



The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 17, ISSUE 2

FALL 2002

CALENDAR OF EVENTS

Thurs., Nov. 21, 2002

"Beyond Learning Differences" workshop. Riverside County Office of Education (see pg. 6).

Sat., March 8, 2003

"What's the Brain Got to Do With It?" workshop with Dr. Doug Harrington. Ontario Airport Marriott (see ad, p. 3).

May 2003

Dyslexia Awareness Fair (date to be announced) Riverside County Office of Education.

Board meetings—

Open to anyone with the desire to make a difference and enhance awareness of language learning differences. Call the branch at 909/686-9837 for location and times.

President's Letter

by Sandy Marzullo

To use an old adage, "My, how time flies!" and it certainly has. My first two years in office have been very rewarding. The Inland Empire Branch continues to provide numerous conferences and workshops for parents, educators, and other professionals.

Hearing the IEB's ads on KOLA 99.9 tells me that we are growing and serving a greater population. To provide people access to many of the books that the Branch carries, the IEB has donated several books and videos to the public libraries in Riverside, Victorville, and Lake Elsinore. The goal is to allow more parents, educators, and others access to resources to use in working with children and adults who have learning disabilities.

Kudos are in order for all of the volunteers who selflessly give their time, energy and dedication toward the goals of the International Dyslexia Association. We are lucky to have Regina Richards, Betty Meeks, Andy Stetkevich, Diane Wright, Julie Hoy, Andrea Mazo, Patti Wagar, Paul Marzullo, and Carly Wagar on our board.

The future of the Inland Empire Branch holds several exciting changes. This newsletter is the beginning of a partnership with the Los Angeles Branch in sharing and providing a biannual newsletter to a wider area. The Jeanette C. McIntyre and Frederick Lash McIntyre Charitable Foundation Trust has continuously supported the IEB, so our branch can bring phenomenal speakers like Rick Lavoie and Dr. Daniel Amen to our area.

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"We Confused Literature with Literacy"

Jane Fell Greene, Ed. D., Academic Dean at the National Institute of Continuing Education (LA), author of *Language!*, and the founder of the Louisiana Branch of IDA.

1. Language is a "natural" human phenomenon. If we immerse our students in language and literature, they'll become good readers.

This kind of thinking requires a giant leap of logic: spoken language is a natural human phenomenon; written language is not. Written language is invented. Writing has been variously invented in many cultures and civilizations. A quick review of history and anthropology reveals that most civilizations never developed a written language.

2. Don't worry about word recognition. Comprehension is all that matters. Focus on the semantic, syntactic, and schematic cuing systems

in teaching reading. Very early on, some glean the overall meaning of a passage without identifying all words; context clues and picture clues can mask even the most serious learning disability. But readers require automaticity in decoding to become good readers; they must identify words as automatically as their own names. If not, "word attack" becomes literal. Significant increase in special education referrals occurs at about the fifth grade level—at the same time, a breakpoint occurs in reading development. Kids can't guess at words like *chlorophyll* or *circumnavigation*; these words don't exist in their listening vocabularies.

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New! LA Branch News, pages 4-5

Deconstructing Dyslexia: Blame It On The Written Word

Excerpted from TIME, 3/26/01, written by Unmesh Kher—as reported by the Philadelphia Branch, IDA.

English is notoriously illogical. For example, if “tongue” is pronounced tung, why isn’t “argue” pronounced arg? And if “enough” is enuff, why isn’t “bough” pronounced buff? The arbitrary rules that govern English bedevil normative students of the language as much as they torment would-be spelling bee champs. But such frustrations pale before those endured by dyslexics, who live with a learning disability that can make reading and writing all but impossible.

In the past couple of decades, scientists have learned a great deal about the neurological causes of dyslexia. But what they hadn’t yet explained is why its incidence varies so from country to country—and what that difference means. Last week, Italian, French, and British researchers proposed an answer. The variability, they wrote in *Science*, depends greatly on the complexity of writing systems. The team offered what it described as the first compelling evidence that the disorder has a common neurological basis across linguistic and cultural boundaries. In their study, the scientists compared the reading ability of dyslexics from Britain, France, and Italy and found that Italian dyslexics read far better than their French and English counterparts, . . . So why do [they] read better? “The difference is

not in the languages themselves,” says lead author Eraldo Paulesu of the University of Milan Bicocca. “It’s in their writing systems, which vary in complexity for historical reasons.”

English has 1,120 different ways of spelling its 40 phonemes, the sounds required to pronounce all its words. By contrast, Italian needs only 33 combinations of letters to spell out its 25 phonemes. As a result, reading Italian takes a lot less effort, and that’s probably why the reported rate of dyslexia in Italy is barely half that in the U.S., where about 15% of the population is affected to varying degrees. By some estimates, Americans spend more than \$1 billion a year to help kids cope with dyslexia. Many Italian dyslexics, on the other hand, aren’t even aware they have a problem—and would notice it only if given a battery of psychological tests. Explaining this discrepancy isn’t all that study has accomplished. By helping establish a universal neurological basis for dyslexia, the scientists make it clear that teachers ought to think twice before they dismiss the reality of a child’s dyslexia.

Reprinted with permission from Toward a Common Goal, the Illinois Branch newsletter, Summer 2001.

**Thank
You**

The Inland
Empire Branch
thanks Blake
Rochette for

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President’s Letter, Continued from page 1

The Southern California Consortium, consisting of the Inland Empire, Los Angeles, Orange County, and San Diego branches, will sponsor the National Conference in 2003 which San Diego will host. The 54th Annual Conference is scheduled for November 12-15, 2003, at the Town and Country Resort and Convention Center.

As we move into 2003, the Inland Empire Branch will need more volunteers both locally and for the National Conference in San Diego. If you are interested in working with some dynamic individuals, please contact us on the web. The IEB’s web address is www.dyslexia-ca.org. The IEB can always use more help in our mission to be a resource for those who want to learn more about learning disabilities.

I hope I have conveyed to you the passion I have for the Inland Empire Branch of the International Dyslexia Association. It is so fulfilling being a part of a dynamic organization! I hope to see many of you in San Diego and at the other IEB conferences and workshops.

Free Screening for Preschoolers

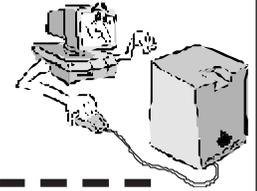
Studies have shown that kids at risk for reading problems can be identified as young as age 4, even though they haven't been taught to read yet. The National Center for Learning Disabilities (NCLD) has just launched a free online screening test for 4- and 5-year olds.

Parents will be instructed to ask their young child 20 questions that require the child to point to one of four pictures illustrating possible answers. The screening tool is based on more than 20 years of research that has identified three skill areas that form the foundation for learning to read: print knowledge (i.e., the child's understanding of books, printed letters, words, etc.), emergent writing (i.e., the child's first efforts to use print in a meaningful way), and linguistic awareness (e.g., the child's understanding of how language works). Parents or early childcare providers will be given immediate feedback about any skills that need improvement. Printed versions can be downloaded or ordered for off-line administration through Pearson Education Early Learning Groups for a fee.

Available with the screening tool is a 48-page early literacy manual called *Get Ready to Read!*, designed for parents, educators and early childcare providers. This manual is designed to provide activities for help in strengthening pre-reading skills for all young children but with particular interest for children with low scores.

The Get Ready to Read! Program can be accessed through www.getreadytoread.org and Pearson Education at www.learningnet-work.com. Or call toll-free for more information at 888-575-7373 or visit NCLD's web site at www.ld.org.

Finally, we have a way to help parents and early childcare providers ensure that all preschool children acquire the fundamental skills necessary for learning to read. Early intervention is the best prevention for life long learning disabilities! Go to www.ld.org or write NCLD, Attn: Get Ready to Read! 381 Park Avenue South, Suite 1401, New York, NY 10016. *Reprinted with permission from the Tennessee Branch newsletter, Fall 2001.*



Look for us
on-line!

www.dyslexia-ca.org

Thank you to
California Prime Line
in Redlands for
hosting our website
and their donation of
our website service
and pages!! For
information on how
you can hook up to
the Internet and/or
obtain your own web
page, call Tim at
909/307-1355.

Confused Literacy, Continued from page 1

3. Don't worry about spelling. Let it happen naturally. Let's do "invented" spelling. Educators ignored what they had learned about the re-learning curve in Ed Psych 101. Spelling inventions were learned so thoroughly they became impossible to unlearn.

4. Basic skills are not the issue; literacy can't be achieved through discrete skills. Literacy, by definition, is a synergistic collection of discrete skills—all of those skills that give one automatic facility with the written word: reading, writing, spelling, grammar, vocabulary, mechanics.

5. The English language isn't phonologically predictable. Never teach phonics; it produces phonic-damaged children. Drill and kill. There are too many rules and kids can't learn all of those rules.

Eighty-seven percent (87%) of English is phonologically predictable. The kids who do not learn the structure and function of the English language are the ones who are damaged. Some of learning requires drill and practice; education need not equal entertainment. Suppose a math professor suggested that we never teach the rules. Just immerse them in numbers. Then, there's whole music. And whole science. Why not whole medicine?

6. If children are motivated, they'll become readers; if children are read to, they'll become readers; when children are ready, they'll become readers; if children are placed in a print-rich environment, they'll become readers; if we fail to teach children the code of written English, they will learn to read.

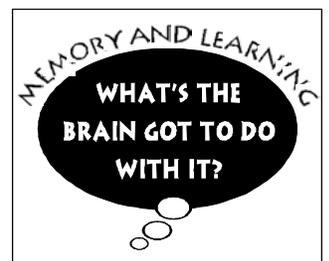
We followed the emperor who wasn't wearing any clothes. The fall-out, after 20 years of fuzzy thinking, has arrived. It's here.



Inland Empire Branch
The International
Dyslexia Association

presents

Doug Harrington, Ph.D., holds a doctoral degree in educational psychology with a research emphasis in neuropsychology from USC. He is a recognized expert in applying neuropsychology principles to the educational setting and currently practices in Newport Beach.



Sat., March 8, 2003

Ontario Airport Marriott

For registration form and more info: www.dyslexia-ca.org or 909/686-9837

Thank you to the Jeannette C. McIntyre and Frederick Lash McIntyre Charitable Foundation Trust for helping to sponsor this fine conference.

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Thomas Wright: A Success Story

Tears filled the big man's eyes as he accepted his certificate at graduation. His words of appreciation were barely audible. This unique ceremony for ten dyslexics who had completed the eighty weeks of classes, provided by the International Dyslexia Association and the Ryan Reading Center, had more meaning for Thomas than the audience could know.

Thomas graduated from high school because he was a football hero. All the while he knew something was wrong and he didn't deserve his diploma because he couldn't read. His football scholarship took him to a mid western university where when he asked for help with his reading problem he was assured that he need not worry about any classes, just don't miss football practice. This was not the education Thomas wanted. He left the university. He gave up on a formal education and began working at pick-up jobs and stocking in warehouses. A job in a psychiatric hospital in New Jersey eventually led to his becoming a drug counselor; however, his future for advancement in the field was limited by his learning disability and lack of a college degree. He went to work in construction.

His ability in the field of construction and hope for a possible future in a family business brought Thomas to the West Coast about the same time the building industry bottomed out with the recession. The family business went belly-up. Meanwhile Thomas tried adult school classes, but most of those were essentially for ESL students. There were no reading classes for adults with learning difficulties to be found.

Dyslexia Hotline

To request information packets, referrals, or to find out about branch activities, contact the LA office at **4379 Tujunga Avenue, Studio City, CA 91604, 818/506-8866, dyslexiala@aol.com**

If you need a referral, please include your location, type of help needed, and the age or grade of the person needing help.



After a severe stroke that left Thomas with some physical impairment, he became a client of the State Department of Rehabilitation. His counselor arranged for a general assessment of his skills by the department's psychologist. He was diagnosed as having dyslexia. While his counselor wanted to refer him to the literacy program offered by IDA/Ryan, she feared that the damage caused by the stroke would preclude his learning to read. His response was, "I was dyslexic before the stroke, and I am still dyslexic!" She made the referral. He enrolled at Trade Tech City College, Los Angeles to learn a new trade; he learned Tae Kwan Do to regain his physical control, and he followed up on the referral to the literacy program that changed his life—after eighty weeks. He did every lesson at least twice. He was absent once during the eighty weeks. He dreamed about the rules he was learning in class and called his teachers at home to ask questions. His commitment was remarkable. His post-test scores indicated that he was reading at college level. Thomas learned to read.

His dream was to help others like himself who had struggled and failed because something was wrong with how they learned. Now he is achieving that dream. Working with the Ministry of Education at his church, he arranged through IDA/Ryan to implement the same literacy classes for dyslexics that helped him. Thomas is one of the tutors for three—soon to be four—classes offered at his church in Inglewood. The assistant education minister said that Thomas is the model and inspiration for all the tutors. The tutors are trained by Thomas. Meanwhile he has passed the State of California test for his contractors' license while he continues his studies. When asked about any sort of ceremony when he completes his current classes, Thomas answered that the only graduation that had any real meaning for him had already taken place.

The 10 Commandments for Parents of Children with Special Needs

1. Take one day at a time, and take that day positively. You don't have control over the future, but you do have control over today.
2. Never underestimate your child's potential. Allow him/her, encourage him/her, expect him/her to develop to the best of his/her abilities.
3. Find and allow positive mentors: parents and professionals who can share with you their experience, advice, and support.
4. Provide, and be involved with, the most appropriate educational and learning environments for your child from infancy on.
5. Keep in mind the feelings and needs of your spouse and your other children. Remind them that this child does not get more of your love just because he gets more of your time.
6. Answer only to your conscience; then you'll be able to answer to your child. You need not justify your actions to your friends or the public.
7. Be honest with your feelings. You can't be a super-parent 24 hours a day. Allow yourself jealousy, anger, pity, frustration and depression in small amounts whenever necessary.
8. Be kind to yourself. Don't focus continually on what needs to be done. Remember to look at what you have accomplished.
9. Stop and smell the roses. Take advantage of the fact that you have gained a special appreciation for the little miracles in life that others take for granted.
10. Keep and use a sense of humor. Cracking up with laughter can keep you from cracking up from stress.

Author unknown

Upcoming Events-Watch for Flyers!

Wilson Reading Training—Multisensory teacher training program. Dates to be announced.

TASK Workshop—Advocacy training for parents. Dates to be announced.

Adult Support Group

Our adult support group is going strong under the leadership of Lindsay Kappas, our past president. The group meets the first Saturday of the month at 10:00 a.m. We welcome all adults to participate in the group. For further information, contact the office.

Harriet Silverman-In Memoriam

We have lost a great friend!

Long time board member and staunch supporter of IDA, Los Angeles County Branch, Harriet approached her responsibilities with purpose and zeal. In 1991, when we received our first grant to establish a low-cost adult reading program, Harriet took charge. She studied the program, set up the classroom (with the able assistance of her husband Phil), trained the volunteer tutors, screened every applicant, redirected those for whom the program was inappropriate, pre-tested every student, and supervised the everyday workings of the classroom.

She encouraged and cajoled (when necessary!) the students to stay in the program with personal phone calls and individual meetings. Each student became her personal responsibility as she celebrated his or her successes. Long after her health failed, and she could no longer participate in the daily workings of the program, she attended graduation events, bringing gifts and words of encouragement.

Harriet and Phil established a grant with their personal donation to assure that volunteer tutors could attend IDA conferences and other trainings that would enhance their skills.

Her memory will endure along with the many gifts she has left for us and for the reading program. Harriet was a talented educational therapist who touched the lives of many children through her work. We will miss her greatly.

Remediation, Accommodation, or What?

by C Wilson Anderson, Jr., MAT—February 14, 1997

Recording For the Blind & Dyslexic

Did you know?

More than 55 percent of the people who use RFB&D's taped books have some form of a learning disability! Would you or someone you know benefit from books on tape? Call for a free product brochure containing information about RFB&D's line of Talkman 4-track tape players and catalogs on tape and computer disk. Specify print, braille or cassette tape. Call RFB&D Customer Service at 800/221-4792.

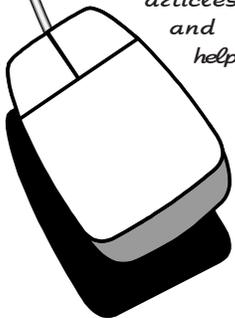
Looking for information??

www.edonline.org is an invaluable website

for all kinds of information for parents, children, teachers, and other professionals.

Check out "LD in Depth." Click on any of the large variety of topics for

articles and help



Many times teachers and parents are caught up in trying to decide whether to remediate or accommodate. This issue is further confused by two nagging questions: is the accommodation a true accommodation, or just a way to bypass critical remediation?

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

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

A Decision Tree of Questions

If a school system has been trying to teach Shawn how to add, subtract, multiply and divide whole numbers, decimals and fractions for six years and he still hasn't learned them, who is the slow learner here? An appropriate and essential skill accommodation is to teach him to use a calculator and get on with the math curriculum.

Is Joan capable of memorizing formulas? If so, no accommodations, maybe! Is she able to apply the formulas even though they are memorized? If not, remediation or other teaching strategies to teach application of formulas should be tried. Is Joan capable of applying the formulas if the

formulas are provided? If so, that is a reasonable skill accommodation. If remediation does not work, and the accommodation does not work, then is this class placement appropriate for Joan?

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

Terms

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

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

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

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

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

Applications of Terms

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

Continued next column

the curriculum delivery system. It is possible that statements could have several labels. Feel free to use abbreviations.

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

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

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

— Fritz will have the use of an “AlphaSmart Pad” for use in his classes.

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

— Keith will have assigned seating on the school bus.

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

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

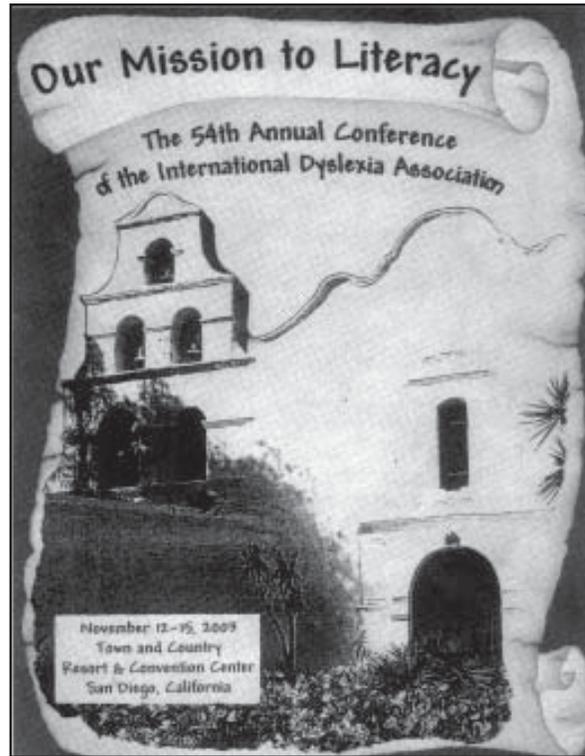
— Bill will have math problems photocopied at 110% for daily and home work.

— Bethany may use an electronic dictionary for class work and home work.

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

**For a reprint of "The Underlining Option" send a self-addressed, stamped envelope to ECM, Inc., 13835 Edgewood Avenue, Savage, MN 55378-1247.*

Permission to reproduce this article is given. CWA



Mark Your Calendar Now for the National Conference 2003 in beautiful San Diego, CA!!

Words on Words

by M. Gilroy

Did you know that at one time there were 15 spellings of the word good? good, god, gode, guod, guode, godde, goed, gowd, godd, guid, guide, gud, gwde, guyd, gewd

When a number of my students learned this, they regretted they weren’t born during the Middle Ages before the dawn of dictionaries that fixed standard spellings. Of course, it didn’t take them long to realize that reading all these variations of the word good would have been a nightmare.

Ever wonder how English sounded in the Middle Ages? It’s one thing to read Chaucer’s Knight’s Tale with Modern English pronunciations, but quite another to hear it as it was actually spoken. There’s now a website, designed for teachers and students, that allows us to hear words and phrases read accurately in Chaucerian English.

To get there, go to marcopolo.world-com.com; scroll down on the left to the Context box, and hit Humanities; under Subjects, hit Literature and Language Arts; scroll down to Chaucer’s Wife of Bath; once in the Chaucer website, hit Middle English which is listed in a box to the left. It may seem like a lot, but it’s worth the trip. If you get lost, you’ll find plenty of other great topics and teaching ideas for all subjects.

Reprinted with permission from the Southwest Branch newsletter, Summer 2002.

BIG SPRINGS

Unlocking strategies for learning

- Evaluations
- Educational Therapy
- Speech/Language Therapy
- Language Enrichment
- Occupational Therapy
- Private elementary school for children with learning disabilities

190 E. Big Springs Rd., Riverside, CA 92507 909/787-0408
Educational Therapy also available in Murietta call 909/696-5215

Looking for information . . .

on learning disabilities? Look no further than the public library. The Inland Empire Branch has made donations to the main libraries in Riverside, Victorville, and Lake Elsinore. The IEB donated wonderful books, including *LEARN* by Regina Richards, *Straight Talk About Reading* by Susan Hall and Louisa Moats, *All Kinds of Minds* by Dr. Mel Levine, and *The Secrets of Successful Students* by Dr. Daniel Amen. Also donated were videos such as *When the Chips Are Down* with Rick Lavoie and *Look What You've Done* by Robert Brooks.

Please visit the libraries and then visit the Inland Empire's website and let us know what you think about having access to these resources. Our website address is www.dyslexia-ca.org, where you can also find out what conferences and workshops are coming up.

Riverside Public Library—IEB President Sandy Marzullo presents books to Library Director Judith Auth.



Victorville Main Library—IEB President Sandy Marzullo presents IEB's book donations to Joyce Burke.

**Inland
Empire
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needs YOU!
Help us
help
others.**



Be notified about interesting information! Join our newsgroup at http://yahoo.com/group/dyslexia_riverside.



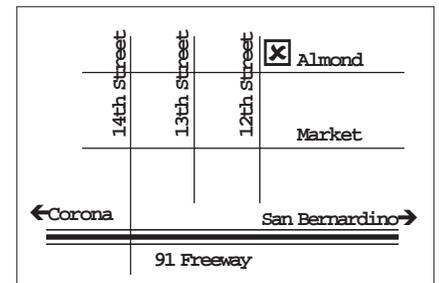
Come see the video "Everybody Has a Song; I'm More than My LD" featuring Henry Winkler "The Forz" from the T.V. show "Happy Days." Henry was motivated by his own experience of being dyslexic to produce this video. A panel discussion featuring local high school students will follow regarding their learning differences.

Beyond LD . . . The Truth About Me

**Admission
is Free!**

a workshop presented by
the Inland Empire Branch, IDA
**Thursday, November 21, 2002
6:45 p.m.**

Riverside County
Office of Education
Conference Center,
12th & Almond Streets
in downtown Riverside
909/686-9837
www.dyslexia-ca.org



Inclusion and Students with Learning Disabilities

By Lisa Freund, Ed.D. and Rebecca Rich, Ed.D.

Lamont is currently a ten-year-old student with learning disabilities in an inclusive fifth grade class which shares a special education consultant with a second inclusion class. The inclusion teacher works with both classroom teachers to modify units and lessons and provide small group instruction when needed. Lamont spent kindergarten through third grade in a self-contained special education class. Based on his academic progress, he was placed in an inclusive fourth grade classroom during the first year of an inclusion initiative in his district. Lamont was reasonably successful in fourth grade, but is struggling in fifth grade, as the demands placed on him are changing rapidly. As his teacher introduces more cooperative learning activities, Lamont's combination of academic and social skills problems are preventing him from participating meaningfully in instruction. His study skills and organizational skills are poor. During a recent science lesson, Lamont sat restlessly at his desk with his book closed, while the paraprofessional sat in the back of the room. He had also begun to act out the way he had in first grade, when an individualized management program was implemented to deal with his behavior. Lamont is frequently out of the classroom being disciplined or receiving counseling, during which he misses content area instruction. The child study team is not sure what program will be appropriate for Lamont in middle school next year.

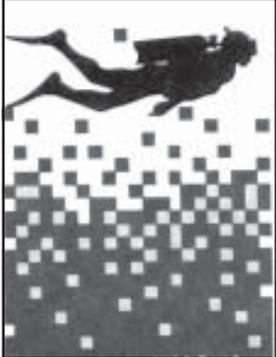
Let's shift to Nick and Maria's fifth grade inclusion class in a similar school district. More than half of the 20 children are attending resource room with Laura, or have been brought back from self-contained classes. During the first 45 minutes of the 1½-hour literacy block, all three teachers are in the room. Maria and Laura are working together with the majority of the children on their thematic unit on bears. The children have worked in pairs to write reports about a specific type of bear, including what it eats, where it lives, what it looks like, how it hibernates, and "fun facts." Both their written and oral reports are well organized and interesting. Another much smaller group is led by Nick.

The children are given a list of single and multi-syllabic words containing the cluster "ain." Nick uses the Glass Analysis method to do 10 minutes of rapid fire drill and practice on both reading and spelling individual words with this cluster. The students then use these words to write a nonsensical poem. Since the decoding group is formed on the basis of instructional need, there are both "inclusion" and "resource room" children in this group.

These two vignettes serve to illustrate some of the issues faced by educators in providing appropriate instruction to students with learning disabilities in inclusive settings. Along with the growing trend toward placement in less restrictive environments has come the standards movement with upgraded graduation requirements, putting many classroom teachers under pressure to "cover" the material, and to prepare their students for high-stakes standardized tests. While a learning disability is viewed by some as a mild disability, students with this designation vary greatly, depending on the type and severity of their learning problems. In addition, developmental changes within students themselves, as well as changing demands from grade to grade, make it necessary to alter the type of program and services from year to year. For these reasons and others, it is understandable that research to date has not provided conclusive evidence that any single type of program or service constitutes an appropriate education for every student with a learning disability. In addition, there is wide variation on what constitutes an appropriate educational program for these students. Let's look at Lamont, for example.

Research demonstrates that the academic gap between normally-achieving students and those with learning disabilities widens greatly between fourth and twelfth grade. Therefore, does an appropriate educational program for Lamont mean one which just prevents the gap from widening or one which actually narrows the aca-

Continued on page 8



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Definition:

Dyslexia is a neurologically-based, often familial, disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting, and sometimes in arithmetic. Dyslexia is not a result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although dyslexia is lifelong, individuals with dyslexia frequently respond successfully to timely and appropriate

Inclusion, Continued from page 7

demarc gap between Lamont and his normally achieving peers? Would an appropriate education be one which helps him pass state tests and eke out a high school diploma, or one that also prepares him for post-secondary education?

One step toward answering these questions is for teachers, administrators, and related service providers to collaborate to make LRE decisions on an individual basis. To facilitate this process, we have developed a decision-making model we are calling Five W's plus FL which includes six key questions that need to be addressed in determining what constitutes the LRE for an individual child with learning disabilities.

1. **Where** should services be provided? (Location)
2. **Why** should services be provided in this setting? (Alignment with IEP goals)
3. **With whom** should services be provided? (Opportunities for interaction and social integration)
4. **What** will the student be expected to learn? (Meaningful access to the regular curriculum)
5. **When** will services be provided? (Amount and scheduling of time in and out of the classroom)
6. **How** should the student be taught? (Instructional strategies)

Educators and parents, relying on their own good instincts, have recognized that setting alone does not determine the efficacy of a program, but rather, it's what goes on in that setting that matters most. While placement in a special education setting does not automatically ensure a student with learning disabilities an appropriate individualized instructional program, neither does placement in a regular class-

room guarantee social acceptance or meaningful access to the general education curriculum, especially as students move from elementary to secondary school.

What also must be considered is that some students with learning disabilities need more than the adaptive instruction (modifications and accommodations) available to varying degrees in the regular classroom. They also need remediation—intensive, systematic, and focused instruction in basic skills and learning strategies that are no longer taught in the general education class.

Although the LRE issue has been difficult to resolve, there has been a consensus among researchers as to which methods of instruction are effective and can result in meaningful progress for students with learning disabilities. These methods include:

1. Explicit (direct) instruction of basic skills and learning strategies
2. Mastery learning
3. Experiential or "anchored" instruction
4. Scaffolded instruction
5. Peer-mediated instruction, including peer tutoring and cooperative learning
6. Content enhancement strategies and teaching "devices," such as graphic organizers.

The potential of well-designed inclusive programs for students with learning disabilities is enormous. Although the trend toward inclusive programs is nationwide, it is often up to individual school districts, administrators, and teachers to create a system which provides these students with the best chances to receive an appropriate education. Based on research and practical experience, it appears that a successful system would include maintenance of the continuum of services, collaborative decision making focused on individual students, adequate resources, with ongoing curriculum revision and professional development.

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Visit the national office of the IDA website
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22 Services Available in the Regular Classroom for Section 504 Eligible Students

By Reed Martin, J.D., an attorney with 30 years' experience in special education law. Taken from *Advocating for Your Child with AD/HD & LD Manual*.

Section 504 entitles students to a wide range of services—provisions of regular OR special education AND related aids and services [34 C.F.R. 104.33(b)(1)]. That 1991 USDOE “Joint Policy Memorandum” suggests, as an example, 22 services that must be available in regular classrooms for Section 504 eligible students. The services are in a two-paragraph list of options in the Memorandum, which we have listed separately:

- Providing a structured learning environment
- Repeating and simplifying instructions about in-class assignments
- Repeating and simplifying instructions about homework assignments
- Supplementing verbal instructions with visual instructions
- Using behavioral management techniques
- Modifying test delivery
- Using tape recorders
- Computer-aided instruction
- Other audio-visual equipment
- Selecting modified textbooks
- Selecting modified workbooks
- Tailoring homework assignments
- Consultation with special education
- Reducing class size
- Use of one-on-one tutorials
- Use of classroom aides
- Use of classroom note takers
- Involvement of a services coordinator to oversee implementation of special programs and services
- Possible modification of non-academic time such as lunchroom
- Possible modification of non-academic time such as recess
- Possible modification of non-academic time such as physical education

The Memorandum makes clear that this list is not exclusive. There are obviously other examples of services that would have to be made available under Section 504.

This information is educational and not intended to be legal advice. Reed Martin, J.D., can be reached at connie@westco.net, www.reedmartin.com, or Conferences And Publications, P. O. Box 487, Morgantown, WV 26507.

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

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

Bullying And Violent Behavior Can Have Many Causes



The Vulnerable Brain

There are many potential offenders that can damage the brain, especially the developing brain of an infant or child. One of the best known is lead. Dr. Roger Masters of Dartmouth University spoke with Pure Facts about the damage heavy metals such as lead can cause. "A toxic chemical often has the effect of destroying a key chemical (neurotransmitter) in the brain. For example, dopamine is a neurotransmitter that is needed to fire the inhibition circuits in the brain. You can think of it as a key connection in the brake pedal of the brain. Therefore lead uptake destroys inhibition. It can lead to ADHD or violent behavior—both due to an inability to stop."

Dr. Masters and his colleagues have researched the effect of exposure to lead and the fluoridated water. Sodium fluoride occurs naturally in water in some areas, but communities that add fluoride to their water generally use a different form—a combination of hydrofluosilicic acid and sodium silicofluoride, called "silicofluorides" or "SiFs." These chemicals appear to be handled differently by the body than naturally occurring fluoride.

They found that children who live in communities that use SiFs have higher levels of lead in their blood. The researchers also documented a connection between high levels of lead and manganese (another potentially damaging heavy metal) and correspondingly high levels of violent crime.

Perhaps conservatives who have long argued that it is time to get tough on crime will now join with environmentalists to get tough on industrial polluters. —Dr. Michael Zimmerman, Dean, University of Wisconsin College of Letters

In May of last year the Archives of Pediatric and Adolescent Medicine published an article titled "The relationship between lead exposure and homicide." The authors identified areas in the country with very high and very low levels of lead in the air. They found that those regions with the highest lead concentrations had four times the level of homicides as the low-lead areas. ["The

relationship between lead exposure and homicide," Paul B. Stretesky and Michael J. Lynch, Archives of Pediatric and Adolescent Medicine, May 2001]

"It's the breakdown of the brain's inhibition mechanism that's the key to violent behavior. The presence of pollution is as big a factor in predicting crime as poverty."—Dr. Roger Masters, Dartmouth University

Other researchers have connected lead levels in children to juvenile convictions and disciplinary problems in school. At levels of lead that are half the amount the government considers safe, other scientists found that I.Q. levels were reduced in proportion to the amount of lead in the child's body.

Although lead is no longer used in gasoline and most paints, it is still a threat, especially for children living in poverty, both in cities and in the countryside. Air pollution, peeling lead-based paint and antiquated plumbing systems can all contribute to the risk faced by a child growing up in poverty.

"The literature now contains more than 50 studies form at least 10 different countries that demonstrate an adverse consequence of exposure to low levels of lead in neuropsychiatric function."—Dr. James Linakis, Brown University.

Mercury has long been associated with damage to the brain and nervous system. Another heavy metal known to cause damage to the brain is cadmium, found in paint pigments, some fertilizers, batteries, cigarette smoke, and as a byproduct of various mining and manufacturing procedures.

An autopsy of the man who went on a shooting rampage at a California McDonald's in 1984, killing 21 people, found that he had extremely high levels of cadmium. This was traced to the fact that he had been a welder. He quit his job, saying the fumes were making him "crazy."

Toxic metals interfere with the body's ability to use dopamine and serotonin, chemicals in the brain that help us control impulses. When the child has both excess levels of heavy metals, along with a poor diet he will be at even greater risk. Dr. William Walsh and colleagues at the Health Research Institute in Illinois found that children who

Continued next column

Let us hear from you!

The Resource is intended as an educational resource for professionals and families alike. We welcome your input on our newsletter. Please send us your ideas for future articles, book reviews, upcoming seminars, etc. We would also love to be able to share "success stories" of individuals in our area.

Bullying, Continued from page 10

had disturbed behavior often had too much copper in their system, and were deficient in zinc. ["Elevated Blood Copper/Zinc Ratios in Assaultive Young Males" Physiology and Behavior, Vol.62, No.2, 1997]

The December 2001/January 2002 issue of Pure Facts describes the work of Neil Ward, a British researcher who found that Yellow dye No.5 can cause a reduction in the levels of zinc in a child's system. Zinc is an important mineral that plays a part in most aspects of good health and can be lost during the processing of foods.

Our work adds the wrinkle that in communities using silicofluorides in water, lead is more likely to be absorbed and rates of violence are higher. Here, communities need to stop using a poison that has never been tested. Dr. Roger Masters

Reprinted with permission from Pure Facts, the Newsletter of the Feingold Association of the United States, Vol. 26, No. 2, March 2002.

Dovid Richards Memorial Scholarship Fund



(Apply online for a scholarship to the National Conference at www.dyslexia-ca.org.)

Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia. The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday. We are a 501(c)(3) organization and donations are tax deductible. Donations are a meaningful way to remember a loved one, honor a special occasion, or show appreciation for someone. Just send a note with your donation, indicating "in memory of" or "in honor of." Include the name and address of the person you wish to receive the acknowledgment. You will also receive acknowledgment of your contribution.



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• Essays about how you cope with your learning struggles—what works, what's frustrating, what or who has helped you

• Anything else about learning differently

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How Do You Teach a Dyslexic to Read?*

By Judith Birsh, Ed.D., Educational Consultant, NYB-IDA Board Member

The first thing to learn is that spoken words can be broken down into single speech sounds. Next, letters and groups of letters stand for those speech sounds. This is the magic of our alphabet which is the bridge to reading and spelling.

Someone with dyslexia learns this best by using all the senses at the same time: seeing, hearing, saying, moving and touching. For example, to learn a letter and its sound, the student sees the letter, names it, repeats its sound,

writes the letter by first tracing it, copying it, writing it in the air and then on paper. In this way, letter sounds are being put into the brain through many pathways to help learning and memory. All language skills connected to reading, writing and spelling are taught using several senses. This also helps students focus their attention on what they need to learn.

This kind of teaching is called Multisensory (combining two or more senses) Structured (order of skills is carefully planned) Language (reading, spelling, writing, punctuation, grammar and meaning) Education (teaching done by specialists in dyslexia) This way of teaching has been used for more than 50 years. It began with Dr. Samuel T. Orton, a neurologist who studied people with dyslexia and Anna Gillingham, a teacher who took Dr. Orton's suggestions to put together a multisensory way of learning English language sounds and rules for reading and spelling. This became the Orton-Gillingham approach.

It is important for dyslexic students to be taught directly. Teachers must explain and demonstrate all skills, such as how to take the sounds in a word apart and how to put them back together to read and spell. They demonstrate mouth positions for vowels and consonants and how to divide words into syllables with students actively participating all the time.

Each time a student learns a new idea, teachers insure that it makes logical sense and is connected to what the student already knows, going from the easiest to learn to the hardest, reviewing and practicing lots and lots until the student feels comfortable and ready to learn something new again.

Students with dyslexia can learn to read if they are taught using their senses, given information in a logical order, with lots of review and practice in a way that pays attention to their learning needs. What they need mostly are teachers who know well the structure of the English language and how to teach it using a multisensory approach.

**Originally written for parents and posted on the NYB-IDA Idteen.org website. Reprinted with permission.*

Some Things You May Not Learn in School

• • •

1. Life is not fair—get used to it.
2. The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.
3. You will NOT make \$40,000 a year right out of high school and you won't be a vice-president with a car phone, until you earn both.
4. If you think your teacher is tough, wait until you get a boss.
5. Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger-flipping—they called it opportunity.
6. If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.
7. Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parents' generation, try delousing the closet in your own room.
8. Your school may have done away with winners and losers, but life has not. In some schools they have abolished failing grades and they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.
9. Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.
10. Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.
11. Be nice to nerds. Chances are you'll end up working for one.

Editor's note: The above is some advice Bill Gates of Microsoft Corporation dished out at a high school speech. He talked about how feel-good, politically-correct teaching has created a full generation of kids with no concept of reality and how this concept sets them up for failure in the real world.



"A Man's Reach Should Not Exceed His Grasp"

by Henry Winkler

The following speech was given by Henry Winkler in 1988. Its message is still powerful and relevant today.

So as I'm reading the narration into a tape recorder, it started to dawn on me. I'm not lazy. I'm not stupid. I'm dyslexic . . ."

Until recently, my reach was always beyond my grasp. I had dreams . . . I was not the best student in the world, and my parents were strict. So I would dream a lot about grasping, but I spent most of my time merely reaching. And it was difficult to fathom the fact that I could grasp.

I'm 42 years old, and I'm very proud to say that my self image is here! It's around my collarbone: for a long time it was around my ankles and I spent a lot of time pulling it up. That was at a time when I was known as lazy and not living up to my potential.

The idea going around in my head at that time was that I might be stupid. How could this be happening to me? My parents came from Germany; they learned English and several other languages, they could do their math in their heads . . . How could I be stupid? I didn't want to be stupid, I wanted to be in the top ten percent of my class, not the bottom three.

The headmaster of my high school sent me to a psychiatrist because he wanted to know why I wasn't achieving. So the psychiatrist said to my parents, who took copious notes, "The boy has to learn to focus!" Hooray, the problem was solved, I knew what to do. I went to the stationary store and got myself some highlighters . . . blue and yellow. And I went home and I highlighted every word in the book. And it was still Greek to me! I didn't get it; all right, maybe I had brain damage.

And I didn't want to have brain damage but I tell you, the thought gave me comfort. And it gave me even greater comfort as keeping up with my class became harder and harder. I went to a private school in New York City, with a lot of guys who wore cordovan shoes, blue blazers, grey slacks, and a tie to school every day . . . they were going to Princeton. They wrote notes in the margins of the books they were reading for class . . . what were they writing?

So do you know what I did? I took a glass of water and sprinkled drops of it on the page . . . so the book looked used. I never wrote anything in my book except my name . . . very neatly.

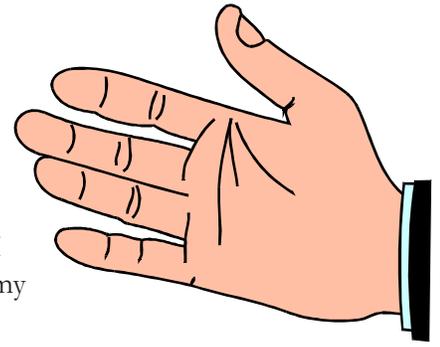
For me math is out of the question. When I got change, I trusted a lot. I had no idea how much was in my palm. Reading was slow because my eyes couldn't track, I would leave out words. And spelling was something other people could do. To this day the only way I survive is that I have a secretary in an office next to mine and I spend most of my time yelling, "How do you spell circle?"

Somewhere inside me the thought kept gnawing at me that something was wrong; something about what the outside world was telling me was not connecting with what my inside world knew. Except that my inside knowledge kept me moving forward, because I wanted to be somebody. I was tired of being a dope!

And then this surface view of myself kept throwing self doubt the size of apartment buildings in front of me, so that getting to be "somebody" was a little slower than I wanted it to be.

Because of my character on Happy Days I was asked to narrate a film for students with learning disabilities in 1976. It was called "Everybody Has A Song." Of course I wanted to help these poor kids with this problem! So as I'm reading the narration into a tape recorder, it started to dawn on me. I'm not lazy. I'm not stupid. I'M DYSLEXIC!!! Who knew? Nobody knew when I was growing up.

So as an adult I'm standing here not understanding all the concepts of the Isosceles Triangle . . . But I learned to compensate. I learned to listen to my instincts, that if you will it, it is not a dream. If you are able to communicate your feelings, you, too, can speak an international, very articulate language. I learned to problem solve. My friends would always have a social problem, and since I took most of my cues from the physical world around me, I was able to sit with them and tell them how they got into the problem, what it was doing to them,



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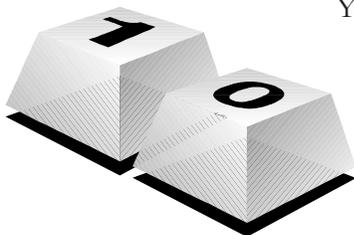
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Ten Important Questions Asked During the College Search

by Debbie Spinney, Director of the program Baccalaureate for University of Indianapolis Learning Disabled (B.U.I.L.D.), University of Indianapolis, and a member of the INIDA Board of Directors.

The Top 5 Questions I Get Asked as Director of a University Support Program

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



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

2. "What documentation of a learning disability is required?"

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

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

No. The individual responsible for the support services/accommodations will determine the accommodations offered. Past accommodations given in high school and the recommendations offered by the psychologist may be considered in making that decision; however, most colleges will provide only reasonable accommodations that they feel the student is specifically qualified for. For example, it is not automatic for a student to receive extended time to take a

test with a reader and a scribe; the student may only be qualified for extended time.

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

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

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

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

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

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

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Right
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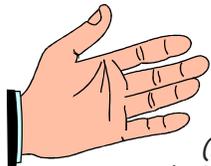
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and how they could get out of trouble. I had no idea how I know this stuff, but lots of times I was right and it felt very good that I was able to do something for them!

When I was growing up no one knew that dyslexia might have been caused by genetics. But the fact is a lot of you do know this now. Because you do, you understand the best teacher is not necessarily the one who deals with the most facts, but who effectively allows the student to come to grips with the best part of themselves.

Throughout history the same thoughts keep coming up. Thank God for our difficulties; because through them we find ourselves! And because of difficulties we find we are not alone. It gave me great comfort to hear how hard it is for other people to do the same things I can't.

(Article taken from L.D.A.A. Calgary Newsletter, Perspectives, Vol. 17, No. 3, January 1989. Henry Winkler, former star of "Happy Days," delivered his message on dyslexia at the 1988 Conference of the Orton Dyslexia Society, Southern California Branch.)



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Common Learning Disabilities

Dyslexia—a language-based disability in which a person has trouble understanding words, sentences, or paragraphs.

Dyscalculia—a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.

Dysgraphia—a writing disability in which a person finds it hard to form letters or write within a defined space.

Auditory and Visual Processing Disabilities—sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision.