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The International DYSLEXIA Association

Northern Ohio Branch
Formerly The Orton Dyslexia Society

NEWSLETTER

September 2011

Dyslexia moves to Ohio Senate

By Stephanie M. Gordon, M.A., Fellow, Academy of Orton Gillingham Practitioners & Educators;
NOBIDA Advisory Council Member



NOBIDA Advisory Council Member Stephanie Gordon (left) with Rep. Ted Celeste and COBIDA President Charlotte Andrist.

House Bill 96, House Bill 157

The Ohio Senate now holds the lifeline for both HB 96 and HB 157. With bipartisan support, both bills passed the House of Representatives, thanks to the political contacts, energies, and efforts of Rep. Andy Brenner, Rep. Ted Celeste, Rep. Tom Letson, Rep. Kurt Schuring, Chancellor Jim Petro, advocate Janis Mitchell, and the swell of supporters like you who testified before the House Education Committee, attended the Education Committee meetings in Columbus, and phoned and e-mailed your House representatives in support of the passage of both bills. NOW WE START ALL OVER AGAIN IN THE SENATE!

The news as of the date of this publication is that the House reps are in the process of grouping senators to sponsor HB 96 and HB 157. We are advised that our opposition is growing. No time to lose! Go, Go, GO to the Ohio Senate website (www.ohiosenate.gov). When you find your senator, e-mail, phone, and/or make an appointment to tell your story, and request his/her support and vote for both bills. Ask that s/he become a co-sponsor when

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Letter from NOBIDA First Vice President

Dear NOBIDA Members:

Congratulations to Larry Orrach, President of the Northern Ohio Branch of the International Dyslexia Association. He recently retired as Director of Curriculum and Instruction for Bay Village City Schools. However, he started a new position as a Consultant with McGraw Hill Publishing company in August. We are honored to have Larry Orrach on our team promoting and organizing a strong collaboration among local school districts to train teachers. Helping teachers to learn how to teach students with dyslexia is Larry's passion. Due to his transition Larry asked me, as first Vice President, to write this issue's President's Letter for our branch newsletter. My goal is to update our readers on forthcoming events and encourage you to support dyslexia awareness.

The International Dyslexia Association is the oldest professional society dedicated to the study, research, and treatment of dyslexia and related language-based learning differences, with nearly 8,000 members in the United States, Canada, and abroad. We serve individuals with dyslexia, their families, and the professionals in the field—educators, researchers, speech-language pathologists, and others—who serve them.

The NOBIDA would like to invite you to IDA's 62nd Annual Conference, held in Chicago on November 9-12. Reading, Literacy and Learning is the conference focus. Personally, I invite you to take this opportunity to educate yourself on the most recent dyslexia research. Your three-day experience will allow you to enhance your understanding of dyslexia and enable you to help your learners thrive. I urge you to clear your calendar and register online at www.interdys.org. I would love to see you in "The Windy City."

I encourage you to become a member of IDA and NOBIDA. Membership

will enable you to have access to all IDA and NOBIDA resources and to participate in events where you can meet professionals and families who are interested in dyslexia. Our relationships in the community are increasing due to the passion and endless work of our board members. I would like to share with you the events that we have on the calendar.

On **Thursday, September 22**, there will be a Board of Directors meeting at Lawrence School.

On **Wednesday, October 5**, please join us at the Ohio Statehouse in Columbus for the Third Annual Dyslexia Rally. Our goal is to support legislation to help students with dyslexia in Ohio.

On **Thursday, October 6**, Laurel School in Shaker Heights is hosting Walk in the Shoes of a Dyslexic: A Simulation. This event simulates how a learner with dyslexia feels daily and encourages empathic understanding of what it means to have dyslexia. For additional information, go to www.nobida.org. Please promote this event to parents, educators, and school administrators.

On **Sunday, October 23**, Lawrence Upper School in Sagamore Hills is hosting our first ever Dyslexia Dash and Individual 5K and Team Prediction Run. One cross-county team will earn a \$500 scholarship for their school's Academic Services Department and five Read and Write Gold mobile units. A team consists of three runners. My personal favorite part of the event is the Team Prediction Run for individuals and teams. The school

cross-county team that comes closest to finishing within its combined prediction time will win! Contact your high school cross-county team and rally your school's involvement. Interested participants may visit www.lawrenceschool.org to further their involvement.

Friday, March 9, 2012 is our annual Symposium. This year's theme is Dyslexia, Diversity, and the Future. We are pleased to announce our symposium is at the Bertram Inn in Aurora. The symposium and a fundraising dinner Thursday night March 8 will feature Gordon F. Sherman and Dee Rosenberg. Save the date for this special event.

Thanks to all supporters, teachers, parents, and professionals who take the challenge to build awareness and compassion for learners who have dyslexia.

Best regards,

Mary Jo O'Neill, M. Ed.

NOBIDA First Vice President



Dyslexia moves to Ohio Senate...

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co-sponsors are requested in the Senate. Make a local appointment by calling your senator's aide in Columbus (phone numbers are on the website).

Add these influential senators to your must contact list as they steer the passage of the bills through the Ohio Senate: Sen. Jim Hughes (R, SD 16), Sen. Jason Wilson (D, SK 30) (assistant minority whip and sponsor), Sen. Thomas Niehaus (R, SD 14) (Senate president), Sen. Capri Cafaro (D, SD 32) (minority leader), Sen. Peggy Lehner (R, SK 6) (chair of the Education Committee), Sen. Gayle Manning (R, SD 32) (vice-chair of the Education Committee). Make dyslexia a sensory experience for our senate leaders.

Enlighten and educate them electronically by downloading and e-mailing them the Facts about Dyslexia sheet from the International Dyslexia Association website (www.interdys.org). Tell them your own emotional and

personal story. Stress the importance of the passage of HB 96 which brings Ohio in line with IDEA, the federal law that recognizes dyslexia as a specific learning disability, and which requires the Superintendent of Public Instruction to establish a pilot project to test the delivery of early screening and intervention services for children with dyslexia. Stress the importance of the passage of HB 157 which encourages the governing board of any Educational Service Center to engage the services of a dyslexia specialist to provide training for teachers in grades kindergarten to four on the indicators of dyslexia and the types of instruction that children with dyslexia need to learn, read, write, and spell.

October is Dyslexia Month – Ohio Recognition

October is federally recognized as Dyslexia Month. Rep. Andy Brenner (R, HD 2) and Rep. Ted Celeste (D, HD 24), who co-sponsored the successful passage of HB 96 through the House Education Committee and the House of Representatives, are working on a house

bill to recognize October as Ohio Dyslexia Month. As of the date of this publication, the plan is to introduce the house bill in September. Phone or e-mail your House representatives (www.house.state.oh.us) to encourage their support and vote for the house bill to make October Ohio Dyslexia Month.

October 5 – 3rd Ohio Dyslexia Awareness Rally – Columbus

Our 3rd Dyslexia Awareness Rally will be held on the south lawn of the Ohio Statehouse in Columbus on Wednesday, October 5, 2011 from 10:30 a.m. to 1:00 p.m. Your presence counts – numbers equate to recognition. Bring supporters and bring your children. Our rally's aim is to draw political, public, and media attention to the support of dyslexia education in Ohio and to the passage of HB 96 and HB 157. Plan ahead by making an appointment with your senator's aide so you can meet with your senate representative before you come to Columbus for the rally. Finally, be aware of the powerful message when your senator meets your child with dyslexia! ■

Singapore Mathematics Program Review

By Sandy Lieberman, National Board Certified Teacher, Educational Consultant

Singapore Math is the only curriculum to consistently place in the top three programs in the Trends in International Mathematics and Science Study (TIMSS). TIMSS compares students in grade four from 36 countries and students in grade eight from 48 countries. The latest report placed Singapore second in the fourth grade study and third in the 8th grade study, well ahead of the United States in both categories (nces.ed.gov/timss/results07.asp).

This program is based on the elementary and middle school mathematics framework for the national curriculum of Singapore. In 2003, it was adapted for the United States by SingaporeMath.com. In 2009, Great Source and Frank Schaffer released their own programs based on this methodology.

When I looked at the placement test I was very impressed (www.singaporemath.com/Placement_Test_s/86.htm). The expectations were high in areas where I see many U.S. students experiencing

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Sandy Lieberman



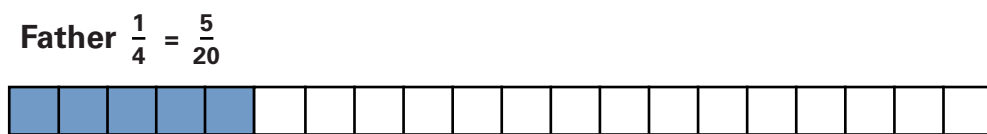
difficulty. I wanted to learn how the Singapore method teaches students to problem solve, develop fluency in mental math, understand geometric concepts, and convert measurements. In Singapore Math greater depth and less breadth is given to each topic. Mastery is expected. There is no Singapore teacher training in Ohio, so I went to Palo Alto, California to learn this program. To be successful with this method, a teacher must have a strong math background and be comfortable with non-traditional methods.

Students go from the concrete to the abstract through an intermediary pictorial stage. Mathematical reasoning is emphasized, rather than memorizing algorithms. This is a great bridge to algebraic thinking. It teaches students to internalize mathematical properties and build mental fluency. The presentation of the instruction is concise. Students with weak reading skills benefit from this direct simplicity. Examples are presented and incrementally developed until students are using several concepts to solve difficult multi-step problems. Students gain a great understanding about fractions and percents. I like teaching this way because it makes me visualize problems rather than simply setting them up algebraically.

This is a 4th grade problem:

$\frac{5}{8}$ of Ken's weight is equal to $\frac{1}{4}$ of his father's weight. If their total weight is 280 lbs., how much does Ken weight?

To get $\frac{5}{8}$, the model for Ken's weight is divided into 8 equal parts and 5 are shaded.



1 big unit is drawn (equal to five units of Ken's) to stand for $\frac{1}{4}$ of his father's weight.

This big unit is divided into 5 smaller units identical to Ken's $\frac{5}{8}$.

The model for the father's weight is completed by adding 3 more big units and dividing each unit into 5 smaller units.

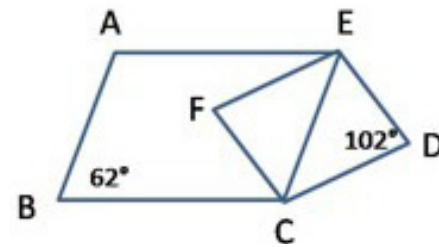
The total number of smaller units for father and son are 28.

If 28 units = 280 lbs., then 1 unit = 10 lbs., and 8 units equals 80 lbs. Ken's weight is 80 lbs.

The 6th level has students solving geometry problems such as:

In the figure ABCE and CDEF are rhombuses.

Find the size of the angle AEF.



Students are taught to quickly find equivalent measures for

0.5 gallons = ___ quarts

3.5 pounds = ___ ounces

0.49 liters = ___ milliliters

7.5 feet = ___ feet ___ inches

I enjoy seeing my students develop flexible thinking. They are not simply memorizing an algorithm. I show "Singapore techniques" to older students preparing for the SATs and OGTs. Rather than fretting about "the formula," students are able to visualize the problem, break it down, and reason through the steps in their own way. Using this method the student can determine if his answer is reasonable. The Singapore math approach can be used as a supplement to any math program. ■



Second Dyslexia Rally

A Call for Unity



Stephanie Gordon at 2nd Dyslexia Rally

By Stephanie Gordon

Memories of the 2nd Dyslexia Awareness Rally in Columbus on October 6, 2010 linger...smiling faces of fourth and fifth graders from Marburn Academy, girls in orchid plaid jumpers, boys in crisp white shirts and dark pants...the blank eyes of a nine year old...and the heart-wrenching testimonials given by a fifty-year-old woman and thirteen-year-old Emily. My purpose became clearer: to share the joy of children learning to read and the need to continue working for those whose stories wrench my heart. The smiling faces belonged to children being serviced at a private school using systematic, explicit, research-based instruction while the sad faces belonged to those being let down by the public schools. Rep. Ted Celeste, who spent time talking with the fourth and fifth graders, is co-sponsoring House

Bill 572 with Rep. William Batchelder (who was introduced by Board member Carol Perry) which recognizes dyslexia as a learning disability and establishes a 3-year pilot project to provide early screening and intervention services for children through three separate partnerships, each between a school district and regional library or library system. Board member Rebecca Tolson introduced Sen. Kirk Schuring, who urged us to send our supporting letters and testimonials to representatives in both the Ohio House and Senate. Schuring is sponsoring Senate Bill 308 which provides for the governing board of any

educational service center to engage the services of a dyslexia specialist to provide training to a school district or a school as part of the district's or school's regular in-service training programs.*

Todd, the nine year old, came to the Dyslexia Rally with his mother, who was desperate for services for her son. Todd is old enough to know he has a problem. His mom, also dyslexic, came for guidance since she is getting nowhere with the public school and cannot afford to pay the tuition to send Todd to private school. I led her to the table manned by NOB Advisory Council member Pam Kanfer and others from Central Ohio and Ohio Valley. The table was piled with IDA information on dyslexia, membership fliers, petitions, and sample letters. Mom learned how she could get books for Todd when she visited the table of RFB&D – Recording for the Blind & Dyslexic (now called Learning Ally) a tremendous resource for our population. Todd is on a two-year waiting list for the Masonic Learning Center program, but his mom learned

more by visiting their table assisted by member Norma Martin. Board members Gretchen Walsh and Mary Jo O'Neill assured the teens and their parents in the crowd that they can be successful when colleges provide for students who learn differently. Later Todd and his mom attended the Dyslexia Simulation that Advisory Council members Ellen Brick and Sr. Marcia Kiser and Board member

Tammy Alexander presented.

NOB President Larry Orrach was master of ceremonies. After the representatives spoke, Larry invited those with testimonials to the microphone. The

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“
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Second Dyslexia Rally...

saddest testimonial came from a woman who said she was fifty years old, mother of two, divorced and jobless, who never learned to read. She cried out for help. Much to my relief, when this Columbus woman finished and descended the steps, Charlotte Andrist, President of Central Ohio Branch, approached her. Maybe there is still hope. However, it was thirteen-year-old Emily Long who brought me to tears as she, in a quivering voice, read her poem, "The Monster."

"I sit and stare at my paper...the word forming a dance upon my page..."

The Legislative Committee, represented by members from Northern Ohio, Central Ohio, and Ohio Valley branches of IDA, wrote a wish list for inclusion in the bill: assessment, prevention, and remediation for students with dyslexia; systematic and explicit reading instruction taught by teachers adequately trained; professional development for teachers and qualified tutors; university preparation of teachers educated about dyslexia, and research methodology that works. The sponsors of the present bi-partisan bills assure us that because there is no money to finance our broad program, we need to start small and prove ourselves with pilot programs. Our work has just begun and the purpose of our rallies is to show in bodies that we are many in our fight for legislation that will give Todd the chance to learn how to read that the 50 year old never had. Keep writing your testimonials and asking for support of the bills.

**After the 2010 elections, both bills were reintroduced to the House Education Committee and passed by the 129th House of Representatives. H.B. 572 became H.B. 96, co-sponsored by Rep. Ted Celeste (D) and Rep. Andy Brenner (R). S.B. 308 became H.B. 157, co-sponsored by Rep. Kirk Schuring (R) and Rep. Tom Letson (D). Both H.B. 96 and H.B. 157 are now sitting in the Senate Education Committee and waiting for its Chair, Peggy Lehner (R), to place the bills on the committee agenda for the first of three hearings before a vote. Now please GO to www.ohiosenate.gov, find the names, e-mail addresses, and phone numbers of the members on the Education Committee, and send/tell them your story stressing the urgency of the passage of H.B. 96 and H.B. 157. Ask them to hear both bills, vote for them, then send them to the Senate floor for a vote. You will need to prepare your own senator to vote for the bills before the bills come before the whole Senate, Find him/her on the Ohio Senate website (you will need your zip code + 4-digit extension), educate him/her about dyslexia, your story, and the urgency of the passage of both bills. Ask him/her to represent your voice and vote for both bills. Make an appointment to meet with your state senator when you come to our 3rd Dyslexia Awareness Rally at the Statehouse on October 5. Offer to take your senator to the Rally! Mark your calendar! ■*



Board member Trish Harping and Bill Poynter, presenters of "Visualization and Verbalization for Language Comprehension and Thinking," one of the many workshops hosted by NOBIDA over the summer of 2011



2nd Dyslexia Rally
From left: NOBIDA Advisory Council members Stephanie Gordon and Sister Marcia Kiser, Emily Long, Emily's sister and mother, COBIDA President Charlotte Andrist



Advisory Council Members Lori Josephson (left) and Ellen Brick are presenters of many Wilson Language workshops, such as Wilson Reading System, Wilson Just Words, and Wilson Foundations



2nd Dyslexia Rally, October 6, 2010. From left: COBIDA President Charlotte Andrist, advocate Janice Mitchell, NOBIDA Advisory Council member Ellen Brick, NOBIDA board member Gretchen Walsh, NOBIDA President Larry Orrach



2nd Dyslexia Rally
Emily Long reading her poem about dyslexia entitled "The Monster."

Spotlight on Branch Member: An Interview with Karen E. Dakin

by Karen B. Lieberman, Previous NOBIDA President, Board member and Advisory Council member

Karen E. Dakin, M.Ed., has made significant local and international contributions in the diagnosis and treatment of persons with dyslexia. From 1984-88, she was founder, owner, and director of Alternative Educational Services, Inc., Albany, New York, an educational therapy clinic for the diagnosis and remediation of dyslexia in adults and children. As one of the founders of the Northern Ohio Branch of the International Dyslexia Association (NOBIDA), Karen and colleagues organized the first Cleveland dyslexia conference with 500 persons in attendance. At the Cleveland Clinic Foundation, Karen was co-director and educational diagnostician at the Learning Assessment Clinic in Pediatric Neurology from 1988 to 1999. She then was the Director of the Center for Academic Potential at Hathaway Brown School, Shaker Heights, OH, for 11 years, a position from which she retired in June 2010. Karen is now in her 9th year on the Board of the International Dyslexia Association; she has been a Vice-President, Member-at Large, and currently serves as Secretary. Karen was the Program Chair for the IDA's 60th annual international conference held in Orlando in November 2009. She currently chairs the Research to Practice Publications Committee and the IDA Historical Archives Committee. She is also an Editor of IDA's monthly e-newsletter, the *Examiner*, that is sent to 16,000 IDA members and friends. Karen is the author of articles about dyslexia, reading, and attention-deficit/hyperactivity disorder. She has co-edited with Louisa Cook Moats, Ed.D. and R. Malatesha Joshi, Ph.D., an anthology of instructional articles entitled *Expert Perspectives on Intervention for Reading Disabilities* which will be available at the Chicago 2011 IDA conference. In 2008, she co-authored with Louisa Cook

Moats, Ed.D., *Basic Facts About Dyslexia and Other Reading Problems*. In 2005, she and Gerald Erenberg, M.D., pediatric neurologist, Cleveland Clinic Foundation, co-authored *Questions About Attention-Deficit/Hyperactivity Disorder and Dyslexia*, a booklet published by IDA. Karen's insights, knowledge and passion are evident in the following excerpts.

1. Your involvement in research, diagnosis, and educational therapy has provided an opportunity for you to gain in-depth perspectives. What do you consider to be the most significant advances in the diagnosis and education of persons with dyslexia?

Although we don't use the functional MRI in diagnosis, I think brain imaging research has been very helpful to confirm the functional brain differences present in the brains of individuals with dyslexia and to confirm that what Dr. Sally Shaywitz refers to as "brain repair" can occur. I think that the brain research is very compelling and has encouraged people to recognize that specific types of intervention are needed for the dyslexic learner. It confirms that dyslexia isn't an emotional, motivational problem but a neurological, brain based problem, as the definition indicates. When I started in the field of dyslexia thirty five years ago, the problem was thought to be motivational, and the intervention presented was the same curriculum, just presented more slowly. Today, research reported in respected journals shows the importance of early intervention. An excellent example is *Dyslexia: A New Synergy between Education and Cognitive Neuroscience* by John D. E. Gabrieli, Ph.D., Department of Brain and Cognitive Sciences, Harvard-Massachusetts Institute of Technology (*Science*, 17 July 2009).

New standardized diagnostic tests and the understanding of behavioral factors have been helpful in the diagnosis of dyslexia. Earlier in my career, tests

of phonological awareness were not adequately normed and did not provide standard scores. Tests such as the *Comprehensive Test of Phonological Processing (CTOPP)* now have standard scores that are useful because the child's skills can be compared more accurately with other tests or scores of other children. From the diagnostic perspective, another important advance is the recognition that language testing is often needed for refining the diagnosis of dyslexia. There is also new research that discusses behavioral factors that impact acquisition of beginning reading skills. Research supports that problems sustaining attention can be a major factor inhibiting acquisition of reading skills. During the diagnostic process, we must look at all the factors, including attention, that may be interfering with the acquisition of beginning reading skills.

Another significant advance is that Response to Intervention (RTI) requires classroom teachers to have considerable knowledge because they are part of the team that is working to remediate reading and writing difficulties. I think that it is critical, however, very challenging, for schools to be able to



Karen Dakin

provide adequate and quality professional development for teachers to be effective. Thus, school districts are providing professional development for teachers as Larry Orrach, the President of NOBIDA, is doing so well with his teachers in Bay Village. A well implemented RTI program facilitates early intervention which is, of course, the best practice for children with dyslexia.

Another advance for remediating dyslexia is requiring more teacher accountability. Early in my forty year career, there were students who had IEP's who might have made no or minimal progress year after year. Yet teachers were not expected to change what they were doing to improve their students' progress. Thus, the requirement for teacher accountability is an advance, although I think that we must improve state testing. The need for accountability is present today in a way that wasn't present years ago. That is a plus for all students.

Another development that I think is going to help treatment of persons with dyslexia is the movement towards standards for reading teachers and therapists, which is a relatively new concept. IDA is part of the Alliance for Accreditation and Certification of Structured Language, Inc. They are working on standardizing and explaining more completely the depth of knowledge that is needed to be a competent reading specialist. In addition, IDA's Professional Standards and Practices Committee produced a document that explains standards needed for the preparation, certification, and professional development of teachers of reading and related literacy skills in the classroom, remedial, and clinical settings. (Please refer to the Knowledge and Practice Standards for Teachers of Reading approved by the IDA Board of Directors in 2009 which can be found at www.interdys.org.) The Journal of Learning

Disabilities has an entire issue devoted to this topic (Perceptions and Reality: What We Know About the Quality of Literacy Instruction, September/October 2009). Dr. Moats wrote the introduction for this issue. She really is viewed by many to be the person in the forefront of this movement, not only for IDA, but nationally. IDA is fortunate to have Dr. Moats on its Board of Directors.

Thus, there are a number of factors contributing to a brighter future for students with dyslexia.

2. What do you predict to be the most significant future advances in the diagnosis and education of persons with dyslexia?

Schools now understand that significant reading problems are the responsibility of schools. Schools are being held accountable and are being required to help all of their students with reading problems. The Tennessee Center for Study and Treatment of Dyslexia at

“Karen is now in her 9th year on the Board of the International Dyslexia Association; she has been a Vice-President, Member-at Large, and currently serves as Secretary.”

Middle Tennessee State University in Murfreesboro, Tennessee, under the leadership of Regina Boulware-Gooden, Ph.D., holder of the Chair of Excellence in Dyslexic Studies, trains teachers and school psychologists to understand the dyslexic profile, to test using appropriate standardized tests, and to make recommendations for effective interventions when the students fit that dyslexic profile. It would be amazing if more schools of education and educational psychology were able to do what this Tennessee Center does. In the past there has been a misperception that dyslexia was a medical diagnosis and

needed to be treated clinically. The reality is that there are just too many students with dyslexia or with characteristics of dyslexia to rely solely on clinics for such remediation, so schools must take charge.

Accommodations for older students are now more readily available. Identification, remediation and support for students with learning disabilities have been focused at the elementary, middle, and high school levels. Having received accommodations during those critical earlier years, college students are now accustomed to using accommodations and find them helpful. As students age and go to college and graduate school, the need for accommodations for older students has become more and more apparent and necessary. This has been challenging. There have been a number of court cases that have gone to trial. Fortunately, many plaintiffs have won and thus were able to receive accommodations that some colleges, universities, and professional boards were refusing to provide. So individuals are paving the way through civil rights legislation such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. At the IDA conference in Orlando, we had a half day symposium on the college student with learning disabilities. Colleges are improving the delivery of services to students with disabilities. We need graduate and professional schools and licensing boards to follow suit; they are the new frontier.

3. You have provided valuable recommendations for students with dyslexia. Based on your experiences working with students from early childhood through college and beyond, what recommendations can you share that would be important during each phase of a student's education?

Regarding the preschool age child, the National Reading Panel has made recommendations for enhancing instruction to include phonological awareness that will lead to phonemic awareness in kindergarten. The National

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Reading Panel has addressed the pre-k and kindergarten student, which is very important because we are losing precious time if we do not work on these critical, emerging skills in a timely and effective fashion. There are now state standards that include mastery of skills, including phonemic awareness, by the end of kindergarten.

Accommodations for students with dyslexia are actually not that different from elementary through high school. In elementary school, dyslexic students need extra time, as they do in middle and high school. I think it is important to be sensitive to significant spelling issues and to the need for a word bank for students with significant word finding problems. We have found at Hathaway Brown School that a word bank for students who not only have dyslexia but a diagnosed word retrieval disorder has been very helpful. Students with the diagnosis of dyslexia should not be marked off for spelling errors during spontaneous writing in class, on tests, or when they are not able to access spell check. The compensatory strategy of having students with dyslexia access word processing is very important. Thus, mastery of word processing should be taught early in elementary school, particularly for those students with significant handwriting challenges. Finally, we know that students with dyslexia typically take longer to complete reading and writing tasks. Sensitivity to the course load for students becomes important for the success of many high school and college students with dyslexia. A reduced course load may be an important accommodation for some high school and college students who might otherwise be overwhelmed by the extensive reading and writing in some classes. Reducing the course load is especially critical if considerable remediation is still needed. It is important to remember that each student is an individual, regardless of age, and we must individualize accommodations.

4. You are one of the founders of the Northern Ohio Branch (NOBIDA). This branch is highly respected at the national level of IDA. What factors have helped to attain that reputation?

NOBIDA is a very hard working branch. The quality of the NOBIDA annual conference has been praised by many who have experienced the smooth flow of an excellent conference. It is the extensive “behind the scenes” work that leads to such a successful conference. There is also mentoring that takes place regarding different jobs on the conference planning committee and the board. It is critical to have strong leadership and a strong board. We have had new board members get involved and take on leadership positions. It is also true that this branch has had an amazing longevity of commitment from individuals who have

contributed much to the strength of the branch. Finally, the fact that NOBIDA has been able to support an Executive Director has allowed the branch to grow in so many wonderful ways. Thank you, Laura!

5. You currently serve on the IDA Board of Directors. How do the IDA branches and its members benefit from the national headquarters staff?

It has become clear to me how important it has been to have a strong headquarters in order to deliver the services that the branches need. When the national headquarters was in transition and we were waiting for a new Executive Director, some positions were left unfilled, and it was challenging to deliver the services that the branches needed. Fortunately, we now have an excellent Executive Director, Steve Peregoy, who has creatively looked at staffing and developed some new positions, including a position directing branch services. Headquarters now has excellent personnel. I have seen how IDA headquarters has been able to serve the branches much better. For example, from my perspective as Chair of the conference, my goal was to have the

program published considerably earlier, which required headquarters support. Headquarters delivered, and the program was mailed in a timely fashion. So it is a collaborative effort between committees on the Board and headquarters that allows IDA to deliver better services for the branches. The other area that I am very involved in which needs considerable headquarters support is information delivery, such as updating the IDA website and creating books and fact sheets. It is very critical that the symbiotic relationship between the branches and headquarters be a shared mission to help individuals with dyslexia and their families. There are two brand new staff members at headquarters - Sheila Walsh, webmaster, and Liz Liptak, Professional Services Coordinator. Liz is working closely with Louisa Moats and the Standards Committee to develop the process for evaluating teacher training programs according to the IDA Board approved Standards and Practices. The support of IDA headquarters is critical to developing the effectiveness of IDA branches.

6. There are persons at the local, national, and international level who are past retirement age but who continue to be involved with IDA. Why do they continue this involvement? What are your future plans with IDA?

The passion that develops from working with individuals with dyslexia and their families doesn't get extinguished when individuals retire. Many people stay abreast of the research and continue their involvement in ways that suit their changed lifestyles, and they continue to be passionate and provide expertise to their branches through their work on the Council of Advisors. I think the passion that develops over a lifetime continues. When I complete my tenure on the IDA Board of Directors, I look forward to communication with many of the friends that I've made while being on the international board; however, I also look forward to being more involved at the branch level again.

Editorial Comment: We are pleased that Karen will continue to share her energy and insights with the Northern Ohio Branch. ■

Spotlight on Student: Tom Bartlett

A Dyslexic's Survival Guide to High School! (or, How I Learned to Stop Texting and to Become a Hole, er, um, Whole Person)

by Tom Bartlett

First, be prepared to put in the time. My first serious reading assignment in middle school was All Quiet on the Western Front. We were supposed to finish it in two nights. My first hope was that the class would complain and we would get extra time. They did, but we didn't. I used all my free time, and stuck to a schedule of thirty pages an hour. I knew if I got behind, it would be worse. I am happy to say I read that book on time.

So, don't waste time. This means you should avoid instant messaging, texting, and Facebook. To start with, you will completely embarrass yourself when you forget and write BFB instead of BRB! Eventually, people will begin to view you as a person who has better things to do, especially after they get sick of Facebook themselves. You will start to look like a genius, which brings me to my next point.

Don't be in a big hurry to let people know you are dyslexic. Dyslexics are so sensitive to all those years spent in the slow reading group that we usually leap to explain our deficiencies. Don't apologize for who you are. Most people have complete misconceptions about it, anyway. I once told my new girlfriend I was dyslexic, and she burst into tears, and wailed, "I'm so sorry!" as if it was a terrible, death-sentence kind of disease. After that, she managed to say fifteen times a day, "Don't worry, you're

dyslexic." If I got gum on my shoe, it was because I was dyslexic. Some people will never understand that you have limitations and strengths, just like everyone else. Dyslexia doesn't define you (and no, we are no longer together).

Realize that your weaknesses can become strengths. Here's an example. I know a person who has a bad stutter, and he takes a long time, with pauses

and hesitations, to speak—but to observers, he appears (and indeed, he is) a highly intelligent person who takes in all the facts and ponders before he makes an assessment. His disability has become an asset.

As for me, I am terrible with names, and this is one reason I hate going to new schools. So I have to stop everyone whose face looks kind of familiar, say "Hi!" brightly, and talk to them in an effort to keep the name and face together in my mind. Suddenly, I had a reputation as a guy who makes friends easily.

I admit there are tougher problems in high school than this, but the solutions are within your grasp. If you are like me, you lose track of time, note books, and everything else. Here are a few tips.

1. Get a watch. Not a digital watch. I have no sense of time passing by with a digital. Get an old-fashioned clock kind of watch. I know that you have trouble telling time, or else you can't do it at all. Neither could I, until I struggled with that watch for a few weeks. But I finally began to see that the minute hand was a visual cue, telling me at a glance how much time I had used, and how much I had left in a given task. (I finally did learn to tell time, thank you!)

Continued on page 12



Tom Bartlett with a totem pole he carved to mark a course of the cross country training trail at St. Paul's School in Concord, New Hampshire. His work replaced an older pole that had rotted away over time.



2. Buy your schoolbooks so you can write in them. Make notes in the margin of each paragraph as you read, summing up the important point of that paragraph. Use three different colored highlighters to identify key terms, definitions, and analysis. Don't highlight the entire page, either, because that defeats the point of the exercise, which is to boil the book down into small, digestible pieces that can be easily reviewed quickly. This applies to every project you must undertake.

3. Break all tasks into small parts, and make a plan for when you are going to accomplish them. This means you need a planner, and you have to spend about fifteen minutes at night using it. There is

a great deal of satisfaction in crossing things off a list. All of a sudden, you're organized.

4. Finally, find someone to proof your writing before turning it in. This could be a tutor, teacher, or even your mother. My uncle, who is dyslexic, used to send his business communications to his mother to correct them before he would send them to his secretary! He didn't want her to know he couldn't spell! Spell check is your friend, but it will never be able to realize the difference between "brake" and "break," or "plain" and "plane."

5. Make time to do things that come easily for you: sports, art, music, or anything at all. And don't reject all sports

because you were lousy at dodge ball in elementary school. Not until high school did I develop any artistic leanings. In elementary and middle school I was never considered an artist because I can't draw. But, like many dyslexics, my spatial skills were useful for ceramics and sculpture. Suddenly I'm an artist, and pretty happy to have stumbled onto basket weaving and Play-doh. Who knew? So keep trying things, because, sooner or later, enough of them will work out and, all of a sudden, you're a hole, or, um, rather, a whole person.

Tom Bartlett is a freshman at Colgate University in Hamilton, New York. He plans to continue his studies in art and sculpture, along with physics and history. ■

HAVE YOU READ?...

Pedriana, Anthony (2009). *Leaving Johnny Behind*. Roseville, MN: Learning Dynamics Press, LLC.

*Book Review By Stephanie M. Gordon, M.A.,
Advisory Council Member*

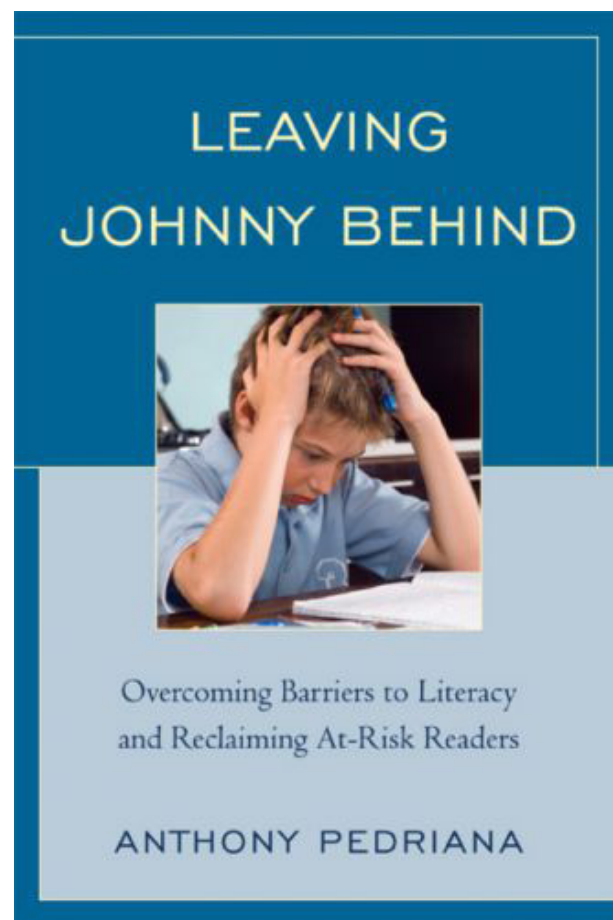
In *Leaving Johnny Behind* Anthony Pedriana confesses, enlightens, and provides a road map for moving beyond the reading wars that have plagued the field of reading. This 37-year veteran of the Milwaukee schools meticulously researches the reasons for the great divide between reading educators over how to teach reading. The value of the book is his attempt to get reading educators to agree on what educational principles are essential for literacy to work for all.

Reading was Pedriana's priority, first as a teacher and later in life as a school principal. It was not until he hired Gayle and he approved her request to use a systematic drill-oriented program emphasizing the alphabetic code that he began to question his ideal of stressing meaning and comprehension over part to whole language learning. Unable to change opinions within his own school, despite the gains made by the second

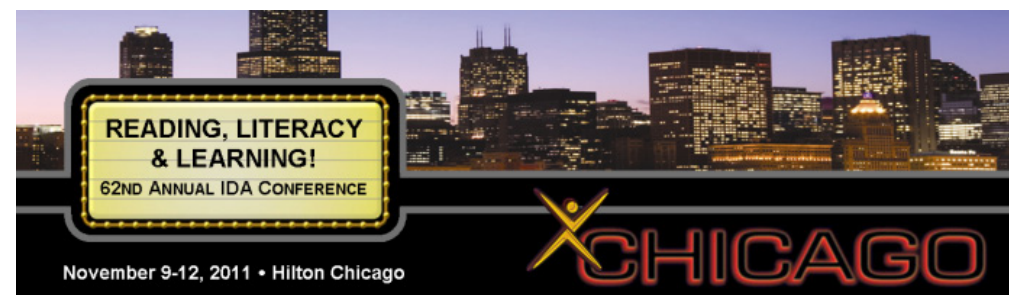
graders in Gayle's classroom, questions slowly arose in his mind regarding the possibility of overcoming irreconcilable differences between scientifically-based instruction and the constructivist or whole language world. He wanted to integrate divergent viewpoints, achieve the coexistence of systematic phonics and holistic practices, and help teachers to agree on developmentally appropriate instruction. Pedriana writes, "These questions haunted me and I resolved to pursue my own truth in regard to them. I would do so by examining the history of the reading debates and analyzing the purest and most unassailable expressions of scientific evidence. All I needed was the time to investigate these matters deeply. That time had arrived when he retired.

Pedriana's enlightening book

is a carefully documented resource. His book is a must read for those who are curious to learn about the history of the division of opinions about teaching "Johnny" to read. ■



National Conference 2011: Reading, Literacy & Learning! Do Not Miss It!



**Save the Date!
62nd Annual IDA
Conference**

Reading, Literacy & Learning
November 9-12, 2011
Hilton Chicago ~ Chicago, IL

*By Joyce Hedrick, NOBIDA Advisory
Council Member*

I hope you will be able to take advantage of the International Dyslexia Association's 62nd annual conference, "Reading, Literacy & Learning," which will be held in Chicago from November 9-12, 2011 at the Hilton Chicago Hotel.

Ohioans are especially fortunate this year since Chicago is only a short flight, and it is a reasonably short distance for those who prefer to take to the open road.

Founded in 1949 in memory of Samuel T. Orton, M.D., neurologist, psychiatrist, and pathologist, the IDA (formerly the Orton Dyslexia Society) has been devoted to the mission of transferring research to practice. This year's conference reflects its mission by offering more than 100 sessions in various tracks: Research, Clinical, Parent/Family, Advocacy, and Research to Practice. Topics will include current research in literacy, working memory, critical reading, spelling, vocabulary, handwriting, speech, identification of dyslexia and related disabilities, early intervention, and much more. Also, during the course of the four day conference, IDA will be honoring Dr. Kenneth Pugh, Dr. Maryanne Wolf, and Nancy Hennessy for their significant contributions to the field of Dyslexia.

The official kick-off of the conference will begin on Wednesday with a keynote address by noted educator and business leader, Pleasant Rowland. Ms. Rowland, a consummate teacher, has not only authored numerous reading programs but also, in 1985, she combined her love of American history and high-quality educational products when she created "The American Girls Collection," a line of historically accurate books, dolls, and accessories.

Additionally, later Wednesday evening, the exhibit hall, which showcases a variety of exhibitors offering the latest products, programs, and services, will open. I attended my first IDA conference in 1985, and each successive year the exhibit hall becomes even more impressive, displaying and offering the latest and best materials in the field of literacy.

In addition to the lure of this year's exceptional offerings and informative presentations, Chicago has something for everyone. The Hilton, with its close proximity to Grant Park and beautiful Lake Michigan, is surrounded by some of Chicago's most recognizable landmarks, making it an architectural delight. Numerous renowned museums, as well as the famous Magnificent Mile, are all within walking distance of the hotel.

If you were told you could become a better teacher, administrator, speech-language pathologist, psychologist, parent, or student by simply attending a conference, you might be skeptical. While I cannot guarantee this will occur for everyone who attends, I predict that it can happen for those who attend "Reading, Literacy, & Learning." I am confident that it will inspire you both personally and professionally, just as past IDA conferences have inspired me. Register online at www.interdys.org or request a printed program by calling the International Dyslexia Association at 410-296-0232. I hope to see you in the "Windy City!" ■



Joyce Hedrick



NOBIDA'S 2012 Symposium to Feature Gordon Sherman



In the summer of 2000, Gordon Sherman, Ph.D., then director of the Dyslexia Research Lab at the Beth Israel Deaconess Medical Center in Boston and faculty member in neuroscience at Harvard Medical School, traded his lab coat for a chalkboard (and SmartBoard) to lead Newgrange School and Education Center into the new millennium.

Sherman holds a Ph.D. in developmental psychobiology and has over 25 years of research experience related to the development of the brain and the understanding of developmental dyslexia. He is the author and editor of over 80 scientific articles, reviews, and books. Prior to coming to Newgrange he was president of the International Dyslexia Association. During his first year at Newgrange he was the recipient of the coveted Samuel T. Orton Award, which is presented annually to a person who has made a dramatic impact in the field of dyslexia. Sherman has recently been appointed to the New Jersey governor's reading disabilities task force.

His move to Newgrange sent shockwaves through the dyslexia community. Leaving a career in research to enter practice, Sherman traversed a road not well traveled and mostly uncharted. Translating research to practice is being achieved at Newgrange.

Sherman will deliver the keynote address at the NOBIDA's 2012 annual symposium on March 9 at the Bertram Inn and Conference Center in Aurora. The conference theme is "Dyslexia, Diversity and the Future." Dee Ledet-Rosenberg, also from Newgrange, will speak on vocabulary instruction. Breakout sessions will feature Learning Ally (formerly Reading for the Blind and Dyslexic), multisensory games, parent advocacy, law and legislation, reading comprehension, math, spelling instruction, testing, and a spotlight on the curriculum and instruction that have led to educational achievements for students in the Rocky River School District.

Read more about Newgrange at www.thenewgrange.org/. ■



Gordon Sherman



Dee Rosenberg

DYSLEXIA, DIVERSITY & THE FUTURE

PROMOTIONS:

Register before Friday, February 10, 2012, and get \$20.00 off your ticket.

Code: EARLYBIRD

Come to the NOBIDA Annual Dinner on March 8! Educational administrators who attend the dinner receive one free ticket to the symposium.

Code: ADMIN2012

For every 8 teachers your school sends to the Symposium, receive one free ticket.

Code: 8FREE

SCHEDULE PREVIEW

Breakouts include:

- Learning Ally (formerly Reading for the Blind and Dyslexic)
- Spotighting a District: Rocky River
- Parent Advocacy
- Law and Legislation
- Spelling
- Vocabulary
- Basics of Orton-Gillingham
- Multisensory Games
- Evaluating for Dyslexia
- Math

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www.nobida.org

FUTURE BOARD MEETING DATES

September 22, 2011 at Lawrence School
 November 17, 2011 at Notre Dame College of Ohio



Did you know that you can help the cause of dyslexia by designating a yearly United Way donation to the NOB/IDA? Simply list the Northern Ohio Branch of the International Dyslexia on your pledge form. Join the effort to support education, teacher training, research, and services for individuals with dyslexia. Pledge today!

Did You Know . . . ?

NOBIDA has a directory of service providers?
 If you need the services of a person or team to diagnose dyslexia, we can help.
 If you need the services of an educational therapist or tutor for a child or an adult with dyslexia, we can help.
 If you want to be listed in the Directory of Providers for Educational Services, we can help. If you have been trained to provide Orton-Gillingham based, multisensory instruction and want to be listed in the Directory, please call the NOB voice mail (216)556-0883 or email info@nobida.org or nobidainfo@gmail.com and request an application to be listed in the Directory. Allied service providers, such as speech-language pathologists, educational psychologists, and others are welcome

The Northern Ohio Branch Mission Statement

The International Dyslexia Association is an international organization that concerns itself with the complex issues of dyslexia. The IDA membership consists of a variety of professionals in partnership with dyslexics and their families. We believe all individuals have the right to achieve their potential, that individual learning abilities can be strengthened and that social, educational and cultural barriers to language acquisition and use must be removed. The IDA actively promotes effective teaching approaches and related clinical educational intervention strategies for dyslexics. We support and encourage interdisciplinary study and research. We facilitate the exploration of the causes and early identification of dyslexia and are committed to the responsible and wide dissemination of research based knowledge.



SAVE THE DATE

WHAT: Dyslexia Dash
WHEN: Sunday, October 23, 2011
WHERE: The Lawrence Upper School

NOBIDA and the Lawrence School are sponsoring the Dyslexia Dash, a 5k race and 1-mile Fun Walk. This family-friendly public awareness event will raise funds for NOBIDA and Lawrence School. 5k race awards will be given to the top three male and female finishers and the top three winners in nine age divisions. "Prediction run" awards and prizes will be given to 10 runners and to school teams who come closest to predicting their 5k finish times. The race will be run without benefit of watches, course timers, or mile markers! This puts all runners "in the shoes of a dyslexic," because people with dyslexia may not be able to rely on the written language tools that other people take for granted.

Registration is from 7:30-8:30 a.m.
The Fun Walk begins at 8:30 a.m.
The 5k begins at 9 a.m.

Corporate and individual sponsorship opportunities are available at the cash and in-kind gift levels of \$2,500, \$1,000, \$500, \$250, and at the \$150 cash level. For details on sponsorship opportunities, contact Courtney Baker at cbaker@lawrenceschool.org, 440-832-7829, or Mary Jo O'Neill at mjoneill5@yahoo.com, 216-570-4330.



Save the Date! 62nd Annual IDA Conference

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November 9-12, 2011
Hilton Chicago ~ Chicago, IL



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www.linkedin.com/groups?mostPopular=&gid=3341720&trk=myugrp_ovr

CALENDAR OF EVENTS:

September 22, 2011	NOBIDA Board Meeting at Lawrence School, 7:00 p.m.
OCTOBER	Dyslexia Month
October 5, 2011	3rd Annual Dyslexia Rally at Statehouse in Columbus, 10:30 a.m. to 1:00 p.m.
October 6, 2011	Simulation: Walk in the Shoes of a Dyslexic at Laurel School in Shaker Heights, 6:30 p.m. to 8:30 p.m.
October 23, 2011	Dyslexia Dash, Lawrence School, 8:30 a.m.
November 9-12, 2011	National IDA Conference in Chicago
November 17, 2011	NOBIDA Board Meeting at Notre Dame College of Ohio, 7:00 p.m.
March 8, 2012	Dyslexia Symposium Dinner, Bertram Inn & Conference Center
March 9, 2012	NOBIDA Dyslexia Symposium, Bertram Inn & Conference Center

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