

The
International
DYSLEXIA
Association® **Florida Branch**
Dyslexia Research, Education & Advocacy

www.IDAFLA.org

"We serve children and adults with dyslexia and all who struggle to read . . . because reading changes lives" - IDA

The Dyslexia Dispatch

Celebrating the Talents of Artists with Dyslexia in 2017



For 2017, FLIDA is eager to showcase the talents of young individuals with dyslexia and related learning differences in our FLIDA Newsletter as well as at our 2017 Annual FLIDA State Conference "Reading is a Civil Right." Students from across Florida are invited to submit artwork which may be featured in our FLIDA Newsletter, FLIDA Website, FLIDA social media, and may be displayed in our virtual Youth Art Gallery during our 2017 FLIDA Conference.

Questions? Contact us at: Info.FL@dyslexiaida.org

From the President's Desk:

Pat Sekel
Ph.D., CALT, QI, CDT/IDA



Dear Friends,

If you're like me, time seems to be moving at a blistering pace. Before we know it, plans will become actions for summer and the upcoming school year. FLIDA is already hard at work preparing for our Saturday, September 23, 2017 state conference at The Plaza Resort & Spa in Daytona Beach. The theme of our conference is *Reading Is a Civil Right*, and we are excited to welcome nationally recognized speakers Margie Gillis, and Mary Wennersten. Please plan on coming and staying the weekend at this four-star resort. Following the conference, we are planning to enjoy S'mores on The Shores Resort patio overlooking the beach!

YOU are FLIDA. We need your input as to what type of activities and support you would like to see us provide. The Board adopted a five-year-plan so that we can better chart our course of action. In the document are plans to present dyslexia simulations around the state. So, if your area would like someone to come to your area to facilitate a dyslexia simulation or present on a topic, please contact us via the "Information" link on our home page.

Florida is on the cusp of passing some very important legislation – a state dyslexia law. More states are realizing the lost potential of this population since they go vastly unrecognized or remediated by public education entities. A well drafted state law would be a tremendous step in the direction of teacher education, appropriate identification of students with dyslexia as well as intervention/remediation requirements. If you're a member of IDA, you're automatically a member of FLIDA and will receive information about any critical, pending legislation. We need YOU to contact the appropriate legislators, and we will have scripts on the website to help you with what to say when you call, text, and email.

Another piece of our five-year plan is to hold webinars. This item is still in its infancy, and to make webinars a reality we need your input. So, what topics would you like to have covered?

Without you we can do little, but with you the sky's the limit! The Board is a volunteer organization with fourteen directors, but we have over 400 members. Are you a techie? We need your help with our social media outreach. Do you like to write? We can use you to write articles for our quarterly newsletter, scripts & letters to legislators, or information for the website. Do you like meeting people? Consider volunteering as a greeter at our conference or directing incoming questions to the proper people. Enjoy working with numbers? We need people to help with our finance and fundraising committees. Are you a runner? If so, TeamQuest could use you to represent our Branch.

I hope you'll consider adding action to your passion for our cause. After all, we plan on being around "until **everyone** can read!"

Have a great Spring, and I look forward to meeting you at our September 23 conference. Make plans to be with us now!

Happy Reading!

Pat

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**IDA
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STATE CONFERENCE**

SAVE THE DATE
SEPT 23, 2017

Daytona Beach

The Shores
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Dyslexia Research, Education & Advocacy

“Reading Is a Civil Right”
Until everyone can read

www.FL.DyslexialDA.org

Margie Gillis, Ed.D., CALT - Haskins Laboratories

***The Science of Reading: Comprehensive Literacy Instruction for ALL Students
Using Literacy Screening Data to Support Students with Reading Difficulties***

Mary Wennersten, M.Ed., Vice Chair of IDA

Maximizing Student Engagement - A Critical Component for Reading Gains

Holly Lane, Ph.D. - University of Florida

UFLI - Florida's Accredited University Program

Fostering Student Success Through Assistive Technology • “Experience Dyslexia”

FL Representative Gayle Harrell

Dyslexia Legislation Update



Early Bird Registration

March 1 to June 15, 2017 \$165 member, \$190 non-member



Are you a runner or do you know someone who is? Join Florida IDA in supporting TeamQuest! TeamQuest is a world-wide fund raising campaign, in partnership with the Rock 'n' Roll Charity Partner Program, to support children and adults with dyslexia. Registered TeamQuest runners will gain entry into the Nashville, TN Rock'n'Roll, or the OC at Newport Beach, CA, or the Cleveland, OH Rock 'n' Roll Full or Half Marathons or Virtual Participation to raise money in support of dyslexia! Not a runner? Be a virtual participant or support someone who is! Learn more at <http://teamquestdyslexia.org/>.

Book Review: by Pat Sekel

Kilpatrick, D. (2015). ***Essentials of Assessing, Preventing, and Overcoming Reading Difficulties***. Hoboken, NJ: John Wiley & Sons, Inc.

This highly readable text serves as a practical guide for educators, school psychologists, administrators, reading specialists, and other interested parties of the most relevant research, strategies, and background for effectively reaching and teaching students presenting with reading difficulties. Kilpatrick draws upon his extensive work with students to practically explain well-established assessments, aligning tests with current knowledge and component skills needed for reading success. The author offers:

- Strategies to accurately assess why a student struggles in reading;
- Highly effective & evidence-based techniques for improving reading;
- Guidelines for effective interpretation of reading evaluations; and,
- A plethora of online tools and resources!

Kilpatrick greatly expands a practitioner's view of how to use, interpret, and diagnostically prescribe an appropriate plan of action for individuals with reading difficulties of all ages.

Professional Development for Teachers of Reading:



The Professional's Perspective

Louisa Cook Moats, Ed.D.
Member: Council of Advisors
International Dyslexia Assoc.

What DOES Make a Difference?

Very few of us were ever taught what we needed to know about reading or language when we were licensed to teach or completed our degree programs. As teachers, the professional development we received often seemed irrelevant. Even after graduate school, what I had been taught left me helpless in the face of students who struggled to read. The knowledge I eventually applied to various instructional programs, I acquired haphazardly from my doctoral courses, from conferences, and from other teachers ... too late to help me with my first students.

Was my experience unique? Not by a long shot. The National Council on Teacher Quality (www.NCTQ.org) recently published several surveys of how our colleges and universities prepare future teachers to teach reading to young students. They documented that the majority of courses on reading instruction fail to include even basic information about the process of learning to read or the major components of effective instruction identified by the National Reading Panel and the National Academy of Sciences. Licensure programs almost never require students to learn about language acquisition or language structure—even in special education, where the vast majority of eligible students are there because of language learning difficulties. In NCTQ's review of courses and textbooks, false or incomplete information about language, reading development, or individual differences was the norm.

Why does the absence of training in language matter so much? Because reading and writing are dependent on and manifestations of language processes. Without such insight, teachers can be easily persuaded that reading is dependent on visual processes or that reading difficulties are caused by lack of motivation or "learning style" preferences. For the record, many people with visual impairments learn to read and write, and most students come to school eager to learn to read. It's words that get in their way—both spoken and written.

So where does the lack of adequate formal training leave teachers? Usually, they are at the mercy of the professional development offered by the district, or they attend conferences on their own time and money. In the former case, the content of training may lack rigor, depth, or applicability, and in the latter case, teachers may come home to a school that does not reinforce or support good ideas that they may have learned at the conference.

How do we improve this situation? I and my colleagues in the *LETRS* ([Language Essentials for Teachers of Reading and Spelling](#)) trainer community find that teachers crave substantive, detailed, research-based information about kids' language learning processes and about research-based practices. They love to think hard and ponder complex questions. They want to be challenged. They see the value in knowing about language and how kids learn it—and get better results as soon as they apply the information. The most common reaction to *LETRS* training is, "Why didn't anybody teach me this before?"

We ask a lot during the training. Even with whole days devoted to specific topics—phonology, structure of English orthography, vocabulary, fluency, text comprehension and more—teachers need a lot of time to integrate new ideas into their practices. We have found that spacing out professional development on key topics allows teachers to absorb information and apply it more successfully than if it is all crammed into intensive workshops. Spacing out the information may mean extending the PD plan over three to five years.

When we begin training, teachers are grounded in basic theoretical models of language and literacy acquisition that are supported by science. We then refer to those models over and over again as the components of instruction are identified, explored, demonstrated, and role-played. Next, we focus on teaching the speech sounds of English. It is impossible to know what phoneme awareness is all about unless one knows the phonemes! Sounds are not the same as letters. Next, we study the organizational principles of English orthography so that a teacher can stand up in front of class and, with confidence, explain the spelling of any English word. Subsequently, with word recognition instruction under our belts, we move on to vocabulary, comprehension, and reading fluently for meaning.

All teachers of reading need this information. Even teachers who work with older students are much better able to anticipate and interpret student errors and give corrective feedback, and much more committed to the importance of teaching all components of the program cumulatively and systematically if they can shed light on all aspects of language. Knowledge is power—for both teachers and students.

There is nothing more exciting to me than watching a skilled teacher who really knows his or her stuff helping a student take huge leaps forward in reading.

For instructional programs that support explicit teaching of language structure and language comprehension, check out *Spelling by Pattern*; *Spellography*; and *LANGUAGE!Live*. For more about *LETRS*, go to www.letsrlinks.com.



FLIDA appreciates Louisa Cook Moates, Ed. D., for her many generous writing contributions to our newsletter!



Dyslexia Research, Education & Advocacy

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“Dyslexia: An Overview”



Anne-Marie Singer-Constant, M.D., F.A.A.P., who is a Clinical Professor of Pediatrics at the University of Florida and is the Director of the FDLRS/UF Multidisciplinary Diagnostic & Training Program presented an overview to raise awareness of Dyslexia to professionals from around Florida at the SIM © Professional Developers' Annual Update Conference on February 1, 2017. She stated, “dyslexia is the most common form of Specific Learning Disability” and provided ample statistics about literacy rates and prevalence rates. She highlighted two points that often confuse teachers, parents, and the public. First, dyslexia is a neurobiological disorder which can be assessed and treated by educational professionals in schools. Furthermore, “education is the therapy for dyslexia”. She also stated that “dyslexia is not a visual problem”; it is a language-based difference. She stated that research does not support the use of various therapies or treatments focused on vision. The appropriate therapy is the multi-sensory structured language approach.

Legislative Update

What is being done to help children in Florida with dyslexia?

FL Representative Gayle Harrell is sponsoring **HB 79**. Telephone: 850-717-5083 or 772-221-4011

FL Senator Aron Bean is sponsoring **SB 656**. Telephone: 850-487-5004 or 904-757-5039

How can you help move this legislation?

Contact your FL Senator and FL Representative at: <http://www.myfloridahouse.gov/> and <http://www.flsenate.gov/>

Also, contact the committees who are considering these bills:

FL Representatives: PreK-12 Quality Subcommittee, PreK-12 Appropriations Committee, Education Committee

FL Senators: Education Committee

What is proposed in HB 79 and SB 656?

1. **A Universal Dyslexia Screener**- all students in kindergarten to be screened for identification and instruction.
2. **FL Dyslexia Handbook for educators & parents**- will detail research, procedures, instruction, resources.
3. **FL DOE and District Level Dyslexia Experts**- Dyslexia administrator who is an expert in multi-sensory structured language instruction, remediation, and scheduling. Supervises training of teachers, reading coaches, and interventionists, and ensures reading instruction and reading remediation is delivered with fidelity through onsite teacher observations and implementation of Assistive Technology for students with dyslexia/dysgraphia/written expression disorder.

Our mission continues until everyone can read!



Tech Talk

“Where can we find free text to speech and speech to text tools?”

Google Docs Voice Typing is free. When you log into Google Chrome, open a Google Docs document, click on the Tool tab, then click Voice Typing. A microphone icon pops up on the left margin of the screen. Click on the microphone icon to turn on the microphone (which turns red when recording). Talk and dictate any punctuation marks needed as you speak.

“Where can we find text to speech and study skills tools?”

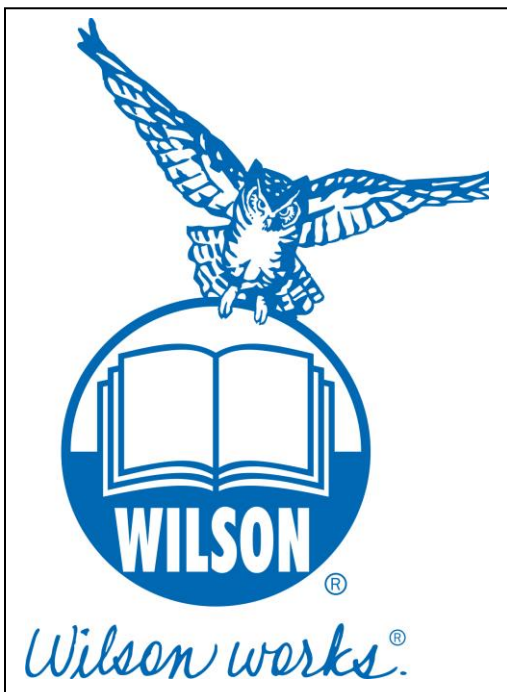
Snap to Read easily connects to Google Chrome. **Snap to Read** has a “**Read Aloud**” tool and makes challenging text accessible with its “**Dynamic Text Leveling**”. It also has **Study Tools/Outline**, **Bibliographer**, **Translator**, and **Data** reports that show readability levels and other information that teachers and parents appreciate accessing. **Snap to Read** can be used to read websites, e-texts on Bookshare or Kindle, documents on Google Drive, and PDFs. Demonstrations and Previews are available from Don Johnston.com The website is: <http://donjohnston.com/snap-read/>

Did You Know?



- *Did you know* that FLIDA is always in need of your volunteer spirit? Whether you have an hour, a day, an interest in contributing for the newsletter, web skills, fundraising, planning conferences, or any other talent you are willing to share with your dynamic Branch, we need you! Email FLIDADyslexia@gmail.com and let us know of your interest.
- *Did you know* that IDA is offering a free webinar series to share knowledge and resources that address the instructional needs of students who have dyslexia? Visit <https://dyslexiaida.org/idas-free-webinar-series/>
- *Did you know* the teacher preparation programs at two universities in Florida have been accredited by the IDA for meeting the criteria required for evidence-based Multi-sensory Structured Language instruction? Visit <https://dyslexiaida.org/university-programs-accredited-by-ida/>
- *Did you know* that free IDA Fact Sheets in English and in Spanish are now available online? Visit <https://dyslexiaida.org/fact-sheets/>
- *Did you know* the Yale Center for Dyslexia & Creativity is the go-to-place for anyone who wants to learn more about dyslexia research and best practices? Visit <http://dyslexia.yale.edu/>
- *Did you know* that 1 in 5 (20%) school-aged children have dyslexia?
- *Did you know* that Learning Ally and your public library are great sources for audio-books?

Thank You to the Sponsors of our April 2016 FLIDA Conference!



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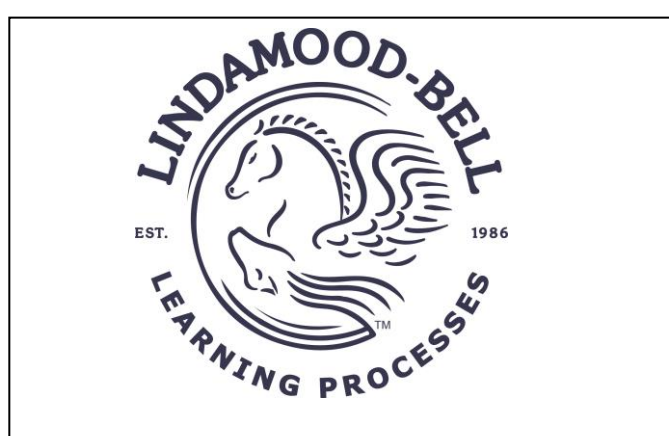
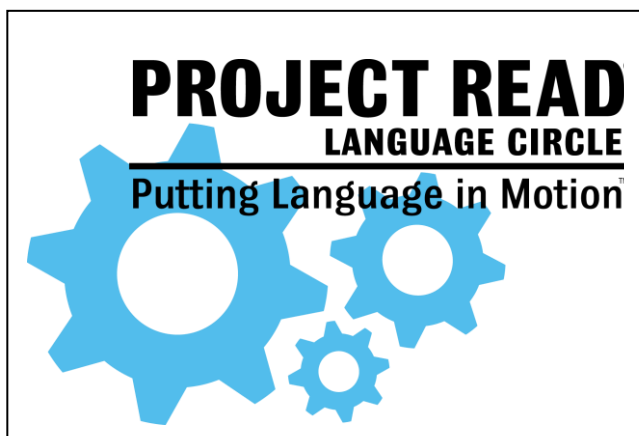
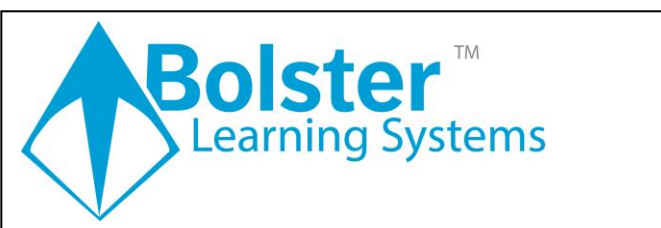


- Diagnostic
- Multidisciplinary
- Prescriptive
- Research Based
- Individualized
- To Reach the Whole Child
- Dyslexia

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6 – 14 years

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See you in Daytona Beach!



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