
Take Flight Treatment Effects Descriptive Results

Before publishing Take Flight, researchers evaluated the effect the curriculum had on students attending the TSRHC Dyslexia Laboratory. This data on treatment response in the Dyslexia Laboratory was then compared to observed outcomes in a sample of children participating in dyslexia programs in local public schools. Major findings are described and summarized below.

Details of the TSRHC Dyslexia Laboratory

- Students come to the hospital for class four days per week for two academic years.
- Instruction at the laboratory is provided by Certified Academic Language Therapists.
- Students participate in small group sessions for 90 minutes each day.
- Enrollment is 40 children each year.

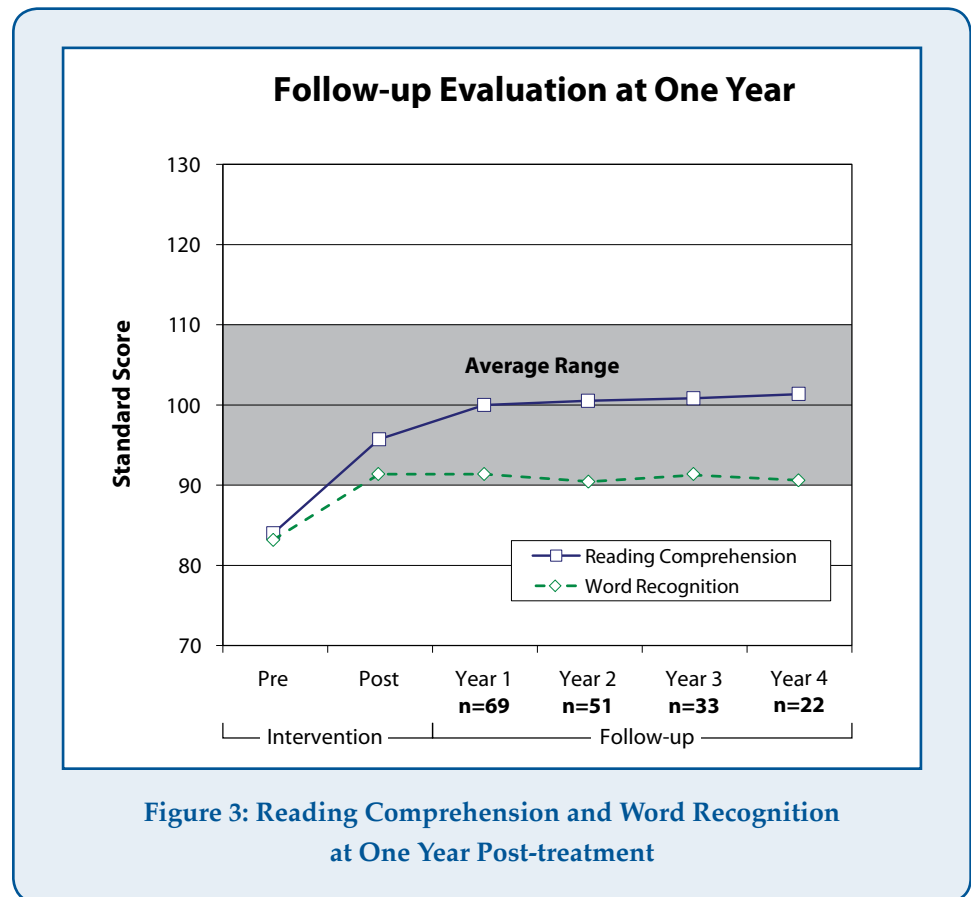
Summary of TSRH Dyslexia Lab Treatment Effects

Data was collected from seven consecutive graduation groups at the Dyslexia Laboratory (n=113). Students were tested at baseline and when treatment concluded at the end of the second year. Briefly, the data showed that:

- Baseline levels were below the average range (i.e., 90-109 SS) in phonological processing and reading skills, particularly word and text reading efficiency, but showed average math skills.
- Significant gains were recorded after treatment in phonological awareness and all reading skills, bringing the sample within, or close to, the average range.
- Small gain in math skills suggests that observed treatment effects were specific to the domain of reading.

Summary of Longitudinal Treatment Effects

Longitudinal data months or years post-treatment are needed to provide evidence that treatment outcomes are durable. Figure 3 presents word recognition and reading comprehension outcomes from 69 former students throughout the two-year intervention and at annual follow-up evaluations for four years after treatment.



- The rate of growth in reading comprehension continues post-treatment, and the group average is approaching the population average of 100 at follow-up.
- Word recognition growth in standard scores is slower one year post-treatment but still developing at the same rate as other children of the same age.
- Treatment effects on reading comprehension and word recognition are stable up to four years after treatment.