

Feel Our Mission REACH in 2020

TOGETHER WE CAN HELP BUILD A CHILD'S SUCCESS FOR A LIFETIME!

Here at the Children's Dyslexia Center(s) of Upper Wisconsin (CDCUW) we are certainly excited about all the great opportunities 2020 will bring. Every student deserves the chance to succeed, and along with your support, we plan to make that not just a dream but a continued reality for many.

Since 1994, the Children's Dyslexia Centers have helped more than 13,000 dyslexic children learn to read, write, and spell. We make up two of the more than 45 center locations in 13 states. This growth is something we continue to work hard at developing in an effort to expand our reach to help more exceptional dyslexic learners. It takes a great many people to keep broadening our reach in Upper Wisconsin and we couldn't help these children without the dedication each partner brings to this mission.

For 10 years, our center has accepted countless daily calls from parents desperate to find help for their bright child who is struggling in school, calls from teachers searching for a different approach to teach

a student falling behind, from school administrators wondering how to facilitate structured literacy training for staff, and calls from dyslexic professionals who want to see change for the next generation of dyslexic learners.

The challenge of serving Northwest Wisconsin in this capacity was started with the opening of our Eau Claire Center in 2011, with a great group of donors, tutors, and Builders Council. Today, our board of directors continues this mission, constantly searching for and discussing new ways to generate funding for the FREE after school tutoring and tutor training program.

The CDCUW Director Dr. Tammy Tillotson travels extensively throughout the United States providing coaching at schools, speaking at national education conferences, and tirelessly advocating for appropriate education for language teaching professionals.

The CDCUW Student's families and friends are some of the most impactful people here at CDCUW; they show immeasurable amounts of love, dedication, and determination in support of their dyslexic loved ones and the CDCUW literacy programming. This is no easy endeavor for these families as we will share in detail. In fact, navigating the proper education for a dyslexic child is challenging to say the least.

We know how to help each of these children and hope you'll join us whenever possible, in any form of support you choose, to help ensure each of their lives is a success. With your continued gifts of time, donation, and sponsorship, we will see even more children helped in 2020 and beyond.

Please help embrace these children's needs by spreading our message widely and forecasting a future where dyslexic learners are taught with appropriate methods by teachers who are suitably trained.



IMSLEC ACCREDITED LANGUAGE PROFESSIONALS
offer *FREE 50-60 minute tutoring sessions after school,*
twice a week for dyslexic learners at CDCUW.



CDCUW DIRECTOR
Dr. Tammy Tillotson

This may be our 10th year of providing outstanding services to children and professionals but we have been celebrating since the day we opened our doors on January 11, 2011. The Children's Dyslexia Center of Upper Wisconsin (CDCUW) was all but a reality for countless Masons, community members, and families for many years leading up to that day. Thanks, in part, to those who never lost faith in having a center in the Chippewa Valley and those who contributed so generously to ensure the financial stability and longevity of the center, we have been able to provide the highest quality of services.

While we take great pride in that our training program is accredited by the International Multisensory Structured Language Education Council and qualifies all of our trainees who successfully complete the yearlong course to also earn the coveted credential of Academic Practitioner or Therapist through the Academic Language Therapy Association, it is the life-changing impact we have on children and their families that makes us all stand taller. Children of all ages come to our center to receive the remedial instruction they need to become successful readers but what they ultimately receive is so much greater.

Typically, the children we serve in our program are reading two to six levels behind when they start here, which takes a toll on their self-esteem and confidence as one can imagine. After a few weeks of lessons twice a week, we start to see subtle changes in their confidence and engagement. A few short weeks after that, families and teachers also take notice of how their entire demeanor starts to change and learning takes on a new sense of challenge. Instead of learning being a constant battle of struggles, learning becomes fun and creates a sense of inquisitiveness to know more. This is when the real learning happens! Children are naturally curious but often the kiddos who come to us have lost that enthusiasm for learning, because they have had so many hurdles and obstacles to overcome. Families come frustrated and discouraged but hopeful that our program will be what "fixes" it all. While we can't "fix" everything, we do get to make a positive impact on a child's ability to read, write, and spell. If that was all we did, it would be worth it but fortunately we get to do so much more.

Besides training professionals and teaching kiddos to read, we have the honor of being recognized as experts across the state (and country) in the field of dyslexia and the science of reading. There is tremendous effort being put in by many of the smartest people I have ever had the privilege to work with to move the needle in reading instruction for all children. Not only is new legislation being written, introduced, and approved, but significant awareness and education is being provided about how the brain processes language and how we learn to read. Nearly every

day we receive inquiries from educators, administrators, parents, community members, and others about dyslexia, reading, and great instruction. This is exciting! This is promising! This is joy-inspiring!

When people become curious and reach out for information, it is a wonderful sign of things about to change. We all do the best we can and when we know better, we do better. We started the *Ask Dr. Tammy blog* on our website as a way to provide information about topics we most commonly get information requests about. This small act has provided numerous ways to reach people with relevant information and for us to gain a sense of direction on where to head next.

A year ago, based on the growing awareness of the need, we expanded our services to Superior, WI. While this campus is smaller than our campus in Eau Claire, we are able to train professionals and provide remedial instruction services to children closer to home. The success in Superior and expressed desire for additional campuses in the Scottish Rite Valley of Eau Claire has lead us to explore additional campus locations in River Falls and Wausau. These additional locations will allow us to serve even more children and professionals across Wisconsin. Growth does not come without a cost though and that is where we rely on you to help with your time, talents, and treasures.

Our website is a wonderful source of information and applications. If you or someone you know would like to take an active part in changing the lives of children, I would encourage you to visit our website or reach out to



us via phone, email, or stopping by the office in Eau Claire. There will always be a need for three primary things in order for us to continue to successfully impact lives: Time, talents, and treasures!

Time: We need adults with a Bachelor's degree who want to learn all about our language and how to teach reading effectively and can then provide instruction to kiddos. We need kiddos who will benefit from our services and have families that are able to support getting them to and from lessons twice a week for an hour each day.

Talents: We need incredible individuals with wonderful gifts to share. Our committees and board are only effective because of talented folks who think outside the box and bring us with in raising awareness, funds, and more.

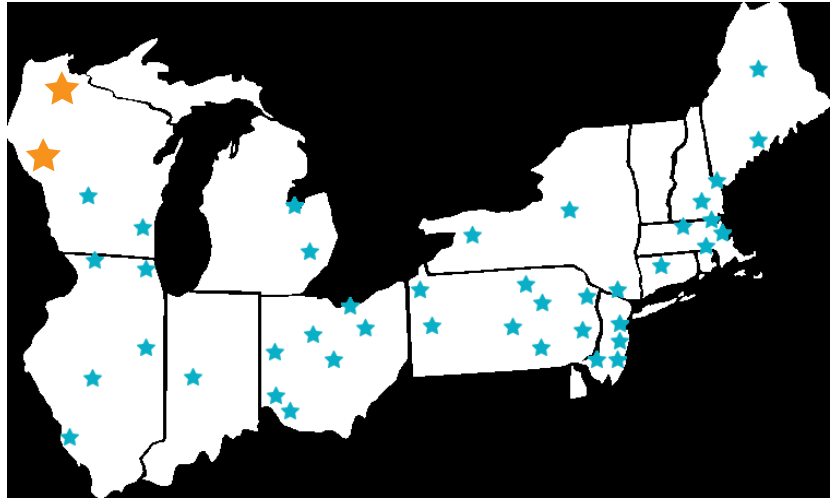
Treasures: We need treasures of all shapes and sizes. We are able to grow and provide services to more because of the generous treasures bestowed upon us. Whether a ream of paper, \$10,000 financial donation, or something in between, it ALL helps us to be able to accomplish our mission and make things better for everyone's future.

With these things in mind, I challenge you to consider how your time, talents, and treasures will impact our next ten years of service. If the next ten years are even half as amazing as the first ten, your contributions will be immeasurable because you cannot put a value on seeing the growth and evolution in children. When we brighten their future, we really brighten the future for all of us!

Dr. Tammy
cdcud@gmail.com

Dyslexia Tutoring is Needed Worldwide

THE FUTURE HINGES ON THE SUCCESS OF ALL CHILDREN!



CHILDREN'S DYSLEXIA CENTERS

In 2020 CDCUW anticipates being part of the growing number of Children's Dyslexia campuses in Northern Wisconsin.

CHILDREN'S DYSLEXIA CENTERS MISSION

Through their work, our dedicated educators make a difference every day in the lives of children with dyslexia. The mission of each Dyslexia Center has three components.

STUDENT EDUCATION & SUPPORT

Provide the highest quality, state-of the art, multisensory tutorial reading and written language instruction to children with dyslexia.

EDUCATOR CERTIFICATION

Train tutors in the art, science and practice of tutoring children using a Multisensory Structured Language teaching of reading, spelling and writing.

SCIENTIFIC RESEARCH Advance the body of scientific knowledge of dyslexia through support of clinical research, to improve today's standards and tomorrow's care.

CDCUW BOARD OF DIRECTORS

Randy Ellifson	Jerry Berg	Anita Olds
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Lyle Koerner	Jeff Clark	

Volunteer Spotlight

THE IMPACT OF ONE CAN CHANGE THE LIVES OF MANY!

Congratulations Dr. Linda Benz - CDCUW's IMSLEC Tutor Training Spotlight

(To see Linda's short message on why she decided to become an accredited IMSLEC Language Professional [click here](#))

Dr. Linda Benz is a Chiropractor from Hudson, WI who has just completed the International Multisensory Structural Language Education Council (IMSLEC) accredited training program here at our Eau Claire Campus. This consisted of 90 hours of classroom training, 100 hours of practicum with students and 10 hours of observation. Typically this training costs approximately \$5,000, but is offered free at CDCUW. Compliments to Linda what a rich investment in such a capable and delightful tutor!

Linda travels twice a week from Hudson, WI to Eau Claire to give three students a 50 minute lesson each. We are excited her personal journey led her here to CDCUW and project a lifetime of success for her as she continues to change the life of each dyslexic learner who crosses her path.

Linda found the CDCUW in pursuit of help for her dyslexic son. She was frustrated with how very difficult it was to find tutors who were trained in a method that would help her bright dyslexic learner, and after a long search through many methods, and different tutoring facilities she decided to become trained herself. Thank you Dr. Linda for bringing your time and talent to our Center and the children we serve.



DR. LINDA BENZ

Making a difference in the lives of the children she tutors here at CDCUW - Eau Claire

If you know a child who is struggling in school we encourage you to contact us here at CDCUW and share this newsletter resource. Many families, teachers, and schools are not equipped or even aware of how to support a dyslexic learner.

Fortunately, with the proper assistance and help, most kids with dyslexia are able to learn to read and develop strategies that allow them to stay in the regular classroom.

They will need to work with a specially trained teacher, tutor, or reading specialist to learn how to read, spell, and manage this learning difference. Your child's teacher, psychologist, or pediatrician

may recommend an academic therapist — also called an education therapist or an academic language therapist — who is trained to work with kids with dyslexia.

Here at CDCUW we invite people who have a bachelor's degree to become a certified language therapist by partaking in our IMSLEC accredited training program.

If you or someone you know is interested in becoming a tutor and helping children with dyslexia learn to read, write, and spell please send them our way. Classes begin once a year typically in January.



Leading From the Front!

NAVIGATING SUCCESS FOR JACK! A PARENTS STORY OF DYSLEXIA.



JACK TILLOTSON PRIVATE FIRST CLASS, U.S. ARMY. *Learning to lead from a very young age!*

As a graduate of the Children's Dyslexia Centers of Upper Wisconsin (CDCUW) in 2013, Jack Tillotson developed the self-advocacy and leadership skills to help him throughout his academic career and beyond.

Jack's journey was rather typical of any child who just "didn't get it". He displayed all the characteristics that represented a child with dyslexia but despite the efforts of his parents and teachers, didn't get the kind of instruction he needed until he began lessons at the Children's Dyslexia Center of Upper Wisconsin when it opened in 2011. Even though it took a few years to get the instruction he needed, he learned invaluable lessons about advocacy along the way.

His parents, Tammy and Scott, felt that the best way to advocate for Jack was to get him involved – even at a very young age. He attended parent-teacher conferences and initially he just observed what good healthy conversations looked and sounded like. By fourth grade he was an active participant in those conversations. By junior high school he was carrying the conversation and by high school his parents were no longer needed in those conversations. From early on his parents encouraged him to first understand his

needs, second develop a good relationship with his teachers, and third to have a strong voice in expressing his needs for learning and demonstrating his knowledge. While this may sound simple, it can feel overwhelming and frustrating at times but staying the course has proven success.

In 2019, Jack enlisted in the Wisconsin Army National Guard. When he is not actively engaged with his military responsibilities, he is taking college courses for welding. On January 12, 2020, as a Private First Class, Jack was presented with the Drill Sergeant's coin recognition. The coin recognition is given to a single soldier who demonstrates the army values, leads by example, and exhibits overall soldier ability.

"This is a great example of the incredible impact our support and encouragement can provide for the young people we work with and the real purpose of the charitable work of the Masons," said Dr. Tammy Tillotson, center director of CDCUW and also Jack's proud mom.

A big congrats to Jack for all his hard work. In the words of Sargent First Class Guidord, Jack's recruiter, "Keep leading from the front!"



KYLE REDFORD, RIGHT, WITH SON DYLAN.

are featured in the HBO documentary, "The Big Picture: Rethinking Dyslexia," Story, "NAVIGATING SCHOOL WITH A DYSLEXIC CHILD: ONE MOM'S STORY,"

By Kyle Redford, teacher and mother at <http://dyslexia.yale.edu/resources/parents/stories-from-parents/>

Empowering Resource

THE YALE CENTER FOR THE DYSLLEXIA AND CREATIVITY

The Yale Center for Dyslexia & Creativity (YCDC) is the pre-eminent source of cutting-edge research, informed advocacy and trustworthy resources to help those with dyslexia reach their full potential. The Center's tools and resources are used widely by parents, educators and those with dyslexia to advocate for greater recognition and support for dyslexic children and adults.

YCDC builds awareness in all communities and mobilizes grassroots efforts to close the reading achievement gap for all students, including low-income students of color, through policies that help dyslexic children succeed. The Center also showcases the remarkable success stories of adults with dyslexia, including writers, scientists, celebrities, and government and business leaders.

YCDC was founded in 2006 by Drs. Sally and Bennett Shaywitz, world-renowned physician-scientists and leaders in the field of dyslexia research and diagnosis. Dr. Sally Shaywitz is the author of 'Overcoming Dyslexia', the seminal book on understanding and supporting those with dyslexia. For more information please visit <https://dyslexia.yale.edu/>

*Raising awareness about how to effectively address dyslexia and speaking with **One Voice**:*

Use the word dyslexia and avoid lumping together dyslexia with other learning disabilities. It is a unique condition that needs to be addressed with specific evidence-based interventions.

Help dispel myths about dyslexia so educators and others appreciate that smart people can be poor readers.

"One particularly damaging misunderstanding of the condition is the belief that students who suffer with dyslexia possess diminished academic potential. Many people—teachers included—think that students who require adaptations and adjusted expectations related to reading speed, spelling accuracy and their mode of written expression (laptop vs. handwriting) must also necessitate adjusted intellectual expectations. This is a big error. Dyslexia is a mechanical disability, not a thinking disability. Teachers need to communicate this, parents need to understand this, and—most of all—dyslexic students need to know this. With specialized reading instruction and basic accommodations, dyslexic learners at any school can become engaged, high-performing students. Our son required specialized instruction and accommodations throughout school, and because of those supports, he was able to not only survive, but thrive academically," notes Kyle Redford, the Education Editor for the Yale Center for Dyslexia and Creativity.

How to describe dyslexia:

Dyslexia is an unexpected difficulty in reading in relation to an individual's higher level of intelligence. While those with dyslexia are slow readers, they

also, paradoxically, are often very fast and creative thinkers.

Dyslexia is a difficulty appreciating the individual sounds in spoken language. It affects a person's ability to rapidly retrieve the word he or she wants to say, to isolate the sounds within a spoken word and then to attach the appropriate letter to the sound. Those with dyslexia struggle to read fluently, spell words correctly and to learn a second language. Dyslexia is not reversing letters.

Some of the most successful people in their fields have dyslexia, including well known writers and artists, brilliant scientists, doctors and attorneys, and government and business leaders.

Dyslexia is life-long, affecting 20 percent of the population and representing 80-90 percent of all those with learning disabilities.

Identifying dyslexia:

Screening for and diagnosing dyslexia is practically nonexistent in public schools, particularly in low-income communities. If children with dyslexia are not identified, they will never receive evidence-based interventions and accommodations that will change their lives for the better.

Teacher education programs provide little if any training on identifying and supporting dyslexic students.



Many school districts resist naming dyslexia as a specific disability, making it harder to identify and help dyslexic kids.

The Shaywitz Dyslexia Screen identifies students at risk of dyslexia and is now available for use in classrooms nationwide through www.pearsonclinical.com.

Dyslexia and the reading achievement gap:

Dyslexia likely is a significant reason for the persistent reading achievement gap in children from all backgrounds, especially low-income African-American and Hispanic children.

Children with dyslexia who aren't diagnosed often grow up thinking they are stupid and that school is not a place for them. As a consequence, they have higher rates of

dropout, unemployment, anxiety and depression. Studies estimate that almost 50 percent of prison inmates have dyslexia.

Helping those with dyslexia:

Early identification of dyslexia should be followed by evidence-based interventions and accommodations. Evidence-based interventions are reading programs that have demonstrated their effectiveness through double-blind, controlled randomized studies. Research-based is not the same as evidence-based!

Accommodations allow children (or adults) with dyslexia to demonstrate their true ability. They include offering extra time on tests, permitting use of calculators, providing note-takers and making speech-to-text or text-to-speech technology readily available.

Interventions should focus

on the whole child so that those with dyslexia not only learn to read, but develop self-awareness about who they are and what it means to be dyslexic.

Supportive dyslexia-embracing school environments should help students understand that their dyslexia has nothing to do with intelligence and should empower them to realize their potential.

Check out the YCDC Parent and Teacher Toolkits at www.dyslexia.yale.edu to find out how you can raise awareness through school events, contests and other activities.

The Yale Center Dyslexia & Creativity Contact:

Director - Dr. Sally Shaywitz

sally.shaywitz@yale.edu, or

Assistant - Carmel Lepore

Carmel.lepore@yale.edu

(203) 785-4641

One Leaf, One Life

BECOME A PROUD SPONSOR WHEN YOU ADD A LEAF TO OUR TREE



Celebrating 25 years of serving children with CDC's newest fundraising program.

Large leaves are available for purchase for \$20

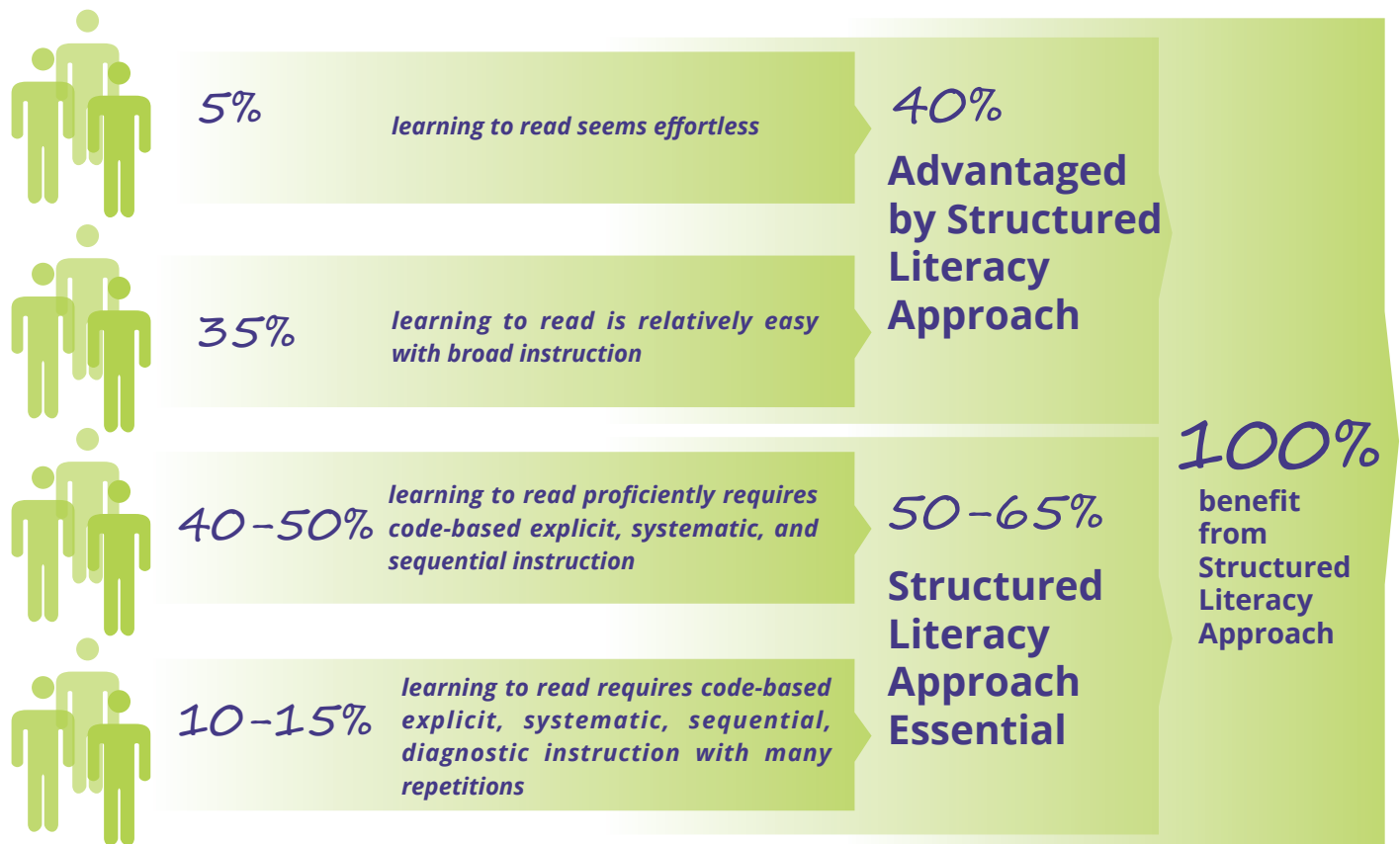
Small leaves are available for purchase for \$10

For more information please visit our website, call or click this link

<https://www.wicdc.org/support-gifts-donations>

Why Structured Literacy Approach is Essential

ALL LEARNERS CAN BENEFIT FROM Structured Literacy



(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016; CDCUW, 2020)

Structured Literacy prepares students to decode words in an explicit and systematic manner. This approach not only helps students with dyslexia, but there is substantial evidence that it is effective for all readers.

In the late 1920s, physician Samuel T. Orton partnered with Teacher's College educator Anna Gillingham to create a method of reading instruction that would better support the needs of his patients with reading difficulties. He believed that these difficulties were brain-based and not supported by the popular rote memorization method used to teach reading at the time.



GROWTH
in LITERACY
can be measured
and instruction
offered equally
to all students!

The method Orton and Gillingham devised was phonics-based, systematic, explicit, and highly structured, with multisensory elements to help learners retain the concepts that eluded them. This is the

same method we call Structured Literacy today.

Because Structured Literacy was originally devised to support students who struggle with reading, many educators assume that the approach is only for remedial instruction. But Structured Literacy is appropriate for the general education classroom because it supports the reading acquisition of all students.

The International Dyslexia Association has this great description to share with families/teachers/schools **[click this link](#)**

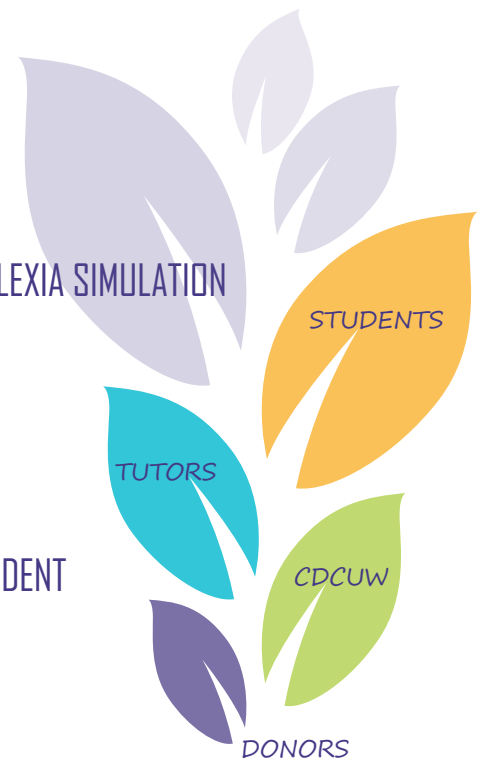
[What is Structure Literacy](#)



Unlock Literacy with a Gift.

CDCUW DONATION IMPACT

\$50	SUPPLIES FOR ONE CLASSROOM PER SEMESTER
\$100	MATERIALS FOR TEN PEOPLE TO EXPERIENCE A DYSLEXIA SIMULATION
\$250	SUPPORT FOR THE PARENT EDUCATION PROGRAM
\$500	ONE FULL MONTH OF TUTORING FOR A CHILD
\$1,000	EXPANSION OUTREACH SERVICES IN WISCONSIN
\$2,000	SUPPLIES & CURRICULUM MATERIALS FOR ONE STUDENT
\$5,000	TUTORING FOR ONE STUDENT FOR A FULL YEAR
\$10,000	TRAINING FOR NEW TUTOR PRACTITIONERS
\$20,000	A NEW CLASSROOM FURNISHED WITH SUPPLIES & A TUTOR



How We Change Lives With Your Gifts

ALL DONATIONS ARE TAX DEDUCTIBLE AS THE CDCUW IS A 501(C)3 NON-PROFIT CORPORATION

The donation values featured here give an idea of the impact made here at CDCUW. Schedule a recurring donation, honor someone special, donate on behalf of your company, or even anonymously.

My/Our Name is: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Business Phone: _____

Email: _____

Donation Amount: _____

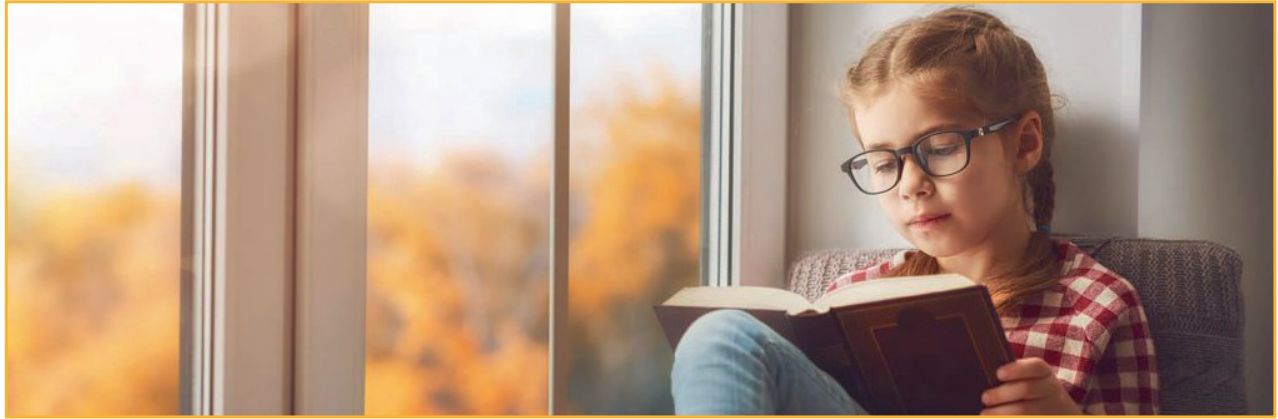
*Choose from a standard donation level or enter you own donation amount.

*Donate online at www.wicdc.org or call 715-598-4986

☐ Send me information on how I can remember the work of the Children's Dyslexia Center in my estate plan

☐ Send me information on how to establish a monthly contribution to the Children's Dyslexia Center

Thanks to you, every penny you give is greatly invested in empowerment of truly special children who will lead us into the future. Your generous donation helps cover the costs of student tutoring, tutor training, classroom supplies, center educational resources, and expenses associated with a child's tutoring.



What is SPONSOR A CHILD?

Help a New Child Every Year

Every year, it costs approximately \$5,000 to tutor one dyslexic child at our Children's Dyslexia Centers, but the results are priceless. Students see their reading and spelling skills greatly improve, but more importantly, we see their attitudes change and their self-esteem grow.

With your tax-deductible donation of \$5,000 you can become a sponsor and help support a child's tutoring.

In recognition of your generosity, each sponsor will receive a *certificate of sponsorship* from our local center. Also, the name of each sponsor will be remembered on a commemorative star proudly displayed on the

wall at the dyslexia center.

You can be confident that your commitment is going to where it belongs... to the children who need it the most.

Or Become a Co-Sponsor

Not able to commit \$5,000, but still want to help fund a child's

"Dyslexia is not curable, but it can be overcome successfully.

This miracle is happening daily at our Children's Dyslexia Centers", CDC Staff

tutoring? Consider becoming a Co-Sponsor by making a gift of \$2,500 to cover half of the tutoring expenses for one child.

Grow your impact by making your gift recurring!

Whether making a \$2,500 or \$5,000 gift on an annual basis, you help a new child each year. In doing so, you help more and more of your community achieve academic success with each passing year.

For more information please visit our website, call or click this link <https://www.wicdc.org/support-gifts-donations>

What is a Planned Gift?

GIVE THE GIFT OF LITERACY TO MANY CHILDREN FOR YEARS TO COME

A planned gift is a contribution made during the lifetime, or upon the death of a donor, usually as part of their financial or estate plans. These gifts can take on many different forms Wills, Trusts and Bequests, Gift Annuities, Insurance and Retirement Plans for example and can often be used to help meet your current financial donation goals.

Taking the step to make such a gift usually requires much forethought and the assistance of your financial or legal professional.

Learn More Today!

By making a planned gift to the Children's Dyslexia Centers, you are leaving a legacy with the potential to impact multiple generations to come. You can start along the path of making a planned gift by reaching out to our development office:

For more information please visit our website, call or click this link <https://www.wicdc.org/support-gifts-donations>



Trusted Support

ADDITIONAL DYSLEXIA ORGANIZATIONS & RESOURCES



Academic Language Therapy Association (ALTA) <https://www.altaread.org/>

The Academic Language Therapy Association® (ALTA) is a non-profit national professional organization incorporated in 1986 for the purpose of establishing, maintaining, and promoting standards of education, practice and professional conduct for Certified Academic Language Therapists. Academic Language Therapy is an educational, structured, comprehensive, phonetic, multisensory approach for the remediation of dyslexia and/or written-language disorders.

ALTA publishes a national registry of Certified Academic Language Therapists, a newsletter to keep members informed about the profession, and a scholarly journal to provide a forum for professional discussion and to disseminate timely information regarding the treatment of written-language disorders and the practice of academic language therapy. The Association maintains online help for information and therapist referrals and has developed achievement-motivating events for children with written-language disorders such as “Words of Winners”, a phonetic-based spelling bee.

ALTA has established a Code of Ethics for therapists and publishes public information brochures regarding academic language therapy, the Association, and practices and protocols for therapists.

Many CDCUW Staff members meet these requirements and are certified by ALTA.

The International Multisensory Structured Language Education Council (IMSLEC) <https://www.imslec.org/>

The mission of IMSLEC is to accredit quality training courses for the professional preparation of multisensory structured language education specialists.

The Purpose of IMSLEC is: To advocate for high standards in the professional preparation of multisensory structured language education specialists — clinicians and teachers. To establish standards and criteria of excellence
To evaluate and accredit: Comprehensive MSLEC training courses offered by existing independent agencies and centers; and MSLE courses offered by other already accredited institutions. The CDCUW tutor training program is IMSLEC accredited.

International Dyslexia Association (IDA) <https://dyslexiaida.org/>

IDA is a non-profit organization dedicated to helping dyslexic individuals and the families who support them. Their website contains information on dyslexia, an online bookstore, and much more.

National Center for Learning Disabilities (NCLD)

National Center for Learning Disabilities (NCLD) team envisions a society in which every individual possesses the academic, social and emotional skills needed to succeed in school, at work and in life.

NCLD connects parents and others with essential resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives.

American Speech-Language-Hearing Association (ASHA)

ASHA's website is for professionals (i.e. speech-language pathologists, audiologists) and students who are members of ASHA. It contains information about different language disabilities and a directory for you to find a professional within your state.

Wrights Law

Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities.

The University Center for the Development of Language and Literacy

The University Center for the Development of Language and Literacy has offered intensive language and literacy intervention, evaluations, and consultations to clients of all ages and from all parts of the country.



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Monday - Thursday 3:30 - 7pm

We love to hear from YOU!



Mark Your Calendar!

March

Eau Claire Campus Dyslexia Simulation

Tues, March 31 6-8pm

A hands-on-experience to increase one's awareness of the difficulties and frustrations individuals with dyslexia encounter every day.

Registration online at wicdc.org

Cost: free will donation at the door

April

Superior Campus Dyslexia Simulation

Wed, April 1st 6-8pm

A hands-on-experience to increase one's awareness of the difficulties and frustrations individuals with dyslexia encounter every day.

Registration online at wicdc.org

Cost: free will donation at the door

May

Eau Claire Campus Celebration of Achievements

Sun, May 17 2-3:30pm

Everyone is invited to the Celebration of Achievements in honor of our 2020 students who have successfully completed the full dyslexia tutoring program.

No Registration needed

May

The 'Write' Attire a paper fashion Show

Sun, May 31 3pm

Chilson's Subaru hosts a paper inspired fashion show fundraising event. Join us to see these amazing designs on the runway!

Registration online at wicdc.org

Cost: \$75 per person

