

The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 22, ISSUE 2

founded in memory of Samuel T. Orton

FALL 2007

CALENDAR OF EVENTS

**Saturday, Sept. 22, &
Nov. 17, 2007** – Parent
Support Group for
Learning Differences,
(see pg. 2).

Tues., Oct. 2, 2007
Free Community
Meeting presenting
Ennis' Gift, the DVD,
at the Riverside County
Office of Education
(see pg. 11).

Jan. 25 & 26, 2008
"Research to Practice"
Annual Conference at
the Riverside Marriott
(see pg. 7).

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

Inside . . .

Looking for a Place to Discuss
Learning Differences? p.2

A Message from Your
President p.3

Dyslexia Update – New Rules
Call for Big Changes in How
Schools Help Children p.4

Explaining Evaluations p.6

Research to Practice, Annual
Conference p.7

Popular MSLE Video Series
Now on DVD p.10

Dovid Richards Memorial
Scholarship Information . p. 13

A Orton-Gillingham Training:
A Key Not a Cure p.14

A Parent's Guide to Response-to-Intervention*

By Candace Cortiella

What is Response-to-Intervention (RTI)?

The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education, or both. The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Its use could also reduce the number of children who are mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to earlier identification of children who have true disabilities and are in need of special education services.

Continued on page 8

Have a House Party!

by Greg Taber, IEB President-Elect

The airing of *Demystifying Dyslexia* on KVCR-TV, Channel 24 at 8:00 p.m. on Thursday, October 25th, is a great opportunity to have a few people over to view the show and learn more about dyslexia. Through personal stories, educational best practices and the latest scientific research, *Demystifying Dyslexia*, hosted by Olympic Gold Medalist Bruce Jenner, takes viewers on a journey of discovery about the challenges of living and learning with the disability. Consider inviting friends, associates, parents, community leaders, anyone who might share our mission. Contact Greg Taber at (951) 683-8744 or the IEB office at (951) 686-9837 for more ideas.

Important Notice

About receiving future copies of *The Resource* Newsletter

Due to our increasing postage costs, and the fact that we now post every newsletter online, we will be trimming our mailing list.

Look at your address label: If your address label has a series of stars after your name, then you will need to notify us if you are still interested in receiving a printed newsletter. You may notify us by phone (951/686-9837), by email (dyslexiainfo@gmail.com), or by a letter/postcard (5225 Canyon Crest Dr., Suite 71-308, Riverside 92507).

Parents! Teachers!

Looking For A Place To Discuss Learning Differences?

Despite the high percentage of children who are reading under grade level, parenting a struggling reader can be a very lonely and painful road, can't it? Dealing with the pangs and continuous educational struggles a child faces can infiltrate the parent-child relationship. Plus, there are so many questions and seemingly few answers. This is where we want to step in. Our Inland Empire Branch not only cordially invites you to join us for our new monthly parent support group. It is our desire to provide support and encouragement to you, but also to "arm" you with needed information; such as, what does the latest scientific research show about how children can best learn to read and what are my educational rights under the law?

Each session will begin with a key topic that we will be addressing for that day. We welcome you to meet and share your experiences with other parents of struggling-to-read children.

Our next parent support group meetings (also open to teachers and individuals of any age) will generally be held on the third Saturday of each month (except October and December) at 10:00 a.m. The next meetings are July 21, August 18, September 22, and November 17. We will meet at Victoria Garden's Library in the Children's Reading Enrichment Center. We hope to see you there!

Date: Saturday at 10:00 a.m.—July 21, August 18, September 22, and November 17
Location: Victoria Garden's Library, 12505 Cultural Center Drive, Rancho Cucamonga

Have you noticed?

Your Inland Empire Branch
is very active—won't you join us?

Call 951•686•9837

Proclamations of Awareness

by Greg Taber, IEB President-Elect

The Inland Empire Branch of the International Dyslexia Association have asked over 40 cities and 50 school districts across Inland Southern California to join us in proclaiming October as "Dyslexia Awareness Month." Contact Greg Taber at (951) 683-8744 if you'd like to participate in the ceremonies in your area.

As this newsletter goes to press, we're also contacting our California Assembly members and Senators, asking that a statewide "Dyslexia Awareness Month" resolution be passed in Sacramento; stay tuned for the results of our efforts.

A Message from Your President

by Regina G. Richards

Dear Members and Friends of IEB,

Our branch is involved in organizing so many great projects... We all hope that you will become involved with us as a member, participant, and/or volunteer at an event. After all, our mission is to help and inspire kids through Knowledge – Individuality – Diversity – Shared responsibility.

Several years ago, the Board of Directors of The International Dyslexia Association (IDA) officially designated the month of October as **National Dyslexia Awareness Month** in an effort to promote greater knowledge and understanding of dyslexia and related learning disabilities. Why? Because when a child does not learn to read, his/her life is affected forever. Academically, socially, economically, and emotionally, these individuals unnecessarily find themselves at risk. Teaching a child to read is a fundamental responsibility of our educational system. IDA believes strongly that effective instruction depends on the qualitative preparation of our teaching corps and on-going professional development. If we give our teachers the right tools, they will succeed and our children will also succeed.

Help us celebrate Dyslexia Awareness Month by attending one or more of our events. Check our web site for future postings. Here are two of our main events:

- **Parents Support Group** for teachers and parents searching for answers about their daily experiences with children struggling to learn to read. Each session will begin with a topic to stimulate the discussion. Held at the Victoria Garden's Library in the Children's Reading Enrichment Center at 10:00 a.m. on Saturday, August 8th, September 22nd and November 17th. (See previous page)
- **Free Community Meeting – Ennis' Gift**, a DVD, plus simulations and accommodations for children and adults who struggle with learning. Join us in this experiential event at the Riverside County Office of Education Conference Center at 6:45 p.m. on Tuesday, October 2nd. (See page 11)

We will also be asking a variety of cities and school districts for a proclamation announcing Dyslexia Awareness Month. We'd appreciate your help in going to various locations to pick up these proclamations. If you are available and willing to do so, please contact us at dyslexiainfo@gmail.com. To see some of our previous proclamations, go to our web page at www.dyslexia-ca.org and click on previous events.

Registration is now available for our next Annual Conference, *Research to Practice*. This year it will be at a different and very wonderful location – the Riverside Marriott Hotel. Our dates are Friday, January 25 and Saturday, January 26th, 2008. Our wonderful, top-notch speakers are: (See flyer on page 7)

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

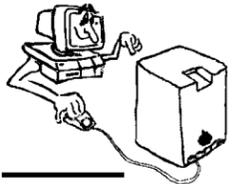
(2) Duke Kelley, CEO of Education Illustrated (partner with Rich Allen). His specialty is brain-based teaching and brain-friendly mathematics. Topic: *Literacy in Mathematics*.

Your Inland Empire Board of Directors invites your involvement in our wonderful branch. Please contact us and we look forward to seeing you....

Let us put our minds together and see what life we can make for our children.
Sitting Bull, Lakota Sioux 1877

Thank You

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



Look for us on-line!

www.dyslexia-ca.org

Thank you to California Prime Line and Keyway.net of Redlands for hosting our website and their donation of our website service and pages!!

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Riverside, CA 92507

Dyslexia Update — New rules call for big changes in how schools help children with learning disabilities

A discussion with Emerson Dickman, President, International Dyslexia Association

For two decades, schools have determined whether students have learning disabilities by comparing their intelligence test scores to their academic performance. That meant many children did not get education support until at least third or fourth grade—if not later.

But new federal rules—part of the Individuals with Disabilities Education Act (IDEA)—call for that to change. Dyslexia Update talked to the president of the International Dyslexia Association, Emerson Dickman, about what the changes mean for schools, teachers and students.

Q. The U.S. Department of Education in August, 2006, issued new rules for diagnosing and offering services to children with learning disabilities as part of IDEA. How important are these changes?

A. It's a huge deal. For the first time in many years, we have the potential to intervene for the benefit of children at risk of reading failure before they actually experience failure. That's for two reasons: 1) The new rules de-emphasize the severe discrepancy formula for identifying children for services. 2) They emphasize a process referred to as **Response-To-Intervention (RTI)**.

Q. What is Response-To-Intervention?

A. RTI is an alternative approach to providing services to children found at risk and to identifying children in need of special education. It involves universal screening—you screen all children in all classes to see who is at risk. If they do not respond to scientific, research-based core curriculum delivered by highly qualified instructors, then you immediately intervene as part of the general education. The child hasn't qualified for special ed. The child has not failed. But the child has not responded to traditional core curriculum.

Q. How are schools supposed to intervene?

Continued next column

A. Schools intervene by first providing a greater intensity of instruction with a decreased student/teacher ratio. Then they monitor progress and graph the rate of growth on a regular basis, say every two weeks, to ensure that the intervention is working. If the child is not making appropriate progress, then they intervene further. Schools keep ratcheting up the intervention until the child responds to the extent that he/she is "closing the gap."

Q. There's an implication that schools have the budget, staffing and wherewithal to do this.

A. It's been recognized for a long time that local school districts may lack the resources in terms of staff, space, money and time to be able to provide the interventions some children may need. So a lot of the effort at the federal level has been to focus on staff development and on re-thinking traditional roles for educational professionals. Our reading therapists, for example, are being asked to provide teacher training, to consult in the design of instructional programs, and to select appropriate materials because of their special knowledge.

...These issues are being addressed by a variety of conferences, forums, research etc. For example, do we really need a teacher for the earliest levels of intervention, or would a well-constructed computer program that a student uses on his own be effective for some children? These kinds of things don't cost any more money. We really do have to brainstorm about how we do this within a budget.

Q. Are there teeth in these new rules?

A. The consequences of not doing the job are not tremendously clear.

Q. Which national organizations are looking at how to implement these new rules?

A. We've already had a Perspectives (IDA's educa-

Continued next page

Dyslexia Update..., Continued from page 4

tional journal) dedicated to Response to Intervention. The National Center for Learning Disabilities (NRCLD) has an excellent web site dedicated to Response to Intervention. The White Paper from the forum we hosted in 2004 will be published by IDA just prior to the November conference. There's a great deal of information published by the federal government and the Office of Special Education Programs. The National Center for Learning Disabilities has conference web casts and up-to-date information on RTI.

Q. Are there some school districts that have already done this?

A. The short answer is yes. But I'm not sure there is any model out there you would necessarily want to replicate as they've done it... There are researchers who have worked with school districts who have implemented programs. Doug Fuchs, Don Deshler, and Dan Reschley at the NRCLD—and Barbara Foreman and Sarah Vaughn in Texas—have done a great deal of excellent work in implementing workable designs of RTI.

Q. What do the new rules mean for school principals and educators?

A. For teachers and tutors, it means re-conceptualizing your role in a number of different ways. Mentoring others, designing programs, universal screening, monitoring progress etc. Principals, as far as I'm concerned, are the ones who are going to make the difference between success and failure. They have to be committed to early intervention and prevention. They will have to support their teachers, encourage staff development, stand behind whole school screening and support effective progress monitoring.

Continued next column

Q. What was wrong with the old system?

A. The requirement that a child exhibit a severe discrepancy between aptitude and achievement before they got help delayed intervention. Such a discrepancy could be related to a number of causes not related to a learning disability. The worse part was, by the time the school mobilized the resources to meet the needs of the child, that child was not only dealing with the underlying disability but also the sense of failure.

For 20 years we have focused all of our efforts on curing and none of our resources on preventing.

Definitely one problem has been this clear and unjustifiable demarcation between general education and special education. One of the benefits of No Child Left Behind and Response to Intervention has been a blurring of those lines. Special education can sometimes be used to provide services that General Education doesn't have at its disposal. Now, it will be more of a joint mission.

Q. What does this mean for children with dyslexia?

A. The most obvious initial population for the application of RTI is the child who is at risk of reading failure. Initially the greatest effort will be in the field of reading. We have the screening tools, the monitoring tools, the remedial tools necessary to meet the needs of a differentiated population—from mildly disabled to seriously disabled. The children with the greatest need will get the greatest level of intervention.

Credit: Dyslexia Update, Upper Midwest Branch (UMBIDA) International Dyslexia Association, Fall 2006.

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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

Explaining Evaluations

by Sheldon H. Horowitz, Ed.D., Director of Professional Services, NCLD

Understanding the strengths and weaknesses that comprise a child's learning profile is key to knowing how to teach that child. Together with information provided by parents, classroom teachers and others who have had opportunities to interact with the child in activities related to school performance, comprehensive evaluation can be extremely valuable. Screening and work samples as well as carefully focused diagnostic teaching can be important and useful first steps toward planning for success.

Screening

Formal or informal screening measures can be useful tools for discovering patterns of performance, strengths, interests, and needs. Screening can be done by a number of school personnel or counseling professionals. Input from you as parents as well as tutors and others who know your child and his or her work style behaviors should be considered when reviewing screening results and planning next steps.

Formal Assessment

There is no standard or preferred set of tests or measures that comprise an assessment for LD. The professionals whom you've selected to work with your child will determine the best tools to use to sample specific behaviors and help make recommendations for instruction. Some frequently used measures include:

• **Tests of Cognitive Abilities:** These tests assess the way your child thinks and solves problems. Most of these types of tests yield IQ scores. But the real value of these tests is that they reveal strengths, weaknesses, and preferences in the ways that your child receives, processes, and expresses information.

• **Achievement Tests:** Achievement tests reveal how well your child performs in different skill areas, such as reading (decoding and comprehension), mathematics (computation and problem-solving), vocabulary, spelling, and written expression. Some achievement tests focus only on one area of skill while others survey a number of skills and sample performance by presenting easy and difficult items.

• **Information Processing Tests:** These tests examine how your child organizes and understands information presented in different formats (i.e., auditory or visual).

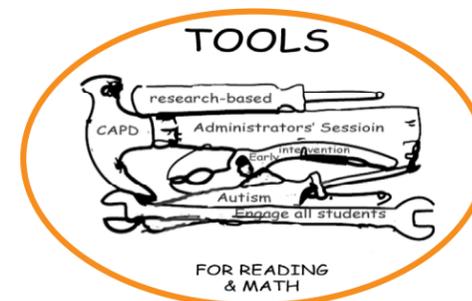
Reporting Test Results

The testing results and recommendations will help you and your child to better understand his or her learning strengths and struggles. Moreover, they can be central to sharing information about your child's learning profile with teachers and other helping professionals. Test results will also help these individuals communicate among themselves about how best to provide your child with appropriate instruction and support.

The screening or evaluation process should result in a report that you understand and can comfortably discuss with others. (Any personal or confidential information should be included in a separate section that can be shared at our discretion.) The evaluator should review the results with you and discuss how they can help you and your child plan for the next steps in his or her life. Make sure to get a final copy of the report in writing, and keep it together with work samples, school correspondence and other relevant documentation that might help with planning and securing services and supports in the future. If your child is a teenager, make sure that he or she has an up-to-date evaluation or summary of performance completed prior to leaving high school. For more information on evaluations, please visit www.LD.org/evaluations.

Sheldon H. Horowitz, Ed.D. is NCLD's Director of Professional Services. He is a frequently cited expert on learning disabilities and related disorders. See his regular monthly column in LDNews.

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This conference was made possible by a generous donation from the Jeannette C. McIntyre & Frederick Lash McIntyre Trust Fund.

Neurobiological Research in Reading Disabilities and How it Points the Way to Understanding Autistic Spectrum Disorders

George W. Hynd



Research on the neurobiological and genetic basis of reading disabilities has provided scholars, clinicians, and educators alike with a deeper understanding of what factors may impact brain development and how variability in ontogeny (development of an individual organism) may be associated with the behaviors we observe and associate with this severe developmental disorder.

This presentation will review what is known about severe reading disorders and analyze how that fund of knowledge more often supports the consideration of the identification of exceptional abilities or other disorders such as Central Auditory Processing Disorders (CAPD) or the Autistic Spectrum Disorders.

Inland Empire's 29th year of Great Literacy Conferences

Research to Practice

A continuing series focusing on elementary to adolescent learners

**Friday & Saturday
January 25th & 26th, 2008**

Literacy in Mathematics Let's Make the Connection!

Duke Kelly



This innovative, interactive workshop focuses on the specific juncture between literacy and mathematics. Mathematics is often viewed as a complex and abstract subject (especially to the learners in a math classroom). This workshop takes what we know about how the brain processes mathematics and puts it into practice. The workshop focuses on mathematics from the perspective of the subject being a language. To effectively communicate using the language of mathematics, we cannot ignore its connection to language arts.

Registration:

Forms will be mailed to IEB Members
Forms & info also available at
www.dyslexia-ca.org

When:

January 25 & 26, 2008
7:30 a.m. to 5:00 p.m. (Friday)
7:30 a.m. to 3:00 p.m. (Saturday)
Early Bird Registration \$91 to \$120
After December 7th - \$125 to \$155

Location:

Riverside Marriott
951/784-8000
3400 E. Market Street
Riverside, CA 92501

Sponsored by:
Inter. Dyslexia Assn.
Inland Empire Branch
951/686-9837



Scholarship applications
& information for
group discounts
available on line.



IEB is approved by the Continuing Education Board of ASHA to provide continuing education activities in speech-language pathology. Provider approval does not imply endorsement of course content, specific products, or clinical procedure. Participants must register before the first session at the appropriate table on-site.

Visit the national office of the IDA website www.interdys.org

- Including:
- * New Kids Only web site
 - * Ask the Experts
 - * Facts about dyslexia
 - * Pen pals bulletin board
 - * A special members only section
 - * Resources . . . and much, much more!



Important Terms to Know

Intervention: A change in instructing a student in the area of learning or behavioral difficulty to try to improve performance and achieve adequate progress.

Progress monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Scientific, research-based instruction: Curriculum and educational interventions that are research based and have been proven to be effective for most students.

Universal screening: A step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards. Universal screening can be accomplished by reviewing a student's recent performance on state or district tests or by administering an academic screening to all students in a given grade. Students whose scores on the screening fall below a certain cutoff point are identified as needing continued progress monitoring and possibly more intensive interventions.

Benefits of Response-to-Intervention

The use of an RTI process as part of a school's procedures for determining whether a student has a learning disability and needs special education services can potentially:

- Reduce the time a student waits before receiving additional instructional assistance, including special education if needed
- Reduce the overall number of students referred for special education services and increase the number of students who succeed within general education
- Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions
- Limit the amount of unnecessary testing that has little or no instructional relevance

• Ensure that students receive appropriate instruction, particularly in reading, prior to placement in special education.

Essential Components of RTI

According to the National Research Center on Learning Disabilities (NRCLD) (www.nrcld.org) the essential components of Response-to-Intervention include:

- Monitoring a student's progress in the general curriculum using appropriate screenings or tests (assessments)
- Choosing and implementing scientifically proven interventions to address a student's learning problems
- Following formal guidelines to decide which students are not making sufficient progress or responding to the intervention
- Monitoring how the student responds to the intervention by using assessments at least once a week or once every two weeks
- Making sure the interventions are provided accurately and consistently
- Determining the level of support that a student needs in order to be successful
- Giving parents notice of a referral and a request to conduct a formal evaluation if a disability is suspected as required by IDEA.

Ensuring Effective School Wide Programs

The careful analysis of performance data for all students is critical to a successful RTI process. It provides evidence that the school's curriculum and instructional process is providing acceptable progress for most students. For example, if 20 percent of the students in the general education program are not making acceptable progress based on desired benchmarks, the school must work to improve the overall curriculum and/or instructional program. If less than 20 percent are not making satisfactory progress, the general education program can be considered to be sufficiently effective and more intensive interventions are required for those students not meeting expectations.

Response-to-Intervention: Ten Questions Parents Should Ask

As states and school districts work to implement an

Continued next page

RTI process that provides early help to struggling students, parents need to understand the components essential to the appropriate implementation of RTI. Here are ten questions to ask about RTI to help guide you through the process.

1. Is the school district currently using an RTI process to provide additional support to struggling students? If not, do they plan to?
2. What screening procedures are used to identify students in need of intervention?
3. What are the interventions and instructional programs being used? What research supports their effectiveness?
4. What process is used to determine the intervention that will be provided?
5. What length of time is allowed for an intervention before determining if the student is making adequate progress?
6. What strategy is being used to monitor student progress? What are the types of data that will be collected and how will student progress be conveyed to parents?
7. Is a written intervention plan provided to parents as part of the RTI process?
8. Is the teacher or other person responsible for providing the interventions trained in using them?

9. When and how will information about a student's performance and progress be provided?

10. At what point in the RTI process are students who are suspected of having a learning disability referred for formal evaluation?

About the author: Candace Cortiella is Director of The Advocacy Institute (www.AdvocacyInstitute.org), a nonprofit organization focused on improving the lives of people with learning disabilities through public policy and other initiatives. She also serves on the Professional Advisory Boards of the National Center for Learning Disabilities and Smart Kids with Learning Disabilities. The mother of a young adult with learning disabilities, she lives in the Washington, D.C. area.

* This article is an excerpt from a Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD). NCLD developed the original, longer version of A Parent's Guide to Response-to-Intervention to provide an overview of the RTI process, describe how it is implemented in schools and offer questions that parents can ask. The full text of NCLD's *A Parent's Guide to Response-to-Intervention* is available online. To download the PDF, please visit http://www.nclld.org/images/stories/downloads/parent_center/rti_final.pdf

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WELCOME NEW MEMBERS!

These members are new to the IEB since January 2007:

Jennine Barrett Christa Brinkleys
Beverly Brothers
Susan Burnett
Dyslexia Discovery

Mary Krater
Janette Montero
Marya Phillips
Mary Linn Posey
Diana Richards
Anne Rubin

Rebekah Rustad
Anne-Marie Stauble
Rosemary Tuohy

IDA Disclaimer

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

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



Popular MSLE Video Series Now on DVD

LD-LA, *Learning disAbilities, Learning Abilities*, is a popular researched based six tape video series to help improve the teaching of all students at risk of not learning to read or do math.

The series, now in its ninth year of circulation, has gotten a phenomenal response from thousands of educators around the country. Dr. Judith Birsh, a major consultant on these tapes, calls LD-LA, "...a fine introduction to scientifically based reading instruction."

She also notes that the research on the tapes, with their "...vivid examples of multisensory structured language teaching in action," reinforces the information in her book, *Multisensory Teaching of Basic Language Skills* (Brookes Publishing).

The tapes are most useful in showing teachers how successful children can be if they are taught systematically about the structure of the language. Marilyn Jager Adams, a featured participant in the series, has said, "For those of us involved in teacher education, they are a godsend." Many teachers, who are trying to bring the message to their schools that systematic multisensory instruction works, have said these tapes are most helpful because of how clearly they illustrate the teaching of reading to children with language processing problems.

Reid Lyon, another star of the series, showed them to members of Congress when he was the Learning Disabilities Chief at the NICHD, to help them understand the NIH's research and conclusions on the teaching of reading. Other experts include Louisa Moats, Martha Denckla, Joyce Steeves, Barbara Wilson and many fine classroom teachers and students. LD-LA emphasizes common sense, not ideology. It demonstrates in lively ways, with students from a range of communities and schools, how children can make the difficult leap from speaking to reading, writing and

spelling when good explicit, multisensory, systematic teaching, based on language structure happens. Professionals reviewing these tapes have made the point that all classroom teachers should understand and engage in this kind of teaching.

The series are the only video programs listed by the California Reading Initiative as a resource for teachers who need to pass competency tests for the teaching of reading (www.rica.nesinc.com/RC_bibliography.asp).

LD-LA, *Learning disAbilities-Learning Abilities* is now available on DVD. The complete series with guide is \$399.75 (plus s/h) but for those schools and educators who have purchased this series on VHS, the DVD is being offered by the producers, Vineyard Video Productions, at the special price of \$250 (plus s/h). For more information go to www.vineyardvideo.org or call Marjory Potts at 1-800-664-6119. (Credit: IMSLEC Record, Vol IX, #2.)



May we see your brain? Participate in a research study.

Volunteers with reading disorders are needed for a research study investigating individual differences in reading and brain anatomy directed by Dr. Christine Chiarello (UCR Psychology Department). Participants will receive 2 testing sessions (3 hours total) at the Cognitive Neuroscience Lab, and will also have an MRI brain scan. The tests measure various aspects of language, cognitive function, and handedness. Participants will be paid \$50 at the conclusion of testing. To participate, you must be 18-35 years old; have grown up in an English-speaking household; have normal or corrected-to-normal vision; and have a reading disorder. Please contact Suzanne for a phone interview or more information.
(951) 827-7164 suzanne.welcome@ucr.edu

Alan Kwasman, M.D.

Board Certified:
Developmental Behavioral Pediatrics

6950 Brockton Ave.
Riverside, CA 92506 Telephone: 951-686-8223

Janice S. Cleveland

Attorney-at-Law
Specializing in advocating
for the rights of special
education children

(951) 680-9195
5041 La Mart Drive, Suite 230
Riverside, CA 92507



Free community meeting

Date: Tuesday, October 2nd, 2007
Time: 6:45 p.m. (until 8:15)
Location: Riverside County Office of Education
Conference Center, Downtown Riverside
(corner of Almond & 12th Streets)

Presenting *Ennis' Gift*

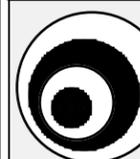
The story of actors, scientists, business leaders, a polar explorer, a teacher, and dozens of others, both children & adults, who have one thing in common: they all have learning differences. These individuals refused to be limited by their difficulties or defined by the labels that were assigned to them.

They, like Ennis William Cosby, found their gifts in their differences. Special appearances by James Earl Jones, Henry Winkler, Charles Schwab, Danny Glover, Lindsay Wagner, Bruce Jenner and more.

Plus—simulations—so **YOU** can experience what it is like to have a learning difference
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Local Resources

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



Let us hear from you!

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



October Is Dyslexia Awareness Month

Does your child have difficulty reading or spelling? Does he or she mispronounce words or struggle to find the right words when speaking? If so, your child may have dyslexia—a language-based learning disability that affects up to 20% of the U.S. population.

During October—Dyslexia Awareness Month—you can discover more about this learning difference. Information, workshops, educational activities, and community-based resources are available through these local non-profit organizations:

- ❖ INLAND EMPIRE BRANCH OF THE INTERNATIONAL DYSLEXIA ASSOCIATION — (IEB)
- ❖ RECORDING FOR THE BLIND & DYSLEXIC® — (RFB&D®)

IEB provides workshops, hands-on information sessions and a huge web site: www.dyslexia-ca.org

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

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Dovid Richards Memorial Scholarship Fund



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

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



Inland Empire Branch needs YOU! Help us help others.



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!

Who we are...

In 1984, several Inland Empire professionals and parents determined our area had a need for an organization to disseminate accurate & current information on dyslexia and we contacted the International Dyslexia Association. Now, a variety of professionals, parents and adults with dyslexia comprise the all-volunteer Board of Directors representing Riverside, San Bernardino and portions of Orange County here in So. California.

We actively promote effective teaching practices and related educational intervention strategies for any individual with a language-based learning disability. We are committed to the dissemination of research-based knowledge that supports multi-sensory structured language teaching.

We invite you to join our mailing list: receive Newsletters & Email announcements on new research. To join, send us your name, address, phone, email or see "Contact Us" form on our web site.

We invite you to join us...

We are a volunteer organization and our Board of Directors is a working board. The strength of our organization relies on the interest and commitment of its volunteers. Won't you help us in our goal of "Facilitating Literacy Success in Our Communities"?

Orton-Gillingham Training: A Key Not a Cure

by Mary Hibbard, M.A./CCC-SLP

I was fortunate enough to attend the course in Orton-Gillingham reading method sponsored by the Inland Empire Branch of the International Dyslexia Association from July 30th to August 3rd. Orton-Gillingham is such a commonly used phrase, and I had always thought it of as a generic shorthand for multi-sensory decoding instruction. I had visions of forming letters and words with sand trays and clay and shaving cream all week. We did use the sand trays, but I found that, at its heart, Orton-Gillingham instruction trains the student to systematically and logically apply rules to decode and spell words and uses multi-sensory instruction to lock the word in using the eyes, ears, touch and movement.

We learned rules for identifying and dividing syllables which helps the reader to break words into syllables and, most importantly, how to pronounce the vowel in the syllable. We also learned about how the layers of language, especially Anglo-Saxon, Greek and Latin, contribute to spellings and pronunciations.

I found, however, that in addition to this knowledge of language, knowledge of the sound system of English is a helpful addition to unlocking words. As fluent English speakers, we take the sound system or, more technically, the phonological system, in our running speech for granted and don't necessarily notice how the production of vowels and consonants in our mouths directly influences how words are pronounced, even independently of how the words are spelled.

For example, the class members commented on how challenging it can be to teach students to read words with regular past tense -ed when it has three possible pronunciations: "ed" as in "landed," "t" as in "jumped," and "d" as in "played." As a speech-language pathologist, I pointed out that the pronunciation of past tense -ed words is very regular and systematic if you consider the characteristics of the sound that ends the base word. Base words that have "t" or "d" as the final sound will pronounce the regular past tense -ed as "ed" as in "batted," "hated," "braided," and "aided." Words that end with a voiceless consonant (except "t") will pronounce -ed as "t" as in "passed," "pushed," and "walked." Words ending in a vowel or a voiced consonant (except "d") will pronounce -ed as "d" as in "judged," "waved," and "pulled."

The sound system of English has eight pairs of voiceless and voiced consonant pairs in which each sound in the pair is produced the same way in the mouth except that one of the sounds in the pair is voiceless (meaning that your vocal chords are not vibrating when the sound is made) and one is voiced (meaning that your vocal chords are vibrating when the sound is made). Try this out: Put your hand on your throat and make the sound for "s," just the sound, not the name of the letter, so you should be hissing like a snake. Now make the sound for "z," so you should be buzzing like a bee. The "z" is made the exact same way in your mouth as the "s;" you've just turned on your voice. You should feel no vibration for "s" and a strong vibration for the "z." When it comes to that -ed ending, it's much easier for our vocal chords to stay off and produce the -ed as "t" if the last sound of the base word is voiceless and for our vocal chords to stay on and produce the -ed as "d" if the last sound of the base word is voiced. We do it automatically when we're talking, but may need some direct instruction to apply the rule in reading and spelling.

Marsha Sanborn, the instructor of the Orton-Gillingham class, polled the class to see if we would vote to change English spelling to be more phonetically regular and, as a group, we said that we would not choose to do that because English would lose the layers of meaning and language origin that the spellings provide. The regular past tense -ed ending is certainly an example of a spelling that can be challenging, but is very useful in providing a consistent meaning when placed on an action word.

If you or a student you work with needs intensive instruction in how the sounds of English can be separated and blended to form words (more technically called "phonological awareness"), the Lindamood Phoneme Sequencing Program (LiPS) may be something to consider as part of the remedial program (but it, too, is not a "stand-alone" program). Orton-Gillingham methodology is extremely useful and effective because it has the structured and systematic characteristics that scientific studies have shown to be critical in reading instruction, but once again, it's not a "one size fits all cure" and the instructor needs to match the instructional program to the unique needs of the student. I thoroughly enjoyed the Orton-Gillingham training and thank Marsha Sanborn and the IEB for the opportunity. 

Looking for information??

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

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



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(Details inside page 7)