



Focus

The newsletter of the Pennsylvania Branch of the International Dyslexia Association

Winter 2006

Instructional Resources For Practitioners

By **Martha J. Biery, M. Ed.**
Director of Educational Support Services
Bryn Mawr College
Child Study Institute

This is the first of a new feature, Instructional Resources for Practitioners. In this feature we will describe different instructional programs and approaches, with the goal of providing practitioners 'in the field' with the information to make decisions about the utility of these programs and approaches for their work and target population. We will strive to provide an objective and useful description of the programs and approaches, as well as of the research on their effectiveness. In providing these descriptions, PBIDA is not endorsing any specific program. We invite your comments.

What is RAVE-O?

The RAVE-O (Retrieval, Automaticity, Vocabulary Elaboration, Orthography) reading intervention program is a direct outgrowth of the implications of the cumulative work that has attempted to understand the phenomenon of naming-speed deficits in severely impaired readers. The central purpose of the RAVE-O program is the development of fluency and automaticity in these readers (Wolf et al.).

The RAVE-O program is really about words - their multiple meanings, sounds, letters, visual patterns and uses - and how these elements are interconnected. The program is based on the concept that

when the human brain is reading a word, it must multi-task a set of skills in a fraction of a second. First, the brain uses a visual system to identify letters and letter patterns. Instantly, the brain connects this information to previously stored corresponding sounds, and almost simultaneously, the brain retrieves the word's meaning(s), grammatical uses, and relevant morphological information (prefixes, etc.). The purpose of the RAVE-O program is to teach the young reading brain how to build up and cement these different systems to facilitate fluency when reading. The fundamental principle of RAVE-O is that the more that is known about any word, the more quickly and accurately it is processed and understood (Wolf et al.). The program teaches struggling readers, in multiple ways and with many different exposures, what the brains of fluent readers do when reading.

Underlying this program is a specific linguistic approach, which is called POSSuM. Each of the letters in this acronym represents one of the major linguistic components that are

activated in the brain of a fluent reader when he/she reads. Those components are:

- P = Phonology and Pragmatics.**
- O = Orthographic process.**
- S = Semantic and retrieval processes.**
- S = Syntactic processes.**
- U = and (the German 'und')**
- M = Morphological processes.**

RAVE-O is always taught in conjunction with an established, systematic phonological analysis and blending program, such as the Wilson Reading System, Alphabetic Phonics, and Lindamood-Bell.

At this point, RAVE-O is available for Grades 2-3. However, Maryanne Wolf and her team are working to extend the RAVE-O program to other grade levels. The program works well either with small groups or on an individual basis. At present the RAVE-O program is designed to be administered 5 days a week for 16 weeks. When working with an individual and in conjunction with an established, systematic phonological analysis and blending program, the RAVE-O program will

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Greetings from the President

Dear Friends,

As President of the Pennsylvania Branch of the International Dyslexia Association, I am the point person for the branch. In the past two months, I have received many positive reactions to Focus. Specifically, there were many calls about the first "Hero/Heroine" story which featured attorney Bart Harrison.

The story was inspirational and it clearly demonstrated the power of a determined learner, of a caring and knowledgeable teacher, and of parent advocates as a model structure for our families with a child with dyslexia. Today, there are many wonderful schools that meet the needs of individuals with dyslexia throughout the country. We are fortunate to have so many schools that support learning disabled students in Eastern Pennsylvania and Delaware. We are so lucky. Our Pittsburgh Regional Group is raising awareness in the western region of our state, and hopefully schools will be established there to meet the needs of families before too long. The Pittsburgh Board is doing wonderful work much like Janet L. Hoopes and other pioneers did some 30 years ago in the Philadelphia area.

I also need to acknowledge the one page *Early Warning Signs of Potential Reading Difficulties in the Pre-Kindergarten Year* that was so masterfully condensed by The Bryn Mawr College Child Study Institute. I also need to thank Mary Ellen Trent and Jim and Elissa Fisher who expanded the distribution of Focus throughout the area.

Hope that you enjoyed our fall conference and thank you for your membership in the association.

Very Truly Yours,

John T. Rogers

PBIDA Outreach Programs Now Available

The Pennsylvania Branch of the International Dyslexia Association, serving Pennsylvania and Delaware, is delighted to announce that two Outreach programs are now available to the community.

The first is a simulation developed by our colleagues in the Northern California Branch. Put Yourself in the Shoes of a Person with Dyslexia is a hands-on experience that is designed to increase awareness of the frustrations and challenges individuals with a specific language-based learning disability encounter daily. Participants rotate through six stations, each staffed by a trained PBIDA Board member, and role play some of the problems associated with dyslexia. They include: a struggling reader, auditory figure-ground discrimination, visual-motor and writing tasks, fine motor challenges, visual perception, processing and hearing problems.

Each station takes approximately ten minutes. There is a debriefing at the end of each role play followed by a concluding debriefing and a question and answer period.

This simulation is suitable for in-service days and informational sessions. It is available both in the Delaware Valley (610-527-1548 or dyslexia@pbida.org) and in the Pittsburgh region (412-761-0898 or info@pghida.org). Please call for fees.

The National office of the IDA has developed a media kit, "Every Child Reading; Dyslexia Characteristics and Effective Intervention." It includes a DVD, a power point presentation, reproducible hand-outs and selected copies of the IDA's Emeritus publications. It is available to purchase for \$39.95.

PBIDA's Resource Lists Update

All tutors and psychologists who have not yet submitted their state Child Abuse History Clearances and Criminal Record Checks to the PBIDA office will no longer be included in the PBIDA Resource Lists. We are in the process of updating our website and will have to drop those individuals who have not provided this documentation.

Please contact the office immediately at 610-527-1548 or dyslexia@pbida.org if you have any questions.

The Resource Lists may be accessed by visiting www.pbida.org. On the home page click on "Getting Help with Dyslexia" and then on "Professionals Who Can Help."

The Stories of Growing Up With Dyslexia

By Eugenie W. Flaherty, Ph.D.
Director of Assessment, Bryn Mawr College Child Study Institute
Focus Editor

In each Focus, we present an interview with a 'Hero/Heroine,' an individual who battles successfully with dyslexia. We offer these stories in the hope that they inspire adults and children with dyslexia. This is the second of these Stories.

This Feature's Hero: William Longstreet

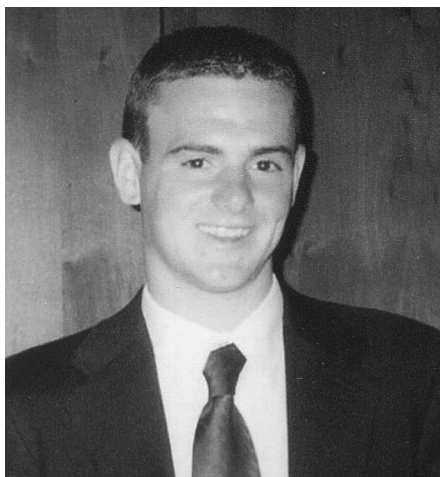
William Longstreet is a motivated, serious and friendly nineteen-year-old young man who is pursuing his dream to become an elementary and special education teacher. He has just entered his sophomore year at Gwynedd-Mercy College, in Gwynedd Valley, Pennsylvania. William worked very hard in his freshman year and he received excellent support from the College's Disability Support Services Coordinator. These two components seem to have been central to William's progress and success: his willingness to work hard and his willingness to use the services and interventions available to him.

William's mother describes him as a bright, outgoing, pleasant and sociable toddler and child. She noticed that William had difficulty recognizing colors at age three. As friendly as William was, he also seemed to have difficulty remembering people's names. Because his parents continued to have concerns, William had an evaluation at age five; the evaluation suggested some language delays. William then began speech therapy for articulation difficulties, speech therapy which continued through the sixth grade. Today, William's speech is articulate and clear, and he is a pleasure to converse with!

William's Early Schooling: William entered parochial school in Kindergarten, and then transitioned to the public school in first grade. He had a wonderful time, making friends easily. He remembers that he could not read in first grade, but he was not worried as some of his classmates could not yet read as well. William was placed in Learning Support in second grade, where he was exposed to a variety of reading interventions.

He remained in Learning Support through elementary school, attending some mainstream classes with special education support.

When he was in fifth grade, despite



numerous reading interventions and private tutoring sessions, William was reading at the mid-first grade level and he had, not surprisingly, come to dislike reading. A psycho-educational evaluation resulted in a diagnosis of dyslexia. William then began the Wilson Reading/Language Program in sixth grade. He received instruction three times a week; his mother attended the tutoring sessions so that she could continue the instruction at home.

What did it feel like to begin to read? William remembers trying to read signs by breaking down the words into phonemic components, as he had been taught. To his delight, he found that could read the signs! He also remembers that he had previously hated reading aloud with classmates, but after some Wilson instruction was more comfortable reading aloud. William remembers that after some effective instruction, he did not dislike reading as much.

How was high school? William was in special education for the ninth and tenth grade years and was still

receiving Wilson reading instruction. He liked the special education classes because they were smaller, but he was highly motivated to be in regular classes because his friends seemed to be learning so much more. So William worked very hard, and in eleventh grade was placed in mainstream classes. However, he continued to have access to the Learning Support class. The Learning Support class was essential to William; he read, wrote papers and studied for tests with the support of that classroom. William was very pleased to be in the mainstream classes with his friends, and he enjoyed those classes. Mainstream classes were challenging for William; he says that he had to work harder and longer and many times had to seek extra help with certain subjects. But he never regretted the change, and as always was willing to work hard and to persevere. William still found time to play basketball; he says that "sports kept me going" while he worked so hard.

William's diligence, persistence and motivation was recognized by his high school. In the 12th grade he was selected to be a "Senior Mentor." At graduation, he received two awards: the "Principal's Award" for his "positive attitude, which has helped him to overcome obstacles...sense of optimism, and fierce determination to succeed," and the "Home and School Association Award" for his "high level of dedication and motivation in working diligently to reach his potential."

How is college? William loves Gwynedd-Mercy College! His freshman year classes included four education classes, an English class, a History class, and two math classes (he likes math). In one of his education classes William had to prepare and present a lesson plan and he enjoyed that experience.

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This Feature's Hero: William Longstreet continued from page 3

During his freshman year, William was required to participate in a "Teacher Assistance Program," and he was placed in an elementary learning support classroom to assist the teacher. While in that classroom, he had the rewarding experience of helping students who were receiving Wilson Reading Instruction.

William finds the Gwynedd-Mercy classes to be "perfect" because of their small size. The Disability Support Services Coordinator prepares a handout of William's needs for him, and he then gives it to his teachers. William is given extended time on tests and is also permitted to tape record classes because he has difficulty writing down information/notes quickly and accurately. This year the college has secured textbooks from the Recordings for the Blind and Dyslexic, which William plans to use and is familiar with (he used this resource previously in school). However, he prefers to read the material on his own because "when I read the book I'm practicing and getting better." Still, William finds the recordings helpful when he has a hard time keeping up with some of his readings.

What are your challenges in

college? William wishes he could write while teachers lecture, but he finds that his slow writing and his poor spelling slow him down, with the result that he is still thinking about how to spell a word while the teacher continues talking. For the same reasons it takes him a great deal of time to transcribe tapes of lectures. Therefore, his mother transcribes the recordings so he can spend the majority of his time studying. William says that he finds the college's internet Blackboard system, which some of his teachers use to post class notes and assignments, very helpful. Like most individuals with dyslexia, writing is a challenge for William. He uses 'webs' effectively to organize the material, but finds it difficult to "get it on paper" and to edit and spell his writing. Perhaps his biggest challenge is studying for tests which cover much material, especially semester examinations. William says there is "so much to remember," and he studies for long hours. To his great credit, despite these challenges William did very well academically his freshman year. He also found time to work at a local elementary school in their after-care program, to participate in a basketball league and to coach a

township basketball team.

What is your advice to others? William was very articulate in his advice to struggling students with dyslexia. First and most importantly, "don't quit, just keep trying." William's mother added that this advice applies to parents as well; when she was told that his reading would never improve, she responded that she would "never give up on him" and she "kept fighting." William's second piece of advice was to "stay close to the people who help you, your family and your teachers." William stays in touch with his high school teachers, and still seeks them out for academic advice. He will never forget the guidance and support he received from them throughout his education. William also seemed to be clear about his goals: to read, to be in mainstream classes, and now to be an elementary and special education teacher. He says that reaching his goals "make it worth working hard." William is a very impressive young man.

If you know someone with dyslexia whom you think is a Hero or Heroine, please contact the PBIDA office at (610) 527-1548 or dyslexia@pbida.org.

News from our Pittsburgh Regional Group

On October 17 the Pittsburgh Regional Group of the PBIDA sponsored an outreach program for Dyslexia Awareness Month at North Allegheny High School in the North Hills.

"Dyslexia: The Basics and Beyond" offered two levels of presentations. "The Basics Workshop" covered the definition of dyslexia, its implications, the importance of a diagnosis, resources for help, and research based methods of remediation. "Beyond the Basics" provided the latest in neurological research, how dyslexia impacts math, organizational, writing and social skills, and suggestions for teachers and schools.

Forty people attended this informative evening. The audience included parents, professionals, and all others interested in learning more

about reading disabilities.

Maria Paluselli, Board Chair, and Christine Seppi, Board Member represented the Pittsburgh Regional Group by each chairing a break-out session at the PBIDA Annual Fall Conference in Philadelphia on October 6. Thanks to Maria and Christine for making the trip across the state!

Carol Utay, Ed.D., a charter Board member of the Pittsburgh Regional Group, was honored by the Northern Allegheny County Chamber of Commerce earlier this year. She was the recipient of the Athena Award, a nationally recognized honor given to women who demonstrate professional excellence and community involvement, and who support women in business.

In 1999 Carol and her husband, Joe, started Total Learning Centers, a

private company that provides academic help to children. They have locations in Wexford, Fox Chapel and Murrysville, PA.

Carol is also a Board Member of the nonprofit Education Law Center and volunteers with Hearth, a nonprofit organization that helps low-income women and their children. Congratulations to Carol!

The Pittsburgh Regional Group is always looking for interested Board Members and volunteers to help spread the awareness of dyslexia throughout western Pennsylvania. For additional information or IDA membership questions contact info@pghida.org or call (412) 761-0898. The Pittsburgh Regional Group may also be reached at IDA-PGH, PO Box 536, Wexford, PA 15090.

Margaret Snowling is keynote at PBIDA's 28th Conference

On October 6 PBIDA's 28th Annual Fall Conference, "Making the Connection: Reading Success and Language Skills", launched Dyslexia Awareness Month for Pennsylvania and Delaware.

The conference, held at The Union League, featured Margaret Snowling, Ph.D., University of York (U.K.) as keynote speaker.

The 325 attendees had a choice of 16 break-out workshops and presentations. They were Stephanie Gottwald from Tufts and Kathleen Biddle from Juniata with an update of RAVE-O; Ed Moss from CHOP on Non-Verbal Learning Disabilities; the administrative team from The Summit School on utilizing data from diagnostic test scores and on language impairment and interventions; Joy MacKenzie from the Institute for Teaching and Learning on vocabulary; and Dennis McAndrews on special education law.

Presenters from our local administrators and faculty included Cecily Selling from Stratford Friends School on social skills; Jennifer Cordivari and Dottie Mazullo from The Crossroads School on language and literacy; Mary Budzilowicz from

Cabrini College and Jeremy Carver from Woodlynde School on assistive technology; Karen Rothschild from William Penn Charter School on fractions; Tricia McLeod and Sonya Kosc from Central Bucks School District on multisensory strategies for grammar and writing; Helen Conahan-Dettrey from the Institute for Teaching and Learning and a panel of West Chester School District administrators and faculty on literacy development; and Georgia McWhinney from Chestnut Hill College on writing.

Twenty-two exhibitors were on-hand to share information and offer sales of educational books and teaching tools. An additional three exhibitors were represented by their flyers at a "take-away" table.

All attendees were able to apply for continuing educational credits through our co-sponsors: Stratford Friends School, The Children's Hospital of Philadelphia, and Widener University. In addition, credits for Pennsylvania Social Workers were approved by the Commonwealth.

Twenty-five student volunteers from LaSalle University, Delaware Valley Friends School, The Crossroads School and Haverford Friends School

helped with registration, photography and directions.

An unexpected October "treat" was a preview of Mastery and Meaning: The Art of Nelson Shanks at The Union League, an exhibit that opened the next day. Shanks is a renowned portraitist from the Delaware Valley. Conference participants viewed his portraits of Diana, Princess of Wales, Pope John Paul II, Ronald Reagan, Margaret Thatcher and Luciano Pavarotti to name just a few.

After a wonderful day filled with information and a bit of culture, all left for home and found another surprise. The top of the PECO Building read:

"October is Dyslexia Awareness Month - www.pbida.org."

Thank you to all our supporters, members, exhibitors, volunteers and loyal attendees for helping to make this a productive and informative event.

SAVE THE DATE! Our 29th Annual Fall Conference will be Friday, October 5, 2007. Our keynote speaker is Isabel Beck, Ph.D. from the University of Pittsburgh.

Please remember that through the United Way Donor Option you may designate your gift to the Pennsylvania Branch.

Our United Way numbers are: PBIDA's #7011

Pittsburgh Regional Group #1328032

Thank you for your consideration.

Language Skills, Learning to Read and Reading Intervention

Charna O. Axelrod, Ed.D., of Merion, Pennsylvania has been awarded PBIDA's 2006 Janet L. Hoopes Award.

Dr. Axelrod has served as the Director of the Psychoeducational Division of the Center for Psychological Services in Ardmore since 1982. As such she is responsible for the testing and assessment of her clients who, along with their families, appreciate her expertise and well-known warmth. Dr. Axelrod not only helps families learn to manage learning differences but acts as their advocate.

Dr. Axelrod, who was mentored by Dr. Hoopes, provides supervision of staff and interns and mentors numerous psychologists throughout the Delaware Valley.

An undergraduate at the University of Pennsylvania, Dr. Axelrod received her M.Ed. and Ed.D.

in the Psychology of Reading from Temple University. She received additional training and certification from the Family Institute of Philadelphia and Bryn Mawr College.

Even as she raised her own children, attended school and worked, Dr. Axelrod has been an active volunteer in the Philadelphia region. She has been a Board member of the Jewish Family and Children's Agency since 1977 and of the Auerbach Central Agency for Jewish Education since 1994. Since 1982 she has been an active member of the Education Committee of the Akiba Hebrew Academy. Dr. Axelrod and her husband, Bart, are being honored by Auerbach this fall.

A PBIDA Board member from 1997 through 2005, Dr. Axelrod is regarded by both her colleagues and her clients as someone who combines

a wealth of knowledge, professionalism and experience with kindness and grace.

The Hoopes Award was initiated in 1993 in honor of Janet L. Hoopes, Ph.D. It is presented at the Annual Fall Conference to an individual or individuals in Pennsylvania or Delaware who have made a significant contribution to the education of people with learning differences.

Dr. Hoopes was the first recipient of the award. She was a Professor Emeritus at Bryn Mawr College and worked tirelessly for PBIDA as a founding Board member, a Past President, and volunteering as office manager and outreach coordinator.

Dr. Hoopes died on August 21, 2002 after a brief battle with bone cancer. Dr. Axelrod's acceptance speech on October 6, 2006, and her remarks about Dr. Hoopes follow.



Iwant to thank the Board and members of the International Dyslexia Association, Pennsylvania and Delaware Branch for

honoring me with this distinguished Janet L. Hoopes award. Just being considered was a privilege being chosen is truly overwhelming, particularly since Dr. Hoopes was my professor at Bryn Mawr College where I completed my post doctoral studies.

Dr. Hoopes worked with me to continue my training in the administration of educational and psychological evaluations. She emphasized the importance of learning about the student as an individual and as a learner, rather than making a diagnosis based only on the results of normative data. Dr. Hoopes felt it vital to know the student's background history, to

understand the home and social environment, and to probe the nature of friendships, extracurricular activities, and interests in and knowledge of the world. Speak to parents, grandparents, nannies, babysitters talk to everyone who is in any way intimately involved with the child in order to obtain a snapshot of how others perceive the youngster, urged Dr. Hoopes.

Spend time, take as much time as is necessary to establish rapport before the formal testing begins. Learn about the student own assessment of strengths and weaknesses and encourage his or her participation in the testing procedure. Be thorough, scrutinize the data, and establish hypotheses before accepting or rejecting them. And remember, that the qualitative data you obtain should be given a significant amount of weight when you interpret the results. Because she understood that recommendations would only be followed if both parents and student understood and concurred with the

findings, Dr. Hoopes emphasized the importance of ongoing communication with the family.

As a young diagnostician in private practice, I would return to Dr. Hoopes office to discuss cases that were puzzling me. She was always available to review the data and provide insight that allowed me to have a greater understanding of the student and his or her needs. And our evaluations at the Center for Psychological Services have consistently adhered to her philosophy. Engaged in many facets of education, Dr. Hoopes was clearly a role model for her students and for the entire community. She taught and served as Director of the Child Study Institute, was Department Chairman, and then Professor Emeritus of Education and Child Development at Bryn Mawr College. In recognition of her own skill as a teacher, Dr. Hoopes received the Lindback Foundation Award for Distinguished Teaching in 1985, and in 1993 she was honored by the International Dyslexia Association

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Instructional Resources For Practitioners

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take most of the academic year to complete, especially because in reality individual students are often seen 2-3 times a week rather than 5 times a week. Pacing with all students is important. Individual segments must not be skipped, but it is unnecessary to remain on a segment until the student reaches absolute mastery. Being perfect is not a goal in and of itself. Often, as the students begin to master the phonics component, less time is spent on phonics and more time is spent on RAVE-O.

A typical week's lesson plan contains these elements:

---First, a small group of especially selected CORE words are taught. These CORE words embody the concepts that a student's brain needs to employ when reading words. For example, the word bat exemplifies the 5 criteria used when selecting these words: phonology (sound/symbol), orthography (rime/word families), semantics (at least 2 meanings for each word), syntax (verb, noun), and morphology (endings, prefixes). The lesson starts with a word's meanings. Students are encouraged to share what they know about the word and this information is expanded upon by the teacher. Prepared Image Cards are used along with a Word Web. The goal is to establish both the breadth and the depth of a word's meaning(s).

---The next step is to connect the word's meanings at the phoneme/grapheme level (/b/a/t) and at the orthographic level (onset

rime /at/ with starter /b/). The orthographic concept is sometimes referred to as 'word families' in established reading programs. Research has shown that rapid word identification is enhanced by the ability to see and blend 'chunks', rather than laboriously sounding out the phonemic components of a word.

---Almost daily, the students receive orthographic input at the letter pattern level, the word level, and the connected text level. There are a variety of multisensory activities to develop the student's ability at each level.

---After a few weeks, RAVE-O gradually introduces several syntactic principles that help extend the student's semantic knowledge of a word's meanings. The Minute Stories are designed to reinforce the CORE words in several syntactic contexts. Later on, more difficult syntactic constructions are added.

---Recognizing the morphemes in words is a powerful tool when decoding and identifying new words. RAVE-O teaches about "Ender Benders", suffixes that 'bend' the meaning of a word. Knowing that a long word is often a string of simple parts helps students feel less overwhelmed when facing an unknown word.

---The Minute Stories incorporate each concept from the phonological level to the morphological level. At this point, the student is moving from accurate decoding to fluent decoding/reading. These stories provide repeated practice of the learned concepts. They serve a multi-

faceted purpose as they strengthen the phonological, orthographic, semantic, and syntactic systems simultaneously

---Finally, RAVE-O has incorporated three comprehension strategies, strategies which are designed to develop a student's prediction skills, comprehension-monitoring skills, and his/her analytical/inferential skills.

An important foundation to the RAVE-O program is Engagement of the students; the letter E in RAVE-O stands for Engagement. RAVE-O strives to help discouraged students become engaged and to play with oral and written language in a new way. It is the ultimate goal of RAVE-O to empower struggling readers with skills that motivate them to look upon themselves as worthy and competent human beings.

The RAVE-O program was developed and produced by Maryanne Wolf, Lynne Miller, Katherine Donnelly Adams, and Terry Joffe at the Center for Reading and Language Research at Tufts University, Medford, MA 02155. The materials are available during the periodic trainings held by the Center for Reading and Language Research at Tufts University.

Reference:

Wolf, M., Miller, L., Donnelly, K., Retrieval, Automaticity, Vocabulary Elaboration, Orthography (TAVE-O): A Comprehensive, Fluency-Based Reading Intervention Program, Journal of Learning Disabilities Vol. 33, Number 4, July/August 2000.

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for the most significant contribution to the advancement of the education of learning-different people.

During her career as a psychologist and educator, Dr. Hoopes sought methods to teach children with learning difficulties and train teachers in those methods. Dr. Hoopes also was a specialist on adoption issues and had written three books on the subject. She established a graduate program at Pennsylvania

State University's Great Valley campus to train teachers in techniques to use with children with dyslexia and was a founding member and served as Chairman of the Board of the Hill Top Preparatory School.

Janet L. Hoopes legacy is one of compassion and care for children and families struggling with dyslexia and learning differences. Although she died in August 2002, Dr. Hoopes' memory is kept alive through the

scores of students and teachers who benefited from her expertise. I know that she is missed by many people. Janet L. Hoopes was an amazing woman. And I was among the fortunate to have been trained by her. She was my teacher, my mentor, a colleague, and always a role model. That I am the recipient of this Janet L. Hoopes award, is incredibly meaningful.

Thank you again.

Photos?

Thank you to our Members

We would like to recognize and thank Lifetime members Mrs. Edith W.Barnes, a member since 1985, and Mrs. Emilie B. McIlvain, a PBIDA member since 1989.

Welcome to our new and renewing members from May through August 2006:

At the Institutional level of membership:

Academy in Manayunk, Philadelphia
The Center School, Abington, PA.
The Crossroads School, Paoli, PA.
Delaware Valley Friends School, Paoli, PA
The Hill Top Preparatory School, Rosemont, PA.
The Laughlin Children's Center, Sewickley, PA.
West Chester Friends School, West Chester, PA.

Our new and rejoining members:

Janet Becker, Pittsburgh
Susan L. Blackburn, Carlisle, PA
Debra Bosin, Bala Cynwyd, PA
Jeannie Bowman, Berwyn, PA
Lisa Buckwalter, Lancaster, PA
Dr. Jim Cianciulli, Norristown, PA
Mary Ann Dougherty, Downingtown, PA
Sharon Dunoff, Havertown, PA
Sharon Eckstein, Ardmore, PA
Bethany L. Felter, Raeford, NC
Patricia Felton, Paoli, PA
Kathy Friend, Collegeville, PA

Amy J. Goldberg, Cheltenham, PA
Patricia F. Harmer, Landenberg, PA
Elaine Heiden, Girard, PA
Charlotte Kennedy, Langhorne, PA
Jessica Kulick, Philadelphia
Lisa LaBoy, Philadelphia
Karen Mackey, Pittsburgh
Mary Mackey, Sewickley, PA
Bonnie Baum McKeever, Meadowbrook, PA
Mary Rippel, Newtown Square, PA
Rosa Roman, University Park, PA
Robert M. Sabolcik, Philadelphia
Diane Seider, Rose Valley, PA
Kathleen Skobieranda, Flourtown, PA
Judith Smith, Pennsburg, PA
Peggy A. Styer, Havertown, PA
Wayne Trotta, Mechanicsburg, PA
Carolyn Trost, Meadowbrook, PA
Mark White, Ellwood City, PA

The Pennsylvania Branch, also representing Delaware, is grateful for your support.

**Pennsylvania Branch of the International Dyslexia Association
ELECTION BALLOT**

SLATE OF NOMINEES FOR BOARD

All candidates below are running unopposed

TERM January 2007 to December 2009

- ❑ **Deanna Bartlett**, M.S.Ed., Director of Assessment, Director of Language Arts and World Languages, Delaware Valley Friends School
- ❑ **Nancy Blair**, Associate Director and Director of Admissions, Academy in Manayunk; Wilson Trainer; PBIDA Publicity Chair; returning for second term
- ❑ **Renay Boyce**, M.Ed., Comprehensive Systems of Professional Development, Office of Specialized Services, School Board of Philadelphia; returning for second term
- ❑ **Marianne Glanzman, M.D.**, Developmental Pediatrician, The Children's Hospital of Philadelphia; 2006 Conference Program Committee
- ❑ **Jann Glider, Ph. D.**, Licensed psychologist; certified school psychologist; registered play therapy supervisor, Family and Play Therapy Center, Philadelphia. Past PBIDA President; returning for second term.
- ❑ **Julia Sadtler**, Director of Admissions, The Crossroads School; 2004 National IDA Conference Local Arrangements Co-Chair; 2005 Conference Program Committee
- ❑ **Marlyn Vogel, Ed.D.**, school psychologist, Hatboro-Horsham School District; Adjunct Professor, LaSalle University; licensed psychologist and reading specialist; returning for second term.
- ❑ **Carol Wolf**, Director of Admissions, The Center School; 2006 Conference Exhibits Chair

TERM January 2007 to December 2008

- ❑ **Melanie Goodman, Ph.D.**, Assistant Professor of Education, Chestnut Hill College; 2006 Conference Program Committee
- ❑ **Penny Moldofsky, M.S.**, Director of the Lower School, The Woodlynde School; Certified Reading Specialist

SLATE OF OFFICERS

- ❑ Jeannie Bowman, M.L.A.: PRESIDENT-ELECT
- ❑ Elissa Fisher, Ed.M (Ped.D.): VICE PRESIDENT
- ❑ Cynthia Solot, M.A., CCC/SLP: RECORDING SECRETARY

NOMINATING COMMITTEE

- ❑ Marlyn Vogel, Ed.D.: CHAIR
- ❑ Jann Glider, Ph.D.: ELECTED MEMBER

All ballots are due by: December 31, 2006 and should be mailed to:

PBIDA

PO BOX 251

BRYN MAWR, PA 19010

Or fax to (610) 527-5011; or email to dyslexia@pbida.org

MEMBERSHIP APPLICATION

(Rates effective January 1, 2005)

New Member Information (please print)

Name _____
 Organization _____
 Address _____
 City _____
 County _____
 State/Province _____ Zip Code _____
 Country _____
 Telephone (W) _____
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Membership Levels (please check one)

(U.S. Currency Only)

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

* Only For-Profit Organizations are Eligible for Corporate Levels

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

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.

- | | | |
|---|--|--|
| <input type="checkbox"/> Advocate | <input type="checkbox"/> Individual with Dyslexia | <input type="checkbox"/> Reading Specialist |
| <input type="checkbox"/> College Student | <input type="checkbox"/> Lawyer | <input type="checkbox"/> Researcher/Educational |
| <input type="checkbox"/> Educational Administrator | <input type="checkbox"/> Parent/Other Family Member of Individual w/Dyslexia | <input type="checkbox"/> Researcher/Medical |
| <input type="checkbox"/> Ed. Diagnostician/Psychologist | <input type="checkbox"/> Physician | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Educational Therapist | <input type="checkbox"/> Post-Secondary Educator | <input type="checkbox"/> Special Education Educator |
| <input type="checkbox"/> Elem./Sec. School Educator | <input type="checkbox"/> Psychiatrist | <input type="checkbox"/> Tutor |
| <input type="checkbox"/> General Supporter | | |

PAYMENT INFORMATION

- _____ Check enclosed made payable to: The International Dyslexia Association
- _____ Charge my credit card: _____ American Express  _____ Discover  _____ MasterCard  _____ Visa 

Account Number: _____ Exp. Date: _____
 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[®]
 8600 LaSalle Road, Chester Bldg., Suite #382
 Baltimore, MD 21286-2044

BF05

Tel: 410-296-0232 Fax: 410-321-5069 E-Mail: member@interdys.org Website: www.interdys.org

**Don't forget the
 "Members Only" Web page!**

PBIDA wants to remind our members that www.interdys.org has a member's only page. It provides IDA members with electronic access to IDA publications such as "Annals of Dyslexia" and the quarterly periodical, "Perspectives;" IDA governance documents; and job postings in the field of learning.

Please visit the website soon and enter your membership number for access to this new web page.
 Don't forget to also visit our website at www.pbida.org.

IDA Disclaimer

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 and the Pennsylvania Branch, however, do 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.

Dean Abbey, Age 15. Racecar Driver. Student. Has Dyslexia.

By Michael Hayes, Director of Marketing and Membership, The International Dyslexia Association

When Dean Abbey, now age 15, entered the first grade at Comanche Primary School in Brownwood, TX Comanche, Texas, he had no idea that just a few short years later in Junior High he would compete in the shot put, discus, 400 meter dash and 100 meter dash, and take 1st place in the 8th grade Comanche Science Fair. All Dean and his parents Randy and Sharon Abbey knew was that Dean seemed bright, but always had problems with the alphabet, letters and the sounds of letters.

By the end of 1st grade, when Dean had been evaluated by the Scottish Rite Hospital in Dallas and certified as having dyslexia, he had no way of knowing that just a few years later he would win 2nd place in Engineering at the Brownwood San Angelo Regional Science Fair and be invited to participate in the Discovery Kids Challenge—a national science competition for junior and senior high school students.

In the 3rd through 5th grades, as Dean continued supplementing his reading, spelling and writing skills with a special education program, he had developed a keen interest in racing and racecars and began racing a go kart on a dirt track oval at Cowtown Speedway in Kennedale, Texas. At the same time, he played basketball, soccer and baseball and maintained a 'B' average in his schoolwork, and was winning FFA (Future Farmers of America) ribbons for his beef heifers, dairy dairy heifers, pigs and goats at the Texas State Fair, state and county stock shows.

By the 5th grade, Dean was put into all mainstream classes with some accommodations for his learning

difference. He knows that if he tries in school and gives 100%, that his parents will allow him to continue racing. He knows that if he quits trying in school, that he'll have to give up racing too. It's the racing that keeps Dean motivated. Dean's view of how his racing aspirations have been influenced by his dyslexia seems simple: "Racing has helped me with my dyslexia. It has helped me learn fractions because I use fractions with measurements and picking out tool sizes. I found it easier to remember my spelling words if I studied them while I was working on my race cars." Dean also recognized the unique positive reinforcement that Randy and Sharon were using. "My Mom

and Dad told me that as long as I kept trying to do well in school, I could keep racing. So, no matter how hard things got at school, I knew I had to keep going if I wanted to keep racing. It has taught me how to meet and talk to people from all types of backgrounds."

By the 9th grade, Dean had stopped all dyslexia programs and just used some modifications to help with his regular class work. He has maintained a consistent B average and has never failed a class.

In 2002 Dean won the Texas IMCA Nationals race in the Junior mini-stock division at Heart of Texas Speedway in Waco, Texas. That same year he competed as a Bandolero Bandit and finished 5th nationally in points in his Bandolero division. In 2003 he followed his 2002 IMCA win by taking the

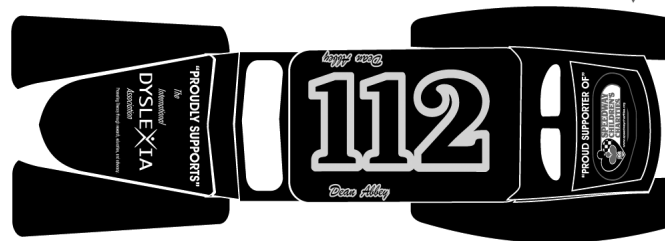
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Contact PBIDA
www.pbida.org

PBIDA
P.O. Box 251
Bryn Mawr, PA 19010
(610) 527-1548
dyslexia@pbida.org

Pittsburgh Regional Group
P.O. Box 536
Wexford, PA 15090
(412) 761-0898
info@pghida.org

Save the Date!
The 29th Annual Fall Conference, October 7, 2007
Keynote Speaker: Isabel L. Beck, Ph. D.
University of Pittsburgh



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BRYN MAWR, PA 19010

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