

Dyslexia Institute of Indiana Psycho-educational Testing Services

Testing at DII is conducted in a one-to-one structured environment and consists of a battery of standardized tests that are recognized by school systems and other professionals in the field. The battery of tests that is administered at DII provides a comprehensive assessment of the student's learning strengths and weaknesses. The results of the testing are explained in a written report, which includes specific recommendations to address the student's learning needs. These recommendations are useful in designing an individual educational plan that is geared to the student's learning strengths and weaknesses.

For those students who have not been previously evaluated or whose evaluation is more than 2 years old, a Full Educational Evaluation is highly recommended. This evaluation involves two separate test sessions on which IQ testing and achievement tests are presented. The IQ test administered is the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) or Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) which assesses one's verbal comprehension skills, perceptual reasoning ability, working memory skills, and visual processing speed. From the IQ test, one can determine the student's learning style and identify the cognitive strengths and weaknesses and how they affect a student's learning. The scores from the academic test are not only discussed in the report but consideration is also given to the time and effort that went into a student's performance of the tasks and other behaviors and observations that provide insight into the student's difficulties. The purpose of this testing is not to determine a student's eligibility for special educational services but rather to determine the nature of the learning struggles and ways to help the student succeed in learning.

TEST BATTERY

The typical test battery for an Educational Evaluation includes: the WISC-IV (Wechsler Intelligence Scale for Children-Fourth Edition or the WAIS-IV), the Kaufman Test of Educational Achievement-II, the Gray Oral Reading Test-4, subtests from the Woodcock-Johnson-III Tests of Achievement (Normative Update), the Beery Developmental Test of Visual-Motor Integration, and, if older, the Test of Written Language. If there are questions about the student's attention skills and ability to focus, then the Conners' Continuous Performance Test-II (a computerized ADHD test) and the Conners' Rating Scales are included in the test battery. In addition to the administered tests, the parent

fills out a detailed Client History Form, which lists all the pertinent information that applies to the student's development and school history. This information will be considered in the interpretation of the tests and recommendations.

THE TESTING PROCESS

The testing is broken up into two different appointments that last approximately an hour and a half to two hours each. The first test appointment presents the academic testing on which all areas of learning are assessed; i.e. reading decoding skills, reading comprehension, word attack, phonemic awareness, reading vocabulary, reading fluency, oral reading, spelling, spelling of sounds, written language skills, math computations, math concepts and applications, math fluency, and listening comprehension. On the second appointment, the intelligence testing is conducted. The scores from the different tests are explained in the report in addition to an explanation of how the student handled the task and any concerns that are noteworthy. Following the testing, a lengthy report is written that includes specific recommendations.

QUALIFICATIONS OF TESTER

The testing at DII is conducted by a nationally certified school psychologist who has over 30-years' experience in evaluating students. She is licensed by the state of Indiana as a school psychologist and holds an independent practice endorsement. She participates in continuing education and has a particular interest and knowledge of the field of dyslexia and other learning disabilities and attention deficit disorder.

If you're interested in testing, please contact Lindsay Golden at: (317) 222-6635, ext. 226 or lgolden@diin.org.

Contact List

Dyslexia Institute of Indiana
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Indianapolis, IN 46240
P: 317-222-6635
F: 317-222-6648
W: www.diin.org

1. Rosie Hickle, Executive Director

- (317) 222-6635, ext. 229, rhickle@diin.org

2. Melodie Hornickel, Director of Family and Tutor Services

- Contact for information regarding tutoring.
- (317) 222-6635, ext. 222, mhornickel@diin.org

3. Lea Storm, Wells Outreach Tutoring Placement Coordinator

- For information regarding applications and student placement
- (317) 222-6635, ext. 231, lstorm@diin.org

4. Collette Huffman, Director of Community Programs

- For information on DII Programs including Ready, Set, Read! and Community Collaboratives.
- (317) 222-6635, ext. 224, chuffman@diin.org

5. Kristin Baxter, Camp Delafield Director/Communications Director

- Camp Delafield enrollment/registration
- (317) 222-6635, ext. 225, kbaxter@diin.org

6. Stephanie Gabbert, Director of Finance and Operations

- Contact for information regarding your financial accounts or to make payment arrangements
- (317) 222-6635, ext. 230, sgabbert@diin.org

7. Kristi Harris, Director of Training

- For general information regarding training and workshops.
- (317) 222-6635, ext. 333, kharris@diin.org

8. Lindsay Golden, Programs Administrator

- For general information regarding any of our services, as well as information regarding student advocacy.
- (317) 222-6635, ext. 226, lgolden@diin.org

DII Resources

Information Nights

- Free information sessions on dyslexia, Orton-Gillingham, and resources.
- If interested please contact Melodie Hornickel at: (317) 222-6635, ext. 222 or mhornickel@diin.org

Workshops/ In-Service Opportunities

- Offered to DII tutors and area teachers; if you think your child's teacher is interested in attending our professional development offerings, please contact Kristi Harris at: (317) 222-6635, ext 333 or kharris@diin.org
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Indiana Advocacy Services

- IPAS: Indiana Protection and Advocacy Services Commission
 - 4701 North Keystone Ave., #222
Indianapolis, IN 46205 (317) 722-5555
www.in.gov/ipas
- INSOURCE: Indiana Resource Center for Families with Special Needs
 - 1703 South Ironwood Drive
South Bend, IN 46613-3414 (574) 234-7101
www.insource.org
- ASK: About Special Kids
 - 7275 Shadeland Avenue, Suite 1
Indianapolis, IN 46250
(317) 257-8683 1(800) 964-4746
www.aboutspecialkids.org

Questions Often Asked About Dyslexia

1. WHAT IS DYSLEXIA?

The word *dyslexia* comes from the Greek words *dys*, meaning difficulty with and *lexia*, meaning language. It is a specific learning disability affecting intelligent individuals who, despite conventional learning experiences, do not learn to read, spell, and write in the traditional sense. Such individuals, unless they receive appropriate instruction, typically struggle to reach their true potential.

2. WHAT ARE THE CAUSES OF DYSLEXIA?

Difficulties in learning to read may be caused by any number of factors. The causes of dyslexia are unclear. Most current medical research points to differences in brain structure causing atypical neurological development. The developmental differences associated with dyslexia appear not to impact general intelligence, but make language learning and reading more difficult.

3. HOW DO YOU IDENTIFY DYSLEXIA?

Persons with dyslexia do not necessarily exhibit identical characteristics. However, most exhibit common difficulties in reading, spelling, and writing including persistent reversals, substitutions, omissions and additions of sounds, letters, syllables, or words. Psycho-educational testing is required to diagnose dyslexia.

4. HOW MANY INDIVIDUALS STRUGGLE WITH DYSLEXIA?

Estimates of the number of people with dyslexia in the United States reach as high as 20% of the total population. The *severity* of dyslexia varies within this population.

5. IS IT TRUE THAT INDIVIDUALS WITH DYSLEXIA MAY BE UNUSUALLY CAPABLE IN CREATIVE ACTIVITIES?

Individuals with dyslexia are typically of average or above average intelligence. While found in all walks of life, many excel in architecture, engineering, the arts, science, and math.

6. CAN INDIVIDUALS WITH DYSLEXIA LEARN TO READ AND WRITE?

If an individual's problems are recognized and appropriate instruction is provided, they can become competent in reading and writing. While the traditional classroom approach may not be effective for dyslexic learners, participation in multisensory language instruction can help them overcome their learning differences.

7. HOW DOES AN INDIVIDUAL WITH DYSLEXIA BEST LEARN?

Persons with dyslexia learn best when information is structured in a sequential fashion moving from the simple to the complex. The rules of language need to be directly taught. For some, one-on-one instruction is essential. A multisensory approach is the first step in an instructional program that enables students with dyslexia to become independent learners.

8. DO INDIVIDUALS TEND TO HAVE OTHER PROBLEMS TOO?

Many (but not all) individuals with dyslexia exhibit delayed speech, hyperactivity, attention deficits, and allergies. Secondary emotional problems can arise as a result of repeated failure and feeling misunderstood at school or in the workplace. Many individuals with dyslexia grow up with self-doubts about their intelligence and abilities. Frustration and disappointment in their educational, occupational, and personal achievement is common.

The Orton-Gillingham Approach

- Orton-Gillingham is a structured, phonetically-based system, which involves correctly learning the sounds of individual letters using a multisensory approach. Sounds are taught explicitly in isolation. Instruction uses the visual, auditory, and tactile/kinesthetic sensory learning channels **simultaneously**.
- The Orton-Gillingham approach practices reading, writing, and spelling, not as isolated subjects, but as different aspects of the language function.
- Using the systematic Orton-Gillingham approach, material is organized and taught in a logical order that fits the structure of our language. Through the use of a structured, sequential process, the learner moves step by step from simple material to that which is more complex, as the necessary body of language skills is assimilated. The curriculum is cumulative, each step based on those already mastered.
- The systematic decoding-encoding process allows for students to master the 85% of our language which is phonetic and teaches them to make intelligent responses to the other 15% of the language that must be memorized.



JUST THE FACTS...

Information provided by

The International DYSLEXIA Association®

The word *dyslexia* comes from the Greek language and means *poor language*. Individuals with dyslexia have trouble with reading, writing, spelling and/or math although they have the ability and have had opportunities to learn. Individuals with dyslexia can learn; they just learn in a different way. Often these individuals, who have talented and productive minds, are said to have a language learning difference.

Does My Child Have Dyslexia?

Individuals with dyslexia usually have some of the following characteristics.

Difficulty with oral language

- ◆ Late in learning to talk
- ◆ Difficulty pronouncing words
- ◆ Difficulty acquiring vocabulary or using age appropriate grammar
- ◆ Difficulty following directions
- ◆ Confusion with *before/after, right/left*, and so on
- ◆ Difficulty learning the alphabet, nursery rhymes, or songs
- ◆ Difficulty understanding concepts and relationships
- ◆ Difficulty with word retrieval or naming problems

Difficulty with reading

- ◆ Difficulty learning to read
- ◆ Difficulty identifying or generating rhyming words, or counting syllables in words (Phonological Awareness)
- ◆ Difficulty with hearing and manipulating sounds in words (Phonemic Awareness)
- ◆ Difficulty distinguishing different sounds in words (Auditory Discrimination)
- ◆ Difficulty in learning the sounds of letters
- ◆ Difficulty remembering names and/or shapes of letters
- ◆ Reverses letters or the order of letters when reading
- ◆ Misreads or omits common small words
- ◆ "Stumbles" through longer words
- ◆ Poor reading comprehension during oral or silent reading
- ◆ Slow, laborious oral reading

Difficulty with written language

- ◆ Difficulty putting ideas on paper
- ◆ Many spelling mistakes
- ◆ May do well on weekly spelling tests, but there are many spelling mistakes in daily work
- ◆ Difficulty in proofreading

Does My Child Have Other Related Learning Disorders?

Difficulty with handwriting (Dysgraphia)

- ◆ Unsure of right or left handedness

- ◆ Poor or slow handwriting
- ◆ Messy and unorganized papers
- ◆ Difficulty copying
- ◆ Poor fine motor skills

Difficulty with math (Dyscalculia)

- ◆ Difficulty counting accurately
- ◆ May reverse numbers
- ◆ Difficulty memorizing math facts
- ◆ Difficulty copying math problems and organizing written work
- ◆ Many calculation errors
- ◆ Difficulty retaining math vocabulary and/or concepts

Strategies for Parents

- Build relationships with your child's teachers.
- Create a structured homework atmosphere (consistent time and place)
- Read with and to your child daily.
- Practice writing at home.
- Make math a part of everyday life.
- Ask your child to explain his/her thinking.
- Learn multisensory strategies to help with assignments.
- Use the community as a classroom.
- Encourage group study.
- Remain positive
- Take short breaks between assignments
- Encourage your child to use their strengths whenever possible when there are choices about how an assignment is done.
- Praise your child for their hard work.

Books and Resources for Parents and Teachers

- ☞ **Overcoming Dyslexia**, by Sally Shaywitz, M.D. Alfred A. Knopf, 2003. The most comprehensive, up-to-date, and practical book to help us understand, identify, and overcome the reading problems that plague individuals today.
- ☞ **About Dyslexia, Unraveling the Myth**, by Priscilla Vail. Modern Learning Press, 1990. Considers the dyslexic at successive ages and stages starting with pre-school the effects of dyslexia on school performance and self esteem.
- ☞ **All Kinds of Minds**, by Mel Levine, M.D. Educators Publishing Service. 800-225-5750. Help for students 11 years and under in understanding different kinds of learning disabilities.
- ☞ **Attention Deficit Hyperactivity Disorder**, by Larry Silver, M.D. American Psychiatric Press, 1991. A clinical guide to diagnosis and treatment.
- ☞ **Beginning to Read: Thinking and Learning About Print – A Summary**, by Marilyn Adams.
Center for the Study of Reading, University of IL, 1990. 217-244-4083. Research and information about how children acquire reading skills and what methods are best.
- ☞ **Clear and Lively Writing**, by Priscilla Vail. Walker and Company, 1981. Suggests ways to write easily, clearly, and enthusiastically.
- ☞ **Common Ground: Whole Language and Phonics Working Together**, by Priscilla Vail. Modern Learning Press, 1991. 800-627-5867. Practical, hands-on methods to weave together phonics and whole language with the thread of common sense.
- ☞ **Cursive Writing Skills, Writing Skills I & II, and Writing Skills For The Adolescent**, by Diana King. Educators Publishing Service. 800-225-5750.
- ☞ **Driven to Distraction**, by Edward Hallowell, M.D. and John Ratey, M.D. Pantheon Books, 1994. Recognizing and coping with Attention Deficit Disorder from childhood through adulthood.
- ☞ **Educational Care, A System for Understanding and Helping Children With Learning Differences**, by Dr. Mel Levine. Educators Publishing Service, 2002. Based on the conviction the best educational care takes place when parents and educators form a coalition on behalf of the student.
- ☞ **Endangered Minds: Why Our Children Don't Think**, by Jane Healy, Ph.D. Simon and Schuster, 1990. Offers priorities and strategies compatible with the nature of childhood and the flowering of intellect.
- ☞ **Every Child A Reader: The Report of the California Reading Task Force, California** Department of Education, 1995. 800-995-4099. Ten recommendations to improve reading instruction and a reading timetable.
- ☞ **Hank Zipzer Book Series:** by Henry Winkler and Lin Oliver, Grosset and Dunlap. Inspired by the real life stories of Henry Winkler, whose undiagnosed dyslexia made him a classic childhood underachiever, the Hank Zipzer Series is about the high-spirited and funny adventures of a boy with learning differences. Reading level 9-12 years.
- ☞ **Help Me to Help My Child: A Sourcebook for Parents of Learning Disabled Children**, by Jill Bloom. Little, Brown and Co.,1990. 800-759-0190. Written by a mother of an LD Child.
- ☞ **In The Mind's Eye**, by Thomas West. Prometheus Books, 1991. Explores the complexities of creativity and explodes many myths about conventional intelligence.

- ☞ **Josh, A Boy With Dyslexia**, by Caroline Janover. Waterfront Books, 1988. Story of a young boy who overcomes the stigma of LD and gets his pal's respect.
- ☞ **Keeping A Head In School**, by Mel Levine, MD. Educator's Publishing Service, 1990. 1-800-225-5750. Intended to help children learn to advocate for themselves and to cherish their own individuality.
- ☞ **Keyboarding Skills**, by Diana King. Educator's Publishing Service. 800-225-5750. Sure-fire approach to help students of all ages learn touch typing.
- ☞ **No One To Play With**, by Betty Osman. Academic Therapy Publications, 1995. 415-883-3314. Empathetic explanation for the anxiety-provoking social side of learning disabilities.
- ☞ **The Orton Emeritus Series**, The International Dyslexia Association. 410-296-0232. Series of pamphlets written in language ideal for parents. Topics include an overview of dyslexia, testing, phonological awareness, social problems, private school issues, and college issues.
- ☞ **Succeeding Against the Odds**, by Sally Smith. Tarcher, Inc. 1991. Hopeful insights for adult dyslexics.
- ☞ **Smart Kids With School Problems: Things to Know and Ways to Help**, by Priscilla Vail. Educator's Publishing Service, 1987. 800-225-5750. Clearly written help in recognizing, understanding and helping gifted students with learning differences.
- ☞ **Smart Moves: Why Learning Is Not All In Your Head**, by Carla Hannaford, Ph.D. Great Ocean
- ☞ **Straight Talk About Reading**, by Susan L. Hall and Louisa C. Moates, Ed.D. Contemporary Books, 1999. Practical guidance and advice, fun games and activities parents will find an active way to help their child at home.
- ☞ **Teaching Our Children To Read**, by Bill Honig. Corwin Press 1996. 805-499-9734. Explains why direct instruction in skills is critical in teaching reading.
- ☞ **Teaching With the Brain in Mind**, by Eric Jensen. Association for Supervision and Curriculum Development, 1998. Has the latest, practical, and easy-to-understand research on learning and the brain.
- ☞ **The Misunderstood Child**, by Larry Silver, M.D. McGraw-Hill Book Co., 1984. Step-by-step guide to help parents become informed consumers and assertive advocates for their LD child.
- ☞ **The Schools We Need and Why We Don't Have Them**, by E.D. Hirsch, Jr. Doubleday, 1996. A broad overview of why the author believes schools fail children today.
- ☞ **Turnabout Children**, by Mary MacCracken. Penguin, Inc., 1986. A gifted teacher gives insight into meeting unique learning needs.

Videos:

Understanding Learning Disabilities: How Difficult Can This Be?, by Rick Lavoie.

1-800-344-3337 www.ricklavoie.com/videos.html Allows viewers to experience the same frustration, anxiety, and tension that children with learning disabilities face in their daily lives.

ADHD: What Do We Know?, by Russell Barkley. Guilford Publishing, 1992.

www.russellbarkley.org Characteristics, prevalence, causes, and problems associated with ADHD.

Last One Picked, First One Picked On, by Rick Lavoie. 1-800-344-3337

www.ricklavoie.com/videos.html Describes how parents and teachers can help children overcome social difficulties.

Informational Websites:

Dyslexia Institute of Indiana: www.diin.org

The International Dyslexia Association: www.interdys.org

LD Online: www.ldonline.org

Learning Disabilities Association of America: www.lidaamerica.org

National Center for Learning Disabilities: www.nclld.org

Children and Adults With Attention Deficit Disorder (Ch.A.D.D):
www.chadd.org

Audio Books:

Learning Ally: www.learningally.org 1-800-221-4792.

Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

Talking Book and Braille Library, Indiana State Library

www.in.gov/library/tbbl.htm 317-232-3684 or 1- 800-622-4970
140 North Senate Avenue, Indianapolis, IN 46204

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Bookshare: www.bookshare.org (650) 644-3400

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