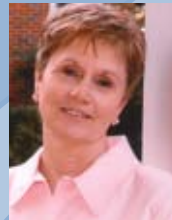


THE Volunteer Voice

a publication of the Tennessee Branch of the International DYSLEXIA Association

SPRING 2009

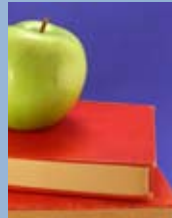
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President's Message

The fall/winter season was busy for the Tennessee IDA. October was Dyslexia Awareness month, and our board members were active all over the state sponsoring forums, workshops, speakers and bulletin boards. As a result, contacts, phone calls and hits on our Web site were up substantially from previous years. Discussion groups and parent groups were also formed.

November found many of our members in Seattle at the 59th-Annual IDA Conference. IDA has 47 branches and 10 global partners. We met IDA members from all over the United States and Canada who are pursuing the same goal of increasing public awareness about dyslexia.

Over the last several months, we achieved our goal of "going green" with many of our printed communications. September's full-color issue of the *Volunteer Voice* was sent exclusively via e-mail. We also expanded our distribution list. In January, we began promoting the RISE Conference with our

first-ever, e-mailed save-the-date announcement. As we move forward, the ability to connect with our members using online communications will enable us to quickly, efficiently and inexpensively provide up-to-date information and news.

Our productive fall/winter season will continue through the spring and summer. On April 18, we will hold our Seventh-Annual RISE (Reading Instruction Successfully Enhanced) Conference in Cookeville, Tenn., at Cookeville High School. A full schedule and online registration can be found on our Web site, www.tn-interdys.org. Our keynote speaker will be dyslexia "survivor," advocate and author Rob Langston, of Athens, Ga.

This year's conference includes longer workshops to facilitate more in-depth coverage of each presenter's topic. In addition to the ever-popular learning disabilities simulation lab, the conference will also feature an assistive technology lab. Conference attendees can gain hands-on experience with many of the new and innovative technological

advancements for individuals with dyslexia and other learning disabilities. I hope you will all join us for an invigorating day of professional development and networking.

On July 1, Dr. Helen Dainty will become the next president of TN IDA. Helen is the Assistant Professor of Curriculum & Instruction at Tennessee Technological University. She has most recently served as TN IDA president-elect and chairman of the 2009 RISE conference. We are so fortunate to have Helen lead us for the next several years. Thank you, Helen, for accepting the challenge to continue the mission of IDA.

Editor's Note: Thank you, Latricia, for your tireless service to TN IDA during your tenure as president. You have led the Board by encouraging innovation while preserving tradition. Your dedication to and passion for individuals with dyslexia and other learning disabilities is valued and appreciated by us all.



"Over the last several months, we achieved our goal of 'going green' with many of our printed communications."



Awareness Month 08

Quick summaries of events hosted by TN IDA members in October 2008

VICTORY FOR KENTUCKY:

In the picture below, Gov. Steve Beshear poses with Lynda Combs and Ruth Lature following his signing of the proclamation to declare October as Dyslexia Awareness Month in Kentucky. Lynda Combs is VP of the Association for Specific Perceptual Motor Disability (Dyslexia), and Ruth Lature has served as Director since its founding in 1970. Gov. Beshear vowed that we need more than a "Band-Aid" approach to this disability that stalks too many children. The signing took place during a rare visit to Hopkinsville, Ky.

Victory for Kentucky



YOU'RE 'WORTH A MINT' TO REGION 6:

Region 6 distributed baskets of mints with the logo "You're worth a 'mint' to Dyslexic Children" to all 21 public and private schools in Christian County (Ky.), as well as schools in Trigg County and Mayfield, Ky. The baskets included local brochures and IDA brochures. The mints were purchased through a mini-grant from TN IDA.

MIDDLE TENN. EVENTS DRAW PROFESSORS, PARENTS:

Regions 4a and 4b drew about 100 total attendees to five presentations.

- The Learning Lab (Brentwood, Tenn.)

Presenter: Leslie Winter

- Tennessee Tech University (Cookeville, Tenn.)

Presenters: Helen Dainty and Laura Graves (two presentations on college-level accommodations)

- Homeschool Parents

Presenter: Helen Dainty

Janet Camp also organized a dyslexia forum at Linebaugh Library in Murfreesboro, Tenn. Camp and Karen Jones were part of a six-person panel.

Region 1 Holds Dyslexia Forum



REGION 5 PLACES BILLBOARDS, GETS RADIO TIME FOR PRESENTATIONS:

About 200 total parents and educators attended six presentations given by TN IDA members from Region 5.

- University School of Jackson (Jackson, Tenn.)

Presenters: Jennifer Jordan, Molly Cameron, Rosemary Williams, Sandi Sanders

- Alamo Elementary (Alamo, Tenn.) and Ripley Elementary (Ripley, Tenn.)

Presenters: Jennifer Jordan and Sandi Sanders

- Public Libraries (Memphis, Germantown and Collierville, Tenn.)

Presenter: Molly Cameron

In addition, Sandi Sanders was interviewed by Julie Cook, host of the "In Touch" radio talk show. The 20-minute interview aired on two radio stations.

Region 5 also advertised for Dyslexia Awareness Month on four billboards in Memphis.

REGION 1 HOLDS FORUM; GIVES PRESENTATION, RADIO INTERVIEW:

Members from Region 1 held a forum on Oct. 16, 2008, at the Johnson City Public Library for 30 attendees. The panel featured dyslexia experts Beverly Brown, Barbara Dyer, Laura Graves, Paula Nickels, Donna Phillips and Diana Shepard.

The audience also watched *The Story of Dyslexia*, a DVD produced by the Utah Branch of IDA. Event organizers gave away the book *Basic Facts About Dyslexia and Other Reading Problems*, by Louisa Moats and Karen Dakin, as a door prize. Light refreshments were served. Due to the forum's success, Region 1 is planning an outreach activity for summer 2009.

Martie Wood presented a session in Knoxville to 13 parents. She noted that they decided to form an online parent support group after the presentation. Wood also provided a radio interview.

HELPING *your struggling student* WITH HOMEWORK



An article from the IDA archive by
C. Wilson Anderson, Jr., MAT

It is easy for a teacher to say to a parent, “I’ll teach him; you love him!” Learning is a full-time job for a child, and it takes place both inside and outside of the classroom.

It is important that parents and teachers work together so the child has every opportunity possible to grow in skills, stature and spirit.

For most parents, helping a child with homework is very much like a married couple hanging wallpaper or putting up curtain rods. They agree on the goal, but each person has very specific, if not different opinions on how that goal should be accomplished. Since some students struggle in school (and are the “fall through the cracks” group) and some have diagnosed learning disabilities, many times one of their parents had similar problems. Therefore, the parent-becoming-teacher can have a difficult job. If the student is already a challenge to teach in school by dedicated, well-trained professionals; what then can parents do to help their child at home?

25 TIPS FOR AT-HOME SUCCESS

1. Teachers have to remember that homework is only to be used as a reinforcement for already learned material. Homework is practice, and should NOT involve new thing to be learned. Teachers should also provide the school’s homework policy, including expected amount of time spent on homework for each grade level. One suggestion is 10 minutes per grade level with an additional 15 minutes spent reading, reading to a sibling, or being read to.

2. If a child and parent cannot accomplish a homework task, the parent should write a note to that effect along with the amount of time spent, and if possible, what went wrong. The note and the unfinished work is returned to the teacher. Sometimes a quiet kitchen timer will help a student

stay on task. Remember that normal attention span is roughly one minute per age. A 30-minute assignment may be better broken into three sessions for a 10-year-old. Under no circumstances should you do your child’s homework! You do not want to create “learned helplessness” or an “emotional or academic cripple.”

3. Since schoolwork is often frustrating for 33 to 45 percent of the population, the time immediately after school may not be the best for homework. Each family needs to establish a set time when homework can be accomplished and yet will not interfere with other members’ activities. Right after supper is usually a good choice for most. Record any missed “favorite programs” to be viewed later as a reward for completing homework.

4. Structure is a universal need, and the struggling student needs more than most children. A consistent place for study is very important. It should be away from distractions such as TV. Only a few highly motivated students

can actually study in isolation, so the dining room table has been used for hundreds of years. One or both parents can monitor work and be available to answer questions. Many parents have homework that can be easily interrupted, such as reading a newspaper, paying bills and writing letters.

5. It is a tradition in most American homes that the responsibility for education is the mother’s responsibility. Since most struggling students are male, it is suggested whenever possible, both parents alternate homework shifts. The father’s influence and participation, as well as interest, is a very important factor in determining educational success. Students do better when dad is actively involved. Dad’s presence at school conferences has the same effect. Many teachers blame “over-mothering,” but they forget that it is a compensation for “under-fathering.”

6. Struggling students will often have other family members who struggled or struggle in school. This is not to be used as an excuse, but as a reason to work hard. From fifth grade on, students should be involved in conferences,

including those discussing their IEP. If a student is part of the planning, chances are that he/she will be more successful in keeping his/her part of the responsibility.

7. Adults, like their children, enjoy time to relax and do other things after a busy or tiring day, but a child’s education has to be one of the highest priorities in any household. Getting homework completed needs to be a commitment made by all members of the family.

8. If your child has to write an assignment, have him dictate it to you. Then the student can recopy it later. Students who are poor spellers must learn to ask you to proofread their final draft.

9. If a student has problems keeping arithmetic columns in a line, use graph paper. If graph paper is not available, turn lined paper sideways.

10. Purchase only wide-lined paper. Teach the student to write on every second line. This increases the “skyline effect” and handwriting becomes easier to read. This habit also provides plenty of room for additions and corrections. Remember that a student’s writing belongs to the student. Only proofread. If you redo it, then it is not your child’s work. If you don’t like what you see, schedule a meeting with the teacher.

11. Encourage your child to use the “Underlining Option” both in and out of school. This article is available at www.edconsultmidwest.com.

continued on page 10



“Linguistic competence stands at the very center of what is crucially human in each of us.

We are as we speak; we work as we read; we become human as we understand each other through language.”

“Schoolwork is often frustrating for 33 to 45 percent of the population.”

12. If your child spends a lot of time and energy erasing his work (both in and out of school) refer to “Erasing Erasures,” also on the Web site above.

13. If a child asks how to spell a word, spell it for her. Looking up a word in the dictionary is very difficult if she can’t spell it. Adults have a better chance at looking up a word, because adults are aware of more options. Consider a Franklin Language Master electronic dictionary for spelling, or a “Quicktionary Reading Pen” for reading text and defining words.

14. If there is an assignment to be read, consider options like Recordings for the Blind and Dyslexic, Kurzweil Reader, and/or books on CD from the local library. When the student uses recordings, make certain the student reads along in the text—two senses are better than one. The next option is for someone to read to him. The third option is to take turns reading one paragraph at a time. Be aware that when students read out loud, they often funnel their energy into decoding words, and very little remains for comprehension.

15. Don’t overlook the teaching power of friends, as well as other children.

16. Ask the teacher for a duplicate set of texts to be kept at home. This eliminates all sorts of “forgetting” problems. Some schools lease books, but all will hold you responsible for lost or damaged books.

we know the assignment is correct. If there is no assignment then “No Homework” is written. If the student “forgets” to record an assignment or bring home the assignment notebook, some penalty has to be assessed (e.g., no television, an extra chore, etc.).

18. On Thursday each week, the student should carry a progress report, have it signed by all teachers and bring it home that night. If any work is missing, it must be done and the student “cleared” on Friday. Otherwise, the student is “grounded” until the teacher signs that he is caught up. The key issue for any student—especially those who struggle—is not to get behind in school.

19. The development of self-esteem has to be earned, not “work-sheeted.” Increase verbal rewards and physical rewards for successfully completing jobs and tasks. According to Dorothy Briggs, it takes five positives to undo one negative.

20. When trying to change behaviors, decide upon the most critical behavior and work on just that one until you succeed. Then shift to the next concern. If parents go after everything, you will accomplish nothing.

17. Purchase a notebook that is only to be used as an assignment notebook. It is the student’s responsibility to write down each assignment for each class each day. The teacher or a study buddy can initial it so

21. One of the most common school accommodations is the study guide. A good study guide helps the child organize the information and helps the student distinguish what is important information. A good study guide will preview important words and ask important questions before reading the text.

22. Note-taking is very difficult. If a student can’t listen and copy at the same time, another student could take notes using NCR (no carbon required) paper. The student is still responsible for taking her version of notes.

23. Start studying for spelling tests early. If the student learns five a day and keeps reviewing, it is easier. Since spelling is a written activity, practice the words by tracing them on the table top with the index and middle finger before going to pencil. Some students can spell better by letter sounds than by letter names. Either way, spelling is tested by writing, so words need to be practiced by writing. Many students just learn words for the test—and ten minutes later the words are gone.

24. When a child asks a question you do not know, admit it and look up the answers together. Don’t bluff. All children have to realize that there are gaps in everybody’s knowledge, even adults.

25. Place completed homework in a three-ring notebook, and put everything in the child’s backpack to be ready for school the next morning.

CONCLUSION

The one common denominator that all school subjects share is language. The vocabulary of each subject matter is critical to the comprehension of the subject. There is a saying, “Just because it has been said, doesn’t mean it has been taught.” People have to use words many times before learning them.

Don’t overlook oral vocabulary development. Urge your children to tell you about what they have read or heard in class. The editor of the International Dyslexia Association once wrote, “Real children think and feel. Learning is influenced by the relationships between teachers and learners, and language development promotes discrimination between emotional states and empathy. Motivation is a variable in the learning process. Linguistic competence stands at the very center of what is crucially human in each of us. We are as we speak; we work as we read; we become human as we understand each other through language.”

Parents and teachers must work together so the struggling child can become the very best person he can be; not only for himself, but for the people in his future.

© 1985, revised August 26, 1999. Printed by permission. The author thanks Regina Cicci, Ph.D., Nita Lussenhop, MA, and Christi Perkins for their valuable input into the original article. For more information about the author, please contact Education Consultants Of The Midwest, Inc. (Prior Lake, Minn.) or e-mail cwajr2@cs.com.



IDA Conference 08

The 59th-Annual IDA conference was held from Oct. 29 through Nov. 1, 2008, in Seattle. In short, it was fun, illuminating and exhausting. (The picture above shows one of the fun parts—dinner out with the TN group!)

The best part of the trip was the conference itself. I had not been to the IDA conference in two years. I immediately sensed an increase in my energy level while being with so many people who “get it!” Rick Lavoie was one of the keynote speakers. He always leaves his audience with an enhanced and motivating empathy for the efforts of struggling readers and their families.

I always love hearing the second keynote address, the Geschwind Memorial Lecture, for its scientific

information. This year, the presenter was Daniel Geschwind, MD, Ph.D., grandson of Norman Geschwind, for whom the lecture is named. Daniel updated us on the recent research findings and the ongoing research agenda regarding Autism Spectrum Disorder. Not knowing enough about this area, I found his presentation not only fascinating, but quite optimistic.

I flew back home with fried brain cells and needing a sincere break from all activities involving intellect (ha!), but most importantly, with renewed ideas to make my work better. Next year the IDA Conference is in Orlando—I sure hope I can do it all again!

by **Martie Wood, MA, CALT**

RISE Conference 09

Mark Your Calendars for April 18 in Cookeville!

On April 18, 2009, the Tennessee Branch of the International Dyslexia Association will present the Seventh-Annual RISE (Reading Instruction Successfully Enhanced) Conference at Cookeville High School in Cookeville, Tenn. Registration opens at 7:20 a.m.

Speaker, author, CEO and dyslexic “survivor” Rob Langston will deliver the keynote address at 8 a.m. He will also lead two breakout sessions. Langston is Chairman and CEO of the For the Children Foundation and President of The Langston Company, Inc. He is also the author of *For the Children: Redefining Success in School and Success in Life* and has been featured on popular radio and TV news shows. His upcoming book release is titled *The Power of Dyslexic Thinking: How a Learning Disability Shaped Six Successful Careers*. He lives in Athens, Ga., with his wife Jeannette and their two children, four dogs and one cat.

Immediately following Langston’s address will be the annual membership meeting from 9:30–

10 a.m. All members and prospective members are invited.

The 90-minute sessions start at 10:15 a.m., 1 p.m. and 2:45 p.m. In between sessions, conference goers can visit the learning disabilities simulation lab and the assistive technology lab, as well as several exhibitors’ tables. During lunch, all are welcome to listen and/or join in on the parent round-table discussion. Lunch runs from 11:45 a.m. to 12:45 p.m.



RISE Keynote Rob Langston will speak about ‘Winning with Dyslexia’

Registration for this event is online only (tn-interdys.org) and will be capped at 500 attendees. Fees are \$50 for IDA members, \$100 for non-IDA members and \$35 for students. Through the Vanderbilt Bill Wilkerson Center, ASHA offers 0.6 CEUs (intermediate level/professional area). TASL offers 7.0 credits.

RISE 2009 is coordinated by Conference Chair Dr. Helen Dainty, as well as a host of other TN IDA Board members and volunteers.

TN IDA INFORMATION

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President-Elect
Helen Dainty

Recording Secretary
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Treasurer
Paul Thompson

Membership Secretary
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Past President
Martie Wood

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NOMINATING COMMITTEE

Martie Wood (2)
Cherrie Farnette (4A)
Rosemary Williams (5)

TN IDA Mission Statement

The mission of the Tennessee branch of the International Dyslexia Association (TN IDA) is to support the goals of IDA by providing professional development and training opportunities for teachers, assisting families in their search for service providers, actively working with policy makers to improve state and local education and services for teachers and individuals with dyslexia and related disorders and increasing the awareness of families and professionals.

Editor's Notes

TN IDA accepts paid advertising in the Volunteer Voice, however, TN IDA does not endorse any specific product, school, teaching method, publication, technology, etc. Furthermore, TN IDA encourages careful evaluation of any program before subscribing to its principles. Remediation for individuals with dyslexia is not one-size-fits-all.

Likewise, IDA 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. IDA supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age.

Every effort has been made to ensure the accuracy of this publication. If, however, there are any errors, please accept our sincere apologies and notify the editor.

Editor: Liz Llewellyn
liz.llewellyn@curreygram.org


JOIN OR RENEW TODAY!

IDA Mission Statement

The International Dyslexia Association (IDA) is an international organization concerned with the complex issues of dyslexia and families. We believe that all individuals have the right to achieve their potential, that individual learning abilities can be strengthened and that social, educational and cultural barriers to language acquisition and use must be removed. IDA actively promotes effective

teaching approaches and related clinical educational intervention strategies for individuals with dyslexia. We support and encourage interdisciplinary study and research. We facilitate the exploration of the causes and early identification of dyslexia and are committed to the responsible and wide dissemination of research-based knowledge.

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ONLINE: www.interdys.org
MAIL: 40 York Road Suite 400
Baltimore, MD 21204



THE INTERNATIONAL DYSLEXIA ASSOCIATION

MEMBERSHIP

FIRST Name _____ MI _____ LAST Name _____ BIRTHDATE ____ / ____ / ____

ORGANIZATION (if applicable) _____

STREET ADDRESS _____

CITY _____ STATE/PROVINCE _____ ZIP/POSTAL CODE _____

E-MAIL _____ WORK PHONE () _____ HOME PHONE () _____

INDIVIDUAL WITH DYSLEXIA? Spouse Self Child Sibling Parent Friend IDA MEMBER # (if renewal) _____

1 SELECT YOUR MEMBERSHIP CATEGORY

PARENT/ADVOCATE \$ 80
 Individual Dyslexic General Supporter Parent/Family Member

PROFESSIONAL \$ 95
 Professional/Educational Professional/Allied

2-MEMBER HOUSEHOLD/FAMILY \$135

SENIOR/RETIRED (age 65) \$ 60

STUDENT \$ 60

EDUCATIONAL INSTITUTION \$395

CORPORATE/BUSINESS \$495

2 PROFESSIONAL INTEREST (please choose ONE)

<input type="checkbox"/> Academic Language Therapist	<input type="checkbox"/> Parent
<input type="checkbox"/> Advocate	<input type="checkbox"/> Physician
<input type="checkbox"/> Attorney	<input type="checkbox"/> Psychiatrist
<input type="checkbox"/> College Student	<input type="checkbox"/> Reading Specialist
<input type="checkbox"/> Corporation/Organization	<input type="checkbox"/> Researcher/Education
<input type="checkbox"/> Education/Administrator	<input type="checkbox"/> Researcher/Medical
<input type="checkbox"/> Education/Teacher—K-12	<input type="checkbox"/> Speech-Language Pathologist
<input type="checkbox"/> Education/Teacher—Special Ed.	<input type="checkbox"/> Tutor/Certified or Trainee
<input type="checkbox"/> Education/Teacher—Post Sec.	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Educational Diagnostician	

3 ANNUAL DUES PAYMENT

You can join or renew ONLINE at www.interdys.org **TOTAL Amount from your Membership Category 1** \$

CHECK enclosed (payable to IDA) **PURCHASE ORDER** enclosed: P.O. # _____

CREDIT CARD: American Express Master Card VISA Discover

Cardholder Name: _____ Account Number: _____

Expiration Date: ____ / ____ / ____ Signature of Cardholder: _____



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