Registration Online, by Phone, or in Person

To register your child, please complete the following forms:

- Registration form including permission to release information form
- Family and Home Information
- School Information
- Student Interest Inventory

The forms listed above can be:

- Downloaded at www.stritch.edu/literacy
- Requested by calling (414) 410-4380 or (414) 410-4421
- Requested by emailing Dr. Molly Shiffler at mdshiffler@stritch.edu

Once you have received the registration forms, please follow these steps:

- Complete the registration forms including the Family and Home Information form and the Student Interest Inventory
- Sign the release permit on the School Information form. Request that your student's teacher complete the form and return it to the Literacy Center.
- Return the forms to:
  Cardinal Stritch University
  Literacy Centers, #104
  6801 N. Yates Rd.
  Milwaukee, WI 53217-3985

Testing appointments are scheduled after all forms are received.

To obtain fee information, call (414) 410-4380 or (414) 410-4421 or visit our website at www.stritch.edu/literacy.

National Research Standard Assessment for Each Student

Before instruction begins, our professional literacy team individually evaluates each child's strengths, reading levels, and needs in literacy components including phonological awareness, decoding, spelling, fluency, comprehension, writing, and academic success skills based on the developmental level. We use a range of assessments modeled after the National Institute of Health research battery. We welcome referrals from schools and medical professionals.

A conference is held to discuss evaluation results as well as the intervention plan based upon the assessment. Following post testing at the end of each session, a progress report summarizing the results of past testing is reviewed in a conference with families. Depending on the level of assessment, the assessment may take one to two sessions to complete.

Two levels of assessment are available:

1. Initial Planning Assessment: Analysis of recent assessment reports, school records and other outside testing; QRI-5, Woodcock Reading Mastery Tests-III, phonic inventory, writing sample, and interest inventory with analysis and intervention plan
2. Comprehensive Processing & Literacy Level Assessment Evaluation: All assessments above plus language/literacy processing measures as needed (CTOPP2, TOWRE2, RAN/RAS, TORC, WRMAL).

Instruction Based On Continuous Assessment

After the initial assessment, our professional team maps a learning plan to meet each student's goals. Our literacy professionals and graduate instructors (experienced teachers completing Wisconsin certification in the teaching of reading) carry out that plan in individual or small group (less than three students) lessons. Progress is continually evaluated.

Individual and small group (1:2) lessons allow us to closely monitor student progress. It also provides opportunities for family and school communication and collaboration, making it easier for students to transfer skills back to the school setting. We do not hesitate to modify our intervention plan if a student's progress indicates the need.

Year-Round Sessions with Reasonable Fees

Three Sessions

- Fall session, September to mid-December, 14 lessons (once a week)
- Spring session, mid-January to mid-May, 14 lessons (once a week)
- Sumer session, mid-June to the end of July, 12 lessons (twice a week)

Fall and Spring sessions offer Saturday classes.
All classes are 90 minutes in length.

Fees

- One-to-one lessons affordably priced at $28.00 per hour ($42.50 per 90-minute lesson)
- Limited options
  - Reduced fees for 1:2 instruction (two students per group)
  - Lower rates for supervised intervention by doctoral, masters, or undergraduate degree literacy students
  - Sliding scale based upon need.

Two Convenient Locations

Cardinal Stritch University
Main Campus Site

6801 N. Yates Road
Milwaukee, WI 53217
(414) 410-4380

Conveniently located
6 blocks north of Bayshore Mall
on Port Washington Road
south of Good Hope Road.
Exit #80 on I-43

Cardinal Stritch University
City Center Site

1037 W. McKinley Avenue
Milwaukee, WI 53205
(414) 410-4421

Conveniently located
in the historic
Pabst restoration development
Exit #73A on I-43
north of I-94

Now enrolling for 2013-14 School Year

CARDINAL STRITCH UNIVERSITY

Literacy Centers

Maximizing Each Student's Potential

A Tradition of Excellence in Literacy Support

The Cardinal Stritch Literacy Centers have been leaders in literacy intervention since 1943, helping K-12 students succeed through research-based strategies tailored to their strengths, needs, and future progress. The literacy centers strive to engage students, instructors, and families in a collaborative culture of lifetime literacy enjoyment and proficiency.

At each of the two convenient locations in the Milwaukee area, university faculty and certified literacy professionals provide comprehensive literacy assessment and personalized intervention. The university-researched curriculum creates a desire to learn by engaging students in interest-based materials.

Individualized Instruction by Literacy Professionals

Under the daily direction of university faculty, certified master instructors deliver individualized instruction designed to match students' individual goals and interests. All master instructors and supervisors hold masters or doctoral level degrees in literacy, special education, or speech and language.

Given each student's learning profile, our instructors draw from many sources to design a personal curriculum grounded in the five key areas below outlined by the National Reading Panel with specific integration of the Common Core State Standards for reading, writing, and critical thinking.

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

All curriculum is based on research-proven literacy strategies and engaged motivation, through inspiring reading self-confidence and independence. To promote success, our centers provide high interest materials and careful monitoring of weekly and monthly progress.

Focus for Students Learning to Read

When students are learning to read, we stress the building blocks of successful lifetime literacy: rich language, sound play, rhyming, phonics, fluency, vocabulary, comprehension, spelling, and writing.

At these stages of reading, we choose fiction and nonfiction materials based on the student' interests. Students learn the necessary steps to take before, during, and after reading to insure comprehension.

Focus for Students Reading to Learn

We help maturing readers understand how to gain information from all forms of electronic and paper print.

We teach thinking strategies, word analysis, text structure, and study skills students need to read for information, study more effectively, and read for pleasure. Students learn to recognize how textbooks are organized, take notes, identify unfamiliar words, analyze new information, derive word meanings, learn content, and read for pleasure.

Curriculum Grounded in University Research

Literacy development is the key component in the learning of all school subjects and preparation for productive individual and community livelihood.

Individuals still attaining basic proficiency experience great difficulty in comprehending everyday work documents, textbooks, websites, and other media. Early intervention is critical.

Dr. JoAnne Caldwell and Dr. Molly Shiffler of Stritch University designed an intervention model reflecting the complex nature of literacy acquisition titled CLIFFTOPS, an acronym for the plan's primary components:

Comprehension,
Language (scaffolding),
Inquiry and **I**nterest,
Fluency,
Flexible
Thinking,
Orthographic/
Phonological (decoding and spelling) skills,
Syntax (grammar) and **S**emantics (vocabulary)

Although highly adaptable to individual student needs, lesson formats grounded in the CLIFFTOPS model and including the well-researched components of successful literacy intervention were developed.

The current intervention formats use basics from this template but, depending on the results of clinical quality literacy assessment, provide more specific instruction in phonemic segmenting and blending (Hatcher, Hulme, & Ellis, 1994), flexible metacognitive processing (Cartwright, 2008), fluency (Kuhn & Stahl, 2000; Wolf, Miller, & Donnelly, 2000), and writing research (Baker, Gersten, & Graham, 2003).

The CLIFFTOPS model is unique because not only is it research based, but the individualized instruction that each student receives is determined by student need, growth and interests.

To find out more about the Stritch Literacy Centers, call (414) 410-4380 or (414) 410-4421 or visit www.stritch.edu/literacy.

Determining Whether Your Child Might Benefit

The following are just a few of the signs that would indicate a child might benefit from an evaluation and/or instruction at our Literacy Centers:

- Avoids reading and/or writing
- Appears anxious about reading at home or in school/struggles during oral reading
- Falls behind in his or her studies
- Procrastinates regarding homework
- Seems to be taking too long with homework
- Reads the words without being able to retell the story or understand the information
- Spells poorly and has difficulty with written expression
- Has difficulty understanding material he or she has read
- Can read, but has difficulty reading "between the lines"

Partnering with Families and Schools

From initial evaluation through a child's last lesson at the center, families have full control. Our instructors confer with each family weekly on student progress, new concepts introduced, and activities for home reinforcement. All records are kept confidential, unless parents choose to involve the school or another resource. If parents wish, our instructors will participate in conferences with teachers or as part of a team at a student's school. We also make every effort to accommodate schedules by offering choices regarding the day of the week a student will attend class.

Families can help their children at any age by reading to them daily. Children should be encouraged to select books for read-alouds. Conversation about stories and information assists children in expressing ideas and forming opinions and lays the groundwork for vocabulary and language essential to continuing educational success.