

# Dyslexic Advantage

## NEWSLETTER



## WORK HACKS FOR THE COVID PANDEMIC

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Fernette Eide MD, Editor



Dear Friends,

This issue has some tips and advice for all of you who are balancing work and helping students with their education.

Reminders to college students about the Karina Eide Memorial Scholarship **HERE**. There's also still time for K-12 students to develop a STEM / STEAM or business project for our Ingenuity Awards in the spring. More information **HERE**.

Be well! Fernette and the Dyslexic Advantage team

The **NEUROLEARNING** Dyslexia Screening App is \$24.99 and available for children and adults 7-70 years old. iPad, iPhone, Android, and Kindle Fire.



The app may be used to identify and qualify for services such as Benetech.

Thank you volunteers Shelley Wear, Trish Seres, Dayna Russell Freudenthal, and Michelle Williams for their astute critique and proofing. Thanks to Lady Grace Belarmino for beautiful design and layout.

**PREMIUM**

Editor's Note: to make our publications easier to read, we will avoid use of italics and certain types of fonts.

Newsletters can be read online **HERE**. This issue will temporarily be available on the Joomag site <https://joom.ag/NEXI>



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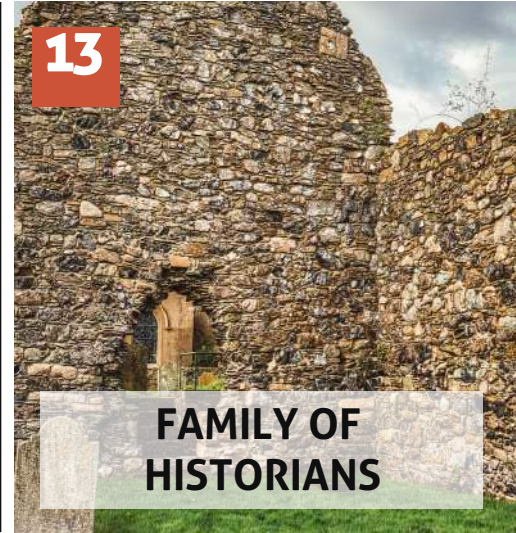
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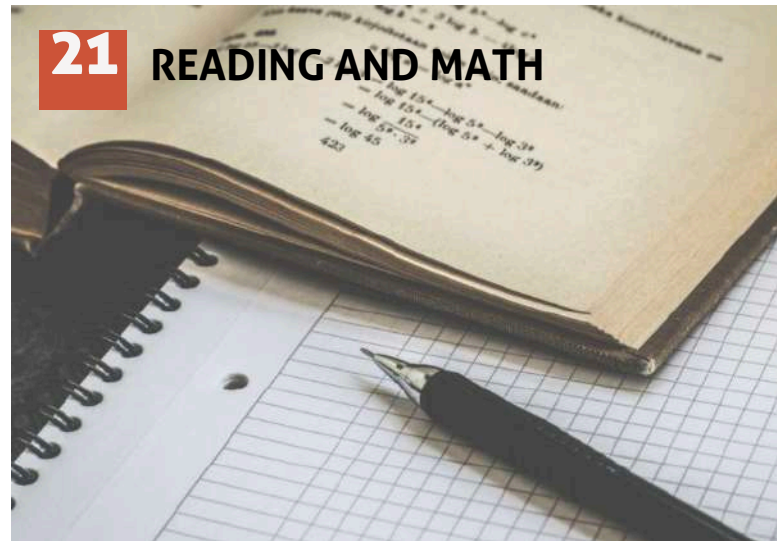
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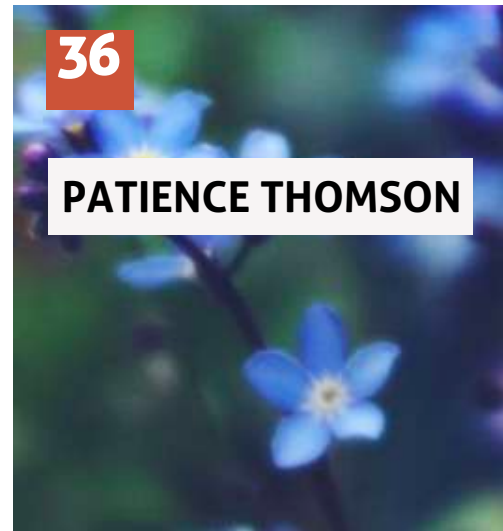
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## DYSLEXIA NEWS



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## PATIENCE THOMSON



# DYSLEXIA AT WORK- PANDEMIC

Q: I'm a contractor who's adjusting to changes due to the pandemic. I've lost some jobs as I didn't get messages that normally the office would have handled. I'm having trouble with Dragon software - do you have any advice?



## APPS AND RESOURCES TO STREAMLINE COMMUNICATION

To answer your question about Dragon software first. I don't know whether your Dragon software is new or old, but in general speech-to-text software programs have improved a lot in recent years. Dragon has [free support and paid support](#) for their software. There are also private technology trainers experienced working with dyslexic people and they may also be able to help you with this software as well as with other productivity and work organization improvements.

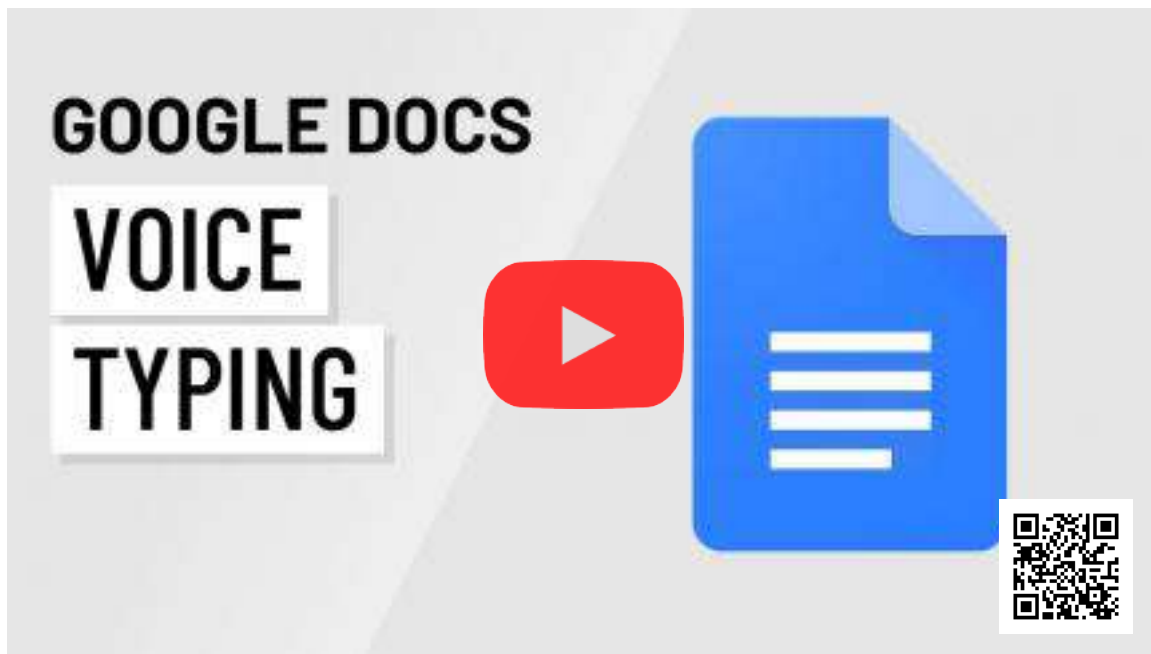
It used to be that Dragon required a good deal of "training" to ensure that the software transcribed what people said accurately. Hopefully that software has improved.

Regardless, though, there are now free options for dictation that pretty good for taking down information. Also, there are fairly inexpensive options for remote answering services and administrative assistants that are paid by the time used, so that overall monthly cost can be affordable.



## GOOGLE VOICE TYPING

Google Voice Typing is a free speech-to-text program in Google Docs. You must create a free Gmail account to use, but its ease of use and price (free) make it first choice at least for trying out.



**Google Docs** has an auto-punctuation function, but it still makes many mistakes, so for business correspondence, if you're able, it's best to say the punctuation like commas or periods. This function may be more reliable in the future.

For information on dictation, see Zapier's [Best Dictation Software of 2021](#).

For business owners, there are virtual phone services that can be as cheap as \$50 a month where operators answer phone 24 hrs a day / 7 days a week, then send a text or email (for example, <https://www.answeringservicecare.net> with the message.

With the changes wrought by the pandemic, if you're not able to afford full-time administrative staff, having an hourly administrative assistant through a resources like [Upwork](#) can provide you with support with potentially more stability and predictability than online classifieds like Craigslist.

## WORK

It is also possible to receive grant support from the federal and state government in the US, if you are dyslexic and you need technology or technology training for your employment. State departments of vocational rehabilitation have been requested by the federal government to continue providing assistance virtually.

[HERE](#) is a list of state vocational rehabilitation agencies.

Although there may be some delays in getting help due to the pandemic, federal guidelines state that agencies should begin to provide resources to individuals who need it within 60 days. You do not require formal testing to receive services; the agencies may assist you in the assessment process if they determine that you need it. Also, you do not need to be unemployed to receive assistance; you qualify for vocational rehabilitation if there is a "disability" that causes employment below your potential or creates an obstacle to employment.

Last but not least, following are some of the most popular apps dyslexic business owners find helpful in their day to day communication:

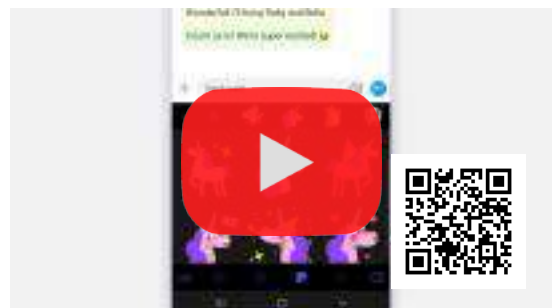
### GRAMMARLY

Grammarly is one of the most popular spell and grammar check programs for dyslexics! Best part is, that it's free - at least the free version is very good. There is color coding, but also an instructional component that can help learning as well as providing correction.



### SWIFT KEY SMART KEYBOARD

Microsoft's SwiftKey Keyboard is available for Android and iOS. It learns your writing style and allows you to type by sliding your fingers between keys, increasing your typing speed.





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## WORDTUNE APP FOR WRITING

Thanks to one of our members, James, who recommended the free Google Chrome Wordtune app which can re-write your words with greater clarity and organization. It uses artificial intelligence, and even the free version is pretty helpful.

Look at how text generated from Dragon Dictate improves as it's passed through 2 levels of Wordtune rewrites. This can be a game-changer!

### Raw from Dragon Dictate

DragonDictate but that only solves one part of the problem. The other problem is grammar and sentence structure also I may say things that are awkward incoherent and cause confusion. Passive voices starting with inappropriate "gluing words" or getting lost in the middle of the sentence. Not finding the right way of expressing myself. I also write sentences that I consider correct but if you read them you would be confused. I don't know why this is probably because of the bizarre combination of bad decoding skills and not being exposed early enough to the rules of grammar. So the next game changer technology that has recently been on the market is a type of artificial intelligence that is able to understand and comprehend what you're saying. in practice will do is rephrase what you're saying adding various "filler words" "glue words" and and even correct incomplete sentence. The technology is called wordtune.

### First pass informal rephrasing

DragonDictate just solves one part of the problem. Other problems include grammar along with sentence structure. I say things that are awkward, incoherent, and confusing. Passive voices begin with inappropriate "glue words," or I get lost mid-sentence. I have trouble expressing myself in the right way. Furthermore, I write sentences that I believe to be correct, but if you read them you may be confused. I don't know why, but it probably has something to do with my poor decoding abilities and lack of exposure to grammar rules when I was young. So this artificial intelligence technology that has recently been on the





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*Source: 2019 Nation's Report Card*

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

DIRECTOR OF SPECIAL SERVICES/504 COORDINATOR

## WRITING

market is capable of understanding what I am saying. I will rephrase your words, add various "filler words," "glue words," and I will even fix obvious errors. Wordtune is the name of the technology.

### Second pass formal rephrasing with Wordtune

DragonDictate provides a partial solution to the problem. Besides grammar issues, I utter things that are awkward, incoherent, and confusing. Passive voices begin with incorrect "glue words" or I lose my place mid-sentence. I have difficulty communicating in a clear and concise manner. In addition, I write sentences that I believe are correct, although they may be confusing to others. I am not sure why, but it may be due to my poor decoding abilities and lack of exposure to grammar rules when I was young. Therefore, Artificial Intelligence technology that recently appeared on the market can comprehend what I am saying. I will restructure your sentences, insert "fillers," "glue words," and fix obvious errors. Wordtune is the name of the technology."

Wow, pretty impressive!











The Wordtune app is a free add on in the Google Chrome store. If you don't use Google Chrome as a browser, you can get it [HERE](#).

To install Wordtune in your browser, find it in the Google Chrome store [HERE](#).

The Premium features allow you to choose rephrasing in a casual or more formal business tone. There's also a "tip of the tongue"-type function that helps you find the word you want if you have some other words in a phrase.

The video at right is a review of the Wordtune Chrome Extension.



 <b>Meet Premium</b> The free version will transform your writing. Premium will take it to the next level.	<b>Free</b> <b>\$0</b> Start with the basics <a href="#">Add to Chrome</a>	<b>Premium</b> <b>\$9.99 / month</b> Billed annually (save 60%) Yearly Monthly	<b>Premium for Teams</b> Part of a team? Let's talk. <a href="#">Contact us</a>
 <b>Suggestions</b> Find alternative words and phrases.	✓	✓	✓
 <b>Rewrite</b> Explore new ways to rephrase sentences	✓	✓	✓
 <b>Length Controllers</b> Expand or shorten sentences	✗	✓	✓
 <b>Formality Controllers</b> Adjust the tone of your text	✗	✓	✓
 <b>Examples</b> Compare your phrasing with similar sentences	✗	✓	✓
 <b>Word Finder</b> Retrieve words from the tip of your tongue	✗	✓	✓
 <b>Smart Paste</b> Integrate pasted text into your document	✗	✓	✓
 <b>Team Billing</b> Pay as a team	✗	✗	✓
 <b>Service &amp; Support</b>	Basic	Premium	Business

This function might really be helpful for students in college or grad school as well as those in K-12.

Of course, it's best to learn sentence structure explicitly as part of a comprehensive literacy program, but if used properly, a helpful program such as this can be educational as well as accommodative.

Many dyslexic students benefit by being taught explicitly about sentence structure - especially the building and combining of complex sentences.

As these AI-powered programs improve, the gap will narrow between ideas and the words that get down onto the page.

If you have any tips that might be helpful to our community, please share with with Fernette at: [team@dyslexicadvantage.org](mailto:team@dyslexicadvantage.org)

# FAMILY of HISTORIANS: HOW WE DID IT

"We worked really hard on emphasizing his strengths at home..." - Mary Clifford

In our most recent Premium issue, I had the chance to interview Dr. Jim Clifford, History Professor at the University of Saskatchewan. After asking him many questions about his childhood, he suggested talking to his mother, Mary Clifford, and she said yes!

Mary told me her back story. She and her twin brothers were fortunate because they were part of a very early study into learning difficulties. Mary recalls that teachers often thought she was "dumb" because she couldn't spell, but she knew in the back of her mind that she learned differently. Her dad was also dyslexic, and very successful in life. This prepared her to understand differences, and how to advocate for her children if their abilities were underestimated or they received inadequate support.

Mary confessed that she didn't know how to advocate for Jim until he was in the 3rd grade. Before then, she would just get angry. Because both Mary and her husband were teachers (her husband also later an administrator), they knew the language, the system, and the power sources ("I learned how not to lose it over time..."). Her husband told her that they would see her coming in the front door and then they would scatter out the back.

When Mary could see that he was having a bad time of it, for instance, feuding with a teacher, she would say, "Consider the source. She doesn't get it. We can't change those things, so don't let it upset you. You know how you are and you know you're right."

She worked really hard to teach her kids to self-advocate beginning when they were about ten years of age. She would discuss with Jim how he could have alternative ways to present his knowledge. She asked Jim to come up with two





Mary Clifford

choices to present to the teacher when asking for accommodations. For instance, "Could I do every other question and writing in full sentences or should I do everyone and do it in point (bullet point) form?" If Jim had a frustrating day, sometimes she went right back with him to school to talk to the teacher.

When I asked about Jim's extracurricular activities outside of school, she said Jim was involved in competitive swimming (hard to do other sports) and liked getting together with friends.

I asked Mary how Jim got interested in history, and she recalled that he liked the TV show "This Old House" and she noticed that he loved learning about things that had happened in the past. On a family road trip when he was 7, Jim was fascinated by old graveyards and stories suggested by writings on the headstones.

## Identify Learning Needs with Remote Assessments

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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!"*

## INSPIRATION

Mary said she also had a bachelor uncle who enjoyed having his great nephews realize that the family had been in Canada long time (his family was on the first ship from the Highland Clearances and Scottish immigrants in the 19th century) in Nova Scotia.

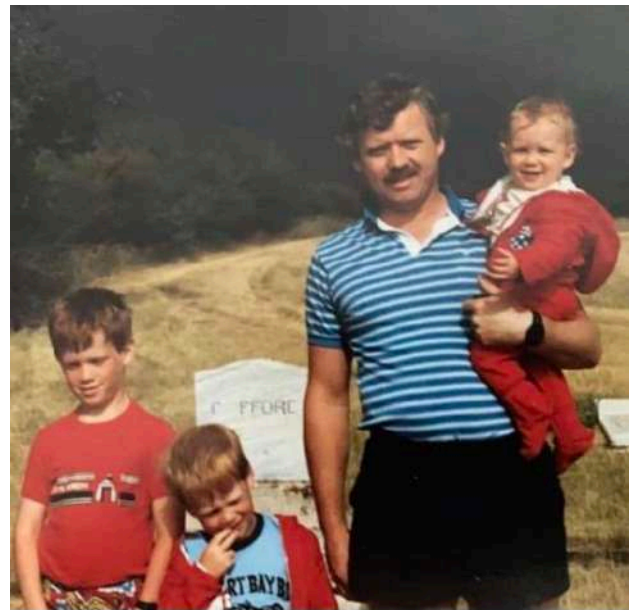
Mary and I also had a little chuckle about the benefits of marrying a good proofreader. She says her husband still does a lot of proofreading for the family. When Jim was in high school, Mary acted as a scribe and got the information down on paper. It was then passed on to her husband who did the final proofing!

Computers and spellcheck were just becoming more widely available when Jim was in high school. Later technology allowed Jim and his dad to get on the phone looking at the same document.

In my interview with Jim, he felt it was only during his Masters degree program that he felt the advantages of his learning differences began outweighing its disadvantages. In his PhD years, he was mainly working with strengths and today he is a popular teaching professor as well as an innovative historian who uses transdisciplinary tools to look at effects of urban and environmental history. He's interested in the intersections of environmental, social, and political history.

Do enjoy my full interview with Mary by listening to the audiofile below.

If this a pdf and you don't see the audio file at bottom, then click below to go to our [NEWSLETTER AUDIO](#).



Jim and his dad and brothers exploring family history in Saskatchewan and Nova Scotia.

# HOW TO AVOID THE PANDEMIC WRECKING BALL

The Boston Globe recently [published](#) an article saying that COVID-19 has been a wrecking ball for students struggling to read:

**"Instead of reading, we got websites and circle time."**

"Daniel's progress came to an abrupt halt after Medford Schools closed down in mid-March in response to the spread of COVID-19. The tutoring came to an end. The intensive, small group classes in reading disappeared, as did all meaningful instruction, from what Ronayne could tell. Daniel, who is being referred to by his middle name to protect his privacy, did meet online with his teacher<sup>5</sup> and classmates about twice a week starting in April, his mother says. But it was always an informal meeting focused on weekend activities and other non-academic concerns... As Daniel regressed in his hard-won reading abilities, his mother steeled herself for her next big fight with the district: Getting her son compensatory education services to make up for months of lost time.

During the spring, she had Daniel read aloud to her. "He was literally tripping over every word. I was like, "What just happened here?"

The blame is shared by all levels of government, yet many school districts should have done better. Too few forged creative partnerships to offer low- or no-cost virtual reading support for families. Kids who struggle with reading "need more instructional time and the instructional time looks a very specific way," Jones says.

Were your students caught in the pandemic wrecking ball? Are they struggling with sounding out words, but haven't yet formally been identified or received specific help? It is possible to work with your children to make sure that they don't lose ground and in fact progress in their reading.





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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.



## EDUCATION

The gold standard for teaching dyslexic students to become fluent readers is "structured literacy." We've spoken about structured literacy [before](#), but briefly it's a systematic program of explicit instruction that incorporates listening, speaking, reading, and writing in its teaching about the structure of language. It's not the same as "guess and go" strategies; instead it trains students to become experts at understanding the sounds and letter parts that make up words and it incorporates multiple senses, for example, movements, touch, speaking and visual features like color, shapes, or pictures.

### STRUCTURED LITERACY / DYSLEXIA TUTORS CAN TUTOR REMOTELY

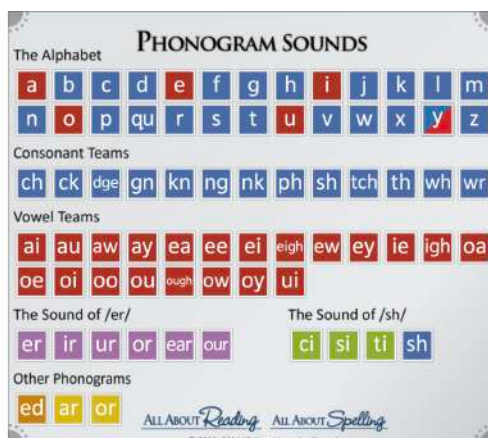
With the pandemic, many structured literacy tutors have made the transition to teaching remotely; others may conduct distanced tutoring.

Can you tutor your children yourself? Absolutely! Some curricula may be more parent-friendly than others. Fortunately, because of the pandemic, many companies are offering free resources online so that you can try out a few lessons with your student and see if the system is a good fit.

It's very important that the sounds are learned accurately when teaching your student.

Sonday has downloadable audio files at the link at right.

All About Learning also has a great free phonogram app available on all platforms at the link below.



## EDUCATION

Here is an introductory video that shows some examples of the how multisensory strategies are incorporated in the teaching of reading. Many students have subtle mispronunciations or trouble processing all the sounds within words so tapping, clapping, or pounding out the sound parts reinforce the breakdown of words into different sounds.



Tutors can be helpful if they employ a variety of curricula or can troubleshoot if a student is having difficulty learning or remembering certain sounds.

Most curriculum providers have tests to determine appropriate levels and exchange policies if one purchased isn't a good match.

With the pandemic, there are also many teacher, tutor, or homeschooling video posts on youtube which demonstrate lessons or walk-throughs that can give you other previews of what is involved with the instruction. Good curricula also have phone support if you have have questions.

Lessons are often short (10-15 minutes) with step-by-step instructions in homeschooling teacher manual. The instruction does not have to be perfect; you can teacher your child. There is no reason why reading

instruction should come to a standstill. Whether you're able to help a little or help a lot, it will help your student or students!

For older students who are decoding simple words, but need more advanced work in be able to read conceptual level texts, remote tutoring as mentioned, or online structured literacy programs ([Lexia Learning](#), [Language! Live](#)) may help students to avoid losing ground while school programs are disrupted. Most online programs have free trials to see if they might work with your student. Even students have mastered single word decoding of common words, addition targeted education will allow them to acquire the tools necessary to decode longer and more complex words they have never seen before, and read and write more fluently. Higher level work in structured literacy also helps with spelling. If online programs are a good fit for your student, you can also sometimes find used workbooks in programs like [Language!Live](#) or [REWARDS](#) in the Amazon Marketplace or Homeschool Curriculum swap boards. Teachers manuals will have answers as well as additional instructions regarding how to present lessons.

If some of the tools or interventions didn't "take" when a student was younger, they may be more effective when a student is older. Students have a better understanding of language and larger working memory abilities - so that more things become possible. It would be a mistake to not take time to "retry". Many students are pleasantly surprised how easier challenging tasks are when they are older.

If you decide to focus on reading, writing, and spelling skills during this pandemic era, this may be a good time. Don't forget that we have a whole library of online articles in our Dyslexia Library, Premium Magazine for in-depth articles and videos for instruction, and Home

Tutoring centers and private schools for dyslexia may also offer remote tutoring online regardless of location.

If you are using tutors, we recommend using experienced dyslexia tutors who use structured literacy curricula if possible, rather than other general how to read curricula. The demands are much greater with structured literacy, but if students are able to get through it, they are more likely to become fluent readers and writing (with better spelling too) later in life.

## EDUCATION

If you are dyslexic yourself and feel that you can't be a teacher to your student, reach out to extended family members and friends. You may be surprised how much people may want to help - and they can help direct lessons via Zoom.

In every community, there are also likely volunteers who may be able to help. Although most organizations are switched to tutoring remotely, this can also be an upside until this pandemic has gone away. Many of these tutors don't use structured literacy programs, but they can still help.

Some people are surprised to learn that many public libraries and community colleges have free reading tutors for adults and sometimes children. Reach out by phone or email addresses posted on website. These tutoring programs may be listed as "literacy" programs. Some older siblings of your children's friends may even be willing to help tutor. Some public schools keep lists of local tutors and there are many online services that offer remote tutors if you search online.

Across the US, there are sites like [Children's Dyslexia Centers](#) run by Scottish Rite. Free tutoring may also be found through [Boy's and Girls' Clubs](#) and some [YMCA's](#). Student teachers-in-training may also be available to tutor from nearby colleges and universities.

If you are looking for free tutoring for an adult, check out the search function at the National Literacy Directory [HERE](#).

If you opt for paid tutors and you itemize your taxes, it's possible to deduct expenses for dyslexia tutoring special education (learn more [HERE](#)). As always, check with your accountant to see if you might qualify. Some parents may also be eligible for tutoring assistance if they enroll in a remote education program through their school district or perhaps apply for reimbursement. The latter may be quite difficult to obtain, but we have known families who have been successful when a failure of a school has been documented through student testing that shows failure to progress. Students may also qualify if they attend a Title I school that has failed to show "Adequate Year Progress" for two or more years and they qualify for free or reduced lunch programs (read more [HERE](#)).

Some tutors may also be able to offer a sliding scale (reduced rates) if you tell them that you would like to use their services, but can't afford them.



# READING AND MATHEMATICS

" Mathematics texts are more conceptually dense than almost any other type of text...Additionally, reading mathematics often differs from other types of reading because in addition to reading left to right and top to bottom, students must jump around the page to associate text with tables, graphs, symbols, and vice-versa..."

The subject of reading in math class often receives very little attention in explicit instruction, because most math teachers receive little training in the specific needs of dyslexic students; in some cases, neglect of these needs may be the primary reason that students underperform in this important school subject.

**DYSLEXIC ADVANTAGE PREMIUM MAGAZINE SUBSCRIBERS  
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Learn more [HERE](#).



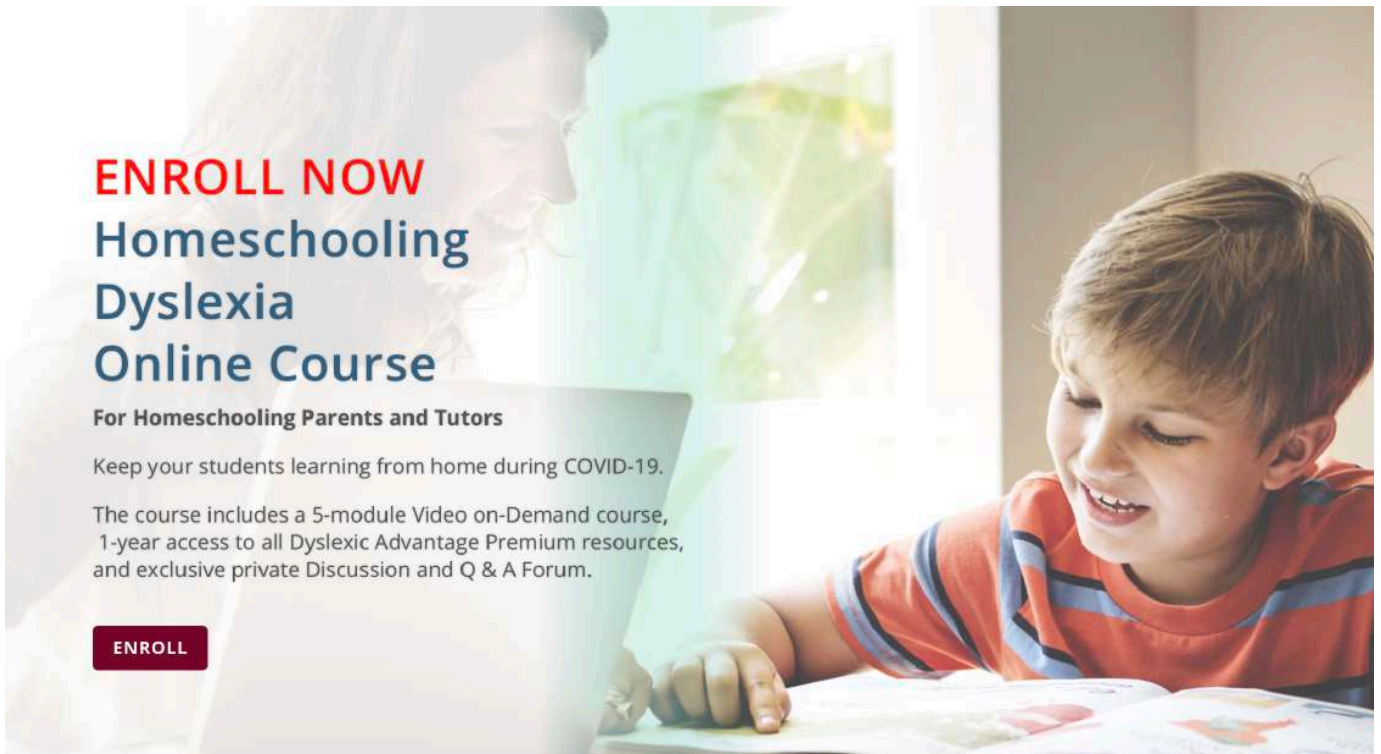
## ENROLL NOW Homeschooling Dyslexia Online Course

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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



## READING AND MATH

The subject of reading in math class often receives very little attention in explicit instruction. Math teachers get little or no instruction in teaching students with dyslexia, although dyslexic students are likely to comprise 1 in 5 of their students.

**"...many mathematics textbooks are written above the grade level for which they are intended...the vocabulary and sentence structure in a mathematics textbooks are often especially difficult for the students at the grade level for whom the book is intended..."** - Barton and Heidema, *Teaching Reading in Mathematics*

### MATH VOCABULARY

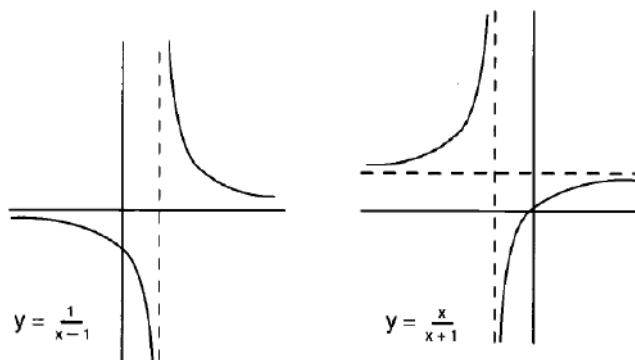
Many studies have shown there is a strong relationship between the grasp of math-specific vocabulary and math achievement.

There are words that only have meaning in math (for example, hypotenuse, cosine, or coefficient), and words that have different meanings in ordinary English and math (for example, the words "average" or "similar"). It's also not uncommon for math texts to present new words without clearly providing definitions or examples.

From Barton and Heidema's book [Teaching Reading in Mathematics](#), look at the example at right that shows how the concepts of asymptotes are introduced.

Based on the figure and text below it alone, there is no way to be sure what asymptotes mean.

The pictures are not self-explanatory. A better way of presenting the information would include examples of curves that are not asymptotic.





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## READING AND MATH

For the example on a previous page, live explanations in-person or through a recording or animation would be ways to demonstrate the meaning.

In many math texts, the information is implied rather than explicitly stated, leaving lessons ambiguous.

### MULTIPLE REPRESENTATIONS

Mathematical symbols are pictorial and not decodable through "sounding out". For students with weak snapshot picture memory, which may include a tendency to confuse mirror-related symbols, this can invite problems.

Math concepts may also have multiple meanings. It is not uncommon for instance, for the idea of fractions to be introduced as "pieces of a pie." The problem with only providing a single concrete example of a math concept is that this set students up for confusion when they are to use fractions as measurements of distance, or work word problems involving a number line or grouping things.

Many dyslexic students would understand these principles better if multiple representations of an idea were introduced at once. It's a bit analogous to learning the different potential sounds that /ch/ can make. Easier to learn it can make the "ch" sound as in chimney as well as the "k" sound in words like "ache" or "choir" or "sh" sound in "Chicago", rather than learning only "ch" and letting students become confused when then encounter exceptions.

Adding to the confusion, the same mathematical ideas can be presented in different ways. Multiply three by five means the same as three times five, the product of three and five, or symbols  $3 \times 5$  or  $3(5)$  or  $3 \cdot 5$ .

From Barton and Heidema, again:

"If students don't really understand what verbs are, and how verbs link subject and object; if they don't understand what descriptive phrases modify, is it any wonder that students don't understand how equal signs and inequalities link mathematical phrases, or don't understand how mathematical quantifiers modify mathematical phrases?"





## DYSLEXIA SCREENER

- ▶ **Dyslexia Subscale Scores range from 1 to 10.**
- ▶ **A score of 5 is average on each subscale.**
- ▶ *Higher scores indicate which processing systems or skills are contributing most to elevating your Total Dyslexia Score, and to any dyslexia-associated challenges you are experiencing.*

### Your Dyslexia Subscale Scores Are:



Sub Word Processing: 7



Working Memory: 7



Naming / Retrieval: 10



Visual Attention: 7

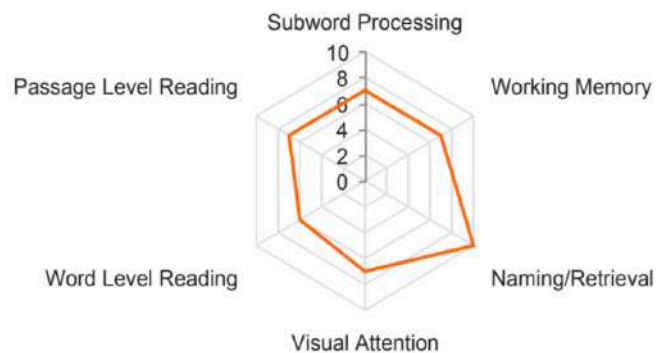


Word Level Reading: 6



Passage Level Reading: 7

Dyslexia Subscale Scores



The radar graph of your scores provides a quick overview of your Dyslexia Subscale Scores. The further a particular score is from the center of the graph, the greater the likelihood it represents a dyslexia-associated processing trait.

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## READING AND MATH

In fact, dyslexia researchers know very well that dyslexic children and adults have more difficulty with grammar learning. The patterns and structures of word organization in text are more effortlessly picked up by non-dyslexics than dyslexics.

Many math teachers might feel it's not appropriate to be teaching grammar in their math classrooms - but if they don't do it...who will?



My main criticism of the Barton and Heidema book is the lack of specific suggestions to help scaffold thinking. They suggest asking students to explain answers and paraphrase questions, but what if they can't do this? Many dyslexic students may use nonverbal strategies to arrive at answers. As it is, many students are burdened by writing demands of non-math middle and high school courses. Adding writing to math can be the final straw that breaks the camel's back.

For especially wordy word problems, it may be helpful to pull out essential information and simplify the word problem, so it can be more manageable. See examples of this process below.

When beginning such a strategy, consider having visual models that students can choose to represent the information.

Maria needs to know how much money to have with her when she goes to her favorite ~~pow~~ store.

How much money should Maria bring to buy a pair of shoes if the original price is \$80.00 and there is a discount of 20%. This sale will last one week.





## APPLY HERE!

There is no minimum GPA. Students must be dyslexic and currently enrolled in a college, university, or technical school and successfully completed at least one semester or quarter of higher education. High school students taking college classes are not eligible to apply.

Deadline is MARCH 15th.

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#### LINGOPEN™



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- English Learners

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- Workplace
- Correctional Education

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##### MOST POPULAR USE

- Education
- Exam Accommodation

## READING AND MATH

If you are a parent or tutor working with a student, you can ask, "Would a bar model help?" or would math tiles be helpful here?

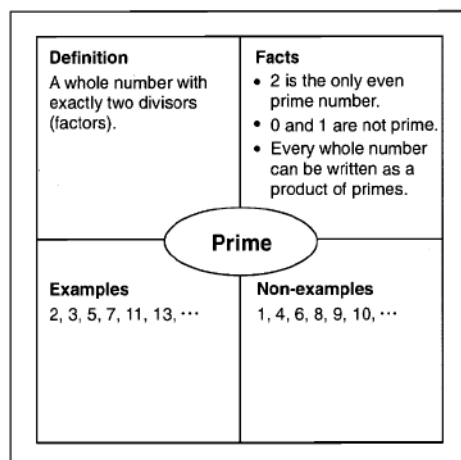
Common comprehension mistakes that can occur with math problems:

- > Focusing on irrelevant information. Math problems may have a different organization that could confuse young readers. Instead of beginning with a topic sentence, the facts and details are presented at the top, with the main idea at the bottom.
- > Not understanding what is being asked. In a problem such as "Jamal has 12 marbles which is 5 fewer than Kara. How many marbles does Kara have?", students may see the word "fewer" and subtract 5 from 12, rather than adding. Is this question more of a math problem or a reading / language problem?

In a situation like this, taking the time to have a lesson or mini-lesson in language of similar and slightly different-worded math problems could avoid many problems later. It's similar to the practice of providing immediate corrective feedback in Orton-Gillingham or structured literacy programs. If students incorrectly apply principles or methods, they will have to unlearn these possible solutions in addition to learn correct ways later.

At right is a nice example of a Frayer model showing the definition of a prime number. It has a verbal definition, but also examples and non-examples. It also presents facts about numbers that might be confusing for students.

Examples of Visual Representation: **Frayer Model**







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# DYSLEXIC MIND STRENGTHS... for KIDS!



Dr Brock Eide

**Q:** What can you tell me about MIND strengths and dyslexia?

**A:** MIND-Strengths was a concept that we developed in our 2011 book, *The Dyslexic Advantage*. Both the book and the concept had their origin in our observations that dyslexic people not only shared certain kinds of challenges with each other, but also shared certain kinds of strengths. And when we looked at the kinds of strengths that we and others had observed in dyslexic people, we found that they naturally grouped themselves into four kinds of categories that could be labeled with the acronym MIND.

The first strength, M, stands for material reasoning, which is essentially three-dimensional spatial reasoning. The I strength stands for interconnected reasoning, which is essentially the ability to understand and think about systems and the connections and relationships between things. N strength stands for narrative reasoning, which grows out of the tendency we observed in many dyslexic people to have much better episodic memory, or memory for things they've experienced or learned about in the form of an episode, or event or story, than semantic memory, which is the ability to remember abstract or non-contextual information. We've found that many dyslexic people excel in being able to use and recombine fragments from their personal or episodic memory to solve problems or tell stories or make sense out of complex situations in ways that people who rely more heavily on abstract reasoning can't do. And D stands for dynamic reasoning, which is the ability to predict and understand how processes that you can observe now will play out and change across time, either going forward into the future or backwards into the past.

PREMIUM ISSUE SIXTY-TWO FEBRUARY 2021

# Dyslexic Advantage

PREMIUM MAGAZINE

# PREMIUM RECENT ISSUE



INTERCONNECTED LEARNING

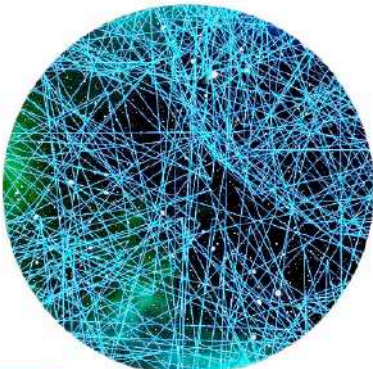


Photo by Egor Kamelev

IN THIS ISSUE:

- DYSLEXIA & SOCIAL STUDIES
- TIP OF THE TONGUE
- ANSWER APPS - LEARNING IN REVERSE
- DAYDREAMING WHILE READING
- HELPING WITH HOMEWORK IF YOU'RE NOT A WIZ YOURSELF

- INTERCONNECTED LEARNING
- DYSLEXIA AND SOCIAL STUDIES
- TIP OF THE TONGUE - WHAT'S THE WORD?
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## MIND STRENGTHS

We observed that each of these strengths seemed to be more common in people with dyslexia than in non-dyslexic people. Even more remarkably, we also found that there were good reasons, based in brain research, to believe that these differences in MIND-strengths were produced by the same differences in brain structure and function that also led to the challenges in reading and writing that characterize the clinical syndrome of dyslexia. In other words, it looked to us like these strengths and weaknesses were really the flip sides of the same neurological coin, which led us in turn to believe that the real point of having a “dyslexic brain”—and the reason why fully twenty percent of humans have dyslexic types of brains—are that these differences can create actual advantages for certain types of functions. It really suggests that it’s an advantage for the human population as a whole to have a certain percentage of “dyslexic thinkers” in our community, in order to provide us with this different type of creativity and thinking.

In the years since our book has come out, we've gone on to do some research to document and verify these findings. About 5 years ago, we created a set of self-assessment surveys for adults which we gave both to people who were dyslexic and to people who are not dyslexic. These surveys initially contained 91 questions on the four different MIND-strengths, and over 2000 people aged 18 and older filled these out. When we compared the answers given by the dyslexic and non-dyslexic people, we found dramatic differences in the ways they rated their strengths in these four areas, which were entirely consistent with our initial observations that as a group dyslexic people really did show special strengths in these areas. Those interested in seeing some of the results of this study can watch a presentation on this research that we gave at a conference sponsored by Microsoft in Silicon Valley in 2017.

Using detailed statistical analysis we then honed down the surveys to a total of 55 questions across the four MIND-strengths, and that's become our current MIND-strengths survey. And we use that self-assessment to help adult individuals with dyslexia to identify their dyslexia-associated strengths so they can begin to benefit their abilities, and many people have found this self-assessment very useful. For the last year and a half, for example, we’ve been working with the Schwab Learning Center at Stanford University who’ve been using the surveys with their students, and the feedback we’ve received from the students has been extremely positive.





## A Pediatrician's Role in Dyslexia

Contemporary Pediatrics



## Dyslexia: My Experience Experiences, Insecurities, Tips - Murphy Napier

YouTube



## State Senator with Dyslexia Introduces Bill for Universal K-2 Testing

CA State Senate



## The Voice Star Kezia Talks Dyslexia and Music

Birmingham Mail



## Why Being a Dyslexic Teachers is a Gift

TES



## Richard Branson Visit School - Dyslexia & Entrepreneurship Tips

Photo: Richard Burdette Wikipedia

However, one of the shortcomings of this research to this point is that it deals exclusively with adults ages 18 and older. We've been asked many times to extend this research to younger dyslexic individuals, so they can get insights into their strengths and help in developing those abilities, and this is something we dearly want to do and are focused on right now. But to do that we're going to need a lot of help.

**Q: What kind of help can the Dyslexic Advantage community give you?**

**A:** The number one thing we need is for parents and older teens to fill out the survey forms we've created to form our MIND-strengths self-assessments for children and adolescents. This survey is intended for children ages 5 through 17. For older students, the forms should be filled out in cooperation with parents, and for the youngest children the parents may need to fill them out as best they can just based on observation. But we need both children who are known to be dyslexic (for example through formal testing, or through a positive test on the Neurolearning Dyslexia Screening Test App), and also very importantly of children who show essentially no serious signs of dyslexic reading and spelling issues. About half of the siblings of dyslexic children (on average) will be non-dyslexic, but it would also be extremely useful to have forms filled out for students who have no dyslexic siblings or parents, as well. We essentially need at least 500-1000 surveys filled out for dyslexic students across the 5-17 age range, and an equal number for students in that age group with minimal signs of dyslexia. It takes about 20 minutes to fill out a survey for each child, and the quicker we can get the participants we need, the quicker the results will be available for our community to use. Again, the ultimate goal is to create a self-assessment survey for dyslexic children that will help them identify areas of strength so they can be connected with various kinds of interests, activities, educational experiences, and potentially even future job opportunities that are linked to strengths that might otherwise have gone unrecognized.

One of the things we've always found especially gratifying in our work with families is when we can point out to parents the presence of some special strengths their child has. This can be particularly helpful when those strengths maybe are not strengths the parents have themselves, so they either haven't been recognized them, or they are not sure how to nurture those strengths or what they might be good for. That's really our chief goal with this project: to be able to point parents, children, and the professionals that work with children, toward ways to identify, build, and use the child's strengths. Because these strengths can be useful both inside and outside the classroom, and both for activities that children are engaged in now and for things they'll be doing for the rest of their lives. So please, please help us with this important work!



## **For School Children Learning to Read, COVID-19 has been a Wrecking Ball**

**The Boston Globe**



## **I Learned to Read at 20 Years Old**

**The Telegraph**



## **UK Petition to Request Government Review of Test Requirements for Dyslexic Students**

**Petition UK Parliament**



## **Take Our Kids MIND Strengths Survey (for dyslexic & non-dyslexic kids!)**

**Dyslexic Advantage**



## **Gershoni Creative: Amazing Dyslexics Virtual Salon Series #6**

**Youtube**



## **Ohio's New Dyslexia is Personal for Lawmaker**

**Specture News 1**

# IN MEMORIAM: PATIENCE THOMSON



**"Thomson played a leading role in the slow transition from the condition being perceived as a learning difficulty to the championing of many dyslexic children as creatively gifted. She liked to recall showing a child a picture of a dinosaur and asking him what letter the word started with. He replied "B" not because he mixed up "B" with "D", but because "B" stood for brachiosaurus"**

**- Denzil McNeelance, The Times (UK)**

Patience Thomson, a remarkable dyslexia pioneer, teacher, and advocate passed away at the end of 2020 at the age of 85.

Patience came from a family of science high achievers (both her father and her husband's father had won Nobel prizes) yet her son Ben struggled with reading and writing. Dubbing Ben her chief "guinea pig", she would see him become a student of astrophysics at the University of Edinburgh, become a chief executive at an investment bank, and found Scotland's largest think tank.

After learning how to teach her son, she volunteered at a local young offender institute where she found many boys who could not read or write. She saw them grow in confidence as they wrote pen pal letters to her children. She would go on to get a Master's degree in Special Education. Her daughter, Alice, a reporter for the Times, wrote, "Dyslexics were always sitting at our kitchen table when I came home from school. There were dustmen who couldn't read road signs, plumbers who had learnt their trade without ever resorting to a manual and chefs who had been flummoxed by French. There was minor royalty and there were the children of Greek shipping magnates."

Patience went on to found the company Barrington Stoke for Reluctant Readers which used "visual language" to help children form pictures in their imagination. She also directed Fairley House, a specialty school for dyslexia and helped persuade Princess Beatrice to become a spokeswoman for dyslexia. She was loved by many and will be profoundly missed, but her legacy will never be forgotten.





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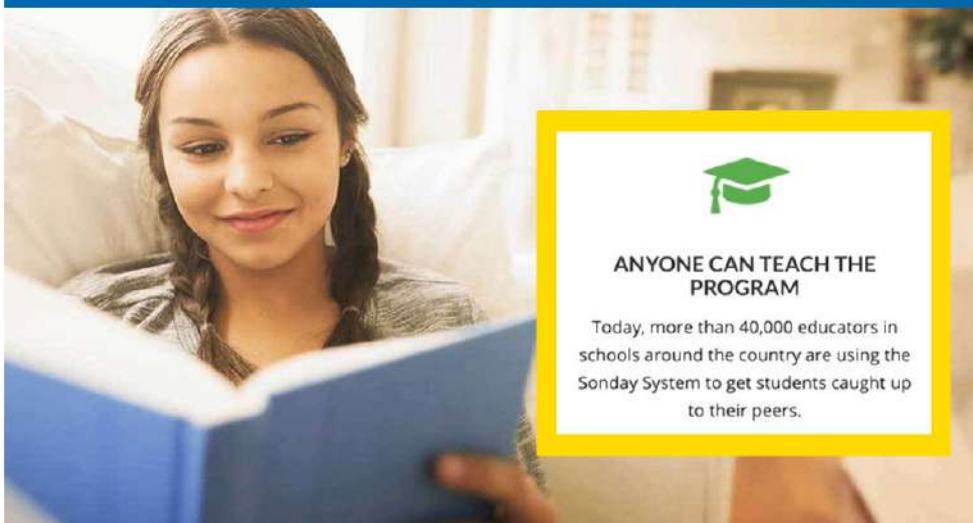


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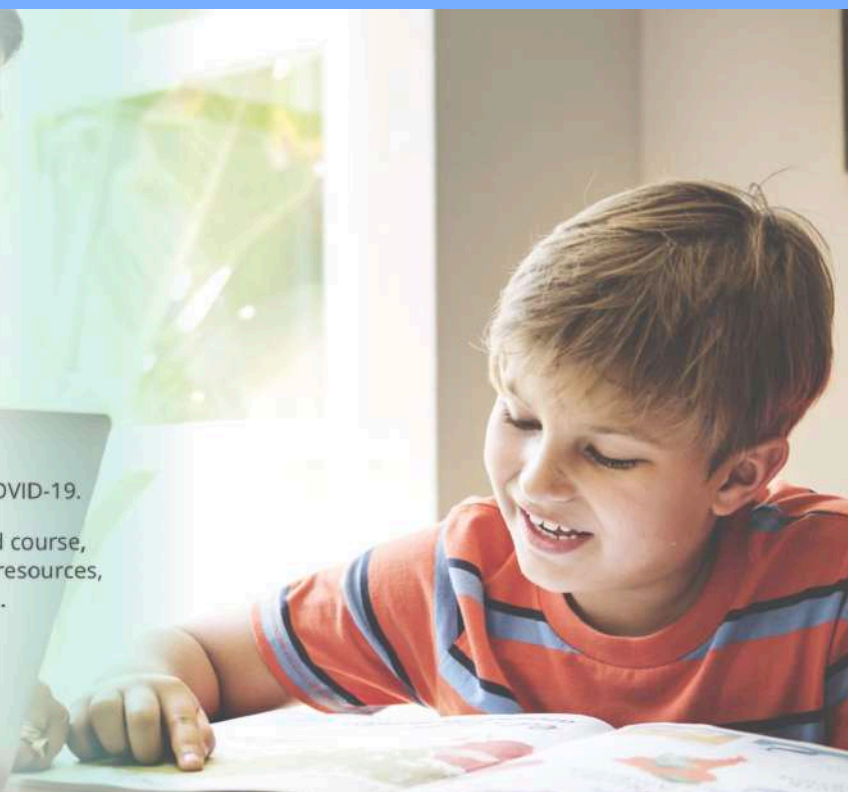
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"All through my life what I've loved doing is watching movies. I love the escapism of film, I love stories..."

- Keira Knightley