

# The RESOURCE

Creating Avenues of Success for Dyslexics!

Vol. 25, Issue 2

founded in memory of Samuel T. Orton

Fall 2010

## CALENDAR OF EVENTS

### October 5, 2010

Free Community Meeting - Creative Brains  
San Bernardino (page 6)

### October - TBA 2010 - Webinar

Exploring Literacy's Mysteries - Class 1  
(page 9)

### October 27, 2010

International IDA Conference in Phoenix  
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### November 13, 2010

Children's Author Event - kids and parents  
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### December - TBA 2010 - Webinar

Exploring Literacy's Mysteries - Class 2  
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### January - TBA 2010 - Webinar

Exploring Literacy's Mysteries - Class 3  
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### February 11, & 12, 2011

IEB Annual Conference at Marriott  
Riverside (page 14)

## The Orlando Conference: Transition and LD documentation in High School

By Sharon Teruya, Ph.D., IEB Board Member  
Learning Disabilities Specialist, Clinical Psychologist

In the last issue of The Resource, I stated that "attending an IDA conference is one of the best ways to be introduced to the current research, interventions, and legal policies affecting individuals with dyslexia and other learning disabilities. My time at the Orlando IDA International Conference was well worth every minute and every penny. One leaves the conference not only with new knowledge, but the encouragement of all the presenters and attendees who are passionate about working with individuals with learning difficulties." In that article, I discussed my impressions of the sessions on reading and reading comprehension, described by one presenter as a rope made of different strands of skills.

Following is a discussion on a second topic.

This session was a mini-workshop on LD documentation for students completing their final year at secondary (high) school. Disability documentation requirements are different for students in K-12 grades from those required by post-high school and college entrance exam agencies that have specific requirements for demonstrating the presence of a disability. Documentation of a learning disability in K-12 is targeted at helping students succeed in school while after 12th grade the purpose of documentation is for determining eligibility for accommodations, (i.e., access in contract to success). *Continued on page 4*

## An Interview with Dr. Maryanne Wolf

By David Boulton

Dr. Maryanne Wolf is the Director of the Center for Reading and Language Research at Tufts University, where she is an Associate Professor of Child Development. She is the author of "Proust and the Squid" and the editor of Dyslexia, Fluency and the Brain, and has also written/designed three empirically proven instructional programs on thinking skills for middle school students, on reading and writing for elementary school students, and on linguistic awareness for emergent readers. Dr. Wolf has published

hundreds of articles on reading and learning disabilities.

Our interview with Dr. Wolf is a rich wide ranging dialogue that explores, among other things, rapid naming, the double-deficit hypothesis, processing speed, and dyslexia. Dr. Wolf is brilliant, passionate, and full of positive energy which she focuses toward helping struggling children. She was a delight to talk with.

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## Helping Adults: IEB's Adult Literacy Program

We are using the Texas Scottish Rite Literacy Program. We began in early November and meet twice a week for 90 minutes each time at the Woodcrest Public Library in Riverside. The in-class teacher, Eleanor Columbo, states she is very impressed by the students' progress through the materials. They have completed the first set of 30 lessons and are excited about their learning. Eleanor reports that she has seen many "aha" moments as the numerous phonics rules are taught and retaught. Students arrive 15-30 minutes early to quiz each other on the letter and sounds.

Initial testing showed incomplete letter and sound knowledge, with many letter reversals. One student said, "I was missing a good 15 sounds". They appreciate the rules which give them concrete strategies for attaching unknown words. Students report that it is fun to now know some rules that many reading adults do not.

One student stated, "This program is great. It has helped me help my children with letters and sounds."

Another reported that previously he knew a bunch of isolated things about reading but that nothing was able to connect.

We are anticipating much success as we continue our program.

For more information on future classes, contact IEB.

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.

### INLAND EMPIRE BRANCH

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## An Interview with Dr. Maryanne Wolf

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### Personal Background:

David Boulton: Thank you for taking the time to talk with us.

Dr. Maryanne Wolf: Of course.

David Boulton: How is it that you've come to the focus you have? Tell me about the passion that's driving your research and your work to help kids?

Dr. Maryanne Wolf: I'll give a brief version of a very long story. It began many years ago when I was in a Peace Corps-like mission, if you can call it that. I was to go to a Native American reservation and everything fell through, and suddenly I landed in a Filipino mission school in Hawaii. First I think I'm going to North Dakota and next I'm ending up in tropical Hawaii. It was not respectable in terms of political cache, but it was beautiful. On the other hand the poverty, the needs were just extraordinary.

When I began teaching I was assigned to a third grade class with ten different languages in it, and kids with every possible need: fetal alcohol syndrome, certainly bi-lingualism was a big factor, one child was retarded. Many kids had various kinds of literacy special needs and

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# A Message from Your President

By Regina G. Richards

## Our New Adventures

Our Inland Empire Branch is embarking on many new adventures this fall ---- and most of them involve technology. How fitting it is that our February annual conference is featuring Maryanne Wolf talking about The Evolving Reading Brain In a Digital Age. All of this new technology is indeed “new” for me. After all, it is my understanding that the official term for me and my husband is “technology immigrants”, whereas my children can be officially referred to as “technology natives”.

Our Branch recently started our very own page on Facebook - the Inland Empire International Dyslexia Association page. If you are currently a Facebook member, you may visit our wonderful page by just typing in “inland”. If you are not a current Facebook member, you may find us by googling “Facebook Inland Empire dyslexia.” On this page we have our events, many pictures, videos, comments by other members about literacy and/or dyslexia, and information about current research. Check it out!

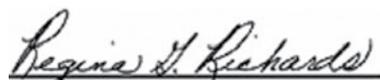
Another new endeavor for us this fall will be our first attempt at webinars. Some of our free community meetings (October, December, and January) will be held as Webinars (see page 9). These dates will be solidified during September – please check our website. With this new program, if driving is not feasible, you are able to remain comfortably seated at home in front of your own computer --- and you may still join us and participate in these amazing sessions. With this program, we are attempting to reach out to a much broader geographic base. An added advantage of this program is that participants have the option of obtaining continuing education units from University of California Riverside Extension.

Our other unique happening this fall is our Meet the Author Event: *Stories and Activities with Caroline Arnold*. Refer to the ad on page 11. This is an event for children **and** their parents and teachers.

In October we will be at the San Bernardino public library (see page 6). In November we will be in Rubidoux for our Meet the Author Event. Between those dates, we have the wonderful 61st Annual international IDA conference, to be held in Phoenix Arizona (see page 12).

We look forward to seeing you at our many events..... please come and join us. We are an active dynamic Branch. Help us share the passion about literacy.

Let us know what you can do to help spread the word --- and what we can do to help you.



## 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

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## NEWSLETTER MAILING POLICY

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

## IDA DISCLAIMER



The International Dyslexia Association supports efforts to provide dyslexic individuals with appropriate instruction and to identify these individuals at an early age. The Association believes that multisensory teaching and learning is the best approach currently available for those affected by dyslexia. The Association, however, does not endorse any specific program, speaker, or instructional materials, noting that there are a number of such which present the critical components of instruction as defined by the Task Force on instruction as defined by the Task Force on Multisensory Teaching which works under the guidance of the Association's Teacher Education Issues Committee. Refer to IDA's Comparison Matrix of Multisensory, Structured Language Programs on our website.

# Talk Now or Pay Later: Building an Early Language Foundation for Literacy

By Judith R. Birsh, Ed.D., Editor, *Multisensory Teaching of Basic Language Skills, 2nd Ed.*, Second Vice President IDA - NY

## Learning to Talk

When you engage a one-year-old in direct conversation, notice how her face lights up and her body vibrates, like lighting a candle with a match. This kind of “face-to-face interaction and engagement with people” should be going on constantly from zero to 3 so that language develops robustly (Hart and Risley, 1999). Infants and toddlers should interact with spoken language all day long, not merely listening or in the room while others are having conversations.

Research in reading and child language shows us that linguistically “rich” children (Moats, 2006) are more likely to become

self-confident users of language and successful readers, calling upon a deep well of words that have multiple meanings and reading with understanding from first grade and beyond, especially children at risk for reading difficulties.

Literacy piggybacks on language. The richer the language base tied to cognitive growth and experience, the stronger the foundation for reading, writing, spelling and comprehension. The size and depth of a child’s vocabulary determine how well he or she will do in school and beyond (Hart & Risley (1995). Speaking is natural but literacy has to be acquired; however, they go hand in hand. Flexible and deep word knowledge necessary

for fluency and reading comprehension (Wolf, 2007) comes about through lively and supportive language interactions during early childhood.

Children need multiple opportunities to learn the sounds of language as well as the grammar, the structural elements of words and the social, emotional and contextual aspects of how language works. All of this happens during voluble and expansive give and take with adults. Hart and Risley’s (1995) research tells us that the volume of words and the quality of early, cumulative language experiences along with positive feedback are paramount for developing complex language. Lacking a steady stream of enriched talk, children struggle later on to overcome the gaps that result from reduced vocabularies and lower school achievement.

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## The Orlando Conference

*Continued from page 1*

This session on documentation for post-secondary institutions was led by Loring Brinkerhoff, a nationally recognized authority on learning disabilities (LD) and ADHD. He is the Director of the Office of Disability Policy at Educational Testing Service (ETS) and a consultant to Harvard Medical School and Columbia University. He is co-author of one of the leading textbooks in the field, *Postsecondary Education and Transition for Students with Learning Disabilities (PRO-ED)*. He has also written dozens of articles and book chapters for parents and professionals on high stakes testing, disability documentation, transition from high school to college, self-advocacy skills for adolescents and program planning for students with learning disabilities. The IDA conference provided a unique opportunity for me to hear from and personally talk to this leading expert in the field.

Students with dyslexia/learning disabilities are no longer leaving high school with

the documentation needed to receive accommodations – either on college entrance exams or within classrooms. This is a consequence the 2004 Reauthorization of the Individuals with Disabilities Education Act (final regulations were published in 2006). The high schools are now required to provide a Summary of Performance (SOP) upon completion of high school. It is considered the culmination of the transition planning process for students with disabilities. The SOP must include evidence of student’s academic achievement and functional performance and recommendations to achieve postsecondary goals. (An example of a good SOP can be found at: <http://www.unr.edu/educ/ceds/sop.template.pdf>). Evidence of academic achievement performance may be demonstrated by a record of grades or from standardized test scores. Because the traditional triennial testing is optional, many students do not have the testing documentation needed to establish qualifications for receiving accommodations in college and on the SAT and ACT.

It is important that parents make written requests to update testing for the purpose of educational intervention planning. It would be best if your child could be tested after the age of 16 so that the WAIS-IV, the adult intelligence test, would be administered. Post secondary institutions usually require that the testing documentation be current so diagnostic testing completed before this age would not be accepted.

Parents with children who will be needing accommodations in college need to be aware that documentation for post-secondary institutions is very specific. The school or testing agency may recommend specific tests be used in a LD assessment as well as how recently the testing must be done. You should consult with the disabilities services websites at the colleges/universities your child is interested in as well as with the websites for testing college entrance exams (such as ETS for the SAT) to find out what

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# Book Review: That's Like Me!

By Jill Lauren, M.A.

By Virginia Clammer

*That's Like Me!*, Jill Lauren's book about amazing people with learning differences, has burst upon the LD scene at a perfect time. We are ready to move beyond the definitions of dyslexia and ADD as deficits and to see the gifts that accompany the syndromes. The gifts may include artistic ability, ability to think outside the box, the ability to multitask, and many more. It is even thought that the very distractibility that interferes with learning in a classroom may have been celebrated as alertness in a pre-literate society, when distracting noises may have signaled danger. We know of many generals, athletes, movie stars, architects, CEOs, doctors, scientists et al who, as children, were considered school failures. The more that parents and professionals believe that the gifts accompanying ADD and dyslexia are as important as the ability to achieve academically, the more our children will begin to believe in themselves.

Jill Lauren's book profiles fifteen exceptional people who pursued their interests and found ways to be successful both in and out of school despite or perhaps because of their learning differences. Among the adults profiled are a fire fighter, veterinarian, explorer, musician, trapeze artist; and among the students (grades 6-12) are an inventor, scientist, dancer, artist, and wrestler. And, guess what? The explorer (who has gone to the North Pole) and the wrestler are both female! In Lauren's book, not only is LD not a barrier to achieving life's dreams, neither is gender or race. I have found that students love to leaf through the book, using the pictures (laid out in scrapbook fashion) and brightly colored captions on each two-page spread to select the person they want to read about.

And even reluctant readers are hooked. The passages, each about 250 words, are manageable, with short simple sentences and a high percentage of familiar sight

words. As they read about the students and adults who found success for themselves while facing and striving to overcome their difficulties--and the book does not shy away from the hard work of learning to read and the need for decoding, study skills and lots of practice-- students actually say, "Hey, that's like me!"

Why is the publication of *That's Like Me!* so timely? Twenty years ago NYBIDA, the still the Orton Society, had a conference entitled Dyslexia, Family Secret or Hidden Treasure. Dyslexia, clearly, was just coming out of the closet. How things have changed. The 2008 summer edition of *Perspectives* is devoted to seeing the positive side of the dyslexic mind (For subscription information and access to past issues of *Perspectives* – visit the International Dyslexia Association at [www.interdys.org](http://www.interdys.org)). And this coming February heralds a movie version of the highly popular *Lightning Thief* series, which features a dyslexic ADD boy, Percy, AKA Perseus, who finds that he is a demigod, the offspring of his mortal mother and Poseidon, and whose god-like talents help him to resolve the ongoing conflict between good and evil.

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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

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# OCTOBER IS DYSLEXIA AWARENESS MONTH

In an effort to promote greater knowledge and understanding of dyslexia and related learning disabilities, the Board of Directors of The International Dyslexia Association (IDA) has officially designated the month of October as National Dyslexia Awareness Month. According to the U.S. Department of Health, there are approximately 15 to 18 million individuals with dyslexia. The National Institute of Child Health and Development states that poor literacy is a national health problem because of the ramifications throughout an individual's entire life span. Each child, adolescent, and adult who struggles to learn is unique. We know why kids learn to read and why they have problems. We now know how to help.



## DYSLEXIA: CREATIVE BRAINS GIFTED, TALENTED, AND LEARNING CHALLENGED

Learning is a natural and easy process for some, but for many with dyslexia, reading and writing are formidable and seemingly, impossible to master. This session will explain the basics of dyslexia and show a documentary, displaying the personal recollections and insights of 10 accomplished people with dyslexia. They explain what seemed to be a serious impairment actually led to the development of their own special talents. Each 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.

**Join us for this free event as we explore creativity and dyslexia.  
Refreshments and Information tables at event**

**Where:** San Bernardino's Norman F. Feldhey  
Central Public Library 555 West 6th Street San Bernardino 92410

**When:** Tuesday, October 5, 2010; 6:00 pm -7:30 pm

**Order tickets via Eventbrite.com: search for "Dyslexia the creative brain"**



## CHILDREN'S AUTHOR EVENT

COME AND MEET AWARD WINNING AUTHOR AND ILLUSTRATOR CAROLINE ARNOLD

**When:** Saturday, November 13, 2010 ; 10:30 am - 12:30 pm

**Where:** Louis Rubidoux Library; 5840 Mission Blvd; Riverside 92509

**This event is now FREE – thanks to a grant from Target!**

➤ 10:30 - 11:00 am Registration & pre-reading activities

➤ 11:00 - 12:00 pm Presentation by Caroline Arnold

➤ 12:00 - 12:30 pm Refreshments & Activities

Wiggle & Waggle Puppet Show; Make a tasty treat of dirt & worms;

Literacy information table; Book Signing; Book Selling

**Order tickets via Eventbrite.com: search for "children's author event"**



Get your child's copy of Wiggle and Waggle FREE: Due to a generous grant from Target, all elementary aged children whose parents preregister for this event on our Facebook page or on Eventbrite.com, will receive a free copy of Caroline Arnold's book *Wiggle and Waggle*.

Sponsored by the Inland Empire Branch International Dyslexia Assn. 5225 Canyon Crest Drive; Suite 71, Box 308; Riverside CA 92507

Questions? Call 951/686-9837 ✕ www.dyslexia-ca.org ✕ Email: dyslexiainfo@gmail.com

Facebook: Inland Empire International Dyslexia Association

## Digital Gray Matters

### An Interview with Maryanne Wolf

By Karen Weintraub, *The Boston Globe*

Maryanne Wolf is worried about what MP3 players, e-mail, and video games are doing to our minds. Particularly young minds. Wolf, director of the



*Maryanne Wolf will be speaking on The Evolving Reading Brain in the Digital Age at our February conference*

Tufts University Center for Reading and Language Research, researches the impact of digital media on the brain. Though she says technology has brought some positive new skills, its instant gratification and emphasis on entertainment are also depriving us of our ability to think deeply. A survey that came out last month gave her even more cause for concern: Youths ages 8-18 consume more than 7 1/2 hours of media a day, according to the Kaiser Family Foundation. That's up more than an hour from five years ago. Wolf, also a professor of Child Development at Tufts, talked recently about the implications of this new survey.

**Q.** Why does it worry you that children spend so much of their time online or plugged in?

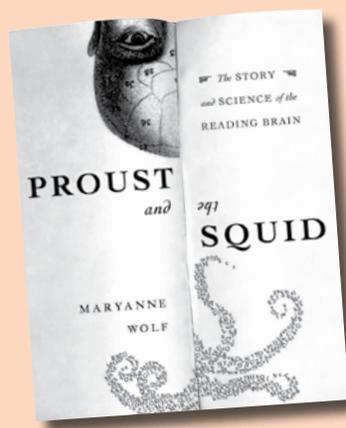
**A.** One of my biggest questions is the cumulative effect of this immersion and this particular collection of media that gives so much so quickly to a young and only developing brain.

**Q.** Are you saying that digital media may literally be changing the way children think?

### Proust and the Squid – a summary

“Human beings were never born to read,” writes Tufts University cognitive neuroscientist and child development expert Maryanne Wolf. Reading is a human invention that reflects how the brain rearranges itself to learn something new. In this ambitious, provocative book, Wolf chronicles the remarkable journey of the reading brain not only over the past five thousand years, since writing began, but also over the course of a single child's life, showing in the process why children with dyslexia have reading difficulties and singular gifts.

Lively, erudite, and rich with examples, *Proust and the Squid* asserts that the brain that examined the tiny clay tablets of the Sumerians was a very different brain from the one that is immersed in today's technology-driven literacy. The potential transformations in this changed reading brain, Wolf argues, have profound implications for every child and for the intellectual development of our species.



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

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

**A.** A child is learning to be distracted. They aren't learning in too many places to concentrate and think deeply for themselves. The volume of information, the immediacy of information . . . these are characteristics that can be good, but they can also lead to a less active, [less superficial] learning style.

**Q.** Is reading a book or newspaper online as good as reading in print for developing analytical skills?

**A.** This is a research question we don't totally know. I can only answer that when I'm reading online, I am reading to grasp information quickly and move on.

**Q.** What is the antidote to all this media exposure?

**A.** We are all so immersed in this digital world that we can't imagine the antidotes, but the antidotes are to turn the darn things off.

**Q.** Is there a way, acknowledging that digital media are here to stay, to retain the deep thinking fostered by book reading?

**A.** Part of the story is what do our children learn to do in their schools. Do they learn to think, do they learn to play? One of the biggest antidotes is going back ourselves with our children and having fun - without electricity allowed.

**Q.** Your son is now in college, but if he were still at home, would you restrict his access to digital media?

**A.** If I were a parent today, I would limit the time that my children were online or hooked up to something. What you really want is to help each child learn to use their time well.

**Q.** What do you do in your own life to unplug?

**A.** I begin the day and I end the day with an hour that is completely free of anything that is professionally demanding - using e-mail or Internet or anything. I end with literature, books that console and uplift, but require me to slow down. I want to begin my day and end it with a pause button of my own choice. ♦

## An Interview with Dr. Maryanne Wolf

Continued from page 2

they were all mine. I just had a year that transformed my life. I became so aware of the consequences, the sequel of what not learning how to read would mean for these kids in terms of the rest of their lives.

The little village that we had had these single rocking chairs and I said, 'Why are there all these single rocking chairs?' They were for the Filipino men who could never earn enough money to bring their families over, as promised, from the Philippine Islands. They were like the living testimony to all the failed hopes and exploitation, absolute exploitation of these people. And they couldn't read.

Their children were having all kinds of struggles and I knew if I couldn't do it, their lives were not going to be changed. I also knew if I could help them, I wasn't going to prevent everything else

from going wrong, but that I would have eliminated a very key factor in their not meeting their potential.

I was an English major and I had a Master's degree. I had my Ph.D. set up to become a Rilke scholar in poetry. And it just snapped every decision I had made before.

I came back to the mainland and almost immediately went into a program that prepared me to switch completely. The following year I went to Harvard to the reading laboratory and I just was determined from that moment on that I was going to use my life to help kids through learning how to read. That was my vehicle to ensure that they're going to at least have a shot at their potential. That that [reading failure] was not going to hold them back.

That experience at Harvard's reading lab introduced me to all kinds of different approaches to the problem. I had been thinking about it, more or less, from almost a sociological viewpoint. When I

got to Harvard it was a surprise to me. Here I am an English major and I became a scientist. I became totally involved in neuroscience because it really seemed to me that we were going to get answers the likes of which we had never had before in education from understanding what is going on in the reading brain. So, that became my quest, if you will, to understand what it is the brain does when we read and how we can translate that knowledge, that fundamental, theoretical knowledge into very practical applications in terms of diagnosis, assessment, and most important to me, intervention.

So, twenty-plus years later I now have become very involved in the design and creation and testing through the National Institute of Child Health and Human Development (NICHD) of the best forms of intervention for different kinds of children with their different kinds of reading issues. It's been a long journey and it's been a theoretically exciting one. I have to say, intellectually, I have never

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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* and much more !!!

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## EXPLORING LITERACY'S MYSTERIES

A series of 3 FREE classes

**Class 1 - Understanding the Basics of Dyslexia: The Creative Brain**  
Wednesday in October - TBA

**Class 2 - Modern Rosetta Stones: Technologies to Record and Decipher the Written Word**  
Wednesday in December - TBA

**Class 3 - Strategies that Work: The Value of Multisensory Teaching**  
Saturday in January - TBA



## Fees for Webinars

**Members** - No Charge

**Non-members** - Minimal Charge - TBA

Option to purchase University Credit from UCR Extension

Final details will be available on our website by the end of September

## IEB Membership

Join us & help this list grow!

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Joanne Sellers	Rosalind Frileck
Ellen Herich	Leslie Huscher
M. Hunt	Guillermina Jackson
Clintie Linkhart	Lynn Davis
Patrice Kaska	<b>5 – 9 Years</b>
Jill Stowell	Doug Stephey
Alan Kwasman	Elizabeth Hill
Elaine Lieberman	Shirley Leak
Phyllis Purcell	Yvonne Amsell
<b>20 – 24 Years</b>	Doron Dula
Cynthia Wyrick	Danny Thomas
Madonna Diveley	Cyndee Miers
<b>15 – 19 Years</b>	James Hite
Julie Hoy	Marianne Cintron
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Michele Atlas	Judith Reising
Donald Barniske	Vanessa Silver
Melissa McFedries	SallyAnn Giess
The Prentice School	Diane Neese
Jean Weinfurter	Michele McKinstry
Michele Blair	Victoria Goodman
<b>10 – 14 Years</b>	Diana McVicker
Christine McMahon	Nannette Prince
Julie Lane	Egetter
Nancy James	Andrea Woore
Karleen Curlee	Ellen Robinson
Andrew Sterkevich	<b>1 – 4 Years</b>
Kathy Fisher	Mary Krater
Lori Osborn	Anne Rubin
Maryanna Collins	Gregory Taber
Mary Hibbard	Monica McDearmon
Sandra Marzullo	Laurie Jacobs
Sharon Teruya	Susan Grama
Marion Christensen	Lauren Heiser
Joan Peart	Larry Southard
Carleen Paul	Cynthia Bearman
Linda Larson	Beverly Brothers

## Membership in IDA

Membership in IDA brings you many unique opportunities to advance your profession and interact with peers in the LD community. For parents, there are multiple occasions to meet others “in the same boat” while you are also learning more about how to help your own child/children. IDA equips you with the latest dyslexia research, developments in the field, and best practices. Furthermore, membership includes:

- Specific professional workshops for teachers and others
- Specific free community based workshops and meetings for parents
- Free advertising in our web site
- Opportunity to save on registration fees to IDA conferences – nationally and locally
- Access to scholarships for local and for national conferences
- Discounts on IDA books

Here are our top ten reasons to join:

- 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 4th 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!

## Talk Now or Pay Later

Continued from page 4

### The Power of Words

Questions are being raised about current child rearing practices that might compromise children's optimal exposure to language. For example, most children in strollers face away from their adult caregivers, yet we know that children learn best when they can see the faces of people talking to them. In a preliminary study funded by Britain's National Literacy Trust, researcher M. Suzanne Zeedyk (2009) at the University of Dundee, Scotland found that babies who faced forward were spoken to less and had fewer social interactions with caregivers than those who rode in strollers facing caregivers, or those carried or walking alongside adults. Most strollers made in the US face outward. In a follow-up study, given both types of strollers, mothers talked and laughed more with their children when facing them.

In New York, it is easy to collect anecdotal evidence of children and parents who

do not communicate. This is worrisome because children depend on adults to interpret their world and add new words daily to their vocabularies. Consider the boy sitting in a supermarket grocery cart with ear buds on listening to an MP3 player. His mother is busy shopping and not paying attention to him, nor is he paying attention to what's going on around him. Granted, there is no nagging to purchase goodies, but no language play or enhancement of information or ideas. This type of isolation is common: kids tucked away in bike carts behind pedaling grown ups separated from their surroundings with no adult conversation or eye-to-eye contact; kids in running strollers all crunched up disconnected from talk. Examples of lost language opportunities abound in our culture. When caregivers talk on their cell phones, they are essentially putting the children they are caring for on hold. Even worse is the lack of stimulation for infants tucked in strollers beneath their older siblings riding in, what might be called, baby steerage. In our multitasking digital age, do fathers with cell phones clamped

to their ears know they are practicing unintended language deprivation while walking their kids to school? Instead, they could be chatting casually about the day. Anecdotal evidence shows that when youngsters need adults to nurture them through language, adults' priorities are often elsewhere.

Lost opportunities for language add up and cannot be recaptured. No matter the socioeconomic group in Hart and Risley's studies (1995, 1999), it is the amount of early language exposure plus practice that have a lasting impact on "the magnitude of children's accomplishments at age 3 and later." "By the time children are 3 years old, even intensive intervention cannot make up for the differences in the amount of such experience children have received from their parents."

Fortunately, when adults naturally engage in lively parent-child conversation combined with gentle, positive guidance and affirmative feedback, day in and day out, children's vocabularies soar, as do healthy emotional growth and meaningful

Continued on page 15

## Book Review: That's Like Me!

By Jill Lauren, M.A.

Continued from page 5

Timely also is the granting of the Margot Marek book award to Jill Lauren at the NYBIDA's March conference. The award, which is presented every year to the author (or authors) of a book written on the subject of dyslexia for parents or children, celebrates the work of a talented writer and learning specialist, Margot Marek, whose last book, *Different, Not Dumb* features a youngster who has to overcome feelings of failure. But notice the defensive stance of the title. Margot would be pleased at how far the LD field has come! And she would give kudos to Jill. *That's Like Me!* is published by Starbright Books. ♦



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# The Orlando Conference

Continued from page 4

they require for documentation. Your school district may not provide all the tests required so you may need to seek a private psychologist to do some of the evaluation and documentation. If your child plans to attend a graduate or professional school after college you may have to pay for a private assessment before he/she completes undergraduate studies. Most of the California Community Colleges do offer LD assessment to their students at no cost, however their testing summary may not be enough to qualify for accommodations so you will need to seek more testing from a private practitioner. It is essential to find out what the specific documentation requirements are for each post-secondary

institution or agency your child is thinking of attending. Again, what is acceptable documentation in K-12th grade may not be sufficient for the post-secondary level.

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

## Children's Author Event



### Wiggle and Waggle

The first 25 elementary aged children registering will receive a free copy of Caroline Arnold's book, *Wiggle and Waggle*.

Parents may RSVP on our FACEBOOK page:  
Inland Empire International Association  
or  
through [www.eventbrite.com](http://www.eventbrite.com)

10:30 - 11 am - Registration and pre-reading activities

11:00 - 12 noon - Presentation by Caroline Arnold

12 - 12:30 pm - Refreshments & activities

- Wiggle & Waggle Puppet Show
  - Make a tasty treat of dirt & worms
- Literacy information table and book signing

Come and meet award winning author and illustrator Caroline Arnold

**Saturday, November 13, 2010**  
**10:30 - 12:30 pm**

**Louis Rubidoux Library**  
5840 Mission Blvd., Riverside 92509

For questions call 951/686-9837  
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## An Interview with Dr. Maryanne Wolf

Continued from page 8

ever had one day of boredom. It's made my life very satisfied, if you will; in terms of feeling like everything I do and learn has something that makes the lives of some kids better. It feels like a great way to live a life. So, that's my story.

David Boulton: That's a great story. Thank you for sharing it. I like how you connected the dots. Maybe it's not surprising to you, but a lot of the people I talk with have had some experience in their life that brought home the incredible importance of this in a way that highlights the social lack of understanding at the core of it.

Dr. Maryanne Wolf: Yeah. Well, mine began actually in the social political realm and then it just didn't let go of me. At that moment I so wanted to study poetry. Instead, I became a scholar who knows what happens when a poet retrieves a word. It's still intellectually a lot of fun but it is very different from where I began.

History of Reading Disabilities and Dyslexia:

David Boulton: So, what would you say are the most important findings or the most important things that have come out of your research into the neuroscience of reading that are not generally well understood? ♦

To read the remainder of this interview, go to our website and click on:

<http://www.dyslexia-ca.org/pdf/files/conference%202011/wolfbio.pdf>

### Further sections include:

*History of Reading Disabilities and Dyslexia (continued)*

*Rapid Naming, Phonemic Awareness and Speed of Processing*

*Double-Deficit Hypothesis and Interventions*

*Orthographic Representation [Orthographic – related to the study of spelling]*

*Processing Bottleneck Relative to Rapid Naming Difficulties*

*Dyslexia and Environmental Influences*

*Percentage of Population with Innate Dyslexia*

*Bilingual, ELL and African American Vernacular English Learners*



### Sherman's Top 10 Predictions: A New Era?

1. Time and resources no longer are wasted on the nonsense of right-brain/left-brain or brain-based teaching.
2. Creative technologies empower all brains to perform at increased levels of proficiency.
3. Audio-video digital textbooks democratize literacy and extend reading beyond being solely a visual activity.
4. "Design-thinking curricula" revolutionize teaching and learning, advancing not only creativity and innovation, but also critical thinking, communication, and collaboration.
5. The faulty premise behind IQ and the limitations of standardized testing are understood and the dominance of both erodes.
6. Biotech memory enhancers improve learning and lead to breakthroughs in diseases such as Alzheimer's.
7. Smartphones, e-readers, and laptops morph into an indispensable device with secure cloudware and holographic applications-transforming teaching and learning in classrooms worldwide.
8. A restructuring of funding, policies, and practices in neuroscience yields dramatic insights into the human brain, paving the way for the long-awaited education breakthroughs, (Neuroscience's promissory note finally is paid!)
9. We abandon the 19th century model of schooling and adopt a differentiated, technology-based, humane model that prepares children to lead fulfilling, productive, and responsible lives in a digital society.
10. Dyslexia-as a learning disability-becomes moot and all kinds of learners are taught to read and think deeply and critically.

## 61st ANNUAL IDA CONFERENCE

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# Proust and the Squid

## A book by Maryanne Wolf

Reviewed by Michael Dirda,  
*The Washington Post*, © 2007

Anyone who reads is bound to wonder, at least occasionally, about how those funny squiggles on a page magically turn into “Bare ruined choirs, where late the sweet birds sang” or “After a while I went out and left the hospital and walked back to the hotel in the rain.” Where did this unlikely skill called reading come from? What happens in our brain when our eyes scan a line of type? Why do some of us, or some of our children, find it difficult to process the visual information held in words?

In *Proust and the Squid*, Maryanne Wolf, a professor at Tufts University and director of its Center for Reading and Language Research, offers explanations for all these questions, but with an emphasis that is “more biological and cognitive than cultural-historical.” This means that Wolf focuses on the physiological character of the human brain, which holds at its disposal “three ingenious design principles: the capacity to make new connections among older structures; the capacity to form areas of exquisitely precise specialization for recognizing patterns in information, and the ability to learn to recruit and connect information from these areas automatically.” These “design principles” provide the neu-

ronal foundation of reading, and Wolf spends half her book explaining the evolution and minutiae of this “reading brain.”

Nearly all this material makes for some hard slogging, even though Proust and the Squid is confidently described as the author’s “first book for the general public.” (The catchy but utterly uninformative title, by the way, refers to the novelist’s impressionistic thoughts about childhood reading and a scientist’s use of the squid brain for neurological research.)

In the second half of the book, Wolf examines the reading difficulties generally subsumed under the term dyslexia. We learn that one of her sons suffers from this disability, that there are various forms and theories about its origin and character, that it can sometimes result in a special talent for fields that emphasize pattern and spatial creativity (such as art, design and engineering) and that “programs which systematically and explicitly teach young readers phoneme awareness and grapheme-phoneme correspondence are far more successful in dealing with reading disabilities than other programs.”

Despite Wolf’s failure to write a truly “popular book, she clearly does know her stuff. In particular, she addresses the special needs of children raised in cultures where standard English isn’t the dominant language, and she speculates, with real concern, about the impact of computer culture on the “reading brain.” Dyslexia

has taught her that humans were never genetically designed to read, and this peculiar technique of sustained mental attention could be reduced, reconfigured or even lost in the rising digital age:

“Will unguided information lead to an illusion of knowledge, and thus curtail the more difficult, time-consuming, critical thought processes that lead to knowledge itself? Will the split-second immediacy of information gained from a search engine and the sheer volume of what is available derail the slower, more deliberative processes that deepen our understanding of complex concepts, of another’s inner thought processes, and of our own consciousness?”

Wolf never fully answers these questions. Still, like any parent with a child transfixed by flashing screens, she is troubled by what she observes. She urges that we “teach our children to be ‘bitextual’ “ or ‘multitextual,’ able to read and analyze texts flexibly in different ways” so that our sons and daughters don’t end up as mere “decoders of information,” distracted from the “deeper development of their intellectual potential.” Early on in *Proust and the Squid*, she had noted that infants and toddlers who aren’t told stories by their caregivers, who aren’t read to from a very early age, nearly always fail to learn to read well themselves. By implication, it may already be too late for many young people: They will never be able to read with the same thoughtfulness and comprehension as their parents. Think about that. ♦

### MARYANNE WOLF

*will be one of main speakers*  
*at*  
**IEB’S ANNUAL CONFERENCE**  
**IN FEBRUARY**

#### TOPICS:

- “Principles of Reading Fluency and Comprehension”
- “The Evolving Reading Brain in the Digital Age”

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# Celebrity Quiz

See if you can match the following personal descriptions with the names below.

- A Albert Einstein
- B Walt Disney
- C Nelson Rockefeller
- D F.W. Woolworth
- E Winston Churchill
- F Hans Christian Andersen
- G George Patton
- H Tom Cruise



1. As a child, he was labeled slow. As a clerk in a grocery store, he suggested putting slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new merchandise. He became the principal founder of a chain of dime stores.

2. When he was 12 years old, he could not read, and he remained behind in reading all his life. To his credit, he could memorize entire lectures, which enabled him to get through school. What he is best known for is serving as a general during WWII.

3. He was slow in school and consequently, did not do well in many of his subjects. Later he became a well-known movie producer and cartoonist.

4. This famous Englishman had many struggles in school. He later became a national leader and an English Prime Minister.

5. This young boy had difficulty reading, but was able to write some of the world's best-loved stories. There is a museum named in his honor in Solvang.

6. This boy could not talk until the age of four and could not read until the age of nine. His teachers considered him to be slow, unsociable and lost in his own world. He failed the entrance exam for college. What he is famous for is the theory of relativity.

7. He is a celebrity movie star. From time to time, he has learned his lines by listening to a tape because of his dyslexia.

8. This young man had much difficulty reading. In spite of his issues with reading, he served as the Governor of New York for four terms and later won Congressional approval to be appointed Vice President of the United States.

## 32ND ANNUAL IDA CONFERENCE



Riverside Marriott Hotel  
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Special rate of \$109 available until January 12th

EARLY BIRD REGISTRATION - through January 14th:  
Members \$85; Non-members \$145

REGULAR REGISTRATION - January 14th through February 7th:  
Members \$115; Non-members \$195

LATE REGISTRATION - after February 7th:  
Members \$145; Non-members \$240

**REGISTER ON OUR WEBSITE: [www.dyslexia-ca.org](http://www.dyslexia-ca.org)**

### FRIDAY

3 pm - 4 pm - Networking, information booths, and snacks – along with registration

4 pm - 6 pm - Program with Dr. Wolfe:  
Principles of Reading Fluency and Comprehension

6 pm - 7:30 pm - Exhibit hall opens;  
Social with appetizers; Networking

### SATURDAY

7 am - 8:30 am - Breakfast and exhibits

8:30 am - 11:30 am - Program with Dr. Wolf:  
The Evolving Reading Brain in a Digital Age

11:30 am Lunch

12:30 pm - 4:30 pm - Program with Dr. Baker:  
Learning with the Brain in Mind:  
The Neurobiologic Basis of Learning,  
Behavior and Emotion – a Revolution,  
and What is Attention and Why Is It So Important?

4:30 pm Silent Auction winners announced

# Dovid Richards Memorial Scholarship Fund



Contributions to the Dovid Richards Memorial Scholarship Fund are welcome to help provide scholarships to parents and teachers to expand their knowledge of dyslexia.

The fund was established by Regina and Irv Richards in memory of their son Dovid, who was in a fatal car accident shortly after his 21st birthday.

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



## Attention United Way Contributors

You can designate your contributions through the United Way to the Inland Empire Branch of the International Dyslexia Association when you choose the category “OTHER” and include our name and address: Inland Empire Branch of the International Dyslexia Association, 5225 Canyon Crest Dr., Ste 71-308, Riverside, CA 92507

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

## Talk Now or Pay Later

Continued from page 4

social skills. In order for children to be ready for the demands of literacy, the takeaway message is: talk now or pay later.

### Promoting Language Development

Here are ten things you can do to promote quality language interactions with very young children by providing exposure to words and lots of practice using them.

1. Talk a lot and use digital devices sparingly around children.
2. During infancy, use talking as a “social dance” between adult and child responding to vocalizations as if they are words (Hart and Risley, 1999).
3. Explain and relate to preschoolers about what holds his or her attention using gestures, facial expressions, and imitations of sounds and simple utterances of a word or two.
4. Make eye contact, engage children by following what they focus on; provide a running commentary, responding to the response, adding new information and waiting for the next response.
5. Talk together, sing and play with sounds, especially rhyming, to build varied uses of language.
6. Narrate everyday activities giving children a sense of what happened, what’s going on, what’s coming next and what might occur.
7. Solicit ideas and listen to children so they can use language to explain their points of view.
8. Ask lots of open ended questions, helping children use new words and concepts to explain the world.
9. Use and encourage precise words when describing things in the environment such as, “That moving man is doing strenuous work.”

10. Play language games such as I Spy where you describe something you see of a particular color and the child guesses what it is. ♦

There are many more activities for young children on websites such as:

[www.bornlearning.org](http://www.bornlearning.org)

[www.grtr.org](http://www.grtr.org)

[www.interdys.org](http://www.interdys.org)

[www.naeyc.org](http://www.naeyc.org)

[www.readingrockets.org](http://www.readingrockets.org)

[www.zerotothree.org](http://www.zerotothree.org)

## Answers to the Celebrity Quiz

1. **D** At the time of Woolworth’s death in 1919, he owned over 1,000 stores.
2. **G** Patton was a local boy; he was born in San Marino, California.
3. **B** Disney won 59 Academy Award nominations and 26 Oscars.
4. **E** Churchill was the only British Prime Minister to receive the Nobel Prize in Literature.
5. **F** April, Andersen’s birthday, is celebrated as International Children’s Book Day.
6. **A** Time magazine named Einstein “Person of the Century” in 1999.
7. **H** Cruise attended eight elementary schools and three high schools in the U.S. and Canada.

### The Inland Empire Branch



is on Facebook

**OCTOBER IS DYSLEXIA  
AWARENESS MONTH  
JOIN US IN OUR  
MANY EVENTS....**

**October 5th - at 6: pm**

Free Community Meeting  
*Dyslexia: Creative Brains*  
(see page 6)

**October - TBA - Webinar**

*Exploring Literacy's Mysteries - Free for members*  
*Class 1 - Understanding the Basics of Dyslexia*  
(see page 9)

**October 27th - a 3 or 4 day event**

*International IDA Conference in Phoenix*  
(see page 12)

**November 13th at 10:30 am**

*Children's Author Event - kids and parents - FREE*  
*Award Winning Author & Illustrator Caroline Arnold*  
(see page 11)

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