

# Dyslexic Advantage

## NEWSLETTER



### THE BEAUTIFUL WORLD OF JARRETT CAMP

- GETTING STARTED IN FILM AND TV WITH ISLA MCDADE-BROWN
- AI VOICES FOR LISTENING
- BEYOND SIMPLE DYSLEXIA SCREENING
- BUILDING ON MATH STRENGTHS
- DYSLEXIA NEWS



Winston In College  
Academic Support Anywhere



Dear Friends

We're excited to launch **online guides** for dyslexia and college, math, gifted, and executive function and attention. These guides use state-of-the-art voice search that allows people to ask questions and have answers found for them without time spent searching articles and videos for answers to questions that they have. More guides are planned!

The link for this issue is: <https://joom.ag/ngTd>



The **NEUROLEARNING** Dyslexia Screening App is \$79.99 and available for children and adults 7-70 years old. iPad, iPhone, Android, and Kindle Fire.



The app may qualify for services such as Benetech's huge free library of e-books. Bulk discounts available for higher ed.

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

Thanks to Shelley Wear, Trish Seres, Michelle Williams, Cheryl Kahn, and Jack Martin. Thanks to Lady Grace Belarmino for design and layout and Andi and Freshea for their social media and admin help!

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.



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DYSLEXIA NEWS



# NOW WHAT? BEYOND THE SIMPLE DYSLEXIA SCREENING

**“Teachers already know who needs more help,” Adrea Truckenmiller, an associate professor at Michigan State University who has studied literacy screening, said of the second layer of testing. “What they need to do is figure out what to teach the kids the next day, and this information is not really giving them that.”**

In a recent [Chalkbeat](#) article, reporter Alex Zimmer followed up on NYC Mayor Eric Adams' efforts to screen students at risk for dyslexia although students were already being screened for reading problems:

“Of the 1,000 children in elementary school who were given the secondary assessment, 95% of them were identified as being at risk of dyslexia — suggesting schools already had a clear sense of which students were struggling. (In middle and high school, about 80% of students were flagged for extra help by the additional screeners.)”

The problem, though, is that most rapid screeners have a thumbs up vs. thumbs down approach to risk for dyslexia, without more critical scrutiny of how dyslexic and non-dyslexic factors, various student backgrounds, and cognitive differences can affect reading and dyslexia screening tests.

Public schools are given monumental tasks - to provide a free and appropriate education. But there are many different potential contributors to why a student is having trouble learning to read or keeping up with peers. Reading difficulties are not only due to dyslexia.

[EdSurge](#) also has a recent article titled, [More States Are Screening for Dyslexia. We Need a Plan for What Happens Next](#). Despite all the excitement that every state would soon have mandatory dyslexia screening, school districts tended to purchase quick screeners (1-3 minutes) for young students (K-2, for instance) that did not provide a student with specific information regarding dyslexia risk and also did not connect test results with recommendations or supports.

It is true that focus on dyslexia by schools increases the likelihood that reading instruction involves more phonological awareness training rather than "guess-and-go" balanced literacy, but dyslexia screening at its best should connect students with supports to allow them to succeed in school as well as specific information that tells a student, parents, and teachers, why reading is difficult and what sort of educational remediation would help.

### **WHY IS SCHOOL TESTING NOT MORE INFORMATIVE?**

Why doesn't testing in schools provide more feedback to students about how they learn best, or what are the next steps to work on to help them do better in reading, writing, or math?

Why is it that children can fail kindergarten or the 3rd grade and have to experience the failure at those ages (repeating a grade or grades) without more specific supports and remediation for their difficulties.

For many dyslexic students, technology can bridge the gap - and that is why their educational plans should be different from students with global cognitive issues.

Because their intelligence is on par or higher (if gifted) than their non-dyslexic classmates, they should not have their curricula 'dumbed down' and if some reading for literacy is easier in order for them to read, they should also be able to listen to books and learn in class at their intellectual level.

## DYSLEXIA AT SCHOOL

### MORE PRACTICAL INFORMATION FROM TESTING

What is needed is more practical information from screening and achievement tests in school.

When testing and screening tools do not include cognitive tests or estimates of IQ, for instance, the concern is that dyslexic students may be mistakenly placed in classes with low intellectual challenge and peers with global intellectual disabilities, and on the other side, students with global difficulties, mismatched into programs that may set unmakeable goals. FAPE, free appropriate public education, intends for education to be appropriate - and that means differentiation for strengths as well as weaknesses. Students for whom English is a second language may also be trapped in mismatched classes if an accurate assessment of their abilities (native and English) is not understood.

Misplacement in such classes can also have a personal toll on students, leading them to become discouraged, school-avoidant, or anxious or depressed.

### INTEGRATING INFORMATION FROM COGNITIVE AND ACHIEVEMENT TESTS

Recently, [Mather and Schneider \(2023\)](#) have written a helpful article on the usefulness of cognitive tests in the assessment of dyslexia.

There are two key points that schools (and dyslexia advocates) need to address with their dyslexia screening tools:

1. Phonological awareness needs to be assessed in the context of some measure of language ability or verbal IQ.
2. Assessment results need to provide practical information to students, parents, and teachers to guide educational efforts.

No test is perfect and comprehensive 1:1 testing is the gold standard for assessment, but a higher bar needs to be set for dyslexia screening otherwise many efforts to screen for dyslexia in schools will be wasted.



## PERSONAL

For use by individuals and families ages 7-70 (including homeschoolers).



## SCHOOL & PRO

For primary/secondary school personnel, assessment professionals, tutors, therapists, and nonprofits. Suitable for ages 7-70.



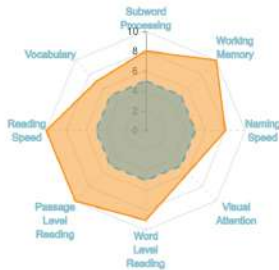
## HIGHER ED

For use by higher ed organizations such as colleges, universities, and voc/tech schools with their students.

### NeuroLearning

Understanding Your Dyslexia Subscale Score:

**ALL SCORE RANGES ARE 1-10. SCORES 7+ INDICATE GREATER DYSLLEXIA RISK OR READING CHALLENGES.**



**YOUR SCORE**      **AVERAGE SUBSCALE**

The radar graph of your scores provides a quick overview of your Dyslexia Subscale Scores.

The further a particular score is from the center of the graph, the greater the likelihood it represents a dyslexia-associated processing trait.

#### Foundation Scores

These are low-level processing skills underlying reading and spelling.

- Subword Processing: 8**  
Measures your brain's ability to break apart, identify, and manipulate sound components that make up words.
- Working Memory: 10**  
Measures the amount of auditory-verbal info your brain can actively process at one time.
- Naming Speed: 8**  
Measures the speed at which your brain can recall words from memory in response to visual symbols.
- Visual Attention: 6**  
Measures how well your eyes and brain cooperate to gather accurate information about printed symbols.

#### Achievement Scores

These are learned reading skills.

- Word-Level Reading: 9**  
Measures your ability to recognize (or "sight read") and decode words.
- Passage-Level Reading: 10**  
Measures your ability to read and understand longer passages of text.
- Reading Speed: 10**  
Measures the speed which you read sentences and paragraphs.
- Vocabulary: 7**  
Scores 7 and higher can increase reading problems.

# NEUROLEARNING.COM

## Dyslexia Screening and Strengths Assessment

## HOW DOES IT WORK?

- 1 Students take the 40 min screening test.
- 2 You receive expert-reviewed reports and additional recommendations.
- 3 Students can qualify for Bookshare.org or LearningAlly, and take the MIND strengths tests to discover their strengths

# GETTING INTO FILM AND TV with ISLA MCDADE-BROWN

"I think that dyslexia is hard. And I think that it's OK to admit that it's hard...and also admit that sometimes it does really suck...but I think that when you find your niche, and that can only really come from taking random opportunities...it really helps you find your thing."

- Isla McDade-Brown, Filmmaker

It's hard not to be enthusiastic about Isla McDade-Brown, because of all her her resilience and pluckiness filming Brock at Cambridge University when he traveled to Britain. Isla had first contacted us about her film dissertation on dyslexia and although there were some challenges organizing logistics along the way, she traveled down from York (with her film partner Ella Clements) to film him. One of the unexpected challenges they had to meet was Brock catching COVID on his trip.

Well, Isla graduated from the University of York, and has already managed to land some work experiences with Netflix and the BBC, and I'm glad we had the opportunity to talk with her about her journey with dyslexia, what she learned along the way, and how she was able to gain experience in film and TV while just barely out of college.

From my interview with Isla:

## CHOOSING AND DOCUMENTARY AND REMEMBERING DYSLEXIA AS A CHILD

Isla: "I first struggled to pick what I wanted to do a documentary on. I just kind of got a massive whiteboard and wrote down everything that was about me because one of the biggest things they told us is it has to be something that you have your perspective on, and that is often something that you've either struggled with, or something that you know a lot about."



Fernette: "Looking at yourself as a child and looking at yourself now. What's changed?"

### NOT BEING GIVEN THE BIG PICTURE OF REMEDIATION

Isla: "Everything, I think...there was a long time where it was up in the air when I would get into university and what I would do...I hated, hated, hated, hated my dyslexia lessons, it was the most inferior time. The only good part was my best friend at the time, she was also dyslexic.... But when I was actually in it, it was like, this almost weird mocking of what I couldn't do... I'm very thankful for my teacher who was trying to help. But we had this very big book, and the only thing I remember from it was either reciting numbers, and I had to remember them and then recite them back to her, which I didn't understand at all. Or there were words that weren't actually words, it was just like gobbledygook, it was just like, loads of words put together...pronounce them correctly, but they're not actual words. So there was no real motivation for me to do it, because it didn't actually really help...even up until doing the research now, I didn't really realize that my struggles in maths and mathematics was actually due to my dyslexia at all.

## DYSLEXIA AT SCHOOL

I never, ever got told, when I was taken out of music lessons every week for what must have been a year... you struggle with maths that could be related to your dyslexia. None of that ever got explained to me. I wasn't really given any coping mechanisms or ways I can actually read real words or anything like that, it was a lot of thought, and they'll try to trick my brain into things I didn't quite understand yet. It might have helped, but I couldn't see it at the time."

Fernette: "You know, It's funny that you mentioned that...even in structured literacy, Orton Gillingham, all these kinds of things, multi-sensory instruction, there's not an essential component where the curriculum says, tell the students what you're doing, can they can get a big picture of what they're working on..."

I understand why the little picture and the details are so important. But if you also don't help the students see the bigger picture of what they're doing...and if you completely disconnect students from their passion areas, areas where, I would think music that you would use in your video production... if you actually disconnect them from all their strengths and learning about the world in creating things, then then that's a mistake too, and if there's no time in, in a student's day for that, it can be counterproductive to a young person's education and...it's a miss..."

But you managed to get through that with a supportive family, you got to a school when unfortunately, COVID was hitting, and so that was down... It's trial by fire, you just dropped in there and tried to make it but your questions to Brock were wonderful. Your responses are wonderful, too. You might very well find yourself in front of the camera, as well as at the back. You never know. You have a lot of poise...Storytelling, or finding the story, telling a story with what people tell you, all this kind of nonlinear creation process is a good fit for you and how you think."





# Winston In College

## Academic Support Anywhere

Transitioning to College? Struggling in College? **We can help.**

Winston in College offers virtual learning support services for adult students with learning disabilities such as dyslexia, executive functioning difficulties (ADHD), and nonverbal learning disorders (NVLD) who are transitioning to or are currently enrolled in a college program.



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## INSPIRATION

**"I've always enjoyed stories, but I hated reading.. they always went against each other, and I enjoy telling stories, but I hated writing. It always felt like you couldn't have both...So I think I was lucky that I discovered film and TV industry where you can do that without massive amounts of writing, or reading. But it was never a skill or something that I thought I would ever use."  
- Isla McDade-Brown**

Fernette: " In your interview with Brock, you brought up some very important issues that just came naturally in the conversation. And I don't think anyone has ever tapped his thoughts about that quite that way. And he's been interviewed, you know, many, many times...

You had mentioned also that you love working with people. That is just perfect for interviewing, having sensitivity to see where they're going, also recognizing questions that other people might be interested in. All those things are just wonderful things you bring to your work."

### GETTING A FIRST JOB ON A FILM SET

Isla: " I was told by someone who I don't really know well that there was filming occurring in the town next to mine. I just showed up, and I was like, "Hi, can I look around? And then I was cheeky. I was like, Can I come back? I don't want to be paid. But can I just be here?" (n.b. from Fernette, she did tell them that she was just about to graduate from film school).

"And then I got three days from that, which was fantastic. I spent two days with the cameras, and then one day with the assistant directors. And then after that I was asked back about a month later to do three days paid work in July, which was fantastic. And that was brilliant. And then from that they wrapped on my last day as well. So that production was finished and over. And then I was recommended by two of the girls on that. And I had one single day's work on a ITV production. And then I've got six days work starting this Sunday on a new BBC production.

Fernette: "So were you a gopher? What did you actually do?"

Isla: "When I was with camera, it was a lot of learning and a lot of being there to help everyone doing their little jobs. Sometimes they gave me really big job to like, see what I would do with it and how I'd handle it.

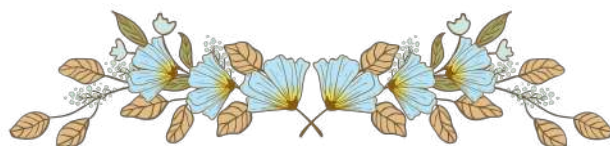
The last few days, when I've actually been paid to work, I've been a floor runner, which is the lowest level in the assisting directing department where your tasks can range completely across what you're doing. It can go from looking after cast members, making sure they're okay to looking after crowds of people and extras or making sure everyone's in the right place at the right time. It's a really, really varying job, which I really enjoy."

Fernette: "Well, do you have any advice for parents and young people?"

Isla: "I had lots of times, even making my dyslexia documentary, where I was so close to just like, I can't do this,...because it is really difficult...when you find your thing, and for me, it's like assistant directing, and being in that film and television industry. Once you find it, it is like a piece of gold. And it is the most incredible feeling because you don't come home and feel like inadequate, or I used to...it's a nice, slow upwards, like climb to coming to terms with the dyslexia. And I think from a parent's perspective, like allowing, as much as you can your child to experiment with, even if it's different instruments, or different clubs and different sports and not getting frustrated that they haven't found something that they've stuck with, because, you know, I did so many instruments, it's ridiculous...."

Fernette: "and you never know when when it starts coming back again, you know, I mean, some by these kinds of things, you have an appreciation for music. And you also know, the work that goes into making it to and, you know, and, and in film sound and music is all important for creating a mood. So it comes back in interesting ways..."

Congratulations to Isla for her pluckiness and initiative getting her first jobs in the film industry!



# THE BEAUTIFUL WORLD OF JARRETT CAMP

"I use my dyslexia as a form of artwork. When I create a composition of a piece, usually there's another piece upside-down." - Jarrett Camp



Comatose, by Jarrett Camp

## INSPIRATION

Jarrett Camp is an award-winning fine artist based in Los Angeles. He is a stipple artist who creates large works that may take months to complete. He has been chosen to be a contributing artist to the NBA's [In the Paint](#) program and he is represented by the [Band of Vices](#) art gallery.

Jarrett's website is: <https://www.jarrettcamp.com/>

Jarrett's work, Comatose is work wher he tried to present "right" and "left" brain related differences.



Jarrett: " This piece, actually upside down is another piece which tells the same story....how sleep works from the left brain and the right brain.

The left brain is more, reading, math, and science. But the right brain is more artsy and music. If you look more into it, you'll see there's more objects and flowers that that are actually used for sleep...that's how I use my dyslexia to create work.

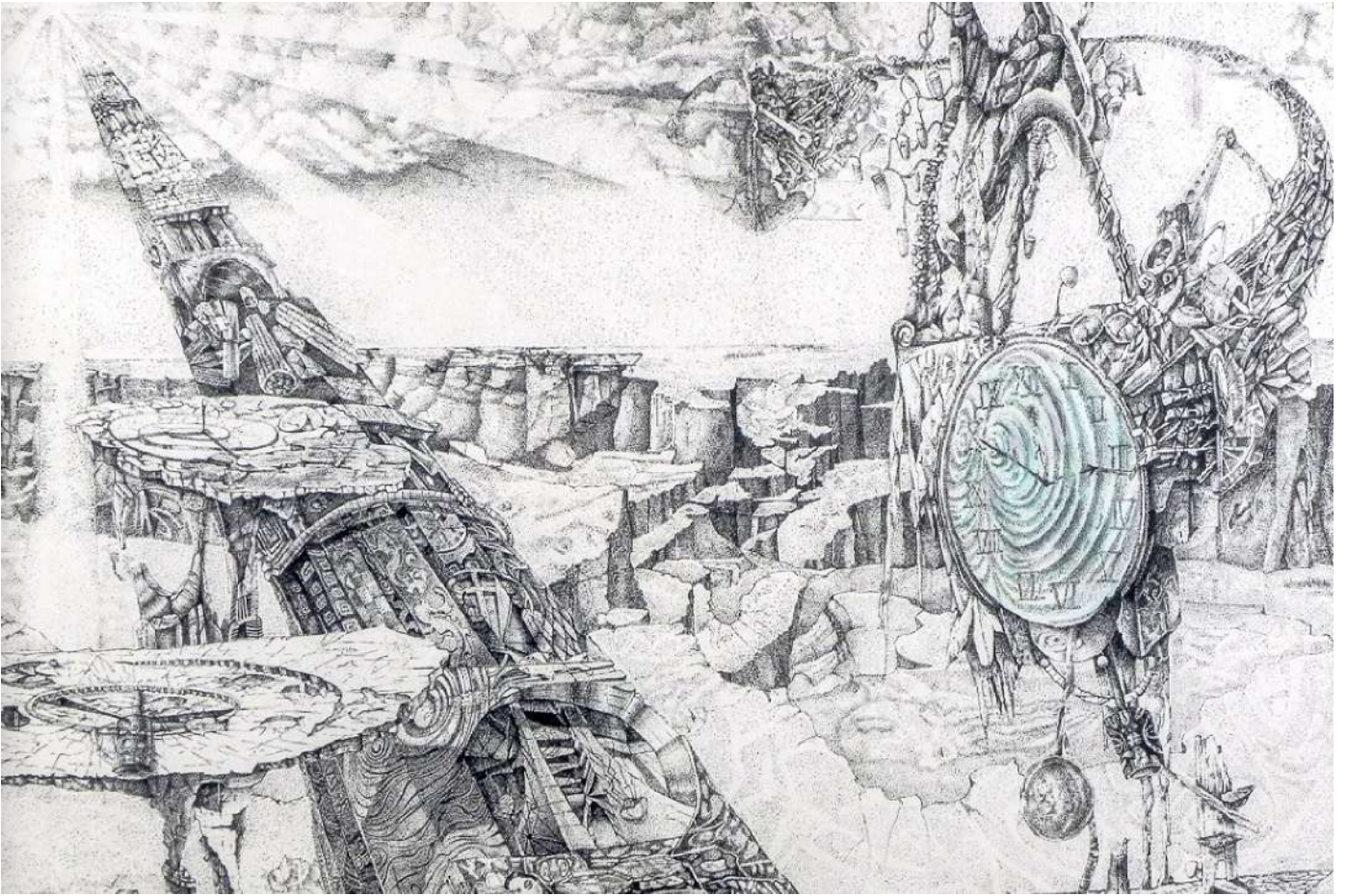
About his dyslexia, Jarrett says this:

"Throughout my entire... kindergarten all the way up to to 12th grade, I didn't even know I had dyslexia. I didn't know what dyslexia was, until two weeks out of high school with my own art teacher. She's the one who told me, not my math teacher, not my English teacher, none of my teachers told me about this issue at all, wow. Until two weeks out of high school. So that means all the times I've been made fun of bullied, etc, etc. Never getting a good grade, never getting above a C in English or math. Didn't even know it."

Today Jarrett, tells me that he still struggles with reading, but his wife has been very supportive and helps him when he encounters text he can't understand.

I asked him about the faint yellow in the flower on the left, and he said it was meant be like the large letter in the old English books (like "Once upon a time." The color draws your eye in the painting, then it leads you to the rest of the world. He also added the flowers he chose for this painting were jasmine flowers because of their association with sleep. The presence of rocks and minerals in the piece help represent the construction of thought.

## INSPIRATION



The work above is titled Time.

Jarrett told me that all of his works start with research, deep thinking about his subject, and decisions to choose objects that represent his ideas in his work. His artwork belongs to the surrealism movement, a movement that began in the 1990s that sought to allow the subconscious mind reveal itself.

Sleep and daydreaming play important parts in the generation of his work:

"In my sleep, I can look at the picture and formulate it, close my eyes, think about it...my drawing its in my head."

At the end of our discussion, Jarrett said, "Artists are very important to society... please support artists and let them feel like they're valuable to society...we put our heart and soul into it."

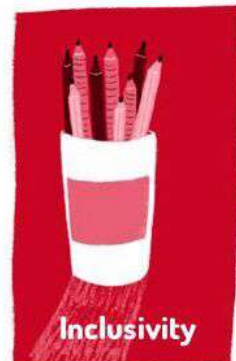
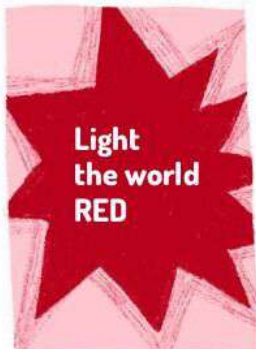
To see more of Jarrett's website, visit: <https://www.jarrettcamp.com/>

# Let's talk dyslexia awareness



#GoRedForDyslexia

How to go Red



Visit [www.goredfordyslexia.org](http://www.goredfordyslexia.org)  
or scan here to learn more!



# TEACHING TO STRENGTHS IN MATH

Up to 70% of dyslexic people also have dyscalculia (specific math disability), although specific math supports or interventions are rarely a part of public school IEPs or 504's.

Part of the reason there is less support for math among dyslexic students in the US is that the International Dyslexia Association and National Institute of Health definitions do not mention math, whereas other definitions of dyslexia such as the one from the British Dyslexia Association do.

The consequence of narrow definitions of dyslexia, is that some dyslexia specialists may focus almost exclusively on reading (and to a less extent writing), and consequently neglect supports for dyslexic students in math, organization, foreign language learning, and other important aspects of school.

But math is important for all aspects of life outside of school as well as being essential for many selective higher education majors and careers.

**More important than understanding "dyslexia", is understanding people with dyslexia.**

If over half of people with dyslexia, also have dyscalculia, and math is recognized as important to math education, than more specific and appropriate education should be a routine part of IEPs, 504s, and educational planning.

Typical challenges associated with math include math facts fluency, rote memorization of procedures, symbol difficulties for some, and language factors that can affect word problems and math terminology, especially if technical words are similar or they have different meanings from meanings found in routine conversational language. For instance the word "right" when describing a right triangle (a triangle with 90 degrees) is different from turning right while driving. Being aware of these challenges as well as being aware of students' strengths so that they can be leveraged in instruction can make learning more efficient and enjoyable for dyslexic students.



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## MATH EDUCATION BASED ON STRENGTHS

Within mathematics, dyslexic students often show a spiky profile as is seen with language-related testing, and as with language, considerable strengths also exist alongside weaknesses.

Dyslexic strengths in math include math conceptual ability and math reasoning; weaknesses typically involve math fact retrieval, procedural learning and sequencing, language factors, and math symbols.

Tremendous math instruction mismatches can occur when elementary school teachers who are asked to teach every subject, lack an in-depth understanding of math - and so teach math through procedures and rote memorization rather than conceptually with multisensory experiences and deep understanding.

Math education for dyslexic students should be based on strengths, especially their strengths in conceptual understanding and reasoning.

## MATH

Dyslexic MIND strengths stand for Material Reasoning, Interconnected Reasoning, Narrative Reasoning, and Dynamic Reasoning.

These strengths also apply to subjects such as mathematics.

If a student seems to be struggling with a math concept - like equivalent fractions, it may be that more time needs to be spent recognizing what different numbers mean when presented in fractions and fraction problems - and for that, hands-on work with materials like using paper folding or making or buying fraction manipulatives can help students "get" what the numbers are trying to describe.

Most parents and teachers were taught math this way themselves, so it may take some adjustment, but students can improve their math problem solving quickly once they understand the notation and underlying concepts.

Also understanding that many young students with dyslexia are likely to be susceptible to symbol confusion and working memory overload, should mean that explanations should be presented simply with visual examples in small bits, until it's clear that basics have been mastered.

Some students may need to use math manipulatives for homework as well as on exams, and some may benefit from tutors familiar with dyslexic students.

Here's a quickie video on how to teach beginning fractions with lego bricks.

For more in-depth articles about dyslexia and math, become a [Premium subscriber](#) and check out our [Premium math articles](#).





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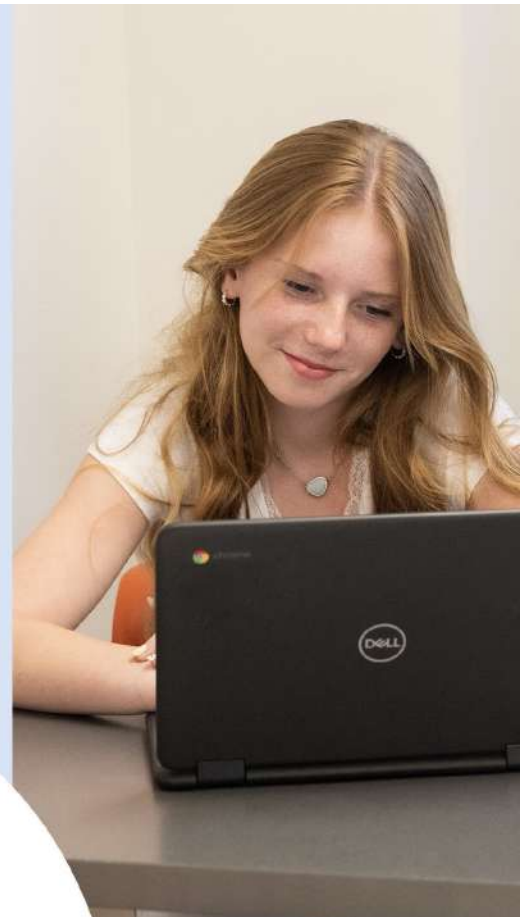
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With AI, artificial voices for book reading are getting better.

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Microsoft, and MIT

## TECHNOLOGY

If you're new to electronic voices, check these out - they're quite good.

One of the benefits of getting used to these voices is that they're very predictable once you get used to them (compared to human readers) and then it may be easier to "speed listen." In fact, if you find it a little hard listening to an ebook at regular speed, try increasing the speed (1.2 or 1.5) to see if that makes it easier to follow.

Once trained, many people tell us they can listen much faster than reading the regular way - and this speed listening may even be faster than non-dyslexics who read quickly.

The Gutenberg books are classic books in the public domain (for more current books and bestsellers, look into [Bookshare.org](http://Bookshare.org) which is free for all US students and affordable for others.

Students having to read *Pride and Prejudice* or Dickens for school might find this open audiobook collection much better than trying to read visually. Of course there are also audiobooks available through the public library app [Libby](#).

Another handy resources for e-readers is [Speechify](#).

[Free Speechify](#) comes with 10 standard voices and 1x speed. If you purchase a yearly subscription at the link, you have access to some fantastic custom voices that can read those long emails, proofread your written work, and read your text books. You can also increase your listening speed to 4.5x!

It can sync across your devices. Some college students like it because its ease of use for any print material. When a school is also slow to provide audio versions of assigned texts, the app can provide accessibility.

Speechify will also translate into many languages.

# Does the Reading for You



energy reading, and more energy comprehending.

speed for you. Start at 230 words per minute, and build to 500 words per minute, which is the speed most people read.



Children, individuals for whom English is a second language, and those with auditory processing challenges may have trouble with extended listening to books, but it is possible to train into it.

Do try a wide range of voices to see which voices are the easiest to listen to. Surprisingly, we knew quite a number of children who said they liked the option of listening to a British or Australian voice, even though they had lived all their lives in the US.

Another excellent e-book reader for the phone, is [Voice Dream Reader](#).


It doesn't have all the Hollywood voices that Speechify does, but it does have rapid listening and great synchronization over multiple devices. It was purchased by another company and now is a subscription app rather than 1x only, but if you've grandfathered in, to the 1x only app, you're in luck!

# DYSLEXIA GUIDES

New!




Find answers fast with our online AI-power multimedia guides. The search function will find answers to your questions in just the section of articles, audio, or video.



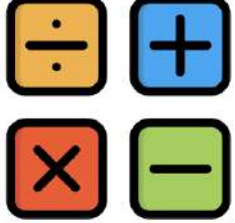
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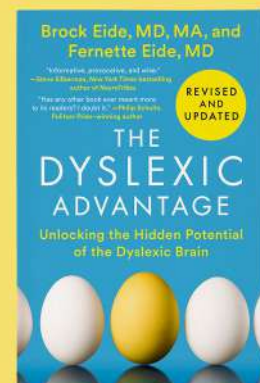


## BRING DYSLEXIC ADVANTAGE TO YOUR SCHOOL



**LEARN ABOUT THE STRENGTHS OF DYSLEXIC COGNITION IN THIS INFORMATIVE WEBINAR**

Drs. Brock and Fernette Eide can also include a Q & A with parents and teachers.



# UNDERSTANDING DYSLEXIA AND THE GIFTED: A COURSE FOR PSYCHOLOGISTS



- Includes:**
- Identification
  - Dyslexia through the - - - Lifespan
  - High IQ and Dyslexia
  - Classroom placement
  - Accommodations
  - MIND Strengths
  - Social and Emotional
  - MIND Strengths

**DYSLEXIC MIND STRENGTHS**

**MATERIAL REASONING**  
SPATIAL THINKING • VISUAL THINKING • NAVIGATION

**INTERCONNECTED REASONING**  
INTERCONNECTED THINKING • PATTERN DETECTION • BIG PICTURE

**NARRATIVE REASONING**  
STORY TELLER • PERSONAL MEMORY • SCENE CREATION

**DYNAMIC REASONING**  
GOAL DIRECTED • FUTURE PREDICTION • COMPLEX SYSTEMS

**If you have Material Reasoning skills you excel at 3-dimensional spatial reasoning and can visualize objects and places, manipulating them at will.**

**If you have Interconnected Reasoning skills you are good at spotting the connection between different ideas, objects and points of view.**

**If you have Narrative Reasoning skills, you think, remember, and express your ideas in stories.**

**If you have Dynamic Reasoning skills you are good at mental simulation and predicting future events. You thrive in complex and changing environments.**

PHOTO: BINGU / MARCIA CORREA

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**What is Dysgraphia?**  
Dysgraphia is a Difficulty of Written Expression

**1 in 3 Students are Dysgraphic**

**Factors Contributing to Dysgraphia**

- Fine Motor Sensory Issues
- Dislexia
- Language Problems
- Attention Time Awareness

**Dysgraphia-Friendly Classrooms**

- Encouragement
- Use Before Writing - Outline
- Reduce Quantity of Work
- Keyboard
- Hand Year
- Address any Number Inex
- Allow Extra Time
- Break Writing into Smaller Steps
- Don't Over-Correct
- Don't Lowergrade
- Plan in Science Labs
- Allow Peers to do a Hand of Writing
- Graphic Organizers

**Other Tips for Dysgraphia**

Consider Switch to Top Writing Software with Word Prediction  
Occupational Therapy  
Handwriting Practice  
Help with Camera, Participation, Spelling, Spelling

[www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)

**What is Dyslexia?**  
Dyslexia is a Common Learning Difference

**1 in 3 Students are Dyslexic**

**Challenges**

- Reading
- Time Management
- Organization
- Spelling
- Math
- Writing
- Attention
- Memory

**Strengths**

- Problem Solving
- Big Picture
- Visual Thinking
- Storytelling
- Artistic Ability

**Dyslexia-Friendly Classrooms**

- Encouragement
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- Allow Peers to do a Hand of Writing
- Graphic Organizers

**Dyslexia at Different Ages**

- Early Identification
- Intervention
- High School Challenge
- College
- Workplace

[www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)

**What is Dyscalculia?**  
Dyscalculia is a Common Math Disability

**5-10% of Students are Dyscalculic**

**Potential Challenges**

- Word Problems
- Time Management
- Organization
- Spelling
- Math
- Writing
- Attention
- Memory

**Potential Strengths**

- Problem Solving
- Big Picture
- Visual Thinking
- Storytelling
- Artistic Ability

**Dyscalculia-Friendly Classrooms**

- Encouragement
- Use Before Writing - Outline
- Reduce Quantity of Work
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- Hand Year
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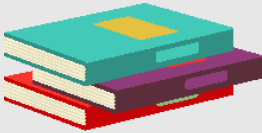
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## Moving Beyond Perceptions - Getting Real About Dyslexia

Media Leader



## "I Literally Cried..."

(Teachers describe their responses to structured literacy training and discovering they had been teaching reading 'wrong')

Education Week



## Dyslexia Assessment and Gifted with Dr. Linda Silverman

Dyslexia Journey Podcast



## Joel McHale - Dyslexia, Getting Started in Hollywood, and Imposter Syndrome

Mayam Bialik



## New Roberts Academy Dyslexia at Vanderbilt University

Vanderbilt University



## Richard Branson on Dyslexia

This Morning



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*“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.”*

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**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.



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"I operate off of fear almost exclusively."

- Joel Mchale. comedian

@joelmchale