

SEPTEMBER 2020 ISSUE 57

Dyslexic Advantage

NEWSLETTER



CORONAVIRUS & SCHOOL:
IEPs and 504s

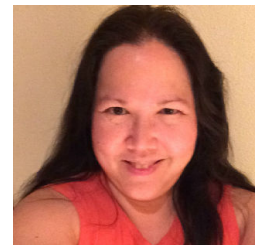
INNORECORDS ON PEXELS

IN THIS ISSUE:

- How a Dyslexic Teen Helped Save Britain
- Should You Skip College Entrance Exams?

TALKING THROUGH MATH

- Weakness Can Prepare You for Greatness
- Chloe's Bake Sale



Fernette Eide MD,
Editor

DOWNLOAD THIS
NEWSLETTER **HERE**.

Dear Friends,

This issue has some just-in-time advice and resources as well as inspiration.

Our **COURSES**: **Homeschooling Dyslexia** and **Dyslexia for Teachers** courses are OPEN! Both courses come with private forums.

Two **SURVEYS** (please help!):

Good Jobs Bad Jobs - Advice from Fellow Dyslexics **HERE**.

MIND Strength Survey for Young People (Dyslexics and Non-Dyslexics) **HERE**.

Visit our wonderful sponsors: **Winsor Learning / Sonday System**
All About Learning (Reading & Spelling), Summit Center,
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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/k7ZC>



CONTENTS

DYSLEXIC ADVANTAGE ISSUE 57 SEPTEMBER 2020 NEWSLETTER

4

**CORONAVIRUS SCHOOLING:
WHAT ABOUT THE IEP or 504?**

8

**HOW A DYSLEXIC
TEEN HELPED SAVE
BRITAIN**

15

**SHOULD STUDENTS SKIP PREPARING
COLLEGE ENTRANCE EXAM TESTS?**

19

**HOW OUR WEAKNESSES
PREPARE US FOR GREATNESS**

24

**TALKING
THROUGH
MATH**

30

DYSLEXIA NEWS

CORONAVIRUS SCHOOLING: WHAT ABOUT THE IEP or 504?

From the Department of Education:

"School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.

The Department understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. While some schools might choose to safely, and in accordance with state law, provide certain IEP services to some students in-person, it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services. Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing.

It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency."

What shall parents of students with an IEP or 504 expect in the upcoming school year? The DOE made it very clear that schools are legally required to continue to support their students and that there is no excuse for refusing to provide those supports through distance education, should meeting in-person not be allowable because of the pandemic.

That said, they also called for flexibility, saying, "...it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services."

It is possible to conduct 1:1 special education services online, but whether or not the school can deliver such intervention (and your student can receive it), is another matter.

From [Education Week](#), one SPED attorney warned that schools are focusing on the wrong things, for instance worrying about technical issues and being sued, rather than on how they could be implementing plans.

IEP meetings can be conducted remotely, but there is likely to be a good deal of upheaval in the timing and scheduling.

Do you have options for Family Leave? From the **Department of Labor**:

Families First Coronavirus Response Act: Employee Paid Leave Rights

The bottom line is that if your student is on an IEP or 504, then nothing has changed because of the pandemic. Allow the schools time to figure out how to deliver your student's specialized education, but also be insistent and firm if your student can't access the material for class or is being assigned content she or he can't possibly finish.

When classes switched to remote, many parents suddenly discovered how much difficulty their students were having accessing a lot of their class content. Consider it a blessing that you may be discovering more about what the school day looks like for them.

If you're able, see if you can get signed up for Bookshare or Learning Ally if your school has a subscription - that way, if school ends up being disrupted and entirely remote, you have what you need for free audiobooks. If your student hasn't been formally identified, then you can request an assessment, even in this setting of a pandemic. The American Psychological Association has published [Telehealth Guidance by State](#) If the school does not offer remote testing

PANDEMIC SCHOOL

services, you can ask whether your student can be assessed through an alternate means, for instance through a private provider who is testing remotely or an online app like [Neurolearning's](#). In regard to the latter possibility, this is a social profit organization co-founded by Brock, myself, and a dyslexic tech entrepreneur, Nils Lahr. The dyslexia screening app is currently being used by professional users across the US (and globally - there is a UK voice version) as well as by public and private schools including Stanford University. Individuals identified as having a high likelihood of dyslexia by the app qualify for free ebooks through [Bookshare](#) in the US.

The advantage of having this established at the beginning of the school year is that your student has more confidence in knowing that she or he can access book-related content required for classes. When schools shut down abruptly last spring, many school professionals couldn't access IEP or 504 documents and some students lost their access to Bookshare or [Learning Ally](#) because they had never established individual accounts with those organizations.

Making sure that your student has individual access to audiobooks or talking e-books helps increase the likelihood that your student can continue learning, no matter what disruptions occur in school.

Special education lawyers are also recommending that parents consider documenting their student's abilities at the start of the school year to later verify or question that your student is making progress. One simple free reading assessment is the [San Diego Quick Reading Level Assessment](#).





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HOW A 13-YEAR OLD DYSLEXIC GIRL HELPED SAVE BRITAIN: HAZEL HILL

"My mother was partially dyslexic, and she had terrible trouble spelling. This got her into trouble as she was obviously highly intelligent, so teachers thought she was naughty and lazy. I think when she did mathematics, she had none of these problems, which is why it appealed to her so much." - Robin Baker

The BBC has a documentary out about the remarkable contributions of Hazel Hill to Britain's success against Nazi Germany in the air.

Although Hazel passed away at the age of 90 a decade ago, her children and grandchildren are thrilled that she's being honored by the Royal Air Force and BBC for her contributions to the war effort.



What was Hazel's contribution? Her calculations (along with her dad's) were critical in his pitch to mount 8 guns on the British Spitfires and Hurricanes instead of four.



The Brits were in a dilemma: how best to design a light and maneuverable aircraft that could also take down the powerful planes of the Luftwaffe? The Royal Airforce was outnumbered 3:1!

The calculations demanded the generation of complex scenarios, multiple factors, and divergent designs - an ideal scenario for dyslexic minds! In 1934, the RAF knew it didn't have much time to commit to a design and complete their aircraft before a potential attack by Hitler's planes.

These new monoplane fighters would fly much faster than the biplanes they replaced. Biplane fighters were then fitted with 2 light machine guns that could fire 650 rounds a minute. It was intended that the new monoplane fighters then on the drawing board would be fitted with 4 new light machine guns that could fire 1200 rounds a minute. This massive increase in firepower seemed to most senior airmen to be more than enough to shoot down the new German bombers.

Fred Hill had received his first commission in the Navy in 1916 after he had volunteered for the reserves and was soon recognized for his expertise in Physics, Mathematics, Chemistry, and Engineering. He later became an Experimental Officer specializing in aircraft gunnery and his talents were soon widely recognized in diverse projects, including the design of weapons. In 1934 he was working flat out on designing the gun sights that would be fitted to the new planes (these sights were later used in World War 2 by the US Navy too).

However, Fred had a hunch that at the increased speeds the new fighters would fly, even 4 of the new machine guns would not be enough. He was asked by his boss, C.H. Keith, to provide hard evidence to back up this hunch and to produce it quickly as contracts for production of the new fighters were just about to be awarded.

He called on his daughter to help him because there was no way that he could complete the calculations by himself in time. In June and July 1934 they worked long into the nights to complete the calculations based on firing trials and predictions, and their results were critical for deciding on a final design that grouped eight guns in the wings. With that design only, could they have guns that could produce an on target density of fire of 256 bullets in 2 seconds that a pilot would need to take down a German bomber.

INSPIRATION

I wanted to share this story, because had Hazel's father only seen her weaknesses, including all of her simple spelling mistakes, he never would have chosen her to help him in his important work that ultimately saved free Britain!

Hazel grew up to be a physician in the National Health Service. Her activities seemed to be as broad as her fathers, a general practitioner taking care of soldiers, then child health clinic director, and finally psychiatrist who published research into school phobia, anorexia, and autism.

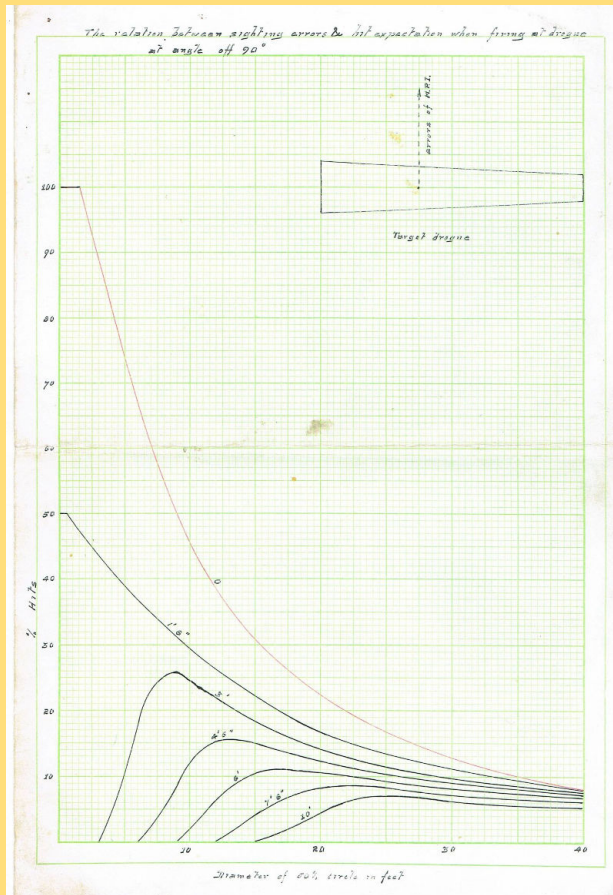
I had the chance to talk with Hazel's son, Robin Baker, this past week and was able to get more details about her interests and abilities as well as sense for what life in her family was like.

Hazel was apparently a tomboy who was known to get in trouble at school for activities like "climbing trees." Her dyslexia seemed more of the "stealth" type, affecting spelling and writing more than reading. Robin told me of a letter from his grandfather who mentioned his mother's use of the word "incubus" instead of "abacus."

I spoke to Robin about dyslexic MIND strengths, and it sure seemed as if Hazel might have had all 4. In terms of material reasoning, Hazel was very much a "doer". I asked if something needed to be fixed around the house whether she would do it herself or ask her husband, and he said Hazel would likely do things herself. She was also an avid interior decorator and painter who also sewed her children's clothing (Hazel had 4 boys!).

I'm assuming that she had plenty of Interconnected Reasoning strengths because of the diverse areas where she found career success: statistical analysis, tending wounded soldiers from Dunkirk, becoming a founding member of the Royal College of Psychologists, becoming a pioneer in the field of family therapy, with interests in school phobia, autism, and anorexia. When she was over 80, she set up a program helping disadvantaged mothers and their children with parenting skills as well as helping them get into work and advance their careers. Other details I gleaned from Robin included her love of storytelling and history in general (she could tell stories with great "verve"), and her strengths in understanding and working with people.

An example of one of the graphs that Hazel worked on to help her father, Fred Hill.



Dr. Hazel with her husband, Chris Baker.

"You can work with your strengths..."

- Robin Baker

Hazel also had plenty of Dynamic Reasoning strengths with all of her career pivots as she completed her training during the war, navigated through fairly dramatic changes in her practice, and managed to raise her four boys while creating new models of working with children and parents that could help families in distress on multiple levels. We thank the Hazel's family for sharing more wonderful details of Hazel's life. Never underestimate the powers of dyslexic minds!

Read more about Hazel [HERE](#). For those in the UK, watch the BBC show!

WE NEED YOUR HELP! TWO SURVEYS!



Good Jobs Bad Jobs: Advice from Fellow Dyslexics [HERE](#)



MIND Strengths Survey for Young People (Dyslexic & Non-Dyslexic Students (age 5-17) [HERE](#)



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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.

PREMIUM UPCOMING ISSUE



Dyslexic Advantage PREMIUM MAGAZINE



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Plan for the Worst

SCREENWRITER
MAX BROOKS

IN THIS ISSUE:

- MAKING THE MOST OF A PANDEMIC GAP YEAR
- MAKING SENSE OF MATH
- MANAGEMENT FOR SUCCESS

- DYSLEXIA AND SECOND LANGUAGES
- CAN'T FINISH A BOOK - WHAT TO DO
- HOW TO HELP WITH WRITING WITHOUT WRITING IT YOURSELF
- ONLINE WHITEBOARD COLLABORATION 5

- Hope for the Best / Plan for Worst with Screenwriter Max Brooks
- A Great Pandemic Gap Year
- Making Sense of Math
- Management for Success
- Dyslexia and Second Languages
- Can't Finish a Book
- Online Collaborative Whiteboards

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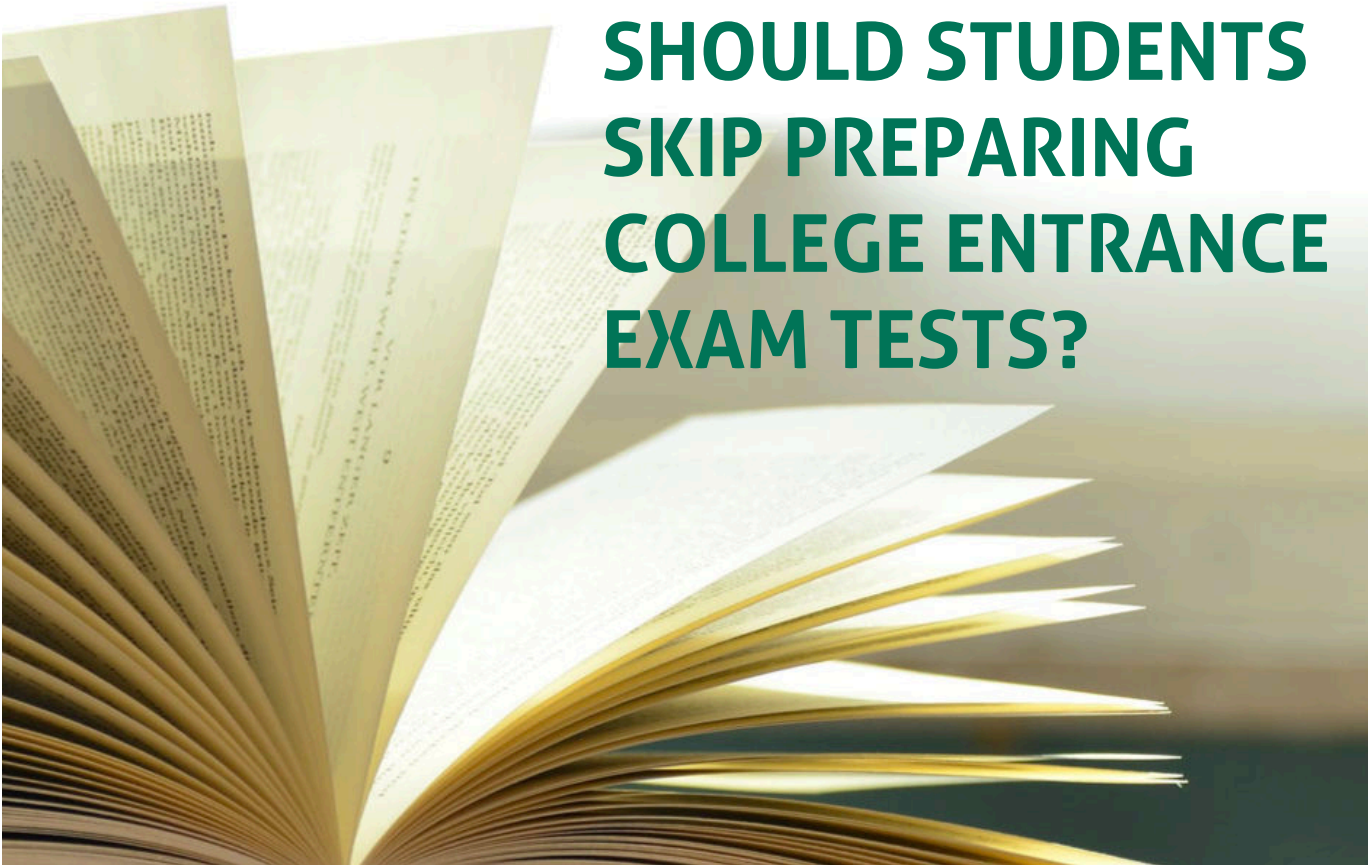


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SHOULD STUDENTS SKIP PREPARING COLLEGE ENTRANCE EXAM TESTS?

More Colleges and Universities are Waiving the SAT and ACT

Because of coronavirus, most colleges and universities are waiving requirements of the SAT and ACT for applications in 2021. (read more [HERE](#)).

Standardized tests may be a weak area for many dyslexic students, so many might welcome the option to waive preparing for and paying for tests. The College Board had hastily rolled out a program for home testing last spring after the COVID-19, but with a great deal of technical problems. One especially problematic glitch was the system not recognizing iPhone photos that students were supposed to upload for their written exams (more [HERE](#)).

At least for the coming year, the NCAA has announced that it is waiving its SAT and ACT requirements if a minimum GPA is met as well as adding additional flexibility to its criteria given the fact that many courses in the spring were recorded as pass-fail.

TESTING

From Yahoo Sports:

"The requirement changes apply to Division I and Division II schools. Incoming freshmen who are set to graduate in the spring and go to a DI school still need to have a grade-point average of 2.3 in the 10 NCAA-applicable core high school courses. If that grade-point requirement is met, a student does not have to have a standardized test score. The GPA requirement is 2.2 for DII enrollees."

From the NCAA:

"Students with an expected Spring/Summer 2020 graduation date who initially enroll full time at an NCAA school in 2020-21 will be academically eligible to receive athletics scholarship, practice and compete in the first year of full-time enrollment if they meet the following criteria:

Division I*

- Meet the core-course progression requirement for NCAA-approved core courses (10 core units, seven of which must be in English, math or science) before start of the seventh semester; and
- Present a 2.300 or higher core-course GPA in such courses.

Division II*

- Complete 10 NCAA-approved core course units before start of the seventh semester; and
- Present a 2.200 or higher core-course GPA in such courses."

More details [HERE](#).

What if you've already taken or prepared for the test or think that you'll do well on them? By all means submit your scores when applying for college or scholarships. Even colleges that have waived the requirement usually state that they are encouraging students to send scores if they have them. Good scores could make the difference if two candidates are similar and for homeschoolers who don't have much in the way of outside grading, they can provide admissions committees with the confidence that they can be successful in college.



[The Chronicle of Higher Education](#) reported that two students tested positive for COVID-19 after taking the ACT at an Oklahoma high school. The ACT has had to cancel many test sessions and closed down briefly because of being overwhelmed by students wanting to schedule or reschedule. The SAT had originally planned to have an at-home test available, but we believe that plan has since been scrapped.

What about the GRE or Graduate Record Exam? Apparently the Educational Testing service is still offering an at-home option (learn more [HERE](#)). If you would like to take this test at home, definitely check out the articles where people described their experiences. It may help you prepare in case something goes wrong. From Poets & Quants, She Took the GRE At-Home Test. Here's What It Was Like ([HERE](#)). From Reddit, [HERE](#). Do read all the suggestions. Apparently it's pretty common to have the screen freeze if you need to take a schedule break or use the bathroom. With time an issue and the potential for technical problems, you may have to have nerves of steel.

The GRE has also announced that they are piloting an "at-home" test. More information is available [HERE](#).

The PSAT is different from the previously discussed tests because it is usually administered by a student's local school. If there is a chance that your student may score well on this test, it may be worth taking because there are awards and scholarships associated with it and scoring well can put a student on the roadmap for certain selective colleges. The College Board has announced it is providing more flexibility with administration dates so school don't have to have students crowded together. Your dyslexic student may have 1:1 testing if she or he has qualified for a reader or scribe accommodations.

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HOW OUR WEAKNESSES PREPARE US FOR GREATNESS

"I was in second grade when I overheard my teacher telling my parents that he would be surprised if I finished high school. In the second grade!

Hearing this, you'd guess that I wasn't the most well-behaved student in my class. Throughout my formative years, I stuck to that persona at times and it wasn't until high school, when I got my first job, that I really learned to appreciate the value of hard work..."

- Bo Parfet



How familiar does this start in life sound for our readers?

I recently came across Bo's story [Business Matter Magazine](#) and there's a lot to learn from as well as inspire from his choices, reflections, and experiences:

"...before I knew that I had a learning disability, I was cast as a troublemaker and a failure. It wasn't until I got my first job working in a vintage car shop that I really found my sense of self-worth. I was able to see the value of hard work and I was given opportunities to do things that others thought I might not be capable of doing. I enjoyed seeing what I could accomplish from working hard—physically, mentally, and financially.

I put myself through college, graduating with an Economics degree from Colorado State University. I went on to receive a master's degree in Applied Economics from the University of Michigan and eventually got my MBA from the Kellogg School of Management..."



"When I think back on all of the times it would have been easier for me to say no or to quit than to keep moving and pushing myself forward, I cannot imagine the person I would be today had I not learned the lessons of perseverance that came from my experiences overcoming dyslexia. Nothing happens out of luck. It is through sheer perseverance, and the desire to become more than that grade-school boy that had "no chance" of making it through high school, that I have built a legacy of which myself and my family can be proud. I suggest to many people that I meet that they think of one thing that scares the hell out of them, and then just take a leap and keep climbing towards and over it..."

After getting out of school, Bo seemed to have landed a great job at the global financial firm JP Morgan, but as Bo tells it in his book [Die Trying](#), he was stuck inside an office cubicle from 9am until 2am and he'd seen his weight balloon up to 230 pounds after too many hot dog lunches and takeouts for dinner. Surfing on the Internet, he became enamored by the idea of trying to summit one of the world's greatest mountains. At that point, he admits he was "completely out of shape", doing Stairmaster once a week, but thought if he could go on an easier, shorter expedition, than the biggest, he could manage it. He chose Kilimanjaro.

You'll have to read Bo's book to really get an understanding of the extent of the mental and physical challenges he had to overcome to reach his goals (he



ultimately summited the 7 highest mountains in the world), but what I especially wanted to share with this community is that his early life dyslexia challenges were there somewhere at the bottom of it. From his book:

"Having already dealt with the elements, Indonesian terrorists, local militia, lurking cannibals, and near starvation to the point of physical and emotional exhaustion, I stared at that intimidating length of granite and, in its rugged gray complexion and skyward trajectory, saw yet another manifestation of the proverbial barrier that I'd faced all my life. As a dyslexic kid with a speech impediment, I had grappled with overwhelming odds to disprove the claims of my teachers and fellow pupils that I'd never graduate from high school.

As a adult, I had worked hard to succeed in a mostly literate world and achieve what I'd been assured was impossible. Now, swinging beneath a ridge on Carstensz Pyramid, technically my most difficult climb to date, I thought, "You won't defeat me..."

Another admirable thing about Bo is that he has made a lifelong commitment to giving back. With this first trip, he raised enough money to help two African students attend medical school. He went on to found Denali Venture Philanthropy, a hybrid entrepreneurial and social venture company that strives to make "positive, creative, sustainable improvements in people's lives."

INSPIRATION

For those of you who don't know, social venture philanthropy differs from simple charitable donations or venture financing of business, as it combines the two - so venturing financing promotes making the world better in some way. Examples from Denali's portfolio page: [Tugende](#), an African micro-trade organization helping motorcycle taxi drivers own their own vehicle, [Watson](#), a university model to promote innovators and entrepreneurs.

Bo, again:

"When I think back on all of the times it would have been easier for me to say no or to quit than to keep moving and pushing myself forward, I cannot imagine the person I would be today had I not learned the lessons of perseverance that came from my experiences overcoming dyslexia. Nothing happens out of luck. It is through sheer perseverance, and the desire to become more than that grade-school boy that had "no chance" of making it through high school, that I have built a legacy of which myself and my family can be proud. I suggest to many people that I meet that they think of one thing that scares the hell out of them, and then just take a leap and keep climbing towards and over it. Where there is weakness, there is always also the very strength we need to reach our summit before proceeding to the next mountain to climb."



"A good leader does not necessarily need to be the smartest guy or gal in the room, but they definitely should be one of the hardest workers. "

- Bo Parfet

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TALKING THROUGH MATH

As the pandemic continues, more and more parents and tutors may find themselves supervising students' math.

For dyslexic students, the talking process can be especially valuable, but it may be difficult.



If you are a parent or tutor helping explain a lesson or homework, it's good to help your student talk through the steps of math; this may be especially difficult for some students. If a student has trouble finding words or has a limited working memory, talking through math may be difficult for a while until either or both of these functions develop.

Such students may especially benefit when YOU talk through math, slowly and precisely.

There are also ways to make the talking process easier - like having a list of math vocabulary available for a student to retrieve. Students who are shy or have difficulty organizing their speech may choose or tap on appropriate cards to show that they understand the principles at work.

As a parent and a tutor, it's difficult to know how much to push if a student has trouble explaining. In a busy classroom, the student is likely to be passed over and never raise their hand. This is where the art of tutoring or mentoring takes over. This should be the safest of all places for students to stumble and reveal that they don't know the words or are unsure of the principle. Slow down the pace, give them time to get through the awkwardness of finding the correct words, and over time, you will see your rarely-talking student grow in confidence.

Goals that parents or tutors should have when talking math with their students and helping with homework:

- Be precise about math vocabulary. Words can mean different things spoken in the context of math work or math problems. Look up the definitions and keep track of them in a personal math dictionary.
- Talk about math with a list of terms in view - for instance by using a word bank or pile of cards that you use for word sorts. Examples of words that have multiple meanings are words like "negative" or "rational"
- Address similarities (and differences!) in math symbols
- When introducing a new concept, use a visual or physical (using manipulatives, for instance) demonstration first, then add words in a second step. Test if that may be a better way to illustrate concepts.
- Develop a habit of working "open book" with whatever review sheets or vocabulary lists may be helpful. It's always better to reinforce the correct precise meaning than allow slightly different (and perhaps incorrect) definitions to be remembered.

One nice free online resources about promoting discourses in Math:

Kersaint's [Orchestrating Mathematical Discourse to Enhance Student Learning](#)

<i>Help students evaluate their own processes, activities, and program.</i>	
What do you need to do next?	What have you accomplished?
What are your strengths and weaknesses?	Was your group participation appropriate and helpful?
<i>Help students with problem comprehension.</i>	
What is this problem about? What can you tell me about it?	Would you please explain that in your own words?
Do you need to define or set limits for the problem?	What assumptions do you have to make?
How would you interpret that?	What do you know about this part?
Would you please reword that in simpler terms?	Which words were most important? Why?
Is there something that can be eliminated or that is missing?	

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"I am an Educational and Dyslexia Specialist, and most of my work is with struggling readers. I can't tell you how helpful Neurolearning's Dyslexia Screening Test App has been in providing me and parents with information on students. The app is simple to use, and the reports are filled with helpful information in areas of weakness or strength, recommended accommodations, and "next steps" to take in helping the student. I'm very excited this app is now available, and I have no doubt I will continue to use it in my work."

Michelle Lucas, M.Ed., AT



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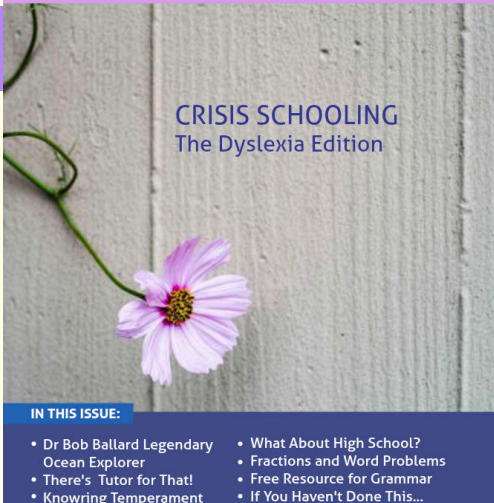


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PREMIUM ISSUE FIFTY-SEVEN SEPTEMBER 2020

Dyslexic Advantage

PREMIUM MAGAZINE



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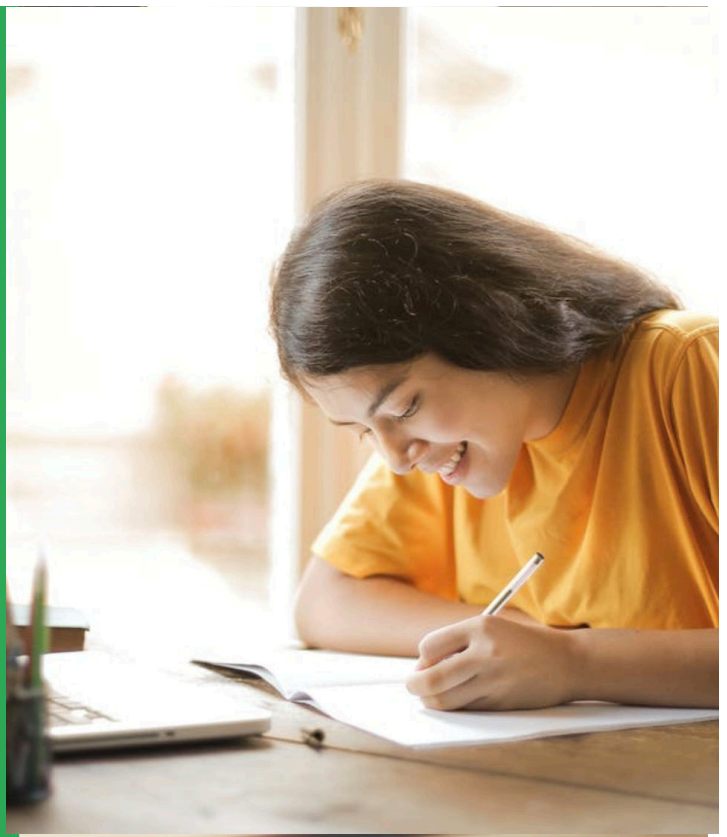
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Chloe from Texas

THANK YOU CHLOE!

Huge thanks to Chloe from Texas who held a bake sale to benefit Dyslexic Advantage. This young lady clearly has so much talent and creativity...and entrepreneurial promise, too! Share your fundraiser for Dyslexic Advantage here:
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Inspired by Despicable Me.



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4 Ways to Help Students with Dyslexia in September

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Note-Taking Strategies for Students with Dyslexia

IDA on Youtube



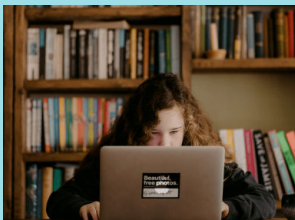
Tips to Succeed in Hybrid High School

US News & World Report



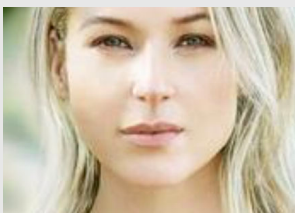
Dyslexia Bill Becomes Law - OK Mandatory Dyslexia Screening K-3

Claremore Daily Progress



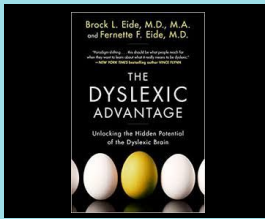
How COVID-19 has impacted struggling readers and their parents

Neurolearning Blog



Jewel Discusses Battling Anxiety, Dyslexia

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Interview with Drs. Brock and Fennette Eide about the Dyslexic Advantage

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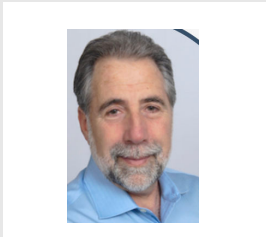
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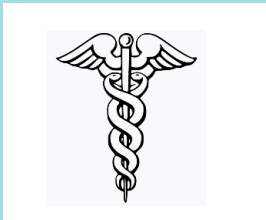
Stanley Cup Winner Brent Sopel on his Dyslexia Battle

Youtube



Shame, Dyslexia, and the Power of Empathy with Stan Gloss

Dyslexia Explored on Radio Public (Podcast)



Court Confirms That Medical Student with Dyslexia and ADHD Should Receive Extra Time on NBME Boards

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Parents Using School Vouchers During Pandemic for Private School (Arizona)

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Erik Karits

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**"Who you are in times of duress,
defines you as a person."**

- Bo Parfet