



Learn how innovative schools

Prevent Reading Failure

by creating an Early Intervention Program

for high-risk children

using volunteer tutors

and the

Barton Reading & Spelling System

www.BartonReading.com

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Overview

Most reading failure is preventable. The National Institutes of Health state that 95 percent of poor readers can be brought up to grade level if they receive effective help early. The window of opportunity is during kindergarten and first grade.

The longer help is delayed, the harder it is for a child to catch up. If help is provided in fourth grade (instead of in late kindergarten), it takes four times as long to improve the same skills by the same amount.

That is why the California State Board of Education and the Superintendent of Public Instruction put their report, *Every Child A Reader*, that a balanced and comprehensive approach to reading must contain:

- * a powerful early intervention program that provides individual tutoring for children at risk for reading failure.

That's why innovative public and private schools now provide at-risk first graders with an individual tutor trained in the Barton Reading & Spelling System.

These tutors work on campus and tutor one student twice a week. Typical first-grade sessions are 45 minutes. Second graders can usually handle one hour sessions.

By using parents as volunteer tutors, public schools provide this tutoring at no extra cost.

To help you create such a tutoring program, we offer specially designed support materials. You can provide the Barton Reading & Spelling System materials to volunteer tutors for a very low per-tutor cost—by obtaining a site license.

Interested? Keep reading.

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What is the Barton Reading & Spelling Program?

The Barton Reading & Spelling System is an Orton-Gillingham based system that's perfect for volunteer tutors, parents, reading specialists, and brand-new professional tutors.

Originally designed for students with dyslexia or LD, The Barton System has proven to be ideal for young students at high-risk of reading failure. It provides exactly 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.

Volunteer tutors who can pass our tutor screening learn the Barton System by watching our tutor training DVDs. We designed these DVDs for group instruction, and they come with a facilitator's guide. So you can quickly and easily train groups of volunteer tutors without hiring a trainer or developing course material yourself.

Once they are trained, tutors use our fully scripted lesson plans which include reading material, spelling lists, extra practice pages, and even games – in a well-organized manual.

We've divided Orton-Gillingham into ten levels to avoid overwhelming volunteer tutors. They learn just one level at a time. So after just five hours of training, they'll be ready to start tutoring a student.

Post-tests at the end of each level ensure that students have mastered the material.

To see a demonstration of the Barton System, watch our Barton Overview Video at www.BartonReading.com. It will answer most of your questions.

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The Steps:

How To Create An Early Intervention Program

1. Appoint a coordinator—a staff person or a volunteer.
2. Find the high-risk students.
3. Find the tutors.
4. Obtain a Barton Reading & Spelling System site license.
5. Conduct tutor training for Level 1 with our DVDs.
6. Start tutoring.
7. Observe each tutor once.
8. Conduct tutor training for Level 2 about four weeks later.
9. Observe each tutor once.
10. Students progress at different rates.



Details of each Step:

How To Create An Early Intervention Program

1. Appoint a coordinator—a staff person or a volunteer.

We support coordinators with checklists, special forms, and timelines. We will also provide your coordinator with free support via e-mail and telephone.

Or we may be able to refer you to local consultants who have experience implementing Barton tutoring programs.

2. Find the high-risk students.

Students at high risk of reading failure lack age-appropriate phonemic awareness. An easy way to find these children is to screen all beginning first graders using the Comprehensive Test of Phonological Processing (CTOPP-2) from Pro-Ed (item #13080, www.proedinc.com, 800-897-3202.) You can either screen all students, or only those referred by their teacher.

This screening does NOT qualify a child for special education services, and in order to avoid confusing a parent, the screening is usually done by the coordinator (with help of a few volunteers). The screening is NOT usually done by or through the special education department.

But not all high-risk students will be ready for the Barton System. A few will need other training first. So be sure to also give those students the 10-minute Barton Student Screening.

Once you have identified high-risk students who *are* ready for the Barton System, get permission for the student to participate—in writing from the parents. (We can provide sample forms.)

3. Find and screen the tutors.

If your school has lots of parental involvement, some parents will volunteer to be tutors. Invite them to a kick-off meeting to introduce the program. You must explain that you will match each volunteer with one student. Tutoring will occur twice a week, for an hour each time, on campus. As a side benefit, mention that parents can also use the materials at home with their own children.

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If your school doesn't have parental involvement, consider recruiting staff members—teachers, classroom aides, or speech-language therapists—to serve as tutors.

Some private schools have hired 4 to 6 interested parents and trained them to be paraprofessionals. Those parents work at school, twice a week, for 4 to 5 hours each day.

Be sure to screen each tutor using the Barton *Tutor* Screening. Then match each tutor with a student, and determine if tutoring will occur before school, after school, or during school hours.

4. Obtain a Barton Reading & Spelling System site license.

A site license is the economical way to provide Barton materials to multiple tutors.

If you already own single-tutor Barton materials, you can trade up. When you order our site license, we'll credit you with the price of the single-tutor version.

5. Conduct tutor training for Level 1 with our DVDs.

Most schools train new tutors at a group training session. Many avoid child-care issues by conducting the training session during school hours.

We provide your coordinator with our Facilitator's Guide for conducting the training session.

Coordinators are always pleasantly surprised at how easy it is to run the training session. The Barton Training DVDs do most of the work. Just pause the DVD during the "stop and practice" exercises. The Facilitator's Guide shows exactly what to do during those exercises.

6. Start tutoring.

Immediately after tutors have completed Level 1 training, have them start tutoring a student.

Each tutor will need to work at a table in a quiet place.



7. Observe each tutor at least once.

The coordinator should observe each tutor during a tutoring session. After that session, be sure to provide encouraging feedback to the new (and probably nervous) tutor.

If the tutor was not doing a procedure as designed, the coordinator should model the procedure, then observe the tutor again about a week later.

Make sure new tutors know how to reach the coordinator in case they have questions.

If desired, the coordinator can give our Level 1 posttest to each student to ensure mastery of the skills taught in that level.

8. Conduct tutor training for Level 2 about four weeks later.

Hold a group training session for Level 2. It's a good opportunity for tutors to share success stories and to handle their questions or issues.

Once again, the coordinator runs the training session using our DVDs along with our Facilitator's Guide.

9. Observe each tutor once.

Since tutoring procedures differ between Levels 1 and 2, the coordinator should observe each tutor once more shortly after their student begins Level 2.

10. Students progress at different rates.

Beyond Level 2, students progress at different rates. So group training isn't usually feasible. Instead, have the tutors view the Barton videos on their own, when their student is ready for the next level.