

Davis K-2 School Program™ Report

1993-1997

compiled by

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for

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Introduction

This report details the findings, to date, of a pilot study that began in 1993 at an elementary school in Fremont, California. The grades involved were Kindergarten, and First Grade. The purpose of the study has been to determine what beneficial effect, if any, integrating various Davis Dyslexia Correction™ methods, primarily Davis Symbol Mastery™, into standard K-2 curriculums might have on the overall student population. The objective of this study has been to:

- 1. help schools improve the overall percentages of children who are able to meet curriculum goals at the end of Kindergarten through 2nd grade**
- 2. give teachers strategies that address and cultivate the learning styles of all students**
- 3. enhance the learning and creative potential of ALL students**
- 4. prevent learning disabilities in the early grades**

This report is based on information gathered from two classrooms, one kindergarten and one first grade. Classrooms were a basic cross section of the kindergarten and first grade school population.

The 93-94 school year was devoted to teacher training in the Davis methods and experimentation with fitting them into existing curriculum.

In the 94-95 school year, emphasis was on individualized teacher training specific to grade level, and working out the logistics of taking one-on-one methods into a classroom setting. These logistics included support personnel requirements, lesson plan scheduling, and materials and supply needs.

In the 95-96 and 96-97 school years, specialized training of teachers, aides, and parent volunteers was done; and pre- and post-testing were introduced.

What is the Davis K-2 School Program?

This Program is a visual, kinesthetic, cognitive system for teaching basics skills. It can be integrated easily into most K-2 school programs to achieve curriculum goals for all the students. It addresses the needs of the non-traditional learners, while at the same time keeping pace with and stimulating creativity in high achievers. If used correctly by trained personnel, it can prevent a learning disability from occurring in later grades as well as enhance the learning potential of all students.

The Davis methods fit well with traditional teaching theory, and require very few additions or changes to classroom structure or materials. The full scope of these methods are described in *The Gift of Dyslexia* by Ronald D. Davis, and have been adapted for use in the primary grades of K-2.

The main method used is Davis Symbol Mastery which has children create letters, numerals, and other basic language symbols and words (according to their dictionary definitions) with clay. Although this sounds very simple, teachers still need specialized training to implement the program successfully. This training includes: principles and theories, methodology, and classroom management strategies.

How does the Davis K-2 School Program differ from other programs?

Davis believes that the only real learning is experiential and that the learning process and the creative process, if not the same, are so close that they can not be separated. The key to true knowledge is mastery.

Prior to this Program, most teachers used phonics instruction, drill, workbook, and paper pencil activities to instruct students in learning the alphabet and sight vocabulary. There were always a few students these methods didn't reach.

After the Davis Program, teachers used phonics instruction, Davis Symbol Mastery (creating letters, words, and concepts in clay), and fewer paper pencil activities. This program reduces if not eliminates drill, utilizes natural creativity, is fun and easy for both students and teachers to implement, and addresses all learning styles.

Who did it work for?

The Davis Program benefited not only below average students but all students. The students found Davis to be a fun way to learn, adding variety to pencil and paper schoolwork. Children saw this as a way to learn that could also be transferred to other learning situations.

What improvements in learning were observed?

The three teachers who started the program in the 1993 and provided the information in this report are highly respected and qualified, with more than twenty years each in their respective primary grades. They observed the following in their classroom as a result of the teaching techniques used in the Davis Program:

Kindergarten Students:

- Fewer reversals
- Better eye-hand coordination
- Overall better printing skills
- Learned the alphabet faster with less effort
- Better understanding of why we have an alphabet
- Many students able to find letters in dictionary
- Made learning more fun
- Consonant and vowel sounds were recalled more quickly
- Phonics skills were stronger

First Grade Students:

- Improved oral language skills
- Better retention of reading vocabulary (very little re-teaching)
- Better understanding of sight words, not only what they mean, but where and how to use them
- Students' confidence increased
- Punctuation skills greatly increased
- Dictionary skills greatly increased
- School was more than just paper and pencil
- Classroom parent volunteers and aides felt they were making a real contribution to students' education
- Alignment procedure helped students stay on task

In what areas of the curriculum was Davis used?

Davis techniques have been used successfully in:

- Learning basal reading words
- Oral reading
- Reading for comprehension
- Learning spelling words
- Learning basic math skills
- Kindergarten readiness skills
- Helping students learn self control
- Helping students learn social skills
- Learning basic coordination skills

How was the Kindergarten classroom structured?

Students worked in small group of five children to one adult. Each student worked for about 20 minutes twice a week during activity time.

How was the First Grade classroom structured?

Students were instructed in whole group settings with a ratio of 1 adult to 5 children. Each student worked for about two hours twice a week during reading instruction.

What are the results of the Program?

Kindergarten Alphabet Test

Students were given a paper with 26 squares. The students were instructed to write in order as many letters as they could. There was no time limit. Tests were teacher made. The same test was administered as both a pre- and post-test. It is significant to note that the 94-95 post-testing was done after the summer holidays, revealing long-term retention of the information.

1994-1995 Kindergarten Alphabet Test

August '94: Pre-test class average - 31.5%

Min. score 0.0%

Max. score 73.1%

September '95: Post-test class average - 92.5%

Min. score 81%

Max. score 100.0%

1995-1996 Kindergarten Alphabet Test

August '95: Pre-test class average - 42.2%

Min. score 0.0%

Max. score 100.0%

June '96: Post-test class average - 86.5%

Min. score 23.1%

Max. score 100.0%

1996-1997 Kindergarten Alphabet Test

August '96: Pre-test class average - 67.4%

Min. score 0.0%

Max. score 100.0%

June '97: Post-test class average - 96.5%

Min. score 77.0%

Max. score 100.0%

First Grade Word Test

Students were asked to read a list of 35 sight words. The test was administered one-on-one. The words represented all the words the students had mastered that year using Davis Symbol Mastery.

1995-1996 First Grade Word Test

September '95: Pre- test class average - 58.4%

Min. score 0.0%

Max score 100.0%

June '96: Post-test class average - 98. 5%

Min. score 89.0%

Max. score 100.0%

1996-1997 First Grade Word Test

This test was administered the same as in 96-97 with the difference that the students were pre-tested on 46 words and post-tested on 56 words.

September '96: Pre-test class average - 28.8%

Min. score 2.0%

Max. score 98.0%

June '97: Post-test class average - 98.9%

Min. score 80.0%

Max score 100.0%

What types of words and definitions did the first grade students master?

a	he	then
after	I	there
all	in	these
an	is	they
and	it	this
are	last	those
as	none	through
at	not	to
away	of	up
back	off	was
be	on	what
before	one	when
between	or	where
by	some	which
down	than	while
for	that	who
from	the	whose
front	their	why
had	theirs	you
have	them	

Teacher Observations:

Kindergarten teacher and aides observed the following:

- 63% of students were able to write ALL letters and numerals correctly with 100% accuracy. (no reversals or transposing)
- 97% of students were able to write letters and numerals correctly with 80% accuracy. (no reversals or transposing)
- 93% of students were able to correctly identify the following punctuation marks: period, exclamation mark, question mark and comma.
- ALL students were able to give an accurate oral dictionary definition for the words they had created in clay with 75% or better accuracy.
- 83% of students were able to give an accurate oral dictionary definition for ALL the words they had created in clay.
- ALL students were able to spell 75% of the words they had created in clay.
- 80% of the students were able to spell ALL of the words they had created in clay.

First Grade teacher observed the following:

- The average student was able to accurately spell 89% of the words created in clay.

How did the students feel about using the clay?

- In 1996 84% of the first grade students found using the clay helpful.
- In 1997 100% of the first grade students found the clay to be helpful.
- Students' comments when asked, "How did clay help you?"

"It made pictures in my head."

"I learned the meanings of words."

"It helps me spell."

"It's fun"

"You learn definitions."

"It helps in learning."

"It helps me remember words."

"It helps me be creative."

"It just does."

"It helps me learn words."

"It helps me remember words better."

"It's relaxing."

"It's creative."

"I like making things."

What is the next step for the Davis K-2 School Program?

In 1997-98, we are working with fifteen classrooms in five different schools instead of just two classrooms at one school. Second Grade is being included. Independent testing is being done, instead of teacher testing, at the beginning and end of the school year. Testing information from control groups with similar socio-economic demographics to each classroom will also be included.

In 1998-99, we plan to further refine the program and repeat the 1997-98 protocols.

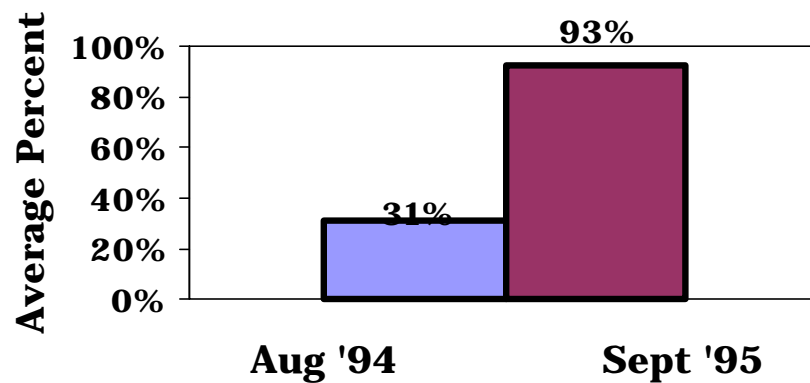
Based on these findings, a comprehensive K-2 Teacher Training Program will be developed and offered by Davis Dyslexia Association International and its affiliates around the world to teachers and elementary schools wishing to implement similar programs.

Appendix

Kindergarten Alphabet Test 1994-1995

name	number	August '94		September '95		
		pre test possible:26	post test possible:26	post test possible:26	September '95	
kate	1	9	35%	25	96%	
justin	2	0	0%	25	96%	
ashley	3	6	23%	24	92%	
matt	4	2	8%	24	92%	
andy	5	0	0%	24	92%	
shubhra	6	15	58%	24	92%	
rima	7	14	54%	24	92%	
sonya	8	11	42%	26	100%	
chance	9	9	35%	24	92%	
kol	10	19	73%	24	92%	
alexander	11	5	19%	21	81%	
class average		8.18	31%	93%	24.09	93%

Kindergarten Alphabet '94-'95



Kindergarten Numerals Test 1995-1996

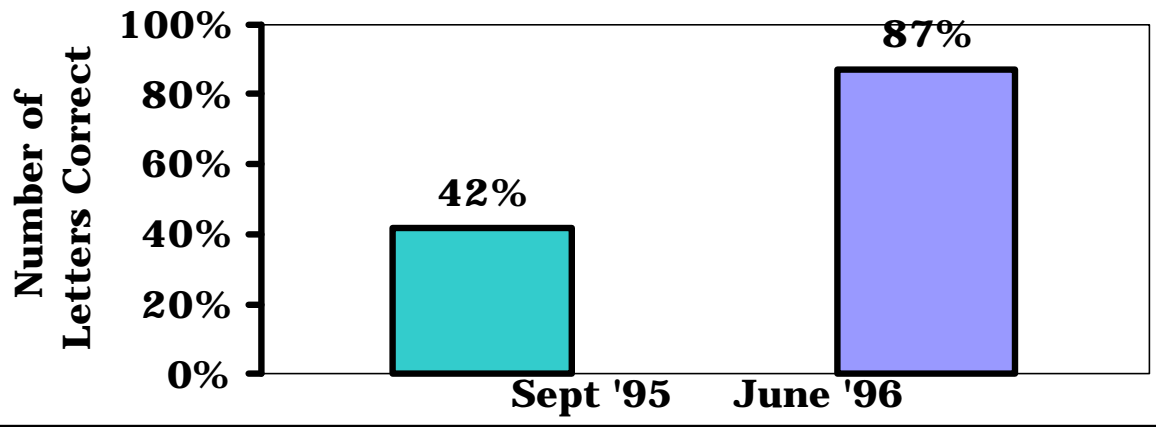
name	number	pre test possible:20	September '95	post test possible:20	June '96
kendall	1	9	45%	20	100%
fred	2	7	35%	20	100%
emily	3	8	40%	20	100%
brendan	4	8	40%	20	100%
ikeonia	5	9	45%	20	100%
arthur	6	1	5%	11	55%
neil	7	2	10%	20	100%
georgia	8	10	50%	20	100%
jenna	9	6	30%	20	100%
emily	10	7	35%	20	100%
nicholas	11	7	35%	19	95%
jenni	12	10	50%	20	100%
timothy	13	1	5%	16	80%
alex	14	1	5%	20	100%
courtney	15	5	25%	20	100%
alexander	16	7	35%	20	100%
eugene	17	10	50%	20	100%
emma	18	3	15%	18	90%
grant	19	2	10%	20	100%
ethan	20	5	25%	19	95%
ivo	21	10	50%	20	100%
sandra	22	4	20%	20	100%
evan	23	2	10%	20	100%
kendall	24	5	25%	19	95%
stevie	25	7	35%	20	100%
michael	26	1	5%	19	95%
spencer	27	3	15%	20	100%
whitney	28	10	50%	20	100%
class average		5.71	29%	19.32	97%

Kindergarten Alphabet Test

1995-1996

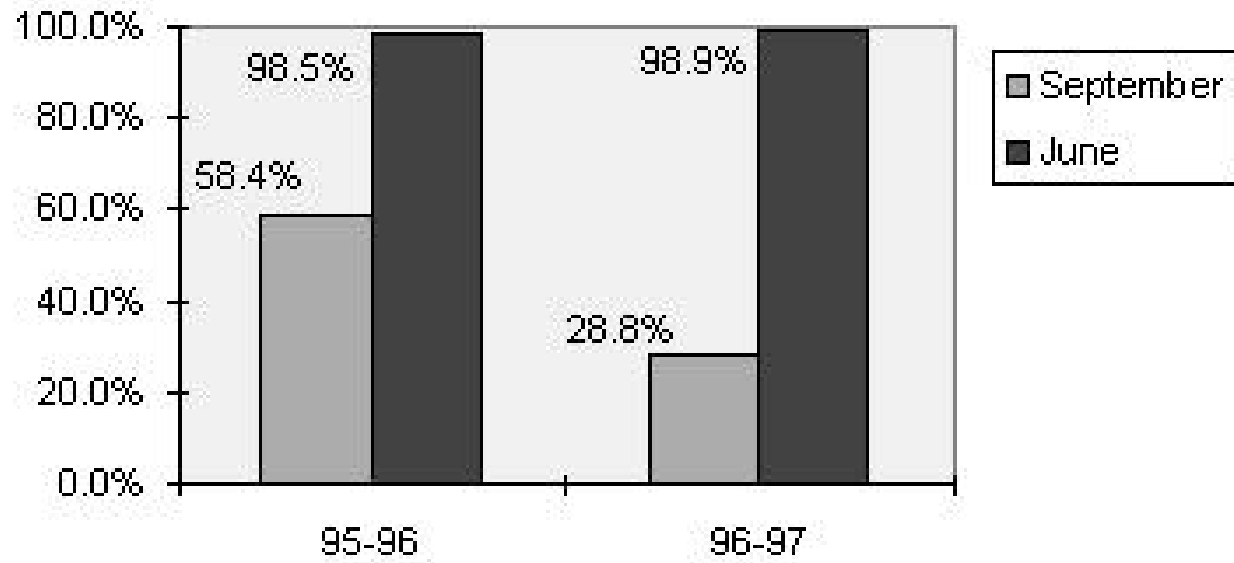
pre test possible:26	September '95	post test possible:26	June '96
16	61%	21	81%
23	88%	26	100%
25	96%	26	100%
1	4%	12	46%
6	23%	26	100%
1	4%	6	23%
16	61%	25	96%
25	96%	26	100%
0	0%	24	92%
13	50%	25	96%
19	73%	24	92%
19	73%	25	96%
0	0%	19	73%
0	0%	26	100%
6	23%	26	100%
8	30%	26	100%
26	100%	26	100%
5	19%	22	85%
3	12%	23	88%
2	8%	6	23%
21	81%	26	100%
6	23%	24	92%
0	0%	15	58%
18	69%	26	100%
8	30%	26	100%
0	0%	22	85%
15	58%	26	100%
25	96%	25	96%
10.96	42%	22.5	87%

Kindergarten Alphabet '95 - '96



Kindergarten Numerals 1996-1997						Kindergarten Alphabet Test 1996-1997				
Name	number	pre-test possible:20	Sept '96	post-test possible:20	June '97	pre-test possible:26	Sept '96	post-test possible:26	Jun-97	
andrew	1	18	90%	20	100%	23	88%	26	100%	
andrew	2	20	100%	20	100%	0	0%	26	100%	
kimberly	3	19	95%	20	100%	26	100%	26	100%	
nikita	4	20	100%	20	100%	24	92%	25	96%	
lauren	5	19	95%	20	100%	25	96%	26	100%	
muneet	6	20	100%	20	100%	26	100%	26	100%	
parsa	7	20	100%	20	100%	16	62%	22	85%	
jared	8	17	85%	19	95%	13	50%	25	96%	
carolyn	9	20	100%	20	100%	26	100%	26	100%	
aaida	10	18	90%	20	100%	21	81%	26	100%	
adam	11	20	100%	20	100%	22	85%	20	77%	
glenn	12	20	100%	20	100%	25	96%	22	85%	
ariela	13	18	90%	20	100%	24	92%	26	100%	
emily	14	20	100%	20	100%	25	96%	25	96%	
james	15	18	90%	20	100%	24	92%	26	100%	
christina	16	20	100%	20	100%	22	85%	26	100%	
andrew	17	20	100%	20	100%	22	85%	25	96%	
katarina	18	20	100%	20	100%	2	8%	25	96%	
tahoura	19	20	100%	20	100%	23	88%	26	100%	
jeff	20	11	55%	20	100%	2	8%	22	85%	
risha	21	20	100%	20	100%	26	100%	26	100%	
travis	22	11	55%	20	100%	3	12%	26	100%	
michelle	23	11	55%	20	100%	6	23%	26	100%	
jonathan	24	11	55%	18	90%	25	96%	25	96%	
sesi	25	11	55%	20	100%	1	4%	25	96%	
fiona	26	11	55%	20	100%	26	100%	26	100%	
kevin	27	11	55%	20	100%	0	0%	26	100%	
denny	28	20	100%	20	100%	22	85%	25	96%	
billal	29	17	85%	20	100%	16	62%	25	96%	
mai	30	11	55%	20	100%	9	35%	26	100%	
class average		17.066	85%	19.9	99%	17.5	67%	25.1	97%	

First Grade Word Recognition



1995-1996

First Grade Word Test

name	number	pre-test possible:35	September '95	post-test possible:35	June '96
tracy	1	24	69%	34	97%
justin	2	13	37%	34	97%
austin	3	35	100%	35	100%
rima	4	0	0%	35	100%
ashley	5	3	9%	34	97%
lori	6	35	100%	35	100%
annie	7	35	100%	35	100%
madhushee	8	29	83%	34	97%
shubra	9	18	51%	35	100%
shilpika	10	19	54%	35	100%
chance	11	10	29%	32	91%
kate	12	19	54%	35	100%
dylan	13	10	29%	32	91%
kaylee	14	35	100%	35	100%
emma	15	31	89%	35	100%
jason	16	29	83%	35	100%
kol	17	11	31%	35	100%
sonya	18	14	40%	35	100%
megan	19	33	94%	35	100%
alexander	20	1	3%	31	89%
alexander	21	35	100%	35	100%
irene	22	17	49%	35	100%
matthew	23	1	3%	35	100%
chloe	24	35	100%	35	100%
andy	25	17	49%	35	100%
mark	26	17	49%	35	100%
jaimie	27	35	100%	35	100%
jazmine	28	10	29%	35	100%
class average		20.39	58%	34.5	99%

First Grade Punctuation Test 1996-1997

name	number	recognition	1996-1997			what to do at punctuation when reading			
		pre-test possible:5	Sept '96	post-test possible:5	June '97	pre-test possible:5	Sept '96	post-test possible:5	June '97
jessica	1	1	20%	4	80%	1	20%	5	100%
stephen	2	2	40%	5	100%	1	20%	5	100%
angela	3	3	60%	5	100%	1	20%	5	100%
neil	4	3	60%	5	100%	0	0%	5	100%
mark	5	3	60%	5	100%	3	60%	5	100%
kendall	6	1	20%	3	60%	0	0%	5	100%
grace	7	3	60%	4	80%	1	20%	5	100%
timothy	8	1	20%	5	100%	0	0%	5	100%
stevie	9	3	60%	5	100%	0	0%	5	100%
ethan	10	1	20%	4	80%	0	0%	3	60%
emily	11	3	60%	5	100%	1	20%	4	80%
stephen	12	1	20%	3	60%	2	40%	4	80%
spenser	13	2	40%	5	100%	1	20%	2	40%
jayant	14	3	60%	5	100%	3	60%	3	60%
amanda	15	2	40%	4	80%	0	0%	5	100%
grant	16	2	40%	5	100%	2	40%	5	100%
jenna	17	2	40%	5	100%	0	0%	5	100%
kendall	18	3	60%	5	100%	3	60%	5	100%
kendrick	19	3	60%	5	100%	1	20%	5	100%
class average:		2.21	42%	4.578	92%	1.052	21%	4.52	91%

First Grade Word Test

1996-1997

name	number	words		post-test	June '97
		pre-test	Sept '96		
jessica	1	4	9%	56	100%
stephen	2	45	98%	56	100%
angela	3	9	20%	56	100%
neil	4	9	20%	56	100%
mark	5	7	15%	56	100%
kendall	6	5	11%	56	100%
grace	7	40	87%	56	100%
timothy	8	2	4%	45	80%
stevie	9	6	13%	56	100%
ethan	10	1	2%	absent	absent
emily	11	9	20%	56	100%
stephen	12	41	89%	56	100%
spenser	13	6	13%	56	100%
jayant	14	8	17%	56	100%
amanda	15	8	17%	56	100%
grant	16	4	9%	56	100%
jenna	17	4	9%	56	100%
kendall	18	7	15%	56	100%
kendrick	19	37	80%	56	100%
class average:		13.26	29%	55.38	99%