



Connect the dots

## Founder's Message

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**Made By Dyslexia** is a global charity led by successful dyslexics. Our mission is to help the world properly understand, value and support dyslexia.

EY's "Value of Dyslexia" reports highlight how important dyslexic thinking is for the future and that there is a huge gap in understanding and provision. Clearly being able to properly support dyslexia must become a priority for every school, employer and government.

**We're launching** CONNECTING THE DOTS to help make that happen. Technology is enabling us to share information and connect the world quickly and at scale. CONNECTING THE DOTS is galvanising the brilliant educators, charities, grass roots movements and parents who work tirelessly to support dyslexia; to amplify their voices and share their expertise, behind our structured campaign with engaging, sharable content. One voice, one message, one mission ...to create change.

**We hope you'll join us**...read on to find out how.

*Kate*

Kate Griggs





**10 Reasons**  

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**for Change**  

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1. **Value of Dyslexia** reports by EY highlight how important dyslexic thinking is for the future, and that educators and employers must be enabled to support it.
2. **Value of Dyslexia** reports find that a greater understanding of dyslexia, and dyslexic strengths, presents an opportunity for businesses to recruit people with the in-demand skills of the future.

#### But opinions need to change, and support improved...

3. **Only 3%** of the public believe dyslexia is a positive trait according to YouGov research.
4. **73%** of dyslexic people hide their dyslexia from employers.

#### Our global research into dyslexia provision in school finds...

5. **83%** say there needs to be more access to dyslexia specialists in schools.
6. **84%** describe the process of identifying dyslexia at their school as difficult or just not possible.
7. **98%** say teachers need more training in how to identify and support dyslexia.
8. **91%** say their schools need a better understanding and recognition of dyslexic strengths.
9. **Only 56%** say their schools will use the term dyslexia.
10. **70%** say more focus should be given to creativity and innovation and less importance given to standardised testing and exam grades.





**10 Facts**  

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**about Dyslexia**  

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1. At least 1 in 10 people are dyslexic. Research in the US finds it's as many as 1 in 5.
2. Dyslexia is genetic so it runs in families.
3. Dyslexic brains are 'wired' slightly differently, meaning they have a different way of processing information.
4. This difference results in a pattern of strengths like critical thinking, creativity and communication skills.
5. It also results in challenges affecting traditional learning such as reading, writing, spelling, rote learning, memory and concentration.
6. Each dyslexic will have a different pattern of strengths and challenges.
7. Identification is key to our success in education, employment and in preserving self-esteem.
8. If we place equal importance on dyslexic strengths and challenges, we can and will go far.
9. 4 in 5 successful dyslexics attribute Dyslexic Thinking to their success.
10. We know exactly how to identify and support dyslexia and have done since the 1930s!





10 Facts about  

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Identifying Dyslexia

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1. The earlier it's discovered and supported the sooner dyslexic kids catch up and keep up.
2. Screen/test as soon as parents, teachers or kids themselves see a 'problem'. Don't wait.
3. Dyslexia can be identified at 5 or even earlier when many dyslexic kids show signs.
4. Some dyslexics may grasp early reading, only showing signs of struggle later as the workload increases.
5. A mismatch in what an individual seems capable of and the work they produce is a strong indicator of dyslexia.
6. Unidentified dyslexia results in low self-esteem in childhood and carries on into adult life.
7. The 'label' is vital for our own self-understanding.
8. 4 in 5 dyslexics say that knowing they were dyslexic helped them develop the perseverance needed to succeed.
9. Adjustments and accommodations that come with identification are crucial for their success.
10. Traditional teaching and benchmarking mean we often 'fail' despite good knowledge and ability.
  - 9 in 10 dyslexics have poor spelling, punctuation, grammar but many are great writers.
  - 7 in 10 struggle learning times tables but around half of dyslexics are great at maths.
  - 9 in 10 struggle getting thoughts on paper, needing extra time and tech aids to help.



# Dyslexic Thinking Skills

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## Specific Skills

These relate to the career paths often preferential to dyslexic thinkers.



### Visualising

**Interacting with space, senses, physical ideas & new concepts.**

**Moving:** physical interpretation & game playing.

Examples: Dancer, Musician, Sportsperson.

**Making:** visualising, planning & making. Examples: Engineer, Architect, Craft worker, Programmer, Designer, Chef, Gardener.

**Inventing:** exploring possibilities, making connections & inventing. Examples: Scientist, Technologist, Entrepreneur.



### Imagining

**Creating an original piece of work, or giving ideas a new spin.**

**Creating:** creating completely original work from your imagination.

Examples: Designers, Artists, Composers, Writers.

**Interpreting:** using imagination to give ideas a new twist, or fresh angle. Example: Actor, Advertiser, PR, Director, Photographer.



### Communicating

**Crafting & conveying clear & engaging messages.**

**Explaining:** assessing situations/information & explaining to others.

Examples: Journalist, Marketeer, Politician, Teacher, Campaigner.

**Story-telling:** creating vivid, engaging experiences in words, pictures, other media. Examples: Writer, Games/Film Maker, Songwriter.

## General Skills

These relate to most sorts of education, activities and careers.



### Reasoning

**Understanding patterns, evaluating possibilities & making decisions.**

**Simplifying:** understanding, taking apart & simplifying complex ideas & concepts.

**Analysing:** using logic to decide on the strength of an argument or where the truth lies.

**Deciding:** interpreting patterns & situations to predict future events & make decisions.

**Visioning:** seeing past detail to gain a strategic (big picture) view of a subject or problem.



### Connecting

**Understanding self; connecting, empathising & influencing others.**

**Understanding self:** recognising & managing own feelings, & understanding how they affect own behaviour and that of others.

**Understanding others:** understanding & interpreting the verbal, physical & emotional reactions of other people.

**Influencing:** managing, influencing & inspiring constructive emotions in other people.

**Empathising:** sensing, understanding & responding to how people feel.



### Exploring

**Being curious & exploring ideas in a constant & energetic way.**

**Learning:** having a curiosity for finding out new things and learning new skills.

**Digging:** looking into things in a way that means most is learnt or discovered.

**Energising:** being so passionate about something it gives a buzz and tenacity to learn about it.

**Doing:** using new knowledge to achieve a result that surprises & pleases self or others.



# Dyslexic Challenges

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**Reading:** Difficulties recognising and manipulating sounds, letters and words, make learning to read difficult. Once grasped, dyslexics will still remain slow readers. **Solution:** Structured, multi-sensory phonics programmes. Extra time and assistive tech.

**Memory Systems:** Challenges with Verbal (remembering verbal instructions), Sequential (ordering facts, information), Working (keeping facts in mind and manipulating them), and Visual (recognising symbols, letters and words) memory make rote learning and getting thoughts down quickly difficult. **Solution:** Support materials, organisers/planners, and assistive tech.

**Spelling, Punctuation and Grammar:** To be good at spelling, punctuation and grammar you have to learn and retrieve a series of information, skills and rules. Challenges with memory systems make it difficult for dyslexics to learn and apply these rules. **Solution:** Focus on the content of what's being written, not the spelling, punctuation and grammar. Use assistive tech.

**Maths:** Challenges with Sequential and Working Memory cause difficulties with times tables and mental maths, although dyslexics are often good at conceptual, higher level maths. **Solution:** Look for higher level skills and skill of 'seeing big picture' and jumping to the solution. Encourage a love of maths, give support for challenges. Use assistive tech.

**Traditional Benchmarks:** Standardised tests, high stakes exams in education, and many psychometric tests used in recruitment, disadvantage dyslexics because of all the above. **Solution:** Adjustments in tests and assignments, explore different testing methods, use assistive tech. All will enable dyslexics to demonstrate their real knowledge and skills.



# MADE BY DYSLEXIA PLEDGE

## We will endeavour to:

- Recognise** dyslexia as a different and valuable way of thinking.
- Understand** the importance of identifying each dyslexic and their pattern of strengths and challenges.
- Support** which is targeted to enable dyslexics to harness their strengths and flourish.

## We'll achieve this through:

- Knowledge** skilling up staff in schools and workplaces to recognise, understand and support dyslexia.
- Discover** using digital screeners which make it easy and cost effective to check if you're dyslexic.
- Adjustments** in tests and assignments so dyslexics can demonstrate their full knowledge and skills.

\_\_\_\_\_  
Company name



Microsoft

# ABOUT DYSLEXIA

Dyslexic minds process information differently, creatively. Naturally curious, highly creative with an ability to unconventionally connect the dots and think laterally. But this different way of thinking often results in challenges with traditional learning and processing; with literacy, memorising facts and organising thoughts. So traditional benchmarks in both education and employment, often accentuate these challenges and miss the strengths.

But the world has changed. The 4th Industrial revolution with advanced technology and increased connectivity has created new industries, new business models, new jobs, and entirely new skills. We now need creative thinkers to make sense of the change and disruption. We need dyslexic thinking.

By taking this pledge, businesses, educators and governments are committing to value and support dyslexic thinking and recognise its importance in the fast changing world.



## Pledge Guidance

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**Made By Dyslexia Pledge** helps companies, educators and governments demonstrate they value dyslexic thinking and are taking positive steps to support it. Some will showcase the great things they're already doing, others a commitment to get started. We are developing support tools and there is great stuff already out there. Here's some ideas to getting started:

**Recognise** dyslexia as a different and valuable way of thinking.

**Action:** Read the Value of Dyslexia report by EY, watch our films and Global Summit. Read up on Dyslexic Thinking Skills on our website and take the test. Talk to parents and dyslexic individuals about their experiences and engage with ours and other social media channels and communities.

**Understanding** the importance of recognising each dyslexic and their pattern of strengths and challenges. **Action:** as above.

**Support** which is targeted to enable dyslexics to harness their strengths and flourish. **Action:** Structured, multi-sensory phonics is essential to teach reading. Extra time, use of assistive tech supports in education and work. Encourage strengths.

**Knowledge** skilling up staff in schools and workplaces to recognise, understand and support dyslexia. **Action:** Most national charities offer and/or signpost training for employers and educators. Our own training will be available early next year.

**Discover** Using digital screeners will make it easy and cost effective to check if you're dyslexic. **Action:** There are many good online screeners. Our Dyslexic Thinking Test (currently just adults), a simple but reliable checklist is a great place to start.

**Adjustments** in tests and assignments so dyslexics can demonstrate their full knowledge and skills. **Action:** Allow extra time, tech aids, allowances for error. In the workplace, this and delegation will support dyslexics and increase their productivity.



## 5 point plan

We're building the world's largest global dyslexia movement - Connecting the Dots. We're galvanising passionate 'Boots on the ground' advocates to help us spread our message using our campaigns and information to push for change. Here's our simple 5 Point Plan.

1. Follow us on social media and share our posts, information and campaigns with your community to help us get the message out far and wide.
2. Watch our Dyslexia Awareness Training Films and ask your schools, workplaces, family and friends to watch too.
3. Ask your school and employers to take the Made By Dyslexia Pledge and tell others about it.
4. Take part in our advocacy campaigns by sharing our content with your policy and decision makers. We'll be providing easy sharable content for you to campaign for change with, and we'll be right behind you!
5. Help raise money for Made By Dyslexia. Donate through Facebook or via our website. As much or as little as you can afford every £,\$,€ counts. Encourage your employer to support us. We'll have lots of fundraising ideas coming soon.



## Useful Links

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[info@madebydyslexia.org](mailto:info@madebydyslexia.org)

The Exchange  
Somerset House  
Strand  
London  
WC2R 1LA

Social media: @madebydyslexia

Website: [www.madebydyslexia.org](http://www.madebydyslexia.org)

Facebook: <https://www.facebook.com/madebydyslexia/>

YouTube: [https://www.youtube.com/channel/UCLBUsgxhf\\_otK\\_qKoZnPOpA](https://www.youtube.com/channel/UCLBUsgxhf_otK_qKoZnPOpA)

Dyslexia Awareness Training in Partnership with Microsoft  
<https://aka.ms/MECMadeByDyslexia>







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