

Dyslexia

November 2019

IT IS TRULY A
DIFFERENT
LEARNING STYLE

THE UNDERLYING TALENT

THE ESSENTIAL GIFTS OF DYSLEXICS...

These children think in pictures, according to Davis and Braun, rather than in words, need hands-on experiences to learn, and often reach conclusions without appearing to take the logical steps. So the directive "show your work"

FAMOUS DYSLEXICS

Hans Christian Andersen

Harry Belafonte

Alexander Graham Bell

George Burns

Winston Churchill

Cher

Leonardo da Vinci

Walt Disney

Albert Einstein

Nelson Rockefeller

Charles Schwab

Jackie Stewart

Quentin Tarantino

Woodrow Wilson

W/B/ Yeats

Greg Luganis

Whoopi Goldberg

mystifies them. "I just saw it in my head?" doesn't gain any credit on standardized achievement tests. truly is a different learning style just requiring a paradigm shift in learning, learning a visual way (2010). My interest in dyslexia started many years ago when I first started in Gifted Education, and it was my oldest daughter, who was identified by the school Reading Director as being on the *dyslexic spectrum*. She was everything I did not know about dyslexia. She had all the essential gifts, as Davis and Braun outline in their books, *The Gift of Dyslexia*. Her gifts included greater **development of intuition, the ability to perceive multi-dimensionally, vivid imagination, greater curiosity, insightfulness, the ability to experience thought as reality, heightened awareness of the environment, the ability to think in pictures**, and, most important, the **ability to alter and create perceptions**. These vital gifts are becoming more and more sought after in the work world (2010).



Basic abilities all dyslexics:

1. They can utilize the brain's ability to alter and create perceptions (the primary ability).
2. They are highly aware of the environment.
3. They are more curious than average.
4. They think mainly in pictures instead of words.
5. They are highly intuitive and insightful.
6. They think and perceive multi-dimensionally (using all the senses).
7. They can experience thought as reality.
8. They have vivid imaginations.

~ A PARADIGM SHIFT~

To change our perspective of dyslexia from disability to gift, we must start with a clear, accurate understanding of what dyslexia really is, and what it causes it. Doing this will bring out the possible as well as the negative aspects of the situation and allow us to see how dyslexia develops.

~Medically~

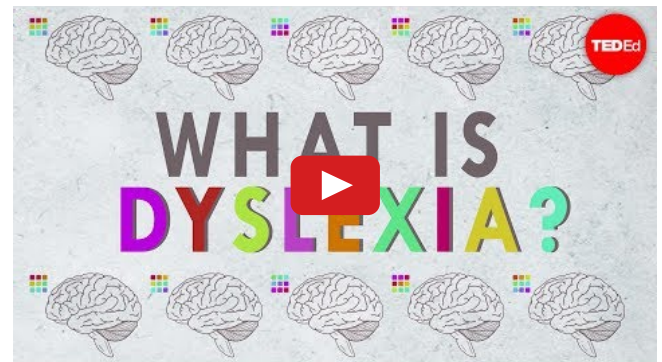
Dyslexia was the first general term used to describe various learning problems. Eventually, these problems were subdivided and categorized to describe different learning disabilities. Because of this, we might call dyslexia the Mother of Learning Disabilities. By now, more than 70 names are used to describe its various aspects.

~Theories~

Originally, researchers thought dyslexic people had some form of brain or nerve damage, or a congenital malfunction that interfered with the mental processes necessary for reading.

Then, in the late 1920s, Dr. Samuel Torrey Orton redefined dyslexia as "cross lateralization of the brain."

This meant that the left side of the brain was doing what the right side was supposed to do.



The later theory, dyslexia

This *sometimes* the brain left side was



introduced a second saying that was "mixed hemispheric dominance."

meant that the right side of was doing what the supposed to, and vice versa. Today there are many different theories.

~KEEP IN MIND~

Dyslexics have little or no internal monologue, so they do not *hear* what they are reading unless they are reading aloud. Instead, they are composing a mental picture by adding the meaning- or image of the meaning- of each new word as it is encountered.

Words that describe real things don't cause dyslexics much trouble. They can visualize the word. An example would be the word elephant. However the words **a** and **the** do not have a visual picture.

~TWO KINDS OF THOUGHT~

We think in two different ways, verbal conceptualization means thinking with the *sounds* of words and nonverbal conceptualization means thinking with mental *pictures* of concepts or ideas. Nonverbal thought is much faster, possibly thousands of times faster. In fact, it's difficult to understand the nonverbal thinking process because it happens so fast. Usually, nonverbal thinking is subliminal, or below conscious awareness. This strategy is formed between the ages of three and thirteen, the potential dyslexic must be primarily a nonverbal thinker-a person who thinks in pictures.

When we use the picturing process of nonverbal thinking, we are not able to picture the meaning of the word as an object or an action.

~DISORIENTATION~

You know your student is highly intelligent, they read on their own, you have seen books in their bag, yet they claim "I don't like to read, and refuse to read in class?"

This is due to DISORIENTATION. In nonverbal conceptualization, each time the picture-making process is stopped, the person will experience a feeling of confusion because the picture being composed becomes incoherent. Using concentration, the reader can push past the blanks and continue, but he will feel more and more confused the further he goes. Eventually he will reach his *threshold of confusion*.

At this point, the person becomes disoriented.

Disorientation means that perception of the symbols gets altered and becomes distorted so that reading or writing is difficult or impossible. Ironically, this shifting of perception is the exact mechanism that dyslexics have found useful for recognizing real-life objects and events in their environment before they began learning to read.

Disorientation is a common occurrence. With very few exceptions, it happens to everyone at times. It occurs when we are overwhelmed by stimuli or thought. Dyslexics incorporate disorientation into their thought process which makes them more perceptive or imaginative than the average person. When they begin to use language. However it also create the potential for developing a learning disability.

While learning to read, as confusions pile up dyslexics will quickly reach their threshold of confusion. At this point, the dyslexic is no longer seeing what is actually written on the page, but what he or she thinks is on the page. Because the symbol isn't an object, and represents only the sound of a word that describes and object, action or idea, disorientation won't aid in its recognition. Because the symbol isn't recognized, the dyslexic will make a mistake. These mistakes are the primary symptoms of dyslexia. Imagine your gifted perfectionist? Who then becomes the underachiever.

THE GIFTS OF DYSLEXIA

The gift of **mastery**. The dyslexic will be able to master many skills faster than the average person could comprehend or understand them. This is due to their picture thinking. A **picture thinker** could think a single picture of concept that might require hundreds or thousands of words to describe. (Einstein's theory of relativity came to him in a *daydream* in which he traveled beside a beam of light.)

Picture thinking is **intuitive thinking**. Why gifted students know the answer without knowing why it is the answer. Teachers and parents are often critical of *daydreaming*, but they shouldn't be. In fact, they should encourage it at every opportunity. *Daydreaming* is often the process of genius, as Einstein and others have proven time and again. Sound familiar?

Dyslexics are masters of **multidimensional thought**. Disorientation adds dimension to the thought process. Their thinking is no longer subliminal, or only in pictures. Multidimensional thought uses all the senses.



Creative geniuses! If "necessity is the mother of invention," then **multidimensional thinking** must be its father! This concept helps us understand how Leonardo da Vinci could conceptualize a submarine 300 years before the invention of a device that could pump the water out of it. His multidimensional ability allowed him to experience his thoughts as realities and draw the results for everyone else to see. Because of **picture thinking, intuitive thought, multidimensional thought** and **curiosity**, the **dyslexic's creativity** is greatly enhanced. In dyslexics, the creative urge is profoundly stronger than in individuals who do not possess these skills.

Intense curiosity! The dyslexic child isn't getting into things just to upset the parents. The child is responding to an urge that will eventually become part of the gift of dyslexia. In the dyslexic, the creative urge is profoundly stronger than in individuals who do not possess the dyslexic's basic abilities. Because of **picture thinking, intuitive thought, multidimensional thought** and **curiosity**, the dyslexic's creativity is greatly enhanced.

REALITY CHECK...

In real-life situation, such as on-the-job training, the arts and athletics, dyslexics do learn more in less time than the average person. In fact, when learning is presented experimentally, dyslexics can master many things faster than the average person can comprehend them.

SYMPTOMS OF DYSLEXIA

DISORIENTATION THE ROOT OF PROBLEM

VISION

- Shapes and sequences of letters or numbers appear changed or reversed.
- Spelling is incorrect or inconsistent.
- Words or lines are skipped when reading or writing.
- Letters and numbers appear to move, disappear, grow or shrink.
- Punctuation marks or capital letters are omitted, ignored or not seen.
- Words and letters are omitted, altered or substituted while reading or writing.

HEARING

- Some speech sounds are difficult to make.

"Any combination of these symptoms and behaviors may exist in one individual, while others may be entirely absent.

- Digraphs such as **ch**, **th** and **sh** are mispronounced.
 - "False" sounds are perceived.
- What is said does not appear to be listened to or heard.
- Sounds are perceived as

quieter, louder, farther away or nearer than actual.

BALANCE/MOVEMENT

- Dizziness or nausea while reading
- Poor sense of direction
 - Inability to sit still
- Difficulty with handwriting
- Problems with balance and coordination

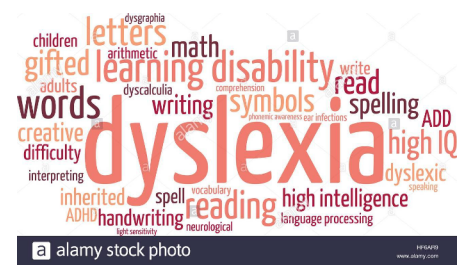
TIME

- Hyperactivity (being overactive)
- Hypoactivity (being underactive)
- Difficulty learning math concepts
- Difficulty being on time or telling time
- Excessive daydreaming
- Frequent loss of train of thought
- Trouble sequencing (putting things in the correct order)

COMPULSIVE SOLUTIONS

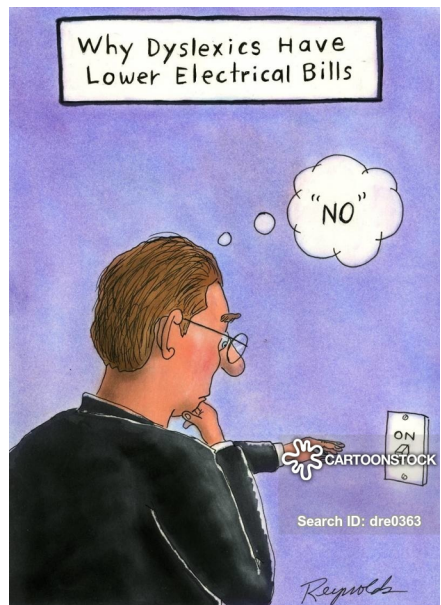
- Singing the "Alphabet Song" aloud or mentally
- Extreme concentration when reading
 - Memorization
- Unusual body postures and motions
- Dependence on others
- Sounding out every letter of every word
 - Avoidance

From these the true gift of dyslexia can emerge — the gift of mastery.



Corporate Dyslexia

<https://www.cartoonstock.com/cartoonview.asp?catref=dre0363>



<https://www.cartoonstock.com/cartoonview.asp?catref=dre0363>

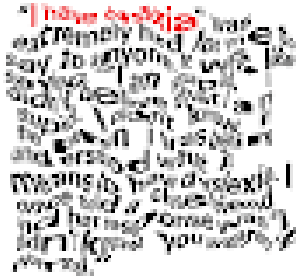
RESOURCE:

Davis, R. D. (2010). *The gift of dyslexia, revised and expanded: Why some of the smartest people can't read ... and how they can learn read*. Perigee Books.

"I HAVE DYSLEXIA"

"I have dyslexia" was something I struggled to say to anyone. It was like saying, "I am stupid" ~Hope Oliver

Hope Oliver who the key thing to understand about dyslexia is that it is a 'processing style', so people experience weakness in some areas but strengths in others. What we know about careers in which people with dyslexia excel? NASA claims that over 50% of their employees are dyslexic. At the Massachusetts Institute of Technology (MIT), dyslexia is called the MIT disease. In 2008, Professor Julie Logan of the Cass Business School in London found that 35% of entrepreneurs in the USA were dyslexic.



turejournal.com/i-have-dyslexia/

So now we know what dyslexia can offer designers, but what can designers offer dyslexics?

Graphic designer (and dyslexic) Christian Boer set out to create a font that would be easier for a person with dyslexia to comprehend. As he says, "Find a solution for your own problem and there will be a lot of other people around the world that have the same." Boer created unique letter forms that are easy to identify and differentiate. To help counter the way people with dyslexia unintentionally rotate, switch and mirror letters in their minds when reading, he turned letters into 3-D objects, and used various techniques such as increasing the weight of the bottom of letters and slanting similar characters. The font, christened 'Dyslexie' has been highly successful – engaging the dyslectic community, winning a series awards, and now widely available worldwide.

www.dyslexia.com

Information about Davis workshops, public lectures, recommended books and

www.dyslexiatalk.com

Online support forum for parents, teachers and dyslexic adults.

www.davisautism.com

Information about the Davis Autism Approach Program for enabling omdovodia;s wotj aitos,.PDD and Asperger syndrome to fully participate in

MARSHALL, ABIGAIL

The Everything Parents Guide to Children with Dyslexia

Adams Media

This book provides practical advice to parents, an overview of different teaching methods and suggestions for helping children

Dyslexics have eight basic abilities:

1. They can utilize the brain's ability to alter and create perceptions (the primary ability).
2. They are highly aware of the environment.
3. They are more curious than average.
4. They think mainly in pictures instead of words.
5. They are highly intuitive and insightful.
6. They think and perceive multi-dimensionally (using all the senses).
7. They can experience thought as reality.
8. They have vivid imaginations.

These eight basic abilities, if not suppressed, invalidated or destroyed by parents or the educational process, will result in two characteristics: higher than normal intelligence, and extraordinary creative abilities.