

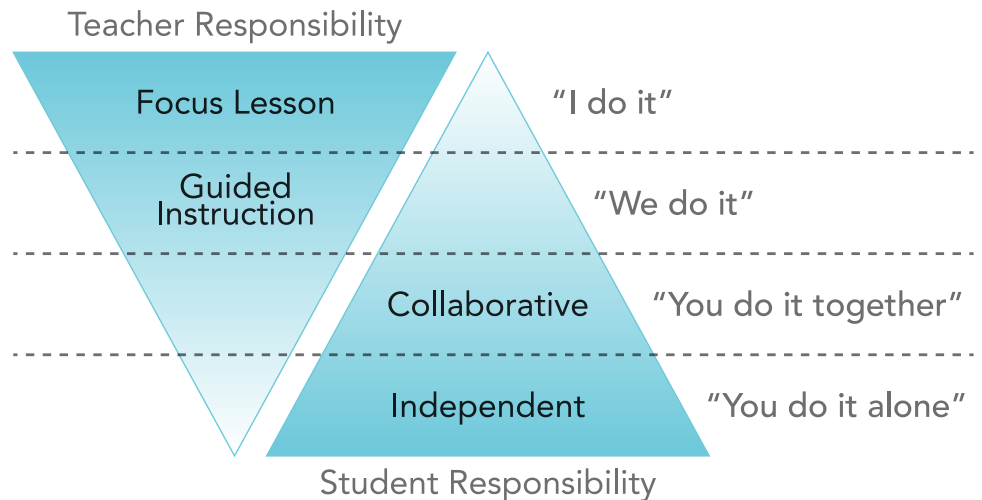


Therapeutic Tutoring READING

To reach each student's highest potential, Pinnacle Education tutors find any gaps in past learning, adapt and change as needed, and teach new skills using Orton-Gillingham based methods.

Our tutors custom design an educational program for each student. They deliver explicit, multi-sensory, structured literacy instruction matching a student's neurological profile. Students learn at a pace and strength just right for them, considering not only their unique challenges, but also their many strengths.

Gradual Release Model of Teaching utilized in Orton-Gillingham Methods



About Our Programs

We begin by gathering information from a variety of sources: parent report, the student's school, privately procured evaluations, specialists reports, neuropsychological evaluations, and our own skills assessments.

Our own assessments present the student with an opportunity to partner with the tutor so that both are the teacher. While the tutor is instructing the child in academics, the student is teaching the tutor about how their brain best learns. Unlike traditional school tests, our assessments are not just about getting correct answers or a certain grade on a report card. We like mistakes! They provide invaluable information. Often this understanding relieves a student's anxiety and builds a trusting partnership.

The Program Plan

After this, families are presented with their program plan: a living document. While we encourage and provide specific feedback to students, they are rarely aware that we have specific goals and recommendations. Unless the student is older and prepared to participate in the program plan process, this process is for the adults.

While our primary focus is to help students reach their academic goals, we ultimately want students to leave us knowing how they learn and how to ask for what they need in a given situation. Upon graduation students have met learning goals AND gained self-advocacy skills. Our greatest joy is helping students "graduate" from their programs.

The Lessons

Rather than teaching memorization of facts, our methods teach a structured systematic process. This enables struggling students to apply information to multiple situations. Our practitioners are exceptionally knowledgeable, structuring each lesson to a student's predicted needs, with the adaptability to adjust in the moment.

Reading

Traditional classrooms often teach reading using memorization of sight words or guessing based upon pictures. These methods are problematic for many children, causing frustration. All of our reading programs use the simple view of reading, first proposed by Hollis Scarborough's research. Cognitive research, along with the National Reading Panel findings, show that using methods

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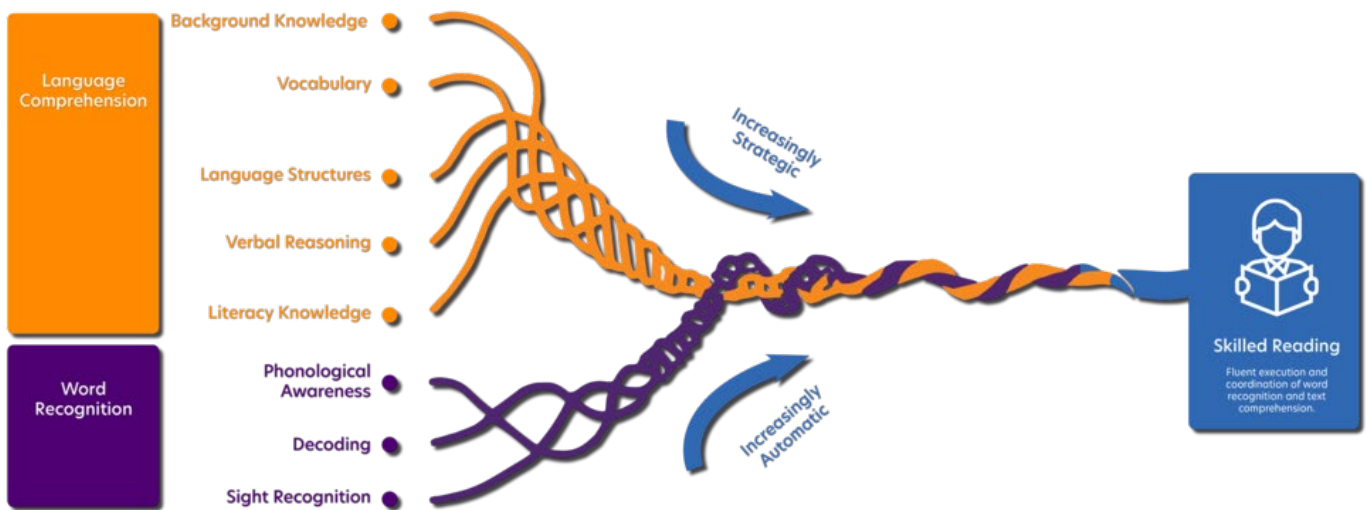
SIMPLE VIEW OF READING Credit: Gough and Tunmer



Reading, continued

based upon the simple view of reading to be the most effective methods to build truly skilled readers. Cognitive research, along with the National Reading Panel findings, show that using methods based upon the simple view of reading to be the most effective methods to build truly skilled readers.

Word reading is explicitly taught using both orthography (sounding out words) and morphology (word part meanings). Reading comprehension can be taught using a variety of methods: visualizing and verbalizing, chunking text into meaningful phrases, vocabulary instruction first focused upon connective words, and syntax (the structure of language).



Scarborough, Hollis (2001). The Reading Rope: The Many Strands That Are Woven Into Skilled Reading.