Reading Is a Civil Right!

Register at:  http://FL.DyslexiaIDA.org/
Dear Friends,

The dog days of summer are upon us. Seems like just yesterday the school year was ending and now another school year is about to begin! Since our last issue, Florida has passed an education statute that includes dyslexia education requirements both for educators and the students they serve. This effort has taken many hours of commitment on the part of the state’s legislators, concerned educators, and motivated parents. This edition contains an overview of the new law, and you will also find a link to the law at https://shoutout.wix.com/so/bLrR_Aty#/mainDyslexia_Learning_and_Support_Group_FL.

I recently saw this meme: “1 in 5 kids is dyslexic; 1 in 100 teachers might know what dyslexia is.” How prepared are you to address our learning different kiddos? We sincerely hope you will join us September 22-23 at The Shores Resort & Spa in Daytona Beach where participants will become better informed about students with dyslexia in several areas: educators will better understand how to reach and teach all learners; parents will hear how to support their learning different student; and everyone will have multiple opportunities to hear cutting edge research, pick up ideas for “what to do on Monday,” as well as visit & talk with our sponsors, board members, and new friends. Following the conference, we invite you to join us on the beach for s’mores while enjoying the ocean.

Now that Florida has passed a dyslexia law, what do you know about how this will affect our educational force? One of our keynotes, Dr. Margie Gillis, has an incredible background to address teacher education, and will speak on the science behind what teachers need to know to serve all students. Mary Wennersten, our other keynote and Vice-Chair of The International Dyslexia Association Board of Directors, will talk about maximizing student learning through best practices based on rigorous research.

Keep checking back to the FLIDA website for evolving details. More importantly, get your registration and hotel reservation in NOW! Consider coming early on Friday and staying over Saturday night. We think you will agree with the Board that The Shores Resort & Spa is a great place to meet, learn, and unwind.

Looking forward to salt and sand in September,

Pat
“Reading Is a Civil Right”

Margie B. Gillis, Ed.D., CALT

“The Science of Reading: Comprehensive Literacy Instruction for ALL Students”
Students in K-12 classrooms must read throughout the day for a variety of purposes. How has the science of reading informed what this instruction should look like and include? This session will define and describe methods of instruction for each component of comprehensive literacy instruction.

“Using Literacy Screening Data to Support Students with Reading Difficulties”
The current focus on identifying students with dyslexia calls for screening students in a well-informed effort to identify and provide effective instruction and supports for students who struggle with reading. This session will focus on using data to inform instructional programming and supports to promote student literacy learning.

Margie is a Certified Academic Language Therapist, teaching children of all ages to read for more than four decades. Her interest in reading developed at the University of Connecticut studying with Isabel Liberman. Her certification as an Academic Language Therapist was through Teachers College, Columbia University, and she earned her Doctorate in Education from the University of Louisville in Special Education where she provided professional development to teachers of reading.
In 2009, Margie founded Literacy How, Inc. to provide professional development opportunities for teachers on implementing research-based reading practices in the classroom. As President of Literacy How and as Research Affiliate at both Fairfield University and Yale University’s Haskins Laboratories, Margie has and continue to create new opportunities to empower teaching excellence.
She is the co-founder and former President of Smart Kids with Learning Disabilities. Margie serves as an Executive Board Member of the Academic Language Therapist Association and The Alliance for Accreditation and Certification.

Register to Attend:  http://fl.dyslexiaida.org/

Until everyone can read.
“Reading Is a Civil Right”

“Maximizing Student Engagement –
A Critical Component for Reading Gains”

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

Mary’s professional career encompasses more than 30 years in public education, as a teacher, Academic Language Therapist, Instructional Coach, State Program Specialist, and State Director of K-5 Literacy. She is currently a Structured Literacy Consultant.

Mary earned her B.A. in Elementary Education from the University of Arizona, and her Masters in Special Education from North Arizona University. As a Certified Dyslexia Therapist, she has provided professional development to teachers, instructional coaches, interventionists, and administrators in effective reading instruction, MTSS/RtI, data analysis, coaching, and implementation science.

Due to her own experience as a struggling student with dyslexia, and parenting a child with dyslexia, Mary has devoted her career in public education to improving instruction for all students. She is the Past-President of the Arizona Branch of the IDA, and currently serves as Vice-Chair for the IDA.

Register to Attend:  http://fl.dyslexiaida.org/

Until everyone can read.
“Reading Is a Civil Right”

Jennifer Topple, M.S., CCC/SLP
IDA Board of Directors, Chair


What is the relationship between using Assistive Technology with young students and learning to read? This concurrent session will highlight the important role Assistive Technology (AT) plays in the learning experiences of younger students in elementary grades K-5. There is a tendency to worry that if we start AT too early, that children will never learn to read. We have found the opposite to be true.

Using Assistive Technology (AT) has helped young students remain motivated to learn decoding skills while not losing the love of reading. AT has engaged students in vocabulary and comprehension learning activities that feed their love of reading.

Jennifer has been elected by the Delegate Assembly as the new Chair of the IDA Board of Directors. She has been a member of the Board of Directors, has served as Chair of the Branch Council Executive Committee, and has been President of the Georgia Branch of the IDA. She is Director of Assistive and Instructional Technology at The Howard School, a K-12 school for students with language-based learning differences in Atlanta, Georgia.

Jennifer has been a Speech-Language Pathologist in both hospital and school settings for more than sixteen years with a focus on language-learning disabilities and assistive technology. She has presented and held workshops on the topic of assistive technology both locally and internationally. She holds an M.S. in Speech and Hearing Sciences from the University of New Mexico and a B.A. in Public Relations from Auburn University.

• Did you know that Technology (Assistive Technology = AT) is the “Great Equalizer”? Technology promotes “learning efficiency” and frees students to show what they know. Source: Dyslexic Advantage Premium Tech Guide 2017 p. 5.

Register to Attend: http://fl.dyslexiaida.org/

Until everyone can read.
“Reading Is a Civil Right”

“Voices: A Community Tapestry of Stories”

This session is an arts-enriched literacy experience designed to make early literacy and reading at grade level national priority. Designed to bring attention and hope to our nation’s literacy crisis, participants engage in authentic, shared experiences.

The project stimulates curiosity, and incorporates literacy activities to develop and build “connections” in our community – to each other; to arts; to literacy. We know that schools cannot do it alone, and that making connections in the classroom and in the community is necessary to removing barriers and to expanding the opportunities necessary to for our children to become literate, productive members of society.

Bridget Lyons, Arts/Literacy Educator and Manager, Reading Rocket for The Learning Alliance

Bridget Lyons has nearly 25 years of teaching experience, internationally and in the United States. She has a Bachelor of Science degree in Elementary Education, and certification in Gifted Education and Visual Arts. Bridget has been living in Vero Beach since 2007 with her husband, and was named “Teacher of the Year” at two district schools for 2011 and 2017. She was the first recipient of the Willie C. Reagan Award for Educational Arts Leadership awarded by the Cultural Council of Indian River County. Bridget is actively involved in the Art for Health’s Sake program and The Lullaby Project with the Vero Beach Museum of Art. Currently, Bridget is the Arts/Literacy Educator and Manager of the Reading Rocket for The Learning Alliance.

Register to Attend: [http://fl.dyslexiaida.org/](http://fl.dyslexiaida.org/)

Until everyone can read.
“Reading Is a Civil Right”

“Florida’s Teachers Prepare to Provide Evidence-Based Literacy Intervention: the UFLI Model”

Traditional teacher-preparation programs seldom develop candidates’ knowledge and skills sufficiently for them to provide effective, evidence-based intervention for students with dyslexia. Breaking that traditional mold can be challenging, but the University of Florida Literacy Initiative (UFLI) has tackled this problem to create an innovative and powerful model that has been accredited by the IDA. This session will chronicle the evolution of the UF teacher-education program to meet IDA Standards and documents the data to support its effectiveness.

Furthermore, the latest efforts to expand the program to reach teachers through a computer-based course of study combined with a supervised practicum will be discussed.

Holly is an Associate Professor of Special Education and Director of the School of Special Education, School of Psychology, and Early Childhood Studies at the University of Florida. She also coordinates the doctoral program in Special Education and directs the University of Florida Literacy Initiative (UFLI).

Her research focuses on literacy intervention and prevention of reading difficulties through effective early literacy instruction and teacher education. She has conducted studies of tutoring interventions, increasing access to books in the homes of children from low-income families, and teacher knowledge of literacy. She has worked on projects to study reading intervention in juvenile correctional facilities and to develop professional development materials for teachers. Holly has also been the principal investigator of two doctoral training projects focused on preparing scholars in literacy intervention research.

Register to Attend:  http://fl.dyslexiaida.org/

Until everyone can read.
“Reading Is a Civil Right”

Reprinted from The Dyslexia Dispatch

“Florida’s Dyslexia Legislative Update”

Representative Gayle Harrell will discuss her extensive, collaborative efforts to enact dyslexia legislation in Florida that was signed into law in June, 2017 and is being enacted for the first time in Florida during the 2017-2018 school year.

Representative Gayle Harrell was elected to the Florida House of Representatives in 2000. With over 17 years of service in the Florida House of Representatives, Rep. Harrell serves as a leader in setting policy for the State of Florida. Currently, she is Chair of the Children, Families and Seniors Subcommittee, Vice-Chair of the Health Care Appropriations Subcommittee, and is a sitting member of the Criminal Justice Subcommittee and the Health & Human Services Committee.

Gayle has advocated tirelessly for dyslexia legislation in Florida. The fruit of her efforts has resulted in the recently passed provisions related to dyslexia in HB 7069 which establishes screening, multi-sensory structured language approach for instruction, a two-credit course required for teacher recertification, and a parent handbook.

Gayle also serves as an honorary member of the FLIDA Advisory Board.

Legislative Update

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

2017 Florida Education Legislation is massive and controversial however it includes key provisions regarding Dyslexia:

1. **Use Predictive Data** to make instructional decisions
2. **Multi-Sensory Structured Language Approach** for instruction
3. **Two-Credit Course** required for teacher recertification
4. **FL Dyslexia Handbook** for parents

**FL Representative Gayle Harrell** deserves credit for her continuous efforts to lead the Florida Legislature to enact laws to support students with dyslexia in Florida. You can thank her by telephone at: 850-717-5083 or 772-221-4011 or write her a thank you note and mail it to: 900 Southeast Federal Highway, Suite 325, Stuart, FL 34994-3724

- **Did you know** that Technology “empowers” because it promotes independence for students? Source: Dyslexic Advantage Premium Tech Guide 2017 p. 5.

**Register to Attend:** [http://fl.dyslexiaida.org/](http://fl.dyslexiaida.org/)
Baltimore, MD – June 16, 2017 Mary Jo O’Neill, student advocate and avid runner, has run the Cleveland RiteAid Marathon five times. But this time is different—she is joining forces with fellow runners to raise awareness and the funds needed to bring literacy to Cleveland. Together, they have already raised more than $8,300 in support of the more than 10 million students in the U.S. who struggle with symptoms of dyslexia.

It all began last fall with Mary Jo training tirelessly for the half marathon and rallying friends and supporters to join her quest. On May 21, 2017, she and seven team members called Team Structured Literacy ran for TeamQuest and the International Dyslexia Association - Northern Ohio Branch (IDA-NO). “Training was hard work,” says Mary Jo. “So was keeping the team motivated. I used texts and phone calls to inspire them to train for the marathon.”

“It’s similar to what we have to do for parents and teachers,” she says. “Provide support and encouragement to stay focused on advocating for their children and empowering the students when they are struggling to learn to read.”

As a professional in the reading field, past president of the IDA-NO, and national board member of IDA, Mary Jo understands the challenges faced by individuals with dyslexia and their families. “Parents need to know their options. IDA has the right information and is there for our families. It partners with trusted, research-driven, educational organizations to support parents, adult learners, and teachers.”

“There’s so much that can be done when students are young learners,” says Mary Jo. “Early intervention gives children the support they need in first grade so they are ready to read to learn in the third and fourth grades and beyond.”

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 helping support people with dyslexia! Not a runner? Be a virtual participant or support someone who is! Learn more from Tricia Sturm at “Reading Is a Civil Right Conference or http://teamquestdyslexia.org/.

Register to Attend: http://fl.dyslexiaida.org/

Until everyone can read.
Move on When Reading...Why is Third Grade So Important?

What is the single most important year of an individual’s academic career? The answer is not junior year of high school, or senior year of college. It is third grade. What makes success in third grade so pivotal? It is the year that students move from learning to read—decoding words using their knowledge of the alphabet—to reading to learn. The books children are expected to master no longer are simple primers, but fact-filled informational texts.

Children who have not developed fast, fluent reading skills begin to fall behind, and for most of them, the gap will continue to grow. So third grade constitutes a critical transition—a “pivot point,” says Donald J. Hernandez, a professor of sociology at Hunter College. Hernandez conducted and released a study last year called “Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation.” This study found that third graders who lack proficiency in reading are four times more likely to become high school dropouts.

All too often we hear stories of students who struggle through to third grade and find themselves the following year in the “fourth grade slump,” as the focus for instruction changes from “learning to read literary and informational text” to “reading to learn content.” While the more skilled readers in the class learn knowledge and new words from context, poor readers, out of frustration, begin to avoid reading. A vicious cycle sets in: School assignments increasingly require background knowledge and familiarity with academic words and domain-specific words (literary, abstract, and technical words)—competencies that are themselves acquired through reading. Meanwhile, content classes like science, social studies, and math, rely more on textual analysis, so that struggling readers begin to fall behind in these subjects, as well. In this way, they fall further and further behind in school, dropping out at a much higher rate than their peers.

This phenomenon is what Keith Stanovich calls the “Matthew Effect”—slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading also are inhibited from further development. The longer this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior. Or to put it
more simply—and sadly—in the words of a tearful nine-year-old already falling frustratingly behind his peers in reading progress, “Reading affects everything you do” (Adams, 1990, pp. 59–60).

The Campaign for grade-level reading is sweeping across the country, bringing about a collaborative effort by foundations, nonprofit partners, states, and communities to increase the percentage of children who can read proficiently. In the report, “Early Warning! Why Reading by the end of Third Grade Matters,” by the Annie E. Casey Foundation, Leila Fiester emphasizes the role that reading proficiency plays in determining outcomes of children, families, communities, and the nation. She states, that in an increasingly global and technical economy, US employers struggle to find enough educated, competent, and accountable workers—“The bottom line is that if we don’t get dramatically more children on track as proficient readers, the U.S. will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families but by the entire country.”

The Education Commission of the States (ECS) recently released a summary on state third-grade reading policies. Currently, 13 states have passed legislation aimed at improving early literacy outcomes that include three elements:

1. Early identification of reading difficulties
2. Interventions that occur as close to the point of need as possible
3. Retention

Arizona is one of the states that passed third-grade retention legislation in May, 2010 called “Move on When Reading.” A.R.S. §15-701 requires that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona Instrument to Measure Standards test, (AIMS) (or a successor test) demonstrating that the pupil’s reading falls far below the third grade level. During the 2012-13 school year, each public school in Arizona developed a comprehensive reading plan to ensure that their K-3 students become successful readers, submitted reading assessment data three times during the year, and received additional funding to support the implementation of their K-3 Literacy plans.

Their plans included the following information:

1. Literacy Coordinator and Literacy Leadership Team
2. Tier 1 Core Reading Program (for K-3 and ELL classrooms) with a master reading block schedule
3. Tier 2 and 3 Intervention Program (including supplemental and intensive programs, frequency and duration)
4. Assessment System (universal, diagnostic, progress monitoring, and summative)
5. Professional Development for K-3 teachers (common core, content knowledge, intervention, or assessment and data analysis)
6. Parent/Guardian Communication

These literacy plans help Arizona K-3 educators to develop a “prevention” model. It all starts with the assessment system. In grades K-2, the summative reading goal is measured by universal screening and progress-monitoring measures of essential elements of reading (phonological awareness, letter naming, phonemic awareness-segmenting and blending, listening comprehension, etc.). Because the developmental foundations for reading occur in grades K-3, and the AIMS Reading is not administered prior to grade 3, universal screening and progress monitoring in grades K-2 takes on special significance. Universal screening is used at the beginning of the year to identify K-2 students who are at risk for reading deficiencies. It then is
administered two more times each year to determine if the student is making adequate growth in specific skills. Progress monitoring indicates whether students are on track to read at grade level or higher in grade 3 and provides critical information to guide instruction. In grade 3, the summative reading goal is measured by AIMS or Partnership for Assessment of Readiness for College and Careers (PARCC) in 2014-15.

Another essential part of the “prevention” model is effective instruction for all students. The Arizona Department of Education (ADE) K-3 Literacy section is working with the Early Childhood, Office of English Language Acquisition Services, and Exceptional Students Services, to provide literacy training (Reading Foundations) for K to 3rd-grade educators in Arizona. This training includes a focus on the critical components that the National Reading Panel recommends and the Arizona Common Core standards require for all K-3 students (listening & speaking, language, comprehending literary and informational text and foundational skills). The Department of Education also is working with other groups to create a summer reading program to address summer reading loss.

While retention policies are receiving a lot of attention due to a push to improve 3rd-grade reading, early identification and intervention are more likely to improve student performance. What we have learned from states like New York and Florida is to not just repeat the same 3rd-grade curriculum; we have to do something different. Schools must develop early identification systems and target struggling readers for intervention. The interventions need to be grounded in a theoretical framework for how reading skills are acquired, based on neuroscience findings, and evidence from effective education programs. Interventions need to address the five components of the reading process, explicitly instruct students in the structure of language, provide opportunity to practice, and monitor students frequently.

Teachers also need professional development in the areas of differentiated instruction, formative assessment, and data analysis. Some may need training in the fundamentals of literacy instruction (oral language, listening comprehension, phonological awareness, word study, vocabulary, fluency, or comprehension of literary and informational text).

Only when all of these components are in place, will third grade retention legislation achieve its lofty goals of evaluating the progress of all children starting in kindergarten and ensuring their success long into the future by building a strong foundation for future learning.


Mary Wennersten, M.Ed., is currently a Member-at-Large on the Board of Directors of IDA. As an IDA Board member, Mary has been very involved with Branch development. She is the past-president of the AZ IDA. Mary is currently working for the Arizona Department of Education in the High Academic Standards for Students division. She is currently the K-3 Literacy Director and supports educators in the implementation of the Arizona English Language Arts Common Core Standards, provides professional development in assessment, instruction, intervention, and data analysis, and assists in providing resources and technical assistance to LEA’s and charter schools in Arizona. Because of her own experience as a struggling student with dyslexia, and having a child with dyslexia, Mary has spent her career in public education improving instruction for all students.

Copyright © 2013 International Dyslexia Association (IDA). We encourage sharing of Examiner articles. If portions are cited, please make appropriate reference. Articles may not be reprinted for the purpose of resale. Permission to republish this article is available from info@interdys.org.

Source: Accessed on 07/10/2017: https://dyslexiaida.org/move-on-when-reading/

- **Did you know** that if we will take time to learn Technology at the very beginning, that will save time later and allow better and higher use of the Technology to support the user? Taking that time and seeking Tech Support serve as an investment in future success for the learner. Source: *Dyslexic Advantage Premium Tech Guide 2017* p. 5.
- **Did you know** that Technology “empowers” because it promotes independence for students? Source: *Dyslexic Advantage Premium Tech Guide 2017* p. 5.

Curing Dyslexia: What is Possible?

**A webinar by Patricia Mathes, Ph.D.**

A webinar presentation made by Patricia Mathes, Ph.D., Texas Instruments Chair of Evidence-Based Education and Professor of Teaching and Learning, Southern Methodist University, Editor-in-Chief of IDA’s Annals of Dyslexia and Founder of Hoot Education on June 15, 2016.

Learn more at: https://dyslexiaida.org/curing-dyslexia-what-is-possible/

Register to Attend: [http://fl.dyslexiaida.org/](http://fl.dyslexiaida.org/)

Until everyone can read.
Jule McCombs-Tolis, Ph.D.
Chief Academic Officer named to IDA

We are delighted to announce Jule McCombs-Tolis, Ph.D., as the newly appointed Chief Academic Officer (CAO) for IDA.

Dr. McCombs-Tolis will manage the IDA’s Educator Training Initiative (ETI). The ETI program includes, but is not limited to, the certification of teachers, the accreditation of university preservice teacher preparation programs and independent school accreditation.

IDA Key Priorities include:

- Review and accredit university curriculum based on program alignment with our Knowledge and Practice Standards (KPS).
- Develop a universal training module/kit/outline that can be licensed to training centers and serve as a tool for branches to advance components outlined in the KPS and prepare individuals to pass the Certification Examination for Effective Reading Instruction (CEERI).
- Implement certification in public school districts and independent schools

until everyone can read.

Dr. Jule McCombs-Tolis, Ph.D.
Professor, Fairfield University:
- Reading and Language Development Program Director,
- Reading and Language Development Director,
- Anne E. Fowler Literacy Fellowship Professor of the Practice
- Professor of the Practice

Did you know that tailoring Technology to fit each person will help “optimize the workflow”? Source: Dyslexic Advantage Premium Tech Guide 2017 p. 5.

Until everyone can read.
“Where can we find more information about technology for students with dyslexia or other learning disabilities?”

Dyslexia Advantage is an online resource that recently published its Dyslexic Advantage Premium Tech Guide 2017 which contains a thorough round-up of assistive technology (AT) for anyone who has or knows someone with dyslexia or related learning differences. With the Premium membership, one has access to this online magazine. Our Tech Talk and Did You Know? in this issue come from the Dyslexic Advantage Premium Tech Guide journal. Check it out at: http://www.dyslexicadvantage.org/

Kids Reading: Orton-Gillingham Card Deck from Mayerson Academy: free app for iPhone and iPad.
Sight Words App by Little Speller: free for iPhone and iPad.
Audio Books: Bookshare: free with documentation of a disability

General Reading and Audiobooks: Rewordify: free online website that simplifies text when text is copied and pasted into a textbox on the website.
Writing, Spelling, Note-taking: Evernote: free version allows some note-taking functions. Teacher accounts are free.
Typing, Organization, Executive Functioning, Math, Reference, Monitoring: http://www.dyslexicadvantage.org/

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, technology or web skills, advertising, fundraising, event organization, art, or any other talent you are willing to share with your dynamic Branch, we need you! Email Info.FL@DyslexiaIDA.org 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** that free IDA Fact Sheets in English and in Spanish are now available online?
  Visit https://dyslexiaida.org/fact-sheets/

- **Did you know** that FLIDA is seeking members who can help with technology, social media, student art gallery?
  Visit http://fl.dyslexiaida.org/ or Email Info.FL@DyslexiaIDA.org

Register to Attend: http://fl.dyslexiaida.org/

Until everyone can read.
Thank You to Our Sponsors of “Reading Is a Civil Right”!

McGannan School
Collaborative ASD Years
- Comprehensive
- Multisensory
- Research Based
- Individualized
- To Reach the Whole Child
- Multisensory
Day School
6 – 14 years

McGannan School
10770 SW 84 Street
Miami, FL 33173
(305) 274-2286
mcgannan@mcgannan.org

McKeown Educational Consulting, LLC
Instruction, Advocacy, and Resources for Individuals Who Learn Differently

Until everyone can read.
Are you a member of Florida IDA? Join us!
[https://dyslexiaida.org/membership-account/membership-levels/](https://dyslexiaida.org/membership-account/membership-levels/)

Like us on Facebook! [https://www.facebook.com/FLIDAsocialmedia](https://www.facebook.com/FLIDAsocialmedia)

Follow us on Twitter [https://twitter.com/FlidAmedia](https://twitter.com/FlidAmedia)

Contact Us: [Info.FL@DyslexialIDA.org](mailto:Info.FL@DyslexialIDA.org)

---

FLIDA Newsletter Committee:
FLIDA Board of Directors
Pat Sekel, Ph.D.,CALT,QI, CDT/IDA
Mandy Horton Walker, M.Ed.,CDT/IDA