



# THE VOLUNTEER VOICE

Tennessee Branch  
The International Dyslexia Association

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## Remediation, Accomodation, or What?

by C. Wilson Anderson, Jr., MAT - February 14, 1997

*C. Wilson Anderson, Jr., MAT, will be the keynote speaker for the 2003 annual conference of the Tennessee Branch of the International Dyslexia Association. The conference will be held at the new Currey-Ingram Academy in Brentwood, TN (formerly the Westminster School of*

*Nashville) on Saturday, April 26, 2003. C. Wilson Anderson, President, Educational Consultants of the Midwest, Inc., spent 28 years as a junior and senior high English and social studies teacher. He is past president of the Orton Dyslexia Society (now know as the International Dyslexia Association) and a Fellow in the Orton-Gillingham Academy. He is especially well known for his ability to translate theory into practical and common sense strategies, which produce the desired educational results. Below is an article written by Wilson Anderson in February 1997.*

Many times teachers and parents are caught up in trying to decide whether to remediate or accommodate. This issue is further confused by two nagging questions: is the accommodation a true accommodation or just a way to bypass critical remediation?

In order to decide which is which, three critical questions must be asked. Does the student have the necessary skill(s) to accomplish a given task? If the answer is yes, we stop there. If the answer is no, we must consider remediation. If there has been appropriate remediation for an appropriate amount of time and the student is successfully remediated, no accommodation, other than possibly some extended time, is needed. If the appropriate remediation has been tried for an appropriate amount of time, and the remedial intervention has not been successful, is an alternative remedial strategy **available**? If yes, then the new remediation process is put in place. If the answer is no, can the parent(s), student, teachers, and administrators responsible for the Individualized Education Plan or Section 504 of the 1973 Rehabilitation Act agree on the appropriate accommodation to be put in place?

NOTE: Accommodations are not substitutions for remediation! An accommodation is only to be used if the stu-

dent is not capable, after appropriate remediation attempts, of doing the essential task. An accommodation is the bridge between what the student can do for hm/herself and what is expected of that student. An accommodation should be the critical difference that accesses a student to success and levels the playing field.

### A Decision Tree of Questions

If a school system has been trying to teach Shawn how to add, subtract, multiply and divide whole numbers, decimals and fractions for six years and he still hasn't learned them, who is the slow learner here? An appropriate and essential skill accommodation is to teach him to use a calculator and get on with the math curriculum.

Is Joan capable of memorizing formulas? If so, no accommodations, maybe! Is she able to apply the formulas even though they are memorized? If not, remediation or other teaching strategies to teach application of formulas should be tried. Is Joan capable of applying the formulas if the formulas are provided? If so, that is a reasonable skill accommodation. If remediation does not work and the accommodation does not work, then is this class placement appropriate for Joan?

Is Kevin capable of spelling words on demand as in an essay test? If not, the following accommodations should be considered: no points will be taken off for in-class writing assignments, or The Underlining Option\*, or the use of an electronic dictionary. The advantages and disadvantages of each accommodation will have to be weighed. For example, the use of the electronic dictionary will take too much test time. The Underlining Option will hit most of the words, but some will be missed. The no-points-off, for Kevin, may be an invitation to become lax in the areas where he is strong, such as adequate sentence structure. Which of these accommodations does Kevin need to access success? The building level committee, including the student (from 5th grade on) and the parent(s), decides the accommodation. If the agreed upon remediation/accommodation strategy fails, the committee can make another choice.

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## Message from the President

by Susan M. Smartt, PhD; President,  
TN Branch of the IDA

What an exciting spring and summer we've had! Over 175 parents, teachers, school psychologists, speech-language pathologists, other professionals and dyslexic individuals attended our annual statewide conference *2002: Connecting the Links for Reading Instruction* in April. Comments from evaluations indicated that the purpose for attending primarily was to extend personal growth and to obtain ideas for future action. Most felt the conference met or surpassed their expectations, and many expressed appreciation for the TN branch of IDA for hosting this annual event.

Highlights of the conference included an update of the changes in the Tennessee Eligibility Criteria for Certification of Learning Disabled, Transitioning from High School to Higher Education, SLPs Working in Reading and Spelling, Raising LD Kids with Good Self Esteem and a parent panel, titled "What Works for Me, I Need Help!". Along with the informational sessions on effective reading programs such as *Wilson*, *Lindamood-Bell*, *Slingerland*, and *Language!*, we had a special treat this year. Jessica Greer, a teen from Collierville, presented a session titled "What Teachers Should Know About Dyslexia".

The theme for the 2003 annual conference is **RISE: Reading Instruction Successfully Enhanced!** We will be leaving the Tech Center in Murfreesboro and moving to a new location: the Currey-Ingram Academy, formerly Westminster School of Nashville. By holding the conference in a state-of-the-art facility, we will be able to offer a morning keynote address to kick off the conference. C. Wilson Anderson, former president of the Orton Dyslexia Society and well known to many teachers in Tennessee as "Will," will share his experience and advice about working with learning-disabled students in regular classrooms. (See related article.) **Mark your calendars now! Saturday, April 26, 2003** will be a day to remember! Watch for conference registration and program information in the spring newsletter or on our web site [www.tn-interdys.org](http://www.tn-interdys.org). Bring a friend!

During the 2002 summer, we had more teacher training classes offered and more teachers participating than in any previous summer. The teacher training started in Chattanooga with a two-day overview of *The Wilson Reading System* in late May. Orton-Gillingham graduate level classes were offered for the first time in Middle Tennessee and hosted by the University School of Nashville. Teachers from surrounding counties participated in either one- or two-week classes focusing on Basic Reading or Modifications and Accommodations for LD students in regular classrooms. Later in July, another two-day *Wilson Reading System* overview was held in Nashville. We anticipate offering these same opportunities for teachers this summer, so check out our website [www.in.interdys.org](http://www.in.interdys.org) and watch for dates and times for course offerings.

More than 25 members of TNDIA attended the IDA 53<sup>rd</sup> Annual Conference in Atlanta in November. An almost record number of board members met on Wednesday for a one-of-a-

kind board meeting held in the Hyatt Regency lounge!

The board is busy planning the annual conference, lining up speakers and finalizing plans. If you would like to present or know of a speaker you want us to invite, contact your regional vice president (see listing on page 3).

Come join us! We are working for kids and adults across Tennessee who struggle to learn to read, write and spell. To become a member, use the form on the cover's back fold or log on to [www.interdys.org](http://www.interdys.org) and look for membership information.

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## TERMS

**Remediation:** Another way to teach a skill, such as math facts and reading.

**Accommodations:** Other ways to measure successful teaching, such as orally reading a student a test question.

**Modifications:** Changes of expectation and, therefore, a change in the curriculum, such as learning ten spelling words instead of the usual twenty-five.

**Tutoring:** Academic support in a subject matter, such as work on a specific skill such as carrying or fractions.

**Phonics:** There are at least thirteen types of phonics programs taught, such as synthetic, analytic, embedded, etc. The issue is not phonics but what type of phonics a child needs when he/she has not been successful in other approaches.

## APPLICATIONS OF TERMS

Listed below are several statements. Label each statement as to whether you think that the statement is an accommodation, modification, remediation, tutoring, and/or something that should be built into the curriculum delivery system. It is possible that statements could have several labels. Feel free to use abbreviations.

- Reading aloud, for Fred, should be a voluntary activity unless reading problems are being diagnosed.
- John will have a card with the multiplication tables mounted on his desk.
- Mary will have ten spelling words a week rather than the usual twenty.
- Fritz will have the use of an *AlphaSmart* pad for use in his classes.
- No points will be deducted for Joan's in-class writing and spelling errors. Out of class papers will be graded like all other students'.
- Keith will have assigned seating on the school bus.
- Jesse will color two maps in place of unit tests.
- Emily will have the option of self-imposed or teacher-imposed time-out at one of the desks in the back of the room.
- Bill will have math problems photocopied for both school and home work.
- Bethany may use an electronic dictionary for class work and home work.
- Jennifer will have the option to retake any failed test, and her combined scores will be averaged.

\*For a reprint of *The Underlining Option*, send a self-addressed, stamped envelope to ECM, Inc., 13835 Edge-wood Avenue, Savage, MN 55378-1247.

## REGIONAL NEWS

**DELTA REGION**

by Rosemary Williams, Vice-President

The Delta region had a productive spring and summer. In the spring, SMILA (Simultaneous Multi-sensory Institute for Language Arts), an adaptation of the Slingerland technique, was recertified by IMSLEC for the next five years. SMILA held four-week teacher training sessions at two sites this summer: Shelby Oaks Elementary, a Memphis City school, and SBEC, an independent school in Mississippi. The training consisted of a methods class for teacher instruction and a practicum component involving elementary students. SMILA lectures included the essential components of reading instruction as outlined by the National Reading Panel. Graduate-level credit for the training was offered through Christian Brothers University. Twenty-two teachers were trained, and forty students participated in the morning practicum.

The Bodine School offered a summer reading program for area students in need of multisensory instruction. All teachers for this program have received training either through SMILA or an Orton-Gillingham teacher-training program. Seventy students participated in the summer school program.

Teacher workshops that focused on the findings of the National Reading Panel were provided to five area schools during the spring and fall. A professional newsletter summarizing the NRP results has been published by The Bodine School and disseminated to area professionals.

The Bodine School will be hosting a workshop on spelling development for SMILA trained teachers on **Saturday, February 15, 2003**. Ms. Caresa Young from the Tennessee Center for the Study and Treatment of Dyslexia, at Middle Tennessee University, will be the presenter. For more information contact Rosemary Williams or Rene Lee at the Bodine School or go on line at the TNIDA website [www.tn-interdys.org](http://www.tn-interdys.org).

**SMOKY MOUNTAIN REGION**

by Martie Wood, Vice-President

The International Dyslexia Association's Annual Conference was in Atlanta this year. There was so much to learn and to see. With over 3,000 attendees all dedicated to absorbing more about reading and learning processes, methods, materials, and research, the positive teaching atmosphere was rejuvenating.

In our last newsletter, the Reading Excellence Act grant was discussed. According to the State Department of Education website, seventy schools across the state were awarded the grants in Spring, 2002. Congratulations to the 15 awardees in the Smoky Mountain Region: Eagleton (Blount Co.); East LaFollette, White Oak, and Stoney Fork (Campbell Co.); Forge Ridge School, Powell Valley, Springdale, Tazewell, New Tazewell (Claiborne Co.); Pine View, Pleasant Hill (Cumberland Co.); Raymond Bowers, Walnut Hill (Harriman City); Christenberry (Knox Co.), and Luttrell (Union Co.).

These REA schools are now very busy carrying out the outlined tasks for which the funds were allotted. It is hoped the grants, which provide funds for two years, will have the ripple effect of improving language arts instruction for the students in our state. It will be very interesting to follow their progress. If Tennessee applies for and receives the Reading First grant from

the federal government, more of our schools will receive desperately needed funds to enhance reading outcomes in our state.

A Slingerland Summer Teacher Training was held at Clinton Elementary School in June. Six first-level teachers and one second-level teacher were trained by director Judy Linn. The Slingerland Approach is an adaptation of the Orton-Gillingham program. A teacher named Beth Slingerland restructured O/G to work in whole classroom, small group, or individual instruction and made it capable of being introduced to learners at a young age in order to prevent failure. It is a comprehensive language arts program that teaches phonemic awareness, phonics, decoding, spelling, handwriting, fluency training, grammar concepts, written expression processes, vocabulary development and comprehension strategies in an integrated and multisensory format. Once a teacher has this knowledge, she/he can use the techniques with any type of reading material.

Some of you may be familiar with the CARE Program, the method by which language arts skills are introduced in grades K-2 in the Knox County School System. The acronym CARE stands for: Children Achieving Reading Excellence. This program is an adaptation of portions of the Slingerland method.

One of our board members recently completed the rigorous process to receive the CALT (Certified Academic Language Therapist) certification. Martie Wood is now a CALT.

**NORTHWEST REGION and KY REGION**

by Mary Sue Leach, Vice-President

The present jolt from budget cuts across Tennessee has hampered progress in public schools in Henry and surrounding counties. Some schools have lost classroom aids. Timely response to parents' requests for evaluations of their children has been delayed due to inadequate psychological services. Many parents cannot afford outside diagnostic evaluations; more and more children are not being properly served.

I was honored to speak to Alpha Delta Kappa members, Henry and Benton Counties Chapter, on September 24, 2002. I was appalled by the dearth of information that the group has on the subject of dyslexia. They seemed more aware of the needs of ADHD students. I became aware in a few moments that the first step in "leaving no child behind" (President George Bush) is to leave no teacher behind!

In the little time allowed, I instructed them in the basics of Alphabetic-Phonics (one of the Orton - Gillingham approaches). I told them about the reading research that took place here in Henry County 30 years ago involving a structured, multisensory approach in which all data was well documented. The data from that program concurs with data converging throughout the country at the present time and can be found interspersed in the president's No Child Left Behind legislation, particularly in the Reading First initiative.

As a result of my talk they have decided to have all of their club programs this year focus on the theme of reading. In addition, I am serving as State Learning Disabilities Chairman for the General Federated Women's Clubs, and each club is mandated to have programs relating to learning disabilities throughout the

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