

Welcome to ONBIDA

The International Dyslexia Association Ontario Branch

A letter from the Executive Director.

I would like to extend a heartfelt thank you to everyone who attended and supported our annual spring conference in May. At a time when other organizations are being forced to cancel conferences due to low registration, ONBIDA once again attracted a large audience of families and professionals eager to learn. Our conference committee went above and beyond to provide an incredible lineup of speakers and exhibitors again this year. Attendees also raved about special offerings such as the inspirational pre-conference presentation by Lesley Andrew and book signing by Tory Woollcott. The commitment of conference organizers, corporate partners, and delegates is

a testament to the value we all place on education in the field of dyslexia.

We also need to keep in mind that the public needs to be educated about dyslexia. During the opening remarks of this year's conference, Paula Todd from CTV's W-FIVE, charged conference attendees with a call to action. Ms. Todd asked people to consider: What do we want the non-dyslexic community to know about dyslexia? A simple question with countless answers. Over the summer I would like you to think about what people without dyslexia need to know about dyslexia, the 1 in 10 people it affects, and the people who support them. I invite you to share your thoughts

with me at executivedirector@idaontario.com as we begin building a public awareness campaign that incorporates a community voice.

Finally, if you are a teacher looking for even more education, I encourage you to visit our website at www.idaontario.com for information on the upcoming Teacher Training sessions being held July 6th-9th. This popular course providing multi-sensory structured language teaching strategies for the classroom only has a few spaces left.

I wish you all a safe and happy summer while learning OR playing!

Michelle Halsey



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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.

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



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W 5's Paula Todd delivers opening remarks



ONBIDA's E.D., Michelle Halsey (left), with W5's Paula Todd after delivering opening remarks at the 2009 Conference.

"It breaks my heart— and offends my sense of justice—that children and adults with dyslexia have to cope not only with the condition, but with the stigma society has attached to its symptoms," Todd says. Although many people have heard of dyslexia, most are unaware of the frustration and emotional issues associated with the condition. In her opening remarks, Todd explained how her love of reading and writing has fuelled her

passion to help anyone struggling with dyslexia and other learning disabilities. "Imagine treating a woman as if she were stupid because she has been diagnosed with breast cancer, or ridiculing someone with a heart murmur? Public awareness can go a long way to improving life for the intelligent people, who happen to have dyslexia."

Todd asked, "what do we want the non-dyslexic community to know about dyslexia?" Support the call to action by helping to raise awareness in the community without dyslexia.

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...

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.*

Keynote Speaker: Nancy Hennessy

Reading Comprehension, Diving Below the Surface

The keynote address, Reading Comprehension, Diving Below the Surface, at this year's ONBIDA Conference, was given by Nancy Hennessy. Her presentation centered on the multidimensional nature of reading comprehension and the idea that reading is a complex act. Knowing all of the various elements that contribute to reading comprehension is crucial if we are to design effective assessment tools or deliver instruction that will support our students, particularly those who struggle.

Hennessy began by outlining subtypes of reading difficulty, discussing the differences between decoding and comprehension difficulties and how these difficulties can overlap. She used the image of a "Reading Rope" whereby the elements required for skilled reading represent strands that intertwine to make a "rope". There are two main parts of the reading rope, each made up of smaller strands: language comprehension and word recognition. There has been much research conducted and a great deal of attention has been paid to the decoding aspect of reading. She argued that while decoding, as a part of word recognition, is important, it is only one element of the "Reading Rope". The more complex piece of "the rope", which she calls language comprehension, has not had enough focus.

Although the focus in early grades is on decoding or word recognition, as students advance in school, the emphasis shifts from "learning to read" to "reading to learn". By grade four, automatic word recognition is assumed and is the foundation for higher level literacy demands including developing broader and deeper vocabulary and domain knowledge to support increasing engagement with complex ideas. This relies on higher order

thinking skills, as well as developing strategic approaches to a variety of genres, texts and sources of information. Additional demands include interpreting figurative language, making complex inferences, identifying the main point within texts and evaluating character motivations.

Hennessy uses the definition of reading comprehension as thinking guided by print, or a process whereby the reader extracts and constructs meaning from the text. Based on this understanding of reading comprehension, she emphasized the difference between products and processes. Products are things such as completing tests, answering multiple choice questions, making outlines and writing short summaries. Processes include connecting new concepts with prior knowledge, making predictions, recognizing sentences that do not make sense and rereading them, inferring main points and generating visual imagery.

The distinction between process and product is important because there are different approaches to teaching each. We tend to be fairly product oriented and often overlook the importance of

cont'd on pg. 10



Nancy Hennessy (left), keynote speaker, and Pearl Levey -conference committee member

Nancy Hennessy, 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.

Pre-conference presentation

I had heard rave reviews about Lesley Andrew, the performer, so I had fairly high expectations and I came prepared to be entertained. But I wasn't prepared for what was to come. When Lesley Andrew's presentation came to an end, I felt like I was returning from a journey—one that had been extremely emotional and inspiring. I had laughed and cried, been shocked and uplifted. After looking around at the audience through my teary eyes, I knew I wasn't alone. I think we all felt Lesley's message loud and clear. She shared glimpses into both heart-wrenching and heart-warming moments of her life during a poignant and moving presentation, entitled *Beating the Odds*. A gifted speaker, artist, and performer, Lesley uses a mixture of story, song, props, humour, memories, lessons, and inspiration to both entertain and teach as she shares her story of triumphing in the face of adversity. She also reminds us that we never know how we will affect the people that we come into contact with. One example she used was a teacher whose "offhand comment" that "you look like someone who might enjoy the drama club" may have changed the direction of her entire life. Her obviously emotional reaction while sharing some other examples showed how damaging and long-lasting a thoughtless comment or criticism can be. She cautions that even the simplest word or action has power. Her message about taking responsibility for personal change and growth, overcoming obstacles, facing fears and attaining goals is one that everyone should hear. What an inspirational evening.

By Lúisa Freure



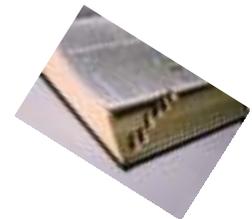
Lesley surrounds herself with things that she loves, takes time to enjoy them, and strongly encourages finding and using the tools that help to—

“Set yourself up for a good day!”

Beating the Odds!



Lesley Andrew (left), presenter, and **Karen Ghelani**, Conference Committee chair, at the pre-conference presentation.



Families are needed for a research project at Sick Kids—



Join the research study and [learn more about your child](#) while helping us to [learn why reading disabilities run in families](#).

Sick Kids 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

REFLECTIONS

on the Conference by author, **Tory Woolcott**

"It was really nice to have so many people with such diverse perspectives on the same issue together and talking about it. Parents, educators and other professionals were able to come together and connect on this topic, which was absolutely wonderful. People told me that it was nice to be able to see what their child or student with dyslexia sees, and that **Mirror Mind** gave them a new level of understanding—they can see how we see the letters and what our experience is. I even received an e-mail after the conference from a little girl who was given a copy of **Mirror Mind**. She said it was great to hear about dyslexia from my perspective. It was a very positive and gratifying experience for me to be a part of the conference."



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



liisa.freure@idaontario.com



Tory Woolcott, signing copies of her NEW graphic novel "**Mirror Mind**"

Support Group for Parents

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.**

Bayview Hill Community Centre
114 Spadina Road,
Richmond Hill

Date: Thursday, June 18
Time: 7 - 9 PM

Topic: Assistive Technology



RSVP: call 416.716.9296 or email info@idaontario.com

Hope to see you there!

Implementation of a Reading Failure Prevention Program in 90 Days

This afternoon workshop was presented by Dr. Marcia Barnes University of Texas, Dr. Erin Picard Windsor-Essex Catholic District School Board, and Dr. Lesly Wade-Woolley Queen's University.

PALS program integrates the four most important current research-based recommendations for reading instruction:

- 1. Systematic and explicit teaching*
- 2. Extensive reading Practice*
- 3. Systematic Assessment*
- 4. Intensive instruction and supported practice*

Peer Assisted Learning Strategies, (PALS) is a classroom-based peer tutoring program that has been shown to improve reading and mathematics achievement. The presenters described one such program, being implemented by the Windsor-Essex Catholic District School Board with grades kindergarten through six.

PALS adheres to many of the principles believed to be important for effective instruction in general, including: instruction based on scientifically sound evidence; classroom practices that are flexible, supportive, and adjustable, and increase full access to the curriculum for all students; early identification (in kindergarten) of children who are not progressing at the expected rate; and ongoing monitoring of students' progress with changes in instructional methods to meet individual needs of students.

The PALS program integrates what the presenters outlined as **"the four most important current research-based recommendations for reading instruction in kindergarten to grade 3."**

1. *Systematic and explicit* teaching of essential knowledge and skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension.
2. *Extensive reading practice.* Students should be encouraged, and provided engaging opportunities to read for practice, information and pleasure as much as possible.
3. *Systematic assessment* of reading growth beginning in kindergarten, and continuing as students develop.
4. *Intensive instruction and supported practice* opportunities for students who are less well prepared, or have less ability, for learning to read.

Teachers and students are trained in the PALS approach. In the regular classroom, teachers first teach the lesson and then students 'pair off' to work on structured activities, with the teacher monitoring. Students are provided the opportunity to receive structured interaction with their peers, engage in practice with the target lesson with frequent feedback, and act in the role of tutor or coach. For example, in partner reading, usually a more advanced student is paired with a less advanced reader. The stronger reader reads a text quickly, accurately and with expression and then the second reader rereads the same passage. The students might then engage in story retelling with the second student retelling the story and the first student coaching as required. Positive reinforcement (e.g., happy faces, reward points) is encouraged to maintain motivation.

As one might imagine, such a programme requires co-operation at a multitude of levels from the classroom, to the school, and school board. Although this programme has only been in use in the Windsor-Essex Catholic District School Board for a very short time, the preliminary results are very encouraging, with improvement in decoding and word reading skills seen in the grade one pilot project.

By: Jennifer Goudy



Dr. Marcia Barnes, Dr. Lesly Wade-Woolley, and Dr. Erin Picard

Assistive Technology & the L.D. Learner

Learning Differently not a Learning Disability

The Assistive Technology workshop was both engaging and informative. Todd Cunningham energetically delivered his presentation on the current trends in Assistive Technology (AT) and provided insight into how to use technology efficiently and effectively to enter students into the *zone of proximal development*. He demonstrated how many of the applications and programs worked including a voice activated writing program called Dragon Naturally Speaking. He even provided ACTIVOTE voting machines for us to answer questions, which were linked to an Interactive Whiteboard that created bar graphs instantaneously from our responses!

During Todd's workshop he constantly made reference to his own learning experiences as a student throughout his educational career and the frustration he suffered. It was evident that his own experience provided him the foundation for understanding what students may be searching for to help them overcome the weaknesses that inhibit them from achieving their highest potential. Realizing that not every technique works for the individual student he made it clear that you have to, both as a student and as a teacher, monitor the use of the technology and make changes if necessary and seek out better tools.

He emphasized the use of what he called the SETT Framework: Student, Environment, the Task, and the Tools. Keeping in mind that modifications or changes may need to take place if the tool implemented is impractical (e.g., a laptop for a rotary student instead of pushing around a cart with a stationary computer)..

When choosing an Assistive Technology tool, identify:

1. *What is tripping up the student*
2. *The best Assistive Technology*
3. *What program is available*

If, for instance, you decide to use one of the reading programs, he called attention to the fact that the program must be set between 120-160 words per minute otherwise there is a processing problem due to an overflow of information. An interesting thing to note is the type of voice is important too because an artificial voice takes 2-3 times more processing time than a human voice. Alternate voices to better suit the individual can be purchased to use across any number of programs that use this technology.

One thing that stood out for me was the practicality of using the programs for any and all students. Tools like summarizing text, note taking, dictionary definitions are all accessible in programs like Kurzweil (even Masters and PhD students use such programs). Another point mentioned by Todd is that bimodal reading helps for dense meaning and comprehension - something that can be done with the many programs available such as Talking Pointer. Once AT becomes part of all students' daily routines in the classroom it is more socially accepted and the students with exceptionalities feel more confident to use the programs. The stigma is lifted if all students are seen using the programs and benefiting from them.

The presentation underlined the usefulness of using technology for any student and giving programs and specific tools a

chance. Teachers and students need to be trained on the technology to use it effectively and to understand how to maximize student performance. The idea is to enhance the learning process and provide opportunities for using multiple intelligences to reach out to as many students possible. If the program does not align with a particular student, look for an alternative; there are always new ones coming out on the market or existing ones that are more appropriate for the individual. You just need to have patience and understand that results will not happen over night.

Handout provided: You can select the appropriate type of AT tools from a mind-map of Assistive Technology on the front page that leads you to a chart listing the specific area in need, the type of technology tool and a description (e.g. Reading, Text-To-Speech (TTS), Using synthetic speech, the computer reads text off of the computer screen. This may help students to overcome difficulties with decoding.). As well, an excellent template for selecting the appropriate technology was provided along with a list of resources links and resellers for Ontario.

By Caitlin Caughey



Speaker: Todd Cunningham
M.A., B.Sc.

Learning: A Child's Primary Occupation. How Occupational Therapy Can Promote Student Success



*Presenters
Denise Murnaghan (left),
and Cynthia Brandt.*

*Denise Murnaghan, M.A.
Child Study and Education,
B.Sc. Occupational Therapy
Reg.(ON) B.A. Psychology
Cynthia Brandt B.Sc.
Occupational Therapy Reg.
(ON)*

*"I was truly honoured
to attend the annual
ONBIDA conference
as a scholarship
recipient. The hands-
on activities in the
workshops helped to
imprint the lesson.
It was an enriching
experience that I
will take with me in
my career as an
educator."*

*Conference attendee
and scholarship recipient*

This seminar offered the attendees a very detailed insight into the field of Occupational Therapy. Denise Murnaghan and Cynthia Brandt both fully described the Canadian Model of Occupational Performance (CMOP) and how this relates to Learning Disabilities. They discussed the various difficulties that persons with learning disabilities may encounter, and the corresponding therapies that they provide to promote student success. These include: difficulty with printing, pencil grasp, letter or number reversals, using tools, reading or copying, organizing, coordination concerns, postural concerns, and attention and concentration problems.

Denise and Cynthia discussed Bilateral Integration, which is the ability to use both sides of the body simultaneously to perform actions. Denise offered many suggestions for treatment, such as Brain Gym, and others that included many games to re-establish healthy connections. The field of vision was included in this discussion. The signs and symptoms were described, along with visual perceptual skills, binocular vision, visual perceptual skills, and their corresponding evaluations and treatments.

Denise and Cynthia then delved into the topic of memory. They described working memory and long-term memory. We learned how our working memory can be improved and various strategies that will assist us to develop an optimal learning style.

Many hands-on activities were offered to enable us to experience some of the difficulties a learning-disabled person may encounter. We were able to practice our cutting skills and printing skills using a variety of their supplies. We were later able to purchase many of these articles.

A table full of ideas, resources and supplies were at our disposal to review and try out for ourselves. Denise and Cynthia stayed and offered further demonstrations and answered many questions from our audience after the seminar was completed. We thank them both for the wonderful workshop! They did a great job informing us on the field of Occupational Therapy and how it relates to learning disabilities. We all learned so much and are very grateful for their experience and insight.

By Laurie Leason

ONBIDA keeps you *connected* and "*in the know*"!

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?

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!

Fun and Games in the Multisensory Structured Language (MSSL) lesson.

Corey Zylstra's second session in the afternoon focused on Fun and Games in the MSSL lesson. Her sense of humour, passion and energy kept us all awake throughout the last session of the day. Her handout was detailed and most activities could be used the next day in a lesson. Although her games were geared towards a tutor or therapist working in a one-on-one session, as a special education teacher I was easily able to see how they might be adapted to working with larger groups of students of all ages. Games are an essential part of every language or math lesson as they help to keep students motivated and energized. I will describe three games that are relatively easy to visualize without the actual handout and demonstration as provided in the workshop.

The first 'game' that she demonstrated was a series of cards representing the basic components of an MSSL lesson, e.g., visual drill, auditory drill, mixed SOS, alphabet work, penmanship, sequencing, sight words, new work, composition, reading, vocabulary, dictionary. We were provided with a set of cards, one for each lesson component, which could be copied and cut up. The student may then pick randomly from the card array held by the teacher, thereby determining the sequence of events in the ensuing session. Simple, but I tried it on Monday morning and my students were thrilled at the idea that they were determining the activities (even though the content was all carefully pre-planned by me).

A second game entitled "Ball to the Wall", has the goal of developing phonological awareness skills and reinforcing the 'all' phonogram. A ball is tossed back and forth between players and each

player must call out an 'all' word that begins with a different consonant or blend than the word called out before. Starting with 'ball', the words should be in alphabetical order. If a consonant or blend is skipped, the next player may not go back in the sequence, but must give an 'all' word that would occur after the previous word alphabetically (e.g., ball, mall, nall, pall, squall, tall). Words may be real or nonsense. The player holding the ball when 'wall' is reached or left to call out, is out. In a classroom setting, for ball games like this, I generally use either a Kush ball or a soft stuffed 'planet earth' ball. These types of balls are easier to catch and less likely to cause major disruptions!

A third game for review of 'c' and 'k' spellings involves a little more prior preparation. A real cookie jar makes a nice addition to this game, but any container would do in a pinch. The teacher makes a series of 'cookies' from construction paper or card stock (Corey provided a reproducible sheet for these) and on each 'cookie' there is a word with a blank for the /k/ sound, e.g., _ost, _ing, ree_, s_id. Cookies are placed face down on the table. Each player in turn takes a cookie, reads it, inserting the /k/ sound in the blank space. They then must decide if the spelling for /k/ will be a c or a k, using previously learned knowledge. Words spelled with a c must be put into the cookie jar. Words spelled with a k are retained by the player. After all the cookies are read, the player who has kept the most cookies from the cookie jar is the winner.

We know that memory is linked very closely with intensity of emotion. If students are having a

positive emotional experience as they have play games to reinforce language knowledge, they are more likely to retain the knowledge. Drill, practice and repetition of key concepts never have to be boring and dull. I thoroughly enjoyed this workshop, as did my colleagues and I look forward to adapting and adding all of Corey's games to my repertoire.

By Sally Shearman



ONBIDA board member, Liisa Freure (left), with presenter, Corey Zylstra

Sensational Syllables !

While incorporating many facets of the Orton Gillingham Approach, Corey Zylstra explained and demonstrated the purpose and position of her six hand signals— one for each of the syllable types.

Throughout the session, she integrated theoretical information with interactive, hands-on activities, thereby demonstrating the power of the MSSL experience.

Corey engaged the audience with funny stories drawn from her travels and tutoring while she shared many practical ideas for games and follow-up assessment. Best of all, the learning was FUN!

By Arlene Travis

Keynote Speaker: Nancy Hennessy cont'd

Drawing on the image of the “reading rope”, Hennessy argued that skilled reading involves the coordination or intersection of the major components of language comprehension and word recognition.

process. Hennessy stated that in order for reading comprehension to be developed, process must be emphasized, particularly making connections at the text level. Decoding is supported by knowledge about how language works while language comprehension relies on vocabulary, background knowledge and personal experience. Drawing on the image of the “reading rope”, she argued that skilled reading involves the coordination or intersection of the major components of language comprehension and word recognition.

that can be found in the text) with what lives “below the surface of the text” (i.e., knowledge of word meanings, facts, references and concepts,) to create mental models. Discourse knowledge provides a “mental map” of the conceptual territory and allows readers to anticipate how information will be presented and serves as a guide to search, remember, organize and process information. If someone has a solid schema (mental web of facts and ideas on a specific topic) about paragraph structure, they will know to look for a topic sentence

must find efficient ways to develop these in order to enhance ability to acquire and remember information and ultimately enhance thinking. As part of a vocabulary program, Hennessy encourages providing rich, varied language experiences, as well as teaching individual words, word learning strategies and fostering word consciousness. Forms of instruction that promote knowledge acquisition include providing hands-on experiences, asking questions and drawing on previous experiences as a way of discussing the elements of words, including their sounds, spellings and parts of speech and meanings.

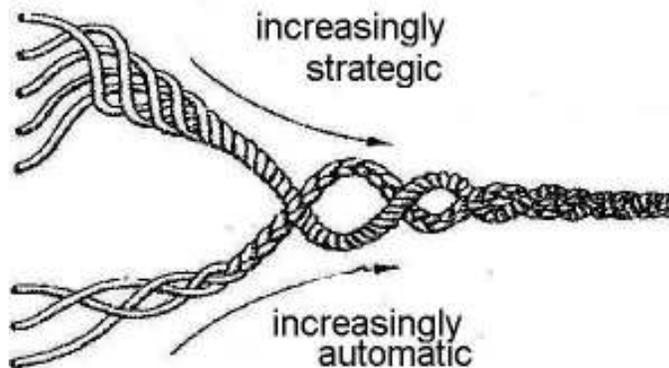
The importance of understanding syntax was also highlighted. This has been identified as a core deficit in children at risk of language disorders. Hennessy explained that good readers and writers understand what “sounds right” and can identify key ideas in sentences. As a result, she encouraged educators to make students aware of specific sentence structures and the devices for connecting them. This includes teaching parts of speech, phrases, clauses and various sentence structures that allow readers to identify who or what is/was doing

LANGUAGE COMPREHENSION

Background Knowledge
Vocabulary Knowledge
Language Structures
Verbal Reasoning
Literacy Knowledge

WORD RECOGNITION

Phonological Awareness
Decoding (and Spelling)
Sight Recognition



In terms of the role of the reader, Hennessy discussed the importance of cognitive capacities, motivation, knowledge, interest and confidence. To make sense of material, readers draw on their background knowledge and personal experiences as they integrate surface level characteristics (i.e., the who, what, why, where, when

and supporting sentences; if someone has a rich schema about paragraph types, they will expect certain types of information to be presented in a particular way and this will aid them in finding information and organizing it.

Building background knowledge and schemas are important and we

Keynote Speaker: Nancy Hennessy cont'd

what, when, where, and how. This is crucial for constructing meaning since these establish the logical relationship between ideas such as causation, time sequence and conditionality.

Although sentence comprehension can be taught indirectly by reading challenging text, both aloud and independently, as well as reframing and expanding on children's responses, it needs to also be taught directly and explicitly. Practice is important and may involve exercises such as sentence completion, combining and elaborating, deconstructing sentences, anagrams and punctuation.

Hennessy emphasized the importance of word-level and structural knowledge as well as background knowledge in terms of building an adequate mental model to guide the reading process. She argued that if readers experience difficulty at any level, coherence suffers. Local coherence results from connecting ideas and information at surface and text levels, while macro coherence results when readers integrate surface, text and mental models. The reader must be aware of how links between words and sentences work (e.g., pronouns, synonyms, con-

junctions) for there to be cohesion and for understanding to result. Hennessy stressed the importance of directly teaching these written conventions and having students identify and practice using devices that establish cohesiveness.

Making inferences, or "reading between the lines" is another area of difficulty for some readers. Success at this requires the reader to monitor and adjust knowledge structures and fill in gaps at the surface and text level. Less skilled readers tend to make connections only between close sentences whereas stronger readers can make connections between multiple sentences or based on an implied organization structure. This leads to less skilled readers being less likely to incorporate their general knowledge, or to make connections between sentences. In order to support development in inference making ability, a teacher should engage students in strategies and activities that facilitate their expression of relationship of ideas. This could involve generating and asking questions, thinking aloud and explaining the text, using concept maps and summarizing the text. In particular, she encour-

aged the use of graphic organization tools. Hennessy cautioned that strategy instruction, which should include direct explanation, modeling, practice with feedback, and independent application, needs to be taught for an intended purpose. Just knowing a particular strategy does not ensure proper use – one must know when to use it. Different types of text demand different strategies and one must be able to use them flexibly and in a coordinated manner, adjusting and monitoring along the way.

Hennessy's keynote presentation highlighted the importance of reading comprehension, which is often not sufficiently addressed. She emphasized the crucial role of background knowledge to support a mental model that allows for comprehension at the word, sentence, paragraph and discourse levels. In addition to showing us the importance of the skills and strategies that readers bring to the process of reading she provided valuable ideas for effective interventions and hope for supporting our students, especially those who struggle. What an inspiring morning!

By Jason Mannet

Hennessy cautioned that strategy instruction, which should include direct explanation, modeling, practice with feedback, and independent application, needs to be taught for an intended purpose. Just knowing a particular strategy does not ensure proper use – one must know when to use it.



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

“Attending the ONBIDA conference for the first time was both enlightening and enriching. I value the knowledge that was shared by the expert speakers and I look forward to using it in my own teaching practice.”

-Comment from attendee



To visit ONBIDA's
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Merci

ONBIDA gratefully acknowledges the following Individuals, Companies and Organizations for their kind and generous contributions to the 2009 Annual Conference.

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The Elie Roth Scholarship fund was established in 2006 to promote effective teaching approaches and related intervention strategies for individuals with Dyslexia.

This scholarship fund has been set up to honor Elie Roth, in acknowledgement of his extensive efforts on behalf of ONBIDA in his role as legal advisor during the process of incorporation and recognition as a Branch of the International Dyslexia Association.

Scholarships are granted annually to assist applicants with the cost of attending conferences or workshops that will further their knowledge of evidence-based assessment and intervention approaches for dyslexia. Applications are evaluated by an award adjudication committee.

We encourage you to support our efforts to promote effective remediation for dyslexia by making a donation

Tax receipts will be issued for all donations of \$25.00 or more.

"Taking part in the ONBIDA conference as a scholarship recipient was a real eye-opener into a world associated with education that I was not familiar with. The speakers and workshops taught me techniques And brought forth ideas that are useful for all students. I know that I will stay connected with this community and hope to spread the word to more teachers."

C Coughy

Founding Board Members receive plaques at Annual Members' Meeting

Sally Shearman, President, 2004-2009
Roby Hochman, Vice President, 2004-2009
Sonia Reichman, Secretary, 2004-2009
Evelyn Reiss, Treasurer, 2004-2006

Don Fick 2004-2009
Lisa Jeremic 2004-2008
Eleanor Collins 2004-2008
Harris Jones 2004-2007
Pearl Levey 2004-2007
Katherine Vanderzwaag 2004-2007
Mary Hirschman 2004-2007
Julie Power 2004-2007
Gina Kay 2004-2006

In recognition of their vision, leadership, and commitment to establish an organization dedicated to improving the quality of life for those with dyslexia, their families, and the communities that support them.



Roby Hochman (right) performs one of her last duties as ONBIDA vice president—presenting a plaque to past founding board member, Don Fick (left).

Only a few spots left!

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
- 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.

THANK YOU

ONBIDA thanks the following for their **generous donations:**

Denise Altschul, Melanie Brennan, Brenda D'Alessandro, Frances Ezerzer, Valerie Fish, Jim Hensley, Marlene Jacobson, Lisa Jeremic, Theresa Kaufman, Tali Kellerstein, Catherine Kohm, Bonnie Lawrence, Pearl Levey, Myles Lipton, Ronit Little, Margaret MacAdam, Gillian Nichol, Judy Rapkin, Ann Rexe, Tiziana Rivera, Elizabeth Rochon, Vivian Rosenberg, Paula Schipper, Anne Schwab, Sally Shearman, Silver & Goren – Chartered Accountants, Naomi Solomon, Paula Square, Marilyn Tate, Marcia Walker, Betty Weintraub, Shayna Yolleck,

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 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 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



Promoting literacy through research, education and advocacy

ONBIDA

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Aurora, ON
L4G 6N5

Phone: 416.716.9296
E-mail: info@idaontario.com

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Do you have a great idea for the newsletter? Would you like to submit an article? We are always looking for fresh and innovative ideas that can be incorporated into the newsletter.

E-mail us at:

liisa.freure@idaontario.com

Thank you!

ONBIDA would like to thank the many people who so generously gave of their time and talents to help make our conference and speaker series so successful!

Ruth Fish, Elaine Ecclestone, Colleen Lipinski, James Lipinski, Tori Woollcott, Caitlin Caughey, Jill Baartman, Marian Dimech, Maggie Toplak, Dory Goodlin, Tali Kellerstein, Mary Damianakis, Patricia Harris, Pearl Levey, Laurie Leason, Kevin Burgess, Jason Manett, Cathi Fynn, Valerie Fish, Jan MacLean, Liisa Freure, Sally Shearman, Michelle Halsey, Roby Hochman, Karen Ghelani, Jane Baker, Sonia Reichman, Eleanor Collins

We couldn't have done it without you!

PHONE: 1-800-ABCD123 FAX: 1-410-321-5069 ONLINE: www.interdys.org MAIL: 40 York Road Suite 400 Baltimore, MD 21204		<h2 style="margin: 0;">THE INTERNATIONAL DYSLEXIA ASSOCIATION</h2> <h1 style="margin: 0; letter-spacing: 0.5em;">M E M B E R S H I P</h1>
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) _____		
1 SELECT YOUR MEMBERSHIP CATEGORY		2 PROFESSIONAL INTEREST (please choose ONE)
<input type="checkbox"/> PARENT/ADVOCATE \$ 80 <input type="radio"/> Individual Dyslexic <input type="radio"/> General Supporter <input type="radio"/> Parent/Family Member <input type="checkbox"/> PROFESSIONAL \$ 95 <input type="radio"/> Professional/Educational <input type="radio"/> Professional/Allied <input type="checkbox"/> 2-MEMBER HOUSEHOLD/FAMILY \$135 <input type="checkbox"/> SENIOR/RETIRED (age 65) \$ 60 <input type="checkbox"/> STUDENT \$ 60 <input type="checkbox"/> EDUCATIONAL INSTITUTION \$395 <input type="checkbox"/> CORPORATE/BUSINESS \$495		<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
3 ANNUAL DUES PAYMENT		
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