

AUGUST 2020 ISSUE 56

Dyslexic Advantage

NEWSLETTER



Photo by Robert Clark

IN THIS ISSUE:

- LIVE WITH THE NEW NORMAL
- RESILIENCE WITH ROB LAW
- ONLINE CERTIFICATIONS
- KEEP MATH ALIVE
- BBC INNOVATOR IAN FORRESTER
- REMOTE LEARNING
- DYSLEXIA NEWS
- VISUAL THINKERS
- LANDMARK COLLEGE SCHOLARSHIP
- QUARANTINE CREATIVITY



Fernette Eide MD,
Editor

DOWNLOAD THIS
NEWSLETTER **HERE**.

Dear Friends,

We hope you and your remain safe during the pandemic.

Some highlights: - **Dyslexic Advantage's Homeschooling for Dyslexia course**
- **Book Giveaway**
- **Landmark scholarship for high school or gap year students**
- **Sonday System launches a remote platform for tutors, parents, and teachers!**

Stay well! Fernette Eide

Visit our wonderful sponsors: **Winsor Learning / Sonday System**
All About Learning (Reading & Spelling), Scanning Pens, FastBridge,
Summit Center, Churchill Center & School, Touch-type, Read & Spell,
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/0RJC>



CONTENTS

DYSLEXIC ADVANTAGE ISSUE 56 AUGUST 2020 NEWSLETTER

4

GOING BACK:

LEARNING TO

LIVE
WITH THE
NEW
NORMAL

7



RESILIENCE WITH ROB LAW

10



ONLINE
CERTIFICATIONS

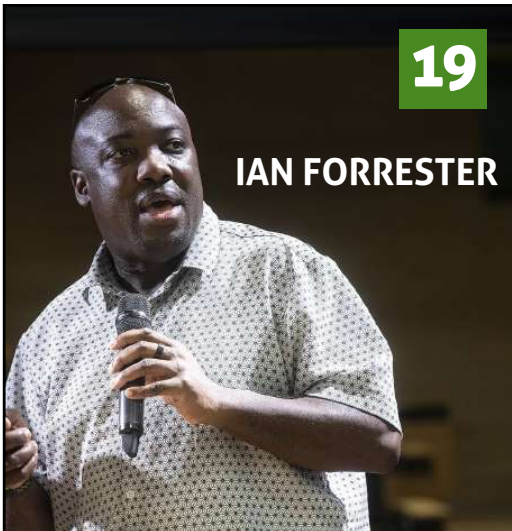
14

KEEP MATH ALIVE

$$\begin{cases} 2x_1 + x_2 \\ x_1 + x_2 - 3x_3 \\ 6x_2 - 2x_3 + \\ 2x_3 - 3x_4 \end{cases}$$

19

IAN FORRESTER



23



AVOID BEING A
ZOMBIE
REMOTE
LEARNING

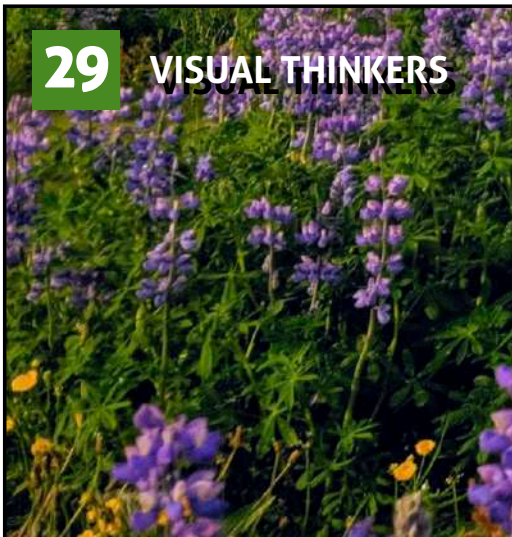
26

DYSLEXIA NEWS



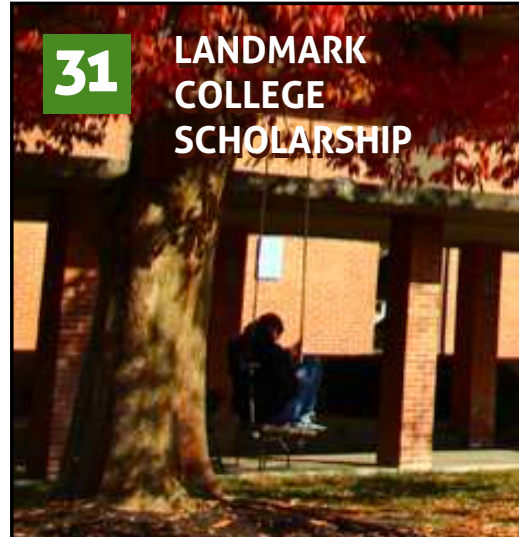
29

VISUAL THINKERS



31

LANDMARK
COLLEGE
SCHOLARSHIP



**GOING BACK:
LEARNING TO
LIVE
WITH THE
NEW
NORMAL**

Whether it's you going back to work, or your children trying a new part-in school, part-remote school routine, many of us will be having to adjust to changes because of the pandemic.

There will be many aspects of every day living that we won't have control of, but with every change, there also comes opportunity.

1. Give Yourself a Break.

It's an incredibly stressful time and no one knows what the future will hold.

Many people are even experiencing

[weird pandemic dreams](#) so sleep and all routines are disrupted. As you begin heading back to work or starting school, the number 1 piece of advice is give yourself (and your loved ones) a break!

We know what happens with stress - you lose focus, you have less energy, and it can wreak havoc with your memory. Don't expect too much and just get through the days.

2. Think About What You're Grateful For.

If it's you heading back to work, focus on what you can be grateful for. Maybe it's your family and your health, and workplaces and schools to go back to. If your job has changes and so has your school, then there's a clean slate and new opportunities that await you.

3. Look for Opportunities.

With every change, there will be new opportunities. Changes have a great way of messing up established routines and identifying needs and gaps in services.

All of society has been disrupted, and everyone knows it. There is time to experiment with changes and you're likely to encounter more flexibility with established protocols than ever before.



Some people are taking this pandemic time to find a better job fit. Others are having to learn new skills to work with the new emphasis on remote communication. In general, technology is a great thing for this community. There can be significant hurdles in the beginning, but once mastered, many excel and surpass non-dyslexic peers in use and innovation.

4. Ask, Challenge, Make Changes.

If you're a parent advocating for your student or an employee going back to work in the midst of changed practices and protocols, ask or challenge practices if they are impacting learning, work productivity, or anything else, then speak up, ask, challenge, and make changes.

There are no precedents in these unprecedented times, and if some of the new policies disadvantage you or your students, it might be that those making the policies simply hadn't thought of or considered those needs.

For instance, if you or your student is having trouble doing so much work on a small screen at home, "reasonable accommodations" under the Americans with Disabilities Act for school or workplaces with 15 or more employees may need to provide you with a larger monitor or even dual monitor while you're working and learning from home. For those who have had to shift to making more of their communications through video conferencing and phone, [noise-cancelling headphones](#) may be necessary to adequately work from home. Research studies have shown that both dyslexic adults and children with dyslexia have more difficulty listening in the presence of background noise (references [HERE](#) and [HERE](#)). For phone advice regarding accommodations, contact [AskJan.org](#) which is a free US federal program: 1-800-526-7234.



Multisensory solutions for reading.

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



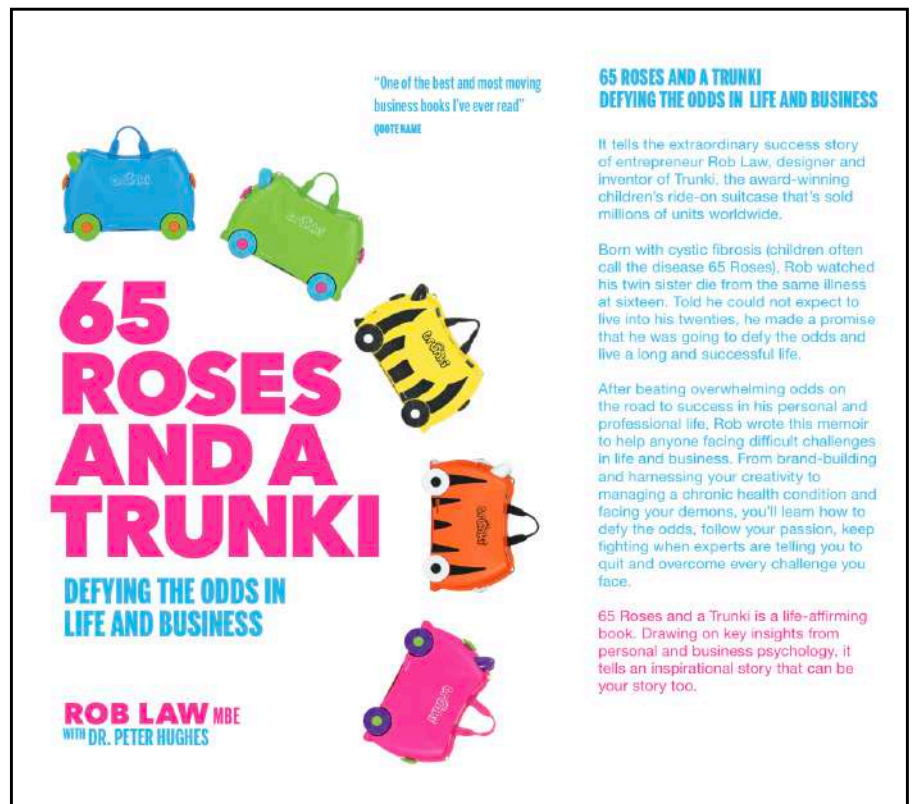
RESILIENCE with ENTREPRENEUR ROB LAW of TRUNKI



Across the pond, there's an entrepreneur who has a lot of grit and resilience. It might be because he was faced with adversity from day 1 because he was also born with cystic fibrosis and never expected to have a full life span. He is also dyslexic and also faced shaming and public humiliation through the UK's version of Shark Tank, Dragons Den, but like the plucky he guy he is, made lemonade from lemons and has life advice everyone can learn from.

Because I'm always interested in how people looked when they were children, I asked Rob what he looked like when he was 7 years old.

He told me that he remembers having to work with a recorded machine that pronounced words and that although he wasn't very good at reading or writing, he was good with his hands and loved Legos.



RESILIENCE

He dreamed of being an astronaut, but he knew he could never be one because his lungs were weak; still, he enjoyed creating lots of spaceships out of legos.

Rob grew up with an appreciation of creators because he traveled with his family as he watched his father build a chapel in Wales and making all kinds of things with wood.

Rob also remember loving being outdoors, building dens, running, and cycling.

Rob didn't catch the entrepreneurship bug until later, but he was 14 years old when he came across the idea of being a product designer, and he was hooked. He got every book he could get on the subject, but there wasn't much that could be found on it at the time (30 years ago).

He went to an "Open Day" at Northumbria University, the site of a product design course by amazing designer Jony Ives (also dyslexic). He was blown away by the opportunity to design the future. He was told to take a year of Art Foundations, which he did, and the next year he was there!

I asked Rob if he had any pictures of his earlier works as a student, and he shared this great reclining bike he made as a 17 year old and furniture based on bugs at 18!

I thought it was pretty plucky of Rob to get a local design store to show his furniture. It never sold, but his father loved it and bought the set. What a great thing for his dad to do. It does take years to apprentice in art and design fields; and family and friends can help to keep the spark alive.



Flash forward to today, and Rob and his company Trunki makes animal suitcases that children can ride on. The concept was born in his university years, but he's now sold over 4 million suitcases, he employs 80 people in the United Kingdom, and he's been able to do all manufacturing in the UK.

Trunki sells a lot of other things like cute swim bags and travel pillows check out his store [HERE](#). His products are available in the US through Amazon [HERE](#).

From previewing his book, I also knew that he endured some stress when Dragons Den investors (like the US Shark Tank) refused to invest in his product when the strap on a prototype broke.

It might have caused other entrepreneurs to give up, but when Rob headed home from the show, he realized he'd be getting a lot of traffic after it aired, and decided to put up a feedback form to hear what suggestions viewers had for his product lines.

He received over 2000 messages that were overwhelmingly positive. One of his first orders was from the Museum of Modern Art gift shop!

My interview with Rob [HERE](#):





With some jobs and higher educations up in the air because of the pandemic, some college graduates and workers are looking to online certification programs to improve their future job prospects or salary.

Certificates may be highly desirable or required for certain jobs.

The federal government runs a online certification finder [HERE](#) at Career One Stop.

Many colleges and businesses offering certifications, many might ask, do ADA or the American for Disabilities Act rules apply? Are accommodations possible for certification exams and will my results indicate if I used accommodations?

From the [US Department of Justice](#):

"The Americans with Disabilities Act (ADA) ensures that individuals with disabilities have the opportunity to fairly compete for and pursue such opportunities by requiring testing entities to offer exams in a manner accessible to persons with disabilities. When needed testing accommodations are provided, test-takers can demonstrate their true aptitude..."

What Kinds Of Tests Are Covered?

Exams administered by any private, state, or local government entity related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes are covered by the ADA and testing accommodations, pursuant to the ADA, must be provided.¹

Examples of covered exams include:

- High school equivalency exams (such as the GED);
- High school entrance exams (such as the SSAT or ISEE);
- College entrance exams (such as the SAT or ACT);
- Exams for admission to professional schools (such as the LSAT or MCAT);
- Admissions exams for graduate schools (such as the GRE or GMAT); and
- Licensing exams for trade purposes (such as cosmetology) or professional purposes (such as bar exams or medical licensing exams, including clinical assessments).

When I contacted LinkedIn Learning, which has a variety of certification tests and programs, Julius from the "Disability Answer Desk Support" assured me that they do indeed provide accommodations for tests and in fact he provided the following steps:

For your request to adjust the time limit while taking a skills assessment, please follow these steps:

1. Go to the specific Skill quiz.
 2. In the overview page, look for the Accessibility Settings (default to Off) which can be found at the bottom most part of the page.
 3. When you click on Accessibility Settings, it will say, "All questions are timed". Click on the box for "I need extra time" and then click "Apply".
- This should extend the time while taking the assessment.

Another person at the Disability Support desk said that the team could help any test-taker with a need for text-to-speech software, or any Microsoft accessibility features.



Multisensory solutions for reading.



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

International
DYSLEXIA
Association®

 **National
Center for
Learning
Disabilities**

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

WORKPLACE

Cisco used to have a dyslexic CEO (John Chambers), and over the years we'd heard from a range of employees who said that the company was well organized for employees with dyslexia.

I saw that both Cisco and Microsoft (who has been outspoken about meeting the needs of neurodiverse workforces), both use the PearsonVUE platform for test accommodations.



[HERE](#) is the page for Pearson VUE's information about "Reasonable Accommodations."

It was interesting to me that the requirements included testing within 5 years, both an IQ and Achievement test. The guidelines were explicit in mentioning that "tests that are designed and normed for use with adults", presumably excluding prior tests using an IQ test such as the WISC that is normed only up to the age 16.

The requirements for additional testing may be burdensome from the cost perspective; it's also surprising given the Department of Justice's mention (see right) that "past testing accommodations in similar test settings is generally sufficient to support a request for the same testing accommodations for a current standardized exam other high-stakes tests.

- Formal Public School Accommodations.** If a candidate previously received testing accommodations under an Individualized Education Program (IEP)³ or a Section 504 Plan,⁴ he or she should generally receive the same testing accommodations for a current standardized exam or high-stakes test. If a candidate shows the receipt of testing accommodations in his or her most recent IEP or Section 504 Plan, and certifies his or her current need for the testing accommodations due to disability, then a testing entity should generally grant those same testing accommodations for the current standardized exam or high-stakes test without requesting further documentation from the candidate. This would include students with disabilities publicly-placed and funded in a private school under the IDEA or Section 504 placement procedures whose IEP or Section 504 Plan addresses needed testing accommodations.
- Example.** Where a student with a Section 504 Plan in place since middle school that includes the testing accommodations of extended time and a quiet room is seeking those same testing accommodations for a high-stakes test, and certifies that he or she still needs those testing accommodations, the testing entity receiving such documentation should generally grant the request.

KEEPING MATH

Among the many challenges facing dyslexic students in the midst of the pandemic is holding on to skills and continuing to make progress in the midst of disruptions and altered schedules due to the pandemic.

Because so much math builds on previous knowledge, many parents and teachers are reasonably concerned about what the pandemic and its disruptions will do to math learning in the coming year.

Traditional math education may be a poor fit for many students based on its emphasis on rote learning and speed. Students lacking automaticity will have added burdens working problems by hand.



Touch-type
Read & Spell

A typing program for children and adults with dyslexia

Learn more at www.readandspell.com

Get 10% off your first purchase with coupon code **ADVANTAGE**



Feel and be more successful
on the computer



Enhance sight-reading ability
and improve spelling



Develop decoding skills with
multi-sensory phonics



Use typing drills to learn arithmetic
facts and science vocabulary

What often rescues students in math is not pure drill.

If your student's upcoming year plan looks like a patchwork of in-person and remote learning, or all remote learning, don't brood over these lost hours of classroom learning. Chances are, more of traditional time spent in learning may not have helped that much. Instead look for how more out-of-class time can be spent in teaching methods better matched to how your student learns.

While there is no single learning profile for math and dyslexic students, there are common patterns that help:

- Multisensory math presentations that present information in more than one way - visual, kinesthetic, verbal
- Attention to working memory overload concerns - simplifying and breaking down complex information into smaller bits
- Defining math terms and vocabulary and calling attention to potential ambiguities add sources of confusion
- Explicit modeling of problem solving with examples building on strengths in students' reasoning.

There can often be a great deal of time wasted when traditional math courses instruct dyslexic students. Before students have a good grasp of new concepts being presented, they may be rushed to complete homework problems where misconceptions and calculating mistakes grow.

To make sure your student doesn't fall behind with the chaos of the new routines in school or if you plan to homeschool for the Fall semester, you might want to consider an online program.

Most programs have free trials or demo sites that allow you to see how they are organized, and we would highly recommend them. The formats vary considerably, from full video courses (as if you were sitting in a math class), to gamified experiences, to bare bones, just get me through the experience as quickly as possible formats.

A big list of online Math resources and comprehensive math learning sites can be found at We Are Teachers below.



Some students struggle with engaging or persisting with online math programs, so observe your student and ask them how they felt about different platforms that they tried.

For students who really struggle, they may need to ask questions about definitions and notation that is not available with off the rack programs. Most programs have systems of hints, but that might not be sufficient for students who need to know "why" in order to proceed.

Also, in the selection of a math program, individual student differences may be noted in terms of the pace of instruction, audio support, and visual examples.

If concepts and sample problems are presented clearly, most dyslexic students do not require extensive repetition. If a program spends too much time working through assigned problems that have already been mastered, it may allow less time for new concepts and also not incorporated review (spiraling curriculum) as part of its curriculum.

Finally, there may be unanticipated upsides to student learning incorporating more remote learning in the upcoming semester. Many dyslexic students benefit from being able to listen, pause, and re-listen to subjects like math that often present visual and auditory information in rapid succession. While working at home it will also be much more likely that students will have calculator accommodations in their work.

DISCOVER YOUR LEARNING DISABILITY



LEARN MORE

CHURCHILL CENTER & SCHOOL

National Leader in Learning Disabilities

Though things feel as if they are ever changing right now, Churchill remains committed and focused on our mission. More than ever, we are dedicated to providing the structure, strategies and confidence through Wilson Reading System® distance learning and daily 1:1 tutorial. We continue to empower our students to learn and to thrive - in and out of the classroom!

churchillstl.org 314.997.4343

DYSLEXIA FOR TEACHERS ONLINE



CLOCK HOURS &
GRADUATE CREDITS

DYSLEXICADVANTAGE.ORG



you ask for help from smart people around

Identify Learning Needs with Remote Assessments

assessment | consultation | counseling

Summit Center specializes in helping students with diverse learning profiles and differences -- including kids who are dyslexic, gifted or both -- also known as twice exceptional. We now offer virtual testing, so we can test your child through the computer in the comfort of your own home. We also offer remote counseling and consultation, for anyone who needs added support.



**SUMMIT
CENTER**

Reach New Heights

San Francisco Bay Area (925) 939-7500

Los Angeles Area (310) 478-6505

www.summitcenter.us



"Once I read Summit Center's report, I finally understood why my son was so frustrated. We made the changes he needed, and everything is better now. Thank you!"

precision and think things over to save time
and materials and avoid silly re-dos. Don't

BBC SENIOR FIRE STARTER IAN FORRESTER



"Because I knew that I was different, it powered me to go and follow my own path and not try and do what everyone else does..."

- Ian Forrester

Ian Forrester has what many would think is a dream job. He's a producer for the BBC or British Broadcasting Corporation and a senior "fire starter" in the Research and Development section. He is always on the lookout for what the future of storytelling should look like for BBC.

To listen to my full interview with Ian, [click here](#):

As a brief summary of the interview, Ian told me that he was about 7 years of age when he was noticed to have difficulties reading and writing. He doesn't remember being told anything specific about himself, instead like so many others, he was pulled out of class and given extra exercises. He would only hear "dyslexia" when he was working on his dissertation for a BA degree in Interaction Design and he was told to get himself "checked out."

Ian's parents were first generation immigrants who moved to the United Kingdom from Jamaica. They believed in the importance of hard work and education and felt education was a way of becoming free.

INSPIRATION

As a child, Ian remembered being good with drawing (he was able to sell his pictures of Garfield), curious about the world, and good at a circus skill known as the diabolo. An eggcup-like object is spun and tossed using a string. The diabolo takes a lot more hand and eye coordination than yoyos.



From an early age, Ian also remembers being interested in how things worked and technology in general. He begged his parents for a computer. It wasn't easy at the time because his parents didn't have a lot of money, but in retrospect, the purchase paid off because he always wanted to go deep in his understanding of how things worked.

DISCOVER YOUR LEARNING DISABILITY

CHURCHILL
CENTER & SCHOOL
National Leader in Learning Disabilities

For over 42 years, our school's focus has been on a child-centered education for our bright, diverse learners. A Churchill education not only changes lives today, but continues to impact the lives of our students for years to come!

LEARN MORE



Ian remembered that he had some friends who liked computers and computer games, but he always wanted to understand in a deeper way...so programming games instead of just playing them. Fortunately, Ian had a friend of the family, a godfather, who he enjoyed visiting and spend time with. They are still friends today. Ian recalled spending nights at his house, learning all kinds of things associated with technology or sound.

From an early age, Ian had an approach to life and discovery that is especially characteristic of innovators. He had deep curiosity, liked discovering new things, and liked experimenting. That kind of approach to life led him to work with a lot of early technologies, like electronic bulletin boards and FTP before the Internet became popular, or early versions of mp3 player when the world was focused on CDs. He gained access to powerful computers in the 24 hour computer lab because staff assumed that he and friends were students.

It's hard to imagine a more perfect education to prepare him for a job in research and development in broadcasting.

Ian also has some [great advice](#) for young people (a few excerpts below):

"Tip 1: sometimes the things we struggle with can be the most rewarding.

I struggled with writing for many many years and now I write almost every single day and publicly. Many of non-dyslexics fear writing publicly but I do it for myself. Its hard when you get people picking holes in your own words but keep going it is very rewarding. Its the grit of getting knocked and coming back stronger, which will make you stronger in the future....

Tip 2: never be afraid to think visually.

Tip 3: Try not to get annoyed and throw a book/custard pie/tantrum at anyone who corrects your reading.

Tip 4: don't be afraid to surround yourself by what you love."

She isn't
the same kid she
was a year ago.

Now she has
All About[®] Reading.



Based on the Orton-Gillingham approach,
All About[®] Reading is...

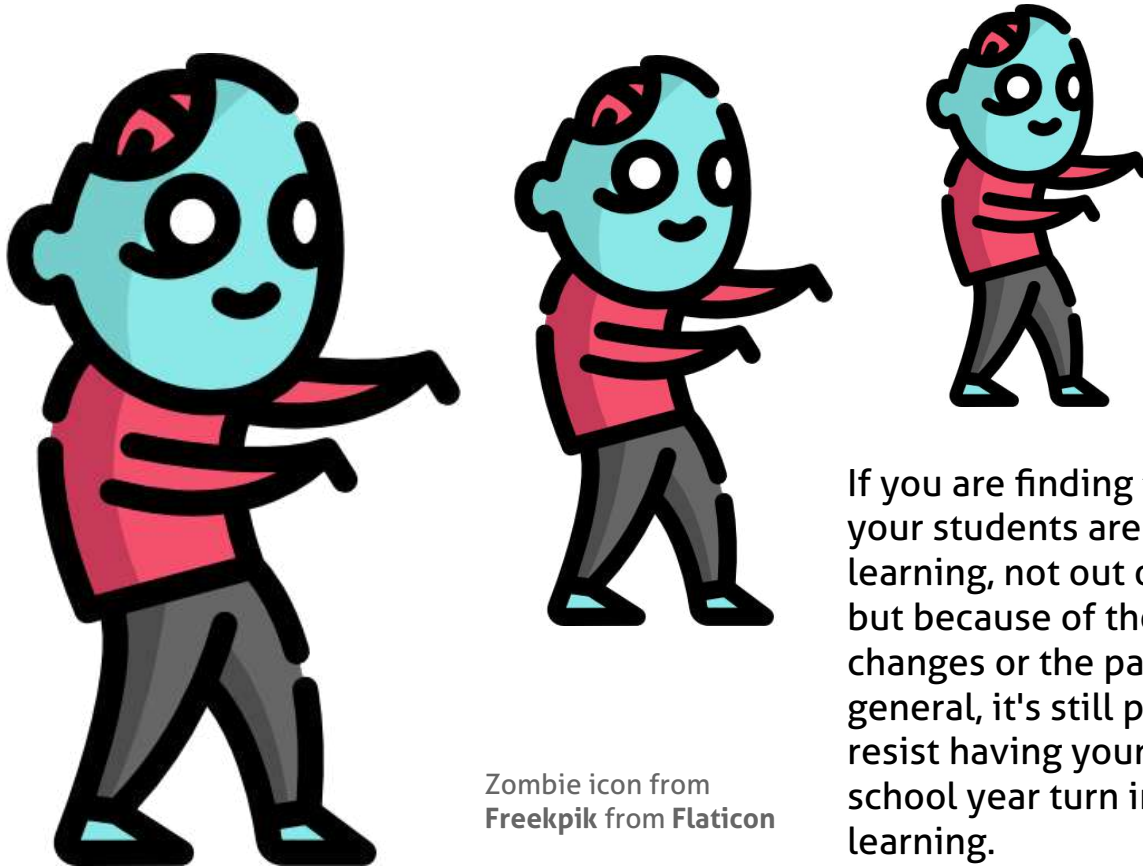
- Multisensory
- Mastery-based
- Customizable
- Suitable for all ages and learning styles

Give your child the tools she needs to succeed.



Go to www.AllAboutReading.com to learn more!

HOW TO AVOID TURNING INTO A ZOMBIE WITH REMOTE LEARNING



Zombie icon from
Freekpiik from Flaticon

If you are finding that you or your students are remote learning, not out of choice, but because of the school changes or the pandemic in general, it's still possible to resist having your upcoming school year turn into zombie learning.

When our son took an online course through UC Berkeley Extension in Marine Biology as a high school homeschooler, we joked that the professor could have died and no student could have been able to tell the difference. All the lectures were text-based with a book chapter assignment, and although discussions were assigned and graded each week, there was no interaction between teacher and student...ever. For all we knew, the questions and the grading could have been conducted with a computer algorithm. He had been expecting to learn from a professor who loved marine biology, but if not for the college credit, he could have learned by reading the book on his own.

Some dyslexic students really thrive on in-person learning; as a result, depending on how information is translated into distance learning, school can become more of a curse than a blessing in the new pandemic school year. What can be done?

FOSTER INTERACTION AND ENGAGEMENT

Some schools are switching to part-in school and part-online experiences and will help some students as long as students and teachers will be able to be safe. Even if all school may shift online, promoting interactions, including regular check-ins, polls, online discussion areas, and posting can prevent the zombie experience from happening.

Some online courses share screens and include PowerPoint or Google Docs and oral presentations. Zoom debates can also take place with group members getting together in chat and collaborating on shared documents through Google Docs.

If you're a student in a "dead" class, contact your teacher by email, ask if you can speak by phone or web chat if that's a better way for you to communicate, and be proactive to get the level of education that you need and deserve.

If you are a homeschooling parent who will be using remote learning for a majority of your student's formal education, select schools and platforms that have the interaction that your student needs. You can ask, is there any group work and are there online discussion sessions? If your student is having trouble understanding material, how can they get their questions answered?

SELF-ADVOCACY TO ENSURE EDUCATION PROCEEDS

There will be a lot of pressure and upheaval with schools and school personnel, but one thing almost all educational professionals agree on is that students with extra learning challenges will be among the most likely to be disadvantaged with pandemic--related changes that include reduced budgets and personnel loss.

PREMIUM ISSUE FIFTY-SEVEN SEPTEMBER 2020

Dyslexic Advantage

PREMIUM MAGAZINE

CRISIS SCHOOLING
The Dyslexia Edition

IN THIS ISSUE:

- Dr Bob Ballard Legendary Ocean Explorer
- There's Tutor for That!
- Importance of Temperament
- What About High School?
- Fractions and Word Problems
- Free Resource for Grammar
- If You Haven't Done This...

PREMIUM

UPCOMING ISSUE



- CRISIS SCHOOLING: DYSLEXIA
- THERE'S A TUTOR FOR THAHT
- THE IMPORTANCE OF TEMPERAMENT
- FREE RESOURCE FOR GRAMMAR
- DR BOB BALLARD LEGENDARY OCEAN EXPLORER
- FRACTIONS AND WORD PROBLEMS
- WHAT ABOUT HIGH SCHOO and more!

SUBSCRIBE

It's just
\$5 per month!

We take the struggle out of

Reading and Spelling




ALL ABOUT *Reading*




ALL ABOUT *Spelling*

Multisensory • Research-based • Orton-Gillingham approach

www.AllAboutLearningPress.com

Some school districts may expand their homeschooling resources for parents given the shift to employ more distance learning. It's possible that some of these changes can be helpful to homeschoolers; in return for being able to continue declaring a student as being in "public school" (with federal support that follows), they may be able to share resources and funds for homeschoolers registered with their school. This money in turn can be used to support paid online tutors or enrichment classes that have more engagement and social and leadership opportunities for your student.

Finally, if you're a lemons out of lemonade sort of person, see less in-person time as an opportunity to spend more time on individual creative pursuits. Having more time to oneself can be a blessing and also a stimulus for more engagement with others later.

Is this a time for your student to be learning how to play a musical instrument, compose music, draw, dictate or write stories? Many creative pursuits are quite social but require alone time for real development. Think out of the box about possible mentors and people your student can learn from. Developing real relationships with people who care is surely an antidote to a zombie education.



Microsoft Remote Education - Teams -Immersive Reader
Microsoft Education Blog



My Child with Dyslexia Won't Be Your Statistic
NJ Left Behind



Dyslexic Minds

Student Winner NYTimes Editorial



Dyslexia: Make a Difference Children Sharing Tips with Teachers

BBC



Online Camps and Summer Learning

Common Sense Media



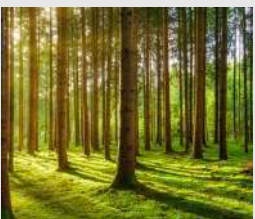
Public Schools are Failing Black Students with Dyslexia: Grandmother's Story

KALW.org



Kids with Dyslexia Need Structured Reading

SmartBrief



Dyslexia and Anxiety

A Life Less Ordinary



Touch-type
Read & Spell

For the past 25 years, TTRS has been helping students with dyslexia feel and be more successful on the keyboard!

Learn more about our small school discounts and tutor plans at

www.readandspell.com

Get 10% off your first purchase with coupon code

ADVANTAGE



Multi-sensory phonics
to build literacy and typing skills at the same time



Research-based and comprehensive
– including subject courses for Math and Science



Modular design
delivered at the pace of the learner



Gamified
to encourage regular use and motivate students



Easy to administer, track usage & performance, give feedback, and reward progress with certificates

New features



Subject creator

Create typing modules to give your dyslexic students more practice with what they're learning in class



Free writing

Students can free-write inside TTRS and you'll get post-session feedback on spelling & typing performance



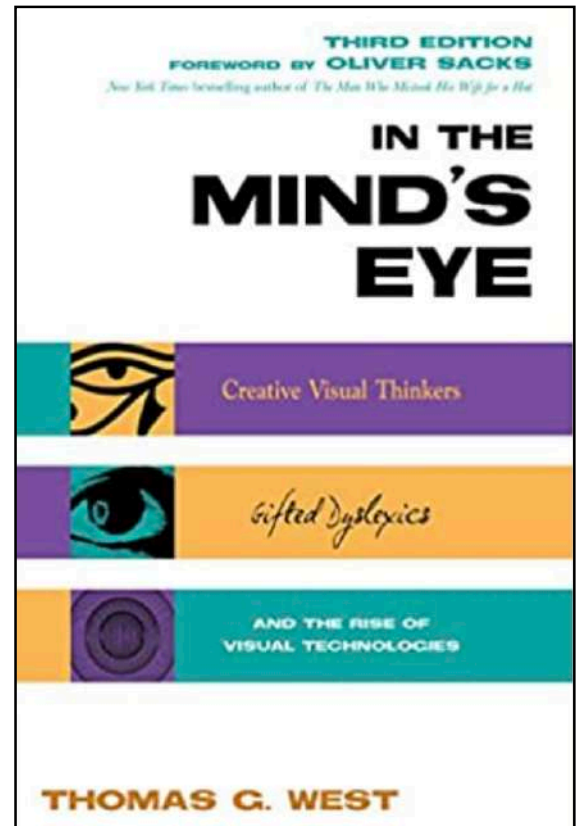
TTRS Reporting

Track performance and manage student accounts on your smartphone with our new app

VISUAL THINKERS



AUTHOR TOM WEST: IN THE MIND'S EYE



Tom West is a founding Board Member of Dyslexic Advantage and long-time friend who inspired some of our earliest thoughts about the talent side of dyslexia.

His pioneering work, *In the Mind's Eye: Visual Thinkers, Gifted People With Dyslexia and Other Learning Difficulties, Computer Images and the Ironies of Creativity* has now been re-released by a new publisher and is available both as a giveaway to one fortunate winner ([HERE](#)) as well as for purchase on Amazon [HERE](#).

In my wide-ranging interview with Tom, we talk over his diverse background, including his time as a medical corpsman for the Air Force to his interest in Einstein and scientists he was really excited about. We also talked about how both in present times and in past non-dyslexics sometimes try to limit the ideas and policies of dyslexics.

Tom is such a great example of how his life and curiosity led to a career and life's adventure, traveling the globe and raising awareness about the talent side of dyslexia.

VISUAL THINKERS

I also know that Tom has a special heart for young people, and that he's inspired many by taking time out to sit awhile with them and listen and give them the confidence to do new and ambitious things.

"Be diligent and try to deal with your weaknesses so that you are capable of doing the reading and writing that you need to. Use modern technologies that will free you, but be aware that you probably have all kinds of very special skills. Look at the kinds of things you love to do and see if you can turn that into an occupation or a path of education.

Emphasize your abilities and go where you're appreciated. Associate yourself with people who understand you and your abilities. "

Listen to my entire interview with Tom here:



LANDMARK COLLEGE SCHOLARSHIP



Landmark College Online Dual Enrollment is available to all qualified high school juniors, seniors, and Gap Year/Year 13 students with learning and attention issues:



Tabitha Mancini of Landmark College called to let me know about an exciting new program that will allow 20 high school juniors, seniors, or gap year students to take a course free online for college credit! Financial need will be considered, but there is no absolute cut-off. Acceptance is rolling, which means apply now [HERE!](#)



If students don't win a scholarship, they can still take pay for the cost of a course which is \$1000 and worth 3 credits.

Criteria Used in Selecting Scholarship Recipients

- ⦿ Demonstrated financial need. You or your school is able to provide little to no funding for these courses.
- ⦿ Ability to demonstrate, through the personal statement on the course application form, how the course will have an impact on you, your educational goals, and any financial barriers that impacts your ability to pay for courses.
- ⦿ Commitment to complete the entire course and adhere to the expressed student expectations listed on the course application form.
- ⦿ Willingness to provide program feedback to Landmark College.

QUARANTINE CREATIVITY!

Wow! The creativity and artistry in this community never ceases to amaze me. Trish Seres, a long time volunteer and editor for Dyslexic Advantage publications shared these beautiful cookie masterpieces that she made with her daughter over this quarantine time.

Amazing and what an inspiration!



DYSLEXIC ADVANTAGE PREMIUM

Cutting-edge resource for
parents, teachers and
tutors, schools and
universities, and
professionals



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



Homeschooling for Dyslexia Online Course for Parents

Includes Premium
Membership and
Q & A Forum

Reading, Writing,
Math, Technology

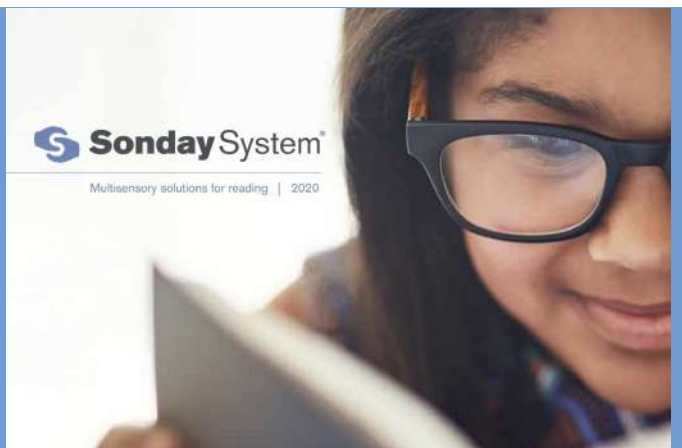


NOW OPEN!

SONDAY SYSTEM REMOTE TEACHING PROGRAM

Online, In-Person, or
Both

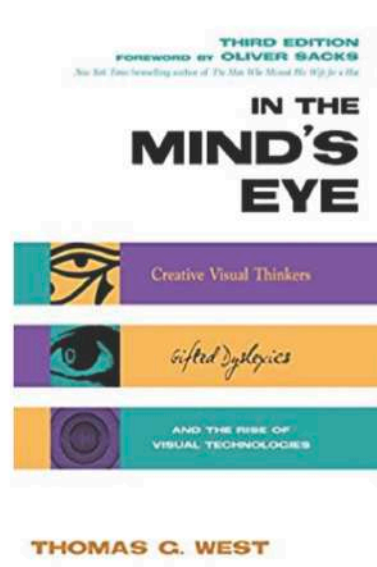
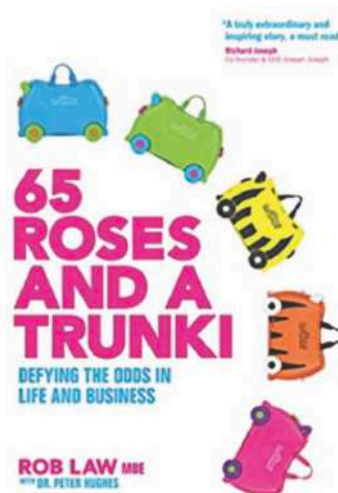
- Structured, Systematic, and Multisensory
- Multiple levels for Tutors or Homeschooling Families
- Extensive video and phone support



ANYONE CAN TEACH THE PROGRAM

Today, more than 40,000 educators in schools around the country are using the Sondag System to get students caught up to their peers.

BOOK GIVEAWAY!

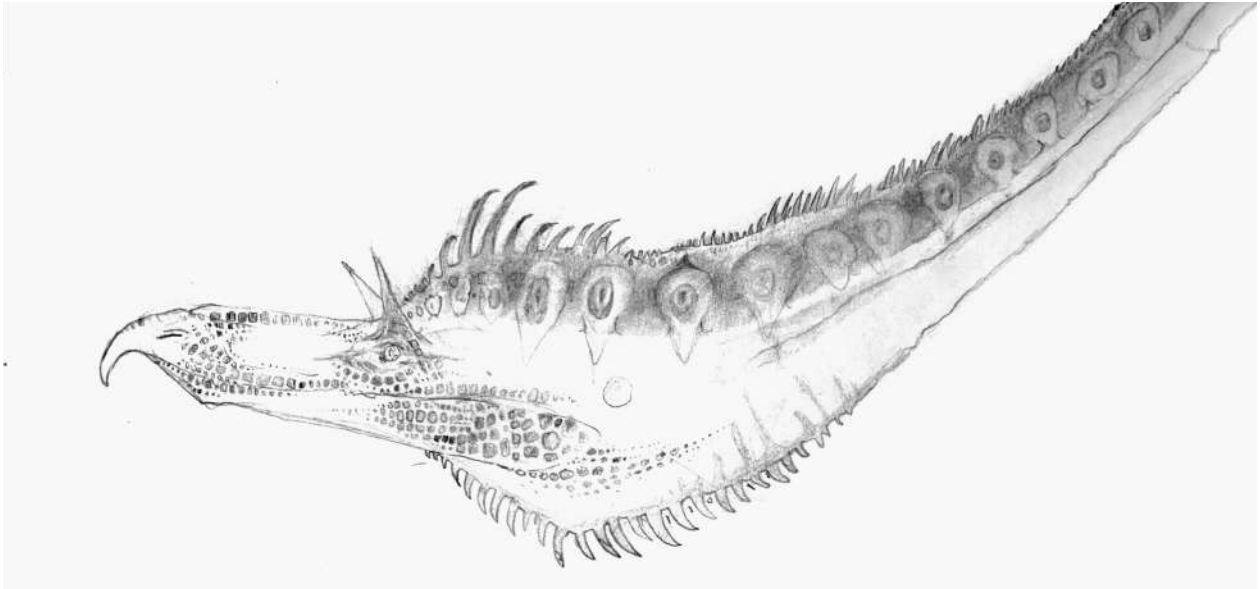


Would you like one of these books?

We're having a random drawing to give these away!

Click [HERE!](#)

ART SHARE!



This month's beautiful Art Share is from William, 13, of Quebec, Canada!
"Untitled Creature" Graphite on Paper.

WOW! What a beautiful drawing! What intricate detail and texturing!

Submit your art for an upcoming issue **HERE**.



ENROLL NOW Homeschooling Dyslexia Online Course

For Homeschooling Parents and Tutors

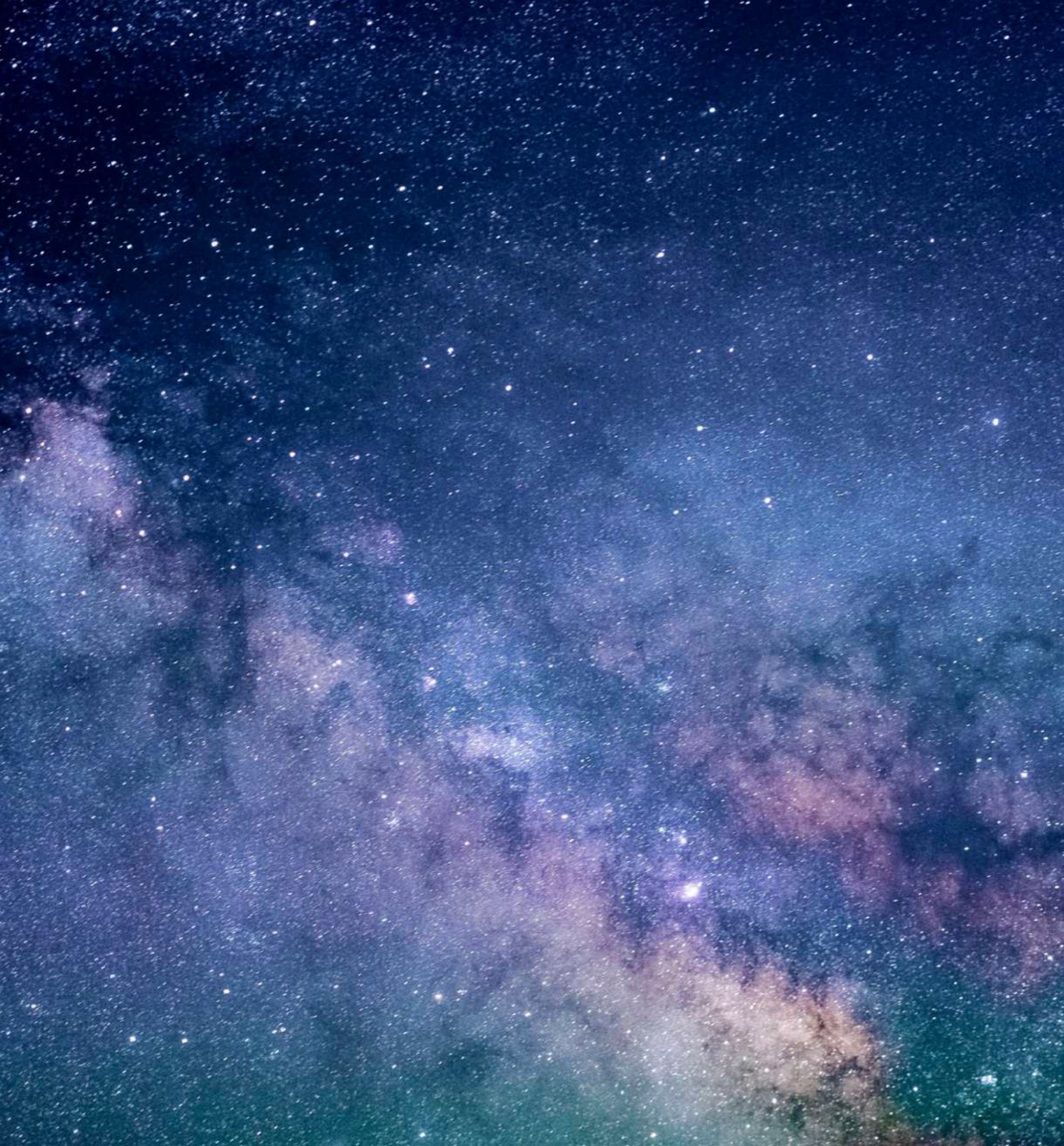
Keep your students learning from home during COVID-19.

The course includes a 5-module Video on-Demand course, 1-year access to all Dyslexic Advantage Premium resources, and exclusive private Discussion and Q & A Forum.

ENROLL

**Taught by
Dr. Fenette Eide**

**For parents planning to homeschool their students
for the coming school. year.
Join Us!**



"Dyslexic individuals thrive on change and step up to the challenge..." Dr Maggie Aderin-Pocock, Space Scientist

