




You **CAN** Help Your Child

Since 1980, Neuhaus has provided teachers with professional development and evidence-based instruction for teaching reading, writing, and spelling to all students.



neuhaus
EDUCATION CENTER
Teaching. Reading. Reaching.

You **CAN** Help Your Child

Neuhaus Education Center is a nonprofit foundation that was established in 1980 and is dedicated to promoting reading success by providing teachers with professional development in evidence-based methods of literacy instruction. Neuhaus provides a structured approach to teaching the basic language skills of reading, writing, and spelling. It is an approach that is valuable for all students and essential for those who are dyslexic. In addition, Neuhaus is a resource for parental consultation about learning differences including dyslexia.

Neuhaus Education Center offers resources for parents:

Family Support Coordinators are available to provide information and resources including consultations with parents by phone or email.

Free Information Presentations on designated Wednesdays and Saturdays address the following: reading difficulties, especially dyslexia; multisensory, evidence-based literacy instruction; and the Texas dyslexia legislation.

The Collie Library and Pi Beta Phi Audio-Video Libraries lend books and videos on reading instruction, dyslexia, and related topics.

Fridays@Neuhaus seminars are presented by Neuhaus instructional staff and guest speakers. Visit neuhaus.org/parents/seminars for current schedule.

College Share seminars provide 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.

Neuhaus classes and materials are available to parents as well as to teachers.

Visit our website: neuhaus.org/parents/Links-to-Resources for:

- Registration for presentations, classes, or seminars
- A downloadable copy of the parent booklet **You Can Help Your Child**
- Frequently Asked Questions (FAQ)
- Links to additional reliable sources of information

For more information or to register for seminars, visit neuhaus.org/parents or call (713) 664-7676.



You CAN Help Your Child

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Neuhaus Education Center, dedicated to promoting reading success, provides teachers professional development in evidence-based methods of literacy instruction.



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 has 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 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 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 (phonological processing)
- Difficulty in learning the sounds of letters (phonics)
- Transposes the order of letters when reading or spelling
- 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 remembering the kinesthetic movements to form letters correctly

Difficulty with math (Dyscalculia)

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

Difficulty with attention (ADHD – Attention Deficit Hyperactivity Disorder)

- Inattention
- Attention varies, based on interest level
- Distractibility
- Impulsivity
- Hyperactivity



Difficulty with motor skills (Dyspraxia)

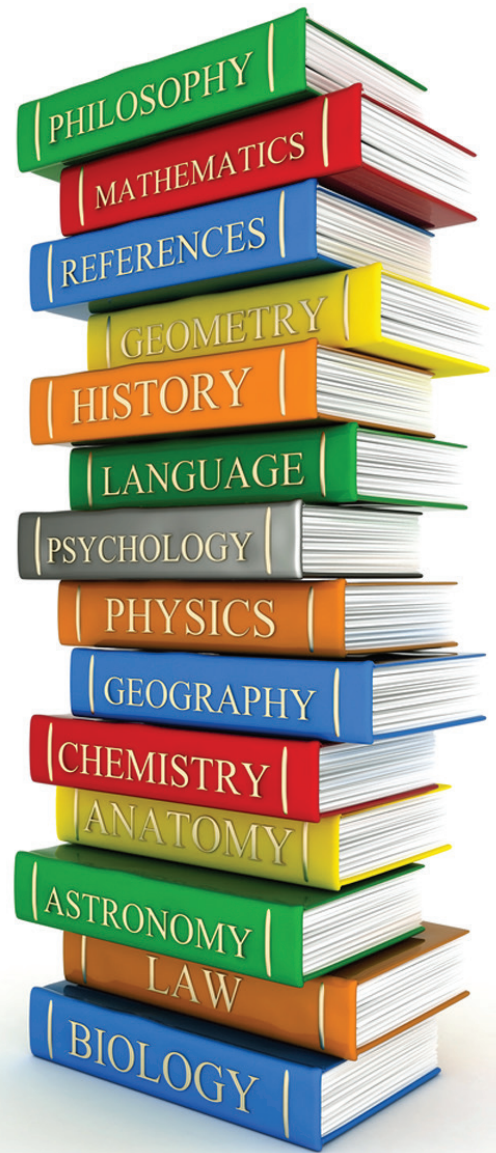
- Difficulty planning and coordinating body movements
- Difficulty coordinating muscles to produce sounds

Difficulty with executive function/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. The 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 significant 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 idea.ed.gov and randr.fpg.unc.edu.

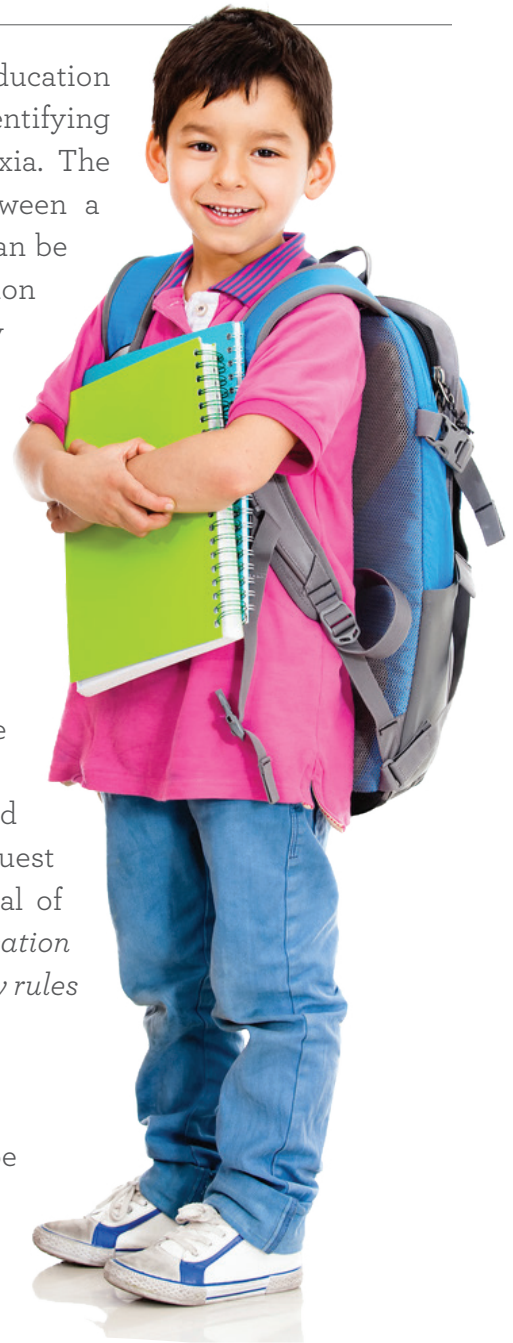
INDIVIDUAL EDUCATIONAL EVALUATION FOR SPECIAL EDUCATION AND SPECIFIC LEARNING DISABILITIES

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. Include 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 esc4.net.
- The Federal website for IDEA information is 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

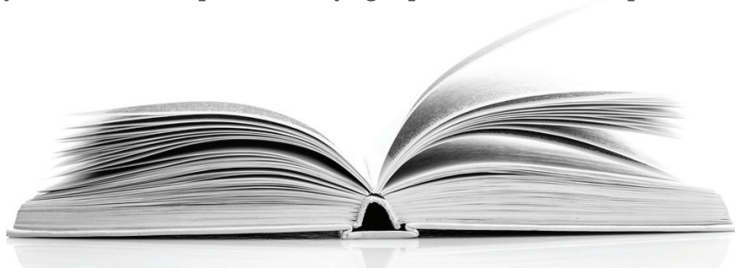
Testing of math to determine:

- Basic computation skills
- Basic concept understanding
- Reasoning skills and application of skills

**TEXAS STATE DEFINITION OF DYSLEXIA**

The Dyslexia Handbook - 2018 Update: Procedures Concerning Dyslexia and Related Disorders page 1, definition is as follows:

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



TEXAS DYSPLEXIA LEGISLATION AND YOUR RIGHTS IN PUBLIC SCHOOL

Your school should have a copy of *The Dyslexia Handbook - 2018 Update: 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 <https://tea.texas.gov/academics/dyslexia/> or call the dyslexia hotline at (800) 232-3030.



DYSPLEXIA ASSESSMENT IN TEXAS

According to *The Dyslexia Handbook - 2018 Update: Procedures Concerning Dyslexia and Related Disorders* pages 29-30:

Domains to Assess

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak; but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole

words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes--such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences--may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134-135).

Based on the student's academic difficulties and characteristics and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed.

Possible Additional Areas:

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter or symbol sequences (orthographic processing)
- Mathematical calculation/reasoning
- Phonological memory
- Verbal working memory
- Processing speed

RECOMMENDED DYSPLEXIA INTERVENTION IN TEXAS

Below are the components of instruction for students with dyslexia as outlined by *The Dyslexia Handbook – 2018 Update: Procedures Concerning Dyslexia and Related Disorders* pages 39-40.

Standard Protocol Dyslexia Instruction

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often take place in a small group setting. Standard protocol dyslexia instruction must be evidence-based and effective for students with dyslexia; taught by an appropriately trained instructor; and implemented with fidelity.

Critical, Evidence-Based Components of Dyslexia Instruction

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading comprehension
- Reading fluency



Delivery of Dyslexia Instruction

While it is necessary that students are provided intervention in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- Simultaneous, multisensory (visual, auditory, kinesthetic, tactile)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Training and Practice Standards for Teachers of Students with Dyslexia

According to *The Dyslexia Handbook - 2018 Update: Procedures Concerning Dyslexia and Related Disorders*, pages 49–50. Source: Moats, L. C. (1999). *Teaching reading is rocket science* (Item No. 39-0372). Washington, DC: American Federation of Teachers. The knowledge and skills needed to teach reading include the following:

- The psychology of reading and reading development
 - Basic facts about reading
 - The characteristics of poor and novice readers
 - Environmental and physiological factors in reading development
 - How reading and spelling develop
- Knowledge of the language structure
 - Phonology
 - Phonetics
 - Morphology
 - Orthography
 - Semantics
 - Syntax and text structure
- Practical skills of instruction--use of validated instructional practices
- Assessment of classroom reading and writing skills



Instructional Accommodations for Students with Disabilities

According to *The Dyslexia Handbook - 2018 Update: Procedures Concerning Dyslexia and Related Disorders*, page 54:

By receiving specialized instruction that contains the components described in this chapter, the student with dyslexia is better equipped to meet the demands of grade-level or course instruction. In addition to

specialized instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not a one-size-fits-all; rather, the impact of dyslexia on each individual student determines the accommodation.

For more information see *The Dyslexia Handbook – 2018 Update: Procedures Concerning Dyslexia and Related Disorders*. Download from tea.texas.gov/academics/dyslexia/ or order a copy from region10.org/programs/dyslexia/resources/.

III. WHAT RESOURCES ARE AVAILABLE AT NEUHAUS?

FAMILY SUPPORT OFFICE

Neuhaus Family Support Coordinators are available for consultations either by phone or email to provide information and resources about appropriate instruction for students with dyslexia. Coordinators will share information about the laws in Texas that relate to instruction for students who are identified as dyslexic in public schools. They can direct parents to reliable research-based information about dyslexia and effective reading interventions.

When appropriate resources are not available at the child's school, coordinators may be able to provide referrals for instruction. Referrals are made to individuals who are currently enrolled in or who are licensed graduates of the *Neuhaus Preparation Program Level 2B–Dyslexia Therapist*.

To contact a Family Support Coordinator, visit neuhaus.org/parents/contact-us or call (713) 664-7676.

NEUHAUS PREPARATION PROGRAM FOR DYSLEXIA THERAPISTS

The *Neuhaus Preparation Program Level 2B–Dyslexia Therapist* (Program) provides comprehensive professional development for individuals working with students with dyslexia and other related reading difficulties. The Program is accredited by the *International Multisensory Language Education Council* (IMSLEC). Accreditation by IMSLEC indicates that the Neuhaus professional development program for dyslexia therapists has established and continues to maintain the highest standards.

Individuals enrolled in the Program will complete 200 instructional hours, 700 clinical teaching hours, and other requirements over the course of 3-5 years. Although the Neuhaus Program utilizes the research-based curriculum *Basic Language Skills*, individuals in the program 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 Program, individuals are eligible to sit for the Alliance National Registration Exam at the therapy level. Passing the exam qualifies the individual for membership in the Academic Language Therapy Association (ALTA) as a **Certified Academic Language Therapist (CALT)**, and the individual is eligible to apply to the State of Texas for licensure as a **Dyslexia Therapist (LDT)**.



In September 2010, the State of Texas began licensing dyslexia therapists and dyslexia practitioners. Licensed dyslexia practitioners are individuals who work in a school or clinical setting under supervision. Licensed dyslexia therapists may work in schools or may establish a private practice.

As parents, it is appropriate to request confirmation of the educational preparation and licensing of the individual who is providing literacy instruction to your child. A licensed dyslexia therapist or licensed dyslexia practitioner will have a state issued certificate or identification card.

CLASSES AND MATERIALS

As a professional development center for teachers, Neuhaus offers a variety of classes at the center 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. The Family Support 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. Some classes are scheduled at the center as well as online. Visit our website for details and for registration.

- Language and Literacy for Young Learners
- Reading Readiness
- Scientific Spelling
- Developing Metacognitive Skills
- Oral Language and Listening Comprehension

The *Family Fun with Fluency* kit is designed especially for parents to help their child increase his or her accuracy and fluency in reading. Learn all about it at neuhausstore.org/product/Family-Fun-with-Fluency.

IV. HOW CAN YOU HELP YOUR CHILD?

VISIT OUR WEBSITE

Visit neuhaus.org/parents to find links to 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 10:00 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 neuhaus.org/parents/monthly-sessions or call Neuhaus at (713) 664-7676 to register. Attendance is free.



VISIT THE COLLIE LIBRARY AND PI BETA PHI AUDIO-VIDEO LIBRARIES

The libraries have an extensive collection of books and other media, including DVDs on reading, dyslexia, and related topics, that can be checked out at no charge. A deposit may be required on some videos. The collection is the largest of its kind in Houston. The library is open to the public from 8:30 a.m. to 5:00 p.m. on weekdays throughout the year.

LOOK FOR HELPFUL BOOKS AND VIDEOS

A bibliography of suggested books and videos can be found at neuhaus.org/parents/library-resources.

COME TO FRIDAYS@NEUHAUS EDUCATIONAL SEMINAR SERIES

Each year the Family Support Office organizes a series of seminars for parents and professionals on designated Friday mornings during the school year. Neuhaus staff or guest speakers present topics regarding children who struggle with learning. For details, check the website neuhaus.org/parents/parents--fridays--neuhaus or call Neuhaus at (713) 664-7676.

COME TO COLLEGE SHARE

College Share meets in the fall and spring. It provides college-bound high school students with learning differences, parents, and professionals with such information as choosing a college, legal rights, college admissions testing, and allowable accommodations. Reservations are required. Past College Share presentations are available on DVD in the Collie Library. For information, call Neuhaus at (713) 664-7676 or visit the website at neuhaus.org/parents/college-share--panel.

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) and The Briarwood School. High school students hear from college students how to find success in college despite learning challenges. College Panel is free. Reservations are required. Past College Panel presentations are available on DVD in the Collie Library. For information, call Neuhaus at (713) 664-7676 or visit neuhaus.org/parents/college-share-panel.

V. WHICH ORGANIZATIONS PROVIDE HELPFUL RESOURCES AND INFORMATION?

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

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

| | |
|----------------|--|
| (410) 296-0232 | dyslexiaida.org |
|----------------|--|

The Houston Branch of the International Dyslexia Association (HBIDA) - HBIDA annually presents a conference, a symposium, and a college panel dealing with dyslexia and related disorders. Free resource directories are available upon request.

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

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

| | |
|----------------|--|
| (713) 957-1600 | aogh.org |
|----------------|--|

Disability Rights Texas (*formerly Advocacy, Inc.*) - a nonprofit corporation funded by the U.S. Congress to protect and advocate the legal rights of people with disabilities in Texas.

| | |
|----------------|--|
| (713) 974-7691 | disabilityrightstx.org |
| (800) 252-9108 | |



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 Neuhaus Basic Language Skills Program."

"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."



Neuhaus Education Center Mission and Vision

Mission

Neuhaus Education Center is a 501(c)(3) non-profit organization dedicated to promoting reading success. We provide evidence-based professional development to educators, information and resources to parents, and direct services to adult learners.

Vision

Neuhaus will be the premier source for solutions, support, and successful reading instruction for every educator.

Hours and Directions

Neuhaus Education Center is open to the public from 8:00 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.

