



GUIDELINES FOR SEEKING HELP FOR DYSLEXIC STUDENTS

These guidelines were developed by The International Dyslexia Association (formerly the Orton Dyslexia Society) as a service to members, parents, and other interested persons. The Association does not recommend specific individuals or programs. However, members of the Association's many branches may provide the names of persons and institutions who have demonstrated competence in diagnosis and/or treatment of dyslexia.

The first step in helping a child with learning problems is to obtain a careful diagnosis of these problems. When the diagnosis indicates that treatment is in order, the parent should lose no time in finding a suitable teacher, therapist, or tutor. Often the diagnostician can suggest people qualified to provide remedial treatment. Other referral sources may include the local school, nearby universities, and private reading clinics. It is important to select carefully, for treatment is expensive, and your child will be investing his time and his faith in the person selected.

Evaluating the qualifications and performance of tutors and therapists is not easy. Be sure to inquire about the background, special training, and experience of service providers. You may want to request references from professionals, parents, and former students. Remember, however, that the most experienced, well-qualified person may not be the most suitable for your child. Excellent work is often done by young professionals, especially those who work under the supervision of a master teacher or therapist.

Tutors and therapists generally prefer to work with a particular age group, since the needs of primary-age children and those of the adolescent and adult differ. Occasionally group instruction is recommended although progress is usually most rapid with individual work. A child who has experienced failure may feel safer in a one-to-one setting.

If therapy or tutoring is to be effective, it should occur when the child is alert. Transporting a young child any distance at the end of a school day is not recommended. Sometimes arrangements can be made for instruction or treatment during the school day and in the school. Vacations provide the opportunity for concentrated work, since the child faces no other academic pressures. Young children require at least three sessions each week, usually an hour long; older students may be able to manage with fewer but longer sessions.

Fees vary with geography and with the qualifications of the tutors and therapists; the current range is from fifteen to forty dollars an hour. Some professionals charge by the month or for a specific series of sessions. Some will come to your home, but usually you will have to transport your child to the sessions. Make sure you understand the terms of payment, including conditions for missed sessions. Many professionals charge for cancellations with less than 24 hours notice. Instructional materials may be covered in the fee; often they are an extra charge. The cost of tutoring or therapy may be covered by your medical insurance or be deductible as a medical expense. Check with your insurance company and your tax advisor.



In most cases, you should expect therapists and tutors to hold periodic conferences to discuss student progress, to share student work samples and test results, and to plan for the future. It may be useful to have a written report to share with school personnel or to arrange for a conference between the therapist or tutor and the classroom teacher or other appropriate school personnel. Be sure, in any case, to keep the school informed about the private treatment program.

Although the student may complain about the difficulty of the work demanded in therapy or tutoring sessions, he is often the best judge of the effectiveness of the program, for he should begin to see improvement and growth.

Treatment or instruction should continue until the student is functioning effectively at a level commensurate with his ability. For some this will mean grade-level achievement; for the academically able, it will mean achieving above grade-level on tests of reading and writing; for a severely dyslexic student, particularly if treatment does not begin until adolescence, it may mean achieving a literacy level useful to him. Occasionally a young child is dismissed from treatment after a year or two only to require further support when he reaches the more complex demands of secondary school. Elementary school phonics, for example, may be insufficient for the decoding required by foreign languages. No matter how long he receives support, he is likely to be a slow reader and poor speller.

The relationship between student and tutor or therapist is crucial, and it can become a mutually dependent one. The student may be reluctant to give up the security which the professional provides, or the professional may be inclined to hang onto a student who is ready to stand alone. Often a trial period will ease the process of termination. Experienced professionals usually recognize when and how to end the relationship. If the program has been a good one, the student will face the future with confidence.

WARNING: Research shows that teaching machines, coordination exercises, and courses in speed reading are generally ineffective for dyslexic students, except as supplements to basic instruction. Claims for their effectiveness are often made without proof and may be motivated by profit considerations. Be concerned if the diagnostician or the service provider arbitrarily rejects the idea of teaching spelling and writing as part of the treatment. Studies show that most of the language disabled population respond well to the concurrent teaching of reading, writing, and spelling. Whatever program is prescribed it should reflect sensitivity to the needs of the individual; preprogrammed instructional materials and systems may not take these needs into account.

The International Dyslexia Association
(410) 296-0232



Remediation/Tutoring Resource List

rev. February 2016

NOTE: Listed below is the contact information of professionals from our Referral for Services Database. They are members of our organization who have indicated that they are able to provide services for the dyslexic community. There may be errors in this listing. We apologize and assure you that the errors will be corrected when brought to our attention. **This Remediation/Tutor Resource List** is only to be used with the Reprint, "Guidelines for Seeking Help for Dyslexic Students," which is included. This list is provided as a service and **no endorsement of any tutor or remediation specialist is intended or implied. The decision as to whom is qualified to be a person's remediation tutor is left with the consumer.** Current KSMO IDA members who wish to be added to this list, please contact ksmolda@gmail.com.

Rene Armbruster, M.S.Ed. ReneAlphaLearn@aol.com	6431 SW 64 th Auburn, KS 66402 785-862-0353	Remediation in reading, written expression and spelling/Tutoring/Educational testing/Advocacy
Holly Aranda, CALT hollyaranda@sbcglobal.net	113 S. Rural Emporia, KS 66801 620-704-4409	Educational testing, Public speaking/presentations/Tutoring/Educational therapy/Teacher training/Professional development
Michele Berg, Ph.D michelebergmelvin@gmail.com	Heritage Clinic 2955 SW Wanamaker Drive Topeka, KS 66614 785-221-6490	Educational testing for dyslexia, nonverbal learning disorder, disorders of reading and written language, and other learning disabilities for children, adolescents, and adults/Teacher training/IEP consultations
Melinda Buie, M.A.Ed. mbuie@appliedlearningprocesses.com www.appliedlearningprocesses.com	Applied Learning Processes 430 East Blue Ridge Boulevard Kansas City, MO 64145 816-942-6808	Educational testing/Remediation in language comprehension, reading, written language, spelling, mathematics, and visual-motor processing/Teacher training
Churchill School www.churchillstl.org	1021 Municipal Center Drive St. Louis, MO 63131 314-997-4343	Tutoring Services before school & after school
Julie Conway, M.A. Julieatc@comcast.net	Prescriptive Reading Services 1009 West Maple St. Independence, MO 64050 816-252-7355	Educational testing/Tutoring



Pam Dudley, B.A. pdudley@kc.rr.com www.learningabilities.net	Learning ABILITIES 5815 Spinnaker Pt. Parkville, MO 64152 816-505-9865	Tutoring/Educational therapy/Teacher training
Horizon Academy www.horizon-academy.com	4901 Reinhardt Drive Roeland Park, KS 66205 913-789-9443	Private Day School for LD students grades 1-12/OG summer reading tutoring and full day program/ Teacher Training by OG Fellow
David Hurford, Ph.D. dhurford@pittstate.edu www.pittstate.edu/READING	Center for Research, Evaluation and Awareness of Dyslexia (Center for READING) 1701 S Broadway Pittsburg, KS 66762 620-235-4534	Educational testing/Tutoring/ Psychological Services
Alisa Matteoni, Elementary Education, Barton Certified matteoni@sbcglobal.net	11200 W. 140 th Place Overland Park, KS 66213	Tutor
Yvonne Michaud, M.Ed. yvonne.michaud@gmail.com	Box 367 Mt. Hope, KS 67108 316-661-2518	Limited educational testing/Tutoring/Teacher training/KS LETRS trainer
Marnie Mitchell, M.A. marniebmitchell@gmail.com	6509 N. Strathbury Ave. Kansas City, MO 64151 816-741-4606	Dyslexia Training Program/ Academic Language Therapist/MO Certified Reading Specialist
Joan Neal Joanieneal1@kc.rr.com	2570 S 42 St Kansas City, KS 66106 913-634-3366	Tutor
Angie Schreiber	Cradle to Career Literacy Center 713 Commercial Street Emporia, KS 66801 620-208-7323	Academic Therapist
Avner Stern, Ph.D. drstern@neuroeducational.com www.neuroeducational.com	Midwest Neuroeducational Services, LLC 10100 W.87th Street, Suite 306 Overland Park, KS 66212 913-214-1180	Neuropsychological, Psychoeducational, and Psychological/Assessment/Service s for cognitive, learning, and attention concerns
Carol Strube strjcj@swbell.net	822 Brookvale Terr. Manchester, MO 63021 314-249-8962	Tutoring
Pamela Taylor, MS EdPsych Masters Certified, Barton Reading and Spelling info@readkc.com readkc.com	LexiAbility and The Learning Lab 402 East Bannister Road, Suites E & F Kansas City, MO 64131 816-863-7331	Educational Testing /Tutoring/ Dyslexia & Educational Therapy/ /Enrichment School/Teacher Training/Parent Workshops/Accommodations/ Consulting/Support Group
Allison Winters, M.Ed. CCC-SLP speechabilityllc@gmail.com speechabilityllc.com	Speech Ability 7026 Alden Street Shawnee, KS 66216-1502	Evaluation / Tutoring using Barton reading and spelling



Lorrie Wolf, B.S. Certified, Academy of Orton-Gillingham Lorrie@etctutoring.org	Educational Therapy Center 171 English Landing Dr., Suite 110 Parkville, MO 64152 816-584-8860	Advocacy/Tutoring/ Educational therapy/Teacher training/Workshops
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Resources for Teacher Training in Missouri and Kansas

Holly Aranda, CALT Certified by Academic Language Therapy Association, Q.I. holly@c2clc.com www.c2clc.com hollyaranda@sbcglobal.net	Cradle to Career Literacy Center 713 Commercial Emporia, KS 66801 620-208-7323
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