

## F1 Champion *Sir* Lewis Hamilton and a student from Geraldton: what do they have in common?

Frank Johnston

**Quite a bit in fact.**

**Lewis Hamilton was 17 when he found he had this 'condition'.**

He'd always had it but the revelation for him near adulthood gave him a better understanding of why he'd had difficulties with various aspects of literacy, especially at school.

**Abbie knew about it from a much younger age** but the knowledge made her angry and feeling depressed.

Abbie desperately wanted not to have it.

Her struggle to accept and then find how the condition could be a significant advantage to her have brought very positive results.

Abbie's newly realised talents and skills are now being turned to enable her to make wonderful gains and progress in her education.

Lewis Hamilton turned his huge talents into becoming one of the great world champions of recent times.

Abbie's journey to accept her dyslexia and then realise it's special advantages are detailed in her story, compiled by Abbie with help from her Nanna, Debra.

**Abbie's Dyslexic Journey** is now available to read on our website at:

<http://www.dyslexiacorrection.com.au/case-studies.html>

**Most classrooms are set up for dyslexic students to fail.**



**World F1 Champion Sir Lewis Hamilton**



**Star Geraldton student, Abbie H.**

Both Abbie and Lewis are dyslexic and have the visual-spatial thinking style common to all dyslexic people.

Their thinking style enables them think creatively in ways unusual for most of the population.

Abbie and Lewis are able to process much of the information they receive by visualising and manipulating 3D images in their minds.

And It happens at a speed much faster than the word thinkers of the general population.

About 85 - 90% of the general population use the comparatively slow process of thinking in

sequential or linear word and sentence structures.

Because the large majority of people learn this way, and it is the way most teachers learn, it is the preferred and accepted teaching process that occurs in nearly all classrooms.

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Lewis Hamilton discussed his school days;

"I had a difficult time at school. It wasn't the easiest. My dad really drilled into me that 'never giving up' kind of mentality.

"I didn't realise that I was dyslexic until I was 17 and I just struggled so much. "

Abbie, with her Nanna's support, decided to investigate the 5 day program offered by Dyslexia WA in Rockingham.

It has been a life changing decision.

Following Abbie's 5 days in September 2020, she and Debra were keen to tell others of their experience and were generous in providing their story as a case study now on the Dyslexia WA website.

**On the third day there was a light bulb moment. Abbie read a passage like she had never read before and she shouts out "I am smart".**



# Visually oriented persons - the demand for their skills increases in a new world of scientific, mathematical and technological developments

A future in which the special talents of dyslexic people are in great demand...

This is the belief of scientist and author Thomas G. West.

Thomas West states the education system, so intent in its focus upon the clerical skills of reading, spelling, counting, memorising for several hundred years, must alter its direction to meet the demands of a society with a greater emphasis upon the visual approaches at the forefront of today's world.

Dyslexic people are the very ones more likely to possess such visual talents and yet they are the people discriminated against in our education system.

**The special advantages of dyslexics ... may be the same pattern of traits that has long caused so much difficulty for visually oriented dyslexics in traditionally verbally oriented educational systems**

Thomas West is the author of three books: *In the Mind's Eye*, *Thinking Like Einstein* and *Seeing What Others Cannot See*.



Thomas G. West of Washington DC

The photo below, showing in quite visual form, West's three books, was taken at the Embrace Dyslexia Seminar in Singapore.

In addressing a group of young dyslexic students Thomas West said:

"We need to develop a new series of tests where the dyslexics will get the top score and the non-dyslexics will get the bottom score."

I had not been sure how many had been paying close attention. But to my surprise, my assertion

brought spontaneous and enthusiastic applause.

Their reaction tells us a lot about what they have been through – and how much they hunger for recognition of the things that they can do well.

Thomas states "some of the most original thinkers in the physical sciences, engineering, mathematics... have relied heavily on visual modes of thought, employing images instead of words and numbers."

**Certain visual-spatial abilities often found among dyslexics may come to confer special advantages in those fields which will rely more heavily on visual approaches and techniques**

These same great thinkers often suffered learning difficulties at school in literacy, numeracy, attention, speaking and memory

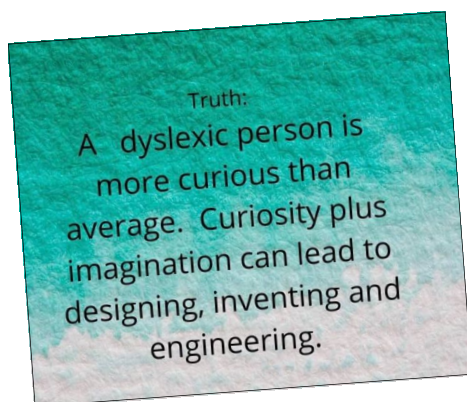
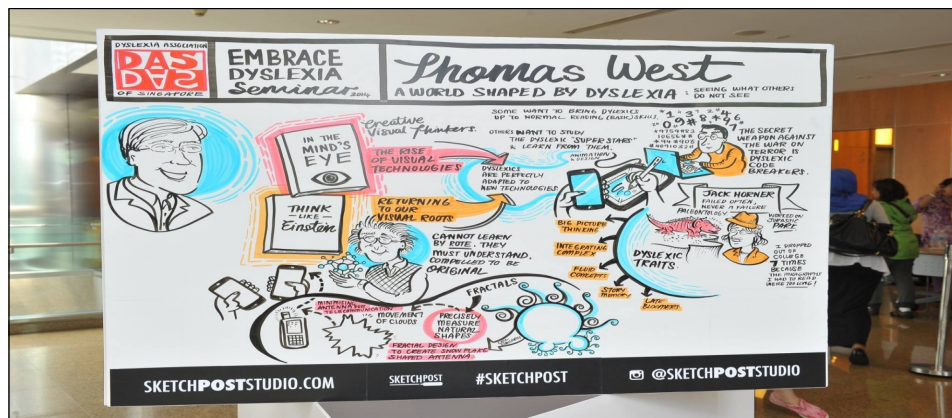
Thomas West's observations certainly match in with the experience of providers of a visual approach to the resolving dyslexia difficulties when we see them develop and succeed in their chosen areas matching their creative skills.

West says the education system must move towards Leonardo Da Vinci's tendency to investigate and analyse through visualisation.

To learn by doing rather than reading; by seeing and experimenting rather than following memorised algorithms and routines.

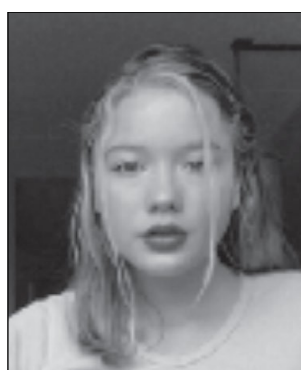
Thomas G. West's Facebook page can be reached by going to <https://www.facebook.com/thomasgwest>

**Visually oriented dyslexics may be in an increasingly favourable position career wise in future years**



Davis Facilitator Cheryl Rodrigues, Creative Solutions, San Jose, California, received this lovely note from a past client from many years ago:

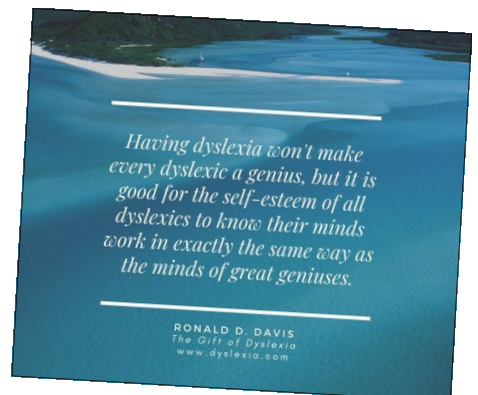
"My name is Caitlin, and I'm eighteen years old. From a young age, I struggled with focus and reading. School became harder and harder for me, as each year came. My parents were hesitant to immediately put me on medications and began to explore some alternative



Caitlin: Struggled with dyslexia

options. That is when we were introduced to Cheryl Rodrigues and the Davis Reading Program for Young Learners.

She introduced me to new and creative tools that helped improve not only my reading skills, but also my comprehension of the material I was reading. She created fun and unique approaches to help me better understand math, English, and science. I kept working with her even throughout high school. Under her care, I have written a published poem, many highly graded essays, and given numerous exceptional presentations. I believe she has not only improved my overall under-



standing, but also my work ethic. She was always positive, encouraging, and compassionate. Most of all, she was effective. I sincerely have learned 'creative solutions' to the problems I used to face. I am now confident in my reading, writing, and comprehension skills. Presently, I am pursuing a Bachelor's Degree in Sociology and a Master's Degree after that, with hopes of one day becoming a social worker!"

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