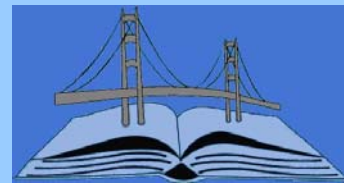


Michigan Bridges to Literacy



THE INTERNATIONAL DYSLEXIA ASSOCIATION – MICHIGAN BRANCH

Volume 21 Issue 2
Winter 2009



Multisensory Structured Language Teaching

Just the Facts:

Information provided by The International Dyslexia Association

What is meant by multisensory teaching?

Multisensory teaching is one important aspect of instruction for dyslexic students that is used by clinically trained teachers. Effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (*language we see*), auditory (*language we hear*), and kinesthetic-tactile (*language symbols we feel*) pathways in learning to read and spell.

Margaret Byrd Rawson, a former President of the International Dyslexia Association (IDA), said it well:

“Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and

thoroughly, the basic elements of their language—the sounds and the letters which represent them—and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears and voices working together for conscious organization and retention of their learning.”

Teachers who use this approach help students perceive the speech sounds in words (phonemes) by looking in the mirror when they speak or exaggerating the movements of their mouths. Students learn to link speech sounds (phonemes) to letters or letter patterns by saying sounds for letters they see, or writing letters for sounds they hear. As students learn a new letter or pattern (such as *s* or *th*), they may repeat five to seven words that are dictated by the teacher and contain the sound of the new letter or pattern; the students discover the sound that is the same in all the words. Next, they may look at the words written on a piece of paper or the chalkboard

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The Michigan Branch of the International Dyslexia Association is the statewide affiliate of the International Dyslexia Association.

Mission Statement

IDA MI exists as a resource to provide information about dyslexia and related difficulties to enable individual potentials to flourish and enrich our society.

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http://en.wikipedia.org/w/index.php?title=File:Mackinac_Bridge.jpg&limit=500#file.

FROM THE DESK OF THE PRESIDENT



Dear Colleagues and Friends:

According to Individuals with Disabilities Education Improvement Act (IDEIA, 2004) states will no longer insist on the use of IQ tests for the identification of students with disabilities and now have the capability to incorporate the Response to Intervention model as a way to identify and treat children with a learning disability. Several states have gone as far as to mandate the change to utilization of a Response to Intervention Model in the identification of students with a specific learning disability. For example, use of the discrepancy model is obsolete in the state of Florida as of July 1, 2010. Other states with state mandates for using the RTI model include Illinois and New Mexico. Other states with state-level RTI practices include: Arizona, Arkansas, California, Nevada, Pennsylvania, Utah and Washington.

The status of state-level Response to Intervention policies and procedures indicates that full implementation of RTI is occurring in only a few schools and districts in their state. Information from these states indicated the importance of establishing state-level guidance on RTI.

We recently held our state conference, on October 10, 2009. The conference this year was entitled, "Response to Intervention: Building a Collaborative Culture to Assist the Struggling Reader." The objectives of the conference this year was to provide an overview of Response to Intervention, share some of the supporting research and to provide strategies for effective implementation on a RTI reading model. I think that our objectives and conference was very timely. You may be aware that the state of Michigan has requested public comment on the Michigan Criteria for Determining the Existence of a Specific Learning Disability.

The proposed rules are accessible on the internet at www.michigan.gov/ose-eis under "Spotlight." These rules are published in the November 15, 2009, *Michigan Register*. The rules are proposed to take effect upon the filing with the Secretary of State. Public hearings for both rule sets will be held at the following sites:

Tuesday, December 1, 2009 from 3:30 – 8:00 p.m. at Wayne State University Law School, Spencer M. Partrich Auditorium.

Wednesday, December 2, 2009 from 3:30 – 8:00 p.m. at Ingham Intermediate School District.

Oral or written comment may be presented in person at the hearing or

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and discover the new letter or pattern. Finally, they carefully trace, copy, and write the letter(s) while saying the corresponding sound. The sound may be dictated by the teacher, and the letter name(s) given by the student. Students then read and spell words, phrases, and sentences using these patterns to build their reading fluency. Teachers and their students rely on all three pathways for learning rather than focusing on a “whole word memory method,” a “tracing method,” or a “phonetic method” alone.

The principle of combining movement with speech and reading is applied at other levels of language learning as well. Students may learn hand gestures to help them memorize the definition of a noun. Students may manipulate word cards to create sentences or classify the words in sentences by physically moving them into categories. They might move sentences around to make paragraphs. The elements of a story may be taught with reference to a three-dimensional, tactile aid. In all, the hand, body, and/or movement are used to support comprehension or production of language.

What is the rationale behind multisensory, structured language teaching?

Students with dyslexia often exhibit weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing and in building brain path-

ways that connect speech with print. The brain pathways used for reading and spelling must develop to connect many brain areas and must transmit information with sufficient speed and accuracy. Most students with dyslexia have weak phonemic awareness, meaning they are unaware of the role sounds play in words. These students may also have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. Because of their trouble establishing associations between sounds and symbols, they also have trouble learning to recognize words automatically (“by sight”) or fast enough to allow comprehension. If they are not accurate with sounds or symbols, they will have trouble forming memories for common words, even the “little” words in students’ books. They need specialized instruction to master the alphabetic code and to form those memories.

When taught by a multisensory approach, students have the advantage of learning alphabetic patterns and words with engagement of all learning modalities. Dr. Samuel Torey Orton, one of the first to recognize the syndrome of dyslexia in students, suggested that teaching the “fundamentals of phonic association with letter forms, both visually presented and reproduced in writing until the correct associations were built up,” would benefit students of all ages.

What is the Orton-Gillingham Approach?

Dr. Orton and his colleagues began using multisensory techniques in the mid-1920s at the mobile mental health clinic he directed in Iowa. Dr. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of confusing similar letters and transposing the sequence of letters while reading and writing. For example, students who confuse *b* and *d* are taught to use consistent, different strokes in forming each letter. Students make the vertical line before drawing the circle in printing the letter *b*; they form the circle before drawing the vertical line in printing the letter *d*.

Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the “alphabetic method” on Dr. Orton’s theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase “Orton-Gillingham approach” refers to the structured, sequential, multisensory techniques established by Dr. Orton, Ms. Gillingham, and their colleagues. Many programs today incorporate methods and principles first described in this foundational work, as well as other practices supported by research.

Is there solid evidence that multi-

sensory teaching is effective for students with dyslexia?

Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students, especially those with dyslexia. Programs that work differ in their techniques but have many principles in common. The multisensory principle that is so valued by experienced clinicians has not yet been isolated in controlled, comparison studies of reading instruction, but most programs that work do include multisensory practice for symbol learning. Instructional approaches that are effective use direct, explicit teaching of letter-sound relationships, syllable patterns, and meaningful word parts, and provide a great deal of successful practice of skills that have been taught. Fluency-building exercises, vocabulary instruction, language comprehension and writing are also included in comprehension programs of instruction and intervention. Word recognition and spelling skills are applied in meaningful reading and writing of sentences and text passages, and students receive immediate feedback if they make mistakes. Guessing at words and skipping words are discouraged and replaced by knowledge of how to analyze and read unknown words. Other key principles of instruction are listed below.

Summary: What are the principles of a

multisensory, structured language approach?

Additional ways to enhance foreign language learning success include the following:

- **Simultaneous, Multisensory (VAKT):** Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic-tactile) simultaneously or sequentially in order to enhance memory and learning.
- **Systematic and Cumulative:** Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and progress methodically to more difficult material. Each concept must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.
- **Direct Instruction:** The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires direct teaching of all concepts with continuous student-teacher interaction.
- **Diagnostic Teaching:** The teacher must be adept at flexible or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered step by step for the student to progress.
- **Synthetic and Analytic Instruction:** Multisensory, structured language

programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.

- **Comprehensive and Inclusive:** All levels of language are addressed, often in parallel, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics).

IDA has supported the development of a matrix of multisensory, structured language (MSL) programs to enable consumers to see the similarities and differences among various programs. The programs were chosen for inclusion in the matrix because they have a long history of use in clinics and classrooms where the programs have been refined over time. These programs included in the matrix are those used at every "tier" of student ability. Some are designed for whole class instruction to prevent academic failure. Some are designed for small group instruction. And some are designed for the intensive instruction needed for students with severe reading disabilities. This Matrix of Multisensory Structured Language

Programs is posted on the IDA website for downloading or can be obtained in print form from the IDA bookstore.

Related Readings:

- Birsch, J.R. (Ed.). (2005). *Multisensory teaching of basic language skills*. Baltimore: Paul H. Brookes Publishing Co.
- Carreker, S., & Birsch, J.R. (2005). *Multisensory teaching of basic language skills: Activity book*. Baltimore: Paul H. Brookes Publishing Co.
- Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). *Learning disabilities: From identification to intervention*. New York: The Guilford Press.
- Henry, M.K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore: Paul H. Brookes Publishing Co.
- Schupack, H., & Wilson, B., (1997). *The "R" book, reading, writing & spelling: The multisensory structured language approach*. Baltimore: The International Dyslexia Association.
- Shaywitz, S.E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: Harper Collins Publishers.

*From the Desk of the President,
continued from page 3*

submitted in writing by mail, e-mail, or facsimile no later than 5:00 p.m., December 18, 2009. All comment will be reviewed and considered in the final version of the rules. Comments may be submitted to the following:

Public Comment,
Office of Special Education and Early Intervention Services,
Michigan Department of Education,
P.O. Box 30008,
Lansing, MI 48909
Email: mde-ose@michigan.gov or Fax:
517-373-7504.

Advocacy and Awareness continues to be an extremely important part of what we do. I am encouraging you to make public comment on the SLD criteria. Hopefully, the conference will enable you to make an informed comment regarding RTI and the implications for the parents and children for the state of Michigan.

Sincere thanks for attending our Michigan IDA Annual Fall Conference.

Pat Frazier

While IDAMIB is pleased to present a forum to inform its members of local services that may be of benefit to those with dyslexia and related learning disabilities, it is not IDAMIB's policy to recommend or endorse any specific program, product, speaker, exhibitor, institution, company, or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.

Mi IDA Fall Conference Review

Samuel Dykstra

The Michigan Branch of the International Dyslexia Association held its Fall Conference on October 10, 2009. Dr. Jan Hasbrouck was the keynote speaker. During the morning session, her topic was "What is Response to Intervention (RtI) and What are the Implications for students with Dyslexia?" Dr. Hasbrouck presented her "SAILS" approach to an effective RtI framework. "SAILS" is an acronym for Standards, Assessments, Instruction & Intervention, Leadership, and Sustained Commitment. The first three are accomplished in the classroom. Research indicates that when teachers use standards to present instruction and regular assessment to determine progress, instruction tends to be more effective. RtI is a process where a student's response to appropriate, high-quality, research-based instruction and intervention is documented across tiered levels of services. No longer are we waiting for a child to fail before high-quality intervention is given. Prevention, a systematic and explicit instruction delivered to all students to ensure at least adequate skill development, is now the order of the day. Research indicates that good standards-based instruction is effective for all students, including those with disabilities. Research further indicates through brain imaging that good instruction changes the brain and the function of the brain permanently. Dr. Hasbrouck went

on to describe the three tiers of the RtI framework. At each tier explicit instruction is used to target deficiencies. Tier 1 is the instruction afforded to all students. Tier 2 is more intense and targeted instruction with periodic assessment. Tier 3 is the most intense targeted instruction with weekly assessments to track progress and inform instruction.

Dr. Hasbrouck's afternoon session focused on the strategies for effective implementation of RtI in reading instruction. She focused on the five key instructional components: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. Many wonderful strategies were introduced, but it would have been more effective if more time was given to each strategy, especially if some examples that were in the power point were explained in more detail. The key question that continued to surface throughout the presentation and one that we should ask ourselves is: "Is it the right intervention?" One intervention does not fit all students. To use a medical analogy, insulin may work to treat diabetes, but is useless to treat high blood pressure. If a student can decode, we would not use a phonics program to fix a comprehension deficit. More time needed to be devoted to these strategies.

Dr. Patricia Edwards spoke on the Cultural considerations with RtI

models. She tried to foster in us the importance of knowing the community of the students we are trying to teach. Her presentation can be summed up in her own words, "In trying to understand families' home literacy environments we must also try to understand ourselves, true and false, personal perceptions and deceptions, the ethnocentrism of our own mental baggage. It is here that we, as researcher, educators, and policy makers who wish to enhance the learning opportunities of young children must begin."

More intense instruction in reading strategies would have been wonderful, but the day was packed with information.

Samuel Dykstra is the Supervisor of Elementary Special Education Programs and the Whaley Center in the Flint Community School District. The Flint Community School District holds an institutional membership with the Michigan Branch of the International Dyslexia Association.

**Looking for Information About
Dyslexia?
Trying to Find a Professional in
Your Area?**

Email the IDA Michigan Branch at
info@idamib.org

or call **616-717-2984**.

Anyone, IDA member or not, is welcome
to use this service.

**Mi IDA's First Annual Leadership in Literacy Award
is awarded to Eugene Rutledge**

The Michigan Branch of the International Dyslexia Association is pleased to present our Leadership in Literacy award to Mr. Eugene Rutledge, Executive Director of Curriculum and Instruction for the Flint Community Schools.

Mr. Rutledge has been the catalyst for change within the office of Curriculum and Instruction in the Flint Community School district. Under his tenure, the district has developed an intervention model that has reinforced the need for a strong literacy core program and differentiated instruction to meet the needs of ALL learners. He

recognizes that "one size does not fit all" and therefore, he listens when a member of his team makes a suggestion regarding programs and services that can assist with improving outcomes for all students.

The award was presented to Mr. Rutledge at the Michigan IDA Annual Fall Conference on October 10, 2009.

The branch plans to present the Leadership in Literacy award annually to a dynamic leader with a proven track record working with children with disabilities who foster literacy instruction in his or her school or district.

Book Review: *Dyslexia Wonders*

Jennifer Smith

2009 National IDA's Remy Johnston Award Winner

Written by 12-year-old Jennifer Smith, *Dyslexia Wonders* reveals the daily struggles of a child plagued by dyslexia.

Happy-go-lucky until she entered Kindergarten, Jennifer seemed like the other bright children her age. She was energetic, curious and talkative. But when it came time to learn the ABCs, to read or to tie her shoes, Jennifer couldn't comprehend and her world began to slowly collapse.

As time passed, it became clear to her that she was indeed different from her classmates. She felt alone, afraid and stupid; but most of all, she was ashamed of herself for not being able to learn.

All her family members, as well as her teachers and other school professionals, were perplexed and at a loss as to how to help this child. Life was passing by and it seemed that Jennifer was being left behind.

But one day when Jennifer was eight, one of her teachers had an idea that might shed light onto this dark mystery. Tests were performed and a prognosis given: Jennifer was dyslexic. The term was new to Jennifer and her family, but it didn't take long before her mother, Anita, dug into books and online information to learn all she

could about dyslexia. Anita and Jennifer began using new methods of learning and soon Jennifer was learning and catching up with her classmates.

Today, she is a 16 year-old high school junior and carrying a 3.75 GPA. Although she still struggles in school, she is determined to live life as normal as possible and to help others do the same.

To achieve her goal of helping others not feel the shame she felt for so long, Jennifer has established the Jenny's Wish Foundation. Proceeds from the sale of her book, *Dyslexia Wonders*, will go toward scholarships for students who struggle with learning challenges, as well as to grants to organizations specializing in education and youth development.

You can find out more about this informative book, *Dyslexia Wonders*, on the website dyslexiawonders.com. The book is available for purchase at www.dyslexiawonders.com, Amazon and Barnes & Noble. If you don't see *Dyslexia Wonders* in your favorite book store, be sure to order a copy.

We welcome you to join us by becoming
a member of IDA Michigan today!

www.idamib.org

Book Review: *Proust and the Squid* *Maryanne Wolf, 2010 Mi IDA conference speaker*

I must admit that one of the reasons I wanted to read this book was to see if she would share the reason for the title...she does, but I'm not telling! The book is divided into three sections – the first section deals with the early history of how man learned to read and write. The second section shares the research on how each of us learns to read, and the last section discusses what happens when the brain can't learn to read. Even though each section could stand alone, together they tell the story of a process that is nothing short of miraculous!

While the facts surrounding the development of early writing and reading are fascinating, the impact of what is one of the most remarkable inventions in history is even more amazing; the ability it gives us to record history and to gain insight into the thoughts of others. Socrates however, felt that the written word would have a negative impact on society. He was concerned about the inflexibility of the written word, that it would limit dialogue and discussion, and would lead to the destruction of memory. Reading and writing are not ends in themselves, but are about what they allow us to do. "While reading, we can leave our own consciousness, and pass over into the consciousness of another person, another age, another culture" (p. 7).

Our brains are wired to read, speak and to hear – we are not wired to read! Our brains use parts designed for other uses and make new connections that allow us, in most cases, to read and write. This ability is not genetic and each individual must go through the same process. This section causes you to stop and reflect on how truly amazing this process is. Maryanne Wolf breaks down all the steps a reader takes when reading and explores all that needs to be in place before reading and writing can develop. She discusses two of the most important precursors to reading – vocabulary development and phonological awareness, and shares that much of what is required for a child to become a fluent reader needs to be in place prior to starting school.

The last section deals with what happens when the brain can't learn to read, or can't learn to read fluently. Wolf poses as many questions as she answers and makes you realize that even with all of our advanced neuro-imaging techniques and all the research that has gone into studying the reading brain – what we don't yet know outweighs what we know. She discusses the emotional impact the inability to read has on individuals and the cost to society. She shares the newest techniques that offer hope to individuals with dyslexia and discusses

Continued on pg. 12

the true gifts that many of these individuals possess and how we need to make sure that their gifts are developed.

In conclusion, she asks the reader to reflect on the concerns Socrates had about the written word and apply them to our developing digital age. One of

the best gifts reading give us is time – time to think and reflect. Will our ability to have fast-paced and instant information at our fingertips cause the reading brain to become less developed over time? Stay tuned!

Judy Van Zanten is a board member of Mi IDA.

The Livescribe Pulse Smartpen: A Review

Linda Elenbogen



The Livescribe Pulse Smartpen is a device which both records the audio content of a lecture, while also taking a photo of what you are writing, with a small camera that is located near the tip of the pen. You have to use the special paper that is sold by the same company, as the paper has a grid of dots printed on it, which is what allows the pen to capture and recreate handwriting.

The benefit to having the audio of the lecture linked to what you have written is that if you would like to review a particular part of the lecture, you don't have to listen to the entire recording. After transferring the data from the pen to your computer (and it works with both a mac and a PC), you just "tap" the place in your notes that you would like to hear, and the software plays that part of the lecture.

We tested the Smartpen this year in my 8th grader's civics class, and my 11th grader's AP History class. Both classes rely a lot on the teacher's lecture for information, and my kids' school is not willing to provide copies of other student's notes. Both kids were very pleased that the pen looks just like a regular pen; they are reluctant to use a computer to take notes because it makes them stand out as too "different" than the other students.

The pen has worked out beautifully for my 11th grade son in AP History. When he is reviewing for a test, he can call up different pages of notes, and while the notes are relatively unreadable (as his handwriting is quite poor) he can play the audio that went with the notes, and learn the required material. Another benefit, that I hadn't thought of when we started using the pen, is that I can see exactly what he chooses to write down for notes, compared to what the teacher was saying. I think it will be easier to assist

him in learning how to summarize information with this information.

My 8th grader has had more trouble with the pen, as he occasionally forgets to tap the "Start" or "Finish" button (and the information is not saved if you leave either one off), and sometimes he forgets to bring the pen home to charge when the battery dies. However, I think he will get the hang of it in time. There is software available for additional money, called "Myscript" which will try to convert your handwritten text to typed copy. We tried the free trial of the Myscript software, but it

was not effective at all - probably because the quality of the handwriting was too poor.



The above is a sample of notes which says "conflict would have been drawn out, morale problems".

Overall, the Livescribe Smartpen has been very helpful to my kids, and provides a way that they can take notes, even though their handwriting skills are lacking. We are happy to have found it, and plan to continue using it.

Website Resources for Dyslexia, Learning Disabilities and ADHD

National Center for Learning Disabilities (NCLD) seeks to raise public awareness and understanding, furnish national information and referrals, and arrange educational programs and legislative advocacy. www.ld.org.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) provides education, advocacy and support for individuals with AD/HD. www.chadd.org

International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. www.interdys.org.

Learning Disabilities Association of America (LDA) is a national organization of parents, professionals and individuals with learning disabilities. LDA has state and local chapters in your area. www.ldaamerica.org.

LD Online offers information for parents, teachers, and other interested professionals in the areas of learning disabilities, legal issues, current research, instructional strategies, and personal stories. www.ldonline.org.

Annotations taken from the IDA website

National IDA's 2009 Remy Johnston Award is awarded to Michigan's Jennifer Smith

A member of the Michigan Branch of the IDA, Jennifer Smith, has won The International Dyslexia Association's 2009 Remy Johnston Award.

The Remy Johnston Certificate of Merit recognizes a young student with dyslexia who is a worthy role model, refuses to be limited by the challenges of learning differences, strives for excellence, and enriches the community through service. Jennifer is the author of the recently published book, *Dyslexia Wonders*, started when she was 12 years old.

Today Jennifer is a 16-year old honor

student at Lansing Christian High School. To achieve her goal of helping others not feel the shame of struggling to learn to read and write, Jennifer has established the Jenny's Wish Foundation. Proceeds from the sale of her book will be used to provide scholarships for students who struggle with learning challenges, as well as to grants for organizations specializing in education and youth development. Jennifer will be presented with the official Remy Johnston Award at the IDA's annual conference on November 13 at Walt Disney World in Orlando, Florida.

Conference Bookstore List

By popular request, here are the list of books sold at the conference

Conference Speakers 2009

Differentiated Instruction. Jan Hasbrouck.

Tapping the Potential of Parents. Patricia A. Edwards

Children's Literacy Development: Making it Happen through School, Family and Community Involvement. Patricia A. Edwards.

Conference Speaker 2010

Proust and the Squid. Maryanne Wolf.

Local Author, Remy Johnston Award Winner

Dyslexia Wonders. Jennifer Smith.

Advocacy

Special Education Law, 2nd Edition. Peter Wright, Wrightslaw.

Dyslexia and Learning Disabilities

The Mislabeled Child. Drs. Brock and Fernette Eide.

How the Brain Learns to Read. David Sousa.

How the Special Needs Brain Learns. David Sousa.

Overcoming Dyslexia. Sally Shaywitz.

Parenting a Struggling Reader. Susan Hall and Louisa Cook Moats.

Speech to Print: Language Essentials for Teachers. Louisa Cook Moats.

Literacy Instruction

Powerful Writing Strategies for all Students. Karen Harris and Steve Graham.

Multisensory Teaching of Basic Language Skills. Judith Birsh.

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

Voice of Evidence in Reading Research. Peggy McCardle.

Interventions for Reading Success. Diane Haager.

Road to the Code. Benita Blachman.

Road to Reading. Benita Blachman.

Fluency Instruction: Research-based Best Practices. Timothy Rasinski.

When Adolescents Can't Read: Methods and Materials that Work. Mary Curtis.

Bringing Words to Life: Robust Vocabulary Instruction. Isabel Beck.

Response to Intervention: Principles and Strategies for Effective Practice. Chidsey, Rachel Brown and Mark W. Steege

Sounds Like Fun: Activities for Developing Phonological Awareness. Cecile Cyrul Spector.

Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science.

Virginia Berninger & Beverly Wolf.

For Kids

If You're So Smart, How Come You Can't Spell Mississippi? The Adventures of Everyday Geniuses. Barbara Esham.

Stacy Coolidge's Fancy Smancy Cursive Handwriting. The Adventures of Everyday Geniuses. Barbara Esham.

Buy a book at [Amazon.com](https://www.amazon.com) and Help IDA Michigan

Go to www.idamib.org and go to the Book Shop button. Click on the Amazon link, which will take you to the [Amazon.com](https://www.amazon.com) website where you can purchase ANY book that you desire, and the Michigan Branch will receive a small referral fee.

Thank you for supporting IDA Michigan!

IDA-Michigan Branch
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Ann Arbor, MI 48439
www.idamich.org



**THE MICHIGAN
BRANCH**
INTERNATIONAL DYSLEXIA ASSOCIATION
ANNUAL FALL CONFERENCE

October 9, 2010

Grand Rapids, MI

Maryanne Wolf

Tufts University
Author of *Proust and the Squid*