HBIDA RESOURCE

HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

FEATURES

2014

ABOUT IDA

The International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. IDA is the oldest learning disabilities organization in the nation—founded in 1949 in memory of Dr. Samuel T. Orton, a distinguished neurologist. IDA membership consists of a variety of professionals in partnership with individuals with dyslexia and their families. IDA actively promotes effective teaching approaches and intervention strategies for the educational management of dyslexia. The organization and its branches do not recommend or endorse any specific speaker, school, instructional program or remedial method. Throughout IDA's rich history, our goal has been to provide the most comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge.

ABOUT HBIDA

THE HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION (HBIDA) was founded in 1978 at a meeting among parents and teachers. They were concerned for the education of children with language learning problems and wanted to create an organization to promote efforts to help those children.

HBIDA's predecessor, The Houston Branch of The Orton Society, was born. During the first two years of this group's existence, the Houston Branch grew from a membership of 28 to 140 individuals under the expert and devoted guidance of the first board. The officers included the late W. Oscar Neuhaus (President), Lenox Hutcheson Reed (Vice President), Fredda Parker (Recording Secretary), Elizabeth Wareing (Corresponding Secretary), and Marilyn Beckwith (Treasurer). The successful ABC Ball in 1986, co-chaired by Barbara Hurwitz and Judy Weiss, provided much needed operating capital for the Branch. The proceeds from the ball helped the Branch further its mission of disseminating information about dyslexia and provided scholarships for Houston-area teachers to attend a five-day workshop on dyslexia awareness. In 1995, the Houston Branch was host to the 46th Annual IDA National Conference, "Explore, Discover, Challenge," with 2,400 in attendance. Other endeavors of this Branch have included publication of "Dealing with Dyslexia," an annual Resource Directory, annual fall and spring conferences with nationally acclaimed speakers, and annual panel of college students with learning differences.

HBIDA welcomes your participation in all of the many activities we sponsor. We encourage you to join The International Dyslexia Association (IDA) and participate with us in HBIDA as we work together to increase awareness and support for individuals with learning differences in the Gulf Coast area. We are a 501(c)(3) non-profit organization. The members of the HBIDA Board are all volunteers who bring a diversity of skills to the organization.

HBIDA Objectives

- Increase community awareness of dyslexia
- Encourage the use of scientifically-based reading instruction for individuals identified with dyslexia
- Support educational and medical research on dyslexia

HBIDA Programs & Services

Spring Conference

Fall Symposium

College Panel

Regional Group Events

Website

SCHOLARSHIP FUND for teachers and parents to attend our conference and symposium in memory of John Lopez, D.D.S.

SCHOLARSHIP FUND for educational diagnostic testing for children in memory of Nancy LaFevers Ambroze

NEWSLETTER published two times a year

RESOURCE DIRECTORY of articles, helpful local and national organizations and websites, and local service providers

HELPLINE for information and referral services: 832-282-7154

SPEAKERS BUREAU OF PROFESSIONALS is available to present to your group about dyslexia.

Texas law (19 TAC §74.28) now requires that districts and charter schools must provide a parent education program for the parents/guardians of students with dyslexia and related disorders.

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www.houstonida.org

HBIDA PRESIDENT'S LETTER

THE START OF A NEW YEAR IS ALWAYS A GOOD TIME TO REFLECT on our mission to increase community awareness of dyslexia, encourage the use of scientifically-based reading instruction for individuals identified with dyslexia, and support educational and medical research on dyslexia. HBIDA has long been known as an organization dedicated to helping individuals with dyslexia and related learning differences. A single step taken in 1978 at a meeting among parents, teachers, and other professionals turned into a journey. From this meeting, HBIDA's predecessor, the Houston Branch of The Orton Society, was born. During the first two years of the group's existence, the Houston Branch grew from 28 to 140 members under the expert and devoted guidance of the first board. The officers included the late W. Oscar Neuhaus (President), Lenox (Hutcheson) Reed (Vice President), Fredda Parker (Recording Secretary), Elizabeth Wareing (Corresponding Secretary), and Marilyn Beckwith (Treasurer). In 1995, the Houston Branch was host to the 46th Annual International Conference, with over 2,400 attendees. In 1997, The Orton Society was renamed The International Dyslexia Association. More than 35 years later, it still continues. Each new year presents another opportunity for all of us to continue this journey with renewed energy and enthusiasm in partnership with our organization.

This is a time of great opportunity for our organization. Today's knowledge of dyslexia, research, and teaching standards has come a long way. A heightened public awareness and acceptance of dyslexia has never been more pronounced. Increased levels of teacher training are available ensuring more students receive the support needed to move forward with their education and reach their potential. Each year, medical research provides us with a better understanding of dyslexia and ways to meet its challenges.

In keeping with its mission, HBIDA offers a variety of events for the benefit of the community. We hold an annual conference, symposium, and panel for students going to college. Lopez Scholarships are available to help parents and teachers attend our conferences and symposiums and Nancy LaFevers Ambroze Scholarships give financial aid for diagnostic testing to qualifying individuals. Other services include a telephone hotline for information and referrals, regional group events, onsite presentations to schools and parent groups, and access to our e-newsletters.

Members of HBIDA receive HBIDA and IDA conference and HBIDA symposium registration discounts, as well as IDA e-newsletters with up-to-date news and events regarding dyslexia. If you are not already a member, please consider joining us to take full advantage of membership in our organization. Becoming a member is easy. Go to **www.houstonida.org**. If you are already a member of IDA, please contact us and get involved. We welcome your participation. Our ability and desire to serve individuals with dyslexia and related learning differences bring us together for a common cause and strengthens us all.

We hope you find this publication useful. Be sure to check out HBIDA's calendar of events. We have already had a busy 2014 with the College Panel in January and the publication of the Resource Directory in February. Additional events this year will include HBIDA's Annual Conference at the Hilton University of Houston on March 1st, its Fall Symposium at the Junior League in September, and a special event in October for Dyslexia Awareness Month. We hope to see you soon!

JESSICA HARRIS, LDT, CALT
President
The Houston Branch of the
International Dyslexia Association

2014 RESOURCE

A RESOURCE DIRECTORY

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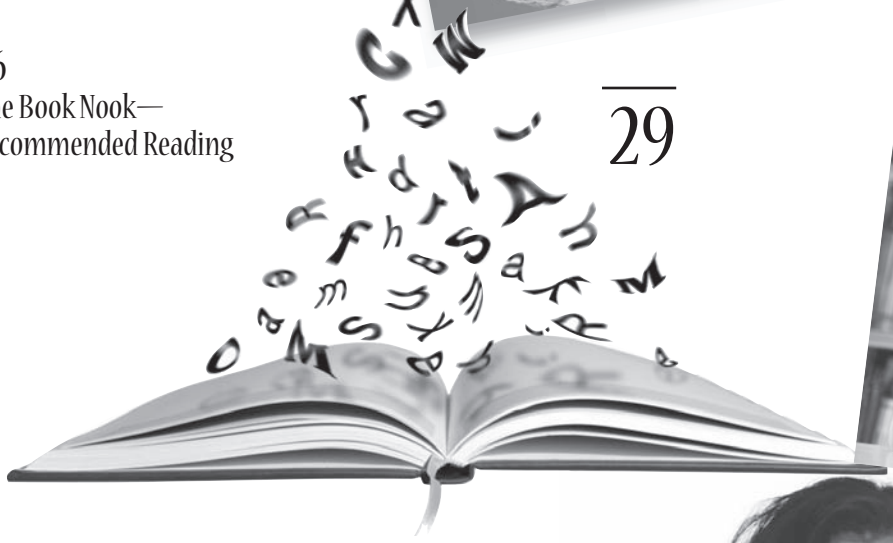

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The Word-Savvy Student

2014 ANNUAL HBIDA CONFERENCE

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from THE INTERNATIONAL DYSLEXIA ASSOCIATION.

What is dyslexia?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, dyslexics can learn successfully.

How widespread is dyslexia?

About 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one-half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those LD students have a primary learning disability in reading and language processing. Nevertheless, many more people—perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including

slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit, instruction in reading, writing, and language.

Dyslexia occurs in people of all backgrounds and intellectual levels. People who are very bright can be dyslexic. They are often capable or even gifted in areas that do not require strong language skills, such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports.

In addition, dyslexia runs in families; dyslexic parents are very likely to have children who are dyslexic. Some people are identified as dyslexic early in their lives, but for others, their dyslexia goes unidentified until they get older.

What are the effects of dyslexia?

The impact that dyslexia has is different for each person and depends on the severity of the condition and the effectiveness of instruction or remediation. The core difficulty is with word recognition and reading fluency, spelling, and writing. Some dyslexics manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

People with dyslexia can also have problems with spoken language, even after they have been exposed to good language models in their homes and good language instruction in school. They may find it difficult to express themselves clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

How is dyslexia diagnosed?

Schools may use a new process called Response to Intervention (RTI) to identify children with learning disabilities. Under an RTI model, schools provide those children not readily progressing with the acquisition of critical early literacy skills with intensive and individualized supplemental reading instruction. If a student's learning does not accelerate enough with supplemental instruction to reach the established grade-level benchmarks, and other kinds of developmental disorders are ruled out, he or she may be identified as learning disabled in reading. The majority of students thus identified are likely dyslexic and they will probably qualify for special education services. Schools are encouraged to begin screening children in kindergarten to identify any child who exhibits the early signs of potential reading difficulties. In Texas, schools are required by law to do this.

For children and adults who do not go through this RTI process, an evaluation to formally diagnose dyslexia is needed. Such an evaluation traditionally has included intellectual and academic achievement testing, as well as an assessment of

Early identification and treatment is the key to helping dyslexics achieve in school and in life.

the critical underlying language skills that are closely linked to dyslexia. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and also a student's ability to rapidly name letters and names. A student's ability to read lists of words in isolation, as well as words in context, should also be assessed. If a profile emerges that is characteristic of dyslexic readers, an individualized intervention plan should be developed, which should include appropriate accommodations, such as extended time. The testing can be conducted by trained school or outside specialists. (See the Testing for Dyslexia Fact Sheet for more information.)

What are the signs of dyslexia?

The problems displayed by individuals with dyslexia involve difficulties in acquiring and using written language. It is a myth that dyslexic individuals "read backwards," although spelling can look quite jumbled at times because students have trouble remembering letter symbols for sounds and forming memories for words. Other problems experienced by dyslexics include the following:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Persisting with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Not all students who have difficulties with these skills are dyslexic. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

How is dyslexia treated?

Dyslexia is a life-long condition. With proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping dyslexics achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multisensory, structured language approach. It is important for these individuals to be taught by a systematic and explicit method that involves several senses (hearing, seeing, touching) at the same time. Many individuals with dyslexia need one-on-one help so that they can move forward at their own pace. In addition, students with dyslexia often need a great deal of structured practice and immediate, corrective feedback to develop automatic word recognition skills. When students with dyslexia receive academic therapy outside of school, the therapist should work closely with classroom teachers, special education providers, and other school personnel.

Schools can implement academic accommodations and modifications to help dyslexic students succeed. For example, a student with dyslexia can be given extra time to complete tasks, help with taking notes, and work assignments that are modified appropriately. Teachers can give taped tests or allow dyslexic students to use alternative means of assessment. Students can benefit from listening to books on tape and using the computer for text reading programs and for writing.

Students may also need help with emotional issues that sometimes arise as a consequence of difficulties in school. Mental health specialists can help students cope with their struggles.

What are the rights of a dyslexic person?

The Individuals with Disabilities Education Act 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) define the rights of students with dyslexia and other specific learning disabilities. These individuals are legally entitled to special services to help them overcome and accommodate their learning problems. Such services include education programs designed to meet the needs of these students. The Acts also protect people with dyslexia against unfair and illegal discrimination.

from THE PACER CENTER (2007)

Understanding the Special Education Process

How the Process Works

1. Parents, school personnel, students or others may make a request for evaluation. If you request an evaluation to determine whether your child has a disability and needs special education, the school district must complete a full and individual evaluation. If the school district refuses to conduct the evaluation, it must give you appropriate notice, and let you know your rights.

   You must give permission in writing for an initial (first-time) evaluation, and for any tests that are completed as part of a re-evaluation.

2. A team of qualified professionals and you will review the results of the evaluation, and determine if your child is eligible for special education services.

   If your child is not eligible, you will be appropriately notified and the process stops. However, you have a right to disagree with the results of the evaluation or the eligibility decision.

3. If you disagree with the results of an evaluation, you have a right to an Independent Educational Evaluation (IEE). Someone who does not work for the school district completes the IEE. The school district must pay for the IEE or show an impartial due process hearing (see definitions below) that its evaluation is appropriate.

4. If you and the school district agree that your child is eligible for services, you and the school staff will plan your child's Individualized Education Program (IEP) at an IEP team meeting. You are an equal member of this team. Some states may have a different name for the IEP team meeting.

5. The IEP lists any special services your child needs, including goals your child is expected to achieve in one year, and objectives or benchmarks to note progress. The team determines what services are in

the IEP as well as the location of those services and modifications. At times, the IEP and placement decisions will take place at one meeting. At other times, placement may be made at a separate meeting (usually called a placement meeting).

Placement for your child must be in the Least Restrictive Environment (LRE) appropriate to your child's needs. He or she will be placed in the regular classroom to receive services unless the IEP team determines that, even with special additional aids and services, the child cannot be successful there. You are part of any group that decides what services your child will receive and where they will be provided.

6. If you disagree with the IEP and/or the proposed placement, you should first try to work out an agreement with your child's IEP team. If you still disagree, you can use your due process rights.

7. If you agree with the IEP and placement, your child will receive the services that are written into the IEP. You will receive reports on your child's progress at least as often as parents are given reports on their children who do not have disabilities. You can request that the IEP team meet if reports show that changes need to be made in the IEP.

8. The IEP team meets at least once per year to discuss progress and write any new goals or services into the IEP. As a parent, you can agree or disagree with the proposed changes. If you disagree, you should do so in writing.

9. If you disagree with any changes in the IEP, your child will continue to receive the services listed in the previous IEP until you and school staff reach agreement. You should discuss your concerns with the other members of the IEP team. If you continue to disagree with the IEP, there are several things you can do, including asking for additional testing or an Independent Educational Evaluation (IEE), or resolving the disagreement using due process.

10. Your child will continue to receive special education services if the team agrees that the services are needed. A re-evaluation is completed at least once every three years to see if your child continues to be eligible for special education services, and what services he or she needs.

Key Terms

Due process protects the right of parents to have input into their child's educational program and to take steps to resolve disagreements. When parents and school districts disagree with one another, they may ask for an impartial hearing to resolve issues. Mediation must also be available.

Mediation is a meeting between parents and the school district with an impartial person, called a mediator, who helps both sides come to an agreement that each finds acceptable.

An **impartial due process** hearing is a meeting between parents and the school district where each side presents his position, and a hearing officer makes the decision about what is the appropriate educational program, based on requirements in law.

School districts must give parents a written copy of special education procedural safeguards. This document outlines the steps for due process hearings and mediation. A copy of their procedural safeguards must be given to parents once each year except that a copy also shall be given to them:

a. upon initial referral or parental request for evaluation;
b. upon the first occurrence of the filing of a complaint under subsection (b)(6); and
c. upon their request.

from THE INTERNATIONAL DYSLEXIA ASSOCIATION.

Is My Child Dyslexic?

Individuals with dyslexia have trouble with reading, writing, spelling and/or math even though they have the ability and have had opportunities to learn. Individuals with dyslexia can learn, but they often need specialized instruction to overcome the problem. Often these individuals, who have talented and productive minds, are said to have a language learning difference.

Common characteristics of dyslexia

Most of us have one or two of these characteristics. That does not mean that everyone has dyslexia. *A person with dyslexia usually has several of these characteristics that persist over time and interfere with his or her learning.*

Oral language

- Late learning to talk
- Difficulty pronouncing words
- Difficulty acquiring vocabulary or using age appropriate grammar
- Difficulty following directions
- Confusion with before/after, right/left, and so on
- Difficulty learning the alphabet, nursery rhymes, or songs
- Difficulty understanding concepts and relationships
- Difficulty with word retrieval or naming problems

Reading

- Difficulty learning to read
- Difficulty identifying or generating rhyming words, or counting syllables in words (phonological awareness)
- Difficulty with hearing and manipulating sounds in words (phonemic awareness)
- Difficulty distinguishing different sounds in words (phonological processing)
- Difficulty in learning the sounds of letters (phonics)
- Difficulty remembering names and shapes of letters, or naming letters rapidly
- Transposing the order of letters when reading or spelling
- Misreading or omitting common short words
- "Stumbles" through longer words
- Poor reading comprehension during oral or silent reading, often because words are not accurately read
- Slow, laborious oral reading

Written language

- Difficulty putting ideas on paper
- Many spelling mistakes
- May do well on weekly spelling tests, but may have many spelling mistakes in daily work
- Difficulty proofreading

Other common symptoms that occur with dyslexia

- Difficulty naming colors, objects, and letters rapidly, in a sequence (RAN: rapid automatized naming)
- Weak memory for lists, directions, or facts
- Needs to see or hear concepts many times to learn them
- Distracted by visual or auditory stimuli
- Downward trend in achievement test scores or school performance
- Inconsistent school work
- Teacher says, "If only she would try harder," or "He's lazy."
- Relatives may have similar problems

Common characteristics of other related learning disorders

Dysgraphia (Handwriting)

- Unsure of handedness
- Poor or slow handwriting
- Messy and unorganized papers
- Difficulty copying
- Poor fine motor skills
- Difficulty remembering the kinesthetic movements to form letters correctly

Dyscalculia (Math)

- Difficulty counting accurately
- May misread numbers
- Difficulty memorizing and retrieving math facts
- Difficulty copying math problems and organizing written work
- Many calculation errors
- Difficulty retaining math vocabulary and concepts

ADHD—Attention-Deficit/ Hyperactivity Disorder (Attention)

- Inattention
- Variable attention
- Distractibility
- Impulsivity
- Hyperactivity

Dyspraxia (Motor skills)

- Difficulty planning and coordinating body movements
- Difficulty coordinating facial muscles to produce sounds

Executive Function/ Organization

- Loses papers
- Poor sense of time
- Forgets homework
- Messy desk
- Overwhelmed by too much input
- Works slowly

If your child is having difficulties learning to read and you have noted several of these characteristics in your child, he or she may need to be evaluated for dyslexia or a related disorder.

What kind of instruction does my child need?

Dyslexia and other related learning disorders cannot be cured. Proper instruction promotes reading success and alleviates many difficulties associated with dyslexia. Instruction for individuals with reading and related learning disabilities should be:

- Intensive – given every day or very frequently for sufficient time.
- Explicit – component skills for reading, spelling, and writing are explained, directly taught, and modeled by the teacher. Children are discouraged from guessing at words.
- Systematic and cumulative – has a definite, logical sequence of concept introduction; concepts are ordered from simple to more complex; each new concept builds upon previously introduced concepts, with built in review to aid memory and retrieval.
- Structured – has step-by-step procedures for introducing, reviewing, and practicing concepts.
- Multisensory – links listening, speaking, reading, and writing together; involves movement and "hands on" learning.

Suggested Readings

Moats, L. C., & Dakin, K. E. (2007). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.

Tridas, E. Q. (Ed.). (2007). *From ABC to ADHD: What every parent should know about dyslexia*. Baltimore: The International Dyslexia Association.

The International Dyslexia Association thanks Suzanne Carreker for her assistance in the preparation of this fact sheet.

"Promoting literacy through research, education and advocacy"™
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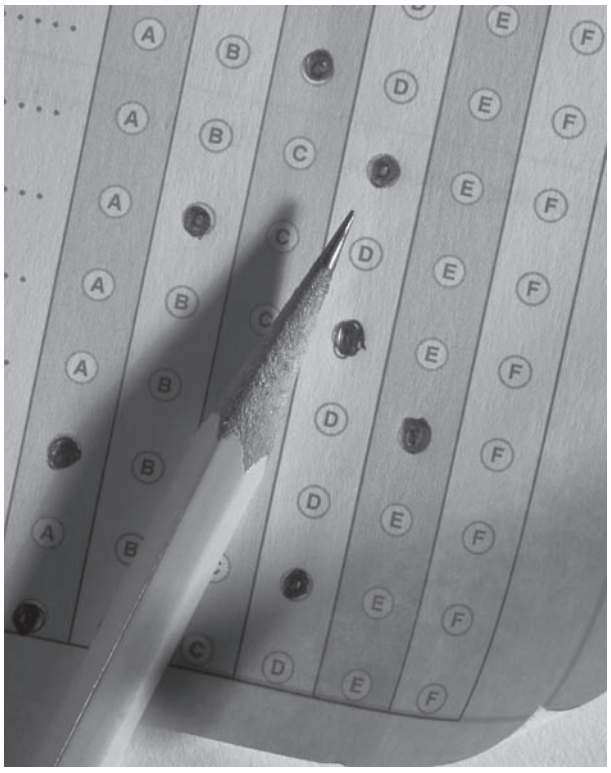
Fact sheet revised September 2008.

by SUSAN M. EBBERS

Metalinguistic Awareness and the Word-Savvy Student

Coordinated by the National Governors Association Center for Best Practices (NGA Center), the Common Core State Standards have swept the nation, and nearly every state has sanctioned the call for students to read more complex texts. In response, publishers are rapidly preparing more challenging texts, referring to the exemplars listed in Appendix B of the Standards, including works by Sophocles, Alexis de Tocqueville and Fyodor Dostoevsky. These types of texts will be Waterloo for some students, and the battle begins in kindergarten with a call to understand—and hopefully enjoy—As I was Going to St. Ives. How can teachers help readers meet this challenge? In part, the solution lies in developing metacognitive insights and abilities—including metalinguistic awareness.

METALINGUISTIC AWARENESS REQUIRES A KEENER THAN NORMAL CONSCIOUS AWARENESS OF LANGUAGE. We demonstrate this type of metacognition when we remove language from context in order to reflect on it and manipulate it. Metalinguistic awareness is an important ingredient in learning to read, spell and understand words (Donaldson, 1978). Moreover, as Nagy suggests, it explains a portion of the otherwise unexplained variance in comprehension scores, when other important variables have been controlled (2007). Boosting metalinguistic awareness has significant effect on reading comprehension (Cain, 2007; Zipke, 2007, 2011; Zipke, Ehri, & Cairns, 2009). English Language Learners benefit from metalinguistic awareness, too, including metamorphological awareness (Carlo et al., 2004; Ginsberg, Honda, O'Neil, 2011; Kuo & Anderson, 2006; Ramirez, Chen, Geva, & Kiefer, 2010). Metalinguistic awareness is a cognitive dynamo. At maximum potential, it includes increased awareness of phonemes and syllables and rhymes/rimes, of meaning-bearing morphemes, words, and phrases, of syntax, word referents, and appositives, of denotations, connotations, and lexical ambiguities, of homonyms, synonyms, and antonyms, of slang, dialect, and jargon, of academic language and figurative devices like metaphor, imagery, personification, and more. Writ large, metalinguistic awareness envelops every atom of language.



Researchers have long proclaimed the critical role of phonological awareness (PA) in helping children blend and segment sounds in words. In the past decade, two more types of metalinguistic insight have surfaced repeatedly in reading research journals: morphological awareness (MA) and orthographic awareness (OA). If a student grows in MA, s/he becomes increasingly aware that words sharing the same base or root are similar in form and meaning. For example, the child notices similarities

across painted, painter, paintings, painterly, and repaint, at the same time realizing that pain – while somewhat similar in form—is not related to this morphological family. MA also includes knowledge of common suffixes and prefixes.

If a student grows in OA, s/he becomes more aware of the English system of writing, realizing that something "just looks wrong" when presented with "illegal" spellings, such as words beginning with ck or words containing three identical vowels in a row, as in *seeer. As this insight matures, students gradually realize that foreign loan words allow the inclusion of spellings not aligned with English orthography, as in beau, hoi polloi, and faux pas.

Recently, Berninger, Abbott, Nagy, and Carlisle (2010) conducted a longitudinal study spanning first grade to sixth grade in two cohorts (N = 241 students), investigating growth curves for three types of metalinguistic awareness: MA, OA, and PA. They found that PA and receptive OA grew from first to third grade and then tapered off or reached a plateau, for most students. Expressive OA continued to grow a bit after third grade. Meanwhile, MA grew rapidly from first to third grade and then continued to grow, but less rapidly, through sixth grade. Furthermore, MA influenced word knowledge: Vocabulary knowledge was significantly related to how well the student understood that derivational suffixes influence the grammatical category of the word—for example, that instrument is not grammatically the same as instrumentalist or instrumentally, even though there is semantic overlap. Reading comprehension is partially explained by growth in MA (Kuo & Anderson, 2006; Nagy, Berninger, & Abbott, 2006).

As educators, we promote metalinguistic awareness by making explicit salient aspects of the targeted linguistic concept—for example, the logic behind understanding multiple-meaning words, drawing an inference, or grasping how compound words convey meaning morphologically. We promote keener consciousness when we point out how any detail of language works, making our thoughts transparent in a think-aloud with visual modeling, or when we ask students to explain their reasoning—and we give them feedback. If we exploit metalinguistic insight, we influence word reading, spelling, and vocabulary while moving the ball towards the end goal: comprehension.Thus, we might heed the clarion call of linguist Bill Nagy (2007):

"Vocabulary instruction needs to be more explicitly metalinguistic, that is word consciousness is an obligatory, not an optional, component".

What about the brave new Common Core? Do they mention the term metalinguistic in the English Language Arts Standards? Alas, no. However, Appendix A circles loosely around the topic (NGA Center & CCSSO, 2010):

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self- efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

In another section of the document, metacognitive strategies are mentioned. The Standards, and the forthcoming standards-aligned assessments, are fairly agnostic to instructional methods—they do not care HOW we teach—only that students learn. Professional discretion is encouraged; teachers and administrators decide how to address the Standards, including how to develop metacognitive insight, as indicated in Key Design Considerations:

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies [formatting added] that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their

professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

To my knowledge, the term metacognitive only appears once in the CCSS, in the insert above. By integrating the two excerpts above, one might (might) infer that the National Governors Association did indeed include metalinguistic development in the Common Core. I only wish they had been more deliberate about it.

Without conscious awareness of language, second graders may be frustrated by The Jumblies (another exemplar text, by Edward Lear). Indeed, if lessons do not include an explicit focus on metalinguistic awareness, we could be sending whole schools to sea—in a sieve.

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The Dyslexia-Stress-Anxiety Connection

Implications for Academic Performance and Social Interactions

What is stress?

Stress is the reaction of the body and brain to situations that put us in harm's way. The stressor may be a physical threat (e.g., a baseball coming quickly toward you) or a psychological threat (e.g., a worry or fear that you will make a mistake delivering your lines in a play or write a passage that won't make sense to the reader). Stress, or more specifically, the stress response, is our body's attempt to keep us safe from harm. It's a biological and psychological response. When we're under stress, the chemistry of our body and our brain (and, therefore, our thinking) changes. A part of the brain called the amygdala does a great job learning what's dangerous, and it makes a connection between certain situations and negative outcomes.

How can stress be good and bad?

All human and non-human animals have the built-in capacity to react to stress. You may have heard of a "fight or flight" response. This means that when faced with a threat, we have two basic ways of protecting ourselves. We can run away (flee) or stand firm and try to overcome or subdue the threat (fight). When we have a sense that we can control or influence the outcome of a stressful event, the stress reaction works to our advantage and gets our body and brain ready to take on the challenge. That's good stress; at the most primitive level, it keeps us alive. It also allows us to return to a feeling of comfort and safety after we have been thrown off balance by some challenge.

On the other hand, bad stress occurs in a situation in which we feel we have little or no control of the outcome. We have a sense that no matter what we do, we'll be unable to make the stressor go away. Body and brain chemistry become over-reactive and get all out of balance. When that happens, it can give rise to another protective mechanism, to "freeze" (like a "deer in the headlights".) We can freeze physically (e.g., become immobilized), or we can freeze mentally (e.g., "shut down.") In these situations, the stressor wins and we lose because we're incapacitated by the perceived threat.

How does good and bad stress work with dyslexia?

Individuals with dyslexia are confronted regularly by tasks that are, either in reality or in their perception, extremely difficult for them. These tasks might be reading, spelling, or math. If they have experienced success at mastering this kind of task in the past, good stress helps them face the challenge with a sense of confidence, based on the belief that "I can do this kind of task." If, on the other hand, someone has met with repeated failure when attempting this or a similar task in the past, his or her body and brain may be working together to send out a chemical warning system that gets translated as *"This is going to be way too difficult for you! Retreat! Retreat !* That's bad stress in action.

And remember, perception is everything! It doesn't matter if a teacher, a friend, or a spouse believes that you can do something; it's that you think you can do it that matters.

What is anxiety?

Anxiety comes in many forms. It can be situational (that is, specific to one kind or class of worry, like traveling or being in social situations). Individuals with dyslexia may experience marked anxiety in situations in which they feel they will make mistakes, be ridiculed, or made to feel foolish in front of others. Severe anxiety or fears are known as phobias.

When the anxiety is specific to or triggered by the demands of being with or interacting with people, and is characterized by a strong fear of being judged by others and of being embarrassed, it is known as social anxiety disorder (or social phobia). This fear can be so intense that it gets in the way of going to work or school or doing everyday activities. Children and adults with social phobia may worry about social events for weeks before they happen. For some people, social phobia is specific to certain situations, while others may feel anxious in a variety of social situations.

Anxiety can also be generalized (that is, a kind of free-floating sense of worry or impending trouble that doesn't seem to be specific to one trigger or event). In its more serious form, this is considered a psychiatric disorder known as generalized anxiety disorder (GAD). According to the National Institutes of Mental Health website http://www.nimh.nih.gov/health/topics/generalized-anxiety-disorder-gad/index.shtml:

> GAD is diagnosed when a person worries excessively about a variety of everyday problems for at least 6 months. Generalized anxiety disorders affect about 3.1% American adults age 18 years and older (about 18%) in a given year, causing them to be filled with fearfulness and uncertainty. The average age of onset is 31 years old.

How is anxiety different from stress?
Simply put, anxiety is a state of worry about what *might be*— as compared to stress, which is a reaction to what is. Both stress and anxiety trigger the same chemical reactions in the brain, which does a really good job remembering negative experiences. If you worry all the time about something bad happening to you, that puts you in a state of chronic stress. Individuals with dyslexia worry about reading, writing, and arithmetic much of the time. The irony is, the more they master, the more work they get. It's an unending cycle.

What's the connection to dyslexia?

Stress and anxiety increase when we're in situations over which we have little or no control (a car going off the road, tripping on the stairs, reading in public). All people, young and old, can experience overwhelming stress and exhibit signs of anxiety, but children, adolescents, and adults with dyslexia are particularly vulnerable. That's because many individuals do not fully understand the nature of their learning disability, and as a result, tend to blame themselves for their own difficulties. Years of self-doubt and self-recrimination may erode a person's self-esteem, making them less able to tolerate the challenges of school, work, or social interactions and more stressed and anxious.

Many individuals with dyslexia have experienced years of frustration and limited success, despite countless hours spent in special programs or working with specialists. Their progress may have been agonizingly slow and frustrating, rendering them emotionally fragile and vulnerable. Some have been subjected to excessive pressure to succeed (or excel) without the proper support or training. Others have been continuously compared to siblings, classmates, or co-workers, making them embarrassed, cautious, and defensive. Individuals with dyslexia may have learned that being in the company of others places them at risk for making public mistakes and the inevitable negative reactions that may ensue. It makes sense, then, that many people with dyslexia have become withdrawn, sought the company of younger people, or become social isolates.

How can individuals with dyslexia move from distress to DE-STRESS? The DE-STRESS model that follows is a step-by-step guide for addressing stress, anxiety, and dyslexia.

- Define: Professionals working with the person need to analyze and understand the way dyslexia presents itself in that individual.
- Educate: Based on the information gleaned by the professionals above, the child or adult needs to be taught how dyslexia has an impact on his or her

performance in school, workplace, or social situations.

- Speculate: This step involves encouraging individuals with dyslexia to look ahead and anticipate the problems they might encounter because of their condition as they face new challenges.
- Teach: It's important to teach children, adolescents, and adults developmentally appropriate strategies, techniques, and approaches that will maximize success and minimize frustration and failure. This involves actively teaching people how to recognize and manage stress, the skills of honest self-appraisal, and the ability to learn from and repair errors.
- Reduce the Threat: Educators and others involved need to create learning and social environments that reduce, remove, or neutralize the risk. This means giving students the chance to practice newly learned skills in a safe place. It also involves teaching people with dyslexia how to recognize and deactivate "stress triggers."
- Exercise: Regular and vigorous physical activity is known to enhance brainpower and reduce stress. So it is important to build in opportunities for exercise. This step also involves encouraging the person to drink plenty of water and eat a healthy diet.
- Success: Children and adults need abundant opportunities to display mastery and experience success. Providing these opportunities gives individuals with dyslexia a chance to learn how to replace the language of self-doubt with the language of success.
- Strategize: The child or adult should be encouraged to use what he or she has learned about minimizing and managing stress, and the relationship between stress and dyslexia, to plan for a future in which continued success is likely.

A little bit of stress is a good thing; it keeps us on our toes and gets us ready for the challenges that are a normal and helpful part of living in a complex world. Yoga, mindfulness activities, meditation, biofeedback, cognitive behavioral therapy (CBT), medication and exercise are among the many ways that individuals (with and without dyslexia) can conquer excessive or debilitating stress. For the individual with dyslexia, effectively managing and controlling stress must also involve learning more a bout the nature of the specific learning disability. Gaining an understanding of the daily impact of dyslexia and learning how to work through or around the dyslexia to gain a better sense of control over the environment, is the key to reducing stress and achieving greater success.

Competence instills confidence and competence leads to success. When children, adolescents, and adults are able to develop a sense of mastery over their environments (school, work, and social interactions), they develop a feeling of being in control of their own destiny. Control through competence is the best way to eradicate stress and anxiety.

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The International Dyslexia Association (IDA) thanks Jerome J. Schultz, Ph.D., for his assistance in the preparation of this fact sheet. Dr. Schultz is a clinical neuropsychologist and lecturer on psychology in the Department of Psychiatry at Harvard Medical School.

Transitioning from High School to College

Help for Students with Learning Disabilities

AN INCREASING NUMBER OF STUDENTS with learning and attention disorders plan to attend college, and that is great news! However, negotiating the process of taking standardized tests (possibly with accommodations), choosing the right colleges, and then navigating the application process can be overwhelming, even for the most organized student. Those who successfully gain acceptance to the schools of their choice are often frustrated to find that the accommodations they received in high school are not automatically granted in college. For students with learning disabilities (LD) making a successful transition to college is a multi-year process and a team effort that requires input from the student, parents, school personnel, and other professionals.

WHEN IS THE BEST TIME TO START PLANNING THE TRANSITION?

Federal regulation, Section 614(D)(I) (vii)(II), requires that "beginning at the age of 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages," needs to be included in educational planning. The "statement of needed transition services" is a long-range plan to assist students in their steps toward adult life. Some states require that these services begin even earlier when the child is age 14. For the Individualized Education Program (IEP) to be most beneficial it should be an outcome-driven document, meaning that the goals set in the IEP should focus on exactly what the student plans to do when he or she graduates from high school. To do this effectively, the student's post-secondary goals should be delineated early, and it is, at least in part, the school's obligation to help the student secure the skills needed to achieve this goal.

The following table provides a timeline of activities that will to help students and their parents prepare for the transition from high school to college.

GRADE LEVEL	ACTIVITY/TASK
Ninth and tenth	• Discuss options for after high school (for example, gap year, employment, vocational school, community college, or four-year university. • Develop self-advocacy skills. Make sure the student understands and can articulate his or her learning struggles and why accommodations are needed. Students should actively participate in IEP meetings and practice self-advocacy skills in those meetings. • Explain strengths and weaknesses to the student to develop his or her understanding for more effective self-advocacy.

Tenth	• Prepare for standardized testing (by the end of the year):
	  • Apply for accommodations; and
	  • Take test preparation course.

Eleventh	• Register for SAT or ACT. • Investigate colleges. • Make a list of criteria for selecting a college (for example, class size, availability of support services, and finances) with the help of parents and school personnel. • Encourage participation in extracurricular and leadership activities as well a scommunity service. Admission counselors are looking for applicants who are actively engaged in their schools and communities. • Visit prospective schools (by spring).
Twelfth	• Eliminate some schools to shorten list of prospective of schools before applying. • Finalize applications by mid-November. (Support from parents and school personnel is very important at this stage. Students with organizational challenges may find it daunting to simultaneously secure letters of reference, write essays, and complete forms while also keeping up with regular academic demands.) • Communicate regularly with school administration to be certain that the student has the academic requirements needed to graduate from high school and apply to the colleges he or she wishes to attend. • Develop independent living skills (for example, refilling medications and doing laundry).
Twelfth (summer after)	• Communicate regularly with the appropriate office at the college of choice to secure accommodations prior to arriving in the fall. Once on campus, students will need to learn to access various resources and implement strategies such as maintaining a calendar, using the library, and becoming involved in study groups.
College years	• Plan and schedule carefully, monitor and modify the original plan for accommodations as necessary.

HOW CAN THE STUDENT SECURE ACCOMMODATIONS ON STANDARDIZED TESTING (SAT, ACT, AND AP TESTS)?

Parents should contact the student's guidance counselor (or the person at the student's school that coordinates testing) at least several months before the student plans to take a standardized test. This person will need a copy of any school or outside psychological testing that the student has had completed. The counselor or coordinator will complete the appropriate paperwork, and the parents will have to sign an accommodation request form to be sent to the ACT or SAT College Board office.

HOW DOES THE STUDENT PREPARE THE DOCUMENTATION AND TEST APPLICATION WHEN REQUESTING ACCOMMODATIONS ON STANDARDIZED TESTS?

Admissions testing policies and procedures vary and are updated from time to time, so the student and his or her parents are encouraged to go to the test's website and review the documentation policy statement for each test the student plans to take. In general,
they will need to do the following:

- Make sure the documentation is current according to the guidelines put forth by the various testing entities. Shelf life of the documentation varies by diagnosis and testing entity, so check the various testing websites frequently for documentation requirements. Some students may not need to submit documentation and, in some cases, only an update, rather than a full evaluation, is required.
- If the student must update testing, be sure to share with the examiner a copy of the documentation requirements put forth by the different testing entities on their websites. Keep in mind that the documentation must provide a strong rationale for any disability-related accommodations.
- Plan well in advance. Accommodation requests are due months before the actual test date. If re-evaluation is needed, it may take weeks or months to complete, and once the test application is submitted, the review process can take six to eight weeks.

WHAT SERVICES ARE TYPICALLY AVAILABLE AT COLLEGE?

Colleges and universities offer several types of programs for students with LD , including:

- Structured Programs (SP)–comprehensive programs that may have additional costs associated with them These services might include separate admission procedures, compulsory strategies, one-on-one tutoring, and student monitoring.
- Coordinated Services (CP)–services that are used as needed. These services are not comprehensive, they have less structure, and participation is voluntary.
- Services (S)–the least comprehensive services of the three categories. Students who require minimum accommodations, but find comfort in knowing services are available, might benefit from exploring colleges that provide these.

WHEN SHOULD THE STUDENT MAKE CONTACT WITH THE COLLEGE'S OFFICE OF SUPPORT SERVICES?

Most students benefit from making contact with the coordinator or director of the disability services office in their junior year of high school. It gives the student time to learn the types of support the school offers and determine if the college or university can accommodate his or her needs.

MAY STUDENTS USE AN IEP OR 504 PLAN WHEN THEY ATTEND COLLEGE?

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and amendments to that act in 2008 apply very differently at the college level than K–12.

The IEP and 504 Plan do not apply in the post-secondary school setting. Updated testing may be necessary for the coordinator in the office of support services at the college to review.
Testing for most post-secondary schools should be done when the student is at least 16 years old because schools want the "adult versions" of psychological tests, which can be administered when the student reaches age 16. The Association on Higher Education has proposed seven essential elements of documentation at the college level, and most schools, although not all, have adopted this or a similar list (see each college's website for specific documentation requirements):

1. Documentation is provided by a licensed or otherwise properly credentialed professional with appropriate training and experience.
2. Documentation contains a clear diagnostic statement that describes how the diagnosis was made, provides information about the functional impact of the disability, and details the prognosis.

3. Documentation may contain both formal and informal methods of evaluation. Formal, standardized assessment may include diagnostic criteria, methods and procedures, tests and dates of administration, and a clinical narrative. Informal methods might include, among other things, the history of accommodations, educational situations, and the extent of the disability's impact, but it should not be used solely to make a case for accommodations.
4. Documentation should contain information on how learning is currently affected. Currency of documentation, while important, should be flexible and will vary by institution and diagnosis.
5. Documentation should provide information on any expected or cyclical changes in the functional impact of the disability over time and context and any known or suspected environmental impacts.
6. Documentation should be comprehensive in that it includes a description of both current and past auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in the educational setting.
7. Documentation that includes recommendations from professionals with a history of working with the student is often useful for determining effective accommodations.

At the college level, it is the student's responsibility, rather than the school's, to initiate the process for services and accommodations, and accommodations are not retroactive. For these reasons, it is wise to secure accommodations well before the first day of class of the freshman year.

WHAT ARE THE MOST BASIC ACCOMMODATIONS OFFERED BY COLLEGES AND UNIVERSITIES?

Most post-secondary schools provide students with LD with the minimum three accommodations: extra time on tests, testing in a quiet location, and access to a note taker. However, the logistics of how these accommodations are provided varies widely among schools. For example, at some colleges, students can take tests in a testing center with oversight by a proctor; whereas, at other colleges it is the professor's responsibility to oversee testing accommodations. At some schools, note takers are paid for their service and are, therefore, readily available; whereas, at other schools it is a volunteer position. In that case, if no student steps forward, no note taker is available. Again, inquiries about the implementation of accommodations should be sent directly to the college.

IF A STUDENT HAS A LANGUAGE WAIVER IN HIGH SCHOOL, CAN HE OR SHE ALSO GET ONE IN COLLEGE?

Success in securing a language waiver in college depends on where the child attends college and the types of services offered there. The support services office will review the student's updated psychological evaluation along with the reason(s) for the language waiver from the high school. If a college language waiver is being considered, the parents should inform the evaluator when seeking re-evaluation in case specific tests are required.

SHOULD THE STUDENT DISCLOSE A LEARNING DISABILITY DURING THE APPLICATION PROCESS?

Deciding whether or not to disclose an LD is a highly personal choice. Many consultants agree that the value of disclosing depends on the severity of the disability, the comfort level of the parents and student with disclosure, the level of competitiveness of the college of choice, and the presence of any "compelling reason" to disclose. Compelling reasons might include abnormalities in the high-school transcript , such as an absence of foreign language credits, or requiring that the college have a highly specialized LD service program.

On a related note, although it used to be possible for colleges to determine if a student received accommodations based on the standardized test score report, that is no longer the case. Therefore, unless it is specifically disclosed by the student, parent, or a reference offered by the student, there is no way for colleges to know.

WHAT SHOULD A STUDENT WITH A LEARNING DISABILITY LOOK FOR IN A COLLEGE?

Consider the student's individual needs and spend some time researching colleges before deciding on a college. In addition to standard considerations when looking at colleges (for example, in-state or out, scholarships, and tuition), also consider the following:

- LEVEL OF SUPPORT: Does the student need comprehensive LD services or minimal accommodations? Virtually all schools offer some support, but the more comprehensive the services that are being sought, the shorter the list of available schools.
- FINANCES: Many schools charge fees for LD services in addition to tuition. Be sure to check up front so there are no last minute surprises or disappointments.

- EXTRACURRICULAR: Are extracurricular activities, such as playing sports or joining a sorority, important to the student? For many students, these activities are a vital part of their college experience that provide needed structure, accountability, and social support.
- CLASS SIZE: Many students with LD do better in smaller class sizes where the professors know their names, are available to talk after class, and answer e-mails.
- PROFESSORS: Who does the teaching? Large schools often staff classes with minimally-experienced graduate students who do not know the content area as well or do not have a wealth of experience to draw upon when teaching students with LD.
- HOUSING OPTIONS: Does the student need to live alone due to cognitive, emotional, or social challenges? Many schools do not have this option for freshmen and may require a request for a housing accommodation.
- MEDICAL RESOURCES: Is there access to medical care so the student can continue to receive prescription refills or other medical attention as necessary? Students often find it challenging to secure prescriptions, particularly for stimulant medication, in college for a variety of reasons (for example, they don't have a car to get to the pharmacy, or they don't have a local physician to write prescriptions), and, therefore, they stop taking the medication at the most academically demanding time of their lives. This problem can be avoided with some planning and forethought.
- TRANSPORTATION: Will your student have access to a car? Students with LD often need to leave campus to pick up medications, attend doctor appointments, or join tutoring sessions. Many colleges do not allow first year students to have cars, but exceptions may be made in certain cases.
- FACULTY ATTITUDE: Are faculty members accepting of students with LD? The faculty's willingness to accommodate students with LD is critical to the student's success.
- COURSE LOAD: Can a student with LD take fewer hours per term and still be considered full time? This is an important consideration for health insurance and financial aid, which often require full-time enrollment for benefits.
- COURSE TRAINING: Have the counselors or learning specialists who work with students with LD received special training?
- GRADUATION RATE: Are students with LD allow ed more time to complete graduation requirements? If they are not taking the same number of courses or credits per term as their peers, students with LD may take longer to graduate.
- PARENT SUPPORT: Is there someone parents can contact if they have concern s during the academic year? College students are considered adults, so many schools have policies in place that prevent parents from accessing information about their children.

Attending college is often seen as a rite of passage for both students and parents. When searching for the right college or university, it is important that you and your child take into account the campus environment, class size, and the type of support services that are offered. One of the most important factors for success in college is identifying the best fit. With advanced planning and forethught, a capable student with LD can have a positive college experience and a bright future.

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HELPFUL WEBSITES

ACT disability testing services: actstudent.org/regist/disab

College Board accommodated testing (SAT and AP testing): student.collegeboard.org/services-for-students-with-disabilities

Peterson's is a leading provider of education information and advice: http://www.petersons.com/

The International Dyslexia Association (IDA) thanks Cheryl Ann Chase, Ph.D., Clinical Psychologist, and Patricia Saddle, M.A., L.S.W., Independent Educational Consultant, for their assistance in preparing this fact sheet.

by LYLE R. CADENHEAD PHD, LPC, LSSP, MBA

Executive Functioning and Your Child and "The Captain of the Brain"

In my private practice as a child psychologist, I hear the same story every day. It goes like this: "My child can't get out of the house and to school; we never get to school on time; homework is a nightmare; if he would just get going and stop complaining it would be done in less time than all of the whining; he never remembers to brush his teeth and will not get to bed on time!"

AS A PARENT, your child is bright and capable, but just can't get simple things completed. Welcome to the world of Executive Functioning weaknesses. And help is here: understanding Executive Functioning is critical. The answer is to develop plans to assist your child with Executive Functioning.

Executive Functioning is the command and control part of the brain which allows the individual to engage in problem-solving and goal directed behaviors. I like to call it "the Captain of the Brain" in my office. I teach the children who come to see me that Executive Functioning is like the "Captain of the Ship." The captain must analyze and make decisions to achieve goals: If the Ship wants to get in to the Port, the captain must guide it to stop, drop anchor, and consider before starting out on a direction that will work: do I go north or south to get to the beach. The captain must organize a structure of order, must plan and prioritize activities, must motivate the crew and herself, be aware of time and how long things will take, maintain attention alertness and focus, monitor and be aware through self-checking and manage emotion if faced with frustration.

"If I want to arrive on time to the beach safely and calmly, I must use all of these processes." "I need to turn on the captain of my brain."

Research indicates that children and teens who have ADHD have a developmental delay of approximately 30% in Executive Functioning skills. So, expect a 10 year old with ADHD to have the Executive Functioning skills of a 7 year old and a 15 year old to have the Executive Functioning skills of a 10 or 11 year old.

Executive Functioning Skills also occur with Learning Disabilities including Reading and Math problems.

To help your child with his Captain you can use many strategies to put his ship in gear!

Use positive tools and provide cues. This will decrease arguments and assist your child in developing the habit of turning on *"The Captain of Her Brain."*

Start (Initiation) Strategies

- Use a visual prompt for your child to begin a task (I have helped children set up a visual race track to follow to get them out of house and to school on time).
- Provide immediate praise or tangible reinforcement to help the child to keep on track and to change this process to a positive habit.

Stop Strategies

- Teach self-regulation to stop impulsive behaviors by teaching your child to imagine a remote control to push stop and start.
- Talk about planning, stopping and thinking; but ask your child to explain to you why this is important rather than always teaching and talking (if you teach and talk all of the time, this can turn into Charlie Brown's Blah, Blah Blah). Try to teach then reinforce the learning through praise and positive attention or small treats when your child demonstrates appropriate responses.

Organization and Planning Strategies

- Develop consistency and repetition to teach child. Have a consistent location in a notebook or folder for specific papers. The Captain needs to know how to find his stuff, effectively and efficiently.
- Assist your child in understanding the difference between most important and less important issues or tasks. Does the Captain need to focus on making sure there is enough food on board for the crew or the color of the table cloth? How does this metaphor compare to the assignment at hand?

Emotional Control and Flexibility

- When the iceberg gets in the way, it is time for a deep breath.
- Teach your child to monitor his own emotional well-being and implement deep breathing or positive self-talk in the face of adversity.

DR. CADENHEAD is a psychologist specializing in working with children and adolescents in Houston, Texas.
She worked as a teacher, school Counselor and School Psychologist, before creating her private practice *A Nurturing Home.*

Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student

As individuals, each of us has a unique combination of strengths and weaknesses. But sometimes we are exceptionally strong or weak in certain areas. In the school setting, students with exceptional strengths and weaknesses may have different instructional needs than other students. *Twice exceptional or 2e* is a term used to describe students who are both intellectually gifted (as determined by an accepted standardized assessment) and learning disabled, which includes students with dyslexia.

The NAGC (National Association for Gifted Children) recognizes three types of students who could be identified as 2e:

- Identified gifted students who have a learning disability
- Students with a learning disability whose giftedness has not been identified
- Unidentified students whose gifts and disabilities may be masked by average school achievement

It is commonly believed that many 2e students are misclassified, neglected, or receive inadequate intervention. Sometimes it can be a greater struggle to show that a student is eligible for services for treating dyslexia than for giftedness; at other times, proving eligibility for services for the giftedness is the challenge. For gifted students who also have dyslexia, it is important to *advocate with equal energy for both the disability and the ability*.

Raising awareness is an important first step toward helping these students. This fact sheet provides information on identifying 2e students, providing them with effective instruction, and raising questions for future research.

HOW COMMON IS 2E?

Studies commonly suggest that 2-5% of school-age children are 2e, with some reports being much higher. It is unclear if the rates of 2e differ among girls and boys. Boys are more often identified with the disability part of the 2e equation and therefore may more often be identified as 2e.

Some research has also shown that dyslexia is more common among gifted people in spatially oriented occupations, such as art, math, architecture, and physics. While each of these studies may have specific methodological strengths and weaknesses, in general there is some evidence that higher incidences of reading and/or language deficits are seen in such occupations or expertise. However, evidence is not conclusive that having dyslexia significantly increases the likelihood of being gifted.

WHAT CAUSES 2E?

Specific causes of 2e are not known. Research, however, suggests three possibilities:

- In some cases, the co-occurrence of giftedness and dyslexia is due to chance or naturally occurring variations in human neurology
- Some people with dyslexia develop gifts outside of the reading domain through experience or practice
- In the course of early neurodevelopment, the brain is wired so that learning to read is difficult but learning in other domains is not; that is, in some cases, there may be a causal link between

being at risk for dyslexia and giftedness

Exactly how and to what degree these three etiologies exist in the 2e dyslexia population remains to be discovered.

HOW CAN WE IDENTIFY 2E STUDENTS?

Parents and teachers may fail to notice both giftedness and dyslexia. Dyslexia may mask giftedness, and giftedness may mask dyslexia. Some common characteristics of 2e individuals follow:

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

More formal criteria are also used to identify a person as 2e—both for dyslexia (see references below) and intellectual giftedness. Generally, the accepted standardized assessment for intellectual giftedness is a common, general, verbal or nonverbal IQ test, or a specialized measure of cognitive ability in one or more specific domains. However, the identification of 2e in schools today, and giftedness alone for that matter, varies greatly. For example, to receive formal services for the gifted part of the 2e equation, some schools require high scores on a standardized test of intellectual ability such as the Naglieri Nonverbal Ability Test or the Wechsler Intelligence Scale for Children–IV (WISC-IV); other schools require exceptional scores on state achievement tests; and very rarely do schools recognize nonacademic gifts such as dance, leadership, or art, to qualify for the program.

KEY POINTS TO CONSIDER ABOUT ASSESSMENTS:

- An assessment should be *developmentally appropriate*. Some tests are better suited for identifying skills in the very young rather than the older student.
- *Developmental change* can cause changes in test scores because the types of variables that tests measure can change with age, and a child's brain takes time to mature. For example, it is possible for a child to test as gifted at age 5 but not test as gifted when tested again at age 7. This is one reason that a thorough evaluation that includes more than one aptitude test is very important.
- The tests used should *validly measure the relevant skills*. Some schools have a "set in stone" test they use to assess eligibility for gifted services (and the gifted portion of the 2e equation). These tests can be limited in scope and may not tap broad and potential areas of giftedness. For example, nonverbal tests will not adequately measure high verbal intelligence; likewise, relying on superior scores on certain academic achievement tests may not do justice to gifts that do not manifest themselves in these school subjects.

When using these or any criteria to assess the student who may be gifted and dyslexic, it is important to approach the task with a *developmental mindset*. Dyslexia, for instance, can change in expression, quality, and degree with age. The underpinnings of the disorder may become apparent as language or motor problems early in life, and then later show up as written word recognition/word decoding problems . Later still, the child may have difficulties with fluency and comprehension. Finally, in adulthood, dyslexia may manifest itself only mildly or when the adult with dyslexia is pressed to spell unfamiliar words; or, it may continue to significantly affect reading and written expression. Similarly, because the neurology of the child changes over time, the nature of the giftedness of the individual with dyslexia may also change. Thus, it is important to be vigilant in making these assessments.

Finally, it cannot be stressed enough that identifying 2e students is critical to their academic success. Without a dual classification that includes both giftedness and dyslexia, the student may not have access to appropriate services that will provide the support and stimulation necessary to succeed.

HOW IS 2E TREATED?

Twice exceptional students are often lost in the school or IEP system, have their talents neglected in favor of remediation, or confuse diagnosticians so they do not qualify for much needed differentiated, specialized instruction they need for their gifts and to address their dyslexia. Practitioners and clinicians agree that the needs of a gifted student with dyslexia are very different from the individual with dyslexia or giftedness alone. Intellectual giftedness can complicate the diagnosis of dyslexia such that (because of high IQ) a person may not be found eligible for special services. Moreover, a reading disability may hinder the development of an academic gift because of focusing on the disability and neglecting growth and challenge in the areas of giftedness.

Students who have both gifts and learning disabilities require a "dually differentiated program": one that nurtures gifts and talents while providing appropriate instruction,

accommodations, and other services for treating learning weaknesses. Unfortunately, research-based, well-defined, and prescribed practices for the 2e student with dyslexia are hard to find, and current practices vary widely.

Instruction for 2e students should be designed to develop higher-level cognitive functioning, or for their challenges—to develop basic skills (e.g., handwriting, reading, spelling, written expression, math computation). Otherwise, these students may be labeled average students or underachievers who simply need "to try harder."

One promising approach for 2e students is the multisensory, structured language approach used for the treatment of dyslexia. Like other students with dyslexia, gifted students may benefit from instruction that includes a variety of stimuli, technology, and multiple sensory modes. Many have also found success with home-based approaches. While remediation for the reading problem may occur in school, 2e students may not receive adequate attention for their gifts. Therefore, it may be up to the parent to stimulate, inspire, and nurture the development of the child's strengths. There are many ways to do this, and some are described in the references below.

Generally, 2e can be a complicated condition to identify and treat. Perhaps because of the unique neurology and life experiences of 2e individuals, they are also at higher risk for personality disorders and depression. Evidence suggests that being 2e can be uniquely stressful, so teachers and parents need to consider the emotional as well as the academic needs of 2e individuals. Unlike dyslexia and many other neurocognitive or emotional disorders that affect learning, 2e has no formal diagnostic definition (e.g., in DSM, IDEA, or NICHD). Most considerations of 2e are derived from gifted education, although 2e as a category has been receiving more attention from special educators interested in learning disabilities. In fact, many state and local school boards, as well as the National Education Association, are developing clearer standards, methods of identification and "treatment" prescriptions (for summaries and examples see NEA, 2006; Idaho Department of Education, 2010; Colorado Department of Education, 2009).

KEY POINTS TO REMEMBER

To summarize, as we continue to learn from research and practice with these students, we can do the following now to better help these students:

- Be aware of superior skills in areas in and outside of traditional academic domains
- Take a developmental perspective toward understanding the individual, the assessment, and interpretation of test results
- Advocate for broad behavioral assessments and eligibility for services that include appropriate treatments for both giftedness and dyslexia
- Be aware of the special emotional needs and struggles of the 2e individual
- Ensure that both the disability and the ability are addressed

SUGGESTED READINGS

Colorado Department of Education (2009). *Twice-exceptional students gifted students with disabilities: Level 1, an introductory resource book.* Available from www.cde.state.co.us

Gilger, J., & Hynd, G. (2008). Neurodevelopmental variation as a framework for thinking about the twice exceptional. Roeper Review, 30, 214–228.

Idaho Department of Education (2010). Twice-exceptional: Students with both gifts and challenges or disabilities Available from www.sde.idaho.gov

Moats, L. C., & Dakin, K. E. (2008). Basic facts about dyslexia and other reading problems. Baltimore, MD: The International Dyslexia Association.

National Association for Gifted Children (NAGC): www.nagc.org

National Education Association (2006). The Twice Exceptional Dilemma. Available from www.nea.org/specialed

2e Newsletter available from http://www.2enewsletter.com/topic_store_subscribe.html

The International Dyslexia Association (IDA) thanks Jeffrey Gilger, Ph.D., for his assistance in the preparation of this fact sheet. Dr. Gilger is Professor and Chair of Psychological Sciences, School of Social Sciences, Humanities and Arts, University of California, Merced. He is also a former member of the IDA Board of Directors.

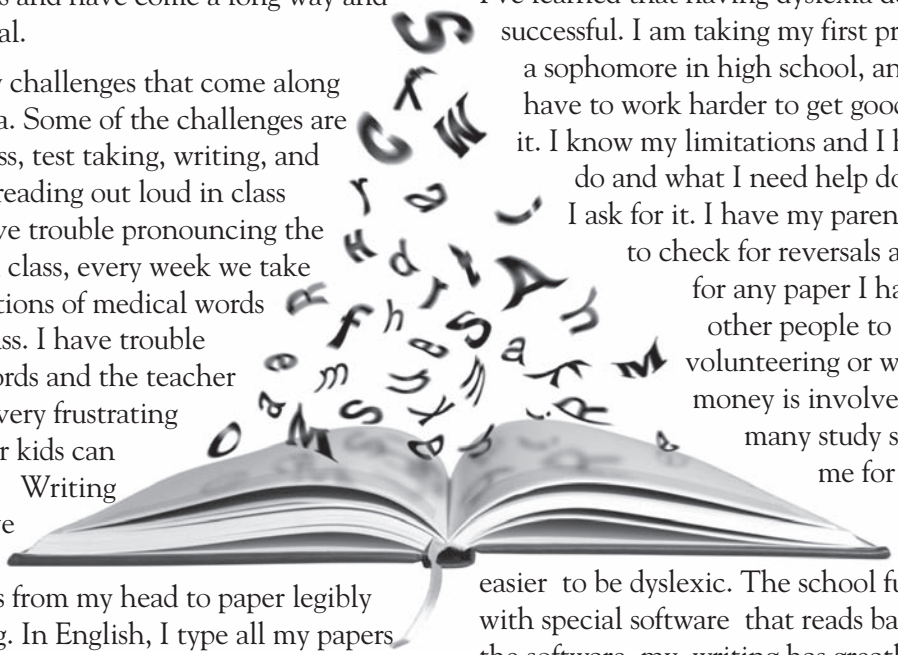
by OLIVIA FLAGOR

My Life With Dyslexia

DYSLEXIA IS WHAT I HAVE, BUT IT IS NOT WHO I AM. The earliest memory I have of dyslexia was in elementary school. My teacher showed the class that words reflected in a mirror are backwards. When I would see the words, they looked normal to me! I remember I felt confused and frustrated. The teacher tried to explain it to me, but I didn't understand. That day I realized I was different.

First, I learned about my dyslexia and then I got accommodations to help me. I used to think using accommodations was "cheating," but without them I had to work three times harder than everyone else to do the same amount of work. My mom told me that it's not cheating and that accommodations are used to "even the playing field." From then on, I have used my accommodations and have come a long way and improved a great deal.

There are still many challenges that come along with having dyslexia. Some of the challenges are reading aloud in class, test taking, writing, and homework. I dread reading out loud in class because I always have trouble pronouncing the words. In my health class, every week we take turns reading definitions of medical words to the rest of the class. I have trouble pronouncing the words and the teacher has to help me. It's very frustrating because all the other kids can read them perfectly. Writing is hard for me. I have good ideas, but it's hard to get the ideas from my head to paper legibly with correct spelling. In English, I type all my papers and use spell check, though spell check doesn't catch everything. It takes me longer to take a test and I usually have to stay after school to finish. Sometimes I miss doing things with friends because I have to stay late. Many times I have to take home classwork to finish on top of my regular homework. This can be stressful, but I am learning time management.



There are many challenges that come with having a learning disability, but there are many benefits that come too! Some of the benefits are advocacy, confidence, and the ability to understand myself. One skill I learned from being dyslexic is advocacy. Ever since elementary school, I have attended my ARD meetings and have learned that you have to ask for what you need. If I need a hardcopy of notes, I ask for it. Teachers appreciate this because they often forget who gets what accommodations. I have definitely felt my confidence grow because I've learned that having dyslexia doesn't mean I cannot be successful. I am taking my first pre-AP class this year as a sophomore in high school, and I make A's and B's. I have to work harder to get good grades but it's worth it. I know my limitations and I have learned what I can do and what I need help doing. When I need help, I ask for it. I have my parents look over my writing to check for reversals and grammar mistakes for any paper I have due at school. I ask other people to handle money if I'm volunteering or working an event where money is involved. I have also learned many study skills that will help me for the rest of my life.

Technology has definitely made it easier to be dyslexic. The school furnishes me a laptop with special software that reads back what I type. With the software, my writing has greatly improved. On my I phone, I have an app that reads all of my books. I listen as I follow along in the book. It helps me read books that I may not feel confident enough to read on my own. Take advantage of all the help you can get. My school offers morning and after school tutoring. I go to tutoring 3-4 times a week, especially for math, which is particularly hard for me. Don't be afraid to take risks and be confident in whatever you do, and you will be successful. You never know where your abilities will take you.

compiled by KARENE GROESBECK,LPT, CALT

Apps and Other Resources for the iPad that Promote Reading Skills

Phonemic Awareness:

Sound Sorting (lakeshorelearning.com/apps) A true phonological awareness app. It teaches beginning sound matching. The graphics and games are good. The price is not bad. $.99

Phonics Awareness (bugbrained.com) Phonics Awareness is an app that teaches your child how to segment and blend sounds and use vowels. There is a pre/post test called "Check Yourself" that evaluates their ability to do each task. Free

Phonics Tic-Tac-Toe (lakeshorelearning.com/apps) Children build language skills in a fast-paced game of tic-tac-toe. This interactive game explores vowel sounds, syllables, and more. Free

ABA Problem Solving Game-What Rhymes? (kindergarten.com)This app has children choose the rhyming words by selecting a picture of an item that rhymes with another item shown and read. There is immediate reinforcement with a short cheer when the correct answer is selected or "try again" is said if a non-rhyming word is chosen. This app offers visual and auditory stimulation, which is great for all learners. The app also gives feedback; time, correct answers and unanswered questions. $1.99

Alphabetic Principle:

Bob Books (bobbooks.com) Simple illustration brings magic to your kids. It will catch their attention in a fun, entertaining and educational way and help them to learn how to read. Lite version available. Full version $3.99

Handwriting:

ABC Cursive Writing (deeppocketseries.com) The program is easy to use and helps the user practice writing letters in cursive. The key to getting better is by practicing. This iPhone app makes it fun. The program has different colors to chose from and allows the user to practice upper, lower case letters, and numbers. The app also allows the user to customize and enter any word for practice. Lite version available. Full version $.99

Letter School (Letterschool.com) This is for younger children. It contains upper and lower case and numbers and allows kids to practice essential skills. Lite version available. Full version $2.99

Kids Writing Pad is a basic large lined writing pad useful for practicing numbers and letters to make sure you draw them appropriately. It has a middle dotted line between two solid lines like most primary school paper so you can practice having the appropriate parts of the letters or numbers in the right areas. You can choose the color of your pencil or use an eraser, or touch the big eraser to erase the entire page. $1.99

Spelling:

Spelling City (spellingcity.com) Over 42,000 spelling words with customizable sentences and definitions. A real person says each word and sentence. This app also has free home pages for teachers and parents to save lists, and has teacher training videos. There are free printable handwriting worksheets. Ten games are on the iPad and there are over twenty-games on the internet. Free, with upgrades available.

Build a Word Express (Atreks.com) Learn to spell sight words, long vowel and short vowel words (700+ words and an option to create your own spelling words with your own voice). The base game is free with options to upgrade.

Simplex Spelling HD (pyxwise.com) This program focuses on teaching the Dolch Sight Words, which make up 50%-75% of all printed text (this includes the most common words in the English language such as 'the', 'and', 'of', etc). It is designed to help emergent readers build a strong foundation in spelling and reading skills. The complete word list contains over 260 words and can be found on their website. Lite version available. Full Version- $4.99

Chicktionary (shockwave.com) Unscramble a roost full of letters and create as many words as possible. Each chicken bears a letter. Touch them to spell out a word, then watch as the word appears below them. CHICKTIONARY COOP is the next generation of the award-winning CHICKTIONARY word game named as a Top 25 iPad app for kids by TIME and a top iPhone and iPad app for grade-schoolers by MSNBC, Mashable, and Tecca. Free -$1.99

Bookworm (Popcap.com) Similar to the board game Boggle, link letter tiles to build words and keep "Lex" sated and smiling. The bigger the word, the better the bonus. $2.99

Comprehension:

Brain Pop (brainpop.com) Watch a free educational movie everyday and then test your new knowledge with an interactive quiz. For an optional in-app subscription you have access to over 750 videos in any academic areas. All videos are close-captioned so it is easy to follow along. Free- $1.99 month

Meet Millie (Meetwashere.com) Millie Was Here is a fun and furry book app series designed for little fingers (but you'll watch too). Kids can listen to the story, read along, play games, hunt for stickers, and more. They'll think they're playing a game. You'll know they're reading a book. Free

Written Expression:

Inspiration Maps (inspirationmaps.com) This program is filled with multiple tasks. You can brainstorm and visualize ideas with maps and diagrams. Organize your thoughts and ideas. Make sense of concepts and projects. Build critical thinking and reasoning skills. Organize yourself for studying by building study and note taking skills. Free - $9.99

Explain Everything (explaineverything.com) Explain Everything is an easy-to-use design tool that lets you annotate, animate, and narrate explanations and presentations. You can create dynamic interactive lessons, activities, assessments, and tutorials using Explain Everything's flexible and integrated design. Use Explain Everything as an interactive whiteboard using the iPad2 video display. Explain Everything records on-screen drawing, annotation, object movement and captures audio via the iPad microphone. Import Photos, PDF, PPT, and Keynote from Dropbox, Evernote, Email, iPad, photo roll and iPad2 camera. $2.99

Shake-A-Phrase (shakeaphrase.com) Shake your iPhone/iPad to create a new silly sentence every time. Tap on the words to see the definitions. Perfect for learning in the classroom or on the go, this educational app features over 2000 words and definitions in 5 colorful and engaging themes - animals, fairytale, monsters, and sports. $1.99

Reading Alternatives:

Speak it! (Future-apps.net) This is a text to speech app. Copy any document, web page, PDF file then paste them into Speak it! It will read it back to you with the highest quality sound available. $1.99

Read to Kids (Beesneststudios.com) Read To Kids is an app that uses your voice recording to let your kids hear you read a story when you can't be there. Lite version Available. Full version $.99

Writing Alternatives:

Dragon Dictation (nuancemobilelife.com) Dragon Dictation is an easy-to-use voice recognition application powered by Dragon NaturallySpeaking that allows you to easily speak and instantly see your text content for everything from email messages to blog posts on your iPad™, iPhone™ or iPod touch™. Free

Felt Board (softwaresmoothie.com) Upon entering this application, users will immediately get a craft like feeling as every aspect of this educational app is created with felt. Use your fine motor and hand-eye coordination skills to develop amazing stories as you tap, drag, drop, pinch and zoom pieces into a scene. Felt Board for iPad is a very user friendly application for children young and old. It is an application that encourages all learning styles as children can work collaboratively or independently. $2.99

Sock Puppets (Smithmicro.com) Sock Puppets lets you create your own puppet shows in seconds, then share them on Facebook and YouTube with just a few taps. Just add puppets, props, scenery, and backgrounds to start creating. Hit the record button and the puppets will automatically lip-sync to your voice. Free-$3.99

Tapikeo (tapikeo.com) Tapikeo allows you and your children to easily and quickly create your own audio-enabled picture books, storyboards, visual schedules, memory aids, audio flashcards, and more using a versatile grid style layout.

Create engaging combinations of your own photographs and narration for pre-reading children to enjoy independently, or watch the imagination of your older children soar with this unique method of creative expression. Two versions available $1.99 and HD for $3.99

Notetaking:

Notability (gingerlabs.com) Integrates handwriting with PDF annotation, typing, recording and organizing so notes can be taken anyway you want. $1.99

My Homework (myhomeworkapp.com) Tracks your homework, test, project and lessons. Get reminded when an assignment is due. Supports time, block and period based schedules. Can sync to any device. Teachers can create an account and students can automatically be in sync with their teacher with one touch. Free

iVocAudio (ivocaudio.com) iVocAudio provides a fun and easy way to memorize things quickly using your own recorded Voice. What makes it different from using audio flash cards is that the app takes care of everything. You simply have to record your Q & A pairs with your iPhone's or iPad's microphone and then practice until it finally gets stored into your brain. $1.99

Teacher Supportive Apps:

Sound Literacy (3DLiteracy.com) If you are using any Orton-Gillingham program, this app will make perfect sense. This app was designed with opened ended possibilities. This one is well worth the price of $24.99.

Socrative App for teachers and Students (go to YouTube for instructions) Great way for a teacher to give a short T/F, multiple answer or short answer quiz. Quoted from their website, "Socrative is a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smart phones, laptops, and tablets." Works well and could transform the use of "Clickers" in every school! Free.

iTunes U- iTunes U has lots of curriculum material created by educators categorized by subject area, submitting institution, and grade level. All the material is vetted through the submitting organizations, mostly Colleges, Universities and K-12 Education groups. There is a Beyond Campus area that also has materials from museums, libraries (think Library of Congress!), and other educationally minded organizations. Best of all, all material is available for free.

Remote Access:

Splashtop 2 (Splashtop.com) Splashtop 2 is the easiest way to access all of your content from your computer from any device from anywhere. Right now it is on sale for $2.99 to install, but there is a monthly fee of $.99

Math:

Dragon Box (dragonboxapp.com) This is the first real Algebra game for iPads. The idea was to create a game that children experience that is actually fun, but where they also would be able to solve mathematical equations. $5.99

iAllowance (Jumpgapsoftware.com) Allows you to manage your child's finances and teach him or her about saving and spending money. Whether you want to set up a weekly allowance or pay out a special reward. Support for multiple children, unlimited banks, chores and you can email & print reports. Free - $3.99

Science:

Touch Physics (gamez4touch.com) -Touch physics models real physics. Play your own music and change the laws of physics. This app resumes where you last left off and shake to reset. It is very addictive. Free

NASA App (nasa.gov) Current NASA information. Over 150,00- images with the latest news and stories. It has launch information and countdown clocks. Free

The Elements (touchpress.com) - The Elements: A Visual Exploration is a beautiful interactive iPad book. It preserves the lush look and beautifully composed pages of the best-selling hardcover edition, but adds an astonishing new dimension to the material. Examine over 500 3D objects from all sides by spinning the images. Compare the properties of every element in beautiful detail. $9.99

Google Earth (earth.google.com) Take a virtual journey to any location in the world. Explore 3D buildings, imagery, and terrain. Find cities, places and local businesses. Free

Miscellaneous:

Common Core Standards (masteryconnect.com) - View the Common Core Standards in one convenient app. It is a great reference for students, parents, and teachers for understanding the core standards. You can quickly find the standards by subject, grade and domain. Free

Dyslexia (nessy.com) Short video of what it is like being Dyslexic, with tips for parents and teachers. Free

Mad Libs (madlibs.com) Based on the original Mad Libs books. This app works on building grammar. Use your voice recognition to enter your funny silly words. Share your stories on Facebook, Twitter, or email. Free

Stack the States/ Countries (dan-russell-pinson.com)– This is a great educational app that helps you learn the 50 states the easy way. Watch the states actually come to life in this colorful and dynamic game!

As you learn state capitals, shapes, geographic locations and more, you can actually click, move and drop the animated states anywhere on the screen. $.99

Special Thanks to Linda Corbett from Neuhaus Center who helped compile this resource list.
You can go to the Neuhaus website (neuhaus.org), Reading Teacher Network where there are articles that talk about Apps Sense.

Margaret Noecker, M.Ed. 2014 Nancy LaFevers Community Service Award

MARGARET NOECKER, M.ED., recipient of the 2014 Nancy LaFevers Community Service award, loved people especially children so it was natural that for thirty years she served The Parish School as teacher, mentor teacher, Academic Coordinator and, beginning in 2004, as Head of School.

In the Houston community, Margaret served on many boards and committees including the Boards of The Houston Branch of The International Dyslexia Association, The School of the Woods, and the Camp for All Partner's Committee. She was a leader of the Special Schools Coalition of Greater Houston and participated in Houston Area Independent Schools.

Margaret was the recipient of the 2008 Houston Association of Communication Disorders' Award. Among her many contributions to HBIDA, she co-edited with Sandy Colt the HBIDA 2011, 2012, and 2013 Resource Directories. Her husband, Nick Noecker, wrote of Margaret: "Today thousands of people can say their lives were changed by her firm, knowing encouragement that every child has their own special way of learning and it's up to us to help them find it….She made children and flowers bloom and the earth a bright, colorful place."

Margaret made the world a better place as a tireless advocate for children with dyslexia and language learning differences. Following in the footsteps of Nancy LaFevers, she believed that an Orton Gillingham program for children with dyslexia was an important link to successful reading. Margaret is greatly missed but her love of children and her dream of incorporating a natural learning environment lives on in the Margaret Noecker Nature Center at The Parish School.

FALL 2014 SYMPOSIUM

"Recognizing Weak Executive Functioning and Reducing Its Negative Impact on Learning and Performance"

September 27, 2014

JUNIOR LEAGUE HOUSTON

Cheryl Chase, PhD

CHERYL CHASE, PH.D. is a licensed clinical psychologist in private practice in Independence, Ohio. She specializes in the diagnostic and neuropsychological assessment of various conditions impacting children, adolescents, and young adults including ADHD, Pervasive Developmental Disorders, Learning Disorders, and emotional concerns. In addition to her clinical practice, Dr. Chase is also an accomplished speaker at the local and national levels, leading workshops on such timely topics as executive functioning, differentiated instruction, and creative ways to support those who struggle in school. She also makes frequent appearances on area television news programs, addressing various topics that are of interest to the general public. Finally, Dr. Chase serves as an adjunct instructor at several area colleges. She is an active member of the International Dyslexia Association and the American Psychological Association. In her spare time, Dr. Chase enjoys spending time with her family on and around Lake Erie and playing tennis.

IDA MEMBERSHIP

THE INTERNATIONAL DYSLEXIA ASSOCIATION (IDA) is an international organization that concerns itself with the complex issues of dyslexia. IDA membership includes of a variety of professionals in partnership with people with dyslexia and their families and all others interested in our mission.

The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write…in a way that creates hope, possibility, and partnership.

HOW TO BECOME A MEMBER

Simply go to : **interdys.org/BenefitsofMembership.htm** and complete the online Membership Registration, then click "JOIN" at the bottom of this page to send IDA your registration via our secure connection; OR print the form, fill it out, and fax or mail it to headquarters. Be sure to fax a copy of your ID if you are joining at the Student level. Institutional (Non-Profit) applicants please fax proof of Non-Profit status.

RENEWING YOUR MEMBERSHIP

You may renew your membership online by filling out the Membership Form. Be sure to include the Member ID as it appears in the upper left hand corner of your renewal notice.

QUESTIONS ABOUT MEMBERSHIP?

Please contact headquarters at member@interdys.org or by calling (410) 296-0232. Office Hours are Monday-Friday, 8:30am-4:30pm eastern.

THE BOOK NOOK

The following books are available for purchase at the IDA website—click on "Publications/Online Bookstore". If you are a member of IDA, you receive a discount on all books purchased from IDA.

PROMOTING EXECUTIVE FUNCTION IN THE CLASSROOM
By: Lynn Meltzer

Accessible and practical, this book helps teachers incorporate executive function processes—such as planning, organizing, prioritizing, and self-checking—into the classroom curriculum. Chapters provide effective strategies for optimizing what K–12 students learn by improving how they learn. Noted authority Lynn Meltzer and her research associates present a wealth of easy-to-implement assessment tools, teaching techniques and activities, and planning aids. Featuring numerous whole-class ideas and suggestions, the book also shows how to differentiate instruction for students with learning or attention difficulties.

WRITING MATTERS: DEVELOPING SENTENCE SKILLS IN STUDENTS OF ALL AGES *By: William Van Cleave*

Teacher's Manual

This Manual Includes...

- unique, research-based lesson design
- alignment with the Common Core
- sequence of skills for instruction techniques for one-to-one and classroom instruction
- model dialogues
- 326 pages: spiral bound

Each Unit Includes...

- an overview of general information for the teacher
- clarification of points teachers sometimes confuse
- steps for initial instruction and subsequent lessons
- sample activities and assignments

MULTISENSORY TEACHING OF BASIC LANGUAGE SKILLS 3RD EDITION *Edited by: Judith R. Birsh, Ed.D*

As new research shows how effective systematic and explicit teaching of language-based skills is for students with learning disabilities—along with the added benefits of multisensory techniques—discover the latest on this popular teaching approach with the third edition
of this bestselling textbook. Adopted by colleges and universities across the country, this definitive core text is now fully revised and expanded with cutting-edge research and more on hot topics such as executive function, fluency, and adolescent literacy.

MULTISENSORY TEACHING OF BASIC LANGUAGE SKILLS ACTIVITY BOOK, REVISED EDITION By: Suzanne Carreker, Ph.D. and Judith R. Birsh, Ed.D.

Description: With the new edition of this activity book—the companion to Judith Birsh's bestselling text, Multisensory Teaching of Basic Language Skills—students and practitioners will get the practice they need to use multisensory teaching effectively with students who have dyslexia and other learning disabilities. Ideal for both pre-service teacher education courses and in-service professional development, the activity book aligns with the third edition of the Multisensory Teaching textbook, so readers can easily use them in tandem.

OVERCOMING DYSLEXIA: A NEW AND COMPLETE SCIENCE-BASED PROGRAM FOR READING PROBLEMS AT ANY LEVEL
By: Sally Shaywitz, M.D.

Description: From one of the world's leading experts on reading and dyslexia, the most comprehensive, up-to-date, and practical book yet to help us understand, identify, and overcome the reading problems that plague American children today. For the one in every five children who has dyslexia and the millions of others who struggle to read at their own grade levels—and for their parents, teachers, and tutors—this book can make a difference.

ESSENTIALS OF DYSLEXIA ASSESSMENT AND INTERVENTION *By: Nancy H. Mather and Barbara J. Wendling*

Description: Essentials of Dyslexia Assessment and Intervention provides practical, step-by-step information on accurately identifying, assessing, and using evidence-based interventions with individuals with dyslexia. Addressing the components that need to be considered in the assessment of dyslexia—both cognitive and academic—this book includes descriptions of the various tests used in a comprehensive dyslexia assessment along with detailed, evidence-based interventions that professionals and parents can use to help individuals struggling with dyslexia.

Like all the volumes in the Essentials of Psychological Assessment series, each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered.

Providing an in-depth look at dyslexia, this straightforward book presents information that will prepare school psychologists, neuropsychologists, educational diagnosticians, special education teachers, as well as general education teachers, to recognize, assess, and provide effective treatment programs for dyslexia. The book is also a good resource for parents who are helping a child with dyslexia.

- A practical guide to understanding, assessing, and helping individuals who have dyslexia
- Expert advice and tips throughout
- Conveniently formatted for rapid reference

THE BOOK NOOK

Basic Facts About Dyslexia and Other Reading Problems *By: Louisa Cook Moats & Karen E. Dakin*

Description: This essential resource defines dyslexia and illustrates, with real-life examples, how to recognize dyslexia and other reading problems at various stages of development, from preschool to adulthood. The authors have masterfully selected and distilled the most significant research in the field to create this descriptive and informative resource. An IDA Bestseller!

School Struggles: A Guide to Your Shut-Down Learner *By: Dr. Richard Selznick*
Description: School Struggles, is Dr. Richard Selznick's follow-up to the acclaimed The Shut-Down Learner. School Struggles talks about the common themes facing children and their challenges every day. Dr. Selznick explores reading and writing issues, behavioral problems, difficulties with organization, social skills, medication, parents' interactions with teachers, excessive use of technology, the importance of patience, and more. The practical, down-to-earth tone and helpful, easily applicable tools make this book a great support for parents staying awake at night worrying about their child's learning and school experience.

Backwords Forword: My Journey Through Dyslexia *By: Catherine A. Hirschman, MEd & R. Christine Melton, MD, MS*
Description: In this smart and compassionate firsthand account of dyslexia, written by Catherine Hirschman with her mother, Christine Melton, we see a struggle to cope with and overcome learning differences from very early childhood. Taking pains to be honest in and explicit about the experience of dyslexia, Catherine's story introduces the reader to the most helpful and current information, while providing feedback from her parents, former caregiver and siblings about how her struggle with dyslexia affected her relationship with her family – and advice for families facing the same challenges. Despite the difficulties she faced and continues to face in reading and writing, the author has achieved an impressive range of successes that attest to her desire to learn and thrive academically and professionally. And ultimately, as a teacher, Catherine has helped others do so as well.

The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain *By: Brock L. Eide, M.D. and Fernette F. Eide, M.D.*

Description: Did you know that many successful architects, lawyers, engineers- even bestselling novelists-had difficulties learning to read and write as children? In this groundbreaking book, Brock and Fernette Eide explain how 20 percent of people-individuals with dyslexia-share a unique learning style that can create advantages in a classroom, at a job, or at home. Using their combined expertise in neurology and education, the authors show how these individuals not only perceive the written word differently but may also excel at spatial reasoning, see insightful connections that others simply miss, understand the world in stories, and display amazing creativity.

Got Dyslexia? *By: Heather Pritchard*
Description: Matthew has trouble reading because of something called dyslexia. When he learns he's getting a new teacher, he's a little nervous. Will Mrs. Hanke be the teacher Matthew needs? Can Matthew finally believe that he can do well and have fun in school?

Eli: The Boy Who Hated to Write, 2nd edition *By: Regina G. Richards, M.A. and Eli I. Richards, foreword by Richard D. Lavoie*

The Adventures of Everyday Geniuses: Mrs. Gorski, I Think I Have the Wiggle Fidgets *By: Barbara Esham*

The following books are available for purchase on Amazon.com—

Jamie's Journey: The Savannah *by Susan M. Ebbers and Cory Godbey*

In this beautifully illustrated story a boy follows his dream, using nothing but imagination and a marvelous morphing mat to brave the ocean, see the savannah, and make friends with an African elephant. The message? Read to awaken your dreams. Imagine, and make it happen. Excerpt: As he hides from the hail in his marvelous dome an elephant suddenly enters his home! He's only a baby, not even one year. Feeling lost and alone, he's quaking with fear.

Leaders, Visionaries and Dreamers: Extraordinary People With Dyslexia and Other Learning Disabilities *by Paul J. Gerber (Editor), Marshall H. Raskind (Editor)*

This book is an in-depth look at 12 incredible people with LD and dyslexia whose lives are characterised by major accomplishments and contributions that they have made in their respective fields as well as on the contemporary American scene. These men and women are from a variety of fields—arts and literature, science, politics and sports.

2014 ANNUAL HBIDA CONFERENCE

The Houston Branch of
The International Dyslexia Association
FOUNDED IN MEMORY OF SAMUEL T. ORTON

PRESENTS

The Word-Savvy Student

Saturday, March 1, 2014

8:00 AM - 4:15 PM

HILTON UNIVERSITY OF HOUSTON
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HOUSTON, TEXAS

Online registration available
at www.houstonida.org

CEUs Available:
ALTA 5.5 CEU credit hours
TSHA 6.0 CEU credit hours

2014 HBIDA CONFERENCE SPEAKERS

Keynote Speaker:
Susan Ebbers
Doctoral Candidate

"The Savvy Student"

Susan M. Ebbers is a nationally known author and expert on vocabulary growth. Her main research interests include morphological awareness, vocabulary growth, measurement design, and the nature and benefits of "interest" as a motivational variable that also facilitates memory.

Paul Gerber, Ph.D.

Paul J. Gerber, Ph.D., received his doctorate in Special Education and School Psychology from the University of Michigan in 1978. Over the past 35 years he has extensively researched post-school and lifespan issues pertaining to adults with learning disabilities and dyslexia, particularly in the area of employment. He has written over 100 chapters and articles and co-authored 5 books about adults with learning disabilities and dyslexia.

Elaine Whitley M.Ed., CALT

Elaine Whitley, M. Ed., CALT, is an educational diagnostician and a certified academic language therapist. She is equipped with the knowledge and skills to diagnose learning disabilities like dyslexia, dyscalculia, dysgraphia, etc. Ms. Whitley currently serves on the Board of Directors of the Houston Branch of the International Dyslexia Association.

James Carter, MA, CCC-SLP

Jim Carter is Manager of Speech, Language & Learning at Texas Children's Hospital. He is a certified speech-language pathologist and educational diagnostician whose clinical practice involves evaluating children for language and learning disabilities. A past president of the Houston Branch of the International Dyslexia Association (HBIDA), he is currently serving as the representative for the Western Region for the Branch Council of the International Dyslexia Association (IDA).

Virginia Gonzalez, M.Ed., LDT, CALT

Virginia Gonzalez, LDT, CALT, is State Dyslexia Consultant for Texas and headquarters at Region 10 Education Service Center in Richardson, TX. Besides providing information about dyslexia to parents and teachers who call, she is a frequent speaker to various groups about Texas's laws for students diagnosed with dyslexia and coordinates Region 10's annual Summer Dyslexia Institute. Virginia is an educational diagnostician, a Certified Academic Language Therapist and Texas Licensed Dyslexia Therapist. Most recently she served on The Texas Committee on Technology Integration for Students with Dyslexia. Committee members were charged with developing a plan for integrating technology into the classroom to help accommodate students with dyslexia.

Chris Woodin, Ed.M.

Christopher Woodin is a specialist in the field of mathematics and learning disabilities. A graduate of Middlebury College and Harvard Graduate School of Education, he has taught extensively at Landmark School in Massachusetts. At Landmark School's Elementary/Middle School Campus, he holds the Ammerman Chair of Mathematics. Christopher served on the Massachusetts Department of Education's Mathematics 2011 Curriculum Framework Panel, and teaches graduate-level professional development courses during the summer through Landmark's Outreach Program. Chris was the 1997 Massachusetts Learning Disabilities Association (LDA) Samuel Kirk Educator of the Year. He has presented at numerous international LDA and International Dyslexia Association (IDA) conferences, and has led math workshops to audiences across the country.

Please visit www.houstonida.org for complete speaker biographies and a full listing of Breakout Sessions—times and details.

For more information contact us at:
832-282-7154
events@houstonida.org

CEU Credit Hours:
ALTA
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TSHA
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THE CENTER
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The Center For Children & Families strives to enrich the quality and success in the lives of children and the adults involved in their lives. We use evidence based approaches for evaluations and remediation of dyslexia and other learning disabilities, as well as a variety of counseling services.

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Autism Spectrum Disorder Evaluations

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www.cy-hopecounseling.org

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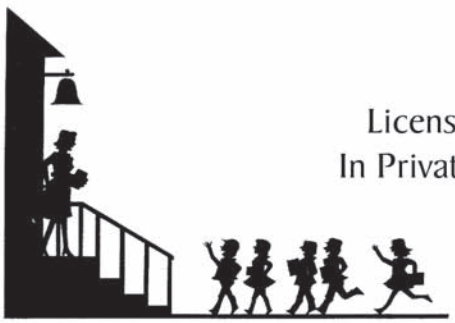

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HBIDA SERVICE PROVIDER DIRECTORY 2014

EDUCATIONAL SERVICES

ASSESSMENT & COUNSELING

SCHOOLS & TEACHER TRAINING

Websites

DYSLEXIA

International Dyslexia Association-Houston Branch
832-282-77154 houstonida.org
HBIDA provides four programs per year for teachers, professionals, and parents, a free Resource Directory annually, two free newsletters annually, a local telephone helpline and email for information and referral services, and a Speakers Bureau of professionals available to present to groups about dyslexia.

Academic Language Therapy Association (ALTA)
(972) 233-9107 ext. 208
altaread.org
Referrals to Certified Academic Language Therapists; information about dyslexia.
Helpline: 1-866-283-7133

Region 10 Education Service Center
972-348-1410; (in Texas)
800-232-3030 ext. 1410
State Dyslexia Coordinator
region10.org/dyslexia/
Texas Dyslexia Law Handbook, accommodations and resources

Neuhaus Education Center
713-664-7676
neuhaus.org
Teacher and Parent education, on-line classes, adult literacy classes

Reading Teachers Network
readingteachersnetwork.org
"Neuhaus in Your Pocket" – resource for reading teachers and administrators

PRESCHOOL AND ADULT RESOURCES

Get Ready to Read **getreadytoread.org**

TECHNOLOGY

Learning Ally
Formerly Recording for the Blind and Dyslexic **learningally.org**

Texas State Library – "Talking Books Program" **tsl.state.tx.us/tbp**

LEGAL

Advocacy, Inc. (Disability Rights Texas)
713-974-7691, 800-252-9108
advocacyinc.org
Advocating for people with disabilities in Texas

The Arc of Greater Houston
713-957-1600
thearcofgreaterhouston.com
Advocating for inclusion; classes for parents, and information

Dyslexia and Related Disorders Handbook
region10.org/dyslexia/

National Center for Learning Disabilities
212-545-7510;
888-575-7373
ncld.org

US Dept. of Education Office of Special Education and Rehabilitative Services
800-872-5327
www2.ed.gov/about/offices/list/osers/osep/index.html

Wrights Law
wrightslaw.com
Workshops and information on federal special education law

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Disorder Association, Southern Region, ADDA-SR
adda-sr.org 281-897-0982

LEARNING DISABILITIES

Learning Disabilities Association of Texas
800-604-7500, 512-458-8234
ldat.org
Annual Texas conference, information

LD on Line
ldonline.org
Website with articles and resources

HBIDA RESOURCE—
a resource directory
published annually
by the Houston Branch
of the International
Dyslexia Association

for information or if
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Helpline: 832.282.7154
www.houstonida.org

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HBIDA/IDA
CALENDAR OF EVENTS

January 8, 2014	College Panel Neuhaus Education Center 7 p.m.
March 1, 2014	HBIDA Annual Conference Hilton-University of Houston 8:00am - 4:15› pm
September 27, 2014	HBIDA Fall Symposium The Junior League Houston, Texas 8:00am Keynote Speaker: Cheryl Ann Chase, Ph.D.
November 12 - 15, 2014	International Dyslexia Association 65th Annual Conference San Diego, California
October 28 - 31, 2015	International Dyslexia Association 66th Annual Conference Grapevine, Texas

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EDUCATION CENTER
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Neuhaus Education Center is a non-profit education foundation dedicated to promoting reading success. We provide evidenced-based professional development to educators, support and resources for families, and direct services to adult learners. The Neuhaus approach to teaching basic language skills - reading, writing, and spelling - allows all students to thrive.

Neuhaus staff members include:

- Active members in HBIDA, IDA, IMSLEC, and ALTA
- Licensed dyslexia therapists
- Authors of research papers in peer-reviewed journals, textbook chapters, and evidence-based reading curriculum
- Presenters at state, national, and international conferences
- Consultants and contributors to U.S. Department of Education (Reading First), National Governors Association Early Childood Task Force, Texas Teacher Training Academies
- Service as State Master Trainers for Texas Teacher Reading Academies

Basic Language Skills is IMSLEC accredited and IDA approved.

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Knowledge for Educators

- Online, in-house or on-site classes
- Ongoing support through interactive web
- In-depth preparation for dyslexia
- Ongoing research

Contact Cathie Fisher, cfisher@neuhaus.org

Resources for Families

- Referrals to dyslexia interventionists
- What is dyslexia? Information online
- Twice-monthly dyslexia information sessions

Contact Mary Yarus, myarus@neuhaus.org

Services to Adolescent & Adult Learners

- Reading and spelling classes for adults
- Neuhaus Academy, a web-based literacy program

Contact Mary Yarus, myarus@neuhaus.org

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Bellaire, Texas 77401

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F 713.664.4744
neuhaus.org