

APRIL 2021 ISSUE 64

Dyslexic Advantage

NEWSLETTER

CONGRATULATIONS!

KARINA EIDE SCHOLARSHIP
WINNERS OF 2021 !





Fernette Eide MD, Editor

Dear Friends,

Reminders to STEM / STEAM Ingenuity students! Now is the time to polish your business, design, science, technology, or math project. We'll be giving away \$1000! More information **HERE**. If you are a science, technology, or entrepreneur expert and may be willing to help judge, please contact us: team@dyslexicadvantage.org Potential judges should not be related to any applicants this year.

Thank you donors, sponsors, and Premium subscribers who made this program possible!

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The **NEUROLEARNING** Dyslexia Screening App is \$29.99 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 be available on the Joomag site for 3 months and can also be downloaded as a pdf file.



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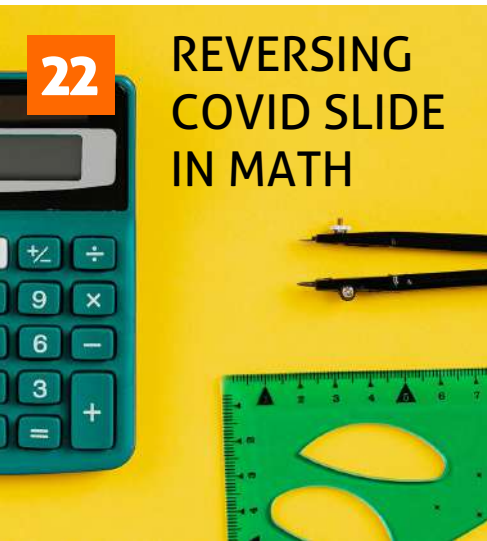
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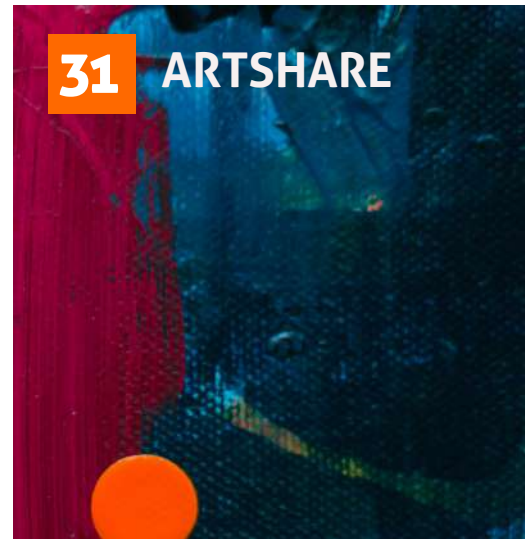
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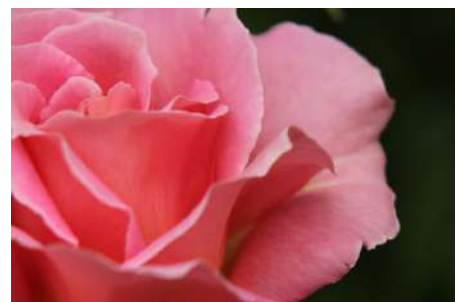


Congratulations to this year's Karina Eide Memorial College Scholarship winners!

Thank you donors and sponsors who made these awards possible. There were so many outstanding candidates to choose from and the committee had a very difficult job with their final selections. ALL of these students were gutsy inspiring individuals and we wish we could fund you all!

The judges had a very difficult time this year and they join us in applauding your hard work and inspiring lives!

This scholarship is dedicated to our daughter, [Karina Eide](#), who led a creative and passionate life filled with adventures and love.



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I have grit and the desire to lead... I try to make changes in small daily ways and in larger movements as a leader. In high school, I saw the need to lead a local movement for school safety. Imagine being in more peril daily than the U. S. Marines in active war zones - there are more casualties in U.S. schools than in war zones in the last four years. Now, imagine you don't even have the right to vote to change your representatives or vote in new legislation. You are a typical high school student in the United States of America. After MSD High School shooting, teens across the nation decided we needed to mobilize in order for adults and lawmakers to take notice of our plight -- the needless and preventable deaths of students and teachers in our nation...it reminded me that one person can make a difference and we should all take a stand and speak up. The national debate on gun control is still raging and there is still a lot of work to do, but I learned that I have a voice and a message that matters. This is our country and we have a lot of work ahead of us to fix problems that we didn't create but are destined to inherit. We can either complain or act. I chose to do the latter. Like Eleanor Roosevelt, I'd rather "light a candle" than "curse the darkness."

I am planning on earning a double major in art and education. I want to use this training to become an art teacher/therapist and have a positive impact on my students' mental health. I will allow my students to express themselves in ways that they did not know were possible. My main goal is to help as many people as possible. I also hope to set up some kind of community art outreach for kids.

...Consider your dyslexia your superpower and never let them make you feel stupid. My superpower is being profoundly dyslexic and thus my brain sees the grand plan in seemingly disconnected details. This view of my dyslexic condition has been hard-

won. We need to advocate for ourselves and our fellow students and community members. I advocate for all the students in my school and try to make sure as they walk through the campus and I cross paths with them -- they have at least one happy₅ interaction each day.

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I love to read. That is not something many people with dyslexia say very often, but it is true for me. I am not sure it is the reading as much as the stories and adventures. I enjoy reading because I get to meet people I would likely never meet in real life. I believe I like to read so much because I had to fight to learn how to read. Of course, reading did not come easy, as a child learning to read with dyslexia, it took a very long time for me to enjoy it. This struggle, though, brought out my two biggest strengths: hard work and passion. I have always been a hard worker and I believe that I can do anything if I put my mind to it and work. As far as my education goes, not much came easy. In elementary school reading was my biggest enemy, in middle school I found historical documents to be indecipherable words, and in high school I battled a foreign language. Learning and reading was hard for me, but I was determined to succeed. This brings me to my second biggest strength; through my hard work I found passion. I have discovered how passionate I am about education which has led to me majoring in elementary education. I dream of teaching students who struggle like I did, and I dream of making a difference...

I would like to teach in a low-income area and help students with learning differences in our public schools. I want to make a difference in the lives of children, who otherwise may not get a chance for the education they deserve. After college, I am considering joining Teach for America and helping serve the program's mission of educating all kids in America...

If I were giving a younger student with dyslexia advice, I would tell them to never be embarrassed about their learning difference. There is a stigma around having a learning difference and too often kids with a learning difference are put off as "dumb" or "not trying" or "not having grit." None of these are true; in fact, the opposite is true. Students with dyslexia put in more work than most other students. They are determined and overcome obstacles most other students never experience. Our brains learn differently and though the world says it is a weakness, it is a strength.



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My strength is perseverance. Growing up, I struggled in school. Activities such as memorizing spelling words, something that came easily to most of my peers, gave me great difficulty. I'd study and study just to get to the quiz and not know the answers. I was confused, I thought I was lesser, and I didn't understand why...

In 2013, I co-founded Bright Young Dyslexics, a nonprofit supporting K-12 dyslexic students. Excited about the difference I was going to make, I began talking to my friends and teachers about it. Hoping for enthusiastic support, I instead received mixed emotions. While some were supportive, many were confused and wrote me off. Nevertheless, I decided to persevere.

As of writing this, I have raised over \$200,000 to fund tutoring and assistive technology for dyslexic students. I have directly educated over 2500 teachers, providing them with tools to help their dyslexic students. I've brought about significant change in a very real way. Almost all of my volunteers are fellow students, with a special 30 student Youth Advisory Board helping to make major decisions and run fundraisers...

As I look ahead to the next chapter, I hope to establish a presence in all 50 states, targeting our most at risk and vulnerable students. I intend to use my degree in Entrepreneurship to establish businesses that give back to the community and elevate others. While no one can be sure what the future holds, I'm not worried. Because in the face of challenge and adversity, I decide to persevere.

My advice to younger students with dyslexia is to believe in yourself. If something is important to you, persist in your goal by working hard and celebrating small successes along the way.



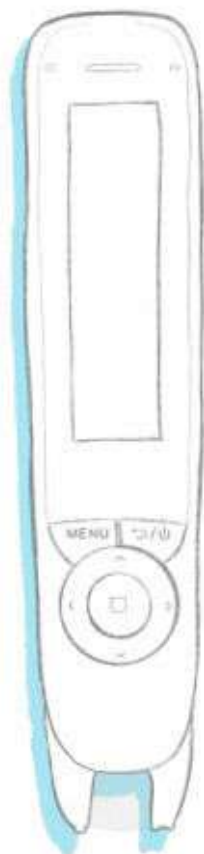
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Resiliency is my saving grace. Every time it has taken me four times longer to do an assignment or to struggle through a hierarchical system, or when experiencing "brain heaving" as a child trying to visualize words and increase my decoding skills, a dread of agh! (anxiety) would flood my body. Yet, I always thought that it would get better; I never doubted that. And every time I wanted to pull my hair out from the Dyslexic brain hum or got bullied by adults and kids for my inability to understand, I would have an equally strong sensation of, "this can get better." I have tried to fill myself with anxiety or self-loathe over how I should be, but something always bubbles up and says resoundingly, no! My constitution, the "who I am" will be stronger than ups and downs...

Beyond a capacity to bounce back, I learned to lean into the disappointment, learned humility, work now, tomorrow, and, when it is boring on my pace, to alchemize self-determination and collaboration to become a stronger scientist and team-player. I learned to trust my curiosity, value problem-solving, and listen to my educational intuition-- trust the creativity and humanity! Through interests as a child and discoveries through connections, I am pursuing a cross-discipline of Physics, concentration in condensed matter, and Computer Engineering specifically focused on sustainable devices used in the fields of poverty relief and pollution. I hope to work across fields with the policy of public health and human rights in the future.

There is not a specific miraculous event which will, fix. You will invent your way out of many neurological quirks, but some will get better with time and support. Being different does make it hard sometimes and there's going to be people who are off putted by differences. I am sure you have felt it! Making friends with people who do not look like you or act like you but have the same values and can be honest and forgiving are crucial in building a caring network, and if family is not as supportive, it is of even more important to connect.

It is okay to be a magical, amalgam of a human. Embrace reading and being read too. Try to give yourself a hug with a story, you might surprisingly fall in love with books. Try to not understand yourself wholly through psychologies; it will often distract from joys and hamper you becoming a better learner. If you make the learning easier, the rest becomes more in step. Find a way that you understand best. There is no correct way to learn; pedagogical logic can be helpful, but your brain is not wired like anyone else's. Be best friends with yourself and discover how your body-mind wants to learn-- remember who you are because no one knows you like you.

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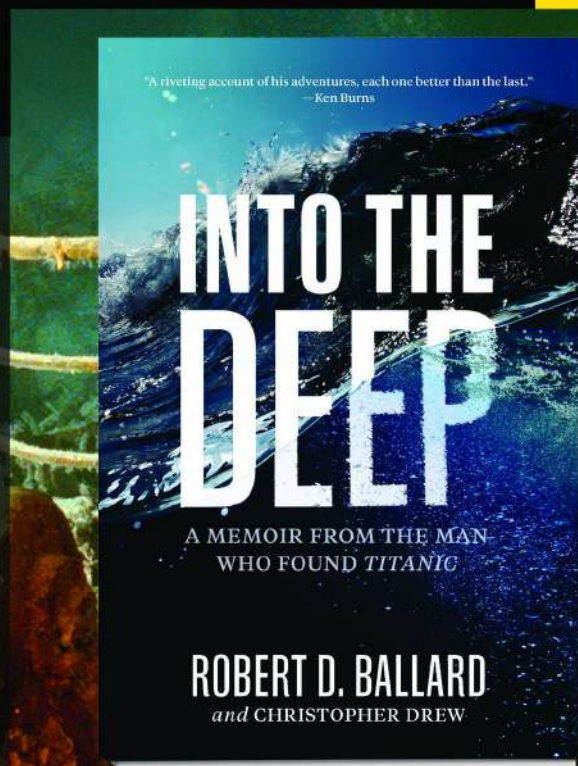
—DRS. BROCK AND FERNETTE EIDE,
authors of The Dyslexic Advantage

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Brian
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Kristen
Koeller



Date: May 4, 2021



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Leadership, communication, empathy, self confidence and the ability to keep going when things seem tough are a few of the strengths that I have identified in myself. I have used these strengths in everyday life and throughout my school career. In the future I would like to get my American Sign language interpreting degree and then get my Masters in healthcare administration.

I plan to use my education and career path to help those who are less fortunate than I am. I have a dream and I will accomplish it no matter what it takes to make it happen. I want to travel the world to bring healthcare to those who typically can not afford it. As a respiratory therapist, I will help to teach people about the importance of respiratory care as well as provide this type of care to them. Around the world respiratory therapy was not a high priority until COVID happened. There has been a propensity to focus on the other types of healthcare with minimum priority for education and care in the respiratory field. It is not necessarily just about education itself but the fact that they do not have the staff to educate or perform vital functions at a hospital...

The advice I would give to younger students with dyslexia is to work with your teachers closely and not be afraid to reach out to a success center. College will not be easy but it can be done and accepting help is a key component to your success. Finding a way to stay organized that works for you is another key component. Do not be afraid to try out a lot of different ways of studying and learning techniques because you never know if you may need to change what you are doing based on the difficulty of the class. Also if you think a friend or family member may also have dyslexia do not be afraid to see if they can be tested because I was and it changed my college career for the better.

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Mechanical

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Founder Grant Writer Ramps & Pathways -
founded a non-profit to bring STEM Education
to schools - raised \$26K

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Amazing

Instructor, Salvation Army and Flickinger

Learning Center Summer STEM Camps

"...I Have had to work hard in school my whole life because it never came easy to me, and I never understood why, but I would just put my head down and push through until just within the past few years when I was diagnosed with Dyslexia and looked for help and pursued accommodations...

An important goal for me is to Serve others ALL along the way: throughout my life I intend to continue something I started a couple years ago – inspiring very young students to be excited about STEM! I began this work in my hometown and believe the same fantastic results I've seen thus far will be created wherever I take the effort.

I launched a research-based Pre-K and Kindergarten program which is student-inquiry-focused. The results are amazing! Students are thriving and the teachers love it too! :) What's now in place in my hometown will be self-sustaining because I arranged for all the teachers to get Professional Development training on this special program curriculum and now there are so many trained teachers in the district that they have their own 'Community of Practice' and can self-perpetuate their teachers without needing any additional off-site professional development training!

The reason I started this effort is because simple exposure to hands-on STEM activities were enough to send me down a STEM path. All I want to do is provide that same kind of exposure to as many kids as is possible. My fear is for all of the kids out there that aren't exposed to STEM in a way that's engaging enough for them to get excited.



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"I have never been a high honor roll student, and I have always needed additional assistance in school, especially in reading and math. I could not understand why I struggled with specific subjects more than my peers. I did everything required to be a good student; I sat in the front of the class, asked questions, turned in my homework on time, and studied diligently for tests. By my junior year, I received answers. I was diagnosed...

I did not want my disability to define me. I utilized various methods to improve study skills, and I embraced numerous activities where I could excel. I dance for the Edwardsville High School Varsity dance team as well as a competitive dance studio, Studio E Dance Company. For my high school dance team, I have danced on varsity all four years, was named a co-captain my sophomore year, and captain my junior and senior year. My leadership role on the team developed my communication and management skills. My ambition, hard work, and dedication have resulted in multiple judges awards and top ten placements, and I contend I have learned to celebrate regardless of winning or losing... I also work two jobs.

I also have an entrepreneurial spirit. I began teaching technique and dance private lessons to young dancers. My diagnosis is simply one aspect of who I am. Once diagnosed, I worked tirelessly with my school to succeed via special learning accommodations, and I became more successful in the classroom. Yes, I have a disability, but that disability pushed me to work harder and take nothing for granted...I have accepted I have a weakness. Don't we all? But I embrace my strengths. I have learned my outgoing nature and social skills are strengths and gifts that cannot be taught in a classroom..."

CHALLENGES OF PANDEMIC LEARNING FOR DYSLEXIC STUDENTS

As education slowly drifts to a new normal, and parents take stock of where they are and what their priorities are in education, It is best to be aware of what to be on the lookout for because dyslexic students learn so differently.

AUDITORY PROCESSING HURDLES

Because sound can be mildly or profoundly affected among dyslexic students, many aspects of the change in learning - whether it's through remote only or in-person - distancing, masks, and physical barriers can have significant effects on sound.

Some struggle with hearing a teacher, for instance, when they turn to write on a board or when the background noise from an overhead projector or heating or air conditioning unit are on. If the teacher is wearing a mask, then the sounds will be muffled even further and they cannot lip read.

In our clinic, it was very common that children with severe auditory processing problems were referred for "inattentive ADD" although in reality they couldn't hear what was going on or it sounded as if people were talking underwater.

Some teachers and principals have told us that because of the pandemic, 1:1 and small group interventions have been waived for special education students.

Possible Solutions or Work-Arounds

- FM headsets or speakers for classroom
- Picture supports to support mouth movements and sounds
- Allow students to work with multisensory recorded lessons where they can see and accurately distinguish similar sounds or record their voices for feedback
- Teach a family member how to help at home



TABLET-BASED DYSLEXIA

- ▶ **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

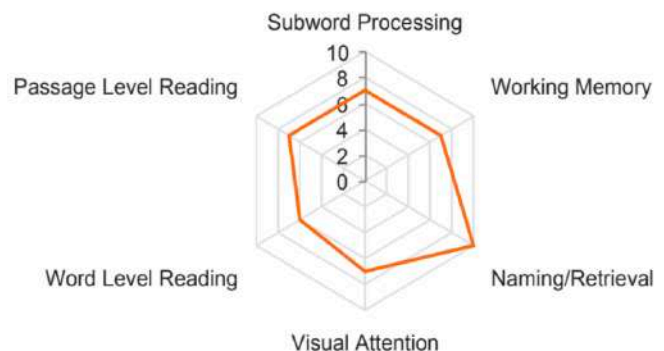


Word Level Reading: 6



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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LEARNING

- For college students, some student assistant centers are contracting with online tutors such as those as [Wyzant](#) to provide 1:1 tutor support. Some tutors are even accessible "on-call" on an urgent basis

MISSING THE PEOPLE NETWORK TO SUPPORT LEARNING AND ORGANIZATION

Some dyslexic students manage as well as they do in the education world because they are "people persons" who have friends in every class and feel confident speaking to teachers and fellow students to help them stay on top of their work. The switch to remote or remote / hybrid-distance learning has disrupted their usual ways of getting notes, studying for classes, and getting the big picture from teachers or tutors. Some colleges also don't have their usual staff of peer tutors because of the pandemic.

- Reduce the courseload when possible.
- Request help for navigating online courses - many course programs are difficult to navigate for neurodiverse students. Many teachers may post important information in different ways - for instance, using email, or announcements, or posting in a discussion thread. If you find yourself getting lost in online classes, ask to have a peer tutor screenshare with you, showing you how to organize and find your assignments in different classes.
- Set up calendar or mobile notifications for important due dates.
- Ask for virtual help, whether its online tutors or virtual office hours with your professor. Use video conferencing so the professor can see your face and help develop a personal connection.
- Join or create an online study group (see below). Connect with students on a Slack or Discord for more casual interaction.

ONLINE STUDY GROUPS

Use online study groups with [Zoom](#) or group texting like [Groupme](#). If Zoom sessions, record them for students who have to miss a meeting, develop technical problems, or need to review. Some online groups also like incorporating study by using a platform like [Kahoot!](#) (designed by a dyslexic!).

ASK FOR AND RECEIVE ACCOMMODATIONS YOU NEED

Because of the many changes due to the pandemic, reassess whether you might need more supports or new accommodations because of the changes that have taken place.

If you're a parent or tutor of a younger student in remote or hybrid learning, ask your student if they are having a harder time with seeing or hearing some aspect of their lessons. Some of perceptual problems associated with dyslexia are difficult to recognize or put into words, so ask in a way that may not put them on the defensive (for instance, "It can be hard hearing what the teacher is saying when she has a mask on. Are some of what she's saying hard to hear? I may be able to help you by reviewing some of the things at home...")



Mouth positions and movements can help students learn to distinguish similar sounds. For instance, consonant cognates are produced almost identically, except one is voiced, that is, using the vocal cords at the back of the throat, while the other is voiceless, not using the vocal cords, but using lips, palate, or teeth. Voice consonants can produce a slight vibration if you put a finger on your throat.

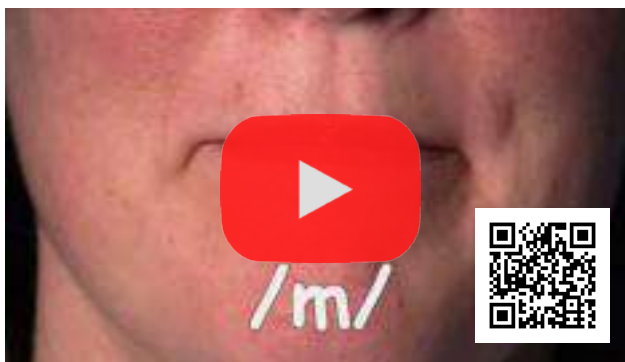
Voiced and Voiceless Cognates

So for instance:

See more cards from Boom Cards [HERE](#).

From Literacy How, watch a close up pronunciation of voiced and voiceless consonants. In the video close-up, you can also often see the throat move when voiced sound is made.

Turn on your VOICE MOTOR!	Puff Out The AIR
VOICE MOTOR SOUNDS	AIR SOUNDS
	
Place your fingers on your throat to feel the vibrations when you turn on your VOICE MOTOR and say:	Place your fingers in front of your mouth to feel the puffs of AIR that come out when you say:
ba-ba-ba / be-be-be / bo-bo-bo da-da-da / de-de-de / do-do-do ga-ga-ga / ge-ge-ge / go-go-go za-za-za / ze-ze-ze / zo-zo-zo va-va-va / ve-ve-ve / vo-vo-vo	pa-pa-pa / pe-pe-pe / po-po-po ta-ta-ta / te-te-te / to-to-to ka-ka-ka / ke-ke-ke / sa-sa-sa / se-se-se / so-so-so fa-fa-fa / fe-fe-fe / fo-fo-fo





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REVERSING COVID SLIDE IN MATH

"Early testing data from this fall seem to bear out that the pandemic has hit students harder in math than reading."

With increasing numbers of the population getting vaccination, there's hope for more normalcy, but chances are with all of the disruptions and stress, many students have fallen behind.

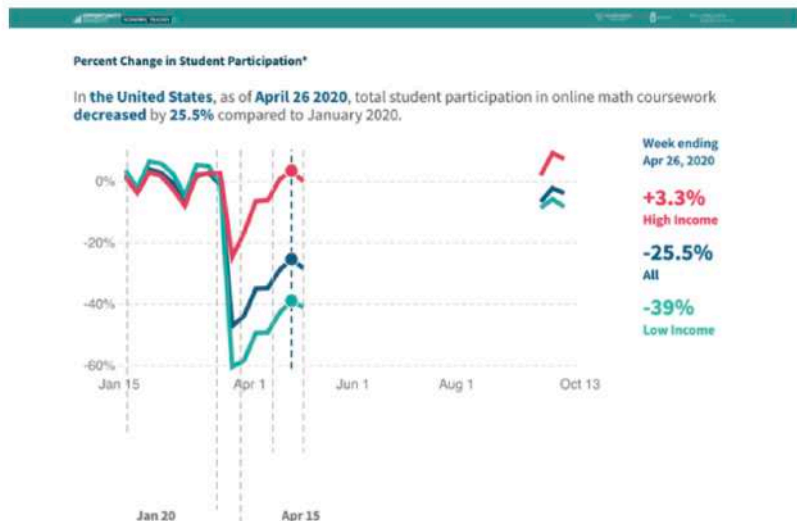
What shall you do?

First of all, everyone is in the same boat or at least knows about the boat - so don't put undue stress on your students or yourselves. Many colleges and universities are waiving entrance exams like the SAT or ACT, so being behind in math doesn't necessarily create a permanent block to higher education.

Math is a subject which is built on prior knowledge, so it doesn't do any good to try to skip ahead to where a student should've been, but rather see where they are now and assess whether some reviewing will be necessary so that there are no gaps in students' knowledge.

From the [Hunt Institute](#), showing that lower socioeconomic students are more likely to have significant losses in online math work.

Higher socioeconomic groups were more likely to support students with tutoring.



Even if many standardized tests get waived, I personally think it's a good idea to find some way to catch up if there's been some math learning loss.

For dyslexic students, if they really understand the problem solving, they may require many fewer problems to complete to understand - but they may also need to have periodic review to make sure that they haven't forgotten information.

Also, from experience in our family, math may be a weak subject area due to dyscalculia or working memory problems, but many students have a late blooming profile whereby they have trouble making progress for many years (or constantly slide backwards), but then suddenly are able to do more and more.

Math work does train the brain for precision (something that big picture thinkers need) and the effort put into it can pay off in many other subjects that many dyslexic men and women excel at - like science, engineering, design, and finance.

If you decide to do a little math catch-up through the spring and possibly summer, find a regular schedule that's not too arduous, but that occurs with a routine so that concepts can be continually reinforced.

1. Assess. See if there is a program at your student's school or choose a curriculum that allows your student to take brief assessments to see what skills need to be learned.

If you choose to have your student progress through a particular textbook on online math curriculum, assessment tests are often used to identify weaknesses and plan both instruction and practice.

Other options include pencil and paper math placement tests through providers such as [Singapore Math](#) or [Math U See](#) (see more [HERE](#) or [HERE](#)).

Another strategy is use a math review book for a standardized exam as your method of assessment and text instead of the standard books schools and even traditional homeschooling curriculum providers publish.

2. Teach to Cover Gaps For dyslexic students, often conventional text have too many words of explanation and practice problems. If a student truly understands why they may need fewer problems to demonstrate their knowledge than may be routinely assigned in a general math class; however, they may also benefit by more frequent review and checks to see that essential information has been retained.

THE INCREDIBLE LIFE STORY FROM THE MAN WHO FOUND *TITANIC*

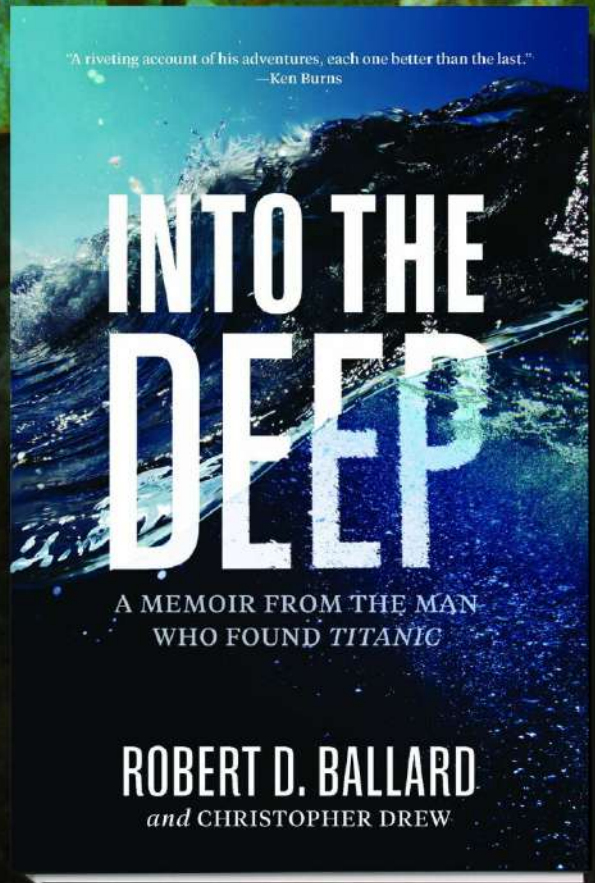
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Pairing a test review book with Youtube videos from the Khan Academy or even a more visual math channel like MashUp Math can strategy for catching up in math that also builds on strengths in multimedia and multisensory learning.

Working with a parent or even online tutor may reinforce principles more; accommodations usually can be requested to allow students the option to use manipulatives during exams.

If your student has dysgraphia, dyscalculia, or working memory difficulties, be prepared for very non-linear progress. In the early years, students may seem to make little progress and even show considerable backsliding and forgetting of procedures and concepts. These students may often still have many cognitive strengths (including strong reasoning abilities) - but they may need to grow into their brains a bit, and significant progress may only be seen in math when they are older and have automatized activities and have a larger working memory capacity.

If you need to have an outside tutor for your student, there are many online tutoring platforms like [Wyzant](#) that can provide regular or on-the-spot helps for homework or exams. For more tutoring resources, visit [HERE](#). Some private schools and tutoring centers may also have tutors with experience in dyslexia. If your household is avoiding in-person tutoring, see if online options are offered.

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Students are Struggling to Read Behind Masks and Screens, but the Expectations are No Different

USA Today



Helping Students with Dyslexia Navigate Online College

Smart Brief



Colorado Pilots Program for Early Dyslexia Screening

Colorado Sun



Learning Differently Heroes: David Flink

CNN



Boy Who Overcame Severe Dyslexia Now Studying for PhD

Youtube



Dyslexia Also Affects Math

University of Buffalo

PREMIUM RECENT ISSUE



Dyslexic Advantage PREMIUM MAGAZINE

PREMIUM ISSUE SIXTY-FOUR APRIL 2021

PERFECTIONISM

IN THIS ISSUE:

- TENET ACTOR DAVID WASHINGTON
- WRITING: ELABORATION
- GREAT DYSLEXIC BOOK REVIEWERS
- CLEVER REPEATED READING
- DYSLEXIA AND ALGEBRA

- DYSLEXIA AND PERFECTIONISM
- TENET ACTOR DAVID WASHINGTON
- WRITING: ELABORATION
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Connecticut Failing to Identify Most Students with Dyslexia

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As a Teacher with Dyslexia, I Found Teaching Online Eye-Opening

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Dyslexic Advantage



Federal Lawsuit Claims Austin ISD Not Assessing Students for SPED Needs

KXAN NBC News



It's Elitist to Mark Down for Spelling

The Times, UK

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CLOCK HOURS & GRADUATE CREDITS



**Dyslexic Advantage &
Seattle Pacific University**



Wow!
Congratulations to this month's
ARTSHARE winners!
Each received a copy of Jack Law's
How to Teach Nature Journaling.

Lyla, 11.

Title: Puppy dog eyes
Iowa. Homeschool

Lyla is a watercolor artist. It is often what she turns to when she has had a frustrating morning of school. She has been asked to paint various things for family friends and hopes to open her own Etsy shop some day soon. She is severely dyslexic (also dyscalculia & dysgraphia) and is often frustrated in academics so she is thankful for this creative outlet that builds her confidence and lets her shine in a unique way.





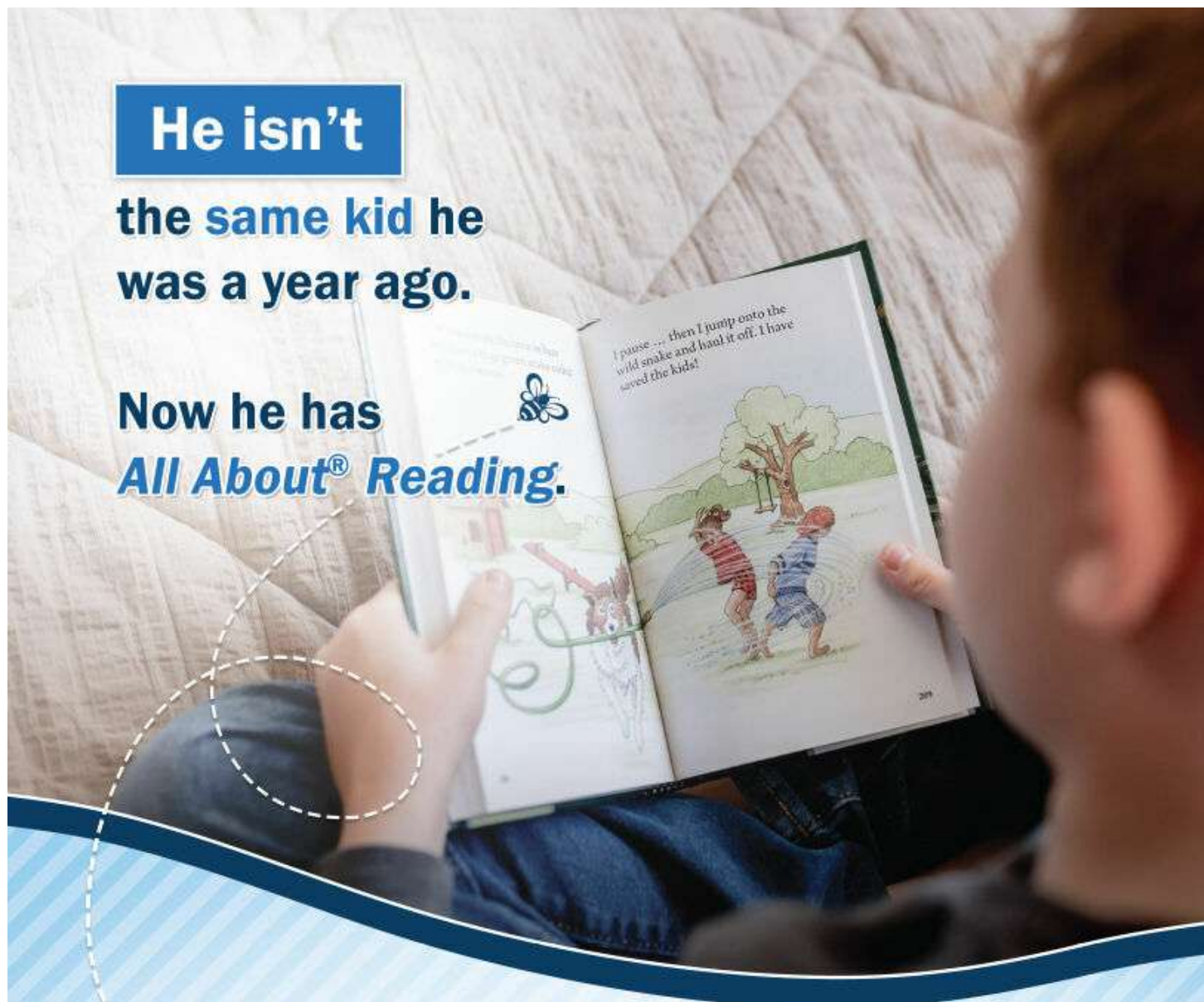
Ysidra, 15.

Being around water when there is a full moon is de-stressing and calming when I get anxious.

He isn't

**the same kid he
was a year ago.**

**Now he has
All About® Reading.**



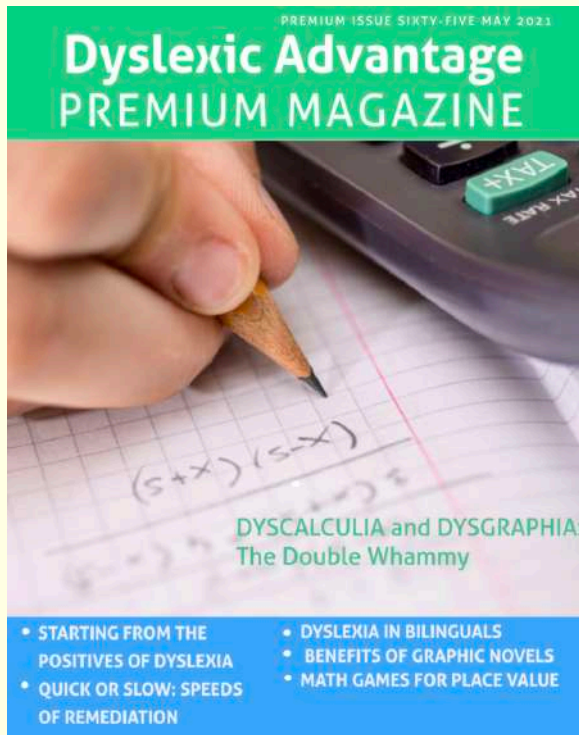
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Share your ideas or suggestions and submit an Art Share!



"As you make your way along life's tumultuous highways,
it's important to note that you should always carry a map,
have plenty of fuel in the tank, and take frequent rest stops."
- Octavia Spencer