



Promoting literacy through research, education, and advocacy

## President's Message

Happy Holidays!

As the holiday season descends upon us we often find it difficult to find time to reflect on the activities of the past year. It is no different for ORBIDA as our busy lives seemingly take us in every direction at once. Nevertheless it has been a momentous year, and as our backward glance turns to our vision for the future here are a few of the branch highlights.

During the first quarter of 2006 ORBIDA partnered with OHSU for two great activities – “The Brain in the Classroom” in February, part of OHSU’s Brain Awareness Week with Dr. Bruce McCandliss, and OHSU’s “Brain Fair” in March held at OMSI. These events allowed ORBIDA to spread the word about our organization and its mission, and we estimate that at the Brain Fair alone we made at least 3,000 contacts! Also in February was our annual conference featuring Dr. Virginia Berninger.

In June we sponsored our Summer Reading Workshop, a very successful 3-day event that will be repeated again during June of 2007. Over the summer months our new “School Chat” sessions for parents was developed, and launched in September. While attendance thus far has been low, this event shows great promise and we are looking at ways to get the word out.

The start of the school year is always hectic, and before we knew it October was here and our celebration of National Dyslexia Awareness Month. Our 2006 resource fair held on October 24 at Rose City Park Presbyterian Church was well-attended, and offered an opportunity for our own Betsy Ramsey to talk about her new book—The Reading Glitch. Thanks to the Blosser Center for its assistance in helping us with the Resource Fair.

November brought our annual membership meeting and the election of a large slate of new officers and directors who will help us launch 2007. It is always exciting to have new ideas and new perspectives, and we look forward with great anticipation to the new year. We have scheduled a board retreat for January 27, where the board will examine our mission and goals, and rededicate ourselves to the work before us.

Our hard-working conference committee has been collaborating with our partner, the Oregon School Psychologists Association, on a fantastic 2007 annual conference coming up in February. With many innovations and changes incorporated in this two-day event we know you will want to be a part of it all. Please see details elsewhere in this newsletter, and please mark your calendars for February 23-24 in Salem for “Literacy – A Capital Idea!”

Best wishes to all for a restful, safe, and happy holiday season and a bright and prosperous new year! I look forward to seeing you all in February at our annual conference.

*Judy Wright, ORBIDA President*

## “Literacy – A Capital Idea!”

Please see the insert in this issue of the newsletter for full details about our upcoming annual conference. We have a terrific two-day program of speakers and workshops, including nationally and internationally-renowned speakers. You will not want to miss this exciting conference!

We are proud to jointly sponsor this event with OSPA, the Oregon School Psychologists Association. Both groups look forward to welcoming each of you to the beautiful Salem Conference Center on February 23-24, 2007. *Discounted registration is offered through January 31, 2007.*

For Oregon educators ORBIDA is offering scholarship assistance to this conference. Please see the scholarship application elsewhere in this newsletter, and remember, the application deadline is Friday, January 12, 2007.

The online registration links for both the conference hotel (Phoenix Grand Hotel) and the conference registration (being handled by OSU Conference Services) are live and waiting for you now. See you in Salem in February!

For **conference** registration, go to: <https://secure.oregonstate.edu/ocs/register.php?event=165>

For **exhibitor-sponsor** registration, go to: <https://secure.oregonstate.edu/ocs/register.php?event=184>

For **hotel** registration, ORBIDA is our code: <https://reservations.ihotelier.com/onescreengroup.cfm?hotelid=13141&languageid=1>

## Newsletter Vol. 2006, No. 4 December 2006

The  
International  
**DYSLEXIA**  
Association

*Promoting literacy through research, education, and advocacy.*

### ORBIDA Directory - 2006

President	Judy Wright
Vice President	Dale Holloway
Secretary	Steve Isaacson
Treasurer	Christina Self
Immediate Past President	Karen Brown

Director	Marti Anderson
Director	Karrie Brain-Marsh
Director	Debra Brooks
Director	Jim Hanson
Director	VACANT
Director	VACANT
Director	Martha Morgan
Director	VACANT
Director	Ragna TenEyck

Information & Referral	Lynetta Weswig
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Website:	<a href="http://www.orbida.org">www.orbida.org</a>

“The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia.”

“The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such which present the critical components on instruction as defined by the Association’s Teacher Education Issues Committee.”

**Founded in memory of  
Samuel T. Orton**

# Top 10 Parent Tips

## For Helping Your Freshman Be Successful at College

By Debbie Spinney – Indiana Branch Board Member  
Reprinted with permission from the Indiana Branch

I have been at the University of Indianapolis for over 15 years, and I know from experience that the transition from high school to college can be grueling for students and their parent(s). I receive frequent phone calls from parents asking for ways they can help their son/daughter. I have a lengthy list of commonly asked questions and suggestions, but I have selected only my “top ten tips” for helping students be successful their first semester.

**Utilize academic resources on campus.** Whether your freshman is an ‘A’ student or a ‘D’ student, s/he can strengthen their learning skills by utilizing available resources on most campuses.

- Strategy workshops
- Support Services for Students with Disabilities
- Peer tutoring
- Textbook guides and publisher websites
- Advising
- Professor-led discussion and review sessions
- Study Skill websites – <http://asc.uindy.edu> offers helpful calendars and study skill downloads

**Make use of campus resources.** These departments typically are good resources and every freshman should know where they are located on campus:

- Health Center
- Campus Police department
- Computing Services
- Counseling Center
- Library
- Career Services
- Fitness Center
- Office of First Year Programs
- Advisor / Registrar

**Freshman should talk to their professors and advisors.** Research indicates that the number one success indicator for college students is contact with faculty members. Your freshman should take the time to introduce him/herself to professors and advisors, and to visit each professor during office hours throughout the semester.

**Encourage your freshman to carry and use a calendar.** Time management is often a new skill for freshman and is critical to their success. Students will need a calendar/planner and a system to keep on task, submit assignments on time, and to work on long-range assignments.

**Help your freshman be their own advocate.** Parents should not call professors/advisors! Instead, parents and student are encouraged to make a list of questions/concerns together and then the freshman meets individually with the professor. It might be a little intimidating for the freshman at first, but this lifelong learning experience is priceless.

**Let your freshman do their own work.** The work that is being presented, submitted, and graded should be the student’s. Family and friends can encourage and inquire about assignments, but should not offer too much assistance. Writing a paper or completing an assignment for your freshman denies them the opportunity to improve their skills and could jeopardize their academic standing. Remember, there are resources on most campuses to assist with academic work.

**Freshman should enroll in no more than 12-14 credit hours their first semester.** Many students become overwhelmed during their first semester because they enroll in too many classes. Freshman who enroll in a maximum of 12-14 credit hours their

first semester have enough time to acclimate themselves to campus, to their new independence, and the academic demands of higher education, thus providing a more successful transition period.

**Encourage your freshman to stay on campus.** Because it is easy for freshman to rely on the comfort of home and their family/friends, they may be tempted to come home every weekend or to return home after their last class. Whether your freshman is a resident or a commuter, they will benefit academically by staying on campus . . . computer labs and the library have extended hours, it is easier for students to meet outside of class in the evenings and on the weekends, and students will get to know more people on campus.

**Remind your freshman to check their mailbox and email at least weekly.** Just like at home, important information is delivered through the mail. University announcements, bills, registration deadlines, financial aid reminders, and class information are often missed because students do not regularly check their mailbox and email.

**Remember that one does not become a college student overnight.** Students learn to be a successful college student through experience. Patience will be required while students make the necessary academic, social, and emotional transitions. Students will make mistakes (as well as their parents), but with perseverance, everyone will succeed!



## Landmark School

*Empowering students*

*with language-based learning disabilities*

### ADMISSION

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## Landmark School

Post Office Box 227 • Prides Crossing, MA 01965

978.236.3000 fax: 978.927.7268

[www.landmarkschool.org](http://www.landmarkschool.org)

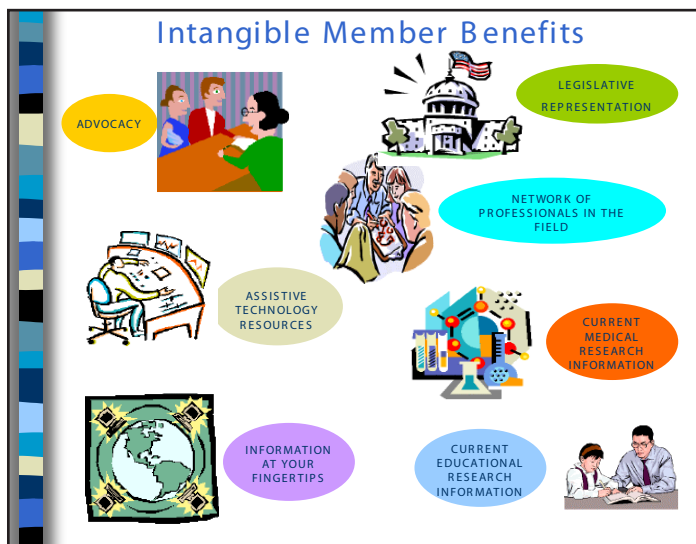
# WIIFM

As a 501-c-3 non-profit organization, IDA and the Oregon Branch rely heavily on three primary sources of revenue to support our mission: membership dues, charitable and other contributions, and fundraising events such as our annual conference and summer workshop. The most important of these is **membership!** We value each of our members, and encourage everyone who has been touched by dyslexia to join IDA today.

*You may be asking yourself “WIIFM – what’s in it for me?”*

By joining IDA, your membership dues support a wide variety of activities at the national level as well as right here at home. IDA branches receive 27 cents of every dues dollar for use at the state and local level. When you pay your dues you receive the following direct benefits:

- ✓ **Perspectives:** a quarterly periodical containing articles authored by professionals in the field, including a special section for parents
- ✓ **Annals of Dyslexia:** a peer-reviewed journal
- ✓ **Discounts** on most other IDA publications
- ✓ **Affiliation** with the Oregon Branch (one of 47 locations in the U.S. and Canada)
- ✓ **Access** to a network of professionals
- ✓ **Discounts** on IDA conferences and workshops, nationally and locally
- ✓ **Listing** in IDA’s Referral for Services Database (when applicable)
- ✓ **Special** notices of timely information
- ✓ **Advertising** opportunities for “Non-Profit” and “For-Profit” member organizations
- ✓ **Newsletters:** receive each of ORBIDA’s quarterly newsletters by mail, as well as online at [www.orbida.org](http://www.orbida.org)



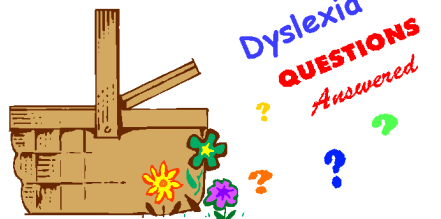
Our members enjoy the following intangible member benefits, as well as being a part of a growing state- and nationwide network of educators, parents, researchers, other professionals, and persons with dyslexia, who are speaking with a common voice in addressing the needs and concerns of individuals and families impacted by learning differences.

Please also see the related article in this issue written by Meg Porch, the newly-elected Chair of Branch Council, on the value of IDA membership.

Please, won't you join us (or re-join) so that together we can make an even bigger difference in the lives of those we serve? Use the membership form found elsewhere in this issue, or go online to join at:

<https://www.interdys.org/jsp/member/index.jsp>

## Ask IT Basket



Lynetta Weswig

**Q.** What tips can you give an adult dyslexic to help them succeed in higher education?

**A.** I received a wonderful email from Dee Sutton. In her own words she explains what works for her. Thank you Dee for sharing your experience.

Guess what I'm taking college classes, and two of my professors are Dyslexics. I'm so happy as they don't believe in testing in all that you know, but without this stress I'm learning actually something and enjoying the experience too. : ). I can study for hours, and retain better not having to worry about taking a test, but instead explaining what I learned.

We have a more inter active classroom, and people don't ditch but actually show up and participate in the discussions. I think we are on to whole new way of learning as my psychology teacher taps the many different ways of learning instead of lecture for three hours she breaks things up with a video, experiments one involving m and m's and random sampling. I like that we got to eat the results. That's was awesome.

Think how smart our kids could be if teachers dyslexic teachers could be teacher's? She helped me after class on the computer and she couldn't spell dyslexic, and I felt great that she is a college teacher and I could spell dyslexia and she couldn't. This is been such a wonderful experience for my confidence level, this small rural college is giving me hope. Finally their are people who get it.

We only have nine or ten people to a class, its real small but its totally awesome as I'm pretty excited. I only have four classes left after this to graduate with just an AA degree, but if I get it I'll only hispanic person on my Mom's side of the family who ever went or graduated from college. I'm going to celebrate, its going to be a big deal for me being from a situation where my Grandma, Mom and brother all dropped out of regular school. To actually have a college graduate in our family is like WOW.

I'm going to go on to bigger college eventually, but I need to get my LD documented first before I do. I don't have the money and my credit cards are screaming. I was always worried that the bigger colleges would discriminate against me if they knew I was dyslexic they would grade me down thinking I was stupid. I spent my whole life covering this up, its hard for me to ask for help.

My dyslexic college teacher is really supportive saying you got to learn to ask for help. Part of it is cultural too. I'm come from a spanish heritage that I was raise being prideful, with that we never accepted hand outs or help. My Mom is a shamed over these new immigrants saying my mother busted her butt in a factory raising six kids and never asked for a thing. My Mom was a fresh air child, and children's services was always at their house because somebody was always in trouble. No supervision. Her story was pretty interesting and poverty was something I didn't experience directly except through her. I still carry her baggage though knowing the ticket out of poverty is an education which eludes some of us. I written thousands of letter to congress on LD, and sometimes I think it helped my dyslexia, all this writing.

My brain was hurting after the first week of school, my psychology teacher says your growing dendrites. "I hope so, I need all the help I can get," I replied. I noticed on the days of auditory processing my LD gets really bad and I reverse everything as I try not to balance my check book on those days. Also I have two talented and gifted dyslexic kids. –Dee Sutton

## Membership in The International Dyslexia Association *What does IDA do for us?*

by Meg Porch, IDA Branch Council Chair-Elect

This was a question asked at a recent IDA branch board meeting. It surprised those who were long time members, but seemed relevant after considering new members who might be less knowledgeable about the organization.

According to *Finding the Answers* published by The International Dyslexia Association, members essentially receive publications, an affiliation with the local branch, and discounts. They encourage us to join with others to make a difference; to connect with others in our communities; to access an international network; and to continue a tradition. In practical terms, what does all of that mean?

IDA's peer-reviewed journal, the *Annals of Dyslexia*, provides those interested in quality dyslexia and literacy research with a rich source of information that eventually trickles down to the day-to-day management of persons with reading difficulties. To more effectively provide services to these individuals, it is important to study the remediation process, educational intervention, as well as the neurocognitive basis for the problem.

A second publication, *Perspectives*, provides members with four theme-based issues each year. The information here is practical, meaningful, and specific to a particular topic, e.g., Study and Organizational Skills; Improving Comprehension and Comprehension Instruction; Challenges in Learning and Teaching Mathematics; or Fluency: No Longer a Forgotten Goal in Reading Instruction. Through these publications, we are networking with people around the world to study, understand, and treat persons with dyslexia and related learning abilities. IDA representatives use this knowledge to affect changes in the Individuals with Disabilities Education Act (IDEA) and to assure fair educational opportunities through the Americans with Disabilities Act (ADA).

Membership in a local branch accompanies IDA membership. The branch's excellent conferences, publications, newsletters, presentations and trainings support IDA's goal to inform. There are forty-seven branches that make up IDA's Branch Council. Each branch president attends a meeting twice a year to participate in leadership training. This includes everything from learning about audits to learning how to do a PowerPoint presentation with a provided outreach kit on multisensory structured language education. As an IDA affiliate, every branch is eligible to receive mini-grants. These special projects, funded by the Branch Council, might be to provide in-services and workshops throughout the branch's regions; to donate books on dyslexia and learning disabilities to libraries; to begin a project to arm Head Start children with pre-reading skills; or to adopt a kindergarten class and provide screening for reading problems. Most branches receive grants from private and public sources to fund scholarships for members to attend conferences and workshops.

There are substantial differences in national and local conference and workshop fees for members and non-members. Although many will not attend a national conference outside of the local area, if a branch hosts a national conference, IDA shares 15% of their profit with the host branch. Also, IDA distributes 27% of each branch's new and rejoining member's fee to the local branch. Needless to say, (to paraphrase Antonio Matus in the Southwest Branch *Chefs of Taos* cookbook) this financial boost helps the branch build their confidence, which allows them to take more risks to provide services, which builds their confidence, which... *Love those circles.*

At the root of *all* of these IDA and branch activities which impact thousands of people annually (conferences, publications, projects, scholarships, and trainings), are funds received through membership dues. There is strength in numbers. The more members we have, the more we can do; the more members we have, the more we can do... yes, love those circles.

It seems a small price to pay.

## SUMMER READING WORKSHOP 2007

Mark your calendars now for June 19-21, 2007 for ORBIDA's summer reading workshop. The location has not yet been confirmed, so keep checking the ORBIDA website ([www.orbida.org](http://www.orbida.org)) for further details and for our application form.

Last year it was necessary to turn some applicants away due to space limitations, so be the first to apply in 2007 to be a part of this valuable workshop. Sharon Marsh and Judy Wright will again be the instructors.

## Oregon Branch Scholarships Available

**Hurry !! Application deadline is JANUARY 12, 2007 !!**

Scholarships are available to the 2007 ORBIDA annual conference for educators from Oregon. Please see the application form in this newsletter, or visit our website at [www.orbida.org](http://www.orbida.org) and click on the Events link for more information. See you in Salem in February!

## Mark your calendars! Save these dates!

### ORBIDA's Annual Conferences Premier Professional Development for All.

**2008:** February 22-23

(Friday and Saturday, 8:00 AM to 5:00 PM)

LaSells Stewart Center,

Oregon State University, Corvallis, Oregon

Jointly sponsored with OSPA –

Oregon School Psychologists Association

**2009:** February 27-28

(Friday and Saturday, 8:00 AM to 5:00 PM)

Portland, Oregon

**Be sure to check the ORBIDA website, [www.orbida.org](http://www.orbida.org), for details. See you there!**



1201 SW Jefferson Street  
Portland, Oregon 97205

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**32nd Annual Oregon Branch Conference -- February 23-24, 2007 - Salem, Oregon**

*jointly sponsored with the Oregon School Psychologists Association*

***“Literacy – A Capital Idea!”***

**2007 Scholarship Application**

Full Name:	Date:
Street Address:	Home Phone:
City, State, Zip:	Work Phone:
Fax:	E-Mail Address:
School District:	Current Position:
Years of Teaching Experience:	Grades Taught:
Professional Credentials Held:	Are you currently a student? If yes, name of college or university attending:
Are you a member of IDA now?	If yes, IDA Member ID (from your membership card) and date of expiration:
Have you attended previous IDA or Oregon Branch conferences? If yes, what years?	Have you previously received a scholarship from the IDA or the Oregon Branch? If yes, what date(s)?
Please state your reasons for wanting to attend our 2007 conference:	
Please state how you would use the information, techniques and strategies learned at our conference:	
Please state your philosophy and motivation for working with children and/or adults with learning differences:	
Please state your financial need for this scholarship:	
Please write how the needs of “at risk” children are being met in your local area:	

**SCHOLARSHIP DEADLINE: January 12, 2007**

E-Mail completed application to: [info@orbida.org](mailto:info@orbida.org), or

Mail completed application to: ORBIDA Scholarship, 2525 NW Lovejoy Street, Suite 406, Portland, OR 97210-2865

**QUESTIONS? Call 503-228-4455 or 1-800-530-2234**

## The Reversals Groups set Spring 2007 calendar

Dale Holloway, Reversals Groups coordinator, has planned the following meeting schedule for spring 2007. Students and their parents are welcome, and we are looking for newcomers always. Check out this remarkable program, and the remarkable kids who make it so special!

Meetings are held at the First Presbyterian Church in downtown Portland and begin at 2:00 PM each Saturday. Look for more details on the ORBIDA website ([www.orbida.org](http://www.orbida.org)) and especially for the celebration at Lewis & Clark on April 21.

February 10 • March 3 • March 17  
April 21 – special YEAR-END CELEBRATION!

## Oregon Branch Elects New Leadership

The ORBIDA annual membership meeting was held in Portland at Our Children's Store in the Galleria on Wednesday, November 29. Following the meeting attendees were pleased to shop OCS, where all purchases help to support ORBIDA as one of the sponsoring agencies.

Primary business accomplished at the annual meeting was election of officers and directors. This year was an unusually busy year as we had a total of 8 vacancies to fill. Please congratulate and welcome the following volunteers who were elected to our Board of Directors, and look for more information about our new board in coming issues:

### Officers:

**Cecelia Deulen**, tutor, associate member of OGA  
- Treasurer (2-year term)

### Directors – 2-year terms:

**Susan Billstein**, tutor, associate member of OGA  
**Cindy O'Reilly**, parent,  
member of Clackamas County Adoption Review Board

### Directors – 3-year terms:

**Cheryl Anthony**, Barton tutor and certified teacher,  
reading specialist, Portland Jewish Academy  
**Jennifer Jocz**, student teacher and reading assistant  
**Karrie Brain-Marsh**, tutor for Language Skills Therapy  
and certified member of OGA  
**Colleen O'Mahony**, certified learning specialist,  
St. Clare School  
**Donna Root**, supervisor of graduate students,  
Portland State University

As the year draws to a close we also prepare to bid farewell to those who are leaving their positions on the board (or who have already departed). We all owe these hard-working volunteers a deep debt of gratitude for their service to ORBIDA and to our constituents. Some, we know, will continue to volunteer for the organization in other roles:

### Officers:

Karen Brown – Immediate Past President  
Christina Self – Treasurer

### Directors:

Marti Anderson  
Terry Meisenburg  
Norman Miller  
Martha Morgan  
Shawn O'Neil  
Ragna TenEyck

Our thanks go also to Sharon Cody Marsh, Chair of the Nominating Committee, and her team (Dorothy Whitehead and Catherine Wood Wyrick) for their work in recruiting volunteers willing to serve on our Board of Directors.

## ORBIDA Mailing Address Has Changed

As you may have noticed ORBIDA has begun to use our street address as our mailing address, rather than the post office box we have used for many years. This change is one of convenience (since we have an office we can accept street delivery at a central point, saving several trips a week to the post office), and also a slight cost saving (that we will realize when we are finally able to close the post office box).

We ask that you utilize our street address on any correspondence you send to us via US Mail. The address is:

**Oregon Branch of the International Dyslexia Association**  
2525 NW Lovejoy Street, Suite 406  
Portland, OR 97210-2865

Our phone, fax, and e-mail remain unchanged. We look forward to hearing from you!

## Newsletter Publication Schedule, 2006-2007

Following is our newsletter publication schedule for the next fiscal year. It is our plan to place all of the newsletters on our website for ready access to all, and to mail out only the Winter issue (December 1). That issue will contain all the details regarding our 2007 annual conference.

This change will help the Oregon Branch economize and at the same time make our newsletter available to an even wider group of readers. We are also considering establishing a list-serve that would allow us to e-mail information to you about important news, upcoming events, and other activities. We would appreciate your input as we explore this new world.

Issue	Copy Deadline	Publication Date
Fall, 2006	Aug 1	Sep 1
Winter, 2006	Nov 1	Dec 1
Spring, 2007	Feb 1	Mar 1
Summer, 2007	May 1	Jun 1

SINGLE-ISSUE RATE:	3-ISSUE RATE:
Business card size \$50	<b>3 issues for \$150</b> (4 <sup>th</sup> issue free average cost only \$37.50!)
Quarter page \$90	<b>3 issues for \$270</b> (4 <sup>th</sup> issue free average cost only \$67.50!)
Half page \$160	<b>3 issues for \$480</b> (4 <sup>th</sup> issue free average cost only \$120!)
Full page \$250	<b>SPONSORSHIP LEVEL</b> one full-page advertisement per issue only

If you would like to be included on our e-mail distribution list please provide your contact information on the right and send it to the ORBIDA office. If you do NOT want to receive e-mail messages from the Oregon Branch, please indicate on the form to the right. Thanks.

### E-Mail Communications Authorization

<i>I hereby authorize ORBIDA to send e-mail communications from the Oregon Branch to the following address:</i>	
NAME:	E-MAIL ADDRESS:
STREET ADDRESS:	CITY:
STATE:	ZIP:
SIGNATURE:	DATE:
<i>I do not wish to receive e-mail communications from the Oregon Branch.</i>	
NAME:	TELEPHONE:
STREET ADDRESS:	CITY:
STATE:	ZIP:
SIGNATURE:	DATE:

Mail to: ORBIDA Office, 2525 NW Lovejoy Street, Suite 406, Portland, OR 97210-2865

# MEMBERSHIP APPLICATION

(Rates effective January 1, 2005)

## New Member Information (please print)

Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_

State/Province \_\_\_\_\_ Zip Code \_\_\_\_\_

Country \_\_\_\_\_

Telephone (W) \_\_\_\_\_ (H) \_\_\_\_\_

E-Mail Address \_\_\_\_\_

## Benefits of Membership

Contact IDA headquarters or visit our website for additional details about Institutional and Corporate member benefits.

- ~ Perspectives
- ~ Annals of Dyslexia
- ~ Discounts on IDA Conferences
- ~ Local Branch Affiliation
- ~ Branch Newsletters
- ~ Discounts on IDA Publications

## Membership Levels (please check one)

(U.S. Currency Only)

- College Student** ..... \$40  
(Copy of Student ID Required)
- Retired** ..... \$45  
(65 years+ and not employed fulltime)  
(Copy of ID Required)
- Individual** ..... \$70
- Individual / Sustaining** ..... \$150
- Individual / Supporting** ..... \$300
- Family** ..... \$110
- Institutional** ..... \$395  
(Copy of Non-profit Status Required)
- Lifetime** ..... \$2,000
- \*Corporate—Level-I** ..... \$295
- \*Corporate—Level-II** ..... \$795

\* Only For-Profit Organizations are Eligible for Corporate Levels

Signature: \_\_\_\_\_

**By signing this form I certify that I (or the corporate entity) qualify for the membership category checked above.**

Please check **all** categories that apply to you; then circle the category **that best describes your reason for joining IDA.**

- Advocate
- College Student
- Educational Administrator
- Ed. Diagnostician/Psychologist
- Educational Therapist
- Elem./Sec. School Educator
- General Supporter

- Individual with Dyslexia
- Lawyer
- Parent/Other Family Member of Individual w/Dyslexia
- Physician
- Post-Secondary Educator
- Psychiatrist

- Reading Specialist
- Researcher/Educational
- Researcher/Medical
- Speech-Language Pathologist
- Special Education Educator
- Tutor

## PAYMENT INFORMATION

Check enclosed made payable to: *The International Dyslexia Association*

Charge my credit card:

Account Number: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

American Express   Discover   MasterCard   Visa 

Name on credit card (Please Print): \_\_\_\_\_

Signature: \_\_\_\_\_

### **Membership Mailing List Rental**

At times, the IDA membership list is made available to other organizations whose products or services we think our members might find of interest. If you *do not* want your contact information included on these mailing lists, please check here.

### **LD Service Provider Database**

IDA maintains a list of service providers for people who contact us for resources. If you would like to be on this list and receive an application, please check here.

Your listing will remain on the service provider list as long as your membership is active.

**The International Dyslexia Association®**

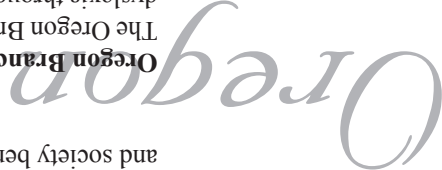
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(503) 228-4455

<b>PLEASE ROUTE TO:</b>	<input checked="" type="checkbox"/>
All Teachers of Reading!	<input type="checkbox"/>
Title I Specialists	<input type="checkbox"/>
Child Development Specialists	<input type="checkbox"/>
Counseling Office	<input type="checkbox"/>
First Grade Teachers	<input type="checkbox"/>
Language Arts Specialists	<input type="checkbox"/>
Learning Specialists	<input type="checkbox"/>
Student Teachers	<input type="checkbox"/>

**Oregon Branch Mission Statement**  
The Oregon Branch of the International Dyslexia Association will increase awareness of dyslexia throughout our region. We will actively promote teaching approaches and other strategies that will benefit children and adults with dyslexia.



**The International Dyslexia Association Purpose Statement**  
To pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write, in such a way that creates hope, possibility and partnership, and society benefits from the resource that is liberated.

