



450 West Jefferson Ave
Englewood, CO 80110



Colorado Reading Center

**Academic Therapy
Programs for Success**

**Reading
Comprehension
Writing
Learning Problems**



Academic Therapy Programs

- PASP for reading and spelling
- ReadingFish for comprehension
- Orthography for reading and spelling
- PACE for cognitive learning problems
- Always one-to-one Instruction

www.ColoradoReading.com

**Call Now to Schedule
303-781-9800**

Learning Problems There Are Solutions

Academic Therapy

There are solutions for reading and learning problems, and they are not homework-focused tutoring or study skills based programs. Often what is needed is research based, **one-to-one Academic Therapy** to enable an individual to overcome their learning problems. – **Colorado Reading Center is pleased to provide this service to their clients.**

Symptoms

Are you and your child hearing the message at teacher conferences that your student is

- “reading below grade level,”
- “performing below expectations,”
- “can’t stay on task,”
- “distracted easily,”
- “won’t follow instructions,”
- “tutoring doesn’t seem to help, or”
- “spends too much time on homework?”

These observations are often the early signs of learning problems. We believe that early intervention is best, and we work with students from six years old through adults.

The Team Approach

We begin with thorough assessment testing using standardized, nationally recognized measures to identify the student’s needs. The Director then designs a personalized tutoring program that will be most effective in helping that individual overcome their learning problem. The Consultant then writes a lesson plan and the Tutors implement the lesson plan and take detailed notes of every response.

Questions? Call 303-781-9800

PACE

Processing and Cognitive Enhancement

The Processing and Cognitive Enhancement (PACE) program was developed to train cognitive learning skills. It is what many affectionately refer to as “mental boot camp.”

To train cognitive learning skills, PACE applies the most recent scientific research on learning. Too often, this type of information sits on universities' shelves and may not be applied until many years later. PACE is at the forefront of making sure the most up-to-date information is used.

PACE was founded and is directed by a group of professionals from a variety of disciplines who have a common interest in helping children learn more easily and efficiently. Included in this group are psychologists (in the areas of neuropsychology, cognitive psychology, and clinical psychology), specialists in vision and auditory processing, and educators.

Those who can benefit from the program include high or average performers who want to perform mental activities faster, more efficiently, and even better than before, as well as below average performers who have learning difficulties. Below average performers generally have one or more of the following symptoms which do not seem to improve with just extra work and tutoring:

- trouble staying on task
- working too slowly or too hard
- difficulty comprehending what is read
- problems remembering
- poor learning skills

Waiting Doesn't Solve Learning Problems

Call Now

Colorado Reading Center

Orthography Program with Symbol Imagery

For students with adequate phonological processing skills, but poor reading and spelling skills, we may recommend our Orthography Program.

Improved Decoding

Orthographic instruction involves teaching the student about the rules that govern how words are spelled and pronounced. The instruction is systematic, sequential and involves adequate practice to develop automaticity in application. The result is an improved ability to accurately sound out unfamiliar words.

Improved Spelling

Symbol imagery is the sensory-cognitive ability to create mental imagery for sounds and letters within words. It is the form of sensory input that underlies both phonological and orthographic processing that supports reading and spelling. Developing symbol imagery involves exercises that help the individual create and maintain an accurate visual image of a word or part of a word. These exercises require the individual to create the visual imagery and be able to manipulate it at will. By combining the orthographic rules instruction with symbol imagery reinforcement, improvements in spelling and word recognition are seen.

Improved Reading

The combination of orthographic rules instruction and symbol imagery reinforcement along with fluency and accuracy drills and timed repeated readings further build the student's reading skills. Significant gains are noted in decoding skills, real word identification, reading accuracy and rate, reading fluency and comprehension.

Our Orthography program provides a significant enhancement to the student's reading, spelling and comprehension skills.

Understanding Needs

Causes

Learning problems have many different and often overlapping causes. Solving these learning problems improves opportunities for success. Causes of learning problems include deficiencies in:

Concept Imagery

Difficulty creating accurate visual imagery from what is read results in comprehension problems and a limited vocabulary development. (ReadingFish)

Phonological Processing

Ability to identify, retrieve, remember and manipulate sounds in words. Deficiencies make it hard to sound out words and spell accurately. (PASP)

Memory

Includes both visual and auditory memory issues related to short, long-term and working memory, and results in weak learning skills. (PACE)

Academic Therapy

Reading and learning problems do not go away with time or age, and homework-focused tutoring or study skills programs won't eliminate the problem. Individuals can overcome learning problems through **o n e - t o - o n e Academic Therapy** using specialized programs designed to remediate the underlying weakness.

Orthographic Coding

Ability to visualize and remember letter patterns in words. Disrupts reading with word substitution errors, poor memory of sight words and weak spelling skills. (Orthography)



Phonological Analysis with Synthetic Phonics (PASP)

A Comprehensive Reading Program

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding skills. It is typically a difficulty with the phonological aspect of language and it is often unexpected in relation to the individual's cognitive skills level and instruction.



Research over the past 30 years has clearly identified this weakness in phonological processing as a primary cause of reading problems. Phonological processing includes the ability to judge the number, order and identity of individual sounds in the language, hold them in memory, manipulate them and keep them in sequence. This skill is fundamental to the individual being able to understand the 'code' of written language and make the sound to symbol connection necessary for 'decoding' words, reading.

The individual often has difficulty segmenting the word into individual sounds and comparing those sounds to the individual letters in the written form of the word. The individual may also have problems remembering letter patterns for words. About 30% of the population do not automatically and effectively develop this critical cognitive skill, which underlies the reading process.

According to the National Institutes of Health, direct and specific instruction in phonemic awareness tasks, when combined with synthetic phonics, is the most effective way to teach reading. It is also the most effective way to remediate reading problems. These researched methods form the basis of the PASP program. **Since 1995, our students have averaged a 2.8 year gain in word attack skills in just 60 hours.**

ReadingFish

For Reading and Listening Comprehension

No skill is more important to success than reading comprehension, yet schools generally do not teach comprehension.

Comprehension can be improved. ReadingFish® is a highly effective reading and listening comprehension remediation program. This is the first program to integrate and sequentially apply three types of instructional practice identified by independent research as effective at improving reading comprehension. ReadingFish® includes:

- A highly structured 'visual imagery' program
- 'Cognitive skills training' designed to improve working memory, attention and visualization skills
- Instruction and practice using effective 'reading comprehension strategies'

ReadingFish® is effective because it employs research-based teaching techniques. These include multi-sensory instruction techniques and scaffolded, direct instruction. The way information is introduced, developed, reinforced and practiced is based upon years of independent research and clinical verification.

ReadingFish® is effective because it is administered one-to-one.

ReadingFish® is effective because it has been developed and refined in a clinical setting.

ReadingFish® is effective because testing is administered prior to beginning the program to ensure that ReadingFish is appropriate for the student's needs. Upon completion of the program, testing is administered to quantify the results for the student.

ReadingFish® is so effective that we average 3 years gain in reading comprehension in just 36 hours.