

What is Fairview?

The Fairview Learning reading program, designed specifically for students who are Deaf or Hard of Hearing, reflects years of collaboration among educators of the deaf and utilizes best practices. Fairview's unique program provides individuals the literacy tools to construct mental, linguistic frameworks. These frameworks, specific to each user, allow access and increasing fluency in English and ASL, and ease the movement between the two languages. The program can be seamlessly integrated into any existing reading program, and is both user-friendly and fun.

New to the Fairview Learning reading program is its use with hearing children that have low language skills. This has been part of a project with the University of Utah. For more information on this collaboration, see <http://uurc.utah.edu/>.

Like you, we at Fairview Learning have high expectations for achievement. That's why our system is research-based and provides assessment tools to ensure measurable success and accountability.

Fairview is for

- **Parents** who want to see their children develop good reading skills and succeed in school.
- **Teachers** who want resources developed specifically for their students who are deaf.
- **Administrators** who want an innovative reading program with accountability.
- **Students** who want to improve their reading levels quickly and significantly.
- **Adults** who want to jumpstart their reading skills quickly and efficiently.

Fairview strategies and tools work because they maximize and appeal to the visual linguistic system. They are based on scientific neurological, reading/educational, and second language best practices research. The Fairview 5-component model can be used as a Response to Intervention (RTI) protocol or as a reading intervention program to jump-start and develop reading skills.

The Fairview 5-component reading intervention program and training protocol has two goals:

1. to enable deaf students to read and sign more accurately as they begin the arduous task of simultaneously reading English while thinking in and learning American Sign Language (ASL); and
2. to provide teachers and students of ASL a consistent method to begin learning the language.

Why it Works

Methods – Helping Deaf Children Learn to Read

Fairview's 5-component reading intervention offers interventions that can be implemented by individuals of all manual philosophies and abilities, ranging from English-based sign systems to fluent ASL users. The conceptually accurate sign interventions provide a transition to ASL, enabling implementation without rigid and comprehensive philosophical change. Furthermore, the five Fairview components create a comprehensive intervention which addresses all three domains of bimodal bilingual language ability- signacy, literacy, and oracy (Nover, Christensen, & Cheng, 1998; Nover, 2006), something no other protocol currently addresses.

The Fairview Learning intervention program provides a structured approach to assist deaf students with reading. Most importantly, the program allows users to literally see students make connections between English print and ASL through the use of conceptually accurate signing, code switching, and explicit teaching techniques and tools. Consistent and significant outcomes result when the following procedures occur.

- 1) assessment – documentation of student progress with criterion referenced tests;
- 2) full implementation of the Fairview protocol – use of all 5 components simultaneously;
- 3) instructor fidelity to the model – the FV protocol.

Further research with programs that succeed with the implementation of all three practices is ongoing. We also recommend the addition of standardized pre and post reading measures such as the Stanford Achievement Test for the Hearing Impaired (SAT-HI), the Diagnostic Assessment of Reading (DAR), or other standardized tests to compare student progress.

Research

References Supporting Fairview Learning Strategies

Our latest article is now available online
from <http://ojs.academypublisher.com/index.php/tpls/issue/archive>.

Utilizing Fairview as a Bilingual Response to Intervention (RTI): Comprehensive Curriculum Review with Supporting Data. *Melissa Ausbrooks-Rusher, Connie Schimmel, Sandra Edwards*

The progress documented by students in our initial study was published in the October 1999 issue of the *American Annals of the Deaf*. (Schimmel, C., Edwards, S, & Prickett, H. (1999) Reading?...Pah! (I got it.) *American Annals of the Deaf*, 144 (4), 298-308.)

Another earlier article was published in *Odyssey*. (Schimmel, C. & Edwards, S. (2003) Literacy strategies for the classroom: putting Bi-Bi theory into practice. *Odyssey*, Volume 5, Issue 2, 58-63.

Numerous studies support the strategies and theories behind Fairview's approach to reading. If you wish to download references go to www.fairviewlearning.com. By no means is the list exhaustive. We continue to add references.

Curriculum Materials:

Adapted Dolch Teacher Cards \$60
Adapted Dolch Teacher Workbook \$44
Adapted Dolch Student Cards \$50
Bridge List Teacher Cards \$60
Bridge List Student Cards \$50
Bridge List Teacher Workbook \$44
Student Progress Notebook \$45
Phonemic Awareness Guide with Flash Cards \$35
Discount-8% -\$31.04
Shipping-6% \$21.42
Total \$378.38