

The **RESOURCE**

Creating Avenues of Success for Dyslexics!



CONGRATULATIONS ANDREW STETKEVICH!

AWARD WINNER – LEADERSHIP AWARD

To be presented to Andrew Stetkevich of the Riverside Unified School District

We are excited to present the 1st Annual

TCB Leadership in Literacy Award

When: At the March 2013 Annual Conference

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Knowledge and Practice Standards for Teachers of Reading -- A New Initiative by the International Dyslexia Association Louisa Moats, Ed.D.

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Students with Reading Disabilities Depend on Skilled Teaching

Although dyslexia and related reading and language problems may originate with neurobiological differences, they are mainly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems.

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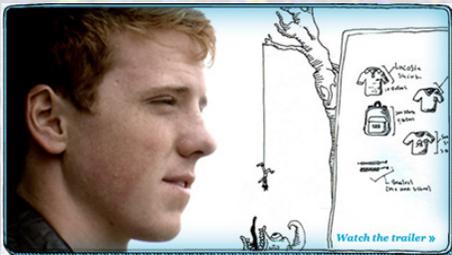
founded in memory of Samuel T. Orton

Spring 2013

“The Big Picture: Rethinking Dyslexia”

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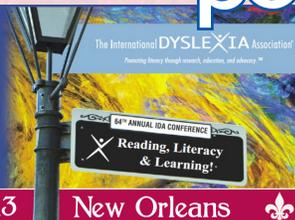
Showing at our
March 2013 Conference!
Come and see it
after the
Welcoming Reception
on Friday.



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IDA Annual Reading, Literacy & Learning Conference

64th Annual Conference for Professionals &
2nd Annual Conference for Families



November 6-9, 2013

New Orleans



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New TCB President

see the website for the latest details

Home Rewards and Positive Reinforcers for Kids with ADHD

by Sandra Rief

Children with ADHD (who struggle with self-control and self-management), receive a disproportionate amount of negative interactions to positive interactions from adults over the course of a day. They typically get far more reprimands, negative attention and critical feedback than most kids receive – which can be very demoralizing and damaging to their self-esteem. Parents and teachers often have their radar focused on the times the child is misbehaving, and frequently don't notice or attend to the child when he or she is behaving appropriately.

It is important to notice when your child is demonstrating appropriate behavior, "catch them being good", and reinforce that positive behavior – particularly being generous with your sincere praise and positive attention.



The following are some social, activity, and material rewards that you might consider in reinforcing your child's positive behavior. Some of the activity and material reinforcers listed may be of interest when designing a motivating behavioral plan or incentive system for your son or daughter.

Social Reinforcers

- Positive attention from parents (preferably your undivided attention for even a short amount of time)
- Parents' physical signs of affection (hugs, kisses, cuddles)
- Smiles, thumbs-up, high five, cheers
- Playful attention (piggyback ride, sharing jokes)
- Relaxed time together (talking, playing)
- Specific, sincere praise and recognition, such as:
 - "That sure was grown up of you when . . ."
 - "You should be so proud of yourself the way you..."
 - "That was great the way you . . ."

continues on p.8

TRI-COUNTIES BRANCH

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A Message from Your President

By Sharon Teruya

Greetings!

Regina Richards and I attended the National IDA Conference in Baltimore where Regina gave a very well received presentation and did a book signing. We attended the Branch Council and our West Coast Regional Branch meetings. It was an inspiring time, being surrounded by people who are dedicated to the cause of dyslexia. I feel that our IDA President, Eric Tridas, has set a new course for the organization. His openness and honesty and genuine caring nature have inspired a new vision and optimism. The conference presentations were (as usual) excellent! I attended sessions on the neurobiology of dyslexia, assessment of dyslexia, fundamentals of math disabilities, and documentation requirements for high stakes testing. The broad range of topics which focus on the latest research and interventions in the field is an invaluable educational opportunity. Remember, our branch does have scholarships available for individuals wanting to attend the national or regional conferences. Our next local conference is March 1 and 2 and the next national conference is in New Orleans in November.



During the conference I was particularly impressed with the screening of a new movie on dyslexia entitled "Dislecksia the Movie". It is one of the most heartfelt, broad based, in-depth, research based, and most importantly entertaining and comedic films I've ever seen on dyslexia. Harvey Hubbell V takes the viewer through a thought-provoking history throughout his own life history with dyslexia and AD/HD.

I would like to introduce you to our new Tri-Counties Branch President Elect, Elaine Offstein. We are so fortunate to have her be at our helm starting in 2013. Elaine will be a great leader. She has a contagious enthusiasm and a great sense of humor (in addition to her being dedicated to helping people with dyslexia). Elaine is very creative and very adventurous. One of her favorite trips was the one she made to Antarctica in 2010.

Elaine has three grandsons, two small dogs, a desert tortoise named Rosie, and tropical, gold, and koi fishes. She married her husband in 1965 and they have a son. Elaine enjoys traveling, gardening, and learning new things. She also keeps busy with her educational therapy and neurofeedback practice, Offstein Educational Therapy, in Glendora. Elaine says that she loves what she does. She believes that it is a miracle to be able to help children and adults change their lives.

Inspiration to work with exceptional children began during college when Elaine was a teacher's aide at a Montessori school specializing in teaching special needs children. Since then she has received her Montessori certificate and a M.A. in Special Education. She is also a Board Certified Educational Therapist and an EEG Neurofeedback practitioner.

Elaine believes that every child is unique and has his or her own distinctive mixture of strengths, weaknesses, and talents. She says:

Most children are able to succeed in the school setting, because many of their strengths are compatible with academic demands. Special needs children also have many strengths and talents. The difference lies in the fact that their strengths are not in the areas emphasized by most academic environments. As a result, these children often come to see themselves as dumb and somehow defective, because they are not able to learn as quickly or as easily as their peers. Every child has the capacity to learn and succeed in some way and become a productive member of society. We need to provide the appropriate environment and instructional approach that will allow every child to shine and reach their individual potential.

Elaine is delighted to be part of the Tri-Counties Branch of IDA. She sees IDA as an organization dedicated to research and education in the field of learning difficulties and dyslexia. Elaine feels that IDA provides opportunities for researchers, teachers, parents, administrators, and adults with learning differences to work together, learn together and learn from each other. The Tri-Counties IDA Branch will be in good hands.

My work commitments (which have significantly increased this past year) preclude me from continuing to serve as president of our branch. I will continue to serve as an advisory board member and will volunteer for events. I wish to thank Regina for all her ceaseless work and to thank in particular Sue Valdez for her continual support and willingness to volunteer her time to help the organization. Thank you Judy, for all your work as VP and leader of our Orange County district. Thank you Shannon – you are our much appreciated treasurer, and thank you Kim for all the reporting of our minutes. Thank you to all of our board members and our individual members that make our branch possible. I am grateful to have been able to work with this organization and for the many compassionate people I've met through our organization. Thank you Elaine for your commitment and your ability to think outside the box. You will take our Branch to a new level!

Thank you for your continued support and participation in IDA. We look forward to seeing you at our future Tri-Counties events!

Sincerely yours,

Sharon L. Teruya, Ph.D.

THE TRI-COUNTIES 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

Helpful Information for Teachers who Teach Reading

Where Do We Begin?

"Teaching Reading IS Rocket Science." This quote is still as relevant today as it was over 10 years ago when Dr. Louisa C. Moats wrote this article outlining the complexity of the reading process and the challenge of insuring that all educators step up to the challenge of preparing to teach this most important academic skill to children. Learning to read is truly the lifeline for children if they are to achieve academic success and maximize their potential and innate talents. No other subject brings more to bear on this level of future promise. No other skill can better determine a child's future success in school or in life...or predict future failure.

Perhaps the most compelling statement made by Louisa Moats in the 1999 American Federation of Teachers (AFT) article regarding teacher training stated that 2 million teachers would enter the field over a span of 10 years and it was critical that the teaching of reading be informed by the scientific research of teaching reading. It is now 2010. How have teacher preparation programs fared in preparing those 2 million teachers in the 10 years since this call to action went out?

In the "Pulling No Punches" title article published in May 2006, What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning, the National Council on Teacher Quality (NCTQ) provides some insight into the answer to this question. The NCTQ study of teacher preparation programs begins with a statement that many of us may recognize. The perception of many adults, including teachers, is that most children seem to learn how to read effortlessly and that it does not seem to matter how reading is taught to those children. Sadly, that is not the case for all children. As the report states, "For other children, though, the path to literacy is far more difficult and by no means assured. It matters very much

what curriculum their schools use and who their first teachers are."

In a recent interview with author Louisa Moats, she describes her life's work as being on an endless treadmill where she and other researchers are running faster and faster but the impact on children seems to be so slow. Nancy Hennessy, past president of the International Dyslexia Association, indicated that IDA has been committed to effective instruction since its inception. Formal efforts to influence teacher preparation took the form of a Teacher Preparation Committee, ultimately a task force, in the 1980's which was chaired by William Ellis. Since then, IDA has been involved in supporting the efforts of organizations that accredit and certify individuals in multisensory structure language programs, published resources such as Informed Instruction for Effective Teaching, the Matrix of Multisensory Structured Language Programs (visit our website for these) and numerous articles on this topic. Its ongoing interest has surfaced in IDA strategic planning initiatives more than once. More recently, IDA'S board adopted Knowledge and Practice Standards for Teachers of Reading (also available on our website) and the current strategic plan calls for the use of those standards to ultimately review and approve accrediting and certifying professional preparation/development organizations.

The Brutal Facts

The National Assessment of Educational Progress (NAEP) consistently reports that 67% of our students in fourth grade read at a "basic or below basic" reading level in schools around our country. These results are similar for eighth grade students with about 36% reading "below basic." The impact of these results crosses both general and special education settings. This is a challenge of huge economic proportion and represents significant implications for our nation on the world stage.

If you are a parent, school administrator, regular educator, special educator, reading specialist, teacher educator or any other professional in the education field, consider these "brutal facts."

- Between 15% and 20% of students experience weakness in language processes that are the root cause of dyslexia and related learning difficulties 7000 children drop out of school every day in the United States.
- Many states across the nation estimate the number of prison cells that will be required based on the third grade reading level of students in that state.
- 75% of children who do not receive explicit, research-based reading instruction until fourth grade or later will require learning support extending through high school and college and beyond.

Why Is the Path of Research to Practice so Long in Education?

If you are a parent of a child who struggles to read, you are most likely shouting, "Why does it take so long to get this information to teachers and classrooms?" The research is clear. If children do not receive research-based reading instruction until after fourth grade, it will take four times as long to begin to close the reading achievement gap. Medical research prides itself on getting best practices into the hands of

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Congratulations Andrew Stetkevich!!

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What is the TCB Leadership in Literacy Award?

We have established this award to honor a special someone in the public school system that has had great influence in the following areas:

- Promoting knowledge of and concern about dyslexia;
- Initiating innovative projects within the public school system concerning effective literacy instruction;
- Promoting use of research-based innovations and strategies.

For 2013, the committee has chosen to honor Andrew Stetkevich as the 2013 Award Winner of this award.

Andy worked with the TCB from the mid-1990's until 2003 in many capacities, including that of Branch President from January 1999 until January 2001. Since then he has continued to support our mission and our endeavors to bring quality research-based innovations and strategies to the teachers within the Riverside Unified School District. Currently, Andy is spearheading the district's RTI pilot. They have 14 schools participating in partial or full implementation. He established a Tier 2 intervention for the district's RTI sites in the areas of phonemic awareness and phonics. He provides a great deal of training for the district, including using total physical response (hence, multisensory instruction) at both the elementary and secondary levels.

Andy received his Masters of Arts in Educational Administration and his Bachelor of Arts in Human Development from the University of California at Riverside. Besides his extensive work in staff development planning and presentations, he is a Nationally Endorsed Trainer for Project Read – the Language Circle. His ideas were published in the "Dyslexia Review" magazine in 2008. He also was selected to speak on multisensory strategies at the British Dyslexia Conference in 2004, 2008, and 2011.

For all of these reasons, and more, we feel that Andrew Stetkevich fully meets the criteria established by the committee for the TCB Leadership in Literacy Award.

Join us as we present Andy with this well-deserved award!!!

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

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.



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).



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<https://www.facebook.com/TriCountiesBranchOfTheIDA>

IDA Annual Reading, Literacy & Learning Conference

64th Annual Conference for Professionals & 2nd Annual Conference for Families

The International **DYSLEXIA** Association
Promoting literacy through research, education, and advocacy.™



November 6-9, 2013

New Orleans



Reminder: The TCB has available scholarships (value \$500) for any parent or teacher in Riverside, San Bernardino, or Orange County to enable them to attend this National Conference.



Just for Parents



These meetings are designed for parents who wish to better understand the paperwork they are given regarding their child's school program -- and also for parents who feel overwhelmed within the school system.

Each parent (set of parents) will meet with an LD specialist for one hour to discuss their particular questions about their child, their child's test results, and/or school program.

Meeting locations: Riverside or Rancho Cucamonga
Application at: www.dyslexia-ca.org/c-parents.php

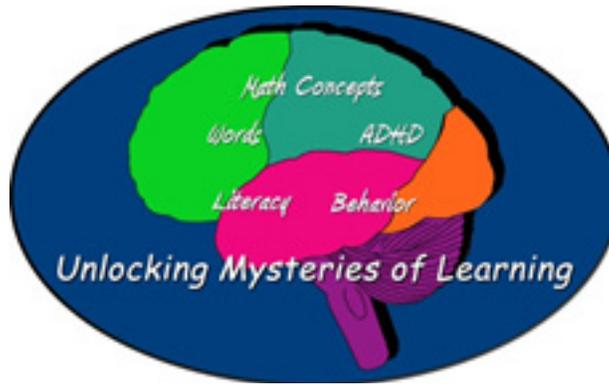
The Tri-Counties Board of Directors

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Cyndee Miers
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"?



Unlocking Mysteries of Learning

A Conference on Literacy, Executive Function, Math, and ADHD

March 1 and 2, 2013

Riverside Marriott Hotel

Speakers: Sandra Rief, Morri Spang, and Joanne Allain

For detailed information on schedule, events, fees, registration, CEUs, hotel options and more – go to our website at <http://dyslexia-ca.org/2013-Conference/index.html>

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.

Legal Rights and Advocacy Workshop

"All Students Deserve Equal Access to Education"



Presented By Janeen Steel,
Executive Director of the Learning Rights Law Center

Best Western Diamond Bar Hotel & Suites
259 Gentle Springs Lane, Diamond Bar, CA 91765

Register online: <http://legal2013.eventbrite.com>
IDA members \$80 Non IDA members \$99

Scholarships available – go to www.dyslexia-ca.org/c-scholarship.php

A Just Right Approach

By Becky Dawson-Marble

I recently offered a workshop to parents of emergent readers in order to share some reading techniques that I've been using with my own clients and have found tremendous success with. Many of the methods are Orton-Gillingham based, combined with tried and true tricks that I've used over the years, such as teaching children to use multiple reading strategies and selecting "just right books." Although the parents in this particular group don't have kids who have been diagnosed with dyslexia, they were all inspired and excited by the multi-sensory approach and agreed that it is great for any child who is learning to read or struggling with reading.

Here are a few take-away tips from the class:

- Whenever possible, use methods

that encourage your child to see, hear, say and touch (trace) the word being spelled or read.

- Use the pads of the fingers to trace words on a rough surface, such as sand or sandpaper.
- When sounding out a word, place your left hand on the table, with fingers raised. As you're sounding out the word, place one finger on the table at a time for each sound heard, beginning with your pinky (so that you are spelling or reading from left to right). Say each sound as you touch the table with the pad of your finger. An alternative for young kids with motor issues is to place their fist on the table and raise a finger for each sound heard, beginning with their thumb. (This doesn't utilize the pads of the fingers, but

does give some sensory input and seems to be easier for little ones.)

- Teach using an alphabetic approach as a foundation, but also teach kids multiple strategies for reading, such as: using context cues and picture cues, building sight word vocabulary, covering endings, chunking by syllable, reading with expression, pausing for periods, inflecting for question marks, making connections to other books and real-life experiences, visualizing and predicting.
- Choose a "just right book."
 - Ask your child to select four or five books with interesting covers or choose authors or a

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Home Rewards and Positive Reinforcers for Kids with ADHD

is adapted from books by Sandra Rief

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A key behavioral approach for children with ADHD is to reinforce their positive behavior and reward their success in meeting goals. Find out what privileges, items, and activities your child would find valuable, and would be motivated to work towards earning. You might develop a "reward menu" together with your child. Be sure to change that menu as often as necessary to maintain your son or daughter's interest.



Activity Reinforcers

- Playing a special indoor or outdoor game
- An outing (park, restaurant, arcade, beach, camping trip)
- Extended bedtime
- Inviting a friend (to visit/play, for lunch/dinner, to sleep over, etc.)

Material Reinforcers

- Toys
- Arts/crafts supplies
- Collectibles (e.g., baseball cards)

There are also online resources that you may be interested in exploring. Here are two programs for setting behavioral goals with your child, tracking progress and motivating with a variety of rewards:

1. A program called My Reward Board www.myrewardboard.com
2. An app for iPhones and iPads called iRewardChart: Parents Reward Tracker Behavior Chore chart, by Gotclues, Inc.

****More recommendations will be presented during Sandra's session at the Unlocking Mysteries of Learning Conference*

Adapted from Sandra's books:

The ADD/ADHD Checklist: A Practical Reference for Parents & Teachers,
2nd edition (2008), and
How to Reach & Teach Children with ADD/ADHD,
2nd edition (2005),
published by Jossey-Bass/Wiley.

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series that s/he already likes.

- Read the back of each book to your child. Allow her to narrow down the choices to two books and use the following method.
- Have your child read the first page or so aloud, while you put up a finger for any word that slows her down or that she needs help with. (First, explain what you will be doing and why.)
- Ask your child a few questions, both explicit (recall of facts) and implicit (drawing a conclusion, summarizing or making a prediction).

Becky Dawson-Marble is a Literacy Specialist working in the cozy backyard cottage of her Los Angeles home. Last summer, she was a participant in the Tri-Counties's Orton-Gillingham training and is thrilled to share her tricks and tips with kids, parents and teachers. Becky's passion is working with emerging young readers and authors and those who have not found success with other approaches. She has recently started offering small group writing classes and is inspired by the budding authors who enthusiastically share their stories. Among her favorites is a story written by a student who, just over two years ago, struggled to even put the pencil to paper. She knew that his brilliant mind was full of ideas and considered it her mission to teach him how to get those ideas onto the written page. What has resulted is beyond her wildest expectations. Spencer's story (he is 11 years old), published in the Fall issue of TCB's Resource, successfully incorporates dialogue and his skills with "showing, not telling."

If your child comprehends at least 90% of what s/he has read and you have raised fewer than five fingers, it's likely a "just right book." If he misses 1-2 words, he should be able to read the book independently. If that number is closer to 5, then it's a good choice for reading with adult support. Remember, the reason that we read is to make meaning. If your child doesn't comprehend what he has read, the book is too difficult.

Whether your child has dyslexia, is a struggling reader or is just emerging into this exciting adventure, utilizing multi-sensory techniques, teaching multiple reading strategies and encouraging your child to select "just right books" will make the journey easier and more enjoyable for all! Happy Reading!

Thank you La Tanya Bennett

The Tri-Counties Branch wishes to thank you La Tanya Bennett for the many hours you have spent as our awesome volunteer typist on these many newsletter articles.

Dyslexia Treatment Programs

Excerpts from the IDA Position Statement

The International Dyslexia Association is frequently asked to endorse or review treatment programs for the prevention and remediation of dyslexia and other reading-related problems. Although IDA does not publish formal reviews of programs or endorse a specific approach, it has published a Matrix of Multisensory Structured Language Programs (available from the TCB website, IDA National Info panel) with strong track records of clinical and classroom success. These programs may differ in techniques but they all include structured, explicit, systematic, cumulative instruction and have multiple components that focus on such areas of instruction as phonological skills, phonics and word analysis, spelling, word recognition, oral reading fluency, grammar and syntax, writing and study skills. These effective programs vary in the extent to which they claim adherence to Orton-Gillingham practices; some claim this historical link and some do not. The Florida Center for Reading Research has published reviews of these programs and summaries of their research that may support their efficacy with certain groups of

students. The IDA Board of Directors cautions parents and others to consider the following when treatment decisions are being made:

- a. Professional practitioners, including teachers or therapists, should have specific preparation in the prevention and remediation of language-based reading and writing difficulties. They should be able to provide documentation of their credentials including program-specific training. References and specific state security clearances should be available for parents and professionals who want more information about practitioners' background and services.
- b. Private practitioners or fee-for-service treatment programs and schools should charge a fair and equitable rate. They should state realistic goals, monitor progress objectively and frequently, and communicate with parents regularly.
- c. Individual tutoring has not been shown to be more effective than small group (2 - 5 students) instruction if the students are well matched.
- d. Technology-based instruction should not be used as a substitute for a relationship with a trained teacher or therapist, but technological innovations may be helpful in

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Helpful Information for Teachers who Teach Reading

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physicians and their patients as soon as studies are approved. In the field of education, where brain research and scientific studies about how children learn to read are readily available, the road from research to practice can take many years. Time is not on the side of children who struggle to read every day in classrooms.

One reason for the time lapse of getting the science of reading into classrooms may lie in the research results published in the 2006 National Council on Teacher Quality (NCTQ) Report referenced earlier. The NCTQ randomly sampled 72 elementary education programs across the United States and sampled 223 required reading courses. Their first finding was that most schools of education are not teaching the science of reading.

The NCTQ found time and time again that teacher preparation was incompatible with the science. Teacher educators seemed to indicate to the teachers in training that they would ultimately need to develop their own theories about teaching reading and what worked best for them as teachers. This is not consistent with the past 60 years of reading research. This is not up to the teacher. Teachers must "do no harm" by understanding the science of reading. This problem is further enhanced by the survey results of the 227 textbooks used by these universities that indicated that only 23% of the texts were acceptable because they incorporated the science of reading. There was very little consistency of textbooks used in required courses creating a "chaotic field" where every class reads something different across our nation.

If Teacher Training is the Key to the Solution, What are the Next Steps?

Proudly, the International Dyslexia Association (IDA), is taking the lead in an attempt to answer this question. The IDA publishes the Knowledge and Practice Standards for Teachers of Reading (available on our website) with the goal of guiding "the preparation, certification, and professional development of those who teach reading and related literacy skills in classroom, remedial, and clinical settings." The ultimate goal is to prevent and remediate reading difficulties, including dyslexia. The research shows that this is an attainable goal.

The contains six areas, with each area complete with Content Knowledge and Application. It includes a full bibliography of current research and publications under each category.

The message to teachers of reading is one that follows the Hippocratic Oath taken by physicians... "Strive to do no harm." These are sobering words for the field of education that must make the transition to understanding the science of reading.

"The field of learning disabilities, like other areas of education, is in the process of transforming from a discipline based largely on clinical intuition and craft to a profession that relies on scientific research. Although intuition and experience influence teaching practices, especially with individual students,

instruction needs to be informed by research on effectiveness and the mechanisms that underlie efficacy." Learning Disabilities, Fletcher and Lyon et al. 2007

In Summary

There is much work to be done to meet the challenges of future teacher preparation outlined by researchers and policy makers. But with the focus of our TCB Branch and the national initiatives, there is much that can be accomplished.

Please join us at *Unlocking Mysteries of Learning*.

This article was adapted from Teaching Teachers of Reading by Patricia Morgan Roberts (Exec. Director of Academy in Manayunk in Philadelphia) and was originally published in the Focus, the newsletter of the Pennsylvania and Delaware Branch of IDA. Used with permission.

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Check out our brand new YouTube Channel -
DyslexiaTCB

We have a featured video and playlists such as
education and dyslexia event
<https://www.youtube.com/user/DYSLEXIATCB>

We extend our gracious thanks to Dan Neira of
www.intoburn.com for his wonderful assistance in
establishing this YouTube Channel for us

THANK YOU

Dyslexia Treatment Programs

Excerpts from the IDA Position Statement

continued from p.9

- providing practice and reinforcement, access to information, and alternative routes of communication.
- e. The treatment selected should be sensitive to the individual's age and life circumstances, i.e. when treating older students or adults.
- f. While there are many programs and therapies available not all have the duration, intensity, or methodologies that assure results in a timely fashion. Overcoming severe

dyslexia may require years of instruction, accommodation, and adaptation of educational programming and requirements. Parents must be prepared to expend considerable time, energy and resources to benefit from the types of treatment that provides the individual with dyslexia the best chances for success.

- g. Parents who are looking for instructors, clinicians, schools and programs must be very thorough in their review of programs that claim to treat or "cure" dyslexia. Parents must look for programs that are backed by objective, independent research and that have practitioners who have met customary standards for training.

The full text of this position paper, and others, may be found on the TCB website under the panel on IDA National Info.

Knowledge and Practice Standards for Teachers of Reading --

A New Initiative by the International Dyslexia Association
Louisa Moats, Ed.D.

continued from 1

Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner. A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward academic success. For those students with persistent dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome and manage the most debilitating symptoms.

What is the nature of effective instruction for students at risk? The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing. The content of effective instruction emphasizes the structure of language, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), meaning relationships among words and their referents (semantics), and the organization of spoken and written discourse. The strategies emphasize planning, organization, attention to task, critical thinking, and self-management. While all such aspects of teaching are essential for students with poor reading and language skills, these strategies also enhance the potential of all students.

Are Teachers Prepared?

Teaching language, reading, and writing effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Regrettably, the licensing and professional development practices currently endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with general education teaching licenses, and the overall level of knowledge is inadequate for effective teaching. The majority of practitioners at all levels have not been prepared in sufficient depth to prevent reading

problems, to recognize early signs of risk, or to teach students with dyslexia and related learning disabilities successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of rich content and academic rigor in many courses that lead to certification of teachers and specialists. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. When tests are aligned with scientific research, far too many teacher candidates are unable to pass them – a reality that became evident last spring when a rigorous new test was required of teacher candidates in Connecticut. To address these gaps and promote more rigorous, meaningful, and effective teacher preparation and professional development, IDA has adopted a comprehensive set of knowledge and practice standards for the training of teachers of reading.

The Purpose of IDA's Standards

IDA's Knowledge and Practice Standards are to be used to guide the preparation, certification, and professional development of those who teach reading and related literacy skills in classroom, remedial, and clinical settings. The standards aim to specify what any individual responsible for teaching reading should know and be able to do so that reading difficulties, including dyslexia, may be prevented, alleviated, or remediated. In addition, the standards seek to differentiate classroom teachers from therapists or specialists who are qualified to work with the most challenging students.

read the rest of the article online at:

<http://dyslexia-ca.org/articles/>

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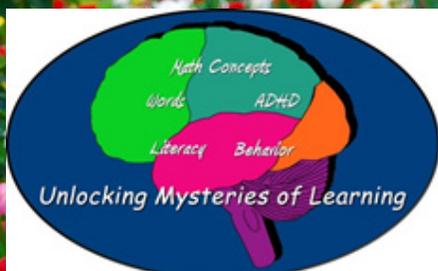
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Tri-Counties Branch



Soaring through literacy



Why Should You Attend Conference Top 6 Reasons

6. You want to find out how executive function and ADD all tie in together
5. You want to find out the latest information on dyscalculia and how it affects math
4. Literacy is a crucial topic & you can always use more research-based information
3. The math ideas sound intriguing and you believe that they'll be very useful and easy to implement
2. You're excited about viewing the movie, The Big Picture: Rethinking Dyslexia
1. You are eager to experience our new venture into "networking by grade levels"

UPCOMING EVENTS

- February 9 - Legal Rights and Advocacy Workshop - Diamond Bar
- March 1 and 2 - Unlocking Mysteries of Literacy Conference - Riverside
- Ongoing Webinars



- October 12 - Dyslexia Dash - 5K/1K run/walk - Fairmount Park

See the website for the latest details.

The TCB 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 - won't you join us?