

# Dyslexic Advantage

## NEWSLETTER



- RICHARD BRANSON'S SPACE ADVENTURE
- MATH WITHOUT ANXIETY
- DYSLEXIC OLYMPIANS
- HERE WE GO: BACK TO SCHOOL
- SUCCESS IN COLLEGE



Fernette Eide MD, Editor

Dear Friends,

I hope you've had some summer reprieve and things are falling into place for you for the Fall. Kudos to all the front-line workers, moms and dads, students, teachers, and professionals who have been inspiring and keeping us going through these times. For those who are interested, we still have our **Dyslexia for Teachers** course, **Homeschoolers** course, and now new **STEM for Diverse Learners** course for teachers.

Huge shout-out of thanks for our sponsors, Premium subscribers, and donors for life-changing resources they provide!

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 huge free library of e-books.

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.





# CONTENTS

DYSLEXIC ADVANTAGE ISSUE 67 JULY 2021 NEWSLETTER

4



## RICHARD BRANSON'S SPACE ADVENTURE

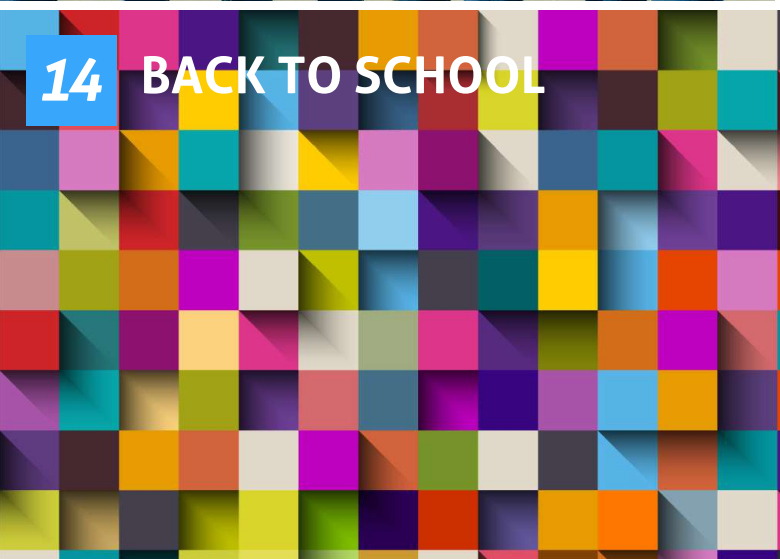
7



## OLYMPIANS

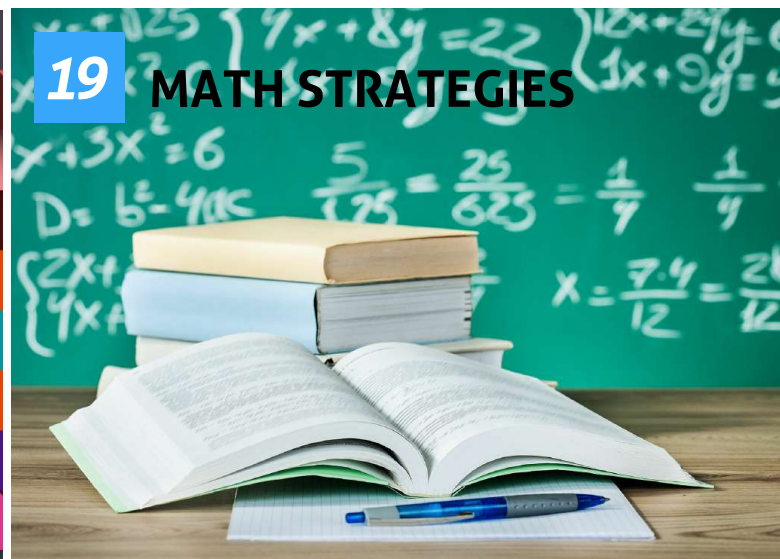


## 14 BACK TO SCHOOL



19

## MATH STRATEGIES



21

## COLLEGE SUCCESS STRATEGIES



28

## ARTSHARE



30

## DYSLEXIA NEWS



# RICHARD BRANSON'S SPACE ADVENTURE

"Overcoming fear is the first step to success..."  
- Richard Branson

Richard Branson has pulled it off - the 70 year old made his own spaceport in New Mexico and hovered between the earth's atmosphere and outer space for a few minutes, achieving weightlessness before landing back down on the spaceport's runway.

The goal, Richard said, was to make space travel "accessible to all", of course, for most people, the cost is out of reach and not without risk. Virgin Galactic's SpaceShip Two Rocket plane crashed in 2014, killing a test pilot.

For those of you who grew up with Apollo missions, this spacecraft looked very different. Besides ushering in a new era of space tourism, Virgin Galactic will allow to conduct space projects in zero-g as well as potentially getting new insights into global environmental issues.

Check out the mission in the video on the opposite page!







From Left to Right:

Colin Bennet  
Lead Operations  
Engineer

Beth Moses  
Chief Astronaut  
Instructor

Sirisha Bandla  
VP Gov Affairs  
and Research

Sir Richard Branson  
Virgin Galactic  
Founder





**Multisensory solutions for reading.**

Since 1997, we have turned over 500,000 struggling students into thriving students.

We created a product that anyone can use to be a successful **Orton-Gillingham** based tutor.

No really...anyone.

[www.winsorlearning.com](http://www.winsorlearning.com)

800-321-7585



# CONGRATULATIONS OLYMPIANS!

Congratulations to all the dyslexic athletes in the 2021 Tokyo Olympics.

## A'JA WILSON

A'ja Wilson was the #1 draft pick in the WNBA in 2018, Rookie of the Year, and most valuable player in the WNBA in 2020.

A'ja also wrote a courageous essay in Player Tribune called Brute Strength.



Here's a little excerpt:

"It's funny — how do you prove to somebody that you're trying? In most things, the more work you put in the better your end results, but that just wasn't happening with my reading. No matter how many hours I spent in front of a book, sometimes I'd just end up taking away nothing. When I knew we had a test the next day, I'd spend the whole night getting prepared and studying for hours like I knew I was supposed to — like I knew all of the other kids were doing. Then the test would be in front of me, and I wouldn't be able to understand it.

Honestly, my first reaction was that something was unfair. It was like, how is everybody else reading this so fast? I knew my friends weren't putting in more work than me. So it didn't make sense that they were handing in their tests before I was even through the first page."





## 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

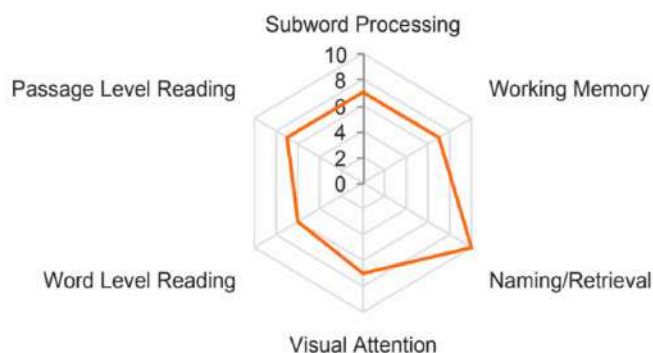


Word Level Reading: 6



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.

**May qualify for free Bookshare resources!  
Serving schools, tutoring centers, and colleges  
and universities around the world!**



## INSPIRATION

A'ja did finally get tested, got formally identified, received more reading instruction as well as accommodations which especially helped once she was enrolled in college.

A'ja's college coach knew that she was dyslexic, as did her professors, but she did not tell her fellow players or friends. Then...

Sophomore year is when everything changed. Coach Staley had me start reading scripture in the locker room before games.

Some people get nervous playing in front of big opposing crowds, but I'd always be terrified by the thought of having to recite a pregame Psalm. I was having popcorn flashbacks at first, thinking, I'm going to have to quit the team if it doesn't stop.

Not everyone on the team knew I had dyslexia, either, so at first it was like, "A'ja, what are you doing?"

I don't know what exactly made everything different after that, but reading like that in front of the team, and being pushed by Coach Staley to do something that she knew made me uncomfortable ... I'm serious when I say that everything changed after that reading started.

It was definitely humiliating at first, but I kept at it. Just straight brute force, every time she asked. I don't know if she thought it would help, or if it would make me play better, or what. But after a while, it really would make me feel better. It was like I could suddenly talk with people about this secret that had been eating at me for years. Soon I was able to be more of myself, weaknesses and everything. It's a huge weight off your shoulders when you don't have to hide things about yourself...

Even today, dyslexia is something that I still struggle with. In the huddle during a game, when we're drawing up a play, I'll have to lock in and focus as hard as I can, because it can get difficult to keep the information in order. It's something that will always be there in the back of my mind. My only real options are to shy away from it, or, you know ... brute force the problem."

Isn't that inspiring?

## INSPIRATION

Along with her parents, Roscoe and Eva Wilson, A'ja has founded the A'ja Wilson Foundation, dedicated to empowering families impacted by dyslexia with educational opportunities and to change the culture of students to prevent bullying.

Learn more about A'ja's Foundation by clicking [HERE](#).



### JEWELL LOYD

Jewell Loyd is another Team USA Olympian who was given the nickname of Gold Mamba by legendary player Kobe Bryan (also dyslexic!).

Jewel is also winner of the WNBA Rookie of the Year Award and she is a Dyslexic Advantage International Ambassador.

Jewell learned about her dyslexia at the age of 12 when she was a budding basketball star.





**He isn't**

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

**Now he has  
*All About® Reading.***



**Easy to Teach, Easy to Learn!**

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

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



**715-477-1976 | [www.AllAboutReading.com](http://www.AllAboutReading.com)**

## INSPIRATION

From Jewell: "You have to understand yourself. You have to love yourself. And as a leader, you always have to express that to people." Jewell is a positive advocate for people with LDs by her support of [Dyslexic Advantage](#) and [Eye to Eye](#). She has also helped found the **Loyd Foundation** to help local communities in Chicago as well as Rwanda. Way to go, Jewell!

### NOAH LYLES

Noah Lyles is the fastest man in the world and holds the world record for the 200 meters.

Noah suffered severe asthma as a child and [recalled](#) having multiple hospitalizations as well as being hooked up to breathing machines. He attributes his mother's positive attitude as something that helped him through those difficult early years.

In middle school, having dyslexia, Noah was depressed and isolated. Fortunately, track became a good outlet for him.



"At school I was in the slow classes learning to read...Traditional school was not my forte, my strong suit."

When his running took off in high school, he became sad about giving up running to go to college, when his mother said he could become a professional athlete instead.

"Little by little, my mum raised me very well and I tried to work on my character as much as I could."





# ENROLL NOW Homeschooling Dyslexia Online Course

For Homeschooling Parents and Tutors

Keep your students learning from home during COVID-19.

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

ENROLL



## Give your students a boost to reading with Scanning Pens!



Building vocabulary and language skills are necessary for all students to reach their full potential.

Educators & parents are working diligently to get students prepared for the start of a new school year.

Many are telling us that adding new and proven text-to-speech supports to their current reading strategies is helping build confidence & students feel empowered with reading independence.



Access to  
print materials



Portable Text  
to Speech



No Wi-Fi  
required

[www.scanningpens.com](http://www.scanningpens.com)

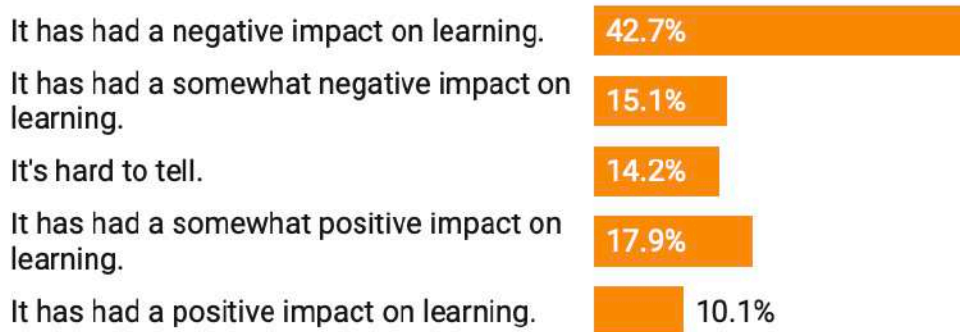
**FREE TRIALS AVAILABLE!**



# HERE WE GO: BACK TO SCHOOL

A survey by **Decoding Dyslexia of California** found, not surprisingly, that many parents reported that school closures had a negative impact on their children's education. Interestingly, About 1 in 4 said that school closures either had a positive effect or "somewhat positive" effect on learning.

## What impact has school campus closures had on your child's learning?



How could that have been?

From the article in EdSource:

" 'In April 2020, my 16-year-old sophomore daughter imploded from anxiety from isolation/quarantine, (but) by fall she had mastered online classes and is getting her best grades yet this year,' one parent wrote in the Decoding Dyslexia survey. 'Because all of her classes are at her desk, she rarely loses homework, is much better at staying organized, focused and gets her homework done on her own. It has been fantastic for her...'"

Others have found distance learning difficult at best.

"Distance learning, (Hiroko Okazaki) said, has been difficult. Both her son, a 10th grader, and her daughter, a second grader, could have benefited from literacy tutoring during campus closures but didn't receive it because it wasn't included in their 504 plans, which are a school's blueprints for providing support and



removing barriers for students with disabilities. As a result, both fell behind. Okazaki tutored them herself, but they needed more support...

Jessica Maria, a parent in the North Bay Area, said distance learning was so ineffective for her two children — one of whom, a fifth grader, has dyslexia and attention deficit disorder — that last spring she withdrew them from school and opted for homeschool.

"Keeping my son focused and on task was impossible. For us, distance learning just meant me yelling at him all the time. It wasn't working," she said.

Instead, she found a project-based curriculum online and hired a private tutor to help her son with reading and writing. Her children did science experiments, art projects, cooking and other hands-on assignments. For one project, they made a cardboard map of the United States, to scale, and learned the capitals and facts about each state. But because she and her husband are returning soon to their workplaces, they'll no longer be able to oversee their children's education, and the children will be attending a local magnet school that focuses on project-based learning...."

I do know for a fact that some parents discovered their students were dyslexic for the first time when they were home and saw what struggles they were having with the conversion to at-home school.

## **EXPECT FLEXIBILITY - ADVOCATE FOR ACCOMMODATIONS and TECHNOLOGY**

Because of the disruptions due to COVID, everyone knows that the new school year is anything but business as usual.

Expect a significant amount of review and some time for teachers and students to adjust to new routines.

Students who are still working on decoding will need the most support if they haven't been able to be tutored. Some schools have prioritized students receiving special education. If your student is on an IEP, and if your student's school is experiencing significant wait times for intervention, be prepared to advocate for "high-impact tutoring" for your student. Schools and districts have different



Multisensory solutions for reading.



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

International  
**DYSLEXIA**  
Association®

 **National  
Center for  
Learning  
Disabilities**

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

## SCHOOL

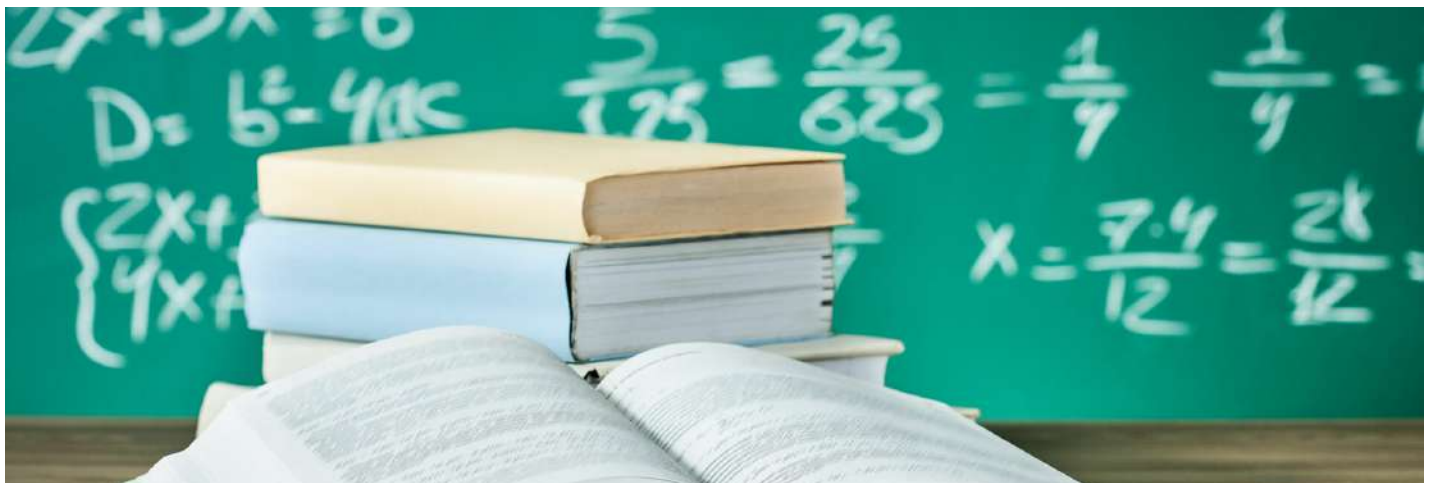
policies regarding funds, but the unprecedented \$123 billion dollars in funding as part of the American Rescue Plan Act (ARPA) [allows funds](#) to be used for "high-impact tutoring." Dyslexic students who have not received appropriate structured literacy instruction in order to allow them to read could definitely be considered under this group. If your student has not been formally tested for dyslexia and there is a high suspicion, contact your school to see what the wait times may be for assessment; see if they would accept a request for [Independent Educational Evaluation](#) (which may or may not be paid by the school) by a local or remote provider, or even test results from an online screener like the [Neurolearning](#) App.

Many states, colleges, and universities have reduced tests and test requirements - some changes likely to help some students who are college-bound.

Almost everyone is behind in math according to some studies; if you are concerned that your student will not have sufficient preparation in higher math for careers that she or he may aspire to, seek out online options that might provide the preparation that is needed. You can see whether a school will partially or fully reimburse this tuition, but they may not do this.

What about students for whom post-high school plans were impacted by the pandemic? Students who did not make adequate progress on IEP goals due to the changes associated with the pandemic may be eligible for "Recovery Services". In Washington State, more information about this is available [HERE](#).

In general, information about particular resources your students may be eligible for can be found in the Parent Center associated with your state in the US [HERE](#).





## SCHOOL

This Vox article, [The Debate Over How to Handle Kids' 'Lost Year' of Learning](#), described a variety of ways that public schools are addressing learning needs.

It also mentions a number of states which had passed laws about holding children back a grade - many states have passed new laws waiving these previous laws due to the pandemic, but what really counts is what a school may be recommending for your child.

The overwhelming majority of research studies have shown that holding back children with learning disabilities "does not work" unless educational fundamentally changes, like a switch to structured literacy instruction.

From [Should You Hold Your Child Back a Grade?](#):

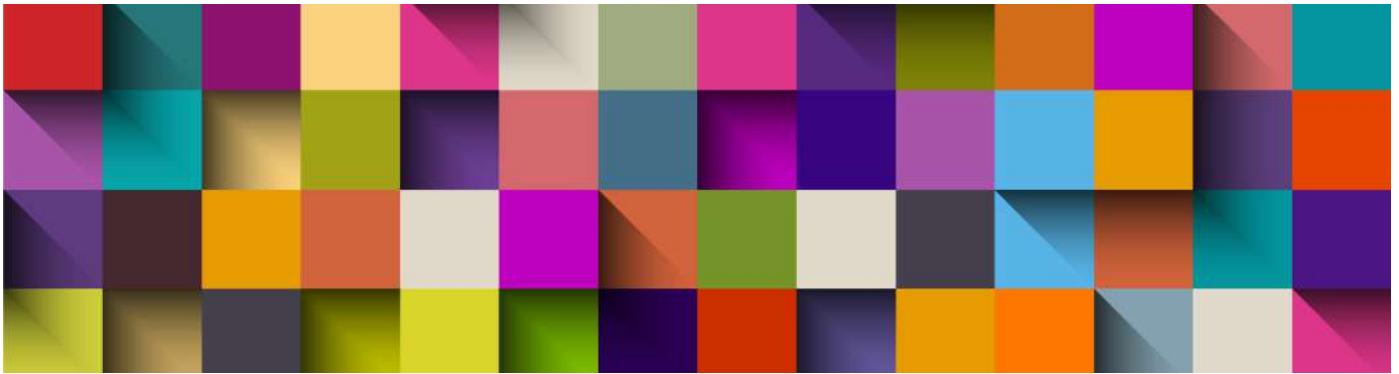
"Children with learning disabilities (including reading disorders) generally do not benefit from repeating a grade, unless they are taught with a different, more specialized approach the second time around. The National Joint Committee on Learning Disabilities (NJCLD) stated the following in their official position paper on grade retention:

"The weight of the evidence of literally hundreds of studies shows that retaining children does not produce higher achievement....More of the same does not work..."

It is also important to consider the emotional impact of grade retention. For many children, repeating a grade feels like a failure, and can damage their self-esteem...."

Remember, formal identification of dyslexia means a student has average or above average intelligence, but unexpected underperformance in areas such as reading, writing, and spelling. Dyslexic students usually crave intellectually challenging information, so that giving them simplistic content below their level, is an educational mismatch. If your student has trouble accessing the information presented in their course, then make sure they know how to use assistive technology and they are allowed to access content without being limitations by their reading fluency.



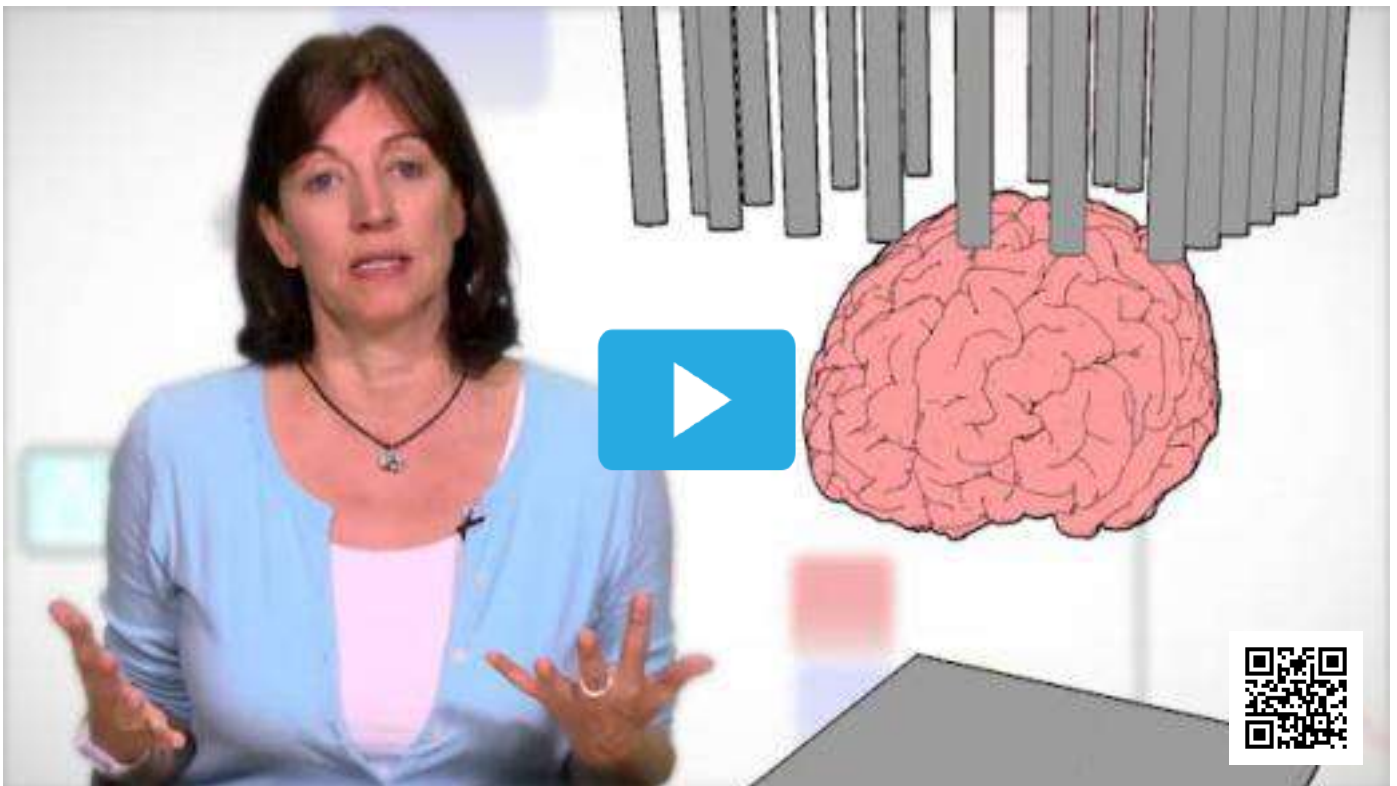


# MATH STRATEGIES WITHOUT ANXIETY

## with STANFORD PROF JO BOALER

If you anticipate working with a student on math this coming year, what approach will you take?

Dr. Jo Boaler has tips that can help create a positive atmosphere for learning.



# MATH

For mathematics to become a learning subject with room for mistakes and growth, teachers need to make students feel good about mistakes and comfortable with struggle. When I taught a recent online class and shared the mistakes research with forward-thinking mathematics teachers, they came up with a range of ways for getting students to value mistakes

(<http://www.telegraph.co.uk/education/universityeducation/10414989/University-education-maturing-of-the-Mooc.html>, <http://tinyurl.com/oz4u4ga>). One teacher, on the first day of school,

asked her students to crumple up a piece of paper and throw it at the wall in a way that expressed the feelings they had when they made a mistake in math. She then asked them to retrieve the paper, uncrumple, and use a colored marker to highlight all the creases left on the paper; these, she explained, symbolized the brain growth that comes from mistakes. She had the students hang on to their brain growth diagrams for the school year.

Stop	Replace with
Frequent timed tests	Number Talks
Grades	Diagnostic feedback
Emphasizing Speed	Time to think slowly and deeply
Ability Grouping	Heterogeneous and flexible groupings

Other changes need to happen as well. Mathematics teachers need to stop frequent, timed testing; replace grades with diagnostic feedback (Black et al. 2002; Boaler & Foster 2014); and deemphasize speed, so that the students who think slowly and deeply are not led to believe they are not capable (Boaler 2014). Perhaps most significantly and most radically, schools should also remove fixed student groupings that transmit fixed mindset messages and replace them with flexible groupings that recognize that students have different strengths at different times (Boaler 2009; Boaler & Foster 2014).

To read the entire handout with the excerpt above (including links), click [HERE](#).

In the video below, see how Jo taught students how to become comfortable with consider multiple strategies when solving math problems.





# COLLEGE SUCCESS: STRATEGIES



"One half of all students who begin college fail to complete their degrees, resulting in wasted talents, time, and resources... Educating students on learning skills only solves part of the problem for students at risk for dropping out of college. According to this study, students need time to learn and effectively practice the strategies in their classes."

- Sara Renzulli, PhD

It's a striking statistic that half of all students who attend college fail to complete their degrees. Students with learning differences often comprise a significant percentage of those groups.

Dr. Sara Renzulli has a practical and helpful research [paper](#) about how her intervention (a 2x per week class on learning strategies for a total of 6 sessions) had a positive effect on student achievement.

Previous studies have found that a majority students simply report "reading" as the primary means for studying for exams even though simply reading material is not the most efficient way of retaining information and preparing to answer multiple choice questions.

From [Karpicke et al, 2009](#): "Testing enhances learning not only if instructors give tests and quizzes in the classroom but also if students practise recall while they study on their own..."

"research with educationally relevant materials has shown that repeatedly reading prose passages produces limited benefits beyond a single reading ...This is especially true when repeated readings are massed together in a single learning session (from Fernet: such as cramming for a test), although spaced rereading tends to produce positive effects..."

# IDEA FUNDING FOR READERPENS TO SUPPORT YOUR STUDENTS WITH LITERACY!

**Our devices save districts and schools tens of thousands of dollars every year, but we understand even the initial investment can be difficult.**

*[Read about the latest release of American Rescue funds to support Children with Disabilities.](#)*

## IDEA

The Individuals with Disabilities Education Act (IDEA) has a federal grant that provides funds to ensure that eligible students with disabilities receive a free and appropriate public education.

The priorities of the IDEA are to:

- Ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services.
- Ensure that the rights of children with disabilities and their parents are protected.
- Assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities.
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

*[Discover the 13 different IDEA categories and how this funding can be used for scanning pens.](#)*



## READERPEN™



**Supports** social distancing in classrooms



Makes grade-level content more **accessible**



**Promotes** reading independence and inclusion



**Saves** scanned text to devices or directly into **Google or Word documents**



**Ensures** support is continued with **No Wifi or apps required**

**FREE TRIALS**  
**AVAILABLE!**

## COLLEGE

In their study of 177 undergraduates, 84% of students reported reading as their primary strategy for studying, while 43% did practice problems and 40% used flashcards. About 30% rewrote notes and 26% had a study group. With the rise in study apps, I wonder if those numbers have changed.

Here is an outline of the learning strategies course described by Sara:

**Table 1.** Content from the learning skills course

Week & Class Meeting	Content
Week 1: Class 1	<ul style="list-style-type: none"> <li>• Introduction to self-regulation               <ul style="list-style-type: none"> <li>◦ Self-regulation theory</li> <li>◦ Self-regulation strategies</li> <li>◦ Positive implications of self-regulation</li> </ul> </li> </ul>
Week 1: Class 2	<ul style="list-style-type: none"> <li>• Applying self-regulation strategies               <ul style="list-style-type: none"> <li>◦ Goal setting</li> <li>◦ Organization</li> <li>◦ Time management</li> </ul> </li> </ul>
Week 2: Class 1	<ul style="list-style-type: none"> <li>• Alternative ways to study for tests / assessments &amp; effective note taking               <ul style="list-style-type: none"> <li>◦ Self-testing</li> <li>◦ Information retrieval schedule</li> <li>◦ Notes as an effective study tool</li> </ul> </li> </ul>
Week 2: Class 2	<ul style="list-style-type: none"> <li>• Applying new study and note-taking strategies               <ul style="list-style-type: none"> <li>◦ Self-testing strategy use in various forms including outlines and note cards</li> <li>◦ Class note-taking strategies</li> <li>◦ Reading note-taking strategies</li> </ul> </li> </ul>
Week 3: Class 1	<ul style="list-style-type: none"> <li>• Developing a personal study plan               <ul style="list-style-type: none"> <li>◦ How to incorporate the strategies into studying for different classes</li> <li>◦ Review of support services at the university to aid with studying</li> </ul> </li> </ul>
Week 3: Class 2	<ul style="list-style-type: none"> <li>• Creating a specific study plan that will be submitted to Academic Support Services</li> </ul>

I do know that some resource classes in high school include a "learning strategies" or "study skills" course, but I agree with the author that some new approaches may be needed at the college level because of the sheer quantity of work assigned and different types for classes and, in some cases, laboratory work.

I liked how this course considered the demands of other courses while making their own assignments; for instance, when students were asked to try a new strategy in a course of their choice, they could choose their course and later reflect on whether the time demands were sustainable. For instance, although rewriting notes was found to be a helpful strategy by one of the students whose



## COLLEGE

detailed responses were included in the paper, it was too time-consuming to be used on a regular basis for most classes. With time, this student was able to use flashcards for reviewing and reorganizing content. The process of making them helped her master the material and initiate a review earlier (spaced repetition), also likely contributing to a better educational outcome.

Students admitted that in college, without parental monitoring, they were less likely to spend sufficient time studying. All students boosted their studying time after the learning strategies course, and 8 out of 9 improved their GPAs.

[Another study](#) compared university students with dyslexia only, dyspraxia only, or dyslexia + dyspraxia and their use of assistive technology and other supports.

Students with dyslexia were more likely to use text-to-speech and mind mapping software compared to dyspraxic students; dyspraxic students were more likely to request 1:1 essay and time management support.

	Dyslexia (n = 162)	DCD (n = 49)	Dyslexia/DCD (n = 61)
Technology and software			
Funded laptop	96 (58.9%) <sup>a</sup>	19 (38.0%)	42 (67.7%) <sup>b</sup>
Text-to-speech software	72 (44.2%)	14 (28.0%)	35 (56.5%)
Mind-mapping software	67 (41.1%) <sup>b</sup>	14 (28.0%)	28 (45.2%) <sup>a</sup>
Touch type software	16 (9.8%) <sup>a</sup>	3 (6.0%) <sup>a</sup>	1 (11.3%) <sup>b</sup>
Voice activated software	55 (33.7%)	5 (10.0%) <sup>a</sup>	18 (29.0%) <sup>a</sup>
Proofreading assistant	42 (25.8%) <sup>a</sup>	7 (14.0%)	18 (29.0%)
Recording device	81 (49.7%) <sup>a</sup>	16 (32.0%) <sup>a</sup>	27 (43.5%) <sup>a</sup>
Electronic calendar	18 (11.0%) <sup>b</sup>	2 (4.0%) <sup>a</sup>	8 (12.9%) <sup>c</sup>
1:1 tutorials			
1:1 organization/time management	30 (18.4%) <sup>c</sup>	12 (24.0%) <sup>c</sup>	19 (30.6%) <sup>a</sup>
1:1 essay support	52 (31.9%) <sup>b</sup>	18 (36.0%) <sup>a</sup>	28 (45.2%) <sup>a</sup>
1:1 reading strategies	27 (16.6%) <sup>b</sup>	6 (12.0%) <sup>b</sup>	12 (19.4%) <sup>b</sup>
1:1 note-taking strategies	23 (14.1%) <sup>c</sup>	6 (12.0%) <sup>a</sup>	12 (19.4%) <sup>c</sup>



# Discover Your Learning Ability

Churchill's proven methods and well-trained faculty change the lives of children who struggle with dyslexia, ADHD and language-based learning disabilities.

At Churchill, we know our success is measured not by how many students we impact, but by the impact we have on any one student!

**CHURCHILL**  
CENTER & SCHOOL  
National Leader in Learning Disabilities

[churchillstl.org](http://churchillstl.org) | 314-997-4343

Accommodations use was also interesting in this study. 80+% requested extra time on exams. Only a small number requested a reader (3-15%).

	Currently accessed		
	Dyslexia ( <i>n</i> = 112)	DCD ( <i>n</i> = 31)	Dyslexia/DCD ( <i>n</i> = 45)
Extra time	91 (81.3%)	22 (71.0%)	34 (75.6%)
Access to a reader or text-to-speech	17 (15.3%)	1 (3.2%)	3 (6.7%)
Access to a scribe or voice activated software	9 (8.1%)	1 (3.2%)	1 (2.2%)
Use of word processor	30 (26.8%)	14 (45.2%)	14 (31.8%) <sup>a</sup>
Word processor with spell check activated	29 (25.9%)	10 (32.3%)	11 (24.4%)
Sitting in a separate room	47 (42%)	14 (46.7%) <sup>a</sup>	20 (44.4%)
Option of oral examination	4 (3.6%)	0	1 (2.2%)
Use of coloured overlays/papers	27 (24.1%)	1 (3.2%)	8 (17.8%)
Support to monitor time	6 (5.4%)	1 (3.2%)	3 (6.7%)
No loss of marks for spelling/grammar mistakes	34 (30.4%)	8 (25.8%)	17 (37.8%)

An interesting observation of the study is that students taking the learning strategies course change their studying habits after it - and improved their GPAs. For instance, on average, students reported studying 8 hrs per week for their exams, and afterwards, their study time more than doubled to an average of 19.4 hrs per week.

If you know of a student who is struggling, try to intervene and provide them with strategies that make their learning more effective and even enjoyable.





## NEW! STEM for DIVERSE LEARNERS

15 Teacher Clock Hours  
Video On Demand Course

\$100.00

## We Take the Struggle Out of Reading and Spelling



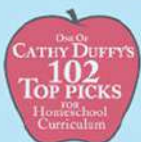
### Easy to Teach, Easy to Learn!

- Multisensory Orton-Gillingham approach
- Lightly scripted "open and go" lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- Lifetime support, one-year guarantee



*All About® Reading* is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading.

*All About® Spelling* teaches the phonics, rules, and spelling strategies your student needs to become a proficient speller for life.



715-477-1976 | [www.AllAboutLearningPress.com](http://www.AllAboutLearningPress.com)

Check out these amazing talented artists in this issue's ArtShare. Remember share your work **HERE** and we may share it in an upcoming issue!

## Kai, 9 California

### Le Lizard

Kai from California shares his beautifully drawn and colored lizard.

His drawing below is titled, mmmMMM:Delicious Cake.

Bravo!

Look at those colors!





## JOSIAH, 10

### Creature Landing Kansas

Josiah used a piece of cardboard to paint a backdrop for playtime. These fun Lego creatures are the kind we often find him making by using pieces in unique ways. Lego building and playing "Lego stories" with his brothers are



## Dyslexia Social Group

### Tennessee Ages 8-11

The girl in the picture is trapped in a bubble not able to access the jumbled letters before her. She is still smiling and the world is still a beautiful place. She knows while reading might be difficult that there are many ways her Dyslexia gives her an advantage.







## **Legislature Blows Chance to Help California Kids with Dyslexia**

**ED100**



## **ACT Agrees to Honor IEP and 504**

**Disability Scoop**



## **Educators and Families Push Texas to Improve Dyslexia Handbook**

**Spectrum Local News**



## **7 Chrome Extensions for Students with Dyslexia**

**Technology Networks**



## **Dear Teachers - Love, A Child with Dyslexia**

**Youtube**



## **Q & A with Rachel Graham - Her Journey with Dyslexia**

**Billy Graham Association**

# PREMIUM



## Dyslexic Advantage PREMIUM MAGAZINE

PREMIUM ISSUE SIXTY-EIGHT AUGUST 2021



TEAM BUILDING  
and INNOVATION  
JIM KELLER

- IRREGULAR WORDS
- DISCREPANCIES IN MATH
- ENVIRONMENTS THAT WORK
- SPORTS & THE GREAT OUTDOORS
- RESILIENT READERS
- OVER-PREPARING

- Talents in Tech: Jim Keller
- Environments that Work
- The Way of Resilient Readers
- Discrepancies in Math
- Irregular Words
- Over-Preparing



### DYSGRAPHIA ISSUE COMING IN SEPTEMBER!

It's just  
**\$5 per month!**

## SUBSCRIBE

**NOW EARN  
TEACHER CLOCK  
HOUR CREDITS TOO!**

## Identify Learning Needs with Remote Assessments

assessment | consultation | counseling

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



## SUMMIT CENTER

Reach New Heights

San Francisco Bay Area (925) 939-7500

Los Angeles Area (310) 478-6505

[www.summitcenter.us](http://www.summitcenter.us)



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



## Oklahoma Lays Groundwork for Early Dyslexia Screening

KOSU - NPR



## Why Designers Need to Consider Accessibility in Type

Design Week



## New STEM for Diverse Learners Course

Dyslexic Advantage 15 Clock Hours for Teachers



## Interview with Margaret Rooke, Dyslexia is My Super Power

Ian Gilbert Live



## Alice Thomson - My Family and Other Dyslexics

The Times (UK - Subscription Only)



## Bob Ballard Talks Shipwrecks and Sea Creatures

Innotech Today



## Identify Learning Needs with Remote Assessments

assessment | consultation | counseling

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



# SUMMIT CENTER

R e a c h   N e w   H e i g h t s

San Francisco Bay Area (925) 939-7500  
Los Angeles Area (310) 478-6505

[www.summitcenter.us](http://www.summitcenter.us)



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





"In my head, I don't have rivals."

- Noah Lyles, world record holder 200m