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 Field Evaluation of *Take Flight* in Public Schools

- **Descriptive data of *Take Flight* treatment effects were collected from dyslexia programs in several Texas school districts.**
- **Fifty-nine public school students in grades 3 through 5 were enrolled in the study.**
- **All students were identified for dyslexia services by the school districts.**
- **Instruction was delivered for two academic years by school districts' dyslexia therapists.**

Figure 4 shows baseline levels and treatment gains after two years of instruction. Data from the Dyslexia Laboratory sample are added for comparison.

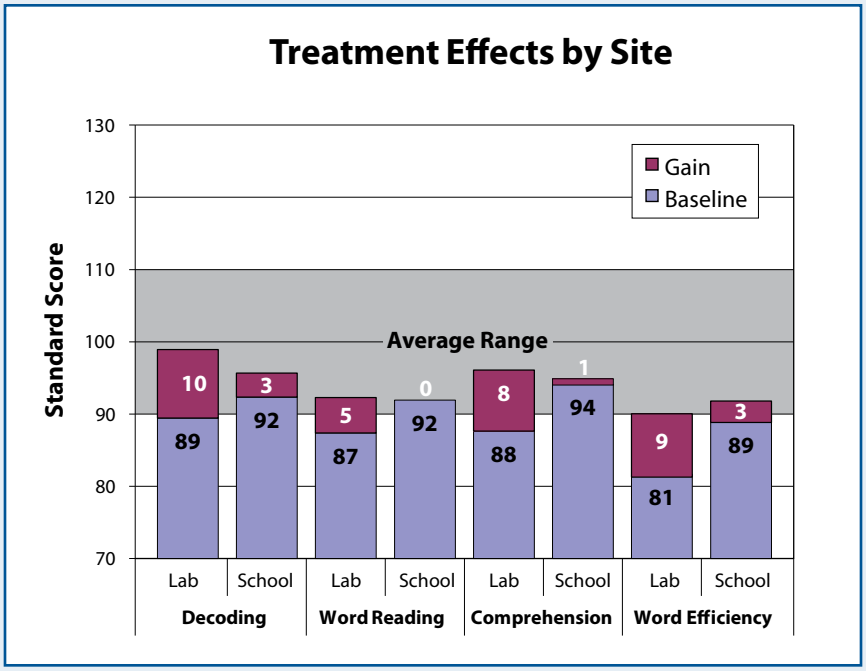

Figure 4: Treatment Effects in Dyslexia Laboratory and Public School Samples

- **School sample average at baseline was significantly higher compared to the Dyslexia Laboratory sample on measures of decoding[2], word recognition[2], comprehension[2] and word reading efficiency[4].**
- **Because the scores reported are standard scores, the data suggest the reading skills of the school sample after treatment were progressing at the same rate or, in some cases, faster than their same age peers.**