



### In This Issue

[Letter from the President](#)

[Dyslexia Parent Seminar](#)

[Karen Dakin: Lifetime Achievement Award](#)

[Dyslexia is Not a Dirty Word](#)

[Spotlight: Laurie M. Sheehy](#)

[Scholarships](#)

[Thank You!](#)

[Evaluation of the Dyslexia Pilot Project: Year 3](#)

### Save the Dates

**Friday, Aug. 12, 2016**

*Dyslexia Splash*

Coulby Park  
Wickliffe Aquatics Center  
28730 Ridge Road  
Wickliffe, OH  
6:00 - 8:00 PM

**Friday, Nov. 11, 2016**

NOBIDA Symposium

Keynote speaker:

Dr. Tim Shanahan  
Intercontinental Cleveland  
9801 Carnegie Ave.  
Cleveland, OH

Spring 2016

### LETTER FROM THE PRESIDENT

In late December 2015 I met Patti Ellins; a wellness coach, personal trainer and the owner of FullSun Wellness Studio in Shaker Heights. She and I immediately joined forces to rally runners and non-runners to participate in IDA's fundraising experience; TeamQuest, [www.teamquestdyslexia.org](http://www.teamquestdyslexia.org). TeamQuest is an endurance training fundraiser that transforms lives while allowing The International Dyslexia Association to spread the most updated research information regarding dyslexia.

During a planning meeting, Patti and I were very enthusiastic however we tried to be realistic and expect only one person to attend our meet and greet event. To our delight two others joined us on that cold January evening!! First, was Kim Brody who is a non-runner and was new to the world of dyslexia. Kim is the proprietor of Muscular Connection and she is the first Certified Muscle Activation Specialist in the state of Ohio. Kim hears the stories from her clients and as relationships develop, she wanted to learn more about how she could support those with Dyslexia. Soon after, Angela strolled into our meeting. She came because she wanted to learn how she could support, guide and encourage family members and her students who are effected by dyslexia. After brief introductions and "Dyslexia 101", we all committed to sign up for TeamQuest. Our curious connection and enthusiasm to TeamQuest began our unlikely friendship. Patti provided us with an individualized training schedule and our support for one another was ignited.

As time passed our commitment has strengthened however our finish lines have diversified. Kim and her husband will travel to run the Suja Rock "N" Roll Half Marathon in San Diego while celebrating their wedding anniversary. Angela

[Tim Shanahan](#)

## Training Opportunities

[NOBIDA 2016  
Summer Workshop  
Registration](#)

[Orton-Gillingham  
Training Course](#)

## Links

[Understanding  
Dyslexia: My Personal  
Journey](#)

[Become a Member](#)

Johnson will run her first 5K Rite Aid in Cleveland on May 14th. And lastly, Patti, my husband, John, and I will run in the Cleveland Rite Aid Half Marathon on May 15th.

TeamQuest has given us an unlikely opportunity to train and grow together and share our success stories. Training for TeamQuest has been more than a fundraising opportunity for IDA. It has gathered individuals together to support a mission, as well as allowing us to find a path to fitness on a variety of personal levels.

Support IDA's mission Until Everyone Can Read!!!

Check out our teammates:

Patti Ellins at [www.fullsunpersonaltraining.com](http://www.fullsunpersonaltraining.com)

Kim Brody at <http://muscularconnections.com>



[Find out more about TeamQuest.](#)

[TeamQuest Participant Agreement](#)

[TeamQuest Athlete Handbook](#)

Stride on,  
Mary Jo O'Neill, M.Ed.  
[mjoneillequalplayingfield@gmail.com](mailto:mjoneillequalplayingfield@gmail.com)

**NOBIDA Hosts a Dyslexia Parent Seminar in Toledo**



On September 10, NOBIDA hosted a free parent seminar about dyslexia at the Sanger Branch Library. Four NOBIDA board members spoke at the event and shared their knowledge and expertise on the subject of dyslexia with a room full of parents. The evening was aimed at teaching parents about dyslexia and how they can help their children if they are diagnosed with dyslexia. When a child is struggling to learn to read or become a fluent reader, it can be a scary and confusing time for their parents. The parent seminar gave a foundation of information about the learning disability. It helped put parents on the path toward understanding what dyslexia is and the support services that can be found in the community to help their children. Knowledge is key in helping children in school and at home.

Tammy Alexander, M.A., C.A.L.T., Owner and Director of Alexander Reading Specialists Reading Clinic, spoke about what dyslexia is and the common signs that may signal if a child has dyslexia. She explained that dyslexia is a neurologically-based learning disability, which means that individuals with dyslexia process information in their brains differently than a typical reader. Some of the common warning signs that she pointed out were when a child: (1) hates to read (2) spends a much longer time on homework than his/her peers (3) shows reading difficulty, which means: reads very slowly, misreads words, guesses at words instead of sounding them out, omits parts of words, laboriously sounds out a word on one page, and then when the same word appears soon after, has no recall of it and laboriously sounds out that same word again (4) has spelling difficulty (5) feels and says, "I'm dumb." She also told the parents that there is hope for children with dyslexia if they are taught using a teaching approach that matches their learning style. The International Dyslexia Association supports teaching approaches called "Structured Literacy," and it is based on the research and teachings of Samuel Orton and Anna Gillingham, a.k.a. the "Orton-Gillingham" approach. Some other Orton-Gillingham based, Structured Literacy programs are: Alphabetic Phonics, MTA, the Wilson Reading System. It is important to catch children who are struggling to learn to read early and start remediation immediately. The earlier a child receives appropriate remediation, the more effective it will be.

Sue Moyer, President: Dyslexia Advocates, was the second presenter. She explained about parents can find support for struggling readers in the community. She said that parents can check with their school systems, on Facebook, and through organizations like Decoding Dyslexia. She also spoke about larger support organizations that provided education about dyslexia and helpful programs for children like Understood ([understood.org](http://understood.org)) and Learning Ally ([learningally.org](http://learningally.org)). Finally, she mentioned the International Dyslexia Association, and specifically NOBIDA, as being a wonderful reference for community event and facts sheets about many topics that effect children with dyslexia.



Mary Jo O'Neill, M. Ed., Parent Advocate, explained how a school system works and what each step in the process towards getting help for a child in school looks like. She talked about the difference between an IEP (Individual Education Plan) and a 504 plan (covered under ADA). An IEP is used for special education where the child may be pulled out of their general education classroom and the IEP plan lays out specific goals for the child. A 504 plan gives accommodations within the general education classroom. She talked about the importance of having either an advocate or another person who knows the child attend all school meetings. It gives parents an additional person who is hearing all of the information and can help after the meeting to clarify what was decided at the meeting.

The final piece of the parent seminar was presented by Jackie Hersh, B.S., M.S.Ed, Director of Assistive Technology and Learning Support, Lawrence Upper School, located in Sagamore Hills, Ohio. She spoke about assistive technology that can help children in the classroom and at home. Google Classroom is a wonderful application that can help students in many ways from Google Calendar that organizes the student's day to Google Docs that allows students to collaboratively work on a writing piece even if they are at home. She also mentioned several wonderful apps that can be used in conjunction with Google Classroom. She mentioned Bookshare, [www.bookshare.org](http://www.bookshare.org) that is a free service that gives students access to audiobooks and Readability that eliminates distractions on web pages.

All in all, it was a wonderful and informative night. The parents that attended walked away with a great foundation to start their journey helping their children with dyslexia!

### Karen Dakin - Margaret Byrd Rawson Lifetime Achievement Award Recipient

by Stephanie M Gordon, M.A., AOGPE

"Sure," Karen said, agreeing to an interview for this article after having received the Margaret Byrd Rawson Lifetime Achievement Award at the 66th Annual Conference in Grapevine, Texas this 2015. Starbucks was convenient for the both of us and in came Karen carrying a large manila envelope. After some chitchat and our choice of coffee, she said, "You don't have to write an article," and pulled out her speech that she had hoped to read in its entirety, but was cut short at the conference.

My plan is to honor the request of my dear friend and colleague, but I also want to pay tribute to Karen who walked into my life when my charge as a member of the National Board was to plan our first Symposium which, by the way, because of its success became the building block in forming our Northern Ohio Branch.

By the time Karen arrived in Cleveland, she had already established a reputation as a dyslexia specialist, diagnostician, and advocate and was respected by the leadership of the Orton Society then changed to the Orton Dyslexia Society in the early 1980's and both former names of the International Dyslexia Association (IDA). Karen had already befriended Margaret Byrd Rawson whom I also grew to know, admire, and love.

To understand the prestige of the Margaret Byrd Rawson Lifetime Achievement Award and its fit for Karen Dakin, you need to know Margaret. In the letters of tribute to the life of



Margaret Byrd Rawson that appeared in the Summer 2002 Perspectives, the pioneers referred to her as the "Grand Dame of Dyslexia" and the first "dyslexiologist". The editors write of Margaret as a woman who "started a revolution in this country, who brought about public awareness of dyslexia that stifles the growth and talent of the most talented, that hampers the creativity of the creative among us and when undetected ruins the lives of so many children and adults." In her passion for the "D" word (Karen Dakin's cliché), Margaret wrote in 1969, "for some reason or other 'dyslexia' has become a bad word...However, if we abandon dyslexia, I suspect that they will soon find reasons for deriding any substitute we may offer. It is the idea which they cannot tolerate...this kind of individual rescue work is both important and all we can do until school systems are willing to take constructive measures on a larger scale.

As Program Chair of NOBIDA for many years before joining the National Board, Karen Dakin embodied many of the same passions to educate those in the medical, educational, speech pathologist, and psychological professions in the Northern Ohio community. Once on the National Board, she enriched her colleagues with her experience, drive, and wisdom serving at a time that the IDA published its Knowledge and Practice Standards for Teachers of Reading. She steered the Publications Committee and co-authored with Louisa Moats the gem, Basic Facts about Dyslexia. Margaret, herself, would have commended Karen for her innovative efforts as Program Chair of the last few IDA Conferences expanding the international reach and presence by gathering the best in the field of psychology, education, and speech and language and opening the Association to include parents. In honor of my colleague and friend's request, read her own story at [NOBIDA.org](http://NOBIDA.org).

## Dyslexia is not a Dirty Word

["Dyslexia is not a Dirty Word" YouTube Channel](#) is not your typical source of information about dyslexia. Jennifer LaHaie began this channel with a particular premise. "I began this YouTube channel hoping to convey reliable, accurate information in a more relaxed and maybe a little entertaining format. I have just begun and I'd love to hear what people think. I'm also looking for more ideas and/or topics that people are interested in." Jennifer's goal is to make this information relevant to parents, teachers, administrators and anyone else that is impacted by dyslexia.



## SPOTLIGHT is Focused On: Laurie M. Sheehy, M.Ed.

Senior Speech-Language Pathologist, University of Toledo Medical Center

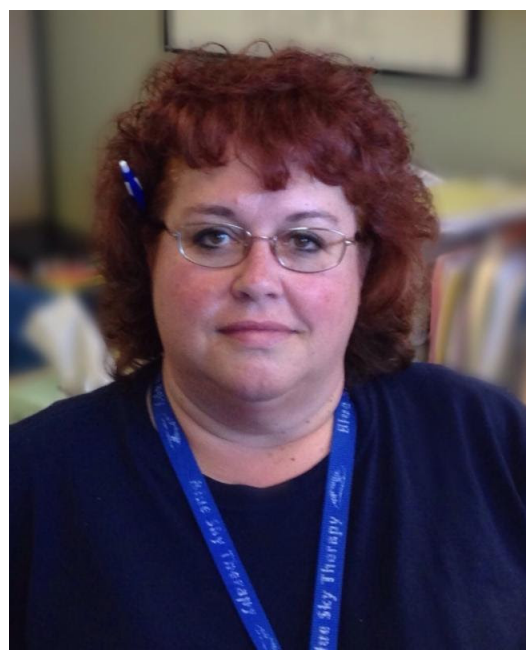
The Northern Ohio Branch is fortunate to share responsibilities with Laurie Sheehy from Toledo, Ohio. Mrs. Sheehy brings several certified areas of speech and language issues encountered today. She works with all ages.

Laurie M. Sheehy has a Masters of Education in Speech Language Pathology and is Senior Speech-Language Pathologist at the University of Toledo Medical Center (UTMC) and an Associate II Graduate Faculty member at the University of Toledo.

Mrs. Sheehy became interested in acquired reading disorders (e.g., alexia, visual agnosia) which lead to an interest in dyslexia. At the same time, studies in her certified areas of Clinical Competence, Vital Stim® Therapy, and other rehabilitation therapies

enables her to master her understanding of the ongoing effects of dyslexia.

Her teaching curriculum for UTMC includes: Adult Language and Communicative-Cognitive Disorders, Neurological Disorders: Traumatic Brain Injury and Dementia, Aphasia and Related Disorders, Diagnosing Speech & Language Disorders, Aphasia & Related Neuropathies, Organic Disorders of Speech and Language, Analyzing Language, Methods for Clinical Intervention in Speech-Language Pathology. Mrs. Sheehy has been an active member of the Ohio Speech-Language-Hearing Association where she currently serves as Journal Editor while often contributing her own articles and doing presentations for ASHA.



This brings rich contributions to the Board of Directors of the Northern Ohio Branch of the International Dyslexia Association. More important is the personal dedication to her clients and to research while bringing humor and happiness to all whom she encounters.

## SCHOLARSHIPS

The Northern Ohio Branch of the International Dyslexia Association (NOBIDA) is proud to offer several scholarships to its members. It is the organization's belief that by eliminating social, educational, and cultural barriers, individuals are empowered to achieve their potential. These scholarships are intended to enhance the educational experiences of educators and parents as well as students with dyslexia.

Several high school seniors have been awarded one such scholarship, the Stephanie Gordon Senior Scholarship, by showing their perseverance and determination towards achieving their goals despite having challenges with dyslexia. Students apply for this scholarship by submitting an application along with a product, such as an essay or artwork that illustrates the positive lessons learned from overcoming their obstacles. Most recently Nick Zaccone ('15), Seth Muck ('14), Ashley Yarbrough ('13), and Dan Schmidt ('12) were awarded scholarships to support their post-secondary endeavors.

Another opportunity, the Jean Armus Scholarship, coincides with NOBIDA's annual symposium. This event provides attendees with the latest research findings regarding dyslexia and effective instructional practices for remediation. The scholarship is available to help cover all or part of the symposium registration fee with the expectation that attendees will share important information they have learned by attending the symposium with local educators. At the most recent symposium held in February 2015, NOBIDA was able to fund approximately 25 members.

Finally, the Hopes and Aspirations Fund was created to support young adults (18-30) in need of assessment or remediation services for dyslexia and related reading disorders. This year, NOBIDA is honored to award the first Hopes and Aspirations scholarship to Jason Keeler from Ashtabula. With this award, Mr. Keeler plans to partake in tutoring services in order to further his career.

Scholarship opportunities provided by NOBIDA encompass a variety of opportunities for students, educators, parents, and young adults in their efforts to better themselves educationally. Through these opportunities NOBIDA affects the lives not only of the individuals that receive the scholarships, but also those who strive to help those with challenges associated with dyslexia. For more information regarding these scholarships,

please refer to the NOBIDA website located at [www.nobida.org](http://www.nobida.org) under the Resources tab.

### **Jean Armus Fund (Deadline October 14, 2016)**

This scholarship is offered for the upcoming 28th Annual Dyslexia Symposium on Friday, November 11, 2016. The Jean Armus Scholarship will cover all or part of the symposium registration fee.

[DOWNLOAD THE APPLICATION](#)

### **Hope and Aspirations: The NOBIDA Young Adult Literacy Fund (No Deadline).**

This fund is to provide monies to students in need of assessment to establish accommodations for dyslexia or related reading disorders in the post-secondary setting. Monies may also be used for young adults (18-30) in need of remediation services for dyslexia or related reading disorders, whether or not they attend a post-secondary institution.

[DOWNLOAD THE APPLICATION](#)

*If you need assistance completing a scholarship, please contact [nobidainfo@gmail.com](mailto:nobidainfo@gmail.com)*

### **THANK YOU from our Stephanie Gordon Scholarship Recipient**

My love of skiing and my mom's belief in me has inspired me to help myself. Dyslexia has always been and always will be a constant struggle of mine. According to the existence of the modern world, humans all have struggles, dyslexia is mine, but the number one way to overcome a struggle is; necessity. My need was to get out of the house and ski, but I was only allowed if my grades were good. The goal of good grades was set before me, thus to make it so that I could go skiing. Now with college in my future, my goal has changed slightly; I have to work toward achieving my engineering career and be able to support my love of skiing and snowboarding. Winning the scholarship means a TON, because all the work and struggles of the fighting, anger, and tears with dyslexia was worth it. But, it doesn't mean that the hard work stops here it just means to go for bigger goals. Thank you for the scholarship award, as this will help me achieve towards my career goal.

I am Grateful!

Kindly,  
Joseph Rydzinski

### **Evaluation of the Dyslexia Pilot Project: Year 3**

The much awaited [Evaluation of the Dyslexia Pilot Project: Year 3](#) was finally published on the [Ohio Department of Education's website](#). [Ohio Revised Code 3323.25](#) established a 3 year "pilot project to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness" starting with the 2012/13 school year and ending with the 2014/15 school year.

The final report was written in September 2015, but the publishing of the final report had been postponed due to legal review and was just released to the public in early April. The ODE Office of Exceptional Children held a meeting on January 12, 2016 in which favorable results of the final year were presented to the Dyslexia Pilot Project Advisory Committee. Excerpts from the presentation's conclusions and recommendations:

- Among the participating school districts, exemplary practices have emerged in meeting the needs of students at risk of reading failure.
- Building a proactive, tiered system of support requires systemic change to ameliorating student risk and providing teacher professional learning opportunities



(competency), organizational capacity, and leadership.

## Learning Disability Mentors, LLC

Stephanie M. Gordon, M.A., AOGPE

In Greek myth:  
Mentor, a wise, loyal advisor



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