

Published by the  
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of IDA

# The RESOURCE

The  
International  
DYSLEXIA  
Association

*Creating Avenues of Success for Dyslexics!*

Vol. 32

founded in memory of Samuel T. Orton

Fall 2017

**15 things never to say to a  
parent of a dyslexic** p10

**10 things about dyslexia  
every teacher needs to know** p2

**5 mistakes I made in business** p19

**Dyslexia and implications  
for the classroom** p4

**Conference – 2018  
Strategies for Struggling  
Learners** p11

## 10 THINGS ABOUT DYSLEXIA EVERY TEACHER NEEDS TO KNOW

### Expert Tips From Nickola Wolf Nelson, Ph.D.

As teachers, when we see a student struggling with what we think may be dyslexia, we immediately want to help. But understanding what's going on with a student's language-based learning disability isn't simple. Dyslexia takes different forms, and what works for one child doesn't necessarily work for another.

We (of We Are Teachers) asked Nickola Wolf Nelson, Ph.D., lead developer of the new Test of Integrated Language & Literacy Skills (TILLS) and professor emerita in the Department of Speech, Language and Hearing Sciences at Western Michigan University, to share her best tips for understanding students who have dyslexia, plus techniques for supporting them in the classroom.

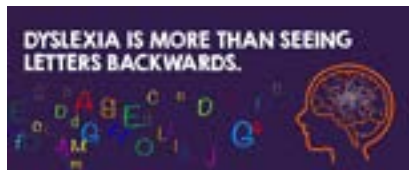


#### 1. Dyslexia is a language-based learning disability.

It's not a vision problem. It's not about intelligence. It certainly isn't about laziness. It affects the way the brain processes written and spoken language. Nelson says people with dyslexia have trouble mapping letters onto sounds and vice versa. Students with dyslexia usually have a hard time reading, but they can also struggle with spelling, writing and even pronouncing words.

Nelson notes the two key components of reading—word structure knowledge and language comprehension—and makes these points: "Word decoding without

*continued on 12*



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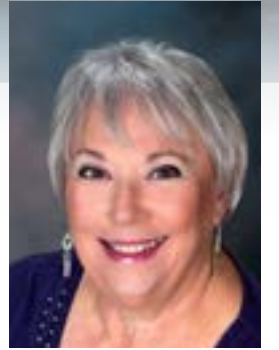
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## ARTICLES:

- 2 **10 things about dyslexia every teacher needs to know**
- 3 **President letter**
- 4 **Dyslexia and implications for the classroom**
- 7 **What's Lost as Handwriting Fades**
- 8 **Higher Education Overview**
- 10 **15 things never to say to a parent of a dyslexic**
- 11 **Dyslexia Red Flags for Kgn Kids**
- 16 **Scholarship Fund**
- 18 **Time to Revisit Reading Discrepancies in Twice Exceptional Students?**
- 19 **5 mistakes I made in business**

 **End of article**



## A Message from Your President

By Elaine Offstein

Hi,

Welcome to The Resource, our newsletter. If you are holding this issue in your hand instead of reading it online, that means you are a member of the International Dyslexia Association and Tri-Counties Branch. The Board and I sincerely thank you for making a monetary commitment to IDA.

Becoming a member of IDA is an important step in changing the way children are taught to read.

IDA is the foremost organization for research and education regarding understanding the causes and remediation of dyslexia and other language-based learning differences. By becoming a member, you not only financially support the work of IDA, you also become a force for change.

The more members we have, the greater our influence to make our voices heard by our federal and state legislators. We want to change the way children are taught to read and the way teachers are prepared to teach reading instruction. We want EVERYONE to be able to read!

Change takes money. Memberships certainly help, but we need more if we want to really make a difference.

IDA has begun a program called TeamQuest that we know will generate the kinds of funds that can change the world of education.

TeamQuest's goal is creating a world where everyone can read. TeamQuest is an endurance training and fundraising program that helps adults and the more than 10 million school age children struggling with dyslexia. The concept behind TeamQuest is for people to run/walk in world-class marathons and invite friends and family to support them as they run. If someone is unable to actually run, they may become virtual runners and raise money that way.

This unique program will raise funds for both the IDA Home Office and, our own TCB when you join TeamQuest as a runner for TCB.

Go to [TeamQuestDyslexia.org](http://TeamQuestDyslexia.org) to find out how YOU can be involved. Choose Tri-Counties Branch as your home branch and help us change the lives of children and adults who struggle with reading.

I hope you will join me in support of TeamQuest. It is a fantastic way to change your life and the lives of others.

Sincerely,

*Elaine Offstein*

### 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).

## DYSLEXIA AND IMPLICATIONS FOR THE CLASSROOM

By Laurie Hagbert used with permission

### Cerebrodiversity

Research has determined that observable differences in brain structure and function exist in the brains of those with dyslexia. Though I found some of the explanations complex, generally speaking, I understand that in the dyslexic brain, the magnocellular system, or pathway, functions differently. It is made up of large cells which carry out fast visual processes and appears disorganized with groups of smaller cell bodies than the magnocellular system in non-dyslexic brains. These disorganized bunches of cells and nerve fibers are called ectopias (“ectopic” meaning abnormal position). Scientists believe that ectopias occur in the developing brain of the fetus before its sixth month, and this belief coupled with the observation that dyslexia often runs in families, leads to the belief that genetic differences affecting early brain development cause ectopias. The differences in the magnocellular system may cause interference with the rapid processing required for changing visual signals such as those involved in reading changes in the cortex. Interestingly, the system that performs slower visual processes, the parvocellular system, is similar in both types of brains.

In addition, researchers have discovered a cortex difference. The planum temporale, an auditory region that is part of the language network, is typically larger on the left side of the brain, and it is believed that the asymmetric brain design provides for efficient processing of sequential information and for learning certain language skills, including reading, writing, and spelling. Studies show that the planum temporale is the same size in both sides of dyslexic brains. In other words, dyslexic brains are more symmetrical. Symmetry of this area may interfere with learning to read and write.

The primary similarity between the brain of the dyslexic and the non-dyslexic is that in both the brain of the dyslexic and of the non-dyslexic, processing activity occurs in Broca’s area, though to varying degrees; a key difference is that activity is also occurring in the Parieto-temporal and Occipito-temporal regions of the non-dyslexic brain. Even when subjects used the same brain regions that non-impaired readers typically use, the time it took for different areas to become activated, as well as the order in which they became active, was still noted to be different.

The purpose of most research on dyslexia is to establish the entire chain of causal links between certain genes, certain parts of the brain, certain cognitive functions, and the ability to read and write; Gordan Sherman emphasizes that no two brains are alike, with variations of variations among brains (Sherman & Cowen, 2003).

Sherman defines cerebrodiversity as “the collective neural heterogeneity of humans as well as individual neurocognitive profiles of strengths and weaknesses,” and then continues the explanation with this fantastic sentence: “the underlying neural design may embody wonderful even pivotal possibilities” (Sherman & Cowen, 2003). The idea behind cerebrodiversity, and that I completely agree with, is that we want to view dyslexia in a larger context and understand the implications beyond its negative impacts. I enjoyed reading about this idea in other publications and found Sherman’s and Cowen’s (2010) discussion of Geschwind and his work really interesting. They write that Geschwind “often spoke and wrote about – what he called ‘the advantages of the predisposition to dyslexia’ or ‘the pathology of superiority’” (Sherman & Cowen, 2010, p. 14). Sherman explains this as the brain developing in a subtly different way, but not in a deficient way, and that the negative impacts of this difference play out in the context of learning to read. He believes that in other contexts, this negative consequence might almost be considered negligible, but the fact is that we operate in a society that not only values literacy, but demands it. Sherman states that this conflict between what society demands and how the dyslexic brain processes is due to how reading is taught — or more accurately, how it is not taught. Sherman says that “for the most part we do not teach reading in ways that play to the strengths of people with dyslexia” (Sherman & Cowen, 2003).

So what are these strengths? I wanted to learn more so I kept reading. I learned that a British neurologist named Macdonald Critchley, who personally examined more than 1,300 patients with dyslexia, found that “a great many” of these patients had shown exceptional abilities in spatial, mechanical, artistic, and

*continued on p.5*

## DYSLEXIA AND IMPLICATIONS FOR THE CLASSROOM

*continued from p.4*

manual activities, and that they often pursued occupations in these areas of strength (Eide, 2011, p56). In his book *Thinking Like Einstein*, author Thomas G. West shares a conversation with dyslexic computer graphic artist Valerie Delahaye, who specializes in creating computer graphic simulations for movies. She told him that at least half the graphic artists she’s worked with on major projects like *Titanic* and *The Fifth Element* were also dyslexic. I actually laughed out loud when I read that West also quotes MIT Media Lab founder and dyslexic Nicholas Negroponte as stating that “dyslexia is so common at MIT that it’s known locally as the ‘MIT disease’” (Eide, 2011, p55). I had fun sharing these findings with a student today – he told me that indeed his ability to mentally visualize 3 dimensional spaces, objects, angles, and trajectories gives him a definite advantage on the hockey rink.

**No two brains are alike, with variations of variations among brains.**

As Sherman points out, it’s all about context and I agree that this view helps us move beyond the disability mindset. We need to view dyslexia as “a dynamic gene-brain-environment interplay” that “yields tiny neural differences (anatomical, cellular, and connective) that, depending on environmental demand, can translate into socially defined talents and disabilities” (Sherman & Cowen, 2003). For example, one may have “strength in the big-picture reasoning needed to combine multiple perspectives into a complex, global, interconnected, 3-D model of a virtual house” while struggling with memory and processing of fine details: this shows “the pattern of trade-offs” (Eide, 2011, p52). Geschwind (2010) put it succinctly: “Context determines advantage versus disadvantage.”

With this in mind, teaching matters, and clearly we need

a paradigm shift among classroom teachers regarding delivery methods, assessment procedures, and reasons for what is being taught. As Sherman asserts, “We must understand the complex interplay between unique brain designs, environmental variables, and resulting learning differences” (Sherman & Cowen, 2003). We have overlooked the significance of environment and thus missed recognizing the elements of effective reading instruction and the part played by ineffective reading instruction in general education classrooms. What have resulted are misdiagnosis or missed diagnoses, inadequate interventions, and frustrated students, parents, and teachers. I thought it interesting that it’s been noted that the IDA took this into consideration when revising the definition of dyslexia as:

“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.” (IDA, 2007)

Implied here is that if there is not effective classroom instruction then these difficulties are expected in the classroom.

When Sherman discussed this, he used the word “contaminated” to describe the impact on research into the

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### DEFINITION

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Adopted by the  
International Dyslexia  
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Board of Directors,  
November 2002

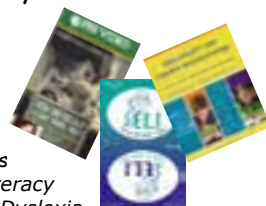


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## DYSLEXIA AND IMPLICATIONS FOR THE CLASSROOM

*continued from p.5*

prevalence of learning disabilities and in particular, estimates of developmental dyslexia; that is a loaded word, carrying much more connotative significance than other words he might have used such as “skewed” or “influenced” or even “distorted”!

As a result of Sherman’s work and the work of others, it is clear that children with the following weaknesses or deficits are not adequately identified, understood, or helped:

- executive/metacognitive skills such as setting goals, initiating, monitoring behavior, organizing, planning, anticipating, and adapting
- social communication skills
- adaptive functioning in predictably challenging environments, such as adopted status and socioeconomic disadvantage (Dickman, 2008)

We need to have a better understanding of the complexities and the inter-relationships of genetic factors, brain differences, and environmental influences because “things are as they are because of their relationships with everything else. You can’t just look at anything in isolation.” (Eide, 2011, p79).

**Teaching matters, and clearly we need a paradigm shift among classroom teachers.**

For this reason, teaching matters; more accurately: appropriate, purposeful, research-based teaching matters.

All this leads to the belief that we must weigh the risk of altering programs now in place to provide help to students with dyslexia vs. the risk of doing nothing at all in terms of change. As Sherman cautions, this does not mean throwing out the “disability model” — it is valid in some contexts, and we recognize that literacy is and will continue to be integral to the lives of individuals (Sherman & Cowen, 2003). The fact that we all value literacy and want the best for our students’ lives in and beyond the classroom is the binding similarity that keeps many striving for change and improvement through organizations such as IDA. What we need to do is ensure evidence-based instruction in every classroom.

As I thought about this, I contemplated what this would look like in the general classroom here in southern California, in both public and private institutions. Here’s what I see:

- assistive technology the norm in the general education classroom as a means of enhancing instruction and learning for all students (not yet in our local public schools)

- all content delivered in multiple ways using multiple modalities (increasing in our public schools)
- emphasis on quality of instruction over coverage of content (depends on the school’s overall test scores)
- emphasis on training teachers to recognize signs of dyslexia and how to effectively teach phonological awareness in the general education classroom (still a weakness in credentialing programs, in my opinion, and limited in scope in public schools due to funding issues)

I know I should conclude with my own words, but the following quote sums up the topic so much better than I can:

“The unexpected consequence of attempts to standardize educational practices has been to handcuff our educators, stifle creativity, create conflict and competition between general education and special education, and deny our children access to meaningful early intervention. If the system is indeed ‘broken,’ as seems to be the political consensus, then the injury is self inflicted. In this case top down problems need bottom up solutions. We must reject that which is ineffective and immoral and we must demand the knowledge, training, and freedom to be effective. The “we” of whom I speak is parent, advocate, teacher, principal, and everyone who is in the position to see, touch, and influence the life of a child” (Dickman, 2008).

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- Laurie Hagberg maintains a website – <http://www.adhdkids.info>



## WHAT’S LOST AS HANDWRITING FADES

*By Maria Konnikova*



### Does handwriting matter?

Not very much, according to many educators. The Common Core standards, which have been adopted in most states, call for teaching legible writing, but only in kindergarten and first grade. After that, the emphasis quickly shifts to proficiency on the keyboard.

But psychologists and neuroscientists say it is far too soon to declare handwriting a relic of the past. New evidence suggests that the links between handwriting and broader educational development run deep.

Children not only learn to read more quickly when they first learn to write by hand, but they also remain better able to generate ideas and retain information. In other words, it’s not just what we write that matters — but how.

“When we write, a unique neural circuit is automatically activated,” said Stanislas Dehaene, a psychologist at the Collège de France in Paris. “There is a core recognition of the gesture in the written word, a sort of recognition by mental simulation in your brain.

“And it seems that this circuit is contributing in unique ways we didn’t realize,” he continued. “Learning is made easier.”

A 2012 study led by Karin James, a psychologist at Indiana University, lent support to that view. Children who had not yet learned to read and write were presented with a letter or a shape on an index card and asked to reproduce it in one of three ways: trace the image on a page with a dotted outline, draw it on a blank white sheet, or type it on a computer. They were then placed in a brain scanner and shown the image again.

The researchers found that the initial duplication process mattered a great deal. When children had drawn a letter freehand, they exhibited increased activity in three areas of the brain that are activated in adults when they read and write: the left fusiform gyrus, the inferior frontal gyrus and the posterior parietal cortex.

By contrast, children who typed or traced the letter or shape showed no such effect. The activation was significantly <http://social.dyslexiaida.org>

weaker.

Dr. James attributes the differences to the messiness inherent in free-form handwriting: Not only must we first plan and execute the action in a way that is not required when we have a traceable outline, but we are also likely to produce a result that is highly variable.

That variability may itself be a learning tool. “When a kid produces a messy letter,” Dr. James said, “that might help him learn it.”

Our brain must understand that each possible iteration of, say, an “a” is the same, no matter how we see it written. Being able to decipher the messiness of each “a” may be more helpful in establishing that eventual representation than seeing the same result repeatedly.

“This is one of the first demonstrations of the brain being changed because of that practice,” Dr. James said.

In another study, Dr. James is comparing children who physically form letters with those who only watch others doing it. Her observations suggest that it is only the actual effort that engages the brain’s motor pathways and delivers the learning benefits of handwriting.

The effect goes well beyond letter recognition. In a study that followed children in grades two through five, Virginia Berninger, a psychologist at the University of Washington,



Karin James, a psychologist at Indiana University, used a scanner to see how handwriting affected activity in children’s brains. Credit A. J. Mast for The New York Times

demonstrated that printing, cursive writing, and typing on a keyboard are all associated with distinct and separate brain patterns — and each results in a distinct end product. When the children composed text by hand, they not only consistently produced more words more quickly than they did on a keyboard, but expressed more ideas. And brain imaging in the oldest subjects suggested that the connection between writing and idea generation went even further. When these children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory — and increased overall activation in the reading and writing

*continued on p.9*

By Karen Lerner

Special Education Teacher, School Administrator, And Educational Therapist

In my job as a case manager at a college coaching and counseling center, I work exclusively with students who are plagued with either challenges stemming from academic deficits, or, more often, challenges due to lack of executive functioning strategies or skills. Every year I witness institutional changes for these students in their pursuit of higher education, from light alterations in a specific college program to huge shifts in who can receive testing accommodations on college entrance exams.

Some concepts in this field to be aware of:

To read the complete discussion of each item, please visit <http://social.dyslexiaida.org/tools-information-resources/articles/>.

1. The College Board and the ACT have recently streamlined their procedures regarding accommodations.
2. Many students may lack the maturity, motivation, or simply, a good reason to be applying to a college or university right after high school. Reasons to take a year off.
3. Suggestions for students who are more concrete and less abstract in their thinking.
4. Colleges and universities are categorized into three tiers of special education services. Consider these tiers.
5. As an educational therapist, I work with students who struggle due to their executive functioning deficits, not their cognitive abilities. Remember that students who drop out of college originally got into college! The inability to plan, initiate and persist in getting work completed is often at the root of academic failure. Time management is a huge factor in having enough time to get work completed, while also enjoying the many wonderful aspects of a college community. Students who possess these deficits usually are practiced in avoidance behaviors, relying heavily on others managing their time while still in high school.

There also are students who lack flexibility, problem-solving behaviors, or advocacy skills. These students require another person to support them and make them accountable for their college experience if they are going to be successful with all the known and unknown situations they will encounter. When we pair one of these students with an academic coach or an educational therapist (depending on the specific needs of the student) we usually see positive results.



**Riverside Parent Support Group  
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Our support group enables parents to come together to provide support, encouragement, and share challenges as well as successes of raising a child with dyslexia, processing or learning differences.

It is intended to be a safe place for parents to freely share with others who understand, or may have overcome similar challenges and offer insight or experience.

The group is parent moderated and free.

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or Regina Manning @ [reginamanning12@gmail.com](mailto:reginamanning12@gmail.com)

continued from p.7

networks.

It now appears that there may even be a difference between printing and cursive writing — a distinction of particular importance as the teaching of cursive disappears in curriculum after curriculum. In dysgraphia, a condition where the ability to write is impaired, sometimes after brain injury, the deficit can take on a curious form: In some people, cursive writing remains relatively unimpaired, while in others, printing does.



Samples of handwriting by young children. Dr. James found that when children drew a letter freehand, they exhibited increased activity in three significant areas of the brain, which didn't happen when they traced or typed the letter. Credit Karin James

In alexia, or impaired reading ability, some individuals who are unable to process print can still read cursive, and vice versa — suggesting that the two writing modes activate separate brain networks and engage more cognitive resources than would be the case with a single approach.

Dr. Berninger goes so far as to suggest that cursive writing may train self-control ability in a way that other modes of writing do not, and some researchers argue that it may even be a path to treating dyslexia. A 2012 review suggests that cursive may be particularly effective for individuals with developmental dysgraphia — motor-control difficulties in forming letters — and that it may aid in preventing the reversal and inversion of letters.

Cursive or not, the benefits of writing by hand extend beyond childhood. For adults, typing may be a fast and efficient alternative to longhand, but that very efficiency may diminish our ability to process new information. Not only do we learn letters better when we commit them to memory through writing, memory and learning ability in general may benefit.

Two psychologists, Pam A. Mueller of Princeton and Daniel M. Oppenheimer of the University of California, Los Angeles, have reported that in both laboratory settings and real-world classrooms, students learn better when they take notes by hand than when they type on a keyboard. Contrary to earlier studies attributing the difference to the distracting effects of computers, the new research suggests that writing by hand allows the student to process a lecture's contents and reframe it — a process of reflection and manipulation that can lead to better understanding and memory encoding.

Not every expert is persuaded that the long-term benefits of handwriting are as significant as all that. Still, one such skeptic, the Yale psychologist Paul Bloom, says the new research is, at the very least, thought-provoking.

"With handwriting, the very act of putting it down forces you to focus on what's important," he said. He added, after pausing to consider, "Maybe it helps you think better."

Printed in New York Times, 6/2/14

Maria Konnikova is a contributing writer for The New Yorker online and the author of "Mastermind: How to Think Like Sherlock Holmes."



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## 15 Things Never To Say To A Parent Of A Dyslexic

1. "They'll grow out of it", "They're just immature", "They'll catch up"
2. "Others' poor spelling/grammar makes me want to take a red pen to my computer screen", "Poor spelling makes people look unintelligent."
3. "You don't want your child to be labeled."
4. "She is smart..She just needs to apply herself.", "Maybe he is just lazy.", "She just needs to spend more time reading."
5. "Have you tried reading aloud to them?"
6. "I know someone who used to be dyslexic."
7. "Have you tried colored overlays?"
8. "It's because he has ADD/ADHD."
9. "Dyslexia is just an umbrella term."
10. "Can't the school just teach her to read?"
11. "Isn't dyslexia when they see things backwards?"
12. "He LOOKS fine."
13. "Every parent needs to supplement their child's education."
14. "What are you worried about? You're child is at benchmark."
15. "Not everyone is an 'A' student."



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## DYSLEXIA BIGGEST RED FLAGS

- Delayed speech in pre-K
- Trouble recognizing and remembering rhymes
- Family history of dyslexia
- Baby talk/pronunciation issues
- Trouble learning letter names and sounds
- Inability to sound out simple words, like mat or hot
- Slow, laborious reading
- Difficulty remembering sight words

Parent&Child

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### Attention IDA members:

If you live, work, or go to school in TCB's service area, you're eligible to apply for a TCB scholarship. For more information, visit

<http://socal.dyslexiaida.org/tools-information-resources/scholarships/>.

For more information about this conference, visit

<https://dyslexiaida.org/conference/>.

### Speakers:

**Nancy Cushen White, Ed.D.**  
Division of Adolescent & Young Adult Medicine  
UCSF Dyslexia Research Center

**Elenn Steinberg**  
Former president Rocky Mountain Branch IDA  
Co-Chair of the Colorado Special Education Advisory Committee



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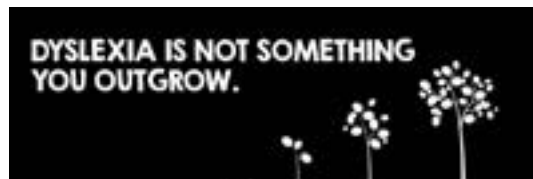
## 10 THINGS ABOUT DYSLEXIA EVERY TEACHER NEEDS TO KNOW

*continued from p.2* comprehension isn't reading" and "Making up meaning without accurate word decoding is not reading." She says, "If either one of those pieces is defective, it's not going to work." Nelson explains that children with classical dyslexia generally have good language comprehension skills when they're listening. It's when they're reading, she says, that these students struggle with word structure knowledge, which affects their ability to decode and spell, and it may also interfere with their ability to understand what they read.

### 2. Dyslexia is hereditary and lifelong.

Dyslexia is not a phase or something you outgrow—although it may appear differently at different points in development. Often, a child's diagnosis will trigger parents to realize that they too have dyslexia. Their children's symptoms are all too familiar. "It's lifelong, and they will always expend more effort, but that doesn't mean people with dyslexia can't learn—or that they can't enjoy reading," says Nelson.

Even after helping identify dyslexia in their students, a teacher's job continues to be important, says Nelson. Educators have the role of helping their students cope with the challenges they will continue to face daily in the classroom. "One of the symptoms of dyslexia is having trouble hearing speech sounds in words. That's a very teachable skill—even for kids with dyslexia," Nelson explains. "They just need clear, direct instruction to develop phoneme awareness."



### 3. Dyslexia is more common than many people think.

The International Dyslexia Association estimates that as many as 15 to 20 percent of people have some symptoms of dyslexia, such as trouble with reading, spelling and writing, or mixing up similar words. It affects people from all types of backgrounds too. Of the 13 or 14 percent of school-age children who have a condition that qualifies them for special education services, 7 percent are diagnosed with a learning disability. And 85 percent of those children have a primary learning disability in reading and language processing.



"Some people worry that dyslexia is a problem of only the privileged," says Nelson, adding, "It's true that dyslexia is probably under-identified in children with lower socioeconomic status because they face so many other academic challenges that the specific reading deficit gets lost. Plus it may be more difficult to identify dyslexia among children when English isn't their first language since most of our tools are designed to detect language and literacy problems among children who have been learning English since they were born."

Nelson recommends providing explicit instruction in sound-letter associations to all students (e.g., teach them to identifying word parts like -ed and -ing) and in reading, decoding and spelling. She says that all children can benefit from this type of instruction, especially in the early grades, and that those children, including those from diverse backgrounds, who struggle to learn despite this instruction may have dyslexia.

### 4. Before school starts, dyslexia may not be obvious.

When bright students continue to make the same mistakes over several days, and they can't seem to make a connection between sounds and letters, a red flag often goes up for teachers. Nelson emphasizes that teachers have a very important role because they're on the front lines when it comes to identifying dyslexia. She says teachers should follow their gut when it comes to screening students for dyslexia. When you see them struggling to remember sound-



## 10 THINGS ABOUT DYSLEXIA EVERY TEACHER NEEDS TO KNOW

*continued from p.12*

symbol combinations, Nelson advises, it's time to take action. Children are generally diagnosed when they learn to read, in kindergarten or first grade, but if you suspect dyslexia in older

students, it's still a good idea to request assessment since the condition sometimes isn't identified until much later, and early identification and treatment can make a big difference.

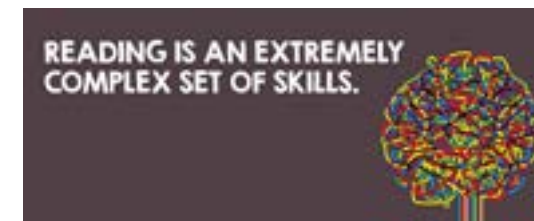
### 5. There isn't a one-size-fits-all solution.

Some children who have reading, decoding and spelling problems consistent with dyslexia may not actually have dyslexia. "There are other language problems that can cause trouble with reading that also deserve attention in school," says Nelson. Educational teams can use tools like the Test of Integrated Language and Literacy Skills (TILLS), of which Nelson was the lead developer, to help figure out what individual students with language or literacy problems need to succeed in your class.

Nelson also recommends that teachers involve parents, and even students with dyslexia themselves, in making plans for academic success. The Student Language Scale (SLS), a short 12-question screener, can be used with the TILLS as a tool



that teachers can fill out themselves and also send home for parents and students to fill out before parent-teacher conferences. "This input about how parents and students feel about their literacy and language skills can be very helpful to teachers," says Nelson.



### 6. It isn't as simple as it may seem.

If children can decode words, but their comprehension isn't there, they're technically not reading, says Nelson. Students need not only to figure out what words say but also what they

mean. This is where classroom tools like audiobooks can really help kids. Listening to others read can build vocabulary, word knowledge and familiarity with the complex syntax of written language. Nelson cautions, however, that if you offer a student the opportunity to listen instead of read, you should first check to be sure that the child doesn't also have a problem with listening comprehension. She says you should also make sure that the student has help to improve the reading, decoding and spelling skills that are impaired in dyslexia, and she adds, "Remember, students will only get better with good instruction and practice, so be sure to help them find something they enjoy and can read independently for at least a portion of every day."

### 7. For students with dyslexia, some words and activities are harder than others.

The words children with dyslexia find most confusing may not be the ones you'd think. Often it's the short, common words that seem easy to most students—such as from, of, the, to, for, what, that, where, who, and how—that are tricky for students with dyslexia. Sometimes when students with dyslexia see a list of these seemingly basic words on a test, they just freeze up, says Nelson, so it's helpful to teach them to pay attention to the letter-pattern cues that make these words different from one another. They also may need to be encouraged to try multiple pronunciations of long and complex words in later



*continued on 13*

*continued on 14*

## 10 THINGS ABOUT DYSLEXIA EVERY TEACHER NEEDS TO KNOW

continued from p.13

grades because they may have trouble initially putting the accent on the right syllable or saying the vowels correctly.

In the classroom, also try to avoid putting a student with dyslexia on the spot to read aloud in a round-robin situation, which can be particularly embarrassing. A better option is to have the whole class read in unison, suggests Nelson. These choral readings model fluent reading and give students with dyslexia an opportunity to join their peers.

While Nelson doesn't advocate for old-fashioned, round-robin readings where individual students are put on the spot, she does say it's important for teachers, especially those working

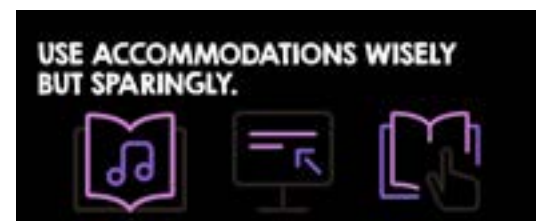
with young children, to listen to their students read aloud on their own from time to time. Some children with dyslexia are very good at hiding their disability in a group setting, so it's not until you sit down one-on-one to listen to your students read aloud that you'll notice a problem.

Nelson also recommends following up with a brainstorming activity after reading selected passages as a way to emphasize the importance of active comprehension and inferring meaning when its not explicitly stated. "If there is not just one right answer, more students may be actively involved," says Nelson. "This develops critical-thinking skills, which may be a strength for students with dyslexia."

### 8. Use accommodations wisely but sparingly.

Tasks that become automatic and fast for most people can take a lot of extra effort and time for people with dyslexia, so many children with dyslexia need extra time to do their assignments, says Nelson. It may also help to assign fewer problems so homework doesn't become nightmarish. Some students have an easier time with comprehension when they hear you read instructions aloud, or they may comprehend more by listening to an audiobook instead of reading from a physical book, because auditory memory may be affected along with reading. When giving instructions orally, Nelson says it helps to write key information, such as page numbers and problem numbers to be completed, on the board.

"Use accommodations wisely but sparingly," suggests Nelson. For instance, if someone else always reads for and scribes for a student with dyslexia, the student may become increasingly dependent on others. In addition to using accommodations, Nelson recommends that students with dyslexia receive direct, explicit instruction by someone who has keen knowledge of dyslexia and that they are encouraged to read



on their own for intervals that get longer as they age. She says this should be material that the student helps to identify and that is fun and rewarding.

Nelson also points out, "People with dyslexia can have wonderful ideas but may need encouragement to write them down." She says teachers should tell students with dyslexia to compose their ideas freely, without getting bogged down by sentence structure, word forms and spelling. Then you can encourage students to go back and proofread to fix these mistakes and to use tools, such as spell checkers. "Reading and writing must become highly integrated activities," says Nelson, "not separate ones."

### 9. Strategies that work with students with dyslexia help all students.

Try universal strategies to help all students pay attention to the structure of words, sounds and patterns, which Dr. Nelson says can also be especially useful to students with dyslexia. In early grades, ask the class to say a word slowly and pay attention to how the individual sounds feel in their mouths and sound in their ears and brains, so they can write the letters that make those sounds. Then go backwards by starting with a series of letters and then saying the sounds they make. As students get better, swap out letters and remove those sounds and substitute others. Use nonsense words at first to teach the code. Make it a game. Then use real words, suggests

continued on 15

LEARN THE STRATEGIES THAT MAKE THE DIFFERENCE.



## 10 THINGS ABOUT DYSLEXIA EVERY TEACHER NEEDS TO KNOW

continued from p.14

Nelson. In later grades, help the class focus on the structure of complex words related to math and science, such as Greek and Latin morphemes in words like geology. You can model how to break words into parts (syllables and morphemes) and spell one part at a time with words such as trigonometry and geometry, or hypertension and hypotension.

### 10. Giving encouragement to students with dyslexia can truly make their day.

"When children are having trouble with everyday things, it's easy to be so focused on their errors that we lose the fact they made a brilliant statement or wrote a story with funny moments," says Nelson. "Start by saying, 'You made me laugh' or 'You brought a tear to my eye.' Getting praise can make all the difference in how much students reveal about themselves or how hard they try." As students experience failure, they may act like they don't care or say school is boring. They don't want to reveal that they're struggling. "Find the things they can do well," says Nelson, "and they will be more likely to try some of the harder things and seek help when they need it."

This article was posted by Caralee Adams on <https://www.wareteachers.com/things-about-dyslexia-every-teacher-needs/>



### 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/>

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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 distinct hits** on our website this year, based on our 2nd quarter numbers.

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

1. **Download and complete the Ad Form:** <https://socal.dyslexiaida.org/advertize-with-us/>
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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**



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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.

## 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://social.dyslexiaida.org/donate-to-our-branch/>

Tell me, I hear  
 Show me, I see  
 Involve me, I learn!!!

You will have the opportunity to do activities which will demonstrate to you some of the issues experienced by a person with dyslexia. This is a hands-on experience that allows you to put yourself in the shoes of a person with dyslexia. Our goal is to give you experiences to increase your awareness of the difficulties & frustrations individuals with dyslexia encounter every day. By increasing your consciousness of such occurrences, you will gain greater understanding and empathy & learn strategies to help.

HELP US CELEBRATE  
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**SIMULATION:  
 A WALK IN THE SHOES OF A DYSLEXIC**  
**WEDNESDAY EVENING  
 OCTOBER 4TH  
 6:30 PM**

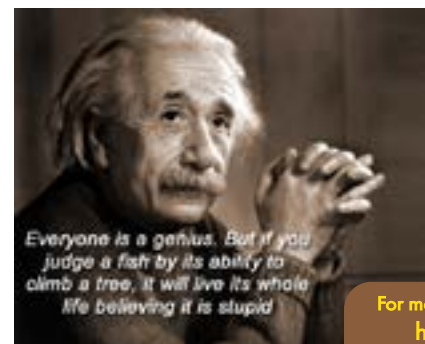
Corona Public Library,  
 650 S. Main Street, Corona  
 6:30 pm

**SIMULATION WITH RICK LAVOIE  
 VIDEO**  
**TUESDAY EVENING  
 OCTOBER 17TH  
 6:30 PM**

Chino Hills Community Center,  
 14250 Peyton Drive, Chino Hills  
 6:30 pm

**DYSLEXIA AND JOHN RODRIGUEZ  
 ICE SCULPTOR**  
**WEDNESDAY EVENING  
 OCTOBER 18  
 6:00 PM**

JSerra Catholic High School,  
 26351 Junipero Serra Road, San Juan Capistrano  
 6:00 pm



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To promote greater knowledge and understanding of dyslexia and related learning disabilities, the IDA has officially designated October as National Dyslexia Awareness Month. According to the US Dept. of Health, there are approximately 15-18 million individuals with dyslexia. The National Institute of Child Health and Development states that poor literacy is a national mental health issue because of its ramifications throughout the entire life span.

We know how kids learn to read and why they have problems: we also now know how to help!

## GARNETT & GOLD FINANCIAL CORPORATION

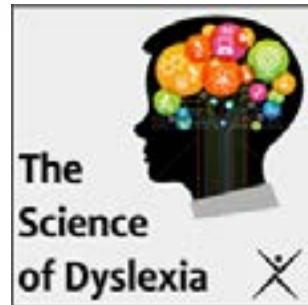
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 \* 529 College Plan

## TIME TO REVISIT READING DISCREPANCIES IN TWICE EXCEPTIONAL STUDENTS?



On the other hand, there are many children with very high IQ but with reading abilities within the average range—that is, their reading is “normal (age-appropriate)” but discrepantly lower than their IQ would predict. Some have called these children “gifted students with dyslexia,” and others have labeled them “average readers with high aptitude.” They also have been called “twice exceptional,” or “2e” students. In research, these children historically have been grouped into the category of “normal” readers as they are a minority population and had not shown any major differences compared to average readers without a discrepancy.

**The entire article continues with the following sections:**  
Please visit <http://social.dyslexiaida.org/tools-information-resources/articles/>.

- “Normal Readers” Who Struggle?
- New Dimensional Paradigm

As neuroscience advances, it is becoming increasingly clear that dyslexia is not a single condition that is black and white, nor is there a single best option for remediation or accommodations. In the future, we may be able to create a complete picture of how different brain inefficiencies map to different aspects of reading deficiency (e.g., decoding vs. comprehension vs. fluency). This might enable individualized intervention and accommodations to maximize the benefit to children and to use financial resources most efficiently.

By Hiroko Tanaka, Ph.D., and Fumiko Hoeft, M.D., Ph.D.

May 2017

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**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”.

Dyslexia was originally defined as a significant discrepancy between reading ability and overall intellectual aptitude. However, in the past few decades, mounting evidence has shown that poor readers, regardless of their IQ, show similar difficulties in phonological processing and respond to reading intervention services equally well. This article by Hiroko Tanaka, Ph.D., and Fumiko Hoeft, M.D., Ph.D., reviews a recently published brain imaging study about these discrepancies.

Clinical interest in dyslexia first arose from “unexpected” cases—where otherwise sufficiently intelligent individuals demonstrated problems with reading (Kussmaul, 1877). Dyslexia was thus originally defined as a significant discrepancy between reading ability and overall intellectual aptitude (often measured using an IQ test; for readability, from hereon referred to simply as IQ). Education law (Public Law 94-142) previously required such a discrepancy for the provision of special education services in schools.

Yet, in the past few decades, mounting evidence has shown that poor readers, regardless of their IQ, show similar difficulties in phonological processing and respond to reading intervention services equally well (Stuebing et al., 2009). Brain imaging has provided additional support; brain activity during reading tasks looks similarly reduced for all poor readers, whether or not their IQ is discrepant from reading ability brain activity during reading tasks looks similarly reduced for all poor readers, whether or not their IQ is discrepant from reading ability (Tanaka, Black et al., 2011; Simos et al., 2013).

Current federal law (the 2004 reauthorization of the Individuals with Disabilities Education Act [IDEA]) no longer requires a discrepancy to be present for special education eligibility.

## FIVE MISTAKES I MADE IN BUSINESS AS A DYSLEXIC ENTREPRENEUR

### Ed Hollands

This article is originally published at [www.thecodpast.org](http://www.thecodpast.org) - a website for students and adults with dyslexia, used with permission

Being Dyslexic is hard enough when you've got a job, but what about when you're setting up and running a business? You've got to deal with everything from writing professional emails to making sure your accounts are accurate. Managing your dyslexia is critical to the business's success; one spelling mistake could cost you a deal, slowing down your response rate and putting you at a disadvantage. But hang on; aren't some of the most famous entrepreneurs also dyslexic? How can I follow in their footsteps?



I'm a dyslexic young Entrepreneur, who went straight into business after university (I know I don't make things easy for myself), and this post is about sharing some mistakes I made to help you avoid them and get your business idea off to a brilliant start. Don't let your dyslexia hinder your dreams; go out and get them. Hopefully, it will also inspire you to follow in my footsteps...

### 1. Not realizing mistakes put people off

The first mistake I made was believing spelling and grammar don't matter anymore. Boy, how wrong I was. In business, first impressions are everything. It can be the difference between you getting the opportunity to pitch or being shown the door. Dyslexia, particularly regarding spelling and grammar mistakes, puts you at a disadvantage. You've got to work harder to make the same first impression that someone else can do with ease. You've also got emails, presentations, and those good old

fashioned letters, a dyslexic's worst nightmare. I learned quickly that Microsoft Word Spell Checking software didn't pick up my common mistakes; even my current one, Grammarly, which picks up most of them, still won't tell me if a sentence makes sense. Even if I read over it, I still can't tell.

### 2. Not leaning on experts

This leads me to my second mistake in business, not leaning on experts to help overcome my issues. This was quite a big mistake that still gets seen across the UK daily. I understand you want to save every penny you can, but the money invested in other people who are experts, especially marketing, makes you look more professional. (Side note, make sure they are experts and don't just say they are. They could take you for a ride.)

Industry experts streamline your business and help you save time. You might even create a long-lasting partnership; for instance, I work closely with a Birmingham copywriter, who checks every email campaign I write. It doesn't take long, but who do I recommend when someone is looking for a copywriter or who will I use when I have a big job?

### 3. Believing the business was me

It's true that, in some businesses, the business is one person, particularly in trades like plumbing, building etc. But I wanted to create a business that was more than me and to do that, I needed people to see an established business, not a crazy young graduate with an idea. The original name of my business, The Advert Man, was saying exactly that. I'm a one-man band or at least that's the impression I was giving.

To continue reading the article, please visit <http://social.dyslexiaida.org/tools-information-resources/articles/>.



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**Strategies for Successful Learners**  
A conference promoting greater understanding  
of Literacy and Learning issues for parents &  
teachers  
**SATURDAY MARCH 17, 2018**  
**Riverside Marriott Hotel**

**Speakers:**  
**Nancy Cushen White, Ed.D.**  
Division of Adolescent & Young Adult Medicine  
UCSF Dyslexia Research Center  
**Elenn Steinberg**  
Former president Rocky Mountain Branch IDA  
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