

## The Hallmarks of a Good Intervention Program

According to the Western Australian Dyslexia-SPELD Foundation the following elements are integral to an effective intervention program for students having difficulty with reading and spelling.

- **Research based:** The program's effectiveness must be supported by independent reviews.
- **Explicit and direct instructional methods:** Directs student attention towards specific learning.
- **Multisensory:** Teaches using all the senses – hearing, seeing, saying and doing to ensure learning is retained.
- **Cumulative sequence:** Builds on what has already been learnt and previous learning received further practice.
- **Sequential:** A prescribed sequence of learning targets presented in small steps with lots of practice.
- **Repetitive:** Regular systematic review of concepts and over-learning to ensure learning is retained.
- **Systematic:** A complete set of sound-letter correspondences which is taught step by step.
- **Covers all areas of instruction:** Explicitly teaches phonemic awareness, phonic decoding, fluency, comprehension and spelling.
- **Assessment:** Regular assessment of concepts taught to ensure the student is at the right level.

The **Cracking the ABC** programs include all of these elements.

### Reference

Saunders, C. (2014, Feb 19). Overcoming dyslexia. The West Australian, p.3