

FLIDA Fall Newsletter 2011

President's Message

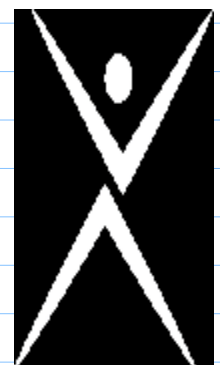
As we prepare for a new school year, we reflect on all that we have gained over the years in our constant search for answers to the puzzle of Dyslexia. In honor of all that we have gained and our continued quest for knowledge, we celebrate Dyslexia Awareness Month in October. In honor of Dyslexia Awareness Month, the Florida Branch will be sponsoring meetings throughout the state to spread knowledge and information about Dyslexia. Join us and increase your knowledge of the latest research. How is Florida incorporating Response to Intervention? Is structured language instruction being adopted by the public school system? Also find out where you can receive help for your son or daughter. Attend a viewing of the new HBO special, Journey into Dyslexia, which will be followed by a question and answer session. Other events sponsored by our Branch throughout the fall will be Wilson Training and Project Read webinars.

The Florida Branch was also chosen to pilot the new Parent Level IDA Membership. These events are posted on our website at www.idafla.org. Finally, join IDA in Chicago for the 62nd Annual IDA Conference, Reading, Literacy & Learning, November 9-12, 2011 at the Hilton Chicago. This is only the beginning of what should prove to be an exciting and meaningful year. My final message, as I have said before, is to "get involved." Visit our website, volunteer your time, and participate in our many events. Together, we can provide the people of Florida with information, training, and legislative support to improve the lives of persons with dyslexia. I hope to see you in Chicago.

Carole Repensek, Ed.D
President, Florida Branch

Special points of interest:

- ✓ *Now That School Has Begun...*
- ✓ *Reading Accommodations in the Classroom Part 2*
- ✓ *FLIDA at IRA in May!*
- ✓ *IDA National Conference in Chicago Nov 9-12, 2011*
- ✓ *The Sword of Darrow Book Review*
- ✓ *Tech Tools Corner*



IDA at IRA in May!

FLIDA board members promoted IDA at the International Reading Association's Annual Conference in Orlando, from May 8-11, 2011.

Lou Ann Bigsby reported the following from the FLIDA booth: "The conference was fabulous- we had so many educators and parents who visited and went away exclaiming how wonderful it was for us to be there, sharing about dyslexia. We spent anywhere from 5-30 minutes with visitors to the booth and we never sat down for more than 2 or 3 minutes. We made numerous contacts with individuals interested in learning more about dyslexia. In addition, the IRA workshops were helpful and provided more information about dyslexia that we ever thought they would."



Lou Ann Bigsby, Milaura Spelman, Kathy Rawlins and Linda Starr show off the Florida Branch shirt at the IRA Conference.



Linda Starr and Kathy Rawlins with the dyslexia & reading basket used for the raffle drawing at IRA.



Now That School Has Begun...

By Karyn Kilpatrick-Snell, M.A.

The school year has begun! New clothes have been bought, hair has been cut, and you've taken out a loan to pay for school supplies. These are exciting times for all, except for the child with Dyslexia. Many students with Dyslexia find the beginning of the school year a double edged sword. They are excited about seeing friends but they have experienced years of school failure, therefore they dread going back to school. While there isn't a magic wand to wave over your child to take their fears and anxiety away, there are a few things that you can do to start off the school year with your best foot forward:

1. Depending on your child's age, discuss their IEP goals and accommodations with them. Discuss appropriate ways for your child to talk with his/her teacher about their individual needs. After four years of doing this with my son he is now comfortable advocating for himself.
2. Make individual appointments with your child's teacher(s) to discuss

your child's learning experiences, fears, and accommodations. Many teachers have heard about Dyslexia but lack information on exactly what it is. Furthermore, since dyslexia presents in a variety of ways it is important to explain how dyslexia affects your particular child. Bring along The International Dyslexia Associations Fact Sheets (found at www.interdys.org). I've found that having researched based information by a credible organization provides for a more productive conference with the teacher.

3. Many General Education Teachers are eager to provide your child with his/her legal accommodations but may need a little support from you. For example, my son's dysgraphia is so severe that even if he wrote his homework in his planner he and I would be unable to decipher his writing. To promote independence

as well as take some of the work off of his teacher's plates, he takes a small digital recorder to class. He will speak his homework and upcoming assignments into his recorder and replay it at home. These digital recorders cost approximately \$25 dollars.

4. Finally and unfortunately, there are still many teachers, schools, and school districts in the state of Florida that do not recognize dyslexia or are noncompliant with a student's IEP. Please know that there are options for you in getting your child the education he/she deserves.

For referrals for educational guidance, please contact FLIDA (Florida International Dyslexia Association) at <http://www.idafla.org/> for more information.

The Book Nook: The Sword of Darrow



The Sword of Darrow is a middle grade fantasy novel that was co-authored by Hal Malchow and his son, Alex. They began writing the novel in 2002. At the time, Alex was eight years old and struggled with serious learning differences. He could not read at all. The Sword of Darrow tells us that anyone can do great things if he or she has the courage to believe. The fact that an eight-year-old boy with learning differences helped to write a great novel proves the message of this book and can help our children reach for bigger dreams.

Not only have Hal and Alex faced the challenges of Alex's learning differences, they have made an impressive commitment to the cause

of Dyslexia. They have generously agreed to contribute all royalties to IDA, and the publisher is donating half of his profits to other organizations supporting learning disabilities, as well. Above all, this is a great book that can inspire others and help them read.

Finally, and most importantly, this book is a thrilling adventure that teaches kids great values. It has been read and reviewed by more than 2000 children ages 7 to 17 all across the country.

In describing this book, children used words like "masterpiece," "classic" and a "work of art." More than half of these readers rated the book "completely awesome," and many said

it was the best book that they had ever read. You can view some of these reviews on the book's website at www.swordofdarrow.com. In addition, the website includes chapter excerpts and links to other children's written stories that were recognized as part of the Sword of Darrow Writing Contest. Pretty amazing stuff!

Today, Alex Malchow attends St. John's College High School in Washington, DC, where he is an honor roll student and the starting center on St. John's varsity football team.

Dyslexia Definition

Definition Adopted by the IDA Board of Dyslexia, Nov. 12, 2002.

This definition is also used by the National Institute of Child Health and Human Development.

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically

result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Resources for Parents and Educators

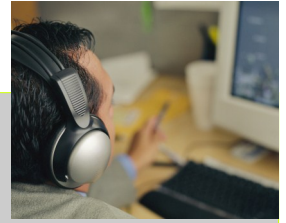
RFB&D is now Learning Ally!

Students with dyslexia can learn what's in the textbook, even if they cannot yet read at grade level, by listening to the textbook.

Recording for the Blind and Dyslexic (which recently changed its name to Learning Ally) has over 200,000 textbooks already recorded, many in their new digital CD format. To learn how your child can get their audio textbooks, go to www.LearningAlly.org

Learning Ally has also released a new application enabling its entire library of downloadable DAISY-formatted audiobooks and textbooks to be played on Apple iOS devices including the iPhone, iPad and iPod touch.

The new application, known as RFB&D Audio, is available for \$19.99 via the Apple iTunes store.



Internet Podcast:

***Peter Wright,
Founder of
www.WrightsLaw.com***

Peter Wright is a well known special education attorney. He conducts Advocacy Boot Camps for parents across the country and has a website dedicated to special education law.

In this interview, Peter Wright shares how his mislabeling in school (as mentally retarded when he was severely dyslexic with ADHD), along with 10 years of being a probation officer, motivated him to go to law school.

*To download this free podcast, go to:
www.ldpodcast.com/images/peterwrightl.mp3*

Tech Tools Corner:



LiveScribe Smarten

Smart pens capture everything that you hear and write and provide quick and accurate access to important information by simply tapping directly on the written notes, using either Livescribe paper, a computer or a mobile device. Livescribe has two smartpen products– the Echo and the Pulse. This technology can be very useful for individuals that find it difficult to get their thoughts or notes down on paper quickly, such as in a lecture format.

*Additional information can be found at :
<http://www.livescribe.com/en-us/>*

Online

Article:

Assistive

Technology:

Write Answers

This is a fabulous article regarding the use of assistive technology when writing, found at Education Week– Teacher.

<http://www.edweek.org/tsb/articles/2011/10/13/01assistive.h05.html>



Reading Accommodations in the Classroom, Part 2

By Milaura Spelman, M.S./
CCC-SLP

Now that school has started, you may be meeting with your child's school team to add onto or adjust the academic accommodations provided on your child's IEP (Individual Education Plan) or 504 Plan. In the last article, I discussed accommodations for the child that may have difficulty with decoding, spelling and/or handwriting. In this article, I will discuss accommodations for the child that may have difficulty with reading comprehension skills, perhaps due to underlying difficulties with decoding.

Accommodations are techniques and support systems that help students work around limitations resulting from a disability. Accommodations

help students to access the general education curriculum and are provided by the teacher. An accommodation does not mean changing the curriculum; it may mean changing instructional methods and materials, changing assignments and assessments, changing time demands and scheduling, or changing the learning environment. The same types of accommodations can be provided for both instruction and assessment,



**Require mastery of a
fewer number of
vocabulary words**

although certain classroom accommodations are not allowed on state assessments.

Possible accommodations if your child has difficulty with reading comprehension may include:

- Provide student with list of important vocabulary before reading the text
- Require mastery of a fewer number of vocabulary words in the text
- Have student read a summary of the text before reading actual text
- Have student read the review questions first and then look for the answers
- Provide student with a study guide of the text
- Use multi-sensory activities to help student understand any abstract information
- Allow student to use sticky notes/highlighter tape/erasable highlighter to mark important information in the text

Advertising & Submissions

The FLIDA Newsletter is published three times per year. We email the newsletter to all FLIDA members and the newsletter is also available on our website.

If you are interested in advertising, please contact our Editor, Milaura Spelman:
spelmanspeech@earthlink.net

Advertising Fees:

Back Page Half: \$350 per issue

Full Page: \$200 per issue

Half Page: \$100 per issue

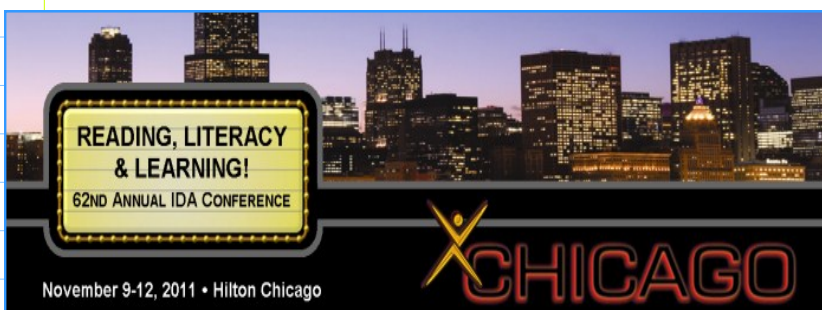
Quarter Page: \$75 per issue

Business Card: \$50 per issue

Article Submissions:

We welcome appropriate submissions to our newsletter, based on the Mission Statement of IDA.

If you have an article to submit, please contact our Editor, Milaura Spelman:
spelmanspeech@earthlink.net



Touch base with other FLIDA members while attending the conference in Chicago!

Kathy Rawlins, Membership:
rawlinsflida@gmail.com

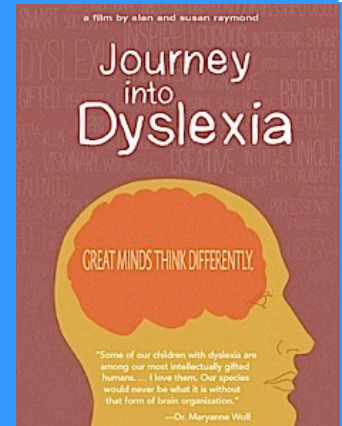
New Film Release: Journey Into Dyslexia (HBO Films)

Being stigmatized with the label “learning disabled” can have a devastating effect on children struggling with dyslexia. Facing the social and academic challenges of growing up and going to school when dealing with words is a daily struggle, and children living with dyslexia are the focus of this inspiring documentary. Produced by the Oscar®- and Emmy®- winning team of Alan and Susan Raymond, this 77-minute film addresses the public’s misunderstanding of learning differences and demonstrates the great potential of each dyslexic individual. Aside from discussing the daily struggles of youth coping with learning differences, this film incorporates interviews with professionals in the fields of medicine and education who assess the road ahead

technologically and academically. The film also shares stories by successful adults who have dyslexia.

You may order a DVD copy from HBO for \$19.98, which will ship on November 15th. Preorder at the following link:

<http://store.hbo.com>



NEW MEMBERS TO FLIDA!!



Governor of Florida, Rick Scott, released a memo on October 14th supporting October as Dyslexia Awareness Month. In part, Governor Scott’s memo states “...with

proper diagnosis, appropriate instruction, hard work and support from their families, teachers and friends, individuals with dyslexia can excel in school and later as working adults...”

The memo will be posted on FLIDA’s website, please visit and take a look!

- | | |
|--------------|-----------------|
| Sophia G. | Weston |
| Kate W. | Tampa |
| Susan W. | Ft. Meyers |
| Beth Z. | Largo |
| Jill L. | Jupiter |
| Rebecca A. | Pembroke Pines |
| Particia E. | Crestview |
| Linnea P. | Ocean Ridge |
| Thomas C. | Ave Maria |
| Nancy G. | Miami Beach |
| Ashley H. | Homosassa |
| Deborah C. | Tampa |
| Jennifer H. | Clearwater |
| David M. | Pembroke Pines |
| Brenda V. | Miami |
| Laurie W. | Tampa |
| Wendy B. | Satellite Beach |
| Bonnie C. | St. Petersburg |
| Melissa E. | Jupiter |
| Christine E. | Delray Beach |
| Kelly J. | Naples |
| Julie M. | Jacksonville |
| Nancy O. | Jacksonville |
| Trudi B. | Tampa |
| Adrian F. | Miami |
| Kay O. | Indialantic |

IDA Membership Categories

NEW REDUCED FEES for Parents- \$45
Advocates- \$80 **Professional-** \$95
Senior/Retired- \$60 **Student-** \$25

<http://www.interdys.org/BenefitsofMembership.htm>
 Kathy Rawlins– Membership Chairman



IDA Disclaimer

The International Dyslexia Association supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age. The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia. The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such which present the critical components of instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association's Teacher Education Issues Committee. Please refer to IDA's Comparison Matrix of Multisensory Structured Language Programs on our website.

Florida Branch of the International Dyslexia Association

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Email: webmaster@FLIDA.org

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The Newsletter is published three times per year: Spring, Summer & Fall. Newsletter Mailing Policy: We email the Newsletter free to all members. The Newsletter is also available on our website at www.idafla.org

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