

The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 21, ISSUE 1

founded in memory of Samuel T. Orton

SPRING 2006

CALENDAR OF EVENTS

Wed., May 24, 2006

"Dyslexia Awareness Fair," for parents & educators at RCOE (see pg. 11).

November 8–11, 2006

"57th Annual Conference of The IDA,(p. 4).

Friday & Saturday March 16th & 17th, 2007

"Literacy Conference: Research to Practice" featuring Maureen W. Lovett & Patricia Kuhl the Ontario Marriott (pg. 8).

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.

Sight Words, High Frequency Words, & Dolch Words: Differences Explained

by C. Wilson Anderson, Jr., MAT; ©11-28-03, revised 3-10-05

Educators have been using the terms, "Sight Words, High Frequency Words, and Dolch Words" as if they are interchangeable. They are not!

"Sight Words" are those words, usually Anglo-Saxon in origin, that must be memorized because of their non-phonetic structure and high degree of usage in the English language, and words such as "come, said, two" would be three examples.

"High Frequency Words" are those words that are phonetic, but those words have such a high degree of frequency in the English language, that they must be learned long before any phonetically based series would teach the concept. Words such as "a, down, please, three" would be four examples.

Edward Dolch, Ph.D. did his work in the 30's and 40's and created at least seven versions of the "Dolch Words" and each of these lists is different. Some of the lists have been restructured as words to be learned at certain levels. This practice was considered appropriate until the concept of "literature based instruction"

Continued on page 6

Assessment—Public or Private?

Are you considering having your child tested to see if he has a learning disability (LD)? Are you wondering whether you should pay for the assessment privately or ask the public schools to do it? What do you need to know to make the choice?

Why assess?

There are many reasons why kids are referred for assessment, a process that includes record review, observation, interview, and testing. Public schools are obligated to assess for specific reasons. If you have other concerns you'll want to consider a private evaluation.

If you suspect your child may have a learning disability and be eligible for special education services, the public school must respond to you by making a determination, based on specific information, as to whether an assessment is warranted. Here are signs to look for:

- His teacher expresses concern about his progress.
- His group standardized test scores are low—below fifteenth percentile.

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Focus on Research: Brain Development of Language & Reading

By Jordan Bigio, Project Coordinator

We often think of research on dyslexia as something occurring outside our immediate geographic area—Sally Shaywitz's work at Yale University comes to mind. But Locally, James Booth, Ph.D., Associate Professor of Communication Sciences and Disorders at Northwestern University, is the principle investigator for two National Institute of Health grants that examine brain development related to language and reading development in children.

The first project studies normal readers at 9, 11, 13 and 15 years old and uses functional magnetic resonance imaging (fMRI) to map their brain activation patterns. The investigators believe that the brain patterns of older and more skilled children will show greater elaboration for processing spelling and sound representations, greater specialization for language and reading, greater interactivity for processing sound and spelling representations and more automatic mapping between sound and spelling representations, with children relying less on meaning based representations for reading and language.

In the second project, the neural correlates of language and reading in “poor readers” and “phonological dyslexics” are being examined. Poor readers, as defined by the researchers, have language problems in semantics and syntax representations—coupled with deficits in decoding. In contrast, phonological dyslexics have a specific deficit in decoding. The project hopes to determine if the brain areas responsive for language and reading of the two groups of children can be differentiated. Will the two groups show different brain activation profiles with poor readers showing larger differences in the brain areas for processing meaning-based representations? The investigators also expect the poor readers, but not the phonological dyslexics, to reveal different activation patterns as compared to younger children who are matched to these groups based on their decoding achievement.

Dr. Booth believes this research has important diagnostic and intervention implications. He expects future brain activation studies to be used in conjunction with behavioral measures to identify children with language and reading problems and to be used to examine the effectiveness of different remediation strategies.

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This article comes to us from the Winter, 2005 edition of the Illinois Branch of The International Dyslexia Association's newsletter.

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.

A Message from Your President

by Regina G. Richards

I'm so proud of our wonderful Inland Empire Branch. At the International Conference in Denver last November, our Branch received the Branch Council Achievement Award in recognition of the Proclamations we obtained for Dyslexia Awareness Month and for our overall public awareness programs. Kudos to everyone on the board and to all of our members who have participated in our events!!

For those of you who didn't have the opportunity to attend the fantastic conference in Denver, you can see the topics that were discussed and access many of the handouts at the international web site: www.interdys.org.

Speaking of great conferences – we had a terrific and informational time on March 10th and 11th. All of the speakers' handouts and a photo gallery are on our Inland web site under "previous events" [www.dyslexia-ca.org]. Check it out. You may also purchase tapes of any or all of the sessions. Attendees commented that our conference provided a nice balance between research and practical ideas that teachers and parents can use immediately with students. For example, "The major strength of this conference is the very recent research base and practical experience of the presenters. I not only got ideas for working with my students but the 'why's' behind the activities." We plan to continue this series with another mix of research and the practical next spring — save the dates of March 16th and 17th 2007 (see flyer on page 8).

Additionally, a group of us had great fun line dancing on Friday night. Our teacher, Ira, demonstrated good techniques of systematic instruction so that we neophytes could easily keep up. Some of the foot stompers having fun with me were Ellen Herich from Orange, Kathleen Fisher from Huntington Beach, a group from Yucca Valley including Suzanne Southard and Elizabeth Wuite, and others such as Jan, Heidi, and Christine.

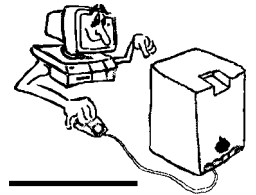
We are extremely appreciative of the generous donations from the Jeannette C. McIntyre and Frederick Lash McIntyre Trust Fund. Their continuing support of our high-quality low cost conferences has enabled our Branch to bring so many wonderful and specialized speakers to our area.

Our next event is our Dyslexia Awareness Fair. We will have a wide variety of informational booths for sharing information. Please tell your friends, neighbors, and colleagues and join us at the Riverside County Office of Education Conference Center on Wednesday, May 24th. Hope to see you then!! (see flyer on page 11)

Looking forward to seeing you on May 24th!

Remember, we are an all-volunteer Branch and if you want to help make a difference in our communities, please contact us. Visitors are welcome at our board meetings, and our goal is to have many people each doing a tiny job. That way, all the little pieces will come together for a great result!

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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.



An Abridged Survival Guide to the Land of Words for Dyslexic Teens and Adults

by Lynne D. Stietzel, M.Ed, M.A., BCET

"WELCOME! WELCOME! Welcome to the Land of Words." Like it or not, we have all purchased tickets to travel in the Land of Words. Most people learn the language of this enchanting land quickly with the help of a few travel guides and a little *Berlitz* Language instruction suited for the Land of Words, which is taught in every school in the nation. As youngsters, we all hung out with people who seemed to know where they were going and how to get to most any place in this land. We were eager to master the language so that we could set out on adventures of our own: maneuvering in the books and newspapers, reading the street signs, following the maps, eating in the restaurants, just doing all the many things necessary for participating in this marvelous Land of Words.

Unfortunately, there were a few of us who somehow just didn't quite get how to function in this magical Land of Words. In fact, many of us were called lazy, crazy or stupid because there just didn't seem to be any other explanation. However, it wasn't because we couldn't think or reason, or that we weren't intelligent with large vocabularies, or that we lacked creativity or motivation. Yet, the language of this land—reading, writing, spelling—seemed laborious and often even illusive, just always out of reach. So, why couldn't we travel comfortably in this land like most people who were not even half as intelligent as we; why couldn't we grasp what was necessary, what seemed so close yet so inaccessible?

According to a leading expert, Sally Shaywitz, in her book, *Overcoming Dyslexia*, we are the ones who entered the Land of Words struggling with a neurobiological difference called dyslexia: basically characterized by difficulties with accuracy and/or fluency in word recognition. Paradoxically, we are bright people who have difficulties in learning the basics of reading, writing and speaking, and these are the very foundation of this Land of Words.

Many dyslexics did not learn the infrastructure necessary to get around in the Land of Words until they were teenagers and even adults, and some regrettably simply gave up trying to find their way through the land. Nevertheless, many have had a supporting tour guide and most have great fortitude, thus being able to forge a path through the countryside. Moreover, recently there have been many "survival guides" published to help along the way: this *Abridged Survival Guide To the Land of Words For Dyslexic Teens and Adults* being only a very short introduction of the top five tips.

1. Understand how you learn: your strengths and weaknesses. Dyslexia need not be the controlling force in one's life. We all have gifts; discover yours. Dyslexics are tradesmen, doctors, lawyers, psychologists—and

Continued next page



Save-The-Date!

**2006 INTERNATIONAL DYSLEXIA ASSOCIATION
57TH ANNUAL CONFERENCE**



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Survival Guide..., Continued

yes, even writers— anything one can dream of. The problems of dyslexia are caused by simple but bothersome mechanics, but in no way should they block someone from a fulfilling life.

2. Always work on improving your language skills. It is never too late to learn the task of reading and writing, though certainly arduous for a teenage or adult dyslexic. The trick is to find someone who is trained in teaching with a multisensory, structured language approach with techniques that are best for your learning style. Most likely reading will always be slow and laborious even then, but it does not mean one can't learn to decode and encode almost anything in any field. (I only mastered reading and writing in my forties—not too long ago.)

3. Be willing to ask for and accept accommodations. Dyslexia is neurobiological; it does not go away just because we “try a little harder” or “pay a little more attention.” Appropriate accommodations for dyslexia are no different than wearing one's glasses if it is hard to see or using a hearing aid if it is hard to hear. Dyslexia may appear to be hidden, but the fact is, it is just as much a physiological a problem as these other disabilities. Dyslexics' brains are wired differently from those of the general population so that when it comes to words, they learn them differently and function with them more slowly. Taking extra time on exams or other written tasks for school or a job is hardly unfair as long as one is able to perform the assignment. Many studies have been conducted that demonstrate that appropriate accommodations do not take unfair advantage; they simply level the playing field.

4. Use all the brilliant technology available to us today. Using the many tools available to us is like being cut loose in a chocolate factory; as a dyslexic it's hard not to gorge oneself on these delectable goodies. In college, when I discovered *Recording for the Blind and Dyslexic*, I stayed up all night reading; it was so magical visually tracking the words and having them just seem to pop off

the page into my body through my ears. As for a computer with a spell checker, it is like having a wire directly connected to my brain, and I use it for all of my school and professional work. Everyday something new seems to become available to the public: from software that scans printed materials, making it auditorily obtainable, like the *Kurzweil 3000* or *WYNN*, to speech recognition devices that print oral words like *Naturally Speaking*, *Dragon Dictate*, *ViaVoice*, and *iListen*, to the *small Franklin Spell Checker*, which I wouldn't be without and carry in my purse along with my lipstick and face makeup.

5. Never be afraid to seek assistance. Find yourself some full-length suggestion books on compensations, accommodations, modifications and strategies. Discovering the right assistance for your special need is imperative. Moreover, finding a supportive teacher or learning specialist who is willing to push you as hard as they can toward your full potential in the Land of Words is like finding a fairy godmother who can help you transform your life. Everyone needs support in some area of his life, and dyslexics just happen to need it with words. Always remember that having dyslexia does not in any way mean that these people are intellectually inferior; in fact, they are more often than not intellectually superior. Dyslexics just learn differently.

Lynne D. Stietzel, M.Ed, M.A., BCET is co-director of the Thinking and Learning Connection and is dyslexic herself with two dyslexic children. Lynne has co-authored a textbook, *Empowerment Through Spontaneity*, and developed programs and curricula for special needs populations.

This article comes to us from the Summer, 2003 edition of the Northern California Branch of The International Dyslexia Association's newsletter .

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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

Sight Words..., Continued from page 1

became the norm and “sight words” popped in and out of the stories based upon the needs of the story, not in regard to someone’s list.

Thanks to the use of the computer, and the early work of Hannah, Hodges and Hannah, and Edward Fry, Ph.D., words have been listed by the frequency of usage in the English language (The Reading Teacher’s Book of Lists, Prentice Hall, 1984). It is estimated that these 229 words control 12% of the language and a great deal of the comprehension. Color words, number words, and most of the prepositions are also included.

Generally speaking, the high frequency words must be learned by the end of the second grade at the 100% level of mastery. Many educators have been taught that an 80% mastery is acceptable. Let me rephrase that! “Matthew will safely cross the street 80% of the time.” No one would accept that percentage! Others may think that a test score of 80% is perfectly acceptable. That is true if it were the score on an academic knowledge basis. No one should use subject-matter test score recommendations as the basis of “skill level testing” which must be at the 100% level, especially for important words such as the high frequency, sight and Dolch words.

After extensive work, I offer this list, based upon high frequency usage, and actual “sight words” in five grouping of words that have been alphabetized for the teacher’s convenience.

Group One

Sight Words – come, is, one, said, to, two, where

High Frequency Words – a, and, away, big, blue, boy, color, down, find, for, funny, girl, go, help, here, I, in, it, jump, little, book, make, me, my, name, not, play, print, red, run, see, the, three, up, we, yellow, you (44)

Group Two

Sight Words – are, do, have, pretty, there, want, what, was, who

High Frequency Words – all, am, at, ate, be, black, brown, but, came, cat, did, eat, four, get, good, green, he, into, like, must, new, nine, no, now, on, our, out, please, ran, ride, saw, say, she, so, soon, that, they, this, too, under, well, went, white, will, wish, with, yes (56)

Group Three

Sight Words – again, any, as, could, from, give, has, his, live, of, once, put*, some, were, would, should

High Frequency Words – after, an, ask, by, every, fly, going, had, her, him, how, just, know, let, may, old, open, over, round, stop, take, thank, them, then, think, walk, when, why (44)

Group Four

Sight Words – been, both, buy, could, does, don’t, goes, many, pull*, their, your

High Frequency Words – always, around, because, before, best, call, could, fast, first, five, found, gave, green, its, made, off, or, read, right, sign, sit, sleep, tell, these, those, upon, us, use, very, wash, which, work, write (44)

Group Five

Sight Words – done, laugh, full*, shall, today, together, only

High Frequency Words – about, better, bring, carry, clean, cut, draw, drink, eight, fall, far, got, grow, hold, hot, hurt, if, keep, kind, light, long, much, myself, never, own, pick, seven, show, six, small, start, ten, try, warm (41)

**There is an on-going and lively discussion as to the usefulness in teaching this and an alternative “short u” sound. I decided to place put, pull and push in the sight word list because of their immediate need.*

Continued on page 9

What are the outcomes?

Even if the public school IEP team agrees your child has a learning disability, he still may not be eligible for special education services. By law, the team also must agree your child requires special education to benefit from his general education program.

A privately obtained report may suggest a tutor, software programs, ways to help at home, or ideas to try at school. Sometimes the product or program associated with an organization where testing was done—a possible conflict of interest—is recommended. If your child does have a learning disability, be wary of promises of a “cure” if he’s enrolled in their two-week program or improvements in his report card grades if you buy the product.


The report you receive from public or private assessors should be written in a way that is easy for you to understand. Assessment results should identify your child’s strengths and needs, and help plan his educational program.

Either you or the assessor should review results with your child, considering his developmental level, so he doesn’t feel there are “secrets” about him. The information can help him understand how he learns and what he needs to be a successful learner, as well as appreciate his own strengths and talents.

About the Contributor: 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.

Article can be viewed online: =326&f=search <http://www.schwablearning.org/articles.asp?r=326&f=search>

This article comes to us from the Winter '06 edition of the Northern California Branch of the IDA's newsletter.



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Save the Date!

Friday March 16th and Saturday March 17th 2007
for the continuation of our *Research to Practice Conference*
(again at the Ontario Airport Marriott Hotel)

Speakers: Maureen W. Lovett and Patricia Kuhl

Dr. Maureen W. Lovett is Professor of Paediatrics and Psychology, and the Senior Scientist and Director of the Brain and Behaviour Program at the Learning Disabilities Research Program, as well as, at the University of Toronto. Her research is unique because over several decades she has demonstrated the importance of combining the teaching of strategies with teaching specific skills in a sequential manner. She is an energetic speaker with a gift for explaining complex ideas in a concrete, easy-to-follow manner. Her presentations lead the participant from the theory to specific strategies, and participants obtain many concrete ideas to use with their own students.

Dr. Patricia Kuhl is co-director at the University of Washington Center for Mind, Brain and Learning and she is a professor in the Department of Speech and Hearing Sciences. Her research focuses on language acquisition and processing by the brain and she relates this directly to literacy and to autism. She has demonstrated how early language exposure alters the mechanisms of perception and has dramatically shown that language processing involves many senses, including vision, both in early infancy and in adulthood. Her work has broad implications, extending to psychology, linguistics and education for its applicability to bilingual education and to neuroscience for its implications for brain mapping of complex information. She is a dynamic speaker who presents research and related strategies in an easy-to-understand manner with use of multiple visual aids.

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

Of course, the textbook's scope and sequence will dictate which words will be taught and when. Because there are too many students who have not learned their sight words in remediation, there has to be a systematic way of deciding which words need to be taught first, second, etc. I would opt for teaching the words according to the established frequency in the language.

I would also suggest that five different ways to teach sight words be employed to guarantee the mastered knowledge. Using the approaches will reach the learning styles of all of the students.

The flash card approach

The teacher holds the flash card and says the word; students repeat the word; later the word goes on the "word wall." Students read "word wall" sight words in random order.

The Slingerland Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students echo the word; the students keep their eyes on the stimulus word; students trace the letters of word in the air with two pointing fingers and a stiff arm as they name each letter; the students then underscore the word as they say the word again.

Project Read Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students keep their eyes on the stimulus word; the students echo the sight word as they hit their appropriate shoulder; the students name the letters as they tap down their arm; the students sweep the arm and say the word again.

VAT-K Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students echo the sight word; the students keep their eyes on the stimulus word and trace the letters on the desk top as they are named. The students then underscore the word as they say the word again.

The Fernald Approach

Students are provided with a large copy of the word. The teacher says the word; the students echo the word; the students say the word as they trace over the letters of the provided sight word.

Finally, there are additional "learned" words that students will encounter throughout their school years. That is the topic for another article.

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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.



Research to Practice Presented by the IEB: Photos of the March 10th & 11th conference

Dr. Reid Lyon enchanting the audience

Conference presenters
Suzanne Carreker & Nancy Swigert

IEB President Regina Richards with Heidi
Renner, our Pacific Region representative

Nancy Swigert with former
IEB President Andy Stetkevich

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- * Discussion with a successful adult dyslexic
- * Simulations regarding visual skills
- * Ask the Dr. — questions on visual skills
- * Technology

Relevant books to purchase
& Snacks

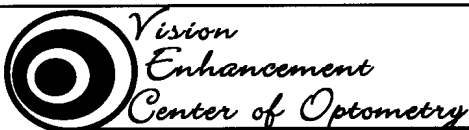
Date: Wednesday evening
May 24, 2006
Time: 6:30 pm (to 8:30 pm)
Location: Riverside County Office of
Education Conference Ctr
Streets: Corner of 12th & Almond
Downtown Riverside



Have you noticed?

Your Inland Empire Branch
is very active—won't you join us?
Call 951•686•9837

The Inland Empire
Branch
P.O. Box 6701
San Bernardino CA 92504
951/686-9837
Email:
dyslexiainfo@gmail.com
Web: www.dyslexia-c.org



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www.visionenhancementcenter.com 1/2 mile South of UCR

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.

Who we are...

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.

In 1984, several **Inland Empire** professionals and parents determined a need existed for an organization to disseminate accurate & current information on dyslexia. We contacted the national IDA to become a Branch: the purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write in a way that creates hope, possibility and partnership, so that every individual has the opportunity to lead a productive and fulfilling life and society benefits from the resource that is liberated. We are now the Inland Empire Branch and a variety of professionals, parents and adults with dyslexia comprise the all-volunteer Board of Directors representing the Riverside, San Bernardino and portions of Orange County areas here in So. California.

The Inland Empire Branch actively promotes effective teaching practices and related educational intervention strategies for **any individual with a language-based learning disability**. We are committed to the dissemination of research-based knowledge that supports multi-sensory structured language teaching.

We invite you to join our **mailing list**: receive Newsletters, Kids' Newsletters, & Email announcements on new research. To join, send us your name, address, phone, email or see "Contact Us" form on our web site.

We invite you to join us...

We are a volunteer organization and our Board of Directors is a working board. The strength of our organization relies on the interest and commitment of its volunteers. Won't you help us in our goal of "**Facilitating Literacy Success in Our Communities**"?


The Inland Empire Board of Directors

Regina G. Richards, President
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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.

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



Attention United Way Contributors

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

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



Calling All Kids! (parents & teachers too)

Our newsletter is for and about students who learn differently.

Join us!

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

We are seeking original contributions:

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

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

Let us hear from you!
We welcome your comments
and suggestions.

- His report card grades are poor—some D's and F's.
- He's starting to have behavior problems at school.
- He complains daily about how hard school is.
- He isn't progressing or benefiting from his general education program.

Consider a private assessment if you want other kinds of information including the following:

- You want to understand better how he learns.
- You'd like ideas to guide you or his tutor.
- You wonder whether he might be allowed to get extra time on college entrance exams.
- You'd like to improve his grades.
- You want to know what he's really been learning.
- The private school is asking for individualized testing before considering accommodations. Who evaluates?

Public school personnel have credentials and specialized training. They follow education laws that require a learning disability be identified by a group of professionals from different fields—a multidisciplinary team—who assesses your child. You and the general education teacher are part of that team. When all assessments are completed, the team meets together to discuss the results and decide if your child is eligible for special education.

Before you choose someone to assess privately, be sure to **ask questions** about the person's training and experience, as well as the cost. If your child is assessed privately, most likely he'll be tested by one individual. If you involve specialists from more than one field, find out if they'll meet with you at the same time to develop a plan for your whole child—his strengths, as well as needs.

Where and when is it done?

Assessment is a process that may take many hours to complete over a period of time. Your patience and understanding about timelines will ensure that results reflect a true picture of your child.

Private assessments usually take place in a clinic or office setting—somewhere new for your child. However, some individuals may agree to test in your home. Because of scheduling issues, your child may have to work for lengthy periods of time to complete the assessment. To accommodate schedules for you, your child, and the private assessor, arrange appointments well in advance.

If your child is assessed at school, he'll be seen in a familiar environment and may recognize some of the school staff testing him. Because he's at school everyday, the evaluation can be flexible—over a period of time, shorter sessions, when he's at his best.

In either case, prepare him ahead of time so he knows what to expect and why he's being tested. It will help to reduce his stress and achieve meaningful test results.

What is included? How are learning disabilities identified?

A person who does a private assessment may identify your child with a learning disability using a set of criteria other than federal guidelines for special education eligibility. Just because the evaluator concludes your child has a learning disability doesn't mean she can make decisions about services or accommodations in the public schools. She can recommend to the school team who may or may not take action.

While public schools must consider reports you obtain privately, they don't have to agree with them. Schools have the right to assess your child before making any educational decisions. So a private assessment may not “short cut” the timelines or process of a public school evaluation if you believe your child needs special education services.

By law, the multidisciplinary Individualized Education Program (IEP) team first must identify your child as having a **specific learning disability**. Federal law requires a severe discrepancy between ability and achievement do to a psychological processing problem. In some states, a certain number difference between IQ and academic achievement defines “severe.”

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



**THE INTERNATIONAL DYSLEXIA ASSOCIATION
MEMBERSHIP FORM**
Rates effective January 1, 2005

<p>Membership Levels Please choose one of the following categories of membership (U.S. Currency Only)</p> <p><input type="checkbox"/> Individual \$70</p> <p><input type="checkbox"/> Individual/Sustaining \$150</p> <p><input type="checkbox"/> Individual/Supporting \$300</p> <p><input type="checkbox"/> Family \$110</p> <p><input type="checkbox"/> Lifetime \$2,000</p> <p><input type="checkbox"/> College Student \$40 (Copy of Student ID Required)</p> <p><input type="checkbox"/> Retired \$45 (65+ and not employed fulltime) (Copy of ID Required)</p> <p><input type="checkbox"/> Institutional \$395 (Copy of Non-Profit Status Required)</p> <p><input type="checkbox"/> *Corporate – Level-I \$295</p> <p><input type="checkbox"/> *Corporate – Level-II \$795</p> <p><small>*Only For-Profit Organizations are Eligible for Corporate Levels</small></p> <p>Signature By signing this form, I certify that I (or the corporate entity) qualify for the membership category checked above.</p>	<p>Membership Categories Check categories that apply to you and circle the category that best describes your reason for supporting IDA.</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Advocate</td> <td><input type="checkbox"/> Educator</td> <td><input type="checkbox"/> Psychiatrist</td> </tr> <tr> <td><input type="checkbox"/> College Student</td> <td><input type="checkbox"/> Elem./Sec. School</td> <td><input type="checkbox"/> Reading Specialist</td> </tr> <tr> <td><input type="checkbox"/> Corporation</td> <td><input type="checkbox"/> Educator/Post-Secondary</td> <td><input type="checkbox"/> Researcher/Educational</td> </tr> <tr> <td><input type="checkbox"/> Educational Administrator</td> <td><input type="checkbox"/> General Supporter</td> <td><input type="checkbox"/> Researcher/Medical</td> </tr> <tr> <td><input type="checkbox"/> Individual with Dyslexia</td> <td><input type="checkbox"/> Lawyer</td> <td><input type="checkbox"/> Special Ed. Educator</td> </tr> <tr> <td><input type="checkbox"/> Educational</td> <td><input type="checkbox"/> Parent/Other Family Member</td> <td><input type="checkbox"/> Speech-Lang. Pathologist</td> </tr> <tr> <td><input type="checkbox"/> Diagnostician/Psychologist</td> <td><input type="checkbox"/> of Individual with Dyslexia</td> <td><input type="checkbox"/> Tutor</td> </tr> <tr> <td><input type="checkbox"/> Educational Therapist</td> <td><input type="checkbox"/> Physician</td> <td></td> </tr> </table> <p style="text-align: center;">LD Service Provider Database</p> <p>IDA maintains a list of service providers for people who contact us for resources. If you would like to be on this list and receive an application, please check here. <input type="checkbox"/></p> <p>Your listing will remain on the service provider list as long as your membership is active.</p>	<input type="checkbox"/> Advocate	<input type="checkbox"/> Educator	<input type="checkbox"/> Psychiatrist	<input type="checkbox"/> College Student	<input type="checkbox"/> Elem./Sec. School	<input type="checkbox"/> Reading Specialist	<input type="checkbox"/> Corporation	<input type="checkbox"/> Educator/Post-Secondary	<input type="checkbox"/> Researcher/Educational	<input type="checkbox"/> Educational Administrator	<input type="checkbox"/> General Supporter	<input type="checkbox"/> Researcher/Medical	<input type="checkbox"/> Individual with Dyslexia	<input type="checkbox"/> Lawyer	<input type="checkbox"/> Special Ed. Educator	<input type="checkbox"/> Educational	<input type="checkbox"/> Parent/Other Family Member	<input type="checkbox"/> Speech-Lang. Pathologist	<input type="checkbox"/> Diagnostician/Psychologist	<input type="checkbox"/> of Individual with Dyslexia	<input type="checkbox"/> Tutor	<input type="checkbox"/> Educational Therapist	<input type="checkbox"/> Physician	
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<input type="checkbox"/> Educational Therapist	<input type="checkbox"/> Physician																								

Payment Information

Check enclosed made payable to: *The International Dyslexia Association*

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AMOUNT OF PAYMENT: \$ _____

Contact Information (please print)

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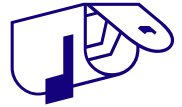
Country: _____ Postal/Zip Code: _____

Membership Mailing List Rental

The IDA membership list is made available to other organizations whose products or services we think our members might find of interest. If you do not want your contact information included on these mailing lists, please check here.

See our mailing address on the back cover of Perspectives.

ADDRESS CHANGE ?
Please notify us at:
P.O. Box 6701
San Bernardino, CA 92412



Inland Empire Branch
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We'll have a variety of information and activity booths:

- * IEP prep and organization
- * Advocacy with the school
- * College transition
- * Video: *The Creative Mind*
- * Discussion with a successful adult dyslexic
- * Simulations regarding visual skills
- * Ask the Dr. — questions on visual skills
- * Technology

Relevant books to purchase
& Snacks



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