

The RESOURCE

Published by the
So CA Tri-Counties Branch
of IDA

The
International
DYSLEXIA
Association

Creating Avenues of Success for Dyslexics!

Vol. 29, Issue 2

founded in memory of Samuel T. Orton

Fall 2014

THE ART OF TESTING

p7

The Art of Testing: Some Personal Thoughts on Comprehensive Assessment

By Christine Voll, MA

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Psychoeducational testing is based on science, but it is also very much an art. Each time I begin an assessment, I am reminded that testing is like opening a gift. I'm excited and curious as I start to test, slowly unwrapping the layers of how someone thinks. One path leads to another, often in unexpected ways.

As an examiner, I share in an intimate exploration of my client's thoughts and feelings. The

p4

BELT IT OUT

Belt It Out, Hawk 'Em In:

Grander, Louder, Richer, Fiercer, Fancier, Faster

by Priscilla L. Vail, MAT.

When Ethel Merman played Annie Oakley in Annie Get Your Gun, she and her leading man packed the house with their daily duke-it-out: Anything You Can Do I Can Do Better. She could belt it out and she could hawk 'em in.

In the field of language arts and the dyslexias today, we hear the rivalry of similar claims for guaranteed success: factions promise grander, louder, richer, fiercer, fancier, faster.

A PARENT'S ROLE

A Parent's Role in Helping the Writing-Phobic Child

by Barb Langeloh, M.A.

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In my private practice, I often encounter parents who ask me what they can do to help their writing-phobic child. Parents need to understand that writing involves more than just

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HOW TO HELP CHILDREN MAKE SENSE OF UNKNOWN WORDS

by Nancy Redding, M.Ed.

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Picture this. A six-year-old boy, sweaty forehead, smudges on his cheeks, bends over his primary-lined paper, where he has written these letters:

d a d

Deliberately and slowly, he says the sound for each letter. Then, as his teacher sweeps her hand under the letters, he begins to blend the sounds. After a few tries, he says "DAD!" A big smile breaks out, as he conjures up a picture of his own dad. The miracle of reading has begun for another child.

New brain imaging techniques have allowed us to witness what a miracle the act of reading actually is. Multiple areas of the brain are activated when we read, and it is a highly

sophisticated process. No single "reading areas" exists in the brain, unlike those for speech or vision. So how does this miracle occur?

English is based on the alphabetic principle, which means that letters are symbols, with letters and combinations of letters representing sounds. Dr. Sally Shaywitz states in *Overcoming Dyslexia* that "Prospective readers must master the alphabetic principle in order to learn to read, yet one in five children is unable to do so." (p.45) Phonics, the study of sound/symbol relationship, is the key to helping children crack the alphabetic code for mastery of reading and spelling skills.

In order for students to begin to read, they must first realize that words can be broken up into tiny units of sound, called phonemes. They then must begin to understand that the symbols we call letters are used to represent these sounds. Next, the students must learn the sound/symbol

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A Message from Your President

By Elaine Offstein

Hi,

Welcome to our new concept for our Resource Magazine. It seems that in today's world, people automatically turn to the internet for information. We have decided that we can best serve our members by providing more information on our website.

Beginning with this issue, we will only print a single, annual edition of the Resource. Like this one, it will arrive around September. This enables us to share all of the exciting plans for annual Dyslexia Awareness Month, which occurs every October, include plans for the International Dyslexia Association annual convention, which occurs every November, and provide a sneak peek to our annual Spring Conference for the coming year.

One of our goals this year is to increase the value of being a member of IDA and our branch. Being a member of IDA entitles you to apply for scholarships to conferences, as well as receive discounts on both our annual conference and the annual IDA conference.

In keeping with this goal, in addition to those benefits, we have decided that magazines will only be mailed to our current members, beginning with the Fall 2015 issue. Receiving an actual copy of the Resource will now be one of the advantages of being a member of IDA and our branch. Naturally, the Resource will still be available for viewing and download from our website. Copies of the magazines will also be available at our conferences, meetings, and workshops.

As usual, we have helpful and interesting articles for you this issue, so sit back, relax and enjoy this issue.

Elaine

New Newsletter Mailing Policy

Adopted at June 2014 Board Meeting

We mail the Resource free to all members. This issue will be mailed free to nonmembers as well, but thereafter, nonmembers will only have access to the newsletter online.

Nonmembers are invited to join IDA or to subscribe to the Resource (see page 2).

BELT IT OUT, HAWK 'EM IN:

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What's a parent to do? What's an educator to use? What's a student to trust?

Our field invites new discoveries because our needs are great as well as immediate. Parents anguish, kids struggle or sink, teachers try and sometimes quit. Our field is also vulnerable. We succumb to illusions of academic alchemy as we long for a quick fix. The auction fever of today's marketplace and our cultural habit of instant gratification are moving their combined contagion from commerce to home life and to education.

Many products and services will be genuinely helpful, some are the promising but as yet unproven commercial applications of work-in-progress, others are market explorations of profit-seeking educational opportunists, and, of course, a few are outright fraud.

Wisdom dictates we keep asking three questions about new methods and materials:

- Do they work?
- Do they last?
- What gets put aside during the commercial courtship and honeymoon?

Question 1. Do they work? These days, education is politically hot, the economy is booming, new products are proliferating with the ping of popcorn in a microwave and new, reputable brain research is vaulting old barriers.

To make good judgments, we need to crystallize our understanding of how the dyslexias singly or in combination, can disrupt intake or output in the major functions of language: listening, speaking, reading and writing. Language develops in ongoing spirals of growth. We need to measure its robustness at successive levels to know where to help.

Pre-schoolers need to develop such pre-reading skills as phonemic awareness, enjoyment of stories and recognition that pictures are symbols for objects. The latter lays groundwork for the later acceptance of letters as symbols for sounds and words, which are, in themselves, symbols for objects, people, or feelings.

Elementary students need to understand that words are made of sounds arranged in preordained sequences which are then visually represented by letters, that letters make words, that words make sentences and questions, that sentences and questions make paragraphs, that paragraphs are vehicles for intellectual journeys, and that intellectual voyages take us through kingdoms of our choosing.

Middle school children reinforce the links joining reading with comprehension, sorting, filing, retrieving, reasoning and expression. Reading to learn now that they have learned to read, they harness a multitude of systems: visual, auditory, motor, memory, emotional, and metacognitive, all the while tapping and increasing their conceptual inventories.

Building on these foundations, high school, college and graduate students, as well as those of us who

have finished formal education but are still learning, absorb through listening and reading, express through speaking and writing, and organize ourselves and our thoughts through Executive Function. Delight and proficiency in language, which we might call "eulexia", requires intricate interplays among complex systems.

The disruptions and obstacles caused by the dyslexias seldom come singly. More often they are interwoven in idiosyncratic patterns. Thus, to hunt for single factor etiology and pursue single silver bullets is to aim for only a sliver of the target.

Looking at new and touted suggestions in addition to asking Does It Work, we must ask "work on what", seeing products for their purposes as well as their promises. Many promise the speed of Germanium guaranteed to make yesterday's Pentium look like snail mail. Some, akin to academic Olestra, promise the joys of fat without arterial damage, but may also cut off nutrients and cause uncomfortable side effects. Others, simply claiming to cover such structural elements as sound/symbol correspondence and syllabication, are a kind of verbal Viagra, which enhance mechanical prowess without embracing meaning.

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THE So CA Tri-Counties BRANCH...
Endeavors to bring researchers and relevant literacy topics to the public and to share information regarding literacy, including dyslexia, via media, personal contact, and events focused on literacy



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So CA Tri-Counties International Dyslexia Association



Strategies
For
Struggling Learners

*A 2-day conference promoting greater understanding of literacy and learning issues for parents and teachers
March 6 and 7, 2015*

- | | |
|---------------------------|--|
| Friday 5:00 to 6:00 pm | Registration and basic information booths |
| Friday 6:00 to 8:30 pm | Speaker: Cinthia Coletti:
<i>Literacy, Education, and the Economy:
The State of the Nation and the International Landscape
– Implications for citizens and why you should care</i> |
| Saturday 8:00 to 11:45 am | Speaker: Dr. Eric Tridas:
<i>ADHD, Dyslexia, and Executive Function Problems:
A Perfect Storm</i> |
| Saturday 11:45 to 1:15 pm | Lunch and Networking by interest groups |
| Saturday 1 to 4:30 pm | Speaker: Sister Gilchrist Cottrill:
<i>Management of Executive Function in the Classroom or at Home</i> |
| Saturday 4:30 pm | Winners of Raffle and Silent Auction |

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.



Ms. Cinthia Coletti/Haan



Dr. Eric Tridas



Sister Gilchrist Cottrill, CE

get more conference info at:
<http://dyslexia-ca.org/conf15/>

“READING IS THE MOST AMAZING ACHIEVEMENT OF THE HUMAN BRAIN”

by *Dr. Maryanne Wolf*

Dr. Maryanne Wolf gave a lecture at the Windward School. As a distinguished researcher in the field of reading and dyslexia, she spoke about how the human brain learns to read. Dr. Maryanne Wolf, a cognitive neuroscientist and the Director of the Center for Reading and Language Research at Tufts University, gave an informative and animated presentation on the development of the reading brain.

Dr. Wolf, who holds a doctorate from Harvard University, has devoted her professional life to studying the developing reading brain, the genetic basis for dyslexia and the future of the reading brain in the 21st century's digital culture, among other topics. Her book, *Proust and the Squid: The Story and Science of the Reading Brain*, delved into many of these topics in rich detail for the general public; it has since been translated into 13 languages.

“How old is literacy?” she queried, with an audience member volunteering the estimate of 5,000 years. “It’s 5,500 years old,” Dr. Wolf confirmed, adding that the human brain developed over the course of 40,000 to 50,000 years, a much greater span of time. “You had that brain before you learned to read; it was necessary,” she said, citing the brain’s prominent role in human function. “But there are no genes specific to reading.”

Dr. Wolf explained that the human brain was not born with the ability to read; rather, it was an acquired ability that developed over thousands of years. She compared the brain’s ability to forge the necessary circuits that enabled it to read with the squid, a shy, elusive animal whose famous neurons are often studied by scientists. “It’s an analogy, the squid,” Dr. Wolf said, referring to the title of her book. “Reading is like the squid in that it teaches us how in the world the brain could do something it wasn’t born to do.” Acclaimed

French novelist Marcel Proust, known for his love of the written word, also factored into Dr. Wolf’s explanations. “Proust, more than any other neuroscientist, really understood the heart of reading,” she said. “Reading changes us; the text is our platform for our best thoughts. This is what we want for our children.”

Dr. Wolf made a point of emphasizing that while it took many generations for human beings to acquire the ability to read and write, modern educational systems expect children to pick up these skills in only a few short years. “It took all these years to get there as a species, but a child is given approximately 2,000 days to get the same insights,” she said. “Each child has to build their own reading circuit.” She stated that during the first five years of a child’s development, parents can help build this circuit by taking the time to read with and talk to their children. “We need to make sure children hear good language over and over, at the supper table, at pre-kindergarten, everywhere,” she said emphatically. Otherwise, she cautioned, the development of reading ability becomes a veritable “tale of two childhoods,” in which some children acquire reading skills easily, while others do not.

“Think about this circuit we are developing,” Dr. Wolf said. “Children of professional families have heard more words, but the children of families of low socioeconomic status often have parents who have very little chance to talk to their children,” she added. “We’re talking about brains that come to kindergarten different, and what children come in with at the start of school too often predicts their success through the end of high school. But we can change this; it’s not inevitable.” Early exposure to the rich world of language, as found in even the most primary forms of children’s literature, can mean the difference between reading success and reading failure later on, Dr. Wolf added. She intimated that if a child cannot master reading at the most basic level, then he or she will be ill-equipped for the deep reading required of everything from higher level academics to the sweeping novels of Proust.

“If you aren’t reading fast enough at the word or sentence level, then you can’t enjoy reading,” she said.

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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



THE ART OF TESTING: SOME PERSONAL THOUGHTS ON COMPREHENSIVE ASSESSMENT

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core assessment tool I use, the Woodcock-Johnson III, is one of the most comprehensive test batteries published. I use the current test battery comfortably and can tailor the assessment to the needs of each individual. My client partner's response to the testing process can be unpredictable. I always administer an extended standard battery consisting of 14 tests of cognitive ability and 10 to 12 tests of academic achievement.

As I unwrap layers of thinking, discovering surprises in the individual's cognitive processing, I decide where to go next. I may augment my assessment by administering additional tests from the WJ-III or other tests. These allow me to look further into the ways in which my client processes information. As I administer these tests, emotion plays across my subject's face. I empathize with his or her struggle to complete certain tasks. If I struggled like that with memory or reasoning or reading or math, how would I feel? My client's emotional response is yet another layer that needs to be considered and explored in the testing process.

Sensitivity to these nuances, to the person, is the "art" of the testing process, and it is built on mutual trust. I am using a scientific instrument to measure aspects of a person-how he or she feels and behaves in our social, complex, literate society. Yet, no test can ever measure all that a person is.

At the end of a comprehensive assessment, the gift of understanding is unwrapped. Test results should never be presented simply as a list of numbers or scores in a report. The process of testing has exposed what is inside a person. When I present my results, I show respect for the person, for the process we have shared. It is my job to convey, in a caring manner, what I have learned, how they learn, the unique gifts they have, strengths as well as weaknesses, and how they can be helped by this knowledge.

Assessment is a complex process. The wealth of information it provides serves as the basis of remediation and recovery. Good assessment provides a detailed road map, one that can smooth a client's path through life. It should answer fearful or burning questions, clarify concerns, and generate a sense of hope.

Christine Voll, MA, is a Lafayette-based independent educational evaluator and school psychologist for the Albany Unified School District. She teaches assessment classes through the University of California extension system and conducts workshops for psychologists, resource specialists, and other clinicians and educators on the Woodcock-Johnson® Psycho-Educational Battery III and Stanford Binet 5. Ms. Voll is a board member of the Northern California Branch of The International Dyslexia Association.



LOCATION:

Town Center in Riverside
5225 Canyon Crest Drive
Near Ralph's

Play for Literacy

All proceeds benefit
TCB's efforts at
supporting literacy



WHEN:

Saturday October 18th
4:00 to 5:30 pm - dinner
5:30 to 9:30 pm - casino fun!

DINNER OPTIONS:

Purchase DINNER & DRINK coupons and take them to the restaurant of your choice – purchase online or at registration table. The restaurant will give our Branch a portion of your proceeds.

Participating restaurants (all in Town Center):

- Canyon Crest Winery (5 tastes of red, white, fruit or dessert wines for \$5)
- Crest Café/Tortilla Grille (Happy Hour Specials for \$5)
- Starfish Sushi

TICKETS

\$25 each (\$40 per couple) includes:

- \$500 CASINO BUCKS
- SNACKS AND FUN!

PURCHASE COUPONS FOR DINNER AT LOCAL TOWN CENTER RESTAURANTS

Purchase online and pick up your coupons at the event



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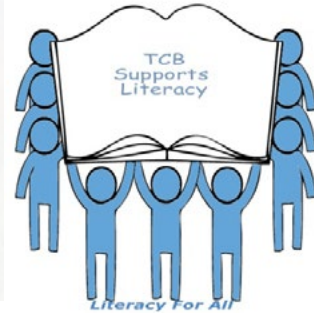
Email: tcb.info@dyslexia-ca.org

REGISTRATION: <https://play-4-literacy.eventbrite.com>

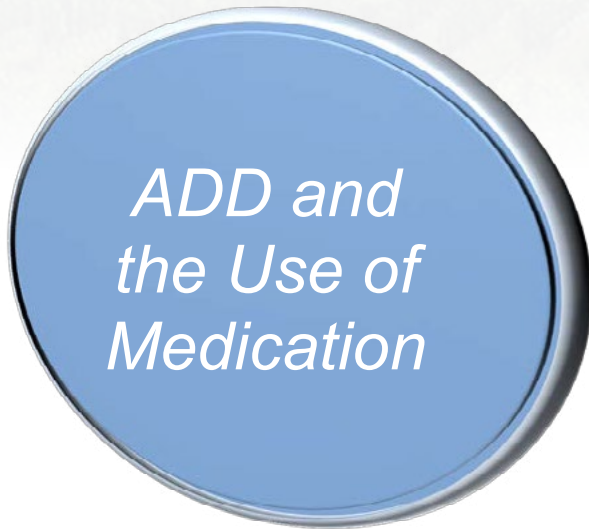
TCB announces a program with

Dr. Alan Kwasman

Developmental Pediatrician
Riverside Medical Group



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ADD and the Use of Medication



Dr. Kwasman will discuss the major aspects of ADD, including the signs and symptoms, how to make a diagnosis, treatment and the ethical use of medication.

Additionally, we will discuss the association between ADD and dyslexia and how to work with children experiencing both.



WHEN? WHERE?

Wednesday

October 22, 2014

6:00 pm to 7:45 pm

At

The Rancho Cucamonga

Resource Center

9791 Arrow Route

Rancho Cucamonga 91730

This is a **FREE**

Event

To celebrate
National Dyslexia
Awareness Month

PRE-REGISTER

To ensure your space

<http://kwasman.eventbrite.com>

Facilitating Literacy Success in our Communities
Serving Riverside, San Bernardino, parts of Orange Counties in California

Founded in Memory of Samuel T. Orton
So CA Tri-Counties Branch of the IDA Non-profit #95-7152003

The Tri-Counties Branch has available a \$500 scholarship for any parent or teacher living or working within the geographic area covered by TCB – Orange, Riverside or San Bernardino County. To apply, go to our website and click on “scholarships”.

**IDA Annual Reading,
Literacy & Learning
Conference**

San Diego

November 12-15, 2014
Hilton San Diego Bayfront

65th Conference for Professionals
3rd Conference for Families

RET Center Press
Extraordinary LD Publications

- Rick Lavoie's videos & books
- Mel Levine's books
- Neuropsych Press Publications
- Marcia Henry's *Unlocking Literacy*
- Sally Shaywitz' *Overcoming Dyslexia*
- Regina Richards books' including *Eli*, *The Boy Who Hated to Write*, *LEARN*, *MFR* and much more!!!!

Visit us online for a complete list of our inventory and ordering information.....www.reginagrighards.com

The Tri-Counties Board of Directors

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

BELT IT OUT, HAWK 'EM IN:

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Question 2. Do They Last? When I was in 8th grade, my math class learned how to “do ratio.” Playing a string game of Cat’s Cradle on an analogy grid, we swung the pair of outside numbers to the inside spaces. Shown the procedure, I could “do ratio” with the best of the lot but it was only a parlor trick I mastered to please my teacher and get a few good marks. I flunked the unit test because I forgot the stunt. A well informed teacher can teach a student to recognize single symbols or a collection of words but unless the information or techniques, old fashioned or electronic, are both useful and used they vaporize.

Question 3. What Gets Put Aside During the Commercial Courtship and Honeymoon? Students and adults alike have finite amounts of attentional energy, which we apportion as requirement demand. Each activity from soccer practice to zit inspection, takes its share. For many over programmed kids today, their shares are allocated (or overspent) before the day even begins. In deciding to commit energies in new directions, we need to budget for the time involved in the courtship of discovering and exploring what is new, the honeymoon of implementation, and then the reality of assessment. Bundled together, these are considerable. If they force a lapse from the tried and true, or an abandonment of what we know can work, we are taking a sizable risk on behalf of those very students who trust our judgment and our help.

Am I recommending we avoid new ideas? No. But let’s not jettison previously successful methods, materials and training in favor of those which dazzle simply because they are new or because they have the inverted commercial appeal of being ultra-expensive. Three cautions:

1. Skepticism and personal experience bond at the notion that any single remedy works for every single person. My index of suspicion soars when a program promises that all children will progress from A to B in X time. After all, what sucker would buy an over the counter nostrum for thinner thighs in thirty days to look good in a one size fits all bathing suit?
2. My protective hackles rise at urgings to sign up today - while the supply lasts. Threat of scarcity is just an old marketing trick.
3. I resist coupling the words instant and miracle. There is no short cut, and miracles come in many sizes and tempos. Solid, independent access to the four dimensions of language is the real miracle, one, which unfolds gradually, circling in spirals of learning, interweaving and embracing mechanical skills, intellectual exercise and aesthetic awareness.

Belt it out and hawk ‘em in? Grander, louder, richer, fiercer, fancier faster? Caveat emptor.

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ADVERTISE WITH US – ON OUR WEBSITE

Our web site receives a large number of hits every month!! This is a great opportunity to promote your business or service. We estimate **125,000 distinct hits** on our website this year, based on our 1st quarter numbers.

Our most commonly accessed pages are the index page, Board, Calendar, & Contact Us.

1. Download and complete the Ad Form:

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

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

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

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

Dovid Richards Memorial Scholarship Fund

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



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

A PARENT’S ROLE IN HELPING THE WRITING-PHOBIC CHILD

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putting words onto paper. Regina G. Richards talks about the importance of foundational skills for being an efficient writer. Richards tells us that writing needs to be meaningful and students need to practice it. She writes, “Students learn to write by writing, which gives them the confidence to continue to write and continue to develop their skills.” (Regina G. Richards, “Understanding Why Students Avoid Writing,” www.LDonline.com)

A parent’s role is to encourage a reluctant writer. Here are some ideas to keep in mind as you support your child at home.

- Help your child with the basics. If she is not fluid in her letter forms, practice them together. Tape a sample of upper and lower case letters to your child’s desk (handwritten, 3 x5 cards work well). When she asks how a word is spelled, encourage her to sound it out. If your child is working on a rough draft, encourage best-guess spelling to keep her ideas flowing.
- Have interesting writing implements and paper available. Take your child to a stationery store to pick out a few pencils or pens that feel good to his hand. (Have you noticed how kids love mechanical pencils?) Purchase some whimsical paper to keep writing fun. You can even scan your child’s artwork into your computer and make personalized stationary for him to use.
- Keep a note pad in the car. From time to time, have your child write the grocery list that you dictate or the to-do list you do not want to forget. Don’t worry about spelling.
- Encourage e-mailing. Ask relatives to e-mail your child, asking him to write back.
- Write notes at home. Leave a note on your child’s bathroom mirror, at her place at the table, and in her

lunch box. Encourage family members to keep the notes going.

- When on trips, have your child pick out favorite postcards to send to a friend, relative, or teacher.
- Have your child dictate stories that you write down or type on the computer. This lets his thoughts flow and allows him to see what wonderful ideas he has. Have him add illustrations. You may even want to bind the composition into a book.
- Ask your child’s teacher if, after she has put in an acceptable amount of time on a written assignment, you can be her scribe and let her dictate the rest. You will be amazed at the added length of her work and the depth of ideas and vocabulary that emerge.
- When your child does not know how to begin an assignment, help him organize his thoughts by having him tell you the main points. Write them down as he speaks in a story-web format or on Post-It notes. Then have him number the items in the sequence he wants to present them in. That will give him a general outline for his paper.

I hope this gives you some new ideas to use at home with your child. Remember your role as a parent is to support and encourage your child, not add to his frustration. Keep it positive, keep it fun and make writing part of your everyday life.

Barb Langeloh, M.A., is an educational therapist in Menlo Park, CA. She has been in private practice for 16 years and previously taught special day classes. She has been a Staff Learning Specialist at Peninsula School in Menlo Park and was president of the Northern California Branch of IDA.

HOW TO HELP CHILDREN MAKE SENSE OF UNKNOWN WORDS

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relationships and the blending skills necessary to break the code of reading. A student who is guided through the process of phonemic awareness, phonics instruction, blending skills, syllable division, and the study of morphemes (units of meaning), is given the lifelong tools necessary for reading and spelling. Dr. Shaywitz reminds us that "The National Reading Panel found that children who are taught phonics systematically and explicitly make greater progress in reading than those taught with any other type of instruction." (p.203) Older students who are struggling readers can make steady and sure progress when they are exposed to a structured, sequential, multisensory approach to learning phonics and the structure of language. The goal of reading is comprehension, yet this cannot occur unless a student first achieves fluency in decoding.

The American school system has had a love-hate relationship with the study of phonics over the years, and many adults today, although fluent readers, do not have a strong phonics background. Many of the teachers in primary grades today have only a vague knowledge of the structure of the English language. Teachers and parents can greatly increase their ability to help beginning and struggling readers by understanding the basics of phonics and the rules that govern our language.

Teachers need to learn the vocabulary that is integral to the study of phonics. They need instruction and ideas for helping students learn phonemic awareness, knowledge

of the sounds of common phonograms, blending skills, rules that govern the English language, non-phonetic words, types of syllables, and syllable division rules. In short, teachers will need to explore the elements that can help many students break out in the same grin described at the beginning of this article -the unmistakable smile that comes when students first break the code of the language and begin to read.

References:

Shaywitz, Sally, M.D., *Overcoming Dyslexia*, New York: Alfred A Knopf, 2003. Wolf, Maryanne, *Proust and the Squid*, New York: HarperCollins, 2007.

About the Author: Nancy Redding received her B.A. in education from the University of Texas and her M.Ed. in special education from the University of Utah. She has worked with learning disabled students for over 30 years and is currently a learning specialist at De Anza College and St. Francis High School. Ms. Redding conducts teacher workshops on the structure of language, is a frequent instructor at Orton-Gillingham summer trainings, and has co-authored multisensory curricula.

Thank you to Dr. Alan Kwasman for participating in Reach Out and Read
Reach Out and Read is an evidence-based nonprofit organization of medical providers who promote early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud.
We thank Riverside pediatrician, Dr. Alan Kwasman, for participating in this program using books donated by the Tri-Counties Branch.

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ASSISTIVE TECHNOLOGY RESOURCE GUIDE FOR DYSGRAPHIA AND WRITING*

Name	Website	Operating System	Comments	Demo?
Inspiration	www.inspiration.com	Mac & Windows	Graphic organizer	Download
Kidspiration	www.inspiration.com/kidspiration	Mac & Windows	Graphic organizer for kids; math manipulative view	Download
Fusion, Forte	www.writerlearning.com	Mac & Windows	Portable word processors (Fusion, Forte, The Writer)	
Preview	Applications > Preview	Mac	Image and text viewer with annotation toolbar	Included
Skim	www.Skim-app.sourceforge.net/	Mac	Free PDF viewer and annotation software	Free
PDFX-Change Viewer	www.tracker-software.com/product/pdf-xchange-viewer	Windows	Free PDF viewer and annotation software	Free version
FoxIt Reader	www.foxitsoftware.com/Secure_PDF_Reader	Windows	Free PDF viewer & annotation software	Free version
Dragon Naturally Speaking	www.nuance.com/for-individuals/by-product/dragon-for-pc	Windows	Speech recognition for windows	No
Dragon Dictate	www.nuance.com/for-individuals/by-product/dragon-for-mac	Mac	Speech recognition for Mac	No
Ginger Software	www.gingersoftware.com	Windows	Spelling and grammar corrector (requires online connection)	Free version
Ghotit	www.ghotit.com	Windows & Mac	Spelling, grammar, punctuation checker (requires online)	30-day MBG
MS Word grammar checker	www.Support.microsoft.com/kb/821416	Windows & Mac	Alerts to possible grammatical errors	No
WordQ, SpeakQ	www.goqsoftware.com	Windows & Mac	Word prediction, word lists, text-to-speech, SpeakQ (Windows only –uses Windows Speech Recognition)	Download
WriteOnLine	www.cricksoft.com/us/products/tools/writeonline/default.aspx	Mac, Windows, Online	Web- or computer-based word prediction, word/phrase lists, typing echo, mind mapping	10-login trial

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Some good books to share with students

- The Hank Zipzer series by Henry Winkler – The Almost True Stories of the World’s Best Underachiever Available in audio and print formats
- Eli, the Boy Who Hated to Write: Understanding Dysgraphia by Regina Richards and Eli Richards (www.reginagrighards.com)
- Keeping A Head in School by Mel Levine (www.amazon.com)

Other valuable reference books

- Helping Students with Dyslexia and Dysgraphia Make Connections: Differentiated Instruction Lesson Plans in Reading and Writing by Virginia W. Berninger and Beverly J. Wolf (www.brookespublishing.com)
- LEARN: Playful Strategies for all Students by Regina G. Richards (www.reginagrighards.com)
- Neuroimaging: A Window to the Neurological Foundations of Learning & Behavior in Children by G. Reid Lyon and Judith M. Rumsey (www.brookespublishing.com)
- Neuropsychology of Written Language Disorders: Diagnosis & Intervention Workbook by Steven G. Feifer and Philip De-Fina (www.reginagrighards.com)
- The Source for Dyslexia and Dysgraphia by Regina G. Richards (www.linguisystems.com)

- The Source for Learning and Memory by Regina G. Richards (www.linguisystems.com)
- Speech to Print: Language Essentials for Teachers by Louisa Cook Moats (www.amazon.com)
- Straight Talk about Reading: How Parents Can make a Difference During the Early Years by Louisa Cook Moats (www.amazon.com)
- Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science by Virginia W. Berninger and Beverly J. Wolf (www.brookespublishing.com)

Technology

- The Franklin Spell Checker - www.franklin.com
- Visual Thesaurus – www.visualthesaurus.com
- Interactive concept map – www.instagrok.com
- Visual supports – <http://connectability.ca/visuals-engine/>
- Tech tools – <http://udltechtoolkit.wikispaces.com/>

Parent Support Groups

Our branch is now offering parent support groups in Orange County – one in San Juan Capistrano and one in Tustin. Check out the dates and exact locations on our website!

WEBINARS

Our Tri-Counties Branch offers many webinars, frequently on a monthly basis.

Did you know that you may order any of the past webinars and listen to them while accessing the full powerpoint?

All you do is this – go to www.dyslexia-ca.org/s, select the webinar you wish to view, and email us at tcb.info@dyslexia-ca.org

WEBINAR

NOMINATION FOR LEADERSHIP AWARD

Who is eligible?

- Curriculum directors
- Principals
- Special Education Directors
- Superintendents
- Program Specialists

Criteria:

- Innovative projects regarding literacy
- Knowledge of and concern about dyslexia
- Promotion of research-based innovations and strategies

Please submit the applicants name to the Leadership Award Nomination Committee.

Winner receives:

- A Plaque
- Conference attendance at next Annual Conference
- Conference attendance for one teacher guest
- Promotion of their award to their school board
- An article will be sent to the local Press

Reaching children with learning differences is so critical to their entire life span development. We need to recognize those who go the extra mile to make sure that these children have the opportunity to learn in the most effective way possible. These leaders are in a position to implement training and programs so that the people who are directly teaching these special and very important children have effective tools and strategies to reach them more effectively.

previous winners:

- 2013 - Andrew Stetkevich, Staff Development Specialist Riverside Unified School District
- 2014 - Shannon Pinck, Program Specialist Student Support Services Lake Elsinore Unified School District

more info at - <http://dyslexia-ca.org/conf15/index.html#ledr>



LITERATE NATION CALIFORNIA COALITION

Are you a parent, teacher, family member, or friend of a struggling reader?

Shockingly, only 24% of our California 8th graders are proficient readers on the NAEP. (Nation's Report Card 2011) California has a 33% drop out rate.

But these struggling readers are our future, and we cannot let them slip through the cracks, year after year!

The Literate Nation California Coalition is spearheading a grassroots movement to change the public school system to ensure that all struggling readers receive research-based interventions from well-trained teachers. All students have a right to become fully literate so that they can have the opportunity to reach their individual potentials.

We need a new literacy law which will:

- (1) define dyslexia in State Law (No more, "There's no such thing as dyslexia.")
- (2) provide for preservice and inservice training for our teachers in dyslexia and foundational reading instruction
- (3) mandate early screening and intervention (No wait-to-fail!)

Act now! Go to <http://www.literatenation.org> to find out more about our proposed literacy law. Then add your voice by becoming a member (It's free!) Join Us! Actively or passively! It's not acceptable that only 24% of our children are proficient readers.

REMEMBER - NOTHING CHANGES IF WE REMAIN SILENT. IF NOT US, WHO?

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**Wait until you open this up and look inside!!
And then..... wait there's more --
see our website!
<http://dyslexia-ca.org>**



DYSLEXIA – TCB

This is our YouTube Channel – it has a large number of wonderful videos related to dyslexia and learning. We have 3 playlists:

- Education
- Dyslexia Events
- Recent Uploads

**One of our most recent videos is Embracing Dyslexia
CHECK IT OUT!!**

Upcoming Events

- A variety of webinars – refer to our website
- October 22 - ADD & Medication with Dr. Kwasman
- November 12-15 – IDA Annual Reading, Literacy & Learning Conference in San Diego
- Parent Support Groups in Orange County
- October 18 – Casino Night – Play for Literacy

go to www.dyslexia-ca.org
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