Pennsylvania Branch of The International Dyslexia Association

Fall 2018

The newsletter of the Pennsylvania and Delaware Branch of the International Dyslexia Association

40TH CONFERENCE ON READING, LITERACY AND LEARNING DISABILITIES

Saturday, October 20, 2018
9:00 am to 1:00 pm

St. Joseph’s University
Maguire Campus
Philadelphia, PA

Keynote Speaker:
Maryanne Wolf

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Maryanne Wolf
Author of READER, COME HOME - The Reading Brain in a Digital World, Returns as Keynote Speaker

Dr. Wolf is an internationally renowned neuroscientist, author, and a warm and engaging speaker. One past audience member wrote, “I would pay to listen to her read her shopping list.” Fortunately, she brings us much more! Dr. Wolf will share the most up-to-date understanding of the reading brain’s neurological circuitry and plasticity and what this tells us about reading development. She will then explain how this knowledge of “how the brain learns to read” informs reading instruction. Next, she will explore new findings and comprehensive interventions for students with dyslexia and all struggling readers. Finally, here in Philadelphia, Dr. Wolf makes her first academic presentation in the U.S. since the publication of her new book, READER, COME HOME - A Reading Brain in a Digital World, an urgent and deeply thoughtful look at the future of the reading brain, as we become increasingly dependent on screens and computers for how and what we think.

In Nature, a reviewer writes of her new book, “This rich study by cognitive scientist Wolf explores the, “cognitive strata below the surface of words” the demotivation of children saturated in on-screen stimulation, and the power of ‘deep reading’ and challenging texts in building nous [common sense; practical intelligence] and ethical responses such as empathy. She advocates “biliteracy” — teaching children first to read physical books (reinforcing the brain’s reading circuit through concrete experience), then to code and use screens effectively. An antidote for today’s critical-thinking deficit.”

As we know, literacy is one of the single-most transformative human achievements, altering connections within the brain, changing the lives of individuals, and propelling the intellectual trajectory of our species. Within this context, the facts of how we read, what we read, and why we read are changing at an ever-accelerating pace and require our collective attention and vigilance. Wolf describes how the plasticity of the reading brain circuit underlies how and why this circuit is changing in response to the emphasis on speed and multi-tasking demanded of our brains today. The effects of the digital world on attention, memory, and the nature of thought present unique challenges and complex questions about the formation of the next reading brain. These include:

• Immersed in multi-tasking and fast-moving media, will the present and next generation learn to develop and allocate time to “slower” cognitive processes like critical thinking, personal reflection, imagination, and empathy that are all part of deep reading?
• Will the mix of seemingly continuous distractions for children’s attention and their quick access to voluminous information, give them too little incentive to build their own storehouses of knowledge and think more independently?
• Will the chain of digital influences ultimately impact the use of the critical, analytical and empathic capacities necessary for a democratic society? Will such potential changes leave us more susceptible to false news and demagoguery?
• How can we preserve deep reading processes in future iterations of the reading brain, as we acquire ever newer cognitive processes necessary for life in the 21st century?

Written in a series of letters addressed to her readers, READER, COME HOME draws on neuroscience, literature, education, technology, and philosophy, and blends historical, literary, and scientific facts with down-to-earth examples and warm anecdotes. As Wolf writes, “If we act wisely at these cultural, cognitive cross-roads, I believe… that we will forge ever more elaborated reading circuits.”

Continued on page 2
ABOUT THE AUTHOR:
Maryanne Wolf was the John DiBiaggio Professor of Citizenship and Public Service at Tufts University, and the Director of the Center for Reading and Language Development in the Eliot-Pearson Department of Child Study and Human Development. Currently she is Visiting Professor at UCLA, where she will direct the Center for Dyslexia, Diverse Learners, and Social Justice. She is also affiliated with the Dyslexia Center in the UCSF Medical School and with Curious Learning: A Global Literacy Initiative, which she co-founded. The latter initiative aims to help nonliterate children in remote regions in Africa, India, Australia, and our own backyards to learn to read on tablets. She is the recipient of multiple research and teaching honors, including the Fulbright Fellowship, the American Psychological Association Teaching Award, a Fellow at the Center for Advanced Study for the Behavioral Sciences at Stanford, the NICHD Innovative Research Award, and the highest awards by the International Dyslexia Association and the Australian Learning Disabilities Association. She is the author of Proust and the Squid (Harper), Tales of Literacy for the 21st Century (Oxford University Press), and over 160 scientific publications. She lectures around the world, including multiple presentations on global literacy for disenfranchised children at the Vatican’s Pontifical Academy of Sciences.

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Dear PBIDA Members and Friends

I am excited to be serving as President of the Pennsylvania Branch of the International Dyslexia Association at a time when we are poised to expand our reach and strengthen our impact. Our first Executive Director, Diane Reott, is on board and actively growing our network across the states of Pennsylvania and Delaware. Diane comes to the position as a fierce advocate for children as evidenced by her work as an advisory committee member for PA’s Dyslexia Screening and Early Literacy Intervention Pilot program and as an active partner with Philadelphia’s Read by 4th Campaign, through her roles with PBIDA and Pennsylvania’s Dyslexia Literacy Coalition (PA DLC).

As a long time public educator, I became involved with the International Dyslexia Association just as IDA began to place an increased focus on educator training. As a school psychologist and former public school district superintendent, I know from firsthand experience that teachers are the most important factor in student success. For our students to read, it is critical for our teachers to possess the science-based knowledge of the reading process and the skills to translate that knowledge into effective instructional practice.

IDA’s Educator Training Initiative encompasses professional development of practicing teachers and related professionals and the curriculum of teachers still in higher education teacher preparation programs. PBIDA has worked closely with Philadelphia’s Read by 4th Campaign from the start with a special emphasis on the accreditation of universities that prepare teachers serving the School District of Philadelphia. Through this work, and PBIDA’s role in supporting Pennsylvania’s Dyslexia Screening and Early Literacy Intervention Pilot, we have generated enthusiasm across the state for seeing teachers, especially elementary and special education teachers, better prepared to teach foundational reading skills.

As a result of PBIDA’s commitment and effectiveness, we are the first branch to have developed a written agreement with the IDA Home Office to support accreditation work. PBIDA will serve as the ‘boots on the ground’ here for IDA in promoting awareness of university accreditation in IDA’s Knowledge and Practice Standards and the Center for Effective Reading Instruction (CERI) Certification. We will support universities in their work toward accreditation and we will, as always, support the continuing education of teachers and other educational professionals - until everyone can read. Our fall conference will be offering CERI Certified professionals CERI Acceptable CEUs in addition to the Act 48, ASHA and APA CEUs we have always offered.

As we grow, we look forward to increased involvement and input from you, our members and friends. Please make sure we hear from you!

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President

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The following article is a part of the Focus series - Life After High School for Students with LD. The series features articles about aspects of the transition from high school to life beyond unique to students with learning differences.

Career Explorations As Preparation for Postsecondary Transition

By: Hallie Ciarlone, Director of College Counseling, Delaware Valley Friends School

The postsecondary transition is often fraught with decisions and uncertainty for high school students. Finding a space to explore one’s passions while also feeling safe to express questions and concerns can be a pivotal piece to the process. Furthermore, high school students often have difficulty envisioning the unknown future many years in advance. Students with learning differences may also experience increased anxiety when speaking about career options and trajectories. At Delaware Valley Friends School (DVFS), we make career exploration an active, constructive conversation through high school.

Opportunities for career exploration give students optimism and a set of goals to which they can aspire. Moreover, a collaborative career exploration with active mentorship can improve attitudes about what’s possible. DVFS has a long history of exposing our students to various professions via our end of the year internship program as well as mentorship events with alumni throughout the school year. Connections are a key indicator for success. When students feel supported and invested, they are more likely to follow through with difficult tasks and long term goals. Furthermore, having a mentor who has experienced a similar academic or learning challenge, can provide a stronger aspirational model.

While we host various career exploration classroom lessons and workshops, such as the LinkedIn webinar about personal branding and online resumes, DVFS students have really benefited from face-to-face mentorship with alumni. DVFS has a robust network of alumni who graciously volunteer their time and energy to share their college and career experiences with our students. Our alumni span a variety of professions including careers in entrepreneurial endeavours, executive management, education, law and advocacy, design, as well as medical and healthcare professionals. A common thread that alumni repeatedly reinforce is the importance of self-advocacy and a willingness to ask questions. LD students have the added challenge of overcoming their learning needs in both educational and professional settings. DVFS alumni share with our younger students their experiences with the intricacies of navigating interviews, college career offices, and networking. DVFS seniors have often used those conversations and models as they have honed in on final college choices and prepared for their capstone internship career exploration experiences.

Every spring, DVFS seniors participate in a three-week career exploration program in various careers of their choosing. In 2018, DVFS seniors spent their three weeks off campus at bakeries, law firms, biotechnology labs, music studios, professional theater companies, businesses, schools, and more professional settings. At the close of their experience, each senior presented a professional powerpoint presentation to a panel of Trustees, faculty, and staff. Motivated by guiding questions and inquiries, the students
practice. At DVFS, we make metacognition and self-advocacy a cornerstone through all divisions. Students are well equipped to discuss their learning styles in various settings and they are proud of their successes. A recent graduate highlighted this advocacy in her career exploration presentation this spring. She detailed her conversation with her supervisor and how she was able to introduce her processing speed deficiency and her math disability within the retail setting without it being a deterrent for her supervisor. In her site evaluation, the supervisor commended the DVFS student on her openness to disclose her different learning style and her willingness to face it head on in the workplace. Having the safe space to develop advocacy skills and exposure to career exploration mentors through their time at DVFS, our students approach the professional world with optimism and a sense of reality that aide in their successful transitions.

Hallie Ciarlone
Director of College Counseling,
Delaware Valley Friends School
B.A. Sociology, Franklin & Marshall College
M.Ed. School Counseling, Loyola University Maryland

Hallie joined the DVFS community in 2011 after spending five years in Baltimore, Maryland creating the College Counseling Department at The Shoshana S. Cardin School. She earned her NCC distinction and M.Ed. in School Counseling from Loyola University Maryland, where she published several studies on adolescent self-efficacy with Dr. Bradley Erford. Hallie holds a B.A. in sociology and public policy from Franklin & Marshall College. She credits her love of college admissions with her extensive work as a student intern and tour guide while at F&M. She is currently professionally involved with PACAC as a Summer Institute faculty mentor and a member of the Professional Development Committee. She is also an active member of NACAC, and ACCIS. Previous PACAC leadership roles have included Co-Chair of the Southeastern PA College Counseling Workshops and a regular speaker for webinars and the Main Line Fair Workshops. At DVFS, Hallie has found her passion for counseling students who have diagnosed learning differences and helping their families make the successful post-secondary transition.

A common thread that alumni repeatedly reinforce is the importance of self-advocacy and a willingness to ask questions.

Left: Grayson Waldon ’18 and Camille Lawrence ’18 wait their turn to present on their internships to panel of faculty/staff, parents and Trustees.
Top: DVFS Director of College Counseling, Hallie Ciarlone working with students, Danny Burga ’18 and Dylan Renninger ’19.
Bottom: Jesse Fried-Petersen ’18 preparing to present on his internship with the Walnut Street Theatre.

spend three weeks under the guidance of professionals but check in frequently with their faculty advisors and with the counseling staff. We feel that this experience helps students blossom from the orbit of our nurturing community and gives them safe opportunities to share their voices in new experiences. Often times, DVFS students are offered summer jobs or college internships as a result of their experiences!

Having a safe space to practice self-advocacy in the career forum can be a key component for a successful postsecondary transition. As professionals, we recognize that learning differences transcend the academic arena, so it’s important to support LD students in their advocacy
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PBIDA Welcomes New Executive Director, Diane Reott

By Julia Sadtler

As a long-time member of the PA Branch of the International Dyslexia Association, I was happy to be asked to write about our new Executive Director, Diane Reott. Diane has been involved in the world of dyslexia and early literacy for over 16 years. When she was told that her son Matt was so severely dyslexic that he would probably never learn how to read, her response, “He’s not blind,” is exactly what anyone who knows Diane would expect. She has this reputation among former colleagues: Diane makes all things possible.

I have known Diane Reott for over 15 years. We met as she was reaching out to every school, organization, and expert in the field of dyslexia to learn all that she could to help her son succeed. Every answer created more questions; she never gave up. She was in attendance at every speaker series, event, or conference, completely immersed in learning what she didn’t know. She recognized a need for other parents and families to connect with each other, and her efforts to help them understand how to help their children began when she started a parenting group in Marple Newtown School District that lasted for ten years.

It was Diane who began putting together the group that became known as the PA Dyslexia Literacy Coalition. She believed that bringing parents, teachers, experts and organizations together to share information and expertise was crucial to creating the kind of understanding needed to do it right. I attended the lunch at the 2013 PBIDA Conference that Diane pulled together connecting Reid Lyon — our keynote speaker — with Senator Mike Folmer, the Chair of the PA Senate Education Committee at that time, to discuss the science of reading and its impact on improving literacy rates in PA.

Our new Executive Director understands how to find the right people and bring them together to share their knowledge and expertise in a way that benefits everyone. The PA Dyslexia Literacy Coalition, a standing committee of the PA Branch of the International Dyslexia Association, was the team responsible for establishing the PA Dyslexia Screening and Early Literacy Intervention Pilot Program in our state. It was Diane’s vision and drive that changed the direction of literacy in a way that is making a difference and impacting our children, teachers, schools and families in Pennsylvania.

Diane lives in Newtown Square with her husband Paul. Matt, the son who would “never learn to read,” is now a senior in college, and her daughter, Alex, is completing a program to become an Educational Specialist (EdS) in School Psychology.

IDA DISCLAIMER
The International Dyslexia Association supports efforts to provide individuals with dyslexia appropriate instruction and to identify these individuals at an early age. The Association and the Pennsylvania Branch, however, do not endorse any specific program, speaker, product, or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.

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In the spring issue of Focus, it was noted in the piece on our Gardner Award Recipient that Robert Morris University and the Children’s Dyslexia Center of Pittsburgh were working in partnership on a teacher training initiative. We have learned that this partnership is not in existence.
ABOUT US:
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Teaching Our Children to Read – Collective Impact Makes the Difference

Nancy Scharff, M.Ed. Special Education

Philadelphia is part of the Campaign for Grade Level Reading (GLR), a national network of over 300 communities all working toward increasing the number of children reading on grade level by the end of 3rd grade. Philadelphia’s campaign, branded Read by 4th, is one of the largest and most comprehensive local efforts. The national Campaign for GLR facilitates collaboration and idea-sharing between regions – the collective impact approach. Read by 4th facilitates collaboration both among its more than 130 local partners, and more broadly, with the national campaign. Working together with a clear common strategy, is making a difference for Philadelphia’s children.

THE READ BY 4TH CAMPAIGN

The Campaign for GLR requires all members of their national network to adopt a framework grounded in three pillars: 1) get more children ready for kindergarten; 2) get more children attending school regularly; and 3) keep more children connected to learning during the summer, and you will eventually increase the number of students on grade level by 3rd grade. Read by 4th took that framework and added, 4) ensure high fidelity, evidence-based reading instruction in all schools. Read by 4th then underpins this four-pronged strategy with engaging and supporting families as the best and first teachers of their children.

The Instructional Strategies (IS) committee of Rb4 advances evidence-based reading instruction by working to strengthen: 1) in-service teacher training; 2) pre-service teacher preparation; and 3) parent knowledge in early reading skills. The standards, embraced by the IS committee, for strengthening teacher training are the Knowledge and Practice Standards for Teachers of Reading, developed by the International Dyslexia Association (IDA) and its affiliate the Center for Effective Reading Instruction (CERI).

Clearly, strengthening teacher training and preparation is a bold undertaking, and one that can only be successful with Philadelphians working together. The committee itself is comprised of 60 partners representing 40 organizations, including area Universities, the School District of Philadelphia, Charter Schools, Parochial Schools, After School Program Providers, Tutoring Programs, Coaching Programs, Foundations and a Research Center.

SCHOOL DISTRICT OF PHILADELPHIA AS A Rb4 PARTNER

Philadelphia is fortunate that the School District of Philadelphia (SDP) is an active, extremely engaged, Rb4 partner, embracing the work of the Instructional Strategies committee. Dr. Hite, Superintendent of the School District of Philadelphia, states that “In Philadelphia, we are building the strongest corps of teachers possible through the long-term strategy of altering the teacher preparation pipeline, and the more immediate term strategy of training – and in some cases [CERI] certifying - our in-service teachers.”

Through the work of the Rb4 partners, particularly the Pennsylvania Branch of the IDA (PBIDA), Rb4 reaches out to area universities to pursue IDA accreditation for their teacher preparation programs. The progress to date is impressive. Philadelphia now has four university teacher preparation programs accredited by the IDA: Graduate programs at Saint Joseph’s University, Drexel University and Arcadia University; and the undergraduate, Early Childhood Education program at Temple University.

In addition, a cohort of District Literacy Coaches, and a cohort
of special education teachers, are pursuing CERI aligned coursework, and taking the CERI exam.

With a growing presence of teachers of reading, grounded in the KPS – both from accredited university preparation programs and in-service training aligned with the KPS, Philadelphia is positioned to build the strongest corps of teachers possible. But there is so much more to be done, and PBIDA is increasing its engagement even further.

**PBIDA AS A RB4 PARTNER**

Because of the commitment of Read by 4th to evidenced-based reading instruction, and the ongoing work around KPS aligned teacher training, the PBIDA has developed a special agreement with IDA to facilitate the work of university accreditation in the Philadelphia area and throughout the state of Pennsylvania. PBIDA will take the lead going forward with all Rb4, university accreditation work. PBIDA and Rb4 share the goal of getting as many children as possible reading on grade level before 4th grade.

Through annual conferences and other workshops, PBIDA will assist teachers in acquiring the continuing education credits necessary to maintain their CERI certifications at all three levels: Classroom Teacher Knowledge Certificate; Structured Literacy/Dyslexia Interventionist; and Structured Literacy/Dyslexia Therapist.

**RB4 AS A NATIONAL GLR PARTNER**

Grade Level Reading Week is the annual conference for campaigns from across the country, and this July, Philadelphia’s Rb4th campaign was honored to be the host. Over 750 attendees from around the country – funders, and community and state leaders – convened for 4 days in Philadelphia. Rb4 co-presented an opening plenary that included our Governor and our Mayor. In addition, Philadelphia shared its experience not only in individual connections, and through scheduled sessions, but through a Gallery Walk that articulates and represents the work of its 130 partner organizations. This collaboration at a national level supports accelerated impact for all participants.

Collective impact is showing results in Philadelphia. Among many other positive, leading indicators, on last year’s statewide PSSA test, SDP third grade performance increased by 5 percentage points. An additional university program achieved IDA accreditation each year for the past 3 years – and PBIDA is committed to growing that number going forward. The School District of Philadelphia is committed to the short-term, as well as the long term, strategy of building the strongest corps of teachers possible. Together with the collaboration of Rb4’s many other partners, Philadelphia is moving toward its goal of doubling the number of children reading at grade level as they enter 4th grade.

*Read By 4th*

Nancy Scharff, M.Ed. Special Education; Read by 4th Instructional Strategies Consultant; Board Member, KIPP Philadelphia Schools; Former Executive Director, Current Board Member; ReadWorks.org.
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Pittsburgh’s Dyslexia Today Conference Reaches Record Number of Participants

The Pittsburgh Regional Group of PBIDA held its biennial Conference, Dyslexia Today 2018: Beyond Research – Knowledge to Practice, on April 14, 2018. Conference Co-Chairs Mindy Bramer and Maria Paluselli compiled an exceptional ensemble of presenters which drew the largest attendance to date. Sessions afforded the 325 participants of teachers, tutors, parents, psychologists, administrators, and other educational professionals opportunities to learn from and network with leaders in dyslexia. Keynote speaker, Dr. Timothy Odegard, the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, addressed the audience on Understanding Developmental Dyslexia. In additional to Dr. Odegard’s address, each participant was able to attend two breakout sessions. Fifteen breakout sessions were offered. Three lunch and learn sessions were available: Overview of What’s New and Enhanced in the Wilson Reading System® 4th Edition presented by a Wilson Literacy Advisor; a Lindamood-Bell Information Session on The Imagery-Language Connection: Teaching All Children to Read and Comprehend; and an informational session on Provident Charter School. Provident Charter School, designed for students with dyslexia and other language-based learning differences in the Pittsburgh area, served as conference sponsor. Other sponsors included Wilson, Laughlin Children’s Center, The GOW School, Robert Morris University, and Lindamood-Bell Learning Processes. Over 20 exhibits showcased available products and/or information to access services. One conference participant shared she felt one cannot replace the value in meeting and networking that comes from the human-to-human connections that occur at a conference. She stressed the shared feeling of community was comforting, refreshing, and informative.
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Multisensory Math Class Shares Strategies to Reach All Learners

PBIDAs Pittsburgh Regional Group hosted a five-day Multisensory Math 1 Strategies for Teaching All Kinds of Learners class from June 25 – 29, 2018. Marilyn Zecher, a Certified Academic Language Therapist who specializes in the application of Orton-Gillingham Multisensory Strategies to the teaching of math, instructed the 37 participants. Participants gathered from as far as Thailand, Arizona, and Texas, as well as from across the state of Pennsylvania. Pittsburgh’s Provident Charter School and Pittsburgh New Church School’s Multi-Sensory Institute both sent staff members to participate. Zecher shared with the group that a student with dyslexia needs a diagnostic prescriptive approach to instruction in math as much as in reading. She stressed the importance of using language accurately and clearly in teaching math. In addition, her multisensory techniques engage the student actively in guided discovery for understanding math concepts. Zecher trains nationally for the Atlantic Seaboard Dyslexia Center (ASDEC) in Rockville, Maryland. In November 2017, at the IDA conference, she opened a Mathematical Literacy Symposium to introduce evidence behind dyslexia and math. The class in Pittsburgh concluded with everyone participating in a demonstration lesson of the strategies learned during the week using manipulatives to reinforce concepts, aid memory, and enhance performance for all students.

Left: Marilyn Zecher and participants building quantity.
Right: Marilyn Zecher and participants in the Multisensory Math 1 Class.
THANK YOU!

PBIDA gratefully acknowledges the generous support of Rhonda and David Cohen for our PBIDA Mission - Until Everyone Can Read
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2018 Janet L. Hoopes Award - Leslie A. Rescorla, Ph.D.

When Professor of Psychology Leslie Rescorla retires from Bryn Mawr College in two years, she will leave a legacy of scholarship, research, and service. She arrived at Bryn Mawr in September 1985 to fill the faculty position previously held by Dr. Janet L. Hoopes, who had retired the previous year. Seventy-five percent of her time was to be spent on teaching and research and 25 percent in administration of the Phoebe Anna Thorne School preschool programs and the Child Study Institute, with the added opportunity of having a part-time clinical practice. An important component of her position was directing the post-Master’s School Psychology Certification Program, which Dr. Hoopes had started.

Dr. Rescorla took advantage of her unique position, and generations of students, from preschoolers to undergrads to graduate students, have been the beneficiaries of her diverse interests. As Director of the School Psychology Certification Program and the Clinical Developmental Psychology Program for 20 years, she trained dozens of psychologists in clinical and school psychology, many currently practicing in the region. She also supervised 44 Ph.D. theses, 26 master’s theses, and 77 undergraduate senior theses – most of which dealt with language development/delay, academic achievement, or developmental psychopathology. She never stopped being a researcher and has published more than 100 peer-reviewed journal articles and co-authored numerous books. During her years at Bryn Mawr, hundreds of children have attended the Phoebe Anna Thorne preschool and language enrichment programs and received services at the Child Study Institute.

As Dr. Rescorla noted in a recent profile about her career published in the Bryn Mawr Alumnae Magazine, “Many students who have worked at Thorne over the years have gone on to careers in early childhood education, child psychology, speech-language pathology, pediatrics and so many other fields. At a gathering celebrating the legacy of Child Study Institute before its closure on May 31, 2018, Dr. Rescorla stated, “I am grateful for having had the opportunity to be involved here for more than 30 years. It has given me a place to continue my clinical work—both assessment and therapy—which I have found so meaningful and fun and which has been so important in informing my teaching. Being the director of CSI also allowed me to hire so many talented psychologists, which has allowed us to provide such outstanding services to the community for decades.”

Dr. Rescorla received her B.A. from Radcliffe College and her Ph.D. from Yale University. She is the Class of 1897 Professor of Science in the Department of Psychology. She is a licensed and school certified psychologist. Until her retirement, she will continue to teach courses and supervise senior thesis students, engage in research, and maintain her clinical practice. She also plans to continue her travel abroad to work with international colleagues with whom she collaborates on studies of language screening for toddlers, autism spectrum disorders, and informant ratings of emotional and behavioral problems.

For her lifetime of work as a researcher, academician, clinician and mentor to generations of professionals, it is our honor to present the 2018 Janet L. Hoopes Award to Dr. Leslie A. Rescorla.

Reprinted in part, courtesy of Bryn Mawr College Alumnae magazine, Spring 2018
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Through a unique public-private-nonprofit collaboration with AmeriCorps, Reading Assist brings the Reading Assist Intervention Program to elementary students in low-income schools in Delaware. AmeriCorps members trained in our program serve full-time in schools to deliver daily, intensive one-to-one instruction to Tier 3 students for the entire school year. The results:

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Experience Dyslexia; A Simulation

By: Diane Reott

We are excited that the PA Dyslexia Screening and Early Literacy Intervention Pilot Program is increasing awareness about the need for a better understanding of dyslexia here in Pennsylvania. More teachers, school districts and parent groups have been contacting the PBIDA office to request information about our dyslexia simulation. The word has gotten out that it is quite the experience!

With two more events scheduled for this fall, approximately 500 teachers, administrators and parents will have “experienced dyslexia” in 2018; they will have experienced what some of their students go through every day in the classroom. The good news is that we leave them wanting more. In Western PA, the Shady Side Academy Middle School’s in-service simulation made such an impression that they wanted to do one for their parents. Lincoln Charter School in York, PA is considering adding more technology to their school and asked us for recommendations and assistance in determining what might be best for their students. One of our PA Pilot schools is bringing the simulation to their school for a December in-service as a way to continue the momentum of the Pilot Program’s impact and success in their district.

Experience Dyslexia®, a Simulation was presented to over 30 parents in Tredyffrin-Easttown School District. This was initiated by B.U.I.L.D, a group of parents of children with learning differences, in order to bring an understanding of dyslexia and related learning issues to their community. Their post-simulation survey was 100% positive with attendees saying it was “transformative.” The survey showed that 86% have a better understanding of dyslexia, 92% will treat those with dyslexia differently, and 100% want to know more about dyslexia. Pennsylvania legislators and staff members have also expressed interest in attending our next dyslexia simulation in their area. Fall 2018 will also be PBIDA’s 8th simulation presentation for Bryn Mawr and Haverford College education students.

The power of the simulation experience is that it makes dyslexia real. It allows teachers and parents to experience the cognitive and emotional effort and strain of learning for students with learning disabilities. What comes easily for so many is unexpectedly challenging for others. Parents are left with a better understanding of how hard their children are working and how exhausting it is for them to sustain that level of effort for a full school day. Teachers leave with a new perspective on what they have been seeing and doing every day in their own classrooms. The simulation teaches us all that a better understanding of children with dyslexia and how they learn will be a guiding principle to their life long success. One volunteer told us, “This is the single most rewarding and impactful activity that I participate in. Thank you for giving me the opportunity to make a difference.”

PBIDA is proud to announce that since 2010 our volunteers have conducted more than 60 simulations and reached over 2,500 people in Pennsylvania.
Experience Dyslexia®
A Simulation

The Pennsylvania Branch of the International Dyslexia Association (PBIDA) has reached over twelve hundred people in the community since 2010 through Experience Dyslexia, A Simulation. This lively and thought-provoking activity has been presented to teachers in both public and private schools, to students in an education course at a liberal arts college, to preschool staff, to multiple community groups, and to the professional staff of Intermediate Units.

What is the Simulation?
The Simulation often begins with a brief discussion of dyslexia, including the neurological basis, the demographics, the warning signs, and the interventions which have been shown, through solid research, to have positive impact.

Participants then take part in six simulated activities which mimic the experiences and processing of those with dyslexia.

- **Learn to Read** simulates a beginning reading problem
- **Listen to Me** simulates an auditory figure-ground problem
- **Write with Mirrors** simulates a visual-motor and writing problem
- **Name That Letter** simulates a letter-word identification problem
- **Write or Left** simulates a copying and writing problem
- **Hear and Spell** simulates an auditory discrimination problem

Finally, participants ask questions of an experienced panel. The program is approximately 2 1/2 hours in length.

PBIDA is able to tailor the simulation to the size and background of your audience and to the physical facilities of your meeting location.

Our Simulation volunteers have included psychologists, physicians, educators, school administrators, reading specialists, multisensory tutors, individuals (teenagers and adults) with dyslexia, and parents of children with learning disabilities.

Experience Dyslexia® is available through PBIDA in Pennsylvania and Delaware.

**COMMUNITY GROUPS**
$15 per person for a minimum of 20 people

**IN-SERVICE PROGRAMS**
$400 for 40 people
$500 for up to 90 people

**FOR FURTHER INFORMATION**
contact PBIDA at (610) 527-1548 or dyslexia@pbida.org.

“The best training I’ve been to in 15 years!”
“My thinking went beyond consideration of only those students with dyslexia.”

“The strong impact of this workshop demonstrates the power of learning by doing and the effectiveness of your carefully-crafted simulation components.”
“This was an enlightening and extremely educational experience.”

“Being a teacher I was able to gain a better understanding of the level of frustration students experience while reading, writing, and listening. The various simulations made me reflect on how I interact with students. I am more aware of how “good intentions” could cause students to feel sad, inferior, and anxious.”

“I had an intellectual understanding of what dyslexia is, but going through the simulation enabled me to feel and experience the emotional and psychological impact that my daughter lives with every day.”

“I have so much more respect for my child, knowing how hard it is for him at school every day.”
Come Visit - Open Houses for Parents
Upcoming Dates: October 5, November 9, December 16, January 18, February 15, March 8, April 5, May 3, July 11

7th Annual Research to Practice Symposium
Reading, Math & The Brain with Guinevere Eden, Nancy Jordan and Doug and Lynn Fuchs – Monday, March 11th, 2019

CONTACT US AT 215-483-2461
www.aimpma.org
Diana Hanbury King was born in London, England in 1927. She received a bachelor’s degree from the University of London and a master’s degree from George Washington University. Diana wrote 15 books, including “Writing Skills” (1990), “English Isn’t Crazy! The Elements of Our Language and How To Teach Them” (2000), and A Guide to Helping Your Child at Home: Developing Foundational Skills in Reading and Writing (2015). She was also the subject of a documentary titled, “One by One: The Teachings of Diana King.” She taught, tutored and trained teachers in education programs that were replicated around the world.

“The time to diagnosis dyslexia is before the child has a chance to fail at reading.” Diana helped generations of students struggling to learn how to read, write and spell. She was instrumental in changing the perception that individuals with dyslexia were unteachable. She described them as highly intelligent despite their learning difficulties; original thinkers with keen observation skills. In an interview with the International Dyslexia Association in 2013, Ms. King said, “We continue to see the tragedy of a bright child coming home from school in the second or third grade in tears…. ‘I’m the dumbest kid in all the grade…’ and getting stomachaches before they go to school, all totally unnecessary and totally preventable. It drives me crazy.” She saw that with the right instruction some of these students could surpass their peers. “I am aghast at the lack of training teachers get,” Diana said.

Diana King spent time in Zimbabwe on her uncle’s farm, and she realized later that he and his daughters were dyslexic. Her passion for teaching developed when she began working as a teacher at Ruzawi, a boys’ boarding school. Her formal training came after she immigrated to the US in 1950. She began teaching at the Sidwell Friends School in Washington, where she learned from mentors like Anna Gillingham. In 1955, she opened Camp Dunnabeck in western Pennsylvania, offering a six-week program for dyslexic children. To her amazement the children in this program were making great progress in a matter of weeks. She realized then, “These children never had to experience failure or feel stupid.”

In 1969, Diana moved her camp to Bucks County, PA and called it the Kildonan School after her uncle’s farm in Africa. She eventually moved the camp to Amenia, NY where the school continues today to serve children with dyslexia and language-based learning disabilities. She also established a program for learning-disabled prison inmates.

Diana Hanbury King retired from teaching at age 85. In 2016, she received the Lifetime Achievement Award from the National Teachers Hall of Fame. She will be truly missed.
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Thank you to the Law Offices of Thalheimer & Palumbo for their continued support as a Platinum Sponsor of the PBIDA 40th Annual Fall Conference.

Our very special thank you to Franca Palumbo for her many years of help and support to PBIDA as a Board member, Executive Board member and a dear friend. Franca’s generosity and commitment to helping our organization has been and continues to be unwavering. She gives generously of her time, providing thoughtful answers to questions from those desperate for help in navigating their new world of learning disabilities. Franca has spent countless hours serving children and families both professionally and as a volunteer. She is committed to helping provide a level playing field so that all children are given a chance for an education where they can learn, thrive and one day be successful in life.
Saint Joseph’s University’s Education Department is proud to offer several programs designed to give teachers the necessary tools to support student success in reading. Each year, our Reading Specialist program offers a summer reading clinic that provides students the opportunity to participate in a hands-on field experience serving as teaching interns in a six-week reading camp for Philadelphia-area school children.

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- Reading Specialist Certification
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- Wilson Reading System® Certification

For more information on these programs, please visit [sju.edu/gradstudies](http://sju.edu/gradstudies).

[Saint Joseph’s University's Education Department]
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40th Annual Conference
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