R+

Remediation Plus Systems

"We have created our own systems in applying the research—the results are astonishing and can be reproduced"

Dear School Administrator,

We are writing to you today to make you aware that Remediation Plus offers a wonderful alternative to Reading Recovery and one that will alleviate your costs dramatically and explode your results.

We even have a curriculum for Kindergarten or the early part of Grade 1 on which teachers are trained with an 80-minute DVD how to teach children to read, spell and print. They have an accompanying curriculum to follow and the children have a set of workbooks to follow their teacher`s directions. This process will eliminate a great deal of confusion in grade 1 and will minimize failure in many classrooms.

However, we all know that certain students will continue to need more help in grade 1, 2 or 3 in order to succeed in the more advanced grades.

Pre-, post-testing and analysis every 24 lessons is part of the continuous process in Remediation Plus. We realize you have tests in your school board that you are committed to but the school boards using our Reading Intervention add our tests to their lists.

Frequently Asked Questions:

Can I group children for the intervention or does it have to be 1-1?
After testing, if the students have vowel discrimination problems and blending problems we suggest the first 10 lessons on our sequence be delivered 1-1 prior to being put in a group of 3-4 students.

How long are the lessons?
They are 50 minutes long but they can be delivered over two days. We recommend four days-a-week of intervention for optimal progress and encouragement for the student.

Do the children enjoy the lessons?
The students love the lessons because they are multisensory, we use a rice tray to reach them kinesthetically, a mirror for vowel discrimination achievement, magnets for phoneme segmentation and sequencing, sticky notes to build new words through deletion and substitution and a ball exercise to build phoneme grapheme correspondence which greatly improves spelling.

How can we get trained?
You can send for a trainer and they can teach up to 40 teachers at once and we can groom teacher trainers (we call Train the Trainers) after six months or you can send 2 to 4 people to our head office in Toronto and we can begin the process of developing them to become Train the Trainers. After the initial three days of training they

would write our exam on Day 4. They would ALSO have to work 1-1 with a student for 48 sessions and send us their file in order to be certified R+ trainers. Once you have in-house trainers and "coaches" R+ becomes an integral part of your school board`s culture.

Why can the results be reproduced?
The results can be reproduced because the intervention is 85 systematic, 55 minute lesson plans that allows the teacher to teach each student to hear, read, spell and write the 44 speech sounds.

How long does it take to see results?
Results are remarkably rapid and sustaining. Students see a 1 grade improvement in reading and a 1.5 grade improvement in spelling in the first 24 lessons. The following 24 lessons will lead to tremendous success and add at least another 1.5-2 years in reading and another 2 grade improvements in spelling.

Is there any comprehension work in the curriculum?
Yes! Once the children read with confidence and accuracy we ask the necessary questions to make sure they understands all the words they will learn. They will learn 500 new words in the first 24 lessons.

Does the R+ System work with students in older grades and those in special education?
Yes, it is profoundly effective for all grades however we are trying to encourage schools to implement early reading intervention because we can PREVENT failure in so many students and we want to assist you in reducing your costs and show you the exhilaration involved in much more success.

Does the R+ teacher use technology?
We believe in teachers and human interaction for young children who are uncertain and confused as they are vulnerable. However, the teacher will know that certain programs will now be available to the children for reading practice that they could not previously enjoy. (Anything the board has invested in).

Did you know that children with weak phoneme grapheme correspondence have great difficulty typing on a computer?
Building this skill in your students will allow them new found enjoyment and consequently allow them to build their computer skills.

We hope to hear from you soon for further discussion.

Jo-Anne Gross
President,Founder,
Remediation Plus Systems
www.remediationplus.com

REMEDIATION PLUS SYSTEM
TEACHER TRAINING WHITE PAPER

R+ REVIEW OF TRAINING CURRICULUM FOR TRAINING REMEDIATION PLUS READING EXPERT TEACHERS

- Teachers begin their training on **R+** curriculum reviewing a synthesis of reading research from the NICHD (Bonnie Grossen document, University of Oregon). This serves to lay the foundation for teacher co-operation and adherence to the **R+ System** sequence. If we know why we teach as we do we tend to be conscientious of delivery rather than "creativity".

- A one-page explanation of Samuel Orton and Anna Gillingham`s teaching pedagogy, explaining the language triangle theory is next; reading, spelling, handwriting and speech are interconnected. Discussions occur.

- Because **R+** honors the language triangle theory (Orton Gillingham) as one of its main pedagogical tenets, the lessons are multisensory.

- The other pedagogy that is honoured is the cutting-edge research on phonemic awareness and intense phonological awareness training. The difference between phonics and phonemic awareness is explained.

- The teachers and students use rice trays for the kinesthetic, tactile, simultaneous modality adherence component; mirrors for articulation confusion, magnets and finger tapping for phoneme segmentation and sequencing component, stickies for the linguistic gymnastic component, a ball for building phoneme grapheme correspondence, and play the structured listening exercise.

- Teachers learn the difference between breves and macrons and their insignia so they can use them in teaching the vowels and aid students to articulate, read, and spell the difference between long and short vowels. Teachers teach their students the insignia, not the names, e.g. smile for a short vowel, line for a long vowel. All knowledge at the beginning is articulated and traced. Teachers ask the questions until the child, adolescent, or adult knows it. "Show me in the rice tray, the letter /a/ for apple." (student traces breve on top of vowel).

- The teacher begins each fully-scripted lesson with Direct Instruction for 5 minutes up at a board or at the table to show the phoneme, rule, or syllable of the day. Teacher is instructed to square the grapheme for the phoneme on the board with her/his marker so student understands it is one sound, finger spells it with one finger and places the magnets on top of each sound. Teacher then instructs them on where in a word they may find that phoneme. (Many lessons offer the information that the same phoneme they hear and articulate may well have a different picture at the end of a word — e.g. /ai /at the beginning and /ay/ at the end.) The student is then asked to articulate the phoneme and trace it in the tray three times. We can create more memory imprint using all modalities simultaneously.

- Most lessons for phoneme instruction teach one phoneme with more than one grapheme at a time. This is highly interesting versus the BORING work of learning one sound. Engagement is very important and the **R+** lessons are both effective and enjoyable for the student. There are times when a phoneme is as stable as /ar/ for c/ar/ that we must teach only one grapheme. This really sends the message of multiple graphemes and the rarity of the fact as so few phonemes have only one grapheme representation.

- When a phoneme has multiple graphemes teachers teach the one that is used the most commonly — e.g. /or/ — followed the next lesson by the other ways of reading and spelling the sound — /oar/, /ore/, /our/ and /oor/.

The lesson is followed up with exercise sheets that consolidate these complexities. It has been our experience that the more complex the lesson, the more enjoyable it is for the student. During certification of **Remediation Plus** Master teachers, clinical teaching of a lesson observation followed by discussion and an exam, have been the favorite lesson of teachers and their students. The kids beam as they succeed and learn to read, spell, and juggle all these graphemes for the phoneme /or/.

> *"Grapheme phoneme knowledge is essential for learning to read words in English"*
> Ehri 1997

• We then do a visual drill with the phoneme cards, showing the phonemes and requesting the student's explicit articulation of the sound; schwas are clipped and memory enhanced on occasion with the oral segmentation and simultaneous tracing in the rice tray.

• The auditory drill asks the student to write the grapheme for the phoneme they hear on paper. The teacher articulates explicitly the phonemes for this process. If 2, 3, 4, or 5 sometimes more graphemes represent the phonemes, the teachers are trained to have the sounds written on the same line. This accrues readily as we teach more and more systematic lessons.

• The explicit articulation work, phoneme knowledge, and multiple grapheme knowledge is one of the most important components of the **R+** teacher training. To teach phonological awareness, teachers must know all of their phonemes. *(The whole language movement has left teachers extremely unprepared in this domain and they are very appreciative of this information.)* In order for teachers to retain this explicit knowledge we have developed an instructional DVD that stresses the articulation of the phonemes and how to segment them for the students. The visual auditory drill builds phoneme grapheme correspondence.

• We then do the phoneme segmenting work with magnets. The scripts are all provided, for example, "How many sounds do you hear in the word flash, wish, shut, ship, cash." As they hear the phonemes and segment them, they sequence the phonemes. This is very important work for successful reading and spelling. There are no pictures of the phonemes here, although we do use them if the student makes an error.

• **Linguistic gymnastics** At the Geshwin Lecture in 1999, Dr. Reid Lyon discussed how enlightening it is for children to move, substitute, and delete phonemes to practice segmenting and blending and create new words. This is a dynamic exercise that is controlled by the teacher. **R+** lesson plans are completely organized. We watch children become illuminated here as they read new words.

> "Make the word /a/sh/, put /c/ in front, read the word-take away /c/ and put in/l/ read the word-lash- put /f/ in front-read the word-flash-take away /a/, replace it with /e/, read the word, flesh, take away /e/ put in /u/ read the word, flush, etc." We only talk sounds here, not letter names.

• **Ball blending exercise** Dr. Jack Katz coined the term CAPD (Central Auditory Processing Deficit). Rice tray on table, the teacher rolls a ball between him/herself and the student as he/she segments sounds of a word. The student repeats the sounds and holds the balls. The teacher eventually asks, "What's the word?" This exercise is extremely difficult for some students and easy, fun, and enjoyable for others. *(If the teacher did not have explicit training in phoneme articulation and segmenting, this exercise would not be possible because the students could not figure out the word.)* If the student struggles, we bring in the rice tray. The process is replicated in the rice tray a few times and then brought back to the structured listening and visualization of phonemes to blend sounds and see words. At least 6-7 words are chosen from the list and we go from small words to longer words. Teachers can create their own excercises. We simply want them to learn how to do it.

- **Spelling** Teacher says the word, student repeats the word orally, finger taps the word in the direction it is written (phoneme segmentation and sequencing) and spells the word. All words are provided in the curriculum. The previous lessons are reviewed. For example, teacher may ask for ten /ore/ words, (e.g. sore, more, score, etc.) and then ask for 'fork' and 'storm" to review the concept that /or/ in the middle of a word and the beginning of a word looks different than /or/ at the end of a word as in store. In the next lesson there will be five grapheme representations for /or/ that are reviewed in the /or/ lesson. Students self-correct with fingers and magnets. Sometimes teachers will stick the /or/ sticky on the finger in the middle — we have fun with the students.

> *"It is important to include spelling as well as reading in this picture because learning to read and learning to spell words in English depend on processes that are tightly interconnected."*
> Ehri, 1997

- **Dictation** Sentences, typically two per lesson, have been constructed in decodable text. Students consolidate all their knowledge for spelling in dictation. They do not finger spell other than for self-correction. Two or three sight words are put on cards and shown to the student. As Dr. Linea Ehri has stated in her research, "Sight words are remembered with more ease because alphabetic principles ameliorate the memorization and retrieval of whole words (they are partially decodable)."

- **Word lists** National Reading Panel has recommended the re-reading of taught orthographic concepts to build fluency and automaticity. **R+** has an extensive word list to practice reading the phoneme, rule, or syllable of the day. The student reads the words once with teacher for accuracy and practices out loud. If they struggle, the live training asks teacher to hide the first phoneme and add it after they read the word. For example, -ch lesson-word is crunch, scrunch. If they struggle, teacher hides /s/ has the student read the word crunch and then reads scrunch. They can also circle all the phonemes, /s/c/r/u/n/ch/, which is very helpful. After a few readings they have it. They are then asked to take the lists home and practice reading them out loud three times to build fluency and automaticity.

- **Decodable text has been created and stories accompanying all the initial 32 lessons are provided for the teachers.** We honored Dr. Linea Ehri`s 90% rule to stop students from returning to guessing. We must provide text that the student can successfully read using his new found skills. We read the story and explore the vocabulary as we encounter it. We only hold the students in **R+** Decodable Text stories for 32 lessons of the **R+** sequence because by then we see they can apply their new-found knowledge everywhere and we want them to be reading stories for enjoyment even though they are still not finished the curriculum. Their struggle in reading is far from over. The systematic lessons and the **R+** process must continue but the training wheels can come off the bike. They are certainly on their way!

- IN READING WITH A **R+** TRAINED TEACHER THE GUIDED READING COMPONENT OF THE LESSON HAS A TRAINED READING EXPERT WHO KNOWS HOW TO HELP THE STUDENT AMELIORATE THEIR READING BY CIRCLING PHONEMES AND SYLLABICATING. This guidance in explicit knowledge leads to growth. For vocabulary, if a computer is nearby, use Dictionary.com. The word can be read together and discussion about the word can take place at that moment before returning to text.

- **Syllables** To learn to read and spell multisyllabic words the **R+** system teaches six kinds of syllables as reflected in the mnemonic CLOVER (**C**-CLOSED, **L**-CONSONANT 'le', **O**-OPEN, **V**-VOWEL DIGRAPH, **E**-E RULE SYLLABLE, **R**-R-CONTROLLED). These lessons were put into the **R+** systematic sequence logically, when all the r-controlled sounds are taught. After the many /ar/, /are/, /ear/, /air/, /eer/, /ere/, /ier/, /ir/, /er/, /ur/, /or/, /oar/, etc. words, we then teach the R-Controlled syllable.

- **Rules** In the sequence, we teach the FFSSZZLL rule, Bossy E rule, the rule that when a short vowel precedes the sound 'j' at the end of a word it changes to a DGE spelling, k changes to a CK spelling; and ch changes to a TCH spelling. These rules apply when the children simply see one vowel in the word. If the word is multisyllabic the rules don`t apply but if the word is a root word with a suffix on it or a prefix then the rule is still applicable. The way the sessions are delivered, their multisensory nature and their highly evolved cognitive design, the students enjoy the balance of phonemes, rules, and syllables during their **R+** lesson sequence; they are quickly learning to read, spell and write. There are four other rules covered as well.

- Where we begin the **explicit systematic sequence**: Children in K and Grade 1 are put into the **R+ System** with the Early Language Curriculum for emergent literacy. This part of the system lays the foundation for the explicit 85 systematic lessons (during live training, teachers learn to enter the **R+ System** at Lesson 10 if the student completed the **R+** Early Language curriculum). Each lesson is designed to show the child a letter, first 26 sounds, have them hear the sound for the letter and learn to print the shape of the letter. Students use speech to describe the shapes of the letters and print them. We connect the phoneme to the letter shape (grapheme). The students exercise their sequencing with a letter train. After 7/8 letters are taught, teachers are recommended to sing the *Alphabet Song* with letter names to the last letter taught and then to sing the same songs but replace the names of the letters with the sounds they make. We explain the second rendition of the song with the sounds is teaching them what they need to know to learn how to read and spell.

- On the letter train each vowel has a special box with a V on top. We teach the students that we cannot make a word without a vowel. For the entire **R+** Early Language Curriculum, students are writing the vowels in red. The /qu/ sound has a special two-seat caboose. In Unit 2, the children are learning to read and spell CVC words using the information they are taught in Unit 1 as the foundation. In Unit 3, they are learning to read and spell back-blends and then front-blends. Back blends are neurologically much easier for students to read and bring success with ease. Front blends are taught slowly and with much more opportunity to practice. Enjoyable story books were built for the CVC portion of the curriculum as well as stories for back-blends (CVCC) only then front-blends, (CCVC). The students then learn the capital letters that represent the lower case letters. Students are now ready for the explicit sequence in the large **R+** Binders. They are ready to forge ahead!!!

- **Testing and Analysis** Even though our students in schools come to the **R+** teacher identified through different people and processes, we encourage the teacher to be part of the success using the tests we have provided in the Testing Manual. The teacher must also be aware of his/her student`s explicit areas of struggle, e.g. letter formations, phonemes they are unaware of, lack of phoneme grapheme correspondence, blending problems, phoneme segmentation and sequencing problems, how much guessing do they do when reading; auditory discrimination problems can be caught in the spelling tests. (Teachers are trained to be detectives.)

- This part of the **R+** journey begins at the end of Grade 2 or afterwards. Near the end of the systematic lessons, the student enters the **R+** Multisensory Grammar curriculum in which parts of speech for the writing purpose are taught in very structured lessons. After parts of speech in sentences are taught, the teachers train the student to read a paragraph and teacher uses a semantic webbing page to extract all the details in paragraphs. Teacher then shows the student how to sequence the details and has the student retell the story in their own words using the details on the sheet. The next day the teacher will read the story - role reversal - a paragraph is best to begin with and the student will write down the details he/she hears. Then together they sequence the details and teacher retells the story. This role reversal work can continue for a few weeks, and when deemed ready to write, we offer the student three ideas to evolve. After choosing, we work with a Main Idea semantic web sheet. We let our ideas roll out and the student writes them on the sheet. The student will sequence the ideas; we review the importance of controlling the sentence structure as previously taught, and we ask them to

do the story for homework. The next lesson; this story is used for critique and we do this process again. Once this is mastered, we can move to writing a first paragraph and a body — explicit instruction by teacher assists the brainstorm and the story, preferably last night`s homework, is evolved. We sequence again and the student is asked to evolve the body. Finally, we ask student to include conclusions in their stories. If the student is older we can teach them how to extract details from three sources and use color coding for topics. Once that is completed we can use semantic webbing sequencing to consolidate the materials in the various categories. We can then teach them to write a paper on any topic they choose. This part of the work's aim is to impact on a student`s executive function so they can succeed with academic work. The students should learn on paper and can transfer to computer afterwards.

Remediation Plus is a teacher training system for reading intervention and remediation. Communities at risk should teach the multisensory explicit systematic lessons preventatively beginning in K and finish the curriculum in grade 2 or 3 to greatly reduce reading failure.

> *"We know that early intervention can prevent or ameliorate the effect of early reading risk for most students."*
> National Reading Panel, 2000

Train the Trainer. Remediation Plus Master Teachers train other R+ teachers after their certification process. Teaching a child at least 48 sessions after the initial training and taking another two days to certify requires teaching clinically with an observer watching a child-teacher session, writing the exam and subsequently reviewing the training schedule format they receive so they can train new teachers.

*R+ has 5 hours of CD Video model lesson plan teaching samples for support of the teacher after the live teacher training, 90 minutes of phoneme articulation and awareness teaching as well as a full stand-alone teaching DVD for emergent readers.

> **Comprehension** The road to reading comprehension is two-fold; build decoding accuracy and fluency and build vocabulary for background knowledge through oral vocabulary development, for example, reading stories out loud, where vocabulary can be discussed and learned.

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For further discussion please advise us of your questions and we will be happy to give you our answers and references. mail@remediationplus.com

RESEARCH PAPERS LIST

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Meet the researchers, <u>www.childrenofthecode.org</u>

R+

Remediation Plus Systems

REMEDIATION PLUS SYSTEM
CLINICAL RESEARCH

Executive summary:
Remediation plus 2003 evaluation
60 student sample yields 86 per cent success rate at 48 lessons - 100 per cent at 85 lessons (the entire program requires 100 hours of instruction)

The Remediation Plus System is the first complete curriculum for testing and teaching learning disabled/dyslexic and struggling students to read, spell, and write. It is based on Orton-Gillingham methodology and is exhaustively systematic and cumulative. It also implements phonemic awareness training, the theory of phoneme segmentation and sequencing, linguistic gymnastics and Slingerland handwriting.

Dramatic improvements in literacy skills are possible with the Remediation Plus program. In 2003, Remediation Plus compiled the results of evaluations of student results extracted once clinical development was complete.

In a sample of 60 students (K to Grade 6):

Acheivement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	78%	47/60
Student achieved one grade increase or more in **reading**	80%	40/60
Student achieved two grade increases or more in **reading**	35%	21/60
Student achieved one grade increase or more in **spelling**	92%	55/60
Sudent achieved two grade increases or more in **spelling**	72%	43/60

One of the consistent indicators of success in the Remediation Plus program is commitment to completing a minimum of 48 lessons and ideally, the full course of 85. In the 2003 60-student sample:
- of 3 students who took 18 lessons, 3 achieved grade level reading;
- of 24 students who took 24 lessons, 15 achieved grade level reading;
- of 30 students who took 48 lessons or more, 26 achieved grade level reading; and
- of 6 students who took 85 lessons or more, 6 achieved grade level reading.

Lessons completed	Number of students in sample	Percentage of students achieving grade level in reading
24	24	63%
48	30	86%
85	6	100%

Even students who are among the most severely learning disabled have been able to achieve their grade level in reading (and beyond) with a commitment to a greater number of lessons: for example, one grade 3 student who began the Remediation Plus program reading at a grade 1.2 level progressed to reading at a 3.8 level after 96 hours of instruction. *N.B. Students who have the double deficit versus the phonological deficit only, certainly the cardinal deficit in our students, cannot achieve the fluency we`d like them to attain. These students are rare and can be observed rather than tested, they represent fewer than five per cent of the whole.*

English as a Second Language Results

Achievement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	78%	7/9

Kindergarten and Grade 1

Achievement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	83%	10/12

Grade 3

Achievement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	73%	11/15

Grades 6, 7 and 8

Achievement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	88%	7/8

Older Students and Adults (Grade 7 to age 72)

Achievement	Percentage success rate	Absolute numbers of students succeeding
Student achieved his or her grade level or above in **reading**	89%	8/9

Tests used:
- IOTA
- Schonnell
- R+ Phoneme Test
- Crest I
- Crest II
- Stanford Achievement Test
- R+ Observation sheet on reading confidence, ability and fluency