

Dyslexia Institute of Indiana Education Services

Tutoring:

- ☞ Remedial tutoring services 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 session 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 you or your child has not been diagnosed, please call our office to discuss options, including our tutoring services.
- ☞ Twice a week sessions are available 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

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, with each step being 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 15% of the language which must be memorized.

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 Training 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 or questions regarding School Based Programming, teacher training and in-service
- (317)545-5451, ext. 224, chuffman@dyslexiaindiana.org

5. Kristin Baxter, Camp 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

- Contact 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

ADULT EDUCATIONAL PSYCHOLOGICAL TESTING

If you are concerned about your learning difficulties, you may wish to obtain a complete psycho-educational evaluation. This evaluation should include intelligence testing, achievement testing, perceptual process testing and visual motor testing. There is no one test to determine if a person is dyslexic or not. Many tests are given and an interpretation is made based on the results of all tests.

👉 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

For additional information and help with reading problems you can also call:

State Vocational Rehabilitation Agency
Vocational Rehabilitation Section
Div. of Disability, Aging & Rehab. Services
402 W. Washington Street, Room W-453
Indianapolis, IN 46204
317 232-1319

Indy Reads
Indianapolis-Marion County Public Library
P.O. Box 211
Indianapolis, IN 46206 – 201
317 275-4038
www.IndyReads.org
literacy@mcpl.org

Counselors who Specialize in LD
Chip Calwell, 317-255-8051
Julie Martin, 317-594-1788
Nancy Kunz, 317-594-1788



JUST THE

FACTS... Information provided by The International

DYSLEXIA Association®

UNDERSTANDING YOUR DYSLEXIA

The Difference is Personal

The degree of difficulty a dyslexic person has with reading, spelling, and/or speaking varies from person to person apparently due to inherited differences in brain development, as well as the type of teaching the person receives. The brain is normal, often very “intelligent,” but with strengths in areas other than the language area. To call this a learning disability tends to infer that the person cannot learn. But, with the proper instruction, dyslexics do learn. The key is in using the term “learning difference” rather than “disability.”

This “difference” is hidden until the person attempts to learn by reading and communicate by writing. Unfortunately, we have been very slow to understand what changes must occur in the process of instruction if the person is to learn.

The Orton-Gillingham approach grew out of the work of Dr. Samuel Torrey Orton (1879-1948) and Anna Gillingham (1878-1964). Dr. Orton, a professor of neuropsychiatry and neuropathology at the Neurological Institute of Columbia University, was a pioneer in focusing attention on language differences by bringing together neuropsychiatric information and principles of remediation.

As early as 1925, as a psychiatrist in the Iowa Psychopathic Hospital, Dr. Orton noted a similarity between an intelligent 16-year-old dyslexic boy’s inability to learn to read and a “stroke” patient’s difficulty when the ability to read has been lost. He identified the syndrome of developmental reading disability, separated it from mental defect and brain damage, and offered a physiological explanation with a favorable prognosis. Orton’s lifetime research into this problem eventually led to his association with Anna Gillingham, who pioneered what is called the Orton-Gillingham approach to teaching language. Working with Dr. Orton, Anna Gillingham with Bessie W. Stillman further developed procedures in an organized presentation. The original manual, published in 1935, is in its seventh edition. The care with which this approach has been taught and revised without sacrificing any of the important basic tenets, is evident in the dedication of teachers and tutors who have experienced its effectiveness.

The structure of the approach often helps to organize the student’s general ways of learning and working. Its logic helps him/her when memory fails and when he/she encounters unknown words. Its step-by-step progression leads to a sense of mastery and competence.

The dyslexic’s “learning difference” does not mean he/she cannot think, speak or be creative. Dyslexics become writers, doctors, lawyers, poets, engineers, artists, and teachers. (They probably do not become court typists!) They learn to make use of word processors in writing, and express themselves clearly and with refreshing brevity. They are not to be blamed for the wording on tax forms or government communications!

The Difference: The Educational Approach

When taught the sounds of letters, how they are made, and the graphemes available and how to choose between them, the dyslexic learns to spell adequately, read well enough to comprehend at the level of his/her ability, and put thoughts on paper for others to read. By introducing the letters simultaneously through hearing, seeing and feeling, the student's weaknesses are lessened by integrating all of his/her learning pathways. This multisensory approach helps to ensure automatic memory which is so difficult for those who lack natural facility in language learning. Progress is made by going from the simple to the more complex tasks, building in much reinforcement and proceeding as fast as possible, but as slowly as necessary to master the basic elements. Key words are used to clarify sounds. New concepts are practiced until they become automatic responses. Careful pacing, structured, but not programmed, procedures and a sequential presentation combine reading, writing and spelling to help the student succeed.

Each dyslexic is unique, but the multisensory approach, pioneered by Gillingham and refined and extended by many dedicated tutors, is flexible enough to serve a wide range of ages and learning differences. The expertise of the teacher is the key. The more severe the learning differences, the greater the need for an individualized, multisensory, sequential approach. In the hands of a skillful Orton-Gillingham trained tutor, students who have not learned in school commonly show great progress in a few months.

A multisensory approach can be valuable to many; to the dyslexic it is often essential.

The Orton-Gillingham approach stresses multisensory instruction because so many people have a problem with visual and auditory memory in language learning. It involves direct instruction in the sounds of letters, how the sounds are made in the mouth and throat, and how letters are written.

Phonics is taught in a logical, sequential, carefully organized manner which begins with simple, one-letter/one-sound symbols and progresses through digraphs, diphthongs, six kinds of syllables, roots and affixes. Each new concept builds on previously learned material. It is cumulative.

The approach is cognitive. The student is taught to think through language problems when reading and spelling rather than guess. While the English language incorporates words from many foreign languages, making it difficult to learn, it is about 85% predictable when one knows the rules and/or generalizations governing its use. This cognitive approach takes most of the guesswork out of reading and spelling, and helps the dyslexic student to gain mastery over language learning.

Teaching is individualized since no two persons are alike. The learning pace is as fast as one can, but as slow as one must. It is emotionally sound, recognizing that many students have been hurt by callousness and ignorance on the part of some parents as well as some educators.

Does it work? Yes. Experience and research over 50 years by many dedicated tutors lead to the belief that it is never too late to learn. While early remediation is recommended to prevent failure and the ensuing painful experiences, successful results have followed tutoring at any age.

RECOMMENDED READING FOR ADULTS WITH LEARNING DISABILITIES

Bauer, James. (1992). *The Runaway Learning Machine: Growing Up Dyslexic*.
Minneapolis, MN: Educational Media Corporation.

Brown, Dale. (2000). Learning a Living: A Guide to Planning Your Career and Finding a Job for People with Learning Disabilities, Attention Deficit Disorder, and Dyslexia. Bethesda, MD: Woodbine House.

Cicci, Regina. (1995). *What's Wrong With Me?* Baltimore, MD: York Press.

Clark, Diana Brewster and Uhry, Joanna Kellogg. (1995). *Dyslexia: Theory & Practice of Remedial Instruction*. Baltimore, MD: York Press.

Gardner, Howard. (1993). *Frames of Mind. The Theory of Multiple Intelligences*. Boulder, CO: Basic Books.

Hurford, Daphne. (1998). *To Read or Not to Read: Answers to All Your Questions About Dyslexia*. New York, NY: A Lisa Drew Book/Scribner.

Miles, T. R. and Miles, E. (1997). *Dyslexia and Mathematics*. New York, NY: Routledge.

Mooney, Jonathan and Cole, David. (2000). *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution*. New York, NY: Simon & Schuster.

Nosek, Kathleen. (1997). *Dyslexia in Adults: Taking Charge of Your Life*. Dallas, TX: Taylor Publishing Co.

Rawson, Margaret. (1988). *The Many Faces of Dyslexia*. Baltimore, MD: The International Dyslexia Association.

Richards, Regina. (1999). *The Source for Dyslexia and Dysgraphia*. East Moline, IL: Lingui Systems, Inc.

Shapiro, Joan and Rich, Rebecca. (1999). *Facing Learning Disabilities in the Adult Years: Understanding Dyslexia, ADHD, Assessment, Intervention and Research*. New York, NY: Oxford University Press.

Smith, Sally L. (1991). Succeeding Against the Odds: How the Learning Disabled Can Realize Their Promise. New York, NY: Jeremy P. Archer/Perigee Books (Putnam Publishing Group).

Vaz, A. McDonald. (1996). *The Doctor He Begged To Be*. Pittsburgh, PA: Dorrance Publishing Co.

West, Thomas. (1991). *In the Mind's Eye*. Buffalo, NY: Prometheus Books.

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.com

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.

www.simplyaudiobooks.com: rent CD audio books though a member mail program

Audible.com is the Internet's leading provider of spoken audio entertainment, information, and educational programming. Content from Audible is downloaded and played back on personal computers, CDs, or Audible Ready[®] mobile audio players.

The Adult Dyslexia Organization's Adult Dyslexia Check List

Please answer YES or NO to each question. Don't skip any questions. If you are in doubt, answer whichever feels like the truer answer.

1. Do you find difficulty in telling left from right?
2. Is map reading or finding your way to a strange place confusing?
3. Do you dislike reading aloud?
4. Do you take longer than you should to read a page of a book?
5. Do you find it difficult to remember the sense of what you have read?
6. Do you dislike reading long books?
7. Is your spelling poor?
8. Is your writing difficult to read?
9. Do you get confused if you have to speak in public?
10. Do you find it difficult to take messages on the telephone and pass them on correctly?
11. When you have to say a long word, do you sometimes find it difficult to get all the sounds in the right order?
12. Do you find it difficult to do simple calculations in your head without using your fingers or paper?
13. When using the telephone, do you tend to get the numbers mixed up when you dial?
14. Do you find it difficult to say the months of the year forwards in a fluent manner?
15. Do you find it difficult to say the months of the year backwards?
16. Do you mix up dates and times and miss appointments?
17. When writing checks, do you frequently find yourself making mistakes?
18. Do you find forms difficult and confusing?
19. Do you mix up bus numbers like 95 and 59?
20. Did you find it hard to learn your multiplication tables at school?

If you answered YES to nine or more of the questions, it is possible that you have some degree of a language learning disability.

Adapted From: