



## **The Reading Foundation**

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### A DESCRIPTION OF THE READING FOUNDATION'S UNIQUE READING AND MATH INTERVENTION PROGRAMS AND THE LRI/READING FOUNDATION PARTNERSHIP

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The Reading Foundation is a remedial clinic based in Calgary, Alberta, Canada. It was started in 1990 by Dr. Steve Truch, a learning psychologist. Since its inception, the clinic has provided very successful interventions for students of all ages in four processes critical to learning: basic reading (decoding) and spelling, comprehension, written language and math.

The clinic provides this service to its clients in a one-on-one fashion using an “intensive immersion” model. Students typically come for four hours a day, five days a week, until they have completed the program or programs that strengthen their areas of weakness. Those weaknesses are first identified with a prior assessment.

The instructional methods used in each of the intervention programs at the clinic are proprietary to The Reading Foundation and all methods are “research-based.” For example, the teaching methods used in The Discover Reading Program are all based on principles recommended by the National Reading Panel, which undertook one of the most extensive reading research reviews ever done. (A brief description of three of The Reading Foundation’s programs is contained in this overview.)

The Learning Research Institute (LRI), a non-profit organization based in California, has indicated a strong interest in having The Reading Foundation become a service provider to the Institute. The intention of LRI is to provide entry level college students who have weak reading and math skills an opportunity to strengthen those skills and thereby ensure greater success in their program of studies. LRI has excellent contacts with colleges and universities in several states and wants to develop a delivery model that will reach as many students as possible. The need for such intervention programs is very evident. LRI has studies and statistics that outline the tremendous learning gaps for many students entering college, especially underprepared economically disadvantaged STEM students. There are very few potential solutions.

To achieve the goal of providing entry level college students with a stronger skills set in basic learning processes, a number of steps are required. The Reading Foundation and LRI would enter an agreement to transfer the skills and knowledge of The Reading Foundation’s programs to a core group of U.S. Trainers. The Reading Foundation would oversee the steps of this process through all its phases in order to ensure quality and fidelity of instruction in the programs. The intent is to then have the LRI Trainers in a position to train Instructors and to provide the interventions to as many college level students in the United States as possible.

The Reading Foundation currently provides its clinical services in a one-to-one setting. LRI, in conjunction with The Reading Foundation, would work to provide the interventions in small group settings to provide a more cost-effective delivery model.

The advantages that LRI has in working with The Reading Foundation include the following:

1. The Reading Foundation has an outstanding record of success in working with students of all ages. The clinic has now operated for over 18 years and has worked with thousands of students in that time. Documented pre and post-test results are posted on the company's website at [www.readingfoundation.com](http://www.readingfoundation.com).
2. The Reading Foundation is willing to work with LRI in a professional and business-like fashion to develop and ensure a model of success.
3. The Reading Foundation is accountable to all its clients and would be just as accountable in its relationship with LRI.
4. The Reading Foundation's four programs have evolved over an 18 years period to the point where they are likely the most comprehensive and teacher-friendly programs of their kind.
5. The Reading Foundation has developed a delivery model which trains Instructors in their programs and then helps them develop to certified Trainers of their programs. This assures a high level of quality control for the methodology. That model would be developed for use in the United States with LRI.
6. The Reading Foundation is willing to work with LRI to develop pilot programs showing the effectiveness of the interventions with college students using a small group instruction model. Some prior pilot projects with school-aged students in Sacramento were undertaken in the past and showed the success of using the Discover Math Program in a small-group setting.
7. Once LRI has its own Trainers, the cost-effectiveness of intervention programs with college students in the United States will make this a compelling and inviting service for colleges and universities across the United States.
8. The Reading Foundation is willing to provide consultation services to LRI to develop its own clinics at university and community college sites. A model clinic is being planned for the summer of 2009 in partnership with the College of Engineering, Computer Science and Technology at California State University, Los Angeles.

Given its successful history, its unique and comprehensive programs and its willingness to partner with LRI, The Reading Foundation can provide LRI with the opportunity to develop and deliver an exciting and unparalleled, long-term intervention model for college level students weak in basic reading and math skills.

A brief description of three of The Reading Foundation's programs follows.

## THE DISCOVER READING PROGRAM©

The Discover Reading Program,© developed by Dr. Steve Truch, Director of The Reading Foundation clinic in Calgary, Alberta, Canada is a research-based intervention program. It follows the guidelines and recommendations for effective intervention noted by The National Reading Panel.

The purpose of The Discover Reading Program is to improve the basic reading (decoding) and spelling skills for students of all ages.

The Discover Reading Program includes teaching activities designed to strengthen the basic decoding (and spelling) process including the following

1. Phonemic processing ability including auditory segmenting, blending and making phonemic judgements.
2. Letter and sound knowledge connections through the use of Sound Link Charts. There are separate vowel and consonant charts and the student discovers the relationship between letters and sounds in a systematic and sequential fashion. The letter and sound connections that are taught include those for simple, complex and multisyllable processing. Students are also provided with in-depth exposure to suffixes, morphology and other aspects of multisyllable processing.
3. Decoding of words at all syllable structures.
4. Spelling of words at all syllable structures.
5. Fluency development at several levels including, words, phrases and contextual passages.
6. Vocabulary enhancement and encouragement of comprehension.

Due to its thorough and in-depth treatment of the English code, The Discover Reading Program may be the most comprehensive program of its kind.

In addition, The Discover Reading Program is very teacher and student-friendly. Students are engaged quickly through the use of specially created stories. The student is introduced to the English "code" in the stories and the complexities of English letter and sound connections are then taught systematically and thoroughly. Application of this knowledge to every level of word and context development is then reinforced.

There are detailed Lesson Plans and Manual for the teacher coupled with detailed student activities for every level of the program.

## THE DISCOVER MEANING PROGRAM©

The Discover Meaning Program©, developed at The Reading Foundation under the auspices of Dr. Steve Truch, is a program designed to improve the comprehension process for students of all ages. It is a very comprehensive program that teaches a number of research-based comprehension strategies at the same time that it improves students' ability to create mental images for the information they are processing. The program is based on the theoretical work of Dr. Alan Paivio, who has authored numerous books and articles on "dual-coding" theory. This theory states that deep processing of information occurs when individuals store the information both as verbal and nonverbal representations.

The Discover Meaning Program includes and uses the following principles:

1. A comprehensive learning model that guides teachers and students through the complexities of comprehending information that is read and heard.
2. A learning goal for each of the 15 Lessons in the Program. The goal provides the foundation for teaching the strategy.
3. Extensive vocabulary building Lesson and follow-up.
4. Much emphasis on meta-cognitive processing and self-monitoring.
5. A formal and in-depth introduction to mental imaging, note-taking, geography and timeline.
6. An in-depth Lesson on Main Idea.
7. An introduction to story grammar for narrative text and text patterns for expository text.
8. Application of process and strategies to curriculum.

There are also detailed Lesson Plans for the teacher and Workbooks for the student.

## THE DISCOVER MATH PROGRAM™

Discover Math is a comprehensive program designed to enhance your teaching of math within the guidelines of the California Math Curriculum. The program is thorough and comprehensive and covers all the major strands of the curriculum from grades 1 to 7 inclusive.

The focus of the program is on teaching math concepts to students who have had long standing difficulties with arithmetic concepts. Discover Math equips teachers with some new methods to help their students make significant and measurable gains.

Some of the features of Discover Math in terms of its overall organization are:

- (1) Its in-depth one-week training program
- (2) its very comprehensive scope and sequence covering all the major strands of the California math curriculum from grades 1 to 7 inclusive
- (3) a unique Student Progress Sheet which allows the teacher to determine at a glance the students' rate of pacing in the program

- (4) pre and post-tests which measure major objectives of the curriculum at each grade level and which readily show the students' strengths and weaknesses with reference to the new California curriculum
- (5) a comprehensive Instructor's Manual which accompanies the training session
- (6) a supplementary Teacher's Resource Binder which provides exercises for the students to accompany their pacing through the program
- (7) a certification program for the teacher.

Some of the features of Discover Math in terms of teaching methodology include:

- (1) the use of manipulatives to initially demonstrate a concept
- (2) the use of a number line as a continuous theme to introduce most arithmetic concepts
- (3) the encouragement and development of the student's ability to visualize the number line and other mathematical concepts
- (4) the focus on teaching an understanding of concepts versus rote memorization of them

The combination of features employed in the program makes it truly unique and ideal for those students who have struggled with math concepts throughout their schooling.

Clinical use of the program over the last 16 years and results from small pilot projects such in the United States and Canada with school-aged students demonstrate the program's effectiveness in both one-on-one and small group settings.