

Introductory And History

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DEFINITION OF DYSLEXIA

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the IDA Board of Directors, Nov. 12, 2002. This definition is also used by the National Institute of Child Health and Human Development (NICHD).

DYSLEXIA BASICS: WHAT IS DYSLEXIA?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking. Dyslexia is a life-long status, however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment.

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, people with dyslexia have been found to have problems with discriminating sounds within a word, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or a desire to learn; with appropriate teaching methods, dyslexics can learn successfully.

How widespread is dyslexia?

Current studies suggest that 15-20% of the population has a reading disability. Of those, 85% has dyslexia. Dyslexia occurs in people of all backgrounds and intellectual levels. In addition, dyslexia runs in families; dyslexic parents are very likely to have children who are dyslexic. Some people are identified as dyslexic early in their lives, but for others their dyslexia goes unidentified until they get older. People who are very bright can be dyslexic. They are often gifted in areas that do not require strong language skills, such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports.

What are the effects of dyslexia?

The impact that dyslexia has is different for each person and depends on the severity of the condition and the approaches of the remediation. The most common effects are problems with reading, spelling, and writing. Some dyslexics do not have much difficulty with early reading and spelling tasks but do experience great problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

People with dyslexia can also have problems with spoken language. They may find it difficult to express themselves clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

How is dyslexia diagnosed?

A formal evaluation is needed to discover if a person is dyslexic. The evaluation assesses intellectual ability, information processing, psycho-linguistic processing, and academic skills. It is used to determine whether or not a student is reading at the expected level, and takes into account the individual's family background and overall school performance. The testing can be conducted by trained school or outside specialists.

What are the signs of dyslexia?

The problems displayed by individuals with dyslexia involve difficulties in acquiring and using language -- reading and writing letters in the wrong order is just one manifestation of dyslexia and does not occur in all cases. Other problems experienced by dyslexics may include:

- ❑ Learning to speak
- ❑ Organizing written and spoken language
- ❑ Learning letters and their sounds
- ❑ Memorizing number facts
- ❑ Spelling
- ❑ Reading
- ❑ Learning a foreign language
- ❑ Correctly doing math operations

Not all students who have difficulties with these skills are dyslexic. Formal testing is the only way to confirm a diagnosis of suspected dyslexia.

How is dyslexia treated?

Dyslexia is a life-long condition. With proper help people with dyslexia can learn to read and/or write well. Early identification and treatment is the key to helping dyslexics achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multisensory, structured language approach. It is important for these individuals to be taught by a method that involves several senses (hearing, seeing, touching) at the same time. Many individuals with dyslexia need one-on-one help so that they can move forward at their own pace. For students with dyslexia, it is helpful if their outside academic therapists work closely with classroom teachers.

Schools can implement academic modifications to help dyslexic students succeed. For example, a student with dyslexia can be given extra time to complete tasks, or provided help taking notes and/or appropriate work assignments. Teachers can give taped tests or allow dyslexic students to use alternative means of assessment. Students can benefit from listening to books-on-tape and from writing on computers. Students may also need help with emotional issues that sometimes arise as a consequence of difficulties in school. Mental health specialists can help students cope with their struggles.

What are the rights of a dyslexic person?

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) define the rights of students with dyslexia and other specific learning disabilities. These individuals are legally entitled to special services to help them overcome and accommodate their learning problems. Such services include education programs designed to meet the needs of these students. The Acts also protect people with dyslexia against unfair and illegal discrimination.

Recent neurological research provides new insight into the mechanisms and etiology of developmental dyslexia, although there is still much to learn and discover. In this article, we will consider the latest neuroanatomical findings that may, in part, be responsible for the functional difficulties that challenge individuals with dyslexia. The conjecture explored here is that there is a disruption of the cerebral architecture during gestation that sets in motion a cascade of events resulting in reorganization of neuronal circuits and networks. This reorganized anatomical substrate is not optimally organized for language acquisition and does not flourish in the typical environment/education system. Learning difficulties may result depending on the severity and location of brain alterations, the neural plasticity of the system, available compensatory cognitive strategies, and environmental conditions.

Anatomical Differences

In 1979, Albert Galaburda and Thomas Kemper examined a brain removed during an autopsy from a 20-year-old man with dyslexia and reported that there were nerve cells in unusual parts of the cerebral cortex. Subsequent studies at the Dyslexia Research Laboratory at Beth Israel Hospital in Boston, MA, of four dyslexic males and three dyslexic females showed that in the males (less so in females) clusters of "ectopic" neurons are consistently seen in the outside layer of the cerebral neocortex. This layer usually is devoid of nerve cell bodies. Most ectopias were in the frontal and perisylvian language regions. Ectopias are produced before six months of gestation when there is a breach in the pial-gliial border which normally prevents neurons from migrating too far. Although female dyslexics had only a few ectopias, large numbers of gliotic regions representing areas of neuronal loss were present in the cortex.

Etiology of the Anatomical Changes

Ectopias result from the disruption of the developing cerebral cortex before neuronal migration ends at mid-gestation. The focal gliotic regions in female dyslexics may be the outcome of a similar pathological process acting during the third trimester of early postnatal period after neuronal migration is completed. An insult spanning the two periods could produce both ectopias and areas of neuronal loss. Because autoimmune disorders (work begun by the late Dr. Norman Geschwind in 1982) may be increased in individuals with dyslexia, it was suggested that maternal auto-antibodies might injure the developing brain during gestation, leading to the type of neuropathology seen in dyslexia. This view is not supported by work in experimental animal models. Further, new findings in the human and in experimental models point to the importance of genetic factors. An exciting finding recently by Dr. Bruce Pennington and colleagues is that a

region on chromosome 6 may be related to dyslexia. It is intriguing that this area contains many genes related to immune function.

How Might Anatomical Changes Affect Function?

Ectopias are densely and aberrantly connected with other brain areas. Thus, one result of ectopia formation is the alteration of brain organization. One such alteration in dyslexia is the lack of asymmetry in a language-related cortical region called the planum temporale, an auditory area that lies on the superior surface of the temporal lobe. In control subjects, the planum temporale is usually larger in the left hemisphere. However, the dyslexics discussed above showed symmetry of the region.

Another change involves one subsystem (magnocellular system) of the visual pathway that may be functionally deficient in individuals with dyslexia (Livingstone, Galaburda, and colleagues). The visual processing disturbance could interfere with normal reading ability. Likewise, similar deficits in other sensory pathways, such as the auditory system (refer to the work of Paula Tallal), could interfere with the normal acquisitions of phonological skills. The visual and auditory systems both show related anatomical changes in organization and neuronal size. However, the functional meaning of these changes is not always clear. For example, Margaret B. Rawson and Thomas West both have emphasized that differences in brain organization sometimes may impart a processing advantage. Albert Einstein and Thomas Edison would undoubtedly concur.

*The International Dyslexia Association (IDA) thanks Gordon F. Sherman, Ph.D.,
Director of Newgrange School and Outreach Center in the Princeton, NJ
for his assistance in the preparation of this fact sheet. Sherman is past president of IDA.*

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COMMON SIGNS OF DYSLEXIA: PRE-SCHOOL CHILDREN

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- May talk later than most children.
- May have difficulty pronouncing words, i.e., "busgetti" for "spaghetti"
- May be slow to add new vocabulary words.
- May be unable to recall the right word.
- May have difficulty with rhyming.
- May have trouble learning the alphabet, numbers, days of the week, colors, shapes,
- how to spell and write his/her name.
- May be unable to follow multi-step directions or routines.
- Fine motor skills may develop more slowly than in other children.
- May have difficulty telling and/or retelling a story in the correct sequence.
- Often has difficulty separating sounds in words and blending sounds to make words.

Sources:

- 1 *Basic Facts about Dyslexia: What Every Layperson Ought to Know* - Copyright 1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.
- 2 *Learning Disabilities: Information, Strategies, Resources* - 2000.
- 3 Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. non-profit learning disabilities organizations. Used with permission.

COMMON SIGNS OF DYSLEXIA: K - 4TH GRADE STUDENTS

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- May be slow to learn the connection between letters and sounds.
- Has difficulty decoding single words (reading single words in isolation).
- Has difficulty spelling phonetically.
- Makes consistent reading and spelling errors such as:
 - Letter reversals - "d" for "b" as in: "dog" for "bog"
 - Word reversals - "tip" for "pit"
 - Inversions - "m" for "w," "u" for "n"
 - Transpositions - "felt" for "left"
 - Substitutions - "house" for "home"
- May confuse small words - "at" for "to," "said" for "and," "does" for "goes."
- Relies on guessing and context.
- May have difficulty learning new vocabulary.
- May transpose number sequences and confuse arithmetic signs (+ - x / =).
- May have trouble remembering facts.
- May be slow to learn new skills; relies heavily on memorizing without understanding.
- May have difficulty planning, organizing and managing time, materials and tasks.
- Often uses an awkward pencil grip (fist, thumb hooked over finger etc.)
- May have poor "fine motor" coordination.

COMMON SIGNS OF DYSLEXIA: 5TH - 8TH GRADE

The characteristics noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- Is usually reading below grade level.
- May reverse letter sequences - "soiled" for "solid," "left" for "felt."
- May be slow to discern and to learn prefixes, suffixes, root words, and other reading and spelling strategies.
- May have difficulty spelling; spells same word differently on the same page.
- May avoid reading aloud.
- May have trouble with word problems in math.
- May write with difficulty with illegible handwriting; pencil grip is awkward, fist-like or tight.
- May avoid writing.
- May have difficulty with written composition.
- May have slow or poor recall of facts.
- May have difficulty with comprehension.
- May have trouble with non-literal language (idioms, jokes, proverbs, slang).
- May have difficulty with planning, organizing and managing time, materials and tasks.

Sources:

- 1 *Basic Facts about Dyslexia: What Every Layperson Ought to Know* - © Copyright 1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.
- 2 *Learning Disabilities: Information, Strategies, Resources* - © Copyright 2000. Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. non-profit learning disabilities organizations. Used with permission.

COMMON SIGNS OF DYSLEXIA: HIGH SCHOOL AND COLLEGE STUDENTS

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- May read very slowly with many inaccuracies.
- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing.
- May avoid reading and writing tasks.
- May have trouble summarizing and outlining.
- May have trouble answering open-ended questions on tests.
- May have difficulty learning a foreign language.
- May have poor memory skills.
- May work slowly.
- May pay too little attention to details or focus too much on them.
- May misread information.
- May have an inadequate vocabulary.
- May have an inadequate store of knowledge from previous reading.
- May have difficulty with planning, organizing and managing time, materials and tasks.

Sources:

- 1 *Basic Facts about Dyslexia: What Every Layperson Ought to Know* - © Copyright 1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.
- 2 *Learning Disabilities: Information, Strategies, Resources* - © Copyright 2000. Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. non-profit learning disabilities organizations. Used with permission.

COMMON SIGNS OF DYSLEXIA: ADULTS

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- May hide reading problems.
- May spell poorly; relies on others to correct spelling.
- Avoids writing; may not be able to write.
- Often very competent in oral language.
- Relies on memory; may have an excellent memory.
- Often has good "people" skills.
- Often is spatially talented; professions include, but are not limited, to engineers, architects, designers, artists and craftspeople, mathematicians, physicists, physicians (esp. surgeons and orthopedists), and dentists.
- May be very good at “reading” people (intuitive).
- In jobs is often working well below their intellectual capacity.
- May have difficulty with planning, organization and management of time, materials and tasks.
- Often become entrepreneurs.

Source:

Basic Facts about Dyslexia: What Every Layperson Ought to Know - Copyright 1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.

Learning Disabilities: Information, Strategies, Resources - Copyright 2000. Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. non-profit learning disabilities organizations. Used with permission.

SPELLING PROBLEMS

How common are spelling difficulties?

Almost all people with developmental reading or language disabilities have great difficulty spelling. In the new definition of dyslexia, people with the condition known as dyslexia are noted to have "conspicuous" problems with spelling and writing. People can also have specific spelling disabilities -- that is, they can be poor spellers, even though they are pretty good readers. These problems are very common, although no one has done an accurate estimate of the prevalence to date.

What causes people to be poor spellers?

Spelling problems, like reading problems, originate with language learning weaknesses. Spelling disability does not reflect a general "visual memory" problem, but a more specific problem with awareness of and memory for language structure, including the letters in words. People who are poor spellers typically have trouble analyzing the sounds, syllables, and meaningful parts of words in both spoken language and written language. In addition, they often have trouble learning other types of symbolic codes, such as math facts and math operation signs.

In the early grades, weaknesses in speech sound awareness (phoneme awareness) predict and are closely associated with poor spelling. In the later grades, difficulty understanding spelling rules, word structure and letter patterns are hallmarks. The "visual memory" problems of poor spellers are specific to memory for letters and words, so a better term for poor spelling is orthographic memory problem. A person may be a very poor speller but a very good artist, navigator, or mechanic; those professions require a different kind of visual memory.

How do children learn to spell? Is invented spelling good or bad?

Spelling develops in a more or less predictable sequence. Children begin by writing strings of letters and symbols that do not represent the sounds in words. Next, they begin to write a few of the sounds in words that are easily detected; then, get better at "inventing" spellings by sound, using the letters they have learned. This stage, called phonetic spelling or temporary spelling, usually occurs in kindergarten or early first grade, before children learn to spell words correctly. At this crucial early stage, inventing spellings by sounds is an effective way of discovering the separate sounds that make up words.

However, invented spellings should never replace the organized instruction that should begin about the middle of first grade. Dyslexic students have difficulty going through the stages of spelling development. Phonetic spelling (spelling by sounds rather than by the correct letters) is a desirable but brief stage of early spelling development. If a student has good phoneme awareness, that is, can segment all the sounds in a simple word, the student is much more likely to remember the "true" letters and letter combinations in the word. Whole word, or "sight" word learning, is also bolstered by good phoneme awareness.

Is our English spelling system predictable or unpredictable?

English is a pattern-based writing system that uses an alphabet to represent speech sounds. The English system of using letters for sounds is more complex than some languages such as Spanish but is nevertheless a predictable, learnable system. The English spelling system is complex because the spelling patterns come from Old English (Anglo-Saxon), from Latin and Greek, and from other modern languages. It is also complex because the regular patterns occur at several levels: the level of individual sounds, such as how we spell the sound /k/; the level of syllables, such as how we spell the syllables in the word ta-ble; and the level of meaningful parts (morphemes), such as how we spell the pieces of ac-com-mo-date. Many of our odd spellings, words such as *come*, *does*, *women*, and *they*, are Anglo-Saxon words that have been with us such a long time that they are no longer pronounced the way they are spelled. Really odd words, those that do not conform to a pattern of sound-symbol, syllable, or structural patterns in English, are less than 5% of our vocabulary. English is predictable over all, but several "layers" of language organization must be learned by those who would spell it well.

What methods of instruction are most effective?

A well designed program for students who do not learn easily will emphasize the sounds in the words, the letter combinations that usually spell those sounds, the spellings of six basic syllable types, and how the spelling rules of English work. Such a program would teach spelling patterns in a structured sequential way. At the more advanced levels, spelling instruction should focus on the meaningful parts of words: the prefixes, roots, suffixes, and grammatical endings that are often spelled consistently. Multisensory techniques, those that join listening, saying, looking, and writing in various combinations, and that consciously engage the student in feeling how the word is spoken and how it is written, are most successful. If word lists are used they should emphasize the regular spellings for sounds and sound patterns. Special memorization techniques are necessary for the odd words that must be learned as wholes.

In summary, effective spelling instructions should emphasize these principles:

- 1 Knowledge of sounds, letter-sound association, patterns, syllables, and meaningful parts;
- 2 Multisensory practice;
- 3 Systematic, cumulative study of patterns;
- 4 Memorizing a few "sight" words at a time;
- 5 Writing those words correctly many times;
- 6 Using the words in personal writing.

Related Reading:

- 1 Moats, Louisa Cook, Ed.D., 1995. *Spelling: Development Disability and Instruction*. Baltimore, MD: York Press.
- 2 Schupack, Helaine and Wilson, Barbara, 1997. *The "R" Book, Reading, Writing & Spelling: The Multisensory Structured Language Approach*. Baltimore, MD: The International Dyslexia Association's Orton Emeritus Series.

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DYSGRAPHIA

Dysgraphia means difficulty with handwriting. There are several different kinds of dysgraphia. Some people with dysgraphia have handwriting that is often illegible and shows irregular and inconsistent letter formations. Others write legibly, but very slowly and/or very small. When these individuals revert to printing, as they often do, their writing is often a random mixture of upper- and lowercase letters. In all cases of dysgraphia, writing requires inordinate amounts of energy, stamina, and time.

Dysgraphia can interfere with a student's ability to express ideas. Expressive writing requires a student to synchronize many mental functions at once: organization, memory, attention, motor skill, and various aspects of language ability. Automatic accurate handwriting is the foundation for this juggling act. In the complexity of remembering where to put the pencil and how to form each letter, a dysgraphic student forgets what he or she meant to express. Dysgraphia can cause low classroom productivity, incomplete homework assignments, and difficulty in focusing attention.

Emotional factors arising from dysgraphia often exacerbate matters. At an early age, these students are asked to forego recess to finish copying material from the board, and are likely to be sent home at the end of the day with a sheaf of unfinished papers to be completed. They are asked to recopy their work but the second attempt is often no better than the first. Because they are often bright and good at reading, their failure to produce acceptable work is blamed on laziness or carelessness. The resulting anger and frustration can prevent their ever reaching their true potential.

What causes dysgraphia?

A few people with dysgraphia lack only the fine-motor coordination to produce legible handwriting, but some may have a physical tremor that interferes with writing. In most cases, however, several brain systems interact to produce dysgraphia. Some experts believe that dysgraphia involves a dysfunction in the interaction between the two main brain systems that allows a person to translate mental into written language (phoneme-to-grapheme translation, i.e., sound to symbol, and lexicon-to-grapheme translation, i.e., mental to written word). Other studies have shown that split attention, memory load, and familiarity of graphic material affect writing ability. Typically, a person with illegible handwriting has a combination of fine-motor difficulty, inability to re-visualize letters, and inability to remember the motor patterns of letter forms.

What are the different types of dysgraphia?

While dysgraphia may be broadly classified as follows, there are many individual variations that affect both treatment and prognosis:

1. In dyslexic dysgraphia, spontaneously written text is illegible, especially when the text is complex. Oral spelling is poor, but drawing and copying of written text are relatively normal. Finger-tapping speed (a measure of fine-motor speed) is normal.

2. In motor dysgraphia, both spontaneously written and copied text may be illegible, oral spelling is normal, and drawing is usually problematic. Finger-tapping speed is abnormal.
3. In spatial dysgraphia, people display illegible writing, whether spontaneously produced or copied. Oral spelling is normal. Finger-tapping speed is normal, but drawing is very problematic.

Who is qualified to diagnose dysgraphia?

Dysgraphia cannot be diagnosed solely by looking at a handwriting sample. A qualified clinician must directly test the individual. Such a test includes writing self-generated sentences and paragraphs and copying age-appropriate text. The examiner assesses not only the finished product, but also the process, including posture, position, pencil grip, fatigue, cramping, or tremor of the writing hand, eyed-ness and handedness, and other factors. The examiner may assess fine-motor speed with finger tapping and wrist turning.

What is the treatment for dysgraphia?

Prevention, remediation and accommodation are all important elements in the treatment of dysgraphia. Many problems can be prevented by early training. Young children in kindergarten and grade one should learn to form letters correctly; kinesthetic memory is powerful and incorrect habits are very difficult to eradicate.

Muscle training and over-learning good techniques are both critical for the remediation of dysgraphia. Specifically designed exercises are needed to increase strength and dexterity. A specialist can recommend the most appropriate plan of exercises. For all students, kinesthetic writing, that is writing with eyes closed or averted, is a powerful reinforcer. Work needs always to begin with the formation of individual letters written in isolation. Alphabets need to be practiced daily, often for months.

Finally, individuals can benefit from a variety of modifications and accommodations. One effective method is to teach the use of a word processor, by-passing the complex motor demands of handwriting. Many students may find learning the keyboard by the alphabet method easier than beginning with the home keys. For many, touch typing offers a whole new opportunity to learn to spell through a different kinesthetic mode. Students should also experiment with different writing tools; some people with dysgraphia may find pencil grips helpful. Other bypass methods include allowing the student to answer questions orally or into a tape recorder instead of writing, modifying written assignments so that less writing is required, and allowing extended time to complete tests and assignments. Copying from the board is an especially difficult task. Teachers need to provide notes. Photocopying the notes of another student is one possibility. Providing an outline, with spaces left for the student to fill in information, is another. Writing on a slightly inclined plane may be helpful.

Should people with dysgraphia use cursive writing instead of printing?

For many children with dysgraphia, cursive writing has several advantages. It eliminates the necessity of picking up a pencil and deciding where to replace it after each letter. Each letter starts on the line, thus eliminating another potentially confusing decision for

the writer. Cursive also has very few reversible letters, a typical source of trouble for people with dysgraphia. It eliminates word-spacing problems and gives words a flow and rhythm that enhances learning.

For children who find it difficult to remember the motor patterns of letter forms, starting with cursive eliminates the traumatic transition from manuscript to cursive writing. Writers in cursive also have more opportunity to distinguish b, d, p, and q because the cursive letter formations for writing each of these letters is so different.

Reference:

Deuel, Ruthmary K., M.D. Developmental Dysgraphia and Motor Skills Disorders. Journal of Child Neurology, Vol. 10, Supp.1. January 1995, pp. S6-S8.

The International Dyslexia Association (IDA) thanks Diana Hanbury King for her contribution to this fact sheet. This fact sheet is the summary of work by Ruthmary Deuel, M.D., Betty Sheffield, and Diana Hanbury King.

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SOCIAL AND EMOTIONAL PROBLEMS RELATED TO DYSLEXIA

By Michael Ryan, Ph.D.

When researchers first began to study specific developmental dyslexia, they noticed that social and emotional difficulties often accompanied this disorder.¹ Subsequently, however, these difficulties were neglected, and for some years, only the academic and cognitive aspects of dyslexia were studied.

Fortunately, during the 1980s, researchers and clinicians began to focus on the social and emotional problems of dyslexia. Margaret Bruck, in her review of the research, offers two possible explanations for these problems:

- First, the social and emotional difficulties of dyslexia, "are part or a manifestation of the same disorder as is responsible for academic failure."²
- Second, Bruck suggests that because dyslexia puts the child at odds with his environment, he experiences great stress, which in turn creates many problems in social and emotional adjustment.

I believe that both hypotheses are correct. Some of the dyslexic's problems have biological causes, while others are reactions to the disability itself. This article will focus on the problems that are secondary to specific developmental dyslexia.

First, after discussing the factors that make dyslexia such a problem for children and adults, I will present a summary of the social and emotional reactions that can result from this disability. Finally, the article will offer some concrete suggestions to help dyslexics and their families.

Neurologist Samuel Orton was one of the first to describe the emotional aspects of dyslexia. According to his research, the majority of dyslexic preschoolers are happy and well adjusted. Their emotional problems begin to develop when early reading instruction does not match their learning style. Over the years, the frustration mounts as classmates surpass the dyslexic student in reading skills.

Dyslexics' frustration often centers on their inability to meet expectations. Their parents and teachers see a bright, enthusiastic child who is not learning to read and write. Time and again, dyslexics and their parents hear, "He's such a bright child; if only he would try harder." Ironically, no one knows exactly how hard the dyslexic is trying!

The pain of failing to meet other people's expectations is surpassed only by dyslexics' inability to achieve their goals. This is particularly true of those who develop perfectionistic expectations in order to deal with their anxiety. They grow up believing that it is "terrible" to make a mistake. However, their learning disability, almost by definition, means that these children will make many "careless" or "stupid" mistakes. This is extremely frustrating to them, as it makes them feel chronically inadequate.

The dyslexic frequently has problems with social relationships. These can be traced to several causes:

- Dyslexic children may be physically and socially immature in comparison to their peers. This can lead to a poor self-image and less peer acceptance.
- Dyslexics' social immaturity may make them awkward in social situations.
- Many dyslexics have difficulty reading social cues. They may be oblivious to the amount of personal distance necessary in social interactions or insensitive to other people's body language.
- Dyslexia often affects oral language functioning. Affected persons may have trouble finding the right words, may stammer, or may pause before answering direct questions. This puts them at a disadvantage as they enter adolescence, when language becomes more central to their relationships with peers.

My clinical observations lead me to believe that, just as dyslexics have difficulty remembering the sequence of letters or words, they may also have difficulty remembering the order of events. For example, let us look at a normal playground interaction between two children. A dyslexic child takes a toy that belongs to another child, who calls the dyslexic a name. The dyslexic then hits the other child. In relating the experience, the dyslexic child may reverse the sequence of events. He may remember that the other child called him a name, and he then took the toy and hit the other child. This presents two major difficulties for the dyslexic child. First, it takes him longer to learn from his mistakes. Second, if an adult witnessed the events, and asks the dyslexic child what happened, the child seems to be lying.

Unfortunately, most interactions between children involve not three events, but 15 to 20. With his sequencing and memory problems, the dyslexic may relate a different sequence of events each time he tells the tale. Teachers, parents, and psychologists conclude that he is either psychotic or a pathological liar.

The inconsistencies of dyslexia produce great havoc in a child's life. There is a tremendous variability in the student's individual abilities. Although everyone has strengths and weaknesses, the dyslexic's are greatly exaggerated. Furthermore, the dyslexic's strengths and weaknesses may be closely related.

I once worked with a young adult who received a perfect score on the Graduate Record Exam in mathematics. He could do anything with numbers except remember them. The graduate students he tutored in advanced statistics or calculus had great difficulty believing that he could not remember their telephone numbers. These great variations produce a "roller coaster" effect for dyslexics. At times, they can accomplish tasks far beyond the abilities of their peers. At the next moment, they may be confronted with a task that they cannot accomplish. Many dyslexics call this "walking into black holes." To deal with these kinds of problems, dyslexics need a thorough understanding of their learning disability. This will help them predict both success and failure.

Dyslexics also perform erratically within tasks. That is, their errors are inconsistent. For example, I once asked a dyslexic adult to write a hundred-word essay on television violence. As one might expect, he misspelled the word "television" five times. However, he misspelled it a different way each time. This type of variation makes remediation more difficult.

Finally, dyslexics' performance varies from day to day. On some days, reading may come fairly easily. However, another day, they may be barely able to write their own name. This inconsistency is extremely confusing not only to the dyslexic, but also to others in his environment. Few other handicapping conditions are intermittent in nature. A child in a wheelchair remains there; in fact, if on some days the child can walk, most professionals would consider it a hysterical condition. However, for the dyslexic, performance fluctuates. This makes it extremely difficult for the individual to learn to compensate, because he or she cannot predict the intensity of the symptoms on a given day.

Anxiety is the most frequent emotional symptom reported by dyslexic adults. Dyslexics become fearful because of their constant frustration and confusion in school. These feelings are exacerbated by the inconsistencies of dyslexia. Because they cannot anticipate failure, entering new situations becomes extremely anxiety-provoking. Anxiety causes human beings to avoid whatever frightens them. The dyslexic is no exception. However, many teachers and parents misinterpret this avoidance behavior as laziness. In fact, the dyslexic's hesitancy to participate in school activities such as homework is related more to anxiety and confusion than to apathy. Many of the problems caused by dyslexia occur out of frustration with school or social situations. Social scientists have frequently observed that frustration produces anger. This can be clearly seen in many dyslexics.

The obvious target of the dyslexic's anger would be schools and teachers. However, it is also common for the dyslexic to vent his anger on his parents. Mothers are particularly likely to feel the dyslexic's wrath. Often, the child sits on his anger during school to the point of being extremely passive. However, once he is in the safe environment of home, these very powerful feelings erupt and are often directed toward the mother. Ironically, it is the child's trust of the mother that allows him to vent his anger. However, this becomes very frustrating and confusing to the parent who is desperately trying to help her child.

This anger is particularly evident in adolescents. By its very nature, dyslexia causes children to become more dependent on the adults in their environment. They need extra tutoring and help with their homework. As youngsters reach adolescence, society expects them to become independent. The tension between the expectation of independence and the child's learned dependence causes great internal conflicts. The adolescent dyslexic uses his anger to break away from those people on which he feels so dependent.

Because of these factors, it may be difficult for parents to help their teenage dyslexic. Instead, peer tutoring or a concerned young adult may be better able to intervene and help the child. The dyslexic's self-esteem appears to be extremely vulnerable to frustration and anxiety. According to Erik Erickson, during the first years of school, every child must resolve the conflicts between a positive self-image and feelings of inferiority. If children succeed in school, they will develop positive feelings about themselves and believe that they can succeed in life.

If children meet failure and frustration, they learn that they are inferior to others, and that their efforts make very little difference. Instead of feeling powerful and productive, they learn that their environment acts upon them. They feel powerless and incompetent. Researchers have learned that when typical learners succeed, they credit their own efforts for their success. When they fail, they tell themselves to try harder. However, when the dyslexic succeeds, he is likely to attribute his success to luck. When he fails, he simply sees himself as stupid.

Research also suggests that these feelings of inferiority develop by the age of ten. After this age, it becomes extremely difficult to help the child develop a positive self-image. This is a powerful argument for early intervention.

Depression

Depression is also a frequent complication in dyslexia. Although most dyslexics are not depressed, children with this kind of learning disability are at higher risk for intense feelings of sorrow and pain. Perhaps because of their low self-esteem, dyslexics are afraid to turn their anger toward their environment and instead turn it toward themselves.

However, depressed children and adolescents often have different symptoms than do depressed adults. The depressed child is unlikely to be lethargic or to talk about feeling sad. Instead, he or she may become more active or misbehave to cover up the painful feelings. In the case of masked depression, the child may not seem obviously unhappy. However, both children and adults who are depressed tend to have three similar characteristics:

- First, they tend to have negative thoughts about themselves, i.e., a negative self-image.
- Second, they tend to view the world negatively. They are less likely to enjoy the positive experiences in their life. This makes it difficult for them to have fun.
- Finally, most depressed youngsters have great trouble imagining anything positive about the future. The depressed dyslexic not only experiences great pain in his present experiences, but also foresees a life of continuing failure.

Like any handicapping condition, dyslexia has a tremendous impact on the child's family. However, because dyslexia is an invisible handicap, these effects are often overlooked.

Dyslexia affects the family in a variety of ways. One of the most obvious is sibling rivalry. Non-dyslexic children often feel jealous of the dyslexic child, who gets the majority of the parents' attention, time, and money. Ironically, the dyslexic child does not want this attention. This increases the chances that he or she will act negatively against the achieving children in the family.

Specific developmental dyslexia runs in families. This means that one or both of the child's parents may have had similar school problems. When faced with a child who is having school problems, dyslexic parents can react in one of two ways. They may deny the existence of dyslexia and believe if the child would just buckle down, he or she could succeed. Or, the parents may relive their failures and frustrations through their child's school experience. This brings back powerful and terrifying emotions, which can interfere with the adult's parenting skills.

During the past 18 years, I have interviewed many dyslexic adults. Some have learned to deal successfully with their learning problems, while others have not. My experiences suggest that in addition to factors such as intelligence and socio-economic status, other things affect the dyslexic's chances for success. First, early in the child's life, someone has been extremely supportive and encouraging. Second, the young dyslexic found an area in which he or she could succeed. Finally, successful dyslexics appear to have developed a commitment to helping others. Both teachers and parents need to offer consistent, ongoing encouragement and support. However, one rarely hears about this very important way to help youngsters.

I believe encouragement involves at least four elements. First, listening to children's feelings. Anxiety, anger, and depression are daily companions for dyslexics. However, their language problems often make it difficult for them to express their feelings. Therefore, adults must help them learn to talk about their feelings. Teachers and parents must reward effort, not just "the product." For the dyslexic, grades should be less important than progress. When confronting unacceptable behavior, adults must not inadvertently discourage the dyslexic child. Words such as "lazy" or "incorrigible" can seriously damage the child's self-image.

It is important to help students set realistic goals for themselves. Most dyslexic students set perfectionistic and unattainable goals. By helping the child set an attainable goal, teachers can change the cycle of failure. Even more important, the child needs to recognize and rejoice in his or her successes. To do so, he or she needs to achieve success in some area of life. In some cases, the dyslexic's strengths are obvious, and many dyslexics' self-esteem has been salvaged by prowess in athletics, art, or mechanics. However, the dyslexic's strengths are often more subtle and obtuse. Parents and teachers need to find ways to relate the child's interests to the demands of real life.

Finally, many successful dyslexic adults deal with their own pain by reaching out to others. They may do volunteer work for charities or churches, or choose vocations that require empathy and a social conscience. These experiences help dyslexics feel more positive about themselves and deal more effectively with their pain and frustration.

Many opportunities exist in our schools, homes, and churches for dyslexics to help others. One important area is peer tutoring. If dyslexic students do well in math or science, they can be asked to tutor a classmate who is struggling. Perhaps that student can reciprocate as a reader for the dyslexic student. Tutoring younger children, especially other dyslexics, can be a positive experience for everyone involved. Helping dyslexics feel better about themselves and deal effectively with their feelings is a complex task. First, teachers must understand the cognitive and affective problems caused by dyslexia. Then they must design strategies that will help the dyslexic, like every other child, to find joy and success in academics and personal relationships.

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TESTING FOR DYSLEXIA

Dyslexia is often referred to as a language based learning disability. It is the most common form of learning disability. Approximately 15-20% of the population has a learning disability and The National Institutes of Health report that 60% to 80% of those with learning disabilities have problems with reading and language skills. Individuals with dyslexia usually have difficulty with either receptive oral language skills, expressive oral language skills, reading, spelling, or written expression.

Dyslexia varies in degrees of severity. The prognosis depends on the severity of the disability, specific patterns of strengths and weaknesses with the individual, and the appropriateness of the intervention. It is not a result of lack of motivation, sensory impairment, inadequate instruction, environmental opportunities, low intelligence, or other limiting conditions. It is a condition which is neurologically based and often appears in families. Individuals with dyslexia respond successfully to timely and appropriate intervention.

Why is an evaluation important?

If you suspect dyslexia, it is important to have an evaluation to better understand the problem. Test results determine eligibility for special education services in various states, and they also determine eligibility for programs in colleges and universities. They provide a basis for making educational recommendations and determine the baseline from which remediation programs will be evaluated.

At what age should an individual be tested for dyslexia?

Individuals may be tested for dyslexia at any age. Tests which are selected will vary according to the age of the individual. Young children may be tested for phonological processing, receptive and expressive language abilities, and the ability to make sound/symbol associations. When problems are found in these areas remediation can begin immediately. A diagnosis of dyslexia need not be made in order to offer early intervention in reading instruction.

Who is qualified to make the diagnosis of dyslexia?

Professionals who possess expertise in several disciplines are best qualified to make a diagnosis of dyslexia. The testing may be done by a single individual or by a team of specialists. A knowledge and background in psychology, reading, language and education is necessary. The tester must have knowledge of how individuals learn to read and why some people have trouble learning to read, and must also understand how to measure appropriate reading interventions is necessary to make recommendations.

What test is used to identify dyslexia?

There is no one single test which can be used to test for dyslexia. A battery of tests must be administered. Tests should be chosen on the basis of their measurement properties and their potential to address referral issues. Various tests may be used but the components of a good assessment should remain constant. Tests which measure expressive oral language, expressive written language, receptive oral language, receptive written language, intellectual functioning, cognitive processing, and educational achievement must be administered.

What should an evaluation include?

The expert evaluator will conduct a comprehensive assessment to determine whether the person's learning problems may be related to other disorders. Attention deficit hyperactivity disorder (ADHD), affective disorders (anxiety, depression), central auditory processing dysfunction, pervasive developmental disorders, and physical or sensory impairments are among the other causes of learning problems that a competent evaluator will consider in making the diagnosis of dyslexia.

The following elements should be included in an assessment for dyslexia:

- A developmental, medical, behavioral, academic and family history,
- A measure of general intellectual functioning
- Information on cognitive processing (language, memory, auditory processing, visual processing, visual motor integration, reasoning abilities, and executive functioning),
- Tests of specific oral language skills related to reading and writing success to include tests of phonological processing,
- Educational tests to determine level of functioning in basic skill areas of reading, spelling, written language, and math -- testing in reading/writing should include the following measures:
 - * single word decoding of both real and nonsense words,
 - * oral and silent reading in context (evaluate rate, fluency, comprehension and accuracy),
 - * reading comprehension,
 - * dictated spelling test,
 - * written expression: sentence writing as well as story or essay writing, handwriting,
- A classroom observation, and a review of the language arts curriculum for the school-aged child to assess remediation programs which have been tried.

What happens after the evaluation?

Discuss the test results with the individual who did the testing. You should receive a written report consisting of both the test scores as well as an explanation of the results of the testing. Administered tests should be specified. The strengths and weaknesses of the individual should be explained and specific recommendations should be made.

In the case of school-aged students, a team meeting should take place when the evaluation is completed. This meeting should include the student's teachers, parents, and individuals who did the testing. When there is a reading problem, the report should suggest recommendations for specific intervention techniques. This instruction should be provided by skilled teachers, specifically trained in structured language, multisensory programs.

Dyslexic adults should receive specific suggestions for coping strategies and remediation. Additional help to implement these strategies and recommendations can also be considered. If the testing was done in connection with a current professional problem, the report should include specific suggestions for modifications and accommodations related to job performance.

How long does testing take?

An average test battery will take approximately three hours. Sometimes it will be necessary to conduct the testing in more than one session, particularly in the case of a young child whose attention span is very short. The extent of the evaluation is based on clinical judgment.

Results of Testing

Individuals with Disabilities Education Act (IDEA) provides for free testing and special education for children attending public school. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) provide protection against discrimination in federally funded programs for individuals who meet the criteria for qualification. This includes individuals diagnosed with dyslexia.

The International Dyslexia Association (IDA) thanks Lorna Kaufman, Ph.D. for her assistance in the preparation of this fact sheet.

Related Reading:

Greene, Jane Fell, Ed.D. and Moats, Louisa Cook, Ed.D., Testing: Critical Components in the Identification of Dyslexia.

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WHAT IS MULTISENSORY?

What is meant by multisensory teaching?

Multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (*what we see*), auditory (*what we hear*), and kinesthetic-tactile (*what we feel*) pathways in learning to read and spell.

Margaret Byrd Rawson, a former President of The Orton Dyslexia Society (the precursor to The International Dyslexia Association), said it well:

"Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language -- the sounds and the letters which represent them -- and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning."

Teachers who use this approach teach children to link the sounds of the letters with the written symbol. Children also link the sound and symbol with how it feels to form the letter or letters. As students learn a new letter or pattern (such as *s* or *th*), they carefully trace, copy, and write the letter(s) while saying the corresponding sound. The sound may be made by the teacher and the letter name(s) given by the student. Students then read and spell words, phrases, and sentences using these patterns. Teachers and their students rely on all three pathways for learning rather than focusing on a "sight-word" or memory method, a "tracing method," or a "phonetic method" alone.

When and where was multisensory teaching introduced for children with dyslexia?

Dr. Samuel Torrey Orton and his colleagues began using multisensory techniques in the mid-1920's at the mobile mental health clinic he directed in Iowa. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of reversing letters and transposing the sequence of letters while reading and writing. Students who reverse *b* and *d* are taught to use consistent, different strokes in forming each letter. For example, students make the vertical line before drawing the circle in printing the letter *b*; they form the circle before drawing the vertical line in printing the letter *d*.

Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the "alphabetic method" on Dr. Orton's theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase "Orton-Gillingham approach" refers to the structured, sequential, multisensory techniques established by Dr. Orton and Ms. Gillingham and their colleagues.

What is the rationale behind multisensory teaching?

Children with dyslexia often exhibit weaknesses in auditory and/or visual processing. They may have weak phonemic awareness, meaning they are unaware of the role sounds

play in words. They have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. They may also have difficulty acquiring a sight vocabulary. That is, dyslexic children do not learn the sight words expected in the primary grades. In general, they do not pick up the alphabetic code or system.

When taught by a multisensory approach, children have the advantage of learning alphabetic patterns and words by utilizing all three pathways. Orton suggested that teaching the "fundamentals of phonic association with letter forms both visually presented and reproduced in writing, until the correct associations were built up" would benefit students of all ages.

Is there solid evidence that multisensory teaching is effective for children with dyslexia?

There is a growing body of evidence supporting multisensory teaching. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), converges on the efficacy of explicit structured language teaching for children with dyslexia. Young children in structured, sequential, multisensory intervention programs, who were also trained in phonemic awareness, made significant gains in decoding skills. These multisensory approaches used direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning word parts. Studies in clinical settings showed similar results for a wide range of ages and abilities.

The International Dyslexia Association (IDA) thanks Marcia K. Henry, Ph.D. for her assistance in the preparation of this fact sheet.

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ORTON-GILLINGHAM-BASED
AND/OR
MULTISENSORY STRUCTURED LANGUAGE APPROACHES

The principles of instruction and content of a multisensory structured language program are essential for effective teaching methodologies. The International Dyslexia Association (IDA) actively promotes effective teaching approaches and related clinical educational intervention strategies for dyslexics.

CONTENT
(What Is Taught)

- 1 **Phonology and Phonological Awareness:** Phonology is the study of sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. Phonological awareness is the understanding of the internal linguistic structure of words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds.
- 2 **Sound-Symbol Association:** This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound-symbol association must be taught (and mastered) in two directions: visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.
- 3 **Syllable Instruction:** A syllable is a unit of oral or written language with one vowel sound. Instruction must include teaching of the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and diphthong. Syllable division rules must be directly taught in relation to word structure.
- 4 **Morphology:** Morphology is the study of how morphemes are combined from words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots, prefixes, and suffixes.
- 5 **Syntax:** Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.
- 6 **Semantics:** Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

PRINCIPALS OF INSTRUCTION **(How It Is Taught)**

Simultaneous, Multisensory (VAKT)

Teaching is done using all learning pathways in the brain (visual/auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.

Systematic and Cumulative

Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.

Direct Instruction

The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires the direct teaching of all concepts with continuous student-teacher interaction.

Diagnostic Teaching

The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered to the degree of automaticity.

Synthetic and Analytic Instruction

Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.

INTERNATIONAL MULTISENSORY MULTISENSORY STRUCTURED LANGUAGE EDUCATIONAL COUNCIL (IMSLEC)

Information adapted from "Clinical Studies of Multisensory Structured Language Education for Students with Dyslexia and Related Disorders" published by the International Multisensory Structured Language Education Council (IMSLEC). The following are methods and approaches whose providers stipulate to IDA that they use structured, multisensory, alphabetic techniques.

1 **Alphabetic Phonics Based Methods**

Academic Language Therapy Association
4020 McEwen, #105
Dallas, TX 75244
Tel: (601) 266-5223
Fax: (601) 266-6763
Website: <http://www.altaread.org> and <http://www.4therapy.com>

2 **Alphabetic Phonetic Structural Linguistic Approach to Literacy (APSLA) Derived Programs**

- o **The dePaul School**
Tony Kemper
1925 Duker Ave.
Louisville, KY 40205
Tel: (502) 459-6131
Website: <http://www.webcoast.com/dePaul/>
- o **Shelton School** Joy Martello
5002 West Lovers Ln.
Dallas, TX 75209
Tel: (214) 352-1772
Website: <http://www.shelton.org>
- o **Hardman & Associates, Inc./Dyslexia Research Institute**
Patricia Hardman, Ph.D.
4745 Centerville Rd.
Tallahassee, FL 32308
Tel: (850) 893-2216
Fax: (850) 893-2440
Website: <http://www.dyslexia-add.org>
- o **Shedd Academy:** Paul L. Thompson, Ed.D., NCSP
PO Box 493 Mayfield, KY 42066-0493
Tel: (270)247-8007 Fax: (270)247-0637
Website: www.sheddacademy.org
- o **Brighton Academy**
9150 Bereford Dr.
Baton Rouge, LA 70809
Tel: (225) 923-2208 Website: <http://www.brighton-academy.org>

- 3 **The Association Method**
Maureen K. Martin, Ph.D., Director
DuBard School for Language Disorders
The University of Southern Mississippi
Box 10035
Hattiesburg, MS 39406-0035
Tel: (601) 266-5223
Fax: (601) 266-5224
Website: <http://www.dubard.usm.edu>

- 4 **The Herman Method**
Renee Herman, Director
Herman Method Institute
4700 Tyrone Ave.
Sherman Oaks, CA 91423
Tel: (818) 784-9566
Fax: (818) 784-3621
Website: <http://www.hermanmethod.com>

- 5 **Language!**
Ann Whitney, Ed.D., Director
Sopris West
4093 Specialty Pl.
Longmont, CO 80504
Tel: (800) 547-6747
Fax: (303) 776-5934
Website: <http://www.language-usa.net/greene.html>

- 6 **Lindamood-Bell Learning Process**
Paul Worthington
416 Higuera St.
San Luis Obispo, CA 93401
Tel: (805) 541-3836 or (800) 233-1819,
Fax: (805) 541-0264
Website: <http://www.lindamoodbell.com>

7. **Orton-Gillingham Approach**
Diana Hanbury King, Executive Director
Academy of Orton-Gillingham Practitioners and Educators
P.O. Box 234
Amenia, NY 12501
Tel: (845) 373-8919
Fax: (845) 373-8925
Website: <http://www.ortonacademy.org>

8. **Project Read/Language Circle**
Liz Sund
P.O. Box 20631
Bloomington, MN 55420
Tel: (651) 681-1455 or (800) 450-0343
Fax: (651) 406-3878
Website: <http://www.projectread.com>
9. **Reading ASSIST**
Reading ASSIST Institute
Community Service Building
100 W. 10th Street, #910
Wilmington, DE 19801
Tel: (888) 311-1156 or (302) 764-1010
Fax: (302) 764-1097
Website: <http://www.readingassist.org>
10. **The Slingerland Approach**
Susan Heinz, Ph.D., Dean of Faculty
The Slingerland Institute
One Bellevue Center
411 108th Ave. N.E.
Bellevue, WA 98004
Tel: (425) 453-1190
Fax: (425) 635-7762
Website: <http://www.slingerland.org>
11. **Sounds in Syllables**
Sandra Dillon, Director
Multisensory Language Training Institute
of New Mexico
6344 Buenos Aires N.W.
Albuquerque, NM 87120
Tel: (505) 898-7500
Fax: (505) 898-4119

12. The Spalding Method

Mary North, Ph.D., Research and Curriculum Director
Spalding Education Foundation
2814 W. Bell Rd. #1405
Phoenix, AZ 85023
Tel: (602) 866-7801
Fax: (602) 866-7488
Website: <http://www.spalding.org>

13. Starting Over

Joan Knight, Director
317 W. 89th St. #9E
New York, NY 10024
Tel: (212) 769-2760
Fax: (212) 877-5030

14. Wilson Reading Language System

Barbara Wilson, Director
175 Main Street
Millbury, MA 01527-1943
Tel: (508) 865-5699 or (800) 899-1943
Website: <http://www.wilsonlanguage.com>

** The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. IDA, however, does 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. For information concerning IDA membership, contact the IDA website (www.interdys.org).*

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ACCOMMODATING STUDENTS WITH DYSLEXIA IN ALL CLASSROOMS

Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners. It is important to identify accommodations that are reasonable to ask of teachers in all classroom settings. The following accommodations appear reasonable and provide a framework for helping students with learning problems achieve in general education and special education classrooms. They are organized according to accommodations involving materials, interactive instruction, and student performance.

Accommodations Involving Materials

Students spend a large portion of the school day interacting with materials. Most instructional materials give teachers few activities or directions for teaching a large class of students who learn at different rates and in various ways. This section provides material accommodations that enhance the learning of diverse students. Frequently, paraprofessionals, volunteers, and students can help develop and implement various accommodations. Material accommodations include the following:

- 1. Use a tape recorder.** Many problems with materials are related to reading disabilities. The tape recorder often is an excellent aid in overcoming this problem. Directions, stories, and specific lessons can be recorded on tape. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.
- 2. Clarify or simplify written directions.** Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful. *For example: Original directions:* This exercise will show how well you can locate conjunctions. Read each sentence. Look for the conjunctions. When you locate a conjunction, find it in the list of conjunctions under each sentence. Then circle the number of your answer in the answer column. *Directions rewritten and simplified:* Read each sentence and circle all conjunctions.
- 3. Present a small amount of work.** Tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. The teacher can reduce the amount of work when it appears redundant. *For example,* the teacher can request the student to complete only odd-numbered problems or items with stars by them, or can provide responses to several items and ask the student to complete the rest. Last, divide a worksheet into sections and instruct the student to do a specific section. Divide a worksheet by drawing lines across it and writing go and stop within each section.

4. Block out extraneous stimuli. If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems.

5. Highlight essential information. If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.

6. Locate place in consumable material. In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.

7. Provide additional practice activities. Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.

8. Provide a glossary in content areas. At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.

9. Develop reading guides. A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.

Accommodations Involving Interactive Instruction

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

- 1. Use explicit teaching procedures.** Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).
- 2. Repeat directions.** Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. The student can repeat the directions to a peer when the teacher is unavailable. The following suggestions can help students understand directions: (a) if directions contain several steps, break down the directions into subsets; (b) simplify directions by presenting only one portion at a time and by writing each portion on the chalkboard as well as stating it orally; and (c) when using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.
- 3. Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.
- 4. Provide a copy of lecture notes.** The teacher can give a copy of lecture notes to students who have difficulty taking notes during presentations.
- 5. Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- 6. Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
- 7. Simultaneously combine verbal and visual information.** Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- 8. Write key points or words on the chalkboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.
- 9. Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.

10. Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy. (An example of mnemonic instruction is using the word HOMES to remember the names of the Great Lakes: **H** is for Lake Huron, **O** is for Lake Ontario, **M** is for Lake Michigan, **E** is for Lake Erie, and **S** is for Lake Superior.)

11. Emphasize daily Review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.

Accommodations Involving Student Performance

Students vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast pace. Moreover, students vary in their ability to process information presented in visual or auditory formats. The following accommodation involving mode of reception and expression can be used to enhance students' performance:

1. Change response mode. For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards.

2. Provide an outline of the lecture. An outline enables some students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.

3. Encourage use of graphic organizers. A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can use the following steps: (a) list the topic on the first line, (b) collect and divide information into major headings, (c) list all information relating to major headings on index cards, (d) organize information into major areas, (e) place information under appropriate subheadings, and (f) place information into the organizer format.

4. Place students close to the teacher. Students with attention problems can be seated close to the teacher, chalkboard, or work area and away from distracting sounds, materials, or objects.

5. Encourage use of assignment books or calendars . Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.

- 6. Reduce copying by including information or activities on handouts or worksheets.**
- 7. Have students turn lined paper vertically for math.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.
- 8. Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- 9. Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.
- 10. Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.
- 11. Display work samples.** Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
- 12. Use peer-mediated learning.** The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.
- 13. Encourage note sharing.** A student can use carbon paper or a notebook computer to take notes and then share them with absentees and students with learning problems. This helps students who have difficulty taking notes to concentrate on the presentation.
- 14. Use flexible work times.** Students who work slowly can be given additional time to complete written assignments.
- 15. Provide additional practice.** Students require different amounts of practice to master skills or content. Many students with learning problems need additional practice to learn at a fluency level.
- 16. Use assignment substitutions or adjustments.** Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format. For example, if a student has a writing problem, the teacher can allow her or him to outline information and give an oral presentation instead of writing a paper.

The International Dyslexia Association (IDA) thanks Cecil Mercer, Ed.D., a distinguished professor at the University of Florida, for the preparation of this fact sheet. IDA encourages the reproduction and distribution of this fact sheet. If portions of the text cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale.

GETTING THE BEST IEP FOR YOUR CHILD

An Individualized Education Program (IEP) is mandated for all students who are eligible under the Individuals with Disabilities Education Act (IDEA), Public Law 105-17. The IEP describes the special education and related services designed to meet the unique educational needs of a student with a disability.

Step 1 - Preparation

The time you take, the thoroughness of your preparation, and your command of information will save time and assure greater success. Know the federal and state laws. Know that you are a full partner in this process and should expect to participate as an equal with school personnel. You are an authority on your own child. The IEP must consider your concerns for enhancing your child's education. Contact your child's teacher or your local special education director to ask who will be in attendance, the issues that will be discussed, and your rights and responsibilities.

Develop a written list of information about your child that you want to share with the IEP team and items you want addressed during the development of your child's IEP since you, as the parent, are an "information specialist" relative to your child. Know your child's strengths and weaknesses in areas such as academic achievement, communication, social/emotional, behavioral and life skills. Collect and create documentation of your child's development: physical, social and cognitive (intellectual abilities) -- especially his/her language and academic skills. Know your child's current skills profile in every area listed above and other areas such as his/her ability to concentrate, to complete a task, to follow directions, and to organize work. Be able to talk about the time, the amount of support and help required by your child to complete assignments. A checklist to help you organize this information may be available from your child's teachers, your pediatrician, your state parent resource center, or others. Examine your long-range vision of your child. What do you want your child to do when he/she leaves school, or in the next 3 years? What do you think should be done to maximize his/her strengths and remediate weaknesses?

Consider annual goals that will help your child accomplish his/her long-range plans. What do you expect your child to learn this year, especially in the area of reading and written expression? Talk with your child and with the teacher(s) about these issues. Decide whom you want to accompany you to the IEP meeting. It is important for both parents and/or guardians to be present. If this is impossible, take a knowledgeable person(s), preferably one experienced in the process. Do not go alone. Notify the school system in advance of the identity of the person(s) you will bring.

Call ahead of time and ask for a draft of the school's proposed IEP, if there is one. Send your reactions to the IEP team coordinator ahead of time as well as the issues you would like to have the IEP team consider. Organize your documentation carefully and take it with you to the IEP meeting.

Step 2 - The IEP Meeting

Do not be intimidated by the number of school personnel attending. Bring someone with you. Have someone take notes or tape the meeting. If an IEP already exists, review your child's progress towards each annual goal and in the general education curriculum before revising the current IEP.

Were goals met? If not, why not? Were the strategies realistic and/or appropriate? What procedures were used to evaluate each goal? Why did the student have problems in the general education curriculum? Insist that a summary of new test findings be written in clear English; that the presenter explain fully how your child's disability affects his/her performance within the educational environment both academically and non-academically. Insist that strengths be specified. Plan for upcoming transitions and discuss fully the implications of the transitions. For the older student, the discussions of transition beyond high school begin at age 14 or younger. Be sure that the annual goals cover all concerns; are specific to your child's needs; and are stated in measurable, observable, and concrete behaviors. Objectives (measurable intermediate steps) or benchmarks (major milestones) must be written for each annual goal. Instructional strategies should be specified.

All accommodations, modifications, supplementary services and aids, and personnel supports should be stated clearly in the IEP, including those for instruction, test taking and assessment. Be sure that beginning and ending dates for all services are stated, along with the location, frequency, and duration of these services. Explore any differences of opinions; ask other team members to give explicit, concrete reasons for their statements. If you still cannot agree, clearly state your reasons.

At all costs, act calm! If you need time to compose yourself, ask for a recess. Delay giving consent, when required, if you are not satisfied with the IEP or believe you need time to review the contents of the IEP. You may always request a continuation of the current meeting. Finally, you may, at any time, request an IEP meeting to review and revise your child's IEP. You may also request an independent evaluation.

Step 3 - Monitoring the IEP - It's A Team Effort That Includes You

Once the IEP has been developed and agreed to (your child's initial IEP requires your consent prior to implementation), it needs to be implemented. Your child's IEP must include a statement of how his/her progress towards the annual goals will be measured and how you will be informed of that progress. You should be informed at least as often as parents of non-disabled children are informed of their child's progress.

You can request an IEP meeting to review and/or revise the IEP at any time during the year. You may make changes in the amount of special education and/or related services; changes or additions of goals and objectives or benchmarks; addition or termination or related services; and changes or additions of program modifications, supplementary aids and services, or personnel support.

The IEP team needs to review the IEP at least annually to determine whether the annual goals are being achieved and to revise the IEP as appropriate to address: any lack of expected progress toward the annual goals and in the general curriculum, where appropriate; the results of any reevaluations; information about your child provided to, or by you, the parent(s); your child's anticipated needs; or other matters.

In order to do this, the IEP team should collect information which directly addresses the goals, objectives or benchmarks to assess progress. The present level of educational performance goals, objective services, placement, etc. can be revised to reflect the progress. The IEP should change as the needs of your child change.

Related Reading.

Antonoff, Stanley J., Olivier, James and Norlander,

Karen, 1998. *The "J" Book, Justice for All*,
Baltimore, MD: The International Dyslexia

Association's *Orton Emeritus Series*.

Bateman, Barbara D. and Linden, Mary Anne, 1998.

*Better IEPs: How to Develop Legally Correct and
Educationally Useful Programs*, 3rd Edition.

Longmont, CO: Sopris West.

The International Dyslexia Association thanks Claire D. Nissenbaum and Harley A. Tomey III for their assistance in the preparation of this fact sheet.

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WHY HOME SCHOOL A DYSLEXIC CHILD?

Dyslexic children require direct, systematic, and individualized instruction in reading and spelling. Public schools cannot always provide an adequate level of service. Indeed, some systems are woefully ill-prepared to deal with such children and may even deny, against all scientific evidence, that dyslexia exists. For many parents, an independent specialized boarding or day school is not an option. Some people live in rural areas away from learning centers, and long drives interfere with other family activities. Many children need daily remedial lessons which cannot be provided by learning centers or private tutors. Home schooling can provide solid remediation without the burden of travel and can allow the parent to see directly the progress of the child. Some parents may choose home tutoring in which the student attends his or her regular school but receives tutoring at home.

What are some of the challenges of home schooling a dyslexic child?

One challenge a parent may face is the relationship between teacher-parent and student-child. The student is required to reveal the disability at home, and the parent is required to maintain a supportive, yet disciplined approach. Knowing what to teach, the sequence of instruction, and the use of valid methods may require much research. Even many reading courses at the college level tend to be too general and too imprecise to offer guidance to teach dyslexics. The parent needs to become an expert on language and reading or find expert resources that can sustain a systematic approach appropriate for the child. Providing social activities for the student and parent may also create a problem.

What are some of the benefits of home schooling?

The most obvious benefit is that home schooling allows for the necessary individualization in all subject areas, including reading, spelling, composition and comprehension. It allows students to focus on areas that interest them and allows parents to develop lessons based on those interests. Home-schooled children are free from measuring themselves against peers without learning differences. They can work at an individualized pace in a program which directly addresses unique needs. Home schooling may provide an alternative to the premium on speed, conformity, and rigid scheduling that may be emphasized by many more traditional educational settings. Home schooling for both dyslexic and non-dyslexic children allows for enriching experiences on a daily basis: cooking, music, field trips and hands-on learning. In many locations, home schooling parents have formed support groups so that home schooling experience becomes socially rewarding for students and parents. Many home schoolers argue that traditional schooling in a room of twenty to thirty students and one or two adults can be more socially isolating for a child than a home education program that makes good use of local resources.

How do I get started?

You must start the same way any good teacher, tutor or therapist would begin - with a thorough understanding of your child's reading, spelling, writing, and comprehension abilities. You may wish to consult an educational psychologist to get a complete evaluation which can diagnose dyslexia. It is important to ask the tester to provide very specific recommendations. The report should include descriptions of the child's reading and spelling abilities and offer specific educational recommendations. Be aware that there is no magic bullet for dyslexia and that remediation is best achieved through structured direct language instruction. It is important to become familiar with state regulations pertaining to home schooling and to make solid connections with other home-schoolers before withdrawing the child from her regular school.

Two excellent and comprehensive resources available on the internet are *Kaleidoscapes* (www.kaleidoscapes.com). *The Homeschool Haven* (directory.homeschoolhaven.com). Rebecca Rupp's *Getting Started on Home Learning* (Three Rivers Press, New York, NY, 1999) is also an excellent resource.

What are some of the things I should be doing?

Language remediation often requires daily spelling and oral reading. Spelling generally should move from the letter or syllable to word, phrase and sentence dictation during a single lesson. The lesson should include new words displaying a similar spelling pattern as well as review words and recently taught sight words. Techniques such as writing on a rough surface or in the air, clapping syllables, using cards to make words, arranging written syllables into words, and direct instruction concerning mouth positions for language sounds provide a multisensory basis for learning. Students should read aloud on a daily basis from a book which they can read with relative accuracy. Before the students read aloud, they should review the passage and ask for help with words that may cause difficulty. Parents should select challenging words from the passage and explain their pronunciation and meaning before the student reads aloud. A warm-up reading of words and phrases on flashcards or from lists is often useful. Reading errors should be recorded to serve as a basis for future instruction.

There will be days....

There will be days when nothing seems to work right. The lesson goes slowly; the student is restless and perhaps bored. Education was not intended to take place in a single day. Give yourself and the student a break, and with the student, set meaningful goals for the next lesson. No single form of education can meet the needs of every child; home schooling is, however, a viable and rewarding option for parents committed to securing an excellent education for their children.

IDA thanks Michael Minsky, a clinical teacher at The Greenwood Institute in Putney, VT, for the preparation of this fact sheet. See the website at www.greenwood.org for more information on The Greenwood Institute. Copyright 2003, The International Dyslexia Association (IDA). IDA encourages the reproduction and distribution of this fact sheet. If portions of the text are cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale. Fact Sheet #56 - 09/03

MODIFICATION TO REGULAR CURRICULUM

Name _____ Date of Birth _____ Grade _____

Teacher _____ School _____ Date _____

- GOALS:** _____ Improve reading skills _____ Improve legibility of written work
_____ Improve vocabulary _____ Improve social skills and peer interactions
_____ Improve accuracy of math calculations
_____ Improve compliance in the class
_____ Improve quality of work

ENVIRONMENT:

- _____ Leave class for assistance
_____ Preferential seating
_____ Allow frequent breaks

_____ Reduce/minimize distractions
_____ No lengthy outside reading
_____ Cooling off period

ASSIGNMENTS continued . . .

- _____ Student will be allowed to photocopy another student's class notes
_____ Student will be provided a copy of all material on board and overheads
_____ Define limits (behavioral/physical)

_____ Adjust lighting/temperature

PRESENTATION OF SUBJECT MATTER:

- _____ Emphasize teaching by using:
_____ auditory, _____ visual, _____ tactile, _____ multi
_____ Individual/small group instruction
_____ Utilize specialized curriculum
_____ Tape lectures for replay
_____ Utilize manipulatives
_____ Emphasize critical information/key concepts
_____ Pre-teach vocabulary
_____ Advanced visual cues
_____ Allow use of calculators, computers

REINFORCEMENTS & MOTIVATIONS:

- _____ Permit size 12+ font, colored paper
_____ Use positive reinforcement
_____ Check often for understanding/review
_____ Peer tutoring
_____ Have student repeat directions
_____ Emphasize study/organizational skills
_____ Repeated review/drill
_____ Before & after school tutoring
_____ Emphasize socialization skills
_____ Communicate with parents via email

GRADING:

- _____ Modify weight of exams
_____ Credit for projects
_____ Credit for organized & complete notebook
_____ Credit for class participation
_____ Correct missed items for assignment

TESTING ADAPTIONS:

- _____ Oral testing
_____ Taped test
_____ Modified format
_____ Retake test below 70%
_____ No scantron
_____ Extended time
_____ Multiple choice, word bank
_____ One essay questions, give in advance
_____ Low stimulus environment
_____ Lower reading level of assignment
_____ Break assignment into a series of smaller assignments
_____ Font size 12+ & use of colored paper

ASSIGNMENTS:

- _____ Modify homework
_____ Give directions in small units
_____ Use written back-up for oral directions
_____ Adjust length of assignment

_____ Reduce paper & pencil tasks
_____ Read directions/worksheets to student
_____ Record or type assignments
_____ Maintain assignment book
_____ Avoid penalizing for spelling errors
_____ Use highlighted texts/ study guides
_____ Arrange for homework to reach home
_____ Extra set of textbooks for home
_____ May dictate themes or answers to questions on cassette tape

PROGRESS CODES:

- A = Modification Attempted
A/S = Modification Successful
D = Modification Discontinued

Information Supplied By Learning Disability Advocacy Center ©
7516 Enterprise Avenue, Suite 1 Germantown, TN 38138 (901) 755-0244

Adults with learning disabilities (LD) often face unique challenges in the workplace. Individuals with LD can overcome these challenges and sustain rewarding and fulfilling employment.

Before The Job Search Begins

Searching for employment can be a long and difficult process. Success in the workplace begins with careful decision-making:

- ❖ Match your interests with job prospects; look for openings in lines of work that will sustain your attention and keep you motivated;
- ❖ Identify tasks that you would find rewarding (research, physical labor, interacting with the public); look for positions that tap these areas;
- ❖ Identify any skills (typing, filing, managing, supervising, organizing) that can contribute to your success;
- ❖ Consider your personality traits (outgoing, warm, shy) when choosing work; evaluate if the work setting is conducive to your needs;
- ❖ Be sensitive to your work values (working hard, helping others, maximizing free time) and be sure they coincide with the job requirements and are consistent with those of co-workers; and,
- ❖ Role-play the job interview process as a way to decrease anxiety and to build self-confidence.

Beginning The Job Search

Interviews, resumes, and applications are perhaps the most important elements in searching for a job. Potential employers often rely upon initial impressions when evaluating candidates.

Avoid common mistakes on resumes and applications:

- ❖ Read instructions carefully;
- ❖ Be sure that all letters, resumes, and applications are thoroughly proof-read;
- ❖ Submit only materials that are neat and easy to read;
- ❖ Sign and date forms as requested;
- ❖ Answer the questions;
- ❖ Be prompt to appointments; allow for unexpected delays in travel;
- ❖ Dress appropriately; as a general rule, formal business attire is recommended.
- ❖ Bring copies of materials with you;
- ❖ Keep in mind that the person conducting the interview may not have seen your application file or you may wish to refer to a document during your meeting;
- ❖ Be realistic about salary level and benefits;
- ❖ provide information about prior employment and speak openly about successes and frustration;
- ❖ Seek information about potential employers before an interview;
- ❖ Try to speak with someone who works for the firm or is in the same industry; and,
- ❖ During the interview, emphasize your strengths as potential assets on the job.

Disclosing A Disability

According to the Americans with Disabilities Act (ADA), a qualified job candidate is someone who can perform essential work functions. Job applicants with disabilities may not be disqualified or subjected to discrimination by virtue of their need for reasonable accommodations. Information about the disability must be kept confidential and must not be disclosed without your explicit (written) consent.

Seeking Accommodations

The ADA requires that reasonable accommodations be provided to individuals with disabilities. Such accommodations include job modifications, changes in the physical environment, or access to equipment that facilitates successful job performance. Once you have explained to your employer how a disability may affect your performance of required job duties, you may request accommodations that will allow you to successfully perform those essential functions. The employer is not required to provide accommodations if doing so would cause undue hardship (considering the overall financial and personnel resources of the firm).

Examples of accommodations include:

- ❖ . modifying work schedules,
- ❖ . acquiring or modifying equipment,
- ❖ . providing auxiliary aids and services,
- ❖ . restructuring job tasks,
- ❖ . modifying examinations,
- ❖ . providing additional or alternative training.

For more information on state resources for literacy and learning disabilities, call (800) 228-8813 or see the websites at <http://novel.nifl.gov/disabilities.htm> or <http://www.nifl.gov/nifl/ld/states>.

*For information on the Americans with Disabilities Act, see the website at www.usdoy.gov or call the toll free ADA Information Line at (800) 514-0301 (voice) or (800) 514-0383 (TTY).
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SPECIAL EDUCATION QUESTIONS & ANSWERS

The following question and answer section contains excerpts from an online handout prepared by a Legal Specialist. A complete listing of this information and citations are listed at the website: www.protectionandadvocacy.com/questiontextidea.htm

What is Special Education (special ed)?

The term "special education" refers to individualized educational programming for students with disabilities which is mandated by two distinct federal statutes. The Individuals with Disabilities Education Act (20 USC 1400 *et seq.*) is the law that most people think of when they discuss special ed. However, Section 504 of the Rehabilitation Act of 1973 (29 USC 794) also provides that students with disabilities must receive free appropriate public education. Under the IDEA, special education is: "...*specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability*, including... instruction in the classroom, in the home, in hospitals and institutions, and in other settings...instruction in physical education." 34 CFR 300.26; 20 USC 1401(25) It may include speech and language pathology services, travel training, vocational education, and many other services. Under Section 504, "A [public school] ...shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature and severity of the person's handicap...[which consists of] the provision of regular or special education and related aids and service that (I) are designed to meet individual needs of handicapped persons *as adequately as* the needs of non-handicapped persons are met and (ii) are based upon adherence to procedures that satisfy the requirements of 104.34, 104.35 and 104.36 [educational setting, evaluation and placement and procedural safeguards]" 34 CFR 104.33

How does my client sign up for special education?

In the case of either IDEA or Section 504, the parent may request that the student be evaluated for eligibility. 34 CFR 300.320, 20 USC 1414(a),(b),(c) Once evaluated, the student's education planning team meets to determine whether or not the student is eligible and if so, to create a plan of services for the him or her. 34 CFR 300.343(b), 20 USC 1413(a)(1), 20 USC 1414(d)(4)(A) (IEP Meetings), 300.530 -300.543; 20 USC 1412, 20 USC 1414 (Procedures for Evaluation) Under IDEA , this plan is called an IEP (Individualized Education Program). See Q's 6&7 for further details on the creation of IEP's. Under Section 504 this plan is often referred to as a "504 Plan" or "ed. plan". 34 CFR 104.35, 29 USC 794(a) In order to be found eligible under IDEA, the student must fit into one of 12 rigidly defined categories, and must require special education. Many students with disabilities are not eligible under IDEA. 34 CFR 300.7; 20 USC 1401(3)(A)&(B); 20 USC 1401(26) (IDEA def. of a child with a disability) Eligibility under Section 504 requires that the student be considered a "qualified handicapped person" which is "...a handicapped person (i) who is of an age in which non-handicapped persons are provided such services, (ii) of any age in which it is mandatory under state law to provide such services to handicapped persons, or (iii) to whom a state is required to provide services under [IDEA]..."

Often this is an easier standard to meet than the IDEA's. 30 CFR 104.3(k)(2), 29 USC 794 (Section 504 definition of "qualified handicapped person")

How are IDEA and Section 504 the same?

They are alike in that they both create a right for students with disabilities to receive a free appropriate public education that is individualized to his or her unique educational needs. They both provide for an evaluation prior to an eligibility determination, and due process protections for the student. Both also require school districts to locate and evaluate potentially eligible students.

How are IDEA and Section 504 different?

There are many ways that they are different, but generally, Section 504's language does not provide the detail that IDEA's does. This may be helpful or hurtful for your client depending on how the IDEA regulations treat his or her situation. Eligibility for Section 504 can be much easier to prove because the student does not have to meet the criteria for a specific eligibility category. 34 CFR 104.31-104.39; 29 USC 794(a) (Section 504, generally) However, due process procedures and the right to particular types of services are more vague under Section 504, and can be more difficult to enforce. Unlike IDEA, Section 504 applies to post secondary education. 34 CFR 104.41-104.51; 29 USC 794(b)(2)(A) (Application of Section 504 to post secondary ed.) In general, if a client is eligible for IDEA, it is best for them to pursue educational services under that statute. Accordingly, the rest of this document will explore/explain student's rights under IDEA.

What services can my client get in special ed?

Once a student is found eligible under IDEA, he or she may receive both special education and related services. Related services are "... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education." This is an extremely broad definition that includes a wide array of services. The regulation provides over two pages of examples of possible related services. See Q.1 for a definition of special ed. under IDEA.

Who decides what services my client gets?

Which services a student will receive is decided at an IEP meeting. An IEP is the contract between the district and the student which lists the type and amount of services it will provide to the student. The "cast" of participants required for an IEP meeting is listed in the regulations, but generally includes at least one 1) special ed. teacher or provider, 2) representative of the school district who can provide for the instruction the student needs (directly or indirectly), is knowledgeable about the general curriculum, and the resources available to the district, 3) person who can interpret the evaluation results, and 4) regular ed. teacher. Parental participation is specifically required, unless the district has made certain efforts and has been unable to get the parent to the meeting.

How is an IEP decided and what must it include?

The procedure required to create an IEP for a student is also set out in the regulations. It generally includes an annual review of: 1) the strengths of the student and concerns of the parent re: the student's education, 2) the results of the most recent evaluation(s) and assessments, 3) the student's need for assistive technology or other disability specific accommodations required to receive a free appropriate public education (FAPE). There is a lengthy list of requirements for a valid IEP set out in the regulations, but they generally include a statement of: 1) the student's current educational performance, 2) measurable annual goals and short term objectives, 3) the special education, related services, supplementary aids and services, and program modifications that the student and staff require, 4) the extent to which the student will participate in regular ed. classes and activities, 5) the projected date for the beginning of services and the location, duration, and frequency of those services, 6) progress toward annual goals, and 7) transition services (See Q. 12) if applicable.

What if my client wants different services than the school district wants to provide?

Any aspect of the student's IEP, identification or eligibility for special education, or educational placement can be appealed through mediation and/or a due process hearing (and its appeals process).

The district wants to move my client into a segregated classroom and we have filed a hearing request in opposition to the move. The mother would like her to stay in her current classroom until this is resolved because change is very stressful for her child. Is this possible?

Yes, there is a doctrine known as "stay put" which provides that a student can stay in his or her current placement while a due process hearing (or other administrative or judicial proceeding) is pursued to resolution. Note: There are two exceptions to this rule: 1) Circumstances involving specific dangerous situations. These are discussed below in Q. 11. 2) If a student has not yet been admitted to public school and that is the issue in dispute, the student must be admitted to school in the meanwhile.

My client was suspended from school for fighting, again. What are his rights?

There are very specific requirements re: when and how a special ed. student can be suspended or expelled. The discipline section of the regulations was significantly revised in March 1999 to clarify this. In general, school officials can remove any student from his or her regular school placement for up to 10 school days at a time, even over the parents' objections, whenever discipline is appropriate and is administered consistent with the treatment of non disabled students. 34 CFR 300.520(a)(1). However, school officials cannot use this authority to repeatedly remove a student from his or her current placement if that series of removals means that he or she is removed for more than 10 school days in a school year and factors such as the length of each removal, the total amount of time that the student is removed, and the proximity of the removals to one another lead to the conclusion that there has been a change in placement. 34 CFR 300.519-300.520(a)(1). There is no specific limit on the number of days in a school year

that a student can be removed from his or her current placement. However, after a student is removed from his or her current placement for more than 10 cumulative school days in a school year, services must be provided to the extent required under 34 CFR 300.121(d), (FAPE for students suspended or expelled from school). In the case of less serious infractions, schools can address the misconduct through appropriate instructional and/or related services, including conflict management, behavior management strategies, and measures such as study carrels, time-outs, and restrictions in privileges, rather than suspending or expelling the student, so long as they are not inconsistent with the student's. The school district must convene an IEP team meeting to develop a behavioral assessment plan, no later than 10 business days after removing a student for more than 10 school days in a school year, if the district has not already conducted a functional behavioral assessment and implemented a behavioral intervention plan for him or her. If a student is being removed for the eleventh cumulative school day in a school year already has a behavioral intervention plan, the school district must convene the IEP team (either before or not later than 10 business days after first removing him or her for more than 10 school days in a school year) to review and modify the plan and its implementation as necessary to address the behavior. 34 CFR 300.520(b). A manifestation determination is not required unless the removal that includes the eleventh cumulative school day of removal in a school year is a change of placement. 34 CFR 300.523(a). If the IEP team concludes that the student's behavior was not a manifestation of his or her disability, the student can be disciplined in the same manner as nondisabled students, except that appropriate educational services must be provided. 34 CFR 300.524(a). There are also very specific requirements re: procedural due process for discipline of *general education students* (which includes special ed. students). These requirements apply to forms of discipline other than suspension and expulsion. See *Goss v. Lopez*, 419 US 565 (1975) and its progeny, as well as the district's discipline policies.

My client brought a knife to school. How can I protect her right to services?

The answer to this question involves one of the most significant changes to the regulations created during the 1999 revisions; the ability of a school district to suspend a student in certain circumstances, prior to a hearing or IEP on the suspension. 34 CFR 300.520-300.529, 20 USC 1415(k). If the child's parents do not agree to a change of placement, school authorities can unilaterally remove a child with a disability from the child's regular placement for up to 45 days at a time if the child has brought a weapon to school or to a school function, or knowingly possessed or used illegal drugs or sold or solicited the sale of controlled substances while at school or a school function. 34 CFR 300.520(a)(2). In addition, if school officials believe that a child with a disability is substantially likely to injure self or others in the child's regular placement, they can ask an impartial hearing officer to order that the child be removed to an interim alternative educational setting for a period of up to 45 days. 34 CFR 300.521. If at the end of the interim alternative educational placement of up to 45 days, school officials believe that it is necessary, they can also request subsequent extensions of these interim alternative educational placements for up to 45 days at a time, if they continue to believe that the child would be substantially likely to injure self or others if returned to his or her regular placement. 34 CFR 300.526(c)(4). However, even in these circumstances, the student does have a right to receive services per 34 CFR 300.121(d), and a manifestation review. School officials can also report crimes committed by children with disabilities to law enforcement authorities to the same extent as they do for crimes committed by nondisabled students.

Help, my client is about to graduate! How can I make sure he is ready to enter the world of work?

Starting at age 14, the student's IEP must address "transition" needs. Transition, generally, is a coordinated set of activities that promotes movement from school to post school activities, including post secondary ed., vocational ed., integrated employment, and independent living, among others. If the district has not adequately addressed transition services in the IEP, 34 CFR 300.347(b), 20 USC 1414(d)(1)(A) and (d)(6)(A)(ii), 34 CFR 300.348, 20 USC 1414(d)(5), and 1414(d)(1)(A)(vii), the parent or student can request an IEP meeting to plan for transition, 34 CFR 300.345(c)(2), 20 USC 1414(d)(1)(B)(I), and may appeal that IEP to a due process hearing and beyond, if necessary.

My client is a very young child with developmental disabilities. Can she get services right away, even though it will be years before she can start school?

Services are available to individuals with disabilities beginning at birth. Early intervention services include therapies in the home for infants and toddlers, coordination with medical providers, and other services that are not traditionally considered to be educational services. Services from birth through age 2 are addressed in Part C of IDEA.

My client was special ed. eligible when he was in public school. Can he get special ed. services now that he's in private school?

The short answer is "maybe". The new regulations clarify the state's responsibilities to provide services to private schools students. States must provide a certain amount of service to private school students generally, based on a percentage of the total federal funds received, but have no specific obligation to any individual student. Local education agencies are to determine the amount of services to be provided to private school students in their area, after consulting with private school representatives. So, the amount and/or type of services available may vary greatly from locale to locale. As it is somewhat complex and variable, the section of the regulations re: private schools should probably be read as a whole and the local resources consulted, before a conclusion is formed about services due to any particular student.

Note: The answer may be different if the parent disagrees with the school district about the services to be provided to the student. (Question 15)

My clients' parents were unhappy with the district so they just pulled her out and put her in private school. Now they want me sue the district for the tuition. Is that possible?

Yes, it is. A parent may be reimbursed for private school tuition if a court or hearing officer determines that the district did not offer the student a free appropriate public education in a timely manner, and if the private placement is appropriate. However, the parent must make this dispute clear to the district, and often must go to a due process hearing, or beyond, to enforce this right.

How will I/my agency get paid for my time on this case?

Attorneys fees are generally available if the student/parent is the prevailing party.

Medicaid has refused to pay for an augmentative communication device for my client, because they say it's the school district's responsibility to provide educational services. Can they do this?

No. The regulations make very clear that the obligation of a public agency other than an educational agency does not terminate just because that device or service (including assistive technology) may be used at school ("...that are also considered special ed. or related services..."). However, the school district and Medicaid can, and in fact, must, create an interagency agreement to clarify their respective responsibilities.

My client has ADHD. The district says all he needs is a firm and a stable home life, but his doctor says he need behavior modification plan at school. How do I get the district to implement plan for him?

ADHD is now specifically mentioned in the regulations as a potentially eligible condition under the category of "Other Health Impairment." Once eligible, a student can have a behavior modification plan included in his or her IEP, if the IEP team agrees. If the district disagrees with the eligibility determination or with the content of the IEP, these issues can be resolved at mediation and/ or a due process hearing.

Everyone believes my client needs special ed. except the school district. What can I do to convince them?

The school district must complete a very specific evaluation before determining whether or not a student is eligible for special ed. 34 CFR 300. 530-300.543, 20 USC 1412,20 USC 1414 (Specific requirements for eligibility evaluations) If the parent does not agree with the conclusions of the evaluation, or the way that evaluation was done, the parent may request an independent evaluation. Independent evaluations can be done at the school district's expense, in some cases. 34 CFR 300.502, 20 USC 1415(b)(1) (Independent evaluations) If the parent disagrees with the eligibility determination made by the IEP team, rather than with the evaluation itself, the parent may request a due process hearing 34 CFR 300.507, 20 USC 1415(b)(5), (b)(6), (b)(7), (b)(8), (e)(1), and (f)(1) (Due process hearings) and/ or mediation. 34 CFR 300. 506, 20 USC 1415(e) (Mediation).

NOTE: Laws do change over time as do judicial decisions which will modify the above legal issues. Sometimes these changes can occur quite quickly. Therefore, the information in this section will change over time. Make sure you obtain the **most up-to-date** information from a qualified professional rather than relying on this printed information, which may have changed.

Sample Letter:
Request for Evaluation

Date
Address
City, State, Zip

Principal's Name, Title
Name of the School
Address of School
City, State, Zip

Dear (Principal's Name),

(My, Our) (son/daughter), (child's name), is in ____ grade at (name of school). (I, We) are writing to request that (child's name) be referred for an evaluation to determine whether she is eligible for special education and related services.

(Child's name) has had difficulty keeping with her classmates academically since (month, year). (I, We) are concerned that (child's name) learning problems are continuing and she is not progressing at the ____ grade level.

Please do not hesitate to contact (me, us) at home or at work. (I, we) look forward to hearing from you, within the next ten days. Thank you for your assistance.

Sincerely,

Parent's Name/Names

This Sample Letter Was Generously Provided By:
Learning Disability Advocacy Center ©
7516 Enterprise Avenue, Suite 1
Germantown, TN 38138

Sample Letter:
Request for Additional Testing

Date
Address
City, State, Zip

Principal's name, title
Name of School
Address of School
City, State, Zip

Dear (Principal's name),

(My, Our) (son/daughter), (child's name) is in ___ grade at (name of the school).
(I, We) have reviewed the reports of the school's assessment and feel she was not evaluated in every area needed. (I, We) would like to request a meeting to discuss additional testing in the areas of (speech, reading, math, etc).

Please contact (me, us) so that we can arrange a meeting to discuss this matter. (I, We) look forward to hearing from you, within the next ten days. Thank you for your assistance.

Sincerely,

Parent's Name/Names

This Sample Letter Was Generously Provided By:
Learning Disability Advocacy Center ©
7516 Enterprise Avenue, Suite 1
Germantown, TN 38138
(901) 755-0244; Fax (901) 757-2249

Sample Letter:
Request for Records from School

Date
Address
City, State, Zip

Principal's Name, Title
Name of School
Address of School
City, State, Zip

Dear (Principal's Name),

(I, We) are the parent/s of (child's name), a student at (Name of School). (I, We) are requesting a copy of all of our child's educational records collected, maintained or used by the school district.

(I, We) look forward to hearing from you, within the next ten days. Thank you for your assistance.

Sincerely,

Parent's Name/Names

This Sample Letter Was Generously Provided By:
Learning Disability Advocacy Center ©
7516 Enterprise Avenue, Suite 1
Germantown, TN 38138
(901) 755-0244; Fax (901) 757-2249

Sample Letter:

Request for an IEP Meeting

Date
Address
City, State, Zip

Principal's Name, Title
Name of School
Address of School
City, State, Zip

Dear (Principal's Name),

(I, We) are writing to request an IEP meeting. (My, Our) child, (child's name), is in ___ grade at (name of school). (I, We) would like to discuss making some changes in the current IEP. (I, We) would like to have (name of teachers, other professionals, etc) attend.

Please contact (me, us) within the next ten days, so that we can arrange a meeting. (I, We) can arrange to meet with you on (available days) between (give range of time). Thank you for your assistance.

Sincerely,

Parent's Name/Names

This Sample Letter Was Generously Provided By:

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7516 Enterprise Avenue, Suite 1
Germantown, TN 38138
(901) 755-0244; Fax (901) 757-2249

Sample Letter:
Request for Re-Evaluation

Date
Address
City, State, Zip

Principal's Name, Title
Name of School
Address of School
City, State, Zip

Dear (Principal's Name),

(My, Our) (son/daughter), (child's name) is in ___ grade at (name of school). Recently, (I, we) reviewed her evaluation and believe it is out-of-date. (I, We) are requesting that (child's name) be reevaluated.

Please do not hesitate to contact (me, us) at home or work. (I, we) look forward to hearing from you, within the next ten days. Thank you for your assistance.

Sincerely,

Parent's Name/Names

This Sample Letter Was Generously Provided By:
Learning Disability Advocacy Center ©
7516 Enterprise Avenue, Suite 1
Germantown, TN 38138
(901) 755-0244; Fax (901) 757-2249

SPECIAL EDUCATION ACRONYMS AND TERMS

ADA	Americans with Disabilities Act (1990)
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
AEP	Alternative Education Placement
AES	Alternative Education Setting
AT	Assistive Technology
BD	Behavior Disorder
BIP	Behavior Intervention Plan
CFR	Code of Federal Regulations
DOE	Department of Education
ED	Emotional Disturbance
EDGAR	Education Department General Administrative Regulations
EEOC	Equal Employment Opportunities Commission
ESEA	Elementary & Secondary Education Act (1965)
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights & Privacy Act
IDEA	Individuals with Disabilities Education Act Amendments (1997)
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IQ	Intelligence Quotient
ITP	Individualized Transition Program
JTPA	Job Training Partnership Act
LD	Learning Disabilities
LEA	Local Educational Agency
LRE	Least Restrictive Environment
MR	Mental Retardation
NASDSE	National Association of State Directors of Special Education
NASP	National Association of School Psychologists
NIH	National Institutes of Health

OCR	Office of Civil Rights
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OSERS	Office of Special Education & Rehabilitative Services
OT	Occupational Therapy
PE	Physical Education
PT	Physical Therapy
RA	Rehabilitation Act (1973)
SB	Stanford-Binet Test of Intelligence
SBA	School Boards Association
SEA	State Education Agency
SLD	Specific Learning Disabilities
USC	United States Code
USDOE	United States Department of Education
VR	Vocational Rehabilitation
WAIS-II	Wechsler Adult Intelligence Scale, Third Revision
WIAT	Wisconsin Individual Achievement Test
WISC-III	Wechsler Intelligence Scale for Children, Third Revision
WPPSI-R	Wechsler Preschool & Primary Scale of Intelligence, Revised
WRIOT	Wide Range Interest Occupation Test
WRMT-R	Woodcock Reading Mastery Test, Revised

FAMOUS PEOPLE WITH DIFFERENT LEARNING ABILITIES
--

Hans Christian Anderson -	Author of children's fairy tales (dyslexia)
Harry Anderson -	Actor, magician and comedian (dyslexia)
Stephen Bacque -	Renowned entrepreneur who has shown success and expertise in many areas, including international and small business growth (learning disabilities)
Ann Bancroft -	Explorer, lecturer, educator, first woman to travel across the ice to the North and South Poles (dyslexia)
Ned Beatty -	Actor (learning disabilities)
Ludwig van Beethoven -	Composer (attention deficit disorder)
Harry Belafonte -	A famous African-American singer, actor, entertainer and political activist who, even into his 70's uses his position as a world celebrity to promote human rights worldwide.(learning disabilities)
Alexander Graham Bell -	American inventor and teacher of the deaf; most famous invention is the telephone (dyslexia)
Robert Blake -	Actor (dyslexia)
Werner Von Braun -	He had learning disabilities and often flunked in math tests in high school.
Erin Brockovich -	Inspiration for the movie of the same name and now she serves as Director of Environmental Research at the law offices of Masry & Vititoe. (dyslexia)
George Burns -	Actor, comedian (dyslexia)
George Bush -	Former president of the United States (dyslexia)
Neil Bush -	Governor (dyslexia)
John T. Chambers -	CEO of multi-billion dollar Internet management company, Cisco Systems, has revolutionized the technology industry and is recognized as one of the most fascinating business leaders of our times. (learning disabilities)
Cher -	Academy Award-winning actress and singer (dyslexia)

Winston Churchill -	Leader of the Conservative Party, could speak fluently only by preparing his remarks in advance. He studied issues weeks in advance, and wrote out responses to any possible objection. This extra effort made Churchill more knowledgeable than other leaders and few realized that he stuttered.
Bill Cosby -	First African American actor to star in a dramatic series on television in 1965; comedian (attention deficit disorder)
Tom Cruise -	Actor (dyslexia)
Fred Curry -	Navy pilot, CEO of Greyhound Lines (learning disabilities)
Walt Disney -	Cartoonist, visionary founder of Disneyland/Disneyworld (dyslexia)
Dr. Red Duke -	Physician, television commentator (dyslexia)
Thomas Alva Edison -	He was unable to read until he was twelve years old and his writing skills were poor throughout his life. He invented over 1300 inventions including the microphone, phonograph and incandescent light.
Paul Ehrlich -	Bacteriologist who developed the “side chain” theory, Nobel Peace Prize winner in medicine in 1908 (dyslexia)
Albert Einstein -	He did not speak until age 3. Even as an adult Einstein found that searching for words was laborious. He found schoolwork, especially difficult and was unable to express himself in written language. He was thought to be simple minded, until it was realized that he was able to achieve by visualizing rather than by use of language. His work on relativity, which revolutionized modern physics, was created in his spare time.
Michael Faraday -	Discovered electromagnetic induction (dyslexia)
Jon Finn -	Active in the music business as a musician, songwriter, and engineer and producer, Finn has learning disabilities. Since 1988 he has been the most in-demand rock guitar teacher at Berkley College of Music in Boston.
Fannie Flagg -	This writer and actress is most famous for her novel “Fried Green Tomatoes” which was later made into a movie. (dyslexia)
Henry Ford -	Manufacturer of automobiles (attention deficit disorder)

Zsa Zsa Gabor -	Actress (attention deficit disorder)
Danny Glover -	Acclaimed actor of theatre and film, he used his celebrity status to advance many community programs and worthy causes. (dyslexia)
Vincent Van Gogh -	Dutch postimpressionist painter (learning disabilities)
Tracey Gold -	Actress (dyslexia)
Whoopi Goldberg -	Born Caryn Johnson, this actress and comedian has used her stardom to help eliminate homelessness. (dyslexia)
Edward Hallowell, MD -	Author, psychiatrist, ADD specialist (dyslexia)
Woody Harrelson -	Actor (learning disabilities)
Ellie Hawkins -	Record breaking rock climber (dyslexia)
Dustin Hoffman -	Actor (learning disabilities)
Dr John (Jack) Horner -	Famous paleontologist or dinosaur expert, who advised Steven Spielberg on films such as “Jurassic Park: and “The Lost World” (learning disabilities)
John Irving -	Novelist and screenplay writer of : “World According to Garp,” “Hotel New Hampshire,” and “Cider House Rules,” a movie that recently won acclaim and award nominations. (learning disabilities)
Bruce Jenner -	1976 U.S. Olympic Gold Medalist (dyslexia; attention deficit disorder)
Magic Johnson -	Professional Basketball Player (dyslexia; HIV)
Thomas H. Kean -	President of Drew University, former governor of New Jersey (dyslexia)
John F. Kennedy -	Former president of the United States (attention deficit disorder)
Robert Kennedy -	U.S. political leader and legislator (attention deficit disorder)
Jay Leno -	Comedian (dyslexia)
Gregy Louganis -	1984 & 1988 U.S. Olympic Gold Medalist for diving (dyslexia)
Kristy McDonald -	Actress (learning disabilities)

Paul Orfalea -	He is the founder and chairman of Kinko's, an international, billion-dollar copy service company. (learning disabilities)
Louis Pasteur -	World- renowned French chemist and biologist, who founded the science of microbiology, proved the germ theory, invented the process of pasteurization and developed vaccines. (learning disabilities)
George Patton -	Military General (dyslexia; attention deficit disorder)
Charley Pride -	Singer (learning disabilities)
Picasso -	Artist (learning disabilities)
Prince Charles -	Learning disabilities
Ronald Reagan -	The 40th president of the United States and the oldest person ever to serve as president. (learning disabilities)
Nelson Rockefeller -	He served as governor of New York for 12 years and as Vice President of the United States under Gerald Ford. (learning disabilities)
Pete Rose -	Professional athlete (learning disabilities)
Marilyn Rousso -	Disability Rights Activist/Psychotherapist (learning disabilities)
Babe Ruth -	Professional athlete (learning disabilities)
Nolan Ryan -	Professional athlete (dyslexia)
Charles Schwab -	Founder, chairperson and CEO of Charles Schwab Corporation, the largest brokerage firm in the U.S. In 1987, he and his wife, Helen O'Neil Schwab, established Schwab Learning, a foundation dedicated to increasing Awareness about learning disabilities. (learning disabilities)
Suzanne Somers -	Actress (attention deficit disorder)
Aaron Spelling -	TV/film producer (dyslexia)
Jackie Stewart -	Race care driver champion who has been inducted into the Grand Prix Hall of Fame (dyslexia)
Neil Smith -	NFL Professional football player (learning disabilities)

Tom Smothers -	Comedian (dyslexia)
Richard Strauss -	Real estate developer, banker (dyslexia)
Leonard da Vinci -	Artist (learning disabilities)
Lindsay Wagner -	She was most famous for her role as the Bionic Woman in the hit 1970s TV series and has dedicated much of her life to raising awareness about learning disabilities. (learning disabilities)
Russell White -	Professional athlete (dyslexia)
Robin Williams -	Actor, comedian (attention deficit hyperactivity disorder)
Brian Wilson -	Singer (learning disabilities)
Woodrow Wilson -	Former president of the United States from 1913-1921 (dyslexia)
Donald Winkler -	CEO of Ford Motor Credit, has inspired businesses to overcome obstacles to success. He has learning difficulties and is an active supporter for individuals with learning disabilities.
Henry Winkler -	Known as “The Fonz” from the hit TV series Happy Days, Winkler is also a producer, graduate from Yale and child advocate (learning disabilities)
Stevie Wonder -	Musician (visual impairment, attention deficit disorder)
F. W. Woolworth -	As a child, he was labeled as slow. He clerked in a village grocery store. He suggested putting the slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new goods. He became the principal founder of a chain of five and ten cent stores. (learning disabilities)
Wright Brothers -	Inventors (attention deficit disorder)
William B. Yeats -	Poet, dramatist, Nobel prize winner (dyslexia)

Credit for the previous section is attributed to the following websites:

<http://childdevelopmentinfo.com/disorders/famous.shtml>

www.casafuturetech.com/Book/Practice/famous.html

www.cec.cped.org/ericec/fact/famous.html

www.charitynet.org/~grangeald/Idfame.htm

www.disabilityhistory.org/peopbody.html

www.dyslexiahelp.com/FamousDyslexics.htm

www.floridaepilepsy.org/famous.htm

www.independenceinc.org/trivia.htm

www.isdd.indiana.edu/~cedir/kidsweb/fpwdinfo.html

www.mtsu.edu/~dyslexia/

www.oneaddplace.com/famous.htm

www.schwablearning.org

www.vaporiam.com/autism/autismfaq-well.html

www.waisman.wisc.edu/~rowley/sb-kids/famous.html

ORTON EMERITUS SERIES

The Orton Emeritus Series is a series of monographs, each dedicated to a specific topic. These are a MUST for anyone interested in understanding and helping individuals with learning disabilities. (Bulk orders of 50 or more are available at a significant discount. Contact IDA for orders.)

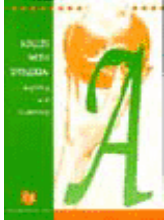
Adults With Dyslexia: Aspiring and Achieving

Price: \$5.00

IDA Member Price: \$4.00

Joan R. Knight 1997

Written to help adults with dyslexia better understand themselves, and also to assist families of adults with learning problems in understanding their needs.



Basic Facts About Dyslexia: What Every Layperson Ought to Know

Price: \$5.00

IDA Member Price: \$4.00

Angela M. Wilkins & Alice H. Garside (3rd ed.) 2002

A thorough look at the "basics" of dyslexia. This is an excellent initial book for the parent or individual who has just learned that they or their child may have dyslexia.



Basic Facts About Dyslexia Part II: What Every Professional Ought to Know

Price: \$5.00

IDA Member Price: \$4.00

Louisa C. Moats 1999

Written for educators who have knowledge of dyslexia and want to further their understanding.





College: How Students With Dyslexia Can Maximize the Experience Price: \$5.00

IDA Member Price: \$4.00

Joan Stoner, Mary L. Farrell & Barbara Priddy Guyer 1996

A valuable resource and excellent guide to the process of choosing a college or university for those with dyslexia/learning disabilities.



Doctors Ask Questions About Dyslexia: A Review of Medical Research Price: \$5.00

IDA Member Price: \$4.00

Sylvia O. Richardson & Gordon F. Sherman (2nd ed.) 1998

Reviews current research and provides a comprehensive look at dyslexia from the medical perspective.



Early Childhood Education Price: \$5.00

IDA Member Price: \$4.00

Carole Hill & Pam Quarterman 2000

Addresses the importance of early identification of dyslexia and appropriate intervention.



Justice For All Price: \$5.00

IDA Member Price: \$4.00

Stanley J. Antonoff, James Olivier & Karen Norlander 1998

Explains how certain federal laws can help individuals with learning difficulties.



Listening Comprehension and Attention: Basic Facts Price: \$5.00

IDA Member Price: \$4.00

Doris J. Johnson 2001

Helps readers understand the complex issues of listening comprehension, identification of symptoms, the evaluation process, and how to find help.



Mathematics and Dyslexia: The Individual Who Learns Differently Can Still Be Successful In Mathematics Price: \$5.00

IDA Member Price: \$4.00

IDA Harley A. Tomey, III, Joyce Steeves and Deborah Gilman 2003

This book answers questions such as "do all individuals with dyslexia have difficulty with math?; what effect does dyslexia have on learning math?; how is it assessed?; what can parents and teachers do to help?; and more.



Other Sixteen Hours: The Social and Emotional Problems of Dyslexia Price: \$5.00

IDA Member Price: \$4.00

Michael Ryan 1994

An in-depth and sensitive perspective on the myriad frustrations faced by people with dyslexia.



Phonological Awareness: A Critical Factor in Dyslexia Price: \$5.00

IDA Member Price: \$4.00

Joseph K. Torgesen 1995

Explains phonological awareness and why it is an essential primary diagnostic criterion in learning to read.



Reading, Writing and Spelling: The Multisensory Structured Language Approach

Price: \$5.00

IDA Member Price: \$4.00

Helaine Schupack & Barbara A. Wilson (2nd ed.) 2001

Gives information on the methods of instruction used to assist individuals with dyslexia with reading, writing, and spelling problems.



Schools and Programs for Individuals with Dyslexia Part I: Independent Schools Price:

\$5.00

IDA Member Price: \$4.00

Diana Hanbury King & Jean M. Foss 1996

Answers the questions most frequently asked by parents of children with learning problems when considering independent schooling.



Testing: Critical Components in the Clinical Identification of Dyslexia Price: \$5.00 IDA

Member Price: \$4.00

Jane Fell Greene & Louisa Cook Moats (3rd ed.) 2001

Answers the many questions that parents ask when having their children tested.

ANNALS OF DYSLEXIA

The *Annals of Dyslexia* is an interdisciplinary peer-reviewed journal published by The International Dyslexia Association. Articles appearing in Annals are written by researchers, scientists, educators and clinicians concerned with dyslexia and related language disabilities.

Annals of Dyslexia is a benefit of your membership in IDA.

The *Annals of Dyslexia* are listed on the IDA website: www.interdys.org.

The Editor of Annals accepts manuscripts to be considered for publication.

SUGGESTED READINGS

Dyslexia Over the Lifespan: A Fifty-Five Year Longitudinal Study Price: \$19.50

IDA Member Price: \$19.50

Educators Publishing Service

Margaret B. Rawson 1995 paper

Margaret Rawson extended her study of 56 dyslexic and non-dyslexic boys, and has brought to a close the report of a longitudinal account spanning 55 years in the lives of its subjects, together with reflections on the connections of that history within the broader field of dyslexia.



Dyslexia...Samuel T. Orton and His Legacy Price: \$25.00

IDA Member Price: \$20.00

IDA

Marcia K. Henry & Susan G. Brickley 1999

In the more than 50 years since his death, Dr. Samuel T. Orton's ideas have inspired many educators and researchers and have helped countless children and adults with dyslexia learn to compensate for their learning disability. This book is a unique combination of original scholarly articles, profiles of pioneers in the field, remembrances and quotes by Dr. Orton's colleagues and those who carry on the Orton tradition into the present day.

LANGUAGE and the Developing Child

Price: \$15.00

IDA Member Price: \$12.00

Orton Dyslexia Society

Katrina De Hirsch 299 pages paper

This collection of papers introduces a new generation of teachers, clinicians, and parents to the work of one of the key figures in the search for the causes and treatment of dyslexia, autism, stuttering, and other language disorders. A classic in special education!



Eli: The Boy Who Hated to Write -

Understanding Dysgraphia Price: \$10.00

IDA Member Price: \$10.00

RET Center Press

Regina G. Richards, M.A. and Eli I.

Richards, foreword by Richard D. Lavoie 82 pages soft-cover 2000

Dysgraphia is often misunderstood by parents, teachers, and students. This book, written by Regina and her son, is designed to present a student's view of the struggles and frustrations, while also presenting hope and specific strategies and compensations. Students (particularly elementary and middle school ages) will enjoy reading about Eli's adventures. Eli presents the point of view of a young teenager, but the story is designed to be relevant for students of younger and older ages. Parents and professionals will gain insight into some of the issues, particularly feelings, students may have related to having a significant writing problem, dysgraphia.



Extreme Indifference

Price: \$24.00 **IDA Member Price: \$24.00**

Scribner: Stephanie Kane, Hardback 2003



A naked girl in handcuffs and a dog collar stumbles out of the woods, collapsing at the side of the road. She's University of Colorado coed Amy Lynch, a daughter of wealth and privilege, who was last seen at a local bar. What happened to Amy? And why has she been found in handcuffs belonging to ambitious federal judge Glenn Ballard, a man with an impeccable personal reputation? When Amy dies before she can identify her attacker, the charges against the judge become murder in the first degree under circumstances of extreme indifference. Ballard could call in some superstar lawyer to defend him. So why does he instead choose his former law student Jackie Flowers for this difficult, high-profile case? Jackie's life is tough enough already. She has dyslexia and sometimes feels like Alice in Wonderland as she fights her daily battles in what for her is a topsy-turvy world. But she got through law school on her wits, was tough enough to work for the public defender's office, and had the guts to hang out her own shingle.

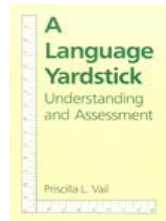
A Language Yardstick: Understanding and Assessment Price: \$11.95

IDA Member Price: \$11.95

Educators Publishing Service

Priscilla L. Vail 98 pages soft-cover 1998

Starting in preschool and continuing up through fourth grade, each grade-level chapter of A Language Yardstick identifies key aspects of a child's receptive language, expressive language, and metacognition-the link between language and thinking. The chapters then explain what to assess informally and how to do it. They also suggest activities that will help children strengthen their skills and capabilities. And there's an insightful case study at the end of each chapter, providing a human perspective that leads to a deeper understanding of the language development process.



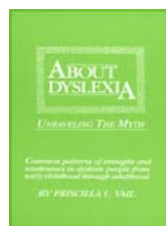
About Dyslexia Price: \$7.95

IDA Member Price: \$7.95

Educators Publishing Service

Priscilla L. Vail 49 pages soft-cover 1990

With so many children suffering from some form of dyslexia, teachers and parents must be able to recognize this disability and respond appropriately. Starting in preschool and continuing through the grades to college and adulthood, Priscilla Vail shows how dyslexia manifests itself, and she suggests effective action for each stage. Her recommendations can help children master the techniques needed to cope with this disorder and lead productive

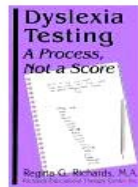




Collective Perspectives on Issues Affecting Learning Disabilities: Position Papers, Statements, and Reports Price: \$11.00

IDA Member Price: \$11.00

Pro-Ed National Joint Committee on Learning Disabilities 203 pages soft-cover 2nd edition 2001 This reference work is essential for anyone concerned with fundamental issues related to learning disabilities.

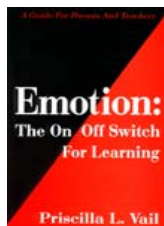


Dyslexia Testing: A Process, Not a Score Price: \$8.00 **IDA Member Price: \$8.00**

RETC Press 1998 (rev. 2000)

Regina Richards, M.A. 30 pages soft-cover

This booklet, for both parents and professionals, defines dyslexia and its related processing components. It explains the value of identifying a child's processing strengths and weaknesses in reading and writing, while providing insight into the wide range of processing symptoms that may be observed in persons with this processing pattern. The diagnostic process for dyslexia is described with simple, complete explanations. It is designed to explain a model for testing for dyslexia as well as answer the question: "why is dyslexia testing a process and not a specific score?" This booklet is also useful to help general education teachers determine when to refer for testing because of its comprehensive description of the symptoms.



Emotion: The On Off Switch For Learning

IDA Member Price: \$15.95, 1994

Educators Publishing Service, Priscilla L. Vail

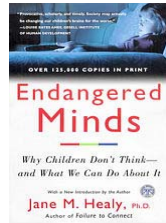
This guide to today's children--and the techniques that meet their needs--links recent research to the pressures found in classrooms and families. It helps you identify and understand the effects of emotions on children's learning, & offers practical suggestions for teachers and parents.

Endangered Minds: Why Children Don't Think - and What We Can Do About It Price: \$14.00

IDA Member Price: \$14.00

Touchstone Books

Jane M. Healy, Ph.D. 384 pages soft-cover 1999



In this landmark, bestselling assessment tracing the roots of America's escalating crisis in education, Jane M. Healy, Ph.D., examines how television, video games, and other components of popular culture compromise our children's ability to concentrate and to absorb and analyze information.

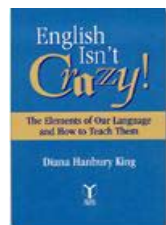
English Isn't Crazy! The Elements of Our Language and How to Teach Them Price:

\$19.50

IDA Member Price: \$19.50

York Press

Diana Hanbury King 120 pages soft-cover 2000



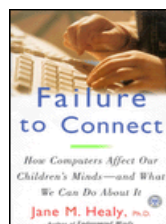
The English Language is filled with spelling and pronunciation challenges...words like buffet, cousin, canyon, dwindle, and mosquito. Where do they come from? How did they become a part of our language?

Failure to Connect Price: \$14.00

IDA Member Price: \$14.00

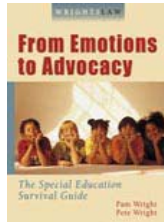
Touchstone Books

Jane M. Healy, Ph.D. 350 pages soft-cover 1999



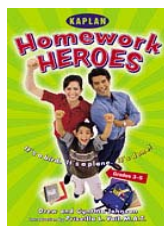
* When should children start using computers? * How should schools incorporate computer use into their curriculum? * Which types of computer software programs should be avoided? * Are children who don't have computers in class and at home doomed to fall behind their peers?

From Emotions to Advocacy: The Special Education Survival Guide Price: \$29.95
IDA Member Price: \$29.95
Harbor House Law Press, Inc.
Pam Wright, Pete Wright 382 pages soft-cover (2nd ed.) 2004



In Wrightslaw: From Emotions to Advocacy, Pete and Pam Wright teach you how to plan, prepare, organize -- and get quality special education services. In this comprehensive, easy-to-read book, you learn about * Your child's disability and educational needs * Creating a simple method for organizing your child's file * Devising a master plan for your child's special education * Roles of experts: consultants and evaluators * Writing SMART IEP goals and objectives * Using test scores to monitor your child's progress * Understanding parent-school conflict - why it is inevitable and how to resolve it * Creating paper trails; writing effective letters * Using worksheets, agendas and thank-you letters * Strategies to improve meeting outcomes * Negotiating for special education services

Homework Heroes Grades 3-5 Price: \$10.00
IDA Member Price: \$10.00
Kaplan
Drew and Cynthia Johnson Introduction by Priscilla L. Vail, M.A.T. 148 pages soft-cover 2002

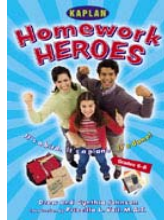


This user-friendly guide takes a unique approach to homework, addressing both the psychological and the practical issues involved in creating a successful, more positive homework experience for both you and your child. Features: Types of questions your child might receive on homework assignments. Insight on helping your child with factual & essay questions, and long-term assignments. Essential review explaining important concepts in elementary school math, English, science, and social studies.

Homework Heroes Grades 6-8 Price: \$10.00
IDA Member Price: \$10.00

Kaplan

Drew and Cynthia Johnson Introduction by Priscilla L. Vail, M.A.T. 164 pages soft-cover 2002

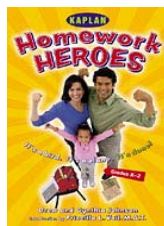


This user-friendly guide takes a unique approach to homework, addressing both the psychological and the practical issues involved in creating a successful, more positive homework experience for both you and your child. Features: Examples of the types of questions your child might receive on homework assignments. Insight on how to help your child approach factual questions, essay questions, and long-term assignments. Essential review explaining important concepts in junior high math, English, science, and social studies. "Homework Heroics" sidebars with activities to help your child build necessary skills.

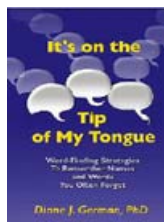
Homework Heroes Grades K-2 Price: \$10.00
IDA Member Price: \$10.00

Kaplan

Drew and Cynthia Johnson Introduction by Priscilla L. Vail, M.A.T. 136 pages soft-cover 2002



This user-friendly guide takes a unique approach to homework, addressing both the psychological and the practical issues involved in creating a successful, more positive homework experience for both you and your child. Features: Examples of the types of questions your child might receive on homework assignments. Essential review explaining important concepts in grade school math, English, science, and social studies. Tips on how to help your child find the correct answer. "Homework Heroics" sidebars with activities to help your child build necessary skills.



It's On the Tip of My Tongue: Word Finding Strategies to Remember Names and Words You Often Forget Price: \$24.95

IDA Member Price: \$24.95

Word Finding Materials, Inc.

Diane German, Ph.D. 220 pages soft-cover

2001

A common difficulty reported by individuals of all ages is the inability to remember names and words that they know and have said before. When individuals have this name- or word-finding difficulty, they often report that they have the word on the "Tip of their Tongue". They know it, but can't think of it. If you are one of these individuals, *It's on the Tip of My Tongue* will provide you with easy to use strategies to help you remember elusive names and words. In this book you will learn to: recognize three types of word finding difficulties; self evaluate your own speaking to identify your word finding difficulties; use strategies to help you remember names of family and friends and known academic & work.

Job-Hunting for the So-Called Handicapped or People Who Have Disabilities Price: \$12.95

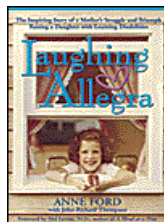
IDA Member Price: \$12.95

Ten Speed Press

Richard Nelson Bolles and Dale Susan Brown
159 pages soft-cover 2001



Richard Bolles's *WHAT COLOR IS YOUR PARACHUTE?* has helped millions of readers find their path in life, and now his Creative Approach to Job-Hunting is brought to bear on the specific challenges faced by job hunters with disabilities. In *JOB-HUNTING FOR THE SO-CALLED HANDICAPPED*, Bolles and Dale Susan Brown guide readers through the often-frustrating, but ultimately rewarding process of securing independence in their lives and personal satisfaction in their careers.



Laughing Allegra

IDA Member Price: \$24.95

Newmarket Press

Anne Ford 237 pages hard-cover 2003

Blending memoir with self-help, the remarkably honest and inspiring story about the struggle and triumph of raising a child with learning

disabilities, by the great-granddaughter of Henry Ford and the Chairman Emeritus of the National Center for Learning Disabilities.

Memory Foundations for Reading: Visual Mnemonics for Sound/Symbol Relationships

Price: \$8.00

IDA Member Price: \$8.00

RET Center Press

Regina G. Richards, M.A. 65 pages soft-cover 1997



MFR present visual mnemonic strategies to help students learn sound/symbol relationships quickly and easily. It provides an alternative approach for students who struggle to remember these relationships.

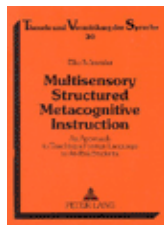
Multisensory Structured Metacognitive Instruction

Price: \$44.00

IDA Member Price: \$44.00

Peter Lang

Elke Schneider 305 pages soft-cover 1999



This book discusses the use of MSL instruction in foreign language classes. Includes information on adapting instruction to accommodate students with difficulties and alternative measures for the classroom teacher, as well as sample lesson plans.



Nurturing Resilience in Our Children Price: \$14.95

IDA Member Price: \$14.95

Contemporary Books

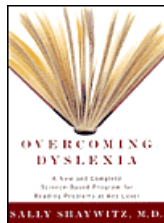
Robert Brooks, Ph.D. and Sam Goldstein, Ph.D.

302 pages soft-cover 2002

ADVICE FOR RAISING STRONG KIDS IN TODAY'S COMPLICATED WORLD In their critically acclaimed parenting bestseller, Raising Resilient Children, Drs. Robert Brooks and Sam Goldstein introduced readers to their breakthrough parenting model for raising resilient, emotionally healthy children capable of confronting life's challenges and bouncing back from setbacks.

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level Price: \$25.95

IDA Member Price: \$25.95



Knopf

Sally Shaywitz, M.D. 432 pages hard-back 2003

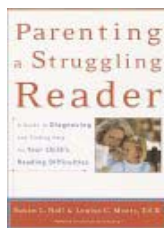
The most comprehensive, up-to-date, and practical book yet to help us understand, identify, and overcome the reading problems that plague American children today.

Parenting a Struggling Reader Price: \$14.00

IDA Member Price: \$14.00

Broadway Books

Susan L. Hall & Louisa C. Moats, Ed.D. 284 pages soft-cover 2002



The first completely comprehensive, practical guide for recognizing, diagnosing, and overcoming any childhood reading difficulty.

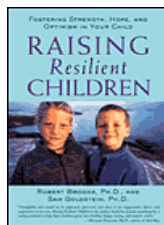
According to the National Institute of Health, ten million of our nation's children (approximately 17 percent) have trouble learning to read.

Raising Resilient Children Price: \$14.95

IDA Member Price: \$14.95

Contemporary Books

Robert Brooks, Ph.D. and Sam Goldstein, Ph.D. 317 pages soft-cover 2001



In this seminal parenting work, renowned psychologists Robert Brooks and Sam Goldstein explain why some kids are able to overcome

overwhelming obstacles while others become victims of early experiences and environments.

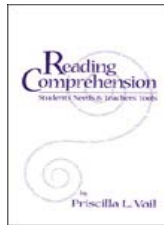
Reading Comprehension: Students' Needs & Teachers' Tools Price: \$12.95

IDA Member Price: \$12.95

Educators Publishing Service

Priscilla L. Vail 102 pages soft-cover 1999

Reading Comprehension explains and clarifies key aspects of its complex and crucial topic.



Speech to Print Price: \$29.95

IDA Member Price: \$29.95

Paul H. Brookes Publishing Co.

Louisa Cook Moats 243 pages soft-cover 2000

Why study language? Because learning the basics of language helps you understand your students' needs and to teach reading, spelling, and writing explicitly and systematically. In this thorough and well-written book, you'll understand the organization of written and spoken English; discover the connection between language structure and how individuals learn to read; find helpful chapter exercises and self-tests to ensure you master the language skills presented; get examples of students' writing to help you interpret children's mistakes; encounter sample lesson plans and adaptations that apply the concepts of language you are learning.



Straight Talk About Reading Price: \$14.95

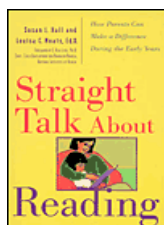
IDA Member Price: \$14.95

Contemporary Books

Susan L. Hall and Louisa C. Moats, Ed.D.

362 pages soft-cover 1999

Today's parents are increasingly concerned about the reading and spelling skills taught in schools and are taking charge of their children's education. Full of ideas and suggestions—from innovative preschool exercises to techniques that older children can use to increase reading speed and comprehension—Straight Talk About Reading will help any parent lay a solid foundation for



their child's formative educational years.

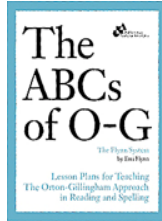
The ABCs of O-G: The Flynn System Price: \$72.00

IDA Member Price: \$72.00

Multisensory Learning Assoc.

Emi Flynn 532 pages spiral-bound 1994

Teacher's guide to the Orton-Gillingham approach for reading and spelling. Includes basic teaching procedures and detailed lesson plans. Best used by teachers trained in Orton-Gillingham.



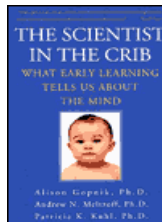
The Scientist In the Crib Price: \$14.00

IDA Member Price: \$14.00

HarperCollins Publishers

Alison Gopnik, Ph.D., Andrew N. Meltzoff, Ph.D., Patricia K. Kuhl, Ph.D.

This exciting book by three pioneers in the new field of cognitive science discusses important discoveries about how much babies and young children know and learn, and how much parents naturally teach them



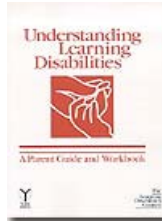
Understanding Learning Disabilities: A Parent Guide and Workbook Price: \$25.00

IDA Member Price: \$25.00

York Press

Edited by Mary Louise Trusdell and Inge W. Horowitz 280 pages soft-cover 2002

Teamwork is essential in helping a child with learning disabilities. This book is the product of parents and professionals sharing years of experience to help you understand and cope with L.D. Champion your child's team by directing your time and energy to success, with Understanding Learning Disabilities: A Parent Guide and Workbook

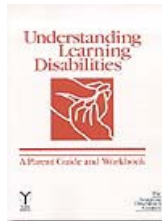


Understanding Learning Disabilities: A Parent Guide and Workbook 3-Ring Binder Price:

\$25.00

IDA Member Price: \$25.00

York Press



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Teamwork is essential in helping a child with learning disabilities. This book is the product of parents and professionals sharing years of experience to help you understand and cope with L.D. Champion your child's team by directing your time and energy to success, with Understanding Learning Disabilities: A Parent Guide and Workbook

Unlocking Literacy: Effective Decoding & Spelling Instruction Price: \$29.95

IDA Member Price: \$29.95

Paul H. Brookes Publishing Co.

Marcia K. Henry 320 pages soft-cover 2003

With this innovative book, preservice and in-service educators will get a refresher course on language skills and structure to help students learn to read and spell accurately.



When Writing's A Problem: Understanding Dysgraphia & Helpful Hints for Reluctant

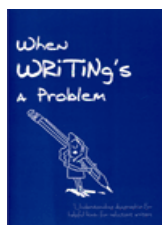
Writers Price: \$8.00

IDA Member Price: \$8.00

RET Center Press

Regina G. Richards, M.A. 44 pages soft-cover (3rd ed.) 2002

This booklet defines and outlines the stages of writing, the effects of different pencil grips on writing, and dysgraphic symptoms. Guidelines are provided to identify dysgraphic students and



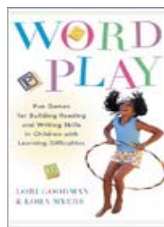
specific helps and compensations are provided. Specific chapters include: Message to students What is dysgraphia? The reluctant writer The subskills for writing A process approach to writing Stages of writing development Appropriate pencil grips Observable symptoms of dysgraphia Identifying the dysgraphic student Recommendations Creative writing Word processing Voice activated software Compensations

Wordplay: Fun Games for Building Reading and Writing Skills in Children With Learning Difficulties Price: \$12.95

IDA Member Price: \$12.95

Contemporary Books

Lori Goodman and Lora Myers 205 pages soft-cover 2003



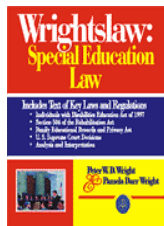
Learning can and should be fun. Yet many students struggling to develop their reading and writing skills are discouraged by the sheer boredom associated with learning. Wordplay's unique game approach shows parents how to help their children discover the joy of reading and writing while having tons of fun together. Incorporating many multi-sensory and physical activity games-perfect for children who are frustrated by sitting at a desk all day--this unique guide helps students learn through touch, sound, and movement as well as sight. All games are flexible and require minimal materials and prep time. Parents can finally put away those dreary flash and their kids will laugh and ask for more.

Wrightslaw: Special Education Law Price: \$29.95

IDA Member Price: \$29.95

Harbor House Law Press

Peter W. D. Wright & Pamela Darr Wright 370 pages soft-cover (2nd ed.) 2004



Special education law is confusing to most parents, educators, and even to many attorneys. Ignorance of the law can be as damaging as the child's disability. What does the law say about

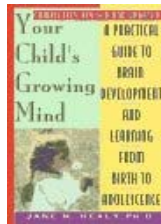
evaluations and reevaluations? Test procedures? Eligibility? What does the law say about Individualized Educational Programs (IEPs) and IEP teams? IEP Goals, objectives, benchmarks? What does the law say about inclusion? Least restrictive environment? What does the law say about discipline? Positive behavioral intervention plans? Interim alternative placements? Manifestation Review Hearings? What does the law say about parent notice? Independent educational evaluations? Tuition reimbursement? Mediation? Due process? Where can you find accurate answers to your questions about special education law? Look it up in Wrightslaw: Special Education Law.

Your Child's Growing Mind Price: \$13.95

IDA Member Price: \$13.95

Broadway Books

**Jane M. Healy, Ph.D. 353 pages soft-cover
1994**



Using the latest advances in brain research, Healy provides advice for parents and educators, including how to promote (not push) readiness at home, how to raise children's levels of motivation, and how to help children become problem solvers.

**Reading, Writing, and Speech
Problems in Children and Selected
Papers** Price: \$22.00

IDA Member Price: \$17.60

IDA

Samuel Torrey Orton

This classic, first published in 1937 and reprinted in 1989 with a forward by Dr. Richard Masland, former president of the World Federation of Neurology, is a tribute to the man who, more than any other, aroused the attention of the scientific community and provided the sound educational principles on which much teaching of individuals with dyslexia today is based. This publication is now "out of print," so this may be the last opportunity to own this important publication. A must for everyone involved in learning disabilities.



The Many Faces of Dyslexia Price:

\$18.50

IDA Member Price: \$14.80

IDA

Margaret Byrd Rawson (4th ed.)

2000 paper

A selection of the writings of Margaret B. Rawson, a pioneer in the field of dyslexia, and editor emeritus of IDA. Mrs. Rawson has inspired several generations of professionals, parents, and students through her lectures, papers, and teacher-training sessions dealing with language and its meaning in our lives.



BOARD OF ADVISORS

The Board of Directors of The International Dyslexia Association is comprised of a cross section of individuals concerned with the issues of dyslexia. They include people with dyslexia, parents of children with dyslexia, and professionals in the field. In addition, they represent a variety of professions, educators and educational administrators, scientists and researchers, business people, attorneys and psychologists.

OFFICERS/EXECUTIVE COMMITTEE

- **Nancy Hennessy M.Ed.** is the President of the Board of Directors of IDA. Nancy is an experienced teacher, administrator and consultant in both regular and special education. She holds an undergraduate degree in psychology, a graduate degree in special education and has completed advanced studies in administration. Nancy has developed teacher training programs that have been presented on both state and national levels. Her topics have included research based reading approaches, brain based study skill and learning strategies, co-teaching as well as supervision evaluation systems, mentoring, portfolios and professional development planning. Nancy has provided leadership and guidance in the development and implementation of innovative programming for special needs students, supervision and evaluation systems and professional development planning for staff. While in the West Morris Regional High School District, she served as the Director of Staff Development and had direct responsibility for the development of their supervision evaluation system which was recognized as a model program. She is the author of articles on the dyslexic experience, study strategies, mentoring, professional development practices, professional growth portfolios and program implementation. Nancy also serves on the National Joint Committee for Learning Disabilities and is a member of Recording for the Blind & Dyslexic's National Advisory Council. She is presently working as an educational consultant and is also an adjunct instructor at Fairleigh Dickinson University.
- **R. Malatesha Johsi, Ph.D.** is Secretary of the Board of Directors of IDA. Dr. Joshi is a Professor of Reading in the College of Education at Texas A&M University. He is the founding editor of "Reading and Writing: An Interdisciplinary Journal" and is a member of the editorial board of the "Journal of Learning Disabilities."
- **Edward J. Wilson** is Treasurer of the Board of Directors of IDA. Mr. Wilson is Vice President and Treasurer of Wilson Language Training Corporation, which publishes "The Wilson Reading System." He and his wife, Barbara A. Wilson, co-founded the Wilson Learning Center for children and adults with language-based disabilities.
- **Charles W. Haynes, Ed.D.** is Vice President of the Board of Directors of IDA. He is an Associate Professor of Communication Sciences at Massachusetts General Hospital - Institute of Health Professionals in Boston, MA. Dr. Haynes graduated from the Harvard Graduate School of Education, specializing in reading, language and learning disabilities.

- **Jeffrey W. Gilger, Ph.D.** is Vice President of the Board of Directors of IDA. Dr. Gilger is Professor and Chair, Department of Child and Family Studies at California State University in Los Angeles. Dr. Gilger's scientific interests are in developmental psychology, the neuropsychology of learning disorders, and behavioral/human genetics.
- **Sandra L. Soper** is Vice President of Board of Directors of IDA. She is the Coordinator for Specific Learning Disabilities for the School Board of Sarasota, FL. She is also Adjunct Professor in Department of Special Education at the University of South Florida.
- **Gary B. Wright** is Chair of the Branch Council of IDA. Mr. Wright is a project manager for US Bank in Portland, OR. He is Past President of the Oregon Branch of IDA, and holds a MBA degree from Portland State University.

MEMBERS-AT-LARGE

- **Karen E. Dakin** is currently the Director of Learning Resources at Hathaway Brown School in Shaker Heights, Ohio. Her areas of expertise include the diagnosis and remediation of dyslexia in children and adults. For over 20 years, she has been actively involved in branch development with the New York Branch and then with the Northern Ohio Branch.
- **Guinevere Eden, D. Phil.** is the Director of the Center for the Study of Learning at Georgetown University Medical Center, Washington DC. Using functional brain imaging technology, Dr. Eden and her colleagues are investigating the neurobiological representation of reading in individuals who have dyslexia.
- **Susan Walker Kowen, J.D.** is an attorney in private practice in Hawaii. She is a Past President of the Hawaii Branch of IDA and is currently serving as Vice President of that Branch. Susan also served for many years as a trustee of ASSETS School in Honolulu.
- **Maureen Lovett, Ph.D.** is a Senior Scientist in the Brain and Behavior Program of The Hospital for Sick Children (HSC) and a Professor of Pediatrics and Psychology at the University of Toronto. She is Director of the Hospital's Learning Disabilities Research Program (LDRP), a clinical research unit that develops and evaluates research-based remedial programs for children with developmental reading disabilities.
- **Robert Mauro**
- **William D. Noel** is an attorney in private practice in Houston, TX. He specializes in land use issues and has served on the Board of the Houston Branch of IDA. He currently serves on the Board of the Neuhaus Education Center in Houston.
- **Joyce Pickering** is the Executive Director of the Shelton School, a private school in Dallas for elementary through high school-age students with learning differences. Ms. Pickering also serves as the President of IMSLEC, the International Multisensory Structured Language Education Council, which accredits teacher-training programs.

- **Bart Pisha, Ed.D.** is Director of Research for the Center of Applied Special Technology (CAST) and holds a doctorate in education with concentration in reading, language, learning disabilities and quantitative analysis.
- **Lenox Reed, M.Ed.** is founding director of the Neuhaus Education Center, a center for professional development for educators and a resource for adult education in the Houston, TX area. She also helped found the Houston Branch of IDA in 1978 and served on its board. She is a Certified Academic Language Therapist
- **Karen J. Rooney, Ph.D.** is Director of Educational Enterprises, Inc. in Richmond, Virginia. She provides direct services to children, adolescents and adults with learning disabilities and attention disorders as well as consultation/training to parents, teachers and mental health professionals.

Her educational history includes a Bachelor's Degree with majors in English and Secondary Education, a Master's of Science Degree with concentrations in reading and learning disabilities and a Ph.D. in Special Education. She is currently endorsed in English (7-12) and Learning Disabilities (K-12) and has taught at the elementary, secondary and college levels. She has been involved at the state and national level with professional organizations has developed instructional materials published for students with attention or learning problems.

- **Diana Sauter, Ph.D.** Dr. Sauter is a psychologist in private practice in Cincinnati, OH. In addition, she works part-time in an elementary school as a school psychologist for the Forest Hills School District.
- **Eric Q. Tridas, M.D.** is a pediatrician in Tampa, FL. He is currently Medical Director of the St. Joseph's Child Development Center at Tampa Children's Hospital and was an active member of the Florida Branch Board of Directors.
- **Valerie Tucker** is President and Director of Literacy Education and Academic Development (LEAD), a private business providing services to people with reading and written language differences. She is also President of the Academic Language Therapy Association Centers Council and is a Certified Academic Language Therapist.
- **Nancy Cushen White, Ed.D.** is Assistant Clinical Professor of the Division of Adolescent Medicine in the Department of Pediatrics at the University of California - San Francisco School of Medicine. She is Instructor and Academic Coordinator for the Educational Therapy Certificate Program at the University of California-Berkley Extension. She is a Teacher Training Course Director and Faculty Senate Member for the Slingerland Institute. She is a past president of the Northern California Branch of IDA and past chair of IDA's National Nominating Committee. Dr. White is a Certified Academic Language Therapist.
- **Barbara W. Wise, Ph.D** currently works at the Center for Spoken Language Research at the University of Colorado, helping develop web-based interactive books and tutorial activities to improve children's reading. She has also published much research in

computer-assisted instruction and in reading remediation. She presents papers nationally and internationally, and consults with private companies, schools, and agencies.

NON-VOTING MEMBER

J. Thomas Viall, is Executive Director of IDA. In his seven years with the organization, Mr. Viall has helped to expand IDA's vision from that of a professional society to one that is focused on the comprehensive concerns and needs of individuals with dyslexia, their families and communities, as well as the professionals who serve them. Mr. Viall manages a staff of 13 full-time, 1 part-time employees, and a network of hundreds of volunteers in over 40 branches throughout the U.S. and Canada.

COUNCIL OF ADVISORS

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- **Beverly Wolf**
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INTERNATIONAL DYSLEXIA ASSOCIATION BRANCHES

When dealing with the local school systems, tutors, private schools, and other resources, it is invaluable to have access to individuals in your community who can help. Branches provide many local programs and services, including: information and referral services; newsletters with information of local and national significance; workshops; seminars and support groups. Who you might meet at a branch event -- individuals with dyslexia, parents, teachers, speech and language pathologists, psychologists, educational diagnosticians, counselors and/or physicians.

To find the IDA Branch that supports your area, choose your U.S. state/territory or Canadian province from the lists below. Don't forget to check the [International Conferences](#) and [Branch Events](#) links for events in your area.

United States & Territories

Alabama	Louisiana	Ohio
Alaska	Maine	Oklahoma
American Samoa	Maryland	Oregon
Arizona	Massachusetts	Pennsylvania
Arkansas	Michigan	Puerto Rico
California	Minnesota	Rhode Island
Colorado	Mississippi	South Carolina
Connecticut	Missouri	South Dakota
Delaware	Montana	Tennessee
Florida	Nebraska	Texas
Georgia	Nevada	Utah
Hawaii	New Hampshire	Vermont
Idaho	New Jersey	Virginia
Illinois	New Mexico	Washington State
Indiana	New York	Washington, D.C. Metro Area
Iowa	North Carolina	West Virginia
Kansas	North Dakota	Wisconsin
Kentucky		Wyoming

Canada

Alberta	Newfoundland	Prince Edward Island
British Columbia	Northwest Territories	Quebec
Manitoba	Nova Scotia	Saskatchewan
New Brunswick	Ontario	Yukon Territory

ORGANIZATIONS AND ASSOCIATIONS

ABEKA – Homeschooling Program: Pensacola, FL (tel.) 800-478-8496
Website: www.ABEKA.com

ABLEDATA: Website: www.abledata.com/index.htm

Academy for Educational Development, Washington, D.C. : (tel.) 202-884-8183
Website: www.aed.org

ACT Test Administration: P.O. Box 4028, Iowa City, IA 52243-4028 (tel.) 319-337-1332 (fax) 319-337-1285. The American College Testing will arrange for individual administration of assessments for students with physical or perceptual disabilities, given proper documentation of the disability. For further information, call or write for a “Request for Special Testing”.

ADAPT: Advocacy newsletter which sends out large numbers of bulletins about the disability civil rights movement. Keep up on ADAPT and other disability movement activities, actions, lobbying efforts and writing campaigns by emailing ADAPT@aol.com and asking to be added to the distribution list.

ADD Resource: Free monthly magazine from ADDResource Website: www.addresource.com

ADHD: Free online magazine about ADHD and current executive function research.
Website: www.pediatricneurology.com/adhd.htm

AHEAD: Association on Higher Education & Disabilities Website: www.ahead.org

Alliance for Technology Access: 2175 East Francisco Blvd, Suite L, San Rafael, CA 94901 (tel.) 800-455-7970; 415-455-4575 (Voice); 415-455-0491 (TTY)
Email: atainfo@ataccess.org Website: www.ataccess.org

All Kinds of Minds (Learning Disability Website): Website: www.allkindsofminds.org/

American Bar Association Child Advocacy & Protection Center: 740 15th St., NW
Washington, D.C. 20005 (tel.) 202-662-1000

American Bar Association, Commission on Mental & Physical Disability Law:
Website: www.abanet.org/disability/home.html

American Council on Rural Special Education: (ACRES), Kansas State University 2323
Anderson Ave., Suite 226 Manhattan, KS 66502 (tel.) 785-532-2737
Email: acres@ksu.edu Website: www.ksu.edu/acres

American Occupational Therapy Association: (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220 (tel.) 301-652-2682 (voice). Website: www.aota.org

American Psychological Association: (APA) 750 First St., NE, Washington, D.C. 20002
Website: www.helping.apa.org (Represents professional in psychology)

American Speech-Language-Hearing Association: (ASHA), 10801 Rockville Pike, Rockville, MD 20852 (tel.) 800-498-2071 (V/TTY); 301-571-0457 (TTY)
Email: actioncenter@asha.org Website: www.asha.org

American Therapeutic Recreation Association: 1414 Prince Street, Suite 204, Alexandria, VA 22314 (tel.) 703-683-9420 Email: atra@atra-tr.org Website: www.atra-tr.org

American Vocational Association: (AVA), 1410 King St., Alexandria, VA 22314
Website: www.avaonline.org

Arc, (The) of Tennessee: Website: www.thearctn.org

Arc, (The) of the United States: (Formerly the Association for Retarded Citizens of the U.S.)
1010 Wayne Ave., Suite 650, Silver Springs, MD 20910 (tel.) 301-565-643-7643
Email: Info@thearc.org Website: www.thearc.org

Association on Higher Education and Disability: (AHEAD) Website: www.ahead.org

Associations of Service Providers Implementing IDEA Reforms in Education: (ASPIRE)
The Council for Exceptional Children. 1920 Association Dr., Reston, VA 20191-1589
(tel.) 888-232-7733; 703-264-9456; 703-264-9446 (TTY) ASPIRE is a project under
the leadership of The Council for Exceptional Children, which brings together teachers
and related services providers to help educational programs implement the requirements
of IDEA '97. Email: ideapractices@cec.sped.org Website:
www.ideapractices.org

Attention Deficit/Hyperactivity Disorder -Children & Adults with Attention-Deficit
Hyperactivity Disorder: (C.H.A.D.D.), 8181 Professional Place, Suite 201, Landover,
MD 20785 (tel.) 301-306-7070; 800-233-4050 Email: national@chadd.org

Behavior Home Page: Website: www.state.ky.us/agencies/behave/homepage.html

Bodine School: 2432 Yester Oaks Dr., Germantown, TN 38139 (tel.) 901-754-1800
Email: lambard@Bodineschool.org Website: www.bodineschool.org

Boling Center for Developmental Disabilities University of TN at Memphis: 711 Jefferson
Ave., Memphis, TN 38105 Promotes, supports & enhances the independence,
productivity, integration & inclusion of individuals with disabilities and their families in
the community. Provides interdisciplinary training.
Website: www.utmem.edu/bcdd/boling.html

British Dyslexia Association: Website: www.bda-dyslexia.org.uk

Capitol Insider: Advocacy newsletter with weekly news and information from our nation's capital. Website newsletter is posted weekly. Website: <http://thearc.org/ga/capins.html>

Center for Accessible Technology: Website: www.cforat.org/

Center for Effective Collaboration and Practice: (CECP) Identified promising programs and Practices for children with serious emotional disturbance, promotes exchange of useful and useful information, and facilitate collaboration among stakeholders at the Federal, state and local levels. Website: www.air.org/cecp

Center for Information Technology Accommodation:
Website: www.itpolicy.gsa.gov/cita/index.htm

Center for Special Education Finance: Address policy questions and information needs related to fiscal issues concerning the delivery and support of special education services.
Website: <http://cesf.air.org/>

Center for the Study & Treatment of Dyslexia: 610 W. College St., Suite 120, Murfreesboro, TN 37130 Email: dyslexia@midtn.campus.mci.net Website: www.mtsu.edu/~dyslexia

Center for Student Achievement: 8570 Cordes Circle, Germantown, TN 38133
(tel.) 901-753-7700

Certification Board for Music Therapist: Website: www.cbmt.com

Children & Adults w/Attention-Deficit/Hyperactivity Disorder: (C.H.A.D.D.)
Website: www.chadd.org

Children With Disabilities: Website that offers families, service providers and other interested individuals information about advocacy, education, employment, health, housing, recreation, technical assistance & transportation covering a broad array of developmental, physical and emotional disturbances.
Website: www.childrenwithdisabilities.najrs.org

Children's Medical Library: Website: www.childmedlib.org/

Child Developmental Center-Vanderbilt University Medical Center: Serves children who are exhibiting or who are at risk for developmental, behavior, or learning problems – and their families – by providing assessment, treatment and follow-up services; conducting clinical research, & training and educating professionals, service providers and the community at large.

Complete Disability Network:

Website: www.members.aol.com/disablenet/Main/DisableNet.html

Consortium for Appropriate Dispute resolution in Special Education (CADRE) :
Provides technical assistance on mediation and dispute resolution.

Website: www.directionservice.org/cadre/

Consortium on Inclusive Schooling Practices: Represents a collaborative effort to build the capacity of state and local education agencies to service children and youth with and without disabilities in school and community settings.

Website: www.asri.edu.CFSP/brochure/abtcons.htm

Consumer Law Page: Website: <http://consumerlawpage.com/resource/ability.shtml>

Council for American Private Education (CAPE) : This organization is dedicated to fostering communication and cooperation within the private school community and with public sector to improve the quality of education for all of the nation's children.

Website: www.capenet.org/

Council for Exceptional Children (CEC) : 1110 N. Glebe Rd., Suite 300, Arlington, VA

22201-5704 (tel.) 703-620-3660 (Voice); 703-264-9446 (TTY)

Email: cec@cec.sped.org

Website: www.cec.sped.org/

Division for Early Childhood

Website: www.dec-sped.org/

Division for Learning Disabilities

Website: www.dldcec.org

Council for Learning Disabilities (CLD): P.O. Box 40303, Overland Park, KS 62204

(tel.) 913-492-8755 Promotes the education & general welfare of people with learning disabilities; works to improve teacher preparation programs and local special education programs; sponsors educational sessions. Website: www.coe.winthrop.edu/CLD/

Council of Parent Attorneys & Advocates (COPPA): a non-profit organization of attorneys, advocates and parents established to improve the quality and quantity of legal assistance for parents of children with disabilities) 1321 Pennsylvania Ave., SE, Washington, D.C. 20003-3027 (tel.) 202-544-2210 Website: www.edlaw.net/frames.html

Crip Commentary: Weekly web column by disability rights advocate Laura Hershey.

Website: <http://ourworld.compuserve.com/homepages/LauraHershey/>

Currey-Ingram Academy: 111 N. Wilson Blvd., Nashville, TN 37205 615/269-0020

Fax: 615/269-3505 Grades K-10 Independent college preparatory school for students who have unique learning styles Email: farnettec@westminsterschoolth.org

Department of Education (Disability & Business Technical Assistance Centers) :

(tel.) 800-949-4232 (v/TTY) Website: www.adata.org

Descriptive Video Services: (National service that makes visual media accessible to people who are blind or visually impaired. Website: <http://main.wgbh.org/wgbh/access/dvs/>

Disability Is Natural: (People First Language) Website: www.disabilityisnatural.com

Disability Issues with Gary Presley: This website is a guide to over 700 sites regarding disability issues along with a free on-line newsletter.
Website: <http://disabilities.about.com/>

Disability Resource Center: Website: www.kornet.org/drc

Disability Statistics Rehabilitation, Research & Training Center: 3333 California St., Room 340, University of California at San Francisco, San Francisco, CA 94118(tel.) 415-502-5210 (Voice) 415-502-5217 (TTY) Email: distats@itsa.ucsf.edu
Website: www.dsc.ucsf.edu

DREAMMS for Kids: Practical articles about new products, services and events on assertive technology. Website: www.dreamms.org

DREDF ADA Hotline: (Funded by the Dept. of Justice to provide technical assistance on ADA) (tel.) 800-466-4232 (V/TTY) Website: www.dredf.org

Dyslexia Awareness & Resource Center: Website: www.dyslexia-center.com/

Dyslexia, The Gift: Website: www.dyslexia.com

EDLAW, Inc (Education law) : This site has publications, briefing papers, education records, electronic library, special education law) Website: www.edlaw.net

Education Administration Online (at LRP, Inc.): Website: www.lrp.com.ed

Education Week on the Web: Website: www.edweek.org

Elementary & Middle School Technical Assistance Center (EMSTAC)
Website: www/emstac.org

Equal Employment Opportunity Commission: (tel.) 800-669-3362 Operators accept orders for publications, fact sheets, posters and a resource directory for people with disabilities, including learning disabilities.

ERIC Clearinghouse on Adult, Career and Vocational Education at the Center for Employment, Education & Training at Ohio State University: (tel.) 800-848-4815 A variety of publications are available.

ERIC Clearinghouse on Disabilities & Gifted Education: ERIC is a National information system on education, with the world's largest database of Education-related documents, journals citations, and other print materials. As 1 of 16 clearinghouses nationwide,

ERIC gathers, selects and abstracts the best of the professional literature on disabilities and gifted education. Website: <http://ericec.org/>
Exceptional Parent Magazine: Website: www.eparent.com

Families and Advocates Partnerships for Education (FAPE) : PACER Center, 4826 Chicago Ave., S., Minneapolis, MN 55417-1098 (tel.) 888-248-0822; 612-827-2966; 612-827-7770 (TTY) This project aims to inform and educate families and advocates about the Individuals with Disabilities Education Act of 1997 and promising practices. Email: fape@pacer.org Website: www.fape.org

Family Support for Children with Disabilities or Special Needs: If you're looking for links, mailing lists, book reviews, and more resources on kids with disabilities or special needs, this is the site for you. Website: www.community.com/disability/index.html

Federal Resource Center for Special Education: Offers contact information for all the OSEP technical assistance and dissemination projects Website: www.dssc.org/frc/

Federal Student Aid Information Center: (tel.) 800-433-3243; 800-730-8913 (TT)

Federal Transit Administration, Dept. of Transportation: (tel.) 888-446-4511 (V)
Website: www.fta.dot.gov/office/civ.htm

Federation for Children with Special Needs (FCSN) : The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families. Website: www.fcsn.org/

Financial Aid for Students with Disabilities:
Website: www.finaid.org/finaid/documents/heath.html

FindLaw: Education Law: Website: www.findlaw.com/01topics/37education/

Focus Center on Inclusion: (tel.) 800-284-0251

Focus Center on Technology: (tel.) 800-222-7585

Friday Fax National Parent Network on Disabilities Newsletter: published weekly. To subscribe, contact npnd@cs.net or visit the website: www.npnd.org/supportfornpnd.htm

GED Hotline: (tel.) 800-629-9433 They have an accommodations guide for people taking the GED who have learning disabilities.

Guide to Disability Rights Law: (Online booklet provided by the U.S. Dept. Of Justice, Civil Rights Division) Website: www.usdoj.gov/crt/ada/cguide.htm

HEATH Resource Center: One Dupont Circle, N.W. Suite 800, Washington, D.C. 20036-1193 (tel.) 800-544-3284; 202-939-9320 National Clearinghouse which provides

information on post secondary education, including vocational preparation programs, adult education and college. Website: www.heath-resource-center.org/
Health Resource Center – National Clearinghouse on Postsecondary Education for Individuals with disabilities: Website: www.acenet.edu/programs/heath/home.cfm

Hello Friend/Ennis William Cosby Foundation: Website: <http://www.hellofriend.org>

Helping Your Child Develop Self-Esteem: Website: www.cyberparent.com/esteem/

IDEA Local Implementations by Local Administrators (ILIAD), The Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589 (tel.) 877-CEC-IDEA; 703-264-9418. The purpose of ILIAD is to increase the knowledge and support efforts of local administrators to implement IDEA '97 and is funded under the leadership of the Council for Exceptional Children. Email: ideapractices@cec.sped.org
Website: www.ideapractices.org

Internal Revenue Service: (Tax Credits – Section 44; Tax Deductions – Section 100)
For tax code information 800-829-1040 (V); 800-829-4059 (TTY)
For tax code legal questions 202-622-3110 (V).
To order publications 535 & 334 800-829-3676 (V); 800-829-4059 (TTY)
Website: www.irs.gov/plain/index.html

International Dyslexia Association: (Formerly the Orton Dyslexia Society) Chester building # 382, 8600 LaSalle Rd., Baltimore, MD 21286-2044 (tel.) 410-296-0232; 800-222-3123 Email: info@interdys.org Website: www.interdys.org

International Reading Association: (IRA) 800 Barksdale Rd., Newark, DE 19711 An organization of professionals & others interested in promoting high levels of literacy & literacy instruction. Website: www.reading.org/

Internet Special Education Resources: Website: www.iser.com

Job Accommodation Network: (JAN), Funded by the U.S. Dept. of Labor to provide advice on accommodating employees with disabilities. West Virginia University, 918 ChestnutRidge Rd., Suite 1, P.O. Box 6080, Morgantown, WV 26506-6080 (tel.) 800-526-7234 (Voice) Email: jan@icdi.wvu.edu Website: www.jan.wvu.edu

Justice For All: A newsletter formed to defend & advance disability rights & programs. To subscribe, send an email to majordomo@mailbot.com or visit the website: www.mailbot.com/justice

Kids on the Block: (Disability awareness/Educational puppet program)
Website: <http://www.kotb.com/>

LD Online: Website: www.ldonline.org

LD Pride Online: Website: www.ldpride.net/

LD Resources: Website: www.ldresources.com/

LD Teens: (Teens Helping Teens) Website: www.ldteens.org

Learning Disabilities Association of America: (LDA), 4156 Library Rd., Pittsburgh, PA 15234 (tel.) 412-341-1515 Provides position statements, legislative updates, parental rights and tips for parenting children with learning disabilities.
Website: www.ldanatl@usaor.net

Learning Disability Advocacy Center: 7516 Enterprise Avenue, Suite 1, Germantown, TN 38138 (tel.) 901-755-0244; (Fax) 901-757-2249 Email: IEPhelp@aol.com
Provides I.E.P. advocates, parent education seminars, LD consults, teacher in-service training & tutorial services

Lovejoy's College Guide for the Learning Disabled, Special Needs Project: 1482 East Valley Rd., Santa Barbara, CA 93108 (The guide provides information about colleges & universities, predominantly four year institutions)

LRE for Life Project - University of TN Knoxville: Provides professional development and ongoing assistance to meet the diverse needs of all students within inclusive schools.
Website: <http://www.ce.utk.edu/lre>

Make It Happen: Improves middle school education for students with diverse learning abilities through design & implementation of interdisciplinary research units.
Website: www.edu.org/FSC/MIH/

Mid South ARC: 3485 Poplar Ave., Suite 225, Memphis, TN 38111 (tel.) 901-327-2473

Mid-South Regional Resource Center: (MSRRC) Human Development Institute, University of Kentucky, 126 Mineral Industries Building, Lexington, KY 40506-0051 (tel.) 859-257-4921; 859-257-2903 (TTY) Email: msrrc@ihdi.uky.edu
Website: www.ihdi.uky.edu/msrrc

NASBE' State Education Agencies Links: This page contains links to the Websites of the state education agencies. Website: www.nasbe.org/SEA_Links/SEA_Links.html

National Adult Literacy & Learning Disabilities Center Academy for Educational Development: 1875 Connecticut Ave., NW, Washington, DC 20009 (tel.) 202-884-8185
Website: <http://novel.nifl.gov/nalldtop.htm>

National Association of Private Schools for Exceptional Children: (NAPSEC), 1522 Street N.W., Suite 1032, Washington, D.C. 20005 (tel.) 202-408-3338 The mission of NAPSEC is to ensure access for individuals to Private special education as a vital component of the continuum of appropriate placement and services in American

education. The association consists solely of private special education schools that serve both privately and publicly placed children with disabilities.

Website: www.napsec@aol.com

National Association of Protection and Advocacy Systems: (NAPAS), 900 Second St., Suite 211, Washington, D.C 2002 (tel.)202-408-9514 (Voice) 202-408-9521(TTY)

Website: www.protectionandadvocacy.com/

National Association of State Directors of Special Education: Alexandria, VA
(tel.) 703-519-3800

National Association for the Education of Young Children: Website: www.miaeyc.com

National Center on Education, Disability and Juvenile Justice (EDJJ): The EDJJ is a collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youths with disabilities in the juvenile justice system or those at risk for involvement with the Juvenile Justice System.

Website: www.edjj.org/index.html

National Center for Learning Disabilities: 381 Park Avenue South, Suite 1401, New York, NY 10016 (tel.) 212-545-7510 Website: www.nclld.org

National Center to Improve Practice: (NCIP) Promotes effective use of technology to enhance the outcome for students with sensory, cognitive, physical and emotional disabilities.

Website: www.edu.org/FSC/NCIP/

National Center for Law & Learning Disabilities: (NCLLD), P.O. Box 368, Cabin John, MD 20818. This organization seeks to promote understanding of learning difficulties, attention-deficit/hyperactivity disorder, and related conditions, through education, advocacy, analysis of legal issues & policy recommendations.

National Center for Learning Disabilities: (NCLD), 381 Park Ave., South, Suite 1401, New York, NY 10016 (tel.) 888-575-7373 This organization is dedicated to helping children with learning disabilities through public awareness, understanding and providing national computerized information about referral, education programs and legislative advocacy. Website: www.nclld.org

National Center for Youth with Disabilities: (NCYD)

Website: <http://www.peds.umn.edu/Centers/ihd>

National Clearinghouse for Professions in Special Education: Council for Exceptional Children & Education for Children with Disabilities: 1110 N. Glebe Rd, # 300, Alexandria, VA 22201-5704 (tel.)800-641-7824 This clearinghouse gathers, organizes, and disseminates information for recruiting, preparing, and retaining those interested in or currently serving children with disabilities. Website: www.specialedcareers.org

National Coalition on Auditory Processing Disorders: (NCAPD) Website: <http://www.ncapd.org/>

National Council on Disability: (NCD) Website: www.ncd.gov

National Education Association: (NEA), 1201 16th Street, N.W., Washington, D.C. 20036 (tel.) 800-429-4200

National Health Information Center: 345 N. Monmouth Ave., Monmouth, OR 97361 (tel.) 800-438-9376; 800-854-7013 (TTY).

National Information Center for Children and Youth with Disabilities: (NICHY), 1875 Connecticut Ave., 8th floor, Washington, D.C. 20009 (tel.) 800-695-0285 NICHY is a information and referral center that provides information on disabilities and disability-related issues. The focus is on education for ages zero to 22 years old. Website: <http://clerccenter.gallaudet.edu/InfoToGo/index.html>

National Information Clearinghouse (NIC) for Infants with Disabilities & Life Threatening Conditions: Center for Developmental Disabilities, University of South Carolina, Columbia, SC 29208 (tel.) 800-922-9234 ext. 201

National Institute for Literacy, Literacy & LD Special Collection: (NIFL): Publications, information links regarding LD and adult literacy. Website: www.nifl.gov/lincs/collections/LD/index.html

National Library Service for the Blind & Physically Handicapped: The Library of Congress, 1291 Taylor St., N.W., Washington, D.C. 20542 (tel.) 800-424-8567; 800-424-9100 (TT) Free lending of full –length recreational and general information books and magazines on disk & cassette and in Braille for adults and children who qualify. Email: nls@loc.gov Website: www.loc.gov/nls

National Literacy Hotline: (tel.) 800-228-8813 (Brochures on learning disabilities available)

National Parent Network on Disabilities: 1130 17th Street N.W., Suite 400, Washington, D.C. 20036 (tel.) 202-463-2299(V/TTY) Website: www.npnd.org

NICHY State Resource Sheets: This page contains a link to a resource sheet for every state, helping locate organizations, agencies, senators, governors, disability information, and more. Website: www.nichy.org/states.htm

Office of the Americans with Disabilities Act (tel.) 800-514-0301; 800-514-0383(TT)

Office of Civil Rights: (OCR), U.S. Department of Education, 330 C. Street, S.W., Suite 5000, Washington, D.C. 20202-1100 (tel.) 202-205-5413 To file a formal civil rights complaint (a section 504 complaint) contact this office or the regional office serving your area.

Office of Compliance: Offers technical assistance on accessibility laws applying to Congressional offices and services (tel.) 202-724-9292 (V); 202-426-1665 (TTY)

Office of Special Education & Rehabilitation Services: (OSERS), Room 3090 Switzer Bldg., 330 C Street S.W., Washington, D.C. 20202

One ADD Place: (ADD & ADHD) Website: www.oneaddplace.com

One Stop Center: Created by the U.S. Department of Labor One-Stop Center, or Career Centers are created to provide everything you need to secure an ideal position. The Employment Security, Vocational Rehabilitation and Institution of Higher Education are a few of the agencies associated with the One-Stop Center. Services include skill inventories, linkages to training programs, resume writing, copy & fax services etc. To find the One-Stop Center nearest you, visit the website: www.state.tn.us/labor-fd/wherecc2.html

Orton Dyslexia Society: (Now the International Dyslexia Association)
The Chester Building, Suite 382, 8600 LaSalle Rd., Baltimore, MD 21286-2044
(tel.) 800-222-3123

Our-Kids: (For families of children and adults with disabilities) Website: www.our-kids.org

Parent Advocacy Coalition for Education Rights: PACER's mission is to improve and expand opportunities that enhance the quality of life for children and young adults with all disabilities – physical, mental, emotional, learning and their families.
Website: www.pacer.org/

Parents & Educators Resource Center: (PERC) Website: www.perc-schwabfdn.org

Parents Encouraging Parents: (PEP) Program, Cordell Hull Building, 5th floor, 426 5th Avenue North, Nashville, TN 37247-4750 (tel.) 615-741-0353

Parents Engaged in Education Reform: (PEER) Provides opportunities for parents, parent organizations and professional to learn from each other about school restructuring efforts.
Website: www.fcsn.org/peer/home.htm

Parents of Gifted/LD Children: 2420 Eccleston St., Silver Spring, MD 20902
(tel.) 301-986-1422. Telephone hotline, monthly meetings on a specific topic

or recent research, a “Kid Panel” that speaks to groups.
Website: www.geocities.com/athens/1105/gtld.html

Parents Helping Parents: The Parent-Directed Family Resource Center for Children with Special Needs, 3041 Olcott St., Santa Clara, CA 95054 (tel.) 408-727-5775
Website: www.php.com

Parent to Parent Support & Information System, Inc: Website: www.NPPSIS.org/

Parents Place: Website: www.parentsplace.com/

Parents Training and Information Project: (PTI), Federation for Children with Special Needs, 95 Berkeley St., Suite 104, Boston, MA 02116 (tel.) 617-482-2915
Email: fcsninfo@fcsn.org This is a federally funded program that provides local resources and advocacy training for disability and special education issues.

Partners in Public Education: 4646 Poplar Ave., Memphis, TN 38117 (tel.) 901-682-8100

First of Tennessee: Members with disabilities advocate for themselves and others through public & private speaking. Offers training in public speaking, rights & responsibilities, independent living, supported employment.
Website: <http://nashville.citysearch.comE/V/NASTN/0001/08/17/>

Peterson’s College with Programs for Students with Learning Disabilities: 202 Carneige Center, P.O. Box 2123, Princeton, NJ 08543 (Directory provides information about more than 900 two-and-four year colleges that offer a range of services to students with learning disabilities.

Peterson’s Guide to Private Schools; Special Needs Secondary Schools:
Website: www.petersons.com/private/select/pssns/html

Policy Maker Partnership (PMP) for Implementing IDEA 97 (The) : National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314 (tel.) 703-519-3800; 703-519-7008 (TTY) This is one of four linked projects funded by the U.S. Department of Education’s Office of Special Education Programs designed to deliver a common message about the landmark amendments to IDEA.
Email: nasdse@nasde.org Website: www.ideapolicy.org/

Postsecondary Education Consortium: (PEC) Locates information related to postsecondary education and students who are deaf and hard of hearing.
Website: www.coe.utl.edu/grants/pec/

President’s Committee on Employment of People with Disabilities: 1331 F St., N.W. Washington, D.C. Website: <http://janweb.icdi.wvu.edu/eng/ish/pcepd.htm>

Project Gutenberg: Numerous full-text, public domain books appear on the internet. Many are collected as a part of Project Gutenberg. Website: www.promo.net/pg/

Recording for the Blind & Dyslexic: 205 Badger Rd., Oak Ridge, TN 37830 (tel.) 865-482-3496 Email: Tennessee@rfd.org

Reed Martin, J.D: Special Education Law Website: www.reedmartin.com

RISE Project: The University of Memphis, 121 Browning Hall, Memphis, TN (tel.) 901-678-4291

Roads to Learning: The Public Libraries' Learning Disabilities Initiative
Website: www.ala.org/roads/

School-to-Work: The School-to-Work Opportunities Act, signed into law in 1994, is administered by the U. S. Department of Education and Labor.
Website: www.stw.ed.gov/

Schwab Foundation for Learning: 1650 S. Amphlett Blvd., Suite 300, San Mateo, CA 94402 (tel.) 650-655-2410; 800-230-0988 Email: webmaster@schwablearning.org Website: www.schwablearning.org

Shedd Dyslexia Foundation: 401 South 7th, PO Box 493, Mayfield, Ky 42066-0493, Using the Alphabetic-Structural Linguistic Approach to Literacy model, full-time school, teacher training, boarding program.

Scottish Rite Clinic for Childhood Language Disorders: 711 Jefferson Ave., Memphis, TN 38105 (tel.) 901-448-6566 Email: ggodsmith@utm.edu

Seeing Disabilities from a Different Perspective: This site focuses on several different disabilities: autism, blindness, cerebral palsy and deafness. Visit the website for more information. Website: <http://tjunior.advanced.org/>

Social Security Administration: (tel.) 800-772-1213; 800-325-0778 (TT)
Website: www.ssa.gov

SPAN-TN (Special Education Action Network of TN) : A family driven network of pro-active families, individuals, and organizations working together to initiate, support, and coordinate special education advocacy activities in Middle TN.
Website: www.span-tn.org/

Special Education Advocate: Website: www.wrightslaw.com

Special Education Resources on the Internet: Website: www.seriweb.com

Special Kids and Families: P.O. Box 22383, Memphis, TN 38122 (tel.) 901-324-7050

Special Needs Education (SNE) Network: Website: www.schoolnet.ca/sne

Special Needs Summer Camps: This website features the internet's most comprehensive directory of camps and summer experiences for children with disabilities.
Website: www.kidscamps.com/

Speech and Hearing, TN Association & Speech-Language Pathologist: P.O. Box 70,
Spring Hill, TN 37174 487-9871

Speech-Language Pathologist Organization: Website; www.Speech-languagePathologist.org/

Standardized Test Administrators: College Board SAT Services for Students with Disabilities:
P.O. Box 6226, Princeton, N.J. 08541-6226 (tel.) 609-771-7137 Call or write for
information for students with special needs.

State Department for Children and Youth in State Custody, TN Dept. of Children's Services:
7th floor, Cordell Hull Building, 436 6th Avenue North, Nashville, TN 37243-1290
(tel.) 615-741-9699

State Developmental Disabilities Planning Council, TN Developmental Disabilities Council:
Cordell Hull Building, 5th floor, 425 5th Avenue North, Nashville, TN 37243-0675
(tel.) 615-532-6615 Email: tnddc@mail.state.tn.us

State Education Agency Rural Representative, Dept. of Education, Division of Special
Education: Andrew Johnson Tower, 5th Floor, 710 James Robertson Parkway, Nashville,
TN 37243 (tel.) 615-741-2851 Website: www.state.tn.us/education/

Student Press Law Center: Fully automated, fill in the blank, state open records law request
letter generator. Website: www.splc.org/ltr_sample.html

Support & Training for Exceptional Parents, Inc.: (STEP), 424 East Bernard Ave., Suite 3,
Greenville, TN 37745 (tel.) 423-639-0125; 423-636-8217 (TTY)
Email: tnstep@aol.com Website: www.tnstep.org West TN Regional Training
Coordinator: Jeness Roth 901-756-4332 Email: tnstepwest@aol.com

Teens Helping Teens: (Learning Disabilities) Website: www.ldteens.org/

Tennessee Center For The Study and Treatment of Dyslexia, Diagnostic Services Consulting
Services: PO Box 397, 200 N. Baird Lane, Murfreesboro, TN 37132 615/494-8880
Fax: 615/494-8881 Email: dyslexia@MTSU.edu Website: www.MTSU.edu/~dyslexia

Tennessee Department of Education: Website: www.state.tn.us/education/
Division of Special Education Website: www.state.tn.us/education/msped.htm

Tennessee Department of Health: Website: www.state.tn.us/health/

Tennessee Department of Human Services: Website: www.state.tn.us/humanserv/

Tennessee Developmental Disabilities Council: Website: www.state.tn.us/mental/tddc/html

Tennessee Disability Information & Referral Office:
Website: www.vanderbilt.edu/kennedy/tdirs.html

Tennessee Division of Special Education: Website: www.state.tn.us/education/msped.htm

Tennessee Protection & Advocacy, Inc. : P.O. Box 121257, Nashville, TN 37212
(tel.) 615-298-1080; 800-732-5059 Toll Free in TN Only

Tennessee Technology Access Project: 425 5th Avenue North, Cordell Hull Building, 5th floor,
Nashville, TN 37247-4750 (tel.) 615-741-0331; 615-741-4566 (TTY)
Website: www.state.tn.us/mental/ttap/html

Tennessee Voices for Children: 1315 8th Ave., South, Nashville, TN 37203 800-670-9982
Website: www.tnvoices.org/

Transition Coalition: This website offers information, support, and linkages to professional,
family members, individuals with disabilities and others interested and involved in
transition from school to adult life. Website: www.transitioncoalition.org/

Transition Link: Interactive web resource that contains practical information, up to date
reference, useful strategies, and links to multitude of transition resources.
Website: www.transitionlink.com/

U.S. Department of Education: Website: www.ed.gov

U.S. Department of Transportation (ASA compliance) Website: www.dot.gov/accessibility/

U.S. House of Representatives Website: www.house.gov/

U.S. Library of Congress (Thomas Federal Legislative Information)
Website: www.thomas.loc.gov/

U.S. Senate: Website: www.senate.gov/

UT Boling Center, 711 Jefferson Ave., Memphis, TN 38105 (tel.)
Website: www.utmem.edu/bcdd

UTN: University of TN at Knoxville: Website: <http://ut-tie.he.utk.edu>

Virginia Commonwealth University Rehabilitation Research & Training Center for Supported Employment: (RRTC), 1314 W. Main St., Richmond, VA 23284
Website: www.vcu.edu/rrtcweb/

Washington Watch: Dependable, timely information for America's disability community
Website: www.ucpa.org/html/advocacy/washingtonwatch.html

West Tennessee RISE Project, College of Education, University of Tennessee at Memphis:
Website: www.people.memphis.edu/~coe_rise/

White House, The: Website: www.whitehouse.gov

White House Office of Public Liaison – Disability Outreach: The Associate Director of Disability Outreach in the White House Office of Public Liaison is responsible for communication between the White House and the disability community. Approximately 10-15 messages weekly are sent. To subscribe, send an email to Jonathan_M_Young@whp.eop.gov

Work Incentives Transition Network: (WITN) The purpose of this network is to increase educators', family members', transition age students', and advocates' awareness of Social Security Work Incentives for school-ages youth with disabilities.
Website: www.vcu.edu/rrtcweb/witn/ssi.htm

Wrightslaw: (Pete & Pam Wright, attorneys which specialize in disability issues provides accurate & current information about effective advocacy for children with disabilities on their website along with an advocacy library, law library and free monthly newsletter)
Website: www.wrightslaw.com/