



Dyslexia Foundation of Memphis

A New Year Begins, Help Make it a New Beginning for Our Students

A Great Semester Ends With A Bang

I know I have used the analogy before but it bears repeating. Anytime I see the new children (students), and sometimes not so new, I am reminded of the time we raised butterflies in my classroom. We sent off for the eggs and received 5 very small Painted Lady Butterfly eggs in a small cup with some green "clay" looking stuff in the bottom. Soon the eggs hatched and small worms (larva) started eating the green stuff and growing. The larva grew nice and fat. Then one day they climbed to the top of the cup and spun their chrysalis and looked quite dead for several weeks. I took the paper that they were attached to out of the cup and placed it into the flight cage. The class and I watched expectantly and nothing happened. Then one day several weeks later the chrysalis broke open and out came butterflies with twisted wings. The butterflies walked to the branch we had put in the flight cage and began to flex their wings to dry them out. The next day they were able to fly and the class and I took them outside and let them go. It was amazing to watch them fly away and remember the small eggs, then the larva, then the chrysalis, and now butterflies.

Our students are much the same. When they come to the Foundation they are in their own chrysalis, (with a "hard shell" around themselves) for protection from

Semester News (Continued on page 4)

Thoughts from the Prez



My fellow dyslexics,

It is a real pleasure to write the "Letter from the President" because it gives me an opportunity to talk to all of you! Recently Cain and I were in Walt Disney World, on three different occasions I had an opportunity to talk to parents about their children and dyslexia. These parents had no idea how to help their child, who has just been diagnosed with dyslexia. It reminded me how confused I was when our son was diagnosed in 1981 (some 35 years ago). Strange how little things have changed in 35 years in the real world. I read books and the more I read

the more confused I became. Then Gardner Brooksbank met with Cain and I and told us about the Dyslexia Foundation. We came to a new parents meeting and I knew I was in the right place, then came our first semester "summer school". Wow! what an experience. I did not know what had hit me. I had taught school for 14 years yet this was so different and I felt like I had been hit by a truck. This dyslexia school was like nothing I

Prez (Continued on page 2)

Dyslexia Foundation of Memphis

December 30, 2017

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Spring 2018

Supervisors Day	Jan 6
New Parents Meeting	Jan 18
Application Deadline	Jan 20
Tutor Workshop	Jan 20
Student's First Day	Jan 27
Spring Break	March 17
Easter (Holiday)	March 31
Annual Meeting	April 21
Student's Last Day	April 28

Summer 2018

Supervisors Day	June 2
New Parents Meeting	June 12
Application Deadline	June 14
Tutor Workshop	June 14 & 15
Student's First Day	June 18
July 4 (Holiday)	July 4
Student's Last Day	July 13

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

Prez (Continued from page 1)

had ever experienced before! I went home and cried every night. I lost 35 pounds because I could not eat! But I stayed in the program, because something told me this was a place that was going to help our son and me too. How right I was! That was 35 years ago and I have only missed one semester (changed jobs and could take 4 weeks off during the summer). I was in Grad. School and my grades went to ALL A'S. Chris's grades improved too. I took the things I learned at the dyslexia program back to my classroom and my student's grades improved too. This program really works. Three years later our daughter and Cain joined the program, and we have been there ever since. Both of our children have graduated from the program and are now in good jobs and are doing well. Even our three grandchildren attend the program. I cannot even imagine what our lives would have been like without the foundation. The dyslexia foundation has given my life purpose and I hope that you all feel that purpose too. This program only works if you come and give of yourselves each Saturday and tutor our students. I know how hard tutoring can be, but knowing that you are changing the lives of these students must make you feel GREAT. It is so gratifying when you stop by my desk and share success stories about your children, and how well they are doing or stories about how the world has "kicked" you and how can you deal with your troubles. One Mom told me that her son's teacher told her that she had seen so much improvement that the mother should definitely continue doing whatever she is doing to help her son (and this is after only one semester). The sad part is that sometimes I run into someone who has not stayed in the program and the trouble that their son is in. I know from personal experience how much the foundation can help your child and your family so PLEASE "STICK WITH IT".

I pray that God will bless you all with a great 2018 and that we will see you in January,2018!

Respectfully submitted, **db**
Karen Carson, President **qp**

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 Golden Fish Popcorn
- Crackers apples **Toys for the Store**

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

We need your help.— Thanks

2018 Paid Members

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 \$20.00 or *more* to either:

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

.... and pay your dues today. Dues makes it possible for us to send you Our Dyslexia Newsletter and other mailings during the year

Barnes, James & Sharon	Curtis, Kathy	Landrum, Paula & Ross	Smith, Greta
Bitzer, Art & Brenda	Fitzhugh, Linda	May, Brenda	Steadman, Jim & Andrea
Brotherton, Patsy	Gillespie, Pam & David	McCloud, Shelby	Vining, Jim & Ann
Carson, Cain & Karen	Hammond, Christopher	Pennington, Lisa	Wolfe, Bob & Ann
Carson, Tina	Hutchins, Regina	Perry, George & Rachel	

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

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:
webmaster@memphisdyslexia.org

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

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

We Now Accept Credit Cards!



The Dyslexia Foundation continues to move forward into the technology age. We are trying to make things easier. You can now pay tuition and make purchases using a credit card. We can take all major credit cards and either email or text you a receipt at the time of your purchase.

Being a tutor for the Foundation often seems an unappreciated task. As a tutor, it is a lot of hard work and very little pay. Being a parent in the program often seems even less rewarding. Not only do you have to tutor, but you also have to pay for that privilege. Your dedication and hard work is a chance to be successful as well as significant. The difference between the two is that when you die, success comes to an end. But when you are significant, you continue to help others be successful long after you are gone. Significance lasts many lifetimes. That's why when I look back over the years spent in the Foundation I see so many lives that have been changed. And that's never going to be unappreciated. Not well paid, but not unappreciated. **db**
qp

db
qp

Graduates from Books



The following students completed a book during the 2017 Fall Semester:

Book A

Aidan Jones

Joseph Mason

Book B

Keiryn Barnes

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 students who did not miss any Saturdays during the entire Fall 2017 semester! Thanks for your dedication to the Foundation.

Kaycie Cook Auburn Gillespie
Ava Hammond Aidan Jones
Joseph Mason Grace Steadman

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

Donations

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

Store

Laura Dunavent

Office / Misc.

Joe & Patsy Brotherton
Paula Landrum

Snacks

Joe & Patsy Brotherton

Donations

Bob & Ann Wolfe

Jim & Ann Vining

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!

Semester News (Continued from page 1)

the hurtful words that teachers, parents and other students have said to them. No one can know how much those words can hurt the spirit. Then by the Grace of God, they find our Foundation. The chrysalis slowly falls away. Our students start to stand straighter and start looking the tutors and supervisors in the eye and they start speaking in a louder voice.

The butterfly has emerged! Then we start getting reports from you parents that the students are doing better in school and we know that our butterflies (students) are ready to fly. It is truly an exciting process and a joy to watch. One I never tire of watching. Thank you for having the confidence in our Foundation and our staff and yourselves to trust the Foundation with your child. This semester we had 3 (almost 4) students finish books and 6 with perfect attendance. We had several students whose parents have reported that their child is doing better in school. Please be happy but remember that this only the beginning. These students still need the Foundation to grow into the lovely butterflies that God meant them to be.

God Bless you all with a great holiday and a Happy, safe and prosperous New Year. We'll see you in January to reinforce what is just the beginning for your child.

The Prez

db
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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.

“DON’T ACCEPT ANYONE’S VERDICT THAT YOU ARE LAZY, STUPID, OR RETARDED”

(The author stands as proof that youngsters can overcome learning disabilities.)

By former Vice President

Nelson A. Rockefeller

The Public Broadcasting Service program on “*The Puzzle Children*” included a very interesting Vice-President of the United States. I was one of the “puzzle children” myself—a dyslexic, or “reverse reader”—and I still have a hard time reading today. But after coping with this problem for more than 60 years, I have a message of encouragement for children with learning disabilities—and their parents. Based on my own experience, my message to dyslexic children is this:

- Don’t accept anyone’s verdict that you are lazy, stupid, or retarded. You may very well be smarter than most other children your age.
- Just remember Woodrow Wilson, Albert Einstein, and Leonardo da Vinci also had tough problems with their reading.
- You can learn to cope with your problem and turn your so called disability into a positive advantage.

Dyslexia forced me to develop powers of concentration that have been invaluable throughout my career in business, philanthropy, and public life. And I’ve done an enormous amount of reading and public speaking, especially in political campaigns for Governor of New York and President of the United States. No one had ever heard of dyslexia when I discovered as a boy, along about the third grade, that reading was such a difficult chore that I was in the bottom one-third of my class. None of the educational, medical and psychological help available today for dyslexics was available in those days. We had no special teachers or tutors, no special classes or courses, no special methods of teaching—because nobody understood our problem. Along with an estimated three million other children, I just struggled to understand words that seemed to garble before my eyes, numbers that came out backwards, sentences that were hard to grasp. So I accepted the verdict of the IQ tests that I wasn’t as bright as most of the rest of my class at the Lincoln School in New York City.

Fortunately for me, the school (though it never taught me to spell) was an experimental, progressive institution with the flexibility to let you develop your own interests and follow them. More to the point, I had a wise and understanding counselor in Dr. Otis W. Caldwell, the headmaster. “Don’t worry,” he said, “just because you’re in the lower third of the class. You’ve got the intelligence. If you just work harder and concentrate more, you can make it.” So I learned, through self-discipline, to concentrate, which in my opinion is essential for a dyslexic.

While I could speak better French than the teacher, because I’d learned it as a child, I couldn’t conjugate the verbs; I did flunk Spanish—but now can speak it fluently because I learned it by ear, later, at the Berlitz School. My best subject was mathematics: I understood concepts well beyond my grade level. But it took only one reversed number in a column of figures to cause havoc. When I came close to flunking out in the ninth grade—because I didn’t work very hard that year—I decided that I had better follow Dr. Caldwell’s advice if I wanted to go to college. I even told my high school girl friend that we would have to stop dating so I could spend the time studying in order to get into Dartmouth. And I made it by the skin of my teeth. I made it simply by working harder and longer than the rest—eventually learning to concentrate sufficiently to compensate for my dyslexia in reading.

I adopted a regimen of getting up at 5 a.m. to study, and studying without fail. And thanks to my concentration and the very competitive nature I was born with, I found my academic performance gradually improving. In my freshman year at Dartmouth, I was even admitted to a third-year physics course. And in the middle of my sophomore year, I received two A’s and three B’s for the first semester. My father’s letters were filled with joy and astonishment. I owe a great debt to my professors and to President Ernest M. Hopkins. I had met Dr. Hopkins earlier and was so impressed that I made Dartmouth my goal. Most of all, however, I think I owe my academic improvement to my roommate, Johnny French. Johnny and I were exact opposites. He was reticent, and had the highest IQ in the class. To me, he was that maddening type who got straight A’s with only occasional reference to books or classes. He was absolutely disgusted by my study habits—anybody who got up at 5 in the morning to hit the books was, well, peculiar.

Inevitably, Johnny made Phi Beta Kappa in our junior year, but my competitive instincts kept me going. We were both elected to senior fellowships and I made Phi Beta Kappa in my senior year. Johnny, of course, had the last word. He announced that he would never wear his PBK key again—that it had lost all meaning. Looking back over the years, I remember vividly the pain and mortification I felt as a boy of 8, when I was assigned to read a short passage of Scripture at a community vesper service during summer vacation in Maine—and did a thoroughly miserable job of it. I know what a dyslexic child goes through—the frustration of not being able to do what other children do easily, the humiliation of being

Rockefeller (Continued on page 7)

Ways to Raise Money for the Foundation That Cost You Nothing Extra but Time



You shop. Amazon gives.

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 or copy the link <http://smile.amazon.com/ch/23-7420143> in your web browser and it will automatically take you to the Amazon Smiles site for you to set your Amazon account up to benefit the Dyslexia Foundation.

You can shop till you drop and help the Foundation at the same time. Bookmark the link <http://smile.amazon.com/ch/23-7420143> and support us every time you shop.



For the past few years, The Dyslexia Foundation has received a check just for some of our members using GoodSearch.com to search on the internet? This year, the check will be a little over \$200.00. Just think how much we could raise if everyone started using www.GoodSearch.com on a regular basis.

GoodSearch.com is a Yahoo-powered search engine that donates half its advertising revenue, about a penny per search, to the charities its users designate. Use it just as you would Google or any search engine, get quality search results from Yahoo, and watch the donations add up!

If you shop online, GoodShop.com is a new online shopping mall which donates up to 37 percent of each purchase to the Foundation! Hundreds of great stores including Target, Gap, Best Buy, eBay, Macy's and Barnes & Noble have teamed up with GoodShop and every time you place an order, you'll be supporting the Foundation.

Just go to www.goodsearch.com and be sure to enter Dyslexia Foundation of Memphis as the charity you want to support. And, be sure to spread the word! This is a great way to support the Foundation and there is no effort involved. Just remember to always use GoodSearch.com, and designate the Foundation whenever you are searching or shopping on the internet.

Rockefeller (Continued from page 6)

thought not too bright when such is not the case at all.

My personal discoveries as to what is required to cope with dyslexia could be summarized in these admonitions to the individual dyslexic:

- ▶ Accept the fact that you have a problem—don't just try to hide it.
- ▶ Refuse to feel sorry for yourself.
- ▶ Realize that you don't have an excuse—you have a challenge.
- ▶ Face the challenge.
- ▶ Work harder and learn mental discipline—the capacity for total concentration—and
- ▶ Never Quit.

If it helps a dyslexic to know I went through the same thing...

- ▶ But can conduct press conferences today in three languages...
- ▶ And can read a speech on television
- ▶ Though I may have to rehearse it six times...
- ▶ With my script in large type...
- ▶ And my sentences broken into segments like these...
- ▶ And long words broken into syllables...
- ▶ And to win Congressional confirmation as Vice President of the United States...

Then I hope the telling of my story as a dyslexic child could be an inspiration to the "puzzle children"—for that's what I really care about.

By Vice President Nelson A. Rockefeller ("The Puzzle Children," was a special on learning disabilities telecast on most PBS stations. It was hosted by Julie Andrews and Bill Bixby.)



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.

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, January 27 to Saturday, April 28, 2018 at All Saints Episcopal Church, 1508 S White Station Rd., Memphis, TN 38117

Workshops, which are mandatory for all personnel, will be held Saturday January 20, 2018, from 8:30 a.m. to 3:30 p.m. at All Saints 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.

The tuition is \$200.00 per student plus a \$75.00 registration fee and \$20.00 for dues. The entire amount is due with the application before January 20, 2018. It cannot be refunded. Remember parents must tutor must fill out an application. The above figures require an enrollment of 60 students in order for the Foundation to offer the Fall Program at this tuition cost.

All applications must be returned before January 20, 2018. 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 fall 2017 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
901 337-8731

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 action 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 _____, 20____

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
Spring 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, \$20.00 dues for a total of \$295.00

If Parent, Friend or Sibling Can Not Tutor

Registration fee \$75.00, Tuition \$200.00, \$20.00 dues, Paid Tutor \$360.00 (\$30.00 a Saturday) for a total of \$655.00

Dues \$20.00 Yearly - Fees are not refundable.

Make check payable to: 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
Spring 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

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

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

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

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

To view any of the items, please check our website, www.memphisdyslexia.org

THANK YOU FOR YOUR SUPPORT

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