

The RESOURCE

Creating Avenues of Success for Dyslexics!

Vol. 23, Issue 2

founded in memory of Samuel T. Orton

Fall 2008

CALENDAR OF EVENTS

Oct. 18, 2008

The Fun of Reading: A Family
Affair at Riverside Public
Library

Oct. 29-Nov. 1, 2008

IDA 59th Annual Conference,
Seattle, WA

Feb. 6-7, 2009

Overcoming Obstacles:
A Student's Road to Success,
Riverside Marriott Hotel

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 to let
us know of your interest.

Accommodating Students with Dyslexia all Classroom Settings

Excerpted from the *International Dyslexia
Association Fact Sheet #51-10/02*

Editor's note: The following suggestions
are only a few of the many possible
accommodations that teachers may use for
maximizing student learning. This issue
of *The Resource* focuses on those involving
materials and interactive instruction.

Accommodations Involving Materials

Students spend a large portion of the
school day interacting with materials. Most
instructional materials give teachers few
activities or directions for teaching a large
class of students who learn at different rates
and in various ways. This section provides
material accommodations that enhance the
learning of diverse students. Frequently,
paraprofessionals, volunteers, and students
can help develop and implement various



accommodations. Materials accommodations
include the following:

1. **Use a tape recorder.** Many problems
with materials are related to reading
disabilities. The tape recorder often
is an excellent aid in overcoming this
problem. Directions, stories, and
specific lessons can be recorded on

Continued on page 9

INSIDE

A Message from Your President	3
Websites of interest.....	4
Notice – new policy	5
Overcoming Obstacles Conference.....	6 & 7
Membership	9
The Fun of Reading: A Family Affair	10
Getting Organized for School.....	11

New in Print and Film

By Karleen Curlee, M.S. Ed.

For the individual who would enjoy a
great synopsis of reading development,
including research regarding dyslexia,
Maryanne Wolf's book *Proust and the
Squid: The Story and Science of the Reading
Brain* (New York: Harper Collins, 2007)
is well worth the read. Dr. Wolf, a
neuroscientist at Tufts University and a
parent of a dyslexic child, discusses the
realm of reading by dividing the book
into three clear-cut sections: "How the
Brain Learned to Read," "How the Brain

Learns to Read Over Time," and "When
the Brain Can't Learn to Read."

As for the book's title, Proust is the well-
known French novelist often recognized
for discussing abstract thoughts in long,
involved prose. Much of his writing
includes symbolism that is challenging,
but not impossible to comprehend. The
squid, on the other hand, represents the
world of the concrete and, in this case,

Continued on page 2

New in Print and Film

Continued from page 1

the biological aspect of reading. In essence, this book discusses not only the mechanics of reading text, but also the abstract, inferential part that comes with reading between the lines and beyond the lines.

While the majority of *Proust and the Squid* is written from a neutral, objective standpoint, Dr. Wolf voices her opinions about the role of reading in the conclusion of her book. Dr. Wolf fears that our children are becoming “a society of decoders of information, whose false sense of knowing distracts them from a deeper development of their intellectual potential. It does not need to be so, if we teach them well, a charge that is equally applicable to our children with dyslexia.” Reading, then, should not be a mere mechanical, decoding activity, but one that builds personal growth and a deeper understanding of the world.

Finally, in her discussion of the digital age, she posits that just as the brain

has learned to function differently with the demands of reading and writing through the centuries, the digital child will demonstrate flexibility in his response to new reading demands: “Many of our children learn to code-switch between two or more oral languages, and we can teach them also to switch between different presentations of written language and different modes of analysis.” Besides this book’s appropriateness for those interested in the topic of reading, *Proust and the Squid* would be an ideal text for beginning teacher preparation students. Wolf’s writing is easy to understand, her tone is warm and inviting, and all of her major points are substantiated with detailed references for further consideration.

As for film, *Taare Zameen Par* (“Stars on Earth”), a recent feature at the 2008 Indian Film Festival in Hollywood, portrays with grace and insight the daily challenges of children with dyslexia. While the story takes place in India (Hindi with English subtitles), the story is universal: dyslexia is an invisible disability that is frequently not understood or accepted. Eight year-old Ishaan is not only dyslexic; he has a severe attention deficit issue. When

Ishaan is sent away to a boarding school by his embarrassed, frustrated parents who think he just needs more discipline, Ishaan shuts down inside. A new substitute art teacher is finally able to break into Ishaan’s world through art and music. Ishaan’s self-esteem improves and he no longer feels like “the king of the morons.” His reading skills blossom and the film ends with hope for his future.

Taare Zameen Par is an entertaining drama/musical for the family. The catchy melodies, the usage of vibrant color, and the high energy of the actors are certainly all enough to engage the viewer. But from the perspective of the dyslexic who sees “letters dancing on the page” or the educator or parent who is curious about what can be done in the classroom for the dyslexic student, this film has much more to offer. For more information and to view some film clips, go to www.taarezameenpar.com. Watch for *Taare Zameen Par*’s release on DVD in late 2008 or early 2009. ♦

INLAND EMPIRE BRANCH

5225 Canyon Crest Dr., Ste 71-308
Riverside, CA 92507

951/686-9837

web:www.dyslexia-ca.org
email:dyslexiainfo@gmail.com

Nonprofit newsnotes
published biannually
Annual subscription price
1 year - \$5.00; 5 years - \$20.00

Send to:
IEB, 5225 Canyon Crest Dr.,
Suite 71-PMB-308,
Riverside, CA 92507

THE RESOURCE is published by the Inland Empire Branch of the International Dyslexia Association. Newsletter items, advertisements, and address changes are welcome and should be sent to: Karleen Curlee, IEB, 5225 Canyon Crest Dr., Suite 71-308, Riverside, CA 92507-6321

Service Providers...

Are you a service provider interested in working with students and/or adults who have a learning disability? If so, and if you wish to be included in our Web listing of treatment services, please visit our web site to obtain The Request Form, along with information on where to return that form.

We now have four levels available for Service Providers.

Level 1 is free for IDA members.

Levels 2 and 3 are opportunities for IDA members to have an expanded listing for \$50 or \$100.

Level 4 is for non-IDA members, for \$200.

You may obtain this information by accessing “Info & Resources” and then “Treatment Services” on www.dyslexia-ca.org



The Inland Empire Branch thanks
BLAKE ROCHETTE
for doing our taxes every year!

A Message from Your President

By Regina G. Richards

Dear Members and Friends of our Inland Empire Branch,

Best wishes for a happy fall to all of you as we embark upon our new school year. May it be an exciting and beneficial one for each of us.

Your Inland Empire Branch is very active and we invite you to join us at our great upcoming events.

Saturday, October 18th: *The Fun of Reading: A Family Affair* — at the Riverside Public Library

We have a great lineup for the kids with a storyteller and a magician. Parents and teachers will find a great deal of materials and information about dyslexia and other literacy issues. Plus – we'll have lunch. See page 11 for the flyer.

February 6th and 7th, 2009: Our 30th Annual Literacy Conference at the Riverside Marriott Hotel.

Entitled, *Overcoming Obstacles: A Student's Road to Success*, our nationally known speakers include Dr. Gordon Sherman, Dr. Marcia Henry, and Jennifer Ratka from Ruby Payne's team. See pages 6 & 7 for more information.

Last spring, we had a great program in Temecula and we hope to return there sometime soon. If you are interested in having a program in your own geographic area, we will be quite happy to try and accommodate your request. All you need to do is to arrange a location (school, library, church, etc.) and plan for and perform substantial public awareness, such as distribute flyers, contact area schools and talk to folks, contact the press, etc. Refreshments would be nice to have as well.

If the idea of having a program in your area is of interest, please contact Regina at dyslexiainfo@gmail.com or 951/686-9837. We can bring you a program such as one of these:

What is dyslexia?

Walking in the Shoes of Someone Who Learns Differently (the *FAT City* video by Rick Lavoie)

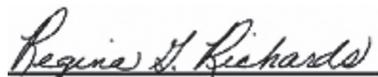
Encouragement and Motivation (the *When the Chips Are Down* video by Rick Lavoie)

Homework Strategies

Creativity and Dyslexia (the DVD *Creative Brains*)

Our service area covers Riverside and San Bernardino Counties and parts of Orange County. Our goal is to help bring quality information to parents and teachers throughout.

Looking forward to hearing from you and seeing you at our events,



THE INLAND EMPIRE BRANCH...
Facilitating Literacy Success
in Our Communities



THANK YOU to California Prime Line and Keyway.net of Redlands for hosting our website and their donation for our website service and pages!

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 instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association's Teacher Education Issues Committee.

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
- A special members only section
- Resources
- ...and much, much more!

Recording for the Blind & Dyslexic®

Did you know?

More than 70 percent of the people who use RFB&D's recorded textbooks have some form of learning disability! If you or someone you know could benefit from recorded textbooks, call for information about membership. In Inland Empire/Orange County, call 909-949-4316, X107, visit our website www.rfbd.org/ieoc, or call our national offices: 800-221-4792, and ask for Customer Service.



Websites of Interest

While the following websites do not constitute endorsement by either IDA or the Inland Empire Branch, we offer these as points of consideration. Perhaps in some way they will be of assistance or interest to you.

www.schwablearning.org

This website, soon to be known as www.greatschools.net, is one of the nation's most visited resources for K-12 families. The amount of helpful information on this site is substantial and all of it is free. One feature of interest is the "E-ssential Guides," which are downloadable booklets for parents on a diverse array of topics, including reading basics, AD/HD basics, teen drivers with LD, sibling issues, social relationships, and transition to adulthood, to name just a few.

Free email newsletters with information and tips for specific grade levels are also available to parents. There are separate newsletters, in fact, for each grade level from preschool through grade five. There is another one for middle school and one for high school. Sign up for the grade level(s) you are most interested in and receive timely articles either monthly or bi-monthly.

www.wrbh.org

WRBH, which advertises itself as "Reading Radio for the Blind and Print Handicapped," is now available nationwide as a streaming webcast. Newspapers, magazines, best-selling fiction and nonfiction are read aloud over the air at specific times during the week. Since the station is based in the New Orleans area, some of the programs serve the local population while many others will be appreciated by listeners throughout the United States. *The Wall Street Journal* and *The New Yorker* are examples of some of the weekly read-aloud offerings. Check their broadcasting schedule online for a list of programs. There is no cost, no equipment to purchase, and nothing to mail back and forth.

www.fctd.info

The Family Center on Technology and Disability, which is funded by the Department of Education's Office of Special Education Programs, offers information about various aspects of assistive technology. (According to the website, an assistive technology (AT) device includes "any item, piece of equipment, or product system that is used to increase, maintain, or improve the functioning of individuals with disabilities.") This website offers a free downloadable resource guide in English or Spanish as well as many different fact sheets available in either language. Some examples of FCTD's fact sheets are

Assistive Technology 101, *Assistive Technology and the IEP*, and *Assistive Technology Laws*.

In addition, there are newsletters, online discussions, and an extensive listing of organizations and resources listed under "Links to Useful Sites."

www.freerice.org

For the vocabulary lovers among us...Test your vocabulary knowledge on this interactive website. Each time you mark a correct definition for a selected word, you donate twenty grains of rice to help end world hunger through the United Nations World Food Program. This is at no cost to you because willing corporate sponsors are funding the donations from this website. Words are arranged in progressive difficulty with a total of sixty levels of vocabulary. The selection of words for each user will fluctuate, based on answers to previous vocabulary questions. Check the website for more information about how this game works and about the World Food Program. ♦



Notice – New Policy

Regarding our newsletter mailing

Due to increasing postage costs, we will now mail our newsletter, The Resource, free to interested folks for one year from the time you contacted us. All folks on our mailing list now will remain on until Summer 2009. This applies only

- If you are not yet a member
- If you have not subscribed to The Resource
- And, if you have not attended one of our recent events

Therefore, you may elect to continue to receive a paper copy of our newsletter, The

Resource, by doing one of the following:

Join IDA (see information and form on page 9).

Attend one of our events this year
Sign up for a subscription to the Resource (see page 2).

The cost is 1 year for \$5 and 5 years for \$20.

We will continue to post all newsletters online at www.dyslexia-ca.org and we will send a notification when this is posted to all people for whom we have a current email address. You may send us your current email at dyslexiainfo@gmail.com ♦

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*

WHO WE ARE...

In 1984, several Inland Empire professionals and parents determined our area had a need for an organization to disseminate accurate & current information on dyslexia and we contacted the International Dyslexia Association. Now, a variety of professionals, parents and adults with dyslexia comprise the all volunteer Board of Directors representing Riverside, San Bernardino and portions of Orange County here in So. California.

We actively promote 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 & Email announcements on new research. To join, send us your name, address, phone, email or see “Contact Us” form on our web site.

BIG SPRINGS EDUCATIONAL THERAPY CENTER & SCHOOL

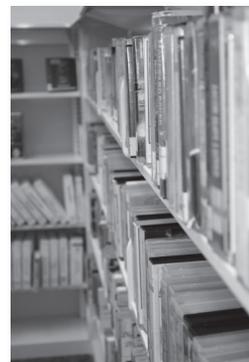
- ✓ Evaluations
- ✓ Educational Therapy
- ✓ Speech/Language Therapy
- ✓ Language Enrichment
- ✓ Occupational Therapy
- ✓ Private elementary school for children with learning disabilities



1189 Iowa Avenue, Riverside, CA 92507 951/787-0408
Educational Therapy also available in Murrieta: call 951/304-9656

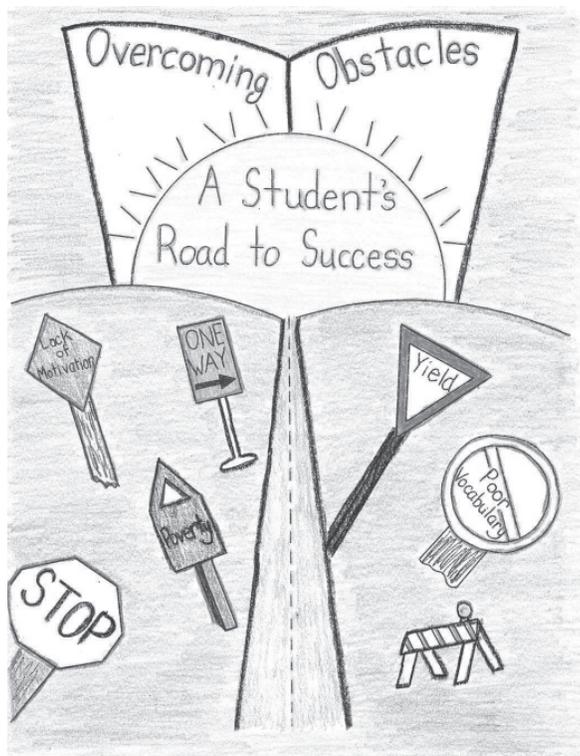
LOCAL RESOURCES

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 inter-library sharing programs.



Overcoming Obstacles to Learning

February 5th to February 7th



Created by Robyn Beltran

Riverside Marriott Hotel

3400 Market St
Riverside 92501

951/784-8000
Conference Hotel
Rate of \$109 guaranteed
Until Jan 7th
Validated parking

Included benefits:

- Full handout
- Breakfast
- Lunch
- Silent Auction
- Exhibits

Thursday February 5th, 2009

4:30 pm - 7 pm

Meet the speakers social event

Friday February 6th, 2009

7:15 am Exhibits & Breakfast (included)
8 am to 5 pm - Program, Lunch (included)

Saturday February 7th, 2009

7:15 am Exhibits & Breakfast (included)
8 am to 4:45 pm - Program, Lunch (included)

Scholarships available - visit www.dyslexia-ca.org

EARLY BIRD SPECIAL - Discounted
Registration Effective through **December 31 2008**

	Non-Member	Current member	Joining today	Student Non-member	Student Member documentation required	
					Current member	Joining
2 days	\$185	\$120	\$120	\$109	\$80	\$80
1 day only	\$146	\$96	\$96	\$89	\$64	\$64
Sat. only	\$131	\$96	\$96	\$81	\$64	\$64

GENERAL REGISTRATION
December 31 2008 thru February 2nd 2009

	Non-Member	Current member	Joining today	Student Non-member	Student Member documentation required	
					Current member	Joining
2 days	\$245	\$162	\$162	\$147	\$108	\$108
1 day only	\$190	\$129	\$129	\$120	\$86	\$86
Sat. only	\$131	\$96	\$96	\$81	\$64	\$64

REGISTRATION OPTIONS

1. Register on-line at www.dyslexia-ca.org
2. Print a registration page from web site and mail in to address indicated
3. Email dyslexiainfo@gmail.com and request a registration form be mailed to you

All folks on our mailing list will receive a printed brochure in the mail by January

GROUP REGISTRATION FEE INFORMATION

- Requires 3 or more staff from same location registering TOGETHER and at same time.
- Each person completes own registration form.
- Fill in names in form on reverse side.
- Discount for each person in the group is \$18 for both days;
- \$7 for Friday only; \$7 for Saturday only.

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

Overcoming Obstacles to Learning Schedule of Events

Friday February 6, 2009
8:00 am to 12 pm

Teaching Brains: A Future Focus

Gordon Sherman

The environment shapes human brains. Rapid environmental change—for example, the increasing emphasis on processing and producing digital information—requires schools to respond swiftly and thoughtfully. Schools that fail to recognize the impact of new environmental variables on developing brains risk becoming increasingly disconnected from their students. Schools that neglect instruction that enables tomorrow's children to meet new environmental demands risk becoming increasingly irrelevant. This image-based presentation explores creative solutions to these challenges.

Teaching Brains: A Classroom Focus

Deardra Ledet-Rosenberg

This interactive workshop connects current brain research with multisensory practices that increase achievement for students with learning differences. Evidence-based methods and assessment practices are demonstrated. The emphasis is on decoding, vocabulary, fluency, and reading comprehension so that students excel in all academic areas.

Friday February 6, 2009
2 pm to 5 pm

Ways with Words: Effective Vocabulary Instruction

Marcia K. Henry

Improving and broadening vocabulary for all students in all subject areas is a major goal of current research and the National Reading Panel. Structural analysis is an important factor in word meaning. Knowing the structure of words is enhanced by understanding English morphology based on word origin. Anglo-Saxon, Latin and Greek prefixes, roots and suffixes will be presented. In addition, examples and activities related to context clues, dictionary/thesaurus use, semantic relationships such as antonyms and synonyms, and figurative language will be discussed. Participants will take part in several interactive vocabulary activities.

Saturday February 7, 2009
8 am to 12:45 pm

A Framework for Understanding Poverty

Jennifer Ratka

This initial seminar, based on the book of the same name by Ruby Payne, Ph.D., provides an in-depth look at information & issues that will increase the participants' knowledge & understanding of the poverty culture. Topics include:

- How economic class affects behaviors & mindsets
- Why students from generational poverty often fear being educated
- The "hidden rules" within economic classes
- Discipline interventions that improve behavior, and
- The 8 resources that make a difference in success

Related discussions also include case studies, support systems, the role of language registers, discourse patterns, story structure, & the relationship between eye movement & learning. Sessions are designed for audiences of both elementary & secondary levels.

Saturday February 7, 2009
1:45 pm to 4:45 pm

On the Road to Comprehension

Marcia K. Henry

Reading comprehension requires not only accurate decoding, but fluent decoding. This session will emphasize factors related to comprehension including background knowledge, type of text, and strategies to gain fluency at the sentence, paragraph and discourse level of text. Participants will become familiar with strategies for improving reading comprehension through the use of graphic organizers, simulations and other techniques for learning from informational text.

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



Top 10 Reasons to Come

Your life has been way too stressful lately and you need a break from your exhausting routine. **10**

Your idea of a "destination conference" has always been Riverside. **9**

You'd like this cleared up once and for all: What is dyslexia anyway? **8**

You've heard that the food is fabulous at these Inland Empire IDA conferences. Food is your middle name. **7**

You enjoy seeing new classroom products in the flesh-and-blood. Maybe you'll even win something during a raffle drawing. **6**

You enjoy meeting new people, especially ones who are interested in the same topic that you are. **5**

You enjoy bringing along your friends, family, and colleagues to conferences. The group discounts this year look terrific. **4**

You enjoy having an opportunity to mingle with the guest speakers. Thursday evening, February 5, you'll have a chance. **3**

You enjoy learning about a topic that is often misunderstood. You appreciate not only theoretical information, but practical ideas for the home or classroom as well. **2**

Lastly, you enjoy that invigorating feeling you get from a top-quality conference with top-notch speakers. **1**

**Why not join us in February?
Be an early bird. Register today!**

What Constitutes an “Informed” Teacher in Structured Language Education?

By Georgette Dickman

“Our task... is not to fix the blame for the past, but to fix the course for the future.” These words of John F. Kennedy underscore the mission of the International Dyslexia Association to look forward and promote and support the preparation of informed or trained instructors to ameliorate the traumatic impact of dyslexia.

The current view of the situation reveals that pre-service teacher education programs are not graduating teachers who are adequately prepared, i.e., sufficiently knowledgeable and trained to teach reading. Pre-service programs rarely offer adequate coursework in the theoretical and scientific underpinnings of the reading process, nor do they adequately examine the structure of language. Supervised practice in teaching reading, spelling, and written expression under the watchful eye of a master teacher does not occur (Carnine, 1996). Properly certified, improperly prepared; it is unreasonable to expect that these teachers will be able to meet the literacy needs of all students in their class. Even the most gifted teachers cannot be expected to teach what they do not know.

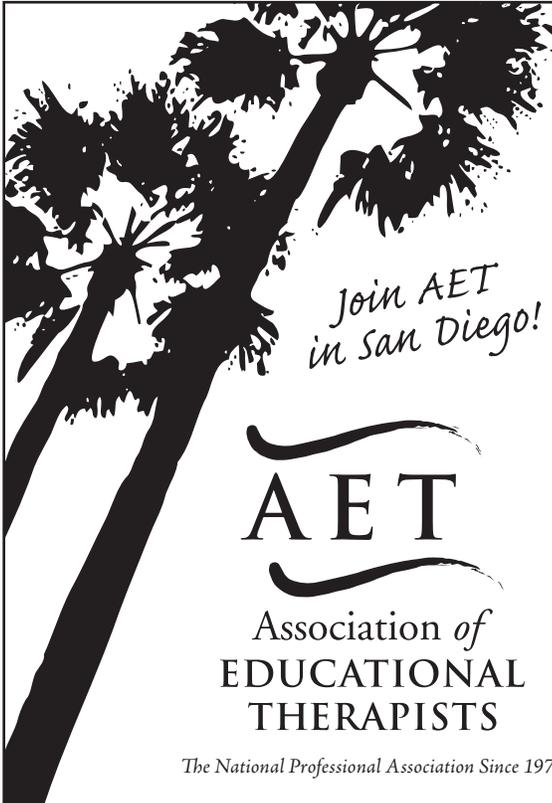
What is required of an informed teacher when teaching reading, spelling, and

written expression? In truth, teachers need to know a daunting body of information. Teachers must have a solid foundation in understanding the developmental continuum of the reading process that occurs from emergent to skilled reader. Teachers must have an understanding of the phonology of the language, i. e., the rule system that governs English. Teachers must be able to identify, isolate, and manipulate the sounds of English (phonemic awareness) and must demonstrate explicit knowledge of the alphabetic principle (sound/symbol associations). In addition, knowledge of syllable patterns and syllable division is essential in determining the correct pronunciation of vowel sounds in unfamiliar words. Teachers must be thoroughly conversant with the morphological layer of language (prefixes, roots, and suffixes) and the orthographic dimensions (ending rules, generalizations, and spelling patterns) in



order to present these topics in a systematic and cumulative sequence. Teachers must have available in their *bag of tricks* specific strategies to foster the development of automaticity and fluency. Teachers must appreciate the components of written expression to be able to teach writing skills including syntax, grammar, and mechanics of the language. From the outset, teachers of reading must acknowledge the importance of comprehension at the word, sentence, and paragraph level and ensure that all instruction is infused with strategies that foster and acknowledge comprehension as the primary goal of reading. Finally, teachers must have a thorough knowledge of the ways in which the layers of English; i.e., Anglo-Saxon, Latin, French, and Greek,

Continued on page 14



Join AET
in San Diego!

AET

Association of
EDUCATIONAL
THERAPISTS

The National Professional Association Since 1978

**Do you work with individuals
with learning challenges?
This conference is for you!**

30TH ANNUAL CONFERENCE

October 23-26, 2008 | Kona Kai Resort, San Diego

**“Changing the Brain: New Research
on Brain Plasticity”**

KEYNOTE SPEAKER: Susan Smalley, Ph.D.

**“Self-Regulating and Learning:
Mindfulness Training in the Genomic Era”**

Dr. Smalley is co-founder of the Mindful Awareness Research Center in the UCLA Semel Institute of Neuroscience and Human Behavior, which investigates genetics and the mind.

For more information: www.aetonline.org | 800.286.4267

Accommodations

Continued from page 1

tape. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.

2. Clarify or simplify written directions. Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful. *For example:*

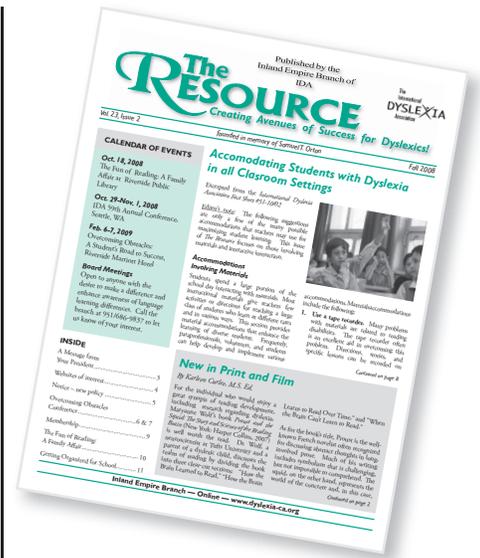
Original directions: This exercise will show how well you can locate conjunctions. Read each sentence. Look for the conjunctions. When you locate a conjunction, find it in the list of conjunctions under each sentence. Then circle the number of your answer in the answer column.

Directions rewritten and simplified: Read each sentence and circle all conjunctions.

3. Present a small amount of work. The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work. Also, the teacher can reduce the amount of work when it appears redundant.

For example, the teacher can request the student to complete only odd-numbered problems or items with stars by them, or can provide responses to several items and ask the student to complete the rest. Finally, the teacher can divide a worksheet into sections and instruct the student to do a specific section. A worksheet is divided easily by drawing lines across it and writing go and stop within each section.

Continued on page 13



ADVERTISE IN THIS NEWSLETTER

Distribution of 3,000

Contact us at:
5225 Canyon Crest Drive,
Suite 71-308
Riverside, CA 92507

PHONE: 1-800-ABCD123
FAX: 1-410-321-5069
ONLINE: www.interdys.org
MAIL: 40 York Road Suite 400
Baltimore, MD 21204



THE INTERNATIONAL DYSLEXIA ASSOCIATION MEMBERSHIP

FIRST Name _____ MI _____ LAST Name _____ BIRTHDATE ____ / ____ / ____
 ORGANIZATION (if applicable) _____
 STREET ADDRESS _____
 CITY _____ STATE/PROVINCE _____ ZIP/POSTAL CODE _____
 E-MAIL _____ WORK PHONE () _____ - _____ HOME PHONE () _____ - _____
 INDIVIDUAL WITH DYSLEXIA? Spouse Self Child Sibling Parent Friend IDA MEMBER # (if renewal) _____

1 SELECT YOUR MEMBERSHIP CATEGORY

- PARENT/ADVOCATE \$ 80
 Individual Dyslexic General Supporter Parent/Family Member
- PROFESSIONAL \$ 95
 Professional/Educational Professional/Allied
- 2-MEMBER HOUSEHOLD/FAMILY \$135
- SENIOR/RETIRED (age 65) \$ 60
- STUDENT \$ 60
- EDUCATIONAL INSTITUTION \$395
- CORPORATE/BUSINESS \$495

2 PROFESSIONAL INTEREST (please choose ONE)

- Academic Language Therapist
- Advocate
- Attorney
- College Student
- Corporation/Organization
- Education/Administrator
- Education/Teacher—K-12
- Education/Teacher—Special Ed.
- Education/Teacher—Post Sec.
- Educational Diagnostician
- Parent
- Physician
- Psychiatrist
- Reading Specialist
- Researcher/Education
- Researcher/Medical
- Speech-Language Pathologist
- Tutor/Certified or Trainee
- Other: _____

3 ANNUAL DUES PAYMENT

You can join or renew ONLINE at www.interdys.org TOTAL Amount from your Membership Category 1 \$ _____

CHECK enclosed (payable to IDA) PURCHASE ORDER enclosed: P.O. # _____

CREDIT CARD: American Express Master Card VISA Discover

Cardholder Name: _____ Account Number: _____

Expiration Date: ____ / ____ / ____ Signature of Cardholder: _____

\$ _____



The Inland Empire Branch Of The International Dyslexia Association Proudly Presents...

The International
DYSLEXIA
Association
Promoting literacy through research, education, and advocacy.
www.dyslexia-ca.org

The Fun of Reading: A Family Affair

Date/Time: Saturday, October 18, 2008 from 10:30 a.m. to 1:30 p.m.

Location: Riverside Public Library, 2nd Floor (3581 Mission Inn Ave., Riverside, CA 92501)

Admission (includes lunch): *Pre-registered*: \$7 adults; \$ 2 children under 12. *At the door*: \$10 adults; \$3 children under 12.

A free book for all children attending – register early to ensure age appropriate option

Thanks Target!



Don't miss out!

- **Storytelling,**
- **Songs,**
- **Food,**
- **Literacy and dyslexia info.**
- **and fantastic magic tricks!**

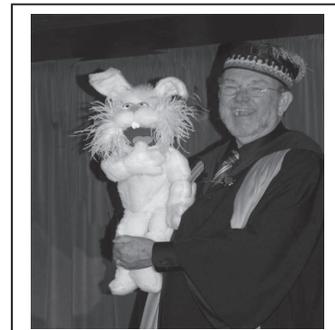
To RSVP, send us your registration fee, name(s), address, phone and email:
Inland Empire Branch IDA
5225 Canyon Crest Dr. Ste. 71-308
Riverside, CA 92507-6321
951-686-9837 or dyslexiainfo@gmail.com

About Our Performers



*The Storyteller: Karen Rae Kraut fell in love with storytelling in 1990 and has been storytelling ever since. She will perform *The Really Big Bug Show*, which features a real live Traveling Flea Circus, and that's not all! She rolls songs, stories, and some crazy jitterbugging into this one-woman variety show overflowing with audience participation.*

The Magician: Lynn Craven has been interested in magic since he was 11 years old. After retiring from teaching fine arts, he became a member of the Academy of Magical Arts at the Magic Castle. He has performed his shows, which include the Houdini chain escape, needle through the balloon, and sponge bunnies, to both adults and children at birthday parties, schools, and various public events.



Getting Organized for School

©1999, Permission to reproduce is given.

C. WILSON ANDERSON, JR., MAT

EDUCATION CONSULTANTS
OF THE MIDWEST, INC
5444 Deerfield Circle SE
Prior Lake MN 55372-4331
VOICE: 785-845-6876
FAX: 952-226-1647

E-MAIL: cwajr2@cs.com
www.edconsultmidwest.com



GETTING THE RIGHT MATERIALS IN YOUR THREE RING NOTEBOOK

You need a three ring notebook with: a pencil bag, several pencils, 2 each blue or black pens, a six inch ruler, good eraser, red or green pen, 3 quarter and 2 dimes; an assignment book that is three hole punched... use the school one if give to you; two-pocket divider one labeled "completed homework" and the other "homework to do"; subject divider for each subject, and on the back write the name and phone number of two students you can call if there is a problem with you homework; a flat, notebook sized three hole punch; extra paper; and another two-pocket divider, one labeled "papers for parents to sign" and the other for items to be three hole punched later.

CREATING YOUR OWN SPACE

You and your parents will have to decide where is the best place for you to study,

whether in your room at your desk or table, or the dining room.

You still will need a place to keep supplies. You will need: a chair that lets your feet touch the floor; a light; clock; paper, lined, graph, and unlined; ruler; 3 hole punch, and bunch of pencils, pens and high lighters; and index cards.

You probably will need the following: dictionary or thesaurus (book or electronic); stapler and staples; scissors; multi-colored construction paper; glue; and a plastic box for filing or a plastic milk crate for hanging files.

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



The UPS Store™

5225 Canyon Crest Dr.
Suite 71
Riverside, CA 92507
909/781-8486
Fax: 951/788-3921

34428 Yucaipa Blvd. #E
Suite E
Yucaipa, CA 92399
909/790-6400
Fax: 909/790-6402

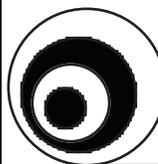
7231 Boulder Ave.
Suite E
Highland, CA 92346
909/425-8998
Fax: 909/425-1650

These locations of "The UPS Store" are owned and operated by licensed franchisees.

- Mailbox Services
- Copy Services
- Fax Services
- USPS Services
- Shipping Services (UPS, FedEx, etc)
- Freight Shipping Services
- Packaging Services
- Shipping, Packaging, & Mailing Services
- Office Supplies
- Printing Services

RESPONSIBILITY AND ACCOUNTABILITY

Each day, you are to write down the assignment for each class. Each day, you will review the homework assignment with you parents. (See Helping your Struggling with School Work at Home.) ♦



*Vision
Enhancement
Center of Optometry - Benjamin Kohn, O.D.*

- *Adult, Child and Infant Visual Examinations
- *Computer-assisted Vision and S.O.I. Therapy
- *Diagnosis and Treatment of Learning and Attention-Related Visual Disorders

Individualized summary reports
on all pediatric examinations

5051 Canyon Crest Dr.
Suite #102, Riverside
1/2 mile south of UCR

951-686-3937

www.visionenhancementcenter.com

Save-The-Date!

2008 INTERNATIONAL DYSLEXIA ASSOCIATION 59TH ANNUAL CONFERENCE

OCTOBER 29-NOVEMBER 1, 2008
WASHINGTON STATE
CONVENTION & TRADE CENTER
SEATTLE, WASHINGTON

Mark **October 29, 2008** on your calendar to join 3,000 fellow conference attendees in **Seattle, Washington** for the premier professional development conference in North America dedicated to dyslexia and learning differences. Four full days of leading-edge professional sessions!

- **ONLINE REGISTRATION OPENS: MAY, 2008**
- **ONLINE HOUSING RESERVATIONS: MAY, 2008**
- **ONLINE SESSION SCHEDULES AVAILABLE: JULY, 2008**
- **3,000 ATTENDEES**, 150 exhibitors, 200+ professional development sessions.

*Proudly hosted by IDA Members in the
great state of Washington!*

SEATTLE WASHINGTON



WASHINGTON STATE BRANCH:
The International
Dyslexia Association
(206) 382-1020
www.wabida.org

NATIONAL HEADQUARTERS:
The International
Dyslexia Association
(410) 296-0232 x406
www.interdys.org

The
International
DYSLEXIA
Association

Promoting literacy through research, education, and advocacy.



RET Center Press

Extraordinary LD Publications

- Rick Lavoie's videos and books,
including *FAT City & Motivation*
- Mel Levine's books
- Marcia Henry's *Unlocking Literacy*
- Neuropsych Press Publications



Plus:

- Cartoon messages on CD by Rich Allen (20 per CD, ready to print)
- Sally Shaywitz' *Overcoming Dyslexia*
- Regina G. Richards' books, including *Eli, The Boy Who Hated to Write - 2nd Edition* & *LEARN: Playful Strategies for All Students*
- Paul Orfalea's *Copy This: How I Turned Dyslexia, ADHD & 100 square feet into a company called Kinko's*
and much more !!!



Visit us online for a
brochure & ordering
information
www.retctrpress.com

Jennifer Martin

Educational Therapist & Reading Specialist

14283 Pintail Loop
Corona, CA 92880

(909) 815-9240

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, books reviews, upcoming seminars, etc. We would also love to be able to share success stories of individuals in our area.

THANK YOU TO OUR PREVIOUS
NEWSLETTER EDITORS AND ORGANIZERS:
JEFF BLESZINSKI AND JUDY LOVE

Accommodations

Continued from page 9

- 4. Block out extraneous stimuli.** If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems.
- 5. Highlight essential information.** If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.
- 6. Locate place in consumable material.** In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.
- 7. Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.
- 8. Provide a glossary in content areas.** At the secondary level, the specific language of the content areas requires careful reading. Students often benefit from a glossary of content-related terms.
- 9. Develop reading guides.** A reading guide provides the student with a road map of what is written and features periodic questions to help him or her focus on relevant content. It helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.

Accommodations Involving Interactive Instruction

The task of gaining students' attention and engaging them for a period of time requires

many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

- 1. Use explicit teaching procedures.** Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).
- 2. Repeat directions.** Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. The student can repeat the directions to a peer when the teacher is unavailable. The following suggestions can help students understand directions: (a) if directions contain several steps, break down the directions into subsets; (b) simplify directions by presenting only one portion at a time and by writing each portion on the chalkboard as well as stating it orally; (c) when using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.
- 3. Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.
- 4. Provide a copy of lecture notes.** The teacher can give a copy of lecture notes to students who have difficulty taking notes during presentations.
- 5. Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- 6. Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
- 7. Simultaneously combine verbal and visual information.** Verbal information

SAVE THE DATE!

**Thursday
October 23, 2008
9am - 2pm**

**Inland Empire
Disability Resources Expo**

Exhibits & Workshops on:
Health, Housing, Transportation,
Advocacy, Employment, Assistive
Technology, Education

Cost: Free

Where: Loma Linda University
Medical Center
25040 Stewart Street
Loma Linda, CA 92354

Info: (909) 890-5833
(909) 890-1623 TTY

can be provided with visual displays (e.g., on an overhead or handout).

- 8. Write key points or words on the chalkboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard or overhead.
- 9. Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
- 10. Use mnemonic instruction.** Mnemonic devices can be used to help students remember key information or steps in a learning strategy. (An example of mnemonic instruction is using the word HOMES to remember the names of the Great Lakes. H is for Lake Huron, O is for Lake Ontario, M is for Lake Michigan, E is for Lake Erie, and S is for Lake Superior.)
- 11. Emphasize daily review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge. ♦

The International Dyslexia Association (IDA) thanks Cecil Mercer, Ed.D., a distinguished professor at the University of Florida, for the preparation of this fact sheet.

What Constitutes...

Continued from page 8

have contributed to this marvelously rich and complex language.

In view of the inordinate demands placed upon the *informed* teacher, it is not surprising that Moats reports that less than 10% of teachers have acquired the prerequisite knowledge-base to teach reading! (Moats, 1997) This overwhelming lack of knowledge of English language structure and specific methods for delivering direct, sequential, cumulative, research-based instruction results in the painful failure of a significant percentage of students to achieve reading competence. It is essential that instruction is delivered diagnostically and that students are taught to mastery.

Avoiding placing blame for past practices and inequities and moving to a clear understanding of what constitutes an informed instructor, the International Dyslexia Association and its Branches have identified two initiatives:

- in-service training, and
- establishment of an accrediting/certifying association.

Throughout the year, the forty-seven Branches faithfully offer a variety of teacher training opportunities in structured language education. Until teachers begin receiving the preparation they need at a preservice level to become informed instructors, in-service opportunities can provide a positive alternative. The majority of these offerings are professional development courses which attract certified teachers. Teachers, in the trenches, who are witnessing the ineffectiveness of the approaches to which they were exposed in college are flocking to these courses to become “informed.”

To be sure, this trend is encouraging and is providing teachers with an introduction to structured language education. However, the two operant words are “introduction” and “education.” Introductory courses are a beginning, a preface, a preamble. They are organized to provide an overall schema to familiarize teachers with a new approach to teaching. The use of the word “education” in the phrase *structured language education* implies knowledge gained over time. Education does not happen overnight.

Teachers who enroll in introductory course are to be applauded; however, they can neither be considered *informed* nor *trained*. Training demands a minimum of forty-five hours of lecture to acquire a meaningful knowledge-base in the components of the structure of language and sixty to one hundred hours of practicum including observations by a master teacher with feedback and discussion. In other words “...teaching children to read is a job for an expert” (Brady & Moats, 1997). School administrators who attempt to assign the “trained” label to teachers who have taken introductory courses are doing an injustice to parents and students and a disservice to the teachers, themselves.

There are many in-service introductory opportunities offered yearly by the Branches, and The Board of Directors of the International Dyslexia Association is committed to promoting optimal methods of reading instruction for teachers and to safeguarding parents as they seek informed and/or trained instructors for their children.

Public education has a responsibility to provide a “free and appropriate education (FAPE) to students. For the student with dyslexia, a FAPE requires instruction from a teacher trained in structured language education. The Office of Special Education

and Rehabilitative Services (OSERS) of the U.S. Department of Education has stated:

“if an IEP team determines that it is necessary for the individual providing the special education...to a child with a disability to have specific training...in order to receive FAPE, then it would be appropriate for the team to include those specifications in the child’s IEP” (OSEP, letter of clarification April 2, 2002; www.wrightslaw.com/las/osep/osers.ltr.dickman.nclb.pdf).

Students with dyslexia must receive instruction from a teacher who is “informed” in research-based practices. With a coalition of organizations now in place for identifying “informed” instructors, we have made great strides in improving the opportunities for students with dyslexia by assuring that they received the appropriate instruction that is characterized by frequency, intensity and fidelity to design.

President Bush has put the public on notice, “When it comes to the education of our children ... failure is not an option.” IDA agrees completely! We are doing everything possible to fix the course for the future by informing teachers, informing parents, and informing public school administrators that “informed” instructors are available to deliver “informed” instruction! ♦

Carnine, D. (1996). *Strengthening the Profession*. In Cramer, S. and Ellis, W. *Learning disabilities Lifelong Issues*. Baltimore: Brookes.

Brady & Moats (1997) *Informed Instruction for Reading Success: Foundations for Teacher Preparation*. Baltimore, MD.

Moats, L. (1995). *Spelling: Development Disability and Instruction*. Baltimore: York Press.

Janice S. Cleveland

Attorney-at-Law

Specializing in advocating
for the rights of special
education children

(951) 680-9195

5041 La Mart Drive, Suite 230—Riverside, CA
92507

Alan Kwasman, M.D.

Board Certified:
Developmental Behavioral Pediatrics

6950 Brockton Ave. Telephone: 951-686-8223
Riverside, CA 92506 www.addwiz.com

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. ♦



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, 5225 Canyon Crest Dr., Ste 71-308, Riverside, CA 92507

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

Branch Upcoming Event Riverside Public Library

Family Fun With Reading Event

October 18, 2008

10:30 a.m. to 1:30 p.m.

Event will be held at the Riverside Public Library, 2nd floor, 3581 Mission Ave., Riverside, CA 92501
Activities: Magician, Storyteller, Puppets, and Lunch

Adults \$8; Children \$3

Riverside Marriott Hotel Branch Conference

Overcoming Obstacles:

A Student's Road To Success

February 6 - 7, 2009

(See conference information in this newsletter.)

National Event

International Dyslexia Association Conference

59th Annual Conference

with over 250 sessions

October 29-November 1, 2008

Seattle, Washington

(See IDA's website for more information at www.interdys.org.)

Elsewhere

Loma Linda University Medical Center

*Free Inland Empire Disability
Resources Expo*

October 23, 2008

9 a.m. - 2 p.m.

25040 Stewart Street,
Loma Linda, CA 92354

Topics: Health, housing, transportation, advocacy, employment, assistive technology, and education
Information at (909) 890-5833

IDA MEMBERSHIP

The International Dyslexia Association is the oldest professional society dedicated to the study, research and treatment of dyslexia and related language-based learning differences, with nearly 11,000 members from the United States, Canada and abroad. We serve individuals with dyslexia, their families, and the professionals in the field—educators, researchers, speech-language professionals—who serve them.

IDA MEMBERSHIP BENEFITS

Membership in IDA brings you many unique opportunities to advance your profession and interact with peers in the LD community. We equip you with the latest dyslexia research, developments in the field and best-practices. In addition, your Membership includes:

ANNALS OF DYSLEXIA/ONLINE

**PERSPECTIVES ON LANGUAGE
AND LITERACY/print & online**

**THE JOURNAL OF READING &
WRITING/online**

LOCAL BRANCH MEMBERSHIP

IDA PUBLICATION DISCOUNTS

**PROFESSIONAL REFERRAL FOR
SERVICE DATABASE**

SPECIAL INTEREST GROUPS

Any IDA member may opt-in for one of three Special Interest Groups which offer a suite of premium benefits within a dedicated-interest community. These include: Teachers of Struggling Readers; Reading Intervention Specialist, and Reading Intervention Therapist/Trainer

New IDA Members

August 2007

Laurene Bryden
Krista Harris

September 2007

Dr. Steven Meyer
Warren Stuart

October 2007

Annabell Negrete
Susan Rice
Nan Simonsen

November 2007

Patricia Allaf
Valerie Ryman
Edgar Solinas
William Schneider

December 2007

Patti Kramer Yates
Sharon Adzema
Jessica Gonzalez

March 2008

Pia Acotta
Vicki Beane
Sari Brandes
Monica Daggs
Mark Fisk
Rhona Halpern
Judy Hoekstra
Arllys Jasper
Barbara Kiehl
Barbara Klein
Steve Lozano
Jill Porras

March (cont.)

Anna Teague
Anne Thayer
Suzanne Watte

April 2008

Robert Scott

May 2008

Kim Lowe
Akua Maat
Pam Nelson
Elizabeth Ridgway
Abby Sanders

June 2008

Lynda Parzick

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"?

Members-at-large

Andy Stetkevich	Cyndee Miers	Cyndi Bearman
Sue Valdez	Pam Nelson	Laurene Bryden
Andrea Woore	Elaine Offstein	Deborah Hill
	Stephanie Semire	Julie Hoy

The Inland Empire Board of Directors

Regina G. Richards, *President*
 Karleen Curlee, *Vice President*
 Judy Reising, *Vice President*
 Kim Lowe, *Secretary*
 Robert Scott, *Treasurer*



Promoting literacy through research, education, and advocacy.

INLAND EMPIRE BRANCH
 5225 Canyon Crest Drive, Suite 71-PMB 308
 Riverside CA 92507-6321
 951/686-9837
 Email: dyslexiainfo@gmail.com
www.dyslexia-ca.org

Non-Profit Organization
 U.S. Postage
 PAID
 San Bernardino, CA
 Permit No. 744

ADDRESS CHANGE?
 Please notify us at:
 5225 Canyon Crest Dr., Ste 71-308
 Riverside, CA 92507



FREE COMMUNITY MEETING - FOR KIDS AND PARENTS AND TEACHERS

RIVERSIDE PUBLIC LIBRARY
 Family Fun With Reading Event

Saturday, October 18, 2008
 10:30 a.m. to 1:30 p.m.
 Event will be held at the
 Riverside Public Library,
 2nd floor,
 3581 Mission Ave.,
 Riverside, CA 92501

Events include:
 Magician, Storyteller,
 Puppets, and Lunch

Pre-registered:
 Adults \$7; Children \$2
 Adults \$10; Children \$3

At the door:
 Adults \$10; Children \$3