

00:00.00

theautismhelper

Hi Dr. Joe thank you so much for joining me.

00:01.53

Dr\_ Joe

Hi Sasha what a pleasure I I am honored to be on your podcast.

00:08.40

theautismhelper

Well I'm excited to talk about what's actually 1 of my favorite topics and that is reading comprehension I I love talking about literacy I think this is something not discussed enough especially for our kids with autism and unique learning needs. But in particular reading comprehension is always that challenge. Why is this skill so important and why is it so difficult for some learners.

00:30.17

Dr\_ Joe

Well first of all I think we have to put it in perspective. You know I'm I'm thirty years thirty plus years in the field that's been my my primary research topic. But. There is there is such a broad range of opinion and and let me just share with you this here here's my introductory pop quiz to use Sasha um you ready I think you can handle it though. In fact, I know you can handle it I'll be extremely positive here. We go.

00:59.31

theautismhelper

Um, oh I'm nervous.

01:08.57

Dr\_ Joe

Reading comprehension reading comprehension is not a trick quiz. How many words did you just hear. Okay and that's what most people would say but do you know that to those who are.

01:17.13

theautismhelper

Um, two.

01:26.47

Dr\_ Joe

Ah, in in the world of reading research. Believe it or not many many many reading researchers and especially those who are influencers actually hear 3 words did you know that? yeah and let me tell you what they heard they heard reading and.

01:39.99

theautismhelper

Um, no I didn't.

01:45.92

Dr\_ Joe

Comprehension they heard reading and comprehension and and what I'm basically saying is is that they hear reading as a separate topic from that of comprehension and and to them when they think of reading they think of um.

01:46.90

theautismhelper

Are.

02:04.10

Dr\_ Joe

Word recognition. Um, that's not where I'm coming from when I hear reading comprehension I hear 2 words and my research and were and my. My material everything that I'm doing is is based towards 1 definition of reading which is gaining meaning from the printed page as opposed to simply recognizing words.

02:33.97

theautismhelper

Um, and those are 2 very different things.

02:37.21

Dr\_ Joe

I'm totally different and and therefore if you're if you're going on on a word recognition only path as opposed to gaining meaning from the printed page path in many ways you get 2 totally different outcomes. Um I can give you example if you'd like well um to your audience to your parents to your to your teachers out there. Um, who are involved in teaching word recognition. Um.

02:56.10

theautismhelper

Um, sure.

03:14.60

Dr\_ Joe

You put a page in front of the student and you'll find that the student has mastered word recognition and and gets 95 maybe even a hundred percent of the words contained on the page correct. But why don't you ask me what that but is yeah if you do don't you but when you listen to them read aloud they ah they don't pause a commas. They don't stop at periods.

03:37.71

theautismhelper

Um, I know it's coming.

03:50.50

Dr\_ Joe

They read with a monotone expressionist voice and even though they get 95 to 100% of the words right? you ask them? what they've read and they look you dead in the eye and say what Sasha that's right, they they say I don't know I don't know because.

04:03.23

theautismhelper

Um, no idea they I don't know. Yeah.

04:10.60

Dr\_ Joe

Because they are um they think reading is getting the words right? as opposed to gaining meaning from the printed page now on the flip side of that. Um my kids My outcomes are always judged by ah when. Looking at oral reading. They're always judged by are they reading with expression and do you know why? I ask are they reading with expression Sasha Absolutely if a student is reading with comprehension with expression.

04:37.37

theautismhelper

Because that links to comprehension.

04:47.33

Dr\_ Joe

Ah, excuse me if they're reading with expression then they automatically are reading with Comprehension. So If if you're if you're looking for some type of um, some type of red flag. Um, as through appropriateness of Approach. Or um am I on the right track and you're getting. You're getting the former rather than the latter you got to change.

05:17.54

theautismhelper

You know I see this a lot. Um, obviously most of my work is with kids with autism by no, this was with kids with and without a diagnosis I see exactly what you said that robotic monotone reading. And and teachers that are sometimes very proud of oh my gosh. He's reading on the fourth grade level and I'm like but he's he's really not though because he's not under anything. He's reading like that point.

05:36.73

Dr\_ Joe

You know? Yeah, he's recognizing fourth grade words on a graded word list of increasing complexity. But he's not reading no and and so.

05:47.50

theautismhelper

Um, exactly yeah and that's I think a misunderstanding.

05:53.53

Dr\_ Joe

Oh it's a terrible misunderstanding and it's one that I've been fighting for for 35 years and if you look at the research. Um I ain't winning. Ah you know, um and when I look at interventions out there.

06:03.32

theautismhelper

Um.

06:08.10

Dr\_ Joe

and and I've been you know I'm former class from teacher university professor school school special ed director. Um, and I've been actively involved in 1 particular research project and that is all things being equal What do you do with the kid who can't read a lick. Um, and and you know my my research you know I've got over 2000000 hours of direct. Um reading instruction across the United States I've worked with with legislatures state legislatures I've done I've done work. With the the department of education involved in in some of the ah the biggest longitudinal reading research programs. But um.

06:54.67

Dr\_ Joe

My argument is on the notion of if you're going to look for an intervention then then you have to look at. Is it an R D or is it a Cs intervention and I think I've intrigued you with that too. Okay.

07:08.95

theautismhelper

Um, yeah, define those waiting.

07:12.21

Dr\_ Joe

Well 99 point nine percent of the of the interventions in my belief I fall into the category of rdandrd falls into the category of remediation of the deficit. So it's based on the premise that there's something wrong with the kid internally and we're going to find out what's wrong with the kid and we're going to remediate that deficit and and by the way when we're done I'll share with you what I call the 3 characteristics of chronically failing. Chronically struggling kids and by and you know I've worked I've worked with kids with iqs as low 45 who worked emotionally disturbed kids on the spectrum. Um ld you name it. Those are all my kids.

08:03.77

Dr\_ Joe

And they all have the the 3 characteristics but um so our d is the remediation of the deficit now I know you're going to ask? Well Dr Joe if what is cs sasha.

08:17.69

theautismhelper

You knew I was going to ask that that was my next question.

08:22.82

Dr\_ Joe

That's a great question I knew we were going to hit it off cs stands for capitalize on strength capitalize on strength and that gets to to my my first of 3 characteristics that my research has found. Pertaining to why do we have chronically failing Kidss and and in in my research I've said that they're they're ndtheird and their ld n d e d and ld and n d by the way. Yeah I've recently changed it used to be pd. And but now I've made it endy because I think it's a better fit and it gets me out of a little bit of trouble but and the endy stands for the phrase neurologically diverse neurologically diverse.

09:09.91

theautismhelper

Um, here.

09:11.19

Dr\_ Joe

And the truth of the matter is is that you know firsthand as a practitioner or a parent as ah as just a general individual walking the face of this planet if. There's. 1 universal fact that you can take to the bank. It's that we're all different. Would you agree with that and if that's the case then we all bring with us a set of weaknesses. Yes.

09:30.69

theautismhelper

Um, for sure.

09:38.39

theautismhelper

Um, yep.

09:40.40

Dr\_ Joe

But we also bring with us a set of what that's right? That's right and and my research has found that when you capitalize on the strength. All of a sudden things get exciting. In fact, um, my philosophy is that we're underestimating the.

09:43.99

theautismhelper

Strengths come in full circle here.

09:59.35

Dr\_ Joe

The ability level of our chronically failing kids that the enemy is not the the student the parent the teacher or the administrator that the real enemy is the instructional approach and you change the approach and you'll change that performance outcome. What do you think of that.

10:15.35

theautismhelper

Sounds great and sounds like we'd also be not to go into behavior here but that's where a lot of problem behaviors come to if we can connect with kids over things that they're interested in and good at all those problem behaviors can kind of disappear as well.

10:33.69

Dr\_ Joe

Yeah I'd like to kiss you on the forehead for that one when I started this I actually started when I started the failure for reading methodology and by the way the reason why I called it failure free reading was um. when I when I first started my company thirty five plus years ago I had it was my wife myself and 3 children under the age of 10 and about seven hundred and fifty dollars in our pocket and I and I said.

10:59.79

theautismhelper

Um.

11:01.84

Dr\_ Joe

I I want to make a bigger difference than in the classroom and I think I've I've developed a methodology and approach that that seems to work and I want to risk it and she said well she said what's the worst thing I have and I said well we'll we'll live in a trailer down by the river. And and so far we're not in the trailer. There have been times where I thought we'd be really close. In fact, that seemed pretty pretty exciting. But um, you know life is a lot of things but it's never dull. So um, when I when I started to grow the company I would I I would call a school cold call or a parent or whatever and I'd say I'd like to do a live demonstration. Um at your building but I'll only do it under under 2 conditions. Um. And sash I know you're also going to ask? Well Dr Joe what are the 2 conditions. How am I doing well the first condition is I I really want to work with with with the worst kid you got now I don't mean.

12:00.82

theautismhelper

Um, ah got good cliff angers here. Good good.

12:10.50

Dr\_ Joe

Worse any other way than academically, they've tried everything in they're not seeing any outcome so that caught their attention very few people would say they want to come in and do a live demonstration with the worst kid they got and then the second.

12:19.25

theautismhelper

Um.

12:28.70

Dr\_ Joe

You ready for this. Ask me what that second condition is if they don't see dramatic change in confidence ability and comprehension within 30 minutes I'll walk out the door and they'll never see me again now.

12:29.70

theautismhelper

Um, yeah, what's the second condition.

12:44.52

theautismhelper

Um, ah it's a good pitch.

12:47.87

Dr\_ Joe

Well, it's it's you know, will rogers once said that he never met a man that he didn't like but you know he also had a phrase that was even more exciting it one that I abide by you know what? it is it Ai n't bragging if you done it. It Ai n't bragging it done it.

12:57.80

theautismhelper

Um, what? yeah.

13:05.77

Dr\_ Joe

So I can tell you in all honesty that I have probably given this demonstration close to a thousand times across the United States from maximum security prisons to inner city to high school to elementary school to. To urban areas and ask me how many times I've walked out the door a big fad 0 a big fad 0 and so when I saw this what I saw was not only not only was there a dramatic change in.

13:28.28

theautismhelper

Um, how many times have you walked out. That's amazing.

13:40.82

Dr\_ Joe

In their ability. No did I cure anybody in 30 minutes absolutely not but did I give hope did I give um, show them that they can do faster they can do higher and they can do more as opposed to the special ed mantras slower lower and less. Yes, absolutely. But the other thing that I found more than anything else was was that what I had created was a um was a vehicle in in which to dramatically change the confidence and the ability of these kids because what I found was they were their own worst enemy.

14:16.57

theautismhelper

Um, with her.

14:17.24

Dr\_ Joe

You know, many many times we talk about motivation and and why reading is motivation is an important component to reading I know you've heard it I know that you you talk about it probably in your in your courses. But you know as a personal aside I have I have five five children or are now adult and we're getting ready for our fourteenth grandchild which is very very exciting but all 5 of my kids went to went to title one schools and I wanted that to occur and um and they all did well academically. Let me ask you something? Sasha um, if I walked into a building and all I heard was how well tes is how well Alex doing how well Frank um jesk or Rachel are doing what a joy they're having in classroom and they're getting their their a's and their b's. Ah, how much motivation did it take for any of my kids to go to school on a daily basis when all they're going to be told is how wonderful they are.

15:20.25

theautismhelper

Um, I mean I think they're they're sold right.

15:20.91

Dr\_ Joe

Their old name and it doesn't require much motivation. Would you agree with that. But now let's flip it. Let's flip it to it's I'm at the University Of South Carolina I'm on the graduate faculty special education I'm running a summer program

15:25.39

theautismhelper

Um, yeah, yeah.

15:40.12

Dr\_ Joe



For kids with with pronounced reading difficulties and and in that section there's this There's this one little boy who comes in every day 4 hours a day with a baseball cap on his head and never takes a cap off. And intrigues me so I start to find out that he's seven years old he's he's a rising first grader. Um, he has already been retained in kindergarten he's a he's a virtual non-reader and by the way I want to share with.

16:19.50

Dr\_ Joe

Ah, misnomer there is really no such thing as a non non reader all kids can read some but some it may be only half a dozen words in comparison to their peers. They are non nonreads because they're so far behind. But so I find out that that this is his last shot.

16:32.64

theautismhelper

Um.

16:39.70

Dr\_ Joe

And if he doesn't do well in the summer clinic. He's going to be retained again in in first grade. Ah so I asked this question. Um I asked this question. Why is he wearing the baseball cap and ah.

16:56.98

Dr\_ Joe

You know and I asked this where whenever I go across the country and when I whenever I talk to to people I'll ask the questions teachers parents and and a lot of them will say well he's he's wearing the cap for security. He's wearing the cap to um.

17:15.30

Dr\_ Joe

He's wearing the cap to to to hide his eyes but you know Sashi he's wearing the cap for a more utilitarian reason he's wearing that cap to hide something and you know what he's hiding.

17:24.13

theautismhelper

Um, why.

17:27.64

theautismhelper

Are.

17:32.81

Dr\_ Joe

He's hiding the fact that his his hair is falling out in clumps that he has eloppaia one Noah causes it? Yeah, so here's a kid that wanted

to do so bad. So badly. So well he um.

17:39.69  
theautismhelper  
Um, stress.

17:51.73  
Dr\_ Joe  
He created a victim and the victim was himself in that same group I had an 8 year old girl with an ulcer again tremendous reading difficulty wanting to go to school every day knowing that she's going to fail every day. Now. You also have a situation where I call loovich is law um and in loovi's law because I was a onetime teacher of emotionally disturbed kids self-contained in in elementary and in middle school.

18:27.28  
Dr\_ Joe  
And and in Lokovich is long. Um, it's real simple. You've got a kid who is failing every day kindergarten first grade second grade Third grade correct. You know what? I'm talking about correct. Yeah.

18:41.99  
theautismhelper  
Um, the.

18:44.11  
Dr\_ Joe  
Ah, feeling like a fool Yes, perhaps feeling like an ass then there is going to come a great and glorious day when he starts acting like an ass.

18:46.84  
theautismhelper  
Um, yeah, yeah.

18:59.24  
theautismhelper  
Um.

18:59.98  
Dr\_ Joe  
And a lot of times he does that for a specific purpose and you know what the purpose is. It's a hell of a lot easier to get thrown out of class and go one on one with the ap with the assistant Principal than it is to continue to sit in there making you full out of yourself in front of your peers.

19:15.38  
theautismhelper

Um, yeah.

19:19.14

Dr\_ Joe

So one of the things that I found is that our kids are our kids are their own worst enemies that in my treatment. Um I found that that one of the unique features of my program is that we have a diagnostic prescriptive in which we look at. And and we're a reading for meaning program if the kids are not reading with expression from the material that we're giving them then then um, they're not reading by our stand so we have 11 ah. Entry points ranging from we're we're teaching critical academic vocabulary that are that is most most important to academic success and I'll talk to that in a moment too. Um. But we have a series of graded passages. It's closed reading technique coz and the kids keep on going until they find the the passage that is their. Essentially matches their reading comprehension level. It could be first grade second grade. Third fourth does that all make sense sasha okay now you know and I know as a former special ed teacher if there's 1 universal in the diagnostic prescriptive teachers are taught over and over and over again.

20:31.24

theautismhelper

Um, yeah for sure.

20:46.30

Dr\_ Joe

That they're to find 3 levels of their kids is this does this trigger any memory banks on you here's your other quiz. Can you tell me those 3 levels? Yeah, yeah, yeah.

20:52.84

theautismhelper

Um, it does. Yeah, we have our frustration level right? independent level and our non blank on working or instruction there. We go? yeah.

21:07.44

Dr\_ Joe

Instructional level you didn't? Yeah, you done good size. Yeah, okay and what are in in every school of education and in every reading program. What are what do we continually drill into the minds of the.

21:11.57

theautismhelper

Ah.

21:24.97

Dr\_ Joe

The practitioner um of all things what are they to avoid once you find those once you find those 3 levels. What level are you to avoid at all

times you're told that right? okay.

21:32.35

theautismhelper

Um, oh I'm a join.

21:39.61

theautismhelper

Um, avoid the frustration level. Yeah, yeah for sure.

21:44.39

Dr\_ Joe

In in my in my material. Um we have we have actually close to 72 stories 3 different types of programs. We have one called Joseph's readers which is 27 stories teaching kids from beginning reading. On 4 themes all the way up to fifth grade level and then we have verbal master which is an accelerated vocabulary program 4 levels there Six seventh grade eighth nine tenth eleven a cts a t That's the program that we're we're doing and with chronically failing kids for the state of North Carolina the state legislature contracted with us to do a pilot which is exciting and then the third level which is even more exciting for a lot of your parents is what I call my life skills program.

22:26.66

theautismhelper

Um, cool. Ah.

22:34.89

Dr\_ Joe

It's 24 stories based on 4 themes independent living getting a driver's license getting the facts on drugs and getting a job and that's for ah, kids 6 ah. Kids and adults 16 to 25 you know the population that I'm discussing and a lot of them. Are you know, high school and adult kids on the spectrum who just need need something else. So um.

22:56.24

theautismhelper

Um, who.

23:03.22

theautismhelper

Are.

23:10.11

Dr\_ Joe

And so getting back to what I was saying um because we are reading attitude adjustment program and showing these kids that that they can do faster higher and more and because of the way in which we structure

the material and the methodology. We actually start our kids at the frustration level. We start them at the point where they say this is too hard I can't do it.

23:36.19

theautismhelper

Um, and why did you do that.

23:37.73

Dr\_ Joe

Well and that's a good question but what are you? What? What is the same kid going to say when 20 to 30 minutes later they're reading the exact same passage that they said was too hard and telling me that it's either just right or too easy. And all of a sudden what does that start to do what does that trigger in that kid one that perhaps I'm wrong and then it triggers the triggers access to the greatest educational theory known to man current. And I know you're going to ask me what is the greatest educational theory known to mankind John ah Doctor Joe are you ready the little train theory and you remember the little train theory.

24:18.62

theautismhelper

Um, yes, yes I think I can I think I can yeah.

24:31.86

Dr\_ Joe

And then I can I can and I could and I could so the only way we're going to reach these kids is that you don't you don't want to have in particular middle school kids reading um who who are at a frustration level of of perhaps below. Below second and third grade or lower. Um, what's it going to do to their to their dignity pride and self-respect if they're sitting in front of screens that smack of dancing bears and bunny rabbits.

25:05.64

theautismhelper

Um, yeah, it's awful.

25:07.46

Dr\_ Joe

Yeah, it is awful and yeah and yet we continue to do that under the guise of well there's no no viable alternative. Well, that's that's not true. That's just simply not true and and you know I'm ah that's why I'm doing what I'm doing today. That's why I'm talking to you.

25:14.88

theautismhelper

Um, yeah.

25:24.93

Dr\_ Joe

Again, it keeps on getting that that if you're going to continue to to put on your instructional blinders and feel that the only way to fly is through is through the remediation of of a supposed deficit. You're never going to give these kids an opportunity to demonstrate their their strengths and and and so I'll give you an example my my end d my neurologically diverse used to be pd. And but before I tell you that let me just share with you this. What I believe I believe that if there's 1 universal in the teaching of reading that it's that nobody agrees on how to teach reading that you put you put the 12 leading experts in a room you put an arm guard in the.

26:11.98

theautismhelper

Um.

26:17.46

Dr\_ Joe

In in the at the door a single exit and you tell them they can't come out till they have a universal definition of what reading is and how and how it should be taught and they'd starve to death before they ever go. Ah God Would you agree.

26:30.46

theautismhelper

Ah, yeah, and I think that makes it really really hard for teachers and parents too because it's like you know who you're told conflicting things or who do you listen to and and that gets I think a roman.

26:40.31

Dr\_ Joe

Yeah, I'm going to give you and I'm going to give you some some ways to get out of that mess. Okay, and and the first thing is is that and the first thing is is to dispel this notion of RD and go back to what I said about p d okay.

26:46.63

theautismhelper

Yeah.

26:59.67

Dr\_ Joe

Ah, and that is um, ah right now. Ah Pd is a phrase that I coined and it stands for the term phonetically deaf.

27:10.18

theautismhelper

Are.

27:13.20

Dr\_ Joe

And what I'm basically saying is is that there are large segments that what I call 30% the thirty percenters thirty percent of the kids are not going to respond to the intervention. Whatever that intervention is so in this case.

27:27.93

theautismhelper

Um, and.

27:31.60

Dr\_ Joe

And special Ed in particular would you say the phonics and the teaching of phonics and letters and letter sounds has a dominant role in the in the beginning teaching of reading. Okay now why sash I'm going to ask you why? Why do we stress such time and energy.

27:39.93

theautismhelper

Um, yeah, most definitely.

27:49.15

Dr\_ Joe

On that.

27:50.74

theautismhelper

Um I think it's because we're taught that those are the foundations and that's the quote unquote way to do it and especially in early childhood you're like well I'll just start there kind of thinking.

28:00.92

Dr\_ Joe

Yeah, and and that's right I mean that's what you hear over and over and over and over again and you even hear the yeah the phrase the science of reading and and and people believe that that is and and again.

28:13.53

theautismhelper

Um, ah.

28:20.76

Dr\_ Joe

What did I before I get to this because I'm getting into world to hurt. Anyhow I got people that want to want to take me out into into the square and just pistol with me but I but I'm going to say it anyhow and parents I ain't saying it if I can't prove it so you just remember that.

28:26.69  
theautismhelper  
Um, ah.

28:38.44  
Dr\_ Joe  
But I'm gonna I'm going to make the make this point I'm not saying  
Phonics is bad I'm not saying the teaching of phonics is bad. My  
argument is only with when you started and for some kids phonics is  
not a good beginning reading.

28:45.85  
theautismhelper  
Um.

28:57.31  
Dr\_ Joe  
Process and and and that if the kid if you've got a kid and you do man  
can fan tan and you go to the kid and he says elephant. Ah, the  
chances are good. He hasn't gotten down the concept of rhyme.

28:58.83  
theautismhelper  
Um.

29:14.83  
Dr\_ Joe  
He's confused as to that and letters and letter sounds initially  
aren't his aren't his thing would you agree? Okay, so if you've got ah  
the the in in the RD philosophy this is what happens the kids taught.

29:19.20  
theautismhelper  
Um, yeah for sure.

29:32.79  
Dr\_ Joe  
You try to teach letters and letter sounds right? and the kid doesn't  
do well. In fact, he does terribly so the next thing is he goes into a  
tier 2 intervention correct and guess what he gets small group more  
letters and letter sounds.

29:35.87  
theautismhelper  
Um.

29:45.33  
theautismhelper  
Um, yep.



29:48.97

theautismhelper

Um, yeah tier three? yeah.

29:51.21

Dr\_ Joe

When he doesn't do well there. What do we do? We put him in a tier 3 intervention and guess what he gets then he gets 1 on 1 more letter sounds and usually the label of dyslexia. Well I don't buy it.

30:02.40

theautismhelper

Um, yeah.

30:08.28

Dr\_ Joe

Now let me tell you how the doctor joe philosophy is I'm going to give you 3 words I'm looking at a kid who's stuck in phonics stuck in skills now what do I mean by stuck in skills I'll tell you 2 things.

30:13.33

theautismhelper

Um, let's hear.

30:25.70

Dr\_ Joe

I'm going to teach you how to ride a bike 1 of two ways. Okay, both ways are equally effective. This is my this is my analogy to the whole process. Both ways are equally effective fair enough session. Okay, way number 1

30:40.31

theautismhelper

Um.

30:44.50

Dr\_ Joe

It's Saturday morning you're going to learn how to ride a bike I'm going to take you to the garage and I'm gonna have every individual bike part laid out on the floor and then I'm going to start to drill you in every bike part wheel spokes handlebars gears brake pedals ah yeah you know where I'm going and so I don't care if it's hours days weeks months years you ain't getting on that damn bike until you can tell me about wheel spokehand the bars gears break cuts now second method.

31:04.33

theautismhelper

Um, yeah.

31:22.22

Dr\_ Joe

What's the second way I can teach you how to ride the bike and be alongside of you and teach you how to ride that bike and as you start to experience what it feels like to ride that bike.

31:25.51

theautismhelper

Um, you just get on the bike.

31:36.97

Dr\_ Joe

Then I'll start to tell you about Wheels Spokes hand the bars gears break post like the first is called a skills first approach. The second is called the process first approach.

31:41.28

theautismhelper

Um, yeah, that's a great analogy.

31:54.46

Dr\_ Joe

I am a believer in my methodology is all set on the notion of a process first approach I set the conditions that allow kids to experience what it feels like to read for meaning from the very first lesson on.

32:11.66

theautismhelper

Love that So that the mode of H and confidence is all there.

32:11.88

Dr\_ Joe

And and let me take yeah and and if the kid doesn't get phonics which is auditory correct. What am I providing that kid with a viable. What.

32:20.64

theautismhelper

Are.

32:27.79

theautismhelper

Alternative to that? yeah.

32:29.70

Dr\_ Joe

Which is visual. Let me give you the to to the people out there that are thinking this guy's a heretic doesn't he know that that you absolutely positively have to have. Ah, you have to teach letters and

letter sounds before you can ever ever ever ever begin to read for meaning that's un familiar. Okay I'm going to give you and I say it all the time but I'll say it again here I'm going to give you 3 words.

32:53.61  
theautismhelper  
Um, yeah.

33:03.17  
Dr\_ Joe  
To prove that statement or that philosophy wrong and I'll say even more I'll give you 2 you give me the third are you ready? Okay, dick and dick and.

33:10.97  
theautismhelper  
Um, okay.

33:17.80  
theautismhelper  
Um, one more time Jane yeah ok ah.

33:23.49  
Dr\_ Joe  
That's correct dick and Jane now there are many people mature more mature than anybody else, but there are grandparents of kids and teachers who learn to read. Through Dick and Jane did you by any chance. Well I did I saw Dick I saw Jane I saw a spot I saw Dick and Jane in spot and in all of okay now let me share with you in terms of program efficacy.

33:42.53  
theautismhelper  
Um I don't think so.

33:56.33  
Dr\_ Joe  
Do you know how many people learn to read for meaning and in life starting with the dick and Jane series. So you ready 75000000 yeah 75000000 it was the.

34:07.29  
theautismhelper  
Um, it's lot.

34:14.59  
Dr\_ Joe  
Predominant reading program 40 s fifty s and middle sixty s 75000000 you ready for this now. Sasha do you know how many ah phonics lessons were taught in Dick and Jane none.

34:17.54  
theautismhelper  
Are.

34:27.26  
theautismhelper  
Um, how many are yeah.

34:32.65  
Dr\_ Joe  
You Want to hear that again. None. Okay, so am I am I saying that that phonics is bad. No but am I also saying that's a a viable site based alternative for those kids that don't have a good ear for sounds initially. The answer is yes. I Do a lot of work with ah with students who are deaf and hearing impair and and and let me share with you a couple of things that might intrigue you do you know that the the um.

35:09.60  
Dr\_ Joe  
That deaf individuals. Do you use Phonics did you know that? but do you know when they enter when they start to do phonics for the most part after they've learned how to read and you know why.

35:13.40  
theautismhelper  
Um, yes I did.

35:20.45  
theautismhelper  
Um, it's after they start to yeah um God I don't quite know why actually? yeah.

35:30.67  
Dr\_ Joe  
It's simple phonics has value. It has value I mean you you learned that boy this I can use this with with this particular process. What this does is is is it enhances my ability.

35:44.98  
theautismhelper  
Um, good This is I mean I think you're like having some light bulb moments hopefully for listeners on on you know thinking critically and I think thinking in a more open-minded way because.

35:46.27  
Dr\_ Joe  
How am I doing so far.

36:01.00

theautismhelper

As you said we are kind of Spoon-fed This is how we do it. This is the way to do it. But at the same time we have all these kids that are struggling. So let's look at it a different way.

36:07.55

Dr\_ Joe

Yeah, and that's my argument That's my argument with when we get stuck in when we put on our instructional blinders and we're told that there's only one way to fly. Okay, and that's when the label makers come in. That's what drives me that that just just annoys the hell out of me. Because um, in the label makers they set up conditions where where they can't fail. Ah, and so you're a phonics first phonics only label maker and the kid Ai n't getting it in a large group and he ain't getting in a small group and he ain't really getting it in 1 on one and if he is getting it.

36:27.33

theautismhelper

Um, ah.

36:46.90

Dr\_ Joe

It's so freaking infinite if thete I'll get that word out small. Okay, it's so slow and and and and the kids are the kids are showing two and three months growth for ten months in ah in a program.

36:53.96

theautismhelper

Um, yeah.

37:05.36

Dr\_ Joe

When measured by reading comprehension. Well when the heck are they going to catch up and then when they don't get it. You know what we do, Then do we say we've made a mistake Hell no you know what? we then say we take the biggest label of all and we say well the problem is is the kid is dyslexic.

37:09.59

theautismhelper

Um, yeah.

37:22.89

Dr\_ Joe

And he's got audio phonological difficulties and now what does he need more intensives. Ah I'm tired of that I don't buy it I mean I've I've got I've got I've worked with kids I've worked with kids with iqs of forty five and fifty who who's.

37:23.29  
theautismhelper  
Um, and.

37:29.77  
theautismhelper  
Um, and the same thing.

37:41.67  
Dr\_ Joe  
Who are all of a sudden reading for for meaning commencement to their cognitive ability and I'm out. That's why I called my program failure free I couldn't find a damn kid that that failed.

37:46.84  
theautismhelper  
Are.

37:56.70  
theautismhelper  
But all right. That's a good segue tell us about your program and which you have been but a little bit more on where people can go to learn more from you and learn um about your program.

38:05.23  
Dr\_ Joe  
Yeah, a couple of things number 1 [www.failurefreeonline.com](http://www.failurefreeonline.com) um and when they go there I love to talk to people you notice that already. Um I can I can help them if they'd like to schedule consultation. We're very very happy.

38:19.14  
theautismhelper  
Um.

38:24.99  
Dr\_ Joe  
But there's also a way for them to do a free lesson and the beauty of the program is you'll see if it's a good fit from from the very first lesson on. Um, we put them in there and you'll see kids. You know, ah reading for meaning with fluency from the very first lesson they're reading that passage now. Are they cured? no but are we giving hope yes and that's that's the main thing. And we do it because we know that there are certain things that are essential in the teaching of reading for our kids and by the way, let me get back to the 3 characteristics so end d ending is neurologically diverse. Let's find their strength as opposed to spending all the damn time on the weakness make sense. Okay, and by the way I'm giving now we're now we're going to start getting into to a lot of a lot of the meat that parents and teachers can do as well.

39:12.92  
theautismhelper  
Um, yeah.

39:26.84  
Dr\_ Joe  
So Ed stands for environmentally denied um and failure free reading is again based on a 3 on 3 words and and and these are the 3 words critical to comprehend and that is reading is relating reading is relating reading is relating reading is Relating. No kid can read for meaning no kid can can read if they can't relate to the content. What we have a lot of times we have kids who are cognitively Impaired. We have kids that are coming from another culture. We have kids that are economically deprived. Would you agree with all of that and so when they're coming to school. They're coming in many cases with huge gaps in general knowledge background.

40:03.80  
theautismhelper  
Um, yeah for sure.

40:13.46  
Dr\_ Joe  
So what we have to make sure is we have to make sure that there's a good fit between what it is. We're we're asking the kids to read and what they have what they're able to relate to so if they can't relate to it then they can't read it. And and how what are things that they can't relate to well that's where I call the roadblocks to reading comprehension. But before I get to that I want to get to the last characteristic which is ld and ld doesn't mean learning disabled ld means language deprived a language denied. And I want to share with your with your audience a 1 ne-word key to that a 1 ne-word key that will dramatically absolutely never fail to improve the reading comprehension level of of. Of all readers whether 6 16 or 66 and I intrigue you on that. Okay, you ready here's the 1 word key vocabulary vocabulary vocabulary vocabulary.

41:10.65  
theautismhelper  
Um, let's hear. Yeah for sure.

41:17.11  
theautismhelper  
Um, yes.

41:24.40  
Dr\_ Joe  
If you want to elevate the reading comprehension level of your students your child your spouse then you have to elevate vocabulary.

41:37.47  
theautismhelper  
Um, absolutely.

41:38.73  
Dr\_ Joe  
And that's why one of the things that we teach and 1 of the things I'm predicated on is that when people are involved in failure free reading it is you are a vocabulary teacher first a reading teacher second and a content teacher. Third and you can't change the order.

41:57.47  
theautismhelper  
Um, the.

41:58.44  
Dr\_ Joe  
And and let me give you a statistic that that's frightening. You're ready for this researchers have found that third grade highest achieving students those with the best reading comprehension have a boat have a vocabulary superior to lowest.

42:05.47  
theautismhelper  
Um.

42:17.90  
Dr\_ Joe  
Performing Twelfth grade students. So so everything we do is designed ah to to enhance their vocabulary so parents. What can you do to help your child from day one become a vocabulary teacher.

42:20.54  
theautismhelper  
Um, wow.

42:35.90  
Dr\_ Joe  
And when you do that here's 3 more words I gave your reading is relating correct here's another three that every parent and every teacher has to remember input precedes output input precedes output.

42:38.87  
theautismhelper  
Um, yeah.

42:51.38  
Dr\_ Joe  
And what that basically is is that when you're looking at vocabulary



and language you have to remember that um that there are 2 things called receptive language that which you can understand an expressive language that. That you can demonstrate makes sense and remember this there is at least a 6 to a a six month or more gap between what your child or your student can understand as opposed to what they can.

43:13.90  
theautismhelper  
Um.

43:27.92  
Dr\_ Joe  
Demonstrate.

43:29.50  
theautismhelper  
So parents and teachers should as early as possible. Be using, you know a greater variety of vocabulary words and I mean even with that I mean we hear this all the time with babies talking to their babies right.

43:44.74  
Dr\_ Joe  
Yeah, let me again I told you I had 5 children when our first child tests when we found out that we were going to have tests and and tess was was in the ah in the in the womb at night I would I would.

44:00.54  
Dr\_ Joe  
Go to my wife and de tests and and and I would I would go test. This is your dad and I love you. Can't wait for you to come out and then I would say and the word for today is kinesiology and kinesiology means the study of movement and must now did I expect. Ah, tests to know kinesiology when she came up. The answer is no but did I start to make sure that she was comfortable with it advanced vocabulary. The answer was absolutely so.

44:21.69  
theautismhelper  
Um, yeah, but.

44:31.99  
theautismhelper  
Are.

44:35.83  
Dr\_ Joe  
What I'm saying is is that if you're going to reading to your child in preschool. It's a wonderful activity because it's a wonderful. It's a wonderful way to to build language. Okay.

44:50.44  
theautismhelper  
Um, ah.

44:52.00  
Dr\_ Joe  
And so it's always and when I say language I mean vocabulary I mean the ability to express oneself and the ability to understand so what it's saying is this, you've got to give some time. For assimilation to occur you have to have some time between what they what? what comes into the system and then what comes out for example, when this session is over I know your friends and your colleagues are going to say how hell was that Dr Joe was he was he any good and I hope that you're very honest with them.

45:26.46  
theautismhelper  
Um.

45:26.85  
Dr\_ Joe  
And you say I got to tell you something that guy was fantastic. Ah, he just knocked the socks out of me and I time just flew because he was the best and the best and they say oh the best of the best well tell me something and you go at and nothing comes out. And nothing comes out because even though you've learned a lot you need time to assimilate it and that's the thing that a lot of teachers have to remember, especially this time of the year even though you're getting a lot of things into the system then your kids may not have had an opportunity to demonstrate that they're absolutely that they're that they're actually.

45:46.56  
theautismhelper  
Um, yeah for sure.

46:03.41  
Dr\_ Joe  
And absorbing it which then gets to my next 3 words you're ready never give up never give up never give up never give up never give up so.

46:04.63  
theautismhelper  
Um, yeah, yeah.

46:21.73  
Dr\_ Joe  
Why is it that a kid can't relate to the material well because traditional reading material and if I do anything if failure free has

done anything and if failure free reading material stand stands out. It's because we have. We present the content in the most comprehensible way because we eliminate in in our print and by the way Frida he perke at the University Of California Riverside she's just brilliant researcher. Ah, she she makes a statement that every parent every educator every person has to remember and that is text t e x t the print does matter in the teaching of reading text does matter in the teaching of reading and and what we're saying is is that. Contained in traditional reading material or what we call reading roadblocks did you know them session. Okay and let me share with you. What the roadblocks are to our kids 1 is one is real simple and again it's all premised on.

47:22.61

theautismhelper

Um, what what types of roadblocks.

47:36.11

Dr\_ Joe

Reading is relating does this all make sense. Okay, so what are things that our kids regardless of age can't relate to well the biggest one you know, straight off Uncommon name states and places. Yes, given yeah.

47:36.87

theautismhelper

Um, yeah.

47:50.54

theautismhelper

Um, for sure.

47:53.56

Dr\_ Joe

The other is now. Ah the other is abundant use of pronouns because they lose who who the pronouns are being referred to so they're losing comprehension on that then the next is and this is one a lot of people aren't aware of.

48:03.53

theautismhelper

Okay, that makes sense.

48:13.50

Dr\_ Joe

Um, syntax or sentence structure. We now know that there are um that that how a sentence is written is as is as is as important as the idea that you're trying to convey and. Um, I'll give you 2 sentences you ready the man drove the car. The car was driven by the man in terms of deep meaning is there any is there any difference in in meaning.

48:37.78  
theautismhelper  
Um.

48:51.91  
Dr\_ Joe  
Trying to convey between the man drove the car and the car was driven by the man exact same thing correct. Okay, which one will be read easy for no other reason that it's a simple positive active declarative sentence.

48:56.10  
theautismhelper  
Um, no yeah.

49:01.90  
theautismhelper  
The first one.

49:07.69  
theautismhelper  
Um, yeah.

49:10.15  
Dr\_ Joe  
Second one is's a passive sentence. Yeah in which you change the object action orientation. You add a prepositional phrase you use more words in more cumbersome manner to say the exact same thing now. Grammar is overlooked.

49:22.16  
theautismhelper  
Um, yeah, um.

49:28.37  
Dr\_ Joe  
And and and especially in beginning reading Programs. You'll see ah you'll see our beginning reading stories where the parent's reading aloud to their child and you'll see ah ah, a lot of quotation marks come as exclamation points sentences that begin. With and but or nor you know what's wrong when you you begin a sentence with and but or or nor it's not a sentence. It's a phrase So Syntactically it's very complex.

49:51.49  
theautismhelper  
Um, and then it's in those beginning readers. Yeah.

50:01.67

theautismhelper  
Um, yeah.

50:02.22

Dr\_ Joe

So uncommon name states and places pronouns Awkward Sentence structure sophisticated a difficult vocabulary and then the biggest one um repetition. Oh.

50:21.27

theautismhelper

Um, and.

50:21.89

Dr\_ Joe

Idiomatic expression Figurative Speech This is very much for for our our parents out there because they've learned this they are they are raising especially kids on the spectrum. They are spectrum. Kids are. Are literal learners in a figurative world and one of the things that confuses them the most is is idiomatic. Expression. Figurative Speech You'll learn that you have to be concrete. You have to be specific and.

50:42.34

theautismhelper

Um.

50:49.22

theautismhelper

Um, yeah, it's so confusing.

50:55.32

theautismhelper

Um, yeah, absolutely.

50:56.70

Dr\_ Joe

And then the last is here here's the biggest ah repetition repetition repetition repetition repetition. We now know Chaco ah, Chuck Hargas for a friend of mine. He used to be professor of Meredith University Of Tennessee he did a study and when he looked at one one skill that as the literacy level of the of the kids dropped regardless of age regardless of grade the lower the the lower the reading ability of the kids the greater they need for this this skill. And you know what it was repetition that when and if you're you're a parent of a kid on the spectrum or if your kid gates knew in 1930 ah coming on 100 years when he studied kids who were intellectually.

51:33.46

theautismhelper

Um, that repeated reading? yeah.

51:50.89

Dr\_ Joe

Disable. He found that the lower the iq and I I'm just using it as a a method of description the lower the iq the greater the number of times in how to be set. You're a former teacher. Anybody tell you in your wildest and I remember when you were coming out of out of out of college and and first went into to work those first couple of years did anyone ever tell you in all your training how important repetition was.

52:05.26

theautismhelper

Um, and then.

52:14.83

theautismhelper

Um, ah.

52:18.90

theautismhelper

Probably not now that you know that you think about it really? but when you're when you're on the job you yeah I know right away you're like ok, but.

52:24.39

Dr\_ Joe

But you sure as how what you sure as hell learned it real quick did in fact, that's one of the things that you say the thing is how many times am I going to say this damn thing before I go across the tape table and rip their heart. Ah um, but there is.

52:39.39

theautismhelper

Um.

52:41.49

Dr\_ Joe

There is an antidote to that and and and the lord giveth and the lord taketh away and in this case, the Lord Giveth you know what it is the computer that when programmed properly and that's a big win.

52:45.85

theautismhelper

Um, and what's that.

52:52.25

theautismhelper

Um, what.

52:59.30

Dr\_ Joe

And I've spent 35 years of my life programming them properly. Not you know I mean developing programs that capitalize on the strength. The 1 thing that you know the 1 thing that a computer can do that we can't do. It's infinitely patient.

53:13.00

theautismhelper

Um, what it's true. But yeah.

53:19.10

Dr\_ Joe

Ah, we'll say the same stupid thing over and over and over again. So what I said was what would happen if we created ah passages stories that um, that control for all of these variables and. Put it in a situation that's based on space learning that we teach words to phrases phrases to paragraphs paragraphs to pages and in failure-free. We teach 1 page at a time but the next page is a continuation of the story so that by the. The tenth and 12 page. They're reading a booklet many for the first time in their lives with fluency and comprehension. It is we pull we ble we blew your 20 minutes didn't roll.

54:00.55

theautismhelper

That's amazing. Well, you've given us a lot here. Dr Joe we've we've covered a lot I know I'm like 30 you know wherever? um, no, this has been really great and I think that you are encouraging a lot of people to think. Differently as opposed to like this is what I just got to try and try and try the same thing but to explore different ways to especially approach our our most challenging readers and I think a lot of people will be checking out your program and seeing if that is a good fit because you've really. Um, given some great examples and some great testimonials. So thank you so much for being here today.

54:37.94

Dr\_ Joe

Well thank you so Sasha and and to the parents let remember if you always do what you're always done. You always get what you always got and and and the issue is the issue is not your kid in terms of remediating the deficit.

54:47.52

theautismhelper

Um, true.

54:57.50

Dr\_ Joe

The issue is finding the strength in your kid and setting up the

conditions in which they can have a successful reading experience if it doesn't work move on find something that does and never ever give up reading is relating input precedes. Output. You've got kids who are neurologically diverse environmentally denied language deprived remember that it's vocabulary first and and don't beat your kid up and teachers. You work you work you work your butt off and you're not seeing noticeable growth given the ah the amount of time and energy that you're putting into and if it's just incremental growth that ain't enough it's time for you to go to the director and say okay, we're going to try something different. This lockovitch seems like he's onto something. Let's try it. And if you're a director and you're sitting at a parent meeting and you're trying to justify why a kid's been in 3 years in your program coming in at a first grade level and three years later is barely at a second grade level. It's time to start thinking out of the box if you always do what you always done. You always get what you always got.

56:06.57

theautismhelper

Um, yes, great summary. Well thanks again. Dr. Joe

56:07.83

Dr\_ Joe

Good and try those sample lessons call me I'm ready for consultation and life is good. Sasha thank you so much.

56:16.86

theautismhelper

Um, thank you.