

CODE BREAKER



Promoting literacy through research, education, and advocacy.

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

Founded in Memory of Samuel T. Orton

The Newsletter of The International Dyslexia Association-Arizona Branch

The 11th Annual Dyslexia Conference

“From Research to Instruction to Intervention”

Presented by:

**International Dyslexia Association – Arizona
Branch
and New Way Learning Academy**

Speakers Include:

**Gordon Sherman, Ph.D., Deardra (Dee) Ledet-Rosenberg,
LDT/C and Ann Alexander, MD**

Friday, February 22nd and Saturday, February 23rd,
2008

Black Canyon Conference Center
9440 North 25th Avenue Phoenix, Arizona

Turn to page 4 for Registration and Conference Details!

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Editor's Note

The **Code Breaker** is sent out as an e-mail attachment to all members and past conference attendees who have provided their e-mail address. The **Code Breaker** is also sent out as a paper document to all those on the IDA-AZ's mailing list, which includes members and others interested in our information.

The **Post Script** is a shorter publication sent out as an e-mail attachment to provide the membership and oth-

ers with current information that may not be included in the **Code Breaker**. If you want to make sure you have all the benefits of this information and you are not currently on our e-mail distribution list, please contact Stacy Fretheim at stacy-fretheim@wac.phxcoxmail.com and provide your e-mail address.

A Message From Your President

Letter from AZ-IDA President—Mary Wennersten

This month I wanted to share with you books that I have read which I reference often when talking to parents, teachers, principals and district personnel. As a life long learner, I am constantly looking for current research or information to help me work with struggling readers. Whether the reading difficulty is because of dyslexia, ELL or lack of teaching, we as educators need to understand language development, what direct instruction and multisensory instruction should look like, how to coach a teacher and what an instructional leader should know and be able to share with their staff. I hope you find something that helps in your pursuit of life long learning.

Parent Reading

Shaywitz, S.E. (2003) *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf

Hall, S., & Moats, L. (2002) *Parenting a struggling reader: A guide to diagnosing and finding help for your child's reading difficulties*. New York: Broadway Books

Hall, S. & Moats, L. (1999) *Straight talk about reading: How parents can make a difference during the early years*. Contemporary Books

Ford, A. (2007) *On their own: Creating an independent future for your adult child with learning disabilities and adhd*. New York: Newmarket Press

Coaching Teachers

Walpole, S. & McKenna, M. (2004) *The literacy coach's handbook: A guide to research-based practice*. New York: Guilford Press

Hasbrouck, J. & Denton, C. (2005) *The reading coach: A how-to manual for success*. Sopris West

How Children Learn to Read

Birsh, J.R., (1999) *Multisensory Teaching of Basic Language Skills*. Baltimore MD: Brooks Publishing

McCardle, P. & Chhabra, V. (2004) *The Voice of Evidence in Reading Research*. Baltimore MD: Brooks Publishing



Snow, C.E., Burns, M.S. & Griffin, P. (1998) *Preventing reading difficulties in young children*. Washington DC: National Academy Press

Vaughn, S. & Briggs, K.L. (2003) *Reading in the classroom: System for the observation of teaching and learning*. Baltimore MD: Brooks Publishing

Carnine, D.W., Silbert, J., Kameenui, E.J., Tarver, S.G. & Jungjohann, K. (2006) *Teaching struggling and at-risk readers*. New Jersey: Pearson Merrill Prentice Hall

Research-based education and intervention: What we need to know. The International Dyslexia Association

Vaughn, S. & Linan-Thompson, S. (2004) *Research-Based Methods of Reading Instruction: Grades k-3*. ASCD

Kameenui, E.J., Carnine, D.W., Dixon, R.C., Simmons, D.C. & Coyne, M.D. (2002) *Effective teaching strategies that accommodate diverse learners* (2nd ed.). New Jersey: Pearson Merrill Prentice Hall

Hagger, D, Klingner, J. & Vaughn, S. (2007) *Evidence-based reading practices for response to intervention*. Baltimore MD: Brooks Publishing

Snow, C.E., Porche, M.V., Tabors, P.O. & Harris, S.R. (2007) *Is literacy enough? Pathways to academic success for adolescents*. Baltimore MD: Brooks Publishing

Stone, A.C., Silliman, E.R., Ehren, B.K. & Apel, K. (2004) *Handbook of language and literacy: Development and disorders*. New York: Guilford

Oral Language, Vocabulary and Comprehension

Hart, B. & Risley, T.R. (1995) *Meaningful differences in the everyday experience of young American children*. Baltimore MD: Brooks Publishing

Beck, I.L., McKeown, M.G. & Kucan, L. (2002) *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press

Blachowicz, C.L. & Fisher, P. (2001) *Teaching vocabulary in the classroom* (2nd ed.). Upper Saddle River, NJ: Pearson Education

Graves, M.F. (2006) *The vocabulary book: Learning and instruction*. New York: Columbia Teachers College Press

Happy Reading!
Mary Wennersten

11th Annual Conference on Dyslexia: From Research to Instruction to Intervention

The Arizona Branch of the IDA is proud to hold 11th Annual Conference on Dyslexia. This year's conference promises to be full of great information to help parents, teachers, speech-language pathologists, psychologists and physician. It is quite an accomplishment to have speakers that will appeal to such a wide variety of audiences. We hope you will join us for Friday night and Saturday.

The following is the schedule events for the conference:

Friday – February 22nd

5:00 – 5:30pm Registration

5:30 – 6:30pm Buffet Dinner - included in the registration

6:30 – 8:30pm

“Cerebrodiversity in the Classroom: Lessons from Neuroscience” – Gordon Sherman, Ph.D. **Part I** - This lecture will focus on the implications of neuroscience research for teaching and learning, with an emphasis on dyslexia and other diverse learning styles. The brain of a person with dyslexia is different from the brain of someone without dyslexia. Dyslexic brains are uniquely organized and function differently. This alternative brain design reflects cerebrodiversity – a term that refers to human neural heterogeneity and the resulting profiles of cognitive strengths and weaknesses.

Saturday – February 23rd

8:00 – 9:00am Registration

9:00 – 10:30am

“Cerebrodiversity in the Classroom: Lessons from Neuroscience” – Dee Ledet-Rosenberg **Part II** – Implications for classroom and school instruction will be emphasized

10:30 – 10:45am Break – snack included

10:45 – 12:15pm

“Cerebrodiversity in the Classroom: Lessons from Neuroscience” – Dee Ledet-Rosenberg

Part III – (Continued) Implications for classroom and school instruction will be emphasized

12:15 – 1:30pm Lunch with facilitated group discussions – included with registration

1:30 – 3:00pm

“Phonological Interventions for Oral Language Impairment in Dyslexics” – Ann Alexander, M.D.

Dr. Alexander will review the research on the interventions for individuals with dyslexia and oral language impairments.

3:00 – 3:30pm Intervention recap and questions

***Please join us for great information,
delicious food and networking!***

Friday, February 22nd and Saturday,
February 23rd, 2008

Black Canyon Conference Center
9440 North 25th Avenue Phoenix,
Arizona



This Year's Speakers for the 11th Annual Conference on Dyslexia: From Research to Instruction to Intervention

IDA-AZ's Annual Conference promises to be fantastic as we are looking forward to hearing from three fantastic speakers who will provide us with cutting-edge information in the field of reading. To get you acquainted with the background of the speakers, here is some information about the speakers:

GORDON F. SHERMAN, PH.D.

Gordon Sherman is the Executive Director of The Newgrange School and Education Center located in Mercer County, New Jersey. Dr. Sherman received his Ph.D. in Developmental Psychobiology from the University of Connecticut (Storrs, Connecticut) in 1980 and has over 25 years of research experience related to the development of the brain and the understanding of developmental dyslexia. He is the author and editor of over 80 scientific articles, reviews, and books. Dr. Sherman speaks nationally and internationally to parents, teachers, and scientists about cerebrodiversity, learning differences, brain development, and the enlightened classroom.



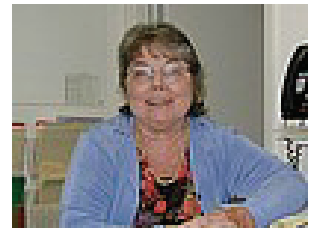
Gordon Sherman, Ph.D

DEARDRA (DEE) LEDET-ROSENBERG, LDT/C

Deardra ("Dee") Ledet-Rosenberg, Director of the Newgrange Education Center, has a B.A. in Elementary Education from Towson University, an M.A. in Learning Disabilities from Montclair State University and is a certified Learning Disabilities Teacher Consultant (LDT/C). Dee provides consultation and staff development for school districts in New Jersey and nationally. Ms. Ledet-Rosenberg is the Vice President of the New Jersey Branch of the International Dyslexia Association.

ANN ALEXANDER, M.D.

Ann Alexander, MD, a developmental pediatrician trained at Duke University, has worked extensively in the field of language/learning disabilities. In 1986, Dr. Alexander was involved in founding the Morris Child Development Center in Gainesville, Florida to provide assessment and treatment solutions for children with language-learning disabilities. Recognizing the need for a similar neurodevelopmental assessment and treatment center in Arizona, Dr. Alexander, opened the Wellington-Alexander Center in 2003 in hopes of achieving the same kinds of success for children here in the Phoenix area. Additionally, Dr. Alexander is involved in dyslexia research with Dr. Joe Torgesen through research grants awarded by the NICHD.



*Watch for a registration form in the mail or contact
Stacy Fretheim at (480) 629-4461 for a*

Recommend Reading for Children and Teens

The IDA recommends the following resources for children and teens to help them better understand dyslexia.

- Bauer, James. (1992). *The Runaway Learning Machine: Growing Up Dyslexic*. Minneapolis, MN: Educational Media Corporation.
- Barrie, Barbara. (1994). *Adam Zigzag*. New York, NY: Delacorte Press. (young teens)
- Betancourt, Jeanne. (1993). *My Name Is Brain/Brian*. New York, NY: Scholastic, Inc.
- Blue, Rose. (1979). *Me and Einstein*. New York, NY: Human Sciences Press. (young teens)
- Dunn, K. B., and Dunn, A. B. (1993). *Trouble with School: A Family Story About Learning Disabilities*. Minneapolis, MN: Free Spirit Publishing, Inc. (teens)
- Dwyer, Kathleen M. (1991). *What Do You Mean I Have A Learning Disability?* New York, NY: Walker & Co. (elementary)
- Fisher, Gary & Cummings, Rhoda. (1991). *The Survival Guide for Kids with LD*. Minneapolis, MN: Free Spirit Publishing, Inc. (teens)
- Fisher, Gary & Cummings, Rhoda. (1991). *The School Survival Guide for Kids with LD*. Minneapolis, MN: Free Spirit Publishing, Inc. (young teens)
- Gehret, Jeanne. (1990). *The Don't Give Up Kid and Learning Disabilities*. Minneapolis, MN: Raising Readers. (elementary to young teens)
- Griffith, Joe. (1998). *How Dyslexic Benny Became A Star*. Dallas, TX: Yorktown Press. (young teens)
- Hayes, Marnell L. (1994). *The Tuned In, Turned On Book*. Novato, CA: High Noon Books. (teens)
- Janover, Caroline. (1988). *Josh: A Boy with Dyslexia*. Burlington, VT: Waterfront Books. (young teens)
- Janover, Caroline. (1995). *The Worst Speller in Jr. High*. Minneapolis, MN: Free Spirit Publishing. (teens)
- Levine, M.D., Mel. (1992). *All Kinds of Minds. A Young Student's Book About Learning Abilities and Disorders*. Cambridge, MA: Educators Publishing Service. (elementary to young teens)
- Levine, M.D., Mel. (2001). *Jarvis Clutch – Social Spy*. Cambridge, MA: Educators Publishing Service. (elementary to teens)
- Levine, M.D., Mel. (1990). *Keeping A Head in School*. Cambridge, MA: Educators Publishing Service.
- Polacco, P. (1998). *Thank You Mr. Falker*. New York, NY: Putnam Publishing Group.(elementary)
- Richards, Regina G. (2000). *Eli: The Boy Who Hated to Write – Understanding Dysgraphia*. Riverside, CA: RET Center Press.
- Stern, M. A., Judith and Ben-Ami, Ph.D., Uzi. (1996). *Many Ways to Learn: Young People's Guide to Learning Disabilities*. New York, NY: Magination. (elementary to early teens) Audiotape also available.]

If you would like to have general information on any of the books listed here, you can search The National Library Service at www.loc.gov/nls. Click on "Search the Catalog" and type in the book title or the author's name to do a search for a short description of the book.



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Looking for Information? Try Searching the World Wide Web!

There are several websites available to find information that may be worthwhile. Please note that the Arizona Branch of the IDA does not endorse any service providers. Information is supplied as a service only. This list is not all inclusive and will be updated periodically as information becomes available.

AZ Branch of International Dyslexia Association
www.interdys.org

LD Online (WETA)
www.ldonline.com

The Literacy Center
www.The-Literacy-Center.com

Council for Exceptional Children
www.cec.sped.org

Association on Higher Education (AHEAD)
www.ahead.org

Arizona Center for Disability Law
www.acdl.com

National ADD Association
www.add.org

LD Resources
www.ldresources.com

Children and Adults with ADD (CHADD)
www.chadd.org

Special Education Advocacy
www.wrightslaw.com

National Institute for Literacy
www.nifl.gov

Arizona Multisensory Training Institute
www.azmultisensory.org

New Way Learning Academy
www.newwayacademy.org

Totem Learning Center
www.totemlearningcenter.com

On-Track Tutoring
www.ontracktutoring.com

Wellington-Alexander Center
www.learningdisabilitycenters.org

American Speech & Hearing Association
www.ASHA.org

Great Leaps Reading Fluency
www.greatleaps.com

Florida Center for Reading Research
www.fcrr.org

Raising Arizona Kids
www.raisingarizonakids.com

Family Education Network
www.familyeducation.com

Arizona State Standards
www.ade.state.az.us/standards

National Informational Center for Children and Youths with Disabilities
www.nichcy.org

Inspiration Software
www.inspiration.com

Wilson Language Training
www.wilsonlanguage.com

Don Johnston
www.donjohnston.com

Innovative Solutions Group, LLC
www.innosolu.com

Recording for the Blind and Dyslexic
www.rfbd.org

Adaptive Technology in AZ Libraries
www.dlapr.lib.az.us

Southwest Human Development
www.swhd.org

Schwab Learning Email Newsletter
www.schwablearning.org



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

The International Dyslexia Association neither recommends nor endorses any specific speaker, school, institution, instructional program, or materials.

Participation in any seminar or exhibiting material does not imply endorsement by the International Dyslexia Association of specific speakers, schools, institutions, programs or materials.

The International Dyslexia Association does not endorse, accredit, or evaluate schools, colleges, camps, or institutions, teacher training activities, specific educational materials or techniques, diagnostic tests or methods, individual or group practitioners in any such field. The Association is convinced that selection of appropriate diagnostic and/or remedial resources is the responsibility of the inquirer, who alone can best determine the essential elements of compatibility and accessibility.

Who's on Board?

Executive Officers:

President - Mary Wennersten
 President Elect — Marilyn Willcoxon
 Vice President — Joe Mangone
 Treasurer—Stacy Fretheim
 Secretary—Janet Barrett

Advisory Board:

Kay Byrd (Past President)
 Lois Goode
 Marjorie Schmidt
 Debby Zambo, Ph.D
 Nora Schlesinger

Board of Directors:

Dawn Gutierrez
 Timothy Smith
 Yvonne Gill
 Deborah Fash
 Linda Barr
 Jane Lawyer
 Debbie Borini
 Judith King
 Elise Lindstedt



Promoting literacy through research, education, and advocacy.

Become a Member of IDA and Enjoy the Benefits!

Anyone interested in IDA and its mission can become a member -- individuals with dyslexia and their families, educators, school administrators, researchers, physicians, psychologists, and policy makers, to name just a few examples. IDA currently has over 13,000 members internationally. There are many benefits to membership. Here are just a few:

Perspectives: a quarterly periodical containing articles au-

thored by professionals in the field, including a special section for parents

Annals of Dyslexia: A yearly peer-reviewed journal

Discounts on most other IDA publications

Affiliation with one of IDA's local branches (over 45 locations in the U.S. and Canada)

Access to a network of professionals

Discounts on IDA conferences and workshops

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

Calendar of Events for the IDA-AZ

January 12, 2007 –Full Executive Board Meeting at New Way Learning Academy (1300 North 77th Street Scottsdale)

February 2, 2008 - Full Executive Board Meeting at New Way Learning Academy (1300 North 77th Street) at 9 am

February 22—23, 2008 - IDA-AZ 11th Annual Conference on Dyslexia

February 23, 2007 - Full Executive Board Meeting at Black Canyon Conference Center - Conference Wrap Up

May 3, 2008 - Annual Executive Board Meeting at New Way Learning Academy (1399 North 77th Street in Scottsdale) at 9 am



DEFINITION OF DYSLEXIA

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

Adopted by the IDA Board of Directors: November 12, 2002

Check out our Service Provider List

Are you looking for a Diagnostician for Dyslexia, an Academic Language Therapist or other specialized tutor? Do you want to find a professional who uses multisensory, research-based reading, writing, and spelling programs?

If so, please access our **Service Provider List** on our website, www.dyslexia-az.org



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