

MTA PROGRAM IMPLEMENTATION GUIDELINES

MTA is a comprehensive, integrated language arts program addressing reading decoding and comprehension, spelling and composition, cursive handwriting, and alphabet and dictionary skills. The ungraded curriculum encompasses the structure and science of the English language, and all students begin at the beginning. The goal is to complete the curriculum, as long as students are progressing according to criterion-referenced “Mastery Checks” administered periodically. If exit criteria is based on grade-level achievement alone, permanence of learning is not guaranteed.

PERSPECTIVE

Degree of Difficulty	Years of Training (Based on nine month school terms)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
Mild	Kits 1-3	Kits 4-5	Kits 6-7			
Moderate	Kits 1-2	Kits 2-4	Kits 4-6	Kits 6-7		
Severe	Kit 1	Kits 1-3	Kits 3-4	Kits 4-5	Kits 5-6	Kits 6-7

RECOMMENDED CLASS SIZES

For very young or severely dyslexic students: 4-6

For third grade and up, mild to moderately involved students: 6-8

If an instructional aide is available daily, third grade and up students can work in slightly larger groups.

INSTRUCTIONAL GROUPING

Students can be grouped across grade levels, as: 1-2 graders; 3-4-5; 4-5-6; etc. High school students should have the opportunity to study MTA for at least two years. Ninth, tenth, and eleventh graders can be grouped together.

Students should be as homogeneously grouped as possible, based on their performance on the *Baseline Assessment*, standardized reading test scores, and teacher recommendations.

SCHEDULING

Each lesson cycle involves a series of “mini-activities” that provide for introduction of new information, review of previously taught information, and practical applications. One hour daily lessons are recommended.

Minutes	Activity
5	Alphabet and dictionary skills training
5-7	Review of previously taught letters for reading and spelling
5-10	New letter or concept introduction
5	Handwriting practice
5-10	Reading practice
5-10	Spelling practice
2	Quick closure and review of previously taught concepts
10-15	Comprehension/ Composition

- If lessons are limited to 45 minutes, there is no time to address comprehension or composition.
- Classes less than 45 minutes are not recommended, as the remediation process takes much longer.
- Classes meeting only 2 or 3 times per week are not recommended, as the remediation process will take much longer.

BLOCK SCHEDULING, ALTERNATING A AND B DAYS:

Students need daily instruction. If possible, the dyslexia teacher can be both the English and Reading teacher. By scheduling the dyslexic students English and Reading at the same time each day, students will be able to complete the curriculum more quickly.

BLOCK SCHEDULING, DAILY CLASSES:

This is ideal, as older students need more work with comprehension and composition and study skills, as well as with reading and spelling.

WHAT IF NEW DYSLEXIC STUDENTS MOVE INTO SCHOOL DURING THE YEAR, AND YOU HAVE NO CLASSES READY TO START WITH KIT 1?

Each case must be handled on an individual basis. Place student with an existing class that is closest to Kit 1. At the end of the year, the student can be more appropriately grouped. It is not recommended that new students be placed in classes beyond Kit 2. Try to make provisions for a one-to-one tutorial with that student, and start at the beginning of Kit 1. After Kit 1 is

completed, the student can join an existing class.

FACTORS AFFECTING PROGRESS

A number of factors described below will influence the rate of progress for mastering the curriculum.

1. Number of students in a class.
2. Appropriateness of grouping.
3. Quality and depth of teacher training.
4. Support from others (parents, teachers, etc.)
5. Length of class periods.
6. Number of times the class meets per week.

IMPORTANT REMINDERS

When planning long term staff requirements, remember that students taught in groups will require three to six years to complete the curriculum.

Transition from one MTA teacher or campus to another is provided for in the curriculum. MTA has a student record keeping system so that the new MTA teacher will have all necessary information to determine where the students are in the curriculum.