**Take Flight**

A Comprehensive Intervention for Students with Dyslexia TSRHC 2007

Designed for:

- Children with dyslexia 7 years and older
- Small groups
- 4 days a week
- 60 minutes per day

Contains 5 components of effective reading:

1. Phonemic awareness
2. Phonics skills
3. Vocabulary
4. Fluency
5. Reading comprehension

Designed to enable students to:

- Achieve and maintain better-
  - Word recognition
  - Reading fluency
  - Reading comprehension
- Aid in the transition from a therapy setting to “real world” learning

The student will learn:

- 44 sounds
- 96 letter/sound correspondence rules
- 87 affixes
- Spelling rules/base words/derivatives
WHY TAKE FLIGHT

What is Take Flight?

Take Flight is a comprehensive, ungraded, sequential curriculum using multisensory teaching techniques for basic instruction in reading, writing, and spelling. Task analysis has been used to organize and sequence:

- The phonic regularities for reading
- The rules for syllable division
- Spelling and other basic linguistic concepts

Who is Take Flight designed for?

It is designed specifically for children lacking a talent for language, the twenty percent who may be unable to understand and remember two-dimensional symbols letters or works easily. These children are said to have a “language learning difference” which requires special methods and materials. However, Take Flight has also proven successful for children needing basic instruction and/or as language enrichment.

How was Take Flight Developed?

Take Flight is based on the pioneering research of Dr. Samuel T. Orton, neuro-psychiatrist, and the educational and psychological insights of Anna Gillingham. The Orton-Gillingham techniques for teaching children lacking a talent for language became the basis of a pilot from 1965-1975 at the Language Laboratory at Texas Scottish Rite Hospital in Dallas, Texas. An interdisciplinary team worked to incorporate multi-sensory teaching techniques, current findings in learning theories, and discovery teaching into the Take Flight Curriculum.

What is a daily Take Flight Lesson like?

Each one-hour session of Take Flight includes 12 different multisensory activities, which lead to skill mastery. The two to ten minute activities take into consideration the short attention span of many students. The daily schedule of activities includes:

- **Alphabet**: Alphabet study and practice leading to dictionary skills
- **Reading Decks**: Reinforcement activity to identify and instantly name each grapheme and translate it into speech sounds
- **Multisensory Introduction of a new letter**: Letters and letter clusters are introduced for reading, writing, and spelling through six multisensory linkages
<table>
<thead>
<tr>
<th><strong>Handwriting Practice</strong></th>
<th>Cursive writing is used throughout the program. Emphasis on naming the letter before writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading Practice</strong></td>
<td>Apply the codes for accuracy, fluency, comprehension</td>
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<tr>
<td><strong>Instant Words</strong></td>
<td>Recognizing the most frequently used words in the English language based on the research of Edward Fry</td>
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<tr>
<td><strong>RAP</strong></td>
<td>Repeated Automatic Practice of letter names, sounds, and uses in words</td>
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<td><strong>Fluency</strong></td>
<td>Not used until the first 40 instant words have been practiced – to build rate and prosody. Students follow a repeated reading schedule that introduces the same words in isolation, then phrase, and finally, in stories.</td>
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<tr>
<td><strong>Instant Spelling Deck</strong></td>
<td>Reinforcement activity to translate each speech sound instantly into the letter that most often represents it.</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns</td>
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<td><strong>Spelling Practice</strong></td>
<td>Supports student’s application of sound symbol relationships learned through the phonemic awareness activities as well as instant spelling deck practice. (words and dictation)</td>
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<td><strong>Comprehension</strong></td>
<td>Teaching students to explicitly use and articulate multiple comprehension strategies (i.e., cooperative learning, story structure, questions generation and answering, summarization and comprehension monitoring)</td>
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<tr>
<td><strong>Listening-Connected Text</strong></td>
<td>High interest selections are read by students and the teacher, to increase listening and comprehension</td>
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<tr>
<td><strong>Review</strong></td>
<td>Brief review of the day’s new discoveries and previously taught concepts</td>
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