

Children's Dyslexia Center of Springfield

1020 Rickard Road • Springfield, IL 62704

217-793-7735 • springfield@cdcinc.org

www.childrendyslexiacenters.org/tutoring_location/illinois-springfield/

Dear Family,

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 at the Center. Lessons are offered, after school, on Mondays and Wednesdays or Tuesdays and Thursdays. Enrolled children are offered 68 lessons per calendar year and attendance is mandatory, including a six week summer session. To be effective, this program must be a priority for your child during his or her enrollment. Typically, enrollment lasts for two years.

If you think this program would be a good fit for your child, please send your completed application along with your child's evaluation report, including tests of cognitive abilities and achievement testing administered by a licensed professional. Note that testing needs to have been administered in the last two 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, Oral Word Reading, Reading Comprehension, and Spelling.** Please see the attached "Policy on Psychological-Educational Evaluation for Program Qualification" for a complete description of our testing requirements and examples of commonly used assessments.

Once we have your child's full evaluation, we will review your child's documentation and respond within two weeks, if possible. If your child is accepted, you will be notified that your child is placed on the waitlist. Depending on appropriate staffing availability, the waitlist may be six months 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 to-8-week trial basis.

If you are awaiting an evaluation, you may still complete our application form and submit it. Once your child's full evaluation has been reviewed and they have been accepted into the program, the date your application form was submitted will be used as your child's start date on the waiting list.

Thank you for your interest and please feel free to contact us with any questions.

Anne Brewster, Director

Children's Dyslexia Centers, Inc. Child Application		
Date: Rev. 6/21/2023	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 that 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

Children's Dyslexia Centers, Inc.

Corporate Location:

Children's Dyslexia Centers, Inc.

33 Marrett Road
Lexington, MA 02421-5703
(877) 861-0528
David L. Sharkis, Director of Operations
Carin M. Illig, Clinical Director, M Ed., CALT-QI
childrensdyslexiacenters.org

Springfield, IL Location:

Children's Dyslexia Center of Spfld.

1020 Rickard Rd
Springfield, IL 62704
(217) 793-7735
springfield@cdcinc.org
Anne Brewster, Director
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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. For over ten years, the Scottish Rite Masons, Northern Jurisdiction, have been national leaders in the effort to help children and their families overcome the obstacles of dyslexia. With over 50 active Children's Dyslexia Centers in 14 states, the Centers tackle the challenge of dyslexia head-on, both by providing free one-on-one tutoring for children with dyslexia and by training a growing body of highly skilled and dedicated tutors.

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

Policy on Psychological-Educational Evaluation for Program Qualification

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. Our child application process requires a comprehensive psycho-educational evaluation, for reasons explained below.

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.

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. We are structured and funded to serve a specific population: children with dyslexia. 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, parent interview, 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.

When a child applies to the Children's Dyslexia Center's program, it is our policy to inform the parents of the required assessments for admission to our program. We tell parents that the assessment of cognitive abilities is required to be less than 3 years old, and the assessment of achievement is required to be less than 2 years old. This is in the child's best interest and provides us with the best diagnostic profile for the child. Many of the children who apply for admission to our Centers have these assessments done as part of their educational programs in their schools. In this case, a copy of the results of the evaluation can be sent to the Center along with the application. If a comprehensive psychoeducational assessment has not been done, the 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, or the parents/guardians can hire an independent evaluator to conduct the assessment. The following information is for your use in obtaining an educational assessment for your child, and understanding the types of testing required. **The 4 required areas of assessment for admission to our program are as follows: Individualized, standardized assessments of Cognitive Ability, Oral Word Reading, Reading Comprehension, and of Spelling.**

Examples of Cognitive Ability Assessments: (Must include verbal and performance scores)

- 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 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

Examples of Reading Achievement Assessments: (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

Examples of Spelling Achievement Assessments: (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

Recommended Areas of Assessment, but not required, include the following:

Oral Language, Reading Fluency, Written Language, Phonological Processing, Decoding non-words, Oral paragraph reading

Optional Areas of Assessment: Mathematics, Visual-Motor Integration, Visual Processing, Processing Speed, Short-Term Auditory/Working Memory, Most recent IEP, only if it includes test data, Informal screenings or progress monitoring data.