

“I would recommend Failure Free to any school district that is seeking help for their most challenged readers.”

-Hannah Saland, special education pullout teacher,
Clayton Ridge Middle School, Guttenberg, IA



DID YOU KNOW?

It is possible to rewire the brains of poor readers with intensive reading intervention programs such as Failure Free Reading

Failure Free Reading is one of only seven programs to make the grade for its research in producing positive effects in reading comprehension.

Teachers across the nation are praising Failure Free Reading and highly recommending the program to others.

Failure Free Reading has been chosen to serve 2,000 students in Florida as part of a state-wide reading initiative.

Newsletter

Failure Free Reading

Volume I, Issue I

Fall 2010 Edition

Failure Free Reading — What’s the Difference?

All reading programs work, but not for all students. Dr. Joe Lockavitch has declared this mantra for years and it is the reason for Failure Free Reading’s unique design and success. So, what gives Failure Free Reading its edge?

OUR TARGET.

Failure Free Reading is designed to reach non-responders, or students who have not responded to the conventional reading interventions and are resisting all types of treatment. Our emphasis is on the differing needs of non-readers—the lowest 15% of students in terms of reading ability. We are “step one” for those students. We are the step they must take before they can attack even the most basic reading concepts.

OUR FOCUS ON COMPENSATION.

Failure Free Reading focuses on the strengths of students, rather than their weaknesses. It is designed to set up learning environments that allow stu-

dents to demonstrate and capitalize on those strengths, rather than playing the remedial role.

OUR SPEED.

Failure Free Reading demonstrates a big impact in a short period of time. Students’ level of attainment in such a small amount of time sets the program apart from its competitors.

OUR NON-PHONIC APPROACH.

Failure Free Reading uses a different approach that gives new hope to non-readers who have not yet been able to grasp the concept of phonics. It is typical to see various phonic approaches being used in classrooms to teach students to

read. If students do not respond, we often see them continuing with the same approach only on a larger, more intense scale. When one method is not producing the right result for certain students, it only makes sense to try a new method. Failure Free Reading is the non-phonics alternative those students need.

OUR RESEARCH.

There is evidence-based research that proves the success of Failure Free Reading. Our research is both replicable and reliable. Evaluations have been conducted by university researchers, district evaluators, school personnel, independent evaluators, and internal evaluators. All evaluations demonstrate success in accelerating the learning curve of the students with the very lowest reading ability.

Landmark Brain Research Cites Failure Free Reading



*Did you know it is actually possible to **rewire** the brains of poor readers by using intensive reading instruction such as that used in the Failure Free Reading program?*

A recent landmark brain research study was conducted by researchers at Carnegie Mellon university and MIT. They studied four interventions including Failure Free Reading. The outcome: actual rebuilding of cortical white matter in underperforming areas of the brain in students with sentence comprehension and word reading difficulties.

“...while phonics can be successful with some students, it is not the only academic solution educators have available to (them).”

The evidence concludes that while phonics can be successful with some students, it is not the only academic solution educators have available to improve word recognition and sentence comprehension in their students. This one-of-a-kind non-phonetic approach will produce the same brain effect and students can still have dramatic, long-term reading success.

Of the reading intervention programs cited in the study, Failure Free Reading was the only non-phonetic program, and the only program to use a combination of print and computer-based technology.

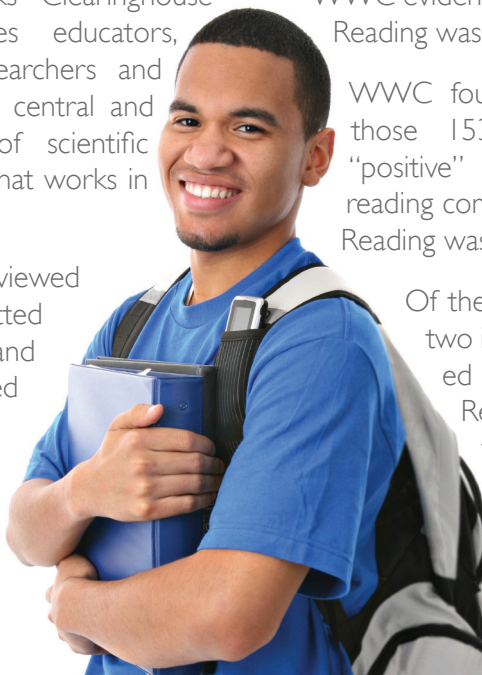
So when the question arises, “What should we try when students just don’t get phonics?” it has been proven that the answer is “Failure Free Reading.”

Failure Free Reading is “What Works”

The What Works Clearinghouse (WWC) provides educators, policymakers, researchers and the public with a central and trusted source of scientific evidence about what works in education.

In 2007, WWC reviewed 886 studies submitted by 153 programs and products developed to address the needs of beginning readers.

Only 24 of the 153 programs met



WWC evidence standards. Failure Free Reading was one of those programs.

WWC found that only seven of those 153 programs produced “positive” outcomes in beginning reading comprehension. Failure Free Reading was one of the seven.

Of these seven programs, only two involved computer-assisted instruction. Failure Free Reading was one of the two.

Only one of those two programs combined non-phonetic, computer-assisted instruction with

supplementary print material. Failure Free Reading was that one.

In the midst of a considerable list of programs that address the needs of the poorest of readers, Failure Free Reading’s unparalleled non-phonetic, language-based material and methodology has been established as What Works.

“This has really made a difference in the lives of my students.”

Special education teacher,
Anne Arundel County MD



Failure Free Reading Meets Highest Standard for RTI

Educators are constantly looking at the National Center for Response to Intervention's "Instructional Tools Chart" to select instructional programs that best meet the highest quality of research and impact. In July, Failure Free Reading was added to this list.

Not only was Failure Free Reading included on the list, it also received the highest rating for interventions involving third- through twelfth-grade students. This rating was given after nearly a year of looking at various commercial reading and math interventions.

This confirms multiple independent studies across diverse populations that have consistently reported that Failure Free Reading's compensatory, non-phonics approach

can produce dramatic, long-term gains in reading comprehension, word identification and fluency for the hardest-to-reach Tier II and Tier III students.

The inclusion and highest rating on the NCRI list is quite an honor for Failure Free Reading, given the number of better-known and more widely used commercial programs that did not make the list. Research shows that consumers tend to buy the "big brands" because they equate their renowned names with success for all students. But the NCRI research shows something different. Those big brands don't always follow through with the particular population of non-responders or traditional treatment-resisters.

Failure Free Reading does.

New Hope for Florida's Chronic Level 1 Readers

This fall, Failure Free Reading became part of a major new non-phonics reading initiative in Florida that targets third through twelfth grade students who have never scored higher than the lowest level (Level I) on the Florida Comprehension Assessment Test (FCAT). These are the students destined to drop out of school, and the state is determined to reduce their numbers.

Two-thousand students were identified for Failure Free Reading intervention. Professional development (PD) in instructional comprehension strategies for low literacy students is being developed for state-wide delivery over the next three years. Dr. Lockavitch, program author and creator, is directly involved with the PD development component of the project. He and five Failure Free Reading staff members delivered three days of kickoff PD/product training sessions to more than 250 participating teachers and administrators in late September. Failure Free Reading will develop additional training and PD content and enhanced program features, throughout the initiative.

Failure Free was selected for this ground-breaking initiative because its unique non-phonics methodology is capable of enabling students who are currently reading multiple years below grade level to participate in -- and benefit from -- the intensive reading and writing strategies this project is introducing.



Teachers have already begun to report positive changes in student confidence and motivation during the very first week of lessons. For instance, Carolyn Hancock from Fort White High School said that the program has really changed her students. Her students are expressing how wonderful the program is and how much they have learned. They are perpetually excited over their progress and good grades. "They were very excited and couldn't believe they were actually learning, and they were loving each moment," said Mrs. Hancock.

As important as teacher and student feedback is, Failure Free Reading's impact will ultimately be judged by FCAT outcomes. This will enable educators in other states to judge the impact Failure Free Reading has on students who are not responding to traditional reading interventions. Educators will be able to document that multi-sensory intensive language development dramatically boosts reading achievement for below basic readers, and as a consequence will reduce their drop out rate.

A Teacher's Story: Failure Free WILL Work

“Failure Free will work and those failing students will succeed.”

After using the Failure Free Reading trial program with three fifth grade students, there were vast improvements in their reading skills as well as increased confidence and love of reading. According to the placement test, one student began at the lowest first grade reading level, one student at a high first grade reading level, and one student at the lowest second grade reading level. None of these students could hear the differences in sounds in letters and vowel combinations. Failure Free Reading provided a different way to learn to read when other approaches had failed. All three students improved on their reading. After the first

lesson, their attitudes toward reading changed because of the positivity and praise of the program. The two lowest-level students were quickly approved to move up to higher levels in the program, and all of the students were reading words and passages on their own grade level.

“Failure Free is a great program to use with students who have not succeeded in other reading programs. Failure Free will work and those failing students will succeed.”

Sara Jones, Special Education Teacher,
Haysville, KS



Failure Free
READING™

www.failurefree.com

140 Cabarrus Ave W • Concord, North Carolina 28025

Nat'l HQ 1.800.542.2170

Fax: 704.785.8940



**DR. JOSEPH
LOCKAVITCH**

Failure Free Reading, founded in 1988 by Dr. Joseph Lockavitch, is the leader in language-based interventions. Failure Free Reading offers highly structured, non-phonics language development programs designed to dramatically accelerate the vocabulary, comprehension, and fluency for readers of all levels—non-readers included.

For more information on Dr. Lockavitch and Failure Free Reading, visit our site www.failurefree.com or call 1.800.542.2170