



Promoting literacy through research, education, and advocacy

PRESIDENT'S MESSAGE:

Dear ORBIDA Members,
2010 has begun! I am anticipating positive achievements for people with dyslexia during my time as ORBIDA President. The ORBIDA Board is getting ready to meet, and I look forward to discussing new opportunities to spread the word about dyslexia throughout Oregon and Southwest Washington *and beyond*.



ORBIDA has had an amazing cadre of people contributing to the advance of educating children and adults with dyslexia. With a history of ardent work spanning over 40 years, it is no wonder that the work has been carried on to this present day. Our history includes: Dee Tyack, who first began training using multisensory teaching methods in 1958, the Oregon Branch of the Orton Society charter being awarded in 1976, the first ORBIDA branch newsletter published in 1981, Gloria Zeal Davis elected to the national IDA Board of Directors in 1985, Dale Holloway creating the Reversals Group at Lewis & Clark College in 1986, Dorothy Whitehead receiving the coveted Samuel Torrey Orton award in 1991, an organizational name change in 1997 to the *International Dyslexia Association*, and the Oregon Branch going online in 2002.

I want to thank those members who are leaving the Oregon Branch Board of Directors for their work while on the Board: Susie Billstein, Debra Brooks, Dale Holloway, Katy Libke, Mary Jo Rutten and Lee Ann Sharman. They were a great help to this organization, and they will be missed! Judy Wright has done a great job as ORBIDA President and remains on the Board for one more year as Immediate Past President. Without these individuals, many of the opportunities we've had over the past year or more to learn about dyslexia would not have happened. We welcome Board newcomers: Julie Esparza-Brown, Lynne Meyerowitz, Marydee Sklar, Margie Nielsen, Amanda Sanford and Stephanie Verlinden.

Amazing things can happen when like-minded people pull together for a cause. This is being seen throughout the country as individuals (tutors, parents, educational professionals, researchers, etc.)

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TimberLines Vol. 2010, No. 1
February 2010



ORBIDA Directory - 2010

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The International Dyslexia Association (IDA) is a 501(c)(3) non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. The IDA actively promotes informed and effective teaching approaches, methods, and strategies that are implemented as intended with fidelity to design.

IDA supports and encourages interdisciplinary research, seeks to facilitate the exploration of the causes for and early identification of disorders that place children at risk for reading failure, and is committed to the responsible dissemination of research-based knowledge.

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

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come together to share researched-based information about the causes of and solutions for dyslexia. States such as Louisiana, Colorado, Texas, Washington, South Dakota, and Oklahoma are beginning to pass laws and/or develop processes to better identify and/or instruct those struggling with dyslexia. This is happening all because individuals are voicing their concerns, presenting the research, and coming together to make certain that the needs of individuals with dyslexia are being addressed.

We are living in challenging but exciting times! State and school budgets are very limited. However, more professionals in our area are becoming knowledgeable about researched-based interventions for dyslexia. Parents are becoming more proactive in their quest to ascertain services and interventions that work. I hope that as we move forward in 2010, that you will become an active member of the ORBIDA community dedicated to providing **resources** in the form of education about dyslexia and related issues, and **referrals** for programs that work. Encourage someone to become a member. If your membership is coming up for renewal, please don't let it lapse. You are going to want to remain *in the know* about what is happening in the Northwest regarding dyslexia!

I look forward to getting to know more of you and learning about what you are doing to promote dyslexia awareness. If you are experiencing successes in your community, please let me know! I want to let others know what is going on where you are, and let's celebrate the successes together!

Cheryl Anthony
ORBIDA President

READING COMPREHENSION: Focus on Strategies or Content?

Don't miss the latest news about dyslexia studies in *Perspectives* magazine, a member benefit of the Oregon Branch of the International Dyslexia Association.

JOIN US TODAY!

<https://www.interdys.org/olssecure/JoinorRenew.aspx>

Book Snapshot

WHAT YOUR EXPLOSIVE CHILD IS TRYING TO TELL YOU

By Douglas A. Riley, Ed.D
Houghton Mifflin Company, 2008

Movers and Dreamers by Marcia Hollander

How can teachers help youngsters who explode during transitions, worry too much, experience sensory processing disorder, or even exhibit depression? Douglas Riley, a clinical psychologist, responds to these concerns in his third book about children who have difficulties concentrating and learning.



Because learning disabilities often co-occur with attention deficit hyperactivity disorder (ADHD), chapter five in Riley's latest book, "I'm a Wiggler and a Daydreamer," is of special interest to many teachers.

FRONT AND CENTER

Seat your wiggler at the front of the room, facing away from windows and doorways. This helps him/her focus on the subject at hand by cutting down on extraneous distractions. In addition, make sure the ADHD student's seat is away from any students who annoy, tease or otherwise divert his/her attention.

PRAISE IN PUBLIC

Especially in the elementary grades, a teacher's sincere compliment about an ADHD student's good effort can go a long way in reinforcing the desired behavior. It may also promote classmates' admiration for the ADHD student -- something s/he often lacks and yearns for.

CORRECT IN PRIVATE

While cruising the classroom, the teacher can use a pre-agreed-upon signal, such as a quiet tap on the ADHD student's desk, to remind him/her to get back on task. Likewise, a teacher's brief, kindly glance can serve as a gentle pre-arranged reminder from across the room.

SELF-MONITORING

Some studies show success when students check whether they're on task every minute or two. Audible timers can mark time at home, but the classroom clock [or a teacher's verbal cue] can also be helpful. The author recommends a tracking chart for the student to mark, plus a "guarantee that he will be well rewarded for his efforts."

Many children who wiggle and daydream in the early grades learn to deal better with their personal "wiring" as they grow. Riley also underscores that many distractible children are both bright and creative. They need to know that lack of effort will not be rewarded, and to see adults working hard to achieve their own personal goals.)

Marcia Hollander is a Reading Specialist with a private practice in downtown Portland. marciahollander@comcast.net

ORBIDA LECTURE SERIES



2009-2010 ORBIDA Lecture Series

All lectures 7:00-8:30 p.m.

In partnership with:

["http://www.taedisonhs.org/"](http://www.taedisonhs.org/)

The Oregon Branch of the International Dyslexia Association is proud to announce the 2009-2010 Lecture Series schedule. You won't want to miss a single lecture! Please invite your friends, school personnel, and others interested in the field of learning differences.

All lectures will be held at Thomas Edison High School, 9020 SW Beaverton Hillsdale Highway, Portland, OR 97225. **The cost is \$5.00 for ORBIDA members, \$10.00 for non-members.**

Date: February 9, 2010
Speaker: Ajit Jetmalani, M.D., Child & Adolescent Psychiatrist
Topic: [ADD, Tourette Syndrome and Current Treatment Options](#)

Date: March 9, 2010
Speaker: Patrick Tomblin, M.S., Director of Special Services, Lake Oswego School District
Topic: [ABC's of Special Education Law](#)

Date: April 13, 2010
Speaker: Lee Ann Sharman, M.S., Coordinator, Child Evaluation & Service Center, Clackamas ESD
Topic: [How to Interpret Test Results](#)

Date: May 11, 2010
Speaker: Cheryl Anthony leading a panel of representatives from Language Skills Therapy, Barton, Diane M.W. Budden for Northwest Reading Clinic and Lynetta Weswig will be doing the training for LST.
Topic: [Showcasing 3 Different Methodologies: Orton-Gillingham, Barton, Lindamood-Bell®](#)

[Promoting literacy through research, education, and advocacy](#)

SPOTLIGHT ON OREGON SCHOOLS

An Interview with Dr. Paula Kinney, Director of Park Academy

By Jennifer Jocz

Note: This is the second in a series of articles about schools in the Portland area that work specifically with students with Dyslexia.

As I was driving through Marylhurst University in Lake Oswego, I couldn't help but wonder what a middle and high school school would be like situated on a college campus. Dr. Paula Kinney, Director and Principal of Park Academy, explained it was a wonderful place to be: that the kids can eat lunch at the college campus, use the library, and be surrounded by a college they can see and be a part of, which encourages them to go on to college. Dr. Kinney and her staff believe every student is capable of



Park Academy

going onto secondary education, whether it's a four-year university, a vocational school or a community college. And Marylhurst can send its students to Park Academy to do internships in teaching, arts, and music therapy as well.

Mission:

Park Academy empowers students with diverse learning challenges to reach their highest potential of giftedness while excelling academically and becoming responsible citizens and community leaders.

I asked Dr. Kinney to tell me about Park Academy, a private, nonprofit school for 4th through 12th graders with dyslexia or other language-based learning disabilities. It was founded in 2005 by Piper Park when the school her son attended, Woodmont School for Dyslexics, which was started by Myrna Soule, had to close. The school started out with 14 students and is now up to 39, with room to accommodate 45-50 students. "Our staff is passionate and compassionate, they are a little kooky in a fun way. They care so much, but also have such high expectations. For example, the teachers have lunches where the kids and staff dress-up like who they

are studying.

"We have a very diverse school: a family from Roseburg, students from Gresham, North Portland. One student from North Portland, who has 100% attendance, takes a bus that leaves at 5:00 a.m. so he can get here. We have East Indian students, two students from Guatemala, Asia, African American and bi-racial students. But they all have the common denominator of dyslexia."

The teachers use a multi-sensory approach to teaching all subjects. The curriculum is developed around the research-based Slingerland adaptation of the Orton-Gillingham approach to instruction. This multi-sensory approach reaches students' learning styles by addressing auditory, visual, and kinesthetic learning modalities. Students can and do participate at their local schools for sports and debate team, but Park academy offers a theatre program, which helps improve self-esteem, confidence, and social blossoming. They also have creative writing and arts programs.



Dr. Paula Kinney

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The school does not assign traditional letter grades. Instead the students receive evaluations that are performance-based. The evaluations are transferred to grades though, on college applications.

Each student is evaluated thoroughly and placed on a customized plan to help reach her or his fullest potential. The school faculty supports their needs, and addresses their strengths and interests. The school is accredited, and all classes meet state standards - everything that is required of a traditional school.

About 61% of students are on partial scholarships. Financial aid is available, and the school is committed to helping families in need of financial support.

**“
This school
nurtures
the soul,
it works hard
to ensure every
student’s gift is
tapped, that
all students
have the potential
to go to college
and have a
flourishing
career.”**

“Parents are also very involved. They see our school as a very credible program where the kids go on to college, have a career, and leave our school with the skills they need for a second education”, says Dr. Kinney.

When I asked how she became a part of this school, Dr. Kinney replied that prior to this position she was a School Change Coach with the non-profit organization, E3: Employers for Education Excellence. Dr. Kinney has been a teacher, principal, and district school administrator. She spearheaded da Vinci Middle School in the Portland Public School District and the Arts & Communication Magnet Academy in the Beaverton School District. She is also a national and international consultant, specializing in developing effective leaders and designing new or reformed innovative schools. The board asked her to come aboard not once but twice (the first time she had other commitments.)

What is one thing you would like to tell our readers about this school? I asked. “This school nurtures the soul, it works hard to ensure every student’s gift is tapped, that all students have the potential to go to college and have a flourishing career.

“This is my heart job: to see kids come through the door so dejected, and to see them flourish. An example is Stephen. He came here three years ago, wearing a hood over his head all the time. He would fight with his mother every day. When he came here and realized he had potential, the hood came down, the dimples came out. He is planning on attending ITT

Technical Institute. He would have been a drop out. He had a 104 degree temperature once, and mom couldn’t keep him home.

“Relationships make this a really special school. It’s relationships and content and expectations.”

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Interesting Fact:

Dr. Kinney meets with Pat Maguire (see last quarters TimberLines), the director of Thomas Edison High School around once a month, to support each other and find the best fit for families, even if it’s at the others’ school.



The Park Academy Tour

This January 13, I was driving through the beautiful Marylhurst campus, enjoying the stately buildings and collegiate landscaping, looking for Park Academy. When I reserved my spot on the tour, Kim Barton, Registrar, told me to drive to the end of the road and that was their parking lot. When I got to the parking lot, I couldn't believe what I saw—peach portable classrooms! This couldn't be Park Academy, but it was. There was the sign on the end of one of the buildings.

I parked and went into the administration building to begin one of the scheduled tours. I was greeted by Dr. Paula Kinney, Director, and warmly welcomed to the school. The first thing I noticed was the impressive artwork on all the walls. Later, she told me that many were from former students.

The tour began with some background and curriculum information from Kim Barton, Registrar, and Bill Westphal, Student Support Coordinator. Then, in the lovely Oregon rain, we toured the classrooms.

The classrooms are where “the real Park Academy resides.” I saw students all actively engaged in projects, on computers, in quiet discussions, and some even reading to themselves sitting on rugs in the corner of the room. There was an atmosphere of confidence and purpose. I was very impressed with this school! I realized then that the building really has nothing to do with the “real school.” The students, the teachers, and the rest of the staff are the heart and soul of a school.

When the teachers talked to our group about what they were teaching and how they taught differently from most schools, but using the same curriculum and using the same benchmarks from the Oregon Department of Education as any other middle school and high school, I was surprised. How could they accomplish that? Park Academy is a “college prep” program, and all six of the seniors have plans to further their education at the community colleges, Marylhurst, Landmark College, and ITT Technical Institute. Park Academy and Marylhurst have a relationship in which Park students are able to take college courses. One of the seniors at Park is also earning college credit while still in high school.

We were also able to talk to some of the students—without staff in the room. What school would offer that to visitors? These students were bright, articulate, and confident of their futures. They were also realistic, and told us of their struggles with learning. But they talked about it as always in the past or some other life. This is the way all students with dyslexia could be! And Park Academy seems to know how to encourage these qualities as well as the academics.

Take the tour, and see for yourself. I think you'll be as impressed as I was.

Judy Wright
Immediate Past President, ORBIDA

To learn more about Park Academy, please check out their website: www.parkacademy.org or e-mail at info@parkacademy.org

Parents: Contact the Registrar at 503-635-3088 to schedule a tour.

Students: Students applying to Park Academy will shadow a student in the grade for which they are applying. This is a wonderful opportunity for candidate students and Park Academy teachers to ensure a "good fit."

We are sure you will enjoy it!



25 Fun Ways

To Encourage Reading

Schwab Learning has created a collection of fun and engaging tips that parents can use to motivate their children to read. These tips are designed to make the activity of reading a pleasurable experience for all children, whether or not they struggle with learning. The tips are conveniently divided into different age groups:

- K-Grade 2 - Early and emerging Readers
- Grades 3-5 - Beyond the basics: becoming a competent reader
- K-Grade 5 - Reading is a family affair: the basics at any age

Over the next few issues of TimberLines we will share these ideas, one from each age grouping. In this issue you will find tips 5, 12, and 22. Please visit these websites for additional information:

www.schwablearning.org designed specifically for parents, or www.sparktop.org created for kids ages 8 -12 with learning differences.

Early & Emerging Readers

Tip #5 - NOTES FROM THE HEART

Make reading personal by writing your child fun and supportive messages!

Ingredients:

- ★ Pen
- ★ Post-its or postcards

Directions:

Write notes to your child with words of encouragement, such as “Have a good day,” “I love you,” and “You are a great kid.” Or, identify something your child can be proud of, such as “You were very helpful today” or “Thanks for doing such a great job cleaning our room.” Surprise him frequently with letters. Mail them to him, hide them under his pillow, put them in his lunch bag, stick them in his sock drawer, or tape them to the mirror in the bathroom.



Beyond the Basics: Becoming a Competent Reader

Tip #12 -DINNER TIME

Cook up some reading fun with your child in the kitchen.

Ingredients:

- ★ Paper
- ★ Pencil
- ★ Crayons
- ★ Easy-to-read cookbook

Directions:

Plan a meal with your child and compose a menu with several items. such as salad, vegetable, entree, and dessert. Ask your child to look up recipes for each item from the cookbook and make a list of the necessary ingredients you’ll need to buy at the grocery store. (Good, kid-friendly recipes can often be found on the packaging of food items such as cereal and raisins, as well.) At home, have him carefully read the recipe, help measure the ingredients, and then cook the meal together.

For a fun finishing touch, ask him to make place cards for each person who will be at the dinner table.

Reading is a Family Affair: The Basics at Any Age

Tip #22 -READ ALOUD TO YOUR CHILD

Encouraging a child’s interest in reading at an early age is an important step toward inspiring a child to read for a lifetime.

Ingredients:

- ★ Books
- ★ Magazine articles
- ★ Letters
- ★ Enthusiasm

Directions:

Choose material based on your child’s current interests. (They might change overnight, so be prepared to change topics accordingly.) Upon reaching a natural stopping point, ask questions about what you both just read - the “Who, What, Where, When, and Why’s” of the story - and discuss your child’s thoughts about the text and even the pictures. ✕

Schwab Learning is dedicated to helping kids with learning difficulties be successful in school and life. They develop and deliver resources that provide parents of kids with learning difficulties, and kids themselves, practical information, emotional support, and trustworthy guidance.

Struggling Students

"You should come to Park Academy, they teach me the way I learn."
Chris G.—7th Grader

- Learning Differences with high intelligence
- Low-self esteem
- Defeated attitude
- Lack of confidence
- Poor school attendance

We may be able to help.
Specializing in dyslexia since 2005.

PARK ACADEMY

THE DISCOVERY OF INTELLECTUAL GIFTEDNESS

Registrar's Office: 503.635.3088; Web site: www.parkacademy.org
Located on the beautiful campus of Marylhurst University—Lake Oswego, OR

100% of our 2010 Seniors are College Bound!

Park Academy empowers students with diverse learning challenges to reach their highest potential of giftedness while excelling academically and becoming responsible citizens and community leaders.

Informational Tours
10-11 am—please call to schedule your visit

February 10 & 25
March 10 & 18
April 7 & 22
May 6 & 19

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News from other IDA Branches

Creativity and Dyslexia: A Symbiosis for Success

Southwest Branch Documentary on *The Creative Brain*

A documentary celebrating the gifted talents of many individuals with dyslexia, underwritten by the Southwest Branch and superbly produced by board member Lois Rothschild, has been completed. Available in DVD format, it resulted from the branch's 2005 conference, *The Creative Brain: Gifted, Talented, and Dyslexic*. After what seemed at times like endless hours of previewing and editing film, Lois and her committee (Mary Gilroy, Cathleen Tomlinson, Bruce Porch, and Meg Porch) worked with professional, Santa Fe videographers Tony and Gigi Carlson to create a multimedia production which views the gifted and talented side of dyslexia.

What began in fall 2004 with an initial plan to interview five creative brains culminated this summer with a DVD documentary that now includes ten gifted individuals and is unmatched in its content and its unique perspective on dyslexia. The documentary explores the personal recollections and insights of sculptor Malcolm Alexander, chef Joseph Wrede, corporate identity executive Ron Peterson, lawyer Janet Clow, fashion designer Patricia Michaels, mother-daughter equestriennes Caroline Invecta Stevens and Sarah Williams, author Thomas West, architect Daniel Tully, and Barbara Corcoran of The Corcoran Group, the leading realty firm in New York City.

From the vivacious Barbara Corcoran to the soft-spoken Daniel Tully, each creative brain weaves a story with memories of difficult moments of failure that eventually evolved into a life of success and of the transition from focusing on weaknesses to becoming aware of strengths.

These are inspiring tales of courage, painting eloquent word pictures of how using one's own creativity and talents can overcome what seems to be a certain road to defeat. It is a presentation that will inspire and motivate us all. We know parents and teachers of students with dyslexia will want to own this DVD and show it year after year. We also know that it would be an invaluable tool in pre-service education classes and in high school and post-secondary career exploration classes.

Ordering information is on the branch website at www.southwestida.com or available by contacting the branch at 505.255.8234 or P.O. Box 25891, Albuquerque NM 87125.

Meet Some of Our New ORBIDA Board Members!



Lynne Meyerowitz

I grew up in Johannesburg, South Africa, and have three daughters. My career began in social work, and currently I work as a learning specialist at a private school and tutor students from my home office.

Amanda Sanford

I was born and raised an Oregonian, I returned to Portland after a decade in the Eugene-Springfield area. Currently, I teach literacy methods and assessment courses at Portland State University. My husband, Jon, and I are expecting a baby boy, Connor, in April.



Margie Nielsen

I was raised in Portland, Oregon, and am the mother of four children, three of which have dyslexia. I currently work part-time at Doernbecher Children's Hospital.



Marydee Sklar



I grew up in rural San Diego County in California. It was a 42 mile bus ride to my high school. I am a certified teacher and reading specialist who specializes in teaching executive functioning skills to students, parents, teachers and adults.

Faith Oberman



I grew up in American Fork, Utah. I am the third child of six, and I am now the mother of five children, grandmother of two. Two of my children have been diagnosed with dyslexia. I am currently training in the Barton Reading & Spelling System and Living Linguistics.



Coming Soon!

ORBIDA will be launching it's own Face Book page and blog very soon!
Please check our website for updates:

www.orbida.org

Saturday, February 27, 2010
at the Portland Airport Holiday Inn.

Dr. Archer serves as an educational consultant to school districts on effective instruction, classroom management, reading and writing instruction, and design of effective literacy programs. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards, including the Leadership Award from the University of Oregon, College of Education and the Patricia C. Lindamood Award for Clinical Leadership Excellence in Language and Literacy.



Dr. Anita Archer

Dr. Archer has been a faculty member at San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction. She co-authored *Skills for School Success*, a study skills program for elementary and middle school students, *Advanced Skills for School Success*, *REWARDS*, a program to teach students advanced decoding and fluency skills, and *REWARDS PLUS* and *REWARDS Writing* with Dr. Mary Gleason. She also co-authored *Phonics for Reading* and has authored many other curriculum materials, chapters, books, and training materials.



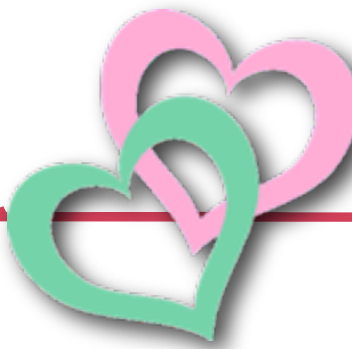
Dr. Anita Archer
“DYNAMIC VOCABULARY INSTRUCTION”

On a daily basis we observe the importance of vocabulary to reading and listening comprehension and overall school achievement. Even as students enter school, there are meaningful differences in vocabulary based on their prior experiences. To close this vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.

This seminar will focus on a number of components of an intentional vocabulary program: 1) quality classroom language, 2) read alouds, 3) explicit vocabulary instruction including selecting words and meanings, and providing robust vocabulary instruction, 4) instruction on word learning strategies, and 5) independent reading.

Dr. Archer will model research-validated procedures and share videos to illustrate practices.

Target audience: General and special educators K-8, speech and language specialists, administrators.



Give a Gift That Cares

Is someone you care about coping with dyslexia?
Or raising or teaching a child who has dyslexia?

There's no better gift than an IDA/ORBIDA membership for a year's worth of information and support. Members enjoy IDA and ORBIDA lectures, online newsletters, book discounts, fact sheets and more.

Place your membership gift order (which includes both IDA and ORBIDA membership): at
<https://www.interdys.org/olssecure/JoinorRenew.aspx>

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Dyslexia Association

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Ameriprise Financial Services, Inc. offers financial advisory services, investments, insurance and annuity products. RiverSource products are offered by affiliates of Ameriprise Financial Services.

IDA's 60th Annual Conference November 11-14, 2009

This year at the 60th International Dyslexia Association Conference in Orlando, Florida, there was a Welcome Reception on Wednesday evening. It was the "Official Kick-Off" to the conference. Entertainment was provided by the Brooklyn Skyline singers with a special song written just for IDA.



Sal Buttita from LEAD in Colorado talked about having dyslexia and success at the same time.



Guinevere Eden, IDA President, welcomed everyone to the 60th Annual Conference and the conference was officially "Kicked Off" in a grand and inspiring way.



Dana Buchman, fashion designer and mother of a learning-disabled daughter, talked about her struggles with her daughter and how she came to terms with her daughter's learning problems. Dana has written a book about both of their struggles called, A Special Education: One Family's Journey through the Maze of Learning Disabilities. (If you do not know of her designs, she has a line through Kohl's.)

Richard Lavoie writes that Dana's book, "Provides parents with a roadmap and a compass for their trek into the world of learning disorders. (Buchman's) hard-earned wisdom will make your journey more manageable; her sensitivity will touch you; her courage will inspire you." She is donating the proceeds from the sale of her book to the National Center for Learning Disabilities.

2009 Cherida Collins Smith IDA Conference Scholarships

This year there were four scholarships awarded through a generous gift from Cherida Collins Smith. Ms. Collins Smith has provided funds to ORBIDA for many years to teach teachers about dyslexia and how to deal with it.

The "Oregon Dinner" tradition for scholarship recipients was carried on with a luncheon at the Dolphin Hotel on November 12, 2009. This meal meeting has been a fun and relaxing time to meet with all the scholarship recipients and various others involved with ORBIDA. It is always amazing to get to meet these caring and concerned educators who are so motivated to improving the education of students with dyslexia.

ORBIDA wishes to thank Cherida Collins Smith and Gloria Zeal Davis, Scholarship Chair, for continuing to provide the opportunity for these determined people to further their educations by learning how to help students with dyslexia achieve academic success. Without their generous donations and support, ORBIDA would not be able provide this kind of life-changing experience.



Left to right: Judy Wright, Immediate Past President, Kristie Haagenon, scholarship recipient, Gail Ochsner, scholarship recipient, Holly Reynolds, Becky Addleman, scholarship recipient, Cheryl Anthony, ORBIDA President, Hope White scholarship recipient, and her husband, Vance A. White II (Not pictured, Gary Wright, Photographer & Treasurer)

Advances in Intervention

Adapted from Fall Edition, 2009 (Volume 35, No. 4) Excerpts by Marcia Hollander



In one study on teacher knowledge, many teachers could correctly answer only about half of the multiple choice questions (e.g., how many phonemes in *box*). The more these teachers taught explicit decoding, the worse their students' reading skill gains because they were being taught the concepts incorrectly. Rigorous preservice training and high-quality professional development are essential if teachers are to translate test results into effective interventions.

- "Identifying and Intervening with Beginning Readers Who Are At-Risk for Dyslexia," pp. 13-19.

Studies observing 14 special education classrooms for one year found that direct instruction of word recognition was not identifiable within the reading curriculum. Most special education teachers teach reading much as if they were instructing a whole class of general education students. They typically provide little instruction addressing word recognition or specific reading comprehension strategies. A well-designed reading program can provide teachers with direction in how to individualize, provide immediate feedback, monitor guided practice, and stay in touch with the diverse needs of their remedial reading classrooms.

- "Reading Achievement Multi-Modular Program (RAMP-UP)," pp. 29-33.

An inspection of titles of published reports indicates that the focus of RTI [Response to Intervention, aka Response to Instruction] is still identification of a learning disability rather than the cause of the reading problem and the appropriate instructional procedure or means of management. The authors suggest a model of reading that recognizes which domains cause the reading difficulty: cognitive (word recognition and comprehension); psychological (motivation and interest, locus of control, learned helplessness, teacher expectations, and gender differences); and ecological (home environment, culture, parent involvement, classroom environment, peer influence and dialect).

- "Why a Component Model of Reading Should Drive Instruction," pp. 35-40.

Articles like these, based on a different theme each issue, are available in the quarterly journal *Perspectives on Language and Literacy*, a membership benefit of the International Dyslexia Association. Join IDA and ORBIDA today at www.interdys.org/olssecure/JoinorRenew.aspx.



Movie: "LIKE STARS ON EARTH"

March 13, 2010

Presented by: The Blosser Center for Dyslexia Resources

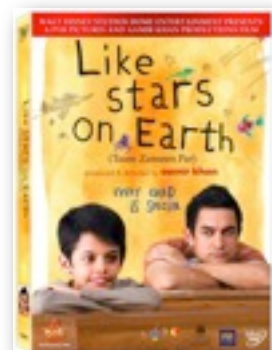
WHEN: Saturday, March 13, 2010

TIME: 4:00 PM - 8:00 PM

WHERE: Rose City Park Prebyterian Church,

1907 NE 45th Avenue, Portland, OR 97213

COST: Free! Please go to our website for more information!



General Support Opportunities

- \$5** will provide specific materials/information and postage for mailing to one family with children who are or maybe dyslexic.
- \$25** will pay for one hour's time for a qualified Information & Referral resource to return multiple phone calls and/or e-mails, and to mail our specific and appropriate information to people who have contacted our organization for help.
- \$100** will pay expenses for one month's Lecture Series meeting.
- \$100** will provide scholarship for conference registration for one day of an ORBIDA annual conference for a future educator (student).
- \$150** will pay expenses for one month's meeting of the "Reversals" parent-student support group.
- \$225** will provide a scholarship for a conference registration or one day of an ORBIDA annual conference.
- \$350** will provide one month's rent for the shared office space used by ORBIDA.
- \$350** will provide a full scholarship for conference
- \$400** will provide one scholarship for conference registration to an IDA annual conference.

Any and all contributions used to help those with dyslexia are greatly appreciated.

Thank you!

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