

# ReadingFish

Everyday, children struggle and fail in school due to reading problems, and all the additional hours of homework create tension at home.

Teachers who insist a child will do better, "...if only he would pay attention," don't solve the problem, and having a student re-read a paragraph repeatedly in order to understand, doesn't deal with the underlying weakness.

Schools emphasize decoding when teaching reading skills, but schools generally do not teach the underlying skills needed for effective reading comprehension. Without reading comprehension help, struggling learners do poorly on tests and don't gain the knowledge needed for success. No skill is more important to success than reading comprehension.

Comprehension can be improved. ReadingFish<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> 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 classroom verification.

ReadingFish<sup>®</sup> is effective because it is administered one-to-one. No instructional method is more effective than one instructor adjusting the material and methods to the needs of one student.

ReadingFish<sup>®</sup> is effective because it has been developed and refined in a clinical setting. Years of experience involving multiple clinicians and a variety of students with a wide range of needs have helped shape ReadingFish into a highly effective program.

ReadingFish<sup>®</sup> is effective because testing is administered prior to beginning the program to ensure that ReadingFish is appropriate for the student's needs, and upon completion of the program, testing is administered to quantify the results for the student.

ReadingFish<sup>®</sup> is so effective that we average over three-years gain for reading comprehension.

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We begin by having the individual describe a picture (expressive language.) The student learns a series of questions that need to be answered in order to describe the picture accurately. This provides the student with direction to help them identify what is important and a structure to relate those elements to another person. The aim is to create the same picture in the tutor's mind that the student is viewing, by using language.

As this process becomes easier for the student, the tutor then describes a picture to the individual using the same questions (receptive language.) The individual must accurately construct the image in his/her mind and describe and compare this mental image to the actual picture. The comparison is verified through expressive language as the student describes the

picture created in her/his mind to the tutor. The goal is for the student to improve her/his observation and accuracy and form a gestalt of the image using receptive language.

When the student is successful at this skill, the process is repeated with individual words. At this stage we are looking for rich, detailed imagery for a relatively simple word. The individual then progresses to creating mental imagery for sentences, again using expressive language to describe the image to verify the gestalt. The final step is to move from a static mental picture created from a short sentence to a "mental movie" that can translate the meaning of a paragraph, essay or book into mental imagery.

Instruction begins now in a variety of proven strategies for comprehension. All are designed to actively engage the student with the text, provide a structure for the student to extract the needed information and a method to improve the retention of the information. These skills are integrated with the mental imagery skills.

Concurrent with the mental-imagery skill development the student is engaging in a series of cognitive-skills training exercises. The brain exercises and are designed to improve:

- Auditory memory
- Left/Right brain integration
- Sequencing skills
- Attention
- Spatial Relationships
- Visual memory
- Visualization skills
- Vocabulary

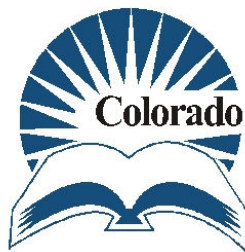
The program is designed to take between 30 and 50 sessions, depending upon the needs of the student. It should be administered between 2 and 5 times per week. Each session is 50 minutes long. The session is divided into different skill areas with the tasks changing about every ten minutes.

This program is intended for students who are at or above the 4th grade reading level. In other words, for students that are reading to learn, not learning to read. The reading materials selected during instruction will be at the appropriate reading level for the student.

### Goals

Goals include improvements in identifying what is important in a sentence or paragraph; more accurate recall of details; improved ability to make inferences and draw conclusions; and an increase in the individual's enjoyment of reading. Additional benefits include improvements in writing composition, vocabulary, auditory comprehension (lectures and verbal direction) and conversational cohesiveness.

During the instruction, techniques are demonstrated by direct application to schoolwork. By seeing the real-world application and success of the approach, the student is much more likely to use and practice the techniques in the future. The result is more confidence and better grades with less effort.



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*Successfully solving learning problems since 1995*

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