

Dyslexia Foundation of Memphis

Spring Saturday School Begins

What A Great Way to Start A New Year!!

Thoughts from the Perz

The fall semester has come to a close and it is time to think about a new year and reflect on the old one. As we hugged the children and parents and wished everyone a Merry Christmas and Happy New Year, I was struck by many thoughts and observations. I watched a brand new student and her mother as they spoke to everyone all smiles and happiness. What a change from just a few weeks ago when they started. She was so quiet and was clinging to her mother's side. Then I noticed an "older" student who has been here some 5 years or more who has changed from a person that was a reluctant student to one who begs to have extra tutoring sessions. I guess watching the children and parents change is the greatest thrill of all. The parents come all confused, frustrated and frightened about the future and the children come with little or no self-confidence and

Important Dates to Remember

Spring 2005

| | |
|-------------------------------|-----------------|
| Application Deadline | Jan 14 |
| Supervisors Saturday | Jan 15 |
| New Parents Meeting | Jan 20 |
| Workshop | Jan 22 |
| Student's First Day | Jan 29 |
| Easter Holiday | March 26 |
| Spring Break (Holiday) | TBA |
| Annual Meeting | TBA |
| Student's Last Day | April 30 |

Summer 2005

| | |
|-----------------------------|-------------------------|
| Application Deadline | June 14 |
| New Parents Meeting | June 14 |
| Supervisors Day | June 15 |
| Workshop | June 16 & 17 |
| Student's First Day | June 20 |
| July 4th (Holiday) | July 4 |
| Student's Last Day | July 15 |

Fall 2005

| | |
|-------------------------------|----------------|
| Application Deadline | Sept 10 |
| Supervisors Saturday | Sept 10 |
| New Parents Meeting | Sept 15 |
| Workshop | Sept 17 |
| Student's First Day | Sept 24 |
| Thanksgiving (Holiday) | Nov 26 |
| Student's Last Day | Dec 17 |

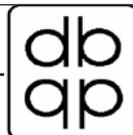
**Don't forget to fill out
and send in your
Saturday School
Application on page 10**

Annual Meeting Update

The time for our Annual Meeting is once more upon us. Please set aside April ??, 2005 for an evening of fun and fund raising for the foundation. The location will be right here at St. Francis Catholic School 2100 N. Germantown Parkway (for those of you who may have forgotten, St. Benedict has moved up the hill and we had a name change to St. Francis of Assisi Catholic School – same place just a new name) so come bring friends and family to our Annual Meeting. There will be a dinner, speaker, election of officers, and a silent auction

So please check with your company to see if they would donate something to the auction, ask your favorite restaurant to donate a free dinner or a store you frequent often to donate something for the auction. We will be glad to furnish you with a letter for the merchant. No gift is too small or too large. This is the only fund raising project we do all year. If you bring 3 items for the auction we will give you a free meal! So bring lots of neat things and get the whole family a free dinner. You will receive an invitation later with all the particulars, but for now save the date and plan to come.

Thoughts Continued on page 4



Some thoughts on...SUCCESS!

Rick Lavoie

LD OnLine exclusive

Which of the following people can be classified as "pioneers"?

- a) Neil Armstrong
- b) Christopher Columbus
- c) Ferdinand Magellan
- d) Marianne Frostig
- e) All of the above

If you answered "e"... buy yourself an ice cream! Armstrong was the first man to walk on the moon; Columbus discovered the New World; Magellan circumnavigated the earth for the first time; and Marianne Frostig was among the first to recognize and investigate the link between neurology and learning.

In 1964, Dr. Frostig began promoting theories and findings that were truly "cutting edge" for her time. She proposed the belief that "perceptual development precedes conceptual development" and identified the strong correlation between learning and visual/perceptual abilities. Her theories and her assessment tools were used extensively for over a decade to identify and remediate children's learning problems. Her pioneering work spawned hundreds of research projects...and some of those studies debunked and contradicted her early theories.

We now recognize that some of Dr. Frostig's emphasis on vision and its impact on learning was a bit overstated and simplistic, but this fact does not dim her greatness or her value as one of American education's true pioneers and heroes. The criticism that is often leveled at Dr. Frostig – that her repetitive visual motor activities "didn't work" – is both shortsighted and unfair. She never presented her remedial activities as a "cure" for learning problems but, rather, as a valuable tool in an arsenal of reading and language arts instruction. In the early days of our field, parents and practitioners were searching for "THE answer" and many felt that they had found it in Dr. Frostig's work. Sadly, they failed to heed her cautions that her visual exercises should be supplement – not replace –focused reading instruction.

The staff at the Frostig Center in Pasadena, California continues the good doctor's tradition of leadership and innovation in education. One of their recent projects clearly reflects their ability to focus upon the genuine needs of struggling children...and those who serve them.

In the past twenty years, the field has fully and finally recognized that Learning Disabilities simply do not "go away" with the onset of adulthood. The lives and lifestyles of LD children continue to be impacted and compromised by their learning problems when they are adults. Hundreds of studies and surveys have been conducted that examine the myriad ways that Learning Disabilities can affect performance in the workplace, in postsecondary education and in adult relationships. The Frostig Center under the leadership of Drs. Marshall Raskind, Roberta Goldberg, Eleanor Higgins and Kenneth Herman has taken an innovative approach to studying adults with learning disabilities.

Rather than studying LD adults who have failed and identifying the causes of this failure, these researchers studied LD adults who had succeeded and researched the behaviors, attitudes and characteristics that contributed to that success. BRILLIANT! The implications of this research are clear: Teach or foster these characteristics in children with Learning Disabilities in order to increase their opportunities to succeed as adults.

Lavoie Continued on page 3



Lavoie Continued from page 2

Of course, "success" is a difficult concept to define and will vary from person to person. But a successful life is loosely defined as one that is productive and satisfying. It includes relationships that are meaningful and mutually beneficial. After all, aren't these factors that we wish for all of our children.

The Frostig research highlights several traits that were commonly found in successful and productive LD adults. I have taken the liberty of presenting the characteristics in a format using the acronym "SUCCESS".

S

etting goals and planning

The successful adults had developed specific goals for all areas of their lives.... employment, relationships, social and leisure. They designed systems to maintain schedules and these systems reflected clear priorities and goals. They developed long-term ("I am going to get more involved in the social scene at work.") and short-term ("I will join the staff bowling team.") goals. They worked diligently to utilize and improve their executive strategizing skills.

U

nderstanding self

The adults surveyed had developed a clear and complete understanding of their needs, strengths and limitations. They accepted their weaknesses, but were able to "compartmentalize" their difficulties. In other words, they viewed their disabilities as an aspect of their persona...but not their entire persona. They viewed themselves as "people with disabilities" rather than as "disabled people". They were able to effectively explain their disorder to others and could translate this information into accommodations and modifications that they used in the workplace.

C

ourage and perseverance

The successful adults understood that diligent and focused effort was needed in order to ensure and maintain social and vocational progress. Further, they knew that trial-and-error processes were often required in order

to solve problems and were willing to continue their efforts until their goals were met. They subscribed to the ancient Chinese wisdom, "Fall down nine times; get up ten times." They also learned from their mistakes.

This trait must be fostered and reinforced by parents. As Mel Levine advises, "Teachers should teach kids how to learn...parents must teach kids how to work."

C

ontrol and proactively

The adults surveyed reported that they had a strong sense of the amount of control and influence that they have over their own lives. They regularly took the initiative and took definitive actions to prevent and solve problems. They were able to make decisions and to invest the energy and resources that were required in order to make the decision effective. They handled transitions well and did not overreact to changes or modifications in their daily lives.

E

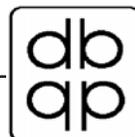
motional coping strategies

Anxiety and depression are relatively common in the profiles of LD children and adults. The successful adults who were surveyed were able to understand "triggers" and the symptoms of anxiety reactions and had developed strategies to cope with their stress.

S

elf-advocacy

The successful adults not only understood their individual needs, but also were able to explain their needs to employers and supervisors. They are able to advocate for themselves by assisting their employers in developing accommodations and adjustments in the workplace. They were also able to use compensatory strategies that they learned during their formal education (e.g., note taking at meetings, maintaining calendars to plan and schedule social and work related events).



Lavoie Continued on page 7

Wish List

Here is a list of items that were requested by the Summer Program Staff. Some are just wishes others are needed. If you have any of the following items or know of a company that will donate them please do so. Thanks "The Staff"

- | | | |
|----------------------------|-----------------------------|----------------------------|
| Napkins | Styrofoam cups (6 or 8 oz) | Trash bags (36 & 13 gal) |
| Notebook paper | Pencils | White-out |
| INCENTIVE PRIZES | Kleenex | Jr strength Tylenol |
| Diet drinks | Cheese crackers | Camera and film |
| Hot chocolate (sugar-free) | Zip sliding lock bags | Re-usable Ice packs |
| Coffee | (Gallon and Quart) | Memory boards |
| Copy paper | Staplers | Soccer and basketballs |
| Paper towels | Children's Chewable Tylenol | Educational software (IBM) |
| Chips | Peanut butter crackers | Hardbound Dictionaries |

Thoughts Continued from page 1

usually very frustrated about learning and school in general. Then they come to this Foundation. This simple place with loving and caring people and before you know it a real miracle has happened. Everyone has been changed...transformed if you will...transformed by love. The parents relax and have faith in their children and the children begin to understand what language and reading and learning is all about. What a delightful consequence to spending their Saturdays with people who care. After 20+ years in the foundation, you would think I would get tired of watching this drama unfold. But, if the truth be told, I enjoy it as much now as I ever did. What could be more interesting than watching a child coming out of the cocoon that they have built around themselves and turning into that beautiful butterfly that God intended them to be. It has made working with the foundation a wonderful experience. I hope those of you who have let life get in the way of Saturday School will remember the good that we did for you and your child and also remember the good you did for other children and their parents and will return to our quiet foundation and help everyone once again. God bless you all with a wonderful New Year.

As Ever,
Karen Carson
"The Prez"

Remember!!

Everyone who wants to attend Summer School must send in an application!

That is for all students and tutors. If you are planning on tutoring then you need to send in an application to tutor too!

PLEASE NOTE: We are still in the same location at 2100 N. Germantown Parkway, the name has just changed. The school is now known as St. Francis of Assisi School instead of St. Benedict at Auburndale.

Just a reminder! Students **MUST** attend either the fall of 2004 or the spring of 2005 semester to be eligible to attend the summer program for 2005. If circumstances beyond your control prevent you and your child from attending one of these semesters, you must petition the board for permission to attend the summer program.



Paid Membership List

Congratulations... You remembered... These *smart* people remembered that dues are due the first of *each year* and they are current paid members! Is your name here or did you forget? No problem you can send a check for \$15.00 or *more* to:

Karen Carson
7532 Hatch Circle
Arlington, TN 38002

or

The Dyslexia Foundation
P.O. Box 240792
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.

2005 Paid Members

**Carson, Cain & Karen
Pennington, Jo**

**Egler, Rita
Vining, James & Ann**

Kincade, James & Wenona

Lance, Lori

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)

Yes, Please renew my membership so I will not miss out on any of the wonderful information you provide.

My Name: _____

Phone: _____

Address: _____

City, State: _____

Zip: _____

I have enclosed my check for \$15.00.

Send to: Karen Carson
7532 Hatch Circle
Arlington, TN 38002

**“Sometimes I’m so busy
adding up my troubles that I
forget to count my
blessings.”**

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



Graduates

The following students completed books during the Fall Semester:

Book B

Pearson, Megan

Book D

Stockton, Odell

Book F

Paulson, Anna

This represents a great effort on the part of students, tutors and supervisors. We are so proud of all our graduates. Keep up the Great work one and all.

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.

Perfect Attendance

A big salute goes out to the directors, supervisors, tutors and students who did not miss any Saturdays during the entire Fall 2004 semester! Thanks for your dedication to the Foundation.

Supervisors & Tutors

Carson, Karen

Egler, Rita

Futrell, Joyce

McDonald, Marilyn

Stevenson, Katie

Students

Groendyke, Katie

Pearson, Megan

Please Note: 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!

"When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left, and could say, 'I used everything You gave me.'"
- Erma Bombeck

Donations

Listed below are the donations that many of you so generously gave during the fall semester. Thanks to all of you for your help. All of the items are appreciated greatly

Ms. Lance Toys for Store
Ms. Capooth Toys for Store, Raisins
Ms. McDonald Toys for Store
Ms. Kincade Toys for Store

SOMETHING WORTH READING

Here are some books you might find interesting:

The Gift of Dyslexia
by Ronald D. Davis
ISBN 0-929551-23-0

Turn About Children
by Mary MacCracken

Keeping A Head in School
by Dr. Mel Levine
ISBN 0-8388-2069-7

Help Me to Help My Child
by Jill Bloom
ISBN 0-316-09982-1

All Kinds of Minds
by Dr. Melvin Levine
ISBN: 0838820905

I hope you enjoy these I sure did...

**I thank God for my handicaps,
for, through them, I have found
myself, my work, and my God.**

Helen Keller



Lavoie Continued from page 3

S

upport systems

The surveyed adults have developed – and nurtured - effective support systems that they access whenever they face crises or difficulties. This support system extends beyond their family and includes friends, professionals and co-workers. They consult with different people in order to solve different problems. For example, if they had difficulty with their automobile, they were likely to contact their neighborhood mechanic...rather than contacting their parents.

They also understood that they had to contribute to these relationships rather than merely “make withdrawals” from the relationship!

The most encouraging aspect of this invaluable research is that the traits that were identified are ATTITUDES, BEHAVIORS and CHARACTERISTICS. Therefore, these skills and traits can actually be taught and fostered. As parents and teachers, we should begin fostering these traits with the children in our care. The mastery of these characteristics will contribute immeasurably to the child’s success as an adult. As the research summary states:

“These factors have a greater influence on adult success and happiness than gender, socioeconomic status, ethnicity, academic skill or IQ.”

This represents a clarion cry to begin promoting these traits in secondary programs on in the home front.

With every good wish,

Rick Lavoie

About the Author Rick Lavoie has served as an administrator of residential programs for children with special needs since 1972. He holds three degrees in Special Education and has served as an adjunct professor or visiting lecturer at numerous universities including Syracuse, Harvard, Gallaudet, Manhattanville College, University of Alabama and Georgetown. His numerous national television appearances include CBS Morning Show, Good Morning Amedca, ABC Evening News and Disney Channel Presents.

Rick serves as a consultant on Learning Disabilities to several agencies and organizations including Public Broadcasting Service, New York Times, National Center for Learning Disabilities, Girl Scouts of America, Child Magazine and WETA. He is a member of the Professional Advisor Board of the Learning Disabilities Association.

Rick has delivered his message to over 500,000 parents and professionals throughout North America. He has the distinction of having delivered Keynote Addresses for all three of the major special needs advocacy organizations in the United States (Learning Disabilities Association, Council for Exceptional Children, Children with Attention Deficit Disorder).

Rick has held the position of President of the Riverview School on Massachusetts’ beautiful Cape Cod. This residential school has provided Rick with a “living laboratory” in which he developed and refined his methods and philosophies related to the education of adolescents with special needs.

Rick is probably best known for his videos “How Difficult Can This Be?” , “The F.A.T. City Workshop” and “Last One Picked, First One Picked On”: The Social Implications of Learning Disabilities”. These award-winning films have brought Rick’s sensitive and compelling message to countless thousands throughout the world. After viewing the videos, former First Lady Barbara Bush stated, “You really wowed us! I only wish that every parent and teacher in the United States today could also see your program.” His new video on behavior management is entitled “When the Chips are Down ...” is now available through LD OnLine’s LD Store.



The Dyslexia Foundation of Memphis

Dear Parents and Tutors:

We are again planning a 12 week spring program. It will be conducted on Saturdays from 8:30 a.m. to 12:30 p.m. The program will run Saturday, January 29, 2005 to Saturday, April 30, 2005 at St. Francis of Assisi (SFA), 2100 N. Germantown Parkway, Cordova, TN 38016.

Workshops, which are mandatory for all personnel, will be held Saturday, January 22, 2005, from 8:30 a.m. to 3:30 p.m. at St. Francis of Assisi **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 tested and recommended will be accepted as students.
2. Unexcused absences by anyone (students and/or personnel) can result in dismissal from the program and all future Foundation programs. Illness is the only acceptable reason for absence. Any other excuse must be cleared before the absence by the board.
3. All tutors must exceed sixteen years of age.
4. All participants must be current members of The Dyslexia Foundation of Memphis. Dues are \$15.00.
5. A certain dress code will be observed by everyone.
6. **ALL WORKSHOPS ARE MANDATORY FOR ALL PERSONNEL.**
7. 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. The entire amount is due with the application before January 14, 2005. It cannot be refunded. Remember, parents who wish to tutor must apply. The above figures require an enrollment of 80 students in order for the Foundation to offer the Fall Program at this tuition cost.

All applications must be returned **before January 14, 2005**. 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 tested in the Fall 2004.

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

SEND APPLICATIONS TO:

Karen Carson
7532 Hatch Circle
Arlington, TN 38002
901 337-8731

Sincerely,

Karen Carson



WAIVER OF LIABILITY

In partial consideration of the willingness of St. Francis of Assisi 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. Francis of Assisi 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. Francis of Assisi during any and all functions of The Dyslexia Foundation of Memphis held on said premises.

I further agree to indemnify and hold harmless St. Francis of Assisi 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 _____, 2005

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 therefrom, 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 therefrom. I further agree that I will be responsible for any medical bills incurred in my treatment, and will not hold the Foundation responsible therefor.

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 Yes / No

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

Has your child been tested and recommended for admission into this program? _____

If so, Where? _____ When? _____

Are you a current member of the Dyslexia Foundation? Y/N

If not, please enclose a separate check for dues (\$15.00). 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 _____



Cook Book Order Form

To order by phone call 377-8731

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

| Qty. | Description | Price | Total |
|------|--|-----------------|-------|
| | Dyslexia Cook Books | \$12.50 | |
| | Shipping and Handling charges | | |
| | for orders \$1.00 to \$25.00 \$2.00 | Cook Book Total | |
| | \$25.01 to \$50.00 \$4.00 | S&H | |
| | \$50.01 to \$75.00 \$6.00 | | |
| | Orders over \$75.00 are 10% of order | Amount Due | |
| | Thank you for your order. | | |

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

Attention: Postmaster This document contains dated material.

