

# Dyslexic Advantage

## NEWSLETTER

Dyslexia Awareness Month

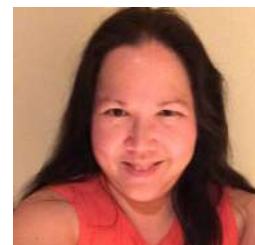


**DYSLEXIC  
ADVANTAGE**

*Different for a Reason*

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DIFFERENT FOR A REASON**
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- **STEM: TALENT DEVELOPMENT**



Fernette Eide MD,  
Editor

DOWNLOAD THIS  
NEWSLETTER **HERE**.

Dear Friends,

Happy Dyslexic Advantage Awareness Month!

In honor of the month, we're having a drawing to give some away free signed hardcovers of Dyslexic Advantage, a Dyslexic MIND Strengths poster and for two lucky people, access to our Dyslexia for Teachers and Homeschooler course! Sign up for a chance to win **HERE**. You can gift the access if you win one of the courses.

Fernette Eide

Visit our wonderful sponsors: **Winsor Learning / Sonday System**  
**All About Learning (Reading & Spelling), Summit Center,**  
**Churchill Center & School, Recite Me, and The Writers Studio.**



**NeuroLearning**

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.

**WE ARE MOVING ALL PAST ISSUES OF OUR NEWSLETTER and PREMIUM Magazine to **DYSLEXICADVANTAGE.org**** If there are issue you can't find, contact the team.



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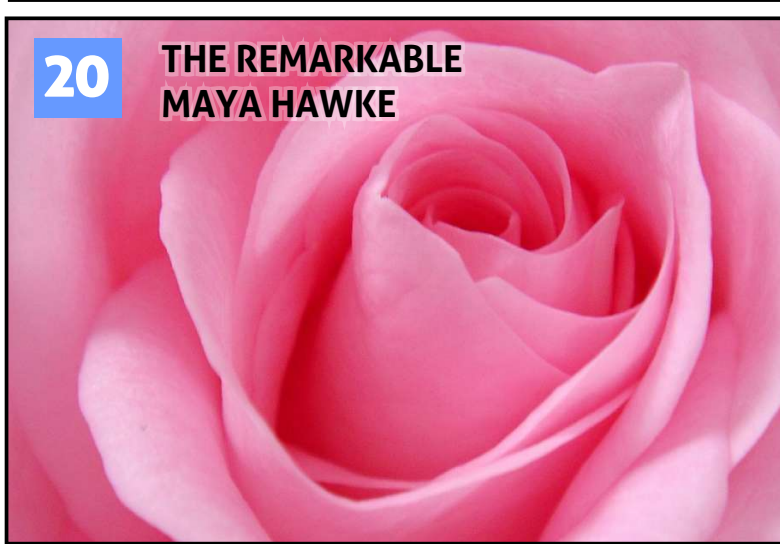
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# DYSLEXIC DIFFERENT

This month is Dyslexia Awareness Month and it's been ten years since we first created Dyslexic Advantage on the web. From our humble beginnings of zero followers, we're over 70,000 members with over 100,000 books sold.

Our purpose and mission are not simply dyslexia awareness. Increased knowledge of the advantages that come with dyslexia helps the world. Dyslexic men and women are behind some of the world's most important discoveries, inventions, companies, and services. All this despite many challenges and obstacles put in their paths from people, policies, and systems that work against them.

What are our hopes for this amazing community?

## THAT EVERY DYSLEXIC CHILD AND ADULT HAS A CHANCE TO CULTIVATE THEIR ADVANTAGES

First steps need to begin at home. There are many reasons why dyslexic people at whatever age may question their strengths and abilities, and dismiss the idea of advantages. Everyone has periods of self-doubt and questioning, and life is busy enough to push the notion back into the subconscious. But if people really take the time to understand the strengths, they'll approach life differently. They'll open themselves to new possibilities and then a new chain of experiences may happen.

When you see a story or interview about a dyslexic person, do you think about whether some piece of it could apply to you? Our description of the MIND strengths (Material, Interconnected, Narrative, and Dynamic Reasoning) were only one cluster of talents that we recognized in our clinic and described in our book. We didn't even begin to tap into strengths in communication, leadership, and people skills.



# ADVANTAGE: FOR A REASON

The field definitely needs more research, but since our book, [The Dyslexic Advantage](#) was first published in 2011, there is more scientific support for advantages. As an example, Italian creativity researchers have [found](#) that dyslexic students show stronger abilities at connecting ideas on creativity tasks while other researchers [found](#) superior metaphor generation abilities among adult dyslexics. Our hope is in the next years going forward, more researchers and funding will be found to study the differences that exist between dyslexic and non-dyslexic individuals, and that the strengths that we see in so many exceptionally talented dyslexic people become more widely discussed and better understood.

Over the years, we've heard every possible opinion about the strengths and advantages from dyslexic and non-dyslexic adults, teens, kids, and professionals. Of all the opinions that there are to be had, the most important ones are those of dyslexic people themselves. For those who have more resilience, better support systems, strong appreciations of themselves, they can take good news and run with it. For others, it may be more of a slog... fighting imposter syndrome, depression, or anxiety or situational stress. Take care of yourself. When you have the energy, find some way to devote at least a few hours each week to exploring or cultivating strengths that may be present in early forms.

If you are reading this mainly on behalf of someone else, whether a friend, spouse, or child, then help them find the time and encourage them in this pursuit. A person aware of their strengths is a person on a continual path of development and discovery. Proto-talents with practice become solid talents and abilities - and the confidence that comes with that becomes a springboard to more.

Realize that the greatest periods of anxiety and doubt are before some change is made, not after it. With the idea "never let a serious crisis go to waste" in mind, this is a good time to make positive changes.

# DYSLEXIC ADVANTAGES



## Dyslexic MIND Strengths

### Material Reasoning

- Reasoning Through Materials
- Hands-on, Real-World, Project-Based
- Visualizations, Spatial Reasoning
- Engineers, Architects, Surgeons, Artists, Computers IT, Pilots



### Interconnected Reasoning

- Reasoning Through Interconnections, Themes, and Analogies
- Interdisciplinary, Systems and Network Thinkers
- Scientists, Inventors, Museum Directors, Consultants, Historians



### Narrative Reasoning

- Reasoning Through Creation of Stories, Scenes, and Future Scenarios
- Personal Memory, Feelings, Emotions, and Simulations
- Authors, Coaches, Counselors, CEOs, Marketers, Ministers, Teachers



### Dynamic Reasoning

- Reasoning in Ambiguous, Complex, and Changing Environments
- Crisis Managers, Economists, Game Designers, Entrepreneurs, Traders



The Dyslexic MIND Strengths that we described in Dyslexic Advantage have implications for education as well as careers.

Some people have strengths focused in one area, while others are gifted with multiple areas of "MIND".

Although I've listed some sample careers, most jobs and activities have niches and opportunities for developing these strengths.

If you might be good at something, but haven't really developed a particular skill, start something as an exploration or a hobby.

We know that there are many critical issues facing the dyslexia community - among them, the under-identification of students in schools and failure of many students to receive appropriate remediation and accommodation, but we would be remiss in the big picture of dyslexia if we did not point to the importance of talent development and the nurturing of strengths.

One way we have sought to do this is through our student programs, the writing and STEAM / Young Entrepreneur awards, but there is much that needs to be done.



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## REACH OUT

### SPREAD AWARENESS ONE PERSON AT A TIME.

If you're dyslexic yourself and found some niche for yourself, think about ways to encourage or inform someone else in your family, friendship, or colleague circle about being dyslexic. Jack Horner said that he was at a meeting of MacArthur Fellows when he noticed scientist Mimi Koehl looking around as she was about to cross the street. Later he asked her, "Are you dyslexic?", then followed up quickly with a dyslexia story of his own. As a result, Mimi decided to get her self tested and suddenly many pieces in her life came together. Mimi talked about her dyslexia in the video at right and she told us she has gained much more confidence about talking about her dyslexia among colleagues and co-workers.

Another member of our Board has discovered several members of his team were dyslexic after mentioning it to one co-worker. Dyslexia is still an "underwraps" sort of thing in many work environments, but the more people can find each other, the better.

If you a parent, tutor, or teacher, have you had the "strengths" talk with your student? As the new school year gets underway is there something that really excites them...something that they want to do? There are things that we ought to do, got to do, and want to do. Does the upcoming school year have something that they want to do? If not, make sure there's time and space for it.

### IF YOU SEE SOMETHING, SAY SOMETHING

Ok, this saying originally came from the Department of Homeland Security, but it applies here. If you are a dyslexia-old timer, and long-time subscriber of this newsletter, you probably know better than most how dyslexia can present. If you see a fellow parent or student struggling, or see a clever solution to a problem or different way of presenting things, then go ahead and ask, "Could you be dyslexic?". It might open surprising conversations.

There is always some risk if you choose to disclose to a friend or co-worker, but are also risks if you don't. So many people have told me how liberating it can be to work with colleagues and team members who understand and value your differences.





## 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.



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*"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!"*

## UNDERSTANDING YOUR DYSLEXIC ADVANTAGES HAVE IMPLICATIONS FOR ACTION AND LEADERSHIP

As it turns out, the advantages that come with being dyslexic are not little skills that don't amount to something. In fact, just the opposite. The advantages and abilities that come with dyslexic thinking are "big hairy audacious" skills if you've heard about that phrase from the business world.

Confidence, aiming high, and self-knowledge about strengths and weaknesses are important tools to have in order to reach your goals. Studies of successful dyslexic entrepreneurs showed that they were very aware of their strong and weak areas and more willing to delegate in the their areas of weakness than non-dyslexic peers.

If you are having to re-make yourself during this pandemic, ask for help, and work to acquire new skills if you need to. If you're not certain about your strengths, then find a friend or family member who may be able to help you.

If you believe you might not have particular strengths, you are probably wrong! The most common strengths that people overlook are people strengths and those are abilities that can be helpful in all sorts of work.

Don't know where to start? Try the [Interest Finder](#) from My Next Move (from the Department of Labor). Another free online test is the Holland Career Test [HERE](#).





# POSITIVE STRATEGIES FOR LESS SCHOOL AND WORK STRESS

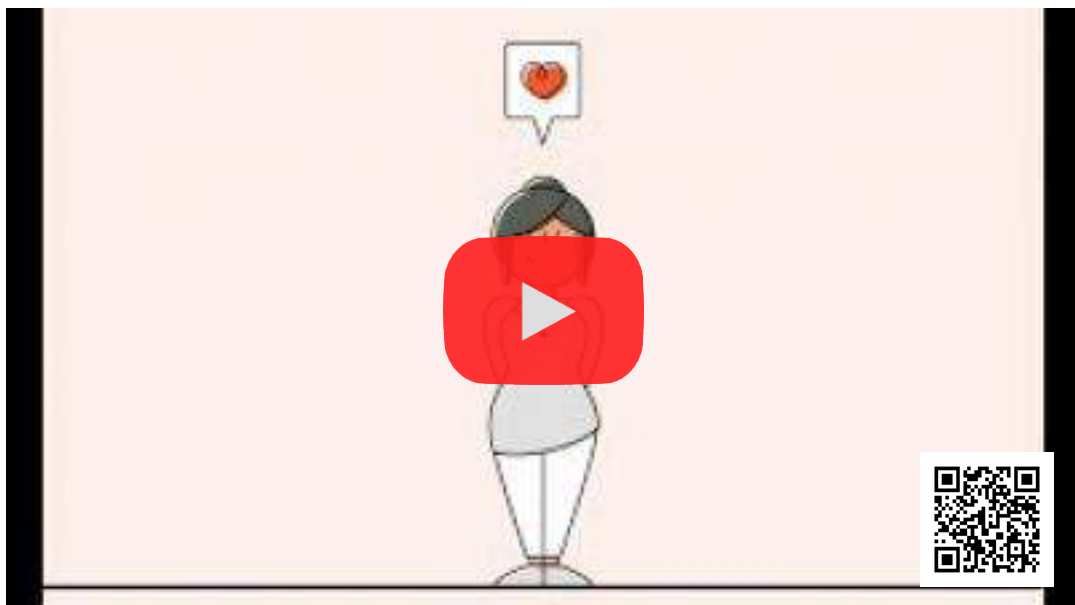
What are positive practices that can help when back to school (or back to work) anxiety?

## 1. PRACTICE GRATITUDE

For this classic exercise in gratitude, make time in your day to write down or dictate what you are grateful for. You can go through the senses (I am grateful for what I can see.... hear...etc.), friends, experiences, or things at home.

## 2. ACTS OF KINDNESS

Break out of your routine, and commit yourself to doing two new acts of kindness each week. You can do your acts of kindness toward friends and family members or choose someone at random. The video is a bit wonky from the science perspective, but it's a good introduction to the idea.







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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.

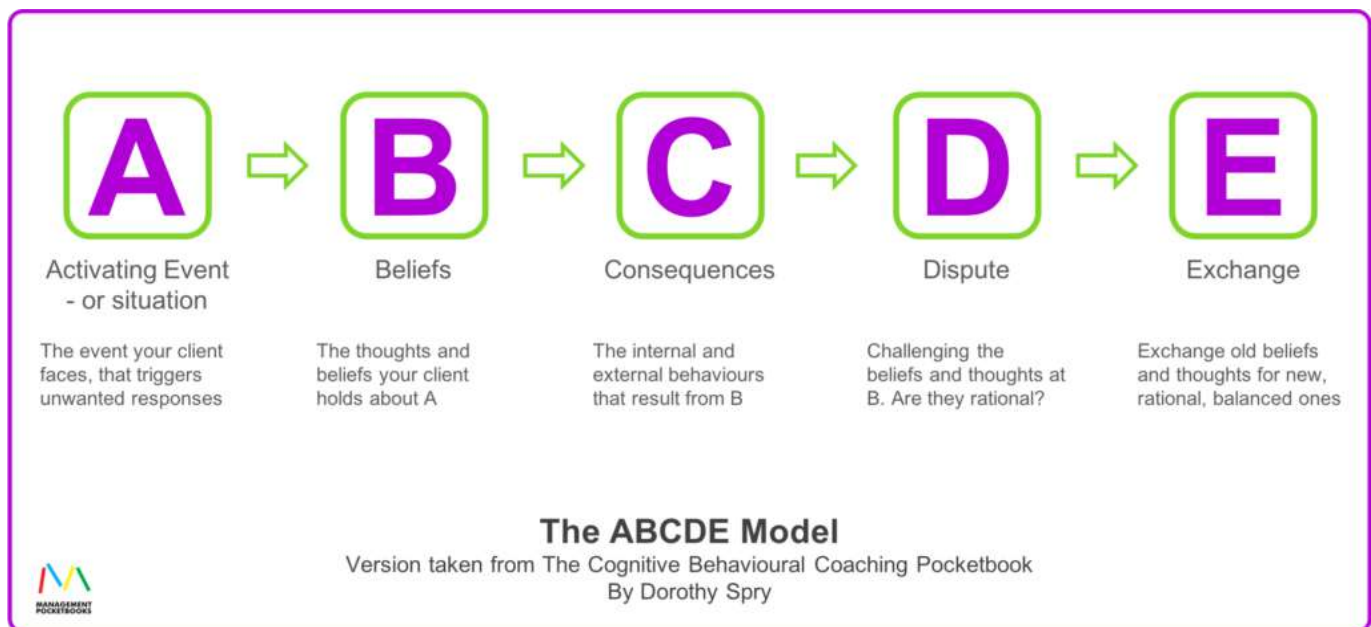


# POSITIVE PSYCHOLOGY

## 3. DISPUTE NEGATIVE THINKING

It can be easy surrendering to negative thinking, but negative thinking can and should be challenged. If you haven't tried the ABCDE approach to negative thinking, give it a try.

From the [Cognitive Behavioral Coaching Pocketbook](#):



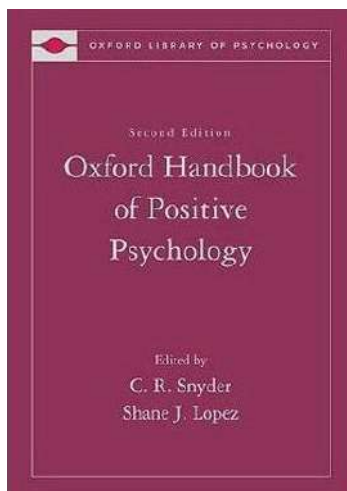
For a quick reminder of cognitive dissonances like "all-or-none" thinking, to watch out for, watch the video at right.



## POSITIVE PSYCHOLOGY

### 4. OPEN YOURSELF UP TO CURIOSITY AND NOVELTY

Positive psychologists have begun to explore the importance of curiosity and novelty in day-to-day functioning and happiness. Some researchers believe that these elements are more important for some people than others. If that's true, we would guess it may be more important for dyslexic people who often have traits of curiosity and enjoyment of novelty.



"People who are regularly curious and willing to embrace the novelty, uncertainty, and challenges that are inevitable in everyday life have an advantage in creating a fulfilling existence compared with their less curious peers."

**- Paul Siliva and Todd Kashdan, The Oxford Handbook of Positive Psychology**

Curiosity has been described as an openness to experience that is part of a natural desire to build knowledge. The **VIA Institute on Character** puts Curiosity in the virtue character of wisdom:

"There are two key components to curious individuals: They are interested in exploring new ideas, activities and experiences, and they also have a strong desire to increase their own personal knowledge."

Some of their suggestions about making the most of curiosity in every day life:

"Consider an activity you dislike. Pay attention to 3 novel features of this activity while you do it.

Practice active curiosity and explore your current environment, paying attention to anything you may often ignore or take for granted.

Try asking "why?" more often on your team or with your subordinates and supervisors to express more curiosity at work. Don't take what you're told at face value if it doesn't make complete sense to you.

A key part of positive psychology is understanding your personal strengths and taking actions to develop them. Curiosity may be one of them.

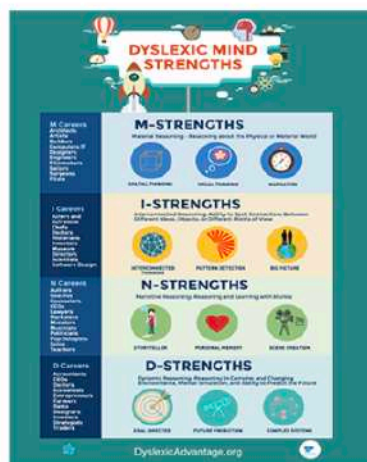
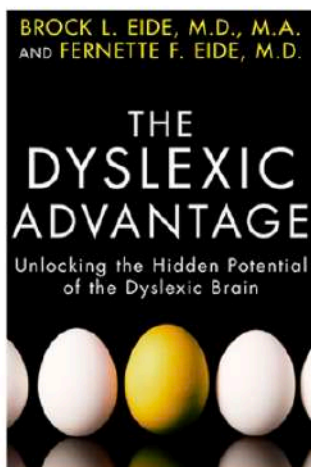
To learn more about curiosity, check out the videos below. The one at right has the famous physicist Richard Feynman (who many believe was dyslexic) talking about curiosity.



Curiosity on Brain Craft



# Dyslexic Advantage GIVEAWAY!



FURNITURE DESIGNER and RESTORER, BBC TV PRESENTER,

# JAY BLADES

"Originally from Hackney, Jay is dyslexic and after leaving school at 15 with no qualifications, he eventually managed to get back on track studying for a degree in criminology and philosophy at Buckingham University before finding his true vocation in restoration."



Today, Jay Blades is a TV presenter for three shows, including *Money for Nothing* and *The Repair Shop*.

Jay is largely a self-taught craftsman, but over the years has benefited from many masters of restoration. He also co-founded two social enterprises, *Out of the Dark* and *Street Dreams*, helping young people realize their full potential.



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## INSPIRATION



At his lowest point, Jay had a failed business (he lacked funding to help kids learn repair skills) and he became homeless after his marriage broke up and he left their house. Fortunately, a former buyer of some of his furniture took him in and loaned him a workshop where he could get back and running again. What a come back! He's an award winning BBC host and transforming lives while helping restore and create beautiful things.

From the [Daily Star](#):

"I couldn't have been luckier than to find two loving people who nurtured my spirit and soul and treated me as their own...this reignited my creativity, ambitions, drive, and made me feel all my dreams could come true."

**THOUGHT OF THE DAY FROM JAY BLADES:**

**"If you are not willing to LEARN , no one can help you. If you are determined to LEARN, no one can stop you."**



Attribution : © Glenn Francis, www.PacificProDigital.com

## THE REMARKABLE MAYA HAWKE

"(It was) deeply difficult growing up, (but dyslexia is) one of the great blessings of my life in a lot of ways."

MAYA HAWKE

Maya was recently [interviewed](#) by Scott Simon for NPR and we loved that she pushed back on the phrase "suffer with dyslexia":

"SIMON: I have read that your - that you suffer from dyslexia.

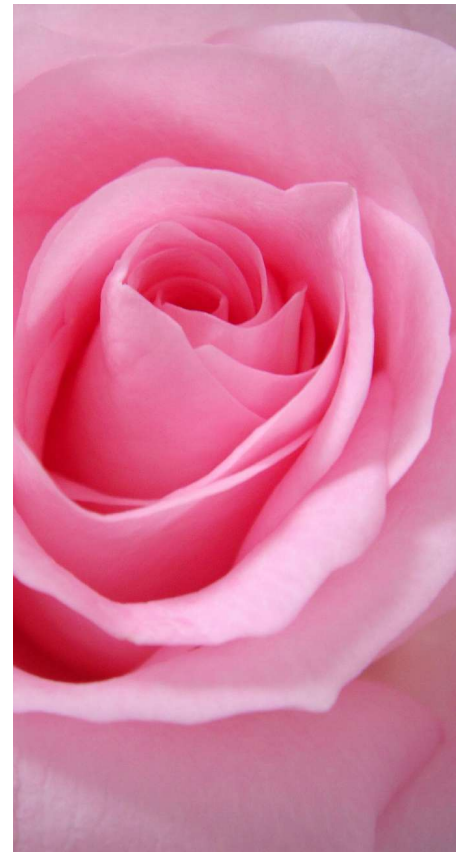
HAWKE: I wouldn't say suffer. I would say it is, like, one of the great blessings of my life in a lot of ways. But I did get, like, kicked out of school for not being able to read when I was a kid. And I went to a special school for kids with learning disabilities. And it took me a long time to learn how to read, and I still am limited. But the wonderful thing about today's world is that there are so many options. There's something about having had a limitation in regards to my ability to produce and take in stories that made me even more determined to love them and understand them and grow in them.

I mean, like, that said, it was deeply difficult, you know, to be in the slow class. Every grade that went by, you get dropped down into a lower and lower reading group. And other kids find out. And there's bullying in place. But my parents did a wonderful job of encouraging me to be creative."



Maya is the multi-talented daughter of Uma Thurman and Ethan Hawke. With that lineage (playwright Tennessee Williams is also in her family tree), it's not surprising that she is a gifted storyteller, whether acting as Jo March in *Little Women*, Robin in *Stranger Things*, or composing and performing songs for "Blush" like "By Myself" or "Coverage".

Maya had a difficult early school life, being switched in and out of schools. Apparently she found her niche at Saint Ann's School in Brooklyn which emphasized artistic creativity and did not grade work. It was there that she became interested in acting. Maya spent the summer at the Royal Academy of Dramatic Arts in London and attended the prestigious performance art college Julliard for a year, but she dropped out when she had the chance to play the role of Jo in *Little Women* (see below).





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## INSPIRATION

Maya recently released her debut album *Blush* based on her early years. In her NPR interview she reflected on how her first single "By Myself" came out during the pandemic when everyone was just learning how to be by themselves. But rather than the song really about being alone, she said the song was about "that kind of loneliness that you feel when you're surrounded by people."

The video below was directed by her dad, Ethan Hawke. The song's name is *Coverage*, and it's about acting on a set. The title of the album comes from a word in the song, but Maya confesses that *Blush* comes from "embarrassment. Most people wouldn't describe me as a particularly shameful or shy person. But I actually walk through my life feeling tremendously embarrassed most of the time - that I talked too loud at a party or said something stupid or, you know, whatever it is. So that's part of what it means. And the other part of what it means is that blush is simultaneously a revealing thing. Like, when you blush, you're revealing something about yourself, something personal. And it's also a mask, like if you put on blush or makeup. It's a mask. It hides your face, your feelings."

How's that for the dyslexic strength of metaphorical thinking!



Lyrics to *Coverage* are [HERE](#). Congrats Maya! What a talented young woman!



PREMIUM ISSUE FIFTY-NINE NOVEMBER 2020

# Dyslexic Advantage

PREMIUM MAGAZINE



- How to Pass Algebra 2
- What Public Schools Use for "Struggling Readers"
- Multisensory Dyslexia
- Fantasy Storytellers
- Q & A: "Not Dyslexic Anymore"
- Don't Lose Your School Services
- Emerging Dyslexia - Research

# PREMIUM

## UPCOMING ISSUE



- Fantasy Epic Storytellers
- Finding Mentors
- How to Pass Algebra 2
- Understanding Dyslexia and Multisensory
- The Problem with "Not Dyslexic Anymore" and more!

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## Teachers, Schools Fear Liability if Remote Classes Fall Short

Ed Source



## Octavia Spencer and "Self-Made"

Octavia is dyslexic, but no mention in this interview though inspiring

Today Show



## Jewell Discusses Dyslexia

Rolling Stone



## Some Students Still Opt to Take SAT ACT

EdSource



## Kansas Delays Dyslexia Services Due to Pandemic

KASB



## Special Education Students at Risk

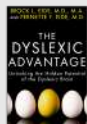
LA Progressive



## Amazing Dyslexics Bigger Picture Virtual Salon

YouTube Gershoni Creative

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## DYSLEXIC ADVANTAGE OCTOBER GIVEAWAY Signed Hardcover, Posters and Courses!

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## Why Dyslexics Make Good Coders

BCS, The Chartered Institute for IT



## Dyslexia and the Creative Advantage Exhibit

San Antonio Magazine



## Michigan (finally) Introduces Bills for K-3 Dyslexia Identification, Intervention, Teacher Training

Metro Times

## Dyslexia and Employment Guide



Data and Marketing Association Talent



## **If You Want to Know What Works for Dyslexic Students, Ask Them**

**Education Post**



## **Interview with Drs. Brock and Fernette Eide**

**Institute for Excellence in Writing Podcast**



## **Quick Tips: Making Distance Learning Work for You (dyslexic student)**

**Benetech on Youtube**



## **We Need to Talk About Dyslexia and Work**

**BBC**



## **Does Your Student Have Dyslexia? Find Out with the Neurolearning App**

**Vator TV**



## **First Year Teachers and the Pandemic (One of the teachers (T-K) is dyslexic!)**

**KQED**





Dr. Doresa

# **STEM:**

## **TALENT DEVELOPMENT FOR DYSLEXIC STUDENTS**



## STEM

Just from the strengths perspective, we might expect that many dyslexic students would excel in science and technology. STEM jobs often require strengths in real world problem solving that depend on powers of observation, analytical ability, pattern recognition, and synthesis, or putting different pieces of information together.

The problem is, dyslexic students may get few opportunities to observe and dabble in "real science", unless they go out looking for it.

Recently, I had a chance to catch up with Dr. Doresa Jennings, an amazing homeschooling mom who we all can learn from in terms of how she designed educational plans that build on students strengths.

Even if your kids aren't yet strong in science or technology, Doresa's advice is worth listening to.

Here are three big picture take-home points:

- 2:1 Strengths : Remediation
- Help give your kids enough time, space, and stuff to follow their passions.

The choices Doresa and her husband

made were based on her desire to have their children feel good about themselves at the end of every school day...and it's hard to feel good about oneself if the focus is entirely on remediation.

**"If you hyperfocus on the challenge, it makes it harder to enjoy school. It makes it harder to be excited about learning..."**

Doresa and her husband reasoned that they could allow their children to experience and develop what they are good at, then they could discover that with hard work, they could become great.

**"When people meet them, they lead with being great scientists or great engineers who are also dyslexic, rather than being dyslexic first..."**

Doresa's responses made me think about the first time our son really felt proud about something he had done. There are lots of times that parents may be proud of what they had done, but sometimes its not the same for our students...especially if they are confronted with their shortcomings in school or compare themselves to a brother or sister.

## STEM

She gave an example from her daughter's situation. When her daughter was quite young and dictating more than writing, she decided to teach her parents about why Pluto was no longer a planet. I love that as an example because kids are often intrigued by controversies and surprising statements. When this interest presented itself, her parents started with kid programs, but found that she could follow general programs like those by Dr Neil DeGrasse Tyson that were designed for the general (and not necessarily academic) audiences.

What Doresa noticed is that her daughter not only was drawn to the content, but she was also developing opinions about it (from Fernet: early indications that she was developing scientific thinking and not just learning science-presented information as "fact").

Because Makaila just turned 13, and she still has a passion for space (she was one of our Ingenuity Awards this past Spring), I asked how Doresa and her husband found opportunities for her to develop these interests as full-time homeschoolers.

When Makaila turned 9, the whole family signed up to join Space Camp on the grounds of the US Space and Rocket Center museum at NASA's Marshall

Space Flight Center. Doresa also thought to tell the program that her kids were dyslexic before attending. The program thanked them and said that they wished more people mentioned this at the beginning. As a result, when young Makaila received her "mission", she didn't get assigned text-heavy missions and instead was assigned more hands-on missions like being an astronaut and putting on a mock suit or putting a satellite on the shuttle. As it turned out, she was assigned to conduct experiments on the shuttle and she loved it. In retrospect, Doresa realized that otherwise her experience would have been much less enjoyable, because in the reading-heavy mission control job she was supposed to read from a script that came in then watch the monitors. It was also a time-sensitive task that could add to frustrations.

NASA is a dyslexia-friendly institution. We've spoken with several NASA engineers over the years who are dyslexic and one of our emeritus Dyslexic Advantage Board members, Dr. Dave McComas, is a pioneering space scientist at Princeton who has led many NASA projects!

Listen to an excerpt of my chat with Doresa below. The full interview is posted to our Premium Podcasts for Premium subscribers.



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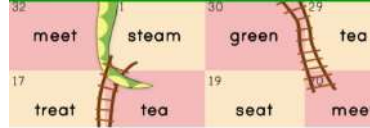


PLANNING FOR DYSLEXIA DURING A PANDEMIC

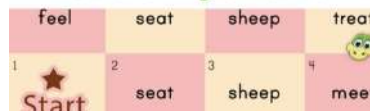
### IN THIS ISSUE:

- SCHEDULING FROM HOME
- COMMUNITY
- GETTING HOOKED ON BOOKS
- DRAWING INSPIRATION FROM MICHELLE OLLIE AND COCO FOX
- DYSLEXIA NEWS

## Dyslexic Advantage PREMIUM MAGAZINE



### Orton-Gillingham GAMES



### IN THIS ISSUE:

- Multi-Level Reading Online
- Dyslexia and Humor
- Dyslexia and Note Taking
- DYSLEXIA & CORONAVIRUS CLOSINGS
- "Drilling" Math
- Dyslexia, Music, and Empathy

## Dyslexic Advantage PREMIUM MAGAZINE

### WHAT TO DO NEXT.. PANDEMIC PLANNING



### IN THIS ISSUE:

- DECISION MAKING IN THE MIST OF UNCERTAINTY
- THE WRITING PROCESS
- TACKLING EMAIL
- MULTISENSORY SCIENCE
- EVERYONE A MAKER
- TEACHING THROUGH REAL WORLD AND WORKED EXAMPLES

## Dyslexic Advantage PREMIUM MAGAZINE



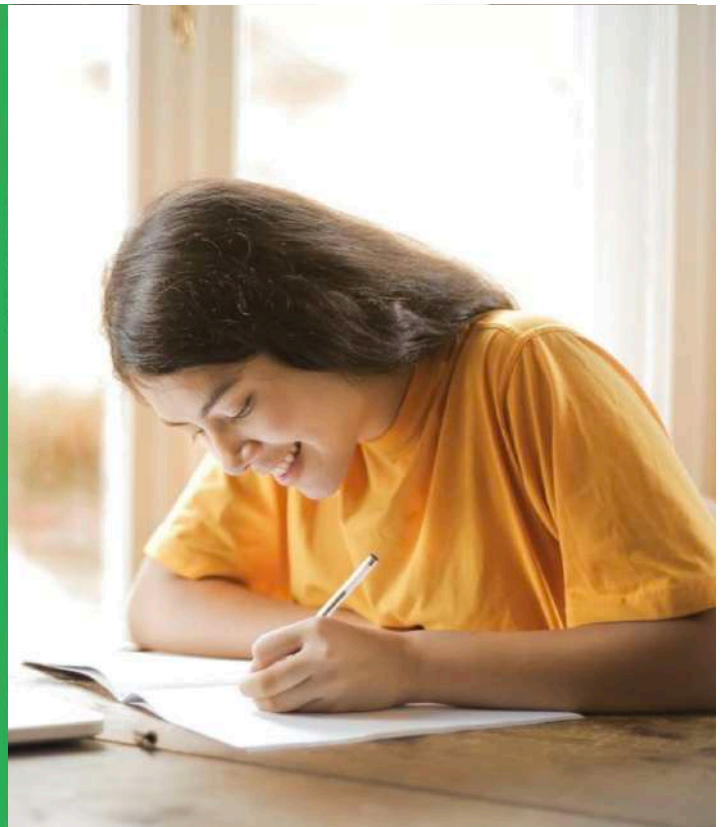
### IN THIS ISSUE:

- THE DYSLEXIC ENGLISH TEACHER
- ENTREPRENEUR MIND
- A STATISTICIAN WITH DYSCALCULIA
- TACKLING TIMED WRITING

## Homeschooling for Dyslexia Online Course for Parents

Includes Premium  
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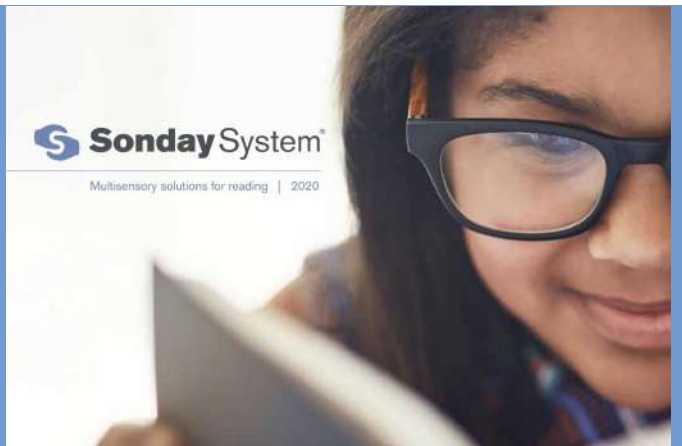
Reading, Writing,  
Math, Technology



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Dr. Fernette Eide**

**JOIN US! You'll love the help and support!**

Thanks to Gerardo D Duran, Jr.  
of Florida for sharing this wonderful  
photo!

**Title: Your Personal Reflection:**

**Do we all see only one reflection  
or can we see many reflections  
of ourselves?**

"Using technology to cope with  
Dyslexia, and find my Dyslexic  
Advantage. Presently I'm a  
widower, in my 80th decade  
of life and retirement active,  
a practicing photographic art  
enthusiast."



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"If you are not willing to LEARN , no one can help you.  
If you are determined to LEARN, no one can stop you..."  
Jay Blades

