



Dyslexia Foundation of Memphis

Fall Saturday School Begins in a New Location

We have Moved!! Please Read

What a great beginning to a new facility. Our first semester at SBA was **great!** The students really seemed to enjoy the spacious rooms and so did the supervisors. Everything went so smoothly that the Directors actually got some work done for a change. We had 14 students finish books. All in all, it was a Super Summer Semester and we are looking forward to Fall to see if it goes as well. Hope to see you then! The Prez!

After many years at St. Francis School, we have moved...not far but we are moving. Our new location is going to be at St. Benedict at Auburndale High School (SBA), 8250 Varnavas Dr., Cordova, TN 38016, which is only 300 yards north of St. Francis, our old location. The move offers several advantages for the Foundation. We will have more storage space for all our stuff, larger classrooms and a nice office area with a

Moving (Continued on page 3)

Cookbook Sales—Please help!

We REALLY need to sell some cookbooks!!! We have LOTS that need a home. The cookbooks make great gifts especially for Christmas, birthdays, teachers, grandparents, other family members and friends. To make it easy to order there is an order form on the last page of the newsletter or you can order by calling 901 337-8731.

To commemorate our 25 years of service, we prepared a cook book using recipes from 1970 to 1995. We left the original ingredients, measurements and cooking instructions on the recipes. It gives the “grandmother” influence to these “Old” recipes. It contains recipes donated by our members covering many years. Many of them bring back fond memories of times gone by when our parents and grand parents used real butter, bacon fat and lard to cook. It also has many informative and inspirational articles to help understand our children. The best part of the cookbook are the section breaks written by our students. They must be read to be appreciated.

Preparing to Let Go:

How Parents Can Help Their Young Adult with LD Prepare for Life After High School

The following is excerpted from a resource paper developed by the HEATH resource Center, the national clearinghouse on postsecondary education for individuals with disabilities. The complete text, which includes a listing of programs and services for young adults with learning disabilities, is available at www.heath.gwu.edu or by calling (800) 544 - 3284. This was taken from the LDAT Texas Key Newsletter #1049.

Parents can do a great deal to help a son or daughter prepare for life after high school. Young people need encouragement, experience and exposure to new opportunities, and a great deal of support in order to mature to the point of becoming as self-sufficient and productive as possible. The challenge is to find or create a setting after high school that offers the young person a chance to develop his/her potential. The young adult considered

(Life Continued on page 6)

Dyslexia Foundation of Memphis

August 2006

Volume 08, Issue 3

Inside this issue:

Wish List	2
Paid Members	3
Graduates	4
Perfect Attendance	4
Understanding Students	6
Applications	10
Cookbook Order	12

Fall 2006

Application Deadline	Sept 5
Supervisors Saturday	Sept 9
New Parents Meeting	Sept 14
Workshop	Sept 16
Student's First Day	Sept 23
Thanksgiving (Holiday)	Nov 25
Student's Last Day	Dec 16

Spring 2007

Application Deadline	Jan 10
Supervisors Saturday	Jan 13
New Parents Meeting	Jan 18
Workshop	Jan 20
Student's First Day	Jan 27
Spring Break (Holiday)	March 17
Easter Holiday	April 7
Annual Meeting	TBD
Student's Last Day	April 28

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

Wish List

Here is a list of items that were requested by the Program Directors. 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"

Help, we especially need your help in replenishing the store room supplies. If you would like to give a donation of snack food, or toys to the "store", we would sure love to receive them. We need snack foods like:

Pretzels peanut butter popcorn
Crackers apples etc.

We **REALLY** need toys, games or puzzles are used for rewards in our store where the students may redeem their tokens for toys.

We need your help.

Do You Have An E-Mail Address?

Would you like to save the Foundation some money and get your newsletter sooner? We have realized after much prodding that it is very cost effective to have the News Letter sent to those members who are into e-mailing by using e-mail instead of snail mail. So E-mail us your address and we will e-mail you the next news letter. You can even e-mail us your application if you want to...My aren't we becoming techies.

Thanks

Please send an e mail request to:

cain.carson@memphisdyslexia.org

An acknowledgment will be sent confirming your request as quickly as possible.

Donations

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

C Reed	Store	M McDonald	Store
Watson	Store	P. Landrum	Store
C. Rose	Store	D. Smith	Store
Paulson	Store	Anderson	Store
Futrell	Store	L. Pennington	Store
Wolfchase Toyota	\$250.00		
L. Hide	Vegetables		
Smith	Birthday Pizza		

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!

Irene's Law

There is no right way to do the wrong thing.

2006 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 \$15.00 or *more* to either:

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

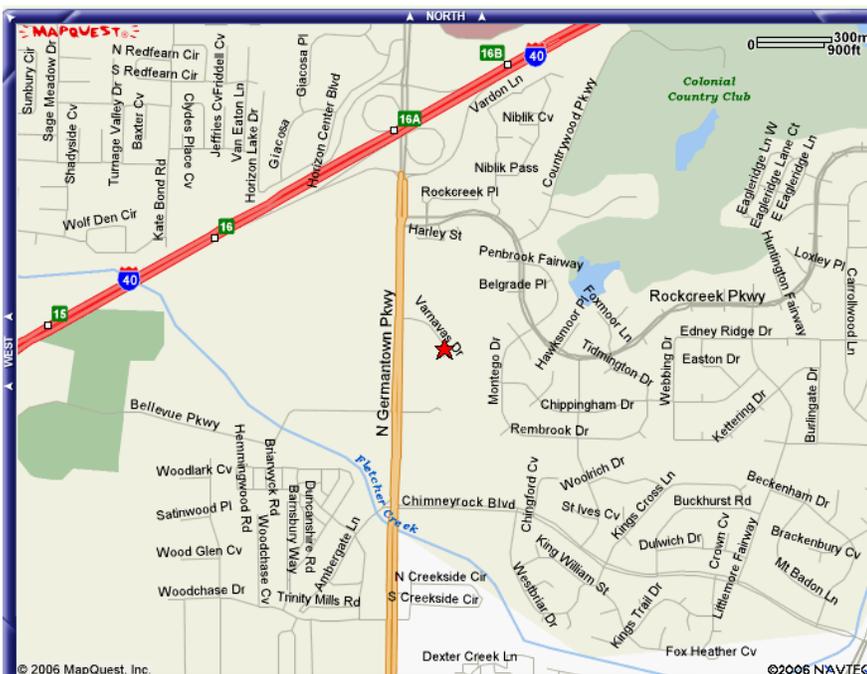
and pay your dues today. Dues makes it possible for us to send you Our Dyslexia Newsletter and other mailings during the year as well as support several other projects. Our dues have not increased in the last 15 years—still only \$15.00! Where else can you find a group of dedicated people that work so hard to keep cost down. Please help us by renewing your membership.

Akpotu, Maria
Allen, Doris
Anderson, Gary & Kim
Artzer, Lorealee
Ashe, Doug & Jane
Brown, Cristina
Carson, Cain & Karen
Carter, Andre & Wanda
Chappell, Anthony & Patricia
Cook, Barbara
Cox, Susan
Curtis, Bob & Kathy
Dillard, Carnisa
Douglas, Peg
Eddins, O.T. & Nancy

Funez, Maria
Gibson, Tenyeka
Griswold, Melissa
Harwell, Tonia
James, Billy
Kincade, James & Wenona
Kinney, Johnie
Kunkle, Dan & Jan
Landrum, Ross & Paula
Marlin, Maj. & Nina
May, Charles & Brenda
McDonald, Marilyn
Muhammad, Frank & Kia
Newbern, Keith & Lashun
Pennington, Jo

Perry, George
Prewitt, Cindy
Pitman, Leah
Reed, Robert & Shelley
Rosales, Gabrielu
Rose, Lonnie & Eunice
Smith, Greta
Smithhart, Erin
Taylor, Sherry
Vining, James & Ann
Welborn, Derek & Kelly
Watson, Nannette
Wolfe, Brenda

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



Moving (Continued from page 1)

copier and telephone.

SBA is located one mile south of the Wolfchase Galleria just off Germantown Parkway. You may also go to Mapquest.com or call 901 337-8731 for directions. When you arrive for meetings or saturday school, look for signs. Please enter through the north west glass doors (the doors closest to the dining hall that has the large glass windows. Our classrooms will be in the B Hallway on the first floor.

Meshkimen's Law

There's never time to do it right,
but there's always time to do it
over.

Graduates from Books

Perfect Attendance

The following students completed books during the Summer Semester:

Book A

Drake Smith
Madeline Rose
A. Muhammad
Autum Watson
Enrique Escato

Book B

Crystal Rose
Tommy McDonald
Katie Groendyke

Book C

Meagan Pearson
Jonathan Futrell
Elysa Humphries
Jenny McDonald

Book D

Jacob McDonald

Book H

Anna Paulson

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.

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

A big salute goes out to the students and staff who did not miss any days during the entire Summer 2006 semester! Thanks for your dedication to the Foundation.

Students

Betsy Akpotu
Nicholas Anderson
Madeline Rose
Autum Watson
Conor Pierce
Tommy McDonald
Elysa Humphries
Drake Smith

Tutors/Supervisors

Joyce Futrell
Marilyn McDonald
Karen Carson
Paula Landrum
Lisa Pennington

CONGRATULATIONS!!



We want to congratulate and honor a former student, Robert Fryaldenhoven, who graduated from Christian Brothers High School. We also want to congratulate Bruce Pennington who graduated from Bolton. We forgot to list them in the last newsletter. Our former students continue to give all of us the knowledge that our children can accomplish the same.

We would also like to make a correction to the last newsletter. Melinda Fryaldenhoven, a former student, just received her PhD—not her Masters degree. Congratulations to all these very bright former students. You do us proud!



We want to send our best wishes to Paul James, one of our graduates, who was married to Jennifer McCord on March 25, 2006 in Mt. Pleasant, MS.

Webpage is Published at Last!

We have finally gotten a webpage! Now you can read previous newsletters, print an application if you need to, check future dates, or find lots of useful information and web links. You can find it at:

www.memphisdyslexia.org.

Our sister group, The Golden Triangle Dyslexia Foundation has also built a great site at:

www.gtdyslexia.org.

Please check out both sites.

I would appreciate any comments you might have. Look over our site and let me know what can be done to improve it or what else you would like to have included. You can send me a note at

webmaster@memphisdyslexia.org.

Funnies From Summer School

During this years Summer School, our students made several comments that the tutors thought were worth mentioning. Here are a couple that were reported:

A tutor was working with a younger student who did not comprehend the concept of "stiff" spider. The tutor said they would put the spider in the freezer to make it hard and frozen. The student then stroked the rule beautifully on the memory board with his "frozen" spider. Suddenly, the child's hand went limp again. The tutor asked "What happened to the stiff spider?". The child replied, "He melted."

During one of the computer classes, it was explained to the students that words underlined in red were misspelled. A short time later, one of the students was typing in her name and it was underlined in red. She looked at the computer screen and said, "That is to how I spell my name."

How to Stay Young

1. Disregard all nonessential numbers. These include age, weight and height.
 2. Keep only cheerful friends. The grouches pull you down. If you really need a grouch, there are probably family members that fill that need.
 3. Keep learning. Learn more about the computer, crafts, gardening, whatever. Just never let the brain idle.
 4. Enjoy the simple things. Remember - when you were young, that's all you could afford. When you were in college, that's all that you could afford. When you are on retirement, that is all that you can afford!
 5. Laugh often, long and loud. Laugh until you gasp for breath. Laugh so much that you can be tracked anywhere by your distinctive laughter.
 6. The tears happen. Endure, grieve, and move on. The only person who is with us our entire life is ourselves.
 7. Surround yourself with what you love, whether it is family, pets, keepsakes, music, plants, hobbies, whatever. Your home is your refuge.
 8. Cherish your health. If it is good, preserve it. If it is unstable, improve it. If it is beyond what you can improve, get help.
 9. Don't take guilt trips. Go to the mall, the next county, a foreign country, but forget the guilt trips!
 10. At every opportunity, tell the people you love that you love them.
- Remember: Life is not measured by the number of breaths we take, but by the moments that take our breath away.

Understanding Students with Learning Disabilities

By Richard Lavoie

(Life Continued from page 1)

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*

here requires, even more than most people, to have strengths acknowledged. They need to have step-by-step instruction in how to perform some of life's essential tasks, and they need to be involved in planning their own activities. Whenever possible, parents should try to provide their sons or daughters responsibilities appropriate to their abilities so that their actions will be reinforced by their own success.

Professionals believe it is crucial for parents to have realistic expectations. Parents' goals for sons or daughters should be based on a clear understanding of the young person's capabilities in order to capitalize on positive motivation. It is important to guide choices toward successful experiences rather than activities which lead to disappointment or failure. This is especially difficult in families where parents and other siblings are high achievers who enjoy and expect high levels of academic, business, and social success.

Contrary to what many parents have been told, the way this young adult learns cannot be radically transformed or eliminated by training, although maturity will bring many abilities into focus. In other words, the patterns (which some call deficiencies) will not be entirely outgrown, but they are manageable. Program directors have found that parents sometimes expect that when a son or daughter has had success in a carefully structured and supportive environment, he or she might be able to do as well in a more traditional college/training program. This is not likely to be the case, they add.

Families go through developmental stages and processes just as individuals do, and sometimes it is difficult to continue to be supportive. It is tempting to think that once a program has been found, the path to independence is clear. Too often a new need arises requiring a different approach and additional flexibility of thinking. Even more than most young

(Life Continued on page 7)

Just a reminder! Students **MUST** attend either the fall of 2006 or the spring of 2007 semester to be eligible to attend the summer program for 2007. If circumstances beyond your control prevent you and your child from attending one of these semesters, you must partition the board in order to be able to attend the summer program.

people, this type of young adult will usually attempt many short-term options before a satisfying niche is established.

How Can Parents Help at Home?

Various aspects of daily living can be learned at home and will help contribute to later independence:

- Share cleaning, shopping, and meal preparation responsibilities to provide learning opportunities and the satisfaction of accomplishment.
- Help your son or daughter develop money management skills, such as budgeting and banking. Managing a weekly allowance or income from doing small jobs is part of preparation for managing income from a salary.
- Encourage your son or daughter to participate in leisure activities by assisting him/her to locate an appropriate club or class, or by starting such a group. Such groups offer opportunities for forming friendships, often particularly difficult for a young adult with substantial learning problems.
- Work along with your son or daughter in home or community task. Companionable modeling of how to do things encourages self-confidence and willingness to try independently.
- Expand the job options that your son/daughter could consider by discussing appropriate jobs in your workplace. Encourage questions and respond to concerns. If you know of places or people who would be understanding and augment skill development, try to enlist their help.
- Explore the possibility of having your son or daughter become a client of Vocational Rehabilitation (VR). Libraries or high school guidance offices may be able to help you locate the VR office nearest you, or look in the state listings of your local telephone book.
- Consider adult education courses as a part of an individualized program of activities and training. Your local school system will provide a catalogue of offerings.
- Consider making a written contract with your son or daughter, which would appoint you or another adult to act as a coach. Having such a business-like arrangement allows the coach to make suggestions and the young person to ask for assistance in an orderly manner.
- Set up a daily routine, encourage him/her to follow it, and teach ways to compensate for scheduling problems.
- LISTEN to your young person and try to help him or her express ideas, make suggestions, and try new experiences

Certain skills are invaluable in today's society. These will contribute significantly to getting and maintaining jobs and sustaining independence from family-based living. Some skills are:

- Driving (Professionals urge that a teacher be chosen who knows how to capitalize on the student's style of learning.)
- Touch typing/word processing
- Using public transportation
- Choosing nutritious foods
- Making medical/dental/business appointments; remembering them, getting there on time, and returning
- Handling emergency situations

Above all, let go! It is difficult to know that your young adult will experience failure and make mistakes and your instinct it to protect him/her from it. Parents who pull back and allow the process of growth and experimentation to occur find that young people can accept the lessons from life, which they learn from false starts, even if the lessons are painful. They sometimes accept "the real world" more readily than having their parents tell them "what might happen." It is also true that you have to be willing to let go even when you receive overt or subtle criticism from the extended family and well-meaning friends.

Observers believe that appropriate jobs are available. To find the jobs and keep them, these young people need to be reassured, encouraged to ask for help when it's needed, and then allowed to try. In this population jobs are most often lost not because the worker is lacking skills, but because he/she lacks awareness of acceptable social behaviors. Family and friends are essential as sources of modeling and providing cues in how to cope. They can offer optimism and applaud progress as experiences occur.

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 23 to Saturday, December 16, 2006 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 16, 2006, 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 tested and recommended will be accepted as students. Please contact a Director if you have questions about being accepted.
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 September 5, 2006. It cannot be refunded. Remember parents who are going to tutor must apply. 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 5, 2006. 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 2006 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 _____, 2006

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 _____ ZIP + 4 _____

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 tested and 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 (\$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 _____

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 (\$15.00). 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

Cook Book Order Form
To order by phone call 337-8731

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.
