STOWELL Learning Center

SLC Data Collection Summary

At Stowell Learning Center, student programs are created for each individual student to develop the weak or inefficient underlying processing/learning skills that are not supporting the student well enough and to remediate the affected academic areas (reading, writing, spelling, or math).

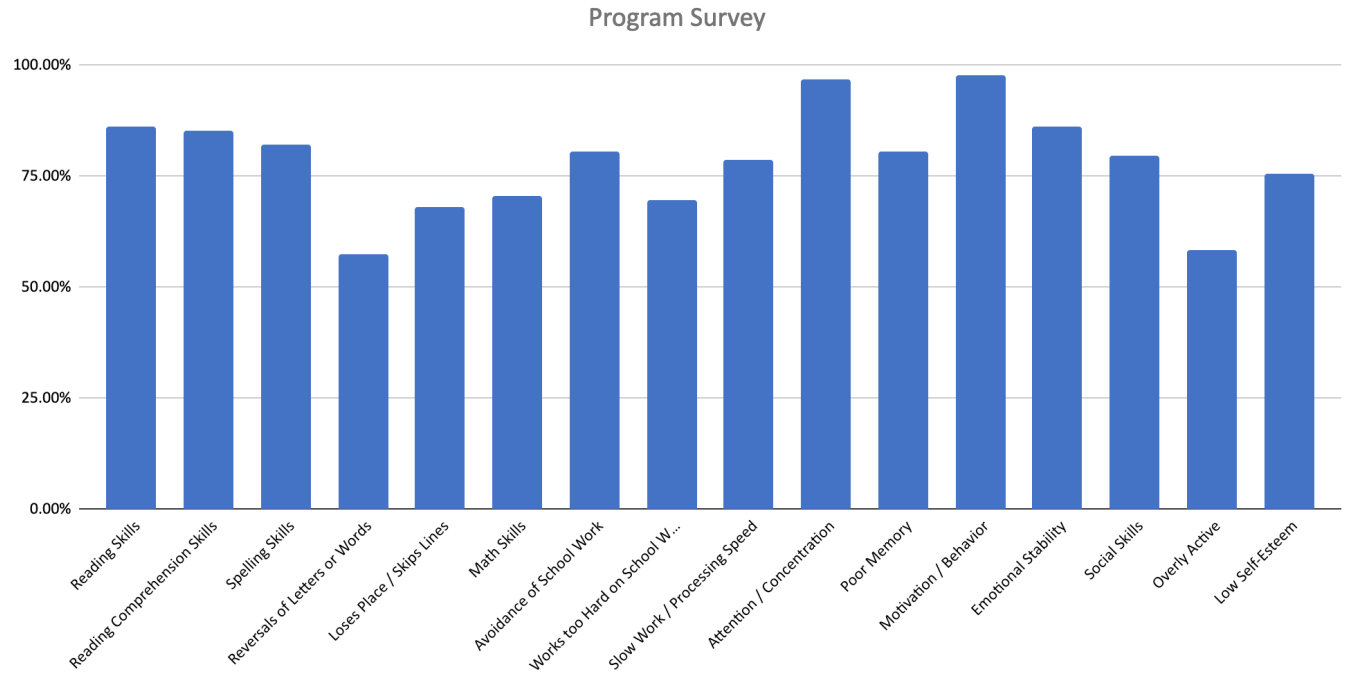
Because we work with a whole continuum of skills and because each student's needs are unique, the specific combination of skills, programs, and strategies varies with each student.

The following graphs represent data collected from students ages 5 - adult who participated in continuum-based learning skills training between the years of 2008 and the present. Students vary in the length of their training at SLC, the number and severity of challenges, and their diagnoses. Diagnoses may include: Dyslexia, Learning Disabilities, Auditory Processing Disorder, ADHD, Apraxia, Speech/Language Delay, and Autism Spectrum Disorders. Some students have no formal diagnoses but are struggling in school.

Functional Changes

The graph below shows the 16 most common reasons why parents seek help for their children or teens who are struggling in school. The data represents the percent of families who had initial concerns in each of these areas that reported improvements in the given area following continuum-based learning skills training.

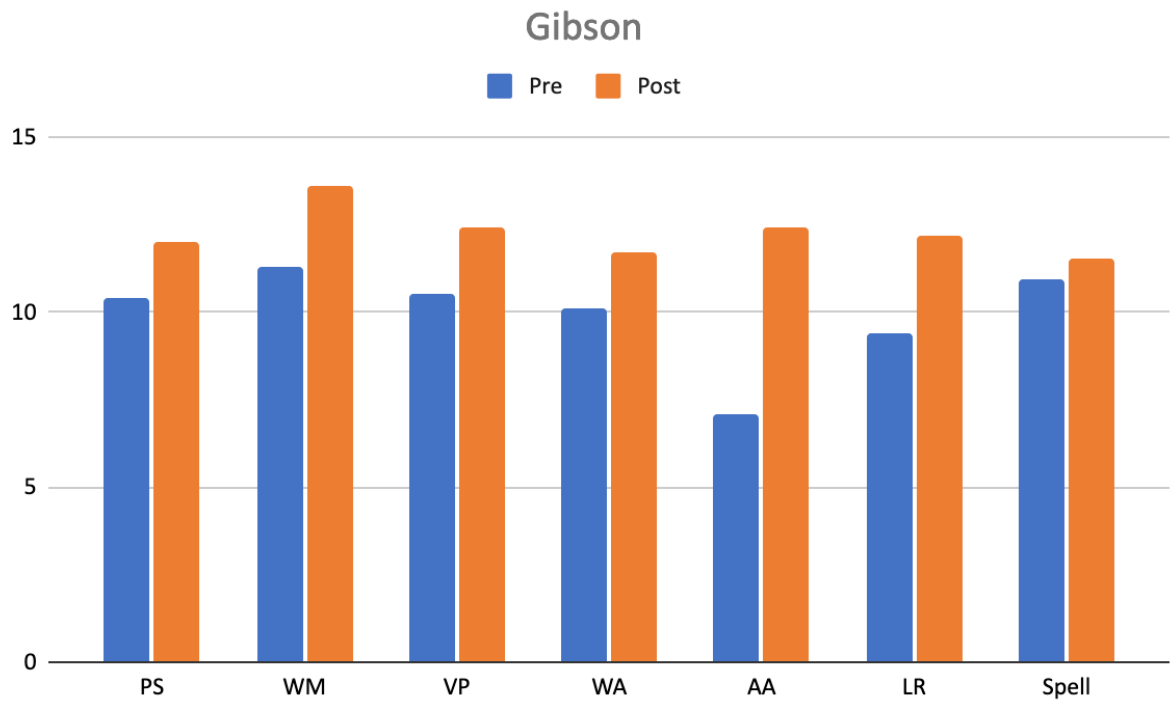
The graph represents responses from a field of 122 families.



Gibson Cognitive Test Battery

This screening provides information about a student's processing and learning skills in the areas of processing speed, working memory, visual processing, auditory analysis, logic and reasoning, phonetic word attack, and spelling. Pre and post-test scores on the Gibson are reported in age scores.

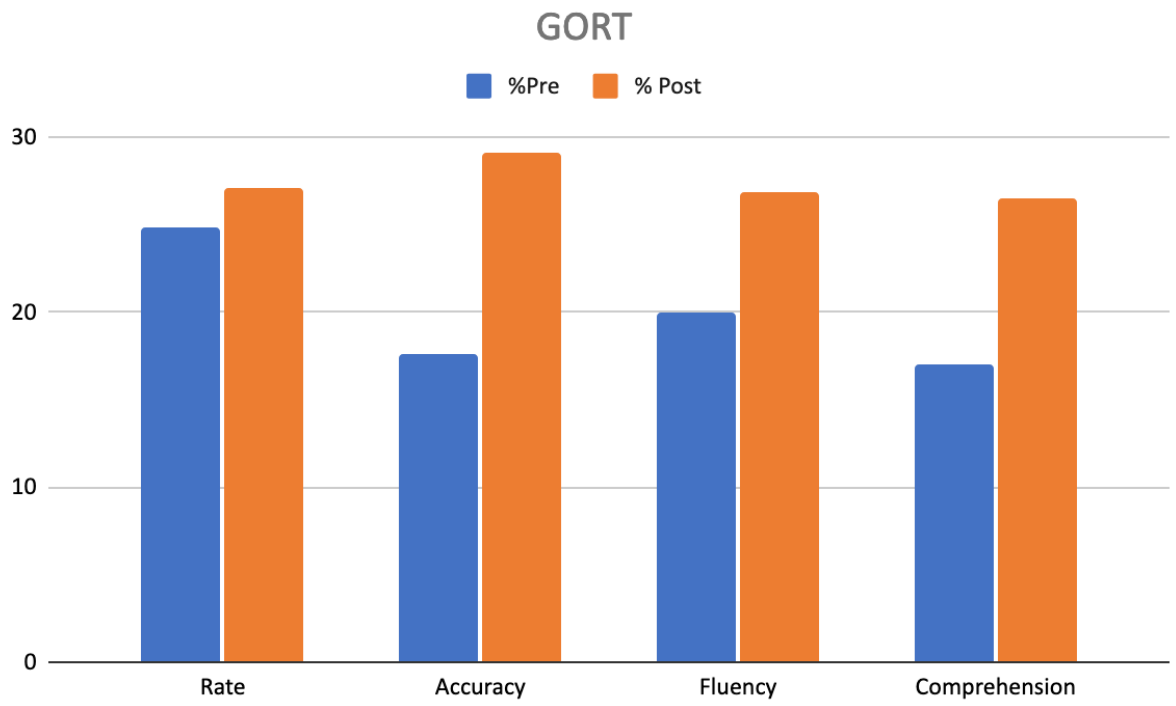
The graph represents average pre and post test age scores from a field of 252 students:



Gray Oral Reading Test (GORT-4 and GORT-5)

This test provides information about a student's oral reading fluency, accuracy, passage comprehension, and primary word attack strategies. Scores are reported in percentiles, which can be compared to an average of 50. The Passage Score is derived from the reading rate and the number of errors.

The graph represents average pre and post test percentile scores from a field of 314 students:



TAPS-3

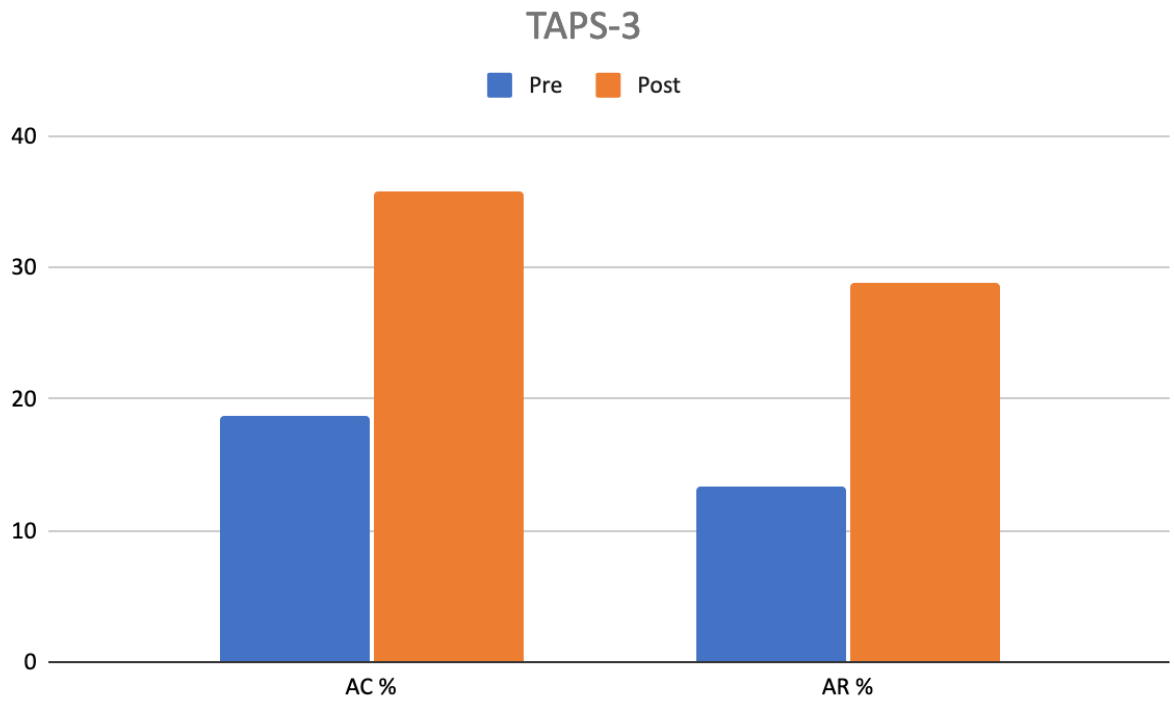
The TAPS is designed to assess an individual's auditory-perceptual skills. It does not measure a student's physical hearing, but evaluates the student's ability to perceive and process auditory information.

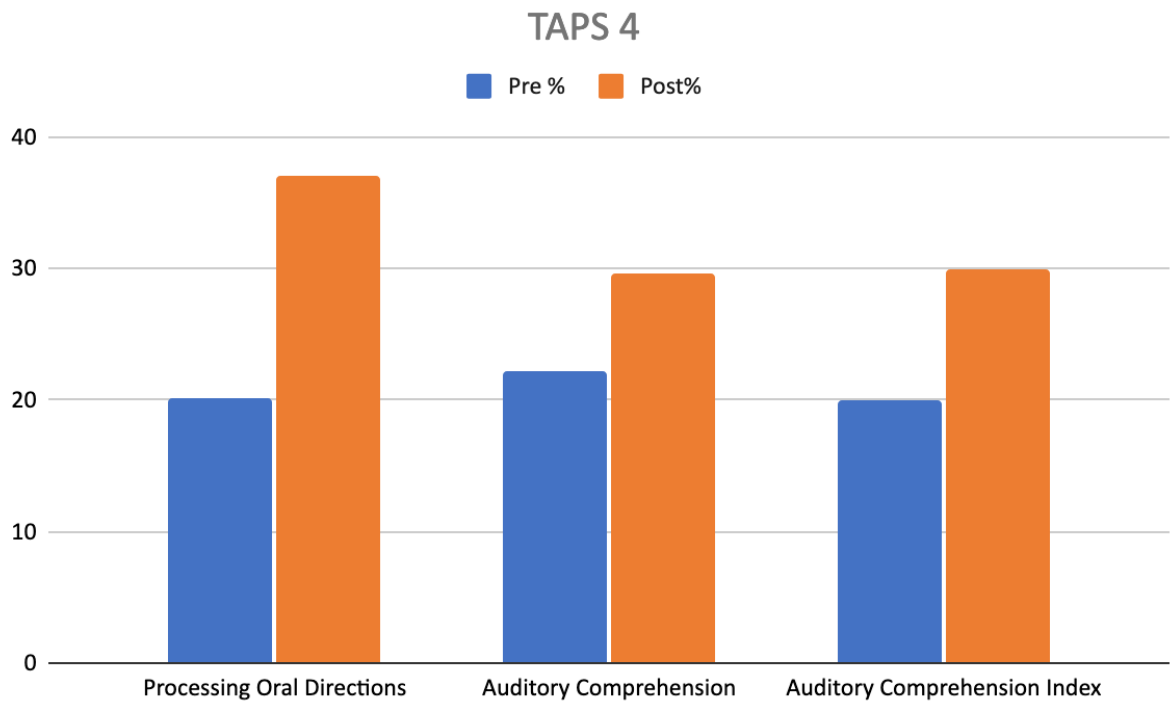
The Auditory Comprehension subtest is designed to show how well the student understands spoken information. Passages of increasing length and complexity are read to the student. Then the student is asked to answer orally given questions about the passage.

The Auditory Reasoning subtest reflects an individual's level of higher-order language processing. The test items are designed to determine if the student can understand implied meanings, make inferences, and draw logical conclusions. The kind of language processing is needed to understand jokes, riddles, inferences, and abstractions.

Scores are reported in percentiles, which can be compared to an average of 50.

The graph represents average pre and post test percentile scores from a field of 135 students:




TAPS 4
Pre %
Post%
40
30
20
10
0
Processing Oral Directions
Auditory Comprehension
Auditory Comprehension Index