

**NOMINATING COMMITTEE
PRESENTS CANDIDATES FOR
ELECTION**

The Nominating Committee for the KS/MO Branch will present the following slate of candidates to the general membership for election at our annual meeting April 21, 2006.

For Vice-President, 2006-2008, Arden Murillo, Wichita, KS

For Secretary, 2006-2008, Rhonda Orndorff, Overland Park, KS

For Treasurer, 2006-2008, Susan Long, Independence, MO

For Board of Directors, 2006-2009

Amy Burroughs, Liberty, MO

Stephanie Bieberly, Colwich, KS

For Nominating Committee, 2006-2007, Marnie Mitchell

For Advisory Board, 2006-2007

Michele Berg, Topeka, KS

Trudy Stegelman, Topeka, KS

Hugh Catts, Lawrence, KS

Lorrie Wolf, Parkville, MO

12th Annual Spring Conference

OVERCOMING DYSLEXIA: RESEARCH, DIAGNOSIS, AND TREATMENT

Friday and Saturday, April 21–22, 2006 • Overland Park Convention Center, Overland Park, Kansas

COURSE DIRECTOR

Billie Calvery, M.S. Ed., Founder & Director, Applied Learning Processes, Kansas City, Missouri and President, Kansas/Missouri Branch, International Dyslexia Association

OVERVIEW

Under the auspices of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH), brain imaging studies are providing information about the causes of—and best treatments for—reading and spelling difficulties. This conference will present information on the latest research findings; address the role of the healthcare professional in identifying reading disability and making appropriate referrals; provide practical information on language instruction; and address the need for teamwork between healthcare providers, educators, parents, and dyslexic individuals.

TARGET AUDIENCE

This conference is designed for pediatricians, family practitioners, physician assistants, nurse practitioners, nurses, mental health care providers, social workers, speech/language pathologists, educators, providers of educational therapies, researchers, parents, dyslexic individuals and all persons who have an interest in dyslexia, including students and trainers/educators in the fields of medicine, mental health care, social work, speech and language, and education.

OBJECTIVES

At the completion of this conference, participants will be able to:

- Recognize the signs of dyslexia.
- Examine and define what dyslexia is—and is not—based on current brain-imaging research.
- Discuss best practices for treating dyslexia.
- Define educational methods that have been identified as appropriate for the treatment of dyslexia.
- Choose and implement strategies for developing oral and written language comprehension.

PLANNING COMMITTEE

Billie Calvery, M.S. Ed., Founder & Director, Applied Learning Processes, Kansas City, Missouri, and President, Kansas/Missouri Branch, International Dyslexia Association

Cynthia Jacobsen, Ph.D., CCC-SLP, Head of Speech and Hearing Department, Children's Mercy Hospital; Adjunct Faculty, Hearing and Speech Department, University of Kansas Medical Center, Kansas City, Kan.

Arden Smith Murillo, M.S., ALT, Vice President, Kansas/Missouri Branch, International Dyslexia Association, and Academic Language Therapist, Wichita, Kan.

Lorrie Wolf, B.S., AOGPE, Past President, Kansas/Missouri Branch, International Dyslexia Association, Educational Therapy Center, Parkville, Mo.

Mary L. Kinnaman, M.N., R.N., Assistant Dean for Community Affairs, Director of Nursing Continuing Education, University of Kansas School of Nursing, Kansas City, Kan.

Alan M. Warne, Ed.D., Associate Director for Program Development, Continuing Education, University of Kansas Medical Center, Kansas City, Kan.

ACKNOWLEDGMENTS

This conference is supported in part by an educational grant from Applied Learning Processes, Kansas City, Missouri.

ACCREDITATION

Continuing education credit will be prorated according to documented attendance. **All participants are required to sign attendance rosters at the beginning of each day.**

Nurses: This educational activity for 12 contact hours is provided by the University of Kansas School of Nursing, Continuing Nursing Education, which is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Physicians: This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the KU Medical Center Office of Continuing Medical Education and the Kansas/Missouri Branch, International Dyslexia Association. The KU Medical Center Office of Continuing Medical Education is accredited by the ACCME to provide continuing medical education for physicians.

The KU Medical Center Office of Continuing Medical Education designates this educational activity for a maximum of 1.0 category 1 credits toward the AMA Physician's Recognition Award. Each Physician should claim only those credits that he/she actually spent in the activity.

Speech/Language Professionals: The Intercampus Program in Communicative Disorders is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 1.0 CEUs (Intermediate level; Professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.



FACULTY

Guinevere Eden, Ph.D., Associate Professor, Department of Pediatrics and Director, Center for the Study of Learning, Georgetown University, Baltimore, Md.

Sylvia Richardson, M.D., Distinguished Professor of Pediatrics, University of South Florida, Tampa, Fla., former President of the Orton Dyslexia Society and Board Member of the International Dyslexia Association, former President of the American Speech and Hearing Association (ASHA)

Suzanne Carreker, Certified Academic Language Therapist (CALT) and Qualified Instructor, Director of Teacher Development, Neuhaus Education Center, Houston, Texas. Author of "Reading Readiness, Scientific Spelling, Basic Language Skills, and Word Detective." Consultant to the Texas Teacher Reading Academies, State Master Trainer for the Kindergarten and First Grade, Texas Teacher Reading Academies. Consultant to the State Department of Education for Alaska, Consultant to Wake Forest University, Section of Neuropsychology.

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AGENDA

Friday, April 21

- 7:30 a.m. Continental Breakfast, Registration and Exhibits
8:15 a.m. Welcome
8:30 a.m. **Guinevere Eden**, Ph.D., Associate Professor, Department of Pediatrics and Director, Center for the Study of Learning, Georgetown University
Brain Imaging Studies and What They Tell Us About Reading Disabilities and How to Treat Them
10:00 a.m. Break & Exhibits
10:30 a.m. **Dr. Eden**
12:00 p.m. Lunch and Learn
("Special interest tables" available for informal discussion)
1:00 p.m. **Sylvia Richardson**, M.D., Distinguished Professor of Pediatrics, University of South Florida
The Dyslexia Team: The Individual, Parents, Educators, and Medical Professionals
2:00 p.m. Break & Exhibits
2:30 p.m. **Dr. Richardson**
3:00 p.m. Q & A
3:30 p.m. Adjournment
3:45 p.m. General membership meeting of the Kansas/Missouri Branch, International Dyslexia Association

Saturday, April 22

- 7:30 a.m. Continental Breakfast, Registration and Exhibits
8:15 a.m. Welcome
8:30 a.m. **Suzanne Carreker**, Certified Academic Language Therapist (CALT) and Qualified Instructor, Director of Teacher Development, Neuhaus Education Center
Comprehension: The Ultimate Goal of Reading
The first part of the session will explore the reasons that students struggle with comprehension and strategies that are most beneficial for developing reading comprehension. The role of oral language will also be addressed.
10:00 a.m. Break & Exhibits
10:30 a.m. **Understanding the Structure of Expository Text**
Academic success hinges on students' abilities to read and understand expository text. A lesson plan will be presented that incorporates strategies that simulate what good readers do when they read expository text. The results of two intervention studies that used this lesson plan will also be presented.
12:00 p.m. Lunch
1:00 p.m. **Understanding the Structure of Narrative Text**
The enjoyment of narrative text helps develop lifelong readers. The lesson plan for expository text can be adapted for narrative text. Participants will plan parts of comprehension lesson plans for expository and narrative texts.
2:30 p.m. Break & Exhibits
3:00 p.m. **Poetry and Other Genre**
This section will look at the flexibility of the lesson plan for teaching other genre such as poetry, graphs, and newspaper articles.
3:30 p.m. Adjournment

REGISTRATION AND FEES

We request that you register in advance. Fees include course materials, continental breakfast, refreshments, lunch and credit.

One-day enrollment:

- Members: \$85
Non-members: \$95

Two-day enrollment:

- Members: \$165
Non-members: \$185

- Mail** The University of Kansas
Continuing Education
Registrations
1515 St. Andrews Drive
Lawrence, KS 66047-1625
Phone Toll free 877-404-KUCE (5823)
or 785-864-KUCE (5823)
Fax 785-864-4871
TDD 800-766-3777
Web www.ContinuingEd.ku.edu

LOCATION & PARKING

All events will take place at the Overland Park Convention Center, 6000 College Blvd., Overland Park, Kansas 66211. Adequate free parking is provided.

Please bring a sweater or jacket, as temperatures can be difficult to control in large rooms.

For more information about Kansas City area events, call the Visitor Information Line, 816-691-3800.

LODGING

The following two hotels have offered special KUMC Dyslexia Conference rates:

Courtyard Overland Park Convention Center, 11001 Woodson Street (4/20–4/22)

- \$69: Standard king room, w/sofa sleeper.
\$89: Standard Queen/Queen room.

Note: After March 30, the rates will be on a space-available basis. Call 1-800-321-2211 or 913/317-8500 (Ask for the Overland Park Convention Center Courtyard and specify the KUMC/Dyslexia Conference).

Chase Suite Hotel by Woodin, 6300 West 110th Street, Overland Park, Kansas.

- \$91: One-bedroom suite.

Note: After March 21, the room rate cannot be guaranteed. Call 1-888-733-9765 to make reservations.

EXHIBITS

Commercial vendors and other organizations are invited to exhibit at this meeting. Limited exhibit space will be available. Call Lupe Valdovino at 913-588-4488, or e-mail gvaldovino@kumc.edu for an application or more information.

HOW DOES COMPREHENSION HAPPEN?

Why do some kids fail to comprehend? A growing number of educators subscribe to the theory that, for some students, the brain does not adequately develop the ability to create visual images in response to language. These students fail to see, in their mind's eye, a picture representing the meaning of the words they read or heard. They are unable to express an understanding of the passage or answer questions about the material because their brains did not process the information and store it for future reference. Susan M. Drake, a researcher at Brock University, has published some interesting research on the role of mental imagery in language comprehension. Her research article, *Guided Imagery and Education: Theory, Practice and Experience*, was published in the *Journal of Mental Imagery*, 2003 in a special theme issue called "Guided Imagery and Education".

Drake states in her introduction that "Education is only beginning to discover the potential of visualization to teach people to think". She believes that imagery can be thought of as a "basic cognitive process" and that the use of visualizing for the purpose of developing ideas and exploring concepts should be an important aspect of education. She describes the work of eight current researchers who have scientifically applied the use of visualization with remedial readers and report significant levels of gain in reading comprehension, self-esteem and academic performance. One group of researchers identified visualization as one of several core deficits in reading disabled children age 8-11. They put the children through a three-week intervention that included visualization training, combined it with six weeks of academic remediation, and found a significant difference in reading scores upon retest.

She also includes the findings of 150 educators who used visualization for over a year in elementary, secondary, and university settings. These teachers reported "...highly desirable gains in the cognitive areas of academic skills acquisition and proficiency, as well as the affective areas of attention, creativity, initiative, listening, and self-esteem".

Drake's own research focused on six teachers who use visualization as a technique in their personal lives and in their classrooms. They agreed to let her conduct a phenomenological study of their visualization skills and abilities. One fundamental use of imagery reported by all of the participants in this study is the technique of visualizing for the purpose of learning something. Because these teachers had personal experience with and knowledge of using imagery for the purpose of learning, they were able to successfully guide their students to do the same when new concepts were presented in the classroom setting.

Research like Drake's is exciting to those of us who know how beneficial imagery training can be for a student

who is struggling with comprehension. Hopefully, scientists who study the process of learning will continue to investigate the effectiveness of imagery training in the classroom and the remedial setting. Educators need access to methodologies that have been proven effective by scientific research in order to ensure that all students have the necessary "tool kit" to become successful comprehenders.

To learn more about comprehension development, plan to attend the KS/MO Branch 12th Annual Spring Conference in Kansas City April 21-22, 2006. Suzanne Carreker, director of Teacher Development with Neuhaus Education Center in Houston, Texas, will be presenting a full day workshop on April 22 titled "Comprehension: The Ultimate Goal of Reading. Come hear what she has to say about her work and experience with students who struggle to comprehend.

Melinda Buie, MA
Associate Director
Applied Learning Processes
Kansas City

Nominees for the Wilson Anderson Service Award

The Wilson Anderson Service Award was begun in 2003. It is named in honor of Wilson Anderson who served by working to establish an IDA branch for Kansas and Missouri. The annual award is presented at our spring conference, and its purpose is to honor those who, like Wilson Anderson, have served the cause of IDA in Kansas and Missouri.

The recipient is chosen by a committee selected from the Board of Directors We invite letters of recommendation for the committee to consider.

The criteria for selection are:

- membership in IDA
- positive record of informing the community about dyslexia and related disorders either as a professional or a volunteer or both
- active support of the goals of IDA and KS/MO Branch.

The recipients to date have been:

2003 Sandra Chichester
2004 Wesli Johnson
2005 Jill Breymer-Archer

Please submit letters of recommendation to

Anderson Service Award
430 East Blue Ridge Blvd.
KC, MO 64145

or email with *Anderson Service Award* in the subject line to info@ksmolda.org

TEACHING VOCABULARY

Those of you who attended the IDA conference in Denver last fall probably caught the presentation by Andrew Biemiller regarding the impact of vocabulary development on reading comprehension. His research results lead to some startling conclusions.

By the end of 3rd grade, the gap in vocabulary acquisition for root word meanings has widened to 2,000-2,500 words.

Biemiller points out that words are acquired in a predictable order and most children in grades K-2 tend to assimilate the first 2500 root word meanings essential to reading comprehension whether they are “average” learners, disadvantaged students, or students who are also learning English. It’s in the next tier of words that we see the gap beginning to form and widen between those with good vocabulary and those who lack adequate vocabulary skill. We need to teach 500-800 word meanings a year in grades K-2 to “close the gap”.

School attendance does not improve vocabulary skill in grades K-2.

Vocabulary is not assessed in grades K-2, which unintentionally gives teachers the mistaken notion that it is not an important part of the curriculum in those grades. This sets up a scenario whereby students with an enriched home environment are exposed to lots of words and develop good vocabularies outside of school while those students who are disadvantaged or struggling to learn English as a second language rapidly fall behind.

While average or higher vocabulary skill does not *guarantee* adequate reading comprehension, low vocabulary skill *insures* a low level of reading comprehension.

Biemiller provided information from other researchers who confirm a significant link between vocabulary development in grade 3 and beyond and adequate reading comprehension. Researchers are beginning to study the impact of poor vocabulary in grades K-2 on reading comprehension development. One study cited a “substantial” relationship between oral receptive vocabulary in 1st grade and reading comprehension in 11th grade.

Biemiller included in his presentation a description of his version of a good vocabulary curriculum for grades K-2. It combines repeated oral readings of a story with explanations for word meanings. It is implemented on a 1-week cycle per story and takes about 1/2 hour per day. Children exposed to this curriculum “typically knew 40% more of the meanings than they knew before the readings and explanations”. Teachers involved in his study expressed concern about the amount of time required for this instruction. Biemiller points out that reading comprehension depends on good decoding skills *and* adequate vocabulary. If we spend all of our instructional time in the early grades on one without the other there will be children who can decode the material but not understand what they read. Biemiller insists that “vocabulary deficiencies have to be addressed from kindergarten on if children are not to be left behind”.



Looking for Orton-Gillingham Teacher Training This Summer?

The following individuals and agencies offer training in teaching techniques that are considered Orton-Gillingham/Multisensory methods for addressing dyslexia.

You may contact them individually for information about what is being offered this summer.

Applied Learning Processes

Billie Calvery, M.S.Ed.

816-942-6808

bcalvery@appliedlearningprocesses.com

www.appliedlearningprocesses.com

Susan Clark, Ph.D.

816-525-3457

Susan.Clark@mcckc.edu

Education Consultants of the Midwest, Inc.

C. Wilson Anderson, MAT, AOGPE

785-845-6876

cwajr@cs.com

Educational Therapy Center

Lorrie Wolf, B.S, AOGPE

816-584-8860

lwolf2@kc.tr.com

Family Service and Guidance Center
Michele Berg, Ph.D.
for Learning Disorders
Trudy Stegelman, M.A.
785-232-7960

FUNDamental Learning Center
Jeanine Phillips, M.S.
316-684-7323
www.funlearn.org

Marlyne Huenneke, M.A.
314-965-4807
mhuenneke@cs.com

Susan Long, M.A.
816-550-3478
susanlong@comcast.net

Yvonne Michaud, M.Ed.
316-661-2518
ymichaud@sped618.org

RESOURCES FOR HELP WITH DYSLEXIA

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.

EVENTS OF INTEREST

March 27, 2006

All Kinds of Minds - Understanding Your Child's Cognitive Profile and How it Affects School Performance

Avner Stern
Ph.D., Behavioral Health Specialists, Inc.

LOCATION: Indian Creek Technology Center,
4401 W. 103rd, Overland Park, KS 66207

TIME: 7:00 p.m. to 8:30 pm

COST: \$10 per seminar per person, payable at the door. No pre-registration needed.

For directions and seminar descriptions:
www.bhsk.com

For information:
astern@bhsk.com or, (913) 906-9559

April 1, 2006 9 a.m. to 12 p.m.

Problems with Reading and Writing

What is a Reading or Writing Disability?

Diagnostics and Testing

School Issues

Family Issues

Presenters will include:

Pam Dudley

Master Teacher at Educational Therapy Center in Parkville

Lorrie Wolf

Immediate Past-President of KS/MO IDA

Rand Hodgson

private advocate with RW Consultants

Cost is \$10 per person

Child Watch Care is available on site; the cost is an extra \$5 per child payable to the YMCA.

Reserve your seat today at 816-584-8860

April 13th

**Horizon Academy Learning Disabilities Series
Sponsored by Horizon Academy and IDA**

Rob Spear

Director, Deliberate Directions Sagle, Idaho

Raising the Child You Have to Having the Child You Like

This evening will give you specific, practical strategies that you can use with your child the next day. Cornerstones of parenting will be discussed, and you will be able to easily use your skills to help shape appropriate behavior from your child.

Hosted in the Horizon Academy Activity Room and runs from 7:30 - 9 p.m. The series is hosted free of charge through collaboration with other local learning disability organizations.

Visit Horizon's website at:

<http://www.horizon-academy.com>

Please call (913) 789-9443 if you have any questions or would like more information.



Kansas/Missouri Branch Current Officers

Executive Committee

President: Billie Calvery
Raytown, MO
term expiring 2007

Vice President: Arden Murillo
Wichita, KS
term expiring 2006

Secretary: Rhonda Orndorff
Overland Park, KS
term expiring 2006

Treasurer: Ann Marie Corry
Weatherby Lake, MO
term expiring 2007

Immediate Past President: Lorrie Wolf
Parkville, MO

Board of Directors

term expiring 2006

Jerry Scott, Fredonia, KS
Bob Suderman, Lawrence, KS
Susan Clark, Lee's Summit, MO

term expiring 2007

Jay Martin, Kansas City, MO
Girard Sagmiller, Shawnee, KS
Ciloue Cheng Stewart, Lenexa, KS
Sandra Gilligan, St. Louis, MO

term expiring 2008

Cynthia Jacobsen, Kansas City, MO
Yvonne Michaud, Mt. Hope, KS
Marnie Mitchell, Kansas City, MO

Advisory Board

Trudy Stegelman, Topeka, KS
Michele Berg, Topeka, KS
Rand Hodgson, Oak Grove, MO

If you would like to serve in leadership for the Kansas/Missouri Branch of IDA, please contact us at 816-838-7323 or at info@ksmolda.org

