

The RESOURCE

Creating Avenues of Success for Dyslexics!

Vol. 25, Issue 1

founded in memory of Samuel T. Orton

Spring 2010

CALENDAR OF EVENTS

April 17, 2010

Dyslexia Dash 5K/1K
at Fairmount Park, Riverside (page 9)

May 17, 2010

Community Meeting at Corona Public
Library featuring Dr. Alan Kwasman
and Dr. Ben Kohn (page 6)

October 2010

Dyslexia Awareness Month
Activities in various communities.

October ...

IEB Annual Conference
Phoenix Arizona

November 13, 2010

Children's author event:
Caroline Arnold (page 10)

The 2009 Annual Conference of the International Dyslexia Association

By: Tedra Trimm

I have been working to understand how to best instruct struggling readers for years, at first as a teacher and then as a mother. I have always aimed to be a knowledgeable, competent, and enthusiastic educator, but witnessing my own child's frustration and anxiety as he attempted to learn to read added an entirely new dimension to my search for answers and effective teaching methods. This search led me to the Inland Empire Branch (IEB) of the IDA.

I was happily finding that this organization with its extremely professional and knowledgeable members had an extensive amount of information and resources to offer, when I heard a discussion of the 60th Annual Conference. The enthusiasm of several of the board members regarding

this conference stirred my curiosity, but it was also evident that there was still plenty I could garner about teaching reading from the people I was meeting at the local level. Additionally, when I realized that the conference was a week long, in Florida, necessitating several days off work, I quickly decided that I could definitely continue to learn through local resources - for a lot less money and hassle.

Fortunately, there are some things that will not be so easily dismissed. Through a myriad of interactions and not so subtle hints from Regina Richards, current IEB President, that this conference was something I should really consider attending, I found myself applying

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Learning To Think In A Digital World

By Maryanne Wolf, Ed.D. September 5, 2007

Reprinted with permission from HIDA – the Hawaii Branch of IDA Newsletter September 28, 2009

“Parents, teachers, and scholars are beginning to question how our immersion in this increasingly digital world will shape the next generation's relationship to reading, learning, and to knowledge itself.”

AS PARENTS invest in the latest academic software and teachers consider how to weave the Internet into lesson plans for the new school year, it is a good moment to reflect upon the changing world in which youths are being educated. In a word, it is digital, with computer notebooks displacing spiraled notebooks, and Web-

based blogs, articles, and e-mails shaping how we read and communicate. Parents, teachers, and scholars are beginning to question how our immersion in this increasingly digital world will shape the next generation's relationship to reading, learning, and to knowledge itself.

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The 2009 Annual Conference of IDA

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for available conference scholarships. When I was awarded the \$800 Branch Scholarship, I was much luckier than I realized at the time.

Despite the Orlando city planners disdain for left hand turns and the endless street medians, cloverleaves, and no u-turn signs, I was eventually able to navigate my way from the airport to the Walt Disney World Swan and Dolphin Resort. From the outside, the Hotel brought to mind a great Egyptian pyramid in its early days of glory rising above immaculately landscaped grounds and reflecting in the waterways below. Encapsulated within the hotel, the circuitous drive and the beautiful grounds quickly slipped into memory as I was confronted with the indoor city that the pyramid like structure concealed within.



Boasting 17 restaurants and lounges, five pools, a white sand beach, and two health clubs, the resort was impressive. More impressive though was the palpable energy resonating from many of the people busily striding about the interior. I noticed that these individuals all proudly donned a black Intel sponsored neck badge. The conference was now in full motion and soon, so was I.

In the whirlwind of sessions, activities, introductions, and camaraderie I enjoyed throughout the following days, I found the information I sought, but I also found much more. Great speakers had been an expectation, but the immense number of highly esteemed experts, authors, documentarians, researchers, and educators present and speaking not only passionately, but often intimately of their devotion to the IDA and its mission, spoke volumes about the organization. Many of the same professionals whose work I had read and admired in my training and personal research were readily available and approachable throughout the week. After listening to one amazing presenter, I would often see that same presenter in a subsequent session as engrossed in the lecture as any other viewer in the room.

In every conversation, I found others from across the country and world absolutely dedicated to improving the lives and opportunities of individuals with learning differences. My ideas on educating and guiding my students and my son were both enlightened and deeply enriched by the philosophies and methods shared in group and individual dialogue with

attendees from regions whose practices and histories with dyslexia sometimes resembled, but more often differed greatly from my own region's.

As if the people attending and presenting at the conference alone weren't enough, the accompanying Exhibit Hall was packed with over 100 exhibitors from all over the United States offering what I suspect was every book, tool, gadget, program, and system available for effective remediation and accommodation of reading deficits. Strolling through the isles and perusing all that was offered, I was giddy as a child let loose with a \$10 bill in a giant candy store.

With all of the above though, there was one aspect of this conference that I found more valuable than any other. Like many other parents of a struggling reader, I have worried incessantly about how this obstacle might adversely affect my child's opportunities in life. However, I left with a sense of comfort that goes beyond hope, reaching to enthusiastic optimism concerning future possibilities that I now cherish most dearly. I attribute this remarkable journey to the encouragement and support of the IEB. To all who have contributed to this remarkable organization, I wish to say a heartfelt thank you. ♦

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PLAN TO ATTEND

The 61st conference
in Phoenix
October 27th to 30th 2011

The Inland Empire Branch thanks
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A Message from Your President

By Regina G. Richards

As I prepare to write my spring President's message, I think about why I spend time volunteering to help literacy and the many programs of IEB. There is such value in volunteering: it is an energizing experience to come together with other people: we learn from each other and, at the same time, we serve a cause. I realize that I benefit from the experience as much (and sometimes more) than the people we're serving.

The value of volunteering can't really be measured with words. If volunteering had a dollar figure on it, no one could afford to pay it. Becoming a volunteer is a very selfless act. It shows that you care about others, regardless of what you could get in return.

Those that volunteer are filling a need that the whole world has, in our case, enhancing literacy. Poor literacy has been called a national mental health crisis (G. Reid Lyon). Volunteers are heroes and saviors, though it may often go unspoken. Those that volunteer set a good example. They show that there is still good in the world.

Our Inland Empire Branch is all volunteers – won't you consider joining us? We need you!! Literacy is such a valuable goal for everyone and our branch works (through our programs) to reach out to all and share the great strategies and techniques available to enhance literacy development.

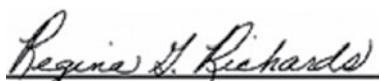
We just finished our 31st Annual Conference with Rick Lavoie and Wilson Anderson. It was so very wonderful! Thank you to all those many volunteers who helped enhance its success and to the many who attended.

Our 32nd conference will feature Dr. Maryann Wolf and Dr. Skip Baker. Dr. Wolf is the author of *The Proust and the Squid: The Story and Science of the Reading Brain*. The conference will be on February 11th and 12th, 2011 at the Riverside Marriott Hotel.

We have our first Annual Dyslexia Dash coming up in April (page 9). In May, we will sponsor a Community Meeting at the Corona Public Library on ADHD and vision (page 6). We will honor National Dyslexia Awareness Month next October with several community events in various locations. Check our website for updates as locations are finalized. And, in November, we will have an event for parents and children – a chance to meet and work with a children's author, Caroline Arnold (page 10).

We're looking forward to seeing you at our activities please come and join us.

Let us know what you can do to help – and what we can do to help you.



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

www.dyslexia-ca.org

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

NEWSLETTER MAILING POLICY

We mail the Resource free to all members. It is also mailed free to nonmembers for one year from the date they attended an event or contacted us. Nonmembers are invited to join IDA or to subscribe to the Resource (see page 2).

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. Refer to IDA's Comparison Matrix of Multisensory, Structured Language Programs on our website.

Learning To Think In A Digital World

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As a cognitive neuroscientist and scholar of reading, I am particularly concerned with the plight of the reading brain as it encounters this technologically rich society. Literacy is so much entwined in our Lives that we often fail to realize that the act of reading is a miracle that is evolving under our fingertips. Over the last 5,000 years, the acquisition of reading transformed the neural circuitry of the brain and the intellectual development of the species. Yet, the reading brain is slowly becoming endangered - the unforeseen consequences of the transition to a digital epoch that is affecting every aspect of our lives, including the intellectual development of each new reader. Three unexpected sources can help us negotiate the historical transition we face as we move from one prevailing mode of communication to another: Socrates, modern cognitive neuroscience, and Proust.

Similarly poised between two modes of communication, one oral and one written, Socrates argued against the acquisition of literacy. His arguments are as prescient today as they were futile then. At the core of Socrates' arguments lay his concerns for the young. He believed that the seeming permanence of the printed word would delude them into thinking they had accessed the heart of knowledge, rather than simply decoded it. To Socrates, only the arduous process of probing, analyzing, and ultimately internalizing knowledge would enable the young to develop a lifelong approach to thinking that would lead them ultimately to wisdom, virtue, and "friendship with [their] god." To Socrates, only the examined word and the "examined life" were worth pursuing, and literacy short circuited both.

How many children today are becoming Socrates' nightmare, decoders of information who have neither the time nor the motivation to think beneath or beyond their googled universes? Will they become so accustomed to immediate access to escalating on-screen information that they will fail to probe beyond the information given to the deeper layers of insight, imagination, and knowledge that have led us to this stage of human thought? Or, will the new demands of information technologies to multitask, integrate, and prioritize vast amounts of information help to develop equally, if not more valuable, skills that will increase human intellectual capacities, quality of life, and collective wisdom as a species?

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The Orlando Conference

By Sharon Teruya, Ph.D. • IEB Board Member

Attending an IDA conference is one of the best ways to be introduced to the current research, interventions, and legal policies affecting individuals with dyslexia and other learning disabilities. One leaves the conference not only with new knowledge, but the encouragement of all the presenters and attendees who are passionate about working with individuals with learning difficulties. At the conference people from all over the country meet together to share their interest, knowledge, and personal experiences. You can meet other parents as well as professionals who understand what you are going through and will willingly offer advice and empathy. There are specific conference sessions which are directed to the novice and toward the seasoned professional. Much of my understanding of learning disabilities has come from attending IDA conferences. The great thing about attending a national convention is that you get to not only hear leaders in the field of learning disabilities but you have the opportunity to personally ask them questions. The speakers are always gracious and will usually be available for answering questions during breaks or after

their presentation. The exhibit hall is a great place to be introduced to new technologies, intervention material, and programs.

There were two major presentations which I personally found particularly helpful at the Orlando conference. I attended a day long pre-conference session on reading comprehension and another morning presentation on the complexities of disability documentation in relationship to the IDEA 2004 and the Americans with Disabilities Act of 2008. The second topic will be discussed in the Fall issue of *The Resource*.

Past research on reading has established the importance of teaching phonics in order to read single words or to decoding. A major current thrust in research is now on reading comprehension. Studies have found that there are a significant group of students whose reading problems don't become apparent until after they have seemingly learned to decode. There is a population of children whose decoding problems decrease but their reading comprehension difficulties increases. Instruction in reading thus needs to continue in later grades. In one study from Britain,

Dr. Cain found that up to 10% of children 7-11 years olds (who were competent at decoding) manifested unexpected reading comprehension problems. These children do not "grow out" of their difficulties. Poor listening comprehension, weak comprehension monitoring (understanding that they are not understanding the material), ability to detect inconsistencies in a text or infer information), and poor knowledge and of story structure are problems found in this population. Often these children with reading difficulties were found to be overly confident in their reading comprehension ability, i.e. they did not realize that they were not reading in an effective manner.

Reading comprehension is a very complex and multifaceted process. It involves attending to and combining information from different sentences. It is also a constructive process in which the given written words must be informed or supplemented by knowledge from the world, drawing from long term memory. Reading comprehension involves the process of word decoding and recognition and the comprehension of words, sentences, and what

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In Our Own Words

By Tricia Cane

“You wouldn’t want to label him, would you?” I can still remember the accusing tone with which the school district administrator spoke to me at my first IEP. Only years later did I understand the mind game that was being played as I asked for help for my newly diagnosed, severely dyslexic seven-year-old son: Blame the mother for the child’s difficulties and she may feel so worthless that she will let the school do as they like.

This formative encounter occurred when my son, Rhys, was in second grade and having nightmares because he couldn’t learn his letters. Rhys saw his friends were reading and felt inadequate. Fortunately for Rhys I was not cowed by the blame game. I knew that I had to act fast to help my son, but I had no idea that becoming his advocate would constitute my new career.

My older son had sailed through the same neighborhood school five years earlier, but the Whole Language reading program that the teachers had used with him were proving disastrous for my younger son. Rhys needed a different sort of reading program. And I needed to become a different sort of mother.

At first I felt completely unprepared. The fact that I had majored in English at an Ivy League college was of no use. Being a devoted PTA member meant nothing. The more I worked with the system and tried

to get help from the school, the more I was pushed into the margin and my son with me. I was told that I could no longer volunteer in the classroom because my presence was making my son “anxious.” The reading class my son had been assigned was kept a mystery to me. No one would tell me what materials were being used with my son or how many students were in the pull-out class, citing “confidentiality.” Finally, one kind teacher took pity on me and clued me in. “You will have to fight,” she said. “They are not going to help him.”

The journey I have taken learning how to fight for my highly gifted dyslexic son has been arduous. I had to educate myself in the politics of educational institutions and the language of special education law. I sought out experts in reading across the country and learned everything I could about the value of the gamut of research-based reading programs and sensory integration programs and vision therapies. As I think back on those early days of my son’s new diagnosis and my own grieving and searching and advocacy, I remember well those who helped me, such as the Inland Empire Dyslexia Association, which hosted a conference where I first met the brilliant reading expert Joe Torgesen. Thanks to the internet Torgesen became a key resource for me, responding to my calls and emails with boundless generosity and patience, always sharing information on the latest reading

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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

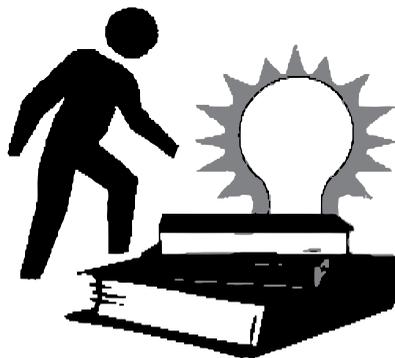


recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the IDA November 2002

BIG SPRINGS EDUCATIONAL THERAPY CENTER & SCHOOL

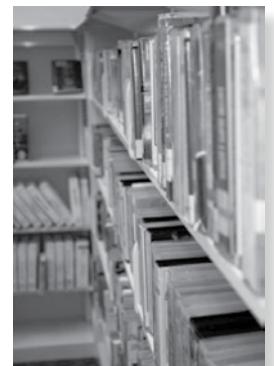
- ✓ Evaluations
- ✓ Educational Therapy
- ✓ Speech/Language Therapy
- ✓ Language Enrichment
- ✓ Occupational Therapy
- ✓ Private elementary school for children with learning disabilities



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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 past years. Check it out. The libraries have interlibrary sharing programs.



Alan Kwasman M.D.,

Is board certified in Developmental Behavioral Pediatrics. He did his pediatric residency at Loma Linda University Hospital. He has been in practice for 25 years. He specializes in children with Attention Deficit Disorders and is very knowledgeable about children with learning disabilities. Dr. Kwasman is also a past member of our Inland Empire IDA Board of Directors. He speaks frequently on ADHD and is an author of several publications.

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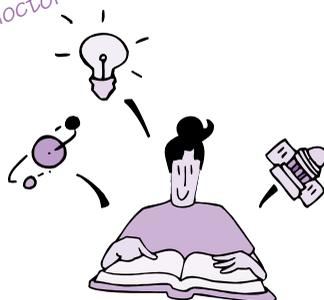


Come to have fun and learn!
Explore learning issues!



Learning Disabilities What you want to know

Dr. Kwasman and Dr. Kohn will present an overview of the most common learning disabilities and their signs and symptoms. They will also talk about the role of the school in learning disabilities. We look forward to the insights of both of these doctors. Plan to come & join us!



Thursday May 17, 2010

6:30 pm

Corona Public Library
650 S. Main Street Corona 92882

RSVP • (951) 279-3789

Benjamin J. Kohn, O.D.,

is a Developmental/Behavioral Optometrist. He graduated from Pacific University College of Optometry with distinction. He was an associate to Stanley Kaseno, O.D., in the pilot Vision Assessment and Treatment program at the San Bernardino Juvenile Hall for delinquent minors. He continued that program to the juvenile treatment facilities in Riverside County. In the last 20+ years he has dedicated his career to helping children and adults with learning-related visual dysfunctions to improve and succeed. His knowledge and understanding of persons with visual dysfunctions has gained him respect in his community as well as with his peers.

The Orlando Conference

Continued from page 4

Dr. Cain refers to as discourse. Discourse involves understanding what is implied but not stated. She used the following three sentences to explain what discourse involved:

John was at the beach. He stepped on some broken glass. He had to go to the hospital. These sentences

Background knowledge... is essential in comprehending the story.

make sense because we understand/imply that John was barefooted because he was at the beach. It is also inferred that his foot injury was severe because it required going to the hospital. It is important that the reader infer information that is not explicitly stated and it is important to integrate the information from all the sentences. Background knowledge about the beach is essential in comprehending the story.

Other things which help with comprehension are knowledge and use of story structure. Knowing what is the purpose of the reading material. Is it telling a story (narrative reading) or is it expository (such as informational)?

Knowing the purpose of the reading material will affect the way we process its meaning. In expository reading, such as in a textbook reading is not held together by a story line. You need to realize that the structure of the written material calls for different types of attention. It will determine when a person should skim or read for deep understanding.

Poor readers are less likely to adapt their reading style for different goals.

Reading was described by one presenter as a rope which is made of different strands of skills. Oral language skills are very important for good comprehension. Conversing as well as reading to a child is important in providing the foundation for reading comprehension. To increase reading comprehension several methods were recommended. One was the use of mental imagery/visualization where you encourage the child to create a picture of the subject you are reading about in. Another suggestion was to stop a child after reading a few sentences and ask a question about what was just read. Have the child summarize, create questions, and draw inferences (pointing out things

which the writer doesn't say but expects you to understand) from what was just read. Good reading comprehension involves attending to information, making decisions about what is important and what isn't, connecting what they are reading to related text information or to what they already know, and putting it all together to develop meaning. Explicitly ask a struggling reader questions which will help with inferences and with connecting new material to older material.

I would encourage everyone to attend the next IDA National Convention which will be held in Phoenix. For the regular classroom teacher you can learn some of the best teaching methods applicable to all students. For the parents you can find not only information but support. For children with learning disabilities the conference provides them with exposure to an environment where everyone understands their challenges. It is always encouraging to know you are not alone. ♦

Dr. Teruya's article will be continued in Fall 2010

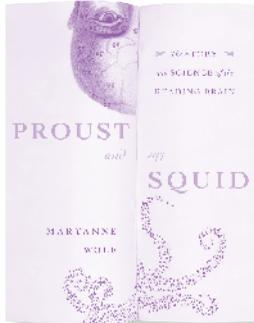
Learning To Think In A Digital World

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There is surprisingly little research that directly confronts these questions, but knowledge from the neurosciences about how the brain learns to read and how it learns to think about what it reads can aid our efforts. We know, for example, that no human being was born to read. We can do so only because of our brain's protean capacity to rearrange itself to learn something new. Using neuroimaging to scan the brains of novice readers allows us to observe how a new neural circuitry is fashioned from some of its original structures. In the process, that brain is transformed in ways we are only now beginning to fully appreciate. More specifically, in the expert reading brain, the first milliseconds of decoding have become virtually automatic within that circuit. It is this automaticity that allows us the precious milliseconds we need to go beyond the decoded text to think new thoughts of our own - the heart of the reading process.

Perhaps no one was more eloquent about the true purpose of reading than French novelist Marcel Proust, who wrote: "that which is the end of their [the author's] wisdom is but the beginning of ours." The act of going beyond the text to think new thoughts is a developmental, learnable approach toward knowledge.

Within this context, there should be a developmental perspective on our transition to a digital culture. Our already biliterate children, who nimbly traverse between various modes of print, need to develop an expert reading brain before they become totally immersed in the digital world. Neuroscience shows us the profound miracle of an expert reading brain that uses untold areas across all four lobes and both hemispheres to comprehend sophisticated text and to think new thoughts that go beyond the text.



Children need to have both time to think and the motivation to think for themselves, to develop an expert reading brain, before the digital mode dominates their reading. The immediacy and volume of information should not be confused with true knowledge. As technological visionary Edward Tenner cautioned, "It would be a shame if the very intellect that produced the digital revolution could be destroyed by it." Socrates, Proust, and the images of the expert reading brain help us to think more deliberately about the choices we possess as our next generation moves toward the next great epoch in our intellectual development.

Maryanne Wolf is professor at the Eliot-Pearson Department of Child Development at Tufts University, where she is also director of the Center for Reading and Language Research. She is author of "Proust and the Squid: The Story and Science of the Reading Brain." ♦

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Maryanne Wolf will be our featured speaker February 11 & 12, 2011.

Her topic is The Evolving Reading Brain and the Digital Age: A Tale of Caution and Optimism for Parents, Teachers, and the Wider Community



We Have A New Section:

- What's New in
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Las Vegas Editorial January 2010

By Monica Daggs

Many children and adults struggle with problems related to reading, spelling, language comprehension, and language expression. Factor in diagnoses like dyslexia, attention deficit disorder, auditory processing disorder, hyperlexia, and autism and it can be difficult to know where to turn for the right educational assistance.

Lindamood-Bell Learning Processes was founded in 1986 by Nanci Bell, Patricia Lindamood, and Phyllis Lindamood, the authors of multiple groundbreaking, critically acclaimed reading programs. These passionate, dedicated women have made it their life's mission to provide instructional programs that help people of all ages. They have been an inspiration to many over the years, and through their vision and heart-felt compassion they have created an organization that provides the highest quality of instruction for students and education professionals.

What began in a small office in central California has grown to more than 40 Learning Centers and hundreds of School Partnerships and Professional

Development Workshops, including international venues in Germany, Honduras, Singapore, Canada, Australia, and the United Kingdom.

Lindamood-Bell's philosophy is that everyone has the ability to reach their potential. Lindamood-Bell's reading paradigm is based on the knowledge that language and literacy skills are cognitive acts. To that end, Lindamood-Bell® instruction is based on a theory of cognition rather than reading methods or strategies that do not address the global needs of all individuals. These scientifically based programs stimulate and develop the basic sensory functions of the brain that are related to learning. The various programs address phonemic awareness (the ability to hear and manipulate sounds in words) reading fluency, spelling, vocabulary, comprehension, critical thinking, written expression, and mathematics. The goal is to develop language processing so every student becomes independent and self-correcting.

According to Lindamood-Bell, common symptoms of weak reading skills can include slow or inaccurate reading, difficulty in acquiring sight words, and poor spelling. Common symptoms of weak language processing can include weak written or oral comprehension, an

inability to express oneself clearly and succinctly in oral or written formats, difficulty in remembering information, poor critical thinking, and possibly a history of having being labeled "inattentive" or "unmotivated."

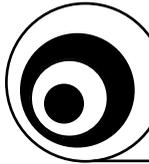
Lindamood-Bell® instruction develops and strengthens the sensory-cognitive functions of phonemic awareness, symbol imagery, and concept imagery, which are the main processes that underlie effective language and literacy skills. A weakness in any one of these functions can be a cause for the previously listed symptoms and will interfere with a student's ability to learn. This difficulty will typically cause a gap to emerge between the student's performance and his or her potential. With appropriate instruction, an individual can develop these functions and become a successful learner.

"Our one-to-one instruction is a unique setting that allows for great growth, and this environment also nurtures each student's self-esteem and confidence," explains Monica Daggs, Director of the Las Vegas Learning Center. "It is our goal that all of our students become independent, self-correcting learners in all aspects of their lives."

In order to provide the appropriate instruction for each individual, a learning profile must be established – this is accomplished with a comprehensive battery of assessments. This learning evaluation is analyzed and a consultation is then held to explain the individual's strengths and weaknesses, as well as a plan for instruction. Each instructional plan is tailored to the specific learning needs of the individual and embodies an interactive, balanced approach.

"Our instruction develops the student's ability to accurately receive and efficiently process language," says Daggs. "It is our core belief that if you develop the underlying sensory-cognitive skills as applied to language and literacy

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- 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 !!!



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In Our Own Words

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research. At that time the ground was moving in reading and I was learning about it even as researchers at top institutions were documenting breakthroughs.

There have been legal battles and a couple of years for our son at a private school for children with disabilities. There were the articles I wrote for the local newspapers decrying the use of well-meaning but unskilled senior citizens to teach children who were struggling readers. (I still remember the flier that proclaimed to prospective volunteers: "If you can read you can teach reading!") There were speeches I gave to our Board of Education in which I informed them that our reading programs were "in the Stone Age."

Along the way I have become close friends with parents of students with disabilities and we have constituted a formidable committee advising our school district, helping each other to access appropriate educational programs and even driving out incompetent administrators.

Fortunately, my son Rhys has been just as determined as I have. Last week he received his fourth college acceptance and fourth offer of an academic scholarship. What an amazing landmark in the life of a boy who was once dubbed by the director of the UCLA Brain Mapping Center "the most dyslexic child I have ever seen"!

In the end, bearing the "label" of dyslexia has not proven to be such a terrible burden for Rhys. Knowing his challenges as well as his gifts, my son can now go forward into college well-prepared to advocate for himself.

As for me, I continue to be involved in my community of Santa Monica helping other parents find their way to effective educational interventions for students with all disabilities, including dyslexia. I write this piece to share with other parents my sense of how important it is that they be willing to fight for their children and also for the children on the other side of town. That fight must involve communities of parents who are willing to challenge systems

Continued on page 10

Our 1st Annual Dyslexia Dash

5K run/walk
1K run/walk
through Fairmont Park
in Riverside, California



Plus...large Health & Education Fair & Raffle with prizes such as art work, LA Fitness Memberships and more

The Dyslexia Dash is part of a national tradition sponsored by the International Dyslexia Association. Come and celebrate our new tradition with us!

This is a 5K Dash to promote awareness of dyslexia and other learning difficulties and to raise funds to aid on-going programs in four major areas: information, referrals, conferences, workshops.

Prizes and awards will be presented. Teams welcome!

Registration is available through www.active.com
Early Bird Registration \$25 (until April 1st)
Kids Registration \$15

Saturday April 17, 2010

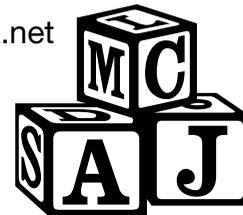
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In Our Own Words

Continued from page 5

that are not responsive to children's needs. I encourage those I meet to insist that school district assess children to identify specific areas of deficit and then insist that those children receive interventions are designed to meet those specific needs.

If you are reading this, you are already on the path. However, many parents are not as rigorous as they must be about scrutinizing the quality of the programs and the teachers with whom their children are educated. Monitoring and expecting continued progress is critical because for children with dyslexia there is no time to lose and the instructional programs must be ones that were designed to target assessed needs, which may include phonemic awareness, phonics, sight reading, vocabulary development, comprehension and fluency.

Assuring that your school offers a program that addresses the assessed needs of your child is critical, but just as important is determining that the teacher is actually trained in the programs and that he or she actually uses the programs that are on his or her classroom shelves. In my experience school districts can claim to offer a reading program because they have purchased the materials and yet are not actually delivering the program to the students or are not delivering the programs in the way that they were designed to be taught.

For many years my bible was the California Reading Initiative, which was published in 1999 and called for reform to special education in California by allowing only research-based reading instruction and a commitment of sufficient time for that instruction: "To make substantial progress in reading, students with reading difficulties may need at least three or more hours daily of well-designed instruction regardless of grade level."

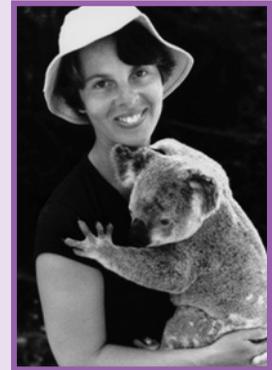
Parents now have access to many more scientific studies on reading and one of the best tools for researching reading programs is available from the Florida Center for Reading Research and is called simply Guidelines for Reviewing a Reading Program: (<http://www.fcrr.org/fcrrreports/guides/grpp.pdf>) The Guide compares reading programs in terms of how well they target areas of deficit. It is unique and utterly current.

I would like to close with a quote I used to read to my committee of parent advocates. I thought it set exactly the right tone parents must take when we step forward to defend the right of all children to be educated: "In any advanced mammalian species, the mother grows fierce when she senses her offspring are threatened." ♦

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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. ♦



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

**United Way #2900
"International Dyslexia Association Riverside"**

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

Las Vegas Editorial January 2010

Continued from page 8

development, you can then apply that improved processing to any area of curriculum rather than providing a temporary fix for a single subject area."

The intensity of instruction is another notable difference between Lindamood-Bell and other tutoring services that provide learning assistance. Lindamood-Bell recommends intensive instruction, which consists of approximately two to four hours per day, five days per week. "Our average results with intensive instruction may see two to three years' growth in as little as six to eight weeks," Daggs says.

The majority of Lindamood-Bell students are between the ages of 7-14, but because their unique instructional program is not age, grade, or performance specific, they see students of all levels and ages, including adults.

Lindamood-Bell has received international recognition from *The Independent*, *The Evening Standard*, *CNN*, *Newsweek*, *Time*, *US News* and *World Report* and the *Neuroscience Journal Neuron*, and was featured on a public television documentary *The Secret Life of the Brain*. They have also been involved in several research studies including working with dyslexic adults and neuroimaging at the *University of Georgetown* and *Wake Forest University in the States*. ♦

The Las Vegas learning center is the only endorsed and licensed Lindamood-Bell® Learning Center in Nevada. For more information on Lindamood-Bell® services, call 800-233-1819 or www.LindamoodBell.com

*The center is located at
10655 Park Run Drive, Suite 180,
Las Vegas, Nevada 98144.*

Monica is a new IEB board member and will be spreading the word of IDA in Nevada.

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:

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TO JOIN or for more information, visit our website and click on "membership"

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Join us at the Dyslexia Dash.....April 17th

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FREE COMMUNITY EVENT

On May 20th at 6:30 pm
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 Dr. Alan Kwasman, Developmental Behavioral Pediatrician and Dr. Benjamin Kohn, Developmental Behavioral Optometrist

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