

VIRGINIA BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION

January 2010

VBIDA 34TH ANNUAL CONFERENCE COMING SOON!

The Virginia Branch of the International Dyslexia Association is holding its 34th annual conference at the University of Richmond, Jepson Alumni Center on February 27th, 2010. The conference includes workshops on written expression, reading comprehension, multisensory math, and parent advocacy. The conference is designed to be of interest for both educators and parents. The keynote speaker is **William Van Cleave**. Mr. Van Cleave is a nationally recognized speaker and is in private practice as a teacher trainer and educational consultant. As well as delivering a keynote address, Mr. Van Cleave will give a workshop entitled, Writing Matters: Teaching Paragraph Writing to Students Who Struggle. Mr. Van Cleave has trained teachers in Orton-Gillingham multisensory instruction, written expression, morphology, and spelling strategies. His workshop will cover effective strategies for idea generation, paragraph writing, editing techniques, and grammar, with an emphasis on hands-on activities that participants will be able to use on Monday.

Nancy Hennessey will be giving a three part workshop on reading comprehension, entitled, Plumbing the Depths: The Comprehension Construct. Ms. Hennessey is a former president of the IDA. She worked as an adjunct instructor at the Center for Dyslexic Studies at Fairleigh-Dickinson University and has served as a lead trainer for Wilson Language Systems. She is a founding member of The Consulting Network and is a national trainer for LETRS (Language Essentials for Teachers of Reading and Spelling.) She currently serves on the National Joint Committee for Learning Disabilities and is on the advisory board of the National Association for the Education of African-American Children.



Marilyn Zecher is a certified Academic Language Therapist specializing in multisensory math, its research, rationale, and methodology. She is currently an instructor at the Atlantic Seaboard Dyslexia Education Center in Rockville, Maryland, where she helped develop the Multisensory Mathematics program. Ms. Zecher is also a member of the Levinson-Block-Henley Collaborative. She has presented at both IDA and LDA national conferences. Ms. Zecher's workshop will be divided into three parts and will cover Numeracy, Place Value, Division and Multiplication with its implication for Algebra, and Fractions. The participants will design instructional manipulatives that they will be able to take with them for immediate use in the classroom.

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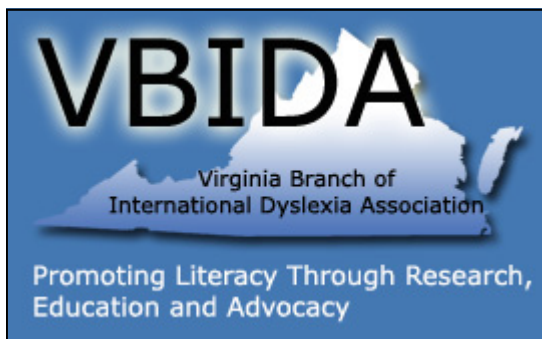
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Livia McCoy is the author of *When Learning is Painful: How to Help Struggling Students-A Resource for Parents and Teachers*. She has spent twenty-five years teaching students with language based learning disabilities at The New Community School, Richmond, Virginia. Ms. McCoy is the author of several articles including *"Coping with Dyslexia" in Science Teacher*, *"The Parable of Jared" in Perspectives*, and *"The Computer: Freedom to Write" in Vision*. She appeared on PBS in a staff development segment sponsored by the Virginia Department of Education entitled, "Technology for the Learning Disabled Student." Ms. McCoy's workshop will address accommodations, interventions, and strategies that can help both struggling students and their parents alike.

Ann Welch is a former Council for Exceptional Children 'Teacher of the Year' and a former member of the VBIDA Board of Governors. Ms. Welch has an M.A. in Speech Pathology and Audiology, an M.Ed. in Learning Disabilities, a Ph.D. in Special Education, and has presented at conferences throughout the United States and Canada. Her workshop, "Negotiating Appropriate, Realistic, and Achievable IEPs," is designed to help parents become informed members of IEP teams through active problem-solving of realistic dilemmas. Dr. Welch will review parental rights and responsibilities, as well as discuss what to do before, during and after the IEP meeting to increase the probability that their child will make sufficient progress to achieve realistic academic success.

All workshops are designed so attendees may either participate all day with one presenter or 'mix and match' sessions. For more information about the conference, please refer to the VBIDA web site at vbida.org and click on VBIDA 2010 conference.



EVENTS: PAST AND UPCOMING

[Tidewater Service Area](#) held their fall 'Nosh & Knowledge' at the James River Elementary School in Williamsburg, VA, on November 5th, 2009. The topic was ADHD: Recent Research and Strategies for Success, presented by Dr. Lori Korinek, Professor of Special Education at the College of William & Mary. The next Tidewater 'Nosh & Knowledge' will be held on February 11, 2010 at James River Elementary School in Williamsburg, VA. The Topic will be University of Kansas Center for Research and Learning, Strategic Instruction Model: An Overview and 'The Recall Enhancement Routine', presented by Mabel Norton, certified trainer and educational diagnostician. Refer to the VBIDA web site and click on Tidewater Service Area to register.

[The Capital Service Area](#) held its first 'Nosh & Knowledge' at The Riverside School, Richmond, VA, on October 22nd, 2009. The topic was Processing Deficits of the Learning Disabled Student, presented by Carol Myers. The next 'Nosh & Knowledge' will be held January 21, 2010, at the Riverside School in Richmond and is entitled, The Brain and Learning: What We Know from New Research. Refer to the VBIDA web site and click on the Capital Service Area to register.

[The Central Service Area](#) held a Fall Feast & Forum on October 19th, 2009. The purpose was to gather input from participants regarding topics of concern and interest for upcoming events. It was held at the Downtown Branch of the Jefferson Madison Regional Library, Charlottesville. The next meeting will be held on January 11, 2010, at the Albemarle County Office Building. Refer to the VBIDA web site and click on the Central Service Area for more information.

[The Southwest Service Area](#) held a 'Feast & Forum' on October 8th, 2009 at the Blue Ridge Autism and Achievement Center, Roanoke, VA. The topic was Social Skills for Special Needs Students, presented by Vanessa Petrillo, Board Certified Behavior Analyst. Ms. Petrillo is also the Center's Director. The Center held a second 'Feast & Forum' on October 29th. The topic was Making Sounds and Syllables Multisensory for Word Study, presented by Burhham Boehling, Orton-Gillingham Practitioner and Founder of Bee Smart Concepts.

IDA UNROLLS PROPOSED STRATEGIC PLAN

At the 60th Annual Conference for The International Dyslexia Association, Executive Director, Steve Peregoy, presented the recommended proposal of a Strategic Plan, developed to move IDA ahead in purpose and mission in the years ahead. The primary goal of the plan is to “position IDA as the preeminent informational, advocacy, and educational organization in the field of dyslexia.”



As a result, this stance would open new advocacy initiatives, a new presence in Washington, D C., and a new web presence that would capitalize on emerging technology. The call is to have IDA aggressively lead the worldwide challenge for greater understanding of dyslexia and its treatment.

A vastly expanded membership program modeled after highly successful organizations would combine with new national direct support programs to give IDA and each individual branch, a new direction to reach out to a larger market.

This mission and focus can be IDA’s “True North” through the following targeted outcomes:

Strategic Initiative 1: Long-term vision: IDA will be renown worldwide as a preeminent source of information and support for people with dyslexia—using communication/awareness/marketing

Strategic Initiative 2: Long-term vision: (1) IDA becomes the organization that everyone turns to for expertise and outreach information on reading and dyslexia. (2) Dyslexia laws in every state that will require compliance and funding support.—using demonstrated advocacy leadership

Strategic Initiative 3: Long-term vision: Increase IDA’s reach in membership to ensure we serve and benefit people affected by dyslexia across the life span—increasing categories of membership, especially parents and individuals with dyslexia

Strategic Initiative 4: Long-term vision: IDA is the “go to” organization for information on the preparation and professional development of educators who work with individuals with dyslexia—through accreditation & certification

Strategic Initiative 5: Long-term vision: IDA will lead the way in making it possible to use technology to allow the brain to assimilate information from any of the senses in order to unleash creativity and success for all—becoming a proponent of the use of technological bypasses to reading with eyes

Written by Rebecca Aldred

Martie Simmons is 2010 Recipient of the Rebecca Brock Richardson Award

VBIDA is proud to announce Martie Simmons as the 2010 recipient of the Rebecca Brockman Award.* This award is presented to one who has exhibited a compassion for those with language learning differences and who advocates for their welfare in the family and community. The recipient must be one who has demonstrated a commitment to educating teachers about dyslexia and training them to incorporate a systematic, structured language approach and multisensory teaching methods. For 34 years, Martie taught reading, spelling and handwriting to students with dyslexia. For 20 of those years, she was the Coordinator and Trainer of Language Remediation at The New Community School in Richmond. She is a Fellow of the Orton-Gillingham Academy and a certified instructor of teachers in the Orton-Gillingham approach. Martie is currently an adjunct faculty member at Virginia Commonwealth University, where she teaches courses to graduate students on topics such as literacy skills and multisensory structured language approaches to reading, writing and spelling. Martie has served on the VBIDA board, and as a past officer and board member of the Learning Disabilities Council. She has presented at state, regional and national conferences.

VBIDA asked Martie if she would like to share any personal thoughts regarding her commitment to the field of reading disabilities. She graciously responded with the following: 'I am a lucky person. I have been in the right place at the right time and surrounded by knowledgeable and compassionate people in the field of dyslexia. My journey in the field started at the University of Richmond in 1974. When I was a graduate student, Alice Ansara and Jean Dickinson instilled in me a curiosity about the structure of our language and how to improve the reading and spelling skills of individuals with dyslexia. In 1975, I joined the Orton Society, now referred to as the International Dyslexia Association. Even in the 1970's, research confirmed the fact that students with dyslexia can be taught to read and spell, and they have many strengths'.

'My academic training was reinforced when I arrived at The New Community School, an independent college preparatory school for students with specific language learning disabilities. I became part of a team of professionals who believed in the students they taught and were always looking for ways to help each student reach his or her potential. I repeatedly saw students improve their language skills, discover their personal learning style, and gain self-confidence, all of which helped to make college a viable option for them'.

'My learning experience continues. For the ten last years, I have been teaching as an adjunct faculty member for



Virginia Commonwealth University. My students are now special education and general education students from Kindergarten to the Secondary level. Because the principles of multisensory, structured language programs are based on long standing theories of learning, teachers who understand the structure of our English language system with its patterns and predictability can impact the language skills of every student they teach'.

'As in the 1970's, there are still students in our classroom who do not learn to read in a traditional manner. With current research on the reading brain, evidence based reading programs, and the teachers who understand how to teach the structure of our language, there is great hope that today's students will not struggle or incur the emotional pain of students in previous decades. So you see why I say I am a lucky person. I have been fortunate to witness the field of dyslexia change as more research became available and to see the implementation of research in the classroom, which changes the lives of dyslexic individuals in a positive manner'.

*Rebecca Brock Richardson was trained in the treatment of Dyslexia at Massachusetts General Hospital, Boston. She was a member of the Orton Society for Dyslexia and authored a book entitled *Dilemmas of Dyslexia*. During her lifetime, she founded the Charlottesville Center for Dyslexia, which later became The Learning Center, and was a founding member of the Virginia Branch of the International Dyslexia Association. Rebecca passed away at the age of 92 in 2008.

Board Members Attend 2009 National IDA Conference and Return Inspired and Refreshed

The 60th Annual Conference of the International Dyslexia Association was held in Orlando, Florida, November 11-14, 2009. The VBIDA members who attended were invited to share a few of the highlights.

'The Annual IDA Conference offered a refreshing break from the normal routines of life and work. The facilities were quite nice and easily housed the conference. The Samuel Torrey Orton Award was presented to Hollis S. Scarborough, Senior Scientist at Haskins Laboratory, and Susan A. Brady, Professor at the University of Rhode Island. Their presentation offered a comprehensive look at the intricacies of the relationship between oral and written language as well as individual differences in reading. The other presentations were numerous and offered creative and research based instruction regarding dyslexia and other learning differences. Genetics, social implications of dyslexia and various strategies for success were addressed. The breadth of knowledge was remarkable and offered something for everyone. The President's Dinner was held on Friday night and included a Luau Buffet and a disc jockey. But the most impressive part of the evening was the presentation of the Remy Johnson Award. The Remy Johnson Award is presented each year to a student with dyslexia who "is a worthy role model for others, refuses to be limited by the challenges of learning differences, strives for excellence, chooses to live life as an achiever and continues to enrich the lives of others." This year, there were two recipients. The first was Jessica Byington, nominated by the Ohio Branch of the IDA. Jessica is an honor student and was crowned Miss Teen International, 2009. Jessica has been using her title to petition Ohio Representatives and Senators to support a dyslexia legislation bill in her home state. The second recipient was Jennifer Smith from the Michigan Branch of the IDA. At sixteen years of age, Jennifer is the author of *Dyslexia Wonders: Understanding the Daily Life of a Dyslexic from a Child's Point of View*. To achieve her goal of helping others not feel the shame of struggling to learn to read, Jennifer has established the Jenny's Wish Foundation. Proceeds from the sale of her book will be used to provide scholarships for students with learning differences'. Pattie Watson, Charlottesville, VA.

'How can anyone say just a few words about the 60th Annual IDA conference? The opening day presented ground breaking information from the Florida Center on Reading and Research. Intel introduced their new Intel Reader. This mobile, hand held device is designed for individuals with vision problems or those who have difficulty reading, such as persons with dyslexia. The idea behind the reader came from Ben Foss, an Intel researcher who is himself an individual with dyslexia. Mr. Foss is also the founder of Head Strong, an organization whose mission is to empower

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<http://vbida.org>

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the community of struggling readers. www.HeadstrongNation.org Denise Gibbs with Judy Patterson shared information on the success of the Scottish-Rite Dyslexia Program on raising students' SOL scores on the end of year Reading test. These students outperformed their typically developing peers. Rob Langston shared the stories of six CEOs who consider their dyslexia a gift, and Jeffery Gilger from Purdue University provided information on the plasticity of the brain, giftedness and the genetics of dyslexia'. Mary Murray Stowe, Richmond, VA

'During the 2004-2005 academic year, I had the opportunity to live in Jerusalem and do volunteer work at a school in Bethlehem for Palestinian children suffering from Post Traumatic Stress Disorder (PTSD). I volunteered as a tutor in the reading of English. Several of my students were described by the staff as being "unable to read" in either Arabic or English for reasons that did not appear to be the result of PTSD or environmental factors. Working with a translator, I applied my training as an Orton-Gillingham practitioner. I did my best to cross the language barrier, but it was slow going. I spent a large part of my time trying to find assessments in Arabic that could identify a reading disability. There were none to be found-or so I thought. Imagine my delight when I attended a session at the 2009 IDA National Conference in Orlando entitled "Learning Disabilities: Identification and Intervention Lesson from Arabic" and learned about the work being done at Center for Child Evaluation and Teaching in Kuwait. The Center offers training in Orton-Gillingham by certified instructors, provides remediation and instruction for students with learning differences, and offers information and resources for parents of students with dyslexia. The half day symposium consisted of six short presentations and discussed the investigation of reading difficulties in the Arabic language, recent research, assessment, and the application of Orton-Gillingham methodology to the Arabic language. It was exciting to see the exchange of research and ideas between nations and cultures, and I came away enlightened and encouraged'.

Leslie Daise, Williamsburg, VA

Embracing the Gift of Dyslexia

(Part One)

Mary Murray Stowe, M.Ed.

Building self-esteem and self-confidence among children struggling in school is critical to their “in the moment” success as well as their future success. Children, no matter the age, need to know that they have the skills and solutions to accomplish the task placed before them, and, that they have valued strengths beyond that task. Skill based instruction to address their struggle as mandated by No Child Left Behind (2001) and Individuals with Disabilities Educational Improvement Act (2004) is only part of the prescription. A child believing that they possess the capacity to accomplish a task is as critical to his or her success, as the prescribed treatment for the weak skill. “Those of us who are trying to help dyslexics must understand that academic remediation is only part of the job – and perhaps not the most interesting or important part. We need to find ways to help dyslexics find and develop their own talents, large or small, so that they cannot be beaten down – defensively hiding their talents along with their disabilities” (West, 2008).



“Highly successful dyslexics nearly always say that their accomplishments and special ways of seeing come from their dyslexia – not in spite of their dyslexia as is often believed” (West, 2008). Malcolm Gladwell, the author of *The Outliers*, examines individuals' accomplishments that lie outside of the norm and particularly the circumstances that have led to the success of these individuals. When outliers become outliers it is not just because of their own efforts. “Nor is success simply the sum of the decisions and efforts we make on our own behalf. It is, rather a gift. Outliers are those who have been given opportunities – and who have had the strength and presence of mind to seize them” (Gladwell, 2008). That's an amazingly hopeful and uplifting idea. Dyslexia, in itself, is a gift. Because successful individuals with dyslexia attribute their success to their dyslexia, what are the opportunities and circumstances provided by the gift of dyslexia? Thomas West would posit that dyslexics' unique capacity to think visually is one circumstance that places them in a position to excel and to understand concepts beyond their non-dyslexic peers (West, 1997). An individual with dyslexia has a unique gift and can seize the opportunity to build on their strengths in developing visual thinking skills as well as problem solving skills

that have propelled others to success. Albert Einstein, while struggling with details, had the enormous capacity to grasp the largest concepts and manipulate these in his mind. Winston Churchill, a gifted orator, struggled with the mechanics of print. An eleventh grade student in public school might possess an advanced oral vocabulary, but cannot write those thoughts in an essay above the third grade level. How can dyslexics be encouraged to embrace the rationale to love themselves and their “gift”? Personal narratives and a belief in themselves can provide the groundwork for “concertedly cultivating” these notions (Lareau 2003).

“Concerted cultivation” is the notion that a child's talents, opinions and skills can be actively fostered with a concerted effort to do so rather than naturally grown (accomplishment of natural growth) (Gladwell, 2008). Parents and teachers need to actively cultivate the notion in children that dyslexia is a gift that allows them to think in a unique manner that many others are not able to accomplish, and that they have the capacity to solve problems with techniques that few others are able to access. Many of our worlds' great thinkers and achievers have, not only struggled with the confines of print, but have cultivated the development of their capacity to think and problem solve visually. Children with dyslexia in schools are reminded every day that they do not possess a strength skill made necessary in the school environment for success. However, these children need to know and cultivate their strength skills, visual thinking and problem-solving for example, to counter-balance this perceived failure. They need to be reminded equally as often that their strengths far exceed this “in the moment” need.

An example from a sixth grade student relayed by his mother confirms this notion. “Last year a teacher gave the class ‘parts of a worm’. The class was supposed to figure out which worm parts could go together and see how many combinations they could do. His teacher said he was the first one that was able to finish, so she gave him more and he did them in the same space of time that some non-disabled students could only do one or two. I asked him why it was so easy, and he said he could just see the ones that went together. It's like

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when he sees something, he can see how it works, where if you tell him or he reads it, it is confusing.”

This student’s mother continues: “Another example I can give is in second grade when they started learning 2 and 3 digit Math. M would do his from left to right no matter how many times you tried to get him to do it right to left. In his mind he could hold the numbers in his head and carry over. It was amazing to see him do a whole worksheet and not get one wrong. It was as if the numbers were hanging in mid-air and he could move them around.”

How might we as parents and educators “concertedly cultivate” the positive opportunities available from their struggle? Our students need to know and embrace the personal narratives of successful people who have struggled. “B. P. McAdams...the country’s preeminent researcher in [this] area... believes personal narratives (the stories we tell about our lives) are critical to our self-image and our ability to function as successful adults” (Ryan, 2008). Many who have struggled with dyslexia have used the energy of their hard, determined work as children to become highly successful adults. They have further harnessed and utilized their unique talents, such as visual thinking, to propel them to a successful future. Often children and adolescents are not able to look past today and live only in the moment without considering that their hard work, use of appropriate accommodations, and a belief in themselves as unique thinkers and capable individuals now, can have benefits beyond this moment. Personal narratives of adults who have walked their walk should be as much a part of their experience as direct instruction in their most challenging skill area and the use of appropriate accommodations.

Governor Thomas H. Kean of New Jersey was interviewed for “LD Essentials” (Spring 2009), a publication of the National Center for Learning Disabilities (NCLD), and relayed that his hard work to achieve in school led to his success in his adult life. The continuation of the hard work into his adult life helped him surpass others. “There [are] a tremendous number of people with learning disabilities who have done very well in all professions. I think that the fact that they have to work harder propels them to success.” What circumstances existed to propel Governor Kean to success? His hard work, his determination, the instruction received from his teachers are all circumstances that have propelled him to succeed.

Dr. John Horner, a paleontologist whose story is relayed in the EPS catalogue, is an accomplished scientist, but struggled with numbers and words in early schooling. His struggle continued for 31 years until he discovered a name for his difficulty. The university, from which he flunked out seven times, eventually bestowed to him an honorary doctorate. He has written prolifically and teaches biology and geology at the Montana State University. He has uncovered more dinosaur fossils than anyone else in history. (Educators Publishing Service, 2008)

The story of Dr. William Dreyer is presented in Perspectives, Summer Edition, 2008. Dr. Dreyer, a molecular biologist, developed new ways of thinking about his science. He is characterized as a visual thinker and dyslexic, but advanced a new theory of genetics and the immune system that was far ahead of his colleagues. “When he died of cancer in 2004, one of the enduring passions of his later scientific research was to try to understand the relationships between dyslexia, visual thinking, and the high levels of creativity he had experienced in his own life and work” (West, 2008).

Chuck Close, a gifted artist, relays to John Tully in an interview for the Smithsonian Institute’s Oral History project his difficulties in school, as dyslexia was not understood at the time. This interview can be retrieved through Chuck Close’s Wikipedia page or by going to www.aaa.si.edu/collections/oralhistories/transcripts/close87.htm.

Stephanie Kane, the author of mystery novels, portrays her main character as dyslexic. Her website, www.writerkane.com, collects data from people who have been diagnosed with dyslexia or learning disabilities. “I based Jackie Flowers, the heroine of BLIND SPOT, EXTREME INDIFFERENCE and SEEDS OF DOUBT on young people I know who have learning disabilities. I began with the premise that a person who has dyslexia could be a successful lawyer—maybe an even better lawyer—because her reading skills were limited. It has become increasingly clear to me that Jackie is not only viable, but she and her real-life counterparts have a great deal to teach” (Retrieved from www.writerkane.com).

Websites, highlighting famous people with dyslexia, include: www.dyslexia.com/famous.htm, www.popcrunch.com/70-famous-dyslexics/, www.dyslexiaonline.com/famous/famous.htm, www.dyslexia.tvsnapshots/index.htm. You Tube – “The Power of Dyslexia about Famous Dyslexics” and “Famous Dyslexics” – contains videos that relay personal narratives of famous people who have struggled with dyslexia. The Lab School of Washington, D.C. produces a coloring book of famous people with learning disabilities for young students to begin their knowledge of successful ‘strugglers’. The personal narratives as those described can be part of a concerted cultivation within the education of students with whom we deal.

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Through personal narratives provided to this author by individuals with varying levels of dyslexia or learning disabilities, insight can be gained into their struggles and triumphs. These individuals have struggled with traditional schooling and instruction, yet become successful, productive individuals. All have agreed to share their experiences to assist professionals working with students with dyslexia or parents with children who struggle. All were asked what level of education was attained, to describe how dyslexia has affected their lives and learning experiences, what was helpful in school and not helpful, about their use of technology, and finally what out of school experiences were helpful. Information from these personal narratives will be shared in subsequent articles.

Should we continue to view dyslexia as a struggle, or should we be viewing it as a gift? Certainly in academic situations, the ability to read well is valued, but the ability to critically think and problem solve is as well. As Thomas West has written, the capacity to solve cross-disciplinary problems is facilitated by visual thinkers, many of whom are dyslexics. Dyslexia can be viewed as a gift providing opportunities to maximize skills that are among the most valued in our society. Those who have made some of the most significant contributions to our knowledge and well-being have been challenged with dyslexia.

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- www.writerkane.com – the author Stephanie Kane's website where the previously mentioned survey can be found



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Thank You!

The Virginia Branch of International Dyslexia Association (VBIDA) is a branch of the International Dyslexia Association (IDA).

Membership Benefits

Membership will benefit and help provide the most comprehensive range of services to those who reach out to us for help.

Join with Others to Make a Difference: As a member, you'll join forces with more than 13,000 others who want individuals with dyslexia to realize their fullest potential. The voice of our members is heard among educators, professionals, and policy makers in the United States and abroad. By joining The International Dyslexia Association (IDA), you strengthen the voice of people with dyslexia and enhance their ability to benefit from early intervention and effective teaching methods.

Receive Updates about Dyslexia & Related Issues: Members automatically receive IDA's quarterly newsletter, *Perspectives*, the yearly peer-reviewed journal, *Annals of Dyslexia*, and local branch newsletters. These publications provide the latest information about legal and legislative issues, medical and educational research, and technology.

Receive Discounts: Members receive discounts on other IDA publications and on registration fees for international and local conferences.

Connect with Others in Your Area: When dealing with local school systems, tutors and other resources, it is invaluable to have access to individuals in your community who can help. IDA maintains a referral for services database, and has 44 branches serving the United States and Canada.

Access an International Network: IDA members include individuals with dyslexia and their families, diagnosticians, psychologists, psychiatrists, physicians, teachers, tutors, and others who support our mission. Our membership more than 60 countries with National Affiliates in Brazil, the Czech Republic, Israel and The Philippines.

Continue a Tradition: IDA was established more than 50 years ago to continue the pioneering work of Dr. Samuel T. Orton, a neurologist who began to identify the biological basis of dyslexia and develop effective teaching approaches.

THANK YOU for becoming a part of The International Dyslexia Association and helping us Create Hope, Possibility and Partnership for all individuals with dyslexia.