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Spring 2021

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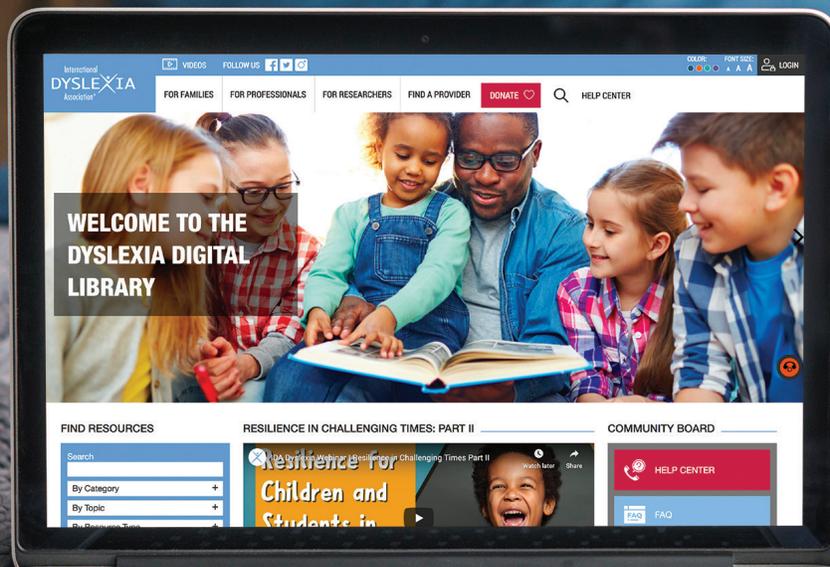
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Structured Literacy Heals

A Story of Hope and Comfort in a State Prison Classroom

By Angela Wilkins

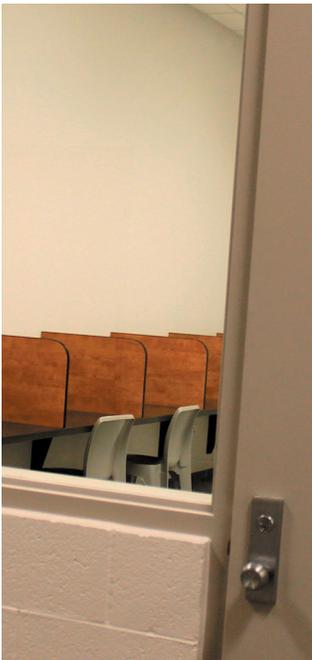
In September, ten men hesitantly and singly filed into a portable classroom. Several had little or no English; some only had completed fifth grade or less. All were bright, but equating learning with fact recall, they harbored the belief that they were incapable of learning. All had experienced harsh treatment in schools from ill-prepared, frustrated teachers—many of whom were unfamiliar with the science of reading and growth mindset education.

Lack of Basic Knowledge

The men's needs varied widely, yet they all lived in an environment of humiliation, loneliness, fear, and despair. Oral language was prison talk, and the lack of general knowledge was shocking. For example, Javier, with only rudimentary English, was beginning to read early phonetic readers. Encountering the word

"can," he looked puzzled as he explained that he never understood its meaning. Why did it mean "yes" sometimes, but at other times mean "no"? In common discourse, because the final /t/ in "can't" is not pronounced clearly, Javier heard "can."

Rafael had written an incomplete sentence. When asked, "What is a sentence?" he replied, "Mine is ten years." José was perplexed when the math problem referred



“As a nation, we have a double responsibility in the creation of literacy. We must see to it that a number of individuals who do not access reading, written and spoken language acquire these abilities with due haste. We must ensure that the next generation of student does not grow up illiterate. How we instruct our young children has meaning not only for the individual but for the well-being of our nation.”

Bill Ellis, former IDA president
All Language and Creation of Literacy (Orton Dyslexia Society, 1991)

to the “table below.” He could see no table except where he sat. Jorge had never heard of ocean tides although he had grown up in eastern Massachusetts, and Robert had scant familiarity with academic language. Quick to anger, Joe lamented, “Teachers said I was dyslexic and would never learn to read. Why didn’t they teach me?” Failing sixth grade, Joe left school. Life on the street was compelling.

“Anna Gillingham advised, “An essential trait of the remedial teacher is resourcefulness ... Nothing is as valuable as material concocted to meet the need of each individual.”

Assuring these students that the objective was not to evaluate, but to support their individual goals, a volunteer team focused on creating an environment where individual differences were identified and embraced and where socialization was fostered. Initially, exhibiting a sense of hopelessness, the men did not look up or talk among themselves. They were accustomed to the separateness of prison life. When asked to write their names, most wrote their prison number. That was their identity. They were polite and cooperative yet reserved, often silent.

Price of Poverty

Although studies do not agree, a safe estimate is that 20 percent of children in the United States experience significant trauma resulting from racism and poverty. (See [“Understanding the Impact of Trauma and Urban Poverty on Family Systems: Risk, Resilience, and Interventions.”](#) see [“Poverty Facts,”](#) and see [Center of Poverty Research.](#)) Many live in dysfunctional families, suffer from physical and mental health challenges, and attend under-resourced schools. When compared to those from more affluent families, five times as many children who grow up in poverty will not graduate from high school. Among the vast numbers living in poverty, black and brown children are disproportionately represented.

Many end up in prison. According to the Bureau of Justice Statistics, approximately 2.3 million men and women are imprisoned in this country. Nearly 1 child in 28 has an incarcerated parent. The scars are lifelong.

A growing number of school communities, well-versed in the science of reading and neuroplasticity, embrace the uniqueness of each individual and include teachers who explain and directly teach the

logical structure of English—teachers who embrace the importance of teaching to the intellect. Unfortunately, this education is rare in schools with lower SES populations.

How can educators bring this form of education to all children?

Transforming Lives

It was not until the first half of the 20th century that the legendary contributions of Dr. Samuel T. Orton’s multidisciplinary team transformed the lives of countless children with “specific language disabilities.” In the Foreword to Sally Childs’ 1968 Monograph, *Education and Specific Language Disability: the papers of Anna Gillingham*, Herbert Smith, Principal Emeritus of the Gillingham Institute at the Francis Parker School, wrote, “Few cooperative enterprises in any field seem destined to do more good to more people than the collaboration of Dr. Orton, neuropsychiatrist, and Anna Gillingham, teacher of teachers.”

Advancing on these visionary insights, neuroscientists have made prodigious gains over the past several decades. Their research now enables educators to begin to understand how the brain processes

language. Numerous rigorous studies also elucidate the essential elements of scientifically-based reading instruction, [Structured Literacy](#). The collaboration of neuroscience and education is key for all learners; for those who struggle, it is essential.

Interestingly, although he was unaware of Dr. Orton's research, a foresighted Detroit judge recognized that all defendants were not equally culpable and should not receive the same sentence. He considered that some might have a "slight twist" in their backgrounds that had influenced their behavior. He believed those defendants could benefit from talking with the court's newly appointed psychiatric social worker, June Frances Lyday (the future Mrs. Samuel Torrey Orton)—who concluded, "Scientists have discovered that behind

most crimes there lies some individual twist that can be straightened out" (*from undated newspaper article shared with the author in 2019 correspondence with Marcia Henry*).

Education is deemed the social equalizer with the potential to provide opportunities to transform lives. World-renowned cellist, Yo Yo Ma, remarked, "My passion is music. What can I do?" Perform "songs of hope and comfort." Like music, education is transformative. Education also offers songs of hope and comfort to the imprisoned. "Safeguarding the rights of others is the most noble and beautiful end of a human being" (Kahlil Gibran, *The Prophet*).

What can teachers do? [Click here](#) to access Part 2 of "**Structured Literacy Heals: A Story of Hope and Comfort in a State Prison Classroom,**"

By Angela Wilkins in the International Dyslexia Association's free, digital dyslexia library. Once you have registered or logged in, you will have access to this article and many more resources.

Access to Part 2

This article can be accessed in its entirety at www.dyslexialibrary.org under "New & Featured Content" on the home page.

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Angela Wilkins, past president and a founding fellow of the Orton-Gillingham Academy, taught individuals with specific language difficulties for many years at the Carroll School, Lincoln, MA. She founded its Garside Institute for Teacher Training (GIFTT) providing professional development to many teachers throughout the United States and beyond. She is the founding director of Carroll School's master's degree program in education, a collaboration with Lesley University and Buckingham Browne & Nichols School. At her retirement, the program was renamed Angela Wilkins Program of Graduate Studies in Education. Since 2015, she has taught incarcerated men at a local state prison.



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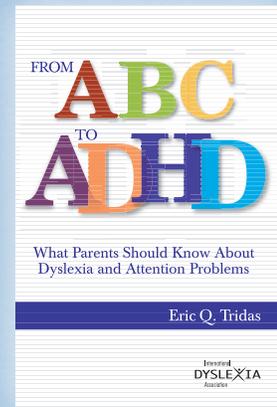
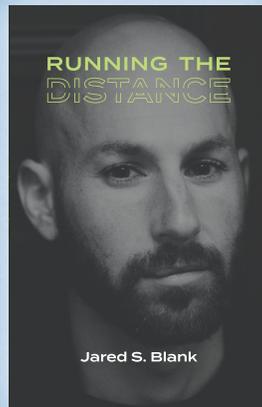
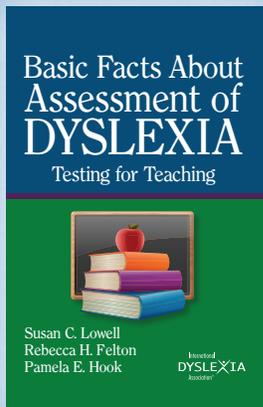
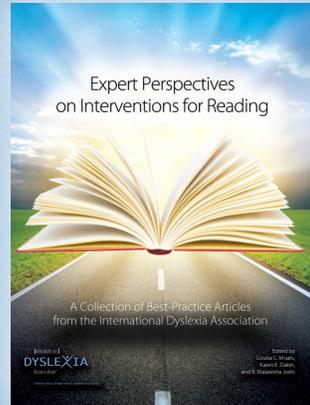
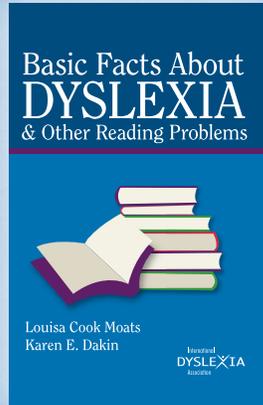
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Resources to Support Remote Reading Instruction

Engaging, Effective—and Free!

By Susanne Nobles

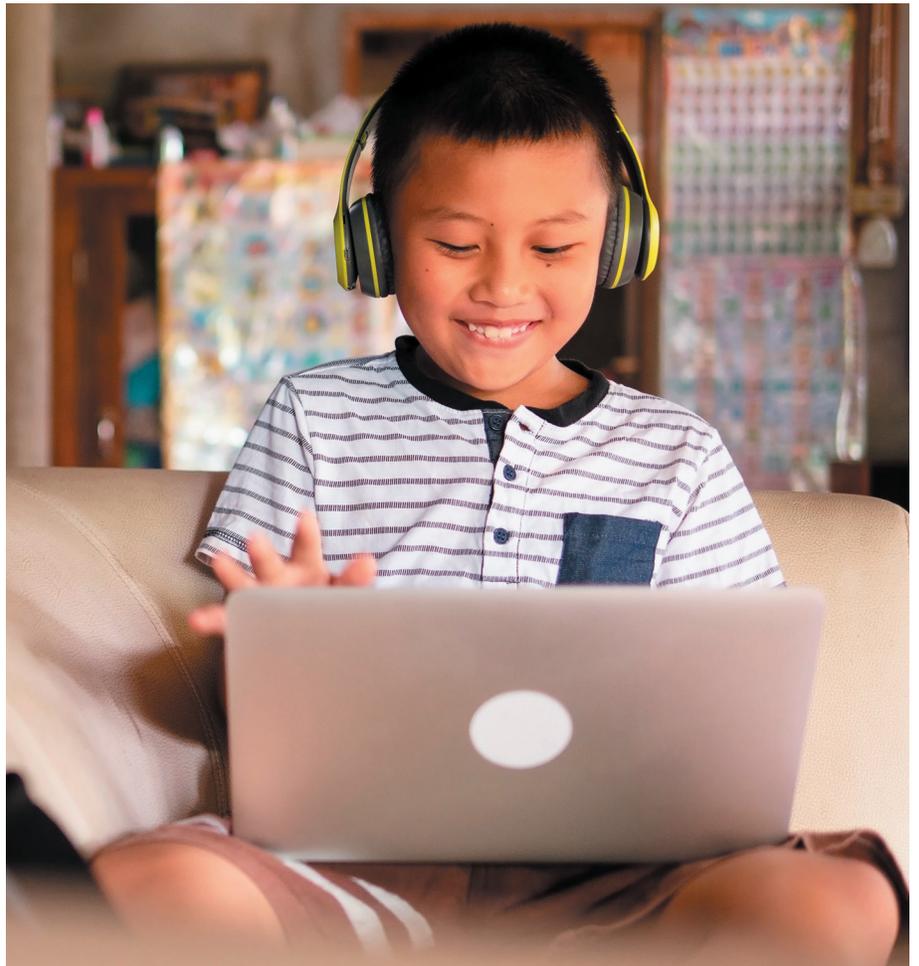
Students with special needs were [deeply impacted](#) by the sudden school closures during spring 2020. As schools struggled to provide supports at a distance, teachers worked day after day to reach and teach each student and to make remote teaching more effective.

[ReadWorks](#), an online resource to support [research-based teaching and learning](#) of reading comprehension, became a frequently-used resource during this unprecedented time. As a nonprofit, ReadWorks provides free reading materials to meet a wide range of learner needs. With the delivery mode for reading instruction shifting so dramatically, our team at ReadWorks wanted to be sure we were doing all we could to support the more than one million educators using our online resources. We asked teachers in classrooms with students in general and special education what they had discovered about choosing remote teaching resources. The reflections of ReadWorks users—two who

were New York City teachers working at the epicenter of the U.S. pandemic—brought to light three key lessons on how to effectively support all students' reading growth in remote learning: simple technology, robust differentiation, and knowing your students.

Simple Is Better— For Teachers, Students, and Families

As schools closed, teachers, students, and families all needed to learn a new way of school. Two NYC teachers who responded to our



request for feedback said they quickly learned the importance of finding technology that is simple and accessible to them, their students, and their students' families. Danette Plagge, an elementary teacher at The Parkside School, said, "I wanted to make sure the platform I used was not only easy for my students to access but also for their parents. We have a lot of parents who speak little English, so I wanted to make sure they would be able to access the content on the site."

Both teachers found that the ReadWorks platform was simple for them as well as their students and families. Danette was new to using ReadWorks, and she felt fully ready to use the platform and to guide her students'

Click here to watch Susanne's Motivational Monday video, "Supporting Reading Comprehension: Free Resources for Remote, Hybrid, and In-Person Teaching." Use the search term comprehension or select the resource type, webinar to watch this and other Motivational Monday webinars.

Click here for the handout for this Motivational Monday video.

"The reflections of ReadWorks users—two who were New York City teachers working at the epicenter of the U.S. pandemic—brought to light three key lessons on how to effectively support all students' reading growth in remote learning: **simple technology, robust differentiation, and knowing your students.**"

use after one 45-minute training [webinar](#) on setting up a digital class and assigning reading materials based on individual student's needs.

Cecile Palumbo, an elementary teacher at William T. Davis, summed up why simple is key: "When the technology is not overwhelming, students can keep learning."

To learn how ReadWorks facilitates differentiation to support each student [click here](#) to access Part 2

of "Resources to Support Remote Reading Instruction: Engaging, Effective—and Free!" by Susanne Nobles in the International Dyslexia Association's free, digital dyslexia library. Once you have registered or logged in, you will have access to this article and many more resources.

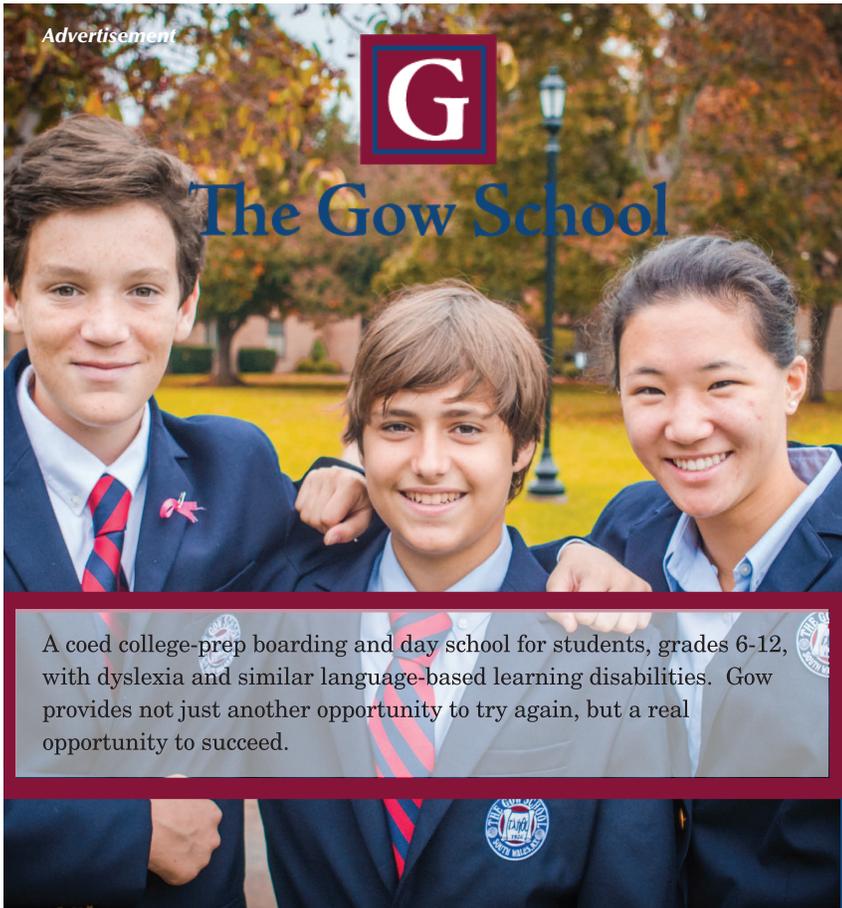
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Susanne Nobles is Chief Academic Officer at the nonprofit ReadWorks where she leads their work on supporting teachers with free research-based best practices and resources for developing successful, joyful readers. Prior to joining ReadWorks, Susanne was Partnerships Director for the Learner Variability Project at the nonprofit Digital Promise Global where she led their collaborative work with developers, professional learning organizations, researchers, and educators. As a 20-year teacher and administrator, Susanne has spent her career working to empower educators and students with the research, structures, and tools that support best practices in reading and writing instruction. She earned her Ph.D. in Composition and New Media, focusing her research on creating effective digital communities of practice. She also holds an M.Ed. in Curriculum and Instruction and a B.A. in English with Teacher Certification.

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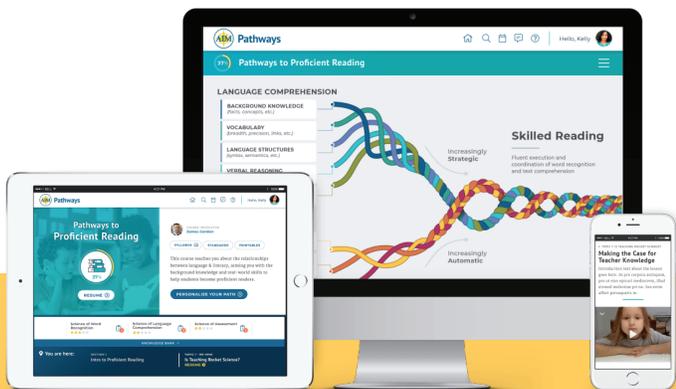
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OGA certifies teachers and accredits instructional and training programs that meet these standards. The Academy also promotes public awareness of the needs of individuals with dyslexia and of the Orton-Gillingham Approach for the treatment of dyslexia. It is a nonprofit 501(c)(3) organization.



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AT for Writing

What about High-Tech Access for Speech-to-Text?

By David Winters



I am so very glad to see you again! It has been a while since your last visit, and I have been busy thinking about what to show you today. Do you remember that last time we talked about the physical aspect of writing by discussing some low-tech ideas? Did you get a chance to try any of them? Great! I thought that you would find some of them helpful.

Today, we are going to continue thinking about the physical aspect of writing by looking at some high-tech ways to access writing. Using this kind of Assistive Technology (AT) allows us to increase our focus on the content of our writing rather than the physical mechanics of writing/typing. Generally,

there are two high-tech approaches to get our thoughts down using a computer, tablet, or smartphone: speech-to-text and alternative keyboards.

Speech-to-Text

Let's start by talking about speech-to-text since those apps have become very popular during the last several years. Even better, they have become much more accurate, which is important because we don't want to need to constantly go back to make too many corrections. Starting with smartphones and tablets, let me show you how to begin when dictating your writing with built-in speech-to-text features of devices' operating systems.

Although they might have slight variations in procedures or features, speech-to-text in smartphone and tablet operating systems, such as

iOS and Android, generally work the same. When you are ready to enter text in an app, look for a microphone icon near the keyboard. Do you see it on this tablet? Yes, there it is! Just tap the microphone icon and start talking. Watch while it converts what you say into text. Did you notice that sometimes it uses context information to change your words? Be careful, though; it's not perfect. You can even tell the app to enter punctuation marks such as periods, commas, and question marks. Usually, to stop an app from listening to you when you have finished dictating, you must tap the microphone icon again to stop it. On some tablets, you will need to tap the keyboard icon at the bottom of the screen when you have finished talking. Before you begin, be sure to explore the features that different operating systems have in their Preferences or Settings menu.



Dictating on a Computer

Dictating on a computer is a bit different since you usually use a physical keyboard for typing. Come over here to my Mac so that you can try out my operating system's dictation feature. There are two ways to activate dictation on a Mac, but my favorite one is to press the function key (fn) twice. Did you see the microphone pop up next to the window in which you were working? Go ahead and say what you want to type, and when you're finished, click "Done." The second way to activate the speech-to-text feature on a Mac is to go to the Edit menu and select "Start Dictation." Both ways work the same.

Let's move over to another computer that uses the Windows 10 operating system. (By the way, earlier versions of Windows activate this dictation feature differently.) Just press the

Windows Logo Key and H at the same time. Try it. Do you see the bar that popped up near the top of the screen that says, "Listening"? Just start talking and you'll see that what you are saying is being typed at your cursor location.

Do you have any friends who use a Chromebook? If you do, you can tell them that they can access speech-to-text by enabling dictation in the "Manage Accessibility Features" section of their Chromebook's advanced settings. Then, when they're ready to enter what they want to type by speaking, they can press "Search" and "d" at the same time and start talking.

In addition to the operating system's speech-to-text feature, you will also find that some apps, such as Microsoft Word on a computer using Windows, have icons or menu items to turn on speech-to-text directly in the program.

If you are going to do a lot of speech-to-text work, you may want to consider purchasing one of the speech recognition apps from Nuance, such as *Nuance Dragon Home* for a computer using Windows or *Dragon Anywhere* for iOS and Android smartphones and tablets. These powerful apps have very high accuracy.

[Click here to download "Dr. Dave's Six Tips for Using Speech-to-Text" from IDA's Digital Dyslexia Library.](#)

Oh! My! I see that our time is gone already, so we will save our discussion about using alternative keyboards for our next visit. Before you come back to my lab, though, please try out some of these speech-to-text apps and features. I am interested in knowing what you find most helpful. See you soon!

David C. Winters, Ph.D., Fellow/AOGPE, is an associate professor in the Department of Special Education at Eastern Michigan University. He has been a classroom teacher, tutor, diagnostician, administrator, and tutor/teacher trainer for more than 30 years and is a member of the International Dyslexia Association Orton Oaks. He currently teaches courses introducing preservice teachers to special education; in addition, he teaches courses in instructional and assistive technology, writing, and assessment in special education for preservice special educators and speech language pathologists.

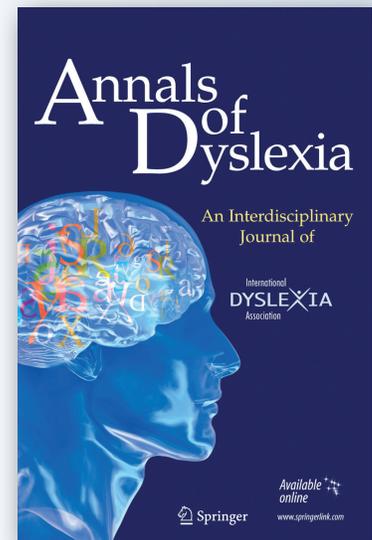


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THE MIGHTY ORTON OAKS

By *Georgette Dickman*

[with consultation from *C. Wilson Anderson and Karen Dakin*]

The Orton Society, the oldest organization in the United States dedicated to the study and treatment of dyslexia, was founded in 1949—one year after Samuel Torrey Orton's death. June Lyday Orton organized a memorial dinner to honor her husband's lifework. It was attended by many colleagues who had collaborated with Dr. Orton as well as researchers who were committed to continuing his investigation into the nature of language function and the specific language disability sometimes encountered during acquisition of literacy skills.

From these modest beginnings, and under the wing of Mrs. Orton's twelve-year term of office, annual meetings were established and fourteen issues of the *Bulletin of the Orton Society*

were published. Interest and membership in the society swelled and the foremost literacy organization blossomed.

Forty-five years later, at the national conference in Los Angeles, President Marcia K. Henry—in collaboration with Treasurer John Hinton recognized members who

Orton Oaks

Deep Roots, Strong Foundation



had provided longstanding guidance and support to the organization. Consequently, under the leadership of Karen Dakin and the Historical Archives Committee, a motion was passed to establish a new membership category called "The Orton Oaks"—loyal members who have supported IDA's mission for twenty-five years.

The Orton Oaks meet annually at the national meetings and enjoy an evening of camaraderie and reminiscence. C. Wilson Anderson, Jr., President of IDA from 1988 to 1992, presided over the receptions welcoming new members, announcing notable events within the membership, and bestowing the coveted Orton Oaks membership pin. In 2019, at the Portland Meeting, Wilson handed his gavel to Karen Dakin who continues the warm traditions established by Wilson.

The (mighty) Orton Oaks, once fledgling acorns of The International Dyslexia Association, are proud to stand watch over the oldest organization in the United States dedicated to the study and treatment of dyslexia!



Georgette C. Dickman, Director of the Children's Dyslexia Center Tenafly, NJ, is an adjunct faculty member and upper level curriculum coordinator at the Center for Dyslexia Studies at Fairleigh Dickinson University. She has served on IDA's Branch Council and Nominating Committee and is a Past President of the New Jersey Branch of IDA. Ms. Dickman is a Trustee on the Board of The Kildonan Services. She was named Outstanding MSLE Therapist in 2005 by IMSLEC and received the Margaret Byrd Rawson Lifetime Achievement Award in 2012.

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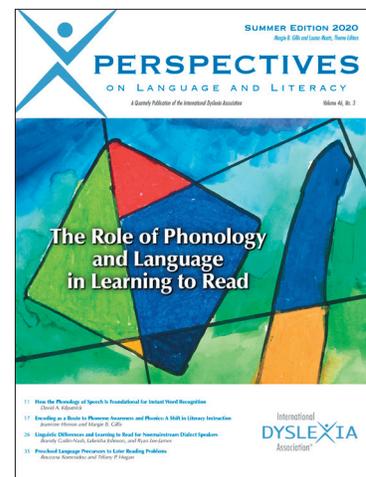
PERSPECTIVES ON LANGUAGE AND LITERACY

Phonological Awareness Is The Link Between Language By Ear and By Eye

By Nancy Chapel Eberhardt

The Summer 2020 issue of *Perspectives on Language and Literacy* (*Perspectives*) connects the past, present, and future of reading. In *The Role of Phonology and Language in Learning to Read*, theme editors Gillis and Moats focus on a relatively recent discovery about reading, namely that phonological awareness is how we connect speech to print. In fact, this finding from merely 50 years ago is one of the most consequential insights since the Greeks in 1000 BCE thought to represent vowel sounds with symbols. By taking this step, the Greeks increased the accuracy and legibility of the writing system, a significant advancement in the development of written language. Likewise, by studying the role of phonological awareness in learning to read, the field of reading took a major step towards understanding a key to reading acquisition and reading instruction.

As Gillis points out in the introduction to the Summer 2020 issue of *Perspectives*, “Proposing that printed word recognition depended primarily on specific linguistic processes, especially at the phonological level of language, was a revolutionary idea. Explaining why phoneme awareness was elusive, that phonemes were obscured by the characteristics of speech, and that humans were not ‘wired’ for the level of linguistic awareness demanded by reading were pivotal discoveries.” And realizing the critical—and teachable—role that phonemic awareness plays in learning to read changed the science of reading upon which present and future reading instruction must be based. Indeed, reading instruction must accomplish what Isabelle Liberman (1971) meant when she said that humans must develop “a conscious, cognitive analysis of the phoneme structure of language if we are to read.”



Summer 2020 *Perspectives* Cover

Perspectives on Language and Literacy is an exclusive benefit of IDA membership; we encourage you to join IDA as a member.

For articles on specific topics from past issues, visit [IDA's Digital Dyslexia Library](#).

The team of contributors to this issue explore this topic from multiple perspectives:

- David Kilpatrick argues that phonemic proficiency, not simply phoneme awareness, underlies the development of fast, accurate, recognition of words in print.
- Herron and Gillis contrast a speech-to-print instructional approach with more traditional and common print-to-speech instruction.
- Gatlin-Nash, Johnson, and Lee-James describe and discuss the challenges that non-mainstream dialect speakers of English (NMAE) face as they learn to speak, read, and write Mainstream American English (MAE).
- Komesidou and Hogan describe the ways in which early manifestations of potential reading difficulties can be observed in preschoolers, and how these warning signs can inform proactive and preventative measures.

Undeniably, the [Summer 2020 issue of Perspectives](#) gives us a renewed appreciation for what we mean by speech-to-print and a deeper understanding of what Liberman meant when she talked about language by ear and by eye. Though written nearly 50 years ago, in the evolution of our writing system, Liberman and her colleagues' discovery of phonology's role in learning to read is a relatively recent one. For this reason, we need to simultaneously push to implement what we know but also recognize that embracing new ideas takes time. As with the Greeks' representation of vowel sounds, understanding the role of phonemic awareness has forever changed our world of reading instruction.

REFERENCES

Liberman, I. Y. (1971). Basic research in speech and lateralization of language: Some implications for reading disability. *Bulletin of the Orton Society*, 21(1), 71-87.



Nancy Chapel Eberhardt is currently an educational consultant and author. She has experience as a special education teacher, administrator, and professional development provider. Nancy contributed as author and co-author to the development of the literacy intervention curriculum *LANGUAGE!* Currently, she is working with Margie Gillis to develop the Literacy How Professional Learning Series. As a member of IDA's *Perspectives* Parent/Practitioner Publications Committee, she has served as co-theme editor to several issues.

DYSLEXIA IN FIRST PERSON

My Story: Test for Dyslexia Early!

By Jason Keeler

My name is Jason Keeler. I have dyslexia. Growing up I was homeschooled. During my high school years, I was never tested for dyslexia, but I had a dramatic difference in my abilities to read and spell versus all other academics. Throughout my high school years, I went to tutoring for reading and spelling. My tutor constantly attempted to have me read more so that my spelling would improve. While reading more improved my reading ability, it did nothing for my spelling.



After high school, I did four and a half years in the military and two tours in Iraq. Again, it was obvious that I lacked spelling ability, and reading was painfully arduous for me.

After I got out of the army I went to college on the GI Bill. I got an A in my first English class mostly through frequent visits to the Writing Center. I did well in most of my classes with either A's or B's. I took a history class with written exams and spoke with the professor who said he did not grade for spelling. However, after the first two tests, in which he gave me a grade of A, he said that my spelling was especially bad for a college-level student. He recommended that I get tested for dyslexia. Once I was diagnosed with dyslexia, the college made certain accommodations for me. In addition, I continued to receive tutoring. My tutors did their best; however, none of them were experts in dyslexia.

After college, I became a police officer and again struggled with spelling and report writing. This time, I was able to get more specialized help with my dyslexia, which greatly improved my report writing. I often use specialized tools such as Google Docs and Grammarly. I am a big fan of this kind of technology. I have been told that these instruments are just a crutch,

Getting dyslexia diagnosed early, finding the right help, accessing accommodations, and using assistive technology can make a big difference for someone with dyslexia—as Jason's story underscores.

but I firmly believe that anyone struggling with dyslexia should use these tools to enable them to be fully productive at their jobs.

I also would encourage parents who have kids struggling with reading or spelling, to have their kids tested early for dyslexia. I definitely believe it would have greatly helped had I been diagnosed at a much younger age rather than halfway through college.

EDITOR'S NOTE

Thank you Jason for sharing your story of hope and inspiration and for your words of advice for families wrestling with dyslexia. Do you have a dyslexia story you want to share? Let us know! Email us at info@dyslexiaIDA.org, subject line: **My Story**

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MEMORIALS

Jean Osman

Past Vice-President of IDA, Co-Founder of The Reading Center, Steadfast Advocate, Dedicated Orton-Gillingham Trainer of Teachers

By Georgette Dickman



Recipient of IDA's Margaret Byrd Rawson Lifetime Achievement Award in 2002

On May 17, 2020, the world of dyslexia lost one of its titans. Jean Osman, Co-Founder of [The Reading Center](#) and champion of individuals with dyslexia, died at the age of 90.

Jean Osman was a profound force of good in the world of dyslexia. An expert Orton-Gillingham instructor, Jean gloried in her interactions with hundreds of grateful students during tutoring sessions over the years.

Together with Paula Rome, Jean founded the Reading Center/ Dyslexia Institute of Minnesota in

1956 and authored two seminal publications: *The Language Tool Kit* and *Advanced Language Tool Kit*, providing a roadmap for teachers in the application of the Orton-Gillingham approach.

Jean leaves an enduring legacy. Her devotion and steady, quiet manner underscored her commitment to the Reading Center's motto: *Towards Literacy for All*.

[Click here](#) for remembrances of Jean Osman from Georgette Dickman, Arlene Sondag, Marcia Henry, and Wilson Anderson.

The Life and Legacy of Karen Leopold (1952-2021)

Written by Lynn Lamping and the Leopold Family

On Monday, February 1, 2021, the world unexpectedly lost a beloved teacher, mentor, and friend – Karen Leopold. She had just taught a four-hour class the day before. Karen was an exceptional woman who was fiercely passionate about helping students meet their academic potential and helping teachers gain effective literacy teaching skills. She worked through her own dyslexia to become a renowned Orton-Gillingham trainer and expert in the field.

[Click here](#) to read the full tribute to Karen, including her tireless efforts on behalf of the International Dyslexia Association.

The Leopold family would greatly appreciate reading your thoughts and memories of Karen, which you can contribute at this link:

<https://www.kudoboard.com/boards/sxLA73Wq/kleopold>



In addition, the Rocky Mountain Branch of the IDA is proud to announce the *Karen Leopold Memorial Scholarship for Teacher Training*. To learn more and donate, please visit www.idarmb.org/leopold-scholarship



Remembering Karen Leopold

The Orton-Gillingham World Has Lost a Legend

By Grace Sharma

I don't think there was a day in the last four years that I didn't think of, email, text, call or receive some form of communication from Karen Leopold. She was my Fellow, mentor, and in four short years became a large part of my family. She took me on as my secondary Fellow near the end of my Certified training and became my primary Fellow as I became a Fellow-in-Training.

She paired me with Diane Mayer, who has become my second half in my OG world, because she "just had a feeling the two of us would hit it off." She was trained by Diana Hanbury King, who was observed by Anna Gillingham herself, so she placed Diane Mayer and me (and all her other trainees) two degrees

away from the origination of the Orton-Gillingham Approach itself. Diana Hanbury King was a legend in the field, but she wasn't Karen Leopold (at least not to me).

Karen Leopold was a force unto herself. She led the charge through various committee and board positions in the Orton-Gillingham Academy and the Rocky Mountain Branch of the International Dyslexia Association. We always tried to figure out how she managed to do all that she did. Somehow, she trained more people, lead more Fellows-in-Trainings, and brought together a cohort of Fellows in a way no one else in our world did. I'm sure she stepped on toes at times, but I think all in the field always still held her in utmost respect.



Caption: From Left to right - Elizabeth Johnson, FIT/OGA; Lynn Lamping, Fellow/OGA; Karen Leopold, Fellow/OGA; Grace Sharma FIT/OGA; and "flat" Cyndi Schultz, Fellow/OGA jumped in the photo booth during the Halloween themed Dyslexia-Palooza celebration at the IDA International Conference in Connecticut, October 2018.

[Click here](#) for Grace Sharma's full tribute to Karen Leopold.



William Van Cleave (1968-2021)

The IDA community was saddened to learn, just prior to press time, of the unexpected passing of William Van Cleave. His work has had a tremendous impact on dyslexia and education, and he will be deeply missed.

The articles in this issue are available at www.dyslexialibrary.org under "New & Featured Content" on the home page.