

# The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 19, ISSUE 2

*founded in memory of Samuel T. Orton*

FALL 2004

## CALENDAR OF EVENTS

**Sat., Dec. 4<sup>th</sup>, 2004**  
Specific Skills Work-  
shop, decoding &  
spelling for parents &  
educators at RCOE  
(see pg. 9).

**Thurs., Feb. 10<sup>th</sup>, 2005**  
**6:45 P.M.** — Meeting  
for parents and teach-  
ers at RCOE.

**Sat., Feb. 19<sup>th</sup>, 2005**  
Specific Skills Work-  
shop, comprehension  
strategies for parents &  
educators at RCOE  
(see pg. 9).

**Sat., March. 5<sup>th</sup>, 2005**  
Specific Skills Work-  
shop, memory strate-  
gies for parents &  
educators at RCOE  
(see pg. 9).

## Improving Reading Comprehension

*By: Eileen S. Marzola, Ed.D.*

The majority of reading instruction has always emphasized the decoding aspect. Once students were able to read accurately, they were expected to comprehend what they were reading automatically. Teachers in today's schools, however, are aware that comprehension of text does not always come so easily. The National Institute of Education's 1985 Report of the Commission on Reading, *Becoming a Nation of Readers*, stressed the critical importance of teaching students strategies that show them how to "focus their attention on the relevant information, synthesize the information, and integrate it with what they already know" (pp. 71-72). This same report, however, indicated that students spend up to 70% of the time designated for reading instruction doing independent practice, mostly on workbooks and skill sheets.

Research does not support practice in isolated specific sub-skills of reading comprehension (e.g., finding the main idea, determining sequence). There appears to be little if any transfer from this kind of "skills" work to reading and understanding real text.

Current research in reading comprehension has demonstrated that for good readers, reading is an active process. They use strategies that help them in identifying important ideas, organizing information to ease retrieval, and creating a web of connections among ideas in the text.

Continued on page 8

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## RFB&D®

### Announces Improved Website

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New design offers improved accessibility and online ordering

Recording for the Blind & Dyslexic® (RFB&D) launched its newly designed website at [www.rfbd.org](http://www.rfbd.org) on July 1, offering a dynamic, interactive and more accessible tool for ordering books and products online, 24 hours a day, seven days a week. The new system is expected to facilitate and expedite search and ordering processes for students, parents and educators seeking books during peak ordering times.

Improved search options easily locate a textbook on CD or cassette from RFB&D's CV Starr Learning Through Listening Library of more than 98,000 titles. Revitalization of [www.rfbd.org](http://www.rfbd.org) also offers more user-friendly navigation for people interested in supporting RFB&D's national programs or 28 recording studios around the country through secure online donations.

Continued on page 15

# A Message from Your President

By Regina G. Richards

Hello all of you wonderful Inland Empire Branch (IEB) members and guests...

I hope that you had a fun summer and that the new school year has started on a positive note for each of you. Our branch had a very busy summer: we had a table at **Riverside Wednesday Night** (see article on page 4) throughout June and July, and then we sponsored the Richard Allen conference at the end of July. Many of us spent August planning for a very busy IEB year. We are planning informative and exciting programs (including another Rich Allen workshop!) and we hope you will join us in many (all) of our activities.

In September we had an evening community meeting, "Tuning in to Students," where the participants viewed Richard Lavoie's popular video, *FAT City: How Difficult Can This Be*, experienced simulations, and reflected on their own sensitivity to students using a reflection and planning activities form. Everyone in attendance - parents, new teachers, and veteran teachers - gained many exciting ideas.

Our branch is one of 46 branches belonging to the International Dyslexia Association. Our vision is to increase awareness of dyslexia and promote services that address the importance of diagnosis and remediation for those who are not meeting their reading potential. Our goal is to do so in a way that promotes unity, support, and cooperation among those who work with students who learn differently. Our objective is that the many communities in California benefit from the skills and talents of its citizens, especially within the areas served by our Inland Empire Branch — Riverside, San Bernardino, and Orange counties.

We are always looking for new members to serve on the board or to help on a committee. We have a great organization but we also need new faces and fresh ideas. Please consider giving some of your valuable time to this vital organization. If you are interested, please contact me through our web site (click on the link, "Contact Us" and send me an e-mail), or you may leave a message for me at 951/686-9837.

Our website at [www.dyslexia-ca.org](http://www.dyslexia-ca.org) continues to provide our members and visitors updated information and resources on dyslexia and related learning issues. Although our name uses the term "dyslexia", our activities and focus are geared to reach the total population of learners who struggle with literacy.

Our **Specific Skills Series** in December, February, and March, will provide specific hands-on, multi-sensory strategies, with each session geared to a particular topic (see flyer on page 9). Come join us and tell your friends and colleagues.

Our next free community meeting will be Thursday evening February 10<sup>th</sup>, 2005 at 6:45 P.M. Steve Hackman will lead us in a discussion about enhancing collaboration between parents and teachers. **Mark your calendar NOW!**

I look forward to seeing you at our future events.

**Thank  
You**

**The Inland  
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Branch  
thanks Blake  
Rochette for  
doing our  
taxes every  
year!**

## INLAND EMPIRE BRANCH

The International Dyslexia Association  
P.O. Box 6701  
San Bernardino, CA 92412

951/686-9837

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

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# What Are the “Early Warning Signs” of Learning Disabilities

By Richard D. Lavoie, M.A., M.Ed.

Children with learning disabilities exhibit a wide range of symptoms. These include problems with reading, mathematics, comprehension, writing, spoken language, or reasoning abilities. Hyperactivity, inattention and perceptual coordination also may be associated with learning disabilities but are not learning disabilities themselves. The primary characteristic of a learning disability is a significant difference between a child’s achievement in some areas and his or here overall intelligence.

Learning disabilities typically affect five general areas:

- 1) Spoken language: delays, disorders, and deviations in listening and speaking
- 2) Written language: difficulties with reading, writing and spelling
- 3) Arithmetic: difficulty in performing arithmetic operations or in understanding basic concepts
- 4) Reasoning: difficulty in organizing and integrating thoughts
- 5) Memory: difficulty in remembering information and instructions

Among the symptoms commonly related to learning disabilities are:

## Academic Symptoms

poor performance of group tests  
reversals in reading and writing  
difficulty in copying accurately from a model  
slowness in completing work  
*easily confused by instructions*  
*difficulty with tasks requiring sequencing*

## Cognitive Symptoms

difficulty discriminating size, shape, color  
difficulty with temporal (time) concepts  
distorted concept of body image  
poor organizational skills  
difficulty with abstract reasoning and/or problem solving

disorganized thinking  
often obsesses on one topic or idea  
poor short-term or long-term memory  
lags in development milestones (e.g., motor, language)

## Physical Symptoms

general awkwardness  
poor visual-motor coordination  
hyperactivity  
overly distractible: difficulty concentrating  
lack of hand preference or mixed dominance

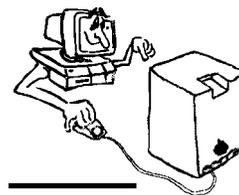
## Behavioral /Social Symptoms

Impulsive behavior: lack of reflective thought prior to action  
low tolerance for frustration  
excessive movement during sleep  
poor peer relationships, overly excitable during group play  
poor social judgement  
inappropriate, unselective, and often excessive display of affection  
behavior often inappropriate for situation  
failure to see consequences for his actions  
overly gullible: easily led by peers  
excessive variation in mood and responsiveness  
poor adjustment to environmental changes  
difficulty making decisions

When considering these symptoms, it is important to remain mindful of the following:

- 1) No one will have all these symptoms.
- 2) Among LD populations, some symptoms are more common than others.
- 3) All people have at least two or three of these problems to some degree.
- 4) The number of symptoms seen in a particular child does not give an indication as to whether the disability is mild or severe. It is important to consider if the behaviors are chronic and appear in clusters.

*Credit: Hawaii Branch of International Dyslexia Association, Volume 16, Issue 2*



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on-line!**

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

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## Recording For the Blind & Dyslexic

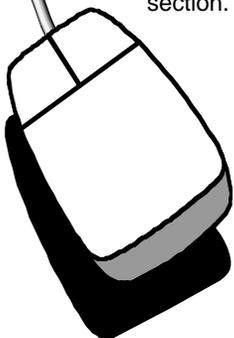
### Did you know?

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### Looking for information???

[www.idonline.org](http://www.idonline.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 & the new parents section.



## IEB AT RIVERSIDE WEDNESDAY NIGHT THANK YOU BOARD MEMBERS AND VOLUNTEERS

Wednesday nights 5P.M. to 9P.M. during June and July our IEB sponsored a display table at the Riverside Wednesday Night Street Fair & Farmer's Market in downtown Riverside. Board member **Sandy Perlstrom** was there every night, from set-up to clean up. Thank you **Sandy** for all of your dedication and hard work!! Other participating board members were **Sharon Aros** and **Regina Richards**. Volunteer **Melanie Brooks** from North High participated every week. Other volunteers included **Irv Richards**, **Chris Brooks** (student at Riverside City College), **Gabriela Rodriguez** (recent High School graduate from North High School), and **Ife Morris**. We appreciate all of the hours, enthusiasm and hard work everyone gave on those Wednesday nights – especially in the heat.

Our latex balloons imprinted with our IDA logo and IEB address, phone number, and web site were very popular – with kids and adults. We rented a helium tank each week but often ran out of helium around 7:30 pm. It was fun to see all those colorful IDA-printed balloons "walking around" the 4-block fair area.

We chatted with many people over the two months. A large number were students from local colleges,

especially community colleges. Many of these had questions about accommodation services. Another large number were parents and grandparents seeking information related to their children's needs and issues. Some were teachers. It was so wonderful to hear someone say,

"Wow- I'm so delighted that you're here. We didn't know that there was a group like yours in the area!" This goes to show how much more work we need to do in the PR area! Approximately 50 people or couples signed up to be on our mailing list so that they could continue to receive more information. We had a small box labeled "donations" if anyone wanted to contribute and many

people put in some change as a thank you for the materials. We collected \$59.38.

Following is a total of the materials we distributed during our time at RWN:

500	Bookmarks (with information about our branch and a list of our events)
225	IEB Newsletters and Kids' Newsletters
160	Announcements for our July 24 <sup>th</sup> workshop
170	Imprinted pencils with our name, address, phone & web site
675	Imprinted latex balloons with helium
126	National IDA brochures
110	Bottles of water (donated from local sources)



IEB Board member Sandy Perlstrom spreading the word

Thank you  
Sandy Perlstrom



# Kids Rock Free<sup>®</sup> Educational Program

at the Fender Museum of the Arts Foundation

## Free Guitar Lessons for Dyslexic Students

The Inland Empire International Dyslexia Association is providing scholarships to receive free guitar lessons. **Eight** scholarships are available for students between the ages of 13 and 17 with a dyslexic or other learning-disabled pattern. The classes will be part of the Fender Museum's Kids Rock Free<sup>®</sup> program.

The scholarships are available for the Winter 2005 and Spring 2005 sessions. The first Winter session class begins in January. Each eight-week session consists of a one-hour class each Saturday afternoon at 4 pm. Classes are located at the Fender Museum, 365 N. Main St. in Corona.

To qualify, students must be learning disabled and have an IEP with their school.

### To apply:

- Complete and mail the Kids Rock Free<sup>®</sup> Application and Music Lesson Policy form, postmarked on or before **December 15, 2004** to:
- All parents are required to volunteer at the Fender Museum a minimum of 10 hours during each 8 week session.

Inland Empire IDA/Fender Museum  
Kids Rock Free<sup>®</sup>  
PO Box 6701  
San Bernardino, CA 92412

**Applications** are available on the web at [www.dyslexia-ca.org](http://www.dyslexia-ca.org). If you wish to have an application mailed, please contact us via the "Contact Us" link on our web site or call (951) 686-9837. Also, call if you have any questions regarding the scholarships or the program.

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### Definition:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the International Dyslexia Association  
Board of Directors, November 2002

# Rich Allen Conference a Success!

On July 24<sup>th</sup> we all had a great time with Richard Allen. He presented his dynamite workshop, *Impact Learning*. So many people worked on the team to organize this event and we say “thank you” to all of the wonderful volunteers. *We couldn't do it without you!!*

For those of you who were there and enjoyed Rich's informative and energetic presentation – he's coming back with a new presentation, “Green Light Strategies: Applying Impact Learning Techniques to Challenging Content.” For those of you who were unable to join us – you have another chance.

**So save the date of September 24 and plan to join us —**

We're delighted to announce that Rich will return to the Ontario Marriott Hotel for another fun-filled day with many new strategies and ideas on Saturday September 24<sup>th</sup>, 2005. We are co-sponsoring this workshop with the Inland Empire Reading Association.



Dynamic Duo – Rich Allen & IEB President Regina Richards

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

## Steps to Becoming a Self-Advocate in a Post Secondary Setting

*By C. Wilson Anderson Jr., MAT*

- ✦ Each student should be taught about the disability in general, as well as how he/she is affected by the disability.
- ✦ Each student should understand the disability and be able to understand and counter each disability with a strength.
- ✦ Each student should be able to succinctly articulate each aspect of the disability and enumerate one strength to counter each part of the disability.
- ✦ Each student should be an active participant in IEP and/or 504 meetings from the 5<sup>th</sup> grade on.
- ✦ Each student should have his/her own copy of the IEP and/or 504 Educational Plan in a plastic cover in the three-ring notebook.
- ✦ In private, using eye contact, a quiet firm voice, and an “I” statement, each student should be able to explain the accommodation that the teacher has not done, forgotten or forbidden.
- ✦ Each student should be prepared to share concerns with the IEP Case Manager, 504 Supervisor, and parents. Make certain that your Transition Plan is college appropriate. Make certain that you take “college-prep” courses if you want to go to college, appropriate courses if you want to go to vocational school.

Continued on page 12

# Book Review

By Regina G. Richards

*Unlocking Literacy: Effective Decoding & Spelling Instruction*, By Marcia K. Henry, 2003

IDA members have long respected the work of Marcia Henry. At various IDA meetings, we have heard Dr. Henry elaborate upon these ideas and many of us have had the pleasure of reading her articles. Her theoretical knowledge and teaching experience are a rare combination, and they shine brilliantly in this, her newest book.

Henry's focus is on the components of language related to reading and spelling. She explains the processes of decoding and spelling and offers a brief history of written English. She discusses the Anglo-Saxon, Latin, and Greek layers of language.

Teachers will find the provided classroom suggestions of particular value. Henry focuses on phonological awareness and language stimulation for early stages of reading/spelling instruction. For beginning readers, she highlights the Anglo-Saxon layer and includes consonants, vowels, spelling rules, morpheme patterns, interventions for fluency, and home reinforcements.

As readers advance, Henry recommends greater study of the Latin and Greek layers. Subjects included common morphemes, beyond phonics, Latin roots, Greek combining forms, and reading/spelling of longer words. She provides a chapter related to competent readers which extends the Latin and Greek layers.

Throughout the book are what Henry calls "Word Wisdom," designed to stimulate fun and interest with language. Of exceptional benefit to classroom teachers are the 132 pages of appendices which include surveys of language knowledge and word lists for the topics and rules covered in the body of the text.

Dr. Henry's approach is clear and sensible. While it is or it proves to be easy for the novice teacher to understand and use, it also provides advance knowledge for the seasoned teacher. It is an unparalleled book for all.



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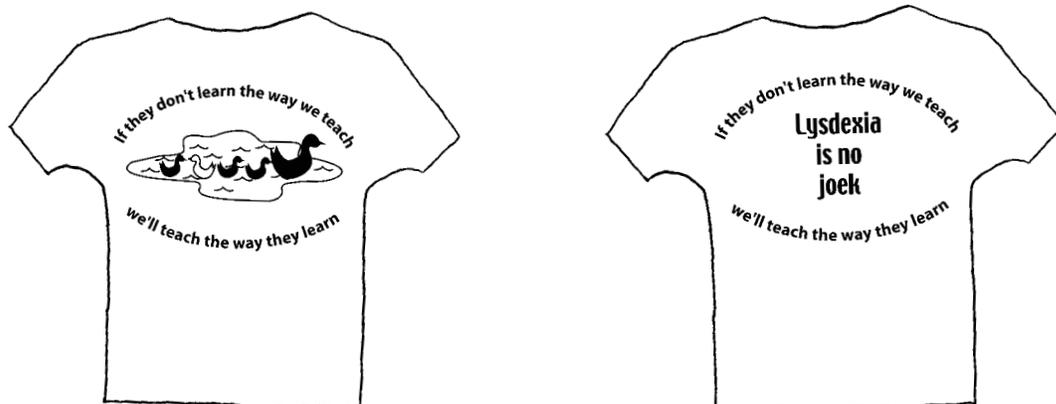
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# WANT A FUN SHIRT?

Our branch sells T-shirts. They are Hanes 50/50 and we have a variety of sizes (small, medium, large, extra large, and a few XXLarge). We also have a variety of colors. All shirts are \$10 each except for the XXLarge, which are \$12 each. There is a \$5 shipping and handling fee for the first shirt and an additional \$2 S&H for each additional shirt.



If you're interested in purchasing shirts, please contact us by email (go to "Contact Us" on our web site at [www.dyslexia-ca.org](http://www.dyslexia-ca.org)) or by phone (951-686-9837). Tell us what style, size and color you prefer and we'll get back to you to confirm your order and arrange payment.

Visit  
the  
national  
office of the  
IDA website  
[www.interdys.org](http://www.interdys.org)



Including:

- \* New Kids Only web site
- \* Ask the Experts
- \* Facts about dyslexia
- \* Pen pals bulletin board
- \* Resources . . . and much, much more!

## Improving Reading Comprehension, from page 1

The good news is that poor readers can be taught to use the same techniques good readers use instinctively. Data from current research have indicated which strategies may be most powerful for increasing students' understanding of text. Strategies used before, during, and after reading can greatly facilitate comprehension.

What do good readers do before reading? They summon the prior knowledge they have about a given topic, focus their complete attention on reading, and set a purpose before they begin. If they are reading a textbook, for example, they set a different purpose than if they are reading a novel for pleasure.

During reading, good readers keep their attention focused on the task at hand. One of the most important strategies used by good readers is their constant monitoring of their comprehension. They do it so often that it becomes automatic. Once they become aware that comprehension is slipping, they use "fix-up strategies" such as re-reading, clarifying vocabulary, and summarizing what they have gleaned from the text up to this point to improve their understanding of what follows.

After reading, good readers summarize the major ideas they have read about in some fashion. Some review these ideas verbally. Others use a graphic organizer of some kind (semantic maps, flow charts, etc.). In any case, they evaluate the comprehension of what they read, deciding if they have reached the goal they set for reading. If necessary, they seek additional information from outside sources to further clarify and enrich their understanding.

Specific strategies like semantic mapping and self-questioning techniques like Reciprocal Teaching employ the comprehension steps good readers use automatically.\* As a result, they have been shown to improve comprehension performance of poor readers significantly.

*\*For more specific information about these strategies, see Marzola, E.S. (1988). Interrogating the Text: Questioning Strategies Designed to Improve Reading Comprehension. Reading, Writing and Learning Disabilities, 4; 243-258.*

# Specific Skills Workshops

a series of 3 hands-on sessions

## **Specific Multisensory Strategies:**

**December 4, 2004** - The Why's and How's for Improving Decoding and Spelling

**February 19, 2005** - Seeding Your Brain: Comprehension Strategies That Work!

**March 5, 2005** - Fling Into Spring With Memory Strategies That Stick!



**3 Saturdays:**

**December 4<sup>th</sup>, February 19<sup>th</sup>, and March 5<sup>th</sup>**  
**8:15 am to 1:15 pm**

**Earn 1 UCRX unit for each day (extra meeting)**

Location:

**Riverside County Office of Education  
Conference Center**

12th & Almond Street - Downtown Riverside

## **Sponsored by:**

International Dyslexia Association  
Inland Empire Branch  
951/686-9837  
[www.dyslexia.ca.org](http://www.dyslexia.ca.org)



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## **IDA Disclaimer**

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

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



# Dr. Orton Was Right!

Georgetown University Study Proves Dr. Orton Was Right!

In 1925 Dr. Samuel Orton, a clinician and prominent dyslexia researcher, hypothesized that normally developing readers suppress the visual images reported by the right hemisphere of the brain because these images could potentially interfere with input from the left hemisphere. Researchers at Georgetown University Medical Center in Washington, D.C., reported in the May 18 online publication of the journal, *Nature Neuroscience*, that Dr. Orton was correct.

Using functional magnetic resonance imaging (fMRI) to study brain activity in children, Dr. Eden and her colleagues Peter Turkeltaub, Lynn Gareau, and Dr. Tom Zeffiro of Georgetown, and Dr. Lynn Flowers of Wake Forest University examined which parts of the brain people use when they read words and the changes that occur in the brain as children become accomplished readers. Researchers were able to confirm part of an eighty-year-old theory on the neurobiological basis of reading disability.

For the first time, they also were able to demonstrate that different phonological skills relate to activity in different parts of the brain. Phonological skills allow readers to sound out words by correctly associating sounds with written symbols. These skills are critical for children learning to read and are often found to be impaired in children with developmental dyslexia.

Dr. Eden, associate professor of pediatrics and director of Georgetown University's Center for the Study of Learning, said, "Reading is the single most important skill our children learn - it impacts virtually every aspect of a child's life. Despite the extraordinary effort that goes into teaching children to read, very little is known about it. This study is important because we need to understand the brain basis of learning in kids who read well in order to understand why some children, like those with dyslexia, don't."

Supporting Orton's theory, the fMRI scans showed that young children who were just learning to read used the left temporal regions of their brains and "turned off" the right side of the visual parts of the brain. This observation lends support to the theory that there may be several neurobiological profiles that correspond to different subtypes of dyslexia, each associated with varying deficits in one or more of these different phonological skills.

The study also showed that more brain activity occurs in the same location in younger children who are good at phonemic awareness, such as an understanding that "pop" without "p" is "op." Phonemic awareness evaluations are frequently used as a screening tool for children at risk for developing reading problems.

"Work like this can provide important background information to develop new research-based teaching programs that can ultimately help all children to become proficient readers and identify those who are in need of specific interventions," said Peter Turkeltaub, primary author of this study. "This is an exciting area of research in which scientists converge with educators and parents to achieve the common goal of helping children achieve the reading skills they need to succeed in life."

In related research, supported by the National Institutes of Health and the International Dyslexia Association - founded in the memory of Samuel Orton, Eden and her colleagues will soon begin the largest national longitudinal study ever undertaken to study brains in children as they develop into readers. A "brain bank" will enable researchers to undertake more comprehensive dyslexia and neurobiological research. The Georgetown Center for the Study of Learning, which is funded by the National Institutes of Health, seeks to better understand the neural mechanisms that enable the acquisition of reading skills and to identify new approaches to assess and treat reading disabilities.

*Credit: LaBIDA Journal, Louisiana Branch of IDA, Summer 2003*

## 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.

# Helping Your Child to Better Handwriting

*Credit: Reproduced with permission, American Occupational Therapy Association, Inc  
Originally published in Focus — The newsletter of the Greater Philadelphia Branch of the IDA*

Handwriting is a complex process of managing written language by coordinating the eyes, arms, hands, pencil grip, letter formation, and body posture. The development of a child's handwriting can provide clues to developmental problems that could hinder a child's learning because teachers depend on written work to measure how well a child is learning.

Occupational therapists can evaluate the underlying components that support a student's handwriting, such as muscle strength, endurance, coordination, and motor control, and parents can encourage activities at home to support good handwriting skills.

## What can an occupational therapist do?

- Demonstrate proper posture to support the proper use of the arms, hands, head, and eyes.
- Measure the level of physical strength and endurance.
- Analyze fine motor control, such as the ability to hold a writing utensil.
- Determine visual and perceptual ability that influences a child's ability to form letters and shapes using a writing utensil.
- Help develop and evaluate handwriting curriculums and collaborate with teachers on effective strategies.
- Suggest home activities that promote the development of skills needed in good handwriting.

A child's inability to master good handwriting skills could indicate a more serious problem such as developmental or learning disabilities. If you would like to consult an occupational therapist about your child's handwriting, talk to your child's teacher about whether a referral to occupational therapy is appropriate. Your physician, other health professionals, and your school district's director of special education may also be able to help.

Occupational therapists and occupational therapy assistants are trained in helping children with a broad range of issues in addition to the development of handwriting skills, such as proper computer use and proper backpack use.

## What can parents and families do?

- Encourage children to participate in sports and games that could improve visual, motor, and coordination skills, such as playing ball, jacks, marbles, and outdoor sports.
- Require children and teens to use silverware when eating to develop hand grip.
- Provide an activity that exercises the hands, such as cutting pie dough or pizza and using cookie cutters.
- Encourage writing handwritten letters to grandparents and friends.

## Have you noticed?

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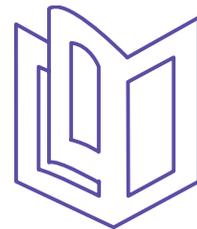
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## Local Resources

Look for books & videos on dyslexia and learning issues at your local public library! Our branch has donated a large number of items to local libraries in Riverside and San Bernardino Counties four times, over the last few years. Check it out – the libraries have interlibrary sharing programs.

## Becoming a Self-Advocate, Continued from page 6

- ✦ At the end of the sophomore year begin the process for college testing. Any modifications for SAT or ACT testing will have to be documented in the testing, and reporting, and must be based on need as demonstrated by test scores. The diagnosticians's qualifications will need to be documented.
- ✦ During the senior year in high school, each student should prepare a 504 Plan for a Post-Secondary setting, with complete documentation including documentation of the diagnostician's credentials. Visit the campus; don't believe what you read! Present your accommodation plan to the 504 official on campus. Note: New guidelines from AHEAD state that each accommodation must supported by the test results and diagnostician recommendations.
- ✦ From age 18 on, you are expected to be your own advocate! The student should keep and maintain a three ring note book with the latest documentation and a copy of all previous IEP's and 504/ADA Plans. Understand that accommodations are to be negotiated and you may have to negotiate the accommodations with each professor, individually.
- ✦ Get as much remediation as you can before college. College professors are not equipped to teach basic skills. Balance your course load! Take the minimum number of credits the first year. Be prepared to take summer school, an extra semester or extra year!
- ✦ If one cannot be his/her own advocate, the student should hire a professional advocate who knows both the disability and the field of education. Both the student and the advocate should work very closely with each other and also the Student Disability Resource Center Staff. Use every service the school has to offer.
- ✦ Denial of ones own learning disability/ADHD is a serious problem especially in a Post Secondary situation. Be aware that denial will cost thousands of dollars and huge amounts of lost self-esteem and credibility. Join a disabilities support group. Monitor your grades and credits. Don't let failing grades sneak up on you! Use your planner!

**Resources:** *Transitions to Postsecondary Learning Self-advocacy Handbook*, Eaton and Coull, 1-49 copies, \$7.95 each plus 10% S&H. Eaton and Coull Learning Group, 3541 West 16<sup>th</sup> Ave., Vancouver, British Columbia, Canada V6R 3C2, (1-800-933-4063).

*Knowing Myself, Knowing My Needs: Keys to Becoming a Self-advocate in a Post Secondary Setting*, \$7.50 inclusive, from ECM, Inc., 2812 SW Osborn Rd., Topeka, KS 66614, (785-271-6668).

*Steps to Insure a Smooth Start in College or Vocational School for the Student with Dyslexia and other Learning Disabilities*, \$7.50 inclusive, from ECM, Inc., 2812 SW Osborn Rd., Topeka, KS 66614, (785-271-6668).

*Credit: The Ohio Valley Branch Newsletter, Fall 2003*



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Inland Empire Branch needs YOU! Help us help others.



## Dovid Richards Memorial Scholarship Fund

• 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.

## Calling all tutors, educational therapists, language therapists, and psychologists

Please consider adding your name to our Inland Empire Referral List. We continue to see an increase in demand for services throughout San Bernardino, Riverside, and Orange Counties. We constantly receive requests for such referrals.

Our Inland Empire Branch considers this a valuable service and we wish to update our Referral List to make it more current. If you would like to add your name, please contact us through the “Contact Us” Link on our web site at [www.dyslexia-ca.org](http://www.dyslexia-ca.org).



### Attention United Way Contributors

You can designate your contributions through the United Way to the **Inland Empire Branch of the International Dyslexia Association** when you choose the category “OTHER” and include our name and address: Inland Empire Branch of the International Dyslexia Association, P.O. Box 6701, San Bernardino, CA 92412

**Thank you** to all who have been designating your United Way contributions to IEB-IDA!



### Calling All Kids! (parents & teachers too)

*Our newsletter is for and about students who learn differently.*

Join us!

**Parents & Teachers**, receive a voucher for 50% towards your IDA membership or renewal by submitting articles or artwork from at least 5 students—with or without learning differences!

We are seeking original contributions:

- artwork (no larger than 8"x11", black and white)
- photographs of sculptures or models
- poems
- essays about your feelings about having a learning difference **or** about how you cope with your learning struggles—what works, what is frustrating, what or who has helped you
- anything else about learning differently [these can also be by a student without a learning difference]

*Want to be involved?*

Send your entry to:  
Inland Empire Branch, IDA  
P.O. Box 6701  
San Bernardino, CA 92412.

**Let us hear from you!**

We welcome your comments and suggestions.

# Inland Empire Branch Members of IDA

By Diane Wright, Vice President

**Thank you** to all members of IDA, Inland Empire Branch. We appreciate the contributions of all new, continuing, and previous members. Members have access to a network of information and support. As a current member of IDA, you will receive a discount toward conference registrations. The Annals of Dyslexia, Perspectives, and our Inland Empire newsletters will be sent to you. **Thank you** again!

Blair Aldworth  
Joanne Allain  
Beverly Allen  
Yvonne Amsell  
Donna Andrew  
Ellen Applegate  
Sharon Aros  
Michele Atias  
Nancy Baca  
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## Improved RFB&D® Website, Continued from page 1

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Go to Information about membership for more information and a link to the complete form.  
[http://www.dyslexia-ca.org/frame\\_main.html](http://www.dyslexia-ca.org/frame_main.html)

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