



You Can Help Your Child

Since 1980, Neuhaus has provided research-based instruction for teaching reading, writing, and spelling to all students.

You Can Help Your Child

Neuhaus Parent Resource Coordinators are available to provide information and resources including...

- **Consultations** for parents by phone or in person **
- **Parent Information Sessions** on learning differences, especially dyslexia, and Texas law
- **Referrals** to private Neuhaus Dyslexia Specialists, when appropriate

Neuhaus Education Center offers other resources for parents:

The Collie Library lends books and videos on learning to read, dyslexia, and related topics.

Fridays @ Neuhaus are educational seminars presented by Neuhaus instructional staff and guest speakers (visit www.neuhaus.org for current schedule).

College Share provides helpful information to college-bound students with learning differences, their parents, and interested professionals.

College Panel is a presentation by college students with learning differences who talk about their college experiences and share success stories.

Materials and classes are available for educators and parents.

***Los traductores españoles están disponibles para consultas de padre por la cita. Llame al número (713) 664-7676 para concertar un cita. Las materias españolas acerca de la dislexia están disponibles.*

***Spanish translators are available for parent consultations by appointment. Printed materials in Spanish about dyslexia are available.*



You *Can* Help Your Child

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Neuhaus Education Center is dedicated to providing professional development for educators in research-based methods of literacy instruction. In addition, Neuhaus serves as a resource for parents of struggling readers.

PARENT COMMENTS

"We have clearly seen the academic benefits from my son's hard work in the Neuhaus program, but there are many "unspoken" benefits as well. He understands the value of hard work and its reward. His self-esteem is strong and bolstered by a "can-do" attitude. I share these personal traits with you because they are such a strong contrast from the "first-grade Joe" with a broken spirit just starting the Basic Language Skills Program at Neuhaus."

"You do not have any idea how helpful you have been! It was a relief to be able to get answers to so many questions so quickly. We met with the dyslexia specialist you recommended, and she was perfect. We are impressed with her enthusiasm and commitment and are really excited to work with her."

TEACHER COMMENTS

"I am absolutely sold.... I noticed my students' reading ability increase due to this program."

"This curriculum makes me feel confident and equipped to meet students' needs and bring about change and growth. I can now say to a parent or student that I know this curriculum works. It takes time and effort, but it works. You will be able to read, spell and write."

I. WHAT IS DYSLEXIA?

Definition of Dyslexia by the International Dyslexia Association (IDA):

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Adopted by the IDA Board of Directors, November 2, 2002.

Characteristics of Dyslexia and Related Difficulties:

Dyslexia: Beyond the Myth by Suzanne Carreker, Neuhaus Education Center

(Reprinted with permission from The Houston Branch of The International Dyslexia Association)

As many as one in five students have dyslexia. Undiagnosed or without special instruction, dyslexia can lead to frustration, school failure, and low self-esteem. The common myths about dyslexia are that dyslexics read backwards and reverse words and letters. While these characteristics may be part of the problem with some individuals, they are NOT the most common or important attributes.

Dyslexia is not a disease! 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 the 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 the order of letters when reading
- Misreads or omits common little 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

Difficulty with attention (ADD/ADHD – Attention Deficit Hyperactivity Disorder)

- Inattention
- Attention varies, based on interest level
- Distractibility
- Impulsivity
- Over-activity

Difficulty with motor skills (Dyspraxia)

- Difficulty planning and coordinating body movements
- Difficulty coordinating muscles to produce sounds

Difficulty with organization

- Loses papers
- Poor sense of time
- Forgets homework
- Messy desk
- Overwhelmed by too much input
- Works slowly
- Things are “out of sight, out of mind”

Other

- Difficulty naming colors, objects, and letters (rapid naming)
- Memory problems
- Needs to see or hear concepts many times in order to learn them
- Distracted by visual stimuli
- Downward trend in achievement test scores or school performance
- Work in school is inconsistent
- Teacher says, “If only she would try harder,” or “He’s lazy.”
- Relatives may have similar problems

Everyone probably can check one or two of these characteristics. That does not mean that everyone has dyslexia. A person with dyslexia usually has several of these characteristics, which persist over time and interfere with his or her learning. If your child is having difficulties learning to read and you have noted several of these characteristics in your child, he or she may need to be evaluated for dyslexia and/or a related disorder.

II. WHAT ARE THE FEDERAL AND STATE LAWS REGARDING DYSLEXIA?

Individuals with Disabilities Education Act (IDEA) 2004 - (federal special education law)

Dyslexia is a disorder that is included in the special education category of a *specific learning disability*.

“The term 'specific learning disability' means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, *dyslexia*, and developmental aphasia.” (IDEA)

Qualifying for Special Education

With the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), schools are no longer tied to the discrepancy model for identifying and serving students with specific learning disabilities, such as dyslexia. The discrepancy model states there must be a difference between a student's ability and his or her academic performance before he or she can be identified and qualified for special education services. The reauthorization of IDEA permits schools to use *Response to Intervention* (RTI) to identify those students who are not making adequate progress and may need additional instruction. *Response to Intervention* is a multi-tiered system for delivering research-based reading instruction. More information about RTI is available at www.idea.ed.gov and www.recognitionandresponse.org.

Individual Educational Evaluation for Special Education and Specific Learning Disabilities

Under IDEA, a *full and free individual educational evaluation* may be requested from the public school district or public charter school at no cost to parents, if a need for special education services is suspected. You should write to the Director of Special Education in your school district to request an educational evaluation. Copy your child's teacher and the principal of your child's school. *Check with your state educational agency (Texas Education Agency), school administrators, or regional education service center, for any rules that are specific to your state.*

- The Texas Education Agency parent information line is (800) 252-9668.
- Region IV Education Service Center's Office of Special Education can be reached at (713) 744-6365 or www.esc4.net.
- The federal website for IDEA information is www.idea.ed.gov.

Diagnostic Testing

If a school is not using RTI to identify students for special education services or dyslexia programs, an educational diagnostic evaluation may be given to diagnose a specific learning disability, which would qualify a student for special education services or a dyslexia program. Ideally, this evaluation includes a variety of tests to provide a complete evaluation of a student's strengths and learning needs. The areas and skills that should be measured are listed below. If a school district has employed RTI and a student is not making adequate progress, a battery of tests may be given to further evaluate the student's learning needs.

Testing of intelligence to determine:

- your child's overall learning ability

Testing of reading to determine:

- word decoding and recognition skills
- reading vocabulary
- listening comprehension
- reading comprehension — oral and silent
- phonological processing skills (awareness of speech sounds)
- rapid, automatic naming skills

Testing of writing to determine:

- understanding of sentence and paragraph structure
- level of mechanics — spelling, grammar, handwriting
- measure of content/ideas

Testing of oral language to determine:

- auditory processing and comprehension
- receptive and expressive language skills
- linguistic awareness skills

Testing of math to determine:

- basic computation skills
- basic concept understanding
- reasoning skills and application of skills

Texas State Definition of Dyslexia

The Dyslexia Handbook, Revised 2007, p. 1, definitions are as follows:

“Dyslexia means a disorder of constitutional origin manifested by difficulty in learning to read, write, and spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. Related disorders include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.”

Texas Dyslexia Legislation and Your Rights in Public School

Your child’s school should have a copy of *The Dyslexia Handbook—Revised 2007: Procedures Concerning Dyslexia and Related Disorders** which is published by the Texas Education Agency. Texas residents may reproduce the handbook for personal use, or the school is allowed to duplicate it for you. To obtain your own copy, or to contact a dyslexia consultant, visit <http://www.region10.org/Dyslexia>, or call the dyslexia hotline at (800) 232-3030.

Dyslexia Assessment in Texas

According to *The Dyslexia Handbook, Revised 2007*, pp. 7 and 9, depending on the student’s age and stage of reading development, the following reading areas should be assessed:

- reading single words in isolation
- word decoding (real and non-words)
- phonological awareness
- letter knowledge (name and associated sound)
- rapid naming
- fluency/rate and accuracy
- reading comprehension
- spelling

* Información en español a disposición

Other guidelines to be incorporated in the identification process include:

- Student shows unexpected lack of appropriate academic progress
- Student exhibits characteristics associated with dyslexia
- Student has adequate intelligence, the ability to learn
- Student received conventional instruction
- Student's lack of progress is *not* due to sociocultural factors such as language differences, irregular attendance, or lack of experiential background

Components of Instruction

Below are components of instruction for dyslexic students as outlined in *The Dyslexia Handbook, Revised 2007*, pp. 12-13:

“The instructional program should be offered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies should utilize individualized, intensive, and multisensory methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student, include:

- **Phonemic awareness instruction** that enables students to detect, segment, blend, and manipulate sounds in spoken language;
- **Graphophonemic knowledge (phonics) instruction** that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing;
- **Language structure instruction** that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context);
- **Linguistic instruction** directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning;
- **Strategy-oriented instruction** in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.”

Components of Instruction (continued)

“Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- **Explicit, direct instruction** that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students’ needs, ability levels, and demonstration of progress;
- **Individualized instruction** that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student’s individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28;
- **Intensive, highly concentrated instruction** that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the *Components of Instruction* mandated in 19 TAC §74.28;
- **Meaning-based instruction** that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition;
- **Multisensory instruction** that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. They may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.”

III. WHAT RESOURCES ARE AVAILABLE AT NEUHAUS?

Parent Resource Office

Neuhaus Parent Resource Coordinators are available for consultations either by phone or in person to provide information and resources about appropriate instruction. They also are able to provide referrals to individuals who are currently enrolled or are graduates of the Dyslexia Specialist Preparation Program (DSPP).

Dyslexia Specialist Preparation Program

Neuhaus’ Dyslexia Specialist Preparation Program (DSPP) provides comprehensive professional development for individuals working with students with dyslexia and other related reading difficulties. The DSPP is accredited by the International Multisensory Language Education Council (IMSLEC). Accreditation by IMSLEC indicates the DSPP has established and continues to maintain the highest standards.

Individuals enrolled in the DSPP complete 200 instructional hours, 700 clinical teaching hours, and other requirements. Although the DSPP utilizes the research-based curriculum *Basic Language Skills*, individuals in the DSPP learn the knowledge and teaching skills required of professionals who provide intensive instruction to students with dyslexia and other related reading difficulties, regardless of a particular program or methodology.

Upon completion of the DSPP, individuals are eligible to sit for the Alliance National Registration Exam. Passing the exam qualifies individuals for membership in the Academic Language Therapy Association (ALTA). Membership in ALTA allows individuals to use the initials CALT (Certificated Academic Language Therapist) as a credential. The designation of CALT denotes individuals who are qualified to offer educational services to students with dyslexia and other related reading difficulties.

Classes and Materials

As a professional development center for teachers, Neuhaus offers a variety of classes onsite and online. Many of the classes are ideal for parents who wish to provide assistance and instruction for their children. Neuhaus has also developed materials that are appropriate for parents who wish to work with their children. See our current materials catalog at www.neuhaus.org for more information. Parent Resource Coordinators can aid you in your choice of materials and/or classes.

The following Neuhaus classes, although designed for classroom teachers' professional development, are helpful to parents in supporting their children's learning:

- Language and Literacy for Young Learners (online only)
- Reading Readiness
- Structure of English for Reading (online only)
- Reading Comprehension
- Scientific Spelling
- Developing Metacognitive Skills

Some of these classes are scheduled at the Center as well as online. Visit our website for details and registration.

IV. HOW CAN YOU HELP YOUR CHILD?

Visit Our Website

Visit www.neuhaus.org to find links to a complete listing of reliable sources of information about reading and dyslexia.

Come to an Information Presentation

Information Presentations on learning differences—especially dyslexia, multisensory, research-based instruction, and Texas dyslexia legislation—are offered at Neuhaus Education Center at 10 a.m. on designated Wednesdays and Saturdays. They include information on resources available at Neuhaus. Parents, educators, and other professionals can benefit from this presentation. Visit www.neuhaus.org/parent-resources or call Neuhaus at (713) 664-7676, to register. There is no cost to attend.

Visit the Collie Library

The Collie Library at Neuhaus Education Center has an extensive collection of books, audiotapes, videotapes and DVDs on reading, dyslexia, and related topics that can be checked out at no charge. However, a deposit may be required on some video materials. The collection is the largest of its kind in Houston. The Collie Library is open to the public from 8:30 a.m. to 5:00 p.m. on weekdays throughout the year.

Check Out Helpful Books and Videos

A bibliography of suggested books and videos can be found at www.neuhaus.org.

Come to Fridays @ Neuhaus

Each year the Parent Resource Office organizes a series of affordable seminars for parents on designated Friday mornings during the school year. Neuhaus staff or guest speakers present topics of interest to parents of children who struggle with learning. For details, visit www.neuhaus.org/parent-resources or call Neuhaus at (713) 664-7676.

Come to College Share

College Share meets in the fall and spring. It provides students, parents and professionals with information that is helpful to high school students with learning differences who plan to attend college. Speakers are invited to present topics such as choosing a college, legal rights, college admissions testing, and allowable accommodations. Past College Share presentations are available on video at the Collie Library. College Share is free. Reservations are requested. For information, call Neuhaus at (713) 664-7676 or visit www.neuhaus.org/parent-resources.

Come to College Panel

College Panel meets annually at Neuhaus Education Center in early January and is co-sponsored by the Houston Branch of the International Dyslexia Association (HBIDA), The Briarwood School, and Neuhaus. High school students hear from college students on how to find success in college despite learning challenges. Past College Panels are available on video at the Collie Library. College Panel is free. Reservations are requested. For information, call Neuhaus at (713) 664-7676 or visit www.neuhaus.org/parent-resources.

V. WHICH ORGANIZATIONS PROVIDE HELPFUL RESOURCES AND INFORMATION?

At www.neuhaus.org there are links to these and to other reliable sources of information about reading and dyslexia:

The International Dyslexia Association (IDA) - a nonprofit organization dedicated to helping individuals with dyslexia, their families, and the communities that support them

- (410) 296-0232
- (800) ABC-D123
- www.interdys.org
(Información en español a disposición)

The Houston Branch of the International Dyslexia Association (HBIDA) - HBIDA annually presents a conference, a workshop, a parent panel, and a college panel dealing with dyslexia and related disorders. Free Resource Directories are available by request.

- (832) 282-7154
- www.houstonida.org

The ARC of Greater Houston - a nonprofit organization which advocates for people with developmental disabilities. Programs include monthly courses on the law, advocate services, and parent support groups.

- (713) 957-1600
- www.thearcofgreaterhouston.com

Advocacy, Inc. - a nonprofit corporation funded by the U.S. Congress to protect and advocate for the legal rights of people with disabilities in Texas.

- (713) 974-7691
- (800) 880-0821
- www.advocacyinc.org

Neuhaus Education Center Mission Statement

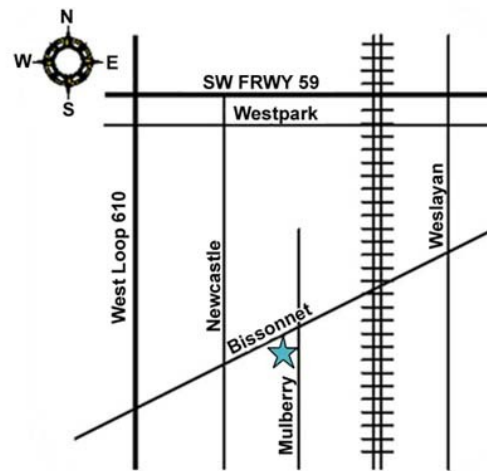
Neuhaus Education Center, a non-profit foundation established in 1980, is dedicated to providing professional development for educators in research-based methods of literacy instruction. We provide a structured approach to teaching the basic language skills of reading, writing, and spelling, an approach that is valuable for all students and essential for those with dyslexia. In addition, Neuhaus Education Center is a resource for parental consultation and for adults seeking literacy education.

Hours and Directions

Neuhaus Education Center is open to the public from 8:30 a.m. to 5:00 p.m. on weekdays throughout the year.

If traveling on the Southwest Freeway (Highway 59), take the Wesleyan exit. Turn south on Wesleyan and go seven blocks to Bissonnet. Turn right onto Bissonnet and go four blocks (cross railroad tracks). The building is on the left (south side of the street).

From the West Loop 610 heading south, take the Fournace Place/ Bissonnet exit. From the West Loop 610 heading north, take the Bellaire/ Bissonnet exit. Go east on Bissonnet past Newcastle. Neuhaus Education Center is the second building on the right.



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