HBIDA RESOURCE

HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

FEATURES

2015

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

Parent Networking Group

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.

HBIDA
P.O. Box 540504
Houston, Texas 77254-0504
www.houstonida.org

HBIDA PRESIDENT'S LETTER

AS HBIDA WELCOMES IN ANOTHER YEAR, WE LOOK FORWARD TO A JOURNEY FILLED WITH NEW OPPORTUNITIES. With branch activities already well underway, we are forecasting a busy and highly successful 2015! In January, HBIDA, in collaboration with The Neuhaus Education Center and The Briarwood School, hosted a College Panel offering guidance and support to students transitioning to college. Also in January, the Parent Networking Group held its first gathering of the year, giving parents the opportunity to network and share ideas. In February, HBIDA holds its Spring Conference where attendees will hear from Keynote Dr. Michelle Berg and a slate of highly respected and knowledgeable speakers addressing dyslexia issues. A February highlight is the publication of this year's Resource Directory, with initial distribution at the Spring Conference. Many hands work tirelessly to assure the directory provides a valuable resource to the community. This year's edition includes articles that not only address dyslexia, but also dysgraphia and dyscalculia. For suggestions on iPad Apps, check out the article entitled, "Apps and Other Resources for the iPad that Promote Reading Skills." New and past resource directories can be read on HBIDA's website under publications.

In its 37th year, HBIDA continues its mission to promote literacy through research, education and advocacy. Dyslexia is a language-based learning disability that affects people of all backgrounds and intellectual levels. According to IDA, as many as 15% of the school population in the U.S. has symptoms of dyslexia – that's one in ten people! Early identification and treatment is the key to helping children reach their potential in school. These statistics highlight the need for HBIDA's presence in the community. Whether you, or a member of your family is dyslexic, or you are an educator, HBIDA is here to help.

Our branch offers a spring conference and fall symposium where parents and educators can take advantage of incredible educational opportunities presented by highly respected, nationally-recognized speakers. CEU credit hours are available for ALTA and TSHA members. For teachers and parents needing financial assistance, HBIDA offers discounted registration fees through John Lopez Grants.

The Houston Branch now offers two events for information and education beyond our conferences and symposiums. First, our newly-formed Parent Networking Group provides frequent meetings/events for parents of children with dyslexia to gather and exchange ideas.

Second, the Houston Branch's advocacy program presents learning opportunities by showing films about dyslexia at Houston-area venues. Following the film, a panel of distinguished experts provides answers to questions from the audience.

If you are interested in any of these services or need information regarding referrals or testing, please call HBIDA's helpline at 832-282-7154. You may also visit our website at www.houstonida.org for more resources.

As you may know, we are an organization made up entirely of volunteers. For all of you who are members of IDA, I thank you for your support and encourage you to take advantage of the many volunteer opportunities available. For those of you who are not members, please consider joining IDA. Whether you're an individual with dyslexia, a parent, teacher, or student, there is a membership category just for you. Members receive both HBIDA and IDA conference and symposium discounts, HBIDA and IDA e-newsletters with the latest news and events regarding dyslexia, and members-only discounts on IDA publications. Parent membership includes an e-newsletter just for parents and participation in an interactive online community. Membership is easy – just go to **www.houstonida.org** and click on the link to join.

As branch president, I'm looking forward to continuing the tradition of excellence set by my predecessors and continued by the Board of Directors and Advisory Council. Without them, the many accomplishments of the branch would not be possible.

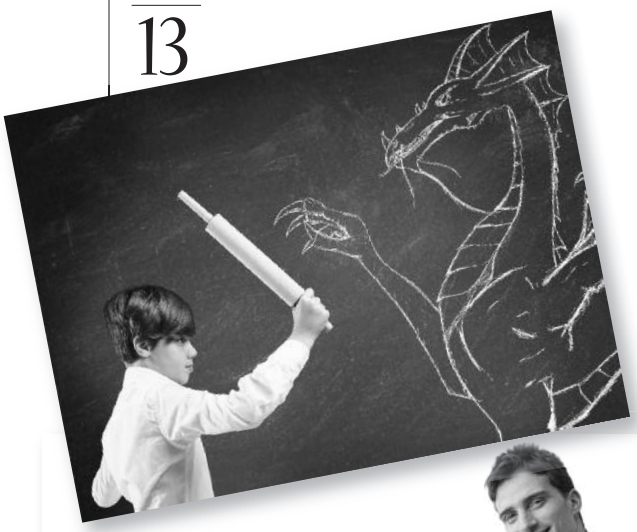
We're looking forward to seeing where this year's journey takes us.

Wishing you all a great year ahead!

JESSICA HARRIS, LDT, CALT
President

2015 RESOURCE

A RESOURCE DIRECTORY



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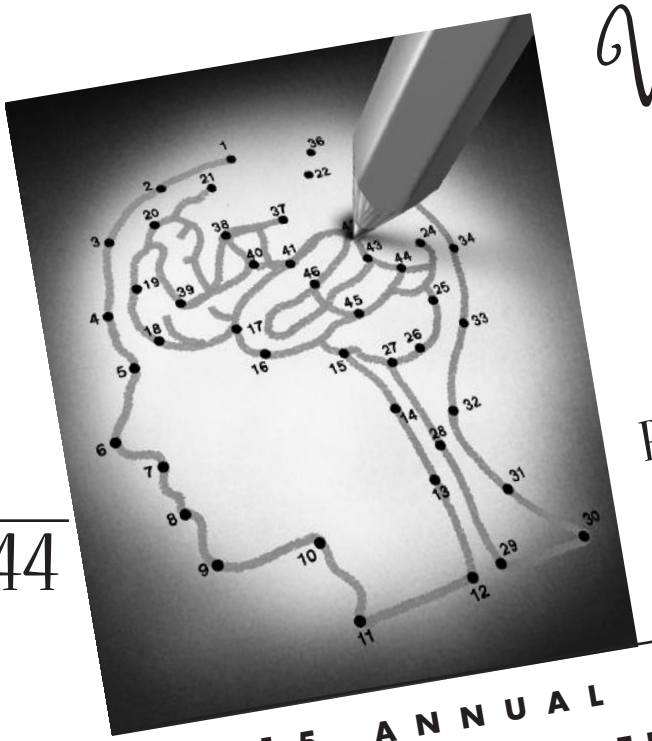

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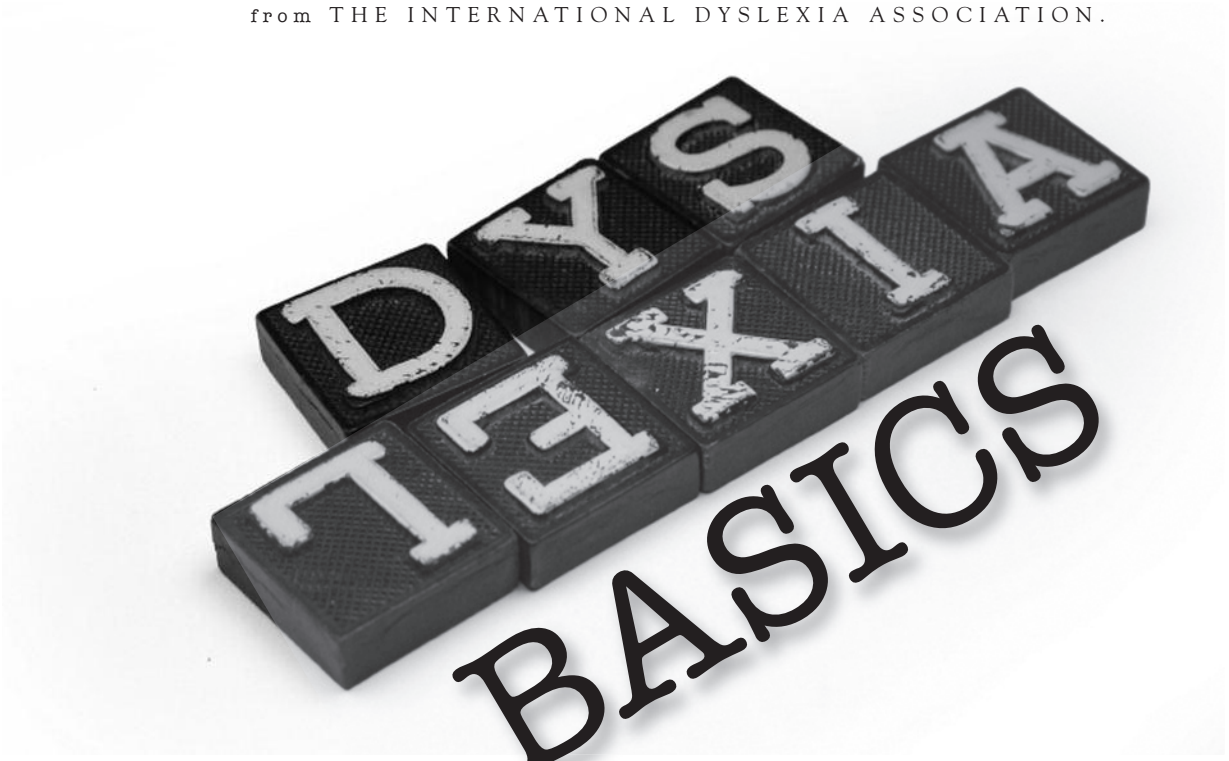
Working Memory and Dyslexia:

An Exploration of the Relationship between Reading Skills and Short-Term, Long-Term, and Working Memory Functions

2015 ANNUAL HBIDA CONFERENCE
SATURDAY, FEBRUARY 21, 2015

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.

Originally provided by the International Dyslexia Association,
40 York Road, Fourth Floor, Baltimore, MD 21204,
410.296.0232. www.interdys.org.

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.

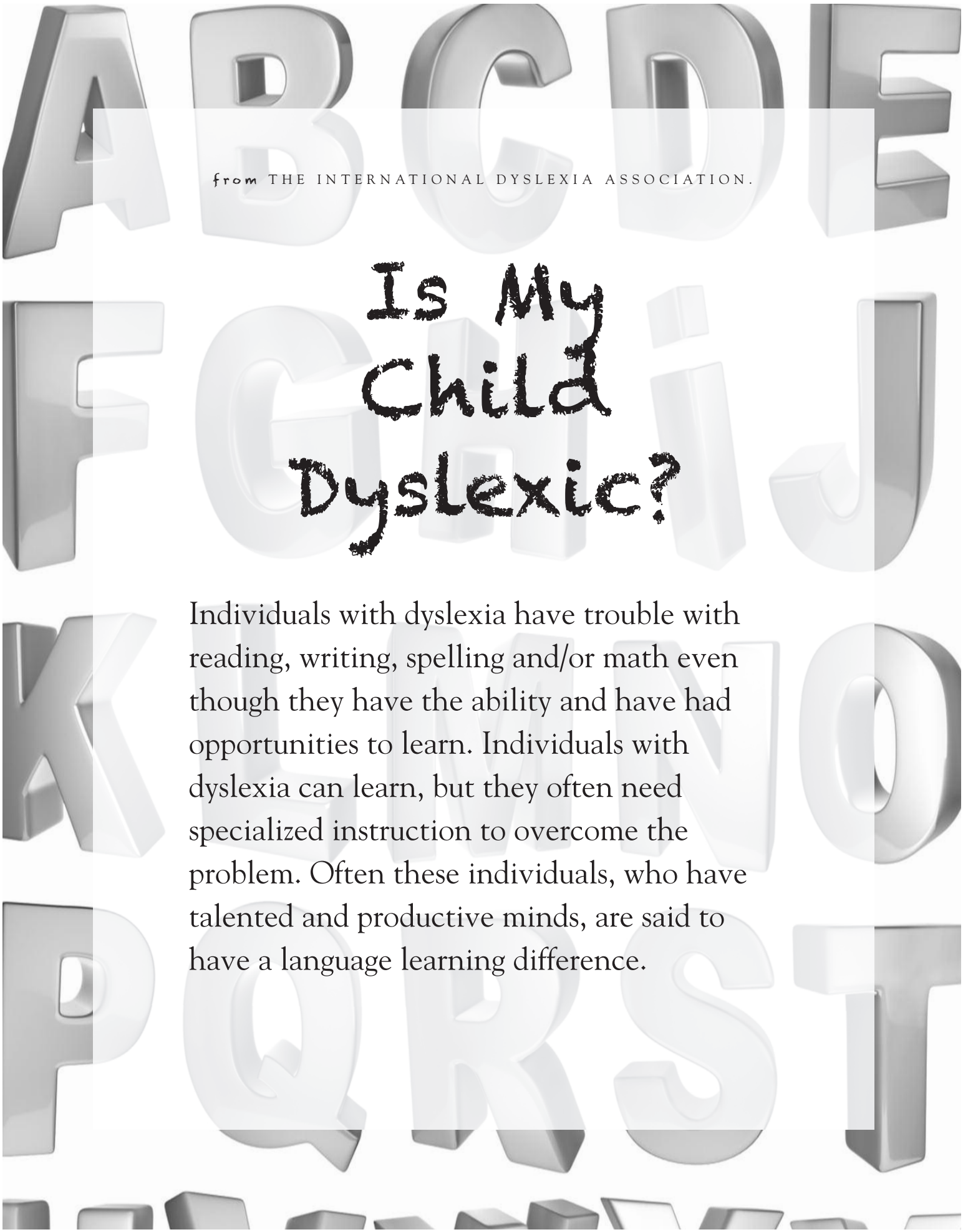
Mediation is a meeting between parents and the school district with an impartial person, called a mediator, who helps both sides come to an agreement that each finds acceptable.

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.

Originally provided by the
PACER Center, Inc.,
Minneapolis, MN,
952.832.9000
www.pacer.org



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 MARYANNE WOLF

READING WORRIER

I have always worried about who can read, who can't, who doesn't, and the great, life- altering consequences hidden within those distinctions. I have spent most of my adult life as a scholar, teacher, and researcher in the cognitive neurosciences pursuing these questions. Now I have a new worry, no less insidious in its potential for affecting the lives of our young: the possible differences in our e-children's brains – those for whom reading largely means time before a screen during school, after school, and into the late hours of the night. My worry stems from my concern for the reading brain as we know it – a precious, freshly constructed platform for each new reader's intellectual development. How it functions, however, depends a great deal on how it is formed. But that is getting ahead of the story I wish to tell about how a reading worrier became, for all purposes, a reading *warrior*, compelled to write about all of these issues in *Proust and the Squid: The Story and Science of the Reading Brain*.

I encountered my first worry in a tiny, two-room, red, brick schoolhouse in Eldorado, Illinois, where the first four years of our early education took place in the left room, and the last four on the right. Because the desks were all one size, I imagine I was barely discernible behind my brown wooden desk, a perfect place to observe the "goings on" in my little world and an ideal spot to observe and fret over my friend Jim. Once a day, Jim would transform before my eyes from the incorrigible, Huck Finn-like leader on the playground to a white-faced, fist-clenched cartoon of himself whenever he had to read. After a little while our teacher, Sister Salesia, asked Jim to stay after school and work with her. Once, while trying to erase the blackboards after school as unobtrusively as possible, I observed them huddle over a book. It was pure pain to watch Jim try over and over without success to learn the secret code

behind the letters that the rest of us knew. Suddenly aware of my watching, Jim looked over at me with such a mixture of anger, frustration, and shame, that I dashed out and never did that again.

It took two years of careful tutoring before Jim could read, but when he did, Huck Finn was back, cockier than ever, ruling his asphalt territory with verve and natural leadership. I wondered then why it all mattered so much, for I knew it did - and deeply. I also knew Sister Salesia had performed a secular miracle. Jim was now one of "us," we who could open a book and fly to Narnia, Middle Earth, and places we could barely imagine in our tiny town, where the only riches to be found were in the town's name and the dreams of its families for their children.

Much later, when I was armed with two degrees in English literature and poised to begin another, I volunteered to teach in a Peace Corps-like situation in rural Hawaii. For all purposes indentured to the local sugar cane plantation, the tiny largely Filipino and Asian community where I worked couldn't have been more welcoming, and the third and fourth graders I worked with couldn't have been more beautiful, or more in need of a teacher. No less than eight languages filled my room. By the second week, we, the class and I, were hopelessly in love with each other, and I was hopelessly at sea in terms of how I could ever teach so many different levels of learning in one class with one language. To this day many, many teachers across America have similar challenges and are similarly poorly prepared to deal with them. By the end of that first year, I failed. Most of the children who couldn't read before I came, still couldn't. I didn't have the right tools, and I didn't even know if they existed. I lost the only chance I would ever have of changing the educational trajectories of those loving children. I knew in my gut that unless someone else came along to teach them, they would never reach their full potential, and that would be that. This terrible realization changed my life.

Two decades later, I am a scholar of reading still worrying about the political, emotional, and intellectual consequences of children who will never learn to become fully literate. But now I am armed with different degrees and an armamentarium of knowledge so unexpected and newly discovered that I still remain in awe of it. I work in a mix of areas and am informed by them all: child development, psycholinguistics, education, and most especially, cognitive neuroscience. At its most basic, my research is about how the brain learns to read, what is going on in brain development when it can't, and how this knowledge can inform both our teaching of typically developing children and our intervention with children who struggle - whether from reading disabilities like dyslexia, or environmental factors like being English language learners. It is an extraordinary moment to be studying the reading brain, because neuroimaging allows us to observe quite literally what Jim's brain was and was not doing as he tried to read those years ago. It also allows us to observe what more typical, young reading brains do when they first begin to acquire reading. And from beginning readers to expert readers, we can observe the changes that figuratively and physiologically transform both the neuronal circuitry and the intellectual course of our lives. Perhaps we didn't need neuroscience research to tell us that we are in many ways the stuff of what and how we read, but it is remarkable, nonetheless, to see visual proof in scans of the brain's activation chronicling our changes as we become truly comprehending readers.

Proust and the Squid: The Story and Science of the Reading Brain represents a snapshot - to

be precise, three snapshots - of what we now know about the origins of reading (how the human brain learned how to read); the development of reading (from infancy's influence, to expert reading adults); the gifts and the challenges of reading failure in dyslexia (what happens when the brain can't read). It's a triptych of our knowledge and a frank apologia to this cultural invention that changed our lives as a species and as individual learners.

However, here's the proverbial rub. We human beings were never born to read; we invented reading and then had to teach it to every new generation. Each new reader comes to reading with a "fresh" brain - one that is programmed to speak, see, and think, but not to read. Reading requires the brain to rearrange its original parts to learn something new. The study of reading teaches us how wonderfully plastic the brain is and how important many of the brain's disarmingly simple-sounding design features (e.g., its ability to recognize and represent patterns so that we can access their information quickly) are to the growth of our intellectual capacities. In this way, by analogy, the study of reading is to modern cognitive neuroscience, what the study of the squid's beautiful long axon was to earlier 20th century neuroscientists: a way to study how the brain's neurons work. That is the "squid" analogy in the otherwise enigmatic title.

I use Proust as a metaphor for the most important aspect of reading: the ability to think beyond what we read. The great French novelist Marcel Proust wrote a little-known, essay-length book simply called On Reading in which he wrote:

> *The heart of the expert reading brain is to think beyond the decoded words to construct thoughts and insights never before held by that person. In so doing, we are forever changed by what we read.*

I worry that such a reader and such a reading brain - formed through years of immersion in texts and books that reward deep analysis, inference, and reflection - is being changed in unforeseen ways behind screens that provide all manner of information instantly and seemingly comprehensively without the same need for great effort, deep analysis, and going "beyond the information given." I worry, like Socrates long before me, that our children are becoming more "decoders of information" than true comprehenders. I worry that they are deluded by the seeming permanence and volume of their information, into thinking they "know it all" - when they have barely begun to fashion the kind of brain that has learned how to probe, infer, reflect, create, and move to whole new places on its own.

I know much about the preciousness of the reading brain, and I worry that we will lose some of its most essential contributions if children are not taught first to read, and to think deeply about their reading, and only then to e-read. This is no binary or Luddite perspective; it is a developmental approach to how we can form reading brains best able to learn, analyze, prioritize, and integrate anew the massive bits of information available into real knowledge, and, if we are all lucky, into wisdom. At the end of *Proust and the Squid*, the choice is left to the reader.

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by DAVID BERG
Educational Therapist & Founder/
Director of the Making Math Real Institute

What Parents Need to Know:

The Educational Therapist's Approach to Math Remediation

Making Math Real®
INSTITUTE

"I'm dumb in math!" **"I'm never going to use this stuff," "Math is stupid!"** **"I HATE MATH!"** More heartfelt sentiments have probably never been expressed. Students who struggle in math, especially now during this phase of inappropriate acceleration we see in the schools, experience undue stress and anxiety on a daily basis. These students have the sense that they are as smart as their peers, but their frustration is compounded because others seem to get it "faster and better." It is important to note that students who struggle in math are as smart as their classmates, but typically, they lack the underlying development that supports their ability to make and retain essential connections in math.

The successful remediation for the learning disabled or the learning different student of any age requires:

- understanding and identifying the precise cognitive development that supports math learning
- assessment to determine what development is already in place and which areas need further development
- incremental, systematic, multisensory structured methods to integrate that development within every lesson and activity
- comprehensive knowledge and understanding of the state standards at every grade level
- ongoing communication with classroom teacher/school and the home to monitor all progress
- familiarity with a wide range of math text used in public and private schools and the specific content covered in standardized tests
- a safe, therapeutic environment for the student (it does not feel like school) to receive prescriptive activities of appropriate challenge that directly address the goals and objectives determined through rigorous assessment and subsequent remediation plan

Students who have experienced academic wounding in math need authentic experiences of success before they will begin to break down their personal myth of preconceived failure. The student who hides his head under his hood or exclaims, "This is BORING!" is usually saying "I hate this repeated feeling of not being successful, and I don't ever want to have to feel it again." Therefore, establishing genuine rapport is essential because these students need to feel they have nothing to prove, they are fine the way they are, there is nothing broken that requires fixing, and they have the intelligence to be successful.

Through repeated experiences of success, students start to believe in themselves again. They begin to trust in their own sense of connected thinking. The trust is tenuous at first, and there need to be consistent successes for it to continue to grow until culminating in students becoming independent and self-confident learners. While students are developing greater self-esteem and confidence, they tend to connect deeply with the therapist and the educational safety of the therapeutic office before they feel completely safe in their respective classrooms. However, it is crucial to the success of the therapeutic process that students do not experience ongoing failure at school. Unfortunately, the prevalence of inappropriately accelerated curriculum and text, untenably rapid instruction that emphasizes coverage over content, and limited understanding of learning diversity issues is making the successful remediation of struggling students unnecessarily difficult. It is therefore critical that the educational therapist establish and maintain effective ongoing communication between the three principal stakeholders: therapist, school, and family. Working together as a team is an ongoing organic dance that requires patience and perseverance, but is the most essential element for successful remediation.

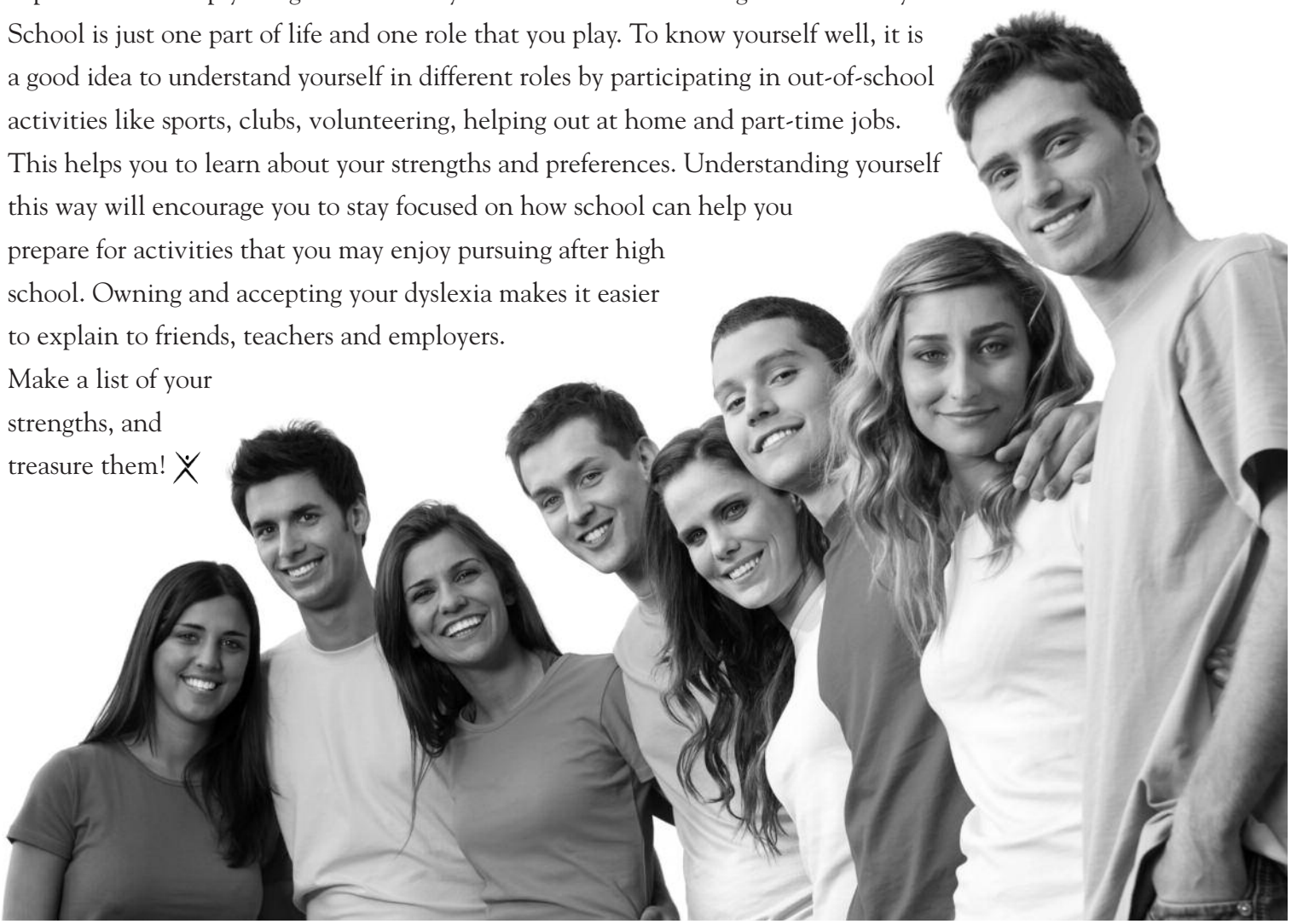
by LYLE CADENHEAD, Ph.D

Dyslexia: Middle and High Schools Don't Have to be a Nightmare

AS A TEACHER, SCHOOL COUNSELOR AND CHILD AND ADOLESCENT PSYCHOLOGIST over the past 20 years, I have listened to the stories of hundreds of students.

Adolescence tends to be a double-edged sword. It is great to be granted more independence, freedom, later curfews, and more time with friends. However, getting older also comes with its share of stressors: increased workload at school, busy schedules, and the importance of good grades. Having dyslexia helps with creativity and "out of the box thinking," but it sure doesn't help with getting all of the schoolwork done. Students are often bewildered and perplexed about scheduling of classes, dealing with teachers, and handling peer relationships. My answer to the perplexed, is always "Know and be true to yourself." As a student with dyslexia, it is important to know yourself, where you want to go and how to get there.

The path of understanding begins with knowing yourself. To know yourself, you need many different experiences to help you figure out what you do well and what things are hard for you. School is just one part of life and one role that you play. To know yourself well, it is a good idea to understand yourself in different roles by participating in out-of-school activities like sports, clubs, volunteering, helping out at home and part-time jobs. This helps you to learn about your strengths and preferences. Understanding yourself this way will encourage you to stay focused on how school can help you prepare for activities that you may enjoy pursuing after high school. Owning and accepting your dyslexia makes it easier to explain to friends, teachers and employers. Make a list of your strengths, and treasure them!



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 as community 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 allowed 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 forethought, a capable student with LD can have a positive college experience and a bright future.

SUGGESTED READINGS

Kravets, M.,& Wax, I. (2012).*The K&W guide to college programs & services for students with learning disabilities or attention deficit/hyperactivity disorder* (11th ed.). New York, NY: Random House.

Marie, R. P., & Law, C. C. (2012). *Find the perfect college for you: 82 exceptional schools that fit your personality and learning style* (2nd ed.). Belmont, CA: SuperCollege, LLC.

Seghers, L. (Ed.). (2007). *Colleges for students with learning disabilities or AD/HD* (8th ed.). Lawrenceville, NJ: Peterson's Nelnet.

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 ELIZABETH HAMBLET, *Learning Specialist*

Knowledge is the Key to Successful Transition to College

For the parents of teens with disabilities, a student's transition to college can seem really scary. After all, sending any child off to college, where s/he will have to demonstrate so much independence and organization, can be anxiety-provoking for parents. But for the parents of students with dyslexia, whose children have spent the past four years working with a child study team who knows them and who have received a lot of support at school and home, this move will involve changes, and their parents may fear for how they will fare. The really good news is that preparing students with dyslexia for success at college is easy and doable.

Knowledge is the overarching theme that runs through the various elements of this preparation. The college environment is full of changes in so many areas, but educating students about the changes they will face is a simple way to help them prepare for the challenges they may face and position them for success.

Knowledge of their learning profile

Experts in the transition field point to self-knowledge as one of the most important qualities students with disabilities can possess. In this context, it means that they should know how they learn best and what strengths they bring to learning tasks. They should also know their areas of weakness and disability and should know how to compensate for these. Development of strategies should occur throughout students' high school years so that they can try out a variety of techniques and figure out what works best for them. They should also get engaged with helpful technology tools, such text-to-speech programs, as colleges use these extensively to help students, as this promotes their independence as learners. Students' case managers can help them to develop an understanding of their profile as they move through high school and introduce them to technology that can help them.

Knowledge of changes in the disability services model

When students are in high school, they are covered by IDEA, which assigns school districts numerous responsibilities with regard to finding and educating students with disabilities. At college, students are covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and its amendments. While it is not important for students to know these details, what they should know is that 504 and the ADA are different from IDEA in a few ways that may affect them.

First, students should also be aware that they need to apply for accommodations and services through the Disability Services (DS) office – DS staff members will not track them down and offer them services. They can't, as they have no idea which incoming students have disabilities because they are not allowed to ask about this during the admissions process. (Even when students choose to disclose their disability on their application – which is totally voluntary – the information rarely makes it to DS from Admissions). As soon as students get accepted and enroll at a college, they can send their paperwork in with their requests. By doing so, they will improve the chances that everything will be in place for them when the semester begins.

The process for applying is not onerous at all. (If you're curious about how things work, take a look at the DS website for a nearby college; their procedures should be available for you to view online.) Students typically have to submit a copy of their disability documentation (for students with dyslexia – it is typically a copy of the most recent psycho-educational testing report) and complete a form where they state what their disability is and request accommodations. Some colleges' forms ask students to explain why they need these accommodations – again, we see the importance of students' understanding their learning profile. Once students get approved for accommodations, they will have some other responsibilities, such as giving DS a list of their classes and professors each semester and letting DS know about their upcoming exams so that accommodation arrangements can be made. But none of this is time-consuming or taxing for students.

Students should also be alerted to the fact that the prevailing laws at the postsecondary level allow colleges to refuse certain kinds of accommodations. There are two reasons for refusal of accommodations that are most commonly given – they involve alteration of a course or providing a personal service or device.

The right to refuse a fundamental alteration means that colleges don't have to substitute or waive any parts of their programs – in their admissions requirements, for graduation, or to complete a degree in a certain field. So if a college requires a certain number of foreign language credits, either for students to be admitted or for them to complete a major (such as in International Relations) or to satisfy graduation requirements, they don't have to change these requirements, even if students' disability makes it unlikely that they would be able to pass them. This means that students should know to check schools' graduations

requirements when they are doing their college search to make sure that they can complete them without a substitution or waiver. They should also know what effect their high school course selection may have on their options when they apply to schools.

The right to refuse to provide a personal service means that the academic support does not have to be specialized. At most colleges, students with disabilities get the same academic support as everyone else, through the main campus tutoring center. Colleges are not required to have learning disabilities specialists or any kind of specially-trained tutors on staff. Also, colleges are not required to supply students with disabilities with more tutoring time than other students receive or to provide tutoring in a one-on-one setting.

Even though students are expected to show a certain amount of independence, they should know that this doesn't mean that they are never expected to need help. Tutoring centers exist on campus because schools expect students to find school challenging. This is why professors and TAs have office hours.

Students who feel that they need such special tutoring will have to do their research during their college search to make sure that they college they choose provides this. Typically, access to such special services is provided through a special program for students with disabilities, which can run several hundred dollars per semester. Students can research these programs while they conduct their college search.

However, all other types of accommodations, such as conversion of students' texts to alternative formats, are provided free of charge. And some schools may offer workshops on study strategies or notetaking through their Disability Services (DS) office. Many students, especially those who have developed solid academic and study skills before they get to college, will do just fine with the help available to all students, especially if they use the accommodations offered on the basis of their disability. Again, this is why self-knowledge of their learning strengths and strategies is so important. Students can learn more about all of these topics at http://www2.ed.gov/about/offices/list/ocr/transition.html

Knowledge of other forms of support

While it is important that students understand some of the limitations of college support services, they should know that their school is likely to have several other options for help besides what is available from Disability Services. In addition to a general tutoring center, schools often have writing centers, math help center, and counseling centers. While students are researching colleges, they can look online to see what additional supports are available at the schools they are considering.

They should also know that help from professors themselves may be limited to their instructors' office hours. But many students take advantage of time offered by their teaching assistants (TAs). TAs tend to be more available to students, and they may be more useful than regular tutors because they are very familiar with the course content. TAs may hold extra review sessions before tests, and they may have helped make up the exams, which can make them a very valuable resource.

Understanding the academic environment and expectations at college

The subject of independent learning is one that should be addressed during students' high school years so that they understand the need to develop independent study strategies. This dovetails with the knowledge theme, as the next things students need to know about college is how it differs from high school, academically speaking. Unlike in high school, where they spend 30-35 hours a week in classes, in college, students only attend classes 12-15 hours a week. This is because they are expected to spend even more time outside of class doing assigned readings, doing research, and writing papers. The reading load is so extensive in college because professors don't expect students to do all of their learning in class, being fed by their teachers. Instead, they are expected to learn from the readings, which professors may not review but will expect them to know on tests or refer to in their papers. For students with dyslexia, for whom reading is the primary debility, it is crucial for them to learn – before their arrival at college - how to use technology to speed their progress through readings, and for them to develop a realistic sense of how long they will need to get readings done.

Tied into the independent learning theme is students' need for time and assignment management. Students should know that, at college, their grade for a class may be composed of just two exam or paper grades. This puts a lot of pressure on these events. And since students will not have a chance to boost grades through daily assignments or weekly quizzes, they have to give these exams or papers their all. For many students, not being accountable for readings or assignments on a daily or weekly basis leaves too much room to get behind on work, creating a major crisis as midterms or finals approach. During high school, students should be responsible for planning their work on long-term projects, creating interim deadlines, so they have these skills in place for college.

Knowledge of the importance of support networks

Even though students are expected to show a certain amount of independence, they should know that this doesn't mean that they are never expected to need help. Tutoring centers exist on campus because schools expect students to find school challenging. This is why professors and TAs have office hours. Students should be advised of the wisdom of making connections on campus – with their DS coordinator, with a tutor, with a professor they like. Students should not be shy about seeking help when they need it, and they should know that they are not the only ones who might find some challenges in their new environment, and that their feelings are totally normal.

How do we get them the knowledge they need?

Parents should partner with the child study team at school to make sure that their children develop the skills they need. During IEP meetings, the team (including students) should discuss the accommodations students will receive and whether they help to develop students' independence. Focus should be put on helping students develop study skills. And students' case managers should talk to them about their learning profile, asking students to reflect on whether they understand its impact on their performance, and ask them to report whether the strategies they learn and accommodations they use are helpful or not.
When students do their college search, parents should sit with them at the computer and help them look at disability services and other supports that are described on the schools' websites. They can help students take notes on these so that when students receive their acceptances, students can use this information to help them decide which schools offer the kind of support they seek.

If the school district doesn't have it available, parents can invest in some of the technology tools that can help students with reading assignments at home. They may wish to look into a student membership with Learning Ally, where the recordings are done in human voices (which many students prefer).

To educate students about the college environment, parents should partner with their district's special education department to host an information session where they get a member of a local college's DS office to speak to students and families about how things work at college. It is also a great idea to get the high school to invite back some students who have moved on to college who can tell students what it's really like to be there, and how they handle the academic demands.

Conclusion

Preparing students for college can begin in students' freshman year, with the choice of accommodations that will be made for them and with the development of study skills and strategies to bypass their areas of weakness. By junior year, students who want to go to college should be exposed to information about the college environment so that they understand the need to check certain information during their college search and understand the importance of learning to work independently. The key to preparation is knowledge, which will empower students to achieve success.

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by LYN ARMSTRONG O.T.R.

Special thanks to my editor: Holley Gerth, my special daughter and writer

Help with Dysgraphia

"DYSGRAPHIA? HELP!"

Those TWO WORDS are often said to professionals by parents after receiving their children's handwriting evaluations. But Dysgraphia doesn't have to be as overwhelming as it can seem at first.

Let's start by looking at the word dysgraphia. "Dys" simply means "difficulty with". "Graphia" refers to the writing process. "This difficulty {with the physical task of writing} is out of harmony with a child's intelligence, regular teaching instruction and the use of the pencil in non learning tasks." (Regina G. Richards).

When we consider all the major components of handwriting that have to be integrated for legible handwriting, one wonders how any of us can write. This seemingly simple task requires organization, sentence formulation, spelling, punctuation, fine motor skills, visual perceptual abilities, attention and much more.

Articles such as "Dysgraphia" by Margaret J. Kay EdD 2010 and "Developmental Dysgraphia and Motor Skills Disorders" by Ruthmary Deuel have referred to different subtypes of Dysgraphia, as listed below. Upon exploring which type of dsygraphia your child has, in conjunction with

professional testing, you may be able to better determine contributing factors to your child's writing issues and the appropriate professional to work with your child.

There are three types of dysgraphia. For each type, the child struggles to translate his thoughts to writing. Difficult subject matter amplifies the writing challenges. When a child must respond quickly, his writing suffers because he is so focused on "what to say" rather than how to express his thoughts in writing.

Dyslexic Dsygraphia: Spelling is very difficult for the child. However, the child may be able to copy and draw fairly well. Hand and finger activities are done well except for writing. In Dyslexic Dysgraphia, you may also see capital letters or large spaces in the middle of words and shorter/simpler words more neatly and evenly written than unfamiliar or long words. Factors such as attention can effect this.

Dysgraphia due to Motor Clumsiness: Spelling words may be relatively good. Copying may be readable but if the writing appears neat, it may have taken the child a long time to copy the words. Drawing and activities involving hand and finger movements are difficult for the child.

Dysgraphia due to Poor Understanding of Space: Spelling words may be good but copying is not very readable. Drawing skills may be difficult but skills of the hands and fingers are good.

Classroom modifications in addition to and with the help of tutoring or therapy are strongly recommended.

Through understanding your child's strengths and his weaknesses, helping others understand this, and seeking the appropriate help, your child will have greater opportunities for expressing his wonderful creative thoughts! He or she may join the ranks of General George Patton, Albert Einstein, and writer Agatha Christie—all dysgraphic and highly successful!

Endnotes

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10 Tips for Helping Your Child with Dysgraphia:

1. **Understanding:** Understand the child's inconsistencies in performance. A spelling test may produce more legible writing than a paragraph that the child may have to think of and write quickly. The paragraph which requires complex thought organization and writing of these thoughts on a page in a readable format may be more challenging than writing familiar spelling words.
2. **Make sure** the letters are taught carefully and correctly. Each person helping with writing should use the same font and the same verbal instructions. Once a child has been thoroughly taught the correct letter formations, have him close his eyes and write the letters. This is done to ensure that the letters are pictured correctly in his mind and formed correctly with his fingers. Those that cannot be made with eyes closed need more practice.
3. **Computer:** A computer helps eliminate the questions of "How do I make the letters?", "Where are the letters placed on the line." and "Where is the sentence placed on the page." Computer use is not to replace handwriting as worksheets still demand legible handwriting but does offer recourse for longer assignments. In severe cases of dysgraphia, software allowing a student to dictate into the computer is available.
4. **Encourage** organizational strategies such as outlining, webbing. Please see **www.donjohnston.com** or **www.ldonlilne.org** for great writing software.
5. **Allow** extra time for writing assignments.
6. **Decrease copying.** When possible decrease the amount of copying such as writing of the answers but not copying of the questions. Reduce copying from the board.
7. **Shorten** writing assignments.
8. **Encourage** editing and proofreading.
9. **Allow alternate ways** of expression such as the use of a scribe, taping thoughts, use of a computer.
10. **Encourage** a good pencil grip. Use an inclined clipboard and gripper if needed for hand fatigue or pain.

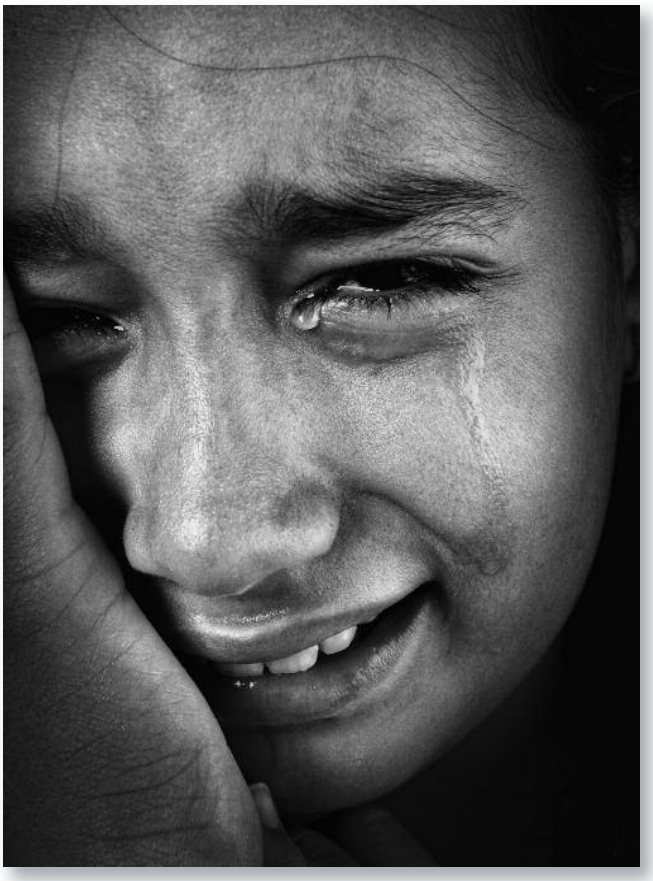
by CHERYL CHASE, Ph.D

Executive Functions: What are they, why are they important, and how can I help?

KNOW A CHILD WHO: INTERRUPTS OTHERS? STRUGGLES TO START OR COMPLETE LARGE PROJECTS? HAS TROUBLE WITH ROUTINES? KEEPS A VERY MESSY DESK, BACKPACK, OR BEDROOM? SEEMS UNAFFECTED BY TIME WARNINGS (E.G., FIVE MINUTE WARNING DOES NOT SIGNAL TIME TO CLEAN UP)? COMPLETES HOMEWORK, BUT DOES NOT ALWAYS TURN IT IN?

If you answered "yes" to any of these, you may be dealing with a child with delays in the development of the executive functions. "Executive Functions" is an umbrella term for a set of cognitive processes that are required for mental and behavioral self control. Executive dysfunction is often seen in children with ADHD, learning disorders, autistic spectrum disorders, anxiety, and other conditions, or it can occur free standing as well. But, what are the executive functions, why are they important, and how can we help a child with executive function weaknesses?

The term "executive functions" is gaining popularity among educators, psychologists, physicians, and parents, and it is the area of cognitive functioning I am asked most about in my practice. Although there is no single, agreed upon definition of the term, Dr. Russell Barkley, Clinical Professor of Psychiatry at the Medical University of South Carolina in Charleston, has developed a comprehensive model of executive functions, and describes this model thoroughly in his latest book Executive Functions (Barkley, 2012).



In general terms, Barkley describes the executive functions as self-directed actions needed to choose goals and to create, enact, and sustain actions toward the goals that were chosen. Across his prolific career, Barkley has described five separate but interrelated executive functions that are said to mature by early adulthood.

These are:

1. Inhibition, which includes such things as inhibiting a dominant response (e.g., not looking out the window at a loud ambulance driving by while I am writing this article), or interrupting an ongoing behavior when appropriate (e.g., leaving the computer to attend a scheduled appointment). Inhibition also protects the other executive functions, once engaged, from interference. I think of inhibition as a self-directed "stop sign" telling me when to NOT do something, and insulating my current efforts from outside interference.

2. Sensing to the self, also known as nonverbal working memory, which describes a person's ability to hold a nonverbal thought in mind long enough to do something with it. It includes knowing complex, nonverbal sequences such as how to execute a forehand in tennis or how to perform a lengthy piece on the violin. Sensing to the self is also an important foundational skill in order to appreciate the passage of time. I think of this every time I see a guitarist, drummer or dancer perform and I ask myself, "How do they learn and remember all that?"

3. Self-speech, or verbal working memory, is talking to the self in order to think and reason. Activities such as comprehending what I read, or thinking through how to solve a dilemma with a colleague are heavily reliant on self-talk. Self-speech is a very important when doing activities that are heavily rule-dependant, and I am reminded of this as I write this piece, since I have to hold in mind rules of grammar, composition, spelling, sentence structure, organization, and the like. I am constantly talking to myself – sometimes even out loud!

4. Emotion/motivation to the self includes such activities as cheering oneself up after receiving bad news, or marshalling up the internal motivation to finish a large project on time. This also includes remaining calm when things don't go as planned, and being able to persevere when the going gets tough. Ever been in the middle of making dinner or crafting an email when the dog started gagging or your daughter fell and bonked her head? If you remained calm, dealt with the situation, and returned to finish your work, you engaged in this executive skill successfully! If not, don't fret. I am sure you will have another chance.

Behaviorally, when a child or adolescent is experiencing delays in the development of executive functioning, he or she can display many, varied symptoms including: distractibility, tantrums when asked to transition between activities, difficulty getting started or persisting on homework, inability to break down large tasks into smaller steps, disorganization of thoughts or materials, procrastination or poor time-management, and tearfulness or outbursts while completing difficult assignments.

5. Reconstitution (or play) to the self, includes thinking of creative ways to solve problems like how to get into my house after I locked myself out or what to make for dinner when I do not have time to stop at the grocery story. Some people, although able to remain calm in the face of a problem, still cannot think creatively about how to solve it. If you remember MacGyver, the television series from 1985-1992, the lead character of the same name was a fictional, resourceful secret agent who was trained as a scientist. He could get out of the direst of predicaments with his scientific knowledge and inventive use of common items. On more than one occasion, he was seen to diffuse a bomb and escape a trap with nothing more than a flashlight, chewing gum, a paper clip, and a credit card. Boy, did he know how to play.

Behaviorally, when a child or adolescent is experiencing delays in the development of executive functioning, he or she can display many, varied symptoms including: distractibility, tantrums when asked to transition between activities, difficulty getting started or persisting on homework, inability to break down large tasks into smaller steps, disorganization of thoughts or materials, procrastination or poor time-management, and tearfulness or outbursts while completing difficult assignments. Associated problems with low self-esteem, oppositionality, or anxiety can also develop. It is not always clear if the symptoms are related to weaknesses in executive functioning or some other area of concern (or both), but usually, strategies to help support the executive skills will be a helpful part of the overall treatment plan.

If weaknesses in executive functioning are present, strategies can be introduced that both accommodate the areas of weaknesses as well as help the student develop the delayed skills. In other words, compensations (accommodations) need to be made in order to account for the lack of skills, but these compensations also provide modeling of the necessary skills so that the student is simultaneously learning the skills while receiving the accommodation. I think of it like this: balance the needs of today with the needs of tomorrow. For example, if a child repeatedly forgets a pencil for math class, allow him to keep a bin of five pencils in the classroom just in case, but require him to "owe" mom and dad a half-hour of work when they need to replenish the supply. In the real world, mistakes have consequences and nothing is free, so he is incentivized to remember in a way that is very natural, but these consequences do not impact his math grade. It is about balance.

Dr. Barkley puts forth five primary treatment recommendations, and breaks them down into five primary areas:

a. Externalize important information - provide the child with lists, posters, signs, or other cues of critical reminders and *post them at the point of performance*. For example, the child may need a list of what to take to school each day (gym shoes, saxophone, backpack, lunch, etc.,) and that list needs to be posted in a highly visible spot in the house such as on the door the child uses each morning to go to the bus. Also, the child should be encouraged to highlight important aspects of directions on tests, in-class assignments, and homework (e.g., "List two ways in which…" or "Which of the following is not…"). For complex, multi-step tasks (e.g., long division), the child may need a list of the steps to follow to refer to while completing the task. Such lists need to be readily available in all settings in which the child works, and the child will often need to be reminded to pull out the list for use. Remember, this information needs to be *at the point of performance*! That is key!

b. Externalize time periods related to tasks – post calendars, timers, clocks, and counters in highly visible areas. Give children matter-of-fact count-downs to transitions, and try to make time as concrete as possible (e.g., three days away may be termed "three sleeps", a two-hour car ride might be termed "about as long as a movie"). Put clocks up everywhere, but beware, not all children can read analog clocks, so provide digital as well. Also, experiment with technology such as countdown timers on the internet or audible metronomes during desk-work to help with pacing. Again, make them highly visible and teach kids how to use their time!

c. Break up future tasks into many small steps - work with the child to do one step at a time until large tasks are complete. Build in rewards and incentives to persist on these tasks. For example, if a child has a book report to do over the next four weeks, the child should be told to read three pages and write five sentences about those pages each night. Parents can then review the work and reward the child for accurate completion. This can also be done for chores at home such as cleaning their rooms or doing laundry, and there are great resources available with just an internet search on how to "checklist" these activities. There are great ones for us adults, too! Simply print, slide it into a sheet protector, and hang on the wall *at the point of performance*. See how things change!

d. Externalize sources of motivation - praise often, give tokens or points that can be used to earn larger, tangible rewards. For example, if the child references his "take to school list" each morning and is prepared all five days this week, he or she earns an hour of video game time on Saturday morning. Many people have a problem with rewarding children for things, "they should do anyway." I assure them that these rewards will not last forever, and are simply in the interest of building a habit. And do not be afraid to reward yourself, too. If your child hangs his coat on the hanger each day after school for a week, he earns a quarter, but each time you have to pick up his coat off the floor, he owes you a nickel. You will be amazed at how quickly this habit can be learned, and how soon you can discontinue the reward system for this behavior and move on to others. Consistency will be key here, and you need to make a firm commitment to such incentive plans if you choose to adopt them.

e. Permit more external manipulation of tasks – because children with weak executive skills often struggle to keep their thoughts free from distraction, they need to be provided with manipulatives that allow them to manualize their work as much as possible. For example, when learning new vocabulary words, the child should make flashcards and sort them into meaningful categories. Better yet, make picture flash cards that tie a visual cue with a concept being learned. When learning multiplication, count groups of beans or pennies. Make it concrete and tangible whenever possible. Get your kids to help – many have great ideas. Children's museums and preschool teachers are great sources for these types of activities! So is the internet.

If weaknesses in executive functioning are present, strategies can be introduced that both accommodate the areas of weaknesses as well as help the student develop the delayed skills. In other words, compensations (accommodations) need to be made in order to account for the lack of skills, but these compensations also provide modeling of the necessary skills so that the student is simultaneously learning the skills while receiving the accommodation.

Although these strategies will prove to be helpful, what will likely be the *most* important aspect of intervention is to educate all parties involved about the delays in executive functions so that they better understand the child, maintain a disability perspective, set realistic expectations, and come to know that the behaviors are not due to laziness or lack of intellectual ability. With appropriate support, understanding, and patience, children with delays in the development of the executive functions are capable of living a happy, healthy life, and can go on to be productive and well-adjusted adults. For more on this topic, the interested parent-reader is referred to the book *Late, lost, and unprepared: A parents' guide to helping children with executive functioning* (2008) by Joyce Cooper-Kahn and Lauri Dietzel. The interested educator-reader is referred to the book *Promoting Executive Function in the Classroom* (2010) by Lynn Meltzer. If you care about a child whom you think may be suffering from delays in the development of the executive functions, talk to the parents, a school psychologist, the pediatrician, a child psychologist, or a pediatric neuropsychologist about your concerns.

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By AMIR BAR

Unwrapping the Gift of Dyslexia

I RECENTLY HEARD A PARENT OF A CHILD WITH DYSLEXIA, REFLECTING ON THE BOOK *THE GIFT OF DYSLEXIA*, SAY "DYSLEXIA IS NOT A GIFT." While dyslexia may not be a gift in itself, especially for the parent, I do think that the process of learning to deal with dyslexia, along with some of the "different thinking" that is often associated with dyslexia offers the opportunity to develop some significant advantages (i.e., gifts). This article is a reflection on some of my personal experience as a dyslexic, and how my difficulties around learning brought me to want to understand how people learn best.

MY DYSLEXIA WAS DIAGNOSED WHEN I WAS IN MY 20'S. I had a very difficult time in grammar school and school in general, and I never really understood why it was so difficult. Back then, school was such a struggle that I refused to do my homework, and sometimes, even to go to school. My parents tried any and every possible solution to make me do my homework, and the only thing that worked in the end was the following. My mother would read the relevant textbook to me, read the questions I had to answer, and then write the answers I gave her verbally. I also didn't want to read for fun. I liked hearing stories, but I hated to read. So my father read to me every night. Using these methods for a long while, I had access to information, and I was able to follow the curriculum.

My parents used the strategies they found to work, but they did not know that by doing these things, they were practicing an approach developed only a few years earlier (early 80's) by two professors at Harvard. David Rose and Anne Meyer created the three principles of Universal Design for Learning (UDL) in order to help the learning of individuals (like me) who have difficulty with written language as well as for learners with other struggles. In short, UDL asserts that students should not delay their learning just because they have problems with accessing information in a given method of representation, written language for example. One of the three principles of UDL states that information should be delivered via multiple means of representation. In other words, if someone has an issue with reading, they should not lose the chance to learn geography or history, for example, just because the information is available only in a textbook. Listening to a recorded textbook may not improve the student's reading, but it will ensure that the student can keep up with the curriculum and learn about subjects they are interested in.

My teacher at the time was also not aware of UDL and at some point she stopped accepting my homework with my mother's handwriting. When I was a little older, I was embarrassed that my father read stories to me. I decided that I didn't want to continue with it. After that I didn't do much of the homework by myself, and I definitely didn't read on my own, creating for me an educational gap that took years to close when I started going to college.

In 2004, shortly after I was diagnosed with dyslexia and a few weeks before I started my first semester at a community college, I bought my first laptop. It was an iBook and it did two amazing things. First, it had a Wi-Fi connection (Apple's first laptop with integrated Wi-Fi) and second, it had a built in "voice over" function that allowed me to listen to everything that was on the screen (my files or the Internet). These two functions allowed me to access information in two significant ways: by using the Internet and by listening to the information rather than reading it.

This computer literally changed my life!

The computer did for me what my parents had done for me back in the day, but this time without the embarrassment. I learned on my "own" without having any other person reading or writing for me. I did spend a lot of time learning spelling and trying to improve my reading and writing. I took college classes and an evening adult education program at the Neuhaus Education Center. But the fact that I was less dependent on these written language skills to be able to learn other subjects made college possible for me.

I have upgraded my Apple laptop computer three times since 2004, and in those 10 years there have not been too many days I have left my home in the morning without my computer. By being dependent on technology over the last 10 years to accomplish my learning and work, I gained valuable experience in understanding how technology can help people to learn more efficiently. For example, after listening to thousands of hours of text to voice, I gained the ability to listen to a very high speed of reading. So, not just that I can now "read" while running or driving, I can also "read" much faster than many other people who read by looking at the text.

In the 21st century, due to the large amount of information we consume and to emerging technologies such as mobile devices, the idea of not reading a lot and consuming information via other mediums such as images, audio, and video makes the technologies that helped me suddenly become relevant for everyone. Luckily, my dyslexia gave me a 10-year head start in understanding the value of technology in learning. Ironically I now work in corporate education/training, but not ironically, I am responsible for developing new learning experiences by using emerging technologies that take advantage of audio, images, and video in order to transfer knowledge, because there is a demand for delivering information and knowledge more effectively.

Going back to my original point, I think that dyslexia may be considered a gift because it helps prepare people for the 21st century in which learning and sharing go well beyond written language. With 90% of the data in the world being created in the last two years (just think how many pictures or videos you took in the last two years vs. all the years before), accessing and understanding information that comes in different forms of presentation is now the prerequisite for any successful career.

Two years ago I had the opportunity to do a summer internship with David Rose and Anne Meyer at their nonprofit organization, the Center for Applied Special Technology (CAST) in Boston. They work on developing innovative approaches using technology in order to create effective learning for all types of learners. On one of the first days in the internship, David Rose stopped me in the hallway and told me how important it is for them to have dyslexics on the team and how the fact that two of their top researchers are dyslexic gives them an edge in developing innovative products for education. I'm not sure that I can convince everyone that dyslexia is a gift, but the day David spoke to me, he made me feel that it is indeed a unique gift.

ABOUT AMIR:

Amir Bar holds an undergraduate degree in Psychology (with focus on Industrial Organization Psychology), and a master's degree in Human Resource Development (with focus on technology and learning) both from the University of Houston. He currently works in the training department of a large oil & gas services company as a learning product developer.

In addition, Amir is the owner of u-c-n-learn, a company that develops teaching aids for dyslexia therapists. Amir joined the HBIDA advisory board in 2013 and became a board member in early 2015.

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.

Peggy Wyatt Engman, MS, CCC-SLP
2015 Nancy LaFevers Community Service Award

PEGGY WYATT EJGMAN, M.S., Speech Language Pathology, recipient of the 2015 Nancy La Fevers Community Service Award, considers the work she has done since joining the Board at HBIDA to be the crowning achievement in her 40 years of community service. In 2006 Peggy agreed to take on the management of the HBIDA Nancy LaFevers Ambroze Scholarship Fund. She raised the funds, co-wrote the policies and procedures, coordinated the diagnosticians, and interviewed all the applicants. Everyone evaluated received a written report with results and recommendations. The ultimate goal was for each child or adult to have in their power a vehicle that would enable them to change their life.

Peggy presents an interesting mix of "Tennessee Southern Belle Charm," "Texas Can Do Attitude," and the Louisiana philosophy of "Laissez le bon temps roulez." Very much a Deep South product of the early sixties, she was one of a handful of young women at her high school to graduate college out-of-state. She received her B.A. in Speech Pathology from Sophie Newcomb College and was awarded a Government Vocational Rehabilitation traineeship for graduate study in speech-language pathology at Tulane University. She blossomed under their tutelage. Their standards were rigorous. They demanded excellence from their students. Tulane prepared her well for her vocation as a speech language pathologist.

Peggy's service to Tulane dates back to the l970's when she was asked to help establish an alumni chapter in Houston. She has since served on the Tulane Association Board and on the Newcomb Alumni Association Board in various capacities. In the Houston area Peggy sponsored the Newcomb Centennial Celebration at the Junior League and was active in promoting the Newcomb Pottery Exhibit at the Museum of Fine Arts. Her fundraising efforts have been ongoing. She was credited with a major gift benefiting the Newcomb Art Gallery. Peggy has been described as a model alumni volunteer and in 1996 she was voted Alumni Volunteer of the year.

In l969 Peggy moved to Houston and by l972 she and a partner started the Memorial City Speech, Hearing and Language Center when the concept of private practice was virtually unknown. In l977 Peggy was invited to address the national speech pathology leadership conference in St. Louis on the topic of private practice. This was Houston in the boom times, where if you dreamed it, believed in it, and worked hard at it, you could make that dream come true. The top priority during this period was obtaining licensure. Through the diligent effort of our professional community, the sponsorship of Oscar Mauzy in the legislature, and others, eventually the speech pathologists and audiologists were licensed.

Peggy's volunteer work is ongoing. She took her strong points - enthusiasm, dedication, ability to inspire, ability to fundraise, and worked in the University of Houston Community. U.H. made her an Honorary Cougar in 2004 and in 2006 presented her with their first Communications Department (ComD) Alumni Award for Volunteerism. Peggy's active work with UH began in 1989 when she was instrumental in getting the Chi Omega sorority to donate money to purchase equipment for their student clinic. Peggy continued working in her busy private practice until the fall of 2013 when she retired. She loved working with the kids and their families. She felt honored when she was included in family celebrations. She still wakes up at 5:30 in the morning to go over her lesson plans.

Peggy Wyatt Engman will be honored at the 2015 Spring Conference Luncheon for a lifetime of improving the lives of others. Her countless hours of service to professional and non-profit organizations including HBIDA have improved programs and services to individuals with language disabilities. Following in the footsteps of her friend and colleague, Nancy LaFevers, Peggy is most deserving of the Nancy LaFevers Community Service Award.

FALL 2015 SYMPOSIUM

September 26, 2015

JUNIOR LEAGUE HOUSTON

It's Never Too Late: How to Motivate and Teach Older Struggling Readers

Keynote Speaker: Margie Gillis, Ed.D.

MARGIE GILLIS has been teaching children of all ages to read for over 30 years. She became interested in reading while at the University of Connecticut where she studied with Isabelle Liberman. She was a special educator in public and private schools for 15 years during which time she became a certified Academic Language Therapist. She received her Doctorate of Education from the University of Louisville and is currently the Director of Haskins Literacy Initiative, which promotes the science of teaching reading through professional development and classroom support for teachers. Margie founded Literacy How to continue the work that she and her team began at Haskins. Margie is a founding board member of Literate Nation, Past President and Co-founder of Smart Kids with Learning Disabilities, Past President of the Connecticut Branch, Board Member of ALTA, and Board Member of New Alliance Foundation.

PARENT OPPORTUNITY

New Opportunity for Parents!

PNG!

NEW Parent Networking Group

As the parent of a child with dyslexia, are you feeling isolated and frustrated? HBIDA's Parent Networking Group provides an opportunity for parents of children with dyslexia to come together. PNG provides interesting speakers and a forum for discussion for parents at all points in their child's journey. Special attention is paid to research-based remediation approaches, educational best practices and reputable Houston resources.

Following is the schedule for gatherings. Parents of public schools and private schools will enjoy the informal and casual forum. There is no cost to attend the coffees, and drop-ins are encouraged and welcome. Parents receive reduced registration fees to Conferences and Symposiums with topics of interest to parents!

Join PNG in 2015!

January 10, 2015 – Coffee
Café Express
1101 Uptown Park Blvd., 77056
Galleria area
9:00-10:00 AM

February 21, 2015 –
HBIDA Spring Conference
Registration and details available
online at www.houstonida.org
Many topics for parents

May 9, 2015 – Coffee
Café Express
1101 Uptown Park Blvd., 77056
Galleria area
9:00-10:00 AM

September 26, 2015 –
HBIDA Fall Symposium
Registration and details available online
at www.houstonida.org
Learn from knowledgeable speakers.
Listen to an adult with dyslexia on dyslexia.

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

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.

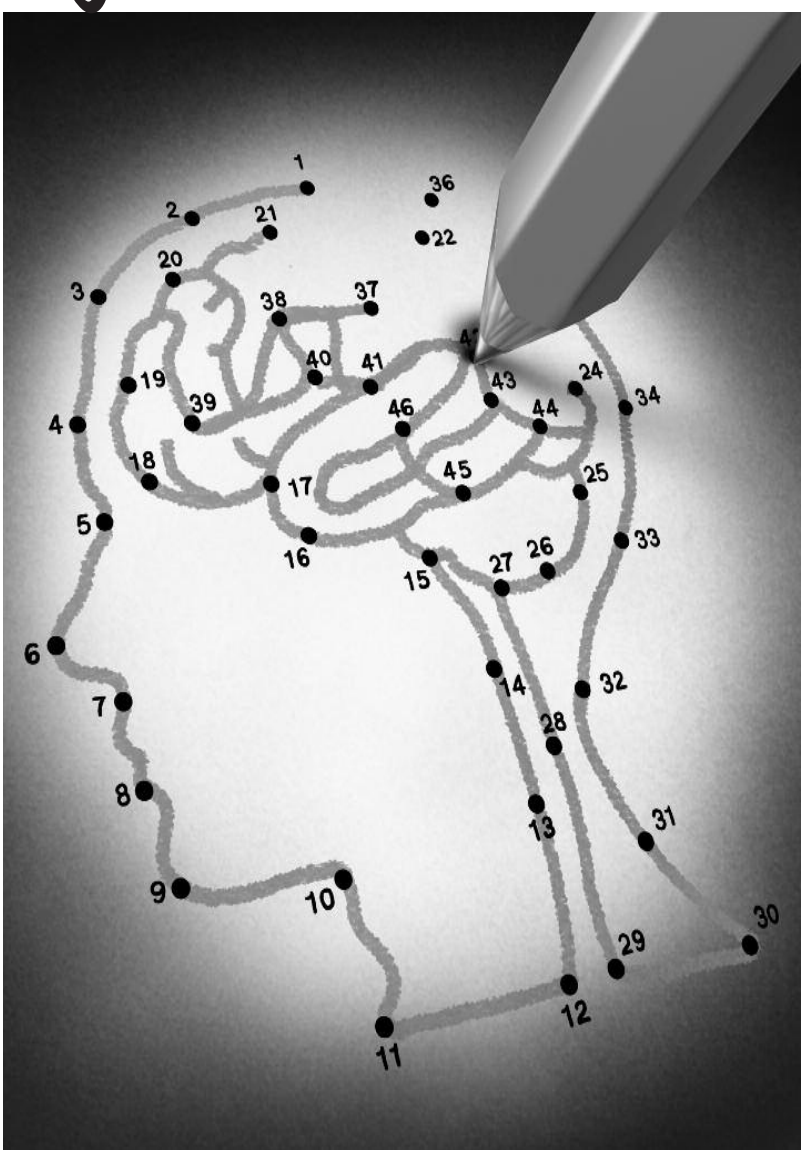
LEADERS, VISIONARIES AND DREAMERS: EXTRAORDINARY PEOPLE WITH DYSLEXIA AND OTHER LEARNING DISABILITIES *by Paul J. Gerber (Editor), Marshall H. Raskind (Editor)*

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.

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

Working Memory and Dyslexia:

An Exploration of the Relationship between Reading Skills and Short-Term, Long-Term, and Working Memory Functions



Saturday, February 21, 2015

8:00 AM - 4:15 PM

HILTON UNIVERSITY OF HOUSTON
4800 CALHOUN
HOUSTON, TEXAS

Online registration available
at www.houstonida.org

CEUs Available:
ALTA 5.5 CEU credit hours, approved
TSHA 5.5 CEU credit hours, approved

2015 HBIDA CONFERENCE SPEAKERS

Keynote Speaker:
Michele Berg, Ph.D.
Doctoral Candidate

"Working Memory and Dyslexia: An Exploration of the Relationship between Reading Skills and Short-Term, Long-Term, and Working Memory Functions "

Dr. Berg has over 30 years of experience in the field of learning disabilities. She is the Director of the Center for Learning Disorders at the Family Service and Guidance Center in Topeka, Kansas. Dr. Berg formerly founded and directed the Center for Learning Disabilities at the Menninger Clinic and served on the faculty of the Karl Menninger School of Psychiatry for over twenty years. She specializes in the diagnosis and treatment of complex learning disorders in children and adults and is a frequently invited presenter on the topics of early literacy development, dyslexia, memory disorders, nonverbal learning disorder, and ADHD at the state and national level.

Elizabeth Hamblet

Ms. Hamblet has worked both ends of the college transition, first as a high school special education teacher and case manager, and then as a college learning disabilities specialist. As a learning consultant in Columbia University's disability services office, she helps students with learning strategies, time management, and other skills. Since 2008, she has been making presentations at high schools to educate professionals, parents, and students about the changes students will find at college and how to best prepare them for success there.

Libby Hall, M.Ed., CALT
& Bonnie Jones, M.S., CCC, SLP

Ms. Hall has been veteran teacher for over two decades. She has worked in special education, gifted, ELL , pre-school and general elementary classrooms. Libby is currently a special education teacher at The Parish School in Houston, Texas where she specializes in children who have language and learning differences.

Ms. Jones entered the field of speech language pathology as a second career after seeing the benefits of early language intervention with one of her own children. She currently works as an elementary speech language pathologist at The Parish School, a private school for children with language and learning differences.

Beth Egmon, Ed.D., CALT

Dr. Egmon is an Elementary ELA Curriculum Facilitator for Fort Bend ISD. She received a B.A. degree in Political Science, Economics and International Studies from Texas Luth-eran University, a M.Ed. degree in Curri- culum and Instruction–Reading from the University of Houston-Victoria, and an Ed.D.degree in Curriculum and Instruction–Reading from the University of Houston. She is also an Abydos Literacy Learning Writing Trainer, as well as a Certified Academic Language Therapist. A published author, seasoned conference presenter, and experienced teacher, Dr. Egmon has worked extensively with students with dyslexia and has implemented a variety of reading and writing strategies to help struggling students.

Michelle Beard, Ph.D.

Dr. Beard holds a M.Ed. and a Ph.D. in Educational Psychology from the University of Texas at Austin, with a specialization in Counseling Psychology. During graduate school, Dr. Beard completed rotations in college counseling centers, a family counseling clinic, an inpatient psychiatric hospital, and the juvenile justice system. She also worked as a professional tutor for six years during graduate school and gained invaluable experience working with children and adolescents who have learning difficulties and ADHD.

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).

Chris Woodin, Ed.M.

Mr. Woodin is a specialist in the fields 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, Elementary-Middle School Campus, he holds the Ammerman Chair of Mathematics. He is the author of The Landmark Method of Teaching Arithmetic (1995), in addition to several journal articles. He served on the Massachusetts Department of Education's Mathematics 2011 Curriculum Framework Panel and teaches graduate–level education courses. Christopher Woodin was the 1997 Massachusetts Learning Disabilities Association (LDA) Samuel Kirk Educator of the Year. He has presented at numerous international LDA and International Dyslex ia Association (IDA) conferences and 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: **hbidaregistrar@gmail.com**

CEU Credit Hours: ALTA 5.5 credits approved TSHA 5.5 credits approved

SANDY COLT

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The Westlake School
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Where teachers listen to children
and celebrate individual differences

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Educational Diagnostician,
Dyslexia Specialist, Master Reading Teacher

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Responding to the Needs of All Learners Pk-Adult

HBIDA SERVICE PROVIDER DIRECTORY 2015

EDUCATIONAL SERVICES

ASSESSMENT & COUNSELING & THERAPY

SCHOOLS & TEACHER TRAINING

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.

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
you would like
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HBIDA RESOURCE contact:
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HBIDA/IDA
CALENDAR OF EVENTS

January 7, 2015	College Panel Neuhaus Education Center 7 pm - 9pm
January 10, 2015	Parent Network Group Coffee Cafe Express-Uptown 9 am - 10am
February 21, 2015	HBIDA Annual Conference Hilton-University of Houston 8:00am - 4:15pm
May 9, 2015	Parent Network Group Coffee Cafe Express-Uptown 9 am - 10am
September 26, 2015	HBIDA Fall Symposium The Junior League Houston, Texas 8:00am - 1pm
Month of October	Dyslexia Awareness Month
October 28 - 31, 2015	International Dyslexia Association 66th Annual Conference Grapevine, Texas
December 7, 2015	Annual Membership Meeting St. John the Divine Houston, Texas

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.

School Improvement Services for Districts or Campuses

Customized, comprehensive, sustainable
Diagnostic analysis and data review
Content professional development
Leadership development
Literacy coaching

Contact H. Lee Pryor, lpryor@neuhaus.org

Knowledge for Educators

Classes online, in-house or on-site
Complimentary web-based resources
Dyslexia Specialist Programs

Contact Cathie Fisher, cfisher@neuhaus.org

Resources for Families

Referrals to dyslexia interventionists
Information about dyslexia and related disorders
Twice-monthly information sessions

Contact Mary Yarus, myarus@neuhaus.org

Services to 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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