

The RESOURCE

Creating Avenues of Success for Dyslexics!

Vol. 31

founded in memory of Samuel T. Orton

Newsletter 2016

Enhancing Educational Achievement: Reducing Effects of ADHD and Learning Differences with Exercise

The Health and Optimism Provided
with Exercise (HOPE) Study

DALLAS, TX. Shelton School has been conducting research on the treatment of ADHD since 2003. In our first study in collaboration with UTD Brain Health Center and the University of Texas Southwestern Medical School, cognitive approaches to non-medication treatment were explored.

In 2012, the school received grants from The Discovery Foundation and The Communities Foundation of Texas for a research study on the effects of strenuous and regular exercise on learning, memory and attention.

p4 p7
p6 p9

GSR Solving Problems Rightly

by Irv Richards, Adult Dyslexic

Let me be clear at the start. This is not about gun-shot residue(GSR), but it is a mystery!

I have been pondering this mystery for many years and after over 70 years I think I may know how many dyslexics solve problems. If you work with dyslexics, teach dyslexics, or are dyslexic yourself as I, my father, sister and son are, then you know that dyslexics

encounter many problems in life. We are constantly challenged from the time we enter school and sometimes even before.

Yet many dyslexics survive the public school system, go through college, have successful careers and contribute greatly to their communities. How do

After the Diagnosis Do's and Don'ts

by Lainie Donnell, MA, ET/P

Do #1: Talk about it!

Mysteries are just that... mysterious. Your child just went through hours of rigorous testing and may not have even understood why they were doing it. Now it is time to lift the veil and discuss what the practitioner found. Use age appropriate language.

Your child has just received a diagnosis of dyslexia, a language-based learning disability. You don't know much about this complicated word except that dyslexia entails switching letters and numbers around. So ... what do you do now?

Dyslexia is defined by the International Dyslexia Association as a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language

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

WHEN "LAZY" DOESN'T MAKE SENSE

Cynthia Z. Hansen, M.Ed

How Executive Functions Impact Achievement

Symptoms, Understanding & Coping Strategies

THE SYMPTOMS:

Difficulty starting a task; staying focused on school tasks, managing simple routines, great ideas without follow-through; late work, and lost work: Sound familiar? Then read on! There are many reasons why students may have these difficulties, from disengagement due to boredom; learning disabilities; or processing and perceptual difficulties. Yet our brightest students are often labeled "lazy" or "stubborn" when they have difficulty managing their world: a realm that requires strong executive functioning skills.

Tasks which seem mundane to adults may be overwhelming to a fast thinking, deeply pondering child. Gifted individuals already cope with intense emotions, sensory awareness, the ache to be in constant motion, intellectual depth, and visual awareness depending on their areas of giftedness. Many of our gifted students get

caught between their accelerated intellectual development and their delayed physical coordination, social abilities, or overall coping abilities. This mismatch is confusing not just for parents, but for our children as well.

Executive functions are like threads of a tapestry that are colored by setting, environmental factors, social context, the motivational forces of the task, and the desires of the student. Understanding how executive functions effect the learning and retrieval process using a strength-based model, families can discover the tools to support a child's atypical learning style common to many of our special needs students. It is through our strengths that both adults and children can gain the self confidence to make changes.

WHAT IS EXECUTIVE FUNCTION?

Think of the Pre-frontal lobe of the brain, where executive function originates, as the keyboard of a computer. One simple keystroke is rarely sufficient, even to turn on the computer, but needs to be accompanied by a series of strokes. From typing a sequence of letters to create a correctly spelled word, to adding a shift, control or function key to produce or retrieve information, there are countless

continued on 12



A Message from Your President

By Elaine Offstein

Hello and Welcome to our 2016 Newsletter!

It's great to be able to share our latest newsletter with you. I'm writing this in the middle of July and I'm so excited about changes coming to our website!! By the time you receive this newsletter, we will have a new, completely redesigned website that not only provides access to all of our branch activities and articles, but also links directly to the International Dyslexia Association home website as well (<https://socialdyslexiaida.org>).

This change in website design is part of the new destiny of IDA to become the go-to organization for authoritative information about dyslexia and other language-based challenges. IDA wants to create a future for every individual who struggles with dyslexia and other related reading differences that results in a richer, more robust life and the access to tools and resources when they need them.

IDA has instituted a new teacher-training program and a teacher accreditation program that will provide qualified teachers who have the background of knowledge to effectively teach children with language learning challenges. IDA has developed a curriculum called "Structured Literacy". It is a systematic, phonetic, multi-sensory, multi-layered approach to teaching reading and is now being introduced into several teacher preparation colleges and universities.

Speaking of education, the goal of Southern California Tri-Counties IDA Branch is improving literacy in our communities and the education of our members. Our newsletter is not just about coming events or reports on our recent activities.

The real purpose of our newsletter is to provide articles that help enlighten teachers and parents about issues that affect children (and adults) with language learning disabilities. Every newsletter is filled with articles that discuss teaching strategies, parent tips, personal experiences and/or stories of success.

Even though the newsletter is available online and via email, one of the advantages of being a member of IDA is you receive a hard copy to enjoy at your leisure. I hope you will enjoy our latest collection of articles and will find them to be inspiring and of interest.

I look forward to seeing you at our next convention, Saturday, May 6, 2017 at the Embassy Suites Hotel, Brea, CA. We will be highlighting executive function as well as dyslexia.

Sincerely,

Elaine Offstein

ARTICLES:

- 1 After The Diagnosis
- 1 Enhancing Educational Achievement
- 1 GSR Solving Problems Rightly
- 1 Reading Is The Most Amazing Achievement
- 2 When Lazy Doesn't Make Sense
- 5 Lazy Or Not - Peg Dawson
- 10 The Examiner
- 13 Did You Know
- 15 Technology
- 16 Real Life Often Is More Satisfying Than High School
- 17 Summary Of Strategy For Struggling Learners
- 17 Dislecksia The Movie
- 18 Book Review: Dyslexia Dysgraphia 2Nd Edition
- 18 Dyslexia Elevator Pitch
- 19 Nomination For Leadership Award

So CA Tri-Counties Branch

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

951/686-9837

web:<https://social.dyslexiaida.org>
email:tcb.info@dyslexia-ca.org

Published biannually

Annual subscription price

1 year - \$5.00; 5 years - \$20.00

Send to:

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

THE RESOURCE is published by the So CA Tri-Counties Branch of the International Dyslexia Association. Newsletter items, advertisements, and address changes are welcome and should be sent to: TCB, 5225 Canyon Crest Dr., Suite 71-308, Riverside, CA 92507-6321

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).

Enhancing Educational Achievement:

continued from p.1

There continues to be a strong need for non-medication alternatives for the treatment of Attention-Deficit/Hyperactivity Disorder (ADHD) and enhancing educational achievement for children and adolescents with different types of learning disabilities/differences (LO). Recent research suggests that aerobic exercise may be a potential such treatment based on the increased release of Brain Derived Neurotrophic Factor (BDNF) and brain neurotransmitters that accompanies vigorous exercise. ADHD is one of the most prevalent disorders of childhood causing substantial social and academic impairment. The estimates of the prevalence of ADHD from the general population range from approximately 2-5% (Costello et al., 1996; Shaffer et al., 1996).

As of 2006, statistics seemed to suggest that boys were more likely than girls to be diagnosed with ADHD, according to the Centers for Disease Control and Prevention. However, data from 2010 suggests that the number of girls with ADHD is more numerous than previously believed, asserts 4-ADHD.com. Boys and girls manifest ADHD differently. Girls are more likely to manifest ADHD symptoms that are less overt than boys. Boys, in contrast, more commonly manifest the typical hyperactive and disruptive behavior traits associated with ADHD, according to a survey published in 2004 in "Medscape General Medicine" and consequently more likely to be diagnosed with the disorder. By and large, girls with ADHD have greater difficulty than boys staying focused, and are more likely than boys to have difficulties developing interpersonal skills. As such, boys with ADHD tend to do better in school or have relatively smoother social interactions with friends and family than girls. Boys with ADHD are less likely to manifest changes to their self-esteem after being diagnosed with the disorder.

On the other hand, girls displayed a higher probability of having self-esteem issues prior to being diagnosed with ADHD, explains 4-ADHD.com. Further, it is now recognized that the disorder follows many into adulthood. Clearly, more attention is needed for research on the effects of ADHD for girls. And females with a LD also appear to be at more risk as described next.

Follow-up studies of individuals with LD during the initial post school years consistently indicate that males with LD are employed at a higher rate than females with LD (Edgar, 1995; Sitlington & Frank, 1990; Wagner et al., 1992). Edgar's study of two cohorts of graduates from Washington State schools revealed that females with LO were employed at a lower rate than both males with LO and nondisabled females. This in part is explained by the phenomena of early parenthood: females with LD appeared to have children at a younger age and at twice the rate as nondisabled females and to receive public assistance at a higher rate. Edgar (1995, p. 296) concluded that "females with LD are at risk for becoming mothers at an early age without benefit of a supportive partner or financial resources."

The risk for females with LD is an amalgam of societal and disability factors that few studies have addressed.

Studies have been conducted showing positive relationships

between physical exercise and many aspects of ADHD behavior related to school performance. For example, Ethier (1997) in a review of 134 studies, found a positive association between physical education and cognitive performance. Colcombe (2003) in a review of 18 studies found aerobic exercise and strength training in combination to improve cognitive performance more than either one alone. They concluded that 30 minutes of exercise appeared to produce the best results and this was also reported by Coe (2006). In a different review of 44 studies there was a significant positive relationship between physical activity and cognitive function in children (Sibley, 2003). Different studies of the impact of physical education on academic performance are also positive (Field, 2001; Oh, 2003). The California Department of Education in a 2001 study of nearly one million students (grades 5, 7, 9) showed a positive correlation between levels of fitness and standardized test scores in math and reading. Castelli (2007), in a study of 259 3rd and 5th graders, found positive relations between aerobic fitness measures and scores in reading, math, and total academic performance. All of these studies suggest a positive effect of aerobic exercise on academic performance.

We are conducting a randomized

continued on 14

**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**



Like us on facebook search
So CA Tri-Counties International Dyslexia Association

LAZY—OR NOT?

Peg Dawson

What looks like laziness may be a lack of executive skills. How can you tell the difference.

As a psychologist who specializes in children with learning and attention disorders, I see a lot of kids who are struggling in school. I first saw Josh when he was an active, impulsive 5-year-old and diagnosed him with an attention disorder. He returned to me about 10 years later as he was about to begin high school. He had been a successful student through the 6th grade. In 7th grade, however, his academic performance began to decline, and he received his first F. At the beginning of 8th grade, his IQ was in the above average range, and his scores on measures of academic achievement were consistent with that. However, by the end of 9th grade, despite having a 504 Plan in place, Josh was failing most of his classes.

**Peg Dawson is also the keynote speaker at our 2017 Annual Spring Conference!
Don't miss her talks.**

Tests given at Josh's school, as well as my own evaluations, revealed that Josh's cognitive skills were strong, and his academic abilities were certainly adequate for him to be able to achieve passing grades. But both his mother and several of his teachers reported that he had problems getting started on tasks, keeping track of everything he needed to do, sticking with tasks long enough to get them done, and breaking down long-term projects into subtasks and time lines. Josh admitted to having problems in all these areas. He said he didn't find the work difficult but often forgot assignments. He left long-

term projects to the last minute, had difficulty estimating how long it would take to complete them, and couldn't always follow the project directions. He also didn't check his work for mistakes when he was done. Josh admitted he had huge problems with keeping his bedroom tidy and maintaining his notebooks for school. He lost things frequently, and his backpack was disorganized—and that backpack held all his work because he never used his locker.

Josh's mother saw these problems as stemming from his attention disorder. Teachers' comments on progress reports and report cards mentioned that Josh was frequently off task. On one of the rating scales completed for my evaluation, one teacher wrote that her biggest concern about Josh was "that he is lazy and not working to his potential."

Future sections in the full article – please go to

<https://socialdyslexiada.org/tools-information-resources/articles/>

Diagnosing the Problem
Solutions for Today and Tomorrow
Figure 1. Interventions for Developing Executive Skills

Helping Josh

The Road to Success

Author's note: The student's name is a pseudonym.

Peg Dawson is a psychologist at the Center for Learning and

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.

Attention Disorders in Portsmouth, New Hampshire; pegdawson@comcast.net. She is the author, with Richard Guare, of Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential (Guilford Press, 2009) and Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (2nd ed., Guilford Press, 2010).

© 2016 ASCD. All Rights Reserved. Used with permission.

AFTER THE DIAGNOSIS DO'S AND DON'TS



continued from p.1

skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing and pronouncing words.

Dyslexia affects individuals throughout their lives. However, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in a typical instructional environment. And in its more severe forms, it will qualify a student for special education, special accommodations or extra support services.

Do

- talk about the diagnosis
- expect a clear explanation
- meet with teachers
- follow through
- capitalize on your child's strengths



Don't

- believe your child needs to be "fixed"
- overlook the importance of tutors and educational therapists
- be afraid
- allow a diagnosis to become an excuse
- fail to take action



Do

Do talk about the diagnosis

Now is the time to lift the veil of mystery and discuss exactly what the practitioner found from your child's rigorous testing.

Use age-appropriate language with your child as you explain the diagnosis. Try the following: "Remember all of those tests you took with Dr. Neuropsych? Well, she looked at all of the information we gave her, as well as all of your answers and talked with your teachers. She understands how you learn best and figured out ways to make school a little easier. Now we can get some help!"

Do expect a clear explanation

The field of special education is full of labels and acronyms that can feel overwhelming and scary. Make sure you take the time to sit down with your practitioner and have him/her go through the evaluation page by page.

Be sure you understand what the numbers mean and

what each diagnosis means. Beyond that, you want him/her to help you understand how the diagnosis affects your child within the school setting.

If you don't feel confident in your understanding of the evaluation, ask questions. If your questions have been answered, and you go home and think of more, ask additional questions until you feel like you can explain it to anyone who asks.

Do meet with teachers

Organize a meeting with your child's teachers and the practitioner. He/she should explain the findings to the teachers and administration, so that everyone is on the same page in their understanding of your child.

Ask the practitioner to create a summary sheet for teachers. This should include the diagnoses, definition of diagnoses, how it may affect your child's performance in school and recommendations on how to support your child. If your practitioner does not feel comfortable or is unable to do this—and you are working with an educational therapist—your educational therapist can perform this task.

Do follow through

Often, parents take the first step in trying to figure out what is happening with their child's ability to learn. Make sure you don't stop here.

Take your list of recommendations and start at the top. Do one thing at a time—or maybe two—and see what works best for your child. Remember that each learning profile is unique. Therefore, there is not just one prescription. Some recommendations will take time to see results, such as educational therapy, psychiatric treatment or an intensive reading program. But others, such as accommodations, might be helpful immediately.

Do capitalize on your child's strengths

Everyone has strengths and challenges, regardless of learning differences and disabilities. The advantage of receiving a diagnosis is that you have been given a definition of your child's challenges, and you will have a list of recommendations of how to help.

Remember that you know what your child likes to do and what he/she is good at. Capitalize on these strengths. While your child will be busy with educational therapy, tutors or reading programs, it is also important to make time for the things that will allow your child to build self-esteem and feel successful. This is critical because failure has already been well within your child's grasp.

continued on p.8

GSR SOLVING PROBLEMS RIGHTLY

continued from p.1

they solve the problems that life throws at us?

We all have heard how many famous people are dyslexic. Just to name a few. Albert Einstein, Leonardo da Vinci, Thomas Edison, Richard Branson, Charles Schwab. They all were/are great at solving problems.

And it is "problem solving" that I'd like to expound upon. I will explain Global Sequential Reasoning (GSR) by working through a problem that many of us have encountered.

The darn flashlight is not working!


First you need to know what a flashlight is and what its role in life. This is the global part. It is essential to know how the problem, in this case the flashlight, is supposed to function. Obviously the answer is that we want to get a light source from a flashlight.

How does a flashlight do what it does? This is the second part and generally the hardest part. It helps if we have some understanding of physics and chemistry. Many dyslexics think graphically and during Junior and Senior High have been exposed to some science courses and they have been able to retain a picture of how many things work.

This certainly has been true for me. I have always been interested in "how things work" and I have dismantled many objects to see for myself. Some, I was also able to reconstruct! It seems that I was most talkative in my youth when I wanted to know how things work. My sincere apologies to my patient mother whom I almost drove crazy when her son of about 6-7 years wanted her to explain the Universe! Where was Douglas Adams when I needed him?

But I digress. Our second step in solving the problem is to find out what is wrong with the flashlight by sequentially going through the steps that a flashlight must do to be successful. 1. We need a power source. 2. We need a switch. 3. We need a way of turning power into light. 4. We need a container. Sequentially, we go through each component to find out where the flashlight failed. Sometimes it is easier to solve a problem, especially a repair problem, by checking the parts out of sequence. In the case of our non-functioning flashlight the battery would be our first step anyway, but for this example, the bulb (not an LEDs) would be the second step because by looking at the bulb

continued on p.9



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

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



continued from p.6

Don't

Do not believe your child needs to be "fixed"

Be skeptical of any program that guarantees a cure, a fix or grade-level performance. Dyslexia and other language-based learning disabilities are not a disease. They are not something that needs to be cured. Additionally, there is nothing broken about your child, so nothing needs to be fixed.

Instead, look for a solution that caters to your child's individual learning profile and tailors to his/her brain's wiring. Help your child find the necessary tools and strategies needed to be successful.

Do not overlook the importance of tutors and educational therapists

While tutors are critical members of a team, it is also important to hire a trained professional to remediate specific skills that come along with different diagnoses. Educational therapists, occupational therapists, and speech and language pathologists are just some of the individuals who can provide the remediation that your child needs.

Educational therapists can truly help a child learn how to learn, while helping him/her come to terms with learning challenges. Tutors can be great assets because they provide necessary homework help during a sometimes tense situation at home. It is not uncommon for parents to reach their boiling point as they try to assist their children with homework. And tutors can help when parents feel fed up.

Quote: Dyslexia affects individuals throughout their lives. Students need to learn the appropriate strategies.

Do not be afraid

There are so many things to be fearful of in life, but a learning disability is not one of them. While this might be new territory for you, keep in mind that your child will be successful with the right support.

Don't feel afraid to be your child's advocate and be "that" parent. Don't sit back and hope the system will do the right thing for your child. The system is overloaded, pressed for time, and bogged down by laws and limitations. Consequently, you must be involved and be the squeaky wheel.

If you are feeling uncertain about how to do this or what you are asking for, get in touch with an advocate, special education consultant, education therapist or another parent who has been down this road. Support is out there

and you have many rights. Don't feel paralyzed.

Do not allow a diagnosis to become an excuse

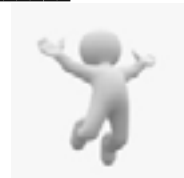
In order to have a diagnosable learning disability, your child must have an average to above average IQ. In other words, your child must be capable of learning and possess intellect. Therefore, this diagnosis does not preclude your child from school work. Yes, you will need accommodations and maybe the occasional modification. But never let them say, or hear you say, "Joey can't because he has dyslexia."

Keeping your expectations high—but realistic—is one of the greatest gifts you can give your child. Kids want to succeed, please you and get a pat on the back from their teachers. Help them make that happen by giving them the tools and support necessary to achieve in spite of their learning hurdles. Who knows, these hurdles could become the very reason they succeed, just like Richard Branson, Charles Schwab, Albert Einstein, Channing Tatum, Stephen Spielberg and Whoopy Goldberg.

Do not fail to take action

Act early and do not listen to the teachers who say that children develop in their own time. Research has shown time and time again that early intervention is key. The early years of school are where children develop their self-esteem, sense of curiosity and much of their problem solving skills. When learning issues stunt this growth, school becomes an impossible mountain to climb.

The gift of an early diagnosis may be the key to avoiding phrases such as, "try harder" or "my son will not read for pleasure." As human beings, we avoid what we know will lead to failure. Let's help them not avoid school.



Summary

Receiving a diagnosis of dyslexia—or any other learning disability or difference—can be jarring. When our children are born, we have ideas of what they will become and what they will accomplish. Slowly, as we see kids begin to struggle, many parents wonder if they can be self-sufficient learners. No need to wonder! The answer is yes. With the right support, success is within their grasp.

This article is used with permission of Ms. Donnell and the Los Angeles Branch of IDA

continued from p.7

with a magnifying glass you could spot a broken filament. The third step, the switch (if mechanical), would be to examine it and with an older flashlight you would be able to see if the contact was made when you turned it on. The fourth step would relate to the integrity of the container and whether it was compromising the other components by not holding them in proper place.

Enough of flashlights! I use this same process for solving problems other than mechanical or electronic. Software programs seem to stump most people. Often heard phrases (some in my household) are "why doesn't this dumb program do what I want it to do!!!!!" "What's it doing now!" "How can I make it do this!" I'm often presented with these statements and expected to perform my "voodoo" on the computer to make it comply.

It doesn't matter that I've never used the program. I have to start with my "Global" thinking. And that doesn't mean that I'm going to read the manual! Dyslexics only skim the manual as a last act of desperation! I ask questions of course.

I gather as much information about what the program is supposed to do and what sequence the operator has taken, or thinks the program will take. Now, believe it or not, many programs especially PC ones, work in a very similar manner. So, if I know what the program is supposed to do and what it didn't do, I can start to analyze from the beginning and follow the logical steps to the end. Most of the time this works for me after just a few trials and errors.

Always keep in mind that a computer works logically and if we use our minds to see the "whole" and the "parts" we just have to follow the logic from the beginning to the end to see where logic has broken down.

Many times "problems" suddenly appear on my desk or work-bench: various strange and familiar objects that have not performed up to the expectations of its owner. The mystery of their failure must be solved with GSR. Countless staplers, pens, tape dispensers, watches, etc. have been fixed through this method. Knowing what it

continued on p.17

continued from p.1

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

continued on p.13

WHEN “LAZY” DOESN’T MAKE SENSE

continued from p.2

combinations. None of us are perfect, and each of us has strengths and weaknesses when using a computer which varies day to day, and task to task. Our dexterity depends on our mood, our environment, and the complexity and familiarity of the task at hand. Those of us who have great skills using computers, or have strong executive functions, are unstoppable in what we can accomplish, even if our ‘computer’ is a bit slow. Those of us, whom just can’t get the knack of the keyboard or how to use those shortcuts, suffer with slow production, high frustration, and avoidance.

Executive function is a stronger predictor of academic success than IQ because it impacts one’s ability to remember and store information; to read and understand text; to process multi-step mathematical equations, to self-regulate behavior and emotions, to inhibit thoughts in order to get to sleep, and to successfully complete a myriad of tasks. These tasks get more complex as our children move from kindergarten, where the teacher and parent do many of these tasks for the child; to middle school, where the child is faced with multiple classrooms, multiple teacher styles, and more complex tasks in content areas.

Everyone has stronger and weaker functions on a given day due to exhaustion, stress, and energy levels. And none of us has perfect functioning in all areas. The question to consider is: Does a function impair a child’s day-to-day coping abilities or academic success on a consistent basis?

Acquiring Executive Function skills is a developmental process, like walking and talking. For our very brightest children, development in this area of the brain may be delayed 2-3 years all the way into their late 20s to early thirties. Whether the difficulty is a delay or a life-long impairment, intervention helps students develop key skills and confidence, boosting their potential for success.

HOPE: A STRATEGY TOOL-KIT

Before you begin take note: Even professionals, with assessment data in hand, will experiment with different strategies and work with the family to assess their effectiveness. This is a parenting adventure! So trust yourself, laugh with what fails, embrace what works, and enjoy learning about yourself and your family.

- **Become a partner and coach to your child. Seek creative solutions together.**
 - Embrace your child’s gifts and intensities and discuss them with your child.
 - Embrace patience. This is a long process so settle in for the long haul.
 - Understand that your child may not quickly transfer strategies from one situation to a new one.
 - Encourage effort over product, especially when starting.

- **Attention takes practice, patience and understanding.**
 - Check with your child to be sure that you have their full attention, through touch, or a special signal you devise together.
 - Check that the task was heard, and that a child (or adult) is not mindlessly repeating your words, but attending to what you are saying;
 - Turn away or move away from distractions before trying to communicate;
 - Sometimes a child needs to move to remain engaged: allow a child to use a squishy ball to help keep them focused.
- **Support Memory and recall by studying in multiple places.**
 - Location variety produces more opportunities to imprint memories using sensory information.
 - Link new information to something the child already knows.
 - Have the child practice for short periods in multiple ways (writing, listening, speaking, drawing, or reading).
 - Working intensively for 5-10 minutes and then taking a short break can be more efficient than trying to remember too many facts at once.
 - Make it a game and have fun!
- **Taking the stress out of Homework:**
 - Plan breaks.
 - Plan to take a 10 second stretch break every 5, 10, or 15 minutes as needed.
 - Plan and decide on an activity for a 10-15 minute break after 30 minutes, or so, of active engagement: Be sure that this break is active, different, enjoyable, but easy to shift away from (not a computer game).
 - What awaits the child when all tasks are completed with time before bed? What will they miss out on if they don’t finish?
- **Creating a Plan:**
 - Recognize that organization takes time.
 - Play a game to see how many steps a task takes and then see how long it takes to accomplish it. What may seem like a simple task to you may be more complex to the child.
 - Use a monthly calendar, along with a weekly calendar showing the “regular routine” along with special due dates and adventures.
 - Draw or cut out pictures to help your child visualize the task.
 - Before bedtime and again at breakfast, discuss tasks

continued on 14

READING IS THE MOST AMAZING ACHIEVEMENT OF THE HUMAN BRAIN

continued from p.9

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.

Reprinted and adapted from The IMSLEC Record, with permission

The Tri-Counties Board of Directors

President	Elaine Offstein
Vice President	Judy Reising
Vice President	Regina Richards
Treasurer	Monica Hodgson-Daniels
Secretary	Regina Manning

Members-At-Large

Christine Denison
Tina D. Hambleton
Karen Lerner
Sherrie Marcinov
Bryan Owens
Natasha Owens
Haya Sakadjian
Marsha Sanborn
Caylin Wade

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

DID YOU KNOW?

- Dyslexia is the most common learning disability.
- It is a language-based learning disability and is not related to intelligence– plenty of very bright people have dyslexia.
- There are many successful people with dyslexia such as Henry Winkler, Bruce Jenner, Whoopi Goldberg and Charles Schwab.
- IDA has established standards for teachers of reading. These research-based standards are helpful for all and critical for students with dyslexia.
- URL for the standards
- <http://dyslexiaida.org/knowledge-and-practices/>

Enhancing Educational Achievement:

continued from p.4

control trial (RCT) using aerobic exercise as a non-medication intervention for children with ADHD and/or Learning Differences (LD). This study will attempt to improve key symptoms of ADHD and LD related to attention, inhibition, and memory; all components of executive function. These functions are known to be impaired in children with ADHD and LD, yet are essential for school performance and successful psychosocial functioning. Offering an intervention targeting executive functioning is critical, particularly in the young school age group, who may benefit most from early intervention. Using an intervention that optimizes the immediate

benefit of physical exercise and exertion combined with challenging mental activity while academically engaged in the classroom will be a novel, innovative approach not previously tested. It is important to demonstrate that intervention is as effective for females as males.

This report is after a semester pilot study with antidotal evidence of positive results.

Used with permission of The International Multisensory Structured Language Education Council (IMSLEC)

WHEN “LAZY” DOESN’T MAKE SENSE

continued from p.12

- for the day ahead.
- Make a list of the day and the week and post it where the entire family sees it.
- How much time will each task take? Guess, and then record real times for future reference.
- Set Priorities
 - What tasks are optional and may need to be dropped?
 - What tasks are the same every time? Chores, music lessons, sports, etc.
 - How much time will each task take?
 - When is bed-time; dinner time? How much time is needed for each?
- Time!
 - Place analog clocks everywhere and teach your child how to use this visual reference.
 - Keep track of time on task, time complaining, time thinking, and time procrastinating. Help your child become aware of the true time needed for a task.
 - Work with teachers to develop a homework plan that will support your child as they work to improve their production skills (i.e. time limit for completion; fewer problems but better results, etc)

My kids are my inspiration, my enigma, and the source of many “ah-ha” moments. But be clear: YOURS WILL BE DIFFERENT. Your situation, your child, your classroom is unique. As you gather advice; and observe what others do, I ask you to trust your instincts and observations of your child, and let them guide you.

Remember:

**Change Takes Courage
Change Takes Practice
Change takes Time**

Ms Cynthia Hansen, M.Ed., works privately to mentor students of all abilities who need specific, systematic support with sustained focus, organization, and study strategies, in addition to working with gifted populations at multiple schools. She received her Masters of Education and Teaching Certificates from UCLA and her post-masters certificate in Gifted and Talented Education from UCSB. Ms Hansen presents workshops on Gifted and Talented Intensities, Executive Functions, and Time Management Skills for GATE communities, and for the Tri-County GATE Council’s Best Practices series.

©2012 April; Cynthia Z Hansen, M.Ed.; ParentClick.com - used with permission!

Our Annual Spring Conference
will be highlighting
Executive Functions Skills

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. ♦

<https://socialdyslexiaida.org/donate-to-our-branch/>

TECHNOLOGY

Technology can help level the playing field for learners with dyslexia and other learning differences.

- Do you want to learn more? Check out these resources for more information about Assistive Technology:
- This blog from The Yale Center for Dyslexia and Creativity discusses the use of: Livescribe smartpen, Dragon NaturallySpeaking for PC, DragonSpeak for Mac, Tablets
- Source: <http://dyslexia.yale.edu/Technology.html>
- Are you searching for technology to accommodate a learner with dyslexia?
- Check out the excellent charts entitled: “Recommended Mobile Apps” and “Recommended Software and Services” charts found at the Lawrence School located in Ohio.
- Source: www.lawrenceschool.org/technology

Want another source? View the 2015 webinar sponsored by TCB at <https://socialdyslexiaida.org/tools-information-resources/webinars/> and sign in to view the webinar: 1504-Assistive Technology

We will be holding a similar webinar on Thursday October 27th. JOIN US!

out-raij-ous
marketing strategy

Newsletter Graphics & Typeset By

<http://out-raij-ous.com>

TCB’s newsletter & website
951-732-8657

Mention this ad for a free 1 hour consult including SEO analysis.

FOR STUDENTS WITH LEARNING DISABILITIES, REAL LIFE OFTEN IS MORE SATISFYING THAN HIGH SCHOOL

These are surprising results from a survey asking students what mattered most in preparing for jobs and college.

That was a surprising result from a survey asking students what mattered most in preparing for jobs and college.

By John Higgins

Seattle Times education reporter; used with permission

Students with learning disabilities make up the largest slice of the special education pie (about 42 percent nationally), but their needs and capabilities often are misunderstood.

They may be written off as lazy or discouraged from taking challenging courses that they could handle with proper instruction and adjustments.

A student with dyslexia, for example, may well succeed in honors English if the final involves making a video or a computer app instead of writing an essay.

For some, finding their niche in the real world is more satisfying than trying to conform to the one-size-fits-all demands of a public high school.

That was one of the surprising results from a survey conducted by the National Center for Learning Disabilities, a nonprofit advocacy organization, which asked about 1,200 recent high school graduates to identify what mattered most in preparing for jobs and college.

Researchers "heard from a fair number that they were much happier overall being out of the school environment and on their own, doing something that was either college or work-place related where they could be the masters of their own fate," said Sheldon H. Horowitz, one of the study's authors.

Learning disabilities are brain-based disorders that cause significant problems in reading, math, writing and oral expression that are unexpected because they are not caused by mental retardation, autism or other medical or psychiatric problems.

With proper instruction and support, students with such disabilities can succeed in school and beyond, which is partly why the U.S. Department of Education is beginning to hold schools more accountable for improving the



SCHOLARSHIPS

The Tri-Counties Branch of IDA has available two different 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".

academic success of kids in special education.

Horowitz and his colleagues sorted the survey's respondents into three groups: those who reported they were struggling after graduation, those who were coping and those who were successfully navigating jobs and college.

All three groups included a mix of students who had been diagnosed with a learning disability or attention problem, students who reported struggling with those problems, but were never formally diagnosed, and students who had never struggled with those issues.

The best predictor of success immediately after high school, regardless of whether a student had a learning disability, was their level of self-confidence and the amount of support they received from parents, friends and their communities.

The researchers concluded that academic instruction and support aren't sufficient to predict success and aren't likely to be effective unless combined with social and emotional support.

Newsletter Printed By

Giving Service, Quality and Fair Prices
to the Inland Empire Since 1986

951-505-8484

republicprinting@aol.com

High Quality Printing at Competitive Prices
Continuous Forms
Form Management, Warehousing and Delivery
Health Care Related Forms



REPUBLIC PRINTING
SERVICES

SUMMARY OF THE TCB'S ANNUAL CONFERENCE, "STRATEGIES FOR STRUGGLING LEARNERS"

Summary of the Tri-Counties Branch of the International Dyslexia Association's Annual Conference, "Strategies for Struggling Learners"

Submitted by Vickie Ruiter, March 2016

The goal of the March 5, 2016 conference was to promote a greater understanding of literacy and learning issues for parents and teachers. The first presenters, Mr. Andrew Stetkevich and Judith Fuhrman, spoke on Universal Design for Learning. A video was shown regarding the myth of the average learner. A shoe was used as an example. We understand the idea of many different kinds of feet. We also need to understand there are many different kinds of brains represented in our classrooms. We learned that UDL is a set of principles that provides all students equal opportunity to learn. It is the what, how and why of instruction.

With UDL, we were challenged to provide

- multiple means of engagement (various ways of acquiring information and knowledge)
- presentation (options for expressive skills and fluency)
- expression (alternative means of demonstrating knowledge)

CAST (Center for Applied Special Technology) is the site dedicated to UDL and the study behind it. A nonprofit leader in education, CAST works to improve opportunities and outcomes for all individuals through Universal Design for Learning. CAST states:

"Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."

The second session I attended was, "Crying Kids Can't Learn To Read". In this workshop speaker, Diana Kennedy shared how stress and anxiety disrupts learning. We were challenged to pay attention to a student's emotional needs.

During lunch we enjoyed hearing Mr. John Rodrigues tell about how ADD and Dyslexia impacted his life. He was a high school dropout. His break came when a chef taught him how to be an ice sculptor. Working with 3D objects like ice worked much better for him than 2D books.

The last workshop I attended was presented by Dr. Remick-Waltman. She is a Developmental Optometrist. This specialty addresses learning issues. She said educators need to be aware and alert to the things that cause stress for a large number of students such as small print, crowded full pages, copying from the white boards, fine-motor skills, flickering fluorescent bulbs, timed tests, instantly identifying

right and left, and having students read aloud to a group without warning. She said vision is a complex process and visual function leads to cognitive visual abilities which leads to school achievement. We were given a list of symptoms for poor vision perception and eye tracking. We were also told Dr. Remick is soon going to be republishing a guide for parents and educators to show how to do exercises with children to improve eye tracking and vision perception. I stayed after the presentation and had the opportunity to pick Dr. Remick's brain regarding some student concerns.

At the end of the day I enjoyed visiting the vendor booths. I received several free books from Saddleback Publishing. From the auction I purchased, "Phonoware" which is a tool set to teach long and short vowels. I also bought, LipSync which are flashcards to show how each sound is formed. Both items were very reasonably priced.

All in all, it was a very full day and a profitable conference. I was given many things to think about and use in my classroom. Thank you so much for an awesome Conference – I can't wait until the next one!

Dislecksia The Movie

A Film Event at Prentice School

When: Saturday November 5th at 6 pm

Where: The Prentice School

18341 Lassen Drive, North Tustin, CA 92705

Followed by a panel discussion

Details on our website:

<https://social.dyslexiaida.org/events/>

GSR Solving Problems Rightly

continued from p.9

is supposed to do and then starting at the beginning of the process to see where it failed is how I approach these problems. Often I can fix these items, but considering how cheap things are now made and replaced, the recycle or trash bin gets its share.

GSR also works well for setting up a business, fixing a business that has problems or needs to be more successful, or directing an organization. The practitioner must first globally clearly define its purpose, know what components are involved to successfully accomplish the purpose, and then work through sequentially finding the part(s) that is not functioning as it should. GSR has always worked for me and in this mystery nobody got shot! Three cheers for Global Sequential Reasoning!

©Irv Richards

DYSLEXIA ELEVATOR PITCH



By: *IDA Editorial Contributors*

Used with permission from San Diego IDA Newsletter

Salespeople know that there is an art to getting their pitch down to a succinct speech concise enough to share on an elevator ride with a stranger. People with dyslexia should be armed with the same ability to explain their Learning Difference quickly and concisely so that friends, family, coworkers and teachers can get an overview of their struggles easily. Here's a short and sweet breakdown of what that elevator pitch may look like.

Points to Include in the Dyslexia Elevator Pitch:

1. What dyslexia is: Dyslexia is a neurological Learning Disability. In other words, a dyslexic person's brain is wired to handle information differently.
2. How dyslexia affects an individual: Sometimes it takes a dyslexic brain longer to process information and figure

out how to use the new data. It makes reading and writing more difficult.

3. Advantages of dyslexia: The dyslexic brain is often great at spatial reasoning and creative thought. There are a lot of dyslexics in fields like business, architecture, and creative arts.
4. What dyslexia DOESN'T mean: Being dyslexic doesn't make a person dumb or lazy.
5. What a dyslexic person needs: Being patient goes a long way!

Bonus! There are a ton of famous people with dyslexia. Do some name-dropping.

Here's a sample dyslexia elevator pitch for middle school and high school students: "Dyslexia makes things like reading and writing a struggle sometimes, but I've found that it makes me really creative. I'm good at math, art, and business, but my brain's wiring makes taking notes in class a challenge sometimes. I'm not lazy or dumb, I just learn better with a tape recorder than a pen and paper, and I read better with audio books than with printed material. But, hey, if Richard Branson can make millions and be dyslexic, I figure I'll be ok."

BOOK REVIEW

Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching, 2nd Edition,

by *V. Berninger & B. Wolf*, published 2016

Brookes Publishing Company.

Berninger & Wolf begin by discussing various learning disabilities from a historical perspective, and then the authors proceed to evidence-based assessments and interventions for each of the disabilities. This second edition of a truly insightful text contains more information and updated research from their first edition, applicable to any educator and parent who wants to better understand a learning different child.

Complicated terms are explained so that they are understandable, and this highly readable text provides insight for effective and engaging instruction for all students, not just those with written language disabilities. Many critical insights from a variety of professionals are shared from actual teaching experiences, which makes this an excellent book study selection or a "top shelf" reference book.

Happy reading! It's an amazing book.

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
- Special Education Directors
- Superintendents
- Program Specialists

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

You may obtain a Leadership Award Application from

more info at - https://socialdyslexiainda.org/events?event_id2=7



ATTENTION AMAZON SHOPPERS: Here is a fun and simple way to support TCB! Amazon will send TCB a portion of every purchase you make. **HOW?** Log into your account through <http://smile.amazon.com>, then select So CA Tri-Counties Branch IDA as your charity of choice. Once you have done that, EVERY purchase you make - from a book to a 95" television - will help TCB to keep on keepin' on. Just remember to log in through Amazon Smile.

IDA Annual Reading, Literacy & Learning Conference

67th Annual Conference
for Professionals

5th Annual Conference
for Families

Marriott Orlando World Center • October 26-29, 2016

<http://eida.org/>

ADDRESS CHANGE?

Please notify us at:

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



Tri-Counties Branch



Soaring through literacy



GRAPHICS / TYPESET BY OUT-RAJ-015.COM
PRINTING BY REPUBLIC PRINTING

Wait until you open this up and look inside!!
And then..... wait there's more --
see our website!

<https://socialdyslexiaida.org/>



TCB Annual Spring Conference
Strategies for Successful Learners
Location: Embassy Suites Hotel, Brea
Date: Saturday, May 6, 2017
Keynote Speaker: Peg Dawson
on Executive Function

Peg Dawson is our
conference keynote speaker
Visit her on You Tube.
<https://youtu.be/M1J9rr50Xw8>
<https://youtu.be/W8SelAWaD-6RC>
<https://you.tu.be/357TGelYkrg>

Webinars:

TCB Webinars

6:00 pm

October 4, 2016 – Dysgraphia & Handwriting: Has Handwriting Become an Instructional Dinosaur?

Handwriting May Be More Important Than You Think!

Nancy Cushen White, presenter

<https://dysgraphia-handwriting.eventbrite.com>

October 27, 2016 – Assistive Technology Accommodations for Reading & Writing: Considerations for Successful Implementation in Grade School & Beyond

Stan Tom, presenter

<https://ATreadingwriting.eventbrite.com>

November 3, 2016 – University Avenue: Preparing the LD & ADHD Student

for a Successful Road to College. Jan Kerchner, presenter

<https://univavenue.eventbrite.com>

Check our website for future and archived webinars.