



Bridges requires a full-time certified teacher who will follow a script for 3/4 of the lesson. The other 1/4 of the lesson will be co-taught by Ms. Hallie, our virtual human avatar.

Bridges: A Dyslexia Intervention Connecting Teacher, Avatar and Student

Bridges: A Dyslexia Intervention Connecting Teacher, Avatar and Student is a two-year curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children. *Bridges* presents the same content as *Take Flight: A Comprehensive Intervention for Students with Dyslexia*.

Those familiar with *Take Flight* know it is designed for use by academic language therapists. Developing that expertise is a two-year process, and at times, that can result in a discrepancy between the number of students identified with dyslexia and the number of trained therapists available to provide services.

Bridges is our carefully considered response to this complication. The curriculum is designed to maintain high-quality, research-based and highly effective dyslexia instruction while reducing teacher preparation time. The digital avatar teacher, Ms. Hallie, delivers the more complex aspects of structured dyslexia intervention. Certified teachers are provided with two weeks of training. The program provides scripted manuals, that when combined with the training, equips certified teachers the tools needed to provide a research-based dyslexia intervention.

***Bridges* was designed for:**

- one-on-one or small group instruction (no more than 6 individuals)
 - use by a certified teacher
 - four days a week – sixty minutes per day for two years
- or**
- five days a week – forty-five minutes per day for two years

Five Components of Effective Reading Instruction

Bridges contains the five components of effective reading instruction identified by research from the National Reading Panel. *Bridges* addresses each component by:

- **Phonemic Awareness** – following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns
- **Phonics** – providing a systematic approach for single word decoding
- **Fluency** – using research-proven directed practice in repeated reading of words, phrases and passages to help individuals read newly encountered text more fluently
- **Vocabulary** – featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text
- **Reading Comprehension** – teaching individuals to explicitly use and articulate multiple comprehension strategies in narrative and expository text (i.e., cooperative learning, story structure, question generation and answering, summarization and comprehension monitoring)

***Bridges* key findings include:**

- Significant improvements in both short- and long-term student outcomes for students receiving *Bridges* instruction
- Similar developmental patterns of word reading skills for *Bridges* and *Take Flight* students
- Significant growth in sound-symbol knowledge and decoding is evident after just one semester of intervention



For details about the latest research, please view the research summaries on our website by scanning the code at right or visiting scottishriteforchildren.org/dyslexiaresearch.

