

Published by the  
Inland Empire Branch of  
IDA

The  
International  
**DYSLEXIA**  
Association

# The RESOURCE

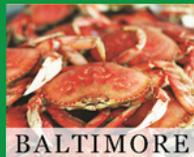
*Creating Avenues of Success for Dyslexics!*

Vol. 27, Issue 1

founded in memory of Samuel T. Orton

Spring 2012

7



BALTIMORE



Reading, Literacy & Learning  
6<sup>th</sup> Annual IDA Conference  
October 24-27, 2012



6 2012 5K  
April 22nd  
Riverside CA



7 Conference Mar 2-3 2012  
- Light Up Your Lobes  
Riverside CA



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see our website for the latest details

9 Webinars



# TIPS FOR PARENTS AND FAMILIES OF CHILDREN WITH DYSLEXIA

This is list of practical tips from IDA members. Please note that these tips supplement - not replace - multisensory structured learning (MSL) programs and procedures to teach dyslexic children to read. Also, please remember the list is an "a la carte" menu - you can pick and choose things to try. Not every suggestion is necessary or appropriate for every child. Our Inland Empire Branch hopes that sharing ideas will help parents and teachers assist their children with dyslexia.

## 1. Say "I love you" every day.

Often children with dyslexia are singled out daily. Many are laughed at for making mistakes or being "stupid." Those three words of comfort should come from those who love them unconditionally.

## 2. Reading is reading.

- Encourage reading of all kinds (comic books and graphic novels, subtitles in Japanese cartoons, etc.).
- Choose books for your child to read that are below his/her grade or age level. This helps build confidence and allows him/her to enjoy reading. Look in the back of the book for the grade level.

- Read books to your child that are higher than his/her grade level.
- Read books by Dr. Seuss. Dyslexic children have difficulty with rhyming words.

## 3. Consider audio books.

- Encourage your child to listen to audio books for pleasure.
- Let your child listen to audio books for school assignments.
- Have your child read along while listening to an audio book.
- Choose audio books for your child that are higher than his/her grade level.

Download audio books from one of many sources available: <http://www.bookshare.org>, [www.booksshouldbefree.com](http://www.booksshouldbefree.com), or <http://www.librophile.com>.

- Load audio books on his/her iPod.
- Listen to audio books together in the car on commutes and family vacations.
- Join Recording for the Blind and Dyslexic at <http://www.learningally.org>. RFB&D's new name is Learning Ally.

## 4. Reading tips.

- Have your child read aloud to himself/herself.
- Put a ruler or bookmark under text, or use a clear ruler with a "reading window," to follow the lines of type when reading.

*continued on 4*

### INLAND EMPIRE BRANCH

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Riverside, CA 92507

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# A Message from Your President

By Sharon L. Teruya

Dear Members,

2011 has been an exciting and rewarding year for our Branch as we continue to serve the 1 in 10 people with dyslexia in our communities, their families and the professionals who support them. This year as in past years, we have had many great achievements. Clearly, our significant strides during 2011 have set the stage for further success in 2012.

One of the new projects our past president Regina Richards has initiated is a statewide IDA committee whose goal is introducing legislation to promote literacy in California. She, along with Judy Reising and I are our IDA Branch representatives. We are looking forward to working with you and hearing your ideas about how to promote our cause. Please contact us if you would like to become involved.



I look forward to working with you, fellow members of IDA, in 2012. We have important work to do. Our two major events for the year, our Annual Conference featuring nationally known experts in the field of teaching and learning and our 3rd annual 5K Dyslexia Dash are coming up soon (refer to page 9). We seek volunteers as well as participants (see pages 6 and 8). Please help us contact service clubs that may also wish to help!

As the new president of this awesome Branch (soon to be Tri-Counties Branch) of IDA I would like to honor and celebrate Regina Richards who has been our exceptional president and leader of our Branch since 2002 and previously from 1991-1996. Because of Regina's dedication, the organization has grown and flourished, providing help and giving hope to so many children. I cannot say enough good things about nor use too many superlatives to describe Regina personally and professionally. Regina has a giving and unselfish spirit. She is a master teacher, teaching teachers how to teach more effectively across the country. She is creative and innovative. She is a mentor and cheerleader for many. She is a dedicated crusader who has been involved with this Association since the early 70s.

Regina ran a school for dyslexic children, Big Springs School, for almost 30 years. The school was designed and organized as a single classroom multidisciplinary program where teaching was individually tailored to the specific needs of each child. Being able to identify and determine the specific methods that worked best for the student resulted in great success. Now Regina teaches education classes for the extension program at UC Riverside where she covers something about dyslexia in each course because she feels it is so vital for all teachers to have an understanding of learning disabilities. Regina said that her husband and son who are both dyslexic "are my best resources for what's really valuable to this population and also for helping to understand the very different ways that their brains work."

It will be impossible to replace Regina. I will be recommending to the board that we bestow upon her the title of Branch President Emeritus to recognize her continued importance to our organization and in recognition of her outstanding contributions. The title Professor Emeritus is given to College and University retired faculty members as a way to honor them for their contributions and recognition of their continued importance to the school. Regina is most deserving of such an honor.

Sue Valdez one of our board members who has worked with Regina for many years wrote the following tribute to Regina: I think what I have admired the most in all these years was Regina's PASSION. She is unflinching in her dedication to improving lives. Not just struggling children but adults, all wanting a better way. The woman works tirelessly, even when she is exhausted. She is always willing to listen to opinions and quick to ask other people's thoughts on a subject. This on its own merit has made her a great president. (Over & Over, Ha.) She is a woman with a cause and will never let it go. Her own personal family experience and the hundreds of friends and acquaintances she has helped on their way with similar situations have defined her life. We have all been blessed with her dedication thus far. And she will continue to aid in the improvement of all people in need. We are not losing our President, we are keeping our heart and core of this branch as she will continue her service in other areas of our Branch. I am proud to know her, blessed to work with her and thrilled to continue on with her being involved.

I think Sue's words can be echoed by all of us on the board. We are so fortunate to know Regina and be blessed by her person and her work.

I wish to thank Regina, the IEB Board, the donors, community partners, and the wonderful volunteers who made the success of our programs and fundraising events possible in 2011. We also thank the many teachers and parents who participated in our events and contributed to their success. I look forward to working with you in 2012.

Sincerely yours,

Sharon L. Teruya, Ph.D.

## THE INLAND EMPIRE BRANCH...

Endeavors to bring researchers and relevant literacy topics to the public and to share information regarding literacy, including dyslexia, via media, personal contact, and events focused on literacy

## TIPS FOR PARENTS AND FAMILIES OF CHILDREN WITH DYSLEXIA

*continued from 2*

- c. Highlight every other line of text to follow the lines of type when reading.
  - d. Read aloud and point to the words as you read them.
  - e. Have your child follow the movement of your finger.
  - f. Have two copies of the book so you can read side-by-side with your child
- 5. Keep in mind that it is not really a big deal if your child cannot:**
- a. Erase pencil markings cleanly and completely
  - b. Use scissors
  - c. Proofread his/her papers efficiently
- Dyslexic children often have difficulty with these tasks which, while seemingly important in school have far less significance in the "real world." Remember, spelling and good handwriting are not moral virtues.*
- 6. It is not cheating to:**
- a. Use an electronic dictionary
  - b. Use phonetic dictionaries such as Gabby's Wordspeller
  - c. Use a calculator
  - d. Use spell check
  - e. Type papers for your child

- f. Ask teachers for written notes for lectures in advance (to be able to follow along with the lecture)
  - g. Ask teachers for help
- These types of tools and strategies are used by adults daily. It takes a dyslexic child longer to complete school assignments. Using such tools and strategies can free up time and preserve energy for other substantive aspects of education.*

**7. Play word games and activities with your child.**

- a. Play PIG, HORSE, etc. in basketball. Use words your child has trouble learning.
- b. Play games like Bananagrams (like Scrabble but done as a team instead of individually) or Hangman.
- c. Use objects such as clay, Legos, or sand to "build" new words. This allows dyslexic children who are non-verbal thinkers to utilize a creative outlet to accomplish an otherwise frustrating task.
- d. Play Jeopardy-like games (using multiplication tables, names/capitols of states, etc.) or rhyming games on car rides. Start when your child is very young, and he/she won't realize it's studying.
- e. Make up songs, poems, or dances to remember needed information. Multiplication tables or addresses can be sung; spelling of needed words can be made into a poem; the meaning of Latin roots can be expressed in a dance.

*continued on 10*

## GOOD THINGS

### ABOUT ATTENTION DEFICIT HYPERACTIVITY DISORDER

1. Lots of energy
2. Willing to try things and take risks
3. Ready to talk, and can talk a lot
4. Gets along well with adults
5. Can do several things at one time
6. Needs less sleep
7. Smart
8. Good at taking care of younger children
9. Spontaneous
10. Sees details other people miss
11. Understands what it is like to be teased or to be in trouble & therefore can be understanding of other children
12. Can think of different and new ways to do things
13. Volunteers to help others
14. Happy and enthusiastic
15. Imaginative and creative
16. Articulate: can say things well
17. Sensitive and compassionate
18. Eager to make new friends
19. More fun to be with than most children
20. Charming
21. Warm and loving
22. Cares a lot about families



*The way I see it,  
if you want the rainbow,  
you gotta put up with the rain.  
Dolly Parton*

## 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

## 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).

## Dyslexia May Make It Tough to Tune Out School Noise

**WEDNESDAY, Nov. 11 (HealthDay News) – Students with developmental dyslexia may not be able to focus on the teacher’s voice in noisy school settings that include banging lockers, scraping chairs and other auditory distractions, a U.S. study has found.**

**Developmental dyslexia affects reading and spelling skills in 5 to 10 percent of school-age children.**

**In their study, researchers from Northwestern University in Chicago found that the brains of non-dyslexic children could ignore distractions and automatically focus on relevant, predictable and repeating auditory information. Dyslexic children didn’t have this ability. These findings confirm previous research that found children with developmental dyslexia have difficulty separating relevant auditory information from competing noise.**

**The new study also offers biological evidence that children who have difficulty hearing speech in noisy settings also have a measurable neural impairment that hampers their ability to utilize regularities in the sound environment.**

**“The ability to sharpen or fine-tune repeating elements is crucial to hearing speech in noise because it allows for superior ‘tagging’ of voice pitch, an important cue in picking out a particular voice within background noise,” researcher Nina Kraus, a professor of communication sciences and neurobiology and director of the Auditory Neuroscience Laboratory at Northwestern University, said in a university news release.**

**Along with conventional reading- and spelling-based interventions, children with developmental dyslexia may benefit from simple approaches such as placing them in front of the teacher or using wireless technologies to enhance the sound of a teacher’s voice, the researchers said.**

## 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 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.



**“The study brings us closer to understanding sensory processing in children who experience difficulty excluding irrelevant noise. It provides an objective index that can help in the assessment of children with reading problems,” Kraus said.**

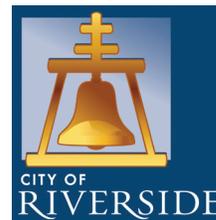
**The study findings are published in the Nov. 12 issue of the journal Neuron.**

**Reprinted with permission from Southwest Branch of IDA January 2010 Newsletter**

# The 2012 Literacy 5000



*3rd Annual 5K Run/Walk for  
Literacy and Greater Learning  
Strategies for All People!  
Sunday, April 22, 2012*



## The Course:

- Fast & Exciting Course
- Certified Course
- Professional Timing
- An Opportunity to set your personal best!



## The Race:

*Warm-Up 15 Minutes Prior to Race*

- Check In 6:30 A.M.
- 5K Starts at 7:30 A.M.
- 1K Starts at 8:30 A.M.
- 5K Walk Starts at 8:00 A.M.



## The Cost:

*3 Levels: EarlyBird/On-Time/On-Site*

- Adults: \$30/\$35/\$40
- Children(2-16) \$15/\$20/\$25

## Free Event T-Shirt & Goodie Bag



*Walk or Run...all are Welcome!*

## The Place:

*...A Great Place for a Race*



Fairmount Park  
2601 Fairmount Blvd.  
Riverside, CA, 92501

## Extras & Expo:

- Food Vendors
- Health & Education Booths
- Literacy Booth
- Face Painting
- UCR Rock Climbing Wall

## Registration:

- Individual: [www.active.com](http://www.active.com)
- Groups: [www.eventbrite.com](http://www.eventbrite.com)\*

\*Discounts available

- More info: 951.686.9837

## Volunteer Opportunities:

*Community Service Certificates*

<http://volunteerliteracy5000.eventbrite.com>

- Ticket Sales
- Race Set-up
- Children's Race Leader
- Registration
- Race-timing



## Free Event T-Shirt

## Who We Are/Find Us:

*Inland Empire Branch of:*



*Promoting literacy through research, education, and advocacy.*

Inland Empire Branch  
5225 Canyon Crest Drive, Suite 71, Box 308  
Riverside CA 92507  
[www.dyslexia-ca.org](http://www.dyslexia-ca.org)

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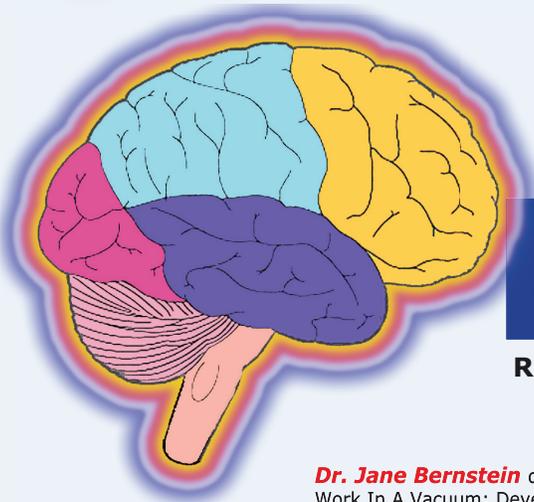


**Literacy 5000 is part of the National Dyslexia Dash sponsored by the International Dyslexia Association**

**Literacy 5K Sponsors, Vendors and Volunteers see p. 8**

# Light Up Your Lobes

**A 2-day conference on the learning brain, reading, non-verbal learning disorder, and executive function**



The overall focus will be on helping educators and parents better understand the relevant issues and develop take-home strategies that will be immediately useful to them in dealing with their students

Friday March 2, 2012  
4 pm - 7:30 pm  
Saturday March 3, 2012  
8:30 am to 4 pm

**Riverside Marriott Hotel**  
2400 Magnolia Avenue  
Riverside CA 92501

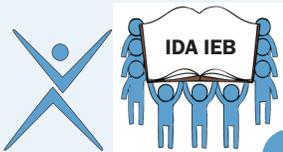
Register at  
[http://ieb2012conference.  
eventbrite.com](http://ieb2012conference.eventbrite.com)  
IDA Members: \$85 - \$145  
Non-IDA Members:  
\$145 - \$240  
Save BIG with early bird  
rates - valid till Feb 4th

**Dr. Jane Bernstein** discussing reading and the brain from a neuropsychological viewpoint, Brains Don't Work In A Vacuum: Developmental Neuropsychology, Learning, and Teaching, with focus on strategies for parents and educators

Dr. Bernstein continues on Saturday morning with a focus on non-verbal learning disabilities, NVLD? One or many?

**Dr. Cheryl Chase-Carmichael**, a clinical psychologist, presents Executive Functions: What are they, why are they important, and how can I help?

Friday evening -- Social event featuring the exhibitors and sponsors geared toward literacy issues



Sponsored by the  
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International Dyslexia Assn.

5225 Canyon Crest Drive  
Suite 71, Box 308  
Riverside CA 92507

[www.dyslexia-ca.org](http://www.dyslexia-ca.org)  
Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)

## A Story: Carrots, Eggs, and Coffee Beans

A young woman went to her mother and told her about her life and how things were so hard for her. She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed that every time one problem was solved, a new one arose.

Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to a boil. In the first she placed carrots, in the second she placed some eggs, and in the last she placed ground coffee beans. She let them sit and boil, without saying a word. In about twenty minutes, she turned off the burners. She fished the carrots out and placed them in a bowl. She pulled the eggs out and placed them in a bowl. Then she ladled the coffee out and placed it in a bowl. Turning to her daughter, she asked, "Tell me what you see."

"Carrots, eggs and coffee," she replied. Her mother brought her closer and asked her to feel the carrots. She did, and noted that they were soft. The mother then asked the daughter to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, the mother asked the daughter to sip the coffee. The daughter smiled as she tasted its rich aroma.

The daughter then asked, "What does it mean, mother?" Her mother explained that each of these objects had faced the same adversity, boiling water. Each reacted differently.

The carrot went in strong, hard and unrelenting. However, after being subjected to the boiling water, it softened and became weak.

The egg had been fragile. Its thin outer shell had protected its liquid interior, but after sitting in the boiling water, its inside became hardened.

The ground coffee beans were unique, however. After they were in the boiling water, they had not been changed...they had changed the water.

"Which are you?" she asked her daughter. "When adversity knocks on your door, how do you respond? Are you a carrot, and egg, or a coffee bean? Which am I? The carrot, which seems strong, but with pain and adversity wilts and becomes soft and loses strength? The egg that starts with a malleable heart, but changes with the heat? Or am I the coffee bean? The coffee bean actually changes the hot water, releasing fragrance and flavor?"

What are you?

## The 2012 Literacy 5K Support Team

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search

Inland Empire International Dyslexia Association



### SPONSORS

**Get your name OUT FRONT?**

**Have your logo & name on our Race T-shirt  
BECOME A SPONSOR FOR OUR 5K**

<http://www.dyslexia-ca.org/pdf/SponsorLetterForm.pdf>

### VENDORS

**Be a part of our huge HEALTH & EDUCATION EXPO  
at our Literacy 5000 5K run/walk  
Share your products/services  
Provide samples to the runners**

<http://www.dyslexia-ca.org/pdf/Vendor%20Packet%202012.pdf>

### VOLUNTEER ON RACE DAY

**You will receive a Community Service Certificate  
and a free event t-shirt**

#### Opportunities:

- **Ticket sales**
- **Race set-up**
- **Children's race leader**
- **Registration**
- **Race timing**

Sign up at <http://volunteerliteracy5000.eventbrite.com>

### The Inland Empire Board of Directors

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Judy Reising, 2nd Vice President  
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Shannon Carlson, Treasurer

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Carolyn Ortman  
Sue Valdez

We are a volunteer organization with a strong 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"?

*Our Inland Empire Branch wishes to acknowledge the many hours our adult literacy volunteers have contributed to our program. Thank you to:*

**Barbara Gillis  
Eleanor Colombo**

## **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.

As a 501(c)(3) organization, 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. ♦

# THANK YOU ADULT LITERACY PROGRAM

I would like to write this letter to express my deepest gratitude to Eleanor and the Inland Empire Branch Adult Literacy Program. My father began the Texas Scottish Rite video program in January 2011 and his reading skills have improved exponentially since the start of the program.

Prior to the program, he had never completed a book from start to finish. After 8 months of participating, for the first time in his life he completed a short novel!

This program has given him so much confidence. As an avid reader, I took for granted how much reading impacts our everyday life. In so many ways, the program has changed my father's life. His self-esteem has skyrocketed. For most of his life he was very withdrawn because he feared that his secret of not being able to read would be discovered. Now, he is calm, less anxious and relaxed.

At 56 years old, my father has participated in other literacy programs. He assumed that his limited reading ability, the inability to "catch on" was due in part to some mental deficiency. It was Eleanor who suggested that dyslexia might have hindered his ability to improve his reading. She instilled the confidence in him that the class would not only be beneficial, but that he was capable of completing the program.

This program has given him so much confidence. His self-esteem has skyrocketed!

Eleanor has been instrumental to his success. She has tailored the sessions to accommodate his work schedule and life demands. Every step of the way she has been so very patient and understanding, and a motivating force behind his commitment to the video program.

Once again, I wish to thank you for making this program affordable and for acquiring volunteers such as Eleanor who are committed to literacy and learning!

Sincerely,  
C. M. Ford  
January 2012



BALTIMORE

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## WEBINARS

February 16, 2012 – 7:00 pm  
Webinar

Technology for Students  
With Learning Differences  
Presenter: Tracy Hutchinson

May 10, 2012 – 5:30 pm  
Webinar

Vocabulary: Planting  
"Roots" of Academic  
Success  
Presenter: Andy Steikevich

June 14, 2012 – 4 pm  
Webinar

Graphic Organizers for  
Literacy  
Presenter: Kim Lowe

## TIPS FOR PARENTS AND FAMILIES OF CHILDREN WITH DYSLEXIA

*continued from 4*

### 8. Help your child to get organized.

- a. Show your child systems to help organization:
  - i. Keep track of homework assignments, test and project due dates.
  - ii. File notes, completed assignments, etc.
  - iii. Quickly distinguish (in folder) completed homework and other materials to be turned in to teacher.
  - iv. How to use an appointment calendar or day planner.
- b. Use colors to organize as much as possible (colored post-its and folders).
- c. Get your child a laptop and help him/her organize a filing system for all assignments (keeps everything in one place).
- d. Display a laminated picture of how his/her desk is supposed to look when it is clean and organized, instead of repeatedly saying "clean your desk."
- e. Display a laminated picture of a proper table setting instead of repeatedly saying "the fork goes on the left."
- f. Give instructions in writing in the form of a checklist.
- g. Teach your child to make step-by-step lists of tasks (e.g., "brush your teeth, feed the dogs, put lunch money in wallet, etc."; or "check lost & found for P.E. shorts, ask math teacher about Problem #7", "sign up for basketball, etc."). Keep the lists in the same place.
- h. Teach your child to remind himself/herself about things by promptly leaving himself voicemails or sending himself emails.
- i. Give your child options and let him/her decide which systems work best!

### 9. Consider these ideas about textbooks.

- a. Get two sets of textbooks. Leave one set at school to take to class, and one set at home for studying and homework. This

eliminates all sorts of "forgetting" problems. Some schools will loan extra books, but all will hold you responsible for lost or damaged books.

- b. Break up textbooks and rebind them by chapters to make them less intimidating.
- c. Color code textbooks to match notebooks and folders.
- d. Use audio versions of textbooks (see, Kurzweil Education Systems, Reading for the Blind and Dyslexic, and Bookshare)

### 10. Consider these ideas about homework.

- a. In school find a study buddy. Help each other by studying together and exchanging classroom notes with one another.
- b. Ask the teacher to give assignments in writing (not to be copied from a chalk/writing board)
- c. Have your child use his/her cell phone to take a picture of assignments written on chalk/writing board)
- d. Have your child repeat the instructions out loud before he/she begins an assignment.
- e. If your child has to write an assignment, have him/her dictate it to you. Then he/she can re-copy it.
- f. If your child has to write an essay and do a related power-point presentation, have him/her do the power-point first (it can act as an outline for the essay).
- g. If your child has to write an essay, have him/her use Inspiration software ([www.inspiration.com](http://www.inspiration.com)); it helps organize ideas and details, and generates an outline.
- h. If your child has problems keeping arithmetic columns in a line, use graph paper. If graph paper is not available, turn lined paper sideways.
- i. If your child asks how to spell a word, spell it for him/her. Or get him/her a phonetic and/or electronic dictionary.
- j. For long reading assignments, consider Recordings for the Blind and Dyslexic, Bookshare, Kurzweil Education Systems software, and/or audio books from the local library. Even if

*continued on 11*



### 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

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



## RET Center Press

### Extraordinary LD Publications

- Rick Lavoie's videos & books
- Mel Levine's books
- Neuropsych Press Publications
- Marcia Henry's *Unlocking Literacy*
- Sally Shaywitz' *Overcoming Dyslexia*
- Regina Richards books' including *Eli, The Boy Who Hated to Write*
- and much more!!!!



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## TIPS FOR PARENTS AND FAMILIES...

*continued from 10*

your child uses recordings, make certain he/she reads along in the text. The next option is for someone to read to him/her. The third option is to take turns reading one paragraph at a time. However, sometimes when students read out loud, their energy goes into decoding the words and very little room is left for comprehension. Reading aloud can also slow the process down.

- k. Purchase an assignment notebook. Your child should write down each assignment for each class each day. If there is no assignment then he/she should write "No Homework."
- l. Have your child type using larger fonts or point sizes (can be adjusted when paper is complete)
- m. Teach your child that homework is not completed until your child puts everything into his/her backpack ready for school the next morning, and then turns it in to the teacher.

### 11. Use Computers.

- a. Get your child a laptop and help him/her organize a filing system for all assignments (keeps everything in one place).
- b. Have your child learn to type at an early age. Be sure they learn full finger typing, not hunt-and-peck. Try computer games for very young children that teach basics of typing, and Mavis Beacon Teaches Typing.
- c. Use larger fonts or increase point size when copying information.
- d. Learn a computer language (many individuals with dyslexia are great at this).

See the entire article containing more than 30 tips on the web site:  
<http://dyslexia-ca.org/articles>



**THANK YOU** to  
**OUT-RAIJ-OUS.COM**  
of Riverside for our newsletter  
layout, new branch logo,  
web redesign and web maintenance

## THE LA SIERRA ADULT LITERACY PROGRAM – AN UPDATE

By BARBARA GILLIS

Maria and I are more than half finished with our literacy program. We are using the Dyslexia Scottish Right Literacy Program from Scottish Rite.

Maria has been introduced to all the consonants, vowels, digraphs, final stable syllables, diphthongs. She is getting proficient at reciting the pattern letter cards as well as the key picture cards. She is reading more difficult sentences as she looks for nouns, adjectives, adverbs, conjunctions, connectors. She is working on spelling sight words as well as applying different spelling patterns in writing words and phrases. She is adding prefixes and suffixes and using the rules (i.e. doubling and dropping) that apply. Her listening comprehension work has her focusing on fact and opinion as well as cause/effect, main idea and supporting details.

I asked Maria to write a statement as she reflected on the program and those reflections follow:

*The lessons I have been taking have been very helpful but I still have a long way to go. My teacher is so patient and understanding. I know God put her in my path. These lessons are different then anything I have been taught before but I know there is so much more to learn. I am so very thrilled with my progress thus far. My thanks go out to Barbara and to the IEB.*



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### INLAND EMPIRE BRANCH

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### THE INLAND EMPIRE BRANCH...

Endeavors to bring researchers and relevant literacy topics to the public and to share information regarding literacy, including dyslexia, via media, personal contact, and events focused on literacy

#### Top 10 Reasons For Attending the Light Up Your Lobes Conference on March 2nd & 3rd, 2012 at the Riverside Marriott Hotel

- Ten.....** Your life has been way too stressful lately and you need a break from your exhausting routine.
- Nine.....** Your idea of a "destination conference" has always been Riverside.
- Eight....** You'd like this cleared up once and for all: What is *dyslexia* anyway?
- Seven...** You've heard that the food is fabulous at these Inland Empire IDA conferences. Food is your middle name.
- Six.....** You enjoy seeing new classroom products in the flesh-and-blood. Maybe you'll even win something during a raffle drawing.
- Five.....** You enjoy meeting new people, especially ones who are interested in the same topic that you are.
- Four....** You enjoy bringing along your friends, family, and colleagues to conferences. The group discounts this year look terrific.
- Three...** You enjoy having an opportunity to mingle with the guest speakers. Friday evening, March 2nd is a marvelous social - with free appetizers and prizes!!
- Two.....** 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.
- One....** Lastly, you enjoy that invigorating feeling you get from a top-quality conference with top-notch speakers.

**Why not join us in March?  
Be an "Early Bird" - Register Today!**



### SPRING and SUMMER EVENTS

- March 2nd and 3rd -  
**Light Up Your Lobes Conference, Riverside -**  
see page 9
- February 16, 2012 - 7:00 pm - Webinar  
Technology for Students With Learning Differences  
Presenter: Tracy Hutchinson
- April 22 - Dyslexia Dash / Literacy 5000  
- 5K/1K run/walk, Location: Fairmount Park in Riverside
- May 10, 2012 - 5:30 pm - Webinar  
Vocabulary: Planting "Roots" of Academic Success  
Presenter: Andy Stetkevich
- June 14, 2012 - 4 pm - Webinar  
Graphic Organizers for Literacy  
Presenter: Kim Lowe

**See our website for the latest details**