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Inland Empire Branch of
IDA

The
International
DYSLEXIA
Association

The RESOURCE

Creating Avenues of Success for Dyslexics!

Vol. 27, Issue 2

founded in memory of Samuel T. Orton

Fall 2012

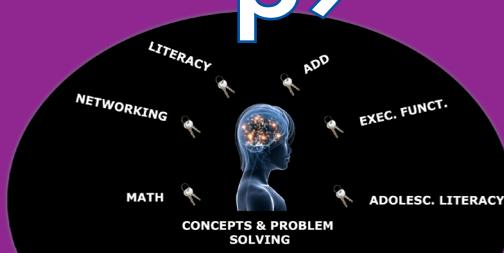


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Branch Mascot

see the website for the latest details

Inland Empire Branch — Online — www.dyslexia-ca.org

HELPING ADULTS: IEB'S ADULT LITERACY PROGRAM

We have had two awesome volunteers working with adults using the Texas Scottish Rite Hospital Literacy Program for the last two years. It has been an amazing adventure and the students have made outstanding progress.

Both volunteers report that they have seen many "aha" moments upon learning the various phonics rules. It is interesting that the students usually arrive 15-30 minutes early to quiz each other. They are delighted with their growth and progress!!

This spring we had the wonderful privilege of graduating all of our students from this program – they are now readers!!

The Texas Scottish Rite Hospital Literacy Program (LP) was developed by the Texas Scottish Rite Hospital for Children in Dallas. LP is an innovative, instructional videotape series developed specifically for high school students and adults. This linguistic curriculum is systematic, sequential, and cumulative. The students are instructed by an Academic Language Therapist who is the instructor on the videotapes. There are 160 one-hour videotaped lessons designed to be completed in one school year.

The multisensory lessons are designed to teach

- alphabet and dictionary skills
- multisensory introduction of new learning
- reading
- handwriting
- spelling
- listening and reading comprehension

This Program is designed for students who may not be reading for a number of reasons, including lack of opportunity and dyslexia.

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INLAND EMPIRE BRANCH

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A Message from Your President

By Sharon Teruya

Much thanks to our board, members, and volunteers who have helped our branch chapter with putting on our annual spring conference, "Light Up Your Lobes", and our Dyslexia Dash Literacy 5000 Race. We have three great speakers lined up for our next conference and will be moving the Dash to the month of October 2013 to coincide with and bring awareness to Dyslexia Awareness Month. It is you our members who continue to make are events successful. And, we thank all of you.



Orange County has been represented by our branch for several years now without being formally recognized in our branch's name. I am happy to report that we have received approval from the National IDA Board to change our name to The Tri-Counties Branch of the International Dyslexia Association. Paperwork is being completed in Sacramento in order to legally change our name to reflect the true representation of our group: Orange, Riverside, and San Bernardino Counties.

I would like to introduce you to our branch's new mascot, Auggie, who is a certified reading dog. Auggie goes to schools and listens to children read to him. He has participated in our Branch activities for years, being a service dog to past president Regina Richards, and attending all our functions and board meetings. One



of Auggie's assigned duties will be to answer questions you or your child write in to him. He will answer questions about himself and his work and about school and reading matters. Please write to him via our website (using the contact form) or our Facebook page (<https://www.facebook.com/TriCountiesBranchOfTheIDA>).

The second annual Extreme Reading Relay is a National awareness campaign and fundraising event where invited schools across the nation, in partnership with the International Dyslexia Association (IDA), will participate in this historic celebration of literacy; demonstrating that all struggling readers can learn to read successfully. If your school would like to participate in the attempt to break the Guinness World Record for the most people in a reading relay please let us know as soon as possible. The second annual Extreme Reading Relay will be held on Thursday, February 28, 2013. The IDA will provide each participating school and their students with all the resources and support they need to be successful both in raising awareness and in fundraising.

Remember that our branch has received a generous grant from the Edison Electric to help parents needing assistance in understanding their child's psychoeducational assessment. We know that testing reports can be confusing and difficult to understand so with the grant from Edison Electric we will be able to provide you a one-time meeting with a specialist/psychologist at no cost to you.

Thank you for your continued support and participation in IDA. We look forward to seeing you in October when we have our annual children's event.

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

What Teachers Can Do To Help With Time Management

by Sandra Rief

Adapted from Sandra's books, published by Jossey-Bass/Wiley: Rief, S. (2008) The ADD/ADHD Checklist: A Practical Reference for Parents & Teachers, 2nd edition, Rief, S. (2005) How to Reach & Teach Children with ADD/ADHD, 2nd edition, and Rief, S. (2003) The ADHD Book of Lists.

Students with ADHD often have significant difficulty with time awareness and time management. Under-estimating how much time they have to complete a task or to arrive somewhere on time, and lateness in meeting important deadlines and due dates are common problems that affect school success. It is important for teachers to know that these problems are stemming from their disorder and related to executive function and attention weaknesses.

Time Awareness

Any opportunity to practice time estimation is very helpful towards increasing time awareness:

- Challenge your students to estimate how long it takes to walk to the office and back (without running), or any other task, and then time it.
- Make a game out of predicting, timing, and checking the students' time estimates for various activities.
- Encourage self-monitoring during independent seatwork time by recording the start time on the paper. When the work period is over, record the stop time. This is helpful for the student to gain time awareness and also in tracking how much work is accomplished during a measured time frame.
- Assignment Sheets, Calendars, Student Planners/Agendas
- Communicate and maintain the clear expectation that all

assignments are to be recorded on students' assignment calendars, and monitor that this is occurring.

- Model the writing of assignments on the calendar by writing down and projecting a copy of the filled-in planner (e.g., using a document camera). Allow sufficient time at the beginning or end of class to do so.



Sandra Rief will be a speaker at our March Conference – check it out!

- Provide assistance to students who have difficulty recording assignments in their calendar/planner/assignment sheet. Monitor that assignments are recorded accurately.
- Routinely ask table partners or groups seated together to check each other's planner/calendar that everything is accurately recorded.
- Keep a master monthly calendar posted in the classroom, recording

special activities and events that are scheduled and assignments due.

- If using a daily planner or assignment sheet, also provide students with a single- or double-page monthly calendar. For important dates they can see at a glance. Help them record due dates of projects, tests, class trips, and other important activities and events for the month onto the monthly calendar. Or...provide one already filled out for students with those important dates.

THERE IS MORE TO THIS ARTICLE, INCLUDING THE FOLLOWING SECTIONS:

- **Schedules**
- **Long-Term Projects**
- **Other Ways Teachers and Parents Can Help**

To read the entire article, please go to www.dyslexia-ca.org/newsletters

Changes to our Website

Do you ever get tired of reading while on the web?

Well, now our website will read the pages to you!

Check it out!!

Also, en Español

Many of our pages will be available in Spanish – along with the auditory component!!!



Like us on facebook

search Inland Empire International Dyslexia Association

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).

Really??? :)

TEACHER: Maria, go to the map and find North America.

MARIA: Here it is.

TEACHER: Correct. Now class, who discovered America ?

CLASS: Maria.

TEACHER: Glenn, how do you spell 'crocodile'?

GLENN: K-R-O-K-O-D-I-A-L'

TEACHER: No, that's wrong

GLENN: Maybe it is wrong, but you asked me how I spell it.

(I love this child!)

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.



Upcoming Webinars

In a webinar, you stay at home, or wherever you want, and you use your own computer. You log in at the specific day and time -- and then you listen and participate.

1. You must be preregistered -- register here.
2. You will then receive your special code (via email), enabling you to log in at the correct time.

You may use a phone and/or a computer. The computer allows you to also see the Power-Point Presentations. The phone or a USB microphone on your computer allows you to talk to the presenter and others. 7 to 14 days after the webinar, you receive an email enabling you to revisit the webinar and download all of the materials.

**Monday August 6th at 6:00 pm --- Tedra Trimm presents
*Everyday Technologies for a Wordy World: Accessibility Tools for Reading and Writing Tasks***

**Thursday September 13th at 6:00 pm --- Marsha Sanborn presents
*Practical Help for Parenting a Struggling Reader***

**Thursday November 8th at 6:00 pm --- Regina Richards presents
*Early Intervention for Reading***

Future planned webinars include Assistance in College, with Dr. Sharon Teruya -- for Dec.

A SERVING OF GRATITUDE MAY SAVE THE DAY

By JOHN TIERNEY

PUBLISHED: NOVEMBER 21, 2011 BY THE NEW YORK TIMES, USED WITH PERMISSION.

The most psychologically correct holiday of the year is upon us. Thanksgiving may be the holiday from hell for nutritionists, and it produces plenty of war stories for psychiatrists dealing with drunken family meltdowns. But it has recently become the favorite feast of psychologists studying the consequences of giving thanks. Cultivating an “attitude of gratitude” has been linked to better health, sounder sleep, less anxiety and depression, higher long-term satisfaction with life and kinder behavior toward others, including romantic partners. A new study shows that feeling grateful makes people less likely to turn aggressive when provoked, and this helps explain why so many brothers-in-law survive Thanksgiving without serious injury.

But what if you’re not the grateful sort? I sought guidance from the psychologists who have made gratitude a hot research topic. Here’s their advice for getting into the holiday spirit — or at least getting through dinner Thursday:

Start with “gratitude lite.” That’s the term used by Robert A. Emmons, of the University of California, Davis, for the technique used in his pioneering experiments he conducted along with Michael E. McCullough of the University of Miami. They instructed people to keep a journal listing five things for which they felt grateful, like a friend’s generosity, something they’d learned, a sunset they’d enjoyed.

The gratitude journal was brief — just one sentence for each of the five things — and done only once a week, but after two months there were significant effects. Compared with a control group, the people keeping the

gratitude journal were more optimistic and felt happier. They reported fewer physical problems and spent more time working out.

Further benefits were observed in a study of polio survivors and other people with neuromuscular problems. The ones who kept a gratitude journal



reported feeling happier and more optimistic than those in a control group, and these reports were corroborated by observations from their spouses. These grateful people also fell asleep more quickly at night, slept longer and woke up feeling more refreshed.

Don’t confuse gratitude with indebtedness. Sure, you may feel obliged to return a favor, but that’s not gratitude, at least not the way

psychologists define it. Indebtedness is more of a negative feeling and doesn’t yield the same benefits as gratitude, which inclines you to be nice to anyone, not just a benefactor.

In an experiment at Northeastern University, Monica Bartlett and David DeSteno sabotaged each participant’s computer and arranged for another student to fix it. Afterward, the students who had been helped were likelier to volunteer to help someone else — a complete stranger — with an unrelated task. Gratitude promoted good karma. And if it works with strangers

Try it on your family. No matter how dysfunctional your family, gratitude can still work, says Sonja Lyubomirsky of the University of California, Riverside.

“Do one small and unobtrusive thoughtful or generous thing for each member of your family on Thanksgiving,” she advises. “Say thank you for every thoughtful or kind gesture. Express your admiration for someone’s skills or talents — wielding

continued on p.13



We extend our sincere thanks to Raquel San Martin, teacher at Riverside Christian School and her students for spending their time translating our web page into Spanish.

- Nolan Day
- Kiet Nguyen
- Chela Owens
- Michaela Thomas
- Jose Villalvazo
- Dillan Wimple

GAME: FOUR STRIKES AND YOU'RE OUT

Marilyn Burns, the Founder of Math Solutions, was inducted into the 2010 Educational Publishing Hall of Fame. As stated by **Morri Sprang**, our 2013 Conference Speaker, "the guiding principle at Math Solutions is building true understanding of mathematics, and addressing students' needs, which includes their need to enjoy what they're doing and feel some ownership of the process".

One of the guiding principles is that high-quality teaching is the single most important factor for raising student achievement: research confirms that teachers are the single most important factor in raising student achievement.

Here is an example of how games can motivate students, capture their interest, and provide a great way to get in that paper and pencil practice, taken from *Win-Win Math Games*, by Marilyn Burns, published in *Instructor Magazine* March 2009 (used with permission). Marilyn states, "Using games to support students' math learning has long been a standard feature in my teaching. Games help to lift math off the textbook pages, and they support students' learning about Numbers and Operations. They are also ideal for students when they have extra time. The key to making games a successful, integral part of your classroom is how you introduce them, and the classroom management you use to make the time truly valuable."

GAME: FOUR STRIKES AND YOU'RE OUT

The following is an example activity for 2nd and third graders, but it can be organized to be used with any grade level.

Write on the board:

$$_ _ + _ _ = _ _$$

Tell the students:

"You have to figure out the number for each blank in the problem. "

Show the children a folded piece of paper, telling them that inside is the problem they are to guess. Don't reveal the problem, in this case, "35+10=45".

"If you guess a number that's in my problem, I'll write it in all the places it belongs. If you guess a number that's not in the problem you get a strike. To win, you have to figure out all of the numbers before you get four strikes."

Often, at the beginning, a few children may be confused. The best way to resolve confusion is to move forward. Tell them, "First you just have to guess. But after I write some numbers, you'll have some clues."

Natalie made the first guess: "Three". It is important for you to refer to your "cheat sheet" after each guess, even if you know the problem as this provides important modeling. Write "3" where it belongs in the problem and cross it off of the number list.

$$3 _ _ + _ _ = _ _$$

0 1 2 3 4

5 6 7 8 9

Jude next guesses "two". After referring to your "cheat sheet", say, "No, there's no 2. That's a strike". Cross out the 2 and make an X next to the title (to indicate the strike).

0 1 2 3 4 5 6 7 8 9

Next Maite guesses "nine". After referring to your "cheat sheet" tell her that's strike 2 and repeat the strike process. 0 1 2 3 4 5 6 7 8 9

The next student guesses "five". Refer again to your "cheat sheet" to model for the students what to do when they later play the game independently. Tell her, "That's in my problem," and record the 5 in the two places it belongs. Also, cross it off the list.

$$3 _ _ + _ _ = _ _ 5 _$$

XX 0 1 2 3 4 5 6 7 8 9

At this point, you may hear a buzz of excitement as the children begin to have ideas about what to guess next. Tell them to talk together and raise their hands when they are ready with a guess. This gives students a chance to hear and explain their reasoning. When many hands are raised, call on a student.

The student says, "There has to be a *continued on p.13*



RET Center Press

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We have a brand new program
Designed specifically for parents



PARENTS' PROJECT UNDERSTANDING YOUR CHILD'S TEST RESULTS

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.

Parents may expect to:

- Develop a greater understanding of their child's special educational skills and needs
- Relate more positively with their child in helping with homework and in dealing with the school
- Obtain a better grasp of what questions they may wish to ask at school meetings regarding their child

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

HOWITZER'S ADDICTION

BY SPENCER SIEGEL

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 Inland Empire's Orton-Gillingham training and is thrilled to share her tricks and tips with kids, parents and teachers. She will have a full article in the Spring Resource. 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. Below is a short story written by 11 year old Spencer, after studying the elements of story and learning about rising action, climax, falling action and resolution. As you can see, he has successfully incorporated dialogue into his piece and is especially skilled with "showing, not telling." Thomas Howitzer had a huge video game addiction. He played all day. He played all night, and he played non-stop every day, even when his friends came over to play with him.

On Monday, Josh came over. "What should we do?" asked Josh.

"I'm playing Mario. Want to join me?"

"Ummmm, well, okay." So they played Mario for an hour and a half ("Uggggghhhh!"). Then, Josh couldn't stand any more Mario.

"Hey, let's draw."

"Nah."

"Let's bounce on the trampoline."

"Nah."

"Let's play soccer."

"Nah."

"Let's make paper airplanes."

"Nah."

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Registration

FREE to IDA members
non-IDA members:
Adults \$3
Children <18.... \$5

Register at <http://childrenauthor.eventbrite.com>
All children pre-registering receive a **free** book

Karen Rae includes a great deal of interaction with the children. This is their opportunity to participate with Karen Rae in fun activities!!

Parents and teachers receive effective strategies to turn children into lifelong readers!



Sponsored by the
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Children's Author
Come and meet award winning actress, singer, and professional storyteller,
Karen Rae Kraut



Saturday, October 13, 2012

11:00 am - 1:00 pm

Riverside Public Downtown Library
2581 Mission Inn Avenue
Riverside 92501



Meet fantastical dreamers who make their wildest dreams come true in these stories and songs, all framed by a glorious 10' x 10' backdrop of a sky-scape with moon and clouds. Kids will learn the dream dance & will share

their dreams for the future. Amaze your friends with fascinating facts!! Stories and activities provided for the whole family!

Read a Book, Dream a World

10:00 am - 2 pm Jumper for kids available (\$3 per jump)

10:30 am - Registration & pre-reading activities

11:00 am - Presentation by Karen Rae

12 noon - Refreshments & activities

Literacy information table



Award-winning family performing artist Karen Rae Kraut is a storyteller, variety entertainer, comedienne, singer, teaching artist and workshop presenter. Her storytelling/variety shows include adaptations of world folktales, music, songs, movement and her own special brand of audience participation. Since 1990 she has been performing her whimsical, high-energy solo shows in schools, libraries and community settings from California to East Tennessee.

Karen Rae has toured California museums for the Smithsonian Institution and earned a masters degree in storytelling from East Tennessee State University. Her CD Cooler Water Cora and Other Stories is the winner of a National Parenting Publications Honors Award and an iParenting Media Award for Audio Excellence.

Don't miss out on fun, knowledge, great food!

You're Invited to Join Our Learning Adventure!

Friday March 1, 2013

12:00 pm-1:00 pm Registration, Networking, Information
1:00 pm-3:15 pm Sandra Reif
Managing ADHD, Behavioral, and Executive Functioning Challenges

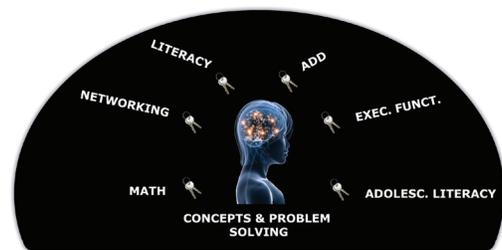
3:45-5:45 Dr. Kevin Feldman
Narrowing the Literacy Gap: Strategies for Adolescent Readers
6:00 pm-7:30 pm SOCIAL NETWORKING - Exhibits Open
Appetizers

Saturday March 2, 2013

7:15 am-8:00 am Registration & Breakfast
7:15 am-2:30 pm Booths, Raffle & Silent Auction
8:00 am-9:45 am Dr. Kevin Feldman
Learning is NOT a Spectator Sport: Practical Tools to Ensure Every Student is Engaged
10:00 am - 4:20 pm Morri Spang
Building Conceptual Mathematics Understanding at School and at Home Through Problem Solving

11:30 am-1:30 pm LUNCH (included) and network by grades
4:30 pm Raffle & Silent Auction winners announced

2013 Unlocking Mysteries of Learning



**A conference on
Literacy
Executive Function
ADHD &
Math**

POSSIBLE WISH: REFLECTIONS ON LIGHT UP YOUR LOBES

By SHARON MATHIAS

Hello again, it's your roving Barton tutor coming to you, after attending another fabulously informative; Inland Empire Branch of IDA Conference. This year's topic was Executive Function, which is a term used to describe a unique set of mental abilities. In general, executive functions are a collection of related, yet distinct, abilities that allow the student to direct and regulate his or her own behavior. Studies have demonstrated that these functions are performed by the pre-frontal lobes of the cerebral cortex. Ongoing research is providing an emerging picture of how brain growth during childhood contributes to the development of executive function.

I have found, in dealing with my students, staying on task does not come naturally. To deal with this, I have put together a format for success in this area, using some commonly cited executive functions. I named this format POSSIBLE WISH, as success can be accomplished albeit through different modalities, determined by the needs of the specific student.

Following is the birth of Possible Wish for achieving success:

Planning	Anticipating the future, setting goals, developing steps ahead of time
Organizing	Establishing order in an activity or space, to carry out a task in a systematic manner
Sense of time	Keeping track of the passage of time and altering behavior in relation to time
Self-monitoring	Checking on one's actions during an activity to assure attainment of a goal
Initiating	Beginning a task or activity
Behavioral inhibition	Not acting on impulse, appropriately stopping an activity at a given time
Learning goal orientation	Using an image of a goal in one's mind to direct one's behavior
Emotional control	Modifying one's emotional response appropriately to a situation or stressor
Working memory	Holding information in mind for the purpose of completing a task or activity
Internalized speech	Using "self-talk" to guide one's behavior and solve problems
Switching focus and shifting agendas	Using ability to move from one situation to another as needed
Having foresight	Using ability to predict and plan for the future

Each student has the right to attain success and reach their every POSSIBLE WISH.

Thank you Inland Empire IDA for the wonderful networking and information given to us through our conferences, so until next year, and the next opportunity, I bid you adieu and we will strive for every POSSIBLE WISH.

ADVERTISE WITH US – ON OUR WEBSITE

Our web site receives a large number of hits every month!! This is a great opportunity to promote your business or service. We estimate almost 150,000 distinct hits on our website this year, based on our 1st quarter numbers.

Our most commonly accessed pages are the index page, Dash and Literacy5000, Board, Calendar, and Contact Us.

1. Download and complete the Ad Form:

<http://www.dyslexia-ca.org/pdf/2012-02-InvitationToAdvertiseOnOurWebsite.pdf>

2. Select your ad size and location – refer to the Ad Form

3. **Submit a camera-ready ad** with the form and payment (payment (we have a graphics artist available for help at additional cost)

4. **Submit to: IEB/IDA, 5225 Canyon Crest Drive, Suite 71 Box 308, Riverside CA 92507**

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. ♦

Donations to IEB

Your gift, of whatever size, will help us make a difference in the life of one or more children, teen, or adult in our community who struggles with low literacy skills.

For example,

A donation to our scholarship fund will help provide a teacher or parent with necessary skills to reach children. We offer a teacher or parent a rebate of \$50 for the local conference or \$500 for the national conference. Become a newsletter sponsor: by providing a whole or partial sponsorship for our newsletter, you will enable us to mail an issue to our mailing list as well as provide copies of the newsletter at our events. Total printing cost per year is just over \$5000 for the two issues. Partial or full sponsors for the newsletter will have their logo printed predominantly on the back page of the newsletter.

Contributions to our general fund allow us to continue providing webinars and events (last year we reached over 1500 teachers and parents), respond to phone calls, send monthly emails, and much more.

Won't you consider a contribution?

You may make your contribution in memory of someone special, dedicated to someone as a thank you, or in honor of a special event. All contributions are tax deductible as we are a 501(c)3 organization.

You, as well as any person your honor or remember, will receive an acknowledgement of the donation.

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for our newsletter enhancements,
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maintenance



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HELPING ADULTS: IEB'S ADULT LITERACY PROGRAM

continued from p.2

From Barbara Gillis' class:

Maria, one of the students, wrote the following as her final assignment:

"This class has helped me in several ways:

- 1. I have learned to read better since these lessons. I have greatly enjoyed reading the books.*
- 2. My spelling has gotten better and I can write many words.*
- 3. I will keep reading to improve my reading.*
- 4. This program has given me the confidence to set and meet other goals in my life.*

Thank you very much."

Her teacher, Barbara Gillis writes, "Maria and I are both grateful to the Inland Empire Branch for sharing this program with us. It truly has been a life changer for all of the students. I hope that many others will have the opportunity to take advantage of this wonderful program."

From Eleanor Colombo's class:

Larry and Zachary completed the Scottish Rite Hospital Literacy program in 17 months. They are now able to read high frequency words and have the skills to decode unknown words. They are quite fluent in reading and are improving on comprehension skills. This is amazing as their letter and sound knowledge was quite limited when they began the program. Larry's daughter feels that his vocabulary has significantly grown which is quite beneficial in his job. Zachary is now happily using Facebook to better connect with the world. They are both very happy with their new skills. Along with improved reading skills, their self-esteem has skyrocketed!

Here are the final assignments from Larry and Zachary:

"This reading class has help me a lot. It is the best class because it has helped me put letters together and sound out words. Thank you."

"this class helps me at work and helps me to read and to think about ways to do my work and to read the computer and to talk to my wife better. Thank you."

TO FIND OUT MORE ABOUT THIS PROGRAM OR TO SIGN UP FOR CLASSES, GIVE US A CALL (951) 686-9837.

Please share this information with those adults you may know who struggle with reading and want to learn to read better. We provide a private supportive setting for the students. The teachers work diligently to arrange the class meetings to accommodate each students' needs; however, weekly sessions are critical.

Thank you so very much, Barbara and Eleanor for all the time you give to this program.

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. You've seen Sandra Rief's books and they're awesome – so, you can't wait to meet her
3. Kevin Feldman is an amazing speaker and he has tons of great ideas on literacy
2. The math ideas sound intriguing and I believe that they'll be very useful and easy to implement
1. You are eager to experience our new venture into "networking by grade levels"



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!

A SERVING OF GRATITUDE

continued from p.6

that kitchen knife so masterfully, for example. And truly listen, even when your grandfather is boring you again with the same World War II story."

Share the feeling. Why does gratitude do so much good? "More than other emotions, gratitude is the emotion of friendship," Dr. McCullough says. "It is part of a psychological system that causes people to raise their estimates of how much value they hold in the eyes of another person. Gratitude is what happens when someone does something that causes you to realize that you matter more to that person than you thought you did."

Try a gratitude visit. This exercise, recommended by Martin Seligman of the University of Pennsylvania, begins with writing a 300-word letter to someone who changed your life for the better. Be specific about what the person did and how it affected you. Deliver it in person, preferably without telling the person in advance what the visit is about. When you get there, read the whole thing slowly to your benefactor. "You will be happier and less depressed one month from now," Dr. Seligman guarantees in his book "Flourish."

Go for deep gratitude. Once you've learned to count your blessings, Dr. Emmons says, you can think bigger.

"As a culture, we have lost a deep sense of gratefulness about the freedoms we enjoy, a lack of gratitude toward those who lost their lives in the fight for freedom, a lack of gratitude for all the material advantages we have," he says. "The focus of Thanksgiving should be a reflection of how our lives have been made so much more comfortable by the sacrifices of those who have come before us."

And if that seems too daunting, you can at least tell yourself —

Hey, it could always be worse. When your relatives force you to look at photos on their phones, be thankful they no longer have access to a slide projector. When your aunt expounds on politics, rejoice inwardly that she does not hold elected office. Instead of focusing on the dry, tasteless turkey on your plate, be grateful the six-hour roasting process killed any toxic bacteria.

Is that too much of a stretch? When all else fails, remember the Monty Python mantra of the Black Plague victim: "I'm not dead." It's all a matter of perspective.

GAME: FOUR STRIKES

continued from p.7

zero". Ask why. She may say, "Because the answer ends in 5, so the number you add to 35 has to end in a zero."

Reasoning numerically about the clues helps students develop their number sense. Reiterate the student's guess as you record, "So, Mika is guessing zero".

$$\begin{array}{r} 3 \ 5 _ + _ _ _ 0 = _ \ 5 _ \\ XX \qquad \qquad 0 \ 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \end{array}$$

Another student then guesses a "seven" and you record another strike.

$$\begin{array}{r} 3 \ 5 _ + _ _ _ 0 = _ \ 5 _ \\ XXX \qquad \qquad 0 \ 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \end{array}$$

Encourage the students to discuss what numbers are left: 1, 4, 6, and 8. Often they then determine the remaining numbers. At that point, record the numbers and repeat the problem: "35 + 10 = 45". Follow up by checking the addition to be sure it's correct.

Repeat the game for several more problems (50+26=76 and 29+13=42). You may even vary the number of digits, as in 37+87=124.

Then have the students play in pairs.



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MY REACTIONS TO THE MARCH 2012 ANNUAL CONFERENCE, LIGHT UP YOUR LOBES

BY SHARON VISSER, SCOTTISH RITE, SAN BERNARDINO

Prior to the March 2nd conference sponsored by the IEB at the Marriott in Riverside, it was easy for me to anticipate that I would learn many new concepts at the conference which I could take back to my students. In general, I asked myself, what did I want to take away from the conference? As a 'worker bee' I constantly attend to and synthesize information, data, and my own observations to form my own thoughts, opinions, and views. I eagerly anticipated that during the conference my thoughts would be enlarged and challenged by highly educated individuals as they made their presentations. I was not disappointed!

Dr. Bernstein, who has been working in her field of neuropsychology for 30+ years is well read and has experience working in diverse settings, was challenging and made my mind stretch to reach up and attempt to understand what she presented. Firstly, she confirmed to me that "Brains don't work in a vacuum". I came to that conclusion while studying the concept of vocabulary development. She spoke often about brain-context interactions and how those changes during the progression of development...and therefore, the teacher's lessons need to address those changes in order for the student's brain to continue to develop.

Dr. Bernstein also spoke about "Nonverbal Learning Disabilities" and the difficulty of identifying these disabilities and the controversy about the construct of such. She gave a brief history of how the NLD was originally constructed and how the construct is debated. While giving us this information, Dr.

Bernstein shared her own opinions of how the US educational system works (or doesn't work). In conclusion, she advised us to experience these children as "whole" people. She encouraged us to avoid finding a program to fit them into, but rather to match the child to the world. Personally, I enjoyed hearing a high level academic voice apply higher thinking skills to our national situation concerning education, deficits in learning, dilemmas in teaching, and other conundrums.

Speaking on the topic of "Executive Function" was Dr. Chase-Carmichael. She explained the definition, the history, and how to address EF (Executive Function) issues for students who had a deficit. Her repetitions of the key elements and use of visual icons, was an example of super effective teaching! Along with her many realistic illustrations, her time was used effectively relaying the details of a condition that can be very challenging when encountered in a teaching context. In my work with children, I am not impacted by this difficulty very often; since I work one-on-one with children I can

oversee and direct most of the lesson. I can visualize this information being used in my work setting at the point that I try to get the children to decode words (or determine a spelling pattern) independently from me. They are unable to efficiently apply what they have learned...now I know how I can better assist them in becoming self-sufficient and independent as decoders and encoders.

I have always found the IEB conference to be full of interesting and mind-expanding challenges and 2012 was no exception. I looked forward to the conference by assessing my own set of questions and ideas that I wanted to take away from the conference. As well, I was prepared by understanding what my current student's needs were and by being alert to anything that may help them.

In summary, I believe that my views, opinions, and thoughts are now improved and more useful to the children I teach, as a result of attending this conference.

I look forward to next year's conference.

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FALL and WINTER EVENTS

August 6, 2012 – 6 pm – Webinar

Everyday Technologies for a Wordy World: Accessibility
Tools for Reading and Writing Tasks

September 13, 2012 – 6 pm – Webinar

Practical Help for Parenting a Struggling Reader - a
presentation of simple, easy-to-implement exercises and
principles that a parent can do to help improve decoding
and phonological awareness skills with their child/children.

Saturday, October 13, 2012

Children's Author Event: Read a Book, Dream a World

November 8, 2012 – 6 pm – Webinar

Early Intervention for Reading - a presentation of strategies
focusing on how to help pre-readers prepare for reading.

See the website for the latest details.