

Dyslexic Advantage

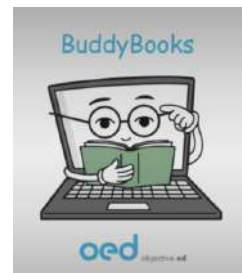
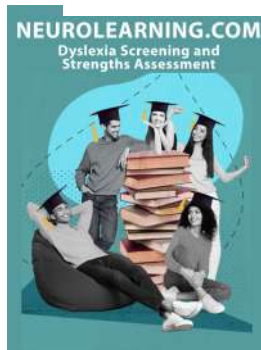
NEWSLETTER



**AUG 21st VISUALIZATION AND DYSLEXIC
THINKING IN THE AGE OF CHAT GPT**
Dyslexic Advantage Fundraiser

- **DYSLEXIC VISUALIZATION AND INNOVATION WITH TOM WEST AND BRANDON KING**

- **TEMPERAMENT AND DYSLEXIA**
- **DYSLEXIA NEWS**



Dr. Fernette Eide
Editor-in-Chief



SUMMER FUNDRAISER: VISUALIZATION AND DYSLEXIC THINKING IN TECH

Support this free newsletter and Dyslexic Advantage programs by joining Tom and Brandon **HERE**.

The link for this issue is: <https://joom.ag/D6yjd>

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**. We need your help.

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!

SPECIAL EVENT



**DYSLEXIA IN THE REAL WORLD
PRIVATE EVENT in AUGUST
TOM WEST and BRANDON
KING AUGUST 21st ONLINE**

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 104 AUGUST 2024 NEWSLETTER

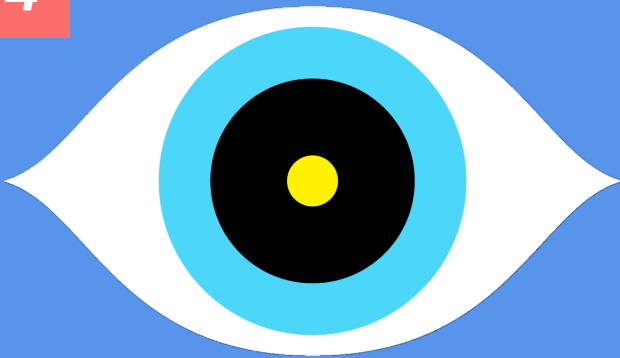


THE RISE OF VISUALIZATION AND DYSLEXIC THINKING IN THE AGE OF CHATGPT

THOMAS WEST and BRANDON KING

JOIN US

4



VISUAL THINKING AND INNOVATION

9



TEMPERAMENT:
WHAT DOES THAT HAVE
TO DO WITH DYSLEXIA?

16



NEWS

DYSLEXIA NEWS

VISUAL THINKING AND INNOVATION: THOMAS WEST and BRANDON KING

Dyslexic Advantage is in for a treat August 21st when DA Board member and author Thomas G West and robotics innovator Brandon King hold an exclusive event for donors online to raise funds for Dyslexic Advantage. Sign up [HERE](#). .

Tom was one of the early pioneers in the dyslexia strengths movement.

In an earlier interview, I learned from Tom about how he first heard about the word "dyslexia."

A relatively new friend of his in Washington DC was describing his son. At the time, Tom said he wondered, "So that's why Leonardo Da Vinci wrote backwards."

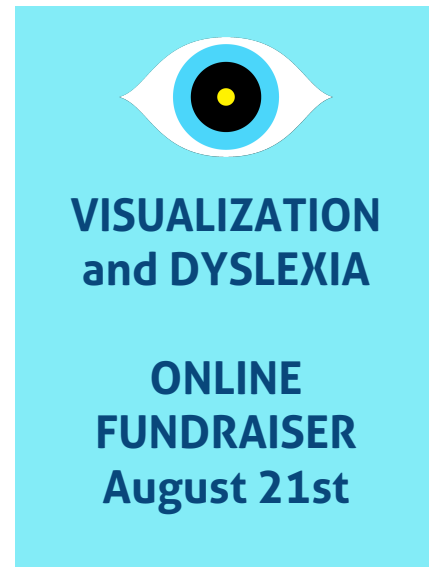
Some time later, his wife, then a producer for NPR, had done a story with Sally Smith at the Lab School of Washington, an independent school for students with "language-based learning differences like dyslexia", and so much about the school was about fostering creativity and the arts.



"...this puzzle of that had been with me virtually all of my life, from the earliest days, of what I was interested in and what I was good at and what I was bad at what was, what was a constant recurring puzzle. How do I see a failure situation coming and avoided? How do I hide?" - Thomas G West

Tom's recognition of his personal connection to dyslexia came about from these experiences and from the realization that the struggles that his children were having were all part of his family history. When he was child, he had come to the conclusion that men couldn't spell, but women could.

Both Tom's parents are artists and he would recall that everything he did with his family was in some way related to art. Whereas some students grow up with sports heroes, he grew up with artistic ones.



Tom West and Brandon King



ECLECTIC CAREER - INTERCONNECTED THINKING - NARRATIVE REASONING

Tom's 20's and 30's reveal a very varied history in various fields that would almost seem impossible from the outside- but not impossible for a social interdisciplinary thinker like Tom. In college, Tom majored in Literature and Philosophy - although he liked the ideas, he was a slow reader and quickly became overwhelmed by long reading requirements. For written assignments, he hired others to type his papers and correct misspellings.

He began graduate school, but quickly realized this wasn't for him. He decided to go into the AirForce and received medic training. He found the practical and hands-on instruction fit well with how he learned best.

Once he had a regular hospital shift, Tom realized he could study in his spare time. As an enlisted man, he found out he could have his Master's Degree paid for by the US government if he got either a degree in aeronautical engineering or International Relations. Engineering wasn't his thing, so he got his Master's degree in International Relations.

THOMAS WEST AND BRANDON KING

Tom worked in the government for many years, but with changes in different administrations (Carter and Reagan), he found himself working in very different divisions where his people skills, eclectic background, and ability to solve problems led to new positions. His first position after getting his degree was at a consulting firm where he became a computer person without any formal training at all. At one point he was working with data involving drug abuse treatment centers, then he switched to the Department of Energy where he worked on sources of renewable energy. Because of his background in international relations, he was picked for a trade mission to Japan, Korea, The Philippines and Indonesia. After he did well at that, he became a leader of the next trade mission to The Philippines, Indonesia and Thailand. For a project in Egypt, while still working on how countries might adopt renewable sources of energy, he interviewed various businesses, learning how much energy they would need - ranging from learning how much heat was necessary for cooking chicken to how a resort on the Red Sea might be able to use wind power. Questions such as this require strong analytical, visualization, and scenario-constructing abilities.

By the time Tom returned to thinking more deeply about dyslexia - in particular the talents associated with dyslexia - he had had a great deal of experience researching and writing reports. As a technical outsider to the field, but also insider in terms of personal and family experience, he brought a new perspective and insights to what would become his first book, [**In the Mind's Eye, Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.**](#)

He would go on to write, [**Seeing What Others Cannot See: The Hidden Advantages of Visual Thinkers and Different Wired Brain,**](#) and [**Thinking Like Einstein.**](#)

It was Tom's fascinating research that helped inspired us to eventually write [**The Dyslexic Advantage.**](#)

BRANDON'S STORY

We were introduced to Brandon King through Tom West when we sought out young professionals to see what policy changes were needed for the workplace. Dyslexic students in higher education should be grateful to Brandon (and Tabitha Mancini, Direct of [**Winston Online**](#)) because they reached a landmark settlement






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THOMAS WEST AND BRANDON KING

with UC Berkeley with the help of the firm Disability Rights Associates to make sure that colleges and universities make course materials accessible to students with print disabilities. This addressed problems accessing audiobooks, ebooks, course readers, and other assistive technology - and it became a model for other colleges and universities thereafter (read more [here](#)).

But as an outsider, Brandon's path to his current position, leading a robotics team at [CoVariant](#) is anything but a straight line.

Just as Tom West's occupations took on many twists and turns (he later reflected that many of his career pivots- like choosing not to pursue a career as a university literature professor) were due to failures, so Brandon had to make serious pivots (failure to graduate high school, job loss after the Silicon Valley Bank failure) that could have permanently blocked his way forward if he hadn't had the ingenuity, flexibility, and grit to carve out a path for himself and find some way to make every work day a day working on something new - solving problems and working and leading a talented and creative team.

Not everyone is capable of successfully navigating the significant educational and/or work changes that Tom and Brandon have had to face, but I think it likely that dyslexic individuals as a group have a stronger potential to be able to do it. Dyslexic strengths in big picture and interdisciplinary processing make it more possible than others who don't have these skills - to switch fields - bringing the full range of their experiences from their previous work.

That's why we're so thrilled that Brandon and Tom are holding a fundraiser August 21st for Dyslexic Advantage to share all their wisdom and insights from two remarkable perspectives. Brandon also told me that he's excited to share some of the ways he incorporates technology in his daily life that has allowed him to extend his creative life into areas that previously he wouldn't have thought possible,

The size of online fundraiser will be limited because of the interactive nature of the program.

JOIN US AUGUST 21ST



TEMPERAMENT: WHAT DOES THAT HAVE TO DO WITH DYSLEXIA?

Temperament has been compared to a person's emotional disposition - or their flavor of responding behaviorally and emotionally to the world.

Temperament is a part of a person's personality - which also includes things like humor, intelligence, interests, and talents.



It's important to understand temperament when trying to address what might be a child or adults fit in a particular situation, school, or work environment. An understanding of temperament is also helpful for self-knowledge and personal growth because it impacts so many aspects of life, including relationships, motivations, and resilience.

In the 1950's psychologists Stella Chess and Alex Thomas launched a study that set out to identify the different types of temperament in children (reviewed [here](#)). The nine traits were: activity (energetic vs sedentary), regularity (predictable vs variable), initial reaction (open vs hesitant), adaptability (accommodative vs resistant), intensity (exuberant vs lethargic), mood (positive vs negative) distractability (attentive vs side-tracked), attention span (immerse vs disinterested), and sensory threshold (unaffected vs irritated).

TEMPERAMENT

Differences in temperament can dramatically impact family and peer relationships, goodness of fits in educational environments, and responses to academic challenges like difficulty reading, writing, and doing math, struggles putting ideas into words, and reactions to failure.

DIFFICULT TEMPERAMENTS

"Difficult" temperamental traits are ones associated with intensity, negative mood, high sensitivity, low task persistence, slow adaptability to change, and negative responses to new people and situations. The more of these traits a child has, the more likely he or she will have behavioral or emotional difficulties.

But as difficult as these traits can be, it's the ways these traits interact with specific environments and potential provocations that cause difficulties.. If a student's needs (including modifications and accessible texts) aren't recognized, then troubles likely are coming.

A classic in the field of this area of research is Dr. Barbara Keogh's book [Temperament in the Classroom](#). In this book, she describes how 3 factors contribute to the goodness of fit for individual students:

- content of curriculum and modes of instruction
- organization and management of space, time, and resources,
- nature of interactions between students, peers, and teachers

The book also discusses how cultural differences may also affect responses to differences in temperamental traits and classroom success.

It's often not sufficient to know what a student's learning needs are; difficulties also arise because of mismatches in the timing of how curricula presented, the ways students are corrected when mistakes are made or accommodations and modifications applied when students struggle with learning. When challenges arise in specific situations, recognize that some inborn temperamental differences may be at play. Work constructively to improve the fit between a child and a particular environment and avoid having your student labeled with behavioral problems when behavior isn't the root of the difficulty.

Also don't underestimate the impact of a temperamental clash between student and teacher. Be proactive and work productively for possible solutions.

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WO: winstonprep.edu/online

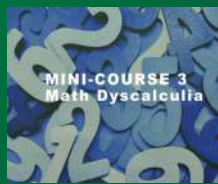
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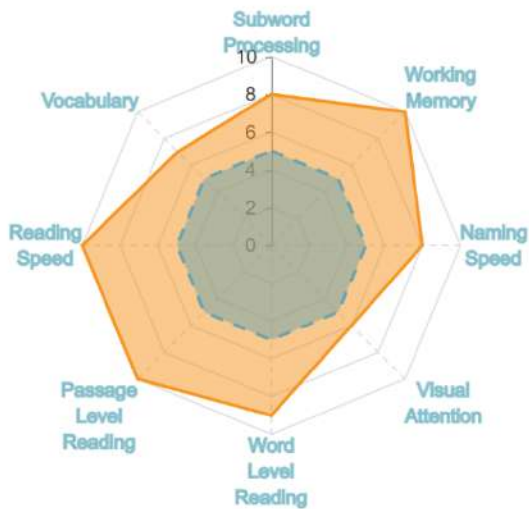
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Understanding Your Dyslexia Subscale Score:

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.



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IN THE AUGUST PREMIUM ISSUE:



Brandon King: From High School Dropout to AI Robotics Team Leader

Brandon's non-linear path to his career in cutting-edge innovation. Fortunately, Brandon found support from family and Tom West. Brandon's been a powerful advocate for all dyslexics in higher ed and work.



Gamifying Literacy:

What's that spoonful of sugar that helps the medicine go down? How you can repurpose games to make literacy practice more enjoyable and memorable!



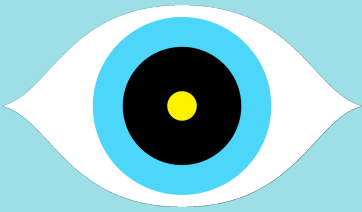
Learning Decimals

Decimals can be complicated for students with dyslexia because of directional issues, place value confusion, and similarities in words and notations. This article can help.



The Work, Mental, and Social Strengths of Dyslexic Adults

School is not a place where many dyslexic students discover their strengths - as a result, workplaces may have to be where dyslexic adults find their



VISUALIZATION IN THE ERA OF CHAT GPT DYSLEXIC ADVANTAGE FUNDRAISER

Tom West and Brandon King **ONLINE**
August 21st



I have Asthma, Allergies, dyslexia, ADD, anxiety, and Depression. But I will tell you that what you have does not define what you can become. Why Not You!

X.com - Noah Lyles, Olympic 100 Gold Medal



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educational app for
dyslexia this year.

Kobi, a Dyslexic Reading App Wins OpenAI Prize

The Journal.com



Dyslexic Student Wins Science Prize, Inspires Globally WTOV-9



Berkeley Schools Use a Discredited Reading Curriculum (Balanced Literacy). Why Is It Still in Classrooms?

Berkeleyside



Keira Knightley Shares Daughter's Dyslexia

People Magazine

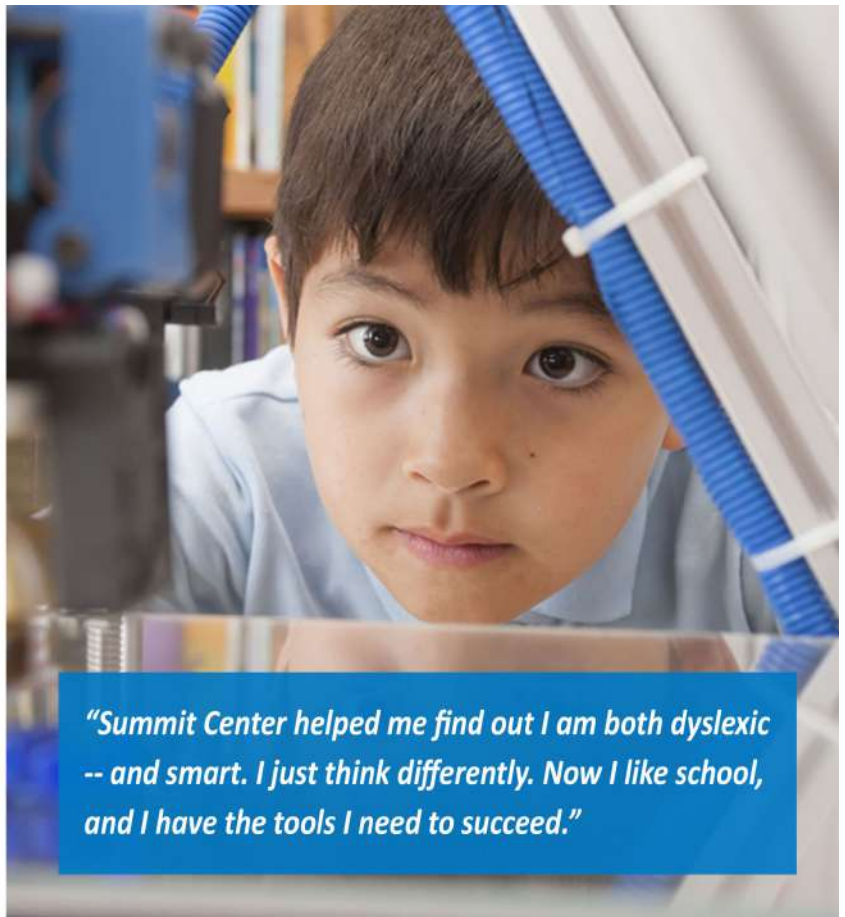
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- | | |
|--|---|
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|  Pattern Recognition |  Spotting Trends/ Making Predictions |
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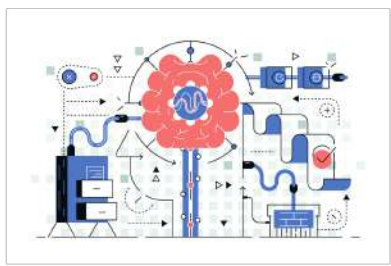


The Rise of Visualization and Dyslexic Thinking in the Age of ChatGPT

Mind's Eye Author Thomas G West and AI Robotics Expert Brandon King



Summer Fundraiser for Dyslexic Advantage
AUGUST 2024



<https://omella.com/vty5v>

Limited to 50.

DYSLEXIC MIND STRENGTHS

MATERIAL REASONING
SPATIAL THINKING • VISUAL THINKING • NAVIGATION

INTERCONNECTED REASONING
INTERCONNECTED THINKING • PATTERN DETECTION • BIG PICTURE

NARRATIVE REASONING
STORY TELLER • PERSONAL MEMORY • SCENE CREATION

DYNAMIC REASONING
GOAL DIRECTED • FUTURE PREDICTION • COMPLEX SYSTEMS

If you have Material Reasoning skills you excel at 3-dimensional spatial reasoning and can visualize objects and places, manipulating them at will.

If you have Narrative Reasoning skills, you think, remember, and express your ideas in stories.

If you have Interconnected Reasoning skills you are good at spotting the connection between different ideas, objects and points of view.

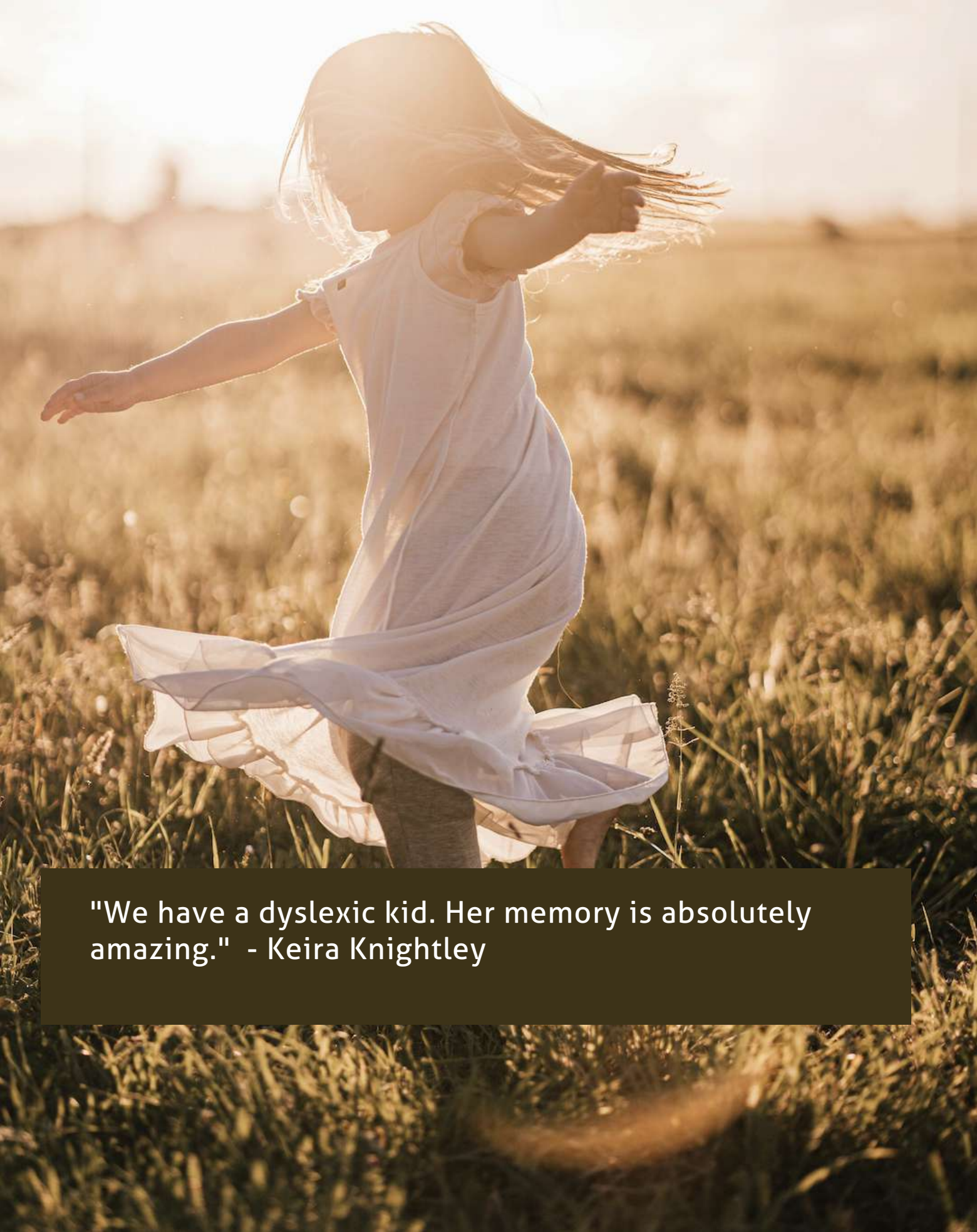
If you have Dynamic Reasoning skills you are good at mental simulation and predicting future events. You thrive in complex and changing environments.

photo: sepp | MARCO CURRA

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"We have a dyslexic kid. Her memory is absolutely amazing." - Keira Knightley