HBIDA RESOURCE

HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

FEATURES

2016

ABOUT IDA

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

ABOUT HBIDA

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

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

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

HBIDA Objectives

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

HBIDA Programs & Services

Spring Conference

Fall Symposium

College Panel

Parent Networking Group

Regional Group Events

Website

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

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

NEWSLETTER published two times a year

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

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

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

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

HBIDA
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Houston, Texas 77254-0504
www.houstonida.org

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HBIDA PRESIDENT'S LETTER

TRADITIONALLY, THE START OF A NEW YEAR IS A GOOD TIME FOR AN ORGANIZATION TO TAKE STOCK OF ITS PROGRESS AND PLOT ITS COURSE FOR THE UPCOMING YEAR. HBIDA's board of directors took on this challenge at its January meeting where it established several initiatives for 2016. These included commitments to expand HBIDA's volunteer base and fundraising efforts.

Volunteer base – In continuing its mission to promote literacy through research, education and advocacy, HBIDA offers many events, including annual conferences, symposia, film showings, parent networking meetings, website, annual resource directory and other events. In order to grow its events and reach more of those in need, HBIDA is asking for your help. Will you become a volunteer for our organization? Becoming a volunteer enables us to work together in partnership to deliver services that have a meaningful and lasting impact to the lives of those with dyslexia and their families. Why not do something that is satisfying and of great service to the community? Please call our helpline at 832-282-7154. There are many opportunities, large and small, waiting for you!

Fundraising efforts – As a non-profit organization, HBIDA relies on your donations. We are all very appreciative of your generous donations supporting the organization's mission. Please keep us in mind this year as HBIDA offers more opportunities to support the cause of dyslexia. Options for donating include:

1. The recently launched Nancy LaFevers Ambroze Scholarship Fund promotes appropriate diagnosis and treatment of dyslexia and related disorders by offering scholarships for diagnostic testing of children and adults who could not afford them otherwise.

2. *The John Lopez Fund* enables teachers and parents to attend HBIDA's annual conferences and symposia by awarding scholarships.

3. IDA and TeamQuest have partnered to offer two events this year - a Marathon and Half Marathon in Liverpool (May) and San Diego (June). Participants are offered coaching services, training tips, a hotel room for the event and other promotional materials. **Participants may also choose to be virtual runners giving them the opportunity to fundraise and support IDA/HBIDA without actually participating in the event.** Join IDA to help raise money to fund early identification, teacher training, and more. For additional information or to register for the event, go to www.eida.org or www.teamquestdyslexia.org.

This year's Resource Directory contains a wealth of useful information and insights from professionals in the field of dyslexia. Remember to check out HBIDA's calendar of events. You won't want to miss our conference on March 5th, Fall Symposium on September 24th, and other events to be announced. Be looking for all upcoming events on our website at www.houstonida.org.

We hope to see you soon!

Jessica Harris, LDT, CALT
President
Houston Branch
International Dyslexia Association

2016 RESOURCE

A RESOURCE DIRECTORY

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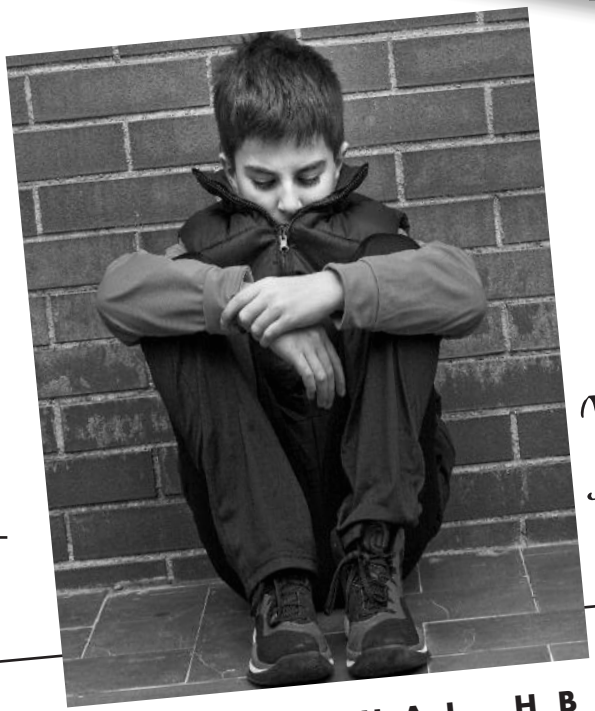

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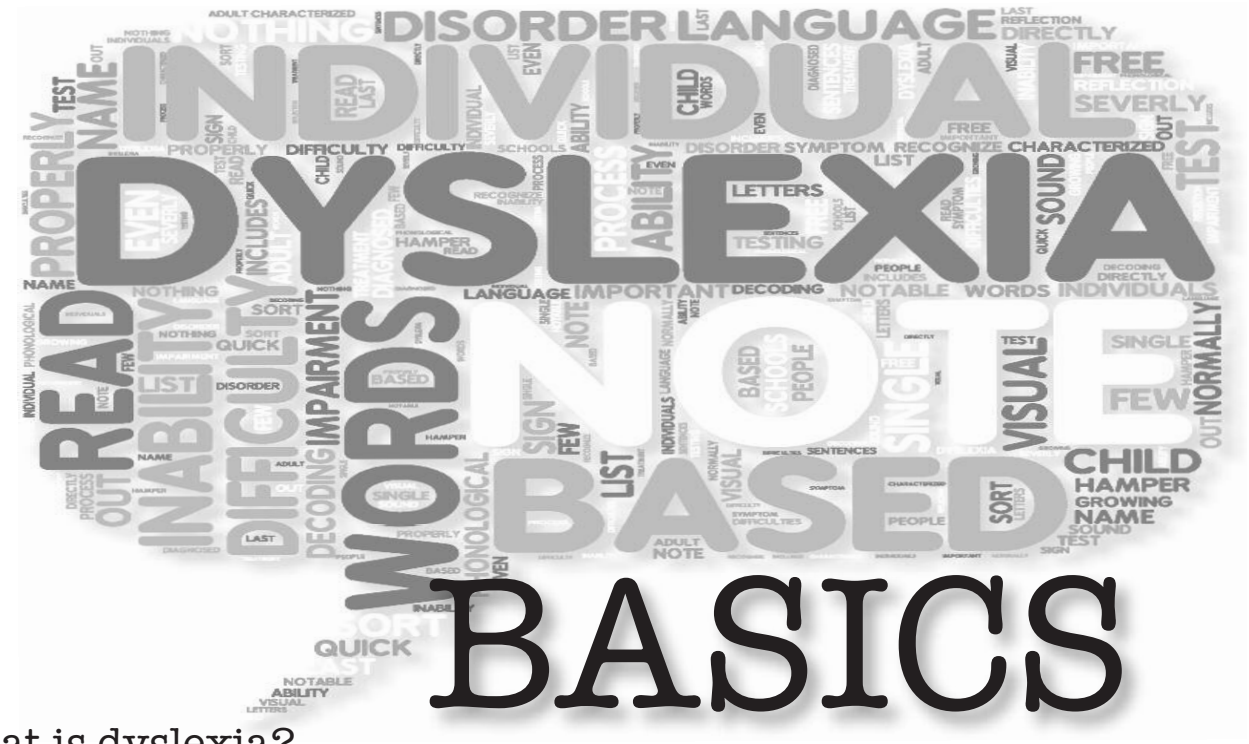
Avoiding Learned Helplessness

2016 ANNUAL HBIDA CONFERENCE
SATURDAY, MARCH 5, 2016



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.

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

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

What are the signs of dyslexia?

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

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

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

How is dyslexia treated?

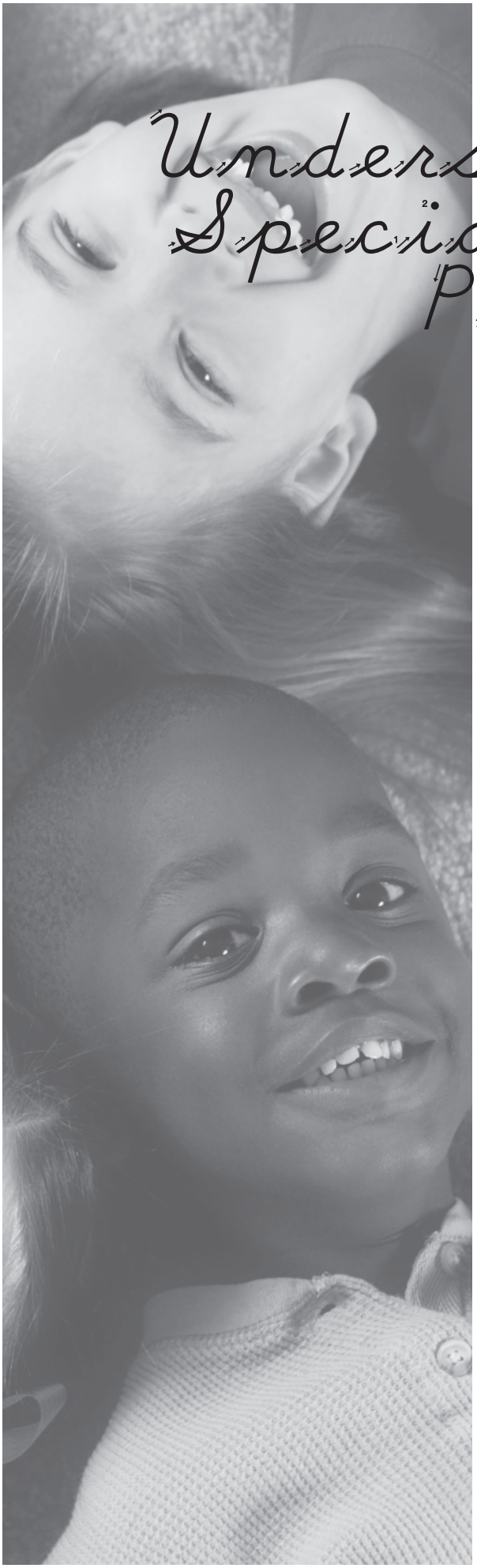
Dyslexia is a life-long condition. With proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping dyslexics achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained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

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

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

What are the rights of a dyslexic person?

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



from THE PACER CENTER (2007)

Understanding the Special Education Process

How the Process Works

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Terms

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

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

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

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

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

from THE INTERNATIONAL DYSLEXIA ASSOCIATION.

Is My Child Dyslexic?

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

Common characteristics of dyslexia

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

Oral language

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

Reading

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

Written language

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

Other common symptoms that occur with dyslexia

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

Common characteristics of other related learning disorders

Dysgraphia (Handwriting)

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

Dyscalculia (Math)

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

ADHD—Attention-Deficit/ Hyperactivity Disorder (Attention)

- Inattention
- Variable attention
- Distractibility
- Impulsivity
- Hyperactivity

Dyspraxia (Motor skills)

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

Executive Function/ Organization

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

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

What kind of instruction does my child need?

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

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

Suggested Readings

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

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

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

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

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

by ANONYMOUS

Attention Deficit Disorder in College: New Ways of Learning

DURING MY TIME AS A STUDENT IN HIGH SCHOOL AND COLLEGE, I felt the many disadvantages that arise when being a student diagnosed with Attention Deficit Disorder. In high school I was aware that I had ADD, but never tried medication for it. My difficulty concentrating in school was reflected in my grades and my class participation. In hindsight I believe I could have benefited greatly from the correct medication, but instead I chose to do my best by developing my own specific set of skills to help with my school work. In some cases, such as math and science, it took extreme discipline and extra support. Even after huge efforts to improve my concentration in subjects that I had trouble understanding, I still could not understand them in the way my friends did. It was hard for me in high school to see my peers succeeding while I felt I was lagging behind.

Living alone as a young girl in Chicago, riding the subway daily, adapting to living through brutal winters, and learning important survival skills all seemed like unsurmountable challenges, especially while trying to keep ahead in school. But instead of staring at all of it in front of me like an unsurmountable mountain, I took it one step at a time.

My doubts in my own abilities as a student began to extend to how I thought of myself as a person. I felt that something was wrong with me. As a teenager in high school I was incessantly battling negative speech towards myself. I felt unintelligent and inept compared to my friends and burdensome to those who offered to help me with my work, all the while I was trying to handle looming college deadlines and all of the other pressures that come with being at that age. While I was busy clouding my mind with all of my failures or shortcomings, my grades were suffering. I felt like no one, not even myself, could take me seriously. I was consistently letting down my parents and myself with my inability to assert myself in the same way my peers were able to with such ease. I could not approach school the same way my peers did. That is partly how I knew a traditional school setting was not suited for me. While I was struggling hard to keep my head above water in some subjects, I began to excel in my art classes.

In high school I became extremely focused in my art classes. It was the first time in school that I felt a certain control and confidence in working on something. Most subjects in school at that time were highly stressful for me. There was a gap between myself and the material being taught that I could not bridge. In my art classes this gap did not exist. Or if it did, I knew how to solve it or look at it in a way that was more manageable. Looking back over high school, I do not regret my grades, only the way I talked to myself and let my struggle with schoolwork define me.

It was after noticing how art made me feel and helped with so many of my internal issues that I decided I wanted to go to art school after high school. I was then able to concentrate on forming a portfolio that represented myself, my work, and the concepts that were important to me. I was accepted into one of the best art schools in America. It was my biggest academic accomplishment I had ever achieved in high school and I felt the unfamiliar sensation of being proud of one's own work. Growing up I had allowed teachers, classmates, and my own negative thoughts to diminish my self-confidence. Getting accepted into such an esteemed school came as a shock after I had spent years telling myself that I was not good

enough. Although art school was a major step in the right direction for me, it was in no way going to be easy.

At art school the classes were far from easy. Teachers demanded just as much devotion and discipline, if not more, to the subject matter as they would at any traditional university. The difference was that I was in a place surrounded by like-minded individuals, many who struggled with the same learning issues. The school had great resources for students who needed more support, and teachers never hesitated to help. While the school did as much as it could on their part, I had my own work to do in order to keep up. Absolutely there were challenges in art school, but I managed them differently than I did in high school due to my intense desire to understand the material for my own self growth. School was difficult, but learning how to live in a completely new city was a whole other story.

As soon as I left home for art school my life presented issues I was never aware of. There were major changes I had to adapt to that come with moving across the country on your own at eighteen years old. It was a huge leap, and once I committed, I was prepared to do whatever it took to succeed. In addition to school work, living alone in a city taught me invaluable life lessons. School was a thirty minute subway ride away from my apartment (in a five story walk up of course). I had to ride the train every morning and afternoon during rush hour in the busiest part of downtown Chicago. Living alone as a young girl in Chicago, riding the subway daily, adapting to living through brutal winters, and learning important survival skills all seemed like unsurmountable challenges, especially while trying to keep ahead in school. But instead of staring at all of it in front of me like an unsurmountable mountain, I took it one step at a time.

It did not happen overnight. It took a lot of focus and inner strength. My love for learning about art and the way I felt in class while I was succeeding alongside other students motivated me to conquer anything that got in my way. I finally felt in my element and vastly different from the person I was in high school. I lived in Chicago for five years, and by the end of my time there I felt completely comfortable in the city, both on my own and with the many friends I made along the way.

Of course not every student with Attention Deficit Disorder wants to go to art school. In high school I was convinced I needed to study and learn in the same exact ways as my fellow students in order to succeed, but I finally realized that it is about understanding the material, not the way in which you get there. Some things in school are not optional, such as homework or projects, but what you can have control over is how you choose to complete such tasks. Negative thoughts about your own abilities cannot help in any way. While I may still perform poorly in some subjects such as math and science, I know that I am gifted in other areas. My personal struggle with ADD in school illustrates that ADD may come in the way of learning as quickly or efficiently as other students, but it does not say anything about one's intelligence. I am incredibly fortunate that I was able to find something I truly enjoy and pursue it further after high school.

It did not happen overnight. It took a lot of focus and inner strength. My love for learning about art and the way I felt in class while I was succeeding alongside other students motivated me to conquer anything that got in my way. I finally felt in my element and vastly different from the person I was in high school.

by PETER N. BOWERS and GINA COOKE

Morphology and the Common Core:

Building Students' Understanding of the Written Word

As stated by Rayner, Foorman, 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).

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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	• Positive effects overall • Strongest effects for less able
Bowers, Kirby, & Deacon (2010)[b]	22	• Positive effects overall • Largest effects for less able • Effects for pre-school to grade 2 ≥ grades 3–8
Goodwin & Ahn (2010)[b]	17	• Significant effects for less able
Carlisle (2010)[a]	16	• Positive effects overall even with youngest students

Note: [a]Systematic reviews that did not calculate and average effect sizes of instruction; [b]statistical 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" (Schnotz & 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.

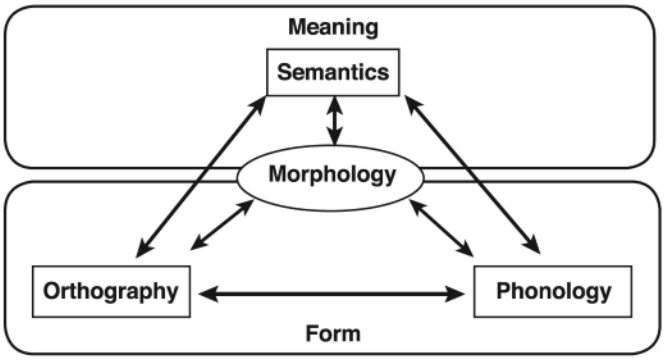

Figure 1. Morphology's role within the "triangle model" of reading. The role of morphology illustrated by this model is described in Bowers & Kirby (2010) and Bowers, Kirby, & Deacon (2010). This figure was presented in Kirby, Bowers, & Deacon (2009, August).

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	/pliːz/	please
please/ + ant + ly → pleasantly	pleas	/plɛz/	please
un + please/ + ant + ness → unpleasantness	pleas	/plɛz/	please
please/ + ure/ + able → pleasurable	pleas	/plɛʒ/	please
dis + please → displease	please	/pliːz/	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 > (/pliːz/, /plɛz/, and /plɛʒ/) 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/ghhJfUbIp70* for a video of this lesson in the classroom).

These "worked examples" (Schnotz & 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 /duː/ in

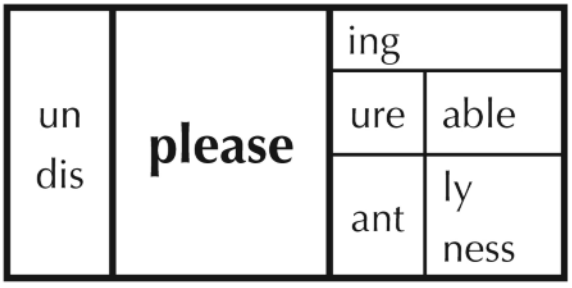

Figure 2. A morphological matrix for the base element <please>. This matrix represents the five members of the morphological family shown by the word sums in Table 2 and it can be used to generate additional members of that family.

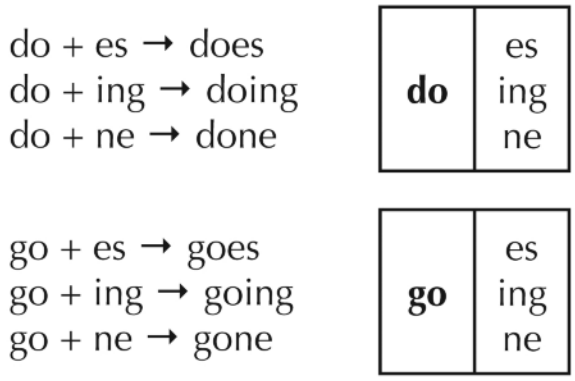

Figure 3. Word sums and matrices for the <do> and <go> word families.

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 *a*ny 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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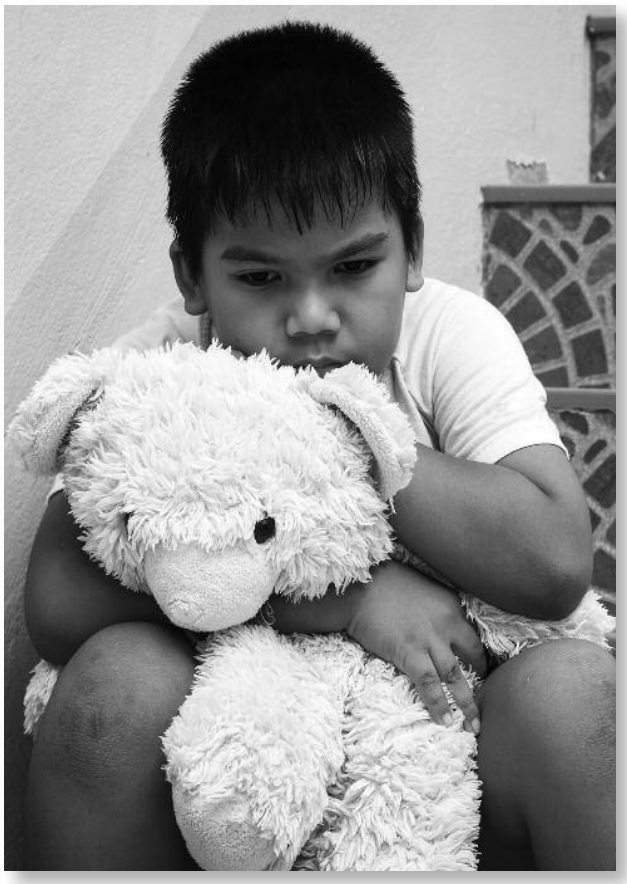
by JILL WISEMAN, MA, LPC

The Social Side of Learning Differences

While some of our children are naturally social butterflies, others find navigating the social world to be a challenge. Children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) are 50 – 70% more likely than their peers to have few or no friends (Barkley, 2002.) As Rick Lavoie notes in his book, It's So Much Work to Be Your Friend, positive social relationships during childhood and adolescence are better predictors of adult happiness than intelligence or academic standing. A happy child who is comfortable with classmates is likely to be a more successful student. Likewise, as a child progresses academically, she will develop better social communication skills, self-esteem, and more positive peer interactions.

Expressive and receptive language difficulties can interfere with social communication (pragmatics) and contribute to misunderstandings between children, while articulation or fluency problems may subject the child to teasing or ridicule. Children with learning differences often miss or misinterpret non-verbal social cues, and they may have difficulty taking another perspective or developing empathy.



Several factors contribute to the social challenges of children with learning differences. Expressive and receptive language difficulties can interfere with social communication (pragmatics) and contribute to misunderstandings between children, while articulation or fluency problems may subject the child to teasing or ridicule. Children with learning differences often miss or misinterpret non-verbal social cues, and they may have difficulty taking another perspective or developing empathy. Coordination, fine and gross motor skills, and sensory issues can hinder a child's physical participation in games and sports. Children with learning differences may bump into other kids or infringe on their personal space. Impulsive behaviors and actions frequently annoy others, and children with learning differences often present as less mature than their peers. They may have difficulty learning the "unwritten" rules of friendship, and memory problems make it difficult to remember or recall the names of potential friends.

Social media is both a blessing and an obstacle for children with learning differences. Used appropriately, it can be a great tool to help kids fit in with their peer group. Social media can help a child build a sense of community with others beyond their friendship circles, and it can help develop closer bonds with classmates outside of the classroom setting. Online social interaction may be less intimidating to children with social anxiety. The direct, usually very clear feedback helps a child gauge their peers' reactions, which may seem more obscure to them in person. On the other hand, the world of social media has many potential pitfalls for all children, and they need to learn specific skills and guidelines to stay safe and happy online.

The factors that complicate the friendship-making process also put children with learning differences at risk of becoming targets for teasing and bullying. Most bullying incidents are verbal harassment that last approximately 30 seconds. It can be difficult for children with learning and language issues to effectively respond. Having a friend, feeling confident and assertive, and using non-verbal communication skills help to deter bullying.

Children with learning differences need explicit, structured, multisensory instruction. Fortunately, many of the interventions for learning differences will also benefit the child's social and pragmatic skills. Depending on the individual child's needs, speech and language therapy, occupational therapy, and management of ADHD symptoms can all contribute to a child's social success. Additionally, some children benefit from the direct social skills instruction and practice provided by a social skills group. Some programs, such as Social Thinking by Michelle Garcia Winner, emphasize perspective-

taking and a metacognitive approach to social-emotional learning. This approach can help the child better understand "what" skills to use, as well as the "why" and "how."

Parents are key to helping children develop friendships. For younger children, parents can arrange structured play dates with one other child. Plan ahead, role play positive social skills with your child, and be present during the play date to provide guidance as needed. Be careful about including siblings in the play date, as they can sometimes be competitive. If your child tends to play independently at home or if he has difficulty sharing or taking turns, take the children to a neutral, public location to have fun. Snack time is an opportunity to interrupt the activity if your child starts to flounder. Keep the play date short so that the guest will leave while he is still having fun. Although structured play dates seem more suitable for young children, many children with learning differences benefit from the level of structure that would be provided for children two to three years younger.

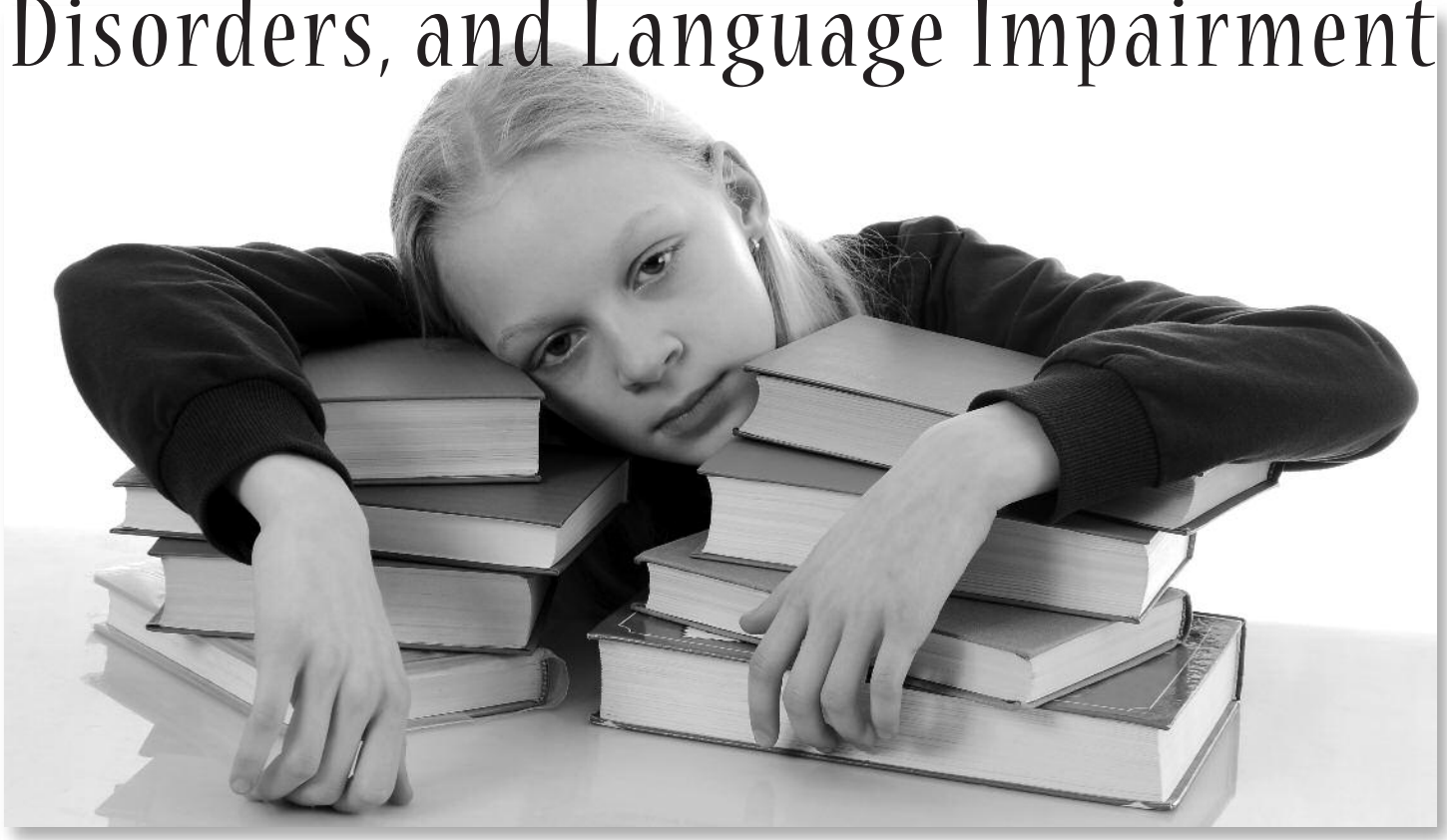
Older children and adolescents should be encouraged to participate in extracurricular activities. These activities provide great opportunities to make friends, as well as enable children to explore various talents and interests. If a child has difficulty participating in team sports, try activities like martial arts classes, horseback riding, golf or bowling. Art classes, community choirs, and drama lessons are other ideas. It is beneficial for children to have multiple friendship circles. If a child is feeling socially isolated from the kids in the neighborhood, having a different group of friends from a soccer team or scout troop can help him cope better with the neighborhood issues. Community groups also provide stability in a child's social world when that child transitions to a new school.

With play dates or extracurricular activities, facilitate your child's success by preparing the coach, group leader or other parent. Let them know what is challenging for your child, and what they can do to help. Most adults are willing to help when they understand what is needed, such as repeating directions or using cues to get a child's attention. Adults who understand your child will be more tolerant and encouraging, and less likely to attribute difficulties to bad behavior or a poor attitude. Although it can be a challenge to make time and arrange transportation for play dates, extracurricular activities, and therapeutic interventions, in the long run the rewards can be priceless.

Adults who understand your child will be more tolerant and encouraging, and less likely to attribute difficulties to bad behavior or a poor attitude. Although it can be a challenge to make time and arrange transportation for play dates, extracurricular activities, and therapeutic interventions, in the long run the rewards can be priceless.

by RHONDA MARTINUSSEN

The Overlap of ADHD, Reading Disorders, and Language Impairment



Attention-deficit/hyperactivity disorder (ADHD), reading disorder, and specific language impairment are neurodevelopmental disorders that are associated with less positive adult outcomes in several important domains including academic, mental health, and employment status (Barbaresi, Katusic, Colligan, Weaver, & Jacobsen, 2007; Johnson, Beitchman, & Brownlie, 2010; Wilson, Furrie, Armstrong, & Walcot, 2009). ADHD is often diagnosed in early elementary school with approximately 5% of children and youth exhibiting the disorder (Polanczyk, de Lima, Hort, Biederman, & Rohde, 2007; Willcutt, 2012). The current DSM-5 diagnostic criteria for ADHD (APA, 2013) require children to exhibit at least six symptoms of inattention and/or hyperactivity-impulsivity in at least two contexts (e.g., home and school). These symptoms must cause impairment in daily functioning (e.g., academic difficulties and peer problems) and be persistent over time (APA, 2013). Dyslexia is defined as a specific disability in read-ing that typically manifests as decoding and spelling difficulties that often result in impairments in reading fluency and reading comprehension (Snowling & Hulme, 2012). These reading difficulties occur despite average or better intellectual ability and the receipt of appropriate instruction (Lyon, Shaywitz, & Shaywitz, 2003; Snowling, 2013). Specific language impairments, in turn, reflect oral language weaknesses that occur in the absence of an identified cause, such as intellectual disability (Bishop & Snowling, 2004).

Despite dissimilar diagnostic criteria, reading and oral lan-guage impairments often co-occur (Pennington & Bishop, 2009) and both are more likely to be identified in children with ADHD than in their typically developing peers (August & Garfinkel, 1990; McGrath et al., 2008; Mueller & Tomblin, 2012; Willcutt & Pennington, 2000). This overlap, otherwise described as comorbidity, is important for parents and educators to recognize as it has implications for the assessment and intervention of children and youth with ADHD. The goals of this article are to describe recent research documenting the overlap of ADHD with reading and language difficulties and to highlight the implications of these findings for practice at home and at school.

Understanding ADHD

ADHD occurs in approximately 5% of children (Willcutt, 2012) and is characterized by developmentally inappropriate behavior in at least one of two dimensions: inattention and hyperactivity-impulsivity (APA, 2013). Despite the fact that hyperactive-impulsive symptoms may be more overtly visible in the classroom, evidence indicates that learning problems are more strongly related to inattention than hyperactivity- impulsivity (Semrud-Clikeman, 2012; Langberg et al., 2011; Rabiner & Coie, 2000). ADHD is also highly heritable (for review, Schachar, 2014). Children with ADHD are significantly more likely than their peers to have a sibling diagnosed with ADHD or have a parent with ADHD (e.g., Faraone et al., 2000). Explorations into the heritability of ADHD have also led to the understanding that ADHD is better described as a set of behaviors (inattention, hyperactivity-impulsivity) that differ within the population along a distribution with the clinical diagnosis of ADHD representing the more severe end of the continuum (Levy, Hay, McStephen, Wood, & Waldman, 1997; Polderman et al., 2007).

From an educational standpoint, ADHD is an important mental health condition for school-based professionals to understand given its prevalence (Willcutt, 2012) and its impact on scholastic outcomes (Currie & Stabile, 2006; Washbrook, Propper, & Sayal, 2013). Relative to their peers, children with ADHD symptoms show lower levels of student engagement in the classroom (Vile Junod, DuPaul, Jitendra, Volpe, & Cleary, 2006), executive function weaknesses (Willcutt, Doyle, Nigg, Faraone, & Pennington, 2005), and greater academic problems at school (for review, Loe & Feldman, 2007; Pagani, Fitzpatrick, Archambault, & Janosz, 2010). For example, Pingault and colleagues (2011) used a large sample of children who were rated by their classroom teachers from first to sixth grade on measures of inattention as well as other behavioral difficulties (e.g., anxiety and oppositional behavior). They found that students who showed high and stable trajectories of inattention over time were significantly less likely than those with few attention problems during elementary school to graduate high school (29.2% versus 88.5%) controlling for a number of important factors such as gender, home literacy practices, and socioeconomic status. These findings support Warner-Rogers, Taylor, Taylor, and Sandberg's (2000) argument that "…the presence of even a few inattentive behaviors in early childhood should be viewed as a developmental risk factor" (p. 534). As a result, this article draws on research using dimensional and categorical approaches when discussing the overlap between ADHD, reading disorder, and language difficulties. The relations between inattention symptoms and literacy skills are highlighted as well as research involving children with a diagnosis of ADHD. In the studies examining variability in levels of inattention symptoms, researchers explore how individual differences in children's attention at home or at school (e.g., ranging from "well-above average" attention skills to "well-below average" attention skills; Polderman et al., 2007) relate to achievement in reading, writing, and language proficiency.

ADHD and Emergent Literacy Skills

Prior to formal reading instruction in first grade, preschool and kindergarten children are acquiring the foundation skills they need to set off on a positive trajectory toward proficient reading ability (National Early Literacy Panel, 2008). These foundation skills include print concepts such as letter knowledge as well as phonemic awareness, which reflects children's awareness that orally spoken words contain individual sounds that can be manipulated (e.g., blending sounds to form a word; National Early Literacy Panel, 2008). Recent studies exploring the link between ADHD symptoms and emergent literacy skills, in community samples of children, report that inattentiveness in the classroom, not hyperactive-impulsivity, is associated with less proficient performance in these key domains of early literacy (e.g., Sims & Lonigan, 2013). For example, Dice and Schwanenflugel (2012) found that the association between early attention problems in preschool and later kindergarten decoding skills was mediated by preschool emergent literacy skills; that is, the effect of inattention on later decoding ability was due to the relationship inattention had with preschool emergent literacy skills. Although these findings suggest that inattentive behavior may interfere with children's acquisition of emergent literacy skills, twin studies suggest "common genetic influences" (p. 712) may also contribute to the overlap between reading and inattention problems and should be considered (Willcutt, Pennington, Olson, & Defries, 2007). In this case, there may be cognitive processes that underlie inattentive behavior that also are im-

portant to reading development; one such cognitive ability is processing or naming speed (Shanahan et al., 2006). Processing speed is associated with ADHD as well as with reading disorder (Shanahan et al., 2006), specific language impairment (Miller, Kail, Leonard, & Tomblin, 2001), and inattention symptom severity (e.g., Arnett et al., 2012; Martinussen, Grimbos, & Ferrari, 2014). In fact, children may enter kindergarten at risk for ADHD as well as a reading disorder (Costa et al., 2013).

From a practical perspective, the oft observed relationship between inattention symptoms and emergent literacy skills indicates that it is important to monitor children who display attention problems in preschool and kindergarten for weak nesses in foundation literacy skills so as to identify students at risk for reading difficulties. Once identified, these students can be given appropriate levels of support to reduce long-term struggles with reading (Lonigan, Allan, & Lerner, 2011). Professionals can begin by drawing on their knowledge of evidence-based early interventions for preschool literacy development (e.g., Lonigan, Purpura, Wilson, Walker, & Clancy-Menchetti, 2013). Next, it would be important to consider strategies or approaches that would specifically help young children with ADHD. For example, one group of researchers examined the influences of explicit instruction on preschool children's understanding of print concepts and whether the influences depended on the level of inattention children displayed in the classroom (McGinty, Justice, Piasta, Kaderavek, & Fan, 2012). McGinty and colleagues (2012) found that explicit instruction in print concepts during shared book reading was particularly useful for children who exhibited inattentive behavior in the classroom. This finding is consistent with other research documenting the benefits of explicit instruction for students at risk for reading difficulties (Torgesen, 2002).

The strong overlap between ADHD and reading difficulties has a number of implications for home and school.

Young children exhibiting high levels of inattentive behavior may also benefit from learning contexts in which there are high levels of task redirects and frequent feedback to maintain children's attention to task (Sáez, Folsom, Al Otaiba, & Schatschneider, 2012). The evidence also shows that children with ADHD respond positively to structured behavioral intervention programs (DuPaul & Weyandt, 2006; LeBel, Chafouleas, Britner, & Simonsen, 2013; Plueck et al., 2014), which can be used in conjunction with academic instruction to enable student success. As with all interventions, it is important to monitor implementation and assess student progress and make modifications accordingly.

ADHD and Reading Disorder

Considerable evidence suggests that children with a diagno-sis of ADHD are significantly more likely than their peers to be identified with a specific reading disorder (e.g., Willcutt & Pennington, 2000). Children who exhibit the dual profile of ADHD plus reading disorder typically display the core weaknesses associated with reading disorder, such as poor phono-logical processing, as well as those associated with ADHD (e.g., executive function weaknesses; Willcutt et al., 2005). While there is mixed evidence regarding the impact of reading difficulties on the development of ADHD symptoms (Ebejer et al., 2010; Greven, Rijsdijk, Asherson, & Plomin, 2012), rela-tively consistent data demonstrates that inattention in the early grades is predictive of later reading achievement even after controlling for core reading-related skills, hyperactivity, and initial levels of reading (Dally, 2006; Miller et al., 2014; Rabiner & Coie, 2000). This latter set of findings suggests that inattention, on its own, may convey risk for reading difficulties in school-age children because it may hinder children's learning during instruction and the acquisition of critical reading- related skills (Dally, 2006; Miller et al., 2014). As a result, it is important to determine whether children with ADHD symp-toms, particularly those with attention problems, are showing appropriate growth in word recognition and decoding skills as these will need remedial instruction if skill deficits are present (Snowling, 2013).

Supporting Reading Development in Children with ADHD

The strong overlap between ADHD and reading difficulties has a number of implications for home and school. First, a general recommendation for all parents is to support their chil-dren's literacy development through home literacy activities

(Sénéchal & Le Fevre, 2002). Such activities can help children develop an early awareness of sounds in language (e.g., playing rhyming games), an awareness of print concepts (e.g., learning about the concept of a word), and early writing skills (e.g., the child learning to print his or her name), as well as knowledge of letter names and their associated sounds (Sénéchal & Le Fevre, 2002). Given that preschoolers with elevated ADHD symptoms, as well as those with a clinical diagnosis of ADHD, often struggle to attend and maintain focus, these activities may need to be adapted to promote children's engagement and interest. As findings show that school-age children with ADHD are more sensitive to reward than their peers (Luman, Oosterlaan, & Sergeant, 2005) and demonstrate a preference for more immediate versus delayed rewards (Luman et al., 2005), it may be helpful to provide high levels of contingent feedback and reinforcement. Moreover, some evidence indicates that using computer-assisted instruction may promote engagement in structured learning opportunities in children with ADHD (Dovis van der Oord, Wiers, & Prins, 2012; Shaw, Grayson, & Lewis, 2005; Walcott, Marett, & Hessel, 2014).

Oral language competency involves both receptive and expressive language functioning

When children with ADHD begin formal schooling in first grade, it is important for school-based professionals to monitor the development of core reading-related skills such as word reading fluency and decoding ability (i.e., the ability to use letter-sound correspondence knowledge to figure out unknown words; Denton, 2012) so that children can receive more inten-sive support to reduce their risk of reading failure in the later grades (Snowling, 2013). The general components and principles of effective instruction for children with, and at risk for, reading disorder are well documented (Denton, 2012; Shaywitz, Morris, & Shaywitz, 2008). Given the limited research on effective interventions for comorbid ADHD and reading disorder (Sexton, Gelhorn, Bell, & Classi, 2012), it is likely that the most effective way to support students with ADHD and reading disorder is to provide targeted intervention in reading skills following evidence-based principles of practice for reading disorder (e.g., Morris et al., 2012). As noted earlier, such interventions may need to be completed with a concurrent intervention to address the behavioral difficulties associated with ADHD (DuPaul, Kern, Gormley, & Volpe, 2011) given that children with the comorbid profile show a less positive response to reading interventions than their peers with reading difficulties alone (Miller et al., 2014; Rabiner & Malone, 2004). It is important to note that strategy instruction that includes self-regulation components improves the reading comprehension and written expression skills of children and youth with ADHD and/or learning disabilities (Mason, 2013; Rogers & Graham, 2008). These approaches provide explicit instruction in the strategies along with modeling and guidance in the use of the key steps (e.g., Jacobson & Reid, 2012; Johnson, Reid, & Mason, 2011; Reid & Lienemann, 2006). Students are encouraged to engage in self-talk to support metacognitive thinking and receive instruction to foster self-management and self-reinforcement (Johnson & Reid, 2011). Examples of the Self-Regulated Strategy Development (SRSD) approach (Harris & Graham, 1996) can be found online at the IRIS Centre (www.iris.peabody.vanderbilt.edu). As with all children and youth exhibiting significant reading difficulties, it is also important to make sure that appropriate accommodations and instructional approaches are used to support the students' ability to access the grade-level curriculum in content areas such as science and social studies (e.g., Mason & Hedin, 2011).

ADHD and Oral Language Proficiency

Oral language competency involves both receptive and expressive language functioning (e.g., understanding spoken language and the ability to communicate through oral language) as well as the ability to use language for social communication. This latter ability is described as pragmatics. Oral language proficiency and pragmatics have been studied in children and youth with a diagnosis of ADHD as well as in community samples of children varying in behavioral symptoms of ADHD. Overall, these studies demonstrate that it is common for children with ADHD, and those displaying ADHD symptoms, to exhibit language impairments in each of these domains (Bignell & Cain, 2007; Helland, Posserud, Helland, Heimann, & Lundervold, 2012; McInnes, Humphries, Hogg-Johnson, & Tannock, 2003; Sciberras et al., 2014). For example, Helland and colleagues examined language difficulties and their association with reading

disorder and ADHD in over 5,000 Norwegian children ages 7 to 9 years. They reported that oral language difficulties were particularly evident in children with ADHD (58.5%) and reading disorder (55.7%) with the combined ADHD plus reading disorder group showing the highest prevalence of co-existing language impairments (80.7%). In contrast, only 5.7% of children in the control group displayed language impairment.

Studies also demonstrate that children with ADHD perform less well than their peers on tasks that involve the comprehension of inferences (Berthiaume, Lorch, & Milich, 2010; McInnes et al., 2003), identifying central or main ideas in a narrative (Papaeliou, Maniadaki, & Kakouros, 2012), and retelling stories in a clear and organized manner (Tannock, Purvis, & Schachar, 1993). Children with ADHD also are more likely than their peers to show weaknesses in pragmatic language skills (e.g., Bishop & Baird, 2001), which include such skills as initiating and maintaining conversations, turn-taking, and using an appropriate tone and volume of speech for the context at hand (Adams, 2002).

It is important to recognize the relationship between oral language difficulties and ADHD because co-existing language impairments can have an impact on a broad range of developmentally important tasks such as forming positive peer relationships (Staikova, Gomes, Tartter, McCabe, & Halperin, 2013), performing academic tasks that require pragmatic and expressive language competency (e.g., working in groups and presenting ideas to the classroom during discussions), and understanding oral and written texts including lectures and content area textbooks. From an assessment perspective, it is important for clinicians to also consider co-existing language impairments when conducting assessments and planning interventions (Cohen, Farnia, & Im-Bolter, 2013). The results of such assessments can be used to gain an understanding of the nature of the language problem. Are children able to express themselves clearly? Do they have an adequate oral vocabulary for their age, and do they understand the text they read and hear? Do they struggle to use language appropriately in social situations?

Once the nature of the language difficulty is understood, children can be provided with evidence-based interventions designed to foster their language competence as well as appropriate accommodations to access the curriculum and complete tasks that have significant language demands. For example, a child who is inattentive and has weak receptive language skills may need a range of compensatory supports (e.g., visual reminders and written checklists) to increase his or her understanding of orally presented directions or text. Students with pragmatic language weaknesses may need specific instruction in the use of language for social communication (Norbury, 2014). Students with ADHD, even those without specific language impairment, may also need assistance with tasks requiring the production of narratives (Tannock et al., 1993). For example, one recent study showed that providing picture cues to children with and without ADHD while engaging in story retelling seemed to have some benefit in supporting the ability of the children to tell goal-directed stories when individual differences in expressive language were controlled (Freer, Hayden, Lorch, & Milich, 2011)

In summary, it is important for individuals who work with children and youth with ADHD to be aware of the language challenges faced by a number of students with ADHD. Although work on enhancing oral language comprehension in students with ADHD or language impairments is not extensive, preliminary findings indicate that helping students focus on story elements may be helpful (e.g. Derefinko et al., 2014; Neste, Hayden, Lorch, & Milich, 2014). For example, Derefinko and colleagues (2014) provided 8 weeks of instruction in story mapping to youth with ADHD in the context of a summer treatment program. After the intervention, youth showed increases in their ability to recall salient events in narratives and make inferences that were more consistent with the actual story components (i.e., more believable). Given that this study did not include a control group, future research is needed to better understand the specific effects of story mapping instruction on oral comprehension in children and youth with ADHD. Another recent study conducted with children with and with-out specific language impairment reported that asking children to "think aloud" while listening to a story being read enabled better comprehension of the text as indexed by responses to factual and inferential questions in both groups of children (McClintock, Pesco, & Martin-Chang, 2014). Children with and without

ADHD also show better narrative comprehension when asked to think aloud at various times while listening to a story compared to a condition when they did not think aloud (Neste et al., 2014).

Conclusion

Children and youth with ADHD are significantly more likely than their typically developing peers to exhibit weaknesses in oral language and reading. As these co-existing weaknesses are often evident in preschool (Sims & Lonigan, 2013), it is important to closely monitor the emergent literacy and language skills of young children displaying inattentive behavior. School-age children already exhibiting ADHD and reading difficulties should receive evidence-based reading interventions as well as supports and interventions that address ADHD-related symptoms and challenges. The former should involve explicit instruction in core reading-related skills, accommodations to support the comprehension of oral and written language in the classroom, as well as frequent progress monitoring to assess risk and track children's response to the intervention. To address the needs and associated behavioral challenges of children and youth with ADHD, educators can implement systematic, behavior management interventions (e.g., daily report card; DuPaul & Weyandt, 2006) as well as provide explicit instruction in the processes involved in self-regulated learning (e.g., goal-setting, self-talk, and self-monitoring; Johnson & Reid, 2011). Given that ADHD, reading, and language difficulties are each predictive of less positive long-term outcomes for children (e.g., Barberesi et al., 2007; Wilson et al., 2009), it is important for all involved in promoting academic success for children and youth with ADHD to recognize the potential for overlap between ADHD and reading and language impairments and to design instruction accordingly.

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compiled by KARENE GROESBECK,LPT, CALT

Apps and Other Resources for the iPad that Promote Reading Skills

Phonemic Awareness:

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

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

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

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

Alphabetic Principle:

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

Handwriting:

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

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

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

Spelling:

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

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

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

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

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

Comprehension:

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

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

Written Expression:

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

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

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

Reading Alternatives:

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

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

Writing Alternatives:

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

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

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

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

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

Notetaking:

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

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

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

Teacher Supportive Apps:

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

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

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

Remote Access:

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

Math:

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

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

Science:

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

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

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

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

Miscellaneous:

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

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

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

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

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

Special Thanks to Linda Corbett from Neuhaus Center who helped compile this resource list.

You can go to the Neuhaus website (neuhaus.org), Reading Teacher Network where there are articles that talk about Apps Sense.

THE BOOK NOOK

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

Promoting Executive Function in the Classroom

By: Lynn Meltzer

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

Writing Matters: Developing Sentence Skills in Students of All Ages

By: William Van Cleave

Teacher's Manual

This Manual Includes...

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

Each Unit Includes...

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

THE BOOK NOOK

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

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

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

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

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

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

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

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

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

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

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

BASIC FACTS ABOUT DYSLEXIA AND OTHER READING PROBLEMS *By: Louisa Cook Moats & Karen E. Dakin*

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

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

BACKWORDS FORWORD: MY JOURNEY THROUGH DYSLEXIA *By: Catherine A. Hirschman, MEd & R. Christine Melton, MD, MS*

Description: In this smart and compassionate firsthand account of dyslexia, written by Catherine Hirschman with her mother, Christine Melton, we see a struggle to cope with and overcome learning differences from very early childhood. Taking pains to be honest in and explicit about the experience of dyslexia, Catherine's story introduces the reader to the most helpful and current information,

while providing feedback from her parents, former caregiver and siblings about how her struggle with dyslexia affected her relationship with her family – and advice for families facing the same challenges. Despite the difficulties she faced and continues to face in reading and writing, the author has achieved an impressive range of successes that attest to her desire to learn and thrive academically and professionally. And ultimately, as a teacher, Catherine has helped others do so as well.

THE DYSLEXIC ADVANTAGE: UNLOCKING THE HIDDEN POTENTIAL OF THE DYSLEXIC BRAIN *By: Brock L. Eide, M.D. and Fernette F. Eide, M.D.*

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

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

ELI: THE BOY WHO HATED TO WRITE, 2ND EDITION
By: Regina G. Richards, M.A. and Eli I. Richards, foreword by Richard D. Lavoie

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THE ADVENTURES OF EVERYDAY GENIUSES: MRS. GORSKI, I THINK I HAVE THE WIGGLE FIDGETS *By: Barbara Esham*

THE MANY FACES OF DYSLEXIA
By Margaret Byrd Rawson

Description: A selection of the writings of Margaret B. Rawson, a pioneer in the field of dyslexia, and editor emeritus of IDA. Mrs. Rawson has inspired several generations of professionals, parents, and students through her lectures, papers, and teacher-training sessions dealing with language and its meaning in our lives.

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

JAMIE'S JOURNEY: THE SAVANNAH *by Susan M. Ebbers and Cory Godbey*

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

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

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

Kay Allen, M.Ed.
2016 Nancy LaFevers Community Service Award Recipient

KAY ALLEN, M.ED. recipient of the Nancy LaFevers Community Service Award, has had a passion for teaching since elementary school, resulting in volunteer tutoring in college and after, and currently a career as a reading therapist for dyslexic students.

At Houston Community College, she was directing the Reading Academy (adult literacy) program in 1980 when the Houston Branch of the Orton Society (now The International Dyslexia Association) brought Aylett Cox to Houston for a workshop. Realizing she had met a "reading guru," Kay enrolled in Mrs. Cox's training program in Dallas and completed it with the newly-established Neuhaus Education Center in 1982. (Nancy LaFevers was a member of the first class in Houston in 1981.) Kay served as a board member of the Houston Orton Society (IDA) branch in its early years.

Beginning work at Neuhaus in 1982, Kay had the privilege of working with reading therapists-in-training for the next 25 years. Under Lenox Reed's leadership, the Center trained teachers and others to teach dyslexic students to read and informed school districts and parents about dyslexia in response to the landmark Dyslexia Law passed in Texas, 1986. Kay was named a Master Instructor at Neuhaus and served as Associate Director at the Center from 1986-2000 and as Executive Director, 2000-2007.

In 1986, Kay and Carolyn Wickerham authored a curriculum for adult reading students, Multisensory Reading and Spelling, and Neuhaus Education Center started its Adult Literacy program that continues today. Kay still enjoys teaching in that program each Thursday evening.

Kay served for several years on the Board of the Academic Language Therapy Association (ALTA). In 1990, IDA hosted a meeting of 120 individuals representing the many different programs that train teachers using Orton-Gillingham-based strategies and materials. The goal was to unite these groups into a coordinated body. Kay attended each of many meetings that resulted in the incorporation of IMSLEC (the International Multisensory Structured Language Education Council) in 1995. Kay was elected Secretary of its first Board of Directors and served as Secretary or Treasurer over the next 11 years. IMSLEC has accredited 40 training courses for instructors of dyslexic students, and Kay remains an active member of its Board.

Judith Birsh, Ed.D., saw the need for a textbook to bring together the common core of academic material used by the various Orton-Gillingham-based trainings. She edited The Multisensory Teaching of Basic Language Skills, now in its third edition. Kay contributed a chapter with Graham Neuhaus and Marilyn Beckwith.

After retirement from full-time work at Neuhaus, Kay now works as an Academic Language Therapist with individual students and is enjoying the fun of working with seven- and eight-year olds. She also enjoys being an SME (subject matter expert) for Ucnlearn (pronounced: you see and learn), developing materials for teachers of dyslexic students.

September 24, 2016

JUNIOR LEAGUE HOUSTON

SAVE THE DATE
HBIDA 2016 Annual Symposium

KEYNOTE SPEAKER:

Nancy Mather, Ph.D.

NANCY MATHER is a Professor of Special Education at the University of Arizona in the Department of Disability and Psychoeducational Studies. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. Dr. Mather is a co-author of the Woodcock-Johnson IV and has co-authored two books on interpretation and application of the WJ IV. Other recent books are Essentials of Dyslexia:Assessment and Intervention (Mather & Wendling, 2012), and Learning Disabilities and Challenging Behaviors (Mather, Goldstein, & Eklund, 2015).

The Houston Branch of
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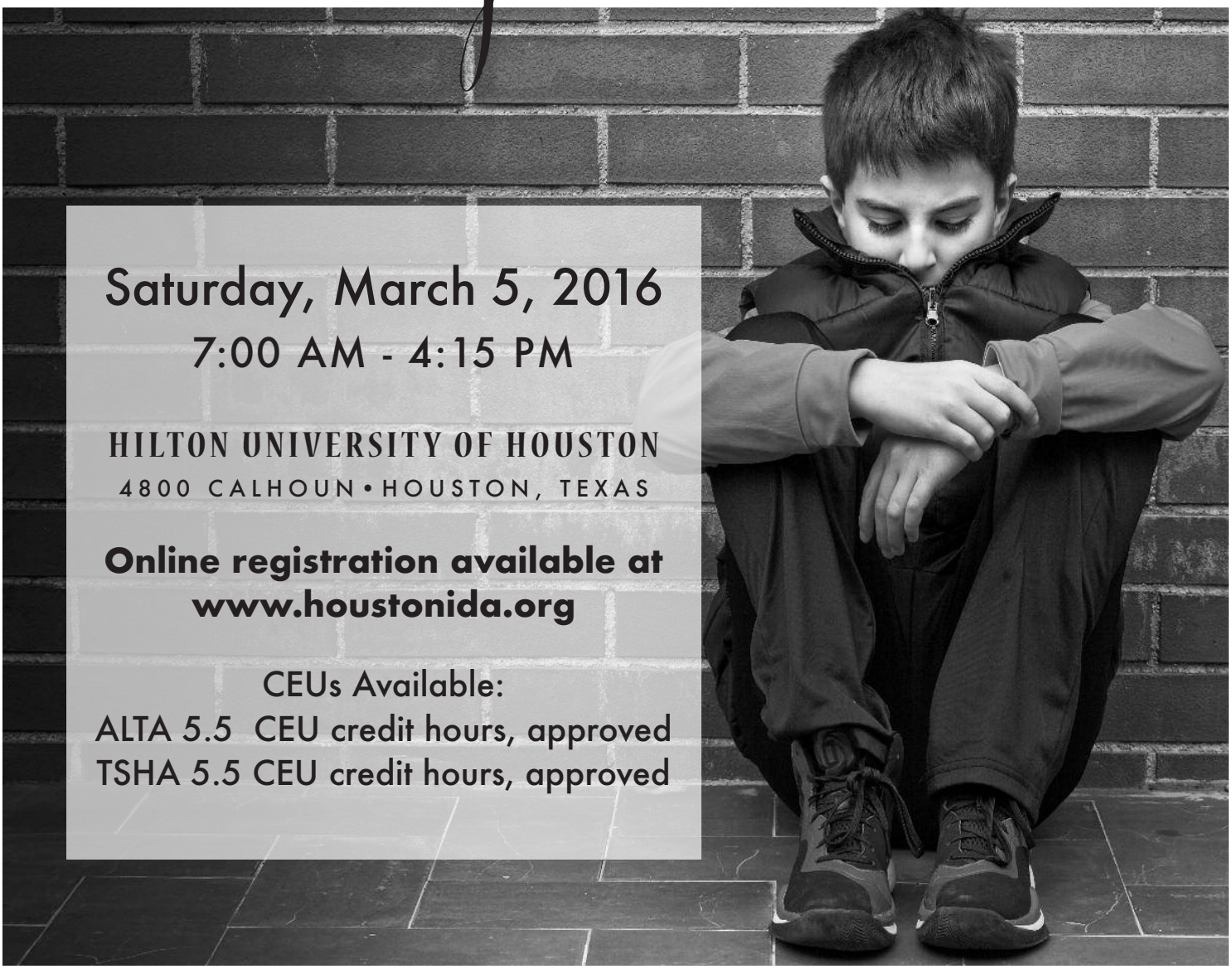
Avoiding Learned Helplessness



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2016 HBIDA CONFERENCE SPEAKERS

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Cheryl Chase, Ph.D.

"Avoiding Learned Helplessness "

Cheryl Chase, Ph.D. is a licensed clinical psychologist in private practice near Cleveland, Ohio, and specializes in the diagnostic and neuropsychological assessment of various conditions impacting children, adolescents, and young adults including ADHD, Learning Disorders, and emotional concerns. She is also the owner and chief content developer of ChasingYour Potential.com, and online, educational portal containing easy to understand resources for those who serve children with unique educational needs. Additionally, Dr. Chase is an accomplished speaker at the local and national levels, leading workshops on such timely topics as executive functioning, anxiety in the classroom, and dyslexia. Finally, Dr. Chase serves as an adjunct instructor at several colleges in the Cleveland area. She is an active member of the International Dyslexia Association and the American Psychological Association.

Beth Egmon, Ed.D. CALT

"Navigating Dyslexia Services in the Public School"

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

Pamela M. Bass, MA CCC

"Navigating Dyslexia Services in the Public School"

Pamela Bass has been in practice in the Houston area for more than 30 years. She has experience with young children as well as older adults returning to professional school for second careers. Ms. Bass has provided testing and prepared the documentation for special accommodations for the SAT and professional exams, such as the Texas State Bar examination.

Ms. Bass has presented professional papers on the local, state and national level. The presentations have focused on learning disabilities, especially associated with attention deficit disorder and autism spectrum disorders in both children and adults. Other presentations have covered her work in Selective Mutism.

Ms. Bass has been an Adjunct Instructor and learning specialist for the University of Texas Medical School, Houston since 2003. She has been a volunteer consultant for the group SEARCH that serves the homeless in Houston. She provides diagnostic learning disability testing for The Chinquapin School.

Aisha Exford

"A Picture of Success: Using Imagery to Overcome Learning Challenges"

Presentation summary: Based on 30 years of instructional experience with nearly 35,000 at-risk readers, we know that the imagery-language connection is a critical factor in language comprehension and word reading. Sensory input is what connects us to the language that we hear and the language that we read. This presentation examines how concept and symbol imagery are related, and how improvements in imagery can have a lasting effect on word reading, and comprehension. Neurological and behavioral research will be shared, validating the imagery-language connection to reading, comprehension, and specific areas of brain function in students with dyslexia or Autism Spectrum Disorders.

Jill Wiseman, MA LPC

"Keys to Successful Social Interactions for the LD Child"

Jill Wiseman is a Licensed Professional Counselor, has served for fifteen years as the Lower School Counselor at the Briarwood School, a private school specializing in educating children with learning disabilities and developmental delays. With training in family systems and extensive work with children with learning disabilities and A.D.H.D., Ms. Wiseman recognizes the importance of helping others understand how LD affects the whole child. This understanding enables caring adults to more effectively support and educate children who often struggle with social interactions.

Ms. Wiseman received a MA degree in family therapy from the University of Houston-Clear Lake and a BS degree in psychology from Texas A&M University. She has presented numerous conferences and workshops, including the Houston Branch of the International Dyslexia Association, Neuhaus Education Center, and various private schools. She is a member of the American School Counselor Association and the Houston Area Independent School Counselor Network.

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

For more information contact us at: **hbidaregistrar@gmail.com**

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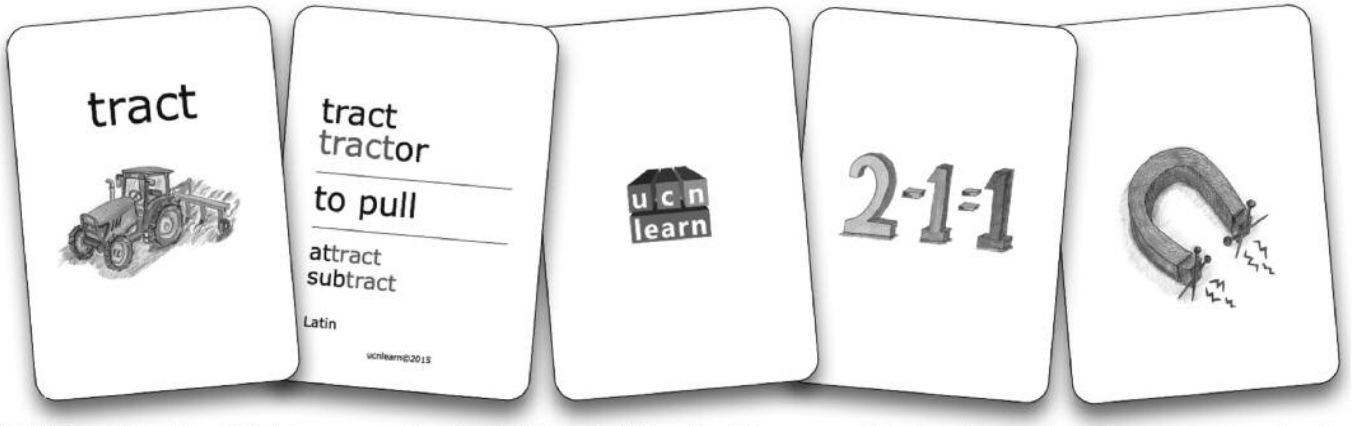

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Debbie Meinwald, M.Ed., CALT, LDT
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EDUCATIONAL SERVICES

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IDA MEMBERSHIP

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

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

HOW TO BECOME A MEMBER

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

RENEWING YOUR MEMBERSHIP

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

QUESTIONS ABOUT MEMBERSHIP?

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

Websites

DYSLEXIA

International Dyslexia Association-Houston Branch
832-282-7154 houstonida.org
HBIDA provides four programs per year for teachers, professionals, and parents, a free Resource Directory annually, two free newsletters annually, a local telephone helpline and email for information and referral services, and a Speakers Bureau of professionals available to present to groups about dyslexia.

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

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

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

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

Parent Networking Group (PNG) www.houstonida.org

PRESCHOOL AND ADULT RESOURCES

Get Ready to Read **getreadytoread.org**

TECHNOLOGY

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

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

LEGAL

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

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

Dyslexia and Related Disorders Handbook
region10.org/dyslexia/

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

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

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

ATTENTION DEFICIT HYPERACTIVITY DISORDER

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

LEARNING DISABILITIES

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

LD on Line
ldonline.org
Website with articles and resources

New Opportunity for Parents!

PNG!

NEW Parent Networking Group

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

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

Join PNG in 2016!

March 5, 2016 –
HBIDA Spring Conference
Registration and details available
online at www.houstonida.org
Many topics for parents

April 16, 2016 – Coffee
Neuhaus Education Center
4433 Bissonnet, Bellaire, TX 77401
FREE! 9:30-10:30 AM
Young children are not allowed to attend the meeting.

September 24, 2016 –
HBIDA Fall Symposium

Registration and details available online
at www.houstonida.org
Learn from knowledgeable speakers.
Listen to an adult with dyslexia on dyslexia.

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

For information or if you would like additional copies of HBIDA RESOURCE contact:
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HBIDA/IDA
CALENDAR OF EVENTS

January 6, 2016	College Panel Neuhaus Education Center 7 pm - 9pm
March 5, 2016	HBIDA Annual Conference Hilton-University of Houston 8:00am - 4:15pm
April 16, 2016	Parent Network Group Coffee (see houstonida.org for details) 9:30-10:30 AM FREE! Neuhaus Education Center 4433 Bissonnet Houston, TX 77401
September 24, 2016	HBIDA Fall Symposium The Junior League Houston, Texas 8:00am - 1:15pm
Month of October	Dyslexia Awareness Month
October 26 - 29, 2016	International Dyslexia Association 67th Annual Conference Orlando, Florida
December 7, 2016	HBIDA Annual Membership Meeting St. John the Divine 7:00 pm – 8:30 pm

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Knowledge for Educators

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

Contact Cathie Fisher, cfisher@neuhaus.org

Resources for Families

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

Contact Mary Yarus, myarus@neuhaus.org

Services to Adult Learners

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

Contact Mary Yarus, myarus@neuhaus.org

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