

TEXT OBJECT - DYSLLEXIA -

While I was at Shelton I learned a few things about reading and writing. For example I am easily overwhelmed when it comes to a large amount of text, like a long chapter in a text book, a novel with tiny font, 30 pages to read in a short amount of time, or even a long articles with no breaks.

THE FONT OF THE TEXT CAN EFFECT MY READING SPEED AND READING QUALITY. FOR EXAMPLE I CAN READ TEXT UPSIDE DOWN FASTER THAN I CAN RIGHT SIDE UP, FONT THAT HAS A LOW, OR HEAVY BASE TO EACH LETTER CAN HELP BECAUSE IT CLEARLY DEFINES EACH LETTER. THE COLOR OF THE FONT AND THE COLOR OF THE PAPER/BACKGROUND ALSO CAN EFFECT THAT ANYONE, LEARNING DIFFERENT (LD) OR NOT, WHEN THEY READ. WHEN READING A NOVEL OR TEXT BOOK I PREFER THE PAPER TO HAVE AN OFF WHITE TO TAN PAGES COLOR WITH BLACK FONT. THE CONTRAST ISN'T AS EXTREME AS BLACK FONT ON A WHITE BACKGROUND. BY USING DIFFERENT FONTS I HOPE YOU CAN SEE/READ THE DIFFERENCE THAT I'M DEMONSTRATING.

My name is Sarah Hardey. I was diagnosed with **Dyslexia** when was in 1st grade. I started at St. Monica Catholic School, then after being diagnosed I transferred to Preston Hollow Presbyterian School for my 2nd grade year, and then I was transferred to a school called **Shelton**, which specializes in helping children with Learning Disabilities (LD), like Dyslexia, to succeed in school. I **graduated** from Shelton, and an A-B average in **2007** and then I went to **Brookhaven** Community College, receiving my **Associates Degree** in fine art. In the summer of 2011 I **transferred** to **UT at Dallas** and enrolled in the **A TEC** (Art and Technology) program. After a year of that I changed my major to **EMAC** (Emerging Media and Communication). I will be graduating in the **Fall** of **2013**.

Graduating is a huge deal for me. I was told, earlier in my academic years, that I would never get to college and that I would never any good at anything that involved reading, writing, and/or other skills that are used in every day life. Luckily, I have my mother's determination and my father's stubbornness...needless to day there was no way in hell I was going to fail. I wanted to prove all of them wrong! That doesn't mean I had it easy. I had to work extra hard to get to where I am today. I didn't sleep much in high school because I would be too stressed or I just would have too much homework to do. A simple assignment would take me 3x longer than someone who did not have LD. What got me through it all I played sports all year around and I was in drama. Needless to say I was a busy girl that refused to stop pushing myself, there was nothing that could make me stop. Everyone said I should do less and even quit...it's just not in my nature to give up.

I won't lie, my last semesters at UTD have been very challenging, there have been a few (more than a few) nights when I just broke down and cried because I didn't understand the material or I just got so overwhelmed by the amount of reading I had to do. But by May (2013) the worst will be over, with only my capstone, it's a semester long project that is proof that I learned valuable skills in the EMAC program, in the fall 2013.

FOR MY CAPSTONE I WANT TO CREATE A WEBSITE THAT IS FOR STUDENTS WITH LD, THEIR PARENTS, AND TEACHERS/TUTORS. IT WILL BE A PLACE TO LEARN MORE ABOUT ALL THE DIFFERENT TYPES OF LD, TIPS AND TRICKS THAT CAN HELP AN LD GET THROUGH SCHOOL SUCCESSFULLY, INTERVIEWS AND SUCCESS STORIES OF REAL LD PEOPLE, AS WELL AS BUILD AN ONLINE COMMUNITY FOR EVERYONE TO INTERACT AND TALK TO EACH

differently than you!

(LD), after all we're not disabled, we still learn, its just a little

describes Learning Disabilities and learn to say "Learning Differences"

Most importantly I want everyone change the way people think and

remind them that they can accomplish anything they set their mind to.

Shelton. I want to teach them ways to become better students and

I want to give back to kids that didn't get the privileges that I did at

