

# The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 23, ISSUE I

founded in memory of Samuel T. Orton

SPRING 2008

## CALENDAR OF EVENTS

**Wed., May 21<sup>st</sup>, 2008**

Free Community Meeting in Temecula—presenting *F.A.T. City: Walk in the Shoes of a Person With a Learning Difference*—at Vintage Hills Elementary School, (see pg. 6).

**October, 2008**

Family Fun with Reading—an afternoon event (see website: [www.dyslexia-ca.org](http://www.dyslexia-ca.org)) for location & date.

**Oct. 29<sup>th</sup> – Nov. 1<sup>st</sup>, 2008**—The 59<sup>th</sup> Annual IDA Conference in Seattle, Washington

**Board meetings**—

Open to anyone with the desire to make a difference & enhance awareness of language learning differences. Call the branch at 951/686-9837 for location and times.

## Dyslexia: An Educational Concern

By Bruce E. Porch, Ph.D. and Meg Porch, M.A., CCC-SR, CALT

Research in the past five decades has dispelled the myth that dyslexia does not exist. As dyslexia has become better understood, it is clear that the prevention and resolution of the serious effects of dyslexia are in the hands of the university professionals who research and teach.

Too often dyslexic individuals struggle through life undiagnosed or find no resources to help resolve the problem, even though schools could provide viable treatment. We frequently hear stories such as those of struggling students in rural New Mexico who have had educational evaluations and the parents learned that the diagnosis was *dyslexia*. They asked, “What do we do now?” If the families lived in certain communities, the answer might be easy. The parents could contact the school dyslexia therapist, a school center or private clinic that specializes in reading disabilities, or enroll the student in a school dedicated to meeting the needs of students with specific language/learning differences. Unfortunately and all too often, none of these options are available to many students or their parents. Solutions to the problem of dyslexia could be accessible if more education professionals received specific training in dyslexia along with their training in regular reading pedagogy.

**Dyslexia needs to be a real concern for educators at the university level.** Dyslexia is the most common neurobehavioral disorder affecting students, with prevalence rates ranging from 5 percent to 17.5 percent.<sup>1</sup> Dyslexia, a specific language-based learning disability, is an *unexpected* difficulty in reading among people who otherwise possess the intelligence, motivation, and schooling considered necessary for accurate and fluent reading.<sup>2</sup> More specifically, it refers to people who have difficulty in varying degrees with the language skills of reading, writing, spelling, and/or speaking.<sup>3</sup>

The International Dyslexia Association adopted the following definition of dyslexia (2002 revision):

Continued on page 7

## Creativity and Dyslexia: A Symbiosis for Success

### Southwest Branch Documentary on The Creative Brain

A documentary celebrating the gifted talents of many individuals with dyslexia, underwritten by the Southwest Branch and superbly produced by board member Lois Rothschild, has been completed. Available in DVD format, it resulted from the branch's 2005 conference, *The Creative Brain: Gifted, Talented, and Dyslexic*. After what seemed at times like endless hours of previewing and editing film, Lois and her committee (Mary Gilroy, Cathleen Tomlinson, Bruce Porch, and Meg Porch) worked with professional, Santa Fe videographers Tony and Gigi Carlson to create a multimedia production which views the gifted and talented side of dyslexia.

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# Erase Erasures

By C. Wilson Anderson, Jr., MAT

**Editor's Note:** This article was originally published in 1984 and re-published in a monograph, *101 WAYS TO PROMOTE ACADEMIC EXCELLENCE*, by the Minnesota Foundation to Promote Academic Excellence. Permission to reproduce is given by the author, CWA.

## Thank You

The Inland Empire Branch thanks Blake Rochette for doing our taxes every year!

### # 16 ERASE ERASURES

A significant number of students have discovered that erasing words, lines and paragraphs is viewed by teachers as honest academic labor. These students use erasing as an avoidance behavior, usually to compensate for their inability - real or imagined - to spell, write legibly or compose intelligent thoughts in sentence form.

Those teachers who have in their possession stacks of papers not only full of erasure holes, but which also appear to have been slept on, can take heart. There is an alternative: the draw-a-line-through-the-mistake approach. It is a simple approach which does not cost the taxpayer's money; in fact it saves money.

Instruct all students they are not to erase anymore. Instead, they are to draw a neat, single line through any error and continue with their work.

This approach produces several results. The first is that the line allows the teacher to see the mistake. This provides valuable insight as to the struggles a student experiences in writing. Secondly, the student's time can be spent on getting as much information down with a minimum of interruptions. The third result is helping the student understand it is ok to make mistakes in class; that's what rough drafts are for. The last result is that when all these errors surface, they can be noted and managed by both the teacher and the student.

Stopping the constant erasing is similar to breaking a bad habit. It is best done school-wide and in "cold turkey" style. The student's initial resentment is soon lost in more productive work. Papers become neater, the writing becomes more legible and the level of production increases.

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

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## 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](http://www.dyslexia-ca.org)

# A Message from Your President

by Regina G. Richards

Dear Members and Friends of IEB,

Our 29<sup>th</sup> Annual Conference, *Research to Practice*, in January was amazing. George Hynd explained about genetics of dyslexia, Albert Einstein's brain, the latest research findings on how the brain reads, and much more. Duke Kelly captivated us all with his many strategies for how to entice and motivate our students, while also insuring their grasping the concepts. See pages 8 & 9 for photos and visit our web site (previous events) for CDs and handouts.

Save the dates of February 6<sup>th</sup> and 7<sup>th</sup> 2009 for another awesome conference, *Overcoming Obstacles: A Student's Road to Success*. Our wonderful speakers are Rick Lavoie, Marcia Henry, and (a speaker from Ruby Payne's team) Jennifer Ratka.

Our March 11<sup>th</sup> Community Event, *Organize Your Way to an A*, was a great success at the Riverside Public Library and the many students who attended received great free prizes.

Dear friends: I want you to know that your Inland Empire Branch is the most astounding group of folks I've ever met. We hope you will join us in our future events:

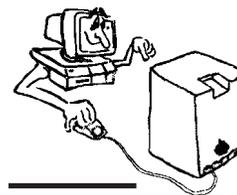
- May—*Walk in the Shoes of a Person With a Learning Difference*
  - A program combining hands-on simulations with Rick Lavoie's informative video, *FAT City: How Difficult Can It Be?*
  - To be held in Temecula (see page 6)
- October—Family Fun with Reading—an afternoon event
- October is Dyslexia Awareness Month
- October 29<sup>th</sup>—The 59<sup>th</sup> Annual International IDA Conference in Seattle, Washington

I belong to IDA because of the enormous opportunities this organization provides me regarding the most current research available, new materials, and the vast array of networking possibilities. After all, reading prepares the ground in which we plant the seeds for ideas that will feed our future. To understand something new that we hear, see, read, or even sense, we have to bring our background knowledge to the experience.

Where do we gather the necessary vocabulary and background knowledge to comprehend what is going on around us, what we are being told, or what we read? The answer is from the totality of our experiences, but most efficiently and with the greatest depth and breathe from the written word. Reading is the superhighway to vocabulary, knowledge, comprehension, and understanding. Fortunately, it also happens to be the scenic route!

Won't you join is in *Creating Avenues of Success* for students in our communities? See page 14 for a list of the Top 10 Reasons to Join IDA.

**The Inland Empire Branch...**  
*Facilitating Literacy Success in Our Communities*



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## IDA Disclaimer

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

The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such which present the critical components of instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association's Teacher Education Issues Committee.



# “The Underlining Option”

By C. Wilson Anderson, Jr., MAT

**Editor’s Note:** The Underlining Option was conceived by Mr. Anderson in 1975. At that time he was a teacher in a Minnesota school district, working with learning disabled high school students in a main streaming situation. “The strategy was devised, he writes, ‘to empower students to take safe risks so that they could prove that knowledge of the subject matter had been mastered. All in-class writing is to be treated as a rough draft.’” Based on considerable feedback over the years, Mr. Anderson has revisited the idea and finds the need to comment on what he feels are “subversions” of the original thinking.

## THE OPTION

Too often, students who are not good spellers, for whatever reason, seriously “sandbag” their written expression in order to cover up their inability. When this happens, three results can be observed:

1. Students spell only words that are known. The word/syllable ratio usually drops quickly from a comfortable conversational level to a stilted writing level.
2. In a test, students create strange sentences to avoid difficult but often important words.
3. Students lull themselves into thinking they have everyone “off their backs” when, in fact, the poor quality of the writing costs them both grades and points” by their instructors. Teachers are often confused by good verbal behavior against the lazy appearing, if not intellectually embarrassing, written responses.

The “Underlining Option” provides that, when students write essay tests or reaction papers, they should use the appropriate vocabulary but may underline all words they know or suspect they have misspelled. No points are deducted. This enables the teacher to better judge the student’s intellectual capability or, at least, the knowledge acquired. In addition, a whole area of writing deficiencies emerge which can then be remediated. Subsequently, students produce better quality work, allowing the instructor to assess more accurately the mastered knowledge of the student. In-class papers can be used as a basis for referral to the skill center resource staff. Requiring in-class writing on a regular basis allows the teacher to assess the student’s true abilities and ensures that the student’s needs are detected.

## THE OPTION REVISITED

Some teachers have used the concept but have penalized the student two points for words underlined, but spelled correctly. The poor speller, for whatever reason, needs to feel secure in his writing attempts. Words underlined but spelled correctly, are really accomplishments and should be rewarded with a compliment and/or a pat on the back. The bright and creative language learning disabled (dyslexic) student, with or without a diagnosis and special education eligibility, has been forced to create another strategy to protect himself.

A second concern is the student who underlines everything. Teachers know when students abuse or seem to abuse the system. When a student consistently underlines the same word, he needs to be gently confronted. “Harvey, I’ve noticed that you underline the misspelled word “thay”. I also know that I promised you that underlined words are hassle free. Let you and I agree that this is an important word that you really need to spell.” When the student and teacher agree to put a word on the student’s Spelling and Usage List, it is added. When a student indicates that he should learn a specific word, it should also be added.

The student who underlines everything is showing the teacher that he is insecure and is covering all bases. This also needs direct, gentle confrontation. “Rollie, most of the words that you have underlined are spelled

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Continued on page 11

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### Definition:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the International Dyslexia Association  
Board of Directors, November 2002

Tell me, I hear  
Show me, I see  
Involve me,  
I learn!!!

Wednesday May 21, 2008  
6:45 pm  
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## **Dyslexia: An Educational Concern, Continued from page 1**

*Dyslexia is a specific learning disability that is neurobiological 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.*

The recognition of dyslexia as a neurodevelopmental disorder has been hampered by the belief that it is not a specific diagnostic entity because it has variable and culture-specific manifestations.<sup>4</sup> A recent study conducted in England, France, and Italy concluded that, although there are differences in reading performance among dyslexics, there is a universal neurocognitive basis for dyslexia.<sup>5</sup> It does not result from limited intelligence, poor instruction, brain injury, disease, vision problems or laziness. There is *little credible evidence* that supports unconventional approaches which will resolve dyslexia such as eye exercises, colored lenses, medication, chiropractic manipulation, and dietary supplementation.<sup>6</sup> Dyslexia is resolved by specific educational intervention.

**Dyslexia remediation is possible.** Dyslexia does not have to define the student. There are success stories for some tenacious individuals who had strong family and educational support.<sup>7</sup> However, for many people with dyslexia, difficulty learning to read takes its toll on their self-image, and they begin to believe that they are *stupid, dumb, retarded*. Their families often do not have the knowledge, school services, or community resources to get help.

Students with dyslexia are often very bright but learn differently and must be taught differently. Each is unique. Dyslexics do not outgrow their problems – reading and writing usually remain hard work for life. Dyslexia is not an insurmountable problem. Offering a continuum of education services through patient teaching, deft tutoring, or therapeutic intervention is effective. Some will need small group explicit instruction, others will need help in specific subject areas, and many will require individual, intensive reading

Continued on page 10



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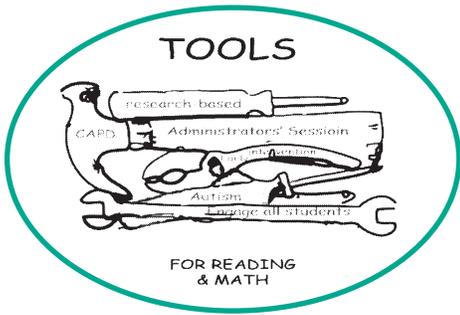
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## Inland Empire's 29th year of Great Literacy Conferences

# Research to Practice

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### Featured Speakers

Annual Conference, **Research to Practice**. This year it was at the Riverside Marriott Hotel. Our dates were Friday, January 25 and Saturday, January 26<sup>th</sup>, 2008. Our wonderful, top-notch speakers were:

**Dr. George Hynd**, Dean of the College of Educational studies and psychological sciences at Purdue University. Topic: How Neurobiological Research in Reading Disabilities is Pointing the Way to Understanding Autistic Spectrum Disorder.

**Duke Kelley**, CEO of Education Illustrated (partner with Rich Allen). His specialty is brain-based teaching and brain-friendly mathematics. Topic: Literacy in Mathematics.



Regina presents Community Service Award to 12 year old Michael Guggenheim, who started his own nonprofit organization to help low income children with dysgraphia and dyslexia



Lots of great food, as always



George Hynd in small discussion session,  
Pyramids of Intervention

Duke Kelly entertaining us during  
Literacy in Mathematics



Duke Kelly presenting  
Literacy in Mathematics

## **Dyslexia: An Educational Concern, Continued from page 7**

therapy with instruction that begins with the basics and builds learning step by step. Most individuals with dyslexia can learn to read, write, and spell if techniques are implemented which are designed to teach them the way that they learn. With specific training, educators can teach them to manage the written word, focus on their cognitive diversity and unique talents, and be achievers and contributors.<sup>8</sup>

**Teacher preparation at the university level needs to include training in dyslexia.** In July 2002 the President's Commission on Excellence in Special Education released its report to the President.<sup>9</sup> Finding 7 of that report states:

*Children with [reading] disabilities require highly qualified teachers. Teachers, parents, and education officials desire better preparation, support, and professional development that relate to the needs of serving these children. Many educators wish they had better preparation before entering the classroom as well as better tools for identifying needs early and accurately.*

President Bush signed the new education law, *No Child Left Behind*, in January 2002. Included in this mandate are the dyslexic learners who require more explicit teaching, specific tutoring, or therapeutic intervention. It is important that professionals be well-versed in the most current research on reading. This includes structured, scientifically-based reading curricula; information on the brain and how it functions; and therapeutic principles that focus on the unique brains<sup>10</sup> of people with dyslexia. The dyslexia professional must not rely on completely scripted or one-size-fits-all reading curricula. They must think their way through the remediation process just as dyslexic individuals learn by thinking their way through the structure of language.

**Educators should and can manage dyslexia.** The National Reading Panel, authorized by Congress in 1997, assessed the status of research-based knowledge, including the effectiveness of various approaches to teaching students to read. Their report specified the components necessary for people to become good readers.<sup>11</sup> Teacher preparation guided by this information<sup>12</sup> as well as the information published by those who present standards for quality professional preparation<sup>13 14</sup> is critical for students with dyslexia.

Universities, colleges of education, school administrators, and teachers must be confident that those who are responsible for addressing the needs of the dyslexic learner are adequately prepared. We must assure that teacher preparation is thorough and appropriate curricula including the knowledge of current brain research, language and language development, and proven therapeutic methodology such as those used in the treatment of communication disorders are available to the student with dyslexia.<sup>15</sup>

We can leave *no* student behind, even when the diagnosis is *dyslexia*.

(Dr. Bruce Porch is Associate Professor Emeritus at the University of New Mexico where he held appointments in the Departments of Speech and Hearing Sciences, Neurology, Psychiatry, and Psychology. Meg Porch is a Speech/Language Pathologist, Certified Academic Language Therapist, Instructor for the Multisensory Language Training Institute of New Mexico, and past president of the Southwest Branch of The International Dyslexia Association.)

Continued on page 14

### **Alan Kwasman, M.D.**

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## “The Underlining Option,” Continued from page 4

correctly. You are doing a good job with your writing! Can you tell me why you underlined more words than your classmates?” Answers to the question will vary from covering all bases to believing that the option is to underline everything. The Underlining Option must be re-negotiated in terms that the student understands.

The Underlining Option allows the student a safe way to take risks. The student and teacher always have the freedom to agree mutually to change the rules. A teacher’s job is to encourage academic growth. When students are forced into a defensive mode they devote all their energy into protecting themselves. Little or no academic growth can occur under those conditions. As always, the students will grow or pay the price of benign neglect or, worse, vindictiveness. The choice is the teacher’s!

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## Local Resources

Look for books & videos on dyslexia and learning issues at your local public library! Our branch has donated a large number of items to local libraries in Riverside and San Bernardino Counties four times, over the last few years. Check it out – the libraries have interlibrary sharing programs.



## Let us hear from you!

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

## Creativity and Dyslexia..., Continued from page 1

What began in fall 2004 with an initial plan to interview five creative brains culminated this summer with a DVD documentary that now includes ten gifted individuals and is unmatched in its content and its unique perspective on dyslexia. The documentary explores the personal recollections and insights of sculptor Malcolm Alexander, chef Joseph Wrede, corporate identity executive Ron Peterson, lawyer Janet Clow, fashion designer Patricia Michaels, mother-daughter equestriennes Caroline Invecta Stevens and Sarah Williams, author Thomas West, architect Daniel Tully, and Barbara Corcoran of The Corcoran Group, the leading realty firm in New York City.

From the vivacious Barbara Corcoran to the soft-spoken Daniel Tully, each creative brain weaves a story with memories of difficult moments of failure that eventually evolved into a life of success and of the transition from focusing on weaknesses to becoming aware of strengths.

These are inspiring tales of courage, painting eloquent word pictures of how using one's own creativity and talents can overcome what seems to be a certain road to defeat. It is a presentation that will inspire and motivate us all. We know parents and teachers of students with dyslexia will want to own this DVD and show it year after year. We also know that it would be an invaluable tool in pre-service education classes and in high school and post-secondary career exploration classes.

Ordering information is on the branch website at [www.southwestida.com](http://www.southwestida.com) or available by contacting the branch at 505.255.8234 or P.O. Box 25891, Albuquerque NM 87125.

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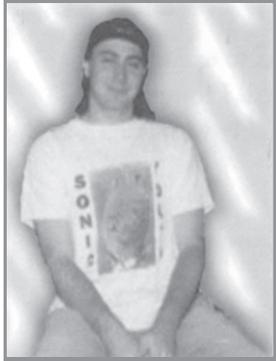
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  - Regina G. Richards' books, including *Eli, The Boy Who Hated to Write - 2nd Edition* & *LEARN: Playful Strategies for All Students*
  - Paul Orfalea's *Copy This: How I Turned Dyslexia, ADHD & 100 square feet into a company called Kinko's*
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# Dovid Richards Memorial Scholarship Fund



• Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia. The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday.

• We are a 501(c)(3) organization and donations are tax deductible. Donations are a meaningful way to remember a loved one, honor a special occasion, or show appreciation for someone. Just send a note with your donation, indicating “in memory of” or “in honor of.” Include the name and address of the person you wish to receive the acknowledgment. You will also receive acknowledgment of your contribution.

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



## 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.

## 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*”?

## 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!



**Visit  
the  
national  
office of the  
IDA website  
[www.interdys.org](http://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!

## Top 10 Reasons to Join the International Dyslexia Association

#10 Because it feels good to be part of something that does good

#9 Because contributing to the “Dyslexia Awareness Movement” helps put to rest the myth that dyslexia is only seeing backwards

#8 Because membership provides alerts and discounts for National and Local conferences

#7 Because membership in IDA is an essential source of funding for programs and outreach, which includes intellectual information, emotional support, networking & advocacy efforts

#6 Because IDA is the most accepted and recognized professional group pertaining to the field of dyslexia

#5 Because membership in IDA provides the most complete access to current, credible research available in the field of literacy

#4 Because research has shown that teachers using scientifically based interventions CAN teach children with dyslexia and other literacy issues to read — ACCESS IS THE KEY

#3 Because 1 in 5 individuals struggle with the process of learning to read — 3 out of 4 children who cannot read by the 4<sup>th</sup> grade end up on public assistance, in jail, or in menial jobs

#2 Because our job is to continue to educate and support everyone that dyslexia touches

#1 Because if everyone does their job, together, we can make a real difference!

### Dyslexia: An Educational Concern, Continued from page 10

#### References:

<sup>1</sup> Shaywitz, Sally (1998). Dyslexia. *The New England Journal of Medicine*, 338:307-312.

<sup>2</sup> Ibid.

<sup>3</sup> *Basic Facts About Dyslexia: Part I and II*. Baltimore: The International Dyslexia Association ([www.interdys.org](http://www.interdys.org)).

<sup>4</sup> Paulesu, E., et.al. Dyslexia: Cultural Diversity and Biological Unity. *Science*, 16 March 2002.

<sup>5</sup> Ibid.

<sup>6</sup> Silver, L.B. (1995). Controversial Therapies. *Journal of Child Neurology*, 10:Suppl 1:596-S100.

<sup>7</sup> Morris, Betsy. The Dyslexic CEO. *Fortune*, 20 May 2002.

<sup>8</sup> Birsh, Judith, editor (1999). *Multisensory Teaching of Basic Language Skills*. Baltimore: Paul H. Brooks Publishing Co.

<sup>9</sup> *A New Era: Revitalizing Special Education for Children and their Families*. President’s Commission on Excellence in Special Education report. [www.ed.gov/inits/commissionsboards/whspecialeducation/reports/pcesefinalreport.doc](http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/pcesefinalreport.doc).

<sup>10</sup> Shaywitz, Sally and Shaywitz, Bennett (1998).

Functional Disruption in the Organization of the Brain for Reading in Dyslexia. *Neurobiology*, Volume 95, Issue 5 2636-2641.

<sup>1</sup> [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org) and [www.NICHD.NIH.gov/publications](http://www.NICHD.NIH.gov/publications).

<sup>2</sup> Moats, Louisa (1999). *Teaching Reading IS Rocket Science*. American Federation of Teachers, 555 New Jersey Avenue, NW, Washington DC, Item No. 39-0371.

<sup>3</sup> *Clinical Studies of Multisensory Structured Language Education for Students with Dyslexia and Related Disorders: What is Taught and How it is Taught*. Published by the International Multisensory Structured Language Education Council (IMSLEC), Dr. Joyce Pickering, 15720 Hillcrest, Dallas, TX 75248, [www.imslec.org](http://www.imslec.org).

<sup>4</sup> Alliance for Accreditation and Certification of Structured Language Education. The International Dyslexia Association, 8600 LaSalle Road, Chester Bldg. #382, Baltimore, MD 21286.

<sup>5</sup> Porch, Bruce E. (2001). Therapy Subsequent to the PICA. In Chapey, Roberta (editor), *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders* (fourth edition). Baltimore: Williams and Wilkins Company.

## Looking for information??

www.Idonline.org is an invaluable website for all kinds of information for parents, children, teachers, and other professionals.

Check out "LD in Depth." Click on any of the large variety of topics for articles and help lists.



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



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www.wabida.org

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The International  
**DYSLEXIA**  
Association

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

## IDA MEMBERSHIP REGISTRATION

Name: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_  
E-mail: \_\_\_\_\_ YEAR you were born: \_\_\_\_\_  
Telephone (Work) \_\_\_\_\_ Telephone (Home) \_\_\_\_\_ Fax: \_\_\_\_\_  
Dyslexic Family Member? (if applicable):  Spouse  Self  Child  Sibling  Friend

### CATEGORY:

**YES, I would like to register/renew my membership in IDA at the membership level checked: (check one only)**

- Individual \$70
- Individual/Sustaining \$150
- Individual/Supporting \$300
- Family \$110
- Institutional \$395
- Lifetime \$2000
- Corporate - Level 1 \$295
- Corporate - Level 2 \$795
- College Student \$40
- Retired \$45

In 2007, *Annals of Dyslexia* and the *Journal of Reading & Writing* will be available free online to IDA Members, including downloadable archive issues back to 1990.

The print edition of *Annals*—two volumes per year—will continue to be available to IDA members for a fee of \$15 per year.

Check here if you would like to receive *Annals* in print format and please add \$15 to your membership payment below.

### PROFESSIONAL INTEREST:

**Please check the ONE category that BEST describes your occupation or professional interest:**

- Advocate
- Attorney
- College Student
- Corporation/Organization
- Educational Administrator
- Educational Diagnostician
- Special Education Teacher
- Teacher/Elementary or Secondary
- Teacher/Post-Secondary
- Parent
- Physician
- Psychiatrist
- Psychologist
- Reading Specialist
- Researcher/Educational
- Researcher/Medical
- Speech-Language Pathologist
- Tutor-Certified/ Ed. Therapist
- Tutor-Trainee
- Other \_\_\_\_\_

The International  
**DYSLEXIA**  
Association

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

### MEMBERSHIP BENEFITS:

**PERSPECTIVES:** IDA's quarterly publication discussing best practices, curriculum methods, case studies and first-person application of MSL techniques.

**ANNALS OF DYSLEXIA:** IDA's semi-annual journal of the latest, peer-reviewed dyslexia research. Available online or as optional printed editions (2 volumes/yr). Members also have free online access to the *JOURNAL OF READING AND WRITING*.

**LOCAL BRANCH AFFILIATION:** Membership in any one of 47 IDA Local Branches throughout the U.S. or Canada.

**PUBLICATION DISCOUNTS:** Member-only pricing discounts on LD-related publications purchased through the IDA Online Bookstore.

**BRANCH NEWSLETTER:** Latest information, workshops and community-based information from your local Branch.

**IDA CONFERENCE:** Discounted rates on IDA Annual Conference.

**IDA SERVICE PROVIDER DATABASE:** IDA receives hundreds of calls and emails each month from individuals and parents requesting LD resources in their local communities. As a service provider, your contact information can be included in this global referral database. Check the box to be included in the database and receive an application for registration.

031507

**PAYMENT:**  Check Enclosed (payable to The International Dyslexia Association)  AMEX  VISA  MASTERCARD  DISCOVER

CREDIT CARD #: \_\_\_\_\_ EXP. DATE: \_\_\_\_\_

NAME ON CARD: \_\_\_\_\_

BILLING ADDRESS ZIP CODE: \_\_\_\_\_

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MEMBERSHIP FEE:  Joining  renewing ..... \$ \_\_\_\_\_

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**ADDRESS CHANGE ?**

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

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The International Dyslexia Association**  
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## COMMUNITY MEETING

**Walk in the Shoes of a Person  
With a Learning Difference**

**Wednesday, May 21<sup>st</sup>, 2008  
at 6:45 P.M.**

Vintage Hills Elementary School  
42240 Camino Romo Road  
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**For more info:**  
[www.dyslexia-ca.org](http://www.dyslexia-ca.org)  
951/686-9837

**Admission is Free!**

(Details inside page 6)

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