



**HAWAII
BRANCH**

In This Issue

President’s Message 2

From the Executive Director’s Desk 2

Is My Child Dyslexic?
Dyslexia and Related Disorders 3

The LETRS Lei 4

What’s Happening In
October 2006? 5

News From The HIDA Office 5

*Published by the Hawai’i Branch of the
International Dyslexia Association,
PO Box 61610, Honolulu, HI 96839-1610.*

OCTOBER IS DYSLEXIA AWARENESS MONTH

Dyslexia leaves its mark on an incredible number of people. It is estimated that as much as 20% of the population is dyslexic. Dyslexia affects people of every race, age and income bracket. It interferes with their efforts to reach their academic potential, and to achieve their successes in life. More incredibly, very few people know anything about dyslexia. Even many educators and health care professionals are not familiar with its symptoms. Thus, far too many dyslexics remain undiagnosed and, instead, are labeled “lazy,” “slow” or “uneducated.”

October is Dyslexia Awareness Month. HIDA has planned a number of October events and programs to raise public awareness about dyslexia, and the treatments available to help dyslexic children and adults.

On October 28, HIDA will hold its Annual Fall Symposium at the University of Hawai’i at Manoa. This year it is very fortunate to have, as the keynote speaker, Dr. Mary E. Curtis, author of *When Adolescents Can't Read*. Dr. Curtis is professor and founding director of the Center for Special Education at Lesley University in Cambridge, MA. She previously directed the Boys Town Reading Center where she oversaw research and development on Reading Is FAME®, a remedial reading curriculum shown to reverse reading failure in older adolescents. The Fall Symposium will be repeated on

- Continued on page 7

HIDA HAS AN EXECUTIVE DIRECTOR

HIDA has hired C. Kent Coarsey to serve as HIDA’s first full-time Executive Director since its inception in 1986. Prior to joining HIDA, Coarsey was president and founding board member of Family Promise of Hawai’i, which helps provide shelters for the homeless families. Coarsey has a master’s degree in nonprofit management from Regis University in Denver, Colorado, from which he graduated with honors. He also has bachelors’ degrees in psychology and fine art from the University of Hawai’i at Manoa.

HIDA’s President, Sue Voit said, “HIDA has been expanding its services over recent years and has reached a point where the benefits of having a full-time Executive Director have become evident. Kent’s leadership experience and knowledge of dyslexia, along with his fundraising skills and passion for our cause, are exactly what we were looking for in a candidate.”

HAWAII BRANCH

BOARD OF DIRECTORS

KIRK CALDWELL
LINDA CURRIVAN
KATHY FERGUSON
MERILYN GRAY
MICHELLE HOBUS
ELIZABETH ANN ISHII
STAFFORD KIGUCHI
SIMON KLEVANSKY, TREASURER
SALLY LAMBERT
DOROTHY LAUGHLIN-WHITAKER
DORIC LITTLE
CAL SAKATA
SANDI TADAKI, VICE-PRESIDENT
SUE VOIT, PRESIDENT
EVELYN YANAGIDA

ADVISORY BOARD

JANE ANDERSON
ROGER EPSTEIN
BOB FUJIOKA
BARBARA JAMILE
SOLOMON W. KAULUKUKUI, JR.
SUSAN WALKER KOWEN
LOU SALZA
HELAINÉ SCHUPACK
GORDON SHERMAN
IVALEE SINCLAIR
ANGELA WILKINS
LOUISE WONG
GREGORY YIM
RON YOSHIMOTO

STAFF

C. KENT COARSEY,
Executive Director

MARGARET HIGA,
Office Manager

THE PRESIDENT'S LETTER

Keeping Pace with the Mission...

In January newly elected IDA President, Emerson Dickman, addressed educators, administrators, and parents on responsible advocacy during his presentation, "Avoiding Conflict, Promoting Partnership, and Improving Outcomes for Children." Mr. Dickman is an attorney who has specialized in the representation of children with disabilities for over twenty-five years. In collaborative relationships between parents and professionals, he emphasized the importance in overcoming barriers by developing strategies to reduce conflict, clarify roles and responsibilities, and create trust that ultimately improves outcomes for children.

HIDA continues to promote effective, research-based literacy practices through professional development opportunities for therapists, educators, and administrators. In February Angela Wilkins provided training in two strands of Project Read, a sequenced, multisensory-based program that involves direct instruction in reading comprehension. With partial grant support from the Hawai'i Community Foundation, HIDA partnered with Leeward Community College's Language Arts Division (Linda Currivan), the University of Hawai'i-Manoa (Drue Narkon, Jenny Wells), the state Department of Education (Pattie Nichols, Drew Saranillio, Leandra Pace, Cal Sakata), the Learning Disabilities Association of Hawai'i (Jasmine Williams), and private psychologist, Catherine Critz, to hold the annual Spring Conference which focused on connecting the community to a wide array of local resources. It was extremely refreshing to network with professionals from our own community who provide direct support to children and families.

This summer proved equally busy with HIDA and Darlene Robertson, Director of ASSETS Teacher Training and Outreach Program, teaming up to co-sponsor accredited Orton-

- Continued on page 7

FROM THE EXECUTIVE DIRECTOR'S DESK



My history with HIDA goes back fifteen years to when I was a college student. HIDA's co-president would leave little lists of things that needed to be done for the Orton Dyslexia Society (as HIDA was called in those days) in an accordion file in her basement. Every other week I would go to her house, get the list and proceed to check off what needed to be done: going to the post office and delivering things around town, just to name a few.

My history with dyslexia dates back a lot further. I remember having great difficulty in elementary school. I have never forgotten that in the second grade I could not spell my last name.

And, because I "refused to try," I got to sit up front all by myself with my desk facing the blackboard. I was diagnosed with dyslexia when I was in the 7th grade. I had a teacher who noticed I was spelling the word "much" as "mush." Like many who are diagnosed when they are older, this came as a crushing blow to me. It made me feel that people who had been calling me dumb or stupid were actually right. My mom, on the other hand, was overjoyed because she finally knew why I had such difficulty with school. What made her the happiest, though, was knowing that I would now get the help that I needed.

It took many years for me to gain the confidence to overcome my personal embarrassment about dyslexia, and many more years to "catch up." Then I made my commitment

- Continued on page 7

IS YOUR CHILD DYSLEXIC?

Who has heard a friend, relative or someone at work ask, “Why does my child have such a hard time in school? – I know he’s smart.” Who among us has asked the same question?

While many factors affect a child’s performance in school, one, which could have a huge impact, is the learning disorder, dyslexia. A dyslexic child may have problems with reading, spelling, math, organization, time management and finding the right words when speaking. A dyslexic child will probably, without help, have a hard time in school.

It is estimated that as much as 20% of the population is dyslexic.

October is Dyslexia Awareness Month. Learn about dyslexia. Share the information with friends, relative and colleagues. It is very likely that some child you know is struggling with dyslexia.

DYSLEXIA AND RELATED DISORDERS

The word dyslexia comes from the Greek language and means poor language. Individuals with dyslexia have trouble with reading, writing, spelling and/or math although they have the ability and have had opportunities to learn. Individuals with dyslexia can learn; they just learn in a different way. Often these individuals, who have talented and productive minds, are said to have a language learning difference.

DOES MY CHILD HAVE DYSLEXIA?

Individuals with dyslexia usually have some of the following characteristics:

Difficulty with oral language

- Late in learning to talk
- Difficulty pronouncing words
- Difficulty acquiring vocabulary or using age appropriate grammar
- Difficulty following directions
- Confusion with before/after, right/left, and so on
- Difficulty learning the alphabet, nursery rhymes, or songs
- Difficulty understanding concepts and relationships
- Difficulty with word retrieval or naming problems

Difficulty with reading

- Difficulty learning to read
- Difficulty identifying or generating rhyming words, or counting syllables in words (Phonological Awareness)
- Difficulty with hearing and manipulating sounds in words (Phonemic Awareness)
- Difficulty distinguishing different sounds in words (Auditory Discrimination)

- Difficulty in learning the sounds of letters
- Difficulty remembering names and/or shapes of letters
- Reverse letters or the order of letters when reading
- Misreads or omits common small words “Stumbles” through longer words
- Poor reading comprehension during oral or silent reading
- Show, laborious oral reading

Difficulty with written language

- Difficulty putting ideas on paper
- Many spelling mistakes
- May do well on weekly spelling tests, but there are many spelling mistakes in daily work
- Difficulty in proofreading

DOES MY CHILD HAVE OTHER RELATED LEARNING DISORDERS?

Difficulty with handwriting (Dysgraphia)

- Unsure of right or left handedness
- Poor or slow handwriting
- Messy and unorganized papers
- Difficulty copying
- Poor fine motor skills

Difficulty with math (Dyscalculia)

- Difficulty counting accurately
- May reverse numbers
- Difficulty memorizing math facts
- Difficulty copying math problems and organizing written work
- Many calculation errors
- Difficulty retaining math vocabulary and/or concepts

Difficulty with attention (ADD/ADHD-Attention Deficit Hyperactivity Disorder)

- Inattention
- Variable attention
- Distractibility
- Impulsivity
- Hyperactivity

Difficulty with motor skills (Dyspraxia)

- Difficulty planning and coordinating body movements
- Difficulty coordinating facial muscles to produce sounds

Difficulty with organization

- Loses papers
- Poor sense of time
- Forgets homework

- Continued from page 3

DYSLEXIA AND RELATED DISORDERS

- Messy desk
- Overwhelmed by too much input
- Works slowly

Other

- Difficulty naming colors, objects, and letters (Rapid Automatized Naming)
- Memory problems
- Needs to see or hear concepts many times in order to learn them
- Distracted by visual stimuli
- Downward trend in achievement test scores or school performance
- Work in school is inconsistent
- Teacher says, "If only she would try harder," or "He's lazy."
- Relatives may have similar problems

Everyone probably can check one or two of these characteristics. That does not mean that everyone has dyslexia. A person with dyslexia usually has several of these characteristics, which persist over time and interfere with his or her learning. If your child is having difficulties learning to read and you have noted several of these characteristics in your child, he or she may need to be evaluated for dyslexia and/or a related disorder.

WHAT KIND OF INSTRUCTION DOES MY CHILD NEED?

Dyslexia and other related learning disorders cannot be cured. Proper instruction promotes reading success and alle-

viates many difficulties associated with dyslexia. Instruction for individuals with learning differences should be:

- Explicit – directly teaches skills for reading, spelling, and writing
- Systematic and Cumulative – has a definite, logical sequence of concept introduction
- Structured – has step-by-step procedures for introducing, reviewing, and practicing concepts
- Multisensory – engages the visual, auditory, and kinesthetic channels simultaneously or in rapid succession.

The above article is reprinted from Fact Sheet #63 - 01/03 which is copyrighted, and made available to HIDA for reprint, by the International Dyslexia Association. No reproduction of the article for sale is permitted. Contact HIDA for more information. HIDA's Office Location: 1802A Keeamoku Street #2. Office Hours: Monday - Friday, 9:00 a.m. - 1:00 p.m. Mailing Address: P.O. Box 61610, Honolulu, Hawai'i 96839-1610. To contact HIDA: 538-7007 (phone), 538-7009 (facsimile), HIDA@dyslexia-hawaii.org.

THE LETRS LEI By Dorothy Laughlin-Whitaker

Successful children are successful readers. Joan Sedita, M.Ed; a certified National Trainer for the LETRS (Language Essentials for Teachers of Reading and Spelling) professional development program, demonstrated the five areas of reading instruction that must be addressed to successfully teach children to read. Educators attending the Assets Teacher Training and Outreach Program co-sponsored by The Hawai'i Branch of the International Dyslexia Association (HIDA) learned about the five areas as Joan wove a ribbon lei to illustrate the relationship between these areas of reading instruction.

Phonemic awareness (green), phonics (blue), fluency (red), vocabulary (yellow), and text comprehension (all 4 colors) are the five areas of reading instruction that must be addressed to teach children to read successfully. When completed, Joan was wearing a colorful lei draped around her shoulders with each strand distinct, creating an intertwined whole, with the multi-colored text comprehension ribbon unifying all the parts.

Through out the week of August 7th Joan Sedita presented hands-on activities and concrete demonstrations from five of the twelve LETRS modules. The modules were developed by Louisa C. Moats, Ed.D. to be used by reading coaches, reading

specialists, speech/language professionals, and other educators to help them increase their effectiveness in language instruction. Wrapping up the week on Saturday, August 12, HIDA sponsored "Using Assessment to Guide Instruction" Module 12 at the University of Hawai'i, East-West Center.

Joan led the attendees on a journey of discovery to acquire the skills to determine where to begin the weaving process with each individual child. One child may have the phonemic awareness ribbon in place, thus necessitating beginning with the phonics ribbon and gradually adding other ribbons to the lei. Perhaps another child requires intertwining all the ribbons together and adding the final multicolored text comprehension ribbon. Ultimately, when all five areas of reading instruction are addressed and intertwined, then children will be successful readers adorned with their colorful leis consisting of phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

The above information was summarized in part from "What Every Educator and Parent Should Know About Reading Instruction" By Joan Sedita, M.Ed. located on www.seditalearning.com web site.

WHAT'S HAPPENING IN OCTOBER 2006?

Here are the HIDA events for Dyslexia Awareness Month:

* OPEN HOUSE

Saturday, October 21, 9 a.m. to 11:30 a.m. Open House at HIDA's Ke'eaumoku Street offices. Share your thoughts and questions with HIDA's new Executive Director, C. Kent Coarsey, and members of HIDA's Board of Directors.

* FALL SYMPOSIUM

Saturday, October 28, 9:00 a.m. to 3:00 p.m. Annual Fall Symposium at the University of Hawai'i at Manoa, East-West Center, this year featuring Dr. Mary E. Curtis, author of *When Adolescents Can't Read* (available in HIDA's lending library). Dr. Curtis is professor and founding director of the Center for Special Education at Lesley University in Cambridge, MA. She previously directed the Boys Town Reading Center where she oversaw research and development on Reading Is FAME[®], a remedial reading curriculum shown to reverse reading failure in older adolescents. The Fall Symposium will be repeated on November 4 at the University of Hawai'i at Hilo.

* DYSLEXIA BROCHURE

All October (and beyond). HIDA has a new general information brochure on dyslexia (including its symptoms and treatments, and the legal rights of dyslexics) which are available to the public. HIDA hopes that educators, doctors, therapists, tutors, and other people interested in persons with learning disabilities will help distribute these brochures throughout the Hawai'i community. Contact the HIDA office for copies.

* DISCOUNTS

All October. HIDA members may purchase publications in stock at HIDA for 40% off the listed price. Non-members may purchase publications in stock at the regular HIDA member discount of 20% off the listed price. Popular titles include *Informed Instruction for Reading Success: Foundations for Teacher Preparation* (1997) by Susan Brady, PhD and Louisa Moats, Ed.D., *Parenting a Struggling Reader* (2002) and *Straight Talk about Reading* (1999), both by Susan L. Hall and Louisa Moats, and *The Misunderstood Child* (1998) and *Dr. Larry Silver's Advice to Parents on ADHD* (1999), both by Dr. Larry Silver. Contact the HIDA office for a list of publications.

* POSTERS ON THE BUS

All October. A month long poster campaign on TheBus, providing information on the "red flags" of reading difficulties and information on where people can obtain assistance.

NEWS FROM THE HIDA OFFICE

Did you know . . . ?

LENDING LIBRARY

HIDA has an extensive lending library. Titles include:

When Adolescents Can't Read: Methods and Materials That Work (co-authored by Mary E. Curtis, HIDA's 2006 Fall Symposium speaker)

Overcoming Dyslexia (Sally Shaywitz; also audiotapes and CDs)

Dyslexia: Finding the Answers (IDA; VHS)

How Difficult Can This Be: The F.A.T. City Workshop (Richard Lavoie; VHS)

Misunderstood Minds: Understanding Kids Who Struggle To Learn (various; VHS)

Copy This! Lessons from a hyperactive dyslexic who turned a bright idea into one of America's best companies (Paul Orfalea, founder of Kinko's)

English Isn't Crazy! The Elements of Our Language and How to Teach Them (Diana Hanbury King)

The Misunderstood Child (Larry Silver)

About Dyslexia (Priscilla Vail)

Emotion: The On & Off Switch for Learning (Priscilla Vail)

Gifted, Precocious or Just Plain Smart (Priscilla Vail)

Smart Kids with School Problems (Priscilla Vail)

Contact the HIDA office for a list of titles or to borrow books, tapes or CDs.

Website. HIDA's website address is www.dyslexia-hawaii.org. Go to our site for the latest information on dyslexia/specific learning disability on the local and national front. New features will be introduced within the coming months, including sections for youth, adults, parents and teachers.

Keep in Touch . . . E-mail distribution facilitates our communicating with you in a more timely manner on important issues related to dyslexia. Send an e-mail message to HIDA at HIDA@dyslexia-hawaii.org if you would like to receive information regarding upcoming events or articles of interest by e-mail.

HIDA's Office Location: 1802A Keeamoku Street #2
Office Hours: Mon - Fri, 9:00 a.m. - 1:00 p.m.
Mailing Address: P.O. Box 61610
 Honolulu, Hawai'i 96839-1610
To Contact HIDA: 538-7007 (phone)
 538-7009 (facsimile)
HIDA@dyslexia-hawaii.org

MEMBERSHIP APPLICATION

(Rates effective January 1, 2005)

New Member Information *(please print)*

Name _____
 Organization _____
 Address _____
 City _____
 County _____
 State/Province _____ Zip Code _____
 Country _____
 Telephone (W) _____
 Telephone (H) _____
 E-Mail Address _____

Membership Levels *(please check one)*

College Student\$40
 Retired\$45
 Individual\$70
 Individual / Sustaining\$150
 Individual / Supporting\$300
 Family\$110
 Institutional\$395
 Lifetime\$2,000
 *Corporate - Level I\$295
 *Corporate - Level II\$795

***Only For-Profit Organizations are Eligible for Corporate Levels**

Benefits of Membership

Contact IDA Headquarters or visit our website for additional details about Institutional and Corporate member benefits.

- ~ Perspectives
- ~ Annals of Dyslexia
- ~ Discounts on IDA Conferences
- ~ Local Branch Affiliation
- ~ Branch Newsletters
- ~ Discounts on IDA Publications

Signature _____

By signing this form, I certify that I (or the corporate entity) qualify for the membership category checked above.

Please check **all** categories that apply to you; then circle the category that best describes your reason for joining IDA.

- | | | |
|---|--|--|
| <input type="checkbox"/> Advocate | <input type="checkbox"/> Individual with Dyslexia | <input type="checkbox"/> Reading Specialist |
| <input type="checkbox"/> College Student | <input type="checkbox"/> Lawyer | <input type="checkbox"/> Researcher/Educational |
| <input type="checkbox"/> Educational Administrator | <input type="checkbox"/> Parent/Other Family Member of Individual w/Dyslexia | <input type="checkbox"/> Researcher/Medical |
| <input type="checkbox"/> Ed. Diagnostician/Psychologist | <input type="checkbox"/> Physician | <input type="checkbox"/> Speech-Language Pathologist |
| <input type="checkbox"/> Educational Therapist | <input type="checkbox"/> Post-Secondary Educator | <input type="checkbox"/> Special Education Educator |
| <input type="checkbox"/> Elem./Sec. School Educator | <input type="checkbox"/> Psychiatrist | <input type="checkbox"/> Tutor |
| <input type="checkbox"/> General Supporter | | |

PAYMENT INFORMATION

Check enclosed made payable to: The International Dyslexia Association

Charge my credit card: American Express  Discover  MasterCard  Visa 

Account Number: _____ Exp. Date: _____

Name on credit card *(Please Print)*: _____

Signature: _____

Membership Mailing List Rental

At times, the IDA membership list is made available to other organizations whose products or services we think our members might find of interest. If you do not want your contact information included on these mailing lists, please check here.

LD Service Provider Database

IDA maintains a list of service providers for people who contact us for resources. If you would like to be on this list and receive an application, please check here.

Your listing will remain on the service provider list as long as your membership is active.

The International Dyslexia Association
 8600 LaSalle Road, Chester Bldg., Suite #382
 Baltimore, MD 21286-2044

- Continued from page 2

THE PRESIDENT'S LETTER

Gillingham training at the associate and certified levels facilitated by Fellows Jean Foss and Wendy Sweeney. Several modules of Language Essentials for Teachers of Reading and Spelling (LETRS) were offered for a week in August by national LETRS trainer and learning disabilities specialist, Joan Sedita. In direct response to evaluations from previous professional trainings, HIDA sponsored Joan's presentation, "Using Assessment to Guide Instruction." See the "LETRS Lei" on page 4 for a HIDA member account of Joan's presentation.

Increasing public awareness of dyslexia through the dissemination of information and referrals remains a high priority for this organization. With generous support from the Donald C. Brace Foundation and an IDA Branch Council Mini-Grant, the Public Awareness Committee recently published an updated version of HIDA's brochure and is in the process of developing HIDA's first locally-based Resource Guide which will be completed in January 2007.

Several events are scheduled for October which is Dyslexia Awareness Month. On behalf of the entire HIDA Board of Directors, I wish to express our sincere appreciation to our members, sponsors, and volunteers who make all of our events possible.

A major endeavor of any non-profit organization is the prudent use of human and financial resources to further its goals. HIDA is exceedingly pleased to have C. Kent Coarsey as our first Executive Director. The Board is confident that Kent's passion, commitment, and vision will uncover new opportunities to develop and grow programs, services, and financial security that will enable HIDA to excel in its mission.

Sincerely,
Sue Voit, President

- Continued from page 2

FROM THE EXECUTIVE DIRECTOR'S DESK

to education. I would drive from Aikahi Park in Kailua to Leeward Community College (before H-3!) three days a week because my mom knew of Linda Currivan (who is a current HIDA Board member) who was a disabilities specialist on its staff. Linda worked with me and introduced me to HIDA. When I moved to UH-Manoa, my eyes were opened to all the services and accommodations available, and guaranteed, to me by law. I began to see my dyslexia more like a sprained ankle that needed some attention, rather than a broken leg that required crutches.

A lot has changed in the last 15 years for me and HIDA. In 2001, I graduated with honors from Regis University in Colorado with a master's degree in nonprofit management. HIDA grew from being just an answering machine, to an organization that changes the lives of people with dyslexia. I am honored to have been chosen to help lead HIDA as it looks toward the future.

October is Dyslexia Awareness Month. I will be at all of the HIDA events and I hope to see you there. If not, I might run into you at the Manoa Marketplace post office. Some things never change: I still pick up the mail. I look forward to meeting you and hearing about your history and visions for HIDA.

Sincerely,
C. Kent Coarsey

- Continued from page 1

OCTOBER IS DYSLEXIA AWARENESS MONTH

November 4 at the University of Hawai'i at Hilo. Also, on October 7, HIDA hosted its annual fundraiser - Open the Door to Literacy. This year the party and silent auction was at the lovely Wailupe home of Ethan & Jean Abbott. Monies raised are used to support HIDA's numerous projects in Hawai'i.

Throughout October, HIDA will distribute its new general information brochures on dyslexia (including its symptoms and treatments, and the legal rights of dyslexics) to the public and, in cooperation with TheBus, will display posters, with information on the "red flags" of reading difficulties and where to get assistance, on all city buses. It will offer discounts on relevant publications that are in stock at HIDA. HIDA will make an extra effort to be available to the public, and on October 21, will hold an open house with its new Executive Director, C. Kent Coarsey, and its Board of Directors.

More information about these events and programs can be found on page 5 under "What's Happening In October 2006?"

HIDA challenges itself, and its members, to step up efforts in October to educate the Hawai'i community about dyslexia. Unless people are aware there is a problem, it is unlikely the problem will be fixed.

The
International
DYSLEXIA
Association
Promoting literacy through research, education, and advocacy.

P.O. Box 61610
Honolulu, Hawai'i 96839-1610

NON-PROFIT
U.S. Postage
PAID
Honolulu, Hawai'i
Permit No. 9432

RETURN SERVICE REQUESTED



October Is Dyslexia Awareness Month

Does your child have difficulty reading or spelling? Does he or she mispronounce words or struggle to find the right words when speaking? If so, your child may have dyslexia—a language-based learning disability that affects up to 20% of the U.S. population.

During October—Dyslexia Awareness Month—you can discover more about this learning difference. Information, workshops, activities and educational and community-based resources are available through these non-profit organizations:

**HAWAII BRANCH OF
THE INTERNATIONAL DYSLEXIA
ASSOCIATION (HIDA)**

*Provides workshops, hands-on
simulations and resources to
increase awareness of dyslexia*

www.dyslexia-hawaii.org
(808) 538-7007

**RECORDING FOR THE
BLIND & DYSLEXIC
(RFB&D)**

*Offers students with print disabilities
access to a collection of 109,000
audiobooks*

www.rfbd.org
(866) 732-3585
(Princeton, NJ Headquarters)