



Learning Solutions that are
key to making a difference!

... a difference that can be measured by results



4567 Lake Shore Drive + Waco, Texas 76710
Phone: 800.234.7319 + Fax: 254.751.1199
www.ceilearning.com

In development ... A new and exciting way to make a difference for your dyslexic students!

With dyslexia affecting up to **20% of all students** and **70-80% of students with reading disabilities**, effective intervention is critical. Many administrators and dyslexia specialists supplement classroom instruction with the Orton-Gillingham approach, a proven, one-on-one teacher-student instructional model created specifically for students with dyslexic tendencies. Sometimes, however, these students need additional therapy to supplement their table-top instruction.

- + Do you need a structured way to give students the speed and fluency practice they need for optimal instruction?
- + Do some students need more time at the table with the teacher while others are ready to practice word patterns that they have mastered?
- + When your dyslexia teacher is absent, do you find it difficult to ensure students still get the practice and consistent repetition they need to master their word patterns?

If you answered yes to any of these questions, CEI can help. In the upcoming version of the program, we are introducing the **ELS Dyslexia Support Track**, an additional track of lessons specifically designed to **complement and support any Orton-Gillingham based approach** you are using!



Practice, Practice, and More Practice

The International Dyslexia Association — along with prominent educational theorists like Shaywitz, Lundberg, and Rawson — stress the need for dyslexic students to have lots of practice and exposure to the word patterns they are learning during their intensive small group dyslexia instruction.



“Brain imaging technology shows the powerful positive effect of practice in creating neural circuits related to the development of what scientists call expertise or skill. Basically, the brain learns by practice. The old dictum repeated by mothers and teachers about the importance of practice, practice, and more practice turns out to be right.”

Dr. Sally Shaywitz
Overcoming Dyslexia



Essential Learning Systems (ELS) has over **30 years of successful results** among a variety of populations, including dyslexic students, but we wanted to find a new way to help you maximize each student’s intervention time. The ELS Dyslexia Support Track gives you the flexibility to spend **more one-on-one time** with the students who need it while those who are ready can move on to practice what they’ve learned. As a result, all students get the **practice and repetition they need to build the exact neural representations, automaticity and fluency** they need to be successful readers.

At the same time, we’ve added restructured lessons, making it easier for you to implement ELS in conjunction with another program. With the ELS Dyslexia Support Track, you can **individualize which word patterns** each student studies and gradually **increase the task speed as improvements occur**. You can even choose which activities the students work on ... **blending, segmentation, spelling, vocabulary, fluency, and even handwriting**.

“Dyslexic students ... need to be taught, slowly and thoroughly, the basic elements of their language – the sounds and the letters which represent them – and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears, and voices working together for conscious organization and retention of their learning.”

Margret Byrd Rawson
President
International Dyslexia Association



Eight tasks teach the basic elements of the language while providing the **multi-sensory processing** strategies that exercise the visual, auditory, and motor centers of the brain and **build memory**.

