

DYSLEXIA AND THE WORKPLACE



Louise Brazeau-Ward

FOREWORD

“Equality of opportunity is an equal opportunity to prove unequal talents”.

Viscount Samuel

This booklet is written to help the hundreds of adults still struggling with “unrecognized” dyslexia in the workplace.

Much research has been conducted in the past on learning disabilities. However, in recent years, the National Institutes of Mental Health have undertaken extensive research specifically on dyslexia.

Dyslexia is the most common learning disability. It accounts for 80% of all learning disabilities. Since dyslexia affects reading, writing and spelling, it is not surprising, therefore, that dyslexia will be the learning disability that is most apparent at the university level, in the workplace and in second language training. Most other learning disabilities on the other hand, do not affect reading after the student reaches the grade 5 level.

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Louise Brazeau-Ward

TABLE OF CONTENTS

Causes of Dyslexia	Page 2
Characteristics of Dyslexia	Page 4
The Dyslexic Way of Learning	Page 10
Workplace Accommodations	Page 12
Ask the Experts	Page 18
In Good Company	Page 25
References	Page 28



CAUSES OF DYSLEXIA

There are many definitions of dyslexia. Some may even appear to be contradictory. This can be best explained by the fact that some people look at it from a medical point of view and others from an educational point of view.

From an educational point of view, there are also different manifestations of the difficulties depending on the age and the grade level or work environment of dyslexic persons. It is not surprising that the general public is often confused by all the definitions. However, all the definitions merely focus on different aspects of dyslexia. While dyslexia results from a biological difference in the brain, its outward manifestations, or symptoms, can be different depending on the type of dyslexia and/or tasks at hand.¹

The *Canadian Dyslexia Association* describes dyslexia as follows:

Dyslexia results from a different brain organization, which may cause a problem with reading, writing, spelling and/or speaking, despite average or superior intelligence, traditional reading instruction and socio-cultural opportunity. It is genetically inherited and its cause is biological.

Often, a person with dyslexia will also have special abilities and talents associated with superior visual-spatial skills. These abilities, contrasted with deficits in basic skills, make dyslexia very confusing for employers. There are many famous persons who, in spite (or because) of their dyslexia, contributed greatly to society. Albert Einstein, Tom Edison, Alexander Graham Bell and Bill Gates are just a few of these.²

¹ Brazeau-Ward Louise, *Dyslexia and the University*, (Ottawa: Canadian Dyslexia Centre, 2001).

² Ibid.

CAUSES OF DYSLEXIA

“Often you have to rely on intuition.” Bill Gates

“What this power is I cannot say; all I know is that it exists and it becomes available only when a man is in that state of mind in which he knows exactly what he wants and is fully determined not to quit until he finds it.” Alexander Graham Bell

“Adversity causes some men to break, others to break records.” William A. Ward³

Dyslexia is genetically inherited, and its cause is biological. According to Albert M. Galaburda, Associate Professor of Neurology at the Harvard Medical School, sufficient scientific evidence accumulated in the last decade confirms that dyslexia stems from neurological causes.

Dr. Sally Shaywitz from Yale University has found that persons with dyslexia learn language by using parts of the brain not usually used to process language. Since the brains of dyslexics are not “wired” in the same way as non-dyslexics brains, they usually process language much less efficiently.

According to neurophysicist Todd Richards, Ph.D. the brains of persons with dyslexia work five times harder than other peoples’ brains to complete the same tasks.⁴

Dr. John Stein, from Oxford University has done extensive research on the visual processing systems of persons with dyslexia. He believes that unstable eye-movement can cause *“letters and words appear to move around, jump over each other, blur and reverse themselves”*.⁵

³ www.cyber-nation.com/victory/quotations/quotes_menu.html

⁴ [Dyslexic children use nearly five times the brain area: October 4, 1999](#)

⁵ Brazeau-Ward, Louise, *Dyslexia and the University* (Ottawa: Canadian Dyslexia Centre, 2001)

CHARACTERISTICS OF DYSLEXIA

“Creative minds have always been known to survive any kind of bad training.” Anna Freud

While often people with dyslexia are able to compensate for their difficulties, many symptoms may remain. Symptoms can vary according to the type of dyslexia. However, the following are the most likely to have an effect in the workplace and in second language training.

Reading difficulties:

- slow rate of reading
- blurring and distortion of words

concluding paragraph. Essential for structuring and writing an essay is, of course, deciding what to say, how to go about assessing a particular argument for the purpose of constructing an interpretation of it.

This course will strive to equip students with basic critical thinking and essay writing skills.

- missreading of words which are visually similar

was-saw, speak-break

- misreading multisyllabic words

philosophical, inheritance, interference

- omitting connecting words

at, is, where, who, over, under etc.

CHARACTERISTICS OF DYSLEXIA

- understanding complex sentences, (especially in testing situation)

I will meet you for lunch unless you call to cancel.

It would be easier to say:

I will meet you for lunch. Call if you need to cancel.

- understanding negative sentences

Which one was not there?

What aspect cannot be inherited?

- reading small print below 12 point font
- reading poor quality photocopies
- reading on white paper

Spelling difficulties:

- misspelling visually similar words that are not picked up by a spellchecker
*importance-impotence, brown-drown,
cursing-cruising, erotic-exotic*
- numerous erasures and/or cross-outs which make written work very messy
- mixes up and/or omits letters or words

CHARACTERISTICS OF DYSLEXIA

- may take up to 2000 times more to remember how to spell a word, compared to the maximum of 14 times needed by a non-dyslexic. Many famous writers never mastered spelling.

'William Butler Yeats couldn't spell worth a pin and probably couldn't read aloud either.'

- writes the same words differently in the same passage

familiar, femilliar, fammilliar, femmeliar

"It's a poor mind that can only think of one way to spell a word." Andrew Jackson

Note-taking difficulties:

- inability to read own writing
- taking notes while listening
- writing legible notes
- writing fast enough to copy from the board

Writing difficulties:

- expressing ideas clearly in writing
- difficulty planning and organizing reports/correspondence
- immature writing
- poor sentence structure

CHARACTERISTICS OF DYSLEXIA

- lack of paragraph concept
- inadequate or missing punctuation
- mixing up sounds in multisyllabic words
- reversal of letters and/or numbers
- many erasures



“Only the hand that erases can write the true thing.” Meister Eckhart

Speaking:

While most persons with dyslexia are articulate, some may have speech difficulties.

- expressing ideas clearly when speaking
- not finishing sentences
- speaking clearly during interviews or oral examinations
- speaking on a specific subject within a time limit or interview
- finding the right word when speaking

Moses, however, said to the Lord, “If you please, Lord, I have never been eloquent, neither in the past, nor recently, nor now that you have spoken to your servant; but I am slow of speech and tongue.” Exodus 10

In his mind’s eye he could see the white sheets of paper on which he had written his sermon. Then suddenly the thing happened--the terrible thing he had feared. The words disappeared! In panic he searched his mind only to find it blank - the rest of the sermon – the words he had tried so hard to memorize - was gone, gone!

(Lomask, Milton: The Curé of Ars, P.102)

CHARACTERISTICS OF DYSLEXIA

Listening difficulties:

- in a noisy room
- screening out important information
- sensitivity to some sounds, such as: speaker's phone, hand clapping in a theater etc.

Math difficulties:

- memorizing multiplication tables
- reversing numbers
- losing place in long division
- reading difficulties may cause problems understanding written problems

Organization skills:

- forgetting assignments and/or appointments
- forgetting books and/or equipment
- losing papers
- miscalculating time needed for tasks
- getting lost in an unfamiliar building (sometimes in a familiar building as well)

CHARACTERISTICS OF DYSLEXIA

- getting mixed up between left-right, west-east, up-down
- inability to organize desk

“If a cluttered desk is a sign of a cluttered mind, just what does an empty desk mean?”

Source Unknown

Common physical problems often seen in dyslexic persons and affecting school/work environment:

- migraine headache caused by fluorescent lighting or weather
- extreme stress during testing situations
- a feeling of being overwhelmed when a large amount of writing is required
- motion sickness affecting the ability to use elevators, escalators, driving etc.
- sensitivity to perfumes, strong deodorant or chemicals

THE DYSLEXIC WAY OF LEARNING

“The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done -- men who are creative, inventive and discoverers.”

Jean Piaget

Dyslexics aren't slow learners. They simply learn differently. Their I.Q. usually ranges from the average to the gifted range.

It is important to open our minds to this difference to better understand dyslexia.

This brain difference often results in significant strengths in the areas controlled by the right side of the brain, such as visual-spatial skills, problem solving skills, creative skills and mechanical abilities.

Whereas the average person summons around 150 images per second, the dyslexic can muster from 1500 to 4000 images per second. Faced with a veritable onslaught of visual imagery, selecting the right word to keep up with the flow of images can be extremely challenging for the dyslexic.

This visual ability also translates not only into quantity but also quality. Dyslexics can see in 3-D. When looking at an object, they can view it simultaneously from different perspectives.

*“We all learn best in our own ways. Some people do better studying one subject at a time, while some do better studying three things at once. Some people do best studying in a structured, linear way, while others do best jumping around, ‘surrounding’ a subject rather than traversing it. Some people prefer to learn by manipulating models, and others by reading.”*⁸ Bill Gates

*“The words of language, as they are written or spoken, do not seem to play any role in my mechanism of thought. The physical entities, which seem to serve as elements in thought, are certain signs and more or less clear images.”*⁹ Albert Einstein

⁸ www.cyber-nation.com/victory/quotations/quotes_menu.html

⁹ Ibid

THE DYSLEXIC WAY OF LEARNING

“It has become increasingly clear in recent years that dyslexics themselves are frequently endowed with high talents in many areas.” Norman Geschwind

Geschwind shocked the audience at an address to the Orton Dyslexia Society in 1982 with his opening remark when he described dyslexia as: “the pathology of superiority”.

*“Dyslexics are over represented in the top ranks of people who are unusually insightful, who bring a new perspective, who think out of the box.”*¹⁰

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.¹¹

“No man that does not see visions will ever realize any high hope or undertake any high enterprise.” Woodrow T. Wilson

*“...the conventional education system may be focusing on the wrong kind of skills and on rewarding some of the wrong kinds of learning. Conventional education practices may be substantially weeding out many of those who might have the most to give.”*¹²

Thomas G. West

*“There’s a way to do better find it.”*¹³ Thomas A. Edison

¹⁰ http://www.fortune.com/indexw.jhtml?channel=jhtml&doc_id=207655 May19, 2002

¹¹ <http://www.blueclickpr.com/news/News5.htm#top> May 19, 2002

¹² West, Thomas (1991). *In the Mind’s Eye: Visual Thinkers, Gifted People with Learning Difficulties, Computer Image and the Ironies of Creativity*. Prometheus Books, Buffalo, New York.

¹³ http://www.cyber-nation.com/victory/quotations/quotes_menu.html

WORKPLACE ACCOMMODATIONS

Employment Equity

Recent victories, regarding the rights of those with Dyslexia, with the Supreme Court of Canada, the Federal Court of Canada and the Canadian Human Rights Commission, are having profound positive effects in the workplace, universities and medical establishments. While these basic rights have no great significance for the general population, they have deep meaning to those involved in the dyslexic community.

The Canadian Human Rights requires that 'reasonable accommodations' be provided for dyslexic employees. The difficulties for people with dyslexia will become even more noticeable in situations such as interviews, tests or exams where the dyslexic person has to demonstrate his/her knowledge or capability within a time limit. Dyslexics may then become so stressed that they temporarily forget everything they know.

Not all accommodations are necessary for all dyslexics but the following are the most reasonable:

1. provide a private exam room without fluorescent lights;
2. allow a short 'health break' during a long session;
3. use alternative methods of testing;
4. underline important prepositions 'little words' such as after, before, etc.;
5. give an oral examination while the student has a written copy of the test questions;
6. use colored paper;
7. give extra time to complete a multiple choice examination;
8. multiple choice examinations should be written on coloured paper using large print size (at least 12pt) in order to avoid blurring of words.

WORKPLACE ACCOMMODATIONS

Language Training in the Workplace

In learning a second language, dyslexics will encounter the same difficulties they did when learning their native language.

The Orton-Gillingham Method is a structured and highly organized method and uses the multi-sensory method in teaching. It uses all of the senses to educate. Medically, this method is essential to treating the disorder.

91 DTC 816 Tax Court of Canada
Court File No. 90-1931

Denis Ranelli (Appellant) v The Minister of National Review (Respondent)

A second language program should teach the following:

Phonological/Phonemic Awareness

This awareness is the appreciation of larger chunks of sound, such as rhyme (eg. hand, band, and sand all share a final sound unit 'and'). Phonemic awareness is the understanding that words are made up of individual speech elements. Students must learn to separate spoken words into their component sounds. An understanding of the phonemes in the language is vital to teaching spelling to students with characteristics of dyslexia.

Sound - Symbol Association

This is the ability to pair a phoneme with its corresponding written letter(s). This association must go in both directions: from symbol to sound and from sound to symbol.

WORKPLACE ACCOMMODATIONS

Syllable Instruction

Syllables are units of words that contain a single vowel sound. Students must learn to divide both spoken and written words into syllables and recognize the six types of English syllables.

Morphology

A morpheme is the smallest meaningful unit of language. The study of morphology allows the student to understand how complex words are constructed from root words, suffixes and prefixes.

Syntax

The student must learn the set of rules that governs the meaning of sentences according to the sequence and function of words.

Semantics

Semantics is that part of language that has meaning. From the beginning of reading instruction, an emphasis must be placed on reading comprehension.

The Teaching Methodology must be:

Simultaneous, multisensory

The student must learn using the visual, auditory, kinesthetic and tactile senses simultaneously.

Systematic and cumulative

Each lesson is based on concepts taught in previous lessons. Lessons begin with the most basic concepts of language and progress to the most complex in a logical order.

WORKPLACE ACCOMMODATIONS

Direct Instruction

Each concept is explicitly stated. The student should not be expected to infer or intuit concepts as part of the learning process, and the teacher should not assume that he possesses knowledge that has not been clearly stated in the previous lesson.

Diagnostic teaching

The must continually adjust the pace and style of the instruction to suit the student's changing needs and abilities.

Synthetic and analytic instruction

Synthetic instruction introduces the component parts of a concept and then it is explained how the component parts fit together. Analytic instruction presents the concepts and then describes how it may be broken down into its component parts.

THE PHYSICAL ENVIRONMENT

The following modifications of the workplace can greatly assist dyslexics.

Full Spectrum Lighting

Regular fluorescent tubes light is reflected on paper and computer monitors. Full Spectrum tubes, or bulbs, are not reflected – they are absorbed.

Full Spectrum lights enable dyslexics to read more easily, and have a calming effect in the immediate work area. Many simply cannot read or function under regular fluorescent tubes.

WORKPLACE ACCOMMODATIONS

The following websites have more information about lighting.



<http://lightsources.com/tl.html>

<http://www.nrc.ca/irc/fulltext/ir659/contents.html>

http://www.eren.doe.gov/buildings/codes_standards/notices/notc0014/Lccss.doc

Electronic Sound Masking

The background noise in a typical office setting is usually very disturbing and distracting to everyone – however it is especially hard on a person who has dyslexia. Sound masking can make the intolerable, disruptive and interfering workspace into one which is much more tolerable.

<http://www.sound-rite.com/splash.html>

<http://www.scampmask.com/>

Use of colored paper (anything other than white).

Generally, colored paper does not reflect as much light as white paper, thus enabling one to read with less concentration. Buff colored paper is the preferred color.

Minimizing distractions

Start early, or start later. The idea is to minimize exposure to the chaos found in most offices by starting a few hours earlier or later than most people, thereby having a few hours each day in a relatively calm atmosphere.

WORKPLACE ACCOMMODATIONS

CHROMOGENS LENSES

Many people with dyslexia experience visual perceptual distortions where the text appears to move or blur, or to be broken up by distracting patterns.

Chromogens Lenses are a series of visual filters prescribed independently for each side of the visual system (haploscically). In clinical trials, Chromogens filters have been proved to increase reading ability by improving the ease of reading, on average by increasing reading speed by 22 per cent.

ASK THE EXPERTS

1. I received a poor result on my second language test. Does that mean that I can't learn French?

The test used for determining a person's ability to learn a second language is based on skills that the dyslexics are deficient in, not the ability to learn a second language. The test usually measures phonemic awareness, visual perception, light sensitivity etc.

I have personally taken the test in order to evaluate first hand whether the test actually measures a person's ability to learn a second language. Not surprisingly, I failed miserably even though French is my first language and I am fluently bilingual.

The author.

2. What are the different types of Learning Disabilities that can affect a civil servant's ability to undertake second language training?

There are two **general** categories of 'Learning Disabilities'

- a. Dyslexia which affects listening, speaking, reading, writing, spelling
- b. Non-verbal learning disabilities that affect writing, oral comprehension, math reasoning, impaired social skills.

Only dyslexia affects language training. Persons with a non-verbal learning disability usually read much faster than dyslexics. They would never fail a diagnostic second language test because of their abilities in auditory memory and phonemic awareness. They usually have the skills that the person with dyslexia lacks.

ASK THE EXPERTS

3. *Is it more difficult for persons with dyslexia to learn the French language than the English language?*

French is generally recognized as being one of the most difficult languages to master, especially from the point of view of spelling, which is filled with anomalies. Let us consider, for instance, the case of consonants which are sometimes doubled, sometimes not: “aggraver et agrandir, apparaître et apercevoir, bannir et banal, (...) courrier et coureur, (...) combattant et combatif, (...) colonne, colonel, colline, (...) personnel et personalisme (un comble!), trappe et attrape, courir et mourir mais nourrir et pourrir, etc.”

(Leconte, Jacques et Cibois, Philippe)

The following words by Paul Valéry are therefore to the point.

I will not speak of our orthography unfortunately set in ignorance and absurdity by XVIIth century pedants, and which has not ceased to exasperate the stranger and to taint the pronunciation of our words. Its oddity has become a means of social selection: one who writes as one pronounces is, in France, considered inferior to one who writes as one does not pronounce. (My liberal translation.)

No doubt that a reform of the French language in order to render it more phonetic would do much to help many spell better. However, this change is for tomorrow.

ASK THE EXPERTS

Aside from the lack of correspondence between spelling and sounds, the absence of rhythmic accents in French makes comprehension difficult. For instance, the following words, “trois beaux enfants”, can give one the impression of hearing only one word (troibozanfan). Owing to this peculiarity called *linking*, it may even be impossible without contextual clues to detect the boundaries between words, for example, “il est tout vert” and “il est ouvert”. (Hagiwara, Michio P., Politzer, Robert L.)

Such is not the case in the English language because of accentuation. In pronouncing the words “three nice children”, each of which is accentuated, it is easier to perceive three different words. In short, French appeals more to the eye and English, to the ear.

People with the visual form of dyslexia (dyseidesia) are particularly handicapped in learning French. Due to the deficit caused by this form of dyslexia, these people can succeed in learning to read and write certain words only by a phonetic approach. The French language is far more visual (up to 80% visual) while the English language is only approximately 17% visual. It is easier for these people to learn English instead, which is comparatively more phonetic.

Louise Brazeau-Ward March 12, 1998

ASK THE EXPERTS

- 4. *When my teacher in French language training evaluated me, he felt that I was ready for my Oral test, but when I was in front of the evaluation committee I failed my test. I was so nervous that I forgot most everything that I knew! What happened?***

Persons with dyslexia often perform very badly in testing situations. Although spontaneous speech is relatively easy for them, demand speech is a difficulty usually seen in dyslexia. Demand speech is the ability to speak on a specific subject within a time limit. This is why, at times, great orators can mumble when asked a simple question but can deliver a memorable prepared speech. Dyslexics also have difficulty with dysnomia, which means difficulty with naming objects. Sometimes the word is on the tip of the tongue a bit too often.

- 5. *Can a person with dyslexia learn French the same way as a non-dyslexic person?***

No. There is little chance of success in trying to teach a dyslexic the same way as a non-dyslexic. Research has proven time and time again that an ‘Orton-Gillingham’ approach must be used to teach dyslexics. A finding in the court case *National Revenue of Canada versus Ranelli* was that ‘the Orton-Gillingham’ approach is the only medical treatment for dyslexia.’

- 6. *Are dyslexia and ADD the same thing?***

No. Dyslexia and ADD are different, although they may co-exist. ADD, in itself, will not prevent someone from learning a second language or cause him/her to fail an oral interview.

ASK THE EXPERTS

7. *I heard that some people with dyslexia have been good writers, how can that be?*

Yes, it is possible for someone with dyslexia to become a good writer. However, it will depend on the type of dyslexia and spelling will always be an area of great difficulty. Most people with dyslexia will use a ghostwriter or have someone to assist them with revising and editing their work.

8. *How many dyslexics are there in the Federal Government?*

According to the National Institutes of Mental Health, 23% of the population has dyslexia ranging from a borderline to a severe level.

9. *How do I know if my employee is faking dyslexia in order to avoid language training?*

As dyslexia is not well known, it is often embarrassing for someone to admit to difficulties in learning to read, write or learn a language. Reading and writing have often mistakenly been associated with intelligence and social status. It is inconceivable that someone would fake this problem.

It is hard to imagine that someone with a Ph.D. or someone, who works 15 hrs per day, would deliberately jeopardize his/her career in order not to learn French. This hypothesis does not make any sense at all.

“To a teacher of languages there comes a time when the world is but a place of many words and man appears a mere talking animal not much more wonderful than a parrot.”

Joseph Conrad

ASK THE EXPERTS

Many famous writers were dyslexics. Read what was said about one such person.

“Yeats, the greatest lyric poet Ireland has ever produced, is one of the major literary figures of the 20th-century and the acknowledged leader of the Irish Literary Renaissance. He has been acclaimed the greatest poet since William Wordsworth. He won the Nobel Prize for Poetry in 1923. He was dyslexic and his dyslexia prevented him from spelling the titles of his own plays correctly. He often gave multiple renderings of the same word within a single paragraph. He dictated his letters because of his painful and relentless eye problems.”

R. A. Oldaker

Dyslexics would do well in politics where they have ‘ghost writers’ at their disposal at all times!

10. Should I tell my employer that I have dyslexia?

Yes. Difficulties with reading, writing, spelling, speaking and organization are usually quite obvious and your employer or manager may well have noticed already. You should provide your employer with some written information explaining dyslexia and its causes so that your difficulties are not misinterpreted.

11. If I suspect that one of my employees is dyslexic, how should I tell him?

If you convey the message that dyslexia is not associated with low intelligence or cognitive impairment, but is associated with special visual-processing talents, then your employee should receive it very well. You might say something like this:

ASK THE EXPERTS

“Some people, who succeeded very well in this field, also had difficulty with reading and writing, like you. They are dyslexic. They have exceptional visual-spatial processing skills and think in 3D. Linear tasks such as reading and writing are going to be more difficult for you. If you have children, you might have noticed that they have similar difficulties. This could also explain why you have had trouble learning a second language.”

IN GOOD COMPANY

There are many famous people who have dyslexia. This incomplete list was compiled from a range of sources (books, articles, newspapers and websites.)

Authors/Writers/ Journalists

Georges Bernard Shaw	Edward Hallowell, MD	Auguste Rodin
Victor Villasenor	Lynda La Plante	François Schuiten
Jules Verne	F. Scott Fitzgerald	Leonardo Da Vinci
Zelda West-Meads	Tomina Edmark	David Bailey
Edgar Allan Poe	Sophie Fisher	Robert Rauschenberg
Alexander Pope	Stephen J. Cannell	Mozart
Rudvard KiplingHans	Dale S. Brown	Beethoven
Christian Anderson	Richard Cohen	Anthony Gormley
Mark Twain	Robert Scheer	
Milton	Nola D. Chee	<u>Politicians/Military/ Aviation</u>
Esther Freud	Eileen Simpson	General George S. Patton
Jonathan Dalby	Earnest Hemingway	Winston Churchill
Gustave Faubert	Debbie Macomber	Georges Washington
Sophy Fisher	Patricia Polacco	William Childs
Dorothy Einon	Girard Sagmiller	Westmoreland
A.A. Gill	Prophet Joseph Smith	Woodrow Wilson
Matthew Sturgis	Elizabeth Daniels Squire	Nelson Rockefeller
Lord Willis	Victor Villasenor	Thomas H. Kean
William Butler Yeats		John F. Kennedy
Murray Lachlan Young	<u>Artists</u>	Robert Kennedy
Gary Chapman	Pablo Ruiz Picvasso	Lorna Fitzsimmons
Jeanne Betancourt	Vincent VanGogh	Dwight D. Eisenhower
Agatha Christie	Chuck Close	Benjamin Franklin
Patricia Polacco	John Irving	Carolyn McCarthy

IN GOOD COMPANY

George Bush

Frank Dunkle

Charles Lindburgh

Anna Eleanor Roosevelt

Lyndon Johnson

Nicholas Brady

Andrew Jackson

**Scientists/Inventors/
Researchers/Medicine/
Education/Law**

Albert Einstein

Sir Isaac Newton

Eli Whitney

John VonNeumann

Thomas Edison

Dr. James Lovelock

John Robert Skoyles

Jeffrey H. Gallet

Erin Brockovich

David Boies

Dr. Simon Clemmet

Fred Epstein

Nancy L. Sonnabend

William James

Dr. Helen Taussig

John W. House, M.D.

John Horner

Charles Darwin

Ann Bancroft

Alexander Graham Bell

Harvey Cushing

Michael Faraday

William Lear

Jon R. Horner

Galileo

Steven Hawkings

Louis Pasteur

Dr. Larry Silver

Paul Ehrlich

Dr. Donald Lyman

Dr. Elizabeth Wiig

Abbott Lawrence Lowell

Dr. Ann McGee-Cooper

William Simmons, MD

Sylvia Law

Werner Von Braun

Business

Nicholas Negroponte

Wright Brothers

Charles Schwab

Richard Strauss

Richard Branson

Paul J. Orfalea

Henry Ford

Anita Roddick

Fred Curry

Drexel Burnham

G. Chris Anderson

Bill Gates

Ronald Davis

Neil Bush

Terry Bowersock

Stephen Bacque

John Corcoran

Fred Curry

William Hewlett

F.W. Woolworth

Mark Torrance

Malcome Goodridge

William Doyle

Weyerhauser family

Wrigley

Russell Varian

Craig McCaw

Fred Friendly

Mike Drury

Hamish Grant

David Fogel

Lord Richard Rogers

Mike Norris

John Chambers

Arthur Ochs Sulzberger



IN GOOD COMPANY

Royalty

Olaf – King of Norway
(and his children)
King Carl XVI of Sweden
Prince Charles
Prince William
Duke of Westminster

Actors/Musicians/Singers/ Television/Movies

Cher
Whoopi Goldberg
Brian Conley
Tom Cruise
Susan Hampshire
Margi Clarke
Adie Allen

Athletes

Eric Wynalda
Russell White
Nolan Ryan
Jackie Stewart
Greg Louganis
Dexter Manley
Dan O'Brian
Muhammad Ali
Magic Johnson
Bruce Jenner

Ellie Hawkins
Sir Steven Redgrave
Dennis Bergkamp
Chris Boardman
Peter Rose
Carl Lewis
Loretta Young
Brooke Theiss
Joe Montana

Actors/Musicians/Singers/ Television/Movies

Anthony Andrews
Henry Winkler
Marlon Brando
Sarah Brightman
Georges C. Scott
Lindsay Wagner
Tom Smothers
Sylvester Stallone
Michael Barrymore
Steve McQueen
Edward James Olmos
Danny Glover
Tracey Gold
Bob Jiminez
David Jones
Noel Gallagher
Liam Gallagher
Fanny Flagg

Walt Disney
Harry Anderson
Anthony Andrews
Harry Belafonte
George Burns
Fred Astaire
Enrico Caruso
Jay Lenno
Brad Little
Robin Williams
Harrison Ford
Zsa Zsa Gabor
Dustin Hoffman
Jack Nicholson
Guy Ritchie
Anthea Turner
Felicity Kendall
Oliver Reed



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