



**Digital Commons@**

Loyola Marymount University  
LMU Loyola Law School

---

Honors Thesis

Honors Program

---

5-5-2023

## READ Like a Dyslexic Sort of...

Margaret Prost  
mprost@lion.lmu.edu

Follow this and additional works at: <https://digitalcommons.lmu.edu/honors-thesis>



Part of the [Book and Paper Commons](#), [Graphic Design Commons](#), [Illustration Commons](#), and the [Sculpture Commons](#)

---

### Recommended Citation

Prost, Margaret, "READ Like a Dyslexic Sort of..." (2023). *Honors Thesis*. 468.  
<https://digitalcommons.lmu.edu/honors-thesis/468>

This Honors Thesis is brought to you for free and open access by the Honors Program at Digital Commons @ Loyola Marymount University and Loyola Law School. It has been accepted for inclusion in Honors Thesis by an authorized administrator of Digital Commons@Loyola Marymount University and Loyola Law School. For more information, please contact [digitalcommons@lmu.edu](mailto:digitalcommons@lmu.edu).



**Loyola Marymount University**  
**University Honors**  
**Program**

# **READ Like a Dyslexic Sort of...**

A thesis submitted in partial satisfaction  
of the requirements of the University Honors Program  
of Loyola Marymount University

by

**Margaret Prost**

**May 5, 2023**

## **Artist's Statement**

Margaret Prost is an artist and designer from Chapel Hill, North Carolina. She is currently a senior undergraduate student at Loyola Marymount University in Los Angeles, California. From the moment she could hold a crayon, Prost was creating art. Throughout high school, she became passionate about understanding learning differences. As someone with learning differences, she feels the need to stand up for herself and others because of the mistreatment she endured while attending a less than progressive private Christian high school. Using emotional abstract and surrealist art, Prost paved an easier-traveled path for students with differences to follow. During her college career at LMU, Prost continues to advocate for herself and has found a particular interest in creating a productive and supportive environment for people with learning differences. She turns her class assignments into social statement pieces and presents her work as a call to justice. Her Senior Design Thesis Capstone project centers around her experience as a young adult with dyslexia. After graduating with her Bachelor of Arts, Prost plans to continue her work with dyslexia and art while pursuing a Master of Arts with intent to be a Professor of Arts.

## **Exhibition Statement**

READ is an interactive art exhibition created by artist and designer, Margaret Prost. Prompted by the neon sign, the audience is encouraged to pick up *READ Like a Dyslexic Sort of...* and enjoy the lighthearted presentation of a beginner's guide to dyslexia. With its simple yet selective choice of words, *READ Like a Dyslexic Sort of...* is reminiscent of a children's book — something you would have read when first learning the “dos and don'ts” of society. It is a manual for understanding dyslexia and is meant to evoke a sense of curious kinship with dyslexic people rather than an immediate ostracization.

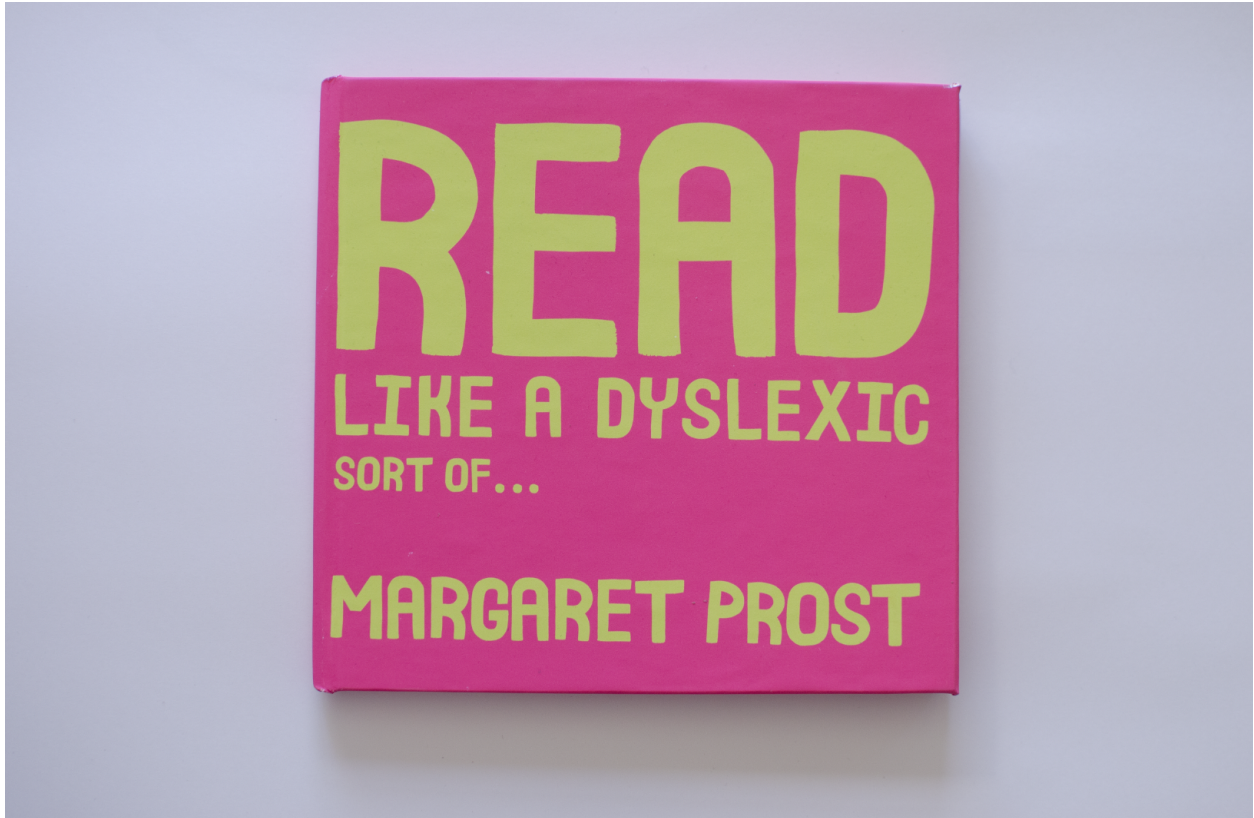
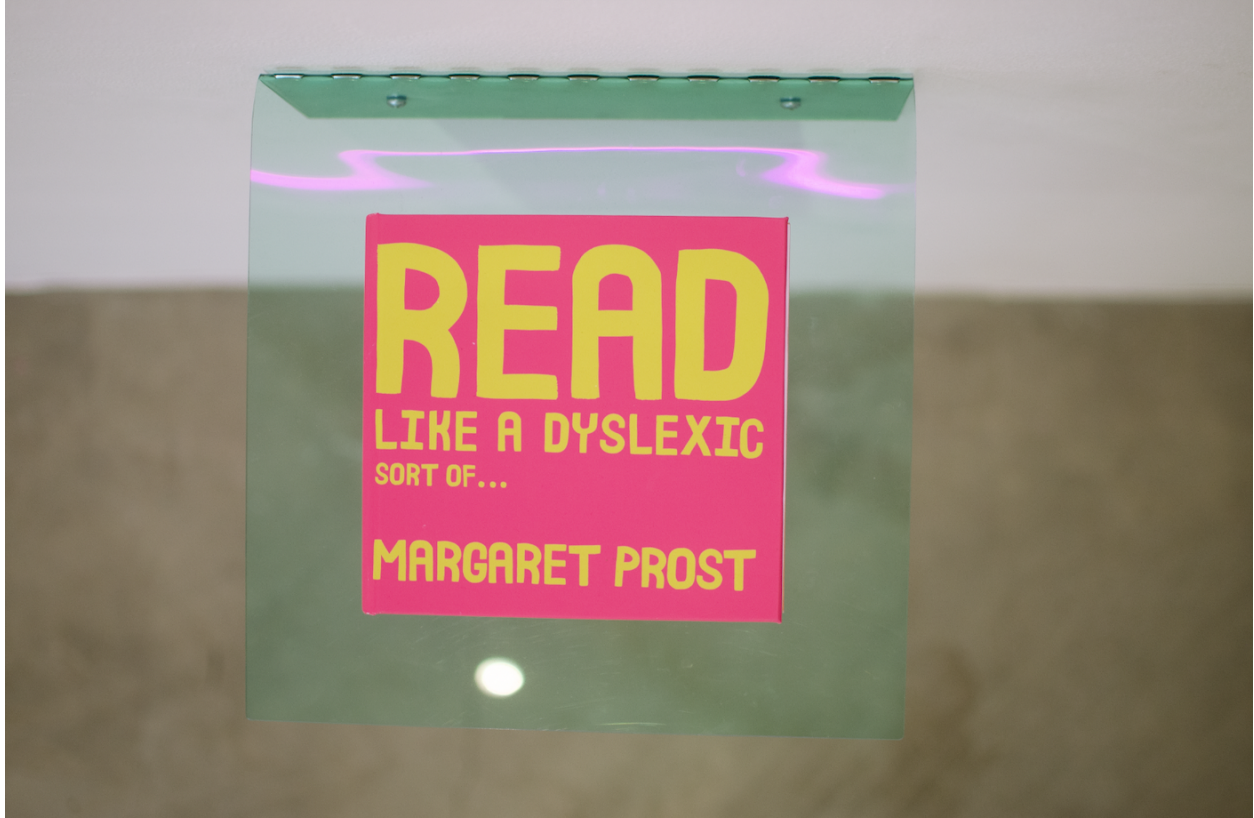
Materials for book: Adobe Illustrator, paper, chipboard, thread

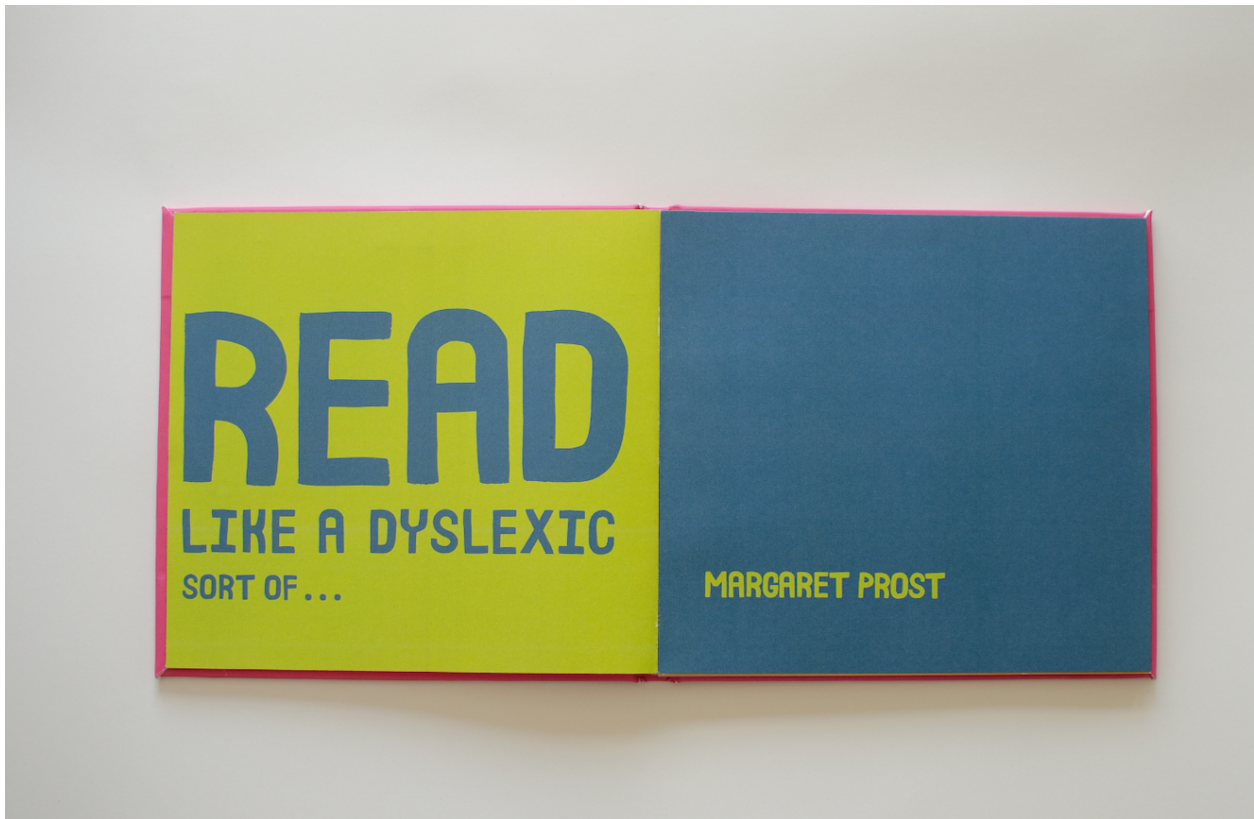
Materials for sign: Plexiglass sheets, plexiglass rods, LED light strip









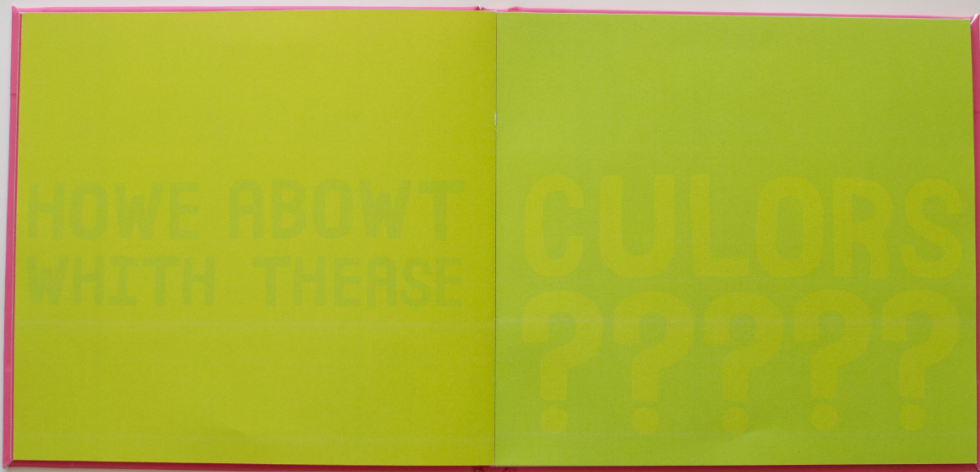




**KAN YOO**  
**REDE THISS?**

**HOWE**  
**ABOWT**  
**THISS...**

**HEY,** MY NAME IS  
**MARGARET** AND I'M  
**CIXELSYD**



**LET'S  
TRY** **SOMETHING  
NEW**

**WHEN  
I SAY** **GO,**

SET A  
**TIMER**  
FOR

**FOURTY  
SECONDS**

AND  
**READ**  
THE

**FOLLOWING  
PASSAGE...**

**OUT  
LOUD** AT A  
**NORMAL  
PACE**

AND MAKE A  
**MENTAL  
NOTE** OF HOW FAR  
**YOU GET**

READY,  
SET,  
GO!

WHEN I WAS IN HIGH SCHOOL, I HAD TO TAKE MANY TESTS. AS ALL HIGH SCHOOLERS DO, THE TESTS I  
LOATHED MOST WERE MATH TESTS. I DID NOT HATE THEM BECAUSE I WAS BAD AT MATH. I WAS NATURALLY  
VERY GOOD AT MATH. I HATED MATH TESTS BECAUSE I HAD TO QUICKLY CHECK EVERY NUMBER I WROTE  
DOWN. EVERY TIME I COPIED A NUMBER FROM MY TEST PAPER ONTO A SCRATCH PIECE OF PAPER TO SOLVE  
THE EQUATION, I HAD TO READ IT FORWARD ON MY TEST PAPER, THEN WRITE IT DOWN FORWARD ON MY  
SCRATCH PAPER. THEN I WOULD READ IT FORWARD ON BOTH PAPERS, THEN I WOULD READ IT BACKWARDS ON  
MY TEST PAPER AND THEN READ IT BACKWARDS ON MY SCRATCH PAPER. THEN I WOULD READ IT FORWARD  
ON BOTH PAPERS AGAIN, AND THEN I WOULD READ IT BACKWARDS ON BOTH PAPERS AGAIN. I WOULD REPEAT  
THIS PROCESS AT LEAST THREE OR FOUR TIMES BEFORE I WAS CONFIDENT THAT I HAD, IN FACT, WRITTEN  
DOWN THE CORRECT NUMBER. I WOULD DO THIS FOR EVERY SINGLE NUMBER I HAD TO WRITE DOWN.

YOU SEE, IF I DID NOT GO THROUGH THIS PROLONGED PROCESS EVERY TIME I COPIED A NUMBER, I WAS SURE  
TO SWITCH THE NUMBERS AROUND IN MY HEAD BEFORE THEY GOT TO THE PAPER. THE PROBLEM WAS THAT,  
TO MY DYSPLEXIC BRAIN, THE SWITCHED NUMBERS LOOKED THE SAME TO ME AS THE NOT SWITCHED  
NUMBERS. THE NUMBER FORTY SIX WOULD LOOK THE SAME TO ME AS THE NUMBER SIXTY FOUR. I WOULD  
THINK NOTHING OF IT, AND SO I DEvised THE QUADRUPLE CHECK METHOD. THE ONLY PROBLEM WAS THAT  
THIS METHOD ALSO MADE THE TEST TAKE A QUADRUPLE AMOUNT OF TIME BECAUSE I AM DYSPLEXIC AND  
BECAUSE IT WAS MY DYSPLEXIA THAT WAS MAKING MY MATH TESTS TAKE SO LONG, I WAS APPROVED BY  
THE SCHOOL FOR EXTENDED TIME ON TESTS. I WAS ALLOWED TO TAKE DOUBLE THE AMOUNT OF TIME THAT  
THE OTHER STUDENTS WERE ALLOWED TO TAKE. WITH THIS AMOUNT OF TIME, I WAS ABLE TO FINISH MY  
TESTS WHILE STILL QUADRUPLE CHECKING EVERYTHING THAT MY DYSPLEXIC BRAIN SKETCHED AROUND.

MOST OF MY TEACHERS UNDERSTOOD WHY I NEEDED THE EXTRA TIME AND QUICKLY GAVE IT TO ME WITHOUT  
QUESTION. BUT I HAD THIS ONE MATH TEACHER. I WILL CALL HER MRS. BLOOM, WHO WAS A VERY SWEET OLD  
LADY WHO WORE BRIGHT RED GLASSES AND FLORA DRESSES. NO MATTER HOW I EXPLAINED IT TO HER, MRS.  
BLOOM COULD NOT UNDERSTAND THAT I NEEDED THE EXTRA TIME BECAUSE MY BRAIN WORKED DIFFERENTLY.  
I HAD TO EXPLAIN TO HER THAT I WAS NOT GETTING EXTRA TIME BECAUSE I WAS BAD AT MATH. I WAS  
GOOD AT MATH. I WAS GETTING THE EXTRA TIME BECAUSE MY DYSPLEXIA MADE IT HARD TO COPY NUMBERS  
DOWN IN THE FIRST PLACE. I COULD SEE MY TEST. I TOOK SO LONG AS I HAD ENOUGH TIME TO QUADRUPLE  
CHECK MY NUMBERS.

ONE DAY, I WAS TAKING A MATH TEST WHERE ALL THE STUDENTS WERE ALLOWED ONE HOUR TO COMPLETE IT.  
BECAUSE OF MY ACCOMMODATION, I WAS ALLOWED TO TAKE TWO HOURS TO COMPLETE IT. IT IS NEEDED AT  
THE END OF THE FIRST HOUR, MRS. BLOOM TRIED TO TAKE MY TEST AWAY. I TOLD HER THAT I COULD HAVE  
AN EXTRA HOUR. SHE TOLD ME THAT TO TAKE AN EXTRA HOUR WOULD BE CHEATING AND UNFAIR TO THE  
OTHER STUDENTS. I PROMPTLY RESPONDED THAT I HAD DYSPLEXIA, AND SO I NEEDED THE EXTRA HOUR AS AN  
AID TO MY BRAIN. A DIFFERENT GRADE REQUIRED A DIFFERENT AMOUNT OF TIME.

WHEN SHE STILL INSISTED THAT I TURN IN THE TEST, I MADE AN APPOINTMENT FOR HER. I SAID, "MRS. BLOOM,  
YOU MIGHT NOT BE ABLE TO SEE MY DIFFERENCE. LOOK, YOU MIGHT BE ABLE TO SEE OTHER PEOPLE'S DIFFER-  
ENCES, BUT THAT DOES NOT MEAN THAT I DO NOT HAVE A DIFFERENCE. FOR EXAMPLE, YOU WILL HAVE TO  
CHECK MY TEST, RIGHT? IN ORDER TO DO THAT, YOU WILL HAVE TO READ THE NUMBERS ON THIS TEST IN  
THE SMALL FONT THAT YOU USED TO WRITE THE TEST, AND YOU WILL DEFINITELY NEED YOUR GLASSES TO  
READ MY TINY HANDWRITTEN NUMBERS. CORRECT? WELL, YOUR EYES LOOK PERFECTLY FINE TO ME. WHY  
DON'T I JUST HOLD ONTO THOSE GLASSES FOR YOU WHILE YOU CHECK MY TEST? YOU MIGHT HAVE TO SCRAPE  
MY TEST ONTO THE COMPUTER AND THEN ZOOM IN ON EACH NUMBER TO READ MY NUMBERS, BUT YOU CAN  
STILL DO IT. IT WILL PROBABLY TAKE A LOT LONGER THAN IT WOULD TAKE IF YOU WERE WEARING YOUR  
GLASSES, BUT THAT WOULD BE UNFAIR TO ALL THE OTHER TEACHERS WHO DO IT WITHOUT GLASSES.  
BECAUSE, AS I SAID, YOUR EYES LOOK PERFECTLY FINE TO ME. MRS. BLOOM THEN GAVE ME THAT SECOND  
HOUR TO COMPLETE MY TEST."

**HOW DID  
YOU DO?**

**DYSLEXICS  
READ UP TO  
FIVE TIMES  
SLOWER  
THAN THE  
NON DYSLEXIC  
READER**

THE PASSAGE YOU JUST READ WAS

**FIVE  
TIMES**

THE AMOUNT OF WORDS

THAT A

**NON DYSLEXIC**

READER

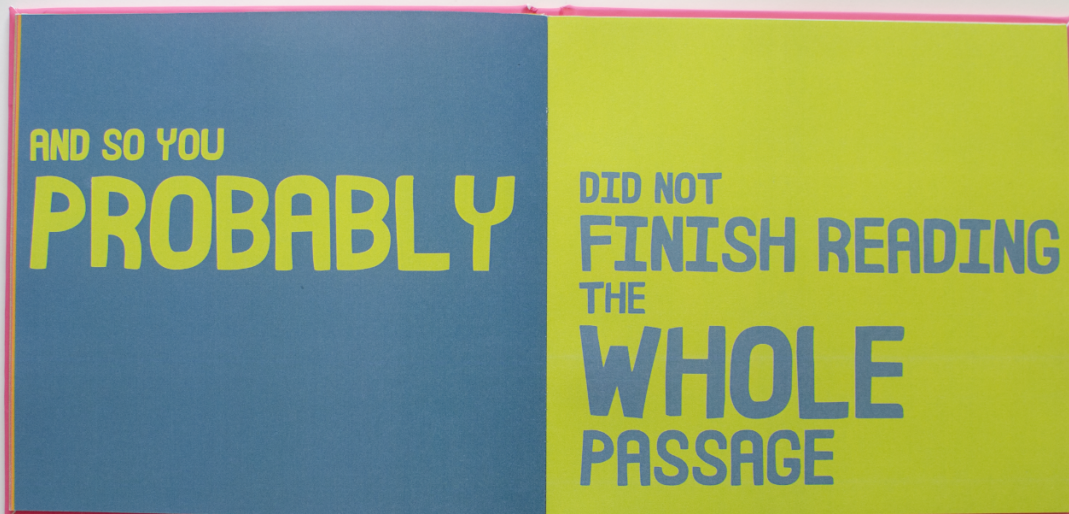
CAN READ IN FOURTY SECONDS

SO,  
PROPORTIONALLY,  
YOU JUST  
**READ** AT THE

RATE OF A

**DYSLEXIC  
READER**





**DYSLEXICS**  
ARE STILL  
**EXPECTED**  
TO READ AS  
**FAST** AS  
**NON DYSLEXICS**

**ESPECIALLY**  
AT A  
**YOUNG AGE**

IT CAN BE  
**FRUSTRATING**  
TO BE  
**DYSLEXIC**  
IN A WORLD WHERE

YOU ARE EXPECTED TO BE  
**LIKE**  
**EVERYONE**  
**ELSE**

BUT THERE IS  
**NOTHING  
WRONG**

WITH BEING  
**DYSLEXIC**

IT JUST MEANS THAT OUR  
**BRAINS**

**WORK  
DIFFERENTLY**

**DYSLEXICS TEND TO BE**

**MORE CREATIVE**

**MORE**

**INTUITIVE**

**BETTER**  
**PROBLEM SOLVERS**

**AND...**

**JUST AS  
CAPABLE** **AS  
EVERYONE  
ELSE**

**DYSLEXIA  
IS A PART OF** **WHO  
I AM**

**I AM  
PROUD  
TO BE...**

**DYSL EXIC**

**A FRUSTRATING  
BEGINNER'S  
GUIDE TO  
UNDERSTANDING  
DYSLEXIA**