

Dyslexic Advantage

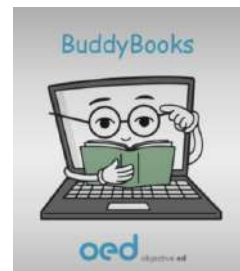
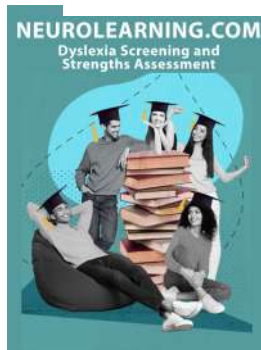
NEWSLETTER



photo: JS Jacobs

- **FACE TO FACE: LIFE LESSONS FROM FILM PRODUCER BRIAN GRAZER**

- **LEARNING FROM DYSLEXIC CHILDREN**
- **DYSLEXIA NEWS**



Dr. Fernette Eide
Editor-in-Chief



DONATE TO DYSLEXIC ADVANTAGE - AND SEE IF YOUR COMPANY WILL MATCH!

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.



PREMIUM

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.



CONTENTS

DYSLEXIC ADVANTAGE ISSUE 107 NOVEMBER 2024 NEWSLETTE

**WE NEED YOUR HELP!
BECOME A PREMIUM SUBSCRIBER
OR DONATE HERE**



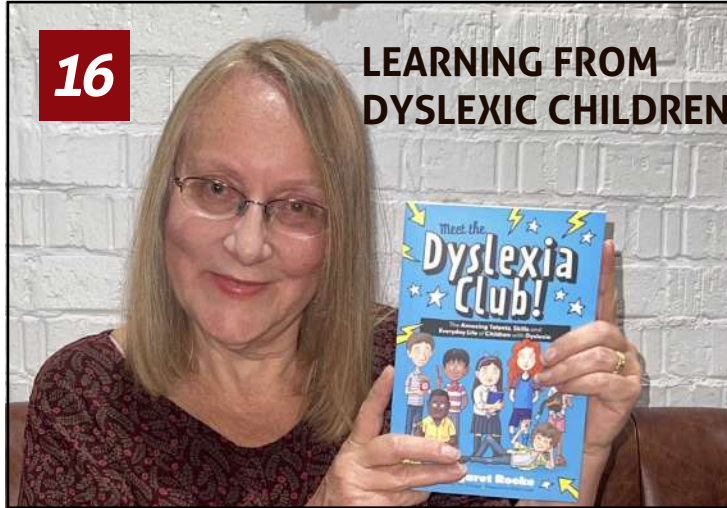
4

**FACE-
TO FACE
BRIAN
GRAZER**



16

**LEARNING FROM
DYSLEXIC CHILDREN**



22



**CALL FOR RESEARCH
PARENTS OF DYSLEXIC
KIDS - U of Florida**

23

NEWS

DYSLEXIA NEWS



FACE-TO FACE FILM PRODUCER BRIAN GRAYZER

I heard Brian Grayzer's name mentioned on lists of Hollywood producers who are dyslexic, but only recently learned more about the backstory and motivations for making the films that he does.

First, Brian's [dyslexia](#):

"I was getting all F's, maybe an occasional D, but I had a grandmother, on the other hand, who was telling me that I was special...my mom, she was busy getting me to my tutor and trying to fix the learning disability. My grandmother, on the other hand, didn't work on those things. She just said, "You're going to find your way through this. Think big, be big," you know, she had all those adages. I was kind of living through the adages that my grandmother would say, and I was trying to integrate that into my sense of self-worth and think big and be resourceful, and at the same time, getting the F's."

Brian's grandmother played a huge role in maintaining his self-esteem in the early years, especially as he had to grapple with shame and some bullying. It wasn't until high school that he was really able to read. He got by looking over other student's shoulders on exams, then by the time he was in college, challenged every grade to change C's to B's, B's to A's, or occasionally C's to A's.

About that time, he's said: "I did that by being creative, having some focus, and will. And I've applied those traits to accomplish everything in my career, really."

Some people may feel uncomfortable hearing about cheating, but many people will also tell you that that was what they needed to survive in their early years.

Some students also survive with their gifts of gab and ability to establish strong relationships with their teachers. Emotional intelligence is a strength that can be valuable in any relationship or job. It is a kind of talent that can also be nurtured.

One of Brian's early job was working at the Warner Brothers' studio delivering documents and contracts. Through personal initiative, he would tell secretaries and assistants that the materials had to be delivered in-person and then take any opportunity he had to ask people he met - some brief moment to ask questions and learn about the movie business. In the end, Brian was able to learn from actors and actresses, writers, agents, and even studio heads, which ultimately helped in his current career as a film producer.

Brian is remarkably productive in the industry, having created films and TV shows that have been nominated for 43 Oscars and 195 Emmys. He was personally nominated for 4 Academy Awards for *Splash*, *Apollo 13*, *A Beautiful Mind*, and *Frost / Nixon*, four movies that are very different from each other.

Here is a film roll of some of his projects:



INSPIRATION

Within the MIND strengths framework that we described in [The Dyslexic Advantage](#), Brian seems to have strong Interconnected, Narrative, and Dynamic Reasoning. He connects stories and experiences in his life and applies them in new ways.

A Hollywood producer provides a big picture presence for a movie - working with creators and writers throughout the movie when the ideas and stories take shape - then later, helping put together cast and crew and making strategic decisions that makes the final production possible.

CURIOSITY CONVERSATIONS

One of the keys to Brian's success in the entertainment field seems to be his early practice of asking to speak with people who do something outside his field who "do interesting things." While he was still in college, he began recognizing how well he could learn from other people, asking thoughtful questions and taking time to learn from their points of view.

Later this became a discipline. He set goals for himself, like having one or two curiosity conversations a week - and he was unafraid to cold-call people and get rejected. Some of his conversations were a bust - when people didn't engage or didn't return his call - but these didn't dissuade him and today he credits them for how he has been able to learn so much and keep ideas fresh. If dyslexia is a specialization in exploration, Brian is an explorer of people, ideas, and emotions..

Brian again:

"My contribution to "Apollo" came from having met Veronica de Negri, who was tortured in Chile, and having a palpable understanding of being in a situation that seemed impossible, then conditioning yourself how to survive in that situation. I felt like I could re-create what it would be like, emotionally, to be in that type of situation in outer space, even with my limited knowledge of the space program. Before we started the movie, we had this astronaut training that (astronaut) Jim Lovell organized. I attended, but I learned much more from Veronica in terms of making a viable contribution to that movie."



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.



[Learn More](#)

or contact [admissions](#) today!

Part of Winston Online and the Winston Preparatory School Network

INSPIRATION

When the astronauts on Apollo 13 got trapped in their capsule Brian connected their situation to the claustrophobic and tortured experience that Veronica had shared (interconnected reasoning, empathy), and in so doing help convey their story with an authenticity and made some viewers remember forever.

These are some strengths that many others may not have - and may be particularly enriched in the dyslexic people.

Research from the the University of California-San Francisco [suggests](#) that dyslexic individuals may be more emotionally sensitive than their non-dyslexic peers. This sensitivity can be channeled in creative ways like Brian's filmmaking or or other storytelling, as well as in people work or people professions like management, health professions, or social leadership.

In Brian's personal life, he also shared how having a child who deals with Asperger's changed his world view and made him open to discovering more about seeing the world from another's person point of view.

He shared how important it was for his son to take on challenges and 'own something' and pursue goals out of his own hard work and passion.

Some of Brian's experiences being Riley's dad found their way into his movie, *A Beautiful Mind*, the story of brilliant mathematician John Nash who won a Nobel Prize in Economics for Game Theory. Although John ushered in a completely different way of thinking about economics, he also suffered difficulties from schizophrenia. The film is unusual for a Hollywood movie and it is told with both heart and sensitivity.

In Brian's interviews and his books, [A Curious Mind](#) and [Face to Face: The Human Connection](#), he talks about how his dyslexia initially made him embarrassed and ashamed so that he developed a habit of not looking people in the eye. But over time, he realized that he was missing from interactions with other people, and some of the message in his Face-to-Face book is that it's valuable to get accustomed to looking people directly in the eye and giving people your full attention. The practice allows you to develop deeper connections and you can learn from what people are also saying to you nonverbally.






Vnote 

You talk
We'll write

ORGANIZE YOUR AWESOME IDEAS

Storied is an AI co-pilot for dyslexic leaders, designed to organize non-linear thoughts and ideas into clear communications.

USAGE:

-  Capture ideas and get to clarity with questions and suggestions
-  Communicate with impact by quickly generating an amazing first draft
-  Enable individuals, organizations, and teams

[Learn More!](#)

**You talk,
we'll write**

BuddyBooks for Struggling Readers

From
\$9.99
monthly



Engagement through
multisensory reading



Improve fluency by 24%



Continuous assessment
during independent reading

To get started, visit: www.objectiveEd.com/dysadv

INSPIRATION



Some of these observations may not seem earth-shattering, but at the same time, a lot of us may not put these habits of interaction into regular practice.

Brian has had a remarkable career in film because of his wide and strong relationships, his broad curiosity and openness to learning, and ability to be touched by people's life stories. He says that some of these principles are keys to his life and career success and they very well might be.

It's not so easy if you are involved in a creative profession to keep yourself open to new ideas and non-routine ways of working.

And that is not where Brian's advice is limited. He has a lot that he shares that he said helped him go from being a D or F student to being one who got A's in college.






ORGANIZE YOUR AWESOME IDEAS

Learn more

[Vnote.ai](#)

Storyed is an AI co-pilot for dyslexic leaders, designed to organize non-linear thoughts and ideas into clear communications.

USAGE:

-  Capture ideas and get to clarity with questions and suggestions
-  Communicate with impact by quickly generating an amazing first draft
-  Enable individuals, organizations, and teams

 Try our voice-to writing app

 Watch demo video

Free Beta Access. Join Now!

Vnote 

INSPIRATION



By the time Brian got to college:

"I started to ask questions and contribute to discussions voluntarily. Rather than avoid my teachers, I engaged and connected with them...Building on the habits I started to develop as a teenager, I became laser-focused on my professors and found ways to connect with them beyond the traditional confines of the lectures. I would corner them after class and plant myself at their office hours...study groups had similar benefits. In face-to-face gatherings with my peers, I learned both from what was being said and what wasn't. People became my human guidebooks and cheat sheets. I grew adept at listening to them and reading their nonverbal cues...I noticed that when I focused on someone, they could feel I was interested in them and were more apt to keep talking and sharing with me."

This all returns to Brian's grandmother who recognized his gift of gab.

Do people recognize in themselves this could be their super power?

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.



[Learn More](#)

or contact [admissions](#) today!

WO: winstonprep.edu/online

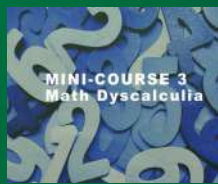
WiC: winstonprep.edu/winston-in-college | 646.970.3338

Part of Winston Online and the Winston Preparatory School Network



TEACHER CLOCK HOUR COURSES

5 credit courses for \$15 each
with a Premium membership!



INSPIRATION



Brian again:

"During these conversations, I asked questions that made what we were learning in class more personally relevant, things like: 'Why do we care about this lecture on physics? How does it apply to real life?' Or I asked probing questions about their thoughts and feelings, like 'Why did you do that?' or 'How did that affect you?' Sometimes we would spar, sometimes we would agree, but the back-and-forth exchanges were more interesting than the one-way communication method of a lecture."

Additional take-home points that Brian shares:

learning why something can help you remember

think ahead of time what questions might be on a test

find at least one person in your life who is very positive about you

find something that you can naturally do well (he found out he was a good swimmer)

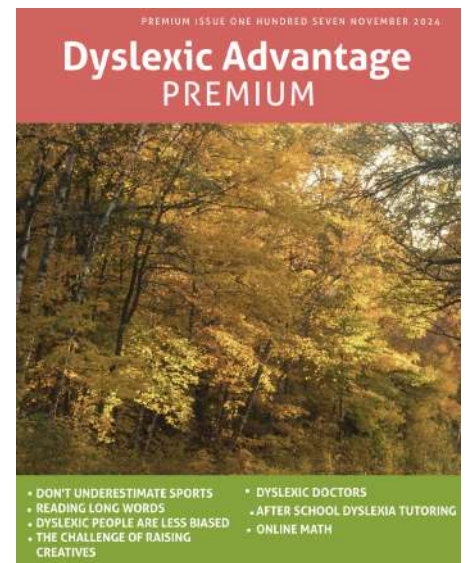
don't see yourself through your weaknesses - connect to people to get out of yourself

take the initiative and plan for curiosity conversations. Bring thoughtful gifts (they don't have to be expensive) or ideas you think the other person might like. Prepare questions that might provide valuable insights for you.

BECOME A PREMIUM SUBSCRIBER!

Articles in our November issue:

- Challenge of Raising Creatives
- Reading Long Words
- Don't Underestimate Sports
- Afterschool Dyslexia Tutoring
- Dyslexic People with Lower Bias
- Dyslexic Doctors



**INSPIRING. IMPACTING.
MAKING A DIFFERENCE!**

**CHURCHILL
CENTER & SCHOOL**

National Leader in Learning Disabilities

At Churchill Center & School, we empower students by giving them the confidence and tools they need to achieve their fullest potential and become advocates for their future.

churchillstl.org

314-997-4343

LEARNING FROM CHILDREN WITH DYSLEXIA

By Margaret Rooke



For the past ten years I've been listening to children, teens and others with dyslexia. It's been a fascinating journey, teaching me what can help them do well and what leaves them struggling. It's shown me how we can all be that adult supporting a young person with dyslexia – it can cost nothing, and it can change lives.

I've written books to allow children and teenagers to tell others what they know and to help them feel less alone. My latest is for young children: Meet the Dyslexia Club! The Amazing Talents, Skills and Everyday Life of Children with Dyslexia. For this I've created young characters who talk about their lives, with many of their words coming from real children who I've interviewed.

As I worked on the book, it came as no surprise to find that all my young interviewees were instantly clear about what they are good at. They know what their strengths are. They also know how school and home can help them do their best and achieve what they want in life. We just need to give them the time and space to tell us.

Some of the talents the children told me about include, "Making cakes, finding new recipes and adding my own surprises to them," "Understanding and looking after animals," and "Making up stories in my head." All of these can signpost the beginnings of a professional future, as well as helping children feel good about themselves. They said they're great at, "Feeling the strength in me," "Overcoming things I find hard," and "Being brave, jumping straight into a challenge and giving it a go."

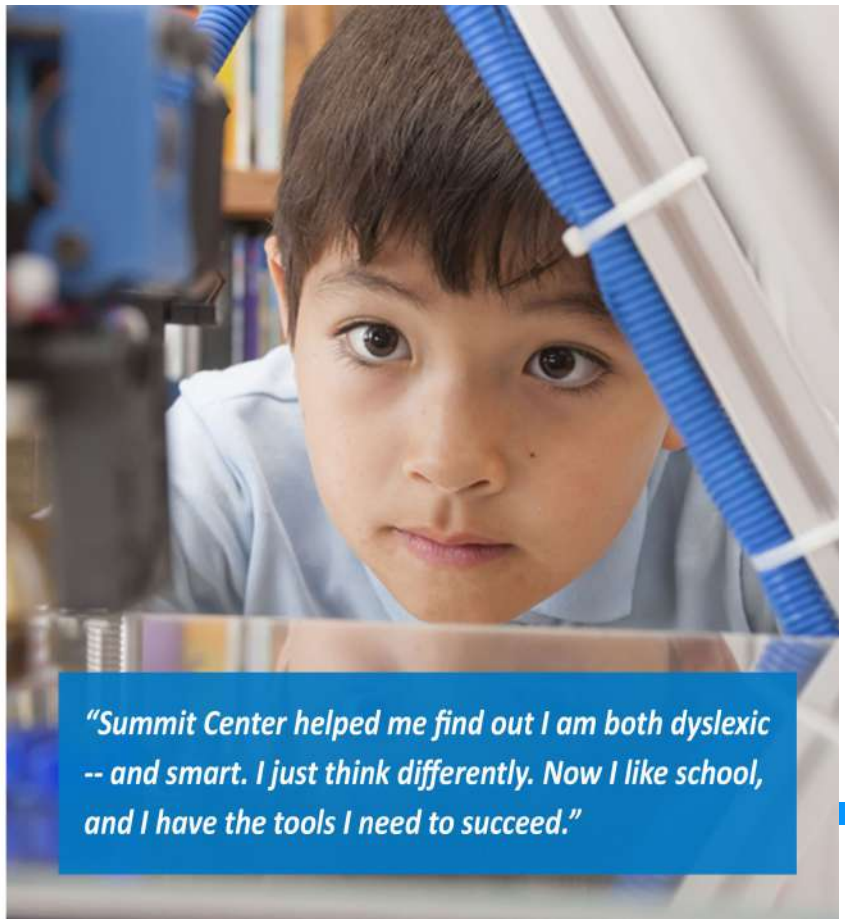
Helping Children, Teens, Adults, and Families Realize Their Potential

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.



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."



DISCOVER YOUR MIND STRENGTHS FREE AT NEUROLEARNING.COM



Dyslexic Brain Strengths:

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

LEARNING FROM CHILDREN

The advice for the adults in their lives includes, "Give me time to do what I'm best at so I can get even better," "Let our minds run free," and "Have a good time with us so we can forget about school sometimes." Of course, for most of their young lives, children and teenagers with dyslexia are part of an education system that magnifies what they aren't good at and fails to play to their strengths. Dyslexic advantages are so often at the very sidelines of the curriculum.

Life can feel harsh when you're spending a large proportion of your life seeing others who look like they're making their way through the school system with ease. Children can respond to this with anger. Or they might joke around to distract themselves and others from what's going on. Or they might get depressed or refuse to go into class.

Children and teens need to feel understood and valued by the adults in their lives, to re-gain precious levels of confidence and self-belief. One way to move towards this is by listening to them well, at home and at school. This gives them a different message – that their thoughts and feelings are valuable, and that we are on their side.

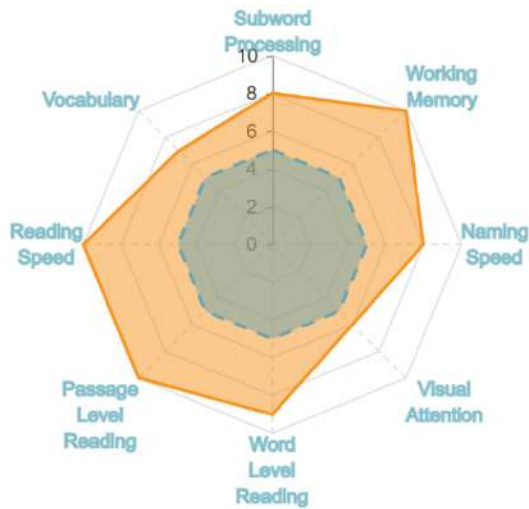
This allows them time to explain how best they can be taught and how parents and care givers can help them at home. Children know of all of this inside themselves. They know what works for them and need the chance to share this with an adult in an unpressurised way.

For all of us, listening is a skill we can perfect. Instead of giving our undivided attention to what someone is saying, we can easily be distracted by our own thoughts. We can feel impatient or frustrated if the person talking to us is being repetitive or doesn't understand an issue.

We can think we know what someone is about to say, imposing our own belief system on what we imagine we're going to hear. We can rehearse the response we think will work best while someone else is still talking, so we are not in fact listening but waiting for someone to stop speaking.

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

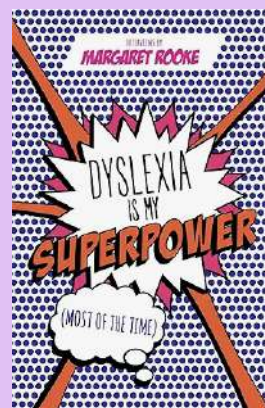
Scores 7 and higher can increase reading problems.

LEARNING FROM CHILDREN

When we listen, we gain crucial insights about the children in our care. They'll be more likely to feel relaxed and non-defensive and open about their feelings. They'll be more aware of their strengths and more prepared to consider other points of view as well as their own. Research on good listening has proved this. I've used my books to show how much we can learn from children and teens with dyslexia. They know they face hurdles, but they know there are ways to open their doors to a successful future.


To quote Molly, 16, in my book *Dyslexia is My Superpower (Most of the Time)*, "What you can't do is nothing compared with what you can."

Margaret Rooke is the author of **Dyslexia is My Superpower (Most of the Time)** and **Meet the Dyslexia Club: The Amazing Talents, Skills, and Everyday life of Children with Dyslexia**.

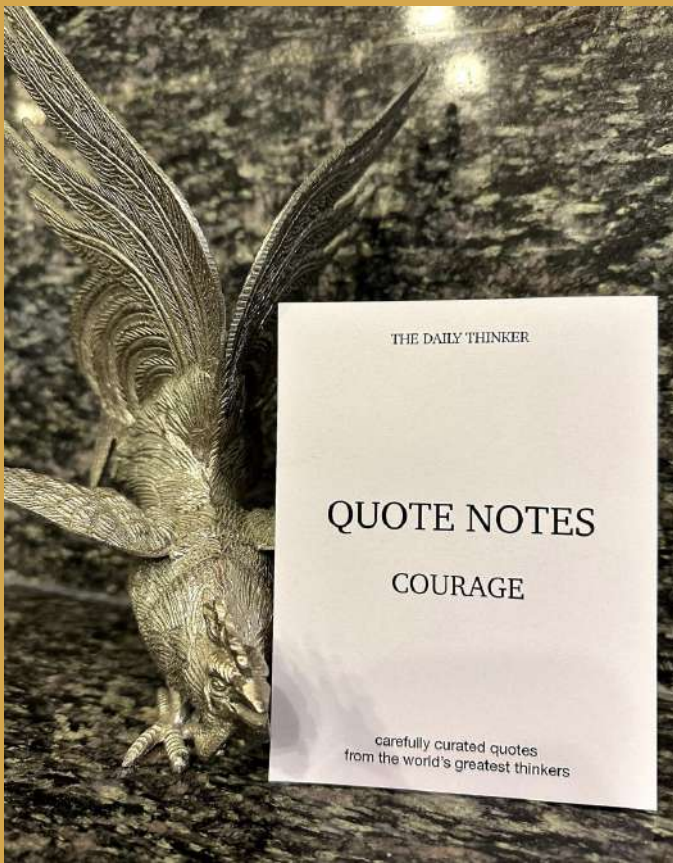


Can you help with Marissa's online research project for parents of children with dyslexia?

Click [HERE](#).

	ARE YOU A CAREGIVER OF A CHILD DIAGNOSED WITH A READING DISABILITY? VOLUNTEERS NEEDED FOR A RESEARCH STUDY	
	STUDY TITLE UNFOLDING NARRATIVES: CAREGIVERS' PERCEPTIONS OF LITERACY ACQUISITION IN CHILDREN WITH READING DISABILITIES	
STUDY PURPOSE I AM CONDUCTING A RESEARCH STUDY TO UNDERSTAND CAREGIVER'S EXPERIENCES NAVIGATING THE LITERACY ACQUISITION PROCESS WITH A CHILD DIAGNOSED WITH A READING DISABILITY, INCLUDING DYSLEXIA. THE STUDY AIMS TO IDENTIFY WHAT RESOURCES AND HOME/SCHOOL COLLABORATION CAREGIVERS SEEK TO SUPPORT THEIR STRUGGLING READERS.		
WHO CAN PARTICIPATE CAREGIVERS OF ELEMENTARY-AGED CHILDREN IN A PUBLIC SCHOOL SETTING, DIAGNOSED WITH A READING DISABILITY INCLUDING DYSLEXIA		
WHAT TO EXPECT		
<ul style="list-style-type: none"> • BRIEF 10 MINUTE SURVEY TO DETERMINE ELIGIBILITY • SIGNED CONSENT 	<ul style="list-style-type: none"> • 2 VIRTUAL INTERVIEWS • TOTAL TIME: ABOUT 2 HOURS VIA ZOOM 	
TO LEARN MORE PLEASE CONTACT MARISSA OR TAKE THE SURVEY TO DETERMINE ELIGIBILITY MARISSA.PILIGIAN@UFL.EDU		

DAILY THINKER QUOTE NOTES AND CALENDAR



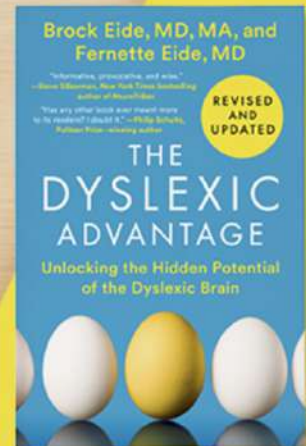
All Profits Benefit Dyslexic Advantage!



4.7 STARS

**OVER 1,300
AMAZON REVIEWS**

FOR THE FIRST EDITION
AVAILABLE IN AUDIO AND PRINT



**"A light in
a dark place..."**

Undeniably the best
book on this subject."

—A. KERMATH,
AMAZON REVIEWER

**"This book has
changed my life!**

I wish it existed
when I was a kid."

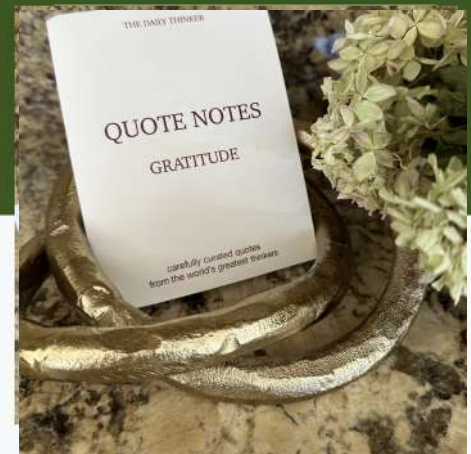
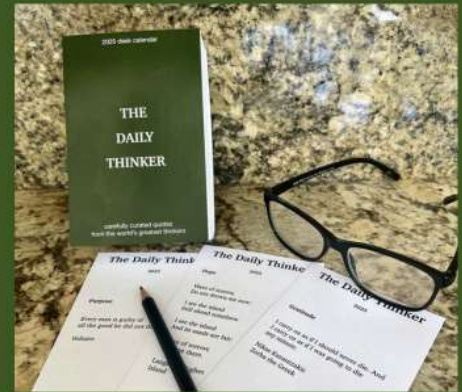
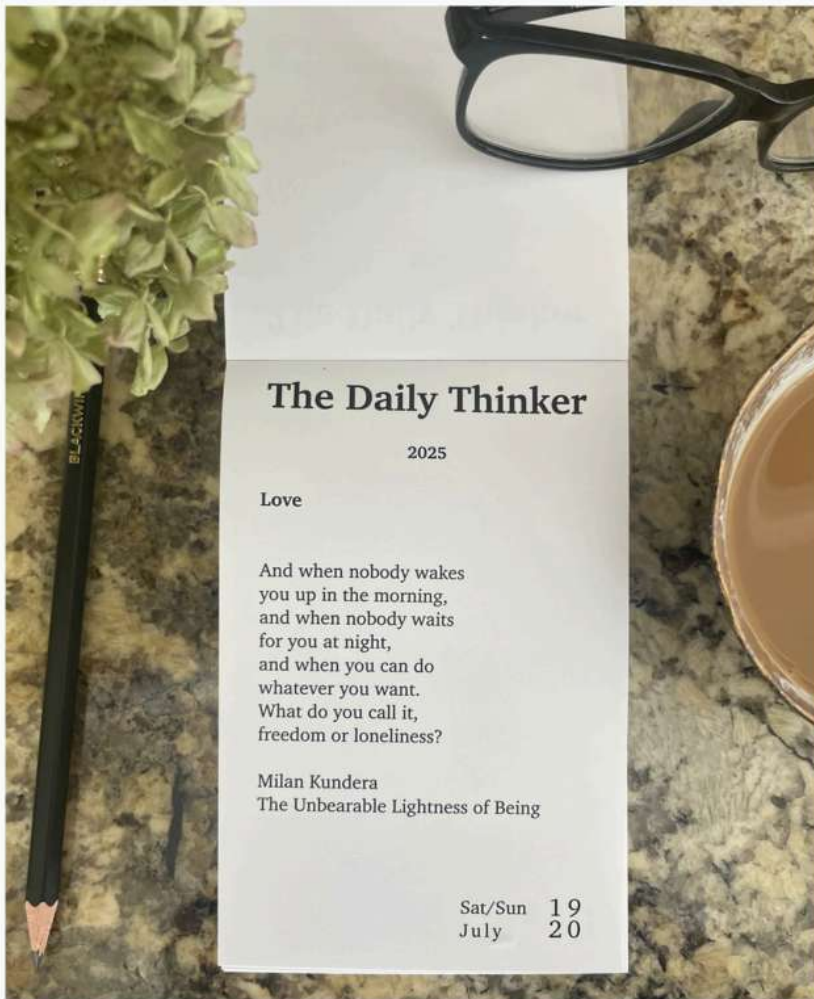
—BAP,
AMAZON REVIEWER

**"A
must-read..."**

helped me understand how
my child communicates,
listens and thinks."

—A. VAN METER,
AMAZON REVIEWER

THE DAILY THINKER



carefully curated quotes
from the worlds greatest thinkers

- Page A Day Desk Calendar
- Quote Note Pads
- Quote Note Cards
- TheDailyThinker.Etsy.com



ALL PROFITS GO TO SUPPORT
DYSLEXIC ADVANTAGE!



GIVE TO DYSLEXIC ADVANTAGE

We need your help!



Neurodiversity in the Workforce

CISCO



Michigan Students to be Screened for Dyslexia

Yahoo News



Unlocking Achievement in Dyslexia and ADHD

Additude



Dyslexic UK Statistician Wins Discrimination Suit in Hiring

BBC



Understanding What Neurodivergent Employees Need to Succeed

McKinsey



" I view every interaction in my life, even and especially the smallest, whether it be with the person standing next to me in line for coffee or disentagling the dog from mine at the part - as an invitation to connect." - Brian Grazer