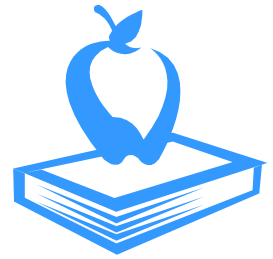


FLIDA Spring Newsletter 2011

FLIDA



President's Message

It is indeed a pleasure to be back at the helm of the Florida Branch of the International Dyslexia Association. As president, it is exciting to renew my relationship with the people of Florida and to serve all individuals with dyslexia and their families.

The Florida Branch Board continues to be active preparing services that will benefit its members. Our current project, "Demystifying the 'D' Word...Dyslexia," is our spring conference. The conference will be held in Brandon, Florida on April 8th and 9th. The conference committee, chaired by Lou Ann Bigsby, has developed a wonderful program which provides pertinent, current information for parents, teachers, psychologists, medical practitioners and students.

Our Branch will be hosting a dinner on Friday evening, April 8th, to honor Dr. Sylvia O. Richardson, former branch founder and president. Dr. Richardson has spent her professional life tirelessly working, speaking and crusading for individuals with Dyslexia. As a past president, the International Dyslexia Association has honored Dr. Richardson with the Sylvia O. Richardson, M.D. Hall of Honor which lists pioneers in the field of dyslexia on its walls. Please join the Branch on Friday evening and help honor our remarkable Past President.

Saturday morning, we are fortunate to have as our keynote speaker, Dr. Eric Tridas, the incoming President of the International Dyslexia Association. Dr. Tridas is also hosting a session focusing on Working Memory and Executive Function. In addition, additional sessions will highlight multisensory instruction, resources for dyslexia, advocacy, technology, and public/private collaboration. Finally, we are pleased to present a workshop featuring nationally acclaimed lecturer/author of Project Read, Tori Greene, who will be presenting Project Read's Framing Your Thoughts. For registration and conference information, please visit our website at www.idafla.org

This is only the beginning of what will be an exciting and meaningful year. My final message to you is "get involved." Visit our website, volunteer your time, and participate in our conferences. Together, we can provide Florida with the information, training, and legislative support to improve the lives of individuals with dyslexia. I hope to see you at our Spring Conference in April.

Carole Repensek, Ed.D

Special points of interest:

- ✓ Wilson Training
March 25-27, 2011
Susan Widder Sennell, M.Ed
- ✓ The History of IDA:
How It All Began
Linda Starr M.Ed.
- ✓ Reading Accommodations in the Classroom Pt. 1
Milaura Spelman
M.S./CCC-SLP
- ✓ Reading at Home:
Encouraging your Child to be a Good Reader, Part I
Dale King M.Ed.
- ✓ FLIDA Spring Conference
April 8-9th, 2011
REGISTER NOW!
- ✓ The RTI Process and evaluation





Demystifying the "D" Word..... Dyslexia

The International Dyslexia Association Florida Branch Spring Conference

Dyslexia Awareness

What? Who? How? Now?

Meet and Greet with
Authors.....



Topics to Include!

Demystifying the "D" Word-
Basic Definition and Resources

Experiencing life as a Dyslexic
and the Tools that can help

Working Memory
and Executive Function

Real Strategies and Resources for
Home and Classroom Use

Friday-Saturday
April 8-9, 2011

The Crowne Plaza
1022 Princess Palm Avenue
Tampa, FL 33620



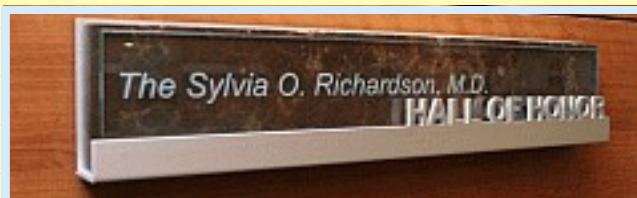
Tori Greene, author
of *Project Read* will
share an interactive
workshop during the
conference.

Keynote Speaker

Dr. Eric Tridas,
2011 President elect,
International Dyslexia Association

Dr. Tridas is the founder and
director of **The Tridas Center** for
Child Development

<http://www.thetridascenter.com/about.html>



Dr. Sylvia Richardson- Guest of Honor- Friday Dinner

The Florida Branch will be hosting a dinner on Friday evening, April 8th, which will honor Dr. Sylvia O. Richardson, former branch founder and president. Dr. Richardson has spent her professional life tirelessly working, speaking and crusading for Dyslexia. As one of its past presidents, the International Dyslexia Association has honored Dr. Richardson with the *Sylvia O. Richardson, M.D. Hall of Honor* which lists pioneers in the field of dyslexia on its walls. Please join the branch Friday evening and help honor our remarkable Past President at a dinner mixed with professional and personal enjoyment.

Conference and registration
information:
<http://www.idafla.org/>
Register today!

The History of IDA: How It All Began

By Linda Starr, M.Ed



The organization that we now know as the International Dyslexia Association originally was called the Orton Society. The society was named in honor of Dr. Samuel T. Orton who was a neuropathologist and neuropsychiatrist.

While ophthalmologist Dr. W. E. Bruner (1905), physician Edward Jackson (1906), and physician E. Bosworth McCready (1909) were the first in the United States to report cases of "congenital word blindness" (which was the original term for the condition we now call dyslexia), it was Dr. Orton who was the first to do research on dyslexia as a language processing disorder associated with the language areas of the brain.

His research into dyslexia (which he called strephosymbolia—twisted symbols) first began in the mid 1920's when he became acquainted with M.P. who was a bright young man who could only read at a primary grade level. M.P. was the first of hundreds of children that Dr. Orton devoted the rest of his life to--a period of 20 years.

Dr. Orton announced his retirement on October 1, 1948. Unfortunately, on the very next day, at his country home, he fell and broke his hip which resulted in kidney failure and other complications. Six weeks later, on November 17, he died at the age of 69.

A year after Dr. Orton's death, his wife June Orton, invited 28 his former colleagues and friends to a memorial dinner that was held on October 28, 1949 at the Croydon Hotel. "This group of physicians, teachers, speech therapists, and parents decided to form The Orton Society...." and Mrs. Orton became the first chairperson.

On March 1, 1950, the Society sent its first letter to prospective members. In 1951, it was decided to open membership "to all sincerely interested in carrying forth Dr. Orton's work for children with language disabilities." Membership dues were set at \$5.00.

The name of the organization was changed to The Orton Dyslexia Society in 1982. In 1997,

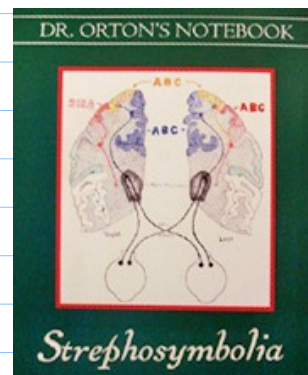
the name was changed again to The International Dyslexia Association—Founded in Memory of Samuel T. Orton.

Membership by then had reached 11,500, and inquiries from the public had reached 1,500 per month.

By its 50th anniversary in 1999, membership exceeded 13,000 with members in more than 60 countries.

Today, IDA offers a Global Partner program for associations that address the issue of dyslexia within their own countries. There are 17 countries in this program.

(Excerpts taken from "Dyslexia...Samuel T. Orton and His Legacy, published by the International Dyslexia Association)



Reading at Home: Encouraging your Child to be a Good Reader, Part I

By Dale King, M.Ed



There are many fun and easy ways to encourage your child to enjoy reading and be a good reader. Good reading involves many different skills that range from simple to highly complex. Steady growth in reading includes ongoing language learning.

Children acquire language first by listening and then speaking. A multisensory approach to reading involves a progression of listening, speaking, reading, and writing. So talking with your child is extremely important. No matter what the age of your child, reading out loud to your child can promote language learning, including vocabulary development and comprehension.

Similarly, your child may enjoy reading out loud to you! Discussing what is being read and offering different opinions about characters or story line problems/resolutions can be

enjoyable as a parent-child interaction or whole family activity. Even young children who are not yet "readers," may enjoy holding a familiar book and "retelling" a story they love in their own words. Engaging your child in word and story activities can be fun for everyone in the family!

Ideas to Promote Language Learning

- Set aside a specific time each night for reading – this can be shared reading or a time each family member silently reads something of their own choosing. Young children can use this time to look at picture books.
- Read nightly to your child.
- Have your child read to you or "retell" a story with or without the book, if that is what he/she prefers.

- Some stories lend themselves to taking different parts and you can share the reading of the story or act out the different character roles.
- Make predictions about what will happen next: there is no "correct" or "incorrect" answer, just a good guess is fine.
- Discuss what the characters like, what they want, and what they do.
- Identify and talk about the "problem" in the story.
- Decide if the character makes a good choice in resolving his/her problem.
- Give specific reasons why each of you liked or did not like the book or tell about your favorites parts of the book.

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 (NICHD) **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**

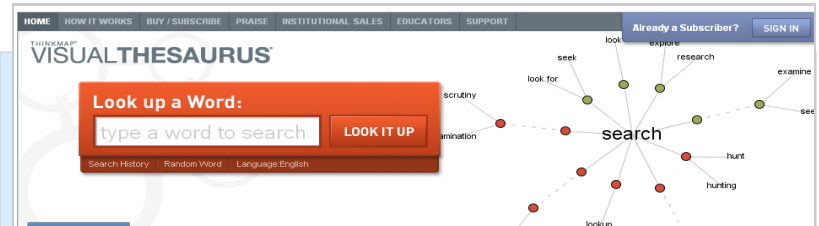
the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background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

Service Providers Needed

The Florida Branch of the International Dyslexia Association is in the process of developing a state wide information and referral service. The referral service will provide information on professionals who perform educational assessments, tutoring, and other services that a person with dyslexia might require.

If you are a tutor with multisensory language training, an educational therapist, physician, psychologist, speech/language pathologist or parent advocate, and would like to be placed on our state wide referral list, please email IDAFL to request a Service Provider Information form at webmaster@FLIDA.org or you may contact our national organization at www.interdys.org

Resources for Teachers, Parents & Students:



The Visual Thesaurus (VT) is an interactive dictionary and thesaurus which creates word maps that blossom with meanings and branch to related words. Its innovative display encourages exploration and learning.

Say you have a meaning in mind, like "happy." The VT helps you find related words, from "cheerful" to "euphoric." The best part is the VT works

like your brain, not a paper-bound book. You'll want to explore just to see what might happen. You'll discover -- and learn -- naturally and intuitively. You'll find the right word, write more descriptively, free associate -- and gain a more precise understanding of the English language. <http://www.visualthesaurus.com/>

More Resources for Teachers, Parents & Students:



SpellTalk (published by Learning By Design) is a free listserv discussion group for educators dedicated to improving their students' word study skills.

- * Network with colleagues and share your knowledge - exchange questions, ideas, and comments about the assessment and teaching of spelling and related language, reading and writing skills.

- * Receive abstract summaries of recently published journal articles.

- * Participate in Ask the Expert exchanges with leading researchers and educators in the field of word study.

Sign up for the listserv at:
<http://mailman.listserve.com/listmanager/listinfo/>

Update: RTI-Response to Intervention Process

The federal Office of Special Education released a memo on January 21, 2011 stating that the process of Response to Intervention (RTI) cannot delay an initial evaluation for a child suspected of having a disability. This memo reiterates that RTI can be part of a comprehensive evaluation process for a student, but cannot be the entire process in itself. If you would like to read further, the memo can be found here:

http://www.rti4success.org/images/stories/RTI%20Memo_1-21-11r.pdf

Reading Accommodations in the Classroom, Part I

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

Many parents will soon be meeting with school personnel to plan their child's educational program. If your child has an Individual Education Plan (IEP) or 504 Plan, he or she is eligible to receive classroom and/or testing accommodations to help with the learning process. Now is the time to familiarize yourself with possible accommodations so that you can be prepared to discuss them with school personnel at your meeting.

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, although certain classroom accommodations are not allowed on state assessments.



**Provide a reading
"buddy" to read aloud
text.**

Possible accommodations if your child has difficulty with decoding, spelling, or handwriting may include:

- Provide student with an audio version of the text. Use books on tape/CD or have another student or assistant record the text.
 - Use computer software to transfer printed text into speech.
 - Provide a reading "buddy" to read aloud text.
 - Read written directions/key points aloud before beginning.
 - Allow student to input unknown words into an electronic spelling dictionary with voice output.
 - Decrease the amount of spelling words given each week
- Allow written assignments and homework to be dictated. If a handwriting task is necessary, do not count off for spelling errors or penmanship.

Wilson Reading System Workshop

March 25-27, 2011

**Wilson Reading System Event
Applied Methods Introductory
Workshop**

Presenter -

Susan Widder Sentell, M.Ed.
Certified Wilson Trainer

Time: 8:30am - 3:30pm

Location:

Clarion Inn
1200 S.E. Federal Hwy.
Stuart, Florida 34994

Registration:

Before March 1st; \$500
March 1st - 18th; \$525

Make all checks payable to:
Susan Sentell and Associates

Mail to:

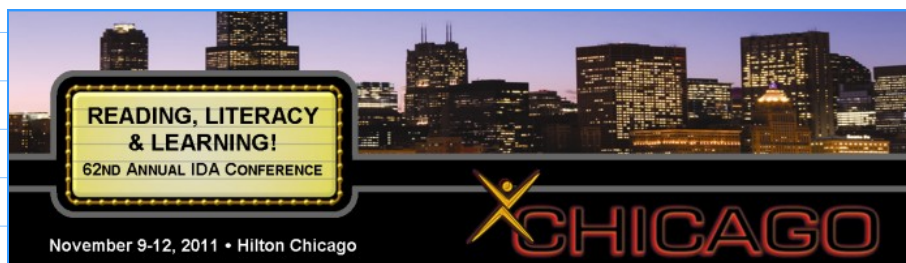
682 S.W. Pine Tree Lane,
Palm City, Florida 34990

Please contact:

ssentell@bellsouth.net for more
information.

Hotel Information: Rooms
available at the Clarion for a
special rate: \$67.00 To contact
the hotel call: (772) 287-6900

Event Information: Please
bring a [Wilson Starter Set](#) of
materials.



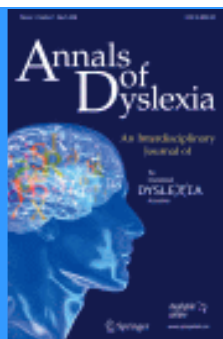
New Release: Winter 2011 Issue of Perspectives on Language & Literacy

The highly anticipated issue which focuses on controversial therapies is now available. Articles include: Controversial Therapies for Dyslexia, Evaluation for Fast ForWord Language Effects on Language and Reading, Vision Efficiency Interventions and Reading Disability, and Physical Exercise and Movement-Based Interventions for Dyslexia.

An official publication of the International Dyslexia Association, **Perspectives on Language and Literacy** is published quarterly and features practical articles for educators and other professionals dedicated to the

identification and intervention of dyslexia and other reading problems. Perspectives is published free of charge to IDA Members and is mailed quarterly. Additional copies are available at a discount

through the bookstore. A summary of the Winter issue can be found at: <http://www.interdys.org/Perspectives.htm>



"*Annals of Dyslexia* is an interdisciplinary, peer-reviewed journal dedicated to the scientific study of dyslexia and related language disabilities. IDA publishes **Annals** in partnership with Springer.

Primary consideration for publication is given to original empirical studies, significant review, and well-documented reports of evidence-based effective practices. Only original papers are considered for publication."



<http://www.interdys.org/AnnalsofDyslexia.htm>

NEW MEMBERS TO FLIDA!!

Below is a list of our new members for the months of October, November, December, and January. We're glad that you've joined us!

Cintia Cuperman
Elaine Fellows
Susan Marshall
Tammy Boswell
Lisa Buschek
Isamari Cruz
Cary Showalter
Barbara Moore
Yvette Woldenberg
James Butz
Bonnie French
Alexandra Lauterbach
Kelly Spahl

IDA Membership Categories

Professional - \$95 Parent/Advocate - \$80
Senior/Retired - \$60 Student - \$60

<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

Website: www.idafla.org

Email: webmaster@FLIDA.org

Officers:

President, Carole Repensek, Ed.D

Vice President, Sandi Soper, M.A.

Secretary, Karyn Kilpatrick-Snell, M.A.

Treasurer, Pete Taylor, Ph.D

Administrative Assistant, Sadie Burt

Past President, Gayle Cane, Ed.D

Board Members:

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E. Judith Cohen, Ed.D

Dr. Krista Cournoyer, Ph.D

Jen DiRico

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Katherine Rawlins, M.Ed

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Eileen Schmucker, M.Ed

Susan Widder Sentell, M.Ed

Milaura Spelman, M.S., CCC-SLP

Linda Starr, M.Ed

Sue Stevens, M.S.

Joyce Warner, Ed.D

The Newsletter is published three times per year: Spring, Summer & Winter. Newsletter Mailing Policy: We email the Newsletter free to all members. The Newsletter is also available on our website at www.idafla.org
Milaura Spelman, MS/CCC-SLP Newsletter Editor spelmanspeech@earthlink.net