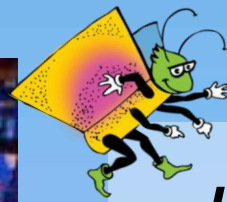




Reading About Me!

A unique strength-based approach
to teaching reading to beginning
and struggling readers



*It is paradoxical
that many teachers
and parents still
differentiate
between a time for
learning and a time
for play without
seeing the vital
connection
between them.*

Leo Buscaglia



Two Educational Approaches

Relevancy

Reading
About Me:
**Relationship
Based**

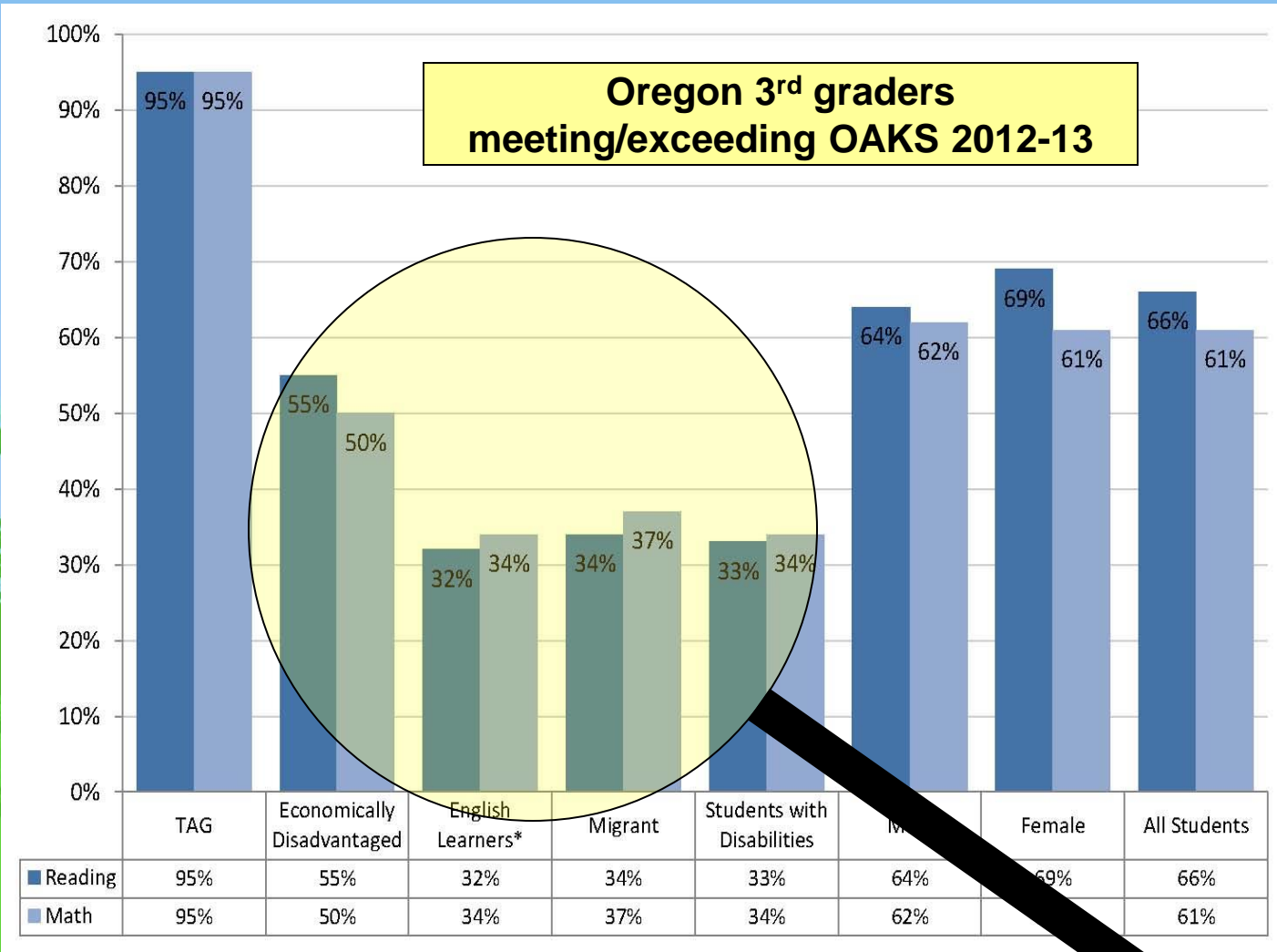
Traditional
Education:
**Content
Based**

Two roads diverged in a wood, and I— I took the one
less traveled by; And that has made all the difference

Robert Frost



The Oregon Achievement Gap



Source: [Oregon Department of Education](#)



Research says...

Relationship & Cultural Relevancy Matters

A Right Brain Approach to Reading Intervention

By Jennifer Hedican

Vancouver Island

University

April 22, 2013

Masters of Educational Leadership

The Power of the Mentor Experience

Dr. Cynthia May, PhD

Lauren Pittard

College of Charleston



James P McDonald, PhD



Patricia Oelwein



Author/Researcher

Literacy Skills for Students with Special Learning Needs

**Researcher/Founder
Communicating Partners**

Gregg Gassman, PhD

Southern Oregon University
Department of Education

**Preliminary Pilot Studies:
Reading About Me**





Steps to Using RAM

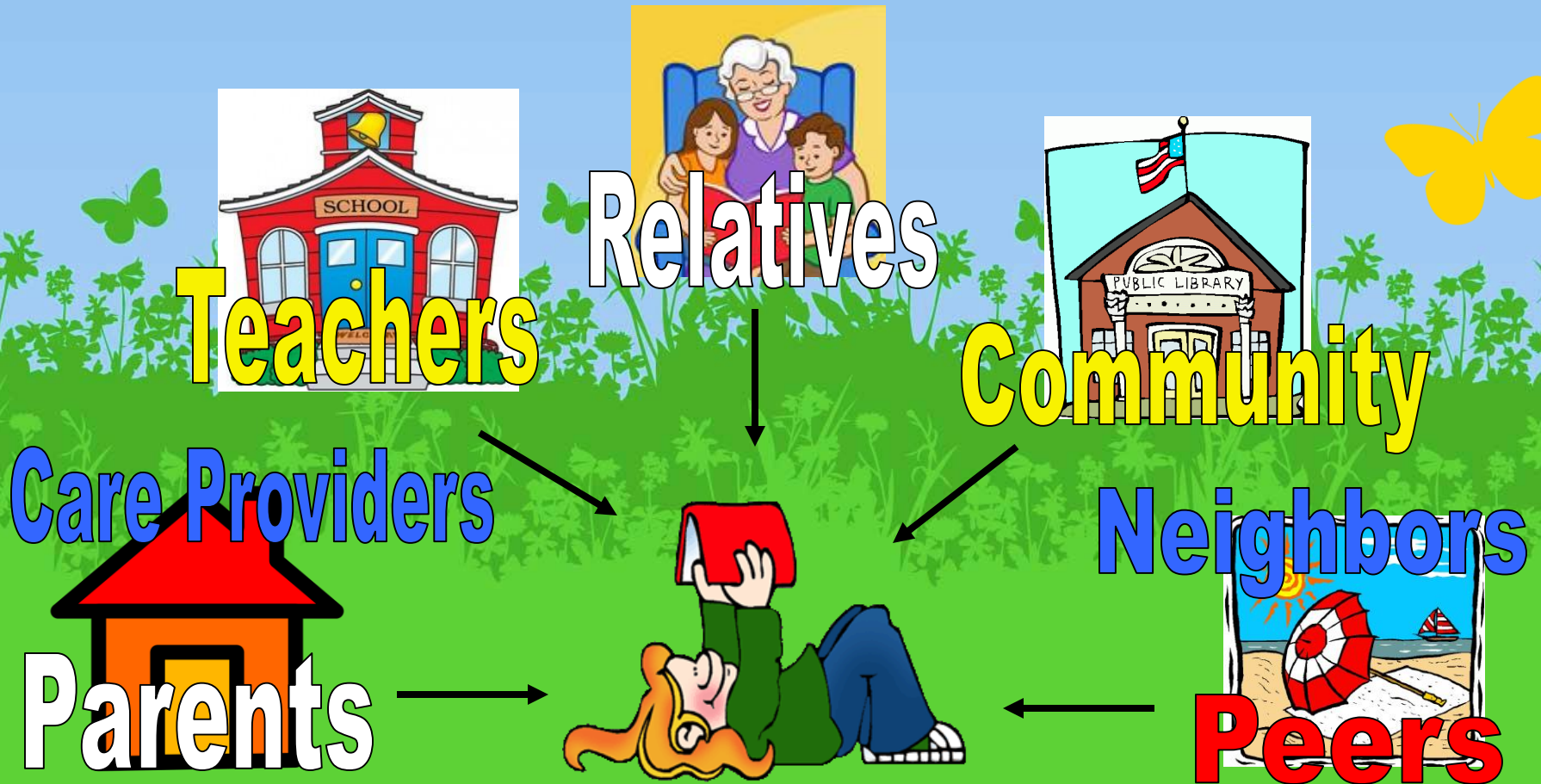
Identify Significant People
(parents, teacher, peers, childcare provider, relatives)





Building a Team of Support

A single learner may be supported by any number of mentors. Each accesses the learner's personalized program creating wrap-around supports & a unified effort from any location.





Steps to Using RAM

Identify Significant People
(parents, teacher, peers, childcare provider, relatives)



Provide Training
(workshops; live demonstrations; online training videos)





Steps to Using RAM

Identify Significant People
(parents, teacher, peers, childcare provider, relatives)



Provide Training
(workshops; live demonstrations; online training videos)

Complete Learner Profile
(contact info; assessment; personal words)



Learner Profile - Part 3 (add personal words)



List the name of learner's family members

(Use names learner's family uses - example: "mom", "mama", "mother", etc.):

List the name of other people closest to learner

("grandma", friends, etc.):

List the names of family pets

List learner's favorite activities

(riding a bike, going to the park, etc)

List learner's favorite toys

Tiffani
mommy
daddy
sissy
Aunt Susan
Roscoe
Smokey
park
slide

Current Words

[Back to Learner Profile](#)

[Back To Learner Assessment](#)

Save And Close



Steps to Using RAM

Identify Significant People

(parents, teacher, peers, childcare provider, relatives)



Provide Training

(workshops; live demonstrations; online training videos)

Create Lesson

(follow interests, personalize, internet)

Complete Learner Profile

(contact info, assessment, personal words)

Bingo

my	dad	Aunt Susan	Like
dad		Roscoe	Tiffani
mom			my
Sissy		Tiffani	

mom




mom

Aunt Susan



Aunt Susan

Roscoe



Roscoe



Tiffani's I Like Book

Name _____ Date _____

Read each word in the left hand column. Draw a line to the letter each word begins with.

like	d
mom	l
dad	b
Roscoe	T
Tiffani	m

©2007 Reading About Me!
Reading About Me! - Level 1, Book 1 - Letter Match

Name _____ Date _____

Before you begin, complete the worksheet by adding personal words to both sides of this worksheet. Cut out the words in the boxes, place them face down, draw one word at a time, paste it in the box next to the matching word. Continue to do this until you have matched each word.

I		I
see		see
mom		mom
dad		dad
Roscoe		Roscoe
Sissy		Sissy
like		like

Reading About Me! - Level 1, Book 1 - Cut and Paste



Steps to Using RAM



Identify Significant People
(parents, teacher, peers, childcare provider, relatives)

Teach Reading
(Match Select & Name; games & Activities)



Provide Training
(workshops; live demonstrations; online training videos)

Create Lesson
(follow interests, personalize, internet)

Complete Learner Profile
(contact info, assessment, personal words)



Steps to Using RAM



Track Progress
(Probes, Progress, Reports)

Identify Significant People
(parents, teacher, peers, childcare provider, relatives)

Teach Reading
(home, school, anywhere)

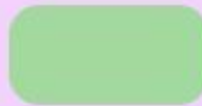
Provide Training
(workshops; live demonstrations; online training videos)

Create Lesson
(follow interests, personalize, internet)

Complete Learner Profile
(contact info, assessment, personal words)



mommy





Reading About Me!

Learner Name:
Tiffani Smith

[USER GUIDE](#)

Logged In As:
James Parker
[logout](#)

- Learner
- Lessons
- Report
- Manage



- Profile
- Progress**
- Probe
- Print
- Books
- Games

Learner Name: Tiffani Smith

Current Lesson: Lesson 1 Tiffani S

Lesson Words

- see
- book
- the
- end
- Roscoe
- Aunt Susan
- Uncle Bob
- b
- t
- e
- R
- A
- U

Active Lesson Words [view all](#)

- sissy
- Tiffani
- daddy
- mommy
- s
- d
- m

Acquired Lesson Words [view all](#)

- T



Reading About Me!

Learner Name:
Allen Miller

[USER GUIDE](#)

Logged In As:
James Parker

[logout](#)

- [Learner](#)
- [Lessons](#)
- [Report](#)
- [Images & Sounds](#)
- [Manage](#)

[Print Page](#)

Allen Miller		Lesson Lesson 2 Allen		11/6/2013 - 11/20/2013	
7 Sessions		120 instruction minutes		17.14 min/session (avg)	
Total	Initial Lesson Probe	Newly Acquired	Acquisition Rate	Completed	
10 lesson words	0 words known	5 words acquired	2.33 words/week	50% words	
4 lesson letters	2 letters known	1 letters acquired	0.47 letters/week	50% letters	

Games Summary	Games Played	Minutes	Success
Reading Rocks	14	26	88%
Test Your Knowledge	2	2	83%
Totals	16	28	85%

Current Lesson Words	Session Date / Minutes per Session										Target 5 out of 7	Date Acquired						
	11/6 ILP								10/7	11/6			11/6	11/7	11/8	11/13	11/20	
B	-									+	-	-	+	+	+	+	met	11/20
y	-												+	+	-	+	not met	
like	-															-	not met	

Reading Rocks	14	26	88%
Test Your Knowledge	2	2	83%
Totals	16	28	85%

Current Lesson Words	Session Date / Minutes per Session										Target 5 out of 7	Date Acquired							
	11/6												10/7	11/6	11/6	11/7	11/8	11/13	11/20
	ILP												20	15	15	15	25	15	15
B	-										+	-	-	+	+	+	+	met	11/20
y	-													+	+	-	+	not met	
like	-																-	not met	
me	-																+	not met	
to	-																+	not met	
you	-																+	not met	
Tigger	-										+	+	+	+	+	+	-	met	11/8
Beans	-										+	+	+	+	+	+	+	met	11/8
monkey bars	-										+	+	+	+	+	-	+	met	11/8
slide	-										+						+	not met	
swing	-										+	+	+	+	-	+	+	met	11/13
baseball	-										+	-	+	+	+	+	+	met	11/13
Success	14%										100%	75%	88%	100%	89%	78%	83%		

Summary of Most Recent Acquired Word/Letter Probe: 10/29/2013

17 Total Acquired Words	16 Correct	1 Incorrect	94% Retention
12 Total Acquired Letters	11 Correct	1 Incorrect	92% Retention

Correct Words: l, see, book, mom, dad, the, end, black, brown, yellow, mama, papa, Allen, Mary, Aunt Kate, Roxie

Incorrect Words: green

Correct Letters: A, b, d, e, g, m, p, R, r, s, t

Incorrect Letters: M



Testimonials

- *I was amazed at how effortless it was to engage my child.*
- *There is nothing more rewarding than hearing your child, who has struggled with traditional approaches, read entire sentences and books.*
- *I cannot express how much I love this program, it works!*
- *Reading About Me is an effective program for all students.*
- *Thank you for this gift. My daughter is 19 and this is the first time she has ever read.*



Questions?



The End