

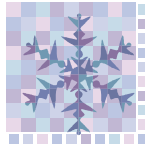
*Promoting literacy through research, education, and advocacy.*

## Vision & Purpose of the Iowa Branch of IDA:

- To increase awareness of dyslexia and promote services that address the importance of diagnosis and remediation for those who are not meeting their reading potential
- *in a way that* promotes unity, support and cooperation among those who work with these individuals
- *so that* all communities in Iowa benefit from the skills and talents of its citizens

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## The President's Letter by Terri Petersen, IDA-IA Branch President

Dear IDA Friends,

The end of the year seems to bring reflection time with it. Reflecting back on this year in IA-IDA brings many good thoughts to mind! Here's just a little of what has been going on:

**The 2005 IDA conference in Denver** - It was wonderful as usual, and we are excited that our number of Iowans in attendance more than doubled over last year! Speakers were exceptional – many have their handouts on the national website: [www.interdys.org](http://www.interdys.org) so you can check out some of the topics of interest.

**Development of a Website for our local branch** thanks to the efforts and persistence of board member, Audrey Dolphin. Check it out at: [www.ida-ia.org](http://www.ida-ia.org) and give us feedback on how we can improve this beginning effort!

**Trainings both in Slingerland and Orton-Gillingham continue** – see an article on the Mt. Mercy training, a possible Iowa first.

**Purchase of Dyslexia Tapes for support groups** – information on how to obtain these excellent videos is in this newsletter.

**Expanded participation by non-board members** has been a great blessing! We appreciate people who have stepped forward to aid in our work! Watch for opportunities to help too.

**An exciting conference is being planned.** The chance to get graduate credit for attendance is a new venture.

**A plan is in place to honor a person and school who have significantly aided the cause of dyslexia in our state** – see nomination forms in this newsletter.

**Membership growth has been steady** – several Mt. Mercy students have joined our ranks!

All in all, it has been a great year! We are financially sound, and our working ranks are growing. Significant challenges for the upcoming year include reaching out to more of the state, collaborating on a conference with Nebraska, and getting the word out that help is available! If you have ideas or needs, please contact us by any of the means listed in the newsletter.

Iowa Branch: (319) 551-2851 IDA-IA PO Box 11188 Cedar Rapids, IA 52410-1188 <a href="http://www.ida-ia.org">www.ida-ia.org</a> og-ida_tmjp@earthlink.net	Need Help? Telephone Mail Web Site Email for	National Office: (410) 296-023 IDA International Office 888600 LaSalle Rd. Baltimore, MD 21286-2044 <a href="http://www.interdys.org">www.interdys.org</a> (click on Iowa Branch) info@interdys.org
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## My Bags Are Packed by Susanne Menken

Mentally my bags were packed after scanning the 200 potential workshops at the 56th Annual Conference entitled: *Reading in the Rockies*, sponsored by the International Dyslexia Association, November 9-11, 2005. Where else could I meet so many distinguished speakers in one location as they personally encouraged me to help students read, write, comprehend, and spell? I was motivated to attend, but how would I get there?

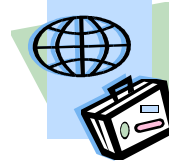
I began the mental computing of the time I would have to miss from work, the details of travel, and finally the cost of the conference, hotel, and meals. Though the costs were mounting, I still was determined to make it a priority, when Terri Petersen told me about a registration scholarship that was available.

At her encouragement, I pursued the online application and was asked questions about whether I was a member or not, if

my district was sending me or I was coming on my own, and how many days I would be attending. After quickly filling it out and then faxing the application the day it was due, I waited just one week to find out that I had been chosen for a full four day registration scholarship. What excitement! The rest of the planning fell into place with the encouragement of the scholarship. Now I could physically pack my bags.

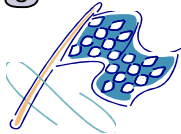
Upon my arrival I attended a wonderful all day writing symposium by researchers and teachers who encouraged me with their new research and practical classroom ideas. The following three days flew as I attended various sessions. How exciting to meet people that I had read about from their materials, but could actually see and absorb their wisdom from the first or second row. I also met new fellow educa-

tors, parents, and tutors, and perused a virtual cornucopia of materials at the various booths.



Safely at home I have unpacked my bags, but I am still sharing the ideas, creative approaches, and reading the materials. I feel like it was a very practical conference and was well worth my investment of money, time, and perseverance. Looking forward to next year's conference in Indianapolis, I plan to put some of my tutoring money away each month, that way someone else can enjoy the scholarship, and hopefully someday I can contribute extra funds so that others can experience what I did. Maybe like me, you are weighing cost, value, and time of going to the conference, I would encourage you to mark your calendar and plan on being in Indianapolis next year! The conference is a huge professional reward!

## Racing to Literacy Make plans now to attend the 57th annual conference, November 8-11, 2006 at the Indianapolis Conference Center in Indianapolis, Indiana.



### IDA Conference (my novice perspective) by Audrey Dolphin

Never having been to an IDA National Conference, I was happy to have the opportunity to attend this year. The first dilemma was determining which sessions to attend – *Hands On Multi-sensory Reading Instruction* or *The Atomic Dogs*, *Fresh AIR (automatic instant retrieval) for Reading Fluency* or *Fun and Games in an OG Lesson* among others.

The next issue was how to get to the conference. Since the decision to go was made rather late, airline flights were quite expensive. Driving was an option, but remembering my last harrowing trip out of the mountains in a snow storm last January, I was reluctant to get behind the wheel in Colorado in November. So I decided to look into the "new" concept of taking the train. Having been told to plan on possible train delays, my co-attende and I decided to leave a day early in order to get to the Wednesday Symposium on time. What a delight to arrive in Denver and discover that a free electric bus runs up and down the ped mall and it took us almost directly to our hotel. Other than it was 80 degrees and I packed turtle-necks

and sweaters, Denver was an ideal location. (Guess I didn't have to worry about snowstorms, after all.)

The Wednesday sessions were about strategies for struggling writers. A refresher in grammar and sentence structure as well as showing us how to enhance writing skills in our students was well worth coming in a day early.

The next three days were a whirlwind of information and awe. Actually hearing and meeting the multi-sensory gurus and authors of multiple books that I have read was inspiring. I was like a sponge with more and more information coming in continually. (Who says you can't teach an old dog...) There were so many practical ideas and useful materials. I can't even begin to tell about it all. Many of the presentations are on the IDA web site and I refer you to that resource.

The hardest part of the whole trip was sorting through the many ideas and strategies and planning on how to use it in my everyday tutoring sessions. The other difficult part was packing to go home. After

perusing all the vendor materials and purchasing new books and unique materials that were offered, it was a challenge trying to get stuffed bags down to the train station. Thank goodness for that free huge SuperDuper, Inc. bag. They must have seen me coming. (I also won a door prize from them.)

The International Dyslexia Conference was an experience to be remembered and highly recommended for anyone to attend. There were many people with dyslexia, parents of children with dyslexia, as well as educators and presenters in attendance. Meeting new people, informal chatting about sessions, and gaining useful teaching strategies was well worth the effort and money spent to attend. Next year's conference is in nearby Indianapolis. I hope to see many more Iowa representatives attending along with me.

The International Dyslexia Conference was an experience ... highly recommended...

## High Frequency Words and Sight Words by C. Wilson Anderson



The following article was abridged from C. Wilson Anderson's website.

"Educators have been using the terms, "Sight words, High frequency Words and Dolch Words" as if they

are interchangeable. They are not!

"Sight words" are those words, usually Anglo-Saxon in origin, that must be memorized because of their non-phonetic structure and high degree of usage in the English language, and words such as "come, said, two" would be three examples.

"High frequency words" are those words that are phonetic, but those words have such a high degree of frequency in the English language, that they must be learned long before any phonetically based series would teach the concept. Words such as 'a, down, please, three' would be four examples.

Generally speaking, these 229 words must be learned by the end of the second grade at the 100% level of mastery..., especially for important words such as the high frequency

words. . .After extensive work, I offer this list, based upon high frequency usage, and actual "sight words" in five groupings of words that have been alphabetized for the teachers' convenience.

**Group One-Sight Words**-come, is, one, said, to, two, where

**High Frequency Words**-a, and, away, big, blue, boy, color, down, find, for, funny, girl, go, help, here, I, in, it, jump, little, look, make, me, my, name, not, play, print, red, run, see, the, three, up, we, yellow, you (44)

**Group Two -Sight Words**-are, do, have, pretty, there, want, what, was, who

**High Frequency Words**-all, am, at, ate, be, black, brown, but, came, cat, did, eat, four, get, good, green, he, into, like, must, new, nine, no, now, on, our, out, please, ran, ride, saw, say, she, so, soon, that, they, this, too, under, well, went, white, will, wish, with, yes (56)

**Group Three-Sight Words**-again, any, as, could, from, give, has, his, live, of, once, put\*, some, were, would, should

**High Frequency Words**-after, an,

ask, by, every, fly, going, had, her, him, how, just, know, let, may, old, open, over, round, stop, take, thank, them, then, think, walk, when, why (44)

**Group Four-Sight Words**-been, both, buy, does, don't, goes, many, pull\*, their, would, your

**High Frequency Words**-always, around, because, before, best, call, cold, fast, first, five, found, gave, green, its, made, off, or, read, right, sing, sit, sleep, tell, these, those, upon, us, use, very, wash, which, work, write (44)

**Group Five-Sight Words**-done, laugh, full\*, shall, today, together, only

**High Frequency Words**-about, better, bring, carry, clean, cut, draw, drink, eight, fall, far, got, grow, hold, hot, hurt, if, keep, kind, light, long, much, myself, never, own, pick, seven, show, six, small, start, ten, try, warm (41)."

C. Wilson Anderson is one of our featured speakers on April 22, at the Iowa Branch Conference.

## Great Reading Series submitted by Barb Long

*Need a great reading series for upper elementary/middle school students? My son, absolutely fell in love with Henry Winkler's series about "Hank Zipzer" a middle school/upper elementary school boy who is dyslexic who acknowledges his struggles in school because of the dyslexia, but in a really fun way. If you are looking for independent reading books for your middle schoolers or upper elementary kiddos (especially boys!!), these are terrific!!*

The following is an excerpt by Mimi Avins, Tribune Newspapers: Los Angeles Times

November 30, 2005: "Growing up on the Upper West Side of Manhattan in the 1950s, Winkler, the only son of Holocaust survivors, was a Weeble of a boy, constantly knocked down by academics. He'd spring back up only to be KO'd again. "Learning disability" wasn't yet part of the lexicon, but he just didn't see things the way other kids did. He did excel as the class clown, but an A-plus sense of humor never boosted anyone's grade-point average.

"School was this immovable object," he recalls. "I was told I wasn't living up to my potential, that I was stupid. My

parents, being short Germans, were convinced I was merely lazy. So I was grounded for most of my life. I did not see the moon during my junior year. When you are in the bottom of the class, you're constantly feeling less-than. You're always working overtime to achieve some sort of normalcy or cool factor, which I had none of."

Fortunately for Winkler, and for the more than a million children who follow the adventures of his literary alter-ego, 4th grader Hank Zipzer, the heart has a long memory.

## Matthew Rapier Creative Learning Endowment at Mt. Mercy College, Cedar Rapids by Terri Petersen

Thanks to the convictions of Mary Ashby, a 1972 graduate of Mt. Mercy College, sixteen education majors of the college were able to take part in their first ever class to learn the Orton-Gillingham approach to teaching students with learning disabilities. Mary Ashby's grandson, Matthew, has a learning disability and has been very successful in the Shelton School in Dallas, Texas. Instruction there involves multi-sensory language instruction such as Orton-Gillingham. Seeing the success of her grandson convinced Ashby that support of this

type was important for potential teachers of special education students. The endowment funded the Orton-Gillingham course this fall in which students learned the approach and applied it in a practicum situation involving local school children. Thirty hours of follow-up in regional public schools will complete the experience for the Mt. Mercy students. Mount Mercy Education Professor, Ellen O'Keefe, facilitated the arrangements for the class and said, "This endowment will benefit the community because our students will gradu-

ate with training not previously offered until now." Indeed, few colleges in the United States include such MSL training in their programs. Congratulations to Mary Ashby, Mt. Mercy College, and Ellen O'Keefe for leading the way!

"This endowment will benefit the community because our students will graduate with training not previously offered until now."

## Opportunities

### Tutoring

We are updating our tutoring list to ensure accuracy. If you would like to be included on the list, contact Kathy Conrad: (319) 377-8371 or e-mail: [conradrl@mcleodusa.net](mailto:conradrl@mcleodusa.net) with the following information:

- name, address, and phone number
- if you are an I DA member
- if you have been trained in a multisensory program.
- favor a private or public newsletter listing

### I DA Board Members

**President: Terri Petersen ('06)**  
Marion, Iowa

**Vice President: Kathy Conrad ('07)**  
Marion, Iowa

**Secretary: Margie Kruse-Bodensteiner ('06),** Marion, Iowa

**Treasurer: Audrey Dolphin ('07)**  
Marion, Iowa

### I DA Board Directors

<b>Richard Bradford, Ph.D. ('08)</b> Cedar Rapids, Iowa	<b>Denise Little ('08)</b> Cedar Rapids, Iowa	<b>Claudia Reyes-Fry ('06)</b> Clinton, Iowa
<b>Denise Winter Holmes ('08)</b> Cedar Rapids, Iowa	<b>Patricia McGuire, M.D. ('08)</b> Cedar Rapids, Iowa	<b>Donna Shaw ('05)</b> Dubuque, Iowa
<b>Mary Kinkead ('08)</b> Cedar Rapids, Iowa	<b>Ellen O'Keefe ('07)</b> Center Point, Iowa	<b>Barbara J. Wiese, Ph.D. (08)</b> DeWitt, Iowa

## Welcome New Members

### New Members since June:

Cathy Bordignon

Sally Hofmann

Jan Robards

Emily Ruess

Beth Burlage

The Bosco System K-12

Cindy Johnson

Cindy Loudenback

Christy McCammant

Sherry Parsley

Kathleen Ulrich

Lori Yanecek

Kathy Douglas

David Meyer

Alma Ritonya

We have had wonderful growth this last half of the year! Several of our new members are education students from Mount Mercy. We applaud the professionalism of these students! The Iowa Branch relies heavily on memberships in order to fulfill the mission of the IDA in our state. We are grateful to you for your continued support.

Please let us know how we can continue to be of service to you, and also know that we welcome your volunteer efforts on behalf of others. Contact the Iowa Branch office email with suggestions or needs: [sue\\_ida\\_ia@yahoo.com](mailto:sue_ida_ia@yahoo.com) or call at (319) 551-2851.

## Thank You to Our Returning Members

The following have  
**renewed** their  
membership since June:

Diane Gibson

Dr. Patricia McGuire

Denise Reuman Little

Carolyn Keller  
Devery Mock  
The University of Iowa  
Barbara Wiese

## Come Join Us to Create Hope, Possibility, and Partnership

Anyone interested in IDA and its mission can become a member - individuals with dyslexia and their families, educators, school administrators, researchers, physicians, psychologists, and policy makers, to name just a few examples. IDA currently has over 13,000 members internationally. **You may find a membership form at: [www.interdys.org](http://www.interdys.org) and join online.**

### Individual Categories

Individual \$70

College Student \$40

(Copy of Student ID Required)

Retired \$45

(65+ years of age and not employed full time - Copy of ID Required)

### Benefits of Membership

- Perspectives: a quarterly periodical containing articles authored by professionals in the field, including a special section for parents
- Annals of Dyslexia: A yearly peer-reviewed journal
- Discounts on most other IDA publications
- Affiliation with one of IDA's local branches (over 45 locations in the U.S. and Canada)
- Access to a network of professionals
- Discounts on IDA conferences and workshops
- Listing in IDA's Referral for Services Database (when applicable)
- Special notices of timely information
- Advertising opportunities for "Non-Profit" and "For-Profit" member organizations

## Tapes to Use for Your Support Group by Margie Kruse-Bodensteiner

Our branch has purchased a video set that could aid your support group in gaining a better understanding of how to improve the teaching the students under your care. You may contact me for check out information. The following information is from their brochure:

"Taped in public, private and parochial schools in New England, New York, Detroit, and Texas, from large groups to one on one, these lively videos show how children can make the difficult leap from speaking to reading, writing, and spelling when good explicit, multisensory, systematic teaching, based on language structure, is taking place...

The series emphasizes common sense, not ideology. Although teaching methods come and go like fashion, these tapes show how to take the best of what works and apply it.

**Tape One: Introduction** (suggested that it be watched before watching any of the other tapes)

Defines the spectrum of learning disabilities, with illustrations of what they look and sound like, how we know if a child is showing signs of LD. Clarifies dyslexia and ADD as distinct from other learning problems. The importance of phonological awareness and its effect on reading ability. (45 minutes)

### Tape Two: The Teaching

A full explanation of explicit, multisensory, systematic teaching, based on language structure, demonstrated by a variety of teaching situations. What phonemes are. A kindergarten class doing exercises to teach phonemic awareness and to identify the lack of awareness and its effect on reading ability. (55 minutes)

### Tape Three: Reading is Not a Natural Skill

Showing children with LD or at risk of learning problems, mastering the structure of written language and moving out of special education. The advantages of early intervention. How the inclusion of explicit multisensory, systematic teaching based on language structure increases the value of whole language for all children. The economy of training teacher. Profiles of non-reading children becoming readers. (58 minutes).

### Tape Four: Children & Parents & Schools & Strengths

Parent-school communication; the importance of parent advocacy; a close-up look at how schools can help. Understanding an assessment with Nancy Mather, Ed.D., University

of Arizona; Louisa Cook Moats, Ed.D., Gloria Tannenbaum, Ph. D., Stressing the ability in children with learning disabilities. (45 minutes)

### Tape Five: ADD/ADHD/LD

Views from medical professionals, including neurologists Martha Bridge Denckla, M.D., Johns Hopkins University of Medical School, ADD specialist Betsy Busch, M.D., Tufts University Medical School, and parents, teachers, and children on ADD/ADHD and how they create learning problems. (30 Minutes)

### Tape Six: Teaching Math

Joyce Steeves, Ed.D., a master teacher and teacher trainer from Johns Hopkins University, demonstrates the connection between math learning problems, dyslexia and attention disorders and also how they differ. Dr. Steeves has devised a lesson plan for math teaching which she sets out in detail for a class of teachers and then shows the plan in action with two groups of children, a demonstration of theoretical and practical math teaching that turns out to be fun. Sessions with Robin Roers-Browne, Educational Therapist, doing the kind of teaching that helped a student who found numbers impossibly challenging. (51 minutes)

## Opportunities

Volunteers needed:

We need your help in several ways for the upcoming Iowa Branch Conference on April 22nd.

- Willing to bake cinnamon rolls for "morning goodies."
- Are you able to help with registrations on April 22nd?

- Do you have time during the day of the conference to take bids for the Silent Auction?
- Would you be willing to take a turn sitting at the Iowa Branch table to answer questions?

If you answered yes to any of the previous questions, we could use your help on April 22nd. Please phone the Iowa Branch Office at:

(319) 551-2851 and leave your name, phone number where you can be reached and how you would like to help us on April 22nd. Thank you!



## Iowa Branch News

IDA - Iowa Office  
P.O. Box 11188  
Cedar Rapids, IA 52410-1188

(319) 551-2851

"To increase awareness of dyslexia  
and promote services"

[www.ida-iowa.org](http://www.ida-iowa.org)

The  
International  
**DYSLEXIA**  
Association

*Promoting literacy through research, education, and advocacy.*

## Don't Miss the Iowa Branch Conference on April 22, 2006, at Mount Mercy College in Cedar Rapids Opening Doors to Learning ... Giving You the Keys!

- C. Wilson Anderson from Prior Lake, Minnesota, will be featuring a Secondary Education Strand dealing with reading in the content areas remediation strategies, and accommodation ideas.
- Denise Little from Cedar Rapids, Iowa, will be dealing with teaching handwriting effectively and helping students learn to write: from sounds to spelling to paragraphs featuring an elementary strand.
- Various presenters will share helpful information representing a parent strand and a homeschooling strand too.

## Special Appreciation Event on April 22, 2006 by Terri Petersen

This year we are returning to a practice which had been a traditional event with the Iowa Branch of IDA, but has been lost in recent years. We are going to use the spring conference as a time to award three honors for those special persons and institutions who have given of their time and efforts to advance the understanding of dyslexia making education more accessible to the dyslexic students in our state.

We will be taking nominations for these honors in three categories with the criteria listed in each category:

### • **Public School**

- a. Outstanding efforts in training teachers in the understanding of dyslexia
- b. Significant adaptation of curricula delivery making core learning possible for dyslexic students
- c. Remediation efforts which directly teach language skills using multisensory approaches

d. Evidence of significant growth for dyslexic students

### • **Private School**

- a. Outstanding efforts in training teachers in the understanding of dyslexia
- b. Significant adaptation of curricula delivery making core learning possible for dyslexic students
- c. Remediation efforts which directly teach language skills using multisensory approaches

d. Evidence of significant growth for dyslexic students

### • **Individual**

- a. History of work in the field of dyslexia within the state of Iowa
- b. Significant impact in opening doors for dyslexic persons either in the area of education or life opportunities
- c. Mentor impact, or role modeling,

which has increased the understanding of dyslexia within populations.

If you would like to nominate a school and/or individual for these honors, please submit a nomination in written form including the name, location, and a short paragraph citing examples addressing the above criteria. Please be sure to include your name and contact information.

***Nomination papers must be in by March 1, 2006. Address forms to the IDA-Iowa office, P.O. Box 11188, Cedar Rapids, IA 52410-1188.***

Awards will be given during the luncheon at the Spring Conference, April 22, 2006.