

FEBRUARY 2020 ISSUE 50

Dyslexic Advantage

NEWSLETTER



CHOREOGRAPHER CHARLOTTE EDMONDS FROM SINK OR SWIM : UNDERWATER BALLET ABOUT DEPRESSION

Photo: Zac Macaulay Dancer: Francesca Hayward The Royal Ballet

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- CLUES FOR UNRECOGNIZED DYSLEXIA
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- "LIKE" TERMS IN ALGEBRA
- ANTI-BULLYING VIDEO
- DYSLEXIA NEWS



Fernette Eide MD,
Editor

DOWNLOAD THIS
NEWSLETTER **HERE.**

Dear Friends of Dyslexic Advantage: Some powerful articles this month. Check them out! Also important deadlines. Encourage your students to enter!

Karina Eide Memorial COLLEGE SCHOLARSHIPS MARCH 1 HERE. This may be one of the highest number of scholarship winners chosen because of an unexpected end of the year gift. ENTER! There is no minimum GPA.

MAY 1st is the DEADLINE for the **INGENUITY AWARDS**. There's a new young entrepreneur bonus, too! For ages 7 to 18 years only.

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Recite Me, and The Writers Studio.



We're happy to announce that our partner **NEUROLEARNING** has launched their iPad-based Dyslexia app for adults and ages 7 & up! The app provides a dyslexia score as well as a report with weak areas and strengths. 3% of profits are donated to Dyslexic Advantage.

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.

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/DxUe>



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Photo: Alice Pennefather

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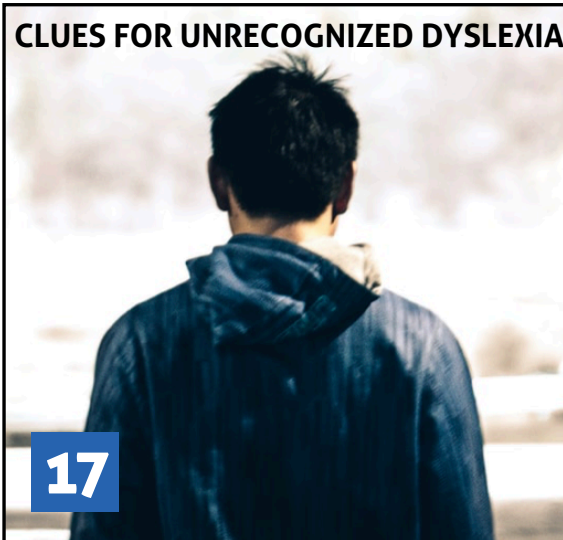
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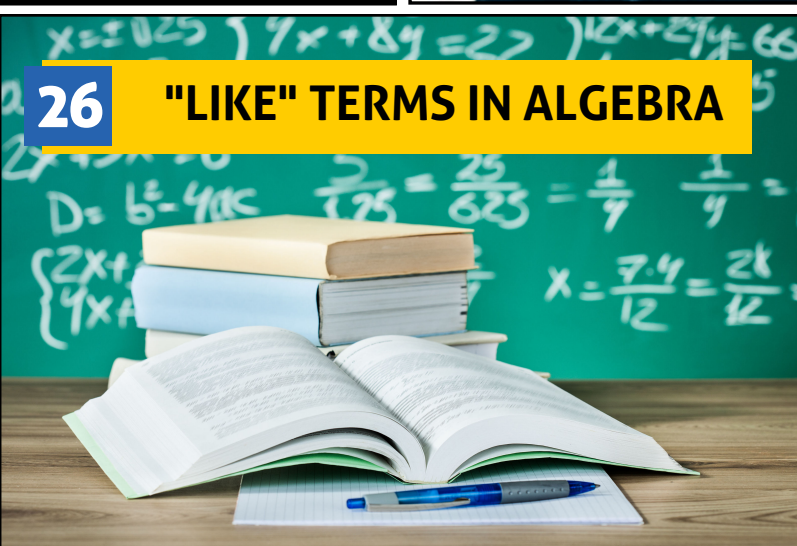
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DYSLEXIC CHOREOGRAPHERS: TOUCHING OTHERS THROUGH DANCE

It's mesmerizing and powerful...Charlotte Edmond's choreographed underwater ballet that was meant to convey the experience of being depressed and at the same time overcome the stigma that exists about mental illness. >>>WATCH VIDEO ON NEXT PAGE.

This remarkable choreographer is Charlotte Edmond, a young woman who is also now working on a documentary and dance project focusing on dyslexia and creativity.

Charlotte Edmond first began to dance at the age of 4. Her mom was a single mom headmistress at a boarding school, and dancing kept Charlotte occupied. By 11, Charlotte joined the Royal Ballet School.

School work was challenging because of her dyslexia, but in retrospect, she says that dyslexia may have helped her choreography, because she had to use visualization strategies in order to remember for school.

She earned her first commission at the age of 16, and by 19 she became The Royal Ballet's first Young Choreographer.

Said the artistic director for the Yorke Dance Project, Charlotte's first commission, "I knew from observing her in class that she didn't just take a combination and try to do it exactly as I had given it. She had a way of being creative."

In [Pointe](#) magazine, said the English National Ballet's ballerina, Isabelle Brouwers: "I really see her becoming one of the next star British choreographers. You never feel like you're going to work with her - it's fun. She allows us to give our input, and she works with our strengths."



**There should be no
shame in admitting
you don't feel you
can keep your head
above the water**



Photo: Alice Pennefather

Photo of Charlotte by Alice Pennefather



Watch "What Life is like as a Young Choreographer with the Royal Ballet"



"I normally base most of my works on my personal experiences. I find that dance is the perfect way to express how I'm feeling."

- Charlotte Edmonds

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TIPS FROM HANNAH

COLLEGE JUNIOR with a 4.0

KNOW YOUR STRENGTHS - SELF-ADVOCATE

- Early in group work, let your fellow students know that you're dyslexic. Say, "I'm dyslexic, so I can't read or write well, but I'm creative and can come up with ideas."
- Don't be afraid of asking students to read things for you. You can help more if people read things aloud to you.
- Research on RateMyProfessor ahead of time to find teachers that will work with you re: dyslexia. Are there any warning signs? I like choosing professors who like a lot of class participation.

ASK FOR SUBSTITUTIONS IF YOU NEED THEM

When snow days upset the schedule at school, Hannah had to face learning material and putting together an assignment over Thanksgiving break without the help of the writing center. Looking over the assignment, she made the decision to ask the teacher whether she could substitute a reputable podcast for one of the required resources, and the teacher approved it.

From our standpoint, Hannah's asking for this reasonable accommodation served two benefits - one helping Hannah demonstrate her knowledge, and the other, helping her teacher to recognize the impact of school changes on students with diverse needs in her classroom.

- Talk to other classmates to see how much a professor uses the book before selecting a class.
- There are some classes with a lot of technical words - like anatomy or physiology, she avoids them.

- Hannah also prefers participating actively in class so that a teacher knows her first before disclosing and requesting accommodations (students may differ on this preference). She wants her teacher to know first that she's hard-working and prepared with material before making requests. Otherwise, Hannah says, a teacher may think that a student wants to "get away" with less work.
- Hannah also felt college rewards students who are proactive. She advises students to just say, "This is what I need. This is what I need to get done."
- Sometimes Hannah found that she had trouble getting accommodations that she needed. For instance, there might be one staff member who doesn't think you need accommodations because you are bright and able to problem solve. Having the person see for themselves what help you need may help change their mind...or not. For instance, she might ask their help doing something so that they begin to recognize that there's a need. As an example, Hannah mentioned that she might be able to get text-to-speech, but she might not receive PowerPoints (Teachers Notes) for her classes.



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INSPIRATION

- Hannah told me about a semester when she had to take a certification test. The teacher didn't provide her with a reader.
- Also, if a teacher doesn't provide you with something that you need, like a copy of her PowerPoint, Hannah says, "You just have to speak for yourself, and not back down...there's a lot of pressure to scurry off and find a different way, but if you keep doing it, very politely, but keep insisting you need it, that can be very helpful."
- Sometimes teachers will have their PowerPoint, but also have a paper on the side which is their Talking Points...and teachers are very reluctant to give that out, but depending on your relationship with the teacher, you can basically get that paper of their notes. You may not be able to get that every day regularly, but if there's a specific area that you had problems with, they might send it over.

TALKING TO A PROFESSOR ABOUT ENGLISH CLASS

Hannah also told me about how she spoke to her English class teacher. She was very nervous about the class, but she made an appointment and told her that she was a good student and that she was willing to put in all the work possible and get all the work done, but she needed more time.

She didn't want to turn her papers in late, because that would get her more behind with other assignments, but what she arranged with the teacher was to get the assigned readings and writing assignments 1-2 weeks ahead of time. She would get the reading and writing center to read them aloud, so that she would have completed the readings by the time she got to class. Otherwise teachers might give students 10 minutes to read in class, but she couldn't do that. She met with her tutors every Wednesday to get done what she needed the next week.



Thanks Hannah for sharing these incredible tips for our community.

We've uploaded Hannah's full audio interview (45 min) on our **Premium podcast page.**



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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.



DANCING WITH DYSLEXIA

"Life is short, so go for things you enjoy..."

- Dame Darcey Bussell

Last month, we had a question from a reader about dyslexia and dancing.

Q: Do you have any helpful strategies for dance?

There can be a number of extra challenges that come with dyslexia when learning dance.

SUGGESTIONS FOR LEARNING STEPS

Some of the issues have to do with the potential for reversals when observing, and confusion about verbal right-left prompts. Here are some tips recommended by fellow dyslexic dancers:

- Ask to video tape classes and film the teacher from behind or in a mirror to avoid the reversal problems.
- Ask your teacher to say "outside leg " or "inside leg" instead of right or left
- Write down the steps later to make them easier to remember.

DANCE

- Some teachers recommend teaching the feet steps first, then adding the upper body later.
- Some dancers mark their right and left shoes or wear a watch.
- Use the term "upstage" and "downstage" instead of forward and backward which may help them when they have to reverse the material.
- Create landmarks in the choreography by connecting steps with musical cues.
- Singing a sound or word in time while going through the steps will also help with learning the rhythm and musicality of the movement.
- Some dancers create their own keywords like sounds or funny names associated with a movement. Todd Rosenlieb, chair of dance at the Governor's School for the Arts said, "If you cross your legs and swirl to the floor, call it a swizzle stick."
- Some students prefer seeing the entire sequence rather than dividing up a dance into too many little parts.
- Learn your routine with landmarks in the room, like a window or piano.
- Known when you've had enough and stop before you get overloaded.

USING IMAGERY

- Eric Franklin has a method of using metaphors (like reaching for an apple).
- Chain images together like reach for an apple, open a curtain, etc.
- Identify transitions - in-between moments and name them (your shoulder blades are melting your back like ice cream on a warm day).

WORK AT HOME

- Some dancers keep a notebook of choreography, draw out routines.
- Teachers should provide dancers with copies of the music if they want to physically or mentally practice steps in their time away from the studio.
- Break down routines into 3-4 at a time and link them together before practicing them at half time to music.
- Try saying the names of figures out loud - even reading from a list...it may make them easier to learn than if you only said them silently.

Read more [HERE](#) and [HERE](#).



<http://bit.ly/dyslexianow>

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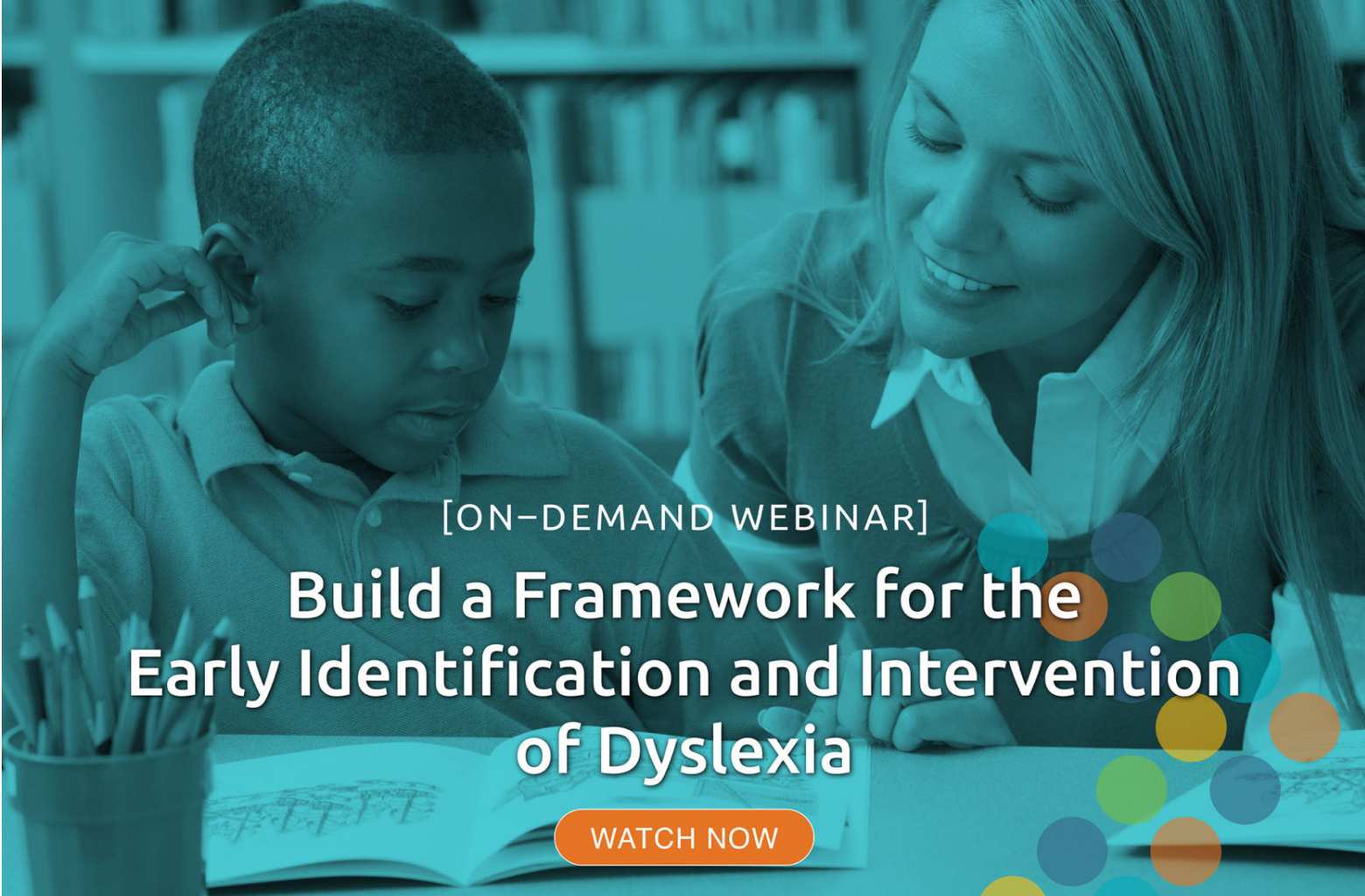
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Dame Darcey Bussell used to hide in the closet at school because of her dyslexia, but she became a principal dancer at the Royal Ballet at the age of 20. She is a former judge of the BBC's Strictly Come Dancing show. In the video enjoy this split screen of Darcey and her partner and the original Astaire-Rogers number!



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IDENTIFICATION

MIDDLE SCHOOL AND HIGH SCHOOL: CLUES FOR UNRECOGNIZED DYSLEXIA

Based on what we know about the incidence of dyslexia and the number of students that are formally identified, for every 1 person who is told of their dyslexia, there are 3 who are missed.

Recent legislation is focused on the early years of education...K-2 especially. These screening and identifications programs are important, but what about older students?

There's a nice review for teachers that came out last year from [Smart Brief](#).

Here are the key points:

"Silent Readers"

"A strong warning sign of an older student with dyslexia is avoiding reading out loud. Students may also refer to themselves as "silent readers." When they do read aloud, they stumble over multisyllabic words. The student may fatigue quickly or claim to be "bored" when reading or writing, and reading fluency may change based on the subject matter."

Because of the high incidence of dyslexia, every classroom is likely to have dyslexic students - and many be unrecognized. Teachers should be encouraged to read aloud to their classes and perhaps take volunteers to read passages, but they should not be conducting round robin reading or popcorn reading because these practices don't improve struggling readers' fluency and there are many negative results like triggering anxiety, shame, bullying, and school disengagement.



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IDENTIFICATION

Instead of round robin or popcorn reading, choral reading, echo reading, listening to audiobooks in class can ensure that everyone is accessing the reading for any discussion or assignments that follow.

If you've identified struggling readers in your class already, providing them with accessible texts beforehand (see Hannah's description [page 9](#)) can also be empowering and inclusive for your students.

Task Avoiders

"Task avoidance is one of the most common behaviors that students with undiagnosed dyslexia may exhibit in the classroom. Task avoidance is anything from consistently not turning in work while still attending class, to skipping class when a book reading or written assignment is due. Students will also go to great lengths to avoid being embarrassed in front of peers. If this means skipping class or being thought of as lazy or belligerent, so be it. Some students with language-based reading difficulties find oral presentations in front of large groups to be anxiety-provoking, while others may find this is the only time they can shine. It's important to understand the nature of the language-based learning difficulty to meet the individual needs of the student."

Writing Problems and Misspellings

"When it comes to reviewing your student's written work, you might notice that their placement of periods and apostrophes is incorrect. They may have poor handwriting to mask their poor spelling skills, or dysgraphia may also be an issue.

Some students write in all capital letters, because upper- and lower-case letters are confusing. The student may exhibit a great deal of knowledge when speaking but struggle to complete a short-written answer on the same subject.

"If the student has an unusual name or a name with numerous options for spelling the vowel sounds, such as "Michael," spelling his/her own name



IDENTIFICATION

correctly may be challenging for many years. Additionally, days of the week and months of the year may also be misspelled, even though the student has seen them numerous times. Remember, it's not typical for an older student to misspell these words, and it's not typical for an older student to need time to think about how to spell these common words."

Unfinished and "Careless" Mistakes on Tests

Writing difficulties are a common way for dyslexia to present in the middle and high school classroom, but to this list from Smart Brief, we would also add "misreading" questions on exams and assignments, and unfinished exams due to the students not being provided with more time.

Almost all dyslexic students need time for exams because of a myriad of factors, including slow reading, skipped words, retrieval issues, and perceptual problems. Many bright students identified as "underachievers" may actually be dyslexics who have missed identification in earlier grades.

If you believe that tests may be underestimating a student's fund of knowledge, then schedule time after an exam to test the student orally and see if her or his test results underestimate knowledge.

Students who haven't been formally identified may know very little about dyslexia, may not know how their school struggles can fit in with the picture of dyslexia, and how they can be helped.

Depending on where your state and school are with dyslexia legislation, there may be some uncertainty regarding formal testing (see [APM reports](#)). In the best situations, look into having your school's psychologist test your student for dyslexia. If your student is on an IEP or 504, you can also ask IEP team members such as a speech language pathologist. Some schools keep lists of private testers. An online screening tool is available through our partner [Neurolearning](#), but check with your school to see if the results will be accepted. Some resources like [Bookshare](#) require the test be administered by a specialist in order to qualify for free materials.

* N.B. A school may see a behavior problem, but the reality may be unrecognized and unremediated dyslexia.

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PREMIUM ISSUE FIFTY-ONE MARCH 2020

Dyslexic Advantage

PREMIUM MAGAZINE

DYSLEXIA: GIRLS vs. BOYS



IN THIS ISSUE:

- DONA SAKAR, TECH LEADER
- THE LOGIC OF SPELLING
- MIND THE GAP: SCHOOL TO WORK

- FROM TALKING TO TYPING OR WRITING BY HAND
- HOW TO TEACH MULTI-DIGIT ADDITION AND SUBTRACTION TO AVOID DIRECTIONAL CONFUSION

PREMIUM

UPCOMING ISSUE



- **DYSLEXIA IN GIRLS vs. BOYS**
- **DONA SARKAR TECH LEADER**
- **TEACHING SPELLING WITH LOGIC**
- **MIND THE GAP: SCHOOL TO WORK**
- **FROM TALKING TO TYPING OR WRITING BY HAND**
- **TEACHING MULTI-DIGIT MATH WITH**

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DYSLEXICS BETTER AT LANDSCAPE MEMORY



Jonatan Pie

In a recent issue of the journal, *Dyslexia*, there's an interesting little paper entitled [**The Effect of Landscape Photograph Type on Aesthetic Judgements, Attention, and Memory of Children with Dyslexia.**](#)

Interestingly, "both groups recognized all photograph types at a high rate after the short retention interval, but after the long interval, the children with dyslexia had better memory, especially for combined (natural and man-made objects) photographs." The researchers also cited findings from an earlier study by another group (Wang et al., 2013) that found that dyslexic students tended to pay closer attention to "unique visual stimuli (e.g. the shape of a hand, compared with the shape of a circle). Specifically they found that the children with dyslexia showed significant efficiency for selective attention for the more interesting and unique elements of the visual stimuli."



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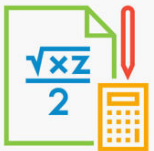
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PREMIUM ISSUE FORTY NINE JANUARY 2020

Dyslexic Advantage

PREMIUM MAGAZINE



DYSLEXIA & COGNITION

IN THIS ISSUE:

- WORK HACKS
- DOES SEQUENCING MATTER?
- GRAMMAR & READING COMPREHENSION
- DRIVING WITH DYSLEXIA
- DYSLEXIA & MATH: ESTIMATION
- TEACHING READING TO ADULTS

PREMIUM

RECENT ISSUE



- DYSLEXIA & COGNITION
- WORK HACKS
- DOES SEQUENCING MATTER?
- DRIVING WITH DYSLEXIA
- GRAMMAR & READING COMPREHENSION
- DYSLEXIA & MATH: ESTIMATION
- READING INTERVENTION FOR ADULTS

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STRENGTHS

This finding brings to mind what dyslexic scientist Dr. Matthew Schneps mentioned in his Scientific American article, [The Advantages of Dyslexia](#):

"The dyslexic scientist Christopher Tonkin described to me his sense of this as a sensitivity to "things out of place." He's easily bothered by the weeds among the flowers in his garden, and he felt that this sensitivity for visual anomalies was something he built on in his career as a professional scientist....

In one study, we (Dr. Schneps and his colleagues) tested professional astrophysicists with and without dyslexia for their abilities to spot the simulated graphical signature in a spectrum characteristic of a black hole. The scientists with dyslexia —perhaps sensitive to the weeds among the flowers— were better at picking out the black holes from the noise, an advantage useful in their careers.

Another study in our laboratory compared the abilities of college students with and without dyslexia for memorizing blurry-looking images resembling x-rays. Again, those with dyslexia showed an advantage, an advantage in that can be useful in science or medicine. "

Another paper that came to mind involved [recognition memory in adults compared to children](#). When young children (average age 5 years) and college age adults were shown different pictures of cats, young children outperformed the adults 4-fold because they looked more carefully at individual differences in the cats they had seen.



It's differences and strengths such as these that underscore the value that dyslexic people can bring to teams; they can notice things that others don't see and view problems and solutions from different perspectives.

Talents such as these have importance in many fields - from science and engineering, to art and design, innovative businesses and more. Talents such as these should be identified and nurtured. It's exciting to see how they can be recognize even in young children.

"LIKE" TERMS IN ALGEBRA

DON'T LET WORDS GET IN THE WAY

Many students get confused about "like" terms in Math, but it's not their fault. The terminology is confusing.

[Purple Math](#) has a nice page on this issue.

These are *not* like terms...

$$4x \text{ and } 3$$

...because the first term contains a variable and the second term does not.

These are *not* like terms...

$$4x \text{ and } 3y$$

...because the two terms contain different variables.

These are *not* like terms...

$$4x \text{ and } 3x^2$$

...because the variables are the same, but the powers on those variables are not.

These *are* like terms...

$$4x \text{ and } 3x$$

...because the variables are the same, and so are their powers.

But these are *not* like terms...

$$4x \text{ and } 3xy$$

...because the second term has an additional variable, so the variable portions don't match.

In Algebra, "like terms" refers to terms that have the exact same variable raised to the same power.

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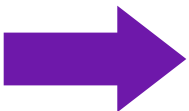
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Like many things for math and dyslexic students, the key is to provide students with an unambiguous definition of the word "like" in this context. Afterwards, the math problem solving parts are easy.

Some students save screenshots of definitions from the [Illustrated Math Dictionary](#) (like the one at right) so that they can review definitions and examples at review time.



Definition of

Like Terms

[more ...](#)

Terms whose variables (such as x or y) with any exponents (such as the 2 in x^2) are the same.

Examples:

$7x$ and $2x$ are **like terms** because they are both " x ".

$3x^2$ and $-2x^2$ are **like terms** because they are both " x^2 ".

But $7x$ and $7x^2$ are NOT like terms (the exponents are different), they are **unlike terms**.

Like terms can be added together.

$$5x + 9 + 3x - 2 = 8x + 7$$

See: [Term](#)

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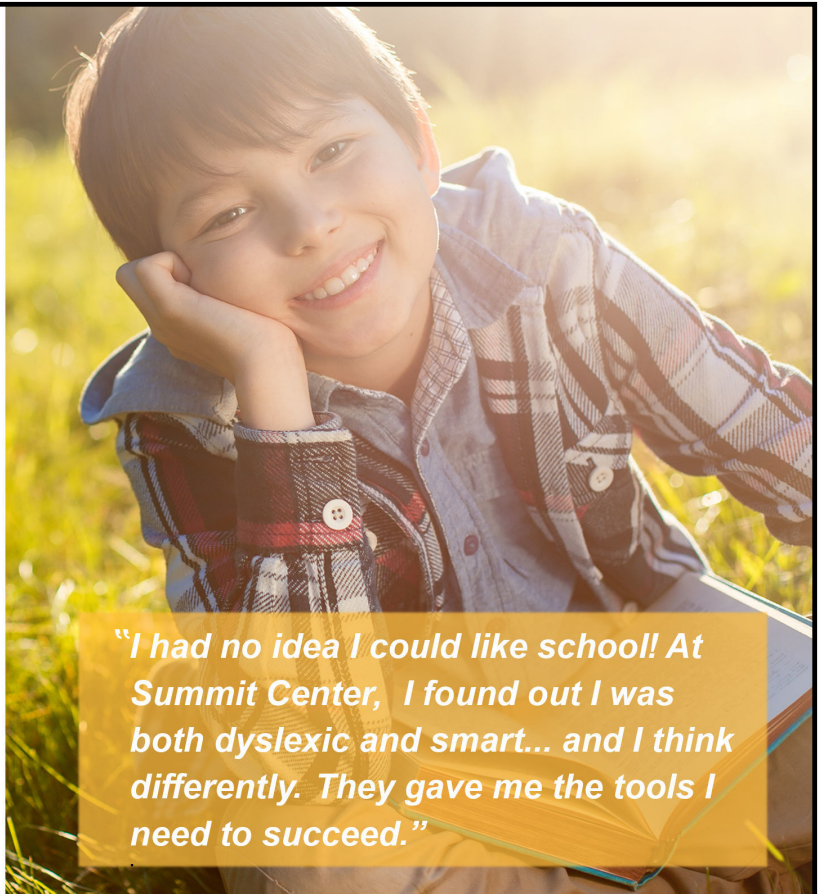
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"I had no idea I could like school! At Summit Center, I found out I was both dyslexic and smart... and I think differently. They gave me the tools I need to succeed."

LAUREN GRACE MAKES VIRAL ANTI-BULLYING VIDEO



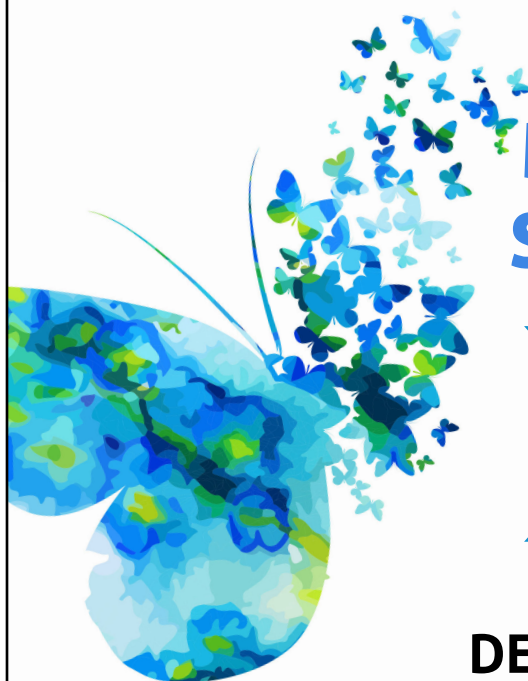
Congratulations to Lauren Grace who recently saw her anti-bullying video "I Hate Kate" go viral over Christmas break with over a million views.

Lauren's family have been part of our Dyslexic Advantage community for many years now and Lauren told me that she was inspired to create this film based on her mother's experiences with bullying. Lauren is homeschooled.

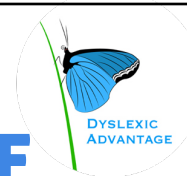


Listen to my interview with Lauren below. Lauren believes filmmaking can be a great creative outlet for dyslexic kids - especially those with strong visualization abilities.

Congrats to Lauren for her wonderful film! Check out her [channel](#) for filmmaking tips and more!



Karina Eide MEMORIAL COLLEGE SCHOLARSHIPS 2020



APPLY NOW

DEADLINE: MARCH 1ST ([HERE](#))

STEM / STEAM Ingenuity Awards deadline is [MAY 1st](#).



DYSLEXIA FOR TEACHERS ONLINE COURSE

For General Classroom Teachers

- »
- » How Dyslexia Presents
- » What Good Remediation Looks Like
- » Evidence-Based Strategies that Work
- » Ways to Support with Accommodations
Gifted, ELL, Social Emotional & more!

CLOCK HOURS & GRADUATE CREDITS

**Dyslexic Advantage &
Seattle Pacific University**

ENCOURAGE YOUR STUDENTS TO ENTER THE 2020 INGENUITY AWARDS



CONGRATS INGENUITY AWARD WINNERS! 2019



Many of the greatest scientists, inventors, and entrepreneurs of all time have had the dyslexic advantage! Dyslexics are over-represented in the fields of design, architecture, and engineering.

Winning recognition for great ideas can help students discover their gifts and put them on a lifelong path to creativity and personal success.

Check out last year's award winners **HERE**. This year we'll have a bonus gift for winner whose project shows entrepreneurial promise.

ENTER BY MAY 1st! [HERE](#).



These NYC parents struggled to find schools that would address dyslexia. Now they want to start their own.

Chalk Beat



FREE Dyslexia-Friendly Dungeons and Dragons Character Sheets

Google Drive



Critical Review of the Use of Strattera for Healthy Children with Dyslexia

Dyslexic Advantage Library



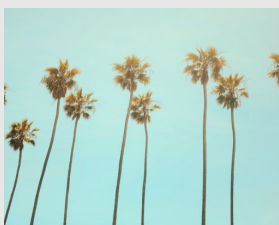
Strengths Matter (intelligence, Dyslexia, RTI)

Dyslexic Advantage Library



Dyslexic 9 Year Old Boy Uses Super Power to Create a Portrait Out of Rubik's Cubes

Today.com



Dyslexic Governor of California asks for early intervention and screening for preschoolers + money for dyslexia research in 2020 Budget

LAist.com



GOT TIME?

We're looking for a few volunteers in the new year who might be able to volunteer an hour or two per week on a regular basis so that we can provide more convenient downloadable audio content to this community.

Let [Fernette](#) know if you might be available. Thank you!



DYSLEXIC ADVANTAGE PREMIUM


Cutting-edge resource for parents, schools and universities, dyslexia professionals, and dyslexic adults.

Just \$60 per year or \$5 per month!



Photo

Share your feedback or suggestions for a future issue!



"I had to survive an education system that wasn't built to empower me. So I learnt to deal with problems, solve them faster, and move on. I was driven to achieve whatever was thrown at me and striving for more, always. Mistakes are how I grew to be smart and being dyslexic empowered me. "

- Elizabeth Arifien Art Director and Choreographer

