HBIDA RESOURCE

HOUSTON BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

FEATURES

2017

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
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Like Us on Facebook!

HBIDA PRESIDENT'S LETTER

"Literacy is the road to human progress and the means through which every man, woman, and child can realize his or her full potential." —KOFI ANNAN

FOR MANY YEARS, I VIEWED DYSLEXIA THROUGH THE LENS OF A MOTHER as my daughter struggled with reading and spelling, and then as a dyslexia therapist helping other children to be successful students. Teaching in an adult literacy program opened my eyes to the fact that reading difficulties impact adults, too. Dyslexia is not just a children's issue. Twenty percent of the adults in Harris County lack basic literacy skills. Many organizations in the Greater Houston area are working to change this statistic, but we can make greater gains if we work together. Teaching a struggling adult reader impacts more than one life. If we help an adult read, we impact an entire family. That adult will now be in a better position to provide food and shelter, the ability to read a bedtime story, the ability to help a child with homework, and the ability to advocate for that child who needs resources from the school. That child in turn is more likely to graduate high school and attend college. Helping a struggling reader can impact generations to come. When we teach a person to read, that person is empowered.

The International Dyslexia Association's mission is to create a future for every individual who struggles with dyslexia and other related reading differences that results in a richer, more robust life and the access to tools and resources when they need them.

What can we do? Education is key. Educating all teachers about reading and dyslexia. After all, a student has dyslexia 24 hours a day, 7 days a week; not just during reading intervention. Educating families when a child is struggling with reading and spelling that help is available. Educating adults that it is not too late to improve reading and spelling and that resources are available. Educating employers to understand when someone is reticent to read, but is still a valuable member of the workforce. Educating legislators who are making decisions about school and program funding.

We are all responsible for making a difference.

HBIDA welcomes your help. Call our helpline at 832-282-7154 or visit our website at www.houstonida.org for more information. There are many opportunities to get involved and provide support. You can help by volunteering, donating, and/or by providing your voice. Support the Nancy LaFevers Ambrose Scholarship Fund to help students receive diagnostic testing when they cannot otherwise afford it. Support the John Lopez Fund to provide conference and symposium scholarships for teachers and parents. Become a member of IDA/HBIDA. Join the HBIDA Parent Networking Group. If you know someone who needs literacy help, refer them to HBIDA. Contact our helpline if you are interested in bringing a speaker or the HBIDA film panel to your school or organization.

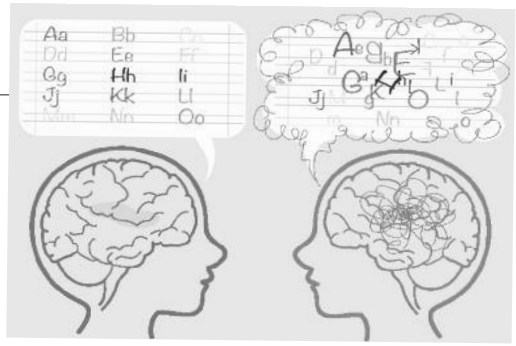
This Resource Directory is a valuable tool, filled with information from experts in the field of dyslexia. If you need copies for your school or business, we can provide them. Visit our website at www.houstonida.org to be informed about upcoming events. Attend our Spring Conference on March 4 and Fall Symposium on September 23. Other events will be posted on our website. Be sure to like us on Facebook!

We look forward to seeing you soon.

MARY YARUS, M.ED., LDT, CALT
President
HOUSTON BRANCH
INTERNATIONAL DYSLEXIA ASSOCIATION

2017 RESOURCE

A RESOURCE DIRECTORY



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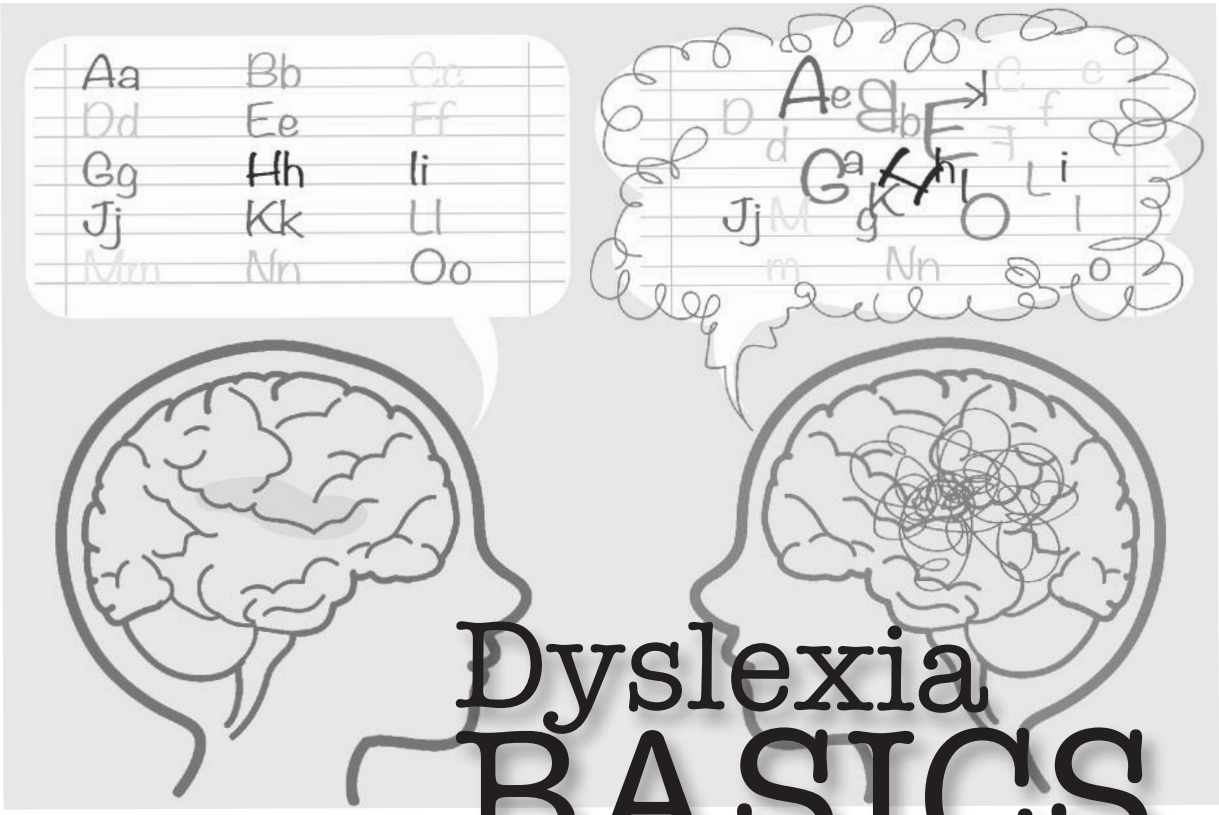
STRESS!
The Missing Piece of the LD/ADHD Puzzle

2017 ANNUAL HBIDA CONFERENCE
SATURDAY, MARCH 4, 2017



Dyslexia BASICS

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?

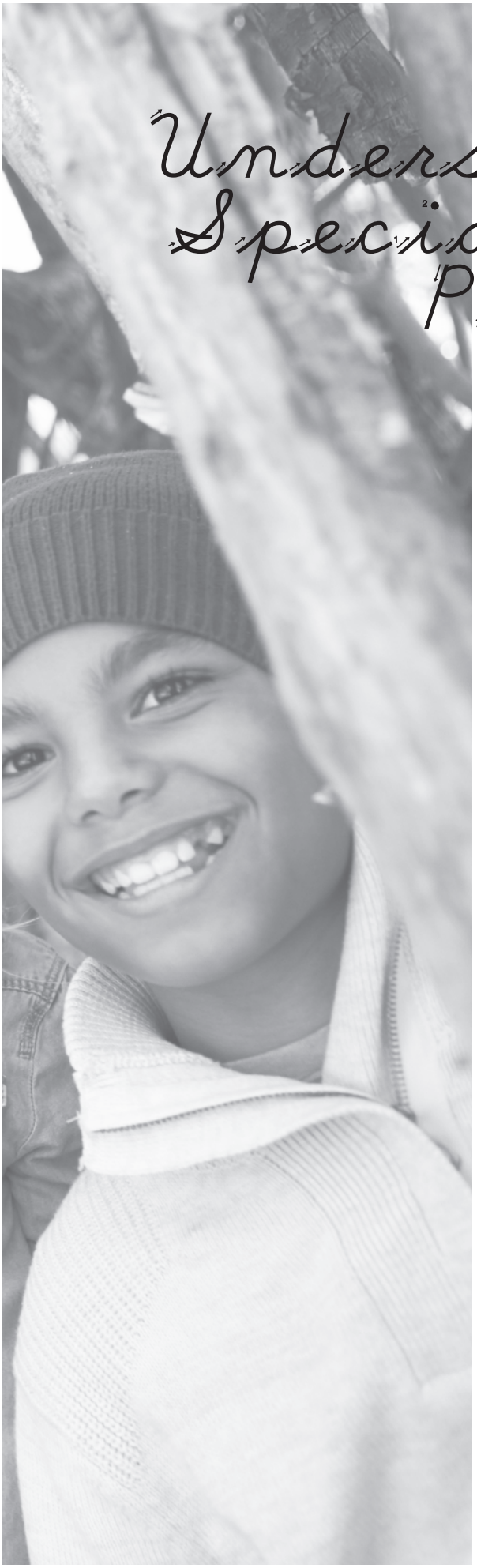
Dyslexia is a life-long condition. With proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping dyslexics achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained 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 CHEF CATHERINE RODRIGUEZ

Growing Up with Dyslexia

The following is a speech given by Catherine Rodriguez, speaker at the 2016 Fall Symposium. She was given a standing ovation by the audience at the symposium.

GOOD AFTERNOON. It is such a privilege for me to be here with you today. I want to thank Wendy Campbell for recommending me for this speech and also thank Cathy Lorino for inviting me to tell my story as someone who grew up with dyslexia. I realize that my speech out of necessity will be rather self-interested since I am relating incidents in my life to you, but it is my hope to convey that people with dyslexia can overcome or learn ways to compensate for at least some of the difficulties they face with this condition. It is also my intention to share with you what I have discovered as a more positive, valuable and constructive way of regarding my life as a dyslexic.

I met Wendy when I sought help in dealing with some of the anxiety issues I was facing as a result of my husband suffering a Sudden Cardiac Arrest. His heart attack occurred in June of 2013, just one month after our delightful little boy was born (he is now three). En route to the hospital in the ambulance, Rolando did not breathe for approximately 15 minutes causing him to suffer an anoxic brain injury that inhibits the use of his arms and legs. Anoxia occurs when you lose oxygen to the brain. Thankfully, living in Houston, we have access to such wonderful medical care. The therapists at several rehabilitation centers here in Houston including TIRR and Methodist Hospital, and the Transitional Learning Center in Galveston, have worked hard to help Rolando have some semblance of a normal life. Rolando lives in an assisted-living facility. On my days off, I bring him home to spend time with our family and especially to be with our son.

In learning to care for my husband and with a small child to nurture and love, I found myself overwhelmed at times. My anxiety attacks were becoming debilitating. I needed help, and I sought out Wendy. She was surprised that I had tried to handle my emotional difficulties for as long as I had without seeking professional help. Wendy said to me, "Catherine, I see people just because they had a baby." Wendy and I had a chance to get to know each other over the course of my sessions with her. In our conversations, I told Wendy that I grew up dyslexic, and because of that condition I felt I had a little better understanding of some of the problems my husband faced in relearning how to read particularly in seeing letters and words correctly. When I mentioned that I grew up dyslexic, Wendy told me that she had been a dyslexic specialist before she became a therapist. What are the chances of finding someone with Wendy's background to help me? Wendy found my story of interest and thought you might be interested in hearing from someone who has lived with dyslexia and how it affected my life. I had no idea that so many of my issues were a result of this disorder. Wendy helped me to learn how to cope with the anxiety that affected me and to understand from where all the anger and frustration I felt originated. **Once I learned to replace much of the hurt and negativity I felt about my life, I began to have a more positive outlook and a greater belief in myself.**

A few months ago, my father shared an article in the *Wall Street Journal* with me about Chef Eric Ripert, owner and operator of La Bernadin, one of New York City's finest restaurants. Chef Ripert is considered to be one of the finest chefs in the country, and he is one I have admired for years. He has recently written a memoir in which he candidly describes the difficult childhood he experienced as a result of the physical and emotional abuse he suffered. While he was not dyslexic, he had other difficulties he faced that my father felt would help me to identify with him. Chef Ripert attributes his fine reputation to the many people in his life who have nurtured him and helped him to repair the troubles he endured in his youth. The author of the review of Chef Ripert's new book envisioned his life story as an example of the **Japanese belief in Kintsukuroi, which means "golden repair." The Japanese feel that if they would mend an object, for instance a broken piece of pottery, with gold or silver or platinum, those precious metals would work to illuminate and enhance the article making it more valuable and more beautiful. The Japanese believe that if an item is broken, the restoration becomes part of the history of the object rather than something to disguise or discard. This is a great metaphor for life. It illustrates that by positively mending and lovingly caring for oneself, you can enrich your life and strengthen yourself. This was very enlightening news to me, and I wanted to share this uplifting belief from the Japanese with you.**

After reading this article on Chef Ripert, I was inspired to think about my life in a different way. I can now see that so many efforts by so many wonderful people, foremost my family members, to help me learn to deal with the difficulties associated with dyslexia have, in a sense, enhanced and strengthened my life. As Caroline Myss, the author

of several books including the *Anatomy of the Spirit: The Seven Stages of Power and Healing*, stated, "We are not meant to stay wounded. We are supposed to move through our tragedies and challenges and to help each other move through the many painful episodes of our lives. By remaining stuck in the power of our wounds, we block our own transformation. We overlook the greater gifts inherent in our wounds—the strength to overcome them and the lessons that we are meant to receive through them. Wounds are the means through which we enter the hearts of other people. They are meant to teach us to become compassionate and wise."

My earliest memory of when I realized there was a problem with my learning was when I was in first grade. I was in a car pool with friends, and one of my car pool friends was already reading her 6th or 7th book for class. I was still on my 1st book. I will note that my family and I were struggling with my dyslexia thirty-five years ago. The schools I attended were not set up to handle a child with this condition. Somehow, my parents intuitively understood that I required special help. Initially, thinking that I may have had a vision problem, my parents took me to an eye doctor who showed them how my eye jumped at the end of each line. This caused me to lose my place and to lose comprehension of what I had just read. My parents purchased the special reading glasses the doctor recommended for me. My mother worked with me on reading by holding a card under each line to help train my eye so it wouldn't make that skip. She even used a magnifying glass to help me see the letters better. My frustration and anxiety levels were issues we had to contend with, and I was not always the most cooperative child. My mother was always trying to find clever or fun ways to get me to settle down and stick to the task at hand. Eventually, my parents had me tested, and the tests showed I was dyslexic.

Dyslexia, also known as word-blindness, can hinder a child's development in many ways. I had difficulties learning to read, to comprehend what I had read, to spell, and, it seems, one thing led to another. Following instructions, paying attention, focusing, staying on task were all difficult for me. My mother had been a junior high school English teacher, and she was aware that I was having some problems learning to read and especially to sight read. She had learned to read through the phonics method, so she purchased a set of books and worked on phonics with me. It was then that my father who was an attorney realized that he, too, has suffered from dyslexia. He couldn't learn to sight read, so his parents had taken him out of public school and enrolled him at a church school where he learned to read using phonics.

My parents sent me to a variety of learning centers and to several tutors, and they and my brother spent a lot of time working with me in an effort to help me and also to help them learn what needed to be done to help me with my schoolwork. There was not much in my community for dyslexics. I grew up in a suburb of Los Angeles that was composed of mostly professional and well-educated people. They placed a high value on academic excellence, and the schools I attended were among the best in the state of California. The teachers and the schools were very good, and that presented a challenge for someone like me.

In elementary school, the teachers for the most part tried helping me. For reading, they took me out of my regular classroom and put me in with children who had a variety of difficulties. This added to my feelings of inadequacy and low self-esteem, which then lead to my feelings of frustration and anger. My parents put me in summer school every year to help me catch up. Recognizing that I had a creative side to me, my parents also sent me to a private school for art classes. Needless to say, there was a lot of pressure on me growing up in my hometown.

To illustrate one of the difficulties I faced, my mother would start helping me with my spelling words on Monday evenings. I would misspell many words. Little by little, night after night, and with the use of any memory device she could think of, I would finally spell all of the words correctly by Thursday evening only to get two or three wrong on the test on Friday. You can see how frustrating and demoralizing that would be for a child. My brother was very good in helping me with my homework especially with the math assignments. All through elementary school I continued to attend a variety of learning centers and going to private tutors,

so I feel I had many wonderful people helping me and nurturing me all along. As I look back, my elementary school days appear to be relatively normal with all of the help I was receiving from so many sources.

I was also busy with many activities outside of school that were typical for a child in elementary school. My father was in Indian Princesses with me, and I was in Brownies. When I was in Junior High, I started my babysitting business. I took a babysitting class at the Red Cross to prepare me to responsibly take care of little children. My mother had business cards printed for me, and I had a very good business taking care of many of the neighbors' children. I had a reputation for being very dependable and responsible, and the children liked me. I doubt that you could do this today, since I was only around 12 years old at the time I started. It was a different time.

I also was very involved in athletics. The eye specialist my parents had taken me to had recommended that I take up sports especially tennis. This he felt would help improve my hand-eye coordination. I played soccer, softball, and tennis, and I skied throughout my elementary, junior and senior high days. I think sports were very helpful in giving me confidence. For some reason, I seem to be quite good in sports, and I attribute that to my mother's side of the family. I am now the pastry chef at The Houstonian Hotel, Club and Spa, and I have access to their wonderful indoor tennis courts. I try to play tennis or paddle with my co-workers every week, if my schedule permits. I had many friends, and I was very social throughout elementary school and junior and senior high school. Many of us have remained life-long friends. We all keep up with each other on Facebook.

My older brother was in the Gifted and Talented Program during elementary school, and he always did very well in school. When my brother turned 16, my parents told him that he had to have good grades, if he wanted to drive. Of course, he got straight A's. If they had put that same condition on me, I probably still wouldn't be driving. In reality, when I turned 16, my grandparents gave me their old blue Volvo. Miraculously, I passed the driver's test, and I was free at last. For some reason, my friends' parents trusted their daughters with me in my car. They saw me as a responsible young girl, but I would imagine the car had something to do with it. That blue Volvo was a tank. Other drivers seemed to keep their distance from me as I believe my car would have won in a collision due to its heft.

High school proved to be a very challenging time for me. I started to fall behind, and my anxiety issues became overwhelming. With my brother away in college, I struggled with math. He somehow had a way of making math easier for me. The anxiety I felt in high school has stayed with me to this day. It is something I still struggle with, and it is what brought me to Wendy. I live in fear of failure. I fear it because it was such a devastating and debilitating feeling for me especially when I was in high school. My junior year, my parents sent me to classes to prepare me for taking the SAT exam for college entrance. Even taking those practice tests was so difficult for me, and they made me so nervous that I would sometimes skip the classes. One day, I told my mother that I didn't think I could go to college. I just couldn't go on with all the anxiety I had in going to school. My mother told me that I didn't have to go to college. She told me that it was important for me to find something I loved doing, however. Initially, I couldn't think of anything, but she threw out how **I loved baking cookies with my aunt. She mentioned that I might want to look at becoming a chef. She said my eyes lit up when she suggested that possibility. I couldn't believe that I could be a chef**. At the time, there were very few female chefs. This was before we had programs such as The Food Network on television. Julia Childs, who was originally from nearby Pasadena, California, Martha Stewart and Alice Waters were a few of the more well-known female chefs at the time. From that moment, we dedicated ourselves to finding out if, in fact, that was the course for me. My mother signed me up for cooking classes at the local gourmet food
market. I took classes from Emeril Lagasse and Stephen Pyles before they became celebrity chefs. I would throw tea parties and BBQs for my friends, and I prepared Stephen Pyles' Southwestern Thanksgiving Dinner for my family one year complete with a menu I designed for display and the creamiest steamed rice pudding wrapped in dried cornhusks.

Everybody loved that dinner. My mother and I also took cake decorating classes together. We made a layer cake every Sunday evening to decorate at our Monday evening class. The following day, she would take the finished cake to work with her for her department to enjoy. They would provide feedback. One time, we even made a fully-decorated tiered wedding cake that proved to be a hit with her fellow employees.

Recognizing that I had found something I enjoyed, my parents requested a conference with my counselor. She proved to be very instrumental in seeing that I was placed in a couple of classes that would contribute to my goal to become a chef and take some of the academic pressure off of me. I even started my own cake business, and I had many orders for my Lemon Bundt Cake for the holidays. My mother purchased cookbooks for me, and I was thrilled when I received a new book. By then I could read, but it was not something I would do on my own without prompting or without a school assignment. Reading cookbooks and looking at the pictures, however, was something I was happy to do on my own. In our effort to find out if working in the food industry was the right course for me, a friend and I also took jobs as waitresses at Burger Continental, a favorite cafe of CalTech students in Pasadena.

My parents took me to San Francisco to visit my brother at UC Berkeley. We also visited the California Culinary Academy in San Francisco where we were given a tour of the school. I was amazed at what I saw, and I was so inspired. I told my parents that I wanted to be a chef. My parents were very happy with my decision. They had both grown up in the restaurant industry, so they were well aware of the hard work it would require. For that reason, my father told me that upon graduation from high school, he wanted me to work for a year in a restaurant to make sure it was really the career path for me. When I returned home that weekend, I told my boyfriend's mother that I was going to culinary school. She said to me, "What do your parents think about your brother going to UC Berkeley and you going to culinary school?" Other hurtful comments and reactions were made to my parents as well. On one occasion, the father of one of my friends asked my Dad where I was going to college. My Dad responded that I wasn't going to college, but I was going to culinary school. His response to my father was, "Oh, I am sorry." Incidents such as these tended to make me question my self worth. I felt devalued and diminished. It is interesting that my school friends were always supportive of me, and they never ridiculed me. I do want to mention that

I attended school with the same children from elementary school through high school. Even now, when I post pictures of some of my desserts on Facebook, my friends from school are so proud of my accomplishments and recognize that I never gave up on myself.

The summer after I graduated from high school, my parents sent me to a finishing school for girls in Glion, Switzerland, which is located above Montreaux along the coast of Lake Geneva. I was introduced to young ladies from all over the world who attended this school. **At the Institut Villa Pierrefeu, I took classes in French, Domestic Science, the History of French Furniture, Floral Arranging, and Etiquette. I also studied the Cordon Bleu Cooking Method which further enhanced my desire to be a chef. I still don't think I am "finished," but this exposed me to different cultures and their customs, to different foods, and to different styles of entertaining.** To this day I keep in touch on Facebook with Madame Neri, the head of the school.

Upon returning from Switzerland, I worked for Peggy Dark at The Kitchen for Exploring Foods, one of the top catering companies in Pasadena, California. After a year, I told my parents that I still wanted to be a chef, and I enrolled at the California Culinary Academy in San Francisco. I found that I especially loved working in pastries. During school, I worked at Chef Bradley Ogden's Lark Creek Cafe in Walnut Creek, and I interned at his Lark Creek Inn in Marin County where I was offered a job as a pastry assistant

upon graduation from the CCA. After one year there, I moved to Farallon and worked for Emily Luchetti who is now on the Board of the James Beard Foundation. After Farallon, I was Assistant Pastry Chef at Kokari, a fashionable Greek restaurant on Jackson Square. Chefs learn by working for other chefs, and I was fortunate to work for and with some of the top pastry chefs in San Francisco. In 2000, I was hired by Liz Pruett and Chad Robertson to work at their Bay Village Bakery in Mill Valley. They were just starting out, and I was there to see how hard they worked to start their business. In 2002, I went with them when they opened their new bakery Tartine located in the Mission District of San Francisco. Tartine is considered by many to be the top-rated bakery in the country both for Chad's wonderful breads and Liz's delicious pastries. (Chad, I might add, is a native Houstonian.) Both Liz and Chad have written many popular and highly acclaimed cookbooks. They were proponents of the Slow Foods Movement which means that they insisted on using the very finest and freshest ingredients, and they prepared foods in the traditional way. We would go to the Farmer's Market to purchase the freshest produce for our pastries. In California, we had access to an array of beautiful fruits that were picked when ripe. As the Pastry Chef at Tartine, I learned production at a very high level and how to supervise a number of pastry cooks. No one could have told me years ago that I would become a manager. That was just something I didn't know I had in me.

In 1998, while I was working in San Francisco, the oil company my parents worked for transferred them to Houston. Eventually, my brother moved to Houston for his PhD at Baylor College of Medicine. I moved to Houston in 2005, where I initially worked at Vic and Anthony's as their Pastry Chef. In 2006, however, I moved to the Houstonian Hotel, Club and Spa as their Pastry Chef. I have been with the Houstonian Hotel for ten years, and I supervise a staff of 7 Pastry Cooks and 3 Night Bakers. My cook staff creates very high quality pastries and breads for all the restaurants on the hotel campus plus for the numerous special events in our banquet rooms, such as, weddings and conferences. My team and I put up the Gingerbread Village that encircles The Houstonian's large stone fireplace in the lobby at Christmas time. As a manager, I have learned to cope with large amounts of paperwork and with personnel issues, which are significant parts of my job.

As a pastry chef, I find it is quite a challenge to keep up with my chosen profession. There are so many talented and creative people in my field, and they are always coming up with new and exciting pastries, desserts and techniques. I have found it to be beneficial for me to put myself in challenging situations, so I couldn't have chosen a better career for myself. To increase my skills and keep current in my profession, every year I attend professional level pastry classes at the Valrhona Chocolate School in Brooklyn, New York, and the French Pastry School in Chicago, Illinois. At these schools, I have had the privilege of taking classes from some of the top pastry chefs in the world. On a few occasions I have traveled to Lyon, France, to attend the Coupe de Monde, which is the World Pastry Championship, and I have also attended the Valrhona School in Tain-L'Hermitage, France, located just south of Lyon. Many people do not realize how intense and demanding working as a pastry chef is. Sometimes I think I live and breathe my job, and I strive to take every opportunity to improve myself and to broaden my skills as a pastry chef.

Over the years, people who have cooking shows or food publications have called on me to provide demonstrations of some of my recipes and techniques. Initially, I was a nervous wreck talking before a camera when these requests were made. At the recommendation of two of my mother's friends, I joined Toastmasters to learn to speak before a crowd. Were it not for Toastmasters, I never could

have given this speech to you today. That first speech I gave at Toastmasters terrified me, but I forced myself to do it. Many people think I am a Type A personality, but I am really just used to working hard and pushing myself to do better. It seems I have always had to work hard to compensate for my struggles with dyslexia, and I have carried that hard work on to my career.

When I work with my husband or take him to therapy, I see what he goes through, and I also see others who are experiencing a variety of mental and physical disabilities. It is a visible reminder that I am not alone. Others have faced difficulties and have worked hard to have a normal life even under a handicap or even a more severe impairment. Even though my husband is disabled, I think of us as being among the lucky ones for my husband survived his heart attack. In her inspiring 2016 Commencement Address at the University of California, Berkeley, Sheryl Sandberg, Facebook's Chief Operating Officer, spoke about the loss of her husband due to a Sudden Cardiac Arrest. He was working out in a gym while they were on vacation, but he succumbed to his Cardiac Arrhythmia. My husband was swimming in the pool at the apartment building where we lived. Were it not for the three doctors who were visiting a friend at the apartment complex and enjoying the pool, Rolando would not have survived. In her commencement address, Sheryl so profoundly described the loss of her husband as a "deep fog of grief… and an emptiness that fills your heart, your lungs, constricts your ability to think or even to breathe." Her husband's death changed her life, and my husband's resulting condition has changed my life. The one thing Mrs. Sandburg emphasized in her commencement address was showing gratitude or an appreciation for the experiences we have in life. They help us to grow as human beings. Gratitude to Mrs. Sandburg is the key to a happier and healthier life.

A person's character is developed by the way he or she handles the trials they face. Because of my struggles with dyslexia, I think I am more compassionate with regard to the difficulties my husband faces. I am dedicated to him and our son. I am grateful for the challenges I have faced and will face in my life, and I believe these trials have made me who I am today. It may be hard to believe, but I am happier today than I have ever been. Our darling little son is the source of much of that happiness. Many have said that you can't control what life gives you only how you respond to it. You adapt and keep going. In a sense, you learn more from your failures than from your victories.

As with Kintsukuroi, if we suffer heartache, we can fill the injury with "precious metals." In other words, fill the hurt with goodness and virtue and with kindness and love towards others and toward yourself. I have found it is important to stay positive. It certainly has taken me a long time to discover the value of my life—to recognize I am a valuable person and that I, too, have a history that has been enriched through care and love. With the help and guidance of people like Wendy I am learning to view my failings in a more positive and wholesome way and to see that the so-called wounds I suffered were lovingly filled with gold or silver or platinum all along by so many caring and loving people especially by my wonderfully supportive family and close friends and for that I am heartily grateful.

by KERRY YONUSHONIS, LCSW
Channel Swimmer & Stellar Dyslexic
FOUNDER- Kerry Swims for Dyslexia

Swim Musings from the Catalina Channel

I HAVE JUST RETURNED FROM THE CATALINA CHANNEL, after completing my solo swim. The trip and the swim were absolutely life changing. This is the farthest distance I have attempted, and with that increased mileage comes the increased need for support. My crew grew larger with this level of swim, and I must say that it was so humbling to be surrounded by such selfless souls. The 11 hours and 27 minutes swimming gave me a lot of time in my head, and the parallels between this swim journey and dyslexic journey kept surfacing...pun intended.

Island Chains

My crew were truly my island chains. While channel swimming is a solo event, it is a team sport. There is no way to cross without setting up your island chains, and then trusting them and their determination.

THE PARALLEL- Are we helping our children recognize their islands of expertise, and then teaching them to build island chains to others with complimentary skills that can support their goals?

Plan

I had a plan for the swim, including medication protocol. This plan was a well oiled machine and one without flaws, or so I thought. My shoulder hurt much earlier than expected. All of my medicine schedule had to be changed, and I had to trust that my island chains had my back.

THE PARALLEL- How many times do our children have a plan, and it too goes sideways quickly? Do they have their island chain in place, so that when they stumble, there are strong people to help. Do they have the trust needed, to accept that help? Is their island chain created with the right people for their personality and goals? Are these people who can support our children during vulnerable moments?

Fear

Seven hours of the swim was at night, in 3,000 ft of dark water, and it was sometimes scary. People have asked me what I thought about, and was I nervous. ABSOLUTELY! I hated when my kayaks and boat were too far away from me! Sometimes I would realize I was very far from the lead boat, in the dark. I had to learn quickly to guide myself by glow sticks every time a new kayaker was in the water, with their own different idiosyncrasies from the previous kayaker. It seemed just as the rhythm was set with a kayaker, it was time to switch to another kayaker and learn their dance moves. At any point during the swim, I knew I just had to reach out and touch the boat, and the swim would be disqualified. There were times the easy way out looked a bit inviting, but I dug deep into my reserves of grit and resolve.

THE PARALLEL- Do our children feel nervous going to school, of the upcoming spelling test, or reading aloud? Yes,

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While I had 12 pairs of eyes on me at all times, I still felt alone for a lot of the swim. I was in this dark sea, unable to talk, unable to express myself. My head was down and I was plugging away, moving incrementally forward. There were times I felt isolated, and even though we were all on the same journey, our experiences were vastly different. I suspect all the crew felt this way, as we had specific roles, each imperative to the greater goal and end result.

obviously. For some children that anxiety is comparable to what I felt, and conquered in the channel. The lesson, as a society/school/ family/ team do we help give our kids the skills needed to conquer their fears? Or do we mistakenly try to rescue them at the first sign of drifting from the boat? Do we throw the rescue float too soon, and not allow them to build their grit? Or do we instead, help get them back on track through encouragement, and allow them to develop their problem solving skills, and own rhythm in the process.

Lonely

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THE PARALLEL- How many times have our children felt isolated from their peers. How many of them, even after getting island chains in place, still carry the pain of the past experiences. Many of our kids with dyslexia have spent time surrounded by people, but alone in their experiences. Has someone helped to illuminate this big picture for them, and helped connect the dots of their experience to others? Has someone helped them to realize while they felt isolated, there were other children swimming upstream, as well?

Shared Joy

The importance of shared joy was profound for me on this swim. Prior to this, I had always had a small crew and kept things pretty much on the down low. To know I had 12 people who had my back, and were working so diligently to help me reach the shore, is

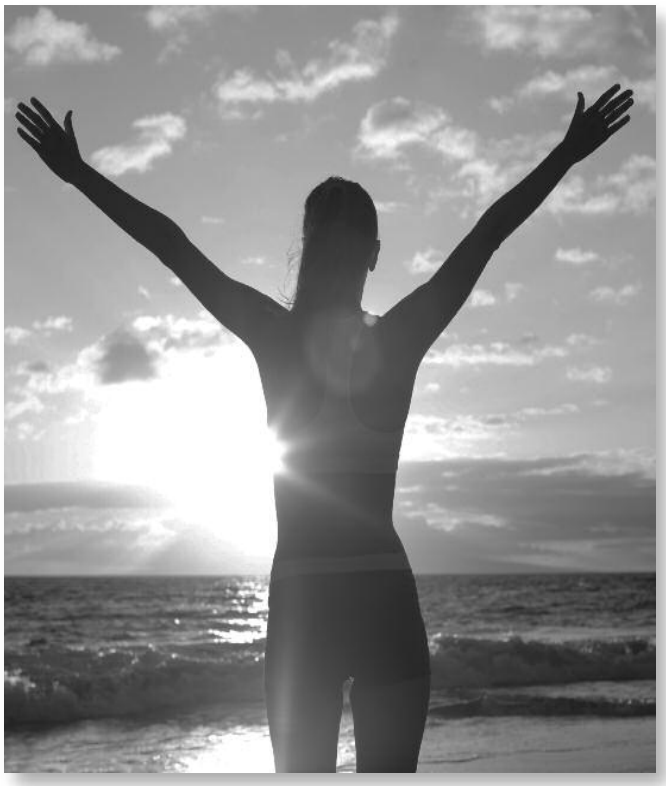
still unbelievable. When I stepped onto the beach, after swimming 11 hours-27 minutes-10 seconds, not only were my family and friends on the beach, the crew was screaming with joy, and FaceBook- Kerry Swims for Dyslexia, was blowing up from ALL over the world. I had posts from Iceland, Saudi, France, Peru, and Canada...to name just a few. To make it to the beach is one thing. But, to feel the love and support, and know how many people shared in this moment of pure happiness, felt overwhelming.

THE PARALLEL- I can't help but think of the Raffle Rally, that happens every spring at Briarwood. That excitement the kids have when they first enter the gym, the big balloons passed around, the music beating, and the kids are beeming! That is what I felt like. It was as if there was a giant community hug! It reminded me of the importance of sharing our joys and successes with friends. Because when one of us has a milestone or success, we all do.

Temporary

This is a big one. That level of high described above, is temporary. That memory will always be there, and the accomplishments too. But, life does still keep ticking away. After I cried and hugged and celebrated on the beach, my journey wasn't over. I had to climb back down the rocks, past the waves, swim out to the boat, and sail back to the docks. I had help onto the boat, and sat facing the beach as the boat pulled away. The big swim, that I had trained for a year, was now done. It was over. I was literally sailing away from that moment. We got back to the docks, and the work began again. Unloading materials, packing the cars, and trying to raise my tired arms to get dressed.

THE PARALLEL- It reminds me that while we have moments of awe, life keeps going and plugging forward. We can't get so focused on a past success, that we lose sight of the larger goal. Do we lose that momentum after we reach a target, and become content with inertia? Or, do we encourage our children to take that success, and use it as a stepping stone for the next greater goal?



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compiled by KARENE GROESBECK, LPT, CALT and ASHLEY HYPES

Apps and Other Resources for the iPad that Promote Reading Skills

The 21st-century learner has access to applications and other technology resources that can enhance their educational experience. With these assistive technologies at their fingertips, there are more ways than ever for students to find help with academic struggles. These innovative and engaging tools are particularly beneficial for students with dyslexia. Assistive technology can aid in the areas of phonemic awareness, alphabetic principle, written expression, spelling, and reading comprehension. Additionally, employing technology tools can help boost confidence and increase executive functioning skills. These tools help learners find new ways of approaching challenges and broaden the pathways of success for students with dyslexia.

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 choose from and allows the user to practice upper, lower case letters, and numbers. The app also allows the user to customize and enter any word for practice. *Lite version available. Full version $.99*

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

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

Spelling:

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

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

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

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

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

Comprehension:

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

Meet Millie (www.milliewashere.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 (inspiration.com/inspmaps) 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:

Evernote (www.evernote.com) This app allows users to take notes in an innovative way. Users are able to organize their notes into different notebooks and can add pictures, sound, and set alarms to remind them to study. It is synced to your phone, tablet, and computer. *Free*

Quizlet (www.quizlet.com) Users can create digital flashcards as a study tool with Quizlet. Users can also add in images and sound recordings to enhance their flashcards. Once created, users can review with games and different tests until they master information. *Free*

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:

Kahoot (www.getkahoot.com) Using the Kahoot dashboard, teachers can create unique and interactive games to review content with their students. The highly engaging format and easy-to-use platform transforms the classroom. *Free*

Quizalize (www.quizalize.com) Quizalize allows teachers to create fun games on any topic. Students can then play them individual games in class or teachers can assign it for homework. As a bonus, teachers can import information directly from Quizlet. *Free*

Flocabulary (www.flocabulary.com) Flocabulary offers hundreds of videos on a variety of topics, including Language Arts, Math, Science, Social Studies, and Vocabulary. The videos include companion activities to complement each lesson. In addition, they are all close-captioned for easy viewing. *$12.99/month for a subscription*

Nearpod (www.nearpod.com) Using Nearpod, users can create slideshow presentations with interactive activities, websites, and videos. While presenting, the slideshow can be synced across all devices in the classroom. *Free*

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*.

Executive Functioning

Alarmed (iTunes store) This app is great to help students remember important dates and times. The app allows you to set up repeat scheduling, pop up notifications, and customized alarms. The best part is the "nag" feature, which will have the alarm go off every minute until the task is complete. *Free*

Vocabulary

Marie's Words (www.marieswords.com) This vocabulary program uses flashcards that combine full color, engaging drawings with 550 of the most common SAT words. Each flashcard has the definition, synonyms, and antonyms on the front and a coordinated drawing on the back. This program is ideal for a variety of learners. *$19.95 for the complete set*

Written Expression

Snaptype (www.snaptypeapp.com/) A huge help for students who struggling with writing, Snaptype allows users to take a picture of any document. Using the app, they can type directly on to the worksheet, preventing any handwriting struggles. Additionally, they can send the completed worksheets to their teachers directly within the app. It also stores all the documents, helping with organization.

Learning Ally (www.learningally.org) Learning Ally is a collection of human-narrated audiobooks, literature, and textbooks. The program offers over 80,000 audiobooks, making it ideal for students with reading challenges. *$135 a year*

WebOutLoud (iTunes store) This innovative app is ideal for struggling readers. The app will read the content of any website to the user. *Free*

Behavior Support

Classcraft (www.classcraft.com) Classcraft is an innovative behavior management system where students create an avatar. After the avatar is created, students earn XP based on positive behaviors. This combines video games and behavior management. *Free*

Class Dojo (www.classdojo.com) Class Dojo allows the user to track positive and negative behaviors in their classroom. The behaviors are fully customizable and the interface is very user-friendly. Data can also be shared with parents with the touch of a button. *Free*

Casper Focus (www.jamf.com) This app allows the user to "lock" a student in to various apps. This prevents them from getting off-task and not following directions. The app allows you to do this remotely. *Pricing on Website*

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*

Dyslexie Font (www.dyslexiefont.com) This font was created by someone with Dyslexia to help improve his own reading ability. After finding success with it, he decided to offer it to others in hopes that it could help them too. The font has nine main features, including bigger opening and slanted letters. *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/my-games/)– 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

and to Ashley Hypes, Learning Specialist at

The Gateway Academy

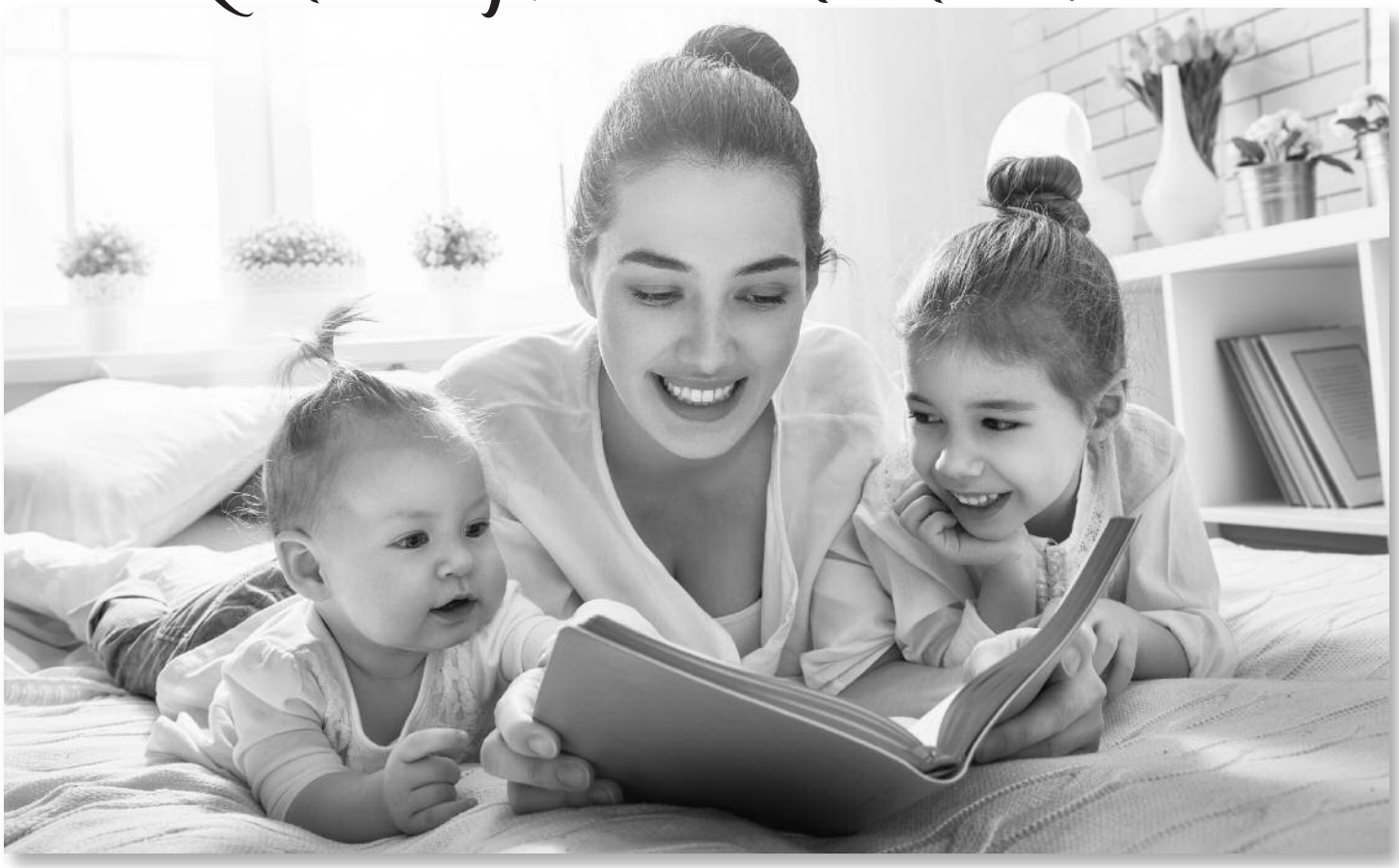
for their help in compiling this resource list.

thegatewayacademy.org

neuhaus.org

by ASHLEE BIXBY, M.ED.

Creating a Family Read Aloud Tradition



Yesterday I read to my three year old from a well-worn scratch and sniff picture book that I have had since I was a little girl. It is hard to believe that I held on to this old book over all these years and through countless moves. I'm not entirely sure why I did given all the other possessions I left behind along the way. I think part of it was me holding onto the warm feeling of sitting and reading with my own mom; this old book somehow became a vessel carrying those special memories. I believe books in general have this potential, and that reading together can be a powerful tool for building connections. We make reading a focus in our home and I have always treasured the time we spend reading aloud together with our daughters. What I hope to do here is to share some of the whys and hows of creating a family read aloud tradition so that I can inspire you to create (or to continue building) your own. I believe the potential benefits are immeasurable, and may be particularly valuable for the dyslexic child in your life.

Let me say before I go any further, particularly for those of you who may be concerned about the time commitment or may not like to read aloud yourself, I consider listening to an audio book together to qualify as reading aloud. Some of our best-loved family read-aloud experiences, for example, have been listening to audiobooks in the car. If audiobooks are more your speed, please know that everything here still applies to you. There are a lot of great family-friendly audio books out there, many of which are available for download from the Houston Public Library.

Intellectual and Academic Benefits of Reading Aloud

Reading aloud to your children paves the way for them to learn to read on their own. Studies consistently show that time spent listening to parents and other loved ones read aloud is a good predictor of reading levels attained later (Wolf, 2007). The reasons for this outcome are numerous and varied. Reading aloud exposes your children to the background knowledge, vocabulary, and literary syntax they will need in order to extract meaning from what they later read on their own. Background knowledge refers to the general information a student has acquired before learning or reading about a subject specifically. It acts like a primer for later learning. Besides travel and real life exposure to varied experiences, the best way to improve background knowledge is by reading or being read to (Trelease, 2013). Learning new words in the context of a story is particularly important for dyslexic learners who understand and remember information best within a conceptual framework. In her book Proust and the Squid, Maryanne Wolf (2007) underscores the importance of reading aloud as a way to expose children to literary syntax, or the "language of books", which includes the use of literary devices such as metaphor and simile. Understanding literary syntax and building the cognitive ability to comprehend analogies is yet another way to pave the road to reading. Children who have not already been exposed to the language of books have a much more challenging learning curve when they begin reading on their own.

Familiarity with the richly expressed language one primarily finds in books enhances communication. Reading aloud models fluency, expression, and cadence and can boost your children's listening, speaking, writing and reading skills. As you are reading to your children, you can all actively look for and emphasize elements that make the writing interesting and effective, especially passages that help create vivid images in the minds of your listeners. Pausing here and there to take note of particularly engaging passages gives your kids an advantage over more able readers who don't take the time to consider these elements. Highlighting these techniques together through discussion trains the ear to listen and primes the mind to write. Familiarity with listening to books will also help your child gain important listening skills. Ben Foss, prominent entrepreneur, dyslexia activist, and author of The Dyslexia Empowerment Plan (2013) highly recommends "ear reading" and utilizing text-to-speech technology as an alternate and equivalent path to traditional "eye reading". Family read alouds are a wonderful way to begin "ear reading."

Listening to a book read aloud allows your children to "listen up". A book may be out of your child's reading range but well within his or her comprehension zone. Reading at a level that matches your child's comprehension zone exposes him or her to material he or she is ready to learn from, but can't tackle on his or her own (Layne, 2015).

Reading aloud breaks through your children's reluctance to read on their own. Simply reading, whether aloud together or silently to oneself, has countless benefits. A good book can broaden horizons and build understanding by allowing a reader to experience parts of the world they might not otherwise visit, and to walk in the shoes of diverse people with diverse perspectives. When a person reads, his imagination is fully engaged and actively creating imagery to go along with what he is reading, as opposed to passively accepting images presented on a television or a movie screen. Books are windows to the world but if your child is not reading on his or her own, it is like the curtains are closed. Reading aloud pulls back the curtains and invites your child to discover a world with great stories and heroic characters.

Emotional and Relational Benefits of Reading Aloud

I enjoy reading and learning about the numerous academic and intellectual benefits of reading aloud almost as much as I enjoy being read to! However, I believe these benefits pale in comparison to the emotional and relational rewards your family will reap by sharing a read aloud tradition. Experiencing books together and taking small moments to reflect on your experiences creates emotional connections that endure. In my opinion this is quality time and bonding at its very best. Some of our favorite family memories revolve around our read aloud tradition.

Reading together consistently can help create a sense of belonging. As parents you likely are already familiar with the value of routines. Whether it is a bedtime routine to prime your child for a good night's rest or a morning routine to get everyone up and out the door, we implicitly know the benefits structure, predictability and consistency offer our children in their daily lives. The best way to create a family read aloud tradition is to make it routine. Routines are inherently relaxing and soothing for children because they create a feeling of safety and security. Research demonstrates that routine gatherings form a foundation for emotional connections, and when these gatherings offer opportunities to be emotionally supported it creates a sense of belonging (Spagnola & Fiese, 2007). Learning differences have the potential to threaten your child's sense of belonging, reading aloud together as a family offers one potentially powerful remedy.

Reading and discussing books can help children better understand who they are. Earlier I talked about books as windows to the world, but the best books are also mirrors. It is very validating to read about others who feel what you feel. When this happens children not only develop self-awareness but they are also given the words for their feelings. Reading books together can create a safe space for children to open up about their own feelings. Books can be particularly valuable resources for children seeking to understand who they are in this world. The best way to use reading aloud to create emotional support is through multiple small discussions about what is being read. I am especially fond of reading aloud with older children and teens who are developmentally working through the process of discovering their identity; children can try on different behaviors through the characters in the books you read aloud, and you can process together which ones fit best. Books can help kids discover who they are, and even who they want to become.

Reading aloud provides a forum for sharing differing points of view and developing emotional intelligence. Reading books can be a wonderful way to approach difficult subjects like death, grief, fear, bullying, racism, being different, and more. One of the most profound developmental feats of childhood is learning to take another person's perspective. What better way to do this than through books which allow you to try on what it is like to be someone different for longer and longer amounts of time (Wolf, 2007). Reading aloud allows your children to do this at a more sophisticated level than they can on their own, and it also allows you the opportunity to model empathy and compassion for your child. Reading together creates unique opportunities to share your feelings and values with your children. As you react to stories you invite your kids into your internal conversations. Reading a book aloud is also one of my favorite ways to calm a younger child who is out of sorts. A well timed story quickly soothes and diverts from what is not going right in the moment, and allows us to return to what is wrong when emotions are less intense and more easily approached. Reading together can help reinforce your child's strengths and build confidence. Dyslexic students are often gifted when it comes to conceptual thinking; they are frequently better able to see the big picture and make connections within and between diverse topics than their peers. You can capitalize on this ability by reading aloud books with related themes, characters, or settings. Take time to listen to the connections your child makes and compliment him for how clever he is. Doing so will build on your child's existing strengths and raise his confidence at the same time.

> Reading and discussing books can help children better understand who they are.

Building Your Own Read Aloud Tradition

The intellectual and emotional benefits of reading aloud are both immediate and enduring. We are hard wired to mimic the behaviors we see most. Whether they become avid eye readers or avid ear readers, I am certain that having paired books with the warm feelings of being emotionally supported when younger will mean that your children will develop a life-long love of books. Our family has read

aloud together most nights for well over a decade, even if only long enough to finish a single picture book. It's not always easy to find the time, but it has been worth it and along the way we have found quite a few resources that have proven particularly helpful. I'd like to share some of our favorite resources with you in the hopes that they can help make your road to reading together as smooth as possible.

Read-aloud resources abound on the Internet. These days I usually turn to the internet for resources. There are numerous places with book recommendations and reviews including websites, blogs, Facebook pages, Goodreader, Instagram feeds, forums, and apps! My best advice is to surf around a bit and find someone who likes the books you already know you like and then follow them. Don't forget to mix up your genres in case your listener is drawn to something different from what you enjoy. There is so much to choose between from adventure to fantasy to historical fiction to science fiction and more! My personal social media favorites for picture book recommendations are Avery and Augustine (www.averyandaugustine.com and @averyandaustine on Instagram) and @Readtome on Instagram. For my teen we generally turn to classics.

There are also tons of great books about reading aloud that you can reference.

There are also tons of great books about reading aloud that you can reference. Jim Trelease's The Read Aloud Handbook is now in its 7th edition and has a tried and true list of books that are great for reading aloud. Diane W. Frankenstein created a wonderful guide to reading and discussing books in her book Reading Together. Steven L. Layne has a veritable cornucopia of information and research to back it up in his book In Defense of Read-Aloud. Layne's book includes a chapter where teachers talk about their favorite books to read aloud in the classroom which is useful for families and teachers alike. Anita Silvey wrote a Children's Book-A-Day Almanac that we referenced heavily at the beginning of our most recent read aloud project. Mem Fox has an inspirational and informative book called Reading Magic - Why Reading Aloud to Our Children Will Change Their Lives Forever. If you simply search for "read aloud handbook" on Amazon.com you will find multiple pages with more guides for choosing books for kids and teens.
Don't forget the public library! Our public library in Houston has proven to be a truly wonderful resource – and it's free! Not only the extensive card catalog, but the (very helpful) librarians are also great resources if you are looking for books on a specific subject.

Keep things varied and fresh. Our kids range in age from 3 to 13 so reading aloud can sometimes be challenging and we have had to work a little harder to find ways to make read aloud appealing for everyone. One approach that seems to work well is to have your children take turns choosing what book gets read. Keep in mind that you will want to choose books one or two grade levels above your child's current functioning in order to maximize their potential to "listen up". However your middle schooler can still be entertained by, pick up writing skills from, and be inspired by the artwork in your elementary child's picture books. We have also addressed the age range in our family by having plenty of activities available for the youngest while reading for the oldest (see "Be prepared" below), and by having separate "extended" read aloud time with our oldest after our youngest has gone to bed. If you are reading rather than listening to an audiobook alter the speed and volume of your voice while reading. Reread beautiful or important passages (or pause and replay parts if you are listening to an audiobook). Slow down so listeners can linger on images they are creating to go with the story, pause to discuss how each person imagines a scene or feels about the characters. Talk about how the characters are feeling. Use nonverbal cues to communicate the importance of a scene – making eye contact or leaning in helps keep everyone engaged. Stop and discuss concepts frequently, use these opportunities to make connections to real life and/or past books and characters. You can also enrich your read aloud with follow-on activities. I love Ivy Kids (www.ivy-kids.com) boxes for younger kids. We have also acted out stories, dressed up as our favorite characters, or watched the movie together after reading the book.

Be prepared. If you are concerned about keeping kids

engaged over longer periods, we have found that it helps to be prepared and set the scene before you start reading: keep a "fidget basket" available so kids can color, draw, paint, sew, knit, play with play-doh, etc. while you read or listen to a story together. Serving snacks or dessert with read aloud can sometimes help as well. You will be amazed – we certainly have been – at how much information is retained even when it seems like your kids are not paying attention. I also suggest keeping paperbacks in your bag, purse, briefcase, or backpack – or even in a reading app on your phone - so that you can take advantage of other free time (like being stuck in a waiting room or waiting for one child to finish up lessons, classes, or practice – for example).

You will be amazed at how much information is retained

Be intentional and set goals. We have found that setting a family goal to read aloud consistently has helped to make reading aloud not only a focus but a reality in our home. You can choose to read every day, every other day, once a week, whatever works best for your family. We've done advent count downs, a 365 read aloud project (you can read about ours at astorybookyear.com), 100 days of summer reading, and 1,000 books before kindergarten. It can also help to anchor your read aloud time to a specific activity. Favorite times for reading around our house have varied between waking up, meal times, nap time and bedtime.

Family life is hectic, and seems to get more so by the day, but we tend to make time for what we value. Reading aloud with your family has intellectual and emotional benefits that will stand the test of time. I promise you will not regret the gift you give yourself and your family when you nourish intellectual and emotional connections through a family read aloud tradition.

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Essay Writing: An Attainable Goal for Students with Dyslexia

by Terrill M. Jennings, Ed.M., and Charles W. Haynes, Ed.D.

An essay is a short, formal composition that requires an ability to interpret or reflect on a topic in a way that demonstrates the writer's outlook, logical reasoning, and grasp of linguistic conventions. This paper notes the importance of subskills required for essay writing, then provides examples of how paragraph-level linguistic skills can be developed to achieve essay level writing.

Essay level writing assumes prerequisite knowledge and skills in a number of areas, including, but not limited to handwriting, phonological awareness, spelling, vocabulary and sentence formulation. Until these foundation skills are learned to automaticity, the writers' efforts to employ them divert mental energy away from logical reasoning, planning, and problem solving, with a resulting reduction in content and coherence of writing at the paragraph and multi-paragraph, or essay, levels (Fitzgerald & Shanahan, 2000; MacArthur, Graham & Fitzgerald, 2006; also, see MacArthur and Hook articles in this issue). Children with language-based learning difficulties require structured, theme-centered spoken and written language practice of skills at the word, sentence and paragraph levels prior to, and in conjunction with, instruction in essay-level writing (Jennings & Haynes, 2002). Given explicit and direct instruction that incorporates repeated oral and written practice, students with language impairments are capable of competent, if not excellent, essay writing.

Setting the Stage for Paragraph-Level Writing

Before actual writing is assigned, students benefit from verbal brainstorming and oral rehearsal of linguistic patterns. To generate enthusiasm and sustain students' interest, it is helpful to employ thematic units that can provide a common theme over successive lessons. Familiarity of thematic vocabulary and material helps to sustain students' mental energy and attention as they work towards mastery of language patterns for sentences and paragraphs.

Systematic instruction in basic sentence patterns, from simple to more complex, teaches predictability of syntactic patterns. In addition, students' enhanced understanding of sentence level logic (e.g., contrasts signaled by sentences with conjunctions such as "but," "however," "although," "while") prepares students to understand and express their thoughts in paragraphs employing that given logic (e.g., comparison/contrast paragraph) (see Haynes in this issue). Prior to any writing at the paragraph level, students should be able to recognize and produce:

- A hierarchy of basic sentence patterns, from simple to complex
- Declarative and interrogative sentences
- Semantically accurate paraphrases of given sentences.

"Given explicit and direct instruction that incorporates repeated oral and written practice, students with language impairments are capable of competent, if not excellent, essay writing."

The discipline of editing for correct letter formations, simple mechanics and precise word use begins with isolated sentence work. Additional checks for word omission and acceptable spelling are added incrementally.

Enumerative Paragraph

Paragraph frameworks allow less able writers to see the explicit organization of sentence and paragraph structures and also help to free up the mental energy students need to attend to the content and coherence of the paragraph. Before multi-paragraph writing is introduced, students with language learning difficulties require multiple opportunities to write single paragraphs. An Enumerative Paragraph is easy to teach and includes specific examples that clarify meaning. In the example (Figure 1), which is drawn from a "Life on the Prairie" theme, scaffolds (cues for structure and content) provided in the template are underlined:

Figure 1. Framework for Enumerative Paragraph

Question: Are there many wild animals that live on the prairie?

Topic Sentence (Response to the question): There are many wild animals that live on the prairie.

First of all: First of all, the prairie dogs live in prairie dog towns.

(Elaborating fact): They whistle when there is danger.

Secondly: Secondly, rattlesnakes like to hunt the prairie dogs.

(Elaborating fact): The rattlesnakes crawl into the prairie dog tunnels and trap them.

Thirdly: Thirdly, the buffaloes like to visit the prairie dog towns.

(Elaborating fact): They roll in the dust, but they do not hurt the prairie dogs.

Concluding Sentence: There are various wild animals found on the prairie and each has adapted well to the environment.

For students to write an Enumerative Paragraph, they need to be able to:

- Engage in discussions about an assigned topic and evaluate information for relevance and accuracy,
- Categorize information (e.g., generate a list of items in a category),
- Associate specific examples and salient facts with a given piece of information.

The detail and relevance of examples are an important criterion in essay development.

Teacher mediation and understanding are critical for paragraph frameworks to be effective. The following discussion elaborates how components of the Enumerative Paragraph framework are mediated and brought to life by the teacher. As students begin to display mastery, the cues and structure are gradually faded.

The Enumerative Paragraph begins with a *topic sentence* that makes a general statement and is cued by the teacher with a theme-centered question. For example:

Teacher cue: Do many wild animals live on the prairie?

Student: Many wild animals live on the prairie.

After repeated cueing by the teacher, students transition to self-cueing for the topic sentence.

The *body* of an expository Enumerative Paragraph offers specific examples that explain the general topic. Students memorize "first of all," "secondly," and "thirdly" as cues for three examples. A beneficial approach is to require students to:

- Write in the third person,
- Write in the present tense unless the topic is of historical interest (past tense) or related to planning (future tense),
- Orally brainstorm at least five examples of the topic which are written on the blackboard by the teacher,
- Select three "best" examples and then sequence them (1-2-3) by best order of presentation,
- Orally compose a sentence about each example using the phrases "first of all," "secondly," and "thirdly" before writing the sentences in the framework,
- Monitor elaborating facts for topic relevance and use the most salient vocabulary to express them.

After writing, students check to ensure that they have refrained from using abbreviations or contractions, used correct grammar and syntax and employed appropriate mechanics and spelling rules. Students are encouraged to proofread each section by reading aloud softly.

For the *concluding sentence*, the teacher asks questions that capture an overall impression left by the examples and facts that support the topic sentence. Students are asked to paraphrase a concluding sentence from the answers to the questions. While a concluding sentence may simply be a direct paraphrase of a topic sentence, life can be introduced to the paragraph by conveying an additional, supporting insight conveyed in the elaborating facts. A typical discussion follows:

Teacher Question 1: What is another way you could say, "Many wild animals live on the prairie"?

Student: "There are various wild animals found on the prairie."

Teacher: Look at your elaborating facts. What do they all say about animals' survival on the prairie?

Student: These animals have all adapted well to their environment.

Teacher: Now see if you can pull that together into one concluding sentence…

Student: There are various wild animals found on the prairie and each has adapted well to the environment.

As illustrated, students need oral discussion and scaffolding to formulate a concluding sentence. An effective method is for teachers to ask questions and provide supplemental information, then invite students to synthesize conclusions.

Brief Essay

Students who have mastered the Enumerative Paragraphs, are ready to be introduced to essay writing. In contrast with an enumerative paragraph, an essay may employ less concrete topics and require more inferential thinking about the supporting information as well as more elaboration in general. There is a greater demand for logical reasoning and mastery of a variety of sentence patterns. Students need to take a clear stand on a given essay prompt and provide inferences explaining "why" for each supporting sentence. A bridge between the Enumerative Paragraph form and extended essays is the Brief Essay format (see Figure 2, below). The framework for a Brief Essay is three sentences that support the topic, marked by the transitional expressions "First," "Secondly," and "Thirdly." Elaborating sentences that provide a why inference and a salient fact follow each supporting sentence. Figure 2 illustrates how a brief essay framework is applied to content from a thematic unit on pioneers' westward migration before the advent of the railroads.

The discussion below illustrates how a teacher taps Enumerative Paragraph mastery to mediate and support production of the Brief Essay. For the *topic sentence* the same procedure is employed as for the Enumerative Paragraph. For example:

Teacher's question: Did the pioneers face many problems as they traveled west?

Student's oral, then written, response: The pioneers faced many problems as they traveled west.

The *body* of a brief essay supports the topic sentence. As with the Enumerative Paragraph, the teacher asks students what problems the pioneers faced as they traveled west across the plains. In turn, students orally brainstorm at least five problems, which the teacher writes on the blackboard. Students choose the top three problems they want to write about, and the teacher circles them. Next the teacher asks the class to number the order of the problems in a logical sequence (1-2-3). Before they start composing sentences, the teacher asks whether students are satisfied with the sequence of the problems and makes any adjustments. Students take turns orally composing supporting sentences ("First of all…," "Secondly…," and "Thirdly…," and the teacher writes the sentences into the framework on the blackboard. Students read the sentences back and make any necessary changes before copying them onto their own frameworks.

Figure 2. Framework for Brief Essay

Question: Did the pioneers face many problems as they traveled west?

Topic Sentence (Restate the question): The pioneers faced many problems as they traveled west.

First of all: First of all, these brave travelers sometimes were caught in spring blizzards.

Why?: The temperature dropped below freezing on the plains and the pioneers and animals froze to death.

Fact: Strong winds blew the snow into deep drifts that covered the wagons.

Secondly: Secondly, some of the wagons overturned in the rivers if they were flooded.

Why?: The current was too strong for the pioneers to control the wagons as they drifted across.

Fact: Many pioneers and animals were swept downstream.

Thirdly: Thirdly, many children and old people caught bad colds and died from pneumonia.

Why?: There usually were not any doctors on the wagon trains, and the pioneers only had simple medicines to help the sick.

Fact: Antibiotics had not been developed, yet.

Concluding Sentence: In conclusion, the pioneers faced serious problems such as weather, accidents, and sickness, and it took a lot of courage to overcome them.

The teacher reads each of the above supporting sentences and restates it as a "why" question. The student follows with an answer and a related fact. For example:

Students' supporting sentence:
First of all, the wagon train sometimes was caught in spring blizzards.

Teacher's "why" question:
Why was the wagon train sometimes caught in spring blizzards?

Student's answer ("Why"):
The wagon train was sometimes caught in spring blizzards, because the temperature dropped below freezing on the plains and the pioneers and animals froze to death.

Student's related fact:
Strong winds blew the snow into deep drifts that covered the wagons.

Once students can respond orally to a why question, the teacher provides isolated sentence practice that teaches them to generate a why question and then answer it without repeating information. This additional practice makes it easier for students to process information as they write.

The *concluding sentence* directly relates to the topic sentence but does not repeat it word for word. Students often need guiding questions to think of other ways to express similar ideas. The teacher models the pattern below and asks students to paraphrase the information in a concluding sentence.

Teacher: Did the pioneers face serious problems traveling west, such as weather, accidents, and sickness? Did it take a lot of courage to overcome them? Who can paraphrase this information in a concluding sentence?

Student: The pioneers faced serious problems traveling west, such as weather, accidents, and sickness, and it took a lot of courage to overcome them.

High stakes assessments of writing ability often rely on universal topics that incorporate common experiences or contemporary events (e.g., "Select the teacher who has most influenced you and provide reasons why you selected him/her." Or, "Are there basic safety rules that children should follow when enjoying outdoor activities?"). In these cases, the Brief Essay format can help to structure a student's response.

Transitioning from a Single to a Multiple-Paragraph Structure

Once students have a firm grasp of the Brief Essay, they are introduced to analyzing essay prompts typical of those found in high stakes writing assessments. Through teacher-supported practice, students are taught to look for a question or an implied question in the prompt. This can be restated as a topic sentence. Figure 3 below provides an outline for a three-paragraph essay. (Arrows on the template indicate where to indent.) Each paragraph has three to four sentences.

Figure 3. A Three-Paragraph Essay Structure

First Paragraph
1. Topic sentence
2. Supporting sentence ("First of all,")
3. Why inferential sentence
4. Specific fact

Second Paragraph
1. Supporting sentence ("Secondly,")
2. Why inferential sentence
3. Specific Fact

Third Paragraph
1. Supporting sentence ("Thirdly,")
2. Why inferential sentence
3. Specific Fact
4. Concluding sentence

Although paragraphs with only two sentences can be viable, teachers should encourage weaker students to work beyond that minimum standard. One option is for students to create three-sentence paragraphs that incorporate two fact sentences, but omit the "why" inferential sentence. However, students with less flexible language abilities benefit greatly from learning to infer information, which well-developed essays require.

Students who can integrate "why" question information into paragraphs are ready to learn how to generate and respond to "how" questions. The teacher provides isolated sentence practice that teaches them to generate a "how" question and then answer it. For example:

Supporting sentence:
First of all, the wagon train sometimes was caught in spring blizzards.

Teacher's "how" question:
How did it make a difference if the wagon train sometimes was caught in spring blizzards?

Student's "how" answer:
If the wagon train was caught in the deep snow, then the pioneers would not reach their destination.

Proofreading and Revision

Proofreading places a heavy demand on attention to English conventions and self-monitoring. By the time students progress to multi-paragraph forms, they should have internalized proofreading rubrics, and should be expected to proofread their work as they write, paragraph by paragraph. Revision, a difficult task for most writers with language learning difficulties, is most effective if constrained to level of detail, word choice, and the elimination of repetitious expression. Oral rehearsal of sentences, paragraph structure and a plan for writing eventually become internalized as a silent inner voice that guides writers in the process of writing. In addition, this inner voice provides support for verbal working memory and directs students as they self-monitor their work.

The Five-Paragraph Essay

The Five-Paragraph essay form places significant emphasis on topic development, the overall effect of the essay, and standard English conventions. The framework for this essay is similar to that of the brief essay but with three notable changes. The introductory paragraph incorporates a topic sentence and a thesis statement which states three of the five brainstormed supporting ideas. These ideas are listed in an order that suits the writer and will establish the sequence of the supporting sentences. The subsequent paragraphs are marked by the transitional expressions "first of all," "secondly," and "thirdly." These introduce the supporting sentences. Elaborating sentences that provide a why and a how inference follow. A brief personal experience marked by the transitional phrase "for example," is then added to demonstrate the writer's ability to connect his world view to the essay topic. A concluding paragraph that is a paraphrased introductory paragraph ends the essay.

Table 1 illustrates a five-paragraph essay written by a fourteen year-old eighth grader with dyslexia and language formulation difficulties. This example illustrates what a student can accomplish when provided explicit and systematic instruction in a hierarchy of linguistic skills. (In this example, spelling errors have been corrected.)

Table 1. Five-Paragraph Essay Written by Fourteen-Year-old Student

Writing Prompt:

Spring has arrived and children of all ages want to have fun outdoors. It is important to follow basic safety rules when enjoying outdoor activities. Are there basic safety rules and precautions children should follow to protect themselves against injuries?

Student's Response:

It is important to follow basic safety rules when enjoying an outdoor activity. When you do an outdoor activity, you should wear pads and a helmet at the appropriate time. You should also carry a first aid kit with you when you go hiking, and when you swim, you should do it with a buddy.

First of all, when you are biking or skate boarding, you should wear a helmet and other protection. The helmet may save your life if you fall and other pads could prevent other injuries. If a person fell off their bike or skate board, then there is a chance that they could get hurt. For example, when I first started to learn to ride a two wheeled bike, I would always fall. Each day I would come in with cuts and scrapes. If I had not worn my helmet, then I could have gotten large cuts on my head. Thankfully, I am a quick learner.

Secondly, when someone hikes, they should carry a first aid kit with them. When someone hikes, there is always the chance of them getting hurt. If someone got hurt when they were hiking, then there would most likely be no one around to help them. For example, whenever I hike somewhere, I always carry a first aid kit. The reason I do this is because I have gotten hurt while hiking. I was by myself and I sprained my ankle. With my first aid kit, I was able to wrap my ankle.

Thirdly, swimming with a buddy is a safe thing to do. Swimming is not always a safe thing to do by yourself. There is always a risk that someone may drown. If you were swimming by yourself, then you should tell someone where you are going. For example, my friend decided he was hot and wanted to go for a swim. His mom and dad were not home, so he decided to go anyway. The problem was that he forgot to leave a note for his parents. His parents were worried sick. He likes to go to a pond in Topsfield. The pond is not open this time of year so his parents started to think he might have drowned, but he was only taking a walk around the pond.

In conclusion, following safety rules when doing an activity is important. Many bad things could happen to someone if they did not follow the rules.

The authors and their colleagues have found that with appropriately structured teaching, students with dyslexia and related language learning difficulties can produce writing that is comparable to, or exceeds in quality, the writing of their age-matched, typically developing peers.

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Listening and Speaking: Essential Ingredients for Teaching Struggling Writers

by Charles W. Haynes, Ed.D. and Terrill M. Jennings, Ed.M.

Putting words onto paper is demanding even for naturally gifted writers – indeed, the great novelist and short story writer Ernest Hemingway reported that he revised the last page of Farewell to Arms thirty nine times before he decided it was "good writing." For students with dyslexia and related language learning difficulties, the complex demands of writing pose a particularly daunting challenge (see MacArthur, in this issue; MacArthur, et al 2006). This paper describes practical strategies and techniques for teaching writing that can aid this group of students; the primary focus is on developing and exploiting listening and speaking skills in order to support the development of writing at the word, sentence and paragraph levels.

Why teach oral language skills to students who need to improve their writing? Reading and writing are based on a foundation of oral language skills; preschool phonological awareness, semantic, syntactic and discourse level skills predict with fairly high accuracy who will succeed or fail on both reading and composition tasks in grades two and four (e.g., Fey et al., 2004; Catts, Fey & Tomblin, 2002). With systematic instruction in listening, speaking, reading and writing, literacy skills develop interactively and synergistically. For example, instruction in phonological awareness enhances phonic reading/spelling skills, and vice versa. Similarly, systematic oral-aural teaching of sentence structures enhances children's ability to comprehend and compose sentences, and conversely, learning to write sentence patterns shapes the child's ability to understand and produce sentences orally. Following are examples of oral language based teaching principles and techniques that can enhance students' writing skills.

It is important to set the stage for language learning with a few **'Golden Rules' for language management** in the classroom. Efficient management of classroom discussion is critical for priming students' questions, vocabulary and content for writing. Students with word retrieval and language formulation difficulties benefit from a classroom environment that supports and guides their verbal participation. 'Golden Rules' for *students* should include:

- Giving other students opportunities to talk by taking turns and self-monitoring to avoid interrupting others,
- Respecting others' efforts to express themselves (no teasing!).

When querying students for their points of view, *teachers* need to be acutely aware of students' retrieval difficulties, and self-monitor for:

- Trying to 'fill the silence' when a student searches for words,
- Giving children the *time* they need to respond.

> ***" ...oral language based teaching principles and techniques...can enhance students' writing skills"***

In large-group classrooms, where maintaining the flow of discussion is important for keeping the class engaged, a helpful strategy is to provide a student with a question and return later for a response. This allows the student time to retrieve and formulate a response without interrupting the discussion.

Word-Level Strategies and Techniques

Forward and backward chaining are classic, word-level speech-language techniques designed to aid production of key multi-syllabic vocabulary words. Students with dyslexia and related language learning difficulties often display core phonological processing deficits that impair their word retrieval. It is not unusual for a teacher to introduce a key multi-syllabic vocabulary word only to see a student struggle to say the word and announce, "Forget it – that's a stupid word!" Responses like this can be eliminated by helping students become comfortable with pronouncing longer words through choral chaining of selected vocabulary. Forward chaining and backward chaining of a history class target word, "constitutionality," are illustrated in Figure 1, following:

Figure 1. Examples of Chaining for a Multi-Syllabic Vocabulary Word

Forward Chaining	Backward Chaining
"con-"	"-ty"
"consti-"	"-ity"
"constitu-"	"-ality"
"constitution-"	"-tionality"
"constitutional-"	"-tutionality"
"constitutionali-"	"-stitutionality"
"constitutionality"	"constitutionality"

Note that, depending on the technique employed, different parts of the word receive more practice. For both techniques, the teacher introduces pronunciation of syllables gradually and students repeat in unison at each step. This practice provides students with articulatory mastery, and thus ownership, of key vocabulary.

Phonetic spelling is another word-level technique that provides students with a method for managing difficult-to-spell words that may pose an obstacle to composition or may force students to switch to less specific, higher frequency words they can already spell (e.g., substituting "big" for "enormous"). One way to eliminate this obstacle is to employ a three-step phonetic spelling strategy:

Step One: Identify the number of syllables in the word (e.g., "enormous" = 3) and write a blank for each syllable: ___ ___ ___.

Step Two: Spell the phonemes in each syllable and spell each syllable in correct order; for example: ee nor muss

Step Three: Synthesize the spelling into one word: eenormuss

Later, the teacher can provide the correct spelling beside the student's phonetically spelled word: eenormuss → enormous. Students who are cryptic (dysphonetic) spellers and tend to produce spellings that do not allow the reader to guess the target word (or prevent a spell-checker from predicting the word) benefit greatly from this phonetic spelling strategy and report that it allows them to employ a wider range of vocabulary and compose more fluently. Of course, phonetic spelling does not replace formal, structured teaching of spelling rules; rather, it is an interim strategy to enhance the richness and fluency of students' writing. In addition, phonetic spelling enhances phonemic awareness and strengthens sound-symbol association skills.

Two factors that aid vocabulary learning and recall are (a) the extent to which a learning activity requires integration of semantic and phonological information and (b) the presence of semantic associations among a set of vocabulary words. A helpful strategy for helping students strengthen their knowledge and retrieval of theme-related vocabulary is the use of an ***"A-to-Z Vocabulary Sheet"*** (Jennings & Haynes, 2002). Figure 2 below provides an example for how selected, thematic vocabulary around the topic of sailing can be reinforced using this approach.

Figure 2. Sample A-to-Z Vocabulary Sheet (Theme = Sailing)

Grapheme-Phoneme Cue	Syllable # Cue	Semantic Cue
r _ _ _ _ _ _	(2)	Device used for steering a sailboat
s _ _ _ _ _ _ _ _	(2)	Right side of a boat
s _ _ _ _	(1)	Rear portion of a boat

Adapted with permission from Jennings & Haynes (2002). From Talking to Writing: Strategies for Scaffolding Expository Expression, Landmark School, Inc: Prides Crossing, MA

Students discuss, and if necessary orally chain, the core vocabulary in class, and then fill out the sheet for homework or for review at the beginning of the next class. Phonological cues are gradually extinguished as students gain mastery.

Students who have particular difficulty with word-retrieval may require ***extrinsic (teacher-provided) and intrinsic (self-provided) cues*** and/or cueing strategies. Types of extrinsic cues include, but are not limited to:

- Visual (picture)
- Gestural (mimed verb or action of target noun)
- Semantic (definitional)
- Phonologic/Graphemic (first sound or letter of a word).

Of the extrinsic cues, phonologic/graphemic cues are usually a last resort, because they cue the actual sound structure of the word and therefore tend to be easiest. Intrinsic cueing stategies are methods students can employ by themselves to help them find words. Examples include, but are not limited to:

- Visualizing (trying to envision the object or action),
- For concrete nouns, thinking about the object's *function*, typical *location/circumstances,* or typical *time* of day or season of year when the noun is used.

Students who are less strategic may need to memorize these intrinsic strategies and be taught to employ them when they are having retrieval difficulties.

Sentence-Level Strategies and Techniques

Once students are introduced to theme-related vocabulary and concepts, they are ready to learn to recognize and employ them in theme-centered sentences. Here are a few principles that can support student's learning at the sentence level:

(1) Teach using a developmental sentence hierarchy.

(2) After a student masters a basic set of simple to complex patterns, introduce flexibility and options.

(3) Address sentence skill learning in all modalities:
- Listening (monitoring/recognition)
- Speaking (oral rehearsal)
- Reading (monitoring what is written)
- Writing (formulation).

(4) Provide visual templates in early stages, then fade them as students gain mastery.

While slight differences in developmental sequence for sentence patterns have been suggested in the research literature and in commercial instructional programs, what is critical is that sentence instruction be incremental and sequential, moving from simple to more complex. Table 1 below provides a ***sample sentence hierarchy.*** Because students with language impairment are often confused by formal grammatical terms (e.g., "noun phrase," "predicate," "temporal adverbial phrase," simplified terms ("noun," "verb," "where") can help them identify sentence parts and develop rudimentary syntactic awareness (also see

continued on page 14

Table 1. Sample Sentence Hierarchy

STRUCTURE	EXAMPLE
Noun (N) + Verb (V)	Gulls screeched.
N + V + Where Prepositional Phrase (Where)	The captain leaned over the stern.
Adjective (Adj) + N + V + Where	Icy breezes blew against their cheeks.
Adj + N + V + Where + When phrase (When)	Three lads snoozed on the deck at dawn.
N + V + Where + and + N + V + Where	Pesky gulls screeched over the bow and waves lapped against the side of the sailboat.
N + V + Where + but + N + V	Dark clouds gathered in the East, but the sailors slept.
N + V + where + because + N + V	The boys sailed back to shore because clouds gathered in the East.
[When clause] + Noun + Verb	When the wind blew, the sails filled.
N + V + Object Noun + [who/which/that clause]	The boys spotted a whale that was surfacing nearby.
N + [who/which/that clause] + V + Where	Dolphins that had followed the boat disappeared.

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Carreker, in this issue). As students become more facile with recognizing and producing sentences, conventional terms can be introduced, as appropriate.

After mastery is demonstrated, then students can experiment with moving elements around in sentences. For example, once students have learned the Noun + Verb + Where Phrase pattern (e.g., "The pioneers set camp next to a bend in the Mississippi River."), they can play with moving the "where" phrase to the beginning of the sentence ("Next to a bend in the Mississippi River, the pioneers set camp.")

At each level of sentence complexity, it is important for students to engage students in ***listening, speaking, reading and writing the target sentence pattern.*** Listening and reading tasks require students to monitor for the teacher's correct versus incorrect production(s), while speaking and writing tasks have students apply self-monitoring to their own production. Following are sample, theme-centered exercises for a Noun + Verb + Where sentence pattern:

A. Listening (Recognition/ Monitoring) Task

Procedure: Teacher displays target sentence pattern: Noun + Verb + Where Phrase. Students listen to teacher's production of theme-centered sentences and identify correct ("C") versus incorrect ("X"). If incorrect, they indicate part of sentence missing.

Stimuli	Students' Response
(1) "Gulls flew."	X – Where phrase
(2) "The sailors jumped into a row boat."	C (correct)
(3) "The mast over the boat."	X – Verb

B. Reading (Recognition/ Monitoring) Task

Procedure: (same as for task A, but with written stimuli)

C. Speaking (Production) Task

Procedure: Teacher displays target sentence pattern and says thematic nouns. Students take turns orally producing sentences that follow the pattern:

Noun + Verb + Where Phrase

Examples: "Barnacles were embedded in the stern of the boat."

"Waves….."
"A whale….."

D. Writing (Production) Task

Procedure: (Same as for task C, but requiring written formulation)

This repeated practice with sentence patterns in multiple modalities helps students to internalize the forms, and the linking of recognition and production tasks prepares students to self-monitor their production at the multi-sentence level (see Jennings & Haynes, 2002). The use of theme-centered words provides students with opportunities to recognize and employ key vocabulary within sentences.

Sentence combining is an additional technique for teaching sentence formulation skills. As the name suggests, this method involves practice at merging smaller sentences, or parts of sentences, into larger sentences. For example, a student might be asked to combine "The teenager is steering the sailboat" with "The teenager is in the stern of the sailboat." The resulting sentence could be, "The teenager who is in the stern is steering the sailboat." While sentence combining has been found to increase the syntactic complexity of students' writing, its use in teaching has subsided since its introduction in the late 60's and early '70's, soon after Noam Chomsky proposed his seminal theory of transformational grammar (e.g., Strong, 1973). While this strategy may currently be out of vogue, it remains an effective method for aiding sentence production skills, particularly in the context of thematic instruction. At the paragraph level, sentence combining skills can help students to avoid redundant use of words and eliminate short, choppy sentences.

Students' with deficits in language formulation often display concomitant difficulties with organizing writing on the page. An effective remedial strategy is to employ templates to visually scaffold oral and written production. Figure 3 provides a simple example of how a template could be employed to scaffold an expanded kernel sentence:

A common teaching experience is to employ a template for teaching, observe that a student has mastered a given pattern using the template, and then be disappointed when the student fails to use the same pattern correctly in spontaneous writing. In such cases, it is important to remember that children with significant language impairment need gradual elimination of scaffolding (category headers, boxes). This same teaching principle — systematic application and removal of scaffolding — applies to any kind of cueing system that one employs to support language learning.

Paragraph-Level Principles, Strategies and Techniques

A main objective of teaching word- and sentence-level skills is the development of paragraph-level writing. Some key principles for teaching paragraph-level writing are:

(1) Employ oral rehearsal prior to writing,

(2) Prepare students with theme-centered sentence expansion and/or sentence combining,

(3) Teach the sentence at the core of each paragraph type,

(4) Scaffold paragraph components (introductory and concluding sentences, paragraph body).

Principles (1) and (2) have already been discussed at length: when students struggle with paragraph-level writing, it is important for teachers to ensure that they have employed adequate oral rehearsal and sentence-level instruction prior to introducing paragraphs. With respect to principle (3), standard expository paragraph types (e.g., Enumerative, Comparison-Contrast, Descriptive, Sequential-Process) have at their core a specific type of sentence and logic. For example: Comparison-Contrast paragraphs have at their core sentences that denote contrast (e.g., While-, Although-, …but-, …however,); Descriptive expository paragraphs typically contain sentences with pre-nominal adjectives ("nervous sailors," "gray clouds," "whistling breeze") and adjective stacking ("three screeching gulls," "icy turquoise waves," "exuberant

Figure 3. Sentence Template

Article/Noun Pointer	Adjective	Noun	Verb	Where Phrase
The	*oaken*	*rudder*	*sliced*	*through the waves.*

young captain"); and Sequence-Process paragraphs usually include words or phrases denoting temporal transition ("First," "Then," "Next," "After that," "Finally"). Lastly, scaffolding [principle (4)] is often needed to ensure that students learn to formulate appropriate sentences for initiating and ending their paragraphs (e.g., see discussion of Object Description Paragraph, following).

Scaffolding of paragraph components varies according to the type of paragraph. Figure 4, below, illustrates generic techniques for scaffolding an Object Description. This paragraph-level exercise – a description off a coyote – was part of a larger "Pioneers' Westward Expansion" theme:

Figure 4. Sample Object Description Paragraph Scaffold

Description of: coyote

Name: _____
Date: _____
Day: _____

Topic sentence: A coyote is a mammal with many important characteristics.

Topic noun + category + Generic Attributes Phrase

Key features: ears, muzzle, coat, legs, paws, tail

Article	Adj.	Adj.	Noun	Function Verb
The	alert	triangular	ears	listen for danger.
A	sensitive	pointed	muzzle	sniffs for food.
A	thick	grayish	coat	protects it from the cold.
	Strong	thin	legs	carry the coyote quickly towards its prey.
The	padded	black	paws	pad silently across the snow.
A	long	bushy	tail	acts as a signal flag.

Concluding sentence: In conclusion, the coyote has many important features that help it to survive in its environment.

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In the example above, the introductory sentence is cued by the scaffold: Topic Noun + is/are + Category + General Attributes Phrase; this pattern can be used to introduce a description for any complex animate or inanimate noun. For example:

Target Noun	→	Introductory sentence
Ferrari	→	A Ferrari is a racing vehicle that has many important components.
Grandfather Clock	→	A grandfather clock is a time-keeping device that has many important components.
Tyrannosaurus Rex	→	The Tyrannosaurus Rex was a prehistoric reptile that had many important characteristics.

The body of this Object Description Paragraph is comprised of sentences that describe parts of the complex object. The first step in setting up the paragraph is to show students a picture of the target object and have them brainstorm key components. The component nouns are then inserted under the Noun category in a series of sentence grids. The student completes each sentence with stacked adjectives describing the given noun as well as verbs explaining the noun's function.

The concluding sentence is a simple, generic frame: "In conclusion, the (Target Noun) has important components that are well-suited for (Action of Category)." For animals, the final part of the concluding sentence can refer to adaptation to that animal's environment. This pattern can be used reliably to conclude the description of any concrete object that is inanimate or animate. For example:

Target Noun	→	Concluding sentence
Ferrari	→	In conclusion, the Ferrari has important components that are well-suited for racing.
Grandfather Clock	→	In conclusion, the Grandfather Clock has important components that are well suited for telling time.
Tyrannosaurus Rex	→	In conclusion, the T-Rex had many important characteristics that helped it adapt to the prehistoric environment.

The Object Description Paragraph technique described here differs from typical paragraph templates in the number and types of supports it employs. When teaching at the paragraph level, it is critical to consider the different types of cues needed for a given student or group of students and then plan for how to systematically remove the supports as mastery is demonstrated.

In conclusion, oral language skills provide a foundation for reading and writing. While writing is a complex activity that can be daunting for students with dyslexia and related language learning difficulties, there are many ways in which oral language

skills can be employed to support writing instruction. Given structured, systematic teaching that exploits synergies between listening, speaking, reading and writing, struggling writers can learn to write independently and effectively at the word, sentence and paragraph levels.

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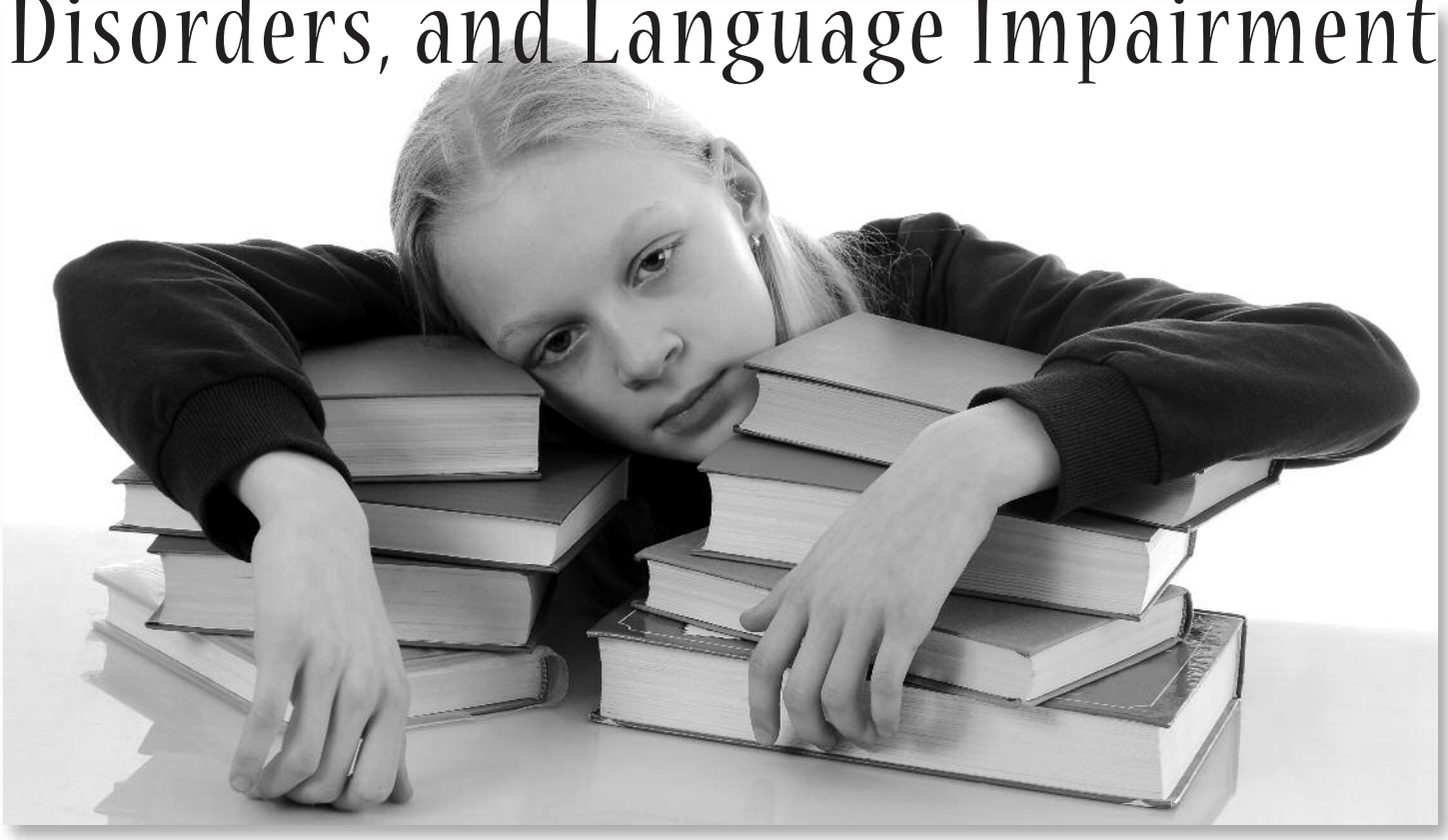
Perspectives on Language and Literacy Volume 32, No. 2, Spring, 36-39 and Volume 32, No. 2, Spring, 12-16

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 reading 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 language 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 weaknesses 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 diagnosis 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), relatively 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 symptoms, 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 children'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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Perspectives on Language and Literacy Winter Edition 2015.

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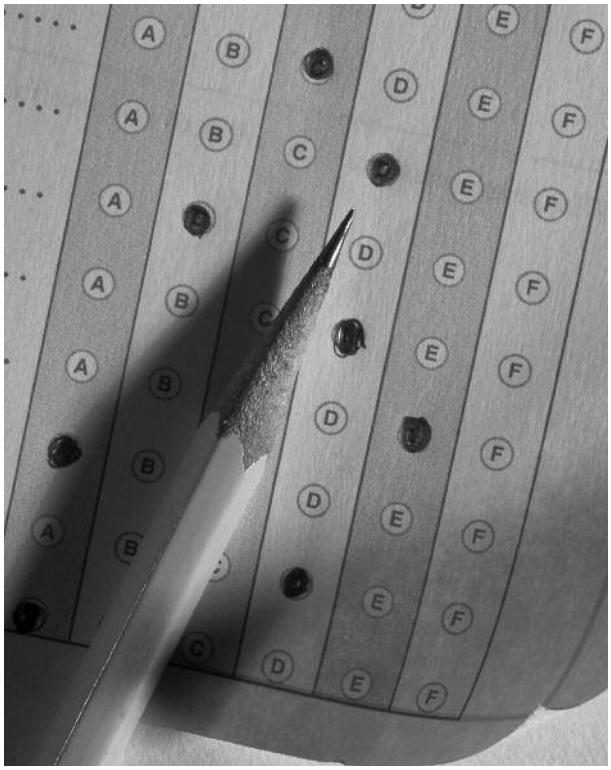
by SUSAN M. EBBERS

Metalinguistic Awareness and the Word-Savvy Student

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

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



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

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

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

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

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

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

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

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

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

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

learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

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

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

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THE 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...

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- alignment with the Common Core
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THE BOOK NOOK

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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

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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!

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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?

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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 DYSLEXIA EMPOWERMENT PLAN
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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.

By our 2017 Annual Conference Keynote Speaker: Jerome J. Schultz, Ph.D

NOWHERE TO HIDE: Why Kids with ADHD and LD Hate School and What We Can Do About It *By: Jerome J. Schultz, Ph.D*

Now available in audio format at Learning Ally

In his latest book, Dr. Schultz examines how stress, brought on by ADHD and LD, negatively impacts learning and behavior. Leveraging over 30 years of experience in neuropsychology and education, Schultz presents parents and teachers with practical and understandable strategies that effectively reduce this stress and give their children a better home and school life.

Dr. Schultz's s new book offers:

- a new way to look at why kids with ADHD/LD struggle at school
- ways to reduce stress in kids with ADHD and LD
- helpful rating scales, checklists and printable charts to use at school and home

A new approach to help kids with ADHD and LD succeed in and outside the classroom. This groundbreaking book addresses the consequences of the unabated stress associated with Learning disabilities and ADHD and the toxic, deleterious impact of this stress on kids' academic learning, social skills, behavior, and efficient brain functioning. Schultz draws upon three decades of work as a neuropsychologist, teacher educator, and school consultant to address this gap. This book can help change the way parents and teachers think about why kids with LD and ADHD find school and homework so toxic.

This important resource is written by the HBIDA Conference Keynote Speaker— faculty member of Harvard Medical School in the Department of Psychiatry and former classroom teacher.

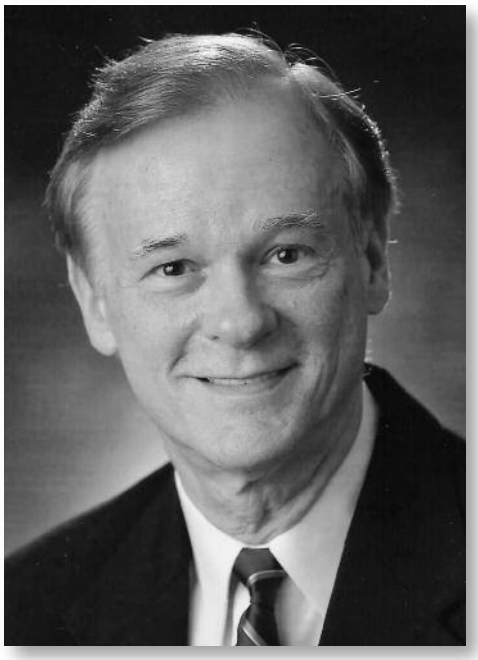
2016 MARGARET BYRD RAWSON LIFETIME ACHIEVEMENT AWARD

Lenox M. Reed, M.Ed., CALT-QI

Lenox M. Reed, M.Ed., CALT-QI is the recipient of the 2016 Margaret Byrd Rawson Lifetime Achievement Award, an award given to an individual who has advanced the mission of IDA and whose work on behalf of IDA embodies Margaret's compassion, leadership, commitment to excellence, and fervent advocacy for people with dyslexia. Lenox was founding executive director of Neuhaus Education Center, a non-profit center dedicated to preparing teachers to teach basic literacy skills to all students, including those with dyslexia. She served on IDA's Board of Directors, from 1999-2005 and was a founding member of the Houston Branch of IDA. She has published numerous articles in respected journals, including IDA's Annals of Dyslexia, and has received various awards recognizing her exceptional contributions to the field of dyslexia.

dyslexiaida.org/2016-award-recipients/

Jim Carter
2017 Nancy LaFevers Community Service Award Recipient



JIM CARTER, MA, Speech-Language Pathologist and Educational Diagnostician, recipient of the 2017 Nancy LaFevers Community Service Award, has been a member of the International Dyslexia Association since the Houston Branch was formed in 1978 (known then as the Orton Society). He has served as Director, Vice President, and President of HBIDA. He currently serves as Regional Representative on the Executive Committee of the IDA Branch Council. In that capacity he facilitates communication and interaction among 8 branches extending from Houston to Alaska. He has been actively involved in fundraising for IDA at the local and national levels through the Dyslexia Dash, TeamQuest, and Speakers Showcase.

In 1977 Jim joined the Speech Pathology team at Texas Children's Hospital where assessment of reading and written language was already a customary practice thanks to the vision of Dr. Betty Carrow-Woolfolk, a pioneer in the field who integrated oral and written language assessment. Nancy LaFevers, speech-language pathologist in the Meyer Center for Developmental Pediatrics, was one of the first people he met at Texas Children's. She, too, was conducting oral and written language assessments of students with learning difficulties; and they subsequently had many opportunities to interact and discuss assessment and intervention. Jim sought additional training at the University of St. Thomas and earned certification as an Educational Diagnostician in 1983. Since that time, he has maintained an active practice, evaluating students with suspected language learning disabilities while overseeing a large service that addresses a wide range of speech, language, and feeding/swallowing disorders. In his role as diagnostician he strives to ensure that parents and students have a good understanding of the learning profile, that they know their options for management, and that they have the required documentation to obtain services and accommodations. It has been particularly rewarding for him to follow students he first tested in elementary school until they entered college and even graduate school. Likewise, for those who chose to pursue a different path, it has been a pleasure for him to see young adults find careers where they could capitalize on their strengths in non-academic areas.

Jim has given numerous professional presentations at the local, state, and national level where his focus has been directed toward helping parents and educators understand best practices and experience what it feels like when learning does not come easily. His most recent personal mission has been to address the proliferation of controversial treatments which take advantage of desperate parents and educators by falsely promising cures. Jim's exposure to students with learning problems began in junior high school as he watched his mother, a small town, seventh-grade English teacher, teach struggling students whose reading skills were at a second- or third-grade level. Having no special education training per se, she intuitively understood the need for modifications, making every effort to help them succeed. Little did he know he would subsequently devote his career to doing the same, albeit in a different setting. Beyond his work with IDA, Jim volunteers weekly as a bedside hospice caregiver at Omega House. He is also active at Bering Memorial United Methodist Church where he chairs the finance committee, sings in the Chancel Choir, and helps with the Second Blessings resale ministry. He still finds time for his favorite pastimes—attending theatrical productions and traveling around the world.

September 23, 2017

JUNIOR LEAGUE HOUSTON

SAVE THE DATE
HBIDA 2017 Fall Symposium

You don't want to miss RICK LaVOIE !

RICK LAVOIE, M.A., M.ED. is best known for his videos "How Difficult Can This Be?, The F.A.T. City Workshop" and "Last One Picked, First One Picked On: The Social Implications of Learning Disabilities". These award-winning films have brought Rick's sensitive and compelling message to countless thousands throughout the world. After viewing the videos, former First Lady Barbara Bush stated, "You really wowed us! I only wish that every parent and teacher in the United States today could also see your program." His new video on behavior management is entitled "When the Chips are Down..." is now available through LD Online.

Rick Lavoie has served as an administrator of residential programs for children with special needs since 1972. He holds three degrees in Special Education and has served as an adjunct professor or visiting lecturer at numerous universities including Syracuse, Harvard, Gallaudet, Manhattanville College, University of Alabama and Georgetown. His numerous national television appearances include CBS Morning Show, Good Morning America, ABC Evening News and Disney Channel Presents.

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

STRESS!
The Missing Piece of the LD/ADHD Puzzle

Saturday
March 4, 2017
7:15 AM - 4:15 PM

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TSHA 5.5 CEU credit hours

LPC CEU Hours 3.0
Certificates of Attendance

Keynote Speaker:
Jerome Schultz, Ph.D.

"STRESS: The Missing Piece of the Ld/ADHD Puzzle "

Dr. Jerome Schultz began his career as a public school special education teacher, and is currently a clinical neuropsychologist, on the faculty of Harvard Medical School, in the Department of Psychiatry, where he supervises aspiring young psychologists and psychiatry interns. For over three decades, he has specialized in the neuropsychological assessment and treatment of children with learning disabilities, ADHD, and other special needs. Dr. Schultz no longer provides direct services to individuals, since he is engaged full time in public speaking, teacher training, supervision, and consultation to schools in the US and abroad. He is in schools several days each week, working directly with students, teachers and mental health specialists. He dedicates his time to enhancing people's understanding of the neurobiology of stress and its impact on learning and social and emotional development.

Dr. Schultz received both his undergraduate and Master's degrees from The Ohio State University and holds a Ph.D. from Boston College. Additionally, he has completed post-doctoral fellowships in both clinical psychology and neuropsychology.

A sought after speaker at national and international conferences–including IDA–Dr. Schultz has written extensively about children with learning challenges and writes a special education and psychology blog on the Huffington Post. His book, called Nowhere to Hide: Why Kids with ADHD and LD Hate School and What We Can Do About It, examines the role of stress in learning, and has received international acclaim. He is an Expert for the Understood.com website, writes many practical articles for teachers and parents, and is the guest on frequent webinars He also has an active following on Twitter. He is a long-time member of the Learning Disabilities Association of American (LDA), and now serves as the Chair of LDA's Professional Advisory Board. He is the recipient of the 2016 LDA Award, an honor bestowed on individuals who have made outstanding contributions to the field of learning disabilities.

Nancy Hennessy, M.ED., LDT-C
"Solving the Inference Mystery"

Nancy Hennessy, past president of the International Dyslexia Association, is an experienced diagnostician and practitioner. While in public schools, she implemented innovative programming for students and professional practices for educators. She has delivered keynote addresses and workshops nationally and internationally. Nancy co- authored Module 6 of LETRS, Digging for Meaning: Teaching Text Comprehension

(2nd edition) with Louisa Moats and Word Learning and Vocabulary Instruction, in Multisensory Teaching of Basic Skills (3rd edition). She currently serves as the Director of Academic and Professional Practices for AIM Academy. Nancy is the recipient of IDA's Margaret Rawson Lifetime Achievement Award and NCIDA's June Lyday Orton Award.

Elsa Cardenas-Hagan, Ed.D.
"English Language Learners: Making Connections for Literacy Success" and "Dyslexia across Languages: Creating an Individualized Model for Intervention"

Elsa Cárdenas-Hagan, Ed.D, is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She is the Director of Valley Speech Language and Learning Center in Brownsville, Texas which was established in 1993. She also works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Dr. Cárdenas-Hagan is the author of Esperanza (HOPE), a Spanish language program designed to assist students who struggle with learning to read. Her research interests include the development of early reading assessments for Spanish-speaking students and the development of reading interventions for bilingual students. She was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Science that examined the oracy and literacy development in English and Spanish of Spanish-speaking children. She serves as the Vice President for the International Dyslexia Association and has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.

Charles Haynes, Ed. D, CCC-SLP
"Listening and Speaking: Essential Ingredients for Teaching Struggling Writers"

Charles Haynes, Ed.D. CCC-SLP is Professor for the Department of Communication Sciences and Disorders in the School of Health and Rehabilitation Sciences at MGH Institute of Health Professions. Dr. Haynes teaches courses in spoken and written language disorders and in language, culture and cognition for the Master of Science in Speech-Language Pathology program and the Certificate of Advanced Study (CAS) Program for Reading Specialists. In addition, he conducts research, mentors thesis students, supervises graduate students in the Institute's Speech-Language and Literacy Center, and is an Associate of the Hanson Initiative for Language and Literacy (HILL). In June 2013 Dr. Haynes was inducted into the International Academy of Researchers in Learning Disabilities, and in 2012 received the Nancy T. Watts Award for Excellence in Teaching – the highest prize given to a faculty member at the MGH Institute. He was

inducted into the International Dyslexia Association's Hall of Honor in 2009 and received IDA's Margaret Rawson Lifetime Achievement Award in 2014.

Dr. Haynes served as a teacher, Research Coordinator and Director of Speech-Language Services at the Landmark School from 1979-1991, where he and colleagues developed one of the nation's first language-based curricula for children with dyslexia and expressive language impairments.

In 1991 Dr. Haynes and colleagues in the Graduate Program in Communication Sciences and Disorders at MGH Institute helped to design and establish coursework and placements that offer the option of dual teacher certification in both Speech-Language and in Reading.

Dr. Haynes has been Principal or Co-Principal Investigator on over $1,100,000 of grants at the Institute and on over $2,550,000 of externally funded studies in the Middle East, where he is helping colleagues to develop diagnostic and intervention tools for spoken and written Arabic. He has chaired or co-chaired several international conferences for the International Dyslexia Association (IDA) and currently serves as Senior Advisor on the Global Partners Committee of IDA's Board of Directors. He serves as an invited reviewer for several reading and speech- language journals.

Cheryl Chase, Ph.D.
"Dysgraphia: From Diagnosis to Treatment"

Cheryl Chase, Ph.D. is a licensed clinical psychologist in private practice in Independence, a suburb of Cleveland, Ohio. She specializes in the diagnostic and neuropsychological assessment of various conditions impacting children, adolescents, and young adults including ADHD, Pervasive Developmental Disorders, Learning Disorders, and emotional concerns. In addition to her clinical practice,

Dr. Chase is also an accomplished speaker at the local and national levels, leading workshops on such timely topics as executive functioning, differentiated instruction, and creative ways to support those who struggle in school. Her down-to-earth and often humorous approach to learning makes her a favorite with educators, parents and children alike. Dr. Chase is an active member of the American Psychological Association, and the International Dyslexia Association. She has devoted her career to helping children reach their fullest potential.

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

The Gow School

Gow is a college preparatory boarding and day school, grades 6-12, for students with dyslexia and related language-based learning disabilities. Gow provides the right environment and the right tools for dyslexic students to rethink the learning process and reinvent themselves.

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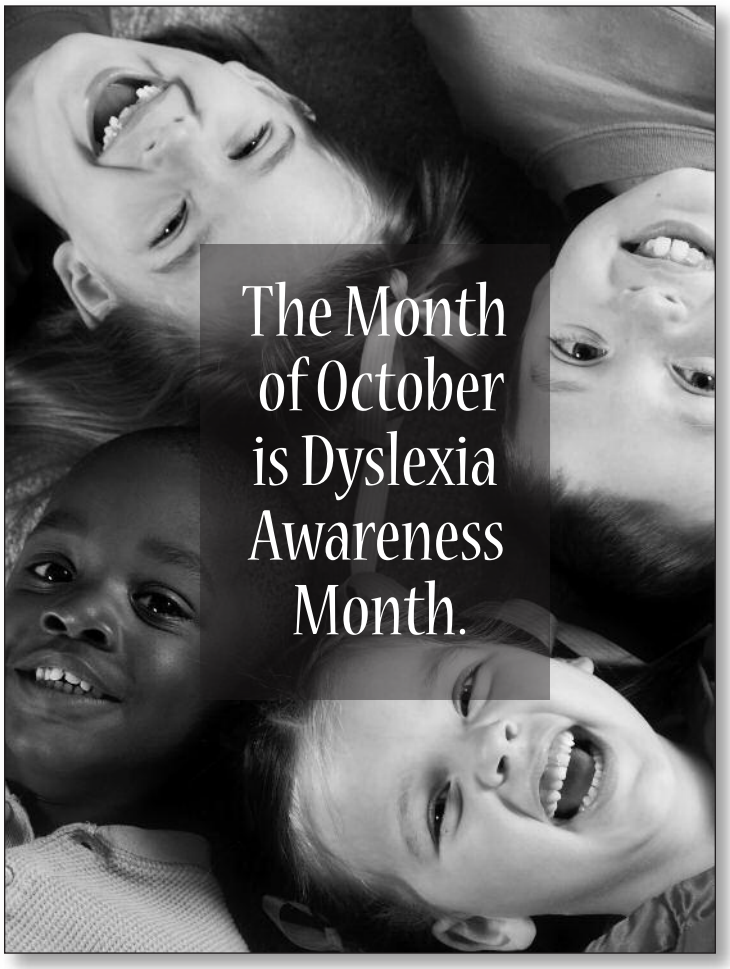

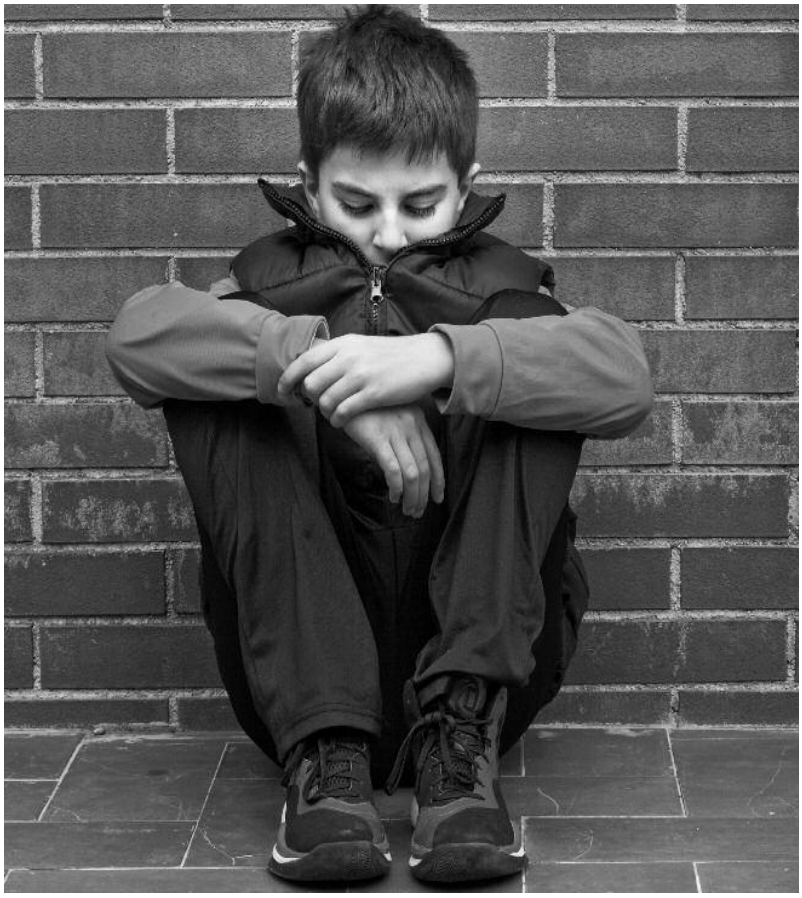

EDUCATIONAL SERVICES

ASSESSMENT & COUNSELING & THERAPY

SCHOOLS & TEACHER TRAINING

IDA MEMBERSHIP

THE INTERNATIONAL DYSLEXIA ASSOCIATION (IDA) is an international organization that concerns itself with the complex issues of dyslexia. IDA membership includes 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

www.wrightslaw.com/law/ocr/sec504.guide.ocr.2016.pdf

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Disorder Association, Southern Region, ADDA-SR
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LEARNING DISABILITIES

Learning Disabilities Association of Texas
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ldat.org
Annual Texas conference, information

LD on Line
ldonline.org
Website with articles and resources

Giving to the Nancy LaFevers Ambroze Scholarship Fund

Memorial and Tributes

The Nancy LaFevers Scholarship Fund is to promote the appropriate diagnosis and treatment of dyslexia and related disorders by offereing scholarships for diagnostic testing of children and adults. Donations provide funds to fulfill Nancy's wish to enable diagnostic services for families who could not afford them otherwise.

SINCE THE INCEPTION OF THE FUND THROUGH AUGUST 2016, thirty-three scholarships have been granted for a total of $17,440. Funds donated in 2006 in memory of Nancy are being depleted and new funds are needed to continue Nancy's legacy.

A donation to the Nancy LaFevers Ambroze Scholarship Fund gives you the opportunity to remember special individuals with a memorial or tribute gift. A commemorative gift honors a loved one's life and serves to reflect upon the memories that live forever. A gift made in honor of an individual recognizes a person who has had a special impact on your life. When making a gift to HBIDA NLA scholarships, your gift will be used to fund scholarships for those who ould not afford dyslexia testing.

We will send an acknowledgment to the family of the person you memorialize and to the person you have honored. The amount of your gift will not be disclosed.

Remembering Nancy LaFevers, M.A. CCC

NANCY LAFEVERS, M.A., CCC, believed in early diagnosis and remediation of dyslexia. She believed that remedial reading curriculums based on Orton-Gillingham (O-G) principles were the answer for remediating students with dyslexia. An effective and powerful advocate for children with dyslexia, learning differences, and related language disorders, Nancy was a founding member of the Houston Branch (HBIDA) and had served as president.

In April, 2006, the Houston Branch presented her with the HBIDA 2006 Nancy LaFevers Community Service Award, which was founded to recognize Branch members who made outstanding contributions for students with dyslexia and related language learning differences in our community. Donations from friends, family, and colleagues provided funds to fulfill Nancy's wish to enable diagnostic services for families who could not afford them otherwise. In April, 2006, the Nancy LaFevers Ambroze Scholarship Fund was established.

For more information or to make a donation,
please go to www.houstonida.org and click on "scholarships".

Nancy LaFevers Ambroze Acknowledgement Card Honorees

Fall Symposium, September 26, 2015

Cathy Lorino * (2)
Peggy Engman *(2)
Carole Wills
Michael Lorino
Toni Thomason
Emily Rommel
Hazel Hewitt
Dr. Danny Williamson
Tracy Townsend
Jerry Ambroze
The Kabalais Family
Pat Cavanagh
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Nick Noecker
Elena Small
Lindsay Palmer
James William McBride
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Bailey Neumann
Heidi Young
Amy Lorino
Elisa Barnes
Stephanie Klingman
Paula Collins
Debbie Weiss
Beverly Bradley
Charlie and Melanie Fry
Lauren Collins
Mrs. Charlotte Connor
Rai Thompson
Haley Boyd
Joyce Junco
Ivy Fallon
Dr. Ruth Strudler

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* Represents number of contributions made

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 2017!

March 4, 2017 –
HBIDA Spring Conference
Registration and details available online at www.houstonida.org
Many topics for parents

April, 2017 – Date to be Announced
Coffee
Neuhaus Education Center
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FREE! 9:30-10:30 AM
Young children are not allowed to attend the meeting.

September 23, 2017 –
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
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Helpline: 832.282.7154
www.houstonida.org

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**HOUSTON BRANCH
OF THE INTERNATIONAL
DYSLEXIA ASSOCIATION**

P.O. Box 540504,
Houston, Texas 77254-0504

Helpline phone number:
832-282-7154

houstonida@gmail.com
www.houstonida.org

HBIDA/IDA
CALENDAR OF EVENTS

January 4, 2017	College Panel Neuhaus Education Center 7 pm - 9pm
March 4, 2017	HBIDA Annual Conference Hilton-University of Houston 8:00am - 4:15pm
April , 2017 (date to be announced)	Parent Network Group Coffee (see houstonida.org for details) 9:30-10:30 AM FREE! Neuhaus Education Center 4433 Bissonnet Houston, TX 77401
September 23, 2017	HBIDA Fall Symposium The Junior League Houston, Texas 8:00am - 1;15pm
Month of October	Dyslexia Awareness Month
November 8 - 11, 2017	International Dyslexia Association 68th Annual Conference Atlanta,, Georgia
December 4, 2017	HBIDA Annual Membership Meeting St. John the Divine 7:00 pm – 8:30 pm

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Neuhaus meets the standards of the International Dyslexia Association and is accredited by the International Multisensory Structured Language Education Council. Our professional staff members are certified by the Academic Language Therapy Association.

What We Offer Districts or Campuses:

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- Teacher professional learning
- Leadership development
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What We Offer Educators:

- Classes online, in-house, or on-site
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- Dyslexia Specialist Program

What We Offer Families:

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

What We Offer Adult Learners:

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

neuhaus EDUCATION CENTER

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