

Dyslexic Advantage

NEWSLETTER



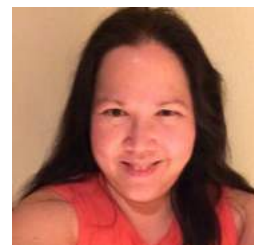
BACK TO SCHOOL

**APPS for
SCHOOL**

IN THIS ISSUE:

- BE PREPARED! BACK TO SCHOOL CHECKLIST
- SELF-ADVOCACY: 2 MINUTE 'PITCH'
- STEALTH DYSLEXICS - LATEST RESEARCH
- SPICE GIRL MEL B & DISCOVERING HER DYSLEXIA
- EXCLUSIVE INTERVIEW
AUTHOR OF 'REVERSED'
"He had no strengths
and no words..."

DOWNLOAD THIS
NEWSLETTER **HERE**.



Fernette Eide MD, Editor

Dear Dyslexic Advantage Family,

We hope you had a great summer! Parents and students we hope you'll have the best school year ever. This issue includes a Back to School checklist, 2 minute pitch, and some super app suggestions.

* **Volunteers Wanted:** One of our members asked for human-read audio of our newsletters. Please contact Fernette if you might be available to help. * You'd have our gratitude + a free subscription to Premium as a thanks!

Thanks to Premium subscribers and sponsors **All About Reading All About Spelling**, Winsor Learning/Sondy System, Summit Centers, Churchill School in St. Louis , Kildonan School, and **Visual Brand Learning** who have been making all our educational and kids programs possible! Next month we'll be welcoming Lois Letchford author of **Reversed: A Memoir** as our newest sponsors!

To Gift a Premium Subscription for All Your Teachers at a school, dyslexia group or tutoring center. Click **HERE**. Institutional Subscriptions are for Colleges, Literacy, & Tutor Groups.

GO PREMIUM

Institutional Subscribers will also receive **PRINT** copies of the Tech Guide and Schools Issue.

Thank you to volunteers Trish Seres, Leah Pratt, Michelle Williams, and Shelley Wear for their tireless proofing and critical feedback. Thank you Stephanie Makowski for helping to update our tutor list and the beautiful design work by Lady Grace Belarmino and administrative support by Sarah Macapobre. Thanks also to volunteer Board members Tom West, Tanya Wojtowych, Joan Bisagno, and

Is Your College Dyslexia-Friendly? Or Not?
Review it **HERE**.

If you're reading a print copy of this issue, you can find the digital copy with all the interactive features here: <https://joom.ag/whHY>



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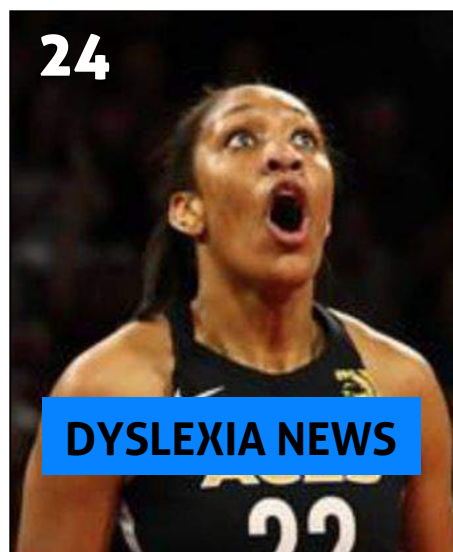
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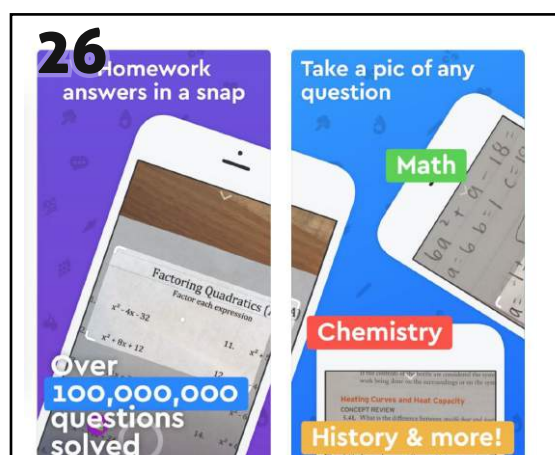
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Homework
answers in a snap

Take a pic of any
question

Math

Chemistry

History & more!

Over
100,000,000
questions
solved

BACK TO SCHOOL APPS



At the age of 6, the outlook for Nicholas seemed grim. After undergoing hours of testing, Nicholas' parents were given a grave pronouncement from a professional as to why he had been struggling in school. Nicholas, they were told, was a child of "low IQ" who had "no strengths and no words." Not surprisingly, when the report was shared with Nicholas' classroom teacher, the expectations for Nicholas' learning were extremely low. He was given a list of only two words to learn each week.

So begins the story of **Reversed**, which is now available through Amazon and other booksellers.

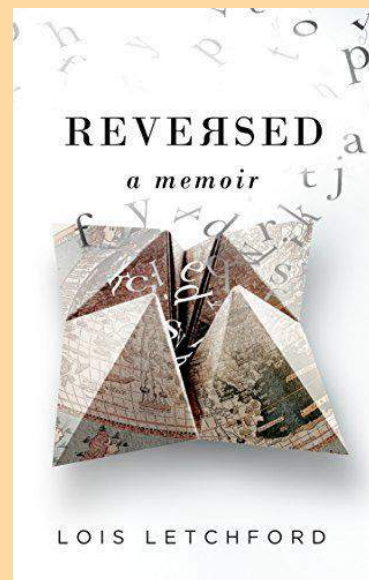
Listen to my interview with Lois. She talks about discovering his interests in maps, how she realized his challenges in auditory processing were affecting his learning, and how she connected the dots and supplemented his learning to help him become the young man he is today.

Nicholas just completed his PhD
in Applied Mathematics from
Oxford and got married in India!

This cautionary tale is more common than many might believe. By the time a child is seen by a testing professional, she or he has experienced much failure and frustration and many children completely 'shut down.'



In our experience, dyslexia is particularly distinctive in this regard; the gap between intellectual ability and ability to 'perform' is so great that children (and many adults) are woefully misunderstood and under-appreciated.



Nicholas' love of building took off when he discovered K'nex. He was one of the first K'nexperts who won prizes including a trip to the K'nex factory for innovative building.

Check out Lois' book [Reversed](#) to learn more about Lois' and Nicholas' journey. It can also be an empowering read for some young people.

MEL B SPICE GIRLS - SCARY SPICE DISCOVERING DYSLEXIA at 42

Melanie Brown, or Mel B was a member of the best-selling female group of all time, the Spice Girls. As part of the group, Mel B sold over 85 million records. She's a singer, songwriter, dancer, actress, and TV personality and she's had several hit singles, films, and TV appearances (Dancing with Stars, America's Got Talent, etc.) since the group disbanded.

Recently Mel B talked about discovering that she was dyslexic when she had herself tested last year.



"To get diagnosed with that helped me really — I felt really relieved," she said. "All these years, and now I know why I've struggled so much, and especially at school...That was just a nightmare."



Mel B singing and dancing on the Today Show.



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Center for
Learning
Disabilities**

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

BACK TO SCHOOL CHECKLIST



BEFORE SCHOOL BEGINS

- ☐ * Put together a **1 page summary** of yourself or your child. If you are in college or secondary school, include your photo, strengths, accommodations, and suggestions for what worked last year. Include phone + email address. Have your test report available.
- ☐ * Ask to **meet briefly with the teacher** before school starts.
- ☐ * If this year is a school change (e.g. new middle or high school), make a **'dry run' visit** to the new school to find classrooms, resource rooms, disability support services or the school counselor.
- ☐ * If you will need **audiobooks**, try to obtain a booklist from your teacher and try to locate the audiobooks that you will need at the beginning of the school year. Bookshare and Learning Ally are popular resources.
- ☐ * Review how to use **assistive technology** check updates. Will you need a note recorder or spell check app? Will you need permission to record your teacher in the classroom?
- ☐ * Will you need to take placement tests? If yes, then you should request accommodations before taking the test.

WHAT IF?

1. You can't reach the teacher. Leave the letter in the school office or consider reaching out by email. If you're in college, you may also be able to meet with a counselor in the disability office and they can contact your teacher.

2. You can't get a book list or the list is so long, you're not sure all the books are required. See if you can find a student who had that teacher / class last year. If you can't reach the teacher in office hours, you still may be able to get some information that may help prioritize your efforts at the start of school.

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AS THE SCHOOL YEAR STARTS

- ☐ * **Reach Out:** Have you reached out to every teacher? Have your must-have list of accommodations available to drop off with each professor or teacher. Don't hesitate to say that it's in your IEP or 504 or Disability Office plan.
- ☐ * **Troubleshoot:** Are there certain accommodations needed? If you need extended time for tests, can you take tests with your classmates, but be allowed extra time after school or during a free period?
- ☐ * **New Class Check: Do You Need Something New?** It's only through taking new subjects and classes that you may discover that you need some accommodations that hadn't been listed in your plan before. You may be able to obtain an accommodation just by asking your teacher and not having it documented in a report.

WHAT IF?

1. Your teacher seems opposed to accommodations or only grants partial accommodations. If the accommodations are absolutely necessary for your success in the class, then you may need to arrange a meeting with the teacher and counselor, resource room teacher, parent, or testing professional who could be your advocate. At the college level, disability office counselors are often called in to talk to professors who may not understand the need for accommodations or even be strongly opposed to them. Even at the college level, most professors do not receive any basic information about LDs and accommodations. Be aware that you cannot expect to tell a teacher that you're dyslexic or dysgraphic and expect that they will know how to help. Realize too that most teachers want you to be successful. When you advocate for yourself, you're also advocating for many more students who will follow. The law is on your side. Learn more about the American for Disabilities Act [HERE](#).

Students also may be provided accommodations in one setting, but not in another. For instance, a student may be given an appropriate reading-level book for free reading time, but not be given an audio option for a social sciences or science textbook.

A similar problem can happen with dysgraphia. A teacher might allow a laptop for papers, but not realize it's also needed for short essays, and written tasks like keeping a lab notebook, writing out science equations, taking notes, doing math problems, or foreign language tests. Dysgraphic / dyspraxic students may also need accommodations for electives such as art and physical education.

2. As a parent you realize your student need accommodations, but she / he doesn't want to use them. This is a common dilemma. Try to talk to your student in a 'big picture' way about accommodations. We as a society have determined that all people should be given access to education and that they should be able to rise to the level of their talents and intelligence. It's not just them - accommodations and differentiation can be inconvenient, but it's also important...because otherwise what we're doing is excluding certain people from learning and showing what they know. When students self-advocate, they are advocating for much more than themselves.



Listen to Lexie talk about LD and self-advocacy in higher education.
TEDX Vanderbilt University

SELF ADVOCACY: ELEVATOR PITCH

2 MINUTES OR LESS?

Can you do it? Startup Entrepreneurs know how important it is to have a concise elevator pitch, but it would help students if they could have a pitch themselves to tell others about their needs:

DYSLEXIA AND DYSGRAPHIA - HOMEROOM, LANGUAGE ARTS

Hi. My name is Jake and I have **dyslexia** as well as **dysgraphia**. I'm looking forward to your class, but I'll need accommodations in order to be successful. My main needs are **books on audio**, **time-and-a half for tests**, **note-taker**, and **typing with spell check** for all written work. I have a **summary sheet** with the list and I can arrange a time to talk to you about them later if you'd like. Right now, I'd like to know **what books we'll be using** so that I can get them in audiobook format. I know it's early, but if you could recommend a note-taker once you know the class better, it would help me a lot.

Note: If the above is a lot to remember, then your student should list the bolded items in a shorter bullet format and practice with family and friends.

Be prepared to have an answer for how extended time for tests will be managed (take during lunchtime, resource room, after school) as well as questions to ask such as copy of textbook at home, assistive technology, option to record class.

DYSLEXIA, DYSCALCULIA, DYSGRAPHIA, and SLOW PROCESSING SPEED - MATH TEACHER

Hi. My name is Sara. I have **dyslexia**, **dyscalculia**, and **dysgraphia** and need accommodations in your class. Here is a summary of accommodations from my **IEP / 504 / Disability Office report**. My main needs are to use a **calculator**, **formula card**, and **time-and-a-half for tests**. Because of my slow processing speed and dysgraphia, I also have accommodations for **reduced quantity of homework problems**. My processing speed is below the 10th percentile and

it's physically very difficult for me to write by hand. It takes me much much longer to work problems by hand. I realize this could put me at a disadvantage learning how to solve problems, but I work very hard to understand the processes and problem-solving and can learn concepts with fewer repetitions.

DYSLEXIA, and ADHD - ADVISOR FOR REDUCED COURSELOAD

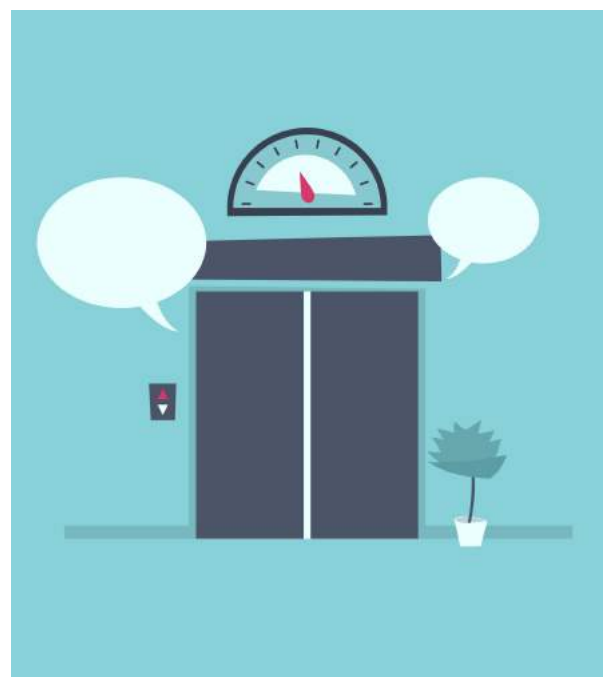
Hi. My name is Kai and I'm dyslexic with ADHD. My testing is on file with the disability office and I would like to request early registration and a reduced courseload because my medication wears off later in the day, and I'll be more successful in college if I can have a reduced courseload during the term and take classes over the summer.

DYSLEXIA AND AUDITORY PROCESSING - TEACHER NOTES AND RECORDER

Hi. My name is Suraiya and I have auditory processing difficulties which make it impossible for me to take notes reliably. I often drop out words and can make frequent mistakes. I'd like to request a copy of your teaching notes and permission to record lectures with my app. I'll only use it for studying purposes and be responsible with it. I'll use it to re-listen to notes and important information that I'd otherwise miss. I will also try to sit near the front of the room and away from sources of noise in order to hear better.

DYSLEXIA AND MISREADING ON A TEST - REQUEST FOR REDO

I'd like to talk to you about the test that we took earlier in the week. I'm dyslexic and I realized that I had misread two of the questions. I'd like to ask for the possibility of a retake and going forward, I'd also like to have extra time that allows me to re-read questions so this type of problem doesn't happen again. I can skip words and misread, but if I have enough time, I can usually catch my mistakes.



ADVOCATE FOR YOURSELF

1. BE PRO-ACTIVE, NOT REACTIVE. Start the beginning of the school year with your 2-minute pitch and paperwork. It will be much easier later if problems arise to have your teacher remember your introduction at the beginning of the year. You can also give your teachers one of our Dyslexia, Dysgraphia, or Dyscalculia cards to leave them dyslexia-friendly information.

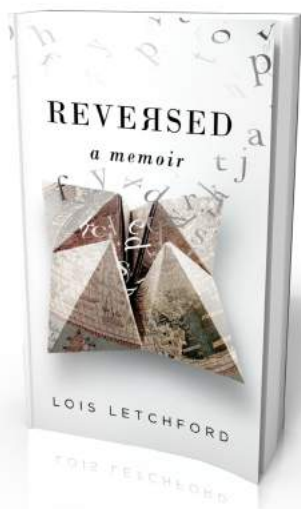
2. DIGITIZE YOUR RECORDS. Make or request a digital copy of your records so that sending copies to every teacher is a simpler matter.

3. KNOW YOUR STRENGTHS. Take the time to reflect on your strengths and ask others close to you to help you list them. Get a big picture view of yourself and recognize how requesting appropriate accommodations allows more of those strengths to show.

4. BE PERSISTENT AND PREPARED TO PROBLEM SOLVE. If you hit a bump in the start of your school year, ask yourself if it might be because you need more time or need a support that you hadn't thought of. In our experience, it's much more common that dyslexic students who are having trouble in school haven't taken full advantage of the accommodations or modifications that they should qualify for. Accommodations don't give you an unfair advantage, they help you learn more efficiently and help you show your understanding.



believe
in
yourself



REVERSED *a memoir*

BY LOIS LETCHFORD

Can a child's fate be sealed by the age of seven? *Reversed* is a memoir of profound determination that follows the highs and lows of overcoming impossible odds, turning one woman into a passionate teacher for children who have been left aside. Nothing is impossible when one digs deep and looks at students through a new lens.

"I laughed, I cried (often), and I recommitted myself more than ever before to fight for the needs of every child."

Steven L. Layne, Author,
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For more information visit loisletchford.com

What is Dysgraphia?

Dysgraphia is a Disability of Written Expression
May Affect: Handwriting (messy, slow) and/or Content (low words, off-target, errors)

Factors Contributing to Dysgraphia

- Fine Motor
- Sensory Issues
- Dyslexia

Dysgraphia-Friendly Classrooms

- Encouragement
- Take Before Writing / Dictate
- Reduce Quantity of Work
- Keyboard
- Note-Taker
- abc 123
- Alphabet strip, Number line

Other Tips

- Consider: Speech to Text
- Writing Software with Word Prediction
- Occupational Therapy
- Writing Prompts
- Help with Grammar, Punctuation, Spelling

What is Dyslexia?

Dyslexia is a Common Learning Difference

1 in 6 Students are Dyslexic

Challenges	Strengths
Reading	Good Problem Solvers
Time Awareness	Creative
Writing and Spelling	Good at Spatial Reasoning
Focus (e.g. Math Facts)	Good at Empathy
	Observant

Dyslexia-Friendly Classrooms

- Encouragement
- Teach the Big Picture
- Talk Things Over
- Learn by Direct Experiences
- Learn with Pictures and Stories
- Don't Over Correct
- Allow Extra Time
- Assistive Technology
- Break Information into Steps
- Note-taker
- Work Open Book
- Formula Card

Dyslexia at Different Ages

What You May See	Early Elementary	Late Elementary-Middle	High School-College
Struggles with Reading	Struggles with Reading	Struggles with Reading	Struggles with Reading
Struggles with Spelling	Struggles with Spelling	Struggles with Spelling	Struggles with Spelling
Struggles with Math	Struggles with Math	Struggles with Math	Struggles with Math
Struggles with Writing	Struggles with Writing	Struggles with Writing	Struggles with Writing

Help all with:

- Accommodations and Support
- Focus on Strengths and Abilities

DyslexiaAdvantage.org

BACK to SCHOOL

"The quickest way to explain what I needed in class..."

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and * Dyscalculia Cards**

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DYSLEXIC READERS WITH GOOD COMPREHENSION: DIFFERENT FROM THE START

From Dr. Fumiko Hoeft and her laboratory and researchers at Tel Aviv University, comes this article from PLOS ONE:

"Brain basis of cognitive resilience: Prefrontal cortex predicts better reading comprehension in relation to decoding"



TAKE HOME POINTS:

- * Some have benefits at the start (as young as 5 years old, before children have started to read!) that can predict who will be able to read with good comprehension at the start although single word decoding may be effortful.
- * These 'resilient' (or we might call stealth dyslexics) have more brain connectivity in a super power part of the brain known as the left dorsal lateral prefrontal cortex (DLPFC), an area associated with better memory, cognitive control, and fluid intelligence.

It's impossible to overstate the importance that Fumiko's research has had on the field; It was her basic research that established the connection between stealth dyslexics and what some refer to as 'garden-variety' dyslexics. Various arms of her work are also further characterizing the more uncommon (but no less important) individuals with specific reading comprehension disorder (good decoding, but weak reading comprehension skills). There are still educational leaders here in the US and abroad who like to lump these very different learners into a single bucket.

Fumiko's paper also has a little intriguing note that comments on preliminary findings at this point. It begins at the bottom of page 13:

"Moreover, in a small and preliminary study reported in the S1 File, resilient dyslexics (i.e. those with poor decoding but with unexpectedly good reading comprehension) had greater left DLPFC gray matter volume compared to both groups of children matched for poor decoding (i.e. those with poor decoding, but no discrepancy) and those matched for good reading comprehension (i.e. those with good decoding, also without a discrepancy), providing further evidence that the left DLPFC uniquely contributes to this discrepancy..."

The paper continues to make the point that this boosted brain area may play a critical role in reading comprehension before a child becomes a proficient reader. The conclusion opens up a new perspective on dyslexic learners themselves as well as reading instruction.

For those who like to dig in deep with these basic neuroscience papers, there are potential sources of confusion based on the terminology used. For instance, Fumiko and her group use the term 'cognitive resilience' to distinguish it from 'emotional resilience.' Usually resilience is thought of in terms of the emotional type where stresses may come, but there is a flexibility to not cause it to break you. 'Cognitive resilience' is simply used here to indicate that a child or adult was resilient enough to gain good reading comprehension although individual word decoding may be weak. It is the magic trick of many dyslexics who seem to read every other word aloud incorrectly, but completely grasp the meaning of even the most challenging of texts.

Another potentially confusing terminology in this paper is the use of 'discrepancy' which really only means 'difference'. The discrepancy referred to in this paper refers to the difference between single word decoding and reading comprehension. It does not refer to 'ability-achievement discrepancy' which may be how their dyslexia was originally identified...the difference between verbal IQ and reading.

I had a chance to catch up with Fumiko when she was on one of her many jaunts between San Francisco and Palo Alto. Her community is taking an even greater



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RESEARCH

leap as she becomes the Director of the Brain Imaging Center at the University of Connecticut in addition to a professorship in Psychology. Bay Area residents, don't despair, Fumiko will retain her appointment with UCSF.

In a recent **interview**, one of the take-home points of this recent report was summarized by Dr. Smaedar Patael:

"Our research findings suggest (the benefit of) new approaches that emphasize executive functions and working memory. If your child is entering first grade, practicing the alphabet may not be enough. Consider activities that require working memory, such as baking cakes and playing song and strategy games. These activities stimulate children's working memory and may in time foster their ability to comprehend texts well."

The importance of identifying stealth dyslexics who may be able to read with good silent comprehension, but still struggle with oral fluency and single word decoding is that **their educational needs are distinct from those with poor comprehension.**

In general, from our clinic, we often saw the following pattern:

	STEALTH DYSLEXICS	NON-STEALTH DYSLEXICS
Reading Fluency	slow	slow
Nonsense Words	weak	weak
Reading Comprehension	strong	weak
Processing Speed	slow	slow

It's important not only that stealth dyslexics not be subjected to interventions that they don't need, but also that they aren't passed over for accommodations that are appropriate. To learn more about Stealth Dyslexia and interventions, consider becoming a [Premium subscriber](#) and also helping our kids programs!

BATTLING THE BACK TO SCHOOL BLUES

"Will he get understanding teachers this year? God, please let him get understanding teachers. Will he make friends quickly? Will the other kids understand that "choose kind" is more than just a slogan on a popular t-shirt? (Fish in a Tree is a great book to help them understand.) Will he be afraid to use his assistive technology in front of other kids? Will they stare if he does? Will his brain be so exhausted from all the reading at the end of the day that he gets a headache? Will he make progress in reading? How many IEP meetings will I have to call?" - Julia Johnson

In her ongoing blog, [Diary of a Delexia Mom](#), Julia Johnson captures the sentiments of many as the sunny, idle, days of summer come to an end. The transition will be harder for some than others, but what can be done to smooth the way?

1. REMEMBER THE GOOD. Julia mentions this - and we've put it at the top of the list. Was there a friend? A kind teacher? A project or extracurricular that your student loved? Haven't things been improving? Has she or he come a long way?

2. GET BACK INTO A ROUTINE AND BEGIN TO PLAN. Start shifting the clock - going to bed and wake up times and shop for back to school supplies if you have a list.

3. CHALLENGE NEGATIVE THOUGHTS and REFRAME YOUR THINKING.

Now's the time to start putting those positive psychology principles into action. When a negative thought pops into your head, can you reword it in a milder way? Are you making global statements? Can you make your concern or problem more specific? Challenge your assumptions.



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IN THIS ISSUE:

FAST FACTS for TEACHERS

FROM KINDERGARTEN THROUGH COLLEGE

ACCOMMODATIONS & MODIFICATIONS MADE E-Z
READING - WRITING - SPELLING - MATH- NOTE TAKING - TESTS - ELL

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BACK TO SCHOOL BLUES (continued)

4. PROBLEM SOLVE. Never before have we known more about dyslexic strengths and how dyslexic thinkers learn best. Dyslexia awareness is getting better and finally some laws and guidelines at the state and federal level are reaching classrooms across the country. If you and your student can make the important shift from being reactive to proactive, then there's no reason that this coming school year won't be the best one ever. There are enough variations among people that there will never be a "one size fits all" solution in education, but the good news is that if you're willing to try different strategies and tap into resources and accommodations, you will be successful.

5. HAVE FUN and PLAN FOR TIME OUTSIDE OF SCHOOL. As we move into September, don't only focus on life inside of school. For many dyslexic kids, their best opportunities to really develop their strengths are outside of school. Back to School time might also include a fun family outing on the weekend or an after school or weekend activity based on sports, the arts, or volunteering in the community.

Do you have any back to school rituals that you'd like to share? Emails us [here](#). There's Dinner Table Dreaming and a Day of Yes at [Pop Sugar](#) and Take a Family Walk, Start a New Read Aloud, or even Give Your Children Flowers from [Simple Homeschool](#).



*From “the worst
child seen in 20
years of teaching”
to Oxford Ph.D.*

REVERSED

a memoir

BY LOIS LETCHFORD

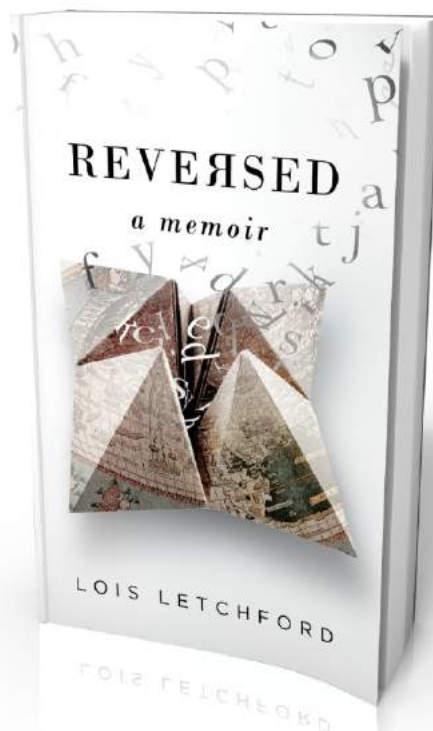
When Lois Letchford learns her son has been diagnosed with a low IQ at the end of grade one, she refuses to give up on his future. Testing showed Nicholas had no spatial awareness, limited concentration, and could only read ten words; he is labeled “learning disabled” and the world of education is quick to cast him aside. What happens next is a journey—spanning three continents, unique teaching experiments, a mother’s discovery of her own learning blocks, and a bond fueled by the desire to remove the “disabled” label. And, the child once called “the worst seen in 20 years of teaching” received a Ph.D. in Applied Mathematics from Oxford University in 2018.

“Reversed: A Memoir is written as a
compelling and emotional tale.
A must read.”

Stephen Hurley, Founder and
Chief Catalyst, voicEd Radio

*“I laughed, I cried (often), and I
recommitted myself more than ever before
to fight for the needs of every child.”*

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Two Moms Talk About Bringing Up Daughters with Dyslexia

Houstonia



What Does Good Special Education Look Like?

Education Week



See Dyslexia Differently

British Dyslexia Association - Youtube



How I Stay Organized in the IB (International Baccalaureate) Program - by a dyslexic student

Quora



Finding Your Dyslexia Tribe

Dekker Delves Into Dyslexia (Blog)



Anxiety and Back to School with Dyslexia

Diary of a Deelexia Mom



Princess Beatrice Opens Up About Having Full-Time Jobs While Being Royals

Inquirer.net



Doctors with Disabilities (including Dyslexia) Push for Culture Change in Medicine

NPR



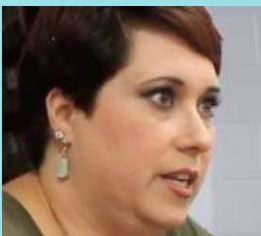
Whimsical Animal (and Dyslexic) Artist William Schade and his Albany Institute Exhibition

Daily Gazette



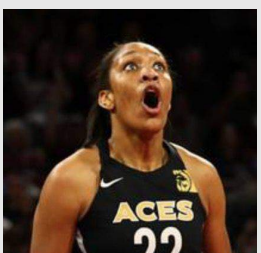
Visual Function Difficulties More Common Among School-Aged Children with Dyslexia (research from Boston Children's Hospital)

Medical Express



Congrats Dyslexic Teacher Brandy Bond for Winning an Amazing Teacher Award

Shawnee News Star



A'ja Wilson, NBA's Top Rookie Finds Her Voice and Her Way

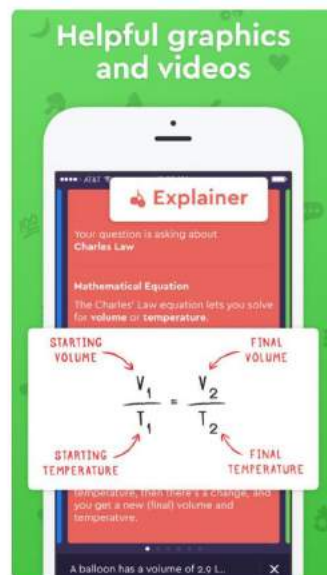
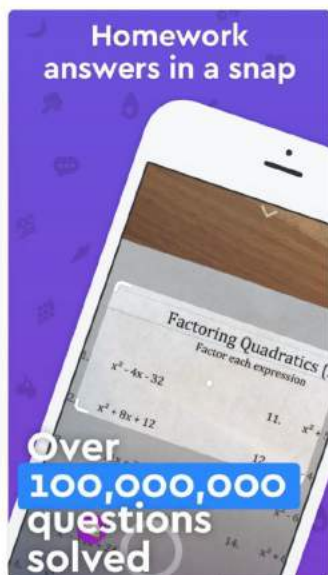
Las Vegas Sun

BACK TO SCHOOL APPS



Socratic App Free iPhone, iPad, Android

Take a picture and get your answers. Great for math, history, chemistry, and more. Don't use this to cheat, but rather to get knowledge from multiple sources. Includes videos and graphics.



For math students who have difficulty listening and writing down explanations in class, the step-by-step solutions can offer breakthroughs in understanding.

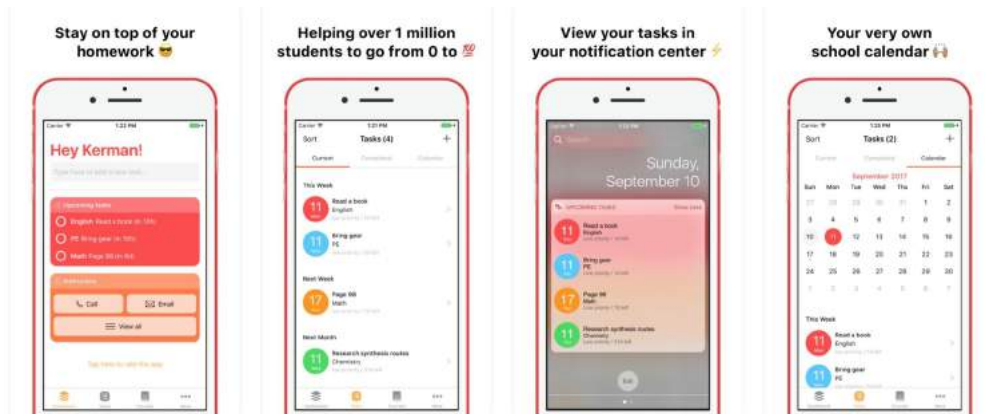


Another math option is Photomath (iPhone, iPad, or Android) which is also free. We wish we had these apps when we were taking math!



The Homework App Free Premium (\$8.99 per year) iPhone, iPad

This well-designed color-coded app can help with class schedules, homework, and tests, and has notifications which some students will say is a must. At present, it does lack daily notifications for the same task (you have to put in manually), so some may prefer a countdown timer instead.



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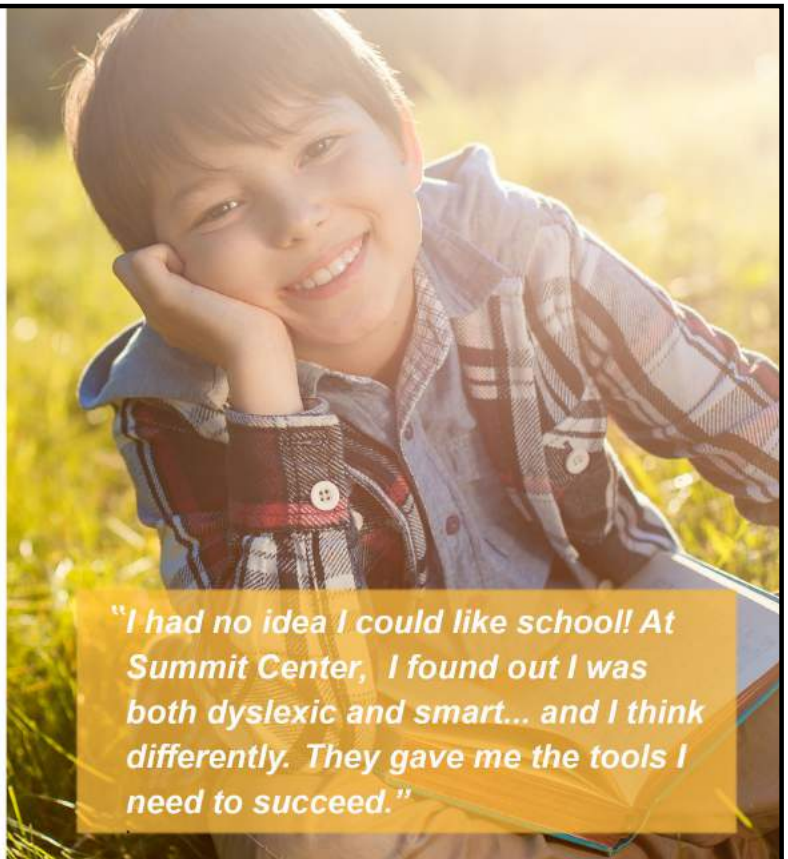
Summit Center specializes in helping students with complex learning profiles and differences, including kids who may be gifted, and those who might be both gifted and have challenges (known as twice exceptional or 2e). We provide formal evaluations of strengths and challenges and offer specific strategies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








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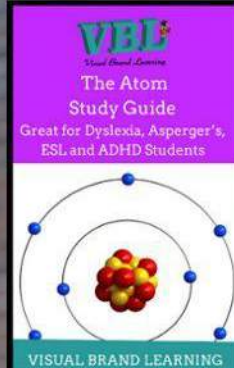
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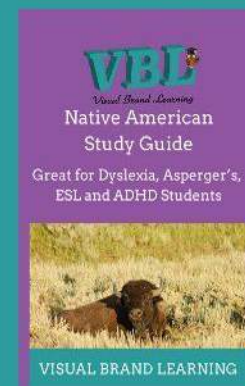
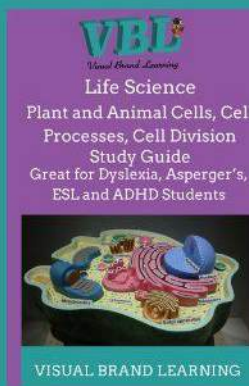
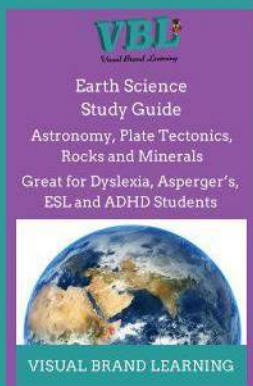
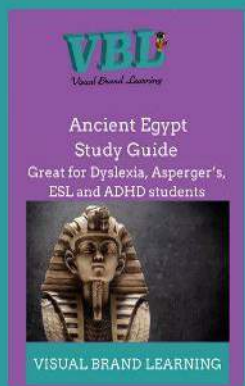
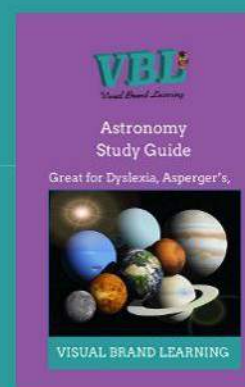
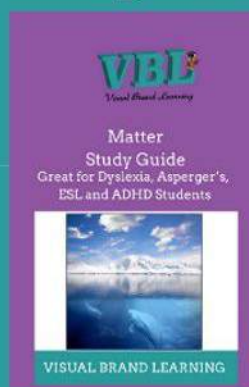
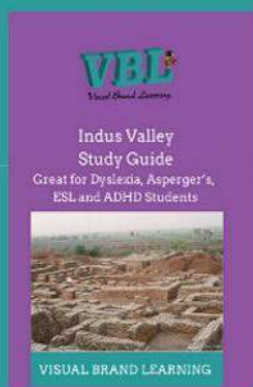
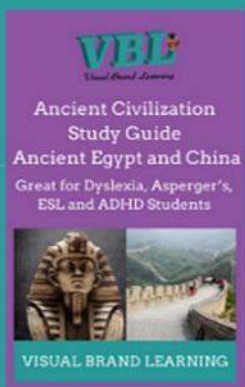
"I had no idea I could like school! At Summit Center, I found out I was both dyslexic and smart... and I think differently. They gave me the tools I need to succeed."

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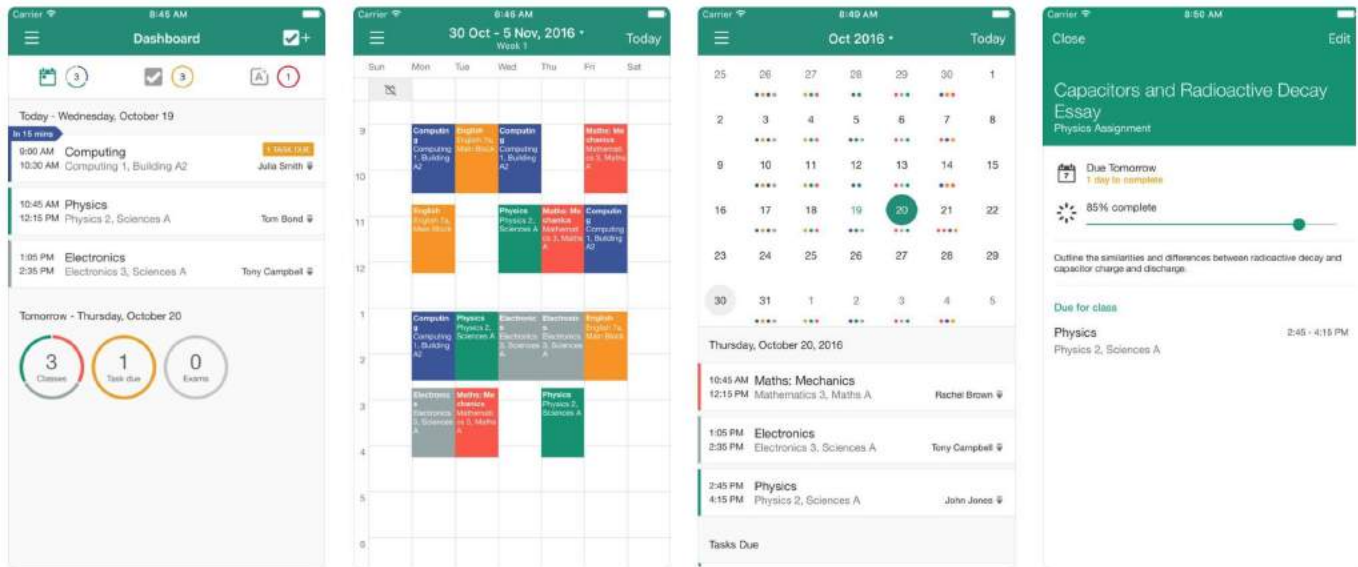
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My Study Life Free iPhone, iPad, Ipad Touch

Handy planner to keep track of upcoming classes, tasks, exams. It will alert you to conflicts and allow you to add revisions.



After putting in your classes, assignments, and tests, this handy app helps you keep track using colors and countdown timers when things are due. The simple interface (Today, Tomorrow) can help even younger children manage their schedules and time. The app was created 4 years ago by an enterprising high school grad.

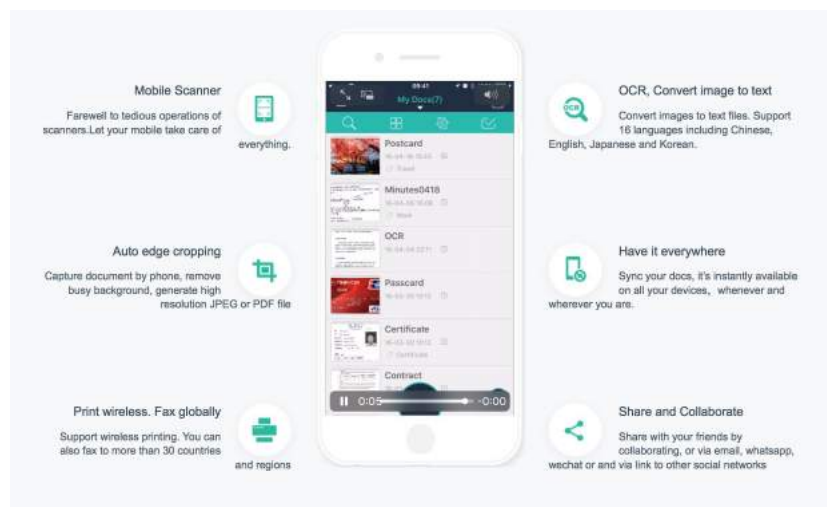
This is a good free option for those who might prefer it to Google Calendar, but it does lack notifications which may seem essential to some students.

**** For ANDROID Users:** Some Homework Planning options include [School Planner](#) and [Egenda](#)



CAM Scanner Free, Premium (\$4.99 per month) [iPhone](#), [iPad](#), [Android](#), [Windows Phone 8](#)

There are many reasons to have a designated scanner app on your phone, but a big one for dyslexic students is that you can snap a picture and then use the OCR function to convert to text to speech or import into an app like Voice Dream Reader. This app also does wireless print & faxing.



Noonlight (used to be SafeTrek) Free, Premium (\$3/month) [iPhone](#), [iPad](#), [Alexa](#), [Google Home](#), and [more](#)

Informally called 'your silent bodyguard', this app can summon police to your student's exact location if your student is no longer holding their finger down on an alarm button. Operators will text to see if there was a false alarm. If there's no answer, police will respond. People have used the app when being followed or a break-in is in the house.



It's an improvement over 911 which doesn't locate you by GPS and also doesn't require you to talk if you're actively trying to remove yourself from a dangerous situation.

DISCOVER YOUR LEARNING DISABILITY

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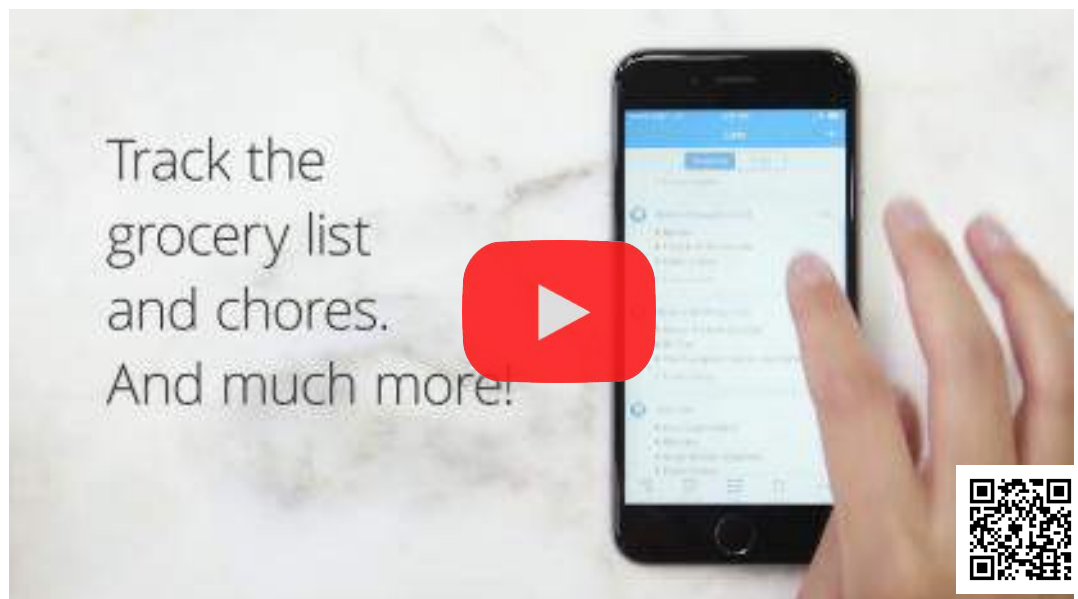
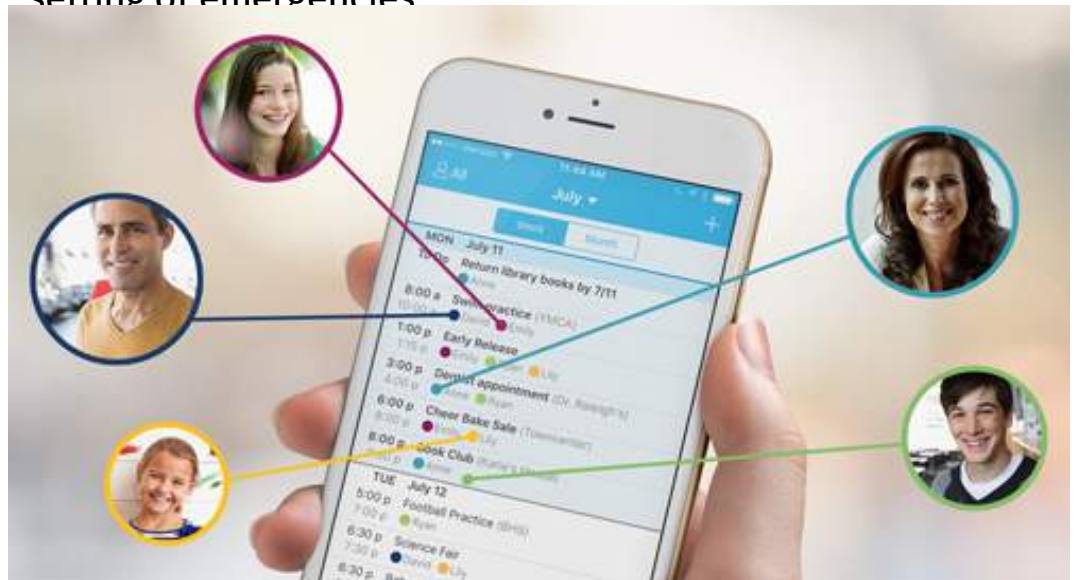
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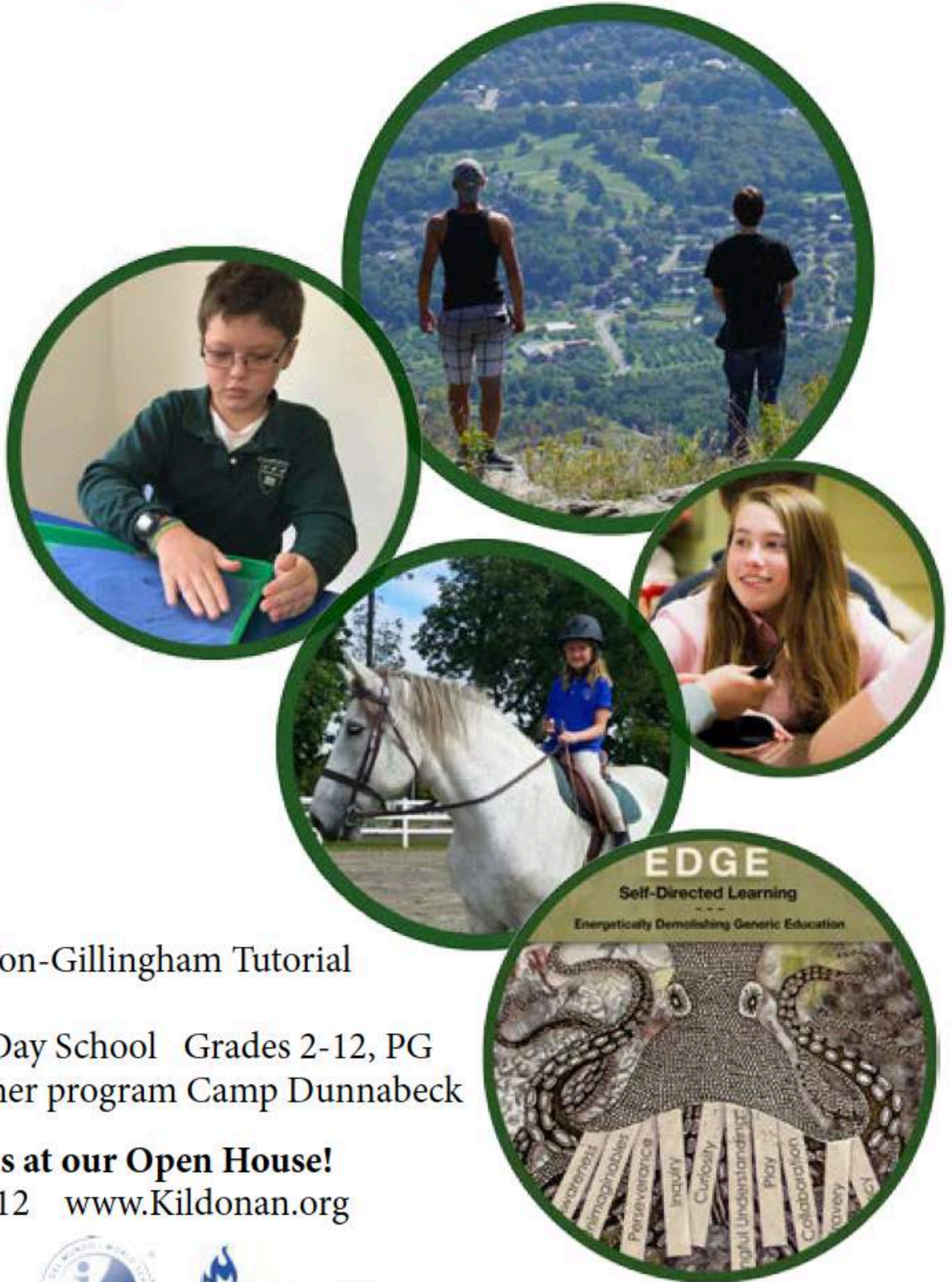
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This family organizer includes multiple calendars and to-do lists, shopping lists, recipes, and of course, notification. The premium subscription adds monthly views. You'll need to purchase the \$19.99 version at least for no ads, monthly view, and multiple reminders. The Gold plan also has change notifications and shared contacts which can be helpful in the setting of emergencies.



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PREMIUM ISSUE THIRTY THREE 2018

Dyslexic Advantage

PREMIUM MAGAZINE



DYSLEXIA AT WORK

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LETTING GO - A NEW SCHOOL YEAR
WHAT'S SLOW & WHAT'S NOT
with SLOW PROCESSING in DYSLEXIA
and DYSPRAXIA

WORK HACKS

TACKLING EMAILS
DYSLEXIA & FOREIGN LANGUAGE:
WHAT TO KNOW ABOUT LISTENING
SAMPLE LETTER FOR TEACHERS

PREMIUM

UPCOMING ISSUE



Work Hacks for Everyone
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FALL ARTISTS!

Please share your beautiful artwork for our members in an upcoming issue. K-12 students will be entered in a random drawing to receive a book or print or other work from a fellow amazing professional dyslexic artist or photographer! Upload your work here: [ARTSHARE](#) .

Journal # 1

topic: Goals for 4th quarter

My goals for fourth quarter are
I want to get on the A honor roll.
That is my goal for fourth quarter.

I want my teachers to remember
me by the kid who did always speak
up but knew the answers. And the kid
who was different in many ways. who
didn't always get along with everyone.
The kid who dreamed of being ~~the~~ the
same as everyone else. The kid
who speaks from the heart.

Jenna's son wrote this at the end of the 7th grade. He went on to
succeed in honors calculus and now is thriving in college.

K e e p Y o u r D r e a m s A l i v e

