

## Welcome to ONBIDA

The International Dyslexia Association Ontario Branch

### A letter from the Executive Director.

Spring is the season of growth and that is certainly true at ONBIDA! Our ongoing programs and services continue to be well received, in fact, we are expanding space in our free lecture series to accommodate the overwhelming attendance. In addition we are forging many new partnerships in the hopes that we will expand our reach and continue to raise awareness for dyslexia.

ONBIDA's annual conference is just around the corner on May 2<sup>nd</sup> and once again we

have outstanding workshops and exhibitors. Paula Todd from CTV (W-FIVE) has partnered with ONBIDA to raise awareness and will be giving the opening remarks at the conference. We also have a special presentation from Lesley Andrew (singer and actress) and a book signing by Tory Woollcott, author of *Mirror Mind* – the first graphic novel about dyslexia. It is a lineup not to be missed.

We have always been committed to partnering with the community we serve and as such,

ONBIDA will be appearing at Toronto's Word on the Street Festival on Sunday September 27<sup>th</sup>. For those outside of the Toronto area, ONBIDA is harnessing the power of online social media to communicate by using a Facebook group and Twitter page. Never heard of them? Visit our website News page for links!

It's an exciting time to be part of this organization and I look forward to seeing you both on and offline!

*Michelle Halsey*

### Tribute to Sonia Reichman— Board member

**Sonia Reichman:** mother, daughter, sister, speech-language pathologist, director, Naivelt camper, scholar, mentor, and friend. Born in Czechoslovakia January 21, 1948, died unexpectedly of heart failure in Toronto March 17, 2009, at age 61.

Sonia was a champion of the brain's frontal lobes, the part of the brain that guides so-

cial behavior, thinks ahead, initiates action, solves problems - and stops us from saying things better left unsaid. As a speech-language pathologist, she had a lifelong interest in language and cognition, and a natural affinity for languages - along with her elegant English, spiced with South African vowel patterns, she spoke fluent Czech and Hebrew. Those

who knew her clinical work were struck by her compassion, flexible problem solving, and capacity for coaching people, often adults with damage to the frontal lobes, through life's rough patches.

Sonia was no stranger to life's rough patches. She was born in 1948 in post War communist Czechoslovakia, the

*cont'd on pg.11*



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**We have changed** to an "e-newsletter" format!

**Make sure your name is on our e-mail list** to ensure that you receive the next edition. Go to [idaontario.com](http://idaontario.com).

\* If you would like to receive a paper copy of the newsletter please call us at: 416-716-9296

## ONBIDA's Past President receives VIP Award

### Ontario Branch of the International Dyslexia Association

#### Officers:

**Past President:** Sally Shearman

**Vice President:** Roby Hochman

**Secretary:** Valerie Fish

**Treasurer:** Cathi Fynn

#### Directors:

Kevin Burgess

Donald Fick

Liisa Freure

Karen Ghelani

Jan MacLean

Jason Manett

Jessica Rodrigues

Tell us what you think of this publication. We are always looking for fresh and innovative ideas that can be incorporated into the newsletter.

E-mail us at:  
[liisa.freure@idaontario.com](mailto:liisa.freure@idaontario.com)

**The Learning Disabilities Association of York Region** presented the **2008 VIP award** to **Sally Shearman** in recognition of her dedication to improving the lives of persons with learning disabilities (LD's) in York Region.

Shearman has been a teacher with the York Region District School Board, a role which has allowed her to touch the lives of countless students with LD's. Currently Shearman leads a special language/LD class at Redstone Public School. By providing a safe and supportive environment where students are treated as children first and LD students second, members of her class learn not only about reading and writing but about their individual learning style and how they can be successful in school regardless of their LD. As a result, students leave her class with a renewed sense of self confidence as well as a strong command of the English language.

According to one parent; "we still catch our breath as our daughter reads something on a cereal box or even when something flashes across the TV screen. The world of print is

opening up around her. She is still and always will be learning disabled, but we now know how she learns and the strategies and accommodations she needs to be successful."

Another parent writes; "in the past few months we have had so many comments from family and friends about the confidence they have seen in our son over the past year. Our response to them is that he has been blessed with a wonderful teacher!" These are only two of many examples of the impact Shearman has on the students and families she supports through her work in special education.

Lynn Ziraldo, Executive Director of the LDAYR states: "I am more than pleased to present Sally with this year's "VIP AWARD." She has made many contributions, and provided much support to individuals with learning disabilities, as well as their families. Her compassion, empathy and dedication have enabled many individuals with learning disabilities to reach their full potential."

This award was presented at the organization's annual meeting on September 22nd.

## Congratulations!

### ONBIDA has facebook!

Join us for updates, events and discussion from around the world. [Click here](#) today and join the group, Dyslexia, Did You Know?



## IBM Employees' Charitable Kickoff Event

Roby Hochman represented ONBIDA at the **IBM Employees' Charitable Kickoff Event** on October 6, 2008 at IBM headquarters in Markham. We are grateful for the invitation to participate and the generosity of IBM employees.



## Becoming a Board Member

### *Did You Know...*

ONBIDA is always looking for potential Board Members. The role of the Nominating Committee is to look for prospective candidates to fill the positions of board members who have finished their term. We are always looking for a diverse array of candidates that bring with them skills to enable us to fulfill the IDA mission.

Candidate names are brought forward to the Nominating Committee who then meet to discuss the needs of the board. A member of the Nominating Committee will contact prospective board members to determine interest, and discuss relevant experience, areas of expertise and other volunteer commitments.

If you are interested in learning more about the opportunities that are available, we'd love to talk to you.

# Thank-you!

## Type Director's Club Art Gallery



On October 8, 2008, ONBIDA was invited to be the charity of choice at an event run by Kamiran Albadaggh. Kamiran, a fourth year student in the business program run jointly through University of Guelph and Humber College was responsible for organizing the Type Director's Club Art Gallery.

The event displayed 60 pieces of art and multimedia exhibits showing various uses of fonts. The theme was "Type is the way language looks", and each person who donated to ONBIDA received a free Chinese calligraphy scroll with a word, name or phrase of choice provided by a representative from **New Acropolis**, a non-profit cultural organization. Jessica Rodrigues and Michelle Halsey represented ONBIDA at this very successful event attended primarily by university students. Many thanks to Kamiran for inviting ONBIDA to attend!

## **ONBIDA** offers board members:

- *the opportunity to use their talents on one of our committees*
- *interesting challenges and learning experiences,*
- *a feeling of worth and pride in serving our mission*
- *the opportunity to network with board and international members.*
- *the opportunity to make a difference...*

**May 2, 2009**

7:30 am to 4:30 pm

**International Dyslexia Association, Ontario Branch**



*presents*



## **5<sup>th</sup> ANNUAL CONFERENCE**

**Keynote Speaker: Nancy Hennessey**

*Reading Comprehension:  
Diving Below the Surface*

**What must it be like to come to school every day, and school is going to be all about the things that you don't do well?" (Nancy Hennessey, past President of IDA)**

Nancy Hennessey is a leader whose understanding of dyslexia is grounded in compassion and informed by her own first person learning journey. She is committed to reduce the suffering and release the potential of all who are touched by dyslexia and other reading disabilities.

*Reading is an exceptionally complex act. There are different models and different theories that tell us what reading is. Ultimately, reading is the ability to make meaning out of what it is that we read. That's the end goal. But what goes into that is very complex."*

Don't miss the opportunity to hear Nancy Hennessey's first presentation in Ontario, **Reading Comprehension: Diving Below the Surface**. Ms. Hennessey will help us understand the multidimensional nature of comprehension and how this is critical to assessment, and to informed design and delivery of instruction for all readers, but particularly those who struggle.

Nancy Hennessey, M.Ed., is the president of The Consulting Network, and serves as a Lead Trainer for Wilson Language Systems and a National Trainer for LETRS (Language Essentials for Teachers of Reading and Spelling). Nancy has also served in various positions for the International Dyslexia Association and is the immediate Past President. Nancy is an experienced general and special education teacher, diagnostician, administrator, and consultant. She holds an undergraduate degree in psychology, a graduate degree in special education, and has completed advanced studies in administration.

**Location: 89 Chestnut Street, Toronto, Ontario**

**Registration and Program details at [www.idaontario.com](http://www.idaontario.com) or call 416-716-9296.**

Seminars filled up early last year, so register early to get your 1<sup>st</sup> choice.

# Beating the Odds!

Friday, May 1, 2009

Special pre-conference presentation, reception and networking opportunity!  
presented by Lesley Andrew, singer/actress

Lesley Andrew has spoken across North America about having dyslexia in her presentation, "Beating the Odds - taking responsibility for personal change and growth, overcoming obstacles, facing fears and attaining goals." A mixture of stories, poignant memories, humour, lessons to be learned and inspiration, Ms. Andrew's talks have been extremely well received by groups of all ages. A well-known Canadian singer and actress, Ms. Andrew will include a performance of songs.

6:30—7:00 Annual Members meeting    7:00—8:30 Beating the Odds Lesley Andrew    8:30—9:30 Networking and Reception

## Saturday Afternoon Workshops Include:

### Implementation of a Reading Failure Prevention Program in 90 Days

Marcia Barnes, Ph.D., C. Psych.  
Erin Picard, Ph.D., C. Psych.  
Lesly Wade-Woolley, Ph.D.

### Multisensory Syllabication - The 2nd Tier for Decoding

Corey Zylstra, Orton-Gillingham Tutor

### Assistive Technology and the LD Learner

Todd Cunningham, M.A.

### Fun and Games in an MSL Lesson

Corey Zylstra, Orton-Gillingham Tutor

### How Occupational Therapy Can Promote Student Success

Denise Murnaghan, M.A.  
Cynthia Brandt, B.Sc..

## Paula Todd from CTV (W-FIVE) to give opening remarks at ONBIDA's 2009 Conference Dimensions of Dyslexia

Paula Todd is an acclaimed journalist, broadcaster, author, lawyer and reporter for CTV's W-FIVE, Canada's #1 investigative news program and North America's longest-running news magazine.

With more than 20 years of experience in Canadian journalism, Todd has held a variety of high-profile positions where she has covered legal and social issues, politics and current affairs.

Todd, a former print reporter, entered broadcasting after more than a dozen years at the Toronto Star, where she worked as a political reporter, news reporter and feature writer. Todd also served as an editorial writer and a member of the newspaper's editorial board.

She is the author of the best-selling book, "A Quiet Courage: Inspiring Stories from All of Us" and has volunteered countless hours with organizations dedicated to helping individuals with learning disabilities.

Be sure to build in time at the conference to visit our **Exhibitors**—including

The Bookman, Center for Assessment and Remedial Education (CARE); Corey Zylstra and Step Into Phonics;

Dyslexia Resource Centre Inc.; J's Learning Tools; Marathon Learning Materials Ltd.;

Microcomputer Science Centre Inc.; Montcrest School; Pearson Assessment/PsychCorp;

Spectrum Educational Supplies; Star Academy; The Gow School

*Two components of translation may develop at uneven rates*

*Text generation transforming of ideas into language in working memory*

*Transcription translating of those language representations in working memory into written symbols on the printed page*



*Dr. Karen Ghelani, with ONBIDA's vice-president, Roby Hochman, at our Speaker Series.*

**6 Stages of Writing Development**  
*(Mel Levine)*

**Imitation**—  
*preschool to 1st grade*

**Graphic Presentation**—  
*1st to 2nd grades*

**Progressive Incorporation**—  
*late 2nd to 4th grade*

**Automatization**—  
*4th to 7th grade*

**Elaboration**—  
*7th to 9th grade*

**Personalization / Diversification**—  
*9th grade and beyond*

**Speaker Series session 2**

Review by Jason Mannet

**What Causes Written Expression Difficulties?**

Dr. Toplak began her talk by explaining the difference between text generation – transforming ideas into language, and transcription – translating language into written symbols on the page. She emphasized that acquiring different language skills occur at different rates. Specifically, transcription lags behind text generation. As a result, children think more quickly than the rate at which they are able to write their ideas down. Developmentally, this relates to the relatively late maturation of working memory and executive processes. As a result, planning, translating, and revising are not fully operative in beginning writing, but emerge with writing development. Thus, written expression is complex, involving multiple processes and a long developmental trajectory.

In order to examine current understandings of Disorders of Written Expression, Dr. Toplak began by defining Developmental Coordination Disorder (DCD), in which performance in daily activities requiring motor coordination is substantially lower given one's age and abilities. This may manifest in delayed motor milestones, clumsiness, poor performance in physical activities and poor handwriting. As well, she explained dysgraphia,

which involves difficulty with handwriting and usually involves a combination of fine motor difficulty, inability to revisualize letters and inability to remember the motor patterns of letter forms. Dr. Toplak emphasized that DCD and dysgraphia are motor issues and precede Disorders of Written Expression, in which writing skills are below expectations given the age, abilities and age appropriate education, and interferes with academic achievement.

Following Dr. Toplak's examination of Disorders of Written Expression, Dr. Ghelani shared her clinical observations from the Youth Education, Assessment and Research Study (YEARS). The study involved 123 adolescents between the ages of 13-18, and examined three domains of written expression, including single word spelling, fluency, (including timed math fact solving and sentence generation) and story generation. The story generation component involved a 15 minute spontaneous writing sample in which the participants wrote an essay in response to a picture. The underlying processes in written expression that were studied included working memory, processing speed, receptive and expressive language ability and motor ability.

The results of the study highlighted the contributions of multiple processes in different types of written expression tasks, placing demands on working memory, processing speed and expressive language.

Working memory was implicated in spelling and math fluency. Processing speed was implicated in writing and math fluency. Expressive language was implicated in spelling and writing fluency. Working memory was implicated in contextual conventions and expressive language was implicated in contextual language and story construction.

Dr. Ghelani emphasized that these results indicate that difficulties of written expression are not strongly related to pure motor skill. She did suggest, however that when the mechanics of writing are not automatic, attention to putting words on paper can lead to difficulty attending to higher level skills, such as planning and organizing written work. As a result, promoting composition skills may require teachers to address or accommodate transcription skills.

Dr. Ghelani then moved on to a discussion of interventions and reviewed the results of Graham and Perin's (2007) meta-analysis of the research on writing instruction with students in grades 4-12 which showed that the most effective strategies included teaching writing strategies for planning, revising and editing and explicitly and systematically teaching students how to summarize texts. Collaborative writing (using instructional arrangements in which students work together to plan, draft, revise and edit their compositions) and assigning specific goals for writing were also very effective.

*cont'd on pg.10*

## French Corner- Série de conférences Traduction

Traduit par: Dominique Gagnon

### Qu'est-ce qui cause les difficultés d'expression écrite?

Le Dr. Toplak a commencé sa conférence en expliquant la différence entre produire un texte en transformant les idées en langage et la transcription d'un texte, c'est-à-dire en reproduisant le langage en symboles. Elle a mis l'accent sur le fait que l'acquisition des différentes compétences linguistiques se produit à des rythmes différents. En particulier, la transcription puisqu'elle arrive après l'élaboration. Ce qui explique que les enfants pensent plus rapidement qu'ils n'écrivent. Au niveau du développement, cela provient d'une maturation relativement plus lente de la mémoire à court terme et des processus décisionnels. Cela a comme résultat que la planification, le transfert, et la révision de texte ne sont pas complètement opérationnels lorsque l'on commence à écrire, mais évolue avec le développement de l'écriture. L'expression écrite est complexe, implique une multitude de processus et prend beaucoup de temps à se former.

Pour mieux comprendre les nouveaux développements sur les Troubles de l'Expression Écrite, le Dr. Toplak explique pourquoi le Trouble de Coordination de Croissance (TCC) affecte la performance journalière des activités qui de-

mandent une coordination motrice lesquelles dépendent de l'âge et des habiletés. Ce trouble peut se manifester par un retard dans les étapes motrices, une maladresse, une faible performance dans les activités physiques et une piètre qualité de l'écriture. Elle explique aussi que la dysgraphie qui implique la difficulté avec l'écriture habituellement implique aussi une difficulté avec la motricité fine, une incapacité de se représenter les lettres et l'incapacité à se rappeler comment former ses lettres. Le Dr. Toplak explique que le TCC et la dysgraphie proviennent de la motricité et précèdent les Troubles de l'Expression Écrite par le fait même les capacités d'écriture sont en dessous des attentes normales concernant l'âge, les habiletés et l'éducation et nuisent à la réussite scolaire.

Suivant l'examen par le Dr Toplak des Troubles de l'Expression Écrite, le Dr. Ghelani a partagé ses observations cliniques sur l'Étude de Recherche sur l'Éducation des Jeunes et l'Évaluation (EREJE). Cette étude a demandé la participation de 123 étudiants âgés entre 13-18 ans. Elle a examiné trois domaines de l'expression écrite : l'épellation de mots simples, l'aisance, (incluant les problèmes de mathématiques chronométrés et la composition de phrases) et la composition d'histoire. La génération d'histoire implique un 15 minutes

d'écriture spontanée où les participants écrivent une dissertation à partir d'une image. Les processus sous-jacents de l'expression

écrite qui furent étudiés comprenaient la mémoire à court terme, la vitesse du processus, l'habileté à la réception et à l'expression du langage et l'habileté motrice.

Les résultats de l'étude ont démontré qu'il existe des participations entre une multitude de processus dans l'élaboration de l'expression écrite ce qui demande un travail de la mémoire à court terme, de la vitesse et de l'expression du langage. La mémoire à court terme est impliquée dans l'aisance en épellation et en math tandis que l'expression du langage est impliquée en épellation et dans la facilité d'écrire. On retrouve aussi la mémoire à court terme dans l'implication dans les conventions de l'écriture et l'expression du langage dans l'implication dans le langage contextuel et la construction d'histoire.

Le Dr. Ghelani a précisé que les résultats indiquent que les difficultés de l'expression écrite ne sont pas reliées simplement à la capacité motrice. Cependant, elle a suggéré que lorsque les mécanismes de l'écriture ne sont pas automatiques, l'attention que l'on porte à mettre les mots sur papier peut mener à des difficultés à atteindre des niveaux supérieurs tels que la planification et l'organisation du travail écrit. Cela veut dire que lorsque les enseignants encouragent la dissertation, ils devront faire attention à procurer des adaptations dans les capacités de transcriptions.

Le Dr. Ghelani a fait part de certaines interventions et a

*Il existe deux composantes dans le transfert de texte qui peuvent se développer à des rythmes différents : La génération de texte transforme les idées en langage au niveau de la mémoire à court terme La transcription c'est-à-dire transférer les représentations du langage de la mémoire à court terme en symbole écrit sur une page.*

*Il existe six étapes dans le développement de l'écriture (Mel Levine)*

*L'imitation – préscolaire à la 1<sup>ère</sup> année*

*La Représentation Graphique – de la 1<sup>ère</sup> à la 2<sup>ème</sup> année*

*L'incorporation progressive – de la fin de la 2<sup>ème</sup> jusqu'en 4<sup>ème</sup> année*

*L'automatisation – de la 4<sup>ème</sup> à la 7<sup>ème</sup> année*

*L'élaboration – de la 7<sup>ème</sup> à la 9<sup>ème</sup> année*

*La personnalisation / Diversification – de la 9<sup>ème</sup> et plus*



## Profile of a Writer

Tory Woollcott, a 26-year old with dyslexia, will be signing copies of her NEW graphic novel "**Mirror Mind**" at the Dimensions of Dyslexia Conference on May 2nd

*If you know someone who should be featured, e-mail us at :*

*[liisa.freure@idaontario.com](mailto:liisa.freure@idaontario.com)*

Tory grew up with dyslexia and a love of comic books (also known as graphic novels). Born to parents who were both graphic artists, Tory naturally gravitated towards illustration. Given that she also had dyslexia,

Tory found drawing a perfect way to express herself when she struggled to find the words. "If I wanted to write a story about a beautiful and majestic tree but could only write "the tree is great" that would be so frustrating," Tory says. "But if I could draw the tree I could show people exactly how I wanted to describe it."

Through her love of comic books and desire to educate people about dyslexia, Tory has now created her own graphic novel entitled Mirror Mind. To our knowledge this is the first graphic novel of its kind!

## Support Group for Parents

### Bayview Hill Community Centre

114 Spadina Road,  
Richmond Hill

**Time:** 7 - 9 PM

**Dates:** Thursdays as follows:  
May 21, June 18

**RSVP:** call 416.716.9296 or email [info@idaontario.com](mailto:info@idaontario.com)

Has your son or daughter been identified with dyslexia or a related language learning disability? Then this group is for you!

This is an opportunity for parents and those concerned about children with dyslexia to meet, share ideas and information, and support one another.

February's meeting was focused on **Understanding the basic principles of multisensory, sequential, structured language education**—featuring presenter Sally Shearman, Past President of ONBIDA, Special Education Teacher.

This session was devoted to understanding the main components of effective remediation for children with dyslexia. The purpose was to empower parents with the knowledge necessary to be effective advocates for their child's education. There was ample opportunity for questions and parents had opportunities to 'try out' some of the activities for themselves.

Our next meeting focuses on **Assistive Technology**.

## Families are needed for a research project at Sick Kids—

which is investigating the genetic basis of reading disabilities. We require the participation of families and their children, age 6 - 16 years, who have reading problems. Parents will receive a report describing their child's test results, which may be helpful in educational planning. All testing will take place at Sick Kids.

For more information, contact Tasha Carter at 416-813-8207 or [tasha.carter@sickkids.ca](mailto:tasha.carter@sickkids.ca)

## Teacher Training



*"We can make a difference to the education of individuals with dyslexia in Ontario."*

**The Canadian Language and Literacy Research Network (CLLRNet)**

<http://www.cllrnet.ca>

is eager to share

**Foundations for Literacy: An Evidence-based Toolkit for the Effective Reading and Writing Teacher.**

*Please note that the French version of the kit will be coming soon.*

Helping classroom teachers understand dyslexia and providing them with tools to help their students to succeed is a major goal of ONBIDA. In the summer of 2008, ONBIDA sponsored an Orton Gillingham course geared to provide both background on dyslexia as well as practical, hands on activities for people suffering from language based learning disabilities. The course was generally well received

and several participants have gone on to seek additional training. Having been the first such course delivered, ONBIDA has taken what they've learned from this experience and is moving forward with additional educational and training opportunities. Stay tuned to this newsletter for future courses, including one coming up this summer for *Multi Sensory Structured Language training for classroom teachers.*

## Toolkit for Teachers!

We are confident that it will be a useful tool in helping educators implement evidence-based practices into their reading and writing instruction at the K-6 level. Foundations for Literacy is a resource designed to help pre-service and in-service teachers, administrators and policymakers understand and use what is known about the development of reading and writing skills, identify what needs to be taught and how it can be taught most effectively, to ensure that all children succeed. The kit highlights the use of this knowledge for the benefit of children in Grades K-6.

The kit is comprised of **three main components**: a print resource, a DVD, and a website.

The **print resource** summarizes what is known about children's development of reading and writing skills, and provides examples of classroom activities and effective instruction

techniques. The print resource also includes an extensive glossary and province-by-province listing of various library services available to alumni of faculties of education at Canadian universities.

An accompanying **DVD-ROM** includes PowerPoint presentations on the key ideas presented in the kit, video clips of classroom demonstrations and interviews with expert Canadian researchers about recent research findings.

A companion **website** includes downloadable print materials, multimedia components, hyperlinks to online resources, a glossary of terms and charts of key supporting resources.

These may be accessed through <http://www.foundationsforliteracy.ca> or <http://foundationsforliteracy.ca/pdf/ReadWriteKit08.pdf>

## Canadian Language and Literacy Network

***Our children need a coherent, evidence-based national strategy for early literacy.***

The Canadian Language and Literacy Network is supporting the development of a strategy for literacy beginning from birth and continuing through the school years and into adulthood. To build a successful strategy **we need your help!** To learn more about our ideas for the **National Strategy for Early Literacy** and to contribute on your own, visit: <http://nse1.cllrnet.ca> With your help, we can build a plan to improve literacy skill levels across the country and ensure bright futures for all Canadian children.

Disorders of Written Expression cont'd.– Dr. Toplak and Dr. Ghelani

*The model combines strategy instruction with self regulation through explicit instruction, guided practice and peer practice.*



Sign up for our next speaker

Dr. Rhonda Martinussen

The Relationship Between ADHD and Dyslexia

April 22nd

Register at [www.idaontario.com](http://www.idaontario.com) or call 416-716-9296

*Ce modèle combine l'enseignement de stratégies comprenant une auto-réglementation avec des instructions détaillées, des guides de pratique et la collaboration avec les pairs.*

With regard to promoting strategy development, Dr. Ghelani discussed Graham and Harris' (1996) Self-Regulated Strategy Development Model (SRSD). The purpose of the model is to address the needs of students with attention, behaviour and learning disorders by improving students' strategic behaviour, knowledge and motivation. The goals involve students learning to carry out specific processes, such as planning and drafting, developing knowledge and self-regulatory procedures such as goal-setting, self-monitoring and self instruction. The model combines strategy instruction with self regulation through explicit instruction, guided practice and peer practice. This process involves developing background knowledge and then describing, modeling, memorizing and supporting it.

Next, Dr. Ghelani briefly discussed a variety of strategies to guide students in terms of choosing ideas, organizing material, monitoring their activities, and breaking down the writing process into steps. In addition, she discussed using sentence starters to scaffold sentence construction and providing instruction about specific linking words that relate to time, cause and effect, addition and contrast to aid the process of text generation. She concluded by reiterating the importance of providing explicit instruction, teaching strategies that target planning, organizing ideas, and self monitoring, as well as providing opportunities for modeling, feedback, practice time, and cooperative peer work.

Série de conférences Traduction cont'd.

révisé les résultats de la méta-analyse de la recherche de Graham and Perin (2007) sur l'enseignement de l'écriture chez les étudiants de la 4<sup>ième</sup> à la 12<sup>ième</sup> année. Ces résultats ont démontré que les méthodes les plus efficaces incluent l'enseignement de stratégies d'écriture lors de la planification, la révision et l'édition ainsi qu'un enseignement explicite et systématique pour faire un résumé de texte. L'écriture en collaboration c'est-à-dire en procurant des instructions donnant droit aux étudiants de travailler ensemble afin de planifier, de composer une ébauche, de réviser et d'éditer leur composition tout en assignant des buts spécifiques tout au long de l'écriture est aussi très efficace.

Par rapport à la promotion du développement de stratégie, le Dr. Ghelani a discuté du modèle développé par Harris (1996) intitulé : « Self-Regulated Strategy Development Model (SRSD) ». L'objet de ce modèle a pour but de mettre en valeur les besoins des étudiants qui ont des troubles d'attention, du comportement et d'apprentissage en améliorant le comportement, les connaissances et la motivation des étudiants. Ainsi, ces étudiants sont amenés à développer certains processus tels que la planification, la rédaction d'un brouillon, le développement de connaissances et des procédures d'auto-évaluation qui comprennent : se fixer un objectif, s'autocontrôler et s'auto-enseigner. Ce

modèle combine l'enseignement de stratégies comprenant une auto-réglementation avec des instructions détaillées, des guides de pratique et la collaboration avec les pairs. Tout ce processus indique qu'il faut un développement des connaissances de base qui sont par la suite façonner et mémoriser.

Par la suite, le Dr. Ghelani a discuté des différentes stratégies qui vont guider les étudiants lors du choix des idées, de l'organisation du matériel, du suivi des activités afin de diviser le processus d'écriture par étape. De plus, elle a discuté l'utilisation de phrases de départ afin de construire les phrases suivantes et l'utilisation de liens spécifiques au temps, de cause à effet, à l'addition et au contraste afin d'aider la production du texte. Elle a conclu en réitérant l'importance de fournir des explications spécifiques, sur l'enseignement de stratégies qui mettent l'accent sur la planification, l'organisation d'idées et l'auto-contrôle et ainsi fournir des opportunités pour le façonnement, la rétroaction, du temps de pratique et la collaboration pour le travail avec les pairs.

ONBIDA thanks Dominique Gagnon for donating her translation services to our newsletter.



## Tribute to Sonia Reichman— Board member—cont'd

first child of Holocaust survivors Dolly and the late Alex Reichman. Most of her parents' relatives had perished in the Holocaust. Her father was imprisoned and sentenced to hard labour for helping Jews escape from Poland and Slovakia. When Sonia was 3 years old she and her mother followed him to Ostrava, a mining town in Moravia, where they, with Sonia's little sister, lived until Sonia's mid-teens. In 1965, the Reichman family made a dangerous escape from Czechoslovakia that ultimately took them to Israel.

With her natural ear for languages, Sonia quickly added Hebrew and English to her native Czech. She met her first husband on a kibbutz in Israel, married and moved with him to his native South Africa, where she became a successful fashion model. She returned to Israel following her husband's death, where her interests in language and cognition led to a degree in linguistics then to cognitive neuroscience studies at Tel Aviv University. In 1986 she was admitted to the University of Toronto's Master's Degree of Health Science program in Speech Language Pathology, and at the age

of 38, Sonia made Toronto, Canada her home. In 1991 she married George Novak, her high-school sweetheart in Czechoslovakia who had also immigrated to Toronto, and from that marriage came her beloved daughter, Hanna. While the marriage ended, Sonia's and George's friendship endured.

Sonia distinguished herself as a scholarly and creative clinician in working with people suffering communication disorders after stroke and traumatic brain injury. She became the supervisor of the Speech Pathology Division of Riverdale Hospital, and later the director of the Communication Disorders Department at Toronto's Baycrest Centre for Geriatric Care, where she founded the Toronto Aphasia Interest Group. In addition to her work with adults, Sonia was an expert in reading and writing disorders and maintained a private practice treating children with dyslexia. In 2004 she helped found the Ontario branch of the International Dyslexia Association, and then used her organizational wizardry to help build the Association into an important resource for Ontario teachers, therapists and parents. In

June 2008 she began working full time as a private practitioner serving children with dyslexia.

Sonia did nothing by half-measures, and would commit to a project only if she could give it her all. She said "no" only when a "yes" would have interfered with the time she devoted to Hanna. January 2009 found Sonia and Hanna contemplating their upcoming birthdays (Sonia's 61st and Hanna's 16th). Inspired by that wonderful symmetry, they used the occasion to celebrate their mutual bond. They co-hosted a birthday bash that brought their friends and relatives together with delectable Czech pastries and musical performances by their talented young and not-so-young friends. It was a great evening, capped by their tributes to one another. Sonia told us all that Hanna was her greatest pride and achievement, and Hanna gave a moving speech that testified to her great love for Sonia. Only 6 weeks after that wonderful evening of celebration, Sonia's grieving friends and relatives gathered again for her funeral.

Sonia squeezed the best from life. She listened carefully,

## SONIA REICHMAN

One of the founding members of The Ontario Branch of the International Dyslexia Association.



*Her strong, compassionate voice will live on for all those whose lives she touched.*

laughed often and heartily and loved deeply. Her strong, compassionate voice will live on for all those whose lives she touched. She is survived by her daughter, Hanna Novak, her mother, Dolly Reichman, and her younger sister, Judy Rom.

*Submitted by Valerie Fish— Sonia's classmate at U of Toronto and longtime friend and colleague.*

## IN THE NEWS



### ONBIDA responds to Toronto Star series *Testing 1, 2, 3*”

In March the Toronto Star ran a series of articles entitled “Testing 1, 2, 3.” The series tracked the journey of 13-year-old Josh and his mother Linda, who had worried for years about how her son floundered in school. The reporter followed them through the process of a psycho-educational assessment to find out what was wrong, the diagnosis of a learning disability and setting strategies to get special education supports and services.

Josh’s story resonated with readers of all ages. Parents, grandparents, teachers, adults with learning disabilities and advocates wrote and phoned to share their stories. There were several common themes. Among them: “What next?” It’s one thing to identify a problem such as a learning disability, but another to actually get the supports a student like Josh, who learns differently, is entitled to.

ONBIDA submitted a written response to the follow up piece “Josh’s struggles resonate with readers.”



To visit ONBIDA’s  
[Discussion Forum](#) for  
[Teaching Tips](#)  
[Parenting Tips](#)  
[Helpful Reading Material](#)  
[Ask an Expert](#)

Dear Ms. Gordon,

I have been following your Testing 1, 2, 3 series and was pleased to see the follow up article “Josh’s struggles resonate with readers” showing the common experience from parents of children with learning disabilities. At the Ontario Branch of The International Dyslexia Association (ONBIDA) we see the same passion and frustration from parents trying to help their children learn to read and write given that 1 in 10 people have a language learning disability (dyslexia).

We offer the following supportive advice to parents with a child that learns differently:

As a parent, **trust your observations**. If you feel something is not right with your child’s learning, chances are you are absolutely right.

**Get an assessment as early as possible**. Many learning disabilities are language learning disabilities. Language differences can be assessed at a very early age and can result in early language intervention that will pave the way to better learning later on.

**At school age, request a Speech-Language Pathology assessment and Psycho-educational assessment as soon as possible**.

Once an **Individual Education Plan is in place, consider yourself part of the team** by staying in regular communication with the teachers and monitor your child’s progress.

**Be supportive of teachers by advocating for better Special Education** for teachers.

ONBIDA feels that the last point is imperative. Teachers cannot teach what they don’t know. The field of learning disabilities is vast and educators need to know how to assess and intervene effectively. A great deal of research has been done but there are often gaps between research and practice. It’s important to note that teacher training in Canada is relatively brief – one year to become a teacher and one year for a Special Education designation. In contrast, many European countries require Special Education teachers to complete 2-3 years of basic teacher training followed by 2-3 years of specialization in one of the areas of learning disabilities such as language and dyslexia (difficulty learning to read and write). We cannot expect our teachers to learn this much about learning differently in just two short years.

Thank you for raising awareness around this critical process that impacts so many families in our community. For further resources about early identification and learning disabilities I invite you to visit our website at [www.idaontario.com](http://www.idaontario.com).

Best,

Michelle Halsey  
 Executive Director  
 International Dyslexia Association - Ontario Branch (ONBIDA)

# WELCOME

## To our newest members of IDA

Mr. Kevin Burgess, Mr. Steven Revoy, Ms. Jennifer Harrison,  
Ms. Laura Kesicki, Lyndwood Public School -- Debra Powell, Mr. Clinton  
Weir, Ms. Patricia Janas, Ms. Anne Ruetz, Mrs. Susan Couprie, Ms. Mary  
Damianakis, Ms. Diane Duff, Mrs. Teresa Kennedy

## Ways to Support ONBIDA

### Make a personal gift to ONBIDA

We accept cheques or credit card payments.

Please go to our web site [www.idaontario.com](http://www.idaontario.com) to print out a form to mail with your cheque payable to "The Ontario Branch, IDA":

Attention: Donations  
The Ontario Branch, IDA  
104 Loraview Lane  
Aurora, Ontario L4G 6N5  
We will mail you a charitable receipt.

Or if you would prefer, you can also make an online donation and pay by [credit card](#).



### Make a monthly donation.

Please consider providing ongoing support for the work of the Ontario Branch by charging a monthly donation to your credit card through [Canada Helps](#).

**Please also consider designating your donation to ONBIDA (charitable registration number 85713 3078 RR0001) through the United Way.**

Please contact us at [info@idaontario.com](mailto:info@idaontario.com) for more information on this option.

### Planned Giving

This is the gift of a lifetime, leaving a legacy of hope for the future. Considering this type of gift requires planning. Your family is involved and your advisors should be consulted.

### In Honour Donation

Honour someone special by donating to celebrate a birth, a birthday, a wedding, an anniversary or any other special occasion. Please check off the "This is a gift" box on the [personal gift form](#). We will send a note card to notify the person of your 'In Honour' donation. The charitable receipt will be mailed to you.

### In Memory Donation

Express your sympathy to friends and family by making a special gift in memory of a loved one. Please print and fill in the [donation form](#) with your instructions and we will send a note card. If you would prefer to pay with your credit card, please follow the instructions on the [Canada Helps website](#).

### Where your Money goes

- Phone line for free information, support and referral

- Message service for information and referral

- Hosting our website

- Maintaining and updating our website (our website acts as a first line of information for anyone who inquires about dyslexia or resources for individuals with dyslexia)

- Printing and publishing information materials

- Public presentations on dyslexia to a wide range of audiences

- Annual conference Scholarships for candidates to attend local and international conferences

- Newsletter



# TEACHER TRAINING SESSIONS

## Multi-Sensory Structured Language (MSSL) Teaching Strategies for the Classroom



This course is primarily intended for elementary special education or general education teachers *with some prior knowledge of structured language teaching.*

At the end of the course, participants will:

- Understand how to choose assessment tools for diagnostic and formative assessment
- Understand how to interpret assessment results to plan instruction
- Know how to group students for instruction
- Know how to select and use a scope and sequence for instruction
- Understand how to develop a variety of lesson plans for different stages of development
- Know how to create a cycle of MSSL activities
- Understand how to engage other students in independent activities while working with a small group
- Understand how to integrate MSSL instruction into the special education classroom and /or a guided reading framework in the primary classroom

*The principles of instruction and content of a multi sensory structured language program are essential for effective teaching methodologies.*

**The International Dyslexia Association (IDA)** actively promotes effective teaching approaches and related clinical educational intervention strategies.

In addition, participants will:

- Receive a list of resources, both in print and online
- Be provided with ongoing online support

A **required reading list** will be provided prior to the commencement of the course.

Please see [website](#) for **course outline** and **reading list** as well as **recommended textbook**.

**PREREQUISITE:** Some **prior knowledge** of the history and structure of the English language will be assumed .

For more information please contact:

- 416.716.9296
- [info@idaontario.com](mailto:info@idaontario.com)
- [www.idaontario.com](http://www.idaontario.com)

**July 6—9, 2009      8:30 a.m.—12:30 p.m.**

M.L. McConaghy Centre — Richmond Hill  
10100 Yonge St. —north of Major Mackenzie, south of Arnold Cres.

**COST \$260/4 sessions**

*While IDA is pleased to present a forum for presentations, advertising, and exhibits to benefit those concerned with dyslexia and related learning disabilities, it is not our policy to recommend or endorse any specific program, product, speaker, institution or instructional material.*

**The International Dyslexia Association**  
**Ontario Branch** promoting literacy through research, education, and advocacy



**PRESENTS...**

***What is the relationship between ADHD and Dyslexia ?***

By: Rhonda Martinussen, Ph.D.  
 Assistant Professor, Institute for Child Studies, University of Toronto

**Date:** April 22<sup>nd</sup>, 2009

***Is your child struggling to read and has ADHD?***

***Have you ever wondered how to teach children with ADHD and a reading difficulty?***

***Do your clients have both ADHD and dyslexia?***

***If you answered yes to any of the above questions then this lecture is for you!***

Providing effective intervention for reading difficulties is even more challenging when Attention Deficit/Hyperactivity Disorder (ADHD) is present. Dr. Rhonda Martinussen will give participants a solid understanding of this issue by providing an overview of research examining the overlap between ADHD and reading difficulties in children. Dr. Martinussen will also discuss her recent research examining the relationship between inattention and reading fluency. The presentation will conclude with a discussion of how these findings can be applied in practice.

**Please join us for an educational evening that will provide you with practical take-away tips!**

*Dr. Rhonda Martinussen has formal training and experience as a classroom teacher. She is currently an Assistant Professor of Special Education and Adaptive Instruction in the department of Human Development and Applied Psychology at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She is affiliated primarily with the Institute of Child Study and teaches students in the M.A. Child Study program. Dr Martinussen is currently examining the relationships among cognition (e.g., working memory), behavior (e.g., inattention), and reading and writing skills to gain a better understanding of the overlap between behavior and learning disorders. She is also studying the types of instructional and behaviour management approaches that teachers use in the classroom to support students with attention and/or behavioural difficulties. The goal of this research is to determine the types of approaches that teachers find effective and useful in supporting students with attention disorders.*

**Location:** Room 108, Koffler Institute for Pharmacy Management,  
 University of Toronto 569 Spadina Avenue

**Time:** 6:30 – 7:00 refreshments & networking  
 7:00 – 8:15 lecture  
 8:15 – 8:30 Q & A

**For more information and to register online**  
 go to [www.idaontario.com](http://www.idaontario.com) or call 416-716-9296 **to reserve your seat\***

**FREE** to Members and Public

\* **Limited spaces available.**

Promoting literacy through research, education and advocacy

*ONBIDA thanks the following for their generous donations*

**ONBIDA**

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E-mail: info@idaontario.com

[www.idaontario.com](http://www.idaontario.com)



Do you

Keep updated with all of the latest news and events at ONBIDA using this new social media website! Go to <http://twitter.com/ONBIDA>

to sign up and be one of the first to know what's happening!



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PHONE: 1-800-ABCD123 FAX: 1-416-321-5069 ONLINE: www.interdys.org MAIL: 40 York Road Suite 400 Baltimore, MD 21204		<p align="center"><b>THE INTERNATIONAL DYSLEXIA ASSOCIATION</b></p> <p align="center"><b>M E M B E R S H I P</b></p>
FIRST Name _____ MI _____ LAST Name _____ BIRTHDATE ____/____/____ ORGANIZATION (if applicable) _____ STREET ADDRESS _____ CITY _____ STATE/PROVINCE _____ ZIP/POSTAL CODE _____ E-MAIL _____ WORK PHONE ( ) _____ - _____ HOME PHONE ( ) _____ - _____ INDIVIDUAL WITH DYSLEXIA? <input type="checkbox"/> Spouse <input type="checkbox"/> Self <input type="checkbox"/> Child <input type="checkbox"/> Sibling <input type="checkbox"/> Parent <input type="checkbox"/> Friend IDA MEMBER # (if renewal) _____		
<p><b>1 SELECT YOUR MEMBERSHIP CATEGORY</b></p> <input type="checkbox"/> <b>PARENT/ADVOCATE</b> ..... \$ 80 <input type="radio"/> Individual Dyslexic <input type="radio"/> General Supporter <input type="radio"/> Parent/Family Member <input type="checkbox"/> <b>PROFESSIONAL</b> ..... \$ 95 <input type="radio"/> Professional/Educational <input type="radio"/> Professional/Allied <input type="checkbox"/> <b>2-MEMBER HOUSEHOLD/FAMILY</b> \$135 <input type="checkbox"/> <b>SENIOR/RETIRED</b> (age 65) ..... \$ 60 <input type="checkbox"/> <b>STUDENT</b> ..... \$ 60 <input type="checkbox"/> <b>EDUCATIONAL INSTITUTION</b> ..... \$395 <input type="checkbox"/> <b>CORPORATE/BUSINESS</b> ..... \$495		<p><b>2 PROFESSIONAL INTEREST</b> (please choose ONE)</p> <input type="checkbox"/> Academic Language Therapist <input type="checkbox"/> Parent <input type="checkbox"/> Advocate <input type="checkbox"/> Physician <input type="checkbox"/> Attorney <input type="checkbox"/> Psychiatrist <input type="checkbox"/> College Student <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Corporation/Organization <input type="checkbox"/> Researcher/Education <input type="checkbox"/> Education/Administrator <input type="checkbox"/> Researcher/Medical <input type="checkbox"/> Education/Teacher-K-12 <input type="checkbox"/> Speech-Language Pathologist <input type="checkbox"/> Education/Teacher-Special Ed. <input type="checkbox"/> Tutor/Certified or Trainee <input type="checkbox"/> Education/Teacher-Post Sec. <input type="checkbox"/> Other: _____ <input type="checkbox"/> Educational Diagnostician
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