



## **SERVICES**

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While much has changed in schooling over time, certain fundamentals have remained the same. Students must know how to read, write, and execute basic mathematic functions with fluency, accuracy, and efficiency. Furthermore, they must learn to think critically and to apply problem solving skills in ways that are meaningful and productive.

In school and life, the ability to read is an essential prerequisite for success. Sadly, research shows that those students who cannot read or who struggle to read with fluency and comprehension are more likely to suffer with anxiety, drop out of school, have limited employment opportunities, live in poverty, or end up on the wrong side of the criminal justice system. Yet, despite how easily some students seem to “pick it up”, learning to read does not come naturally to anyone and even less so to those who deal with working memory, language, and print processing issues such as is common with dyslexia.

Furthermore, students cannot successfully navigate other subject areas, including math, without having mastered the components of reading proficiency. According to the report of the [National Reading Panel \(2000\)](#), these components include phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strong reading skills, in turn, form the foundation for strong writing skills. Therefore, the primary focus of the services offered at RWC is teaching our students to read well and as early in their schooling years as possible given their unique neurotypical or atypical learning profiles.

What enables us to best serve and support all of our students at *The ReadWrite Clinic* is the integration of [Orton-Gillingham](#) based instructional strategies into all that is taught. This Structured Literacy approach, with its systematic engagement of sensory modalities in the learning process, is the critical and missing piece in many mainstream classrooms where struggling students are often beset with discouragement due to their inability to keep pace with grade level peers.

## **ASSESSMENTS**

### **Placement Tests**

Our placement tests are given only to those students intending to enroll in an RWC service. These tests are administered to determine group placement and/or where to begin instruction for the student. Administration can take between 45 minutes to a little more than hour depending on the student.

### **Dyslexia Screening**

Our dyslexia screenings are aimed at measuring whether students exhibit key symptoms of dyslexia. To this end, we assess to determine the presence or absence of skills associated with phonological and phonemic awareness, rapid automatic naming, decoding, encoding, word and nonsense-word fluency, and working memory. We also interview parents to obtain pertinent family and medical history and to determine whether specifically indicative deficits were observable in the student's early childhood years before formal schooling. We combine our findings into a summative written report that is shared with parents. It is important to note that dyslexia screenings DO NOT result in a formal diagnosis. Rather, screenings reveal the degree to which a student is at risk of reading failure and the likelihood that dyslexia is the cause of a student's challenges with literacy. Screenings also provide parents with the information they need to:

- Acknowledge and better understand their child's underlying learning challenges.
- Present the findings to their child's teacher/school administrator for the purpose of pursuing further evaluation with a school psychologist or a private, licensed, clinical psychologist who can officially confirm the diagnosis.
- Pursue the appropriate accommodations and academic support to which their child is legally entitled through an IEP or 504 plan in accordance with [special education law](#).
- Pursue appropriate academic support outside of the public/private school, i.e., through the services of *The ReadWrite Clinic* or another suitable tutoring center.

The screening takes between 45 – 90 minutes to administer.

### **Informal Comprehensive Assessment**

Our informal comprehensive assessment includes the dyslexia screener, a spelling inventory, a writing assessment, and a reading inventory which complements the screener in its ability to discover and confirm specific areas of difficulty in word reading, fluency, and reading comprehension. The inventories also allow us to determine a student's reading and instructional level as well as the level at which instruction is unfruitful, or frustrating, for the student due to his/her learning gaps or deficits.

This assessment takes between 2.5 - 3 hours and is best administered over two separate sessions.

## **INTERVENTION**

**The ReadWrite Clinic offers individualized and small group Orton-Gillingham tutoring and intervention sessions.** Individualized sessions are offered either online **or** in-person based on client preference. Individualized sessions are available to private, public, charter, and homeschooling students.

Small group sessions are offered in-person through contracted services to local charter and private schools as well as to homeschooling students or cohorts. In-person small group sessions may take place at the [RWC learning center](#), a charter school campus/facility, or at a public library. Small group sessions may take place online only upon the request and commitment of all clients within the group. Enrollment is limited to 4 students per group, and groups are formed based on assessment data and similar skill levels. Typically, struggling students are preliminarily identified by parents or teachers who have observed evidence of their learning difficulties. Once at least three students have been identified, the school or cohort may contract RWC services for assessment, appropriate placement, and intervention.

**Intervention services are offered in 12-week terms with an option of either 2 or 3 sessions per week.** It is important to keep in mind that, depending upon the severity of the learning challenge or the degree to which a student is behind learning benchmarks, multiple 12-week terms are likely to be necessary. It is strongly recommended that for every grade level a student is behind in reading (and by extension spelling and writing), s/he should spend at least 9 months in individualized sessions or 12 months in small group sessions meeting no less than twice per week in order to make meaningful progress.

**PLEASE NOTE:** For small group sessions meeting in-person at an approved location (local charter school campus or public library) outside of the RWC learning center, a travel fee of \$0.655/mile (one-way from RWC) is added to the cost of the service. This fee is shared by each client within the group.

Ex. A small group of four students meet for intervention twice per week for 12 weeks at a campus located 10 miles from the RWC facility.

$$\$0.655 \times 10 \text{ mi.} = \$6.55$$

$$\$6.55 \times 2 \text{ days/wk.} = \$13.10$$

$$\$13.10 \times 12 \text{ wks.} = \$157.20$$

$$\$157.20 \text{ divided by } 4 \text{ student clients} = \$39.30 \text{ travel fee per student for each 12-week term.}$$

This travel fee will also appear on the payment invoice of any charter school contracting for our services to take place on its campus.

## **LITERACY LAB**

For information about our [Literacy Lab](#), please visit the “services” page of the RWC website. This service is offered exclusively at the [RWC learning center](#).

Please see the [enrollment](#) link on the RWC website for more information on pricing, payment plans, and accepted forms of payment for all of our services.

**PLEASE NOTE (for all services):** Each school year, there are 4 weeks during which all RWC services are suspended. These weeks, in addition to federal holidays and RWC professional development days, typically align with the fall, winter, and spring breaks of the Corona Norco Unified School District. We are also closed for 3 weeks during the summer. A copy of the RWC’s annual calendar is included with our enrollment packets.