

All About Barton Tutoring



With Cheryl Anthony, MS Ed.

President, Successful Learning Educational Services LLC



Certified Barton Tutors

Master Barton Tutor



Successful LEARNING Assessments for

Trained MMR Tutor

Adult and Children coming in December 2013



The Sklar Process

Much More Than Time Management

Assessment for Dysgraphia

Trained Handwriting Tutors

Classes for family groups and adult individuals



Successful LEARNING

Successful Learning Educational Services LLC

www.successfullrng.com

360-326-4739



Successful
LEARNING



Our staff (left to right): Cheryl, Sharron, Lori, Elaine, Michelle, Kim, Brian, April, Stephanie

Big Ideas in Reading



Phonemic
Awareness

Alphabetic
Principle

Accuracy and
Fluency

Vocabulary

Comprehension



Meets IDA Gold Standard

Structured Literacy Instruction

- **Phonology** is the study of sound structure of spoken words and is a critical element of *Structured Language* instruction.
- **Sound –Symbol Association** Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling).
- **Syllable Instruction:** A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le*, *r*-controlled, and vowel pair.
- **Syntax:** Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.
- **Semantics:** Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.
- **Systematic and Cumulative:** *Structured Literacy* instruction is systematic and cumulative. Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.
- **Explicit Instruction:** *Structured Literacy* instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.
- **Diagnostic Teaching:** The teacher must be adept at individualized instruction. That is instruction that meets a student's needs. The instruction is based on careful and continuous assessment, both informally (for example, observation) and formally (for example, with standardized measures). The content presented must be mastered to the degree of automaticity. Automaticity is critical to freeing all the student's attention and cognitive resources for comprehension and expression.

International
DYSLEXIA
Association®

Barton Reading & Spelling Scope and Sequence

- **Level 1: Phonemic Awareness**
We teach the 7 essential phonemic awareness skills as rapidly as possible.
- **Level 2: Consonants & Short Vowels**
- **Level 3: Closed & Unit Syllables**
- **Level 4: Multi-Syllable words and Vowel Teams**
- **Level 5: Prefixes & Suffixes**
- **Level 6: Six Reasons for Silent-E**
- **Level 7: Vowel-R's**
- **Level 8: Advanced Vowel Teams**
- **Level 9: Influence of Foreign Languages**
- **Level 10: Latin Roots & Greek Combining Forms**

Training and Certification

Training:

6 hours of training *per level* via DVD . (10 levels =60 hrs. of training, can be watched multiple times)

Certification:

3 Levels –

Beginner (Levels 1-3)

Advanced (Levels 4-6)

Master (Levels 7-10)

2 students through all levels of certification testing.

Day long in-person with peers

***Demonstration of knowledge and technique**



Research

- ❖ There are 15 independent studies from public and private schools across the country that prove the effectiveness of the Barton System.

To see those studies visit the Barton Reading website:

www.bartonreading.com/research2.html#barton

The Barton System has been approved by the Colorado Department of Education as effective intervention for their READ Act, and the state of Arkansas has the Barton System on their approved dyslexia intervention list. (Arkansas passed a law 2 years ago that by this September, public schools must screen students for dyslexia, and then provide an approved dyslexia intervention program for the kids who test "positive" on the dyslexia screener.)

- ❖ The Barton System has been published in a peer-review journal.

Screening

- 15 Minute Screening
 - Assesses big chunks of sound (words)
 - Smaller chunks of sound (syllable knowledge)
 - Auditory discrimination
 - Keeping 3 sounds in working memory
 - Auditory discrimination of easily confused sounds

If not ready....may need work in a program such as LiPS or LETRS that works on the two skills above.

**Once a student can keep 3 sounds in working memory and auditorily discriminate between sounds, they are ready for BRSS.*

STUDENT SCREENING ANSWER SHEET

Materials Needed: 9 squares of colored paper, 3 each of 3 different colors

Task A: Counting Words

	<i>Correct</i>	<i>Wrong</i>
Repeat this sentence: The cat ran up the big tree. Pull down a square as you say each word. (7)		
Repeat this sentence: I am a happy person. Pull down a square as you say each word. (5)		
Repeat this sentence: She is very good at counting words. Pull down a square as you say each word. (7)		
Repeat this sentence: The wild animal was eating spaghetti. Pull down a square as you say each word. (6)		

Total Wrong in Task A = _____

Maximum Wrong = 1

Task B: Clapping Syllables Demo using Cat, then Catnip

	<i>Correct</i>	<i>Wrong</i>
How many claps in Bath? (1)		
How many claps in Bathtub? (2)		
How many claps in Forgiven? (3)		
How many claps in Teacher? (2)		
How many claps in Video? (3)		
How many claps in Thanksgiving? (3)		
How many claps in Alligator? (4)		
How many claps in Syllable? (3)		

Total Wrong in Task B = _____

Maximum Wrong = 1

Task C: Compare Three Sounds with Colored Squares

Explain task with these examples:

/s/ /r/ /m/

/k/ /c/ /k/

/k/ /p/ /k/

Sequence of Steps:

Repeat These Sounds

Build them with squares

Touch and say

Return squares to pile

	Correct the first time	Correct after repeat	Wrong
/m/ /p/ /m/			
/l/ /r/ /k/			
/l/ /a/ /l/			
/u/ /a/ /a/			
/m/ /v/ /m/			
/o/ /a/ /u/			
/f/ /v/ /v/			
/sh/ /ch/ /sh/			
/ch/ /j/ /sh/			
/i/ /e/ /l/			
/b/ /b/ /d/			
/f/ /th/ /s/			
/s/ /sh/ /s/			
/a/ /l/ /e/			
/m/ /n/ /n/			

Correct After Repeat = _____

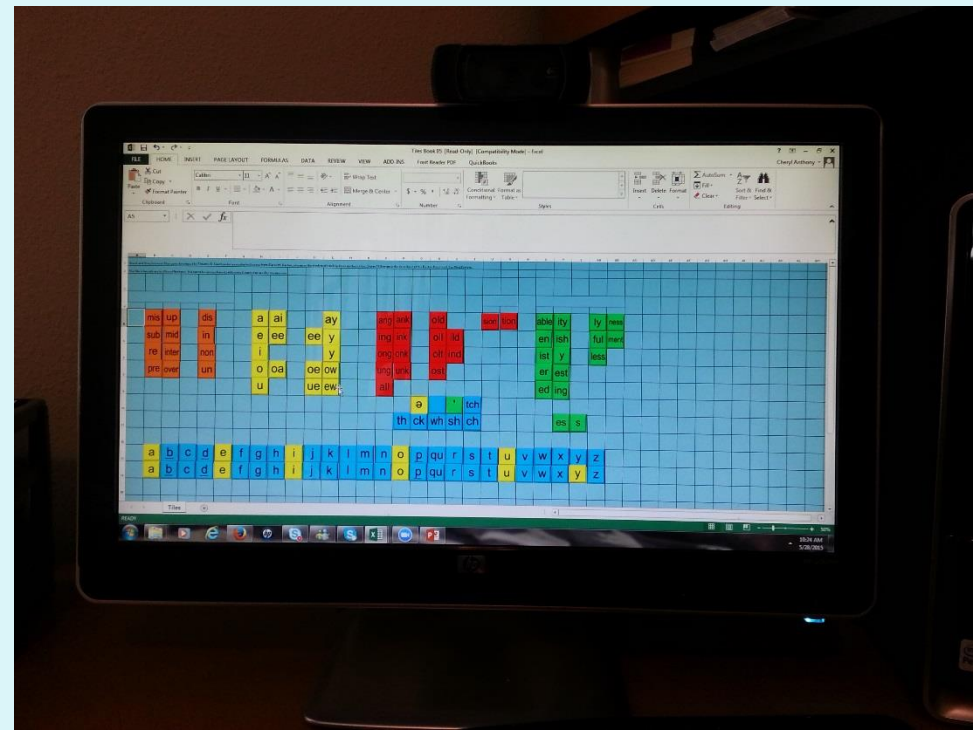
Wrong = _____

Maximum Repeated = 6

Maximum Wrong = 2

Barton Materials & Implementation

- Barton App
- Barton On-line



Implementation

One-on-One

- In person
- On-line



Small Group

- 2-3 students
- Grouping is important for success!!!
 - Assessment is key

A Lesson in Review

- New learning tied to old learning
- Review of previous learning
- New Instruction
 - Reading – Spelling
- Practice
 - Reading – Spelling
- Diagnostic
 - End of Lesson Activities



Our Most Ardent Cheerleader



Thank you!



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