

HOLD THE DATE!

KS/MO Branch
International Dyslexia Association
is pleased to announce our
12th Annual Spring Conference
**OVERCOMING DYSLEXIA:
RESEARCH, DIAGNOSIS, AND TREATMENT**

April 21-22, 2006
Overland Park Convention Center
6000 College Blvd.
Overland Park, Kansas

April 21

Morning Keynote:

Brain Imaging Studies and What They Tell Us About Reading Disabilities and How to Treat Them
Guinevere Eden, Ph. D.

Associate Professor, Department of Pediatrics and Director, Center for the Study of Learning Georgetown University

Afternoon Keynote:

The Role of the Healthcare Professional in Helping Dyslexics
Sylvia Richardson, M.D.

Distinguished Professor of Communication Sciences,
Clinical Professor of Pediatrics, University of South Florida
Former President Orton Dyslexia Society
Board of Directors, International Dyslexia Association

April 22

Full Day Workshop:

Comprehension: The Ultimate Goal of Reading
Suzanne Carreker

Director of Teacher Development
Neuhaus Education Center
Houston, Texas

CEU and CNA credits will be available through the continuing education department of KU Med Center

TEST TO IDENTIFY DYSLEXIC CHILDREN AT BIRTH?

Reading is a learned skill, not a natural skill that develops as we mature. However, the ease with which we can learn to read is governed by our biological make-up.

In October, 2005, scientists presented research at the 55th Annual Meeting of The American Society of Human Genetics in Salt Lake City, about genetic links associated with dyslexia. According to the news release about this research:

“With an incidence as high as **5-10 percent in school age children**, dyslexia is primarily genetically determined. Recently, several genes have been independently identified as causative for the disorder.”

One of these, located in the DYX5 locus on chromosome 3, has been shown by Dr. Kere and colleagues from Karolinska Institute, Sweden to be the axon guidance receptor gene ROBO1. Another haplotype, on chromosome 6p22, has been shown by Dr. Silvia Paracchini, University of Oxford, to be associated with a biological mechanism for the development of dyslexia.

Drs. Haiying Meng and Jeff Gruen, Yale University, also described a reading disability locus on chromosome 6p22, located within the DCDC2 gene, which is preferentially expressed in brain regions known to participate in the reading process. Drs. Bruce Pennington, University of Denver, and Dr. Anthony Monaco, Wellcome Trust, Oxford, also presented information on dyslexia and the genetics of language and reading disorders.

A Simple Test to Identify Children with Dyslexia at Birth

Related to this emerging information about the genetic links associated with dyslexia is an article by Sandra Blakeslee in *The New York Times*, reporting that a genetic test for dyslexia should be available within a year — or less.

According to Blakeslee, the test will involve a simple cheek swab. Pediatricians will be able to accurately identify children with dyslexia **at birth**. Appropriate early intervention can eliminate or lessen the severity of dyslexia before these children reach the age when formal reading instruction usually takes place.

Preventing Reading Difficulties and Reading Failure, Early Intervention and Prevention

Children at risk for reading difficulties can be identified in kindergarten. Once identified, there are interventions that will prevent reading failure.

Preventing Reading Difficulties in Young Children by the Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, is a book published by the National Academies Press. This publication examines reading problems and introduces concepts used by experts in the field. In a clear and readable narrative, you learn about word identification, comprehension, and other processes in normal reading development. You learn about the factors that put children at risk of poor reading. You learn how literacy can be fostered from birth through kindergarten and the primary grades. Preventing Reading Difficulties in Young Children includes an evaluation of philosophies, systems, and materials commonly used to teach reading.

You can order this publication as a hardback book, a PDF book, or both. You can also read this publication online for free. See <http://books.nap.edu/catalog/6023.html> for more information.

Another excellent article addressing early identification and prevention is

[Preventing Early Reading Failure and Its Devastating Downward Spiral](#) by Joseph K. Torgesen (published in the American Educator by the American Federation of Teachers). According to Dr. Torgesen:

“Children who are destined to be poor readers in fourth grade almost invariably have difficulties in kindergarten and first grade with critical phonological skills . . . These weak phonological skills, in turn, mean it is difficult for these children to identify (decode) unknown words, and their efforts to do so produce many errors. Naturally, these children find it difficult, even unpleasant, to read independently.”

“Their problems then spiral.” To read the full article see http://www.aft.org/pubs-reports/american_educator/issues/fall04/reading.htm

THERE IS HOPE FOR ADULT DYSLEXICS

Research from Wake Forest University Baptist Medical Center in Winston-Salem, NC indicates that it's never too late to tackle dyslexia. Adults, just like children, can be taught to overcome the disability.

THE STUDY: “We wondered whether the same process that works for children would also work for adults with dyslexia, because we know you don't outgrow dyslexia,” Lynn Flowers, Ph.D., assistant professor in the Department of Neurology at Wake Forest University Baptist Medical Center in Winston-

Salem, says. In order to determine this, researchers studied 19 adults with dyslexia and 19 adults without dyslexia. Half of the adults with dyslexia were required to attend an eight-week intervention program — three hours a day, five days a week. Researchers used functional magnetic resonance imaging (fMRI) — which shows brain activation during a task — to verify whether adults with dyslexia process language differently from typical readers. The adults were then tested to see if instruction in phonics would improve reading ability and produce changes in brain activation.

THE RESULTS: “With about 112 hours of phonics-based instruction, adults with dyslexia had significant improvements in reading and changes in brain activity while reading,” Flowers says. The major change researchers saw was the adult's ability to understand how the language works. Adults in the study also became more accurate when reading simple words and words in text. “We know that dyslexia is not something children outgrow, and our findings suggest that it's never too late for instruction to overcome this disability,” Flowers says. “I've kept up with most of these people and there are some big changes in their lives.” Participants have started to read entire books for the first time, have gone back to school and graduated, and now hold dreams of becoming a nurse or political official.



WEB SITES OF INTEREST

interdys.org
ksmolda.org
schwablearning.org
EFFECT.org
funlearn.org
ldonline.org
appliedlearningprocesses.com
dyslexiamylife.org
howtostudy.com
whats-the-word.com
ld.org
cldinternational.org
whatworks.ed.gov
csl.georgetown.edu
getreadytoread.org
nifl.gov
nichd.nih.gov
familiesstogetherinc.org
attentioncenter.com

allkindsofminds.org
churchillstl.org
rfd.org
proactiveparent.com
nationalreaadingpanel.org
audible.com
neuhaus.org
horizon-academy.com/
www.NLDA.org
www.nldline.com
www.nldontheweb.org
www.textmapping.org
readingrockets.org
www.ldakansas.org
www.ldamissouri.org
www.learningexpressedu.org
www.FSGCTopeka.com
etcutoring.org

RESOURCES FOR HELP WITH DYSLEXIA

in Kansas and Missouri

Our Branch is contacted on a daily basis by individuals seeking information about dyslexia. If you are in need of information, suggestions for language therapists, assistance with legal/IEP concerns, teacher training, or psychological services, contact info@ksmolda.org or call 816-838-7323 for our resource list.

Service providers (language therapists, tutors, advocates, psychologists, physicians, teacher trainers, etc.) who would like to be listed on our resource list are invited to contact us at 816-838-7323 or email us at info@ksmolda.org. In order to be listed, you must be a member of IDA and complete a brief questionnaire.

TEACHER TRAINING PROGRAMS

If you are offering teacher training in structured, multi-sensory teaching techniques in Kansas or Missouri, please forward information to us for dissemination in our print materials and on our website.

IDA Disclaimer:

The International Dyslexia Association and the KS/MO Branch support efforts to provide appropriate instruction for dyslexics. Research of instructional methods indicates that the most effective methods are multi-sensory. For a listing of methods that have a solid research base, see the IDA website, interdys.org. The IDA does not endorse any specific program, speaker, or instructional materials, because there are a number of such that present the critical components of effective instruction for dyslexics.

Technology websites:

E-texts:

elibrary.com
bartleby.com
fsc.follett.com
franklin.com/freelibrary/

Text to voice: (freeware)

adobe.com/products/ebookreader/main.html
microsoft.com/readercode-it.com/downloads.htm
readplease.com

Text to voice: (commercial software)

texthelp.com (reads aloud what is typed,
offers corrections, spots mistakes)
kurzweiledu.com
textaloud.com
readingpen.com

Voice to text:

LHS.com
scansoft.com/naturallyspeaking (IBM voice products)
voicerecognition.co

Books and textbooks online in downloadable format:

teleread.com
rosettbooks.com
wizeup.com

Programs that read computer text aloud:

freedomscientific.com/wynn/index.asp
texthelp.com
nextup.com/textaloud/download.html

For Math:

donjohnston.com "access to math"(electronic worksheets)
intellitools.com /mathpad plus
mathusee.com

DIGITAL WORKSHOP NOW AVAILABLE FOR TEACHERS

In an effort to assist our nation's teachers in meeting the mandates of the No Child Left Behind Act, the U.S. Department of Education is offering training for teachers which they have titled the "Teacher-to-Teacher Initiative: Supporting Success". The training is offered in the form of digital workshops, roundtables, regional in-person workshops, a national Research-to-Practice Summit, and electronic teacher updates. The Department is providing an unprecedented \$5.1 billion in federal funding to support the teaching profession.

"The digital workshop presenters are exemplary practitioners who share the strategies they have used to close the achievement gap and help all children learn and progress. These are real teachers, working in real schools, getting amazing results." Teacher-to-Teacher workshops are cost free, provide quick and easy access to instructional materials, and can be used by individuals or groups.

The workshops are delivered using an online video-streaming format. The courses are designed so that teachers can experience on-demand professional development in specific content areas to increase their knowledge and skills in order to improve student learning. There is also information available about how to use participation in these workshops to meet professional development requirements as outlined by each state's Department of Education.

For more information and to enroll in a workshop, see
<http://www.paec.org/teacher2teacher/>

IEPs

(with apologies to Dr Seuss)

I do not like these IEPs
I do not like them, Jeeze Louise!
We test, we check,
We plan, we meet,
But nothing ever seems complete.
Would you, could you like the form?
I do not like the form I see,
Not page 1, not 2 not 3.
Another change,
A brand new box,
I think we all
Have lost our rocks.
Could we all meet here or there?
We cannot all fit anywhere.
Not in a room, Not in a hall,
There seems to be no space at all.
Could you, could you meet again?
Let me check my book for when!
No, not at dusk. No, not at dawn.
At 4 P.M., I should be gone.
Could your hear while all speak out?
Would you write the words they spout?
I could not hear, I would not write,
This does not need to be a fight.
Sign here, date there,
Mark this, check that,
And be the student's ad-vo-cat(e)
Say! I almost like these IEPs.
I think I'll write 6,003.
And I will practice day and night
Until they say,
"You got it right!"

author unknown

To submit a newsletter article or advertisement, please e-mail the information to our branch at info@ksmolda.org. Our branch would like to publicize any teacher training events using methodology accepted by the IDA. Please contact our branch with the information. If it meets the criteria of the national office, we will be happy to publicize it on our web site at www.ksmolda.org.

