

The RESOURCE

Creating Avenues of Success for Dyslexics!



VOL. 18, ISSUE 1

founded in memory of Samuel T. Orton

SPRING 2003

CALENDAR OF EVENTS

Thurs., May 15, 2003

“Learning Disabilities and Self-Esteem” workshop. Riverside County Office of Education (see pg. 6).

November 2003

IDA’s 54th Annual Conference held in beautiful San Diego, CA this coming November 12th - 15th. (see ad, p. 9).

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 Regina G. Richards

I imagine you’re surprised to see my name as a by-line for the President’s Letter. In December, your Board was saddened to receive a resignation letter from our then-President, Sandy Marzullo. She indicated personal and family reasons behind her decision to resign.

To Sandy:

We all wish you well, Sandy! You have contributed a great deal to our Branch with all of your enthusiasm and dedication, as well as the many gifts of time and effort you provided to us and the community. You have made a major impact here in the Inland Empire and also in Washington DC in your visits to Congress during Branch Council meetings. We will miss you at Board meetings and hope that you will continue to join us from time to time to share your many ideas, your passion, and your enthusiasm – your spirit is indeed contagious and we all benefit from it.

Our Inland Empire Board continues to be vibrant and active. Board meetings are open to all interested persons. If you care about literacy in our community and want to see greater “avenues of success” for our children in school and for dyslexic adults, please join us and share your ideas. We also need interested people to come to our meetings to provide feedback on ideas suggested by others. So don’t be shy, thinking you don’t have any ideas: we need your feedback and support as well. All that is required is that you care — care about literacy and care about children or adults who may face learning challenges. See our calendar for future meetings – or call our Branch message phone at 909/686-9837.

Continued on page 8

Parenting Issues for Adults With Learning Disabilities

By: LDA Adult Issues Committee of the Learning Disabilities Association of America (LDA)

It is not uncommon for college students with learning disabilities to want to become teachers. They have a strong desire to keep others with learning disabilities from being treated as they were treated in school. Likewise, it is not uncommon for parents with learning disabilities to determine that they will not treat their children as they themselves may have been treated by their parents. Unfortunately, the very nature of learning disabilities sometimes makes it difficult to change patterns of behavior. Let us look at some of the reasons why parents with learning disabilities find it difficult to be the ideal parents:

Possible Negative Aspects When Adults Have Learning Disabilities

• Feelings of inferiority combined with memories of their own academic failure cause many parents with learning disabilities to shy away from active participation in their children’s education.

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The Social-Emotional Impact of Dyslexia

By: Jan Stuart Glider, Ph.D., RPT-S, Licensed Psychologist, Certified School Psychologist, and Registered Play Therapist Supervisor

The trials and tribulations of learning to associate speech sounds with written symbols and to decode words represent only part of the story for those individuals with dyslexia. As Michael Ryan, Ph.D. notes in *The Other Sixteen Hours*, (1994, The Orton Emeritus Series, Baltimore: The International Dyslexia Association), a variety of negative emotions often attends the experience of learning to read, write, and spell.

As it has been repeatedly observed, that most dyslexic children prior to entering formal education could be considered to be reasonably happy and well adjusted, the potential, emotional impact of having dyslexia should not be underestimated. Most often, emotional problems begin when children experience difficulties learning the sound-symbol basis of language. Over time, dyslexic children compare themselves to their non-dyslexic peers and further encounter their own limitations and inability to successfully compete.

Ryan observes (p.4), "The frustration of the student with dyslexia often centers on his or her inability to meet high expectations." What parents, teachers, and others may see is a seemingly bright child with great potential who appears "unable to accomplish basic tasks." Not infrequently, well-intentioned adults may assume the child is "lazy" or not trying hard enough. The child absorbs these overt or covert messages, takes them into him or herself, and finds that they register internally as self-negating thoughts like, "I'm stupid," or "I never do anything right." Over time, then, the burden of not living up to other's expectations is further compounded by not meeting one's own standards for perfor-

mance. This can lead to development of significant weakness in self-esteem reflected in a child's engagement in patterns of self-protective and/or self-defeating behavior (e.g. forgetting homework, avoiding class participation, etc.). Since dyslexia often coexists with other cognitive and social-emotional problems such as memory weaknesses, difficulty with attention control, or social skill deficits, relations with others in the dyslexic's social world may also suffer. Problems in living, then, can become cumulative and destabilizing.

To minimize the impact of emotional "fall-out," children and their families (as well as adult dyslexics) usually benefit from participating in individual and/or family counseling. In the process of developing a trusting relationship with a caring and concerned therapist, the child can learn to: a) recognize, appreciate, and access their strengths, b) separate their sense of self from their learning difference, and c) develop a range of more adaptive coping abilities. Family members often learn: a) to become less reactive to the emotions of the dyslexic individual, b) how to offer effective support, and how to recognize and step out of unhelpful patterns of emotional interaction.

Given that dyslexia is a multidimensional condition, it frequently requires the coordinated efforts of a variety of professionals to help children realize their potential. These may include: tutors, psychologists, social workers, psychiatrists, speech and language clinicians, occupational therapists, etc. As with any therapeutic endeavor, caregivers are well advised to ask psychotherapy consultants about their qualifications and experience in working with dyslexia before they sign-on.

Prepared by: Jan Stuart Glider, Ph.D., RPT-S Licensed Psychologist, Certified School Psychologist, and Registered Play Therapy Supervisor

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Nonprofit newsnotes published biannually
Annual subscription price - \$5.00

THE RESOURCE is published by the Inland Empire Branch of the International Dyslexia Association. Newsletter items, comments, advertisements, and address changes are welcomed and should be sent to the editor: Judy Love, 190 E. Big Springs Rd., Riverside, CA 92507.

No Child Left Behind: Questions and Answers

By: Dolores Ratcliff, Chair, Advocacy Committee of the Learning Disabilities Association of America (LDA)

What is No Child Left Behind?

On January 8, 2002, President Bush signed No Child Left Behind into law. This replaces the Elementary and Secondary Education Act. This law provides more money to assist those students falling behind and not progressing. It also emphasizes more early interventions to have children read at grade level by the third grade. It includes accountability systems for districts and buildings and promotes teacher training and staff development.

How will this affect my child's school accountability?

- Beginning in the 2002-2003 school year, states, districts, and schools will be required to publish report cards that will include the following:
 - Student achievement data by sub groups
 - A comparison of students at basic, proficient, and advanced achievement levels
 - High school graduation rates
 - Names of the schools identified as needing improvement
 - Professional qualifications of teachers
 - Percentage of students not tested
 - Each state will define Adequate Yearly Progress to help improve schools. That progress will be measured so that in twelve years the school should have 100% of its students proficient. Schools that have not made adequate yearly progress in two years will be identified as needing improvement.
 - If your school is placed on a two-year plan of assistance, parents are given the option to transfer their child to a better public school in the district or to a public charter school.
 - If your school is on a third-year plan of assistance, parents are still given the transfer option described above. In addition to this option, the school must provide supplemental services to disadvantaged children who remain at the school. Parents can choose the services their child needs from a list of approved providers.
 - In the fourth year, the transfer and supplemental services options remain in place, but staff members may be replaced or the school may be required to implement new curriculum.
 - If the school gets to five years without adequate improvement, the school will be restructured. During all of this time the options above for parents remain in place.

Do the public school options include only schools in the same district, or could they include schools in neighboring school districts?

Options may include a neighboring district. Failing schools must inform parents of their status not later than the first day of the school year following identification.

Will transportation be offered to pupils exercising public school choice options?

Yes, districts must provide transportation for students exercising the transfer option.

Which pupils in failing schools will be eligible for public school choice options?

All children attending the failing school are eligible, but districts must give priority to low-income students (as defined by the district).

How do parents know if their child is eligible for supplemental services?

Eligible children are those from low-income families (as defined by the district) who attend a school in its second year of improvement planning.

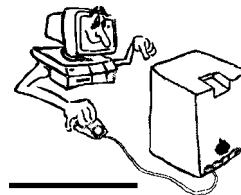
How can parents find out what kind of extra help is available from the school?

Schools are required to:

- Provide a list of approved providers with a description of their services
- Help parents select a provider
- Enter into an agreement with the provider which includes goals and a timetable for improvement.

Who will provide supplemental services?

Providers can be non-profit organizations, including faith-based organizations, or for-profit entities with a demonstrated record of effectiveness. The provider must be capable of providing services consistent



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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.

Continued on page 5

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.ldonline.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 lists.



Making Math Real

A Multisensory Approach Integrating Sensory-Cognitive Development with Procedural Instruction
By David Berg

The "Making Math Real" approach is a simplified and practical model that is designed to reach the full diversity of learning styles. It is a systematic, incremental, multi-sensory program that guides students, from the concrete, to the semi-concrete, to the semiabstract, culminating in the synthesis of abstract functioning. While it is successful for the special needs population, its application in general education classrooms provides accelerated, in-depth learning that addresses the educational needs of all learners. The focus of the program is in reconnecting math to its concrete fundamentals while developing essential memory-building tools to make math a successful and fun experience for teachers and students.

In working with more than 3,000 students over the last twenty-four years, I have noticed a wide range of math abilities in classrooms and private practice. Students are diverse and multidimensional and require instructional methods that encompass that diversity. For many math is easy, but for those who have difficulties, it can be a nightmare. Many of our students have significant issues with access to memory, and they need math curriculum that will incorporate the development of essential memory-building tools within lessons that teach the procedures. Some of these memory tools are:

Symbol Imaging: The ability to image and hold sequences of symbols in the mind for acquiring math facts and procedures.

Details Analysis: The ability to focus on the discreet parts of a whole without losing the picture of the whole to recognize relationships and patterns and to notice "careless" errors.

Sequential Memory: The ability to recall and re-image procedures in their correct sequence for accurate applications.

With the recent adoption of the new, non-spiraling content standards in math, we are faced with a most challenging dilemma. The now defunct "global" math programs recently adopted by many of the larger school districts, as well as the old rote style programs of the past, are not sufficiently meeting the educational needs of our students. Problem

solving utilizing higher order thinking skills and mastery of the basics is now the focus in math instruction across the nation. In addition, the majority of the brand new math series present such an enormous amount of content, that teachers have to give instruction at an accelerated rate to cover it all. Unfortunately, it does not allow all students sufficient time to reach synthesis before moving on to the new content. Consequently, a great number of students are retaining little of what has been taught.

My experience has shown that a math program for kids needs:

- To provide comprehensive multisensory instruction that is fully hands-on and manipulatives based
- To incorporate a modality flooding method of building automaticity by developing the students' abilities to image all the facts mentally
- To allow adequate time for different rates of processing
- To integrate number sense with all algorithm instruction
- To reduce the memory load while integrating sensory-cognitive development of symbol imaging, detail analysis, and sequential processing with all math procedures to maximize recall
- To utilize a systematic, incremental approach to guide them from the concrete, to semi-concrete, to semi-abstract, to the fully abstract in all math content areas
- To document their concrete experiences rather than relying on rote memorization or rote tricks
- To use a story-based picture imagery as a strategy to reduce memory load and to maximize mathematical development.

Teachers need:

- To utilize dynamic, fun, creative, and innovative approaches
- To have all math content (concepts and algorithms) be simplified, concrete and real
- To teach formal math language globally using informal language and familiar pictures
- To learn to use manipulatives effectively to link all modalities creating true multisensory instruction

Continued on page 14

No Child Left Behind..., Continued from page 3

with the instructional program and academic standards of the district.

Do testing and accountability apply to charter schools?

The same provisions must be applied to charter schools in accordance with your state's charter school law.

Will there be any changes in testing procedures?

Yes, more testing will be required for accountability:

- 2002-2003 school year
- States must annually assess the English proficiency of Limited English Proficient (LEP) students
- States must participate on a biennial basis in NAEP (National Assessment of Educational Progress)
- 2005-2006 school year
- States must administer annual assessments in reading and math in grades 3-8 and once in grades 10-12. (Make sure your child is receiving needed accommodations to demonstrate what they know. Use the IEP to document the assessment accommodations.) Assessments in science will follow.

What if a parent wants to home-school a child?

Does the new law require tests at home?

Nothing in No Child Left Behind affects home schooling or permits any federal control over any aspect of a home school, whether that home school is treated as a home school or a private school under state law.

What about the quality of teachers and para-professionals working with my child?

Districts must begin to report the qualifications of

teachers beginning in the school year 2002-2003. By 2005-2006 all teachers must be rated as highly qualified as defined by your state with federal guidance. By 2005-2006 all para-professionals must be certified as defined by your state.

What will be done to get every child to read by the end of third grade?

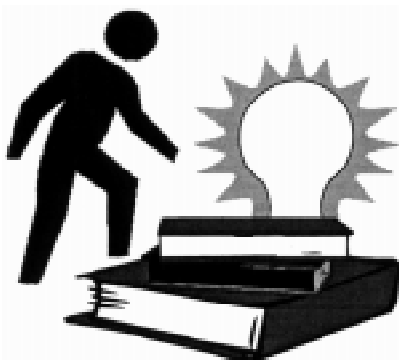
Much research shows that children who are reading by the end of third grade will not be disabled readers. Nearly \$1 billion will be distributed annually among the fifty states, District of Columbia, and Puerto Rico over the next six years. Each state must submit a grant proposal for its Reading First proposals with goals and a plan to establish high-quality comprehensive reading instruction for children K-3. The reading instruction must be based on scientifically based research.

The information in this article was obtained from *What to Know and Where to Go...Parents' Guide to No Child Left Behind*. This booklet can be obtained free by calling 1-800-USA-LEARN. The report is also available at: www.NoChildLeftBehind.gov.

Reprinted with permission from the Learning Disabilities Association of America: LDA Newsbriefs, Vol. 37, No. 2, September / October 2002.

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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

Accommodations for Students with Handwriting Problems

By: Susan Jones, M.Ed.

Many students struggle to produce neat, expressive written work, whether or not they have accompanying physical or cognitive difficulties. They may learn much less from an assignment because they must focus on writing mechanics instead of content. After spending more time on an assignment than their peers, these students understand the material less. Not surprisingly, belief in their ability to learn suffers. When the writing task is the primary barrier to learning or demonstrating knowledge, then accommodations, modifications, and remediation for these problems may be in order.

- ✦ Inconsistent position on page with respect to lines and margins
- ✦ Cramped or unusual grip, especially holding the writing instrument very close to the paper, or holding thumb over two fingers and writing from the wrist
- ✦ Strange wrist, body, or paper position
- ✦ Talking to self while writing, or carefully watching the hand that is writing
- ✦ Slow or labored copying or writing-even if it is neat and legible
- ✦ Content which does not reflect the student's other language skills

SIGNS OF DYSGRAPHIA

- ✦ Generally illegible writing (despite appropriate time and attention)
- ✦ Inconsistencies: mixtures of print and cursive, upper and lower case, or irregular sizes, shapes, or slant of letters
- ✦ Unfinished words or letters, omitted words

ACCOMODATIONS:

Change the demands of writing rate:

- ✦ Allow more time for written tasks including note-taking, copying and tests.
- ✦ Allow students to begin projects or assignments early.

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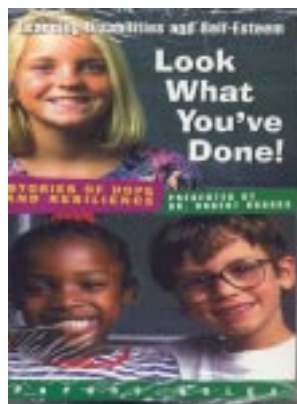


Self-esteem:

Helping children build resiliency and develop confidence!!!

ADMISSION IS FREE!

Resiliency is the ability to deal with challenges and learn to cope in a way that makes the person stronger and more successful. This video by Dr. Robert Brooks teaches how children with learning differences exhibit everyday courage. Dr. Brooks offers many practical strategies to help children develop the confidence and resiliency they need to succeed.



A video presentation & panel discussion presented by the Inland Empire Branch, IDA

Thursday, May 15, 2003

6:45 pm

Location: Riverside County Office of Education

12th & Almond Streets

(Exit the 91 freeway at 14th Street and go north to Almond.

Turn right and go to one of the 2 parking lots by 12th St)

In Downtown Riverside

A map is available at www.dyslexia-ca.org

- Include time in the student's schedule (resource room or library or office assistant) that could also be used for written work.
- Encourage learning keyboarding skills to increase the speed and legibility of written work.
- Have the student prepare assignment papers in advance with required headings (Name, Date, etc.).

Adjust the volume:

- Provide an incomplete outline of lecture notes. The student can fill in details under major headings or headings over the detail
- Provide a scribe for some assignments or tests (or parts of tests). Train a scribe to write what the student says verbatim ("I'm going to be your secretary") and then allow the student to make changes, without assistance from the scribe.
- Allow abbreviations in some writing (e.g., b/c for because). Have the student develop a notebook of abbreviations.
- Reduce copying; e.g., provide math worksheets with the problems already on them instead of copying from a book.

Change the complexity:

- Provide a writing binder for written assignments with a model of cursive or print letters on the inside cover (significantly easier to refer to than one on the wall).
- Make a laminated template of the required format for written work. Make a cutout where the name, date, and assignment would go and model it next to the cutout. Three-hole punch it and put it into the binder on top of the student's writing paper. Then the student can set up his paper and copy the heading information in the holes, then flip the template out of the way to finish the assignment.
- Break writing into stages. Teach the stages of the writing process (brainstorming, drafting, editing, and proofing, etc.). On a computer, a student can make a rough draft, copy it, and then revise the copy, so that both the rough draft and final product can be evaluated without extra typing.
- Don't grade spelling on rough drafts or one-sitting assignments.
- Encourage the student to use a spellchecker and have someone else proof-read his work. Speaking spellcheckers (with headphones) are recommended, especially if the student may not be able to recognize the correct word.
- Allow the student to use either cursive or manuscript, whichever is most legible.
- Teach cursive earlier than would be expected, as some students find cursive easier to manage, and the student will have more time to learn it.

Change the tools:

- Paper with raised lines can help primary students keep writing on the line.
- Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise messiness or poor spelling, though.
- Different colored paper or writing instruments can sometimes

help writers of all ages.

- Graph paper or lined paper turned sideways can help students lineup numbers for math problems.
- A comfortable writing instrument is important. Many students have difficulty writing with ballpoint pens, preferring more friction in contact with the paper. Mechanical pencils are very popular. Let the student find a favorite pen or pencil (and then get more than one like that).
- Have pencil grips available for everybody, no matter what the grade. Sometimes high school students enjoy the novelty of pencil grips or even big "primary pencils."
- Teach Word Processing. Bear in mind that learning to use a word processor may be difficult for the same reasons that handwriting is difficult. Consider keyboarding instruction or word processing software which addresses the needs of learning disabled students. Features may include teaching the keystrokes alphabetically (instead of the "home row" sequence) or sensors to change the "feel" of the D and K keys so that the student can find the right position kinesthetically.
- Hunt down the newer editing features in word processing programs which can really make a difference for struggling writers. Special programs have text-to-speech and word prediction features.
- Consider speech recognition software. Even more that with

[Continued on page 12](#)



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President's Letter from page 1

As I write this, we are eagerly planning for our wonderful March 8th conference with Dr. Doug Harrington. I hope that you were there with us. Our next general meeting will deal with the issues of self-esteem and resiliency. Remember — our general meetings are open to all and there is NO admission charge.

What is resiliency? It is the ability of a person to deal with difficult events or situations and learn to cope in a way that makes him/her stronger and more successful. **Dr. Robert Brooks**, a psychologist, is a dynamic speaker, but we were unable to have him attend our meeting on May 15th. Some of you may have heard him at one of our previous IDA conferences and know how gifted, entertaining and informative he is. Instead of having Dr. Brooks in person – we have his superb video, entitled, *Learning Disabilities and Self-Esteem: Look What You've Done!*

This video teaches how children with learning disabilities exhibit “everyday courage.” Dr. Brooks explains how to find children’s “island of competence” and build on their strengths. He offers many practical strategies to help children develop the confidence and resilience they need to succeed. Dr. Melvin D. Levine, M.D., states, “The very act of watching the video or reading Brook’s book will enable parents themselves to be resilient and to transplant this attitude into the minds and spirits of their offspring.”

After watching the video, we will have a panel discussion and question period. Our focus will be

on how parents and teachers can apply some of Dr. Brooks’ ideas with their children. We hope you will join us and bring a friend because the issue of helping children build resiliency is especially critical with our children who face learning challenges.

We will have Dr. Brooks’ video and his book, *Raising Resilient Children: Fostering Strength, Hope, and Optimism in Your Child*, available for purchase along with many other items that deal with learning in general and dyslexia in particular. **PLEASE MAKE PLANS TO JOIN US ON THURSDAY, MAY 15th**. Our meeting will start at 6:45 pm at the Riverside County Office of Education Conference Center. Refer to the map on the flyer within this newsletter.

Visit the national office of the IDA website www.interdys.org



Including:

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



As many of you know, I was President of our Branch from fall 1991 to January 1998. I have been an IDA member since 1979. Why do I continue to volunteer my time to this group? Well, let me tell you. IDA is one of the finest organizations I know. It has a strong base in supporting research; it sponsors one of the finest (truthfully, I think it’s probably the finest) national conference on learning differences; it sustains wonderful values that focus on making life a more positive adventure for those wonderfully gifted persons who learn differently; and it is an organization that cares. Our Branch is one of 46 branches throughout the US, Canada and other countries. I am very proud to be a member of this fine group and I firmly believe that our local branch has made a difference in the lives of many children and adults, both directly and indirectly. Here are some examples:

☛ At one of our recent conferences, a mother came up to me and said, “I want to thank you and the IE Branch for saving my daughter!” She went on to explain that with the information she had gained,

Continued next column

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through the years had helped to save her daughter's self-esteem! By learning strategies and techniques, her daughter had been able to celebrate her strengths and work with her weaknesses and was now getting ready to graduate from college! She had tears in her eyes as she finished telling me her story!

✦ A former board member, Josie Burns, had moved to Ohio but stayed in contact with us. Some of you may remember her as the wonderful musician who sang at some of our events. She wrote the song, *The Select Few*, about the many gifts of the dyslexic learner. She recently passed away and her son wrote to me, "No other agency or group had a bigger impact on her than Orton [the previous name of IDA]. Josie found Orton at a critical juncture in her life and, as a result, she decided to change her focus to music." He went on to say, "The knowledge I gained through my mom about Orton will always be a part of whatever I do."

We need to learn a lesson from the geese. As each goose flaps its wings, it creates "uplift" for the bird following. By flying in a "V" formation, the whole flock adds over 70% more flying range than if each bird flew alone.

Our lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of each other.

The Inland Empire Branch serves a valuable purpose in our society. Won't you participate?



"Our Mission to Literacy"

54TH Annual Conference


of

The International Dyslexia Association[®]

November 12-15, 2003

Town & Country Resort and Convention Center
San Diego, California

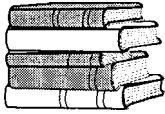
For more information and a complete conference program (in late summer), please contact IDA at (800) ABCD123 or (410) 296-0232 or visit our web site at www.interdys.org.



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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.



Parenting Issues for Adults..., Continued from page 1

- ✦ Disorganization can be at the root of many problems: failure to return signed forms, report cards, etc; failure to remember important dates such as PTA meetings or teacher conferences; difficulty in providing an organized home environment for a child with learning disabilities; etc.
- ✦ Expressive and receptive language deficits can create communication problems between school personnel, parents who have learning disabilities, and the children of those parents.
- ✦ Academic deficits in reading, spelling, math, etc. cannot only make it difficult to communicate with teachers, it can also make assistance with homework impossible.
- ✦ Impulsivity can cause parents to make unwise and harmful comments to teachers and others involved in the education and care of children. Such comments can also render harm to children themselves.
- ✦ Distractibility and short attention span can cause children to feel that parents with learning disabilities are not interested or do not care when it is apparent to the child that the parent is paying little or no attention to what the child is saying.
- ✦ Interpreting body language incorrectly can cause parents with learning disabilities to misinterpret the facial expressions and physical movements of children and others.
- ✦ Tactile defensiveness can cause parents with learning disabilities to be particularly sensitive to touch. With attention and work, this condition need not be life altering. Role playing and communication within the family will lead to understanding and acceptance.

Positive Aspects of Learning Disabilities

Let us not imply that the picture of the parent with learning disabilities contains only problems. There are many positive aspects as well. When used appropriately these strengths can easily make it possible for a parent to compensate for the more difficult experiences that are shared by the parents with learning disabilities and their children.

- ✦ A high energy level can make it possible for parents to participate in activities with their children long after other parents have experienced exhaustion. Because of the presence of more energy, such parents can often find it easier to work full time and operate a household, as well as be a successful parent and spouse.

- ✦ Coping skills that are exhibited by the parent with learning disabilities can give children who also have learning disabilities (or perhaps some characteristics of learning disabilities) encouragement as they attempt to mature and develop independence. Creativity is often an integral part of the lives of adults with learning disabilities, and it may be found in many different forms including art, music, dancing, writing poetry or stories, business ideas, or oral expression.
- ✦ Athletic ability of parents can aid in giving children success in sports activities. When parents engage in sports activities with their children, it helps improve the relationship between parent and child.

Ways That Parents with Learning Disabilities Can Avoid or Compensate for Problem Areas

- ✦ Think before you speak. Like tooth-paste that has been squeezed from a tube, words cannot be retracted. Thoughtless words can cause damage. Never speak in anger. If you are angry, leave the room until you can discuss the situation calmly and rationally. Never argue with a child. You cannot win! Take Rick Lavoie's advice and use The Broken Record Approach. When a child wants to stay out beyond the curfew, simply state the rule: In our home children under age 18 are home by midnight. Regardless of what he child says, you repeat the rule. After a few minutes of running into a brick wall, the child gives up, and you haven't wasted energy trying to defend your position (which does not need defending).
- ✦ Always maintain good communication with the child's school. Use a notebook that is passed back and forth, predetermined phone calls, or e-mail messages. Just be sure that you communicate as often as necessary with appropriate personnel at the school.
- ✦ Consider taking medication for ADHD, depression, or other problems that may make it difficult for you to function as a parent as well as you should. Discuss this with your physician if there are concerns.
- ✦ When homework is a problem, find substitutes who can help in your place. Often a teenager in the neighborhood or a teacher would be willing to provide the skill that you may be lacking. Check to see if your school system provides after school tutoring. Also, some school systems have a home-

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.

Continued on page 13

Just The Facts...Suggestions for College Students

Information provided by The International Dyslexia Association®

Fact Sheet #926B

The International Dyslexia Association •
8600 LaSalle Road, Chester Bldg. #382 •
Baltimore, MD 21286-2044
Tel: 410-296-0232 • Fax 410-321-5069
E-mail: info@interdys.org
Website: http://www.interdys.org

JUST THE FACTS... Dyslexia Basics

Fact Sheet #961 – 01/00

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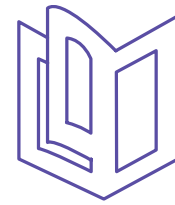
SUGGESTIONS FOR COLLEGE STUDENTS WITH DYSLEXIA

1. Make an appointment early in the semester to discuss your learning needs with your professors.
2. Know your learning strengths and weaknesses. Be as specific as possible.
3. Suggest accommodations that would help you display your achievements in learning evaluations.
4. Keep your professors informed of your progress as well as your academic difficulties

5. Seek academic assistance before your difficulties become too great.

6. Recognize that your professors are willing to accommodate your learning needs if you ask for assistance.

7. Give your very best to each educational endeavor. Study hard, develop wisdom, make friends, and enjoy learning.



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We are seeking original contributions:

- art work (no larger than 8"x11", black and white)
- photographs of sculptures or models
- poems
- essays about your feelings about having a learning difference
- 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

Want to be involved? Send entries to:
Inland Empire Branch, IDA
P.O. Box 6701
San Bernardino, CA 92412

Analysis of Math Errors is Essential to Help Students Effectively

By Sandy Lieberman

Language, sequencing, perception, and attention to detail are very critical pieces of mathematics. Many students who learn differently have a strong math sense but are not successful because of the way they process.

The following is an example from an Ohio Ninth Grade Parallel Proficiency Math Test:

A moving van weighs 5 tons. How many pounds would 10 loaded moving vans weigh?

- (A) 50 pounds
- (B) 10,000 pounds
- (C) 50,000 pounds
- (D) 100,000 pounds

If students read the problem inattentively, they may miss the fact that the moving van weighs 5 tons.

Encouraging students to underline important information and to check if an answer is reasonable can help eliminate these errors.

To be successful in math, students must be able to transfer from English (three subtracted from a number) to algebra (N-3). They must realize that the words *than* and *from* direct them to write the expression “backwards.” Also, they must be aware of the subtle differences between X less 7 (7-X) and X is less than 7 ($X < 7$). Students need to know that the words *total*, *sum*, and *all together* direct them to add, and the words *difference*, *how much more*, and *minus* tell them to subtract. If students see the words *of*, *product*, or *times*, they should multiply. The words *quotient* and *per* indicate division.

When students are asked to graph on a coordinate plane, they must be very conscious of directionality: the first coordinate is horizontal and the second one is vertical. When they substitute into a formula, they must be certain to plug a value in for the correct variable. Some problems contain capital and lower case variables with the same letter. Transposing these have disastrous effects.

Students must be encouraged to pay attention to all aspects of a problem: signs, coefficients, and each variable. They must work in a prescribed order of operations following the rules for each operation.

The technology of calculators with display screens (graphing calculators) can assist students in organization. It allows them to look back on prior steps and to organize their work and make corrections.

In the new math standards, the National Council of Teachers of Mathematics recommends that less emphasis be placed on math computation and more on math reasoning and communication.

It is important for teachers, parents, and students to analyze a “mathematical” error to find out why the student is having difficulty. It may be caused by not attending to language details, copying incorrectly, confusing the rules for that operation, or steps done in an incorrect order. Once errors have been analyzed, strategies for remediation can be developed. When students are assisted to develop the necessary language, perception, and attention skills, they will be encouraged by their mathematical success.

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Accommodations..., Cont'ed from page 7

word processing, issues which make writing difficult can make learning to use speech recognition software difficult, especially if the student has reading, speech, or attention challenges. However, if the student and teacher are willing to invest time and effort in training the software to the student's voice and learning to use it, the student can be freed from the motor processes of writing or keyboarding.

For some situations, accommodations will be inadequate to remove the barriers that writing problems pose. Assignments can be modified without sacrificing learning by figuring out just what information needs to be expressed (specific people and events in history, scientific concepts, etc) and designing ways to express that knowledge in other ways.

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☛ Do you want to attend the International Conference? This year it will be in San Diego, California!!! It's an experience full of learning and sharing. We can help — scholarships are available. Applications are available online 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. (* Online scholarship application is available at www.dyslexia-ca.org)

Parenting Issues for Adults... Continued from page 10

work hotline that children may call for telephone assistance.

☛ Obtain remedial help with reading, spelling or mathematics if your skills are low. Be sure to work with a trained learning disabilities specialist. If you do not know anyone suitably qualified, call the LDA, (412) 341-1515, or the LDA chapter in your state.

☛ Learn to be an advocate for your child. If your child is older, teach self-advocacy skills. Although we have laws that protect people who have disabilities, they are worthless when they are not enforced. Advocacy is a must.

☛ Be well informed about your learning disabilities and how they affect you. You may need to work with a learning disabilities specialist or a psychologist so that you can understand what your deficits are and how you can compensate for them. For example, if you are disorganized, learn to use a good daily planner, and use it faithfully.

☛ Consult a counselor if you have a problem with maintaining relationships. It is not unusual for a parent with learning disabilities to have a racing mind. If this is the case, the parent may think that a problem has been thoroughly discussed in 5 minutes when the person who doesn't have learning disabilities and/or ADHD feels that 30 minutes to an hour is needed. Learning how to improve communication skills is a necessity.

☛ Learn the art of positive thinking. We often

feel that we have little to do with what happens to us. If you expect good things to happen to you and your children, they have a much better chance of happening if you have positive thoughts. Every day say an appropriate positive statement several times such as, "I am a successful parent in a home filled with love and cooperation."

☛ Provide structure that is carefully preplanned. Use a day planner consistently. Use direct deposit so that paychecks are not unintentionally left in a drawer, etc. Arrange to have bills paid automatically whenever possible. Use checkbooks that have carbon pages so that there will always be a record of checks written. Use a home accounting software program. This will help in paying taxes, and the checkbook will always be balanced.

Thus, adults who have learning disabilities have some traits that generate positive effects and some that create negative effects. With planning, the positive effects may be maximized, and the negative effects may be minimized. With some effort and careful planning, being a parent with learning disabilities can be an enriching and rewarding experience.

The Information Sheet, Parenting Issues for Adults with Learning Disabilities, was prepared by the LDA Adult Issues Committee, March 2002.

Making Math Real, Continued from page 4

- To get students “off their fingers” to learn the addition and multiplication facts with automaticity
- To support processing at all four stages
- To assess their students’ levels of functioning
- To analyze the necessary increments to guide students
- To provide the appropriate challenge
- To keep procedures from becoming rote
- To create comprehensive exercises
- To make clear mental pictures

A brief example of applying the elements of “Making Math Real” for long division starts with creating a concrete and imagistic story of kids (the divisor) finding an abandoned box of some desirable object (the dividend), Gameboys, for example. Each kid wants to know how much he/she is going to get (the quotient). Base ten manipulatives are used to represent the loot and some form of manipulative counter (I use counters that look like kids) to express the divisor. The long division algorithm is primarily about place value, so the loot pile (dividend) is organized into separate piles of like value ones, tens, hundreds, etc. When dividing up valuable loot, most people would be interested in starting with the most valuable pile (the largest place value pile), so the kids start dividing up one pile at a time from the biggest to the smallest, each saying, “One for me, two for me.” as they go. Students record the results of each division of the treasure using color coding to differentiate and link each place value of the quotient. Integrated with the manipulatives activity is the accurate, concrete picture of the actual procedure of long division: divide, multiply, subtract, check, bring down.

1. DIVIDE: Each pile is divided up equally
2. MULTIPLY: The product of how many times each kid got a Gameboy from the loot pile
3. SUBTRACT: Shows how many Gameboys were taken away from the loot pile to be given to the kids
4. CHECK: The left over Gameboys in the remaining loot pile (if any) must be less than the number of kids of else they each could have received more Gameboys
5. BRING DOWN: Signals the end of dividing up one of the loot piles and represents moving to the next pile to be divided up

Math should be the easiest subject to teach since it is the only content that is truly and totally concrete.

Using multisensory methods to create concrete, story-based visual images helps to make the essential connections between concepts and procedures. Nothing succeeds like success. As your students make the connections, their confidence in their ability to do math well will improve significantly.

David Berg has 24 years combined experience as an Educational Therapist, Consultant, Instructor for UC Santa Cruz and UC Berkeley Extension, Special Educator, Bilingual Teacher, and Lecturer/Presenter. In addition to his private practice, he provides training in “Making Math Real” for school districts, universities, learning disabilities organizations, and public and private schools throughout Northern California.

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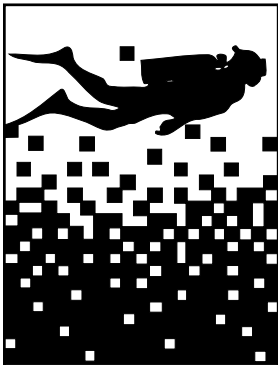


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By: Diane Wright, Vice-President of Membership, Inland Empire Branch

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We want to thank everyone again for being a part of IDA!



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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.



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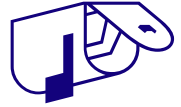
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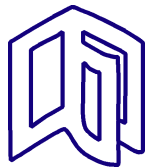
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