

Incarceration. Poverty. Victim.
*No Matter the Background,
Read Right Works!*

North
Dakota
Youth
Correctional
Center





Better Choices, Brighter Future

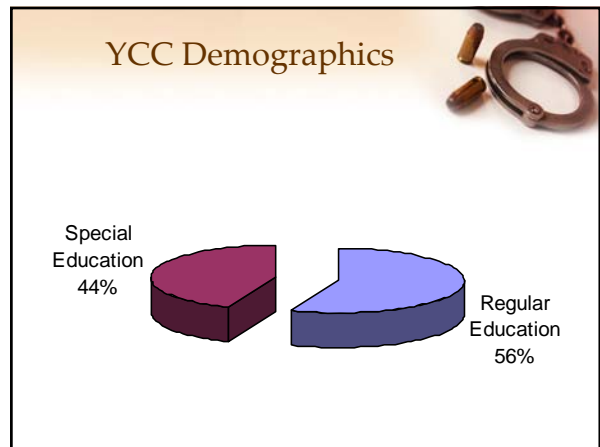
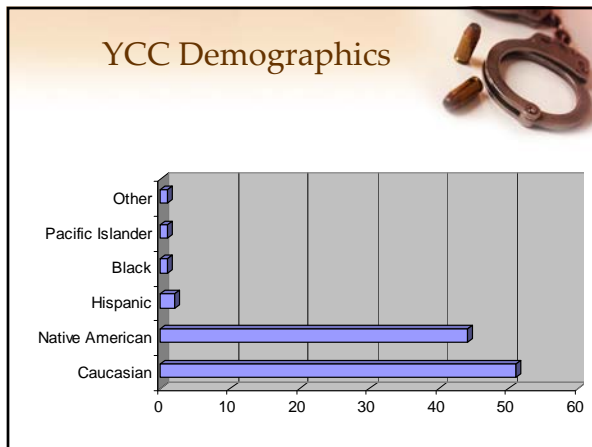
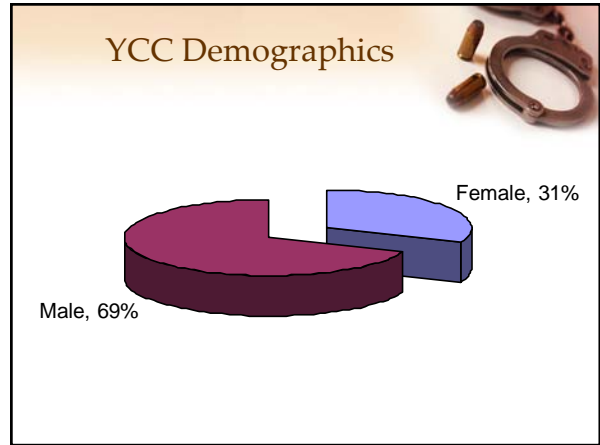
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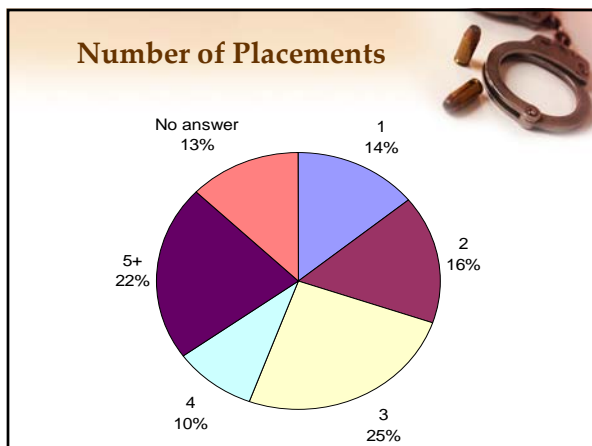
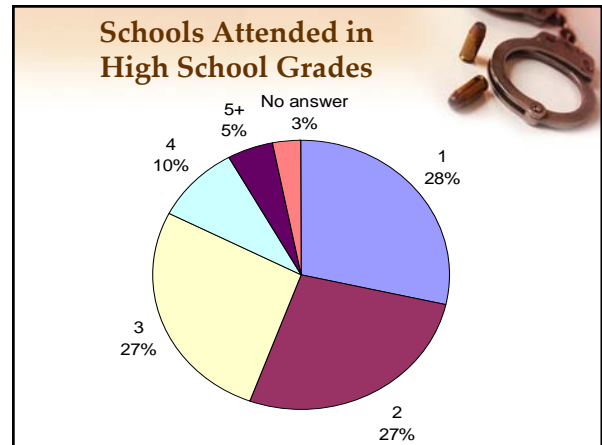
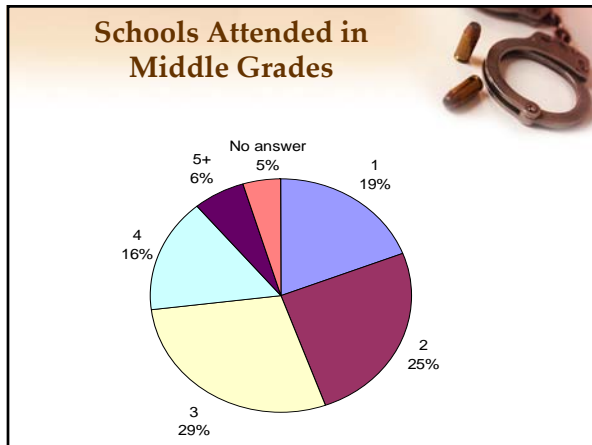
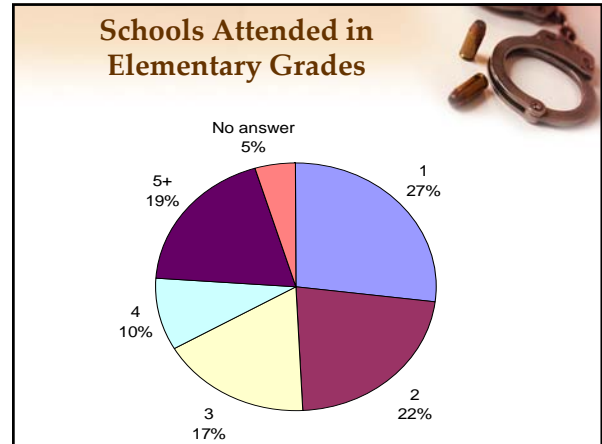
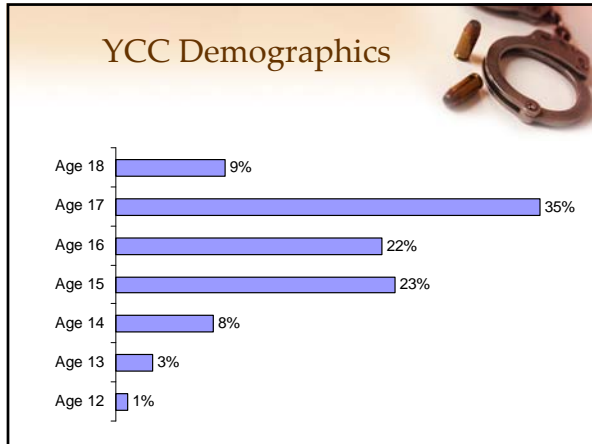


North Dakota Youth Correctional Center



Demographics



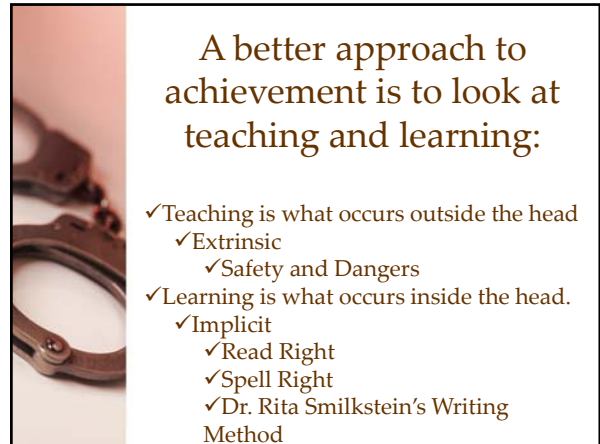


How can anything work with these types of kids???

- ✓Dept. of Ed Has Researched-Based Curriculum linked to future federal funding.
- ✓Read Right is structured and scripted—making it difficult to skew when implemented.
- ✓Brain-based learning experts concur with the methodology used with the Read Right system.
 - ✓Dr. Ruby Payne's Understanding Poverty
 - ✓Dr. Rita Smilkstein's We're Born to Learn
- ✓Research Studies Find that Reading Remediation has a Direct Impact on Recidivism
- ✓Build Relationships...

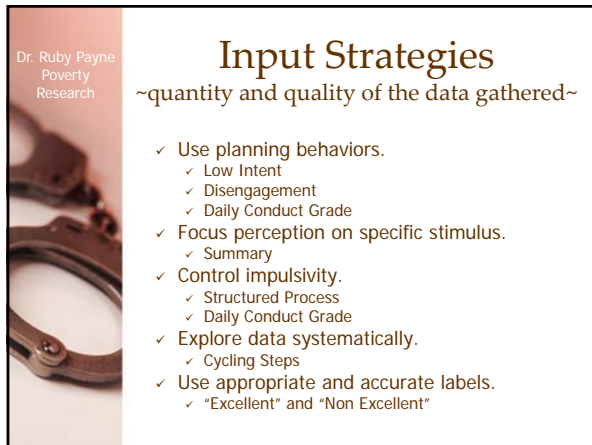


Read Right
Correlates
with
Other
Research
Studies



A better approach to
achievement is to look at
teaching and learning:

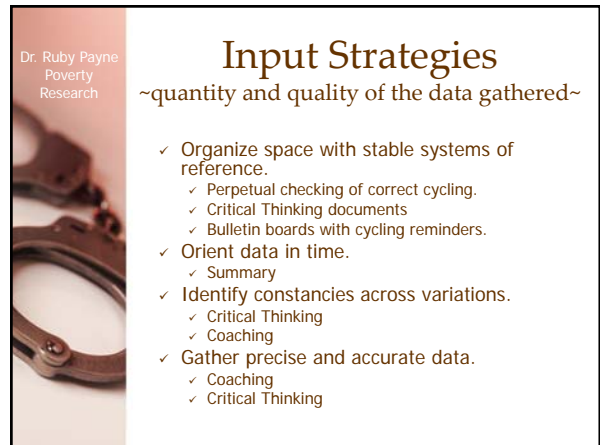
- ✓ Teaching is what occurs outside the head
 - ✓ Extrinsic
 - ✓ Safety and Dangers
- ✓ Learning is what occurs inside the head.
 - ✓ Implicit
 - ✓ Read Right
 - ✓ Spell Right
 - ✓ Dr. Rita Smilkstein's Writing Method



Dr. Ruby Payne
Poverty
Research

Input Strategies
~quantity and quality of the data gathered~

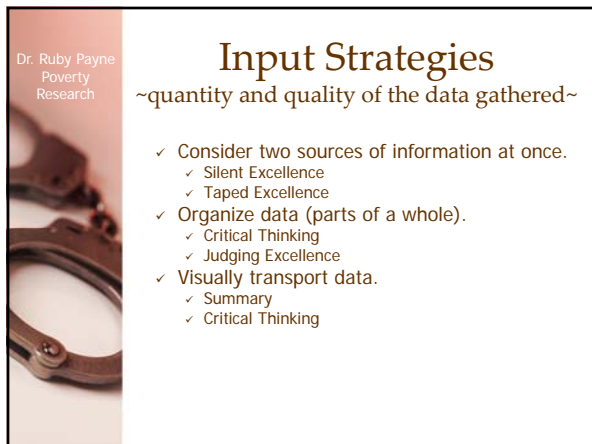
- ✓ Use planning behaviors.
 - ✓ Low Intent
 - ✓ Disengagement
 - ✓ Daily Conduct Grade
- ✓ Focus perception on specific stimulus.
 - ✓ Summary
- ✓ Control impulsivity.
 - ✓ Structured Process
 - ✓ Daily Conduct Grade
- ✓ Explore data systematically.
 - ✓ Cycling Steps
- ✓ Use appropriate and accurate labels.
 - ✓ "Excellent" and "Non Excellent"



Dr. Ruby Payne
Poverty
Research

Input Strategies
~quantity and quality of the data gathered~

- ✓ Organize space with stable systems of reference.
 - ✓ Perpetual checking of correct cycling.
 - ✓ Critical Thinking documents
 - ✓ Bulletin boards with cycling reminders.
- ✓ Orient data in time.
 - ✓ Summary
- ✓ Identify constancies across variations.
 - ✓ Critical Thinking
 - ✓ Coaching
- ✓ Gather precise and accurate data.
 - ✓ Coaching
 - ✓ Critical Thinking



Dr. Ruby Payne
Poverty
Research

Input Strategies
~quantity and quality of the data gathered~

- ✓ Consider two sources of information at once.
 - ✓ Silent Excellence
 - ✓ Taped Excellence
- ✓ Organize data (parts of a whole).
 - ✓ Critical Thinking
 - ✓ Judging Excellence
- ✓ Visually transport data.
 - ✓ Summary
 - ✓ Critical Thinking




Born to
Learn

Affirmation Statements

Definition
Affirmations are belief statements that are repeated until accomplished. There are three major factors that prevent the brain from learning:

- Attitude
- Belief Systems
- Past Experiences
- No Fail System
 - Frontload when necessary.
 - Listen to story first in excellent reading.

Examples:
"My name is on the Wall of Fame." (He now sees himself as an excellent reader.)
"My frustration is no longer my enemy." (He knows that his frustration can now be his motivator to do the process.)




Reading Remediation Vs. Recidivism



As one recent graduate said, "When I first came into Read Right, I didn't think it was going to help. After being in Read Right, it really did improve my reading. Now, I know I am an excellent reader." Bryce S.

Students understand quickly that as soon as their judgments of reading quality become accurate and accountable, they soon will allow their brain room to have accurate predictions thus eliminating their reading symptoms.



After they are symptom free, or at least not reading as laboriously as they once were, we also see students increase their independent reading during free time.

Another student graduate said, "I thought that reading was boring, but now I read all the time. I wouldn't <read all of the time> if I wouldn't have been in Read Right." Garrett L.




Michael Brunner, author

Reduced Recidivism and Increased Employment Opportunity through Research-Based Reading Instruction

His findings:

- ✓ Direct correlation between academic failure and delinquency.
- ✓ Research-based reading instruction CAN and WILL reduce recidivism and increase employment opportunity of incarcerated juvenile offenders.
- ✓ A high percentage of wards are diagnosed as learning disabled with no evidence of neurological abnormalities besides being handicapped readers who are not receiving the type of instruction recommended by experimental research.
 - ✓ A brain learns by submerging itself in example and prediction.
 - ✓ Poor readers have created an inefficient neural network for reading with many of its predictions being inaccurate.




Our Correlation to Brunner's Work

To offer a program to our youth that will not only remedy their "handicapped" reading abilities but also reduce the chances of recidivism is a win-win situation.

One of our students said it best when she said, "Read Right should be offered to every kid in kindergarten on up. Now, after becoming an excellent reader, I know I wouldn't have ended up in a place like this. Now, I have the problem solving skills to know that I could have made different decisions with better outcomes for myself...I have more confidence in myself and now know how to think through each problem." This is a powerful quote for a young woman who spent one full year with us for attempted murder.

Since her discharge, Kylie has called the classroom twice to offer her appreciation for the growth that she experienced within Read Right. She currently works as a LPN.





Evaluation

- ✓ Specific Feedback (verbal & written)
- ✓ Monthly Progress Reports at Treatment Team Meetings
 - ✓ Grade on Achievement, Effort, Conduct
 - ✓ Grade on Relationship with Teacher & Peers
 - ✓ Student, Teacher, Counselor, DJS are present
- ✓ Students take interest in monthly reports
- ✓ Near Graduation Status Checklist
 - ✓ [The Form](#)

Grading System

Conduct (up to 4 points)
+ Independent Reading (1 point)
= 25 Total Points Possible Per Week

Self-Evaluation Sheet

Week of	Conduct	Independent Reading	Total Points	Instructor's Initials
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total Grade				

No question as to where the student is grade wise each week.

Read Right Card

Once the student "fills" the card he/she gets a positive!

Read Right		
Student's Name		
Red-Lime=220 minutes		
Purple & Yellow=340 minutes		
Date	Minutes Read	Cottage Staff's Signature



Commitment & Leadership

- ✓ Have student demonstrate the need for commitment & leadership whenever possible within the group.
- ✓ Help new students with filling out their student folder
- ✓ Explain critical thinking process and tactics
- ✓ Show by example in critical thinking groups.
- ✓ Guide new students through independent reading book check out

Staff Involvement

- ✓ Student Concerns and Successes—Weekly Agenda Item at weekly staff meetings.
- ✓ Staff actively encourage and congratulate students.
- ✓ Staff often recognizes and acknowledges improvement & progress.
- ✓ Counselors take an active role in monitoring behavior & progress.
- ✓ All successes & good news are shared campus-wide.
- ✓ Weekly email campus-wide with student progress.

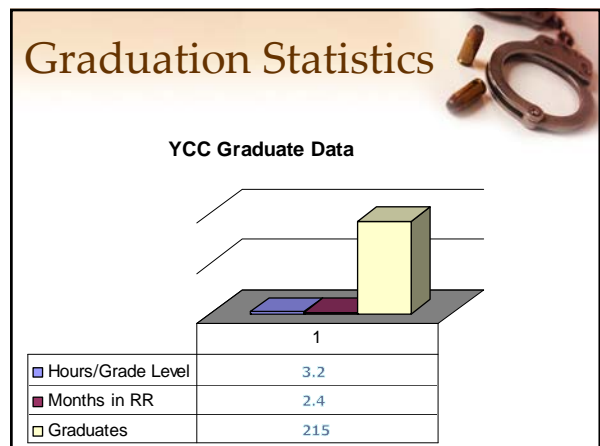
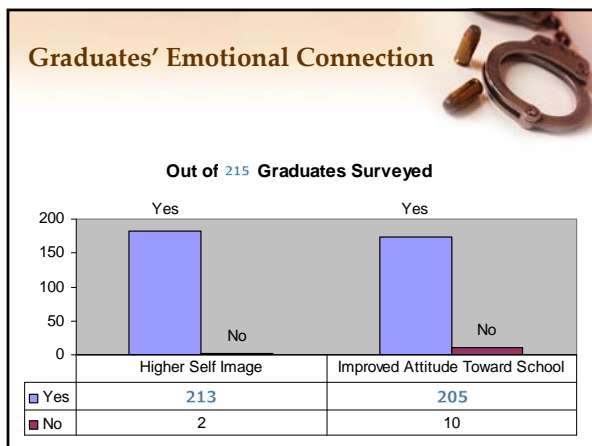
Celebrate the Victories!

Most of our students come to us with low self-esteem, sparse education, lack of social skills, and little to no life experiences that have been positive.


We make all progress something to SHOUT about!

Graduation Extras!


- ✓ Wall of Fame
- ✓ Banners outside the classroom
- ✓ Laminated “Excellent Reader” certificate
 - ✓ Goes in their personals
 - ✓ Often 1st and only real honor for students
- ✓ Juice and a bag of treats
- ✓ Recognition window in Principal’s Office
- ✓ Campus-wide email notification of student’s accomplishment
- ✓ Positive for hard work
- ✓ Chance to write [advice](#) to others.
- ✓ Personalized letter of congratulations from tutor!
 - ✓ Unique and personal to each student




Videos of Our Kids




- ✓ Andrew J. ~ Title 3, Chapter 1
 - ✓ [Andrew's Consult](#)
 - ✓ Andrew's Read on April 22, 2008
- ✓ Kinley! [P5111508.AVI](#)



Andrew ~ 4th Hitch




The Parking Lot




Tom and Mark went to work.
They drove into the parking lot.
The parking lot was full.
They had to park far away.
They were late for work.


[P4220590.AVI](#)



Videos of Our Kids



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 - ✓ [Andrew's Consult](#)
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Any Questions?

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A Sprinkle of Graduate Advice and Opinion from Students at the North Dakota Youth Correctional Center

“At first, I didn’t think much of Read Right. I thought, ‘Well, this is dumb. I know how to read.’ After I started cycling, I saw some things I needed to improve on. After I accomplished what I thought to be dumb, the reward afterward felt great knowing now that ‘I AM AN EXCELLENT READER.’ ” Teyaune C.

“It helps to think positively while cycling, such as ‘I’m going to get this one excellent, or I can do it I know I can.’ If I were you, I would cycle more than 3 times. It helps you build confidence in knowing you’re becoming a better reader.” Joey S.

“When you are arguing with a fool, make sure they are not arguing with one also. It help’s to cycle more than 4 times; it builds confidence.” Juan M.

“I think everyone should be an excellent reader. I believe everyone can. All it takes is some cycling. You need to know and enjoy what you are reading. This will be a great part in your future. So, keep cycling.” Manuel G.

“Don’t be a quitter. Hang in there, it will be worth it. It seems hard at first, but remember it does get better. I’ve become a way better reader and student from Read Right. It works if you work it. I’m serious when I say hang in there, it does work magic. If you hang in there, you to can be part of the magic.” Derek M.

“Before I went into the Read Right Program, I hated reading. I hated it when the teachers would call on me to read, because I knew my reading wasn’t very good. So I took Read Right not because I wanted to, but because I had to. Honestly, I don’t regret being in Read Right. The Read Right Program helped me improve my reading skills, taught me how to feel comfortable when I read, and helped me to understand the things I read. Now that I graduated from the program, and when a teacher asks if anyone would like to read, immediately I agree to read because Read Right gave me that confidence I lacked. So, I take pride in reading, and I’m no longer afraid to read when asked. Remember what you get out of it is what you put in it.” Lyle L.

“What helped me through a lot of it was the extra reading on the side. I mean I had to have read over a 1,000 pages in two months. Determination helped too. When I got angry, I’d take a break for awhile then I cracked down on it again. So, my words of wisdom to you is to not give up and read on the side (it helps).” Andrew M.

“Take your time, and don’t rush yourself. Eventually you’ll end up tongue tied just like I was. I know the idea of reading in a group can be pretty disturbing, just remember you are in a correctional center. You have nobody to impress but yourself. Don’t stop in mid sentence; finish the sentence and cycle over to see where you went wrong. When excellent reading, Mrs. H. or Mrs. Kuntz will tell you the truth. Don’t think of them as your enemies just trying to keep you in there longer, because they’re not! Learn to enjoy yourself during Read Right; there’s always room for improvement. Michael Jordan didn’t make every shot; Albert Einstein never got every problem right. It’s okay to make mistakes, everybody does. The hard part isn’t making a mistake; it’s how you correct it and work on your problems. In conclusion, do whatever it takes to boost your confidence. Without it, you don’t stand a chance. This is an excellent class to boost your self-esteem and develop a positive ego. I know it might seem like forever, but when you and the teachers’ efforts are combined to help guide you on a better path of reading and success, Read Right really isn’t that bad.” Delson L.

“I started Read Right, and I was thinking ‘As if!’ this class is not going to help me read better. I was always worried about other peers hearing me read, but once I put my mind to it, I knew I was only doing it for myself. Don’t worry what others think—do it for you! Read Right really does help!” Chantelle D

A Sprinkle of Graduate Advice and Opinion from Students at the North Dakota Youth Correctional Center

“When you first come into Read Right, don’t think of it as an insult. We all need improvement, and that’s why you’re here. The teachers are here to help you—not to ruin your day. Once you improve your reading, you improve your ability to do well in other classes. Plus, it gives you more confidence to try other things that you normally wouldn’t. Don’t rush to try and get things over with, you won’t learn anything if you do that. Read Right really does help you if you let it.” Lance M.

“Well let’s see, when you start you’re nervous. Well, I was until I got to know Mrs. H. a little more then I wasn’t as nervous. It really does help when you cycle through even though you think it’s a waste of time. Take your time and concentrate on what you’re reading. It was fun to read everyday, and I don’t want to leave Read Right. It was a great experience.” Holly L.

“Listen to the teachers when they tell you to cycle. I know you hate to read the same thing over and over, but it does help. I went up four levels in two months, just do as they say. They know what they’re talking about. Relax and focus on what the author is telling you. Pace yourself.” Heather J.

“Reading helps you out a lot. It helps you to understand better. Not knowing how to read would be a struggle, so take your opportunity here at YCC, and take the Read Right class seriously.” Kodi B

“Just be patient. It is kind of hard the first time because you are thinking it is kind of frustrating because they will tell you to read it over and over. The best part is once you know what you’re doing it is easy. All I will say is just be patient. It helped me a lot with my reading. When I first got here, reading was hard for me because of where I was born. You see I don’t usually go to school. This class has helped me so much. If you don’t know how to read, you won’t make it any where in life. Be patient.” Augustine K.

“At first I thought Read Right was pointless, but now after I have completed it, I’m glad I was in it. Read Right made reading more worthwhile to me. Once you are in it for awhile, you will see improvement in your reading. When I first got here, I hated reading—now I love it!” Tim M.

“Welcome to Read Right. Read Right is a program that succeeds in correcting errors, and helping you to read more fluently. You may not like it at first, but it gets better as time progresses. Set a medium pace, and above all, make sure you are comfortable before you read out loud.” Erik

“When I first was introduced to Read Right, I thought it was pretty lame. I was thinking, ‘If you already know how to read, why read some more?’ But now that I have graduated and looked back at what I have done to graduate, I know Read Right helped me with my GED and any other reading that I have to do. So, stick in there, and maybe it will help you with something in your life.” Kevin F.

“I started as a non-excellent reader. I hated this class. After I started to get better, I started to relax and gained confidence. I never thought I could do it. The best advice I can give is treat this class like a class and follow what the teachers say. I want to thank all of the teachers that helped me become an excellent reader. I couldn’t have done it without you.” Michael B.

“When I first started Read Right, I never really liked it. As I improved, I knew I could do it. So those of you that think you can’t do it, keep your heads up and become an excellent reader. You can do it people! I feel more relaxed and not scared to read in front of people. I enjoyed the class and looked forward to coming to class.” Titus B.

Natural Learning Process	Stage One: Preparing to Learn~Using New Knowledge	Stage Two: Starting to Learn~Experimental Practice	Stage Three: Consolidating New Base~Further Practice	Stage Four: Branching Out~Knowing in More Detail	Stage Five: Gaining Fluency~Using It, Doing It	Stage Six: Continued Improvement~Wider Application
Individual	Have students list every type of farm machinery that they can possibly think about.	Using the supplied resources, students will look through the agriculture publications to find other pieces of machinery not yet listed.	The students will begin to write down possible functions for oneh piece of machinery	After the teacher adds to the list of pieces of machinery, the students will be assigned one piece of machinery-- same piece of machinery as his/her partner.	Have students brainstorm ways of displaying their piece the best within the classroom.	After the tour, each individual will reflect upon which piece of equipment he/she feels has impacted agriculture the most.
Small Group	In partners, the students will share their lists with one another and build on their lists.	In partners, students will share with one another and build on their lists.	In partners, the students will share what they know with their partner. The partner adds to one another's list if he/she knows any more about the machinery piece.	Once the partners have had a chance to research independently his/her piece of machinery, they will then come together to fill in areas. These partners will prepare a presentation for his/her classmates on that particular piece of machinery.	Prepare the display with a partner and find a place in the classroom to put up your display.	Discuss in partners the opinion of the machinery. With partners, the students will begin writing down equipment contributions through the video to be shown.
Whole Group	With the whole class, we'll begin to list all pieces of machinery that they have listed.	We will add to our original list and see how many pieces of machinery that the students found.	As a group, we will talk about the functions that we know about with each piece of machinery.	Share these presentations with the whole group.	Allow students to tour the room to look at each other's displays.	Class discussion will follow the video with the contributions of each piece of equipment.