

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 2016



Original Artwork by Abigail

Youth Art Gallery

For 2017, FLIDA is eager to showcase the talents of young individuals with dyslexia and related learning disabilities in our FLIDA Newsletter as well as at our 2017 Annual FLIDA State Conference in Daytona **"Reading is a Civil Right."** Students from across Florida and the world are invited to donate artwork to be featured in our FLIDA Newsletter, FLIDA Website, FLIDA social media, and displayed in our Youth Art Gallery during our 2017 FLIDA Conference. FLIDA may also include the donated artwork in an auction at the FLIDA Conference.

Questions? Visit our website for more information and the requisite Parental/Guardian Permission Form.

From the President's Desk:

Susan Sentell,
M.Ed.



Dear Friends,

Having recently returned from the national IDA conference in Orlando, I'm still processing all the events, people, and information that infiltrated my brain and senses! If you were fortunate enough to be able to attend, you probably feel the same way. Our FLIDA board members had the pleasure of serving as greeters in various locations during the Conference as well as of hosting our Florida Branch Social Event. We feel a huge sense of relief and pride after hearing your wonderful compliments for our efforts. Thank you to those who bought a ticket and attended. Huge kudos to the FLIDA Board for their teamwork and contributing to the conference's overall success. We appreciate your support!

It was a pleasure to also meet you, many of whom live in Florida. We appreciated your stories and questions, whether you are a parent, student, or educator. This leads me to an urgent plea for your help....FLIDA collected names and contact information on the booth visitors. These were carefully recorded onto a file card and placed into a small, inconspicuous file box. It was filled with an impressive collection of information, representing a treasure trove of prospective board members, volunteers, parents, teachers, and requests for information! Only.... the box is now missing!! So, if you were expecting follow-up from FLIDA, please email FLIDADyslexia@gmail.com, so we may follow up with your requests! Thank you!

As the 2016 year ends, clearly, change is all around. I end my term as FLIDA president this December 31st, and our executive committee will be led by our incoming president, Dr. Pat Sekel. I am proud to have served in this capacity, and will continue to support the Branch. As I reflect, I'm truly amazed at what our small, yet powerful group has accomplished in eighteen short months. I'm most grateful to those who have supported our dreams to build a cohesive and positive team. We couldn't have been as successful without you!

January 2017 promises to be even more exciting for our Florida Branch's goals and vision. We welcome all who can serve in any capacity as volunteers and leaders. You can begin by urging your friends and colleagues to join IDA. Remember, when joining the national IDA, one automatically becomes a member of his or her state of residence. So, if you have moved from another state, be sure to update your address with IDA!

Important legislative news is that Rep. Gayle Harrell has been re-elected to the Florida House of Representatives in District 83. This is extremely important because dyslexia reform in the state is one of her top priorities. We **MUST** support her this year in passing state legislation concerning dyslexia by responding to her pleas for letters, stories, and telephone calls to present to lawmakers explaining why we need recognition and early identification of dyslexia, appropriate training for educators of students with dyslexia, and funding to implement accredited, evidenced-based instruction in our schools. FLIDA makes contacting your representative easy! A sample "fill-in-the-blank" letter/script is on our website for you to share.

Without your continued support, we cannot fulfill our mission "until everyone reads." One hundred percent of the Board annually contributes their time, talent and treasures to advance our mission. As the year draws to a close, please remember that **YOU** are FLIDA, so please consider making a contribution to FLIDA to support our goals.

Finally, please **Save the Date** for the next state conference **ON** Daytona Beach, **September 23, 2017** at The Daytona Shores Resort & Spa! We look forward to seeing you there!

We wish you a lovely holiday season and a happy new year!

Sincerely,

Susan



"Through the deep caves of thought I hear a voice that sings" - Oliver Wendell Holmes



IDA Southern Regional Conference on March 24 and 25, 2017 at the Greenville Hilton, S.C. Friday night event: "Music of South Carolina" featuring a Charleston Jazz Band.

Saturday Speakers: **Dr. Maryanne Wolfe**, author of *Proust and Squid* and *RAVE-O*
Dr. Steven Dykstra, Wisconsin Reading Coalition

https://sc.dyslexiaida.org/events/?event_id1=2&event_id2=2

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/>.



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!

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/>.



“FLIDA in the News”

FLIDA Board member, Pat Sekel (pictured to the left), was recently interviewed by Diane M. Carey of the Hometown News of Ormond Beach, Daytona Beach, Holly Hill (Vol. 11, No. 39). Pictured to the right of Pat is Dawn Starr, who was also interviewed. The article discusses dyslexia and related resources available in the area.

“FLIDA at the Fair”

Dr. Pat Sekel, FLIDA President-elect, represented **FLIDA** at the inaugural Special Needs Resource Fair held in Deltona, on Saturday, November 5th. This resource fair was sponsored by Welcoming Hearts and deemed a success as over 150 families visited during the four-hour event where they accessed a variety of resources to support families in the area.

“More Than a Decade Later, is Rtl working?”

FLIDA board member, Joyce Warner, and colleagues from Barry University, recently published an article in Volume 38 of the annual yearbook of the Association of Literacy Educators and Researchers (ALER). This year's volume, entitled *Literacy Educators and Researchers: Making a Difference in Our Diverse Communities*, is a double-peer reviewed publication of studies presented at the national ALER conference every November.

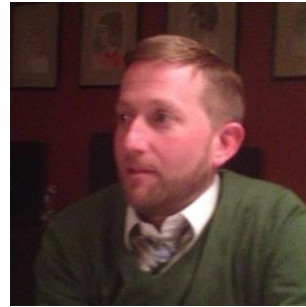


Joyce Warner's article, “More Than a Decade Later is Rtl working?”, presents the results of a study, through a review of the literature, which investigated the longitudinal impact of Response to Intervention (RTI) on student reading achievement, as well as its effect on Special Education identification rates for students with specific learning disability (SLD). The most notable finding was that after more than a decade of RTI implementation there are very few longitudinal studies that examine the impact on either student reading achievement or Special Education identification rates. The full article can be accessed at: http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/ALER_Yearbook.pdf

IDA Conference: Photos



Susan Sentell, FLIDA President



Frank McKeown



Mandy Walker and Sandi Soper

Laser Light Show at the Orlando World Center Marriott during the FLIDA Social at the IDA Conference.



IDA Conference: Sensational Sessions

Dyslexia Simulation by the Northern California Branch of the IDA

Northern California IDA Board Member Nancy Redding, M.Ed., FIT/AOGPE and Cawley Carr, M.S., CCC-SLP facilitated “Experience Dyslexia” at the IDA Conference. The simulation is designed to promote deeper and more accurate understanding of the lives of people with dyslexia. By the end of the simulation experience, many parents and teachers, even those who already have a healthy understanding of dyslexia, were visibly moved and expressed their greater enlightenment about what it means to have characteristics of dyslexia or dysgraphia, especially in academic settings. ***Did you know that you can contact FLIDA to schedule one of these highly educational simulations? This is a great time to contact PTAs and other parent and educator organizations to schedule a simulation or other instructive and informative presentations!!***



Identification of Learning Disabilities in Kindergarten: Orton Memorial Lecture

Albert Galaburda, M.D., Ph.D., delivered the Orton Memorial Lecture at the IDA Conference. We all know that early identification of learning differences is key in preparing and implementing interventions that can drastically improve outcomes for our students. We also know that screening students in the areas of phonemic awareness and phonics helps us identify students who are at risk for dyslexia, but did you know that there is a high correlation between students with dyslexia and students with Language Learning Disabilities (LLD)? These students have significant difficulties with adding appropriate tense markers to verbs compared to their peers. By using quick screening tools, we can identify students who are at risk for a language learning difficulty as well as dyslexia. We can then make referrals to speech / language professionals and develop an appropriate plan for interventions so that ALL CHILDREN CAN READ!

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*Daytona
Beach*

See you in Daytona Beach!

How can we help people in Florida with dyslexia? Contact your FL Legislator. Ask them to co-sponsor **HB 79**. How? Follow the links to Gayle Harrell's colleagues on the various education committees and subcommittees at:

FL Senators: Education Committee: <http://www.flsenate.gov/committees/show/ed>

FL Representatives: PreK-12 Education Innovation Committee, PreK Quality Subcommittee, Education Leadership

<http://www.myfloridahouse.gov/sections/Committees/committeesdetail.aspx?Committeeld=2908>

<http://www.myflorida house.gov/Sections/Committees/committeesdetail.aspx?Committee=2909>

<http://www.myfloridahouse.gov/Sections/Committees/committeesdetail.aspx?Committeeld=2906>

1. **A Universal Dyslexia Screener-**

2. **FL Dyslexia Handbook for educators & parents-** research, procedures for assessment and identification, instruction - remediation and interventions, 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.

Thank you for your time and attention to this important issue. Our mission continues until *everyone* can read!



Tech Talk

Questions: We heard several questions at the IDA Conference that are addressed by these resources:

Does my four-year old have dyslexia? Could this be dyslexia already at this young age? IDA has a tool for that:

<https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-preschoolers/>

What is the latest take on RtI and early identification of students with characteristics of dyslexia? Read this:

<http://www.gse.harvard.edu/news/uk/16/06/fixing-failure-model>

Are there programs that will read aloud from articles on the internet or on computer? Yes....

<https://dyslexiaida.org/at-for-reading-what-about-the-web/>

<https://blogs.office.com/2016/12/02/accessibility-in-office-365-enabling-greater-digital-inclusion/>

Should I buy this program or try this new "thing" to help my child with his or her reading? Buyer beware:

<https://dyslexiaida.org/beware-of-education-practices-too-good-to-be-true/>

How will I know if a tutor is qualified to help my child with characteristics of dyslexia? Refer to:

<https://dyslexiaida.org/evaluating-professionals-fact-sheet/>

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.



Are you a member of Florida IDA? Join us!

<https://eida.org/membership-account/membership-levels/>

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