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February 2011

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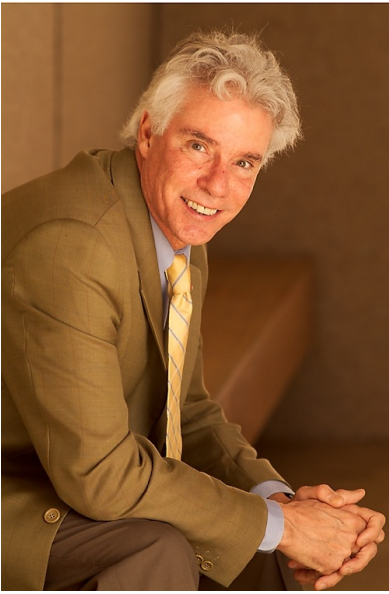
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**DR. G. REID LYON TO KEYNOTE
CONFERENCE**

Named one of the ten most influential people in American education, Dr. G. Reid Lyon will appear as the keynote speaker for this year's IDA-UMB annual conference.

Dr. Lyon is a distinguished professor of education policy and



G. Reid Lyon, Ph.D.

"You pick the most powerful standard that is going to help that student."

leadership at Southern Methodist University, and holds a joint appointment at the School of Brain and Behavior Science at the University of Texas, where he is a distinguished scientist in the Department of Cognition and Neuroscience at the Center for Brain Health.

His keynote address on Saturday, March 12, 2011 will discuss current data from multi-disciplinary studies and the design of prevention and remediation strategies for reading difficulties based on the data.

"We're committed to bringing the top experts in education and science to our conferences so that attendees are exposed to the latest, reliable information on literacy acquisition," says Kelly O'Rourke Johns, 2nd Vice President of IDA-UMB. "Dr. Lyon has directed research programs in developmental and cognitive neuroscience, developmental psychology and learning disabilities, among other notable achievements. His work represents the latest findings related to reading challenges and strategies for effective remediation. We're grateful that he has agreed to join us!"

Two books co-authored by Lyon will be available for purchase at the conference: *Why Kids Can't Read: Challenging the Status Quo in Education* and *Learning Disabilities: From Identification to Intervention*. Lyon will be on-hand to sign the books during Saturday's luncheon.

RESERVE YOUR SEAT! Registration is open for the conference.

[CLICK HERE](#) to download the 37th Annual Conference brochure.

[CLICK HERE](#) to register for the conference online.

[CLICK HERE](#) for more information on scholarships.

CLICK [HERE](#) for speaker biographies.

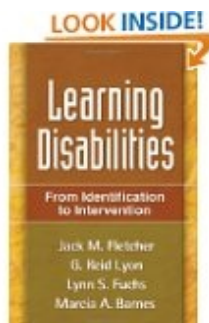
Special Educators Look to Align IEPs to Common-Core Standards

by Christina A. Samuels, *Education Week*, Jan 12, 2011

The widespread adoption of common-core academic standards

is expected to accelerate a growing movement among educators to link individualized education programs for students with disabilities directly to grade-level standards.

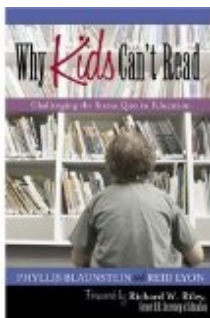
“Standards-based” IEPs allow individualized instruction in pursuit of a common goal: helping students with disabilities move toward meeting the same grade-level academic standards that general education students are supposed to meet. [Read more...](#)



PRODUCT POINTER

Read: OutLoud 6

Don Johnston's Read: OutLoud 6 is now compatible with Mac OS 10.4+ (including Mac OS 10.6) and uses its realistic TTS voice of "Alex." This is a big deal for our kids! You can hear Alex speak [HERE](#) (try all three sample speeds). In Mac OSX you can set the speed and are not limited to the three speeds sampled.



Read: OutLoud 6 is a feature-packed, viable alternative to Kurzweil. At \$319, it reads just about any file format and Mac users can apply the voice of Alex for TTs. It is NIMAS-ready (no conversion). Many districts have switched from Kurzweil and are using the Don Johnston Solo 6 package that includes Read: OutLoud 6, a graphic organizer, a talking word processor, and word prediction features. Check out the features [HERE](#).

[Read more...](#)

Learning Disabilities: From Identification to Intervention

“This is simply the best and most comprehensive and systematic overview of the field of learning disabilities to date. It is easily accessible to educators, psychologists, and medical practitioners serving or trying to understand children with learning disabilities. The authors take complex concepts that are not yet fully formed or articulated by the field, such as response to intervention, and do a remarkable job explaining them and evaluating their research evidence. Moreover, the authors summarize years of research and thinking about

various learning disabilities in a concise, comprehensive manner characterized by both depth of understanding and elegance of communication. The book is authoritative but not authoritarian, inquiring but not admonishing: It represents the field of learning disabilities research and practice in its attempt to change and improve itself. If you are looking for an accurate, informed, and cohesive interpretation of the field today, this is it!"--Elena L. Grigorenko, PhD, Child Study Center, Yale University

Why Kids Can't Read: Challenging the Status Quo

"Blaunstein and Reid clearly explain research demonstrating why kids can't read and present educational and political strategies for correcting this personal and national tragedy.

The authors present numerous encouraging success stories for "Beating the Odds" and then "Changing the Odds" including media strategies, changing laws, and teaming up with teachers. Each chapter ends with invaluable and pragmatic tips for parents for turning around a reading failure in their child, school, state." --Reader review, Amazon.com

Purchase one or both of the G. Reid Lyon books prior to the conference by registering [HERE](#).

Just the Facts: Multisensory Structured Language Teaching

What is meant by multisensory teaching?

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

[Read more...](#)

"Literacy is the process and product of gaining conscious reflective awareness of our knowledge, thoughts and language."

-- Marilyn Adams

Breaking News

Submit Your Application for RFB&D®'s 52nd Annual National Achievement Awards

College seniors who are blind or visually impaired and high school seniors with a learning disability are eligible to apply for the 52nd Annual National Achievement Awards. Students who are blind or visually impaired and receiving their master's or doctorate degree by June 2011 may also apply.

Share your story as an RFB&D member and you could win up to \$6,000. Don't miss out on this opportunity! All applications must be postmarked by March 1, 2011.

[Click here to learn more and print out your application today.](#)

Contact Melissa Greenwald at mgreenwald@rfd.org or (609)243-7087 if you have any questions.

Calendar

IDA-UMB Workshop Series

READING SUCCESS -- LEGAL REQUIREMENTS & STRATEGIES

Saturday, February 12, 2011

9 a.m. -- 12 p.m.

Groves Academy 3200 Highway 100 South St. Louis Park, MN 55416

[CLICK HERE](#) to register.

What are schools really required to do for struggling readers under the law? This informative workshop will provide a summary of the laws affecting students with dyslexia or

learning disabilities, including the IDEA, NCLB, ADA, 504 and Minnesota Academic Standards. It will highlight the issues and decisions by our courts, hearing officers and state complaint investigators regarding student achievement, evaluation, special education eligibility, services and the provision of free and appropriate public education under IDEA.

Groves Outreach

WORKING MEMORY AND PROCESSING SPEED: STRATEGIES FOR WORK AND HOME

Tuesday, February 8, 2011

7 -- 8:30 p.m.

Groves Academy, 3200 Hwy 100 South, St. Louis Park, MN

Working memory refers to the brain's ability to provide short-term storage and manipulation of information necessary for cognitive tasks such as language comprehension, learning and reasoning. Processing speed involves the ability to automatically and fluently perform tasks and relates to the ability to process information automatically, without intentional thinking through. This workshop will include strategies for assisting students who have working memory and processing speed weaknesses in both the classroom and at home, how to help students complete tasks more efficiently and in less time, and assistance with retaining information for completion of tasks and for carrying out daily activities. Presented by Ray Boyd, Director of Diagnostic Services, Groves Academy.

ADHD IN CHILDREN AND ADOLESCENTS: EXECUTIVE FUNCTIONING, LIFE COURSE OUTCOMES AND MANAGEMENT

Thursday, February 17, 2010

8:30 a.m. -- 4:30 p.m.

Sheraton Minneapolis West, 12201 Ridgedale Drive,
Minnetonka

Pre-registration is required. The cost is \$120 after January 17, 2011. [CLICK HERE](#) to register. (Click "Outreach" for online registration or printable registration forms.)

This six-hour presentation will provide detailed, current information on the nature and causes of ADHD in children and teens and on the role of executive functioning in the disorder. A neuropsychological theory of executive functioning (EF) and self-regulation will be presented that provides a much more comprehensive view of both EF and of ADHD than does the current clinical conceptualization of ADHD as a disorder of

attention. New research exists on the life course of children with ADHD and their adult outcomes that illustrates how impaired EF can negatively impact major life activities. The results of that research have numerous implications for the management of ADHD. Dr. Russell Barkley, Clinical Professor of Psychiatry at the Medical University of South Carolina will discuss the advances in our scientific knowledge of ADHD and their exciting implications for optimizing the effective treatment of children and teens with ADHD. He will also discuss the science-based treatments for the management of ADHD, its executive functioning deficits, and the impairments likely to arise from the disorder.

Groves Outreach is the community outreach arm of Groves Academy, providing learning disability resources to families and educators in the Twin Cities area. Workshops are free and open to the public unless otherwise indicated. Register for workshops by contacting Colee Bean, Outreach Coordinator, at 952-915-4297 or beanc@grovesacademy.org. Certificates of attendance will be offered for continuing education credits (CEUs).

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