



# Dyslexia Foundation of Memphis

## Make Time for Fall Saturday School

### Thoughts From The Prez

Honestly I cannot believe that another summer semester has come and gone, but come and gone it has. We have such a wonderfully dedicated staff that the school all but runs itself. This summer we really tried to test that theory, although that was not our intention. For the past hundred or so years, just kidding (I just look like that might be true) I have had the pleasure of being the director of programs at the Foundation. This was the first semester that I was not able to be there every day, especially the first and last days, thankfully we have such an experienced staff that the program opened and closed without even a hic-up. Tina Carson, the co-director, did the opening speeches without a bump. Linda Fitzhugh and Paula Landrum, our Language Supervisors, did their workshops without a problem, having over 20 years' experience between them. We had a New Supervisor in Math, Trey McGinnis, who did a fabulous job. Auditory Supervisors, Carolyn Vickers and Lisa Pennington are experienced and dedicated and they did their jobs perfectly.

Even though our staff members are important, the real heart and soul of our program are the parent tutors and our young adult tutors. Our

*Prez (Continued on page 5)*

### Bob the Bear

For those of you who were at Summer School, you already know who Bob the Bear is. But you may not know why we did Bob the Bear. Let's start with how Bob the Bear came about. When I taught in a classroom there was a book that I liked to read to the students. It was a book about a boy who was accidentally flattened by a bulletin board falling on him. As a flat boy, he went all over the world having adventures. After we read the book, our class would draw a Flat Stanley and then write a letter to a friend or relative and mail Flat Stanley and the letter to our friend or relative. We would ask that they take Flat Stanley to a fun place and take pictures and mail both Flat Stanley and the pictures back. The whole class would get so excited to see where Stanley had been. We would put pins on a map to mark the places and then study the places. Well, while I was going through some papers

*(Bob—Continued on page 6)*



Does your workplace participate in a United Way campaign? Then you can designate your pledge to the Dyslexia Foundation of Memphis through United Way's Donor Choice Program. Simply follow the instructions on your pledge card, or write our name and address. Contact your human resources department or local United Way agency for more de-

*United Way (Continued on page 5)*

### Dyslexia Foundation of Memphis

August 2012

Volume 12, Issue 3

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#### Fall 2012

Supervisors Saturday	Sept 1
New Parents Meeting	Sept 13
Application Deadline	Sept 15
Tutor Workshop	Sept 15
Student's First Day	Sept 22
Thanksgiving (Holiday)	Nov 24
Student's Last Day	Dec 15

#### Spring 2013

Supervisors Saturday	Jan 5
New Parents Meeting	Jan 17
Application Deadline	Jan 19
Tutor Workshop	Jan 19
Student's First Day	Jan 26
Spring Break	March 16
Easter Break	March 30
Annual Meeting	TBA
Student's Last Day	April 27

#### Summer 2013

Supervisors Day	June 1
New Parents Meeting	June 11
Application Deadline	June 13
Workshop	June 13 & 14
Student's First Day	June 17
July 4th (Holiday)	July 4
Student's Last Day	July 12

***We Don't Want To Loose You!***



The post office will not send out your change of address after just a few months. So keep us in the information loop by returning this form; or you may e mail us at caincarson@hotmail.com In the meantime, you may miss receiving two or three news letters.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip

Tear off this part of the page and mail to the  
Dyslexia Foundation of Memphis.  
P.O. Box 240792  
Memphis, TN 38124

**Taekwondo is Good for the Memory**

This summer we were fortunate to again have Mr. Tony Rosa, a 4<sup>th</sup> degree black belt and excellent instructor, come and give lessons to our students once again this year. One afternoon after Mr. Rosa's lesson, we were talking about how well the students worked for their tutors after their Taekwondo lesson. Mr. Rosa explained that several universities and disability groups had done studies that showed that Taekwondo did in fact help children to learn, especially children with learning disabilities, ADD, ADHD and physical handicaps. We did a little research a found a few web university and disability research sites to support this theory. One of the ones written in understandable English, not "doctorese", was from the Autism Key web site, <http://www.autismkey.com/martial-arts-proven-beneficial-for-individuals-with-autism/>. With any luck, we will

have Mr. Rosa again for the Summer 2013 session to help our students again.

If you would like to see if your child learns better by taking lessons during the year you can join several of our students at Master Stephens Black Belt Academy on Stage Rd. in Bartlett. We have several coupons good for free lessons for one month. If you would like to give it a try, see either Karen or Tina Carson and they will be glad to give you any information, and the coupon, you might need. As a grandparent of a recent State Champion and recipient of a Black Belt, I can personally say that Mr. Rosa and Master Stephens run an excellent Taekwondo Academy.

Karen Carson, proud grandmother & President db  
qp

**Donations**

Listed below are the wonderful people that made donations to the Foundation during the Spring and Summer Semester. Thanks to all of you for your help. All of the items are appreciated greatly

**Store**

- Shannon Schuhlein
- Carolyn Vickers
- Jennifer Blake
- Angela Bell
- Mary Cox
- Virgina Henrich
- Lexi Schneider
- Jenny Buckner
- Kirby Allen
- Fairy & Razak
- Haney, Charlotte
- Pam Gillespie
- Patsy Brotherton

**Office / Misc.**

- Stacy Jones
- Sharon Seals
- Victoria Wakefield
- Lisa O'Neal
- Pennington, Lisa
- Pam Malone

**\$\$\$\$**

- Janelle Henry
- Patsy Brotherton
- Veronica White

**Snacks**

- Maria Maher
- Bridget Mason
- Lisa O'Neal
- Karen & Tina Carson

**United Way**

- Bob & Ann Wolf
- James & Ann Vining

**Please Note:** We are sorry for leaving the Spring donations out of the last news letter. We try very hard to make sure we have not left anyone off a list and everyone's name is spelled correctly. In spite of that, crazy keys are still pressed and mistakes are made. Please let us know of any errors and we will try and make the corrections. We never want to leave anyone out! db  
qp

## 2012 Paid Members

Congratulations... You remembered... These *smart* people remembered to send in their dues and they are current paid members! Is your name here or did you forget? No problem you can send a check for \$20.00 or *more* to either:

Karen Carson	The Dyslexia Foundation
7532 Hatch Circle	P.O. Box 240792
Arlington, TN 38002	Memphis, TN 38124

and pay your dues today. Dues makes it possible for us to send you Our Dyslexia Newsletter and other mailings during the year as well as support several other projects. Our dues have not increased in the last 15+ years—still only \$20.00! Where else can you find a group of dedicated people that work so hard to keep cost down. Please help us by renewing your membership.

Banks, Larry & Tenille	Harp, Annie	McCauley, Terri	Seals, Lee & Sharon
Bell, Angela	Hughes, Mark & Sharon	McCloud, Shelby	Snell-Hearon, Kriaten
Brotherton, Terry & Patsy	Hutchins, Mike & Regina	McDonald Family	Storms, John & Catherine
Bull, Dan & Carrie	Ibrahim, Nebat	McGuire, Lynn & Ralena	Vickers, Carolyn
Davis, Scott & Ann	Kimbrell, Curley	North, Staci	Vining, James & Ann
Dixon, Janice	Kyle, Laura	Odom, William	Wakefield, David & Elizabeth
Earl, Ross & Andi	Land, Andrew & Angela	O'Neal, Lisa	Warnoff, Larry & Tori
Ellison, Amanda	Landrum, Ross & Paula	Orr, Philip	White, John & Veronica
Fitzhugh, Linda A.	Louwien, Jessica	Pennington, Lisa	White, Melody
Foote, Ellen	Luckenbaugh, Marilyn	Perry, George & Rachel	Wilson, Heather
Gayson, Vickie Neville	Madison, Nancy	Rambarran, Subashie	Wolfe, Bob & Ann
Gillespie, Darin & Pam	Maher, Maria	Richardson, Ethel	Woronoff, Larry & Tori
Graham, Josh	Malone, Pamela	Riggs, Keith & Lani	
Haney, Patrick & Charlotte	Mason, Bridget	Rouse, Jenny	
Harley, Prudie	May, Charles & Brenda	Schneider, Lexi	

Let's work together to make our list of paid members grow and GROW! (If you have sent in your check and your name is not here, please let us know — Errors do happen)

Dear friends,

I personally hate ☹ "begging letters"... But I need to write this one and sincerely hope you will honor our Wonderful Foundation by reading and helping us and the students that are involved in our foundation. We try very hard not to go up on our tuition...but to keep the tuition low we need your help. Have you had to borrow a spoon, fork, knife, napkin, plate, made a cup of coffee or use anything else from the kitchen???? We do not get these things free. So would you consider donating a few dollars to help keep our kitchen stocked so when we need something it will be there.

Soon the stores will be running their BACK TO SCHOOL sales when all supplies are super cheap. If you could remember the Foundation and buy something for us, we would really appreciate it. We can use almost anything...PLASTIC Pocket folders without brads: We also need the PAPER pocket folders with brads. Notebook paper (wide rule), spiral notebooks (one-subject), Elmer's glue, tape (masking, clear, and duck), pencils, pens, stickers, crayons, rulers,  $\frac{1}{4}$ " grid paper, markers classic colors, page protectors, zip lock quart bags with slide closures, copy paper, snacks in large boxes, hanging file folders, sooo as you can see almost anything that you can find we need. I know so many of you have been extremely generous and we so appreciate your generosity but others need a prompting. Please help us out so we do not have to raise our tuition. GOD BLESS 

d	b
q	p

## Christmas Song Quiz

To help get you in the mood for Christmas, although it is a little early, name these Christmas Carols. See how many you get. If you get stuck, email me at [webmaster@memphisdyslexia.org](mailto:webmaster@memphisdyslexia.org) and put answers in the reply box I will be glad to send them to you. Fun to play with family over the holiday.

The clues of course are the first letter of the words in the title or first line of the song.

SCICTT Santa Clause is Coming to Town

ISMKSC I Saw Mommy. . .You are on your own  
now – good luck!

JB \_\_\_\_\_

IDOAWC \_\_\_\_\_

RTRNR \_\_\_\_\_

CROAOF \_\_\_\_\_

DYHWIH \_\_\_\_\_

AIAM \_\_\_\_\_

FTSM \_\_\_\_\_

OCAYF \_\_\_\_\_

ICUAMC \_\_\_\_\_

OLTOB \_\_\_\_\_

JTTW \_\_\_\_\_

SN \_\_\_\_\_

LIS \_\_\_\_\_

WCIT? \_\_\_\_\_

TTDOC \_\_\_\_\_

GRYMG \_\_\_\_\_

HTHAS \_\_\_\_\_

WWYAMC \_\_\_\_\_

## Graduates from Books

The following students completed books during the Summer Semester:

### Book A

Colby Carson  
Abigail Brocker  
Jordan Brown  
James Earl  
Maya Eddins  
Jacob Mason  
John White

### Book D

Micheal O'Neal

### Book B

Stephanie Hardin  
Anya Wilson

### Book C

Kirby Allen  
Abby Bogan  
Razak Williams

### Book E

Victoria Wakefield

When a student finishes a book they receive their choice of a trophy or a medallion at an award ceremony on the last day of school. These awards can be engraved for just a few dollars. We have an agreement with First Place Trophies to engrave these awards for a discounted price. Therefore should you wish to have the award your child chose engraved take it to 1st Place Awards, 377-9214 and be sure to tell them to give you the Dyslexia Foundation discount. <sup>db</sup><sub>qp</sub>

## Useful and Informative Websites

Listed below are many useful websites with a wealth of useful information on each. I have tried to include a variety of sites that cover many areas. If you have a favorite site, please send it to me along with a description so I can include it on the list.

[www.memphisdyslexia.org](http://www.memphisdyslexia.org) Our site...please be sure to check it out. It has a lot of useful information.

[www.ricklavoie.com](http://www.ricklavoie.com) Rick Lavoie is one of the nations leading authorizes on learning disabilities. His site includes a collection of free audio (MP3) downloads to listen to.

[www.ldonline.org](http://www.ldonline.org) LD Online is a service of The Learning Disabilities Project at WETA, Washington, D.C. - A web site de-

(Web Sites—Continued on page 7)

We all learn best in our own ways. Some people do better studying one subject at a time, while some do better studying three things at once. Some people do best studying in structured, linear way, while others do best jumping around, "surrounding" a subject rather than traversing it. Some people prefer to learn by manipulating models, and others by reading.—Bill Gates

*(Prez...Continued from page 1)*

tutors not only teach the students to read and do math, they care about our students' fragile self-esteem. They want what is best for the students in every way. They get excited when the student does well, and they are patient when the students just cannot seem to grasp a concept. This genuine caring by our tutors is what makes this program outstanding. Last but by no means least are the students, themselves, they are so much more than just the reason we are here. They are the future exceptional citizens of our society. They are the Walt Disney, the Leonardo da Vinci, the Thomas Edison, Whoppi Goldberg, and all the other great people who just happen TO HAVE learning disabilities. Our goal is to make learning disabilities a part of life, this accepted and compensated for, but not something that makes life unbearable. Once we can make learning disabilities understood by the students, the parents, and the general population, then these students can live up to their potential. That is why we are here during the summer and on Saturdays. If you can stay with the program for as long as it takes for your child to finish, you will find that a wonderful transformation has taken place. Yes, it takes patients and faith but our program works and works well. It is so odd, when I run into parents who did not finish the program their response is almost always the same...Gee I wish we had stayed with the program! Whereas when I run into a parent whose child did stay with the program, and I ask how is everyone? The response is so reassuring because the parent or former student says that this program changed their life! It makes me feel so good that I have had the privilege to spend the past 30 years with an organization that has helped so many individuals reach their goals. YOU have made it possible. YOU the staff, YOU the tutors, and YOU the students all of YOU doing your jobs and being dedicated to the dream of normality for our students. So join us this September for an exciting Fall semester! God Bless you all...The Prez.

db  
qp

## **Psalms 23 for Students**

The Lord is my shepherd, I shall not flunk;  
He keepeth me from lying down when I should be studying.  
He leadeth me beside the water cooler for a study break;  
He restores my faith in study guides.  
He leads me to better study habits  
For my grades' sake.

Yea, tho' I walk through the valley of borderline grades,  
I will not have a nervous breakdown;  
For Thou art with me;  
My prayers and my friends, they comfort me.  
Thou givest me the answers in moments of blankness;  
Thou anointest my head with understanding,  
My test paper runneth over with questions I recognize.

Surley passing grades and flying colors shall follow me  
In all the days of examinations;  
And I shall not have to dwell in this school forever!

**AMEN** db  
qp

### **Would you like to see your name in print?**

We need guest columnists to contribute articles for the newsletter. No professional writing experience necessary, just a desire to share your experience with others. You can either snail mail it or e-mail it to me at

[cain.carson@memphisdyslexia.org](mailto:cain.carson@memphisdyslexia.org)

*(United Way Continued from page 1)*

tailed instructions about giving a gift to the Dyslexia Foundation of Memphis through a United Way campaign. What a great way to help your company reach its 100% participation goal, make sure you know where and who is benefiting from your donation and helping the Foundation all at the same time. It is a win, win, win deal for everyone.

db  
qp

(Bob—Continued from page 1)

I found a Flat Stanley, I thought about how much fun my class had had and that I thought that the students at the Foundation would enjoy it too. So we talked about it at the staff meeting and decided to give it a go. Thus Bob the Bear was born. Since time was short, we decided to have six bears one for each color of the groups at summer school. Each day one student from each color group would be selected to take a bear home and asked to do something fun with the bear, take pictures, and return the bear the next morning. Then during our Rainbow period of creative writing, the students would tell or write about their experiences with the bears. The results were wonderful. Our students are so creative and thought up the cleverest adventures. One of the bears had a small rip in its seam, the student who had the bear dressed up like a doctor and sewed the tear up, then she made the bear a cast and a pair of crutches. Another student made the bear a pillow and blanket and even a sleep mask. A third student had the bear go swimming with her. It was so much fun to see what these bears got to do. We had wonderful pictures too. Besides having fun what did Bob the Bear accomplish?

Bob gave the students the opportunity to have the responsibility of returning him without losing him or getting him dirty.

Bob opened up a line of communication for the student to talk to the class.

Bob gave the student the opportunity to be creative.

Bob gave the student another opportunity to be praised and to receive recognition.

Bob gave everyone the opportunity to make summer school a little more fun.

So as you can see, Bob was the highlight of our summer program. If you would like to see some of the pictures of Bob's adventures, we made posters to display most of Bob's trips home. We invite you to come take a look.

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.—Henry Ford

## The Blind Man and the Elephant

It was six men of Indostan  
To learning much inclined,  
Who went to see the Elephant~(Though all of them were blind),  
That each by observation~Might satisfy his mind.

The First approached the Elephant,  
And happening to fall  
Against his broad and sturdy side, ~ At once began to bawl:  
"God bless me! but the Elephant ~ Is very like a wall!"

The Second, feeling of the tusk,  
Cried, "Ho! what have we here?  
So very round and smooth and sharp? ~ To me 'tis mighty clear  
This wonder of an Elephant ~ Is very like a spear!"

The Third approached the animal,  
And happening to take  
The squirming trunk within his hands, ~ Thus boldly up and spake:  
"I see," quoth he, "the Elephant ~ Is very like a snake!"

The Fourth reached out an eager hand,  
And felt about the knee.  
"What most this wondrous beast is like ~ Is mighty plain," quoth he;  
"'Tis clear enough the Elephant ~ Is very like a tree!"

The Fifth who chanced to touch the ear,  
Said: "E'en the blindest man  
Can tell what this resembles most; ~ Deny the fact who can,  
This marvel of an Elephant ~ Is very like a fan!"

The Sixth no sooner had begun  
About the beast to grope,  
Than, seizing on the swinging tail ~ That fell within his scope,  
"I see," quoth he, "the Elephant ~ Is very like a rope!"

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion ~ Exceeding stiff and strong,  
Though each was partly in the right ~ And all were in the wrong!

-John Godfrey Saxe

### What Do You See?

Sometimes when we look at our children we see very different people. It seems the parents see one child, the teacher another, the child's peers another, the world another and finally the child himself sees another. Which one of these sees the real person? Well probably like the blind men in the parable, we all see only part of the true person but none of us see the real "elephant". So beware when you are making decisions about your child that you remember to consider all the parts of your small "elephant".

## Understanding Students with Learning Disabilities

By Richard Lavoie

(Web Sites—Continued from page 4)

I was a first-year teacher at a small, residential school for kids with Learning Disabilities in Central Massachusetts. The ink was not yet-dry on my diploma when I found myself assigned to teach the elusive Language Arts to groups of kids with significant learning problems.

Among my students was a thirteen-year-old boy named Craig. He was a bright kid but his severe dyslexia prevented him from learning to read and write effectively. He was assigned to me for forty minutes daily as a one-time tutorial. It was my job to teach him how to read, write and spell. No small task for a twenty-one year old neophyte!

At the conclusion of our class one day, I gave Craig a blank sheet of composition paper. His assignment was to write a 200 word composition about his beloved dog. Craig dutifully took the paper to his dormitory room that evening and completed the assignment. He returned the composition to me the next day. I placed it in my briefcase and took it to my apartment that night for correction.

After dinner that evening, I removed Craig's composition from my briefcase and began my correction ritual. I scrutinized Craig's writings for any and all punctuation, capitalization or grammatical errors. Every error was then highlighted with my red pencil! (I destroyed all my red pencils in 1975...and I suggest that you do the same!) By the time I was finished there were more red marks on the paper than there were blue.

I walked into class the next day and was pleasantly surprised to see Craig sitting there awaiting my arrival. This was unprecedented! Craig was generally on time for class...but never early! He rushed to me excitedly:

"Did you read my composition last night Mr. Lavoie? Did you like it? How did I do?"

"Sure, I liked it Craig." I responded. "You used some of your new vocabulary words and your margins were GREAT...but we need to talk about some of the mistakes that you made..."

With that, I removed Craig's composition from my briefcase...now he is seeing it for the first time since I had gotten my hand on it! I could see the tears of disappointment welling up in his eyes. I asked him what was wrong.

"I know that those are real mistakes on the paper, Mr. Lavoie. And I know it's your job to correct them. But last night I spent an extra half-hour just proofreading that composition. I read it and re-read it...and I thought that it was PERRFECT...and look at all the mistakes that I missed. It's so frustrating."

With that, I put my hand on his shoulder, looked into his eyes and said the dumbest thing that I have ever said to a special needs kid and I have never said it since. I said, "Craig, I know how you feel..."

He immediately bristled, pushed my hand away and glared at me. "The hell you do!" he bellowed. "Don't you dare tell me that you know how I feel because you don't have ANY IDEA how I feel..." He stormed out of my classroom...hurt, bewildered and very angry.

A great insight came to me that day. I came to realize that there is a great and significant irony in the field of education. One that we must confront and understand. Namely: Those of us who teach in the classroom everyday probably had little difficulty when we were sitting on the other side of the desk as students. Most people who teach are folks who did well in school...and enjoyed the experience of going to school. Why else would we choose an occupation that puts us into a school setting? The kid that we can least relate to is the one who needs us the most.

—*from ldonline* **db**  
**qp**

signed to provide current information about learning disabilities. It has a format that changes each month. It features articles and special topics, bulletin boards, chat rooms, and "ask the expert" interaction questions.

[www.nclld.org](http://www.nclld.org) National Center for Learning Disabilities - The National Center for Learning Disabilities is an organization that promotes public awareness and understanding of learning disabilities. It advocates for improved legislation and works for better services for individuals with learning disabilities

[www.ldinfo.com](http://www.ldinfo.com) Learning disabilities and practical LD information

[www.schwablearning.org](http://www.schwablearning.org) The Schwab Foundation for Learning - Includes articles by Rick Lavoie.

[www.pacer.org](http://www.pacer.org) Parent Advocacy Coalition for Educational Rights

[www.nichcy.org](http://www.nichcy.org) Academy for Educational Development - National information Center for Children and youth with Disabilities. This is an information clearinghouse that provides free information on disabilities and disability-related issues.

[www.chadd.org](http://www.chadd.org) Children and Adults with Attention Deficit/Hyperactivity Disorder

[www.rfdb.org](http://www.rfdb.org) The Recording for the Blind and Dyslexic.

[www.add.org](http://www.add.org) Attention Deficit Disorder Association

[www.additudemag.com](http://www.additudemag.com) Attention Deficit Disorder Magazine by ADDitude - Additude magazine provides recourses for parents, children and adults with Attention Deficit Disorder. ADHD ADD Coaching, special education and family support.

[www.interdys.org](http://www.interdys.org) The International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them.

[www.nild.net](http://www.nild.net) National Institute for Learning Disabilities was established to meet the needs of students and adults with learning disabilities through an individualized program of educational therapy. The goal of NILD Educational Therapy™ is to equip individuals with learning disabilities to succeed as independent learners. **db**  
**qp**

# The Dyslexia Foundation of Memphis

Dear Parents and Tutors:

We are again planning a 12 week fall program. It will be conducted on Saturdays from 8:30 a.m. to 12:30 p.m. The program will run from Saturday, September 22 to Saturday, December 15, 2012 at St. Benedict at Auburndale High School (SBA), 8250 Varnavas Dr., Cordova, TN 38016.

Workshops, which are mandatory for all personnel, will be held Saturday September 15, 2012, from 8:30 a.m. to 3:30 p.m. at St. Benedict at Auburndale School **BRING A LUNCH!!!!**

The Dyslexia Foundation's own language curriculum is used for instruction. Students **MUST** take part in the full curriculum for the entire 12 week period.

The following policies must be understood by all who apply to the program - - as tutors or students:

1. Only those who have been recommended will be accepted as students. Please contact a Director if you have questions about being accepted.
2. All tutors must be sixteen years of age or older.
3. All participants must be current members of The Dyslexia Foundation of Memphis. Dues are \$20.00.
4. A certain dress code will be observed by everyone.
5. **ALL WORKSHOPS ARE MANDATORY FOR ALL PERSONNEL.**
6. All personnel must fulfill all obligations as set forth in the application contract.

Please apply for the subject you prefer to tutor, math or social values. New parent-tutors apply only for reading. The following areas require tutors:

1. Reading (All tutors tutor Language)
2. Math or Social Values

Workshops and daily staff meetings will provide instruction in the use of the materials. Supervision will be given over all areas of instruction.

The tuition will be \$180.00 per student plus a \$25.00 registration fee. The entire amount is due with the application before September 15, 2012. It cannot be refunded. Remember parents must tutor must fill out an application. The above figures require an enrollment of 60 students in order for the Foundation to offer the Fall Program at this tuition cost.

All applications must be returned before September 15, 2012. If you are unable to meet this deadline please call and notify the Director of your intentions. Neither students nor tutor applications will be accepted after that date unless verbal approval has been made. An exception will be made for new families who were tested during the Summer 2012 semester.

If you have any additional questions, please contact the director before the application deadline.

SEND APPLICATIONS TO:  
Dyslexia Foundation of Memphis  
7532 Hatch Circle  
Arlington, TN 38002

Sincerely,  
Karen Carson  
337-8731

WAIVER OF LIABILITY

In partial consideration of the willingness of St. Benedict at Auburndale and the Catholic Diocese of Memphis to allow its facility to be used by The Dyslexia Foundation of Memphis, of which my child is a participant, the undersigned parents or guardians of the child(ren) listed below, acknowledge that St. Benedict at Auburndale and the Catholic Diocese of Memphis shall be free from all liabilities and claims for damages and/or suits for or by reason of any injury or injuries to me, my child(ren), or property, from any cause or caused whatsoever while in or upon the campus of St. Benedict at Auburndale during any and all functions of The Dyslexia Foundation of Memphis held on said premises.

I further agree to indemnify and hold harmless St. Benedict at Auburndale and the Catholic Diocese of Memphis from all liabilities, charges, expenses (including counsel fees) and cost on account of or by reason of any such injuries, liabilities, claims, suits or losses however occurring or damages growing out of same.

Children: \_\_\_\_\_  
\_\_\_\_\_

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2012

Parent or Guardian \_\_\_\_\_

\*\*\*\*\*

RELEASE

I, individually, (and/or as parent, and/or guardian of the named minor) for and in consideration of the acceptance of my application to enter and my receiving permission from The Dyslexia Foundation of Memphis, hereinafter called "Foundation", to participate in the succeeding Dyslexia Summer and/or Saturday School, do hereby release, remise, waive, surrender and forever discharge The Dyslexia Foundation of Memphis together with all of their officers, agents, officials, directors, supervisors, tutors and employees, collectively hereinafter called "Foundation", from any and all liability, claims, demands, actions, or causes of action whatsoever arising out of or related to any injury, illness, loss or damage, including death, relating to participation in the succeeding Dyslexia Summer and/or Saturday School.

I further agree that in the event of any injury or emergency requiring medical attention that if I am assisted by the Foundation in receiving treatment and willingly accept such treatment that I will in no way hold the Foundation responsible for the consequences of my treatment of any problem resulting there from, whether administered by the Foundation or a third party called by the Foundation. Should I become unconscious or unable to give my consent for medical treatment and it becomes necessary for the Foundation to render assistance or have a third party administer medical treatment, I agree not to hold the Foundation responsible for the consequences of my injuries or any claims, losses or damages arising there from. I further agree that I will be responsible for any medical bills incurred in my treatment, and will not hold the Foundation responsible therefore.

Student(s) and/or Tutor(s) name(s): \_\_\_\_\_

Signature of parent(s) if under 18: \_\_\_\_\_ Date: \_\_\_\_\_

# Dyslexia Foundation of Memphis

## Student Application

I wish to enroll:

Name \_\_\_\_\_ Birth Date \_\_\_ / \_\_\_ / \_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Dominant Hand \_\_\_\_\_ Glasses Yes / No

Name \_\_\_\_\_ Birth Date \_\_\_ / \_\_\_ / \_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Dominant Hand \_\_\_\_\_ Glasses Yes / No

Parents Name \_\_\_\_\_ Telephone (\_\_\_\_\_) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

E Mail Address \_\_\_\_\_

My child has permission to be given (if needed): Tylenol

Please list any allergies or other medical information that might be needed:

\_\_\_\_\_

Has your child been recommended for admission into this program? \_\_\_\_\_

If so, Where? \_\_\_\_\_ When? \_\_\_\_\_

Are you a current member of the Dyslexia Foundation? \_\_\_\_\_

If not, please enclose a separate check for dues (\$20.00). Make this check payable to: Dyslexia Foundation of Memphis.

Enclose the full tuition for each child. Tuition is not refundable.

Make checks payable to: Dyslexia Foundation Programs.

Signature of Parent and/or Guardian \_\_\_\_\_

\_\_\_ Return Applications by Specified Deadline \_\_\_

Notice of Nondiscriminatory Policy as to students: The program admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in the program. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, or other programs.

Emergency Daytime Number \_\_\_\_\_

**Dyslexia Foundation of Memphis**  
Tutor Application

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
(Last) (First) (Middle)

Address \_\_\_\_\_  
(Street) (City) (State) (ZIP + 4)

Telephone (\_\_\_\_) \_\_\_\_\_ Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Sex \_\_\_\_\_

E Mail Address \_\_\_\_\_

Please describe any previous experience working with children: \_\_\_\_\_  
\_\_\_\_\_

Are you a current member of the Dyslexia Foundation of Memphis? \_\_\_\_\_  
If not, please enclose a check for dues (\$20.00). Make checks payable to: Dyslexia Foundation of Memphis.

Please read carefully before signing:

I hereby make application for employment as a tutor in the Dyslexia Foundation of Memphis program. I understand that I am required to attend all training workshops without compensation. This application, if accepted, is binding only as long as I perform satisfactory service as a tutor. If I do not meet the requirements for attendance and services, a loss of pay will result. Hired tutors will be paid by the day at monthly intervals.

Signature of Applicant: \_\_\_\_\_ Date \_\_\_\_\_

I have tutored:      Math \_\_\_\_\_      Language \_\_\_\_\_  
                         Social Studies \_\_\_\_\_      Social Values \_\_\_\_\_  
                         Auditory \_\_\_\_\_      Small Group Reading \_\_\_\_\_  
                         None of the above \_\_\_\_\_

=====  
The following is for hired tutors only: Please list two references.

Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

To be read and signed by parent of tutors under 18 years of age:  
I hereby agree to support my child in his/her commitment to the Dyslexia Foundation. I am aware that this is a one-to-one tutoring situation and that he/she is required to be present every day.

Signature of Parent or Guardian \_\_\_\_\_

Return Applications by Specified Deadline

Order Form  
To order by phone call (901) 337-8731

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Qty	Description	Size	Price	Total
	Classic Dyslexia Foundation Cook Book		\$12.00	
	"See What It's Done For Me" T-Shirt		\$12.00	
	"Famous Dyslexics" T-Shirt		\$12.00	
	"Famous Dyslexics" Apron		\$12.00	
	"Famous Dyslexics" Tote Bag (18" X 16")		\$12.00	
	Please include \$3.00 per item for S & H			
		Total Due		

If you order 3 or more items, they are \$10.00 each

To view any of the items, please check our website, [www.memphisdyslexia.org](http://www.memphisdyslexia.org)

THANK YOU FOR YOUR SUPPORT

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Dyslexia Foundation  
of Memphis  
P.O. Box 240792  
Memphis, TN 38124

Attention: Postmaster This document contains dated material.

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