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The International  
 Association  
 Northern Ohio Branch  
 Formerly The Orton Dyslexia Society

# DYSLEXIA

# NEWSLETTER

Winter 2013

## NOBIDA Then and Now: Branch History and Future Directions

by Joyce Hedrick, NOBIDA Advisory Council,  
 and Mary Jo O'Neill, NOBIDA Incoming President

**"Volunteers do not necessarily have the time, they just have the heart"** (Elizabeth Andrew). This statement is a fitting description of the special people whose dedication and commitment enabled the Northern Ohio Branch of the International Dyslexia Association (NOBIDA) to become a reality. In 1986, Robert Hall of Educators Publishing Service (EPS) hosted the first meeting of an appointed fundraising group at the Orton Dyslexia Society conference in Philadelphia (the Orton Dyslexia Society is the original name of the International Dyslexia Association). Included in this group was Stephanie Gordon, current NOBIDA Advisory Council member and founder of the branch. In 1987, Stephanie received a loan from Robert Hall to cover the initial expenses to plan a conference for the purpose of bringing awareness to the subject of dyslexia.

In May of 1988, Stephanie met with Dorothy Aram, Ph.D., of Rainbow Babies and Children's Hospital. Dr. Aram was interested in a co-sponsorship of the conference. The hospital had recently hired H. Gerry Taylor, Ph.D., as director of the Learning Center, and their next meeting was deferred to August when Dr. Taylor was to start his job. Early in August, Karen Dakin, current Advisory Council member, phoned Stephanie to inform her that she had just moved to Cleveland from upstate New York where she had been director of a reading clinic. When Karen learned that Stephanie was to have a meeting with Drs. Aram and Taylor to plan the Cleveland conference,



Mary Jo O'Neill,  
 Incoming NOBIDA President



Joyce Hedrick  
 Past President 1997-1999

Continued on page 3



# Outgoing President's Letter

by Larry Orrach, NOBIDA Outgoing President



Larry Orrach

Friends,

Following up on HB 96 and HB 157, the Ohio Legislature has continued its efforts to improve reading instruction in schools. While we were enjoying the holiday season, the Ohio legislature was very busy refining the Third Grade Reading Guarantee. Several additions or modifications were made to the bill that was signed by the governor in June 2012. The law still stipulates that children who are not "reading at grade level" as determined by a score on the third grade Ohio Achievement Assessment will be retained in grade 3 and receive intensive intervention. I have very mixed feelings about the retention of children as directed by this law. For decades, we have heard about the dangers that accrue to children who are retained. We also know the heartache and dangers that face children who are not reading at the end of primary school. Those of you who provide reading intervention to older children know it would have been so much easier to teach them to read if only someone had intervened earlier and used instructional methods supported by research. The law demands that schools assess children early each school year in grades K-3 and then provide plans for intensive intervention. I hope that effective early intervention is where they will place their energy and efforts.

It is the teacher credentials outlined in the law that excite me and give us hope that this law will not be a punishment for children who were subjected to poor instruction and misguided curriculum. Thanks to the ongoing lobbying efforts of some of our branch members, along with colleagues from the Central Ohio and Ohio Valley Branches of IDA, members of our legislature are now demanding that children be provided with explicit and systematic reading instruction. Our legislature laid out significant changes in the requirements for teachers who provide instruction to children who are behind in reading achievement in grades K-3 to try to insure that teachers know the instructional principles that research has shown to be effective. The law

stipulates that teachers in grades K-3 must demonstrate knowledge of reading by possessing a reading endorsement or a Master's degree in reading, or must pass a RIGOROUS test about the research-based principles of effective reading instruction. These requirements will affect grade 3 classroom teachers in 2013-14 and all K-3 classroom teachers in 2014-15. The law also stipulates that children who have a reading improvement plan must be taught by a teacher who has been teaching reading during the three previous years.

While these are positive first steps, we must be vigilant and lobby our legislators to improve these requirements. Possessing a reading endorsement or a Master's in reading is no guarantee that a teacher has learned the recent research, as some of these credentials were rooted in whole language principles, especially if they were earned prior to the release of the National Reading Panel report in 2000. We must continue to press the legislature to expect teachers to demonstrate knowledge by passing a RIGOROUS test of the recent research. Massachusetts has a test that Ohio would do well to emulate.

As a school administrator, I have serious concerns about the requirement that teachers who teach struggling readers must have taught reading for the past three years. New teachers will be taught the IDA standards for reading, thanks again to the efforts of our branch members who served on the Board of Regents task force that incorporated the IDA standards into preservice teacher education in Ohio. Thus, they may know much more than "experienced" teachers but will find it nearly impossible to find a job in Ohio. The teacher credentials outlined in the law do not apply to tutors and special education teachers who generally provide the interventions needed by children. This oversight needs to be corrected, as these tutors and teachers are the ones who provide intervention when classroom instruction is not sufficient.

The Third Grade Reading Guarantee is a great opportunity for NOBIDA members to lead Ohio in its efforts to achieve universal literacy for children. Teachers will need help

preparing for the test about the recent research. Our Professional Development Committee is developing a curriculum for a workshop to help teachers learn the research along with recommended credentials for those who will teach these workshops, to help insure the quality of the professional development programs. Parents are also going to need guidance and assistance regarding how they can help teach their children to read. Volunteers are needed to offer parent programs at local libraries or through your school PTAs. Advocates who assist parents and children need to make sure schools are doing all they can to insure that intensive, systematic, and explicit instruction is provided to all students.

NOBIDA is celebrating its 25th anniversary this year. Many of the original founders are still serving as members of the Advisory Council. All NOBIDA members have benefited from their vision and dedication, which has enabled our organization to flourish. Those of us who have had the honor to serve NOBIDA in leadership roles are especially indebted to them for establishing a forum and a collective wisdom for improving reading education. Personally, my career has been greatly enriched by my association with all of the members of NOBIDA who have taught me so much about what is possible. Thank you!!

For the past four years, I have had honor to serve NOBIDA as President. As my tenure ends, I am pleased to give the mantle of leadership to Mary Jo O'Neill who has admirably served these past two years as our First Vice President. I am confident that through her leadership our organization will continue to grow in stature and effectiveness. With the talents of the new Executive Board Members who are joining Mary Jo as our leaders, NOBIDA is poised to be ever more successful in our mission to improve the environment for reading education across Northern Ohio and beyond.

Thank you and continue your good work,

Larry Orrach,  
NOBIDA Outgoing President

## NOBIDA: Then and Now

continued from page 1

she offered to be part of the planning team. Throughout that fall, the planning team met to organize the symposium. Bruce Pennington was chosen as the keynote speaker, and the Allen Memorial Library and Rainbow Babies and Children's Hospital were secured as the sites. A small group of people offered to help with the conference, including Ellen Brick, Gloria Gilbert, Kathleen McGorray, and Karen St. Amour. Together they prepared for the conference. Little did they know just how successful this conference would be. On March 8, 1989, more than 480 people attended the first symposium of what was to become the Northern Ohio Branch. Over 100 people had to be turned away due to space limitations. Rosemary Bowler, the Orton Dyslexia Society executive director, and Wilson Anderson, the Orton president, encouraged Stephanie to pursue forming a local branch of IDA. On June 6, Stephanie called a meeting at which the following people were present: Ellen Brick, Carole Bryndal, Janet Cinadr, Karen Dakin, Mary Ann Gaetano, Gloria Gilbert, Merle Gordon, Lori Josephson,

Brian King, Donna King, Carl Lochard, Kathleen McGorray, Nancy Rushforth, Karen St. Amour, Diane Sudak, Betsy Winchell, and Joyce Wolpert. Brian King offered to write the 501(c)(3) paperwork and the Northern Ohio Branch of the Orton Dyslexia Society was formed! Karen St. Amour was chosen to be the first president and was followed by presidents Ellen Brick, Lori Josephson, Joyce Hedrick, Ann Foreman, Karen Lieberman, Rebecca Richards, Barbara Marsh, Monica Gordon-Pershey, Larry Orrach, and incoming president, Mary Jo O'Neill.

NOBIDA has had a successful history spanning 25 years of dedicated service in the field of dyslexia research and education. Through yearly research-based symposia, dyslexia simulations throughout the community, scholarships, and semi-annual newsletters, NOBIDA continues to promote its mission of offering hope and information throughout the community. Recently, one of its most significant accomplishments has been realized. The passage of the Ohio

Dyslexia Law was spurred through the Ohio legislature largely through the tireless efforts of dedicated volunteer board members. The law emerged from House Bills 96 and 57. Both bills were signed into law in December 2011 by Ohio Governor Kasich. The recognition of dyslexia as a specific learning disability, support for teacher professional development, and the use of research-based instruction are all at the heart of this groundbreaking legislation.

Reflecting on the significant progress NOBIDA has made in the last 25 years, Mary Jo O'Neill, incoming president, offers her insight into its future: "My hope is that NOBIDA will continue to build on the strength and foundation of its predecessors. I am confident that we will continue to grow and thrive as we continue our mission of serving those individuals with dyslexia and educating the public about dyslexia. Through collaboration, hard work, and dedicated volunteerism, NOBIDA will continue to make a difference in the lives of many individuals. I am honored to serve as president of this dynamic organization." ■



Rebecca Tolson

## Dyslexia Course Gains Popularity in Ohio

by Rebecca Tolson, NOBIDA Advisory Council

Lake County, Northwest, and Summit County responded to the HB 157 law, which Governor Kasich signed in December of 2011, recommending dyslexia training.

The Ohio Dyslexia Specialists Coalition created a two-day course, Dyslexia: Remediation, Intervention, and Practical Application Strategies for Effective Instruction. It provides the scientific definition of dyslexia and its common characteristics as standardized by IDA. The course offers examples of effective research-based multisensory structured language techniques based on the Orton-Gillingham philosophy in the areas of alphabet, reading, spelling,

and handwriting, as well as a detailed explanation of the language structure, including the six syllable types. The course emphasizes ways to meet the challenges of teaching students with dyslexia and benefits teachers, administrators, speech-language pathologists, and school psychologists. Graduate credit is available through Ashland University. ■

Please search [nobida.org](http://nobida.org)  
to find a  
Dyslexia Specialist  
in your area.



# Our History: NORTHERN OHIO BRANCH of The International Dyslexia Association

by Stephanie M. Gordon, NOBIDA Founder

# NOBIDA THEN

## 1988

The Board of the Orton Dyslexia Society (ODS; now the International Dyslexia Association [IDA]) formed the International Dyslexia Foundation (IDF) to raise money for the ODS. Stephanie Gordon, an educator, parent of a child with dyslexia, and spokesperson for dyslexia awareness in the Cleveland-Cuyahoga County area, was appointed to the Foundation. Robert Hall, a fellow appointee and founder of Educator's Publishing Services (EPS), challenged Stephanie to have a conference in the Cleveland area and offered her \$2,000 seed

money to be repaid. Stephanie acted on the offer and on her own idea to seek a co-sponsor. She found Dorothy Aram, Ph.D., an ODS member who was on the staff at Rainbow Babies & Children's Hospital (RBCH). When they met in May, Dr. Aram said that a co-sponsorship would be approved, since the hospital had just hired H. Gerry Taylor, Ph.D., as Director of RBCH's Learning Center. The next meeting was deferred to August, during which time Karen Dakin, an ODS member and educator, moved to Cleveland and became the fourth member of the planning team.

Drs. Aram and Taylor and Karen and Stephanie met through the months of

August, September, and October (Ann Foreman, then an assistant to Dr. Aram, sat in on meetings). Decisions were made: the conference would be called a symposium; Bruce Pennington would be our keynote speaker (\$500 plus airfare and lodging); speakers would be Dr. Aram, Dr. Taylor, and Dr. Elizabeth Short; the workshop leaders, who would be Arlene Sondag, C. Wilson Anderson, Karen Dakin, and Stephanie Gordon, would receive a stipend of \$100; and travel and lodging costs would be paid to bring in Joyce Bulifant, an actress who had appeared on the Mary Tyler Moore TV series and who is a person with dyslexia, to talk to parents. ■

## 1989

Three agencies co-sponsored the symposium. IDF and ODS were the funding agents and were responsible for written communication, community promotion, and the details of the symposium (program, folders, registration, etc.). RBCH provided the physical facilities and bulk mail; Meg Gunsik (Dr. Aram's secretary) received checks and reservations, answered personal calls, logged names, and sent checks to Stephanie for deposit. The symposium would be held at the Allen Memorial Library, which seated approximately 480 people. Conference rooms at RBCH and classrooms in the Newton D. Baker Building would be available for workshops.

Karen and Stephanie needed help. A letter was sent to area members of the ODS. The group first met at the Greenhouse Restaurant at University Circle. Present were Ellen Brick, Gloria Gilbert, Kathleen McGorray, and Karen St. Amour. Ellen, then director of the dePaul

School, offered to run the registration table with workers from dePaul. Kathleen McGorray offered to help Ellen. Gloria Gilbert offered to write the nametags in calligraphy. Karen St. Amour offered to do the programs. Because she had been involved with learning disability organizations, Stephanie was given address labels by the WVIZ Northern Ohio Superintendents' Organization, the Cuyahoga Special Education Service Center, and the Greater Cleveland Learning Disability Association, and obtained the Educators' Publishing Service's Ohio mailing list.

On March 8, 1989, the day of the first symposium, registration topped 480. The registration fee was \$25.00. Refunds were sent to 100 late registrants. Stephanie's son, Abram Gordon, J.D., Lynn Singer, Ph.D., from RBCH, and Joyce Bulifant spoke about dyslexia and the symposium on TV on the Channel 5 Morning Exchange program with host Fred Griffith, later to be our first Advisory Council member. Rosemary Bowler, Executive Director of ODS, represented the National ODS

Office in Baltimore. Being witnesses to the community response, Ms. Bowler, Wilson Anderson (ODS president) and Arlene Sondag (ODS Board of Directors) encouraged us to consider forming a branch. Lori Josephson, ODS member and educator, came to the conference and offered to help form a branch.

Stephanie called an organizational meeting on May 19, 1989 at the dePaul School. In attendance were Ellen Brick, Carole Bryndal, Janet Cinadr, Karen Dakin, Mary Ann Gaetano, Gloria Gilbert, Merle Gordon, Lori Josephson, Brian King, Donna King, Carl Lochard, Kathleen McGorray, Nancy Rushforth, Karen St. Amour, Diane Sudak, Betsy Winchell, and Joyce Wolpert. Three committees were formed: Development, Membership, and Program; the attendees picked their choices. Brian King later wrote the 501(c)(3) application. Stephanie contacted Emi Flynn, ODS Branch Council Development chair, and the group became a branch in formation.

On October 7, 1989, a Formation and Election meeting was held at Oberlin College. Karen St. Amour was elected as the first president of the Northern Ohio Branch.

In November, 1991, the Northern Ohio Branch received Charter status within the Orton Dyslexia Society at its national conference in Portland, Oregon. ■

## Photos from the Past



Stephanie Gordon and Karen Dakin



Joyce Hedrick, Lori Josephson, Tori Greene, Mary Lee Enfield, Karen St. Amour, Stephanie Gordon, Ellen Brick, 1992



Ellen Brick, Karen St. Amour, Gerry Taylor, Reid Lyon, Karen Dakin, Rebecca Richards, Stephanie Gordon



Joyce Hedrick, Gerry Taylor, Reid Lyon, Ann Foreman

NOBIDA  
**25**<sup>TH</sup>  
ANNIVERSARY  
1988 - 2013

# Legislation:

## Join us on the Ohio Board of Regents Task Force

by Stephanie Gordon, NOBIDA Advisory Council

### MEMBERS OF THE OHIO BOARD OF REGENTS TASK FORCE:

Rebecca Tolson, Stephanie Gordon, Chancellor Jim Petro, Interim Chancellor Stephanie Davidson, Dorothy Morrison, Charlotte Andrist, Pam Kanfer

Politics played a major role in the passage of HB 96, which recognized dyslexia as a specific learning disability, and HB 157, which established that professional development be provided by Ohio's Education Service Centers for classroom teachers who work with students with dyslexia.

My philosophy has always been that politics is the bread and butter of social progress. Your emails and testimonials helped us in the passage of two bills that will give hope to all students with dyslexia in Ohio. We now ask you to learn the origin, selection process, and charge of the Ohio Board of Regents (OBR) Task Force and to join us in the political process by contacting your Ohio House and Senate representatives. Ask them to join you in supporting a test for reading educator licensure based on the IDA standards (see <http://interdys.org/Standards.htm>).

The Ohio Board of Regents is the advisory group for colleges and universities (institutions of higher education – IHEs) in Ohio. With the support of the last two governors, the IHE Chancellors have strived to improve Ohio teacher pre-service training programs. Gov. Strickland's appointee, Eric Fingerhut, began upgrading teacher preparation programs. Gov. Kasich's appointee, Jim Petro, took interest in dyslexia and the IDA. Chancellor Petro supported HB 96 and even testified for its passage before the Ohio House Education Committee. Most importantly, Petro was receptive to the formation of the OBR Task Force and has been continually supportive of our work in integrating the IDA Knowledge and Practice Standards for Teachers of Reading into the Ohio Pre-Services Teacher Education Licensure Program. We have worked closely with the Associate Vice Chancellor, Tom Bordenkircher, who encouraged us to finish this major piece of work before the Chancellor's retirement this January.

In partnership with the Board of Regents, the charge of the OBR Task Force was to develop guidelines based on the IDA Standards for pre-service teacher education

programs in Ohio. These new pre-service guidelines would address the specific knowledge and skills that a teacher in grades 1 to 4 needs in order to identify reading difficulties, assess children, provide appropriate instruction for students with dyslexia, and monitor their progress.

Fifteen Task Force members were selected in order to achieve appropriate balance across the five major geographic and population centers in Ohio. Balance of representation was sought among IHE and K-12 facilities, between public and private IHEs, between public and private school administrators, teachers, and tutors, and between IHE faculty, school administrators, teacher trainers, and practitioners. The five geographic areas became Northeast, Central, Southwest, Northwest, and Southeast Ohio. Based on population within the geographic areas, five members were selected from Northeast, four from Central, three from Southwest, two from Northwest, and one from Southeast.

Ohio IDA Representatives are Charlotte G. Andrist, liaison to the Ohio Board of Regents, and Stephanie M. Gordon, secretary of the OBR Task Force. Currently, NOBIDA is represented in both East and West. Presently, the five Northeast representatives are Michelle Hostetler, Pam Kanfer, Kathleen Oliverio, Sherri Parent, and Rebecca Tolson. NOBIDA Board member Mary Heather Munger and Dan Parent represent Northwest.

The background part of our work involved mapping the IDA Standards to the Ohio Standards for the Teaching Profession (OSTP), which was no simple task. Divided into work groups, members worked with a rating scale and criteria for alignment with the IDA Standards (Concepts of Oral and Written Language, Structure of Language, Knowledge of Dyslexia and other Learning Disorders, Interpretation and Administration of Assessments for Planning Instruction). Thus, a teacher graduating from an Ohio IHE would have a foundation and would be competent to

teach students with dyslexia and related difficulties in the areas of phonology, phonics and word recognition, fluency, automatic reading of text, vocabulary, text comprehension, handwriting, spelling, and written expression. In November, the Task Force finished integrating the IDA Standards into the Ohio Teaching Standards for the 12-semester-hours reading course. In December, the Task Force completed integrations with the three-semester hours reading course. The final products are posted on the Ohio Board of Regents website ([www.ohiohighered.org/education-programs/standards-requirements](http://www.ohiohighered.org/education-programs/standards-requirements)).

The teacher preparation programs of our public IHEs come up for review before the Ohio Board of Regents. The new dyslexia program standards set by the Task Force and approved by Chancellor Petro will be implemented on a pilot basis for 2013 then will be fully implemented in 2014. The Petro Plan is giving the IHEs the option of integrating the IDA Standards into the IHE curricula or offering a stand-alone class with IDA Standards. With the elimination of the Praxis, the Ohio test for licensure, the Petro Plan supports a teacher examination aligned with the IDA Standards. To date, the Massachusetts Test for Educator Licensure (MTEL) meets those criteria.

Connecticut and Wisconsin are in the process of writing their licensure tests based on the IDA Standards.

Our Ohio legislators will determine the test chosen and therefore the future of teacher preparation courses at IHEs. Each university will change its curricula to integrate with the test based on the IDA Standards.

Email your Ohio House and Senate representatives and ask them to join you in supporting the writing of an Ohio Licensure Test for Educators based on the IDA Standards. To email representatives, go to [www.ohiohouse.gov](http://www.ohiohouse.gov) and [www.ohiosenate.gov](http://www.ohiosenate.gov). Then sit back and smile for having done a good deed for every student in Ohio, not only our students with dyslexia.

Here is a SAMPLE of a letter that can be e-mailed:

Dear \_\_\_\_\_  
(Representative/Senator)

Thank you for supporting the unanimous passage of HB 96 that recognizes dyslexia and HB 157 that provides professional development for classroom teachers through Ohio's Educational Service Centers. Now I ask you to join me in supporting the writing of an Ohio test for educator licensure based on the International Dyslexia Association Standards for pre-service teachers graduating from our Ohio Institutions of Higher Education (IHEs). These standards have been approved by the Ohio Board of Regents. Universities will change their curricula to align with this test. This will upgrade teacher preparation in Ohio so that the Third Grade Reading Guarantee can be achieved.

Stephanie Gordon,  
Member of NOBIDA Advisory Council

### OBR Task Force for Preservice Teacher Training in Dyslexia:

Charlotte G. Andrist,  
Chair and Liaison to the Ohio Board of Regents

Stephanie M. Gordon,  
Secretary

### Members-at-Large:

Dan Parent  
Dorothy Morrison  
Earl Oremus  
Gayle Long  
Kathleen Oliverio, (replaced Linda Revay)  
Martha Chiodi  
Martha Michael  
Mary Heather Munger  
Michelle Hostetler  
Pam Kanfer  
Rebecca Tolson  
Sherri Parent  
Stephen Richards  
Susan Nolan  
Ying Guoy, (replaced Pam Williams)

### OBR Staff:

Tom Bordenkircher,  
Associate Vice Chancellor of Academic Programs, Ohio Board of Regents (thru 12/2012)

Rebecca Watts,  
Associate Vice Chancellor of P-16 Initiatives, Ohio Board of Regents (beginning 1/2013)



## The Bipartisan Congressional Dyslexia Caucus Announces New Co-Chair:

### Representative Julia Brownley – Brownley replaces Stark

The Bipartisan Congressional Dyslexia Caucus is pleased to announce that Representative Julia Brownley will serve as the co-chair with Representative Bill Cassidy for the 113th Congress.

"We are pleased to have Ms. Brownley on board as co-chair for the Dyslexia Caucus," Cassidy said of the new co-chair. "Ms. Brownley will bring to the table almost 20 years of experience in education as the former Chair of the California Assembly Education Committee, and a long time school board member prior to that. In fact, her entry into public service began as a PTA mom out of frustration that adequate resources weren't being provided in the classroom to address her daughter's dyslexia."

"I am looking forward to working together with Rep. Cassidy to raise awareness and search for solutions to ensure dyslexic children and adults have the opportunity to thrive in our schools and workforce," Brownley said.

Brownley will take over the position of former co-chair Congressman Pete Stark of California. A co-founder of the Dyslexia Caucus, Stark worked to ensure dyslexic individuals have the opportunity to realize their full potential. Along with Representative George Miller, Stark commissioned a GAO report which identified a disconnect between federal disabilities laws and the testing accommodation policies facing individuals taking post-secondary or professional certification examinations.

# House Bill 96: A Dyslexia Pilot Project

“Trimble Local Schools take part in statewide Dyslexia Pilot Project”

by Arain Smedley, staff journalist

Reprinted from *The Athens Messenger*, December 26, 2012, [http://www.athensohiotoday.com/news/trimble-local-schools-take-part-in-statewide-dyslexia-pilot-project/article\\_9e7e0022-d8bb-55ba-80e3-e29340afe958.html](http://www.athensohiotoday.com/news/trimble-local-schools-take-part-in-statewide-dyslexia-pilot-project/article_9e7e0022-d8bb-55ba-80e3-e29340afe958.html)

Trimble Local Schools is one of eight districts statewide participating in the Dyslexia Pilot Project, an initiative designed to provide early screening and intervention services for children with risk factors for dyslexia.

Dyslexia is a developmental reading disorder that occurs when the brain does not properly recognize and process certain symbols. It often times runs in families. Statistics show approximately one in five children are dyslexic, according to Susan Nolan, a professor of teacher education at Ohio University, a certified expert in dyslexia and a dyslexia therapist. Nolan is working with the school to implement the grant.

The three-year project, funded by the Ohio Department of Education’s Office for Exceptional Children, will evaluate the effectiveness of early screening and reading assistance programs and evaluate whether those programs can reduce future special education costs.

The study focuses on dyslexia because studies have shown children with dyslexia

tend not to be identified early enough, said James Salzman, the director of the Edwards Stevens Literacy Center at Ohio University. Salzman helped write the grant.

With the support of the grant, Trimble Elementary School teachers are focusing on kindergarten, first- and second-grade students. Instruction involves three tiers of intensity. Tier 1 provides reading instruction for all students in the general education classroom, explained Matthew Dehmlow, the district’s school psychologist. Tier 2 is for children who need attention in small groups. Tier 3 provides one-on-one intensive intervention.

Early data suggests the extra attention on those students is working.

“I know in one particular class, initial benchmark testing had six out of 21 children on target for reading,” said Nolan. “We did progress monitoring after the teacher provided intensive intervention. Now, we have everybody on target, except for five. It’s exciting to see her data and to see what she’s doing is making a difference.”

While those results are positive, Nolan stressed those students aren’t done with their intensive intervention.

“For the children who need intensive intervention, it’s not like you can just

work with them one week and then they don’t need this anymore,” Nolan said. “It needs to be consistent. Once you withdraw intervention, it’s easy for those kids to flatline again. We have to make sure that we provide the intensity and the duration necessary for them to really get those concepts into long-term memory.”

Districts are funded up to \$40,000 per year. Funds for subsequent years will be given contingent upon funding availability and successful completion of the first year. Identifying a child’s need early is important for many reasons, said Dehmlow. Some children may not have a disability, but they may be behind.

With the help of the intensive instruction, “they won’t be so far behind their peers,” Dehmlow said. “If we start early, research shows it takes less in the way of human resources and financial resources to remedy the problem.”

“It also helps with a student’s self-esteem. One study indicated some children as early as the first grade realize they’re not performing at the same level as their peers and lose their motivation to even try,” Nolan said.

“It’s really important that we get on top of this when they’re young,” she added. ■

“It’s really important that we get on top of this while they’re young.”

## Representatives Stark & Cassidy Form Bi-Partisan Dyslexia Caucus

by The Yale Center for Dyslexia and Creativity

Reprinted from [http://dyslexia.yale.edu/pol\\_dyslexiacaucus.html](http://dyslexia.yale.edu/pol_dyslexiacaucus.html)

Representatives Pete Stark and Bill Cassidy have launched the U.S. Congressional Dyslexia Caucus, which now has 45 members. The goal of this bi-partisan group is to raise awareness about dyslexia and to ensure that every dyslexic child and adult has a chance to read, to learn, and to demonstrate and realize his or her full potential. “Dyslexia is a major learning disability which affects nearly 20% of Americans,”

said Congressman Cassidy. “By raising awareness of dyslexia we can change the way we educate our children and assist millions of children get on the path to success.”

“My motivation in starting the Congressional Dyslexia Caucus with Rep. Bill Cassidy is both personal and professional,” said Congressman Stark. “My family has learned about the

Visit the Dyslexia Caucus website: [dyslexiacaucus-cassidy.house.gov](http://dyslexiacaucus-cassidy.house.gov)

disability—and the misunderstandings that surround it—through my young son’s experiences with dyslexia.”

Below is a list of Ohio members of Congress who have joined the 48-member caucus. We urge you to write or call and ask your congressperson to join the caucus.

**Bill Johnson (R – Ohio)**  
**Pat Tiberi (R – Ohio)**

To see a complete list of congresspersons, visit [dyslexiacaucus-cassidy.house.gov](http://dyslexiacaucus-cassidy.house.gov).

# Wilson Language Training in Ohio: 20 Years and Going Strong!!

by Ellen Brick and Lori Josephson, NOBIDA Advisory Council

In March of 1996, Barbara and Ed Wilson first came to Ohio to run their exhibit booth (snowstorms and all!) at the annual NOBIDA Dyslexia Symposium, and that summer they taught the first Wilson Introductory Workshop in Ohio. In the fall of 1996, the first class of Wilson Level 1 Trainees began the school year-long process of attending Friday evening sessions of the Wilson Word Study course, along with teaching a practicum student 1-to-1 and being supervised by a Wilson Certified Trainer from Chicago, the closest Wilson Trainer at the time. Since that time, several Ohioans have become Wilson Certified Trainers: well over 200 Ohio teachers and parents have achieved the status of Level 1 Certification in the Wilson Reading System and several thousand individuals in Ohio have attended a three-day Introductory Wilson Workshop.

Wilson Language Training has come a long way since those early days, both in Ohio and nationwide. Beginning in 2002, Wilson Reading System introduced an online component to the Level 1 Certification process, as well as online resources, thereby improving the support to teachers

language methodology a whole lot of good to walk down elementary school hallways listening to children chorally chanting “a...apple.../a/, etc.,” defining and discriminating syllable types, discussing the notions of base words and suffixes, and understanding the notion of “reading with fluency” using scooping. Again, Barbara and Ed Wilson’s commitment to preparing and supporting Foundations teachers is evidenced via face-to-face specific trainings for grades K, 1, 2, and 3, ongoing coaching, facilitation of Foundations Teacher Study Groups, and online support and resources.

Seeing the need to provide a curriculum for older students (grades four and up with mild to moderate word level deficits), Barbara developed Just Words as a Tier 2 initiative in 2010. Again, many teachers

(and therefore to students worldwide). Trainees are now able to review course content, avail themselves of printable resources (templates for lessons and supplemental materials, background resources, etc.), text passages, live chats, threaded discussions, and an online store.

and students in Ohio have benefited from use of this program. Wilson’s commitment to provide ongoing support is evidenced by the online interactive components of Just Words that enhance lesson presentation.

Who knows the full impact of these programs and how many lives have been changed since that time... surely the number of children and adults with improved literacy skills is uncountable. ■

*Barbara Wilson, founder of Wilson reading programs is the keynote speaker at NOBIDA’s upcoming symposium March 8 – March 9.*

Things have certainly changed for the better in terms of the infusion of multisensory structured language since that time, both in Ohio and nationwide. Circa 2003 brought the introduction of Wilson Language Training’s Foundations to Ohio. Again, the full impact of the use of this Tier 1 and Tier 2 general education curricular initiative is likely difficult to quantify! BUT... It does educators who are familiar with Wilson multisensory structured



Lori Josephson and Ellen Brick, Members of NOBIDA Advisory Council and Wilson Language Trainers

“many teachers and students in Ohio have benefited from use of this program.”



# Ohio Branches Unite:

## A Letter to the Ohio Department of Education

January 31, 2013

### To: The Ohio Department of Education Third Grade Guarantee Committee

Pursuant to the January 23, 2013 version of the Teacher Credentials portion of the Third Grade Guarantee regulations, The Northern Ohio (NOBIDA), Central Ohio (COB/IDA) and Ohio Valley (OVB/IDA) Branches of the International Dyslexia Association offers their response to the notion that “credentials from a SBRR (Scientifically Based on Reading Research) program list” no longer will be included as of 2014-15.

Reading failure is a national crisis; a large portion of students struggling with reading have dyslexia (Birsch, J. & Shaywitz, S., 2011). The evidence is clear that our teachers lack training in how to identify and remediate students with dyslexia (Moats, 2009; Spear-Swerling, 2008; Walsh et al., 2006). Ohio’s schools are failing these students and universities are not adequately addressing the problem in our teacher education programs.

Ohio HB 157 passed unanimously by both the House and the Senate and was signed by Governor Kasich in December of 2011. This dyslexia professional development law passed to give classroom teachers the training in language that they did not receive in their pre-service education. A standard degree in elementary education from our accredited universities provides inadequate training in terms of teaching students who require more intensive instruction in order to develop literacy skills. If that were not the case, the Third Grade Guarantee would not exist. The root of this problem may stem from an inadequate workforce of post-secondary educators with advanced degrees at the Master’s and Doctoral levels who are unable to provide teachers with the tools they need to address the needs of unsuccessful readers (Aaron, P.G., Malatesha Joshi, R., Quatroche, D., 2008). Historically, some teachers have chosen to return to school in order to obtain this type of training, even attending schools out of state. Likely, for the majority of teachers, returning to school in another location is not a viable option. Therefore, some teachers sought to obtain this type of training via Certificate based programs, often at their own expense and on their own time. Furthermore, other teachers throughout Ohio work in districts who have adopted Certificate based SBRR programs. These districts have made large investments in terms of human resources and financial commitment. Certainly, this cannot be ignored.

Much research has been done throughout the country, but very little of the research has had any impact on how reading is taught. There is a disconnection between science and educational practice. The scientific findings were obtained in research funded by Reid Lyon, formerly of The National Institute of Health and Human Development. (Allington, R.L. & Woodside-Jiron H. (1999). The politics of Literacy teaching: How “research” shaped educational policy, Educational Researcher, 28, 4-13)

The NOBIDA, COB/IDA and OVB/IDA, Board of Directors and Membership recommend the ODE Third Grade Guarantee Committee continue to recognize Certificate programs as a credential for teachers approved to work with students receiving a Reading Improvement Plan for the following reasons:

1. Certificate programs are outcome based.
2. Certificate and training programs in dyslexia are structured in accordance with The International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading and are accredited by the International Multisensory Structured Education Council (IMSLEC).

*Continued on page 11*

3. The Chancellor, Jim Petro, has approved the OBR Task Force’s work in mapping the language link of the IDA Standards to the Ohio Standards for the Teaching Profession (OSTP). The Ohio Board of Regents has approved new pre-service teacher standards based on The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading to insure that candidates are receiving quality training under a certified professional. The assurance that courses align with IDA standards is approved by professional organizations such as IMSLEC and AOGPE. (Board of Regents Dyslexia Task Force)
4. Certificate programs provide teachers with the knowledge in language and its structure, which is the basis for student success in learning to read (Moats, L.C., 2009) (Multisensory Structured Language Programs: Content and Principles of Instruction <http://www.readingrockets.org/article/6332/>).
5. These Certificate programs are working. Many parents are seeking certified tutors for remediation outside of the school day to teach their children to read. These students are finding success.

“There is growing body of evidence supporting multisensory teaching. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), converges on the efficacy of explicit structured language teaching for children with dyslexia. Young children in structured, sequential, multisensory intervention programs, who were also trained in phonemic awareness, made significant gains in decoding skills. These multisensory approaches used direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning of word parts. Studies in clinical settings showed similar results for a wide range of ages and abilities.” (Simultaneous Multisensory Institute of Language Arts)

#### Clinical Studies:

Clinical Studies of Multisensory Structured Language Education for Students with Dyslexia and Related Disorders  
Curtis W. McIntyre, Ph.D. and Joyce S. Pickering, LSH/CCC, MA, editors, 1995

International Multisensory Structured Language Education Council (IMSLEC)  
An Evaluation of the Dyslexia Training Program: A Multisensory Method for Promoting Reading in Students with Reading Disabilities  
T. Oakland, J. Black, G. Stanford, N. Nussbaum, and R. Balise, 1998.

Teaching Reading in an Inner City School through a Multisensory Teaching Approach  
R. Malatesha Joshi, Mary Dahlgren and Regina Boulware-Gooden, 2002

6. Until post-secondary institutions “catch up” in terms of training pre-service teachers as mandated by the OBR, continued recognition of the Certificate based programs is warranted. Please see Barriers to the Preparation of Highly Qualified Teachers in Reading (Smartt & Reschly, 2007).

Please consider these organization’s recommendations in the spirit in which they are offered, that is to improve the literacy skills of those attending public schools in Ohio by recognizing and improving the training educators possess to assist our states’ struggling readers.

Sincerely,

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# 2012

## Dyslexia Dash



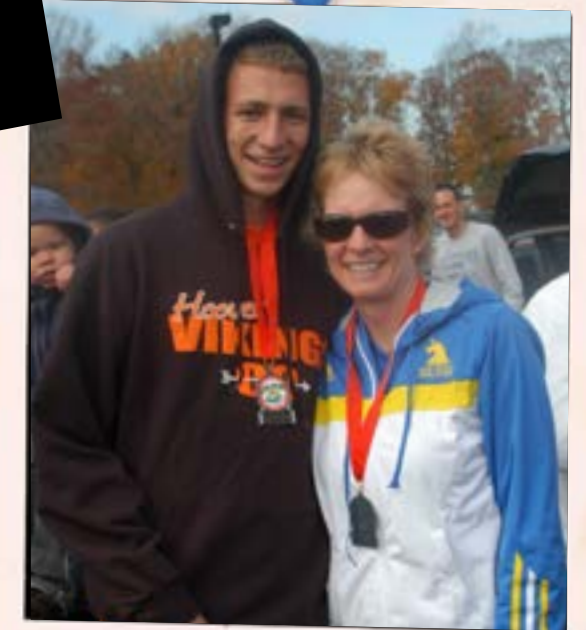
NOBIDA Incoming President  
Mary Jo O'Neill,  
Lawrence School's Advancement  
Partnership Coordinator Dee Dee Miller,  
and Lawrence Head of School Lou Salsa



Lawrence School students  
Haley G., Lindsey C., Emma G.



Lawrence School student  
Matthew C.,  
2nd Place in Boys



Winning Runs in the Family!  
NOBIDA Advisory Council,  
Rebecca Tolson  
(2nd Place Overall Female),  
and her son, Robert Tolson  
(3rd Place Overall Male)



The start of the Dyslexia Dash



Lawrence School students Zach W.  
and Jarrett G.

# Dyslexia Simulations

by Paul Locher, staff writer

Reprinted from *The Daily Record*, Wooster, OH (October 12, 2012)

<http://www.the-daily-record.com/local%20news/2012/10/12/an-island-of-weakness-in-a-sea-of-strength>

You could almost hear the brain cells popping and nerves fraying as participants in a dyslexia simulation made their way through a veritable mental chamber of horrors. About 125 people, mostly women, participated in a dyslexia simulation called *Walk in the Shoes of a Dyslexic*, which was presented by the Northern Ohio Board of the International Dyslexia Association on Oct. 3 at Orrville Elementary School.

Participants rotated through a half-dozen workshop simulations, each of which provided a different perspective on how people with dyslexia view language-related assignments. Beth Reusser of Orrville, a student at Southern Methodist University whose dyslexic son is a fourth-grader at Orrville Elementary School, was a key organizer of the workshop and said the event was geared toward giving attendees a sense of what it feels like to be in the body of someone with the disability.

Organizers said dyslexics often have poor spelling and “decoding” abilities and poor word recognition, don’t understand sound levels and speech and how they go together, and have an altogether different phonological capacity that results in reduced comprehension. Dyslexia, which affects between 10 percent and 20 percent of the population to some degree, was often characterized during the evening as “an island of weakness in a sea of strength,” because dyslexics have many other strengths.



Toledo Dyslexia Simulation Facilitators: Sue Emerine, Joe Mascazine, Michelle Doyle, Sister Marcia Kiser, Bev Zach, Tammy Alexander, and Mary Heather Munger

Photos from a Dyslexia Simulation, sponsored by Parent-to-Parent and Alexander/Armus Learning Specialists on October 18, 2012. It was held at Providence Lutheran Church.

At one of the stations, participants had to perform a variety of non-dominant handwriting exercises, including trying to trace some odd patterns and then recreate them from memory. Instructor Jean Tobias explained how dyslexia affects the perception of the cursive baseline and compromises the “approach stroke” in writing, interfering with the fluidity of motion. At another station, participants had to try and guide pencils between parallel lines of a star pattern while their hands were covered, and looking only in a small mirror to guide their strokes, making everything appear reversed.

The exercise clearly heightened the sense of overriding frustration throughout the room as participants were all but paralyzed in their attempts to perform the exercise correctly. As participants worked at the various exercises, the instructors harangued them about the importance of succeeding for the sake of themselves, their parents who would see the work at open houses and their teachers who needed to be able to show good progress with the class. The result was that many attendees simply threw down their pencils in frustration. Even Orrville High School Principal Phil Hatton conceded by mid-evening he had a headache and was frustrated.

“What this is doing is forcing me to think with the other side of my brain,” Hatton said.



Facilitator Mary Heather Munger (left) is leading participants in a group activity.

An island of weakness in a sea of strength - Orrville participates in dyslexia simulation



NOBIDA Facilitators at the Dyslexia Simulation in Orrville: Larry Orrach, Lori Josephson, Ellen Brick, Jean Tobias, Trish Harpring, Tammy Alexander, Rebecca Tolson, Beth Reusser

One of those working on the mirror exercise was Melissa Lanham, an assistant teacher at the Montessori School in Wooster. Lanham, who teaches ages 3 through kindergarten, said she attended the session because “I wanted to know more about dyslexia so that I could identify this in students and better help them. I think it’s insightful to be able to feel their level of frustration.” “I think we paid to get tortured tonight,” declared Barb Crawford, a classroom assistant in a pre-school program in Doylestown as she attempted to read her way through an exercise in which a number of the words were reversed and scrambled as a student with dyslexia would perceive them.

After a phoneme reversal exercise in which participants had to write words they heard backward, instructor Trish Harpring of Cleveland Heights, who teaches in Shaker Heights, said she was impressed with the large turnout.

A member of the International Dyslexic Association for the past 17 years, Harpring noted, “For a rural area this is great attendance. It shows there’s a lot of interest in this subject locally.”

For more information about the simulation, see *Dyslexia-connecting the dots with two programs to detail the facts about the learning disorder* by LINDA HALL, staff writer, *The Daily Record*, Wooster, OH (September 30, 2012) <http://www.the-daily-record.com/local%20news/2012/09/30/dyslexia-connecting-the-dots-with-two-programs-to-detail-the-facts-about-the-learning-disorder>

# Dyslexia Dash 5k: Gearing Up for Year #3!



by Courtney Baker, NOBIDA Board

NOBIDA began a new tradition in 2011 with the inauguration of the Dyslexia Dash 5k race. The Dash not only challenges runners and walkers to set and achieve their own personal goals but encourages teamwork and raises dyslexia awareness.

The Dash is co-hosted with Lawrence School (which serves students in Grades K-12 with language-based learning differences) and takes place at their Upper School campus in Sagamore Hills. Unlike other “typical” 5k races, the Dyslexia Dash is not just about who can run the fastest – it is about knowing yourself and overcoming your limitations.

The race is run as a “Prediction Run” which levels the playing field for all participants. When runners register, they are asked to predict their finishing time. The 10 runners who come closest

to matching their actual finishing time to their predicted finishing time win! Through the Prediction Run, participants are encouraged to put themselves in the shoes of a dyslexic and do their best without the tools we often take for granted. In a dyslexic person’s case, this is the ability to read. For the runners, it is the ability to chart speed by wearing a watch or seeing a timing clock. Participants have no watches or clocks,

Traditional awards are given to the top three male and female runners overall, as well as the top three in each age group. Additionally, a 1-mile Family Fun Walk is perfect for younger participants and families. Runners and walkers from ages 6 months to 69 years have participated in this annual event, and we look forward to continuing the tradition for years to come!

Proceeds from the race equally benefit NOBIDA and Lawrence School.

Our tagline for this event is, “What would you give up to succeed?” and it is our hope that participants are able to walk away with not only a fun and unique experience but with a better understanding of what children and adults with learning differences face every day. ■

For more information on the Dyslexia Dash visit [www.lawrenceschool.org/dyslexiadash](http://www.lawrenceschool.org/dyslexiadash) or “like” us on Facebook at [www.facebook.com/dyslexiadash](http://www.facebook.com/dyslexiadash).

And please SAVE THE DATE for next year’s Dash: Saturday, October 19, 2013. We hope to see you there!

# A “Dyslexic and Proud” Fabulous Day

by Dana Martin-Hayden

I had a “Dyslexic and Proud” fabulous day! This fabulous day comes after many un-fabulous days. Some of the un-fabulous days were my own, when as a child I struggled with dyslexia in a classroom with no accommodations. And some of the un-fabulous days were faced by my two children or my husband, who are also dyslexic in a world that doesn’t always “get it.” But we get it and we get each other and sometimes other people get it too. Those are the “Dyslexic and Proud” fabulous days!

As a kid, I didn’t know why I had to work extremely hard just to keep up with school, but a report I found only recently at my parents’ house had the answers. I am guessing it was a cutting edge report for the 1970s, which tested me for dyslexia and listed recommended classroom accommodations.

I can’t remember the list of accommodations being discussed or implemented at any time during my education. I found it fascinating that classroom accommodations—such as providing dyslexics more time on tests and not lowering grades due to spelling—have been around for the last 40 years. Finding the report made me wonder what my education would have been like if I had known about the accommodations and if the teachers had been on board with implementing them. But it’s been 40 years. The education system, including teachers, must know all about the need, benefit and implementation of classroom accommodations if this idea has been around so long, right?

Given our family history and our own learning challenges, we knew the odds were high our children would be dyslexic and would face



Dana Martin-Hayden

the same challenges in school. We thought it would be easier for our children because we now have more information and research on dyslexia and classroom accommodations, but that has not been the case.

Maybe it’s the extreme emphasis on standardized testing in public schools today. Dyslexics are not ever going to look great using achievement tests to score our abilities.

Continued on page 16





## A “Dyslexic and Proud” Fabulous Day

continued from page 15

The dyslexics I know are often good at things that are not easy to test and score—including but not limited to being great at thinking in 3D, connecting ideas, solving problems, thinking creatively, asking “why” and diving deeply into subjects. Standardized testing and the consequent teaching to the test causes a lot of heartache for dyslexics when schools worry more about their state ranking than encouraging and teaching to different learning styles.

In third grade, my daughter was required to come in and take a timed math-fact quiz every morning. Even though everyone involved knew, as a dyslexic, she was having trouble with these timed tests, we were told it was required. I watched my daughter dread going to school, knowing she would start each day by failing a multiplication test. Each day her peers, who had passed the test, could see her repeated failure. This repeated failure affected all her work; teachers remarked separately that she was only working at 40 percent. It was extremely painful to watch my vibrant kid who used to come home and happily do art projects all afternoon become sullen, argumentative, and completely uninterested in art projects. She lost her confidence and her desire to create and learn when she moved into a school system that hyper-focused on the standardized test scores.

During this time, I am extremely glad we did the testing and work to get an IEP and 504 for our children. I am also glad we were able to provide our children with remediation services privately and through the public school. No document or remediation strategy, however, will help a dyslexic reach her potential without the addition of confidence. Unfortunately, you can't buy confidence lessons for children. The child has to feel it, believe it, and have it honored everyday to help it grow.

For these reasons, we moved our kids to Toledo School for the Arts (TSA). Still required to meet Ohio's standardized test scores, this public charter school uses arts integration to teach kids. The school inspires students by enriching learning with the arts and encouraging students to make the grade so they are eligible to participate in activities such as concerts, theatrical productions, art shows, and dance recitals. In a school that doesn't weigh them down with excessive rote and drill homework, they are able to do other activities that fit their interests and build valuable skills such as volunteering in a University Physics lab, Co-Captain a FIRST robotics team, musical theater, orchestra, musical instruments, voice, and poetry and Shakespeare competitions.

The moment my kids realized they could succeed in the new school and be valued for their differences, instead of being seen as a liability for reducing the district's standardized

test scores, their whole outlook on school and life changed. They became happy again and wanted to go to school. They didn't come home from school with that defeated look on their faces anymore.

So, I had a fabulous day! It started with an exceptional conversation with my kids on the ride to school. My daughter told me three times, “Mom, mom, did you email my music teacher about my accommodations? You have to email my music teacher and tell him ‘thank you!’” He clapped out the rhythm for me over and over and over until I could convert it into written music. He didn't stop or make me feel bad about it. I think I got an A!”

If you have a dyslexic in your life you may know how amazing this is. First, my daughter knows it is important for her teachers to know that she has trouble with some of the class assignments and needs accommodations in the classroom. Second, she isn't afraid or embarrassed that she needs them or she wouldn't ask the teacher to assist her in front of the whole class. She wouldn't have been proud of the anticipated A if she thought the accommodation was undeserved. Third, even though clapping rhythms is not an everyday learning event, my daughter recognized she was having trouble doing the task and she reasoned out she needed to request an accommodation from the teacher. Many dyslexics have issues taking a sound and turning them into symbols (e.g. phonemes to letters, and sounds/rhythm to notes is the same issue). Finally, the one that makes me cry is that she recognized how special this teacher was to have honored her without complaint or without embarrassing her. She wanted him to know very badly that she appreciated the respect he had shown her and that it mattered very much to her. She said “Mom, tell him I can't thank him enough. Mom, I can't put it into words. You write that email today, Mom, and don't forget.”

Moments before this discussion, my son was helping my daughter trouble shoot ways to talk to her art teacher and let her teacher know that she may need more time on her midterm and how to work out the logistics of extra time for taking the test. They have both learned that they need to communicate with their teachers about their learning differences and the accommodations that have worked for them. They have found that if they do a good job explaining and respecting the teacher, the teacher often is very helpful and creative in coming up with ways to help them use accommodations to succeed in communicating their knowledge of the material.

I really believe that if every teacher could experience what it feels like to be dyslexic—such as the fear of being behind or not knowing if you understood the assignment

or heard every part correctly; the worry about if you read the test question correctly; the exhaustion from slowly reading the text over for the fourth time to find an answer at 11:30 at night—they would all try to help dyslexic students use accommodations in a way that helps them learn and still allows them to feel confident and proud of their success. Accommodations in the classroom can be life changing for a dyslexic; however, they have to be done in a confidence building way, with love, sensitivity and understanding behind them.

My fabulous day continued with another major success when my son and I went before his school with a formal proposal. I am a fan of the very positive book *Dyslexic Advantage* by Drs. Eide and Eide. A reference in this book inspired my son to suggest forming an Eye to Eye chapter at TSA. Eye to Eye, a national organization, promotes a mentoring program that pairs dyslexic and/or ADHD college or high school students with dyslexic and/or ADHD elementary or junior high students. Eye to Eye provides the experience and support to set up a local chapter where

“  
The child has to  
feel confidence,  
believe it, and have  
it honored everyday  
to help it grow.”

weekly meetings bring students together for hands-on arts activities, and they share their experiences being learning disabled/different (LD) and/or ADHD and talk about using accommodations and the confidence to make it through school. Our joy was instantaneous in the school's warm welcome and heartfelt desire to help my son bring a chapter of Eye to Eye to TSA. We think Eye to Eye is a natural fit for TSA since they use the arts to inspire education every day. TSA understands that confidence is what makes a student work the extra amount that all dyslexics, and really many students, are faced with to keep up. If we can bring Eye to Eye to TSA, it will be the first chapter in Ohio. We are looking forward to helping more dyslexics have the courage to face the extra work, learn how to use accommodations to purpose, and most of all, feel confident and proud! I am sure you can understand now why our “Dyslexic and Proud” family just had a fabulous day! ■

# Is Your Child or Student Struggling with Reading and Writing?

## Read & Write GOLD can help!

by Jim Sullivan, Territory Sales Director, Texthelp, Inc.

Read&Write GOLD from *Texthelp* is text-to-speech software for individuals with reading or writing difficulties or learning disabilities such as dyslexia. The program provides support reading and writing, difficulties with spelling, problems with concentration and comprehension, and more.

Read&Write GOLD's customizable toolbar provides support tools for reading, writing, studying, and research within familiar applications such as Word, Pages, Internet Explorer, Safari, and Adobe. Determining which features on the toolbar best meet students' needs is easily accomplished using the Read&Write GOLD ToolMatcher, a free online tool that matches a student's accommodation needs with the appropriate Read&Write GOLD support tools.

With Read&Write GOLD, students of all ages can get the support they need at school, home, work, and even on the Cloud! Read on to see how two particular students have benefited from Read&Write GOLD.

### Chris Potocki – Read&Write GOLD for the Transitioning Student

Chris is a confident, ambitious college student who is involved in his university honors program and chemistry club. He has his sights set on getting a doctoral degree in biochemistry, but Chris has not always been the zealous, positive student he is now.

### Independence Sought...and Found

Struggling with dyslexia, Chris found learning and schoolwork difficult. His mother remembers spending endless hours reading him his assignments. Chris felt frustrated and embarrassed that he could not read his homework himself and that he had to have his

classmates or an aid read his classwork to him at school.

Luckily for Chris, the AT (assistive technology) facilitator in his school district introduced him to Read&Write GOLD in seventh grade. The software helped him greatly in his quest for independence. He became a self-sufficient learner and was able to participate in honors and AP (advanced placement) level courses. An ecstatic Chris says “*It [Read&Write GOLD] literally lightened my load,*” since all the heavy textbooks he once had to carry in his backpack were converted to or accessed in an electronic format!

Chris' success was facilitated by using features such as text-to-speech, Screenshot Reader, and PDF Aloud to read aloud his textbooks and assignments. He also used the Study Skills tools to complete research projects and write papers.

### “A Tremendous Help”

Chris plans to continue using Read&Write GOLD throughout his postsecondary education and beyond. After using the software in a higher educational setting, Chris concludes, “*Read&Write GOLD has been a tremendous help. I am so thankful for the opportunity to continue to use this tool to its fullest.*”

### Nicholle Bem – “I Get to Be a Normal Kid”

Nicholle Bem, a college student in St. Augustine, FL, has come a long way since struggling with her early schoolwork due to a learning disability. She was introduced to Read&Write GOLD in elementary school and has used it ever since. Nicholle says Read&Write GOLD helped her “*be like everyone else.*”



### How Read&Write GOLD Helped

Using Read&Write GOLD was life changing for Nicholle. After her first use of the software, her mother recalls, “She went into her room to do her homework. I remember *sitting there waiting for her to ask me for help. The next thing I know, she's coming out of her room saying, 'I'm done!' It was the first time she had ever been able to complete homework on her own. I remember thinking, 'she's going to be okay.'*”

She continued to use Read&Write GOLD throughout middle and high school and now uses it as an undergraduate. When asked how college is going, she said, “*It's really good, but more intense than high school. We cover a chapter in a day, not in a month!*” She uses Read&Write GOLD to help her manage the increased workload, especially the text-to-speech functionality. She continues, “*It reads everything. I can scan in my worksheets and the teacher's notes, and Read&Write GOLD reads it back to me. I usually need to have things re-read back and I can have my work read aloud as much as I need to.*” Read&Write GOLD also helps with research projects, by reading, navigating the web, and providing study skills tools.

Her mother concludes, “*Nicholle learns differently than other students and she became dependent on others to read everything to her. With Read&Write GOLD, her self-esteem grew and she is now totally independent and flourishing.*”

For more information, go to [www.texthelp.com](http://www.texthelp.com).

*NOBIDA does not promote any one reading product over another. Rather, this article is to provide information about products that might be helpful.* ■



# Spotlight On:

## New NOBIDA Board Members



Katie Bodnovich

**Katie Bodnovich** is the reading tutor for the Montessori School at Holy Rosary, an independent Montessori school in Cleveland serving students

from preschool through eighth grade. She holds a B.A. in English from the University of Toledo and Montessori certification from the Southwest Montessori Training Center in Denton, TX. She completed an Orton-Gillingham certification program through the Institute for Multi-Sensory Education of Birmingham, MI. Katie is currently enrolled in the Academic Language Therapy Program offered by Southern Methodist University and is excited to apply her talents and knowledge to benefit students with dyslexia and dysgraphia.



Beth Reusser

**Beth Reusser** lives in Orrville with her husband, Doug, and two children, Benjamin and Ryen. Her 10-year-old son is dyslexic. She holds a bachelor's

degree from Ohio University and is currently in her last semester at Southern Methodist University to become an Academic Language Therapist. Beth has a private practice in Orrville and will sit for the national ALTA (Academic Language Therapy) exam in the spring. She is involved in Wayne County Family and Children First Council, which has encouraged her passion of advocating and raising awareness for this learning difference.



Shari Sasso

**Shari Sasso** received her undergraduate degree from Ursuline College and her master's in reading from John Carroll University. She is certified in Wilson Level 1. For eight

years, Shari taught grades 5-6 at Julie Billiard School, a Catholic, K-8 school that nurtures & empowers students with special learning needs. During that time, her focus was on working with students who needed reading intervention. In 2009, she helped create the Librarian/Literacy Specialist position at Julie Billiard that she has held since then. This position allows her to spread her love of reading to all the students in grades K-8, to be supportive of teacher needs, and influence the literacy direction of Julie Billiard School.

**Laurie M. Sheehy** M.Ed., CCC-SLP, is a senior speech-language pathologist at the University of Toledo Medical Center and associate graduate faculty member at the University of Toledo. Laurie has over 20 years of experience in speech-language pathology, having worked in acute care hospitals, outpatient rehabilitation centers, and skilled nursing facilities. She has experience teaching undergraduate and graduate courses related to communication sciences and disorders as well as supervising graduate students in clinical endeavors. Recently, Laurie served as secretary on the Ohio



Speech-Language-Hearing Association (OSLHA) Executive Council for six years and is currently the Editor of OSLHA's e-journal. Through the years, she developed an interest in reading acquisition and the negative consequences that developmental and acquired deficits in reading/writing have on a person's ability to function in daily situations.



Melissa Spangler

**Melissa Spangler** is a reading teacher/tutor at Rocky River Middle School. She has worked as a Wilson Reading Tutor in the Rocky River City School District

since 2000 at both the high school and intermediate school. Prior to teaching in Rocky River, she taught kindergarten and first grade at private schools in Parma and Broadview Hts. She holds a B.A. degree in Elementary Education from John Carroll University and an M.A.Ed. in Administration from Baldwin-Wallace College. She is currently working toward a Certificate in Academic Language Therapy from Southern Methodist University. She is certified through Wilson Language in Levels I and II and is currently training to become a Certified Wilson Trainer and Foundations Facilitator/Presenter.

# NOBIDA Scholarship Opportunities

## NOBIDA Stephanie Gordon Senior Scholarship

The Stephanie Gordon Senior Scholarship is awarded in honor of a high school senior formally diagnosed with dyslexia who is a worthy role model for others, who refuses to be limited by the challenges of learning differences, strives for excellence, chooses to live as an achiever, and enriches the lives of the families, friends, employers and communities with whom he/she interacts.

The 2012 recipient of the Senior Scholarship was Dan Schmidt, a graduate of Glen Oak High School. He is currently attending Kent State – Stark and is pursuing a major in communications with a minor in public relations.

The 2013 Scholarship recipient will be awarded a cash prize of \$250 to support this student's postsecondary education endeavors. The recipient was given the opportunity to accept this award at the 25th Annual Dyslexia Pre-Symposium Dinner on Thursday, March 7, 2013 at the Intercontinental Hotel and Conference Center in Cleveland. This award is given at the discretion of the Student Scholarship Committee of the NOBIDA.

**DEADLINE:**  
See [www.nobida.org](http://www.nobida.org) for future scholarship application deadlines.

## The Jean Armus Scholarship

NOBIDA offers the Jean Armus Scholarship to support the cost of attending the annual Dyslexia Symposium. The Jean Armus Scholarship will cover all or part of the symposium registration fee. All applicants will be considered except members of the NOBIDA Board.

Educators, parents of children with dyslexia, and college/university education students are encouraged to apply. Scholarships are available to persons who do not have another sponsor (such as an employer). Our goal is for applicants accepting this scholarship to agree, upon returning to the community, to pass on to local educators the important information gleaned from the symposium. In addition, we are hopeful that the recipient will join the IDA.

**DEADLINE:**  
See [www.nobida.org](http://www.nobida.org) for future scholarship application deadlines.

Please send applications to [nobidainfo@gmail.com](mailto:nobidainfo@gmail.com)

## Hope and Aspirations: The NOBIDA Young Adult Literacy Fund

by Lori Josephson, NOBIDA Advisory Council Member

NOBIDA is pleased to announce the formation of "Hope and Aspirations: The NOBIDA Young Adult Literacy Fund." This fund was put in place to provide monies for:

1. Assistance to students in need of assessment in order to receive accommodations in the post-secondary setting
2. Assistance to students enrolled in post-secondary settings to subsidize the cost of remediation services that may be necessary to ensure student success in the post-secondary setting
3. Assistance to young adults (age 18-30) who are in need of remedial services whether or not they attend a post-secondary institution.

In order to qualify for this scholarship, applicants must complete the "Hope and Aspirations: The NOBIDA Young Adult Literacy Fund" application, posted on [www.nobida.org](http://www.nobida.org). Additionally, two recommendations must be submitted to the Hope and Aspirations Committee, as well as a face-to-face interview with the Hope and Aspirations Committee members. Applicants attending post-secondary institutions are required to submit proof of good academic standing; other adult applicants' needs will be determined at the discretion of the Hope and Aspirations Committee. Each application will be considered on an individual basis and on an individual timeline. Services will be provided by an NOBIDA approved provider. Please refer to the NOBIDA website to review the application, which will be posted soon! The NOBIDA feels that it is never too late to provide remedial services to individuals with dyslexia.



## BOARD OF DIRECTORS

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## HOW TO CONTACT NOBIDA

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

## TENTATIVE FUTURE BOARD MEETING DATES

May 13, 2013 - Open to the Public  
August 12, 2013  
November 18, 2013



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. Allied service providers, such as speech-language pathologists, educational psychologists, and others are welcome. To view the directory, click here: <http://www.nobida.org/Portals/0/Directory%20of%20Service%20Providers%20Jul-2012.pdf>

# 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:

For more detailed information, please go to the NOBIDA website.

- March 7, 2013** NOBIDA Silver Jubilee Dinner
- March 8-9, 2013** NOBIDA 25th Annual Dyslexia Symposium  
Cleveland Clinic
- April 23, 2013** Walk in the Shoes of a Dyslexic: A Simulation  
Parma, Ohio
- April 24, 2013** State Parent-Mentor Dyslexia Conference  
Dublin, Ohio
- August 16, 2013** Dyslexia Splash
- October, 2013** Walk in the Shoes of a Dyslexic: A Simulation
- October 19, 2013** Dyslexia Dash - Lawrence Upper School  
10036 Olde Eight Rd., Sagamore Hills

### Stephanie M. Gordon Dyslexia Services

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

## NEWSLETTER EDITORS

Tammy Alexander, M.A.  
Mary Heather Munger, Ph.D.  
Monica Gordon Pershey, Ed.D.,  
CCC-SLP

## FAREWELL FROM MONICA AND TAMMY

It has been our pleasure and privilege to serve as newsletter editors for the past several years. Our grateful thanks to the many contributors, NOBIDA staff members, and employees of the graphics and printing companies who have helped us create so many fabulous issues of the newsletter! Mary Heather and a new committee will be taking over the newsletter editorship as of the next issue.

## NEWSLETTER COMMITTEE

Sr. Marcia Kiser, M.Ed.  
Elizabeth Anderson

Please send newsletter submissions to:  
[mhmunger@sbcglobal.net](mailto:mhmunger@sbcglobal.net).  
This newsletter is published semi-annually.  
The next submission deadline is August 15, 2013.



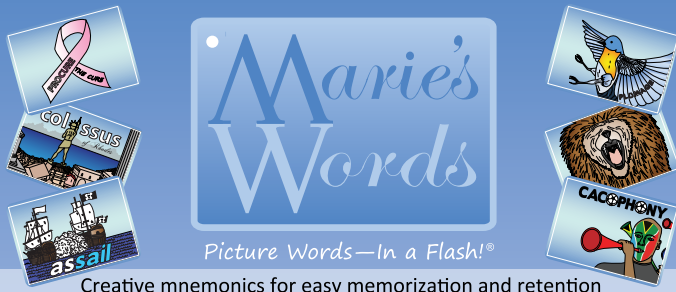
**NOBIDA has a group on LINKED IN!**

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[www.linkedin.com/groups?mostPopular=&gid=3341720&trk=myg\\_ugrp\\_ovr](http://www.linkedin.com/groups?mostPopular=&gid=3341720&trk=myg_ugrp_ovr)



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**ALTERCATION**  
FIGHT

42 **altercation**  
aw-ter-key-shuh n

**definition**  
(n.) a dispute; a fight, often verbal

The altercation between the two cats was so loud it woke up the neighbors.

**Synonyms**  
argument, controversy, quarrel

**antonyms**  
agreement, concord, harmony

The word "altercation" means "a dispute; a fight, often verbal." The picture highlights the word "cat" to make "cat fight" and displays an altercation between cats. Thus, altercation can be remembered as a loud argument or a noisy cat fight.

Get the new Marie's Words Visual Vocabulary Flash Cards! Also available as an app for your iPhone, iPad or Android!

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Concerned about your K-3 child's reading development? Schedule a Free Reading Screening: 440-832-7822. Visit [www.lawrenceschool.org/screenings](http://www.lawrenceschool.org/screenings) for more information.

**THE GOW SCHOOL**  
SOUTH WALES, NY

**GIVING HOPE, TRANSFORMING LIVES.**

*Premier college preparatory boarding school for students in grades 7-12 with dyslexia or language-based learning differences*

- Remediation through structured, multisensory, Orton-based phonics language curriculum
- 100% college acceptance
- Small class sizes (3-6 students)
- 150 students, grades 7-12, from 26 countries and 20 states
- Co-ed Summer Program, ages 8-16
- School-wide laptop program

**Learn more about the life-changing Gow experience at [www.gow.org/nobida](http://www.gow.org/nobida) or call 716.687.2001**

# THE GOW SCHOOL SUMMER PROGRAM

**THE GOW SCHOOL**  
SOUTH WALES, NY

“Last summer I discovered I’m good at volleyball, skateboarding, and reading!”

**Afternoon Activities**

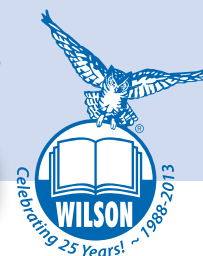
**Weekend Trips**

**Morning Academics**

**The Gow School Summer Program** is for boys and girls, ages 8-16, who possess the potential to excel, despite academic difficulties, or having been diagnosed with dyslexia or specific learning differences.

**Learn more about the life-changing Gow experience at [www.gow.org/nobida](http://www.gow.org/nobida) or call 716.687.2001**

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