



EMBUDO VALLEY TUTORING ASSOCIATION



Individualized Tutoring:
Stories of Impact



THE VISION OF THE EMBUDO VALLEY
TUTORING ASSOCIATION,

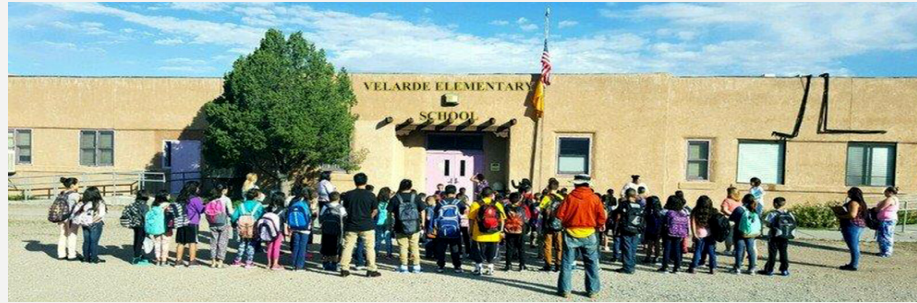
IS TO CREATE A COMMUNITY WHERE
EVERY CHILD HAS AN EQUAL CHANCE
TO **SUCCEED** IN HIGHER EDUCATION,
EVEN WITH LEARNING CHALLENGES,
ECONOMIC DISADVANTAGE, OR LACK OF
SUPPORT FROM PARENTS.

THE ORGANIZATION WOULD LIKE TO
CREATE A GROUP OF **TRAINED**
DYSLEXIA TUTORS WHO CAN BE
ASSIGNED TO SCHOOLS AND PROGRAMS
IN NORTH CENTRAL NEW MEXICO, TO
SPECIFICALLY ASSIST IN IMPROVING
INTERVENTIONS FOR CHILDREN WITH
READING DISABILITIES.

EMBUDO VALLEY TUTORING ASSOCIATION PROVIDES IN-SCHOOL, AFTER-SCHOOL AND SUMMER TUTORING AT FOUR SITES



DIXON ELEMENTARY



VELARDE ELEMENTARY



Embudo Valley Library,
Dixon



Anansi Charter
School, El Prado

STUDENT PROFILES

**EVTA HAS PROVIDED EFFECTIVE
INTERVENTIONS, CONSISTENT SERVICES,
INDIVIDUALIZED GOAL SETTING, AND
OPPORTUNITIES FOR REAL LIFE
APPLICATION.**

Effective Interventions

This sixth grade student was diagnosed with Dyslexia some years back and had not been able to learn to read since Kindergarten.

- EVTA Sounds in Syllables Language Therapist: Angela Martinez:
- “During my initial assessment of (the student), I noticed that she was almost on the verge of tears, embarrassed, she covered her mouth throughout the entire test, I had never experienced this type of reaction with any student before.”



6TH GRADE SIS THERAPY STUDENT





IMPACT OF SIS THERAPY

Ms. Martinez began tutoring the student in the Sounds in Syllables multisensory language therapy program in January:

“Her parents are very thankful that I started working with her, her mom states frequently that she has seen a huge boost in her personality, self-esteem, and that she is excited about learning how to read! She is so excited that she is frequently sharing (her learning) with her pull out staff.”

“ ... Since then (the initial assessment) she has come a long way, very talkative, excited and eager to learn, etc.”

The student continues to progress and work in SIS therapy with Ms. Martinez.



A STUDENT SERVED CONSISTENTLY OVER SEVERAL YEARS



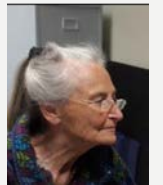
- This young lady was first served by Embudo Valley Tutoring Association in first grade.
- Then teacher, Eva Behrens: "We noticed that she couldn't keep track of where she was working on the page--despite in class accommodations such as color coding and blocking--disturbances in her attention kept her "starting over" continuously. This student needed a quiet environment and a patient tutor to help her work through the same material that other students could integrate in the classroom." Diagnostic testing eventually qualified her special education services, but the time with the SPED was not enough for her to keep pace with her classroom subjects.



- EVTA has provided this student with in school and afterschool tutoring over the course of five years to give her the support and time needed for her to integrate grade level academic concepts. Although she still struggles with multistep problems--under the guidance of her tutors, she has developed a solid foundation of her math facts and number sense concepts. Ongoing work includes continuous review to help her retain concepts and gradual introduction of new grade-level skills.

INDIVIDUALIZED GOAL SETTING

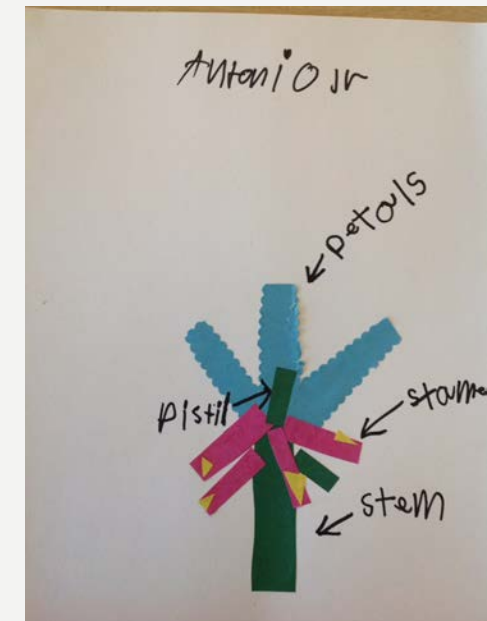
- Some students come to EVTA with varying degrees of trauma in their lives that impact the way they are able to function in school and bond with their teachers. One young boy, the model for our logo, could not sit in a chair long enough to receive instruction. His patient tutor, Marta Chilton, reported that she spent several sessions with him under the table before he would sit in a chair to learn. In addition, he would freeze for 10-20 minutes at a time and be completely unavailable for interaction.



Our initial goals for this student had to be adjusted from academic goals to behavioral goals that would allow him to be receptive to his education.

INDIVIDUALIZED GOAL SETTING (CON.)

- With patience, consistency, and dedication, EVTA tutor Marta, was able to transition this student to completion of academic work. Goals provided to them by the teacher included spelling and vocabulary work. To these, Marta added many enriching discussions to build his interest about the world around him. Marta reported that the teacher had related how he excitedly told about topics he had learned about in tutoring when they came up in classroom discussion. By year's end, he had dictated a book of poems and stories to Marta. Pictured to the left is some of his academic work in science, completed in tutoring, during the latter half of the year: a classifying and categorizing project and a diagram with labels.



REAL LIFE APPLICATION

- This EVTA student suffers from severe dyslexia and other language based challenges. He was struggling to maintain interest in developing math skills both in pullout environments and in the classroom due to the very concrete way his mind interacts with subject matter and the increasingly abstract concepts being taught as his grade level advanced..
- To help him reconnect, EVTA incorporated a project from his home environment into his tutoring so he could rediscover the relevance of math to his life. The student's beeswax candle-making business served as a point of departure for the real life application of calculation, charting data, and other math skills. Father, Jason, a beekeeper, reports that his son is "very excited" about the work he is doing in tutoring and eager to apply his skills to determine costs of materials, profit margins, etc.
- To do profitability comparisons, the student is needing to record varying data on materials used, time required, and commissions charged. Tutor Melissa Bullock reports that the student attempts to do most calculations, no matter how complex, in his head. Dyslexia often affects memory capacity: consequently, Melissa and the student are working on strategies to record his work by using charting and graphing strategies to free up his working memory and complete calculations.



REAL LIFE APPLICATION

- Student:’ **Tutoring is fun.** I am working on how much wax I need to use and make to produce a certain batch of candles. Tutoring is giving me more time to figure out the costs. Now I have more time for candle-making at home.”
- Father:“**This was the positive change and direction that my son needed in his life.**”
- Tutor:“(The student) was interested in and empowered by the application of math to his candle making venture. He said; “**This is actually making sense to me.**”



EVTA TUTORS ARE HIGHLY QUALIFIED RECEIVE PROFESSIONAL DEVELOPMENT



- 90% of EVTA tutors are certified educators. or professionals in the field they are tutoring.
- EVTA sponsors interested tutors to pursue certification in Sounds in Syllables Multisensory Language Therapy to offer specialized services to children with dyslexia.
- EVTA provides additional professional development to tutors to provide the best possible services to all students.
- Trainings EVTA has offered in 2017:
 - Introduction to EVTA Policies and Overview of Tutoring
 - Supporting Students with Language based Disabilities
 - Supporting Students with Learning Disabilities in Math

EVTA sponsors tutors to attend the annual SWIDA Dyslexia Conference in Albuquerque and the biannual Dyslexia Conference in Taos..

TUTORS, STUDENTS, CAREGIVERS...

- “Why tutor? The joy and relief on a student's face that tells me he or she really ‘gets it.’

--Leigh Saunders, environmental scientist, field consultant and math/science tutor



“My son has re engaged in learning.” Jason Goodhue, father



“I tutor to enhance the academic abilities of students who are struggling daily! I find it rewarding when they learn, their self esteem improves, they become empowered, their grades improve, their total outlook on life is more positive because someone took the time to assist them with their struggles and ultimately give them the opportunity to succeed! “

Angela Martinez, SIS Therapist



- “She has consistently received the help she needed over the years from EVTA tutors.”

Jean Sanches, grand parent

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TUTORS, STUDENTS, CAREGIVERS...

- “Providing individual instruction for achievement and self-esteem for these students is very rewarding for me, a lifetime educator.”

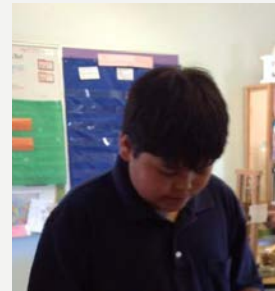
—Cindy Campbell, retired teacher and language arts tutor



- “It’s fun. I like learning my fact families using money, because I like counting money.”

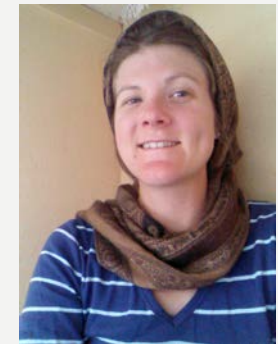


2nd grade student



“I’ve learned that I need to read for the details. I can’t hurry.”

5th grade student



“I am so grateful to have the opportunity to tutor through EVTA. It has allowed me to feel I am contributing to the future success of young people. I hope to boost their confidence in their abilities.” --Melissa Bullock, professional field scientist and math/science tutor



THANK YOU

FROM

EMBUDO VALLEY TUTORING ASSOCIATION

- Embudo Valley Tutoring Association would like to extend a heartfelt “Thank You” to all the sponsors who help to sustain our programs for students in Northern New Mexico.
- These include foundations, organizations, businesses, families, individuals who have contributed funds, incentives, time and ideas to help make our program a success!
- A special thank you goes to the **United Way of Northern New Mexico** for including EVTA in the Community Partners program!

