

## Auditory Sequential V Visual-Spatial Learners

**BIG words**, but simply two different learning styles, clearly illustrated in this cartoon from Silverman, L.K. (2002). *Upside-Down Brilliance: The Visual-Spatial Learner*.

Allie Golon, Author and Consultant writes that "Visual-spatial learners remember what they see, but forget what they hear.

"Visual-spatial learners are attracted to puzzles, mazes and building with blocks, LEGO, K'Nex, and even just a roll of tape!

"Visual-spatial learners have a wonderful sense of space, but not necessarily a very good sense of time.



"Visual-spatial learners have a wild imagination, are "outside-the-box thinkers" and can think of numerous solutions to a single problem.

"Visual-spatial learners excel in spatial tasks but may have difficulty with spelling, math

facts and organizational skills."

When most teachers (and pupils) are auditory - sequential learners it is easy to understand why the small group of visual spatial people in a classroom become the discriminated minority.

Most teachers teach the way they learnt, and usually do it very well. To cater for a different, unfamiliar learning style is another challenge altogether.

Fortunately Ron Davis opened that window and gave us an effective pathway to follow.

Visit <http://www.visual-learners.com/>

## Dyslexia is not a disability – it's a gift

From Sally Gardner [guardian.co.uk](http://guardian.co.uk)  
June 25, 2013

**So much has changed** since I was an undiagnosed dyslexic at school, but its wonders and contradictions remain hard to convey.

At school I was the outsider, the odd one, the word-blind child who didn't fit in. I lived in my head – a dreamer, a dyslexic teenager, a round peg in a square hole who was told I would be lucky to get any qualifications, let alone a job. My education was a comedy of errors. It took place in the era of those two-dimensional technicolour children, Janet and John. Janet and John were my nightmare, a reading scheme that I couldn't get out of, which I was forced to stay on until the age of 11, getting no further than "Janet and John had a ball."

I can definitely assure you that not one of us had a ball. Not them, not me. If it hadn't been for my imagination and my ability to dream my way out of the narrow confines of Janet and John and their ball, I would have proved Miss Bell right



*Steve Jobs, a famous dyslexic.*  
Photograph: James Leynse/Corbis

and probably ended up working in a supermarket, which would have been a disaster, because I was no better at maths than I was at reading.

Schools back then didn't know about dyslexia. All I knew was that I wasn't like everyone else, and that made me stupid. Today I see that Janet and John have grown up – John advises Michael Gove on his education policy, while Janet works for Ofsted, enjoying the terror her department can bring to schools and teachers alike. Both Janet and John agree with Gove that learning by rote (or by rope, as I call it, the gallows for the inquiring mind) is the only answer. Cut

down on creativity, give the little blighters exams, exams, exams until they all become good sheep.

I eventually ended up in a school for maladjusted children, because no other school that would take me. I suppose this was the equivalent of what would now be a school for kids with Asbos. I had been classified as "unteachable", but at the age of 14, when everyone had given up hope, I learned to read. The first book I read was *Wuthering Heights*, and after that no one could stop me. My mother said that if I got five O-levels I could go to art school and, much to my teachers' chagrin, I did just that.

Dyslexia is not a disability – it's a gift. It means that I, and many other dyslexic thinkers can portray the world through images because we think in images. I can build worlds, freeze the frame, walk around and touch. I can read people's faces, drawings, buildings, landscapes and all things in the visual world more quickly than many of my non-dyslexic friends. I paint with words; they are my colours. **Read More? Go to** <http://www.guardian.co.uk/commentisfree/2013/jun/24/dyslexia-not-a-disability-gift>

# Q&A

## From Q and A with Abigail Marshall The Dyslexic Reader Volume 63, Issue 1 2013

### Stealth Dyslexia

**Q:** What is “stealth dyslexia”? The research I have done indicates highly gifted, high verbal vocabulary, good reading comprehension but extreme difficulties with forming letters (dysgraphia), spelling and writing. Will the Davis Program help such a child?

**A:** Stealth dyslexia is a term used to describe children or adults who are not diagnosed as dyslexic because they're perceived as 'too smart', or “not far enough behind” to be dyslexic.

It's not a diagnostic term, but one which appears to have been created by two physicians, Brock and Fernette Eide, to describe many of the patients they saw in their practice.

You may see references to stealth dyslexia in resources for gifted and talented students.

Due to their high intellect, these students compensate well, but struggle unnecessarily with school work because of their unrecognized dyslexia. They may end up as B or C students who are perceived as lazy, because their teachers can see how bright they are, and don't understand why their written work is minimal.

Often these kids fall behind or turn in assignments late. At the same time, they don't qualify for special education services and are usually not referred for evaluation or testing because they're able to keep up with grade level work and perform at an “average” level.

These children often excel beyond all

expectations with a Davis Program. Such children immediately recognize the value of the Davis tools, put them to use, and begin to perform at their true potential.

For example, we might see a fifth grader with the mental capacity for eighth grade work, who reads at the second grade level.

During the week-long Davis Program, the child may demonstrate awe-inspiring creativity, and go home reading at seventh grade level. That improvement seems almost miraculous, but it's still shy of what he'll achieve after he's completed the follow-up work.

For that child, the Davis tools are a powerful gift, because they allow him to knock down barriers on his own, and reach his true potential.

### GOT A QUESTION?

Send it to our email and we'll endeavour to provide a satisfactory answer.

[dyslexiacorrectionwa@gmail.com](mailto:dyslexiacorrectionwa@gmail.com)

## Malaysian pilot overcomes dyslexia to achieve dream of flying and inspiring others

MANPREET GREWAL  
VANCOUVER DESI

Meet young captain James Anthony Tan, a national record-breaking Malaysian pilot who touched down in Vancouver on April 12, 2013 to inspire young people to follow their dreams and also bring awareness to the challenges children with disabilities face growing up.

His interest is personal as he himself has dyslexia.



“I know the pain they suffer every day, the family issues and the personal shame, which starts to form into self pity,” says Tan.

He would like people to see disability as a gift and dream because that is what inspires people to get direction in life.

Tan has been flying for three years now as a professional pilot. He has flown a total distance of 13,830 nautical miles in a Cirrus SR22 aircraft and visited 14 different countries.

He also flew from California to Malaysia in the Spirit of Malaysia for a test flight of the

Aircraft 8600 NM. Vancouver was his only Canadian stop.

With huge press in Bangkok, Vietnam, Taipei (where they named him the young Tom Cruise) and Japan, Tan has already met his main objective: to inspire people to do something with their life despite challenges.

Because he also loves Malaysia, the young, passionate Tan also wants to share his country with the world and take a little bit of the world back to the Malaysia.

“I believe travelling opens the mind. Vancouver is breathtakingly beautiful and rich in culture and I hope my stop will also increase travel between both countries.”

## Dyslexia Workarounds: Creativity Without a Lot of Reading

The Wall Street Journal Monday April 1, 2013

Actor Henry Winkler was told he was stupid. A teacher labeled Dan Malloy, the future governor of Connecticut, “mentally retarded.” Delos Cosgrove recalls “hanging on by my fingernails” in high school and college before becoming a thoracic surgeon and the Cleveland Clinic's chief executive officer.



Each has dyslexia, a condition that makes reading difficult but has little to do with intelligence. Mounting evidence shows that many people with dyslexia are highly creative, out-of-the-box thinkers, and neuroimaging studies demonstrate that their brains really do think differently.

Read more at <http://online.wsj.com/article/SB10001424127887324020504578396421382825196.html>



Annette at Anne Hathaway's cottage, Stratford

A note from Frank...

Over the last two months we have been organizing and embarking on a long awaited trip overseas, hence you haven't been pestered with newsletters or other emails.

We hope that changes!

While away we researched ancestors from Ireland and the UK and even found previously unknown cousins. We also took a side trip to Peru where we lived and worked for over 3 years in an International School.

Peru is also where we came to know about Davis Dyslexia International. And we met Jeff Freed, author of “*Right Brained Children in a Left Brained World*”. Jeff worked with us in the school for 2 weeks helping us to understand how visual spatial learners follow a different path to learning.

Jeff's book, printed in many languages, is hard to get but worth reading.

If you have any suggestions, letters or contributions you would like to make to our modest newsletter then please get in touch.