

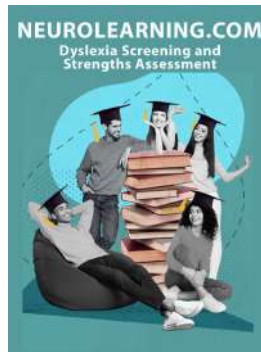
Dyslexic Advantage

NEWSLETTER



- CURIOSITY-DRIVEN LEARNING FILLING IN THE GAPS
- DYSLEXIA TESTING FOR BILINGUAL STUDENTS?

- DYSLEXIC ADVANTAGE MOVIE: TALENTS AT EVERY AGE
- FAMILY RITUALS BEYOND THE BEDTIME STORY



Dr. Fernette Eide
Editor-in-Chief

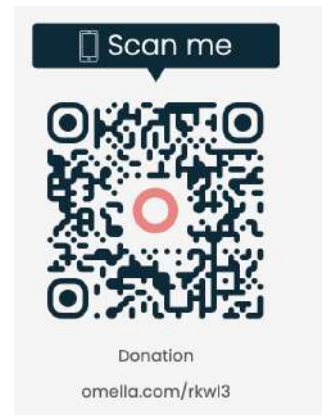


TEACHER MINI-COURSES FOR CLOCK HOUR CREDIT \$15 for 5 credit study with a Premium subscription.

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

Huge thanks to all of you who shared your talents for our movie. Our director has started his reviewing!

For back issues of this newsletter, visit **Newsletter Archives at DyslexicAdvantage.org**. Keep our programs running by **donating** or becoming a **Premium subscriber**. Thank you!



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.

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!

PREMIUM

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 114 JUNE 2025 NEWSLETTER

4

CURIOSITY-DRIVEN LEARNING



8

DYSLEXIA TESTING FOR BILINGUAL STUDENTS?



10

DYSLEXIC ADVANTAGE MOVIE: TALENTS AT EVERY AGE



12

FAMILY RITUALS BEYOND THE BEDTIME STORY

19

DYSLEXIA



CURIOSITY-DRIVEN LEARNING FILLING IN THE GAPS



In a recent study, dyslexic adults were found to be stronger in visual curiosity when trying to understand what they were seeing or puzzling through gaps in what they might have expected.

From the **paper**:

"We found that participants (dyslexic adults) were more likely to wait for information when they were curious. We observed that the relationship between curiosity and likelihood of waiting was stronger in the case of visual stimuli. In addition, we found that for visual stimuli alone, the relationship between curiosity and likelihood of waiting was stronger in those with dyslexia relative to controls."

Interestingly, the paper also found that "those with dyslexia were less likely to wait longer intervals for verbal stimuli, suggesting that they placed lower intrinsic value on these items."

The types of information that were presented to evoke curiosity in the participants were very specific (what is the meaning of the word "atoll" or what country has a particular flag). This information may affect the results, depending on the personal preferences of the people taking the test.

The differences between groups is interesting, and should make us all consider how much curiosity is incorporated into daily life and education.

For those of you who are interested in the subject of curiosity, scientists like to divide this topic into different types. Curiosity about acquiring new knowledge or filling in gaps to learn or understand, is often referred to as "epistemic curiosity". Other types of curiosity (non-epistemic curiosity) are curiosity driven to avoid boredom and seek new experience (diversive curiosity) or exploring for discovery's sake, rather than to seek new knowledge. Exploratory curiosity can also be described as epistemic if its related to what to understand knowledge gaps and intellectual problems.

WHY IS THIS IMPORTANT?

All students desire to learn is stimulated by curiosity. Having a rigid curriculum is especially challenging for dyslexic students, and can reduce their motivation for and engagement with school.

Low Curiosity Learning Environments Hinder Students

All students desire to learn is stimulated by curiosity, but having a rigid curriculum is especially challenging for dyslexic students. A lack of flexibility in study can reduce their motivation for and engagement with school.

When a person is motivated by wanting to understand the material, and is able to pursue their lines of interest, they should be encouraged to learn as much as they desire about the subject.

A common dilemma for dyslexic students is being told they can't browse the books beyond their reading level. Instead of forbidding them to check these books out, a better solution is to help them find a way to read the book: assistive technology, reading along with an audiobook, or partner reading.

CURIOSITY

Look for a Breakthrough Book

It's not uncommon that the journey to reading fluency is very uneven. Often, it seems a student may with reading for pleasure until they find a book that triggers a breakthrough. By the end of summer, or another school break, they may suddenly be able to read several grade-levels higher.

These breakthroughs are not only due to finding the perfect interest-based match, but also are due to their abilities with reading vocabulary, a level of phonological awareness, and other language skills. The truth is, there are thousands, if not millions, of students who plateau and make no progress in reading fluency. Finding a subject that interests them - a mystery novel, a fantasy story about dragons, a book of game cheats - will get their curiosity going.

Look hard for those books, and help these students find a way to read them well enough that the main points of the text are understood, even if they aren't able to read every word aloud.

Is There Any Curiosity in Dyslexia Curricula?

With the step-by-step curricula of most structured literacy curricula, there may be little time for curiosity or exploratory learning. Sometimes this more predictable and rote side to remediation can be balanced by 'free time' learning, where students explore subjects or construct projects that arose out of personal interests.

But some curricula do incorporate word study - and this can pique students curiosity and interest in words. In the research paper studying adult dyslexics.

For example, RAVE-O from Voyager Sopris incorporates pictures, multiple word meanings, and creative stories, increasing the likelihood that curiosity might be engaged.

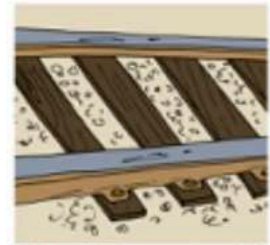
By having students study pictures to figure out how they show the same word track, their curiosity is piqued and that makes it more likely that they'll be able to remember the different meanings of track (and pictures too), when prompted later.

We once had an opportunity to listen to Charles Haynes of Massachusetts General Hospital talk about how he taught writing to students with dyslexia. He gave an example of doing a team writing session starting out with a painting by Winslow Homer (A Fair Wind):

Sample: TRACK



12.4.0



12.4.9



12.4.1



12.4.5

Brainstorming Theme-Centered Nouns & Verbs



By starting as simply as... "What do you see," you can stimulate curiosity, and allow words to follow.

DYSLEXIA TESTING FOR BILINGUAL STUDENTS?



Q. Does my son need to be tested for dyslexia? He is a native Spanish speaker and he is already receiving support.

Formal testing for dyslexia can be difficult for bilingual students in the public school system because a student's proficiency in English language reading can depend on a variety of issues, including, but not limited to: the number of words mastered in English; years of exposure to English in the home; working memory; and issues such as Spanish-English interference. This issue, where one language may have different rules and practices from another, leads to potential confusion and extra work in decoding.

It is true that schools can assist with reading whether a student has a formal diagnosis of dyslexia or not, but if dyslexic students who aren't formally identified are more likely to be overlooked for various interventions and accommodations that could otherwise follow them throughout their educational years.

When bilingual students who are also dyslexic don't get formally identified, their intelligence may be overlooked in the classroom, and they may not have appropriate supports - like text-to-speech, options for translations or dictionaries, extra time, or options to keyboard with spellcheck - which could put them at risk for academic achievement or even school failure in the future.

Bilingual students may also vary a great deal in terms of how strong their skills with their respective languages -so understand their contexts (how strong are the student's reading skills in their native language) may also help prioritize what foundational work needs to be undertaken first.

From our standpoint, we always recommend being fully assessed if possible. Ideally, bilingual students should be tested in both languages - but that may not be practical for many students.

The issue is, that it can be all too common that a bilingual student's intelligence is underestimated and that appropriate supports and education are overlooked outside of reading. It's still common, for instance, for students to fail to receive appropriate accommodations for reading outside of language arts classes. So a student may struggle in science and social studies classes because appropriate audio and translation supports haven't been provided.

If a student is dyslexic - there are many resources available to guide educators for reading, writing, math, and any other subject at school.

One resource for testing dyslexia in Spanish and English speakers is the Woodcock-Munoz Survey. Click on the picture below to get more information about the test from Riverside Insights.



Language shouldn't be a barrier to learning.

The *Woodcock-Muñoz Language Survey III (WMLS III)* is the most thorough measure of language ability, including reading, writing, speaking and listening, to help you support English and Spanish speakers.



DYSLEXIC ADVANTAGE MOVIE: TALENTS AT EVERY AGE

Thank you to everyone who sent in photos and video for the end of our movie! We couldn't have done this without you all, and you're enriching this movie in more ways that we could ever have dreamed.

For now, we'll be keeping all submissions under wraps, but we'll be planning web pages that include more of your back stories and advice when the movie launches.

What I will say is that we were so moved by range of talents that presented in so many ways and in every age. There were many new names and stories as well as older ones that made me realize I had connected with 10-15 years ago. The time passes in a flash. It was fun to see one of our past middle school STEM award winners, now thriving in engineering at college.

It also made me realize what huge gaps exist in what the media conveys about dyslexia. What are people thinking? There is such a focus on classroom issues - and clearly those are important - but - there is also a whole world out there and talents that you might never see if you don't look outside the box and foster the the unique person who's standing right in front of you.

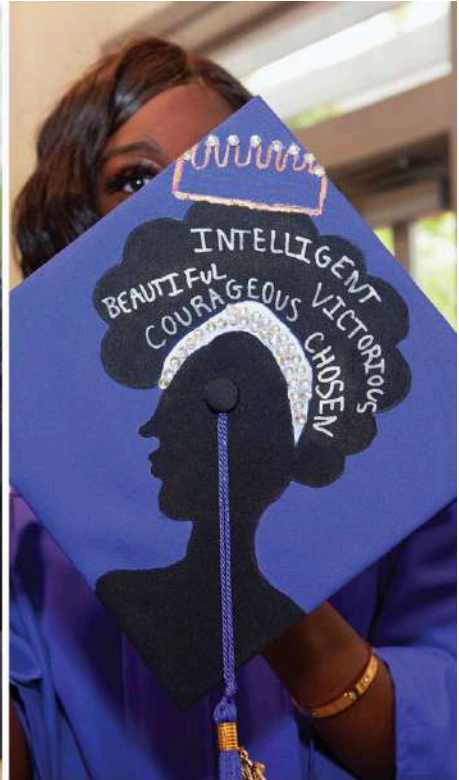
Can you help?

If you might have time, talents, or treasure to help us in the next steps of our movie, please consider signing up and letting us know here:

<https://omella.com/lntcb>



Volunteer: The Dyslexic
Advantage 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

FAMILY RITUALS BEYOND THE BEDTIME STORY

" I covered the walls of my family's house with my drawing and my parents did not know, nor did they care about creativity. It was in the middle of the depression that was the last thing on anybody's agenda. But what they did know is they did understand desperation on the face of their child, and so they let me do that, and what is the great lesson that they both taught me was that love and patience can conquer almost anything, almost anything. And I think I certainly tested both of those qualities in them, because I was both hyperactive and slow at the same time, but slowly, I sort of found a way to limp through school..."

- Hollywood screenwriter and filmmaker Robert Benton

Bedtime stories are a great ritual to have with your kids (or if reading by eye is too much work for you, listening to audiobooks together), but there are so many other family rituals besides that that can provide that safe havens or buffers against the world.

I recently did an in-depth look at 3x Academy Award winner Robert Benton, who was severely dyslexic. He chalked up several family rituals that helped him get through the early years of his life.

Robert's dad had a ritual with him that involved going to the movies. Apparently his dad never spoke much (was he also dyslexic?) and instead of asking about his school day or homework, he'd just ask Robert if he wanted to go the movies. Robert chose movies every time.

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

assessment | consultation | treatment

Summit Center specializes in helping individuals with complex learning profiles and differences -- including those who may be gifted, and 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

inquiry@summitcenter.us



"Summit Center didn't focus on what's wrong with me—they helped me see what's right. I have dyslexia and I'm smart too."

TEACHER CLOCK HOUR COURSES

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



FAMILY RITUALS

Robert would later admit that he learned how to tell stories by watching movies, and not by books. Another famous filmmaker, Martin Scorsese also said that going to movies after school was his favorite thing growing up.

Family rituals come in many shapes and sizes - some families play sports together, go camping or other outdoor sports, or make art, build, or make music together, while other families people do community service or get involved with scouts.

On a practical level, having family rituals can promote identity, emotional health, and lower levels of stress, but its also a great time for your kids to really discover their strengths.

There can be a little bit of a Cinderella experience of being dyslexic at school. At one point you could be princess for the day, dancing at the ball, then suddenly your carriage turns into a pumpkin and your horses into rats, and you're back at your desk with a pencil and blank piece of paper.

But the point is don't make a child's life only about the time in the classroom. Because chances are, that's not what they're going to be doing when they grow up.

Family rituals can provide an opportunity for leadership and being a good team player, all things that get embedded in their character once they form their own households and begin their own careers.

If your extended family is separated by distances, then developing a family ritual where you get together, virtually or in person, is a nice idea.

There is a power and resiliency that can come from strong family ties; family rituals can become a positive internal resource that extend across generations.

**"I'm dyslexic, I can't spell, I can't punctuate...in my family, we have a very suspect gene pool in choosing exactly the wrong thing to do..."
- Robert Benton**

(n.b. FE: I'm not sure about all of the family members that Robert was referring to but, his father was an employee for a telephone company who loved the movies, and Robert was a "bad writer" who became very successful as a Hollywood writer)

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



**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

BECOME A PREMIUM SUBSCRIBER!

and support this free newsletter

Articles in our May issue:

- **Dyslexia and Speech**
- **Dyslexia and AI: Helpful Tools**
- **Middle School Multisensory Math: Marilyn Zecher**
- **App for Reading and Spelling Long Words**
- **Games and Other Structured Literacy Tech**



**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

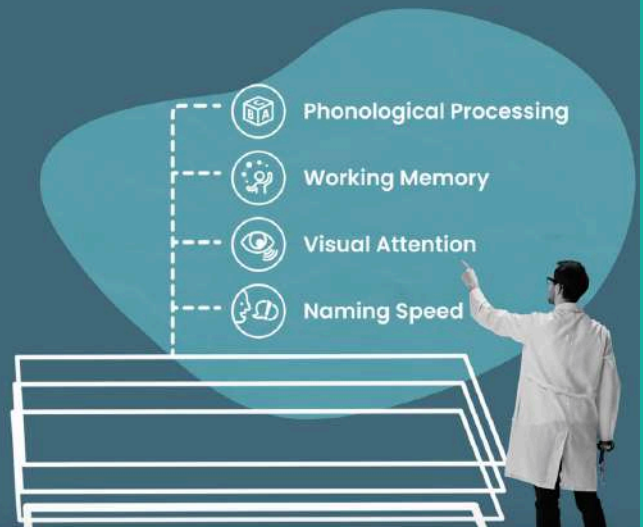
314-997-4343

Demystifying Dyslexia, Providing Direction!

Get screened today. Let the experts at Neurolearning help.

Our screener vs. traditional tests

Using state of the art technology, our screener analyzes 600 data points derived from over 300 traditional test questions. This innovative approach identifies challenges in four key brain processes and four key reading skills to determine the overall risk of dyslexia.



NEUROLEARNING DYSLEXIA LAUNCHES SOON 24/7 SUPPORT

What you need, when you need it

“ Because of Neurolearning I finally have the answers to 30 years of struggle!

— L
Adult

Your program...gave me the confidence to keep pushing despite no one else believing me. My daughter was finally diagnosed with dyslexia and dysgraphia by a neuropsychologist. I highly recommend it when people ask about screening options.

— D
Parent

Having my children do the test and receiving a comprehensive feedback in a way that I, a non technical person, can understand has been invaluable. The follow up from Dr Eide and his **recommendations and guidance for each of my children has been a game changer** in our homeschooling. Also, I've **noticed a huge improvement in the past year or so since I've implemented these changes.** Thanks Dr Eide and keep up the good work!

— WJD
Parent

THE DAILY THINKER



[CLICK HERE TO SHOP NOW](#)

FIND THE PERFECT GIFT AT THE DAILY THINKER!

Inspirational quotes from the world's greatest thinkers

- Quote-A-Day Desk Calendar
- Quote Notes
- Quote Cards

The Perfect Gift!

- Easter
- Graduation
- Mother's Day
- Father's Day
- Just Because

Save 15% when you bundle your favorite items!

Bundle A - 1 Calendar / 1 Notepad / 1 Card Set

Bundle B - 1 Notepad / 1 Card Set

Bundle C - 2 Notepads / 1 Card Set

Use code **BUNDLE** at Checkout

ALL PROCEEDS GO TO SUPPORT DYSLEXIC ADVANTAGE!



HELP OUR MOVIE?

**Sign up to become a Dyslexic Advantage
Movie Ambassador, or something else!**



Self Compassion in Adults with Dyslexia

Annals of Dyslexia



Jamie Oliver and Dyslexia

BBC News



How My Son's ADHD Masked His Dyslexia

Additude



**Texas Required to Improve Accommodations for
Students with Dyslexia by this Summer**

Texas Standard



Opera Singer Talks About her Dyslexia

Ludwig Van

*"Summit Center
didn't focus on
what's wrong with
me—they helped
me see what's
right. I have
dyslexia and I'm
smart too."*

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

assessment | consultation | treatment

Summit Center specializes in helping individuals with complex learning profiles and differences -- including those who may be gifted, and 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

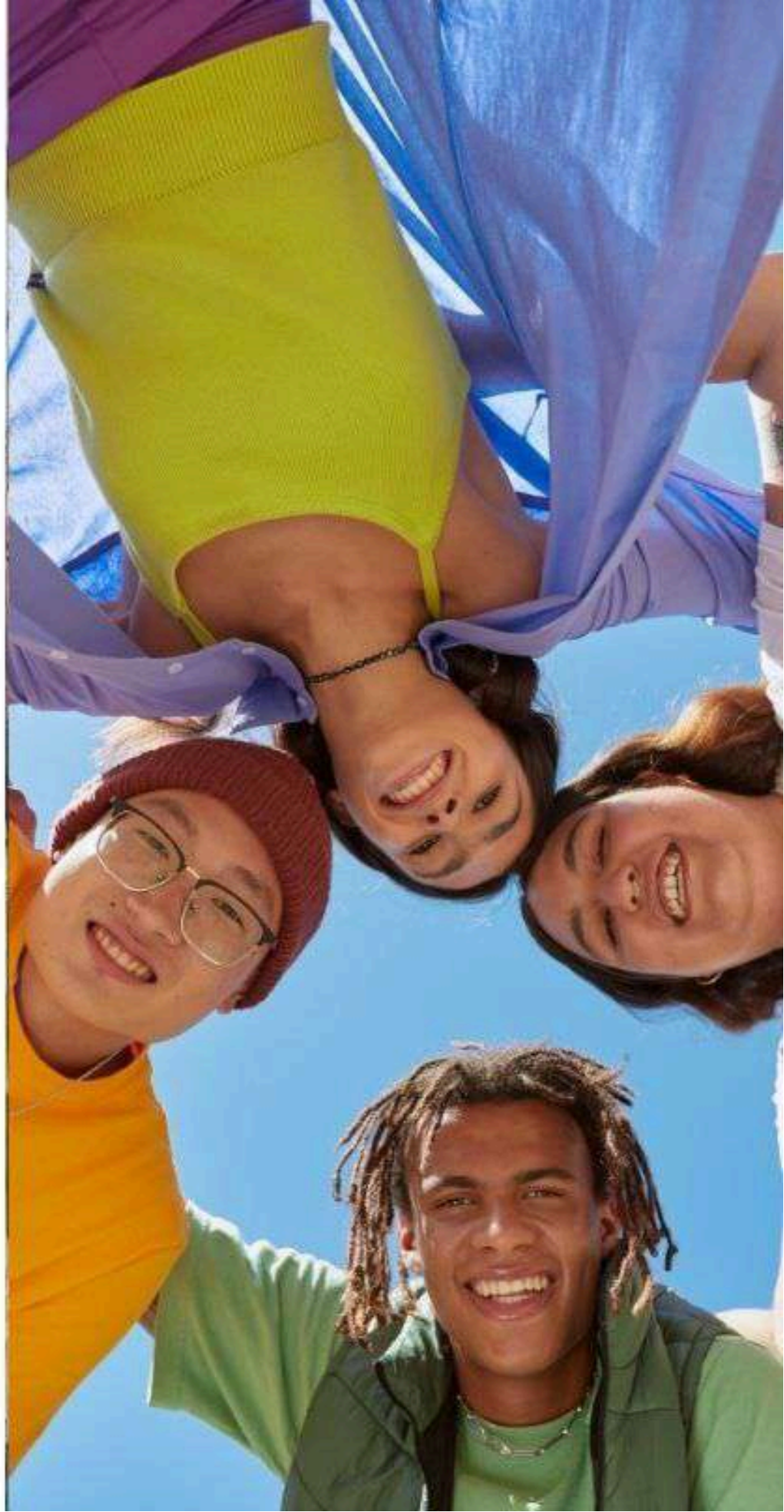
Offices in California:

San Francisco Bay Area 925-939-7500

Los Angeles Area 310-478-6505

www.summitcenter.us

inquiry@summitcenter.us





DISCOVER YOUR LEARNING **A**BILITY!

INSPIRING STUDENTS SINCE 1978

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

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

LEARN MORE! Contact Director of Enrollment Management Susan Howison.

CHURCHILL
CENTER & SCHOOL

National Leader in Learning Disabilities

churchillstl.org

314-997-4343



"Dyslexic kids are creative, 'outside-the-box' thinkers. They have to be, because they don't see or solve problems the same way other kids do." - Rick Riordan