

Client Profile

***Reading Intervention and Special Education Referral
Prevention***

***South Allegheny School District
South Allegheny, PA***

Client Profile

Reading Intervention and Special Ed. Referral Prevention

Client: South Allegheny School District

Demographics:

5 Elementary schools K-6
150 students represented

Instructional Setting:

Grades 1-5
30-40 minutes per session
3-5 sessions per week
Whole class and small group (3-5 students)

Time Frame:

2002 & 2003
2nd year of implementation

Products and Services Purchased from Winsor Learning:

33 Teachers Trained over 2 years
Each Year:
2 day installation training
2 days of on-site coaching per year

Progress Monitoring:

After every three Levels in Sonday System

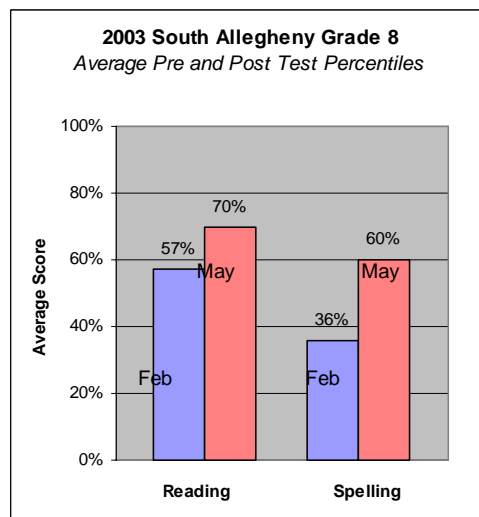
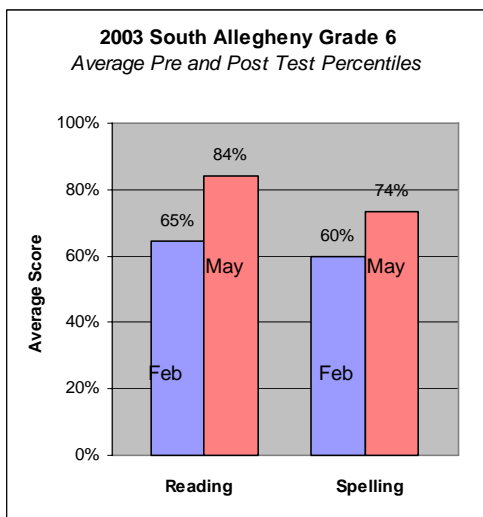
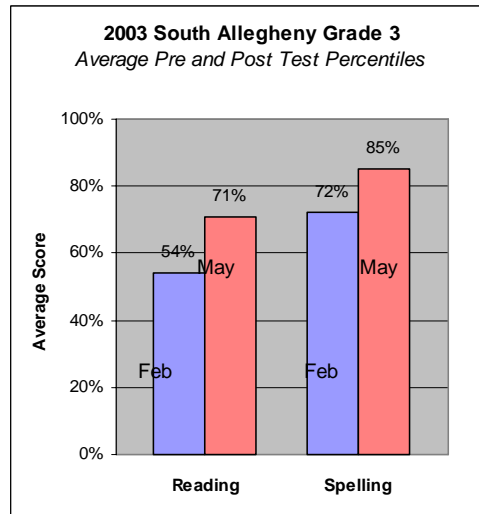
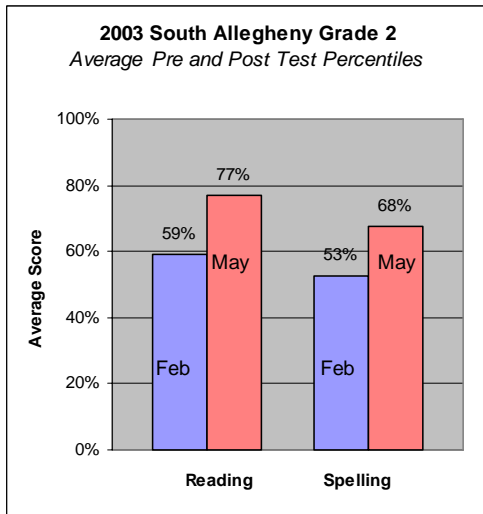
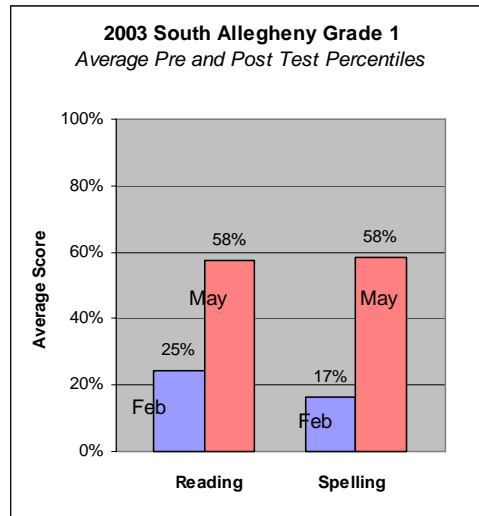
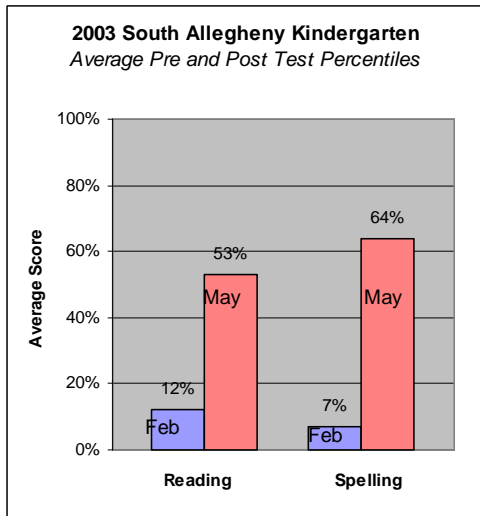
Assessment:

Criterion Referenced Spelling Test
IOTA Reading Test

Results:

- The Special Education Department saw a 50% Reduction in Primary Grade Referrals for Reading Problems.
- The 2nd and 3rd Grade L.D. Students demonstrated Reading Fluency rates equivalent to the average 3rd Grade General Ed. Students.

Data



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The South Allegheny School District's Multi-Sensory Reading Program

The South Allegheny School District developed the need for a multi-sensory reading program in the spring of 2001 following an Extended School Year I.E.P. review for a 3rd grade Learning Disabled student. The team believed that the student had not reached his annual Reading fluency and comprehension goals. We were using the Heath Reading series with a Phonics Workbook from Curriculum Press in both Regular and Special Education. Additional instructional supports were employed in Special Education, but multi-sensory reading was not included.

Clearly, the District needed professional support. As the L.E.A. Representative, I contacted Dr. Kathy Donahue from The Tillotson School, who would be providing the E.S.Y. service for our student. She, in turn, referred me to Mrs. Maria Paluselli, Center Director for the Orton-Gillingham, Masonic Learning Center for Children in the North Hills of Pittsburgh. Maria and I decided to contract her services to provide a Professional Development Program for the District's Elementary Faculty. Following this in-service, two of our teachers, a primary Learning Support and Speech/Language Teacher, agreed to attend a two week class sponsored through the University of Pittsburgh to become Orton-Gillingham Certified.

The District hired another Speech/Language Teacher, which allowed us to place the O-G Sp/Lg teacher in the Kindergarten classrooms to co-teach the Phonic section of the Reading Curriculum using the Orton-Gillingham method, beginning in the 2002-2003 academic year. The primary Learning Support Teacher had her schedule adjusted so that she could begin to provide one-on-one Orton-Gillingham instruction in the afternoon to 2 L.D. students, while she implemented O-G methods in her K, 1st and 2nd grade L. D. classroom.

Given this background, the District was able to participate in a Pilot Project with P.D.E. in January, 2003 to implement the Sondag System, an instructional approach taken from the Orton-Gillingham method. Thirty-three teachers and aides were trained in the Sondag System in January, 2003. The approach has been in place in the Kindergarten and 1st grade classrooms as well as Title 1 and Elementary Learning Support classrooms, since that time.



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The results have been amazing!

- ✓ Kindergarten children who received 5 months of Sonday had retained the basic Phonic skills and phonemes over the summer to the point that recoupment only took half the normal time
- ✓ 1st gr. Teachers now have to revise their curriculum to accelerate Reading instruction by one full semester
- ✓ The Special Ed. Dept. has seen a 50% reduction in primary grade referrals for Reading Problems
- ✓ Three potential "Due Process Actions" have been addressed through Sonday and a modified Orton-Gillingham service delivery system
- ✓ The district has participated in Progress Monitoring this fall. We are using Read Naturally as a tool to establish baseline data, aim lines, and measures of Adequate Yearly Progress. The Sonday System's Systematic Sequential method of instruction, with built in "mastery tests" at each of the 36 levels, lends itself to Progress Monitoring expectations
- ✓ I was privileged to hear G. Reid Lyon, Ph. D. at the Learning and the Brain Conference in May 2002, Dr. Lyon heads the Reading Research at the National Institute of Child Health and Human Development, the group that created the National Reading Panel. Dr. Lyon's message was supported by this research, "widespread implementation of these scientifically proven prevention and early intervention programs will substantially reduce the number of children needing special education in higher grades"
- ✓ At the same conference in 2003, I was able to hear Dr. Sally Shaywitz, a neuroscientist and professor of pediatrics at Yale University, who was a member of The National Reading Panel. Dr. Shaywitz presented slides of brain scans taken from a 10-year Functional MRI study which revealed BRAIN REPAIR in young children who had received effective interventions in Reading instruction.
- ✓ Power for Kids is replicating Dr. Shaywitz's work testing students to see which of these interventions are most effective. South Allegheny teachers are participating in this study. One of the teachers, called me and said that the target group chosen, included some of the Sonday kids. Her quote was "those Sonday (2nd and 3rd gr. L.D.) students are demonstrating Reading fluency rates that are equivalent to our average 3rd grade Regular students .
- ✓ Sonday is NOT a CURRICULUM. It is a METHOD which is EFFECTIVE!

Glen Shell
School Psychologist, Director of Special Education
South Allegheny School District