

# Dyslexic Advantage

## NEWSLETTER

F1 CHAMPION  
LEWIS HAMILTON



<https://x.com/lewishamilton>

- DYSLEXIC ADVANTAGE - THE MOVIE - SUPPORT THE DREAM
- WHAT IS A SCRIBE?
- DYSLEXIA NEWS



Dr. Fernette Eide  
Editor-in-Chief



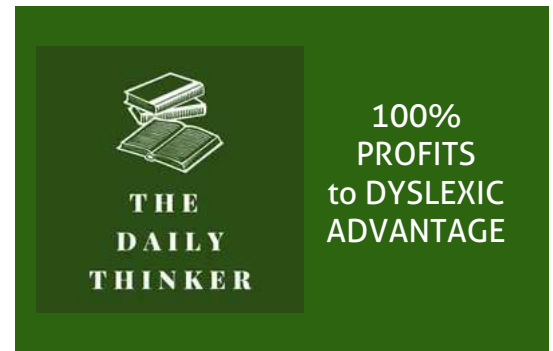
## HELP SUPPORT DYSLEXIC ADVANTAGE AND GET OUR MOVIE OVER THE FINISH LINE!

Check out our **Daily Thinker** Fundraiser - Perfect Stocking Stuff and Gifts



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

This issue will only be on Joomag for about 6 months. Afterwards, look for this issue in our **Newsletter Archives at DyslexicAdvantage.org**. Keep our programs running by **donating** or becoming a **Premium subscriber**. **We need your help.**



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 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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**F1  
LEWIS  
HAMILTON**



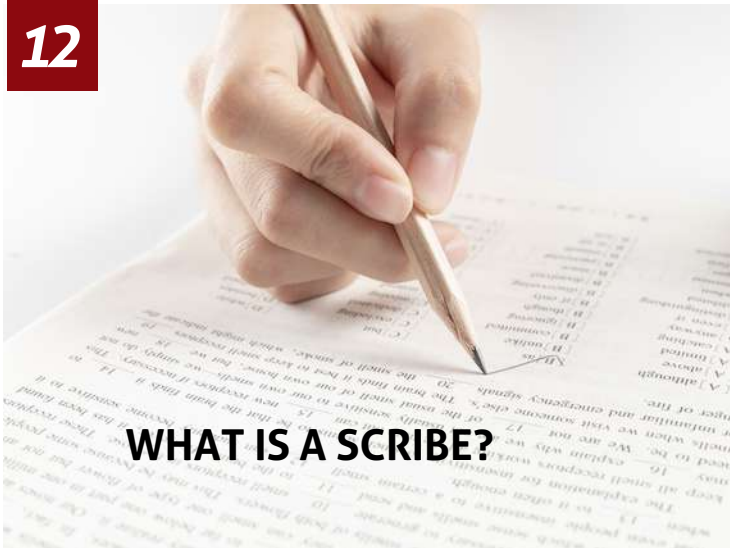
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# LEWIS HAMILTON GREATEST FORMULA 1 DRIVER



Lewis Hamilton has been hailed as the one the greatest Formula 1 drivers of all time. He's won 7 world championships and holds **many** racing championship records.

As a 10 year old, Lewis made a name for himself because he walked up to McLaren team boss Ron Dennis, saying "I'm Lewis Hamilton. I just won the British Championship and one day I want to be racing your cars." Dennis told him to come back in 9 years - but just 3 years later, he signed a contract with McLaren, breaking a record for the youngest person contacted by an F1 team.

"...when I was at school, I was dyslexic and struggling like hell, and one of the only few Black kids in my school, being put in the lowest classes and never given a chance to progress or even helped to progress. Teachers were telling me, 'You're never going to be nothing.' I remember being behind the shed, in tears, like, 'I'm not going to be anything.'" - **Lewis Hamilton**

Lewis did struggle a great deal in school and he recalled that his father drilled into him the idea of never giving up.

"I still have failures today and you're constantly going to be learning so don't be phased by that. It's a part of the necessary journey to success. I just encourage you guys just to never give up."

- Lewis Hamilton

Lewis credits his parents with his success. Although he grew up in a working class family and his parents divorced when he was 3, he lived with his mother and saw his father on the weekends until it was decided that he would live with his father to allow him to continue to developing his race track driving.

Lewis received his first remote control car at the age of 3, then at age 6, he was runner up in a national RC racing championship - against adults. By the age of 8, his father spent nearly a month's wages buying a used go-kart that he improved and allowed him to begin racing. Two years later, he won the British championship in cadet class.

### MIND Strengths of Lewis Hamilton in Formula 1 Driving

Although Formula 1 teams invest millions of dollars in simulation machines, it's fascinating that today Lewis Hamilton rarely uses them. He also says he rarely walks a track because the feeling of traveling fast around a track is so different from walking it.

What he does instead is use is his default mode network for mental simulation - the playground and centerpiece of dyslexic MIND strengths.

Lewis will break down sections of track into different pieces and analyze the best braking points, turn-ins, and exit speeds. He will remember the feelings of having driven the track before, but also generate many scenarios about how the feeling of the race might change with different weather and track conditions.

Data analysis has also become a foundation for Formula 1 racing. It helps with optimizing performance for every aspect of the car (tire pressure, aerodynamics), presents predictive analytics to help with strategy and also provides feedback about the driver - whether braking patterns, acceleration, or cornering.

## INSPIRATION

Lewis has talked about considering multiple scenarios when he drives - whether it's wet weather, driving strategies of competitors, or conditions of the car...and if you hear about the rear instability of cars he's still able to drive and carry across the finish line, you realize what a brilliant racer he is.

Formula One driving at the elite levels Lewis is competing at (and winning) requires brilliant dynamic reasoning, sensory awareness, engineering sense, peak athletic condition and an ability to perform under pressure. During a 2 hour race, it's been estimated that drivers burn as much energy as running a half marathon.

“When you’re driving a car it’s very chaotic,” Hamilton says. “It’s erratic, so much is happening. All the senses that we have, they’re all firing on maximum.” But when he approaches a corner, everything slows down. His visual field seems to widen. For a few seconds, he feels like he can see “much more” than he would on a normal day: every blade of grass, bump in the road and track marker.”

- [Wired Magazine](#)

Lewis Hamilton credits his father for recognizing where all the other go-kart racers were braking. He insisted that Lewis brake later because that was the key to winning races. Lewis crashed many times when he tried to meet that goal and Lewis remembers getting frustrated at his dad, but soon the change paid off. Lewis says he now knows from vibrations from the car how far he can push it without the wheels locking.

Many fellow racers and experts have commented that when Lewis really shines, it's when road conditions are unpredictable (Fernet: the hallmark of Dynamic Reasoning strengths like we described in [The Dyslexic Advantage](#)).



# Winston In College

## Academic Support Anywhere

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## INSPIRATION

"I think what makes me the driver I am today, yes it's the ability, but I would say it's the hunger," Hamilton says. "I'm so grateful for it, man. If we didn't have that struggle I couldn't drive the way I do today."

- Lewis Hamilton

There's a high degree of physical stress that comes with becoming a Formula 1 driver, let alone one who may be the greatest of all time. The cockpit can climb to 122 degrees Fahrenheit, the temperature of a sauna, and because of all the extra layers of fireproof clothing, drivers may lose 5% of their body fluids in sweat in a short amount of time. According to estimates, Formula 1 drivers lose 7-8 pounds of weight due to sweat in a single race.

There are also extreme gravity forces during acceleration, braking, and cornering and drivers need to train to be able to withstand and maintain stability with high speed cornering and braking. F1 drivers' heart rates apparently can exceed 220 beats per minute - the rate of marathon runners.

In true dynamic reasoning fashion, though, at age 39, Lewis is looking beyond his time in Formula 1 driving. He is also a serial entrepreneur and social activist. As the first black racer in Formula 1, he is founding a charity to help under-represented young people to be successful in school, STEM subjects, as well as being introduced to motor sports. Lewis is also supporting a vegan restaurant chain, movie production company, creating music, and creating a fashion line with fellow dyslexic Tommy Hilfiger. Lewis has many interests and continues to fund various charities.

Said Lewis, "I want to be one of those change-makers. A catalyst for change. I really hope that ten years from now I can look back and say that I maximised my time and I made the right choices and I really had a positive impact."



We're thrilled to share an exciting update on our upcoming documentary about *The Dyslexic Advantage*! So far, we've completed all of the interviews with an incredible lineup of accomplished dyslexic individuals. These inspiring stories come from a diverse group, ranging from a 17-year-old award-winning filmmaker to an animator and children's book author, an emergency room physician, a naturalist and artist, a field guide author-illustrator, and even the discoverer of the Titanic wreck.

This film isn't just about individual success stories—it introduces key principles from our book, *The Dyslexic Advantage*, exploring the MIND strengths (Material, Interconnected, Narrative, and Dynamic Reasoning) that we see so often in the dyslexic community. Through personal stories, expert insights, and innovative animations that explain the brain processes behind these strengths, we aim to change the way the world views dyslexia.

We're excited about how far we've come, but we still need your help to bring this project across the finish line!

We're currently seeking donations to complete the final stages of production and ensure that the documentary reaches as many people as possible—and we need your help! If you would like to lend your help fundraising, contact Fernette through our contact form [here](#).

## DYSLEXIC ADVANTAGE MOVIE



For years we've known that a movie will be the best way to really share the message of dyslexic advantages. Thanks to five brilliant and insightful people who shared their stories -their successes as well as the difficulties they face. This is a powerful movie that will change lives.

We're also grateful to the outstanding film direction of Josh Newman and his dedicated crew. We hope to have the film finished 2025, but there are some important gaps we still need to fill.

If you can help us: [\*\*DONATE HERE\*\*](#)



Lauren on the set of her film, *The Ground Beneath Our Feet*.






# ORGANIZE YOUR AWESOME IDEAS

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**Vnote** 

# DYSLEXIC STUDENT WITH DYSGRAPHIA:WHAT IS A SCRIBE?

**QUESTION:** My student can't keep up with writing in class. Some recently told me about having a 'scribe' as an accommodation, but how can that help a dyslexic student?

**ANSWER:** You haven't said how old your student is, but a "scribe" is someone who writes down notes for a student who has difficulty writing by hand.

In the earlier grades, dyslexic students may benefit by using scribes to help get their ideas down on paper when they can't write all that they have in their minds to say. When a student first begins to receive remediation for dyslexia, writing will lag reading - sometimes by a few years. Some students can type their answers (programs with word prediction maybe able to help) or dictate, so a scribe may not be necessary on a routine basis in the classroom; a scribe still may be helpful for standardized tests that require essay or short answer writing.

For students accustomed to dictating, a scribe may be preferable to typing by hand. Some students with dysgraphia have finger confusion - while others struggle knowing where to find the correct keys - and lose their place. Writing places enormous burdens on working memory. Assessing which accommodation is best for them at a point in time is a good idea before the test comes around.

Every district has different criteria and rules regarding scribes, so check out what rules apply to your student.

In a classroom, typically a scribe is a para-educator or classroom parent who has offered to help. Students may feel inhibited asking for the use of a scribe in the beginning, but it is a common accommodation that many students with dyslexia and dysgraphia use. It may be that your student takes the test initially with classmates, then finishes up with a scribe during recess or after school.

A helpful review of the use of scribes in education can be found [here](#) from the National Center on Educational Outcomes.

Their summary:

"In general, research shows that students with disabilities who have difficulty with writing mechanics or the physical act of writing may benefit from the use of a scribe on both writing assessments and assessments of other content. Although high school students preferred speech recognition over dictation to a scribe or handwriting the response, for students with learning disabilities, essays dictated to a scribe were generally higher quality than essays dictated using speech recognition."

One of the research studies showing benefits of scribe accommodations involve the study of 5th graders.

### IMPORTANT CAUTIONS REGARDING SCRIBES ON HIGH STAKES TESTS

It's important to be aware that scribes are often instructed not to add any punctuation or capitalization on work that has been scribed. This can make proofreading and adding punctuation impossible - if they have not worked with this beforehand with a teacher, parent, or tutor.

Also if a student will use a scribe that they are unfamiliar with for a high stakes test, it's good to talk with them ahead of time and review rules, but some students may be shy about talking to someone new and not know, for instance that they can return to previous questions or other issues that may arise on a test. In fact, we usually recommend that a student practice with someone new - like a neighbor or family member to get used to the experience of dictating and adding grammar as a second step.

Also, although the above research review stated that high school students generally prefer speech-to-text, there will be some students who prefer to dictate to a person. There can be many reasons for this - auditory processing issues, difficult working with existing software programs, etc.

## ACCOMMODATIONS

College Entrance Exams are all very accustomed to students requesting scribes. Typically a student will need testing to document need for a scribe, but if the option for a scribe has been on an IEP or 504 in high school for years, it will usually be granted as an accommodation by the College Board or ACT as well as college.

In the past, some students who had accommodations in high school were denied accommodations for college entrance exams - but since actions and clarifications by the Department of Education and Department of Justice, college test services have been more consistent about allowing accommodations.

### SCRIBE WITH EXTENDED TIME

Another policy to be aware of is that a scribe is typically accompanied by an extended time accommodation.

Here is a video introducing the use of a scribe for a California exam. There's a little role play in the second part of the video.








**Vnote** 

You talk  
We'll write

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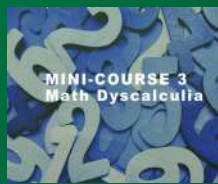
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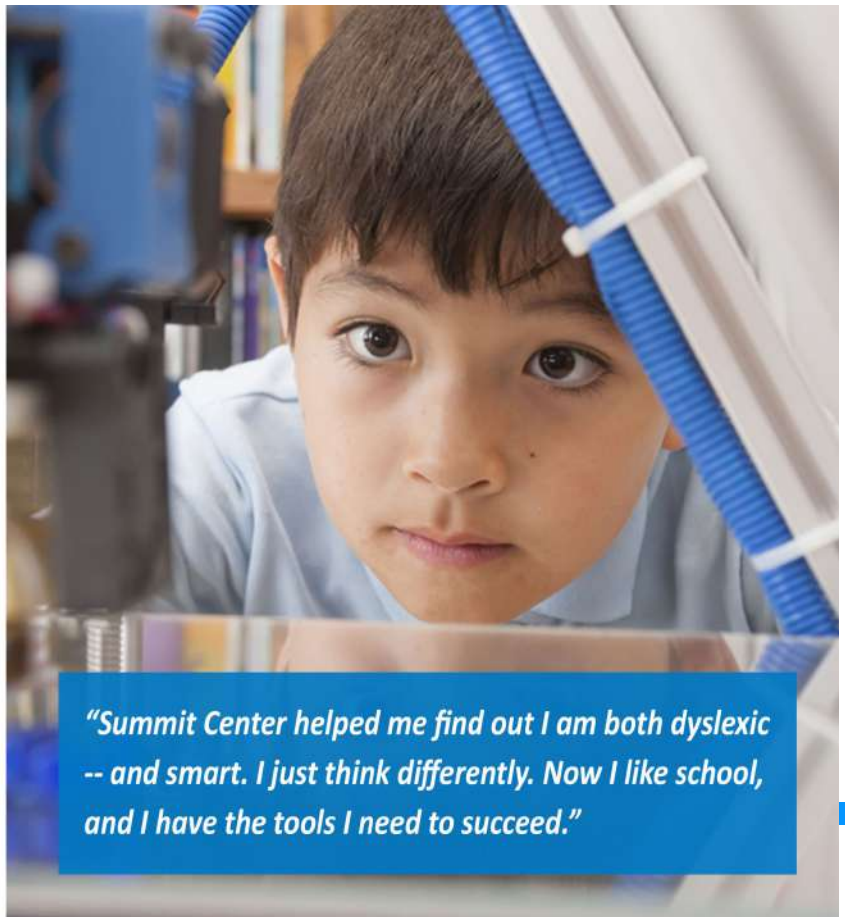
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*"Summit Center helped me find out I am both dyslexic -- and smart. I just think differently. Now I like school, and I have the tools I need to succeed."*



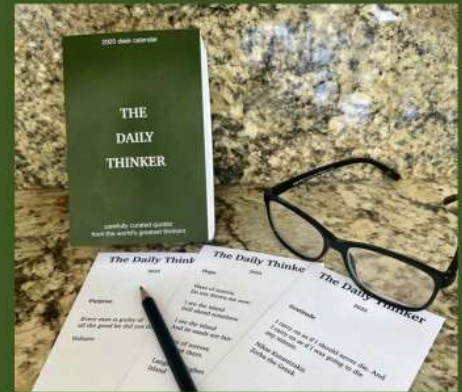
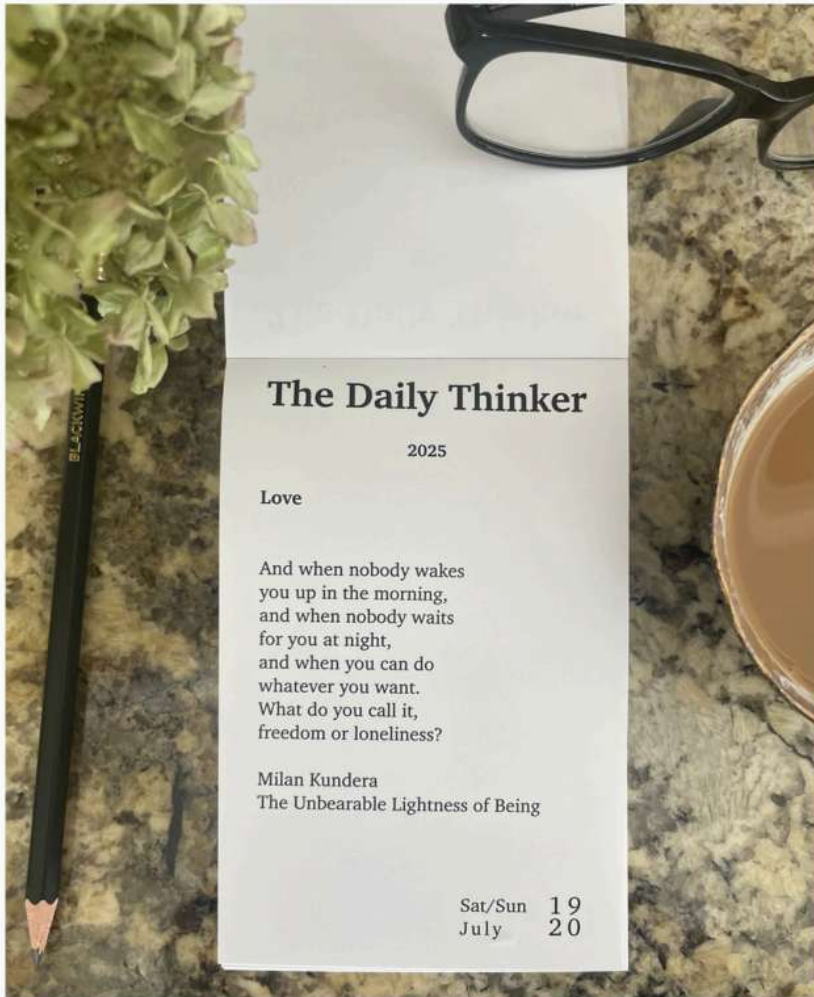
## DISCOVER YOUR MIND STRENGTHS FREE AT NEUROLEARNING.COM



### Dyslexic Brain Strengths:

- |                                                                                                          |                                                                                                                            |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|  3D Spatial Reasoning |  Memory From Personal Experiences       |
|  Pattern Recognition  |  Spotting Trends/<br>Making Predictions |
|  Systems Reasoning    |  Storytelling                           |

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carefully curated quotes  
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ALL PROFITS GO TO SUPPORT  
DYSLEXIC ADVANTAGE!

# DYSLEXIA NEWS



## SUPPORT DYSLEXIC ADVANTAGE WITH A GIFT!



**Dyslexia and Innovation Symposium  
Changemakers (congrats Jeff and Sarah!)**

**Montana State University - Eventbrite - Free**



**Dyslexia:  
What Students Want Their Teachers to Know**

**Education Week**



**Region 7 in Texas Hosts Positive Dyslexia Awareness  
for 31 School Districts**



**Free Startup Mentality Course  
"University of Dyslexic Thinking"**

**Open University**



**What It's Like to Be a Parent of a Dyslexic Student in  
Massachusetts**

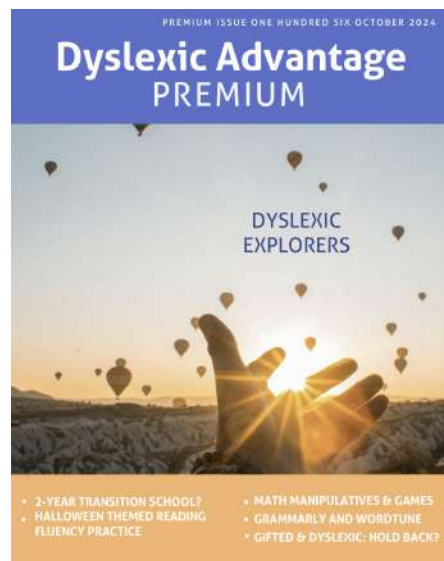
**Boston Globe (registration required)**

# PREMIUM

## BECOME A PREMIUM SUBSCRIBER!

Articles in our October issue:

- Dyslexic Explorers - Something New Every Day
- 2 Year Transition Schools?
- Halloween-Themed Reading Fluency Practice
- Math Manipulatives and Games
- Grammarly and WordTune
- Gifted and Dyslexic: Should I Hold My Student Back?



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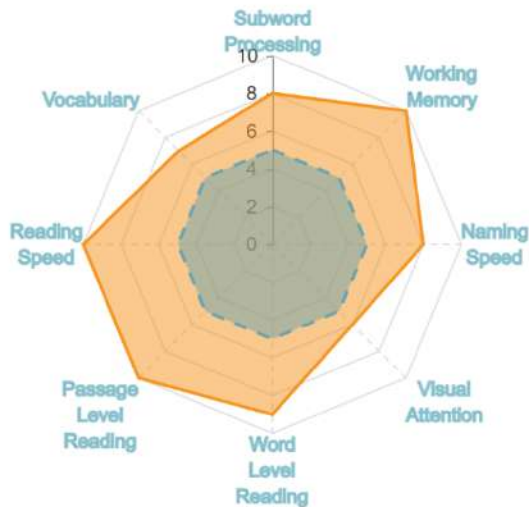
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## Understanding Your Dyslexia Subscale Score:

**ALL SCORE RANGES ARE 1-10. SCORES 7+ INDICATE GREATER DYSLEXIA 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.

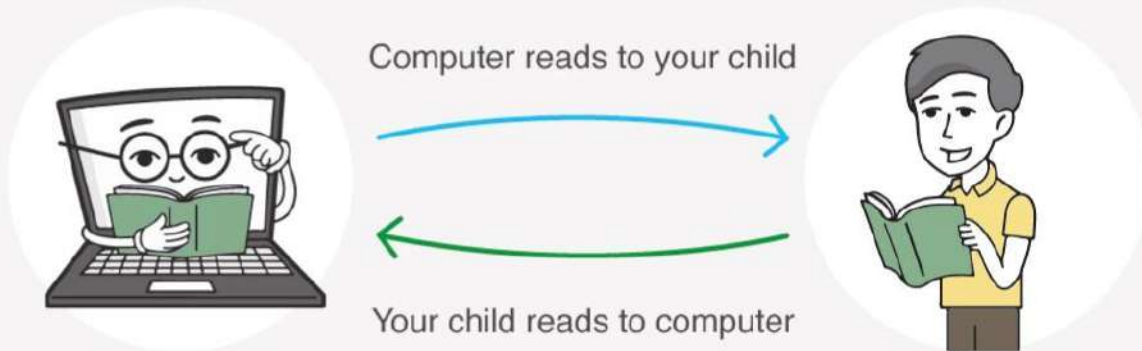
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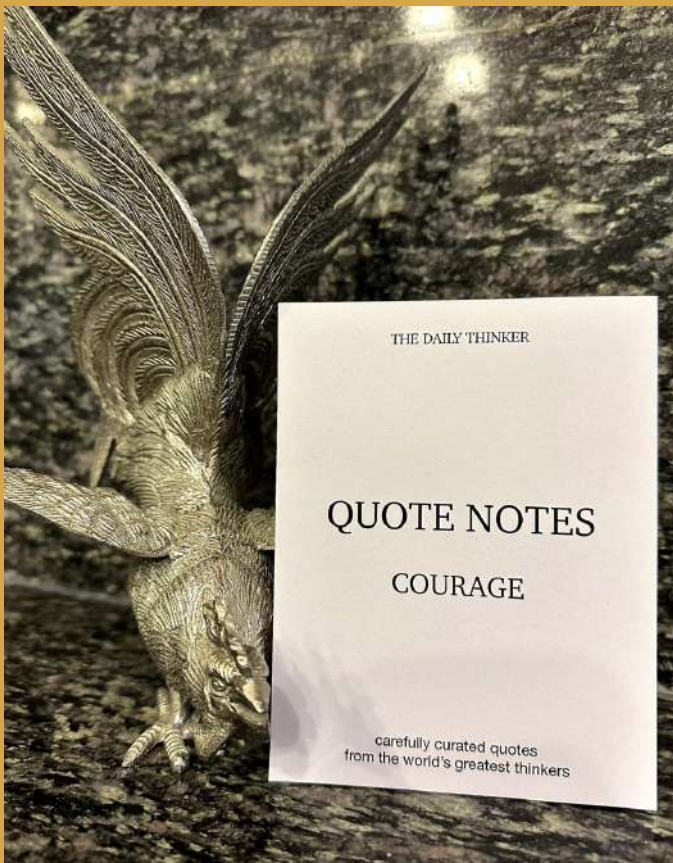


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# DAILY THINKER QUOTE NOTES AND CALENDAR



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**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: sepp | MARCO GIUNTA

# DYSLEXIC STRENGTH POSTERS!

Welcome your class with  
Dyslexic MIND Strength  
Posters!

EMPOWER EVERY LEARNER



"Are we truly nurturing the strengths of dyslexic young people to the extent that we should?"

- Fernette Eide