

ReadingSuccessPlus

Reading Success Plus is a team of specialists ready to help struggling or dyslexic children and adults in reading, writing, grammar, spelling, fluency, comprehension and math. We offer one-on-one tutoring, online tutoring anywhere, consulting, professional development, and push-in and pull-out programs.

TO UNLOCK POTENTIAL - WE HAVE OPENED MORE DOORS!

You are cordially invited to help us celebrate the expansion of our Grand Rapids location!

RSVP

Thursday, October 10th, 2019

4:00 – 6:00 PM

4467 Cascade Road SE, Suite 4471, Grand Rapids, Michigan 49546

Ribbon Cutting promptly at 4:00 PM

Followed by refreshments and an ***Open House*** with Tours and Demonstrations

RSVP:

Anne Kloth, Co-Founder

616-258-2902

anne@readingsuccessplus.com

[Add to Calendar \(Outlook\)](#)

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[Driving Directions / Map](#)

*We will be collecting new and gently used books for donation to D.A. Blodgett-St. John's during our event.



www.readingsuccessplus.com



Reading Success Plus Open House Invites Visitors Inside Tutoring Sessions

For Immediate Release

Anne Kloth

September 23, 2019

Cell: 616 443-6298

anne@readingsuccessplus.com

- Ribbon Cutting and Open House at Reading Success Plus in Grand Rapids Office.
 - Center was inspired by Co-Founder Lawrence Kloth, who struggled to overcome his dyslexia.
 - Dyslexia is the most common learning disability affecting 1 in 5 Americans of all ages.
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Grand Rapids, Michigan, September 23, 2019 – Reading Success Plus, a specialized tutoring center for struggling students and adults, particularly those with dyslexia has expanded their Grand Rapids location. The center will host a ribbon cutting and open house on Thursday, October 10th, from 4 -6 PM at 4467 Cascade Road SE, Suite 4471, Grand Rapids. Tours will include demonstrations of programs that support students in prereading skills, reading and spelling, creative writing and grammar, and the fundamentals of math.

Reading Success Plus was created in 2015 by Anne Kloth and her son, Lawrence Kloth, who himself is dyslexic and is now a Hope College graduate. They built the company based on Lawrence's struggles and his desire to help others, so they don't have to struggle like he did. "We've been there and tried everything and we know there is hope for people struggling with dyslexia, because these programs work," according to Anne Kloth.

Research has found that more than 20% of the U.S. population, or 1 in 5 people, has dyslexia, which makes reading, writing, spelling and sometimes math difficult. Dr. Sally Shaywitz, professor of pediatrics (Neurology) and co-director of the Yale Center for Dyslexia & Creativity, found that 80-90% of students identified as having a learning disability have dyslexia. Individuals with dyslexia usually have normal and oftentimes above average intelligence and they have great gifts and skills such as thinking outside the box, creativity, and artistic, musical, athletic and entrepreneurial abilities. Still, many families spend years futilely trying a variety of programs to help their child. Reading Success Plus uses the methods that finally helped Lawrence Kloth succeed, most of which are based on the acclaimed Orton-Gillingham system of learning.

Reading Success Plus is a team of specialists ready to help struggling or dyslexic children and adults in reading, writing, grammar, spelling, fluency, comprehension and math. We offer one-on-one tutoring in person or online, professional development, consulting, and push-in and pull-out programs. Learn more at www.readingsuccessplus.com.

Grand Rapids | Troy | Online Tutoring Anywhere | Call Toll-Free at 833-229-1112
www.readingsuccessplus.com | info@readingsuccessplus.com

Company Overview

Reading Success Plus is a team of specialists ready to help struggling or dyslexic children and adults in reading, writing, grammar, spelling, fluency, comprehension and math. We offer one-on-one tutoring in person or online, professional development, consulting, and push-in and pull-out programs.

Our Story



My name is Anne Kloth, and my son Lawrence is dyslexic. We knew at a young age that Lawrence was very bright, but we couldn't understand why he struggled so much in school. For over 10 years, we traveled far and wide, until the mystery was solved.

When Lawrence was 10, we met Jeffrey Freed, educator, speaker and author of *Right Brained Children in a Left Brained World*. He insisted we have Lawrence tested for dyslexia and referred us to the Gifted Development Center in Denver, Colorado, which determined that not only was Lawrence dyslexic, he was also impacted by dyscalculia (math). Later, we discovered dysgraphia was the cause of his struggle with writing and ADD was the cause of everything else!

We thought his problems would end with this diagnosis, but little did we know that finding the right kind of tutoring would prove to be almost as big of a challenge as receiving an accurate diagnosis. After using many programs which did not work, including Dore (which didn't "cure" dyslexia, but helped in many other ways), Davis Dyslexia Correction Program, Vision Therapy, Hooked on Phonics and various other reading programs (for which I have apologized to my son repeatedly over the years), we finally learned about the Barton Reading & Spelling System®.

We are pleased to report that Lawrence is now a graduate of Hope College, and with the Barton Reading & Spelling System®, we've found our life's calling.

We've been there and tried everything. We know there is hope for people struggling with reading, because these programs work! Research has proven which methods work best to teach struggling readers and dyslexic students to read and spell, and we are using these proven methods to help students reach their highest potential.

Reading Success Plus Locations

Grand Rapids Location:

Opened 2015

4467 Cascade Road SE
Suite 4471 and 4479
Grand Rapids, Michigan 49546
833-229-1112

Anne Kloth Co-Founder

Cell 616-443-6298

Lawrence Kloth Co-Founder

Cell 616 915-9722

Troy Location

Opened 2018

2265 Livernois
Suite 701
Troy, Michigan 48083
248-297-6527

Dawn Henretty PhD

Center Director

Cell 248-760-8315

Biographies

Anne Kloth

Anne is the proud parent of her gifted and dyslexic son, Lawrence. Upon discovering his difficulty learning to read, they traveled all over the country looking for answers. After many failed attempts, they were determined to find programs that worked and help students with their reading difficulties, so they didn't have to struggle like Lawrence did. Upon discovering the Barton Reading & Spelling System®, and the LiPS® program, they knew they found the answers they were seeking, leading to the formation of Reading Success Plus.

Anne is co-founder of Reading Success Plus, where she is a Certified Dyslexia Specialist, Trainer and Tutor. She is trained in the Lindamood-Bell Phoneme Sequencing® (LiPS®) program, as well as Visualizing and Verbalizing®, Barton Reading and Spelling System®, Orton-Gillingham Multisensory Mathematics Beginning and Advanced levels for Orton-Gillingham practitioners; and Learning without Tears programs.

Anne received her bachelor's degree in finance and business administration from Chapman University. After an 11 year career with Merrill Lynch, Anne made the decision to stay at home to accommodate Lawrence's learning differences and advocate for him. Learning in a traditional school became so difficult that Anne decided to homeschool her son for several years. Anne is pursuing her Masters in Reading Science with a Dyslexia Certification from Mt. St. Joseph University.

Anne's work with her son led her to become a full-time dyslexia advocate and founding member of Decoding Dyslexia-Michigan (www.decodingdyslexiami.org), a national grassroots advocacy group. She also founded the Decoding Dyslexia-Michigan support group, which educates and supports parents and educators. Anne is a board member of the Michigan Branch of the International Dyslexia Association (www.mi.dyslexiaida.org).

Lawrence G. Kloth Jr.

Lawrence is co-founder of Reading Success Plus, where he is a Dyslexia Specialist, Trainer and Tutor. He is trained in the Lindamood-Bell Phoneme Sequencing® (LiPS®), Visualizing and Verbalizing®, Barton Reading and Spelling System®, Orton-Gillingham Multisensory Mathematics Beginning and Advanced levels for Orton-Gillingham practitioners; and Learning without Tears programs.

School was always difficult for Lawrence because he was not taught in the way he learned best. He is dyslexic, ADD, dysgraphic and has trouble with math. School was always a struggle, but accommodations saved him, and assistive technology was his best friend. Thank goodness for sports. This is where he excelled. He played football and baseball in high school, and football for three years at Hope College. He is an avid sports fan, enjoys personal fitness and hanging out with friends. Lawrence views dyslexia and his other learning disabilities as a gift, allowing him to see the world differently. His goals for the future are to help kids who struggle.

Lawrence is a graduate of Hope College, with a B.A. in Political Science and Leadership. Lawrence interned with The Micah Center's Education Advocacy Group in Grand Rapids, where he spoke to various organizations throughout the state. As a founding member of Decoding Dyslexia-Michigan, Lawrence testified before the Michigan House Education Committee and met with former Lt. Governor Calley several times to promote dyslexia legislation for the State of Michigan (www.decodingdyslexiami.org).

What is the Plus in Reading Success Plus?

- We are most proud of our students, their growth, dedication and perseverance leading to their ultimate success.
- The Reading Success Plus website has been included in Feedspots top 50 Dyslexia Blogs and Websites worldwide since the list's inception.
- We are very proud of our compassionate and committed tutors who are trained in programs specifically designed to help struggling and dyslexic students. All of our reading tutors are trained in the Lindamood Phoneme Sequencing® (LiPS® program) and the Barton Reading & Spelling System®. Some of our tutors are also trained in Visualizing & Verbalizing®, Orton-Gillingham Math, Handwriting Without Tears and Keyboarding and the creative writing and grammar programs.
 - The Reading Success Plus tutors have received specialized training (22 hours) in the Lindamood-Bell Phoneme Sequencing® – LiPS® and some tutors have also been trained (12 hours) in Visualizing and Verbalizing® programs.
 - Barton Reading tutors receive up to 60 hours of academic training in the highly acclaimed Barton Reading & Spelling System® and have been observed and supervised by an experienced master tutor as well. Additionally, some of our tutors are Certified Dyslexia Screeners. This means that they have undergone rigorous training and have received the Susan Barton personal seal of approval.
 - Orton-Gillingham Math tutors have studied a minimum of 24 hours, and up to 42 hours including advanced training, to learn the unique and specialized Orton-Gillingham approach for teaching mathematics.
- Community Involvement: The co-founders of Reading Success Plus are two of the founding members of Decoding Dyslexia-Michigan (DD-MI). Decoding Dyslexia-Michigan is a grassroots movement driven by Michigan families to raise awareness, empower families and to inform policymakers on best practices to identify, remediate and support students with dyslexia in Michigan schools.
- Reading Success Plus hosts the DD-MI support group, which educates and supports parents and educators.
- The co-founders of Reading Success Plus are also active as speakers, and Anne is on the Board of the Michigan Branch of the International Dyslexia Association.



Reading Success Plus Product Descriptions

Our compassionate tutors are trained to use the Orton-Gillingham method of instruction, which is the only research and evidence based proven method to teach struggling students and dyslexics in reading and spelling. All of our programs utilize a multisensory approach. This powerful instructional method engages all students by presenting concepts in ways that are visual, auditory, kinesthetic, and tactile learners can grasp.

Lindamood-Bell®

The Lindamood® LiPS® program for reading, spelling and speech is for students who are missing the pre-reading skill of phonemic awareness.

The Lindamood-Bell® Visualizing and Verbalizing® program is for students who struggle with reading comprehension.

The Barton Reading & Spelling System®

Our team of specialists utilize the widely-acclaimed Barton Reading & Spelling System®, an Orton-Gillingham influenced, simultaneously multisensory, explicit and systemic phonics program.

Orton-Gillingham Math

This learning method of mathematics is modeled after the Orton-Gillingham approach for language instruction. Students learn the *why* of math in a sequential, cumulative and multisensory manner.

Creative Writing and Grammar

Our writing and grammar program includes narrative, informative, and argumentative writing. We guide students through the writing process from organization and note-taking to constructing complete grammatical sentences and paragraphs that adhere to the conventions of writing they will use both in and out of school.



Reading Success Plus Contact Information

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Reading Success Plus website: www.readingsuccessplus.com

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Dawn Henretty PhD

Center Director

Frequently Asked Questions

1. My child is struggling in school. How can Reading Success Plus help my child?

If your child is struggling with reading, specifically in the areas of phonemic awareness (sounds of letters), decoding, spelling, fluency and comprehension, we can help. We also offer an Orton-Gillingham fundamentals of math program and a creative writing program with grammar.

2. What programs do you use?

We use the following excellent programs:

Lindamood Phoneme Sequencing® (LiPS®) Program:

Some students aren't "reading-ready." For these students, we start with the Lindamood Phoneme Sequencing® – LiPS® Program for reading, spelling and speech.

LiPS® is for students who are missing the pre-reading skill of phonemic awareness.

Research shows that students who are missing this important skill will not progress with reading until they have mastered it. We determine the need for the LiPS® program through our placement screening process.

Phonemic Awareness is the primary cause of decoding, encoding and spelling problems and difficulty identifying sounds within words. The LiPS® program teaches students to discover and label the oral-motor movements of phonemes. This program provides the sequential and systematic teaching of how the **sounds feel** when they are **physically made** with your mouth. It is a very different approach than teaching just sounds.

Students will be able to recognize, count and sequence sounds in words. LiPS® is the most comprehensive in-depth phonemic awareness program available.

It usually takes from one to three months to master these concepts, and then students are ready for the Barton Reading & Spelling System®.

The LiPS® program has been proven to teach these necessary skills for reading, spelling and speech. Accredited by AdvancED and Council of Administrators of Special Education (CASE) endorsed.

For students who struggle with reading comprehension, we also offer the Lindamood-Bell® Visualizing and Verbalizing® program.

The Barton Reading & Spelling System®:

Our team of specialists teach struggling readers and dyslexic students of any age, utilizing the widely-acclaimed Barton Reading & Spelling System®, “an Orton-Gillingham influenced, simultaneously multisensory, explicit and systematic phonics system.” Orton-Gillingham based programs are the only research and evidence-based programs proven to teach the struggling reader and dyslexic student to read.

The Barton System provides explicit systematic instruction in:

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency including oral reading skills
- Reading comprehension strategies

Orton-Gillingham Math Program:

This learning method of mathematics is modeled after the Orton-Gillingham approach for language instruction. Students learn the *why* of math in a systematic, explicit, direct and multisensory manner. The introduction of concepts and math facts are presented in a sequential and cumulative method. Students learn addition, subtraction, multiplication, division and strategies for solving word problems using math manipulatives. The program also includes time, money and measurement.

Creative Writing and Grammar Program:

Our writing and grammar program covers narrative, informative, and argumentative writing. We guide students through the writing process from organization and note-taking to constructing complete grammatical sentences and paragraphs that adhere to the conventions of writing they will use both in and out of school.

Where do we start?

Reading Success Plus starts with a parent/guardian conversation/interview to determine what the parent/guardian is looking for and if we can help them. A Placement Screener would be the next step, which takes approximately 1½ to 2 hours. We share the results of the screening with parents and show them how we can help their child get back on track.

3. What ages do we serve?

Reading Success Plus works with individuals from 5 through adulthood.

4. How long does the program take to complete?

The average time to complete an Orton-Gillingham program is two-three years, but it could take longer depending upon the students' needs.

5. How long does a tutoring session last and how often are they held?

A tutoring session lasts for 50 minutes, twice a week.

6. What other services does Reading Success Plus provide?

Reading Success Plus offers the following services:

- Professional development: Reading Success Plus can provide professional development including the latest research on the struggling reader and dyslexic, educate on the warning signs, provide hands-on learning opportunities and take-aways which can be used immediately in the classroom.
- Consulting: Reading Success Plus is available to consult in 504 or IEP meetings, accommodations and other topics.
- Push-in and pull-out programs for schools

7. What summer programs do you offer?

Intensive Summer Tutoring

Our one-on-one tutoring program is taught intensively, in-person or online Monday through Thursday, **two hours per day for four weeks** in the summer. **In the two-hour program**, one hour is spent on **reading** and **spelling**, and the other on learning an additional skill, depending on the area in which your student struggles most: creative writing and grammar or math. We also offer a one-hour program for reading which is offered **one hour per day for 4 weeks** in the summer.

Client Testimonials – Success Stories

“We have five children with dyslexia, ranging in ages from 10-18. Two of our children needed the Lindamood-Bell® LiPS® program first and all five have benefited from the Barton Reading & Spelling System®. The program has helped each and every one of our kids increase their reading and writing skills. The Reading Success Plus tutors have worked diligently with each of our children. We have been impressed by the professional and knowledge base of all of the tutors working with our family. The program is comprehensive, in that it provides spot-on practice in exactly the area the child needs reinforcement. We are thrilled to see our children gain the skills they need to thrive in reading and spelling!!! The Barton System and the Reading Success Plus tutors have been an amazing blessing to our family.” Shawn D.

“My son, an eighth grader, started tutoring with Reading Success Plus five months ago and has made great strides since then. LiPS® has had a huge impact on his ability to hear the different sounds in words and laid the foundation for the Barton Program. He cruised through the first couple levels of Barton and continues to excel. Its methodical approach reinforces everything that has been previously learned. He loves his tutors and has made a special connection with Lawrence. What makes me the happiest is to see him pick up a book and read on his own now.” Carol D.

“Reading Success Plus has done amazing work with my daughter. Their program works. In second grade we started to notice that my daughter’s reading ability was behind. The school was doing all they could with their program, but it was not enough. She was still behind. We contacted Anne and it has been the best thing that we ever did. Two years later my daughter is reading at grade and is able to keep up with her work. We are going to continue tutoring as they continue to improve her reading ability above grade. I will warn anyone looking at a program like this that success does not happen overnight. You will see improvement right away, but it will take time to complete the program. Anne is a great resource to talk with if you have any questions about reading programs.” Joel E.

“Before starting the Barton Program my daughter could not read fluently and would struggle with every other word. The LiPS® program focused on pronunciation and helped her tremendously with sounding out words. She is already reading more fluently, and she does not want help with reading words she could never read before. She is moving quickly through the books and her tutors Anne and Maria could not be more patient and encouraging towards her. I cannot wait to see her improvement as she moves forward.” Jennifer D.

“Reading Success Plus is a unique tutoring service with highly qualified staff and a solid approach.” Shelley S.



National Institutes of Health Results Released in 1994

These research results have been independently replicated and are now considered to be irrefutable.

- Dyslexia affects at least 1 out of every 5 children in the United States.
- Dyslexia represents the most common and prevalent of all known learning disabilities.
- Dyslexia is the most researched of all learning disabilities.
- Dyslexia affects as many boys as girls.
- Some forms of dyslexia are highly heritable.
- Dyslexia is the leading cause of reading failure and school dropouts in our nation.
- Reading failure is the most commonly shared characteristic of juvenile justice offenders.
- Dyslexia has been shown to be clearly related to neurophysiological differences in brain function.
- Dyslexic children display difficulty with the sounds/symbol correspondences of our written code because of these brain differences in brain function.
- Early intervention is essential for this population.
- Dyslexia is identifiable, with 92% accuracy, at ages 5 1/2 to 6 1/2.
- Dyslexia is primarily due to linguistic deficits. We now know dyslexia is due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards.
- Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness.
- Children do not outgrow reading failure or dyslexia.
- Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness.
- Children do not mature out of their reading difficulties.
- Research evidence does not support the use of “whole language” reading approaches to teach dyslexic children.
- Dyslexia and ADD are two separate and identifiable entities.
- Dyslexia and ADD so frequently coexist within the same child that it is always best to test for both.
- Children with both dyslexia and ADD are at dramatically increased risk for substance abuse and felony convictions if they do not receive appropriate interventions.
- The current “discrepancy model” testing utilized by our nation’s public schools to establish eligibility for special education services is not a valid diagnostic marker for dyslexia.



“Dyslexia is an island of weakness
... surrounded by a sea of
strengths.”

*Sally Shaywitz, M.D.
The Yale Center for Dyslexia & Creativity*

COMMON STRENGTHS

- Thinks outside the box
- Creative, global thinker
- Critical thinker
- 3-D visual spatial skills
- Gifted
- Knowledgeable
- Vast vocabulary
- Empathic
- Visual learner
- Vivid imagination
- Intuitive
- Curious
- Fast thinker
- Persistent
- People skills
- Artistic skills
- Athletic skills
- Musical ability
- Mechanical ability

COMMON WEAKNESSES

- Phonemic awareness
- Decoding words
- Reading
- Spelling
- Slow working memory
- Math facts
- Writing (Dysgraphia)
- Language processing problems
- Slow reader
- Disorganized
- Directionality
- Sequencing
- Rote memory
- Low self-esteem

DYSLEXIA FAST FACTS

What is Dyslexia?

- Dyslexia impacts at least 20% of the United States population or 1 out of every 5 individuals.
- Dyslexia is a neurologically based, inherited condition that varies in degrees of severity from mild to moderate to severe to profound.
- Dyslexia is a hidden disability, which affects individuals regardless of race, gender, culture or socioeconomic status.
- Dyslexics have average or above average intelligence but are often seen as lazy or inattentive because they are not reading at grade level.
- Dyslexia causes poor self-esteem, lack of confidence and a poor self-image.
- Dyslexia is a life-long disability, with no cure but with remediation and accommodations, dyslexics can lead successful lives.
- There is more research on dyslexia than any other childhood issue.
- The National Institutes of Health has been researching dyslexia since 1978 at the request of Congress.
- Dyslexia is due to a difficulty processing language.
- Dyslexia is not a vision problem and individuals do not see letters or words backwards.
- Dyslexia accounts for 80 to 90% of all learning disabilities.
- 66% of all state prisoners who have not completed high school or their GED have a learning disability, reports the DOJ.
- *NIH stated in 1994, "Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness... and early intervention is essential for this population."*

Warning Signs of Dyslexia

There may be a variety of reasons a student struggles academically. Challenges may exist due to vision, hearing, or language processing differences, or a learning disability. If a student has normal to high intelligence, but an unexpectedly low reading ability, it could be dyslexia. If a student is dyslexic, their academic struggles begin in pre-school and are amplified in middle and high school, often causing them to fall behind academically.

If three or more of the traits below are checked, it could be dyslexia.

Preschool

- ☐ Delayed Speech
- ☐ Mixing up the sounds and syllables in long words
- ☐ Chronic ear infections
- ☐ Stuttering
- ☐ Constant confusion between left versus right
- ☐ Late establishing a dominant hand
- ☐ Difficulty learning to tie shoes
- ☐ Trouble memorizing their address, phone number, or the alphabet
- ☐ Can't create words that rhyme
- ☐ A close relative with dyslexia

Elementary School

- ☐ Dysgraphia (slow, non-automatic handwriting that is difficult to read)
- ☐ Letter or number reversals continuing past the end of first grade
- ☐ Extreme difficulty learning cursive
- ☐ Slow, choppy, inaccurate reading:
 - Guesses based on shape or context
 - Skips or misreads prepositions (at, to, of, for, from)
 - Ignores suffixes
 - Can't sound out unknown words
- ☐ Terrible spelling
- ☐ Often can't remember sight words (they, were, does) or homonyms (their, they're, there)
- ☐ Trouble with math
 - Memorizing multiplication facts
 - Memorizing a sequence of steps
 - Directionality

- ☐ When speaking, difficulty finding the correct word
 - Lots of “whatyamacallits” and “thingies”
 - Common sayings come out slightly twisted
- ☐ Messy bedroom, backpack and desk
- ☐ Dreads going to school
 - Complains of stomach ache or headaches
 - May have nightmares about school

High School

All of the above symptoms plus:

- ☐ Limited vocabulary
- ☐ Poor written expression
 - Large discrepancy between verbal skills and written composition
- ☐ Unable to master a foreign language
- ☐ Difficulty reading printed music
- ☐ Poor grades in many classes, despite above average intelligence
- ☐ May drop out of high school

Adults

Education history similar to above, plus:

- ☐ Slow reader
- ☐ May have to read a page 2 to 3 times to understand it
- ☐ Poor speller
- ☐ Difficulty putting thoughts onto paper
 - Dreads writing memos or letters
- ☐ May still have difficulty with right versus left
- ☐ Often gets lost
- ☐ Sometimes confuses b and d, especially when tired or sick

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It could be Dyslexia. Dyslexia is the most common and most carefully studied of all learning disabilities. According to Dr. Sally Shaywitz, Yale Center for Dyslexia and Creativity, dyslexia accounts for 80-90% of all learning disabilities. The National Institutes of Health (NIH) Summary Report in 1994, shows that dyslexia is the most common learning disability, affecting at least 20 percent (1 in 5), of our population, with varying degrees of severity. Dyslexia is the most researched of all learning disabilities and is the leading cause of reading failure and school dropouts in our nation.

For more information on how we can help the struggling student, or dyslexic, see our contact information below.

Warning Signs of ADD/ADHD

The symptoms of ADD/ADHD vary greatly. All people display some of these symptoms, some of the time. However, people who *frequently* display these symptoms, may be displaying signs of ADD or ADHD. This is especially true if their behavior is not *age* and *situation-appropriate*, and is *interfering* with their ability to be successful in school or at work. If a person displays these symptoms, learn more.

Physical Activity

- ☐ Either:
 - Can't sit still, feels restless
 - Has boundless energy
 - Always fidgeting, restless feet, etc.
- ☐ Or:
 - Couch potato, lethargic, slow, space cadet
 - Physically there, mentally gone

Frequent mood swings

- ☐ Feels emotions intensely
 - Higher highs and lower lows
- ☐ Low tolerance for frustration
 - May have rage attacks

Attention

- ☐ Trouble deciding what to pay attention to
 - What's most important
- ☐ Trouble getting started on a task
 - Often feels overwhelmed
- ☐ Trouble staying focused on repetitive tasks
 - Until the task is complete
 - Can't do homework independently
- ☐ Trouble shifting attention
 - To a new task

Highly Distractible

- ☐ Distracted by any change in environment
 - Any noise, movement, or smell
- ☐ Distracted by their own thoughts
 - Daydreamer
- ☐ Can't stay focused for long
 - Except Nintendo-type games or TV
 - Or a new or scary activity
 - May hyperfocus on a hobby
- ☐ Starts many projects
 - But rarely finishes them

Impulsive

- ☐ Can't wait to be called on
 - Blurts out answers in class
- ☐ Extremely impatient
 - Difficult to wait for his/her turn
- ☐ Often acts before thinking
 - Doesn't seem to learn from mistakes

Doesn't Listen Well

- ☐ Confused by multi-step oral directions

No tolerance for boredom

- ☐ May start arguments if things are too calm

Time Management

- ☐ Always rushing; can't slow down
- ☐ Makes careless mistakes
 - Hates to doublecheck
- ☐ Doesn't use class time well
 - Feels rushed by teachers & parents
- ☐ Puts most things off until the last minute

Odd Sleep Cycles

- ☐ Night owl, hates to go to bed
- ☐ Difficult to wake up in the morning
- ☐ May be a restless sleeper
- ☐ Bedwetting or sleepwalking

Inconsistent Performance

- ☐ Good days and bad days
 - Some days they can do the schoolwork
 - Other days they can't

Disorganized

- ☐ Messy room, desk, backpack
- ☐ Constantly loses or misplaces things

Other Symptoms

- ☐ Chatterbox; talks excessively
 - Interrupts conversations frequently
- ☐ Strong sense of justice; bossy
- ☐ Lots of allergies
- ☐ Terrible penmanship
- ☐ Trouble remembering daily routines
- ☐ Relatives with ADD

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Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are neurologically-based conditions. The primary characteristics are poor concentration and a lack of attention, as well as possibly hyperactivity. However, as you can see from this checklist, the symptoms can be far more encompassing than previously thought.

For more information on how we can help the struggling student, or dyslexic, see our contact information below.

Does your student struggle with reading, spelling, fluency, comprehension, writing/grammar or math concepts?

As a Professional, you can be the one to make a difference.

There may be a variety of reasons a student struggles academically. Challenges may exist due to vision, hearing, language processing differences, or a learning disability.

If a student has normal to high intelligence, but an unexpectedly low reading ability, it could be dyslexia. Research from Yale indicates that 80-90% of students with a learning disability are dyslexic.



Reading struggles don't go away:

- 90% of students will read normally if they receive help by the first grade.
- 75% of children who receive help after the age of nine will have some difficulty throughout life.
- Dyslexia impacts at least 20% of the U.S. population, or 1 out of every 5 individuals.
- Students who are not successful readers by the end of 3rd grade, will still be struggling in 8th grade, and are at-risk for becoming high school dropouts.

Early Identification is the Key

Struggling students and dyslexics can succeed academically. Most of the challenges struggling students encounter can be remediated if we screen and identify them early. If a student is dyslexic, their academic struggles begin in pre-school and are amplified in middle and high school, often causing them to fall behind academically.

Reading Success Plus provides Professional Development which includes the latest research on the struggling reader and dyslexic, describes warning signs, provides hands-on learning opportunities and take-aways which can be used immediately in the classroom.

Professional Development is available in half day segments, taught on-site at your school, or in our office in a small group setting. Please contact us at info@readingsuccessplus.com to learn more.

How Reading Success Plus is Different

Our compassionate tutors are trained to use the Orton-Gillingham method of instruction, which is the only research and evidence based proven method to teach struggling students and dyslexics in reading and spelling. All of our programs utilize a multisensory approach. This powerful instructional method engages all students by presenting concepts in ways that visual, auditory, kinesthetic and tactile learners can grasp.

Our Multisensory Approach



Visual (seeing)



Auditory (hearing)



Kinesthetic (moving)



Tactile (touching)

Lindamood-Bell®

The LiPS® program for reading, spelling and speech is for students who are missing the pre-reading skill of phonemic awareness. The Visualizing and Verbalizing® program is for students who struggle with reading comprehension.

The Barton Reading & Spelling System®

Our team of specialists utilize the widely acclaimed Barton Reading & Spelling System®, “an Orton-Gillingham influenced, simultaneously, multisensory, explicit and systematic phonics program.”

Creative Writing/Grammar

We offer writing and grammar instruction from elementary school through college, including creative writing and research papers, as well as admission and ACT/SAT essays.

Orton-Gillingham Math

This learning method of mathematics is modeled after the Orton-Gillingham approach for language instruction. Students learn the *why* of math in a sequential, cumulative and multisensory manner.

Success Story

We have five children with dyslexia, ranging in ages from 10-18. Two of our children needed the LiPS® program first, and all five have benefited from the Barton Reading & Spelling System®. The program has helped each and every one of our kids increase their reading and writing skills. The Reading Success Plus tutors have worked diligently with each of our children. We have been impressed by the professionalism and knowledge base of all of the tutors working with our family. The program is comprehensive, in that it provides spot-on practice, in exactly the area the child needs reinforcement. We are thrilled to see our children gain the skills they need to thrive in reading and spelling!!! The Barton Reading & Spelling System® and the Reading Success Plus tutors have been an amazing blessing to our family! - Shawn D.

Tutoring Options

- **In Person** – tutoring is conducted at our office or a student’s school, when permitted.
- **Online** – real-time, one-on-one remote tutoring in the comfort of a student’s home.

Refer Your Students for:

- Comprehensive Placement Screening
- Intensive one-on-one tutoring
- Engaging and individualized help
- Highly trained specialists in reading, spelling, writing/grammar, fluency, comprehension and math
- Evidence-based reading programs
- A happier, more confident child
- **Measurable progress and real results!**

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www.readingsuccessplus.com | info@readingsuccessplus.com