

## DYSLEXIA DEFINED

There are at least three categories where research indicates clear, repeatable advantages:

**MATERIAL REASONING**  
This is a form of processing information that helps the brain understand and visualize physical relationships in both the world and the physical sciences. It includes the ability to perform complex reasoning, understanding abstract relationships, and plan one's own actions. In 30 years, the research results are very clear: individuals score from 20% to 25% more favorably on average.

**INTERCONNECTED REASONING**  
This is a form of reasoning that uses connections and relationships between ideas, objects, concepts, and people. It uses interconnected reasoning skills to solve problems with a single piece of information. The person's perspective is to determine large-scale patterns that go well beyond the immediate and temporary information of their own memory. It is the ability to connect the dots and see the big picture.

**NARRATIVE REASONING**  
This form of reasoning involves the capacity to construct a coherent account of related events from personal experience or to describe the past, understand the present, and create imaginary worlds. Narrative reasoning uses narrative memory or history of experiences. Children who struggle with reading often have a greater ability to understand and describe their own lives and the lives of others.

**DYNAMIC REASONING**  
This is the ability to connect concepts of past experiences in order to understand future outcomes, or to understand how past events or actions can be used to predict future outcomes. This is a skill that is often used in the workplace and in the home. It is a skill that is often used in the workplace and in the home.

Many definitions exist to describe dyslexia. Often they are complex and because they are abstracted from either a medical or educational point of view.

Dyslexia is a neurological brain condition that changes how we recognize, process, and organize information, and the genetically inherited condition can also affect the learning process. This difference is as simple as the subtle variations between left and right-handed people.

While dyslexia results from a biological difference in the brain, its outward behaviors differ amongst dyslexic individuals.

Due to the difference in brain organization, persons with dyslexia will process language in different regions of their brain. Dyslexia may include learning to read, write, and spell—average or superior intelligence, traditional reading instruction, and non-verbal aptitude.

The dyslexic brain processes significant strengths in skills specific to the right side of the brain, such as creativity, visual-spatial skills, problem-solving, mechanical functions, and general intelligence.

For the same reason, however, struggle with certain tasks, like recall, an often—mis-taken for the dyslexic brain, but because of a

## ADVANTAGES

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## THE DYSLEXIC ADVANTAGE

This shows defines dyslexia and articulates both its common misconceptions and its lesser-known advantages. It includes my personal experience.

At school I was placed into a special education class. After my parents and I were overruled, I was taken by the law. I was told the name was dyslexic.

Not until six months ago did I begin to learn what it really means to be dyslexic:

I grew up believing I was stupid, and even worse, I was treated this way. I was told that I would never graduate high school, never get into college, and never be successful.

I was bullied and treated as handicapped, special, incapable, and was even regarded as a threat to take an exam. I became a job for my intelligence in terms of my "handicap" when it actually was an advantage that I simply process information differently.

Today I know that I am not broken, damaged, or even stupid. I am no longer ashamed. I am successful because I believe.

This show has been a source of tears and hard ache as I have discovered and relived the most painful and scary parts of my life. This has been the hardest thing I have ever done, but it has empowered me.

This is my authentic experience—reading errors and all.

—MADALYNE MARIE NYMAS, DYSLEXIC

# dyslexia

TAKE ONE

DYSLEXIA IS OFTEN ASSOCIATED WITH ITS CHALLENGES AND NOT ITS INHERENT ADVANTAGES.

**INSULTS & MISCONCEPTIONS:** "DYSLEXIA IS ONLY AN EXCUSE FOR UNINTELLIGENT PEOPLE!" "DYSLEXIA IS A MYTH." "SORRY, I'M HAVING A DYSLEXIC MOMENT!" "YOU WILL BE LUCKY IF YOU EVEN GRADUATE FROM HIGH SCHOOL." "MADALYNE, I'M GOING TO HAVE YOU READ OUT LOUD DURING CLASS TODAY TO SEE IF YOU CAN FINALLY GET OVER YOUR DYSLEXIA." "YOU'RE NOT SMART ENOUGH TO READ THAT BOOK." "JUST TRY HARDER!" "GO SLOWER FOR OUR HANDICAPPED PERSON!" "IS THAT A BIRTH DEFECT?" "YOU ARE DYSLEXIC? HOW DID YOU GET INTO BU THEN?!" "BASICALLY, THERE IS SOMETHING MESSING UP WITH YOUR BRAIN." "YOU ARE STUPID!" "OH, STOP FAKING IT!" "THAT MEANS YOU CAN'T READ, RIGHT?" "IT'S GOING TO BE HARD FOR YOU TO BE GOOD AT ALL THE TIME." "YOU WILL GROW OUT OF IT." "HAVE THEY NEVER GET INTO FOR THAT YET?" "IT'S NOT THAT HARD!" "YOU WILL NEVER GET INTO COLLEGE!" "USE BLUE COLORED PAPER, THAT WILL FIX YOU." "DYSLEXIC PEOPLE ARE JUST SLOW!" "DYSLEXIA IS A DEFORMITY!" "STUPID!" "DO YOU HAVE TO TAKE PILLS TO FIX YOU?" "SHE IS ONE OF OUR SPECIAL STUDENTS." "YOUR BRAIN HAS A MISSING CIRCUIT." "HOW ARE YOU GOING TO GET A JOB?" "THERE IS HELP FOR PEOPLE LIKE YOU." "MAN, I AM SO WORKING HARD ENOUGH!" "ARE YOU STILL DYSLEXIC?" "YOU'RE NOT DYSLEXIC TODAY!" "DYSLEXIA IS A WAY FOR PARENTS AND TEACHERS TO CLASSIFY THE UNMOTIVATED AND UNINTELLIGENT STUDENTS."

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At seven I was placed into a special education class. Nither my parents nor I were ever told why. I was thirteen the first time I even heard the word dyslexia.

Only six months ago did I learn what dyslexia really is. Now I know I am not broken, damaged, or even stupid. I am not ashamed.

I am successful because I’m dyslexic.

This is my authentic expirence—spelling errors and all.

— **MADALYNE MARIE HYMAS, DYSLEXIC**

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Dyslexia is a structural brain variation that changes how one recognizes, processes, and organizes information. This genetically inherited variance can also affect the learning process. This difference is as simple as the subtle distinction between a right- and left-handed person.

While dyslexia results from a biological difference in the brain, its outward symptoms differ amongst dyslexic individuals.

Due to the difference in brain organization, persons with dyslexia will process language in different regions of their brain. Dyslexia may inhibit learning to read, write, and spell—despite average or superior intelligence, traditional reading instruction, and socio-cultural opportunity.

The dyslexic brain possesses significant strengths in skills specific to the right side of the brain, such as creativity, visual-spatial skills, problem solving, mechanical functions, and general intuition.

For the same reasons dyslexics struggle with certain tasks, they excel at others—not in spite of the dyslexic brain, but because of it.

## ADVANTAGES

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*There are four broad categories where dyslexic individuals often exhibit significant strengths.*

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### **MATERIAL REASONING**

This is a way of processing information that helps the brain understand and visualize physical characteristics of objects, places, and the physical universe. It includes the ability to perform complex reasoning surrounding physical structures and perceive information in 3D form. The dyslexic mind visually processes information anywhere from 400 to 2,000 times faster than an average person.

### **INTERCONNECTED REASONING**

This is the brain's capability to spot connections and relationships between ideas, objects, concepts, and points of view. Interconnected reasoning also includes the ability to unite information into a single global or "big picture" perspective and to determine large-scale features like gist and context. Connecting and organizing vast quantities of ideas is among one of the greatest dyslexic strengths. The dyslexic brain is better able to connect diverse perspectives or see things from multiple points of view, allowing dyslexics to be more efficient at problem solving and finding similarity, causality, and correlation than the average brain.

### **NARRATIVE REASONING**

This form of reasoning involves the capacity to construct a connected series of mental scenes from personal experience in order to recall the past, understand the present, and create imaginary scenes. Narrative reasoning uses episodic memory, or memory of experiences. Dyslexic individuals have a greater ability to learn through experiences and recall information with more efficiency, whether they have actually experienced or simply imagined these experiences.

### **DYNAMIC REASONING**

This is the capability to recombine elements of past experiences to predict or simulate future outcomes, or to understand unwitnessed past events. This is especially valuable in situations that are continually changing or ambiguous, where relevant variables are only partially known or are unusual or unprecedented. Rather than following a rule-based, logical, or mathematical process, dynamic reasoning builds upon cases or examples in an empirical "best fit" fashion.

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# **M A T E R I A L   R E A S O N I N G**

ABILITIES THAT HELP TO REASON ABOUT  
THE PHYSICAL OR MATERIAL WORLD.

# **I N T E R C O N N E C T   R E A S O N I N G**

ABILITIES TO SPOT CONNECTIONS BETWEEN  
DIFFERENT OBJECTS, IDEAS, OR POINTS OF VIEW.

# **NARRATIVE REASONING**

ABILITY TO TELL STORIES THAT HELP RECALL THE PAST,  
UNDERSTAND THE PRESENT AND IMAGINE ALTERNATIVES.

# **D Y N A M I C   R E A S O N I N G**

ABLITY TO RECOMBINE ELEMENTS OF PAST EXPERIENCES  
TO PREDICT OR SIMULATE FUTURE OUTCOMES, OR TO  
UNDERSTAND UNWITNESSED PAST EVENTS.

## MISCONCEPTIONS

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*Most only recognize the challenges that accompany dyslexia, which has created many misunderstandings about this brain variation. The following is a list of four common misconceptions about dyslexia.*

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### “A PROBLEM TO BE FIXED”

Dyslexia is often thought of as a problem to be corrected, much like poor eyesight. It is regarded as a habit a child will grow out of, or a condition to be fixed with proper medication.

*There is no “cure” for dyslexia, nor does there need to be.*

### “A DYSLEXIC MOMENT”

Dyslexia is often regarded as an arbitrary moment of confusion.

*It is not possible to be temporarily dyslexic, because its origin is neurological.*

### “NOT TRYING HARD ENOUGH”

Dyslexia is often regarded throughout education as the reason for why a student is not trying hard enough.

*The dyslexic brain does not learn by the conventional method — the same way the average brain does not learn like that of the dyslexic.*

### “THERE ARE NO ADVANTAGES”

Dyslexia is often synonymous with laziness, stupidity, or unmotivated behavior.

*There are inherent gifts that set people with dyslexia ahead of the average.*

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*Society will never understand the dyslexic mind if its goal is simply to understand the challenges that accompany it. Dyslexia will always be a disability until the benefits are truly realized.*

---

“EVERYONE IS A  
GENIUS, BUT IF  
YOU JUDGE A FISH  
BY ITS ABILITY TO  
CLIMB A TREE, IT  
WILL LIVE ITS WHOLE  
LIFE BELIEVING  
THAT IT IS STUPID”

— ALBERT EINSTEIN, DYSLEXIC

### A FEW WELL KNOWN DYSLEXICS:

Thomas Edison, Winston Churchill, Sir Isaac Newton, Andy Warhol, John Lennon, Mozart, Alexander Graham Bell, Wright Brothers, Walt Disney, George Washington, Leonardo da Vinci, Charles Lindbergh, Henry Ford, Babe Ruth, George Patton, William Hewlett, Jackie Stewart, Mark Twain, Muhammad Ali, F.W. Woolworth, Woodrow Wilson, Michelangelo, Hans Christian Anderson, Andrew Jackson, Pablo Picasso, Nolan Ryan, Magic Johnson, Ansel Adams, “Stonewall” Jackson, Bruce Jenner, Beethoven, John F. Kennedy, Richard Branson, Charles Schwab, Eleanor Roosevelt, Tommy Hilfiger, Steven Spielberg, F. Scott Fitzgerald, Vincent Van Gogh, Thomas Jefferson, George Patton, Edgar Allan Poe, George Washington

## DYSLEXIA THE FACTS

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**1** out of **5** people are dyslexic.

Only **10%** of dyslexics reverse letters.

As many as **80%** of all individuals labeled as ‘learning disabled’ are dyslexic.

Art students showed a nearly **3x** greater incidence of dyslexia than the general population.

**40%** of all the entrepreneurs in Britain are dyslexic. **35%** in the United States.

Dyslexia is so common at the Massachusetts Institute of Technology it is often referred to as the, “MIT Disease.”

**35%** of students labeled as “learning disabled” drop out of high school. This is twice the rate of their peers.

Over **50%** of NASA employees are dyslexic. They are deliberately sought after because they have superb problem-solving skills and excellent 3D and spatial awareness.

Dyslexia affects around **20%** of the worldwide population — around **1.4** billion people.

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SOURCES: Center for Dyslexia, Davis Dyslexia Association International, Dyslexia Awareness, Dyslexia International, Dyslexic Advantage, Headstong Nation, National Longitudinal Transition Study, Social Behavior and Personality, The International Dyslexia Association, The Yale Center For Dyslexia and Creativity

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# **“ A P R O B L E M T O B E F I X E D ”**

DYSLEXIA IS OFTEN THOUGHT OF AS A  
PROBLEM TO BE CORRECTED.

THERE IS NO “CURE” FOR DYSLEXIA, NOR  
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# **“ A D Y S L E X I C M O M E N T ”**

DYSLEXIA IS OFTEN REGARDED AS AN ARBITRARY  
MOMENT OF CONFUSION.

IT IS NOT POSSIBLE TO BE TEMPORARILY DYSLEXIC,  
BECAUSE ITS ORIGIN IS NEUROLOGICAL.

**“ NOT TRYING HARD ENOUGH ”**

DYSLEXIA IS OFTEN SYNONYMOUS WITH LAZINESS, STUPIDITY,  
OR UNMOTIVATED BEHAVIOR.

THE DYSLEXIC BRAIN DOES NOT ALWAYS LEARN BY THE  
CONVENTIONAL METHOD.

**“ T H E R E   A R E   N O   A D V A N T A G E S ”**

DYSLEXIA IS OFTEN SEEN ONLY FOR ITS CHALLENGES.

THERE ARE INHERENT GIFTS THAT COME WITH DYSLEXIA.

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# THE DYSLEXIC ADVANTAGE

Spatial reasoning, or the shifting of a visual vantage point, is a great advantage of the dyslexic brain because it enables the brain to visualize space in 3D. This ability allows the brain to see a three-letter word in at least 40 different ways. It can perceive the word forward, backward, upside-down, and even floating in space—all simultaneously. In other words, a word can be disassembled and reassembled in any possible configuration.

When the average brain views the letter “p,” it is only ever a “p.” However, the dyslexic brain may view “p” in its spatial form and therefore can see the letter as a “b,” “d,” and “q.” This ability assists the creative process but can pose challenges when learning to read.

Forty-eight commonly used words can be made by rearranging the six charters atop the box. For example, the letter “n” flipped vertically becomes the letter “u.”

**REARRANGE THE LETTERS TO SEE HOW MANY WORDS YOU CAN CREATE. FIND THE ANSWERS ON THE BACK.**

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nd dump down wound own moun  
d bond on mud numb updo down o  
mp bun dump nod pop nub odd no  
ound pup upon down pow up now  
b own mound mob do odd mound  
nd won bump bud mud duo num  
omb pond own wound mod bomb  
duo nod mud undo mound won r  
n pound dump numb down pump  
n won own bow bond on mop up r  
umb undo dump duo bomb wound  
b nub wound pop undo down pov  
odo bow no mound mob odd ump  
m pump dub mud pound bum pu  
vn on bomb mod own bud dub wo  
und no bop pun wound dumb now  
umb down own bump mound noc  
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mb ump pod nub wound bob und  
vn bow no dud bum do mound wo  
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on bomb no bun undo dumb boun  
ump down bump own nod pond o  
p numb upon pomp bun numb bo  
mp bond nod on wound upon dow  
ow on bob bow mound own up odo  
ound now dumb dub mud duo pup  
o won pump wound dumb own po  
uo ump own nod bum bound now



Lawson



TAKE ONE



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ALL THE TIME  
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