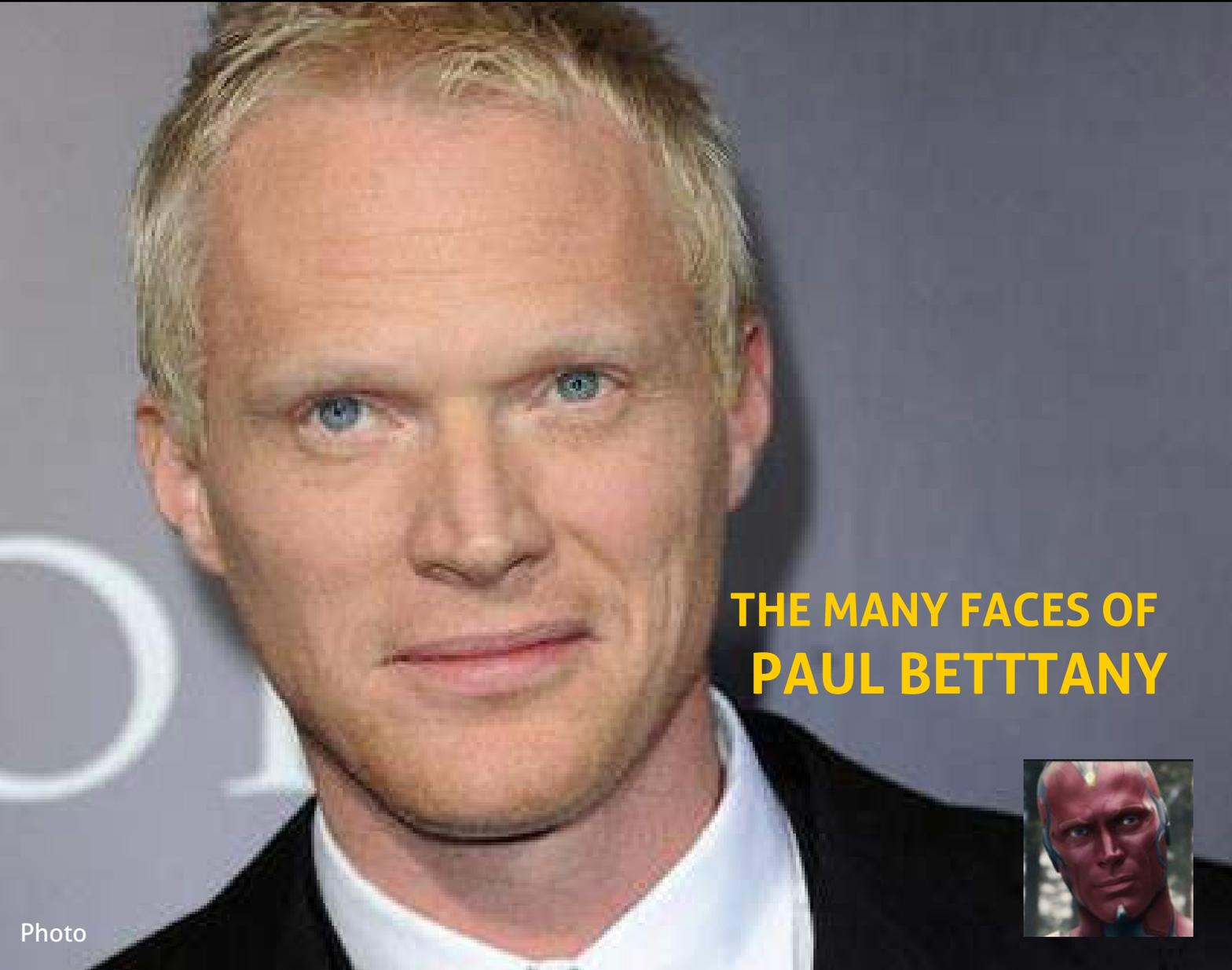


Dyslexic Advantage

NEWSLETTER



THE MANY FACES OF PAUL BETTANY



Photo

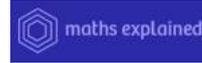
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- DAVID AUSTIN ROSES
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- LATEST RESEARCH: DYSLEXIA AND AUDITORY PROCESSING
- HOW TO GIVE SPELLING FEEDBACK
- DYSLEXIA NEWS

DOWNLOAD THIS NEWSLETTER **HERE**.



Fernette Eide MD, Editor



Happy New Year!

Be sure to submit those creative poems to the Karina Eide Young Writers Awards! We can't wait to read them! Submit **HERE**.

Thank you **All About Reading All About Spelling**, Winsor Learning/Sunday System, Summit Center, Churchill School in St. Louis, Kildonan School, **Reversed: A Memoir**, and **Visual Brand Learning**, and Steve Chinn's **Maths Explained** who help make this newsletter possible!

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GO PREMIUM

Thank you to volunteers Trish Seres, Dayna Russell Freudenthal, Michelle Williams, and Shelley Wear for their tireless proofing and critical feedback. Thank you Lady Grace Belarmino for her beautiful design work and administrative support by Sarah Macapobre.

Thanks also to volunteer Dyslexic Advantage Board members Tom West, Tanya Wojtowych, Joan Bisagno, and Brock Eide.

Editors' Note: to ensure that our dyslexic members are able to read our publication without difficulty, our editorial policy is to avoid the use of fonts or typefaces, such as italics, that can impede readability.

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/Asda>



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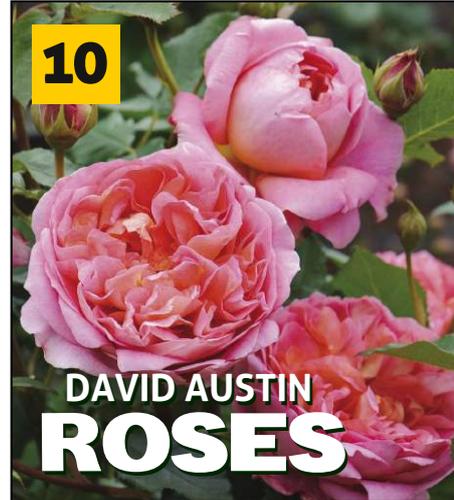
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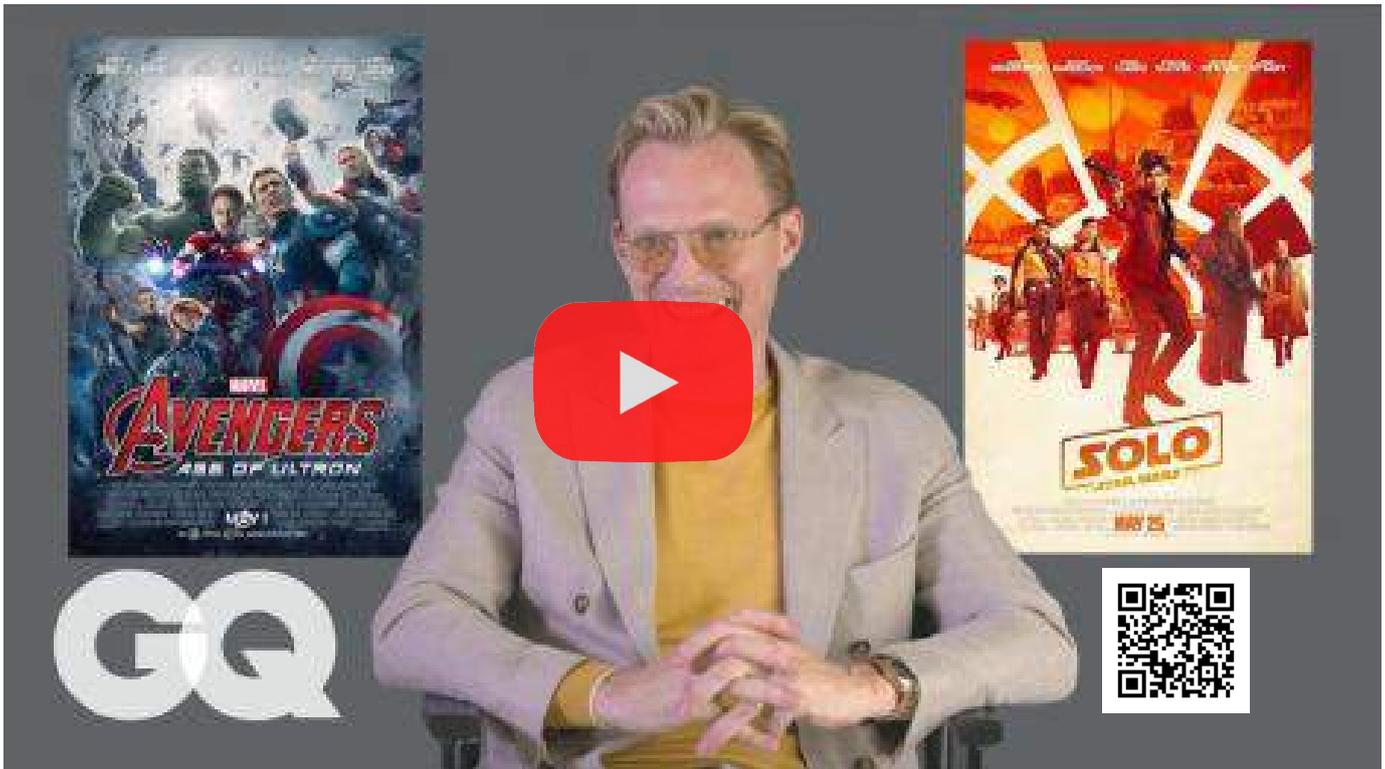


THE MANY FACES OF ACTOR PAUL BETTANY

I finally had a chance to catch up on Avengers: Infinity War so I could write an article on amazing Paul Bettany. Paul plays so many different characters so well that I often don't realize that he was the same actor in so many different roles.

After long being heard as J.A.R.V.I.S., Paul Bettany finally has a physical presence in the Avengers as Vision. These are very different roles from his characters in Master and Commander or even Margin Call.





From an interview in [Digital Spy](#):

"I was dyslexic so wasn't reading as a child and fell through every educational crack there is to fall through. Books happened later for me. I was your average bullied kid sitting in his room plotting revenge."

Both of Paul's parents had been in acting, but both left - with his father to become a drama teacher at a private school. When one interviewer told him it was hard to imagine this 6 foot 3 actor being bullied, he assured him that it was true and non-stop, from the way he looked to the fact that his father had been a dancer.

Paul said that he didn't read a book for pleasure until the age of 19, when he enrolled at a drama center. Once he was able to read, "everything changed. I gained a lot of confidence."

"Trying to be a good actor has to be involved with placing yourself imaginatively in different people's circumstances."

Paul did have his reading abilities tested when the directors of Avengers insisted that the only way he could read ahead in the top secret script was if he did so by himself in a locked trailer. He was also given multiple copies of script (fake scripts, but also one true one) so he couldn't be sure what would happen to his character. He read one script three times, but that one turned out to be a fake... that one, he said took eighteen hours of his time.

Paul continues to be busy even though End Game is in post-production. He has a large part in the Vision and the Scarlet Witch series and also protects his time with his family. He turned down the role of Prince Philip in The Crown because the role would require too much time away from his family. Said Paul, "I have children - they need to know Dad's going to come home."



"You can fudge a lot as an actor, but you can't fudge being a parent."

- Paul Bettany

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

A CAREER OF COMPASSION:

BEHAVIORAL HEALTH NURSE TONI HOWELL

I first came across Toni from an article that I read in [Minority Nurse](#). Toni had been writing about the successes and challenges of dyslexia and the nursing profession. I was impressed by the tenacity Toni showed when on her circuitous path through an accelerated nursing program without accommodations, she switched to a certified nursing assistant program instead, then traditional nursing program where her dyslexia documentation was finally accepted to help her succeed.



While growing up, Toni had two women who were powerful role models in her journey to becoming a nurse. The first was a friend of her father's who always spoke to her when her parents were in the hospital for medical reasons. The second became a close friend when she was in middle school and still struggling with reading.

When I asked Toni what she thought her greatest hurdle in college had been, she said it was getting up enough nerve to walk in the Student Disability Office. Toni recalled feeling out of place as she walked into an office staffed with people in wheelchairs. She realized she did need help though, and one of the first things she got help with was filling out all forms associated with enrollment.

Toni's first job out of nursing school was hectic and not a good match. During her nursing residency, she had a succession of different teachers- supervisors that created a challenging situation in which she was supposed to develop a regular clinical routine. Fortunately, Toni found a much better personal fit in the job she has now as a behavioral health nurse working with adolescents and adults struggling with chemical dependency, mood disorders, and thought disorders.

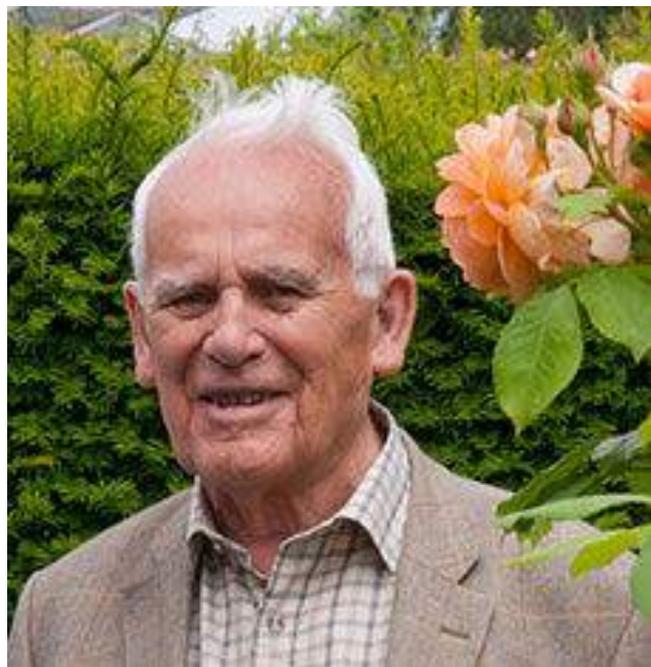
DAVID AUSTIN ROSES

Once considered a 'dud' because of his dyslexia, David Austin of David Austin Roses became one of the most accomplished rose growers in the world. He was awarded the Order of the British Empire and Victoria Medal of Honor by the Royal Horticultural Society.



"Dyslexia helps make connections that other people don't." - David Austin

David got hooked on growing roses after his sister gave him a book on Old Garden Roses. At the beginning of the 20th century, Old Roses were being replaced by Hybrid Tea roses that came in a wide variety of colors and were relatively easy to grow. Unfortunately many of them had little or no fragrance. What David wanted to do was combine the best of both types of roses - frequently blossoming roses that were available in a wide variety of colors, and petals with wonderful fragrances. He was an overwhelming successful, creating more than 200 different varieties of award-winning roses.



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BREAKING THE CYCLE OF SHAME

"How do you not to feel stupid when everyone else is learning something that you can't grasp at the same pace? The shame of not being able to read out loud without stuttering or misspelling something on the blackboard in front of the class was almost unbearable. The fear of being called on by the teacher was paralyzing and made me act out and have panic attacks. My math teacher berated me because she thought I was being careless when I accidentally reversed numbers. I spent countless hours with frustrated but well-meaning adults who wanted to help me but just thought I wasn't trying hard enough. All of these experiences sent me the message that I was not good enough."

- Leana Greene

Shame is part of the human condition and development, but with dyslexia, it can take on a whole other dimension. Just when young children are in the process of forming their self-identity and self-worth, academic challenges, failure, and rejection can be paralyzing and trap them in a vicious cycle of low self-esteem, isolation, and self-doubt.

Few are able to talk about their situation at that age, too - so the burdens can be locked inside, challenging self-confidence and feelings of self-efficacy. Adolescents and adults may hide their shame from even their closest family members and families, although doing so may make the matter worse.



BREAK THE NEGATIVE CYCLE AND PRACTICE SELF-COMPASSION

Breaking the cycle involves recognizing recurring patterns when self-esteem comes under attack - trigger events and then negative emotions that follow. The good news is that people can change how they respond to these episodes although it does take time.

Cognitive behavioral strategies like cognitive restructuring (questioning assumptions, identifying unhelpful ways of thinking), mindfulness training (being present in the moment, not getting caught up in external events), and constructive problem solving can all be help you recognize negative habits and behaviors that have developed that could be holding you back.

Developing self-calming and self-affirming rituals like saying "It's ok", "I'm fine", or "I can do this", can be coupled with getting up and taking a mental rest or walk to get a drink of water.

Read through the following affirmations and write down some of your own. Some people may benefit from professional help, too.

1. "The biggest and most complex obstacle I will ever have to overcome are my negatives. If I can overcome them, I can overcome anything."
2. "I cannot control exactly what happens in life, but I can control how I respond to it all. In my response is my greatest power."
3. "I have to accept whatever comes my way, and the only important thing is that I meet it with the best I have to give."
4. "I will stop focusing on how stressed I am and remember how blessed I am. Complaining won't change my reality, but a positive attitude will."
5. "Being positive does not mean ignoring the negative. Being positive means overcoming the negative. There is a big difference between the two."



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WELL-BEING

6. "I will not get caught up in what could've been or should've been. I will look instead at the power and possibility of what is, right now."

7 "I am not a product of my circumstances. I am a product of my decisions. It's about not letting my fear decide my future."

8. "I will get back up. Again, and again. The faster I recover from setbacks, the faster I'll get to where I'm going in life."

9. "I can always feel the genuine, positive power that flows from my decision to rise above the petty drama and distractions that don't really matter anyway."

10. "There's nothing selfish about self-care and self-love. I can't give what I don't have. When I enrich my own life, I'll be life-giving to others too."

Read more [HERE](#).

Name: _____ Date: _____	
POSITIVE THOUGHTS & AFFIRMATIONS	
1. There is no one better to be than myself.	29. I am free to make my own choices.
2. I am enough.	30. I deserve to be loved.
3. I get better every single day.	31. I can make a difference.
4. I am an amazing person.	32. Today I choose to be confident.
5. All of my problems have solutions.	33. I am in charge of my life.
6. Today I am a leader.	34. I have the power to make my dreams true.
7. I forgive myself for my mistakes.	35. I believe in myself and my abilities.
8. My challenges help me grow.	36. Good things are going to come to me.
9. I am perfect just the way I am.	37. I matter.
10. My mistakes help me learn and grow.	38. My confidence grows when I step outside of my comfort zone.
11. Today is going to be a great day.	39. My positive thoughts create positive feelings.
12. I have courage and confidence.	40. Today I will walk through my fears.
13. I can control my own happiness.	41. I am open and ready to learn.
14. I have people who love and respect me.	42. Every day is a fresh start.
15. I stand up for what I believe in.	43. If I fail, I will get back up again.
16. I believe in my goals and dreams.	44. I am whole.
17. It's okay not to know everything.	45. I only compare myself to myself.
18. Today I choose to think positive.	46. I can do anything.
19. I can get through anything.	47. It is enough to do my best.
20. I can do anything I put my mind to.	48. I can be anything I want to be.
21. I give myself permission to make choices.	49. I accept who I am.
22. I can do better next time.	50. Today is going to be an awesome day.
23. I have everything I need right now.	
24. I am capable of so much.	
25. Everything will be okay.	

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50 WAYS TO ENCOURAGE A CHILD

1. (Thumbs up)
2. You're on the right track now.
3. You've worked so hard on that.
4. I heard you say how you feel, that's great.
5. Oh, that turned out very well.
6. That's coming along nicely.
7. I'm proud of the way you worked today.
8. You've just about got it.
9. That's the best you've ever done.
10. You stayed so calm during that problem.
11. That's it!
12. Now you've figured it out!
13. That's quite an improvement.
14. I knew you could do it.
15. Congratulations!
16. I love hearing your words.
17. What a super star you are.
18. You solved the problem!
19. Keep working on it, you're almost there!
20. Now you have it!
21. Your brain must be working hard, you figured that out quickly.
22. I'll bet you are proud of yourself.
23. One more time and you'll have it.
24. Great idea!
25. You're amazing!
26. Terrific teamwork!
27. Nothing can stop you now.
28. You have such creative ideas.
29. That's the way to do it.
30. Sensational!
31. You must have been practicing.
32. You handled that so well.
33. I like how you think.
34. Good remembering.
35. You know just what to do!
36. You are really persisting with this.
37. You expressed yourself so well.
38. You did it!
39. I knew you two could figure it out together.
40. Excellent job saying how you feel.
41. I know it's hard, but you are almost there.
42. Fantastic problem solving!
43. I love hearing your ideas.
44. I know that was hard for you, but you stayed so calm.
45. Yes!
46. Look at how you helped each other!
47. You finished faster because you worked together.
48. You kept trying!
49. Excellent try.
50. You are a creative thinker.



maths explained

Video tutorials to help with dyscalculia and mathematical learning difficulties

Why Maths Explained?



Devised and delivered by an internationally regarded expert in the field of maths learning difficulties.



The structure of the programme and the principles that drive it are based on research from around the world on how people learn, and fail to learn, maths.



Each video uses carefully designed visual images, matched to the relevant maths vocabulary and concepts in order to enhance understanding.



The videos develop an understanding of maths by addressing and circumventing the barriers that handicap learning. They are about using that understanding to support memory.

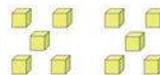
Visual images and building understanding

Linking images to symbols/numbers

Inter-relating numbers and operations + - x ÷



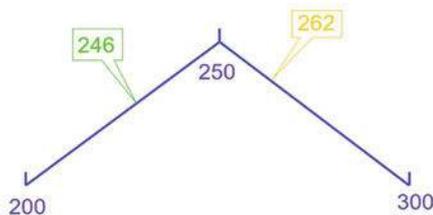
Reversing



5 + 5 = 10
2 x 5 = 10
10 ÷ 2 = 5

10 - 1 = 9
9 + 1 = 10

Estimating: to the nearest hundred



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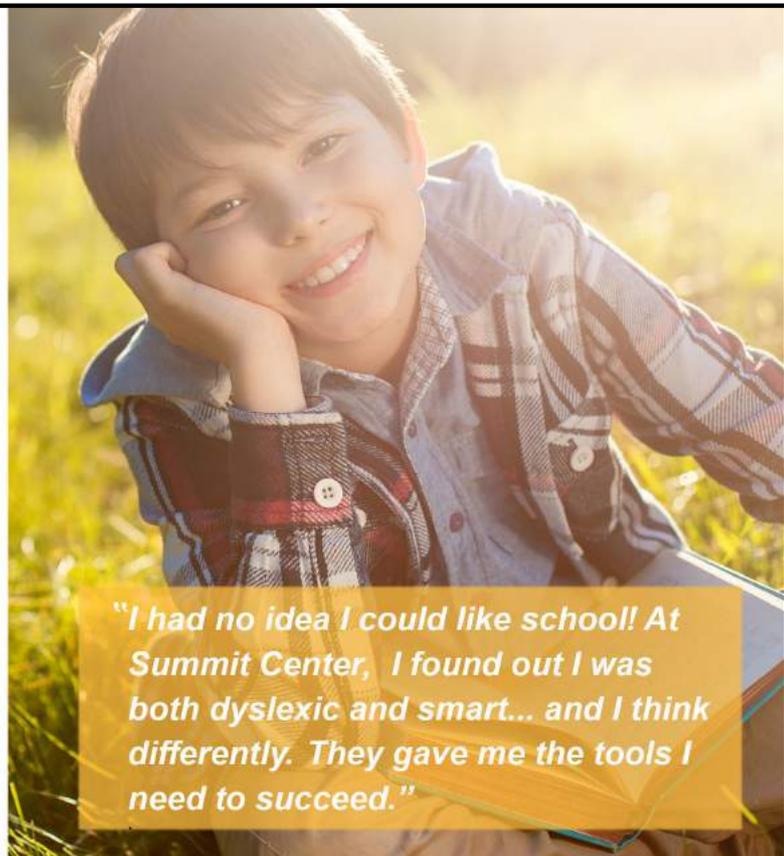
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Q: Why Doesn't My Dyslexic Student Like Audiobooks?

You're not alone. Some dyslexic students may prefer to read silently rather than 'read' all their books by ear. Reasons for this vary, but usually these students have significant auditory processing weakness or trouble with sustained auditory attention. At younger ages (7-10 years), boys tend to have weaker auditory attention compared to girls, so some gender differences also exist.

Some students tell us that they listen to a parent, tutor, or other partner read - and it's just the recording or digital voice they can't hold on to... in these cases it may be that an in-person reader pauses and talks to the listener from time-to-time, breaking up the monotony of a recorded voice. Do check and see if it's not just that the readers on tape or app are not engaging enough or clear. Many people prefer certain voices - especially professional voice talent who read with good expression and feeling. If you haven't checked back in a while, it might be worth trying a book that your student has a high interest in - and then see if you can find a reader of the book that he or she especially likes.

It's not uncommon to begin to enjoy audiobooks later in adolescence or adulthood - even if they didn't 'take' when they were young. Everyone's auditory verbal working memory span increases as we get older so that it might need to reach a critical size before audiobooks become a possibility.

If audiobooks haven't worked before, you can also consider priming the pump by previewing what the book will be about or choosing a book series that's already popular. Read for pleasure first too, because that can also help a lot!

Q: What Are the Best Tests for Dyscalculia? What About the Feifer Test?

Dyscalculia, or a math learning disability is important to identify because formal identification can qualify a student for accommodations both in the classroom and for high stakes tests. It can co-occur with dyslexia and it is under-recognized.

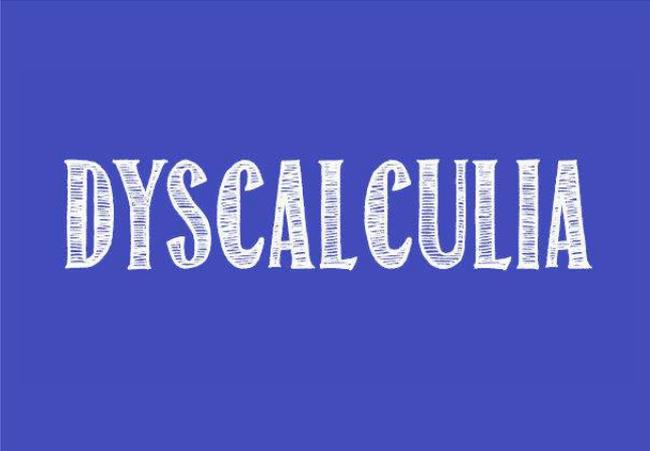
We previously reviewed tests that can be used to identify dyscalculia [HERE](#).

In our clinic, we liked to use the Math tests on the WIAT-III because that test separately looks at speed of math facts retrieval, math reasoning (through orally presented word problems), and what the test called 'Numerical Operations' - an untimed test that presents math problems that start at Arithmetic and end at a little Calculus. What the latter test is good at is allowing a tester to look for math-gifted dyscalculics (not as uncommon as you might think) - these are students who can do math quite well, but are slow at basic math facts. Sometimes we have seen pre-engineering dyslexic dyscalculic students spend several hours at this subtest - showing their advanced mathematical thinking..although these struggled retrieving their math facts quickly.

One limitation of these tests, though, is that while discrepancies are easy to identify (for instance, strong at math reasoning, although slow at math facts retrieval), the tests are not designed to select out more specific factors that could indicate more detail about the source of math difficulties.

The Feifer Assessment of Mathematics was an attempt to provide more detailed information about the source of math difficulties.

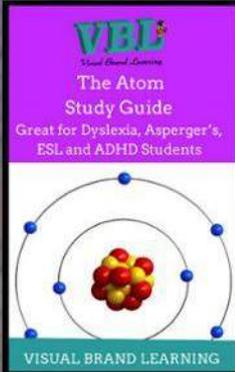
There are some valuable insights that can be gained, but also significant limitations that will probably prevent its wider adoption at the present time.



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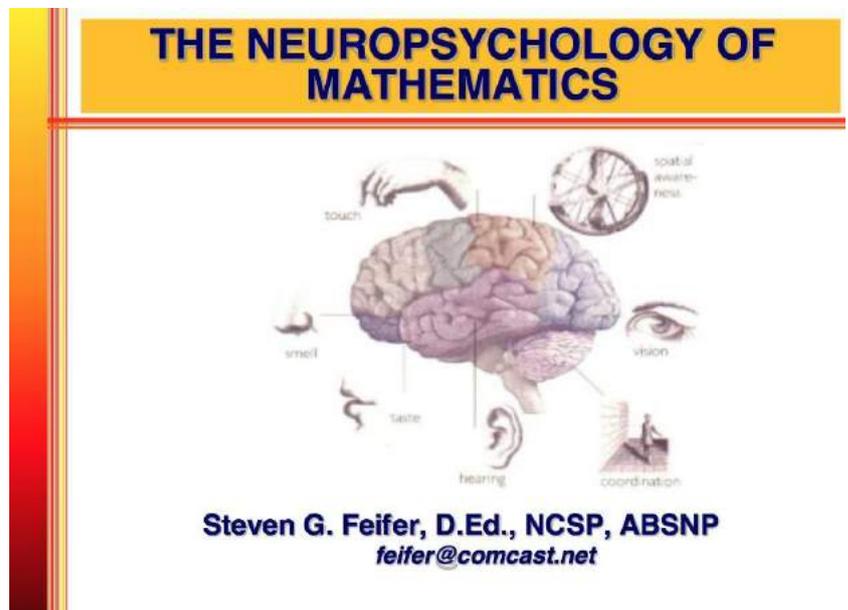
A somewhat critical review of FAM was offered by a school psychologist [HERE](#). The lack of specific age norm is clearly a significant weakness, and compared to the more established standardized tests, it has not undergone rigorous outside confirmation. For practical purposes such as obtaining accommodations from the College Board or ACT, it is not an as yet accepted test...probably for the reasons mentioned. Nevertheless, the test results can be helpful in helping students identify why they're having troubles in math.

Many of the tests are quite similar subtests that can be found in other standardized tests - but the organization of the test outputs results in specific categories such as a procedural index, verbal index, and semantic index.

What I especially liked is the list of behavioral observations during math work that testers were supposed to note - like whether finger counting was used or whether the student sacrificed speed for accuracy or accuracy for speed. Although WIAT-III test administration didn't require a detail analysis of math errors, we always found it valuable observing how students answered questions as well as trying to determine why they were getting questions wrong. We believe valuable data could be obtained administering such a test - it just is not, at the present time, sufficient to take the place of more established tests - especially for obtaining accommodations for high stakes tests. Hopefully the next generation of tests may also offer more matching of test results and tailored learning recommendations.

Learn more about the Feifer test [HERE](#).

Check out Feifer's presentation on the Neuropsychology of Math by clicking the image.





Q: I am an Language Arts Teacher. How Should I Give Feedback About Spelling for Dyslexic Students?

Great question. The degree of accommodations and or modifications should be individualized.

SPELLCHECK Severely dyslexic students may need to dictate written work or keyboard work using spelling check. One favorite teacher of ours told us that she had a breakthrough with a student of hers when she allowed him to take spelling tests with spellcheck! Most of his spelling errors at that time were so severe that they couldn't be recognized by spell check. When this student saw that he finally had success with writing and spelling his outlook and effort increased dramatically. We forget that spellcheck can be a great trainer as well as corrector

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of spelling. Use the better spellchecks whenever possible. **Microsoft Word's** spellcheck used some of Dyslexic Advantage's community members to help with their spelling corrections! The best spellcheck software (free **Grammarly** or **Ginger**) have contextual grammar too that will give feedback about correct uses of certain words and their spellings.

ALLOW STUDENTS TO FOCUS ON WRITING INDEPENDENT OF SPELLING

Students should be allowed to focus on their written work independent of spelling because working memory demands make it difficult to do both until the mechanical aspects of writing have become more automatic. Spelling should be learned, but as a separate discipline for young students as well as those with severe challenges.

For older students (including those in college), teachers can encourage their dyslexic students to not 'dumb down' their writing by encouraging them to use advanced vocabulary when appropriate, but circling words to let the teacher know that they were uncertain about their spelling. Later some of these words can be checked and written correctly in a spelling journal.

Check out this thoughtful [post](#) by an English Professor for her students:

"Spellings are one of the biggest barriers for students who are lacking confidence in their writing, and this generally leads to disengagement with the task and the subject. Being honest with students about our own barriers to learning is really important. My students are trained to do a number of things:

* When proof reading work, circle any words you are not certain you have spelled correctly (or used correctly), so I will know you were unsure when I mark your book.

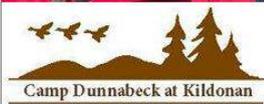
* When writing, if you have used a dictionary (electronic is ok too!) to check a spelling, underline the word and write 'checked' in the margin, so that you know it's right and can look back in your book next time you need to use it.



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PREMIUM ISSUE THIRTY SEVEN 2019

Dyslexic Advantage

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HUSTLE

IN THIS ISSUE:

SPEED HACKS

- CREATIVITY, NONLINEARITY, & TIME
- COMMON MATH MISCONCEPTIONS
- THE RUSH TO FINISH
- TACKLING MIDDLE SCHOOL READING
- FAILURE TO START: WHY IT MAY NOT BE PROCRASTINATION

PREMIUM

RECENT ISSUE



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- Creativity and Nonlinearity
- Rushing to Finish
- Failure to start - It May Not Be Procrastination
- Common Math Misconceptions,
- Middle School Reading

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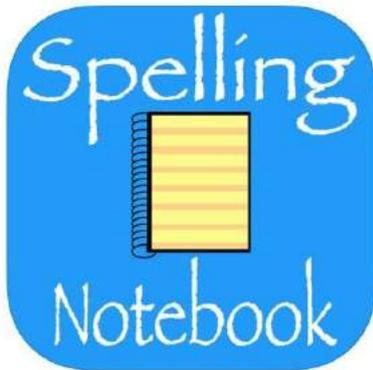
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SPELLING

* They are NEVER too old to do a spelling test, or use 'look, cover, write, check'!

* Remember that poor spelling does NOT make you a bad English student, it just means you have to be more aware of what you are doing. I would far rather see you use advanced vocabulary spelled wrong, than read something boring because you were too scared to use it!"

Check out these apps that can be handy supports for spelling:



Spelling Notebook 4+

Ako Software Ltd.

★★★★☆ 4.3, 497 Ratings

Free · Offers In-App Purchases

Available for
iPhone, iPad, iPod
Touch

The app allows you to import lists or add words individually, then self-test with the app reading aloud words.



Word Wizard for Kids 4+

Learn to Read & Spelling Tests

L'Escapadou

★★★★☆ 4.3, 48 Ratings

\$4.99

\$4.99 for iOS only.



Talking moveable alphabet with
spelling and phonetic
pronunciation.

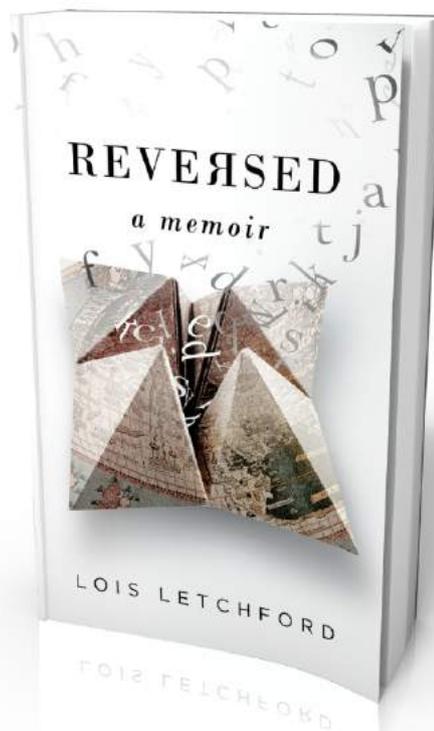
From “the worst child seen in 20 years of teaching” to Oxford Ph.D.

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.”

Steven L. Layne, Author, *Igniting a Passion for Reading*



Now available on Amazon

For more information visit loisletchford.com

"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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assessment | consultation | treatment

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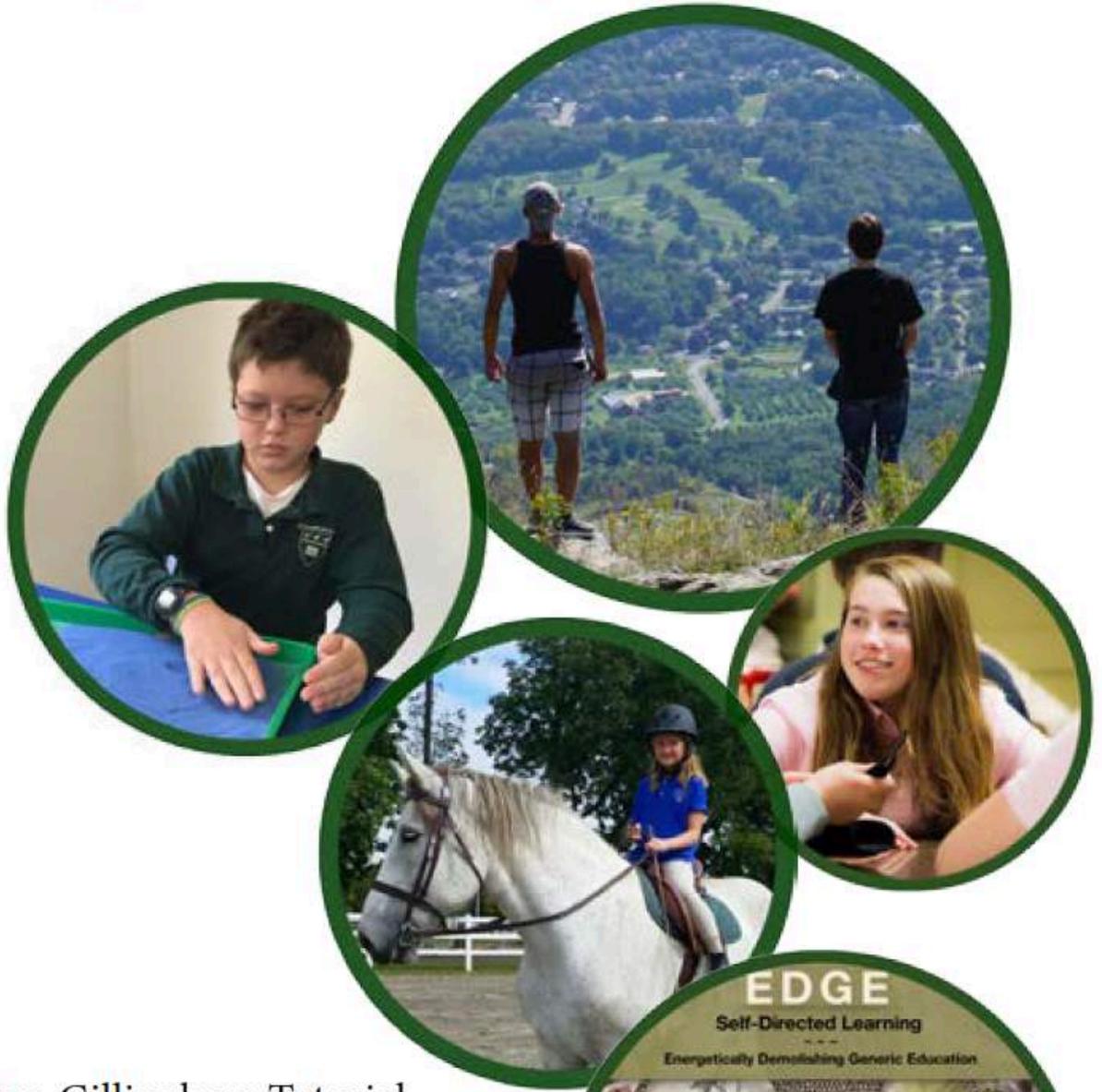
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AUDITORY AND MOTION PROCESSING IN DYSLEXIA WITH A TWIST



Although there is now a substantial research literature documenting the presence of auditory and motion processing differences among children and adults with dyslexia, for the first time that we know of, a research group is studying whether these differences can function as a non-reading test of dyslexia.

From [Horizon](#) magazine:

"Dr Bourguignon and his colleagues want to see if measuring kids' brain activity when they try to process sounds in a noisy environment could help diagnose dyslexia earlier, as part of a project called DysTrack. Children with dyslexia are thought to have difficulty reading because they have trouble recognising sounds – a problem that becomes more pronounced when they listen to speech in noisy environments compared to people who don't have the disorder.

'If their ability to understand speech in noise is too low, that could be a sign that they are at risk of developing dyslexia,' said Dr Bourguignon.

So far, tests with about 100 children who don't have dyslexia have confirmed that there is a correlation between reading skills and the ability to perceive speech when there is noise. The team is now starting to analyse data from dyslexic children. Preliminary results suggest that some aspects of their brain activity are strongly linked to understanding words in noisy environments."

Research like this is always welcome because the difficulty with noise impacts student learning as well as workplace efficiency. Tests like this could potentially be helpful also in standardized test situations - for instance helpful to secure much-needed accommodations like quiet rooms.

DISCOVER YOUR LEARNING DISABILITY



[LEARN MORE](#)

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My Message for Dyslexic Children

Virgin.com



Air Force and Dyslexia

Military.com



Prolific Black Industrial Designer Chuck Harrison

Black Enterprise



How Tech Helps Me With Dyslexia

USA Today



Another Way Texas Short Changes Special Ed

Houston Chronicle



Dyslexia Champions Team

Imperial College London



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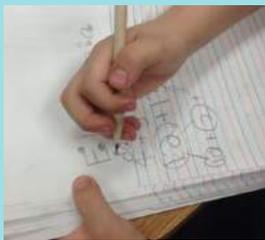


REVERSED
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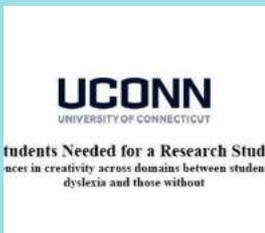
What Teachers Need to Know About Dysgraphia

We are Teachers



NYC Spends \$325 million per year to send students with disabilities to private school

Chalkbeat



Research Subjects Wanted for Dyslexia and Creativity Study at the University of CT

Dyslexic Advantage



Georgia Leaders Give Their Wish List for Dyslexic Students

Miami Herald



Bipartisan Federal Criminal Justice Bill Screen All for Dyslexia in Prison Passes Senate 87-12

The Advocate



Early Signs of Math Disability or Dyscalculia

Additude

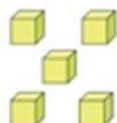


maths explained

Video tutorials to help with dyscalculia
and mathematical learning difficulties

Visual images and building understanding

Linking images to
symbols/numbers



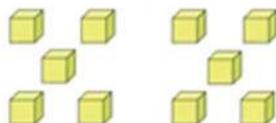
$$5 + 5 = 10$$

$$2 \times 5 = 10$$

$$10 \div 2 = 5$$

Inter-relating numbers
and operations + - x ÷

Reversing



$$10 - 1 = 9$$

$$9 + 1 = 10$$

Why Maths Explained?



Devised and delivered by an internationally regarded expert in the field of maths learning difficulties.



The structure of the programme and the principles that drive it are based on research from around the world on how people learn, and fail to learn, maths.



The videos develop an understanding of maths by addressing and circumventing the barriers that handicap learning. They are about using that understanding to support memory.



Each video uses carefully designed visual images, matched to the relevant maths vocabulary and concepts in order to enhance understanding.

[CLICK THIS AD TO WATCH OUR SAMPLE VIDEO TO SEE OUR APPROACH](#)

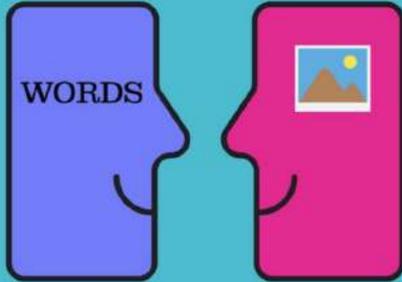
PREMIUM ISSUE THIRTY EIGHT 2019

Dyslexic Advantage

PREMIUM MAGAZINE

PREMIUM

UPCOMING ISSUE



THINKING IN WORDS VS. THINKING IN PICTURES

- Visual Strategies for Reading, Writing, Math, and Foreign Languages
- Gifted with Dyslexia - Where are the Strengths?
- Helping a Child Who Won't Talk
- Tackling Prepositions and MORE!

IN THIS ISSUE:

VISUAL STRATEGIES

THE HIGHS AND LOWS OF VISUAL THINKERS
HELPING A CHILD WHO WON'T TALK

GIFTED: WHERE ARE STRENGTHS?
VISUAL STRATEGIES ALGEBRA
TACKLING PREPOSITIONS

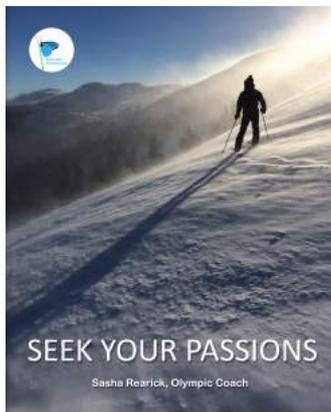
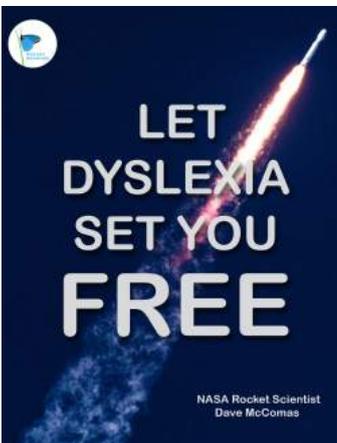
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K-12 ARTSHARE: Send your beautiful artwork and photography **HERE**.

Support Dyslexic Advantage's mission by purchasing an individual **Premium** or institutional subscription for your school.

A rocket launch is depicted against a dark blue background. The rocket is positioned in the upper right, moving towards the bottom left. It leaves a bright, glowing trail of orange and yellow light, which transitions into a wispy, blue and white smoke-like trail as it descends. The overall scene is dynamic and energetic.

LET DYSLEXIA SET YOU FREE

NASA Rocket Scientist
Dave McComas