

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

Florida IDA Conference 2016



**Attendees gather in Fort
Lauderdale for the Annual
FLIDA Dyslexia Conference:
*Read All About It!***



From the President's Desk:

**Susan Sentell,
M.Ed.**



Hello,

I'm happy to report that our April conference "**Dyslexia: Read All About It!**" was a wonderful success! The speakers truly were a dynamite team to enlighten the audience of 175 participants on some key aspects for dealing with dyslexia and reading disabilities. Thank you to those of you who were able to attend!

Ken Pugh from Haskins Laboratories at Yale University presented his latest Research on which areas of our left and right brain hemispheres are identified as being the most proficient for processing the cognitive tasks related to language and reading. **Barbara Wilson** explained how effective teachers impact students with reading difficulties through evidence-based best instructional techniques. After lunch, **Dr. Eric Tridas** from The Tridas Center for Pediatric Development, along with **Sister Gilchrist Cottrill**, presented some of the complexities of Executive Function relating to attention, as well as practical strategies to offer students with disorganization and difficulty with sustained focus. Following that dynamic duo, our attention was kept on task with the revelations of the three speakers from **The Learning Alliance** in Indian River County. They reported on the five-year "Moonshot" educational project that found significant reading gains in all their district's public elementary schools. The day came to an inspiring close when **State Rep. Gayle Harrell** unraveled the path she's forging to impact educational change for students with dyslexia, so they may access early and accurate identification and be taught by well-informed educators the evidenced-based best practices that create success, such as in Indian River County. She outlined the "Four P's" for achieving this goal: 1. **Policy** (developed and led by thoughtful leaders in the field of reading and dyslexia); 2. **Politics** (the stakeholders must work through the legislative maze to pass effective legislation); 3. **Personality** (present with a firm but pleasant demeanor when educating and interacting with politicians); and, 4. **Perseverance** (the road ahead is uphill, but our students are worth it!).

Hey everyone, don't miss this opportunity! Mark your calendars *now* to attend The IDA Annual Conference to be held in Orlando, October 26-29, 2016. The conference committee really needs your help, since FLIDA is the 'hosting' Branch. Visit our website for information on how you can reserve your hotel, pre-register, and donate a couple hours of your time to help the conference move along smoothly. What a chance to reconnect with friends and colleagues, as well as meet and greet speakers, researchers, and IDA staff only 'seen' in print! Additionally, the Branch Social will be held at October 28, with champagne and sweets, and is not to be missed! The Branch thanks you for considering these opportunities.

The inaugural **TeamQuest** race is exploding with enthused supporters for our Florida marathon runner, **Julie Stackhouse** from Jacksonville! As of this writing, donations have nearly reached her personal goal of \$5000 which will raise dyslexia awareness. Please visit our website for more details. See Julie's fundraising link at: http://idysa.convio.net/site/TR?px=1001855&fr_id=1071&pg=personal to make a donation now. She runs the TeamQuest half marathon in San Diego, on June 5, 2016. TeamQuest will become an annual event, with TQ 2017 races scheduled for San Antonio and Canada. So, put on your running shoes and join the race for dyslexia awareness!

If you don't consider yourself a runner, become a virtual runner yourself for 2017! ANYone can participate, and the more people who run, results in educating the public about dyslexia. Recently two British astronauts ran the London marathon virtually from the comfort of the International Space Station. If anyone has a connection with an astronaut, we would love to hear from you! How much recognition would dyslexia receive with a virtual runner who is an astronaut – while in space?! This is an intriguing opportunity for the great state of Florida. **Until Everyone Can Read!**

FLIDA is looking for persons interested in furthering the work of IDA. The FLIDA Board is currently accepting applications for potential Board members as well as various Committee members from across our large state. This is YOUR Branch, and we need your involvement to further dyslexia education. Whatever your talent, we have a place for you. Email us at: info.idafla.org for serving on one of the standing committees or to be considered for a Board position. "The labor is heavy, and the workers are few," but together we can vastly improve the lives of individuals with dyslexia. Your membership DOES make a difference!

Thank you for being a member of The International Dyslexia Association. Without you, we are unable to effectively educate our state about dyslexia; with you, we become the voice for dyslexics everywhere.

Have a great summer!

Sincerely,

Susan

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





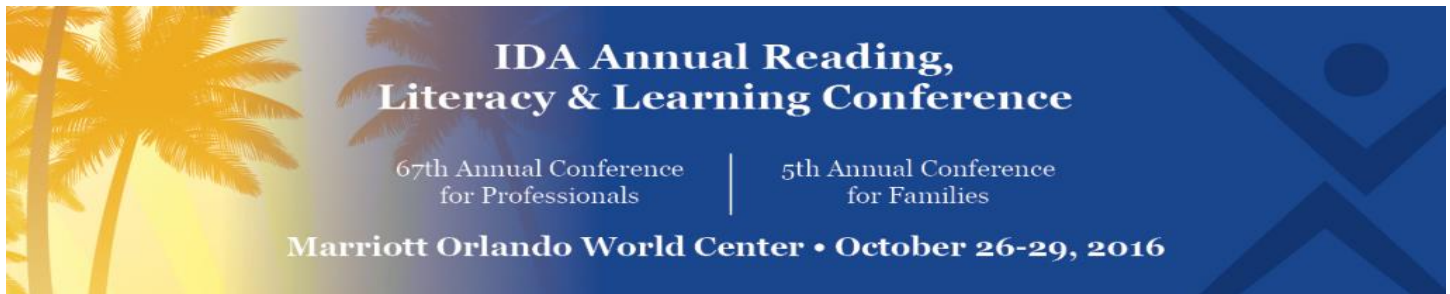
Abigail is a nine-year-old, third grader with dyslexia who attends a public elementary school in the Treasure Coast area of Florida. This painting of a lobster dinner is one of her favorites. It is also one of ours! She loves creating artwork during her Related Arts classes at her school. One of her pieces won first place in a recent county-wide competition. She is thrilled that her art has been selected to be displayed by FLIDA as we all strive together towards literacy *until everyone can read...*

Original Artwork by Abigail, age 9.

Upcoming Conferences and Events

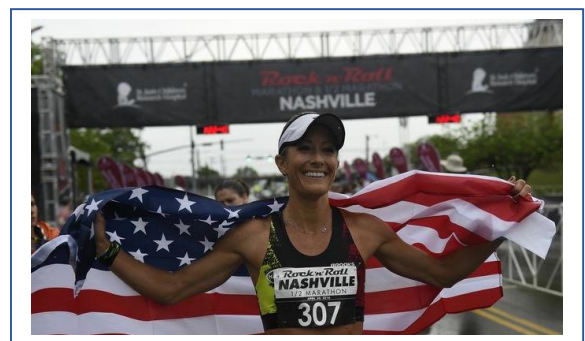
October 26-29, 2016: IDA Annual Reading, Literacy and Learning Conference, Orlando.

Hear experts present the latest dyslexia research and policy for parents, educators, administrators, and researchers. See www.eida.org for details; registration now open and members get a discount!



FLIDA's sponsored marathon runner is none other than Jacksonville University's **Julie Stackhouse**! Julie recently won her race at the Nashville Rock'n'Roll! Contributions to her for the Team Quest race currently stand at \$4,335, which is 86% to our goal. Thank you to all who have contributed to this important cause!! If you haven't already, please donate now! Already donated? You still can help the TeamQuest fundraiser by emailing, calling, texting, or talking with those you know who would be willing to support our mission to get everyone reading! Julie's professional experience will be sure to give Florida the spotlight! We hope to support her effort by garnering enough financial support to mirror her outstanding race.

To donate and for more information, go to: <http://idysa.convio.net/goto/FL-IDA>



The Professional's Perspective

**Nemours BrightStart!:
“Catch Them
Before They Fall”¹****March 2016**

Laura Bailet, Ph.D.
**Operational Vice
President, Nemours
BrightStart!**

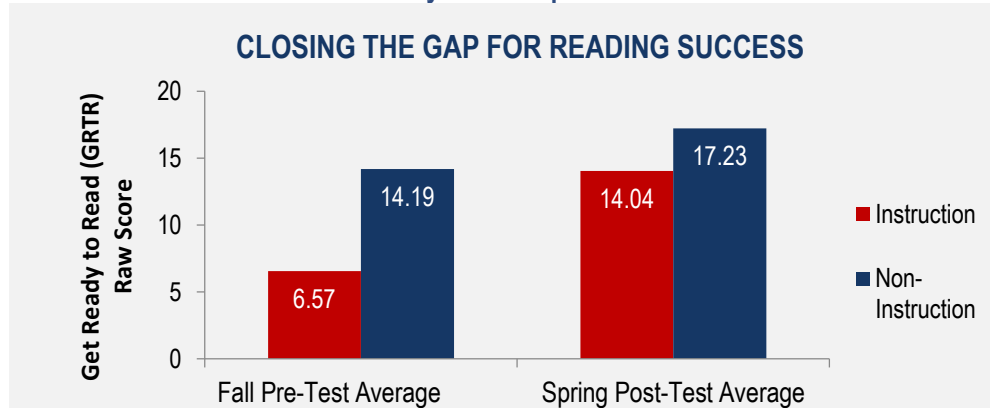
Nemours. BrightStart!

This quote from one of the giants in the fields of reading and dyslexia, Dr. Joseph Torgesen, captures everything that drives our work at Nemours BrightStart! We are a program within the Nemours Children's Health System and are dedicated to helping all children become successful readers and preventing reading failure. For more than a decade, we have developed evidence-based tools and resources for parents, educators, health care providers and the public, for this purpose. Nemours recognizes that reading and health go hand-in-hand, starting in childhood and extending across the entire lifespan. Moreover, reading failure is a major child health issue that affects 30% or more of our nation's children, much of which is rooted in dyslexia. Nemours BrightStart! is working hard to increase the number of children who become proficient readers, focusing on birth to 8, not only as an educational imperative, but for lifelong health and prosperity.

Key Nemours BrightStart! Research Findings

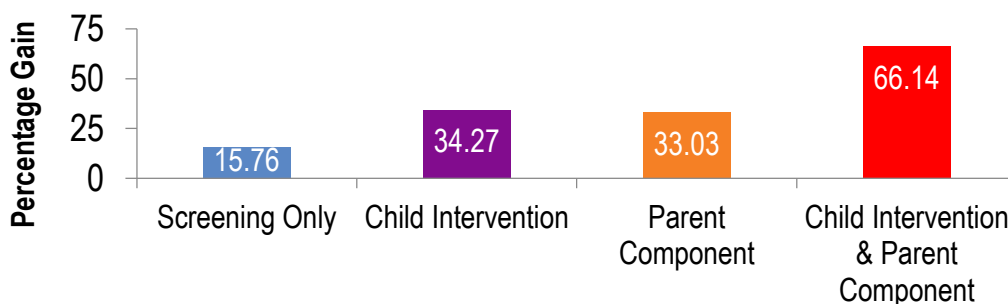
Research is foundational to our work, to determine with rigor whether our tools are beneficial, and contribute meaningful new information to the field of reading development and disorders. Here are some key research findings to date:

1. A reading readiness gap exists and can be reliably measured at the start of pre-K. Using Get Ready To Read (GRTR) and GRTR-Revised, we found that about 20-30% of children overall scored below average in reading readiness, in communities across the country.
2. Pre-K children who are behind in reading readiness for all different reasons respond well to explicit, systematic, multisensory, small-group targeted instruction. In our studies using a curriculum we developed, about two-thirds of children moved to the average range with only 10-20 hours of extra help, achieving average gains of 114%.



3. No child should be excluded from this type of targeted program during pre-K. Those who were farthest behind often made the greatest progress. Pre-K is not too early to starting helping them catch up and actually represents the best opportunity to close the achievement gap.
4. With early identification and targeted instruction, some children won't need extra services in the future. In our studies, the benefits were still evident for many children into the early elementary grades.
5. After completing targeted instruction, children who are still below average in reading readiness are likely to continue their reading struggles through 3rd grade -- nearly 80% in our study. This reflects an important opportunity to quickly tailor a more intensive program for these children.
6. When given effective tools and training, parents of at-risk children will do at-home reading readiness activities, especially for familiar concepts such as rhyming or vocabulary. In our study, parents completed an average of 80% of assigned activities.
7. For at-risk pre-kindergarteners, the combined effort of targeted small-group instruction at school AND extra parent engagement at home yields the best results.

Rhyming Gains for at-risk Prekindergarteners



8. Parents are able to accurately assess their child's reading readiness skills with a well-constructed screener and value the important information they learn in the process.

Publications and presentations discussing the data behind these key findings can be reviewed at:

<http://www.nemours.org/service/health/brightstart/researcher/publications-and-presentations.html>.

Featured Projects

Parent Engagement. One of our most exciting current projects is the website, www.readingbrightstart.org, for parents of children from birth – 5.



This website is filled with pre-reading milestones, activities, and recommended books by age, along with articles on topics of interest to parents. A pivotal feature is the Preschool Reading Screener for 3- to 5-year-olds, developed through research with several thousand parents that is ongoing. Upon completion, the parent receives a customized action plan to help them prioritize the best books and activities for their child. The screener, action plan, and everything else on the website are free. To date, over 9,500 parents have completed the screener online, and more than 3,300 have agreed to let us use their child's data for research. We recently released our first national "snapshot" of preschoolers' reading readiness status in America and look forward to sharing this report yearly.

Benchmark Data for Preschool Reading Readiness

*Represents Approximately 3,500 Nemours BrightStart! Preschool Reading Screener Research Participants

Child's Age	Names Letters	Recognizes Letter Sounds	Average Screener Score	Maximum Screener Score
3	81%	—	18.1	31
4	88%	71%	22.9	31
5	92%	86%	25.8	31

Policy and Advocacy. On March 16 and 17, 2016, Nemours co-sponsored, with the Library of Congress, a symposium on connections between health and literacy across the lifespan. Dr. David Bailey, President and CEO of Nemours, was the opening keynote speaker and had this to say:

If you consider the direct links of literacy, or the lack of literacy, to education, risky behaviors, high school dropout rates, incarceration, and welfare, it does not require any suspension of belief to understand that literacy is the tool to, not just improve overall health, but to break the intergenerational cycle of poverty and all of its associated morbidities. . . . The challenge for all of us is how to intervene in the lives of this nation's children so that their future is one of choice, rather than being dictated by circumstance. Literacy is that enabler of individual choice and at the heart of it all.

We are working at the national level to promote high-quality language and literacy components from birth to 5 in the recent ESSA legislation, and at the state level in Florida to support legislation strengthening teacher training and requirements for early identification and evidence-based remediation of reading deficits.

Our Call to Action

1. Recognize that strong literacy ability is imperative not only for education but for health across the lifespan.
2. Parents, health care providers, child care professionals, and educators should work together to promote daily practices from birth that build a foundation for reading success in all children.
3. Every child should have a reading readiness screening by age 4, to identify those who are not meeting milestones, so early intervention can help them catch up. Our website, www.readingbrightstart.org, is a great place to start.
4. Every child should be screened regularly during the early elementary years to identify those who are not meeting key reading benchmarks, and have ready access to evidence-based remediation programs and teachers trained to provide this instruction with fidelity.

For more information contact Dr. Cindy Zettler-Greeley at czettler@nemours.org, or Dr. Laura Bailet at lbaillet@nemours.org.

¹Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, Spring/Summer, 1-8.

Read All About It!

The FLIDA 2016 annual conference was a huge hit, with speakers Dr. Ken Pugh, Dr. Eric Tridas, Rep. Gayle Harrell, and many others in attendance!



FLIDA president Susan Sentell welcomes attendees to Read All About It!



Rep. Gayle Harrell, Dr. Laura Bailet, and Dr. Eric Tridas share ideas during the FLIDA conference



Speaker Dr. Ken Pugh shares neuroscience research from Haskins Laboratory at Yale University.



Susan introduces speakers Dr. Fran Adams, Barbara Hammond, and Dr. Liz Woody from the Learning Alliance to discuss the Moonshot Moment Initiative.



Barbara Wilson shares her ingredients for reading success!



Participants visit our Vendors.



FLIDA Appreciates our generous Sponsors!



FLIDA board members Pat Sekel, LouAnn Bigsby, Rachel Vitti handle registration duties.



Barbara Wilson, Susan Sentell, Ken Pugh relax at the Reception Dinner.



Collegial conversations in the Vendors' showroom during Conference breaks.

Book Review

Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching, 2nd Edition,
by V. Berninger & B. Wolf, published 2016 by Brookes Publishing Company.

Berninger & Wolf begin by discussing various learning disabilities from a historical perspective, and then the authors proceed to evidence-based assessments and interventions for each of the disabilities. This second edition of a truly insightful text contains more information and updated research from their first edition, applicable to any educator or parent who wants to better understand a learning different child. Complicated terms are explained so that they are understandable, and this highly readable text provides insight for effective and engaging instruction for *all* students, not just those with written language disabilities. Many critical insights from a variety of professionals are shared from actual teaching experiences, which make this an excellent book study selection or a "top shelf" reference book. Happy reading!

Legislative Update by Tricia Gerard

We had a great run this past year with HB 7021 and SB 1068, The Reading Instruction Bill, written by Rep. Janet Adkins and co-sponsored by Senator John Legg, both chairs of the education committees. These bills would have required teacher preparatory programs to teach a 2 credit course on dyslexia, require FL teachers to learn the signs of dyslexia and multi-sensory structured literacy methodologies of remediating students with dyslexia.

What happened? Basically, the House passed the bill and sent it to the Senate where the bill passed through two of the necessary three Committees. Although the bill only requested, \$300,000 in appropriations to supply two positions at the FL Department of Education; it was never seen by the appropriation committee. They ran out of time! We need to all work together this next session to move our bill to the forefront and encourage the legislators to make it a priority on their committee schedules once session starts.

We need your assistance to pass dyslexia legislation. What can you do? Parents and Professionals of students with dyslexia need to speak to their House of Representative or Senator by September to share your dyslexia journey and provide them with research. The purpose of this face to face chat is to inform our legislators of personal journeys. They need to understand the denial of services, the lack of leadership and knowledge and the lack of action in identifying and teaching our children to be literate like their peers.

Timelines-

May- September, 2016 - Meet face to face with your Florida Senator and State Representative, and follow-up with phone conversations, especially with the legislative assistant. Don't know what to say or how to say it to your Representative? See the FLIDA website for helpful wording! We've made it easy to participate.

Oct., 2016 - Find a sponsor and co-sponsors to write a dyslexia bill

Nov., 2016 - Bill must be filed in order to be presented in the 2017 Legislative Session

March- May, 2017 – Legislative Session



Tech Talk

Have you seen the Facebook post about the effects of screen time on the brain development of young children? Are the apps on our Smartphones, Tablets, iPads, and TVs the new babysitters of this era of the Digital Age? Will these apps give our children or students a jump on academic achievement? What is the best way to harness the benefits of technology? How much time on-screen is appropriate for each age and stage of childhood? Here is a quick read from Psychology Today:

<https://www.psychologytoday.com/blog/behind-online-behavior/201604/what-screen-time-really-does-kids-brains>

Lobster, caught and claws taped closed, is an image that can remind us of the importance of using AT (Assistive Technology) to help level the playing field for writers and readers who have characteristics of dyslexia and other learning differences. Do you want to learn more? Check out these resources for more information about Assistive Technology:

One resource for Technology Applications by a nonprofit organization in the USA is LD Online at:

<http://www.ldonline.org/techexpert/c661/>

The University of Michigan (another nonprofit organization) has an AT (Assistive Technology) website that features scanner pens and other text to speech and speech to text technology. Check it out at:

<http://dyslexiahelp.umich.edu/tools/software-assistive-technology>



Did You Know?

The Examiner is The International Dyslexia Association's (IDA) monthly e-letter keeps members abreast of happenings at IDA, information on new and noteworthy dyslexia research, as well as literacy-related events and information from around the world! All IDA members and *Examiner* subscribers can receive the FLIDA e-newsletter as part of their IDA membership. Not already a subscriber? Click here to [subscribe to The Examiner](#). Feel free to share with others who would appreciate these e-publications.

In March, the Orlando Sentinel reported on the current state of public education reform and high stakes testing in Florida.

Read the full article here at <http://www.orlandosentinel.com/opinion/os-ed-fla-public-school-reforms-on-trial-032516-20160324-story.html>

Are you a member of Florida IDA? Join us!

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

Like us on Facebook! <https://www.facebook.com/FLIDAsocialmedia>

Follow us on Twitter: <https://twitter.com/FlidAmedia>

#FLIDAorg

#dyslexia

Contact Us: info@idafla.org

Donate to FLIDA when you buy: [Smile.Amazon.com](https://www.amazon.com/FLIDA)



FLIDA Newsletter Committee:

Cynthia M. Zettler-Greeley, Ph.D.
Pat Sekel, Ph.D., CALT, QI
Mandy Horton Walker, M.Ed.