



Fernette Eide MD, Editor

Dear Friends,

Some fascinating reads this month - including our cover story on Dr. Helen Taylor's Complementary Cognition. There's still time to encourage your student to enter our Ingenuity Awards. The deadline is May 15th. Read more on **page 22!**
- Fernette

Become a **Premium Subscriber** and discover the most comprehensive resource on dyslexia in the world. You can sign up for an individual subscription or gift a school with institutional subscription. Don't forget there is a **Homeschooler's** course for parents and for teachers, a clock hour course that provides professional development credits (**Dyslexia for Teachers**).

The **NEUROLEARNING** Dyslexia Screening App is \$39.99 and available for children and adults 7-70 years old. iPad, iPhone, Android, and Kindle Fire.



The app may be used to identify and qualify for services such as Benetech's huge free library of e-books.

Thank you volunteers Shelley Wear, Trish Seres, Dayna Russell Freudenthal, and Michelle Williams for their astute critique and proofing. Thanks to Lady Grace Belarmino for beautiful design and layout.



Editor's Note: to make our publications easier to read, we will avoid use of italics and certain types of fonts.

Newsletters can be read online **HERE**. This issue will be available on the Joomag site for 3 months and can also be downloaded as a pdf file.



CONTENTS

DYSLEXIC ADVANTAGE ISSUE 76 APRIL 2022 NEWSLETTER

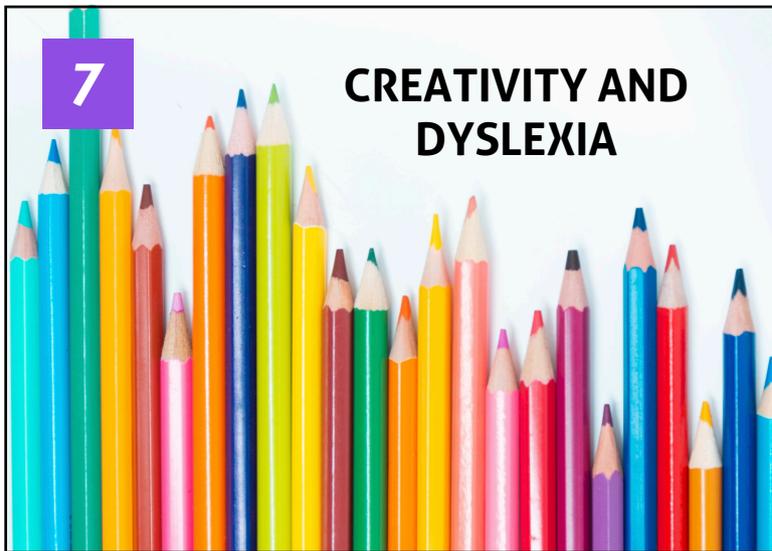
4

COMPLEMENTARY
COGNITION



7

CREATIVITY AND
DYSLEXIA



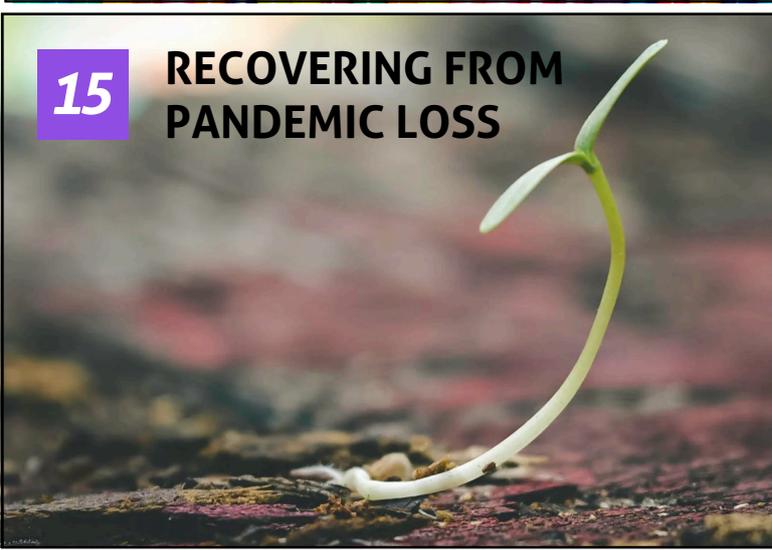
10

AVOIDING THE
THIRD GRADE
MADNESS



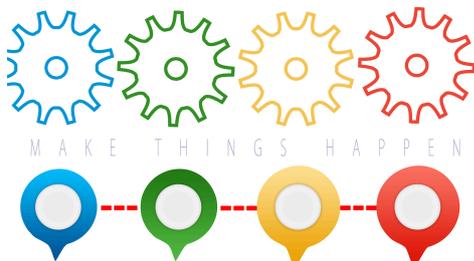
15

RECOVERING FROM
PANDEMIC LOSS



18

MIND MAPPING
MATH



22

STEM/STEAM
INGENUITY AWARDS



25

DYSLEXIA NEWS



DYSLEXIA AND THE IEP

Andrew F. vs. Douglas County School District decision:

"The IEP must aim to enable the child to make progress. After all, the essential function of an IEP is to set out a plan for pursuing academic and functional advancement... When all is said and done, a student offered an educational program providing 'merely more than de minimis' [trivial or minor] progress from year to year can hardly be said to have been offered an education at all.

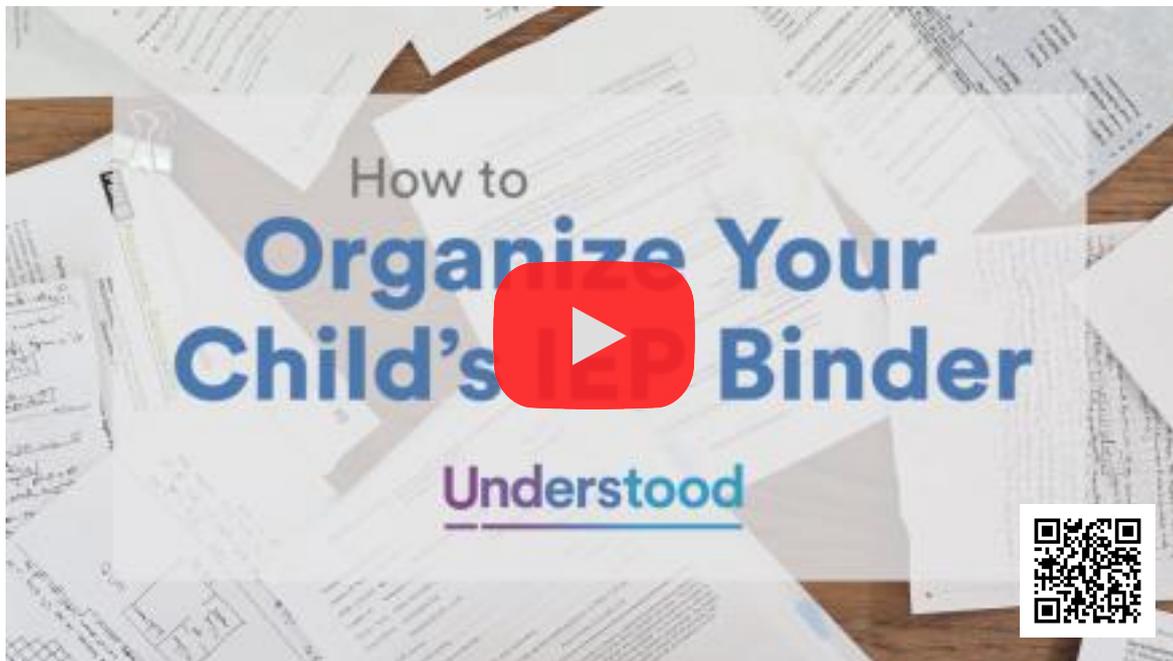
"For children with disabilities, receiving instruction that aims so low would be tantamount to 'sitting idly ... awaiting the time when they were old enough to drop out' ... Every child should have the chance to meet challenging objectives."

This is the time of year for IEP meetings.

For parents, the idea is to look over the past school year where progress was and wasn't made, and make plans for the upcoming year to move students even farther along on their journey.

The IEP processing is daunting and the better prepared parents are for the meeting, the better. On the opposite page is a nice short video about how to organize an IEP binder.

Children as young as 9 can be involved in the IEP meeting although it is more common to have older students attend. Definitely review materials (progress reports, testing, report cards) and have your own list of strengths, needs, and concerns. Ask if you can record the meeting and get a list of all who will be attending. It is always recommended to have someone attend with you.



If this is your first IEP meeting, see if you can talk to other parents who have had one at your school. You may even be allowed to have another parent attend with you as a person to take notes or provide a more objective viewpoint.

IEP meetings can be an intense experience. Try not to get upset and check out the rules of thumb suggested by **Smart Kids with LD.**

Be aware that you do not have to sign by the end of the IEP meeting. If you need to take time to consider if the plan is



Rules of Thumb

Ideally the questions you ask lead to a conclusion that will ensure your child's success. Below are general guidelines for ensuring a successful meeting:

- Although you may be angry and frustrated, [remain calm and in control at the meeting](#). To do otherwise is likely to provoke a defensive reaction that may not be in your child's best interest.
- Ask questions that focus on the problems and solutions, not on the people.
- To generate new ideas or approaches from other team members, ask questions to which you may know the answers.
- For clarification, paraphrase and restate questions.
- If you do not agree, do not be afraid to ask again in an effort to negotiate an agreement.
- Ask questions to understand the philosophy behind the staff recommendations.
- Ask questions that will lead to your final concern.



Multisensory solutions for reading.

Since 1997, we have turned over 500,000 struggling students into thriving students.

We created a product that anyone can use to be a successful *Orton-Gillingham* based tutor.

No really...anyone.

www.winsorlearning.com

800-321-7585



a good fit your student, and ask for time if you need to consider whether it will be a good plan for the upcoming year. You may need more time to consider and seek out other advice.

GOOD IEP STATEMENT EXAMPLES

The focus in an IEP should be on objective facts, not opinions. Check out this **Ultimate IEP Presentation** for good examples of "present levels" and "goals":

An excerpt:

PRESENT LEVEL EXAMPLE

"Jake (a fifth grader) currently reading at 89 CWPM when given an unfamiliar text at the fifth grade level. According to the Woodcock-Johnson, Jake is currently decoding multisyllabic words at the 3rd grade level. His spelling is at the 1st grade level according to the Woodcock-Johnson. Jake struggles to decode new multisyllabic words, especially words that include vowel teams and diphthongs such as retreat and avoided."

DECODING GOAL

"Amy will be able to decode a list of fifty third grade words (10 CVC, 10 CV, 20 VCE and 10 VT) with 80% accuracy."

FLUENCY GOAL

"Amy will read an unfamiliar third grade text at 90CWPM 3 out of 4 trials as measured by teacherkept data.

SPELLING GOAL

"Amy will be able to spell (encode) a list of fifty third grade words (10 CVC, 10 CV, 20 VCE and 10 VT) with 80% accuracy. "v



Give her

**the confidence she
needs to succeed.**

**Give her 
All About® Spelling.**

Easy to Teach, Easy to Learn!

Based on the Orton-Gillingham approach,
All About® Spelling is...

- Multisensory
- Customizable
- Mastery-based
- Suitable for all ages and learning styles



715-477-1976 | www.AllAboutSpelling.com

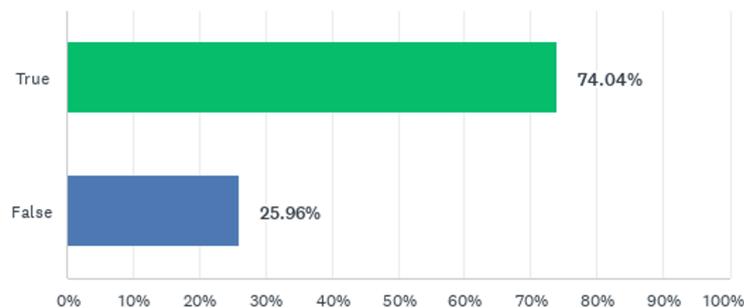
ACCOMMODATIONS

If your student needs accommodations for classroom work and testing, it is important to have those needs listed in the IEP.

In our Dyslexia at School Survey, a shocking 74% of respondents said that their children were given tests that they could not read.

Q38: My student was given tests that he/she could not read.

Answered: 3,629



Students need accommodations to read routine classwork and assignments, textbooks and handouts, and of course tests. IEP guidelines usually state that requests do not list specific products that are required, but instead mention the features necessary to help.

If an IEP team, the student, and parents cannot agree on an assistive technology plan, then a formal assistive technology assessment may need to be conducted.

If you would like to provide outside documentation about accommodations for your student with dyslexia here are a two references:

Assistive Technologies to Support Students with Dyslexia (paper)

Assistive Technology for Students with Dyslexia (Fairfax County Schools)

Common accommodations requested include:

Text-to-speech, reader for tests, audiobooks, Bookshare, Learning Ally, audiobooks and ebooks, Rewordify, word prediction software (writing), spellcheck, designated note taker, teacher notes, speech-to-text (dictation), option to keyboard, talking dictionary, 1.5 - 2 x extended time for tests, scribe for scantrons.

WARNING - DISRUPTIONS DUE TO PANDEMIC EDUCATION LOSS



Be aware that many educational leaders are warning that the identification and remediation of students with disabilities is likely to be complex due to the extent of pandemic learning loss for many students.

From the April issues of **Nature Reviews Psychology**:

"Since the onset of the COVID-19 pandemic in March 2020, millions of children across the globe have experienced the partial or full closure of schools and/or prolonged reliance on virtual learning. The effects of this ongoing educational disruption are still unfolding. Early studies from the COVID-19 era have associated educational disruption with increased mental health concerns (including depression and anxiety) and diminished learning gains (especially in maths and reading) in young people. Those affected by racial and economic disadvantages have been more likely to experience longer periods of educational disruption.

During educational disruption, youth with developmental concerns, including learning disorders, have reduced access to special education and other support services....

When education has been disrupted by COVID-19, rigid adherence to DSM-5 criteria for initial diagnosis of a specific learning disorder entails substantial risk of error. In the past two years, most youth have experienced some loss of academic instruction. Many have also experienced psychosocial adversity (such as death of a loved one or decreased social support). Interventions might not have been available within any given six-month span within the pandemic. These factors would seem to rule out the diagnosis of a learning disorder on the basis of the DSM-5 criteria. As educational disruption persisted, some schools altered the curriculum by

eliminating content; consequently, it is increasingly difficult to know whether observed learning difficulties and/or low achievement scores reflect an underlying learning disorder or lack of instruction. This difficulty is confounded if standardized academic assessments use pre-COVID-19 normative data to assess COVID-19 era progress."

All these warnings aside, the difficulties that schools and teachers are currently operating under do not mean that their students can't be provide with appropriate education - it may mean that there may be significant backlogs in testing and services and students and parents to may need to advocate for themselves if their needs are overlooked.

State guidelines often determine which curricula can be used for students who are more severely impacted by reading difficulties; however, next steps may get murky if a student fails to respond.

If you have a student who has had trouble making progress with their IEP, then consider if the curriculum that they are being given is a good fit for them. L

Can I request an Orton-Gillingham / structured literacy tutor? You can read more about this topic in the Wrightslaw blog **HERE**. You can request a 1:1 tutor, but the school may not provide one. If your student has had documented difficulties failing to make progress on their curriculum, then you have stronger support to request changes and potentially more support. More districts are acquiring district literacy experts who may be able to make an assessment of your student and their current school program and revise or provide changes that may be needed.

FINDING AN ADVOCATE

If you find yourself overwhelmed by the IEP process, you might see whether finding a dyslexia / special education advocate could help. There is not an official job or certified position - but many people can be helpful in this role because there are a lot of specific terms and phrases and rules that parents

may be unfamiliar with.

Sometimes a parent of an older student can help fill this role; other times it may be a previous teacher your student had that understood his or her needs. Some professionals (teachers, therapists, tutors, therapists, psychologists, etc.) may also have retired full-time from their professions, but still be willing to work as consultants to advise parents in the IEP / 504 process. Some parent or parent-teacher groups have lists of advocates or advocate training for parents. There are also groups that meet online to share information and resources - they may be through shared interest groups on Facebook or community sites associated with non-profits or professionals. One online clearinghouse for the US is the **Center for Parent Information and Resources**.

BE CAREFUL ABOUT EXITING AN IEP OR 504

The issues around terminating an IEP or 504 are complex. To read more about others' experiences, visit **HERE**.

Every new academic year presents with new challenges, so if a student is exited at the end of one school year, but then has trouble without the added supports in the following year, and with the usual delays in re-assessing and getting plans approved, months and even a whole year can be lost.

Check out our previous article on the Department of Education and its policy about qualifying for accommodations for high stakes tests **HERE**. It is true that an IEP and 504 do not exist at the college level, but having accommodations as part of an IEP or 504 (like extended time, text-to-speech, or note taker) are usually automatically rewarded at the college level as well as by exams like the PSAT, SAT, ACT, AP, GED, or licensing exams.

An IEP or 504 does not mean your student needs to have pull out or push in services. It can mainly be used for accommodations and technology.

DYSLEXIC NOVELIST NATASHA SOLOMONS



"Books are my refuge, but I had to overcome dyslexia to write the stories I was bursting to tell" - Natasha Solomons

Natasha is a lifelong storyteller, but it took a long time to get those stories out.

As a child, she listened to stories incessantly and her grandfather (also dyslexic) had the foresight to pass on his antique writing desk to her when she was just 10 years "to help her with ambition of becoming a writer."

It would be nearly 20 years later, but Natasha would write a novel at that writing desk would a six-figure advance. Currently she is the author of 8 novels.

She recently wrote a poignant article for **The Guardian**.

An excerpt:

"...stories were always my refuge. I learned to live in them and gradually I began to construct my own worlds to escape into. It wasn't easy. My reading was poor and my writing worse. Often when I sought to connect, the hopeless inadequacy of my dyslexia-riddled writing ensured that no one could read what I'd attempted...Yet somehow, Yet, somehow, another notebook would find its way into my hands. I couldn't stop. The compulsion to escape into stories was absolute and to write for myself was not enough..."

Helping Children, Teens, Adults, and Families Realize Their Potential

assessment | consultation | treatment

Summit Center specializes in helping students with complex learning profiles and differences -- including kids who may be gifted, and those who might be both gifted and have challenges (known as twice-exceptional or 2e). We provide formal evaluations of strengths and challenges, and offer specific strategies and recommendations to guide growth and maximize potential.

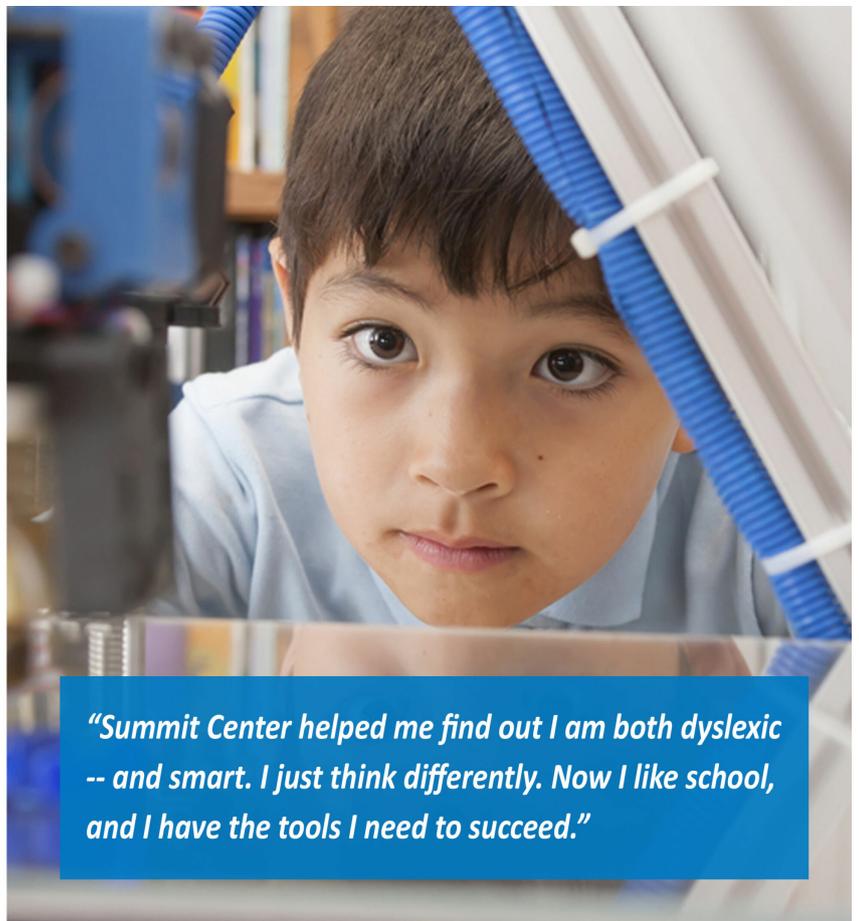


SUMMIT CENTER

Reach New Heights

Offices in California:

San Francisco Bay Area 925-939-7500
Los Angeles Area 310-478-6505
www.summitcenter.us
info@summitcenter.us



"Summit Center helped me find out I am both dyslexic -- and smart. I just think differently. Now I like school, and I have the tools I need to succeed."



Dyslexia Learning Festival 2022

Join the Dyslexia Learning Festival for a day of inspirational thinking!

This **free** virtual festival brings together a host of renowned international speakers for a day of reading, research and resources that both parents and educators will love.

28th
Apr
2022

05.30am
- 10.30am
EST



The festival will then be followed by a Facebook Live Panel Session at 2pm EST.



Register at:
www.dyslexialearningfestival.org



www.dearfordyslexia.org
#DEARForDyslexia

All rights reserved. © Copyrights Succeed With Dyslexia.



#succeed
with
dyslexia

...I moved to Glasgow to study for a PhD and there I met my first professional writer. A screenwriter, David. I showed him a novel I'd been writing. He was kind, but told me it was hopelessly flawed. I cried until my eyelids bruised. Then I sat down and began another. Twenty drafts and some years later that book was published. I married the screenwriter. When you find someone who gives notes that good, you hang on to them.

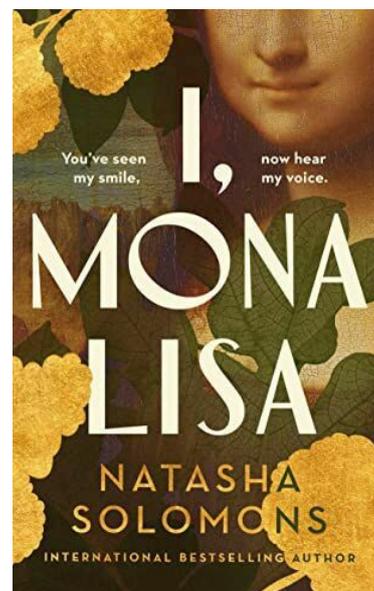
Since then, I have lived two lives at once: one in the real world and the other in my imagination. I am happiest at my desk in my study looking out across the hill, although honestly I'm not really there at all. I'm in Italy, I'm 100 years ago, I'm 1,000 years ago, I'm tomorrow..."

The subjects of Natasha's novels are interesting blend of the personal and imaginative meanderings. Her first novel, **Mr Rosenblum's List** was loosely inspired by her immigrant parents escape from Nazi Germany to make a life for themselves in England. Jacob renames himself Jack and sets out to become a proper English gentleman, while his wife is skeptical and wants to not forget their past and who they are.

In her most recent book, Natasha takes on the voice of **Mona Lisa**.

From the description:

"A tour de force of historical recreation ranging over centuries, Solomons' sweeping novel gives the subject of Leonardo da Vinci's iconic painting a voice for the first time as Lisa del Giocondo recounts an incredible journey from Renaissance Florence to the turbulent twentieth century and beyond."



Sunday System[®]

Multisensory solutions for reading.



- **EVERYONE** can be an effective multi sensory teacher
- More than 40,000 educators are using the system
- Comprehensive
- Quick to Implement

International
DYSLEXIA
Association[®]

 National
Center for
Learning
Disabilities

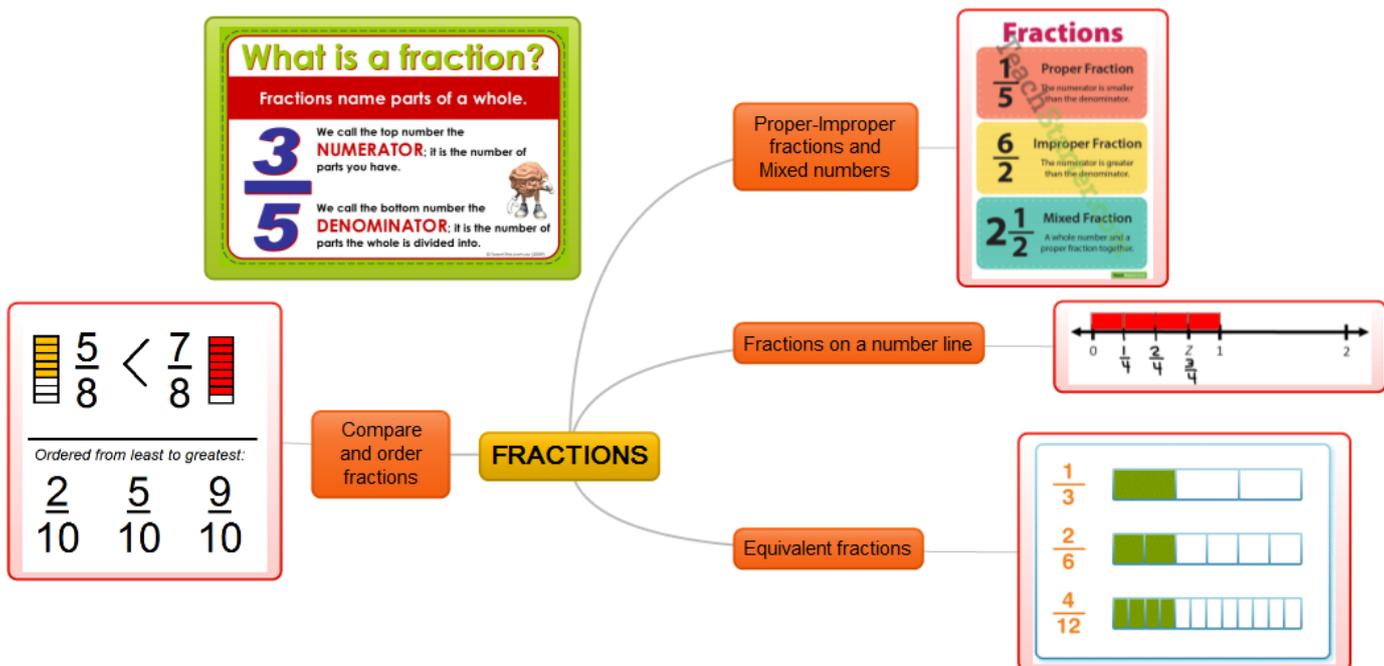
National Center for Learning Disabilities, the International Dyslexia Association have evaluated the Sunday System(r) and deemed that the program contained the required elements for teaching reading identified by the Nation Reading Panel.

MIND MAPPING MATH

Fractions can be confusing. Some students are confused by the new terminology that comes with fractions (numerator, denominator), while others are confused because they seem to have different principles from those learned from whole numbers.

Numbers that "get bigger" are not necessarily more numerous or larger; if the numbers are in the denominator, they get smaller.

For dyslexic students, manipulatives and mind maps can be especially helpful getting a bird's eye view of the subject that can be referred to as students work through problems and are still mastering the concepts. If chosen carefully, they can combine clear examples with new vocabulary such as the example of proper and improper fractions below.





ELL / ESL READING SUPPORT WITH THE READERPEN & LINGOPEN

Many schools in the U.S. have students learning in their second language, so providing a consistent environment for **English Languages Learners (ELLs)** to immerse and engage in English is essential. Supports like **Text-to-Speech (TTS)** helps these students overcome their comprehension and reading differences.

LINGOPEN™ Your Portable Language Tutor



Portable text-to-speech device



Develop student pronunciation with built-in voice recorder



Translate word for word in an instant



Enable students to work at their own pace with less human-reader reliance



Scan text for audible literacy reinforcement



No Wi-Fi required



Multiple built-in dictionaries to nurture vocabulary growth



READERPEN™

How the ReaderPen Supports ELL Students?



Makes grade-level content more accessible



Saves scanned text to devices/directly into Google or Word documents



Portable text-to-speech scanner



Supports language acquisition



Promotes reading independence and inclusion



No Wi-Fi or apps required



Support multiple languages - English, French & Spanish



The important thing is to not teach things that students will eventually have to unlearn. When introducing a topic, for instance, it's a common instinct to want to simplify, but if fractions are presented with only a single concept - like sharing with a sibling or classmate or pieces of a pie, then assumptions about the meaning of fractions need to be unlearned with word problems like the following:

"Eight people go camping for 3 days and they must carry their own water. They read that $12 \frac{1}{2}$ liters of water are need for a party of 5 people per day. How much water should they carry?"

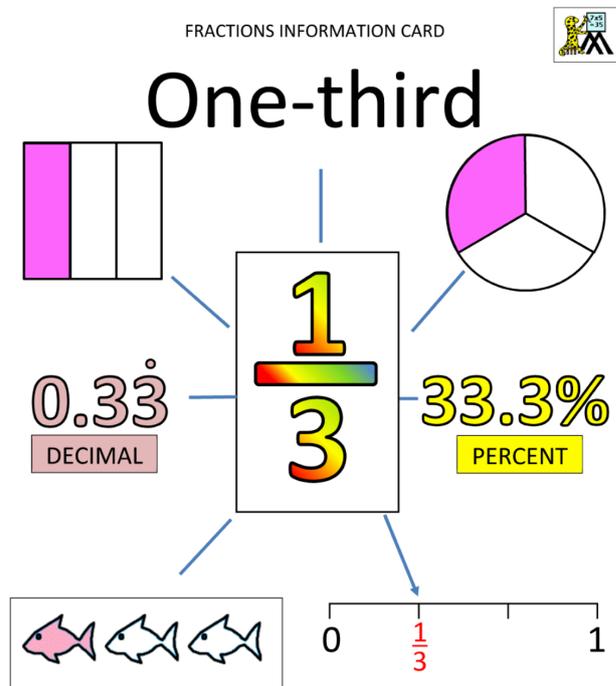
Where are the pieces of pie?

Common Core Math has tried to address this confusion about fractions (half of middle school-age students have basic misconceptions about fractions) by presenting multiple representations of fractions - and this lends itself well to mind maps or wall charts in classrooms.

[Math Salamanders](#) has free printables with multiple representations of different fractions.

Allow students to work "open book" with math materials until they have learned the concepts well.

Many dyslexic students prefer inductive learning or learning through direct examples then reasoning back to principles rather than the other way around; the more examples given, the greater the clarity. Provide meaningful explicit, organized examples.



“Summit Center helped me find out I am both dyslexic -- and smart. I just think differently. Now I like school, and I have the tools I need to succeed.”

Helping Children, Teens, Adults, and Families Realize Their Potential

assessment | consultation | treatment

Summit Center specializes in helping students with complex learning profiles and differences -- including kids who may be gifted, and those who might be both gifted and have challenges (known as twice-exceptional or 2e). We provide formal evaluations of strengths and challenges, and offer specific strategies and recommendations to guide growth and maximize potential.



**SUMMIT
CENTER**

Reach New Heights

Offices in California:

San Francisco Bay Area 925-939-7500

Los Angeles Area 310-478-6505

www.summitcenter.us

info@summitcenter.us



IT'S NOT TOO LATE: STEM / STEAM INGENUITY AWARDS



The deadline for our yearly STEM / STEAM Ingenuity awards is May 15th.

Apply [HERE](#).

Encourage a K-12 student you know to enter. Our goal with these awards is to encourage kids to do something that builds on their curiosity, interest in making things, and making businesses.

Students can work in groups as long as at least one member of the group is dyslexic and they made significant contributions to the ideas and design of the project. Projects can be wide-ranging. One of last year's top winners made a 3D prototype of a prosthesis finger tip for his grandmother, while our entrepreneurial top winner last year were two sisters who began a pandemic scarf knitting business.

Because invention and ingenuity in the real world often involve conferring with outside experts, we also recommend that applicants contact someone who might provide expert outside opinions to improve the project - this could be a science teacher or real world stem expert who was contacted for their expertise through their website, LinkedIn, or some other means. * If you have trouble at this step, contact Fernette and she will see if there might be some contact who could provide resources in this department. If you might be willing to provide critique on a project, email us about your availability.

The "A" in "STEAM" also includes the arts or arts and design, so artists are encouraged to enter - but artist entries should solve a problem or uniquely fulfill a need. An example of one past top Ingenuity Award winner was a young furniture maker who repurposed a damaged plank of wood.

Would you be willing to serve as an [expert mentor](#) for a STEM / STEAM / entrepreneurship project? If so, sign up [HERE](#).

If you're on the fence as to whether you should encourage your student to enter this program, do it. Every entry also gets feedback on their ideas and projects and in some cases it improves their chances of winning next year.

There is nothing so motivating as success and being recognized for your good ideas and that is the real motivation behind these awards programs.

Discover Your Learning Ability

Churchill's proven methods and well-trained faculty change the lives of children who struggle with dyslexia, ADHD and language-based learning disabilities.

At Churchill, we know our success is measured not by how many students we impact, but by the impact we have on any one student!



CHURCHILL
CENTER & SCHOOL
National Leader in Learning Disabilities

churchillstl.org
314-997-4343

DYSLEXIC ADVANTAGE PREMIUM SUBSCRIPTION



August 2021 Premium



July 2021 Premium



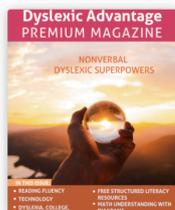
June 2021 Premium TECH



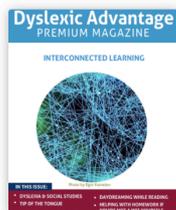
May 2021 Premium



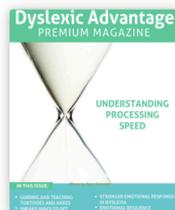
April 2021



March 2021



February 2021



January 2021

THE MOST COMPREHENSIVE RESOURCE FOR DYSLEXIA

- Parents
- Teachers and Professionals
- Adults with Dyslexia

SUBSCRIBE

We Take the Struggle Out of Reading and Spelling

Easy to Teach, Easy to Learn!

- Multisensory Orton-Gillingham approach
- Lightly scripted "open and go" lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- Lifetime support, one-year guarantee

All About® Reading is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading.

All About® Spelling teaches the phonics, rules, and spelling strategies your student needs to become a proficient speller for life.



715-477-1976 | www.AllAboutLearningPress.com

DYSLEXIA NEWS



Dyslexic Disruptor - David Lucchino Reversing Hearing Loss

Forbes



Ohio to Require Dyslexia Screening

News 5 Cleveland



30 Years After My Dyslexia Diagnosis, My Son's Teacher Can't Spot His

Grazie Daily



Department of Education: How IDEA Applies to Private Schools

Disability Scoop



Dyslexia Isn't a Weakness, It's a Strength

Creative Brief



How HR Can Help Dyslexic Employees

HR Magazine

Dyslexic Advantage PREMIUM MAGAZINE

PREMIUM



HOW FAMILIES HELP



APRIL 2022 ISSUE

- How Families Help
- High School Drop Out to Engineering VP
- Tackling Higher Math
- If Your Student Can't Write
- Assessing Knowledge and Abilities: School and Work

It's just
\$5 per month!

**NOW EARN
TEACHER CLOCK
HOUR CREDITS TOO!**

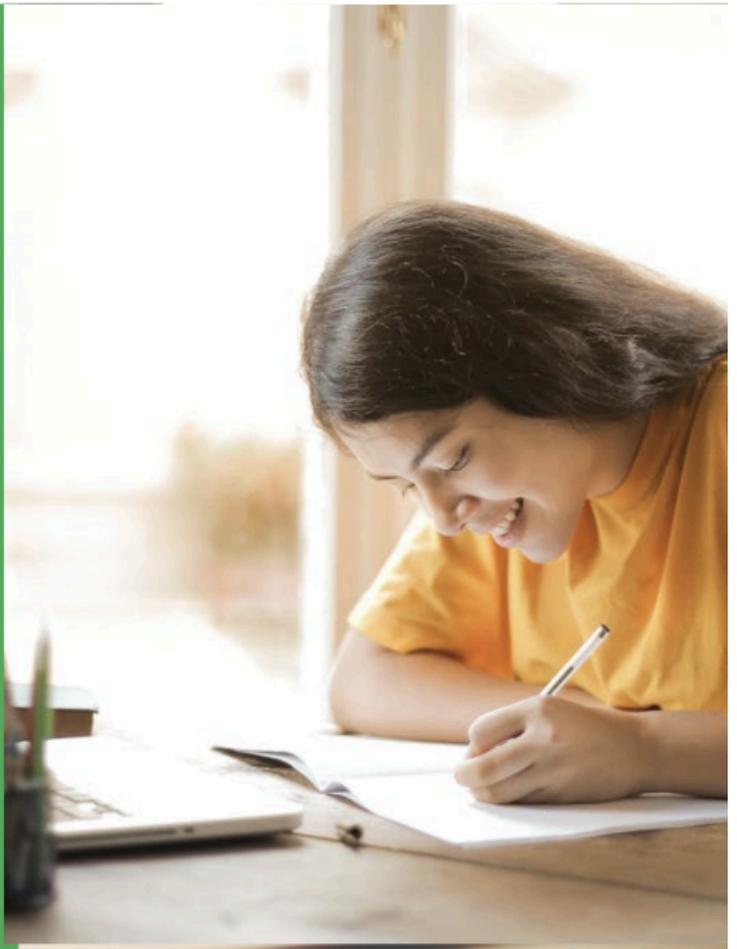
SUBSCRIBE

- FROM HIGH SCHOOL DROPOUT TO ENGINEERING VP
- TACKLING HIGHER MATH
- IF YOUR STUDENT CAN'T WRITE
- ASSESSING KNOWLEDGE AND ABILITIES - SCHOOL & WORK

Homeschooling Dyslexia Online Course for Parents

Includes 1 Year
Access to a Private
Q & A Forum

**Reading, Writing,
Math, Technology**



Dyslexia for Teachers Professional Development Course



ONLINE!

30 clock hours / 3 graduate credits to count toward certification or salary. Up to one year to finish! Sign up now!

bit.ly/dyslexia-for-teachers



PREMIUM



SUBSCRIBE

**NOW EARN
TEACHER CLOCK
HOUR CREDITS TOO!**



Discover Your Learning Ability

Churchill's proven methods and well-trained faculty change the lives of children who struggle with dyslexia, ADHD and language-based learning disabilities.

At Churchill, we know our success is measured not by how many students we impact, but by the impact we have on any one student!

CHURCHILL
CENTER & SCHOOL
National Leader in Learning Disabilities

churchillstl.org | 314-997-4343

DYSLEXIC ADVANTAGE INGENUITY AWARDS K-12 Dyslexic Students

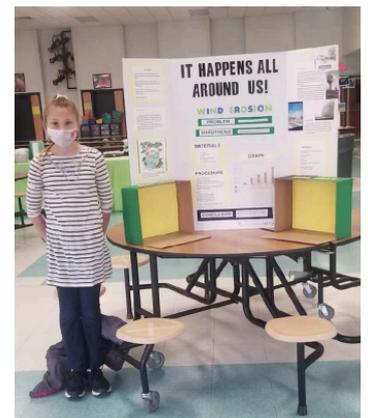


ENTER our STEM INGENUITY AWARDS by May 15th!

ENTER HERE

We're giving over \$1000 in prizes! Science, technology, math, engineering, and design. We also have a young entrepreneur's award! We want to see your work and ideas!

Last year's amazing winners. Check out their projects in the June 2021 Newsletter.





"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 the turtles have to keep on walking."

- John B Goodenough, Nobel Prize winner, inventor of the lithium battery.