

Dyslexia Institute of Indiana

Education Services

Tutoring:

- ☞ Remedial tutoring services are available for individuals with difficulties in reading, spelling, writing, language comprehension, oral expressive language and math.
- ☞ Students are tutored one-on-one using the Orton-Gillingham multisensory phonetic teaching approach for language; math tutoring is also conducted with a multisensory approach.
- ☞ We make every attempt to set up tutoring sessions in an area convenient for both families and tutors. Sessions are frequently held at neighborhood schools, libraries, and public community centers. For those located near our office, tutoring sessions can be held in our private study rooms.
- ☞ All students (ages 4– adult) diagnosed as having dyslexia or a specific language learning disability are eligible for our tutoring services. If your child has not been diagnosed, please call our office to discuss options, including our tutoring services.
- ☞ Sessions are available twice a week, Monday through Friday, year-round.
- ☞ The cost for tutoring is \$50 per session. A sliding scale fee is available for those who qualify for financial aid.

Camp Delafield:

- ☞ Camp Delafield is a four-week summer day camp focused on reaching the “whole child” through academics and activities that build and encourage motivation, self-esteem and social skills.
- ☞ This program is designed for children aged 7-14.
- ☞ Two camp sessions are offered throughout the summer months; children may attend either session or choose to participate in both.
- ☞ Morning academic sessions include one-on-one Orton-Gillingham tutoring, small group work on reading comprehension, written expression, mathematics and dynamic visual and performing arts programs.
- ☞ Afternoon activities include swimming, field trips, non-competitive sports, a ropes challenge course, rotating activity clubs, and a campfire night.
- ☞ The application fee is \$30. Applications are available on our website: www.dyslexiaindiana.org, or you may call our office for more information at (317) 545-5451.
- ☞ Need-based scholarships are available for qualifying families. Call our office for a financial aid application or visit our website.

Important Contacts at DII

1. Rosie Hickle, Executive Director

- (317) 545-5451, ext. 229, rhickle@dyslexiaindiana.org

2. Melodie Hornickel, Director of Family and Tutor Services

- Contact for information regarding Orton-Gillingham Trainings and family consulting
- (317) 545-5451, ext. 222, mhornickel@dyslexiaindiana.org

3. Lea Storm, Wells Outreach Tutoring Placement Coordinator

- For general information regarding tutoring services, family support, and questions about applications and student placement
- (317) 545-5451, ext. 231, lstorm@dyslexiaindiana.org

4. Collette Huffman, Director of School Based Programs

- For information regarding school based programming, teacher training and in-service
- (317) 545-5451, ext. 224, chuffman@dyslexiaindiana.org

5. Kristin Baxter, Camp Delafield Director/Communications Director

- Camp Delafield enrollment/ registration
- (317) 545-5451, ext. 225, kbaxter@dyslexiaindiana.org

6. Sylvia McGhee, Director of Finance and Operations

- Contact for information regarding your financial accounts or to make payment arrangements
- (317) 545-5451, ext. 230, smcghee@dyslexiaindiana.org

7. Karen Sheehy, Adult Services Coordinator

- For information regarding partnerships with agencies who service adults
- (317)545-5451, ext. 233, ksheehy@dyslexiaindiana.org

8. Vendora Mills, Programs Administrator

- For general information regarding any of our services, as well as information regarding student advocacy.
- (317)545-5451, ext. 228, vmills@dyslexiaindiana.org

9. Lindsay Golden, Programs Administrator

- For general information regarding any of our services, as well as information regarding student advocacy.
- (317)545-5451, ext. 226, lgolden@dyslexiaindiana.org

DII Resources

👉 Educational Psychological Testing

- DII offers the following:
 - Complete Psycho-Educational Evaluation
 - Cognitive IQ Evaluation
 - Academic Evaluation
 - Kindergarten Readiness Evaluation
 - Consultations
- If interested please contact Melodie Hornickel at: (317) 545-5451, ext. 222 or mhornickel@dyslexiaindiana.org

👉 Free Community Education Classes

- Registration not required unless noted on schedule
- Open to all interested parties
- If interested please contact Kristin Baxter at: (317) 545-5451, ext. 225 or kbaxter@dyslexiaindiana.org

👉 Workshops/ In-Service Opportunities

- Offered to DII tutors and area teachers; if you think your child's teacher is interested in attending our professional development offerings, please contact Collette Huffman at: (317) 545-5451, ext 224 or chuffman@dyslexiaindiana.org

Indiana Advocacy Services

- IPAS: Indiana Protection and Advocacy Services Commission
 - 4701 North Keystone Ave., #222
Indianapolis, IN 46205 (317) 722-5555
www.in.gov/ipas
- INSOURCE: Indiana Resource Center for Families with Special Needs
 - 1703 South Ironwood Drive
South Bend, IN 46613-3414 (574) 234-7101
www.insource.org
- ASK: About Special Kids
 - 7275 Shadeland Avenue, Suite 1
Indianapolis, IN 46250
(317) 257-8683 1(800) 964-4746
www.aboutspecialkids.org

Questions Often Asked About Dyslexia

1. *WHAT IS DYSLEXIA?*

The word *dyslexia* comes from the Greek words *dys*, meaning difficulty with and *lexia*, meaning language. It is a specific learning disability affecting intelligent individuals who, despite conventional learning experiences, do not learn to read, spell, and write in the traditional sense. Such individuals, unless they receive appropriate instruction, typically struggle to reach their true potential.

2. *WHAT ARE THE CAUSES OF DYSLEXIA?*

Difficulties in learning to read may be caused by any number of factors. The causes of dyslexia are unclear. Most current medical research points to differences in brain structure causing atypical neurological development. The developmental differences associated with dyslexia appear not to impact general intelligence, but make language learning and reading more difficult.

3. *HOW DO YOU IDENTIFY DYSLEXIA?*

Persons with dyslexia do not necessarily exhibit identical characteristics. However, most exhibit common difficulties in reading, spelling, and writing including persistent reversals, substitutions, omissions and additions of sounds, letters, syllables, or words. Psycho-educational testing is required to diagnose dyslexia.

4. *HOW MANY INDIVIDUALS STRUGGLE WITH DYSLEXIA?*

Estimates of the number of people with dyslexia in the United States reach as high as 20% of the total population. The *severity* of dyslexia varies within this population.

5. *IS IT TRUE THAT INDIVIDUALS WITH DYSLEXIA MAY BE UNUSUALLY CAPABLE IN CREATIVE ACTIVITIES?*

Individuals with dyslexia are typically of average or above average intelligence. While found in all walks of life, many excel in architecture, engineering, the arts, science, and math.

6. *CAN INDIVIDUALS WITH DYSLEXIA LEARN TO READ AND WRITE?*

If an individual's problems are recognized and appropriate instruction is provided, they can become competent in reading and writing. While the traditional classroom approach may not be effective for dyslexic learners,

participation in multisensory language instruction can help them overcome their learning differences.

7. *HOW DOES AN INDIVIDUAL WITH DYSLEXIA BEST LEARN?*

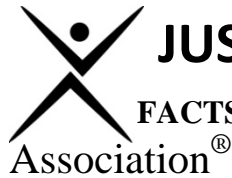
Persons with dyslexia learn best when information is structured in a sequential fashion moving from the simple to the complex. The rules of language need to be directly taught. For some, one-on-one instruction is essential. A multisensory approach is the first step in an instructional program that enables students with dyslexia to become independent learners.

8. *DO INDIVIDUALS TEND TO HAVE OTHER PROBLEMS TOO?*

Many (but not all) individuals with dyslexia exhibit delayed speech, hyperactivity, attention deficits, and allergies. Secondary emotional problems can arise as a result of repeated failure and feeling misunderstood at school or in the workplace. Many individuals with dyslexia grow up with self-doubts about their intelligence and abilities. Frustration and disappointment in their educational, occupational, and personal achievement is common.

The Orton-Gillingham Approach

- Orton-Gillingham is a structured, phonetically-based system, which involves correctly learning the sounds of individual letters using a multisensory approach. Sounds are taught explicitly in isolation. Instruction uses the visual, auditory, and tactile/kinesthetic sensory learning channels **simultaneously**.
- The Orton-Gillingham approach practices reading, writing, and spelling, not as isolated subjects, but as different aspects of the language function.
- Using the systematic Orton-Gillingham approach, material is organized and taught in a logical order that fits the structure of our language. Through the use of a structured, sequential process, the learner moves step by step from simple material to that which is more complex, as the necessary body of language skills is assimilated. The curriculum is cumulative, each step based on those already mastered.
- The systematic decoding-encoding process allows for students to master the 85% of our language which is phonetic and teaches them to make intelligent responses to the other 15% of the language that must be memorized.



JUST THE

FACTS... Information provided by The International DYSLEXIA Association®

The word *dyslexia* comes from the Greek language and means *poor language*. Individuals with dyslexia have trouble with reading, writing, spelling and/or math although they have the ability and have had opportunities to learn. Individuals with dyslexia can learn; they just learn in a different way. Often these individuals, who have talented and productive minds, are said to have a language learning difference.

Does My Child Have Dyslexia?

Individuals with dyslexia usually have some of the following characteristics.

Difficulty with oral language

- ◆ Late in learning to talk
- ◆ Difficulty pronouncing words
- ◆ Difficulty acquiring vocabulary or using age appropriate grammar
- ◆ Difficulty following directions
- ◆ Confusion with *before/after, right/left*, and so on
- ◆ Difficulty learning the alphabet, nursery rhymes, or songs
- ◆ Difficulty understanding concepts and relationships
- ◆ Difficulty with word retrieval or naming problems

Difficulty with reading

- ◆ Difficulty learning to read
- ◆ Difficulty identifying or generating rhyming words, or counting syllables in words (Phonological Awareness)
- ◆ Difficulty with hearing and manipulating sounds in words (Phonemic Awareness)
- ◆ Difficulty distinguishing different sounds in words (Auditory Discrimination)
- ◆ Difficulty in learning the sounds of letters
- ◆ Difficulty remembering names and/or shapes of letters
- ◆ Reverses letters or the order of letters when reading
- ◆ Misreads or omits common small words
- ◆ “Stumbles” through longer words
- ◆ Poor reading comprehension during oral or silent reading
- ◆ Slow, laborious oral reading

Difficulty with written language

- ◆ Difficulty putting ideas on paper
- ◆ Many spelling mistakes
- ◆ May do well on weekly spelling tests, but there are many spelling mistakes in daily work

- ◆ Difficulty in proofreading

Does My Child Have Other Related Learning Disorders?

Difficulty with handwriting (Dysgraphia)

- ◆ Unsure of right or left handedness
- ◆ Poor or slow handwriting
- ◆ Messy and unorganized papers
- ◆ Difficulty copying
- ◆ Poor fine motor skills

Difficulty with math (Dyscalculia)

- ◆ Difficulty counting accurately
- ◆ May reverse numbers
- ◆ Difficulty memorizing math facts
- ◆ Difficulty copying math problems and organizing written work
- ◆ Many calculation errors
- ◆ Difficulty retaining math vocabulary and/or concepts

Strategies for Parents

- Build relationships with your child's teachers.
- Create a structured homework atmosphere (consistent time and place)
- Read with and to your child daily.
- Practice writing at home.
- Make math a part of everyday life.
- Ask your child to explain his/her thinking.
- Learn multisensory strategies to help with assignments.
- Use the community as a classroom.
- Encourage group study.
- Remain positive
- Take short breaks between assignments
- Encourage your child to use their strengths whenever possible when there are choices about how an assignment is done.
- Praise your child for their hard work.

Books and Resources for Parents and Teachers

- ☞ **Overcoming Dyslexia**, by Sally Shaywitz, M.D. Alfred A. Knopf, 2003. The most comprehensive, up-to-date, and practical book to help us understand, identify, and overcome the reading problems that plague individuals today.
- ☞ **About Dyslexia, Unraveling the Myth**, by Priscilla Vail. Modern Learning Press, 1990. Considers the dyslexic at successive ages and stages starting with pre-school the effects of dyslexia on school performance and self esteem.
- ☞ **All Kinds of Minds**, by Mel Levine, M.D. Educators Publishing Service. 800-225-5750. Help for students 11 years and under in understanding different kinds of learning disabilities.
- ☞ **Attention Deficit Hyperactivity Disorder**, by Larry Silver, M.D. American Psychiatric Press, 1991. A clinical guide to diagnosis and treatment.
- ☞ **Beginning to Read: Thinking and Learning About Print – A Summary**, by Marilyn Adams. Center for the Study of Reading, University of IL, 1990. 217-244-4083. Research and information about how children acquire reading skills and what methods are best.
- ☞ **Clear and Lively Writing**, by Priscilla Vail. Walker and Company, 1981. Suggests ways to write easily, clearly, and enthusiastically.
- ☞ **Common Ground: Whole Language and Phonics Working Together**, by Priscilla Vail. Modern Learning Press, 1991. 800-627-5867. Practical, hands-on methods to weave together phonics and whole language with the thread of common sense.
- ☞ **Cursive Writing Skills, Writing Skills I & II, and Writing Skills For The Adolescent**, by Diana King. Educators Publishing Service. 800-225-5750.
- ☞ **Driven to Distraction**, by Edward Hallowell, M.D. and John Ratey, M.D. Pantheon Books, 1994. Recognizing and coping with Attention Deficit Disorder from childhood through adulthood.
- ☞ **Educational Care, A System for Understanding and Helping Children With Learning Differences**, by Dr. Mel Levine. Educators Publishing Service, 2002. Based on the conviction the best educational care takes place when parents and educators form a coalition on behalf of the student.
- ☞ **Endangered Minds: Why Our Children Don't Think**, by Jane Healy, Ph.D. Simon and Schuster, 1990. Offers priorities and strategies compatible with the nature of childhood and the flowering of intellect.
- ☞ **Every Child A Reader: The Report of the California Reading Task Force, California** Department of Education, 1995. 800-995-4099. Ten recommendations to improve reading instruction and a reading timetable.
- ☞ **Hank Zipzer Book Series:** by Henry Winkler and Lin Oliver, Grosset and Dunlap. Inspired by the real life stories of Henry Winkler, whose undiagnosed dyslexia made him a classic childhood

underachiever, the Hank Zipzer Series is about the high-spirited and funny adventures of a boy with learning differences. Reading level 9-12 years.

- ☞ **Help Me to Help My Child: A Sourcebook for Parents of Learning Disabled Children**, by Jill Bloom. Little, Brown and Co., 1990. 800-759-0190. Written by a mother of an LD Child.
- ☞ **In The Mind's Eye**, by Thomas West. Prometheus Books, 1991. Explores the complexities of creativity and explodes many myths about conventional intelligence.
- ☞ **Josh, A Boy With Dyslexia**, by Caroline Janover. Waterfront Books, 1988. Story of a young boy who overcomes the stigma of LD and gets his pal's respect.
- ☞ **Keeping A Head In School**, by Mel Levine, MD. Educator's Publishing Service, 1990. 1-800-225-5750. Intended to help children learn to advocate for themselves and to cherish their own individuality.
- ☞ **Keyboarding Skills**, by Diana King. Educator's Publishing Service. 800-225-5750. Sure-fire approach to help students of all ages learn touch typing.
- ☞ **No One To Play With**, by Betty Osman. Academic Therapy Publications, 1995. 415-883-3314. Empathetic explanation for the anxiety-provoking social side of learning disabilities.
- ☞ **The Orton Emeritus Series**, The International Dyslexia Association. 410-296-0232. Series of pamphlets written in language ideal for parents. Topics include an overview of dyslexia, testing, phonological awareness, social problems, private school issues, and college issues.
- ☞ **Succeeding Against the Odds**, by Sally Smith. Tarcher, Inc. 1991. Hopeful insights for adult dyslexics.
- ☞ **Smart Kids With School Problems: Things to Know and Ways to Help**, by Priscilla Vail. Educator's Publishing Service, 1987. 800-225-5750. Clearly written help in recognizing, understanding and helping gifted students with learning differences.
- ☞ **Smart Moves: Why Learning Is Not All In Your Head**, by Carla Hannaford, Ph.D. Great Ocean
- ☞ **Straight Talk About Reading**, by Susan L. Hall and Louisa C. Moates, Ed.D. Contemporary Books, 1999. Practical guidance and advice, fun games and activities parents will find an active way to help their child at home.
- ☞ **Teaching Our Children To Read**, by Bill Honig. Corwin Press 1996. 805-499-9734. Explains why direct instruction in skills is critical in teaching reading.
- ☞ **Teaching With the Brain in Mind**, by Eric Jensen. Association for Supervision and Curriculum Development, 1998. Has the latest, practical, and easy-to-understand research on learning and the brain.
- ☞ **The Misunderstood Child**, by Larry Silver, M.D. McGraw-Hill Book Co., 1984. Step-by-step guide to help parents become informed consumers and assertive advocates for their LD child.
- ☞ **The Schools We Need and Why We Don't Have Them**, by E.D. Hirsch, Jr. Doubleday, 1996. A broad overview of why the author believes schools fail children today.

☞ **Turnabout Children**, by Mary MacCracken. Penguin, Inc., 1986. A gifted teacher gives insight into meeting unique learning needs.

Videos:

***Understanding Learning Disabilities: How Difficult Can This Be?, by Rick Lavoie. PBS**

Video. 1-800-344-3337 www.ricklavoie.com/videos.html . Allows viewers to experience the same frustration, anxiety, and tension that children with learning disabilities face in their daily lives.

ADHD: What Do We Know?, by Russell Barkley. Guilford Publishing, 1992.

www.russellbarkley.org Characteristics, prevalence, causes, and problems associated with ADHD.

***Last One Picked, First One Picked On, by Rick Lavoie. PBS Video. 1-800-344-3337**

www.ricklavoie.com/videos.html . Describes how parents and teachers can help children overcome social difficulties.

**Available for loan through the Dyslexia Institute Office. 317-545-5451*

Informational Websites:

The International Dyslexia Association: www.interdys.org

LD Online: www.ldonline.org

Learning Disabilities Association of America: www.lidaamerica.org

National Center for Learning Disabilities: www.nclld.org

Children and Adults With Attention Deficit Disorder (Ch.A.D.D):

www.chadd.org

Audio Books:

Recordings for the Blind and Dyslexic: www.rfbd.org 1-800-221-4792.

Best source of textbooks and tapes from kindergarten through postgraduate.

Talking Book Service, Special Services Division, Indiana State Library, www.statelib.lib.in.us

140 North Senate Avenue, Indianapolis, IN 46204. 317-232-3684 or 1- 800-622-4970. Provides the cassette player. Best source for literature and magazines on tape.

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