

APRIL 2019 ISSUE 40

Dyslexic Advantage

NEWSLETTER



Photo by Clark James Mishler

ALASKA PHOTO BOOK ARTSHARE

IN THIS ISSUE:

- CONNECTING THE DOTS
- COLLEGE SCANDAL & THE FACTS ABOUT ACCOMMODATIONS
- STRENGTHS MATTER: INTELLIGENCE AND DYSLEXIA
- SHOWING WORK IN MATH
- DYSLEXIA NEWS
- ARTSHARE

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NEWSLETTER **HERE**.



Fernette Eide MD, Editor

Dear Friends,

LAST CHANCE: INGENUITY AWARDS DUE BY MAY 1st! CLICK HERE. \$1000 will be given away! Also check out this month's article on Intelligence and dyslexia. Be prepared to self-advocate! [Library of Congress](#) and Gallup Foundation for members with dyslexia - please take their brief poll - they are trying to make their services better for all dyslexic members : tiny.cc/NLS

Thank you! - Fernette Eide

Check out our wonderful sponsors: **Winsor Learning / Sondag System All About Learning (Reading & Spelling), Scanning Pens, FastBridge, Summit Center, Churchill Center & School, Maths Explained, Visual Brand Learning, Recite Me, and The Writers Studio.**

Encourage your [budding photographer](#) to share a great photo and win Clark's Alaska Photo Book! **HERE**.

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.

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

GO PREMIUM

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/2Esa>



CONTENTS

DYSLEXIC ADVANTAGE ISSUE 40 APRIL 2019 NEWSLETTER

4

THE VISUAL LIFE OF PHOTOGRAPHER
CLARK JAMES MISHLER

13

**STRENGTHS
MATTER**

22

**TESTS
ACCOMMODATIONS**

8

**CONNECTING
THE DOTS**

24

**THE PROBLEM OF
SHOWING WORK**

Math

$$1+2=3$$

$$3-2=?$$

31

ARTSHARE

33

COURT

DYSLEXIA NEWS

THE VISUAL LIFE OF PHOTOGRAPHER CLARK JAMES MISHLER

"I believe that not being able to read
has offered me some fabulous opportunities
to see the world differently. "

CLARK MISHLER

Clark Mishler is one of the most sought-after photographers in Alaska and one of the top assignment photographers in the country. Thanks to him, we're doubling our [K-12 ART SHARE](#) giveaway for the months of April and May and giving away EIGHT autographed copies of his book [Portrait Alaska](#).

Encourage your student to share a beautiful photograph or piece of artwork that we can share in an upcoming newsletter!

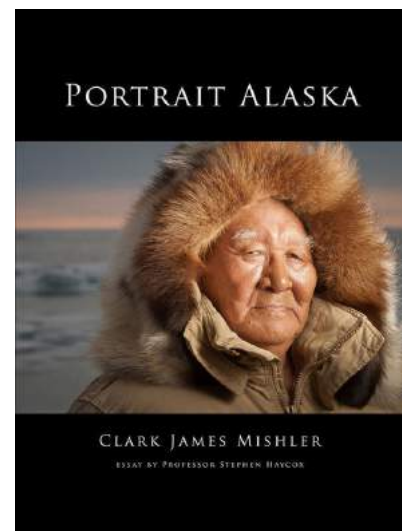
Although Clark was only formally identified as being dyslexic when he was 25, he struggled through school not actually learning how to read two words in succession until age 16. Although many teachers tried to hold him back, he recalls how his mother "would never never allow the school system to hold me back, no matter how pathetic I was."

Clark had early interests in art and remembers how his mother and grandfather (both artists) encouraged him to develop his talents. His grandfather gave him drawing lessons when he was 10 and gave him painting lessons at 12. He encouraged him to take advantage of his ability to observe and ultimately make a career of it.

Although Clark seems like a natural storyteller, he said he was quiet as a child, first learning to speak only at the age of 3 1/2.



Clark seems perfectly fit to be a photographer and a designer, saying: "I've always wondered what others would think if their eyes were suddenly transported into my head. I would imagine it might be a bit of a visual shock for them, as they might be seeing things they had never noticed before. It drives my wife crazy, but I walk very slowly, trying to take in everything around me. I search for something out of place, forms that repeat, visual patterns, contrasting shapes or colors - the hundreds of design elements all around us, I am obsessed and it never stops."



Clark's **Portrait Alaska** was a successful Kickstarter project that accompanied his exhibition at the Anchorage museum.



Starting Jan 1st, 2010, Clark began making a portrait a day. He's still going strong although he now lives in Calistoga instead of Alaska.

From Frontier Scientists: "Mishler said he considers his shots not only from an artistic viewpoint but from an anthropological viewpoint. Clothes, hair styles, architecture, natural environment, weather conditions and cultural perspectives are represented in the shots. Mishler stated "All these kinds of environmental factors are going to be very interesting to people– anthropologists and general people– in the future when we are looking back at this time, this place, saying 'Who were these people?', 'What was the weather like on that day?', 'What was that corner of Anchorage like on that day and how is it different now?'"

To keep up with Clark, visit his [website](#) or [photo blog](#).

Premium subscribers, listen to Fernette's entire interview [HERE](#).



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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.

CONNECTING THE DOTS

"It's refreshing to read about someone else so successful that thinks like me because of how their brain is wired, which has often only been seen as a learning disability. I've always known I had a different way of seeing the world which became more apparent when I started working. I've often been able to see solutions that other people have missed, spot patterns and predict the next step, links and opportunities. It's nice to be able to attribute that to a cause that used to hold me back a lot. I like John's explanation of the method I use "gather lots of data, step back, and connect the dots to see trends."

In **Medium**, Emma Wallace begins a post saying that she was planning to write a review of John Chambers' recent book, *Connecting the Dots*, but then found herself being diverted and reflecting on her own life after reading his chapter, "Think Like a Dyslexic."

Said Emma,

"As a dyslexic I've only really been aware of it as a weakness and something to overcome. Seeing my struggles through reading, short term memory and learning difficulties and as something to hide and try and cover, not fully appreciating the gifts it has actually given me and the kind of person it has made me become. I always feel the sting of anxiety when someone laughs at my misreading or spelling (yes, I knew it was chief not chef, thank you). It's only fairly recently that my perception of it has begun to change and more widely that the strengths from it are becoming known."

Talent for "connecting the dots" can be valuable in all disciplines that require innovation in order to grow and survive. Businesses, marketing, technology, science, all these fields need the connect-the-dots abilities that many dyslexic people have.



"While reading about John Chambers' dyslexia...learning about his experience and perspective has definitely come at a time when I've needed to define my strengths and skills. It has really helped me shift my perspective, made me see it as one my strengths and that I should be more open about it."

If school doesn't provide much opportunity for connecting the dots, then parents should look for opportunities outside of school in hobbies and extracurriculars (like our [Ingenuity Awards!](#)), or even some after school jobs.

Parents and teachers can encourage skills like connecting the dots when they ask students to reason about problems and situations and pose potential solutions. Connecting the dots involves recognizing patterns, questioning assumptions, and making analogies.

In science, connecting the dots can take place in lab experiments when students are asked to make predictions. In history, students can be asked to connect the



Click to be taken to John Chamber's Conecting the Dots book on Amazon.

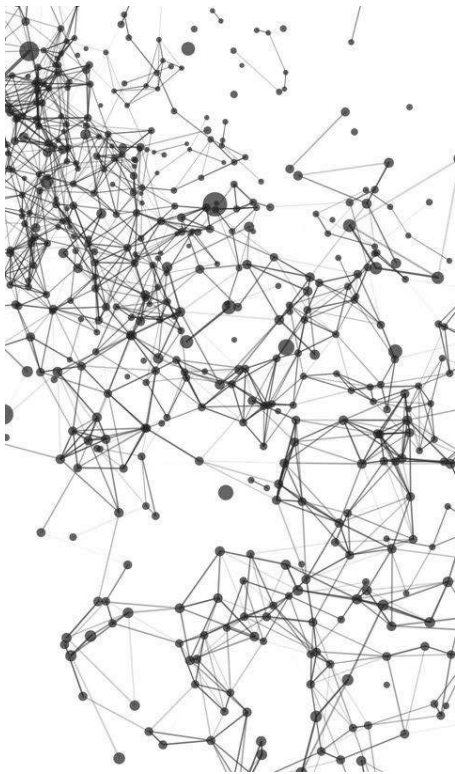
Its undertitle is Lessons for Leadership in a Startup World.

INSPIRATION

dot if they think their way through historical events (replaying history or imagining 'what-ifs').

When I managed to catch up with Emma, I asked her about her career in the fashion and retail industry and more about how she identified her strengths.

From my interview with her:



"For me, it was about knowing how everything works and having a big mindmap about the company and the industry and how everything inter-related...being able to connect, say - these products do well, so why cut there, how can we sell to these customers and connected to the marketing team - just be this person who has this big web in their head of how things connect together. "

Emma's position was as a "Category Leader." She worked with the product group and strategized how to deliver the best to customers. She would see the whole story - do the concept (what does the market need?) what products can I fulfill there, and then make sure it was executed and delivered. The analogous position, Emma told me would be Head of Merchandizing.

When Emma was leaving the university, she looked at fashion trends and felt that pure fashion wasn't for her. She recognized that markets were evolving into sportswear.

"To me that was where things that were really interesting were happening. That's where innovation was going on and that was where people were moving to - and that's what definitely happened. After 6-8 years, these brands like Lululemon are growing exponentially whereas the rest of the industry is not growing as much."

When Emma looked back at why she was successful for the past 6 years with her company, she realized that although she joined at a junior level, she was able to forge a path for herself to use her skill sets best.

This reminded me of [Erin Egan](#)'s talk about her jobs with large companies. Erin had told us that she never ended up working in the job title that she was initially hired for because her talents and skill sets didn't fit neatly into boxes or job description categories. She was fortunate to be able to rise to the levels of her abilities. Talents of this sort are best allowed to develop if they are given the freedom, authority, and resources to act on what they've been able to discover.

In summary, connecting the dots is a wonderful skill to have - but it's also probably worthwhile to recognize that it's a big picture rather than "little picture" strength. Workers who are good at connecting the dots will find their work most satisfying when either their supervisors recognize their talents or they have executive positions that allow them to act on their predictions.



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STRENGTHS MATTER

INTELLIGENCE AND DYSLEXIA

Parents and dyslexia advocates should beware - there are vocal proponents arguing against the importance of intelligence and / IQ in determining the educational needs of students with dyslexia.

As far as it seems we have come with dyslexia (more states with dyslexia-specific laws, mandatory teacher training), there are areas where the concept of specific learning disability and the definition of dyslexia is coming under attack.

SOME EXPERTS BELIEVE INTELLIGENCE IS IRRELEVANT FOR EDUCATING DYSLEXIC STUDENTS

As surprising as it may seem, Past IDA Vice President Dr. Louisa Moats has argued through questionable selection of data there are "negligible cognitive differences between 'LD' and 'Poor Reader' " groups. From her presentation online [HERE](#), she states "Garden variety poor readers" are numerous and very much like those with certified reading disabilities." The most obvious rationale for taking such a position is to suggest that any proposed school program for poor readers is "good enough" whether students are dyslexic or not - and we know that this idea is patently wrong. It also can return classrooms to the dark days when students like a young Philip Schultz were held back twice in grade school and grouped with those with severe mental handicaps.

MANY EXPERTS STRONGLY DISAGREE

Dr. Sally Shaywitz has been very vocal about the importance of distinguishing dyslexic from low IQ poor readers as well as the importance of IQ in anticipating the educational needs of students.

"For highly practical reasons, consideration of IQ is relevant, both in consideration of the RTI process and in the diagnosis of LD. In the RTI process itself, as it proceeds from one tier to another, consider, what is the impact of so-called peer comparison to classmates if a specific child is highly intelligent or

even gifted? And particularly, consider the impact if such a child is in a class of "peers" who are functioning at lower cognitive levels. Such a bright student might be functioning below his or her capability but at an absolute level comparable to the class average of his or her less able peers. That struggling reader, of whom we and others have seen very many, would be entirely invisible and overlooked in such an RTI process. In fact, often, the only way such struggling readers are identified is through a complete, comprehensive assessment in which cognitive abilities and psychological processes are evaluated. Within the RTI process, such students now would never be detected, much less referred for a full evaluation of their cognitive and psychological processing abilities. And most critically, such struggling readers would not receive helpful interventions or accommodations "despite the fact that their relative deficit in a particular domain could cause severe psychological distress as well as unexpected underachievement" (Boada, Riddle, & Pennington, 2008, p.185) and could be ameliorated by such interventions and accommodations... It would be no fairer to leave out these bright struggling readers than it would be to leave out their lower functioning classmates."

THE OUTCOME FOR DYSLEXIC READERS IS BETTER THAN LOW IQ POOR READERS

In fact, it should not be a surprise that discrepant dyslexic readers (high IQ-low reading) fare better with reading interventions than non-discrepant (low-IQ-low reading) dyslexia.

Poor readers identified in the 1st or 2nd grades were followed over time, those with lowest cognitive abilities (low IQ-low reading) were the least likely to improve their reading scores by time they reached the 9th or 10th grade (open circles right). Those with high IQ-low reading, on the other hand (see red at right) were more likely to have higher reading scores by the time they reached the 9th or 10th grade.

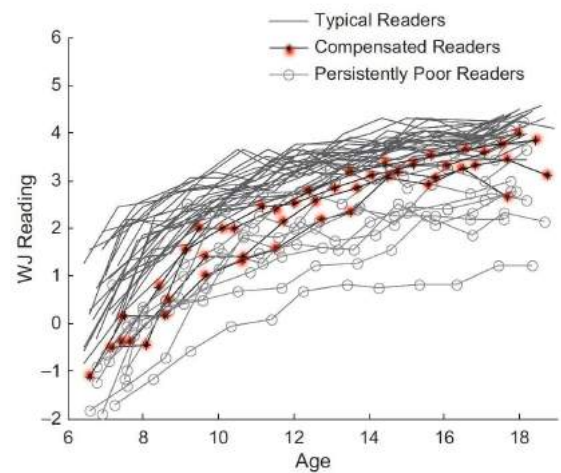


Fig. 1. Individual longitudinal plots of composite reading scores on the Woodcock-Johnson (WJ) test battery, for a subsample of individuals in the three reading groups.



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Ferrer et al. also clarify the characteristics of this compensated group:

"...those in the compensated group managed to achieve relatively accurate reading levels and Passage Comprehension scores comparable to those of typical readers by the time they became adolescents; however, they were not fluent readers. In our sample, this was a small and somewhat homogeneous group. Notably, although the initial reading scores for these children were very low, their cognitive ability was not as low. Over time, these individuals developed uniform reading trajectories. In contrast, persistently poor readers failed to become accurate readers and showed substantial variability in their trajectories. In addition to having the lowest reading skill and cognitive ability at first grade, this group exhibited individual differences that became accentuated across grades."

EVERY STUDENT SHOULD HAVE THE RIGHT TO RECEIVE AN APPROPRIATE EDUCATION FOR HER OR HIS INTELLIGENCE

Every student has the right to receive an education that's appropriate for her or his level of intelligence. For the dyslexic student, that means receiving appropriate remediation of dyslexia as well as appropriate levels of intellectual challenge and accommodations and or modifications to ensure the accessibility to information as well as accurate demonstration of knowledge.

It is inappropriate for dyslexic students to receive an education designed for low IQ poor readers. Dyslexic students should receive remediation for the dyslexia, but also given full access to the appropriate subject level content whether through audiobooks, text-to-speech, ebooks, or classroom instruction.

In addition to Dyslexic Advantage and the Yale Center for Dyslexia and Creativity, the National Association of Gifted Children and Learning Disabilities Association of America have published position papers recognizing the importance of cognitive assessment and neuropsychological processes in both the identification and determination of intervention needs of students with specific learning disabilities like dyslexia.



maths explained

Video tutorials to help with dyscalculia and mathematical learning difficulties

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



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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

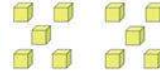


$$5 + 5 = 10$$

$$2 \times 5 = 10$$

$$10 \div 2 = 5$$

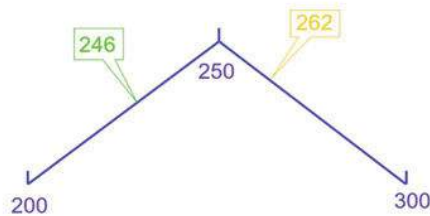
Reversing



$$10 - 1 = 9$$

$$9 + 1 = 10$$

Estimating: to the nearest hundred



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FREE**

NASA Rocket Scientist
Dave McComas

DYSLEXIC MIND STRENGTHS

Strength Category	Strengths	Associated Careers
M-STRENGTHS Material Reasoning - Reasoning about the Physical or Material World	Spatial Thinking, Visual Thinking, Navigation	M Careers: Architects, Artists, Builders, Computers IT, Designers, Engineers, Filmmakers, Sellers, Surgeons, Pilots
I-STRENGTHS Interconnected Reasoning: Ability to Spot Connections Between Different Ideas, Objects, or Different Points of View	Interconnected Thinking, Pattern Detection, Big Picture	I Careers: Actors and Actresses, Chefs, Doctors, Historians, Inventors, Museum Directors, Scientists, Software Design
N-STRENGTHS Narrative Reasoning: Reasoning and Learning with Stories	Storyteller, Personal Memory, Scene Creation	N Careers: Authors, Coaches, Commentators, CEOs, Lawyers, Marketers, Musicians, Politicians, Psychologists, Sales, Teachers
D-STRENGTHS Dynamic Reasoning: Reasoning in Complex and Changing Environments, Mental Simulation, and Ability to Predict the Future	Goal Directed, Future Prediction, Complex Systems	D Careers: Accountants, CEOs, Chefs, Economists, Entrepreneurs, Farmers, Game Designers, Investors, Strategists, Traders



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RTI-ALONE IS NOT SUFFICIENT FOR ASSESSMENT OF SLD OR DYSLEXIA

RTI or Response to Intervention was initially introduced with the idea that students could receive appropriate intervention for challenges like reading before they began to fail. The intentions of RTI are good, but grave mistakes are made by those who propose that RTI could be a substitution to comprehensive neuropsychological assessment in the identification of dyslexia or other SLD.

From the **Learning Disabilities Association of America White Paper**:

According to experts and literature, problems with an RTI approach for SLD identification include, but are not limited to, the following:

- No consensus on type of RTI to use (i.e., standard protocol or problem-solving);
- No consensus on a measurement model for defining responsiveness in RTI models;
- No agreed upon curricula, instructional methods, or measurement tools with adequate technical quality;
- RTI research has largely focused on word reading at the early elementary grades, with methods across grades and content areas not empirically established;
- No consensus on the definition of empirically-based approaches;
- Single subject design cannot be used because manipulation of more than one independent variable in problem-solving RTI precludes determining causation;
- No empirically-supported literature supporting determination of response or failure to respond, with different groups of children identified as nonresponders by different methods;
- No agreed upon teacher training standards or supervision methods to ensure interventions are carried out with integrity;
- RTI has no mechanism for differential diagnosis of SLD and other disorders;
- RTI is nothing more than a model of “diagnosis by treatment failure”, which has long been proven to be a poor model in medicine; and
- There is no true positive in an RTI model, meaning that all children who fail to respond to quality instruction and intervention are considered SLD by default.



[WHITEPAPER]

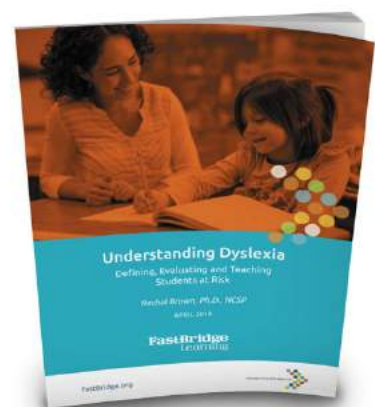
Understanding Dyslexia: Defining, Evaluating and Teaching Students at Risk

Dyslexia is top-of-mind among educators today as more and more states pass legislation to improve screening and support for students with symptoms of dyslexia.

Read this whitepaper to better understand, identify and help these students overcome their learning difficulties and stay on track with their peers.

You'll learn:

- How to define dyslexia
- Common myths surrounding dyslexia
- The importance of early screening for dyslexia
- Steps for diagnostic evaluation
- Effective teaching methods for students with dyslexia



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TAKE-HOME POINTS ABOUT DYSLEXIA, INTELLIGENCE, AND RTI

- Intelligence IS an important factor in determine a student's appropriate educational plan.
- RTI cannot make determinations regarding dyslexia or specific learning disability.
- RTI is not a substitute for a comprehensive assessment of a student's strengths and weaknesses or neuropsychological profiles.
- RTI can be beneficial in that it encourages teacher training and ongoing assessment to determine whether a particular curriculum is working for a student.
- Parents and teachers should be aware that current RTI plans have been focused on early reading. Much less has been proposed about appropriate assessments and interventions for older students , and basic academic tasks such as writing and math.
- As it stands, there are no agreed upon teacher training or supervision standards. The fact that RTI has been implemented is no guarantee that students' needs, especially dyslexic students' needs are being met.
- There is a legitimate concern that RTI can be used to delay students access to timely comprehensive assessment and intervention.

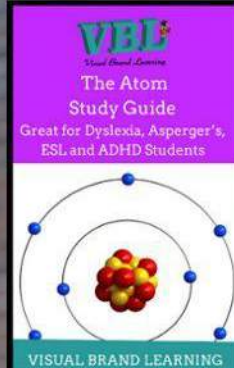
Parents should be aware of their rights as outlined by this Department of Education [memo](#). Please read the entire memo if these issues pertain to your student.

"OSEP has heard that some LEAs may be using RTI to delay or deny a timely initial evaluation to determine if a child is a child with a disability and, therefore, eligible for special education and related services pursuant to an individualized education program....The regulations at 34 CFR §300.301 (b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability. The use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304..."

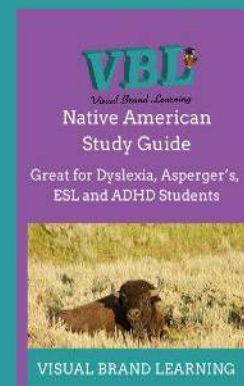
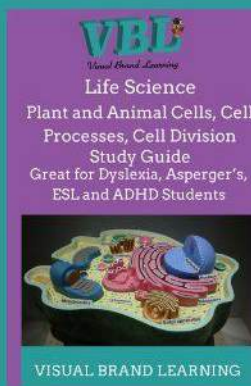
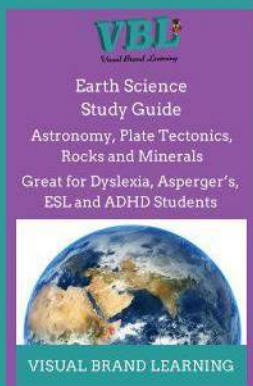
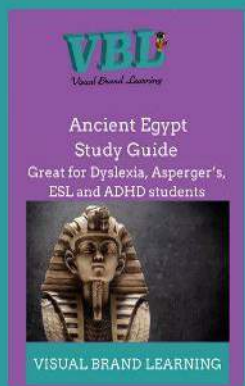
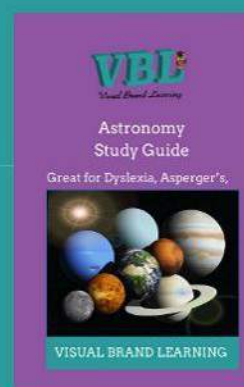
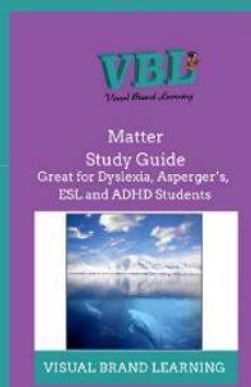
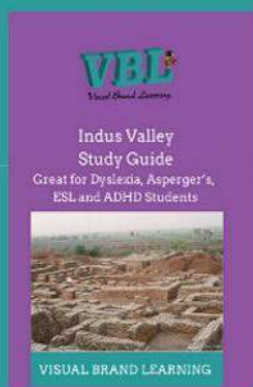
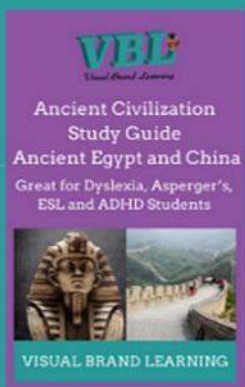
Parents may still request a dyslexia assessment for their student even if RTI has been implemented at school. Be informed about your rights!

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GETTING THE FACTS STRAIGHT ABOUT TEST ACCOMMODATIONS

Recently, the news has been filled with details about a [college admissions scandal](#) committed by wealthy families and celebrities to boost their children's admission rates to select colleges and universities.

Parents apparently paid up to \$6+ million dollars to have their children admitted to certain schools. Movie stars caught up in the scandal included Felicity Huffman of Desperate Housewives and Lori Loughlin of Full House. The scheme has apparently dated back at least until 2011. Among others, the schools implicated included Yale, Stanford, Georgetown, Boston University, Northeastern, UCLA, USC, University of Texas at Austin, and Wake Forest.

This scandal has touched the disability community, because part of the scam involved parents falsely claimed their students had learning disabilities in order to take their exams at particular centers where the proctors were bribed to correct students' answers or substitute a professional test-taker's answer sheets.

Among the disability community, the concern now is that those who really need their accommodations will find it harder than ever to obtain because of these few bad players.

To clarify, giving accommodations to dyslexic students does not provide any unfair edge - in fact accommodations are only making it more likely that test results will accurately reflect student knowledge.

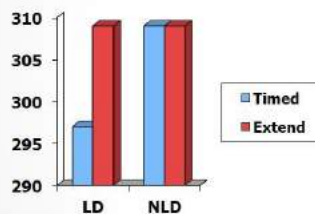


When educational researchers looked at giving extra time to LD and non-LD students, they found that the only ones who significantly improved their scores on the exams were the ones with LD.

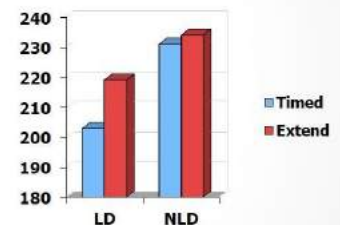
Extra time allows students to fully read instructions and test questions, and make sure their answers haven't included word, number, or symbol skips. Some students may also have word or fact retrieval issues that add to the time it takes to read and answer questions for tests.

Research on Extended Test Time

Shoemaker & Mazurek (1998)



Ofiesh, Mather, Russell (2005)



Students with LD make statistically significant greater gains than students without LD.

Performance of students with LD under extended time mimics performance of students without LD under standard time.

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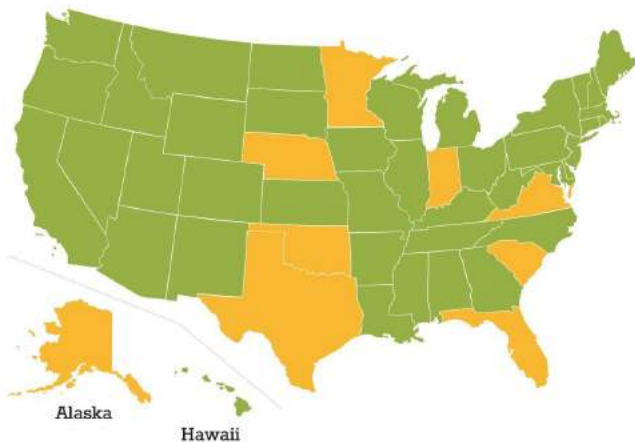


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MATH: THE PROBLEM OF SHOWING WORK



At right are the states that have adopted Common Core State Standards. If you live in a Common Core state and your student attends public school chances are they frequently are asked to "show their work".

There can be significant challenges for dyslexic students showing work because to do so requires a great deal of verbal working memory, word retrieval, executive function, and writing, all tasks that can overload each other.

As with many curricula, the intentions and logic behind some of the choices seem reasonable; but also like many programs, the implementation has significant flaws so that students can become trapped in the process. Students must conform to a curriculum or fail rather than a curriculum being designed to meet the needs of students.

For instance, math teachers Katherine Beals and Garry Garelick reviewed some of the maddening requirements of "Show Your Work" in an **article** in The Atlantic:

They shared a 3rd grade teacher's marking down a student's paper because in response to a question of using a "repeated addition strategy to solve 5×3 , he wrote $5 + 5 + 5$ instead of $3 + 3 + 3 + 3 + 3$.



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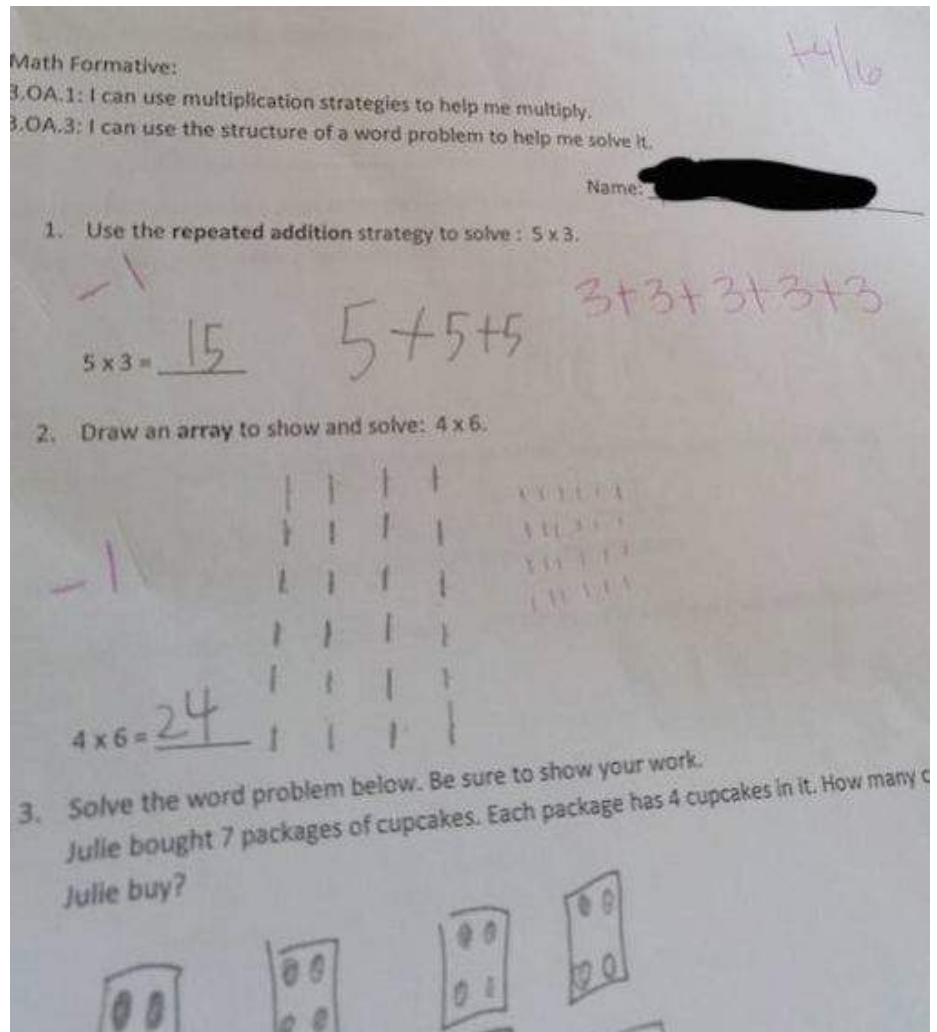
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MATH

Even the array in the next problem down was marked wrong because the teacher wanted to see four rows of six instead of six rows of four.

At its worst, such a practice is teaching that different ways of arriving at correct answers is wrong. The approach discourages flexibility in math problem solving which should be the big picture goal of math instruction in general.



For dyslexic students, it is especially important to use strength-based strategies for teaching math whenever possible. If verbal working memory and rote retrieval of basic math facts is weak, then allowing students to diagram, recognize patterns, make pictures, watch videos and animations, and use a calculator are all valuable if their math understanding and reasoning grow.

Teachers of dyslexic students (they are likely to be in every classroom) should be aware that many struggle with letter and number writing automaticity. As a result writing of any kind (including showing work) can overload working memory and cause students to be lost in their problems.

Waivers for show your work problems may be necessary for students with dyslexia, dysgraphia, dyscalculia, or students with ADD.

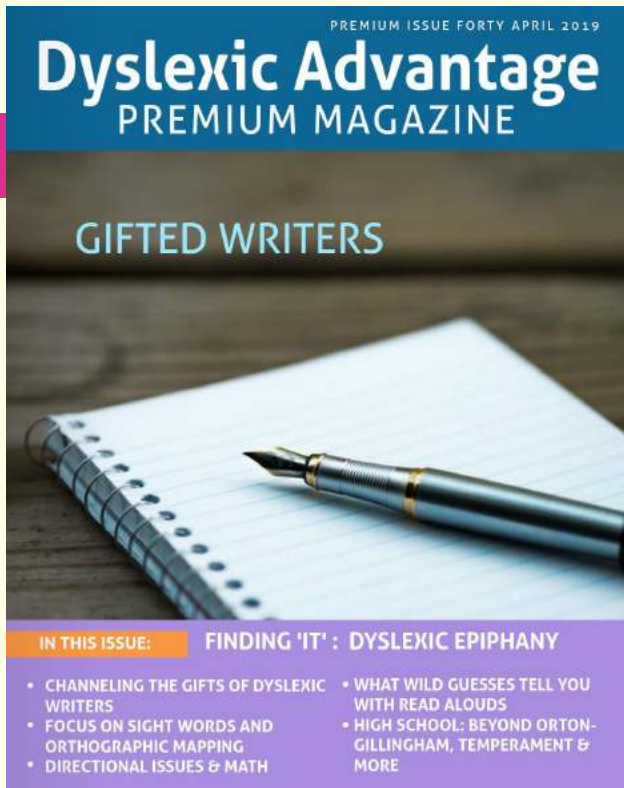
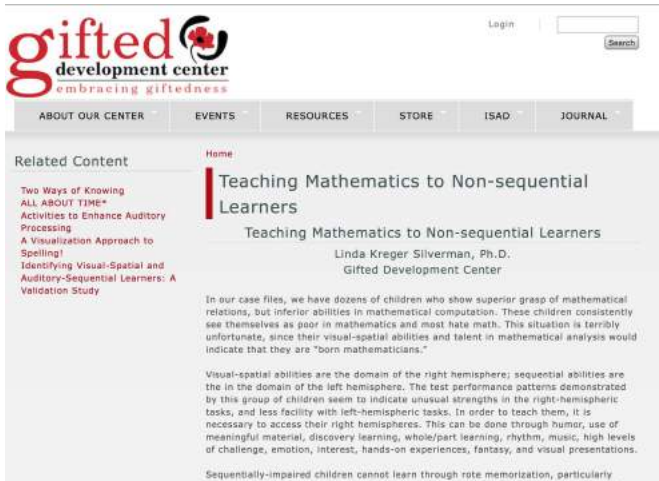
Understanding the 'why' behind steps of math problem solving can be essential for many dyslexic learners to master mathematics. Learning math principles through hands-on activities and manipulatives will help students reason with math without resorting to long written explanations.

For many dyslexic students, writing doesn't really come 'online' until the upper elementary or middle school years. Holding students back or having written work act as a gatekeeper for learning higher math concepts is antithetical to the principles of the [Section 504](#) of the Rehabilitation Act of 1973 that bans discrimination against people with disabilities. The law states that schools must undertake simple inexpensive changes that allow students with disabilities to succeed in a school setting.



Many dyslexic learners are spatial and or visual more than verbal. Their insights in to how numbers are related to each other may come suddenly without words and without intervening steps (Steve Chinn's grasshoppers rather than inchworms). If students arrive at correct answers, but struggle with putting their explanation into words, teachers could see whether working from a bank of

possible answers or explanations could scaffold the process and not overwhelm a student's working memory. Over time, the supports could be taken away after being given more practice with the possible choices for how math problems were solved. To read more examples of math students with nonverbal rather than verbal strengths, click on the papers below.



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ARTSHARE

Congratulations Artshare winners of the month! Both Ella and Dylan win a copy of Clark Mishler's beautiful Alaska Photo book!

Please share your artwork and photography and you may win one too! Submit [HERE](#).

ELLA, 9. Oshkosh, WI

Bee-autiful Bee. While helping her mom garden, Ella zoomed in and captured this bumble bee on a sedum plant in one shot! (Her mom tried numerous times without success.)

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DYLAN, 18. Mesa, AZ.

Spraypaint Artwork.



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Texas House Speaker's Dyslexia Gives Him a Unique View of Learning Disability Funding

Dallas News



"My son was told, 'You can't read. Don't even try.'"

Lovewhatmatters.com



Adderall + Vyvanse Can Cause Psychosis in First Time Users

NBC News



As Victoria Beckham proves, dyslexics have strengths that help them flourish after school

Telegraph (unfortunately behind paywall)
"Dyslexia doesn't just run in our family, it gallops!"



Was holding back your student a good or bad idea?"
(response from parent of gifted dyslexic)

Quora



North Dakota to Consider Dyslexia Screening in Schools

Bismarck Tribute



Henry Winkler Describes Crippling Self-Doubt Due to Dyslexia

People Magazine



Employer Settles After HR Decided "No Point" in Training an Employee with Dyslexia

HRDive



Georgia Lawmakers Approve Mandatory Testing for Dyslexia Screening

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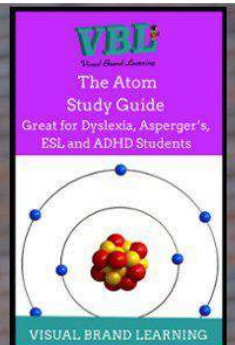
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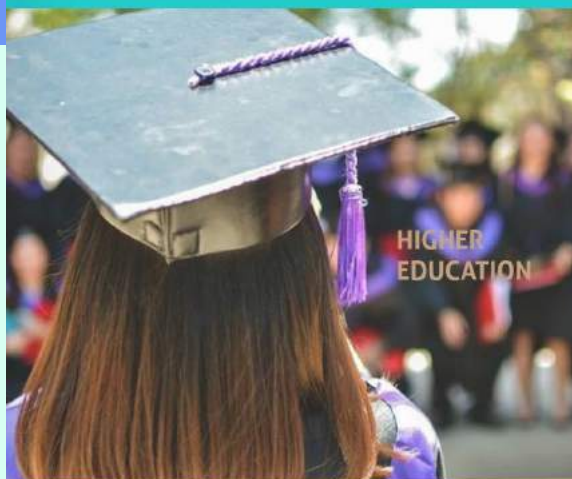


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Dyslexic Advantage

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MISREADING QUESTIONS AND THE
ROLE OF SYNTAX

THE ORGANIZED CLASS: A MATH
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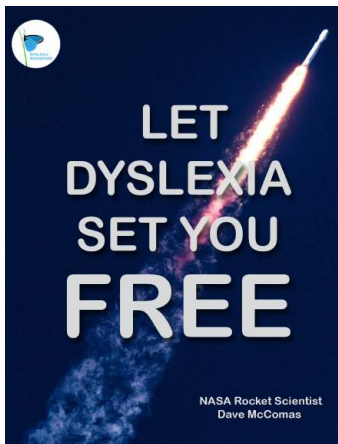
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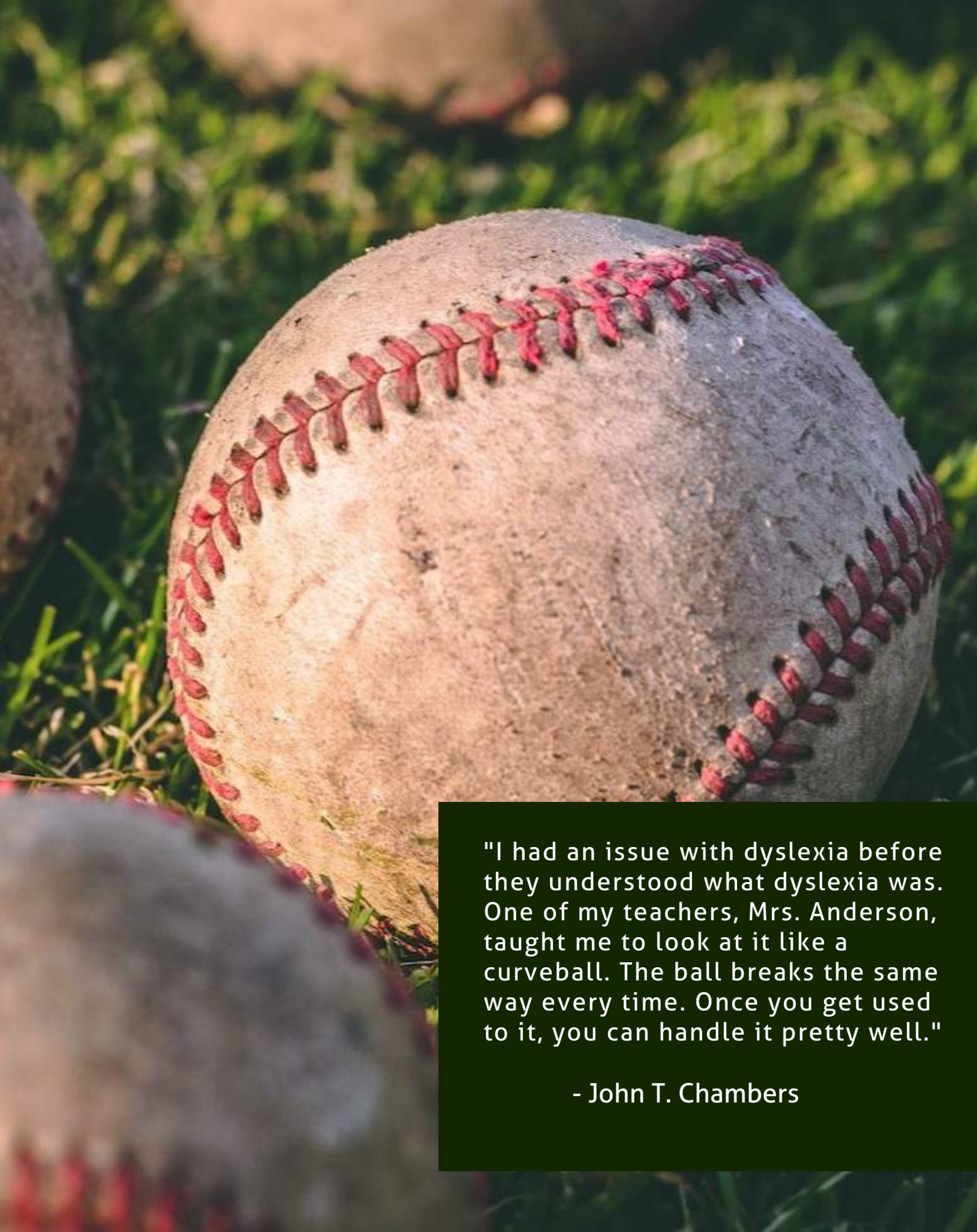
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- John T. Chambers