

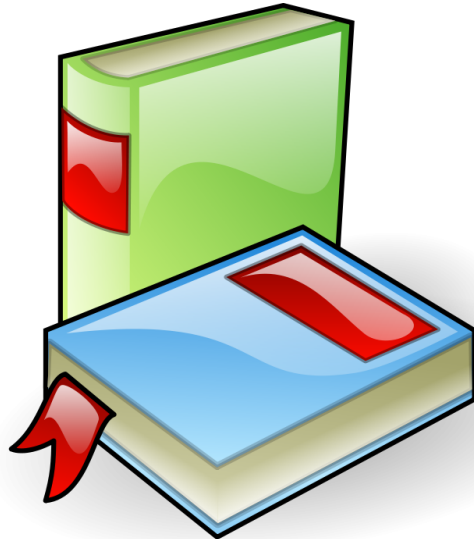
Dr. Sharon Gahnz Scholarship Honoring Tyler Joe Senner for a Student with Dyslexia University of Wisconsin-Stevens Point

Application

**Deadline:
Second Semester: Third Friday in February**

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Overview

This is a \$1000 scholarship awarded each semester to a UWSP student with documented Dyslexia (Reading Disability). The GPA used is from the previous semester, and the scholarship amount will be applied to the tuition account for the following semester. Please do not be discouraged by the number of pages of this application, the main purpose of which is to understand and get to know the applicant's situation. Please fill out as much information with which you are able and comfortable.

Background

Tyler Joe Senner was killed in an automobile accident on January 3, 1995. Tyler had been a student at UWSP and was enrolled at UW Stout in the hotel management program at the time of the accident. He struggled with the reading and spelling difficulties of his Dyslexia all his life, and his first GPA over a 3.0 had just been earned the previous semester. He died before he received his grade report. This scholarship will benefit other students who are managing the difficulties of a Dyslexia learning disability. Tyler's mother, Dr. Sharon Gahnz, is Emeritus Director of the Counseling Center at UWSP, and his stepfather, Dixon Gahnz, is retired from Domtar (formerly Georgia Pacific). His brother, Talin Senner, is a graduate of UWSP and owns his own business with an office in Stevens Point—Wildcard Corp: Security-Technology-Solutions.

Purpose

To recognize and reward academic achievement which reflects hard work and commitment by students who are managing their Dyslexia (Reading Disability).

Eligibility

- Undergraduate students at UWSP with a diagnosis of Dyslexia (Reading Disability).
- An evaluation and diagnosis of Dyslexia (Reading Disability) by a licensed psychologist, licensed neuropsychologist, and/or M Team report that includes a school psychologist. Include a copy of an IEP (Individualized Education Program) report (required by federal law).
- A GPA of 3.0 or higher for the semester prior to applying for this scholarship.
- Good academic standing: (If your current cumulative and semester grade point average is 2.00 (C) or above, you are in good academic standing.)
- Consideration will be given to an applicant who has a 3.0 GPA in their major, has had one semester of a 3.0 GPA, and who has an improving GPA over the time enrolled.
- Demonstrated participation in extracurricular activities, community service or employment will enhance the application.

Selection

1. Applications are available from Disability Services, 609 Learning Resource Center. Completed applications may be submitted electronically or directly to Disability Services.
2. The student must submit documentation from the licensed psychologist, licensed neuropsychologist, M Team report, and an IEP that includes a school psychologist that states the student has Dyslexia (Reading Disability.) A copy can be obtained from Disability Services and forwarded with your application.
3. The student must submit an unofficial grade report obtained from the ESC to show grade progression over the time of enrollment as a college student. This can be obtained by going to the ESC in 106 SSC. There is no charge if the student picks it up and attaches it to the application before submitting it.
4. Request two letters of support: One from a UWSP faculty member who has taught a course taken by the student and one from a UWSP faculty or staff member of the student's choosing. Letters of support must not be from staff in Disability Services. Letters of support should address how the student has adapted their Dyslexia (Reading Disability) to the classroom and to other aspects of Academic/University life.

Checklist for Submission

- Applicant Information Section A
- Questions Answered Section B
- Two Letters of Support Section C
- Apply using Form Below OR Online with Link : <https://goo.gl/forms/tpkXoapq04Ac4mZm2>

Dyslexia Definition

“Dyslexia is a specific learning disability that is neurobiological 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. (Lyon & Shawitz, 2003, p.2)

Dyslexia is one of five types of Specific Learning Disabilities (SLD). Dyslexia is a Reading Disability with associated problems with left hemisphere dysfunction evident in difficulties with decoding, comprehension, fluency of reading. Associated problems may also be evident in spelling and speaking.

The DSM-5 lists four criteria necessary for the diagnosis of a specific learning disorder:

1. Difficulties learning or using academic skills, persisting for at least 6 months.
2. Academic skill levels are “substantially and quantifiably below those expected for the individual’s chronological age...causing significant interference with academic or occupational performance...as confirmed by individually administered standardized achievement measures and comprehensive clinical assessment”.
3. Onset during the school years, although it may not manifest until skills exceed the capacity to cope (e.g., as in timed tests, reading or writing lengthy complex reports for a tight deadline, excessively heavy academic loads).
4. Learning difficulties are not better accounted for by other conditions, such as intellectual disabilities, other mental or neurological disorders, psychosocial adversity, language proficiency or inadequate educational instruction (APA, 2013, pp. 66-67).

Dyslexia Basics

It has been estimated that between 5% to 15% of the school aged population and 5% of the adult population will meet criteria for SLD. (APA, 2013) There are three kinds of SLD (Specific Learning Disability): Reading, Written expression and Mathematics. Reading Disability (Dyslexia) accounts for 80% of all SLD.

How Is Dyslexia Diagnosed?

1. Dyslexia is diagnosed using a complete evaluation including [intelligence](#), [educational](#), and speech/language assessments. The assessments used in diagnosing dyslexia should also include observations, input from teachers and parents, analysis of student work, and developmental and social histories. Dyslexia is only diagnosed when there is evidence of a severe reading problem.
2. The problem is not due to low intelligence, a visual or hearing deficit or other physical conditions, or a lack of educational opportunity.
3. For a child to qualify for special education assistance, federal law requires that the child have tests to help check his or her language and math skills.

Applications are to be submitted to Disability Services, Room 609 Learning Resource Center, on or before the due date.

Applicant Information: Section A

(Please type/print clearly)

Name_____

Email_____

Local Address_____

Home Address/City/State_____

Campus Telephone_____ Home Telephone_____

Student ID #_____

Age_____ University Status_____ Credits Taken_____

Major(s)_____

Minor(s)_____

Overall GPA_____ GPA in Major_____ GPA last semester_____

Applicant Answers: Section B

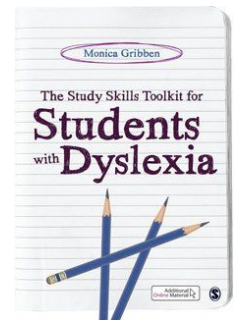
Please describe your “Dyslexia (Reading Disability). When were you diagnosed?
Who provided the evaluation and diagnosis?



How and when did you learn about study skills?



What study skills work best for you?



What test taking techniques have you found to be the most helpful?



What role did your parents play in your academic studies?



How have teachers helped?



What technologies do you use?



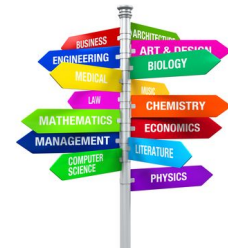
What is the greatest obstacle you have had to overcome relative to your dyslexia?



What advice would you give to other students who have Dyslexia?



What is your major and why did you choose it?

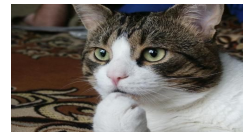


What do you imagine will be the most difficult thing you will have to overcome relative to your Dyslexia after you graduate from UWSP?

Please list any extracurricular activities and dates of involvement.



Please describe any other relevant information you would like us to consider. (Please attach pages if needed.)



Instructions for Letters of Support: Section C

Deadline **Second Semester: Third Week in February**

Applicant must provide **two** Letters of support from non Disability Services Staff.

Candidates for this scholarship are to request **two letters of support:**

1. One from a UWSP faculty member who has taught a course taken by the student
2. One from a UWSP faculty or staff member of the student's choosing.

Letters of support should address how the student has managed their Dyslexia in the classroom and/or at the University.

Send to: Disability Services, 609 Learning Resource Center

