



THE INTERNATIONAL DYSLEXIA ASSOCIATION · NORTHERN CALIFORNIA BRANCH

Fall Newsletter

(650) 328-7667

August 2002

Fall Meeting — Saturday, September 14 — 9 a.m. to Noon

THE NORTHERN CALIFORNIA BRANCH *of the International Dyslexia Association* presents

Ruth Serepca, Ph.D.

*Executive Processing in Children:
Relationship to Learning & Social Functioning*

EXECUTIVE PROCESSING can be defined as “the ability to maintain an appropriate problem solving set for attainment of a future goal.” It is actually a collection of cognitive processes including anticipation, goal selection, planning, organization, working memory, cognitive flexibility, and self-monitoring, all of which enable active, novel problem solving and intentional, goal-directed behavior. Initiation of goal-directed behavior and inhibition of behaviors irrelevant to a goal are also considered components of executive processing. Executive processing is not limited to the more basic cognitive processes such as language, visual-spatial abilities, or memory. As it develops in parallel with these basic cognitive processes, and enables student’s active application and control of basic cognitive processes for learning, an understanding of executive processing is critical to assessment and intervention in learning disabilities.

This presentation will start by defining executive processes, and discussing why they are relevant to understand in students with learning disabilities. The talk will then cover the neuroanatomy of executive processes (it’s not just “frontal”), the development of executive processing capacities (they exist before adolescence), the relationship of executive processing capacities to intelligence (which are more complex and less clear in children than adults), symptoms /signs of executive processing deficits, their association with childhood psychiatric and developmental disorders, and educational and treatment planning considerations for students with deficits in executive processing.

Ruth Serepca, Ph.D. is a licensed psychologist and pediatric neuropsychologist. She is currently in private practice in Menlo Park, Calif., and on the teaching and supervising faculty of the psychology internship program at St. Mary’s Medical Center in San Francisco, California.

Please see the back page for location and directions.

PRE-REGISTRATION FOR FALL MEETING

Pre-registration is due by Sept. 11
Enclose this form with your check to:
Northern California Branch, IDA
Fall Meeting Registration
1737 Vallejo St., San Francisco, CA 94123
Branch Phone: (650) 328-7667
Please print legibly and include all info

Name: _____

Phone: _____

E-mail: _____

Address: _____

Make check(s) payable to NCBIDA:

_____ IDA member @ \$20.00

_____ Non-member @ \$25.00

_____ Total Amount Enclosed

Please include a list of all names of persons pre-registering. No confirmations will be mailed. No refunds.





Northern California Branch

Telephone: (650) 328-7667

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The International Dyslexia Association

(Formerly The Orton Dyslexia Society)

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Letter from the President

SUMMER IS ALWAYS a fun-filled, exciting time because one is filled with the anticipation of what the months will bring. Characteristically, the Board Members and the Advisory Board of the Northern California Branch take the summer months off from our regular monthly meetings. However this year, due to the many exciting new ideas and programs being considered, the NCBIDA Board will be meeting in late August to prepare for a retreat the first part of September. At this retreat we intend to explore alternatives to our basic board structure, reassess the branch guidelines, consider new technological advances to enhance our service to you, explore legislative issues, determine how to reach members in outlying geographical areas, and best bring greater awareness of dyslexia, it's challenges and opportunities to all the members of the Northern California Branch of the International Dyslexia Association.

NCBIDA has been happy and eager to participate in an extremely exciting collaboration between the Learning Disabilities Association (East Bay and California) (www.ldaca.org), CHADD of Northern California (www.chaddnorcal.org), Nonverbal Learning Disabilities Association (www.nlda.org), Parents Helping Parents (www.php.com) and Schwab Learning (www.Schwablearning.org). Our intention is to collaborate with the leaders from learning disability advocacy organizations to better serve children and adults with learning and attention difficulties. At this point we are in the process of defining our ideas, thoughts and hopes for this concerted and dynamic group.

Your Northern California Branch of the International Dyslexia Association is in the process of creating our own web site, linked with the IDA-National web site, to further expand our availability. Expect to hear more about this exciting development in the very near future and plan to check it out!

I wish each of you well.

Heidi A. Renner, M.A.T.
President

Our Mission Statement

The mission of the Northern California Branch of the International Dyslexia Association is to assist individuals with Specific Language Disabilities. We **educate** the community about the causes, symptoms, assessment and remediation; **disseminate** information about available resources; **teach** structured multisensory approaches to educators and other professionals; and **collaborate** with organizations working on behalf of the dyslexic.

IDA Disclaimer

The International Dyslexia Association supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age. The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia.

The Association, however, does not endorse any specific program, speaker or instructional materials, noting that there are a number of such which present the critical components of instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of The Association's Teacher Education Issues Committee.





Record Year for Teacher Training: 42 Scholarships Awarded!

by Linda Hutchins-Knowles and Barb Langeloh,
Scholarship Committee Co-Chairs

BUILDING ON THE MOMENTUM of last year's successful scholarship program, the Northern California Branch of IDA (NCBIDA) nearly doubled the number of scholarships we offered from 24 last summer to 42 this year. These scholarships were awarded to Northern California educators for intensive teacher training in multisensory structured language techniques, which are crucial for students with dyslexia and helpful for all students.

Due to a generous donation of \$30,000 from the visionary parents of a dyslexic student, NCBIDA was able to award an unprecedented number of scholarships for multisensory teacher training. This spring and summer, our branch sponsored three teacher trainings in the Bay Area: Wilson, Orton-Gillingham, and Slingerland training. In addition to our Orton-Gillingham training held at St. Leo the Great School in San José and our Slingerland training held at the Armenian School in San Francisco, four other Slingerland trainings were hosted by Northern California schools: Charles Armstrong School in Belmont, Wood Colony Brethren School in Modesto, Valley Christian School in San José, and Cunningham School in Turlock.

A combined total of 172 educators were

trained this summer through these classes.

Of this number, 42 educators received partial scholarships from our branch: two for Wilson training, 10 for Orton-Gillingham training, and 29 for Slingerland training. In addition, one teacher received a partial scholarship for the Diagnostic-Prescriptive Teaching Practicum at the Greenwood Institute in Putney, Vermont. The Board of Directors of NCBIDA was delighted to be able to award scholarships to so many qualified educators. This year's recipients came from all over Northern California, including Salida, Novato, and Redding.

We are deeply grateful to the individuals who, over the years, have so generously supported our scholarship program, establishing and contributing to the following funds:

- The Cullen-Martin Fund
- The Tyler Gebhardt Memorial Scholarship
- The Pauline Adams Memorial Scholarship
- The Dr. Leon Whitsell Memorial Scholarship
- Scholarship in honor of Dr. Wilbur Mattison

This year, \$36,000 in scholarships were awarded from these funds!

The continued generosity of our members is needed to enable us to maintain this level of support to deserving teachers. Their training will continue to benefit thousands of children throughout Northern California. To make a contribution, please call 650-328-7667.

2002 Teacher Training Scholarship Recipients

The Board of Directors of the Northern California Branch of IDA offers its congratulations to the following educators who earned scholarships to complete multisensory teacher training this spring and summer.

For Orton-Gillingham Training (Beginning and/or Advanced):

Kay Freeman
Liz Guneratne
Susan Henderson
Cheryl Holmes
Paulette McDevitt
Lorelei Morris
Therese Salamida
Colleen Turrell
Royce Ursu
Maggie Warren

For Slingerland Training (First, Second, or Third Year):

Malinda Bauman
Lisbeth Benninger
Jimmy Blair
Natalka Bodrouk
Kathleen Boone
Christa Broesamle
Katie Cabot
Jacqueline Cohen
Shael Connors
Kristen Ann Cunningham
Carolyn Druger
Kristin Fernquist
Carla Gomez
Priya Gupta
Paula Henning
Leah Hess
Julie Hillhouse
Heidi Hoblitt
Jaleh Hooshnam
Katharine (Miu) Lau
Maria Estrella de Leon
Nancy McCallister
Cynthia Miner
Shaune Montross
Sarah Ready
Shanna Schifferle
Sheila Stevens
Kaur Sukhdeep
Holly Sullivan
Giselle Tompkins-Bone

For Diagnostic-Prescriptive Teaching Practicum:

Bill Baldyga

For Wilson Two-Day Overview Workshop:

Margaret Galloway
Arlet Veurink

SCHOLARSHIPS AVAILABLE IN 2003

NCBIDA plans to award scholarships for teacher training during the summer of 2003. Please call 650-328-7667 after Feb. 1, 2003, to request an application. Note that these scholarships are for professional educators, and are not intended for parents who will teach only their own children.

BRAVO TO TEACHER TRAINERS!

Many thanks to all those who so generously gave of their time and talent to conduct multisensory teacher training this spring and summer: Constance Bartlett, Sylvia Biddick, Bonita Colony, Dr. Nancy Cushen White, Pat Diven, Linda Felle, Shirley Hitchcock, Helen Katotakis, Sharon Nelson, and John Osner. We also appreciate the hard work of those who assisted with the teacher training this summer: Candace Chinn, Julie Esquevel, Bonnie Gorgans, Jodi Lee, Laurel Lemmons, Elinor Liberman, Dr. Wilbur Mattison, Eda Pardee, and Nancy Redding. Congratulations to all on a very successful summer of teacher training!





Ten Important Questions Asked During the College Search

by Debbie Spinney

The Top Five Questions I get Asked as Director of a University Support Program

1. Should I disclose to the Admissions Office that I have a learning disability?

Yes. The Admissions Office cannot use this information to withhold admission; however, your disclosure could provide you with two pieces of important information that can impact your decision about a particular college/university. First, it will tell you the attitude the university has towards those who learn differently. Second, the Admissions Officer will be able to share with you the various support opportunities available at the university and the process of receiving that support.

2. What documentation of a learning disability is required?

Most colleges/universities require current documentation that has been completed by a qualified, licensed professional (psychologist). This documentation needs to be within three years old and should include a list of the diagnostic tests administered and the scores received; specifically, they typically request intelligence and achievement test scores. In addition, a diagnosis should be included on that documentation. A copy of the IEP (Individual Educational Plan) is usually not sufficient evidence for the college/university to determine eligibility.

3. Are the accommodations offered at college based on, or the same as, the high school IEP or diagnostic evaluation recommendations?

No. The individual responsible for the support services/accommodations will

determine the accommodations offered. Past accommodations given in high school and the recommendations offered by the psychologist may be considered in making that decision; however, most colleges will provide only reasonable accommodations that they feel the student is specifically qualified for. For example, it is not automatic for a student to receive extended time to take a test with a reader and a scribe; the student may only be qualified for extended time.

4. What should I do if I am not accepted to a university?

Appeal the decision to the Admissions Office. Most universities will review applicants for admission based upon their required criteria. However, an appeal from the student will allow the university to review the student file on an individual basis. This is when a student can explain a low score on the standardized tests or low grades in a particular subject area which may be a consequence of their learning difficulties.

5. I've heard that I shouldn't consider a private college/university because it's too expensive — is this true?

I encourage students to apply to both private and state colleges/universities before making a definite decision. Assuming that the tuition costs are too high at a private school is not always accurate. In many cases, a student can receive a better financial package from a private institution so that the amount of "out of pocket" expenses can be equal to that of state school tuition. When in doubt, ask the Financial Aid Office at the particular schools; they have a wealth of information and suggestions.

The Top 5 Questions You Should Ask the University Support Services During the College Search

1. How many students with learning disabilities do you serve?
2. How many staff do you employ to serve these students?
3. Who is your staff? Peer tutors, LD specialists, faculty, university administrators?
4. What specific services/accommodations do you offer, and are these only for LD students?
5. How do students receive the services/accommodations?

Debbie Spinney is Program Director: Baccalaureate for University of Indianapolis Learning Disabled (B.U.I.L.D.), University of Indianapolis, and a member of the Indiana IDA Board of Directors. Reprinted with permission from the Indiana Branch IDA.



www.interdys.org
E-mail: info@interdys.org





Remediation, Accommodation, or What?

by C. Wilson Anderson, Jr., MAT – 2/14/97

MANY TIMES TEACHERS and parents are caught up in trying to decide whether to remediate or accommodate. This issue is further confused by two nagging questions: is the accommodation a true accommodation, or just a way to by-pass critical remediation?

In order to decide which is which, three critical questions must be asked. Does the student have the necessary skills to accomplish a given task? If the answer is yes, we stop there. If the answer is no, we must consider remediation. If there has been appropriate remediation for an appropriate amount of time, and the student is successfully remediated, no accommodation, other than possibly some extended time, is needed. If the appropriate remediation has been tried for an appropriate amount of time, and the remedial intervention has not been successful, is an alternative remedial strategy available? If yes, then the new remediation process is put in place. If the answer is no, can the parent(s), student, teachers, and administrators responsible for the Individualized Education Plan or Section 504 Plan of the 1973 Rehabilitation Act, agree on the appropriate accommodation to be put in place?

NOTE: Accommodations are not substitutions for remediation! An accommodation is only to be used if the student is not capable, after appropriate remediation attempts of doing the essential task. An accommodation is the bridge between what the student can do for him/herself and what is expected of that student. An accommodation should be the critical difference that accesses a student to success, and levels the playing field.

A Decision Tree of Questions

If a school system has been trying to teach Shawn how to add, subtract, multiply and divide whole numbers, decimals and fractions for six years and he still hasn't learned them, who is the slow learner here?

An appropriate and essential skill accommodation is to teach him to use a calculator and get on with the math curriculum.

Is Joan capable of memorizing formulas? If so, no accommodations, maybe! Is she able to apply the formulas even though they are memorized? If not, remediation or other teaching strategies to teach application of formulas should be tried. Is Joan capable of applying the formulas if the formulas are provided? If so, that is a reasonable skill accommodation. If remediation does not work, and the accommodation does not work, then is this class placement appropriate for Joan?

Is Kevin capable of spelling words on demand as in an essay test? If not, the following accommodations should be considered: no points will be taken off for in-class writing assignments, or The Underlining Option,* or the use of an electronic dictionary. The advantages and disadvantages of each accommodation will have to be weighed. For example, the use of the electronic dictionary will take too much test time. The Underlining Option will hit most of the words, but some will be missed. The no points off, for Kevin, may be an invitation to become lax in the areas where he is strong such as adequate sentence structure. Which of these accommodations does Kevin need to access success? The building level committee, including the student (from 5th grade on) and the parent(s), decides the accommodation. If the agreed upon remediation/accommodation strategy fails, the committee can make another choice.

Terms

Remediation: Another way to teach a skill such as math facts and reading.

Accommodations: Other ways to measure successful teaching, such as orally reading a student a test question.

Modifications: Changes of expectation and therefore, a change in the curriculum, such as learning 10 spelling words instead of the usual 25.

Tutoring: Academic support in a subject matter such as work on a specific skill such as carrying or fractions.

Phonics: There are at least 13 types of phonic programs taught, such as synthetic, analytic, embedded, etc. The issue is not phonics, but what type of phonics a child needs when he/she has not been successful in other approaches.

Applications of Terms

Listed below are several statements. Label each statement as to whether you think that the statement is: an accommodation, modification, remediation, tutoring, and/or something that should be built into the curriculum delivery system. It is possible that statements could have several labels.

_____ Reading aloud, for Fred, should be a voluntary activity unless reading problems are being diagnosed.

_____ John will have a card with the multiplication tables mounted on his desk.

_____ Mary will have 10 spelling words a week rather than the usual 20.

_____ Fritz will have the use of an "Alpha Smart Pad" for use in his classes.

_____ No points will be deducted for Joan's in-class writing and spelling errors. Out of class papers will be graded like all other students.

_____ Keith will have assigned seating on the school bus.

_____ Jesse will color two maps in place of unit tests.

_____ Emily will have the option of self-imposed or teacher imposed time-out at one of the desks in the back of the room.

_____ Bill will have math problems photocopied at 110% for daily and home work.

_____ Bethany may use an electronic dictionary for class work and homework.

_____ Jennifer will have the option to retake any failed test and the points averaged.

*Permission to reproduce this article is given — CWA. *For a reprint of "The Underlining Option," send a self-addressed, stamped envelope to ECM, Inc., 13835 Edgewood Avenue, Savage, MN. 55378-1247*





IDA Northern California Branch

PLEASE JOIN US FOR

The 53rd

ANNUAL CONFERENCE OF

THE INTERNATIONAL
DYSLEXIA ASSOCIATION

November 13-16, 2002
Hyatt Regency Hotel
Atlanta, Georgia

READING



On My Mind

Hyatt Room Rates \$155 per night plus tax
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Please contact the IDA office
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If you are not yet a member of
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- Educational Therapist
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- General Supporter
- Individual with Dyslexia
- Other

- Parent of Child with Dyslexia
- Physician
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- Psychologist/Ed. Diagnostician
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- \$150 Institutional
- \$150 Individual Sustaining
- \$300 Individual Supporting
- \$1,500 Individual Lifetime





Save the Dates NCBIDA Meetings

Mar 1, 2003

*Becoming a Strategic Reader:
Linking Assessment to Reading
Comprehension Instruction*

The Northern California Branch of
The International Dyslexia
Association looks forward to welcom-
ing Eileen Marzola, Ed.D.

Dr. Marzola has written articles for
such publications as the Journal of
Learning Disabilities, Journal of
Reading, Writing, and Learning
Disabilities International, and Journal
of Reading Instruction and is a con-
tributing author for the book,
Handbook of Learning Disabilities
published by College-Hill Press.

She has been a keynote speaker and
presented papers at many national
and international conferences and
conducted numerous staff develop-
ment workshops for those interested
in improving instructional strategies.

October 4, 2003

Adult Dyslexia: Panel

Upcoming Schwab Conferences

Contact www.Schwablearning.org

October 5, 2002

*Last One Picked, First One Picked
On...The Social Implications of
Learning Disabilities, Part I*

January 25, 2003

*Last One Picked, First One Picked
On...The Social Implications of
Learning Disabilities, Part 2*

This concludes the three part series for IDEA, ADA and Section 504.

Part III : Section 504

Type/Purpose: A civil rights law that prohibits discrimination on the basis of disability in public and private programs and activities that receive federal financial assistance

Persons Protected: Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Responsibility to provide a Free, Appropriate Public Education (FAPE): An "appropriate" education means an education comparable to that provided to students without disabilities. This may be defined as regular or special education services. Students can receive related services under Section 504 even if they are not provided any special education. Section 504 does require development of a plan, although this written document is not mandated. The Individualized Education Program (IEP) of IDEA may be used for the Section 504 written plan. Many experts recommend that a group of persons knowledgeable about the student convene and specify the agreed-upon services.

Procedural Safeguards: Section 504 requires notice to parents regarding identification, evaluation, and/or placement. Written notice is recommended. Notice must be made only before a "significant change" in placement. Following IDEA procedural safeguards is one way to meet Section 504 mandates.

Evaluation/Placement Procedures: Unlike IDEA, Section 504 requires only notice, not consent, for evaluation. It is recommended that districts obtain parental consent.

Websites and Newsletters:

New web site from the U.S. House of Representatives to help improve Individuals with Disabilities Education Act (IDEA): Please write-in your "Great IDEAs," to: <http://edworkforce.house.gov>

Receive newsletters on law and advocacy:

Reed Martin, J.D. Special Education Law & Advocacy Strategies:
<http://www.reedmartin.com>

Disability Rights Education and Defense Fund (DREDF):
PRESERVEidea@DREDF.ORG



RETURN SERVICE REQUESTED

4 Heritage Court
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THE INTERNATIONAL DYSLLEXIA ASSOCIATION
Founded in Memory of Samuel T. Orton
NORTHERN CALIFORNIA BRANCH



Fall Meeting

Ruth Serepca, Ph.D.

*Executive Processing in Children:
Relationship to Learning and Social Functioning*

Saturday, September 14, 2002
9 a.m. to Noon

UCSF Conference Center
Laurel Heights
3333 California Street
San Francisco, California

\$20 member, \$25 nonmember

Pre-registration is required.

Free parking is available.

DIRECTIONS:

From SF Airport or SF/Oakland Bay Bridge

- Take US Highway 101 to 9th Street/Civic Center exit.
- Take 9th Street (2 right-hand lanes) north across Market Street onto Larkin Street. Continue north 13 blocks to California Street.
- Turn left (westbound) on California, and proceed 18 blocks to Walnut Street drive-in entrance on left at 3333 California Street.

From Interstate 280 Northbound or Golden Gate Bridge Southbound

- Take 19th Avenue/Highway 1 exit. From 280, proceed north on 19th Avenue approximately six miles to California Street.
- Turn right (no left turn allowed) on California St. and make immediate U-turn.
- Proceed east 20 blocks to Walnut Street drive-in entrance on right at 3333 California Street.