

Edmark® Reading Program Improves Reading Achievement for Special Day Class Students

The Situation

The community-based Special Day Class at Roosevelt High School serves students with moderate-to-severe developmental disabilities. The classroom-based teacher was struggling with getting students to be able to read and to have a minimum level of academics in the program. Special educator Joasia Lujan was discouraged. "I've been doing this for 11 years, and I've tried so many things that didn't work. One parent came to me and said, 'With all my heart, I want my daughter to be able to read.' And just the way she said it really touched me, and I said to myself, 'What are we going to do?'"

Project Goals

1. To teach these students with special needs to read
2. To improve speech and language skills

Why Edmark?

Lujan had noticed that in one of their reading programs, "the kids were retaining the signs and not the sight words. Edmark combines the two together in the *Edmark Reading Program* — print and, because the motor memory is strong, it works." The *Edmark Reading Program* offers a step-by-step approach to teaching early reading using all the modalities—visual, auditory, and kinesthetic. It was, she said, "An answer to a prayer and a miracle."

The Speech and Language Program at Roosevelt High School involves collaboration between the special education teacher and the speech and language specialist, who comes into the classroom and works with specific students who have articulation and language difficulties. Arlene Inouye, speech and language specialist, explains: "Matching the word on the computer, matching the letters, students are getting the visual stimulus to be able to read it, and along with that, when we speak the words we are also speaking with sign language. So it's the kinesthetic, the auditory, and the visual modalities and using the computer—there's the motivation factor!"

Lujan purchased the complete package of *Edmark Reading Program* materials with half the funding coming from her principal and half from the Special Education Department.

The Results

Lujan was amazed. "I know there are people out there who say that these kids will never read. My hope is that the Edmark Reading Program will not only help our senior high students but get out to elementary and middle schools. If the students came to us already reading, how much further could they go?"

According to Inouye, "I've seen a drastic change and I have worked with these students for five years. I have never seen such a dramatic difference in how they feel about themselves, how they're learning, and the actual articulation of their speech and communication abilities. I really believe that the program is the difference."

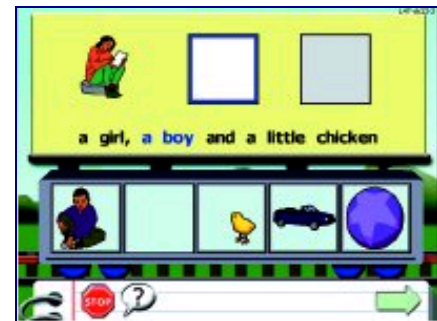
Future Plans

"Our goal is to have our students complete *Edmark Reading Program* Level II next semester so that we can get them into the program that the general population is using," states Lujan.



"Within a week and a day, we were seeing results. This program is unbelievable. One group of our kids is learning 10 words a week with 100% retention."

*Joasia Lujan, special education teacher,
Roosevelt High School, Los Angeles, CA*



Customer Profile

Theodore Roosevelt High School
Los Angeles Unified School District
Los Angeles, CA
(2nd largest high school in U.S.)

5,032 Students
75% Title I students
11% Students with special needs
43% English language learners
94% Hispanic students

Products and Services

Edmark Reading Program
Print and Software
Levels I and II

Key Benefit

"They are responding to this program in a way that we've never seen, and they are feeling good about themselves in the process!"

*Arlene Inouye,
Speech and Language Specialist,
LAUSD, Los Angeles, CA*