

# Dyslexic Advantage

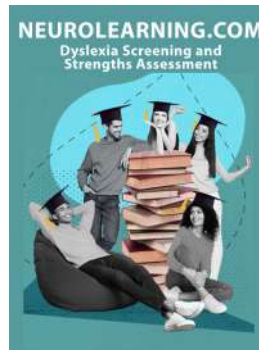
## NEWSLETTER

### PAUL STANKARD: ARTIST



Celestial Bouquet:  
Homage to  
Mother Mary  
Photo: Jeff DiMarco

- ATTENTION AND WORKING MEMORY
- WHAT TO DO THIS SUMMER
- ARCHITECT ANDREW REEVES
- DYSLEXIA NEWS



Dr. Fernette Eide  
Editor-in-Chief

Dear Dyslexic Advantage community,

Thanks Andrew Reeves and Paul Stankard for sharing their creative journeys. Check out our article on attention and working memory. You may be surprised!

The link for this issue is: <https://joomag.com/Hlkd>

This issue will only be on Joomag for about 6 months. Afterwards, look for this issue in our **Newsletter Archives at DyslexicAdvantage.org**. Keep our programs running by **donating** or becoming a **Premium subscriber!**

The **NEUROLEARNING** Dyslexia Screening App is \$79.99 and available for children and adults 7-70 years old. iPad, iPhone, Android, and Kindle Fire.



The app may qualify for services such as Benetech's huge free library of e-books. Bulk discounts available for higher ed.

Thanks to Shelley Wear, Trish Seres, Michelle Williams, Cheryl Kahn, and Jack Martin. Thanks to Lady Grace Belarmino for design and layout and Andi for their social media and admin help!

**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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NEWS



# OTTAWA ARCHITECT ANDREW REEVES OF LINEBOX STUDIO

"It's a different way of seeing the world and it's very powerful. What I want to get across is it's more of a gift. It's not a struggle. It's not a disease. It's not a thing that prevents you from doing well in life."

- Andrew Reeves, Architect and CEO of Linebox Studio





It took a card game on a vacation to make Andrew Reeves realize that he was dyslexic at the age of 42.

A comment from a friend put him on a journey of discovery and now he is aware of the skills and the mindset that he has due to being dyslexic.

From [CBC News](#):

"What was your experience as a kid?

It was frustrating. Obviously, our school system, especially 30 years ago, was set up in a very traditional model. You get a grade and that translates to how smart you are and also your success, if you can make it to university. So it definitely was a confusing time when you felt half of you is extremely smart and brilliant at certain things that aren't being tested, while your peers are high-fiving and getting "good grades."

Andrew founded and leads a highly successful and innovative architecture firm.

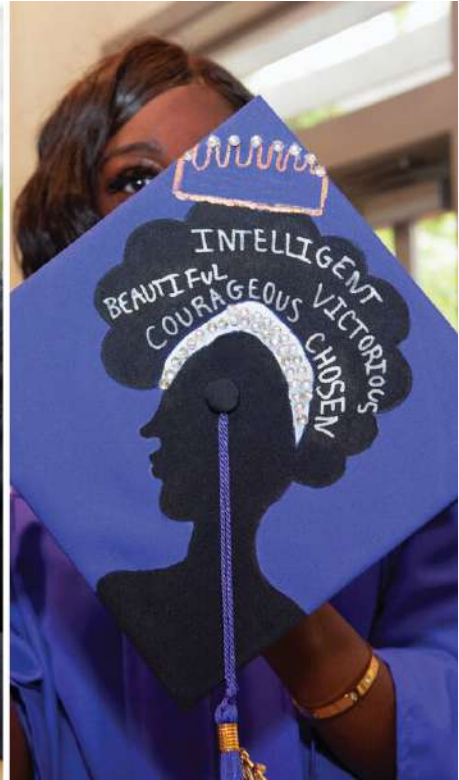
When you look at his projects, you can see all the dyslexic MIND strengths in action. Architecture of course reflects spatial visualization and material reasoning, but there's a lot of storytelling and interconnectedness in the design of his multi-use buildings and he and his firm are also designing for the future as well as the present. His buildings are sustainably built and also have LEED (Leadership in Energy and Environmental Design) certified architects as part of their firm.

## ARCHITECTURE

Here are some photos of their design of the ElementAI building in Montreal. He talks more about the design of the building [here](#).

The spiraling of bricks create a dramatic visual texture to the walls. Meeting spaces were very individual, but united with other design elements carried throughout the building.





# Winston In College

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or contact [admissions](#) today!

Part of Winston Online and the Winston Preparatory School Network

## ARCHITECTURE



## ELEMENT AI

To see more of Andrew's company portfolio, visit [HERE](#).

We've often heard from other dyslexic architects that dyslexia is over-represented in this field.

So much of what architects will ultimately do in their careers is never covered in conventional school curriculum. Sometimes a little building can be seen in a STEM class, but usually it's overlooked completely.

To foster a young person's interest in architecture, visiting buildings, ask to do behind-the-scenes tours, and let them plan and build. One great resource for programs and ideas is Architecture for Children at: <https://archforkids.com/>

# WHAT TO DO THIS SUMMER?



What should you do this summer?

The answer depends a lot on you and your students. Summertime is a great time for families because it usually means getting out and about and getting together with friends and families.

For students who may have been spending so much of their days in classrooms, it's time for discovering and creating new things and exploring - either through travel or closer to home.

It is also a time to find some clever way to keep up with the gains in reading, writing, math, or some other tough subjects over the past school year.

Sometimes we're asked about summer programs specifically designed for dyslexic students - and sometimes a program like this might be a good thing depending on the student. Some families can't afford a private dyslexia school full-time in the school year - so a summer program may help them learn strategies that they can apply later to everything. A lot of these programs also incorporate fun things to do - and a much less stressful environment than the school year. For students who are at-risk of being held back, they can help maintain skills and even put them ahead for the upcoming school year.

## SUMMER

What about a fairly unscheduled summer?

Sometimes this is a wonderful thing.

If you decide to do this for a few weeks or even the whole summer, good things happen when they start to look bored.

Suggest rather than assign. Executive function happens when students make plans and try to execute them.

If your student hits a roadblock, then use some of your superhero parent or teacher abilities to help them to overcome what's current in their way.

For instance, some students who have stories floating around in their heads, may be able to make a film with their phone, or figure out how to use speech-to-text or a writing software to get their ideas out into print on a page.

Is there a film camp or creative camp that they can go to, or even a summer film festival or writers event where they can find inspiration? Many museums and universities have summer programs for kids.

Even students who look like they could be at risk for spending the entire summer on the couch playing video games, could be nudged into designing games and learning a new computer language to do it - over the summer.

If kids are happy finding things to do based on their interests and strengths, it may be possible to slip in some reading goals over the summer - especially if the material is based on what they want to learn more about.

Math may be tricky, you might think - to preserve over the summer, but having them earn a little money, develop a budget, can preserve some math skills - as can baking, measuring and designing changes in a room, card games, and statistics in sports are other ways to slip in some math in engaging ways.

Some resources for ideas:

[Math on Summer Vacation - Mathnasium](#)

[Summer Math from Madison Schools \(see board games\)](#)



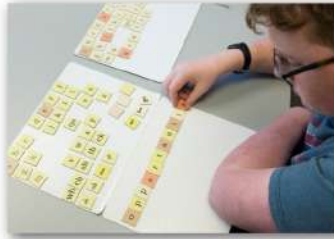
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# Discover your dyslexic strengths

Dyslexic minds have a **special ability to create complex mental models** of objects and ideas. These models become powerful tools for creative thinking and big picture problem solving.

Drs. Brock and Fernette Eide, renowned dyslexia experts and authors of "**The Dyslexic Advantage**," discovered specific high level strengths can predict dyslexia as accurately as difficulties in decoding and spelling.

Discover your dyslexia-associated strengths with our free MIND Strengths self-assessment survey.

[Sign Up For Your MIND Strengths Assessment](#)

### Dyslexic Brain Strengths:

- 3D Spatial Reasoning
- Memory From Personal Experiences
- Pattern Recognition
- Spotting Trends/ Making Predictions
- Systems Reasoning
- Storytelling



# BEYOND BEHAVIOR: ATTENTION, WORKING MEMORY, OR SOMETHING ELSE?

The problem with trying to diagnose with behavioral checklists is that behavior can result from many different sources.

If you have a 3rd grader trying to focus on reading, but he looks out the window and doesn't make much progress - is it poor attention, working memory overload, distraction (attention to something besides a task that is assigned), lack of engagement or motivation, or something else?

And does weak attention or weak working memory matter all that much if a student seems to have strong knowledge and long term memory?

Researchers have tended to focus on one thing at a time - like attention or working memory or long term memory, or engagement, but in reality these things are all mixed together and it can be difficult sorting out where one thing is of greater importance than another.

## WHAT IS ATTENTION?

Recently, [researchers](#) have become aware that attention and working memory are like two-sides of a coin. Attention refers to a spotlight that we shine on the outside world, while working memory is a spotlight directed at the contents of our minds.

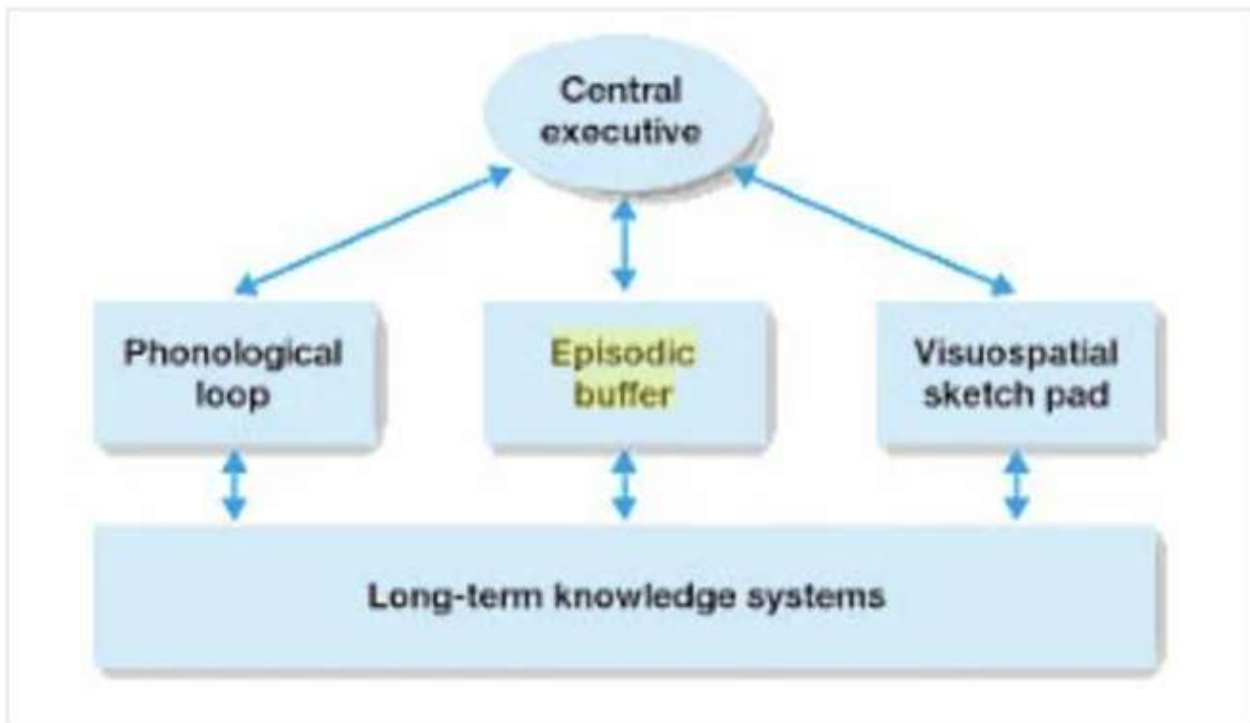
When someone refers to a child or adult with attention problems, it's as an "all-or-none" difficulty that exists that interferes with learning and every day functioning. Dyslexia is not an attentional diagnosis and a student with attention or working memory limitations should not be assumed to have ADD/ADHD>

Failure to consider individual factors can inappropriately direct parents, teachers, and other professionals to thinking about disease and medication rather than addressing challenges and strengths on a granular level.

The failure to consider the relationship between outside attention and inside working memory - means that students having difficulty juggling new information will be shunted into the "attention" basket. Working memory can be addressed in instructional approaches with thought about how information is presented - like in smaller bits or with multiple reinforcing representations as can be found in many multisensory methods. In other words, it may look like a student is being inattentive, but they can actually be paying attention though overloading when too much information comes in at once and the manner of presentation doesn't play to their strengths.

### WORKING MEMORY IS MULTIMODAL

Simply Psychology has a nice review of working memory [here](#). It includes how models of working memory have been updated to include the ideas of the brain's central executive coordinating auditory, visual, and spatial information, but also an "episodic buffer" that can integrate various parts of working memory and long term memory into scenes or episodes.





# ORGANIZE YOUR AWESOME IDEAS

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Storied is an AI co-pilot for dyslexic leaders, designed to organize non-linear thoughts and ideas into clear communications.

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## ATTENTION AND WORKING MEMORY

The idea about the episodic buffer is an important breakthrough in the model - because it helps explain how so many individuals with supposed "attention deficit disorder" actually have such strong knowledge abilities - and so long-term memory. If the problem were only an attention deficit, one would expect to see a weak vocabulary and smaller knowledge bases compared to peers - but not only is that not true, sometimes it's just the opposite, when students diagnosed with ADD are also diagnosed as being gifted.

Now, it may be that a student who is not paying attention in class is inattentive because of lack of engagement or lack of challenge or working memory overload or distraction by outside phenomenon or inside thoughts - but if that is the case, then in the best case, solutions should be directed to these different reasons.

Most students will engage better in small groups or in one-on-one interactions - this may not always be possible - but it does highlight how we should all take care in how we may "diagnose" before carefully sorting out how a person learns, remembers, and works at their best.

Most theoretical models of attention don't include engagement (interest and enthusiasm), motivation (drive to do something), and reward (something that is desirable or gives pleasure - like praise, money, or a piece of pie), but these factors may also be important for improving learning or persistence at difficult tasks in school or work settings.

### ATTENTION, WORKING MEMORY, AND DYSLEXIA

Many of these different contributors to attention and school, home, or work performance may seem obvious or common sense, but where as parents and tutors may be oriented more toward a more holistic approach to parenting and teaching, science by its nature tries to understand by isolating and simplifying contributors so hypotheses can be made about what factor or factors are having effects.

Before considering what attention and working memory issues may be involved in the setting of dyslexia - it's important to be aware of differences that accompany dyslexia that can contribute to both attentional and working memory overload.

## ATTENTION AND WORKING MEMORY

For instance, there is substantial evidence that dyslexia affects an ability to filter sounds (auditory sensitivity or potentially increased distractibility), sensitivity to visual overload (crowding effects), and more difficulty automating motor movements that can make writing by hand more effortful.

But because that is so - is a dyslexic person's challenges with attention or working memory really due to ADD or ADHD or rather that they have these extra things they have to deal with that puts more demands on everything - attention and working memory and episodic buffer and the central executive that is supposed to coordinate it all.

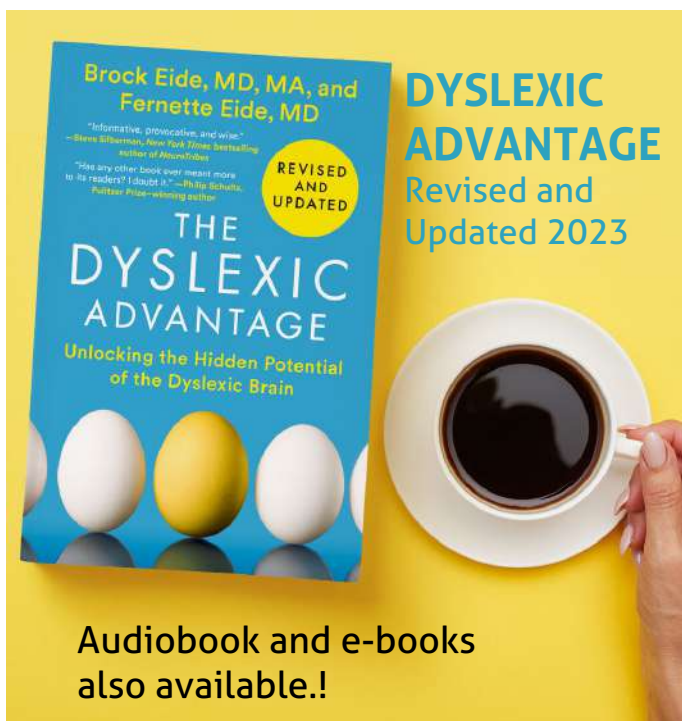
### HELP ATTENTION AND WORKING MEMORY BY ALLOWING MORE TIME, SUPPORTS, AND BUILDING ON STRENGTHS

The truth is, many attention and working memory overload situations can be dealt with using practical accommodations and technology. Allowing students a copy of teachers notes and having students previewing information to be discussed in video format and increase the efficiency of learning and increase the likelihood of success.

Younger children learning to read, should have short multisensory lessons and plenty of opportunities to practice with hands-on multisensory materials like card sorts with colors and pictures. They can also engage in [echo reading](#) to minimize the demands on working memory when working on reading fluency.

Technology like speech to text and spell and grammar check can also get information down on a page to be worked on in subsequent drafts.

The topic of technology and leveraging strengths is a huge one. For more learning about this, consider becoming a [Premium subscriber?](#)



Audiobook and e-books also available.!

# Working Memory



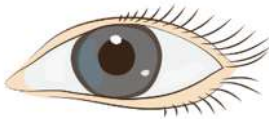
Break down tasks  
Into small pieces



Connect information



Use memory tricks  
or mnemonics



Visualize



Make a story



Look for patterns



Technology



Appeal to  
Humor



Exercise  
Good Sleep






**Storied** 

**You talk  
We'll write**

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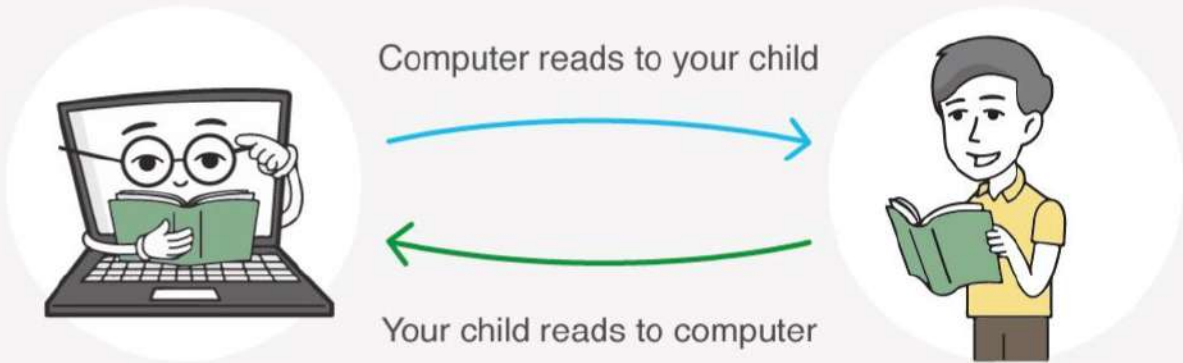
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# PAUL STANKARD: GLASS ARTIST

" I loved being innovative and I loved discovering new ways to interpret the flowers...you have to solve one technical problem after the other....pay attention...and follow what is interesting to you..." - Paul Stankard, master glass artist

Paul Stankard is a pioneer in glass art and his works can be found at the Smithsonian, Metropolitan Museum of Art, the Louvre, and Corning Museum of Glass among others.

When he struggled in school with unrecognized dyslexia, he just thought he was stupid. It wasn't until he was around the age of 27 that he heard then decathlon winner Bruce Jenner talk about his struggles in school that Paul recognized that he was dyslexic too.



## MASTER GLASS ARTIST

Paul's father was a chemist and he and his mother suggested that Paul attend community college to become a scientific glassblower. His low point came when he was summoned into the director's office and he learned he was going to fail out of the program. The director tried to convince him to join the army, but Paul was insistent that he wanted to be a glassblower. The director put him on probation, he repeated those classes in the following fall, and finally passed.

Fortunately, Paul was able to continually innovate in his practice of glassblowing and although glass paperweights were not high art at the time, Paul took his inspiration from Walt Whitman who celebrated the ordinary as extraordinary. Paul had always loved flowers as a child, even if he sometime got in trouble, like wading into a mudhole to collect a water lily for his mother.

There's lots of advice in his [interview](#) that can be helpful for young creatives just launching out or mid-career folks interested in turning more to their creative side. Other tips that I picked up from his words of wisdom:

- Study excellence (Paul traveled to all the best museums of glass he could go to whether it was a museum or other collection)
- Don't feel you have to go to art school
- Don't be afraid to fail. Continue trying new things.
- Get inspired - whether it's from nature or other types of art like poetry.
- Put yourself into what you create - whether it's something that moves you or something from your world (Paul includes flowers and plants from where he lives).
- Follow your curiosity

Learn more at  
[PaulStankard.com](http://PaulStankard.com)

# DYSLEXIA NEWS



## I've Been A Journalist for 20 Years, But I Kept My Dyslexia a Secret

INEWS



Wildlife BBC Presenter and  
Zoologist Megan McCubbin  
YouTube



## Denver Doesn't Say Dyslexia

Chalkbeat



Dyslexia Among Scientists  
Interview with Dr Sara Rankin, Imperial College



Dyslexia and Mountain Biking  
Katy's store starts at 4:19

Youtube



Research Paper: Dyslexia and Dysgraphia  
Analyzing Children's Writing (U Nevada)



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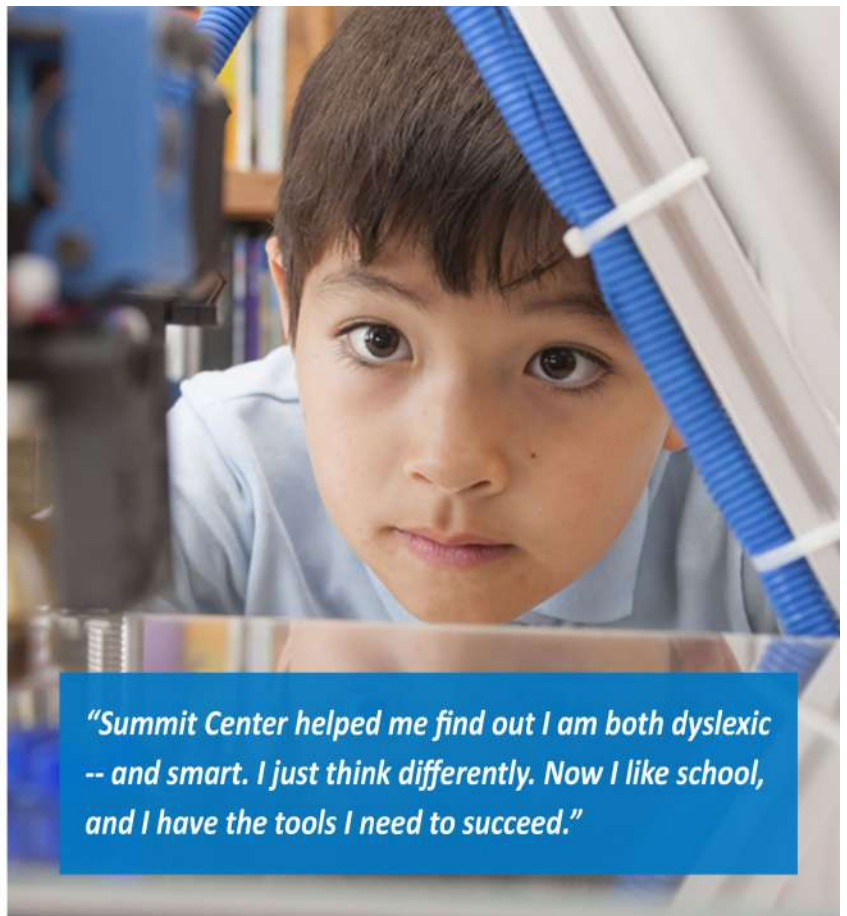
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Los Angeles Area 310-478-6505  
[www.summitcenter.us](http://www.summitcenter.us)  
[info@summitcenter.us](mailto:info@summitcenter.us)



*"Summit Center helped me find out I am both dyslexic -- and smart. I just think differently. Now I like school, and I have the tools I need to succeed."*

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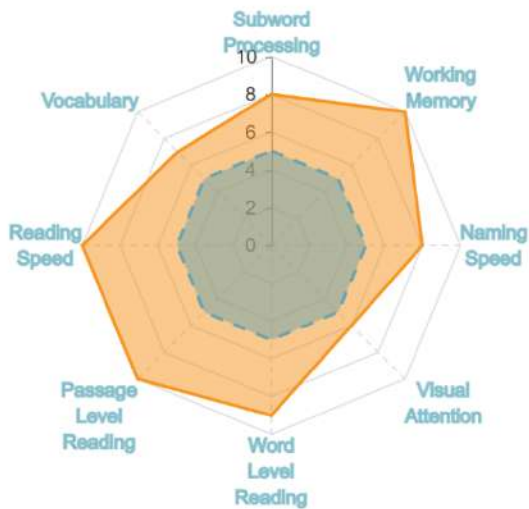


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## Understanding Your Dyslexia Subscale Score:

**ALL SCORE RANGES ARE 1-10. SCORES 7+ INDICATE GREATER DYSLEXIA RISK OR READING CHALLENGES.**



YOUR SCORE

AVERAGE SUBSCALE

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.

### Foundation Scores

These are low-level processing skills underlying reading and spelling



#### Subword Processing: 8

Measures your brain's ability to break apart, identify, and manipulate sound components that make up words.



#### Working Memory: 10

Measures the amount of auditory-verbal info your brain can actively process at one time.



#### Naming Speed: 8

Measures the speed at which your brain can recall words from memory in response to visual symbols.



#### Visual Attention: 6

Measures how well your eyes and brain cooperate to gather accurate information about printed symbols.

### Achievement Scores

These are learned reading skills.



#### Word-Level Reading: 9

Measures your ability to recognize (or "sight read") and decode words.



#### Passage-Level Reading: 10

Measures your ability to read and understand longer passages of text.



#### Reading Speed: 10

Measures the speed which you read sentences and paragraphs.



#### Vocabulary: 7

Scores 7 and higher can increase reading problems.

**SUMMARY PAGE  
FROM THE NEUROLEARNING DYSLEXIA SCREENER**

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“Success is predicated on having a passion for what you do and persevering.” - Paul Stankard