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of IDA

The RESOURCE

The
International
DYSLEXIA
Association

Creating Avenues of Success for Dyslexics!

Vol. 30

founded in memory of Samuel T. Orton

Newsletter 2015

“INFORMED” TEACHER

p7

Georgette Dickman
Used with permission

“Our task... is not to fix the blame for the past, but to fix the course for the future.” These words of John F. Kennedy underscore the mission of the International Dyslexia Association to look forward and promote and support the preparation of informed or trained instructors to ameliorate the traumatic impact of dyslexia.

The current view of the situation reveals that pre-service teacher education programs are not

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CATCHING ALLIGATORS

CATCHING ALLIGATORS and Teaching Reading
by Joan Stoner

Previously printed in the Southern California Consortium Resource Directory
for the Dimensions of Dyslexia Conference – used with permission

Several years ago I heard a story about a little girl who decided to catch an alligator. Catching an alligator is a formidable task; even if you are armed with the five pieces of equipment this little one took with her to the bayou. She had only a stick, a blanket, a pillow, a matchbox, and

IDA Conference 2014

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What, I was thinking as I walked into the Hilton San Diego bay front hotel, for the 65th annual IDA reading and literacy conference, could I take back to my students that would spark excitement in them to WRITE?! Writing even a sentence brings fear to our dyslexic students it's not just the spelling that gives them problems, but trying to put a group together seems overwhelming. Knowing this it made sense to attend a lecture titled Assembling and

WELCOME TO HOLLAND

By Emily Perl Kingley – used with permission

I am often asked to describe the experience of raising a child with a disability – to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this....

When you're going to have a baby, it's like planning a fabulous vacation trip – to Italy. You buy a bunch of guide-books and make your wonderful plans. The Coliseum, The Michelangelo David, the gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!? You say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But – there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around...and you begin to notice that Holland has windmills...and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy...and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever go away...because the loss of that dream is a very very significant loss.

But...if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things...about Holland.

So CA Tri-Counties Branch

5225 Canyon Crest Dr., Ste 71-308
Riverside, CA 92507

951/686-9837

web:www.dyslexia-ca.org
email:dyslexiainfo@gmail.com

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A Message from Your President

By Elaine Offstein



Hi,

Have you seen our Annual Report? It's on the website at <http://dyslexia-ca.org/f-annualrpt.phtml>. The annual report is an opportunity for us to take a look at what we have accomplished in the past year, what goals we have met, what still needs to be done, and go forward from here to plan for our next year. Southern California Tri-Counties Branch of the International Dyslexia Association is one of 41 branches nationwide. In addition, there are IDA branches in Canada and 20 other countries around the world.

Since we are members of the International Dyslexia Association, I thought it would be of interest to discuss what IDA is and does. IDA is the oldest organization dedicated to the study and treatment of dyslexia. It is also committed to providing complete information and services to address the full scope of dyslexia and related reading and writing challenges.

On a national and international level, the IDA actively promotes effective teaching approaches and related clinical educational intervention strategies for dyslexics. IDA supports and encourages interdisciplinary research and facilitates the exploration of the causes and early identification of dyslexia. IDA is committed to the responsible and wide dissemination of research based knowledge.

IDA believes that all individuals have the right to achieve their potential, that individual learning abilities can be strengthened, and that social, educational and cultural barriers to language acquisition and use must be removed.

In our digital world of computers, texting, Facebook, twitter, and where students are required to use computers for reports, research, and presentations, illiteracy is not an option. The IDA has an unparalleled record of advocating for individuals with dyslexia, supplying foundational research, codification of the definition of dyslexia and centering national debate about dyslexia causes and remediation. The IDA is focused on helping shape reading instruction in American classrooms.

As a branch of IDA, Tri-Counties operates under the guidance of IDA. It is our job to be the face of IDA in our local communities. We want to build a community that facilitates literacy through recognition, understanding, and instructional strategies appropriate to dyslexia. It is our mission to bring researchers and relevant literacy topics to the public and to share information regarding literacy and dyslexia via media, personal contact, and events focused on literacy.

Membership is crucial to our organization. When people become members of IDA, they also become teachers, because as members become involved in our events, support groups, webinars, and fund raising events, they can inform others about our goals and help us achieve them. The more members we have, the greater is our voice for creating change in our schools and in public policy.

For those of you who are members, we thank you for selecting IDA. If you're not a member, please consider joining – it's only \$45 a year for a teacher or parent. Check it out at <http://dyslexia-ca.org/a-membership.phtml>. Help us to continue to grow and increase our influence by encouraging friends, colleagues, and family to join with you and join with us.

Sincerely,

A handwritten signature in cursive script that reads "Elaine Offstein".

Elaine Offstein, President

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).

CATCHING ALLIGATORS AND TEACHING READING

continued from p.1

a pair of tweezers. Her first task was to attract the alligator's attention by stirring the water with her stick. After several minutes of stirring without success, she tired, and spread her blanket out on the edge of the bayou. She placed her pillow down and decided to take a nap. No sooner had she fallen asleep that an alligator came swimming by to see what the disturbance had been, and spying the little girl in the bank, decided a nap sounded so good, that he too crawled up on the blanket and went to sleep.

The little girl woke up and seeing the alligator, grabbed her tweezers, picked up the alligator and put him in her matchbox! You may be asking yourself how she could do that. The truth is that the sixth item she had with her with a pair of binoculars, and it takes no imagination to realize which end she was looking through.

This story reminds me of the difficulty we have all experience when teaching some children to read prior to turning our binoculars around! If you don't know that there is another way to teach reading, and you keep looking through the wrong end of the binoculars, you'll never get the job done.

Why, when the object is so clear, do some intelligent, caring, dedicated teacher educators, teachers, school administrators, principals, and continue to disagree so strongly about the way in which reading should be taught?

First of all, those of us who teach were, for the most part, students who learned to read easily. We belong to a generation where reading was a family practice. We knew our alphabet before we came to school, had already memorized many nursery rhymes and children's stories because we had heard them so often. Presented with four or five new words, either every day or every other day, we delighted in our ability to "read" the simple stories of Tom,

Betty, and Susan and could hardly wait until we had learned the words in our pre-primers or first hardback reading book so we could take them home to read to our parents.

Although I've spent the last many decades teaching reading and searching for ways to improve the teaching of reading for all children, I hadn't really had reason or opportunity to relive this experience myself until my trip to Russia.

I had the opportunity to travel to Russia (thanks to my association with Dr. Rosemary Bowler, executive director of the International Dyslexia Association) and visit the Institute of Special Education in Moscow. I then realized that in order to participate fully on a continuing basis with the professionals at the Institute, I needed to learn more than a few basic words and phrases. This decision resulted in a search for study materials that would permit me to speak directly with my new friends in the former Soviet Union. It is surprising how many sets of tapes and study books are available. I purchased two sets and debated at length over those advertised in airline publications that guaranteed command of the Russian language. But then I located a set the public library that was "multisensory".

Learning Russian was, for me, a lot like learning to read in English. I rediscovered the importance of recognizing the letters of an alphabet. Russian uses the Cyrillic

alphabet, which has a number of letters from the Greek, letters that look like the English letters, and others that are uniquely different.

I also discovered that our English letter "h" makes the sound of our "n" in Russian. The English "c" makes the sound of our "s", and our letter "r" is the last letter in the Cyrillic alphabet and is pronounced "yuh" and it is printed backwards! Most, but not all, of the upper and lowercase letters are printed exactly alike, and differ only in actual size. Wouldn't it be easier to learn to print in English if our upper and lower case forms differed only in size! I also learned to pay close attention to every little line, curve, circle and squiggle in order to print that alphabet, as it includes unique letters that differ in tiny ways.

Some letters make two sounds that differ greatly according to their placement within words, and the beginning reader cannot figure out the rules that govern their sounds. We have a few letters that change sounds depending on the letters that follow them too. If an adult, who can conceptualize the principle still has trouble figuring things out rapidly or thoroughly enough to read words, it should come as no surprise to us that small children find learning to read difficult.

Further study brought me to the realization that I needed to review the few words I knew daily and in

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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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IDA DISCLAIMER

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

COORDINATING CONJUNCTIONS

What is a coordinating conjunction? It joins parts of a sentence (for example, words or independent clauses) that are grammatical equal or similar. It shows that the elements it joins are similar in importance and structure. There are seven coordinating conjunctions.

How do we help our students remember these coordinating conjunctions? Teach them FAN BOYS.

For
And
Nor

But
Or
Yet
So



**In
memory of
SUE VALDEZ**

Sue was a fantastic vision therapist and a great office manager for the Vision Enhancement Center (Dr. Nguyen, O.D.). She was also a wonderful advocate for all people who struggle with learning, especially children. She was a long-time member of our TCB Board of Directors and managed all of our Silent Auction, among other things. Her organizational skills, wit, and dedication will be greatly missed.

WHY SOUNDING OUT 'C-A-T' GETS KIDS READY TO READ

Posted by Brooke Donald-Stanford on May 29, 2015



Teaching young children phonics—the relationship of letters to sounds—primes the area of their brains wired for reading better than trying to teach them to memorize whole words.

The findings provide some of the first evidence that a specific teaching strategy for reading has direct neural impact and could eventually lead to better-designed interventions to help struggling readers.

"This research is exciting because it takes cognitive neuroscience and connects it to questions that have deep meaning and history in educational research," says Bruce McCandliss, professor in the Graduate School of Education at Stanford University and at the Stanford Neuroscience Institute.

New language

Theories on reading development have long supported the importance of a phonics foundation, especially for early learners and struggling readers, yet investigating the way in which brain mechanisms are influenced by the choices a teacher makes is a fairly recent endeavor.

In the study, published in the journal *Brain and Language*, researchers devised a new written language and contrasted whether words were taught using a letter-to-sound instruction method or a whole-word association method. After learning multiple words under both approaches, the newly learned words were presented in a reading test while brainwaves were monitored.

The researchers used a brain mapping technique that allowed them to capture brain responses to the newly learned words that are literally faster than the blink of an eye. Remarkably, these very rapid brain responses to the newly learned words were influenced by how they were learned.

Right brain-left brain

Words learned through the letter-sound instruction elicited neural activity biased toward the left side of the brain, which encompasses visual and language regions. In contrast, words learned via whole-word association showed activity biased toward right hemisphere processing.

This strong left hemisphere engagement during early word recognition is a hallmark of skilled readers, and is characteristically lacking in children and adults who are struggling with reading.

In addition, study participants were subsequently able to read new words they had never seen before, as long as they followed the same letter-sound patterns they were taught to focus on. Within a split second, the process of deciphering a new word triggered the left hemisphere processes.

"Ideally, that is the brain circuitry we are hoping to activate in beginner readers," McCandliss says.

Shifting gears

By comparison, when the same participants memorized whole-word associations, they learned sufficiently to recognize those particular words on the reading test, but the underlying brain circuitry differed, eliciting electrophysiological responses that were biased toward right hemisphere processes.

"These contrasting teaching approaches are likely having such different impact on early brain responses because they encourage the learner to focus their attention in different ways," McCandliss says. "It's like shifting the gears of the mind—when you focus your attention on different information associated with a word, you amplify different brain circuits."

While many teachers are now using phonics to teach reading, some may be doing it more effectively than others, McCandliss says.

"If children are struggling, even if they're receiving phonics instruction, perhaps it's because of the way they are being asked to focus their attention on the sounds within spoken words and links between those sounds and the letters within visual words. We can direct attention to a larger grain size or a smaller grain size, and it can have a big impact on how well you learn."

The study involved 16 literate adult participants, yet gained its statistical power by teaching all participants in two different ways, much like what a typical student may experience when learning from different teachers or trying to master irregular words that don't conform to letter-to-sound mapping, such as "yacht."

'Under the hood'

The new written language was based on line features that formed symbols representing different letters of a new alphabet. The symbols were joined to represent a distinct visual word.

Each participant was trained to read two sets of three-letter words under identical conditions that provided practice viewing words and listening to corresponding spoken words. The only difference between the two training conditions was a set of instructions at the beginning that encouraged the readers to approach learning the words in one of two ways.

One instruction asked learners to approach the task of learning each word by picking out each of the three-letter symbols and matching each to the corresponding sound in the spoken word. The other focused on teaching the association between whole printed and spoken words.

After training was completed, participants were hooked up to an electroencephalograph, or EEG, that monitored brain waves while they took a reading test on word-figures they had already

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graduating teachers who are adequately prepared, i.e., sufficiently knowledgeable and trained to teach reading. Pre-service programs rarely offer adequate coursework in the theoretical and scientific underpinnings of the reading process, nor do they adequately examine the structure of language. Supervised practice in teaching reading, spelling, and written expression under the watchful eye of a master teacher does not occur (Carnine, 1996). Properly certified, improperly prepared; it is unreasonable to expect that these teachers will be able to meet the literacy needs of all students in their class. Even the most gifted teachers cannot be expected to teach what they do not know.

What is required of an informed teacher when teaching reading, spelling, and written expression? In truth, teachers need to know a daunting body of information. Teachers must have a solid foundation in understanding the developmental continuum of the reading process that occurs from emergent to skilled reader. Teachers must have an understanding of the phonology of the language, i. e., the rule system that governs English. Teachers must be able to identify, isolate, and manipulate the sounds

of English (phonemic awareness) and must demonstrate explicit knowledge of the alphabetic principle (sound/symbol associations). In addition, knowledge of syllable patterns and syllable division is essential in determining the correct pronunciation of vowel sounds in unfamiliar words. Teachers must be thoroughly conversant with the morphological layer of language (prefixes, roots, and suffixes) and the orthographic dimensions (ending rules, generalizations, and spelling patterns) in order to present these topics in a systematic and cumulative sequence.

Teachers must have available in their bag of tricks specific strategies to foster the development of automaticity and fluency. Teachers must appreciate the components of written expression to be able to teach writing skills including syntax, grammar, and mechanics of the language. From the outset, teachers of reading must acknowledge the importance of comprehension at the word, sentence, and paragraph level and ensure that all instruction is infused with strategies that foster and acknowledge comprehension as the primary goal of

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WHY SOUNDING OUT ‘C-A-T’ GETS KIDS READY TO READ

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learned. Following the letter-sound style of training, participants were also tested on their ability to read new words composed of the same letters.

“When we looked under the hood, we found that the participants could learn to read under both forms of instruction but the brain activation showed that learning happened in very different ways,” McCandliss says.

The results underscore the idea that the way a learner focuses their attention during learning has a profound impact on what is learned. It also highlights the importance of skilled teachers in helping children focus their attention on precisely the most useful information.

Yuliya Yoncheva, a researcher at New York University, and Jessica Wise, a graduate student at the University of Texas at Austin are coauthors of the study.

Source: Stanford University

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



DR. DAVE'S AT LAB: DID YOU CATCH ALL THAT? NOTE-TAKING AND AT



By: David C. Winters, Ph.D. Used with permission

Welcome to another visit to Dr. Dave's AT Lab. Today I want to talk about note-taking. AT can be helpful to anyone who needs to take notes—people with dyslexia and other disabilities and everyone else.

Sometimes I feel sorry for my university students. I talk quickly; I always have more information to cover during a class session than the session has minutes. Some students try to write down every word I say. Others try to write every word from the presentation slides. Some go glassy-eyed after awhile, even though I do try to break up the class with videos, stories, and activities. Some students prefer to handwrite their notes. Some type them on a laptop. Many use a tablet (e.g., iPad). Over the years, I've found several AT strategies and devices that can help anyone become a more effective note-taker. But before discussing these strategies and devices, allow me to point out that teachers and meeting leaders play a role as well.

A Word for Teachers and Meeting Leaders

Taking notes while listening puts a heavy demand on working memory. All of us can think of times when we were able to write part of the information, then realized we had forgotten the rest or had lost track of what the speaker was saying while we were writing. A few simple strategies based on the UDL (Universal Design for Learning) principle of Multiple Means of Representation (see www.cast.org for a description of UDL) can reduce the impact of working memory constraints.

One strategy is to provide an electronic copy of the presentation or document before the class or meeting. This allows participants or students to print out a copy of the presentation for following along and for taking notes. Some people prefer to open the presentation on a laptop or tablet and add notes directly into the electronic file or even to follow along on the electronic version while taking notes on paper.

Another strategy I use is to provide a handout outlining the major points of the presentation. To encourage engagement, I leave blanks in which participants enter key words, phrases, or concepts. I also include additional white space for the participants to add their own notes.

Now, having touched on what teachers and meeting leaders can do, let's think about some AT available for the note-taker. We'll begin with some low-tech solutions.

Low-Tech AT for Note-Taking

I recommend consideration of low-tech AT solutions first. Usually these are simply constructed and inexpensive and do not require electricity. Low-tech AT for note-taking can be particularly helpful for organization and emphasis.

One low-tech strategy is to use color when writing notes or reviewing notes. Highlighting important words or phrases draws attention to the most important concepts covered during a class or meeting. Designating specific colors for particular types of information provides additional structure to the notes. For example, during a business meeting, the note-taker could highlight action items in blue, supporting information in yellow, and motions or consensus statements in green. Or during class, a student could use yellow to highlight important terms, blue for main concepts, and green for supporting details.

Another low-tech AT strategy is to use sticky notes and/or flags while taking or reviewing notes. For example, the note-taker can place a sticky flag on the notes to indicate key concepts, terms, or information needing clarification for later review. Again, the note-taker could assign sticky notes or flags of specific colors to particular types of information.

see the full article online at <http://dyslexia-ca.org/articles/>

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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? Just contact us and let us know of your interest –

www.dyslexia-ca.org

“INFORMED” TEACHER

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reading. Finally, teachers must have a thorough knowledge of the ways in which the layers of English; i.e., Anglo-Saxon, Latin, French, and Greek, have contributed to this marvelously rich and complex language.

In view of the inordinate demands placed upon the informed teacher, it is not surprising that Moats reports that less than 10% of teachers have acquired the prerequisite knowledge-base to teach reading! (Moats, 1997) This overwhelming lack of knowledge of English language structure and specific methods for delivering direct, sequential, cumulative, research-based instruction results in the painful failure of a significant percentage of students to achieve reading competence. It is essential that instruction is delivered diagnostically and that students are taught to mastery.

Avoiding placing blame for past practices and inequities and moving to a clear understanding of what constitutes an informed instructor, the International Dyslexia Association and its Branches provide in-service training, and have established itself as an accrediting/certifying association. Until teachers begin receiving the preparation they need at a preservice level to become informed instructors, in-service opportunities can provide a positive alternative.

To be sure, this trend is encouraging and is providing teachers with an introduction to structured language education. However, the two operant words are “introduction” and “education.” Introductory courses are a beginning, a preface, a preamble. They are organized to provide an overall schema to familiarize teachers with a new approach to teaching. The use of the word “education” in the phrase structured language education implies knowledge gained over time. Education does not happen overnight.

Teachers who enroll in introductory course are to be applauded; however, they can neither be considered

informed nor trained. Training demands a minimum of forty-five hours of lecture to acquire a meaningful knowledge-base in the components of the structure of language and sixty to one hundred hours of practicum including observations by a master teacher with feedback and discussion. In other words “...teaching children to read is a job for an expert” (Brady & Moats, 1997). School administrators who attempt to assign the “trained” label to teachers who have taken introductory courses are doing an injustice to parents and students and a disservice to the teachers, themselves.

In addition to the many in-service introductory opportunities offered yearly by the Branches, The Board of Directors of the International Dyslexia Association approved the formation of The Alliance for Accreditation and Certification of Structured Language Education. This coalition has established national standards. It is committed to promoting optimal methods of reading instruction for teachers and to safeguarding parents as they seek informed and/or trained instructors for their children. The Alliance consists of five organizations that share a common interest in certifying teachers and therapists and accrediting training courses. The members of The Alliance are:

- The International Dyslexia Association (sponsors The Alliance),
- Academic Language Therapy Association (certifies individuals),
- Academic Language Therapy Association Centers Council (accredits training centers),

- The Academy of Orton Gillingham Practitioners and Educators (certifies individuals & institutions, and accredits training sites), and
- International Multisensory Structured Language Education Council (accredits training programs).

Training standards and levels of expertise have been clearly outlined by The Alliance. (In addition there are programs with long track records for providing research-based and clinically sound instruction for vigorous teacher training that include the Wilson Reading System (www.wilsonlanguage.com), Project Read (www.projectread.com), Lindamood-Bell (www.lblp.com/index.html) and several others).

Public education has a responsibility to provide a “free and appropriate education (FAPE) to students. For the student with dyslexia, a FAPE requires instruction from a teacher trained in structured language education. The International Dyslexia Association through the Alliance is providing a unique service to public school administrators by identifying the programs that are accredited and individuals who are certified. These programs and individuals undergo a rigorous application and examination process which assures parents and administrators that instruction provided is research-based and clinically proven.

Students with dyslexia must receive instruction from a teacher who is “informed” in research-based

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I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized.

—Haim Ginott

read me differently

A Film by Sarah Entine

"...Read Me Differently is a remarkable film...it is truly inspirational."

—Edward M. Hallowell, M.D. and Sue George Hallowell LICSW
Co-authors, Married to Distraction



Richard Lavoie, producer of How Difficult Can This Be? The F.A.T. City Workshop, says: "This video will undoubtedly stir the emotions of the viewer and will serve as a launch pad for discussion, understanding, empathy...and self-discovery."

Showing of Sarah Entine's video, Read Me Differently

to be followed by panel discussion

Wednesday October 14, 2015 at 6 pm

Corona Public Library

650 South Main Street

Corona 92882 951-736-2381

RECOMMENDED DONATION: \$10



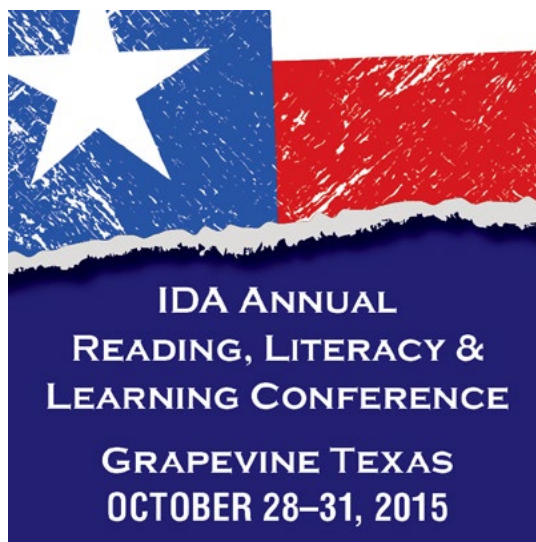
More info & reservations (requested as space is limited) – <https://readmedifferently.eventbrite.com>

A second grader came home from school and said to her grandmother, "Grandma, guess what? We learned how to make babies today.

The grandmother, more than a little surprised, tried to keep her cool. "That's interesting", she said.

"How do you make babies?"

"It's simple", replied the girl. "You just change 'y' to 'l' and add 'es'."



<http://eida.org/conference/>

Important Lesson – The Obstacle in Our Path

In ancient times, a King had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the King for not keeping the roads clear, but none did anything about getting the stone out of the way.

Then a peasant came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded.

After the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the King indicating that the goal was for the person who removed the boulder from the roadway.

The peasant learned what many of us never understand!

Every obstacle presents an opportunity to improve our condition.

A conference promoting greater understanding of
Literacy and learning issues for parents and teachers
Saturday, March 5, 2016

Riverside Marriott Hotel



Andrew Stetkevich and Judith Fuhrman
**Universal Design for Learning: Principles to Support
Learners at School and at Home**

Breakout Sessions
Diana Kennedy

***Crying Kids Can't Learn to Read: How to Attend to the
Socio-Emotional Needs of Your Students and Still Teach
Everything Else***
Geared for educators

Jan R. Kerchner
**University Avenue: Preparing the LD and
ADHD Student for a Successful Road to College**
Geared for parents and educators

John Rodrigues
**High School Dropout to Harvard:
My Life with Dyslexia**

Breakout Sessions
Judith Fuhrman
English Language Time Travel
Geared for educators
Dr. Kristy Remick
Geared for parents and educators

get more conference info at:
<http://dyslexia-ca.org/conf/2016/>

THE READING, LITERACY & LEARNING IDA INTERNATIONAL CONFERENCE

It is my honor and privilege to write this letter regarding my experiences at the International Dyslexia Association (IDA) Annual Reading, Literacy & Learning Conference in San Diego. I had the extreme fortune to receive a TCB scholarship award to attend the Conference; my first time at an IDA event. I returned from the Conference with a renewed sense of duty, purpose, and zest for my role as a School Psychologist at two elementary sites.

I most enjoyed that this event was truly an international gathering of colleagues, review of data, and a sharing of strategies and knowledge. The Poster sessions were scattered with National and International research findings. At one breakout session I received a copy of the Asia Pacific Journal of Developmental Differences and a pamphlet for the Dyslexia Association of Singapore. What a resource! And I had a lovely conversation with a former school board member/parent from Canada about reading comprehension and the new standards. I find it so important to stay up to date on research and strategies utilized outside of the United States. This Conference really serves that purpose.

I thoroughly enjoyed the sessions I chose to attend; which is always a difficult task of scheduling and narrowing-down the speakers I want to hear and those I really, really want to hear! It truly pains me to miss a speaker I am interested in, I hate to miss out on helpful information! Thankfully, many of the Conference sessions are available on a DVD for purchase. A co-worker purchased one and I already have plans on how to use it as a training tool at teacher's staff meetings.

As a school psychologist, I am already familiar with various processing disorders and the underlying processing deficits common in dyslexia. I was so pleased to see many sessions dedicated to sharing this information to others who are not as familiar with the various processing areas within visual processing, auditory processing, working memory, and others. I think it's so important to understand why and how the brain learns, especially for those who struggle. My absolute favorite part of this Conference – audiences of parents, teachers, speech therapists, and other professionals all sitting together learning and sharing information. Because of my professional background, some sessions I attended were more basic than I anticipated. However, there was still opportunity for review of data and an opportunity to discuss the information with the variety of listeners in the audience. Perspective and experience can vary so much, and I found this Conference to be balanced, open, and direct in its purpose – to inform it's participants about the needs of learners with dyslexia, the struggles that can result, and evidence-based strategies proven to be effective to support lifelong learning.

Because my professional background is already rooted in psychological processing and neurologic learning processes, the sessions I found to be most beneficial and enjoyable for me were those about the Common Core State Standards (CCSS), and other teaching or classroom-based strategies related to math, reading and writing. Curriculum and pedagogy are not my strength. After the Conference, I really felt ready to engage teachers and administrators in a conversation about strategies to utilize and evidence-based teaching methods that will reach all students, including those with dyslexia and related learning disabilities.

I absolutely enjoyed my experience at the 2014 IDA Annual Reading, Literacy & Learning Conference! I am so thankful to the Association for the scholarship and the opportunity to attend. I have already notified co-workers of this Conference, as I hope they can attend next year and I can borrow their notes! Whether someone is interested in attending as a parent to self-educate or a professional to network with peers about possible strategies and tools for the classroom, this Conference is a wonderful experience.

With my deepest gratitude,

Carissa Torres
School Psychologist
Licensed Educational Psychologist
LEP#3363

COPS
Here's another mnemonic system to help your students recall the editing steps --- COPS.
Capitalization
Organization
Punctuation
Spelling

“INFORMED” TEACHER

continued from p.9

practices. With a coalition of organizations now in place for identifying “informed” instructors, we have made great strides in improving the opportunities for students with dyslexia by assuring that they received the appropriate instruction that is characterized by frequency, intensity and fidelity to design.

former President Bush put the public on notice, “When it comes to the education of our children ... failure is not an option.” IDA agrees completely! We are doing everything possible to fix the course for the future by informing teachers, informing parents, and informing public school administrators that “informed” instructors are available to deliver “informed” instruction!

Carnine, D. (1996). Strengthening the Profession. In Cramer, S. and Ellis, W. Learning disabilities Lifelong Issues. Baltimore: Brookes.

Brady & Moats (1997) Informed Instruction for Reading Success: Foundations for Teacher Preparation. Baltimore, MD.

Moats, L. (1995). Spelling: Development Disability and Instruction. Baltimore: York Press.

PARENT SUPPORT GROUPS

Our branch offers parent support groups in Orange County monthly. Check out the dates and exact location on our website or contact us.



TCB Fundraiser
CASINO NIGHT

GRAPHICS / LAYOUT BY ORDMARKETING

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CHECK WEBSITE FOR INFO

SATURDAY JUNE 11, 2016

CATCHING ALLIGATORS AND TEACHING READING

continued from p.4

small doses, both for reading and meaning. This discovery made me remember the old basal readers we had in elementary school: how necessary it is to have multiple opportunities to review both old and new words. I cannot imagine how it would be able to read or speak Russian just from having stories read to me in that language. Actually, I remember all too well being reprimanded by my first grade teacher, because I read ahead in our reader and didn't stay on the correct page. I wasn't deliberately being bad, I just couldn't wait to see how the story would end.

Learning Russian has also provided me with the opportunity to re-visit my struggles in high school learning Latin. Somehow I survived the mandatory three years. I can still recite the first paragraph of Caesar's Gallic Wars providing I don't get stopped, and I still remember what it means. But the importance of word order in Latin is very much like word order in Russian.

Word endings also change according to the usage of the word within a sentence. We change word endings in English too, but not to the same degree as in the Russian. The placement of the accent in Russian is critical for pronunciation as well as meaning. If the first syllable of *babushka* is accented, the word means grandmother; if the second syllable is accented, you're talking about a covering for the head.

Because the Russian language has changed little in the previous 70 odd years under Soviet domination, the information about our proposed trip was listed as "the Institute of Defectology. Actually, that is not too far from our former reference to children who have difficulty learning to read as having "minimal brain dysfunction".

I can't begin to tell you how learning-disabled I felt at

each visit I made to Moscow and St. Petersburg. Pointing works well when no interpreters are available, but it's pretty embarrassing to be limited to only a few words and phrases. Even with an interpreter, it takes twice as long to have any conversation when you have to say something in your native language, wait for the interpreter to translate it, hope the translation is accurate, and then say it in Russian.

Most of us survive well without knowing a foreign language, I think how really difficult and vulnerable it is not to be able to read and write one's native language. It would be a lot like having to wait for an interpreter to be present. That is not a comfortable situation.

Now that I've internalized the letters of the Russian alphabet, the sounds each letter makes, and developed a very basic sight vocabulary, it has become possible to take some meaning from both the written and spoken Russian word. I'm certain this experience parallels the work a child with a language learning disability finds learning to speak, read and write our language.

So, what does this have to do with teaching reading to American kids? Well, I think it shows clearly that there are certain prerequisites to learning to read in all languages, and that in order to get to a stage where one can take meaning from, and bring meaning to the spoken and printed word, the underlying skills must be in place. If a child comes to school with varying competence in those skills, appropriate instruction is required. Appropriate instruction for some children is inappropriate for others. One of my three children read fluently at four years of age, not because I forced her to learn to read, but because we had the prerequisite skills in place in an early age. My second daughter struggled with the language experience approach used in first grade classroom, yet benefited

continued on 15

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 (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. ♦

CATCHING ALLIGATORS AND TEACHING READING

continued from p.14

greatly from the direct instruction in the Title I classroom.

All children, regardless of skill level or learning style benefit from being read to on a regular basis. Repeated hearing of the order of words and patterns in our language is an important step in learning to read, but this must be tempered with instruction in unlocking the code of the English language. It is finding the right balance between code and meaningful instruction for each child that is important.

Catching an alligator is a bit like teaching children with the varying needs to learn to read. It is all a matter of perspective, and depends on which end of the binoculars you are looking through!

Editor’s Note:

It is so great that the IDA recommended structured literacy as the best teaching method for dyslexics. This involves instruction that is structured, systematic, and multisensory. You may check out some of the programs that meet this goal by going to <http://dyslexia-ca.org/pdf/1502-idaChanges/matrixForMultisensoryPrograms.pdf>.

IDA CONFERENCE 2014

continued from p.1

Disassembling Sentences, presented by William Van Cleave, a well known educational consultant. We explored how understanding the way words, phrases, and clauses work together to create sentences is essential for sentence writing and sentence comprehension. It was a hands on, interactive workshop, to help us develop a logical system for our students to construct and deconstruct sentences using a knowledge of both parts of speech and sentence parts. We practiced these concepts in creative and innovative drills. We left with exciting new strategies to use with our students. His materials and handouts are available at www.wvced.com. Along with this class, I attended many varied helpful learning sessions.

The third annual IDA international conference for families offered parents and family members of children with learning disabilities the opportunity to attend informative sessions, network with experts, and socialize with parents while being able to access the best hands on material available. With the hustle and bustle of the learning

sessions, exhibit hall, poster presentations, it was very relaxing to attend the networking lunch for professionals and parents. It allowed us to share and learn of the new opportunities available such as: Literate Nation, which is a literacy organization that provides literacy growth on a national basis and helps states build literacy laws. I, along with many others have joined that cause. You can reach them at www.literatenation.org.

Meeting the Decoding Dyslexia parents, California branch, was an eye opener. This organization supports parents that have children with dyslexia or other learning disabilities by providing information and working on legislation. They can be reached at www.decodingdyslexiaca.org.

I thank TCB for the opportunity to attend this conference by presenting me with a scholarship. The IDA gives us the best and latest information available, whether you are a professional or a parent.

-Sharon Mathias

AN OPEN LETTER TO THE TRI-COUNTIES BRANCH IDA BOARD MEMBERS,

Recently I was given the opportunity to attend the IDA Annual Reading, Literacy and Learning Conference in San Diego because of your generous scholarship for me. I have attended and enjoyed many other conferences in the past; however, this one topped all of them! The other conferences were very educational and helpful, but I felt like Dorothy on the Wizard of Oz when she leaves behind the black and white world of Kansas for the color-filled world of Oz.

Although I learned and tried to absorb all I could each day, my favorite day was Wednesday, where I attended two half-day symposiums. I love to learn new things but my main prayer was to learn new information and gain skills that I could use to help my students immediately. In the morning, I attended a three hour presentation on anxiety's role in learning challenges. The second half of my day was spent learning about the challenges some students have with working memory and what can be done to help them. Since I have students whose academic success is greatly affected by these two major issues, I was eager to learn. Although it was mentally exhausting to try to learn so much in such a short amount of time, I drove home on cloud nine because I had learned techniques that I could use for my students immediately.

Over the four days, I attended fifteen workshops and lectures. Almost every lecture and workshop was excellent and applicable to the students I serve. However, I will probably remember the first day's symposium on anxiety the best. In particular, I was interested to learn that stress is actually good for the brain. Like lifting barbells at the gym, repeated exposure to moderate stress improves a person's ability to handle stressful experiences the next time. However, repeated exposure to great amounts of stress actually shrinks the brain networks, causing a thinning of the axons and dendrites. This is not permanent but it doesn't take much to imagine how this might impact academic learning.

A symposium is a presentation where multiple experts on a topic come together to present a complete picture of the symptoms, treatments, and effective interventions for this topic. This panel of specialists included clinical neuropsychologist, Jerome Schultz, PhD who spoke on the neurobiological systems contributing to anxiety, psychiatrist Kerry-Ann Williams who explained the psychopharmacology for this disorder, and Behavior Analyst Jessica Minahan who discussed effective interventions that can be used to help students. Ms. Minahan's portion brought home the message with the practical strategies to apply immediately. She reminded us that negative behavior is a form of communication and is usually a symptom of an underlying condition. With every difficult behavior being displayed in a child, we should ask ourselves, "What skill do I need to teach this child when he or she feels this way?" When an incident happens, it isn't enough to de-escalate the situation. We must ask how

Editing Strategies

CHOMPS

How do you help your students remember the steps to take in editing? Teach them CHOMPS.

**Capitalization
Handwriting
Omissions
Meaning
Punctuation
Spelling**

we can build the skill in the students so that they will be prepared when those feelings return the next time. Ms. Minahan discussed the common triggers for a student's anxiety but also proven techniques for self-regulation, such as deep breathing, yoga, singing, reaching for a comfort item or asking to leave the stressful situation. These strategies can be practiced regularly in non-stressful situations in order to teach a student to self-monitor and use the tools that will help when he or she needs them. During the entire conference, I learned, absorbed, visualized, and applied many new techniques and was even reminded of some I had forgotten. I learned how to help my students remember their vocabulary words better, how to use large movement to teach math facts, and how to help dyslexic students transition to college successfully. I chose to purchase the additional CD of the recorded lectures so that I will be able to listen to these again and again until they become part of my knowledge base. I don't want any part of what I learned to go to waste. I have plans to present what I learned to the 30 or so teachers at my school. This knowledge must be shared to benefit the whole student population. I also have plans to give a talk to the parents of students who struggle at our school. I have hopes of educating and influencing many others with the knowledge I have obtained. I feel so privileged to have been selected for the scholarship so that I could attend this conference. I am eager to share what I learned in order to bring benefit to many other students.

Gratefully,
Janel Kohout

IDA CONFERENCE ARTICLE

Were you there? Were you in San Diego November 12-15 for the IDA Annual Reading, Literacy and Learning Conference? The Tri-Counties Branch of IDA made it possible for me. I am so thankful to have had the opportunity to attend, especially as it was in my home state! The scholarship granted by the Tri-Counties Branch gave me the opportunity and again I am just so thankful!

This was the first IDA Annual Conference that I have ever attended, surely not my last. I am a primary grade, public school teacher for the last sixteen years and mom of three. My oldest child is a bright, kind, often anxious, silly, video game loving and dyslexic eleven year old boy. On the journey to find the right type of help for my son, many dyslexia superheroes have paved the way. So, first let me describe some of my biggest fan moments that came to fruition at this amazing conference.

Susan Barton walks around like a real human! I still expect her to fly! She had reached superhero status to me once I went to one of her free talks. I had already been familiar with Barton's tutoring program, and loved her website for the wealth of information it shared. But, not until after her talk, I had emailed her with questions, and she actually responded! She is so thoughtful and passionate about helping dyslexic people become successful that I

believe she has superhero powers! She was all around the conference and I felt I should have an autograph book to ask her to sign!

Next, I was finally able to meet the Dyslexia Training Institute powerhouses. I had completed the online certificate program in their first cohort and really wanted to meet them in person. They helped me learn so much about Orton Gillingham strategies, advocacy, and remediation of dyslexia. To me, they are a dynamic superhero pair! What a joy to meet the dynamic duo of Dr. Kelli Sandman-Hurley and Tracy Block-Zaretsky.

What fun it was to see Barb Langeloh, with her colleagues and in her element. I have been so blessed to have had her tutor my son for almost a year and I know she has superpowers that have caught my son up in decoding, reading, and so many things! Yet, more importantly Barb has helped me figure out and support the anxiety that my son and so many of our dyslexic kids face. So much more than a superhero, Miss Barb has invested herself into my son, me, and my family. She is the best!

Then, my opportunity to meet our local superheroes also came at the conference. I finally met, in person, our Tri-Counties very own. I had spoken to Jennifer Biang through Learning Ally when my son was in a particularly challenging transitional time. Little did I know that I would find a mommy friend with the super hero powers to do whatever it takes to help her children learn! The "out of the box" thinking as a parent shadows my own journey with my son and I look forward to being in her fan club forever! The more I learn from Elaine Offstein about real time EEG neurofeedback, the more obvious it becomes she has a superhero cape on at all times! Regina Richards I have had the opportunity to learn from in webinars and believe her wealth of knowledge that she so openly shares, to help others, is a great superhero power. Plus, there are many others that make the local branch such a successful learning, caring community. I look forward to learning more from these local dyslexia superheroes.

Finally, if you have an opportunity to attend an Annual IDA Conference, do it! Being surrounded by people that are so knowledgeable, compassionate toward struggling students, and passionate about helping dyslexics succeed is empowering. The feeling of hope radiates from the entire conference. Hope for the attendees to go back to their students and make a positive change. Hope for the schools to recognize the need and make the necessary changes to adequately help all of our students. Hope for my own son's future. He really is so much more than dyslexic and seeing so many inspiring stories of success helped me realize I do indeed live with a superhero of my very own. Or at least he is a superhero in training! So, just remember, if you are going to attend the IDA Annual Conference, do not forget your autograph book!

By Carrie Byrd



SCHOLARSHIPS

The Tri-Counties Branch of IDA has available two scholarships for any parent or teacher/educator living or working within the geographic area covered by TCB – Orange, Riverside, San Bernardino Counties or San Gabriel areas. We offer a \$500 scholarship for the National IDA Conference as well as a \$50 scholarship for our local Spring Conference. To apply, go to our website and click on "scholarships".

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BOOK REVIEW

By Regina G. Richards, MA, BCET

High School Dropout to HARVARD

by John Rodrigues

John Rodrigues shares his journey from dropping out of high school, to his decision to return to school to get a college degree, and eventually his attendance at Harvard, and find a career that allowed him to pursue his passions and time with his family.

After all, what recourse is there for students who fall through the cracks of the traditional school system? His teachers said he could not read. Author John Rodrigues defies the odds in this charming, inspiring story about failure as a path to success.

Self-proclaimed bad student and person with a learning disability, author John Rodrigues answers the question, "how can students who struggle still be successful?" in his book, *High School Dropout to Harvard*.



Come and hear John at our March Conference

"John Rodrigues is an uplifting, rebellious voice who will strike a chord with anyone who has ever had a hard time marching in step in a culture of conformity. His book is not just about how John found personal success after growing up with severe learning differences (Dyslexia and ADHD), it's the story of his journey to accept himself by finding others labeled "disabled" or "not normal" who survived and even triumphed."

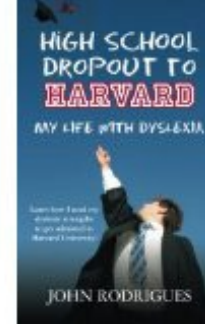
-Entertainment Weekly

"John Rodrigues has written an inspiring and empowering story about his personal dyslexic journey. Young people who have dropped out of school or others who are thinking about returning to school will be encouraged by his honest recounting, light-hearted tone, and perceptive insights about his thinking style and advantages."

-Brock & Fernette Eide

"Authors, The Dyslexic Advantage"

More than thirty million people in the United States are dyslexic—a brain-based genetic trait, often labeled as a "learning disability" or "learning difference," that makes interpreting text and reading difficult. Yet even though children with dyslexia may have trouble reading, they don't have any problems learning; dyslexia has nothing to do with a lack of intellect. This comes



through so very clearly in John's wonderful book.

Some of my favorite quotes:

"I would be lying if I said the prospect of the becoming a student again didn't send a chill up my spine. After all, that place marked the lowest part of my life. I felt more scared about school than I ever did about being tossed about in a ship on a churning ocean, diving 120 feet underwater in pitch blackness, or jumping out of a plane ... But I had a bit of a sweat on my brow as I walked to my first class: remedial English. Remedial. I was starting so low the class didn't even have grades."

"On the spectrum of formal education, the beginning and the upper levels are very similar in principle. In both places you're able to explore, think creatively, and carve out a path in whatever direction it takes you. Visual thinkers like myself thrive in this environment. I found the school system leading up to college so regimented that it allowed little room for curiosity."

"I think of dyslexia as a consequence of three-dimensional thinking, which itself can be a strength if properly harnessed. This is why I tell people with learning disabilities (or anyone) to focus on their strengths."

"I became an ice sculptor, which is an uncommon profession, I came into this line of work randomly, thanks to a mentor who believed in me even though he barely knew me."

110 Pages, published February 16, 2012 by John D. Rodrigues

Become an IDA Member

To become an IDA member simply go to:

<http://dyslexia-ca.org/a-membership.phtml>

and look for the link to sign up.

Here are some of the benefits of IDA membership:

- Perspectives
- Annals of Dyslexia
- Reduced fees for workshops and conferences

Keep in mind that the membership fee for parents or teachers is only \$45 for the year! Students are only \$25.

Our Mission:

The So CA Tri-Counties Branch of the International Dyslexia Association 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. We envision building a community that facilitates literacy success through appropriate recognition, understanding, and strategy implementation. Our targets include educators, parents, individuals with dyslexia, and those sharing their lives. We believe that all individuals have the right to achieve their potential; individual learning abilities can be strengthened; and social, educational and cultural barriers to language acquisition and use must be removed.

NOMINATION FOR LEADERSHIP AWARD

NOMINATION FOR LEADERSHIP AWARD

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.

Do you know an educator who is involved in two or more of the following?

- Supporting innovative projects regarding literacy
- Having substantial knowledge of and concern about dyslexia
- Promoting research-based innovations and strategies
- Supporting TCB conferences, workshops, and/or events by encouraging/funding for educators to attend
- Significantly improving adolescent literacy
- Supporting early intervention programs that have led to measured success

- Creatively engaging parents in school/home cooperative ventures to support early literacy
- Supporting excellent teacher training and professional development that has led to significant gains in student reading achievement

If so, we'd like to hear about this person as a nominee for our Leadership Award.

Who is eligible?

- Curriculum directors
- Principals
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more info at - <http://dyslexia-ca.org/conf/2016/index.html#ledr>



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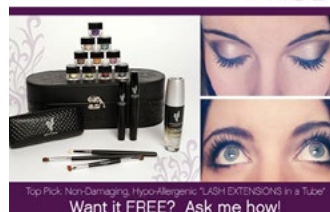


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Tri-Counties Branch



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Dyslexia - TCB
This is our YouTube Channel
It has a large number of wonderful videos
related to dyslexia and learning.

We Have 3 playlists:

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- **Dyslexia Events**
- **Recent Uploads**

Upcoming Events

- A variety of webinars – refer to our website
- Parent Support Groups – almost monthly
- October 14th - Read Me Differently
- October 28th – 31st – IDA Annual International Conference
- March 5th – TCB Annual Spring Conference
go to www.dyslexia-ca.org
for full information

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

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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 or more distinct hits this year. Our newsletters are published in the fall and over 2000 people have access to them.
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