



WEST SIDE CHRISTIAN SCHOOL



READING INTERVENTION HANDBOOK

Make Reading Accessible For All



VISION

God's Word is essential for all to seek and know the Lord. The Gospel is of first importance and is the heart behind the Reading Intervention program at West Side Christian School. This program is designed to assist students of all ages with any reading deficit need and specializes in dyslexia therapy. We are able to assist students with various literacy needs including phonics remediation, reading fluency and comprehension deficits, dysgraphia (difficulty with writing), spelling deficits, grammar, and writing skills. We seek to provide students with the necessary skills to become independent readers and encourage them along their journey.

*I praise you,
for I am fearfully
and wonderfully made.
Wonderful are your works;
my soul knows it very well.
Psalm 139: 14*



MISSION

The Mission of the WSCS Reading intervention program is to identify and remediate reading deficits among the students in our school efficiently and compassionately so students gain independence and can maintain their grade-level learning.

Therapy is the primary method of reading intervention, which is systematic, strategic, comprehensive, multi-sensory, and explicit. It differs from tutoring by retraining the brain to do what it could not do before therapy. Early screening and intervention is key.

We are committed to work with family and teachers through our Supportive Education Committee to meet the literacy needs of every student.



MINISTRY

Many students come to us with years of academic difficulties, and a large part of our program is helping them heal and overcome these challenges. We want our students to see their God-given talents and thrive knowing He has a plan for them. Reminding our students of who God is and that He made them perfectly helps them to understand their learning challenges in a different light. A student identifying with having dyslexia needs to first find their identity in the Lord. Their Maker makes no mistakes. Our ministry in Reading Intervention is just the first step at raising a banner of inclusion for all students the Lord blesses us with, no matter their learning or physical challenges. This ministry branches to provide support to families who need knowledge and real research-based methods that bring lasting results.

MELISSA ROGERS

M. Ed., CALT

(Certified Academic Language Therapist)



Teaching has been in my heart for years since I became an elementary teacher in 2007. I've taught children in school and church. The Lord put a desire in my heart to learn more about dyslexia so that I could use this information in the classroom for my students. I then pursued my certification as a dyslexia therapist and am now licensed through the Academic Language Association (ALTA) as a Certified Academic Language Therapist. My compassion for students with dyslexia has grown and so has my heart to advocate for them. The Reading Intervention Program for West Side Christian School developed as I surrendered my dream to be a teacher into the Lord's will. He knew the future needs our school would have, and He is working through our curriculum to make reading a reality for our students. I can personally testify that the curriculum along with the Lord's blessing has transformed my own journey with dyslexia.



Take Flight : A Comprehensive Intervention for Students with Dyslexia (*Take Flight*) developed by Texas Scottish Rite Hospital for Children

What is Take Flight?

Take Flight is a curriculum designed for students with dyslexia. This curriculum was written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at The Texas Scottish Rite Hospital for Children (TSRHC) and was designed for use by dyslexia therapists with children 7 years and older who have developmental dyslexia. The purpose was to enable students with dyslexia to achieve and maintain better word recognition, reading fluency, reading comprehension and aid in the transition from a therapy setting to 'real world' learning.

How is Take Flight Implemented?

Take Flight classes at West Side Christian School are provided in a one-to-one or small group instruction for a minimum of 45 minutes per day, three to five days per week. *Take Flight* includes 132 new learning days and 98 application days for a total of 230 days of direct instruction. Our dyslexia therapy program can take two school years to complete, but may take longer for some students. We proceed as quickly as the student is able, but as slow as the student needs.

Take Flight

What is included in the *Take Flight* Program for Students?

Take Flight contains the five components of effective reading instruction supported by the National Reading Panel research meta-analysis and mandated by the No Child Left Behind Act:

Phonemic Awareness

Phonics

Vocabulary

Fluency &

Reading Comprehension

With *Take Flight*, students will learn all 44 sounds of the English language, 96 letter – sound correspondence rules and 87 affixes. The student will also learn spelling rules for base words and derivatives. Practice opportunities are also provided that are designed to improve oral reading fluency. Finally, *Take Flight* introduces comprehension and vocabulary building strategies for both narrative and expository text in the context of oral reading exercises to prepare students for successful, independent reading.

Key research findings on *Take Flight* include:

- Students who complete *Take Flight* instruction show significant growth in all areas of reading skill.
- Follow-up research with children who completed treatment indicates that students maintain the benefits of instruction on word reading skills and continue to improve in reading comprehension.
- *Take Flight* is effective when used in schools by therapists with advanced training in remediation of students with dyslexia.
- Students with the lowest reading skills acquire the strongest gains from *Take Flight* instruction.
- *Take Flight* is now used by dyslexia therapists in 29 states and three countries.

PLACEMENT PROCEDURES

• Referral

A teacher or parent/ guardian may make a referral for a student if they have concerns about their reading or overall academic performance. This referral is made to the school's Supportive Education Committee (SEC). A meeting will be scheduled to review the referral and student work samples, and the SEC team will make a plan to discover the root of the student's challenges. The student may then be referred for Dyslexia screening.

• Screening

There are levels to determining if a student has characteristics of dyslexia. A deficit must be found in both the Phonological Awareness component as well as in Spelling for a student to exhibit characteristics of dyslexia. A screening can provide educators with the needed information to determine if a student needs dyslexia therapy, or another type of intervention to meet their needs. A Level II Dyslexia Screener is administered by a qualified proctor with the following standardized exams:

- Test of Written Spelling 5
- Comprehensive Test of Phonological Processing 2
- Gray Oral Reading Test 5
- Woodcock Reading Mastery Test III

These tests can take approximately two and a half hours to administer depending on the students' age and skills. Following administration of the tests, score sheets will be completed as well as a summary to help collect data results. A report will be written that includes the testing data, parent and teacher questionnaires, and student work samples. A meeting will be scheduled with the student's family to discuss the screening results.

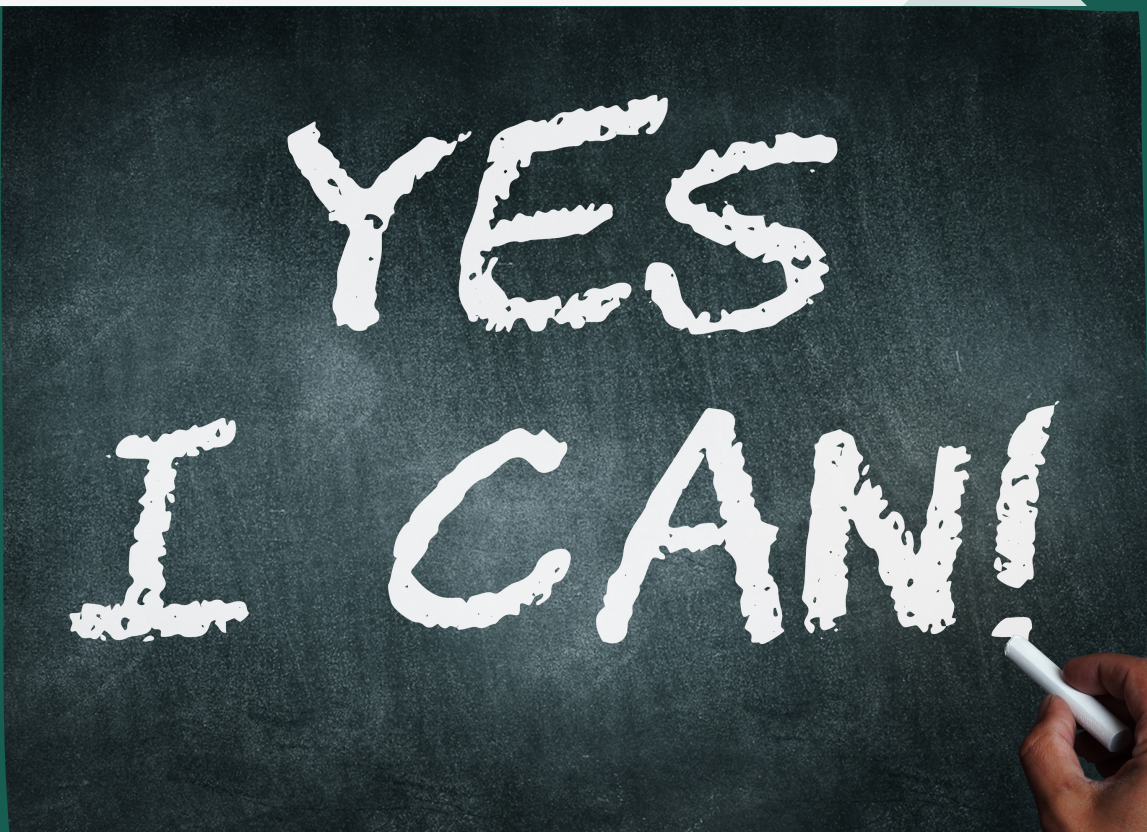
• SEC Plan

Once the screening results are reported, the students' Supportive Education team of family, teachers, and administrators will meet to provide a reading intervention plan based on the student's specific needs known as their SEC plan. This plan will allow the student to gain the skills needed while maintaining current grade level academics by including any accommodations or modifications needed to assist the student specifically. This plan can include a referral for *Take Flight* or other Reading Intervention class. If a child is placed in a class, this plan also includes details of which grade(s) will be substituted in place of their new reading intervention class. This plan is active and can adjust to the student's specific and changing needs as they progress.

READING INTERVENTION

Benefit and Value

Once students are identified as having a deficit in literacy or specifically dyslexia, they are placed in the Reading Intervention program and will receive therapy in our school. It is ideal for students to attend therapy consistently, five days each week. The student is also supported through accommodations and/or modifications in their regular classroom setting. The reading interventionist regularly maintains the documentation and implementation of accommodations and modifications and reviews their effectiveness and need as the student's skills increase. Through our program, we want to encourage our students to have a healthy mindset about their literacy challenges and look at them as an opportunity to grow. We focus on highlighting each student's individual talents and abilities in all academic areas. Every student can learn and their unique learning style is an asset we want them to see.



PREPARATION

Consistant Need for a Reading Intervention Program

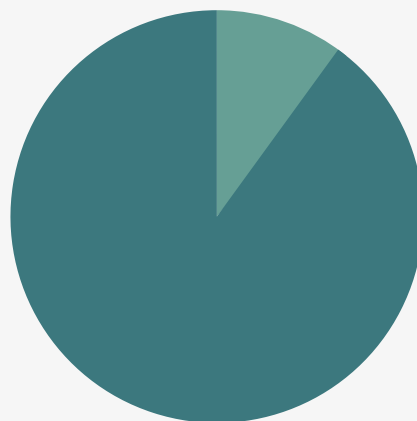
Dyslexia is a learning disorder that affects approximately 10 percent of children. According to dyslexia.yale.edu, dyslexia affects 20 percent of the population and represents 80-90 percent of all those with learning disabilities. Dyslexia is the most common of all neuro-cognitive disorders.

1 in 5 

Students have a language-based learning disability

Most children and adults with dyslexia can learn to read- but with more effort than their peers. The typical child can learn to read "fluently," meaning that reading is automatic, fast and pleasurable. By contrast, many dyslexic children remain "manual" readers who read slowly and with great effort. This further emphasizes that our students with dyslexia and any learning difference need our support.

Children with Learning Disorder
10%



Children without LD
90%

The signs of dyslexia can appear as early as preschool. Whether you're a parent or teacher – or think you might have dyslexia yourself—here's what to look for, starting in the earliest years through adulthood.

The Preschool Years

- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Difficulty learning (and remembering) the names of letters in the alphabet
- Seems unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”
- Doesn't recognize rhyming patterns like cat, bat, rat
- A family history of reading and/or spelling difficulties (dyslexia often runs in families)

Kindergarten & First Grade

Difficulties

- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog
- Does not understand that words come apart
- Complains about how hard reading is; “disappears” when it is time to read
- A history of reading problems in parents or siblings
- Cannot sound out even simple words like cat, map, nap
- Does not associate letters with sounds, such as the letter b with the “b” sound

Strengths

- Curiosity
- Great imagination
- Ability to figure things out; gets the gist of things
- Eager embrace of new ideas
- A good understanding of new concepts
- Surprising maturity
- A larger vocabulary than typical for age group
- Enjoys solving puzzles
- Talent for building models
- Excellent comprehension of stories read or told to him

Second Grade through High School

Reading

- Very slow in acquiring reading skills. Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

Speaking

- Searches for a specific word and ends up using vague language, such as “stuff” or “thing,” without naming the object
- Pauses, hesitates, and/or uses lots of “um’s” when speaking
- Confuses words that sound alike, such as saying “tornado” for “volcano,” substituting “lotion” for “ocean”
- Mispronunciation of long, unfamiliar or complicated words
- Seems to need extra time to respond to questions

School and Life

- Trouble remembering dates, names, telephone numbers, random lists
- Struggles to finish tests on time
- Extreme difficulty learning a foreign language
- Poor spelling
- Messy handwriting
- Low self-esteem that may not be immediately visible

Strengths

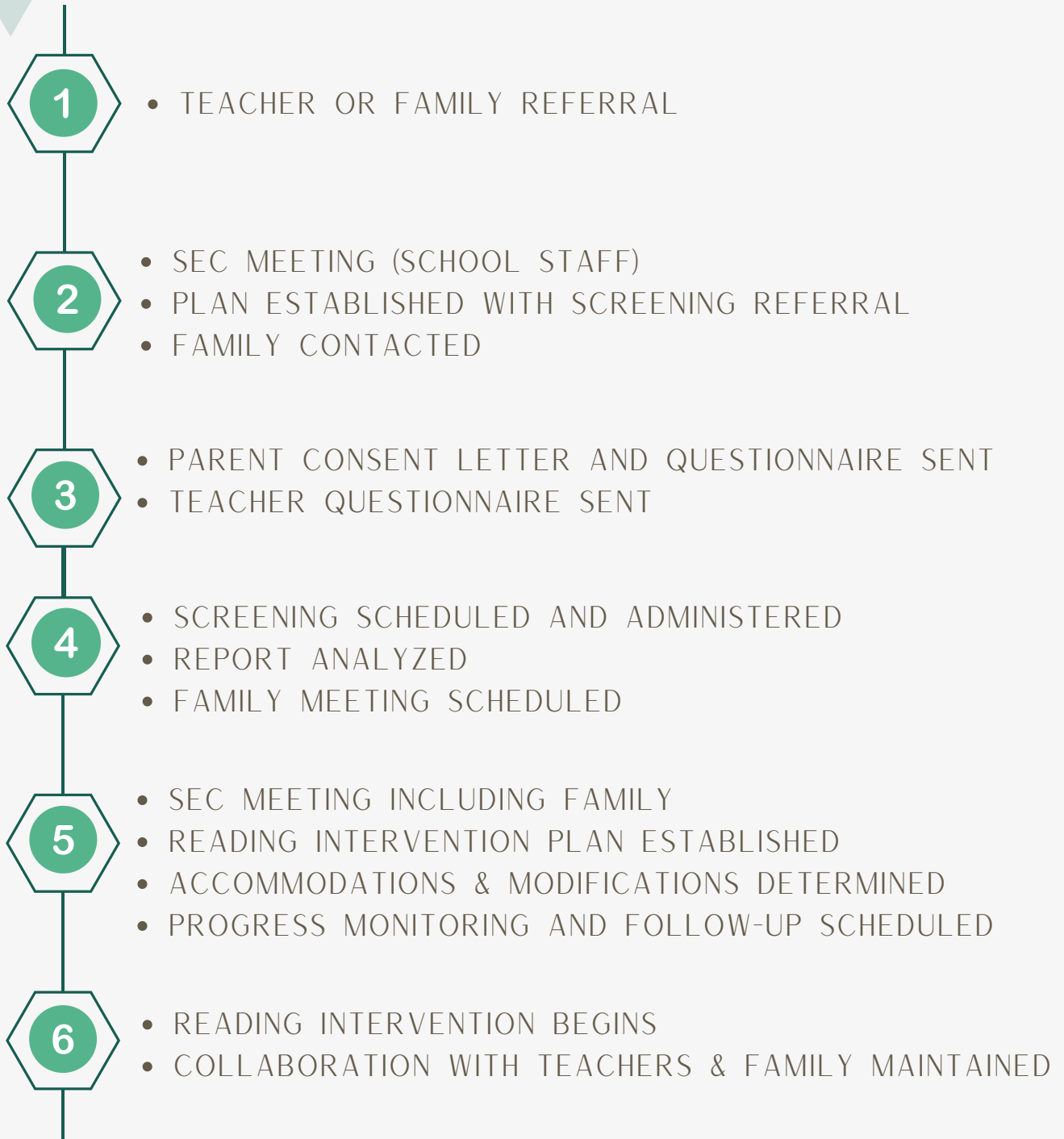
- Excellent thinking skills: conceptualization, reasoning, imagination, abstraction
- Learning that is accomplished best through meaning rather than rote memorization
- Ability to get the “big picture”
- A high level of understanding of what is read to him
- The ability to read and to understand at a high level overlearned (or highly practiced) words in a special area of interest; for example, if he or she loves cooking they may be able to read food magazines and cookbooks
- Improvement as an area of interest becomes more specialized and focused—and a miniature vocabulary is developed that allows for reading in that subject area
- A surprisingly sophisticated listening vocabulary
- Excels in areas not dependent on reading, such as math, computers and visual arts, or in more conceptual (versus fact-driven) subjects, including philosophy, biology, social studies, neuroscience and creative writing

COMMON LANGUAGE

Developmental Dyslexia:

- Developmental Dyslexia is synonymous or interchangeable with the term dyslexia itself and develops within the first years of life so it is not caused by brain trauma.
 - Dyslexia is neurological in origin and is a processing style, not a disease. There is no cure, and one does not outgrow dyslexia. There are therapies to help retrain the brain to read that are beneficial.
 - Dyslexia is distinguished by a phonological deficit (difficulty manipulating phonemes or letter sounds).
 - Dyslexia is a word reading problem due to differences in the brain that make learning letter sounds difficult. The root cause is weak phonological, not visual, processing. The phonological weakness is with the sounds of language.
 - This phonological weakness affects the way children learn to read and spell.
 - Dyslexia is genetic and can be inherited.
 - The cause is brain based - a neurological processing problem with words. Research shows there is an accelerated processing difference and many with dyslexia have assets in their processing of spatial reasoning and critical thinking skills among many others.
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REFERRAL PROCESS TIMELINE



SCHEDULE

AUGUST:

- Review all students in Reading Intervention and schedule their classes.
- Prepare teachers with accommodations/ modifications profile for all students in RI.

SEPTEMBER:

- 1st parent teacher conferences with students at risk/ with referrals.
- Plan screenings as needed.

JANUARY:

- Follow - Up conferences for Students in RI - Update SEC plans.

APRIL:

- Send Year-End Review's to update SEC plans of current students in RI and prepare for the following school year.

MAY

- Prepare student profiles with updated accommodations & modifications.