

# The RESOURCE

*Creating Avenues of Success for Dyslexics!*

Vol. 26, Issue 2

founded in memory of Samuel T. Orton

Fall 2011

Children's Author Event  
with Matthew Gollub

October 1, 2011  
Corona CA



p8

An Afternoon with  
Jane Healy



October 22, 2011  
Glendora CA



2011  
5K  
DASH



Soaring Through Literacy

2012 5K  
April 22nd  
Riverside CA



Other Events:

Dec 3 - Legal Rights & Advocacy workshop  
Rancho Santa Margarita

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Conference  
Mar 2-3 2012 - Light Up Your Lobes  
Riverside CA

Webinars p5



see the website for the latest details

## ORTON-GILLINGHAM-THE CRÈME DE LA CRÈME OF MULTI-SENSORY LITERACY INSTRUCTION

By BECKY DAWSON-MARBLE, LITERACY SPECIALIST, LOS ANGELES, CA  
PARTICIPANT IN THE SUMMER ORTON-GILLINGHAM TRAINING

Throughout my teaching career, I've been most passionate about literacy instruction and have found my niche in working with kids who are challenged in this area. Whether I was teaching K-1 or working ten hour days as a school administrator, I've always had a handful of students, with whom I've worked privately, in the area of literacy; this is what has fed my passion for teaching and has directed my course as an educator.

About six years ago, I approached my extremely supportive (and slightly crazy) husband about leav-

ing my position as a private school administrator to start my own practice, doing what I enjoy most, teaching kids to read. Once he saw how passionate I was, got over the initial shock and accepted the realization that my salary would likely plummet, he was on board. Within just a few months, a cozy little cedar cottage was born in our backyard. This cottage is a metaphor for my own educational philosophy. It allows me to provide a warm, nurturing atmosphere where kids are loved, accepted and made to feel safe, so that they'll be willing to

take the academic risks necessary to succeed. I've been blessed with a love for children and a passion for aspiring to be the best teacher that I can be; I'm still inspired by kids and learn from them on a daily basis.

My biggest inspiration comes from my own daughter who has struggled with a myriad of learning disabilities, most likely as a result of her battle with epilepsy. My career as an advocate for kids who have challenges began after my own daughter's first IEP meeting and has *continued on 10*

### INLAND EMPIRE BRANCH

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## A Message from Your President

By Regina G. Richards

**A CONTINUATION OF OUR NEW ADVENTURES – THEY ARE SO VERY EXCITING!**

Last year we initiated new adventures involving technology. These have been very successful. We were unable to upload our last four webinars but are hoping to be able to do that for the winter/spring series. See page 5.

As I've previously mentioned, our February conference was one of our best yet – the speakers were amazing, the food was wonderful, and our social was full of fun and great networking. We congratulate the winners of our Raffle – we gave away a \$1000 RAVE-O complete kit, a Flyleaf Level 1, 2, and 3 reading series (value almost \$900), reading games, and a 3-month subscription to Lexercise. We thank our generous donors to our Raffle as well as our Silent Auction – thank you, thank you. And we also greatly appreciate Intel for sponsoring the social and giving their wonderful demonstrations!

Please plan to join us in 2012 – March 3rd and 4th, again at the Marriott. Our speakers will be Dr. Jane Bernstein and Dr. Cheryl Chase-Carmichael. See the flyer on page 9.

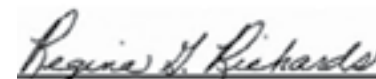
October is DYSLEXIA AWARENESS MONTH. Our branch is sponsoring many activities to increase awareness about literacy. Check out the flyers for the Children's Author Event on October 1st (page 8) and An Afternoon with Jane Healy on October 22nd (page 8).

And check out the National IDA conference in November in Chicago. If you've never been – this is a "not to be missed" event. If you've been before – come and join us again. It's going to be fun and very inspiring and full of learning! (See page 1).

Why do we have a Dyslexia Awareness Month? Because estimates by the US Department of Health & Human Services show that 15% of all American students may have dyslexia.

- According to the International Dyslexia Association early identification and appropriate intervention with a dyslexic child are essential.
- When identified early, a learning disability can be remediated using proven, multi-sensory teaching methods, enabling the majority of students with identified learning disabilities the opportunity to reach their full potential.
- When a child does not learn to read, their lives are affected forever.
- Teaching a child to read is a fundamental responsibility of our educational system and IDA believes strongly that effective instruction depends on the qualitative preparation of teachers and on-going professional development.
- If we give our teachers the right tools, they will succeed and our children will succeed.
- Many parents, however, are unaware of the appropriate interventions or remediation programs for their children or are confused about the specific type of professional help to seek.
- Help us spread the word and the message – there is help for students who struggle with reading and writing. We can help them preserve their fragile self-esteem. They don't have to feel dumb!!!!

Don't forget our next Dash – now called "Literacy 5000" – we need volunteers, vendors, sponsors, and of course, runners!!



**THE INLAND EMPIRE 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



# A ROADMAP FOR PARENTS: WHAT TO DO AFTER THE EVALUATION

BY DIANE MILNER SESSION REVIEW FROM IDA INTERNATIONAL CONFERENCE  
SESSION REVIEW BY MELISSA PILLARI

## How to Talk to Your Child About Dyslexia

### What should you say?

- Help your child understand that he is not the only one who experiences this challenge.
- Give a brief explanation of what dyslexia is; perhaps it will give your child the words to explain this to a teacher or a friend.
- Help your child understand how he learns best.
- Be sure your child knows that there will not be a quick fix; it will take work on the part of teacher, parent and child.
- Be realistic; do not offer false promises.

The "talk" with your child can begin with a discussion about how he is feeling and then providing some facts:

- We know that you seem to have a hard time learning as easily and as quickly as other students.
- You CAN learn; you are very capable; you simply learn a little differently.
- You are not the only one. As many as four students in a class of 20 are in need of an intervention (15 — 20 % of the population).
- Sometimes teachers are not aware of this — some might think you are not trying very hard; this can be frustrating.
- There is lots of hope; there is a

special way you can be taught so the learning will stick!

- Define Dyslexia in simple "kid" terms:
- Dyslexia means that you have a hard time learning to read, spell and/or write (and sometimes do math) even though you may be trying very hard. You have a different type of brain that must have a special type of teaching.
- You have a very capable brain, but just as these differences cause you to have struggles with processing language (reading, writing, spelling, and sometimes struggles with the language of math) it may also mean that you have special gifts. If you are taught correctly you can build on your strengths and overcome your challenges.

Try to discover the things you enjoy and do well. Many times people with dyslexia have special gifts in these areas:

- Artistic skill
- Athletic ability
- Musical ability
- Mechanical ability
- People skills
- 3-D visual-spatial skills
- Vivid imagination
- Intuition

- Creative, global thinking
- Curiosity

Successful instruction for your child should include these 5 things:

The right tutor or teacher — (A list of Northern Ohio tutors is available at [www.dyslexia-nohio.org](http://www.dyslexia-nohio.org)).

- The right teaching approach (an Orton-Gillingham systematic/ multisensory structured language approach).
- Instruction at the right intensity level for tutoring.
- The right setting (one-on-one tutoring may be needed; small group instruction is sometimes appropriate). A large classroom setting for your child may or may not be appropriate.
- Teaching or tutoring may take place "for the right duration" (Until the child has met his/her academic potential).

### WEB SITES:

- [www.interdys.org](http://www.interdys.org)
- [www.ortonacademy.org](http://www.ortonacademy.org)
- [www.wilsonlanguage.com](http://www.wilsonlanguage.com)
- [www.nais.org](http://www.nais.org)
- [www.ldonline.org](http://www.ldonline.org)

A great handy resource: *Basic Facts About Dyslexia and Other Reading Problems*, by Louisa Cook Moats and Karen E. Dakin.



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Inland Empire Branch of IDA

The Inland Empire Branch thanks  
**BLAKE A. ROCHETTE, CPA**  
Litka, Rochette, and Company  
for doing our taxes every year!

## 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

## NEWSLETTER MAILING POLICY

We mail the Resource free to all members. It is also mailed free to nonmembers for one year from the date they attended an event or contacted us. Nonmembers are invited to join IDA or to subscribe to the Resource (see page 2).

Really??? :)

**TEACHER:** Millie, give me a sentence starting with ' I. '

**MILLIE:** I is..

**TEACHER:** No, Millie..... Always say, ' I am.'

**MILLIE:** All right... ' I am the ninth letter of the alphabet.'

**TEACHER:** Harold, what do you call a person who keeps on talking when people are no longer interested?

**HAROLD:** A teacher

## 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.



## Upcoming Webinars

**Dr. Maureen W. Lovett - Nov 5** see p 11

Basics of understanding dyslexia and other literacy issues  
Multisensory strategies for spelling  
Multisensory strategies for writing  
Technology resources to help students who learn differently  
Multisensory strategies for reading comprehension

*As these dates become set, the information will be placed on our website - check it out*

# MAKING WORDS REAL FOR YOUNG CHILDREN

by Perry Stokes and Lynn Hoover,  
Rawson-Saunders School in Austin, TX  
Session Review by Rebecca Tolson  
Session Review from the IDA International Conference

The International Dyslexia Association annual conference proved to be both enlightening and engaging. Perry Stokes and Lynn Hoover presented on vocabulary instruction for younger children. Vocabulary instruction strongly relates to proficient reading comprehension, which remains the ultimate goal in literacy. Words have phonological form, morphological form, spelling patterns, syntactic roles, linguistic history, and meanings, each of these needing to be directly and systematically taught. Children acquire vocabulary in early grades through listening and oral language, and in intermediate and higher grades through reading. The speakers warned against teaching vocabulary with just a dictionary, with just synonyms, with just entertainment media, or with just context clues. Instead, they suggested teaching word meaning using a six step process.

First, give a strong, focused definition of the word using everyday language younger students understand. Second, have students repeat the target word to create a phonological representation of it. Third, characterize the word. How is the word typically used, when is it used, and why do we have it? Fourth, associate the new word with concrete activities from the students' own experiences. Fifth, prompt the students to integrate the new word into a teacher-made sentence stem. Example: Our school playground is VAST because \_\_\_\_\_. Sixth, integrate the new word into students' vocabularies using simple questions. Example: How might a classroom be VAST? When might a

movie theatre be VAST? When or for whom might a lunch tray be VAST?

The presenters modeled several extension activities:

**Clap A Lot, Clap A Little:** Ask the students to clap a lot if you want to be described by the following words or clap a little if you do not want to be described by the words..., frank, apt, vain, stern, impish, crafty surly, benevolent, constant, or lax.

**Examples and Non-examples:** If the following phrases go with posh, say posh and strike a posh pose. If the phrases do not go with posh, say "no": Thanksgiving dinner, PBJ sandwich, school picture clothes, clothes after recess, a new dirt bike, and a used scooter.

**Sorting:** The presenters showed the effectiveness of sorting activities, and had us categorize the following words: duck, gull, honk, top, hen, peck, hiss, jacks, yap, doll, buzz, and bat. We categorized some as having wings, others were toys, and some were animal sounds.

**Word Scales:** To learn the levels of meaning and the intensity of describing words, students rank the following words on a scale: angry, furious, livid, annoyed, irritated, and upset.

**Vocabulary Scavenger Hunt:** Students match learned vocabulary words on index cards with items in the room. Find a POSH item in this classroom. Find something that could be a GLITCH.

## RULES FOR TEACHERS

1872

1. Teachers each day will fill lamps, clean chimneys.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

# MUSIC AND DYSLEXIA

By CHRISTOPHER SHEA JULY 20, 2011

THE WALL STREET JOURNAL  
WSJ.com

Researchers have identified a close link between musical ability—specifically, recognizing rhythmic patterns—and reading comprehension. British neuroscientists asked 64 children, 33 of whom had been diagnosed as dyslexic, to listen to three dozen pairs of brief sequences of notes. Sometimes the metrical pattern was identical, other times one note was slightly lengthened in one of the examples. (All the notes were the same pitch.) The dyslexic students—they were 10 years old, on average—correctly characterized the sequences as the same or different 63% of the time, compared with 83% for a control group of students of the same age.

(There was a second control group, made up of younger kids who read about as well as the dyslexics. They performed about as well as them, too, on the musical test.)


An inability to recognize rhythmic patterns strongly predicted reading level: Among the children, scores on the music test accounted for 42% of the variation in reading ability. It also strongly predicted other shortfalls in "phonological awareness," such as the inability to recognize that "Jack" doesn't rhyme with "gap" or "nap."

The rhythmic nature of speech is masked in ordinary speech, but readily apparent in poetry

and nursery rhymes (underscoring the importance of those genres for young readers, the researchers said). The neuroscientists are working on follow-up studies exploring whether music instruction improves the reading performance of dyslexic students, or, indeed, all students.

"Music, Rhythm, Rise Time Perception and Developmental Dyslexia: Perception of Musical Meter Predicts Reading and Phonology," Martina Huss, John P. Verney, Tim Fosker, Natasha Mead and Usha Goswami, Cortex (June)





### RET Center Press

Extraordinary LD Publications

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

Visit us online for a complete list of our inventory and ordering information.....[www.retctrpress.com](http://www.retctrpress.com)

"Problem" students are often the ones with particular skills and talents for success in the 21st century.

Have you wondered why kids learn differently?  
Come and explore learning strategies, and experience an amazing researcher, author, and speaker - Jane Healy!

Saturday, October 22, 2011

1 pm to 4 pm

Glendora Public Library  
140 S Glendora Ave  
Glendora, CA 91741

**FREE REGISTRATION**

Thanks to our co-sponsorship with the Glendora Public Library

Register at <http://janehealy.eventbrite.com>

**Jane's topics:**

- Explore research on the nature-nurture interaction in children of the digital age;
- Review successful case studies of youngsters with different types of learning problems;
- Explain why many gifted youngsters are "different" learners;
- Explore positive strategies for recognizing symptoms;
- Finding effective therapies; and more

An Afternoon Adventure  
Exploring Different Learners  
The Nature and Nurture of Learning Problems in the 21st Century



The International  
**DYSLEXIA**  
Assn.

Literacy information table Book signing

Jane's books will NOT be on sale at the library  
However, you may **preorder** (through Eventbrite) her newest book, *Different Learners: Identifying, Preventing, and Treating Your Child's Learning Problems*

IDA members: \$10.00

Non-IDAmembers: \$16.20

Questions?  
Call us.....  
951/686-9837

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[www.dyslexia-ca.org](http://www.dyslexia-ca.org)  
Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)



Did you know --- different brains may be the most promising of all  
We'll show you how to recognize and boost your child's or student's unique talents

**Legal Rights and Advocacy Workshop**

Presented by Janeen Steel, Esq.  
Executive Director of the Learning Rights Law Center

A workshop for parents and professionals on the legal rights of students with disabilities and learning differences in the K-12 education system.

This workshop includes the **Learning Rights Center Toolkit** - valued at \$50. This huge folder is a self-advocacy guide designed for parents, advocates, and attorneys. It includes tools and forms necessary to advocate for equitable access in the education system:

1. Introduction
2. Statistics
3. Relevant Laws and Cases
4. Navigating the Special Education System
5. Child Find
6. Eligibility
7. Assessments and Re-Assessments
8. Records
9. Individualized Program Plan (IEP) and Triennial IEP
10. Free Appropriate Public Education (FAPE)
11. Goals
12. Related/Supplemental Services
13. Accommodations, Modifications, and Assistive Technology
14. Placement and Least Restrictive Environment (LRE)
15. Enrollment and Interim Placements
16. Transition Services
17. Behavior Issues and Discipline
18. AB 3632 and Mental Health
19. Parent/Surrogate Rights
20. Early Childhood
21. Delinquent and Dependent Youth
22. Disputes and Stay-Put
23. Sample Letters



Soaring Through Literacy

Saturday December 3, 2011  
9 am to 4 pm

**Spoken Word Church**  
30151 Avenue Banderas

Rancho Santa Margarita, CA 92688  
Free Parking Available

Sponsored by the  
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5225 Canyon Crest Drive  
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[www.dyslexia-ca.org](http://www.dyslexia-ca.org)  
[dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)

Pre-registration required  
Register at  
<http://legalrights.eventbrite.com>  
IDA Members: \$44.95  
Non-IDA Members: \$79.95

Previous workshop cost \$125  
Registration includes Toolkit  
Lunch on-your-own



Discover how to.....  
Boost your childrens enjoyment of reading  
Use proven reading strategies  
Come to build confident readers

Saturday, October 1, 2011

10:30 am - 12:30 pm

Corona Civic Center Historic  
Community Room  
815 W. 6th Street, Corona

**Registration**

FREE to IDA members  
non-IDA members:  
Adults \$1  
Children <18 \$5

Register at <http://childrenauthor.eventbrite.com>

Questions?  
951/686-9837

Children's Author Event  
Come and meet award winning author and illustrator **Matthew Gollub**

He combines storytelling, drumming, clapping and more to thoroughly engage listeners of all ages. He also teaches families how and when to read for FUN

Thank you Target for your generous sponsorship **TARGET**

You and your children will experience:  
VISUAL! Matthew demonstrates his creative reading using drums, windchimes, call and response, etc.  
AUDITORY! Matthew's narrations are set to jazz  
PRACTICAL INFORMATION! Preparing your child for kindergarten - Getting older kids to read on their own - Re-arranging your furniture to help your child read better - saving your child from too much TV and videogames

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Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)

10:30 am - Registration and pre-reading activities

11:00 am - Presentation by Matthew Gollub

12 noon - Refreshments & activities

Literacy information table  
Book signing  
Book selling



**Light Up Your Lobes**

A 2-day conference on the learning brain, reading, non-verbal learning disorder, and executive function



The overall focus will be on helping educators and parents better understand the relevant issues and develop take-home strategies that will be immediately useful to them in dealing with their students

Friday March 2, 2012

4 pm - 7:30 pm

Saturday March 3, 2012

8:30 am to 4 pm

**Riverside Marriott Hotel**  
2400 Magnolia Avenue  
Riverside CA 92501

Register at  
<http://ieb2012conference.eventbrite.com>

IDA Members: \$85 - \$145  
Non-IDA Members:  
\$145 - \$240  
Save BIG with early bird rates - valid till Feb 4th

**Dr. Jane Bernstein** discussing reading and the brain from a neuropsychological viewpoint, Brains Don't Work In A Vacuum: Developmental Neuropsychology, Learning, and Teaching, with focus on strategies for parents and educators

Dr. Bernstein continues on Saturday morning with a focus on non-verbal learning disabilities, NVLD? One or many?

**Dr. Cheryl Chase-Carmichael**, a clinical psychologist, presents Executive Functions: What are they, why are they important, and how can I help?

Friday evening -- Social event featuring the exhibitors and sponsors geared toward literacy issues

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Email: [dyslexiainfo@gmail.com](mailto:dyslexiainfo@gmail.com)



## ORTON-GILLINGHAM-THE CRÈME DE LA CRÈME OF MULTI-SENSORY LITERACY INSTRUCTION

By BECKY DAWSON-MARBLE, LITERACY SPECIALIST, LOS ANGELES, CA  
PARTICIPANT IN THE SUMMER ORTON-GILLINGHAM TRAINING

*continued from 2*

continued for more than 20 years. When I see how successful she has become, it encourages me to reach out to parents who may feel overwhelmed by challenges that their children face. This, coupled with my passion for teaching reading, led me (after much research and practice using OG-based materials) to seek further training in the Orton-Gillingham approach. When Regina Richards notified me that the Inland Empire Branch was offering training this summer, I was "all in."

Dr. Sally Shaywitz, in *Overcoming Dyslexia A New and Complete Science-Based Program for Reading Problems at Any Level* describes the "paradox of dyslexia" by contrasting such difficulties as, "trouble reading, absolute terror of reading aloud, problems spelling, difficulties finding the right word, mispronouncing words, and rote memory nightmares," with intellectual strengths such as "thinking, reasoning and understanding (that) are untouched by dyslexia." She further explains that dyslexia "represents a very isolated weakness; thinking and reasoning are intact and perhaps even enhanced." It is this very paradox that fuels my passion and motivates me to put my time and energy into learning and utilizing the approaches that will best reach my students. After researching various programs, many of which are founded on OG principles, I determined that becoming Orton-Gillingham trained would allow me to practice this sound approach with the flexibility and

creativity that I believe is necessary in order to reach every child.

How could this multi-sensory, language-based, structured, sequential, cumulative and cognitive program also be flexible? Let's take spelling, for example. While one student may prefer to spell by using the process described below, raising one finger at a time, a second may respond to tapping each sound of the word down the length of his arm and reading it with a single, smooth stroke over the letters that he just formed. Yet another student may only feel comfortable finger spelling on her leg, under the table, where it is less obvious to her peers. Tracing in sand is an effective option for most children; however, proves to be too great a distraction for others. Gluing a piece of fine sandpaper to a tray may provide a simple solution to that child or perhaps just exerting a small amount of pressure on a table top, using the pad of a finger. Most importantly, as I learned during my training, in order to build new pathways in the brain, it is crucial that we present the same concepts in a variety of ways, always utilizing visual, auditory and tactile/kinesthetic modalities.

From the second day of training, I was able to practice the multi-sensory Orton-Gillingham approach



Soaring Through Literacy

with an eleven year old boy who had been diagnosed with dyslexia and not surprisingly, struggles with reading, spelling and writing. Although a bit hesitant at first and certainly more interested in his own summer agenda, my student responded extremely well to the brief intervention that I was able to offer during the two week training session. It was encouraging to see his spelling dramatically improve when he utilized a multi-sensory approach, where he was asked to: make a fist with his non-dominant hand, raise one finger for each sound that he heard, say each sound aloud, and finally, write the word down. Although he had many spelling errors and missed multiple phonemes on his initial assessment, by the end of our eight sessions together, my student was able to correctly spell one syllable words containing short vowels, long vowels, blends, digraphs, and some diphthongs, with a much higher level of accuracy. In addition, tracing words and sounds in sand or on the table, with the pad of his finger, enabled him to decode words that were otherwise challenging.

My student felt safe and cared for during his Orton-Gillingham lessons. This was evident in his willingness to take academic risks. Each plan that I created during our short time together was informed by the previous lesson. One morning, for example, we were playing spelling ball. We took turns selecting a word and as we tossed the ball back and forth, we each called out the next letter of the word. When I noticed that he'd incorrectly spelled "trie"

*continued on 11*

## 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. ♦

## ORTON-GILLINGHAM-THE CRÈME DE LA CRÈME OF MULTI-SENSORY LITERACY INSTRUCTION

*continued from 10*

for "try," I explained what I call the "My Becky Rule." (In small words like my, the y acts as a vowel and makes the long i sound. In longer words like Becky, it also acts as a vowel, but makes the long e sound.) Lo and behold, y as a vowel, appeared on our lesson plans over the next few sessions. Although he hadn't quite mastered it at the end of our short time together, I knew that I'd introduced a concept that he could sink his teeth into and hopefully apply, once mastered. Having learned that Orton-Gillingham is a cognitive process, I can see my student attempting to fit new words containing the letter y into either the "My" or the "Becky" category. Overall, I was encouraged to see my student make excellent strides in just a few, short sessions

and can only imagine how well he'll do with ongoing support in the Orton-Gillingham approach.

For a practitioner who is seeking a research-based, multi-sensory approach to literacy, Orton-Gillingham is the crème de la crème. It is tried and true, time-tested and systematic, yet flexible, allowing for the educator to individualize and meet the ongoing, changing needs of students. I will embrace this approach as I move forward with my own students, armed with additional knowledge, sound strategies and evidence that the Orton-Gillingham approach really works. I so appreciate the Inland Empire Branch of the IDA's commitment to professional development and for allowing me to fuel my own passion for literacy.

THANKYOU to  
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of Riverside for our newsletter  
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## How Your Car Donations Can Help Dyslexics

### Do You Know The Secret Of These Famous People?

Anita Roddick founded a specialty body and bath enterprise, The Body Shop, popular everywhere. She sold her business to L'Oreal in 2006 for \$130M. Hans Christian Andersen's fairy tales delight generations of children. Cher has been a closely watched actress since her days with Sonny Bono. If Leonardo's image of God's hand reaching across heaven to man's, or the Mona Lisa's smile, did not exist, the world of fine art would be impoverished. Each and every one of these luminaries has been diagnosed as dyslexic.

### What Is Dyslexia?

When a person has dyslexia, they have difficulty learning to read, write and spell. This causes confusion as well as frustration. High achievers like the people

mentioned above clearly show that dyslexia does not mean unintelligent, dull, lazy, or lacking motivation. Indeed, most dyslexics have average or above average intelligence. What they do have is a neurological difference. It is estimated that 5-17% of people are dyslexic. Research has shown that folks with a dyslexic processing issue often have significant strengths in areas controlled by the right-side of the brain, such as artistic, athletic, and mechanical gifts; 3-D visualization ability; musical talent; creative problem solving skills; and intuitive people skills.

### How Can Dyslexics Learn?

The International Dyslexia Association (IDA) has done extensive research on methods that work: "Efficient teaching should involve an integrated program of phonology, syllable instruc-

tion, morphology, syntax, and semantics. This teaching should be systematic, direct, sequential, cumulative, and multi-sensory."

Inland Empire Branch of the IDA is a powerful force for literacy in Southern California

This volunteer organization, serving Riverside, San Bernardino, parts of Orange Counties as well as Southern Nevada, disseminates research-based knowledge that supports multi-sensory structured language teaching. Their newsletters keep educators and parents up to date with the latest discoveries. IEB/IDA also provides scholarships and produces conferences designed to help individuals, families and educators in the rewarding task of literacy for dyslexics. Please see their website at: <http://www.dyslexia-ca.org/>.

### Dyslexics Learn Faster If They Have a Car

The International Dyslexia Association welcomes donations in the form of a car, SUV or truck. How to do it? There is a procedure to follow on the international website at [www.interdys.org](http://www.interdys.org). The IDA is a non-profit volunteer organization, so it can legally receive donations. Of course the benefit to you is a nice tax deduction. That's why car donations

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## AN UPDATE ON THE LA SIERRA ADULT LITERACY PROGRAM

By BARBARA GILLIS

After retiring as a reading specialist, I volunteered as a tutor with the Riverside Public Library system. I was assigned a delightful woman who informed me she was dyslexic and so my search for information began.

I first read Sally Shaywitz's book, *Overcoming Dyslexia*. I then contacted the Inland Empire branch of IDA and was given several references. I was directed to contact Regina Richards who shared with me the Texas Scottish Rite Literacy program. I have been using this with my student since January 2011 - with fantastic results!

We try to meet 3 times a week. I have been excited to see her progress and to watch her determination to become a proficient reader. The program has benefited her understanding of rhyming, alphabet sequence, syllabication, long and short vowels, reading

and listening comprehension. Her reading fluency has increased.

As an aside, I have learned rules I never remember hearing. Each session we review what has been covered that session. We also spend some time having her read at grade level appropriate readers. I have seen so much progress, much due to the confidence she has found within herself. In asking my student for her comments she stated she feels more confident and is enjoying the program. She said she is beginning to notice how some of what she is learning is helping her reading. She is grateful for this program and looks forward to continue to learn and apply what she will learn.


In the last few weeks we started reading the book *Heaven Is For Real*. I had read several chapters with my tutee just following along and listening. I had ended a chapter that left the reader wondering what was going to happen. I sent the book home with her and told her she could re-read what we had already read. Much to my surprise, the next time we met, she announced she had read the next two chapters on her own! Boy, was she ever excited and pleased! She was able to summarize the chapters with a first rate summary. She has since read the rest of the book on her own and is so delighted with her progress. She is so eager to learn and continue to read more proficiently.

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You can designate your contributions through the United Way to the Inland Empire Branch of the International Dyslexia Association when you choose the category "OTHER" and include our name and address: Inland Empire Branch of the International Dyslexia Association, 5225 Canyon Crest Dr., Ste 71-308, Riverside, CA 92507

Thank you to all who have been designating your United Way contributions to IEB-IDA!



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## IS YOUR STUDENT A MAC LIVING IN A PC DOMINATED MARKET?

By: TEDRA TRIMM

I recently read a brilliant analogy for discussing differences in student learning styles. The analogy likened the educational experiences of a child with learning differences to that of a Mac trying to function in a PC dominated market. Maybe the analogy was just relevant to my current situation, but it made an impression on me. Simply stated, "If you are well accustomed to using a PC, it can be somewhat frustrating to use a Mac." Although I worked with both Macs for my journalism classes and PCs for my liberal arts classes in college, I recently found that switching between the two systems is not nearly as easy as I remember it being.

Perhaps you know people who

speak about their computer operating system or OS preference in a manner akin to that of a religious affiliation; in my case, "I'm a PC." I feel absolutely at home with PCs and use their operating systems rather instinctually. I can grasp new programs without significant effort, because intuitively, I know how they should work. Now, I adore PCs, but I will also grant that there are some uses for which the Mac OS is reportedly better designed. A technological function Macs are said to excel with is graphic design. I happen to be a graphic design enthusiast and, as a result, recently switched my school district computer to a Mac in order to facilitate some of my job duties. For someone who is ordinarily comfortable with technol-

ogy, I more than once experienced the urge to pull my hair out in frustration while trying to navigate the "new to me" Mac operating system.

For one thing, I kept trying to right click each time I needed to copy, paste, cut, etc. On the PC, the "right click" button is a user's best friend, but on the Mac, it behaved like a naughty child who wouldn't do as I asked, no matter how clearly or nicely I endeavored to convey the request. Even though the futility of my efforts should have quickly demonstrated the erroneous nature of my approach, I couldn't help but try to access my favorite commands using that same "right click" button over and over again. After all, I reasoned, "Using the 'right click' button

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## How Your Car Donations Can Help Dyslexics

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to charity are so popular these days. A donated vehicle goes straight to IDA -- no middlemen -- and money from the sale at auction goes into program expenses, carrying out their mission. They may repair a vehicle before selling it. If the vehicle is "too far gone," they will sell it for parts.

After all, "Every new car eventually becomes old and starts asking for high maintenance and repairs. Car donation provides a charitable and better alternative to selling your car." Putting your car on the market can

be a pain, as the reader well knows. The IDA will use your money for programs, research and education so that the 5 - 17% of Americans who cannot read now will read in the future.

### Recycle a Car by Donating it For Dyslexia

Please contact the national IDA office at [www.interdys.org](http://www.interdys.org) or call 410-296-0232.



Inland Empire Branch of IDA

## UPDATE ON WOODCREST ADULT LITERACY PROGRAM

By ELEANOR COLOMBO, ADULT LITERACY INSTRUCTOR

After 57 lessons and much hard work, one of my students pointed out the word, "Greece" on a travel poster on the wall. We had been learning the digraph "ee" during the previous lesson.

After his discovery, he began reading other words on the posters. In great excitement, he told me that the words were popping out all over!!

This was a wonderful "aha" moment for both student and teacher!

Another student is now reading at home. He said, "I used to look at the pictures and read them. For example, if a boy was smiling, I knew he was happy. Now I can read and find out why the boy is happy."

A new world is opening up. The students are extremely grateful to the Inland Empire Branch for this wonderful amazing opportunity!!!

## IS YOUR STUDENT A MAC LIVING IN A PC DOMINATED MARKET?

*continued from 14*

for commands like 'copy' and 'paste' is, of course, the only logical and practical way for a system to be set-up; therefore I should be able to force this "ridiculous" Mac OS to function in that way." (I may have actually used other sundry superlatives to describe the Mac system and its designers, but I'm a professional and will accordingly not divulge my exact comments.) I further rationalized, "Maybe I just didn't strike the 'right click' button properly before." I attempted to right click more slowly; then I tried adjusting where I right clicked (a little forward, a bit back, more to the side, etc.). Believe it or not, I even bought a Magic Mouse in an effort to see if it interpreted "right clicking" in a manner different to the way the mouse that came with the system did.

Unfortunately, regardless of how I right clicked, that button did not and was not going to work on the Mac in the way I was accustomed to thinking it should. That did not mean that the Mac had an inferior OS compared to the PC, regardless of what I thought at the time, just that it worked a little differently. In fact, I am certain that numerous loyal Mac users will fervently attest to the reality of there being other, perfectly reasonable, ways to perform simple commands like "cut" and "paste" than my beloved "right click" button. Those methods are just not what I am familiar with and require a bit more effort and thought on my part.

Like with the student who has a learning style dissimilar to what I am accustomed to, I can repeat the same lesson more slowly or more loudly, but unless I teach the information differently, it won't help. When we work

with a student or child who doesn't respond to instruction the way we expect them to or think they should, we might ask ourselves, "Am I trying to teach a child with a Mac OS using practices meant for the PC?"

Thanks to Ellen Notbohm, author of "Ten Things Your Student with Autism Wishes You Knew" for originally putting forward the idea for this comparison.

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**Eight....** You’d like this cleared up once and for all: What is *dyslexia* anyway?

**Seven...** You’ve heard that the food is fabulous at these Inland Empire IDA conferences. Food is your middle name.

**Six.....** You enjoy seeing new classroom products in the flesh-and-blood. Maybe you’ll even win something during a raffle drawing.

**Five.....** You enjoy meeting new people, especially ones who are interested in the same topic that you are.

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**Two.....**You enjoy learning about a topic that is often misunderstood. You appreciate not only theoretical information, but practical ideas for the home or classroom as well.

**One....** Lastly, you enjoy that invigorating feeling you get from a top-quality conference with top-notch speakers.

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It’s coming real soon!**

### FALL and WINTER and SPRING EVENTS

October 1st –

Children’s Author Event with Matthew Gollub, Corona  
see page 8

October 22nd –

An Afternoon with Jane Healy, Glendora –  
see page 8

November 9th – 12th –

National IDA Conference in Chicago

December 3rd –

Legal Rights & Advocacy Workshop,  
Rancho Santa Margarita ---  
see page 9

March 2nd and 3rd –

Light Up Your Lobes Conference, Riverside –  
see page 9

April 22st –

Literacy 5000, 1K and 5K run/walk, Riverside  
Webinars – see page 5

**see the website for the latest details**