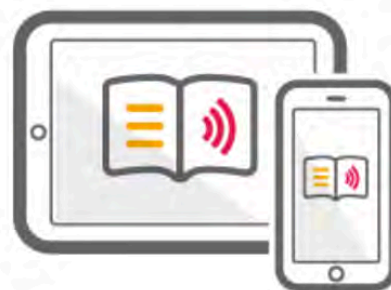
Most dyslexic students will also not be able to take notes as effectively as their peers, so they should be given access to handout notes, be able to record classes (audio + taking pictures of the board or overhead), or be able to regularly get notes from a classmate.



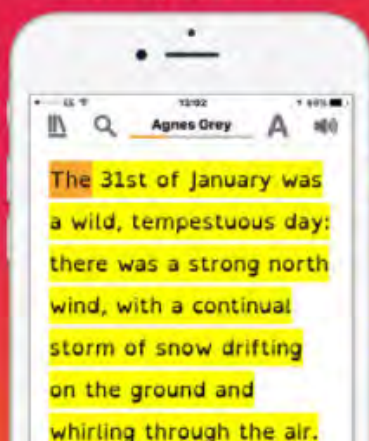
For more information about preparing for dyslexic students, check out our Dyslexia Card from the Dyslexic Advantage store. We'll also have loads more tips and advice in our August Back to School issue for our free newsletter as well as more in-depth Premium Digital Magazine.



Dolphin
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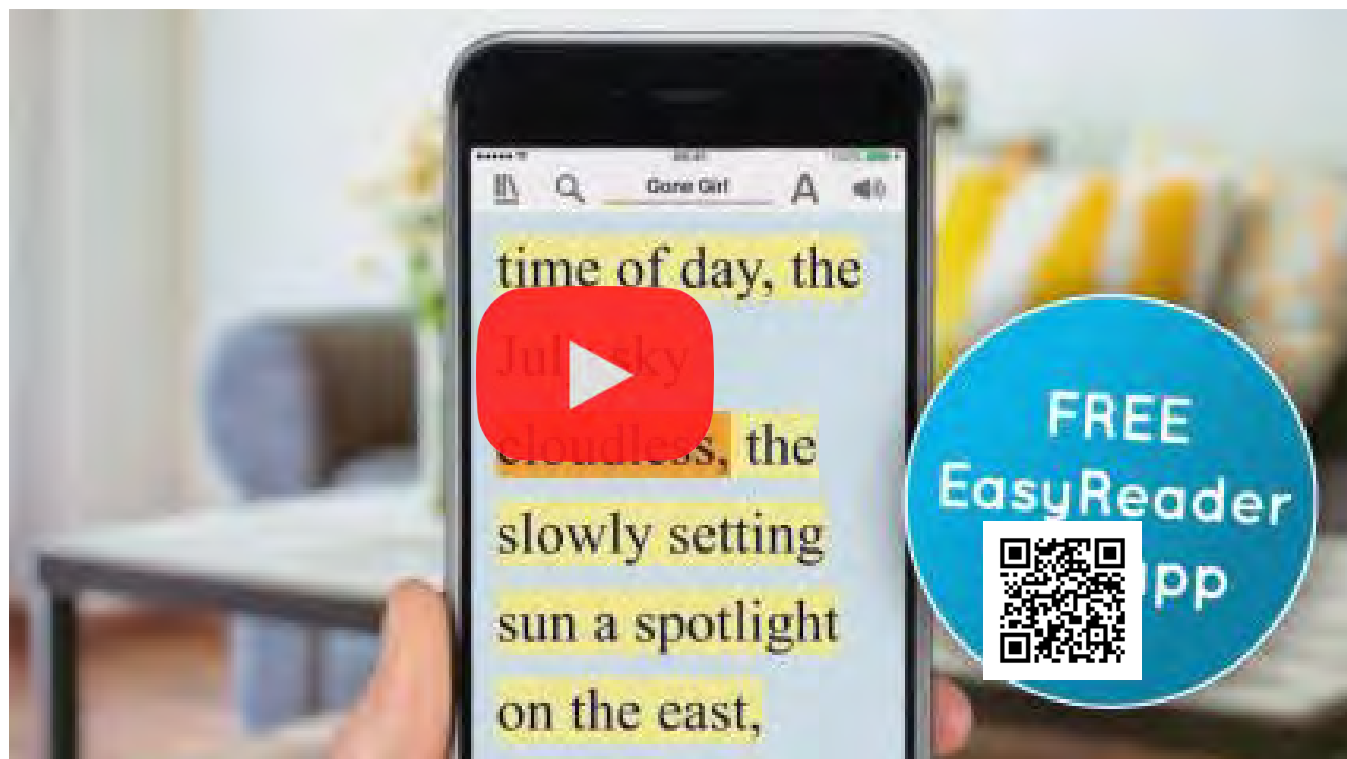


Talking books
for dyslexia...



Dolphin Easy Reader is another free ebook reader that is available for iOS. Premium voices are available for 6.99 British GBP or about \$9.00 US.

Easy Reader is compatible with English, French, German, Italian, Norwegian, Bokmal, and Swedish. It integrates with Bookshare and Project Gutenberg. Easy Reader is also available for Windows, however it is quite expensive (\$55) ! It may be that the free deal on the iOS format is time-limited.





Is your child struggling at school, at home, or with peers?

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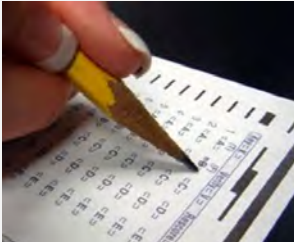
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"Why Do Learning Disabilities Continue to Be Called Learning Disabilities Instead of Learning Differences?"

NAIS - National Association of Independent Schools



More STAAR Standardized Tests Troubles in Texas

Trib Talk

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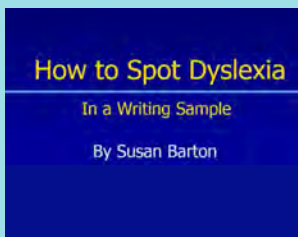
Ridgewood Public Schools in NJ Have Exemplary Dyslexia Program

NorthJersey.com



"I would have been braver younger..." - Designer Cath Kidston

The Guardian



How to Spot Dyslexia in a Writing Sample Free Webinar with Susan Barton

Bright Solutions for Dyslexia
<https://vimeo.com/203740803>



Dyslexia identification Up 5-Fold in Austin Texas After Program

My Statesman



Why Things Must Change - Higher rates of attempted suicide among adults with specific learning disabilities. Adverse childhood events also increase risks. Heallo



Mom of a 10 year old daughter with dyslexia changes her paradigm...

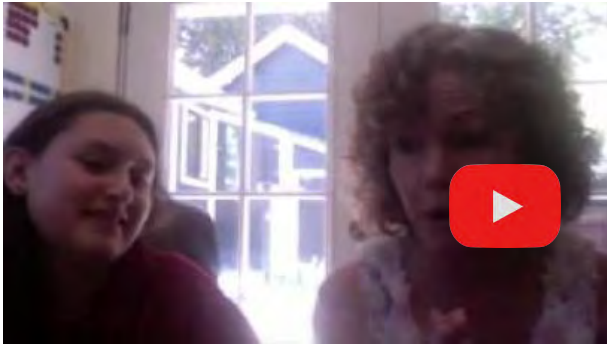
A Life Less Ordinary Blog



14 YEAR OLD JAXON LEVY GIVES BACK!

Jaxon recently gave a presentation about dyslexia to her school, and then she did something else. She wrote and illustrated a book and gave it to a 9 year old who she met through her tutoring sessions with Laura.

CLICK ABOVE TO PLAY



Although Jaxon is just 14 years old, she's already determined to *Pay It Forward*.

Jaxon has written a book (click to see!) and talked with Fernette about what advice she would give to younger children.

Jaxon and her amazing tutor and now learning coach Laura found time to chat with me about their personal journey together and how they want to encourage the next generation.

Jaxon is obviously a very talented artist with a big heart. She told me she'd love to be a teacher when she grows up and she's already on her way!

Download Jaxon's book **HERE** and share!



www.parentfootprint.com

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PREMIUM

RECENT ISSUE



BEST APPS AND TECH FOR...

- Dyslexia, Reading, and Audio
- Writing & Spelling
- Executive Function and Organization

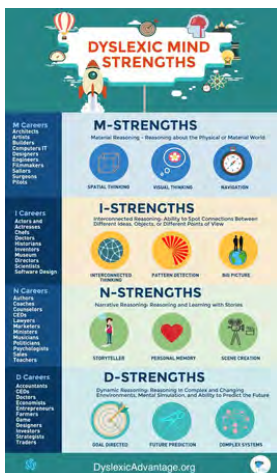
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**DYSLEXIC MIND
STRENGTHS POSTER**

Dyslexia-Friendly Classrooms



- Encouragement
- Teach the Big Picture
- Talk Things Over
- Learn By Direct Experiences
- Learn with Pictures and Stories
- Don't Over-Correct
- Allow Extra Time
- Assistive Technology
- Break information into steps
- Note-taker
- Work Open Book Formula Card

TEACHER CARDS

What most students need for dyslexia, dysgraphia, and dyscalculia in classrooms.



Look for the

K-12 DYSLEXIC INGENUITY AWARDS

coming this FALL!

This competition will be an online submission process like our Karina Eide writing awards and College Scholarship. Because of international contest rules, money awards are only for the US although international students are welcome to submit and can be recognized digitally.

We're still putting together the program, but students will submit their ideas or projects that attempt to solve a real world problem. The problem can be little or big! For young artists or designers this could anything from coming up with a cute way to hold pens neatly on a desk or a poster or meme to increase awareness about a problem. Science fair and STEM entries from school are welcome as long as the student came up with a new idea.

Students can have help, but a significant part of the submission must come from the student's own thinking and imagination.

Please share any suggestions for future issues.



"Some of us are turtles; we crawl and struggle along, and we haven't maybe figured it out by the time we're 30. But turtles have to keep on walking..."

- John Goodenough

94 year-old Dyslexic Inventor of the Lithium battery who just filed a patent that may revolutionize batteries once again.

