

Published by the  
So CA Tri-Counties Branch  
of IDA

# The RESOURCE

*Creating Avenues of Success for Dyslexics!*

The  
International  
DYSLEXIA  
Association

Vol. 33

founded in memory of Samuel T. Orton

Fall 2018

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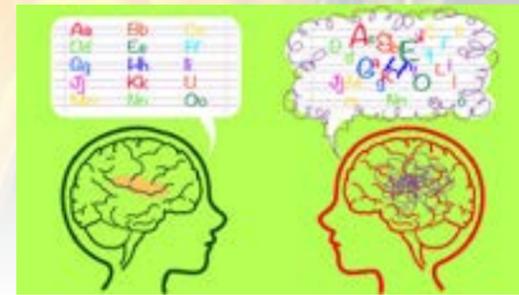
by Brad Snyder

The International Dyslexia Conference held in Atlanta this past November was eye-opening. As a principal of a small Catholic school in an urban setting, I attended the conference in hopes of learning enough about dyslexia and the resources available to support students who are dyslexic. I have struggled for several years trying to put a program together that would support students' mastery of reading, and yet it seemed that the same students struggled. Gains that were realized at different assessment times were not sustained from one year to the next.

I focused on learning about what we now know about dyslexia since some of the latest research was being presented and some of the most notable scientists in the field were speaking. The Norman Geschwind Memorial Lecture by Dr. Stanislas Dehaene helped me understand what research currently postulates occurs in the brain of a dyslexic learner. The reading pathway that develops in the brain of a non-dyslexic learner is not the same as one in a dyslexic learner and that presents challenges in reading. The depth of information given in this lecture and the systematic way it was presented created an incredible learning experience for me.

I also wanted to know about creating an environment that supports success. I attended the lecture on supporting a mindset of growth and grit. Too often I find professional development in this area long on anecdotes and short on meat. The research presented in this lecture showed that if we can help students to perceive that intellectual ability is something that can be developed over time with effort, good

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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

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 End of article

## A Message from Your President

By Elaine Offstein



Hello and welcome to this edition of The Resource!

The goal of the International Dyslexia Association is to ensure that EVERY child has the opportunity to learn to read and receives the appropriate instruction to succeed academically. Learning to read and write is not natural or easy for many students. Learning to read requires mastery of a complex web of underlying language skills that, for the large majority, must be explicitly taught and learned over several years.

After decades of research and investigation into causes and remediation of dyslexia, IDA is moving into a new era of putting research into practice.

Following years of research and field studies, IDA has developed a system of reading instruction entitled Structured Literacy. This is an instructional approach to reading instruction that is beneficial for both general education students and those at risk for reading difficulties due to a variety of factors (e.g. low socioeconomic status, status as an English learner (EL) ) and for students with disabilities.

Structured Literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Teaching reading effectively, especially to students who are struggling, requires considerable knowledge and skill. Regrettably, current licensing and professional development practices endorsed by many states are insufficient for the preparation and support of the teachers and specialists who are responsible for enabling all students to read and write.

To address this issue, IDA has developed The Knowledge and Practice Standards for Teachers of Reading, which explicitly sets forth the knowledge and skills that all teachers of reading are expected to possess to advance students' reading and writing profiles from a Structured Literacy approach in classroom, remedial, and clinical settings. (These are available on our website under "About Us".)

These standards reflect the current state of the scientific research base and are the result of a rigorous development and vetting process that included the input of a wide range of stakeholders, including researchers, educators, higher education faculty, clinical specialists, parents, and advocates.

I want to thank you for being a member of IDA and supporting our branch. Membership and your donations make these developments possible.

Sincerely,

*Elaine Offstein*

**Newsletter Mailing Policy**  
Adopted at June 2014 Board Meeting  
We mail the Resource to all TCB members. Others will have access to the newsletter online (go to Tools, Information & Resources).  
Nonmembers are invited to join IDA and TCB - (go to About Us on website). Or, you may subscribe to the Resource - see page 2.

By Dr. Marianne Cintron

A Review of the TCB Conference sponsored by the Southern California Tri-Counties Branch of the International Dyslexia Association

By Dr. Marianne Cintron

On March 17 I attended The TCB Conference, "Strategies for Struggling Learners." I recently rejoined the Tri-Counties Branch, excited to reconnect with friends, meet new friends, learn from the professionals, and hear what's happening with the passing of AB1369.

This conference was a great experience, not only to be reminded of best practices to help the dyslexic population, but a great way to connect with like-minded teachers and parents, concerned how we are to address the dyslexic population in our schools. With the passing of AB1369, the time is now to get teachers trained and implement multisensory Orton-Gillingham-based reading programs to help dyslexic children. And yes, it is now okay to say, "Dyslexia". When you know what it is, you can remediate for it.

The conference, held at the beautiful Riverside Marriott Hotel, was attended by parents, general education teachers, special education teachers, speech pathologists, music teachers, and more. I heard two great speakers: Elenn Steinberg, and Nancy Chusen White. Elenn spoke on "Growing Superheroes." Her talk was very humorous because she spoke of her own challenges with dyslexia and how she still struggles with map-reading, recall, left and right, and more. Elenn is a passionate voice for students and a nationally known speaker in the areas of dyslexia, literacy, student self-advocacy and literacy legislation. A student would be fortunate to have her as a reading interventionist.

Elenn also spoke on "Accommodations" and "Executive Functioning" helping us to learn what should be implemented in the classroom for dyslexic children. As a Special Education teacher, we address accommodations and executive functioning skills in a child's Individual Education Plan (IEP). I wonder how

many parents understand how to help their children with organization and help with prioritizing and pacing for school assignments? A conference like this is wonderful for parents to learn the "why" for the "IEP" and classroom decisions.

Nancy Chushen White is a Literacy Intervention Consultant and Case Manager for Lexicon Reading Center in Dubai - United Arab Emirates since 2010. She spoke on language and taught us why some words are spelled as they are. Her talk was something those of us who teach language enjoy and appreciate. Nancy shared something new to many of us. She explained that early scribes often wrote "o" rather than "u" in words like love, son. The sound of the short letter "u" was there, but the letter looked like an "o" so it stuck. Also, I knew we didn't end English words with "v" and she shared why. She said that "u" and "v" were often used interchangeably, and when a word ended with a "v", the "e" was added to be sure we knew it was a "v".

While the conference was a great time to connect with professionals, we also met awesome vendors. I personally met a vendor, Larry Rica, from Spire, who was someone I had only spoken to over the phone all year. It was also a great time to meet Regina Richard's husband, and see Regina's and others' published books. I picked up a CD by Richard Lavoie, entitled "F.A. T. City", which I recall from my early years in my Teacher Education programs twenty years ago. I was so excited to share it with my husband on Sunday night and hope to share it with my fellow teachers before the school year ends. A silent auction and raffle brought more variety to the event. We were also spoiled by a delicious lunch offering a selection of deli meats and fabulous salads!

This annual conference was a great experience. I urge parents, teachers, paraprofessionals, and professionals to join your Tri-Valley International Dyslexia Association and learn how we can help dyslexic students. I hope to see you at the upcoming events.



# What Is Structured Literacy?

## A Primer on Effective Reading Instruction



**STRUCTURED LITERACY PRIMER**

**Why Structured Literacy?**  
Children with dyslexia are in nearly every classroom—but effective reading instruction is NOT.

Learning to read can be a significant **challenge** for students with dyslexia. Fortunately, this challenge usually **CAN** be overcome with effective reading instruction. Unfortunately, if not overcome, lifelong consequences can be harsh.

Popular reading approaches (e.g., Guided Reading or Balanced Literacy) are not effective for students with dyslexia because these approaches do not focus on the **decoding** skills struggling readers need to succeed.

**Structured Literacy** explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are **vital** for those with dyslexia.

[continued on p.19](#)

### 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



## A MESSAGE OF HOPE, HOW MUSIC ENHANCES READING FOR DYSLEXIC STUDENTS

By David P. Colachico, PhD.  
Faculty Emeritus, Adjunct Professor  
Azusa Pacific University



a unique approach that can be used to remediate the learning difficulties of these students. This book presents a technique whereby music and phonics are paired together to retrain the brain and to help the learner be able to isolate what is needed to be an effective reader. *A Message of Hope* is loaded with concise, useful information that can help the struggling reader excel in learning ways to overcome any problems that are happening in school or at home.

I applaud Dr. Cintron for her efforts to bring this information to the teaching population as well as to the parents who are working with students with learning problems. She has broken through the barriers that cause these students to be left behind or who fail each year causing self-esteem to plummet. But there is hope. *A Message of Hope* is a breakthrough that can remediate and reverse many years of difficulty that a child has been experiencing. The methods promoted in this book give the teachers and parents confidence that their child can and will be successful both in school as well as in life. There is optimism which is in this book. I truly feel that Dr. Cintron is on the cusp of something that will revolutionize the way children with learning difficulties are taught. I applaud Dr. Cintron for bringing this knowledge to the public. It is long overdue and should be welcomed with open arms by all who work with children who are struggling readers. Thank you, Dr. Cintron, for being an advocate and educator when time is ripe for the community to show we care.

### BOOK REVIEW

The field of education, in particular special education, is an ever-changing structure. Children with learning difficulties have a hard time struggling daily to maintain an adequate learning curve or to keep up with their peers. The cost of educating students with these difficulties is skyrocketing every year. So, what is the answer?

I have known Marianne Cintron for almost twenty years. I would describe her as a passionate educator; someone who has a yearning to help students with learning difficulties. While researching for her doctoral studies, Marianne discovered a teaching strategy that was designed to help the student who is struggling to keep up with the educational needs of the schools' curriculum.

I believe that Dr. Cintron has revealed something that can address the needs of this special population. *A Message of Hope* presents the education community as well as the parents with

## READER, COME HOME: THE READING BRAIN IN A DIGITAL WORLD

by Marianne Wolf

### BOOK REVIEW

This is a new book from the author of *Proust and the Squid*, a lively, ambitious, and deeply informative epistolary book that considers the future of the reading brain and our capacity for critical thinking, empathy, and reflection as we become increasingly dependent on digital technologies.

A decade ago, Marianne Wolf's *Proust and the Squid* revealed what we know about how the brain learns to read and how reading changes the way we think and feel. Since then, the ways we process written language have changed dramatically with many concerned about both their own changes and that of children. New research on the reading brain chronicles these changes in the brains of children and adults as they learn to read while immersed in a digitally dominated medium.

Drawing deeply on this research, this book comprises a series of letters Wolf writes to us—her beloved readers—to describe her concerns and her hopes about what is happening to the reading brain as it unavoidably changes to adapt to digital mediums. Wolf raises difficult questions, including:

Will children learn to incorporate the full range of “deep reading” processes that are at the core of the expert reading brain?

Will the mix of a seemingly infinite set of distractions for children's attention and their quick access to immediate, voluminous information alter their ability to think for themselves?

With information at their fingertips, will the next generation learn to build their own storehouse of



knowledge, which could impede the ability to make analogies and draw inferences from what they know?

Will all these influences, in turn, change the formation in children and the use in adults of “slower” cognitive processes like critical thinking, personal reflection, imagination, and empathy that comprise deep reading and that influence both how we think and how we live our lives?

Will the chain of digital influences ultimately influence the use of the critical analytical and empathic capacities necessary for a democratic society?

How can we preserve deep reading processes in future iterations of the reading brain?

Who are the “good readers” of every epoch?

Concerns about attention span, critical reasoning, and over-reliance on technology are never just about children—Wolf herself has found that, though she is a reading expert, her ability to read deeply has been impacted as she has become, inevitably, increasingly dependent on screens.

Wolf draws on neuroscience, literature, education, technology, and philosophy and blends historical, literary, and scientific facts with down-to-earth examples and warm anecdotes to illuminate complex ideas that culminate in a proposal for a biliterate reading brain. Provocative and intriguing, *Reader, Come Home* is a roadmap that provides a cautionary but hopeful perspective on the impact of technology on our brains and our most essential intellectual capacities—and what this could mean for our future.

From HarperCollins Publishers

**D**r. MaryAnne Wolf will be the Keynote Speaker at TCB's Annual Spring Conference on April 13, 2018



## MY EXPERIENCES AT THE IDA INTERNATIONAL CONFERENCE

*continued from p.2*

strategies and help from others then these students are more likely to preserve. The slides on teaching about growth mindset provided explicit examples on how to coach a student through negative speak.

I finished my time at the conference with a training on RAVE-O. It was a step-by-step training on how to use the program with students. The trainer welcomed questions and made sure everyone understood the theory behind the practice. And that's when Maryanne Wolf stepped in and addressed our group of learners. This was an example of the willingness of these top people in their respective fields to be accessible to those attending the conference. It created a feeling of collaboration and mutual respect.

I cannot end this without discussing the activities that allowed those attending to have some fun and network. The night at the Coca-Cola museum was, simply put,

amazing. The hosts were attentive and the food was incredible. I have sorely missed a good biscuit since I moved from the south, and so when I came upon a mound of mouthwatering biscuits and a steaming bowl of gravy next to some out of this world short ribs, well, I was pretty much in heaven. There were also events offered by vendors that had bands and DJ's and that allowed everyone to have a good time. When a conference can offer learning from the leaders in their fields and combine it with activities that offer networking opportunities and a little fun, then all one can do is tip one's hat to the organizers and say, "That was a job well-done."

As for me, I am taking what I learned and creating a different learning environment at my school. Maybe I'll see you at the next conference and I can let you know how it's going.



### Speakers:

**Maryanne Wolf, Professor**  
Director, Center for Dyslexia, Diverse Learners,  
and Social Justice  
UC Los Angeles

**Mary Wennersten, Teacher,**  
Interventionist, Reading Coach,  
State Program Specialist,  
State Literacy Director  
& now a Structured Literacy Consultant  
Phoenix, Arizona

**Dina Leland, Disability Specialist**  
University of Nevada, Las Vegas



Riverside, CA

**TCB Annual Spring Conference**  
**Strategies for Successful Learners**  
A conference promoting greater  
understanding of Literacy and Learning  
issues for parents & teachers  
**SATURDAY APRIL 13, 2019**

**There will be**  
**Breakout Sessions**  
**Exhibitor Displays**  
**Your Registration Includes:**  
Breakfast  
Lunch  
Snacks  
Handout

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

## WHAT IS EEG NEUROFEEDBACK?

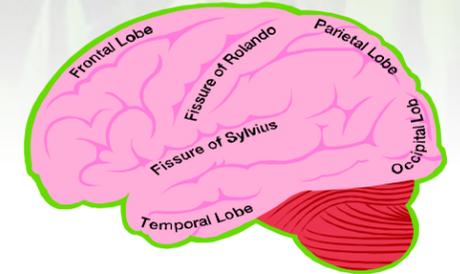
*By Elaine Offstein, MA, Board Certified Educational Therapist*

All systems of our body and brain are designed to constantly work to maintain life-sustaining balance that scientists call homeostasis. Unconsciously and automatically our bodies and brains maintain the functions and systems enabling us to be active and alive, such as body temperature, blood pressure, heart rate, breathing, digestion, elimination, and healing.

The brain is the master controller for all voluntary and involuntary body systems and actions. It sends messages to the body and receives messages from the body by using electricity. The brain does this using a network of specialized cells called neurons, combined with specific hormones and chemicals produced by the brain and body for this purpose.

The brain produces five distinct types of rhythmic electrical impulses known as brain waves, labeled with the Greek letters Alpha, Beta, Theta, Delta and Gamma. Brain waves are measured in electrical units known as Hertz. Hertz is a standard unit of measurement equal to a frequency of one cycle per second. Each brain wave has its own unique frequency range. Beta measures 15 Hertz and above. Alpha is 8-14 Hertz. Theta is 4-7 Hertz. Delta is less than 4 Hertz. The fifth brainwave pattern is called Gamma and is extremely fast. Not much is known about how the body uses this wave pattern and it is not part of EEG neurofeedback protocols.

People usually produce a mixture of brain waves frequencies at any given time. An electroencephalogram, or EEG, is a recording of brain wave activity. Brain waves are measured and recorded using an instrument known as an electroencephalograph (EEG) machine. The normal, focused waking state consists primarily of Beta. When you close your eyes during relaxation/meditation and during dreaming activity, Alpha waves tend to be produced. The slower Theta and Delta are dominant during deep sleep.



If the rhythmic electrical impulses, or brain waves, produced by the brain become abnormal or out of balance, imbalances are created in the body. Examples of conditions that can result in abnormal brain wave rhythms are: open and/or closed head injury, stroke, coma, autism, epilepsy, migraine and cluster headaches, attention deficit disorder, dyslexia, learning disabilities, clinical depression, anoxia, Parkinson's disease, and post viral damage.

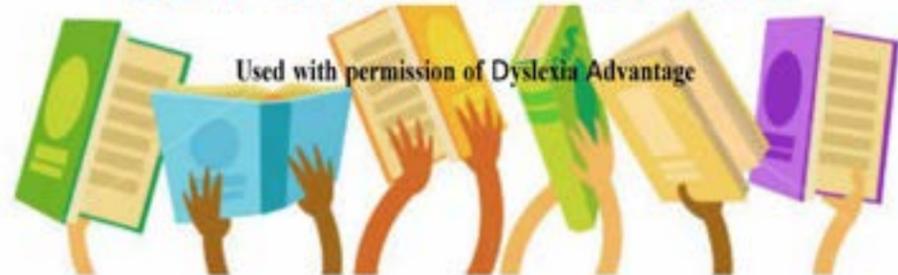
Read the rest of the article to find out what happens when there is a brain injury or irregularity and how EEG Neurofeedback can help. Also, to find out the primary functions of the various brain lobes.

Elaine Offstein is a Board Certified Educational Therapist (BCET#10151). She holds a Bachelor of Arts Degree in Psychology, a Master of Arts Degree in Special Education, an Elementary Education Credential, a Resource Specialist Certificate, and a Montessori Education Certificate.

She has been trained in EEG Neurofeedback techniques by Margaret Ayers, the creator of the world's first patented, Real Time, All Digital EEG Neurofeedback Machine.

Read the complete article online at  
<https://social.dyslexiaida.org/articles>

# DO AND THINK BEFORE READING



Used with permission of Dyslexia Advantage

### Advantages of these Pre-Reading Activities for Dyslexic Students:

- Introduce the big picture of the reading (context)
- Activate curiosity with why questions
- Stimulate personal memory with artefacts and other physical materials
- Read aloud the primary source and cover new vocabulary that will be encountered in print form
- Stimulate scene construction in the mind's eye that help set the new characters, events, and happenings at a particular place and time.
- Reduce the working memory demands students will need for reading complex text because the main events are established (who, what, when, why) and vocabulary introduced.

In a recent article from the Journal of Research in Reading, scientists found that "both hands-on and prior knowledge activation substantially improved reading comprehension" for typical as well as struggling 6th grade readers.

The three conditions compared were:

**CONTROL:** Read this text. You're going to be asked some questions, then take a test on it afterwards.

### Do And Think Before Reading Videos:

<https://youtu.be/6Yi5UfDeY1k>

<https://youtu.be/YAV4nXTp8Bs>

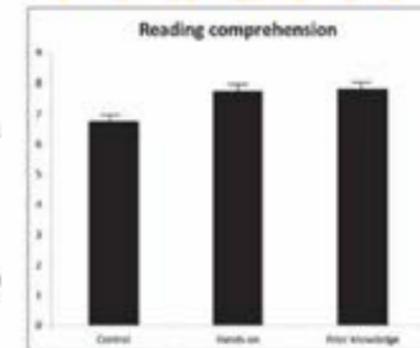
[continued on p.11](#)

*continued from p.10*

**HANDS-ON:** Here's a letter from a 13 year old boy emigrating to the United States from Norway. He's writing to his parents about his new experiences. The teacher reads the letter aloud and passes around artifacts (silver dollar and Native American arrowheads) that were mentioned in the letter. Questions prompted students to consider why the boy wanted to travel to the US (it was not explicitly stated in the letter).

**PRIOR KNOWLEDGE:** Teacher-led discussion: What might you know about Norway in the 1800's (the study took place in Norway)? Were the people rich or poor? How did they earn a living? How did they eat and how was their quality of living? How could an increase in population cause problems? What was the US like then? Why might people choose to emigrate? The teacher took care not to introduce any new background information into the discussion.

Whereas no significant differences were noted between control, hands-on, and prior knowledge groups in terms of intrinsic motivation for the text, significant improvements in reading comprehension were noted for both hands-on and prior knowledge groups.



### 7 Minutes of Pre-Reading Activity Boosts Reading Comprehension for All!

The researchers especially noted that only 7 minutes of pre-reading activity (hands-on or prior knowledge discussion) boosted reading comprehension of all student groups.

The group cited the CORI approach or Concept-Oriented Reading Instruction that was developed by Dr. John Guthrie and his team. **This approach is NOT a substitute for Orton-Gillingham-based multisensory sequential and systematic instruction that may be necessary for students struggling with decoding, but it can be valuable for students who are working on advancing their reading to include more complex texts.**

[continued on p.12](#)

**Riverside Parent Support Group  
For Struggling Readers**  
Does your child exhibit slow, choppy, inaccurate reading?  
Location: Riverside Public Library – Main Branch  
3581 Mission Inn Avenue, Riverside 92501  
More Information: [dyslexiamom13@gmail.com](mailto:dyslexiamom13@gmail.com) or  
[Reginamanning12@gmail.com](mailto:Reginamanning12@gmail.com)

### 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.

The CORI approach for improving students' comprehension of complex texts works well for science subjects as well because technical vocabulary can be tackled before reading and personal experience with scientific phenomena and experimentation informs what is read in texts.

A nice overview of CORI can be seen at [Reading Rockets](#).

In the video below, see how students use CORI through their scientific experiments with weather, discussion in small groups, and reading-based research to answer questions. Students also choose from a variety of books, giving students more autonomy with their reading choices.

The CORI approach shares many features with theme-based instruction, but CORI focuses more on literacy outcomes such as vocabulary learning and reading comprehension.

Resources for the CORI approach include a website of references and some lists, but a low-tech application of CORI is to visit the school or public library, gather a basket of books on a theme or topic, and get started. Many museums also have lending materials for teachers including homeschoolers. At our local Burke museum for instance they have Burke Boxes on subjects like birds, bats, Lewis and Clarke, and Archeology.

### Upcoming Events

- **Free Webinars Monthly**
- September 22, 2019 – **CASINO NIGHT**  
Canyon Crest Towne Centre  
Canyon Crest Winery  
Play begins 5:30 pm
- Saturday, October 13, 2019 - **Family Computer Coding Day**  
Corona Library  
9 am to 1 pm

For more information on these events, [go to "Events" on our website.](#)

**South OC  
Dyslexia Parent Support Group**  
Support, Encourage, Empower. Share.  
Location: Ortega Professional & Law Office Building  
27345 Ortega Highway, SJC, CA 92675  
More Information: [hayasakadjian@gmail.com](mailto:hayasakadjian@gmail.com)

By *Noemi Ramirez*

"I liek go sluob" wrote Michael, a smart and witty 3rd grader, as I dictated "I like to go to school." Michael was referred for an evaluation after years of general education interventions had failed at improving basic reading skills. My heart goes out to this boy with dyslexia and I am concerned for his future education.

Even though, as a school psychologist, he is not the first student I come across with a profound reading disability, Michael is the first student who I assessed after becoming a member of the International Dyslexia Association (IDA) and attending my first conference. After attending the 2017 IDA Annual Conference in Atlanta, GA., I came back with resources and knowledge about current research and effective interventions. I now feel more empowered to advocate for the needs of students like Michael. As the school team developed Michael's IEP, I could assist in writing very specific reading goals, as opposed to the more general types of goals I am accustomed to seeing. I also feel determined in getting through the "red tape" to get him, and others, the assistive technology they need.

At the conference, I was inspired by speakers like Maryanne Wolf, Maureen Lovett, Nancy Mather, and so many other quality professionals whose presentations I attended. I am currently putting together a small presentation on dyslexia, and my experience in attending the IDA conference, for colleagues at my school district. I believe

as school psychologists, we need to become involved in IDA to help make a difference in the lives of students with reading disabilities and improve the profession of special education.

There is still a long road ahead in making available this wide body of research, and an even longer road in the implementation of evidence based reading interventions in all public schools. Many students, like Michael, come from families who do not have the resources to get specialized reading intervention outside the public schools, or to pay for specialized Dyslexia schools to help him.

However, I believe that with better trained teachers, special education professionals, and administrators, we can effectively service these students. One day, advocating for effective interventions will not have to feel like a fight, but these services will be the norm. It is because of organizations like IDA that arduously work at getting laws passed and disseminate research that we can pave this road.

I am eternally grateful for the opportunity provided to me by the Southern California Tri-Counties Branch to attend this conference. I look forward to future conferences and continuing my own professional development in the area of dyslexia.

**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



## THANK YOU TCB FOR THE OPPORTUNITY TO ATTEND THE IDA INTERNATIONAL CONFERENCE

by *Elena Alvarez*

Thanks to the generosity of the Southern California Tri-Counties Branch of IDA, I was able to attend the annual IDA conference as a scholarship recipient. As a first time attendee, I was truly energized by the conference. There were so many options of workshops and symposia to attend, it was truly difficult to choose. The strands encompassed everything you need from diagnostics, mental health issues and school accommodations, to technology, research, and educator training.

As a parent, I thought the best sessions were on technology. I learned about third party keyboards. Did you know that either for free, or for a one time low cost, you can use keyboards that allow you to dictate, use word prediction, a dictionary and will read either the word or sentence back to you? I also learned about an app that allows you to take a picture of text with your phone, converts the text and reads it at loud, either immediately or at a later time. I even had the pleasure of using a pen, that looks like a highlighter, that can read a word, a phrase or an entire paragraph. It has a

dictionary and works through bluetooth with your child's headphones so the technology can be transparent to others. Ingenious for sure!

As a school psychologist, I learned about diagnostics, best practices and brain research. Unlike other conferences that I had attended, the presenters were also attending the workshops and were available during networking opportunities. It is not often that one gets to chat with Maryanne Wolf and Nancy Mather or ask questions about your child to Maureen Lovett! I met many passionate people that truly work to make a difference in children's lives.

I came home with practical information for my daily work both as a parent and a school psychologist. I even came home with a copy of a dissertation on dyslexia assessment of English learners. If you work in the field, you know its worth its weight in gold. I am truly grateful for the scholarship and encourage everyone to attend the next annual IDA conference in Mashantucket, Connecticut. It is an experience that you will not regret.



Newsletter, Graphics & Typeset By

<http://jkpstrategies.com>

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## MY SON WRITES NUMBERS BACKWARDS. WHY IS THAT, AND HOW CAN I HELP?

By *Elizabeth Babbin, M.Ed.*

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**Q:** My son is in second grade and still writes numbers (and letters) backwards much of the time. Does that mean he'll have trouble with math, and is there anything we can do to help?

**A:** Writing numbers backwards shouldn't affect your son's ability to do math. The numbers he uses are correct. They're just written incorrectly.

You may hear teachers refer to this as "reversal." Kids who struggle with reversing numbers might have issues with visual processing. But it doesn't mean they struggle with math concepts or that they have trouble with math.

Keep in mind that it's common for young kids who reverse numbers to reverse letters, too. You may hear that this is a sign of dyslexia, but that isn't necessarily the case.

There are no quick solutions when kids write numbers backwards. But there are ways you can help your child correct the issue over time.

In general, kids who need help with this tend to respond best to a multisensory approach. They might trace numbers on sandpaper or write them in pudding or shaving cream, for instance.

Repetition is key to success. It builds what's known as muscle memory. Your son might need to practice writing and identifying these numbers many, many times before he's able to consistently form them the correct way.

This doesn't sound like your son, but some kids have a related problem that can impact how they do in math. These kids transpose numbers. Instead of writing 32, they'll write 23. That throws off their computation and results in wrong answers. Using a multisensory approach and practicing often can also help with this problem. Here are some ways you can help your child with reversals:

- Learn more about visual processing issues.
- Talk to your child's teacher about his struggles with number reversal. She may be able to try some informal strategies or give him extra practice time in the classroom.
- Have him practice identifying and forming numbers at home. Find ways to involve multiple senses.
- If he shows signs of a math issue after he no longer reverses numbers, consider an evaluation to find out what's causing his difficulties.

About the Author

Elizabeth Babbin, M.Ed., is the instructional support teacher at Lower Macungie Middle School in Macungie, Pennsylvania.



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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".

## 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://socaldyslexiaida.org/donate-to-our-branch/>

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We are a volunteer organization with a strong working board. The strength of our organization relies on the interest and commitment of its volunteers. Won't you help us in our goal of Facilitating Literacy Success in Our Communities? Just contact us and let us know of your interest - <https://socal.dyslexiaida.org>

### The March TCB Conference by Christine Esprabens

**So, as I prepared to teach the three sounds of suffix ed, I came up with a rundown of Tri-Counties' event, Strategies for Struggling Learners. On St. Patrick's Day morning, I arrived at the Marriott dressed in some green. Hot coffee and bagels were there for the taking. Regina welcomed us, her energy exuberant. We listened, presenters presented and exhibits were opened. Many books were recommended to add to our repertoire, as well as higher tech-like software for keyboarding, and products like Grammarly, Bookshare and Speechify were shared. Lunch was lovely. We met others with whom we had something in common. I finished my open-faced sandwich and skipped dessert but was happy to have an M&M cookie at afternoon break. The Raffle and Silent Auction were fun. Tickets were sold and prizes were raffled. And yes, we learned. We took notes and we were inspired. I encourage others to take advantage of this awesome conference.**



#### 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/>.

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## "AMPLIFIED WAYS OF BEING" AND THE GIFTED CHILD

By Cynthia Z. Hansen, M.Ed.

Certificated Gifted and Talented Educator

Academic Skills & Executive Functions Assessment

Strategy Development Academic Enrichment Family Support

It is clear that the term "gifted" seems to imply that folks with high talents feel blessed to have them. But this is not always true. The highly gifted artist is often keenly aware of the emotions of other people and the colors that these emotions convey; those who are over sensitive to touch or smell have difficulty wearing clothes or eating many foods; those who are keenly aware of the world are often overwhelmed by the suffering that they cannot control; and those who are highly imaginative get tired of being called "space cadet"!

Paula Wilkes and Mark Szymanski call these intensities "amplified ways of being." Typically these traits have a higher correlation with higher intelligence. But these same characteristics are also common sensitivities in the 1% of the people at the lower end of the intellectual spectrum.

Read the whole article for descriptions of psychomotor, sensual, intellectual, imaginational and emotional. Also included is a Guide to Understanding and Supporting our Intense Children (and adults).

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Read the complete article online at <https://social.dyslexiaida.org/articles>



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### Become an IDA Member

We invite you to become a TCB member if you live within our service region (Orange, Riverside, San Bernardino Counties or San Gabriel) or if you requested to be a TCB member (by contacting national or by writing it on your application).

To become a member, simply go to "About Us" and click on "Membership".

Look for the link to sign up.

Some of the many benefits of IDA membership:

- Perspectives Magazine
- Special eNews newsletters
- Annals of Dyslexia
- Reduced fees for workshops and conferences

Membership fee for parents or teachers is only \$45 for the year!! Students are only \$25.

## WHAT IS STRUCTURED LITERACY?

continued from p.5

### What Is Structured Literacy? A Primer on Effective Reading Instruction



What is Structured Literacy? A Primer on Effective Reading Instruction  
By Carolyn Cowen

Carolyn Cowen has written a wonderful Infographic to explain Structured Literacy. She calls it a Structure Literacy Primer. She first explains why students need structured literacy and then goes on to explain the various elements that all must work together. Next, she explains the various principles that guide how Structured Literacy's elements are taught. She concludes by combining the various elements and the teaching principles into a single graphic. It's so explicit and wonderful.

Her conclusion - "To ensure that all children have access to effective reading instruction, we must ensure that their teachers have BOTH the...

- Deep content knowledge, and
- Specific teaching expertise needed ...

to teach these elements according to these principles. "

To view Carolyn's entire infographic,

go to <http://social.dyslexiaida.org/tools-information-resources/articles/>.



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***TCB Annual Spring Conference  
Strategies for Successful Learners***  
*A conference promoting greater understanding  
of Literacy and Learning issues for parents &  
teachers*  
**SATURDAY APRIL 13, 2019**  
**Riverside Marriott Hotel**

**Speakers:**

**Maryanne Wolf, Professor**  
Director, Center for Dyslexia, Diverse Learners, and  
Social Justice  
UC Los Angeles

**Mary Wennersten**  
Teacher, Interventionist, Reading Coach, State  
Program Specialist,  
State Literacy Director & now a Structured Literacy  
Consultant  
Phoenix, Arizona

**Dina Leland, Disability Specialist**  
University of Nevada, Las Vegas

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And then..... wait there's more ---  
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