

FLIDA Newsletter

Spring/Summer 2013



Join Us in Orlando in June!

We are planning a statewide meeting for June 1st in Orlando.

The preliminary work is that it will be held at either the University of Central Florida or Valencia College. Look for email blasts regarding this exciting day. Including a business meeting open to all members, there will also be a showing of the HBO documentary "The Big Picture: Rethinking Dyslexia" and presentation from some of the talented board members.



Summer training opportunities:

Dyslexia Training Institute: Online Certificate Program (Summer 2013)

www.dyslexiatraininginstitute.org

Upon completion of the Dyslexia Certificate Program Level 1 course participants will have a better understanding of dyslexia, how to assist individuals with dyslexia and their families in school settings, and be able to implement interventions that are based on the Orton-Gillingham approach.

Wilson Reading System– Applied Methods Introductory Workshop– Stuart FL

While this 15 hour course is the introduction for teaching the Wilson Reading Program, it also is the pre-requisite workshop for becoming a Level 1 certified Wilson teacher.

Important to note: If you already had the introductory overview, but it was more than 5 years ago, you must take this course before enrolling in the Level 1 certification course.

(see page 7 for more information)

President's Message: Kathy Rawlins, M. Ed

Dear Fellow FLIDA Members,

I want to take this time to introduce myself. I am Kathy Rawlins and I serve as your FLIDA President. I have a private practice in Jacksonville, Florida where I serve struggling readers and learners. I love what I do and live for the "AH HA" moments that a student has when he/she learns to read and comprehend.

I know the newsletter has been inactive for a bit but there are many good reasons for this. The FLIDA Board has been working hard to make some changes to better serve you as an IDA and FLIDA member. Some of the great adventures to look for include:

A new and exciting website that will allow you access to events in Florida and several southern branches. (I never knew how complex this task was before we took on this undertaking.)

Additions to the FLIDA Board in the areas of advocacy, fundraising, Parent Support, and Resource Development. If you possess any of these skills and are interested in seeking a position on the board, please contact me at rawlinsflida@gmail.com and I will pass along your information to the advisory board.

We have purchased copies of the HBO documentary, "The Big Picture: Rethinking Dyslexia" and will be having showings across the state. Check for showings to begin in June.

Board members worked at the First Southern Region Conference in Atlanta representing Florida. Over \$30,000 was raised with a portion of it to be used in Florida for Dyslexia Awareness.

Members of the Board have been active in their local areas. I personally have participated on a local television news broadcast's phone bank where the Duval County Superintendent spoke about his personal journey with dyslexia and how it is repeating itself through his son's struggles. How moving and honest for Mr. Vitti to share his personal experiences for all! This phone bank collaboration has led to bigger things for Jacksonville as a coalition has been created to inform educators about dyslexia and how to catch it early. These members along with other FLIDA members in the area met with the new ESE Director of Duval County and now have a stronger voice for our children. I was asked to speak at the Duval County School Board meeting in April where I spoke of the need for funds to be allocated for early identification assessment and proper researched and evidence based intervention. We are also in the planning stages with the school system for a teacher institute in the summer on dyslexia and reading concerns. Wish us luck!

Tori Greene, Director of Project Read, will be providing webinars for educators on her Language Circle topics. Look for dates and times to arrive via e-blasts from Constant Contact.

I could ramble on and on about dyslexia and what our students and educators face in Florida. I am not claiming to having all the answers, but know that the FLIDA board members are working very hard to make strides for you, the members, and the individuals with dyslexia in the state of Florida.

Strategies for Summer Reading for Children with Dyslexia

By Dale S. Brown

As a parent, you play a critical role in your child's education during the summer — especially if your child has dyslexia. Without your help, kids are more likely to forget what they learned last year. A recent study estimates that summer loss for all students equals about a month of academic learning. Most likely, children with learning disabilities need even more reinforcement.

- Give them material that motivates them to read, even though they might find it hard to do. Try comic books, directions for interesting projects, and mystery stories. Have them read information on possible activities as you plan your summer vacation. Let them decide what they want to read.
- Support them as they read. Read their book aloud to them, help them decode, and make it easy for them to get the meaning. Even if a question is asked again and again or if you feel irritated, act happy that they asked. Show them that reading is a way to find out what they need to know, or even to entertain themselves.
- Give them easy reading. Summer is supposed to be relaxed. Let them succeed and get absorbed in the book.
- When you read with them, make it your goal to enjoy the book together. You don't have to make them read perfectly! Avoid too much correction. In school next year, the teacher will help them improve their skills.
- Let younger children "pretend" to read. Read the story aloud together. Let them follow your

voice. Have them look at the words as you point to them, even if they aren't actually reading. When they say the wrong word, say the word correctly and cheerfully while pointing to the word.

- Read aloud to them as you do daily chores, sightsee, or sit on the beach. Read an instruction manual with them as you try to fix something. While visiting a museum, read the interpretive materials. If you see the slightest sign they want to read aloud to you, let them!
- Model and teach persistence. When you are working on something that is hard, model the discipline and patience that you want them to show while learning to read. Teach them explicitly the value of working hard to do something challenging. Tell them inspirational stories about famous people — or members of your own family — who have overcome obstacles.
- Accommodate their dyslexia. For example, if they have to read aloud in public, have them memorize their passage ahead of time. Ask the teacher or camp counselor to request volunteers to read rather than pass the book from one person to another. If you give them a recipe for cooking (or any project involving written

directions), be sure that it is at their reading level and that the print is large enough for them.

- Use technology. If you have a computer, equip it with software that reads aloud. Let them load books into their electronic devices and listen to them at the same time as they read the printed book in their hands. Take a look at *On the Go: What Consumer Devices Can do For You*. Use recorded books. Use Learning Ally (formerly Recording for the Blind and Dyslexic) or audio books.
- Be a model of reading. Bring books to the beach and read them. If you are traveling, find a book for the whole family to read and discuss. If you are dyslexic, "read" your taped books on vacation, letting your child see you or give them their own tapes. Show and tell them how you overcome your own difficulties. Have reading matter conveniently available. children's books and magazines with you and have them ready when you must wait in line for those crowded amusement park rides and popular sightseeing destinations.

Full article found at www.ReadingRockets.com

A PARENT'S GUIDE TO ESSENTIAL (AND OFTEN UNRECOGNIZED) FEATURES OF BECOMING A STRONG ADVOCATE FOR YOUR CHILD: Part 1

By: Dale King

Every parent who has a child with a disability has traveled the long and winding road to developing the best Individualized Education Plan (IEP) for his/her child. Wanting your child to receive the best possible educational placement can be a lengthy, time-consuming, and sometimes frustrating experience. When you add dyslexia into the mix, the process can become even more anxiety producing.

There are countless books, websites, and articles producing helpful information for parents on knowing their rights regarding participating in the IEP process and IEP development. In reality, special education regulations at the Federal level and the State level are highly complex. The source of all these provisions is based on a Federal law, the Individuals with Disabilities Education Act (IDEA). Under IDEA, the IEP is actually a legal document. Therefore, it really matters what is written on it. The more parents can be knowledgeable about their

rights and can understand the different steps along the way, the more they are able to productively advocate for their child. A few useful sites to assist you in this process are provided at the end of this article.

In Part 1 of this article, five questions are provided for a quick (and relatively painless) quiz for testing your knowledge on some IEP-related issues that are often unknown, overlooked or forgotten. While this quiz not intended to cover all crucial areas of IEP development or to be comprehensive, the more you know, the better you can maximize the process for you and your child. Knowledge is power!

1. Can a public agency (for example, a school or a school district) conduct an IEP meeting without the parent in attendance?

Yes. But only if it makes several attempts to include the parent (including written notice) and those efforts are

documented.

2. Must a special education teacher and a general education teacher be present at an IEP meeting?

At least one special education teacher or service provider (for example: a related services provider, such as a Speech Therapist or an Occupational Therapist), as appropriate, must be in attendance. At least one general education teacher must attend if the student may participate in the regular education environment. (There are other required members on the IEP Team.)

3. Does an IEP Team decide on the actual special education placement for a child before developing annual goals and benchmarks (short-term objectives)?

*Continued on Page 6

Resources for Parents and Educators

Video Clip: Anderson Cooper Discusses His Dyslexia

NCLD's First Annual Celebrating Our Schools Luncheon was hosted at New York City's historic 21 Club on October 19, 2010. The event, which featured guest emcee, Anderson Cooper, from CNN's Anderson Cooper 360, honored two great New York City schools for their great work in educating students with LD. The event also celebrated NCLD's ongoing commitment to support students with LD and schools around the country.

YouTube Channel: Bright Solutions for Dyslexia

<http://www.youtube.com/watch?>



Website & Newsletter: DyslexiaHelp University of Michigan

This engaging website and newsletter contains information for individuals with dyslexia, parents, professionals and teachers.

Teaching and instructional strategies, technology, apps, podcasts and blogs, and the latest research regarding dyslexia are included.

<http://dyslexiahelp.umich.edu/>



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.

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No. First, the student's current levels of performance are considered and annual goals and benchmarks are developed based on those needs. Then the placement decision should be driven by those determined needs and NOT in the opposite order. The intent is that the placement matches the child's needs to achieve the developed goals and benchmarks.

4. If a parent does not agree with the determined placement at the IEP meeting, should he/she refuse to sign the IEP?

No. Your signature and the signatures of the other participants simply document who was in attendance at the meeting. It does not indicate whether or not you are in agreement with the IEP.

5. Can a child be placed in a special

education program without parental consent?

An initial placement into special education services cannot be initiated without your written consent affecting placement. Subsequent placements do not require a new signature.

Look for the remainder of the quiz questions in the next issue of the FLIDA newsletter.



Advertising & Submissions

The FLIDA Newsletter is published twice 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

IDA Annual Reading, Literacy & Learning Conference
 The International **DYSLEXIA** Association
 Promoting literacy through research, education, and advocacy™
 64th Annual Conference for Professionals & 2nd Annual Conference for Families
 64th ANNUAL IDA CONFERENCE
 Reading, Literacy & Learning!
 November 6-9, 2013
 New Orleans

WILSON Reading System– Introductory Workshop

While this 15 hour course is the introduction for teaching the Wilson Reading Program, it also is the pre-requisite workshop for becoming a Level 1 certified Wilson teacher. Important to note: If you already had the introductory overview, but it was more than 5 years ago, you must take this course before enrolling in the Level 1 certification course.

June 12, 13, 14, 2013 (Wed. Thurs. Fri.) 9:00 a.m. - 3:30 p.m.

**Location: St. Joseph’s School
1200 S.E. 10th St., Stuart, Florida 34996**

Presenter: Susan Widder Sentell, M.Ed. - Certified Wilson Trainer
Contact Phone: 772-287-0810 Contact Email: ssentell@bellsouth.net

Cost: \$525 before May 20th (\$550 after 5/20)
Materials needed: Wilson Starter Set (www.wilsonlanguage.com/store/)

Attention Teachers & Therapists: Literacy Standardization Study

Seeking test administrators to assist with standardization of a new Test of Integrated Language and Literacy Skills (TILLS). The TILLS is a new test battery of spoken and written language for school-age children, ages 6;0-18;11, with the potential to diagnose dyslexia and other language/literacy learning problems. It assesses sound/word and sentence/discourse language abilities across all modalities--listening, speaking, reading, and writing. TILLS standardization research is being supported with a grant from the U.S. Department of Education, Institute of Education Sciences. Stipends are available for completed test protocols and gift card incentives for parents and students who complete the test. At this point we still need students of all ages with typical language development and with identified spoken/written language impairments or dyslexia. We also are testing students with autism spectrum disorders, hearing impairment, or mild intellectual developmental disability.

If you are interested in learning more, email the principal investigator, Dr. Nicki Nelson, at nickola.nelson@wmich.edu or project coordinator, Dr. Michele Anderson, at michele.a.anderson@wmich.edu

IDA Membership Categories: NEW REDUCED FEES for Parents- \$45

Advocates- \$80 Professional- \$95
Senior/Retired- \$60 Student- \$25

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



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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