

IDA F4

Audio-Assisted Reading
as Remediation:
Beyond Assistive Technology

By

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goo.gl/BbTrGs

Audio-Assisted Reading
Evidence-Based Instruction for Improving Reading Fluency and Overall Reading Proficiency

Reading research indicates that oral assisted reading techniques, reading while listening to a fluent reading of the same text by another reading, can lead to extraordinary gains in reading fluency and overall reading achievement. (Kuhn & Stahl, 2001; Topping, 1995).

Audio-assisted reading is a version of oral-assisted reading in which readers listen to a fluent rendering of the passage while reading it themselves. This approach to reading has a rich history and has been shown to be especially effective with students experiencing severe difficulties in learning to read. (e.g., Carbo, 1978a, 1978b, 1981; Chomsky, 1976). More recent international research has affirmed the effectiveness of audio-assisted reading to improve students' fluency and general reading proficiency:

- In a 27-week intervention, students received a daily 15-25 minute instructional intervention in which they read along silently while listening to the same passages on audio presented through a personal cassette recorder. Students read and listened to passages repeatedly until they felt they could read the text fluently on their own. Average student gain in the program was 2.2 years; some students made as much as four years progress in reading during the 3/4 of a year intervention. Over half the students were reading above their assigned grade level at the end of the intervention. Moreover, students maintain their gains in reading over a six week vacation. (Pluck, 1995)
- Audio-assisted reading was found to have a facilitative effect on the reading accuracy, fluency, confidence, and overall progress of ELL readers in school and at home. (Blum, Koskinen, et al., 1995; Koskinen, Blum, et al., 1999).
- A study of middle school students from non-English-speaking backgrounds made 14 months progress in reading after using an audio assistant program for two months. (Langford, 200)
- A study of 29 elementary and middle grade students, half of whom were from non-English-speaking background, employed audio-assisted reading in a 4.5 month intervention. Teachers or teacher aides worked with students using a audio-assisted program. In some schools students worked in their classrooms; in others they were pulled out to special rooms to implement the audio-assisted program. Students practiced their assigned passages (usually 6 to 8 times) while they listened to the fluent renderings of the texts on tape until they were able to read the text fluently without assistance. When one text was mastered, students moved on to a more challenging text. Students were found to have made gains of over two years in overall reading achievement. Spelling improved by nearly a year, and oral language also improved by nearly 1.5 years. English-speaking and ELL students both made similar gains in reading achievement. Gains were also reported for students' attitudes toward reading and teachers' ratings of students' classroom reading performance. (Nader & Elley, 2002)

Using Audio-Assisted Readings in Elementary and Middle Schools

The evidence clearly supports the use of audio-assisted reading methods and materials with students from primary through middle grades. Effectiveness of extraordinary reading achievement has been shown for struggling readers and readers who are English Language Learners. Moreover, effectiveness of audio-assisted programs has been demonstrated in relatively short periods of implementation (e.g., 8-27 weeks).

Interestingly, the research also supports a variety of methods of implementation, from in-classroom programs, pullout programs, and audio-assisted reading programs at home. Programs have been successfully run by teachers, aids, and parents in the home. Audio-assisted reading programs can be implemented as a supplement to existing mainline reading programs or as the main program itself.

--Tim Rasinski "Effective Teaching of Reading: From Phonics to Fluency"
www.timrasinski.com Teacher Created Materials 800-858-7339 www.tcmpub.com

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

www.readnaturally.com

NAEP FLUENCY SCALE

Fluent Level 4: Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text maybe present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads an appropriate rate.

Fluent Level 3: Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of the phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader generally attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.

Nonfluent Level 2: Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading maybe present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. Small portions of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.

Nonfluent Level 1: Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow.

A score of one should also be given to a student who reads with excessive speed, ignoring punctuation another phrase boundaries, and reads with little or no expression.

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

What is fluency?

Ability to read smoothly, rapidly, with expression and meaning:

- Rapidly and automatically decode words AHEAD of speaking them,
- group them into phrases and clauses (phrases are how we speak),
- recognize punctuation cues for phrasing and clauses,
- organize phrases into semantic units (meaning) AHEAD of pronouncing,
- put phrases and clauses into context of what has just been read (comprehension)
- and predict direction of passage
 - attention to passage cues (transition words)
- and understanding of rhetorical structure --logical, chronological, etc.
 - (structure of passage).

What is Good, Fluent Oral Reading?

1. Accuracy: You need to pronounce every word correctly. Mispronouncing words results in a misreading and a misunderstanding of what is meant by the reading. This includes the exact ending of a word, which helps tell us the part of speech that it is.
2. Adequate Pace Reading means being able to read at a normal speaking rate, which is about 150-180 words per minute. Sometimes for reading aloud you need to read slow down a little bit, however. You should not read so fast that you stumble over words, miss words, or slur your words.
3. Smooth, Even Reading should be smooth, not jerky or halting. At whatever speed you are reading, you should maintain a consistent pace.
4. Phrasing / Pauses A key reading skill is the ability to read ahead of the word you are pronouncing. Words in sentences are grouped as phrases and clauses, which should be read as a unit. Punctuation is an indicator of some of these and should be read, putting in appropriate pauses, especially at the end of sentences.
5. Expression / Tone Meaning is indicated by changes in pitch, volume, tone of voice, and modulation of voice. This is especially important in literature or where dialogue is present.

The Formula:

$$\frac{\text{WPM}^*}{\text{Target (H-T)}} \times \frac{\text{accuracy} + \text{pace} + \text{evenness} + \text{phrasing} + \text{expression}}{5}$$

*If > TARGET, adjusted (no additional benefit to being faster than target).

1-2 REQUIRED

2-2.9 SUGGESTED

3.0-4.0 Not Needed

EXAMPLE 1 (Typical Low ORF)

$$\frac{120}{150} \times \frac{\text{accuracy } 3 + \text{pace } 3 + \text{evenness } 3 + \text{phrasing } 3 + \text{expression } 3}{5}$$

.8 (80% of target) X 3 (average) = 2.4 Audio Suggested for speed
 Comprehension *might* not be compromised (check normed comprehension),
 productivity (rate) will be compromised (check silent reading speed).

EXAMPLE 2 (Adequate ORF, but not prosodic)

$$\frac{163^*}{150} \times \frac{\text{accuracy } 2 + \text{pace } 2 + \text{evenness } 1.5 + \text{phrasing } 3 + \text{expression } 2}{5}$$

1.0 (163 adjusted to target) X 2.1 Prosody = 2.1 Audio REQUIRED
 Although rate is adequate, accuracy suffers, as does prosody.
 Normed reading comprehension at 40% indicates silent reading comprehension difficulties
 that might be resolved by audio-assisted reading.

EXAMPLE 3 (Moderately slow, accurate older reader)

$$\frac{140}{180^*} \times \frac{\text{accuracy } 3 + \text{pace } 3 + \text{evenness } 2 + \text{phrasing } 2 + \text{expression } 2}{5}$$

*For older and college-bound readers, I put the set-point high
 .77 (77% of Target X 2.4) Prosody = 1.8 Audio REQUIRED
 If prosody only, 2.4, or fluent, but rate is low, as is *expression*.

Denton et al. [from Texas] 2011 studied the relations of oral and silent reading fluency and comprehension in *middle school*:

- ▶ If you set the cutoff for oral or *silent* reading rates at 160 wpm
 - ▶ (75th percentile on Hasbrouck-Tindal)
 - False negative rates to near zero
 - [on TAKS-Texas Assessment of Knowledge and Skills]

For college-bound juniors and seniors, I set it at 180.

Spreadsheet available at: <http://goo.gl/BxKHwm>

How to Make Audio Books Your Best Friends

by Linda G. Tessler, Ph.D., Psychologist, Bryn Mawr, PA
(and herself a dyslexic)

I often tell my personal story of living with dyslexia. When I do, my goal is always the same. I want people with dyslexia to understand there is nothing special about me that enabled me to achieve my goals. After years of school, I eventually earned a doctorate in psychological studies and now have a private practice specializing in helping people with learning differences. **If I could do it, so can the next person with dyslexia who has the determination to succeed.**

I also tell my story in order to share my discovery of and experience with audio books. They are the most valuable aid there is for learners like myself. But only when the student knows how to adapt listening to audio to his/her personal learning style. **The key to success is making a match between your special learning style and audio books.** Unfortunately, I did not know this when I first discovered taped books.

In truth, **my first experience with a recorded book was a dismal failure.** At age 33, I happened to hear about dyslexia and took myself to be tested. Then, armed with the new knowledge that I am severely dyslexic, I began searching for something to help me learn. My search led to audio books. I love art and ordered a taped art book. Without any guidance, I put the audio in the player, started listening and just couldn't grasp it.

I now understand that every person has a perceptual dominance in the way they learn. That is, every person's learning process relies primarily on visual perception, auditory perception or kinesthetics, which is activity.

I, like most dyslexics, exhibit a dominant kinesthetic learning style. Therefore, just listening to a tape is at times ineffective. I must incorporate an activity with listening. In other words, **I have to find something to do while listening.**

The "doing" is what dyslexics must personalize. For me, it means following the words in a difficult book. With an easy book, I might just browse through the book as the audio plays while circling the names of characters, dates and places. What I do, however, will not necessarily work for the next person. **Every person must go through a period of trial and error to discover an "Activity-Listening" combination that works.**

In addition, a person who has difficulty paying attention to audio may actually find it helpful to do an unrelated activity while listening. I often listen to audio books while driving a car, cooking, straightening up or taking a walk. My students agree, and have a **whole list of favorite activities that are good backdrops to listening**, such as jogging, drawing, knitting or doing hand work, or, for young children, building with legos. [Note from Bill K: For academic work or other concentrated reading, try notating, leg jiggling, pacing, or other less active strategies.]

I have also learned that listening to audio texts is a skill. **As with any skill, it takes practice.** The fact is, the more books you listen to, the better listener you become. In addition, each time you listen, you must be prepared for a **warm-up period** of getting adjusted to listening. Generally, **you're a better listener after 10 minutes than during the first few minutes.** Also, it is crucial that first-time readers begin with easy, short books to turn them onto the process.

While the "how to" of audio books is very personal, there are certain steps that are helpful to many learners. First, browse through your book before listening. As you browse, **use clues**

such as titles, sub-titles, illustrations and photographs to get an idea of what you're about to hear.

As you listen, it's a good idea to use visual aids. That is, **use pencil or highlighter to highlight, star or circle important information.** Then, do something with the information. For example, you may find it helpful to draw a concept chart. Whatever you do will make it easier to build on the next layer of information. Also, let repetition be part of your listening habit. Not everything must be repeated. But scroll back to important or difficult sections and listen again if it helps.

Finally, be organized. Those of us with learning disabilities need a place – a basket or backpack – to keep our paraphernalia, including the audio player, the current and next audio file or cd on our agenda, earphones, pencil, highlighter, notebook, post-it pads, and especially spare batteries. More than one audio player is ideal in case one breaks. The point is, once we start to concentrate, it's important that nothing interrupts our concentration.

In my professional practice I've made converts out of many students who were convinced audio books could not work for them. I have helped them get comfortable with the audio player and discover their optimum "Activity-Listening" mode. They now agree that, **while learning is never easy, audio will be your best friend if you take the time to make the friendship work.**

“How to Make Audio Books Your Best Friends” by Linda Tessler

Article Summary

1. Be an Active Listener

- Before you begin to listen to the book look to see what you’re reading. [For novels, Sparknotes can be a helpful preview.]
- **Use the clues — titles, subtitles, pictures.**
- **Add Visual Learning** Have a pencil in hand to highlight, star or circle important information/names, dates, places, key information.
- **Add Kinesthetic Learning** Write a summary or draw a concept chart of what you are reading.
- **Add Auditory Learning** Use the rewind key. Listen to important sections again. [Re-reading is the first, best comprehension strategy.]
- **[For academic work, you have to be READING, not just listening.]**
- Eyes on text
- Hands on text
- Alert posture (feet on floor)]

2. Avoid the Organizational Pitfalls

- We need a lot of things to read. Use a basket or backpack or have a reading corner in your room.
- Keep there the audio player, the next audio file or cd you need to listen to, earphones, pencil, highlighter, notebook and a spare battery.
- Have more than one audio player if one breaks.
- The audio players are not heavy duty. Try not to drop them. Zip up the case so that when you walk around it doesn’t drop out.

3. Things To Be Aware Of

- The more books you listen to the better listener you’ll be.
- Each time you listen to audio there is a warm up phenomenon. In other words you are going to be a better listener after 20 minutes than you are after 5 minutes.
- Get a new listener turned on by making sure they listen to something fun. Give them a short fun book.
- [Variable playback can increase your speed without losing comprehension. Adjust the speed (and pitch) until you find your comfort level.]

Balancing Ear and Eye Reading

Share This:

October 2015

By Jamie Richardson, Amy E. Vanden Boogart, and Denise Douce

Assistive technology is popping up everywhere. While the availability of help is fantastic, it can be difficult to know what to embrace and at what age. Should we let students have textbooks, assignments, tests, and homework read to them, or are we negating the time they are putting their dyslexia therapy by allowing audio content to take center stage? Does the availability of audiobooks and assistive technologies mean that therapy for dyslexia is no longer necessary? This is a difficult balancing act, but this article offers some additional information and pointers you may find useful.

What is eye reading?

Eye reading is the traditional learning of letter identification and rhyming, and then learning how the individual sounds join to form words and those words form sentences and so on. If a person is diagnosed with dyslexia, that doesn't mean he or she is unable to read; it simply means that learning to read requires a different approach. It is referred to as a *learning disability* because dyslexia can make it very difficult for a student to succeed without phonics-based reading instruction that is unavailable in most public schools.

(For more information click here^[1] to read "Dyslexia Basics," an IDA Fact Sheet.) Dyslexia cannot be fixed with eyeglasses because it isn't a vision problem. While some kids may need vision correction, that is not related to a diagnosis of dyslexia.

What is ear reading?

In common terms, *ear reading* means reading using audiobooks or similar text-to-speech software. Rather than the written words being taken in through the eyes and processed in

the brain, the verbal words are heard through the ears and then processed in the brain.

What are the advantages of ear reading for kids with dyslexia?

Students with dyslexia are often smart enough to handle vocabulary at a much higher level than what they can read. Ear reading helps bridge that gap. With audiobooks, students can take in the same books that their peers are reading—just in a different format.

What are the disadvantages to ear reading for students with dyslexia?

The biggest concern for many is that audio options can become so easy that the student does not want to work on learning to read with his or her eyes. For others, audiobooks don't work because attention is lacking. While an eye-reader must reread the same paragraph multiple times if they are distracted by something in the room, an ear-reader must realize they are distracted, remember where they became distracted, find that point in the audio, and start again.

What is available in ear reading format?

Audio formatting has become more popular than ever. Between audio book libraries including Learning Ally^[2], Overdrive^[3], Audiobooks^[4], and Audible^[5], there is no shortage of great fiction and non-fiction. E-readers such as the Kindle^[6] offer audio options. Many textbooks even have an audio counterpart. Assistive technology is also used for text that is not a published book, for example, email. Check out these apps^[7] for the iPad. For additional low-tech and high-tech options for ear reading, click here^[8] and scroll down to “New Media & Technology” to find more articles about assistive technology.

With all of these options... is eye reading even necessary?

The answer is a resounding “yes!” Eye reading is very important. Despite all the great audio options out there, a student with dyslexia should still receive systematic, explicit instruction in phonemic awareness and phonics from a trained professional so that they are learning the skills they need to ultimately read texts on their own. The audiobooks and other assistive technology should not be used as a substitute for explicit, systematic instruction or as a way to avoid that kind of instruction.

Click here^[9] to learn more about the importance of effective reading instruction. IDA's fact sheets Evaluating Professionals^[10] and Helpful Terminology^[11] provide guidance on finding that instruction.

How can a parent know when audiobooks are appropriate and when eye reading should be required?

Nicole Vella's article for Learning Ally said it well: "What I'll do is open the book and have my student read a page to me. I silently read along with her for one minute. As I'm doing this, I keep a tab of the words she read. How many were right? How many were wrong? Afterwards, I tally up the numbers to find out what percentage of words my student read accurately. In my experience, if she can read 95% of the words accurately, then she can read it with her eyes. However, anything less than 95% accuracy, for me, would be a good one for ear reading via an audiobook format. Anything less than 95% tends to be a struggle, and it takes the joy out of reading." The idea is to make sure the text is challenging enough to maintain interest, but not so challenging that the student gets frustrated. If the text is important but above the student's reading level, consider an audio alternative.

Finding the Balance

Ear and eye reading both play a role in helping students with dyslexia succeed. The trick is to find an appropriate balance. Bestselling author Debbie Macomber's^[12] story from The Yale Center for Dyslexia and Creativity is a great example. She uses audiobooks as a multitasking tool. She also has dyslexia, and she learned early on that audiobooks could bridge the gap between her reading abilities and her intellectual capabilities.

A great time to introduce audiobooks is when children are on break from school. Let students find something they WANT to read and see if the audio format helps them fall in love with what books have to offer. Consider some popular series such as Harry Potter, Hunger Games, or 39 Clues. Sometimes when students fall in love with what's inside a book, it motivates them to read more.

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May 11, 2015

What a Successful Public School Dyslexia Program Looks Like

We first met Texas parent, Jessica Bryant, on Facebook. She made a beautiful post about her daughter's experience stating:

"This is an example of what a child (who has dyslexia) looks like who has been tested in the public school, serviced appropriately by certified teachers (CALTs) in her public elementary and her public intermediate school, and will be exiting the dyslexia program after 4.5 years this May."

Jessica added, "I know she is in the great minority, but things are changing thanks to all of you." We had to know more, so we reached out to Jessica asking her to share her experience with the world. The following post is in her own words:

It can be done.

Students with dyslexia can be remediated by public schools. It is being done every day in at least one school district in Texas. It's not perfect for every student, but it did save my daughter.

When my daughter was in first grade, she couldn't read a BOB Beginning Phonics Book to save her life. She could kind of read a Step-Into-Reading Level 1/2 book because she had memorized the sight words and took cues from the pictures. That's not real reading, though. She looked like a normal, slightly below average first grader. She participated in class and loved her teacher and school.

Homework on the other hand, was full of tears. I faulted myself for those tears, until that fateful night where I wanted to poke holes in my eyes while she was attempting to read the BOB Beginning Phonics Book. It was torture. Off I went to school the next week to casually mention this to her teacher. Like so many of us, I still thought it was my fault. This was September of first grade, I thought she was just a little behind, but she'd be fine.

However, her teacher didn't brush me off.

We immediately decided to set up a Student Intervention Team (SIT) meeting. And so the story goes, off we went to the SIT meeting after Madeleine had met with the Intervention Specialist. It was decided she would be placed on iStation (reading intervention) for extra phonic/reading practice.

Not a Perfect Start

Fast forward to second grade – she does not read much better. As I said, our story isn't perfect. People continue to make remarks about her extensive vocabulary and what a conversationalist she is, but they don't know her reading has not improved. I do.

I make a point to tell her new second grade teacher at parent orientation that Madeleine has a SIT plan and I have concerns about her reading. He literally looked at me like I had 3 heads! "She's one of my top students," he replies.

Well, the next week, he chased me down the hall with her Texas Primary Reading Index (TPRI) scores. They were borderline, still developing on many key skills. Decoding, fluency, words per minute, and so forth were all low.

Things Turn Around

Her district had just implemented a dyslexia testing schedule and program. You read that right – a public school district that actually tests for dyslexia and then has a program specifically for it! I didn't know at the time that this didn't happen on every campus in the nation. I had no clue we were in the minority.

I decided to have her tested. Let's do it. Once again we were in the SIT meeting reviewing the scores on the test. Before I went into that meeting, I was thankful for another mom who told me when I see the score sheet, I will think the numbers look good.

"You have to pay attention to the gap between intelligence and the scores," she said.

As the educators at the table tried to explain the different scores to me, one score jumped out at me. Madeleine scored a near perfect score in comprehension (GORT-140.) They showed me the test. How the heck does a child who cannot even read all the words in the short paragraph ANSWER ALL THE QUESTIONS CORRECTLY! How?

She scored very low in phonemic memory, accuracy, and spelling. She started dyslexia class the next week.

Proper Remediation

Here's another area that sets our district apart – in our dyslexia program, we actually use a multi-sensory, explicit teaching approach in phonemic awareness. Her dyslexia teacher is also a Certified Academic Language Therapist who has been teaching dyslexics for 20 years!

I had NO IDEA these teachers didn't work in every school district! I had no idea that my child was receiving intervention that is not accessible to the majority! It still wasn't a quick fix. She is graduating from the program after 4.5 years, but she reads now. She reads! Look at her standing there in the picture excitedly showing me her book time line that illustrates it all in one frame – success! She read those books and loved them! This is the child who in second grade could not read.

Advocating for Change

I want educators and public school administrators to know that it can be done. All these public school employees invested in my child without resistance. It is messy. It is costly. Not every teacher is perfect. Not every student is perfect. However, it is happening in our district!

I know she is in the great minority. I share this information not to boast, but to offer an example of appropriate public school intervention and the result it can have in case someone, somewhere can use this information to illustrate the need for appropriate dyslexia programs.

How many children cannot read in second grade and are waiting for someone to make a difference in their lives?

<https://go.learningally.org/public-school-dyslexia-success/>