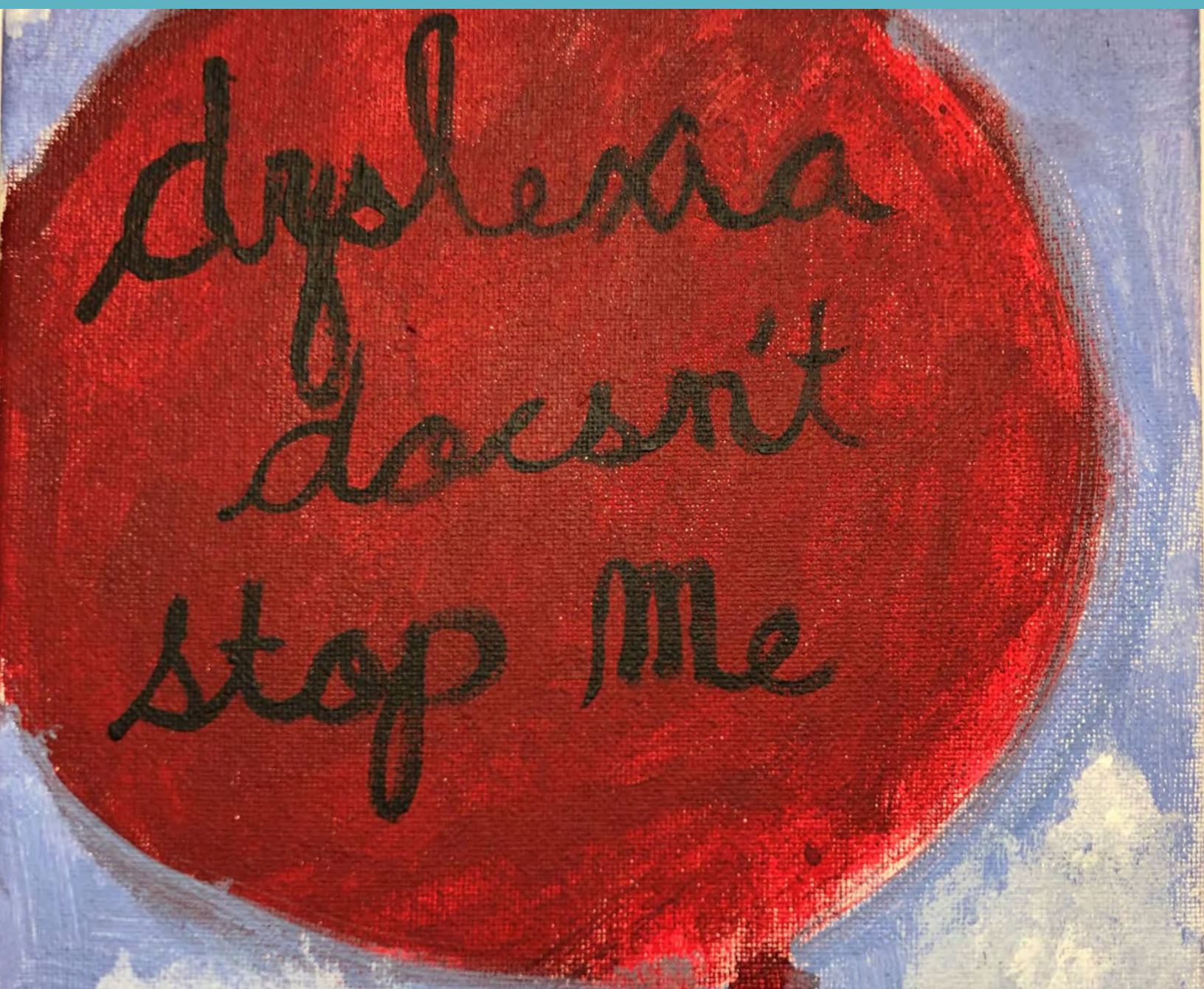




International Dyslexia Association®
DALLAS BRANCH

THE ASSET

FALL EDITION 2020



COVER ART BY
DALLAS IDA
ART CONTEST WINNER

"I live beyond the limits of dyslexia; you should know about it! The balloon represents the celebration of my strengths: painting, coloring and mathematics. I learn beyond the limits, because the sky is the limit."

-Hadley

EDITORIAL STAFF

EDITOR

JONE BYCEL, M.S., BCET, FAET

PUBLICATION COMMITTEE

AMY AMARO, MAT, LDT, CALT
INEZ FISHER, M.ED., M.S., CALT, CERI
HARRIAN STERN, PH.D., NCED, RPED
AMANDA THORNTON, MAT, CALT, LDT

DESIGNER

RAE HODGES

DALLAS IDA BOARD MEMBERS

PRESIDENT EMILY VISINSKY, M.ED.

VICE PRESIDENT MISTY CLACK, M.ED.

TREASURER PAUL NIEMYSKI, MS, MBA

SECRETARY AMY AMARO, MAT, LDT, CALT
VERONICA ALLEN, M.ED.

COURTNEY CLEMMONS, MA, LPC

CHRISTINE DUFFY, M.ED., CALP, LDP

TONYA FLEMING, M.ED.

LAUREN HALL, ED. DIAG, LDT, CALT, M.ED.
ROB KELTON

KENDRA JOHNSON

KATIE MAYFIELD

VAIDEHI NATU, PHD

AMANDA THORNTON, MAT, CALT
SAMANTHA VARADARAJAN, MA

DALLAS IDA ADVISORY BOARD

ANNA BURTON

KARLA BELL

JONE BYCEL, MS, BCET, FAET

INEZ FISHER, M.ED, CALT

JOHN HODGES, MA, CALT

SHANARA HAWKINS, M.ED, CALT

GLADYS KOLONOVSKY

EVELYN MADU, CALT, QI

CARLA PROCTOR, PHD, NCED, LDT

HARRIAN STERN, PHD, RPED, NCED

MARGARET TAYLOR SMITH, M.ED, CALT, QI

TERRI ZERFAS

The Dallas Branch International Dyslexia Association publishes *The Asset* twice each year in the fall and spring. Publication subscriptions are included in membership.

The Dallas Branch International Dyslexia Association does not recommend or endorse any specific diagnostic instruments or therapeutic programs. The exhibits and presentations at conferences and the articles in *The Asset* are to inform and to advance the knowledge and skills of the membership.

The views expressed in the articles herein are those of the author(s) and do not necessarily reflect the opinion, position, or policy of The Dallas Branch International Dyslexia Association. References to products or publications, or inclusion of an advertisement in the publication neither constitutes nor implies a guarantee, endorsement, or support of claims made of that product, publication, or service.

Regarding deadlines: Manuscripts for full-length articles to be considered for publication may be submitted at any time. Copy deadlines for short or regular features are June 1 for the fall issue and November 1 for the spring issue. Note that publication is not always guaranteed for a specific issue but is based on the publication committee's evaluations of a manuscript's readiness for publication.

Manuscripts should reflect a command of the subject matter, a relevancy to working with children and adults with dyslexia and other learning differences, and the appropriate level of language and terminology suitable for publications in a professional journal. Each manuscript should include an abstract summarizing its content (not to exceed 150 words) and biographical information about the author(s).

Please submit all manuscripts and articles for consideration to Jone Bycel at jbycel.dallasida@gmail.com

FROM THE EDITOR



JONE BYCEL
M.S., BCET, FAET

FOR MANY YEARS, *The Asset* was an integral part of Dallas Branch IDA's mission to provide education and resources to its membership and the community. An association's publication allows for the sharing of ideas and provides the membership with information to enhance the understanding of dyslexia and other related learning differences. Therefore,

we are pleased to bring back *The Asset* as a benefit for our membership.

During the past several months, we have experienced unprecedented events: schools and businesses closing, sheltering-in-place, social isolation, and distance learning. As educators, we had to learn new strategies and methods to facilitate the learning of our students/clients. I equipped my office with safety paraphernalia; a plexiglass desk divider, a HEPA air purifier, and a UV sanitizing light, yet I do not feel comfortable holding in-person sessions.

There is still much uncertainty about how the new school year will unfold; therefore, this issue will contain information and resources that will further our knowledge and provide comfort about working with our students/clients via one of the online platforms. In these trying times, we must continue to provide intervention that fosters and enables the acting, thinking, and feeling necessary for learning to take place.

The front cover displays the winner of DBIDA's 2020 Art Contest. Below the picture are the young artist's words about being dyslexic. Hadley was the overall winner of the Art Contest. The art of the winners of specific grade categories are also presented in the issue. Also in this volume, there is a retrospective from a rising college student about the challenges she faces as a dyslexic. Future issues will contain research-based articles, but since we need to feel connected during this time of social distancing, most of the articles in this issue present a personal perspective.

This volume features an article from **Dr. Sheryl Frierson**, who provides insight into her thought process as she evaluates a student in her article "Why Julie Can't Read." **Amy Amaro's** book review of Maryanne Wolf's *Reader, Come Home*, is timely since we are relying more on digital technologies. In her book, Wolf explores the future of the reading brain and our capacity for critical thinking, empathy, and reflection in a digital world. **Linda Sharpe** writes about the effects on professionals in her article "Embracing Change Through a Pandemic." **Nancy Bley** provides user-friendly online math resources and how they can be used

WELCOME TO THE ASSET

CONTENTS

4

PRESIDENT'S MESSAGE

Emily Visinsky, M.Ed

5

WHY JULIE CAN'T SPELL?

Sheryl Frierson, M.D.

7

EMBRACING CHANGE THROUGH A PANDEMIC

Linda Sharpe, M.S.

10

ED TECH FOR TEACHERS: MORE TEACHER-FRIENDLY WEBSITES FOR MATH

Nancy Bley, MA, ET/P

13

BOOK REVIEW: "READER, COME HOME"

Amy Amaro

15

STUDENT ESSAY: "THE LAST DAY"

Katie Lawson

17

AWARDS & SCHOLARSHIPS

20

ONLINE RESOURCES

effectively to teach students with learning needs.

The Asset welcomes contributions from the membership for full-length feature articles, book reviews, helpful applications, and materials.

Stay healthy and safe.

PRESIDENT'S MESSAGE



EMILY VISINSKY, M. ED

As a new school year commences, I hope that you will join me in looking ahead. Looking ahead to new experiences, new knowledge, and the genuine excitement that newness evokes.

The last year has certainly been memorable. The loss

and uncertainty of that time will forever change us. How will it affect our view on education? How will it impact our views on equity? How much will it fan the flames of desire to learn and grow in our vocations even more? This time has put us in the unique and valuable position to evaluate, reflect, and most importantly, question our goals and desires to create the most impactful change.

I am grateful that we can provide a renewed outlet for that growth with the “rebirth” of The Asset. Our editor, Jone Bycel, and her team have compiled a collection of thought-provoking articles, interesting tidbits, and inspiring accounts. Undoubtedly, their efforts lay a solid groundwork for future publications.

Texans band together again to raise money for non-profits in our community on September 17, 2020 for North Texas Giving Day (NTGD). All the money that Dallas IDA raises on NTGD goes directly to our scholarship fund which provides financial need-based scholarships to students with dyslexia who need Structured Literacy™ Therapy. The majority of the scholarships we award are for families that live at or below the poverty line. These donations can truly change a life!

Please stay tuned for details about the Membership Appreciation Brunch and Annual Meeting in November. This is one of my favorite events each year as we have the opportunity to honor our Orton Oaks and celebrate a productive year. As a member, you're automatically invited!

Dr. Fumiko Hoeft is our keynote speaker for the “Deeper Than Words” Regional Conference on February 5, 2021. Her topic of Social, Emotional, and Mental Health in reading and learning disorders will help us to better understand the roles they play. The act of reading is more, so much deeper, than the phonemes and their accompanying graphemes on a page. We hope to see you there for a great day of learning and networking!

Enjoy The Asset!

A SPECIAL THANKS TO ORTON OAKS

The Orton Oaks is a group of longstanding IDA members who have been important supporters of the organization for a minimum of 25 years. Through this long-term commitment they have contributed significantly to carrying out the mission of IDA. The following list represents the members of the Dallas Branch that gave generosity of their time and energy to build and maintain the branch. We thank them for their leadership and inspiration.

STEPHANIE AL OTAIBA
LEXIE BAREFOOT
LINDA BERG
JONE BYCEL
SANDRA COLEMAN
LYNDA CSASZAR
MARY CUNNINGHAM
BEVERLY DOOLEY

DIANA DUKE
BARBARA FOX
KATHRYN GILMAN
GEORGIE GREEN
RUTH JEWELL
ELIZABETH KENNEDY
GLADYS KOLENOVSKY
GINNY LITTLE

SHERRY MALPHURS
DOROTHY MOORE
LYNN NEWMAN
NEALL ROSE
HARRIAN STERN
JOHN SULLIVAN

Orton Oaks
Deep Roots, Strong Foundation



WHY CAN'T JULIE SPELL?

SHERYL FRIERSON, M.D.



THE FOLLOWING IS THE STORY of a fictional composite patient seen in my practice as a Developmental Pediatrician at the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children.

["As I tell the story, my thoughts are in brackets."]

Julie is an eight-year-old third-grade student brought to my office for an evaluation. The problem is that Julie is falling behind academically. Her handwriting is a mess, she has failed all of her spelling tests this year, and she can't seem to finish classroom assignments. Homework is described as a "nightmare" that often ends in tears. Mother tells me that Julie communicates well verbally and correctly uses advanced vocabulary words.

["Julie does not lack verbal intelligence."]

She has no difficulty completing daily life tasks independently and she is a gifted athlete.

["She is organized enough to complete non-academic tasks and does not appear to lack motor coordination."]

Julie's teacher describes her as attentive, conscientious, hard-working, eager to please, and an enthusiastic learner.

["The problem does not appear to be due to lack of effort or motivation."]

At home, Julie independently practices her spelling words every day, writing them three times each, but the words just don't stick in her memory.

["The problem is not lack of practice or exposure."]

She sometimes spells the words out loud as her mother drives her to school and still fails the spelling test that day. **["Where is the disconnect?"]**

Julie's father can't spell either and he has a diagnosis of dyslexia. So mother's question is, "Does Julie have dyslexia? As I learn more about Julie, I become increasingly convinced that her story didn't make sense for a diagnosis of dyslexia.

Currently, her oral reading sounds fluent, she is reading

chapter books, and her reading comprehension is excellent. She has never been identified as "at risk" for reading problems or received any reading intervention.

["Good reading outcome without intervention."]

Still, she makes unexpected reading and spelling errors. **[?]** She continues to consistently confuse the letters "b", "d", "p" and "q." She tends to miscall sight words, often saying the sounds out of order or substituting a similar looking word. She typically spells words the way they sound and the same word may get misspelled different ways in the same sentence.

["Sounds like poor memory for how letters and words should look and overreliance on phonological awareness."]

Mother recalls that, in preschool, Julie easily learned to identify letters by name and to recognize them on signs. She could rhyme and identify the first sounds in words.

["Age appropriate phonological awareness and letter recognition."]

In kindergarten, she had no difficulty learning to sound out words and learned the required number of sight words. **["Adequate basic reading and good use of phonics."]**

However, she struggled with writing. **[!]** She had an awkward pencil grip and the letters came out different every time; some letters were reversed, others were too large, and often they just came out in the wrong order. She would even misspell her own name.

["Sounds like she has difficulty with graphomotor skills – hand movements used for writing – and deficits in orthographic retrieval - memory for how to form each letter and for how it should look when it is done."]

During the summer before first grade, Julie attended a handwriting camp where she diligently practiced her pencil grip and how to print letters, just as she was taught. As she entered first grade, her name was more legible but sentences were still a struggle. Her output was more legible but she wrote very slowly and with great effort, almost drawing each letter, and she

complained of her hand cramping.

["The problem is persisting despite targeted handwriting instruction."]

Now she is in third grade, and she still writes so slowly that she falls behind in her work. It can take her an hour to get a few short sentences on paper.

["Her handwriting is not efficient enough to keep up with academic demands."]

She is constantly erasing, marking-out, and rewriting her work, but it still looks messy and her frequent letter reversals and poor spelling just make things worse.

["She still has poor memory for letters and words."]

Homework time is described as a nightmare that routinely ends with torn papers, broken pencils, and everyone in tears. Julie is beginning to dislike school.

["Negative impact on self-esteem and family functioning."]

Direct assessment of Julie included measures of graphomotor skills, handwriting accuracy and efficiency, orthographic competence, spelling, and written expression. The findings confirmed that Julie does not have dyslexia, she has dysgraphia.

Dysgraphia is a specific learning disorder that negatively impacts writing and spelling. The 2018 Texas Dyslexia Handbook (p. 59) defines dysgraphia as, "a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or retrieving orthographic codes (letter forms) (Berninger, 2015)."

WHAT IS THE RECOMMENDED TREATMENT PLAN?

Handwriting Instruction:

Consider a trial of direct cursive handwriting instruction. Some students prefer the fluid movements and the connectedness of letters.

Even if instruction helps, efficiency may not be sufficient for all educational demands so accommodations and technology supports are still recommended.

The best evidence supports direct handwriting instruction that is structured, sequential, explicit, and intensive with a focus on fluency over neatness.

Accommodations should be individualized to her needs. Consider ways to decrease demands for:

Volume; for example, give her a copy of notes that must be copied from the board during class.

Speed; for example, allow extended time to complete writing assignments.

KEY POINTS

- DYSGRAPHIA IS RELATED TO DYSLEXIA BUT IT IS A DISTINCT DISORDER WITH DIFFERENT INTERVENTION.
- DYSGRAPHIA IS NOT DUE TO LACK OF INTELLIGENCE, MOTIVATION, OR HANDWRITING INSTRUCTION.
- DYSGRAPHIA IS NOT DUE TO AN UNDERLYING MOTOR DISORDER.
- DYSGRAPHIA IS NOT A SIMPLE MOTOR PROBLEM. ORTHOGRAPHIC RETRIEVAL IS AN IMPORTANT FEATURE.
- IMPACT IS ON ACADEMIC ACHIEVEMENT BUT CAN EXTEND TO SELF-ESTEEM.

Complexity; for example, don't count off for spelling when spelling is not the primary goal for the lesson.



DR. SHERYL FRIERSON is the new Medical Director at the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite Hospital for Children. She comes to this role after a decade at Vanderbilt University doing clinical care for students with learning differences and

research in the science of reading. She has been a long time member of the International Dyslexia Association and participated in events through the Maryland and Tennessee branches. She is pleased to be in Dallas and looks forward to close collaboration with the Dallas Branch of IDA as well.

EMBRACING CHANGE THROUGH A PANDEMIC

LINDA SHARPE, M.S.



This article explores the effects of the Covid-19 pandemic on the professional and personal lives of educators. Beginning in early March of 2020, the world came to a screeching halt, with schools and businesses closed and "stay at home" orders in place. 1918 was the last time in our history that a pandemic of this magnitude has occurred. Our world will never be the same, but hopefully, we will continue to implement new ways of practicing and assisting students to maximize their learning potential.

Testing to Grow is my private educational testing practice that I founded twenty-five years ago. *Testing to Grow* provides psycho-educational evaluations for students from age 5 through adulthood. The primary goal of the evaluations is to explore a student's learning profile, make a diagnosis of a learning difference when appropriate, and provide recommendations for enhancing skills, reaching goals, building success, and fostering confidence and general well-being.

I was able to open my practice due to my experience with regular and special education teaching, as well as my role as an educational diagnostician, all in the highly ranked public school system of Highland Park, near Southern Methodist University in Dallas, TX. In addition, I was fortunate to have held the position of assistant director of the Shelton Evaluation Center, a private Dallas school that specializes in educating students with learning differences. It was from my diverse experiences and valuable mentors along the way in these settings that enabled me to acquire the knowledge and continuous growth mindset that is essential to providing services and recommendations to families of students with learning differences. It is also through my professional relationships that I became involved with IDA and have learned much from numerous conferences, webinars, and publications.

Now the story of how the COVID-19 Pandemic has impacted not only my practice, but my life. *Testing to Grow* offers services through my private practice and through my affiliation at the medical practice, Girls to

Women/Young Men's Health and Wellness in Dallas. At the beginning of March, a primary care physician of GTW/YMH opened a new branch in a northern, thriving suburb of Dallas. How exciting, right? We were about to "show off" the new location and office space at the beginning of March with an Open House. Boom! March 16 came. Shut down. To date, we still have not had an opportunity to showcase our newest location.

Testing to Grow is trained to use TheraLink for conferences, and due to the pandemic, we have had to rely on virtual meetings and interactions. Thank goodness for TheraLink, Zoom, Google Meet and other video conferencing platforms! Because of these tools, we have been able to conduct conferences with professionals, parents and students so that we could keep our work moving ahead.

An example of how flexible my work has been is the ability to attend 504 and ARD meetings that are conducted in various cities and states. I recently attended an ARD meeting held by Austin ISD (TX) for a student relocating from Florida. I served as the family's educational consultant. The meeting brought together professionals from several settings, all with the goal to develop a plan to support the student in his new high school setting. Virtually, the team designed a plan that acknowledged the student's strengths and will provide him with opportunities for growth. Realistic goals were set, and the committee carried out plans for the student to remain engaged with his learning over the summer.

I also meet with a group of colleagues every month for dinner and collaboration. Zoom has allowed us all to continue our dinner and sharing virtually. Of course, it is not quite the same as in person, but it has brought us all the support that we have needed. My business thrives on collaboration with academic language therapists, educational therapists, teachers, professors, special services coordinators, administrators, speech/language pathologists, study coaches, subject-specific tutors, doctors, counselors, and social workers.

The "new normal" has forced me to slow down, be more intentional, productive and less stressed. This has been

very good for me, as I tend to work too much, without tending to my personal life. Taking long walks with my dogs and biking along nature trails have given me time to process all aspects of my life.

Now that restrictions are slowly and cautiously being lifted, *Testing to Grow* is seeing students, but no more than one per day. We are adhering to all safety protocols. The parent texts upon arrival, and we greet the parent and student at the car. We ask that parents wait in the car, and masks and social distancing are routine. Sanitizing workspaces and equipment is top priority.

This new phase has given *Testing to Grow* the opportunity to expand services to students who display symptoms of Autism Spectrum Disorder (ASD). I am excited to welcome Cristen Parks to our practice as a Licensed Psychological Associate. She administers psycho-educational evaluations and additional autism measures when deemed appropriate. Cristen also works in a public school district as a Licensed Specialist in School Psychology. I asked her to offer her perspective of the "New Normal." This is what she had to share:

"I now think of my life as pre-Covid and living through Covid. The week before spring break was a typical week for my family, as it was for most. Each day was the same.... wake up by 6, out the door by 6:45 a.m., with my teenage daughter in tow. Then I would head off to my school. My typical day consisted of evaluating students, 3-5 years old, for Autism. My days would vary between autism evaluations, parent consultations and interviews, report writing, psychological evaluations, observations and meetings. The moment I would return home, I would prep dinner in a to-go container and leave by 5:15 to take my daughter to dance. She is a classically trained ballet dancer en pointe and a competitive dancer on a senior company with her studio. Her dance classes would not end until 9:30 pm. In addition to my full-time job and my family responsibilities, I work as a consultant and evaluator with Testing to Grow. I also spend one night a week with my adult brother who has autism, teaching him life and social skills.

Our weekends were filled with dance competitions and ballet performances. When we were able, we would fill our free weekends with a camping trip. I remember looking at the calendar during spring break and saying my next free weekend was not until July. Then, suddenly,

everything stopped. At first, we did not realize the magnitude and thought it would not last. Everything was slowly canceled, one event at a time. School, work, dance, spending time with family and friends are all now through a screen.

My family and I were scared, angry, frustrated and most of all sad. Everything was different. A simple task such as going to the store was now anxiety provoking, not knowing if you were in contact with this invisible beast which was changing our world. I was devastated that I could not hug my parents, siblings or friends. I could not see my brother or go on our weekly outing. He had made such progress with life and social skills and now will regress without weekly practice. My daughter was heartbroken that she had worked so hard since August and her dance season was over.

"I WOULD NOT GIVE UP WHAT I HAVE GAINED...I HAVE LEARNED THAT LESS IS MORE. I PLAN TO SLOW DOWN AND NOT FILL EVERY MOMENT WITH ALL THE EXTRAS. PROFESSIONALLY, I HAVE LEARNED TO BE MORE INTENTIONAL AND FOCUS ON ONE CHILD AT A TIME."

Working for a school district, I was not prepared to do my job from home. I was in uncharted territory. My teammates at work and I rallied together. We divided jobs and tasks, met for hours online, where we created new ways of doing everything. We waited for guidance from our school leadership and Texas Education Agency (TEA), which changed moment to moment. It was exhausting and felt like we were doing the impossible. We ultimately reinvented ourselves. We met every timeline, wrote every report, contacted every family, held every meeting and more. I have met and networked with other professionals because of the online meetings and webinars I have been able to attend. I have learned from blogs and articles because I have had more time to do so.

I slowly began to see the advantages of being at home. While my days were full of work, I was able to see my daughter and husband more than ever. We took time to eat our meals at the table together, from plates and not to-go containers. We took daily walks as a family. We dusted off the board games and played Clue and Uno. I taught myself to crochet. My daughter was able to sleep, rest, play, create and spend time in her room. I was able to see her, talk with her, laugh and learn with her. She taught me TikTok, and I taught her to bake.

On Wednesdays my whole family, cousins, aunts, uncles, nieces, nephews, siblings, parents, grandparents from all over Texas would get together virtually. We have camped more over the past two months than we have in two years. I have enjoyed having my puppy sleep near my

feet while I work.

I long for the day that I can hug without worry. I pray I see my daughter on stage with a sold-out audience again. I want to shop, go to the movies and eat at a restaurant. However, I would not give up what I have gained. My family is closer than ever. We have new traditions, memories and plans. I have cherished the bonus time with my daughter and husband. I have learned that less is more. I plan to slow down and not fill every moment with all the extras. I have learned that what matters most is time together. Professionally, I have learned to be more intentional and focus on one child at a time."

Last week I read an inspiring essay in the Wall Street Journal entitled "How Rituals and Focus Can Turn Isolation into a Time for Growth," by Dr. Arthur Kleinman, a professor at Harvard University who teaches psychiatry, anthropology, and social medicine. Through his experience being the primary caregiver for his wife during her 10-year struggle with Alzheimer's, he gained wisdom to cope with uncertainty and solitude. He states regarding the pandemic, *"These harrowing times are taking an emotional toll, even on those of us lucky enough to be hunkering down in our own homes. Our new reality—disrupted lives, fears of infection, worries about loved ones, the loneliness that can come with prolonged isolation—brings to the surface disorganized feelings, from panic to despair, that a busy life might keep at bay."*

He goes on to share:

"NEW HABITS CAN CARRY US AHEAD IN AN ORGANIZED WAY, LETTING US HEIGHTEN OUR SENSE OF CONTROL OVER OUR DAYS AND NIGHTS AND KEEPING DISABLING FEELINGS IN CHECK."

We can focus more on the small moments that comprise our lives, becoming more present and endowing ordinary routine with deep emotional investment."

Dr. Kleinman further expresses himself: *I have learned how important it is to be surrounded by whatever brings us joy. For example, music has always been a great love of my wife and me—a source of comfort and sanctuary during her illness. Today in isolation, I hardly ever feel alone: The sounds of aria and orchestra, violin, and piano fill my empty house. Life-enhancing rituals allow me to find and create joy. The habits I developed during my wife's illness fundamentally changed me. They*

transformed daily living into a chain of life-enhancing rituals that allow me to find and create joy, even when sheltering in place. We can all learn how to endure with purpose and make this a period of emotional and moral transformation. A plague, as Albert Camus (French philosopher, author, and journalist) knew, is the moment to ask what life is for. The response to Covid-19 suggests one answer: care for yourself and others. So, take a breath and take the time to change the daily rituals that make up life. Throw yourself into them as if your life were at stake, which it is.

We will never go back to "the way it was." We will all be more cautious about health and hygiene. More people will be working remotely. Education has moved light years ahead. As educational diagnosticians, we will continue to collaborate with other educational professionals, parents, and students in order to equalize the playing field for ALL students, considering how they learn best. We will just be doing these things differently. Flexible and Nimble will continue to be critical words and mindsets for all of us.



LINDA SHARPE, M.S. earned a Bachelor's Degree in Education from the University of Texas at Austin and a Master's of Science Degree in Special Education from Texas A&M Commerce. She is a Texas Education Agency Certified Educational Diagnostician. After teaching

regular and special education classes, she became a certified educational diagnostician. She has experience with public school and private school service. For over twenty-five years, Linda has been the Director of Testing to Grow, with a private office and now an additional affiliate office with Girls to Women/Young Men's Health and Wellness. She is a former president of the International Dyslexia Association, Dallas branch.

ED TECH FOR TEACHERS:

MORE TEACHER-FRIENDLY WEBSITES FOR MATH

NANCY BLEY, MA, ET/P



Now that school has been in session awhile, it is hoped that you have had a chance to get to know your students and determine at least a beginning idea of how to proceed for the first part of the year. This issue's column will hopefully help you with this planning. We'll take a look at some websites that are user-friendly, easy to access, and should help us find some materials to keep on hand for the beginning of the year.

COMMONCORESHEETS.COM

Let's start the tour with the website Common Core Sheets, <https://www.commoncoresheets.com/New%20Sheets.php>, a website with way more possibilities than could be shown in this column. I've picked some that stand out as being especially useful. First, let's look at two unusual division sheets that I have found especially helpful for students with reversal difficulties. (See Figures 1 & 2.)

The sequence and language for each of these examples is the same: 957 divided by 9, as shown in Figure 1. The advantage for many students is the left to right reading that they are already familiar with. For those interested in the idea of working left to right in any of the operations, here is a link to a related article:

<https://www.themathdoctors.org/dividing-right-to-left-adding-left-to-right/>

Elapsed time can be a challenge for some students. The following worksheets from the same website can be a good way to introduce this concept before transitioning to a circular clock. (See Figures 3 & 4.)

Next are just a few examples of the fraction and decimal worksheets with clear visual representations. (See Figures 5 & 6.)

What I particularly like about these, and other sheets, is that they encourage students to recognize different ways of describing decimals (and fractions). The highlighted parts are not always adjacent.

Figure 1

Figure 2

Figure 3

Figure 4

Figure 5

Additionally, many of the worksheets use language to clarify the meaning of the mathematical operations, as in the division by fractions example shown in Figure 6.

There are various ways of customizing all the worksheets on this website. Some include (1) deciding the number of digits in the divisor and dividend, (2) using or excluding the answer column, (3) displaying subtraction sign or not in the division example above, (4) including an answer sheet, (5) selecting the number of problems on a page and the amount of space between problems. In addition, many of the worksheets also have the option of working one problem at a time online. Explore this website. You'll find a lot of very helpful worksheets.

STEMSHEETS.COM

Another good website, <http://www.stemsheets.com>, has a wide variety of customizable sheets that are not often found elsewhere. One example is shown in Figure 7, Adding Multiples of 10.

The sheet can be customized by changing the number of digits in each problem, how many numbers to add, and presenting problems either horizontally or vertically. Some of my favorites from this site are the coin worksheets. (See Figure 8.) The coin pictures are current and clearly presented. The teacher can choose which coins to include, how many coins per line, and how many problems on a page.

The Place Value Chart in Figure 9, also on this website, can easily be customized to include/exclude decimals. It can also be extended on either end to go to the billions and to the thousandths. Using color is optional.

WORKSHEETFUN.COM

We have all found it helpful at times for students to use graph paper for computation. The next website, www.worksheetfun.com, has a variety of worksheets which are well organized visually and cover many topics. (See Figure 10.)

The major drawback is the problems are predetermined so teachers cannot decide what to include based on what facts students are currently learning.

Figure 6

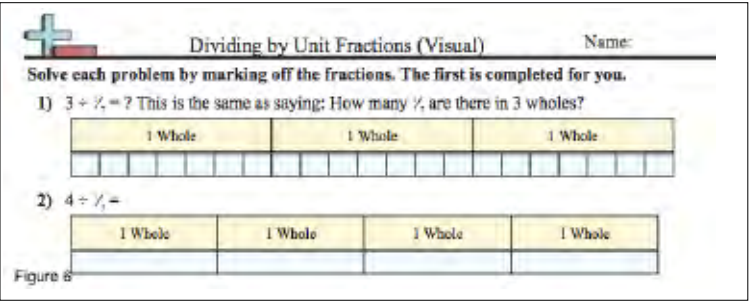


Figure 7

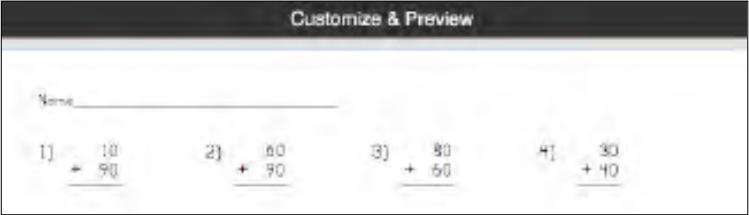


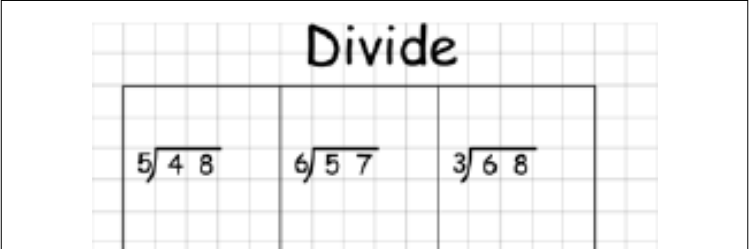
Figure 8



Figure 9



Figure 10



MATH-AIDS.COM

Yet another website which is easy to navigate and has a large variety of customizable worksheets, including algebra, geometry and calculus, is Math-Aids.Com (www.math-aids.com). When worksheets on this site are refreshed, a new one appears. Boredom need not set in!! Let's start with an Algebra link for basic algebra, www.math-aids.com/Algebra/Algebra_1/Basics/, Writing Variable Expressions Worksheets. (See Figure 11.) The type of problems used can also be adjusted, as shown in Figure 12.

Another set of worksheets is in the Measurement section, www.math-aids.com/Measurement/. In addition to the one shown in Figure 13, Reading a Tape Measure, there are many others for Reading a Decimal Ruler Measurement Worksheets, Reading a Metric Ruler Measurement Worksheets, Reading Standard Measurements Worksheets, and color-coded protractor worksheets.

All can be easily customized to meet student needs. One last section is Time. This section includes a variety of topics that are color-coded and clearly laid out. I especially like the color-coding chosen because the sequence for remembering which hand to look at first can easily be related to a stoplight, go on green (hour hand or small hand), stop on red (minute hand or larger hand). The time increments can be adjusted. Some examples of pages are shown in Figures 14 & 15.

I hope this information has been helpful and has inspired everyone to look further at these and other sites. In the next column, I'll address some math apps and additional websites. Included in the websites will be some that are more commonly used for reading, language arts, or written expression but which can be adapted to math as well. If anyone has questions or ideas, please feel free to contact me.

Figure 11

Figure 12

Figure 13



Figure 14



Figure 15



NANCY BLEY, MA, ET/P is a special education consultant in the West LA area. Previously, she was academic dean at Park Century School, an independent school for students with learning disabilities. She works with Hayutin & Associates in Santa Monica as an educational therapist and does some

curriculum training. She continues to maintain a small private educational therapy practice working with a variety of ages and grades from 1st grade through high school. Her areas of specialty are math, technology, reading, writing, study skills, and executive functioning. Nancy has presented at numerous conferences including IDA, LDAA, BDA, and AET. The 5th edition of her book *Teaching Mathematics to Children with Learning Disabilities* was published in February 2019.

Note.

From "Ed Tech for Teachers: More Teacher-friendly Websites for Math," by Nancy Bley, Fall 2019 *The Educational Therapist*, 40(1), 11-14. Copyright 2019 by the Association of Educational Therapists. Reprinted with permission.

BOOK REVIEW: "READER, COME HOME"

REVIEWED BY AMY AMARO



DURING THE RECENT HAPPENINGS OF COVID-19 – mandatory lockdown, school cancelations, and learning taking place over the computer – it makes you wonder what are the effects that modern technology can and will have on the way we learn? Maryanne Wolf's book, *Reader, Come Home*, explores the latest research that focuses on that very question. She not only discusses the effects of technology on the brain but digs deeper into the effects that technology has on our attention, comprehension, critical thinking, reflection, and the ability to cultivate empathy.

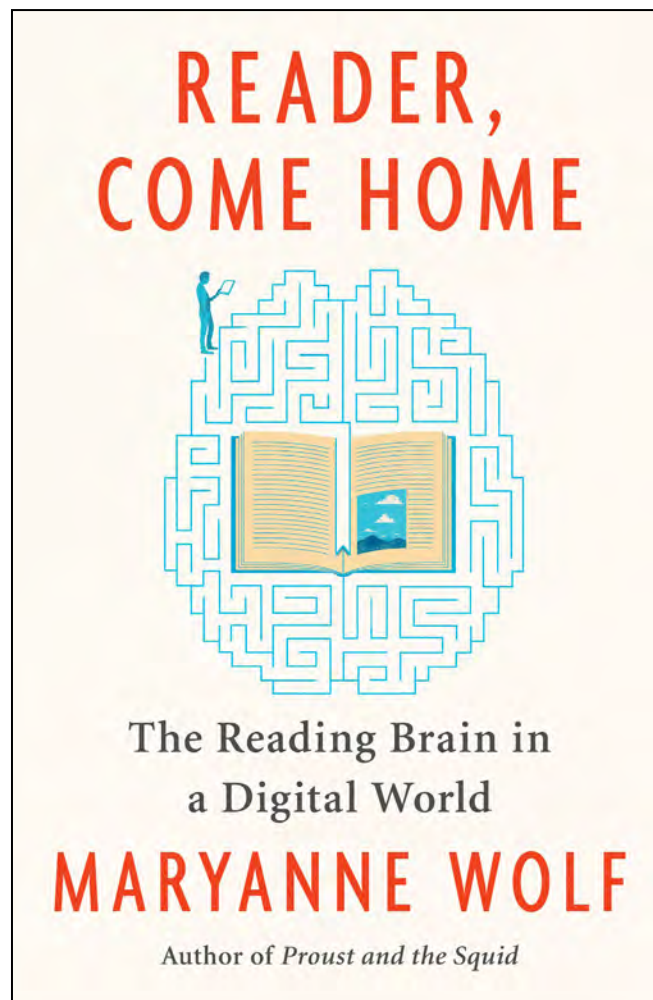
Wolf engages the readers in a series of nine letters designed to have an ongoing, intimate discussion with the reader. This is done intentionally as to make the reader stop and pause to consider the information presented. To practice what you preach, if you will, of modeling how we have lost the ability to pause and enjoy reading for its characters and storyline, and instead have made it a habit of skimming and hitting the highlights. Wolf states, "There are no shortcuts for becoming a good reader, but there are lives that propel and sustain it."

She questions if our fast paced world of modern technology are enough to help cultivate and keep the

inner working circuits of the brain engaged or asks if we are producing slower cognitive thought and only surface level comprehension. Citing the startling statistic that only one third of twenty-first-century American children now read with sufficient understanding and speed at the exact age when their future learning depends on it.

Wolf uses the analogy of a "quiet eye", to discuss both her hopes and concerns for the twenty-first-century reader. Our fast-paced world has hindered our attention and bombards us with constant stimuli. A report from Time Inc. presents that people in their twenties switch media sources twenty-seven times an hour, and on average check their phone 150 times a day leaving us in a constant state of hypertension hindering our ability to think deeper and with complexity. Wolf describes how the iPad has become the modern pacifier leading to a high level of stimulation and a low-level threshold for boredom. Without the ability to think critically there is a fear of 'masquerading' as being in the know without the practice of seeking information out.

With more and more readers turning to their iPad and Kindles for the written word is screen reading the same as the concrete act of



page reading? Is reading from the screen any different from reading from the book itself? Wolf presents a series of research that shows there is in fact a difference not only on the surface level but deeper into the way our brain actually processes the information and connects to what it is reading.

One study shows that students who read from the page were superior to those who read on screen in their ability to reconstruct the plot in chronological order. Wolf speaks of reading as a multisensory process that adds a deeper dimension in the way we read and process information.

This is a book that I personally will read again and again, each time peeling another layer of information from it. Wolf has beautifully woven research and philosophy in a way that makes the reader stop and pause to re-evaluate their own relationship with the written word and where they themselves fit into this new modern age of readers. As the saying goes, "With great power comes great responsibility." We must find a unique balance in the way we adapt to this new modern age without losing the intricate processes that helped shaped us to what we are today.

**"WOLF HAS BEAUTIFULLY
WOVEN RESEARCH AND
PHILOSOPHY IN A WAY THAT
MAKES THE READER STOP
AND PAUSE TO RE-EVALUATE
THEIR OWN RELATIONSHIP
WITH THE WRITTEN
WORD AND WHERE THEY
THEMSELVES FIT INTO
THIS NEW MODERN AGE OF
READERS."**



AMY AMARO is an educator with fourteen years of experience in public schools. She was appointed to the Board of Directors of the International Dyslexia Association - Dallas Branch in 2017 and continues to serve on the Executive Board. She holds a BS in Early

Childhood Education and a Masters of Arts in Teaching Multisensory Learning from Dallas Baptist University. Amaro, dyslexic herself, is passionate about helping children and adults learn to unlock the power of reading.

THE LAST DAY

KATIE LAWSON



ON MY LAST OFFICIAL DAY OF CLASSES for high school, I decided to take a drive by my old elementary school. When I arrived, it looked smaller and the playground equipment was incredibly weathered. The grey brick outside with its small windows filled to the brim with a kaleidoscope of student art looked less confusing, less harsh, less intimidating compared to when I stood there so long ago. It was simpler.

The building was closed, so I sat outside in the parking lot, and did my best to transport myself back in time. I stared at the doors, trying to imagine what the rooms looked like as a reconstructed one of my earliest memories.

It was reading time, and each kindergartner got to choose his/her book. I eagerly went to the bookcase in search of my favorite book. It was a level one book, which I knew was the easiest level but, I didn't mind, or that's at least what I told myself. I liked the story; it was my story. When I finished the book, I would look at the pictures to the side and create my own stories based on what I knew about the characters. I would make up adventures and conversations for the hour that we were given, and sometimes I would tell them out loud to the other kids or to the toys in the room. It was fine; I was fine. I reached for the book.

"That book is so easy; you're dumb." I turned, tears welling as I noticed all the little hands around me had grabbed for the three and four reading levels. I wanted to argue back that it was a great book; it was my book. However, as I faced the other girl, I also faced the truth that it was the only book on the shelf that I could understand. In fact, I had memorized the book, so I no longer needed to even read the words to know what was happening, I already knew the sequence of events. None of the other books made sense; they contained symbols on a page.

My favorite book now felt heavy in my little hands, the glossy cover no longer a comfort but a reminder of what I could not read. Feeling a cold hole in my chest

with everyone watching me, I ran to my teacher. I didn't tell her what happened, because that would mean something was wrong with me. I just sobbed.

I sat in the parking lot and thought for a long time about that memory. That event happened before my diagnosis. Without an evaluation and a diagnosis, things would have turned out very differently for me. I would have continued to struggle, continue to perform poorly, continue to only be able to appreciate stories that I created in my head and not the ones that were written on a page. However, I was lucky. I was given the tools and resources from a young age to develop the ability to thrive. I was given opportunities.

My parents immediately put me into remediation therapy once I was diagnosed in the first grade, which I have been told is very unusual considering during that time early diagnosis was not common. For the remediation, I was pulled out of class every day, which made me feel different. Difference to me felt like inadequacy, failure. Each time, I dreaded the stares of all the other kids as I walked out of the classroom. Those first few months made me feel small. Then, I met Miss Pam.

With teased blonde hair, long hot pink acrylics, and a voice like sweet tea, Miss Pam was possibly the most eccentric and the kindest woman I have ever met. She helped and challenged me as no other teacher had up until that point.

Miss Pam and I worked for three and a half years, and during that time, something changed. I had always loved stories, but after all the flashcards and the templates, I found a love for books – because I finally could understand them. They were no longer just symbols on a page, but words with emotion and meaning: a story in which I could relate.

I continued to improve; I started reading at levels that were leaps and bound beyond what the other kids in my class could do. I still struggled in some areas, but I worked to get better. Again, I was also lucky: my parents

“THE BIGGEST IMPACT THAT DYSLEXIA HAS ON YOUNG KIDS IS THEIR CONFIDENCE, AND I THINK THOSE FEELINGS OF INADEQUACY STILL AFFECT ME TILL THIS DAY...EVEN THOUGH IT WAS A DAILY STRUGGLE WITH MYSELF, I WOULD OVERCOME MY FEAR AND DOUBT, ONE STEP AT A TIME, AND WHEN I DID, I TRULY EXCELLED.”

provided extra lessons, tutors, summer classes to work on all different subjects, etc. By the end of elementary school, I was a strong student. By the start of middle school, I had really found my footing and excelled in most areas, and the areas I didn't, I worked hard on. By the end of middle school, I felt like everything that I had experienced in elementary school could no longer affect me. I was “cured” in my mind.

And then high school hit.

Now, I didn't struggle with grades in high school, but rather I struggled with my confidence in my ability to be successful. Those feelings of shame and fear of being different, of being a failure in the eyes of those I respected and valued, terrified me. I wanted to do so well, but I was constantly anxious that I couldn't and that when something went wrong, maybe it was a sign that I lacked the ability to do so.

The biggest impact that dyslexia has on young kids is their confidence, and I think those feelings of inadequacy still affect me till this day. I struggled so much to just feel confident in my abilities, and I constantly had to prove to myself that I wasn't “dumb” – like how that little girl said I was all those years ago.

Even though it was a daily struggle with myself, I would overcome my fear and doubt, one step at a time, and when I did, I truly excelled. I excelled in part because of my dyslexia. Through all the skills I learned through my remediation program, I became a diligent student and a hard worker in all my activities. Practice, practice, and practice, just like Miss Pam taught me: it's the only way

I learn. That extra repetition and practice would always pay off, especially on tests. I would always put in the work, because I knew nothing would come naturally to me. Teachers saw that and appreciated it

I believe this journey gave me valuable experiences that people without dyslexia would not be able to have. The discipline and drive and work ethic that come with being successful in remediation have been key to my success in all my accomplishments. I know that at the end of the day, I am put in a position to go into college with knowledge that is unique to my peers and also know I will experience struggles that will never go away, like feeling inadequate and living daily with the effects of being dyslexic, whether it will take me longer to read an assigned text, or struggle to understand spoken directions. There is so much I have accomplished as a dyslexic student and this knowledge will provide the confidence to continue to persevere through challenging situations.

So as I drove away from my elementary school that day, I smiled. I smiled with pride because of all that I had done; I smiled with sadness because I felt deeply for that little girl that struggled so much in that building; I smiled with determination because I knew there is much more to do, both for myself and for all the other people that have this learning disability. I smiled with hope because I did it and I have a feeling I can do it again.

Congratulations to all those who graduated in the class of 2020! We did it!

KATIE LAWSON is a recent graduate from Parish Episcopal School. She will be attending Washington University in St. Louis in the fall and is interested in majoring in Political Science and English with a focus in Creative Writing. For the future, she hopes to become a lawyer.

AWARDS & SCHOLARSHIPS



DALLAS IDA'S 2021 EXCELLENCE IN EDUCATION AWARD NOMINATION FORM

ABOUT THE AWARD

The Excellence in Education (EIE) Award is presented annually at Dallas IDA's regional conference to teachers or other professionals who demonstrate excellence in practice and a commitment to students with dyslexia and related differences. Individuals may be nominated by a colleague, student, parent, or other professional in the field. Nominations should be based on professional dedication, knowledge, skills, successes, achievements, school or community collaboration, etc.

NOMINATION INSTRUCTIONS

Include a brief written or typed narrative essay (preferably 500 words or less) or a video recording describing your association with the nominee and an explanation of why you are nominating this professional for Dallas IDA's EIE Award.

Entries will be judged according to specific examples and details related to how this person makes a difference in the field of dyslexia and/or in the lives of individuals with dyslexia. For more information visit <https://dal.dyslexiaida.org/excellence-in-education-eie/>.

DEADLINE FOR SUBMISSIONS

Monday, November 30, 2021

HOW TO SUBMIT AN ENTRY

Entries may be submitted via email, delivered in person, or by mail to the address listed below.

Please submit email entries to:
admin.dal@dyslexiaida.org and reference "2021 EIE Award Nomination Form" in the subject line.

Please mail or hand-deliver all other entries to:
Dallas Branch of the International Dyslexia Association
Attn: 2021 EIE Award Nomination
14070 Proton Dr. Suite 100
Dallas, TX 75244

All submissions must be completed and received on or before November 30, 2021 before 4:00pm to be eligible for entry and review.

DALLAS IDA PRESENTS THE INSPIRATION AWARD TO MAYOR VOELKER

Dallas Branch International Dyslexia Association created a new award The Inspiration Award to be given each year to a dyslexic person in the Dallas area whose actions inspire others to learn more, dream more, and become more.

The 2020 Inspiration Award was presented to the Mayor of Richardson, Texas, Mr. Paul Voelker at the annual conference. He has used his positions in business and government to share his personal journey with dyslexia and the lessons he has learned. He speaks freely of how he persevered through challenges and openly advocates and encourages students and their parents to do the same.



February 17, 2020

Mayor
Paul Voelker

Emily Visinsky
President
Dallas Branch of the International Dyslexia Association
14070 Proton Dr., Suite 100
Dallas, TX 75244

Dear Ms. Visinsky,

It was such a pleasure to join you and the staff and members of the Dallas Branch of the International Dyslexia Association (IDA) at the "Spark the Change" lunch on Friday, February 7th at the Renaissance Hotel in Richardson. I was very honored to be the first recipient of *The Inspiration Award* and hope that my personal story can be an example that helps to influence others and show they can adapt and overcome their challenges with dyslexia. I would like to congratulate and recognize IDA for the 70 years of achievement in educating the community and sharing the latest research in the field of dyslexia.

Our time together helped me reflect on the good work of your association in promoting literacy for individuals with dyslexia and related disorders through advocacy, education, support, and regional conferences. I am grateful to your organization for the various scholarships and resources that you offer. I am pleased your trainers and therapists can help these children who become adults with dyslexia rediscover that they are highly capable and intelligent.

Further, I am reminded that good people working together can help others with the same experiences. Your members and volunteers are helping to encourage and improve the lives of these children through early identification and intervention. Also, with their teachers' help and strategies for compensating for their weakness in decoding, students with dyslexia can learn to read and thrive academically and become successful adults. Your team serves a valued role for dyslexics in our community, thanks to leaders such as you.

In summary, I appreciate your special recognition. I thank you for your leadership and wish you well and continued success in 2020!

Sincerely,

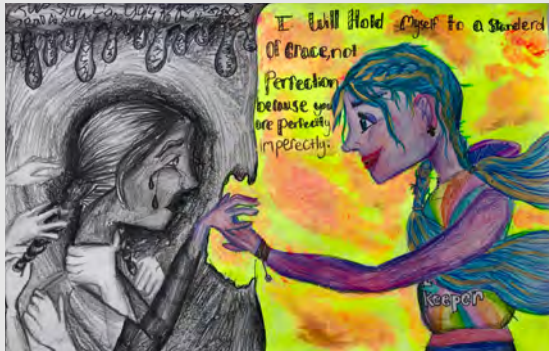
Paul Voelker
Mayor

cc: Jone Bycel, Member of the Advisory Board of the IDA Dallas Branch

P.O. Box 830309
Richardson, TX
75083-0309
972.744.4100 Tel
972.744.5803 Fax
www.cor.net

STUDENT ART CONTEST WINNERS

Recent Winner of the 3rd-7th grade group: MARY



"My drawing is about how I used to feel when I couldn't read or write. It felt like someone had me in a choke hold and I was the enemy. I would say the most awful things to myself and I would believe [every] one. So I tried to cover it up by trying to be funny and that meant I was never the favorite. In first grade everyone was reading chapter books perfectly, and I was struggling with BOB books. Stupid one word per page BOB books, and I felt like an idiot. My teacher and tutor helped spark the light to change my brain. Ever since I have been thriving sooooo much more, and I am so grateful. Thank you everyone [who helped] me achieve that."

Recent Winner of the 8th-12th grade group: CLARA



"This is an oil painting on canvas, I chose oil paint because it's not the easiest media. Being dyslexic everything in learning is a challenge. The picture is of a broken rope bridge. It represents my brain, the messages from one side of my brain can't go to the other. The messages in my brain have to go all the way around through the mountains, going on a much longer adventure. It allows dyslexic people to think out of the box and see things differently."

STUDENT SCHOLARSHIPS

The Dallas Branch of the International Dyslexia Association believe all students with dyslexia should have the opportunity to receive therapy specifically developed for the way their brain works. However, therapy is often cost-prohibitive. The Dallas Branch of the International Dyslexia Association is pleased to provide financial needs-based scholarships to be used towards Educational/Academic Therapy.

Scholarships are awarded twice a year for students with dyslexia, with application deadlines on April 30 and October 31 each year. The majority of our award recipients and their families live well below the poverty line, and these scholarships are often the only way they can obtain these critical services.

Children do not outgrow reading difficulties, and the sociological implications of unremediated reading disorders can be devastating.

With your support, these scholarships make it possible to change a child's future and give them an opportunity for success. If you would be interested in raising funds, sponsoring a student or giving financial assistance, please contact us. No donation is too small.

More information on the Dallas Branch of the International Dyslexia Association, including application forms for the scholarships, can be found at <https://dal.dyslexiaida.org/scholarships/>.

ONLINE RESOURCES



These summaries have been provided by the individual websites. Dallas Branch IDA does not endorse any of these sites. This is not an inclusive list; the sites are being listed as a resource. Some of these sites do require a subscription.

ACEREADER

Is a program that uses time-tested, patented, and research based technology to improve reading rate, fluency and comprehension. It improves students' silent reading skills. The program does not teach students "how to read" but rather "how to read better."

ACTIVELYLEARN

Includes timeless texts with embedded media, scaffolding notes, and in-line discussion. Helps students make connections as they read with embedded questions and monitor comprehension by providing feedback on student responses.

COMMONLIT

Contains reading passages in all literary and nonfiction genres for grades 3-12. Teacher or therapist can assign text-dependent questions to hold students accountable for high-level reading and writing.

NOREDINK

Contains high-interest content to improve grammar and writing skills. Allow students to practice independently so that teachers/therapists can differentiate instruction based on results. It has the ability to adjust questions based on what the students get right or wrong. Tutorials that help them correct their mistakes are provided when learners get stuck.

WORDWALL

Allows the teacher/therapist to create custom activities for their students. Wordwall can be used to create both interactive and printable activities. Most of our templates are available in both an interactive and a printable version. Interactives are played on any web-enabled device, like a computer, tablet, phone or interactive whiteboard. They can be played individually by students, or be teacher-led with students taking turns at the front of the class. Printables can be printed out directly

or downloaded as a PDF file. They can be used as a companion to the interactive or as stand-alone activities.

READWORKS

Provides more than 4,500 K-12 passages divided by grade or by lexile. Each passage is followed by explicit and inferential questions that build a deeper understanding of the important elements of a text.

KHAN ACADEMY

An online learning website for students of all ages. The site offers short video lessons on thousands of topics, and their programs are personalized to allow children to learn at their own pace. To top it off, all videos and resources are free for all users.

OLD FARMER'S ALMANAC FOR KIDS

Features fun games, riddles and puzzles to supplement any online learning for young children.

PBS KIDS

Provides online learning option for K-12 students who love interactive content, including sing-along videos, TV series, games, virtual lessons and more. PBS Kids Video app for live-TV streaming can be downloaded.

COOLMATH

Offers online math games that help students ages 3+ with basic math lessons, including addition, subtraction, multiplication, division, decimals, money and more. CoolMath4Kids.com is appropriate for ages 3 through 12 and CoolMath-Games.com includes math games for pre-K students.

STARFALL

Provides help to pre-K to 3rd grade students with language arts and math lessons. It also offers a parent-teacher resource center for free, downloadable worksheets and more.

THE KIDZ PAGE

Provides word games, coloring activities and puzzles.. It also offers a printable section for off-line activity sheets.

FUN BRAIN

Fun Brain is designed for pre-K to 8th grade students to explore topics in math and reading through fun videos and games.

BBC HISTORY FOR KIDS

Students can walk through ancient history, or choose specific countries for more deep learning. BBC History for Kids is an adventure through time.

NICK JR.

Beyond the television network, Nick Jr. offers many educational printables, games and other activities.

NEWSELA

Great stories, just-right leveled reading; now mostly by subscription Up-to-date, high-interest articles will meet students right at their level, and help teachers bolster students' nonfiction reading skills.

EDUCATION.COM

Offers thousands of worksheets, games, and lesson plans for Pre K -5th grade. The activities are standards-aligned and designed by experienced teachers.

ROY THE ZEBRA

Is a free resource that's all about supporting emerging readers with their literacy skills, it's used at schools and at home.it offers an engaging range of reading games, an exciting guided reading story, lesson plans, printable resources and even songs. There is a companion site Club Roy that requires membership.

BOOK ADVENTURE

Book Adventure is an interactive reading assessment, management, and rewards program. Book Adventure strives to be inclusive of the different student learning styles and offers a variety of alternative assessment options for those students who might not be great test-takers. Book Adventure is a fun effective online program that encourages, assesses, and rewards independent reading!

EDHELPER

Provides teacher-developed resources to enhance every child's skills. Besides the thousands of worksheets offered, it allows for the teacher/therapist to create her/his own worksheets.

GOOGLE JAMBOARD

Jamboard is an interactive whiteboard developed by Google, as part of the G Suite family. Jamboard helps increase student engagement as you can share the board and collaborate at the same time.

LEARNING ALLY -DISTANCE LEARNING

To help you teach or learn during this challenging time,

Learning Ally is providing free online resources for reading, ideas for teaching reading at home, parent lesson plans, and struggling reader strategies to help all readers get into good books.

READING A-Z

Provides systematic, explicit, research-based phonics instruction for introducing, teaching, and practicing letter-sound correspondences. Ensures students learn to manipulate sounds by providing systematic and explicit instruction with new K-1 Phonological Awareness Lessons.

MATHIGON

The unique content format makes learning more interactive than ever before. Students can explore, discover and actively engage in problem solving and creativity.

AWWAPP

A Web Whiteboard is a touch-friendly online whiteboard app that makes drawing, collaboration and sharing easy.

JMATHPAGE

Great tools for demonstration and modeling of math built for fun and exploration whether you are the student or the teacher.

SNAP AND READ

Text reader (TTS) that simplifies vocabulary, translates text, reads inaccessible text (OCR), and captures and cites sources. Snap&Read is the Next-Generation reading tool that can cover the most diverse reading needs. Features: Read Aloud - Listen to text as it's read aloud across websites, PDFs, and Google Drive.

CLASSKICK

Classkick is a free app that shows teachers/therapists in real-time exactly what students are doing. and who needs help so they can provide instant feedback.

WORD WIZARD

Word Wizard is an award-winning app used in schools that offers several unique reading and spelling activities for children ages four to ten.

KAHOOT

A game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities.

QUIZZZ

Choose from millions of free quiz games covering every subject, including mathematics, English, science, history, geography, world languages, and general knowledge topics.

SAVE THE DATE!

9.17.20

Give to

**NORTH TEXAS
GIVING
DAY**
powered by
**COMMUNITIES
FOUNDATION of TEXAS**



International Dyslexia Association®
DALLAS BRANCH

International Dyslexia Association®
DALLAS BRANCH



**DEEPER
THAN
WORDS**

2021 REGIONAL CONFERENCE

FEBRUARY 5

Featuring key note speaker ***Fumiko Hoeft, MD, PhD***

For more information and registration visit dal.dyslexiaida.org/2021