Dyslexic Advantage Newsletter

JULY 2019 ISSUE 43

IN THIS ISSUE:

- Amazing Tom Holland
- Tuskegee Airman
- Dyslexic Advantage in Sweden
- Pitfalls of Dyslexia Simulations

- Dyslexia and The Creative Advantage Now
- Cultivating Love of Reading
- Multisensory Math
- Dyslexia Research and News

TOM HOLLAND
Dear Friends,

We hope you're having a terrific start to your summer!

- Fernette Eide

Check out our wonderful sponsors: Winsor Learning / Sunday 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. (only 1 left!)

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 support by Sarah Macapobre.

Thanks also to volunteer Dyslexic Advantage Board members Tom West, Tanya Wojtowycz, 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/2Esa
AMAZING TOM HOLLAND


Tom was a gymnast before becoming Spiderman and even flipped into and out of his audition for Spiderman: Homecoming.

Tom's dyslexia was identified at the age of 7 which led his parents to enroll him in a private school. He's occasionally been hounded on social media because of spelling or grammar mistakes, but most of all he's lauded for his natural acting ability and athletic skill.

Many fans of Tom's movies may not realize that he's English and this Spiderman New York accent was learned!

Apparently in order to prepare for the Spiderman role, he also enrolled as a student at Bronx High School of Science! Check out Tom's interview below where he switches into talking American. Amazing actor!
Some dyslexic actors and actresses are natural mimics both in physical mannerisms and voice. It's a skill that uses strengths in multisensory observation as well as personal memory.

In Tom's spare time, apparently he likes something called free running with his friends which involves making jumps and flips in natural environments.

In the video above, check out Tom exercising some of his Spidey skills!

Tom is a master of M-strengths because of his keen kinesthetic sense and spatial abilities.
Tom first got interested in dance as a little kid when he took hip hop lessons. A talent scout spotted him at the age of 10 and encouraged him to try out for the lead role in Billy Elliot the Musical.

He trained in classical ballet for two years and auditioned 8 times before succeeding (he was initially deemed too small for the part), eventually debuting as Billy in 2008. He danced for almost two years, doing some of his crazy moves like walking up walls and doing backwards flips.

As a role, Spiderman can be a difficult one to play because even in film, the character is completely covered when in costume. The film makes the eyes expressive, but Tom's remarkable control of body movements helps him bring expressiveness through gesture in the role.

Coming to theaters July 2nd, is Spider-Man Far From Home. If you want to check out the latest trailer, check it out below. But don't watch it if you haven't already seen EndGame because there's serious plot spoilers.

What's after that for Tom? Other movies with Tom are Chaos Walking and The Devil All the Time which are in post-production and Uncharted which is in pre-production. He also lends his voice talent to Onward and The Voyage of Doctor Doolittle. Way to go, Tom!
EVIDENCE-BASED

• EVERYONE can be an effective multi sensory teacher
• More than 40,000 educators are using the system
• Comprehensive
• Quick to Implement

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.
At the age of 95, Francis Macon, former Tuskegee Airman, returned to the cockpit at the Colorado Springs airport. It was a thrill to be in the cockpit of his beloved Texas T-6 airplane.

In his autobiography, *I Wanted to Be a Pilot*, Francis recalled how he hated school and had to repeat the 2nd grade:

"...ninety years ago no one understood things like dyslexia. It's a learning disability that makes reading, math, and spelling very hard...It was just one of the many obstacles I had to overcome.

I preferred working with my hands...

School confused me, but that didn't mean I was dumb. Thankfully, I knew that. I fixed things. I made things. I was so curious at times it got me into trouble....I remember Mama calling me a failure which really hurt me for years.."

"At times I wanted to quit, or at least skip school. Thankfully, I did not quit. Some adults thought I would never amount to anything. I proved them wrong. Today people consider me a part of history. Many even call me an American Hero."
When Francis was a young boy, he hung with older kids and watched them fix cars and take apart things like model A's and headlights. He and his friends made go karts that they could race. Francis also remembers a fascination with how clocks worked and once he upset his mother because he couldn't be found for hours because he was watching the machinery of an hotel escalator - trying to figure out how it worked.

When Francis was in middle school, he swept and cleaned planes and afterwards pilots often took him for rides in their airplanes. Working hard after school, he earned enough money to afford flying lessons.

Still struggling to read, he still forced himself to get through Popular Science magazines - and at least those magazines had pictures. In order to understand planes better, he also built model airplanes all the time and changed their design to improve their flight. In school, he signed up for an elective that he said later changed his life - it was mechanical drawing.

Instead of reading novels, he read instruction manuals, and gradually he learned how to read.

To learn more about how Francis learned math and eventually became a Tuskegee airman, check out his book.

Many readers will find that many of his self-discoveries resonate with their own experiences. For instance, regarding math: "I knew I wasn't any good at a problem with multiple numbers. Because of the dyslexia I didn't know I had, those numbers jumped around just like the letters.

I figured out I was good at patterns. Once I memorized my math facts, I picked out patterns. The easiest patterns for me to find were doubles and combinations that added up to 5's and 10's."

The Tuskegee Airmen "made a pioneering contribution to the war and the subsequent drive to end racial segregation in the American armed forces."

- Smithsonian Museum

Francis returned to the cockpit on the 75th Anniversary of D-Day.
At the invitation of Susanna Cedarquist (En Bild Av Dyslexi), Brock and I had a chance to give a presentation about dyslexic MIND strengths to a distinguished audience that included Prince Carl Philip. The Prince has his own charitable foundation (Prince Carl Philip and Princess Sofia Foundation) that focuses on reducing bullying against students with dyslexia as well as issues of cyberbullying.

Brock and I had a chance to talk one-on-one with the Prince over lunch about all things dyslexia. We were impressed with his awareness of the issues and his interest in making life better for dyslexic people of all ages.

At this Dyslexia and Creativity Conference, we were joined by a great diversity of speakers, including founding Dyslexia Advantage Board member and author Thomas G West, Dr. Helen Taylor from the University of Cambridge, Gustav Källstrand from the Nobel Prize Center, Örjan Strandberg, Chairman of the Stockholm Innovators Association, Dr. Gunnar Bjursell, Professor of the Karolinska Institute. It's exciting to see how more people are embracing the positive side of dyslexia!
We take the struggle out of
Reading and Spelling

Multisensory • Research-based • Orton-Gillingham approach

www.AllAboutLearningPress.com

READERPEN™

Increases independence & confidence
Multiple Built in Dictionaries including Primary
Enhances comprehension & literacy skills
Curriculum is made available to all
No more time stretched parents or teachers

#succeed with dyslexia

www.scanningpens.com | www.readerpen.com

GREAT FOR USE AT HOME & SCHOOL

FREE 30-DAY TRIAL
AVAILABLE TO SCHOOLS AND EDUCATION PROFESSIONALS

JOIN OUR WEBINARS
Sign up for a FREE webinar

EXAMREADER
No dictionary or storage, making it ideal for exams and testing. See examreader.com for more information

"We are very happy to be able to offer our students the C-Pen Reader Pens. We have found much success with the devices helping our students to access text, which has impacted every other area of their academic development. The pens have been a helpful tool for a wide range of users, from those with reading and learning difficulties (particularly dyslexia) to general students. Our students who have received the reader pen are feeling better about reading which is translating into better academic outcomes."
Give her the confidence she needs to succeed.

Give her All About® Spelling.

Rooted in research and based on the Orton-Gillingham approach, All About® Spelling is...

- Multisensory
- Mastery-based
- Customizable
- Suitable for all ages and learning styles

Start your child on the path to spelling success.

Go to www.AllAboutSpelling.com to learn more!
PITFALLS OF DYSLEXIA SIMULATIONS

Dyslexia simulations are good, right? They definitely have good intentions - and one of their biggest benefits is increasing empathy for students who may be struggling. But there are pitfalls and potential negative effects from dyslexia simulations and in some cases non-dyslexic people who experience them may be more likely to show discrimination about dyslexia than if they had never undergone a dyslexia simulation before!

One online dyslexia simulation is the one posted by GitHub [here](https://github.com).

As you look at a paragraph, the letters are always moving on a page.

I remember when this simulation first was shared on social media, many people loved and thought it would help people be more understanding and give students more time, but one person commented that if that was really what dyslexia was like, than dyslexic people shouldn't work in many occupations (!). Of course that was a WRONG conclusion because an ever-changing flickering of letters is not at all what dyslexia is like.

SIMULATIONS CAN PROMOTE EMPATHY

When disability researchers had some college students navigate through their campus in a wheelchair, they were much more empathetic toward people in wheelchairs later and also more likely to assist a disabled person when asked. Many times teachers and parents have said that they felt much more empathetic toward their dyslexic students after participating in in simulations that for instance asked them to write their names in a mirror or perhaps gave them a barely legible passage to read in an extreme time pressure situation.
But simulations can also be a two-edged sword because they can also give misleading information and unwittingly increase the likelihood of discrimination by participants later.

In an article entitled, *The Perils of Playing Blind*, disability researcher Dr. Arielle Michal Silverman made the following interesting point about disability simulations involving the blind:

"People often believe that they are discovering what it is like to be blind when they are briefly blindfolded, but this is not entirely true. Being blindfolded parallels the experience of first becoming blind, not the experience of being blind for many years. Typically, disability simulations are quite brief, lasting mere minutes or hours (e.g., a 25-minute wheelchair simulation). Participants are thrust into blindness and immediately confront the challenge of attempting routine tasks nonvisually, often without effective guidance. While the onset of blindness can indeed be traumatic, it is very different from the reality of living with blindness after many years. People adapt to new disabilities over time by mastering alternative techniques, building support networks, and focusing their attention on areas of their lives that are unaffected by the disability... Consequently, simulations can give the mistaken impression that the entirety of being disabled is marked by loss, frustration, and incompetence."

A major danger of role-playing such as this is that the essence of life with a disability is conveyed in negative terms. In fact after test subjects underwent a simulation experience, they were more likely to hold discriminatory opinions about the blind working in various occupations. Other studies found that simulation participants were more likely to underestimate the ability of individuals with disabilities, classroom teachers gave them less challenging assignments as well as providing less in-classroom attention.
INCORPORATING POSITIVE AND PROACTIVE ELEMENTS INTO SIMULATION EXPERIENCES

For blindness simulations, positive skills could be modeled by having blindfolded participants feel the shapes of letters. What positive elements could be included in simulations for dyslexia? When confronted with a passage that couldn’t be read, would participants activate a text to speech option so that they could complete the task and move onto the next station? What about being unable to write their name by hand. Would they choose to type if that were an option instead?

Reasoning through multisensory materials might give some participants their first experiences with nonverbal reasoning. What one must ask is what do we want participants to be more likely to do after the simulation? Being more empathetic is not enough. Having some awareness of positive technologies and alternative ways of learning will make it much more likely that they’ll be a positive influence on the next students they encounter.

INVOLVE DYSLEXIC PEOPLE

Finally, dyslexia simulations should always strive to include dyslexic people talking to non-dyslexic participants. Dyslexic people can answer questions about their jobs, talk about their reading and writing and use of technology and provide a positive vision for many of the young people they work with may be doing in the future.

Who knows? Some of these visitors may also be great classroom visitors who can also dispel some of the myths about dyslexia and empower the next generation.
Since 1997, we have turned over 500,000 struggling students into thriving students.

We created a product that anyone can use to be a successful Orton-Gillingham based tutor.

No really...anyone.

www.winsorlearning.com
800-321-7585
DYSLEXIA AND THE CREATIVE ADVANTAGE NOW at SCIENCE MUSEUM OKLAHOMA

It's open! If you're in Oklahoma, check out the Science Museum of Oklahoma's Dyslexia and the Creative Advantage exhibit.

From the **Oklahoman**:

“Beautiful Minds” pays tribute to famous achievers who have or are believed to have had dyslexia, including Steve Jobs, Leonardo Da Vinci, Albert Einstein, Erin Brockovich and Agatha Christie; showcases the artwork of dozens of students with dyslexia from Oklahoma City’s Trinity School; and through a partnership with Decoding Dyslexia Oklahoma, spotlights several students who have overcome the challenges of dyslexia to achieve personal and academic success."
The goals of the exhibition are several - increase awareness about the creative advantages that come with dyslexia, but also educating museum-goers about school-based symptoms and signs so that they get the tools and supports they may need.

“I know that dyslexia is being recognized in students that have come to this exhibit. I know it for a fact because my mom has decided to get my niece tested now that we’ve done this exhibit,” Atchison said.

“There was one girl who came through here who is dyslexic and she has always had a lot of shame associated with it. ... Her reading specialist that works with her the next week could not get her to stop talking about all the positive aspects of being dyslexic. She was like, ‘I’m better at this, I’m better at this, and this person was dyslexic and this person was dyslexic.’ So, it really made a difference.”

Congrats Oklahoma Science Museum and Decoding Dyslexia Oklahoma on what looks to be a great event!
It Takes 4X as Long to Intervene in Fourth Grade as it Does in Late Kindergarten*

Screen for the specific skills affected most by dyslexia in grades PreK-3 to identify struggling students early and provide timely, targeted interventions to help them achieve reading success.

Learn how to use the Formative Assessment System for Teachers (FAST™) from FastBridge Learning® for early dyslexia screening, intervention planning and progress monitoring.

HOW FAST WORKS
https://go.fastbridge.org/julda1

*National Institute of Child Health and Human Development

www.fastbridge.org
612.254.2534
CULTIVATING A LOVE OF READING

Q: Is it possible?
A: Yes it is.

The Cult of Pedagogy explored this topic from an opposite point of view, but the challenge is a formidable one, especially if a reader is dyslexic.

GOOD THINGS TO DO

- Allow kids time to read for enjoyment. Let them choose their books or help them choose their books if they can't decide what to read.

- Allow kids to choose books above their reading level and let them know about reading along listening to an audiobook or using a scanning pen if it might help them decode words.

- Suggest books that they may love or at least get hooked on. We've heard so many stories of kids falling in love with Harry Potter or Geronimo Stilton. Read the first chapter or chapters aloud first with them - it will make the rest of the book easier and more enjoyable. Recognize that for dyslexic kids, their intellectual level may be several levels about their read aloud level.

- Aim high. Don't lowball their intelligence. Many students love plot and character complexity, the sound of beautiful words, and new perspectives.
Helping Children, Teens, Adults, and Families Realize Their Potential

assessement | consultation | treatment

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

“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.”

---

Celebrate ear readers. You can love books by listening as well as reading by eye.

Resist the temptation to pair reading with something else - whether it's a worksheet, a quiz, book report, or reading log, or something else. Encourage a love of reading for its own sake.

Create a positive and individualistic view of reading in the classroom. Design reachable reading goals for each student and include in student IEPs to increase the likelihood that the student will not be punished for missing unreasonable expectations in future years.

Having students recognize their own accomplishments is all right - but just be aware that data from ‘flow’ researcher Mihaly Csikszentmihalyi suggests that reading for one's own satisfaction and value will be more likely to foster a love of reading than any external 'carrots' dangled by well-meaning relatives or teachers.
MULTISENSORY MATH:
MOVING TO LEARN

For some students struggling with the procedural steps of math, kinesthetic learning is not optional - it may be the only way to reliably learn.

Chris Woodin of the Landmark School in Massachusetts has a number of free valuable resources on his website HERE.

He argues that rather than visual and auditory teaching driving motor learning, motor learning can also take place first and then coupled with verbal labeling and visual examples to drive long term learning through personal or episodic memory.

What this means is that a student in Chris' class is more likely to be asked to get out of his chair and learn math steps through whole body movements rather than the traditional sit, watch, and listen practice of most classrooms.

For instance, a young girl learning 8 divided by 2 = 4 might do the following jumps:
LET STUDENTS READ ON THEIR OWN!

- Increases independence & confidence
- Multiple built in dictionaries including Primary
- Enhances comprehension & literacy skills
- Curriculum is made available to all
- No more time stretched parents or teachers

$250.00
ex TAX and shipping

FREE 30-DAY TRIAL
AVAILABLE TO SCHOOLS AND EDUCATION PROFESSIONALS

JOIN OUR WEBINARS
Sign up for a FREE webinar
Scan here for more information!

SCHOOL DISTRICT DYSLEXIA THERAPIST
“With the help of the C-Pen Reader, my students can now go to the library and choose a book of interest that they truly enjoy reading. This has broadened their interest levels, vocabulary and exposure to fiction and nonfiction books. Before the ReaderPen, my students were limited to books at lower lexile and independent reading levels. For this reason many of them were bored by the content or frustrated by the sheer act of reading.”

www.scanningpens.com | www.readerpen.com
In another video, see how a student is guided through number associations physically standing in the middle of the arms of a clock, then given practice translating those ideas onto a page and finally extrapolating numbers.

By taking the time to establish the large body associations with terms and procedural steps, errors over reversals are less likely to occur later.

In the video below, see how the positions of 3, 6, and 9 on the clock are first taught relative to the position where a student is standing; next the spatial relationships are taught on a paper clock.
VISUAL PROBLEMS MORE COMMON IN CHILDREN WITH DYSLEXIA

From research at Boston Children's Hospital and Harvard Medical School:

"In this cohort study, school-aged children with developmental dyslexia exhibited more deficits in visual function—vergence, accommodation, and/or ocular motor tracking—than did a nonrandomized control group of typically developing children....

Among the children with DD (10 girls and 19 boys; mean [SD] age, 10.3 [1.2] years) and the TD group (21 girls and 12 boys; mean [SD] age, 9.4 [1.4] years), accommodation deficits were more frequent in the DD group than the TD group (16 [55%] vs 3 [9%]; difference = 46%; 95% CI, 25%-67%; P < .001). For ocular motor tracking, 18 children in the DD group (62%) had scores in the impaired range (in the Developmental Eye Movement test, Visagraph, or both) vs 5 children in the TD group (15%) (difference, 47%; 95% CI, 25%-69%; P < .001). Vergence deficits occurred in 10 children in the DD group (34%) and 5 children in the TD group (15%) (difference, 19%; 95% CI, −2.2% to 41%; P = .08). In all, 23 children in the DD group (79%) and 11 children in the TD group (33%) had deficits in 1 or more domain of visual function (difference, 46%; 95% CI, 23%-69%; P < .001).

Conclusions and Relevance These findings suggest that deficits in visual function are far more prevalent in school-aged children with DD than in TD readers, but the possible cause and clinical relevance of these deficits are uncertain. Further study is needed to determine the extent to which treating these deficits can improve visual symptoms and/or reading parameters.
DISCOVER YOUR LEARNING ABILITY

LEARN MORE

CHURCHILL CENTER & SCHOOL
National Leader in Learning Disabilities

As a Wilson® Partner School, Churchill provides research and evidence based instruction for students who have been unable to learn to read and spell with other teaching strategies.

We empower bright children to thrive, no matter how they learn!

churchillstl.org  314.997.4343
<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unraveling the Myths Around Reading and Dyslexia</td>
<td>Edutopia</td>
</tr>
<tr>
<td>The Upside to Dyslexia, Even as a Journalist</td>
<td>CNN</td>
</tr>
<tr>
<td>Benefits to Learning Cursive, But Schools Don't Require It</td>
<td>Weareteachers</td>
</tr>
<tr>
<td>Many School Districts Hesitate to Say Students Have Dyslexia and That Can Lead to Problems</td>
<td>WAMU American University Radio</td>
</tr>
<tr>
<td>The Louisiana Twins with Dyslexia That Won Over $2.5 Million in College Scholarships</td>
<td>KSLA News</td>
</tr>
<tr>
<td>Best Apps for Students with Dyslexia</td>
<td>Learning About Learning Blog</td>
</tr>
</tbody>
</table>
Push to Require Disability Training for Doctors Meets Resistance

Disability Scoop

Bipartisan Group Re-Introduces RISE Act in Senate to Reduce Burden of Retesting for Students with Disabilities in Higher Education

Gov Track
[ON-DEMAND WEBINAR]

Build a Framework for the Early Identification and Intervention of Dyslexia

Join Sally Grimes, Founding Director of the Grimes Reading Institute, and FastBridge Learning® in this free, on-demand webinar about how to build a reading program that supports students with dyslexia.

You will learn:
- Key characteristics of dyslexia and related language difficulties
- The importance of early screening
- Pre-literacy interventions for Pre-K and Kindergarten
- Other elements critical to supporting students with dyslexia

REGISTER  https://go.fastbridge.org/julda2

---

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 +

Estimating: to the nearest hundred

5 + 5 = 10
2 x 5 = 10
10 + 2 = 5
10 - 1 = 9
9 + 1 = 10
246
250
262
200
300

CLICK THIS AD TO WATCH OUR SAMPLE VIDEO TO SEE OUR APPROACH
CONTROVERSY: PUSH BACK AGAINST DYSLEXIA AFTER PBS NEWSHOUR STORY

With the provocative title of "What parents of dyslexic children are teaching schools about literacy" on PBS Newshour, some educators have written a letter of protest.

Somewhat surprisingly, these educational experts are challenging the scientific certainty of dyslexia from the website of Reading Recovery. From their letter:

"It suggests erroneously that there is scientific certainty about dyslexia and how it should be addressed instructionally. In fact, the research evidence is equivocal and there is much room for debate about whether dyslexia is an identifiable condition, whether it can be reliably diagnosed, and whether there are instructional approaches that are uniquely effective in ameliorating it."

Another reading expert (Steven Dykstra) in a post titled In Defense of Truth challenges that letter including their incorrect assertion that the APA wasn't recognizing dyslexia (it does) as well as other errors.

Rightly, Dykstra recognizes the importance of "phonics, phonology, phoneme awareness, and morphology", but he also seems sympathetic to the argument by UK former special education teacher Julian Elliott that "spending precious time and resources separating dyslexic children from other struggling readers is wasteful since all need the same approach".

What does this mean? Despite some remarkable success of parent advocacy groups like Decoding Dyslexia and the Bipartisan Congressional Dyslexia Caucus, there may be many resistant school districts and individual teachers pushing back on the notion of specific interventions to help dyslexic children. Families should be aware that they need to be informed on the issues and be prepared to advocate and educate school personnel if necessary.

Read more HERE about the reality of how dyslexia differs from low IQ poor readers.
“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.”

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

assessment | consultation | treatment

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

San Francisco Bay Area 925-939-7500
Los Angeles Area 310-478-6505
www.summitcenter.us
WOW - CONGRATS JULY ARTSHARE WINNERS!
Enjoy the beautiful work of McKee (10), Melissa (11), and Lily (10)!

McKee has been listening on Audible, while reading along on a Kindle all the Harry Potter books. She loves the books and is just about finished with Book 7. She admires Hermione, especially how she solves problems and had fun drawing her.

Hermione by McKee. South Carolina.

Rusted Ironwork by Melissa. California. (Above)

The Mist of Music by Lily. Texas. ----->
BE PREPARED!
BACK TO SCHOOL PREMIUM GUIDE!

- Dyslexia for Teachers
- Back to School Prep for Parents & Students

SUBSCRIBE
It's just
$5 per month!
($60 per year)

POSTERS!
Encourage and motivate your students with dyslexia with the beautiful full color 12x16 or 16 x 20 inch poster!

As low as $16.99!

READ DYSLEXIC ADVANTAGE PREMIUM ON MOBILE DEVICES TOO!

"Amazing issue! I love the hands-on advice!"

$5 per month!

[Images of mobile devices and magazine covers]
Visual images and building understanding

**Linking images to symbols/numbers**

Reversing

5 + 5 = 10
2 x 5 = 10
10 + 2 = 5

**Inter-relating numbers and operations + - x ÷**

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
HAPPY SUMMER!

Got a comment or suggestion for a future issue? Share it below:
"If you put something out into the universe, then you increase your chances of it happening..."

- Tom Holland

Photo: Milan Popavic