

The RESOURCE

Creating Avenues of Success for Dyslexics!



VOL. 19, ISSUE 1

founded in memory of Samuel T. Orton

SPRING 2004

CALENDAR OF EVENTS

Thurs., May 20, 2004
"Every Child Reading"
for parents & educators
at the Riverside County
Office of Education
(see pg. 9).

Sat., July 24, 2004
"Impact Learning"
workshop, featuring
Rich Allen, at the
Ontario Airport Marriott
(see pg. 6).

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.

Dyslexia: Fact and Fiction

By Meg Porch, M.A., CCC-SP

Fiction: Dyslexia is a four-letter word.

Fact: It has eight.

To some that may mean it is twice as bad. For students with dyslexia and their teachers, it is neither bad nor something to deny. *Dyslexia* is a specific language-based learning disability. It refers to a variety of characteristics that result in people having difficulty in varying degrees with the language skills of reading, writing, spelling, and/or speaking.¹

Research is showing that dyslexia is a neurological-based condition and that the brain of the dyslexic develops and functions differently from other brains. Not better, not worse, just differently.²

Dyslexia can be modified with appropriate instruction and cherished as the students develop their talents and experience success in learning.

Fiction: A student with dyslexia cannot read because of low intelligence.

Fact: Winston Churchill and Albert Einstein are now thought to have been individuals with dyslexia.

Although not all students with dyslexia will become outstanding politicians or gifted scientists, most are bright and have the potential to learn and live successfully. Dyslexia will not be outgrown and does not result from limited intelligence, poor instruction, brain injury, disease, vision problems or laziness. One student with

Continued on page 8

Inside . . .

Research Study Finds Improved Content Acquisition Among Students Using RFB&D's Recorded Textbooks

Reprinted with permission from Focus, Winter 2003. By: The Greater Philadelphia Branch of IDA

Students with learning disabilities who used digitally recorded textbooks from the national nonprofit Recording for the Blind & Dyslexic® (RFB&D®) performed better on tests measuring content acquisition than classmates who did not have access to RFB&D's unique accommodation, according to a multi-faceted research study conducted by The Johns Hopkins University and RFB&D.

The purpose of the study was to evaluate the effectiveness of RFB&D's AudioPlus™ digitally recorded textbooks on CD with and without a complementary organizational learning strategy on the acquisition of content - or the process of learning the assigned material- by secondary students with mild cognitive disabilities. Nearly 100 special education students from seven Baltimore County public high schools participated in the eight week study that focused on the accessibility of the district's ninth grade American government text. Students were assessed by short-term and long-term comprehension tests to determine increased content

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A Message from Your President

by Regina G. Richards

As I write this, the December holidays have come and gone, as have our New Year's celebrations. We now look forward to our spring, summer and fall programs.

This is an exciting time for our Inland Empire branch because our membership has increased so dramatically. Part of this increase comes from the many new members who have joined at our conferences. Part of this membership increase is also a result of a sad event: the disbanding of the Orange County Branch of IDA. The Orange County branch was the first one I participated with back in the early 1980s, in the days before the existence of our Inland Empire Branch. At that time Orange was a very vibrant and exciting branch and I learned a great deal about dyslexia and literacy through my association with these wonderful people. I still maintain some of these friendships, especially through the Southern California Consortium. As I ponder our Inland Empire branch, I am excited about our many new members, our wonderful and enthusiastic Board of Directors, and our exciting plans for 2004.

**Thank
You**

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

At the same time, I have a few nagging worries. While our branch is vibrant now, will our members retain their enthusiasm for our important dreams so that we can continue to grow in providing services to the community? It is up to all of us to continue our Branch's mission: *creating avenues of success for dyslexics in our community.*

The Core Value for IDA is as follows:

- Teamwork and Achieving our Best Together
- We work as a team in a culture of mutual trust and respect.
- We communicate with each other openly and candidly.
- We achieve the best outcome together.



Sam Stetkevich and Max Argueta

Why do people participate in an organization such as our Inland Empire Branch? It's certainly not for the money. And sometimes it's hard work. So, why? For me, at least, it's because of a continuing realization that the time we spend is meaningful and for a very good purpose. This occurs when people tell us how grateful they are for finding the information we have shared, or when they tell us how what they have learned at a meeting has helped provide new directions for their lives. True exhilaration comes from helping others to achieve their dreams. Our "reward" also is derived from the teamwork effort and networking on literacy and learning issues, as well as the valuable interactions among so many people from different backgrounds with a common interest.

We often use the motto: If they can't learn the way we teach, we'll teach the way they learn. We can only achieve this dream and make a reality by continuing our work and by working together. Let's all work together — won't you join us at our upcoming events?

Our Family Activity Night in September was very exciting, and the students that attended made wonderful projects and expressed many positive feelings

INLAND EMPIRE BRANCH

The International Dyslexia Association
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San Bernardino, CA 92412

909/686-9837

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Literacy: Prekindergarten and Beyond

By Kevin Feldman, Director of Reading & Early Intervention, Sonoma County Office of Education; with staff writer. Originally published in *The Special Edge*, Summer 2003, in association with CalSTAT

“Reading disability is not only an educational problem. . . It is a major public health and economic concern.”—Reid Lyon, *The Washington Post*, 1996

In our print-based culture, few will contest the notion that literacy is a way of life. Few also are inclined to challenge the belief that early childhood experiences have a profound effect on a person’s development. New research into how children become fluent readers adds additional weight to these two established tenets: well before children read, they are getting ready to read.

The National Academy of Science asserts that “During the first months and years of life, children’s experience with language and literacy can begin to form a basis for their later reading success. The ideal time to begin sharing books with children is during babyhood. Research consistently demonstrates the more children know about language and literacy before they arrive at school, the better equipped they are to succeed in reading.”

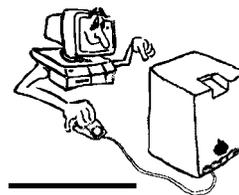
Referred to by researchers as “emergent literacy,” these precursor skills involve the knowledge, abilities, and attitudes that necessarily come before actual reading and writing. They start taking shape in infancy and early childhood whenever a child interacts with adults in any way that involves language: making sounds, talking, singing, looking at letters and words, being read to, seeing adults read for their own pleasure, and on and on.

According to additional research from the National Academy of Science (*Preventing Reading Difficulties in Young Children, 1998*), a three-year-old child who is on the way to becoming a good reader can do the following:

- Recognize specific books by their cover
- Understand how books are handled in particular ways
- Label objects in books
- Look at pictures and associate them with real objects
- Ask or command adults to read and write
- Pretend to read books
- Share books with primary caregivers
- Comment on characters in books
- Listen to stories
- Scribble in imitation of writing

Most children do not just figure out how to do these things automatically. According to Grover Whitehurst, researcher in the area of emergent literacy, “Children need help in getting ready to read. A child does not learn the name of the letter “A” or what sound it makes or how to print it simply by being around adults who know these things, or by being in an environment in which picture books are read to [them]. . . Children learn things because adults take the time and effort to teach them.” The point is that teaching matters, even before kindergarten.

Examples of developmentally appropriate prekindergarten, literacy-enrichment experiences include using music as a vehicle for playing with sounds, chanting rhymes and simple poems in groups, repeating words frequently, and consciously moving (on the part of adults) from easy to harder—in songs, stories, rhymes, etc.—along with a similarly intentional effort to pronounce words clearly and articulately. In addition to the kind and quality of language that children hear and participate in, preschoolers need to be exposed to print and be given an idea of what function is served through written letters and words. A child who comes to kindergarten without a clear sense of what a letter is for or how words express ideas is going to be at a significant disadvantage.



**Look
for us
on-line!**

www.dyslexia-ca.org

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and their donation of
our website service
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obtain your own
web page, call Tim at
909/307-1355.

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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.



The 54th International Conference My Thoughts...

By Constance Hastings-Clapp

I believe that at least ONE of the important responsibilities we have as parents of children with learning differences is the need to keep ourselves informed. At first thought, that would not seem to be too difficult a task considering that we of the 21st century clearly live in the age of INFORMATION. However, that reality presents another challenge because, with so much information available, we have the additional responsibility of determining whether or not the information is accurate or reliable. And when that information is sought because of its potential relevance to address our precious children's needs, we find ourselves with much more at stake.

It wasn't until my own children presented with learning difficulties, and I returned to the classroom after eight years, that I began to question the validity of the programs I was expected to teach and the principles behind the system I was a part of. I slowly realized that there was much more to being a professional educator than what was printed in the teacher's manuals or was required by my employers. And as the needs of my own children became more apparent, I began collecting my own information and making my own discoveries, beginning a journey that would ultimately teach and give me more than I ever could have fathomed.

When attending an Inland Empire workshop and after being formally introduced to the IDA, I realized there a battalion of individuals networked all over the world with the same commitment at the core of their endeavors as my own. I've lost count of the times I have referred others to their publications and website. And what a jewel of knowledge the "Perspectives" has been for me! But having the opportunity to attend the IDA conference in San Diego this past fall gave new meaning to all I have read and learned in the last three years.

Perhaps in some small way a measure of what I gleaned from attending the conference could be likened to what happens to people who struggle with reading a book when given the opportunity to re-experience the material if it is presented by a committed and passionate teacher. Listening to the many speakers allowed me to feel connected to the material they presented in a way no book or video will ever touch, and although their brilliance, their discoveries and their hypotheses were their own, they each willingly offered up what they learned. I was sitting in Thomas West's session when, all of a sudden, it hit me; I had read several of his articles on line, and his enthusiasm was even better in person. Although I have heard Joe Torgeson speak before (at the Inland IDA presentation) his information continues to validate my new professional focus; that I had spent 13 years of my life teaching in Florida's public school systems without once hearing his name still amazes me!

No one could have sat and listened to even half the brain imaging and research material we all heard over the course of the conference without being in complete awe. Not only was it absolutely fascinating by itself, but the contributions to the greater picture of understanding the processing components and range of differences of dyslexia was huge! The chance to both experience and hear the passion, dedication and commitment behind the words of Reid Lyon, Louisa Moats, Jack Fletcher, Sally and Bennet Shaywitz and Patricia Kuhl (to name just a few) was both emotionally moving and immensely validating for me: to know that such a wealth of human knowledge, wisdom and talents not only exists but is working to ensure, for our children, the right to an education and to experience success gives much hope to what still lies ahead.

The visionary leadership of the International Dyslexia Association, as I continue to learn about it, is, in itself, a vast infrastructure of amazing human beings. Their *collective accomplishments*—and, from where I am sitting, that would include the Inland Empire Branch's Regina Richards—laid the groundwork long ago. They continue to support and drive the research that is opening doors, and their determination and passion

Continued on page 12



Request To Be Listed In The International Dyslexia Association Referral for Services Database

1. **Organization:** _____
 Director/Contact Name: _____ Title: _____
 Business Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____
 E-Mail Address: _____
 Web Site Address: _____
2. **Type of Services offered:** (Check all that apply.)
 A. Boarding School Day School Summer Camp Other _____
 This is a licensed/accredited facility; accreditation # _____
 B. Teacher Training Center University Hospital/Clinic
 Dyslexia/LD Support Center College Learning Center
 Other _____

3. **This organization can provide assistance to individuals with dyslexia in the following areas:**
- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Academic/Educational Therapy | <input type="checkbox"/> English | <input type="checkbox"/> Post Secondary | <input type="checkbox"/> Student Counseling |
| <input type="checkbox"/> Advocacy/Advocacy Training | <input type="checkbox"/> Evaluation of academic skills | <input type="checkbox"/> planning-transition | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Job Counseling | <input type="checkbox"/> Preschool Language | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Adult Counseling | <input type="checkbox"/> Legal Counseling Advocacy/
Litigation/Mediation | <input type="checkbox"/> Intervention | <input type="checkbox"/> Writing IEPs |
| <input type="checkbox"/> Beginning Reading | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> College preparation | <input type="checkbox"/> Multisensory Teacher Training | <input type="checkbox"/> SAT/Grad./Prof. Exam
preparation | |
| <input type="checkbox"/> Early Childhood Intervention | <input type="checkbox"/> Organizational Skills | <input type="checkbox"/> Science | |

4. **Has the Director (or contact person) of this organization completed a supervised practicum in any of the multisensory structured language approaches?**
- | | | |
|--|--|---|
| <input type="checkbox"/> Alphabetic Phonetic Structured Linguistic | <input type="checkbox"/> Language! | <input type="checkbox"/> The Slingerland Approach |
| <input type="checkbox"/> Alphabetic Phonics/or derived program | <input type="checkbox"/> Lindamood-Bell Method | <input type="checkbox"/> The Spaulding Method |
| <input type="checkbox"/> The Association Method | <input type="checkbox"/> Orton-Gillingham/or derived program | <input type="checkbox"/> Starting Over |
| <input type="checkbox"/> The Herman Method | <input type="checkbox"/> Project Read/Language Circle | <input type="checkbox"/> Wilson Reading Program |
| <input type="checkbox"/> Other _____ | | |

Date training completed _____ Where and under whom did you receive training _____
 Are you certified in this method? _____ Please list & attach a copy of your certificate(s) _____
 Please describe your training (Attach additional sheet if necessary.) _____

5. **Number of staff:** _____

<u>Staff</u>	<u>Position</u>	<u>Professional Training</u> (Be specific)
_____	_____	_____
_____	_____	_____

(Attach additional sheet if necessary)

Please read carefully the following statement before signing:

By my signature below, I certify and attest that all statements and representations I have made in this form are true and that I and my organization have all credentials, education, degrees, licenses and/or certifications that are legally or customarily required in my field to perform the services I have checked off on this form. Further, I certify and attest that the credentials, education, degrees, licenses and/or certifications are current and have been issued by an institution or body accredited or empowered to do so. Additionally, I certify and attest that I have not been convicted of any felony or crimes involving professional malfeasance or abuse of any kind. I also acknowledge that a disclaimer will accompany any information disseminated by The International Dyslexia Association which indicates that all service providers listed in the database have signed this verification statement.

I understand that listing in the IDA database requires membership in The International Dyslexia Association (IDA) and is at **THE COMPLETE AND SOLE DISCRETION** of IDA. By submitting this application, I agree to accept IDA's determination regarding this request to be listed.

Signature: _____ **Date:** _____

_____ The International Dyslexia Association • 8600 La Salle Road, Chester Bldg., Suite 382 • Baltimore, MD 21286-2044 • (410)296-0232 _____

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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

The Inland Empire Branch of IDA Presents

The Impact Learning Workshop

Strategies to Maximize Student Learning

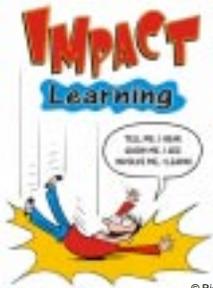
with
Rich Allen

Saturday • July 24, 2004

7:30 A.M. to 4:30 P.M.

You should attend if you want to:

- Make homework easier
- Encourage faster task completion
- Gain strategies to enhance learning efficiency
- Enhance student involvement in learning
- Network with others with similar interests
- Spend a fun day revitalizing your skills



© Rich Allen

Specific Topics & Objectives for Impact Learning

- Giving effective directions
- Making learning easy with brain-based memory techniques
- Helping students develop a successful attitude towards learning
- Creating positive mental images
- Utilizing music in the learning environment
- Teaching the Crest of the Wave
- Adapting to the needs of the students
- Guiding students to see value in new material
- Using state management techniques**

**State management: management of *state*, referring to the students' physiology, including their physical & mental state.

Parents & Teachers may expect to leave with:

- Strategies to help identify research based intervention techniques
- Handout materials describing philosophies and techniques
- Ideas to implement immediately
- A greater understanding of techniques to integrate content and student motivation
- A full brain & full tummy!



© Rich Allen



Rich Allen holds a Ph.D. in Educational Psychology and is President of Impact Learning, Inc., an international consulting company that trains trainers and teachers worldwide. His work has touched people across five continents.

Rich is a • former math teacher • off-Broadway actor • best-selling actor • recording artist

Rich began his teaching career at a prep school where he realized the value of combining math instruction and drama. He has been a director and lead facilitator for SuperCamp, an accelerated learning program for teens, for which he has produced a bestselling motivational video. He has worked with prominent companies such as Morgan & Banks, AT&T, IBM, Dupont, and Porsche, presented at K-12 schools and universities and works with the Jensen Learning Corporation.

Registration:

Forms will be mailed to IEB Members
Forms & info also available at
www.dyslexia-ca.org

Sponsored by:

Inter. Dyslexia Assn.
Inland Empire Branch
909/686-9837



Scholarship applications
& information for
group discounts
available on line.

When:

Saturday July 24, 2004

7:30 am to 4:30 pm

Early Bird Registration \$50 to \$75

After July 1st - \$65 to \$90

This conference was made possible by a generous donation from the
Jeannette C. McIntyre & Frederick Lash McIntyre Trust Fund

Location:

Ontario Airport Marriott
909/975-5000

2200 E. Holt Blvd.

Ontario CA 91761

Directions: East on I-10:

exit Vineyard (R) to Holt (L)

West on I-10: exit Holt Blvd.

"A Walk in the Shoes of an LD"

Featured at January's Meeting of the Inland Empire Branch



Cristy McCabe wins the Grand Prize—registration for the March conference—presented by IEB President Regina Richards.



Branch members and guests participate in simulations and book selling at the January 29th Inland Empire Branch meeting. The featured activity was "A Walk in the Shoes of an LD."



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Dyslexia: Fact or Fiction, from page 1

dyslexia stated, “My thinking is okay, but my words aren’t.” Another wrote, “Sometimes I just feel up in the dumps.”

Research has demonstrated that intensive remedial teaching which begins instruction with the basics and builds the learning continuum step by step is the most effective approach. It includes strategies and materials that are based on the student’s specific needs, adaptation of the content and curriculum, and is individualized for each student.³

It is not easy. Dyslexia is a life-long condition. However, under the tutelage of a well-trained specialist, students with dyslexia can learn to read.

Fiction: There are only a few students with dyslexia.

Fact: Research indicates that up to 20% of students have a significant reading disability.

Some people have mild difficulties such as lack of organization, messy handwriting, reading hesitantly, or a poor sense of time and space. Others have severe problems in reading, writing, spelling, remembering, listening, comprehension and sequencing. In a classroom of 25, teachers may find several students with mild difficulties. One or two students may have significant problems that are impervious to even a good literacy curriculum and require direct teaching of language skills.

Fiction: English is so unpredictable that it is difficult to learn.

Fact: English is 95% regular for reading and 85% regular for spelling.⁵

Regular means that students can depend on the letters representing particular sounds. Using this consistency of the language, explicit instruction in core areas is possible, essential and successful for students with dyslexia. This instruction, with anecdotes from students with dyslexia, is outlined below. It incorporates multi-sensory teaching that simultaneously uses all to the learning pathways (visual, auditory, and kinesthetic) to enhance memory and learning.^{6,7}

• **Phonology and Phonological Awareness** - the study of sounds and understanding the linguistic structure of words. For example, students learn that

the word *tack* has the three sounds [t] [æ] [k] which are represented by two letters and a digraph and that the sounds can be switched to create *cat* or changed by deleting a sound to form the word *at*.

• **Sound-Symbol Association** (phonics) - the knowledge that sounds have a corresponding letter or a combination of letters. Carrying it to an extreme and not quite following all of the rules, a student, *Katy*, was so thrilled to learn about this aspect of the language that she legally changed her name to *Chaytea*.

• **Syllable Instruction** - syllable division rules and the six types of syllables in English. [closed (*cat*); open (*she*); vowel-consonant-e (*make*); r-controlled (*far*); final-stable-syllable (*ta’-ble*); and double vowel (*greet*)].

• **Morphology** - the study of base words, roots, suffixes, and prefixes. (“My teacher has a migraining headache.”)

• **Syntax** - grammar, sentence types, and the mechanics of language. (“Tomorrow I went to the dentist, no...I mean yesterday I’m going to the dentist.”)

• **Semantics** - vocabulary and comprehension of language. (“When I get tense, I like to get in a *hot katoozie*.” And “What do you **mean**, anyway, a *stitch in time saves nine*?”)

Fiction: Spelling doesn’t matter.

Fact: It matters to those who can’t spell.

Some spelling problems are more straightforward than others. For instance, the fifth grader who did not quite understand capital letters and vowels:

“grj wshngtn ws th frst prsdnt”

Or, the student in high school who had persistent difficulty with sound/symbol correspondence and spelling rules (the close-but-no-cigar category):

“My parnts are lettening me be on the sking team.

There all very good hear. It is very toughf and I must mork harder know.”

Or, the seventh grader whose spelling, handwriting and composition difficulties began to affect comprehension:

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!

President's Message from page 2

regarding the activities. Some of the activities included sewing, cooking, readers' theater, and puppets (see photo on page 2).

Many of us attended the 54th Annual International Dyslexia Association Conference in San Diego. It was an exciting, animated and very informative few days. Handouts from many of the sessions are posted on the web site for the International Association, which can be reached through the link on our homepage. We learned about research, new strategies, and many exciting events in the field of dyslexia and learning differences. IDA members recently received their copy of the Annals of Dyslexia. Dr. G. Reid Lyon wrote a very informative article regarding the new definition of dyslexia. He contrasts the new definition (refer to page 5 in this newsletter) with the old definition and explains the reasons and research implications behind each of the phrases involved. It's wonderful to be involved with front-line events in this fast changing field.

I look forward to seeing you at our future events: our March 20 The Brain and Reading Conference, our free community meeting in May, and our exciting conference on Impact Learning on July 24. This workshop continues our brain series as we explore new research concepts that are impacting our everyday teaching and home lives.

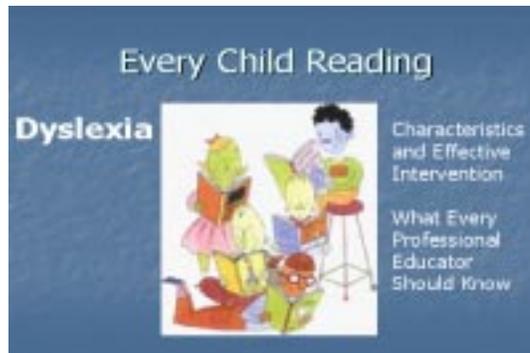
Have you noticed?

Your Inland Empire Branch
is very active—won't you join us?
Call 909•686•9837

Every Child Reading



FREE Everyone Invited



Location:

Riverside County
Office of Education
Conference Center,
12th Street at the
corner of Almond

Sponsored by:

The Inland Empire
Branch of the
International Dyslexia
Association

Thursday Evening

May 20th, 2004

6:45 PM

For a map:

Vist our website at
www.dyslexia-ca.org,
go to "events"

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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.

Literacy: Prekindergarten..., Continued from page 3

While the early childhood years are proving to be critical to eventual academic success, too often preschool teachers have gotten stuck in “either/or” thinking: early childhood experiences should be primarily focused on planned, academic direction of one sort or another, or early childhood experiences should be all about play. Certainly all work and no play will make Jack and Jill, at any age, pretty dull. But all random play and no thoughtful skill development will also produce unfortunate results: Jack and Jill will have a hard time reading the story about the well. What research firmly points to is a studied or purposeful eclecticism for any home or preschool program:

- Well-structured, research-based curriculum, along with daily, informal play
- Directly taught critical language concepts and vocabulary, along with daily, informal play
- Quick, direct, and appropriate assessments, along with daily, informal play

What all of this ultimately concludes is that literacy-related activities during the preschool years—speaking to a child and encouraging the child to respond, looking at picture books, making up silly rhymes—are not just fun things to do, but rather vital aspects of the process of learning to read. Both fun and learning are important, and during the early years in particular, the learning must be fun.

At the same time, research shows that literacy is a very complex set of skills and abilities made up of three essential domains: phonological awareness, vocabulary development, and print awareness. While all of these areas interact, they advance independently of each other. So the development in one area—vocabulary, for example—does not imply development in another area—say, awareness of the sounds of individual letters and syllables. What young children clearly need is a multidimensional approach to developing skills in emergent literacy.

Dr. Reid Lyon, Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD), delivered the keynote address to the Early Learning Summit in June of 2002 (see resources below) and called for literacy experts to “move forward immediately and with the greatest vigor to develop a science of early childhood development that builds on. . . initial research foundations.” So, while the experts work to develop a research-based approach for understanding, assessing, and supporting very young children in developing the requisite degree of preliterate awareness and skill, there are numerous effective, developmentally appropriate strategies that parents and teachers can use.

Dialogic Reading (see http://www.pbs.org/launchingreaders/rootsofreading/meettheexperts_2.html) offers one very practical approach that parents and care providers can use at home. This involves encouraging children to become storytellers by using pictures, no written words, and some adult guidance and prompting. Another approach that has been proven effective, particularly for children who are in danger of later reading problems, is phonological sensitivity interventions: instruction and practice in rhyme, blending sounds, and segmenting sounds in words.

One of the more startling conclusions from research on early literacy is that 50 to 70 percent of learning disabilities can be prevented if we can find children who are at risk of becoming struggling readers and get them on track before first grade. Those students who show signs of this difficulty at the beginning of elementary school, even when they are given appropriate interventions to assist them in their challenges, tend to fall farther and farther behind. There is a significant correlation between the reading level of a student at the end of grade one and the level that student will realize by the end of grade four.

One potentially disastrous premise from which teachers and parents sometimes operate, however, assumes that students who show any sign of a developmental delay will catch up over time with “practice as usual.” Essentially, this manner of playing “catch-up” rarely happens. Children who start behind, too often stay behind. What predictably does work is early, direct, and targeted intervention in all three critical domains of emergent literacy.

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 12

Research Study..., Continued from page 1

acquisition. A pre-test and a post-test, developed by the textbook test maker, were administered to determine impact on content acquisition during the course of the study. Entire classes of students were assigned randomly to one of three groups:

1. Students using RFB&D's AudioPlus textbook on CD for 15-to-20 minutes daily.
2. Students using RFB&D's AudioPlus textbook on CD for 15-to-20 minutes daily with a specific organizational learning strategy designed to aid comprehension and knowledge by cueing active listening, directing readers' attention to important text and integrating new information with the students' existing knowledge base.
3. A control group that engaged in 15-to-20 minutes of reading daily, using a standard textbook with no audio text or specialized instruction. For each of the two experimental conditions, the comparison with the control condition was statistically significant.

Students who had access to the textbook on CD had a 38.1 percent increase in their pre- to post-test scores than their peers in the control group (21.6 percent).

Students using both the textbook on CD and the complementary learning strategy had a 39.4 percent increase in their pre- to post-test scores than the control group.

"Educating students with learning disabilities is particularly difficult at the secondary level because the emphasis in the classroom shifts from learning to read, to reading to learn," said Shari Gallin Washburn, RFB&D's manager of educational programming, and a co-author of the study findings. "There exists a need to develop tools and strategies that stimulate a student's intellectual aptitude without watering down the curriculum. This is where RFB&D's recorded textbooks and complementary learning strategies can bridge the gap between a student's potential and performance."

The findings are important because they demonstrate that students who need alternative ways to access high content material can experience success," said Michael Rosenberg, professor, department of special education, The Johns Hopkins University. "Also important is this kind of partnership between a national nonprofit organization and a team of university researchers because it enables us to conduct applied research that directly impacts the lives of children."

While the degree of content acquisition was slightly higher among students using both audio textbooks and a learning strategy, anecdotal reports from teachers and students indicate the demands of the strategy may have been too challenging (i.e. too much writing). To enhance the efficacy of the audio textbook technology, the strategy, SliCK (Set it Up, Look Ahead, Comprehend, Keep it Together) will be redesigned, based on teacher-feedback, and tested in a Spring 2003 study.

Princeton, NJ-based RFB&D is the nation's educational library for students who cannot read standard print effectively because of a disability. More than two-thirds of RFB&D's members have learning disabilities such as dyslexia.

The Johns Hopkins University was the first research university in the United States. Founded in 1876, its aim was not only to advance students' knowledge, but also to advance human knowledge generally, through discovery and scholarship.

The authors of *The Effects of Audio Texts on the Acquisition of Secondary Content by Students with Mild Disabilities* are Elizabeth Boyle, Michael S. Rosenberg and Vincent Connelly at The Johns Hopkins University, Baltimore, MD, and Shari Gallin Washburn, Loring Brinckerhoff, and Manju Banerjee, at RFB&D.

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Literacy: Prekindergarten..., Continued from page 10

All children who are at risk for reading failure or are currently struggling to read need to be met at their ability level and given interventions and support that allows them to develop from there. What follows is a list of resources for both parents and teachers—preschool and beyond—to help them in their efforts to provide the best reading support for children of all ages and abilities. It is never too early to grow a young reader!



Inland Empire Branch needs YOU! Help us help others.

Web Resources for Literacy

FREE STRATEGIES & RESOURCES

- Ladders to Literacy Outreach Project <http://www.wri-edu.org/ladders/>
- Hear and Say Reading <http://www.bainbridgelandrotary.org/Reading/default.htm>
- Raising a Reader http://www.pcf.org/raising_reader/
- Getting Ready: School Readiness Indicators, Policies, and Initiative Research <http://www.gettingready.org/gettingready/>
- Starting Out Right: The report of the National

- Academy of Science on early literacy <http://www.nap.edu>
- Get Ready to Read <http://www.getreadytoread.org>

BOOKS ONLINE

- From Neurons to Neighborhoods: The Science of Early Childhood Development and Eager to Learn: Educating Our Preschoolers from <http://www.nap.edu>
- Preventing Reading Difficulties in Young Children <http://www.nap.edu/catalog/6023.html>

- Handbook of Early Literacy Research <http://nieer.org/resources/>

PREK ASSESSMENT SYSTEMS

- Get Ready to Read Screening Tool <http://www.getreadytoread.org/>
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) <http://dibels.uoregon.edu/>
- Individual Growth and Development Indicators (Dr. Scott McConnell) <http://ici2.umn.edu/ecri/dissemination.html>

EMERGENT READERS

- StarFall <http://www.starfall.com/>
- Early Learning Summit for the Northwest Region: The Beginnings (papers and findings) <http://www.ed.gov/offices/OESE/earlychildhood/northwestsummit>

PROGRAMS FOR EDUCATORS

- The Letter People <http://www.letterpeople.com>
- Soundabet <http://www.soundabet.com>

The 54th Conf', Cont'ed from page 4

will continue to strengthen the future where anything is possible. How does that saying go, "through small acts great things are possible...?"

Without the Dovid Richards Scholarship I could never have attended this conference, let alone have been able to experience the level of partnership and belonging those four days in November brought to me. Because of the generosity of those who contributed to the scholarship fund, I was also able to stay at the hotel—a simple pleasure to many, it was, for me, a true luxury that further enriched my opportunity to experience my first IDA conference "up front and personal." While I was still at the conference, I began to consider how I might best be able to share my newly acquired information, passing it on effectively.



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 - Sally **SHAYWITZ's** new book, *Overcoming Dyslexia*
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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.

Welcome To All of Our Continuing And New Members...

WE NOW HAVE 207 MEMBERS — Some of our new members have come from the former Orange County Branch and we welcome you! We hope to see you at our events. Please contact us if you would like to become more active or if we can help you. We have a vibrant branch and welcome all interested parties!



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



Calling All Kids! (parents & teachers too)

Our newsletter is for and about students who learn differently.

Join us!

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

We are seeking original contributions:

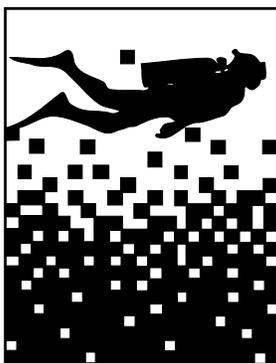
-
- photographs of sculptures or models
- poems
- essays about your feelings about having a learning difference, coping with your struggles, what works, what is frustrating or who has helped you
- anything else about learning differently [these can also be by a student without a learning difference]

Want to be involved?

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San Bernardino, CA 92412.

Let us hear from you!

We welcome your comments and suggestions.



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Dyslexia: Fact or Fiction, from page 8

***"People ut one wich is like I send
weh lootz fo people started
movein in one came and
went relly sloily"***

And, sometimes it just seems to look like this:

ΑΣδφοιυεωχψυλκφζλγηασ

A dyslexic student said, "I hate spelling and I hate suppository writing." Because it can be so difficult for them, dyslexic students (and adults) often report that they dislike writing and are embarrassed by their spelling. The English language may be somewhat more complex than other languages. However, it is teachable. Using the instructional components outlined above, supplemented with modern technology, spelling and composition can be taught successfully through structured, sequential curricula.⁸ Some people with dyslexia such as John Grisham and John Irving have become successful professional writers.

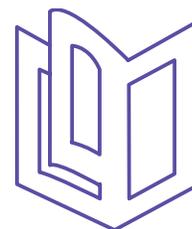
Research has dispelled the myth that dyslexia does not exist. As dyslexia has become better understood, it is clear that the prevention and resolution of the serious effects of dyslexia are in the hands of educators. For students with dyslexia, the fact is that learning to read, write, and spell takes time, patience, motivation, cooperation, understanding, and humor⁹ *along with* a thoroughly trained individual using appropriate instruction. But, then, what teaching doesn't?

Meg Porch, M.A., CCC-SP, CALT Instructor, Multi-sensory Language Training Institute of New Mexico, Albuquerque, NM

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- 1) *Basic Facts About Dyslexia: Part I and II.* Baltimore: The International Dyslexia Association (www.interdys.org) 410.296.0232
- 2) Shaywitz, S. & Shaywitz, B. (1998). Functional Disruption in the Organization of the Brain for Reading in Dyslexia. *Neurobiology*, Vol 95, Issue 5 2636-2641.

- 3) Just the Facts: Looking for an Academic Language Therapist. Baltimore: The International Dyslexia Association (www.interdys.org) 410.296.0232.
- 4) Lyon, G. Reid (1999). *The NICHD Research Program in Reading Development, Reading Disorders and Reading Instruction.* NCLD National Summit on Research in Learning Disabilities.
- 5) Dillon, Sandra (2000 revision). *The Structure of the English Language.* Albuquerque: SIS Publishing.
- 6) Birsh, Judith, editor (1999). *Multisensory Teaching of Basic Language Skills.* Baltimore: Brookes Publishing Co.
- 7) National Reading Panel Report (2000): www.nationalreadingpanel.org or order report from ications www.NICHD.NIH.gov/publications.
- 8) Moats, Louisa (1995). *Spelling: Development Disability and Instruction.* Baltimore: York Press
- 9) Note: A special word of thanks to Roger Saunders, Psychologist, and his session at The International Dyslexia Association Conference in Albuquerque. October 2001, *Dyslexics Can Say the Funniest Things!*



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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Prizes offered include thirty \$50 awards to artists whose entries show special artistic merit. Artists who choose to offer their work for sale in the silent auction receive 100% of the purchase. There is no entry fee.

Last year's exhibition showed the work of 85 artists representing 15 states, the District of Columbia and England. Please visit the exhibition website, www.ldart.org, to see some of the beautiful artwork from past exhibitions. Details about the exhibition are available on the Entry Form link (www.ldart.org).

Membership form was placed here.
Go to Information about membership for more information and a link to the complete form.
http://www.dyslexia-ca.org/frame_main.html

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