



Dear Parent,

Thank you for calling Payne Education Center with your questions about dyslexia, reading instruction, testing, and/or how to find a tutor. We know you join many individuals struggling to find accurate information regarding a variety of reading issues. The primary focus of Payne Education Center is to ***train teachers to prevent reading difficulties in children and to remediate dyslexia, while serving as a resource and referral center.***

In this resource packet you will find information that should be helpful to you. We hope you will also visit our website for further information valuable to you, to administrators and to teachers.

Training teachers and helping parents find the right teacher or tutor to work with their child is a priority. We hope you are fortunate enough to live in an area with trained tutors. If not, it is obvious there is a need for one or more; we want to work with you to make a difference.

To help your child, and others in the future, we encourage you to share information about Payne Education Center with administrators and teachers so they will be better informed about dyslexia and specific strategies to help struggling readers. If there is interest, we would be pleased to come to your district and present an overview of "Reading Disabilities: Questions and Answers."

Please contact us if we may be of further service to you, your child's teacher or district. We know that dyslexia is a learning difference that can be remediated so that your child can grow to his or her fullest potential.

Sincerely,

Heather Griswold
Executive Director

A Resource for Teachers & Families

Payne Education Center trains teachers to prevent reading difficulties in children and to remediate dyslexia, while serving as a resource and referral center.

Two out of every 10 individuals have difficulty learning to read, write and spell through conventional methods, or are said to have a “language-learning difference” such as dyslexia. Payne Education Center was founded in 1984 to provide educators with systematic, sequential, explicit teaching methods so that they, in turn, could enable learners to be successful in language arts.

Built on the specialized expertise of training teachers to teach dyslexic children to read, Payne Education Center began expanding its classes in 1995 to include offerings for educators in a variety of teaching situations.

Payne Education Center now offers teachers research-based, “hands-on” strategies to meet the needs of every student in their classes—providing vital additional information for those in the bottom 25th percentile and challenging those at the top.

Over the past 19 years, more than 5,000 Oklahoma educators have participated in training through Payne Education Center. ***These teachers have used what they learned at Payne Education Center to help more than 100,000 Oklahoma children learn to read!***

Services of Payne Education Center include:

- Training in a variety of multisensory phonics and language arts curricula for early-childhood and elementary classroom teachers, elementary and secondary special education teachers, reading specialists, speech-language pathologists and adult literacy providers. Training classes are regularly conducted in McAlester, Oklahoma City and Tulsa. Classes can also be conducted at your school site upon request. In 2003, more than 900 teachers participated in Payne Education Center Classes; 99% of them received scholarships.
- Information and therapist referrals to the more than 300 families annually who contact Payne Education Center seeking help for their children.
- Teacher workshops and community awareness programs in the areas of recognition and remediation of dyslexia, current research on reading acquisition and multisensory teaching strategies.

A BRIEF HISTORY OF PAYNE EDUCATION CENTER

One woman, Ann Henry, trying to help one child learn to read successfully, founded Payne Education Center in 1984. The child was her child, and her passionate efforts laid the foundation for what is today a maturing non-profit organization dedicated to success in reading. Named in recognition of a generous gift from Katheryne B. Payne, Payne Education Center has trained hundreds of dedicated teachers in *Alphabetic Phonics*, a research-based multisensory curriculum effective for teaching dyslexic students to read, write and spell. Since 1987 the Scottish Rite Masons of Oklahoma have generously supported Payne Education Center through scholarship and material grants for many of the public school teachers trained throughout the State of Oklahoma.

In 1995, Payne Education Center began expanding its offerings to include a number of *Alphabetic Phonics*-based curricula appropriate for use in a variety of teaching situations. Today Payne Education Center serves teachers across the State of Oklahoma and beyond providing training in a full range of programs for prevention, intervention, and remediation of reading difficulties to meet the needs of students from Pre-Kindergarten through High School.

On November 6, 1999, the International Multisensory Structured Language Education Council (IMSLEC) accredited Payne Education Center's *Alphabetic Phonics Therapist Training Program*. The center is among the first 15 training centers in the world to receive this certification.

Courses and workshops currently offered by Payne Education Center include:

Alphabetic Phonics	Language Basics Elementary
Language Basics Secondary	Reading Readiness
Building Fluency	Reading Comprehension
Multisensory Grammar & Written Composition	

These curricula and techniques (utilizing a comprehensive approach to reading instruction) have proven successful for many teachers. Following training, some teachers implement the programs as they have been instructed, while others use the new information to provide a sound foundation for the required language arts program at their school.

CHARACTERISTICS OF DYSLEXIA

Observation of performance

1. Characteristics of dyslexia

- ◆ Difficulty say the alphabet correctly in sequence
- ◆ Difficulty forming the shapes of the letters
- ◆ Difficulty in writing the alphabet correctly in sequence
- ◆ Errors in naming letters
- ◆ Reversals of orientation of letters or sequences of letters in words when read or written: p-g, b-d, was-saw, quiet-quite,
- ◆ Difficulty in learning and remembering printed words
- ◆ Repeated spelling errors
- ◆ Slow rate of writing
- ◆ Difficulty with handwriting
- ◆ Difficulty with reading comprehension

2. Characteristics which may be associated with dyslexia

- ◆ Delay in spoken language
- ◆ Difficulty finding "right word"
- ◆ Late establishing preferred hand for writing
- ◆ Late learning right, left and other directionality components
- ◆ Problems learning concept of time and temporal sequencing
- ◆ Family history of similar problems

Other factors to consider....

1. Trends and Tendencies

- ◆ Grades slip downward year to year
- ◆ Inconsistent grades from day to day
- ◆ Inconsistent performance on standardized tests
- ◆ Confusion with math symbols, but not computation
- ◆ Math computation better than word problems
- ◆ Memorized spelling better than spontaneous spelling
- ◆ Homework better quality than classwork
- ◆ Inordinate time spent on homework
- ◆ Deteriorating organization and study habits
- ◆ Deteriorating motivation and self-esteem
- ◆ Good grades, but requiring too much struggle
- ◆ Chooses oral performance over written when given choice
- ◆ Compensation by use of pictures, prompt from teacher, etc.
- ◆ Stress reflected by irregular writing and uneven pencil pressure

2. Frequent, Common or Typical Behaviors

- ◆ Short attention span
- ◆ Posture indicative of poor self-esteem
- ◆ Anxiety resulting in inappropriate behaviors
- ◆ Withdrawal
- ◆ Inordinate stress during performance times
- ◆ Cheating
- ◆ Overcompensation through pseudo-confidence
- ◆ Poor motivation resulting from lack of success
- ◆ Situational behaviors manifested in specific situations (child/teacher conflict) though not characteristic of child's general behavior

3. *Don't forget that these students may exhibit intellectual ability, mechanical ability, talent in non-academic areas, social skills, and other strengths.*

*Information from the
American Academy of Ophthalmology*

**Do the eyes have anything to do
with Learning Disabilities?**

It may seem easy to blame reading problems on eyes, but **learning disabilities are caused by the brain, not the eyes.** Children with learning disabilities do not have more visual problems than children without learning disabilities.

Your eye functions like a camera. After the eye "takes the picture," the image is sent to your brain by the optic nerve.

Your eyes do not understand what they see any more than a camera understands the photograph it takes. Until the photo is processed, it has no meaning. Similarly, until your brain interprets images seen by your eyes, the image has no meaning.

Are there cures for Learning Disabilities?

Learning disabilities are complex problems. **There are no quick fixes. Simple solutions, such as diet, megavitamins, sugar restriction, eye exercises, eyeglasses or vision training, do not cure learning disabilities.**

These approaches may delay the educational assistance that your child needs. Most of these treatments are costly, and your resources could be better spent on remedial educational programs.

With the proper help, children with learning disabilities can become very successful. Thomas Edison, Albert Einstein, for example, had learning disabilities, but went on to make great contributions during their lives.

SUGGESTIONS FOR PARENTS WITH CHILDREN WHO HAVE LANGUAGE LEARNING DIFFERENCES

1. Explain to the child that the problem is one of needing new tools. All children learn to read, write and spell with a set of tools given to them in the first grade. Some very intelligent children need different tools for their best learning.
2. Read to your child. Reading can be taped, so that the older child can replay the tape while studying, and taping can be done at the parents' convenience. Such reading does not improve skills, but allows the child to keep up with the grade until skills improve.
3. Let the child "write" reports or compositions on tape. By separating the content from the ordeal of getting it down on paper, performance is much richer and closer to the child's capacity. Once dictated, the material can then be slowly transcribed, written or typed.
4. Pay particular attention to outside activities and events. Special field trips, TV programs, movies or museum events can be learning opportunities.
5. Keep extra-curricular activities elective and dependent on the child's interests and enthusiasms. Lessons are best when individually given, so that piano or tennis, dancing or soccer is an area of accomplishment and heightened self-esteem, not another area of discouragement and failure.
6. Read to your child to underscore expertise. Let the child select library books at any level of difficulty, and read to her so she can be knowledgeable about a variety of subjects and feel confident with classmates.
7. Outlaw words like "lazy" and "stupid" in your household.
8. Reduce pressure, generally. Expect the child to have responsible study habits, but understand that better grades come with remediation and time, not just trying harder.
9. Make sure the child's study area includes a clear space, good light and no distracting sound. Experiment with short study periods and several breaks. Help with organization, editing and planning. These skills are learned, not automatic.
10. Reflect and accept the child's feelings. Be careful to communicate that the child is more important than their performance. It is painful to have a problem that is physically invisible, altering the entire school experience. Teachers may not hear, friends may not understand, *but if parents can listen, a children is often supported in the most important way.*
11. Attend local programs and become a communicator about the intelligent child with learning differences to your school, extended family, friends and community.
12. Join organizations like the Learning Disabilities Association and The International Dyslexia Association, contact the Payne Education Center, 405/755-4205, www.payneeducationcenter.org for more information.

SUGGESTIONS FOR HELPING A STUDENT WITH DYSLEXIA

It may be assumed that when the dyslexic can read, write and spell easily he may function independently in the classroom. In the meantime, he deserves help and consideration from everyone (family, peers, teachers). Pressure to excel in the classroom should be removed and a reasonable arrangement made to avoid low grades on report cards. The following suggestions have been found to help the student in the regular classroom.

- ◆ Give tests and exams orally.
- ◆ Seat student near the teacher. Call his/her name before addressing him. Encourage his active participation.
- ◆ Accept homework dictated by child and written by the parent.
- ◆ Ask parents to read his homework to him and to structure his study time.
- ◆ Allow him to bring a tape recorder to class on review days.
- ◆ Avoid putting him under pressure of time or competition.
- ◆ Recognize the correct and acceptable parts of his work. Give credit for his oral participation in class.
- ◆ Avoid embarrassing him by requiring him to read aloud in class.
- ◆ Guide his learning through techniques that include questioning and interactive teaching.
- ◆ Accept concrete or graphic projects in substitution for written compositions.
- ◆ Help him to organize his materials, notebooks, time assignments, and thinking.
- ◆ Accept any reasonable behavior that does not interfere with his or other students' learning.

**Reprinted with permission from
Dyslexia Laboratory
Texas Scottish Rite Hospital**

Question and Answers about Alphabetic Phonics

What is Alphabetic Phonics?

Alphabetic Phonics (AP) is a program designed to teach the secondary language skills of reading, writing and spelling to children who have language learning differences. (The primary language skills are listening and speaking.) The program teaches the fundamental principles of the English language through a structured, sequential, multisensory, repetitive, cumulative, discovery-based curriculum. It emphasizes phonemic awareness, sound-symbol association, syllable division, morphology, syntax and semantics---all of which research has shown to be essential in remediating language learning differences.

How long does it take to complete the Alphabetic Phonics program?

The amount of time needed to complete the basic AP program depends on several factors:

- --The number of lessons per week.
- --The amount of time devoted to each lesson. (Each lesson should ideally last 1 hour.)
- --The severity of the child's disability.
- --The child's age/grade placement.

A child with moderate dyslexia participating in five 1-hour lessons per week might complete the basic AP program within 2 years. All rules and tools for mastering 85% of the English language are taught in three basic blocks/schedules. Advanced students may wish to continue with a study of irregular patterns/rules that make up the remaining 15%, but this is not considered a requirement for the successful acquisition of basic secondary language skills.

How many lessons per week are necessary?

Five lessons per week is ideal. Three lessons per week is the preferred minimum. The more children are exposed to the material, the faster they will learn; the faster they learn, the faster they gain confidence and can more fully participate in the regular classroom. There is little chance for "burnout" with AP. The program is fun, and the children LEARN, a refreshingly new experience.

How will my child's progress be evaluated?

Your child's progress will be measured upon completion of each unit of the program. Each measurement will reveal the child's mastery of concepts presented in that unit. Each unit builds on previously learned material. Therefore, the student's knowledge of the English language is constantly being put into practice and expanded. The first indicators that your child is on the right track will be improved self-esteem, revived motivation to learn and positive feedback from your child's teacher.

Will my child need more reading, writing and spelling assistance after completion of this program?

The goal of every AP instructor is to create independent learners. Children with language learning differences may always have to put extra effort into reading, writing and spelling, but, upon completion of this program, they should have all of the skills needed to unlock 85% of written English. Students can maintain notes that can be referenced when occasional reminders are needed. Depending on the student's capabilities, fluency and comprehension may always need to be nurtured throughout the student's school years.

Is it possible that my child will not respond to Alphabetic Phonics?

The subject matter and teaching methods of AP have been proven to be successful in teaching children with language learning differences. Provided there are no other circumstances that are preventing your child from learning, he or she should experience success.

What kind of training is required of Alphabetic Phonics teachers?

To become a certified AP teacher/therapist, an individual must possess a bachelor's degree and complete a 2-year program that includes 4 weeks of intensive instruction, 7 seminars, 10 demonstration lessons, 700 hours of student teaching, various reports and examinations, and countless hours of study. Individuals who complete AP training are no doubt dedicated to helping children with language learning differences.

Why is AP structured & sequential?

A consistent, structured order of presentation of material creates a learning experience that is comfortably predictable, secure and easy to follow. It is important that learning follows the logical order of the language, beginning with the easiest, most basic elements and progressing methodically to more difficult material.

Why is AP cumulative?

Cumulative learning constantly allows new knowledge to be linked to old knowledge, thus providing more reinforcement for long-term retention.

Why is AP repetitive?

Because children with language learning differences often have poor visual and/or auditory memories, they may need 50 to 1500 repetitions for information to be stored in long-term memory. Repetition also fosters quick and automatic recognition of letters, sounds, reading and spelling situations, and handwriting movements, all of which are crucial in acquiring fluent secondary language skills.

Why is AP multisensory?

Human beings learn best by using all of their senses. For example, some things can be learned about an apple by looking at it and listening to its crunch when eaten. Still more can be learned if it's touched, smelled and tasted. Children with language learning differences are often intelligent individuals whose visual and/or auditory memories do not provide them with enough long-term information to help them remember certain aspects of our written language. They need more information, and they need it presented in a way that engages all of their senses. Multisensory learning that simultaneously uses all the pathways in the brain (visual, auditory, kinesthetic/tactile) helps lock in the information for long-term memory or learning.

Why is AP discovery-based?

Again, it's good for the memory. What we discover for ourselves, we are more likely to remember.

How do I get my child enrolled in Alphabetic Phonics?

Some schools have AP-certified instructors on staff, so first check with your school personnel. You can also contact Payne Education Center to help locate a trained therapist in your area. If private instruction is needed, set up an initial meeting with an AP therapist. At this meeting, the therapist can do some preliminary screenings and get to know your child. Bring any results of tests indicating your child's language learning difference, as well as samples of your child's work. After reviewing your child's test results and work, a plan of action can be developed, and a schedule can be arranged to begin introducing your child to a new way of learning!

Payne Education Center's Alphabetic Phonics course is accredited at the Therapy and Instructor of Therapy levels by the International Multisensory Structured Language Education Council (IMSLEC). IMSLEC is a nonprofit corporation formed in 1995 to accredit training courses that prepare specialists in multisensory structured language programs

While there is never a charge for information and referrals,
if you have found our information beneficial,
we encourage you to consider a donation to our organization.

Any gift, large or small,
is gratefully accepted, greatly appreciated,
and will enable Payne to continue helping children
overcome reading difficulties
through effective teacher training.

Contributions may be made by check or credit card.

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