

FLIDA Summer Newsletter 2012



THE YALE CENTER FOR
DYSLEXIA & CREATIVITY

Slow Reader. Out-of-the-Box Thinker.

Legalize Dyslexia: Grant Accommodations to Dyslexic Students

We're asking that Congress require that testing agencies grant accommodations for dyslexic students so that high stakes tests assess ability and not disability, and students are allowed to go forward and succeed in life. High stakes tests must be reliable, valid and accessible to dyslexic children and adults. Without accommodations, highly capable, intelligent students are being denied the opportunity to show what they can achieve and contribute to society.

Through change.org, we have created a petition for you to sign and show your support. Please click here to [sign the petition](#) on change.org or visit the link below:

<http://www.change.org/petitions/united-states-congress-legalize-dyslexia-grant-accommodations-to-dyslexic-students>

Coming Soon: Dyslexia-ville.com

The comprehensive online network that will become the launching pad to success for millions of dyslexics around the world.

I am Peggy Stern and I have dyslexia. I was fortunate enough to graduate from Harvard University and win an Academy Award. But, I am one of the lucky ones. My grandmother intervened early on, and found an incredible teacher who helped me overcome my frustration, fear, and self-doubt. It is from my own experience that I want to assist dyslexic children in achieving their goals.

I am appealing to you as a community, that we work together to launch Dyslexia-ville, making it the first website hub of its kind—and help foster a positive, creative, playful identity for dyslexic kids who deserve the chance to be happy and productive adults. The two web series Shooting Stars and Word of Mouth will be the cornerstone of the D-ville site. Episodes will be designed to elicit dialogue and inspire children to interact with each other over their shared issues.

A web destination that is:

- *Bursting with the imaginative ideas generated by children with dyslexia*
- *Visually intuitive and full of fun*
- *Easy to navigate*
- *Chock full of resources – without being text heavy*
- *Equipped with audio aids for struggling readers*

Here are some of the D-ville community hotspots that kids will be able to explore:

** The **ARCADE** – featuring a collection of the best interactive games designed specifically for children with dyslexia.*

** The **MOVIE THEATER** – where you can tune into web episodes that follow the real stories of children and adults with dyslexia. This will include media made by young people and submitted to the site.*

** The **CAFÉ** – our social network hub where kids can share experiences, triumphs and struggles by posting (via voice, video or writing) to their own personally-designed “D-ville House”*

The **BLOG – where kids, parents and teachers share experiences, best practices, and other information about dyslexia in and out of the classroom.*

This project is currently being funded through a Kickstarter Campaign:

<http://www.kickstarter.com/projects/655630/dyslexia-ville>

My Journey into Dyslexia

By Pam Schwartz, M.S., CCC-SLP

I am a speech language pathologist and an exceptional education teacher with over 20 years of experience, but I could not determine why my daughter could not learn to read. I taught many learning disabled students to read but I could not figure out how to teach my own daughter.

Something wasn't right. She was receiving exceptional education services in school and I was working with her at home, but she was not moving forward.

*One day I explained my concerns to a fellow teacher and she suggested that I read the book *Overcoming Dyslexia* by Sally Shaywitz. I was willing to try anything. Reading that book was the beginning of the solution. I highlighted information on every page because it described all the unexplainable things*

about my daughter that I could not figure out on my own.

The next step was finding her some help. Not knowing where to start, I contacted a local commercial tutoring agency. I repeatedly asked if they worked with dyslexic children. They assured me they did but I could quickly see that their approach was not what my daughter needed. Then I remembered that a friend of mine had taken her daughter for private reading therapy. I called to ask what program they used. She said she had wonderful results with the Wilson Reading Program, which is a multisensory structured language program. I looked for someone in our area that was certified in the use of this

program and this was the solution we needed. Step by step, my daughter is now moving closer to becoming a successful reader.

I often wonder what would have happened if I had never spoken to my fellow teacher or if I had never called my friend to see what type of reading therapy she obtained. All the stars were aligned to finally get my daughter the help she needed. As a result, I became very interested in working with students with dyslexia. I learned the following lesson: continue to be your child's advocate and search for what your child needs until you find it.

For referrals or educational guidance, please contact FLIDA <http://www.idafla.org/> for more information.

The Book Nook: My Dyslexia, by Philip Schultz



Despite winning the Pulitzer Prize for Poetry in 2008, Philip Schultz could never shake the feeling of being exiled to the "dummy class" in school, where he was largely ignored by his teachers and peers and not expected to succeed. Not until many years later, when his oldest son was diagnosed with dyslexia, did Schultz realize that he suffered from the same condition.

In his moving memoir, Schultz traces his difficult childhood and his new understanding of his early years. In doing so, he shows how a boy who did not learn to read until he was eleven went on to become a prize

winning poet by sheer force of determination. His balancing act—life as a member of a family with not one but two dyslexics, countered by his intellectual and creative successes as a writer—reveals an inspiring story of the strengths of the human mind. --Amazon.com

"Touching . . . Schultz paints a precise and compelling picture of how his brain works, how he sees himself, and how he thinks others have seen him throughout his life . . . From its impact on family members, to difficulties in school that may or may not be resolved with diagnosis, to its effect on social interactions

and relationships, Schultz describes how dyslexia touches all areas of life. His affecting prose will inspire compassion and leave readers with an understanding not only of dyslexia but of the lifelong challenges that someone with disabilities may face."
-Publishers Weekly

PHILIP SCHULTZ is the author of seven collections of poetry, including the Pulitzer Prize-winning Failure. He is the founder and director of the Writers Studio and lives in East Hampton, New York.

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

Reading Tests: What They Measure, and Don't Measure

This article from WrightsLaw discusses an important reality in education: Tests do not always measure what they appear to measure, and not all tests measure reading, writing and mathematics skills comprehensively. It is important to understand exactly what a child's weaknesses are before designing an effective remedial program. For instance, reading encompasses skills such as phonological awareness, rapid naming, word recognition, reading fluency, silent and oral reading comprehension, and vocabulary. Each area needs to be assessed to determine appropriate interventions.

To learn more:

<http://www.wrightslaw.com/info/test.read.farrall.htm>

Internet Podcast: Structured Word Inquiry and the Scientific Study of Words

Presented by www.lexercise.com

*Cursing our crazy spelling system seems like a natural response regarding the struggle to learn and teach reading and spelling in English. It would be so much easier if we just had a reliable, logical spelling system! Ironically, it turns out that our spelling system **does** meet these exact criteria. Unfortunately this assertion seems absurd in light of the instruction most of us have received...*

To learn more:

<http://www.lexercise.com/2012/06/live-broadcast-33-structured-word-inquiry-and-the-scientific-study-of-words/>



Tech Corner

Naturally Speaking Dragon Software

Naturally Speaking is voice recognition software. You talk into the microphone, and the software types what you said into the computer -- spelled correctly. The software will then read out loud what it typed in. If you want to change anything, just grab your mouse and edit it -- as if you had typed it in yourself.

Finally, dyslexic children and adults can get their wonderful thoughts onto paper without first having to learn how to type and spell. They can even use this software to send and receive email. When a new email arrives, Naturally Speaking can read it to them. They can then click on Reply, talk in their response, and click on Send.

To learn more:

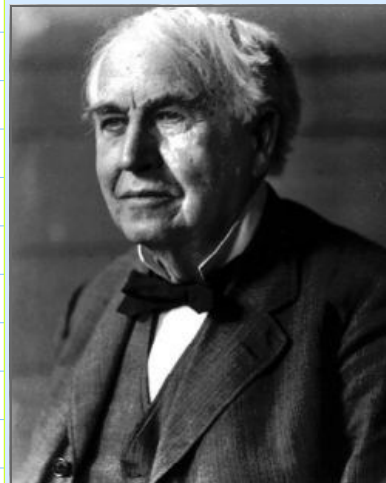
<http://www.nuance.com/dragon/accessibility/dragon-dyslexia-learning-challenges/index.htm>

Famous Individuals with Dyslexia

Orlando Bloom is an English actor best known for his role as Legolas in the "Lord of the Rings" trilogy and then as Will Turner in the "Pirates of the Caribbean" trilogy.



Thomas Edison was an American inventor and scientist who created innovations that have revolutionized the way things are done today. He invented the light bulb, phonograph, motion picture camera, and is credited with the creation of the first industrial research laboratory.



Charles "Pete" Conrad, Jr. was a naval officer for the American Navy, an engineer, an astronaut, and the third person to walk on the moon. He was the 20th person and the 10th American to fly in space and flew on the Gemini 5, Gemini 11, Apollo 12, and Skylab 2 space missions for NASA.



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

Reading, Literacy & Learning
63rd Annual IDA Conference

October 24-27, 2012
Baltimore Convention Center

BALTIMORE

New Film Release: The Big Picture, Rethinking Dyslexia

A dyslexic high school student pursues admission to a leading college – a challenge for a boy that didn't learn to read until 4th grade. Additional accounts of the dyslexic experience from children, experts, and iconic leaders at the top of their fields, help us to understand that dyslexia, a persistent problem with learning to read, can be as great a gift as it sometimes is an obstacle.

For more information:
www.thebigpicturemovie.com



This movie has not yet been released to the public and will premier on HBO on October 29, 2012. Screenings are also being set up around the country.

Help Needed for a Research Study for Adult Individuals with Dyslexia

We are looking for young adults with a diagnosis of dyslexia or a history of significant reading and spelling difficulties to participate in a speech research study.

Interested people should be: Adults aged 18-35 and native speakers of American English but NOT fluent in a second language.

After a brief telephone interview, we will schedule a time for you at your convenience. In this short study, you will be shown some pictures, listen to stories and then answer some questions about what you saw. There are some additional activities on a computer that help us to understand how you remember things. You'll also receive a free hearing test. We will pay \$15 for one hour of your time. If you qualify, we will pay \$35 for a second session.

Contact Peggy at languagelearninglab@gmail.com or at 212-817-8867

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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