



Promoting literacy through research, education, and advocacy.

Nebraska Branch

P.O. Box 6302, Lincoln, NE 68506-0302

402-434-6434 www.ne-ida.com

For more information contact:

Sharon O'Neal

sharon.oneal@ne-ida.com

402-488-6080

Statewide Multi-Sensory Reading Workshops Available

Teachers throughout Nebraska can learn strategies for helping students with reading.

(August 20, 2007) – The *Nebraska Branch of the International Dyslexia Association* announces four multi-sensory reading techniques workshops for elementary teachers, support staff and administrators who need practical methods and strategies for helping students with reading.

“These are practical, on-site staff development workshops taught by experienced instructors who have successfully used multi-sensory techniques to improve student reading skills,” says Carolyn Brandle, President of the *Nebraska Dyslexia Association*. “Schools or districts can also use the workshops to help with implementation of Response to Intervention (RtI) strategies or to provide resources to assist with RtI initiatives that are already in place.”

Schools or districts can choose from four different training workshops, which can be conducted in a 3-hour or 6-hour format that's tailored to meet training needs.

- **Phonemic Awareness: Building Blocks to Phonics**
- **Adding Multi-Sensory Techniques to Classroom Reading Instruction for Greater Student Success**
- **Effective Decoding and Encoding Instruction for Building Better Readers**
- **Beyond Decoding Instruction: Fluency, Vocabulary & Comprehension**

Schools and districts have the flexibility to choose the topic and date for the on-site workshops that best suit their staff development needs.

The workshops are taught by highly-qualified, practicing reading educators.

A complete workshop description is available in the “Teacher Training” section of the *Nebraska Dyslexia Association* website at www.ne-ida.com.

The mission of the Nebraska Branch of the International Dyslexia Association (www.ne-ida.com) is to improve educational opportunities for students with reading, writing and spelling deficits; promote education of teachers in research-based approaches to reading instruction; work with teacher education providers to require research-based training for teacher certification; and provide information and support to parents and the public on reading problems.