



Welcome to ONBIDA

The International Dyslexia Association Ontario Branch

A letter from the Executive Director.

It's hard to believe that the school year has started again when we barely had a taste of summer weather. There is one group, however, anxious to return to school, and that is the group of professionals that attended our summer training course "Multi-sensory structured language teaching strategies for the classroom." Participants raved about the program and were thrilled with the online class discussion forum plus take home USB key packed with resources. Most of the attendees noted that they couldn't wait for September to implement new ideas! ONBIDA President, Sally Shearman, ran the successful teacher training for the sold out course during mornings over four consecutive days in July.

Autumn is a season of permanence and change so with fall's

arrival we welcome our familiar programs as well as exciting new events. First up is the 20th anniversary of Toronto's Word on the Street Festival on September 27th. ONBIDA will have a booth on Literacy Lane at the festival which draws over 20,000 visitors. This is the largest literary festival in Canada so drop by and say hello to ONBIDA's volunteers while enjoying books, authors and activities for kids!

October is National Learning Disabilities Awareness Month and to mark the occasion we are holding our first fundraising evening on Tuesday October 6th. CTV's Paula Todd will be our host and the silent auction is packed with items in every price range. Tickets are on sale now at www.RightToReadNight.com. I would like to invite anyone who is passionate about rais-

ing funds and awareness for dyslexia to join me on this special evening. Also in October we will be hosting Dr. John Mighton, founder of JUMP Math, at the next installment of our Speaker Series. Registration is now open for the free lecture at the University of Toronto on Wednesday, October 14th. This promises to be one of our most popular lectures so register early to avoid disappointment.

And finally in international news, the IDA will be holding its 60th annual conference in Florida on November 11 -14. The conference attracts over 3,500 attendees and programming is grouped into six different "tracks" depending on your area of interest. And, you can finally get that pair of mouse ears you always wanted ;)

Michelle Halsey



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Make sure your name is on our e-mail list to ensure that you receive the next edition. Go to idaontario.com.

If you would like to receive a paper copy of the newsletter please call us at: 416-716-9296

**Ontario Branch of the
International Dyslexia
Association**

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Right to Read

Paula Todd from CTV's W-FIVE hosting first Dyslexia fundraiser event!



Paula Todd, award-winning broadcaster and investigative reporter for W-FIVE, will be hosting the first fundraiser to benefit The Ontario Branch of the International Dyslexia Association (ONBIDA) in Toronto next month.

To kick off Learning Disabilities Awareness Month in October, **Right To Read Night** will be held in downtown Toronto. Guests will enjoy a social evening and silent auction hosted by W-FIVE's Paula Todd from 6:30 pm to 9:00 pm on Tuesday October 6th at Pravda located at 44 Wellington Street East. Full details and tickets for the event are available by visiting www.RightToReadNight.com

The event tagline states **"Learning to read is a right, not a privilege,"** and organizers intend to make sure that everyone enjoys that right. Proceeds will be donated to ONBIDA which serves the 1 in 10 people in Ontario with dyslexia, their families, and the professionals that support them. ONBIDA president Sally Shearman notes that dyslexia is a lifelong learning disability that cannot be cured, however, with specialized instruction these individuals can learn to read .

Todd immediately agreed to host the event raising funds and awareness for such a prevalent disability. "Reading and writing are among my most treasured experiences," Todd says. "I became passionate about supporting dyslexia work in the hope that others could enjoy the same pleasure. Then I got a huge surprise: it's not what we can do for people with dyslexia -- it's what they can do for us -- if we just help translate the many different ways we all have of recording and telegraphing brilliant ideas." Todd goes on to ask the non-dyslexic community to do their part in understanding dyslexia. "I want to help people see that just because you can't always understand what a dyslexic person has written doesn't mean there's something wrong with you. It means we all have a lot to learn about the unique way each and every one of our brains is wired."

You don't want to miss this! See next page for details on how to be a part of this exciting event!



Right to Read

TUESDAY OCTOBER 6TH 2009

Night

Raising funds to support children and adults with dyslexia

Join 200+ people in a hip, urban lounge setting to enjoy good company and entertainment while supporting a great cause - **The Ontario Branch of the International Dyslexia Association.**

- Support programs for people with dyslexia during Learning Disabilities Awareness Month
- Signature Appetizers and Drinks
- Silent Auction with a wide range of products, services and prices
- Live Entertainment
- Special Guests and Local Celebrities

TICKETS:
\$40 PER PERSON
MUST BE 18 YEARS OF AGE
OR OLDER TO ATTEND

Tuesday, October 6th, 2009
6:30 pm - 9:00 pm
PRAVDA
44 Wellington St. E, Toronto



1 in 10 people have dyslexia – learning to read is a right, not a privilege
www.RightToReadNight.com

For more information on tickets, donating items, or sponsorship of the event, please contact:
Michelle Halsey, Executive Director 416-423-0075 or executivedirector@idaontario.com

Charitable Registration Number 85713 3078 RR0001

Comic Book Talk with Tory



"Hi my name is Tory and I wrote a book called **Mirror Mind**, about my childhood experiences with dyslexia. Over the summer I was lucky enough to have a book launch at the Central Bar in Mirvish Village. It was made possible with the support of the wonderful Toronto comic book store, The Beguiling (<http://www.beguiling.com/>).

Now that the book is out there I would love to continue to promote, not just my book, but comics as a tool for reading. A Comic Book or a Graphic Novel, whatever you want to call it, is an important resource for anyone with difficulty reading, and with that in mind I would like to **recommend** another book—

Jellaby by Kean Soo, (a Canadian).

This story follows the life and adventures of Portia, as she comes to terms with the disappearance of her father, and the appearance of a special, secret friend. This book has had a special place in my heart from the first time I saw it, and not just because it takes place in Ontario. The art and the story telling work together in such a magical way that you can't help being sucked in, no matter what your age. Also, look for Jellaby 2 which is out now and is just as good."



Thanks,

Tory



Meet us back here
next time to find out
what happens to
Annabelle & her winged cat—
as author, Tory Woollcott,
shares the first chapter of her
new children's book!



Annabelle always thought there was more to the world than what she saw in school, but it isn't until she and her winged cat find themselves trapped in an enchanted raspberry brier that she really appreciates how much more there is...

Raspberry Thorn, by Tory Woollcott

Support Group for Parents

Has your son or daughter been identified with dyslexia or a related language learning disability?

Then this group is for you!

This is an opportunity for parents and those concerned about children with dyslexia to **meet, share ideas and information, and support one another.**

Langstaff Discovery Centre

Program room

155 Red Maple Road,
Richmond Hill
North of Leslie and Hwy. 7

Dates: Thurs Oct 15, Nov 19,
Jan 21, Feb 18, Apr 15, May 20

Time: 7 - 9 PM

Cost: FREE

RSVP: call 416.716.9296 or
email info@idaontario.com and
provide your name and e-mail
address

October 15th Session Topic:
**Understanding and Developing
an Individual Education Plan (IEP)**



Hope to see you there!

- Take home strategies for developing an IEP with your child's teacher
- Learn about accommodations and which ones are appropriate for a child with dyslexia
- Step-by-step instructions to create your child's "profile binder" that can be shared with teachers and SERTs

** Space is limited to 30 people so please call or e-mail early to reserve your spot**

Families are needed for a research project at Sick Kids—

The Genetics of Reading Disabilities Study at the Hospital for Sick Children

Abundant evidence suggests that reading disabilities run in families and that both genetic and environmental factors influence the predisposition to having reading problems. The aim of this study is to identify genes that may contribute to reading disabilities by examining genes that are thought to be involved in the biological basis of reading. We require the participation of families and their children, age 6 - 16 years, who have reading problems.

One full day of psycho-educational testing for the child will take place at the Hospital for Sick Children. Parents will receive a report describing their child's test results which may be helpful in the educational planning. A small blood sample is taken from parents and child.

Results from the study may improve the understanding of how and what genes are involved in reading disabilities.



Join the research study and **learn more about your child** while helping us to **learn why reading disabilities run in families.**

For more information, contact Tasha Carter at 416-813-8207 or tasha.carter@sickkids.ca

**The International Dyslexia Association
Ontario Branch** *promoting literacy through research, education, and advocacy*



PRESENTS...

The Importance of Teaching Math to Children

Dr. John Mighton

Mathematician, author, playwright, and the founder of JUMP Math

Date: October 14th, 2009

What 3 things do teachers need to know in order to succeed in helping all levels of students?
How important is the psychology of the classroom in unleashing a child's potential?
What methods and materials are available to minimize learning differences between students?

Dr. John Mighton will argue that society is harmed in many ways because we fail to teach children according to their true potential in math. He will present evidence from psychological and educational research, as well as evidence gathered by the JUMP program, that ability in math can be nurtured in even the most challenged students. Dr. Mighton will examine which of the approaches to teaching math presently used in our schools are working and which, in his opinion, should be re-evaluated or modified. You don't want to miss this special presentation!

Be sure to read the article "The Myth of Ability" on page 8!

Location: University of Toronto Campus *
Leslie Dan Pharmacy Building, Room B250,
18 Russell St.

Time: 6:30 – 7:00 refreshments & networking
7:00 – 8:15 lecture
8:15 – 8:30 Q & A

For more information and to register online, go to
www.idaontario.com or call 416-716-9296 to reserve your seat

FREE to Members and Public

Limited spaces available.

Upcoming Lectures

February Lecture

Cathy Barr, Ph.D.

Senior Scientist,

Hospital for Sick Children and the Toronto Western Research Institute

The Genetics of Reading Disabilities



April Lecture

Peter Chaban, M.Ed., MA

Head; School Liaison Project, Community Health Systems Resource Group,

Hospital for Sick Children

Helping Students with Learning Disabilities/ADHD in Secondary School

Check out the [EVENTS](#) calendar on our website for further information about the next speakers in our Lecture Series!

** Please note that each lecture is held at a different location on campus*

ONBIDA

offers board members:

- *the opportunity to use their talents on one of our committees*
- *interesting challenges and learning experiences*
- *a feeling of worth and pride in serving our mission*
- *the opportunity to network with board and international members.*

the opportunity to make a difference...

Did You Know...

ONBIDA is always looking for potential Board Members. The role of the Nominating Committee is to look for prospective candidates to fill the positions of board members who have finished their term. We are always looking for a diverse array of candidates that bring with them skills to enable us to fulfill the IDA mission.

Candidate names are brought forward to the Nominating Committee who then meet to discuss the needs of the board. A member of the Nominating Committee will contact prospective board members to determine interest, and discuss relevant experience, areas of expertise and other volunteer commitments.

If you are interested in learning more about the opportunities that are available, *we'd love to talk to you.*

The Myth of Ability

Careful work and persistent effort
lead students to success

By Jon Cowans

John Mighton is an academic version of the triple-threat man. He's a prize-winning Canadian playwright, an elite mathematician and a philosopher of education. Make that a quadruple-threat man: he's also the founder of JUMP Math, an alternative program for teaching mathematics for Grades 1 through 8. Established in 1998 as a tutorial service, JUMP soon proved so successful, especially in disadvantaged communities, that Mighton converted it into a classroom program, complete with grade-compatible textbooks. JUMP's rapid growth has brought it close media attention. The title of an article by *Globe and Mail* columnist Margaret Wentz, "Any Kid Can Learn Math" (Nov. 8, 2008), neatly sums up the JUMP principle: given the right instruction, all children have the potential to become competent students, not just in math but in any subject. JUMP was, and remains, a charitable organization to which Mighton, in spite of a busy professional schedule, freely contributes much of his time.

Though well established in public schools in British Columbia and the United Kingdom, JUMP has just begun to take hold in Ontario where it faces some resistance. The opposition centres around two main objections: that JUMP fails to acknowledge that students have different levels of ability and rates of learning; and that JUMP stresses drill over discovery, and procedure over understanding. Mighton believes that these two claims are based on an incomplete knowledge of the JUMP program, and are invalidated by his own educational writings, JUMP literature and independent research. But the two issues involved—the nature of ability and the methodology of teaching—go far beyond JUMP and reach to the very core of

North American education. Mighton's two books on JUMP, *The Myth of Ability* (2003) and *The End of Ignorance* (2007), deal as much with these larger issues as with the program itself.

Mighton sees the current view of academic ability—that some kids have it and others don't—as a social myth. In language reminiscent of Marx, he lays out the troubling effects of this assumption and the need to change it:

Historically, societies have always been divided by myths of difference: between peasants and nobility, slaves and slave owners, or minorities and majorities. Today, the most pervasive and enduring of those myths—the myth of ability—is being challenged. (*The Myth of Ability*)

As a microcosm of society, the school tacitly accepts the myth of ability and imposes it upon the classroom. It does so primarily through a hierarchical assessment method by which children are ranked according to achievement. Predictably, the process ends up dividing students into two distinct groups: the successful (those considered to have high ability) and the unsuccessful (those considered to have low ability). Typically, the latter may turn defeatist and defiant, coming to believe the reason for their failure is their lack of ability or, just as bad, the irrelevance of school itself. The myth of ability thus serves as a debilitating and self-fulfilling prophecy, as Mighton explains:

We will never foster emergent intelligence or abilities in weaker students until we remove the psychological and pedagogical barriers that create

artificial hierarchies in our schools and prevent weaker students from succeeding. And teachers will never make the effort to remove those barriers until they have seen evidence that emergent intelligence can appear in weaker students. So the hierarchies persist. (*The End of Ignorance*)

Acting as an original ‘social’ sin, the myth of ability may ultimately be responsible for “humanity’s most persistent problems, including poverty, inequity, and the destruction of the environment.” (*The Myth of Ability*)

The good news, according to John Mighton, is that academic ability is natural and, when properly nurtured, certain to bear fruit:

I believe that children who are educated according to their potential could do well in every subject. I am not claiming that all children will be exactly the same, or that they will all reach the same level of achievement or enjoy every subject equally.... But I believe there is a standard in every subject—well above the one we now expect of competent students—that almost all elementary students could easily achieve. (*The End of Ignorance*)

Not a few readers will challenge Mighton on this point, and argue that his estimation of universal academic ability is unrealistic. For support, they might turn to Charles Murray’s 2008 bestseller *Real Education*. A prominent American sociologist, Murray argues that since IQ scores, that measure underlying academic ability, correlate with academic achievement, academic ability is essentially fixed. Although school plays an important role in realizing that ability, school cannot essentially alter it:

In large groups of children, academic achievement is tied to academic ability. No pedagogical strategy, no improvement in teacher training, no increase in homework, no reduction in class size can break that connection.

Why exactly academic ability is fixed, Murray does not say, but presumably, if it isn’t environmental, it must be biological or genetic, a taboo subject in discussions of general intelligence. For Murray, the view taken by Mighton, that student potential is plastic, constitutes a harmful delusion:

Call it educational romanticism. We have idealized images of the potential that children bring to the classroom and of our ability to realize that potential. When the facts get in the way, we ignore them.... Schools that ignore those realities are doing a disservice to all their students.

But Mighton is no “educational romantic,” nor is he afraid to discuss the biology of intelligence. His belief in universal ability assigns a prominent role to both nature and nurture. Mighton confesses to having “shown few signs of innate talent” as a writer when he was young. But in university, he was encouraged to write after reading the letters of American poet Sylvia Plath, who taught herself the craft of writing through a combination of “sheer determination” and the careful study of its forms. She wrote imitations of poems, studied meter and poetic devices and memorized literary passages. Out of this process, Plath’s talent gradually emerged and she went on to become one of the greatest writers of her generation. Encouraged by her example, Mighton pursued a similar course. Ten years later, he had won the first of two Governor-General’s Awards for his plays.

Mighton admits that it is counterintuitive to believe that close and methodical study of a subject can spark a creative result:

It seems inconceivable that anything original or inspiring could originate in things that are themselves mechanical or derivative, but the abilities of experts often emerge from exercises that involve a great deal of practice and copying of the styles and ideas of others. (*The End of Ignorance*)

Academic achievement, it turns out, is primarily a matter of careful work and persistent effort, not raw ability, a fact born out repeatedly, according to Mighton, in the development of scientific expertise:

Cont’d on page 10

At this level, sheer intelligence is almost secondary. In the sciences, factors such as passion, confidence, creativity, diligence, luck, and artistic flair are as important as the speed and sharpness of one's mind. (*The Myth of Ability*)

This view is supported by other observers. In *The Learning Gap* (1992), a comparison of American and Asian education practices, authors Harold Stevenson and James Stigler point out that,

The Asian disregard for the limitations imposed by an ability model offers children a more optimistic view of the possible outcomes of their efforts than does the model held by most Americans. Through step-by-step training, Asian elementary school children gain a level of skill and confidence that typically exceeds American children's.

The authors point out that when Asian students are unsuccessful, it is understood to result from a lack of effort, not ability, and they are encouraged to keep working till they succeed. A similar view is taken in Malcolm Gladwell's most recent book, *Outliers*, where he posits "The 10,000 Hour Rule": expertise emerges only after that amount of time has been spent on a discipline. Gladwell cites, among others, the case of the Beatles. Before becoming famous, the Fab Four learned their trade in Hamburg, Germany performing at the Star Club assiduously over a two-year period, eight hours a day, seven days a week. (Or was that eight days a week?)

As for the assumed relationship between biology and ability, Mighton points out:

A growing body of evidence in the study of cognition now shows that the vast majority of children are born with the ability to learn anything and that the brain is plastic until much later in life than scientists previously believed.... The brain can acquire new abilities that emerge suddenly and dramatically from a series of

small conceptual advances. (*The End of Ignorance*)

The latter phenomenon gives rise to Mighton's concept of "emergent intelligence," something he has routinely observed in JUMP classrooms, where the study of math is carried out in small, step by-step increments until the student suddenly "gets it." This has led Mighton's detractors to claim that JUMP is based on rote learning. Mighton counters that JUMP uses a multifaceted approach to instruction that he calls "guided discovery," combining the best of both pedagogies: the progressivist technique of learning by exploration, and the traditionalist technique of learning by procedure. To prefer one method to the other, he argues, is a false dichotomy. Mighton cites:

...that if students are taught how to perform a mathematical operation rather than discovering the method on their own, they are unlikely to ever understand the concepts underlying the operation... a reasonable idea that has simply been stretched too far. (*The End of Ignorance*)

Ultimately, student success depends not only on the right instruction, but also on the right attitude. Students need to feel confident in their ability and proud of their achievement, but these must be legitimately earned through hard and, sometimes, repeated effort:

I will sometimes let them struggle more with an exercise. They need to learn eventually that it's natural to fail on occasion and that solving problems often takes a great deal of trial and error. (*The End of Ignorance*)

Unfortunately, says Mighton, the progressivist view that "kids will discover things on their own without careful guidance has prevented us from appreciating the degree of rigour that good teaching requires." (*The End of Ignorance*) But if the excitement of the JUMP classroom is any example, then there is no reason, he contends, why school cannot be both fun and rigorous; another false dichotomy.

If all students have the ability to succeed, the class can and should be taught as a whole, since, “engaging the collective is not simply a matter of fairness; it is also a matter of efficiency” (*The End of Ignorance*). Working as a unit, the class actually learns faster. JUMP’s critics warn this does not recognize students’ special needs. Mighton’s response is that, “it is possible, through rigorous instruction, to teach the whole class roughly the same things at the same time” (*The End of Ignorance*), thereby largely avoiding the problem in the first place. For those who work somewhat faster or slower than the rest, appropriate strategies are available both in and out of classroom. Keeping the class progressing as a unit prevents the separation of students into the successful and unsuccessful. This is further strengthened by its assessment method whereby, as much as is possible: All students would receive roughly the same marks. There might be two marks—for instance, A and possibly A+ for students who have done extra work—and a class would not move on until all, or virtually all, the students had received a satisfactory mark. (*The End of Ignorance*)

If Mighton insists that all students achieve mastery before moving on, it’s because he believes all students have the ability to do so. **Do we?**

ONBIDA thanks
Jon Cowans and
OSSTF/FEESO for
permission to
reprint this article.
“The Myth
of Ability”
originally
appeared in
Education Forum—
winter 2009.

**Don’t
Miss**

John Mighton’s Lecture on October 15th

ONBIDA keeps you *connected* and “*in the know*”!

ONBIDA has facebook!

Join us for updates,
events and
discussion from
around the world.

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join the group,
**Dyslexia,
Did You Know?**

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latest news and events at
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social media website! Go to
<http://twitter.com/ONBIDA>
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To visit ONBIDA’s
Discussion Forum for
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[Ask an Expert](#)



*"We can
make a difference
to the education of
individuals with dyslexia
in Ontario."*

Ways to Support ONBIDA

Make a personal gift to ONBIDA

We accept cheques or credit card payments.

Please go to our web site www.idaontario.com to print out a form to mail with your cheque payable to "The Ontario Branch, IDA":

Attention: Donations
The Ontario Branch,
IDA
104 Loraview Lane
Aurora, Ontario L4G
6N5 We will mail you a charitable receipt.

Or if you would prefer, you can also make an online donation and pay by [credit card](#).

Make a monthly donation.

Please consider providing ongoing support for the work of the Ontario Branch by charging a monthly donation to your credit card through [Canada Helps](#).

Please also consider designating your donation to ONBIDA (charitable registration number 85713 3078 RR0001) through the United Way.

Please contact us at info@idaontario.com for more information on this option.

In Honour Donation

Honour someone special by donating to celebrate a birth, a birthday, a wedding, an anniversary or any other special occasion. Please check off the 'This is a gift' box on the [personal gift form](#). We will send a note card to notify the person of your 'In Honour' donation. The charitable receipt will be mailed to you.

In Memory Donation

Express your sympathy to friends and family by making a special gift in memory of a loved one. Please print and fill in the [donation form](#) with your instructions and we will send a note card. If you would prefer to pay with your credit card, please follow the instructions on the [Canada Helps website](#).

Planned Giving

This is the gift of a lifetime, leaving a legacy of hope for the future. Considering this type of gift requires planning. Your family is involved and your advisors should be consulted.



Where your Money goes

- Phone line for free information, support and referral
- Message service for information and referral
- Hosting our website
- Maintaining and updating our website (our website acts as a first line of information for anyone who inquires about dyslexia or resources for individuals with dyslexia)
- Printing and publishing information materials
- Public presentations on dyslexia to a wide range of audiences
- Annual conference Scholarships for candidates to attend local and international conferences
- Newsletter



Save-The-Date!

November 11-14, 2009

The International Dyslexia Association

- Hosted at the *Walt Disney World Swan & Dolphin Resort* in beautiful Lake Buena Vista, Florida.
- All session schedules, registration and housing reservations are available online.
- Visit www.interdys.org to register!



Annual Conference FLORIDA

- The Premier Professional Development Conference in North America attracting the best and brightest practicing today in the field of dyslexia.
- 160 Professional/Educational sessions focusing exclusively on dyslexia and specific learning disabilities.
- IDA's Leadership Group of presenters includes the foremost research, scientific and educational thinking & best practices known today.
- Visit www.interdys.org and view every session!



Promoting literacy through research, education and advocacy

ONBIDA

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**Do you have a catchy name,
a thoughtful name,
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Send us your best ideas !

| | | |
|---|---|--|
| PHONE: 1-800-ABC0123 FAX: 1-410-321-5069 ONLINE: www.interdys.org MAIL: 40 York Road Suite 400 Baltimore, MD 21204 |  | <h2 style="margin: 0;">THE INTERNATIONAL DYSLEXIA ASSOCIATION</h2> <h1 style="margin: 0; letter-spacing: 0.5em;">M E M B E R S H I P</h1> |
| 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? <input type="checkbox"/> Spouse <input type="checkbox"/> Self <input type="checkbox"/> Child <input type="checkbox"/> Sibling <input type="checkbox"/> Parent <input type="checkbox"/> Friend IDA MEMBER # (if renewal) _____ | | |
| 1 SELECT YOUR MEMBERSHIP CATEGORY | | 2 PROFESSIONAL INTEREST (please choose ONE) |
| <input type="checkbox"/> PARENT/ADVOCATE \$ 80 <input type="radio"/> Individual Dyslexic <input type="radio"/> General Supporter <input type="radio"/> Parent/Family Member <input type="checkbox"/> PROFESSIONAL \$ 95 <input type="radio"/> Professional/Educational <input type="radio"/> Professional/Allied <input type="checkbox"/> 2-MEMBER HOUSEHOLD/FAMILY \$135 <input type="checkbox"/> SENIOR/RETIRED (age 65) \$ 60 <input type="checkbox"/> STUDENT \$ 60 <input type="checkbox"/> EDUCATIONAL INSTITUTION \$395 <input type="checkbox"/> CORPORATE/BUSINESS \$495 | | <input type="checkbox"/> Academic Language Therapist <input type="checkbox"/> Parent <input type="checkbox"/> Advocate <input type="checkbox"/> Physician <input type="checkbox"/> Attorney <input type="checkbox"/> Psychiatrist <input type="checkbox"/> College Student <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Corporation/Organization <input type="checkbox"/> Researcher/Education <input type="checkbox"/> Education/Administrator <input type="checkbox"/> Researcher/Medical <input type="checkbox"/> Education/Teacher—K-12 <input type="checkbox"/> Speech-Language Pathologist <input type="checkbox"/> Education/Teacher—Special Ed. <input type="checkbox"/> Tutor/Certified or Trainee <input type="checkbox"/> Education/Teacher—Post Sec. <input type="checkbox"/> Other: _____ <input type="checkbox"/> Educational Diagnostician |
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