

# The RESOURCE

Creating Avenues of Success for Dyslexics!

VOL. 22, ISSUE 1

founded in memory of Samuel T. Orton

SPRING 2007

## CALENDAR OF EVENTS

### Thur., May 17, 2007

“College is for Dyslexic Students” is the focus of the “Dyslexia Awareness Panel,” especially for students, parents & educators at RCOE. Join us to hear directly from current and recently graduated college students (see pg. 4).

### Board meetings—

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

## After High School

by Valerie Raymond, Ph.D.

Parents, keep that documentation forever! This was one of many essential take home lessons from two advocacy sessions chaired by attorney Jo Anne Simon, who also provided the legal perspective on testing and accommodations for postsecondary education. Your bright child with LD or ADHD may become a 30-year-old applying to law or business school and will then be required to provide historical evidence of disability and accommodations in order to obtain these on the LSAT and GMAT. Drs. Bill Dince and Jeannette Wasserstein explained the specific requirements for documentation for each test and directed the audience to the web site for each one.

Beginning in high school with the SAT and ACT, the legal basis for services and accommodations shifts from entitlement under the IDEA, to equal access under the ADA and 504. Parents have been used to the idea that the district just search for disabled youngsters and provide them a free and appropriate public education as spelled out in a broad individualized educational plan. Once students leave the local district, they are entitled as disabled persons only to equal access under the law. Testing agencies and postsecondary programs may not discriminate against disabled students, but it is the students who must prove not only disability, but also ways in which their disability functionally impairs their capacity to access a specific program or perform on a specific kind of test: math, timed reading, and so on.

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## Get a Jump on the Next School Year! The Latest on Audio Books and More.

by Cindee McCarthy

Twin Cities parent advocate; mother of a child with dyslexia

As the school year winds down, it is a good time for parents to begin thinking about preparing for the fall.

1. **Ask your school for a copy of next year’s textbooks to keep over the summer.** Take a look at the textbooks for readability level. Is the text over your child’s reading level? If it is, then focus on how to make the material more accessible to your child through accommodations. A helpful web site to find the readability of the textbook is <http://www.lexile.com/DesktopDefault.aspx?view=ed&tabindex=2&tabid=16>. Pick a subject that your child has the most difficulty in and start to pre-teach vocabulary words.

2. **Ask your school if there are any tapes/CDs that go with the textbooks.** You can usually look on-line at the publisher’s web site to see if they offer tapes/CDs. Ask your school to order these now. It may take 3

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This paper was written as a classroom assignment by a young lady, Jane Kelly, an eleven-year old dyslexic, who shows an amazing amount of insight and who remains undaunted in her struggle for success. The work is reproduced here as it was submitted in class.

The Editor

## Nobody's Perfect

I look at the world with different eyes than most people, some people are like me thought. I'm dyslexic in reading and writing. Lets just say I'm not a perfect child.

It's not easy for me being in a family where my mom is a walking dictionary, my sister comes home and is like, "I got a 100% on everthing today", and my Dad is so energetic and can do any math problem in two minuets. I am not saying I have a bad family, it's just hard.

"You're not dumb," everone tells me; you just simaply have a learning disability. I always tell my mom I don't fit in. When everone is on Page 547 I am on 300. It's not that I don't like reading (well I don't really) it's just really hard for me.

I have too many things going on! I think, sure, I'm not stupid but here I have like 50 tuders, (well only two but it feels like a lot). Then I have waterpolo there nights a week and to top that off: home work. I also have to find just some time for me!

I don't hate shool (well, sometimes I do). I feel like when it comes easy to people, it doesn't come easy to me. I just have to put 110% into my work.

I can't talk to my family, who lives in my house. Well, I can, but not in the way I need! They try as hard as they can to help me, it's I need someone who is like me to talk to! I have my Grandma and my uncle to talk to, but it is kind of wierd. I just feel like they are so successful, and I don't know if I can be that good. Sometimes I find myself talking to my dog, because all he can do is sit there, or walk away.

Nobody is good at everything or loves everything, I just have a couple things I am bad at. I have to work around my difficulties and work harder that a lot of people. I guess nobody is perfect, I am just farther away than most people to perfect. ❖

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

### 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](mailto:dyslexiainfo@gmail.com)), or by a letter/postcard (5225 Canyon Crest Dr., Suite 71-308, Riverside 92507).

# A Message from Your President

by Regina G. Richards

Dear Members and Friends of IEB,

Your Board of Directors is a group of the most giving, enthusiastic and wonderful people you could meet – and all are dedicated to our mission of *Creating Avenues of Success for Dyslexics in Our Community*. I'm so very proud to be involved with such a dynamic variety of folks and I'm pleased that we are so successful in fulfilling our mission.

Although we have accomplished a great deal, there is so much more to do. Our goal is to have many volunteers available, so that each individual has only a small task to accomplish. Won't you consider joining us? Remember...

*Nobody can do everything.  
But everybody can do something!*

## What have we done so far this year?

We began 2007 with a stimulating Annual Meeting on January 11<sup>th</sup> – an ice cream social and information fair with an electrifying presentation by the Meshugene Magician, Lynn Craven. See the photo below.

March 16<sup>th</sup> and 17<sup>th</sup> was the continuation of our *Research to Practice* conference with our wonderful guest speakers, Dr. Maureen Lovett and Dr. Patricia Kuhl. Tapes and handouts of their sessions are available on our web site under "previous events" along with photos of the great event.

## What's coming up?

Our May 17<sup>th</sup> meeting is a free community meeting in Riverside. We're having a Dyslexia Awareness Panel – see the flyer on page 4. This event is valuable for students, parents, and those who work with dyslexics. Come and find out how students cope with their learning differences in ways that help them be successful.

We look forward to an exciting fall as we gear up for National Dyslexia Awareness Month in October. If you can help us by volunteering to attend a local city council meeting to accept a proclamation, please let us know (email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com); or phone: 951/686-9837).

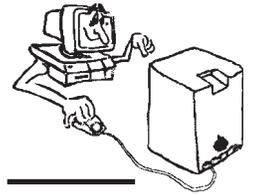
We hope you will be involved and participate in our wonderful activities with our fantastic IE Branch. Remember,

*Nobody can do everything.  
But everybody can do something!*

Cheers,



The Meshugene Magician  
with volunteer, Lorena Santa Cruz



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on-line!**

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# **Dyslexia Awareness Panel**

## **College IS for Dyslexic Students!**

**Thursday, May 17<sup>th</sup> , 2007**

**Come and hear students with dyslexia and AD/HD from UCLA and Rio Hondo College, as well as a graduate from La Verne share their...**

- ❖ Personal stories — their experiences
- ❖ Expertise — succeeding in college and beyond
- ❖ Advice — how to deal with literacy issues and AD/HD in college and graduate school

**Bring your questions. Come and find out...**

- ❖ What works to help in college
- ❖ What doesn't work
- ❖ How to navigate the college system
- ❖ How to find help
- ❖ Study skill secrets and hints
- ❖ Technology hints
- ❖ And more.....

**Who Should Attend?**

- ❖ College students
- ❖ Parents
- ❖ Teachers
- ❖ Junior and Senior High School students
- ❖ Anyone interested in how a learning difference affects bright

**Date:** Thursday May 17<sup>th</sup>, 2007  
**Time:** 6:45 pm  
**Location:** Riverside County Office of Education, Conference Center  
3958 12<sup>th</sup> Street (corner of 12<sup>th</sup> and Almond), Downtown Riverside

**See you then!**

# Effective Transition Planning Through Student Empowerment

by Christy Lendman

Although post-secondary programs report increased enrollment of students with disabilities, some studies indicate limited student outcomes in terms of graduation and program completion. (Murray, et al., 2000). The National Center on Education Statistics (1999) reports that approximately 30% of all college freshman are required to take remedial course work, and that students who take remedial reading courses are less likely to earn a degree. And yet, 70% of new jobs will require an education beyond high school (Thinking K-16, 2001). These lackluster statistics are indicative of the need for better transition planning.

For more than a decade, the Individuals with Disabilities Education Act (IDEA) has mandated transition planning. The IDEA amendments of 1997 continue to recognize the importance of transition and outline the following components of the transition process:

- Transition services are a *coordinated set of activities*. [Emphasis added]
- Transition goals promote movement from school to post-school activities and are an *outcome-oriented process*.
- The transition plan is to be *based on the individual's needs* taking into account the student's interests and preferences.

The law recognizes the importance of preparing students for further education, employment and independent living. It emphasizes early, meaningful planning that is collaborative and involves the parents and the student. These tenets are supported through the following requirements:

- By age 14, a statement of the student's transition needs related to his or her courses of study must be included in the Individualized Education Program (IEP);
- By the age of 16, a statement of needed transition services, including any interagency responsibilities and linkages, must be addressed;
- By at least one year prior to the age of majority, the student must be informed of his or her rights under IDEA;
- The plan must include specific annual goals with measurable outcomes;
- Progress must be reported regularly, at least as often as is done for students without disabilities; and,
- General education teachers, related services personnel and agencies, and the student should be involved in the process when appropriate.

Continued on page 6

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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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## **Effective Transition Planning..., Continued from page 5**

This law promotes a comprehensive approach to transition planning. The law's emphasis on student needs, measurable outcomes, and coordinated activities supports transition planning that is collaborative and student-centered.

Thoma (1999) found that this kind of student-centered transition planning pays off. Students who actively participated in transition planning had jobs upon graduation and were living independently. Although these students reported positive outcomes, further analysis revealed that often the students' personal preferences and interests were not necessarily part of the actual planning process. This would indicate that a more systemic change is necessary, one that emphasizes the need for school personnel and other adults to recognize and incorporate the student voice in transition planning. This level of change calls for a philosophical shift. A shift from teacher decision making to student decision making, from a deficit to an ability focus, and from a once-a-year paper shuffle to an on-going process toward goal attainment.

For the transition planning process to be truly student-centered, "best practice" recognizes a number of essential components. Through his review of the literature and model transition programs, Kohler (in DCDT, 2000) identified a taxonomy of general principles of effective transition planning. Each category consists of a compilation of promising practices relevant to transition planning. Two of the categories, Student Focused Planning and Student Development, contain components related to student empowerment.

Student focused transition planning recognizes the important role of the student in goal setting and decision making. It facilitates student self-determination and takes into consideration the student's learning preferences, accommodation needs and post-secondary aspirations. The student actively participates in identifying goals, academic needs and outcome measures. Of course, this level of involvement requires the student's active participation in the IEP planning meeting. For that to happen, a student must possess the self-efficacy and self-determination skills to be able to advocate for their choices (Lock and Layton, 2001; Thoma, 1999).

Kohler groups these "self skills" under the category of Student Development (in DCDT, 2000). Student-centered transition planning requires the development of a student's skills in self-determination, social competency, disability awareness, independence and study and learning strategies. Students need to be aware of their strengths and weaknesses and how those characteristics will interact with the post-school environment. By identifying their specific processing abilities, students can match their individual needs to their desired outcomes. This kind of specificity enhances a student's ability to self-advocate. When students are clear about their learning needs, they are better able to communicate their accommodation requests (Lock and Layton, 2001). These skills must be taught systematically and explicitly and can be taught using established curriculum (Martin, et al., 1996), mentoring programs or through hands-on training experiences (CEC Today, 1999). Students who have been taught self-determination skills are more likely to self-advocate, to request specific and individualized accommodations, and to successfully navigate the transition process (Lock and Layton, 2001).

As mandated by IDEA, students must be informed of their rights and responsibilities one year prior to the age of majority. This transfer of rights highlights the importance of student self-development. Aside from information about their legal rights, it is important for students to be informed of their adult responsibilities and independence issues. Skills such as self-management, self-regulation, time management, stress management, and money management are vital to a comprehensive and robust transition plan. These skills are especially critical as the student moves from under the protection of IDEA and its specific regulations to the general access issues of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (1973; 1990). Under the latter, the student is the person responsible for requesting accommodations or academic adjustments. In order to do so the student must be knowledgeable about his or her disability, be able to describe the disability, request accommodations and articulate why the request is appropriate. Clearly, student self-development is essential.

Perhaps the most critical components of outcome-based transition planning are the goals and objectives. The goals provide the vision from which all other decisions are made. This visionary approach focuses more on goal attainment and less on student deficits and remediation. An exploration of a number of work and educational opportunities is needed in order for the student and team to define

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Continued on page 8

## After High School, Continued from page 1

And now, at age 18, it is the student who must take the major role in documenting disability and obtaining accommodations. As explained by two representatives of the Office of Civil Rights, colleges and vocational schools have no duty to reach out. Said Dr. Lori Wolf of Boston University, "The student must approach the office of disability to request accommodations—and must do it in a timely fashion, not right after midterms in hope of obtaining accommodations for final exams." Thus, as students prepare to leave home, they must learn how to advocate for themselves.

What can parents do now? Understand that the requirements for testing accommodations have become more stringent since these are no longer being reported to colleges. Do not wait until high school to have your student evaluated for the first time. Make sure your student understands that he must actually use the accommodations recommended by the evaluator. If your student normally uses medication for academic work, make sure she uses it when undergoing evaluation. Understand that ADHD will require broad historical evidence of impairment in more than one setting: keep those letters from camp directors!

*Credit: Dyslexia Discourse, Vol. 60, NYBIDA, Spring '06.*

### Congratulations to our Door Prize Winners

At our January 11, 2007 Annual Meeting, *Meshugene Magician & Ice Cream Social*

- Joan – John Grisham book
- Alice Mungia - LinguSystems book, *The Source for Dyslexia & Dysgraphia*
- Magda Habashy – voucher for March *Research to Practice* Conference
- Sherry & Randy Lafferty - voucher for March *Research to Practice* Conference



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realistic goals and objectives. Goals must be comprehensive and address the student's needs in all aspects of the future environment: degree program, school choice, academic accommodations, housing, and community experiences (CEC, 2002; Hasazi et al., 1999). Do•It (2001) suggests that students map out their transition path. This mapping process involves envisioning the future, reviewing the options for getting there and matching individual characteristics with the appropriate accommodations.

Academic issues are an integral part of the student's goal setting process. Very early on in the educational process the student must consider curriculum choices, personal strengths and weakness, preferences and interests, and reasonable accommodations. What kinds of skills, strategies, and supports will the student need in order to reach the identified goals? Will course work be geared toward a standard diploma, vocational training, or college preparation? Which accommodations are currently being used for instruction and assessment? Will different accommodations be required in the future? Will technology assist in providing access and goal attainment? Are there specific learning strategies and study skills that will support goal attainment? When answering these questions, the National Center on Secondary Education and Transition (NCSET) suggests that the team maintain high expectations, consider a range of options and make the appropriate accommodations systemic, that is, generalize the accommodations to instruction, assessment, or work situations and inform others of the accommodations' appropriateness based on the student's disability (CEC, 2002).

Studies have found that a collaborative approach to transition planning results in positive student outcomes (Hasazi, Furney, & Destefano, 1999; Linneman & Shelden, 2000), and the amended IDEA emphasizes the need for a collaborative approach to transition planning that involves interagency coordination. Interagency collaboration extends resources and increases opportunities (CEC, 2002). Contracting with local agencies, identifying articulation agreements and establishing monthly interagency planning meetings promotes a system that can provide the student with an array of opportunities, opportunities that the educational institution may not have been able to provide on its own. In addition, collaboration across educational structures, for instance from kindergarten through grade 16, ensures consistency and a more meaningful description of degrees and expectations (Thinking K-16, 2001).

For more than a decade, special education has worked to improve the transitional outcomes of the students it serves. Unfortunately, the outcomes have not been stellar. To encourage more meaningful and successful transition plans, the IDEA amendments of 1997 promote a transition process that is outcome orientated and based on the individual's needs, preferences and interests. Student and family involvement is encouraged early in the process and interagency collaboration is stressed. A review of promising transition practices revealed that maintaining a student focus and incorporating student self-development are essential to successful planning. Students must be taught the skills of self-determination and self-advocacy. In order to meaningfully participate in the transition process, students must be knowledgeable about their disability and be able to articulate the effects of the disability on the academic and work setting. They must be able to set clear and realistic goals, and be able to describe and defend their related accommodation requests. This level of student involvement requires a change in the way we think about transition planning. Our thoughts need to shift from a transition process that is school-centered and deficit focused to one that is student-centered and visionary. Empowering the student is one way to effect this change.

## References

*Americans with Disabilities Act of 1990, P.L. 101-336. (ERIC Document Service Reproduction # ED 323679.)*

Continued on page 11

## Get a Jump on the Next School Year! The Latest on Audio..., Continued from page 1

months to actually get them from the publisher. If the publisher doesn't offer tapes/CDs, then you check the Recording for the Blind and Dyslexic (RFBID), <http://www.rfbd.org>, to see if they have created an audio version. Ask your school to order it for you. If they don't have a version, the school can request RFBID to create an audio version for you.

3. **Textbooks aside, check to see if any novels or other books will be required reading.** Ask for a list of them, and ask if the print and audio versions of the books are available during the summer. If your school doesn't have any audio versions, try the following:

• *Hennepin County Library* – <http://www.hclib.org>  
Print and Tape/CD versions available

• *Bookshare.org* – <http://www.bookshare.org>  
(Copy written materials are available for people with disabilities only, must apply for membership, non-copy written materials available for general public) Digital text (Daisy talking book format) and Braille versions of books

• *Gutenberg Books* – <http://www.gutenberg.org>  
Non-copy written material available on digital audio (mp3), digital book, and video (mpg) for download

• *Net Library* – <http://netlibrary.com>  
(You can join through Hennepin County Library web site) Digital audio (wav format) digital text version for download

• *Recording for the Blind and Dyslexic* – <http://www.rfbd.org>  
(available for people with disabilities only, must apply for membership) Tape/CD Audio and Braille versions available

• *National Library Service for the Blind and Physically Handicapped (NLS)* – <http://www.olc.gov/nls> (available for people with disabilities only, must apply for membership) Tape/CD Audio and Braille versions available

4. **Create a learning profile of your child, working with his current teacher to describe your child's learning strengths and struggles.** Give it to next year's teacher(s) at the beginning of the school year so that they can have a heads-up on what to look for with your child.

*Credit: Dyslexia Update, Upper Midwest Branch (UMBIDA), Summer '06.*



### 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.



# Daily Reading Adds Up—You do the Math!

by Lisa Hannum, M.J., M.A.T.

President of the Illinois Branch of the International Dyslexia Association

There are a number of schools that suggest students read twenty minutes every night for homework. The next time your son or daughter asks if he or she can cut short their reading, consider the math. There is a substantial difference between reading for 20 minutes, five nights of the week, and reading only five minutes a night. If you compare the two, you are considering the difference between 60 hours of reading in a given school year, compared to just 15 hours during the same school year. Over three years the 20 minutes add up to 180 hours compared to just 40 hours.

Exposure to print is vital for vocabulary growth. As Anne Cunningham states in her article (What Reading Does for the Mind, Cunningham & Stanovich, [http://www.aft.org/pubs-reports/american\\_educator/spring\\_sum98/cunningham.pdf](http://www.aft.org/pubs-reports/american_educator/spring_sum98/cunningham.pdf)), the gap between the haves and the have-nots is not easily remedied when we consider the cumulative effect of the number of minutes spent reading or not reading over an extended time. The child who reads daily for five minutes will take four years to read the same number of words the other child will read in only a year. Which student would you expect to know more, write better, and be more successful in school?

I don't think I am suggesting anything new when I urge you to read to your children. Reading to children exposes them to formal language and vocabulary that we don't typically use when we are speaking. Consider these lines from a children's picture book called *Sophie's Masterpiece*, by Eileen Spinelli. "Sophie spun without blinking. Or eating. Or sleeping. She was never more exhausted. Or determined. On and on she spun." How engagingly clever would your five year old sound if he or she began using words like exhausted, determined, or masterpiece? A child's book has more rare words per 1,000 than a popular prime-time adult TV show. Think about that the next time you reach for the TV remote.

When children struggle with reading, I often see schools recommend "high interest, low vocabulary" texts. I am confused by this suggestion. The vocabulary may not be the problem: it's reading the words. There are many children who have the ability to understand words that they cannot read. Why stifle vocabulary growth because their decoding skills have not caught up to their ability? Limited word knowledge does not have to be a by-product of dyslexia if the school accommodates the child's ability to access print through technology.

Technology, however, is only an accommodation and should be incorporated in tandem with reading intervention for students who are not reading at grade level. One of the state standards established by many states is to read with understanding and fluency. If your school aligns IEP goals with state standards, be aware that this standard combines two different aspects of the reading process. There are many struggling readers who cannot read fluently, but have understanding if the material is read to them. There are also students who do not read fluently, but still comprehend. While we want to increase fluency, the understanding may not be the problem.

Enhancing word knowledge can be accomplished in a variety of ways. Talking to your children about a particular news event, using atypical vocabulary, and encouraging use of those same words in future conversations are just a few of many ways. But exposure to age-appropriate, good literature, even in the form of books on tape, will guarantee vocabulary growth. The math really does matter. 20 x 5 might be the most important stat your young reader will ever learn.

Credit: Newsletter of the Michigan Branch of the International Dyslexia Association, Summer '06.

## Have you noticed?

Your Inland Empire Branch  
is very active—won't you join us?  
Call 951•686•9837

## Congratulations to our Door Prize Winners

At our October 12<sup>th</sup> 2006 meeting, *Celebrating Creative Brains of the Dyslexic*

- Sheilah Bellew – Comedy CD
- Rubin Arias – Comedy CD
- Stephanie Roelling –LinguiSystems book, *The Source for Dyslexia & Dysgraphia*

## Effective Transition Planning..., Continued from page 8

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*Dr. Christy Lendman is an education and disability consultant with Recording for the Blind and Dyslexic (RFB&D). She teaches special education courses at Rockford College in Rockford, IL. Dr. Lendman has worked in the field of education and disability for more than 20 years, and is interested in transition issues, disability access, teacher education and universal design for instruction.* ❖

*Credit: Perspectives, Spring 2002*

Continued next column



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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.

We are an all-volunteer organization & we welcome you to join us. 🤝 The strength of our organization relies on the interest and commitment of its volunteers...

### To become a Friend of IEB...

Send a contribution of any size to our address (5225 Canyon Crest Dr., Ste 71-308, Riverside 92507) and say you want to be a "Friend of IEB."

### To become a Member of IEB...

When you join the International Dyslexia Association (IDA), you also automatically become a member of IEB. Just complete the membership form on page 15 or complete the form on-line to become a member of our Branch.

## The Inland Empire Board of Directors

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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  
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Branch  
needs YOU!  
Help us help  
others.**



## Who we are...

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

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

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

## We invite you to join us...

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

## Attention United Way Contributors

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

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

# A Senior Reflects on the Lifelong Impact of a Label

by Janet Bell

Last Sunday morning the congregation began to sing the opening song. I had done it again. The congregation was singing the hymn on page 130. I was on page 310. I'm dyslexic; I'll always be dyslexic. But I didn't always know that..

In June of 1928, my mother walked me to school and enrolled me in first grade. I was so excited. I was going to learn wonderful things and have lots of fun. Wrong! In the years that followed, I found school wasn't the fun place I had dreamed about. It was filled with fear and frustration. I quickly was labeled as the "dumb kid."

My mother and aunt spent many hours reading aloud to me as a child. I remember those times as the only positive part of my struggle with learning to read.

Every day in school, I hid behind the child in front of me so the teacher wouldn't call on me. Writing the alphabet was easy, but reading it was a problem. I couldn't seem to pronounce words right. This played havoc with my spelling, and I worked hard to memorize words for weekly tests. School was a living nightmare.

I studied every night, but my father would get frustrated with me. He'd bang his fist on the table and say something like, "Use your head!" or ask, "Where's your brain, girl?"

In spite of all this, I managed to keep my grades up and receive a high school diploma, but my belief that I was dumb overshadowed my entire adult life. I made no attempt to attend college. I chose to work in the fields of general office work, accounting, and technical writing and survived by inventing my own peculiar way to get things done and still appear confident and knowledgeable.

When I worked as a technical writer, a co-worker told me she thought I had dyslexia. At the time, I didn't believe her and ignored her comment. But her words stayed with me.

Three years ago my curiosity prompted me to purchase a book about dyslexia. As I read the first few pages, I was in shock and tears. I thought the author had been peering into my life. My immediate and joyful reaction was, "Dear Blessed God, I am not dumb. I have dyslexia." I was ecstatic. I didn't care that my brain worked differently from others. At last I knew there was a reason for my being different—yes, different, not dumb.

I struggle every day with dyslexia in one way or another, but I no longer hide my disability. I am now focusing on dreams I once thought were impossible, such as writing a book for children about dyslexia. While children may not be able to read every word I write, it's my hope that teachers, parents, or other family members will read aloud to them.

Today a teacher or counselor can say to parents, "Your daughter has dyslexia, and we can help her." How I wish my parents could have heard these words!

**About the author:** Janet Bell discovered she had dyslexia at age 76. Her story illustrates the lasting impact a label can have upon a person's self-esteem and how she has embraced her learning challenge.

This article was used with permission from Schwab Learning ([www.schwablearning.org](http://www.schwablearning.org)), a service of the Charles and Helen Schwab Foundation

Credit: Northern California Branch IDA (NCBIDA); Spring '06

## Looking for information??

[www.Idonline.org](http://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.



## Certificate in Educational Therapy

### UCR Extension's Certificate in Educational Therapy

has been planned in partnership with the Association of Educational Therapists (AET) and offers a 30-unit program which includes a 120-hour internship. Courses are offered each quarter as well as in a summer intensive schedule.

Information is available at [www.extension.ucr.edu](http://www.extension.ucr.edu) or by calling Mary Ellen Gruendyke at 951.827.1665.

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## THE INTERNATIONAL DYSLEXIA ASSOCIATION MEMBERSHIP FORM

Rates effective January 1, 2005

### Membership Levels

Please choose one of the following categories of membership  
(U.S. Currency Only)

<input type="checkbox"/> Individual	\$70
<input type="checkbox"/> Individual/Sustaining	\$150
<input type="checkbox"/> Individual/Supporting	\$300
<input type="checkbox"/> Family	\$110
<input type="checkbox"/> Lifetime	\$2,000
<input type="checkbox"/> College Student (Copy of Student ID Required)	\$40
<input type="checkbox"/> Retired (65+ and not employed fulltime) (Copy of ID Required)	\$45
<input type="checkbox"/> Institutional (Copy of Non-Profit Status Required)	\$395
<input type="checkbox"/> *Corporate – Level-I	\$295
<input type="checkbox"/> *Corporate – Level-II	\$795

\*Only For-Profit Organizations are Eligible for Corporate Levels

### Signature

By signing this form, I certify that I (or the corporate entity) qualify for the membership category checked above.

### Membership Categories

Check categories that apply to you and **circle** the category that best describes your reason for supporting IDA.

<input type="checkbox"/> Advocate	<input type="checkbox"/> Educator	<input type="checkbox"/> Psychiatrist
<input type="checkbox"/> College Student	<input type="checkbox"/> Elem./Sec. School	<input type="checkbox"/> Reading Specialist
<input type="checkbox"/> Corporation	<input type="checkbox"/> Educator/Post-Secondary	<input type="checkbox"/> Researcher/Educational
<input type="checkbox"/> Educational Administrator	<input type="checkbox"/> General Supporter	<input type="checkbox"/> Researcher/Medical
<input type="checkbox"/> Individual with Dyslexia	<input type="checkbox"/> Lawyer	<input type="checkbox"/> Special Ed. Educator
<input type="checkbox"/> Educational	<input type="checkbox"/> Parent/Other Family Member of Individual with Dyslexia	<input type="checkbox"/> Speech-Lang. Pathologist
<input type="checkbox"/> Diagnostician/Psychologist	<input type="checkbox"/> Physician	<input type="checkbox"/> Tutor
<input type="checkbox"/> Educational Therapist		

### LD Service Provider Database

IDA maintains a list of service providers for people who contact us for resources. If you would like to be on this list and receive an application, please check here.

Your listing will remain on the service provider list as long as your membership is active.

### Payment Information

Check enclosed made payable to: *The International Dyslexia Association*

Payment by Credit Card:        

Account Number: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

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AMOUNT OF PAYMENT: \$ \_\_\_\_\_

### Contact Information (please print)

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

City: \_\_\_\_\_ County: \_\_\_\_\_ State/Province: \_\_\_\_\_ Telephone: (H) \_\_\_\_\_ (B) \_\_\_\_\_

Country: \_\_\_\_\_ Postal/Zip Code: \_\_\_\_\_

### Membership Mailing List Rental

The IDA membership list is made available to other organizations whose products or services we think our members might find of interest. If you do **not** want your contact information included on these mailing lists, please check here.

The International Dyslexia Association  
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# May is our Dyslexia Awareness Panel

Join us to hear directly from current and recently graduated college students. Find out what they have to say about

- ❖ What works to help in college
- ❖ How to navigate the system
- ❖ Study skill secrets and hints
- ❖ And more.....
- ❖ What doesn't work
- ❖ How to find help
- ❖ Technology hints

Thursday evening  
**May 17<sup>th</sup>, 2007**

**Time?** 6:45 pm

**Location?** Riverside County Office of Education Conference Center at 3958 12<sup>th</sup> Street (Corner of 12<sup>th</sup> and Almond), Downtown Riverside

**Cost?** **NONE**

This panel will be valuable for and of great interest to

- ❖ College students
- ❖ Parents
- ❖ Anyone interested in how a learning difference can affect bright kids trying to succeed
- ❖ Jr. & Sr. High School students
- ❖ Teachers