



Frequently Asked Questions – Parents

What is Wired for Reading?

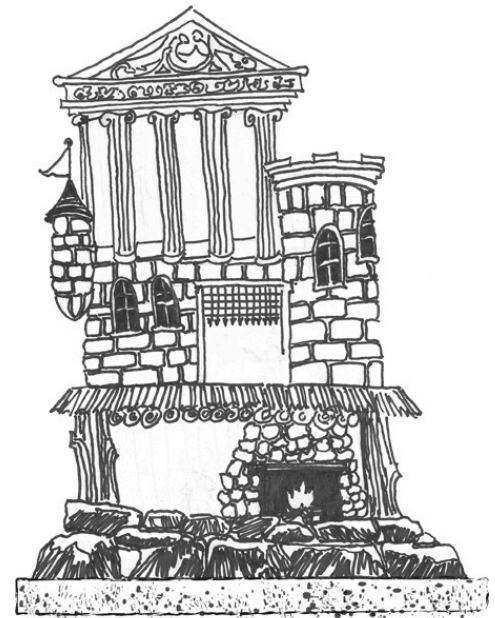
Wired for Reading is an engaging, multi-sensory word analysis program designed to improve reading, spelling, and vocabulary. Based in the latest research, students are taught to use linguistics in a kid-friendly way to understand the deep structure of language and phonics. As they learn to connect speech to sounds, sounds to letters, and letters to meaning, English spelling patterns are demystified, and students are empowered to confidently and fluidly decode words when reading and spelling.

The content of the program is shown using the House of English graphic organizer to represent both the teaching sequence and word origin. Developmentally, each layer represents a different skill set students need to analyze words for reading, spelling, and vocabulary.

The Foundation of the Wired for Reading House of English focuses on building speech-motor connections to develop phonological awareness (the ability to hear sounds and their order) using kid-friendly linguistics terms.

The next story of the House of English represents the Germanic Anglo Saxon roots of English. Beginning with the fundamental letter-sound associations needed for beginning readers, as students develop proficiency they move on to more complex Anglo Saxon based spelling patterns and eventually learn how to read and spell multi-syllabic words. At the same time, they will also be learning research based strategies to tackle the Common but Quirky words that do not match modern phonetic patterns.

The top two stories of the House of English represent the contributions of Latin and Greek morphemes (meaning units). In order to fluently decipher and spell above a 3.5 reading level, students need to learn Latin and Greek based spelling patterns and most common morphemes.



What current scientific research is Wired for Reading based on?

Wired for Reading is derived from and deeply grounded in evidence-based research including the works of Allington, Duke, Beck, Berninger, Calfee, Henry, Moats, Olson, Pearson, Toregsen, Wise, and Wolf, among many others. Each lesson has been designed using the dual filters of the recommendations of the National Reading Panel and pedagogical best practices as defined by scientifically-based research.

What is a Certified Wired for Reading Specialist?

A Certified Wired for Reading Specialist (CWRS) is a dedicated and skilled reading therapist that has been extensively trained in the Wired for Reading curriculum and has completed a rigorous mentoring process. Often educated in multiple approaches and techniques, these educators work closely with their students and families as a team to help each child become a better reader and speller.

How do I know Wired for Reading will be a match for my child?

Despite well-intentioned advice, there is no such thing as one program that is the best match for all students who have reading and writing difficulties. The National Reading Panel conducted a meta-analysis of reading intervention programs and found that effective programs addressed five main components of reading: Phonological Awareness, Alphabetic Principle, Fluency, Comprehension, and Vocabulary. (See http://reading.uoregon.edu/big_ideas/ for more information.) After that, the effectiveness of the instruction depends on the sophistication of the tutor, their depth of knowledge of the program, and whether they have been trained in multiple evidence based methods. To make an informed decision, make sure that your tutor is using an evidence based curriculum and ask them to share about their training and experience with the curriculum they use.

How long will my student need Wired for Reading tutoring?

While the length of therapy depends on the individual student and the extent of their needs, the typical range of therapy is usually between 1 – 3 years and is dependent on the amount and quality of home practice.

Do you require a diagnostic report to work with my child?

A full diagnostic report is not required but highly recommended. A list professionals that provide formal diagnostic services is on the Wired for Reading Website.

If, while working with a CWRS, there are indications that warrant diagnostic testing and/or referrals to other interventionists, they will discuss this with you in private and provide you with referrals if possible.

Most Certified Wired for Reading Specialists do not provide formal diagnostic testing as part of the therapy process. However, in conjunction with parents, coaches, and classroom teachers monitor progress on an on-going basis through informal reading, writing, and spelling measures and tasks.

What is the team approach?

A CWRS works as a team with the parent (and/or coach/other caregiver) and child. As part of the intervention team, you will take part in both the hard work and the pleasure and excitement of watching your child make breakthroughs. You will also be able to recognize later if skills slip and if a few review sessions would be helpful. Parents really like working this way, and have been

thrilled with children's progress. However, if you think you and your child might not work well as a team, we can discuss other options, such as a coach.

How often and for how long do I need to practice with my child between sessions?

Home practice is an essential part of the team approach. In the beginning, practice will happen more frequently but will be of shorter duration, usually a minimum of 3-4 times a week for 10-15 minutes each time. As you and your child progress through the program, practice routines will become more varied and in depth with some days focused on reading skills and some days focused on spelling skills. Ideally practice at this point would a minimum of 3 times per week for 30-40 minute. in addition to this regular practice. Once automaticity routines are established, students will need brief daily practice of 2-3 minutes every day. If they have a coach it reduces the need for parent directed practice. If you are struggling to get the practice in, your therapist may recommend adding a coach, more frequent sessions, or finding a different avenue for intervention work.

What is a coach and are they required?

A coach is a person who has been trained in the Wired for Reading method and wants to learn more. Many are in the process of becoming certified in wired for reading. Bringing their own personalities and experiences, they are a welcome addition to the team and are there to support the parent and the child with home practice and share their observations and questions to help make the therapy as effective as it can be. Coaches sit in on the sessions with the parent and the child and then meet with the child at least one other time each week at a mutually agreed upon time and location, usually the child's house or school. They are not paid for the intervention session with the CWRS, however, they are paid by the parent for outside practice sessions. They do not work for the CWRS as they are hired by the parent.

Coaches are not required but are highly recommended. Students who have coaches tend to move through the material more quickly and learn it more deeply. Moreover, a coach provides support to both the child and the parent, allowing the parent to share the responsibility of home practice.

If I take the classes, will I have everything I need to work with my child?

Though you will receive the background knowledge and materials you need to do the program at the class, it depends upon your comfort level, relationship with your child, and your child's processing issues. Most parents who take the class choose to partner with a reading therapist to provide support and guidance. However, some parents, particularly those who already home school their child, are able implement the program on their own. Still others do the therapy on their own but with the added support of monthly consultation with an experienced therapist.

All parents who have taken the course have said that it was helpful in understanding the scope and intention and helped them help their children in whichever setting they choose for therapy.

What is the difference between support tutoring and intervention tutoring?

A support tutor helps the child keep up and understand school work. The intention of the tutoring is to bolster the student's ability to keep up with their class work.

An intervention tutor uses a researched based program to address underlying processing issues that cause barriers to learning how to read and spell in more traditional ways. The intention of the tutoring is to change the way the child processes print so that they will be able to keep up with class work on their own.

Though there may be times in their academic life when they need accommodations (extra time, note-takers) or support tutoring for particularly rigorous coursework, many students who receive targeted, evidence based tutoring will be able to confidently, and independently tackle most academic subjects.

Some students may transition from intervention tutoring to support tutoring particularly when faced with subjects that require a great deal of reading and writing. These students often also benefit from explicit training in how to use technology to support them in keeping up with reading and writing work load.