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# The International DYSLEXIA Association

Northern Ohio Branch  
Formerly The Orton Dyslexia Society

# NEWSLETTER

Fall 2012

## The IDA Standards: Where Do We Go from Here?

by Elizabeth Liptak, IDA Director of Professional Services

IDA published the Knowledge and Practice Standards for Teachers of Reading in 2010 to create consistency and quality in how we teach reading to students with dyslexia and other struggling readers. Numerous research studies document that teachers may lack sufficient knowledge of the structure of language and the science of reading, despite the recommendations of the National Reading Panel in 2000 that these areas be emphasized in teacher preparation. The IDA Standards provide a framework for course content in university teacher education programs. Earlier this year, IDA invited more than 800 schools of education to participate in an independent review of their programs to see how well they aligned with the IDA Standards criteria. In the end, we conducted reviews of nine university-based programs, resulting in IDA's recognition of those nine programs.

The IDA Standards & Practices committee, which oversaw the review process, considered reviewing any university-based program that could reasonably claim to be meeting the extensive criteria of the IDA Standards. As any of the 27 Standards, reviewers can tell you, the IDA Standards are both wide-ranging and detailed, with 74 individual items. (The Standards can be downloaded directly from the IDA website at [www.interdys.org](http://www.interdys.org)).

In the reviews conducted, we did not distinguish between general and special education or between undergraduate and graduate programs, but rather we explored how well the programs aligned with the Standards overall. In the end, of the nine programs recognized, only two are undergraduate programs, which suggests the

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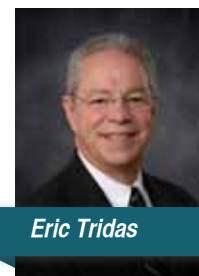
## Speakers at the 2013 NOBIDA Dyslexia Symposium

### The Many Facets of Dyslexia: A Silver Jubilee

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Barbara Wilson



Eric Tridas



Donna Campbell



# Letter from The President

Dear Friends in NOBIDA,

On my way to work this morning I was stopped behind a school bus as it picked up children, a sure sign that summer is waning and a new school year is upon us. A new teacher, new classmates, new clothes, pencils, and notebooks create optimism and excitement for most children as they get ready to tackle another school year. However, we know that for children who have dyslexia who cannot read as well as their classmates, this can be a time of dread and anxiety as they face another year of frustration with a print-based curriculum that eludes them.

As this school year starts, I am filled with optimism that across Ohio we are going to continue to improve the school experience for children who have dyslexia and struggle to read their texts. While children and teachers were home for summer vacation, the state legislature passed the "Third Grade Guarantee." Ohio Senate Bill 316 was signed into law by the governor in June. The law stipulates that students who enter the third grade in 2013-14 or after must score at a certain level on Ohio's third grade reading assessment to be advanced to the fourth grade.

At first glance, this law seems to punish children for the inadequacies of adults and schools. We all know that children who are retained are at risk for further troubles in school and potentially may drop out before graduating from high school. Retention that merely repeats the previous year's instruction rarely does anything to help a child who has reading difficulties. However, there is much in this law that we in NOBIDA have been advocating that teachers and schools do to help children with dyslexia.

Beginning this year, by September 30 each school district must administer diagnostic reading assessments to all K-3 students to identify those who are reading below grade level. The district

must immediately provide each of these students with intensive reading instruction and within 60 days develop a longer-range reading improvement and monitoring plan for the student. The law stipulates that the intervention use research-based strategies targeted at the child's specific reading deficiencies. The district must notify the parent or guardian of each student that is reading below grade level and describe the specific improvement and monitoring plan and the current intensified instruction.

Districts must provide a teacher specifically trained in reading instruction for each student who enters the third grade with a reading improvement plan. This teacher either will have passed a reading instruction test or has a reading endorsement on his or her license. For each student who is retained in the third grade, the district must provide a high-performing teacher, intensive reading remediation, and at least 90 minutes of reading per day.

Some children can be excused from the consequences of the Third Grade Guarantee. The retention requirement does not apply to English language learners (ELL students) who have been in U.S. schools for less than two years and have had less than two years of instruction in an English as a second language program. Special education students can also be exempted from retention by their IEP. Any student who has received intensive remediation for two years and has already been retained in grades K-3 will be exempted but must continue to receive intensive reading instruction in the fourth grade.

This law is in effect now. Districts will be assessing children this September and instituting reading intervention plans. Children who are entering grade 2 will be the first to be exposed to the consequence of the law when they are in grade 3 for the 2013-14 school year.

To me, it seems that the legislature



Larry Orrach

listened to parents and members of IDA when we testified for the Ohio Dyslexia Law, brought into the legislature as HB 96 and HB 157. In addition to the early screening promoted

in H.B. 96 and the teacher professional development outlined in H.B. 157, the legislation now stipulates the use of researched-based reading instruction and that teachers demonstrate knowledge of this research when they work with children who are deficient in reading skills. How long have we fought to have this happen in schools!

Being an eternal optimist, I believe that schools will rise to the occasion and focus upon early screening, diagnosis, and intervention, and that children will not pay the price for poor teaching or for adults' beliefs that children "grow out" of reading difficulties. Schools that have had effective Response to Intervention (RtI) processes will have to make some adjustments to their programs, but they have the basis for an effective response to this law. Other districts will, hopefully, learn from those districts that have been addressing reading issues since the enactment of the No Child Left Behind (NCLB) law (and even before that) and will begin to seriously address the needs of their students who struggle to read at grade level.

If you have a child in primary school, contact your district and ask what they plan to do to address this law. Ask how prepared their teachers are to pass a rigorous test on research-based reading instruction. Ask what they will do to ensure they have grade 3 and 4 teachers who know the research and can effectively implement it when teaching. Ask them if they believe that no child in their school is going to be retained in grade 3 as a result of this law because they are going to bring every child to grade level.



More information about the Third Grade Guarantee is on the Ohio Department of Education website [www.education.ohio.org](http://www.education.ohio.org) – search “Third Grade Reading Guarantee.”

So, as another school year begins, we can all be excited by the new clothes,

new pencils, and backpacks, along with a renewed hope that schools will address the instructional needs of all children and teach them to read. May this school year be the best school year your child, or any child, has ever experienced!

Sincerely,

Larry Orrach, President  
NOBIDA

## The IDA Standards

*Continued from page 1*

difficulty of incorporating such in-depth material in pre-service programs. Only four of the nine programs reside in special education departments, a finding which may reflect recognition for extensive training in reading science apart from other special education training. The quality of the programs IDA recognized and the dedication of their faculty are gratifying.

As a result of the publicity around the announcement of the university reviews, IDA received inquiries from programs around the country. Many are interested in using the IDA Standards to develop course content, but are not yet ready to be reviewed. The dyslexia laws passed by the Ohio legislature in the past year led to the introduction of dyslexia certificate programs at several Ohio universities this fall, an exciting development. We anticipate that Ohio will lead the way in IDA Standards-based teacher training programs!

The IDA Standards and the university reviews created a dialogue about appropriate course content and the training of teachers, all highly encouraging and an important first step. However, the fact that only nine programs agreed to be reviewed by IDA raises the question of what is happening

in the majority of teacher training programs across the country. Undergoing a program review requires time and effort on the part of programs. We recognize that some programs might have opted out because of the work involved. Still, if programs were offering the comprehensive curricula reflected in the IDA Standards, we believe they might be open to a review and the benefits of recognition by IDA. It is more likely the case that such coursework is still lacking in the teacher preparation curricula of most schools of education.



knowledge is often lacking. It will also include guidance on building strong partnerships. Almost all of the nine IDA recognized programs effectively partnered with outside organizations to help them deliver course content and practicum experiences. Partnerships maximized limited resources in smaller programs, but were also employed successfully by the larger ones.

A longer-term goal is to have the IDA Standards become an option for accrediting reading programs in institutions of higher education. Under the current accreditation process, the only recognized standards are those of the International Reading Association for general reading programs and the Council for Exception Children for special education programs. Neither set of standards adequately addresses the structure of language or the science of reading. With the merger of the two primary university accreditation organizations for schools of education, NCATE and TEAC, an opportunity exists for IDA to participate in the ground floor of the new accreditation process being developed. Once again, Ohio may play a

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***A longer-term goal is to have the IDA Standards become an option for accrediting reading programs in institutions of higher education.***  
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So, where do we go from here? Using the nine recognized university programs as models, the IDA Standards & Practices Committee (now the Professional Development Committee) will be focusing its efforts in the next year on working with faculty and administrators at schools of education

across the country to help them build course content and design practicum experiences and requirements. These efforts may involve faculty training in structured language methods, as such



pivotal role as their Board of Regents will pilot and implement the new accreditation process.

The Professional Development committee is also overseeing the development of an exam whose content would align with the IDA Standards and could be used in state licensure exams for teachers and academic therapists. As IDA works to establish literacy legislation at the state level, ideally, the IDA Standards and/or an IDA exam would be wrapped into the laws. This exam is being developed with the secondary goal of offering IDA certification to individuals. In addition to the exam, an individual would need practicum experience from an approved program. With the implementation of an exam comes the need for professional development and test preparation at all levels. Work on the development of an exam commences later this year.

The IDA Standards initiative presents a tremendous opportunity to change the way all teachers are trained to teach reading, whether to children with dyslexia, struggling readers, or children in the general classroom. As all of these efforts unfold in the coming year, we will be reaching out to our branches and the IDA government relations committee to coordinate our efforts and ensure the success of this groundbreaking initiative.

### **University Programs Recognized by IDA:**

#### **College of Mount Saint Joseph (Cincinnati, Ohio)**

Reading Endorsement; Master of Arts in Reading Science

#### **Colorado College (Colorado Springs, Colorado)**

Master of Arts in Teaching: Literacy Intervention Specialist Program

#### **Fairleigh Dickinson University (Teaneck, New Jersey)**

Orton Gillingham Teacher Certificate

#### **MGH Institute of Health Professions (Boston, Massachusetts)**

Certificate of Advanced Study in Reading; Master of Science in Speech-Language Pathology: Reading Concentration

#### **Saint Joseph's University (Philadelphia, Pennsylvania)**

Master of Science in Special Education

#### **Simmons College (Boston, Massachusetts)**

Master of Science in Education: Language and Literacy; Education Specialist Degree: Language and Literacy

#### **Southeastern University (Lakeland, Florida)**

Bachelor of Science in Elementary Education with Reading/ESOL Endorsements

Bachelor of Science/Master of Education in Exceptional Student Education with Reading/ESOL Endorsements

#### **Southern Methodist University (Dallas, Texas)**

Master of Education in Reading and Writing

#### **University of Colorado (Colorado Springs, Colorado)**

Bachelor of Arts in Special Education; Master of Arts in Special Education; Dyslexia Specialist Certificate

*(Editors' Note: NOBIDA Board member Rebecca Tolson and Advisory Council member Monica Gordon Pershey served as IDA Standards and Practices reviewers.)* ■

# **OHIO DYSLEXIA LAW EMERGES FROM HOUSE BILLS 96 & 157**

*by Stephanie Gordon, NOBIDA Advisory Council Member*

## **A CALL TO EDUCATE YOUR DISTRICT PERSONNEL**

HB 96 and HB 157 recognize dyslexia as a specific learning disability. Gov. Kasich signed both bills on December 21, 2011. The recognition of dyslexia became immediate because HB 157 was amended to extend funding to Ohio's Education Service Centers for the fiscal year 2012 and, therefore, became an emergency bill. So, get the word out! Acquaint yourself with the laws by going to the Ohio House of Representatives website. Print the two Acts of law. Give them to your district superintendent, curriculum director, special education specialists, speech-language pathologists, and your child's school principal, teachers, and pediatrician. If PTA and Parent Groups exist in your district, educate them by directing them to the House of Representatives website.

HB 96. The Act reads: "Be it enacted by the General Assembly of the State of Ohio: Sec. 3323.01 (Ohio Revised Code). As used in this chapter: (A) "Child with a disability" means a child who is at least three years of age and less than twenty-two, who has...a specific learning disability (including dyslexia)...: and who, by reason thereof, needs special education and related services.

HB 157. The Act has the same meaning as in section 3323.01 of the Revised Code. This statement appears in Sec. 3328.01 at the bottom of page 4.

Both Acts include the IDA definition of dyslexia: "Dyslexia" means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate



or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities. Difficulties typically result from a deficit in the phonological component of language.

Educate your district. To find the laws, go to Google search. Type in Ohio House of Representatives. Click Legislation, then Find Legislation. Bubble House, 129th General Assembly (2011 - 2012) on the Find Bills by number screen. Type in 96 and go. Then go back and type 157 and go.

Spread the word! If you don't, who will? ■

## Dyslexia Pilot Project Information and Background

taken from the Ohio Department of Education, [www.ode.state.oh.us](http://www.ode.state.oh.us)

House Bill 96, signed by Governor Kasich in December 2011, requires the Superintendent of Public Instruction to establish a pilot project where school districts will provide early screening and intervention services for children with risk factors for dyslexia. The pilot project must operate for three full school years, beginning with the 2012-2013 school year. The specified goal of the pilot project is to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure, including those students exhibiting risk factors associated with dyslexia, and to evaluate whether those programs can reduce future special education costs.



Stephanie Gordon

The table below announces the schools and districts awarded projects on June 12, 2012.

The Ohio Department of Education (ODE) Office for Exceptional Children (OEC) selected eight school districts to participate in the pilot project on a voluntary basis. Requirements of HB 96 specify that at least one district must be located in an urban setting, one in a suburban setting, and one in a rural setting. Interested public school districts responded to the Plan to Implement and Evaluate the Dyslexia Pilot Project focused on the following outcomes:

1. Identify a method of screening children for low phonemic awareness and other risk factors for dyslexia;
2. Provide for the enrollment of children identified as having risk factors in a reading program staffed by teachers trained in evidence-based reading instruction and multisensory structured language instruction; and

3. Include a methodology for evaluating the reading program's effects on the children's identified risk factors.

OEC will conduct a formal evaluation to determine whether to continue, expand, or make changes to the pilot project and report recommendations to the General Assembly in mid-2015. Awardees

are required to participate in the evaluation as a critical component of their involvement in the Dyslexia Pilot Project.

Districts may be funded up to \$40,000 per year for implementation of the pilot project. Funds for years two and three will be made available contingent upon successful completion of the year one project, submission of required data components for the formal evaluation, review of the second year application, and available/continued IDEA Part-B funds.

Questions?

Project Contact: Wendy Stoica, Assistant Director

Ohio Department of Education  
Office for Exceptional Children  
25 South Front Street, Mail Stop 202  
Columbus, Ohio 43215-4183  
614.644.7307 (desk)  
877.644.6338 (toll-free)

[Wendy.Stoica@education.ohio.gov](mailto:Wendy.Stoica@education.ohio.gov)

### Ohio Level II Dyslexia Specialists:

The following is a list to date of Ohio Level II Dyslexia Specialists as defined by the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. Each of these Dyslexia Specialists is qualified to provide the training prescribed in House Bill 157. The listings are by county of residence, although presenters may travel to any site to provide service.

Athens County-Susan Nolan, Ph.D.,

## 2012 Dyslexia Pilot Projects

Celina City School District  
Cincinnati Public School District  
Cleveland Arts Social Science Academy  
Edison Local School District  
Indian Creek Local School District  
Medina City School District  
Shawnee Local School District  
Trimble Local School District

Mercer County  
Hamilton County  
Cuyahoga County  
Jefferson County  
Jefferson County  
Medina County  
Allen County  
Athens County



Faculty at Ohio University, [snolan1@sbcglobal.net](mailto:snolan1@sbcglobal.net)

Cuyahoga County-Ellen R. Brick, M.A., Wilson Language Trainer, Dyslexia Tutor, Educational Consultant, Ellen R. Brick, M.A., LLC, [ellenbrick@hotmail.com](mailto:ellenbrick@hotmail.com)

Franklin County- Jean Colner, BFA, C/AOGPE, ICALP Director of the IMSLEC accredited Columbus Children's Dyslexia Center, certified at the teacher-trainer and trainer-trainer levels, [jean.colner@gmail.com](mailto:jean.colner@gmail.com)

Hamilton County-Martha Chiodi, M.Ed., Mount St. Joseph College, Cincinnati

Public Schools, [machiodi@cinci.rr.com](mailto:machiodi@cinci.rr.com)

Lake County-Vicki Krnac M.Ed., CALT, Reading Specialist at Gilmour Academy, Certified Academic Language Therapist, Wilson Language Certified, [vkrnac@hotmail.com](mailto:vkrnac@hotmail.com)

Lake County-Becky Rowell-Malinas, M.Ed., Wilson Language Trainer, Literacy, Title I and Testing Coordinator, Willoughby-Eastlake Schools, [becky.malinas@weschools.org](mailto:becky.malinas@weschools.org)

Lorain County-Heather Petruccelli, B.A., ICALP, Director of the IMSLEC accredited Akron Children's Dyslexia

Center, Certified Orton-Gillingham Trainer, [h.g.petruccelli@gmail.com](mailto:h.g.petruccelli@gmail.com)

Stark County-Rebecca Tolson M.Ed. CALT, Tolson Dyslexia Services, LLC, Certified Academic Language Therapist, Wilson Language Certified, [Rebecca.tolson@tolsondyslexia.com](mailto:Rebecca.tolson@tolsondyslexia.com)

Summit County-Lori Josephson, M.A., LLC, Fellow, Orton-Gillingham Academy of Practitioners and Educators, Wilson Accredited Partner Trainer-All Levels of Certification, Handwriting Without Tears Certification, [lorijosephson@roadrunner.com](mailto:lorijosephson@roadrunner.com) ■

# Good Apps for Students with Dyslexia

by Denise Falcon, NOBIDA Advisory Council Member

Using an iPad® is one of the best tools for a student with dyslexia. I have been using different technologies for years with my students who have dyslexia, and many of the helpful computer technologies are now available on the iPad®. An iPad® also has the "Wow" appeal for middle and high school students, so they are more willing to use the technology that they need.

For reading, I have recommended Bookshare for a long time, an online book source. The problem with Bookshare was that the students could only read the books on their laptops! That sounded good, but not too many middle and high school students wanted to carry their laptops around to use in class or even study hall. It made them look "weird" or different. With the introduction of the iPad®, I have had students use many "copy and paste" apps to have their materials read aloud to them. Last year Bookshare came out with the Read2Go App. The Read2Go App costs \$19.99 (expensive for Apps), but do not forget that it downloads and reads every book the student needs for free. In my work with several schools, I have even been able to find most middle and high school textbooks.

Students with dyslexia often struggle

with vocabulary due to their poor decoding skills. Incorrect reading of difficult to decode words can change the meaning of the text. Using Kindle,



iBooks, or the Nook apps to download books allows students to look up a definition or even a pronunciation while they are reading, without having to stop and pull out a dictionary.

We all know that our students struggle with spelling words. The iPad® has a

self-correcting tool that will predict the actual spelling of words as you type. You have to be careful of what it self-corrects; it is sometimes quite bizarre!

Finally, the iPad® can help with math. Students must learn basic math facts, but most of us know that drilling and flash cards do not work. Put the younger students on math games, and they are learning while they think they are playing. My favorite math apps are Math Ninja, Tic Tac Math, ArithFit, and Math Bingo.

In conclusion, you can spend hours each night on the iPad® searching for apps. Simply think about a concept your child struggles with, and search. Remember, "There's an app for that!"

Denise Falcon is the Middle School Learning Specialist at the Lillian and Betty Ratner School in Pepper Pike, Ohio. For a

consultation to learn more about iPad® apps, please contact Denise at [denisefalcon@hotmail.com](mailto:denisefalcon@hotmail.com). ■



Denise Falcon



# Don't Punish the Kids Because They Can't Read

by Pat Smith

Reprinted from *The Columbus Dispatch* (6/11/012)

**The Columbus Dispatch**  
dispatch.com

To improve the teaching of reading, we're now going to flunk third-graders that districts haven't taught to read. Somehow, this latest magic bullet seems aimed more at the victims than the culprits. Why not target instead:

- Colleges of Education that don't adequately prepare teachers. In 2006, I reviewed a national report on "What Education Schools Aren't Teaching About Reading and What Elementary Teachers Aren't Learning," and it was a lot.
- School Districts that purchase reading programs that work with the two-thirds of kids who can learn to read with any program and then expect these programs to also work for the one-third who need something more. Good teachers close the door and quietly supplement district-chosen programs, and conscientious parents work with their kids or hire tutors. These efforts make some programs look better than they really are.
- Those teachers who are unprepared to teach decoding skills or are biased against them. They rely instead on methods they intuitively believe in rather than ones that work for all kids.
- Parents who don't read to their preschoolers, can't or won't reinforce the schools' efforts at home, undermine school discipline efforts and refuse to provide glasses or properly medicate children so that teachers have to work with students who can't even focus on words, let alone learn to read them.

- And myriad laws and court decisions have left teachers and principals nearly powerless to act if parents won't cooperate.

No doubt the threat of retaining

thousands of third-graders will get the schools' attention and may eventually bring about necessary changes, but the Reading Wars have gone on for decades without much progress for the one-third needing more-structured programs. Why not a more-direct and inclusive campaign that could yield more-immediate results?

To be licensed, require prospective teachers to pass a separate, rigorous reading exam covering phonemic awareness, phonics, fluency, vocabulary and comprehension. Several states have such tests. Ohio does not. Also, require that test for current reading teachers and fund professional development for those not passing. Publish the passing rates in both cases. Oklahoma is improving teacher education by training higher-education faculty how to teach reading courses for dyslexic students.

Monitor and publicly report on Ohio's new pilot project that starts next year on early screening and intervention services for children with risk factors. Have the Ohio Department of Education report which districts are using what intervention and reading programs, with what results and at what cost. Cost effectiveness should definitely be considered.

Require school districts to include on their website's home page the number and percentage of students not reading at grade level. Frequently publish this data.

Make known and adopt programs and

methods that Marburn Academy and the Masonic Learning Centers use, as they've figured out how to teach at-risk kids to read.

Promote school systems such as Crooksville that, with a Reading First Grant, overhauled their reading program, increased test scores and maintained their improved performance because of the strong professional development model they developed.

Implement a "mastery learning" system that moves students to the next level in any subject only after they've learned the material, regardless of their age or grade, thereby accomplishing the goal of the proposed legislation without stigmatizing a particular population.

Disseminate the 2004 brain research done by Yale and other universities and the National Institute of Health showing that if taught appropriately, nonreaders' brains will begin to function like readers' brains.

Give the one-third who need extra help access to technology so they can benefit from amazing applications that are now available.

All of the above can be accomplished with or without holding students hostage, but if not necessary, why do it?

Being one of the two-thirds, I was a college sophomore before learning that adding an e to a word changed the vowel sound from a short e to a long e: hat, hate. My professor said I got along fine without knowing it. That's the attitude. But what about the one-third that can't get along fine without learning such rules?

It's way past time to give them what they need. The one-third shouldn't continue to be battle casualties of the Reading Wars.

*Pat Smith, a former teacher and past president of the Worthington and state boards of education, served as executive assistant for educational policy in Ohio's Office of Budget and Management and as a national reviewer for the Race to the Top.*



# Response To Pat Smith

by Donna Levine, NOBIDA Board Member

On June 11, Pat Smith wrote an article for The Columbus Dispatch titled, "Don't Punish the Kids Because They Can't Read." The message woven throughout the article evoked within me both feelings of frustration as well as a renewed sense of determination as I read about third grade students who would be retained because they could not read. The author points out that the trend to "flunk third-graders that districts haven't taught to read" is more than a mistake. In truth, this type of thinking borders on the punishment of innocent victims who have often become scapegoats for a system that has failed to prepare teachers to take on the daunting task of teaching children to read.

The "art" of reading involves many sub-skills, among them decoding, having a purpose for reading, connecting reading to prior knowledge, and using active reading strategies. However, we cannot assume that these sub-skills will automatically become a part of each student's approach to reading. This fact raises a question: How can we best ensure that our students will bring explicit, multi-sensory, and authentic strategies to the task of reading? Helping students by first exposing them to the strategies is not enough. We need to make sure they also understand how to apply them and why they are effective; this approach leads to the building of a strong foundation.

The first step is to make sure that those individuals who will be on the front lines – the teachers – are taught the strategies. Universities need to make certain that the methods classes they offer to future teachers focus on explicit instruction in reading strategies and skills, and on how these strategies can be applied to various genres and contexts, both narrative and expository. Many teachers who are challenged with non-readers in their classrooms may not know how to recognize the crux of the

problem. Too often, the child who will not take a risk, the child who does not engage in reading, the child who gains the reputation of "not trying or working hard enough," is in fact the child who lacks motivation and engagement only because he or she lacks the tools for achievement. Who amongst us would enjoy being spotlighted before our peers, having little knowledge of how to produce a desired result, and then failing before that audience?

It would seem that possible solutions to this on-going problem are within our grasp. The first step is to teach our future teachers not "what" to teach, but "how" to teach the sub-skills required for reading effectively. This is accomplished by immersing them in an explicit, multi-sensory approach to reading. Making this step a requirement for certification will allow universities to graduate students who are highly trained in the skills that are the basis for effective reading. Another step is to ensure that administrators use a positive and supportive approach to assist their teachers to refine and improve the methods they use to teach reading. Clear expectations, commitment as a district, and a blueprint of steps to be taken will help teachers to take the risk of coming out of a comfort zone and to focus on how best to meet the reading needs of their students. Educating parents so that there is a "team" approach to reading can also impact a student's success. Helping parents to understand strategies, such as metacognition, active reading, and visualizing will help to create an environment of constancy for students.

Reading, writing, speaking, listening, and thinking are all components of true comprehension. If we truly want to make an impact on the downward spiral our non-readers face as they head for academic failure, we need to begin at square one: train the teachers and empower them. Only then can we move on to empower the students and

to witness a greater degree of success for them. A good reader is the result of good instruction that develops and refines important literacy habits – reading with a purpose, thinking critically about text content, and being able to then share this knowledge expressively. The reality is that we cannot afford to have university students who will become tomorrow's teachers graduate without giving them the solid foundation in the proven, multi-sensory approach that the reading process truly involves. In essence, these new teachers should no longer be "punished" for not being able to reach more of their students and to make them better readers. Nor should the third-graders be "punished" because they lack the motivation to risk, only because they lack the skills needed to be effective readers. Our future teachers, as well as their students, deserve to have a sound education to prepare them to take on the challenge of reading with a sense of excitement, curiosity, and accomplishment. ■





# Claire's Day: A Growing Legacy

by Tammy Alexander, NOBIDA Board Member



Brad Rubini giving out awards on Claire's Day with teachers from Ottawa Hills Schools

Ask most individuals with dyslexia when they are most embarrassed by their condition, and it will usually be the same answer: reading aloud in front of people. Brad Rubini recalls the discomfort of reading to an audience of one: his seven-year-old daughter Claire.

Brad was stumbling over his words when reading a book to Claire during their treasured reading time. "Stop, Dad. Let me read the book," she offered. From then on, Claire did the reading during their father-daughter reading time. Although at the time Brad felt self-conscious, it gave him the opportunity to explain to Claire what it was like growing up dyslexic.

"I used to spell my name 'BraD' with an uppercase B and D," said Brad, "because I couldn't tell the difference between lowercase b's and d's."

In some ways, Claire and her father were opposites. Claire was an outstanding student and loved to read, whereas Brad did not enjoy school and read his first book only after he graduated from high school. Brad fits a typical dyslexic profile.

"I was not a good student. I didn't do homework. I sat at the back of the class, and I never put my hand up." Although he would sometimes try to take notes in class, he couldn't make sense of his notes afterward. He would purposefully write illegibly to mask his poor spelling.

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*The advice that Brad gives to students with dyslexia is, 'Learn to live with it. Find what you like to do, and do it better.'*

”

Brad learned how to cope with his difficulties by focusing on his strengths. Despite his academic difficulties, he had many gifts. He was very social and a natural leader in the playground. He loved playing sports, such as baseball, football, basketball, golf...even kick-the-can. Starting at ten years old, he also enjoyed pulling apart and putting back together all kinds of mechanical things, like bicycles, lawn mowers, and later, motorcycles and carburetors.

In high school, he earned D's in English and his core classes. So, whenever he could, he would take Art, Cooking, and Shop classes, in which he did well because they were more hands-on. Also, "if I heard something I could remember it." So he paid attention in class. He read CliffsNotes for his English novels so that he could understand what the books were about.

It was a struggle for Brad to get into college, but he was accepted to Northwood University in Midland, Michigan, provided that, in his first semester, he would take English and Math pre-college courses. He obtained a degree in Management and Marketing with an Associate's Degree in Automotive Parts and Management. Now he is a successful small business owner and excels in sales. The advice that Brad gives to students with dyslexia is, "Learn to live with it. Find what you like to do, and do it better."

Focusing on the positive is one of Brad's effective coping strategies that not only got him through school, but also through one of the most anguishing events a parent can face: the death of one's child. Brad's beloved daughter Claire died tragically while at summer camp when she was 10 years old.

"Julie [Brad's wife] and I knew we wanted to do something in



Claire's honor and memory," Brad explained. Julie had an "aha" moment when flying to a family wedding in Florida. With tears in her eyes, she handed Brad a Time magazine article and said, "This is what we are going to do to honor Claire." It was an article about then-First Lady Laura Bush and the Texas Book Festival, which features authors from Texas and raises money for the Texas library system. A year and a half later, in May 2002, Claire's Day was born.



*Brad Rubini with his wife, Julie, and children, Ian and Kyle, at the Maumee Branch Library on Claire's Day, in May 2012*

Claire's Day, founded by the Rubini family, commemorates 10-year-old Claire Rubini by celebrating what she loved to do most: read. It is a free family annual book festival held the third Saturday in May at the Maumee Branch Library in Maumee, Ohio. Regional authors and illustrators are invited to participate – this year there were ten of them – giving book readings, book signings, workshops, and demonstrations about writing and illustrating books. Arts and crafts tables are also set up for the full-day event.

The highlight of the day is the C.A.R.E. Awards, Claire's Awards for Reading Excellence. The twist to the C.A.R.E. awards is that they recognize not those who excel in reading, but rather those who struggle most with it. Brad insisted upon that point, as he knew firsthand how tough it could be to read.

Each student who is awarded a C.A.R.E. award also receives a certificate to choose a book written or illustrated by one of the Claire's Day participating authors or illustrators. In addition, the library has been given a grant of over \$2,500 to purchase books for the library,

featuring the next year's Claire's Day writers and artists. To date, Claire's Day has donated \$30,000 worth of books to the library system.

Using recommendations from teachers, principals from participating school districts submit to the Claire's Day organization the names of students who show the greatest reading improvement. When giving out the C.A.R.E. awards, Brad is mindful that unlike him, these students have actually read a book before finishing high school. "When I give out awards, I think about Claire," Brad explains, "and then, I think about these students. I am happy for these kids who will now probably have a good life" because they are on the road to reading. He is also touched when he sees these same students sitting under a tree on the library grounds and reading their book.

Why the Maumee Branch library? Brad, Julie, and their three kids, Claire, Kyle, and Ian, spent a lot of time at the Maumee branch library, whether for story time or just to get books to read. Claire was captivated by good books. In fact, she passed away the week that she was to pick up the much-anticipated third Harry Potter book. She was buried with that copy. Later Brad read the

whole Harry Potter series... "no doubt slower than my kids did, but I couldn't put it down."

Claire's Day became a resounding success from the start. In 2002, hundreds of people showed up and 33 deserving students received C.A.R.E. awards. Claire's Day has grown dramatically over the last twelve years. During the eleventh annual Claire's Day in May 2012, over 400 students received awards and roughly 4,000 children

and adults attended. All school districts are welcome to participate, including schools that are public, private, charter, or religious. Some of the participating school districts are Defiance, Maumee, Oregon, Ottawa Hills, Perrysburg, Rossford, Springfield, Sylvania, Toledo Public, Washington Local, and numerous others. Enrolling is as easy as going to the Claire's Day website ([www.claresday.org](http://www.claresday.org)) and completing the nomination form.

"Claire's Day is no longer just a day, but it's a month," Brad joked. There is a fundraiser evening prior to Claire's Day, Claire's Night, held in the children's library at the Main library, as well as the authors' and illustrators' visits to hosting schools.

It is interesting to note how one life, Claire's, has now touched so many. It was their love for her that caused her family to create Claire's Day. In turn, after twelve years, Claire's Day has touched thousands of students who have received awards and been acknowledged for their reading improvement. The library has received \$30,000 towards new books that benefit their patrons. In addition, Claire's Day has become a community volunteer event. The Boy



Scouts of America volunteer their time to help set up and take down the tents, tables, and chairs. Plus, for the last four to five years, the Culinary Arts Program at Whitmer High School ran a concession stand at the event to raise funds for their program.

What is in the future for Claire's Day? Last year, the organization created an executive director position to oversee daily operations and develop additional sources of financial and community support. Brad, a one-time president of the Rotary Club, would love to see the Rotary Club partnering with Claire's Day as a project and expanding the concept to other areas in Ohio. After that, who knows? Is there an end to the chain-reaction effect that one life can have on so many?

Brad Rubini is clearly an inspiration. He has overcome great hurdles not only in school, but in life. He changed and molded a deep personal tragedy into an event that encourages and supports multitudes of individuals. As Claire's Day keeps growing, its positive impact continues to touch more and more lives. For Brad, there is no better way to honor his daughter's memory.



Tammy Alexander

If you would like to participate in Claire's Day, please contact Brad Rubini at (419) 704-3890 or e-mail: [Brad@toledospring.com](mailto:Brad@toledospring.com). You can also contact via the Claire's Day website: [www.claresday.org](http://www.claresday.org). ■

## Notre Dame College Program Helps Students with Learning Disabilities Thrive in Higher-Education Setting

by Karen Farkas  
Reprinted from *The Plain Dealer* (2/26/2012)

College can be a daunting place for a student with a learning disability. Ralph D'Alessio, who has attention deficit hyperactivity disorder, said he needs help to prioritize his life and stay focused and on track. Reading, comprehension and spelling are the challenges confronting Erin McGrath, who was diagnosed with dyslexia and ADHD.

They could have enrolled at any university because all are required by law to provide accommodations to students with learning disabilities, including note-taking assistance, extended time to complete tests, an alternative format to take tests and books available on computers. But the two chose Notre Dame College, one of about 60 universities in the country that offer a comprehensive, fee-based program to help students cope with learning disabilities.

Notre Dame's Academic Support Center offers intensive one-on-one services. Students are tutored at least four hours a week by adults with professional

degrees, meet with learning specialists and are offered career services and help with time management and study and organizational skills.

The program, which costs \$2,000 per semester, began in 2005 with one student and now has 110, said Director Gretchen Walsh. To qualify, students have to meet the college's admission requirements and have a documented disability. Of those who have enrolled in the program, 87 percent (38 students) have graduated, and most do so within five years, she said. About 90 percent of the students are from Ohio.

"These students are bright, they just need to find a learning style," said Notre Dame President Andrew Roth. "They persist and graduate at a higher rate than other students."

Students with learning disabilities may flounder in college because they no longer receive the individualized attention provided in elementary and high school, which included education plans and help from teachers and parents, Walsh said. They need to be self-advocates, she said.

"It is hard to transition from high school to college, especially for kids with learning differences," said Jennifer Mattes, director of post-secondary guidance at Lawrence School, a Sagamore Hills school for students with different learning styles.

Many Lawrence School graduates go to other colleges while those that need more structure thrive at Notre Dame, she said. "They are kind of like your cheerleader, and that is what the kids need," she said of Notre Dame's staff. "They have done wonderful things for my students."

Students at the Notre Dame campus in South Euclid receive a lot of help during their first and second years and are encouraged to use fewer services as they get older.

"If I did not come here I'd be lost," said D'Alessio, 21, a junior from Parma Heights who is majoring in psychology. "I thought in high school I wouldn't need this type of program but was shocked at how much I needed it." He said he now helps younger students.



Ursuline College also offers services for a fee to students with learning disabilities through its FOCUS Program.

"We meet with them weekly, monitor their academic progress, check their syllabus and refer them to tutoring services," said Marcie Estepp, disabilities specialist at the college in Pepper Pike. She said about 60 students on campus have learning disabilities and about 15 are in the FOCUS Program. The program, which began about 10 years ago, costs \$760 per semester, she said. A few students pay \$1,450 per semester for more intensive help, she said. Other comprehensive programs in Ohio are at the College of Mount St. Joseph and Muskingum University.

Notre Dame's Academic Support Center is housed in a series of rooms in the Clara Fritzsche Library. It includes a study area, an area to work with tutors and computers. Students in the program often gather there to socialize. Most have dyslexia, ADHD or Asperger's syndrome, Walsh said.

McGrath, 21, of Mentor, is the president of Notre Dame's student body. The senior has a dual major of accounting and management information systems and plans to become a certified public accountant and study for a master's degree in business administration. She chose Notre Dame because of the program. "Everyone is much more

accepting here," said McGrath, who said she was teased by students in high school. "It lets you be as successful as you possibly could be. Nothing is holding you back."

D'Alessio, who enjoys photography, said it was hard for him to come out of his shell. "This program makes you a self-advocate for what you need," he said. "And eventually you have to go fly."

Lee Daniels, 23, of Valley View, may not have gone to college if not for the program at Notre Dame, said his mother, Elaine. Her son majored in history and philosophy and will graduate in May. He hopes to go to law school, she said.

She credited Notre Dame with giving structure and confidence to her son, who has obsessive-compulsive disorder. "In the beginning he was so embarrassed to be in that little [support] group, and now he is so proud to be in it," she said.

Students with learning disabilities can succeed in college but they and their parents need to carefully check out what help is available and whether it is being provided by qualified people, especially if families are paying for the services, said Elizabeth Hamblet, an expert who is a state-certified learning disabilities consultant in New Jersey. She has a website, [ldadvisory.com](http://ldadvisory.com), that focuses on learning-disabled students and higher education. It's also important for

parents and students to have a serious discussion about whether the student wants to use a fee-based program, Hamblet said. "For some students, such help makes them feel stigmatized, and in other cases, they either don't think they need it or may be too disorganized to get to their appointments," she wrote in an email after a telephone interview. Hamblet said in the interview that high schools need to do more work to prepare students with learning disabilities for college by preparing them to be independent learners and teaching them strategies to bypass their weaknesses.

"Everyone makes an adjustment getting to college," she said. "It took me a year to figure out to start a paper two weeks ahead of when it's due. But if you add a learning disability, it is much more intense." ■



*Gretchen Walsh, Director of Notre Dame College's Academic Support Center, NOBIDA Board Member*

## 63rd Annual IDA Conference: Baltimore Reading, Literacy & Learning



# Southern Methodist University's Learning Therapy Certification Program

by Jo Ann Handy



Members of the first SMU Learning Therapy class in Ohio, held at Gilmore Academy.

Southern Methodist University in Dallas, TX is known for its strong academics and innovative classes. One such innovative course of study is the Learning Therapy Program, part of SMU's Annette Caldwell Simmons School of Education and Human Development, and located on the SMU-in-Plano campus. This intensive program trains both teacher level and therapy level students to understand and work with individuals with dyslexia. Each new cohort attends classes for two years to complete the therapy level coursework (one year for teacher level). Along with classroom time, most assignments and exams are done online through the use of Blackboard (an online course delivery system). Keeping with SMU's drive to establish and accomplish new trends, off-site classes in learning therapy have been provided in locations such as the Rio Grande Valley of Texas, San Antonio, and Shreveport, Louisiana.

The summer of 2011 saw the program come to the Cleveland, Ohio area. The class began with thirteen learning therapy students and two instructor-in-training students. Classes were held on the campus of Gilmour Academy in

Gates-Mills. Classes meet for two weeks in the summer and two weekends in the fall and spring, respectively.

The Learning Therapist Certificate Program provides instruction in the remediation of dyslexia and related

written-language disorders. Therapists are trained in the structure of written language, basic and advanced theory, multisensory teaching methods, curriculum, and sequential procedures for teaching written-language skills and learning strategies. Two electives are required in topics such as study skills, phonological awareness, diagnostic tests, automaticity and rate, and early identification. An essential part of the requirements for the both the teacher level and therapist level program is supervised clinical teaching hours, completed in direct service to students. This "hands-on" experience is essential to honing the skills necessary to work with individuals with dyslexia.

Upon satisfactory completion of both the course work and the clinical teaching hours, students earn a Learning Therapist/Teacher Certificate from Southern Methodist University. This allows the graduate to sit for the national Alliance exam to become a Certified Academic Language Therapist or Certified Academic Language Practitioner (Teacher level). Graduates are eligible to apply for state licensure as a Licensed

Dyslexia Therapist/Practitioner in the state of Texas. With the passage of the Ohio Dyslexia Law, this training will allow Ohio therapy level graduates to meet the standards required to be a dyslexia specialist in Ohio.

In May 2013, the current therapy level class will graduate from the Learning Therapist Certificate Program. A new cohort will begin during the summer session in July 2013. The program is open to those holding a Bachelor's degree or higher from an accredited university or college. For more details on admission requirements and information regarding SMU's Learning Therapy Program, visit [smu.edu/education/teachereducation/learning\\_therapy](http://smu.edu/education/teachereducation/learning_therapy) or call 214-768-7323.

*Jo Ann Handy, M.Ed., LDT, CALT, QI, is the current instructor for the SMU Learning Therapy Certificate Program in Ohio. She holds a Master's Degree as a Reading Specialist, is certified in Texas as a Master Reading Teacher and Licensed Dyslexia Therapist, and is herself a graduate of the SMU Learning Therapy Program, as both a Certified Academic Language Therapist and Qualified Instructor. After 29 years in public education, the last four as a district dyslexia coordinator, she now works with students in her own private practice and teaches for the SMU Learning Therapy Program. ■*



Jo Ann Handy



# Dyslexia Dash

by Courtney Baker, NOBIDA Board Member

## SAVE THE DATE

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 the 10 runners and the 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.

**WHAT:** Dyslexia Dash [www.lawrenceschool.org/dyslexiadash](http://www.lawrenceschool.org/dyslexiadash)  
**WHEN:** Sunday, October 23, 2011  
**WHERE:** The Lawrence Upper School, 10036 Olde Eight Road, Sagamore Hills

For a sponsor packet, click here: [www.lawrenceschool.org/ftpimages/519/misc/misc\\_117075.pdf](http://www.lawrenceschool.org/ftpimages/519/misc/misc_117075.pdf)

For registration, you can link to the Active online registration site here: [www.active.com/running/sagamore-hills-oh/dyslexia-dash-5k-and-prediction-run-2012](http://www.active.com/running/sagamore-hills-oh/dyslexia-dash-5k-and-prediction-run-2012)

Registration is from 8:30-9:30 a.m.

The Fun Walk begins at 9:30 a.m.

The 5k begins at 10 a.m.

Corporate and individual sponsorship opportunities

are available at the cash and in-kind gift levels of \$1,000, \$500, \$250, and \$150.

For details on sponsorship opportunities, contact Courtney Baker at [cbaker@lawrenceschool.org](mailto:cbaker@lawrenceschool.org), 440-832-7829, or Mary Jo O'Neill at [mjoneill5@yahoo.com](mailto:mjoneill5@yahoo.com), 216-570-4330. ■



## "Walk in the Shoes of a Dyslexic: A Simulation"

by Ellen Brick, NOBIDA Advisory Council Member



"Walk in the Shoes of a Dyslexic: A Simulation" took place on October 3, 2012 at Orville Elementary School, 605 Mineral Springs, Orrville, OH 44667. During this program participants rotated through a series of six activities designed to simulate the frustration that students

with dyslexia may face in their classrooms daily.

Co-sponsored by Orville City Schools and NOBIDA, this interactive program was open to the public.

Every October, for more than

fourteen years, the Dyslexia Simulation has been offered in various locations around Northern Ohio as part of Dyslexia Awareness Month. Dyslexia, a language based learning disability, is frequently linked with misconceptions, the most

common of which is that individuals with dyslexia read or see backwards. More accurately, students with dyslexia demonstrate difficulty with print-related tasks. Although by definition individuals with dyslexia have average or above average intelligence, their difficulties may include reading decoding, writing, spelling, vocabulary, fluent reading, and/or reading comprehension. Researcher Sally Shaywitz, M.D., refers to dyslexia as an "island of weakness in a sea of competencies."

Experiential in nature, this well conceived simulation provides participants with a better understanding of what struggles face students with dyslexia and why specific educational approaches are necessary for them to succeed.

The NOBIDA Board can offer a simulation to your school or group. Contact Advisory Council member Ellen Brick at [ellenbrick@hotmail.com](mailto:ellenbrick@hotmail.com). ■

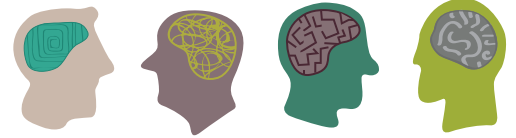


# Remembering NOBIDA's Spring 2012 Symposium

by Mary Heather Munger, NOBIDA Board Member



## DYSLEXIA, DIVERSITY & THE FUTURE



her presentation on Dyslexia, Diversity, and the Future. Break out sessions covered everything from the basics of Orton-Gillingham to Parent Advocacy and Legislation aimed at helping students with dyslexia, their teachers, and their families. Participants left the event energized and empowered to help students and children excel in their lives.

Rebecca Tolson, the Rocky River School District, Vanessa Diffenbacher, Jan Machniak, Jayme Donndelinger, Jennifer Dougherty, Ellen Brick, Lori Josephson, Jennifer LaHaie, Stephanie Gordon, Pam Kanfer, and Jennifer Heim. Special thanks also go to Vicki Krnac, Program Chair, for doing such a great job of spearheading the effort.

Attendees of the 2012 NOBIDA Symposium, held at the beautiful Bertram Inn and Conference Center in Aurora, Ohio, were treated to top-notch professional development, fine food, and great company on Thursday, March 8, 2012. The venue buzzed with the excitement of people coming together for a common cause – advancing the practice of helping people with dyslexia maximize their talents. Attendees learned about using research based methods to strengthen the areas in which people with dyslexia experience difficulties.

President Larry Orrach kicked off the symposium festivities by introducing the Keynote speaker, Gordon Sherman, Ph.D. Dr. Sherman educated the audience on the concept of biodiversity, the idea that every person's brain is different and processes information differently. His humorous and enlightening presentation afforded audience members the opportunity to reflect on how brains thrive in some environments and struggle in others. Dee Rosenberg, who works with Dr. Sherman at the Newgrange School and Education Center in Princeton, New Jersey, stayed with the theme of inherent variance during

Many hands made light work of the planning and organization to pull off such a special event. The wonderful variety of vendors, silent auction items, and the newly instituted shopping nook allowed symposium registrants to make the most of their breaks.

Heartfelt thanks go to all of the presenters: Dr. Gordon Sherman, Dee Rosenberg, Becky Malinas, Cheryl Chase-Charmichael, Vicki Krnac,

Scholarship Winners:

The following people were awarded the Jean Armus Scholarship for attendance to the 2011 NOBIDA Symposium (in alphabetical order):

Michelle Doyle  
Amy Lavetter-Keidan  
Michele Myers  
Sarah Puffenberger  
Jenny Pease ■



*Nicole Smyk (NOBIDA Executive Director), left, and Members of the NOBIDA Board and Advisory Council: Ellen Brick, Jennifer LaHaie, Larry Orrach, Sister Marcia Kiser, and Tammy Alexander at the 2012 Symposium*



# DYSLEXIA, DIVERSITY & THE FUTURE



2012

Ellen Brick and  
Lori Josephson  
offered training in  
the Wilson Reading  
System & other  
Wilson Programs at  
the Symposium



Mary Montani, Winner of the iPad-2® at the  
NOBIDA Symposium





Becky Malinas,  
Karen St. Amour,  
and Joyce Hedrick  
worked at the  
NOBIDA Raffle  
Table



NOBIDA Board Members Becky Malinas and  
Courtney Baker in the spacious Exhibit Hall at the  
Dyslexia Symposium





# The Many Facets of Dyslexia A Silver Jubilee

Save the Dates March 7 - 9, 2013

The 25th Anniversary Event to be held at

**The Intercontinental Hotel and Conference Center**

9801 Carnegie Ave., Cleveland, at the Cleveland Clinic

**Dinner:** Thursday, March 7, 2013

**Full Day Conference:**

Friday, March 8, 2013

**Half Day (8am - 12pm) Conference:**

Saturday, March 9, 2013

**Featuring**

Eric Tridas, MD, FAAP

Barbara A. Wilson, M.S. Ed.

Donna Turner-Campbell, Ph.D.



Promoting literacy through research, education, and advocacy.

216-556-0883

[www.nobida.org](http://www.nobida.org)

(online registration available)

Save the date to attend the 2013 NOBIDA symposium. A fundraising dinner will be held on Thursday, March 7. Go to [www.nobida.org/HOME.aspx](http://www.nobida.org/HOME.aspx) for information on admission costs for the dinner, symposium, and special packages.

## Keynote Speaker: Barbara A. Wilson, M.S. Ed.



Barbara Wilson

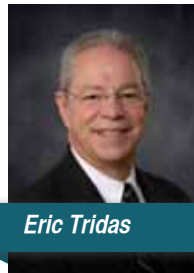
Barbara Wilson is the co-founder of Wilson Language Training, which provides professional development for educators in school districts throughout the country. She has championed the instructional needs of individuals with dyslexia for over 25 years, since her work at Massachusetts General Hospital Reading Disabilities Clinic, where she taught adults with dyslexia

how to read. Barbara has written several articles and book chapters on literacy instruction, including a chapter titled, "Instruction for Older Students with a Word-Level Reading Disability" found in *Multisensory Teaching of Basic Language Skills*, edited by Judith Birsh. Barbara has been involved in several government-funded reading research projects. She has authored three multisensory structured language programs based on reading research and the principles of Orton-Gillingham: Wilson Reading System®, Wilson Foundations® for K-3 students, and Wilson Just Words®.



Donna Campbell

Dr. Campbell specializes in interventions for ADHD, memory deficits, learning disabilities, executive function issues, and other neurodevelopmental disorders in a nonpharmacological yet complementary way.



Eric Tridas

Dr. Tridas is the Medical Director of the Tridas Center for Child Development. He is a developmental pediatrician who specializes in the diagnosis and management of ADHD, learning disabilities, autism, and other neurodevelopmental and behavioral problems.

*Barbara Wilson will speak on "Common Core Standards and Multi-tiered Instruction: How do these impact individuals with dyslexia?" Dyslexia creates a breakdown in attaining efficient reading and writing skills and requires specific treatment. How does remediation of dyslexia fit into multi-tiered models*

*of instruction and the new Common Core State Standards (CCSS)? This session will explore the positive aspects of CCSS and the important considerations necessary to assure that students with dyslexia can be successful in future school environments. ■*



# Branch Spotlight

by Joyce Hedrick, NOBIDA Advisory Council Member



*"There is a purpose to every individual's life and promise in every student. There are gifts in every individual. Education should enhance these gifts, develop them, and make known their value to that individual."*  
- Sr. Marcia Kiser, M.Ed.

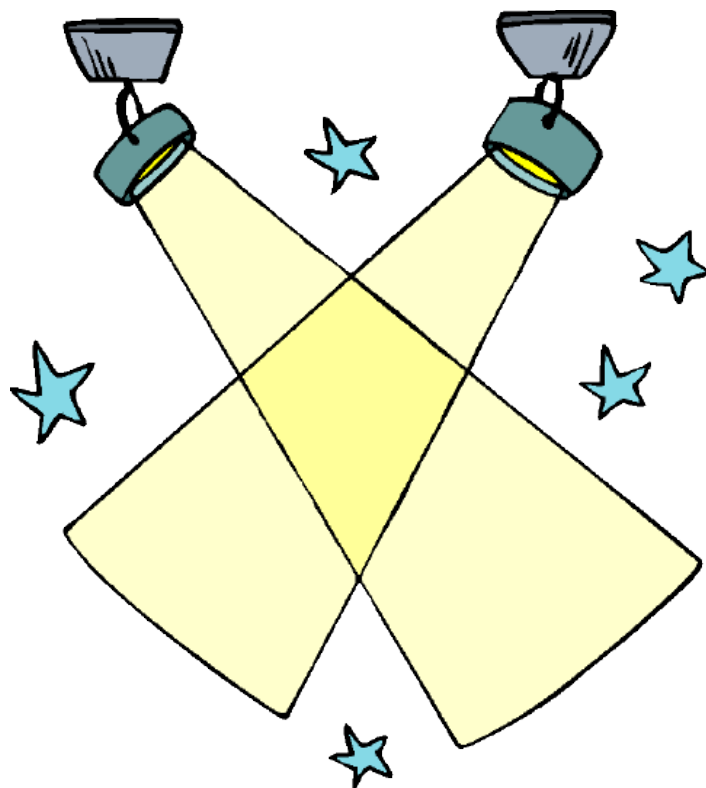
This philosophy expressed by Sr. Marcia Kiser is a testimony to her belief that every individual has value and promise. Also, it is a model for how she lives her life. A dedicated Sister of Notre Dame in the Toledo Province and a devoted and active member of the Advisory Council of the NOBIDA, she served as a past Board member for over 12 years. Following 20 years as an elementary school teacher in both general and special education, Sr. Marcia has spent 24 years as a private practitioner with what is now Alexander/Armus Learning Specialists, LLC, which specializes in instruction for individuals with dyslexia and other learning disabilities. Additionally, Sr. Marcia currently contracts with three public school systems as a home instructor, works in a community college with persons learning English as a second language, is a curriculum director for a court system charter school, and finds the time to volunteer weekly at a therapeutic riding center for persons with cerebral palsy and autism. Her professional and volunteer experience is extensive and continues to grow and change, but, clearly, one thing has never changed in the last 24 years. She continues to be involved and committed to helping students and their families.

Sr. Marcia has always been curious about the neurology of learning, which led her to the study of learning disabilities. Her greatest mentor, Jean Armus, a past NOBIDA Board member, was instrumental in Sister Marcia's life, both personally and professionally. After a

courageous battle with cancer, Jean passed away in 2009. Her loss impacted many people, but none more significantly than Sister Marcia. It was Jean who, as well as being a dear friend, taught her more about dyslexia and introduced her to the Orton-Gillingham approach. Jean trained her extensively in Lindamood therapies and hired her to work in the Jean Armus Reading Clinic (currently Alexander-Armus). Also, it was Jean who brought Sr. Marcia to NOBIDA in the mid 1990s by nominating her to serve with her on its Board of Directors. Since then, Sister Marcia has worked steadily to further the mission of NOBIDA. She relishes her time spent with Jean: "Being a part of Jean's clinic and IDA stretched me, changed me, enriched me, and made me quite grateful."

Many changes have occurred in the field of education and in Sister Marcia's preparation for interventions with students with learning disabilities. In keeping with the philosophy of IDA, she strongly believes that change is essential in the field of education and in the preparation of teachers. Being familiar with research is her guideline: "In times of change, teachers who are learners provide the best for students." Furthermore, she firmly believes in and lives by a statement once made by Dr. Gordon Sherman regarding the varying needs of students: "If you always do what you always did, you will probably get what you always got."

Sister Marcia humbly credits her talented students, colleagues, and friends for many of the fulfilling experiences and



gifts she has been blessed with as a nun and as a teacher. However, it is NOBIDA and all the individuals whose lives she has touched who owe Sister Marcia much gratitude for her endless time, commitment, and devotion in helping others reach their potential. ■



Monica Gordon Pershey

Dr. Monica Gordon Pershey, NOBIDA Advisory Council member and former NOBIDA president, has been appointed to IDA's Parent/Practitioner Publication Committee, the editorial

committee for the IDA publication *Perspectives on Language and Literacy*. She and Nancy Chapel Eberhardt, co-author of the *LANGUAGE!* series, will guest co-edit an issue of *Perspectives* in 2013 devoted to syntax and grammar. ■





*Bob and Nicole Smyk*

Our NOBIDA Executive Assistant has changed...her last name, that is. Nicole, formerly Herron, is now Nicole Smyk. She and her husband, Bob, were married on May 5, 2012, in Kirtland. They now reside in Mentor with their combined family of six children: Mikaela, Aurora, Nicole (yes, now there are two Nicoles in the family), Arcana, Jeff, and Hunter. Two of their children have dyslexia. ■

Diana Hanbury King, Co-founder of Kildonan School, Retires [Reprinted from the Reading and Language Arts Centers (RLAC), [www.rlac.com](http://www.rlac.com)]

Diana Hanbury King, cofounder of the Kildonan School in Amenia, NY is retiring from teaching at the age of 85. In the course of her 54 years as a teacher, she has transformed the lives of countless young people with dyslexia by giving them hope for a normal and successful future.

Kildonan practices the Orton-Gillingham system, which is based on one-on-one tutorials between teachers and students. Small classes and multisensory instruction also help students build their self-esteem, enabling them to reach their full academic potential." - Carola Lott, The Millbrook Independent

Diana Hanbury King has made a phenomenal impact in the education



*Diana Hanbury King helping a student*

world. One of her many successful pupils is Pete Wright, co-founder of Wrightslaw, who was diagnosed with dyslexia, dysgraphia, and ADHD as a child. Pete's parents intervened early on and obtained intensive Orton-Gillingham remediation for him from King, to great success. RLAC would like to thank Ms. King for her many years of service.

To read the rest of this story about Diana Hanbury King, her accomplishments, and her retirement, go to [www.rlac.com](http://www.rlac.com). ■

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[t.alexander15@att.net](mailto:t.alexander15@att.net) or  
[m.pershey@csuohio.edu](mailto:m.pershey@csuohio.edu).  
This newsletter is published semi-annually.

**The next submission deadline is January 15, 2013.**

# LinkedIn

## NOBIDA has a group on LINKED IN!

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# Join IDA!

Become a member of the International Dyslexia Association! Go to [www.nobida.org](http://www.nobida.org) to join the IDA today.



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## HOW TO CONTACT NOBIDA

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Northern Ohio Branch of the International Dyslexia Association  
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Branch Voice Mail: 216-556-0883  
Email: [nobidainfo@gmail.com](mailto:nobidainfo@gmail.com)  
[www.nobida.org](http://www.nobida.org)

## BOARD MEETING DATES

November 29, 2012 at Notre Dame College



Did you know that you can help the cause of dyslexia by designating a yearly United Way donation to the NOBIDA? 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 NOBIDA voice mail (216)556-0883 or email [info@nobida.org](mailto:info@nobida.org) or [nobidainfo@gmail.com](mailto: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.



# CALENDAR OF EVENTS:

## New NOBIDA members

We warmly welcome our new NOBIDA members from January - April 2012!

Anne Bennett, Lori Brown, Sarah Brown, Amy Butcher, Judith Campbell, Susan Cecil, Lucy Anne Christopher, Clarita Davidson, Sherri Dunn, Cynthia Edwards, Andrea Ellis, Mark Forget, Nancy Gluck, Laura Grosel, Sue Grzybowski, Janet Hale, Eileen Herrmann, Nicole Herron, Susan Hogan, Beverly Hohman, Charles Joiner, Cheryl Kazanas, Ileen Klein, Bethany Kuhn, Kimberly Lawrence, Jeanine Majikas, Ryan Masa, Mhoire McGrath Cade, Rosemary McKinney, Linda Moore Boyett, Kelly Moran, Ericka Owens, Kay Oxford, Tracy Rice, Susan Rydzinski, Kathleen Saedi, Laura Schmidt, Sherri Shehan, Nicole Starkey, Anne Swanson, Karen Taylor, Katherine Taylor, Tim Tibbitts, Mimi Verdone.

October 3, 2012  
6:30 - 8:30 pm

Walk in the Shoes of a Dyslexic: A Simulation  
Orville Elementary School, 605 Mineral Springs, Orville, OH 44667

October 18, 2012  
6:00 - 8:00 pm

Dyslexia Simulation in Toledo  
Family Life Center, 8131 Airport Hwy, Holland, OH 43528

October 21, 2012

Dyslexia Dash - Lawrence Upper School  
10036 Olde Eight Rd., Sagamore Hills

October 24-27, 2012

63rd Annual IDA Conference - Baltimore, MD  
The Baltimore Convention Center

## SAVE THE DATE

**WHAT:** SYMPOSIUM 2012:  
The Many Facets of Dyslexia  
A Silver Jubilee

**WHEN:** Friday, March 8, 2013

**WHERE:** The Intercontinental Hotel  
and Conference Center at the  
Cleveland Clinic

**SPEAKERS:** Barbara Wilson, Donna  
Campbell, & Eric Tridas

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## ANNUAL DYSLEXIA DINNER

Thursday, March 7, 2013



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**Signe Wrolstad-Forbes, M.Ed.**  
Learning/Dyslexia Specialist, Literacy Instructor

6555 Davis Industrial Parkway  
Solon OH 44139

440.785.5196  
440.248.9242  
[signewforbes@yahoo.com](mailto:signewforbes@yahoo.com)



**Stephanie M. Gordon**  
**Dyslexia Services**

Suite 700  
 14701 Detroit Avenue Phone (216) 226-8803  
 Lakewood, Ohio 44107 Fax (216) 226-8802

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 Susan Bowen, Ph.D.  
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*Notre Dame College is one of the best colleges and universities in the Midwest according to The Princeton Review.*

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- Some of the services provided by the Academic Support Center are:*
- » Workshops on time management, study skills, organizational skills, test taking strategies, use of adaptive equipment, and reading comprehension.
  - » Professional individual tutoring *four* hours per week
  - » Academic and career counseling
  - » Summer Springboard to Success program

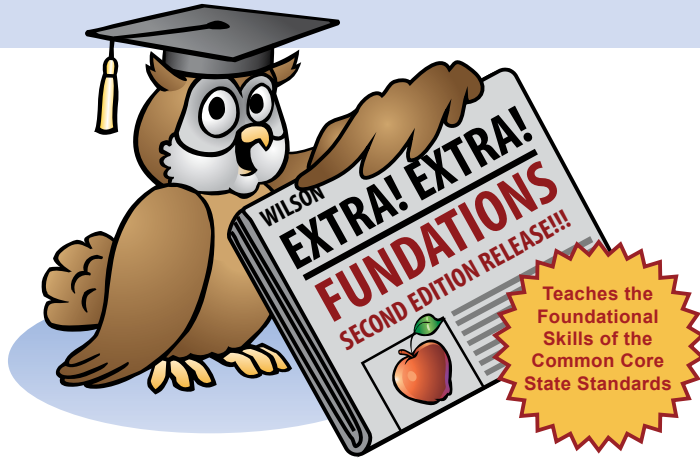
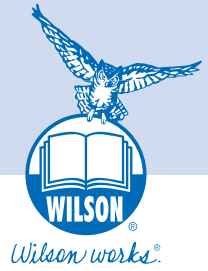


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