

# DYSLEXIA UPDATE

## Community Event Kicks Off National Dyslexia Awareness Month



Check out the new and improved IDA-UMB website at  
[www.ida-umb.org](http://www.ida-umb.org)

In celebration of National Dyslexia Awareness Month this October, The International Dyslexia Association, Upper Midwest Branch (IDA-UMB) is promoting awareness of dyslexia and related language-based learning disorders by offering a free, community awareness event, “Demystifying Dyslexia: We Know What Works!” on Sunday, October 11, 2009, 2 – 4:30 p.m. at Southdale Library (large meeting room) in Edina.

Keynote speaker John Alexander, headmaster of Groves Academy (St. Louis Park, MN), will offer attendees a broader understanding of dyslexia, its warning signs, and the latest information on evidence-based interventions and instruction. Admission is free, but attendees should register to reserve their seats by calling 651-450-7589 or e-mailing [info@ida-umb.org](mailto:info@ida-umb.org). Refreshments will be served.

October is also the re-launch month for IDA-UMB’s updated website! The unveiling will reveal a state-of-the-art design, intuitive navigation, a wealth of dynamically-updated information, and a new blog to support parents, educators, advocates, and individuals struggling with dyslexia. Please visit this first phase of IDA-UMB’s improved website at [www.ida-umb.org](http://www.ida-umb.org) and check out all the valuable resources.

Said Bette Erickson, vice president of IDA-UMB, “We’re working very hard to increase awareness about the issues that surround dyslexia and similar learning disorders. The facelift of our website is just one way we’re expanding our outreach and improving the ways in which we support the community.”

Estimates by the National Institute of Child Health and Development suggest that as many as 20 percent of all students may have some degree of dyslexia. IDA-UMB promotes early identification and appropriate intervention and instruction. When identified early, a learning disability can be remediated using proven, multi-sensory teaching methods, enabling the majority of struggling students the opportunity to reach their full potential.

“When a child does not learn to read, their lives are affected forever,” said Dr. Guinevere Eden, president of IDA and director of Georgetown University’s Center for the Study of Learning. “Teaching every child to read is a fundamental responsibility of our educational system and IDA believes strongly that effective instruction depends on the qualitative preparation of teachers and on-going professional development.”

The IDA offers a free Fact Sheet for parents entitled, “Is My Child Dyslexic?” describing many of the early signs of the disorder. The organization also distributes a free “Matrix of Multisensory Structured Language Programs,” which compares evidence-based reading instruction methodologies. For this resource and others, visit the national IDA website at [www.interdys.org](http://www.interdys.org), or check out our newly-launched site at [www.ida-umb.org](http://www.ida-umb.org).

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*The International Dyslexia Association, Upper Midwest Branch (IDA-UMB) serves as the region's definitive resource of information related to dyslexia, language-based learning disorders, and literacy acquisition. We strive to increase awareness and understanding of these disabilities, encourage early and accurate assessment and diagnosis, encourage and facilitate the use of scientific research-based instructional methodologies, and bridge social, educational, and cultural gaps to improve language acquisition for the success of all learners.*

IDA-UMB: 651-450-7589  
 info@ida-umb.org  
 www.ida-umb.org  
 IDA: 1-800-222-3123  
 www.interdys.org

Editor: Kelly O'Rourke Johns  
 Designer: Lori Ryan,  
 LoriRyanDesign@aol.com



October is officially "National Dyslexia Awareness Month," and also "National Learning Disabilities Month." As a true advocate for dyslexia and LD awareness, I am pleased to be a part of an organization that provides conferences, speaker series, workshops and information to broaden understanding of learning disorders, and create new opportunities for literacy acquisition. Please join IDA-UMB Board of Directors in spreading the word about dyslexia, early identification, and effective instruction at your schools, workplace, and community.

## Board of Directors

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A resounding "thank you" to those members who have contributed to our strategic imperatives advisory committees! With your input, IDA-UMB continues to define our board priorities and the organization's overall strategic plan. We believe that we cannot move forward without really listening – to our members, our educators, and our communities. We will continue to strive to offer the most comprehensive information related to dyslexia, language-based learning disorders, and literacy acquisition, and to always serve you better.

In this issue, we focus on Assistive Technology (AT) and ways in which it may be utilized to benefit those with learning disabilities. Though the topic is not new, a generation of vital resources have hatched over the last year or two that can help level the playing field for struggling readers, writers, and organizers. If you have an AT tool that you'd like to recommend, please contact our newsletter editor, Kelly O'Rourke Johns (info@ida-umb.org). We'll try to include it in our "Product Pointer" section.

Finally, don't forget the IDA's 60th Annual Conference coming up November 11–14, 2009, in Orlando, FL. It's a great place to network, glean up-to-date information on dyslexia and related disorders, research, and the latest advocacy tools. I hope to see you there!

## Board Nominations

The IDA-UMB Nominating Committee accepts the names of prospective board members on an ongoing basis. We welcome your suggestions for candidates at [info@ida-umb.org](mailto:info@ida-umb.org).

## Newsletter Submission Guidelines

To submit a committee report, newsletter article, or calendar announcement for publication in *Dyslexia Update* please contact: Kelly O'Rourke Johns, Newsletter Editor, [info@ida-umb.org](mailto:info@ida-umb.org).

Cindee McCarthy  
 President, IDA-UMB



# The Making of a Visionary:

## An Interview with Arlene Sondag

The title of “visionary” might seem ostentatious, but consider its Webster’s Dictionary definition: “one whose ideas or projects are impractical: dreamer.” To be sure, many of Arlene Sondag’s early naysayers may have embraced such a definition.

Sondag has been teaching struggling readers for over 40 years, utilizing Orton-Gillingham-based methodologies that were considered highly controversial in the 1960s when she began tutoring in Rochester, MN. Sondag trained under Paula Rome and Jean Osman, founders of The Reading Center, and themselves dreamers of the impractical.

“We were doing phonics, the “f” word,” quipped Sondag, in the same breath acknowledging the hesitance of educational institutions of the day to recognize multi-sensory reading instruction.

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How Sondag went from typing teacher to

international speaker, trainer, author, and one of the

“Who’s Who of American Women in Education . . .”

is truly the story of a person with a singular vision.

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Today, The Reading Center has become a foremost teacher training center; while Sondag has become a top authority on teaching methodologies that work for struggling readers. She has published her own, widely-distributed curricula, and racked up more speaking appearances, teaching engagements, and awards than most heads of state.

Two recent nods for this energetic, Twin Cities mother and grandmother include the IDA’s Margaret Byrd Rawson Lifetime Achievement Award, which Sondag will accept at this year’s 60th IDA Conference in November 2009. And Fairleigh Dickinson University in New Jersey recently created the “Arlene Sondag Award for Excellence in Teaching” in recognition of, well, visionaries in the teaching field.

“Thank goodness I found another profession,” said Sondag, when asked about her initial stint teaching typing at Washington Junior High School in Duluth. “They don’t have typing anymore. It’s called keyboarding and it’s taught in elementary school. I would have been out of a job!”

How Sondag went from typing teacher to international speaker/trainer, author, and one of the “Who’s Who of American Women in Education” as recognized by Marquis and Cambridge, is truly the story of a person with a singular vision. When asked how she felt about her many

awards, Sondag simply stated, “Oh, I don’t spend a lot of time thinking about what has been done. I think about what has to be done, the work that is ahead of us.”

Such a perspective may explain how Sondag’s career encompasses decades of expanding understanding of O-G methodologies worldwide. Sondag’s workshops and lectures have landed her in India, UK, Pakistan, China, Thailand, Egypt, and Kuwait. In 1997, with the help of product developer and inventor of the Nerf Ball, Reyn Guyer, Sondag published her curricula with Winsor Learning, as a way to train more teachers to easily translate O-G into a working classroom.

Today, the “Sondag System” is utilized worldwide, and much of Sondag’s travels now involve training and speaking engagements in the U.S. She is proud of her work with many literacy organizations, including the Academy of Orton-Gillingham Practitioners and Educators (AOGPE), of which she is a founding fellow and first president, IDA, IDA-UMB, the 32nd Degree Masons, Learning Disabilities Minnesota, and Orton-Gillingham of Minnesota (OGM), of which she was a founding member. She is also proud of the fact that her family has embraced her life’s mission. One of her daughters is a private tutor teaching O-G methodologies; another daughter heads up the Sondag Reading Center (Edina, MN). Of course, Sondag all the while has one eye fixed on the work still ahead.

“As Margaret Byrd Rawson once said,” offered Sondag with a smile, “if you live long enough, you’re bound to accomplish something.” Her many, groundbreaking accomplishments aside, we hope Arlene Sondag and her great, “impractical” vision, lives a long, long time.

*Join OGM, Winsor Corp., IDA-UMB, and AOGPE in honoring Arlene Sondag at the IDA’s 60th Annual Conference in Orlando, FL. See announcement below for more details.*

## Please join us!

Reception to honor Arlene Sondag,  
recipient of the Margaret Byrd Rawson Lifetime  
Achievement Award

**IDA International Conference**  
**Friday, November 13, 4 – 6 p.m.**  
**Disney Dolphin Resort, Europe 8 Room, Orlando, FL**

*Sponsored by OGM, Winsor Learning, IDA-UMB, and AOGPE*

# What You Should Know about Assistive Technology

by Lisa Wahl

The potential of assistive technology (AT) for children with disabilities has been recognized by the Federal government in the reauthorization of the Individuals with Disabilities Education Act (IDEA), which mandates that assistive technology be considered for each child with a disability. AT services and devices are included with an “assistive technology device” defined as: “...any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.”

AT can also be useful in providing accommodations to the public or to an employee under the Americans with Disabilities Act.

## What are some examples?

AT can facilitate access to standard curriculum and increase participation. For instance, a non-verbal Kindergarten student can be the “caller” for a game of Red Light/Green Light by using a talking switch. A student who can comprehend history at the 9th grade level but can only read at the 3rd grade level finds access to the textbook with the help of a computer that scans and reads text. A child with extreme dyslexia can use an AlphaSmart keyboard device to take notes. A similar child could alternatively get copies of notes from other students, using NCR paper. AT can be a book stand, a talking calculator, or a larger computer monitor. A teacher with vocal cord strain might use a voice amplifier. A one-handed typist could use a reconfigured keyboard.

## How do you know what will work?

Information about the existence of AT is not widespread. While the Internet provides a host of connections, a person often needs to try something to determine if it's effective. One source, The Alliance for Technology Access ([www.ataccess.org](http://www.ataccess.org)) can connect you with vendors nationally, and community AT centers in 25 states. Libraries, universities, and large school districts are also common places to find collections of AT. Every school district will need to establish a means of providing competent AT assessments and services. Schools may build internal expertise by offering training, modifying job descriptions to include AT skills, or creating new positions. They may contract with outside providers if there is a source of external expertise, especially to cover highly specialized areas such as AAC (augmentative and alternative communication).

## When is AT required?

IDEA states that “assistive technology devices and services” must be provided by school districts to eligible children if necessary to ensure the provision of a free appropriate public education. IEP teams in school districts across the country are struggling to appropriately consider each student's need for assistive technology. Assistive Technology should be considered if its use will help the student perform a skill (read, write, communicate, etc.) more easily or efficiently, in the least restrictive environment or with less personal assistance.

It is your District's duty to provide reasonable accommodation to people with disabilities and may be obligated to pay for AT devices if requested. The Disability and Business Technical Assistance Centers (DBTACs) can answer questions about AT for education and employment, 800-949-4232 (V/TTY).

## Who pays for AT?

A number of programs are required to pay for assistive technology depending on circumstances. Medicare, Medicaid, vocational rehabilitation, developmental services, the school district, social security, children's services, and private insurance are all potential sources. Local service clubs and parent organizations are also possible sources of funding.

## What else do you need to know?

Knowing all this, you may want to explore the answers to a few more questions:

1. How does your site or district technology plan address AT?
2. What is your district's process for referring and assessing students who might need AT?
3. What community or school training resources would assist your staff in learning about AT strategies that might be useful for a wide range of students?

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# Software, Electronic Devices & Downloads

The term “assistive technology” has usually been applied to computer hardware and software and electronic devices. However, many AT tools are now available online. AT tools that support kids with LD include:

- Abbreviation expanders
- Alternative keyboards
- Audio books and publications
- Electronic math work sheets
- Freeform database software
- Graphic organizers and outlining
- Information/data managers
- Note-taking devices
- Optical character recognition
- Personal FM listening systems
- Portable word processors
- Proofreading programs
- Speech-recognition programs
- Speech synthesizers/ screen readers
- Talking calculators
- Talking spell checkers and electronic dictionaries
- Variable-speed tape recorders
- Word-prediction programs

The Simon Technology Center Library, a service offered by PACER Center, provides an inexpensive way for Twin Cities families and professionals to preview software and test run AT devices for children and young adults with disabilities. Visit [www.pacer.org/stc/library](http://www.pacer.org/stc/library) for more information, or phone PACER at 952-838-9000 (TTY 952-838-0190).

# Digital Book Resources for Reading

Digital books are electronic files that make reading materials accessible for students who have print disabilities. Visual impairments, specific learning disabilities such as dyslexia, and other disabilities can make it difficult to read a print book. Digital books give students the ability to access and navigate reading materials in an alternative format.

Two of the most popular digital book formats are electronic text (e-books) and audio (audio or “talking” books). An electronic text format is text without audio, while the audio format does not include text. These digital book formats are available in different file types. Common files for the text format are: PDF, .txt, .html, RTF, and .xml, while common audio file types include: .wav, mp3, .ogg, and .aa. A special file structure, or markup, called DAISY (Digital Accessible Information System) adds navigation abilities to digital books and can be in text or audio format. A student using a DAISY book, for example, would be able to quickly find, and jump to, a specified page number [or chapter] within the digital book.

If this sounds too technical, don't worry. You don't need to know all the file types to use digital books. The most important thing to know is that you must match your digital book formats and file types with your digital book player. Players differ in their compatibility with digital book formats, files, and the DAISY structure, so finding the right fit is vital. Digital book players range from software programs on the computer to portable hardware devices. You can read an electronic text digital book, for example, using text-to-speech software or a scan-and-read program, or listen to audio books using a DAISY player, portable media player, or digital media software such as Windows Media Player.

Consider the following when choosing what digital book formats, file types and structure you should select:

- Will the student access reading materials best through audio, visual, or visual paired with auditory supports?
- Is there a preferred type of audio support: human narration or synthesized speech?
- Are navigation abilities an important feature to include for the student's reading and study needs?
- Is the digital book compatible for the appropriate digital book player(s) for the student?

For help finding digital books, two resources are especially helpful. Bookshare.org and Recording for the Blind and Dyslexic (RFBDB – www.rfbdb.org) have collections of DAISY-structured digital books, including textbooks. Bookshare.org has electronic text DAISY files, while RFBDB has audio DAISY files in human narration. Both organizations require proof of a qualifying disability for membership. Membership is free for qualifying students.

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**Editor's note:** School districts have an obligation under IDEA to provide accessible instructional materials for the curriculum covered, and in a timely manner to all students who require them. If your child or student cannot independently read classroom reading material, and has an IEP for SLD, their school must offer alternative formats in addition to the print material.

Remember that multisensory methods of receiving information are proven to be most effective. We recommend combining audio and visual formats whenever possible. Students can listen to an audio format while following along with the print material.



## IDA-UMB Spring Conference

### “From Research to Practice”

Friday & Saturday, April 23 & 24, 2010

University of St. Thomas, St. Paul campus  
Stay tuned for additional information as the dates draw near!

## Volunteer Opportunities

We're always looking for fresh faces and ideas to help us facilitate our mission and support the community! Please contact us at [info@ida-umb.org](mailto:info@ida-umb.org) if interested in any of the following areas:

**Event Planning/Execution** – Here's a great way to get to know IDA-UMB and check out our informative and fun events! Our Speaker Series runs all year long, and the annual IDA-UMB spring conference requires a great deal of volunteer effort.

**Communications** – If your background includes marketing or publicity, IDA-UMB could use your expertise. In addition to the many publications we produce annually, we continue to look for ways to reach out to our current members and the community.

**Membership Services** – IDA-UMB is dedicated to serving those in our area with dyslexia. If you are detailed-oriented and have a bit of time to spare, work on our Membership Committee may be just for you.



# Classes & Workshops

## IDA-UMB

Phone 651-450-7589 • [info@ida-umb.org](mailto:info@ida-umb.org) • [www.ida-umb.org](http://www.ida-umb.org)

### **Demystifying Dyslexia: We Know What Works!**

Sunday, October 11, 2009 • 2 – 4:30 p.m.

Southdale Library, 7001 York Ave. S., Edina, MN

Groves Academy Headmaster, John Alexander, provides attendees a broader understanding of dyslexia, its warning signs, and the latest information on evidence-based research and instruction. Admission is free. To reserve your seat, phone 651-450-7589 or e-mail [info@ida-umb.org](mailto:info@ida-umb.org).

### **2010 IDA-UMB Spring Conference**

Save the dates of April 23 & 24 for the annual IDA-UMB Spring Conference, held again at the University of St. Thomas, St. Paul! Our theme this year, "From Research to Practice" will offer parents, educators, and advocates comprehensive workshops outlining the latest research on dyslexia and related language-based learning disorders, and discuss how to translate that research into practical solutions. Look for more information on our website at [www.ida-umb.org](http://www.ida-umb.org) or our brochure in the mail.

## Groves Academy

3200 Highway 100 South, St. Louis Park, MN 55416

Phone 952-920-6377 • [www.grovesacademy.org](http://www.grovesacademy.org)

### **LD/ADHD College Conference Workshop Series**

*Understanding Yourself* • October 6, 2009

*Presenting Yourself* • November 3, 2009

*Avoiding the Pitfalls of the First Year* • April 13, 2010

This workshop series will help parents and students learn how to navigate the college admissions process specifically with regard to special learning and attention needs. The series runs four Tuesday evenings from 7 – 9 p.m. Pre-registration is recommended. Attendees may register for individual workshops (\$30 adults, \$15 students). Registration will be accepted by mail only. For more information or to obtain a registration form, phone 952-920-6377 or visit [www.grovesacademy.org](http://www.grovesacademy.org).

### **Breaking Down the Five Strands of Reading**

*Phonics* • October 22, 2009

*Fluency* • November 19, 2009

*Comprehension* • February 4, 2010

*Vocabulary* • March 4, 2010

The Groves Academy workshop series is held at Groves Academy and is free to the public. For more information, please contact Groves Academy (see above for contact information). The topics noted above highlight this year's series and will be held from 7 – 8:30 p.m.

## Arc of Minnesota

2446 University Ave. W., St. Paul, MN 55114-1740

Phone 952-920-0855 • [www.arcgreatertwincities.org](http://www.arcgreatertwincities.org)

### **The Arc of Minnesota's State Convention**

October 23-24, 2009 • 9 a.m. – 10 p.m.

Radisson Conference Center, 3131 Campus Drive, Plymouth, MN

Dr. Richard Villa, nationally known inclusion expert, will be the keynote speaker at The Arc of Minnesota state convention. The theme is "Daring to Dream: Making Inclusion a Reality." Conference sessions will focus on inclusion, person-centered planning and self-determination. The cost is \$20 for self-advocates, \$50 for members for one day or \$80 for two days; and \$75 for one day for non-members or \$125 for two days for non-members. To register call 651-523-0823, ext. 113, or visit [www.thearcofminnesota.org](http://www.thearcofminnesota.org).

## The Reading Center/Dyslexia Institute of Minnesota

847 NW 5th St., Rochester, MN 55901 • Phone 507-288-5271

### **How to Teach Reading – Basic Training Institute 2010 with Practicum**

January 7 – March 4, 2010 • Evenings and Saturdays

This training course is designed to help those who struggle to read, write and spell and is open to all parents, tutors, and teachers. The Orton-Gillingham Approach, as taught by highly qualified Reading Center instructors, employs comprehensive, scientifically based reading instruction. During the training, participants will learn the approach, the structure of the English language, and apply what's been learned by planning and teaching actual lessons. For more information, contact The Reading Center at 507-288-5271 or visit [www.TheReadingCenter.org](http://www.TheReadingCenter.org).

## Orton-Gillingham of Minnesota

Groves Academy, 3200 Highway 100 S., St. Louis Park, MN 55416

Visit [www.ortongillingham-mn.org](http://www.ortongillingham-mn.org)

Watch website for upcoming Orton-Gillingham Network Meetings

### **Fall Orton-Gillingham Teacher Training Classes**

Saturdays, October 3 & 10, 2009 • 9 a.m. – 3:30 p.m.

Tuesdays, October 6 – December 1, 2009 • 5:30 – 9 p.m.

Co-sponsored by Orton-Gillingham of Minnesota, Groves Academy, and Hamline University, these classes are open to teachers, tutors, and others and include 18 hours of practicum.

### **Fall Tutoring in Orton-Gillingham**

Tuesdays, October 6 – December 1, 2009

Choose either 6 – 6:55 p.m. or 7 – 7:55 p.m.

In conjunction with the teacher training classes listed above, tutor instruction will be offered in reading and spelling and available for all students. Each session is 55 minutes. Co-sponsored by Orton-Gillingham of Minnesota, Groves Academy, and Hamline University.

## Closing the Gap

PO Box 68, 526 Main Street, Henderson, MN 56044

Phone: 507-248-3294 • E-mail: [info@closingthegap.com](mailto:info@closingthegap.com)

### **27th Annual Conference**

October 13 – October 17, 2009

Sheraton Bloomington Hotel, 7800 Normandale Blvd., Bloomington, MN and the adjacent Hotel Sofitel, 5601 W. 78th St., Bloomington, MN

The annual Closing the Gap Conference offers participants Assistive Technology best practices and research, networking, training, and hands-on opportunities, as well as an expansive exhibit hall. For more information, visit [www.closingthegap.com](http://www.closingthegap.com).

# Dyslexia in the News

- ▶ The Minneapolis-based **McKnight Foundation has announced a new early child development initiative** designed to increase the literacy rate of Twin Cities students by the end of third grade. The program was formed after more than a year of planning, including research into evidence-based programs and interviews with field leaders and stakeholders in education and youth development. More information about the literacy goal will be available in spring 2010. Visit [www.mcknight.org/newsandviews](http://www.mcknight.org/newsandviews).
- ▶ **IDEA Money Watch ([www.ideamoneywatch.com](http://www.ideamoneywatch.com)) keeps track of the use of \$11.3 billion in federal funds being provided to local school districts** as part of the American Recovery and Reinvestment Act. Special education advocates across the nation are keeping watch on the use of these funds and how the academic achievement of students with disabilities is improving as a result. IDEA Money Watch "State-by-State Blogs" report on use of funds and provide information and resources. "State IDEA Facts" provides quick data look-up on special education students and IDEA funds going to each state.
- ▶ This year, The National Press Club – Bookshare announced a University Partnership Program to **significantly increase the availability of accessible materials and textbooks** on behalf of the hundreds of thousands of U.S. post-secondary students who have a disability that keeps them from effectively reading printed books. Typically, post-secondary students must wait months after the start of a semester before getting their textbooks in a format they can read. Each year across the country university personnel engage in a labor-intensive process at the beginning of a term to scan books or obtain digital files from publishers to provide their students with qualified print disabilities access to textbooks. The program partners universities with Bookshare, who accepts donated scans and digital files and offers them to qualified students. For more information, visit [www.bookshare.org](http://www.bookshare.org).



## IDA 60th Annual Conference just around the corner!

Join IDA members from across the globe at the IDA 60th Annual Conference, held November 11-14, 2009 in Orlando, FL! For more information on conference offerings visit [www.interdys.org/AnnualConference.htm](http://www.interdys.org/AnnualConference.htm).

# ProductPointer

## ClipRead *by Live Ink*

**ClipRead 1.0** for PC helps readers of digital text – websites, e-mails, word documents, blogs – read with greater accuracy and less effort by converting online text into a "cascading" format. This web-based product reduces eye strain and boosts reading comprehension and productivity. Try ClipRead 1.0 for a 30-day free trial at [www.liveink.com](http://www.liveink.com). A one-year downloadable subscription is \$89.95.



## ClassMate Reader *by Humanware*

The **ClassMate Reader** is a portable electronic and audio book reader.

E-books and audio books can both be loaded onto this reader's SD card to be listened to at any time or place away from the computer. This portable reader, though pricey at \$499 U.S., is unique in that text can be displayed and interacted with on its touchscreen. While the built-in text-to-speech reader reads the text out loud, students may visually follow the text. As text is read out loud, it is highlighted for visual tracking support. The ClassMate Reader can play various electronic book formats starting with the new NIMAS (National Instructional Material Accessible Standard) format, including DAISY, Bookshare.org, Audible.com, text, wav, MP3 and audio files. The player also provides integrated text-to-speech for reading books in text format, such as those from Bookshare.org. It can easily transfer files from a PC with its standard USB connection. To learn more, visit [www.humanware.com](http://www.humanware.com).



## "Empowering Parents" DVD *by PBS*

Al Roker of NBC's "The Today Show" hosts this 30-minute documentary, the sixth

episode of the award-winning PBS series "Launching Young Readers." "Empowering Parents" serves as a primer for parents whose child is struggling to read. The video outlines warning signs that indicate a child is struggling, and why early intervention is so important. It also provides information about effective research-based reading instruction, and new research about dyslexia. Other titles in the series include "The Roots of Reading," "Sounds and Symbols," and "Reading and the Brain." View the series free at [www.readingrockets.org](http://www.readingrockets.org), or order your \$19.95 DVD at [www.learningstore.org](http://www.learningstore.org).

**Upper Midwest Branch**

5021 Vernon Avenue South, #159  
 Minneapolis, MN 55436-2102



# Membership Form

Phone: 1-800-ABCD123  
 Fax: (410) 321-5069  
 Online: [www.interdys.org](http://www.interdys.org)  
 Mail: 40 York Road, Suite 400  
 Baltimore, MD 21204

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_ Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Organization (if applicable) \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_  
 E-mail \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_ - \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_ - \_\_\_\_\_  
 Individual with dyslexia?  Spouse  Self  Child  Sibling  Parent  Friend IDA Member # (if renewal) \_\_\_\_\_

## 1 Select Your Membership Category

- Parent/Advocate** ..... \$ 80  
 Individual Dyslexic  General Supporter  Parent/Family Member
- Professional** ..... \$ 95  
 Professional/Educational  Professional/Allied
- 2-Member Household/Family** ..... \$135
- Senior/Retired** (age 65 or over) ..... \$ 60
- Student** ..... \$ 60
- Educational Institution** ..... \$395
- Corporate/Business** ..... \$495

## 2 Professional Interest (please choose ONE)

- Academic Language Therapist
- Advocate
- Attorney
- College Student
- Corporation/Organization
- Education/Administrator
- Education/Teacher-K-12
- Education/Teacher-Special Ed.
- Education/Teacher-Post Sec.
- Educational Diagnostician
- Parent
- Physician
- Psychiatrist
- Reading Specialist
- Researcher/Education
- Researcher/Medical
- Speech Language Pathologist
- Tutor/Certified Trainee
- Other: \_\_\_\_\_

## 3 Annual Dues Payment

You can also join or renew ONLINE at [www.interdys.org](http://www.interdys.org)  **TOTAL** Amount from your Membership Category 1 \$

**CHECK** enclosed (payable to IDA)  **PURCHASE ORDER** enclosed: P.O. # \_\_\_\_\_

**CREDIT CARD:**  American Express  Mastercard  VISA  Discover

Cardholder Name: \_\_\_\_\_ Account Number \_\_\_\_\_

Expiration Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ Signature of Cardholder \_\_\_\_\_