

Children's Dyslexia Centers, Inc.
Seacoast Learning Center
29 Hanson Street
Rochester, NH 03867

Phone: (603) 335-6779
FAX: (603) 335-6245

www.seacoastlearningcenter.org
www.facebook.com/seacoastlearningcenter

Center Director

Brenda Peters, MA, M.Ed.

brendapeters@seacoastlearningcenter.org

Learning Disabilities Specialist
Reading and Writing Specialist

Specialist in Assessment of Intellectual Functioning

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

Thank you for your interest in The Children's Dyslexia Centers-Seacoast Learning Centers. I have attached our application. As you know, the Masons at no cost offer this program to the families of eligible students. Therefore, we often have a waiting list. Students are admitted on a first come, first serve basis. This is based upon when we receive all of their application materials.

In addition, we will need the testing that supports the fact that your child has a language-based learning disability (dyslexia) as a primary disability (also referred to as a Specific Learning Disability by schools). We need cognitive testing, achievement testing for reading comprehension, word reading, and spelling.

The following are commonly used assessments that you son or daughter may have had when they were evaluated and which we accept.

Cognitive testing: Wechsler Intelligence Scales (WISC-IV, WAIS-IV), Sanford-Binet Intelligence Scale (SB-V), Woodcock Johnson Tests of Cognitive Ability (WJ-3), Kaufman Assessment Battery For Children (KABC-II), Comprehensive Test of Nonverbal Intelligence Quotient (CTONI-2).

Achievement Testing: Woodcock-Johnson Tests of Achievement (WJ-III), Wechsler Individual Achievement (WIAT-III), Woodcock Reading Mastery Tests (WRMT-R), Wide Range Achievement Test (WRAT-IV), Kaufman Test of Educational Achievement (KTEA-II), Illinois Test of Educational Achievement- Third Addition (ITPA-3), Gray Oral Reading Tests – fifth Edition.

Additionally, if you assessor has done testing on written expression, oral language, and visual-spatial processing, we would like these results as well. However, they are not necessary to complete the application packet.

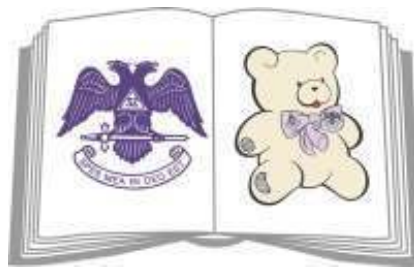
If you have any questions regarding any portion of this application packet, please feel free to contact me. Once I receive your materials, I will phone you. I will let you know whether your child will be eligible for our program. If eligible, I should be able to give you an approximate date that we can begin services.

Once again, thank you for taking an interest in the Seacoast Learning Center. I look forward to hearing from you.

Sincerely,

Brenda Peters

Center Director



Children's Dyslexia Centers, Inc.

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.

Children's Dyslexia Center Policy on Psychological 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 REQUIRED AREAS OF ASSESSMENT FOR ADMISSION TO OUR PROGRAM ARE AS FOLLOWS:

- An individualized, standardized assessment of cognitive ability (verbal and performance scores required)
- An individualized, standardized assessment of Oral Word Reading
- An individualized, standardized assessment of Reading Comprehension
- An individualized, standardized assessment of 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:

- 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

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.

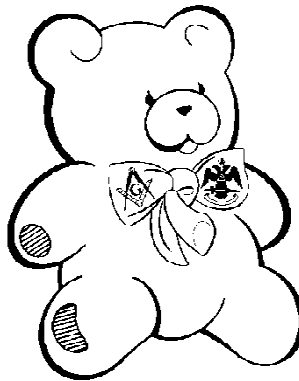
Children with dyslexia are typically highly creative and intuitive, and are excellent hands-on learners. Some of the world's most famous artists, innovators and leaders were and are dyslexic, including Leonardo daVinci, Albert Einstein, Thomas Edison, Agatha Christie, William Hewlett, Winston Churchill, 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

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**Headquarters:
Children's Dyslexia Centers, Inc.
33 Marrett Road
Lexington, MA 02421-5703
(781)862-4410**

William G. Ziemer, Director of Operations

**Carin Illig, M Ed, ICALP,
Supervisor of Clinical Affairs
www.childrenslearningcenters.org**

Characteristics of the Orton-Gillingham Approach

Diagnostic and Prescriptive

Always the teacher seeks to understand how an individual learns and to devise appropriate teaching strategies. Each lesson is planned for a particular student. Infinitely adaptable, Orton-Gillingham is flexible; it is an approach rather than a system.

Direct and Explicit

The instructor presents the material in direct and explicit fashion. Never is the student expected to know anything that has not been taught and practiced.

Language Based

The Orton-Gillingham approach is based on a technique of studying and teaching language, understanding the nature of human language, the mechanisms involved in learning, and the language learning process in individuals.

Multisensory

The Orton-Gillingham approach is multisensory. Sessions are action-oriented with auditory, visual, and kinesthetic elements reinforcing each other for optimal learning. Spelling is taught simultaneously with reading. In this respect, Orton-Gillingham differs from traditional phonics instruction.

Structured, Sequential, and Cumulative, but Flexible

The elements of the language are introduced systematically. Students begin by reading and writing sounds in isolation. These are blended into syllables and words. The various elements of the language-consonants, digraphs, blends, and diphthongs-are introduced in orderly fashion. As students learn new material, they continue to review old material to the level of automaticity. The teacher addresses vocabulary, sentence structure, composition, and reading comprehension in a similar structured, sequential, and cumulative manner.

Cognitive

Students learn about the history of the language and study the many generalizations and rules which govern its structure. Again and again, they are encouraged to think, rather than to guess.

Emotionally Sound

Because old material is constantly reviewed and new material is introduced systematically, the student experiences a high degree of success in every lesson and gains in confidence as well as in skill. Thus, self-esteem develops directly from the student's achievement and learning becomes a positive experience.

CENTER: _____

ADMISSION APPLICATION

Page 1 of 2

Date _____

Child's Name _____ Male Female

Date of Birth _____ Grade _____

Parent(s) Name _____

Address _____

City _____ State _____ Zip _____ - _____

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

Email _____

Name of School _____

Address _____

City _____ State _____ Zip _____ - _____

Telephone (____) _____ Fax (____) _____

Has child been evaluated? Yes No If yes, please send copy of evaluation.

Evaluator's Name _____ Telephone (____) _____

Authorization to check reference: *(Parent's Signature)* _____

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

If yes, what are they? _____

Describe your child's learning problem(s) _____

Does your child know the alphabet? *(If 5 or 6 years old)* Yes No

Can your child write his name? Yes No

Handedness: Left Right

Does your child understand words? Yes No

Questions? Yes No

Directions? Yes No

ADMISSION APPLICATION

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

Do you know of any other problems, including medical? Yes No

If yes, what are they? _____

Most recent eye exam date _____ Results _____

Hearing exam date _____ Results _____

Does your child have behavioral problems in school? Yes No

If yes, what are they? _____

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, *Center(s)* _____ Child's ID _____

How did you hear of us? _____

Siblings/Ages _____

Interests _____

Release of Information for Research

I understand that information provided to the *Center* as part of the application process may be used in research and hereby give my consent. It is my understanding that my child's last name will not be used, and that data will be confidential. I further understand that this consent will not affect the *Center's* decision on my child's acceptance into the program.

(Parent Signature)

(Date)