



Research Foundation:

Start-to-Finish Books are a collaborative design by experts in the fields of reading, language, learning disabilities and educational technology. It was developed using proven principles of reading research.

A team of editors does the final editing of every Start-to-Finish book, each with more than 25 years of experience in the fields of reading, language and learning disabilities. The editors revise the text to meet exacting standards. These standards represent research and best practices in the fields of linguistics, language acquisition, reading and learning

The editors are:

Dorothy Tyack, MA – Dorothy is a learning disabilities specialist and director of the San Francisco/Burlingame Scottish Rite Center for Childhood Language Disorders. Her work has appeared in the Journal of Learning Disabilities, Journal of Speech and Hearing Disorders, Journal of Psycholinguistic Research, Journal of Child Language, and Language, Speech and Hearing Services in Schools. She is co-author of Language Sampling, Analysis and Training: A Handbook (Tyack & Venable, 1998).

Gail Venable, MS, CCC-SLP - Gail specializes in language and reading disorders. She is co-author of the Diagnostic Profile Form (Solina & Venable, 1986) and Language Sampling, Analysis and Training: A Handbook (Tyack & Venable, 1998).

Jerry Stemach, MS, CCC-SLP - Jerry is an Assistive Technology Specialist with credentials in elementary and special education. His works include Word Express: The First 2,500 Words of Spoken English (Stemach & Williams, 1988) and Passport to Reading Independence, a phonics-based reading program.

Instructional decisions for the technology components were based on the research and guidance of Dr. Ted S. Hasselbring, Ed.D. – Dr. Hasselbring is the William T. Bryan Professor and Endowed Chair in Special Education Technology at the University of Kentucky. Over the past twenty years, Dr. Hasselbring has conducted research on the use of technology for enhancing learning in students with mild disabilities and those who are at risk of school failure. He has authored more than one hundred book chapters and articles on learning and technology and serves on the editorial boards of six professional journals. He is also the author of several computer programs. Dr. Hasselbring spent 17 years as Co-Director of the Learning Technology Center at Vanderbilt University.

Testimonial:

Increased Reading Scores, Motivation and Fluency

"I love your Start-to-Finish series. I have seen success with the books in my classroom. I teach a high school ED class that includes students from 9th to 12th grade. I have all learning levels, with IQ's ranging from 89 to 140.

I had one student who could not read or comprehend above the 1st year 2nd month level. Even his auditory comprehension was not very good. He would not pick up a book newspaper or other material and read voluntarily.

He was having difficulty with the lowest level work that was available in the room. He would ask for help on the meaning or how it was pronounced almost every other word. His work was at the failing level. He didn't like to have someone sit and help him with all of his assignments, but that was the only way for him to pass.

I put him on the first Start-to-Finish book I received at the CSUN conference in March, "THE ROCK". He loved it! After the next five (5) books he was not asking for help on the textbooks. He was passing with "C's and B's". His mother reported that he was picking up the newspaper at home and reading different sections for pleasure. We read the "Hounds of Baskerville" out loud in class. He would take his turn, something I would never have asked him to do before, and read as well if not better than the others in the class.

I had another student who could not read at all, but had an excellent auditory memory. He became so involved with the Jack London tape he was laughing out loud. He was sitting there with the headphones on grinning and chuckling. He left me shortly after for a different school so I don't know if this has helped his reading ability at this time or not.

I also found that the CD's have helped with fluency for my more proficient readers. They have picked up on the cues for putting feeling and character into their own oral reading in class. I also notice that they use the punctuation more accurately also. Thank you so much for the great assistance that you have provided for literacy improvement for my students."

Teacher, Emotionally Disturbed
Riverside County Office of Education.
Riverside, CA
Grades 9-12