



HBIDA RESOURCE

HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

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by Peter N. Bowers and Gina Cooke
- **Diving Into the Abyss: Finding Clarity in the World of Psychoeducational Assessments**
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- **Dyslexia and Creativity: A Place in the Arts**
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- **Two Poems Inspired by Dyslexia**
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- **The Importance of Executive Functions for Children with Dyslexia**
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- **Apps and Other Resources for the iPad that Promote Reading Skills**
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- **Master of Education in Reading and Writing**
by Barbara Conway, Ph.D., CALT

2013

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, an annual panel of college students with learning differences.

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

HBIDA OBJECTIVES

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

HBIDA Programs & Services

Spring Conference

Fall Symposium

College Panel

Regional Group Events

Website

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

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

NEWSLETTER published two times a year

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

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

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

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

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HBIDA PRESIDENT'S LETTER

The
International
DYSLEXIA
Association

PROMOTING LITERACY THROUGH RESEARCH, EDUCATION, AND ADVOCACY

Parents often ask me, “Should I tell my child that he or she is dyslexic?” Without hesitation the answer is, “YES!”

MY CHILD WAS IN FOURTH GRADE AND STILL COULDN'T READ. I tell them I was once in their shoes—scared and confused. As parents, it's natural to try and protect our children from situations where they might get hurt. But we can go too far sometimes. Consider this: about one in five people have a learning disability and dyslexic children have average to above average intelligence. According to the Yale Center for Dyslexia and Creativity, “Children and adults with dyslexia are highly creative and have many cognitive and emotional strengths despite a weakness in decoding words.” So wouldn't it be wise for your child to know about his particular learning style?

I think it's a good idea for parents to let their child know about famous people with dyslexia—both living and dead. My personal favorites include Albert Einstein, Jay Leno, Walt Disney, and Dave Pilkey, author of the Captain Underpants series. Lists of dyslexic athletes, movie stars, singers, politicians, and inventors can be found on the internet. Finding someone they can connect with is a great starting point for children with dyslexia. A wonderful book by best selling author Patricia Polacco, called, “Thank You, Mr. Falker,” chronicles her own battle with dyslexia. It shows how important every teacher is and how lives can be changed. Granted, being dyslexic doesn't guarantee you success but it does not preclude it.

Why do I believe children should know about their dyslexia? Because it's important that children know as much as possible about themselves. If a child is behind a grade, if he isn't reading the same books as his peers, or going to language therapy or tutoring several days a week, trust me he already knows something is different. A child makes all kinds of things up in his mind. Shouldn't you be the one to tell him about dyslexia? Parental instinct tells us we want to protect our child from being hurt, but the longer we wait the harder it will be to say something.

From teaching, one of the most consistent things I've learned about dyslexic children is that they can be very inconsistent. What I mean is, when I think they've mastered a lesson and we move on, something will happen with their executive functioning skills and it's as if I'm speaking a foreign language. In the beginning of my career I thought my students were “misbehaving” or “not trying.” But when I saw this behavior being repeated over and over by my students and saw the frustration in their faces the light bulb lit up on for me. It definitely wasn't from their lack of trying. They just couldn't retrieve the information from their brains. If children know they have dyslexia, they know they can forgive themselves for making a mistake for something they knew the day before. As parents and educators in these children's lives, we need to be sympathetic to those days as well. My students will come to me and say they're having a “D-Day” (a Dyslexia Day). It allows them to laugh at themselves and for both of us not to take things too seriously.

During initial testing the schools look for children's weaknesses so that they can provide proper services. It can almost be overwhelming sitting in the initial ARD meeting listening

to teachers and administrators talk about your child and what specific type of remediation will be needed to bring him up to grade level. Believe it or not, also included in those tests is a list of strengths often overlooked or talked about because that's not the focus of the meeting. Though a child with dyslexia experiences difficulties with phonological awareness and processing, they're often bright, creative, and talented individuals. Strengths may include science, math skills, artistic gifts, musical talents, social skills, and mechanical abilities. Unfortunately, the emphasis with school and homework is always on the children's weaknesses which adversely affects their self-esteem. Sally Shaywitz, in her book, *Overcoming Dyslexia* said, “Far too often the focus is only on the weakness, and the child's strong capabilities (and potential) are overlooked. Whatever those strengths are—the ability to reason, to analyze, to conceptualize, to be creative, to have empathy, to visualize, to imagine, or to think in novel ways—it is imperative that these strengths be identified, nurtured, and allowed to define that child.”

How can I help my child? First, accept your child for who he is—warts and all. Educate yourself on his learning disability. Read books, take a class, attend an HBIDA conference, talk to other parents, become as informed as you possibly can so when meeting with the school, you are armed with knowledge. Talk with, and listen to your child about what he needs. Do not be surprised if the learning disability fosters creativity. Second, be an advocate. No one cares as much as you do about your child's success. It is up to you to speak up when something is not going as it should. Put everything in writing so nothing is left to misinterpretation. Know that you do not have to sign something that you disagree with. You are allowed to table a meeting and come back again if you feel you are being treated unfairly. Remember to always be respectful of your child's teachers. Third, start early in teaching your child to be his own advocate. Have him participate in meetings to talk about his needs. He needs to learn these skills. Accommodations exist in college so unless you plan on living in the dorm down the hall they need to leave home with skills in place to advocate for themselves. Fourth, don't overemphasize schoolwork. I know that sounds blasphemous but your child is more than the sum of his homework. It's important for our children to do well in school and we encourage them to do well. But it's more important to develop into a well-rounded person. Finally, don't give up even when things appear to be at their worst. The good news is most children with learning disabilities improve as they get older. Remember my oldest son, the one who could not read in 4th grade? He applied to six D-1 universities and was accepted into all of them. I promise you there is hope.

Back to my original message—be honest with children about their learning style no matter what it is. They deserve to know and they'll be happy to learn that there are others like them who have gone through this experience before.

Karene Groesbeck
PRESIDENT, HBIDA

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A Book Review
"My Dyslexia"

by Philip Schultz



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.✕

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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.

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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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Morphology and the Common Core: Building Students' Understanding of the Written Word

As stated by Rayner, Fooman, Perfetti, Pesetsky, and Seidenberg (2001, p. 34), becoming literate means “learning how to use the conventional forms of printed language to obtain meaning from words.” It logically follows that “*the child learning how to read needs to learn how his or her writing system works [emphasis added]*” (Rayner et al., 2001, p. 34). Similarly, the CCSS emphasize the need to foster “students’ understanding and working knowledge of . . . basic conventions of the English writing system” (p. 15). The text of the CCSS fails, however, to provide sufficient information about these basic conventions. Specifically, because morphology—the underlying meaning structure of words—is foundational to the English writing system, teachers and students who do not understand it are not fully equipped to make sense of how the writing system works. Consistent with recent instructional research (e.g., Bowers, Kirby, & Deacon, 2010; Goodwin & Ahn, 2010), the CCSS target certain aspects of morphology, but their brief references are insufficient to elucidate the fundamental role that morphology plays in making sense of print.

English is a morphophonemic language in which the pronunciation of morphemes (bases and affixes) regularly shifts across words (Venezky, 1999). As Pinker (1999) noted, this is why “English words notoriously do not always reflect their sounds [in writing]; often they reflect morphological structure instead” (p. 45). More than four decades ago Venezky explained, “the simple fact is that the present orthography is not merely a letter-to-sound system riddled with imperfections, but instead, a more complex and more regular relationship wherein phoneme and morpheme share leading roles” (1967, p. 77).

While it thus makes sense to include morphology in literacy instruction, educational research has been slow to examine the practices and effects of morphological instruction. Recent meta-analyses of morphological instruction, however, show benefits in literacy outcomes, especially for less able and younger students (see Table 1).

. . . because morphology—the underlying meaning structure of words—is foundational to the English writing system, teachers and students who do not understand it are not fully equipped to make sense of how the writing system works.

It is important to note that the CCSS explicitly prescribe learning goals rather than the means to achieve those goals. “Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals” (p. 4). Similarly, although the CCSS explicitly detail the importance of teaching certain aspects of English morphology, they do not offer a

Continued on page 32

TABLE 1. Findings from Published Meta-Analyses on Morphological Intervention Studies

Authors	Number of studies in meta-analysis	Findings regarding morphological instruction
Reed (2008) ^a	7	<ul style="list-style-type: none"> • Positive effects overall • Strongest effects for less able
Bowers, Kirby, & Deacon (2010) ^b	22	<ul style="list-style-type: none"> • Positive effects overall • Largest effects for less able • Effects for pre-school to grade 2 ≥ grades 3–8
Goodwin & Ahn (2010) ^b	17	<ul style="list-style-type: none"> • Significant effects for less able
Carlisle (2010) ^a	16	<ul style="list-style-type: none"> • Positive effects overall even with youngest students

Note: ^aSystematic reviews that did not calculate and average effect sizes of instruction; ^bstatistical meta-analyses which calculated average effect sizes of control and experimental groups.

basic understanding of how morphology works or how it might be taught. Although we have ample evidence that morphological instruction is beneficial (see Table 1), we do not yet have research that tells us how best to design such instruction (Bowers, Kirby, & Deacon, 2010; Carlisle, 2010).

The purpose of this article, then, is to fill in gaps in the CCSS about morphology and English spelling to arm educators with the means to meet the goals of CCSS. To this end, we offer two sources of practical guidance for those seeking to develop effective morphological instruction and interventions. First, is a description of the basic principles by which morphology operates in English. Second, investigations of these spelling conventions are provided as “worked examples” (Schnitz & Kürschner, 2007) to illustrate how this content, new to many educators, can be presented from the very beginning of formal literacy instruction. In particular, these examples (including video links) highlight the process of “morphological problem solving” (Anglin, 1993, p. 5) with the aid of two linguistic tools: the morphological matrix (www.realspelling.com) and the word sum. To our knowledge, Henry (2003/2010) and Bowers and Kirby (2010) are the only research-based references specifically addressing both of these linguistic tools for classroom instruction. The instructional examples are presented for descriptive, not prescriptive, purposes. They illustrate ways that this linguistic content is currently being presented to children of a wide range of grade levels, abilities, and native languages. Teachers, curriculum developers, and researchers are invited to draw from these examples of linguistically rigorous instruction as they design their own means to the instructional goal of understanding how the writing system works.

Morphology: Form and Meaning

Morphology is the system by which a language combines morphemes (bases and affixes) to construct words. Every word in English is either a base or a base with one or more additional morphemes fixed to it. (See Table 2 for ways of revealing this structure, and for a description of our use of the terms *base* and *root* in this article.) The orthographic word sum is a tool that uses standard linguistic notation to reveal the underlying morphological elements in a word: for example, < un + help + ful > → < unhelpful >. On one side of the rewrite arrow, each morpheme is separated by a plus sign, and on the other, morphemes are rewritten in the conventional orthographic realization. Thus, a word sum allows us to see both a word’s underlying form and its surface realization. If a word is comprised only of a base, then its underlying form and surface realization are the same.

The base element carries the main kernel of meaning in a word, and words with a common base comprise a word family. Although a morpheme’s pronunciation may change depending on the word in which it surfaces, its orthography is conventionally consistent. For example, in *press* and *pressure*, <ss> represents different sounds, but the spelling remains the same. Morphemes integrate semantics, orthography, and phonology. Morphology can thus occupy a central place within the

“triangle model” of reading: it provides a juncture between forms and meanings of words (see Figure 1). Carol Chomsky (1970) located this juncture in abstract representations she called *lexical spellings*:

Lexical spellings represent the meaning-bearing items directly, without introducing phonetic detail irrelevant to their identification. Thus on the lexical level and in the orthography, words that are the same look the same. (C. Chomsky, 1970, p. 294)

So the lexical spelling <photograph> remains the same in *photography*, *photographic*, *photographed* even though the pronunciation of that lexical spelling changes.

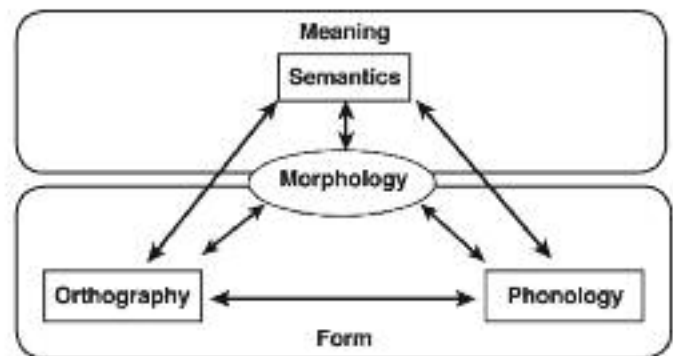


Figure 1. Morphology’s role within the “triangle model” of reading. The role of morphology illustrated by this model is described in Bowers & Kirby (2010) and Bowers, Kirby, & Deacon (2010). This figure was presented in Kirby, Bowers, & Deacon (2009, August).

The Word Sum and Matrix

Teachers and students need to be equipped with reliable tools to investigate and make sense of the English writing system. The first column in Table 2 shows word sums for the word family with the base < please >. These are synthetic word sums in which the full form of each morpheme is to the left of the rewrite arrow and the surface orthographic realization is on the right. (This arrangement reverses in analytic words sums.)

The forward slash in the word sums in Table 2 marks the suffixing convention that a single, silent < e > at the end of a morpheme is replaced by a vowel suffix. A flowchart titled “The Big Suffix Checker” outlines the reliable suffixing conventions for single, silent < e > replacement, consonant doubling, and < y > / < i > changes (www.realspelling.com). Watch a student using this tool at <http://youtu.be/myh7ULLvWWk>. An interactive suffix checker by Neil Ramsden reveals those same conventions and is available for free at www.neilramsden.co.uk/spelling/checker/index.html.

TABLE 2. Table of Relationships Between Word Sums, Surface Spellings and Pronunciations, and the Underlying Lexical Spelling of the Base in Members of the <please> Word Family

Word sums for members of the <please> family	Surface spelling of base	Surface pronunciation of base	Underlying lexical spelling of base
please/ + ing → pleasing	pleas	/pli:z/	please
please/ + ant + ly → pleasantly	pleas	/plez/	please
un + please/ + ant + ness → unpleasantness	pleas	/plez/	please
please/ + ure/ + able → pleasurable	pleas	/pleʒ/	please
dis + please → displease	please	/pli:z/	please

Note: The terms *base* and *root* are both attested terms referring to the morpheme that carries the core meaning in a complex word. In this article we use the term *base* for this morphological concept and reserve *root* to refer only to etymological origins of words. We recommend this practice for terminological clarity. Without this precision, there are two attested correct answers to the question, “What is the root of the word < helpful >?” If *root* is used morphologically, the answer is < help > (where angle brackets indicate a spelled word rather than a pronounced one). If the term is used etymologically, the answer is “helpan,” the Old English word meaning *help*. Consistent with scientific practice, we can avoid using one term for two meanings or one meaning for two different terms by restricting the term *base* to the morphological domain and *root* to the etymological domain.

In addition to the word sum, the morphological matrix is another tool for representing the structure of morphological word families. The matrix shown in Figure 2 represents all the members of the < please > family that appear as word sums in Table 2. According to specified conventions, orthographic representations of morphemes are arranged into cells around the base that binds a morphological family, elegantly capturing the generative nature of morphology.

The word sum and the matrix target the only static feature of a word family: its underlying orthographic morphological structure, which corresponds closely to Chomsky’s concept of the lexical spelling. Along with the word sum, the matrix provides the opportunity to closely inspect the surface orthographic and phonological realizations in a specific word family and how they vary from the underlying forms. In this case we find three surface pronunciations of < please > (/pli:z/, /plez/, and /pleʒ/) and two surface orthographic representations (< please >, as in *displease*, and <pleas>, as in *pleasant*).

Teachers can take on the instructional role of “word scientist” with their students, investigating the morphological structure of words with word sums and matrices. Using the words < does > and < goes > can provide an effective starting point (see Figure 3). Through a guided scientific approach that Bowers & Kirby (2010) called “structured word inquiry” (p. 524), a teacher can ask questions about the structure of these words to construct the following word sums and matrices (see <http://youtu.be/ghhJfUblp70> for a video of this lesson in the classroom).

These “worked examples” (Schnitz & Kürschner, 2007) of how morphological word families are structured serve to reduce the working memory load required to make sense of words’ semantic, orthographic, and phonological interrelations. By targeting the spelled base in the word sums or matrix, we can discuss the changing pronunciations, from the /du:/ in

un dis	please	ing	
		ure	able
		ant	ly ness

Figure 2. A morphological matrix for the base element <please>. This matrix represents the five members of the morphological family shown by the word sums in Table 2 and it can be used to generate additional members of that family.

do + es → does	do	es
do + ing → doing		ing
do + ne → done		ne
go + es → goes	go	es
go + ing → going		ing
go + ne → gone		ne

Figure 3. Word sums and matrices for the <do> and <go> word families.

do and doing to the /dʌ/ in does and done. The teacher can ask students why they think the spelling of the base doesn't change even though the pronunciation does, inviting them to zero in on the consistent link between meaning and spelling.

Together with structured word inquiry, the word sum and matrix make sense of many basic orthographic features that are not typically featured in literacy instruction, including the following crucial points:

- Every written English word either is a base or *has* a base. A base carries the main meaning of any word in which it surfaces.
- A written morpheme can have multiple pronunciations across words.
- Words that share a common base comprise a morphological word family.

Each of these uncontroversial assertions about English spelling can be observed in the tables and figures above. Because any orthographic morphological word family can be represented by a matrix and analyzed with word sums, teachers and students can encounter these concepts over and over in the context of different word families.

The juxtaposition of the words < does > and < goes > in Figure 3 highlights the misunderstanding that comes when we attend only to surface sound-letter correspondences. Traditional literacy instruction characterizes *does* as irregular but treats *goes* as regular, even though both spellings conform completely to how phonology and morphology are represented in English spelling. These common words can thus be used as exemplars of how the whole writing system works, rather than as exceptions that can cause reading and spelling difficulties.

Just as letters are referred to by their names rather than by the sound(s) they can spell, we encourage teachers to model the practice that morphemes should never be named by their pronunciation, but instead by their underlying spelling. Just as letters can spell many sounds, a morpheme does not have a pronunciation until it surfaces in a word. According to this practice, the base < please > is named by spelling it out “p-l-ea-s-e” not the name of the word *please*. (This spelling out also signals the internal structure of the base. The letters of the < ea > digraph are stated together as recommended in Bowers and Kirby (2010). The < s > spells /z/ and the final < e > is a plural canceling marker (Venezky, 1999, p. 7).) This practice draws upon Chomsky's suggestion that it may be profitable to teach that a spelling like < natur > has no specific pronunciation until it surfaces in a word (e.g., *nature* or *natural*) (1970, p. 298).

Student Learning through Teacher Learning

Even without addressing the basic facts of English, the CCSS offer an opportunity to bring more linguistic precision and understanding to classroom instruction. Current teacher training leaves many teachers with a very weak understanding of the linguistic principles that guide our writing system (Bos, Mather, Dickson, Podhajski, & Chard, 2001; Cunningham,

Perry, K. Stanovich, & P. Stanovich, 2004; Moats & Lyon, 1996; Moats & Foorman, 2003; Moats 2009). Morphology has traditionally been characterized as “advanced” literacy content. However, if we strive in literacy instruction to teach the most common and consistent patterns first, then, we must start with the foundational aspects of the English writing system set forth herein. To make sense of how letters and sounds work, we must address morphology from the beginning. This assertion based on linguistic understanding has now been corroborated by findings from morphological intervention studies (see Table 1). The linguistic tools of the word sum and matrix provide the means not only to introduce the workings of English spelling to children, but also to ensure that teachers themselves engage in a deepening understanding of the written word, thus creating a generative circle of learning.

In any scientific inquiry, we seek the deepest structures that account for the greatest number of examples; armed with this principle and with our linguistic tools, teachers and students can draw scientific conclusions about the written word from written words themselves. Rather than relying on answer sheets or specific references to present accurate morphological information, teachers and students can use these linguistic tools to interrogate language learning resources. From a scientific perspective, we should assume that any reference is fallible. For example, the Oxford English Dictionary lists < -tion > as a suffix, offering < relation > and < completion > as examples. With word sums, however, we can clearly see that the suffix must be < -ion >: < relate/ + ion > and < complete/ + ion >. Because teachers are presented with errors about morphology in teaching materials and other resources, it is critical that they have tools that allow them to draw scientifically based conclusions about the writing system regardless of the authority behind any reference they may use.

Bowers and Kirby (2010) made extensive use of matrices and word sums in their intervention study and found that the experimental group was significantly superior to the control group in vocabulary learning; improvements seen in the specific words presented in the study also extended to non-targeted words in the same word families. Teachers in English classrooms and clinics across the U.S., Canada, and abroad are currently using matrices and word sums to gather and analyze words and classify them into morphological word families, achieving both breadth and depth in the patterns they learn and study. Because of the attention garnered by the CCSS recommendations for English language arts, we submit that the matrix and the word sum deserve attention as important tools for “fostering students’ understanding and working knowledge of . . . basic conventions of the English writing system” (CCSS, p. 15).

When people first encounter the matrix and the word sum, we invite them to reflect upon whether these tools facilitate for them a deeper understanding of the relationships between spelling, pronunciation, and meaning. Do they feel better equipped, for example, to explain the spelling of *does* to a child in a new and logical way? Do they still think of *< -tion > as a

suffix? We have observed many teachers engaging in scientific inquiry into the writing system with the aid of these linguistic tools. They report that their understanding of the conventions of written English and their confidence in teaching it continue to deepen. It is also common for students who investigate spellings with word sums and matrices to share with their teachers and peers their own discoveries about words and the writing system. For example, with the guidance of a tutor, word sums, and a matrix, one student ascertained that the base of < investigate > is < vestige >, denoting "trace, footprint" (see <http://realspellers.org/resources/matrices/446-investigate> for an account of this investigation). The tutor did not know this structure when they started; she and her student made this discovery together through scientific inquiry. By investigating English spelling with accurate information and tools, teachers and their students can learn to follow the traces or footprints left by the conventions of our writing system. The fact that the word sum and the matrix can make sense out of formerly problematic patterns in English indicates that these tools deserve the close attention of educators and researchers.

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Diving Into the Abyss:

Finding Clarity in the World of Psychoeducational Assessments

IN MANY WAYS, I FEEL THAT MY FIELD IS FRAUGHT WITH INCONSISTENCIES where we change what constitutes a psychological or educational diagnosis with each revision of something called the Diagnostic and Statistical Manual of Mental Disorders (DSM). While I do not want to advocate against making modifications based upon updated research and increased knowledge, I often experience empathy for parents who must traverse these murky and ever-changing waters without the assistance of professional training.

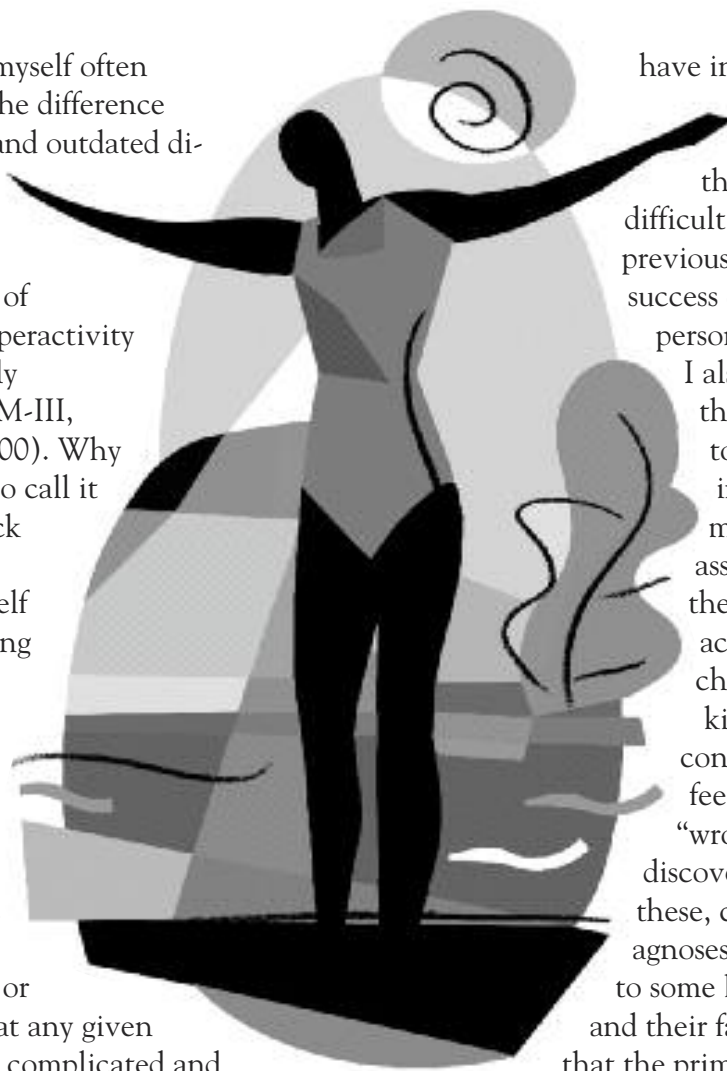
For example, I find myself often explaining to parents the difference between what society and outdated diagnostic criteria refer to as “ADD” and its current technical, diagnostic counterpart of “Attention-Deficit/Hyperactivity Disorder, Predominately Inattentive Type” (DSM-III, 1980; DSM-IV-TR, 2000). Why can't we all just agree to call it the same thing and stick with it? With this in mind, if you find yourself confused by the daunting process of embarking on testing for yourself or your child and/or making sense of the results, **YOU ARE NOT ALONE!**

One question that is often posed to me is whether or not a child or adult should be tested at any given point in time, which is complicated and multi-faceted. Typically, I inquire with parents or prospective clients about the goals they or the school

have in mind for testing, the current concerns they have about themselves or their child, the length of time these difficulties have been occurring, previous interventions and their success or failure, and the age of the person to undergo an evaluation.

I also try to educate people about the pros and cons of testing to help them make a more informed decision about moving forward with an assessment. Common cons of the process include time, limited academic testing data for children younger than kindergarten or first grade, concerns that the child may feel as though there is something “wrong” with them, the notion of discovering weaknesses and grieving these, cost, and that the resulting diagnoses (when applicable) may lead to some lifestyle changes for the child and their family. Alternatively, I feel that the primary benefit of testing is that

it helps to highlight what seems to be driving the child or adult's struggles and then particular



interventions to target this issue can be derived. Furthermore, a number of people with learning issues also suffer from anxiety, ADHD, or other psychological concerns (Barkley et al., 2008). By examining how many of these may be intersecting into the current problems that the person or their child is experiencing, a more appropriate guide for treatment can be developed and which behaviors to target first can be better determined. I often relate this concept to throwing horseshoes in the dark versus knowing where the ring is, so that efforts can be made to throw them in the right direction.

After the decision has been made to embark on the journey of a psychoeducational assessment, the next stumbling block is making sense of the results. Psychoeducational assessments typically include a measurement of four to seven aspects of intelligence related to school-based learning. In years past, we conceptualized intelligence as a single number or IQ score that represented a person's potential for learning. However, this model has vastly changed over the years to encompass a variety of different skills, such as verbal reasoning, fluid nonverbal reasoning, visual processing, working memory, speed of processing, auditory processing, and long-term retrieval and storage (Dehn, 2006). The other essential component of psychoeducational assessments includes measurement of academic achievement in the eight areas that constitute a learning disability under federal law (Reading Fluency, Reading Comprehension, Basic Reading Skills, Written Expression, Oral Language, Listening Comprehension, Math Calculation, and Math Reasoning) (IDEA, 2004). In addition, testing with a medical doctor or psychologist will often include an assessment for ADHD, anxiety, depression, or other psychological factors that could be contributing to difficulties with learning. Other challenges to understanding testing results include helping parents change their notion that "100" is a perfect score. In fact, most IQ and achievement tests consider "100" to be in the middle instead of at the top. Various tests also provide different labels for specific score values. For example, the Wechsler Intelligence Test for Children: Fourth Edition (WISC-IV) refers to different ranges as "Extremely Low," "Borderline," "Low Average," "Average," "High Average," "Superior," and "Very Superior" (Wechsler, 2003). Alternatively, some other instruments, like the Comprehensive Test of

Phonological Processing that is commonly used in Dyslexia assessments, labels scores as "Very Poor," "Poor," "Below Average," "Average," "Above Average," "Superior," and "Very Superior" (Wagner et al, 1999). The standard procedure for determining a learning disability in the past was to look at the mathematical difference between a person's overall intelligence or IQ score and their level of achievement in different areas. However, the assessment field and the reauthorization of IDEA in 2004 moved away from this model and current procedures look at different aspects of intelligence and the roles that they may play in contributing to learning disabilities, as well as low scores on measures of academic achievement. (IDEA 2004, Dehn, 2006). Finally, where to begin helping one's self or child is often a paramount question. I typically advocate for a more gradual approach where interventions are slowly added over time to not overwhelm children instead of all at once, with the areas of greatest weakness being targeted first. I also encourage parents to think about triage when multiple interventions are needed, to conceptualize the most severe issues as those with scores below "90," and to remember to build in some time for fun and positive life experiences. ✕

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by LYLE R. CADENHEAD, Ph.D., LPC, LSSP

Dyslexia and Creativity: A Place in the Arts

THE DYSLEXIC CHILD IS A VERY SPECIAL CHILD. Given a brain that processes written material in a special way, we often focus on his struggles. We may forget that he has special talents too because of this brain. Unfortunately, often if the Dyslexic Child is asked about himself he will respond that he is “dumb.” What makes you think that, you ask? “I don’t do to well in school,” he responds. We do not look beyond his response to ask about his art skills or his creativity as we don’t hold them as important. And this is an opportunity lost for this dyslexic child.

Fortunately for this child we have more and more information to tell us that the left-hemisphere deficiencies associated with dyslexia are related to right-hemisphere strengths such as art, music and other non-verbal abilities. In other words, there is an association between visual



talents and verbal difficulties.

Anecdotal information tells us that Anthony Hopkins, a famous dyslexic actor, loved to paint and play the piano and felt that he was “a moron.” He went on to become one of the most famous and talented actors of our time.

The Dyslexic Advantage (Eide & Eide, 2011) tells us that dyslexic individuals perceive the written word differently as well as make sense of space intuitively. They may make connections between unrelated objects and think creatively. No wonder that we lovers of music, art and theatre love their products and have difficulty understanding why we can’t make such incredible leaps.

Looking back in history, Leonardo da Vinci, Pablo Picasso, Agatha

Christie and Albert Einstein were all dyslexic (Huffington Post, 2012). The Yale Center for Dyslexia and Creativity’s mission is to discover more about dyslexia

through research and to advocate for the improvement in the lives of those people with dyslexia. They tell us that many of today's leading innovators rose through the barriers of success because they had learned to navigate barriers due to their dyslexia.

As we learn more about the association of difficulties with the written word to the delights of painting, music and theatre we might want to concentrate on early assessment of the child who has difficulties with reading to include the strengths that this child may have as well. ✕

Look for these Clues Related to Dyslexia	Look for these Strengths Related to Creativity
Slow reader	Out of the box thinker
Reads slowly and with much effort	Is often the one to solve the problem
Can't spell; has messy handwriting	Writing shows great imagination
Has trouble remembering dates and names	Out of the box thinker, grasps the big picture
Has difficulty retrieving and pronouncing spoken words	Has great vocabulary and ideas

Parents and teachers should help children recognize their creative accomplishments through the development of portfolios, questioning and support of the child's creative interests and observation. Whether playing the violin, drawing a picture or shooting a basketball, we use creative thinking. This approach uses playfulness and should be noticed and nurtured to blossom. Characteristics of creative individuals include openness to ideas, curiosity, persistence, intellectual risk taking, metaphorical thinking, originality, and thrill seeking. We should watch out for these special talents and nurture them.

Parents and teachers are urged to place emphasis on evaluating and treating the dyslexia as well as evaluating creative strengths and providing training to develop these abilities. The child may never excel at reading but she may be a creative star!

References and Resources:

- Yale Center for Dyslexia and Creativity
Dyslexia.yale.edu
- National Society of Creative Dyslexics
Creativedyslexics.org

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The Teacher
(just what I needed)

To get thru the small
windows
Of my mind

And open wider,
windows,
A little more light
at a time

New heights,
New horizons and
visions,

So glad my teacher
Didn't let go
When all I had was

Darkness, and
Small windows,
In my mind

DR. DON BAXTER 8/11/11



Simple or wordy

Say it simple
Or say it extraordinarily
With extra syllables

A noun and a verb
A the and a that
Or too many adjectives
to really make a difference

Be brief
Or talk on for hours
(And say the same thing)

Talking short
Or talking oh so very, very,
very, long

Keep it simple
Be a minimalist

Or be erudite
And loquacious

Whatever that means?
However you want to say it!
Be brief or be long..zzzzzzzz

DR. DON BAXTER 8/28/11

DONALD E. BAXTER, M.D., an Orthopedic Surgeon in Houston, Texas, is internationally known for his original procedures and anatomical discoveries (Nerve of Baxter). He has been a clinical professor at The University of Texas and Baylor Medical Schools, teacher of many well known Orthopedic Foot and Ankle Surgeons, and visiting professor in 27 states and 10 countries. As the author of 40 peer review articles and two medical textbooks, Dr. Baxter has gone outside the box to overcome his dyslexia.



The Importance of Executive Functions for Children with Dyslexia

THERE IS GENERAL AGREEMENT THAT THE BRAIN STRUCTURE OF CHILDREN WITH DYSLEXIA DIFFERS FROM THAT OF NON-DYSLEXIC CHILDREN. Since children with dyslexia suffer primarily from difficulties in reading and writing, differences in brain structure could be expected to appear in the left posterior regions of the brain (Goldberg & Schiffman, 1972; Hynd & Semrud-Clikeman, 1989), which are considered to be involved in the processing of language functions. Moreover, anomalies of functioning have been observed in medial frontal lobe and left lateral frontal lobe activity between children with dyslexia and non-dyslexic children. These findings are confirmed by the results of studies in which children with dyslexia were assessed neuropsychologically. On the basis of their findings, Kelly, Best, and Kirk (1989) assumed that there is a close association between difficulties dyslexic children experience in learning to read and write and the activation of the prefrontal lobe. Marked deficits have been reported in a number of studies measuring single aspects of executive functions (EF) of children with dyslexia.

The term executive control is attributed to cognitive psychologist Neisser (1967), who described the orchestration of basic cognitive processes during goal-oriented problem solving. Neuropsychological evidence suggests that the frontal lobes orchestrate behavior and that they are dependent on input from other parts of the brain. Lezak (1995) defined executive function as “those capacities that enable a person to engage successfully in independent, purposive, self-serving behavior” (p. 13). In cognitive and educational psychology, the executive functions are described in terms of metacognition, the domain of general functions that serve an oversight role (Gioia,



Isquith, & Guy, 2001). Goldberg (2001) used the metaphor of the orchestra conductor to characterize how the frontal lobes direct executive functions and behavior. The prefrontal cortex plays a central role in forming goals and objectives and in supporting the brain’s work to develop plans to acquire these goals. Functional magnetic resonance imaging studies (fMRIs) demonstrate a link between the right hemisphere and novelty and between the left hemisphere and routinization. As of yet, there is no consensually agreed upon operational definition of what is encompassed by the term executive. However, the commonality of the various constructs has led a group of researchers to the development of a rating instrument called the Behavior Rating Inventory of Executive Functions

([BRIEF] Gioia, Isquith, Guy & Kenworthy, 2000). Gioia et al. functionally described eight constructs of executive functions into two categories. The Behavioral Regulation Indices (BRI) of 1) inhibit, 2) shift, and 3) emotional control, and the Metacognitive Indices (MI) of 4) initiate, 5) working memory, 6) plan/organize, 7) organization of materials, and 8) monitor.

Executive functions are involved in simple concrete problem solving tasks of preschoolers as well as the complex abstract strategic thinking required of scientists. Any task that is novel requires executive functioning. As the task becomes routine there is less demand on the executive system. There is an extended amount of time and practice required for persons with executive function deficits to habituate to novelty. This process has been described by some as learning how to learn (Bernstein, 1996; Montessori, 1912; Stuss, 1986). To be successful with a task in writing, the task of organizing a birthday party, or successfully introducing oneself to an unknown group of people, a set of skills driven by the constructs of executive functions are necessary for regulation purposes. Learners need to: 1) have some self awareness of how difficult the problem will be (monitor), 2) set reasonable goals to accomplish the task (plan/organize), 3) develop a plan to accomplish the goal (plan/organize), 4) initiate actions to accomplish the plan (initiate), 5) inhibit actions that would interfere with success (emotional control/inhibit), 6) evaluate progress and alter plans if needed (monitor and shift), and 7) try again if needed (shift/emotional control).

Dysfunction in working memory, critical to executive functioning, can cause difficulties in reading comprehension. Students with poor math skills often have trouble with multiple-step procedures that require regulation of working memory. Executive dysfunction can also cause difficulties in

the use of strategies involved in memorization and retrieval. Children with executive function deficits may fail to adequately develop the requisite abilities to interact productively within their environment (Marlowe, 2000). In childhood, they often demonstrate a wide range of cognitive, social, and academic disorders. In adolescence and adulthood, they may encounter greater difficulty living independently without the skills of executive functioning (Anderson, Bechara, Damasio, Tranel, & Damasio, 1999).

One way to analyze EF deficits is by differentiating between those constructs that support the elements of inhibition, shift, and emotional control (the behavioral aspects [BRI] of EF) and the elements of working memory, initiation, planning and organizing, and self monitoring (the metacognitive aspects [MI] of EF). Self-regulation covers a wide range of behaviors from being emotionally out of control and dysregulated to more subtle forms including being able to begin or initiate work, being able to develop a plan to accomplish work, and the ability to monitor ones' self and regulate changes in behavior to reach goals. Students with deficits in self-regulation of the EF experience difficulty in learning and challenges with relationships. Students with executive functions deficits that affect self-regulation of learning experience difficulty

in motivation to begin and sustain work. Thus, executive functions MI deficits commonly result in the inability to: 1) work independently, 2) emotionally regulate when overwhelmed by novelty or complexity, 3) learn effectively from written text even though reading skills are intact, and 4) demonstrate knowledge of multi-step projects (eg., lab and book reports). These EF deficits result in major problems with homework, which require independent organization of time, materials, and information as well as the generation of a plan to complete it. The impact of this on learning has clear implications for functioning in the adult

**Through systematic
cognitive strategy
instruction, students
can learn to compensate
for a wide range of
processing difficulties
in spatial, motor, and
organizational domains.**

environment. If these EF skills are not explicitly taught to students they will be disabled by these same deficits in the adult environment they enter.

As disrupted executive functions may affect both the integrity of further cognitive functions and the effectiveness of specialized school programs, disturbances of executive functions should be considered in the development of treatment programs for those with dyslexia. One approach is to develop a profile of the individual's strengths and challenges within the constructs of attention, temporal sequential ordering, spatial ordering, memory, language, neuromotor function, social cognition, and higher order cognition (Levine, 1994). Doing this with the student allows for a sense of ownership by the student and moves

toward making them advocates for their own learning styles and strategies. Students with EF deficits need to be taught explicitly what others learn implicitly. Through systematic cognitive strategy instruction, students can learn to compensate for a wide range of processing difficulties in spatial, motor, and organizational domains. Building a notebook of strategies that address individual learning styles to use in a variety of settings supports generalization of the strategies. Teaching strategies can only be successful if motivation can be maintained so incorporating affinities and consistently modeling and using a first work, then play, schedule can help students adopt longer term goals and stick to them through completion or modification. ✕

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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 (deepocketseries.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 choose 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 (BeeNeststudios.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

NASAApp (nasa.gov) Current NASA information. Over 150,000- 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, Reading Teacher Network where there are articles that talk about Apps Sense. ✕

Master of Education in Reading and Writing

TEXAS IS VERY FORTUNATE to have a unique masters program that prepares students to help others who struggle with dyslexia and to sit for both the Texas Reading Specialist Exam and the International Multisensory Structured Language Education Council Teaching Level exam. There are only a handful of masters programs nationally that prepare graduates to sit for the IMSLEC Teaching Level exam. There are only nine programs that are approved by the International Dyslexia Association.

This program is the combined efforts on the part of Southern Methodist University in Dallas and Neuhaus Education Center in Houston.

PROGRAM DESCRIPTION

Neuhaus Education Center, in collaboration with The Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University (SMU), offers a Master of Education degree in Reading and Writing for Houston area teachers. The program is uniquely designed to prepare teachers for leadership in the implementation of the multi-tiered, Response to Intervention, model of reading instruction. Within this model, schools identify and assist struggling students before they fall behind. Our program specifically prepares teachers to plan reading instruction based on the most recent scientific evidence of best practice for all students, including those who struggle to learn to read. When the entire program is completed, teachers will have earned a master's degree in education and be eligible to sit for the Texas Reading Specialist exam. Once certified as a Texas Reading Specialist, candidates are



qualified to apply for Master Reading Teacher certification without taking an addition examination. Lastly, our graduates are prepared and eligible to take the International Multisensory Structured Language Education Council (IMSLEC) Teaching Level exam and apply for State of Texas dyslexia certification at the teacher level.

PROGRAM STRUCTURE

In the M.Ed. in Reading and Writing program, participants enter as a member of a cohort and progress through the program in a structured manner. Learning and working in a cohort builds on shared knowledge and experiences and develops a supportive peer group. The basic program consists of 38 hours of coursework and field experiences. The program is selective and intense, offering well-qualified and motivated individuals the opportunity to develop a high level of expertise in teaching reading and writing and prepare for leadership positions in bringing evidence-based practices in reading and writing to their campuses. The structure of the program is designed to accommodate practicing teachers. The program can be completed in 24 months. Students based in the Houston area take classes located at the Neuhaus Education Center in Bellaire, Texas. A matching cohort of students based in the Dallas/Fort Worth (DFW) area take classes located at the SMU Main Campus and Plano Campus and participate with Houston students through interactive video conferencing. ✕

FOR MORE INFORMATION please contact:

Barbara Conway, Ph.D., CALT, Director of Virtual Programs
713-664-7676, ext. 232 or bconway@neuhaus.org



International Dyslexia Association: Become a Member...Be Informed!

As a member of IDA, you also become a member of the Houston Branch. You will...

- ◆ *Join with others to make a difference.* You will strengthen the voice of individuals with dyslexia and enhance their ability to benefit from early intervention and effective teaching;
- ◆ *Get updates on dyslexia and related issues.* You will receive a quarterly periodical, Perspectives; a biannual journal, the Annals of Dyslexia; and the Houston Branch Newsletter. These publications provide the latest information about dyslexia research, legal issues, and strategies for helping students and adults with dyslexia and related learning abilities;
- ◆ *Receive discounts.* Members receive discounts on selected publications and local, national, and international conferences and workshops;
- ◆ *Connect with others in your area.* You will have access to individuals in your community with whom you can network and who can help;
- ◆ *Access an international network.* IDA membership is made up of people from around the world who understand the issues and can help. Members include teachers, diagnosticians, psychologists, speech/language pathologists, doctors, therapists, tutors, parents, and individuals with dyslexia;
- ◆ *Continue a tradition.* Fifty years ago, Dr. Samuel T. Orton, a neurologist, began to identify people with dyslexia and to develop effective teaching approaches. The Houston Branch of The International Dyslexia Association continues to be a strong force in the field of education and research.

Membership Form

About You	Your Professional Interest
Name:	Please check the category that BEST describes your occupation or professional interest. This information is used to analyze the demographics of our membership.
Address:	
City/State/ZIP:	
Phone Number:	
Email:	
<p style="text-align: center;">Membership Category</p> <input type="checkbox"/> Parent: \$45 <input type="checkbox"/> Advocate: \$80 <input type="checkbox"/> Professional: \$95 <input type="checkbox"/> Senior (65+)/Retired: \$60 <input type="checkbox"/> Student: \$25	<input type="checkbox"/> Academic Language Therapist <input type="checkbox"/> Educational Therapist <input type="checkbox"/> Advocate <input type="checkbox"/> Parent <input type="checkbox"/> Attorney <input type="checkbox"/> Physician <input type="checkbox"/> College Student <input type="checkbox"/> Psychiatrist <input type="checkbox"/> Educational Administrator <input type="checkbox"/> Psychologist <input type="checkbox"/> Education/Teacher (K-12) <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Education/Teacher Special Education <input type="checkbox"/> Researcher/Educational <input type="checkbox"/> Education/Teacher Post Secondary <input type="checkbox"/> Researcher/Medical <input type="checkbox"/> Educational Diagnostician <input type="checkbox"/> Speech-Language Pathologist <input type="checkbox"/> <input type="checkbox"/> Tutor/Certified or Trainee <input type="checkbox"/> <input type="checkbox"/> Other
<p><i>To join go to: www.interdys.org</i></p>	



JUST THE FACTS...

Information provided by The International DYSLEXIA Association®

A PARENT'S GUIDE TO EFFECTIVE INSTRUCTION

READING PROBLEMS ARE THE MOST COMMON TYPE OF ACADEMIC UNDERACHIEVEMENT.

Especially for students with dyslexia, learning to read and write can be exceedingly difficult. Dyslexia and related reading and language difficulties are the result of neurobiological variations, but they can be treated with effective instruction.

Effective instruction is instruction that is tied to student needs, as determined by diagnostic testing and evaluation. It is instruction delivered by knowledgeable and skilled individuals in a step-by-step fashion that leads to the achievement of desired outcomes or goals by targeting a student's relative strengths and strengthening his or her relative weaknesses. Effective instruction also requires the ongoing monitoring of student progress to determine the ultimate course and duration of the instruction.

The earlier your child receives effective instruction the better, but people with dyslexia and related disorders can be helped at any age. Even for students with severe and persistent dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the problem and help the student overcome and manage the most debilitating difficulties (See the International Dyslexia Association's *Knowledge and Practice Standards for Teachers of Reading*, pages 1-2, at www.interdys.org/standards.htm).

What Is Effective Instruction?

Effective instruction employs instructional approaches that have been studied and tested by experts in the field of education. These researchers have found that students benefit the most from instructional approaches that are explicit, systematic, cumulative, and multisensory. They integrate the teaching of listening, speaking, reading, spelling, vocabulary, fluency, handwriting, and written expression. These approaches also emphasize the structure of language: phonology, orthography, morphology, syntax, and semantics.

Effective teaching of oral language, reading, and written expression to students with dyslexia also requires teachers with expert knowledge, skills, and abilities. They must understand how language skills are acquired, how reading skills are developed, and that there are individual differences in how students learn. In addition, these teachers need teaching experiences supervised by experts, often referred to as

practicum experiences, to ensure that they learn to use these instructional approaches effectively. Teaching reading really is rocket science (Moats, 1999). So, it's important to make sure that your child has a teacher who is prepared to do this challenging work.

How Do Educators Develop and Implement Effective Instruction?

Research over the last three decades has provided a vast knowledge base that informs both our ability to identify students at risk and to effectively plan their instruction (Spear-Swerling, 2010). The International Dyslexia Association's *Knowledge and Practice Standards for Teachers of Reading* (IDA, 2010; www.interdys.org/standards.htm) clearly define the knowledge, skills, and abilities needed to competently teach students with dyslexia and related reading and language disorders. The standards are divided into two broad sections: Section I: Knowledge and Practice Standards and Section II: Guidelines Pertaining to Supervised Practice of Teachers of Students with Documented Reading Disabilities or Dyslexia Who Work in School, Clinical, or Private Practice Settings. Section I includes standards for content knowledge and teaching skills needed by *all teachers of reading*. Section II gives a continuum of competencies needed for application of the content knowledge and practice standards at two levels: Level I expectations for teachers and Level II expectations for specialists.

Instructional approaches and programs may differ in specific techniques and materials, but those found to be most effective include structured, explicit, systematic, cumulative instruction designed to promote understanding, memory, recall, and use of spoken and written language. Effective instruction integrates multiple components that focus on phonological processing skills, phonics and word analysis, spelling, word recognition, oral reading fluency, grammar and syntax, text comprehension, writing, and study skills. ✕

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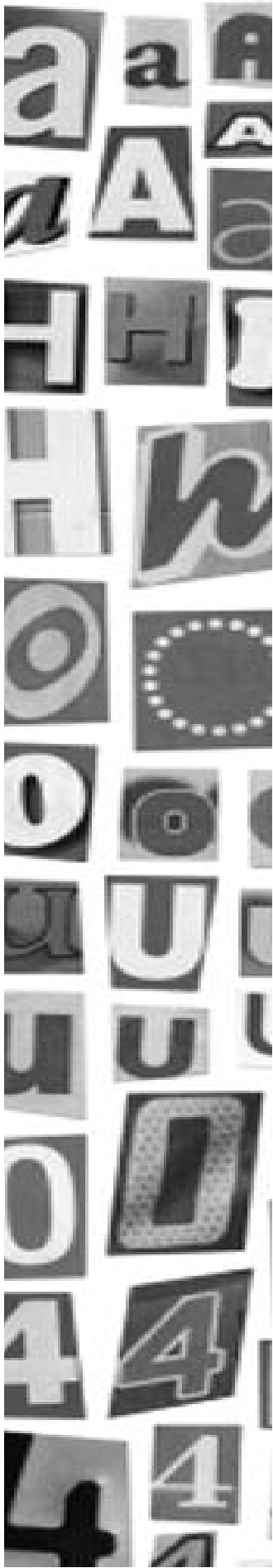
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JUST THE FACTS...
Information provided by The International DYSLEXIA Association®

SPELLING

HOW COMMON ARE SPELLING DIFFICULTIES? Spelling is difficult for many people, but there is much less research on spelling than there is on reading to tell us just how many people spell poorly or believe they spell poorly. Less is known about spelling competence in the general population than is known about reading achievement because there is no national test for spelling and many states do not test students' spelling skills.

Almost all people with dyslexia, however, struggle with spelling and face serious obstacles in learning to cope with this aspect of their learning disability. The definition of dyslexia (see Fact Sheet on Definition) notes that individuals with dyslexia have “conspicuous problems” with spelling and writing, in spite of being capable in other areas and having a normal amount of classroom instruction. Many individuals with dyslexia learn to read fairly well, but difficulties with spelling (and handwriting) tend to persist throughout life, requiring instruction, accommodations, task modifications, and understanding from those who teach or work with the individual.

What causes spelling problems?

One common but mistaken belief is that spelling problems stem from a poor visual memory for the sequences of letters in words. Recent research, however, shows that a general kind of visual memory plays a relatively minor role in learning to spell. Spelling problems, like reading problems, originate with *language* learning weaknesses. Therefore, spelling reversals of easily confused letters such as b and d, or sequences of letters, such as wnet for went are manifestations of underlying *language* learning weaknesses rather than of a visually based problem. Most of us know individuals who have excellent visual memories for pictures, color schemes, design elements, mechanical drawings, maps, and landscape features, for example, but who spell poorly. The kind of visual memory necessary for spelling is closely “wired in” to the language processing networks in the brain.

Poor spellers have trouble remembering the letters in words because they have trouble noticing, remembering, and recalling the features of language that those letters represent. Most commonly, poor spellers have weaknesses in underlying language skills including the ability to analyze and remember the individual sounds (phonemes) in the words, such as the sounds associated with *j*, *ch*, or *v*, the syllables, such as *la*, *mem*, *pos* and the meaningful parts (morphemes) of longer words, such as *sub-*, *-pect*, or *-able*. These weaknesses may be detected in the use of both spoken language and written language; thus, these weaknesses may be detected when someone speaks and writes.

Like other aspects of dyslexia and reading achievement, spelling ability is influenced by inherited traits. It is true that some of us were born to be better

spellers than others, but it is also true that poor spellers can be helped with good instruction and accommodations.

Diagnosis of spelling problems

If dyslexia is suspected, and the student is at the kindergarten or first-grade level, simple tests of phoneme awareness and letter naming can predict later spelling problems, just as they predict later reading problems. If a student is struggling to remember spelling words, a standardized test of spelling achievement with current national norms should be given to quantify just how serious the problem is. In addition, a spelling diagnostic test should be given to identify which sounds, syllable patterns, or meaningful parts the student does not understand or remember. A spelling diagnostic test, such as a developmental spelling inventory, will tell a teacher exactly which consonant, vowel, syllable, and word spellings the student must be taught. Third, the student should be tested on his or her knowledge of the most commonly used words in English that are necessary for writing, as these, too, should be emphasized in instruction.

How do children learn to spell?

Children gradually develop insights into how words are represented with letters in preschool, kindergarten, and first grade. This process moves ahead much more quickly (and successfully) if instruction in sounds and letters is systematic, explicit, and structured. Spelling of whole words is facilitated when the child understands that words are made up of separate speech sounds and that letters represent those sounds. As knowledge of that principle increases, children also notice patterns in the way letters are used, and they notice recurring sequences of letters that form syllables, word endings, word roots, prefixes, and suffixes. Memories for whole words are formed much faster and recalled much more easily when children have a sense of language structure and receive ample practice writing the words.

Inventive spelling or spelling words the way they sound is common in preschool and kindergarten children and is a desirable step in understanding how we use letters to spell. However, inventive spelling is not sufficient for students to learn all of the conventions and patterns of Standard English writing. Encouraging students, beyond the beginning of first grade, to invent their spellings or to ignore correct spelling is not constructive. Is the English spelling system predictable or unpredictable?


The English spelling system is not crazy or unpredictable.

It can be taught as a system that makes sense. Nearly 50% of English words are predictable based on sound-letter correspondences alone (e.g., slap, pitch, boy). An additional 37% of the more common words are almost predictable except for one sound (e.g., knit and boat). Other information, such as the language from which a word came (e.g., Old English, Latin, Greek, or French) and word meaning, also helps explain the spellings of words. Only 4% of English words are truly irregular and may have to be learned through whole word methods, such as tracing and saying the letters while the word is being memorized. Thus, it is possible to approach spelling instruction with confidence that the system by and large makes sense—an encouraging observation for students who have great difficulty forming memories for words.

What are the implications for teaching?

Spelling instruction that explores word structure, word origin, and word meaning is the most effective, even though students with dyslexia may still struggle with word





recall. Emphasizing memorization by asking students to close their eyes and imagine the words, or asking them to write words multiple times until they “stick” are only useful after students are helped to understand why a word is spelled the way it is. Students who have learned the connections between speech sounds and written symbols, who perceive the recurring letter patterns in English syllables, and who know about meaningful word parts are better at remembering whole words.

Classroom spelling programs should be organized to teach a progression of regular spelling patterns. After first grade, spelling instruction should follow and complement decoding instruction for reading. Children should be able to read the words in their spelling lesson; most learners can read many more words than they can spell.

Understanding correspondences between sounds and letters comes first. For example, before spelling a word, students can orally take the sounds of the word apart. Then, they can recall the letters that spell those sounds. Next, patterns such as the six basic syllable types of English should be taught because they represent vowel sounds in predictable ways. Third, students should be taught a few basic rules for adding endings to words, such as when letters should be doubled, when y is changed to i, and when the silent e is dropped.

A few irregular words should be practiced daily (e.g., come, they, their, who). Tracing and saying the letters, building the words with letter tiles, copying and writing in sentences, all help build memories for irregular words. Students may be able to handle only a few new words at a time, and they may need many opportunities to write words accurately and with supervision before they can remember them. As words are learned, exercises to build fluency, such as word and sentence dictations, are helpful. Having students keep a list of their own particular “spelling demons” for reference supports the development of proofreading ability and aids mastery of the spelling of those challenging words.

It is important that students learn to spell words for writing and not just for spelling tests. Transfer to spelling in everyday writing is essential. It helps if the student is taught to use a proofreading procedure that involves checking for one element at a time, such as punctuation, capitalization, spelling, sentence structure, and organization.

Computer spellcheckers are not helpful unless the student has already achieved basic spelling skill, at about a fifth-grade level, and unless the student receives other proofreading help. Spellcheckers do not identify all errors.

Important accommodations and task modifications for dyslexic students include the following:

- grading written work primarily on content,
- writing correct spellings over incorrect ones and limiting rewrites to a reasonable amount,
- providing proofreading assistance,
- encouraging students to dictate their thoughts before writing and giving them the spellings of key content words to use in writing,

- allowing students in intermediate grades and higher to type exams and papers or to use a voice-translation device on a computer,
- encouraging students to hand in early drafts of research papers and essays to allow for revision before grading. ✕

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The International Dyslexia Association (IDA) thanks Louisa Cook Moats, Ed.D., for her assistance in the preparation of this fact sheet.

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W. Daniel Williamson, M.D. 2013 Nancy LaFever's Community Service award



Dr. Danny Williamson

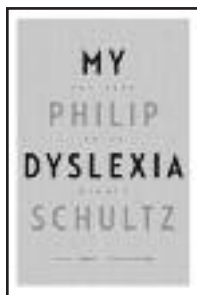
W. DANIEL WILLIAMSON, M.D., recipient of the 2013 Nancy LaFever's Community Service award, is a developmental pediatrician in Houston, Texas, who uses his knowledge and skills to diagnose and manage children with a broad spectrum of developmental disabilities including dyslexia. He has served and supported HBIDA and IDA for many, many years and has long been recognized for his expertise and his willingness to work with countless children and families in need.

Dr. Williamson has addressed the needs of children with disabilities by volunteering his time and talents to serve on local, state, and national boards and committees. Having served as past president of the Houston Branch of The International Dyslexia Association and of United Cerebral Palsy of Greater Houston, Dr. Williamson is also a past member of the Board of Trustees of Neuhaus Education Center and of The International Dyslexia Association Board of Directors.

Nancy LaFever's and Danny Williamson were longtime colleagues and friends. In 1993, they established Developmental Pediatric Associates where they practiced together until Nancy's death in 2006. Dr. Williamson is currently at the Dan L. Duncan Children's Neurodevelopmental Clinic, Children's Learning Institute in the Division of Developmental Pediatrics at UT Health—Houston.

HBIDA congratulates Dr. Williamson and thanks him for his service and dedication to children who struggle with dyslexia and other developmental disabilities. Dr. Williamson's countless contributions to our extended community make him very deserving of this award given in memory of his colleague and friend, Nancy LaFever's.





My Dyslexia

Philip Schultz

W.W. Norton & Company, Inc.
Paperback. 128 pages. \$14.95

People with dyslexia do not usually write books. Most especially, they do not write books about what it is like to grow up with dyslexia. But Philip Schultz is not like most people with dyslexia. He describes the dyslexic brain in a way that fMRI (Functional Magnetic Resonance Imaging) can never show. Philip Schultz uses his skill as a writer to help the reader understand the experience of being dyslexic.

Mr. Schultz grew up in Rochester, New York, the only child in an immigrant Polish Jewish family. As with many mothers of children with dyslexia, Philip's mother believed in him and held the highest expectations for him even when he struggled in school. His father struggled with many failed business ventures during his career and may have had learning differences of his own.

One of the author's earliest memories is his reading tutor asking him what he wanted to be when he grew up. He answered without hesitation, the way children sometimes do, "A writer." The tutor guffawed. He could not understand why Philip would want to "do something for the rest of his life that had been so difficult on the most basic level." As a little boy, Philip already sensed something the tutor did not—writing, first and foremost, is a creative endeavor. It can be a strength for people with dyslexia—although it may not always seem that way.

Through painstaking reflection, Mr. Schultz recalls shameful and embarrassing incidents that fed his overall anxiety and sapped his self-esteem. His third grade teacher told his mother that her boy "never followed directions, paid attention, or obeyed the simplest directions." He remembers his early schooling as a fight for survival. He learned to either lower his expectations for himself, as others had, or fight back (often with negative social results).

The authenticity and richness of this book will appeal to most readers, but it can also make it difficult to read—especially for those who have had similar experiences or who have a loved one with dyslexia. Mr. Schultz describes the inherent

loneliness of having dyslexia, the awareness of being different, and the feeling that no one will ever truly understand you.

But Mr. Schultz also writes about how he benefited from these difficult experiences, "If it weren't for my struggle with dyslexia, I doubt I'd ever have become a writer or known how to teach others to write." He found a therapeutic use for the very words that hampered him all through elementary and middle school—to make sense of his lifelong struggles in processing language. He writes, "This much is clear: the mind of a dyslexic is different from the minds of other people. Learning that my problem with language processing wasn't stupidity seemed to take most of my life."

As with so many parents of his generation, the author discovered he was dyslexic in his fifties when his son Eli was evaluated for reading problems. Fortunately, his son's diagnosis of dyslexia came before he had experienced the years of systematic failure suffered by his father. "My son's knowing why he encountered such difficulty in his classes has made a large difference for him. My ignorance of my dyslexia only intensified my sense of isolation and hopelessness."

My Dyslexia is a sad commentary on school culture that blames children for not fitting in instead of one that adapts to the child. But at its core, the book is positive and inspirational. It affirms the drive and power of the human spirit. Learning about his own dyslexia through his son's experiences allowed Philip Schultz to begin to make sense of his own life, understand why he struggled so, and ultimately to choose writing as a profession. I recommend this book to parents, teachers, those wanting to understand the experience of dyslexia, and—perhaps most important of all—anyone who has ever felt alone, misunderstood, or just different.

Jonathan Green has been director of *The Hamilton School* at *Wheeler* in *Providence, Rhode Island*, since 1992. *The Hamilton School* at *Wheeler* is a school-within-a-school for 80 students in grades one through eight who have a diagnosed language-based learning disabilities. *Hamilton* is part of *The Wheeler School*, a nursery through twelve independent school (800 students) on the East Side of *Providence* next to *Brown University*. *Jon* graduated with a degree in *Education* from the *University of Vermont* in 1975, and earned a *Masters Degree in Education* from *Harvard University* in 1981. For the past six years *Jon* has been on the *Board of the International Dyslexia Association*. The opinions of this reviewer are not necessarily the opinions of the *International Dyslexia Association*.



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Keynote Speaker:

Eric Tridas, M.D., FAAP

“Executive Function: Why is It Important AND How Does It Impact Learning and Behavior?”

Dr. Tridas is the director of The Tridas Center for Child Development. He is a board certified pediatrician who specializes in the diagnosis and management of developmental and behavioral conditions such as ADHD, Learning Disabilities, Autism, Cerebral Palsy, Mental Retardation and other neurodevelopmental and behavioral problems.

Dr. Tridas has resided in the Tampa Bay area since 1982. He completed his fellowship in ambulatory pediatrics, child development and learning disabilities at the Children’s Hospital Medical Center in Boston. During that time he held an appointment as a Teaching Fellow at Harvard University Medical School. Dr. Tridas completed his residency in Pediatrics at the Children’s Hospital of Buffalo. He graduated from the University of Puerto Rico, School of Medicine in 1977.

Dr. Tridas is a Clinical Assistant Professor in Family Practice at the University of South Florida School of Medicine. Dr. Tridas is also the State Medical Director for Pediatric Health Choice Prescribed Pediatric Extended Care (P-PEC) facilities.

He is a Fellow of the American Academy of Pediatrics, the Society for Developmental Pediatrics, the American Academy of Cerebral Palsy and Developmental Medicine and the Society for Developmental and Behavioral Pediatrics. Dr. Tridas is President of the International Dyslexia Association.

Lenox Reed and Will Noel Lecturer:

Sister Gilchrist Cottrill, CE

“Strategies For Improving Executive Functioning Skills”

Sister Gilchrist Cottrill, CE is the Director and founder of Ave Maria Preparatory School, a school that is registered as a special education school with the DOE in Florida and is accredited through the National Private School Accreditation Alliance. Sister Cottrill assisted former Florida State Senate President John McKay in developing the McKay Scholarship legislation which provided funding for Florida students with disabilities to attend private schools.

Sister Cottrill has advanced degrees in special education from Notre Dame College, Cardinal Stritch University and St. Thomas University in Rome and certifications in Exceptional Student Education, Behavior Disorders; Secondary English, and Elementary Education and O-G Approaches to Reading. She founded and directed three schools for special learning needs, designed and directed MA programs in Special Education for Barry University and Ave Maria University.

Currently Sister Cottrill is Adjunct Professor at Notre Dame College in Ohio and an international presenter on Learning and Behavior Disorders. Sister Cottrill designed and directed a public/private partnership for 32 schools in Florida



Breakout Session:

William Van Cleave, M.A.

“Developing Sentence Skills in Struggling Students”

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Lynn Kuhn, M.A., CCC-SLP

“Developing Oral Language Connections to Support Literacy:”

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Michele Berg, Ph.D.

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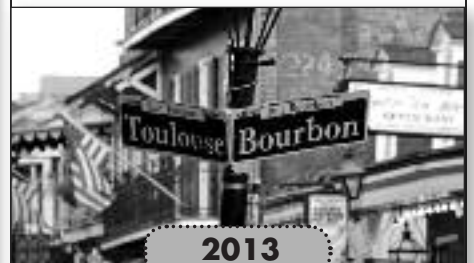


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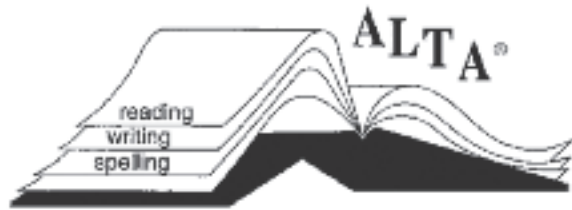
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al-ter-ay-shun
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agony, pain, argument, controversy, battle

altercation, agreement, contest, discussion

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Happy 35th Birthday

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35 years of dedication to
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Supporting educational and
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1978 - 2013

LITERARY SOURCES



BOOKS FOR PARENTS:

Overcoming Dyslexia by Sally Shaywitz

Straight Talk About Reading by Susan L. Hall and Louisa C. Moats

From ABC to ADHD: What Parents Should Know about Dyslexia and Attention Problems by Eric Q. Tridas

Dysgraphia: Why Johnny Can't Write (A Handbook for Parents and Teachers) by Diane W. Cavey

Wrightslaw: From Emotions to Advocacy, The Special Education Survival Guide by Pamela Darr Wright and Peter W. D. Wright

Texas Dyslexia Handbook

The Between the Lions Book for Parents: Everything You Need to Know to Help Your Child Learn to Read by Linda K. Rath and Louise Kennedy

BOOKS FOR STUDENTS:

The Don't Give Up Kid and Learning Disabilities by Jeanne Gehret

Josh: A Boy With Dyslexia by Caroline Janover

Thank You Mr. Falker by Patricia Polacco

Zipper: The Kid with ADHD by Caroline Janover

How Dyslexic Benny Became a Star: A Story of Hope for Dyslexic Children & Their Parents by Joe Griffith

BOOKS FOR TEACHERS:

Beginning to Read: Thinking and Learning About Print – A Summary by Marilyn Adams

Phonemic Awareness in Young Children: A Classroom Curriculum by Marilyn Adams

Multisensory Teaching of Basic Language Skills by Judith Birsh

Unlocking Literacy: Effective Decoding and Spelling Instruction by Marcia K. Henry

When Writing is a Problem by Regina Richards

Preventing Reading Failure in Young Children by Catherine Snow (Ed).

Proust and the Squid: The Story and Science of the Reading Brain by Maryanne Wolf

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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.
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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
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Reading Teachers Network
readingteachersnetwork.org
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PRESCHOOL AND ADULT RESOURCES

Get Ready to Read getreadytoread.org

TECHNOLOGY

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

LEGAL

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advocacyinc.org
Advocating for people with disabilities in Texas

The Arc of Greater Houston
713-957-1600
thearcogreaterhouston.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
nclld.org

US Dept. of
Education Office
of Special
Education and
Rehabilitative
Services
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[www2.ed.gov/about/offices/
list/osers/osep/index.html](http://www2.ed.gov/about/offices/list/osers/osep/index.html)

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LD on Line
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WEBSITES



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THE JUNIOR LEAGUE



Keynote Speaker

Ron Yoshimoto

Fellow/AOGPE M.Ed, M.S.W.

RON YOSHIMOTO is a master trainer in the OG Approach, having trained thousands of individuals in Hawaii, the continental U.S., Canada, and Singapore. He is the former vice-president and a Fellow of the Academy of Orton-Gillingham Practitioners, (AOGPE) and was co-president of the Hawaii Branch of the International Dyslexia Association (IDA). He has more than 25 years experience in training teachers/parents and working with dyslexics.

Ron Yoshimoto is currently employed by the Department of Education of Hawaii where he trains general/special education teachers in OG/MSL and in multisensory math. As Principal for 18 years of ASSETS School in Honolulu, he served dyslexic, gifted, and gifted-dyslexic children. Ron Yoshimoto was a consultant to the Dyslexia Association of Singapore (DAS), and at their invitation, was in Singapore several times to train their teachers and Learning Support Coordinators from the Ministry of Education. Ron has presented extensively in dyslexia conferences in the U.S.A and Canada. He has published numerous articles on dyslexia and was interviewed by Channel News Asia on Prime Time Morning for his views on dyslexia in 2007 and 2008. Ron Yoshimoto is the recipient of the prestigious U.S National Blue Ribbon School Award for Excellence.

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HBIDA/IDA CALENDAR OF EVENTS

January 9, 2013 **COLLEGE PANEL**
Neuhaus Education Center, 7 p.m.

February 9, 2013 **HBIDA ANNUAL CONFERENCE**

September 28, 2013 **2013 FALL SYMPOSIUM**
Houston, Texas
The Junior League
Keynote Speaker: Ron Yoshimoto

November 6 - 9, 2013 **INTERNATIONAL DYSLEXIA ASSOCIATION**
64TH ANNUAL CONFERENCE
New Orleans, Louisiana

November 12 - 15, 2014 **INTERNATIONAL DYSLEXIA ASSOCIATION**
65TH ANNUAL CONFERENCE
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October 28 - 31, 2015 **INTERNATIONAL DYSLEXIA ASSOCIATION**
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- Service as State Master Trainers for Texas Teacher Reading Academies

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- Ongoing research

Contact Cathie Fisher, cfisher@neuhaus.org

Resources for Families

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

Contact Mary Yarus, myarus@neuhaus.org

Services for Ongoing Learning

- Neuhaus Academy
- Reading and spelling classes for adults

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