

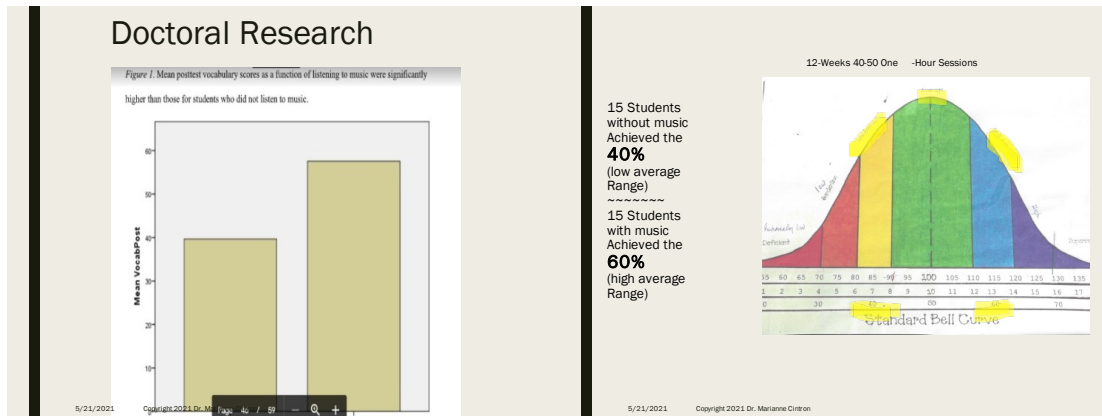
Data and Further Details about the Step By Step Reading Program

By Dr. Marianne Cintron

STATS

- 35% of High school dropouts are dyslexic.
- 35% of entrepreneurs in the US are dyslexic.
- 40% of Self- Made Millionaires in the US are dyslexic. (Dyslexia is a Trait of Genius.)
- 88% of juveniles in the Juvenile Court system are illiterate.
- 66% of prison inmates are illiterate.
- 85% of students in Special Education under Specific Learning Disabilities are dyslexic.

DATA – Note this tutoring was done by college interns or substitute teachers, not credentialed teachers. The 1:1 correspondence and music is key!



These are the scores from Dr. Cintron’s Doctoral Research with and without music.

POMONA FROM THE PAST

Private Practice and Three School Districts	% Increase Difference	% Increase Difference
Grade	Comprehension Scores/(students)	Oral Reading Quotients/(students)
2	50-12-34-47-90 (5)	22-18-39-42-76 (5)
3	34-20-58-16 (4)	23-22-13-6-46-22 (6)
4	34 (1)	52-15-8-52-3-24-50 (7)
5	4-12-38-38-12 (5)	2-12-15-8 (4)
6	11-49 -10 (3)	37 (1)
7	13-45-13-9 (4)	50-4-4 (3)
8	20 (1)	3 (1)
10	34 (1)	37 (1)
	(24) improved in comprehension	(28) improved in oral reading quotients

POMONA STUDENT GROWTH CURRENTLY - This is how we measure progress.

We asked for nine students. We received four we could tutor. Three students are still in tutoring. Post testing pending four students. This score is from one PUSD Student. Not Arroyo.

Grade 2		Grade Equivalent	Grade Equivalent	Grade Equivalent	Grade Equivalent	Oral Reading Quotient
Age		Reading Rate	Reading Accuracy	Reading Fluency	Comp	
7-7		Less than 1	1.2	Less than 1	2.7	76 Poor
		Less than 1	Less than 1	Less than 1	3.7	91 Average

PRIVATE PRACTICE

This is from a 2nd^h grader after 48 hours.

Gray Oral Reading Test Scores

	Grade Equivalent	Grade Equivalent	Grade Equivalent	Grade Equivalent	Oral Reading Quotient
Age	Reading Rate	Reading Accuracy	Reading Fluency	Comp	
7-6	Less than 1	1.4	1.2	2.7	91 Average
7-10	2.0	2.2	2.2	3.2	100 Average
	+2.0	+0.8	+1.0	+0.5	

Peabody Picture Vocabulary Test Scores

AGE	Raw Score	Standard Score	Percentile	Stanine	Age Equivalent
7-6	112	108	70	6	8-4
7-10	98	93	32	4	7-3

This is from a second grader after 100 hours. She will be returning.

Gray Oral Reading Test Scores

Grade 2	Grade Equivalent	Grade Equivalent	Grade Equivalent	Grade Equivalent	Oral Reading Quotient
Age	Reading Rate	Reading Accuracy	Reading Fluency	Comp	
7.1	1.4	2.2	2.0	2.7	100
7.11	3.2	2.0	2.7	2.4	97
Growth	+1.8	-0.2	+0.7	-0.3	

Peabody Picture Vocabulary Test Scores

Age	Raw Score	Standard Score	Percentile	Stanine	Age Equivalent
	Pre	Pre	Pre	Pre	Pre
7.1	106	108	70	6	8
7.11	117	108	70	6	8.9
Growth	+ 11				9 months

This is from a 4th grader after 58 hours. He will be returning.

Gray Oral Reading Test Scores

	Grade Equivalent	Grade Equivalent	Grade Equivalent	Grade Equivalent	Oral Reading Quotient
Age	Reading Rate	Reading Accuracy	Reading Fluency	Comp	
9.5	4.7	4.7	4.7	5.4	106 Average
10.1	7.2	7.4	7.4	6.7	118 Above Average
Growth	+2.5	+2.7	+2.7	1.3	12 points

Peabody Picture Vocabulary Test Scores

Age	Raw Score	Standard Score	Percentile	Stanine	Age Equivalent
9.5	110	91	27	4	8-4
10.1	128	98	47	5	9-10
Growth	+18	+7%	+27%	+1 Level	7 months

WHAT DYSELXIA LOOKS LIKE

The following image shows four examples of handwritten text from students, illustrating dyslexia symptoms such as letter reversals and spacing issues. Each example includes the student's name and grade.

- Trevor Gr 6:** "The clam state on the botum of the ocean." (Note: "state" is misspelled as "state", "clam" is misspelled as "clam", "botum" is misspelled as "botum", "ocean" is misspelled as "ocean".)
- Reb 40:** "the clam sat on the bottom of the ocean." (Note: "the" is lowercase, "clam" is misspelled as "clam", "bottom" is misspelled as "bottom", "ocean" is misspelled as "ocean".)
- Christian Gr 6:** "The ^{clam} ~~clams~~ sat on the bottom of the ocean." (Note: "The" is uppercase, "clams" is misspelled as "clams", "bottom" is misspelled as "bottom", "ocean" is misspelled as "ocean".)
- EZ Gr 6:** "In the clam sat on the botum of the ocean." (Note: "In" is lowercase, "clam" is misspelled as "clam", "botum" is misspelled as "botum", "ocean" is misspelled as "ocean".)

Grade 2. Before and After 100 hours.

2 June 16 Emma
an must dirn her milk
seven ants on my sandwich
wut are you tow
doing her
the flowres Have meny
buds
sum pepol come evre day
to come see my fothre
her first nirs was urle

4/24/21
Ann must drink
milk. seven ants are
having a piknik on my
Ham sandwich. what
are you to doing here.
The flowers have
meny buds on them.
some pepol come to
see my father, her
first nirs was earl.

HOW DOES MUSIC RETRAIN THE BRAIN SO IT FUNCTIONS MORE LIKE THE BRAIN OF TYPICAL READERS? WHAT EVIDENCE?

Stanford University by Vinod Menon, PhD, associate professor of psychiatry and behavioral sciences and of neurosciences stated that when students listen to a piece of classical music with wandering attention, at the transition point between movements, their attention is arrested.

In the research article by Adam Croom, *Music, Neuroscience, and the Psychology of Well-Being*, explicit reading instruction that gives a student the ability to carefully decode words can be difficult for dyslexics, but with accompanying music they have a cognitive and attention advantage that can accelerate their success.

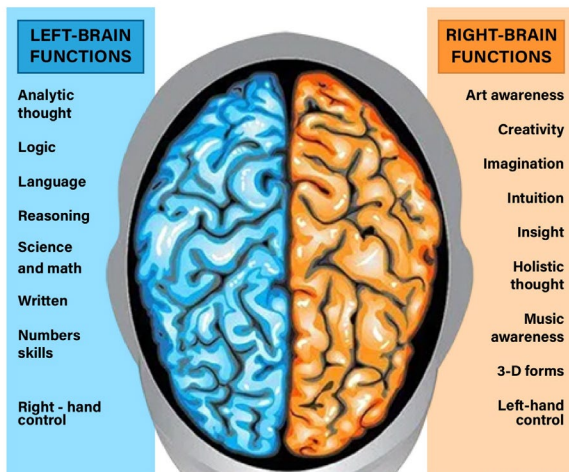
WHAT'S HAPPENING IN THE BRAIN OF THE DYSLEXIC CHILD VERSUS THE NON-DYSLEXIC CHILD

Dr. Sally Shaywitz talks about the brain parts not making the proper connections. Dr. Roger Sperry talks about the right and left hemispheres of the brain being able to work independently. Research shows that the right angular gyrus is dominant in reading for dyslexic children while it should be the left side. When we send music to the right angular gyrus (via an earphone in the left ear), it helps the brain make the neurocognitions to strengthen left angular gyrus.

The music is an essential element to help the brain with reading by giving the right angular gyrus a job it enjoys. It actually occupies the part of the brain that wants to take over the reading.

When we hear and see, the input crosses to the opposite side and then goes to the side where it is supposed to go. Sounds in both ears criss-cross to opposite sides (like vision) then go to the side of the intended side of the brain. For language it is the left side, for music it is the right side.

Here's a picture of right and left brain functions.



TESTIMONY OF A SECOND GRADER

Cruz was a second grader to come to us two years ago not knowing his letter names and sounds. After being in our program a year, he began reading at a 4th grade level and comprehending at a 5th grade level. His mom said, "These improvements are miraculous! He used to think his baby sister was smarter than him. Now he's teaching me grammar rules I never knew!" At the end of his second year, he is nine years old, and his vocabulary is at the age of an eleven year old. He is reading at a 5th grade level and comprehending at a 6th grade level. He will continue to work with us on a scholarship.

TESTIMONY OF A SECOND LANGUAGE LEARNER

Daniella was an 8th grader being raised by her grandfather because her mom was in prison. He came to us because we advertised using music with a phonics-based reading program. I realized the power of what I was doing when he learned his granddaughter made three - year gains in reading fluency, comprehension, and vocabulary. He began weeping and told me "This is a miracle! Our home used to be a battlefield and now she gets along with us. She's getting along with peers and doing her schoolwork. She's enjoying reading!" Then he asked me if I was a doctor. This was what prompted me to pursue my Doctorate Degree which took seven years to obtain.

Children do not regress over time. The longer the student remains in the program, the better. Sixteen weeks is a recommended time for good retention. Planning and progress monitoring is very easy with this 9- Step program.

THE VALUE TO TEACHERS

Teachers need a program that is easy to learn and implement. Lesson planning can take hours but planning with this program takes 5 minutes. The teacher simply moves through the scope and sequence, completes the daily planner, and picks up where the student left off.

THE PROGRAM – We Have the Tools and Need Access to Students to Help You The Program Will Unlock the Genius Mind of Your Dyslexic Child

This program is research- based and very different from tutoring. It is based on the Orton Gillingham

model using a structured, systematic, and sequential approach. PLUS and it is based on the neuroscience of music and its impact in reading.

PROGRAM COPONENTS

The Music App CDSM - Free up to 10 exercises. 12 Manuals: 1A - Instructions, 1B -Phonics Reader, 1C - Spelling Exercises, 5 Grammar Tricks Books, a Student Workbook for Grades 1-4, and two Student Workbooks for grades 5-12. The first workbook is a phonics workbook, the second workbook for grades 5-12 is a grammar workbook. The kit contains manipulatives (circles and letters), and 101 phonogram cards and pictures associated with those cards.

TRAINING

Training is done in 2 six-hour staff developments. It is advised the teachers and instructional aides attend. Workshops are offered to support teachers as needed.

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**INITIAL SCREENING MECHANISM- No Load Effort! Takes 5 -10 Minutes!**

We want to offload some of your work of the parent, teacher, and principal, so we only need this initial screen done by teachers. One if five students is dyslexic.

To see if a student meets this first criteria, we will follow up. Teachers need to look for bright students who just struggle with reading and writing. You know these kids. You want to help but don't know what else you can do.

***EASY Phonological Awareness Screen – Used for PRE and POST Tests***

Have students sound these nonwords out and then write out the unfamiliar sentences which follow.

**For Grades 2-4**

Have student sound these out.

|                                              |                                             |                                              |                                             |
|----------------------------------------------|---------------------------------------------|----------------------------------------------|---------------------------------------------|
| bair<br>blut<br>zame<br>vust<br>raul<br>sare | nurn<br>calm<br>enny<br>vaip<br>plap<br>boi | baik<br>plok<br>caef<br>loam<br>sute<br>mult | luve<br>fawl<br>calp<br>flum<br>rabe<br>nue |
|----------------------------------------------|---------------------------------------------|----------------------------------------------|---------------------------------------------|

1. Have students write these sentences:
2. Ann must drink her milk.
3. Seven ants had a picnic on my ham sandwich.
4. What are you two doing here?
5. The flowers have many buds on them.
6. Some people come every day to see my father.
7. Her first nurse was early.

**For Grades 5 and Older:**

|                                   |                                     |                                         |                                           |
|-----------------------------------|-------------------------------------|-----------------------------------------|-------------------------------------------|
| beez<br>sed<br>zam<br>baik<br>lep | plok<br>calp<br>peze<br>hib<br>blut | dern<br>duk<br>norplot<br>baykn<br>bete | luve<br>maipul<br>thoe<br>moissin<br>sute |
|-----------------------------------|-------------------------------------|-----------------------------------------|-------------------------------------------|

1. The clam sat on the bottom of the ocean.
2. They rushed into the cottage in the nick of time.
3. We gathered in a circle around the campfire and told ghost stories.
4. Pittsfield has a population of about fifty thousand.
5. A conference was held to determine the future course of action.
6. I would love to share this mound of doughnuts with my cousin and you.

**ASSESSMENTS**

We look at scores in three areas which take one hour to complete. Teachers with Masters Degrees in Special Education can be trained by Dr. Cintron to do these assessments.

**Nationally Normed Tests Used for Reading and Cognitive Test**

1. Peabody Picture Vocabulary Test is used for Cognitive level (vocabulary level). Dyslexic children have average to high intelligence and should score at or above grade level on this test.
2. Gray Oral Reading Test for reading rate, accuracy, fluency, and comprehension. There is a Total score given called the Oral Reading Quotient. Dyslexic children will score two or more grade levels below their actual age or grade in one or more areas on this test.
3. Phonological Awareness screen was done by the teacher above. We will need those scores.

**WHO QUALIFIES?**

- Students must pass the initial screen mechanism given by the teacher.
- Parents must be supportive to help the teacher with feedback and motivating their child.
- If tutored on Zoom, parents need a computer, and good internet connection.
- Agreement to participate a minimum of 2 days a week.
- Students with ADHD are eligible.

**WHO DOES NOT QUALIFY?**

The program is not designed for students with signs of autism. *Students are making one grade level improvement in 10 sessions, up to 3 grade levels in 30 sessions. Autistic students will not make this progress.*