

SIGNIFICANT GAINS DEMONSTRATED IN READING
AFTER UTILIZING
THE BARTON READING AND SPELLING PROGRAM

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Abstract: Research conducted at two Superior Therapy Services, Inc. clinics in Florida by Speech/Language Pathologists with 18 elementary school aged children yielded significant gains in overall reading. The therapy services provided included the Barton Reading and Spelling System to address the language processing disorders and resulting reading deficits. Students with documented deficits in reading were pre and post tested using The Phonetic Reading Test (PRT). Across all three measures: Decoding, Fluency and Comprehension, children made statistically significant gains.

The Barton Reading and Spelling Program: The Florida Center for Reading Research states that "The *Barton Reading & Spelling System* is an Orton-Gillingham influenced phonics intervention program unique in that it is designed for individuals with and without formal training in teaching reading." This program incorporates the most current NICHD research and its "instructional design and instructional content align with the findings of the National Reading Panel (2000)." The Barton Reading and Spelling Program follows the strict guidelines of the original O-G methodology, utilizing a simultaneously multisensory, systematic, and cumulative with direct and explicit instruction in both synthetic and analytic phonics that shows how reading and spelling are related."

In addition, Susan Barton has gone beyond the traditional Orton-Gillingham approach and included more intensive phonemic awareness exercises for the child to do throughout the program. The Barton Reading and Spelling Program provides supportive materials, such as fluency exercises, extra word and spelling lists, controlled text chapter books, and on-line games for additional practice.

Service Delivery:

All services were provided by Licensed Speech/Language Pathologists who specialize in language processing disorders, such as dyslexia. Each therapist had received training both with the Barton instructional DVDs and with on-the-job-training by Certified Barton Tutors. The Barton Program was utilized in a one-on-one, clinical setting.

Study Participants:

Family Income: Even though the children in this study came from various socio-economic backgrounds, more than 52% of them fell below the poverty level.

Academic Setting: 31.5% of the children attended private school, 37% attended public school and 31.5% were homeschooled.

Frequency of Services: 79% of the students were scheduled for services at 2 sessions per week and 21% were scheduled for 3 sessions per week.

Grade Level at the Onset of Services:

- 16% First Graders
- 5% Second Graders
- 42% Third Graders
- 16% Forth Graders
- 11% Fifth Graders
- 10% Sixth Graders

Outcome of Services:

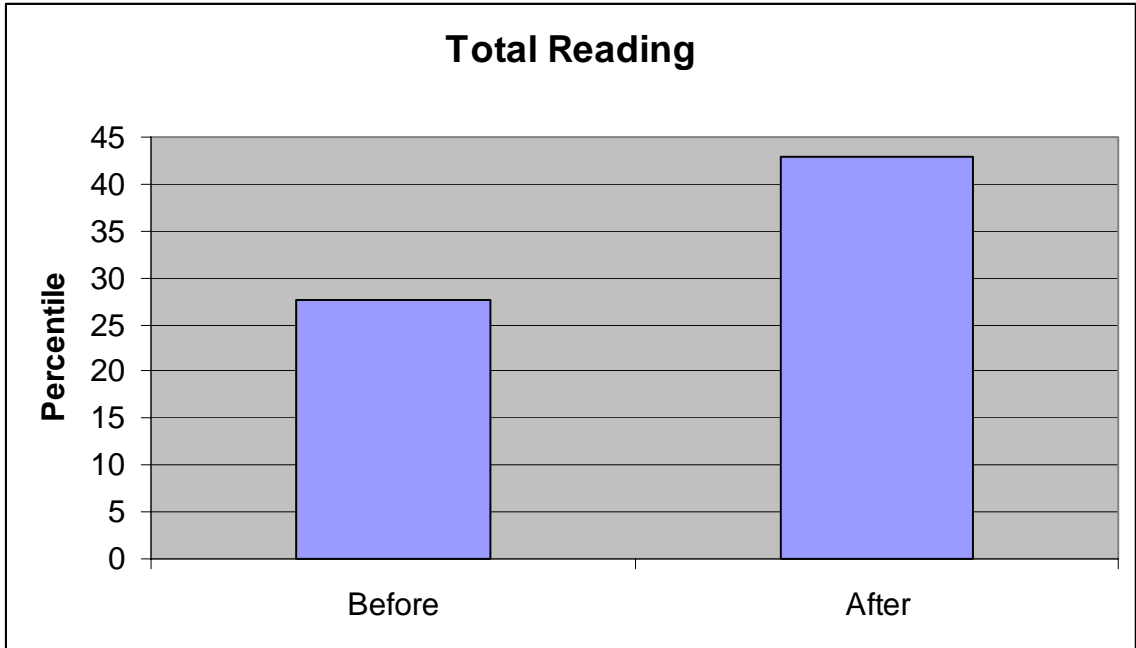
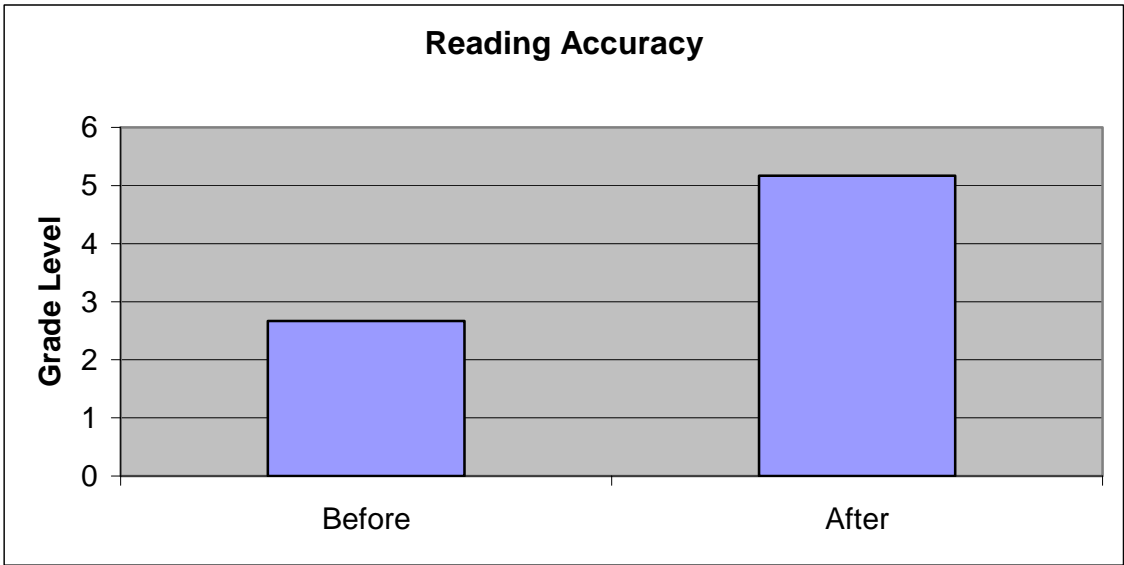
The children in this study made tremendous growth in all areas.

In the area of WORD DECODING (nonsense words in isolation): The participants in the study demonstrated 2.07 years of academic growth in the area of word decoding in 82 hours of intervention.

In the area of FLUENCY (paragraph reading): The participants in the study demonstrated 1.64 years of academic growth in the area of reading fluency in 82 hours of intervention.

In the area of READING COMPREHENSION: The participants in the study demonstrated 2.28 years of academic growth in the area of reading comprehension in 82 hours of intervention.

Overall ACADEMIC READING LEVEL GAIN: The participants in the study demonstrated 2.39 years of academic reading growth in 82 hours of intervention



Reading Comprehension

