



A personalized world of fascinating interactive play that leverages the power of cognitive neuroscience to accelerate the acquisition of literacy skills.

SkateKids™ and Ramps to Reading™ are online digital game-based reading programs built to stimulate and develop the cognitive processes necessary for learning to read while students build critical literacy skills.

Ramps to Reading™ (Ages 4 to 7) takes early readers from initial pre-literacy levels to basic word reading and comprehension. Engaging games help learners acquire and practice skills in a developmentally appropriate sequence.

SkateKids™ (Ages 7 to 12) cultivates early readers in an immersive environment that scaffolds reading levels as it helps learners develop critical thinking and metacognitive skills.

Scientific research has demonstrated that a series of cognitive processes are involved in learning to read, including:

Planning: The student decides how to attack a task, exerting cognitive control over processes and knowledge with intentionality.

Attention: Focused cognitive activity and resistance to distraction are essential in the process of learning to read.

Simultaneous and Sequential Processing: Reading, like many other tasks requires the brain to simultaneously process a mass of information and then to take in and manipulate the sequence of information, from the letters in a word to the sentences in a paragraph.

SkateKids™ and Ramps to Reading™ explicitly develop Planning, Attention, and Simultaneous and Sequential Processing to enable students to make rapid gains in the acquisition of literacy skills.

SkateKids™ and Ramps to Reading™:

- Integrate the development of essential **cognitive skills** with the **literacy skills** recommended by the National Reading Panel.
- Are supported by **published peer-reviewed research** on the programs' effectiveness.
- **Enhance any curriculum** and any direct instructional setting.
- **Provide an immersive and engaging digital-game based** experience.
- Are **easy to implement** in a classroom or lab setting.



Best Education
Game or Simulation

Targeted Cognitive Skills

Attention
Working Memory
Planning
Simultaneous Processing
Sequential Processing
Spatial Relationships
Visualization

Targeted Strategies

Visual Scanning
Verbal Rehearsal
Chunking/Reducing

Literacy Skills – Ramps to Reading™

Alphabet Knowledge
Sound/Letter Identification
Phonics/Phonemic Awareness
Reading Comprehension

Literacy Skills – SkateKids™

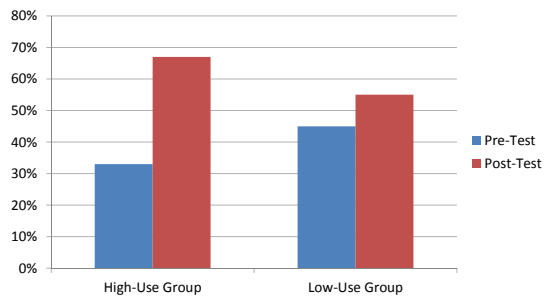
Phonics/Phonemic Awareness
Word Decoding
Reading Comprehension
Fluency Practice
Vocabulary

Published Research

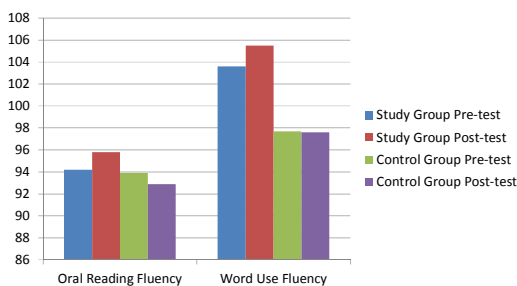
3rd Grade Students in two Title I schools who used SkateKids™ for an average of 16.8 hours over the course of an academic year (high-use group) improved their DIBELS Oral Reading Fluency (ORF) scores significantly more than students who used the program for an average of 5.7 hours. On pre-test, 33% of both groups performed at benchmark or above. On post-test 67% of the high-use group, but just 45% of the low-use group met or exceeded benchmark.

"Empirical Validation of an On-line Literacy Program using DIBELS for Title I Students," Naglieri, 2009

SkateKids – DIBELS ORF Percent Meeting Benchmark



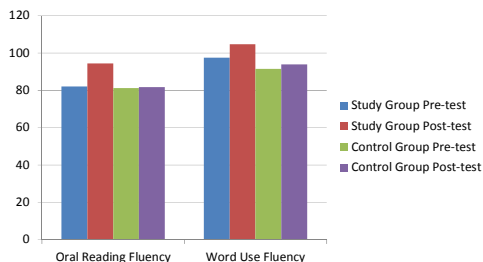
Ramps to Reading - DIBELS Standard Scores for Students "At Some Risk"



2nd Grade Students in Title I schools who used Ramps to Reading™ over the course of a school year improved their performance on the DIBELS measures of Oral Reading Fluency and Word Use Fluency to a greater degree than a control group that did not use the program. While this was true for all categories of initial performance – Low Risk, Some Risk and At Risk – students in the Some Risk and At Risk categories made substantially more progress and accelerated their progress in closing the gap to Benchmark.

"Psychological Assessment by School Psychologists: Opportunities and Challenges of a Changing Landscape," Naglieri, in *APA Handbook of Testing and Assessment in Psychology: Vol. 3. Testing and Assessment in School Psychology and Education*, 2013

Ramps to Reading - DIBELS Standard Scores for Students "At Risk"



Funding Sources:

- Title I, Part A
- Title II, Part A
- Title IV, Part B, 21st Century Community Learning Centers
- Title VI, Part B, Rural Schools (REAP)
- Individuals with Disabilities ACT (IDEA)
- School Improvement Grants (SIG)
- Race to the Top
- Charter Schools Program
- GEAR UP
- Investing in Innovation (i3)

Recommended Use:

- 3 to 5 times per week
- 15 to 30 minutes per session

Extensive teacher training is not required. 60 minutes of web-based training is provided with most license packages. More extensive professional development programs covering brain research relevant for educators are also available.

The program has been designed to be flexible in its implementation:

- Classroom
- Computer Lab
- Before/After School
- School to Home

System Requirements:

PC or MAC: Browser with Flash Plug-in.
Internet connection. Computer
Speakers/Headphones. Mouse.