



Dyslexia Foundation of Memphis

Make Time for Fall Saturday School

What a Great Summer Semester

At the end of each semester, I think WOW what a great semester! Our summer semester was just that kind of semester. We had 11 students finishing books and 6 students with perfect attendance plus 10 others who only missed 1 day. All the students had great attitudes and so did the tutors and staff. With the weather weighing in at 100+ degrees heat indexes some days, we still had a wonderful semester. Even with a run of 24 hour stomach virus we still had a big

Summer (Continued on page 4)

Some Thoughts about Dyslexia

Dyslexia is a neurological disorder that affects children and adults with average or above average IQ. These children generally do poorly in school even though they are smart. The Dyslexia Foundation teaches these children "how" to learn despite their dyslexia. Once these children learn how to use their dyslexia and other learning disabilities to learn, they do very well in school. They can go on to earn a BS

Dys (Continued on page 3)

Thoughts from the Prez.

I am often asked "Why should I pick the Memphis Dyslexia Foundation to help my child?" or "What makes your program so different from other tutoring programs?" and often "Are you better than private tutoring programs?". Let me take a few words to explain to you why our program is different and, in my opinion, a better program for your child. First, you should consider the Memphis Dyslexia Foundation because we stress learning to read through a positive reinforcement program that, not only teaches phonics, but also emphasize self-esteem. Dyslexic children often have low self-esteem. When a child has low self-esteem they will not raise their hand to answer questions even though they know the answer to the question being asked or want to participate in group activities. By building self-esteem, our children build the courage to try and keep trying, even though they might be unsuccessful all the time. We rely on praise and encouragement, lesson after lesson. This positive reinforcement gives our children courage and that courage gives them the confidence to try again and again until they are successful.

We also include tactile kinesthetics in our tutoring. When

Prez (Continued on page 6)

Dyslexia Foundation of Memphis

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www.memphisdyslexia.org
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Inside this issue:

Donations	2
Paid Members	3
Graduates	4
How to help the Foundation	5
Teacher Suggestions	7
Applications	10

Fall 2019

Supervisor's Saturday	Aug 24
New Parent's Meeting	Sept 5
Application Deadline	Sept 7
Tutor Workshop	Sept 7
Student's First Day	Sept 14
Thanksgiving (Holiday)	Nov 30
Student's Last Day	Dec 7

Spring 2020

Supervisor's Saturday	Jan 4
New Parent's Meeting	Jan 16
Application Deadline	Jan 18
Tutor Workshop	Jan 18
Student's First Day	Jan 25
Spring Break	March 14
Annual Meeting	April 4
Easter Break	April 11
Student's Last Day	April 25

Summer 2020

Supervisor's Day	May 30
New Parent's Meeting	June 9
Set Up Day	June 12
Application Deadline	June 11
Workshop	June 11 & 12
Student's First Day	June 15
4th of July (Holiday)	July 4
Student's Last Day	July 10

We Don't Want To Lose 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@memphisdyslexia.org. 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

Donations

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

Store

Loftin Boggan	Kristy Cannon
Linda Fitzhugh	Christian Hansen & Olivia
Peter & Sue Law	John Lipford
Sara Millard	Emily Schwartz
Carol Simmons	

Office / Misc

Loftin Boggan	Peter & Sue Law
Amelia Lydecker	Sara Simmons
Lisa Pennington	Jay Schwartz
Carol Simmons & Greta	

Corporate Donations & Cash through Individuals

Jim & Ann Vining	Bob & Ann Wolfe
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We appreciate all of the angels who took apples from the apple tree and brought in gifts for the foundation. We hope we have given credit to everyone who was so generous. But many things just appeared like magic and we do not know who brought them. We thank you **all!**

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! **db**
qp

Quotes from famous Dyslexics

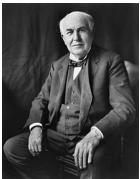


Walt Disney: Director/Screenwriter

"All your dreams can come true if you have the courage to pursue them."

"All the adversity I've had in my life, all my troubles and obstacles, have strengthened me... You may not realize it when it happens, but a kick in the teeth may be the best thing in the world for you."

"If you can dream it you can do it."



Thomas Edison: Inventor

"Genius is one percent inspiration and ninety-nine percent perspiration."

"Great ideas originate in the muscles."

"I have not failed, I've just found 10,000 ways that don't work."

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."

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

2019 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 make 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.

Barnes, James & Sharon
Bitzer, Art & Brenda
Boggan, Alex & Lindsey
Brotherton, Patsy
Burkett, Laki
Carson, Cain & Karen
Cook, Patrick
Couch, Jessica
Crider, Cheryl
Davis, Pamela
Douglas, Peggy
Ellis, Stephanie
Fitzhugh, Linda
Gillespie, Pam, Auburn & Ryan
Hammond, Chris
Hanson, Christian
Hickman, Rachael
Hunter, Terry

Hutchins, Regina
Kincade, Wenona
Landrum, Paula
Law, Peter & Sue
Lehigh, Patti & Kathleen
Mason, Bridget
May, Brenda
McClanahan, Jennifer
McCloud, Shelby
McKinney King, Rhondon
Millard, Sara
Pennington, Lisa
Pinner, Julie
Rakowsky, Cindy
Savory, Lelia
Schwartz, Emily
Shelton, Larry
Simmons, Carol

Simpson, Paige
Simpson, Ellen
Steadman, Jim & Andrea
Swagerty, Jalia
Tilley, Gillian
Vining, Jim & Ann
Wakefield, Elizabeth
Wakefield, Victoria
Walker, Christina
Wallach, Troy & Lynlie
Watson, Amanda
Williams, Shamaya
Wolfe, Bob & Ann
Young, Misty

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)

Dys (Continued from page 1)

and advanced degrees in all areas of endeavor. The key to a dyslexic child's success is often self-esteem and learning how to learn. If you remain in our program and finish all the books, you will have the equivalent of a Master's Degree in English grammar. We had our program reviewed by a professor at the University of Memphis and that was her conclusion. We have had our former students come back and they agreed that our dyslexia program really gave them a "leg up" on English grammar and their writing skills for essays in college. So hang in there and reap the rewards that our program has to offer.

Our most recent graduate says that English is so much easier now having learned all of the grammar rules in all 9 language books. I am hoping to see you in September. Remember, we have some changed dates for the Fall Semester so check our webpage to make sure you have the correct dates. ^{db}
_{qp}

Graduates from Books

Summer (Continued from page 1)



The following students completed books during the 2019 Summer Semester:

Book A

Collin McClanahan Joseph Cannon
Olivia Hansen Greta Millard
Joseph Rakowsky

Book C

Zoe Crider Naomi Hutchins
Jalia Swagerty

Book D

Joe Brotherton Ava Hammond

Book F

Lakia Burkett

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. ^{db}_{qp}

group of eager beavers. We had some great parents who were both supportive and generous. You can't beat that combination. We even had some first-time supervisors and still we had an awesome semester. So, if you missed coming this summer you really missed a great semester. Summer is always such a great semester because it is every single day, so the students don't have time to forget what they learned plus at 20 days of 7 hours each, it equals over double the education time of spring and fall combined. What a bargain for only a few dollars more than spring and fall semesters put together. So next year, if you missed it this year, you will have to try it to see why everyone likes it so much. Here is a schedule of the activities we have daily in the summer. 2 periods each of language, math and auditory. Then there is Rainbow which is a different activity each day of the week. They are life skills, games, SQRRR study method, art and Creative writing. I hope you will give the summer semester a try.

See you in September! ^{db}_{qp}

Perfect Attendance



A big salute goes out to the students who did not miss any days during the entire Summer 2019 semester! Thanks for your dedication to the Foundation.

Students

Loftin Boggan Lakia Burkett
Joseph Cannon Ava Hammond
Collin McClanahan JD McClanahan

Staff

Karen Carson Linda Fitzhugh
Paula Landrum Sue Law
Will McClanahan Paige Simpson

The relationship between the teacher and student

"I've come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

- Haim Ginott

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

John Lubbock

Many Ways You Can Help The Foundation



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 detailed 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.

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We always need supplies all year long , and there is not enough space in the newsletter to list it all so we have come up with an new idea to tell everyone what we need. It is our Giving Tree! We put leaves on the tree with items the Foundation needs and ask everyone who would like to help to take a leaf and bring in the item. We have put the tree on our [website](#) with a list of items we need, Your help will be greatly appreciated.

See Page 3 for a list of some of the items,



You can help us serve more dyslexic children and their families without spending any extra money. All you need to do is [signup](#) for GoodSearch. Once your account is set up, if you use GoodSearch to do your web searches the Foundation will receive a donation for each search you do. You can also type in the address in your browser <http://www.goodsearch.com/?charityid=840583> to set up your account.

If you also use the GoodShop option, each time you shop on the web, part of what you spend will be automatically donated to our Foundation at no cost to you. It doesn't get much better than that! It is like getting free money for the Foundation each time you search the web



You shop. Amazon gives.

With Christmas fast approaching, if you purchase anything from Amazon.com, you can help us raise money to help serve more dyslexic children and their families without spending any extra money. All you need to do is [signup](#) for Amazon Smiles and choose Dyslexia Foundation of Memphis as your cause to start shopping, and raising money. [Click on the link](#) and it will automatically take you to the Amazon Smiles site and set your Amazon account up to benefit the Dyslexia Foundation. You can also type in the following address to do the same thing: <https://smile.amazon.com/ch/23-7420143>

Thanks for taking the time to help our Foundation.

teaching anyone, the more of the 5 senses that can be used, the better. Most programs only use see / say to teach. We include touch, feel and movement in the learning process. Most teachers say, "This is the letter A and it says "a" as in apple" and have the child repeat it. That is okay but often a dyslexic child needs more reinforcement to remember. By including the tactile kinesthetics in the learning process it helps put the information in to long term memory, so it can be retained and remembered more easily. We also use a lot of repetition to help the child remember. All of this is done using a one to one process, one teacher to one student, so the student continually receives positive encouragement while learning.

Our program also helps teach social skills and shows the child they are not the only child with dyslexia. They don't feel they are the only person who has this problem. They see other students just like themselves with the same problem and there is nothing wrong with them. This is very positive, since in regular school they often feel like they are the only one with a problem.

We also have a parent support group to help the whole family understand what is going on since dyslexia is not only a school learning problem, it is a 24/7 365 problem that affects the child and the family all the time.

A lot of people look at our curriculum for the first time and see easy words taught in a strange way until they understand the concept. We are not only teaching words, we are teaching a way of thinking. We are teaching a method of learning. When teaching anything, especially reading, you must teach the method. The words are only the tip of the iceberg. They are examples; once a student learns how to decode words following rules, they will be empowered to read anything written. We are very careful not to introduce a word before all the sounds of that word have been taught.

Basically, the most important part of our program is that it works! Our students go on to achieve more and more skills, have more and more success, and eventually go on to a rich and productive life. These are my favorite subjects so ask me in person and I can talk for hours^{d b}_{q p}

The difference between rich and poor people.— A nice prospective! Difference Between Rich/Poor People?

One day, the father of a very wealthy family took his son on a trip to the country with the express purpose of showing him how poor people live. They spent a couple of days and nights on the farm of what would be considered a very poor family.

On their return from their trip, the father asked his son, "How was the trip?" "It was great, Dad." "Did you see how poor people live?" the father asked. "Oh yeah," said the son. "So, tell me, what did you learn from the trip?" asked the father. The son answered: "I saw that we have one dog and they had four. We have a pool that reaches to the middle of our garden and they have a creek that has no end. We have imported lanterns in our garden and they have the stars at night. Our patio reaches to the front yard and they have the whole horizon. We have a small piece of land to live on and they have fields that go beyond our sight. We have servants who serve us, but they serve others. We buy our food, but they grow theirs. We have walls around our property to protect us, they have friends to protect them."

The boy's father was speechless. Then his son added, "Thanks, Dad, for showing me how poor we are." Isn't perspective a wonderful thing? Makes you wonder what would happen if we all gave thanks for everything we have, instead of worrying about what we don't have.

Appreciate every single thing you have, especially your friends!

"Life is too short and friends are too few^{d b}_{q p}

Suggestions For Classroom Teachers or IEP Modifications & Accommodations For Dyslexics

- LARGER PRINT** - enlarging all reading materials, assignments & tests by 30 - 100%
- STUDY SHEETS** - Review sheets that provide a sequential outline in a logical manner of required information as soon as possible.
- PREFERENTIAL SEATING** - placing the student's seat as close to the area of instruction as possible: near teacher's desk, front of room, closest to board, etc.
- MULTI-SENSORY INSTRUCTION** - a variety of methods are used during instruction to enhance learning. These may be used simultaneously or in a rapid succession. (Kinesthetic, visual, auditory, tactile) May include, but not limited to: whiteboard, writing board, picture, videos, recorders, headphones, manipulatives, role-playing, etc.
- ORAL TESTING** - testing may be modified to eliminate the need to struggle with decoding, concentrating on comprehension of material. Test may be given orally, recorded, read to the student, etc. it may be decided to give the test orally and in written form and average the two grades together. This encourages the student to continue to progress on decoding skills, at the same time giving credit for mastery of concepts and material.
- RECORD CLASSES** - the student or teacher records each lecture. Also student may be allowed to dictate answers to daily work, rather than spend the laborious effort to write answers. This encourages student to use larger vocabulary that might be penalized if in written form. It also frees up student's creativity.
- EXTENSIONS** - extra time for completing both short & long term assignments
- UNTIMED TEST** - student may be allowed to take test without time constraints put on other students. Test may be divided into sections that are achievable for that particular student to prevent fatigue.
- REPEATED INSTRUCTIONS** - instructions may be provided in a written format as well as orally. Students may be encouraged to paraphrase instructions after hearing them to verify understanding.
- INCREASED RESPONSE TIME** - extra time may need to be extended to some students to process questions. Ask them to consider a question, several moments before calling on them for an answer.
- REDUCED OR ALTERED ASSIGNMENTS** - all dyslexics are not alike. Each one will have different modifications or adjustments needed. Tailor alterations in expectations to meet the needs of each specific student. Encourage neatness. This would apply to test, class work, as well as homework assignments.
- MODIFIED TEST** - outside of shortening the amount of questions on a test, it may be needful to present the instructions in more than one way. Also, determine which method of testing student will relate to the best (essay, fill in blank, matching)
- GRADE EFFORT AS WELL AS CONTENT** - inform student on the front end of testing if spelling, reversals, omissions, or additions will count against him. Encourage proofreading.
- NOTES** - either provide the student with teacher's notes of lectures, or allow a peer to make a copy of his notes for the student who needs help. Underlining or bolding key words will help to facilitate studying. Be sure notes are neat and correct.

"Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language often including in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling." - working definition of dyslexia adopted by the International Dyslexia Association and the National Institute of Child Health and Human Development (NICHD), 1994. ^{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 14 to Saturday, December 7, 2019 at **All Saints' Episcopal Church**, 1508 S. White Station Rd. Memphis, TN 38117.

Workshops, which are mandatory for all personnel, will be held Saturday September 7, 2019, from 8:30 a.m. to 3:30 p.m. at All Saints' Episcopal Church **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 language. New parent-tutors apply only for reading. The following areas require tutors:

1. Reading (All tutors tutor Language)
2. Math

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

If Parent, Friend, or Sibling (16 or Older) **Can** Tutor: Registration fee \$75.00, + Tuition \$200.00 for a total of \$275.00 + Dues \$20.00 Yearly

If Parent, Friend or Sibling **Can Not** Tutor Registration fee \$75.00, + Tuition \$200.00, Paid Tutor \$360.00 (\$30.00 a Saturday) for a total of \$635.00 + Dues \$20.00 Yearly

The entire amount is due with the application before September 7, 2019 It cannot be refunded. Remember parents who 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 7, 2019. 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 2018 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 All Saints' Episcopal Church and the Episcopal Diocese of West Tennessee 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 All Saints' Episcopal Church and the Episcopal Diocese of West Tennessee 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 property of All Saints during any and all functions of The Dyslexia Foundation of Memphis held on said premises.

I further agree to indemnify and hold harmless All Saints' Episcopal Church and the Episcopal Diocese of West Tennessee 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 _____, 2019

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

Name _____ Birth Date ____ / ____ / ____ Age ____ Grade ____

School _____ Dominant Hand ____ Sex: ____ Glasses Yes / No

Name _____ Birth Date ____ / ____ / ____ Age ____ Grade ____

School _____ Dominant Hand ____ Sex: ____ 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? _Yes / No

If so, Where? _____ Year? _____

Enclose the Registration Fee for each child with the application to hold your child's place in our program. The tuition is due at the beginning of the fall semester or alternate arrangements can be made by contacting a Director.

If Parent, Friend or Sibling (16 or Older) **Can** Tutor:

Registration fee \$75.00, Tuition \$200.00 for a total of \$275.00 + Dues \$20.00 Yearly

If Parent, Friend or Sibling **Can Not** Tutor

Registration fee \$75.00, Tuition \$200.00, Paid Tutor \$360.00 (\$30.00 a Saturday)

for a total of \$635.00 + Dues \$20.00 Yearly

Dues \$20.00 Yearly

Fees are not refundable

Dyslexia Foundation of Memphis

7532 Hatch Circle

Arlington, TN 38002

Signature of Parent and/or Guardian _____ Date _____

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 Contact Information: Name: _____

Relationship: _____ Phone 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	
	"Gift of Dyslexia" T-Shirt—Blue		\$10.00	
	Please include \$3.00 per item for S & H			
		Total Due		

To _____ If you order 3 or more items, they are \$10.00 each _____ view any
of the items, please check our website, www.memphisdyslexia.org
THANK YOU FOR YOUR SUPPORT

