

The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 20, ISSUE 1

founded in memory of Samuel T. Orton

SPRING 2005

CALENDAR OF EVENTS

Thurs., May 19, 2005
"Being Positive — With Yourself & Your Children," for parents & educators at RCOE (see pg. 10).

Sat., May 21, 2005
"Dimensions of Dyslexia" program in beautiful Long Beach, CA (see pg. 4).

Sat., Sept. 24, 2005
"Green Light Teaching Strategies" by Rich Allen, Ph.D. at the Ontario Marriott (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 951/686-9837 for location and times.

Parenting Issues for Adults with Learning Disabilities

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 be determined 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 won academic failure causes many parents with learning disabilities to shy away from active participation in their children's education.
- 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 personal, parents who have learning disabilities, and the children of those parents.

Continued on page 8

Free Book Programs for Early Readers

The Literacy Empowerment Foundation — a 501c3 non profit organization — offers a variety of book programs to assist schools and organizations in stretching their budget dollars. We offer Guided Reading collections, Independent Reading collections, Classroom Library programs, as well as several FREE BOOK programs for children in grades K – 2. Information on our various book programs can be accessed from our web site at <http://www.literacyempowerment.org>

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Let's stay in touch!



Send us your e-mail address, and you'll receive news of upcoming events and notices on important issues.
Send your e-mail address to: dyslexiainfo@gmail.com



Frequently Used Educational Terms

By Jan Baumel, M.S.

As you address your child's learning or attention problems with teachers and other professionals, you will probably hear many terms that are new or confusing to you. Following is a guide to terms frequently used in educational settings.

Accommodations: Techniques and materials that don't change the basic curriculum but do make learning a little easier or help kids communicate what they know.

Achievement Tests: Measures of acquired knowledge in academic skills, such as reading, math, writing, and science.

Advocacy: Recognizing and communicating needs, rights, and interests on behalf of a child; making informed choices.

Assessment: Process of identifying strengths and needs to assist in educational planning; includes observation, record review, interviews, and tests.

Assistive Technology: Any item, piece of equipment or system that helps kids with disabilities bypass, work around, or compensate for specific learning deficits.

Attention-Deficit/Hyperactivity Disorder (AD/HD): A neurobehavioral disorder that causes an individual to be inattentive or hyperactive/impulsive, or to display a combination of those symptoms.

Auditory Discrimination: Ability to identify differences between words and sounds that are similar.

Auditory Processing: Ability to understand spoken language in kids with normal hearing.

Collaboration: Working in partnership on behalf of a child, e.g., parent and teacher, or special education teacher and general education teacher.

Compliance Complaint: Complaint filed with the state department of education or local school district by a person who feels that an educational law has been broken.

Discrepancy: Difference between 2 tests, such as between measures of intellectual ability and academic achievement.

Due Process: Procedural safeguards to protect the rights of the parent/guardian and the child under federal and state laws and regulations for special education; includes voluntary mediation or a due process hearing to resolve differences with the school.

Dysarthria: Disorder of fine motor muscles involved in speech; affects ability to pronounce sounds correctly.

Dyscalculia: Problems with basic math skills; trouble calculating.

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email: dyslexiainfo@gmail.com

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: Judy Love, 1189 Iowa Avenue, Riverside, CA 92507.

Continued on page 5

A Message from Your President

by Regina G. Richards

Hello to all of you wonderful IEB* members and friends...

We are one of 46 branches within the International Dyslexia Association. Our goal is to provide services to parents and teachers within Riverside, San Bernardino, and Orange counties.

Our vision is to increase awareness of dyslexia and promote services that address the appropriate techniques for those who are not meeting their reading potential. One shiny bright day in the future, all of our children will feel that they CAN learn — and they will do so!

It is exciting to be a part of such a dynamic and growing branch. Our Board of Directors is a superb group of enthusiastic volunteers and our Advisory Board is growing. In this issue (on page 11) you can “meet” one of our new Board members, LaTanya Darton. She is one of our Vice Presidents and is our President-Elect. I am delighted to report that she is working to set up a Community Meeting in the Ontario area sometime in the future. Stay tuned for more information!

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

Our website at www.dyslexia-ca.org continues to provide our members and visitors updated information and resources on dyslexia and related learning issues. Although our name uses the term “dyslexia,” our activities strive to reach out to all learners who struggle with literacy.

Our **Specific Skills Series**, in December, February, and March was a huge success and we received wonderful comments from participants. They appreciated the hands-on practical strategies provided by our speakers. Our Community Meeting in February, **Positive Advocacy**, was a small group but our presenter, Steve Hackney, provided us with some superb ideas for advocacy and for building relationships between parents and the school. For those of you who missed Steve’s amazing presentation, he is developing a version of it to be placed on our web site. Thank you, Steve!!!

We have some great events coming up in the future:

- May 19th, we present, Being Positive – with yourself and your children (see page 10)
- September 24th, Rich Allen returns with Green Light Strategies (see page 6)
- March 10 & 11th, we have finally scheduled Dr. G. Reid Lyon for a workshop (see page 14)

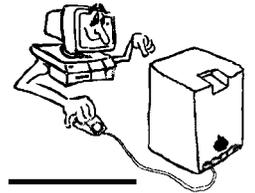
In addition, we are joining with the Southern California Consortium of IDA to present **Dimensions of Dyslexia** in Long Beach on May 21st (see page 4). Also, scholarships are available.

The International Dyslexia Conference this year will be in Denver. If you haven’t yet had a chance to attend one of these mammoth events, I strongly recommend that you do so — especially if you are seeking information and answers. IEB provides scholarships to parents and teachers. The forms are on the web site on the “events” page.

It’s a very busy schedule and we look forward to seeing you!

Cheers — and happy spring!
Regina

*IEB = Inland Empire Branch



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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.



DIMENSIONS OF DYSLEXIA

*Sponsored by the Southern California Consortium
of The International Dyslexia Association*

Saturday, May 21, 2005

8 a.m. – 3 p.m.

Renaissance Hotel, Long Beach

111 East Ocean Boulevard, Long Beach, California

PROGRAM

THE PROBLEM..... F. David Rudnick, Ph.D, M.D.

Neuropsychiatrist, Private Practice

THE SOLUTIONS... Andrew Stetkevich, M.A.

Staff Development Specialist, Riverside
Unified School District

THE IMPACT..... Clarann Goldring, Ph.D.

Clinical Psychologist, Private Practice

REGISTRATION (including lunch):

IDA members - \$75 prior to May 1 (\$85 after May 1) Non-IDA members - \$95
prior to May 1 (\$105 after May 1) Students - \$50 (Bursar's receipt showing 6 units
at post-secondary college required)

WHO SHOULD ATTEND:

Teachers (all levels), Parents, Special Ed Support Staff, Speech/ Language
Therapists, Adult Dyslexics, Anyone interested in Literacy.

FOR CONFERENCE INFORMATION, CALL (818) 506-8866

Southern California Consortium of The International Dyslexia Association
Inland Empire (951) 686-9837 – Los Angeles (818) 506-8866 – San Diego (619) 296-3722

Frequently Used Educational Terms..., Continued from page 2

Dysgraphia: Difficulty writing legibly with age-appropriate speed.

Dyslexia: A language-based learning disability. In addition to reading problems, dyslexia can also involve difficulty with writing, spelling, listening, speaking and math.

Dysnomia: Difficulty remembering names or recalling specific words; word-finding problems.

Dyspraxia: Difficulty performing and sequencing fine motor movements, such as buttoning.

Free Appropriate Public Education (FAPE): Entitles a public school child with a disability to an educational program and related services to meet her unique educational needs at no cost to the parents; based on IEP; under public supervision and meets state standards.

Individuals with Disabilities Education Act (IDEA): Federal law that provides for special education and related services to eligible children with disabilities.

Individual Transition Plan (ITP): The section of a student's Individualized Education Program (IEP) that outlines transition services and helps identify and develop goals which need to be accomplished for the student to meet his post-high school goals.

Individualized Education Plan (IEP): Written plan to meet the unique educational needs of a child with a disability who requires special education services to benefit from the general education program; applies to kids enrolled in public schools.

Informed consent: Agreement in writing from parents that they have been informed and understand implications of special

education evaluation and program decisions; permission is voluntary and may be withdrawn.

Intelligence Quotient (IQ): Score used to indicate general cognitive ability; average range of intelligence, which includes 84 percent of the population, is 85 to 115.

Least Restrictive Environment (LRE): Educational instruction in a place that encourages maximum interaction between disabled and nondisabled kids and is appropriate to both.

Learning Disability (LD): A neurobiological disorder which affects the way a person of average to above average intelligence receives, processes, or expresses information. LD impacts one's ability to learn the basic skills of reading, writing, or math.

Modification: Modifications are changes in the delivery, content, or instructional level of a subject or test. They result in changed or lowered expectations and create a different standard for kids with disabilities than for those without disabilities.

Multidisciplinary Team: Professionals with different training and expertise; may include, but not limited to, any combination of the following public school personnel—general education teacher, special education teacher, administrator, school psychologist, speech and language therapist, counselor—and the parent.

Primary Language: Language other than English, or other mode of communication such as sign language, that the child first learned, or the language that is spoken in the home.

Procedural Safeguards: Legal requirements that ensure parents and kids will be treated fairly and equally in the decision-making process about special education.

Continued on page 12

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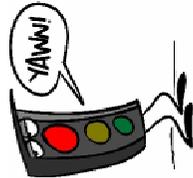
Definition:

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

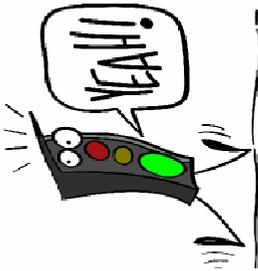
The Green Light Teaching Strategies

workshop will introduce educators at elementary & secondary levels to a whole new arena of effective instruction.



Far too many classrooms still primarily base learning on "red light" teaching strategies -- techniques used in the past that no longer are applicable to today's students.

The Green Light Strategies presented in this workshop are based on our developing understanding of how the human brain functions, and how we can apply this new knowledge in enhancing reading for all students.



The ideas explored here will be thoroughly discussed and demonstrated in the actual context of teaching complex content.

Rich Allen, Ph.D.

is an Educational Psychologist & 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 author
 - recording artist

Rich began his teaching career at a prep school and realized the value of combining math instruction and drama. He is one of the originators of the Quantum Learning Method. For 13 years, he worked with Eric Jensen in developing Super Camp, an accelerated learning program for teens. These methods evolved into the Quantum Learning Method, as recently packaged by Mark Reardon. Rich has worked with prominent companies such as AT&T, IBM, & Dupont, & has presented at K-12 schools & universities.

Saturday Sept. 24, 2005
7:30 am to 4:00 pm

7:30 Registration, Breakfast, Exhibits

8:30 Program begins
Includes breakfast, lunch, snacks, handout packet and complementary day-long snacks & beverages

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

Topics:

- Applying research-based strategies based on how the brain learns best
- Integrating movement & music smoothly & gracefully into lesson plans across the curriculum
- Having fun while developing literacy and content skills
- Creating interest and motivation (framing the content)
- Acknowledging every effort: where, when, & how to apply praise
- Understanding the power of pure peer coaching
- Celebrating & elevating students' successes
- Applying layering & labels in education
- Enabling students to own their own process: the power of ownership in developing knowledge
- Making it memorable: advanced strategies

Presented jointly by:

INLAND EMPIRE READING COUNCIL

OF THE INTERNATIONAL READING ASSOCIATION
P.O. Box 5841, Riverside CA 92517
951/684-2842



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INTERNATIONAL DYSLLEXIA ASSOCIATION
P.O. Box 6701, San Bernardino CA 92412
951/686-9837

DYSLEXIA

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

What others said about Rich's session in July 2004:

- I learned fun ways to help my child with homework
- Of all the great workshops from IEB, this one was the absolute best!
- Rich's humor and the interaction made the day fly by - plus lots of great information!
- Rich's energy was dynamic - he's an amazing speaker with great ideas for me to take back to class!

Registration available on-line or print out a registration form: www.-dyslexia-ca.org - "events"

Early Bird rates: from \$50 to \$70

Regular rates: from \$70 to \$90

Extension credit from UCR available

ASHA units available

IEP Goals

By Reed Martin, J.D.

Parents have many questions about goals on an IEP. The goals should be what we expect of regular students. The IEP explains how your child gets from here to there.

A goal should have five components:

1. The direction we want to go
2. The problem we are addressing
3. The present level
4. The amount of change by the end of this school year
5. The methodology needed

• **Example I:** Johnny will

- (1) increase
- (2) in-seat on task behavior
- (3) from 0% of the time currently to
- (4) 50% of the time by the end of this year
- (5) by training the teacher in positive behavior interventions that give reinforcement to in-seat, on task behavior and do not unintentionally reinforce Johnny by giving attention to out-of-seat behavior.

• **Example II:** Susie will

- (1) increase
- (2) self-control
- (3) from overreacting emotionally to stimuli that are normal in the classroom
- (4) to the ability to function with limited supervision in classroom settings
- (5) through individual counseling and reinforcement of positive behaviors in the classroom

The IEP would then specify the short term objectives in terms of the task or performance expected, conditions under which the performance is expected, the standard by which it will be measured, how the performance will be documented, and how the results will be reported to the parents.

Reed Martin, JD, is an attorney with over 32 years experience in special education law. This article was adapted from his website. Reed Martin can be reached through e-mail at connie@westconet.com or www.reed-martin.com. This information is educational and not intended to be legal advice.

Credit: LDA Newsbriefs; Vol 37, No. 5; Sept/Oct 2002



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Parenting Issues from page 1

- 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.

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!

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, operate a household, and 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 toothpaste 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 the 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.

Continued on next page

Parenting Issues from page 9

- 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 homework hot line 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 it affects 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.

Credit: LDA Newsbriefs; Vol 37, No. 5; Sept/Oct 2002. The Information Sheet, Parenting Issues for Adults with Learning Disabilities, was prepared by the LDA Adults Issues Committee, March 2002.

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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.

Being Positive --- With Yourself and Your Children

This workshop will explore an exciting easy-to-implement technique focusing on mind-body connections. Parents and teachers can use the technique themselves and/or with their students.



Some of the topics covered will be:

- **Will This Child Be OK?**
Reducing the anxiety connected with raising a child who struggles.
- **I Never Have Enough Time!**
My child has so many needs. How can I get it all done?
My students have so many needs & there are so many demands on my time. How can I give my children enough attention?
- **The Dreaded IEP – That Time Again!**
Reducing the stress of an IEP meeting.

What is the technique?

It is a new healing modality called Emotional Freedom Techniques (EFT). Practitioners worldwide marvel at its simplicity, elegance, and rapid means of dealing with anxiety, fears, children's issues, and much more.

How does it work?

The person "tunes in" to their issue in a gentle, conversational manner and establishes a link between mind and body.

We are at our best when we are in a positive, joyful place but negative emotional conditioning sometimes takes us to fearful, anxiety-producing places in our mind and in our body. EFT clears the negative, freeing us to open to the joyful.

Come and be joyful !



GREAT IDEAS FOR PARENTS AND TEACHERS
TO USE AND TO SHARE!!!

Thursday, May 19th, 2005
6:45 pm

Riverside County Office of Education
12th & Almond Streets
(Exit the 91 fwy at 14th Street and go
north to Almond. Conference Center is corner
of Almond and 12th Streets)

Visit our web site for a map & more information
about this and other workshops:
www.dyslexia-ca.org

Our speaker:

Kathy Bolte, an Advanced Certified EFT Practitioner, is also the mother of a dyslexic son. She will teach us how to use a new technique that is very effective in dealing with anxiety and stress, focusing on the stress of wanting to do what is right for our learning-challenged students.

The
International
DYSLEXIA
Association

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Dyslexia Association

Introducing Board Member, LaTanya Darton...



LaTanya is one of our Vice Presidents and our President-Elect. Here is her message:

It's very hard for me to discover and accept the fact that two of my children are dyslexic. What do I do? Where do I go?

These were questions that I continually ask myself. I just did not have the answers. I knew the answers were out there, but where? My daughters' school told me of a dyslexic clinic in Diamond Bar. However, when I went there I could not believe the amount of money they were requesting in order to help my daughter. I am a single mother with four children to raise. I just could not afford it.

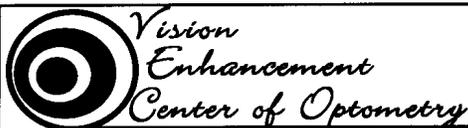
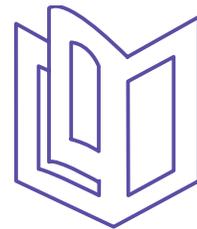
I felt so helpless as my daughters needed so much help; yet, I could not give it to them. However, I was not ready to throw in the towel. So, one morning after I had taken my children to school, I came home, sat in front of my computer, and began to surf the internet for answers. I did not know exactly what it was I was looking for, but I knew the answer lay there.

As I began to search for information regarding dyslexia, I came upon a vast array of websites regarding dyslexia. Upon reading the various information with regard to dyslexia, I was shocked to learn that a child with dyslexia would always have this problem. There were no miracle cures.

As my search progressed, I came upon the Inland Empire Dyslexia Association website. When I entered it, I was shocked to learn all the answers to my many questions were there. I was overcome with happiness as I learned there was an organization that could help me to help my daughters. Through my association with IDA, I have come to know many brilliant individuals who have been involved with the teaching of dyslexics for over 25 years. There is still so much I need to learn about this learning disability, but IDA has begun to guide me in the right direction. I have become an active board member doing all I can to let others know that they are not alone.

Have you noticed?

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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.

Frequently Used Educational Terms..., Continued from page 5

Pupil Records: Personal information about the child that is kept by the school system and is available for review by legal guardians and others directly involved in her education.

Referral: Written request for assessment to see if the child is a “child with a disability” who needs special education and related services to benefit from her general education program.

Resiliency: Ability to pursue personal goals and bounce back from challenges.

Retention: The practice of having a student repeat a certain grade-level (year) in school; also called “grade retention.”

Section 504 of the Rehabilitation Act: Federal civil rights law requiring school programs and buildings to be accessible to children with disabilities; protects from discrimination.

Self-Advocacy: Child’s ability to explain specific learning needs and seek necessary assistance or accommodations.

Special Education: Specially designed instruction to meet the unique needs of eligible kids whose

educational needs can’t be met through modification of the regular instructional program; provides for a range of options for services, such as pull out programs, special day classes; available to kids enrolled in public schools.

Transition: Process of preparing kids to function in future environments and emphasizing movement from one educational program to another, such as from elementary school to middle school, or from school to work.

Visual Processing: Ability to interpret visual information in kids with normal sight.

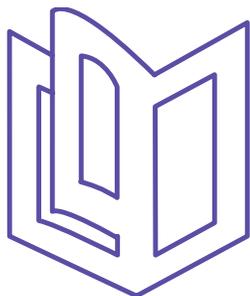
About the Contributor(s)

Jan Baumel, M.S., Licensed Educational Psychologist, spent 35 years in education as a teacher, school psychologist, and special education administrator before joining Schwab Learning. Today she is a consultant to local school districts and university field supervisor for student teachers.

Credit: UMBIDA News (Fall 2004) —The Upper Midwest Branch of the International Dyslexia Association®, Reprinted with permission.

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.



Special Recognition

In our special membership categories, we welcome:

- Patricia Kaska — Sustaining Member
- Linda Parsons — Lifetime Member



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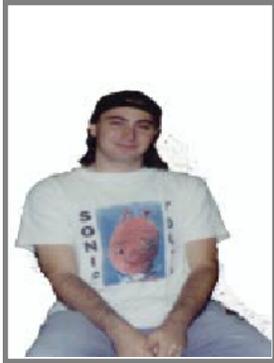
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✦ Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia. The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday.

✦ We are a 501(c)(3) organization and donations are tax deductible. Donations are a meaningful way to remember a loved one, honor a special occasion, or show appreciation for someone. Just send a note with your donation, indicating “in memory of” or “in honor of.” Include the name and address of the person you wish to receive the acknowledgment. You will also receive acknowledgment of your contribution.



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

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



Calling All Kids! (parents & teachers too)

Our newsletter is for and about students who learn differently.

Join us!

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

We are seeking original contributions:

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

Want to be involved?
Send your entry to:
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Let us hear from you!
We welcome your comments
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3 Dynamic Speakers:

▪ **G. Reid Lyon, Ph.D.**

Dr. Lyon is a research psychologist and the Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (NICHD) at the NIH. He is responsible for the direction, development and management of research programs in reading, developmental psychology, cognitive neuroscience, behavioral pediatrics and human learning and learning disorders. He advises Presidents and the Congress on our Education & Literacy laws.

TOPIC: A Historical Perspective on Evidence-Based Education and The Latest Findings

▪ **Nancy Swigert, M.A., SLP/CCC**

Nancy Swigert is the owner of Swigert & Associates, Inc., a private practice providing speech-language pathology services in Lexington and the surrounding Central Kentucky area for over twenty years. She also serves as Director of the Speech-Language Pathology Department at Central Baptist Hospital, a large acute care facility in Lexington. Ms. Swigert is the author of *The Source for Fluency*, published by LinguiSystems.

TOPIC: Beyond Phonological Awareness: Achieving Reading Fluency

▪ **Duke Kelly**

Duke Kelly is the president of Calculated Success, Inc. This is a professional development company specializing in making current brain research practical to educators. All audiences, from corporate trainers to elementary educators, can benefit from the techniques modeled by Duke. Participants in his workshops can be found laughing, moving to upbeat music, and feeling surprised at how practical professional development can really be!

TOPIC: Literacy in Mathematics: With Impact Learning

Location: Ontario Airport Marriott Hotel

Registration fee will include handout materials, breakfast, lunch, & all-day snacks
Discounts will be available for members and for pre-registration.

Participants will be able to earn credits from University of California Riverside Extension and units from ASHA.

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Michele McKinstry
Diane Neese
Jane Ogden
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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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