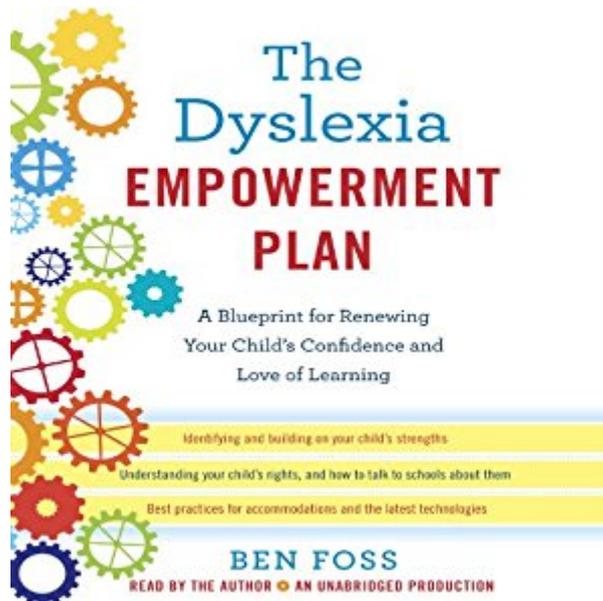


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The Dyslexia Empowerment Plan: A Blueprint For Renewing Your Child's Confidence And Love Of Learning



Synopsis

Finally, a groundbreaking book that reveals what your dyslexic child is experiencing - and what you can do so that he or she will thrive. More than 30 million people in the United States are dyslexic - a brain-based genetic trait, often labeled as a "learning disability" or "learning difference", that makes interpreting text and reading difficult. Yet even though children with dyslexia may have trouble reading, they don't have any problems learning; dyslexia has nothing to do with a lack of intellect. While other books tell you what dyslexia is, this book tells you what to do. Dyslexics' innate skills, which may include verbal, social, spatial, kinesthetic, visual, mathematical, or musical abilities, are their unique key to acquiring knowledge. Figuring out where their individual strengths lie, and then harnessing these skills, offers an entrance into learning and excelling. And by keeping the focus on learning, not on standard reading the same way everyone else does, a child with dyslexia can and will develop the self-confidence to flourish in the classroom and beyond. After years of battling with a school system that did not understand his dyslexia and the shame that accompanied it, renowned activist and entrepreneur Ben Foss is not only open about his dyslexia, he is proud of it. In *The Dyslexia Empowerment Plan* he shares his personal triumphs and failures so that you can learn from his experiences, and provides a three-step approach for success: Identify your child's profile Help your child help himself Create community Packed with practical ideas and strategies dyslexic children need for excelling in school and in life, this empowering guide provides the framework for charting a future for your child that is bright with hope and unlimited potential.

Book Information

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Customer Reviews

I liked a lot of what Ben Foss had to say in this book. He had a number of good ideas and it is always good to see individual's perspectives on their own experience. I like that the author spoke about the parent advocating for the needs of the child, but as I read through the book I was also struck by some of his limited perspective on many aspects of what is available today for dyslexic children. I will disclose my own bias - I am a dyslexic and have 3 dyslexic children. As a result, I have read far and wide on the topic and it appeared that at times when the author should have been mentioning more up-to-date research or ideas, he didn't. I think what was holding me back from loving this book is that the goal is a bit more narrow than what the title mentions. This isn't so much a blueprint for fostering an overall love of learning in dyslexic children, but navigating the school system for parents of dyslexic children. Now, this will be the route for the vast majority of parents of dyslexic children, so it will meet their needs quite well. However, if you are a parent who takes a much more hands on approach to your child's education - this won't quite meet your needs. One example, that has been pointed out by other reviewers, is Mr. Foss' view of homeschooling. Mr. Foss states quite boldly that homeschooling isn't appropriate for dyslexic children. Mr. Foss makes startling statements such as "Being able to socialize with other students and to learn from them is a big part of the adaptive techniques that many students who are dyslexic will use later in life." His assumption seems to be that home schooled students have no opportunity to "socialize with other students" which is completely contrary to what research into homeschooling has shown over time.

As a long time educator, I have marveled at the way that people are often categorized and shuffled around in attempts to address their *problems*, but so seldom are these problems ever truly remedied or even helped much. One of the topics that I have been doing a lot of research on the last few years has been dyslexia. There are a lot of books out there for the technical data that someone has compiled. There are also quite a few books that have snap happy solutions to this *problem*. Sometimes books are written by someone who HAS dyslexia, but often they are inconclusive or really don't seem to help in the long run to change anything in the lives of those who struggle with limitations that make them feel *different* than the rest of society. This book has a different approach that I find refreshing. The author does indeed know very well what it is like to grow up feeling *different* than everyone else. He also knows what it is like to struggle with the shame and heavy burden that one feels when faced with the way their brain is wired. Numbers that switch can lead to bounced checks or transactions, reading difficulties can cause a person to miss out on a lot of things that are expected that they will learn. In short, a life is spent feeling left out or ripped off when

someone has dyslexia and is not accommodated to learn the way their brain works best. The thrust of this book is that a person with dyslexia is not BROKEN and in need of being fixed. They just have a brain that is wired a little differently than the mainstream *accepted* way that educational system is set up to meet the needs of students. The idea is not to FIX the dyslexic person, but to teach them how to function at the highest level possible THE WAY THEIR BRAIN IS WIRED.

James was in my Sunday School class in which I was substituting. When I asked him to read, he stumbled and guessed at the words. He was 12, in 5th grade, as he'd been held back a year, and had been in remedial reading classes since second grade. He had a learning disability his parents were told. His father was an executive in New York City, and the school system he was in was considered among the best in the tri-state area. I offered to tutor James in intensive phonics. I worked one hour a week with him beginning with the basics of phonics and assigned him homework every day. Within a few weeks of tutoring, his school said to his parents, "We don't know what you're doing at home, but keep it up." Within a few months he was reading at grade level, and even his math grade went up to an A. At the end of the year he tested high school level on his reading scores his parents proudly showed me. This has been more typical than not of "learning disabled" students I worked with. 99.99 percent of the students who came to our summer tutoring programs at the private school where I taught, and my private tutoring students, who were told they were learning disabled, or had a disability, were not learning disabled. However, the methods of teaching reading they'd been taught with were disabled. With the thousands of children I worked with as a teacher, headmistress, and reading-teaching consultant to a high need school in our state, I only encountered one child who seemed to have a processing problem. Of course, we gave students an intensive, rich phonics program early on so perhaps no disabilities were able to develop. Perhaps intensive phonics works as a preventative program.

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