



Spring/Summer 2020

Letter From the President



Dear Members of NOBIDA,

My hope is that this finds you all well and safe as we are all doing our part together during these unprecedented times. Each of you and your families are in my continued prayers. Stephanie Gordon, our founding member, along with her husband, grew orchids in their greenhouse. Orchids represent love, strength and beauty, so is it any wonder that when our branch does something well and we want to recognize individuals we give them orchids. Purple orchids mean respect and admiration. I would like to give purple orchids...



...to the teachers in the state of Ohio and around the country- thank you. They were not taught how to deliver distance learning, but they are still finding ways to engage and connect with their students!



...to the therapist/tutors -thank you for making sure our kiddos and adults do not lose the gains they had made before the stay-at-home order and for your creativity during this time to deliver Orton-Gillingham programs with fidelity, integrity and as multisensory as distance learning can allow.



...to the parents- thank you for taking on the additional responsibilities for your roles as classroom assistant, event planner, referee, chef/baker, software/IT tech, and the list goes on!



...to the first responders, healthcare and essential workers- thank you for showing up each day to make sure we are safe and have what we need to get through this health crisis.

We value our summer programs and continue to focus on our mission during this time. We have decided we will offer only virtual workshops during the summer of 2020. NOBIDA is working on developing programs and will launch these soon. Please check our website in the coming weeks for updates.

On behalf of the NOBIDA Board, we wish you well and look forward to when we meet again.

Best,

31st Annual Symposium: Structured Literacy for All



REFLECTION OF A FIRST-TIME NOBIDA ATTENDEE

I didn't know what to expect from my first NOBIDA Symposium. I knew a few people who would be attending, but grasping the full impact of the symposium was yet to be experienced.

My recent entrance to the challenges of dyslexia came 18 months ago when we helped with the early identification of my dyslexic grandson. That small action caused us to consider what happens to other children who do not have highly educated and privileged families to be their advocates. That small action helped trigger Walsh University's decision to change its literacy program to one based on the science of reading.

That small action also opened my world to structured literacy, Ohio's Plan to Raise Literacy Achievement, and the amazing people who are NOBIDA!



Being a panelist on Thursday night brought some nervousness. However, my anxiety disappeared from the level of love and positivity in the room. Further, the discourse between the panelist and audience brought out good questions, support of ideas, and a clear unified commitment to advocate for all learners.

Day two provided an extended opportunity to learn from expert presenters, share ideas with peers, and to consider possibilities to move forward with better and bolder options. At Walsh University, that means enriching our work with the science of reaching, expanding our outreach and study of dyslexia, and being a contributing member of the NOBIDA community.

David Brobeck, Ph.D.
Graduate Education Program Director
Walsh University



Hats off to our essential team of volunteers, corporate sponsors, exhibitors and guest speakers for

Virtual Learning Assistance



With students studying at home, learning can continue into the summer. Below are resource links to get you started.

IDA:

Assisted Technology Fact Sheet
[Assisted Technology Webinars](#)

NOBIDA:

[Resources Website Link](#)

Stephanie Gordon Senior Scholarship

This scholarship supports the recipient's post-secondary education endeavors.

The criteria include:

- *a worthy role model for others*
- *refuses to be limited by the challenges of learning differences*
- *strives for excellence*
- *chooses to live as an achiever*
- *enriches the lives of the families, friends, employers & communities with whom he/she interacts.*

Each year the Northern Ohio Branch of the International Dyslexia Association awards a scholarship to a high school senior formally diagnosed with dyslexia. This award is named after our founding member Stephanie Gordon, who established our Northern Ohio branch over 30 years ago.

This year's recipient is from Copley High School. We are pleased to announce the 2020 Stephanie Gordon High School Senior Scholarship Winner is **Clark Evans**. Clark plans on attending the University of Kentucky in the Fall and "...pursue medical studies to become a doctor...maybe in the field of orthopedics."

Below is Clark's personal statement from his application:



"I have been dyslexic since day one. The good news is that over the past seventeen years, I have become quite good at adapting to it. For years, I have watched my classmates and teammates head home directly after school or practice while I was heading to a tutor to work my way through the Wilson Reading Program. My academic day was far from over. I pushed through this for several years and completed that program.

I carried that same work ethic into my volunteer efforts at our local Children's Hospital. I took it with me to the football fields and tennis courts during varsity level competitions. I kept it with me during nearly six weeks at sea while completing several PADI scuba certifications. I packed it along for thirty day test in the Alaskan back country with the National Outdoor Leadership School.

Dyslexia does not go away, and it continues to challenge me. I have continued to work closely with high school faculty to make the most of my time in school, often meeting with them before school, after class, or over lunch to stay on top of my studies.

Some of our differences are easy to see and on the surface, but many of them are not. I see life through a different lens with an understanding that each person I come across is a product of his or her own life experiences. Because of this, I am able to relate with people from a variety of different backgrounds and abilities, bringing to light new ideas and outlooks." -- Clark Evans, Copley High School 2020 Graduate

Ohio ♥ the Science of Reading



Michelle Elia, Ohio Literacy Lead,
Ohio Department of Education

The state of Ohio is engaged in numerous efforts to bring the science of reading to schools and students across the state. The goals are to reduce barriers impeding language and literacy growth so that all children can read and comprehend at grade level.

One such effort was the January release of a revised and updated [Ohio's Plan to Raise Literacy Achievement](#), a guide for educators and parents for evidence based instruction in the science of reading across the educational cascade. The document is unique in that the science of reading is called out explicitly, from emergent literacy (birth to age five) through adolescent literacy.

[LEARN MORE](#)

Tired of Jigsaw Puzzles?



Mary Jo O'Neill, M.Ed.
Special Education Advocate at
Hickman & Lowder Co., L.P.A.

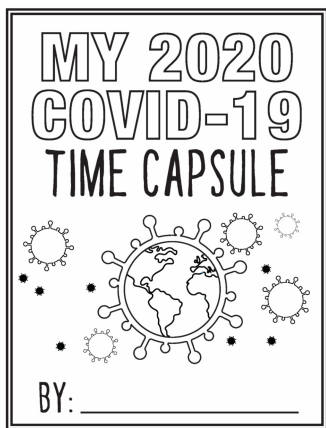
Here is a productive way to spend your day --

Now that we are all under mandatory quarantine, homeschooling your child with special education needs can be overwhelming and stressful. I'm proposing we all pause, take a breath, and focus on what we can control.

One productive thing you can do is use this time to get a clearer picture of your child's requirements and progress, by creating or updating his or her education binder.

[READ MORE](#)

COVID-19: Student Perspective



PANDAMIC PAGES

When Governor Mike DeWine first announced the school closings I was in band. It was very chaotic especially since it was already loud because that is just the way band is naturally. I was, at first, very excited because we wouldn't have school for three whole weeks, but after I realized what that meant exactly, I was very stressed out and confused by how that would work. I was overwhelmed and very scared. After I got home I set my book bag full of books down and just enjoyed the ability to be home and relax with my dog after a stressful day.

After the long weekend it was really weird to not go back to school and it definitely changed my daily life and schedule. My daily schedule is now more lax and flexible than from what it was before the shutdown. I go to sleep around 12-2 and wake up around 10ish which is a large change

for me because I used to go to sleep around 10:30-12 and woke up around 6-6:40. The times I eat are very strange because I don't really have meals at the normal times and I snack a lot. I realized I am not in my normal routine and habits and am very concerned as to what will life be like when we go back to "regular living". Will we even go back to regular living?

I definitely don't get out as much and what I mean by that I mean, I don't even leave my room. All of my after school events are cancelled so there is a wide space in my calendar. No more clubs, no more concerts or musicals, and definitely no more parties. This has made my emotional state way worse without the connections I worked hard to make with friends, teachers, and family. I am more depressed, angry, and impatient with family, life, and myself. Now this isn't just me, but everyone has different feelings about the shutdown.

My mother is secretly happy to be home because of the virus. She has more time to do what she wants and get her backlogged work done and caught up. She is also worried about what is going to happen to the world and the economy. My father believes that he will not get it, but he is cautious nonetheless. He wears a mask and gloves when he goes to work and frequently washes his hands. My friends are lonely and are trying their best to lighten up their spirits with video calls and walks.

Just last week it was my best friend's sweet sixteenth birthday and I planned a social distance sidewalk party. Some of my other friends made signs and I decorated and planned a truth or dare scavenger hunt with balloons. I wrote truth and dares on pieces of paper and put them in balloons which I blew up and placed in her yard. She then went around, grabbed them, popped them, and then did the truth or dare. It was just what we needed to lift our spirits yet be safe. I just can't wait for the virus to calm down enough to be able to hang out with friends. -- Emma, Sophomore, Avon High School, April 2020

Help Wanted



NOBIDA is looking for interested parties to join our organization! We are looking to expand our volunteer talents.

Currently, we are in need of a Newsletter Editor who can oversee the responsibilities of this semi-annual distribution:

- interest in sharing/curating knowledge within our community
- excellent written language skills
- well developed interpersonal skills

If you have interest in this opportunity, or to volunteer in another capacity, we welcome you! Please email us at contact.us@nobida.org.

Contact us



Did you know that the Northern Ohio Branch of the International Dyslexia Association frequently takes calls from teachers, parents, and family members? It is part of our mission to support the communities in Northeast Ohio by being a resource and fielding questions in an effort to bring about awareness of dyslexia.

Call us at 216-556-0883. You may also email us at contact.us@nobida.org or check out our website at noh.dyslexiaida.org. We are happy to help.

Become an IDA Member Today!

Visit the International Dyslexia Association website to learn about the various levels of membership and how you can support our work!

Whether you are joining for yourself or giving the gift of membership to someone else, being an IDA member comes with a plethora of benefits. You will be a part of a unique network of parents,



teachers, and corporations that believe in supporting individuals with dyslexia through advocacy, legislation, research, and training.

International Dyslexia Association -- Northern Ohio |
216.556.0883 | contact.us@nobida.org |
noh.dyslexiaida.org



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