

# The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 20, ISSUE 2

*founded in memory of Samuel T. Orton*

FALL 2005

## CALENDAR OF EVENTS

### **Wed., Jan. 11, 2006**

“Practical Tips on How to Live With a Learning Difference For Kids & Adults,” for parents & educators at RCOE (see pg. 10).

### **Friday & Saturday March 10<sup>th</sup> & 11<sup>th</sup>, 2006**

“Literacy Conference: Research to Practice” featuring G. Reid Lyon, 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.

## Avoiding Homework Wars

*By Diana Browning Wright, M.A.*

Does your child always have a problem finishing homework correctly within a reasonable amount of time? Do you have to survive a battle or give a lot of your time and help each night? Do you question why your child has to do homework at all?

### **What Is Homework?**

Homework gives your child a chance to practice what she’s learned in school. It’s not supposed to teach new concepts or skills. Practice is important because it helps your child master important skills. All too often, however, the kids who need the most practice are those who find homework to be harder, take longer, and raise negative feelings.

The first thing you should do is make sure your child understands what the assignment is and the directions for completing it. Next, find out if she has learned enough at school to do the assignment on her own. If your child has problems with either of these, schedule a conference with her teacher as soon as possible.

### **Where Is It Done?**

For some kids, a small desk where supplies can be stored is the best place to do homework. In other homes, the kitchen table may be the best place. Wherever your child works, you should be able to check to see if

*Continued on page 8*

## Portrait of Two Learners

*By Caroline Alarid*

Matthew is now seven. He began to talk when he was about one year old. He was speaking in intelligible phrases by two. *Hickory Dickory Dock* became his favorite nursery rhyme by three, and he could recite many from memory. He could easily carry on an age appropriate conversation by four and when he started kindergarten by five, he could say the alphabet rote and identify the upper case letters of his name. By the time he started first grade, Matthew could identify all the letters (both upper and lower case) and the simple sounds associated with them. He had also begun to identify the sound segments in words and engage in word play such as leaving out an initial or ending sound. For example, he could say “at” when asked to leave off the first sound in “cat,” or “moo” when asked to leave off the last sound in “moon.” By the end of first grade Matthew had no difficulty reading text at grade level, as he had a basic reading vocabulary of several hundred words. In addition to the sight words he could identify, he also had the ability to decode both real and nonsense one-syllable words. Matthew enjoyed reading out loud, and going to the library to look for new books was a rewarding experience. When reading aloud he often self-corrected when a word did not make sense in the context of the text. His spelling was accurate most of the

*Continued on page 14*

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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 principal 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 responsible 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 passed 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.

SOURCE: Illinois Branch of The International Dyslexia Association. *Toward A Common Goal*, Winter 2005.

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*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.

## 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

Happy fall, happy Thanksgiving, and happy holidays to all of our wonderful IEB\* friends and members.....

We've had a very busy and exciting fall so far. October is *National Dyslexia Awareness Month* and we had a wonderful workshop on September 24<sup>th</sup> with the dynamic Rich Allen. A great and energetic time was had by all – and some of us even learned to juggle!

To celebrate Dyslexia Awareness Month, Mayors from eleven (11) local cities presented our branch with a proclamation. The cities are:

Mayor Machisic—City of Banning

Mayor Moqheet—City of Calimesa

Mayor Yates—City of Chino

Mayor Talbert—City of Corona

Mayor Weyuker—City of Desert Hot Springs

Mayor Petersen—City of Loma Linda

Mayor Higgins—City of Norco

Mayor Leon—City of Ontario

Mayor Peppler—City of Redlands

Mayor Loveridge—City of Riverside

Mayor Riddell—City of Yucaipa

Our mission statement is: **Facilitating Literacy Success in Our Communities.** This is an important mission for all of us and our annual meeting is on January 11<sup>th</sup>. We are currently seeking interested persons for board and committee positions – please email me if you have any curiosity and/or interest in our work related to facilitating literacy success in our communities. Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)

At our Annual meeting we will have a fantastic presentation by Dr. Clarann Goldring, a longtime IDA member. She is a licensed psychologist in Sherman Oaks. Most importantly, she is dyslexic, has ADHD, and is the mother of four children and ten grandchildren. Her topic is, *“Practical Tips on How to Live With a Learning Difference – for kids and adults”*. Even though we will all be busy with the holiday season, mark your calendar now for Wednesday, **January 11<sup>th</sup>** at 6:30 pm. You won't want to miss Clarann!

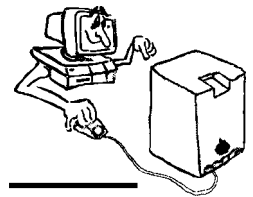
Our Branch is also very excited to announce our **Student Support Group**. The group is led by Dr. Sharon Teruya from UCLA. The meetings are for students with learning disabilities, dyslexia, and/or ADHD who are of college and high school age. They meet November 3<sup>rd</sup>, 17<sup>th</sup> and December 1<sup>st</sup> at 7 pm in Rancho Cucamonga. Email Sharon at [steruya@saonet.ucla.net](mailto:steruya@saonet.ucla.net) for more information and for future dates. Please write “IDA” in the subject line.

Also in this newsletter is an announcement for our exciting March conference, *From Literacy to Practice*, on March 10<sup>th</sup> and 11<sup>th</sup>. This is a conference for all parents, teachers, administrators, and anyone who is interested in increasing literacy.

Our Branch is an exciting and stimulating organization and we welcome all volunteers. Won't you join us at our events?

Cheers and happy fall,  
Regina

\*IEB = Inland Empire Branch



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on-line!**

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## Recording For the Blind & Dyslexic

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### Looking for information??

[www.ldonline.org](http://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.



## Tips for Parents for Preschoolers

**Read early and read often.** The early years are critical to developing a lifelong love of reading. You can't start reading to a child too soon!

**Read together everyday.** Read to your child everyday. Make this a warm and loving time when the two of you can cuddle close together. Bedtime is an especially great time for reading together.

**Give everything a name.** You can build comprehension skills early, even with the littlest child. Play games that involve naming or pointing to objects. Say things like, "Where's your nose?" and then, "Where's Mommy's nose?" Or touch your child's nose and say, "What's this?"

**Say how much you enjoy reading together.** Tell your child how much you enjoy reading with him or her. Look forward to this time you spend together. Talk about "story time" as the favorite part of your day.

**Read with fun in your voice.** Read to your child with humor and expression. Use different voices for different characters. Ham it up!

**Know when to stop.** If your child loses interest or has trouble paying attention, just put the book away for a while. Don't continue reading if your child is not enjoying it.

**Be interactive.** Engage your child so he or she will actively listen to a story. Discuss what's happening, point out things on the page, and answer your child's questions. Ask questions of your own and listen to your child's responses.

**Read it again and again and again.** Your child will probably want to hear a favorite story over and over. Go ahead and read the same book for the 100<sup>th</sup> time! Research suggests that repeated readings help children develop language skills.

**Talk about writing too.** Draw your child's attention to the way writing works. When looking at a book together, point out how we read from left to right and how words are separated by spaces.

**Point out print everywhere.** Talk about the written words you see in the world around you and respond with interest to your child's questions about words. Ask him or her to find a new word every time you go on an outing.

**Get your child evaluated if you suspect a problem.** Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about his or her language development, hearing, or sight.

From the National Center for Learning Disabilities  
(<http://www.ld.org.newsltr/0101newsltr0105Feature2.cfm>)

Kansas/Missouri Branch of the International Dyslexia Association, Point of View, Spring 2005

## We Welcome New Members to the Inland Empire Branch

# Easing the Cost of Special Education: Deducting Tuition and Related Fees as Medical Expenses

Many schools and programs provide education treatment to students with learning and other disabilities, including emotional and behavioral disorders. Insurance rarely covers such costly programs. However, you may be able to deduct tuition, related fees and medical expenses for dependents with disabilities.

## Which expenses qualify?

Taxpayers can deduct expenses paid during the tax year for medical care for the individual and his or her spouse or dependents, to the extent they exceed 7.5% of adjusted gross income. "Medical expenses" include amounts paid "for the diagnosis, cure, mitigation, treatment or prevention of disease or for the purpose of affecting any structure or function of the body."

School tuition and fees may meet these tests. Under tax regulations, medical care includes the cost of a special school for a mentally or physically handicapped individual if the institution's resources for alleviating the handicap were a principal reason for attendance. The cost of supplied meals and lodging and ordinary education, incidentally furnished, also qualifies. Medical care also includes the cost of the dependent's attending a special school designed to compensate for or overcome a physical handicap or to qualify him or her for future normal education or normal living. The distinguishing characteristic of a "special school" is its curriculum.

**Examples:** Tax Regulations, court cases, and IRS rulings have allowed deductions for programs that deal with:

- Teaching Braille or lip reading
- Attention-deficit hyperactivity disorder
- Inability to function in a normal school setting
- Severe adjustment reactions (including depression) to adolescence
- Severe learning disabilities caused by neurological disorders
- Behavioral problems due to chronic drug abuse

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## Additional Information Resource

IRS Publication 502 (provides additional information regarding qualification for the deduction of medical and dental expenses).

Of special note is the requirement under "Learning Disability" that "Your doctor must recommend that the child attend the school." Another relevant section is "Schools and Education, Special."

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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



# Mark your calendars now !

A Special 2-day Conference

**Friday March 10th, 2006 & Saturday March 11th, 2006**

## LITERACY CONFERENCE: Research to Practice

3 dynamic speakers:

### **G. Reid Lyon, Ph.D.**

Dr. Lyon is the Sr. VP for Research & Evaluation at Best Associates and the Whitney University headquartered in Dallas, Texas. Prior to joining Best in mid-2005, Dr. Lyon served as 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 was responsible for translating NIH scientific discoveries relevant to the health & education of children to the White House, the U.S. Congress, and other governmental agencies. He was also advisor to President George W. Bush and First Lady Laura Bush on child development and education research and policies.

Dr. Lyon's TOPIC:

**Why Scientific Evidence Must Guide Educational Practices & Policies**

### **Nancy Swigert, M.A., SLP/CCC**

Nancy Swigert is the owner of Swigert & Associates, Inc., a private company providing speech-language pathology services for over twenty years. She is president of the Reading Center, an evaluation and intervention program for reading, spelling, and written language disorders in school age children and at-risk preschoolers. She has authored six (soon to be seven) publications with LinguSystems, including *The Source for Fluency*.

Mrs. Swigert's TOPICS:

**Reading Fluency Disorder: What is it, How do I identify it, and Why is it important?  
Strategies to Improve Reading Fluency Skills**

### **Suzanne Carreker**

Suzanne Carreker is Director of Teacher Development at Neuhaus Education Center in Houston. She is a Certified Academic Language Therapist and Qualified Instructor. She is a past president of the Houston Branch of IDA, a frequent speaker at regional and national conferences, has authored a number of multisensory curricula, textbook chapters, and journal articles. She was a State Master Trainer for the K-1 Texas Teacher Reading Academies. She is currently serving as consultant to the State Department of Education for Alaska and to Wake Forest University, Section of Neuropsychology.

Mrs. Carreker's TOPICS:

**Oral Language & Listening: The Foundation of Comprehension  
Comprehension: The Ultimate Goal of Reading**



Location: **Ontario Airport Marriott Hotel**

Registration fee includes substantial handout materials, breakfast, lunch, & all-day snacks.

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Special discounts are available for administrators and for groups. A one-day rate is available.

Options available for participants to earn UCR Extension **credits** and/or **ASHA** units.

# Scholarships Available

Because of the importance of our Literacy to Practice conference on March 10<sup>th</sup> and 11<sup>th</sup>, we have several special scholarships available. Forms are available online or by emailing us at [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com).

## • Scholarships for 1<sup>st</sup> year teachers

This is a special fund to provide partial scholarships for teachers in their first year of teaching. The purpose is to share valuable information relevant to NCLB and research-based literacy skills with teachers early in their careers.


## • Scholarships for any teacher or parent who wishes assistance

These scholarships are for those people who want to come and obtain the information but are requesting some assistance with the fees.

## • Group discounts

This fund is to encourage teachers to attend our conference with colleagues. Organize a group of 5 or more colleagues and register with one payment to receive the discount.

- **5 or more** from the same school/agency..... receive **20% discount** for each person
- **10 or more** from the same school/agency..... receive **20% discount** for each **PLUS 10<sup>th</sup> person is free**



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## Avoiding Homework Wars from page 1

she's sticking to the task, especially if she has problems with concentration, and be able to offer encouragement.

### **When Is It Done?**

For some kids, right after school is the perfect time to do the work because the assignment is fresh in their minds. Others need a break before they can tackle more schoolwork.

Sometimes team sports, a parent's work schedule, or other activities interfere with doing homework immediately after school. With your child's input, you may need to develop two plans: one for the usual day and one for unusual events. When you agree on the plans, write them down.

If your child usually resists homework, make sure it does not immediately follow an interesting, rewarding activity (e.g., skateboarding with friends, playing a computer game). That can make the task look even more distasteful. Instead, transition her from fun activities to activities less enjoyable but also less difficult than homework. For example, ask her to bring in the mail, then ask her to set the table and follow that with a request to help you tear lettuce for the salad. This is called "behavioral momentum," getting your child to do tasks that are not hard and are rarely resisted before you ask her to do something challenging. The idea is to create a distance from the fun activity to the more difficult one by inserting small, neutral tasks. Resistance is less likely if the momentum of compliance is built first.

### **How Much Time Should It Take?**

If your child has problems focusing on a task, writes slowly, or needs more time to understand concepts, homework can take a lot longer. No wonder she protests, tries to delay, hides the work, or doesn't turn it in at school! Sometimes just your sympathy can help.

Be sure the amount of time she's expected to work at home is appropriate for her age. Most schools expect 30-45 minutes per night in the early grades, increasing to one hour in late elementary school and two hours by middle school. Learn about your school's homework policy for each grade level.

By keeping track of how long it really takes your child to do her homework, you'll have specific information to share with her teachers. If the amount of time exceeds the school's homework policy, talk to the teacher about adjusting assignments or changing the way they are done.

### **How Can Parents Help?**

- ✦ Remember that homework is a form of practice, so don't expect your child to do all the assignments perfectly. Her mistakes guide the next steps in the teaching process.
- ✦ Encourage your child to talk to you about what she finds hard or confusing. Listen to her ideas on what would make homework easier.
- ✦ If assignments seem endless, break them into smaller parts. For a young child, fold worksheets into two or three parts to reduce feelings of being over-whelmed. For older students, have them highlight sections of the assignment in different colors, green—first part, yellow—second part, red—last.
- ✦ Visually communicate progress towards completion. Take a small strip of paper and divide it into four to eight parts. Periodically, come by with an encouraging word and draw a star or make a check in one of the sections. The chart and homework should be completed at the same time. Then give her a reward, such as a "high 5" or a hug.

Visit  
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Including:

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



## Avoiding Homework Wars from page 8

- ✦ Let her choose a pleasurable activity she can do immediately following homework, e.g., playing a game with the family, listening to a favorite story or CD, talking to a friend on the phone. Make sure the activity is one she has chosen so it motivates her to finish the work.
- ✦ Help her develop strategies for success with homework.
- ✦ Above all, try to keep negative emotions out of interactions around homework. If you're feeling challenged by frustrating behaviors, try to find out the causes.

### About the Contributor(s)

Diana Browning Wright, M.A., is a behavior analyst, school psychologist, and trainer. She has experience with all grade levels and has written numerous manuals and articles to help educators deal with problem behavior. Diana has two children, one with a disability.

### Other Resources

#### Book

Seven Steps to Homework Success: A Family Guide for Solving Common Homework Problems, by Sydney Zentall and Sam Goldstein

#### Website

Dr. Betty Osman on Homework Challenges: [www.schwablearning.org/](http://www.schwablearning.org/)

U.S. Department of Education Checklist for Helping Your Child: [www.ed.gov/pubs/parents/Homework/partx2.html](http://www.ed.gov/pubs/parents/Homework/partx2.html)

National PTA, National Education Association Helping Your Student Get the Most Out of Homework: [www.pta.org/programs/edulibr/homework.htm](http://www.pta.org/programs/edulibr/homework.htm)

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UMBIDA News: The Upper Midwest Branch of the International Dyslexia Association®  
Vol 53, No. 4, Fall 2004

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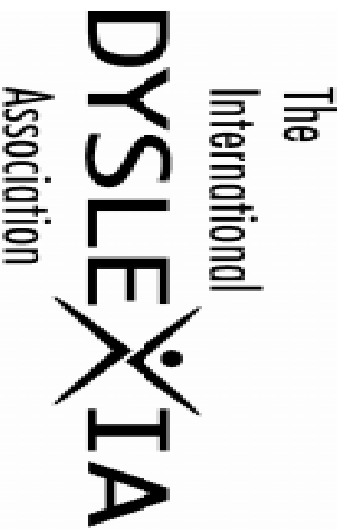
The International Dyslexia Association supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age. The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia.

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.



**PRACTICAL TIPS ON HOW TO LIVE WITH A LEARNING DIFFERENCE -- FOR KIDS AND ADULTS**  
Tips for parents and teachers

**The Inland Empire Branch**  
P.O. Box 6701  
San Bernardino, CA 92512  
951/686-9837  
Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)  
Web: [www.dyslexia-ca.org](http://www.dyslexia-ca.org)



Are you a teacher or parent who has wondered what it's like to have a learning difference?

Are you an adult who wonders how others deal with various issues?

Are you seeking tips on how to live with a learning difference or how to help someone else live with a learning difference?

Then, this session is for you!

Topics include:

- Organization
- Success at work
- Homework
- Self-esteem
- Peaceful home life
- Coping
- And more!

**LOCATION:**

Riverside County Schools Conference Center  
Corner 12th and Almond Streets  
Downtown Riverside  
A map can be found on our website

**TIME:** 6:30 pm

A Valuable Session for ALL teachers and parents!!!

An excellent opportunity for networking with others!

**JOIN US on Wednesday**  
January 11<sup>th</sup>, 2006



**ICE CREAM SOCIAL** - 6:30 pm  
Make your own ice cream sundae.  
Come and eat dessert, meet the IEB and HAVE FUN!

**OUR MISSION:**  
Facilitating literacy success in our communities

**OUR SPEAKER** - 7:00 pm  
Dr. **CLARANN GOLDRING** is an adult dyslexic with ADHD. She has 4 children and 10 grandchildren. She went back to school for her PhD as an adult and is a practicing psychologist in Sherman Oaks. She is currently in training with Dr. William Glasser.

Come and hear her experiences and life story as she shares strategies for home, school, and life in general.

# Congratulations to our lucky door prize winners at the September 24<sup>th</sup> conference:

## Grand prize winners:

March 2006 full conference registrations – **Ellen Herich** and **Carol Kolster**  
Marriott Hotel – 2 nights plus breakfast – **Marcia Rensink**

## First prize winners – a “2 for 1” certificate for the March 2006 conference:

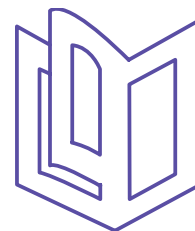
- Judith Capper
- Barbara Gillis
- Caryl Lyons
- Elizabeth Perez
- Heidi Taber
- Jessica Worcester

and 20 other lucky participants won door prizes donated by local businesses and our exhibitors.

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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.



# Who we are...

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.

## Let us hear from you!

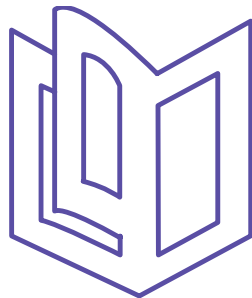
The Resource is intended as an educational resource for professionals and families alike. We welcome your input on our newsletter. Please send us your ideas for future articles, book reviews, upcoming seminars, etc. We would also love to be able to share "success stories" of individuals in our area.

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**"?



## Special Recognition

Thank you to Masato Kaida of Redwood City for his help in refining our new logo.





### RET Center Press

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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.

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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:

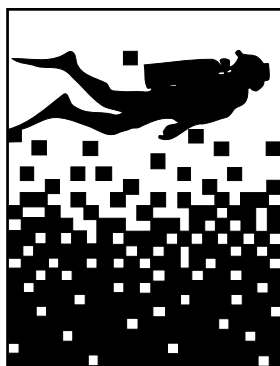
- artwork (no larger than 8°x11", black and white)
- photographs of sculptures or models
- poems
- essays about your feelings about having a learning difference **or** about how you cope with your learning struggles—what works, what is frustrating, what or who has helped you
- anything else about learning 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.



## Portrait of Two Learners, Continued from page 1



**Anthony Wiley's  
Scuba Locker**  
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time for short words at his expected level. In a snapshot view, Matthew was a classic portrait of a regular language learner. He was a happy child who enjoyed going to school and sharing what he had learned with his parents.

Matthew's sister, Ashley, is nine. She was a happy, bright baby, but her development was very different from Matthew's. Ashley babbled by five months of age, but words were not spoken until well over 18 months. She began to use phrases at about three and sentences followed not too long after, but it was often difficult to understand her words. She was not able to memorize simple nursery rhymes although she found delight in listening to them. Ashley showed difficulty in expressing her thoughts and began to show signs of frustration when the people around her could not understand what she wanted to say. When Ashley turned five and was entering kindergarten, she could not recite the alphabet and refused to try unless her mom coaxed her and sang the alphabet song along with her. Ashley was just beginning to recognize some of the letters of the alphabet, mostly those associated with her first name. When she tried to write the letters they were often written backwards. Ashley was unable to clap out the syllables in words consistently and could not name words that had rhyming sounds. Her kindergarten teacher expressed concern with her language development. By the end of first grade Ashley was falling farther behind her classmates. She knew the beginning sounds of some words and would guess at words based on the beginning sounds. She had no sense of using context clues to self-correct mistakes. She was unhappy in her reading group and began to put her head down when it was her turn to read out loud. When in the library her books of choice were most often picture books with few or no words. Although the teacher started giving Ashley a reduced spelling list for the week, she consistently missed many of her words. Ashley's self-esteem was declining and she was beginning to make excuses to stay home from school. Her school performance in reading and math did not match her intellectual ability. Ashley, her family, and the school staff were becoming more and more frustrated with her educational progress. Ashley's snapshot view revealed the portrait of a student with a language learning difficulty. She was increasingly unhappy and began to feel like giving up in school. Students like Matthew can generally scoot through school with success. Students like Ashley, on the other hand, need extra support and educational strategies to help them compensate for their learning difficulties. Ashley and students like her can benefit from capitalizing on their strengths to support their weaknesses. A therapeutic approach to reading is often most helpful for students like Ashley. First of all they are taught that having a learning difficulty is not the end of the world for them and that they have many strengths on which they can learn to rely. Just helping students realize this tends to lessen their anxiety about learning. A multi-sensory approach to learning is taken and the teacher develops a partnership of learning with the student and helps the students incorporate what they see and hear with the physical movements of speaking and writing to help them learn to use their strengths to support their weaknesses. The students are taught through a very structured and systematic method from the beginning to learn to trust the therapist and trust in their own success as learners. Because the students are taught in a sequential program, they first learn the sounds and shapes of the alphabet letters and how those letters and sounds to form syllables. Then the students put those sounds together until they begin to read, write and spell words, phrases, sentences, paragraphs, and stories. They are taught the complex reading and spelling rules that govern our English language. A daily lesson plan is followed that is practiced until a point of mastery is reached, working at a pace that builds success into the program for each individual student. This is the snapshot view of an academic language therapist, the portrait of a person dedicated to help students like Ashley become self-confident, successful learners.

Source: News from the Southwest Branch, Spring 2005

Reprinted with the author's permission. Ms. Alarid is employed by the Albuquerque Public Schools and is a Language Therapist-in-training. She has co-authored with Marilyn Markel in a series of six children's books on Character Counts using Mimbres Illustrations. They can be seen at [www.sunstonepress.com](http://www.sunstonepress.com)

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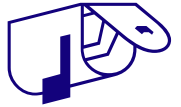
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## ICE CREAM SOCIAL ANNUAL MEETING

**Practical Tips on How to Live  
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**Wednesday at 6:30 P.M. on  
January 11<sup>th</sup>, 2006  
Riverside County Office of  
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**For more info:  
[www.dyslexia-ca.org](http://www.dyslexia-ca.org)  
951/686-9837**

**Admission is Free!**

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