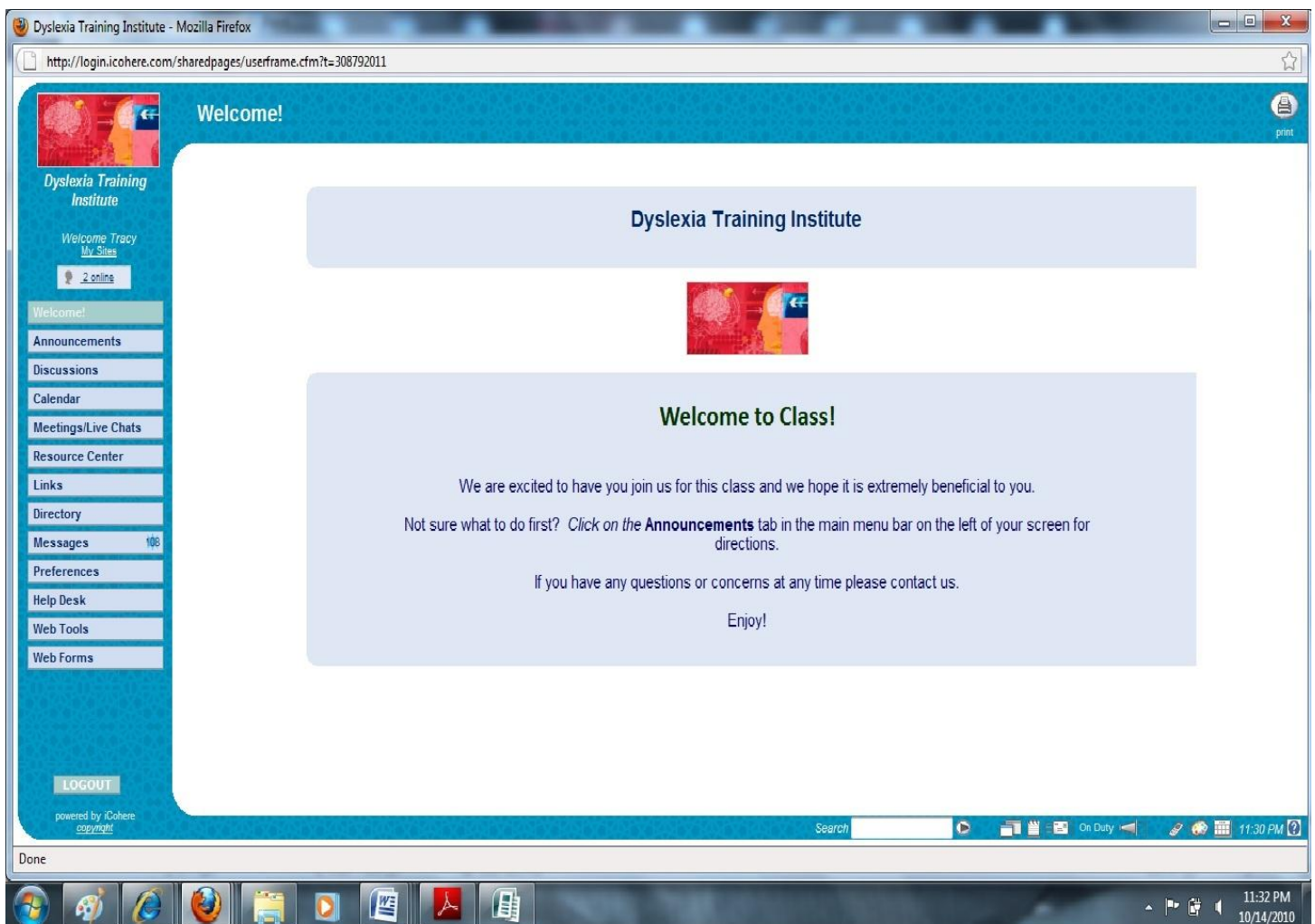


A Few Quick Tips for Using the Virtual Classroom

When you first get onto the class site, this is the screen you will see. You will click on the tabs on the left side of the screen to access the different areas of the classroom.

The tabs are: Welcome, Announcements*, Discussions*, Calendar, Meetings/Live Chats*, Resource Center*, Links, Directory, Messages*, Preferences, Help Desk, Web Tools and Web Forms. (* indicates the tabs you will utilize most often)



Discussion Boards - To access the discussion boards you click on the Discussions tab on the left (green arrow). Below is a sample of discussion threads from one of our courses. The discussion threads will differ from course to course. You click on any of the discussion titles (blue arrow) and you will access the topics for that discussion thread.

Any discussion threads that you no longer need access to can be hidden from view by clicking the box on the far right of that discussion thread (red arrow), then click the *apply* button on the top right of your screen (yellow arrow). This will hide the discussion thread, but not delete it. You can see any hidden threads by clicking on the picture of the box (purple arrow) in the middle of the top of your screen (next to the box tells you how many discussion threads you have hidden). You can move them from the hidden area back to your view area anytime. Simply click on the box to the far right of the discussion thread and click the *apply* button at the top of your screen.

The screenshot shows the Dyslexia Training Institute website interface. The left sidebar contains a navigation menu with items like 'Welcome!', 'Announcements', 'Discussions', 'Calendar', 'Meetings/Live Chats', 'Resource Center', 'Links', 'Directory', 'Messages', 'Preferences', 'Help Desk', 'Web Tools', and 'Web Forms'. The 'Discussions' tab is highlighted with a green arrow. The main content area displays a table of discussion threads. The table has columns for 'Discussions', 'Description', 'Views', 'Posts', and 'Hide'. A blue arrow points to the first thread title 'FAQs - Using the Virtual Classroom'. A red arrow points to a small box icon in the 'Hide' column for this thread. A yellow arrow points to the 'apply' button at the top right of the page. A purple arrow points to a box icon in the top navigation bar labeled '39 hidden'.

Discussions	Description	Views	Posts	Hide
FAQs - Using the Virtual Classroom	Frequently Asked Questions for using the virtual classroom.	9	1	
Syllabus - Orton-Gillingham	Syllabus for the Orton-Gillingham Introductory Class	57	1	
Introductions - O-G Class	Meet your instructors and classmates and introduce yourself.	203	10	
Pre-Test - O-G Class	Pre-Test for the Orton-Gillingham Test	75	1	
O-G Class - Dyslexia Review	A review of Dyslexia to prepare you for this class.	179	8	
O-G Introductory Overview	This is the introductory overview of O-G	181	4	
Multisensory Teaching/ Learning	Discuss Multisensory Teaching/Learning	153	9	

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Discussion Topics in a Discussion Thread - This screen shows a sample list of discussion topics that are listed in a discussion thread. You would click on a discussion topic to access the discussion board for that topic.

The screenshot shows a web browser window with the URL <http://login.icohere.com/sharedpages/userframe.cfm?t=308792011>. The page title is "Dyslexia Training Institute - Mozilla Firefox". The main content area is titled "Discussions → Phoneme/Grapheme Drills" and shows a list of discussion topics. The topics are listed in a table with columns: Topics, Started By, Views, Posts, Latest, and Hide. The topics are: Visual Drill, Auditory Drill, Blending Drill with Letter Cards, Using Flipping Phonics (Short Vowels), Using Flipping Phonics (Long Vowels), Sound Substitution Drill (short vowels), and Sound Substitution Drill (long vowels). All topics are started by Tracy Block-Zaretsky. The left sidebar contains a navigation menu with links: Welcome!, Announcements, Discussions, Calendar, Meetings/Live Chats, Resource Center, Links, Directory, Messages (108), Preferences, Help Desk, Web Tools, and Web Forms. The bottom of the page shows a search bar and a status bar with the time 11:36 PM and date 10/14/2010.

Topics	Started By	Views	Posts	Latest	Hide
Visual Drill	Tracy Block-Zaretsky	67	4	10/14/10 4:37PM	
Auditory Drill	Tracy Block-Zaretsky	85	4	10/14/10 4:35PM	
Blending Drill with Letter Cards	Tracy Block-Zaretsky	72	3	10/14/10 4:42PM	
Using Flipping Phonics (Short Vowels)	Tracy Block-Zaretsky	27	1	08/01/10 10:13AM	
Using Flipping Phonics (Long Vowels)	Tracy Block-Zaretsky	17	1	08/01/10 10:12AM	
Sound Substitution Drill (short vowels)	Tracy Block-Zaretsky	32	1	08/01/10 3:17PM	
Sound Substitution Drill (long vowels)	Tracy Block-Zaretsky	39	1	08/18/10 7:19PM	

All times are displayed in your local time (Pacific)

On the following page you will see two examples of discussion boards. The top one is text postings between class participants and the instructor. The bottom one is a posting by an instructor, including a video clip that you would simply click on to watch. On all discussion threads, you can contribute to the discussion by clicking on the contribute button that appears at the bottom of the screen (yellow arrow). Or, to respond to a specific individuals posting you can click on the contribute button in the lower right corner of their post (red arrow).

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Dyslexia Training Institute - Mozilla Firefox

http://login.icohere.com/sharedpages/userframe.cfm?i=308792011

Discussions of Overcoming Dyslexia → Overcoming Dyslexia: Chapters 8

Show Last 10 items | Include Hidden | go

back search apply manage contribute

angry with parents that don't help their children read. I have students that never open a book at home, parents expect them to be good readers just by what they read in school. I have read in these chapters that the environment these students are in influences their reading ability. I do see some of these traits in my students, like being late talkers, having trouble with rhymes.

7 Dr. Kelli Sandman-Murley 08/01/10 11:54AM

Yes, I agree...

In response to Angeles Martinez (6)

Angeles: You are quite right. When diagnosing or identifying someone with dyslexia one always has to ask the parent or caregiver how much they are read to at home. What the literacy activities are like at home will make a huge impact on the reading readiness of the student. The good news is that if this is the reason the student is behind then they will not have as much trouble learning to read than if the reason they have trouble is because of the neurological glitch. But we teach them both the same way.

8 Christine Esprabens 08/01/10 8:01PM

Yes, I found Shaywitz's longitudinal sample of poor readers important to me. I've kinda gone back & forth since reading of this, thinking whether my students may be dyslexic or 'underread'. But then I come to the same conclusion - that either way they are receiving remediation that can help them.

Other misc. points: I found the phonologic basis of retrieving partition instead of apperition interesting. And although I've always known how to rhyme, it was only as a tutor that I learned rhyming words have the same vowel sound and the final sound. And there it is on pg 100 "...there is no evidence that they actually see letters and words backward", and "...backward writing and reversal of letters and words are common in the early stages of writing development among dyslexic and nondyslexic children".

Good to read the goal: To make sure that the strengths and not the weaknesses define the child's life. So many adult students have lived their life believing, identifying themselves as non-readers. In the moviebook, the central character Precious is asked by her tutor to share something that she's good at - a self-esteem gauge to some extent. Precious had to dig deep to come up with enjoying cooking. Enjoyed the novel, PUSH by Sapphire more than the movie btw.

Contribute

Transferring data from login.icohere.com...

Dyslexia Training Institute - Mozilla Firefox

http://login.icohere.com/sharedpages/userframe.cfm?i=308792011

Phoneme/Grapheme Drills → Auditory Drill

Show Last 10 items | Include Hidden | go

back search apply manage contribute

1 Tracy Block-Zarewsky Start Date: 08/01/10

Auditory Drill

The purpose of the Auditory Drill is to build automaticity (rapid naming) for matching phonemes to their graphemes. This is a very important skill for a student to be able to learn how to spell words efficiently and effectively. The student needs to be able to rapidly recall the graphemes for the phonemes in a word to be able to spell (encode) the word fluently. (This can also be done with a sand tray with younger students.)

Download the attached document **Auditory Drill** in the box in the top right corner of this post and read through the entire document before you view the video below.

Post your reflections and questions after reviewing the document and watching the video.

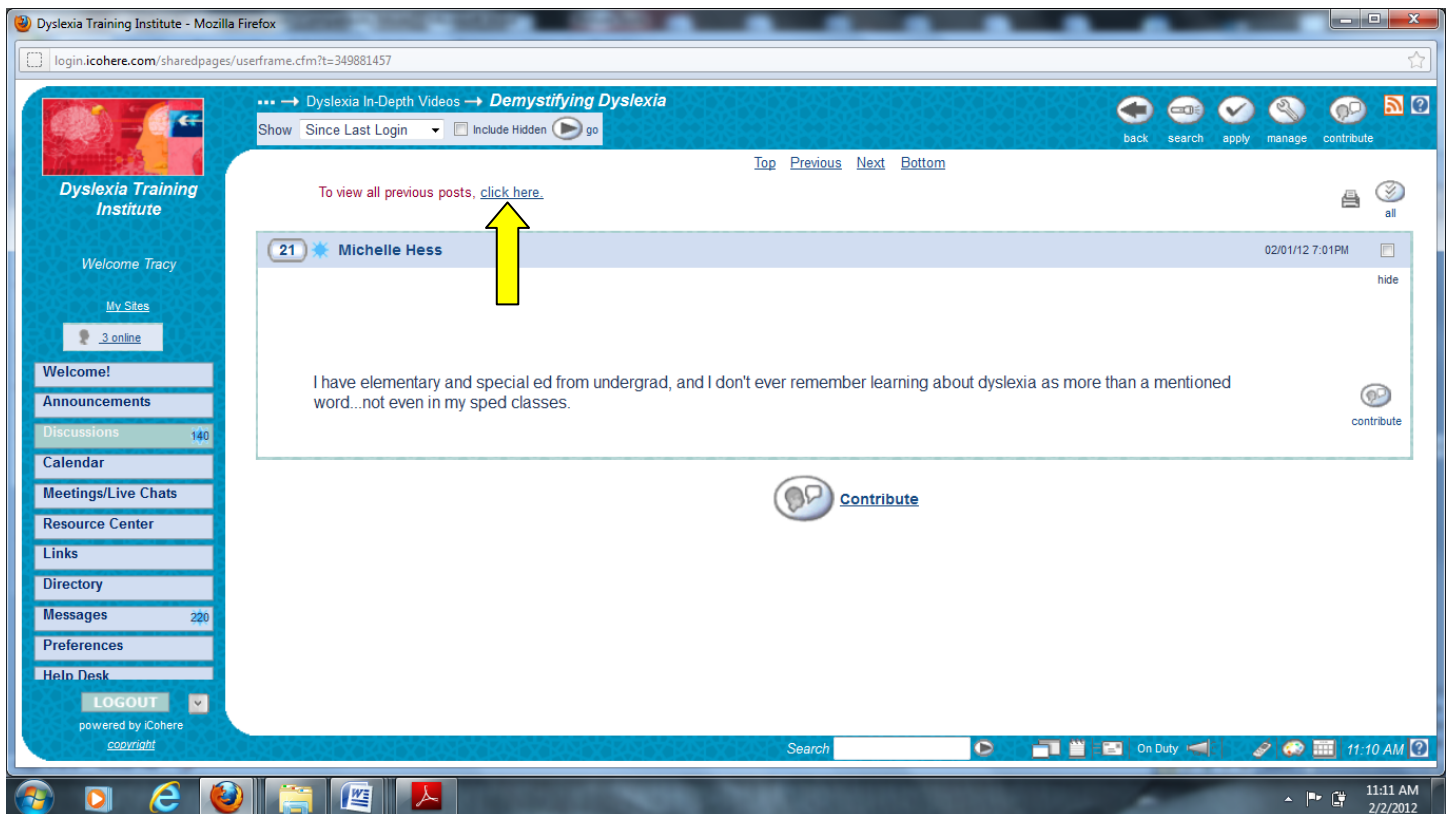
javascript.openItem(2,0);

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Discussion posts may “hide” (go out of view) after you have read the discussion posts for that topic and left it. When you go back into a discussion topic you may only see new posting by participants; old posts may be hidden from view. If you would like to view the “hidden” posts, simply click on the *click here* (yellow arrow) next to the words, “To view all previous posts,” and you will be able to view all previous posts.

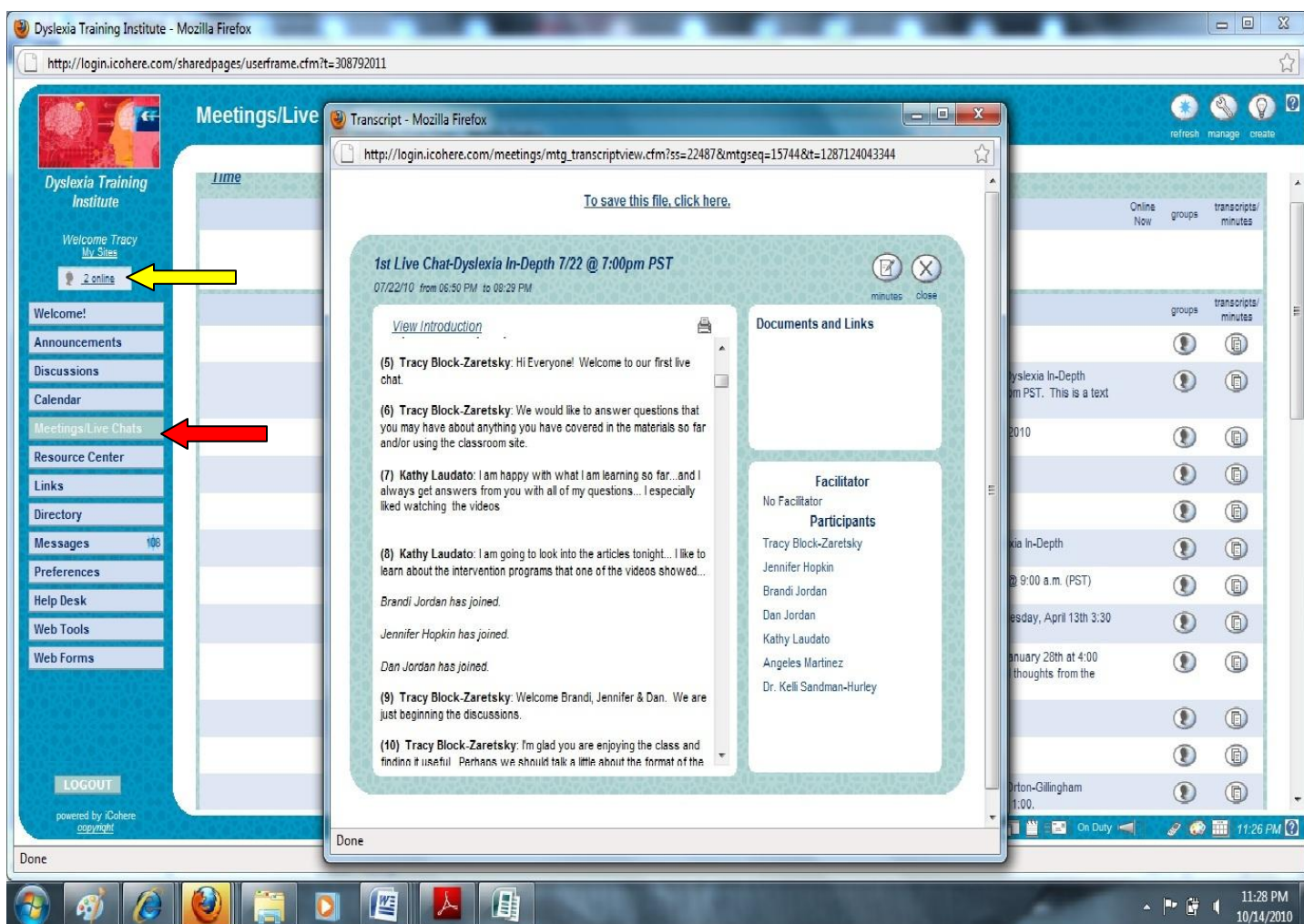


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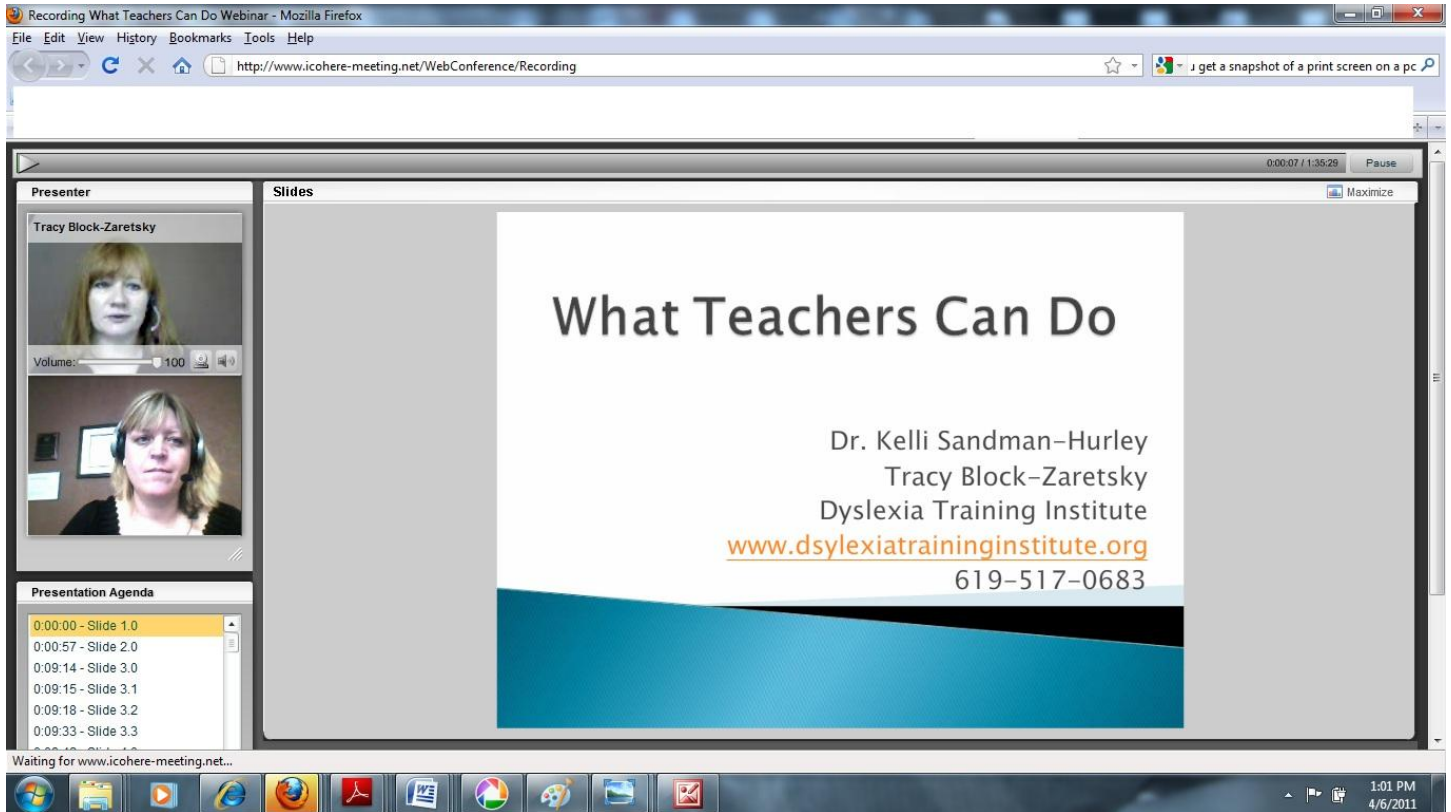
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Live Chat or Quick Meeting - Below is a picture of what will appear on your screen during a Live Chat or Quick Meeting. You can enlarge the text chat box so it fills your screen. Live Chats are scheduled by instructors. QuickMeetings can happen anytime you are on the site and want to live text chat with another class participant who is also online at that time.

Live Chats are accessed through the Meetings/Live Chats tab on the left of your screen (red arrow). You can start a QuickMeeting by clicking on the small box above with the outline of a head and number of people online (yellow arrow), and then invite participants you would like to live chat with by selecting their name from the pop-up box.



Webinars are accessed through the Meetings/Live Chats tab on the left of your screen. Below is a picture of what the webinar may look like. Not all webinars will have video feed, so you may not see the instructors during the webinar. All live webinars offer you the opportunity to ask or post your questions. Archived webinars can be viewed anytime. We suggest you make note of your questions if you are watching an archived webinar so you can post your questions on the discussion boards or email them to the instructors.



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Email/Messages – You can email the instructors or class participants using the Messages tab on the left of your screen. Once in the Messages screen you can click on any email to read an email sent to you. To create an email click on the *create* button (yellow arrow) in the top right of your screen. A new message screen will appear (see below). In the *Nickname* box type the first name of the person you want to email, then click the + button (green arrow) next to the box. Their name will appear in the *To* or *CC* or *BCC* box. To include additional people, follow the same steps. Fill in the *Subject* box, then the content of your email in the *Text* box. You can add attachments by clicking on the *attach* button (orange arrow) in the *Links and Attachment* section under the *Text* box (you will have to scroll down to see this portion of the *Messages* screen). To send your email/message, click the *send* button (red arrow) on the top right of the *Messages* screen.

