



The San Diego Dyslexia Gazette

SAN DIEGO BRANCH
INTERNATIONAL DYSLEXIA ASSOCIATION
WWW.DYSLEXIASD.ORG

UPCOMING EVENTS:

- Special Education Law Advocacy Presentation (Page 3)
- Dyslexia Informational Session (page 3)

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PRESIDENT'S MESSAGE



Kelli Sandman-Hurley

I am excited to write this message in our newly revamped newsletter. This new format will be filled with information about upcoming events, informational articles, upcoming national events and board updates. Additionally, we have

begun to accept advertisers in the newsletter (page 3). Don't forget to check the website at www.dyslexiasd.org often for even more updates and to download the most recent and archived newsletters. We are bringing back the very popular workshop on Special Education Law and Advocacy in September (page 3) and in November we will offer a panel presentation about dyslexia that will feature local experts (page 3).

Remember to save room in your busy schedules for our annual dinner in February. We are always looking for people who would like to volunteer to help the board with marketing and publicity. If you have expertise in this area please contact us at sdidainfo@gmail.com. I look forward to an active year ahead and look forward to meeting you at an event.

WELCOME NEW BOARD MEMBERS

We would like to extend a warm welcome to our three new board members:

- Megan Cohen
- Michelle Lukich
- Spencer Wetter

They all bring a wealth of knowledge and a great energy to the board. We look forward to working with them over the next two years.

Nominations for new board members takes place in the Fall. If you are interested please contact us at sdidainfo@gmail.com.

Membership in The International Dyslexia Association

What does IDA do for us?

by Meg Porch, IDA Branch Council Executive Committee Vice-Chair

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

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

IDA's peer-reviewed journal, the *Annals of Dyslexia*, provides those interested in quality dyslexia and literacy research with a rich source of information which eventually trickles down to the day-to-day management of persons with reading difficulties.

To more effectively provide services to these individuals, it is important

to study the remediation process, educational intervention, as well as the neurocognitive basis for the problem.

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

The branch's excellent conferences, publications, newsletters, presentations and trainings support IDA's goal to inform. There are forty-seven branches which make up IDA's Branch Council. Each branch president attends a meeting twice a year to participate in leadership training. This includes everything from learning about audits to learning how to do a PowerPoint presentation with a provided outreach kit on multisensory structured language education. As an IDA affiliate, every branch is eligible to receive mini-grants.

These special projects, funded by the Branch Council, might be to provide in-services and workshops throughout the branch's regions; to donate books on dyslexia and learning disabilities to libraries; throughout the branch's regions; to begin a project to arm Head Start children with pre-reading skills; or to adopt a kindergarten class and provide

screening for reading problems. Most branches receive grants from private and public sources to fund scholarships for members to attend conferences and workshops. At the root of *all* of these IDA and branch activities which impact thousands of people annually (conferences, publications, projects, scholarships, and trainings), are funds received through membership dues. There is strength in numbers. The more members we have, the more we can do.



Special Education Law and Advocacy



Do you have a child with learning disabilities? Do you know what your rights are under California law?

Limited to 55 participants. RSVP early to reserve your spot.

September 30, 2009 6:30-8:00

RSVP to **619-685-4413** or **sdidainfo@gmail.com**
Carmel Valley Library
3919 Townsgate Drive, San Diego, CA 92130

The San Diego Branch of The International Dyslexia Association is sponsoring a workshop entitled "Special Education Law and Advocacy" to provide information and answers to the many questions you may have about your rights and the rights of your special needs child. Thomas Nelson, attorney for special needs children, will present on the

following topics:

- 504/IDEA – Assessments and Eligibility
- 504 Plan vs. an IEP What is FAPE?
- Services and classroom accommodations
- Advantages/disadvantages of public vs. private schools
- Paying for private testing and/or private tutoring
- Parent's rights for reimbursements
- What is compensatory education?

Fee:

IDA Members - \$25
 Non-members - \$35
 If you join -\$15

"Learning Disabilities from A to Z"

Do you have dyslexia? Do you have a child with dyslexia? Would you like to know more about dyslexia and other learning disabilities? The San Diego Branch of The International Dyslexia Association is sponsoring a workshop, "Learning Disabilities from A to Z" to provide information

November 18, 2009 6:30-8:00

RSVP to **619-685-4413** or **sdidainfo@gmail.com**
Mission Valley Library
2123 Fenton Parkway, San Diego, CA 92108

Fee:

IDA Members - \$25
 Non-members - \$35
 If you join -\$15

**SDIDA WILL CONDUCT A
 SIMULATION AT YOUR SCHOOL
 OR ORGANIZATION**

Did you ever wonder what it would be like to walk in the shoes of a dyslexic? The San Diego branch of the International Dyslexia Association will come to your school or organization and conduct a simulation. This simulation includes a presentation prior to the simulation and a wrap-up session after the simulation. Contact us at sdidainfo@gmail.com for more information.

Advertising opportunities!

Current IDA members are invited to advertise in our quarterly newsletter. Ads should be no more than a business card in size.

- \$50.00 per issue

For more information send an email to sdidainfo@gmail.com



Book: Straight Talk About Reading: How Parents Can Make a Difference during the Early Years

Written by: Louisa C. Moats, Ed.D. and Susan L. Hall

Reading Instruction: A Historical Timeline

1700's – mid-1800's	Children are taught to read through memorization of the alphabet, practice with sound-letter correspondences, and spelling lists. The prevailing texts used for teaching reading are the Bible and political essays.
Mid-1800's	Some educators attack phonics and urge a meaning-base approach to learning to read.
Late 1800's	All-purpose reading materials are replaced by graded readers designed to match a child's age and ability.
1930's-1970's	A look-say or whole word (not whole language) approach dominates reading instruction in schools. Instruction emphasized on comprehension.
1957	Rudolph Flesch's best-selling book, <i>Why Johnny Can't Read</i> , urges a return to phonics instruction. In a sharp political and emotional attack, Flesch accuses the whole word approach "of gradually destroying democracy."
1967	Jeanne Chall's book, <i>Learning to Read: The Great Debate</i> , is published. Chall continues to advocate for direct instruction in phonics.
Early 1970's	The Initial Teaching Alphabet (ITA), a phonetic alphabet, is used to teaching reading in Great Britain and some school systems in North America.
1970's	The whole language philosophy, which has diverse intellectual roots in Australia, Europe, and North America, emerges. The philosophy promotes a meaning-based approach to learning to read.
Mid-1970's	Research on reading shifts from a focus to texts to an emphasis on how readers construct meaning.
1984	The National Academy of Education releases <i>Becoming a Nation of Readers</i> , a report on the status of research in reading education.
1988	Researcher Marie Carbo reanalyzes Chall's earlier research on reading, calling some of the data analysis into question. A lengthy research debate ensues.

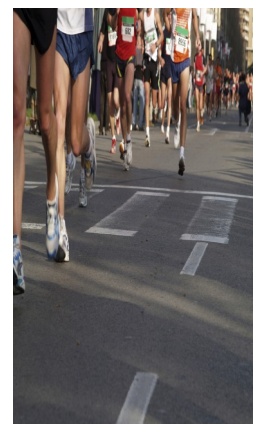
1990	Beginning to Read, a landmark study by psychologist Marilyn Adams, analyzes the role of phonics in beginning reading programs. The book fuels controversy over the nature of reading instruction.
1994	Low reading scores on the National Assessment of Educational Progress (NAEP) in California lead to a pro-phonics backlash against the whole language movement.
Mid-1990's	Studies released by the National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health indicate that children with reading difficulties benefit from explicit phonics instruction. Researchers believe the findings support phonics instruction for all students.
1995	California adopts two statutes known as the "ABC" laws, which require, in part, that the state board of education adopt instructional materials, including "systematic, explicit phonics, spelling, and basic computational skills."
1996	President Clinton launches the America Reads Challenge, a program to address national literacy concerns. Legislation corresponding with the initiative identifies reading instruction as a "local decision."
1997	The Clinton administration proposes a voluntary national test of fourth grade reading ability.
1997	Several California school systems are charged with violating the ABC statutes by using state funds to purchase non-approved whole language instructional materials.
Late 1997	A study on the prevention of early reading difficulties, conducted by the National Academy of Sciences, is slated for release.

Dyslexia Dash

We are planning to host the first annual Dyslexia Dash in San Diego in the Spring of 2010. Because this is such a large endeavor we are looking for volunteers to help with this very special event. If you are interested in helping with the planning of this event, we need help in the areas of marketing, fundraising, registration, and event day volunteers.

There have been several Dyslexia Dashes throughout the country and we are hoping this race will bring Dyslexia the publicity and support it deserves.

If you are interested please contact Elena at sdidainfo@gmail.com.





SAN DIEGO BRANCH

Phone: 619-685-4413

E-mail: sdidainfo@gmail.com

Our Mission:

"The San Diego Branch of the International Dyslexia Association attracts and provides professional expertise that supports parents, teachers, students, and others who are affected by dyslexia. The Branch raises awareness about dyslexia, offers training and technical assistance to the community, and makes appropriate service referrals. The Branch also serves as a point of connectivity that creates greater support for those who are affected by learning challenges."

International Dyslexia Association - San Diego Branch

BOARD MEMBERS

Kelli Sandman-Hurley, President

Tracy Block-Zaretsky, Vice-President

Elena Mendoza, Treasurer

Jennifer Petrich, Ph.D., Secretary

Megan Cohen

Christy Hendrickson, M.D.

Julie Kujawski

Michelle Lukich

Veronica Navarrette

Spencer Wetter, Ph.D.

Become an IDA Member

To become an IDA member simply go to:

www.dyslexiasd.org

and look for the link to sign up.

Here are some of the benefits of IDA membership:

- Perspectives
- Annals of Dyslexia
- Reduced fees for workshops and conferences

