



# ARKANSAS DIVISION OF ELEMENTARY & SECONDARY EDUCATION

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## PROGRAM SUMMARY: K-12 Dyslexia

November 2020

This program was reviewed in accordance to Ark. Code Ann. § 6-17-429, Right to Read Act, as amended.

This Program Provider Profile (PPP) includes information about curriculum to support dyslexia intervention practices. Districts are encouraged to review the Dyslexia Rules and Dyslexia Resource Guide for further information. Districts will need to consider the presence of essential criteria or the lack thereof for each component in the program to ensure that dyslexia interventions are provided as determined by Ark. Code Ann. § 6-41-601 et seq. Programs that do not meet an essential criteria, as identified below, may be supplemented by providing additional content, using a trained dyslexia interventionist, or using appropriate resources or tools. It is the district's responsibility to ensure that all essential criteria are addressed within the district's dyslexia program. The following information pertaining to specific curriculum should be used to assist the district in providing a complete dyslexia program to address the needs of students.

The efficacy of a program is based on the Every Student Succeeds Act (ESSA) Tiers of Evidence which is determined by study design, results of study, findings from related studies, and sample size and setting. Programs shall be working towards a Strong, Moderate, or Promising Evidence efficacy rating as defined within the ESSA Tiers of Evidence.

Dyslexia intervention must be offered in a small group setting to teach students the components of reading instruction, including and without limitation criteria listed below; dyslexia intervention must be delivered by a dyslexia interventionist as defined in Ark. Code Ann. § 6-41-602(2). The program must be delivered with fidelity; "fidelity" means the intervention is performed as the author of the program intended.

**Program Name:** Barton Reading & Spelling System

**Publisher:** Bright Solutions

**Form of Delivery:** Face-to-Face

## PROGRAM REVIEW

Essential Criteria		Meets Essential Criteria
Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student		Yes
Criteria Evident Based on Submission	<p>A scope and sequence for the letter-sound plan of English (phonics) is provided, and Level 1 of the program consists of five lessons that addresses phoneme segmentation and manipulation.</p> <p>Phonics content includes letter identification of lower case letters, grapheme-sound match, application of encoding and decoding, and word recognition. There is evidence of decodable words, sentences, and passages. There is evidence of orthographic mapping of regular and irregular words. Spelling generalizations, syllable patterns, syllable division rules, and affixes are evident in the submission. Phonics content begins with letter-sound correspondences and progresses to application at the word, sentence, and passage level. A cumulative review of previously taught subskills is evident in the phonics warm-up.</p> <p><b>The information in the following paragraph was included in the program provider's application submitted for review to the Arkansas Division of Elementary and Secondary Education.</b></p> <p>The Barton System is designed for students who struggle with decoding and/or encoding or students who are slow or inaccurate readers. The students must meet these four criteria: at least 5 years old, speaks and</p>	

## Dyslexia Intervention: *Barton Reading & Spelling System* Continued

	understands spoken English, has a full-scale IQ above 71, and can pass the 10-minute Barton Student Screening. A student must receive at least 2 hours of one-on-one instruction each week. For each student added to a group, two more hours of instruction must be added. The maximum group size is three. The Barton Reading & Spelling System has ten levels, which must be taught in numerical sequence. Most lessons have 18 steps, starting with hands-on interactive teaching of 1 or 2 new skills. Most students need to start at Level 1 no matter how old they are. Each level comes with a posttest that a teacher can use to ensure mastery of all key concepts and rules taught in that level. A student should be able to perform everything on that posttest, easily and with at least 95% accuracy before advancing to the next level.
<b>Considerations</b>	<p>The submission does not include a scope and sequence of phonological and phonemic awareness skills or linguistic instruction, so a logical plan for the instruction of phonological/phonemic awareness skills and linguistic instruction will need to be considered in order to build the foundation for developing the alphabetic principle.</p> <p>There is limited evidence that students are taught the articulatory features (placement of production, voicing, flow of air) of phonemes. More lessons that would give the students a deeper understanding of the articulatory features of sounds may be needed. Early phonological skills of rhyming, syllabication, and onset-rime are limited and may need to be supplemented with more early phonological awareness lessons for young students or students with severe deficits. Words with more complex patterns may need to be added to meet the needs of students who are at a more advanced level.</p>
<b>Systematic, multisensory, and research-based</b>	
<b>Criteria Evident Based on Submission</b>	<p>Colored tiles and finger spelling are utilized as multisensory tools during phonemic tasks. Hand gestures, coding, colored tiles, letter tiles, and fingerspelling are utilized for decoding and spelling during phonics practice. Letter identification utilizes letter tiles with lower case letters.</p> <p>The program is a Structured Literacy program influenced by the Orton-Gillingham methodology.</p>
<b>Considerations</b>	None.
<b>Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language</b>	
<b>Criteria Evident Based on Submission</b>	Five lessons address phoneme segmentation and some manipulation using colored tiles to demonstrate segmentation and manipulation tasks. Students are instructed to completely segment words, breaking apart blends.
<b>Considerations</b>	There is limited evidence that students are taught articulatory features of phonemes (placement of production, voicing, flow of air). Early phonological skills of rhyming, syllabication, and onset-rime are limited and will need to be supplemented for young students and students with severe deficits. Phonemic awareness instruction will need to include advanced manipulation.
<b>Graphophonemic knowledge for teaching the letter-sound plan of English</b>	
<b>Criteria Evident Based on Submission</b>	Letter identification is found with lower case letters on letter tiles, and the program offers ample opportunity for grapheme-sound match, application of encoding and decoding, and word recognition skills. There is evidence of decodable words, sentences, and passages. There is evidence of orthographic mapping through word building with tiles. Spelling generalizations, syllable patterns, syllable division rules, and affixes are evident in the submission.
<b>Considerations</b>	There is no evidence of upper case letter identification. Instruction in both lower and upper case letter identification is essential to developing graphophonemic knowledge, so this content will need to be supplemented with lessons for this skill.

**Dyslexia Intervention: Barton Reading & Spelling System Continued**

<b>The structure of the English language that includes morphology, semantics, syntax, and pragmatics</b>		<b>No</b>
<b>Criteria Evident Based on Submission</b>	Morphology is addressed in Level 5 (Prefixes and Suffixes) and Level 10 (Greek and Latin Roots) for decoding and encoding. Affixes and roots are defined; however, the words generated are not defined. Students practice reading words from decodable lists and sentences aligned to lesson concepts. Syntax is addressed by asking students to identify the job of phrases and create their own examples. Defining words is optional within the program but recommended to assist a student's understanding of semantics when building vocabulary.	
<b>Considerations</b>	<p>There is no evidence of high-utility, multiple-meaning, or content-specific vocabulary in the submitted materials, so content for both types of vocabulary would need to be added for students to develop a strong understanding of the structure of the English language. Syntax is limited to identifying the function of phrases without analysis of sentence structure; additional instruction and practice supporting a broader view of syntax should be considered. There is no evidence of pragmatics within the submission.</p> <p><b>While the program addresses aspects of the structure of the English Language, it did not meet the evaluation criteria. Therefore, the district must supplement the structure of the English language within this dyslexia program; this includes morphology, semantics, syntax, and pragmatics.</b></p>	
<b>Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning</b>		<b>No</b>
<b>Criteria Evident Based on Submission</b>	<p>Linguistic instruction directed at understanding the meaning of text is evident with some oral retell for both oral reading and silent reading, but lessons lack guidance in identifying essential elements for the retell.</p> <p>Linguistic instruction involving modeling and student practice of appropriate phrasing during reading is evident.</p>	
<b>Considerations</b>	<p>Irregular words are memorized by repetitively visualizing the spelling pattern, reciting the spelling pattern, and writing the spelling pattern. Strategies utilized by students for fluency are limited to the reading of word lists, sentences, and phrases; other fluency strategies such as building word recognition and structural analysis should be added. Strategies for rate and expression are not evident in the submission, so content for both of these components would have to be added to promote building fluency. There is limited evidence of strategies for comprehension; more lessons that focus on the strategies for building comprehension would need to be added. While there are many opportunities for decoding, spelling, and word analysis at the structural level, there is limited evidence of word study elements related to word meanings.</p> <p><b>The district must supplement the linguistic instruction within this dyslexia program.</b></p>	
<b>Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension</b>		<b>Yes</b>
<b>Criteria Evident Based on Submission</b>	<p>The program includes instruction for students to utilize letter-sound correspondences and syllable patterns for basic decoding; advanced decoding strategies include coding for syllable division and identifying affixes and roots. Word building [with colored letter tiles (sound by sound), progressing to chunking (tapping syllables), and spelling with pencil on paper] for encoding work is also evident in the program.</p> <p>Word frames (students read word in the frame), reading and writing sight words, and analyzing irregularities in sight words for word recognition practice are activities to support word recognition. Students utilize the strategy of retelling to support comprehension.</p>	
<b>Considerations</b>	There is limited evidence of instruction for comprehension strategies; lessons that focus on comprehension strategies will need to be added.	

**Dyslexia Intervention:** *Barton Reading & Spelling System* Continued

	Some fluency practice is present but lacks immediate corrective feedback. Immediate corrective feedback will need to be added so that students know how to correct their mistakes. There is limited evidence of instructional routines specific to fluency, benchmarks for fluency, or student involvement in goal setting or recording progress.
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