

2022
**Impact
Report**

Helping
Children
reach their

Full Potential

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"What says..." Process

Simultaneous Oral Spelling

- 1. Teacher says word "Year"
- 2. Student says word "Year"
- 3. Teacher says word "Pepper" "Year"
- 4. Student says word "Pepper" "Year"
- 5. Teacher says word "Lemon" "Year"
- 6. Student says the word "Year"

Dyslexia Practitioner Level 2
Licensure Progress Notes

	Bj	Le	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	
	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
2	Vanilla	C	O	P	S						
	C	O	P	S							
	C	O	P	S							



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Children's Dyslexia Centers, Inc. is a 501(c)(3) charitable non-profit. EIN: 04-3169620

The Impact of the Children's Dyslexia Centers

What kind of impact does dyslexia have on the lives of those who have it?

Despite common perceptions, being dyslexic is not necessarily bad. It is only when people with dyslexia are not given the tools and the instruction that fit their learning needs that dyslexia negatively impacts their lives. Many people with dyslexia have above-average intelligence, and yet they fail and fall behind their peers. The impact is a loss of confidence and self-esteem. They begin to feel they are inferior to their classmates and often become withdrawn and depressed.

That's where the Children's Dyslexia Centers come in. Our program not only helps children with dyslexia, it trains educators so that they can instruct children with dyslexia in the methods that will equip them for success. It all begins with educator training. We have trained over 4,000 educators, maintain credentials for over 1,400 and have approximately 400 tutors on our paid staff. As a result of our training program, we have been able to tutor over 15,000 children in our Centers.

The real power of the program is what Connecticut Senator Richard Blumenthal referred to as the "Force-Multiplier Effect" of our training. If every educator we trained took these methods and applied them at the schools where they work,

the number of children we have positively affected numbers in excess of 50,000. The end result is the CDC has impacted an incredible number of children by teaching them to read, rebuilding their confidence and esteem.

Plans are underway to expand this impact even further. On the heels of the COVID pandemic, we are working on a number of exciting initiatives. A brand-new Dyslexia Center in New York City is set to open in the Spring of 2023. New York City has a public school census of nearly one million children: conservatively, that equates to 150,000 dyslexic children. How many will not get the individual education they need to become successful? This is why our educator training is so important. In addition, we are preparing to film the first courses in a new opportunity which would provide continuing education courses to educators nationwide.

When you support the CDC with your time, treasure or talent, you can be assured that you are part of our program's incredible impact. There is no need to find a cure for dyslexia. Our multisensory structured language approach is time-tested and proven to be successful. The future is bright for the CDC. We only need your help to expand our deployment of this life-changing work.

Sincerely,



David L. Sharkis
Director of Operations



Understanding Dyslexia

As many as one in five children have dyslexia, a learning difference that makes it difficult for them to read, write, and spell. Students with dyslexia are bright and often eager to learn, but are more likely to make mistakes. Dyslexia can affect more than just reading and writing; it can limit a student's ability to learn in all subjects, including math, social studies, and science. Children with dyslexia often have to work much harder to keep up with their classmates. This can be devastating to young learners who may begin to experience anxiety, frustration, and self-doubt in reading and in school; these feelings can persist throughout their lives.

While the signs of dyslexia appear as early as kindergarten, many teachers are not trained in recognizing them. This leaves millions of children undiagnosed and at risk of falling behind, something that can be nearly impossible to overcome without support. It is for these children that the Children's Dyslexia Centers exist.

SEE HOW WE DO IT [—————>](#)

Who **We Are**

The Children's Dyslexia Centers organization was founded in 1994 through a partnership between the Scottish Rite Freemasons of the Northern Masonic Jurisdiction and the Language Disorders Unit of Massachusetts General Hospital. The program helps students with dyslexia learn to read, write, and spell through a network of community-based after school tutoring and teacher training programs. Through one-on-one tutoring, each lesson is catered to the unique needs of every child. By tackling the underlying challenges dyslexic youth are facing, the Children's Dyslexia Centers create lifelong learners equipped with the skills they need to excel in the classroom and beyond. Together, our 45 Dyslexia Center locations have served over 15,000 students and 4,000 educators.

Our **Mission**

Our dedicated educators make a difference in the lives of children with dyslexia every day. The mission of each Dyslexia Center has three components:



STUDENT EDUCATION & SUPPORT

Provide the highest quality, state-of-the-art, multisensory tutorial reading and written language instruction to children with dyslexia;



EDUCATOR CERTIFICATION

Train tutors in the art, science and practice of tutoring children using a multisensory structured language approach to teach reading, spelling and writing;



SCIENTIFIC RESEARCH

Advance the body of scientific knowledge of dyslexia through support of clinical research to improve today's standards and tomorrow's care.

Our Centers

**As of December 31, 2022

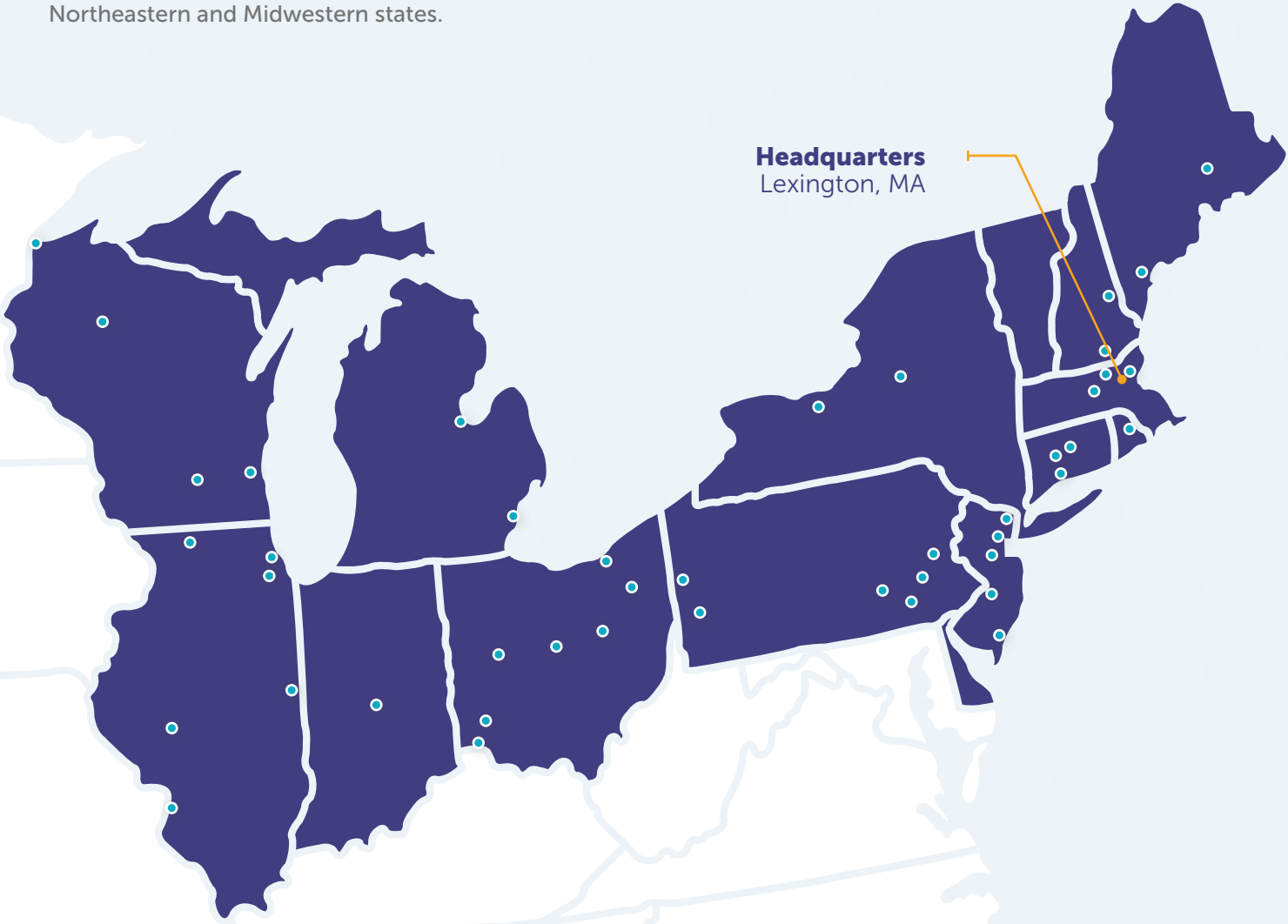
Bridgeport* Bridgeport, CT	Southeastern Michigan Dearborn, MI	Southeastern Ohio Cambridge, OH
Connecticut Waterbury, CT	Nashua Nashua, NH	Central Pennsylvania Harrisburg, PA
Hartford Area* Farmington, CT	Seacoast Rochester, NH	Lancaster Lancaster, PA
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Northwest Illinois Freeport, IL	Northfield Northfield, NJ	Reading West Reading, PA
Palatine* Palatine, IL	Scotch Plains Scotch Plains, NJ	Western Pennsylvania New Castle, PA
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Portland Portland, ME	Cincinnati Cincinnati, OH	Upper Wisconsin Superior* Superior, WI
Boston North Lowell, MA	Cleveland Rocky River, OH	
Central Massachusetts Worcester, MA	Columbus Dublin, OH	
Greater Boston Newtonville, MA	Dayton Dayton, OH	
Great Lakes Bay Region Bay City, MI	Norwood Cincinnati, OH	

*Denotes Satellite Tutoring Locations

Growing our Impact

The first Children's Dyslexia Center opened in 1993 in Newtonville, Massachusetts, serving just 12 students. Since then, we have grown to more than 40 locations and expanded our reach across 13 Northeastern and Midwestern states.

Headquarters
Lexington, MA





Our Impact **Students**

For close to three decades, the Children's Dyslexia Centers have been changing lives, one child at a time.

Students in grades 1 through 12 receive the highest-quality multisensory instruction at minimal or no cost. The children receive one-on-one instruction twice a week after school. This allows for the curriculum to be tailored to each individual child's needs. Often this instruction improves the child's self-confidence, self-esteem, and approach to learning.

The Children's Dyslexia Centers are back to providing face-to-face tutoring and training, supplemented as needed by an ever-expanding set of online tools. Enrollment continues to rebound from the pandemic, and new initiatives are being explored that will enable the CDC to expand its mission.



240 Graduates

From our Tutoring Program in 2022



1,300 Children

Served & Supported in 2022



45 Locations

Across 13 States



29 Years

Equipping Children for Success





Annalise

STUDENT SPOTLIGHT

CDC student Annalise has had her confidence restored since attending her local Center. Her mother, Robin, has seen the incredible impact the CDC has had on Annalise's reading development firsthand.

We have been so grateful for this program coming into our lives. Anna has grown a whole reading grade level in the six months since she has been in this program. Her level of confidence has grown tremendously in all areas of her life, not only reading. I wish I had this program, as I grew up dyslexic too. I was so fearful when I realized my daughter also had a reading delay. I remembered how hard education was for me and I didn't want that for my kids.

This program has given us so much hope in her future. Anna has realized that if she works hard that she can do anything.

She has learned how to work for what she wants because of this Center. She feels confident in trying new things now because she has seen the success it has brought her. In the beginning of the year, she felt sad for "being the only second grader that couldn't read," but now she feels "like a good second grader." She said that she feels like the Center "is the best" and she is happy that she can read by herself. The confidence she has now is remarkable, and we are so grateful.

I can't wait to see how she continues to grow now that she sees the results of hard work.



Eli **STUDENT SPOTLIGHT**


When Eli began first grade, he didn't even know his ABCs. "He couldn't spell or write anything except for his own name. He thought he was dumb because all his friends were reading," his mother said.

She shared that neuropsychological testing showed that Eli was "twice-gifted," a term used to describe intelligent kids who have significant learning disabilities. He also was diagnosed with dyslexia and ADHD. Then the family was introduced to the Children's Dyslexia Center, and Eli's life changed.

"The tutoring curriculum builds upon itself and is individualized to where he is and where he should be," his mother shared. "We cannot praise his tutor Mary enough. From the outside, it feels like Mary is a magician, and with a flip of a wand, has taught Eli to read. But the truth to success is not magic. The combination of the curriculum, a dedicated and gifted tutor, and Eli's hard work have paid off."

Eli is now in third grade and reading at a sixth-grade level. Recent testing showed that his literacy proficiency places him in the top 90% of children in the nation. In Eli's words, "I have ADHD and dyslexia, but I got help and am doing great."

His mother said that most importantly, Eli loves to read. "He is discovering new worlds in books and thriving in his school classroom. He is so proud of who he is and all he can do! As a family, we cannot say thank you enough to the CDC for transforming our son's life."



**Dyslexia affects 20%
of the population and
represents 80–90% of all
those with learning disabilities.**

We're here to help.

SOURCE: [HTTPS://DYSLEXIA.YALE.EDU/DYSLEXIA/DYSLEXIA-FAQ/](https://dyslexia.yale.edu/dyslexia/dyslexia-faq/)



Our Impact Educators

A key component of the Children's Dyslexia Center program is training educators in a multisensory structured language approach.

Requirements for certification include 90 hours of classroom instruction and 100 hours of practicum work at the Center, tutoring two children twice a week under the supervision of qualified professionals. The ongoing support provided by training supervisors helps to ensure that the highest quality of standards are met and that practitioners are well-prepared to work with any child who struggles with language-based learning difficulties.

After successfully completing the program and receiving their certification, some scholars teach at the Center, some tutor privately, and many return to their classrooms with new teaching strategies and a new awareness for the signs of dyslexia.



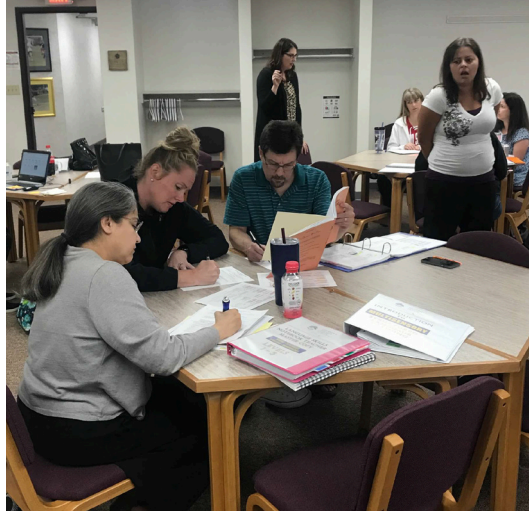
Accredited Training Courses

The CDC's training program is accredited by the International Multisensory Structured Language Education Council (IMSLEC).



171

Practitioner-1
Initial Certifications



97

Practitioner-2
Certifications



16 Mentor

Level Certifications



11 Instructor

of Practitioner Certifications



1 Therapist

Level Certification



2 Instructor

of Therapist Certifications



299

Total Certifications
In 2022

**The training and
tutoring experience
I received at the
Children's Dyslexia
Center has been
invaluable for me.**

KAY, CHILDREN'S DYSLEXIA CENTER CERTIFIED TUTOR



ASHLAND
UNIVERSITY



Inspiration Through Education

**There is something truly magical
about the moment a child
inspires their teacher.**

EDUCATOR SPOTLIGHT

Teachers play a monumental role in the personal and academic development of young people. Each of us can recall a teacher who, in our youth, motivated or inspired us in ways few others could. If asked, most teachers would likely credit that ability to inspire and guide as their calling to the profession.

There is something truly magical about the moment a child inspires their teacher.

Such was the case for Michelle Yon, a special education teacher with over 20 years of experience, whose student inspired her to complete the training necessary to become a certified tutor for the Children's Dyslexia Centers.

In 2019, Yon began working directly with 10-year-old Brynn, a student whose dyslexia made reading difficult and frustrating, and so was lagging behind her peers. "Brynn wanted to read but wasn't enthused about it. She kept being pulled out and wasn't seeing the progress she made. Her ability to understand and participate in things that were read to her was outstanding, on grade level or beyond, but

her ability to read was at a kindergarten level," Yon explained.

Not long into their in-school lessons, Brynn's parents were referred to the Children's Dyslexia Center of Burlington, where she began to receive twice weekly individualized instruction. Almost immediately, Yon noticed a difference in Brynn's reading abilities back in the classroom. "You could see that she was picking it up," she recalled. "She was still slow, but you could see that her ability to decode has been improved."

They continued their in-school lessons over the course of three years, throughout which Brynn shared the reading techniques she had picked up at the Center. This surprised Yon, who found that it varied significantly from the strategies she had been trained to provide.

"Throughout the time that I was working with her, the second year during COVID while we were online, she would give me ideas to mix it up from SPIRE, because it wasn't in the right order."

In my experience as a student and teacher, the Children's Dyslexia Center plan has helped me so much in how I teach. I hope every year I win the lottery and then can have all my students enroll. You can see the change – more awe and more enthusiasm for it. It's beautiful.



MICHELLE YON

Encouraged by this receptiveness, Brynn had an idea. "I was teaching something, and she said I wasn't doing it in the right order. She asked if she could write a lesson plan, and I said sure, and she did it," Yon recalled.

"She had her mom look over it to make sure it was complete, but she didn't help Brynn with it. She did it all on her own. I was blown away. She had planned an awareness activity, she had a spelling and reading list, she did it all. It was amazing. It was like, 'I have to find out about this.'"

Yon had heard about the Children's Dyslexia Center program through the school district but had never given it much thought prior to witnessing Brynn's dramatic progress. That's when she chanced upon a scholarship available through Scottish Rite.

"When the opportunity came up, I grabbed it because it was amazing. The difference between her as a reader and the techniques she was using when we worked together, it sold me on the program and I had to apply," Yon said.

While working on her Initial Certification at the Burlington Center, Yon has seen great improvement in her students after implementing the new techniques. "When I started teaching, they

didn't have mentoring. This is the first time I've had the kind of mentoring and feedback. And then using the teachings and questions, I can apply it to all my subject areas. Instead of just telling kids the answer, I can have these questions. If they weren't sure how to do something, I can ask them better questions. It made a huge difference as to how I approach my teaching and getting them engaged," she said.

Nearing retirement, Yon says she now plans to pursue private tutoring within the next four years. This will allow her more time to work with students even as they continue to move grade levels.

"In my experience as a student and teacher, the Children's Dyslexia Center plan has helped me so much in how I teach. I hope every year I win the lottery and then can have all my students enroll. You can see the change – more awe and more enthusiasm for it. It's beautiful."

Staff Spotlight

ASSISTANT CLINICAL DIRECTOR CINDY ALLEN-FUSS



CINDY ALLEN-FUSS

Despite being a reading specialist herself, Cindy Allen-Fuss was unable to help her son Daegan learn to read. Here she shares the incredible transformation that occurred when her family was introduced to the Children's Dyslexia Centers.

My son, Daegan, was diagnosed with dyslexia when he was 7 years old. Despite extra help at school and home, he could not read or write. Daegan could not read simple words like fun, yes, and list. He could not spell any words. He had difficulty copying words and was much slower at writing. He also had difficulty working with sounds, and words would get jumbled in his head. For example, he thought that the word "ham" was "hem" and "with" was "wif."

Daegan's reading differences began to have an effect on me. I have a master's degree in education. I was a reading teacher, but I had not learned how to teach a child with dyslexia.

Despite my background in education, I could not teach him to read.

We spent hours on homework and extra reading practice. By the end of the evenings, we were both in tears. Daegan was frustrated because he couldn't read, and I was frustrated because I couldn't teach him to read. His self-esteem plummeted. He started to hate school. He developed anxiety because he knew that he could not read and thought other children were smarter than he was.

I shared my frustrations with my father, and he told me about the Children's Dyslexia Centers, a charity sponsored by the Scottish Rite Masonic Fraternity. I completed an application and got Daegan on the



AN UNEXPECTED OUTCOME

waitlist for tutoring. While I waited for him to get tutoring, I discovered that the Children's Dyslexia Centers provide children with individualized, one-on-one lessons in a Multisensory Structured Language Education (MSLE) intervention. Children use their senses (see it, say it, hear it, write it) to learn reading, writing, and spelling. Twice a week for an hour, children meet with a practitioner who is specially trained to meet their needs. This method was so different than what I had been taught in undergraduate and graduate school. I decided to take their course and get trained as a practitioner.

My son and I both learned a lot from the Dyslexia Center. The children learn many strategies to help them read and spell. They learn letters and sounds and how to blend those sounds to read words. They also learn word parts such as base words, Latin roots, prefixes, suffixes, and Greek combining forms. Children graduate from the Dyslexia Centers after making great strides in their reading skills.

An unexpected outcome of the intervention that many children, including Daegan, have is an improvement in self-esteem. After three years of intervention, Daegan did end up becoming successful. He is an Eagle Scout. He graduated valedictorian in high school. Today he is finishing

his undergraduate degree and recently accepted an offer to pursue his Master of Science degree in Electrical and Computer Engineering at the University of Illinois Urbana Champaign, with his entire tuition covered.

Daegan also took what he learned about dyslexia and became a dyslexia advocate. He volunteered at his local Children's Dyslexia Center, talking to other families and the local news about dyslexia and the help he received through the Dyslexia Center.

While Daegan was sharing his dyslexia journey, I also expanded what I learned through the Centers to help others. I used my training to teach children in public schools to read. I became a trainer and Co-Director at my local Center. I trained adults to teach children in the MSLE intervention. Those practitioners are now working with dyslexic children or training other adults.

Today I work as the Associate Clinical Director of the Children's Dyslexia Centers, Inc. and plan to continue impacting dyslexic children and their families. As a tutor and a parent, I experienced firsthand what it was like to see my child and other children learn to read for the first time. My family is forever grateful for the Children's Dyslexia Centers.



Donor Spotlight

Malorie's Story

When a child is unable to read, their struggles don't just touch them. The ripple effects are felt by their entire family and often require a collective effort to search for answers.



For Malorie Macdonald, her mother Peg, father James and sister Allison all worked to support her throughout her childhood in her struggles with dyslexia. Her formative years were filled with visits with doctors, speech therapists, and early intervention efforts as her family searched for help with what appeared to be developmental delays.

Malorie's mother Peg continued advocating for her daughter from toddler to school years with the addition of IEPs and special classes, always seeking a clearer diagnosis for her child. A diagnosis finally came in third grade, and thankfully, a brighter future awaited.

When Malorie was officially diagnosed as "severely dyslexic," a clinician knew just where to send her, telling her mother about the free after-school tutoring program offered by the Children's Dyslexia Centers.

For Malorie to attend the program, the family had to commit to the long car rides to her two sessions a week, and she missed out on activities and time with friends. But along with her family's help, she put everything into the program, successfully completing her tutoring three years later.

The help she received at the Children's Dyslexia Center was transformational for Malorie. Given the effective tools she needed to navigate reading, writing and schoolwork, she graduated from high school with honors. She applied to 12 colleges and was accepted into all 12. She chose to study

nursing and finished her degree in 2018. Today, Malorie works as a nurse for the City of Reading, Massachusetts.

Along with Malorie's hard work, Peg credits the supporters of the Children's Dyslexia Centers for helping her daughter succeed in school and in life. "If not for them, where would our child be?" she said.

Grateful for the Center's impact on Malorie, the Macdonalds felt compelled to give back. They began contributing while their daughter was still enrolled at the Center, then decided to continue to support the Center with a monthly gift of \$25.00 after Malorie graduated. "We give because look what we got. If not for the Center, our child would be nowhere," Peg said.

In the years to follow, the Macdonalds never stopped giving. They have continued supporting the Children's Dyslexia Center for almost two decades, quietly increasing their monthly commitment until they became Builders Council members and beyond. Today, they have contributed nearly \$39,000 to the Center that did so much for Malorie, helping to support a new generation of students.

Peg Macdonald is quick to credit the Children's Dyslexia Center with providing her daughter with the help she so desperately needed. "Where no one, nothing could help Malorie read, the Boston North Center did just that. We owe it all to Boston North. For that, we are eternally grateful."

Our Supporters

Builders Council

The ability to read is the foundation of each child’s future. It provides the base upon which all learning depends. Builders Council members have made a commitment to assure that our Children’s Dyslexia Centers will be able to help children with dyslexia today, and for years to come.

Joining the Builders Council is achieved through a commitment of \$10,000 to any of our Children’s Dyslexia Centers, or to the organization as a whole. Today, more than 600 individuals and organizations have made this incredible commitment to our Children’s Dyslexia Centers.

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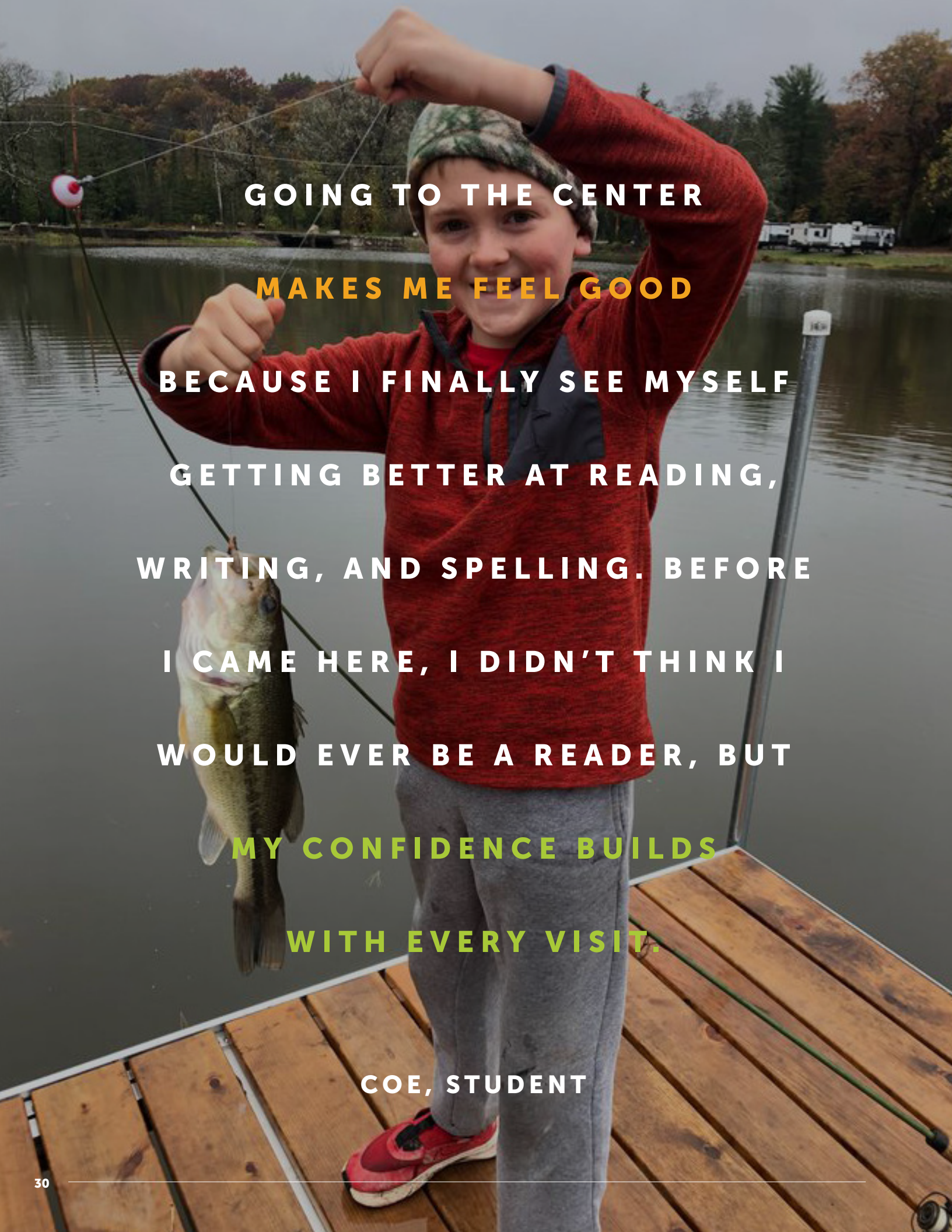
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