



Spring Newsletter

(650) 328-7667

May 2003

Fall Meeting — Saturday, October 4 — All-day Conference — Exhibits open at 8 a.m.

*The Northern California Branch of The International Dyslexia Association presents*

## **DYSLEXIA IN ADULTS AND TEENS:**

*Challenges and Strategies for Success*

**THIS CONFERENCE WILL ADDRESS** the concerns of adults and teens with dyslexia, offer support, and exhibit helpful technological tools. Speakers will define dyslexia, cite history and research, relate personal experiences, and offer opportunities for exchange through a panel discussion and interactive sessions.

Introductory Remarks: Wilbur Mattison, M.D.  
Education of the Dyslexic Learner — Creating the Mind Set: The Charles Armstrong Experience

Keynote Speaker: Jonathan Mooney

Learning Outside the Lines: Stories and Strategies for Exceptional Learners in an Ordinary World

Jonathan Mooney will walk the audience through his profound journey of educational and personal change, empowering people to think differently about LD/ADHD individuals, and the concept of learning itself. At the core of this presentation is a message of personal empowerment, academic success, and educational revolution for people who think differently.

Early Bird Registration  
(postmarked by Sept. 10): \$49

Lunch, beverages, break refreshments  
and parking included

South San Francisco Conference Center

255 South Airport Boulevard, So. San Francisco

Please see Page 3 for registration form.

### ADULT PANEL

Interactive Session and Audience Participation with Dyslexic Adults

*Moderator: Nancy Cushen White, Ed.D.*

### BREAKOUT SESSIONS

Transitions: Options for Work and Living When You Don't Go to College

*Deanna Paoli Gumina, Ph.D., B.C.E.T. &*

*Tammy Messina, M.A., PathFinder Counselor, Sterne School.*

Choosing the Right Therapist/Psychologist to Test You or Your Child, Pitfalls to Watch Out For

*M. Kay Runyan, Ph.D.*

Social Cognition: Four Tricks to Becoming Socially Savvy, Exploring Social Cognition

*Pamm Scribner, M.A., B.C.E.T.*

Neurological Insights Into Some Aspects of Dyslexia and Their Practical Implications

*Robert Verhoogen, M.D.*





## 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

**A** FEW WEEKS AGO, I was invited to moderate a panel of students with learning disabilities for a group of prospective educational therapists and other educators at UC-Berkeley Extension. The panel included an eighth grader, a high school sophomore, and an adult with a Ph.D. The two younger students had been diagnosed as early as third grade. Fortunately, these two girls had begun receiving remediation and support, prior to their official diagnosis, in the first and second grades. The adult had not been diagnosed until high school.

As I listened to all three panelists describe their challenges, successes, frustrations, and passions, I was struck by the depth of knowledge they have regarding their learning disabilities. They understand what to expect in various situations and they know exactly what they need to do to achieve success. Each one is persistent, goal-oriented, and very bright. They expressed a certain level of comfort with their dyslexia.

The high school sophomore laughed as she informed us that she is an over-achiever — a trait inherited from her parents and shared by her brother and sister as well. The adult panelist said her father has a hearing disability; as a child, her family viewed her learning disability as just another challenge to be addressed and dealt with. The eighth grader explained that her parents, both dyslexic, have always supported her with understanding and advocacy.

These three young women exuded extraordinary confidence and determination. They wanted their audience to know that dyslexia is only one aspect of who they are. Two are athletes; one is also an artist. The other is a teacher and advocate for adults with learning disabilities.

As I reflect on this experience and these young women, I see several common denominators contributing to their success: family support from the beginning, early identification (for two) and appropriate remediation, unusually strong inner drive, involvement in non-academic areas in which they excel, and a high degree of confidence in themselves as individuals. Each of these factors seems to have been a critical component in their development into confident, competent and determined young women.

Mark your calendars for October 4th, 2003. We hope you will register early for an exciting conference: *Dyslexia in Adults and Teens: Challenges and Strategies for Success*. Our keynote speaker, Jonathan Mooney, is an adult with dyslexia himself. In addition, a panel of adults with dyslexia will share their collective wisdom with those who attend this conference. We hope this experience will provide you with insight, hope and tools for meeting challenges and achieving success — personally or with your students.

*Sincerely,*  
**Frances Dickson, M.A.**  
*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.





## ADULTS: COMMON SIGNS OF DYSLEXIA

The difficulties noted below are often associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities. A qualified diagnostician can test a person to determine if he or she is truly dyslexic.

- May hide reading problems.
- May spell poorly; relies on others to correct spelling.
- Avoids writing; may not be able to write.
- Often very competent in oral language.
- Relies on memory; may have an excellent memory.
- Often has good "people" skills.
- Often is spatially talented; professions include, but are not limited, to engineers, architects, designers, artists and craftspeople, mathematicians, physicists, physicians (esp. surgeons and orthopedists), and dentists.
- May be very good at "reading" people (intuitive).
- Often working well below one's intellectual capacity on the job.
- May have difficulty with planning, organization and management of time, materials and tasks.
- Often entrepreneurs.

### Sources:

*Basic Facts About Dyslexia: What Every Layperson Ought to Know* ©1993, 2nd ed. 1998. The International Dyslexia Association, Baltimore, MD.

*Learning Disabilities: Information, Strategies, Resources* © 2000. Coordinated Campaign for Learning Disabilities, a collaboration of leading U.S. nonprofit learning disabilities organizations. Used with permission.

## ORDER FORM

**NEW! Register on-line for NCB-IDA events or register by mail!**

*Dyslexia in Adults & Teens: Challenges and Strategies for Success*

Saturday, October 4, 2003 • All-day Event • Exhibits open at 8 a.m.

If registering for more than one person, please copy this form and submit a separate form for each attendee. Please provide **ALL** information.

First and Last Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Email Address \_\_\_\_\_

\_\_\_\_\_ Yes, I am an IDA member.

\_\_\_\_\_ No, I am not a member. JOIN NOW at \_\_\_\_\_ and receive all the benefits of a member such as a 10% discount on our publications!

EARLY BIRD Registration fee: \$49

Early Bird registrations must be postmarked by September 10

Regular Registration fee: \$59

Must be received by October 1.

Your registration includes lunch, beverages, and snacks. Parking is free.

Additional donation is included to help support this nonprofit organization in the amount of \$ \_\_\_\_\_. *We appreciate your donation!*

Total Amount: \$ \_\_\_\_\_

Check enclosed (Make payable to NCB-IDA)

Visa Card # \_\_\_\_\_ Expiration Date: \_\_\_\_\_

OR MasterCard # \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Billing Address \_\_\_\_\_

City & State \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Signature: \_\_\_\_\_

Please mail this form and payment to:

NCB-IDA  
P.O. Box 78008  
San Francisco, CA 94107-8008

All pre-registration must be received by Wednesday, October 1st, 2003.

An email confirmation will be sent. Walk-ins on the day of the event will be charged \$65 per person.





## Remembering Morphology

by David Futterman, M.A.

**E**XTENSIVE RESEARCH OVER THE last several decades has found that phonemic awareness (the ability to isolate and manipulate individual sounds within words) is a significant predictor of successful reading achievement. In addition, poor phonemic awareness has consistently been implicated as a primary source of the language and reading difficulties faced by many students (National Reading Panel, 2000; Snow, Burns, & Griffin, 1998). The ability of students to analyze the morphological structure of words, however, has received far less attention.

Spoken words in English are not simply represented in print by a one-to-one mapping of letters and sounds (phonemes). Rather, on a more complex and abstract level, letter sequences may at times represent a single sound or may represent both sounds (phonemes) and meanings (morphemes). Further, the morphological components of words often identify grammatical categories. Given this more complex nature of word formation, the English language has been accurately characterized as morphophonemic (Chomsky & Halle, 1968).

Research findings converge, in fact, on the importance of morphological awareness for both language and literacy development. Students with difficulties in parsing words and analyzing their morphemic components (e.g., prefixes, suffixes, and roots) are at a disadvantage in building their vocabularies, in decoding unfamiliar words, in producing accurate spellings, and in constructing meaning from text.

### English Morphology: An Introduction

Morphemes can be defined as the smallest units of meaning in a language. Free morphemes may stand alone as words (e.g., *box* or *giraffe*) while bound morphemes, including prefixes and suffixes (e.g., *-s* or *-ment* or *pre-*), must attach to a root to form a complete word. Morphemes may

also be classified as inflectional or derivational. Inflectional morphemes are bound and are attached to the ends of words to represent concepts such as number, person, or tense (e.g., *pig/pigs*, *eat/eats*, *part/parted*). These morphemes do not create a change in the syntactic categories of the base words to which they attach. Derivational morphemes include words that are formed by the addition of affixes to roots, but unlike inflected words, the derivatives often do not share the syntactic category of their original base. Additionally, while inflectional suffixes generally serve to “mark” their bases, derivational suffixes routinely create new word meanings when attached to a root (e.g., *shame/shameful*, *compute/computer*) (Fromkin & Rodman, 1993; Nagy et al., 1992).

As inflections are added to bases, complex alternations may occur depending on the phonetic environment within a word. For example, the regular English plural morpheme, spelled *-s* or *-es*, may manifest itself phonetically in three different ways (e.g., *cats*, *logs*, *horses*). Similar conditioned variation can occur with the regular English past tense marker (e.g., *played*, *laughed*, *mended*) (Fromkin, 2000). Complex derived words may also undergo phonological changes (e.g., *magic/magician*, *original/originality*), orthographic changes (*glory/glorious*, *propel/propeller*) or both phonological and orthographic changes (*type/typical*, *athlete/athletic*) (Carlisle, 1988).

Despite the addition of inflectional and derivational morphemes to root words, some morphemic information is generally preserved in the orthographic representations of both phonologically transparent and phonologically complex words. In addition, silent letters within base words may be pronounced when a derived word is formed (*bomb/bombard*), and in some cases, common orthographic and phonological patterns are followed (*erode/erosion*, *implode/implosion*).

Students who are attuned to the morphological information available within words are better able to generalize that information to gain access to the meanings of unfamiliar words (Anglin, 1993; Carlisle, 2000; Freyd & Baron, 1982; Tyler & Nagy, 1989; Wysocki & Jenkins, 1987). In addition, decoders and encoders who are more sensitive to morphemic information are able to read and produce words more fluently and accurately than decoders and encoders who simply rely upon their knowledge of grapheme-phoneme correspondences (Carlisle, 1988, 2000; Carlisle et al., 2001; Champion, 1997; Elbro & Arnbak, 1996; Singson, Mahony, & Mann, 2000). In short, an appreciation of the relational (semantic), syntactic, and phonological properties of English morphology is not only likely to benefit the oral language skills of students, but their reading and spelling abilities as well.

### Additional Morphological Complexities

When students first enter school, most of them have already gained at least an implicit understanding of inflected words and are using these forms (e.g., plurals, past tense) in their speech. Berko (1958) demonstrated this by using a nonsense word task that required preschool and first-grade children to complete sentence stems. Her subjects were highly successful at completing items such as the following:

“*This is a wug. Now there is another one. There are two of them. There are two \_\_\_\_\_.*”

“*This is a man who knows how to rick. He is ricking. He did the same thing yesterday. What did he do yesterday? Yesterday he \_\_\_\_\_.*”

In contrast to inflectional morphology, the development of skills related to derivational morphology is generally considered to take place over a longer period of time and to be a more variable process





(Derwing & Baker, 1979, 1986; Tyler & Nagy, 1989). This is assumed to be, in part, because of the greater complexity of derived forms. In addition to phonological shifts that can occur, derivational suffixes do not always follow consistent patterns. While *terror* and *horror* are related to *terrible* and *horrible*, systematic derivations fail when considering *horrid* and *\*terrid*. Further, a large number of derivational suffixes are available to fulfill a variety of syntactic roles. Derived nouns, for example, may be formed by many suffixes including *ness*, *ity*, *ism*, and *ment*. Also, sometimes the same suffix may have different shades of meaning (*cupful/helpful*) while different suffixes that share common grammatical roles may produce words with similar meanings (*bounteous/bountiful*) (Carlisle, 1987, 1988).

White, Sowell, and Yanagihara (1989) have identified several complex characteristics of prefixes. They note that several prefixes do not always carry a consistent meaning. *Un-* and *dis-* may have both a negative meaning (e.g., *unhappy*, *dislike*) and a “reversative” meaning (e.g., *untie*, *discontinue*). Similar meaning differences exist for the prefixes *in-* (*incorrectly* vs. *insight*) and *re-* (*replay* vs. *replace*). Additionally, they note the potential for false analysis. That is, the letter sequences of some words may appear to suggest the existence of a prefix when, in fact, none exists (e.g., *intrigue*, *prefer*, *uncle*). The potential for the false analysis of suffixes may occur as well in such words as *mother* and *dollar* (Carlisle & Nomanbhoy, 1993). Also, the spellings of some prefixes may vary depending upon the roots to which they are attached, even though the meaning remains constant (e.g., *inconceivable*, *impossible*, *irregular*, *illegal*). Finally, the meanings of some prefixed words may not be determined simply by analyzing the morphological components. For example, *unassuming* means “modest” rather than “not assuming” and “indelicate” means “offensive” as opposed to “not fragile” (see also, White, Power, and White, 1988).

The ability to identify meaning rela-

tionships between derived words and their bases may also vary depending on the degree of semantic transparency. Knowledge of the word *red* or *hunt*, for example, may provide easy access to the meanings of words for readers who encounter *redness* or *hunter* for the first time. However, the semantic relationships between other words (e.g., *sauce* and *saucer*, *groove* and *groovy*, *vice* and *vicious*) are far less discernable (Nagy & Anderson, 1984).

Despite these morphological complexities, Nagy and Anderson estimate that approximately 60% of the new English words that students in grades three through nine will encounter in reading contain generally transparent structures and may be analyzed into parts that can help students access word meanings. Based on their extensive analysis of a sample of 7260 words from Carroll, Davies, and Richman's (1971) *Word Frequency Book*, they state that “for every word a child learns, we estimate that there are an average of one to three additional words that should also be understandable to the child, the exact number depending on how well the child is able to utilize context and morphology to induce meanings” (p. 304). Furthermore, in content area classrooms, older students will encounter large numbers of multi-morphemic words containing word-part meanings that often remain constant (Stahl, 1999). Teachers across all subject areas and grade levels, therefore, should consider highlighting the morphemic components of words.

### **Guidelines and Considerations for Morphological Instruction**

Students' morphological awareness (i.e., knowledge of word formation processes) continues to develop throughout their elementary and high school years (Nagy et al., 1993; Tyler & Nagy, 1990; Tyler & Nagy, 1989). Teachers can promote this developmental process by teaching word structures and their meanings in multiple contexts, as well as by introducing their students to strategies for identifying word parts.

Like other forms of strategic instruction, providing students with explicit information about when and how to analyze words for morphemic information, along with teacher modeling, is important (Nagy et al., 1992). In addition, general instructional variables for teaching strategies, such as guided practice and extensive feedback are also important, particularly for students with learning disabilities (Vaughn, Gersten, & Chard, 2000) and language minority students whose native languages may involve word-formation processes that operate very differently than English (Fillmore & Snow, 2000).

Rather than teaching affixes using technical, abstract language (e.g., *happiness* means “the condition or state of being happy.”), Nagy and Anderson (1984) stress the importance of teaching “word families” (i.e., sets of words with relationships in both form and meaning). They point out three advantages to this type of instructional approach:

- If more frequent words within a family are already known, students who are aware of family relationships are better able to “bridge” familiar word meanings to unfamiliar related words.
- Teaching families makes students more aware of English word structure and the ways in which word-formation processes occur, thus increasing the possibility that they may utilize this knowledge independently.
- Students who are taught the semantic relationships among words may become more familiar with the types of meaning changes that occur as a result of varying morphological constructions.

Teaching morphology in the classroom should also focus attention on the complex transformations (both phonological and orthographic) that can occur as derivatives are formed. The initial teaching of more transparent, less complex structures

See **MORPHOLOGY** Page 6





# IDA Northern California Branch

## MORPHOLOGY Cont. from Page 6

may be more suitable for students with language-based disabilities. The potential for false analysis also suggests that both examples and non-examples of morphologically divisible words should be taught. Word study that extends the teaching of basic letter-sound correspondences and syllabic structures to include the morphological elements and origins of words offers students an alternative route to gaining access to word meanings, to reading accuracy and fluency, and to improved spelling performance (Henry, 1989). For

students with oral language and reading disabilities, explicitly teaching linguistic structures of the English language may be particularly important since these students often fail to understand, recognize, and remember associations between letters and sounds, orthographic patterns, spelling rules, and morphological units (Henry, 1994; Moats, 1994).

Given the tens of thousands of new words that students encounter in reading each year and the limited amount of classroom time available to effectively teach new vocabulary, morphological instruction offers great potential for stimulating inde-

pendent vocabulary growth, assisting readers in unlocking the meanings of unknown words, increasing spelling accuracy, and improving reading comprehension.

**Please note: The references for this article are listed in their entirety with the article at our website at [www.dyslexia-ncbida.org](http://www.dyslexia-ncbida.org)**

*David Futterman is a graduate student in the Joint Doctoral Program in Special Education at the University of California, Berkeley and San Francisco State University. He received his M.A. in Learning Disabilities from Northwestern University in Evanston, Illinois.*

### 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.

## "Our Mission to Literacy"

# 54TH ANNUAL CONFERENCE OF

## THE INTERNATIONAL DYSLEXIA ASSOCIATION®

*November 12-15, 2003*

Town & Country Resort and Convention Center  
San Diego, California

For more information and a complete conference program (to be mailed in late summer), please contact IDA at (800) ABCD123 or (410) 296-0232 or visit our web site at [www.interdys.org](http://www.interdys.org).



[www.dyslexia-ncbida.org](http://www.dyslexia-ncbida.org)



## Simulation Training Opportunity

Our branch is seeking volunteers to help present our exciting dyslexia simulation, "Put Yourself in the Shoes of a Dyslexic." We are especially in need of those of you who are available during the day, but need evening volunteers as well. This is a wonderful opportunity for you to help educate the public about the frustrations individuals with learning disabilities encounter each day and to interact with educators, learning specialists, and others like yourself who are concerned about these issues. We will hold a training session on June 7 from 9 a.m. – 11 a.m. If interested, please send an email to the following address: [simulations@dyslexia-ncbida.org](mailto:simulations@dyslexia-ncbida.org). We will contact you with further information upon your response.

Andrea Shuel

Lower School Learning Specialist

San Francisco Day School

[ashuel@sdfs.net](mailto:ashuel@sdfs.net)

Phone 415-931-2422 x230

Fax 415-931-1753

For more information about our simulation, please visit our web site at [www.dyslexia-ncbida.org](http://www.dyslexia-ncbida.org) and visit the simulation page.

## On the Web ...

[www.interdys.org](http://www.interdys.org) (national)

[www.dyslexia.ncbida.org](http://www.dyslexia.ncbida.org) (local)

The International Dyslexia Association is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. Information is available specifically for educators, adults, college students, teens, children, parents and others.

Access the following:

- National and local information about conferences, legal issues, etc.
- Access to *Just the Facts*
- National chatline
- Previous newsletters
- Sign up to become a member

## Future conferences:

Save the dates: Jan 24, 2004, Joseph K. Torgeson  
Nationally recognized reading researcher and one of the nation's leading experts in learning disabilities.

## Focus on Women & Girls with ADHD

### KPI Symposium 2003 Schedule

Saturday, September 27, 2003

8 a.m. – 5 p.m.

Santa Clara Convention Center

Great America Ballroom

Santa Clara, CA

### Kitty Petty ADD/LD Institute

For more information please contact the Institute at: [Kitty@kpinst.org](mailto:Kitty@kpinst.org) or the web site at [www.kpinst.org](http://www.kpinst.org)

## Do we have your email address?

In an effort to move into the 21st century, NCBIDA would like to use email as a way of communicating more effectively with you. Through email, we can easily inform you of upcoming events, confirm conference registration, and more. Please send your email address to [office@dyslexia-ncbida.org](mailto:office@dyslexia-ncbida.org). Thank you!



PLEASE NOTE: NCBIDA does not lend, sell or share our database, mailing list or resource file.



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Speech & Language Therapist

Special Education Teachers

Reading Specialist

Please route this to:

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San Francisco, CA 94107-8008

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Founded in Memory of Samuel T. Orton

THE INTERNATIONAL DYSLLEXIA ASSOCIATION



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## Teacher Trainings

Each year, NCBIDA offers scholarships for these trainings to qualified educators. This year's scholarship deadline has passed. However, if monetary constraints make it difficult for you to take a training without financial assistance, you may inquire if there are any funds not yet dispersed by contacting Mia Callahan Russell at [miacal3@attbi.com](mailto:miacal3@attbi.com) or (925) 934-5008.

### ORTON-GILLINGHAM TRAINING

**Beginning:** Tuition: \$625; only \$565 for IDA members

CITY	CONTACT	PHONE #	E-MAIL ADDRESS	DATES
San Jose	Sylvia Biddick	(408) 993-1414	SylviaBiddick@aol.com	June 20, 23-27

**Continuation:** \$225

San Jose	Sylvia Biddick	(408) 993-1414	SylviaBiddick@aol.com	June 30, July 1
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### SLINGERLAND TEACHER TRAINING

Note: Slingerland tuition fees vary between \$800 and \$1165. To verify, contact the person listed or the Slingerland Institute at (425) 453-1190 or [www.slingerland.org](http://www.slingerland.org).

CITY	CONTACT	PHONE #	E-MAIL ADDRESS	DATES
Belmont	John Osner	(650) 592-7570	JOsner@charlesarmstrong.org	June 20 – July 18
Martinez	Correne Romeo	(925) 370-7767	nvcszablah@aol.com	June 30 – July 25
Modesto	Leah Hess	(209) 544-9227	not available: call instead	June 25 – July 26
Pleasanton	Dorinda Clausen	(925) 417-1996	dorinda@barclaymaps.com	March 7 – May 19 (weekends)
San Francisco	Nancy Cushen White	(415) 661-0956	cushen@itsa.ucsf.edu	June 25 – July 25
San Jose	Shirley Hitchcock	(408) 559-4400	hitchcock@valleychristian.net	June 23 – July 23
Turlock	Helen Katotakis	(209) 869-6384	EleniKato@aol.com	June 18 – July 16

**DON'T MISS THIS OPPORTUNITY! CALL TODAY!**