Children's Dyslexia Centers

Children's Dyslexia Center of Western PA
Robyn L. Goodlin and Elise H. Orazem, Co-Director
Amy Creese, Administrative Assistant

110 E. Lincoln Avenue
New Castle, PA 16101
724-654-5408; newcastle@cdcinc.org

Dear Families,

Thank you for your interest in enrolling your child in our tutoring program. Our Multisensory Structured Language program, based on the Orton-Gillingham approach, is conducted twice per week. Our sessions are held in-person at the Scottish Rite Cathedral in New Castle, PA. To be effective, this program must be a priority for your child during his or her enrollment.

Lessons are offered, after school, on Mondays and Wednesdays or Tuesdays and Thursdays for one hour. Enrolled children are offered 56 lessons per academic year and attendance is mandatory, including a four-week summer session. Our academic year typically runs mid-September through Thanksgiving and January through May. Our summer session is held in the month of July on Tuesdays, Wednesdays, and Thursdays.

If you think this program would be a good fit for your child, please send your completed application along with his or her evaluation report, including psychoeducational tests of cognitive abilities and academic achievement administered by a licensed professional. Note that testing needs to have been administered in the last three years. If your child has an accommodation plan (504 plan) or individualized education plan (IEP), please send that, too. The four required areas of assessment for admission to our program are as follows: Cognitive Ability (including IQ), Oral Word Reading, Reading Comprehension, and Spelling.

We will review your child's documentation and respond within two weeks, if possible. If your child is accepted, you will be notified that he or she is placed on the waitlist. Depending on staffing availability, your child may be accepted quickly or may be on the waitlist for up to two years.

Because our tutoring staff is specifically trained in dyslexia remediation, some learning disabilities and related disabilities are beyond our ability to serve

effectively; therefore, we accept only those children who are most likely to benefit from the program. All children are initially accepted into the program on a 6-week trial basis.

This document contains:

- details for the required evaluations
- FAQ
- information about the purpose of our program
- a child application

If you still have questions after reviewing this information, please feel free to contact us with your questions. We look forward to meeting you and your child!

Sincerely,

Elise Orazem and Robyn Goodlin, Center Co-Directors
Newcastle@cdcinc.org

Below are the most commonly used assessments for each of the required areas of assessment.

A. Cognitive Ability:

- Wechsler Intelligence Scales: Verbal, Verbal comprehension, Performance, Perceptual Reasoning and/or Full Scale
- Stanford-Binet Intelligence Scale: Verbal, Verbal Comprehension, Verbal Reasoning, Nonverbal Abstract and Visual Reasoning and/or Full Scale or Composite Score
- Woodcock-Johnson Tests of Cognitive Ability: Verbal Ability, Thinking Ability and/or General Intellectual Ability
- Kaufman Assessment Battery for Children: Knowledge, Planning, Sequential, Fluid/Crystallized Index, and/or Composite
- Comprehensive Test of Nonverbal Intelligence: Nonverbal Intelligence Quotient

B. Reading Achievement: (Must include single oral reading of both real and nonsense words, and reading comprehension)

- Woodcock-Johnson Test of Achievement: Letter Word Identification, Word Attack, Passage Comprehension and Reading Fluency
- Wechsler Individual Achievement Test: Word Reading, Reading Comprehension and Pseudo word Decoding
- Woodcock Reading Mastery Tests
- Wide Range Achievement Test: Reading
- Kaufman Test of Educational Achievement: Reading Decoding and Reading Comprehension
- Illinois Test of Psycholinguistic Abilities: Sight Decoding and Sound Decoding
- Gray Oral Reading Tests

C. Spelling: (Must include a single word dictated spelling task.)

- Woodcock-Johnson Test of Achievement: Spelling and Spelling of Sounds
- Wechsler Individual Achievement Test: Spelling
- Wide Range Achievement Test: Spelling
- Test of Written Spelling
- Kaufman Test of Educational Achievement: Spelling
- Illinois Test of Psycholinguistic Abilities: Sight Spelling and Sound Spelling

D. Other:

- Recommended Areas of Assessment, but not required, include the following: Oral Language, Reading Fluency, Written Language, Phonological Processing, Decoding non-words, Oral paragraph reading, Processing speed, Working Memory
- Optional Areas of Assessment: Mathematics, Visual-Motor Integration, Visual Processing

F.A.Q.

I think my child may have dyslexia; how do I get him/her evaluated?

We do not evaluate for nor diagnose students with dyslexia. Parents/guardians can request that their child's school convene a team meeting and determine whether conducting a formal evaluation is appropriate, based on a review of the child's educational performance. This is the least expensive option. Another option for parents/guardians is to hire an independent evaluator to conduct the assessment. Any licensed educational psychologist should be able to conduct the necessary evaluations. If your child was assessed over 3 years ago, it is our policy that the child be reassessed. This is in the child's best interest and provides us with the best diagnostic profile for the child.

My child struggles with reading/spelling/writing but was given the diagnosis "Specific Learning Disability" instead of "Dyslexia". Will my child qualify for your program?

Assessments conducted in a public school setting rarely yield a diagnosis of dyslexia. "Specific Learning Disability" is the most common diagnosis. While we do not require a dyslexia diagnosis, the psychoeducational assessment requirement helps us to target children who meet the diagnostic profile of dyslexia. The admission application and the psychological evaluation help us get to know the child and whether or not our reasoning-based approach would be appropriate for him or her. We appreciate receiving any information which helps us to make informed decisions regarding the placement of children in our program. However, other measures can only supplement the information found in the child's comprehensive psychoeducational assessments.

What is the cost of your program?
We are a non-profit organization and offer one-on-one tutoring at no cost. However, since we are 100% donor-funded, families of enrolled students are required to participate in fundraising opportunities throughout the year.

Are you affiliated with a particular school?
No, we are not affiliated with a particular school, and our clinical procedures are independent of public school procedures. We serve children from many different educational backgrounds—some children are from public schools, some have Individualized Education Plans (IEPs), some have 504 Plans, and some are within the general school population with no special accommodations or services. We also serve children from parochial and private schools, and homeschooled children.

Are you part of a larger organization?

Yes, the Children's Dyslexia Centers, Inc. is comprised of more than 40 Centers. Each Center is monitored from a centralized, corporate clinical office located in Lexington, Massachusetts. Policies and procedures for our accredited clinical program are developed through the corporate clinical office. All Centers and Center Directors are required to follow the policies and procedures of the corporation. See below for more information about the Children's Dyslexia Centers, Inc.

About the Children's Dyslexia Centers, Inc.

Corporate Location:
Children's Dyslexia Centers, Inc.
33 Marrett Road/Lexington, MA 02421
877.861.0528
David L. Sharkis, Director of Operations
Carin M. Illig, Clinical Director, M Ed., CALT-QI
childrensdyslexiacenters.org

Millions of school children with dyslexia endure frustration on a daily basis as they struggle to acquire skills that many of us take for granted. In 1994, the Scottish Rite Freemasons of the Northern Masonic Jurisdiction partnered with Massachusetts General Hospital's Language Disorders Unit to launch a major endeavor to help ease the life-long challenges faced by children with dyslexia. Until this program was launched, no other national charity had adopted this critical need as a major concern.

Scottish Rite Freemasons made the following philanthropic pledges:

- **To help children with dyslexia learn to read and to reach their full potential;**
- **To help their families end the frustration, guilt and disruption caused by dyslexia;**
- **To help communities by developing Children's Dyslexia Centers to help children succeed in and out of school.**

The Children's Dyslexia Centers Inc. is a tax-exempt 501(C)(3) charitable organization.

Today, the program is nationally recognized for its efforts to help children and their families overcome the painful obstacles of dyslexia. We take pride in the fact that our clinical model incorporates the latest scientific research in the field of reading and spelling education, and dyslexia and dyslexia remediation. Our more than 40 Dyslexia Centers in 13 states provide intervention at reduced or no charge to children from early elementary through high school who have a profile suggesting dyslexia. Children are eligible regardless of economic status. The positive impact of early intervention on the lives of these children and their families is enormous and inspires our commitment to this program.

About Dyslexia

Dyslexia is an under-reported disability—an inheritable neurological condition that affects language acquisition, processing and decoding. According to recent research, up to 20% of the U.S. population has learning disorders, and 80% of these people have varying degrees of reading disorders that qualify as dyslexia. Dyslexia is a disability in learning, not in intelligence, and affects girls and boys equally. It is a lifelong condition, but it can be managed successfully. More importantly, with early detection and treatment, children with dyslexia can learn and succeed academically. Children with dyslexia are typically highly creative and intuitive, and are excellent hands-on learners. Some of the world's most famous artists, innovators and leaders were and are dyslexic, including Leonardo daVinci, Albert Einstein, Thomas Edison, Agatha Christie, William Hewlitt, Winston Churchill, Tom Cruise, Cher, Jay Leno, and Charles Schwab.

When a child struggles with reading, writing, spelling, and sometimes even speaking, it is possible that the problem is due to dyslexia. The common signs listed below do not necessarily mean that a child displaying them has this learning disability. However, if a child continues to display difficulty over time in the areas listed below, testing for dyslexia should be considered:

- Understanding that words are made up of sounds
- Assigning correct sounds to letters

- Correct pronunciation of sounds and words
- Spelling and proofreading
- Learning basic sequential information (alphabet, numbers)
- Reading with age-appropriate speed, accuracy and comprehension
- Learning numbers, facts
- Answering open-ended questions (math or word problems)
- Organizing thoughts, time, or a sequence of tasks
- Difficulty getting ideas on paper
- Difficulty with handwriting and copying tasks

Children's Dyslexia Centers, Inc. Child Application		
Date: Rev. 1/11/2024	Policy #5 General Clinical	Owner: Clinical

The Children's Dyslexia Centers, Inc. provides the highest quality, state-of-the-art, multisensory tutorial reading and written language instruction to children with a primary diagnosis of dyslexia. We reserve the right not to treat a child who has another diagnosis when, in our sole discretion, we determine that it will hinder the child's ability to benefit from our services.

Center: _____ Date: _____

Parent/Guardian Information: Please complete the items below.

Parent/Guardian 1: _____

Address:_____

City: _____State: _____ Zip:_____-_____

Telephone: Home (____)_____ Work (____)_____

Email:_____

Parent/Guardian 2: _____

Address:_____

City:_____ State:_____ Zip:_____-_____

Telephone: Home (____)_____ Work (____)_____

Email:_____

Child Information: Children must have a psychoeducational evaluation completed by a qualified professional to be eligible for the program. Please complete the items below.

Child's Name:_____Birthdate:_____

Child's Gender: ❑ Male ❑ Female ❑ Other Grade: _____

Name of School:_____

City:_____ State:_____

Evaluator's Name:_____ Date of Evaluation: _____

Does your child know the alphabet? ❑ Yes ❑ No

Can your child write his/her name? ❑ Yes ❑ No

Child writes with: ❑ Left hand ❑ Right hand ❑ Both

Does your child understand words? ❑ Yes ❑ No

Does your child understand questions? ❑ Yes ❑ No

Does your child understand directions? ❑ Yes ❑ No

How well do other people understand your child's speech? _____

Describe your child's learning difficulties: _____

_____

_____

_____

Is there a history of learning problems in the family? ❑ Yes ❑ No

If yes, please describe. _____

_____

Does the child have any other diagnosed learning, attention, emotional, behavior or medical problems? ❑ Yes ❑ No
If yes, please describe. _____

_____

Most recent eye exam date: _____ Results:_____

Most recent hearing exam date: _____ Results:_____

Is English the child's primary language? ❑ Yes ❑ No If no, what is? _____

Has your child applied to or received services at any other Children's Dyslexia Center?

❑ Yes ❑ No If yes, please list center location and attendance dates. _____

_____

How did you hear about the Center? _____

_____

Child's Siblings/Ages: _____

_____

Please list your child's Interests and hobbies. _____

_____

_____

Parent/Guardian Printed Name: _____

_____ _____

Parent/Guardian Signature Date