

RESEARCH AT A GLANCE

Fast Facts:

- Accessible dyslexia intervention for one-on-one or small groups of children 7 and older.
- Follows the same two-year scope and sequence as *Take Flight*.
- A certified regular education or special education teacher with 10 days of *Bridges* training can deliver specialized dyslexia instruction with consistency and high fidelity.
- Expert co-teaching support from the digital avatar, Ms. Hallie, who teaches the most complex parts of each lesson.
- A certified teacher controls pacing and individualization of instruction to meet students' needs.
- A certified teacher that delivers specialized dyslexia instruction using the *Bridges* program can earn up to 70 hours toward Academic Language Therapist training requirements.

Research Purpose: Compare literacy outcomes between *Bridges* students and those receiving the validated *Take Flight* intervention

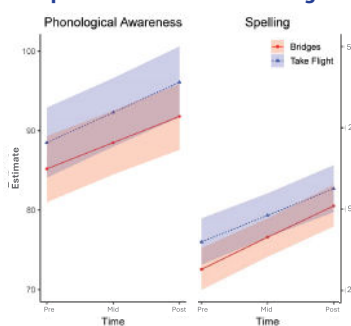
Participants:

- 162 students (2nd to 5th grade) identified with dyslexia and receiving dyslexia intervention in north Texas public schools.
- 1/2 *Bridges* students, 1/2 *Take Flight* students.
- Students were tested before and after the two-year intervention and at the one-year mark.

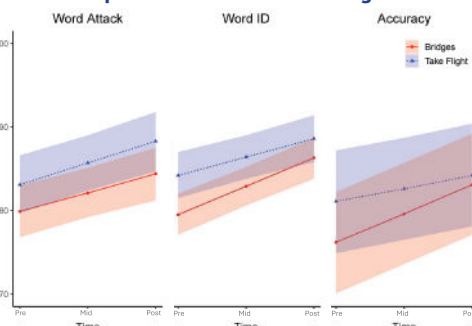
Results:

- *Bridges* students and *Take Flight* students showed similar growth characterized by statistically significant and academically meaningful improvements in written language skills.
- Results suggest that the tech-assisted *Bridges* intervention and the traditional *Take Flight* intervention are similarly effective in improving literacy outcomes for students with dyslexia.

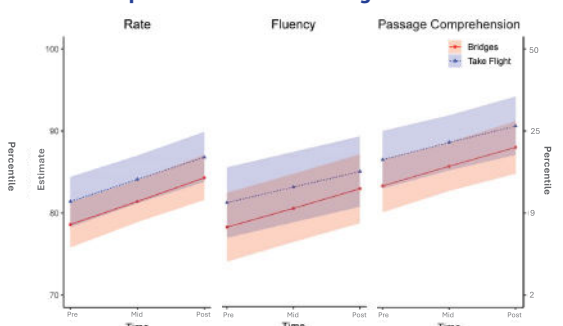
Comparative Growth in Encoding Skills



Comparative Growth in Decoding Skills



Comparative Growth in Passage-Level Skills



Values represent Estimated Marginal Means adjusted for model covariates. Shaded regions represent the 95% Confidence Interval around group means. Greater overlap in these regions represents greater similarity across groups.

KEY: —●— = Bridges growth —▲— = Take Flight growth