

Foundations for Success

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Dear Parents,

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I would like to take this opportunity to share with you my new tutoring service, Foundations for Success. As an elementary educator at VCS for thirty five years, I have always been concerned about those children who struggled in the area of reading. For the past five years I have had the opportunity to build the resource curriculum and work with VCS students to help improve their reading skills. Now, the Lord has taken me to the level of beginning my own business. Although, I have a master in Education Curriculum Development, I felt the need for more training. So, I began studying about dyslexia and received training to screen students for dyslexia. Public schools and tutoring centers do not test for nor tutor students with dyslexia. My goal is to provide the best service possible for all students. In light of this, I am looking forward to being able to address the learning needs within VCS without having to send students to other agencies for assistance.

As in the past, I will continue to implement the Lindamood-Bell Learning Process with the addition of Cloud Nine, the math version of Lindamood-Bell. Lindamood-Bell is a resource program that teaches children to read, spell, comprehend and express language. It also addresses concept imagery and numeral imagery integrated with language to improve math computation and problem solving. The programs used stimulate basic sensory functions related to learning and are recognized as being effective in remediating most symptoms of dyslexia, hyperlexia, and learning difficulties in general.

For this year, I will be adding The Barton Reading & Spelling System to remediate those students who are at risk for dyslexia or who have been diagnosed with dyslexia. Within a typical school setting, one in five students experience the learning difficulty known as dyslexia. Dyslexia is a specific learning disability that is neurobiological in origin. It affects 20% of the



population and 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. In short, children and adults with dyslexia have an impairment in their ability to break the spoken word into its underlying sounds. For those students at risk for dyslexia, the Barton Reading & Spelling System provides what the National Reading Panel states are the essentials of an early intervention program: systematic, explicit, and intensive instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

In addition, I will continue to implement the Read Naturally program for improving reading fluency. Read Naturally incorporates teacher modeling, repeated reading, and progress monitoring into a single step of steps to improve fluency. The structure of Read Naturally allows students to work independently most of the time.

The seven programs involved are:

- Lindamood Phoneme Sequencing (LiPS) Program
- Visualizing & Verbalizing for Language Comprehension and Thinking
- Seeing Stars: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling
- Talkies: for Oral Language Comprehension and Expression
- On Cloud Nine Math
- Read Naturally for improving fluency
- Barton Reading & Spelling System

These seven programs specifically develop:

Reading Fluency	Following Directions
Phonemic Awareness	Academic Performance
Reading Comprehension	Critical Thinking
Listening Comprehension	Study Skills
Imagery	Spelling
Math	Writing

Initially, student records, class work samples, and classroom assessments will be reviewed to determine who would benefit from these programs. With parent permission, prospective students will go through a screening process soon after school starts, to determine which program(s) will be most beneficial in the remediation process. The assessments to be used may include the Comprehensive Test of Phonological Processing, the Woodcock Reading Mastery test, Lindamood Auditory Conceptualization test, the Gray Oral Reading Test, the Slosson Oral Reading Test, the Wide Range Achievement Test, the Peabody Picture Vocabulary, and the Test of Mathematical Abilities.

After the screening process has taken place, I meet with the parents to go over the assessments and discuss a plan of action that would be appropriate for the student. At that time we will discuss the payment process.

Once permission has been given for remediation, I will meet with the students in small groups or on an individual basis two to four times a week for thirty minutes each time depending on the need. Students at risk for dyslexia will receive one-on-one tutoring four times per week while most other students will receive small, two to four students, group instruction.

It is also my goal to train classroom teachers to be able to effectively reinforce, in the classroom, what is being emphasized through the Foundations for Success program. Reinforcement within the classroom will help students grasp concepts more quickly diminishing the need for re-teaching. Teachers will be advised as to which classroom accommodations to provide for each student when needed.

It is, therefore, my prayer that you will find Foundations for Success a highly effective and welcome benefit to the success of your child here at Vacaville Christian Elementary School.

Serving Him together,

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