

TESTIMONIALS PROFESSIONALS:

“When Marilee and Judy shared their teaching strategies with me, I responded, “You have a moral obligation to share this with other children.” I knew this book was important for everyone when I saw the results of the strategies described. To put it simply, it works! With over 30 years of searching for “programs” to help students learn to read, I have learned that teaching this code arms them with the skills necessary to be a reader for the rest of their lives.”

Sharon B.,
Assistant Superintendent (retired)
School District of Lee County, FL

I have been using Raising Robust Readers with a young student with Down syndrome from the United Arab Emirates who is also an ESL learner. It has been amazing to see his quick progress during a very short time! The creative, research-based materials combined with the program’s flexibility made it a perfect fit for him.

Noemi H.,
Special Education Teacher

“Wow, you have distilled, into one easy-to-read-and-understand article, years of study on my part... It's all so very different from how I was trained as a classroom teacher and reading specialist. I got my master's in reading so I could teach anyone to read. And here I am fourteen years later, still learning... This is a fabulous resource—thank you!”

Jennifer N.,
Master's Degree Reading

“I am amazed how yours is the first program in all my years as an elementary teacher and furthermore as a homeschooling parent, that truly dispels the myth of understanding syllables and how to attack them in attempting to read and decode words. I think that there are so many students whose literacy issues could be healed if only they had your program. And let me also add that the way your program has been developed has left no stone unturned. The minute I think of something that I think has been missed, I am quickly corrected by seeing the unique way in which you have considered all the nuances of the English language!...Children need not toil and suffer through learning to read...”

Stacey C.,
Elementary Teacher

“As I underline the multi-letter phonograms for this week’s spelling words, I shudder to think that I ever taught spelling without doing so. My enthusiasm comes from my realization that I am developing skills and competencies as an educator that I now know I cannot do without! To pass it along to students is often the best part of our school day.”

June D.,
First-Grade Teacher

“I wish I had been taught that a, i, o, and u have three sounds...”

Kris G.,
First Grade Teacher

PARENTS

“My cup runneth over. Progress is a beautiful thing. So grateful for this program.”

Kelsey A.

“I learned about Raising Robust Readers through volunteering at GiGi's Playhouse New Orleans with the one-on-one Literacy Tutoring program. I was amazed by the program because I always thought that the written English language and its spelling had no rhyme or reason compared to other languages I've learned to read. The program encourages a lifestyle of learning through your environment. Another delightful thing about the program is that you can tell whether children are learning even when they can't say all of their sounds; my son can make gestures for all of the alphabet letters, although there are a few sounds he does not pronounce quite yet. I highly recommend Raising Robust Readers to anyone teaching beginning readers.”

Lory L.

“Last week, my daughter, who is eighteen, was at a party where they passed out pieces of paper with questions on them as a get-to-know-you game. She shocked me by reading her question without any help and proceeded to answer it on her own! She really is learning to read and comprehend. All thanks to you two and your program!”

Kathy S.

“Simple songs and hand gestures add a fun element to learning phonograms. The methods presented through Raising Robust Readers have been very effective in not only teaching my daughter to read, but have also provided special bonding moments with Maggie.”

Becky C.

“The program’s simple, clear, consistent, and multi-sensory presentation is building on our son’s visual memory strengths. We wish we had known about this program when our son, now eighteen, was much younger; however, we learned that it is never too late to teach the phonemic awareness skills that allow our son to decode unfamiliar words; to experience the joy of reading independently for pleasure and to be a life-long learner!

Judy and Marilee have a passion and a mission to give every individual of any age and ability the opportunity to not only learn to read; but to discover the joy, opportunities, and independence reading brings to any individual throughout their lifetime.”

Jane H.

FROM FACEBOOK: PHONICS FOR FOLKS WITH DOWN SYNDROME

In addition to sharing stories, pictures, and videos, this platform gives members a community in which to ask questions, give advice, and share experiences. Here is an example of conversations that occur on our Facebook page:

This podcast was so good and all about Raising Robust Readers! I have a four-year-old, Luke, who has Down syndrome, and I'm a virtual teacher/tutor who loves and uses the Science of Reading in my tutoring. Before virtual teaching, I was in the kindergarten classroom for fourteen years. Almost all the books and journal articles I have read about teaching children with Down syndrome to read talk about learners knowing 100–500 high interest words by sight before teaching phonics. As far as I understand it, it's because they often have awesome long-term memories but not great short term memories. Would love to hear your thoughts on this and also hear from parents who are using the Raising Robust Readers program to hear if they have been successful and at what age did they first start and did they know a certain number of words first. Thanks so much.

<https://www.brettestevens.com/podcast-1/episode/491786df/teaching-students-with-cognitive-challenges-to-read-with-judy-ohalloran>

Kristy C.

Kristy—as a former teacher and reading specialist of twenty years, I heard and read the same research. I started down that road when my son Ethan was very young. We did flash cards and Ethan memorized about twenty but never noticed them in context. I’ve always read a lot to both my boys. Reading is their favorite. Ethan is now five and would be starting kinder in the next school year. (I say ‘would’ because I homeschool). I’ve been using Raising Robust Readers for a year and honestly it has been life-changing. Ethan recognizes and sees phonemes everywhere. He’s in a preschool once a week and he is “teaching” his typical peers all the letter sounds. He is now noticing beginning sounds. So he will say “Mom robot starts with R.” Or “Mom there is a double ee. It says E.” His preschool teachers just can’t believe it. One of the things that drew me to RRR is that as a former reading specialist I studied Orton Gillingham and I’ve seen it work miracles with people with dyslexia. RRR is so much like OG and so hands-on and multi-sensory. I just don’t see how memorizing sight words is better.

Emily H.